USING/KNOWING THE PAST TO DETERMINE THE WAY FORWARD: THE ROLE OF CORPORATE CULTURE IN PERFORMANCE

Victoria Adzoa Tsedzah

Methodist University College Ghana

ABSTRACT

The study investigated the level of correspondence between the existing culture of Methodist University College Ghana (MUCG) and its preferred culture and determined whether the dominant culture, functioning of teams and capacity of MUCG support MUCG's efforts towards the realization of its corporate goals. The multi-stage sampling technique was used to select a sample of sixty one (61) respondents out of the total population of 191 who had been working in MUCG for at least two years as at December 2009. Both secondary and primary data were gathered for the study.

Results of the study show that the existing culture (power) was at variance with the preferred culture (achievement) and this was affecting the level of performance/effectiveness of MUCG. The work teams within the University College were also not functioning effectively at the time of the study. In addition, there were no strong linkages with other Universities to ensure the training of academic staff to acquire terminal degrees (PhD's). MUCG's vision and mission were not shared and owned by organizational members, and this had affected people's commitment and effort towards the realization of corporate goals. The study recommends that management needs to facilitate a change process in order to move from the dominant existing culture of power orientation to a preferred culture of achievement. Management should review current management practices in order to reduce the fear and anxiety that are endemic to power orientated culture. Also demanding goals should be set and rewards should be based on the achievement/performance. Finally, in addressing the gap between the existing and preferred culture, efforts should be tailored and based on the nature of work of each work team so as to ensure the type of culture that will facilitate its operations.

Keywords: Corporate culture, Performance, Methodist University College Ghana.

Background to the study and Problem Statement

A facilitative corporate culture is an asset that money cannot buy and it is a factor that can make or break a business. The relationship between corporate culture and performance has been a subject of abundant research in several fields including strategic management and organizational behaviour. While this topic may be rich in studies, many researchers (Johns & Sacks, 2005;

Denison & Mishra, 2008) have concurred that there is no agreement on the precise nature of the relationship between corporate culture and performance. Again, one limitation of previous research is that organisational culture has tended to be regarded in general sense and too little attention has been directed at differentiating between the effects of the different kinds of cultures on performance (Knowles, Michael, Morris, Chi-Yue & Yin-Yi. Hong, 2001) and this is possibly the case in Ghanaian Universities as nothing has so far been explicitly documented on Ghanaian University culture and performance except for studies on "Organizational Culture and Performance of Public Organizations in Ghana: Some Preliminary Findings"(Owusu, 2005)"Increasing public-sector effectiveness by changing organizational culture workshop on the effectiveness of public organizations" (Owusu, 2003).

The reform of the Ghana's tertiary education sector emphasized the need to encourage the participation of both the private sector and civil society in the provision of tertiary education (Manuh, Gariba, & Budu, 2007). As a result, several private universities have emerged within the last few years. These private universities have adopted different strategies and measures to expand enrolment so as to ensure their survival and continuity in business. Many of these private sector universities seem to operate in a way that reflects McKinsey's definition of corporate culture as "how we do things around here" (Auodia, 2008:3). Thus, for many of them, culture is just this- and it is something that they seem to accept and just get on with their day to day work. This does not have to be the case. It is possible to evaluate or measure an organisation's culture and think about what it means for the strategy or any changes in direction for the achievement of organisational goals. The big challenge in most organisations is that, they do not know what their dominant culture is- and whether it is the right culture to support their strategy and this could possibly be the case for the private sector tertiary educational institutions that see to the development of Ghana's human capital. It is against this backdrop that this study investigated how the dominant culture, performance of teams and MUCG's capacity is influencing its overall performance.

Research objectives

The study aimed at comparing the existing and preferred cultures of MUCG in order to:

1) Ascertain whether there was a gap between the existing and preferred organisational cultures, namely; power, role, achievement and support.

2) Establish the ways in which the most dominant culture of MUCG is influencing its performance/effectiveness.

3) Establish how the functioning of teams is impacting on the achievement of MUCG's strategic goals

4) Determine whether MUCG's capacity supports the achievement of the corporate goals as stated in MUCG's Strategic Plan.

