Chapter 19
Organisational Cultures and Climates

What the Chapter Covers

Like the four preceding chapters, this one deals with macro level phenomena. In this case however, the phenomena are not tangible features or processes, such as goals or control systems, but highly intangible aspects of an organisation; its culture and climate. These phenomena have links with virtually every other chapter in the book. They are strongly connected with the way that individuals and groups experience and react to organisational conditions, and have an impact on whether organisational goals are achieved, whether the organisation is effective, and on the practical utility of its structure and control systems. In addition, both phenomena have strong connections with the topics that are covered in the following three chapters of the book: communication, change and cross-national organisations.

The chapter considers culture and climate separately and covers:

• definitions of organisational culture
• an exploration of the nature of culture using Schein’s ‘layered’ conceptualisation
• the characteristics of cultures
• cultural evolution and replication
• the effects of culture on organisational performance
• different perspectives on culture, including: Ouchi, Peters and Waterman, Deal and Kennedy, and Goffee and Jones
• culture change and culture management
• the potential effects of national cultures on organisational functioning
• a definition of climate
• the relation of climate to the allied concept of culture
• an exploration of climate using a model that portrays its nature, origins and consequences.

The chapter concludes with an overview section that compares and contrasts the concepts of culture and climate and their utility in understanding behaviour in organisations. As well as material that addresses the learning outcomes given at the start of the chapter there are three interconnected themes that emerge and re-emerge throughout its length.

1. Culture and climate are both very complex phenomena. Since they are carried in the minds of organisational members, they are highly intangible. Nevertheless, they both have an important impact on behaviour in organisations.
2. Culture is really a root metaphor that expresses the essence of the values prevalent in an organisation, and so it is a reflection of what an organisation is. For this reason, it is not simply an organisational property or characteristic, such as structure or size, that can be varied at will by managers.
3. Although climate has some connection with culture, it is not the same thing. It expresses a short-term state of affairs, which reflects how people experience and react to an organisation at a given point in time. However, because its antecedents and consequences are better mapped than those of culture, it is probably somewhat more amenable to modification and for the present, it could turn out to be a concept with stronger practical implications.


**Instructional Approaches**

**Resources Provided**

As well as the text, the chapter contains other material to facilitate student learning, which is as follows:

- two short case studies, which allow students to apply certain concepts as they appear in the text
- to illustrate the real world applicability of concepts in the chapter, a number of OB in Action boxes also appear at intervals throughout the text
- review and discussion questions are provided at the end of the chapter and these can be used to integrate its contents
- a longer case study is given later in this chapter of the Instructor’s Manual, which can also be used to integrate the chapter’s contents
- although primarily intended for self-study, the Time Out exercises in the chapter can also be used as vehicles for classroom discussion
- a number of supplementary teaching and assessment materials are provided later in this chapter of the Instructor’s Manual.

Chapter 19 of the book also contains eight diagrams and to enable lecturers to use these for illustrative or explanatory purposes in teaching sessions, OHT masters are provided separately on the website.

**Instructional Approaches**

Culture and climate are both complex topics and in many universities and colleges, while culture is included as a topic in the OB syllabus, it is customary to give only an introduction at this level and the topic of climate often receives no coverage. Thus the more detailed points about culture tend to be deferred for delivery as part of an OA syllabus, and this is also true for the topic of climate. This is the way that the contents of Chapter 19 in the textbook are treated here. It is assumed that an introduction to culture would be provided in an OB module and climate, together with a more advanced consideration of culture, would be delivered later, as part of an OA module. If this is the case, it should be possible to give a basic degree of coverage for either in two hours of classroom instruction.

The assumption is also made that if a lecturer-centred teaching approach is used, it would consist of a lecture plus tutorial. A student-centred learning approach is assumed to use a two-hour seminar, where the primary focus is an application of the concepts, but if necessary, with enough time available for a short formal input to check understanding. Although both of them have purposely been kept short, the lecturer-centred approach poses some problems for the use of the case studies included in the chapter. Therefore, if a single, longer and more integrative case is required, one is provided later in this chapter of the Instructors Manual. However, if this is used it is necessary for students to have covered both culture and climate.

The six learning outcomes for the chapter and the sections that address each one are summarised in Table IM19.1 following, which also indicates sections that could be omitted if time is short.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Chapter Section and Pages</th>
<th>Associated Diagrams</th>
<th>Associated Exercises</th>
<th>Themes Covered</th>
</tr>
</thead>
</table>
| Define and understand the nature of organisational culture, its historical roots, how it is maintained and replicated and how it affects the behaviour of organisational members | Explanation and definition 566-567  
The nature of organisational culture 567-570  
Characteristics of culture 571-573  
* Cultural evolution and replication 573-577  
Effect of culture on organisational Performance 577-578 | Fig 19.1  
Fig 19.2 | | Theme 1: complex phenomena  
Theme 2: not easily amenable to change |
| Describe four different perspectives on the culture of organisations.           | * Ouchi 579-582  
Peters and Waterman 582-584  
* Deal and Kennedy 584-586  
Goffee and Jones 586-591 | Fig 19.3  
Fig 19.4 | Case 19.1  
Case 19.3 | Theme 1 |
| Describe the methodology and techniques that can be deployed in culture change initiatives | * Culture change and culture management 592-595  
* A note on national cultures 595-596 | | | Theme 1  
Theme 2 |
| Define and understand the nature of organisational climate and how it affects the behaviour of organisational members | Organisational climate: definition 597  
Nature and origins of climate 598-600 | Fig 19.5 | | Theme 1  
Theme 3: Climate a better understood phenomenon |
| Describe the antecedents and consequences of climates | Climate: a model of antecedents and outcomes 600-607 | Fig 19.6  
Case 19.2  
Case 19.3 | | Theme 3 |
| Compare and contrast the concepts of organisational culture and organisational climate | Overview and conclusions 607-609 | | | Theme 1  
Theme 2  
Theme 3 |

Table IM19.1: Learning Outcomes Related to Chapter Contents and Associated Teaching Materials  
* these items can be omitted if time is short
Teaching Materials in Textbook

Time Out Exercises

In what follows, prompts are given that have been found useful to start the discussion where these exercises are used in classroom sessions.

