ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

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An Assessment of Organizational Culture in Private Higher Education; the Case of Unity University

A Thesis Submitted to Addis Ababa University, College of Educational and Behavioral Studies, in Partial Fulfillment of the Requirement for the Award of Master of Arts Degree in Human Resource and Organizational Development in Education

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Acronyms

OCAI: Organizational Culture Assessment Instrument

CVF: Competing Value Framework

OC: Organizational Culture
Abstract

The aim of this study was to investigate the dominant and preferred culture type at Unity University using the Organizational Culture Assessment Instrument (OCAI). The study employed a descriptive survey research design. By using stratified and simple random sampling the study included 37 samples from academic staff members and 99 samples from administrative staffs who were working in different positions. The data obtained through the instrument were analyzed with graphs drawn what employees believe the existing culture and what they preferred to be. Besides, profiles of each of the six culture attributes and their average were analyzed and graphed. The results of the study revealed that hierarchical culture was the dominant culture and the clan culture was the preferred culture as perceived by the employees. The dominance of the Hierarchy Culture indicates that efficiency, structure, and stability are the central themes. On the other hand, the preferred Clan Culture facilitates very friendly place to work, employees consider their leaders as their mentors and the work environment has a family style atmosphere. The study concluded that the gap between hierarchical and clan culture is wider than acceptable limit which is less or equal to three points. Therefore, the Unity University leadership is advised to adjust the culture discrepancy between “Now” and “Preferred” which was more than ten points. Besides, the leadership of the university are expected to give due attention in the area and introduce a new mix of culture types in the future.

**Key Words:** Organizational Culture, Hierarchy Culture, Clan Culture, Dominant Culture, Preferred Culture
CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, Significances of the study, limitations of the study, delimitation of the study, operational definition and organization of the study.

1.1. Background of the study

An organization is a collectivity with a relatively identifiable boundary, a normative order (rules), ranks of authority (hierarchy), communications system, and membership coordinating systems (procedures). This collectivity exists on a relatively continuous basis in an environment and engages in activities that are usually related to set of goals (Hall, 1999). These activities have outcomes for organizational members, the organization itself, and for the society. The essence of organizations revolves around the development of shared meanings, beliefs, values and assumptions that guide and are reinforced by organizational behavior. These shared meanings, values and assumptions represent organizational culture.

Social scientists have explored the concept of organizational culture as a perspective in organizational theory over the past decades. (Brown, 1998) states that “current interests in organizational culture stems from at least four different sources: climate research, national cultures, human resource management and from conviction approaches which emphasize the rational and structural nature of the organization to be unable to offer a full explanation of organizational behavior”. Culture also has been characterized by many authors as the way we do things around here (Deal and Kennedy, 1982), or the expressive non-rational qualities of an organization. The concept of Organizational culture immerged initially from two different disciplinary roots: anthropological and sociological foundation (Cameron and Quinn, 2006). (Cameron and Ettington, 1988) reviewed a long list of published definitions of organizational culture and noted that in the majority cases, culture has been treated as an enduring set of values, beliefs and assumptions that characterize organizations and their members. On the other hand (Schein, 2004) defines organizational culture as a pattern of shared basic assumptions that were learned by a group as it solved its problems of external and internal integration.
There are a number of problems and disagreements associated with conceptualization of organizational culture. However, most definitions recognize the importance of shared norms and values that guide the behavior of the participants of the organization (Luthons, 2005).

According to (Hofstead in Drummond, 2000) culture is the “software of the mind.” That is the collective programming of the mind which distinguishes the member of one group or category of people from another. (Schein, 1999) suggests that organizational culture is even more important today than it was in the past. Increased competition, globalization, mergers, acquisitions, alliances and various workforce developments have created a greater need for: co-ordination and integration across organizational units in order to improve efficiency, quality, and speed of designing, manufacturing and delivering products and services; Product and strategy innovation; process innovation and the ability to successfully introduce new technologies and programmes; and effective management of dispersed work units and increase workforce diversity. (Mullins, 1999) draws further attention to the importance of culture by attesting to the fact that, without exception, the dominance and coherence of culture proved to be an essential quality of excellent companies. Moreover, the stronger the culture, the more it was directed to the marketplace, the less need was there for policy manuals, organization charts, or detailed procedures and rules. In these companies, people in all parts of the organization know what they are supposed to do in most situations because a handful of guiding values is very clear.

Organizational culture is the most important instrument for the success of an organization. A culture can generate a positive or negative way of affects the working environment. Positive working environment is seen as the ideal/healthy which promotes productivity, growth and employee satisfaction through the creation of a conducive working environment for all employees while a negative working environment is one which is retrogressive to organizational performance and employee relations strong organizational culture can generate motivation, responsibility and loyalty of employees to the organization (Goldstone, 2007). But according to (Schabracq, 2007) organizational culture is not as such so bright; rather most of it is hidden from the eyes of the beholder like the proverbial ice berg of which only one tenth sticks out of the water.
Understanding the basics of culture is necessary to understand official and unofficial behavior of employees. According to (Wallach, 1983), Organizations like human beings have their own personalities, and institutional culture is the personalities of organizations. As every individual has a set of values (Drafke, 2008). This explanation highlights that organizational culture is created assumptions, which are accepted as a way of doing things and are passed on to new members of an organization. For new employees this would mean adaptive behavior within the organization that leads to new belief systems. This new and adaptive behavior instilled through organizational values and beliefs are associated with rituals, myths and symbols to reinforce the core assumptions of organizational culture (Hofstede, 1991).

Considering the importance of organizational culture, (Schein, 1999), suggests that organizational culture is even more important today than it was in the past. Increased competition, globalization, mergers, acquisitions, alliances and various workforce developments have created a greater need for: co-ordination and integration across organizational units in order to improve efficiency, quality, and speed of designing, manufacturing and delivering products and services; Product and strategy innovation; process innovation and the ability to successfully introduce new technologies and programmes; and effective management of dispersed work units and increase workforce diversity. (Mullins, 1999) draws further attention to the importance of culture by attesting to the fact that, without exception, the dominance and coherence of culture proved to be an essential quality of excellent companies. Moreover, the stronger the culture, the more it was directed to the marketplace, the less need was there for policy manuals, organization charts, or detailed procedures and rules. In these companies, people in all parts of the organization know what they are supposed to do in most situations because a handful of guiding values is very clear.

Organizational culture evolves slowly over time and has a powerful influence on behavior within an organization (Slocum and Hellreigel, 2007). Every organization has a predefined culture which makes the way employees behave vary from a positive to a negative attitude towards their jobs. Understanding the basics of culture is necessary to understand official and unofficial behavior of employees. According to (Wallach, 1983) individual outcomes, like job satisfaction, depend on the match between an individual’s characteristics and the organization’s culture. An employee can be more effective in his/ her current job when the culture is appropriate to the
business and a certain level of job satisfaction is reached. The bureaucratic culture is based on power and control which makes it difficult for some employees to be satisfied because they are for example achievement motivated. These employees are driven to improve their personal performance and not by doing everything in a regulated and ordered way (Wallach, 1983).

Organizational culture is a dynamic fact that surrounds us at all times being constantly in acted and created by our interactions (Schein, 2004). In the meantime, organizations tend to develop dominant organizational culture through time as they adapt and respond to challenges (Schein, 1983).

Therefore, the purpose of this study was to assess the organizational culture at Unity University. As confirmed on the university website, Unity language institute was established in 1991 as a language school teaching English, French, Italian, and Arabic, and became the first private college in the country in 1999 after launching diploma programs in Accounting. In August 2002 Unity College was officially renamed Unity University College and in March 2007 it became the first private institute of higher learning to offer postgraduate programs of MBA and MA degrees in the country. In September 2008, the Ministry of Education awarded Unity University College full University status making it the first private institute of a full-fledged University in Ethiopia.

Unity University is an institution that strives to make its vision a reality. Being a member of the MIDROC Ethiopia Technology Group companies, the University has a General Vision of “MIDROC’s quality products and sustained services to every customer and users.” Its particular vision is “To create the best possible private University that can provide quality education for better use by citizens, who are engaged with the university (with full energy and enthusiasm) to acquire education and achieve their dream for a better life and a well developed country.”

Accordingly, the University feels the responsibility of setting the pace in the operation of private higher education institutions in the country. This makes the responsibility of the University even more pressing, as the University has to live up to the expectations of its students and the community at large. With this understanding that the university recently designed its new Strategic Direction.
The new Strategic Direction calls working towards being the “Centre of Excellence” in Leadership and Management. Moreover, the Strategic Direction relates to ensuring quality of education, which goes along the direction of its long-aspired Motto of being “A Quality House”.

To remain competent in the sector, to survive and to transform to the center of excellence, in the higher education environment one of the principal things to be carried out is frequent assessment of organizational culture.

1.2. Statement of the Problem

A number of reasons could be given for the failure of an organization but none of them similar organizational culture. The most commonly sighted reason given for the failure was a neglect of the organization’s culture. Cameron and Quinn’s mode of competing values frame work consists of four competing values that correspond with four types of organizational culture. Every organization has its own mix of these four types of organizational culture.

The major distinguishing features of top performing organizations, their most competitive advantage, their powerful factor and their key element in their success is considered to be their organizational culture. Using Organizational Culture Assessment Instrument (OCAI) the Unity University identified its current culture and its preferred culture. The management of the university utilized what employees identify, their perceptions on both existing culture and their desired future culture.

Congruence between individual and organizational culture contribute to higher level of performance (Cameron and Quinn, 2006) and this enable the Unity University to fulfill its mandates. Fulfilling mission and vision is transferring oneself to higher organization. The critical tool for the transfer is then the congruence between individual and organizational culture.

According to the Ministry of Education website, there are more than fifty accredited non-government higher education institutions. Although there are these number of non-government higher education in Ethiopia, studies on these institutions in general and about organizational culture in particular is limited. Besides, the studied universities so far showed Hierarchy Culture was the dominant organizational culture. This study would be an additional input to check whether the patterns of organizational culture in the private universities are similar. Moreover,
unlike the studied universities, this study would examine and come up with an explanation on the implication of the existed and the preferred organizational culture in the university. This makes the study additional input to know the private universities patterns of organizational culture in Ethiopia. The purpose of this study was to identify the dominant culture and the preferred culture at the Unity University as perceived by employees. Therefore, the study seeks to answer the following basic questions.

