

Chapter 02 Organizational Culture

True / False Questions

1. Organizational culture has been defined simply as how employees perceive the organization.
True False
2. According to Schein's model, "artifacts and creations" may be visible but are often not decipherable.
True False
3. Socialization is a pattern of assumptions that are invented, discovered, or developed to learn to cope with organizational life.
True False
4. "Values" are the unconscious desires of people that guide their behavior.
True False
5. A society's values have an impact on most organizational values because of the interactive nature of work, leisure, family, and community.
True False
6. Because organizational culture involves shared expectations, values, and attitudes, it exerts influence on individuals, groups, and organizational processes.
True False

7. Researchers, who have suggested and studied the impact of culture on employees, indicate that it provides and encourages a form of volatility.

True False

8. Because organizational culture involves shared expectations, values, and attitudes, it exerts influence only on organizational processes.

True False

9. Organizations always have a dominant type of culture.

True False

10. The presence of a dominant culture precludes the existence of subcultures.

True False

11. A common theme in the literature is that cultures are typically so elusive and hidden that they cannot be adequately diagnosed, managed, or changed.

True False

12. Behavioral compliance typically indicates cultural commitment.

True False

13. Smith and Rayment define spirituality as the state or experience that can provide organizations with direction or meaning, or provide feelings of understanding, support, inner wholeness, or connectedness.

True False

14. Research indicates one of the benefits of spirituality is improved organizational effectiveness.

True False

15. Culturation is the process by which organizations bring new employees into the culture.
True False

16. The primary purpose of activities associated with the acclimation stage of socialization is to acquire information about the new organization and/or new job.
True False

17. Four major activities constitute the accommodation stage of socialization: all individuals, to a degree, must engage in (1) establishing new interpersonal relationships with both co-workers and managers, (2) learning the tasks required to perform the job, (3) clarifying their role in the organization and in the formal and informal groups relevant to that role, and (4) evaluating the progress they are making toward satisfying the demands of the job and the role.
True False

18. The accommodation stage of socialization occurs before the individual becomes a member of the organization.
True False

19. Satisfaction and high performance are associated with socialization activities.
True False

20. Within the accommodation stage of socialization, assigning autocratic bosses is a practice that seems to have considerable promise for increasing the retention rate of new employees.
True False

21. Motivation and high performance are typically associated with successful socialization activities.
True False

22. Satisfaction and turnover are typically associated with successful socialization activities.
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23. One of the benefits of mentoring is the strengthening of the organization's culture.
True False

24. Diversity has been defined simply as the vast array of cultural differences that constitute the spectrum of human attributes.
True False

25. Globalization is making understanding "diversity" less important as working with people from other cultures is common place.
True False

26. According to Schein's three-layer organizational model, visible and audible behavior patterns are considered visible but often undecipherable.
True False

27. The more employees share and accept a culture's core values, the stronger the culture is.
True False

28. Teams, divisions, and units always have their own subculture.
True False

29. Myths are tales about the organization that are passed down over time and communicate a story of the organization's underlying values.
True False

30. Socialization processes are very similar in form and content from organization to organization.

True False

Multiple Choice Questions

31. Definitions of organizational culture include which of the following?

- A. Symbols, language, ideologies, rituals, and myths
- B. Organizational scripts derived from the personal scripts of the organization's founder(s) or dominant leader(s)
- C. A product, historical, based on symbols, and an abstraction from behavior and the products of behavior
- D. All of the above

32. Organizational culture has been defined as _____.

- A. what the employee perceives
- B. what the employee perceives and how this perception creates a pattern of beliefs, values, and expectations
- C. the collective actions of the organization
- D. None of the above

33. Schein's organizational model _____.

- A. is based upon distinct cultural "layers" which are readily apparent and understandable to all constituencies
- B. is a direct extension of Mintzberg's characterization of the "indoctrination" role of management
- C. features layers of organizational culture
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34. The use of organizational culture as a perspective from which to understand the behavior of individuals and groups within organizations has been limited due to _____.
- A. the linkage of organizational outcomes being only been tangential
 - B. there being multiple definitions of organizational culture
 - C. Both A and B
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35. According to Schein, organizational culture is a pattern of basic assumptions _____ by a group
- A. invented
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36. Within Schein's organizational model, "basic assumptions" are _____.
- A. at a high level of awareness
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38. _____ are defined as the conscious, affective desires or wants of people that guide their behavior.
- A. Needs
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 - C. Requisites
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39. Because organizational culture involves shared expectations, values, and attitudes, it exerts influence on _____.

- A. individuals
- B. groups
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40. A feeling of stability, as well as a sense of organizational identity, may be provided by _____.