Exercise on pages 570-571: Indications of Culture

Question 1
To get students started on this question, they sometimes need a specific example. Using the university situation one way to do this is to give them two or three bipolar constructs that reflect the cultural artefacts that often seem to vary between courses, or different cohorts of students on the same course. For example:

Competitive working _________________ Collaborative working
Maximising _________________ Minimising
(striving for high marks) (just enough work to get by)
Cheerful _________________ Whingeing

Question 2
If answers can be elicited to question 1 using the bipolar constructs, it is usually fairly easy to get students to identify the values at work. Here, their attention can be directed to the definition of a value given in Chapter 4: 'something that people would like to come true'. Thus a collaborative way of working often reflects a collectivist value, whereas a competitive way of working one that is highly individualistic.

Question 3
Using the example in question 2 above, answers to this question can often be triggered by asking what the values of collaboration or individualism indicate in terms of basic assumptions. For example, does collaboration reflect an assumption that better results are usually obtained by pooling resources?

Exercise on page 577: Homogeneity and Strength of Culture

Since this exercise follows on from the previous one, the difficult part (identifying how the culture manifests itself) will have been completed. Therefore, since the questions are very direct, answers are usually forthcoming without prompts.
Exercise on page 591: Cultural Change

Since this exercise builds on the two previous exercises in the chapter, by now students should understand something of their course culture and its characteristics. However, because this question can provoke controversy, it needs careful handling. For instance, if there is a clash of cultures between institution and students, there is clearly a possibility of conflict. Since the exercise is essentially given to provoke thought, and perhaps expose some fairly naive ideas about cultural change, (which is explored in the next section of the chapter) it is probably better to use it as a vehicle for discussion.

Exercise on page 597: Climate and Attitude Change

The purpose here is to try to get students to identify events that could trigger a change in climate. One problem, of course, is that nothing may have occurred recently to produce this effect. Therefore, it can sometimes be necessary to get them to recall something from the past, or even to work on a totally fictional scenario and ask students to imagine what it would feel like if it were real. The suggestions below use this technique.

Questions 2 and 3

One issue that could provoke adverse attitudes might be a new regulation that makes academic life more stringent for students. For example, to improve the effective utilisation of teaching rooms, the institution could decree that classes for full-time students will henceforth be timetabled up to a finishing time of 9.30 p.m. in the evening, while at present the normal finish for the last class in a day is 5.0 p.m. Another issue, but this time one that could be likely to prompt more positive reactions, could be if the institution adopted a policy of timetabling classes to occur when they are most convenient to students. That is, students could vote on when they want particular classes to be scheduled, which taken to its ultimate, would allow many students to work a two or three day week.

Exercise on page 600: Climatic Antecedents

Since this follows on directly from the previous exercise, it should be fairly straightforward, and the fictional scenarios given above will be used to illustrate the prompts.

Question 1

All that should be necessary here should be to ask students to identify what sorts of factors could prompt the university to introduce these fictional measures. For example, the extension of the teaching day could perhaps be caused by a shortage of funds to finance an increase in teaching accommodation, or possibly because central Government had refused to finance capital projects of this nature. The issue of students choosing the schedule of classes could perhaps be prompted by a shortfall in recruitment, and a consequent desire on the part of the institution to gain a name for being ‘student friendly’.
Questions 2 and 3

What remains now is for students to trace the effects in terms of climatic conditions and attitudes, which is normally a straightforward task.
Case Studies

Timings

Both of the cases in the chapter are designed to be able to be read and assimilated by students in about 10 minutes and a further 10 to 15 minutes should be allowed in order to elicit the necessary points by discussion.

Teaching Notes for Case Study 19.1: StereoCo

Suggested Use of Case

This case can be used immediately after the chapter section which describes the four perspectives on culture (pp 579-590). It provides a specific example of a firm which conforms to Peters and Waterman’s stereotype for the culture of an ‘excellent’ company.

Suggested Answer

This is almost an exact match with the Peters and Waterman criteria and providing that these authors are correct about the association between these characteristics and commercial success, the answer is yes.

Teaching Notes for Case Study 19.2: University Research Climate

Suggested Use of Case

The most appropriate place to introduce the case is towards the end of the chapter, when the model of climatic antecedents and outcomes has been covered.

Suggested Answers

Question 1

There are two words that could be used to describe the climate as it would probably be experienced by the staff concerned: Elitist, because it establishes a privileged group who are supported in research compared to the vast majority who are not; Exploitative, because those who are not supported are not only expected to prop-up those who are, but also to continue to do research in their own time.

Question 2

The new climatic conditions result from a set of environmental forces that work inwards and downwards through the university.

At environmental level economic factors (more students) and market/competitive factors (the desire to be seen as more like a traditional university) are both influential in prompting the changes that give rise to the new climate.
Wider Organisational factors involved are probably:

Roles and job design – more teaching, less time to do research and the creation of a privileged elite

Management philosophies – that staff can always be asked to do something additional

Structure – the separation of researchers from teachers as two groups.

The Immediate Context is clearly affected by these factors in the wider organisation, and two notable examples are:

Rewards and punishments – doing research has become a criterion for promotion, and since this has to be done in their own time, lecturers could feel that they are now required to do two jobs for the price of one

Tasks – more students now have to be taught, and so the average lecturer’s task has increased in size.

At the Individual Level, those who willingly did research before, and probably felt that they were contributing something extra, could well come to perceive that their willing gift has been taken for granted by the institution.

Outcomes are attitudinal and behavioural. In attitudinal terms there is some resentment at what has happened, job satisfaction is lower, and non-research staffs could come to feel that they are second-class citizens. The behavioural outcome follows fairly logically from this: ‘if the organisation withholds something they value, in return, they will withhold something from the organisation’.

Review and Discussion Questions

Question 1

See pp 576-570 of text

Since this question requires the student to analyse an organisation of his/her choosing, there is no answer that will be inherently correct for all students. Therefore, it is more a matter of helping students to be able to undertake the question. To this end the first step could be to get them to re-read the relevant part of the text to ensure that they are able to correctly distinguish between basic assumptions, values, and artefacts and creations. The important point of the exercise is for them to be able to identify how a basic assumption gives rise to a value and how the value is then reflected in artefacts and creations.
Question 2

See pp 572-573 and 577-578 of text

The first step is for students to correctly identify what is meant by the expression cultural strength, which is described by Luthans 1995 as a function of two factors: sharedness and intensity. Broadly speaking a strong culture is only likely to be a factor associated with success if the culture is also appropriate. For this reason, Kilmann et al. (1985) argue that if a culture is to make a demonstrable contribution to organisational success it must exhibit three characteristics: an appropriate direction, pervasiveness and strength. It is also worth noting the results of Miller’s (1994) study, which explains why very strong cultures that are inappropriate can result in opposite of commercial success.