1. What is the dominant culture at the Unity University as perceived by employees?
2. What is the preferred culture at the Unity University as perceived by employees?
3. What is the implication of the existing and preferred culture to the Unity University?

1.3. Objective of the Study

The following are the general and specific objectives that this study attempted to meet. The general objective of this study was to assess the dominant and the preferred culture at the Unity University as perceived by the employees of the University.

- To examine the existing culture of Unity University as perceived by the employees?
- To identify the preferred culture at Unity University as perceived by the employees?
- To assess the implication of existing and preferred culture at Unity University as perceived by the employees?

1.4. Significances of the Study

Researchers in the field confirmed that organizational culture is the most powerful factor and key ingredient for the success of an organization. Hence, this study attempts to identify the dominant culture at the Unity University and the preferred culture as perceived by the employees. Hence, the researcher believes that, conducting this research will have the following importance for any beneficiaries to add its part to minimize shortage of knowledge on organizational culture, the findings of the study will create awareness on the part of the management and employees of the organization, tries to identify the dominant culture of the Unity University and suggest workable solutions that better increase cultural elements, serves as a base to those individuals who have the desire to deal with such similar issues, it serves as a starting ground to encourage interested
researchers for further investigation, and the study may help the top management of further detect their organizational culture practice.

1.5. Limitation of the Study

Due to being very busy very limited cooperation from the respondents, particularly the top management was among the main problems that the researcher encountered. Had the researcher would have interviewed leaders of the organization that would have made the study more refined and complete. As Unity University has different branches, however the researcher limited to the main campus which made the study not comprehensive. Lack of information what the researcher desired to show in his research work was the other one.

1.6. Delimitation of the Study

In order to make the research manageable, the study was delimited to the Unity University Addis Ababa, Main campus only. The study also delimited to the study of organizational culture through its dimensions-clan, adhocracy, hierarchy and market.

1.7. Operational Definition

Organizational Culture: The existing and preferred culture in the context of the Unity University as viewed by the employees based on Cameron and Quinn’s OCAI.

Preferred Culture: A selected culture by employees on the context of the Unity University among clan, adhocracy, market and hierarchy cultures based on Cameron and Quinn’s CVF.

Dominant Culture: A culture what is currently being implied (going on) in an organization in the context of the Unity University as perceived by employees based on Cameron and Quinn’s CVF.

1.8. Organization of the study

This research paper will be organized in different components or categories and contains five chapters as follows: Chapter One is the Introduction. This chapter contains background of the study, statement of the problem, basic research questions and objectives of the study, definition
of terms, and significance of the study and delimitation/scope of the study. Chapter Two is Review of related literature is a chapter dealing with previous studies and literatures relevant to the study and it also will include theoretical and empirical evidences related to the study. Chapter Three is Methods of the study. In this chapter the type and design of the research paper, the conceptual framework adapted from previous studies, analysis of participants of the study, the sources of the data, the data collection tools or instruments will be employed, the procedures of data collection and the methods of data analysis will be used and will be described. Chapter Four is Analysis and Presentation. This is a chapter which summarizes the results or findings of the study and it also interprets and discusses the findings by extensive use of the literature review. Chapter Five is Conclusion and Recommendation. Under this chapter the summary of findings, conclusions, limitations of the study and possible recommendations will be described precisely.
CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter provides an insight to readers about the theoretical view of the topics under study. In line with the objectives of the study, the chapter covers topics related to the theories and concepts of organizational culture.

The main focus areas of this chapter include theoretical aspects of concepts of organizational culture, functions of organizational culture, characteristics of organizational culture, strong and weak culture, approaches and level of organizational culture dominant and subculture, diagnosing organization culture and chapter summary.

2. Organizational Culture

2.1. Concepts and Definitions of Organizational Culture

The concept of organizational culture was popularized in the early 1980s, its roots can be traced back to the early human relations view of organizations that originated in the 1940s. Human relation theorists viewed the informal, nonmaterial, interpersonal, and moral bases of cooperation and commitment as perhaps more important than the formal material and instrumental controls stressed by the rational system theorists. The human relations perspective drew its inspirations from even earlier anthropological and sociological work on culture associated with groups and societies (Hofstede, 1973).

Daniel Denison (1990) defines organizational culture as “underlying beliefs, values, and assumptions held by members of the organization, and the practices and behaviors that exemplify and reinforce them. Culture has been defined by (Kluckhohn, 1951) as consisting of “patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values” (Kluckhohn, 1951, p.86). The concept of culture is though applicable to any human collectivity or category as organizations, professions, an age group, entire gender or even a family (Hofstede, 2001). Although Schein and Denison both provide excellent formal definitions of culture, a basic
The definition of culture has also been provided by (Deal, 2003), as “It’s how things get done around here”. Just as families and cities have a specific look and feel to them, so do organizations. This look and feel can represent culture, as it includes images, distinct methods of doing things and how it is perceived by others.

The origin of organizational culture from a national culture point of view is based, among others, on the work of (Deal and Kennedy, 1982). According to this view, organizational culture is seen as being central to organizational success rather than factors such as structure, strategy or politics. As a result, the attention shifted away from national cultures and focused more on organizational culture. Interests in organizational culture from the human resource management and performance point of views stem from the fact that flexible and imaginative approach to understanding how organizations work (Brown, 1998). Besides, organizational culture is the most important agent for the success of an organization.

According to (Juechter et al., 1998), success does not revolve on any one reward system, training initiative or strategic plan. It is now being realized that true success stems from a strong, healthy culture. In order to manage culture, an organized approach is needed to get at the heart of the organization, which includes the attitudes, beliefs, habits, and expectations of all individuals from the organization. Changing culture is not like overnight surgery as it needs time and commitment in order to be changed. Changing culture is shaping beliefs, assumptions, values, and patterns of behavior. It is changing mindsets and coming to new ways of thinking (Pachuta J., 2003). The “bottom line” is important to all companies striving to achieve. Commonly, emphasis is placed on tying the bottom line to structure and dollars. Today, companies need to pay attention to more than just structure and dollars and include social, emotional, and behaviors. It is no longer just important to get the job done, (Buchel M., 2003). More importantly is how that job gets done and its influence on individual teams and the way in which it affects individuals and the learning that takes place (Pachuta J., 2003). Services and products may be the nuts and bolts of business, institutions, and local governments, but culture is their driving engine. Culture influences the everyday living, engagement, and enthusiasm of staff. It influences not only the direct outputs and efficiencies of an organization, but also the health and flexibility of employees. Understanding culture and seeking to find out more about culture will allow leaders
to increase intellectual behavior, and attitudes that each employee “owns” and can choose to share with the organization” (Marc and Farbrother, 2003)

2.1.1 Characteristics of Organizational Culture

Totally the beliefs, feelings, behaviors, and symbols make the characteristic of an organization. Even if there is a certain variation between organizations most of them include observed behavioral regularities, norms, dominant values, philosophy, feelings, and rules as characteristics (Luneburg & Ornstein, 1991).

On the other hand, based on the eastern culture, particularly based on Taiwanese organizations, Chang and Lu identified four characteristics of organizational culture. They are: family – kin, informal work obligations, organizational loyalty, and sub group involvement (Chang, 2000). Furthermore, characteristics of organizational culture could either alleviate or aggravate stress depending on employees’ perception and attribution. Sources of stress can depend on the characteristics of the culture existed in organizations (Katyk et al., 2000).

Certain studies indicated an association linking stress and characteristics of organizational culture, such as levels of organizational commitment, and communication style. Characteristics of organizational culture not only reflect organizational uniqueness but also may become potential source of stress. (Chang and Lu, 2000) found that organizational culture is often regarded as an invisible principle to organizational members, that is, a collective value indicating how people are supposed to behave within the organization. When the personal value matches a collective value, the legitimacy of such value is committed. However, when the personal value is different with the collective value, conflict will occur and provoke a sense of pressure.

2.1.2. The Importance of Organizational Culture

Concerning the importance of organizational culture (Hofstede, 1997) said that culture influence how people behavior and think, so, it is important to understand culture within an organization. When we talk about the role of organizational culture in an organization, it is normally better to start from two perspectives which were provided by (Martins and Terblanche, 2003); the functions of organizational culture and the influence that organizational culture has on the different processes in the organization.
Normally, the functions of organizational culture manifest itself in two aims. First, creating the feeling of identity among personnel and commitment to the organization and second, creating a competitive edge to enable the members (especially new members) in the organization to well understand acceptable behavior and social system stability (Martins, 2000).

It is the fact that organizational culture can offer a shared system of meanings, which forms the basis of communication and mutual understanding. If the organizational culture doses not fulfill these functions in a satisfactory way, the culture may significantly reduce the efficiency of an organization (Furnham and Gunter, 1993).

On the other hand, organizations use different resources and processes to guide behavior and change. Organizational culture is playing an indirect role in influencing behavior by using reasonable managerial tools, such as strategic direction, goals, tasks, technology, structure, communication, decision making, cooperation and interpersonal relationships, and so forth, which are all designed to do things (Martins and Terblanche, 2003). In order to become an efficient organization, the importance of culture should not be neglected (Schneider and Barsoux, 1997), because culture has an impact on how the organization is run. In the year of 1997, (Morgan, 1997), argued that an organization is basically a human nature operation, so he stressed the need to build organizations around people rather than techniques.

Organizational culture can be used as different tools to help the organization reach success. First, organizational culture is a powerful tool for improving business performance (Brown, 1995), it can also be a competitive advantage against the organization’s competitors. Secondly, organizational culture can be a tool of management control. Managers could use selected rites, stories, symbols and common values to control and direct employee behavior. From the future perspective, this form of control could be cheaper and could build commitment to the organization and its goals.