- A. organizational culture
- B. anticipatory culturalization
- C. role management
- D. None of the above

41. Culture _____.

- A. may lead to stability and identity
- B. can generate a sense of loyalty and commitment
- C. Both A and B
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42. Methods to create a cohesive culture include fostering _____.

- A. a sense of history
- B. member contact
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43. Pat is attempting to establish an organization that emphasizes rules, policies, procedures, chain of command, and centralized decision making. This organization is best described as having _____.

- A. a bureaucratic culture
- B. a clan culture
- C. a "classic" culture
- D. None of the above

44. The text presents a typology of culture which identifies four distinct types of cultures. These culture types are: _____.

- A. bureaucratic, clan, entrepreneurial, and market
- B. stable, unstable, open and closed
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- D. None of the above

45. The military and government agencies are examples of a(n) _____ culture.

- A. command
- B. bureaucratic
- C. militaristic
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46. A flexible control orientation and an external focus of attention are associated with a(n) _____ culture.

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55. Some instances of _____ enhance the dominant culture, while in other cases they may have the opposite effect and actually constitute a counterculture.

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56. One of the most effective ways of changing people's beliefs and values is to _____.

- A. first communicate empathy
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57. The text provides several cultural change intervention points. These intervention points include _____.

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58. Spirituality is said to provide feelings connectedness. This connectedness can be to _____.

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59. _____ are recurring events or activities that reflect important aspects of the underlying culture.

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60. _____ is a state or experience that can provide individuals with direction or meaning, or provide feelings of understanding, support, inner wholeness, or connectedness.

- A. Synchronization
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- C. Cultural peace
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61. The benefits of spirituality include: _____.

- A. attaining a broader worldview
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62. _____ involves a transmittal of values, assumptions, and attitudes from older to newer employees.

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63. On critique of a focus on spirituality is that it may _____.

- A. mean not being able to embrace the diversity of beliefs held by employees and stakeholders
- B. distract from the efficiency of the operation
- C. Both A and B
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64. The three stages of socialization have been identified as: _____.
- A. preliminary socialization, intermediate socialization and internalization
 - B. individual, group, and organizational socialization
 - C. anticipatory socialization, accommodation, and role management
 - D. anticipatory socialization, role adjustment, and role management
65. The primary purpose of the activities associated with the _____ stage of socialization is to acquire information about the new organization and/or new job.
- A. accommodation
 - B. preliminary
 - C. anticipatory socialization
 - D. orientation
66. The socialization process occurs _____.
- A. throughout various career stages
 - B. when individuals change jobs
 - C. when individuals change organizations
 - D. All of the above
67. The three stages of socialization _____.
- A. may occur simultaneously
 - B. follow a strict sequence
 - C. have been found to have minimal impact on career success
 - D. lead to incremental increases in productivity
68. During the _____ stage of socialization, the individual sees the organization and the job for what they actually are.
- A. accommodation
 - B. preliminary
 - C. anticipatory socialization
 - D. orientation

69. Which of the following is not one of the four major activities that constitute the accommodation stage of socialization?

- A. Establishing new interpersonal relationships with both co-workers and managers.
- B. Defining the organizational structure in terms of self.
- C. Learning the tasks required to perform the job.
- D. Evaluating the progress one is making toward satisfying the demands of the job and the role.

70. Individuals who experience realism and congruence during the anticipatory stage have a less stressful _____.

- A. accommodation stage of socialization
- B. orientation stage of socialization
- C. uploading stage of socialization
- D. interpersonal relationships with both co-workers and managers

71. Four major activities constitute the accommodation stage. These activities include all of the following except _____.

- A. establishing new interpersonal relationships with both co-workers and managers
- B. evaluating organizational performance
- C. clarifying their role in the organization and in the formal and informal groups relevant to that role
- D. None of the above

72. Conflict typically occurs at this stage of socialization.

- A. Accommodation
- B. Role management
- C. Storming
- D. Evaluation

73. The organization's primary activity (activities) during the first stage of socialization is (are) _____ programs.

- A. recruitment
- B. selection
- C. placement
- D. All of the above

74. Which of the following has not been identified as one of the activities associated with effective accommodation socialization?

- A. Designing orientation programs
- B. Providing performance evaluation information
- C. Providing effective mentoring
- D. Assigning demanding bosses

75. "Structuring training programs" is part of the _____ stage of socialization.

- A. role management
- B. accommodation
- C. Both A and B
- D. None of the above

76. In work organizations, a mentor can provide _____.

- A. coaching
- B. role modeling
- C. friendship
- D. All of the above

77. Most mentor-mentee relationships develop over time, and there appear to be several distinct phases of these relationships. These phases include all of the following except _____.

