

REVISED VERSION

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

Abstract

When an organization systematically designs an assessment tool, uses 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 a sampled cross-sectional data-gathering approach which is a descriptive research method. The staff of the regional educational office of Ashanti was given a 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 assessment questionnaires. Initially, thirty-five (35) staff were all targeted for providing responses to the questionnaires and that was the total population of the office.

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

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

During data analysis, the Organizational Capacity Assessment Tool (OCAT) 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 a difference between the existing culture and the staff's preferred culture.
- 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 organisation?
- iii) Certain factors which have a direct effect on organisational effectiveness were identified and these factors need to be strengthened.

It is recommended that a study is carried out in a larger organization for a meaningful generalization to be made.

KEYWORDS: Organisation Capacity Assessment Tool (OCAT), Organisation Culture, Team Effectiveness, Ashanti Regional Education Office (AREO), and Weisbord 6-Box model

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 highlights about Access Organisation, the Objective of the study, and the 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 institutes, 10870 public pre-schools (kindergarten), 20053 public primary schools, 1286 public junior schools, and 3 special education institutions. These educational institutions are aimed at creating the 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 the Basic Education Certificate Examination (BECE) and the West African School Certificate Examination (WASCE) respectively, sparked off arguments as to the nature of teamwork, the 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 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 study seeks to interrogate for the determination of the staff's current degree/level of the organisation's existing and preferred culture, and team effectiveness.

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 Fachada, J., Rebelo, T., Lourenço, P., Dimas, I., & Martins, H. (2022). Green human resource management: A bibliometric analysis. *Administrative Sciences*, 12(3), 95. (2022). School leaders understand school culture and the importance of standardized testing as the measure of school success Trinter, C. P., & Hughes, H. E. Better Together.(2023).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 Trinter, C. P., & Hughes, H. E. Better Together. (2023). Modern school leaders facilitate learning communities by fulfilling six roles, according to Trinter, C. P., & Hughes, H. E. Better Together. (2023). (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 Trinter, C. P., & Hughes, H. E. Better Together. (2023). 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 their entirety will be a useful foundation based on which this study hinges. In both papers, MDP content was found to contain more relational strategies than agentic strategies. The interviews showed that relational strategies predominated and agentic skills are often intertwined in the development process. In Trinter's (C.P.) and Hughes (H.E.'s) (2023) Better Together, it's practically necessary for administrators to be bold enough to re-think traditional structures like the bell schedule, and the role of instructional specialists in the school community. By doing this, leaders demonstrate their commitment to a better together approach to the life and systems worlds of their school community. The best outcome platforms for effective and efficient HR management activities are, according to the study, Learning Orientation (LOL) and Organizational Learning (OLL).

According to another study, Learning orientation (LOL) is a concept related to organizational learning that affects the development of an efficient learning system within an organization.

The study was carried out by the authors of the paper, "Learning Orientation and Organizational Learning: Best Result Platforms for Effective HR Management Activities".

The title of the study was "Learning orientation and Organizational Learning", according to the author of the paper. Sinkula (1997) and Alerasoul (2021) developed a collaboration framework that links learning orientation to organizational learning within an organization.

When building a team, Frank LaFasto identifies five key dynamics that are essential for team success: The Team Member: A successful team consists of a group of people who are good at what they do, have problem-solving skills, are open to problem-solving, and are action-oriented.

Team Relationships: To be effective, team members need to be able to provide feedback and receive it.

Team Problem Solving: The success of a team depends on the focus and clarity of the team's goal.

Relaxed, comfortable, and accepting environment: Open and honest communication is essential.

Team Leadership: Good team leadership relies on leadership skills. A good leader is:

Focused on the goal

Ensuring a collaborative atmosphere

Building confidence in team members

Setting priorities

Demonstrating sufficient "knowledge"

Managing performance through feedback

This article reviews the current literature on teams and tries to explain some of the advantages and disadvantages of implementing teams so that readers can get a realistic idea of what can be accomplished through teamwork.

According to a study by VaddedhanaLaxmi (2022), team building involves a variety of activities designed to improve team performance. The purpose of team building is to bring the best out of a team in order to ensure self-development, good communication, leadership, and the ability to collaborate closely as a team to solve problems. According to the literature, the effects of teamwork, both positive and negative, are contingent. According to the research, the impact (both good and bad) of teamwork depends on many elements, including the culture and environment of the organization, the effectiveness of team management, employee engagement, compensation and reward structure, and employee autonomy. In this article, I've listed eight key points of team development that I've learned from many authors:

1. Clear goals
2. Decision making authority
3. Accountability and responsibility
4. Effective leadership
5. Training and development
6. Resources
7. Organizational support
8. Rewards for team success

What is Team Building?

Team building involves bringing people together to form a team. It is necessary for the formation of a cohesive team that works together towards a common purpose. Team building involves a variety of activities and methods that organizations, athletic teams and schools use so that students and employees see themselves as part of a team that coordinates and collaborates to enhance overall performance. Great teams don't hold each other back. They don't hide behind each other. They share their weaknesses, their strengths and their fears without fear of retaliation Patrick Lenciono(2022).

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 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 Burke2023).

A 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). Sullivan, G. M., & Artino Jr, A. R. (2013), 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.

Rationale of the study

For better quality of education there is the need for team work with a vibrant organizational culture in the country Verwijs, C., & Russo, D. (2023). This study uses the Organisational Development (OD) concept to evaluate and provide empirical data on the state of affairs regarding the the actual and preferred or desired state of team effectiveness and organisational culture in the Ashanti Regional Education Office. Through this study, it will be possible to determine whether the AREO team effectiveness and organisational culture has improved, worsened or stayed the same. Furthermore, the study itself provides an opportunity to explore the relationship between leadership and the staff of the organisation. A Survey in a one specific organization in Ghana on organizational team effectiveness and organizational culture is long overdue hence the need to address this specifically in a well performing region in Ghana such the Ashanti Regional Education Office. As the dynamics in education is a constantly changing phenomenon, the motivations, expectations, decisions, implications, patterns, of relationships, culture and leadership styles are likely to change over time and over different environments. Results of this study will provide new information other regional education offices and also could be used to inform future leaders of Education in the Ashanti Regional Education Office.

