

Organizational Culture Inventory[®] Organizational Effectiveness Inventory[®] OCI[®]/OEI Feedback Report

XYZ Company

February 2018



Organizational Culture Inventory[®]

Organizational Effectiveness Inventory[®]

Executive Summary

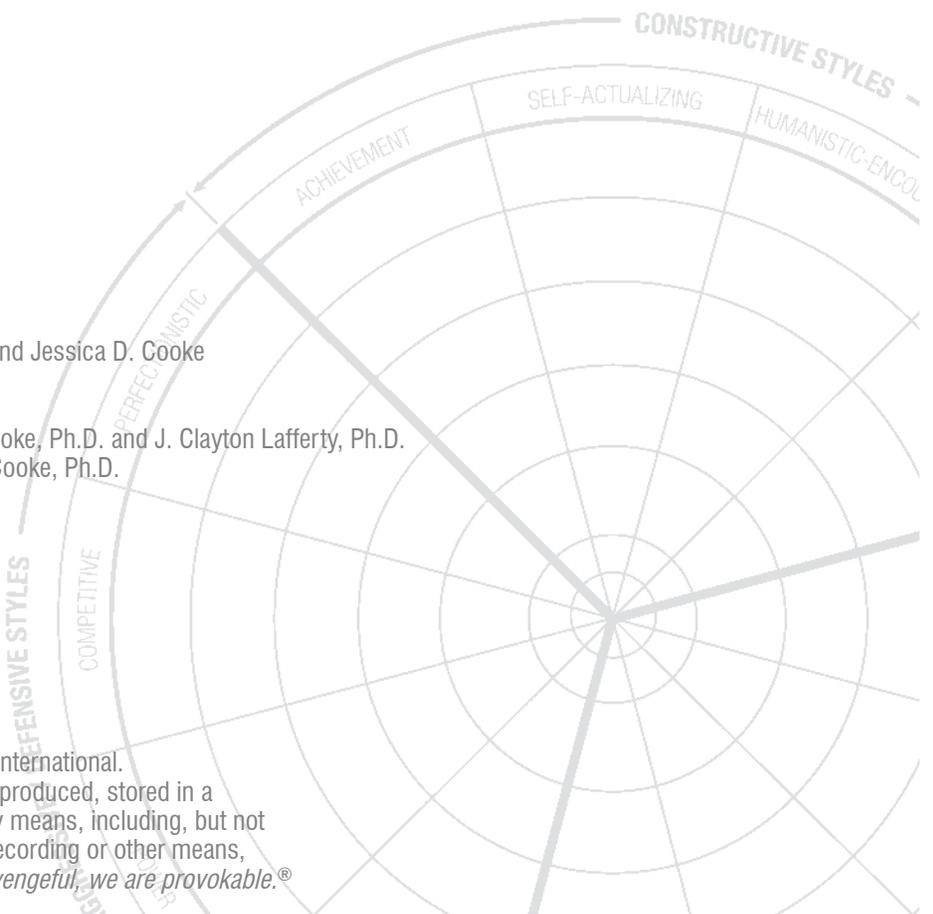
Feedback Report

Appendices

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Based on:
Organizational Culture Inventory[®] by Robert A. Cooke, Ph.D. and J. Clayton Lafferty, Ph.D.
Organizational Effectiveness Inventory[®] by R. A. Cooke, Ph.D.

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OCI/OEI Feedback Report: XYZ Company

EXECUTIVE SUMMARY

Your organization administered the Organizational Culture Inventory® (OCI®) and the Organizational Effectiveness Inventory® (OEI) to its members in February 2018, and 78 members participated in the survey process. In addition, the OCI Ideal was completed by 30 members. The OCI was used to assess its ideal culture in terms of espoused values (what *should* be expected of members) and its current operating culture in terms of behavioral norms (what *is* expected of members). The OEI was used to assess the factors and conditions that drive or shape your organization's current operating culture and effectiveness. The impact of these factors and your organization's operating culture on outcomes at the individual, group, and organizational levels was also measured using the OEI. Results along these outcomes—which have implications for long-term effectiveness—provide an indication of the necessity for organizational development and change.

The Executive Summary provides a synopsis of your organization's OCI and OEI results, and includes a visual recap, located at the end of the summary. Detailed information regarding the results can be found in the sections of the Feedback Report indicated below.

Ideal Culture (Section 2)

The ideal culture represents your organization's values in terms of the behaviors that members believe *should* be expected and encouraged to maximize the organization's effectiveness. Generally speaking, those who were asked to describe the ideal culture characterize it as (from strongest to weakest):

- **Constructive**, which involves expectations for members to interact with *people* and approach *tasks* in ways that will help them to meet their higher-order needs for *satisfaction* and growth (includes norms and expectations for Achievement, Self-Actualizing, Humanistic-Encouraging, and Affiliative behaviors).
- **Aggressive/Defensive**, which involves expectations for members to approach *tasks* in forceful ways to promote their status and *security* (includes norms and expectations for Oppositional, Power, Competitive, and Perfectionistic behaviors).
- **Passive/Defensive**, which involves expectations for members to interact with other *people* in cautious and tentative ways to protect their own *security* (includes norms and expectations for Approval, Conventional, Dependent, and Avoidance behaviors).

The ideal culture is **High** in terms of the amount of agreement among members regarding the behaviors that should and should not be expected. With respect to specific styles, the ideal culture for your organization is described as:

- **Humanistic-Encouraging (Constructive)**, which involves expectations for being supportive, constructive, and open to influence in dealing with one another.
- **Self-Actualizing (Constructive)**, which involves expectations for gaining enjoyment from their work, developing themselves, and taking on new and interesting activities.

Causal Factors (Section 3)

Causal factors shape and reinforce the current operating culture and impact your organization's effectiveness. These factors include the organization's mission and philosophy, as well as its structures, systems, technology (job design), and skills/qualities.

When causal factors are in alignment with organizational values, the ideal culture is more likely to be reflected in the current operating culture than when causal factors diverge from the organization's values. One way to gauge the degree of alignment between the ideal culture and causal factors is to examine the number of causal factors along which your organization scored better than the Historical Average. Since most organizations with Constructive operating cultures score better than the Historical Average along the causal factors measured by the OEI, better than average scores are indicative of alignment with a Constructive ideal culture.

Mission and philosophy represent the means by which organizations transport their values to their day-to-day structures, systems, technology, and skills/qualities. As measured by the OEI, your organization's results are:

- **Better than average** in the area of **Articulation of Mission** (the extent to which the organization's mission is clearly defined, illustrated by members, communicated by management, and understood by employees).
- **Better than average** in the area of **Customer Service Focus** (the extent to which members believe that they are responsible for identifying and satisfying the needs of customers or clients).

In turn, your organization's results are equal to or better than the Historical Averages for 28 of the 29 structures, systems, technology, and skills/qualities that were measured. Specifically, your organization's most favorable scores are in the areas of:

- **Downward communication**, in terms of the effectiveness with which information about the organization (its policies, new strategies, changes in procedures) is sent to and received by employees.
- **Use of punishment**, in terms of the likelihood that mistakes will be accentuated and punished rather than analyzed and corrected (i.e., "management-by-exception").

Your organization's *least* favorable scores are in the areas of:

- **Organizational bases of power** (sources of power that generally have neutral to negative effects), in terms of the extent to which members are influenced because of their supervisors'/ managers' control over desirable extrinsic outcomes (i.e., reward power), formal position (i.e., legitimate power), and ability to punish those who fail to comply (i.e., coercive power).
- **Significance**, in terms of the degree to which jobs are viewed by members as having an important impact on other people (either inside or outside of the organization).

To the extent that your organization decides that organizational development and change are warranted, the causal factors along which it scored unfavorably (and particularly those with the

least favorable scores) may be powerful levers for change.

Current Culture (Section 4)

Your organization's current operating culture was assessed in terms of the behaviors that are required of members to "fit in and meet expectations." Based on the descriptions provided by its members, your organization's current operating culture is characterized as (from strongest to weakest):

- **Constructive**, which involves expectations for members to interact with *people* and approach *tasks* in ways that will help them to meet their higher-order needs for *satisfaction* and growth (includes norms and expectations for Achievement, Self-Actualizing, Humanistic-Encouraging, and Affiliative behaviors).
- **Passive/Defensive**, which involves expectations for members to interact with other *people* in cautious and tentative ways to protect their own *security* (includes norms and expectations for Approval, Conventional, Dependent, and Avoidance behaviors).
- **Aggressive/Defensive**, which involves expectations for members to approach *tasks* in forceful ways to promote their status and *security* (includes norms and expectations for Oppositional, Power, Competitive, and Perfectionistic behaviors).

The current operating culture is **Low** in terms of the amount of agreement among members regarding the behaviors that are and are not expected. In terms of specific styles, your organization's operating culture is described as:

- **Humanistic-Encouraging (Constructive)**, which involves expectations for being supportive, constructive, and open to influence in dealing with one another.
- **Affiliative (Constructive)**, which involves expectations for being friendly, open, cooperative, and sensitive to the needs of the work group.

Overall, the largest discrepancies between your organization's current operating culture and the ideal culture are in the **Passive/Defensive** cluster. In particular, the largest cultural gaps are in the areas of:

- **Approval-oriented (Passive/Defensive)**, which involves expectations for agreeing with, gaining the approval of, and being liked by others.
- **Avoidance (Passive/Defensive)**, which involves expectations for being non-committal, never being blamed for mistakes, and staying out of trouble.

The gaps between the ideal culture and the current operating culture are likely due, at least in part, to the nature of your organization's mission and philosophy, structures, systems, technology, and/or skills/qualities.

Outcomes (Section 5)

The OEI assessed your organization's effectiveness at the individual, group, and organizational

levels along criteria that influence long-term performance. Thus, results along these outcomes provide an indication of the necessity and urgency for change in the areas of culture and causal factors.

