

An Assessment of Organizational Culture of Gedu College of Business Studies, Bhutan

Yangzom¹, Phub Dorji²

^{1&2}Gedu College of Business Studies, Bhutan

Abstract

The pretest-only survey design using the Organizational Culture Assessment Instrument was administered to 96 staff members of Gedu College of Business Studies, Royal University of Bhutan. The result shows the presence of market culture in the college, indicating competition as the key aspect driving the daily functioning of the college. In addition, individual development seems to be a priority for each staff member. On the other hand, the analysis reveals that clan culture is indicated as the preferred culture. Employees look forward to working in teams founded on loyalty and trust. In view of these findings, it is intelligible for the management to shift towards clan-oriented culture as desired by its employees to fulfil its vision of value-driven business education institute.

Keywords: Organizational culture, organizational culture assessment instrument, competing values framework, Gedu College of Business Studies

Management Insight (2021). DOI: <https://doi.org/10.21844/mijia.17.2.2>

Introduction

An ever-changing and competitive world calls for any organization to evolve with time to thrive. While different factors determine the success of an organization, researchers have indicated that the culture of an organization has a tremendous role to play. The culture of an organization influences leadership roles (Alves et al., 2006), strategic emphasis, decision-making, relationship among the stakeholders and performance of the organization (Lund, 2003; Akanji, Mordi, Ituma, Adisa, & Ajonbadi, 2020). Organizational culture, though considered as one of the most complex and principal concepts determining the performance of an organization, it is also one of the most neglected aspects of organizational improvement plans (Cameron & Quinn, 2011; Tsai, 2011; Stoll, 2000). Several studies (Lizbetinova, Lorincova, & Caha, 2016; Ashraf, Kadir, Pihie, & Rashid, 2013; Cameron & Quinn, 2011; Beytekin, Yalcinkaya, Maray, Dogan, & Karakoc, 2010; Schein, 1999; Cooke, 1987) document that the culture in an organization influences its functions on a daily basis which ultimately affects the achievement of its goals, mission and vision.

Corresponding Author: Yangzom, Gedu College of Business Studies
E-mail: fdp21yangzom@iima.ac.in

How to cite this article: Yangzom, Dorji P. (2021). An Assessment of Organizational Culture of Gedu College of Business Studies, Bhutan. Management Insight, 17(2) 15-20

Source of support: Research grant awarded by Gedu College of Business Studies, Royal University of Bhutan on merit basis

Conflict of interest: None

Received: 27.07.2021; **Accepted:** 22.10.2021; **Published:** 28.12.2021

Acknowledging the insights derived from such studies, a similar study was carried out at Gedu College of Business Studies, Royal University of Bhutan. The college, as a public educational institution, has to cater to a diverse group of students, staff and community. The vision to be a centre of excellence in value-driven business education requires the institution to perform competently in its aspects of goal setting, organization, management and services. Since the culture of an organization is imperative to its prosperity, the researchers endeavoured to find out if it accords with the employees' expectations (Jerry & Simamora, 2013).

Organizational Culture

Organizational culture is the collection of beliefs, attitudes and behaviours of the people working in an

organization (Black, 2003). Schein (1996) defines it as “the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about and reacts to its various environments” (p. 236). It determines how organizations function to achieve their goals. The culture in an organization is indispensable to its glory or gloom (Freiberg, 1998). An organization with a toxic culture inhibits its functioning. Peterson and Deal (1998) describe negative college culture as a place where conversations are negative, collaborative planning and positive interactions are minimal, and the only stories narrated are of failure. As culture is an integral part of an organization, it is pivotal to have an inspiring one.

Barrett notes that culture is the “essence, DNA, the present and future” (p. 6) of his organization. Though culture is believed to be passed on from one generation to the other, some researchers (Klein, 2011; Finnan, 2000) argue that the culture of an organization is subject to change and should attune to altering times. Thus, a periodic review of an organization's cultural profile, which reflects the aspirations of its workforce, is needed to provide awareness and envisage a clear direction. Doing this will eventually orchestrate the organization in adapting to and thriving in changing times.