STATEMENT OF THE PROBLEM

Consistently high performance of pupils and students in the Basic Education Certificate Examination (BECE) and the West African School Certificate Examination (WASCE) respectively, sparked off arguments as to the nature of teamwork, the culture of the organisation, and organisation effectiveness exist at the helm of affairs of the region's GES office. The OD researcher 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 too much money from the author during break time. Finally, the level of education of some of the sampled staff made up of the administration of the questionnaires very difficult.

A large proportion of these respondents do not understand or speak English Language. The purpose of this study is to provide answers to the above research objective and to also attempt to evaluate the status of organisational effectiveness in the organisation under study, Alerasoul, S. A., Afeltra, G., Hakala, H., Minelli, E., & Strozzi, F. (2022).

METHODOLOGY

DATA SOURCE

Two main sources of data will be used in the study namely: secondary and primary. Secondary sources of data will be derived from the survey, including the Internet, journals, and other publications that may be pertinent to the study. Primary sources will be records and information gathered in the Regional Education office itself.

INSTRUMENTS

As a starting point for building the tools, the study will use the questionnaires used in OD. The study intends to use the OD Tool known as OCAT to conduct the survey to arrive at the quantitative information to back up the findings.

POPULATION, SAMPLE FRAME AND SAMPLE SIZE

The target population is made up of both men and women from any of the Departments/units of the Ashanti Region Education Office who have worked in the office for at least five years prior to the survey date. Purposive sampling was done. All the 35 staff of the regional education office were sampled to participate in the survey. Unfortunately, not all the sampled respondents were available for the exercise due to national assignments which took them out of office for so many days.

TRAINING OF FIELD ASSISTANTS

It is estimated that 12 Akan Speaking Field Assistants will be employed and trained in this fieldwork. It is estimated that 10 of them will be used for real-world fieldwork and the remaining 2 will act as backup staff in case something goes wrong during the data capture process. The training will include the following three activities: Agreeing on a “common English translation” of all terms/ concepts. Each item will be translated into Akan. Translations into the two main northern languages (Techiman / Obuasi municipality). Field assistants will role-play with instruments in front of an audience that can understand these languages.

This is done to ensure that the field assistants can translate the items correctly into local languages and also to ensure consistency in the translation of the questionnaire items.

PRE-TESTING OF INSTRUMENTS We propose testing the instruments at Cape Coast Municipality (Abura) and Cape Town Municipality (Adisadel). This is due to the fact that these two locations are close to the target populations and Cape Town has the largest immigrant population in the country. The goal of a pre-test is to determine if all respondents will have the same understanding of the instruments (tool reliability) and if survey items really measure the desired result (tool validity). In addition, the pre-test data and experience will not only enhance the quality of the final instruments but will also enhance the trustworthiness of field assistants during real-time data collection.

DATA ANALYSIS PLAN AND PROCEDURES

Using the formula in Box Model, the raw Team Effectiveness (TE), OCP (OCP) and OCP (OPC Improvement Assessments) were converted to mean values. The rest of the data was converted to percentage values and average values. The histogram was derived from the mean values.

For each OCAT questionnaire, participants were asked for a rating ranging from (1) strongly agree to (7) strongly disagree. Strongly agree (5) was weighted by 5 (1) and strongly disagree (1) was weighted by 1 (1) for OCAT. Providing background information about the Access Organisation using available literature at the office and interview. Providing advice on how to provide answers based on a participant's preferences and the organisation's existing culture. 2 field Assistants to assist participants who were having trouble understanding the instructions. 1 participant had dyslexia and had trouble reading and comprehending the questionnaires. In this case, a translation was given. 3. Analyse the data using a multivariate statistical model such as Logistic regression model. The purpose of this study is to evaluate migrants' livelihood status at their place of destination using the livelihoods systems approach. 4. Represents dependent variable in the model as livelihood outcomes (positive, negative, neutral). The explanatory variables will include characteristics such as house. Both dependent variable and explanatory variable information will be transformed into numerical values. For example, logistic regression can be used to estimate the effect of each explanatory variable on the dependent variable by applying odd ratios and probabilistic methods. Probabilistic methods are measures of the likelihood of the livelihoods to be positive, negative or neutral (Kedir, 2003), holding demographics, sociocultural and economic characteristics, household assets, remittances.

DATA ANALYSIS
ORGANISATIONAL EFFECTIVENESS ASSESSMENT (OCIAT)

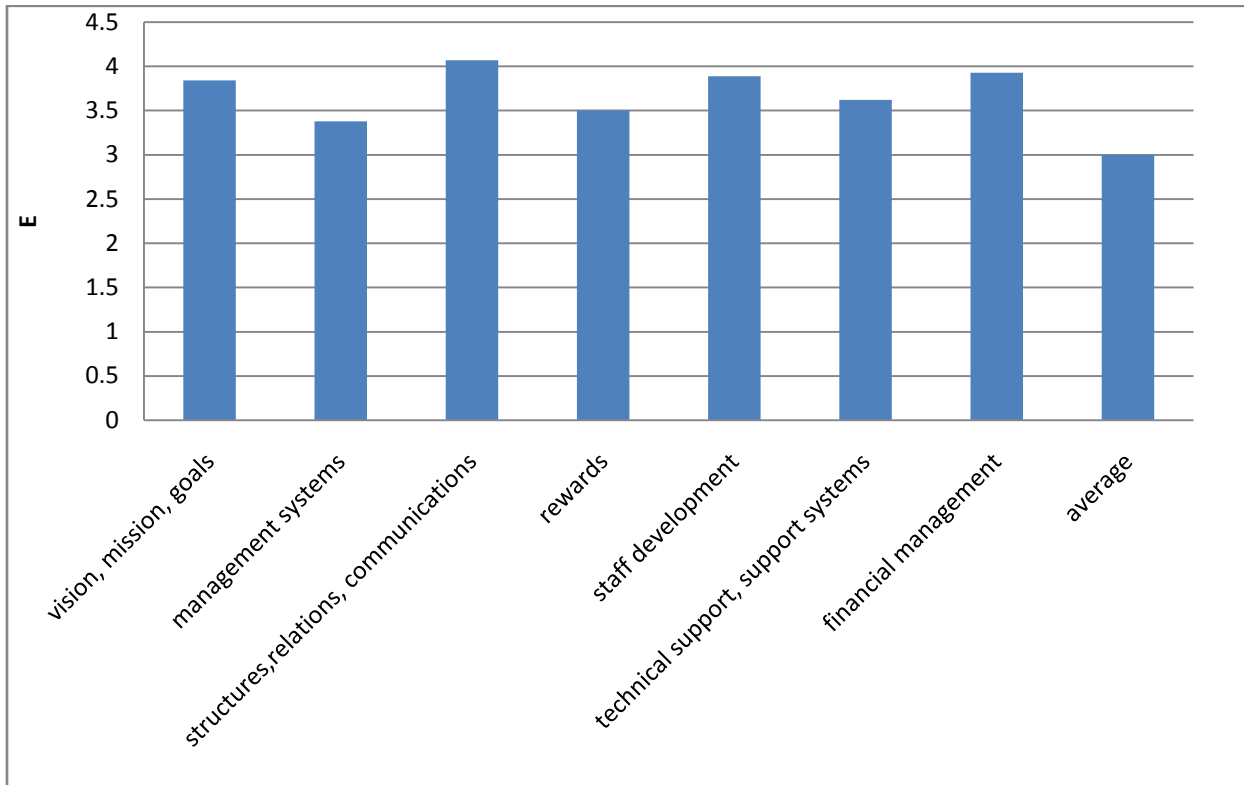
Mean values were calculated and used for OCIAT analysis according to Table 1 and Graph 1.

