

ORGANIZATIONAL CULTURE ASSESSMENT AND TEAM EFFECTIVENESS: A CASE STUDY OF GHANA EDUCATIONAL SERVICE (G.E.S), THE ASHANTI REGIONAL OFFICE KUMASI.

Abstract

When an organization systematically design as assessment tool, use the tools to gather data, analyse the data and design a strategic improvement plan to bring about change in its overall purpose of existence, that organization is carrying out an assessment of its performance. This assessment was carried out based on sampled cross-sectional data gathering approach which is a descriptive research method. The staffs of the regional educational office of Ashanti were given questionnaire to provide responses. Their responses measured their views, attitudes and preferences. Twenty five (25) sampled staff of the office was used for the administration of the organizational effectiveness and culture assessments questionnaires. Initially, thirty five (35) staff were targeted for providing responses to our questionnaires.

However, only twenty five (25) of the targeted randomly sampled size turned up due to tight work schedule. Twenty five (25) questionnaires in each of organizational culture, team effectiveness and organization effectiveness were administered.

All the twenty five (25) questionnaire for the three areas were retrieved from the respondents.

During data analysis, the Organizational Capacity Assessment Tool (OCIAT) instrument was diagnosed using the Weisbord Six Box Model. Data obtained from the respondents about the organizational culture and team effectiveness were also analyzed into averages. These averages were then used to depict the figures in the form of charts (histograms).

Results from the analysis reveal the following findings:

- i) There is difference between the existing culture and what the staff preferred culture is.
- ii) How far team effectiveness is in operation now at the regional educational office of Ashanti and to what extent they “would like” team effectiveness to be in their organization.

Certain factors which have direct effect on the organizational effectiveness were identified and these factors need to be strengthened.

KEY WORDS: Capacity Improvement Assessment Impact (OCIAT), Organisation Capacity Improvement Consultants (OCIC), Organisation Culture, Organisation Culture, Team Effectiveness, Organisation Effectiveness, Team Effectiveness, Ashanti Regional Education Office (AREO), Organizational Culture Assessment Tool (OCAT), Weisbord 6-Box model and Organisation Development (OD).

INTRODUCTION

This assignment forms part of the requirements for the award of MA and DOD in Organisational Development by the Organisation Capacity Improvement Consultants (OCIC), UK and the University of Cape Coast (UCC). The assignment was carried out in the Ghana Education Service (GES) Regional Office of the Ashanti Region, Kumasi. Chapter one gives a highlight about Access Organisation, Objective of the study, and Statement of the problem. Team effectiveness, organisational effectiveness and organisational culture were the three thematic areas the assignment covered.

Background of the Access Organisation

Ghana Education Service Regional Office of the Ashanti Region is geographically situated, virtually at the centre of the country and referred to as the heartland. The Asante Kingdom is headed by Otumfuo Osei Tutu II. It has 87 senior high schools (SHS), 7 colleges of education, 3 technical and institutes, 10870 public pre-schools (kindergarten), 20053 public primary school, 1286public junior schools and 3 specials education institutions. These educational institutions aimed at creating enabling environment that will sustain effective teaching and learning and promote management efficiency.

SCOPE

The scope of this assignment was an assessment made of the organisational effectiveness, team effectiveness and culture assessment of the Regional Education Office, Ashanti.

STATEMENT OF THE PROBLEM

Consistently high performance of pupils and students in Basic Education Certificate Examination (BECE) and the West African School Certificate Examination (WASCE) respectively, sparked off arguments as to the nature of team work, culture of the organisation and organisation effectiveness exist at the helm of affairs of the region's GES office. The OD Trainees decided to investigate this issue in this Access Organisation.

One problem encountered on the field was the inability of all the sampled personnel to turn up when the questionnaires were administered. Secondly the respondents' demanded for too much money from us during break time. Finally, the level of education of some of the sampled staff made the administration of the questionnaires very difficult.

OBJECTIVES

The assignment was guided by the following objectives:

- a) To gather data about the degree/level of the Regional Education Office existing and preferred team effectiveness.
- b) To investigate and find out the views of staff about the organisation existing and preferred culture.
- c) To administer questionnaires to elicit responses from staff about their perception of the organisation's capacity impact assessment.