Hence, (Buchanan and Huczynski, 1997) argued that management today is moving from bureaucratic control to humanistic control. In the current society, organizations are seeking to satisfy their members needs by providing satisfying work tasks or a pleasant team working life through internal control, and all those aims could be achieved with the help of their
Similarly, (Hellriegel et al., 2001) also add that organizational culture has the potential to enhance organizational performance, individual satisfaction, problems solving, and so on. However, not all scholars agree with the above opinions about culture’s roles. Some researchers argue that organizational culture is partly the outcome of society factors. (Johnson and Scholes, 1999) have pointed out, that significant value of society change is becoming more and more complex and is out-of-date, and therefore, those right things or decisions, such as strategies, which were acceptable and successful in the past, may not be used today.

Every organization has its own culture. Since many employees spend more hours at their workplace, their organization’s culture obviously affects both their work lives as well as their personal lives. Organizational culture refers to the beliefs, ideologies, principles and values that the individuals of an organization share. This culture is a determining factor in the success of the organization. A shared organizational culture helps to unite employees of different demographics. Many employees within an organization come from different backgrounds, families and traditions and have their own cultures. Having a shared culture at the workplace gives them a sense of unity and understanding towards one another, promoting better communication and less conflict. In addition, a shared organizational culture promotes equality by ensuring no employee is neglected at the workplace and that each is treated equally. Organizational culture helps to keep employees motivated and loyal to the management of the organization. If employees view themselves as part of their organization’s culture, they are more eager to want to contribute to the entity’s success. They feel a higher sense of accomplishment for being a part of an organization they care about and work harder without having to be coerced (Johnson and schools, 1999)

Healthy competition among employees is one of the results of a shared organizational culture. Employees will strive to perform at their best to earn recognition and appreciation from their superiors. This in turn increases the quality of their work, which helps the organization prosper and flourish. Guidelines contribute to organizational culture. They provide employees with a sense of direction and expectations that keep employees on task. Each employee understands
what his roles and responsibilities are and how to accomplish tasks prior to established deadlines. An organization’s culture defines its identity. An entity’s way of doing business is perceived by both the individuals who comprise the organization as well as its clients and customers, and it is determined by its culture. The values and beliefs of an organization contribute to the brand image by which it becomes known and respected (Schein, 1995).

The importance of organizational culture and how it contributes to organizational effectiveness and achievement is well established. Organizational culture is possibly the most critical factor determining an organization's capacity, effectiveness, and longevity. It can also contribute significantly to the organization's brand image and brand promise, which can have both positive and negative implications. When culture is out of alignment with mission, core values, and operational strategy, it can become a significant liability for the organization.

Organizational culture plays an especially critical role in most nonprofits, particularly those with a large and ever-changing pool of volunteers. Nonprofits generally evolve from a group of people working on a common cause to solve a community problem. What originally held these individuals together are their shared commitment or purpose and the common underlying assumptions and values about what they want to accomplish and how they hope to accomplish it. Human systems naturally evolve from habits of behavior and thoughts based on these shared assumptions and values. These predictable and promoted behaviors and the written artifacts created by the groups as a whole gradually become the organizational culture.

If the culture within an organization fails to evolve and change as rapidly as the social conditions in the community and society, the organization's culture often loses sight of the commitment or purpose that brought people together in the first place. The organizational culture then becomes an end in itself rather than the means. To keep organizational culture vital and relevant, people need a deep understanding of why the organization was created, what brought its members together in the first place, and why the group still exists today (Schein, 1985).

According to (Schein, 2004) culture is important because it shapes: What the organization considers to be “right decisions”; What employees consider to be appropriate behavior and how they interact with each other within the organization; How individuals, work groups and the organization as a whole deal with work assigned to them; The speed and efficiency with which
things get done; The organizations capacity for and receptiveness to change, and The attitudes of outside stakeholders to the organization.

In short, an organization’s culture can be supportive of or hinder the implementation of new initiatives and the achievement of its overall goals. When an organization is faced by a changing marketplace or regulatory environment, or has identified the need for a shift in strategic direction, the implementation of a new technology, or the introduction of new processes, the established culture may impede progress unless it, too, is changed. For that reason, the successes of major organizational change initiatives are almost always dependent on internal cultural changes like; Circumstances change, Stakeholder expectations change, the demographics of the organization change, the organization’s objectives change, New technologies are deployed, and Ingrained attitudes are producing negative outcomes.

2.1.3. Strong and weak culture

Organizational culture can either be strong or weak. Strong culture is said to exist when the staff respond to stimulus because of their alignment to organizational values. That is in a strong culture; the organization’s core values are held strongly and shared widely. This suggests that when organizational members accept the shared values, they become more committed to them. In such environments, strong cultures help firms operate like well-oiled machines, engaging in outstanding execution with only minor adjustments to existing procedures. A strong organizational culture has a great influence on members (Martins, 2003). In other words, a strong culture is a powerful lever for guiding behavior (Deal and Kennedy, 1983).

In an organization with a strong culture, one can feel the human energy that flows from aligned, committed employees. Research indicates that organizations may derive the following benefits from developing strong and productive cultures:

- Better aligning the company towards achieving its vision, mission and goals;
- High employee loyalty and motivation;
- Increase team cohesiveness among the company’s various departments and divisions;
- Promoting consistency and encouraging coordination and control within the company;
- Sharing employee behavior at work, enabling the organization to be more efficient.
A weak organizational culture, on the other hand, is where there is a little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy. Organizational members do not subscribe to the shared believes, values, and norms (O’Reilly et al., 1991). Organizational members in a week culture find it difficult to identify with the organization’s core values and goals (Wilson, 1992). As a result different departments within such an organization uphold different believes that do not necessarily address the core goals of the organization.

In an organization with a weak culture, the available energy is fragmented and often dissipated through conflicting agendas, blaming, and unclear communication. Weak cultures have a negative impact on employees because they are directly linked to increased turnover (Harrison, 1993). In essence, the fundamental strength of the organization’s culture is determined by how weak or strong it is.

2.1.4 Organizational Culture in Higher Education

During the last two decades universities worldwide have come under increasing pressures to adapt their organizational culture to rapidly changing social, technological, economic and political forces emanating from the immediate as well as from the broader post-industrial external environment (Bartell, 2003). The unprecedented growth, complexity and competitiveness of the global economy with its attendant socio-political and technological forces have been creating relentless and cumulative pressures on higher education institutions to respond to the changing environment (Cohen et al., 2007). The rapid increasing globalization and international competition have put pressure on colleges and universities culture.

At the university level, culture can be referred to as the key for the success. Culture affects the individual’s behavior in the workplace and influences both individual and organizational success. The study of the organizational culture has risen in importance in the analysis of the universities. The analysis of universities organizational culture is important because it is interested in the adaptation of its culture to the values and the behavior of its members, so as to maintain a healthy state of mind and foster permanent improvement (Folch and Ion, 2009). University culture is a distinct type of organizational culture whose values and beliefs and basic assumptions are held in common by all universities particularly the hierarchy as a dominant
(Johnson, 1999). For example, universities have regular ceremonies. Furthermore, people should celebrate at work not only events connected with their professional promotion but also their personal events, such as wedding, birthday or retirement (Antic and Ceric, 2008). University culture cannot be formed by individuals acting alone. Exchange and collective acceptance of same values and artefacts are a common key role in university culture.

As studies shown university culture can be defined as collective mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide behavior of individuals and group. This provides a frame of reference within which to interpret the meaning of events and actions on and off campus. University culture allows us to see and understand interactions of people outside the organization and special events, actions, objectives and situations in distinctive way. University culture basically comes from three sources; the beliefs, values, and assumptions of founders of organizations and the learning experiences of group members as their organizations evolve. Values, beliefs and assumptions can be thought greatly influence decision making processes at universities and shape individuals and organizational behaviors. Behaviors based on underlying assumptions and beliefs are conveyed through stories, special language and institutional norms (Cameron and Freeman, 1991). University Culture is also created by new beliefs, values and assumptions brought in by new members and leaders. According to (Sehein, 1983) it is the leaders who play the crucial role in shaping and reinforcing culture.

In university settings, it is especially important to investigate interactions between members of faculty and between faculty and students. There are many different ways how university culture can be assessed (Antic and Ceric, 2008). For example, (Sporn, 1996) differentiates two types of university organizational cultures: strong and weak. Strong university culture is characterized by shared values, strong norms of behavior and willingness of faculty to obey these norms. In contrast, weak culture is characterized by disagreement about main values, absence of norms and violation of written and unwritten norms of behavior at university (Antic and Ceric, 2008). According to (Sporn, 1996), strength is the degree of fit between cultural values, structural arrangements, and strategic plans within the whole university.
2.2. Approaches of Organizational Culture

There are various approaches to organizational culture. In fact, there is no one best way to access organizational culture. Three different approaches, each linked to specific method of measuring and assessing culture are discussed. They are: the competing value framework approach, the three levels of culture approach, and the four conditions of culture approach.

2.2.1. The Competing Value Framework

The competing value framework was developed by (Cameron and Quinn, 2006) and broadly applicable and intended to foster successful leadership; improved organizational effectiveness; and promote value creation.

The competing value framework can tell if an organization’s prominent culture falls into one or two of four types: the clan culture, the hierarchy culture, the adhocracy culture or the market culture.

The Competing Values Framework

Flexibility and Discretion

<table>
<thead>
<tr>
<th>INTERNAL FOCUS AND INTEGRATION</th>
<th>clan</th>
<th>Adhocracy</th>
<th>EXTERNAL FOCUS AND DIFFERENTIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hierarchy</td>
<td></td>
<td>Market</td>
<td></td>
</tr>
</tbody>
</table>

Stability and Control

Extracted from Cameron and Quinn (2006 P. 35)

The Clan Culture: is internally oriented and flexible control. It is characterized by shared values and goals, cohesion, participation, development of individuals, the sense of group performance by teamwork, loyalty and consensus standards. Its name comes from its similarity to a family organization. The organization is like a “family ‘extended. The “heads” of the organization are
considered leaders and mentors, the figure is paternal. Cohesion and morality are very important. Success is defined by the concern to employees and sensitivity to customers and consumers (Cameron and Quinn, 2006).