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, 2023

GRAPH 1: ORGANISATION EFFECTIVENESS ASSESSMENT



Source: Author's Data Analysed, 20203

DISCUSSION OF RESULTS

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:

Goal setting	6.0	5.8
Participation	4.2	6.2

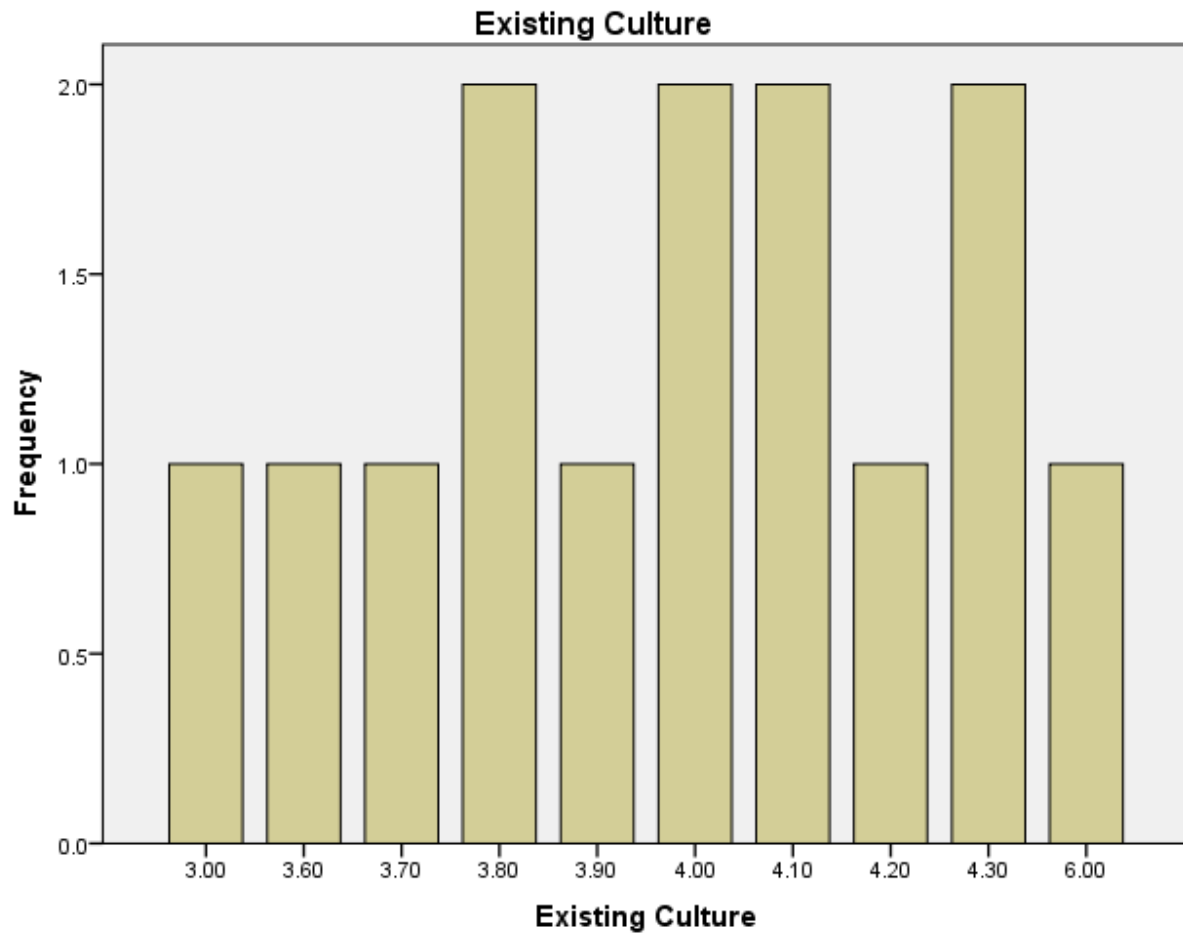
Listening	4.0	5.5
Feedback	3.9	6.2
Communication	3.7	5.8
Decision-making	4.3	5.8
Leadership	4.1	6.1
Handling team conflict	3.8	5.8
Problem solving	4.0	4.0
Work unit structure	4.3	6.4
Work unit operation	3.6	6.1
Role definition	3.0	6.1
Support system	3.8	3.8
Relationship	4.1	6.4

Source: Data gathered from the Regional Education Office of Ashanti, Kumasi, 2022.

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).