Research questions

To achieve the objectives of the study, an attempt was made to find answers to questions such as:

1. What is the degree of correspondence between the existing and preferred cultures of MUCG?

2. How is the most dominant culture of MUCG that is influencing MUCG'S effectiveness?

3. How is the performance of teams impacting on the achievement of MUCG's strategic goals?

4. Is MUCG's capacity appropriate for the achievement of its corporate goals as stated in MUCG's Strategic Plan?

Theoretical framework

Even though a number of theoretical frameworks, or typologies, have been designed with regard to organisational culture (Deal & Kennedy, 1982; Harrison & Stokes, 1992; Schein, 1992; Hofstede, 1997; Rowe et al., 1994; Hellriegel et al., 2004), the Harrison and Stokes (1992) cultural framework was chosen for this research. Harrison and Stokes (1992) believe that every organisation has a combination of the four cultural types; with each type evoking different behaviours and each based on different human values. This typology suggests four organisational cultural orientations: power orientation; role orientation; task/achievement orientation and person/support orientation. This typology was chosen for two reasons; firstly, Harrison and Stokes's (1992) classification is similar to the other classifications of organizational culture. Secondly, Harrison and Stokes (1992) developed a research instrument for measuring corporate culture that has subsequently been tested and shown to have positive and significant results (Grebe, 1997; Harmse, 2001; Louw & Boshoff, 2006).

Review of literature

Many definitions of corporate culture can be found in literature. For example, Kroeber and Kluckhohn (1952) claim to have examined well over a hundred definitions based on which they defined corporate culture as:

> Patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (that is, historically derived and selected) ideas and especially their attached values (p. 181).

Schein (1992) also sees culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Corporate culture can be viewed as the unique pattern of shared assumptions, values, norms, attitudes, symbols, beliefs, rituals, socialisation, and expectations of the people in the organisation (Schein, 1992; Hellriegel et al*.,* 2004). Thus, it can be said that even though the definitions of corporate culture may be diverse, to a certain extent there is consensus that organisational culture is a system of shared assumptions, beliefs, values, and behaviours in an orgnaisation and effective corporate culture engages employees at the fundamental level, and translates that engagement into high performance.

Both research and practical observations of successful companies have established a direct link between strong corporate cultures and high performance (Sorenson, 2002). McDermott and Sexton (1998) believed that organisational culture is important for three main reasons: First, organisational culture is a deeply embedded form of social control that influences employee decisions and behaviours. It is seen as an automatic pilot, directing employees in ways that are consistent with organisational expectations. Secondly, corporate culture is the social glue (McDermott & Sexton 1998) that binds people together and generate the 'we-feeling' (Armstrong, 2003) that makes them feel part of the organisational experience. Finally, corporate culture assists the sense making process. It helps employees understand organisational events. These are the major reasons why the nature of the culture of an organisation especially the dominant culture should be of concern.

Formation of organisational culture
Sullivan and Rothwell (2005) have observed that "The simplest way to think about culture is to liken it to personality and character of an individual. As we grow up, we learn certain ways of behaving, certain beliefs and values that enable us to adapt to the external realities" (p. 365) and around critical incidents (Amstrong, 2003) that face us and that give us some sense of identity and integration. Culture is formed by the leaders in the organisation, especially those who have shaped it in the past (Amstrong, 2003) and "the initial beliefs and values of the group's founders and leaders gradually become shared and taken for granted if the group is successful in fulfilling

its mission or primary task, and if it learns how to manage itself internally" (Rothwell & Sullivan, 2005, pp.365-366).

Cole (2002) also believes that the purpose and goals of the organisation initially trigger the kind of culture that the founders or their successors want to see (their vision). That is:

> The extent to which they achieve this culture depends as much on the other factors as on their own leadership and charisma. The external environment plays a significant role, since customers, competitors, suppliers and other external stakeholders exert some influence on what the organisation chooses to do, and how it does it (pp. 97-98).

The nature of the technology available, organisational structures, mechanisms and procedures and the way they are used in the organisation, also play a part in the development of its culture. Other important factors include the working group, the style of the leadership, the organisational characteristics, the founders and owners as well as the technique and technology used (Doina, Mirela & Constantin, 2008). With reference to this study, external stakeholders like the National Accreditation Board (NAB), the University to which Methodist University College Ghana (MUCG) is affiliated-University of Ghana-and other external customers play a major role in shaping their culture. Internally, the abilities and attitudes of employees, especially managers, are identified as critical.