Scholars who studied organizational culture gave different classifications of culture. For instance, Schein (1999) classified culture into three levels: artefacts, espoused values and basic underlying assumptions. Cooke (1987) put forth culture as constructive culture, passive culture and aggressive culture. Clan, adhocracy, market and hierarchy culture types were presented by Cameron and Quinn (2011). For the purpose of this research, the researchers adopted Quinn's and Cameron's (1999) culture types as it is a widely accepted and thoroughly utilized model in researching the culture of an organization (Yu & Wu, 2009; Kwan & Walker, 2004). Their four culture types are summarized by the model of competing values framework (CVF).

The Competing Values Framework

The CVF is a result of the studies done by Quinn and Rohrbaugh (1981). They examined what constitutes and contributes to becoming effective organizations. The framework illustrates two main dimensions of the organization; focus (internal orientation, integration and unity vs external orientation, differentiation and rivalry) and structure (flexibility, discretion and dynamism vs stability, order and control). These dimensions make the four quadrants depicting the four different organizational cultures namely clan, adhocracy, market and hierarchy (Beus, Solomon, Taylor, & Esken, 2020) as depicted in Figure 1.

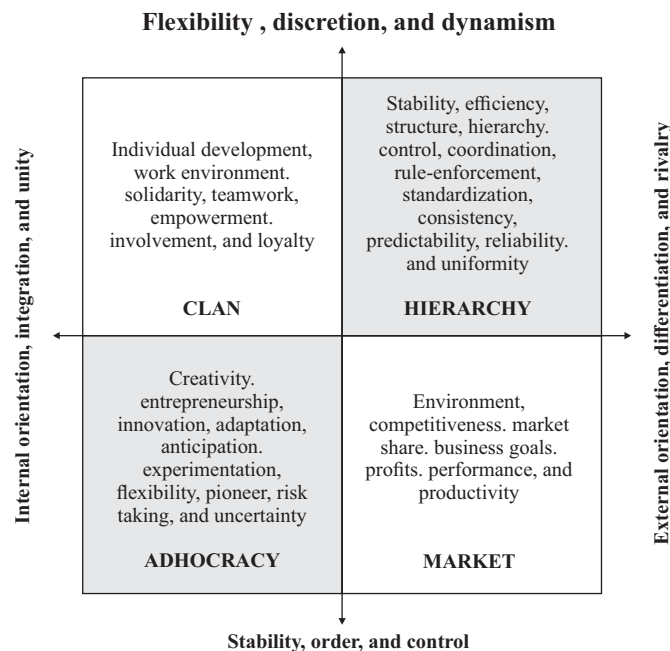


Figure 1. The competing values framework (Cameron & Quinn, 1999)

In each quadrant are the indicators which represent the characteristics of the four cultures (Cameron & Quinn, 1999). Clan culture focuses on developing the employees through mentoring and nurturing their skills. The ultimate style of functioning is based on its objective of working together. Adhocracy culture works on the principle of work prioritization and it helps the employees to become risk-takers and innovators. Market culture being result-oriented in nature focuses on competition, achievement and getting the work done ultimately. Hierarchy culture believes in doing the right things by focusing on efficiency and stability.

While different culture types are embedded in different value sets, it should be noted that one best culture does not exist; the four culture types offer equal opportunities for an organization to prosper at any given situation. An organization should be flexible enough to adapt to the changing times and circumstances. But at that specific time or in that given circumstance, an organization focuses on one dominant culture type and accordingly incorporates the various means to perform at its best. Thus, the word 'competing' in CVF signifies the constant evolution an organization should undergo to strive for excellence. An organization can choose to focus its resources, time and effort on one value set given the situation and need. On the contrary, the four culture types weave through each other and are a part of one large setting which depict the overall effectiveness of an organization (Beytekin et al., 2010). An effective organization may use all the four culture types and its associated value sets when necessary. Most organizations however have a specific dominant culture type and exhibit its traits.