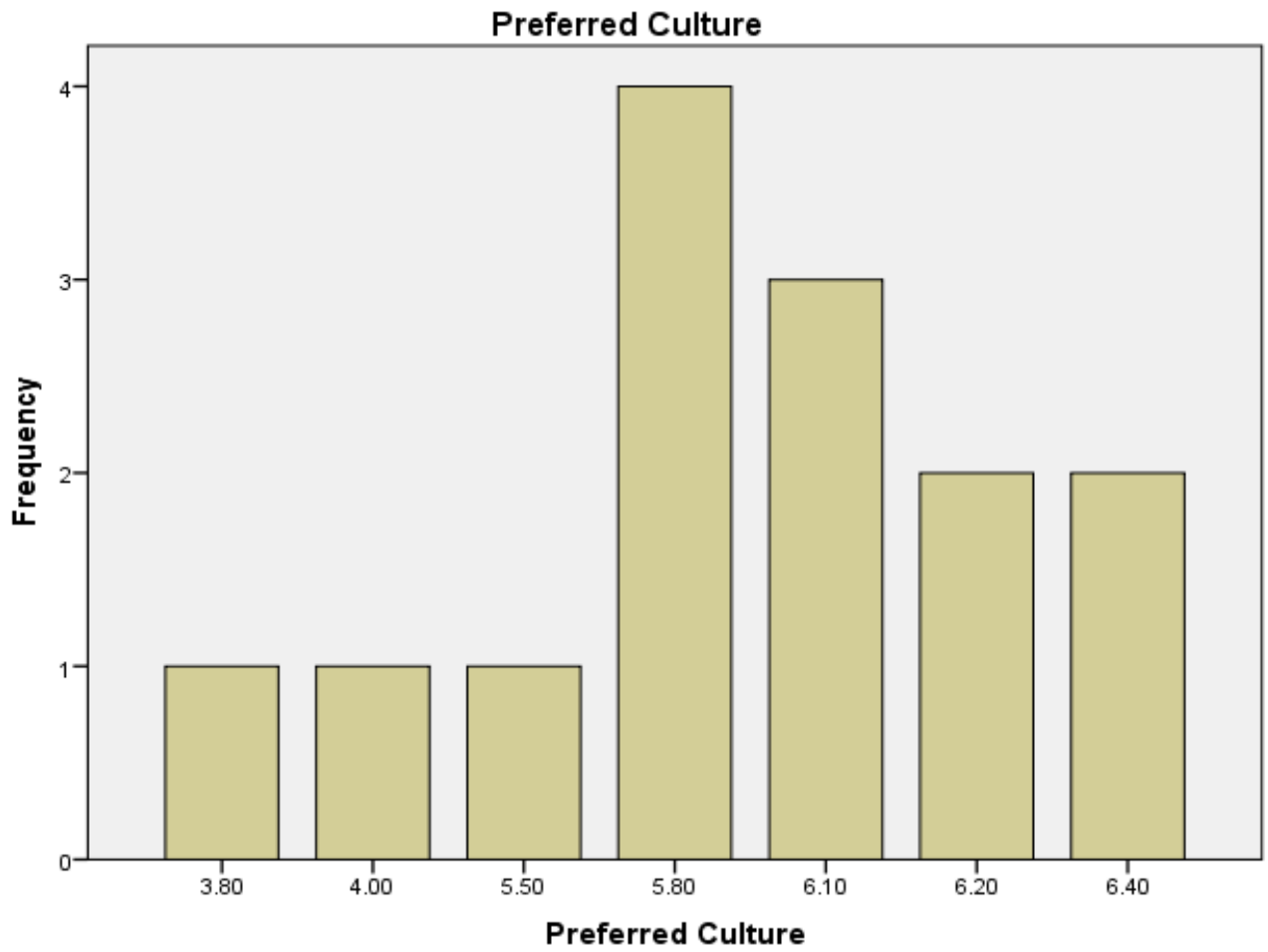
- i)
- ii) Every average figure was recorded on the score sheet. (Table 3) shows the average scores.
- iii) For both the preferred and existing cultures the sum of the averages of each alternative (a, b, c and d) under all the fifteen (15) items were calculated, where a= power; b= roles; c= achievement; 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.