Your organization's scores are equal to or better than the Historical Averages for 12 of the 12 outcomes that were measured. Specifically, your organization's most favorable scores are in the areas of:

- **Satisfaction**, in terms of the extent to which members report positive appraisals of their work situation.
- **Role conflict**, in terms of the extent to which members receive inconsistent expectations from the organization and are expected to do things that conflict with their own preferences.

Your organization's *least* favorable scores are in the areas of:

- **Job insecurity**, in terms of the extent to which members are apprehensive regarding their continued employment within the organization.
- **Organizational-level quality**, in terms of the extent to which members believe the organization provides high-quality services and products to external clients.

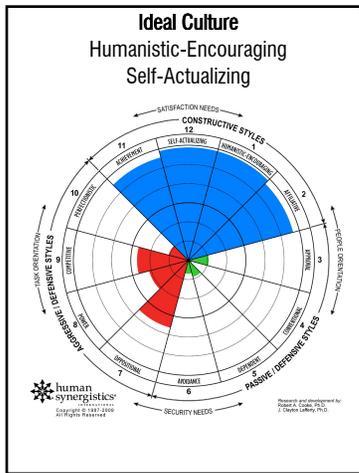
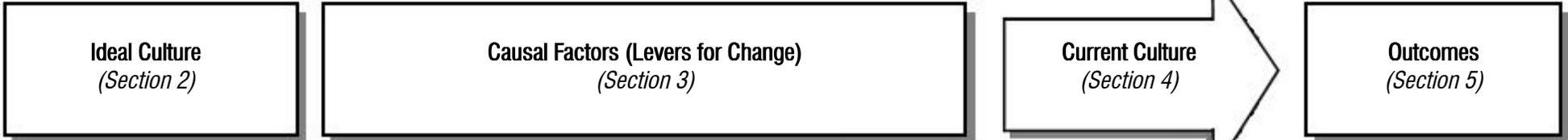
Planning for Cultural Change (Section 6)

In most cases, the impact of causal factors and the operating culture on outcomes is readily apparent from examining the OCI/OEI results. When causal factors and the operating culture are in alignment with the ideal culture, the outcomes tend to be favorable. When causal factors and the operating culture are not in alignment with the ideal culture, the outcomes tend to be less favorable. In these cases, decisions regarding areas for improvement and levers for change tend to be fairly straightforward.

However, in a minority of cases, the impact of causal factors and the operating culture may not yet be obvious. For instance, when organizations that lack internal alignment perform well along certain criteria, their performance is often due to extraneous factors or advantages (e.g., excessive resources, patents, copyrights, limits on competition) that allow these organizations to appear successful despite the ineffectual nature of their structures, systems, technologies, skills/qualities, and operating cultures. Nevertheless, the impact of misalignment eventually catches up with these organizations—usually when resources become depleted and unwanted attention is drawn to poor management and inefficiencies that were previously masked by the effects of extraneous factors.

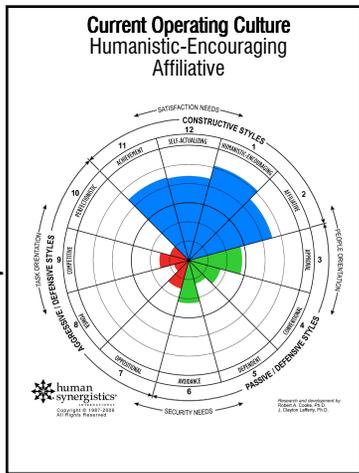
If your organization's results along outcomes (or other effectiveness criteria) do not seem to follow its results with respect to culture and causal factors, the potential impact of extraneous factors (e.g., excessive resources, patents, copyrights, limits on competition, monopoly status, regulation) on outcomes should be considered. To the extent that these extraneous factors and conditions are unlikely to be favorable indefinitely, your organization needs to determine the kinds of changes necessary for maximizing its long-term performance and effectiveness both in the presence and in the absence of such factors and conditions.

Summary of Your Organization's OCI/OEI Results (February 2018)



- Mission and Philosophy**
- ✓ Articulation of Mission
 - ✓ Customer Service Focus

- Structures**
- ✓ Total Influence
 - ✓ Distribution of Influence
 - ✓ Empowerment
 - ✓ Employee Involvement
- Systems**
- Human Resource Management:*
- ✓ Selection and Placement
 - ✓ Training and Development
 - ✓ Respect for Members
 - ✓ Fairness
 - ✓ Use of Rewards
 - ✓ Use of Punishment
- Goal Setting:*
- ✓ Clarity
 - ✓ Challenge
 - ✓ Participative
 - ✓ Acceptance
- Technology (Job Design)**
- ✓ Autonomy
 - ✓ Variety
 - ✓ Feedback
 - ✓ Task Identity
 - ✓ Significance
 - ✓ Interdependence
- Skills/Qualities**
- Communication:*
- ✓ Downward
 - ✓ Upward
 - ✓ Learning
 - ✓ Bases of Power:
 - ✓ Personal
 - ▼ Organizational
- Leadership:*
- ✓ Interaction Facilitation
 - ✓ Task Facilitation
 - ✓ Goal Emphasis
 - ✓ Consideration



- Individual Level**
- Positive:*
- ✓ Role Clarity
 - ✓ Motivation
 - ✓ Satisfaction
 - ✓ Intention to Stay
- Negative:*
- ✓ Role Conflict
 - ✓ Job Insecurity
 - ✓ Stress
- Group Level**
- ✓ Intra-Unit Teamwork and Cooperation
 - ✓ Inter-Unit Coordination
 - ✓ Department-Level Quality
- Organizational Level**
- ✓ Organizational-Level Quality
 - ✓ External Adaptability

- Key:**
- ✓ Results are at or better than the Historical Average.
 - ▼ Results are not as good as the Historical Average.

Largest Culture Gaps: Approval and Avoidance
 Gaps between the ideal and current operating cultures are likely due to misalignment of causal factors (mission and philosophy, structures, systems, technology, skills/qualities) with the ideal culture.

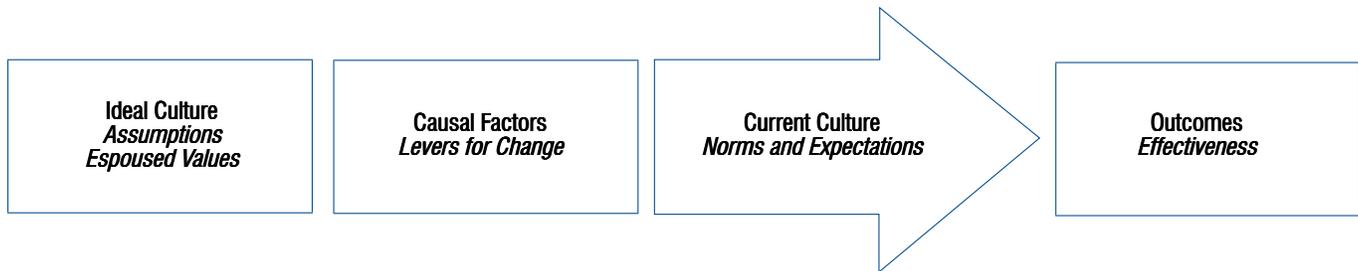
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Section 1: Introduction



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Introduction to the OCI/OEI Feedback Report

With ever increasing globalization, technological change, and environmental demands, organizations have found that traditional structures and controls no longer ensure sustainability. Now, more than ever, organizational effectiveness is dependent upon leaders' and managers' ability to empower members to solve problems and initiate change. That's why, in addition to monitoring traditional financial and production performance indicators, organizations are directing greater attention to the internal factors and conditions that impact performance.

The Organizational Culture Inventory® (OCI®) and the Organizational Effectiveness Inventory® (OEI) were developed in response to the need for reliable and valid measures of organizational culture, the internal factors that shape and reinforce culture, and the outcomes that result from culture. In turn, the OCI/OEI Feedback Report was developed to help change agents, leaders, and members understand and use their organization's results.

This Feedback Report summarizes the responses of members of your organization who completed the OCI and/or OEI. The information contained in this report will be instrumental to your organization's development efforts. Specifically, it will enable you to:

- identify the *ideal culture* in terms of the behaviors that members value, believe should be expected, and would enable your organization to maximize its long-term effectiveness (Section 2);
- determine the internal *causal factors* that shape and reinforce your organization's current operating culture (Section 3);
- understand your organization's *operating culture* in terms of the behaviors that are currently expected and/or implicitly required of members (Section 4);
- discern the *impact of your organization's operating culture* on outcomes for individual members, groups/teams, and the organization (Section 5);
- develop a plan for change and improvement (Section 6); and
- compare the OCI/OEI results of key subgroups within your organization (Sections 7 through 9).

The Organizational Culture Inventory

The Organizational Culture Inventory (OCI) is a key component of Human Synergistics' integrated diagnostic system for individual, group, management and leadership, and organizational development. The OCI measures "what is expected" of members of an organization—or, more technically, *behavioral norms and expectations*, which may reflect the more abstract aspects of culture such as shared values and beliefs.

The Inventory presents a list of statements that describe some of the behaviors and personal styles that might be expected or implicitly required of an organization's members. Some of the cultural norms measured by the OCI are positive and supportive of constructive interpersonal relationships, effective problem solving, and personal growth; others are dysfunctional and can lead to unnecessary conflict, dissatisfaction, and symptoms of strain on the part of organizational members. More specifically, the OCI measures twelve different cultural norms that are organized into three general types of cultures:

- **Constructive cultures**, in which members are encouraged to interact with *people* and approach *tasks* in ways that will help them to meet their higher-order *satisfaction* needs (Achievement, Self-Actualizing, Humanistic-Encouraging, and Affiliative norms).
- **Passive/Defensive cultures**, in which members believe they must interact with *people* in defensive ways that will not threaten their own *security* (Approval, Conventional, Dependent, and Avoidance norms).
- **Aggressive/Defensive cultures**, in which members are expected to approach *tasks* in forceful ways to protect their status and *security* (Oppositional, Power, Competitive, and Perfectionistic norms).