- A. initiation
- B. divorce
- C. trial separation
- D. separation

78. In a study on cross-gender mentoring found that male-female mentor matchings _____ female-female mentoring.
- A. can be as successful as
 - B. are more successful than
 - C. are less successful as
 - D. of unpredictable effectiveness in comparison with
79. Secondary dimensions of diversity include all of the following except _____.
- A. marital status
 - B. religious beliefs
 - C. ethnicity
 - D. health disabilities
80. Core dimensions of diversity include: _____.
- A. religious beliefs
 - B. sexual/affectional orientation
 - C. Both A and B
 - D. None of the above
81. Edgar Schein suggests an organization's culture has three layers. These layers include all of the following except:
- A. Visible artifacts and creations
 - B. Political or religious affiliations
 - C. Assumptions to guide behavior choices
 - D. Conscious values and desires
82. Researchers who have studied the impact of culture on employees indicate that it provides and encourages a form of _____.
- A. conditioning
 - B. stability
 - C. conformity
 - D. emulation

83. Innovation, creativity, risk taking, and aggressively seeking opportunities illustrate _____ culture.

- A. a market
- B. an entrepreneurial
- C. a bureaucratic
- D. a clan

84. For an organization to have a strong culture, core values must be all of the following except:

- A. Widely shared
- B. Respected
- C. Ethical
- D. Protected

85. All of the following are secondary dimensions of diversity except:

- A. Ethnicity
- B. Health disabilities
- C. Religious belief
- D. Marital status

Essay Questions

86. How did Schein define organizational culture? Apply his organizational model to this school.

87. Explain Schein's organizational model.

88. Describe the effects of organizational culture.

89. Describe the organizational typology and the graphic depicting it presented in the text.

90. You are of the CEO of an organization considering the acquisition of another firm. Why should you consider organizational culture when completing your due diligence?

91. Describe the difficulties in influencing organizational culture and the steps that have been suggested in a cultural change intervention.

92. You are the CEO of a successful organization that has just acquired a smaller firm with great potential. Why might changing the culture of the acquired firm be difficult? Describe the steps you may use in socializing the new members of your organization to your culture.

93. Define what is meant by spirituality and its potential positive impact on an organization.

94. Define socialization and describe the stages of a socialization process providing examples of how these stages have been implemented.

95. How would you apply the activities associated with effective accommodation socialization to new students entering your program?

96. The role management stage of socialization is characterized by conflict. What can organizations do to deal with this conflict?

97. The "evolution of the mentor relationship" is presented as progressing through five phases. List and describe each of these phases.

98. Define diversity and detail the difference between core and secondary forms of diversity providing examples for each.

99. While embracing a diverse workforce has many benefits there may be issues associated with integrating the talents of those from different national cultures into the organization. What are these issues?

100. It has been presented that socializing an ethnically diverse workforce is a two-way proposition. What does this statement mean and provide examples of successful "on boarding" activities.

Chapter 02 Organizational Culture **Answer Key**

True / False Questions

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FALSE

Difficulty: Easy

2. (p. 31) According to Schein's model, "artifacts and creations" may be visible but are often not decipherable.

TRUE

Difficulty: Medium

3. (p. 31) Socialization is a pattern of assumptions that are invented, discovered, or developed to learn to cope with organizational life.

FALSE

Difficulty: Easy

4. (p. 32) "Values" are the unconscious desires of people that guide their behavior.

FALSE

Difficulty: Medium

5. (p. 34) A society's values have an impact on most organizational values because of the interactive nature of work, leisure, family, and community.

TRUE

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TRUE

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FALSE

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FALSE

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FALSE

Difficulty: Medium

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FALSE

Difficulty: Easy

21. (p. 47) Motivation and high performance are typically associated with successful socialization activities.

FALSE

Difficulty: Medium

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TRUE

Difficulty: Medium

23. (p. 49) One of the benefits of mentoring is the strengthening of the organization's culture.

TRUE

Difficulty: Easy

24. (p. 50) Diversity has been defined simply as the vast array of cultural differences that constitute the spectrum of human attributes.

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Difficulty: Hard

25. (p. 51) Globalization is making understanding "diversity" less important as working with people from other cultures is common place.

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26. (p. 32) According to Schein's three-layer organizational model, visible and audible behavior patterns are considered visible but often undecipherable.

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TRUE

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28. (p. 37) Teams, divisions, and units always have their own subculture.

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TRUE

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30. (p. 45) Socialization processes are very similar in form and content from organization to organization.

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Multiple Choice Questions

31. (p. 31) Definitions of organizational culture include which of the following?