How organisational culture changes

According to Senior and Fleming (2006), it is difficult to deny the importance of culture as the dominant influence on the whole of organisational life and so from this it could be deduced that, in order to bring about any kind of organisational change, the organisational culture must be managed accordingly. Even without proactive intervention, organisational culture changes overtime as organisations grow and progress. When first founded, an organisation turns to revolve around its founders and their vision (Schein, 1992). As the organisation grows, activities need to be departmentalised and organisational systems established. Work is delegated to functional units. Often these new systems become inflexible, and other cultures break through to cope with a changing environment. Then new systems of communication and coordination are introduced to bridge the various cultures and structures.

From these points of view, permanent organisational change can only be brought about by first changing people's attitudes and values. However, changing an organisation's culture is not easy, as Schwartz and Davis (1981) pointed out from their observations of change at companies they researched. The extent to which organisations are able to achieve this cultural change depends so

much on the other factors as on their own leadership and charisma and the external environment. Assessing cultural risk is also important because it helps management to pinpoint where they are likely to meet resistance to change (Amstrong, 2003) because of incompatibility between strategies and culture (Senior & Fleming, 2006). This assessment allows an organisation to make choices such as whether to: a) Ignore the culture; b) manage around the culture; c) try to change the culture to fit the strategy; or d) change the strategy to fit the culture, perhaps by reducing performance expectations.

METHODOLOGY

The exploratory/descriptive survey design was used because it was believed to be the most suitable for this research as not much had been documented on the impact of cultural typologies on performance of private sector Universities in Ghana. The method also ensured that large amounts of data were collected in order to conduct statistical procedures effectively (Remenyi, 1996). The universal population for the study consisted of all staff of the MUCG. However, the accessible population consisted of all employees of MUCG –Dansoman Campus-who had been with the MUCG for more than two (2) years. It was believed that staff that had been with the University College for two or more years would have enough experience in terms of the way of life of members of the MUCG and could therefore provide relevant information for the study. A total of 61 respondents were selected from a total of 186 academic and administrative staff and 12 members of the Student Representative Council as at November, 2009.

The study used the multi-stage sampling technique to select the sample for the study. In the first stage, stratified sampling technique was used to select sources of data. This approach was to ensure that data were collected from all key stakeholders of the University College. Central Administration, Deans and Heads of Department and faculty within the four major faculties, each of the administrative units/sections and the Students' Representative Council (SRC) represented the various strata. In the second stage, the purposive sampling technique was used to select respondents from the staff list. The list which excluded drivers and staff in the Sanitary and Grounds Departments as well as those who had not been with the University College for two years or more (186) formed the sample frame. The last stage involved the use of proportional stratified sampling technique to select respondents from each stratum comprising respondents who had been in the University for two years and above to constitute the sample size.

Both primary and secondary data were collected. In order to collect the primary data, questionnaires and interview guides were designed by modifying the Organisational Culture Assessment Tool (OCAT), the Team Effectiveness Questionnaire (TEQ) and Organisational

Capacity Impact Assessment Tool (OCIAT). These tools were designed based on the six elements of the Weisbord six box model which together formed the questionnaire that was used to collect data from the MUCG. The questionnaires were administered to the 61 respondents sampled. In addition, the Vice Principal; one of the top three (3) executives of the MUCG and also a Reverend Minister of the Methodist Church, the church that established the MUCG was interviewed. It was believed that his views could be taken to represent the views of the founders of the institution. Relevant secondary data were gathered from MUCG's Strategic Plan and the Strategic Plan Review Committee's Report as well as other relevant information from MUCG's congregation brochures, journals and website.

Data analysis

Out of the 61 questionnaires administered, 55 representing 90.2% were collected. Data were analysed using both qualitative and quantitative methods. The completed questionnaires were first edited for consistency after which they were coded and analysed using the SPSS software. Descriptive statistics such as frequency and percentages were used to describe the socio-demographic profile. Charts and percentages were then used to present the responses on the four pillars of organizational culture, level of effectiveness of teams and the evaluation of MUCG'S capacity based on which statistical inferences were drawn.

Results and discussion

Majority of the respondents were lecturers (21) and this could be attributed to the fact that MUCG is an academic institution and its core business is teaching, research and outreach services which are better perceived by the teaching staff. In this case, the lecturers are important players who deal with the MUCG'S customers. A large number of the respondents(44%)had worked with MUCG for more than eight years and were therefore well vested with information on the way of life (culture), in facilitating the achievement of its goals. The rest of the respondents had worked in MUCG for at least two years.