LITERATURE REVIEW

Organisation Culture

The term organisation culture is generally accepted as referring to the shared meanings, beliefs, and understandings held by a particular group or organisation about its problems, practices and

goals (Reichers and Schneider 1990). School leaders understand school culture and the importance of standardized testing as the measure of school success (Lashway, 2001). The role of the school leader has changed from that of a manager or facilitator to instructional leader or lead teacher. This role places the leader in a position not only to manage items including bus schedules and difficult parents, but also to improve instructional delivery through modeling and practice. School leaders, traditionally, have not received the necessary training to fill the role of instructional leader (Lashway). Modern school leaders facilitate learning communities by fulfilling six roles, according to Lashway: (a) establishing student and adult as the main priority, (b) setting high expectations for performance, (c) having the leader direct content and instruction to standards, (d) creating a culture of continuous learning for adults, (e) reviewing and using multiple sources of data to assess learning, and (f) have the leader activate community support for school success (Lashway, 2001). Leadership is the most observed phenomenon but the least understood. In this study effort will be made to evaluate leadership in schools to determine if modern leadership principles are applied by school leadership. Consequently, leadership theories in its entirety will be useful foundation based on which this study hinges.

ORGANISATION EFFECTIVENESS

How effective an organization is may be measured in terms of its relationship with the external environment, human resources availability, infrastructures, program management and program processes and its strategic leadership. The vision of the organisation provides both the direction in which the organisation should move and the energy to begin that move (W. Warner Burke 1994).

TEAM EFFECTIVENESS

Good relationship is a catalyst for team building. 'A team is a small number of people with complementary skills who are committed to a purpose set of performance goals and approach for which they hold themselves mutually accountable (John R. Katzenbach and Douglas K. Smith 1993). Likert (1961), for example, suggested that organisations are best conceptualised by streams of interlocking groups connected by linking pins-individuals. In conclusion, Organisation culture and organisation effectiveness are pivoted on individuals and groups or teams.

METHODOLOGY

The research methodology dealt with the following issues: data collection procedure, research population, sampling techniques used, how the instruments were administered and the data analysis plan.

POPULATION, SAMPLE AND SAMPLING PROCEDURE

Thirty five (35) personnel were randomly sampled. This sampled size represents 41.2%) of the total population of 85 workers. Only twenty five (25) of them were able to turn up during the administration of the questionnaires.

RESEARCH INSTRUMENTS

Two set of questionnaires were OD existing standardised and tested tools about organisation culture and organisational team effectiveness. These standardised tools were adapted and administered. A third instrument, organisation capacity improvement assessment tool (OCIAT), was designed using the Likert Scale (Refer to Appendix A). Team Effectiveness diagnostic instruments were adapted from Hanson, P.G and Lubin, B (1995) by OCIC International for training OD consultants in Africa and Hanson and Blarke (1977) by OCIC International for training OD consultants in Africa.

DATA COLLECTION PROCEDURE

Participants were asked to choose ratings from one (1) to seven (7) for each of the questionnaires OCAT and team effectiveness (Appendix A) ‘ Strongly Agree’ was given a weighting of five (5) and a weighting of one (1) represented ‘Strongly Disagree’ for the Organisation Capacity Improvement Tool (OCIAT)..

Background information about the Access Organisation was gathered through existing literature available in the office and an interview was also carried out.

Guidance on how to provide responses based on individual’s perception of what the preferred and the existing culture of the organisation was done. Two facilitators went round to offer support to those with difficulties in understanding the instructions. One of the participants was handicapped in reading and in interpreting the questionnaires of which a translation was done for him.

DATA ANALYSIS PLAN

Raw data gathered about Team effectiveness, Organisational Culture and Organisation Capacity Improvement Assessment were computed into averages using Weisbord-6 Box Model formula. Other data were converted into percentage and mean. Histograms were constructed based on these mean figures arrived at.