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 - C. anticipatory socialization, accommodation, and role management
 - D. anticipatory socialization, role adjustment, and role management

Difficulty: Medium

65. (p. 43) The primary purpose of the activities associated with the _____ stage of socialization is to acquire information about the new organization and/or new job.
- A. accommodation
 - B. preliminary
 - C. anticipatory socialization
 - D. orientation

Difficulty: Medium

66. (p. 43) The socialization process occurs _____.
- A. throughout various career stages
 - B. when individuals change jobs
 - C. when individuals change organizations
 - D. All of the above

Difficulty: Medium

67. (p. 43) The three stages of socialization _____.
- A.** may occur simultaneously
 - B. follow a strict sequence
 - C. have been found to have minimal impact on career success
 - D. lead to incremental increases in productivity

Difficulty: Medium

68. (p. 44) During the _____ stage of socialization, the individual sees the organization and the job for what they actually are.
- A.** accommodation
 - B. preliminary
 - C. anticipatory socialization
 - D. orientation

Difficulty: Medium

69. (p. 44) Which of the following is not one of the four major activities that constitute the accommodation stage of socialization?
- A. Establishing new interpersonal relationships with both co-workers and managers.
 - B.** Defining the organizational structure in terms of self.
 - C. Learning the tasks required to perform the job.
 - D. Evaluating the progress one is making toward satisfying the demands of the job and the role.

Difficulty: Medium

70. (p. 44) Individuals who experience realism and congruence during the anticipatory stage have a less stressful _____.
- A.** accommodation stage of socialization
 - B. orientation stage of socialization
 - C. uploading stage of socialization
 - D. interpersonal relationships with both co-workers and managers

Difficulty: Medium

71. (p. 44) Four major activities constitute the accommodation stage. These activities include all of the following except _____.

- A. establishing new interpersonal relationships with both co-workers and managers
- B. evaluating organizational performance**
- C. clarifying their role in the organization and in the formal and informal groups relevant to that role
- D. None of the above

Difficulty: Medium

72. (p. 45) Conflict typically occurs at this stage of socialization.

- A. Accommodation
- B. Role management**
- C. Storming
- D. Evaluation

Difficulty: Medium

73. (p. 45) The organization's primary activity (activities) during the first stage of socialization is (are) _____ programs.

- A. recruitment
- B. selection
- C. placement
- D. All of the above**

Difficulty: Medium

74. (p. 46) Which of the following has not been identified as one of the activities associated with effective accommodation socialization?

- A. Designing orientation programs
- B. Providing performance evaluation information
- C. Providing effective mentoring**
- D. Assigning demanding bosses

Difficulty: Medium

75. (p. 46) "Structuring training programs" is part of the _____ stage of socialization.
- A. role management
 - B. accommodation**
 - C. Both A and B
 - D. None of the above

Difficulty: Medium

76. (p. 47) In work organizations, a mentor can provide _____.
- A. coaching
 - B. role modeling
 - C. friendship
 - D. All of the above**

Difficulty: Hard

77. (p. 47) Most mentor-mentee relationships develop over time, and there appear to be several distinct phases of these relationships. These phases include all of the following except _____.
- A. initiation
 - B. divorce**
 - C. trial separation
 - D. separation

Difficulty: Hard

78. (p. 49) In a study on cross-gender mentoring found that male-female mentor matchings _____ female-female mentoring.
- A. can be as successful as**
 - B. are more successful than
 - C. are less successful as
 - D. of unpredictable effectiveness in comparison with

Difficulty: Medium

79. (p. 50) Secondary dimensions of diversity include all of the following except _____.
- A. marital status
 - B. religious beliefs
 - C. ethnicity**
 - D. health disabilities

Difficulty: Medium

80. (p. 50) Core dimensions of diversity include: _____.
- A. religious beliefs
 - B. sexual/affectional orientation**
 - C. Both A and B
 - D. None of the above

Difficulty: Medium

81. (p. 32) Edgar Schein suggests an organization's culture has three layers. These layers include all of the following except:
- A. Visible artifacts and creations
 - B. Political or religious affiliations**
 - C. Assumptions to guide behavior choices
 - D. Conscious values and desires

Difficulty: Medium

82. (p. 34) Researchers who have studied the impact of culture on employees indicate that it provides and encourages a form of _____.
- A. conditioning
 - B. stability**
 - C. conformity
 - D. emulation

Difficulty: Medium

83. (p. 38) Innovation, creativity, risk taking, and aggressively seeking opportunities illustrate _____ culture.

- A. a market
- B. an entrepreneurial**
- C. a bureaucratic
- D. a clan

Difficulty: Medium

84. (p. 40) For an organization to have a strong culture, core values must be all of the following except:

- A. Widely shared
- B. Respected
- C. Ethical**
- D. Protected

Difficulty: Medium

85. (p. 50) All of the following are secondary dimensions of diversity except:

- A. Ethnicity**
- B. Health disabilities
- C. Religious belief
- D. Marital status

Difficulty: Medium

Essay Questions

86. (p. 31) How did Schein define organizational culture? Apply his organizational model to this school.

