

Investigating Organizational Culture Across Dominican Colleges and Universities in the United States

The seal of Barry University is visible in the background on the right side of the slide. It is a circular emblem with a central cross and the text "BARRY UNIVERSITY" and "FLORIDA" around the perimeter.

14th Dominican Colloquium
Aquinas College
June 9-12, 2016

C. L. McCrink, E. M. Rice, K. Matusevich, N. Stubbs

Barry University

Colleges and Universities: Second Decade of the 21st Century

- The Ecological Context (Kirst & Stevens, 2015)
- Systemic Change—Revolutionary or Evolutionary
- Internationalization-driven
- Technology-focused



Research Question

- What is the organizational culture across Dominican institutions in the United States as measured by the Organizational Culture Assessment Instrument (OCAI)?



Theoretical Framework

- Institutions are not only shaped by external forces, but by forces from within which are based on the organization's history, values, processes, and goals (Tierney, 1988).
- “An organization's culture is reflected in what is done, how it is done, and who is involved in doing it” (Tierney, 1988, p. 3).
- Culture drives decision-making processes, actions, and communication across organizations (Tierney, 1988).



Theoretical Framework (Cont.)

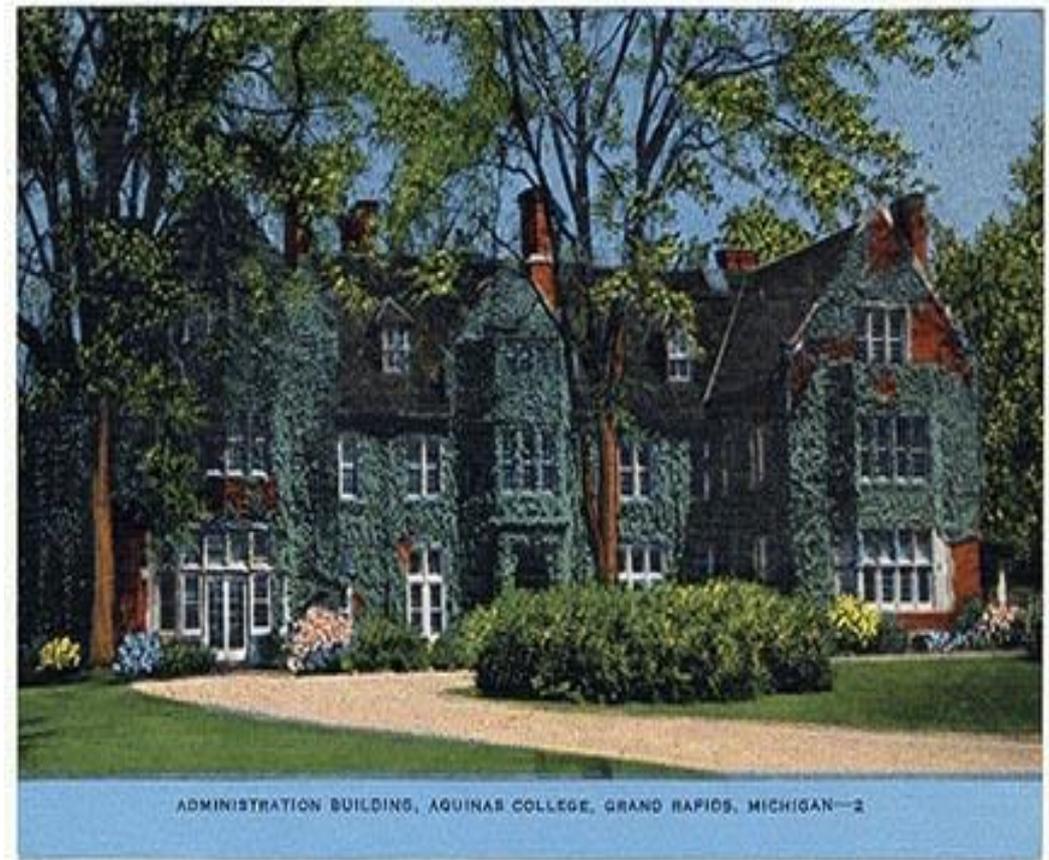
- Essential concepts for an Organizational Culture framework, specifically for colleges and universities according to Tierney (1988, p. 8):
 - Environment—How does the organization define its environment?
 - Mission—How is it defined?
 - Socialization—How do new members become socialized?
 - Information—What constitutes information?
 - Strategy—How are decisions arrived at?
 - Leadership—What does the organization expect from its leaders?