Question 3

See page 574 of text

<table>
<thead>
<tr>
<th>School of thought</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture as a key variable</td>
<td>Culture is an important organisational property that affects performance, in the same way as structure is a property. It is something an organisation ‘has’. Since properties are chosen by managers, an appropriate culture can be chosen at will. Changing culture is relatively unproblematic.</td>
</tr>
<tr>
<td>Culture as root metaphor</td>
<td>Culture is a fundamental part of what an organisation ‘is’. Therefore, changing a culture involves changing the fundamental nature of an organisation so that it becomes something else. That is, if culture changes, it is impossible for the rest of the organisation to remain intact.</td>
</tr>
</tbody>
</table>

Question 4

See pp 593-595 of text

The only cultural change method described in the chapter is that of Silverzweig and Allen (1976), which has 4 stages: analyse existing culture, experiencing the culture (organisational members identify what is wrong with it and presumably talk themselves into commitment to change), installation (changing the culture), ongoing evaluation.
Techniques of change: take advantage of existing culture, socialise people into the new culture, managing symbols, change reward systems, add new members, implement culture shock, change the top people, involve organisational members.

**Question 5**

See pp 599-600 and 607-609 of text

Definition: see page 599

Similarities: culture and climate both linked to value systems; both are experienced phenomena.

Differences: culture more permanent than climate; it gives a code of behaviour that tells people what is appropriate or inappropriate; climate is a reaction to how people experience the organisation at a point in time.

See discussion pp 607-609 for more detailed comparison and contrast.
Supplementary Teaching Materials

Tutorial Questions

1. Compare and contrast the integrationist, fragmentation and differentiationist perspectives on the homogeneity of organisational cultures.

2. Explain Schein’s theory that describes the origins of an organisation’s culture.

3. Describe the socialisation process, which when applied to new organisational entrants, replicates and maintains an organisation’s culture.

4. Describe Ouchi’s (1981) approach to characterising the cultures of firms.

5. What are the eight characteristics that are said by Peters and Waterman (1982) to characterise the cultures of successful American companies?

6. Name the four types of culture identified by Goffee and Jones (1998), identify their characteristics and the circumstances for which each cultural type is said to be the most appropriate.

7. Define organisational climate and give three significant implications that can be derived from this definition.

8. Is climate an individual or group level construct, and is it a phenomenon in its own right, or an outcome of some other phenomenon?

9. What are usually taken to be the outcomes of an organisational climate?

10. Explain how factors in an organisation’s environment can have an impact on its climate.

11. Describe organisational features that can have an impact on its climate and how these features exert this influence.

12. Describe the features of the immediate context of an individual that can affect his or her perceptions of the organisation.
## Answers to Tutorial Questions

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Outline Answers</th>
<th>Pages in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Integrationist – culture is an organisation wide phenomenon; Fragmentationist- organisations can’t be said to have culture because individual frames of reference are constantly changing; Differentiationist – organisations made up of groups, each of which has its own sub-culture.</td>
<td>571-572</td>
</tr>
<tr>
<td>2</td>
<td>Culture of organisation affected by its history and in particular the values and ideologies of its founder – see discussion in text</td>
<td>573-574</td>
</tr>
<tr>
<td>3</td>
<td>See description of socialisation in text</td>
<td>574-575</td>
</tr>
<tr>
<td>4</td>
<td>Ouchi compares the characteristics of typical American, Japanese and type Z companies – type Z nearer to Japanese than American and is said to give a culture that is nearer to Japanese organisational cultures.</td>
<td>579-582</td>
</tr>
<tr>
<td>5</td>
<td>Bias for action; stay close to the customer; autonomy and entrepreneurship; productivity through people; hands-on management; stick to the knitting; simple form, lean staff; simultaneously loose and tight organisation.</td>
<td>582-584</td>
</tr>
<tr>
<td>7</td>
<td>See discussion in text</td>
<td>597</td>
</tr>
<tr>
<td>8</td>
<td>Individual and Group level; neither - it is usually portrayed as an intervening variable</td>
<td>599-600</td>
</tr>
<tr>
<td>9</td>
<td>Attitudes and behaviours</td>
<td>602</td>
</tr>
<tr>
<td>10</td>
<td>See discussion in text</td>
<td>603</td>
</tr>
<tr>
<td>11</td>
<td>See discussion in text</td>
<td>603-604</td>
</tr>
<tr>
<td>12</td>
<td>See discussion in text</td>
<td>604-605</td>
</tr>
</tbody>
</table>

Table IM.19.2: Sources of Answers to Tutorial Questions
Supplementary Case

Case Study 19.3: The Yorkshire and Lincolnshire Bank

The bank came into existence two tears ago, on the merger of two separate organisations. One was the Selby and Goole Building Society, a savings and loan organisation with approximately 4,000 staff (800 at headquarters and the remainder in its 250 high street branches). In this organisation management’s motive was to merge with a mutually compatible partner to reduce its vulnerability to hostile takeover bids and facilitate a move into high street banking. The other was the Humberside Bank, with about 5,500 employees (1,000 at headquarters and 4,500 in its 250 branches), which merged because of increasingly severe competition from larger, more progressive banks.

The directors of the new organisation decided that its aim should be to become fully competitive with other high street banks, which would require shedding the rather old-fashioned images of the prior organisations. Although it had a suitable range of products to do this, a much more aggressive sales and marketing effort would be required at all levels. However, it was estimated that 25 per cent of existing headquarters staff would be unsuitable for these activities and, in addition, significant changes were needed at branch level. For example, people had to become conversant with the products of both organisations, and there would need to be pronounced changes in the status and role of branches. Traditionally branches had been highly autonomous, with branch managers controlling all activities. In the future many of them would become satellites, with back office activities concentrated in one branch or a regional centre, and the others relegated to the status of sub-branches, offering only counter services. Moreover, to expand the volume of business, the new organisation decided to open six days each week and to contain the additional costs that this involved, a much higher proportion of part-time staff would be used.