The Hierarchy culture: is characterized by stable internal guidance and control. It is based on rules, specialization, impersonality, responsibility and hierarchy. The goals of the organizations long term stability, predictability and efficiency. The organization is a structured and formalized workplace. The leaders provide themselves on being good coordinators and organizers. The item concerning the long-term instability and the efficient and accurate operations. Success is in terms of delivering reliable, accurate scheduling and low cost (Cameron and Quinn, 2006).

The Market culture: shows stable control and external orientation. It works as a market in itself. The core values are competitiveness and productivity. A market culture is a work space led to results. It is result-oriented organization. Leaders are guides tough, productive and competitive. The element that holds the organization is the emphasis of winning. Corporate reputation and success are constant concerns (Cameron and Quinn, 2006).

The Adhocracy Culture: is manifested by external focus and flexible control, a culture of pioneering and innovative as key to success. The company is a dynamic, enterprising creative workplace. The leaders are considered innovators and risk takers. The organization is held together by experimentation and innovation. Success is conceived as generating new and unique products and services.

2.2.2. Levels of Organizational Culture

According to (Schein, 1985; 2004) many definitions of culture give primacy to the cognitive components, such as assumptions, beliefs and values. Many scholars in the field adopted (Schein, 1985) classification of cultural levels. Schein’s model consists of three layers that differ regarding their visibility within an organizations and their consciousness among organizational members.
The first level of Schein’s classification scheme consists of artifacts and practices. In cultural artifacts, the basic assumptions, values and behavioral norms of the organization are visualized. In any organization, the specific symbols will be unique and related to the shared perspective of members. Symbols can also distinguish status and power differences between individuals and groups at the same level (Tosi, and others 2000). This level of culture also consists of practices. In these practices or behavioral patterns, the underlying assumptions, values and norms come to the surface. These practices are not the result of any formal agreement or arrangement between employees, but developed from socially accepted or reinforced behavior of employees (Deal, 1985). Practices essentially refer to the customs, “the way we do things around here”, or to the rituals in organization.

The second level consists of values and norms. Values refer to what organizational members believe to be good, right or desirable. Values, therefore, are to be considered standards of desirability; they reflect what is conceived to be important to pursue or worth striving for in organization (Maslowski, 2001). Although organization members are not always conscious of the values that guide their behavior, most are able to express their core values (Rossman, and others 1988).

The third and the “deepest”, least tangible level of culture consists of basic assumptions shared by organizational members, which comprises the core of organizational culture. Assumptions refer to taken-for-granted beliefs that staff members perceived to be “true” (Schein, 1985; 2004). Because of their taken-for-granted nature, organizational members often are no longer aware of the assumptions that underlie the daily interpretations of their duties.

These assumptions are likely to remain unconscious until other organizational members and other external body challenges them (Stolp and Smith, 1995). Generally, it is clearly shown that organizational culture elements could be analyzed at different levels, based on the degree to which the cultural elements are visible to individuals. Some managers focus on the most outer or visible cultural elements while others on the most inner or invisible cultural elements. As the organization matures, artifacts take on a primary role in creating and sustaining the culture. Thus, the organization’s future leaders will learn acceptable ways to behave through such artifacts as the organization’s structure, systems and procedures, rites and rituals, and myths and legends.
**Organizational structure:** May reflects the leader has consciously held values. When leaders believe they must exert strong day-to-day control, they set up a centralized hierarchy with tight controls. Leaders who believe the organization competitive advantage lies in its people choose a decentralized structure that leader’s authority (Wright and Noe, 1996).

**Systems and procedures:** Every organization has routines procedures, reports, and other regular tasks. Their existence gives employees a degree of certainty and predictability. They also reinforce the organization’s culture. An organization that values collaboration among employees might set up regular meetings among employees from several functions. An organization that assumes top managers should have the final say would set up review processes in which top managers could make decisions and issues orders (Wright and Noe, 1996).

**Rites and Rituals:** When people think of “organizational culture”, they often think of the organization’s rites and rituals. These are ceremonies incorporating forms of cultural expression such as recounting legends. Typically, they have a prescribed form and are repeated according to the custom of the culture (Wright and Noe, 1996).

**Stories, Legends and myths:** Overtime, organizations create and preserve stories, legends, and myths. These (often-true) anecdotes are widely recounted within the organization. They tell of how the organization’s leaders, handled a crisis or a surprise. These stores reinforce underlying assumptions and they teach new employees about the organization’s assumptions. Stories, legends, and myths are a powerful but hard to manage category of artifacts. They are powerful because they can stir emotions and are readily passed from one employee to another. Managers can actively recount stories that reinforce the values they consider important (Wright and Noe, 1996). Generally, it is clearly shown that organizational culture elements could be analyzed at deferent levels, based on the degree to which the cultural elements are visible to individuals. Some authorities focus on the most outer or visible cultural elements while others on the most inner or invisible cultural elements.
2.2.3 The Four Conditions of Culture

The four conditions of culture were developed by (Shain, 2001) and they are control, demand, effort, and reward. He then identified conditions of work which disproportionately contribute to stress and satisfaction outcomes in employees. These conditions range from low control (having too little influence over the way we do our daily work) and low reward (not receiving adequate recognition of feedback on performance) to high effort (having to expend too much mental energy over too long a period) and high demand (having too much to do in too little time over too long a period). Each condition affects employee outcomes and the ability of the organization to meet or exceed performance indicators. For instance, low control and low reward circumstances tend to contribute to low employee satisfaction while low reward and high effort contribute to high stress.

The Four Conditions Effecting Culture

<table>
<thead>
<tr>
<th>Conditions effecting culture</th>
<th>Employee outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low control: having too little influence over the way we do our daily work</td>
<td>LOW SATISFACTION</td>
</tr>
<tr>
<td>Low Reward: not receiving adequate recognition or feedback on performance</td>
<td></td>
</tr>
<tr>
<td>High Effort: having to expend too much mental energy over too long a period</td>
<td>HIGH STRESS</td>
</tr>
<tr>
<td>High demand: having too much to do in too little time over too long a period</td>
<td></td>
</tr>
</tbody>
</table>

Extracted from Organizational Culture: from Assessment to action pp. 1

2.3. Dominant and Sub Cultures

According to (Robbins and Judge, 2008) a dominant culture expresses the core values that are shared by a majority of the organizations members. It is the macro view of culture that gives an organization its distinct personality. On the other hand, sub cultures tend to develop in large organizations to reflect common problems, situations, or experiences that members face. These sub cultures are likely to be defined by department designations and geographical separation. Subculture will include the core values of the dominant culture, plus additional values unique to members of a given department similarly an office or unit of the organization that is physically separated from the organizations main operations may take on a different personality.
The core values are essentially retained, but they are modified to reflect the separated unit’s distinct situation. If organizations had no dominant culture and were composed only of numerous subcultures, the values of organizational culture as an explanatory concept would be significantly lessened because there would be no uniform interpretation of what represented appropriate and inappropriate behavior. The shared meaning aspect makes it a potent device for guiding and shaping behavior (Robbins and Judge, 2008).

People in an organization vary because of the occupation or profession, hierarchical level, work groups or teams they belong, which possess a specific characteristic that identifies them. Those individuals with common feelings, values, beliefs, through May come together to form sub units in an organization and reflect their own unique cultures. In line with this idea, (Kotter and Hesckett, 1992), (Cameron and Quinn, 1999) wrote that within organizations there are multiple cultures usually associated with different functional departments, products groups and hierarchical levels. (Kotter and Hestett, 1992), further indicates that even within a relatively small sub units there may be multiple and even conflicting subcultures. (Trice and Beyer, 1993) support the above idea by stating the fact that most large organizations also not have a homogeneous culture. Instead, they are usually a cluster of organizational sub culture as ideology, cultural forms and other practices those identifiable groups of people in an organization exhibit.

2.4. Diagnosing Organizational Culture

Despite the distinctiveness in approach, context and purpose of the models, organizational culture models can serve one purpose i.e. to help organization diagnosis and better understand its cultural setup. Understanding the cultural makeup of the organization in turn is a particular way of aligning and realigning organizational culture with the overall objective of the organization (Cameron, 2004).

Understanding the organizational culture by no means is not enough, according to (Cameron and Quinn, 2011), and (Lai& Lee, 2007), organizations need to go through a systematic process of diagnosing the current organizational culture, get the full picture of organizational culture and its subcultures, streamline and integrate organizational culture with organizational strategy and
finally nurture and sustain the right organizational culture. That can be achieved by going through rigorous and periodic organizational culture assessment.

In this regard researchers and scholars have developed various standard and valid organizational culture assessment tools and instruments including some of the prominent ones Organizational Culture Assessment Instrument by (Quinn and Cameron 2000), Organizational Culture Inventory by (Kaur and Kahlon, 2012). Numerous organizations had gone through the fundamental process of organizational culture assessment, according to (Schein, 2010), for the purpose of either optimizing the link between organizational culture and other initiatives, supporting programs designed to change behaviors or enhancing leaders and managers’ understanding of culture. Not surprisingly, these assessment exercises have deployed one of the organizational culture assessment tools mentioned to achieve its specific goals of organizational culture diagnosis.

Despite the type of culture that dominates the organization, organizational culture can be supportive of or hindrance, according to (Iyamabo, 2013), the implementation of new initiatives and the achievement of firm’s overall goals. In order to harness the invaluable contribution of organizational culture towards attaining the strategic goals, organizations are required to put their immense efforts to diagnose, align/realign, nurture and sustain organizational culture that over helpingly support organizational effectiveness. It is totally upon the organizations to nurture, develop and transfer the 'strong' organizational culture that will have an added value to the overall performance of the organization.

2.5. Unity University

Unity University is the first privately owned institute of higher learning which is awarded full-fledged university status in Ethiopia by the Ministry of Education. It is also the first private university to offer postgraduate programs leading to Master’s degree in Business Administration (MBA) and Development Economics (MA).