One of the major objectives of the study was to determine the existing and preferred levels of the four pillars of culture-power,role, support and achievement in MUCG. Based on the structural model developed by Harrison and Stokes (1972) and adapted by Handy (1985), the study diagnosed the culture of MUCG using the OCAT to evaluate thesefour dimensions of organisational culture.
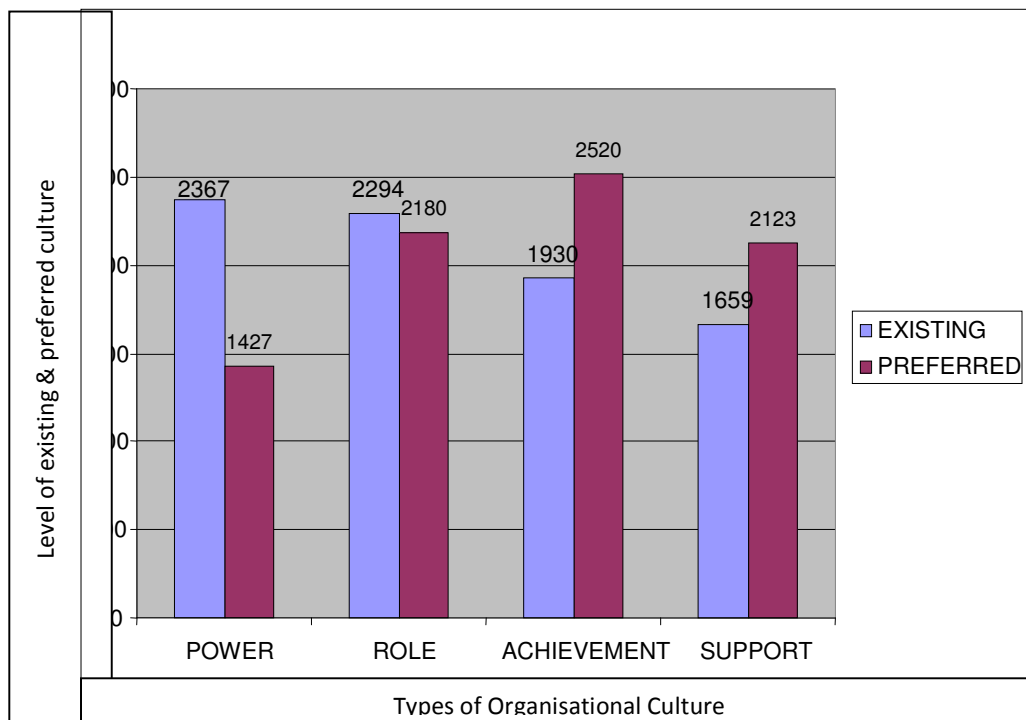
Figure 1: Levels of existing and preferred culture of MUCG

Results as presented in Figure 1 show that '***Power***' was the most dominant (2,367) among the four pillars in the existing culture of MUCG. Among the four statements in each of the OCAT questions, it could be concluded that, the overall existing organisational culture has been identified as one of power and the overall preferred organisational culture as one of achievement.

The statements associated with power culture showed practices characterized by control and power emanating from the central character or leader, managers uphold close supervision, strong centralization, organisational structures were taller, and the proportion of supervisory to non supervisory personnel was high. There was also low level of trust and marked unwillingness to make any decision without regard to the most senior executive in the organisation. Criticisms, even of a constructive kind might be frowned upon whatever the source. Power culture concentrates power among a few.

The statements which were rated for role culture showed that work was coordinated by a manager or small number of managers at the top. This is characterized by a classical structure of bureaucratic nature, roles were more important than the people who fill them. Position power predominates and expert power tolerated. This culture serves the cause of structure. Individuals tend to work closely to their job description, and tend to follow the rules rather than to operate in a creative way. In a role culture, people have clearly delegated authorities within a highly defined structure. Power derives from a person's position and title and little scope exists for experts. Priority is given to developing appropriate policies and procedure, and thus emphasis is placed on means rather than ends.