- METHODOLOGY

Sample

Faculty and administrators across 19 Dominican colleges and universities.



Instrumentation

- OCAI (Cameron & Quinn, 1999)
 - Purpose—to assess six key dimensions of organizational culture based on four different typologies (factors) falling along two bisecting continua (stability versus flexibility in work approaches and internal versus external organizational focus).
 - Assessment of the OCAI
 - Validity and reliability established in a series of studies (Heritage, Pollock, & Roberts, 2014; Quinn & Spreitzer, 1991; Yeung, Brockbank, & Ulrich, 1991; Zammuto & Krakower, 1991).
 - Designed for administration across organizational levels
 - Uses ipsative scoring process



Instrumentation (Cont.)

Six Dimensions

- Dominant Characteristics
- Organizational Leadership
- Management of Employees
- Organizational Glue
- Strategic Emphases
- Criteria of Success



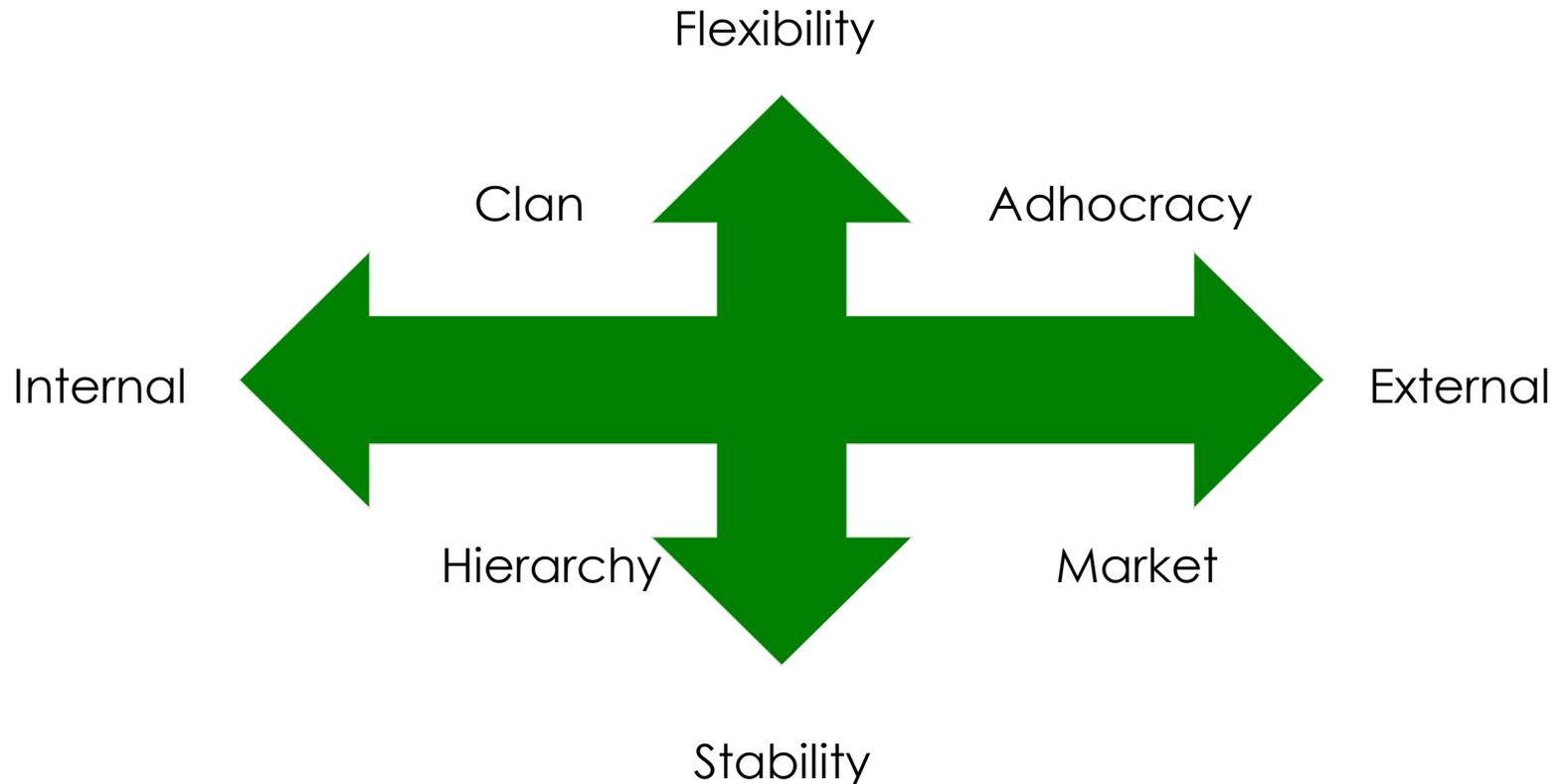
Instrumentation (Cont.)