DATA ANALYSIS

ORGANISATIONAL EFFECTIVENESS ASSESSMENT (OCIAT)

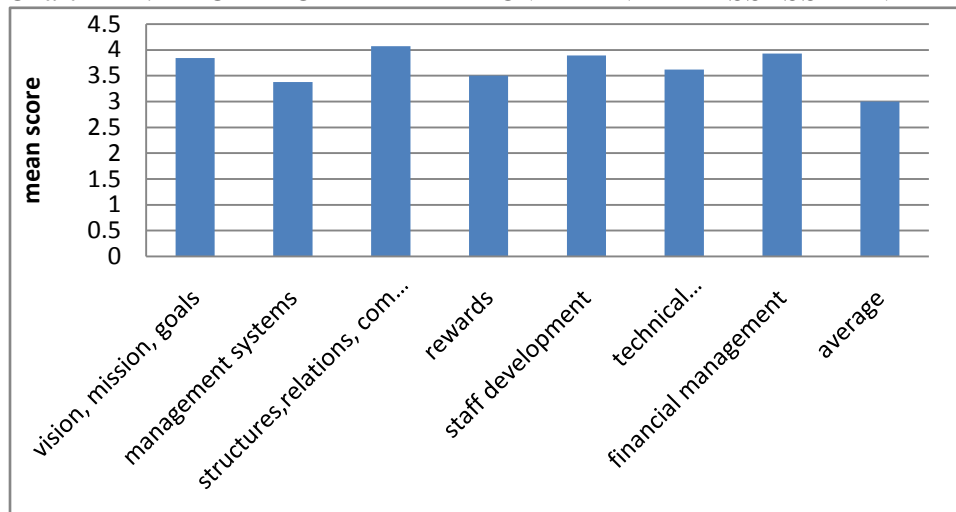
Mean figures were computed and these were used for the analysis of OCIAT as shown in Table 1 and Chart 1

TABLE 1: CAPACITY IMPROVEMENT ASSESSMENT IMPACT (OCIAT)

| | N | Mean |
|--------------------------------------|----|------|
| Vision, mission and goal | 25 | 3.84 |
| Management system | 25 | 3.38 |
| Structures relations, communications | 25 | 4.07 |
| Rewards | 25 | 3.50 |
| Staff development | 25 | 3.89 |
| Technical support/support systems | 25 | 3.62 |
| Financial management | 25 | 3.93 |

Source: Data gathered in the field.

Chart 1: CAPACITY IMPROVEMENT ASSESSMENT IMPACT (OCIAT)



TEAM EFFECTIVENESS

Scores from respondents were summed up for each of the fourteen (14) items. The total were divided by the total number of participants (25), to arrive at an average for each of the fourteen (14) items figure to show their “NOW” and “WOULD LIKE” opinion of team effectiveness.

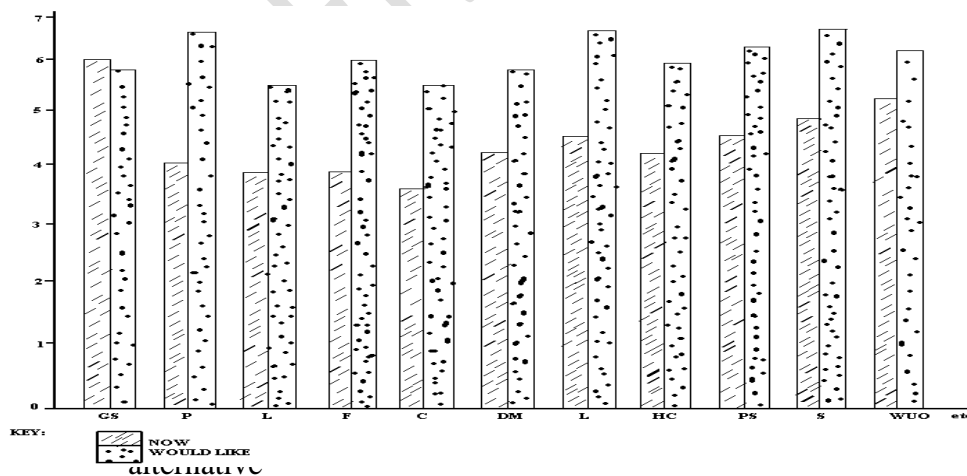
TABLE 2: TEAM EFFECTIVENESS:

| | Now | Would be |
|---------------|-----|----------|
| Goal setting | 6.0 | 5.8 |
| Participation | 4.2 | 6.2 |

| | | |
|------------------------|-----|-----|
| Listening | 4.0 | 5.5 |
| Feedback | 3.9 | 6.2 |
| Communication | 3.7 | 5.8 |
| Decision-making | 4.3 | 5.8 |
| Leadership | 4.1 | 6.1 |
| Handling team conflict | 3.8 | 5.8 |
| Problem solving | 4.0 | 4.0 |
| Work unit structure | 4.3 | 6.4 |
| Work unit operation | 3.6 | 6.1 |
| Role definition | 3.0 | 6.1 |
| Support system | 3.8 | 3.8 |
| Relationship | 4.1 | 6.4 |

Source: Data gathered from the Regional Education Office of Ashanti, Kumasi.
 “NOW” and “WOULD LIKE” perceptions about Team Effectiveness are diagrammatically presented in (Chart 2).

CHART 2: TEAM EFFECTIVENESS



(a, b, c and d) under all the fifteen (15) items were calculated, where a= power; b= roles; c= achievement; and d= support.

iv) Participants responses as to what they perceived as the Existing & Preferred Cultures were computed using these formulae:

(a) Existing Culture = (A) + (S) – (P) – (R)

(b) Preferred Culture = (A) + (S) – (P) – (R)

Where: A= Power; S= Support; P= performance; and R= Role.