The CVF helps in understanding the types of value prevalent in the organization through the choices of its goals, patterns of work, decision-making, management and strategic emphasis. Cameron and Quinn (2006; 1999) used their concepts of CVF to come up with the organizational culture assessment instrument (OCAI) to quantitatively determine where the culture of an organization falls amongst the four culture types (Yu & Wu, 2009). Further, findings using the OCAI give a track of where organizations are at present and where it wants to be in future. The awareness functions as a 'north star' and enables organizations to progress in the desired direction (Sunderman, 2012).

Organizational Culture Assessment Instrument

Literature indicates that there are different tools to study organizational culture (David, Valas, & Raghunathan, 2018). However, the OCAI is a well-researched and established instrument to assess the existing and expected culture of an organization (Sunderman, 2012; Cameron & Quinn, 2006). It has been used by thousands of companies around the world. OCAI has been employed to identify dominant and weak cultures in the organization (Beytekin et al., 2010), to find out the relation between culture and innovation in the organization (Ashraf et al., 2013), and to study the existing and preferred culture type by the employees (Lizbetinova et al., 2016); these authors recommend organizations to heed to what their employees prefer as the accomplishments in an organization depend on them.

OCAI assesses the six main dimensions of organizational culture: dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases and criteria of success. Each dimension has four alternatives A, B, C, D which indicate each type of culture (A = clan, B = adhocracy, C = market, D = hierarchy). These alternatives can be directly adopted as given in the questionnaire (Cameron and Quinn, 2000) or can be contextualised. The respondents divide 100 points among the four alternatives based on how likely the alternative is to their organization, giving higher points to the most similar alternative and lowest to the least similar ones. The six dimensions, each with the four alternatives, form the questionnaire, which has a total of 24 indicators. The questionnaire consists of 'now' and 'preferred' parts: 'now' gives the existing culture and 'preferred' indicates the culture that the employees wish to have in future, notably in five years (Cameron and Quinn, 1999). The gap between these two profiles shows the desire for and direction of change.

Using census sampling, the pretest-only survey design using the OCAI questionnaire was employed to collect responses from the staff (59 on-campus faculty members and 37 administrative staff) of the college. The response rate was 70%.

Results and Discussion

The organizational culture profile of Gedu College shown in Table 1 and illustrated in Figure 2 shows the existing and preferred culture types. The result shows that market culture is prevalent in the institution which indicates competition is the key aspect that drives it. The organization is in constant competition with other organizations and with itself that it strives to fulfil its goals irrespective of other concerns arising in the organization. Winning is a dominant trait which defines the success of the organization. As a premier business college in the country, the institution has niche areas to

succeed and excel at. To secure its reputed place in imparting value-driven business education, the institution has to fulfil its own mandates and the mandates set by the university. Thus, it is result-oriented in order to achieve the set targets and goals for the specific year/s. Individual development seems to be a priority for each staff. However, looking at the staff's rating, this type of culture is the least preferred. This may be attributed to the fact that culturally, Bhutanese are intrinsically and personally bound; and a market culture in which everyone is expected to be driven by productivity and competition at the cost of relationships may be a bit alarming.