Staff began to feel the effects almost immediately. To reduce the number of ‘unsuitable’ employees a programme of voluntary severance with enhanced redundancy payments and pensions top-up was announced, and over 1,000 people departed within six months. The bank then recruited a significant number of highly paid specialists in such areas as human resource management, marketing, publicity and computing from outside the banking industry, together with a large intake of graduates on an accelerated management training programme. Thus at one stroke it broke with what had come to be considered the normal pattern in both organisations: recruitment at sixteen for a planned lifetime career. Shortly after these changes it was noted at a board meeting that middle managers had begun to report increasing signs of disenchantment among staff. Sickness absence had nearly doubled and staff were becoming highly resistant to work anything other than basic hours. Moreover, the director of human resources reported that employees were leaving the in-house staff association in droves and joining an outside trade union, which would no doubt seek negotiating rights. This state of affairs caused some consternation among the directors of the bank. The commitment of staff and their willingness to change were crucial to future success, but it now appeared that these factors were absent. Thus a small working party chaired by the director of human resources was formed to consider the matter. As a first step the working party decided that a survey of staff attitudes was necessary and an academic, Dr Paul Left, was commissioned to undertake this task.
Six months later, he produced an interim report of his findings, a synopsis of which is given in what follows.

**Staff Attitude and Behaviour Clusters**

The majority of staff in the bank were previously employed in one or other of the two merger partners. Before commencing the survey it was expected that the different traditions and backgrounds of the two organisations would be reflected in current attitudes. However, attitudes were found to be clustered on a different basis and four distinct attitude and behaviour clusters were found. Since there is a degree of attitudinal overlap between two groups, for convenience these are described first.

**Group 1: Longer-serving Headquarters Personnel (both prior organisations)**

There are approximately 1,200 staff in this group (57 per cent male and 43 per cent female). They are aged between 22 and 60 (mean age 37) and the vast majority joined one of the pre-merger organisations at an early age, usually between 16 and 20. The group also contains a very small number of graduates who joined direct from university, together with a few qualified people who joined later in life. In the pre-merger organisations most of them were specialists who remained in one area of business activity for the whole of their careers. Those who rose in the occupational hierarchy invariably held specialist banking or building society qualifications, gained by part-time study.

People in this group have a strong feeling of nostalgia for conditions prior to the merger. When asked what they felt were the strengths and weaknesses of the respective pre-merger organisations, they tended to mention only strengths and the following were prominent responses:

(i) the responsibility of handling customers’ money or assets wisely and with probity (66 per cent)
(ii) a good career structure (78 per cent)
(iii) working for a caring organisation (72 per cent).

An associated question asked what they felt to be the required characteristics of a successful employee in the pre-merger organisation and prominent responses were:

(i) attention to detail (75 per cent)
(ii) performing one’s own particular duties diligently (89 per cent)
(iii) loyalty to the employer (70 per cent)
(iv) not exceeding one’s authority or shirking one’s responsibilities (65 per cent).

These people openly admitted that the merger has shaken them to the core, which in some respects has resulted in an adverse reaction to the new organisation. They no longer felt that the bank valued their expertise and knowledge and most admitted that if they could, they would leave and find a job elsewhere. A number referred to the current organisation in disparaging terms, for example its not being a bank (or building society) any more, but just a money shop. Perhaps because of their nostalgia and fondness for the past, many try to retain some semblance of things as they were, both in a physical way and in terms of behaviour. For instance, the size and quality of office furniture tends to indicate seniority and status, and a great deal of deference and visible respect is shown to superiors. Desks are always tidied up prior to leaving in the evening and papers are put away in drawers. Lunchtime conversation often includes a degree of fond reminiscence about the pre-merger working situation and, unless work itself strictly demands it, they tend to shun contact with newer members of the
organisation. Indeed people in this group are sometimes referred to in slighting terms, such as ‘the others’, ‘the flash Harrys’, ‘the spivs’ or ‘the young Turks’.

**Group 2: Longer-serving Branch Staffs (both prior organisations)**

This group numbers approximately 6,000, is dispersed among the bank’s 500 high street branches and consists of full-time staff, from counter clerks to branch managers. The gender composition and age distribution are roughly the same as group 1, but the mean age is slightly lower at 35. These people mostly joined one of the pre-merger organisations direct from school, and graduates or those with higher level qualifications are extremely rare. Few have ever worked in anything other than a high street branch, although everyone but the juniors has experience of counter activities and ‘back office’ work. Like group 1, they have a nostalgic view about the pre-merger situation and are very similar in their perceptions of the strengths of the prior employer and what were the required characteristics of a successful employee. However, they have a much stronger dislike of post-merger working, and at times this verges on a bitter sense of betrayal. The most resented aspects of current work are: (i) the removal of a full range of high street banking activities from branches; (ii) the new emphasis on selling, rather than advising and guiding customers. A comment which perhaps sums this up is: ‘There is so much pressure to sell something to customers that the place has started to feel like a second-hand car showroom.’ Overall, though, the most resented feature of the new organisation is what is perceived to be a complete loss of career opportunities and to quote again: ‘We are history; the future belongs to the spivs.’

**Group 3: New Headquarters Staff**

There are approximately 400 staff in this group, with equal percentages of males and females and an average age of 29. They were mainly recruited within the last two years and make up the bulk of personnel in either new departments or those that have grown significantly since the merger, such as human resources, computing, marketing, public relations and product development. Since they are comparatively recent recruits they have little first hand knowledge of the past and seem to be committed to the future. When asked they readily identified both strengths and weaknesses of the bank. The most frequently identified strengths were:

(i) rapidly becoming more commercially orientated (69 per cent)
(ii) a desire to be a ‘winning’ organisation (80 per cent)
(iii) a willingness to invest in new technology and staff resources (76 per cent)
(iv) a desire to create a new image (53 per cent).

Weaknesses mentioned were:

(i) too strong an attachment to the past by some employees (91 per cent)
(ii) inflexibility of other employees (82 per cent)
(iii) a tendency to move at the pace of the slowest group of staff (88 per cent).

When asked what they felt are, or should be the characteristics of a successful bank employee, the most frequently mentioned attributes were:

(i) performance orientated (78 per cent)
(ii) flexibility (67 per cent)
(iii) well educated (93 per cent)
(iv) competitive (80 per cent)
(v) committed to end results rather than the means to ends (76 per cent).