A member of the MIDROC Ethiopia Technology Group, Unity University currently offers undergraduate degrees in its Regular, Extension and Distance/Continuing programs. First it was established in 1991 as a language school teaching English, French, and Italian and Arabic, Unity became the first private college in the country in 1999 after launching diploma programs in
Accounting, Marketing, Business and Personnel Administration as well as Secretarial Science. In the subsequent years Unity College did not only consolidate its existing diploma programs but it also upgraded its institutional services by offering first degree courses to be given by a private institute of higher learning in Ethiopia. In 1993, Distance and Continuing program was launched and two years later, in 1995, Unity opened a new campus outside Addis at Adama by purchasing the special Nazareth premises and installing its own full time academic and administrative staff.

In August 2002 Unity College was officially renamed Unity University College and in March 2007 it became the first private institute of higher learning to offer postgraduate programs of MBA and MA degrees in the country. In September 2008, the Ministry of Education awarded Unity University College full University status making it the first private institute of a full-fledged University in Ethiopia. Unity University is an institution that strives to make its vision a reality. Being a member of the MIDROC Ethiopia Technology Group companies, the University has a General Vision of “MIDROC’s quality products and sustained services to every customer and users.” Its particular vision is “To create the best possible private University that can provide quality education for better use by citizens, who are engaged with the university (with full energy and enthusiasm) to acquire education and achieve their dream for a better life and a well-developed country.” In order to achieve this vision, it regularly evaluates and reviews its existing curricula and engages in careful preparation of its new undergraduate and postgraduate programs.

Unity University conducts continuous assessment of its academic offerings and introduces innovative learning and teaching exercises to maintain and upgrade its academic performances to ensure its unaltering quality services. In addition to its academic undertaking, the University encourages research and holds annual multi-disciplinary conferences the proceeds of which are published in its academic journal entitled “Ethiopian Journal of Business and Development.” It has also bi-monthly publication “The voice of Unity University” to inform target audience on the activities of the University and enhance knowledge of its readers. Unity University is also very active in community service programs. It is involved in activities related to environmental protection and has participated in the “Clean and Green Addis Ababa initiative” and in other programs sponsored by the city council of Addis Ababa, the Addis Ababa Chamber of Commerce in such projects as the HIV/AIDS awareness creation and prevention activities.
The university had offered scholarships to several students with financial difficulties. It had set up a program known as Girls’ Project, which extends assistance to deserving girl students from around the country who could not pursue their tertiary education because of lack of financial resources. It also gives scholarships to its own staff who wish to upgrade their academic status and to students with outstanding record in sports and other cultural activities. The current student population of the university is 7370 with 160 enrolled in the postgraduate program, 3487 in the undergraduate studies and 927 in the diploma program. The Distance/Continuing program is offered to over 3330 students enrolled at 38 centres in most Regional (Kilil) capitals and preparation is underway to expand the program by opening up new centres throughout the country.

The academic staff of the university is more than 2000 with 8.5% if the instructors being female. The total number of the employees at the main campus including the academic, administrative and support staff is well over 469 with their educational background ranging from PhD. to 12th grade and below. The University feels the responsibility of setting the pace in the operation of private higher education institutions in the country. This makes the responsibility of the University even more pressing, as the University has to live up to the expectations of its students and the community at large. It was with this understanding that Unity recently designed its new Strategic Direction.

The new Strategic Direction calls working towards being the “Centre of Excellence” in Leadership and Management. Moreover, the Strategic Direction relates to ensuring quality of education, which goes along the direction of its long-aspired Motto of being “A Quality House”. In view of the above, the university made it a point to focus and lay emphasis on Leadership and Management, Engineering and Technology, Health Sciences, and General Education. The university leadership is confident that the resources, and the continued support of the aforementioned actors, would enable the university to attain its goals.
Chapter Summary

Finally, I have summarized some of the key concepts and ideas that underlie the assessment of organizational culture. The beliefs, feelings, behavior, and symbols make the characteristics of an organization. These characteristics replicate organizational uniqueness. Sources of stress can depend on the characteristics of the culture and depending on the employee’s perception; characteristics of organizational culture could improve or magnify stress. Levels of organizational commitment and communication style seem to have linkage with stress and characteristics of organizational culture.

Organizational culture can either be strong or weak. Strong culture is said to exist when the staff respond to stimulus because of their alignment to organizational values. That is, in a strong culture; the organization’s core values are held strongly and shared widely. A weak organizational culture, on the other hand, is where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy. There are four types of organizational culture: Clan Culture, the Adhocracy Culture, the Market Culture, and the Hierarchy Culture. Quinn and Cameron discovered that flexible organizations are more successful than rigid ones because the best organizations are able to manage the competition between cultures while activating each of the four value sets when needed. The six sub-dimensions’ dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphasis, and criteria for success serve to describe the fundamental manifestations of culture within an organization.

There are three levels of organizational culture: these are the first level of Schein’s classification scheme consists of artifacts and practices. In cultural artifacts, the basic assumptions, values, and behavioral norms of the organization are visualized. The second level consists of values and norms. Values refer to what organizational members believe to be good, right, or desirable. The third and the “deepest,” least tangible level of culture consists of basic assumptions shared by organizational members, which comprises the core of organizational culture.

A dominant culture expresses the core values that are shared by a majority of the organizations members. It is the macro view of culture that gives an organization its distinct personality. On the other hand, sub-cultures tend to develop in large organizations to reflect common problems,
situations, or experiences that members face. And Organizations need to go through a systematic process of diagnosing the current organizational culture, get the full picture of organizational culture and its subcultures, streamline and integrate organizational culture with organizational strategy and finally nurture and sustain the right organizational culture.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents a detail discussion about the type of research design employed in the study. Moreover, topics related to the sample size, sampling techniques, method of data collection, data analysis and interpretation tools are included. Explanation about validity, ethicality and reliability of study are also part of this chapter.

3. Research Design and Methodology

3.1. Research Design

The purpose of this study was to investigate the dominant culture and the preferred culture at the Unity University as perceived by employees. To accomplish this, the design employed is a descriptive survey. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. They deal with opinions that are held processes that are going on effects that are evident or trends that are developing. Above all, surveys are primarily concerned with present. On the other hand, every organization’s culture is special and thus requires flexible research approach in the process (Schein, 1992). Moreover, to meet the purpose of the study; the researcher used observation and document analysis as a method of collecting qualitative data in order to maximize trustworthiness of the study procedures and results of the study.

According to (Koul, 2006), descriptive research studies designed to obtain pertinent and precise information concerning the current status of phenomena and to draw conclusions from the fact observed. Therefore, the researcher selected descriptive survey because it helped to observe relevant and available current information to examine the current and preferred culture. Furthermore, the descriptive survey enables the researcher to find out the solution for the existing problems in implementing overall plans and could help to test the basic research questions.
3.2. Sources of Data

This research employed both primary and secondary sources of data. The primary data sources are Academic and Administrative Staff of Unity University. Cameron and Quinn’s Competing Values Framework (CVF) which utilizes Organizational Culture Assessment Instrument (OCAI) to assess organizational culture was used by sampled employees. As empirical researches suggest this instrument is reliable to measures culture type consistently overtime, and over groups of respondents. The secondary sources of data are documents, rules and regulations, policies and procedures etc. of the University.

3.3. Sample Size and Sampling Techniques

The total populations for this study were 339 from academic and administrative staff. Out of these total number of employees’ the target population of this study comprised of 37 Academic and 99 Administrative Staff. By using confidence levels of 95% and sampling errors of 5% probability technique (Cohen and Manion, 2005), 136 staff members which accounts for 40% of the total 339 staff members (37 academic staff and 99 administrative staff) was selected for the study. These 136 respondents of academic staff and administrative staff were selected from each department using proportionate stratified sampling technique and simple random sampling technique. The stratified technique was applied for different departments for both the academic and administrative staff. The reason why the researcher prefers the sampling technique was to increase the probability of including unique character of each member of the population as well as to ensure proportional representation of the population in the sample.

3.4. Data Gathering Tools and Procedures

3.4.1. Data Gathering Tools

After a research problem has been identified and the research design checked out what comes in mind is the type of data (primary and secondary) collection (Kothari, 1995). Three strategies were available to measure culture at the organizational level of analysis. They were a holistic approach, metaphorical (language) approach, and quantitative approach (Cameron and Quinn, 2006).
The data gathering tools applied for this study was standardized questionnaires, observation and document analysis to assess dimension of culture. In this research, questionnaire was used to reach large number of respondents easily. It was believed to be ideal to descriptive survey. Furthermore, it minimizes cost to the researcher and gives adequate time to a respondent to give a well thought answer. Questionnaires were presented for 136 sample respondents (37 academic and 99 administrative staffs). In addition to this, observation and document analysis were employed by the researcher.

Table 1. Population and Sampling Size

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Population</th>
<th>Sample Size</th>
<th>%</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Staff</td>
<td>91</td>
<td>37</td>
<td>40</td>
<td>Using 95% confidence level and 5% sampling error probability technique</td>
</tr>
<tr>
<td>2</td>
<td>Administrative staff</td>
<td>248</td>
<td>99</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>339</td>
<td>136</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

3.4.2. The organizational Culture Assessment Instrument (OCAI)

Organizational Culture Assessment Instrument (OCAI) a tool developed by (Cameron and Quinn, 2006) helps organizations identify their current and preferred culture. It also assists a researcher in diagnosing the organization’s cultural strength, cultural type and cultural congruence. The OCAI is currently used by 12,000 organizations worldwide (OCAI report 2015). Through the use of a simple survey participants identified their perception of both existing culture and their preferred future culture. The organizational Culture Assessment Instrument was in the form of questionnaire that required individuals were to respond to six items. In the first attempt respondents were expected to rate the organization in its current state, not as they would like it to be. Then in the second attempt to some six questions respondents were to use the “Preferred” column to respond to the items as they prefer their organization to be.