Statements rated for achievement/task culture showed emphasis on members giving first priority to meeting the challenges of the task and people who did well tended to be those who were technically competent and effective, with a strong commitment to get the job done. Employees were expected to be self-motivated and competent, willing to take the initiative to get things done, willing to challenge those to whom they report if that is necessary to obtain good results. Managers and supervisors were expected to be democratic and willing to accept subordinates ideas about the task. Inter group and inter personal conflicts were usually resolved through discussions and aimed at getting the best outcomes possible for work issues involved. The larger environment outside the university is responded to as though it were a competition for excellence in which productivity, quality and innovation brings success

The statements rated for support culture showed that in such organisations culture was consensual and management control was rejected. People contributed out of a sense of commitment and solidarity. Relationships were characterized by mutuality and trust and the organisation exists primarily to serve the needs of its members. Individuals were expected to influence each other through example and helpfulness.

The results of the study indicated that the respondents preferred higher '*Achievement*' (2520) and, '*Support*' (2123), than what was existing in the University College at the time of the study. Job satisfaction is directly linked to '*Achievement*', and as Hakim (1993) puts it a satisfied employee tends to be absent less often, makes positive contributions, and stays with the organisation. The four cultural indicators showed that the '*Existing Culture*' was at variance with the '*Preferred Culture*'; an indication that management needed to facilitate a change process to close the wide gap between these two factors.

Schein (1992) is of the view that the two keys to successful culture change are; the management of the large amounts of anxiety that accompany any relearning at this level and the assessment of whether the genetic potential for the new learning is even present. As research so far frequently reports, some 80% of all change programmes fail (Beer, Eisenstat & Spector, 1990; Kotter, 1995). One reason for this perhaps is that these programmes tend to apply the same methods and fail to consider the considerable differences that exist between the works that different people do within the same organisation because they may belong to different units which handle different tasks. It is important to note that people, who engage in technical work, tend to rate their organisations more highly on task culture and lower on power culture than people engaged in other types of work notably marketing and other non technical jobs (Knowles et al., 2002). This also provides further evidence for challenging the notion of a generic culture within organisations. A further study of MUCG based on the grouping of work done could provide further insight on the subcultures within the organisation and their appropriateness for the achievement of the University College's strategic goals. Cole (2002) has observed that organisations where there is high role culture, individuals tend to work closely to their job description, and tend to follow the rules rather than to operate in a creative way. This may be the reason why the results of the team effectiveness was quite low as shown in Fig. 2. This could also be the reason why most of MUCG's strategic goals could not be achieved as outlined. It must also be noted that since organisations are made up of human beings, the nature of relationship that exists amongst them is very critical for its survival and performance. From the characteristics stated for each of the pillars, it is evident from the literature cited that the two existing types of culture (power and role)were not favourable for achieving the MUCG's goals.

On the level of effectiveness of work teams within MUCG, thirteen questions based on major organisational practices were assessed on a scale of one (1) to seven (7). The minimum level of performance of work teams that was acceptable to the University College was discussed with the Vice Principal, and this was pegged at 4. Figure 2 represents the total ratings of what was happening at the time of the study ('now') and what respondents 'would like' for each of the practices within the teams in which they worked.
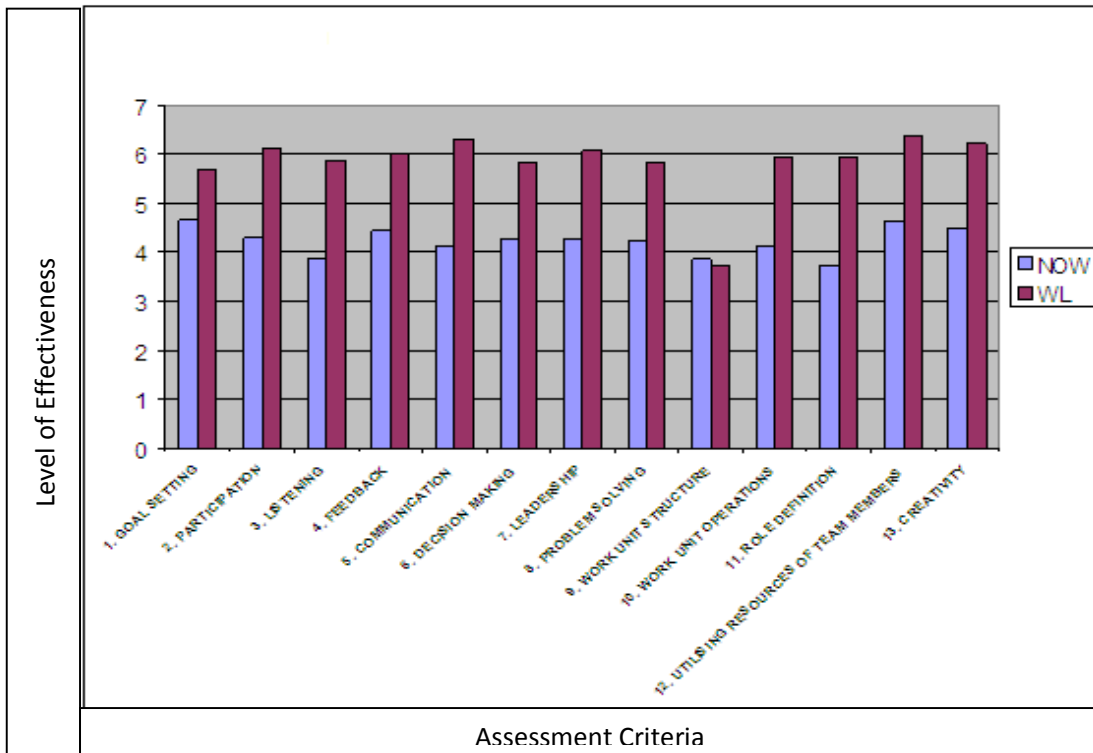
Figure 2: Level of team effectiveness of the MUCG