The types of culture measured by the OCI have a direct bearing on the activities of members and the functioning of the organization—and have been shown to be related to important outcomes such as member satisfaction, motivation, teamwork, product/service quality, and other criteria of organizational effectiveness (e.g., adaptability, safety, and sales performance). These sets of expectations or cultural norms result from, and are reinforced by, organizational structures, human resource management systems, managerial styles, and other factors that can be changed—at least to some extent—by those in leadership positions. Thus, the Inventory is appropriate for use in cultural change programs.

The OCI has been adopted by numerous organizations and completed by more than four million individuals. Organizations have used the Inventory to diagnose their cultures and plan change programs, to identify the "ideal" culture for maximizing their effectiveness, and/or to monitor the impact of organizational development efforts. More specialized applications have focused on diversity and inclusion, culture integration during mergers and acquisitions, safety and reliability, and innovation and adaptation.

The Organizational Effectiveness Inventory

The Organizational Effectiveness Inventory (OEI) allows organizations to measure both the *causal factors* that likely drive and shape their cultures and the *impact* of their cultures on members, groups/teams, and their organizations as a whole. The questions included in this climate survey are based on contemporary articles and books, established theories, and classic writings in the areas of human resource management and organizational behavior. Some of the questions focus on the organization as a whole; other questions are specific to the respondent's department, supervisor/manager, or job.

The internal factors and conditions measured by the OEI can be instrumental in shaping—as well as changing—an organization's culture. These "causal factors" are organized into 5 categories:

- **mission and philosophy**, which includes measures of articulation of mission and customer service focus;
- **structures**, which includes measures of perceived influence, empowerment, and employee involvement;
- **systems**, which includes measures in the area of human resource management, such as perceptions of appraisal systems, reinforcement, and goal setting;
- **technology**, which includes measures of job design and interdependence; and
- **skills/qualities**, which includes measures of communication and supervisory/managerial leadership behaviors.

The OEI also assesses the impact of culture on various outcomes, including:

- **individual outcomes**, such as motivation, satisfaction, and intention to stay;
- **group outcomes**, such as intra-unit teamwork and inter-unit coordination; and
- **organizational outcomes**, such as quality of customer service and external adaptability.

Research conducted over the past 35 years has established the importance of the causal factors and outcomes measured by the OEI to understanding organizational climate in relation to culture. The information provided by the OEI has enabled organizations to identify levers for cultural change, uncover those factors interfering with other change efforts, plan for organizational development, and educate managers with respect to the importance of culture to outcomes of concern.

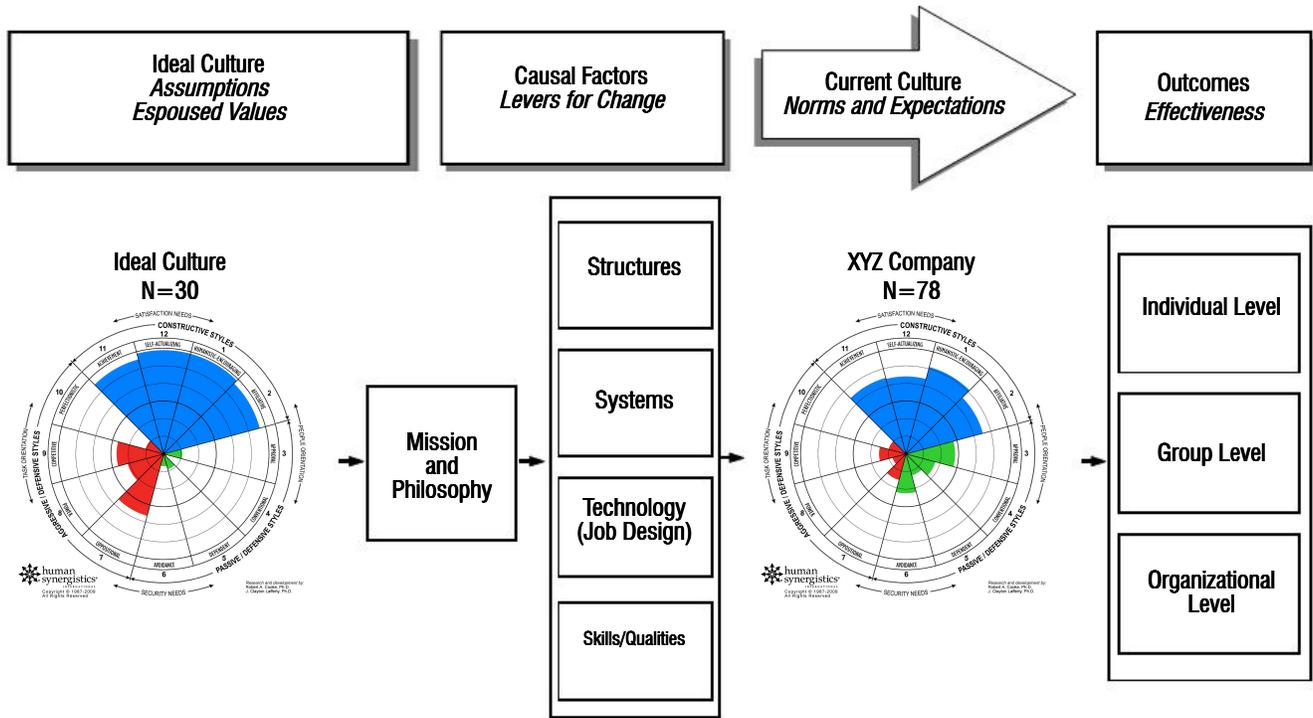
How Culture Works

The theoretical model shown on the next page presents the major causal factors (*levers for change*) that shape and reinforce behavioral norms and expectations as measured by the OCI. As depicted by the model, the operating culture of your organization is not directly determined by its values (*ideal culture*), nor is it directly influenced by its mission and philosophy. Rather, the behavioral norms and expectations that emerge within organizations are directly influenced by their internal structures, systems, technologies, and members' skills/qualities.

- **Structure** refers to the manner in which components (such as people, tasks, and roles) are ordered and coupled to create organization. Aspects of structure that can influence an organization's operating culture include its design (such as degree of centralization, formalization, and specialization) and the extent to which it promotes or restricts members' involvement and empowerment.
- **Systems** refer to the interrelated sets of procedures—such as human resource, information, accounting, and quality control systems—an organization uses to support its core activities and solve problems. Human resource management systems, including goal setting, reinforcement, performance management, training and development, and selection and placement, are among the most powerful factors for shaping—as well as redirecting—the operating culture of an organization.
- **Technology** refers to the methods by which an organization transforms inputs into outputs. The social or socio-technical (job design) aspects of technology have been found to have an impact on the operating culture of organizations. Important job design factors include task significance, autonomy, and feedback.
- **Skills/qualities** of organizational members—particularly those who hold leadership roles—can shape, reinforce, and change the operating culture of an organization. Examples of relevant skills and qualities revolve around communication, sources of power and influence, methods for conflict resolution, and supervisory and managerial styles.

To the extent that an organization's internal structures, systems, technology, skills/qualities, and mission and philosophy are all in alignment with its values, the organization's operating culture will more closely reflect its ideal culture. In contrast, the operating culture will be considerably different from the organization's ideal when causal factors are not in alignment with the organization's values and ideal culture.

How Culture Works Model



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The model also shows that an organization's operating culture determines *outcomes* at the individual, group, and organizational levels. For example, culture has been found to be associated with satisfaction, motivation, and stress at the individual level; teamwork and inter-unit coordination at the group level; and product/service quality and external adaptability at the organizational level.

Keep in mind that there are *many* factors that potentially lead to and result from cultural norms. Some of those factors are included in the model and are specified above; others relevant to your organization may be identified through the use of other measures, both qualitative and quantitative. Research conducted over the past 25 years using the OCI and the OEI provide support for the relationships described here.

About This Report

Included with this report is an "Executive Summary" of your organization's OCI/OEI results. The Executive Summary provides a general overview of the ideal culture, your organization's results along key causal factors, the current operating culture, and the impact of the operating culture on certain outcomes.

The Feedback Report itself includes detailed descriptions of:

- Your organization's *ideal culture* as measured by the OCI.
- Your organization's results on the *causal factors* measured by the OEI as compared to our "Historical Average" (based on over 1000 organizational units) and "Constructive Benchmark"

(based on 172 units with predominantly Constructive cultures).

- The *current operating culture* of your organization, as measured by the OCI.
- Your organization's results on the *outcomes* measured by the OEI as compared to our "Historical Average" (based on over 1000 organizational units) and "Constructive Benchmark" (based on 172 units with predominantly Constructive cultures).
- Comparisons between the current culture and the ideal culture, including *gap analyses* at both the scale and item levels.
- Your organization's readiness for change.
- Results regarding causal factors, culture, and outcomes broken down by *subgroups*.
- Relationships among the OCI and OEI measures (as illustrated by both correlations and comparative profiles).

Planning for Cultural Change

Section 6 of this report guides you in using your organization's OCI/OEI results in planning for change and improvement. The Planning for Change section helps you to identify the outcomes that should be prioritized for improvement based on the OEI results, then walks you through an analysis of your organization's culture and identification of critical gaps based on the information collected using the OCI. Next, you will determine how to increase readiness for change within your organization. The section then guides you in using the OEI results on causal factors to delineate the steps to be taken to close culture gaps and effect improvements along priority outcomes.

Once you have completed this process, you will have outlined a plan that describes both the actions to be taken to facilitate positive change (i.e., levers for change) and the factors to be monitored to gauge the success of your organization's change efforts (i.e., targeted cultural gaps and prioritized outcomes). This same approach can then be used by subgroups within your organization to develop complementary improvement plans at the subgroup level.