There is no right or wrong answers for these items, just as there are no right or wrong culture (Cameron and Quinn, 2006). Every organization will most likely be described by a different set of responses. To adopt the six Organizational Culture Assessment Instrument items in the Unity University context: each item has four alternatives and the Unity University employees (respondents) were expected to divide 100 points among these four alternatives depending on the
extent to which each alternative is similar to the Unity University. For example, on item one, if the respondent thinks alternative “A” is very similar to the Unity University, alternative “B” and “C” are somewhat similar; and alternative “D” is hardly similar at all, respondents might give 55 points to “A”, and 20 points each to “B” and “C”, and 5 points to “D”. In fact, respondents should be sure that their total equals 100 for each item. This is for “Now” column. The same was done for the “Preferred” column. The responses of the employees produced two independent ratings of the Unity University. One as it currently exists and one as employees (respondents) wish it to be.

3.4.3 Reliability and Validity

There are many different types of validity and different types of reliability. Hence, there will be several ways in which they can be addressed. Organizational Culture Assessment Instrument (OCAI) has been used by several researchers in studies of many different types of organizations. These studies have all tested the reliability and validity of the instrument in the course of their analysis (Cameron and Quinn, 2006).

Reliability

Reliability refers to the extent to which the instrument measures culture type consistently over time, over instruments and over groups of respondents (Chohen et. al., 2005). One study that tested the reliability of Organizational Culture Assessment Instrument was conducted by (Quinn and Spreitzer, 2006) in which 796 executives from eighty-six different public utility firms rated their organization’s culture. Cronbach alpha coefficients were computed for each of the culture types being assessed by the instrument. Each coefficient was statistically significant and very satisfactory compared to normal standards of reliability. Coefficients were 0.74 for clan culture, 0.79 for the adhocracy culture 0.73 for the hierarchy culture, and 0.71 for the market culture (Cameron and Quinn, 2006).

Cronbach alpha coefficients for each of the culture types of this study were 0.73 for clan culture, 0.63 for adhocracy culture, 0.52 for hierarchy culture, and 0.63 for the market culture. The results were very consistent and provide strong support for Cameron and Quinn.
Validity

There are different kinds of validity and one of the instruments of it is Organizational Culture Assessment Instrument (OCAI). The empirical evidence suggested that OCAI measures what it claims to measure namely, key dimensions of organizational culture. (Cameron and Quinn, 2006). The OCAI is unique in its ability to identify the organizational culture strength congruence and type. One can immediately detect the extent to which one or more cultures are dominant in the organizations.

3.4.4 Observation

Observation was conducted to collect data related to the artifacts, which are the most visible level of culture and the outward manifestation of existing culture (Schein, 1985). In this regard, actual observation of the setting and practice was observed. In addition to this, observable artifacts of the organizational culture such as symbols members’ interaction, cultural facts, were observed.

3.4.5 Document Analysis

Document analysis was done to find out about the Unity University policy and procedures. Additionally, this technique was also used to give meaning in the assessment of the culture to further analyze questionnaire results.

3.4.6 Procedures of Data Collection

The researcher was devoted much effort on the adapted Cameron and Quinn’s standardized questionnaire for diagnosing Organizational culture particularly about its simplicity and clarity. Cameron and Quinn do not endorse one ideal culture rather cultural effectiveness is a product of matching culture with a company’s vision, mission, values and strategy.

The researcher discussed the questionnaire with friends and colleagues particularly its simplicity, clarity and its manageability. The researcher and volunteer friends (who are discussing the questionnaire) shared the distribution and the collection of the questionnaires to and from different respondents in the academic and administrative staff. The questionnaires were prepared in English language. Then, questionnaires were distributed for respondents. Finally, after
collecting the questionnaires the data were coded and analyzed. In addition, after gaining permission from the concerned body of the university, based on observation guide, things such as how the staffs communicate each other, observable artifacts, symbols and rites, were observed. At the end, various documents, pertaining to the issue of culture were analyzed.

3.5. Methods of Data Analysis

The data analysis has been undertaken right after the data collection from the field. In the progress of meeting the intended objectives of the study and nature of issues under investigations, the gathered data from the sampled respondent has been edited first, coded and summarized and presented through tables, and figures. Personal data of respondents was presented using tables. Analysis and interpretation of data was performed using figures.

Two types of figures were used. The first ones are figures that show the dominant culture of the university as perceived by employees. The second ones depict the culture employees want to see in the university or what they prefer to see practiced in the organization. And lastly a thematic analysis was conducted for information obtained through observation and document analysis.

3.6. Ethical Considerations

In this study the researcher consciously considered ethical issues in seeking consent, avoiding deceptions, maintaining the confidentiality, respecting the protecting the privacy of respondents that encountered during the study.

It was also outlined that during the research and data analysis process, all the answers of the participants were processed without any identification information and therefore was not linked to any one of the participants personally. Finally, it was indicated that no unprocessed raw data will be provided in detailed manner on any of the study participants; and all gathered information will remain confidential and no individual information will be passed onto the university authorities.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As outlined in the methods of data analysis two parts are to be dealt with in this chapter. The first part describes the demographic characteristics of the respondents in terms of sex, age academic qualification, service years and Job categories.

In the second part discussed the analysis and interpretation of data that were gathered through Cameron and Quinn’s questionnaire for diagnosing organizational culture

4.1. Characteristics of Respondents

The research targeted on investigating the organizational culture of the Unity University. Academic and Administrative staffs were the main source of information. 138 questionnaires were distributed to employees of Unity University Gerji Main Campus. 136 (98.55%) were filled properly and returned on time.

The general characteristics of the respondents are discussed here below:

Table 2 Characteristics of Respondents by Age and Gender

<table>
<thead>
<tr>
<th>Respondents</th>
<th>No. of Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>By age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>43</td>
<td>31.61</td>
</tr>
<tr>
<td>31-40</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>41-50</td>
<td>38</td>
<td>27.94</td>
</tr>
<tr>
<td>Above 51</td>
<td>21</td>
<td>15.44</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100</td>
</tr>
<tr>
<td>By gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>89</td>
<td>65.44</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>34.55</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100</td>
</tr>
</tbody>
</table>

As data presented in Table 2 indicates, 31.61% of the respondents were between ages 20 to 30. 25% of the respondents were between ages 31 to 40. 27.94% of the respondents were between ages 41 to 50 and 15.44% of the respondents were in the range of above 50 years. As the age increases the percentage of respondents decreases. It seems natural that there is less number of senior employees in the university.
Whereas the distribution of respondents in terms of gender, 89 (65.44%) were male and 47 (34.55%) were female consequently. It is shown that the male respondents are a more than average for this study.

**Table 3 Characteristics of Respondents by Educational Qualification and Service Year**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>No. of Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Academic Qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Certificate</td>
<td>23</td>
<td>16.91</td>
</tr>
<tr>
<td>Diploma</td>
<td>32</td>
<td>23.52</td>
</tr>
<tr>
<td>BA/BSc.</td>
<td>41</td>
<td>30.14</td>
</tr>
<tr>
<td>MA/MSc.</td>
<td>32</td>
<td>23.52</td>
</tr>
<tr>
<td>PHD</td>
<td>8</td>
<td>5.88</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100</td>
</tr>
<tr>
<td><strong>By Service Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>below 3 years</td>
<td>47</td>
<td>34.55</td>
</tr>
<tr>
<td>3-5 years</td>
<td>54</td>
<td>39.70</td>
</tr>
<tr>
<td>6-10 years</td>
<td>18</td>
<td>13.23</td>
</tr>
<tr>
<td>above 10 years</td>
<td>17</td>
<td>12.50</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100</td>
</tr>
</tbody>
</table>

As data presented in Table 4 depicts PhD holders were 5.88%. MA/MSc holders were 23.52%. BA holders were 130.14%. Diploma holders were 23.52% and Certificate holders were 16.91%. Some say educated manpower is the software of an organization. As shown above, one can conclude that, this study tried to cover respondents from different educational qualifications.

Concerning characteristics of respondents by work experiences, as indicated in table 3, the majority 54 (39.70 %) of the respondents were served between three to five years, 47 (34.55 %) of the respondents were below three years, 18 (13.23%) of the respondents were between six and ten years and 17 (12.50%) of the respondents were above ten years. Therefore, it can be concluded that, data for this study was collected from least experienced to more experienced respondents.

**Table 4 Characteristics of Respondents by Job Category**

<table>
<thead>
<tr>
<th>Job Category</th>
<th>No. of Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>37</td>
<td>27.20</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>99</td>
<td>72.79</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4 shows characteristics of respondents by job category. Accordingly, as indicated in the table, the majority 72.79% of the respondents were general administrative staffs, 27.20% of the respondents were academic staffs. Therefore, it can be concluded that, data for this study was collected from respondents of different job category at Unity University.

4.2. Analysis and Interpretation of Data Gathered by OCAI

Unity University is an institution that strives to make its vision a reality. Being a member of the MIDROC Ethiopia Technology Group companies, the University has a General Vision of “MIDROC’s quality products and sustained services to every customer and users.” Its particular vision is “To create the best possible private University that can provide quality education for better use by citizens, who are engaged with the university (with full energy and enthusiasm) to acquire education and achieve their dream for a better life and a well developed country.” In order to achieve this vision, it regularly evaluates and reviews its existing curricula and engages in careful preparation of its new undergraduate and postgraduate programs. To remain competent in the sector and to survive in the environment one of the principal things to be carried out is frequent assessment of organizational culture.

The knowledge of one’s organization culture is critical. It is because success depends on the extent to which one’s organizational culture matches the demand of the competitive environment (Cameron and Quinn, 2006). Also, (Goldstone, 2007) refers to organizational culture as the most important tool for the success of an organization. A culture can generate a positive or negative attitude or affect the working environment.

A strong organizational culture can generate motivation, responsibility and loyalty of employees to the organization. With a strong culture, employees and management understand what is required of them and they will try to act in accordance with the core values. Strong organizational cultures serve two critically important functions to integrate members so that they know how to relate to one another and to help the organization adapt to the external environment (Daft, 2007). The major distinguishing feature, the most important competitive advantage, the key ingredient in any organization success is the organizational culture (Cameron, 2004). Thus, the study targeted to examine the culture profile of the Unity University. The following is the overall culture profile of the Unity University based on the study conducted.
4.2.1 Average current cultural and preferred plot of the Unity University

As we can see the difference between the preferred and the current culture, Red represents the current culture and blue represents the preferred culture. Differences of over 10 points are especially relevant and should induce the organization to take action. This discrepancy yields important information about any desired changes; which direction should the organization move in.