Table 3: COMPUTED AVERAGES OF ORGANISATIONAL CULTURE ASSESSMENT

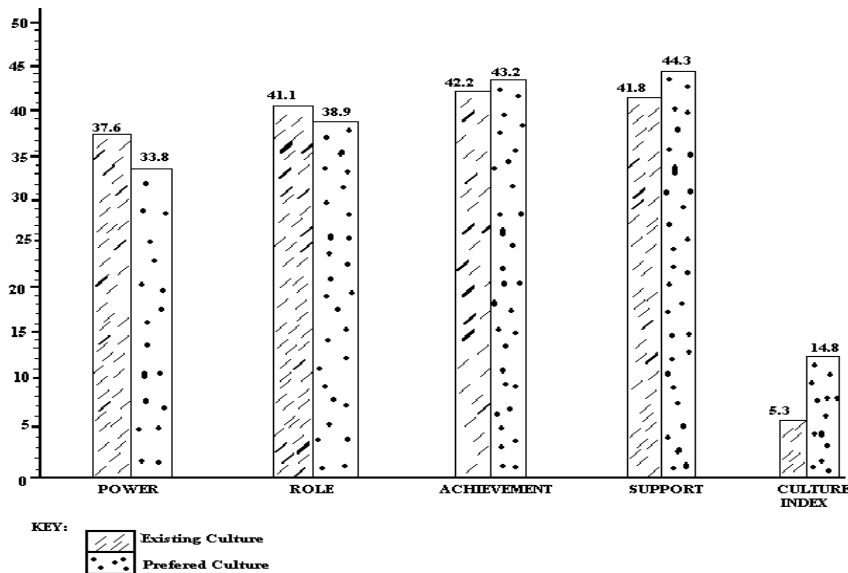
| existing culture | | | | preferred culture | | | | |
|------------------|-------------|-------------|-------------|-------------------|-------------|-------------|-------------|-------------|
| 1a 3.2 | 1b 2.7 | 1c 2.8 | 1d 2.9 | 1a 2.5 | 1b 2.6 | 1c 3.4 | 1d 3.0 | |
| 2a 2.2 | 2b 3.1 | 2c 3.1 | 2d 2.6 | 2a 2.2 | 2b 3.2 | 2c 2.9 | 2d 3.0 | |
| 3a 1.8 | 3b 2.3 | 3c 3.2 | 3d 3.2 | 3a 2.0 | 3b 2.3 | 3c 2.0 | 3d 2.8 | |
| 4a 2.1 | 4b 3.1 | 4c 2.8 | 4d 2.8 | 4a 2.3 | 4b 2.9 | 4c 3.1 | 4d 2.7 | |
| 5a 3.1 | 5b 3.1 | 5c 2.1 | 5d 2.7 | 5a 2.5 | 5b 2.6 | 5c 2.5 | 5d 3.0 | |
| 6a 2.9 | 6b 3.0 | 6c 3.1 | 6d 2.4 | 6a 2.4 | 6b 2.6 | 6c 2.8 | 6d 3.4 | |
| 7a 3.2 | 7b 3.2 | 7c 3.0 | 7d 2.9 | 7a 2.2 | 7b 3.0 | 7c 3.0 | 7d 3.0 | |
| 8a 3.0 | 8b 2.9 | 8c 3.1 | 8d 3.0 | 8a 3.1 | 8b 2.5 | 8c 2.8 | 8d 2.8 | |
| 9a 2.5 | 9b 2.8 | 9c 2.9 | 9d 3.11 | 9a 2.1 | 9b 2.4 | 9c 3.1 | 9d 3.0 | |
| 10a 2.4 | 10b 2.3 | 10c 2.7 | 10d 3.0 | 10a 2.1 | 10b 2.6 | 10c 3.1 | 10d 2.8 | |
| 11a 2.4 | 11b 2.6 | 11c 2.7 | 11d 2.7 | 11a 2.0 | 11b 1.8 | 11c 2.9 | 11d 3.1 | |
| 12a 2.3 | 12b 2.2 | 12c 2.7 | 12d 2.8 | 12a 2.0 | 12b 2.7 | 12c 2.4 | 12d 3.1 | |
| 13a 1.9 | 13b 2.8 | 13c 2.6 | 13d 2.6 | 13a 2.1 | 13b 2.6 | 13c 2.8 | 13d 3.0 | |
| 14a 2.2 | 14b 2.5 | 14c 2.6 | 14d 2.3 | 14a 1.9 | 14b 2.4 | 14c 2.3 | 14d 2.2 | |
| 15a 2.6 | 15b 2.5 | 15c 2.8 | 15d 2.8 | 15a 2.4 | 15b 2.7 | 15c 3.2 | 15d 3.4 | |
| TOTAL | 37.6 | 41.1 | 42.2 | 41.8 | 33.8 | 38.9 | 43.2 | 44.3 |
| | P | R | A | S | P | R | A | S |

Source: Data gathered from the field.

Existing Culture = (A) 42.2 + (S) 41.8 – (P) 37.6 – (R) 41.1

Preferred Culture = (A) 43.2 + (S) 44.3 – (P) 33.8 – (R) 38.9

CHART 3: ORGANIZATIONAL CULTURE ASSESSMENT (OCAT)



FINDINGS

ORGANISATIONAL EFFECTIVENESS ASSESSMENT

Findings of Organizational Capacity Improvement Tool (OCIAT) were assessed using the Weisbord 6-B ox model, by Marvin Weisbord adapted for OD Consulting skills training by OCIC International ((Appendix B).

BOUNDARIES

A boundary of an organization may be defined as its demarcation of between what forms part of the organization and what belongs to the immediate and external surrounding. Ashanti Regional Education Office forms part of the Ghana Education Service (GES) under the Ministry of Education (MOE). It works are influenced by the Ministry of Education and other stakeholders of education. AREO as a public organization, depends heavily and mostly on, central government budgetary support to operate effectively. From the above discussion it is obvious that this organization is an open system.

INPUT

Both physical and non-physical resources of an organization constitute its inputs; for example human resources machines, finance, technical know-how, networks and time are inputs to AREO. The central government is the major provider of financial resources to AREO. According to most respondents staff strength is inadequate. Government policy on recruitment is based on quota system and does not permit employing more staff.

OUTPUT

It is a deliberately planned and unplanned service that an organization provides to yield results. Central government formulates policies on human resources supply and their management for implementation by all Regional Education Office in Ghana. According to the respondents, the

general public perception concerning standard of education on the region is a little beyond average.