Most of these people tend to be grouped together in new departments staffed exclusively by themselves, or where they are in the majority. Their behaviour
contrasts sharply with people in group 1. There is little impression of a quiet, orderly and efficient way of doing things and, at first sight, an observer could be forgiven for thinking that chaos reigns. These people have a ‘can-do’ way of working, and getting things done seems to dominate their attitudes and behaviour. This often means working late into the evening, which sometimes means that they do not come into work until late the following morning. What characterises these departments is a strong collegiate atmosphere in which managers and subordinates are usually on first-name terms and there is a complete absence of a dress code.

Among these employees there is some recognition that they are different to other people and an awareness that prior employees could resent or dislike them. Because of this they tend to mix only with others in the same group and, except for contact about work tasks, they avoid people from group 1, to whom they sometimes refer rather scathingly as ‘the suits’ or ‘the clones’.

**Group 4: New Recruits**

This group numbers about 2,000 and consists of part-time, female employees, most of whom work in branches, but with a few at headquarters. Their average age is 30, but there are two distinct sub-groups: young women with no children who either only want to work part time or who would prefer to work full time but cannot obtain a position; married women over 35 who have returned to work on a part-time basis through choice. They have all been recruited fairly recently and have little knowledge of pre-merger conditions. Although they were asked about the strengths and weaknesses of the bank the questions were often greeted with a quizzical look, that gave the impression that such considerations are irrelevant. Thus there was no clear and coherent pattern of responses, which also applies to questions regarding perceptions of the ideal characteristics of a successful employee. This evoked only three responses, which were given by almost everybody: (i) punctuality; (ii) reliability; (iii) knowing your place. Thus there is an impression that people in this group have a strongly instrumental view of work. They work because they need the salary and have little desire to become too deeply involved with an employing organisation. This does not mean that they are less diligent than full-time employees, most of whom speak highly of their part-time colleagues. Neither does it mean that they do not mix or socialise with full timers. Rather it indicates that they either take friendly relations with their colleagues for granted or do not recognise that it is a facet of work they enjoy.

Although Dr Left’s report confirmed some of management’s worst fears it also gave a clearer view of the different employee perspectives. However, by the time it was received, over 5,000 employees had resigned from the in-house staff association and in excess of 7,000, some of whom were new part-time workers, had joined the Bank Staffs Union, which was pressing hard for recognition rights. Most directors were extremely reluctant to break with tradition by recognising an external trade union and the working party headed by the director of human resources met regularly to try to identify a solution to the issue of staff morale. At some point the phrase, ‘a problem of multiple cultures’ was coined by the director. He also noted that employee opinions were so divergent that it would be extremely difficult to find a way of pacifying one group without upsetting another and, in any event, many of the changes that had upset some groups were now irreversible. Some way had to be found of bringing about a more uniform culture that was supportive of the organisation’s aims and strategy. With these points in mind he asked members to give the matter some thought and come to the next meeting with suggestions.
Questions

1. How would you characterise current staff behaviour at the Yorkshire and Lincolnshire Bank?
2. Do you feel that their behaviour is attributable to the changes that have taken place, and why?
3. Are the perspectives, opinions and attitudes held by employees likely to affect achievement of the bank’s strategic plans?
4. To what extent did the management of the bank take the cultures of the two prior organisations into account in constructing and implementing its strategic plan?
5. In your opinion is the current situation likely to be a long-term or short-lived phenomenon and to what extent do you feel it will be an impediment to what the management of the bank is trying to achieve?
6. Using Schein’s layered model of organisational culture, map the three levels of culture for the different groups in the Yorkshire and Lincolnshire Bank.
7. Assuming that you are a member of the human resource director’s working party what arguments would you put forward at the next meeting with respect to:
   - whether there is a ‘problem of multiple cultures’?
   - whether it would be advantageous for the bank to have a culture that is stronger and more homogeneous?
   - the characteristics of an appropriate culture for the bank?
   - the practical steps that the bank could take to bring about a revised organisational culture, and what techniques could be used to do this?
8. How would you describe the organisational climate in the Yorkshire and Lincolnshire Bank two years after the merger took place?
9. To what extent is the climate in the bank likely to affect its capability to change its culture?
Teaching Notes for Case Study 19.3: The Yorkshire and Lincolnshire Bank

Timing
This case is rather long and so it will take students some time to read and digest the material and produce answers. For this reason, it is recommended that students be given the task of undertaking this work prior to the teaching session in which the case is to be used. One way to do this is to divide the whole class into four groups, with each group being required to make a presentation of its answers to a selected number of questions.

Suggested Use of the Case
The case deals with a situation of radical change, in which culture and climate could have a significant impact on the success of the change initiative. As such, the case gives students the opportunity to explore employee reactions to the changes and in particular, whether cultural and/or climatic influences could be at work. Since it brings together the contents of the whole chapter, it is useful as an integrative vehicle. Thus a prerequisite for its use is that the whole chapter has been covered. However, it is recognised that in some institutions the OB syllabus only requires an introduction to culture (see note in instructional approaches at the start of this chapter). Therefore, students will only be equipped to answer questions 1 to 7.

Although primarily intended for use in a classroom session, the case is also suitable as the basis for a written assignment, which could be group based. If handed out well beforehand, it would also be suitable as the basis for an examination question, but if used for this purpose it would be necessary to be very selective about the questions that are used. In debriefing the case after its use in class, a number of general, but important points can be made:

- People who have been strongly socialised into a culture and have lived with it for many years can come to accept this as the reality of ‘how things should be ordered’.

- When a culture is absorbed to this extent and people have adopted sentiments that lead them to behave in a certain way, it brings predictability into their lives and feelings that they ‘fit-in’, because they are behaving in a way that the organisation wants them to behave.

- As such, they obtain certain intrinsic rewards (one of the most important of which is a sense of belonging) and this gives the organisation what it most wants to receive in terms of employee behaviour.

- If a radical change of some sort induces a feeling among employees that they are no longer receiving what they have come to expect, they can come to consider that the bargain has become rather one sided.

- In these circumstances it is only to be expected that employees will try to even-up the balance. If the situation does not allow them to restore receipts of some of the things that they previously obtained from the organisation, predictably they will start to withhold part of what they give.
Suggested Answers

Question 1

There are two noteworthy aspects of behaviour:
- a sense of bewilderment, because the reality of the world that they inhabit has been turned upside-down
- a degree of alienation, probably because people feel that they might not be valued as much by the organisation as they were previously and for this reason, they could have some tendency to withhold commitment and loyalty.