Table 1
Organizational Culture Profile of Gedu College

Culture Type	Now	Preferred
Clan culture	22.21	36.89
Adhocracy culture	21.59	23.85
Market culture	28.35	19.60
Hierarchy culture	27.61	19.70

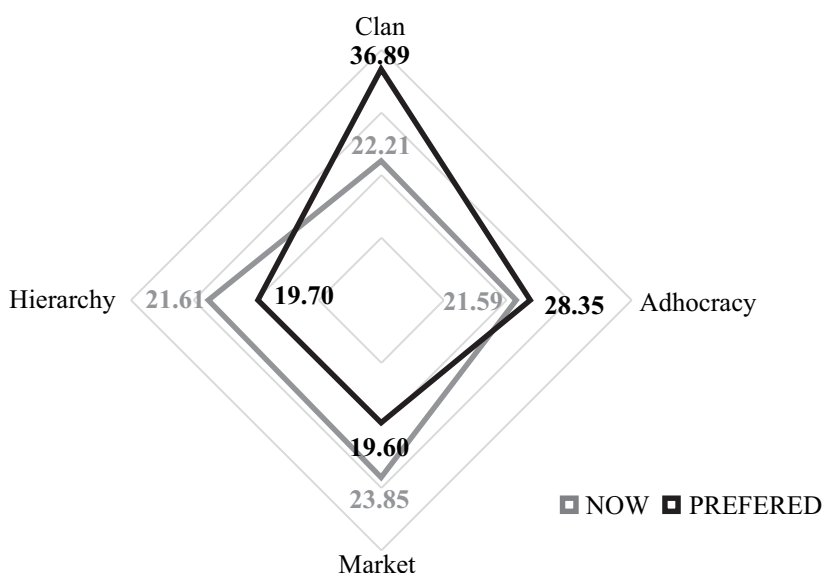


Figure 2. Organizational culture profile of Gedu College

However, preference for clan culture is indicated by the finding. The college employees are looking for a cordial environment where each is mutually interested in the other's personal and professional lives. The preference is a friendly and approachable leader who is genuinely interested in the employees' welfare and professional growth. Leadership and organizational culture are

customarily related (Akanji et al., 2020; Alves et al., 2006). Clan culture looks forward to open communication, collaboration and consistent involvement in unified organizational pursuits (Hartnell, Ou, & Kinicki, 2011). Anticipating a clan culture indicates that employees long to be valued and acknowledged for the contributions they make. With

loyalty and commitment as a part of this type of culture, the success of the organization is sure to ensue, if the aforementioned essential strands are taken care of. Lund (2003) claims that clan and adhocracy cultures in an organization brings about job satisfaction in the employees.

Conclusion and Limitations

Organizations are able to perform better in achieving its goals when its beliefs and value systems are in sync with the people who work in it. No matter how successful an organization might be in achieving its goals, the ones who toil and triumph are human beings. This necessitates the leaders to sustain motivation in the organization by being credible for employees' expectations. As in the case of this study, the employees look forward to a friendly culture where teamwork is founded on loyalty, trust and comradeship. With people of diverse job nature and different qualifications and experiences, this can only make sense that support for each other is needed more than ever in the organization. Shahzad, Luqman, Khan, and Shabbir (2012) elicit that as people with varying interests and backgrounds work collaboratively towards achieving a common goal in an organization, it is the culture of an organization which impacts the success or failure in the attainment of the goals. While embracing the fulfillment of set goals, it is also comprehensible for the management to make a shift towards clan-oriented culture as desired by its employees. The finding may be helpful to the management and the staff to reflect and make informed decisions to interact and perform better in branding the college to achieve its vision of striving for excellence in pursuing value-driven business education. Management strategies that incorporate change towards clan culture need to be prioritized in order to realize this.

The study has its limitations as the survey was represented by only literate employees. The students who form the major part of the organization were also not part of the study. A limitation to the study might also be the honesty and accurateness of the respondents in filling up the questionnaire. Factors such as requiring to become respondents to many researches (as is the case always in academic institutions), lack of time or interests but not being able to object participation right away might also have hindered the reliability of the

findings. Another deterrent might be due to the respondents' inability to see the future strategic plans of the college (for example, the college strategic plan 2019-2030 which details the goals to be fulfilled). The respondents may have rated the questionnaire with their existing knowledge of the organization. Nevertheless, irrespective of the respondents' knowledge of the aspirations of the college, the findings may serve as an answer for the management to see what the employees want in an organization. As dynamic leaders know how to shift among the different cultures depending on the situation or even endorsing more than one culture at a given time, it is the wisdom of the leader to know how to adapt to any given circumstance.