Edgar Schein defined culture as "A pattern of basic assumptions—invented, discovered, or developed by a given group as it learns to cope with the problems of external adaptation and internal integration—that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems."

The Schein definition points out that culture involves assumptions, adaptations, perceptions, and learning. He further contends that an organization's culture has three layers. Layer I includes artifacts and creations that are visible but often not interpretable. At layer II are values, or the things that are important to people. Values are conscious, affective desires or wants.

Students should apply elements of the school to these layers.

Difficulty: Hard

87. (p. 31) Explain Schein's organizational model.

Student answers will vary but should reflect the following.

Schein contends that an organization's culture has three layers. Layer I includes artifacts and creations that are visible but often not interpretable. An annual report, a newsletter, wall dividers between workers, and furnishings are examples of artifacts and creations. At layer II are values, or the things that are important to people. Values are conscious, affective desires or wants. In layer III are the basic assumptions people make that guide their behavior. Included in this layer are assumptions that tell individuals how to perceive, think about, and feel about work, performance goals, human relationships, and the performance of colleagues. Figure 2.1 presents the Schein three-layer model of organizational culture.

Difficulty: Medium

88. (p. 33) Describe the effects of organizational culture.

Because organizational culture involves shared expectations, values, and attitudes, it exerts influence on individuals, groups, and organizational processes. For example, members are influenced to be good citizens and to go along. Thus, if quality customer service is important in the culture, then individuals are expected to adopt this behavior. If, on the other hand, adhering to a specific set of procedures in dealing with customers is the norm, then this type of behavior would be expected, recognized, and rewarded.

Researchers who have suggested and studied the impact of culture on employees indicate that it provides and encourages a form of stability. There is a feeling of stability, as well as a sense of organizational identity, provided by an organization's culture.

In addition to stability and identity, a culture can generate a sense of loyalty and commitment. Individuals by joining an organization and working hard to perform and compete create a sense of "we" and "me." This involves loyalty and remaining committed to the goals of an organization.

It has become useful to differentiate between strong and weak cultures. A strong culture is characterized by employees sharing core values. The more employees share and accept the core values, the stronger the culture is and the more influential it is on behavior.

Difficulty: Medium

89. (p. 37) Describe the organizational typology and the graphic depicting it presented in the text.

Theorists and researchers have offered and discussed various listings of different cultures. Such listings and typologies seek to generalize major cultural properties across more than one organization. Figure 2.3 presents a systematic, organized, and practiced classification of types of culture.

The vertical axis shows the control orientation in the firm or department, ranging from stable to flexible. The horizontal axis depicts the focus of attention from internal to external. The four cells present the four distinct cultures: bureaucratic, clan, entrepreneurial, and market. Some organizations have a dominant type of culture; other organizations have multiple cultures working simultaneously in different locations, departments, or projects. There is no superior, ideal, or fixed culture. There are, however, preferences by employees for particular cultures. For example, if an employee is working in a bureaucratic culture and prefers a more entrepreneurial culture, difficulties will likely develop. If the person-culture alignment becomes overly stressful, it will probably result eventually in the individual leaving the organization.

Bureaucratic Culture

An organization that emphasizes rules, policies, procedures, chain of command, and centralized decision making has a bureaucratic culture. The military, government agencies, and firms started and managed by autocratic managers are examples of bureaucratic culture. Some individuals prefer the certainty, hierarchy, and strict organization of such a culture.

Clan Culture

Being a part of a working family, following tradition and rituals, teamwork, spirit, self-management, and social influence are characteristics of the clan culture. Employees are willing to work hard for a fair and equitable compensation and fringe benefit package. In a clan culture, employees are socialized by other members. Members help each other celebrate successes together.

Entrepreneurial Culture

Innovation, creativity, risk taking, and aggressively seeking opportunities illustrate an entrepreneurial culture. Employees understand that dynamic change, individual initiatives, and autonomy are standard practices.

Market Culture

An emphasis on sales growth, increased market share, financial stability, and profitability are attributes of a market culture. Employees have a contractual relationship with the firm. There is little feeling of teamwork and cohesiveness in this type of culture.

Difficulty: Hard

90. (p. 39) You are of the CEO of an organization considering the acquisition of another firm. Why should you consider organizational culture when completing your due diligence?

The student may provide examples that illustrate that while true due diligence in merger considerations should of course address financial and marketing issues, thoroughly probing cultural compatibility issues seems warranted as well. Other likely candidates for serious consideration of compatibility include the information technology systems, compensation and rewards systems, and the human resource talent pool.

As a result of research and available reports, it is recommended that discovery of dissimilar cultures may be sufficient reason not to close a merger deal. The realities of organizations indicate that culture clash can contribute to or cause a merger failure. Rigorously diagnosing and studying the dominant culture and subcultures in the firms considering a merger would be wise before closing a deal. The integration of cultures is a challenge even for managers who understand the significance of culture.