Discrepancy between existed and preferred culture

The difference can be seen in hierarchy culture, with a decrease of 3.5 points: the focus on formality could become less. Subsequently market culture decreases with 7 points. Adhocracy culture with an increase of 1.1 points could be more focused on innovation. Clan culture increases with 11.5 points. The dominant culture in the preferred situation becomes clan culture,

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhocracy</td>
<td>25.6</td>
<td>24.5</td>
</tr>
<tr>
<td>Market</td>
<td>27.6</td>
<td>20.6</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>29.4</td>
<td>25.9</td>
</tr>
<tr>
<td>Clan</td>
<td>17.4</td>
<td>28.9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
followed by hierarchy culture. Organizational cultures need to have some compatibility with the demands of their environment. As indicated on average organizational profiles the discrepancy between “Now” and “Preferred” tell which area needs change particularly if the difference is more than ten points. Discrepancy data is the most powerful data that can be provided to the university Cameron & Quinn stick to the principle that urgent action is required if the difference is higher than 10 points.

As shown in the figure, the type of culture that dominates the Unity University as perceived by sample respondents was Hierarchy Culture. According to (Cameron and Quinn, 2006), Hierarchical Culture is a formalized and structured work environment. Procedures decide what people do. Leaders are proud of their efficiency-based coordination and organization. Keeping the organization functioning smoothly is most crucial. Formal rules and policy keep the organization together. The long-term goals are stability and results, paired with efficient and smooth execution of tasks. Trustful delivery, smooth planning, and low costs define success.

The data obtained through observation and also proved the above finding. The finding is consistent with (Johnson, 1999) that stated most universities have similar cultures and the most common is hierarchy culture as a dominant. The data obtained through observation also proved the above finding. As the researcher observed in the university, starting from the get to the entire compound, work procedures and the working environment was mostly of a formalized nature. Moreover, the university has a guiding policies and procedures that required the employees to adhere to it.

However, the respondents indicated that they preferred the Clan Culture and followed by Hierarchy Culture and thirdly Adhocracy Culture and lastly the Market Culture. The preferred Clan Culture is a very pleasant place to work, where people share a lot of personal information, much like an extended family. The leaders or heads of the organization are seen as mentors and perhaps even parent figures. The organization is held together by loyalty or tradition. Commitment is high. The organization emphasizes the long-term benefit of human resources development and attaches great importance to cohesion and morale. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on teamwork, participation, and consensus.
Although empirical researches witnessed Hierarchy Culture is common in most higher education, and this culture was also practiced dominantly in the Unity University, it is needed to consider narrowing the gap between the existing and the preferred culture because the difference between the preferred and the existed culture is more than 10. Besides, literatures showed that neglecting the organizational culture is one of the common reasons that caused failure of organizations or hindering them from achieving the expected success. Moreover, the Unity University as a service giving organization, its achievement and success is mainly based on its employees’ hard work and motivation. So by considering the employees preferred culture the university would enable the employees to hold together by loyalty or tradition and raise high commitment, which is the character of Clan Culture. As a result, the university would increase the possibility of achieving of being “center of excellence” that it aspires for.

4.3. Profiles of Each of the Six Culture Attributes

The Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational glue, Strategic emphasis and Criteria of Success are the six cultures attributes wise analyzed here below:
4.3.1 Dominant Characteristics

The existing dominant characteristic as perceived by employees was Hierarchy culture. It is formalized and structured where procedures govern what people do. Formal rules, policies and procedures hold the organization together. According to the researcher’s observation and document analysis aligned with the respondents’ perception with regard to the dominant characteristics of the university. Accordingly, the university is highly structured by rules and regulations and employees were required to adhere to the rules and procedures. Besides, the leaders pride themselves on being good coordinators and organizers who are efficiency minded and, success is defined in terms of dependable delivery, smooth scheduling and low cost. In
contrast, what employees preferred is Adhocracy culture, where a dynamic entrepreneurial and creative place to work in. People take risks. Leaders are considered to be innovative and risk takers. Commitment to experimentation and innovation are what holds the organization together. Being product or service leader is important. In such culture the organization encourages individual initiative and freedom.

On the other hand, the researcher observed that although the university has different departments in the social science field, it has very limited departments in the natural science filed. In general, as an oldest private higher education the number of disciplines that the university entertaining was limited. Especially in the M.A. program, the numbers of disciplines are very few. This might happen as a result of the Hierarchy Culture that requires long-term concern is stability and performance with efficient, smooth operations and in this culture, success is defined in terms of dependable delivery, smooth scheduling and low cost. However, had the university considered the Adhocracy Culture as it was preferred by the employees, it would have the chance to consider more disciplines. As Adhocracy Culture accommodate dynamic entrepreneurial and creative place to work in and take risks for innovation the researcher assumed the employees preferred this culture so that the university would look for more departments in different fields of studies.

In general, in the Dominant Characteristics dimension, both adhocracy culture and hierarchy culture have more than 10 points of difference between the current and the preferred situation. According to the OCAI principle, there is a need of narrowing the gap between the adhocracy and the hierarchy culture.
4.3.2. Organizational Leadership

Figure 3 Organizational Leadership as perceived by employees

As it was indicated in figure 3 and according to respondents the leaders were considered to be hard drivers, producers and competitors. They were tough and demanding, their major concern is getting the job done. Next to Market, leaders were seen as Hierarchal, Clan, and Adhocracy put in that order. The most preferred leadership as perceived by employees was Clan followed by, Adhocracy, Hierarchy and Market in that order.
According to the researcher’s observation the university has major concerns to get the job done and leaders were considered to be hard drivers, producers and competitors. This might emanated from the nature of the university. Since it is a private university and established to make profit, it could be understood for the domination of the market culture in with regard to organizational leadership dimension. On the other hand the employees’ preference for the clan culture might be the national culture influences as the researcher’s assumed. However, whatever the case was, both the market culture and the clan culture have more than 10 point differences which required intervention according to Cameron and Quinn. Adhocracy culture decreases with 2.6 points. Hierarchy culture decreases with 7.3 points.

4.3.3. Management of Employee

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhocracy</td>
<td>22.8</td>
<td>21.5</td>
</tr>
<tr>
<td>Market</td>
<td>36.4</td>
<td>22.27</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>19.6</td>
<td>19</td>
</tr>
<tr>
<td>Clan</td>
<td>21.2</td>
<td>37.2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4 Management of employee’s attribute wise
What employees filled in the “Now” column indicate that Market culture was dominant. Market culture is result oriented; its major concern is getting the job done. Leaders are demanding type. The glue that holds the organization together is an emphasis on winning. Reputation and success are common concerns. Long term focus is on competitive actions and achievement of measurable goals and targets. Competitive pricing and market leadership are important. The organizational style is hard-driving competitiveness. It is an organization that focuses on external positioning with a need for stability and control. In contrast, what employees preferred was the clan culture which is an organization that focuses on internal maintenance with flexibility, concern for people and sensitivity to customers. As it is shown in the figure there is a very wide difference between the current and the preferred culture.

According to the document analysis, the vision, the strategic directions and the motto of the university entailed that the university long term focus was on competitive actions, achievement of measurable goals and targets, and the university’s focuses on external positioning with a need for stability and control. However, the employees preferred the clan culture in which the university culture emphasizes the long-term benefit of human resources development and attaches great importance to cohesion and morale. Since there is a difference of more than 10 points between the existed and the preferred culture, intervention is needed to narrow the gap according to Cameron and Quinn.
4.3.4. Organization Glue

Figure 5, Organizational glue as indicated by employees

According to employees’ perception, the dominant culture in the organization (Now) is Hierarchy. It is an organization that focuses on internal maintenance with a need for stability and control. Procedures govern what people do. Leaders are efficiency minded. Formal rules and policies hold the organization together. On the other hand, what they preferred is Clan culture which an organization that focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers. The organization is held together by loyalty or tradition. Here also we see gaps in more than ten points between “Now” which is Hierarchy culture and “Preferred” which is the Clan culture. Again, the management should give attention and consider what needs to be changed in order to close the gaps.
Concerning the dimension that measures organizational glue, the employees preferred the Clan Culture in which the organization is held together by loyalty or tradition. According to the researcher’s document analysis the university employees have an annual sport event that was organized by the mother company MIDROC groups. That could be considered as one of the organizational glue which held the university employees together. However, the employees couldn’t give due consideration for that or for other reasons they perceived the existed dominant culture was hierarchy. And in the Hierarchy Culture formal rules and policies hold the organization together. As the researcher’s observation the university is highly structured and has well stated policies and procedures that the employees required to adhere to. Compared to the university’s clan culture in this dimension, the hierarchy culture has more weight than the clan culture. The researcher also considered it is due to the weight that the employees preferred to clan culture compared to the hierarchy.

4.3.5. Strategic Emphasis

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhocracy</td>
<td>22.8</td>
<td>21.3</td>
</tr>
<tr>
<td>Market</td>
<td>34.4</td>
<td>19.3</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>22.6</td>
<td>26.8</td>
</tr>
<tr>
<td>Clan</td>
<td>20.2</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 6 Strategic emphases as perceived by employees
The current dominant culture as perceived by respondents was the Market Culture. The value drives of this culture are market share, goal achievement and profitability, and also its quality strategies are measuring customer preferences, improving productivity, creating external partnership, and enhancing competiveness, involving customers and suppliers. Being dominated by the market culture could be emanated from the nature of the university. Since the university is a private university established for profit, marketing culture could be expected to be dominant when it comes to strategic emphasis.

On the other hand, the preferred dominant culture by respondents was the clan culture. And the difference between the “now” and the “preferred” in both the market and the clan culture was more than 10. Therefore, an action is expected from the university to narrow the gap according to Cameron and Quinn.