Four Organizational Archetypes

- The Clan Culture—family-type organization with a focus on teamwork; described as “a friendly place to work where people share a lot of themselves” (Cameron & Quinn, 1999).
- The Adhocracy Culture—based on innovation and emphasis is on rapid change within the organization; focus is on productivity and there is no form of centralized power or authority (Cameron & Quinn, 1999).
- The Hierarchy Culture—focus is on organizational stability and efficacy with an emphasis on uniformity and control of workers as well as jobs (Cameron & Quinn, 1999).
- The Market Culture—organization functions as a “market” with a focus on competitiveness and productivity while underscoring the need to “create transactions with external bodies as a means of gaining an advantage in their organizational niche” (Heritage, Pollock, & Roberts, 2014, p. 2).



Factor Structure of the OCAI Reflective of the Competing Values Framework (Cameron & Quinn, 2006)



Data Collection

- IRB submission and approval
- Dissemination of recruitment flyer through a gatekeeper (President and Provost) to all 19 Dominican institutions
- Survey Monkey platform for anonymity
- Data was downloaded into SPSS, Version 22, for descriptive analyses
-



Data Analysis

- Data for a total of 30 surveys was downloaded to SPSS and scored following the OCAI instructions:
 - Scores for the Now column in each of the archetypes (A, B, C, and D) were added;
 - Scores for the Preferred column in each of the archetypes (A, B, C, and D) were added.
 - Note: Participants were asked to complete both columns “Now” and “Preferred,” under each of the six dimensions, and divide a total of 100 points among the four archetypes. Thus, both the “Now” and the “Preferred” columns, within each of the six domains had to equal a total of 100 points.



RESULTS

Of the initial 30 participants (14 faculty members and 16 administrators) who responded to the survey, only 7 (4 faculty members and 3 administrators) completed the OCAI correctly and in its entirety.