FEEDBACK

Any element that helps improve the system is a feedback. There is a forward and backward linkage between input and output. Ashanti Regional Education Office (AREO) has avenues of receiving feedback. For instance, final examination results from the BECE and WASCE, staff appraisal, staff meetings, workshops, Districts Annual Performance Report, Annual Audit Report among others are the means of getting feedback. In fact, the general public, Ministries, Departments and Agencies (MDAs) also provide feedback.

VISION, MISSION, GOALS AND OBJECTIVES

All respondents were aware and even claim they know AREO has a well- planned, defined and documented vision, mission, goal and objectives.

ORGANISATIONAL STRUCTURE

Organizational structure refers to the various levels that exist within an organization, for example, procedure for decision-making committees, teams, groups, organs, section and departments (Appendix C). 41.1% of AREO respondents claim they know their roles and their lines for reporting. This is an indication that most respondents were not fully aware of the existence of a strong and clear organizational structure.

REWARDS AND PUNISHMENT

Salaries and fringe benefits are not enough to serve as motivation. Other factors must exist to serve as bait to attract and retain staffs in the organization. AREO has annual institutionalized incentives such as study leave with and without pay, best teaching and non-teaching staff awards, annual leave, maternity leave, annual get-together and welfare packages. Staffs have expressed a little dissatisfaction with the current level of motivation.

SUPPORT SYSTEM

It is all about tangible and immaterial things which help staff of an organization to discharge their duties well. Stationery, machines, equipment, logistics, encouragement and trusts are examples of them. 58.3% of respondents claim that they are not given adequate support system to work effectively and efficiently. What they seriously lack are stationery, computers and accessories, vehicles for monitoring, supervision and evaluation, logistics and a merger budget allocation from Central Government.

RELATIONSHIP

Cordial group interpersonal relationships may contribute a lot in determining the organizational culture and organizational effectiveness of an institution. Relationship is both formal and informal. At the departmental and unit levels there are both formal and informal relationships.

MANAGEMENT SYSTEMS

Individuals at all levels who perform management functions make up what is known as Management systems. Staff supervision is effective at AREO according to respondents' view. 7.5% strongly disagree that supervision in the office is effective. 56.3% also agree that staff supervision is effective. About 37.6% of participants claim that power is top heavy within the organization and 33.3% of respondents wanted power to be bottom heavy.

ORGANISATIONAL CULTURE ASSESSMENT

Data from the Organizational Culture Assessment Tool administered were analysed as follows:

- a) Existing POWER is heavily in the hands of top management; nevertheless staffs prefer that power be lowered to staff at the bottom of the organizational structure.
- b) It is the feeling of staff that less ROLES are needed compared with what currently exist.
- c) More ACHIEVEMENT is preferred by staff to the current levels of achievements.
- d) For staff to carry out their duties more effectively and more efficiently more SUPPORT SYSTEMS are needed.
- e) An aggregate of the existing and preferred culture gives what is called CULTURE INDEX. The existing culture index is 5.3 and the preferred culture index is 14.8. What this means is that staff prefer a change to the existing culture.

TEAM EFFECTIVENESS ASSESSMENT

In chart 3, the meaning staff assigned to the analysis made indicates that apart from Goal Setting, all other elements such as Participation, Listening, Feedback, Communication at work place, Decision-making, Leadership, Handling Conflict, Work Unit structure, problem solving, Role Definition, Support Services and Relationship need some improvement. Goal setting, according to the staff, should preferably be lowered to staff instead.

CONCLUSION

This assignment assessed the organizational culture, team effectiveness and organizational effectiveness of AREO, Kumasi. In accordance with the objectives of the assignment and thematic areas, three set of questionnaires were designed. These three set of questionnaire covered the major thematic areas of the organization.

These thematic areas were analysed using the Weisbord 6-Box Model. In using this Model some key elements of organizational effectiveness such as sanctions and motivation, input and output, objectives, goals, mission and vision, boundary and organizational structure were taken into consideration.

Culture assessment was also carried out bringing to focus the existing and preferred themes. Themes such as power, role, achievement and support were the areas investigations were conducted. Staff indicated that apart from few roles, they needed more power, more achievements and more support were preferred to the existing situation on the ground.