GRAPH 2 EXISTING CULTURE OF THE ORGANISATION



GRAPH 3 PREFERRED CULTURE OF THE ORGANISATION

UNDER



SOURCE: AUTHOR'S ANALYSIS OF DATA GATHERED, 2022

UNDER

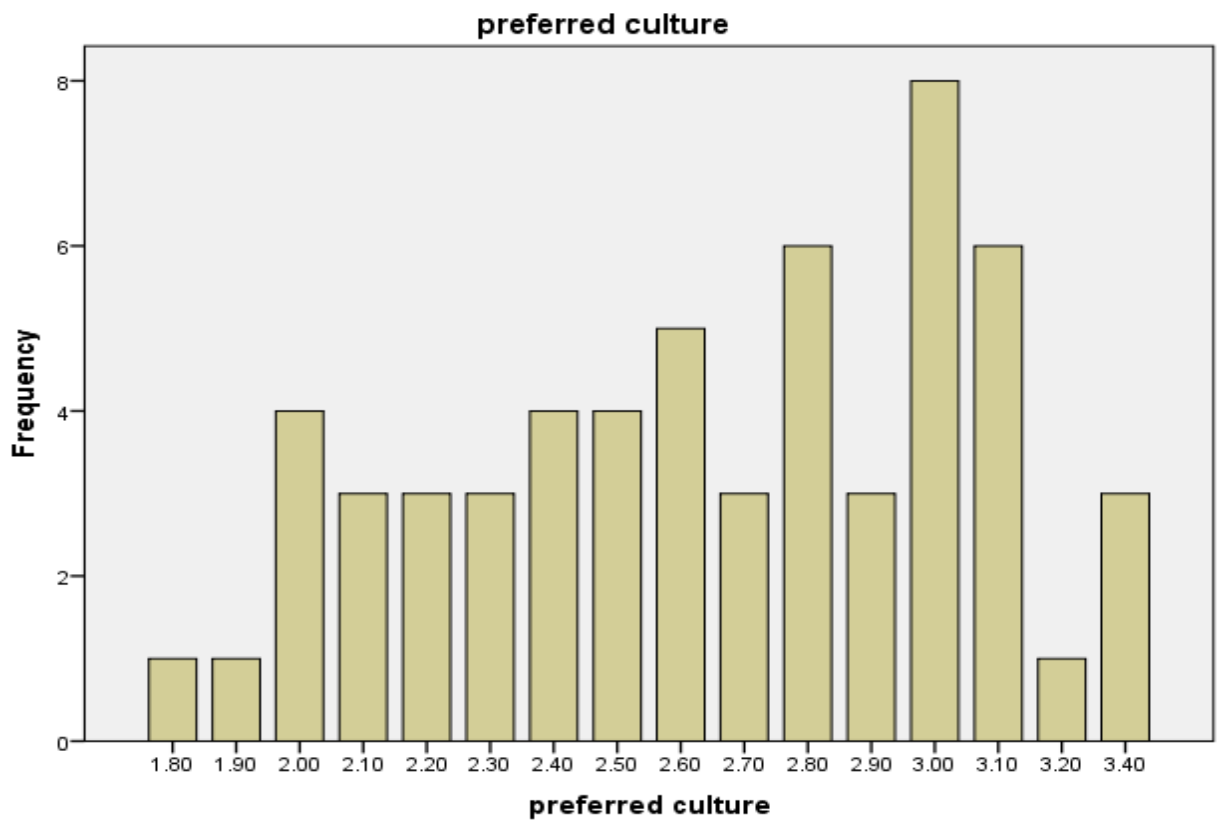
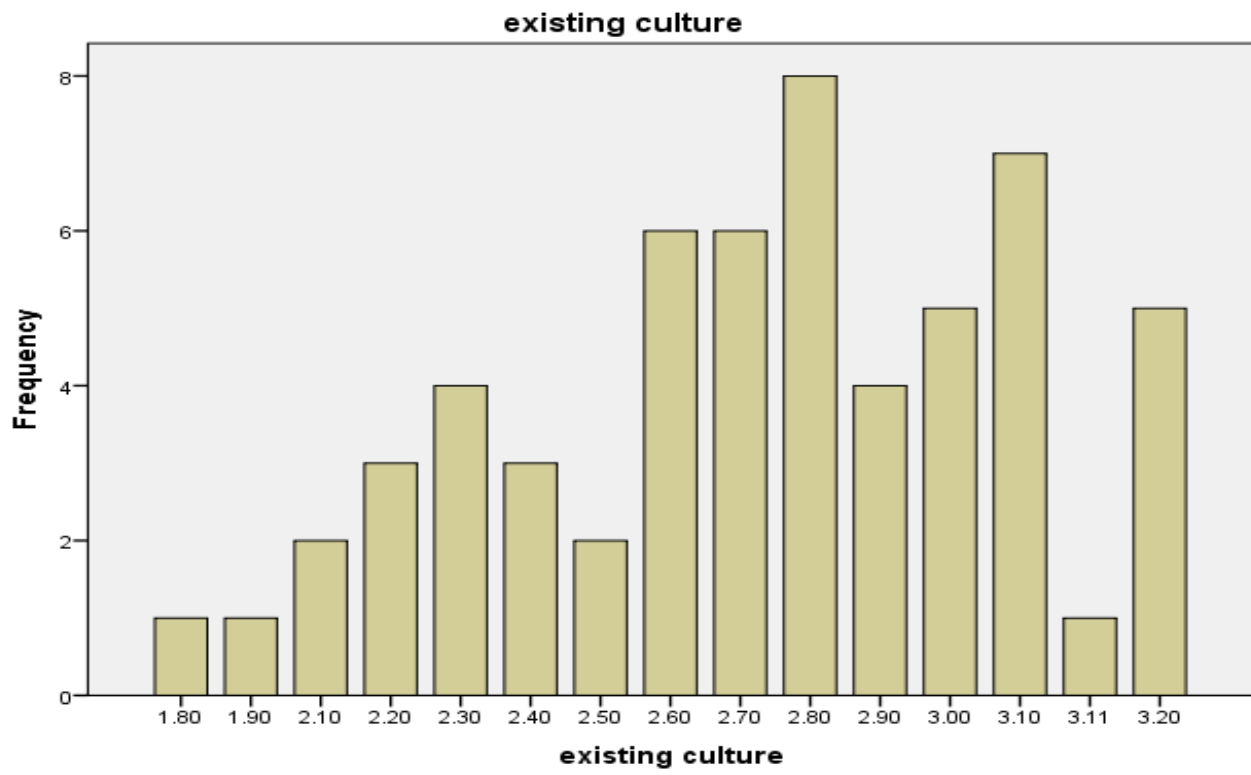
Table 3: COMPUTED AVERAGES OF ORGANISATIONAL CULTURE ASSESSMENT

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



ORGANISATION EFFECTIVENESS ASSESSMENT

The Weisbord 6-Box model was used to evaluate the Organisational Capacity Tool (OCAT) findings (Appendix B).

BOUNDARIES: An organisational boundary is a line that separates what is a part of the organisation from what is a part of the immediate and surrounding environment. A division of the Ghana Education Service (GES) under the Ministry of Education (MOE) is the Ashanti Regional Education Office. The Ministry of Education and other education stakeholders have an impact on how it functions. A division of the Ghana Education Service (GES) under the Ministry of Education (MOE) is the Ashanti Regional Education Office. The Ministry of Education and other education stakeholders have an impact on how it functions. It is clear from the explanation above that this organisation operates on an open system.

GRAPH 2: ORGANIZATIONAL CULTURE ASSESSMENT (OCAT)

ORGANISATIONAL EFFECTIVENESS ASSESSMENT

Findings of the Organizational Capacity Assessment (OCA) were assessed using the Weisbord 6-Box model, by Marvin Weisbord adapted for Organisation Development research work (See Appendix A).

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). Its 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.

This finding confirms the study conducted by Vaddedhana Laxmi (2022), that team building involves a variety of activities designed to improve team performance. The purpose of team building is to bring the best out of a team in order to ensure self-development, good communication, leadership, and the ability to collaborate closely as a team to solve problems.

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 the 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 an 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 to determining the organizational culture and organizational effectiveness of an institution. The 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. The respondents believe that AREO has good staff oversight. 7.5% vehemently disagree that office supervision is efficient. Additionally, 56.3% concur that staff oversight is efficient. 33.3% of participants desired power to be bottom-heavy, whereas 37.6% of participants claimed that power is top-heavy inside the organisation.