Difficulty: Medium

91. (p. 39) Describe the difficulties in influencing organizational culture and the steps that have been suggested in a cultural change intervention.

A limited amount of research has been done on cultural change. The difficulty in understanding culture becomes even more complex when attempting to bring about a significant cultural change. The themes that appear in the literature in discussing change are:

- Cultures are so elusive and hidden that they cannot be adequately diagnosed, managed, or changed.
- Because it takes difficult techniques, rare skills, and considerable time to understand a culture and then additional time to change it, deliberate attempts at culture change are not really practical.
- Cultures sustain people throughout periods of difficulty and serve to ward off anxiety. One of the ways they do this is by providing continuity and stability. Thus, people will naturally resist change to a new culture.

These three views suggest that managers who are interested in attempting to produce cultural changes face a daunting task. There are, however, courageous managers who believe that they can intervene and make changes in the culture. Figure 2.4 presents a view of five intervention points for managers to consider.

A considerable amount of knowledge suggests that one of the most effective ways of changing people's beliefs and values is to first change their behavior (intervention 1). However, behavior change does not necessarily produce culture change because of the process of justification. The California electronics example introduced earlier clearly illustrates this point. Behavioral compliance does not mean cultural commitment. Managers must get employees to see the inherent worth in behaving in a new way (intervention 2). Typically, communication (intervention 2) is the method used by managers to motivate the new behaviors. Cultural communication can include announcements, memos, rituals, stories, dress, and other forms of communication.

Another set of interventions includes recruitment and hiring (intervention 3) and then the socialization of new members (intervention 4) and the removal of existing members who deviate from the culture (intervention 5).

Difficulty: Medium

92. (p. 39) You are the CEO of a successful organization that has just acquired a smaller firm with great potential. Why might changing the culture of the acquired firm be difficult? Describe the steps you may use in socializing the new members of your organization to your culture.

A considerable amount of knowledge suggests that one of the most effective ways of changing people's beliefs and values is to first change their behavior (intervention 1). However, behavior change does not necessarily produce culture change because of the process of justification. Behavioral compliance does not mean cultural commitment. Managers must get employees to see the inherent worth in behaving in a new way (intervention 2). Typically, communication (intervention 2) is the method used by managers to motivate the new behaviors. Cultural communication can include announcements, memos, rituals, stories, dress, and other forms of communication.

Another set of interventions includes recruitment and hiring (intervention 3) and then the socialization of new members (intervention 4) and the removal of existing members who deviate from the culture (intervention 5). Each of these interventions must be done after careful diagnoses are performed. Although some individuals may not perfectly fit the firm's culture, they may possess exceptional skills and talents. Weeding out cultural misfits might be necessary, but it should be done only after weighing the costs and benefits of losing talented performers who deviate from the core cultural value system.

Changing an organization's culture takes time, effort, and persistence, especially in firms with strong cultures. Older strong culture organizations have established stories, use symbols, conduct rituals, and even use their own unique language. In a strong culture organization, the core values are widely shared, respected, and protected.

Myths and stories are the tales about the organization that are passed down over time and communicate a story of the organization's underlying values.

Rituals are recurring events or activities that reflect important aspects of the underlying culture. Language concerns the jargon, or idiosyncratic terms, used in an organization that can serve several different purposes relevant to culture. First, the mere fact that some know the language and some do not indicates who is in the culture and who is not. Second, language can also provide information about how people within a culture view others. Third, language can be used to help create a culture.

Difficulty: Hard

93. (p. 43) Define what is meant by spirituality and its potential positive impact on an organization.

A concise definition is offered by Smith and Rayment:

Spirituality is a state or experience that can provide individuals with direction or meaning, or provide feelings of understanding, support, inner wholeness, or connectedness. Connectedness can be to themselves, other people, nature, the universe, a god, or some other supernatural power.

This definition involves inner feelings, being connected to the work and to colleagues. Because work is such a major part of the lives of employees, organizational culture and practices can contribute to a person's spiritual development and growth.

Potential Benefits of Spirituality

Research results suggest that the encouragement and support of spirituality in the work setting can contribute to creativity, honesty, trust, commitment, personal need satisfaction, and improved organizational effectiveness.

The spirituality benefits in addition to improved effectiveness include attaining a broader worldview; concern with working with integrity; acquiring a strong sense of community; and a willingness to work to make a positive difference by making contributions to colleagues, stakeholders, and society. In addition to these benefits there is also the individual benefit of creating a more reasonable work/life balance, attitude, and set of behaviors.

Difficulty: Medium

94. (p. 42) Define socialization and describe the stages of a socialization process providing examples of how these stages have been implemented.