All activities relating to group effectiveness as they existed at the time of data collection (now) did not seem to meet team members' expectation. On the scale of one to seven (1-7) the activities that were slightly above the minimum acceptable level of four (4) were goal setting, feedback, utilizing team resources and creativity. The other activities including participation, communication, decision making, leadership, problem solving, and work unit structure, as well as creativity were just at the minimum acceptable level. Role definition and listening even fell below the minimum acceptable level of four (4).

Torrington and Hall (1998) have stated that for a team to be effective, it needs clear and agreed upon vision, objectives and a set of rules by which to work together. It needs to feel able to be open and honest with each other and be prepared to confront difficulties and differences. It is also important for members to be able to tolerate conflict and be able to use this in a collaborative manner in the achievement of the team's objectives. This did not seem to be the case as shown in Figure 2.

The study showed that wide gaps existed between the existing (power) and preferred (achievement) cultures and this was affecting the level of effectiveness of MUCG. This could probably have contributed to the low level of effectiveness in the fourteen areas in which MUCG were assessed. According to Clugston et al. (2000) and Rowe et al. (1994), organisational culture has an effect on organisational commitment, and the right kind of culture will influence how effectively organisations operate and deliver their services. Martin (2001) believes that a strong achievement-based culture would result in employees being more committed to and supportive of an organisation's aims and objectives.

MUCG'S capacity was also assessed as a factor in determining its effectiveness. The MUCG was doing well in the area of governance. This is a reflection that the influence of the founders and their managers was appropriate and could facilitate the achievement of organisational goals if the other factors in the organisational system functioned well. The specific ways in which the church influenced the MUCG as mentioned by the Vice Principal in the interview included: the church gave subvention for infrastructure, the University Council is chaired by the Head of the Methodist church, out of the fifteen (15) voting members of council, seven represented the Methodist Church, MUCG sent quarterly reports to the church which are presented to and discussed by the General Purposes Council and the MUCG's annual reports went to the church's biennial conference and are discussed.

MUCG's compensation policy complied with the rules and regulations of Ghana even though respondents did not believe that MUCG had the appropriate assessment and reward systems that were fair and motivating. This was because adequate feedback was not given on time and regularly about individuals' performance and as many as 70.9% did not see an adequate correlation between compensation and performance. Majority (80%) of the respondents were therefore of the view that the systems for assessment and reward were not fair which had led to inequity between performance and reward.

The MUCG's structure and facilities were adequate to support its daily work and regular maintenance was carried out on these facilities; however the issue of transportation needed to be improved. MUCG had a clear system of planning that provided adequate direction for members of the organisation to follow and an adequate planning and budgeting to ensure its programmes supported its mission. However, even though policies and procedures were in place to guide the evaluation and monitoring of staff performance, the use of data obtained from these processes was not encouraging. Data obtained were not used as the basis for rewarding employees. This had resulted in the of lack fair system of assessment leading to inequity in terms of rewards. The

MUCG's Public Relations Department/Section had not been effective in providing information on the activities of MUCG to the University College's publics including the employees.