Next Steps

Collecting data on the factors and conditions that affect your organization's performance and outlining action plans for improvement based on that data are the first steps toward increasing individual, group, and organizational effectiveness. After you have outlined improvement plans at the organization and subgroup levels, you can proceed by:

- **Refining organizational and subgroup action plans.** As you get more specific about the changes that need to be made within your organization and its units, you'll probably want to get the input of those who are likely to be affected. Getting people involved in the change process during the planning stage will enable you to identify unanticipated obstacles, provide you with more ideas, and raise the level of commitment to change initiatives.
- **Implementing organizational and subgroup action plans.** This is where you put your plans into action. Continue to get people within the organization involved, delegate, and seek out volunteers. Don't be discouraged if the process starts out slow or if things are not working out exactly as planned. Rather, stay focused on your goals and be prepared to modify the original plans as warranted.
- **Monitoring progress.** Keeping track of how well you are doing relative to your goals is critical—it enables you to determine whether your plans were on target or need to be modified; it guides you in directing people's efforts; and it can be an excellent boost to motivation. You'll want to reassess the culture approximately 1½ to 2 years after your initial administration of the OCI and then every 1½ to 2 years after that to make sure that the culture is moving in the desired direction. The OEI can be re-administered at the same time as the OCI or can be re-administered sooner (1 year after the original administration) to track your organization's progress along both causal factors and outcomes.

Section 2: Ideal Culture



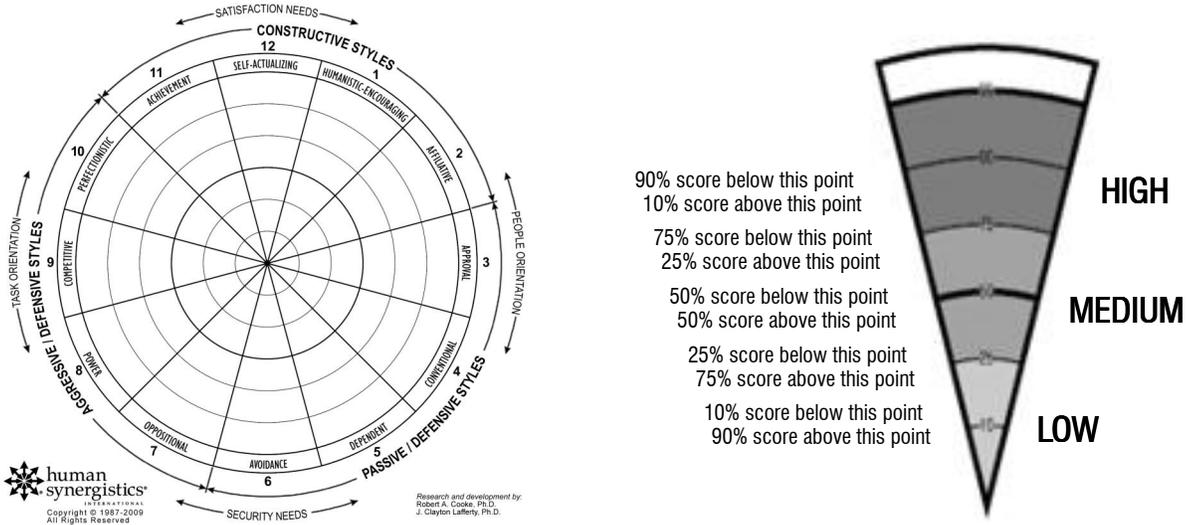
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IDEAL CULTURE

The OCI® can be used to assess both an organization's **current operating culture** in terms of the behaviors and personal styles that are *expected* (i.e., behavioral norms) and its **ideal culture** in terms of the behaviors and personal styles that *should be expected* (i.e., espoused values). This section describes your organization's ideal culture based on the responses of members who completed the OCI-Ideal. The results are plotted on a circular diagram or circumplex, which is used to describe both ideal and current operating cultures.

The OCI Circumplex

The OCI measures twelve different cultural norms. Individual members' responses to the survey are aggregated to the organizational level and are plotted on a circular diagram referred to as a *circumplex* (shown below). Cultural norms that are located next to one another on the OCI Circumplex (e.g., Achievement and Self-Actualizing) are more closely related than cultural norms that are located further apart (e.g., Achievement and Conventional).

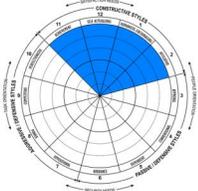


The OCI Circumplex allows you to compare your organization's scores along the twelve cultural norms to the scores of 921 subunits (e.g., departments and divisions of other organizations). When you record your unadjusted score (that is, the "raw" score, which can potentially range from 10 to 50) for each cultural norm on the circumplex, you convert the results for your organization to percentile scores that provide a more realistic picture of the culture (similar to when you evaluate your performance on a test, in part, by comparing how you ranked relative to everyone else who took the test). The bold center ring represents the 50th percentile. Scores falling below the 50th percentile are low relative to other organizations. Scores that fall above the 50th percentile are high relative to other organizations.

Both current and ideal OCI results are plotted on the same normed circumplex. This allows meaningful comparisons to be made between the two cultural profiles (and permits the computation of differences or gaps between current and ideal results for each of the twelve styles).

The Cultural Norms Measured by the OCI

The cultural norms are organized on the OCI Circumplex such that those toward the top reflect expectations for behaviors that are directed toward higher-order needs for growth and *satisfaction*; those toward the bottom reflect expectations for behaviors that focus on meeting lower-order needs for *security*. Cultural norms located on the right side of the circumplex reflect expectations regarding interactions with *people*; cultural norms located on the left reflect expectations regarding *task*-related behaviors. The distinctions between satisfaction and security and between people and task define the three clusters of cultural norms measured by the OCI: Constructive, Passive/Defensive, and Aggressive/Defensive.



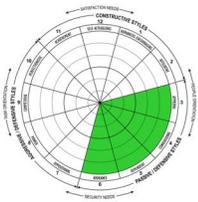
CONSTRUCTIVE CULTURAL NORMS (Promote Satisfaction Behaviors)

(11:00) **An Achievement culture** characterizes organizations that do things well and value members who set and accomplish their own goals. Members of these organizations establish challenging but realistic goals, develop plans to reach these goals, and pursue them with enthusiasm. Achievement organizations are effective; problems are solved appropriately, clients and customers are served well, and the orientation of members (as well as the organization itself) is healthy.

(12:00) **A Self-Actualizing culture** characterizes organizations that value creativity, quality over quantity, and both task accomplishment and individual growth. Members of these organizations are encouraged to gain enjoyment from their work, develop themselves, and take on new and interesting activities. While Self-Actualizing organizations can be somewhat difficult to understand and control, they tend to be innovative, offer high-quality products and/or services, and attract and develop outstanding employees.

(1:00) **A Humanistic-Encouraging culture** characterizes organizations that are managed in a participative and person-centered way. Members are expected to be supportive, constructive, and open to influence in their dealings with one another. A Humanistic-Encouraging culture leads to effective organizational performance by providing for the growth and active involvement of members who, in turn, report high satisfaction with and commitment to the organization.

(2:00) **An Affiliative culture** characterizes organizations that place a high priority on constructive interpersonal relationships. Members are expected to be friendly, open, and sensitive to the satisfaction of their work group. An Affiliative culture can enhance organizational performance by promoting open communication, cooperation, and the effective coordination of activities. Members are loyal to their work groups and feel they "fit in" comfortably.



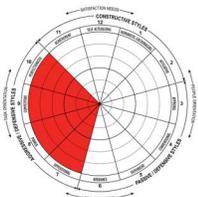
PASSIVE/DEFENSIVE CULTURAL NORMS
(Promote People/Security Behaviors)

(3:00) **An Approval culture** describes organizations in which conflicts are avoided and interpersonal relationships are pleasant—at least superficially. Members feel that they must agree with, gain the approval of, and be liked by others. Though possibly benign, this type of work environment can limit organizational effectiveness by minimizing constructive differing and the expression of ideas and opinions.

(4:00) **A Conventional culture** is descriptive of organizations that are conservative, traditional, and bureaucratically controlled. Members are expected to conform, follow the rules, and make a good impression. Too Conventional a culture can interfere with effectiveness by suppressing innovation and preventing the organization from adapting to changes in its environment.

(5:00) **A Dependent culture** is descriptive of organizations that are hierarchically controlled and non-participative. Centralized decision making in such organizations leads members to do only what they're told and to clear all decisions with superiors. Poor performance results from the lack of individual initiative, spontaneity, flexibility, and timely decision making.

(6:00) **An Avoidance culture** characterizes organizations that fail to reward success but nevertheless punish mistakes. This negative reward system leads members to shift responsibilities to others and to avoid any possibility of being blamed for problems or errors. The survival of this type of organization is in question since members are unwilling to make decisions, take action, or accept risks.



AGGRESSIVE/DEFENSIVE CULTURAL NORMS
(Promote Task/Security Behaviors)

(7:00) **An Oppositional culture** describes organizations in which confrontation prevails and negativism is rewarded. Members gain status and influence by being critical, opposing the ideas of others, and making safe (but ineffectual) decisions. While some questioning is functional, a highly Oppositional culture can lead to unnecessary conflict, poor group problem solving, and "watered-down" solutions to problems.

(8:00) **A Power culture** is descriptive of non-participative organizations structured on the basis of the authority inherent in members' positions. Members believe they will be rewarded for taking charge and controlling subordinates (and being responsive to the demands of superiors). Power-oriented organizations are less effective than their members might think; subordinates resist this type of control, hold back information, and reduce their contributions to the minimal acceptable level.

(9:00) **A Competitive culture** is one in which winning is valued and members are rewarded for out-performing one another. People in such organizations operate in a "win-lose" framework and believe they must work against (rather than with) their peers to be noticed. An overly Competitive culture can inhibit effectiveness by reducing cooperation and promoting unrealistic standards of performance (either too high or too low).