ORGANISATIONAL CULTURE ASSESSMENT

The following analysis was done using information from the organisational culture assessment tool that was used. a) Top management now holds a significant amount of power, although employees wish that authority be transferred to employees at the bottom of the organisational hierarchy.

b) The staff believes that fewer ROLES are required than what are already in place.

c) The staff would want higher levels of achievement over the ones they currently have.

d) More SUPPORT SYSTEMS are required for workers to do their tasks more successfully and efficiently.

e) The CULTURE INDEX is created by adding the preferred and existing cultures together. The intended cultural index is 14.8 whereas the current culture index is 5.3. This indicates that employees would like to see the current culture changed.

TEAM EFFECTIVENESS ASSESSMENT

The interpretation given by the staff to the analysis made in chart 3 indicates that, aside from goal setting, all other components—including participation, listening to feedback, communicating at work, making decisions, handling conflict, work unit structure, problem-solving, role definition, support services, and relationships—need some improvement. Instead, goal-setting should ideally be delegated to personnel, according to the staff.

CONCLUSION

The organisational culture, team effectiveness, and organisational effectiveness of AREO, Kumasi were evaluated in this project. Three sets of questions were created in accordance with the assignment's goals and major themes. These three sets of questions covered the organization's main theme topics.

The Weisbord 6-Box Model was used for the analysis of these topic categories. Using this model, various crucial components of organisational success were taken into account, including boundaries, organisational structure, input and output, objectives, goals, mission, and mission and vision.

The existing and ideal themes were brought into light as part of the culture assessment. Investigations were done in the areas of power, role, success, and support. Staff stated that, aside from a few key responsibilities, they needed additional authority and resources.

APPENDIX A

Organisational CAPACITY Self-Assessment Tool (OCAT)

Preamble: "HELPING YOU DO RIGHT THINGS WELL IN THE DEPARTMENT, COMMUNITY or ORGANISATIONAL LEVEL"
 This Tool (OCA) is designed to help you (Individual/group) assess your organisation's **current state (NOW)**. It will help affirm strength (s) and identify potential (s), draw your attention to innovation (s) and areas that may need more attention/priority. It is self-owned process, practical, rewarding and empowering. If done well, it leads to **positive** transformational agenda. The purpose of this instrument is to contribute in identifying the untapped market, joint ventureship, possible collaboration, and social-technical innovations to transform the organization as a SYSTEM.

Duration: It should take about 55-60 Minutes to respond to the questions and self-evaluate, as well.

Directions:

Do not put your name anywhere on this document. Please respond to all statements as much as possible. For each answer, to what extent do you agree that the statement is **TRUE** for your organisation. Be **open/fair** and **very honest**. For each statement, **CIRCLE** only one number to indicate your thinking and observation in the system (**reality**).

After you have responded to all of the statements, transfer the numbers to the scoring sheet

(See Appendix A)

Below *are the choices for each statement:*

- 1 I agree (this statement is certainly true in my organization).**
- 2 I agree slightly (this statement is sometimes or partly true).**
- 3 Uncertain (I don't know if it is being practice/done).**
- 4 I disagree slightly (this statement is usually not true).**
- 5 I disagree (this statement is certainly not true to my organization).**

Now answer the questions below;

1. The vision/mission/objectives of this organization are clearly stated and known to me.	1 2 3 4 5
2. Detailed define hierarchy, reporting and decisions are made with heads/leaders.	1 2 3 4 5
3. Board/Council meetings are mostly concerned with matters of top policy, planning, raising funding, and financial management, not day-to-day details of organization.	1 2 3 4 5
4. Regular meetings are organised and used to effectively make decisions and accomplish important tasks.	1 2 3 4 5
5. I feel like my efforts are recognized and appreciated in the organization (encouragement).	1 2 3 4 5
6. I know most of the board/council members well enough and they have expertise	1 2 3 4 5
7. My organization prepares an annual budget which is regularly monitored	1 2 3 4 5
8. New ideas are fairly considered in this organization (innovation policy)	1 2 3 4 5
9. My organization identifies and nurtures new future leaders consciously.	1 2 3 4 5
10. New board/council members are oriented to their tasks and given a written description of their responsibilities.	1 2 3 4 5
11. I understand my role and responsibilities in the organization (with support)	1 2 3 4 5
12. We have a balanced source of funding from grants, donations, and IGF	1 2 3 4 5
13. This organization is open and ready for positive change (We have a policy).	1 2 3 4 5
14. I understand the mission statement of this organization and constantly reminded by my superior.	1 2 3 4 5

15. Adequate systems/platforms exist to ensure that members of my organisation, and the associate committees communicate with each other.	1 2 3 4 5
16. The board has an ongoing process for determining leadership needs and recruiting new board members (we have a policy document).	1 2 3 4 5
17. The board reflects expertise and has a balance of the needed skills, and access to resources.	1 2 3 4 5
18. When conflicts arise, we cope with it because we have a documented policy.	1 2 3 4 5
19. Accountability: members have timely and accurate financial information all the time.	1 2 3 4 5
20. We tend to spend our money and energy to fulfill our highest priorities (we have a strategic plan).	1 2 3 4 5
21. Team work exists with commitment.	1 2 3 4 5
22. Information Availability: agendas, minutes, technical/financial reports, etc are shared all the time.	1 2 3 4 5
23. Staff/workers are regularly evaluated (self awareness).	1 2 3 4 5
24. Staff/workers have adequate benefits.	1 2 3 4 5
25. Someone is clearly responsible to monitor organizational targets.	1 2 3 4 5
26. For every program, it is clear which committee is in-charge (Leadership Roles).	1 2 3 4 5
27. Board/Committee members are committed to the 19rganization and devote enough time so that the board is effective.	1 2 3 4 5
28. Staff members are properly recruited and have their job descriptions and responsibilities spelt out.	1 2 3 4 5
29. I clearly benefit from my association with this organization (economic value).	1 2 3 4 5
30. Newcomers to the 19organization are quickly made to feel welcome and orientation is conducted.	1 2 3 4 5
31. I understand the financial condition of this organization and contribute to its success	1 2 3 4 5
32. Our mission statement is pasted openly and it's known by every member of the organization.	1 2 3 4 5
33. We have progressive motivational package for committed staff (Award Scheme)	1 2 3 4 5
34. I am very competent in my role because management supported me.	1 2 3 4 5
35. We hold management meetings and retreats to strengthen our relation.	1 2 3 4 5
36. We continuously build the capacity of our team.	1 2 3 4 5
37. Each leader is accountable to the structure of reporting (we practice it).	1 2 3 4 5
38. We have coaching and mentoring policy (Developing new leaders).	1 2 3 4 5
39. We practice Coaching and Mentorship activities in my 19rganization.	1 2 3 4 5
40. We support coaching and mentoring initiatives in all departments.	1 2 3 4 5
41. We assess managers/leaders on coaching and mentoring plans.	1 2 3 4 5
42. We use self-performance quarterly and annually to appraise ourselves.	1 2 3 4 5
43. In my organization, resistance to good change is recognized and efforts are made to mitigate challenges/factors (Change and Transition Management Policy).	1 2 3 4 5