Socialization is the process by which organizations bring new employees into the culture. In terms of culture, socialization involves a transmittal of values, assumptions, and attitudes from older to newer employees.

Socialization Stages

The stages of socialization coincide generally with the stages of a career. Although researchers have proposed various descriptions of the stages of socialization, three stages sufficiently describe it: (1) anticipatory socialization, (2) accommodation, and (3) role management. Each stage involves specific activities that, if undertaken properly, increase the individual's chances of having an effective career. Moreover, these stages occur continuously and often simultaneously.

Anticipatory Socialization

The first stage involves all those activities the individual undertakes prior to entering the organization or to taking a different job in the same organization. The primary purpose of these activities is to acquire information about the new organization and/or new job. People are vitally interested in two kinds of information prior to entering a new job or organization. First, they want to know as much as they can about what working for the organization is really like. This form of learning about the organization is actually an attempt to assess the firm's culture. Second, they want to know whether they are suited to the jobs available in the organization. Individuals seek out this information with considerable effort when they are faced with the decision to take a job, whether it be their first one or one that comes along by way of transfer or promotion. At these times, the information is specific to the job or the organization.

We also form impressions about jobs and organizations in less formal ways. For example, our friends and relatives talk of their experiences. Parents impart both positive and negative information to their offspring regarding the world of work. Although we continually receive information about this or that job or organization, we are more receptive to such information when faced with the necessity to make a decision.

It is desirable, of course, that the information transmitted and received during the anticipatory stage accurately and clearly depicts the organization and the job. However, we know that individuals differ considerably in the way they decode and receive information. Yet if the fit between the individual and the organization is to be optimal, two conditions are necessary. The first condition is realism; both the individual and the organization must portray themselves realistically. The second condition is congruence. This condition is present when the individual's skills, talents, and abilities are fully utilized by the job. Either their overutilization or underutilization results in incongruence and, consequently, poor performance.

Accommodation

The second stage of socialization occurs after the individual becomes a member of the organization, after he or she takes the job. During this stage, the individual sees the organization and the job for what they actually are. Through a variety of activities, the

individual attempts to become an active participant in the organization and a competent performer on the job. This breaking-in period is ordinarily stressful for the individual because of the anxiety created by the uncertainties inherent in any new and different situation. Apparently, individuals who experience realism and congruence during the anticipatory stage have a less stressful accommodation stage. Nevertheless, the demands on the individual do indeed create situations that induce stress.

Four major activities constitute the accommodation stage: all individuals, to a degree, must engage in (1) establishing new interpersonal relationships with both co-workers and managers, (2) learning the tasks required to perform the job, (3) clarifying their role in the organization and in the formal and informal groups relevant to that role, and (4) evaluating the progress they are making toward satisfying the demands of the job and the role. Readers who have been through the accommodation stage probably recognize these four activities and recall more or less favorable reactions to them.

If all goes well in this stage, the individual feels a sense of acceptance by co-workers and supervisors and experiences competence in performing job tasks. The breaking-in period, if successful, also results in role definition and congruence of evaluation. These four outcomes of the accommodation stage (acceptance, competence, role definition, and congruence of evaluation) are experienced by all new employees to a greater or lesser extent. However, the relative value of each of these outcomes varies from person to person.

Acceptance by the group may be a less valued outcome for an individual whose social needs are satisfied off the job, for example. Regardless of these differences due to individual preferences, each of us experiences the accommodation stage of socialization and ordinarily moves on to the third stage.

Role Management

In contrast to the accommodation stage, which requires the individual to adjust to demands and expectations of the immediate work group, the role management stage takes on a broader set of issues and problems. Specifically, during the third stage, conflicts arise. A common conflict is between the individual's work and home lives. For example, the individual must divide time and energy between the job and his or her role in the family. Because the amount of time and energy is fixed and the demands of work and family are seemingly insatiable, conflict is inevitable. Employees unable to resolve these conflicts are often forced to leave the organization or to perform at an ineffective level. In either case, the individual and the organization are not well served by unresolved conflict between work and family.

Another source of conflict during the role management stage is between the individual's work group and other work groups in the organization. This source of conflict can be more apparent for some employees than for others.

Difficulty: Hard

95. (p. 46) How would you apply the activities associated with effective accommodation socialization to new students entering your program?

Effective accommodation socialization comprises five different activities: (1) designing orientation programs, (2) structuring training programs, (3) providing performance evaluation information, (4) assigning challenging work, and (5) assigning demanding bosses. Students should provide examples of each.

Difficulty: Hard

96. (p. 47) The role management stage of socialization is characterized by conflict. What can organizations do to deal with this conflict?