(10:00) **A Perfectionistic culture** characterizes organizations in which perfectionism, persistence, and hard work are valued. Members feel they must avoid all mistakes, keep track of everything, and work long hours to attain narrowly defined objectives. While some amount of this orientation might be useful, too much emphasis on perfectionism can lead members to lose sight of the goal, get lost in details, and develop symptoms of strain.

Your Organization's Ideal Culture

The following pages describe your organization's ideal culture based on the responses of all members who completed the OCI-Ideal. The ideal profile is your organization's cultural benchmark. It describes the behaviors that ideally *should be* expected and encouraged within your organization to maximize its effectiveness. The results are presented on the circumplex as well as in tables. Information on how to interpret the results is provided below.

Direction of the Ideal Culture

The OCI Circumplex allows you to compare the percentile scores for each of the twelve styles in the ideal profile. When reading an OCI profile, you want to look for the "spikes," or those cultural styles that are most extended from the center of the circumplex. In the case of the ideal profile, these are the styles that describe how members within your organization *should be* expected and encouraged to think and behave (i.e., the *direction* of the ideal culture).

The most extended cultural style in the ideal profile is called the *primary style*. This style describes the way in which members should predominantly be encouraged to think and behave. Thus, in your organization's ideal profile, the **Humanistic-Encouraging** style is the primary style. The second most extended cultural style is called the *secondary style*. This style typically should work with the primary style or be expected when the behaviors associated with the primary style cannot be enacted. In the ideal profile, **Self-Actualizing** is the secondary style. In ideal culture profiles, the primary and secondary styles are usually both in the Constructive cluster; subsequently, the Constructive cluster is the one that best describes the ideal culture of most organizations. In your organization's ideal profile, the primary style is in the **Constructive** cluster and the secondary style is in the **Constructive** cluster. Overall, the strongest cluster in the ideal profile is the **Constructive** cluster.

Intensity of the Ideal Culture

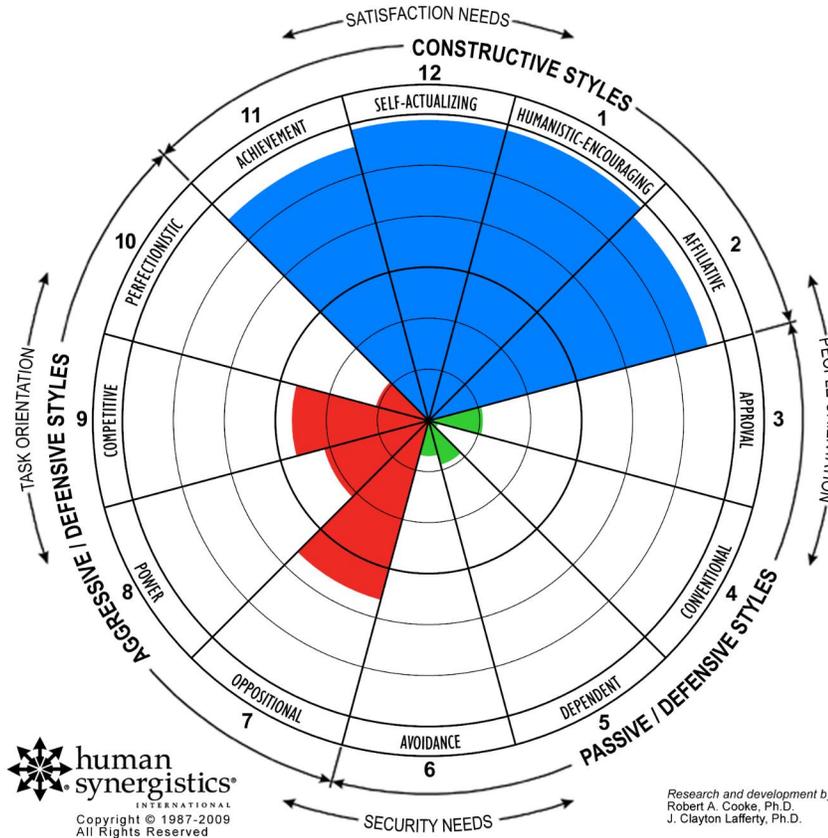
The corresponding table summarizes both your organization's ideal percentile scores and its unadjusted (or "raw") ideal mean scores for each of the twelve cultural styles. In addition, the table presents the standard deviations of the responses around the raw scores. The standard deviations are important because they provide an indication of the *intensity* or the amount of agreement among those who described the extent to which particular styles should be predominant within your organization.

The *lower* the standard deviation, the greater the intensity of the ideal culture and agreement among those who described it. Conversely, the *higher* the standard deviation, the lower the intensity and agreement among those who described the ideal culture. The interpretive comments regarding intensity (e.g., high, moderate, low) are based on comparisons to the distribution of standard deviations from over 900 other organizational units in which the OCI was administered. Overall, the standard deviations for your organization's ideal profile indicate that the ideal culture has **High** intensity.

Interpreting Your Organization's Ideal Culture

In interpreting the ideal culture of your organization, it is useful to consider both direction and intensity. Direction tells you what should (and should not) be expected; intensity tells you the extent to which these values are widely shared.

Ideal Culture
All Respondents
N=30



Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is
Humanistic-Encouraging

Secondary Style is
Self-Actualizing

Ideally, people should be expected to:

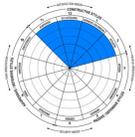
- help others to grow and develop
- resolve conflicts constructively
- be a good listener

Ideally, people should be expected to:

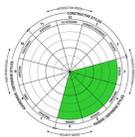
- maintain their personal integrity
- communicate ideas
- enjoy their work

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

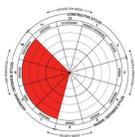
Ideal Culture
All Respondents
N=30



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)
Humanistic-Encouraging	98.00%	46.52	2.17	Very High
Affiliative	96.00%	44.77	3.47	Very High
Achievement	95.00%	41.87	3.45	High
Self-Actualizing	98.00%	42.00	3.57	High

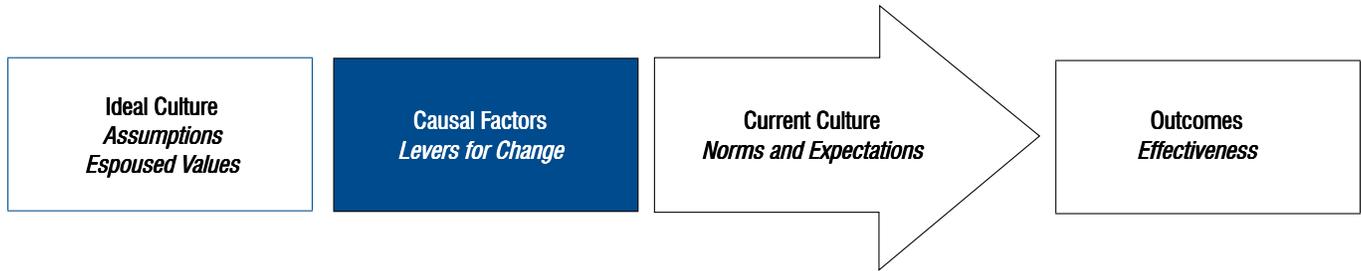


Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)
Approval	11.00%	22.87	4.83	High
Conventional	2.00%	19.80	4.66	High
Dependent	9.00%	25.17	4.69	High
Avoidance	7.00%	15.47	5.24	Moderate



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)
Oppositional	66.00%	23.03	4.11	Moderate
Power	28.00%	22.20	5.29	High
Competitive	42.00%	21.20	5.73	Moderate
Perfectionistic	11.00%	24.57	4.10	High

Section 3: Causal Factors



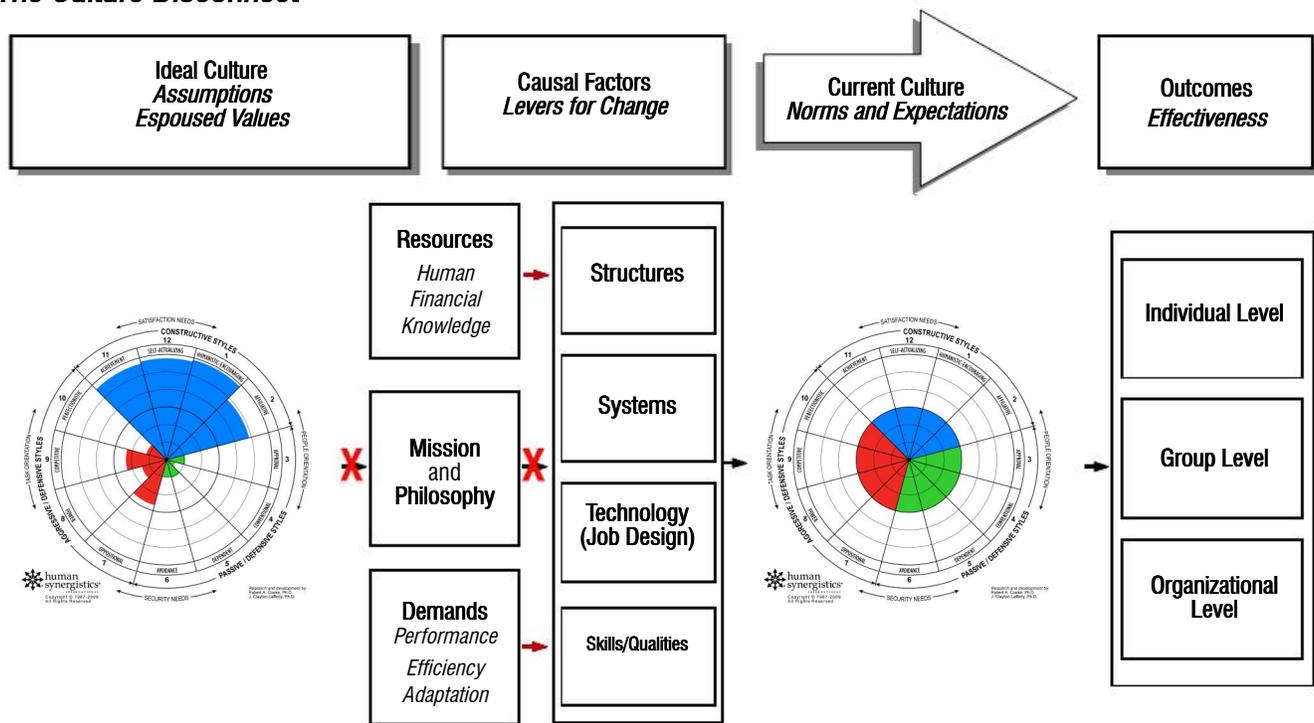
Causal Factors Assessed by the OEI	3-4
Summary of Results	3-5
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Mission and Philosophy	3-7
Structures	3-10
Systems	3-14
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CAUSAL FACTORS

The OEI assesses causal factors at the member/job, manager/unit, and organizational levels. These factors include the structures, systems, technologies, and skills/qualities that drive or shape the operating cultures of organizations and influence their effectiveness. When causal factors are in alignment with organizational values, the OCI® profile of the current operating culture (shown in Section 4) looks very similar to the ideal culture profile (shown in Section 2). However, when these factors are not aligned with organizational values, the current operating culture becomes disconnected from the ideal culture.