### 4.3.6. Criteria of Success

![Criteria of Success](image)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Current</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhocracy</td>
<td>23.2</td>
<td>21.4</td>
</tr>
<tr>
<td>Market</td>
<td>21.8</td>
<td>21.3</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>33.8</td>
<td>24.7</td>
</tr>
<tr>
<td>Clan</td>
<td>21.2</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 7 Criteria of successes as perceived by employees
Regarding the criteria of success, the dominant culture perceived by the employees was hierarchy culture. Accordingly the university currently defined success on the basis of efficiency, dependable delivery, and smooth scheduling and low-cost production. Concerning the criteria of success it is usually set by the leadership rather than the employees. However, the employees have to know the criteria of success that the university set. The researcher observed there is a gap between the employees and the university concerning aiming for the same criteria of success. As a result the employees preferred the clan culture for this dimension. They considered criteria of success in terms of sensitivity to customers and concern for people which is reflected in the clan culture. Besides the gap between the current hierarchy culture and the preferred clan culture gap was very wide. It was more than 10 points. Therefore, an action is expected from the university to narrow the gap according to Cameron and Quinn. In this case discussing on the common goal for the success of the university by considering the organizational culture would narrow the gap.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter of the thesis presents the summary of the major findings, conclusions and recommendations. The summary briefly discusses the study and sums up the findings of the study which is followed by conclusions. Finally, recommendations that are helpful to improve the situation is presented.

5.1. Summary of findings

The purpose of this study was to identify the dominant culture and the preferred culture in the Unity University as perceived by employees. To accomplish this, the design employed was a descriptive survey. A total of 136 sample respondents were participated in the study from academic and administrative staff. In the course of the study an attempt was made to answer the following research questions:

1. What is the dominant culture at the Unity University as perceived by employees?
2. What is the preferred culture at the Unity University as perceived by employees?
3. What is the implication to the Unity University as perceived by employees?

The computed average score for alternative dominant was 29 for Hierarchy Culture, 28 followed by Market Culture, 17 for Clan Culture and lastly 26 for Adhocracy Culture. And the computed average score for alternative preferred was 29 for Clan Culture, followed by 26 for Hierarchy Culture, thirdly 25 for Adhocracy Culture and lastly 21 for Market culture. Findings pertaining profiles of each of the six culture attributes was as follows: Hierarchy Culture and Market Culture equally was dominant. Despite the employees’ preferred Adhocracy culture in the Dominant Characteristics, the rest was Clan Culture.
5.2. Conclusions

In this study the researcher tried to look at the dominant culture at the Unity University and the preferred culture as perceived by respondents and the impact of each on performance of employees. The dominant culture type for the Unity University was the Hierarchy Culture. According to Cameron and Quinn (2006), historically the Hierarchy Culture was the ideal form of leadership behavior because standardized rules and procedures make the lines of communication clear leading to an efficient and stable environment. And it also indicates that efficiency, structure, and stability are the central themes with a stable environment.

On the other hand, the Clan Culture was the preferred culture by employees. They agreed that Clan Culture facilitates very friendly place to work in and people share a lot and also they consider their leaders as their mentors where the work environment has a family style atmosphere. Therefore, the concerned bodies of the organization are expected to give due attention in the area and introduce a new mix of culture types in the future.

5.3. Recommendations

A number of reasons could be given for the failure of an organization but none of them were similar to organizational culture. The most commonly sighted reason given for the failure was a neglect of the organization’s culture. Organizational culture is the most important instrument for the success of an organization.

In order to make the university’s vision real and achieve of being the “center of excellence”, knowing the organizational culture of the university is vital. The university leadership and the employees need to be on the same truck to accomplish the university’s mission. This could be realized through the proper assessment of the organizational culture. Therefore, based on the findings obtained and conclusions reached, the following recommendations are forwarded.

First the university management needs to give due consideration for organizational culture. They need to know and periodically check the gap between the existing and the preferred culture of the university and treat accordingly.
In order to implement the change effort of the university, it is advisable to carry out detailed cultural survey to identify values, beliefs and assumptions that need to improve in the context of strategic directions and the organizational culture.

The university leadership is recommended to give concern for the research and development department; allocate enough resources such as material, financial and assign qualified experts who can periodically study the organizational culture. They should include in their annual plan; how to follow up, monitor, evaluate the progress of the study so that they encourage and motivate experts extrinsically and intrinsically.

The university leadership is recommended to organize workshops and meetings, where employees raise awareness on the relevance of organizational culture to the ongoing strategic directions because organizational cultures need to have some compatibility with the demands of their environment.

The university leaders are advised to be able to make the connections between their own passion, the university’s vision, the organizational culture, and a connecting set of social values that will motivate the employees.

Finally, both the leadership and employees of long service (experienced workers) are recommended to mentor young employees. If leaders of the university mentor employees they easily clear the road to share values, goals, mission and vision. This will narrow the gap between the concluded hierarchy culture and the preferred clan culture.
Reference


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Thomson South-Western.


Maslowsk, R. (2001), *School Culture and School Performance*, Enschede: University of Twente.


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Annexes

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
Human Resource and Organizational Development
Questionnaire to be filled by Unity University Staffs

Dear Respondent:

This questionnaire is designed to ask the relevant information for the research carried out on the topic “An Assessment of Organizational Culture”. The study is conducted for academic purpose for partial fulfillment of the requirements of the Master of Art Degree in Human Resource and Organizational Development in Education. Hence, your responses will be kept confidential. The soundness and the validity of the findings highly depend on your kind and genuine responses. Therefore, I kindly request you to fill the questionnaire carefully and give back to me as much as possible as per the indicated time. /To be returned within a week/

Thank you in Advance!

General Directions

1. No need of writing your name

2. Please put a tick (✓) mark in the box □ for your answer and for the number of your choice for the alternatives given.

3. If you require further clarification or details, please contact me with the following address:
   Email: get_abera@yahoo.com

Part I. Information about Demographic Data.

1. Age
   a) 20-30 □
   b) 31-40 □
   c) 41-50 □
   d) Above 51 □
2. Sex:
   a) Male ☐
   b) Female ☐

3. Educational Qualification
   a) High School Certificate ☐
   b) Diploma ☐
   c) BA/BSC ☐
   d) MA/MSC ☐
   e) PhD ☐

3. Year of Service in the Organization
   a) below 3 years ☐
   b) 3-5 years ☐
   c) 6-10 years ☐
   d) above 10 years ☐

4. Your job category in the organization
   a) A. Academic Staff ☐
   b) B. Administrative staff ☐

**Part II. Diagnosing Institutional Culture in your Organization**

This part of the questionnaire consists of items taken from the Organizational Culture Assessment Instrument (OCAI). OCAI consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in question one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and five points to D. Just be sure your total equals 100 points for each question.
Note, that the first pass through the six questions is labeled “Now”. This refers to the culture, as it exists today. After you complete the “Now”, you will find the questions repeated under a heading of “Preferred”. Your answers to these questions should be based on how you would like the university to look five years from now.

<table>
<thead>
<tr>
<th>1. <strong>Dominant Characteristics</strong></th>
<th>Now</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The organization is a very personal place. It is like an extended family. People seem to share a lot of personal information and features.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 The organization is very results-oriented. A major concern is getting the job done. People are very competitive and achievement-oriented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 The organization is a very controlled and structured place. Formal procedures generally govern what people do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Organizational Leadership</strong></th>
<th>Now</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>A The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B The leadership in the organization is generally considered to exemplify entrepreneurship, innovation, or risk taking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3. <strong>Management of Employees</strong></th>
<th>Now</th>
<th>Preferred</th>
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<tbody>
<tr>
<td>A The management style in the organization is characterized by teamwork, consensus, and participation.</td>
<td></td>
<td></td>
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<tr>
<td>B The management style in the organization is characterized by individual risk taking, innovation, freedom, and uniqueness.</td>
<td></td>
<td></td>
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<tr>
<td>C The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.</td>
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</tr>
<tr>
<td>D The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.</td>
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<tr>
<th>4. <strong>Organization Glue</strong></th>
<th>Now</th>
<th>Preferred</th>
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<tbody>
<tr>
<td>A The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.</td>
<td></td>
<td></td>
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<tr>
<td>C The glue that holds the organization together is an emphasis on</td>
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60
achievement and goal accomplishment.

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<tbody>
<tr>
<td>D</td>
<td>The glue that holds the organization together is formal rules and policies. Maintaining</td>
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<td></td>
<td>a smooth-running organization is important.</td>
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5. **Strategic Emphases**

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<tbody>
<tr>
<td>A</td>
<td>The organization emphasizes human development. High trust, openness, and participation</td>
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<tr>
<td></td>
<td>persist.</td>
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<td>B</td>
<td>The organization emphasizes acquiring new resources and creating new challenges. Trying</td>
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<td></td>
<td>new things and prospecting for opportunities are valued.</td>
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<tr>
<td>C</td>
<td>The organization emphasizes competitive actions and achievement. Hitting stretch targets</td>
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<tr>
<td></td>
<td>and winning in the marketplace are dominant.</td>
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<tr>
<td>D</td>
<td>The organization emphasizes permanence and stability. Efficiency, control and smooth</td>
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<td></td>
<td>operations are important.</td>
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6. **Criteria of Success**

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<tbody>
<tr>
<td>A</td>
<td>The organization defines success on the basis of development of human resources, teamwork,</td>
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<td></td>
<td>employee commitment, and concern for people.</td>
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<tr>
<td>B</td>
<td>The organization defines success on the basis of having the most unique or newest</td>
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<td></td>
<td>products. It is a product leader and innovator.</td>
</tr>
<tr>
<td>C</td>
<td>The organization defines success on the basis of winning in the marketplace and outpacing</td>
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<tr>
<td></td>
<td>the competition. Competitive market leadership is key.</td>
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<tr>
<td>D</td>
<td>The organization defines success on the basis of efficiency. Dependable delivery, smooth</td>
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<td>scheduling and low-cost production are critical.</td>
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Annex 2:

Observation Guides

Addis Ababa University

Department of Educational Planning and Management

Observation Guides

1. What impression does a new employee obtain at the main gate of the Unity University compound?

2. What is presented at the main gate and in other areas of the university?

3. How do the academic staff and the administrative staff support each other?

4. What types of symbols are observed and how members realize them?

5. What is posted in different areas, which are relevant to their professions and cultures?