Question 2

Clearly the changes have had, and will continue to have, a huge impact on the staff. However, the possibility must be acknowledged that it is not only the changes, but the way that the changes were introduced that has contributed to the problem.

Question 3

A majority (over 70 percent of the employees) do not like what the organisation has become, and there are distinct signs that any form of loyalty or commitment is fast slipping away. Moreover, they are willing to band together as an opposition force, to protect their position. Unusually, part-time staff also seem to have a tendency to collectivise, probably because full-time branch staff are doing so, and joining the union could be more a case of fitting-in than anything else. It can also be noted that part-timers already have an instrumental orientation to work, and once they collectivise this ethos could well become more prevalent in full-timers.

Question 4

The management of the bank apparently gave very little thought to the cultures in either organisation, although both sets of managers were aware that the changes would be radical. This highlights an important point about changes of this type. Managers are often aware that a change in task (or the technology for completing tasks) will require employees to be re-equipped with new skills. Some managers are even aware that structural changes can be disruptive in terms of new reporting relationships and patterns of authority, and so people need time to acclimatise themselves to the new conditions. However, relatively few managers seem to recognise that when a task and technology system operates within a structure, a value system is also at work, and for things to work well, task/technology, structure and values all have to be compatible with each other. All too often a change consists of modifications to task and/or technology and probably structure as well, and training for employees to help them cope with these changes is usually provided. However, managers have the unfortunate habit of either not thinking about values, or just expecting them to change of their own accord to meet the requirements of the new technical and structural conditions. This is what seems to have happened at the Bank, and some provision to bring about a change in values was needed as part of the total change strategy.
Question 5

Almost certainly a long-term effect. Some of the changes remove long-term career structures, and there are expectations (built-up over a long time) that a career, rather than just a job, is what the prior organisations offered. As such, unless something can be done quickly (and the possibility of this is probably rather slender), the current attitudes of staff will be a distinct impediment to the success of the change, because the things that management wish to achieve strongly depend on staff commitment.

Question 6

Whether or not the culture that management would like to see is the one that exists is highly debatable. Roughly 70 per cent of the staff (prior employees in branches and headquarters) have the same culture and it is a fairly strong one. The fairly large new recruits group, who are mostly part-timers also has its own distinctive set of feelings, which could loosely be called a culture. However, since part-timers are highly dispersed among 500 branches, this could not really be called the culture of a group and more realistically, it could be said that all the people in the group seem to have similar feelings as individuals. Nevertheless, this certainly provides the foundations of a culture if they become more collectivised. Group 3, the newcomers at headquarters, also seems to have a strong culture, but they make up only about 5 per cent of the employees, and so it is a minority sub-culture. In summary, therefore, although strong subcultures exist, the bank does not have a single, distinctive organisational culture.

Question 7

Multiple Cultures

It rather depends on what is meant by the word problem. From a management point of view, the problem is not so much multiple cultures, as the fact that the culture they would like to see is the sub-culture of the smallest group in the organisation.

Homogeneous Culture

Again from a management point of view, a homogeneous culture would only be useful if it is a culture that management wants to see in place. In reality (except for the small group of newcomers at headquarters) the bank has a culture which is already strong and homogeneous among 70 per cent of its employees. As part-time branch staffs become assimilated into this culture and perhaps modify it slightly with their more instrumental orientations, it seems likely that there could be a strong and fairly homogeneous culture common to 95% of the staff. However, this is not the culture that management would like employees to have.

Cultural Characteristics

It all depends on the viewpoint adopted. From the point of view of the majority of its staff, a return to the bureaucratic role culture of previous years would be desirable. However, this would require what would now be massive structural and operational changes, and so it is unlikely to happen. Moreover, this would be the very reverse of what the management of the organisation would wish. Indeed, from the perspective of management, they would probably wish to see the sub-culture of the headquarters’ newcomer group become the culture of the whole organisation.
Practical Steps to Obtain Management’s Desired Culture

The problems in engineering a change in culture would be formidable, if not impossible. In terms of the four-step change methodology described in Chapter 19, the first step of ‘analysing of the existing culture’ has already taken place. The (rather idealistic) next step would be to enable staff to examine the existing culture, identify where it is lacking and identify the new culture required. Staff have already done this and most of them have found that what management now seems to want is the exact opposite of what they (the employees) have been led to believe that an organisation should be. Thus they are much more likely to identify dysfunctional aspects in management’s cultural aims.

Predictably, if a top-down methodology were used for stage 3, it is likely to be just as unsuccessful. As things stand, management lacks credibility, and the new headquarters staff are not likely to be accepted as role models by older employees. Indeed, if senior managers tried to impress upon people the need for change, this could invite the retort that ‘you are talking about change for everybody but yourselves’. Thus a top down process would probably only achieve a cosmetic acceptance of new practices, but no cultural change. Indeed, it could increase the seething discontent that is already present.

In practical terms there is probably only one alternative open to management; to find some way of working around the existing culture, in order to take advantage of the good features (loyalty and commitment) that were once prevalent. This probably means making concessions to the staff who are disgruntled, and so a process of discussions with staff is needed. Ideally this should make provision for staff to openly air their concerns and if necessary, to be able to negotiate compromise solutions.

Question 8

There is insufficient specific information to rate the organisation along the climatic dimensions given on page 602 of chapter 19. Thus the only answer possible to this question is a rather subjective one, based upon the definition given on page 597; that is:

- perceptions of organisational context
- experience of organisational context
- reactions to organisational context.

For the largest group remaining, which make up 70 per cent of the staff, perceptions are that the organisation has changed for the worse. Many of them have experienced a significant loss of something that they had before, and the experience of others verges on a sense of betrayal. Their reactions to this are fairly predictable; a growing sense of disenchantment and a degree of alienation from the organisation. This, however, is not universal and the new group of fast track specialists probably feels the reverse. The more instrumental orientations of the newer part-time branch staffs probably mean that they divorce work from non-work and are less inclined to have expectations learned from the pre-change situation. Therefore, they have a lower tendency to experience the climate as poor.
Question 9

In the absence of any attempt to change the prevailing values when the other organisational changes took place, the current climate seems to be one that is likely to harden. As such, it may go beyond being a climate and could well become a counterculture that resists management’s attempts to replace the prior bureaucratic role culture with a task culture. While there is no guarantee that this will happen, note that a tendency to want to be represented by an outside trade union (rather than an in-house staff association) is often a sign that people are much more ready to take an oppositional stance.