Goal Setting, Participation, Listening, feedback, Communication in work unit, Decision-Making, Leadership, Handling team Conflict, Utilization of resources by team members, and Creativity were issues assessed in team effectiveness. Goal setting, according to the staff should be lowered to the bottom line and not left with the top management alone.

Even though areas such as role definition, structures are strong they need to be refined and consolidated. Motivation, support, information flow, communication, supervision and structures of finance unit have some inherent weakness. Finally Organizational and Team Effectiveness, Organisational Culture are key and very important areas of interest to all and sundry in AREO.

**Table 4. ASEIDU, KOR AND OPARE: DESIGN OF AN ORGANISATION
DEVELOPMENT (OD) INTERVENTION**

| DAY | ACTIVITY | OBJECTIVES | METHODOLOGY | RESPONSIBILITY | EXPECTED OUTCOMES | REMARKS |
|-----|--|--|--|-------------------|--|---------|
| 1 | Meet the Regional Director Introduce OD trainees to the staff of the Regional Education Office | To present a letter of introduction To enable Regional Education office staff know the OD trainees | Personal Contact Personal Contact | KOR ASIEDU | OD Trainees would present a letter OD trainees would be known | |
| 2 | Discuss Questionnaire Duplicate the Questionnaire Design questionnaire on organisation effectiveness | To understand the Questionnaire To produce the required number for the respondents To design assessment tool for use | Discussion Photocopy Typing and Printing | KOR ASIEDU | Questionnaire would be clearly understood Assessment Tool produced for use Assessment tool would be designed | |
| 3 | Background information about Access Organisation | To request for background information about the access organisation | Interview Review of information | KOR ASIEDU | Background information to be requested for | |
| 4 | Administer Questionnaire | To elicit responses from staff of the office | Distribution and Guidance | KOR ASIEDU | Responses to be elicited | |
| 5 | | | | | | |

| | | | | | | |
|---|--------------------------------|--|------------------|---------------|------------------------------------|--|
| | Collect back all Questionnaire | To retrieve all questionnaires | Personal contact | KOR ASIEDU | All questionnaires to be retrieved | |
| 6 | Sort out data | To group data | Excel / SPSS | KOR ASIEDU | Data would be analysed | |
| 7 | Analyse data | To get a picture of the Regional Education office's organisation effectiveness | Excel | KOR ASIEDU | Data to be analysed | |

Table 5. ASEIDU, KOR AND OPARE: FACILITATORS NOTES

| DAY | | Objectives | Methodology | Responsibility | Expected Outcomes |
|-----|--|--|--|-------------------|---|
| 1 | Meet The Regional Director Introduce OD Trainees To The Staff Of The Regional Education Office | To present a letter of introduction To enable regional education office's staff know the OD trainees | Personal Contact Personal Contact | KOR ASIEDU | OD Trainees presented a letter OD trainees made known |
| 2 | Discuss questionnaire Duplicate the questionnaire Design questionnaire on organisation effectiveness | To understand the questionnaire To produce the required number for the respondents To design assessment tool for use | Discussion Photocopy Typing and printing | KOR ASIEDU | Questionnaire were clearly understood Assessment tool produced and used Assessment too was designed |
| 3 | Gather Background information about the Access Organisation | To request for the background information about | Interview Review of | KOR ASIEDU | Background information was requested |

| | | | | | |
|---|---------------------------------|--|------------------|---------------|--|
| | | the access organisation | information | | for |
| 4 | Collect back all questionnaire | To retrieve all questionnaire | Personal contact | KOR ASIEDU | Responses were elicited from the staff |
| 5 | Collect back all questionnaires | To retrieve all questionnaires | Personal contact | KOR ASIEDU | All questionnaires had been retrieved |
| 6 | Sort out data | To group data | Excel or SPSS | KOR ASIEDU | Data had ben grouped |
| 7 | Analyse data | To get a picture of the Regional Education office's organisation effectiveness | Excel | KOR ASIEDU | Data have been analysed |

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