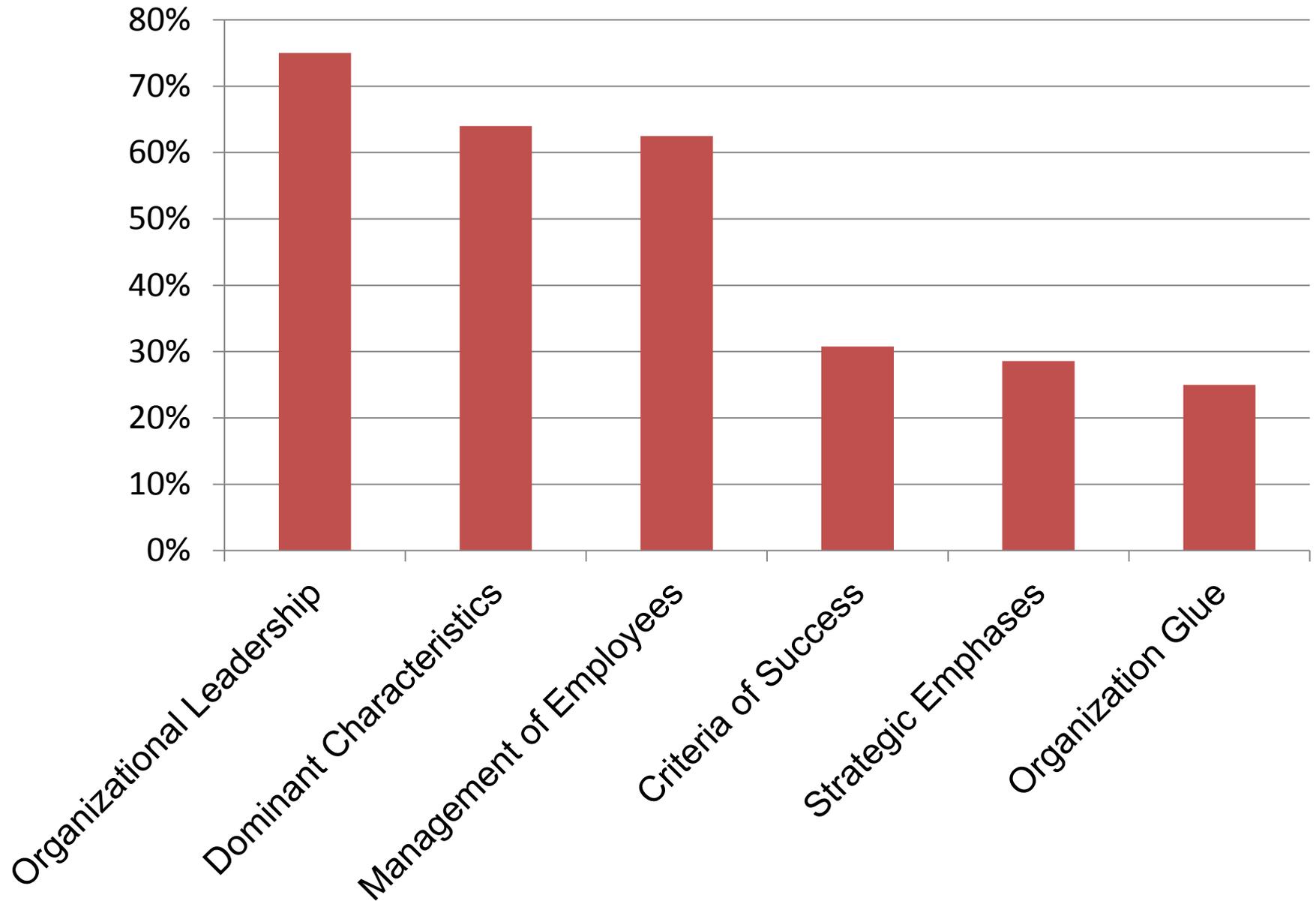
	N	Mean	Std. Deviation
Clan Now	42	48.29	22.385
Clan Preferred	42	43.81	20.743
Adhocracy Now	42	16.74	10.251
Adhocracy Preferred	42	22.40	11.527
Market Now	42	12.55	11.931
Market Preferred	42	18.02	14.326
Hierarchy Now	42	22.43	22.415
Hierarchy Preferred	42	15.88	9.508
Valid N (Listwise)			

Note: Number of Items for Seven Participants

Percentage of Responses Indicating Gap

Organizational Leadership	75%
Dominant Characteristics	64%
Management of Employees	63%
Criteria of Success	31%
Strategic Emphases	29%
Organization Glue	25%

Percentage of Responses Indicating Gap



Discussion

- This was intended as a “pilot” study.
- Future research with the OCAI may employ the use of “paper and pencil” format for completion, at a specific institution or setting, and a face-to-face explanation of the completion process.
- Although the OCAI is considered a reliable and valid instrument, the researchers question the assignment of what appears to be a “random” number (between 1 and 100) without having a previous calibration process. In other words, what does a score of “30” mean to an individual?
- Future research may also be conducted at one single institution and benefit from the addition of a qualitative phase to the study in an attempt to triangulate findings.



References

Bellot, J. (2011). Defining and assessing organizational culture. *School of Nursing Faculty Papers & Presentations, Jefferson College of Nursing, 46(1), 29-37*. doi: 10.1111/j.1744-6198.2010.00207.x

Heritage, B., Pollock, C., & Roberts, L. (2014). Validation of the Organizational Learning Assessment Instrument. *PLoS ONE, 93(3): e92879*. doi: 10.1371/journal.pone.0092879.

Kirst, M. W., & Stevens, M. L. (2015). *Remaking college: The changing ecology of higher education*. Stanford, CA: Stanford University Press.

O'Brien, N. (2010). Bede Jarrett, Sir Ernest Baker and the political significance of the Dominican Order. *New Blackfriars*. Oxford, UK: Blackwell Publishing.



References (Cont.)

Streitwieser, B., & Ogden, A. C. (2016). The scholar-practitioner debate in international higher education. *International Higher Education*, 86, 7.

Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, 59(1), 2-21.