44. We look for an innovative ideas to better our service delivery and profitability	1 2 3 4 5
45. My 20organization has a communication (branding, marketing and learning) policy.	1 2 3 4 5
46. There is expertise in the organization promoting our “Brand”.	1 2 3 4 5
47. Our logo is used to depict our identity all the time.	1 2 3 4 5
48. Changed plans are financed to bring innovative results.	1 2 3 4 5
49. We trust each other 100%, this helps us achieve our target all the time.	1 2 3 4 5
50. I understand the history and know at least 3 core values of my organization.	1 2 3 4 5
51. We inquire the leadership potential in our team and takes steps to develop them	1 2 3 4 5
52. We use external expertise to diagnose our system and we accept the need for innovations.	1 2 3 4 5
53. we have and use social media appropriately	1 2 3 4 5
54. We have Monitoring, Accountability and Learning (MAL) unit	1 2 3 4 5
55. we have expertise in resource mobilization.	1 2 3 4 5

Instructions:

Transfer scored numbers from the questions (circled), to blank space in the tables (1 & 2) below appropriately.

Find the averages in each thematic area.

Please read carefully and confirm results. See next page the guidelines for interpretation.

Table 1:

VISION/MISSION / OBJECTIVES	STRUCTURE AND COMMUNICATION	APPRECIATIVE LEADERSHIP	GOVERNANCE	MANAGEMENT	REWARDS
1 +	2 +	9 +	3 +	4 +	5 +
14 +	15 +	16 +	10 +	11 +	24 +
20 +	21 +	26 +	17 +	23 +	29 +
32 +	25 +	51 +	22 +	28 +	33 +
50 +	37 +	52 +	27 +		34 +

Tl = ÷5	= ÷5	Tl = ÷5	Tl = ÷5	Tl = ÷4	Tl = ÷5
Av. Score =	Av. Score =	Av. Score =	Av. Score =	Av. Score =	Av. Score =

Table 2 below

RELATIONSHIPS	RESOURCES MANAGEMENT	CHANGE AND GROWTH	KNOWLEDGE MANAGEMENT AND LEARNING	COACHING AND MENTORSHIP	OTHERS
6 +	7 +	8 +	45 +	38 +	
18 +	12 +	13 +	46 +	39 +	
30 +	19 +	43 +	47 +	40 +	
35 +	31 +	44 +	53 +	41 +	
36 +	55 +	48 +	54 +	42 +	
49 +	= ÷5	Tl ÷5	Tl = ÷5	Tl = ÷5	
Tl ÷6	Av. Score =	Av. Score =	Av. Score =	Av. Score =	
Av. Score =					

Keys:

Average score = Av. Score

Total = Tl

INTERPRETATION, REASONING AND FEED FORWARD OF OCA RESULTS

1. An Ideal organisation with an average score of 1, mostly does not exist. NB: "some respondents could play it safe" to cover strategic issues which need proper attention.
2. But, when an average score of 1 happen in each of the sub-structure (thematic area), follow up questions should be asked to confirm or otherwise.
3. Deeper analysis should be conducted with the respondents; individually and as a group.
4. Praise the positive indicators (score of 1s) first before following up on scores of 2-5.
5. Scores equals to 2 and above indicates the need for OD interventions. Further engagement should be encouraged to provide a road map to resolving issues or taking advantage for the opportunity.
6. Facilitator should use appreciative inquiry (AI) to discover the following;
 - a) Willingness for inclusive change
 - b) Likely overcoming resistance to change
 - c) Effective collaborative effort
 - d) Organizational power to bless process, etc

Note:

1. If you are not able to respond to some of the questions, don't worry but it means you need to work extra hard into the future.
2. Be inspired by the questions.

Table 4: DESIGN OF AN ORGANISATION DEVELOPMENT (OD) INTERVENTION

APPENDIX B, Table 4. A DESIGN OF AN ORGANISATION DEVELOPMENT (OD) INTERVENTION

DAY	ACTIVITY	OBJECTIVES	METHODOLOGY	RESPONSIBILITY	EXPECTED OUTCOMES	REMARKS
1	<p>The Regional Director of Education met</p> <p>The researcher was Introduced by the Regional Education Office</p>	<p>A letter of introduction was presented</p> <p>This was to enable the Regional Education to introduce the researcher to all the offices..</p>	<p>Personal Contact</p> <p>Personal Contact</p>	<p>Researcher</p>	<p>A letter presented by the researcher</p> <p>The researcher was made known to the staff.</p>	
2	<p>Questionnaires were discussed</p> <p>Duplicate the Questionnaire</p> <p>Questionnaires on</p>	<p>To assess the level of understanding of the questionnaires by staff.</p> <p>This was to elicit the right</p>	<p>Discussion Method was use</p> <p>Typing Printing and photocopy</p>	<p>RESEARCHER</p> <p>RESEARCHER</p>	<p>The questionnaires were clearly understood and some were rephrased.</p> <p>Instrument for assessment were produced</p>	<p>Pilot tested the research</p>

	organisation effectiveness were redesigned.	responses and produce the required number of the respondents	work were done		and used.	instruments
3	Information about Access Organisation were gathered	Data or Background information about the access organisation	An interview approach was used.	RESEARCHER	Data about Background information was requested for.	
4	Respondents were asked to give responses to Questionnaires	The main purpose was to elicit responses from the staff of the office	The staff of the Regional Education office were given Guidance as to how to respond to the questionnaires	RESEARCHER	Responses to be elicited	
5	Retrieved all Questionnaires	All staff who responded to the questionnaires had their responses retrieved.	Through personal contact, all questionnaires were retrieved.	RESEARCHER	The researcher was able to retrieve all questionnaires.	
6	Data gathered were Sorted out.	Data was grouped on the basis of thematic areas	Researcher used Excel / SPSS to do data analysis.	RESEARCHER	Data was analysed on the basis of thematic areas	
7	Data from the SSPS were Analysed	The Regional Education Office's organisation effectiveness manifested	The Excel software was used.	RESEARCHER	Analysis of data completed.	