Supplementary Illustrative Materials

In what follows two additional OB in Action features associated with Chapter 19 are provided. These, together with brief notes, are also available on the student Website. Thus it is not necessary to reproduce them; merely to draw the attention of students to their availability and where to find them.

The first is associated with the material on page 569 of the chapter. It illustrates the fundamental role played by values in the culture of an organisation.

OB in Action: Shared values

All conceptualisations of culture incorporate the idea of shared values and few people would doubt the importance of having a set of appropriate core values for an organisation. Peter Wickens, the former director of personnel and information systems at Nissan UK, draws attention to the point that the founders of a number of highly successful organisations recognised the importance of organisational values and also stressed the desirability of them being widely shared by organisational members. Two prominent examples being Akio Moritu, the founder of the electronics giant Sony, and Thomas Watson Jnr., the son of the founder of IBM.

In theory there is no reason why this should not occur everywhere, but as Wickens notes, it is rare to find steps have actually been taken to discover whether all organisational members share the same value system. Indeed the only formal recognition of values in most organisations tends to be in their mission statements. While these often contain the word ‘we’, they tend to be written by senior executives in splendid isolation, which is tantamount to assuming that everyone else in the organisation is thoroughly committed to top management’s values. Wickens argues that this poses a huge problem in terms of developing a value system that is truly shared, because the process for formulating and stating core values starts at the wrong level. For this reason he advocates a process that works in the reverse direction and starts by engaging with people at the very bottom of an organisation. In the final analysis these are the people who ultimately have to transform value statements into action on a day-to-day basis. Only by allowing them to have a say in the values that they would like the organisation to reflect is it likely that patterns of action will emerge that transform value statements into reality.

The second OB in Action feature is associated with material on pages 592 to 595 of the chapter and gives a brief account of some of the steps taken by one organisation to bring about a fundamental change in its culture.

**OB in Action: British Telecom Attempts to Change its Culture**

In the eyes of many financial analysts British Telecom (BT) has had a somewhat lacklustre performance for a number of years. Some critics argue that this is due to an inbuilt inertia, which is partly a legacy of its history as a public sector monopoly prior to the mid 1980s. Suffice it to say that while BT was a research pioneer in fibre optics technology, it tended to be much slower than its competitors in taking advantage of this, by bringing new and innovative products to market. Despite the easing of restrictive regulations, it has also slipped to second place behind Vodafone in the bonanza market for mobile telephone services.

In April 2000 BT’s chief executive, Sir Peter Benfield announced the separation of its wholesale and retail telephone operations, and this was quickly followed by the creation of four new business divisions based on what were seen to be areas of high growth potential. These are: Yell – the directories business; BT Openworld – to cover the mass market for internet services; Igniter – a transmission service for broadband and BT Wireless – a mobile phone service. As part of this re-structuring, Sir Peter also announced a proposed new rewards package for approximately 500 of BT’s top managers. This will be based on performance on a three-year rolling basis and if executives achieve or exceed their targets, bonuses of somewhere between 50 and 100 per cent of their salaries would be obtained. Sir Peter stated that the new approach reflected the changing culture of BT and that the changes were to be introduced with three aims in mind:

- as a defensive move to induce managerial talent to stay with BT, rather than leaving to join competitors
- to attract entrepreneurially minded people into the organisation
- to stimulate innovation and ensure that new products and services quickly reached the market.

Sources: ‘BT shackles top staff with bonuses’, *The Observer*, 16 April 2000
‘Technology by the bucket, but no brass neck’, *The Observer*, 16 April 2000
Assessment Materials

Assignment Questions

Question 1
Two pervasive ideas on organisational culture are that an organisation has its own distinctive culture and that strong cultures make an important contribution to organisational success. Using relevant literature, critically evaluate these propositions.

Question 2
Since there is a wealth of literature that states that an appropriate culture is a vital element in organisational success, the possibility of culture change has a strong appeal to managers in many organisations. Critically examine the idea that organisational culture is a factor that can be changed at will in order to deliver the cultural characteristics desired by the management of an organisation.

Examination Questions

Question 1
Given that national culture has an impact on the culture of organisations within a given country, to what extent do you feel that a system of Management by Objectives would work equally as well (and in an identical way) in Great Britain, France and Japan?

Question 2
The concept of organisational climate is one that has a stronger practical utility for the management of an organisation than organisational culture. Discuss.
Suggested Marking Framework for Assessment Materials

Assignment Questions

Question 1
This question explicitly requires the student to examine relevant literature (of which a great deal is available) to address two issues: whether an organisation has its own distinctive culture; whether a strong culture makes an important contribution to success. Answers to these issues should each attract up to 50 per cent of the total marks.

Be prepared to fail answers to the first part that unconditionally accept the idea of a single culture for a whole organisation. Bare pass answers will note Martin’s (1992) work concerning the three different perspectives on organisational cultures. Better answers will draw attention to the work of Sackman (1992) and others, who point out that sub-cultures are virtually inevitable. Good answers will go further and point out that sub-cultures are probably beneficial, so long as each one has enough in common with the others to provide a common core of values throughout the organisation.

Be prepared to fail answers to the second part if they simply accept that a strong culture has a beneficial effect on organisational performance. Bare pass answers will point out that as well as strength, the culture needs to be appropriate; for instance, mechanistic and organic organisations and their associated cultures could be cited as evidence here. Better answers will trace the origins of the simplistic connection between cultural strength and organisational performance to the populist writings of the early 1980s. Good answers will cite the follow-up work, which refuted this simplistic idea.

Question 2
This is a more difficult question, that requires the student to engage in a fair amount of research into the literature on cultural change. Be prepared to fail students who ignore the words ‘critically evaluate’ in the question. The essay should not only discuss theories of culture change, but also examine whether other theoretical work suggests that it is either feasible or possible. While the Silverzweig and Allen (1976) four-step process given in the text can be used as a basis for a bare pass discussion, it requires a degree of critical evaluation which is only hinted at in Chapter 19. Better/good answers will examine some of the Organisational Development literature (and criticisms thereof) that can be identified by referring to Chapter 21.

Examination Questions

Question 1
This question is far simpler than it appears at first sight. It requires the student to address a single issue: whether national culture would allow Management by Objectives to work equally well and in the same way in Great Britain, France and Japan. However, to do this requires that students should also give a brief account of MBO and a description of a scheme to compare national cultures that can be used to support their conclusions. As an outline, the marking scheme could be 10 per cent for
a description of MBO, 15 per cent for an explanation of Hofstede’s dimensions; 25 per cent each for the argument with respect to a particular named country.