A "culture disconnect" between organizational values and behavioral norms often occurs when causal factors are influenced more by current resources (such as financial reserves, members' technical expertise, patents, and copyrights) and external demands (such as pressures for performance, efficiency, and adaptation) than by organizational values. When this happens, the description of how culture works is more accurately depicted by the model shown below than it is by the model shown in Section 1.

The Culture Disconnect



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Some examples of culture disconnects include the following:

- In response to slumping sales and a shortage of financial resources, the leaders of one organization decided to cut all of their training programs. Continuous improvement and employee development were key organizational values. However, because the leaders failed to consider these values when faced with internal challenges, they made decisions that moved their operating culture in a Passive/Defensive direction rather than a Constructive one.

- An organization experiencing unprecedented growth and the challenge of managing additional resources responded by establishing a more bureaucratic structure (centralized decision making, extensive rules and procedures, narrowly defined jobs) in an effort to maintain control. The leadership of this organization espoused that innovative thinking, responsiveness, and adaptability were critical factors to their success. Yet, the structure they established promoted an operating culture that was Conventional, Dependent, and Power-oriented.
- Another organization, faced with public demands for increased efficiency, offered early retirement packages that inadvertently appealed to the most marketable employees (and were least appealing to those who would have the most difficulty finding a comparable employment situation elsewhere). The values statement of this organization stressed the importance of quality, accountability, and being a leader of change. Yet, even when it became apparent that the organization was losing some of its best people, it continued to offer the retirement packages. Every time the packages were offered, the operating culture moved further in the direction of Conventional and Avoidance—and away from a culture that was consistent with the organization's values.

The information contained in this section will enable you to identify some of the factors that are currently driving your organization's operating culture—and will help you to pinpoint the causes of any culture disconnects that the organization may be experiencing. As you review the results, consider whether the causal factors are more consistent with the values and ideal culture described in Section 2 or whether they are more reflective of the resources currently available or the demands currently placed on your organization.

Causal Factors Assessed by the OEI

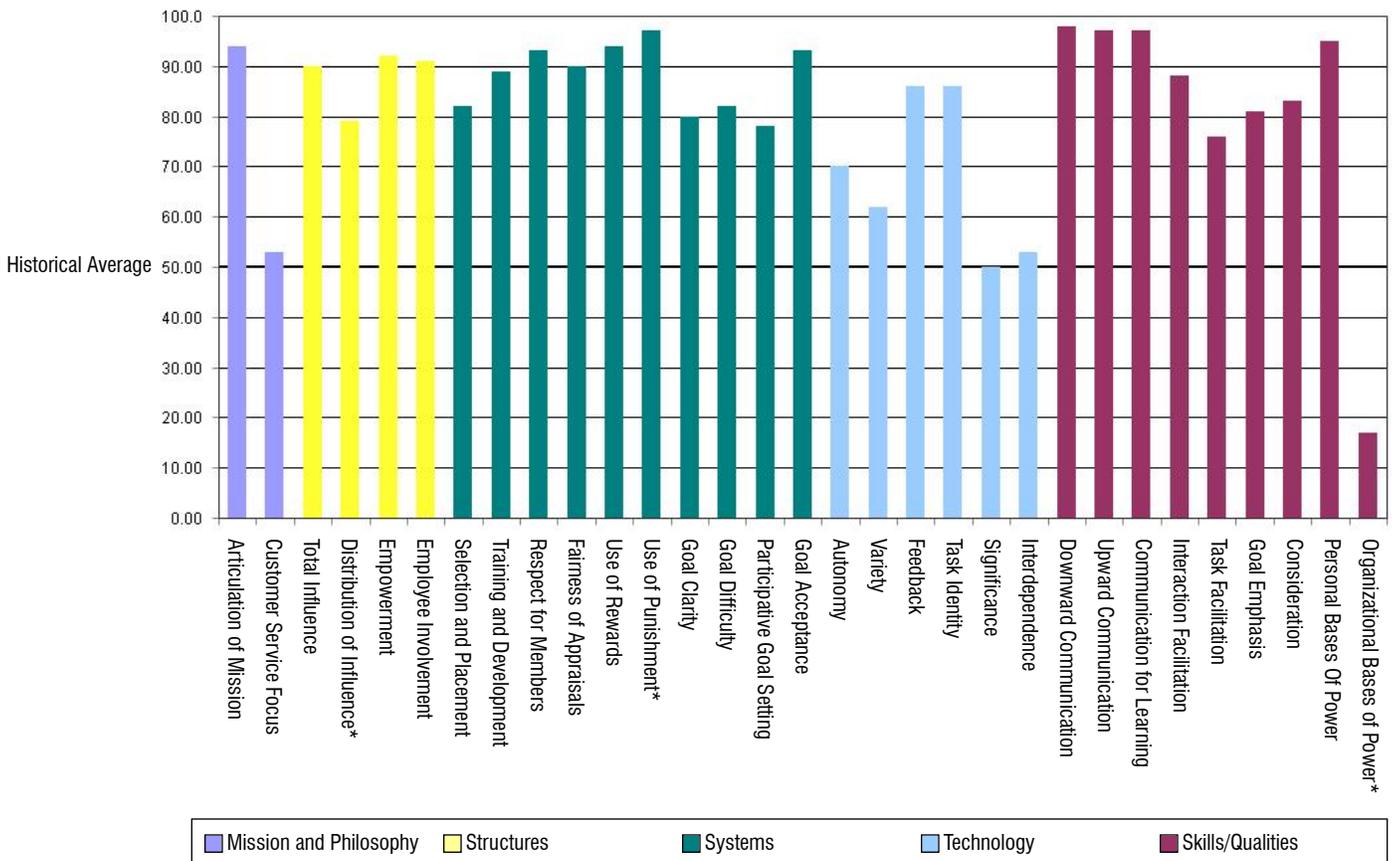
The OEI assesses 31 specific factors found to be causally related to culture. These causal factors are organized into 5 general categories:

- **Mission and Philosophy** focus on the extent to which the organization has successfully defined and communicated its identity and values to its members. The OEI examines mission and philosophy in terms of how clearly they are articulated and their focus with respect to customers.
- **Structures** refer to the ways in which people, roles, and activities are ordered and coupled to create organization. The OEI examines structures in terms of the extent to which they permit (or restrict) influence, empowerment, and employee involvement.
- **Systems** refer to the inter-related sets of procedures that an organization uses to support its core activities and to solve problems. The OEI examines aspects of your organization's human resource management, appraisal and reinforcement, and goal-setting systems.
- **Technology** refers to the methods used by the organization to transform inputs into outputs. The OEI examines the social aspects of technology in terms of various job design characteristics and the degree of interdependence among members.
- **Skills/Qualities** refer to the skills and qualities exhibited by organizational members— particularly those in leadership positions. The OEI examines skills and qualities in terms of communication, dimensions of leadership, and sources of power within your organization.

Summary of Results

A barchart summarizing your organization's results along all of the causal factors measured by the OEI is presented below. The chart shows the percentile scores for each of the causal factors (and therefore permits comparisons between the results of different causal factors). The percentile scores are based on the distribution of raw scores from a sample of 1084 organizational units. The 50th percentile (center bold line) is the median or Historical Average. Bars extending above the 50th percentile are desirable; bars extending below the 50th percentile are undesirable.

Summary Barchart of Causal Factors (Percentile Scores)



* In the barchart shown above, the scores for distribution of influence, use of punishment, and organizational bases of power were reversed so that higher percentile scores signify more desirable results.

Interpreting the Detailed Results

Your organization's detailed results for each of the causal factors are based on the average (mean) responses of all members who completed the OEI ("**all respondents**"). The results are presented in barcharts and tables and are compared to our Historical Averages and Constructive Benchmarks:

- **The Historical Averages** reflect the median of the responses of members from 1084 organizational units. In general, you'll want your organization to score better than average (where the direction of "better" is defined by the Constructive Benchmarks).
- **The Constructive Benchmarks** are based on the median OEI results of 172 organizational units identified by the OCI as having predominantly Constructive (healthy) operating cultures. Specifically, the operating cultures of these units were relatively strong in terms of the Constructive styles (at or above the 60th percentile) and relatively weak in terms of the Passive/Defensive and Aggressive/Defensive styles (below the 50th percentile).