Conclusions:

There were wide differences between the kinds of organisational cultures-power and role- within which respondents worked as against what they preferred (achievement and support) and these had affected the achievement of MUCG's goals. The work teams within the University College were also not functioning effectively as shown in the level of respondents' assessment of how teams were functioning at the time of data collection ('now') as against what they 'would like' it to be. MUCG'S capacity was not very adequate to support the achievement of its strategic goals.

The way forward

The management of MUCG should initiate programmes aimed at reducing the gaps between the levels of preferred and existing cultures. However, being mindful of the failure rate of all change programmes (80%) in the literature (Beer, Eisenstat & Spector, 1990; Kotter, 1995), it is subsequently suggested that any culture change efforts should be based on the nature of work of each work team so as to ensure that the type of culture developed will facilitate the University College's operations. The overall existing organisational culture has been identified as one of power and the overall preferred organisational culture as one of achievement. In order for the MUCG to achieve a fair balance between a power and achievement oriented culture:

i. Management should reduce the fear and anxiety that are endemic to power orientated cultures. To do this, management needs to stop rewarding employees for compliance but rather design challenging jobs that task the individual's creativity, and initiative.

ii. Since the most dominant preferred culture was achievement, demanding goals should be set and rewards given for achievement of the identified goals.

iii. Management development programmes should focus on aligning the goals and values of the organisation to those of the employees' goals and values.

iv. Given that the level of effectiveness of work teams is crucial for the overall effectiveness of the organisation, there is the need for the Human Resource Department with the support of management to embark on activities such as team building and other human resource management practices aimed at improving most of the teams' activities. In support of team building, employees should be rewarded for achieving certain performance goals by rewarding the whole group and not individual employees.

v. Methods that help members to share and own an organisation's vision and mission such as the involvement and consultation with key stakeholders in the development of the next Strategic Plan should be ensured by management. In addition, management should create more opportunities and avenues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group successes.

vi. Management of MUCG must put in place appropriate and fair systems for the evaluation of employees' performance and use the data obtained in determining rewards to ensure equity. Thus, management must put in place more data-driven decision making systems that draw on timely, accurate, qualitative and quantitative information about progress toward the achievement of MUCG's vision.

vii. The University College must pursue aggressive linkage/collaboration programme to ensure that it establishes academic relationships with other sister Universities both within and outside the country. This among other things will provide avenues for exchange, collaborative research, sabbatical leaves, sharing experiences and opportunities for MUCG's staff to pursue terminal degrees.

REFERENCES

Armstrong, A.(2003).*Human resource management practices.* U.K.Kogan Page Limited.

Auodia, R. (2008). *Exploring performance in corporate culture.*Retrieved July, 2011 from http://knowledgeoman.com/en/community-speaks/exploring-performance-in-corporate-culture.html.

Beer, M., Eisenstat R. A., & Spector, B. (1990). Why change programmes don't produce change. *Harvard Business Review*, *68*(6), 158-166.

Cole, G. A. (2002). *Organisational behaviour.* New York, NY: Continuum.
Deal, T. E., & Kennedy, A. A. (1982).*The rites and rituals of corporate life.* London: Penguin.

Denison, D. R., & Mishra, A. K (2008).Toward a theory of organizational culture.

O*rganisational Science*, *6* (2), 204-223.

Doina, R., Mirela, S., & Constatin, R. (2008). The organisational culture and the

factors of its formation. Retrieved July, from http://steconomice.ro/anle/volme/2008/v4-

Xmanagement

Grebe, E. R. (1997).Culture as a transformative agent in a tertiary institution.*Journal of Cross Cultural Psychology38*(1), 10-30.
Hakim, C. (1993).The myth of rising female employment, work, employment and society.*British Journal of Sociology7*(1), 97-120.
Harmse, L. M. (2001). The influence of organisational culture on job satisfaction and organisational commitment.*Baltic Journal of Management. 1(1), 49-66*.
Harrison, R. and Stoke. G. (1992).*Diagnosing organisational culture.* New

York, NY: Pfeiffer and company

Hellriegel, D., Jackson, S.E., Slocum, J., Staude, G., Amos, T., Klopper, H.B., Louw, L., &

Oosthuizen, T. (2004).Management (2nded). Cape Town: Oxford University Press Southern

 Africa

Hofstede,G. (1997). Culture and organization:Software of the mind: Intercultural

cooperation and its importance for survival. London: McGraw-Hill.