Management by Objectives is described in Chapter 18 of the book and a description of Hofstede’s dimensions is given in Chapter 22, together with the positions of Great Britain, France and Japan on each dimension. MBO requires:

- Subordinates with sufficient independence of spirit to negotiate objectives with the superior (low power-distance).
- A superior who is prepared to take the risk of delegating authority and a subordinate willing to risk accepting responsibility (low uncertainty-avoidance).
- Subordinates who are willing to try to achieve, and be held accountable for achieving results (high individualism).
- Superior and subordinate both consider achievement and results as highly important (high masculinity).

In Great Britain cultural characteristics are in the right direction. The only exception being uncertainty avoidance, which is medium low, rather than very low.

In France both individualism and masculinity are high, but so are power-distance and uncertainty avoidance. Thus MBO as it is practised in Great Britain, would not work well, and for this reason it has never been widely adopted in France.

In Japan only the position on the masculinity dimension is appropriate to MBO. Uncertainty-avoidance is high, while power-distance and individualism are both medium. As noted in Chapter 19, people in Japan have a strong team ethos, which runs counter to the very individualistic nature of MBO.

**Question 2**

This question only requires the student to address a single issue: whether climate has more practical utility as a concept for managers than culture. Any answer given is almost bound to reflect opinion more than anything else. However, so long as the opinion is supported by reasoned argument, a wide variety of answers is possible. To give these arguments, students will also need to define culture and climate and briefly contrast the concepts. This part of the answer should qualify for up to 30 per cent of the total marks. For the remainder, the comparison and contrast can be used to argue for the greater practical utility of one or the other using some of the points given below:

**Culture: arguments for greater utility:**

- gives a code of conduct to guide behaviour, which, if it can be manipulated, permits the ultimate degree of control over humans: their hearts and minds
- is relatively permanent and, if appropriate, gives predictability.
Culture: arguments against greater utility:

- a complex concept that is difficult to understand
- relatively difficult to change, except in the long term
- difficult to measure.

Climate: arguments for greater utility

- well understood in terms of antecedents and outcomes
- more easily modified
- theoretically, poor climates are avoidable.

Climate: arguments against greater utility:

- some of the factors influencing climate not directly under management’s control
- does not offer as much in terms of control of human behaviour as culture.
Multiple Choice Questions

NOTE: When using these questions it is advisable to precede them with the general instructions given in the introduction to this manual.

1. Which of the following are levels in Schein’s layered concept of culture?
   a. values and beliefs
   b. artefacts and creations
   c. basic assumptions
   d. all of the above

2. Basic assumptions are:
   a. the innermost core of a culture
   b. justifications for people behaving as they do
   c. the visible manifestations of a culture
   d. what people want to be true

3. Taboos are:
   a. rites and ceremonies
   b. symbols that communicate desired behaviour
   c. indications of undesirable behaviour
   d. none of the above

4. Cultural pervasiveness indicates:
   a. the extent to which all organisational members share its culture
   b. the number of sub-cultures that exist
   c. whether people talk to each other about the culture
   d. whether an organisation’s culture is the same as its climate

5. According to Schein, the ultimate source of an organisation’s culture is:
   a. the country in which the firm is located
   b. its founders
   c. top managers
   d. the socialisation process

6. The process which teaches new employees the organisation’s culture so that they adapt to it is called:
   a. selection
   b. indoctrination
   c. pressure
   d. socialisation

7. Which of the following is NOT a characteristic of the culture of ‘excellent’ companies, as identified by Peters and Waterman?
   a. bias for action
   b. hands on management
   c. cultural networks
   d. sticking to the knitting
8. Which of the following is one of the four underlying elements in the Deal and Kennedy approach to conceptualising culture?
   a. bias for action
   b. hands on management
   c. cultural networks
   d. sticking to the knitting

9. Which of the following is NOT one of the steps in the Silverzweig and Allen (1976) process for changing culture?
   a. analyse existing culture
   b. socialisation
   c. system installation
   d. ongoing evaluation

10. The organisational culture which is high in sociability and solidarity is described by Goffee and Jones (1998) as:
    a. a communal culture
    b. a networked culture
    c. a mercenary culture
    d. a fragmented culture

11. Which of the following is NOT a technique given in your text for managing or changing culture?
    a. negotiation
    b. socialisation
    c. changing the reward system
    d. adding new members

12. Work on the characteristics of national cultures suggests that:
    a. there is no connection between national and organisational culture
    b. sub-cultures in organisations are inevitable
    c. culture and climate are the same thing
    d. the culture of an organisation needs to be compatible with the culture of the country in which it is located

13. Which of the following is NOT a characteristic of organisational climate?
    a. it is a ‘felt’ phenomenon
    b. climates are usually very long lasting
    c. it tends to have direct behavioural outcomes
    d. none of the above

14. Which of the following most accurately reflects a distinction made between culture and climate in your text?
    a. culture reflects values, whereas climate reflects beliefs
    b. culture affects behaviour, but climate only affects feelings
    c. culture is relatively permanent but climate can be transient
    d. all of the above
15. In most work, climate is treated as:
   a. a dependent variable
   b. an intervening variable
   c. an independent variable
   d. a disconnected variable

16. Which of the following can have an impact on climates within organisations?
   a. factors in an organisation’s environment
   b. wider organisational factors
   c. the immediate context of an individual or group
   d. all of the above

17. Which of the following is NOT shown as a significant environmental factor that can affect climate in the model shown in your text?
   a. economic factors
   b. political factors
   c. the local labour market
   d. competitive factors

18. According to your text, organisations that are run in a highly autocratic way are said to have climates characterised by:
   a. lack of collaboration
   b. absenteeism
   c. poor productivity
   d. all of the above

19. According to your text, organisational payment systems with a very high emphasis on incentive payments create an impression that managers believe:
   a. employees are lazy
   b. put output above employee feelings
   c. disregard the role of intrinsic motivators
   d. people are only motivated by money

20. Which of the following is NOT an outcome of organisational climate shown in the model in your text?
   a. organisational commitment
   b. productivity
   c. motivation
   d. job satisfaction
## Answers to Multiple Choice Questions

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<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Level of Difficulty</th>
<th>Page Number</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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