Mission and Philosophy

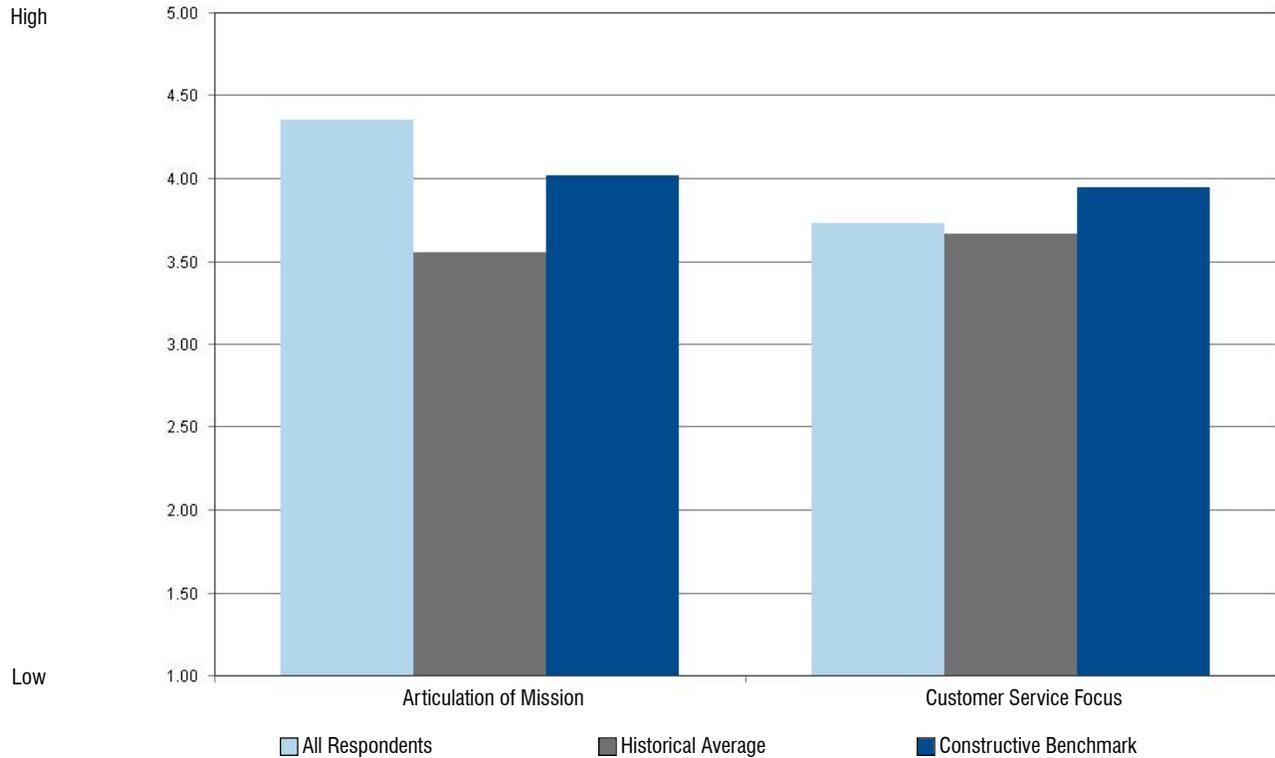
Mission and philosophy are the mechanisms by which organizations explicitly communicate their values to members. A clear and well-understood mission and philosophy statement is more likely to be used by organizational leaders and members than a statement that is unclear or not understood. While a clear and well-understood mission and philosophy are important to achieving alignment between the other causal factors and the ideal culture, they do not guarantee it. Rather, it is the extent to which organizational values are consistently used in making decisions (about structures, systems, technology, and skills/qualities) that determines whether causal factors will be aligned with values and whether the operating culture will reflect the ideal.

The OEI assessed your organization's mission and philosophy in terms of:

- **Articulation of mission:** The extent to which the organization's mission and philosophy are clearly defined, illustrated by members, communicated by management, and understood by employees.
- **Customer service focus:** The extent to which members understand they are responsible for identifying and satisfying the needs of customers/clients.

Overall, your organization's mission and philosophy results (when averaged together) are better than the Historical Averages and are better than the Constructive Benchmarks for these measures. Detailed results are shown on the next page.

Mission and Philosophy



	All Respondents	Historical Average	Constructive Benchmark
Articulation of Mission	4.35	3.55	4.01
Widely-shared philosophy provides employees an understanding	4.32	3.41	3.92
Objectives and priorities are clear and understood by members	4.29	3.80	4.33
Members' actions illustrate the organization's philosophy and priorities	4.21	3.80	4.10
People have a clear understanding of the organization's mission	4.27	3.67	4.09
Ceremonies are held to celebrate outstanding work	4.67	3.25	3.76
Customer Service Focus	3.73	3.67	3.94
You are encouraged to emphasize the perspective and needs of customers	4.44	4.13	4.39
The organization responds effectively to changing needs of clients	3.76	3.53	3.80
You are relied on to provide information about customers' needs	3.45	3.20	3.45
Your organization relies on you to help win customers and generate sales	2.63	3.05	3.27
Your department is responsible for client satisfaction	4.38	4.40	4.52

Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.

For Articulation of Mission, item and scale scores can range from 1 ("disagree") to 5 ("agree"). For Customer Service Focus, item and scale scores can range from 1 ("not at all") to 5 ("to a very great extent").

Implications for Culture and Effectiveness

The Constructive Benchmarks indicate that mission and philosophy are in alignment with Constructive values and ideal cultures when they are clearly articulated and successfully instill in members an orientation toward customer service. Thus, the *higher* your organization's scores along the mission and philosophy measures, the greater the alignment with a Constructive ideal culture.

High scores along the mission and philosophy measures are associated with:

- high intensity cultures (i.e., high agreement among members regarding what is valued and expected);
- collaborative efforts to reach organizational goals; and
- long-term organizational effectiveness.

In contrast, *low* scores along the mission and philosophy measures indicate that the organization and its leaders need to:

- more clearly define and articulate the vision, mission, and values of the organization;
- expend greater effort to reward and reinforce behaviors that are consistent with those values; and
- establish mechanisms that enable people throughout the organization to constructively change and improve the system.

Structures

The OEI assessed your organization's structures in terms of the extent to which they promote or inhibit influence, empowerment, and employee involvement. More specifically, the OEI measured:

- **Total influence:** The average amount of influence exercised by members across all organizational levels.
- **Distribution of influence:** The differences in the amounts of influence exercised by members at different organizational levels.
- **Empowerment:** The extent to which people are given the authority, resources, experience, and opportunity to perform their tasks autonomously.
- **Employee involvement:** The extent to which people at all levels actively participate in shaping the organization and in helping it to achieve its mission.

Overall, your organization's results along the structure measures are better than the Historical Averages and are better than the Constructive Benchmarks. Detailed results for the structure measures are provided on the following pages.

Implications for Culture and Effectiveness

The Constructive Benchmarks indicate that structures are in alignment with Constructive values and ideal cultures when they enhance the influence of members at all levels, emphasize empowerment, and promote employee involvement. Thus, the *higher* your organization's scores along total influence, empowerment, and employee involvement (and the *lower* its score along distribution of influence), the greater the alignment between its structures and a Constructive ideal culture.

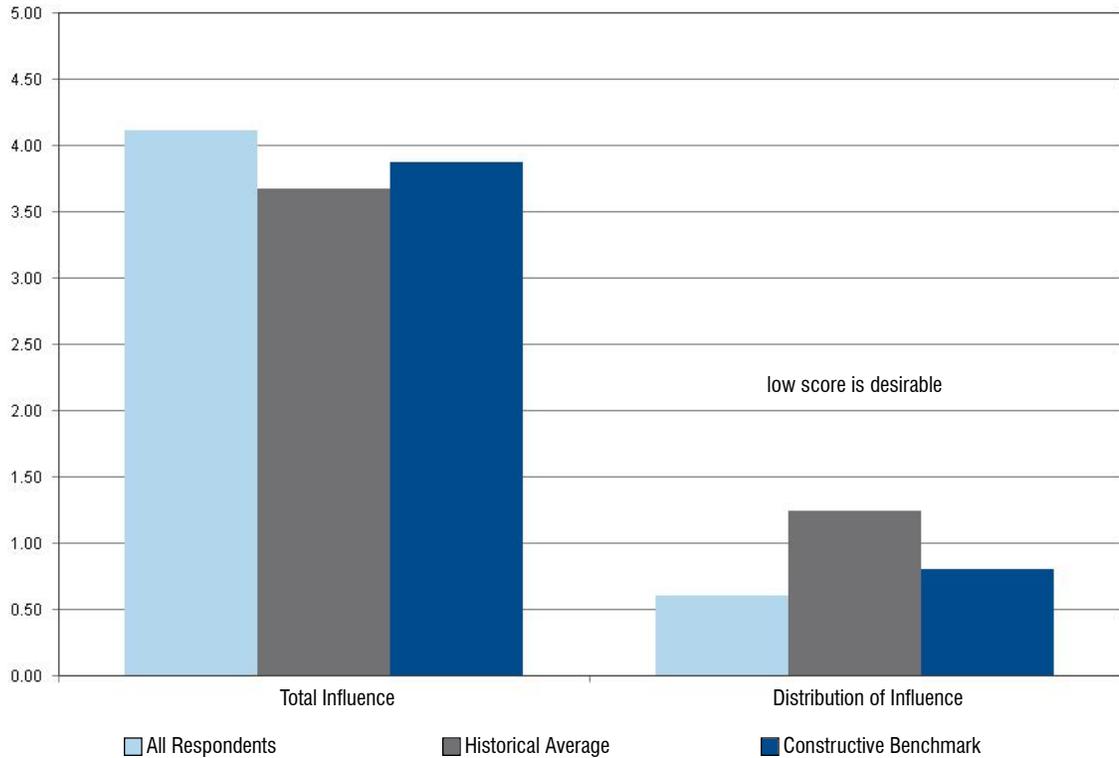
In general, *high scores* for total influence, empowerment, and employee involvement (and *low* scores for distribution of influence) have been shown to be associated with:

- the ability of people at all levels to effect changes and improvements and
- high levels of profitability, quality of products and services, and innovativeness.

Low scores for total influence, empowerment, and employee involvement (and *high* scores for distribution of influence) indicate the need for:

- organizational re-design (to modify a hierarchical and possibly bureaucratic structure);
- managerial training in empowerment and use of positive (personal) bases of power; and
- the sharing of relevant information throughout the organization.