APPENDIX C, Table 5. RESEARCHER'S NOTES

Day	Activity	Objectives	Methodology	Responsibility	Expected Outcomes
1	<p>Introduction of the Researcher to the Regional Director</p> <p>The researcher got acquainted with the staff of the Regional Education Office.</p>	<p>A letter of introduction was presented.</p> <p>Regional Education Office staff know who the Researcher is.</p>	<p>Face-to-face/ Personal Contact was made.</p> <p>Contact was made through a phone call and finally met him on Personal Contact.</p>	RESEARCHER	<p>A letter of introduction was presented.</p>
2	<p>Issues about questionnaires were discussed.</p> <p>Duplicate the questionnaire</p>	<p>The purpose was to help the Regional Director of Education to understand the questionnaire</p> <p>To produce the required number of the respondents</p>	<p>After the discussion questionnaires were Typed, printed and photocopied for use.</p>	RESEARCHER	<p>The Regional Director of Education and the staff understood all the Questionnaires to be used for the Assessment of the organisation.</p>
3	<p>Data was gathered about the Background information of the Access Organisation</p>	<p>The researcher requested background information about the access organisation</p>	<p>By Interview data was gathered.</p> <p>Review of information</p>	RESEARCHER	<p>Background information was requested for compilation</p>

					n.
4	All questionnaires administered were collected back from all respondents.	No responses were left not retrieved.	The researcher used personal contact to retrieve all questionnaires	RESEARCHER	Responses were elicited from all the staff.
5	Every response was sorted out according to the thematic areas of the study.	Data was grouped based on themes.	Excel or SPSS was used.	RESEARCHER	Data had been grouped or sorted according to themes
6	Analysis of data was done.	The true picture of the state of affairs of the Regional Education Office's organisation effectiveness was manifested	Excel software was used	RESEARCHER	A graphical presentation of the data gathered was displayed.
7	Feedback for the Regional Director of Education and staff was done.	More meaning to the date was solicited to add more value to the findings of the study	The client feedback approach was applied.	RESEARCHER	Interventions according to the client's needs were prioritised for the necessary action.

REFERENCE

- Alerasoul, S. A., Afeltra, G., Hakala, H., Minelli, E., & Strozzi, F. (2022). Organisational learning, learning organisation, and learning orientation: An integrative review and framework. *Human Resource Management Review*, 32(3), 100854.
- Belbin, M., Tuckman, B., Katzenbach, J., Smith, D., Janis, I., & Gibson, C. (2022). Managing groups and teams. *Organizational Behaviour*.
- Burke, W. W. (2022). Organization development. In *Oxford Research Encyclopedia of Psychology*.
- Crupi, A., Liu, S., & Liu, W. (2022). The top-down pattern of social innovation and social entrepreneurship. Bricolage and agility in response to COVID-19: cases from China. *R&D Management*, 52(2), 313-330.
- Davies, M. (2023). *Support systems in social work*. Taylor & Francis.
- de Waal, A., & Jansen, P. (2013, April). The bonus as hygiene factor: the role of reward systems in the high performance organization. In *Evidence-Based HRM: A Global Forum for Empirical Scholarship* (Vol. 1, No. 1, pp. 41-59). Emerald Group Publishing Limited.
- Diawati, P., Gadzali, S. S., Abd Aziz, M. K. N., Ausat, A. M. A., & Suherlan, S. (2023). The Role of Information Technology in Improving the Efficiency and Productivity of Human Resources in the Workplace. *Jurnal Teknologi Dan Sistem Informasi Bisnis*, 5(3), 296-302.
- Fachada, J., Rebelo, T., Lourenço, P., Dimas, I., & Martins, H. (2022). Green human resource management: A bibliometric analysis. *Administrative Sciences*, 12(3), 95.
- Ha, J. C., & Lee, J. W. (2022). Realization of a sustainable high-performance organization through procedural justice: the dual mediating role of organizational trust and organizational commitment. *Sustainability*, 14(3), 1259.
- Ha, J. C., & Lee, J. W. (2022). Realization of a sustainable high-performance organization through procedural justice: the dual mediating role of organizational trust and organizational commitment. *Sustainability*, 14(3), 1259.
- Hoobler, J. M., & Dowdeswell, K. (2023). The future is relational: management development for today and tomorrow. *Journal of Management*.
- Kolade, O., Adegbile, A., & Sarpong, D. (2022). Can university-industry-government collaborations drive a 3D printing revolution in Africa? A triple helix model of technological leapfrogging in additive manufacturing. *Technology in Society*, 69, 101960.
- Kusumawati, M. D., Fauziddin, M., & Ananda, R. (2023). The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 183-192.
- Letierce, C., Mills, C., & Arnaud, N. (2023). Empowering middle managers to free their strategic capabilities. *Journal of Organizational Change Management*.
- Sullivan, G. M., & Artino Jr, A. R. (2013). Analyzing and interpreting data from Likert-type scales. *Journal of graduate medical education*, 5(4), 541-542.
- Maisyura, M., Aisyah, T., & Ilham, R. N. (2022). TRANSFORMATIONAL LEADERSHIP IN ORGANIZATIONAL TRANSFORMATION. *Jurnal Ekonomi*, 11(03), 478-488.
- Mertens, D., Villegas, S. G., Ware, M. G., Vengrouskie, E. F., & Lloyd, R. (2023). Business process reengineering leadership: princes of Machiavelli. *Journal of Management History*.

Mikušová, M., Klabusayová, N., & Meier, V. (2023). Evaluation of organisational culture dimensions and their change due to the pandemic. *Evaluation and Program Planning*, 97, 102246.

Pajimola, A. H. (2023). Reengineering the Basic Education Instructional Delivery and Its Underlying Governance Issues in the New Normal Learning Environment. *Available at SSRN* 4536888.

Verwijs, C., & Russo, D. (2023). A theory of scrum team effectiveness. *ACM Transactions on Software Engineering and Methodology*, 32(3), 1-51.

UNDER PEER REVIEW