In contrast to the accommodation stage, which requires the individual to adjust to demands and expectations of the immediate work group, the role management stage takes on a broader set of issues and problems. Specifically, during the third stage, conflicts arise. A common conflict is between the individual's work and home lives. For example, the individual must divide time and energy between the job and his or her role in the family. Because the amount of time and energy is fixed and the demands of work and family are seemingly insatiable, conflict is inevitable. Employees unable to resolve these conflicts are often forced to leave the organization or to perform at an ineffective level. In either case, the individual and the organization are not well served by unresolved conflict between work and family. Organizations that effectively deal with the conflicts associated with the role management stage recognize the impact of such conflicts on job satisfaction and turnover. Even though motivation and high performance may not be associated with socialization activities, satisfaction and turnover are, and organizations can ill afford to lose capable employees. Retention of employees beset by off-the-job conflicts is enhanced in organizations that provide professional counseling and that schedule and adjust work assignments for those with particularly difficult conflicts at work and home. Of course, these practices do not guarantee that employees can resolve or even cope with the conflict. The important point, however, is for the organization to show good faith and make a sincere effort to adapt to the problems of its employees. Table 2.1 summarizes what managers can do to encourage effective socialization.

Difficulty: Medium

97. (p. 49) The "evolution of the mentor relationship" is presented as progressing through five phases. List and describe each of these phases.

1. Initiation: The relationship gets started and fantasies become concrete expectations. Begins to have importance for both the mentor and mentee.
2. Cultivation: The career, developmental, and the personal growth of the mentee occurs.
3. Trial Separation: Mentee does it alone in problem solving, completing work, and developing networks.
4. Separation: The structural role relationship changes.
5. Redefinition: A period after the separation phase during which the relationship is ended or takes on significantly different characteristics, making it a more equal relationship.

Difficulty: Medium

98. (p. 50) Define diversity and detail the difference between core and secondary forms of diversity providing examples for each.

Diversity is the vast array of physical and cultural differences that constitute the spectrum of human attributes. Six core dimensions of diversity exist: age, ethnicity, gender, physical attributes, race, and sexual/affectional orientation. These are the core elements of diversity that have a lifelong effect on behavior and attitudes.

Secondary forms of diversity—the differences that people acquire, discard, or modify throughout their lives—can be changed. Secondary dimensions of diversity include educational background, marital status, religious beliefs, health disabilities, and work experience.

Valuing diversity from an organizational and leadership perspective means understanding and valuing core and secondary diversity dimension differences between oneself and others. An increasingly important goal in a changing society is to understand that all individuals are different and to appreciate these differences.

Difficulty: Medium

99. (p. 50) While embracing a diverse workforce has many benefits there may be issues associated with integrating the talents of those from different national cultures into the organization. What are these issues?

Some obvious issues for managers of ethnically diverse work-forces to consider include these:

- Coping with employees' unfamiliarity with the language.
- Increased training for service jobs that require verbal skills.
- Cultural (national) awareness training for the current workforce.
- Learning which rewards are valued by different ethnic groups.
- Developing career development programs that fit the skills, needs, and value of the ethnic group.
- Rewarding managers for effectively recruiting, hiring, and integrating a diverse workforce.
- Focusing not only on ethnic diversity but also learning more about age, gender, and workers with disability diversities.

Difficulty: Medium

Chapter 02 - Organizational Culture

100. (p. 50) It has been presented that socializing an ethnically diverse workforce is a two-way proposition. What does this statement mean and provide examples of successful "on boarding" activities.

Socializing an ethnically diverse workforce is a two-way proposition. Not only must the manager learn about the employees' cultural background, but the employee must also learn about the rituals, customs, and values of the firm or the work unit. Awareness workshops and orientation sessions are becoming more popular every day. For example, Merck has an educational program to raise its employees' awareness and attitudes about women and minorities. The program emphasizes how policies and systems can be tailored to meet changes in the demographics of the workplace. Procter & Gamble has stressed the value of diversity. The firm uses multicultural advisory teams, minority and women's networking conferences, and "on boarding" programs to help new women and minority employees become acclimated and productive as quickly as possible. Ortho Pharmaceutical initiated a program to "manage diversity" that is designed to foster a process of cultural transition within the firm. Northeastern Products Company established an onsite English as a Second Language (ESL) program to meet the needs of Hispanic and Asian employees. A buddy system has been established at Ore-Ida. A buddy (English speaker) is assigned to a new employee (whose first language is not English) to assist him or her with communication problems. The Seattle-Times Co. (newspaper publisher) conducts a two-day training session called "Exploration into Diversity" 10 times a year. The training program covers such issues as diversity, multiculturalism, and pluralism. The trainees define terms, discuss obstacles to achieving pluralism, present experiences, present concepts of stereotyping and prejudices, and cover methods to overcome obstacles. Follow-up sessions are also a part of the Seattle-Times' approach to improving diversity awareness.

Difficulty: Medium