References

- Akanji, B., Mordi, C., Ituma, A., Adisa, T. A., & Ajonbadi, H. (2020). The influence of organizational culture on leadership style in higher education institutions. *Personnel Review*, 49(3), 709-732.
- Alves, J. C., Lovelace, K. J., Manz, C. C., Matsypura, D., Toyasaki, F., & Ke, K. (2006). A cross cultural perspective of self-leadership. *Journal of Managerial Psychology*, 21(5), 338-359.
- Ashraf, G., Kadir, S. A., Pihie, Z. A. L., & Rashid, A. M. (2013). Relationship between organizational culture and organizational innovativeness in private universities in Iran. *World Applied Sciences Journal*, 22(6), 882-885.
- Barrett, C. (2008). Talking Southwest culture. *Southwest Airlines Spirit Magazine*, 5, 6.
- Beus, J. M., Solomon, S. J., Taylor, E. C., & Esken, C. A. (2020). Making sense of climate: A meta-analytic extension of the competing values framework. *Organizational Psychology Review*, 1-33.
- Beytekin, O. F., Yalcinkaya, M., Miray, D., & Karakoc, N. (2010). The organizational culture at the university. *The International Journal of Educational Researchers*, 2(1), 1-13.
- Black, R. J. (2003). *Organizational culture: Creating the influence needed for strategic success*. (Dissertation, Henley Management College, Greenlands, UK). Retrieved from <http://www.bookpump.com/dps/pdf-b/112211Xb.pdf>
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture: Based on the competing values framework* (Rev. ed.). San Francisco, CA: Jossey-Bass.
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture based on the competing values framework* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Cameron, K. S., & Quinn, R. E., (1999). *Diagnosing and changing*

organizational culture based on the competing values framework. New York: Addison-Wesley Publishing Company Inc.

David, S. N., Valas, S., & Raghunathan, R. (2018). Assessing organization culture- A review on the OCAI instrument. *International Conference on Management and Information Systems*, 182-188.

Finnan, C. (April 2000). *Implementing school reform models: Why is it so hard for some schools and easy for others?* Paper presented at the meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED446356).

Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership*, 56(1), 22-26.

Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677-694.

Jerry, M., & Simamora, B. H. (2013). Current and preferred organization culture: A case study at a private university in Indonesia. *International Business Management*, 7(4), 353-358.

[Klein, A.](#) (2011). Corporate culture: Its value as a resource for competitive advantage. *Journal of Business Strategy*, 32(2), 21-28.

Kwan, P., & A. Walker. (2004). Validating the competing values

model as a representation of organizational culture through inter-institutional comparisons. *Organizational Analysis*, 12(1), 21-39.

Lizbetinova, L., Lorincova, S., & Caha, Z. (2016). The application of the organization culture assessment instrument (OCAI) to logistics enterprises. *International Journal of Maritime Science & Technology*, 63(3), 170-176.

Lund, D. B. (2003). Organizational culture and job satisfaction. *Journal of Business & Industrial Marketing*, 18(3), 219-236.

Ovseiko, P. V., & Buchan, A. M. (2012). Organizational culture in an academic health center: An exploratory study using a competing values framework. *Academic Medicine*, 87(6), 709-718.

Peterson, K., & Deal, T. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56(1), 28-30.

Quinn, R. E., & Rohrbaugh, J. (1981). A competing values approach to organizational effectiveness. *Public Productivity Review*, 5, 122-140.

Schein, E. H. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 41, 229-240.

Schein, E. H. (1999). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.

Shahzad, F., Luqman, R. A., Khan, A. R., & Shabbir, L. (2012).