Johns, G. & Saks, A. M. (2005).*Organizational behaviour: Understanding and managing life*

at work. (6thed.).New York, NY: Prentice - Hall.

Johnson, G., & Scholes, K. (1993) *Exploring corporate strategy.* (3rd ed.). Hemel Hempsted: Prentice Hall.

Knowles, E. D., Michael, W., Morris, Chi-Yue Chiu, & Yin-Yi. Hong. (2001). Culture and the process of person perception: Evidence for situational influences on behaviour. *Personality and Social Psychology Bulletin, 27* (10), 1344-1356.

Kotter, J. P. 1995. Leading change: Why transformation efforts fail. *Harvard*

Business Review (March-April): 59-67.

Kroeber, A. L., & Kluckhohn, C. (1952). *Culture:A critical review of concepts and definitions.* New York, NY: Vintage Books.

Louw, M. J. & Boshoff, C. (2006). *Cacadu organisational culture survey:* Unpublished report

for Harvard Management Consultants. CC. Port Elizabeth: Cacadu District. Retrieved

Jan 6th 2011 from *natagri.ufs.ac.za/dl/userfiles/Documents/00000/15_eng.pdf*

J van Stuyvesant Meijen, J. (2008) *The influence of organisational culture on organisational*

commitment at a selected local municipality. Masters thesis, Rhodes University.

Retrieved 3rd March, 2012 from *eprints.ru.ac.za/1331/1/VanStuyvesant-TR08-155.pdf*

Manuh, T., Gariba, S., & Budu, J. (2007). *Change & transformation in Ghana's publicly funded universities.* Oxford: James Currey Ltd.

Martin, J. (2001). Organisational behaviour. (2nd ed.). London: Thompson Learning

McDermott, B., & Sexton, G. (1998). Sowing the seeds of corporate motivation. *Journal of Quality Participation, 21*(1), 18-33.

Moorhead, G. & Griffin, M. (1995). *Organisational behaviour.* Boston: Houghton Mufflin.

Methodist University College Ghana. (2006). Third congregation brochure.

Principal's report. MUCG Publication Unit.

Methodist University College Ghana. (2009). Sixth congregation. Principal's

report and basic statistics. MUCG Publication Unit.

Methodist University College Ghana. (2010). Strategic plan review committee's report. MUCG Publication Unit.

Owusu, F. (2003). *Increasing Public-Sector Effectiveness by Changing Organizational Culture*

Workshop on the Effectiveness of Public Organizations. Retrieved April 1, 2012 from

http://www.public.iastate.edu/~fowusu/Accra%20Workshop/Workshop%20Report.pdf

Owusu, F. (2005). *"Organizational Culture and Performance of Public Organizations in*

Ghana: Some Preliminary Findings". Retrieved April 1, 2012 from

http://www.public.iastate.edu/~fowusu/Accra%20Workshop/Workshop%20Report.pdf

Remenyi, D. (1996). The nature of research: qualitative and quantitative, narrative

or paradigmatic?. *Information Systems Journal.6* (2), 131- 146.

Rothwell, W. J., & Sullivan, R. L. (2005).*Practicing organisation development.A guide for consultants.* New York, NY: John Wiley & Sons.

Rowe, A.J., Mason, R.O., Dickel, K.E., Mann, R.B., & Mockler, R.J. (1994).*Strategic*

Management: A methodological approach (4th ed). New York, NY: Addison-Wesley

Schwartz, H. & Davis, S. (1981). Matching corporate culture and business strategy: The problem of strategic fit.*Long Range Planning*, *20*(4), 78-87.

Schein, E. (1992). *Organisational culture and leadership.* San Francisco, CA: Jossey-Bass.

Senior, B., & Fleming, J. (2006).*Organisational change.* (3[rd]ed.).New Jersey, NJ: Prentice Hall.

Sorenson, J. B. (2002). The strength of corporate culture and reliability of firm performance.In

Administrative Science Quarterly. 47, 70-91

University Governance: The Role of Students and Academic Staff Associations:

A Case Study of the Methodist University