Influence

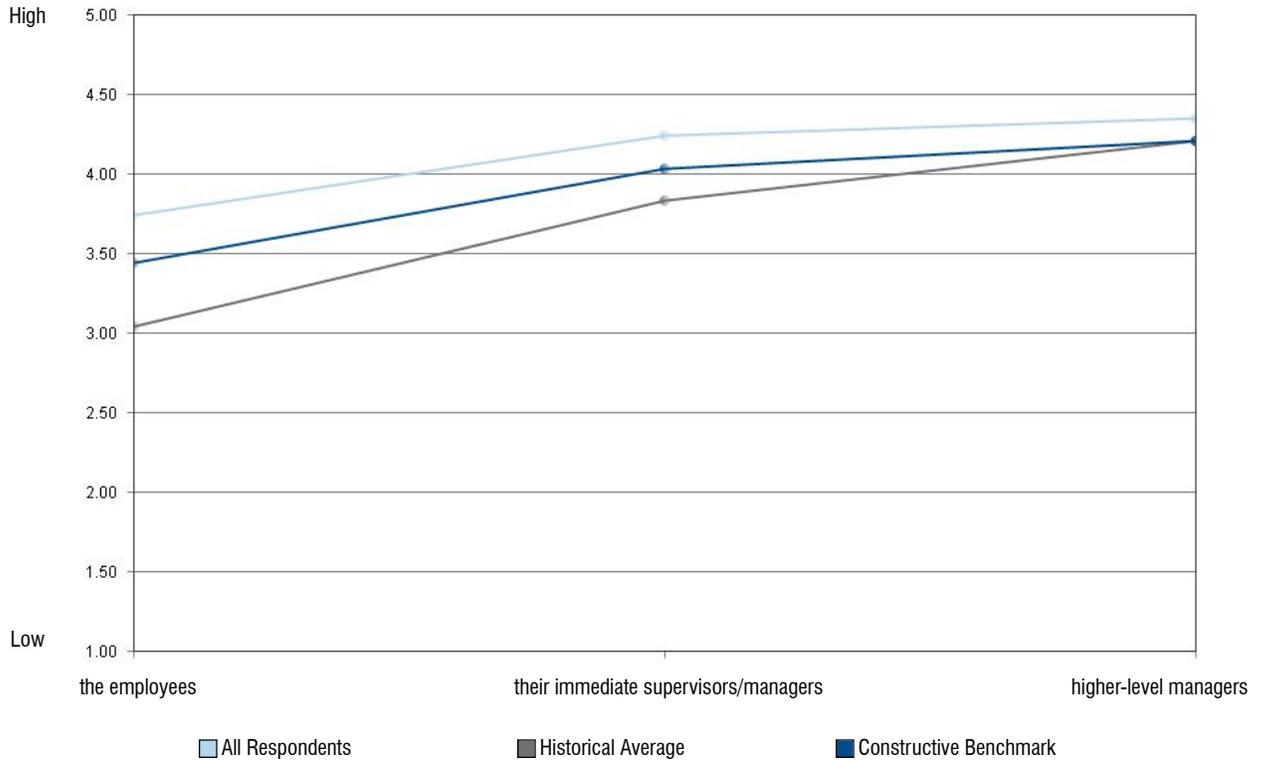


	All Respondents	Historical Average	Constructive Benchmark
Total Influence	4.11	3.67	3.87
Distribution of Influence	0.60	1.24	0.80
the employees	3.74	3.04	3.45
their immediate supervisors/managers	4.24	3.83	4.04
higher-level managers	4.35	4.21	4.21

Scale scores are in boldface and are shaded.

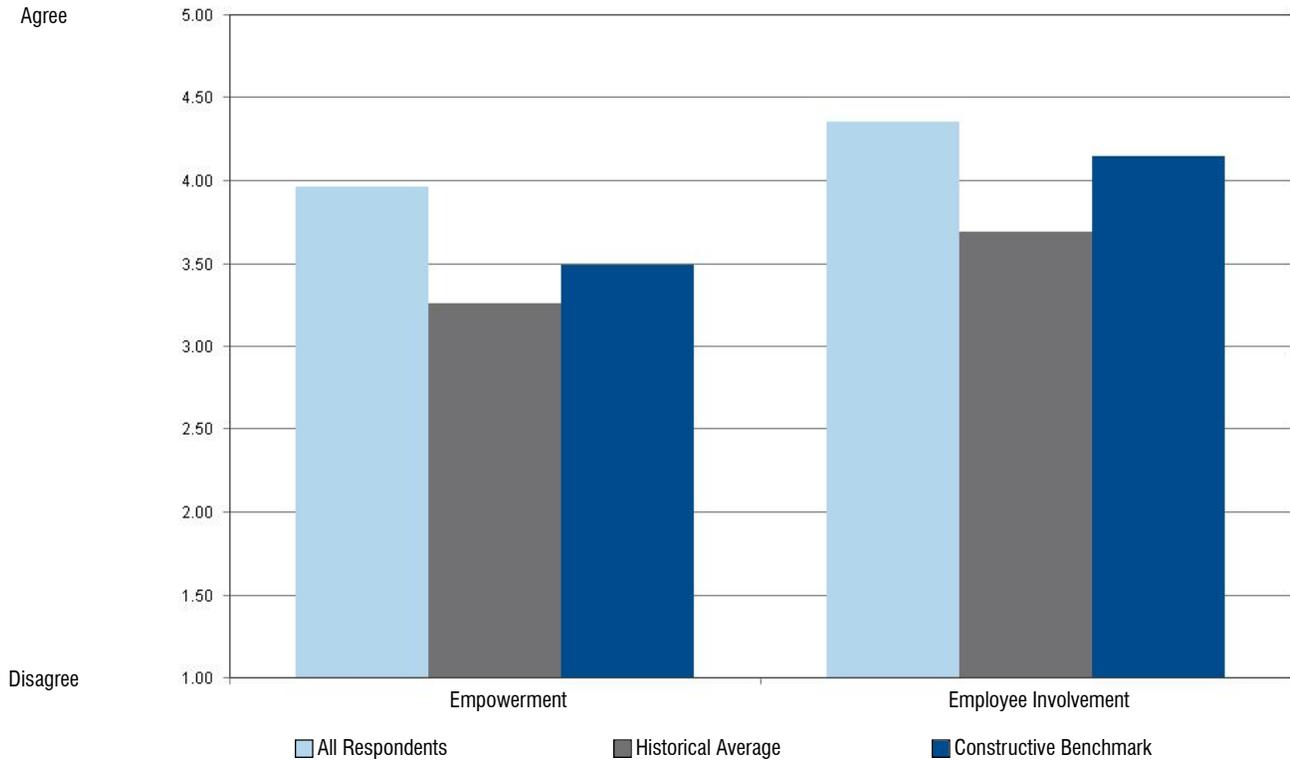
Scores reflecting the influence of members at different organizational levels are listed below the scale scores. For the Total Influence scale and the items, scores can range from 1 (“no influence at all”) to 5 (“very great influence”). For the Distribution of Influence scale, scores are based on the difference between the influence of *higher-level managers* versus the *employees* (i.e., the influence of higher-level managers minus the influence of employees).

Control Graph (Distribution of Influence)



Note. The control graph shows the mean influence scores for "employees" (non-managers), "their immediate supervisors/managers" (first-line managers), and "higher-level managers" (people at the top) as compared to our Historical Averages and Constructive benchmarks. The steeper the slope of the line between employees and higher-level managers, the more hierarchical and centralized the distribution of influence. Conversely, the flatter the slope of the line between employees and higher-level managers, the less hierarchical and more decentralized the organization in terms of influence.

Empowerment and Employee Involvement



	All Respondents	Historical Average	Constructive Benchmark
Empowerment	3.96	3.26	3.49
I have the authority and influence needed to carry out my responsibilities	4.46	4.02	4.24
*I am expected to do things without the necessary resources	1.73	2.78	2.40
When asked to do something new, I am provided with time to practice	3.73	3.04	3.35
I am asked to perform only those tasks for which I am qualified	3.38	2.78	2.90
Employee Involvement	4.35	3.69	4.15
*There's little chance of getting anything done about one's ideas	1.79	2.44	1.93
Management is interested in employees' suggestions	4.51	3.71	4.20
Employees are actively involved in improving the organization	4.35	3.70	4.21

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Systems

The OEI assessed three types of systems: human resource management, appraisal and reinforcement, and goal setting.

Human Resource Management

Your organization's human resource management systems were examined in terms of the extent to which they maximize the performance and development of employees, and do so in a fair and equitable manner. Specifically, the OEI measured:

- **Selection and placement:** The extent to which procedures for matching people with jobs are rational and objective (rather than political and subjective).
- **Training and development:** The extent to which employees, both new and existing, are provided with the type of orientation and training that promotes their personal development as well as their contributions to the organization.
- **Respect for members:** The extent to which people are treated in a fair and just manner both in general and with respect to developmental opportunities.

Overall, your organization's results along the human resource management measures are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding these results are provided on p. 3-16.

Appraisal and Reinforcement

The OEI examined the extent to which your organization's appraisal and reinforcement systems monitor and reinforce employee performance in a fair and positive way. Specific measures included:

- **Fairness of appraisals:** The likelihood that evaluations will be based on performance and objective criteria rather than personal or subjective factors.
- **Use of rewards:** The likelihood that good performance will be noticed and reinforced in positive ways (i.e., "positive reinforcement").
- **Use of punishment:** The likelihood that mistakes will be accentuated and punished rather than analyzed and corrected (i.e., "management-by-exception").

Overall, your organization's appraisal and reinforcement results are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding the appraisal and reinforcement results are provided on p. 3-17.

Goal Setting

Your organization's goal-setting systems were assessed in terms of the extent to which members' goals are designed to be positive and motivating. Specifically, the OEI examined:

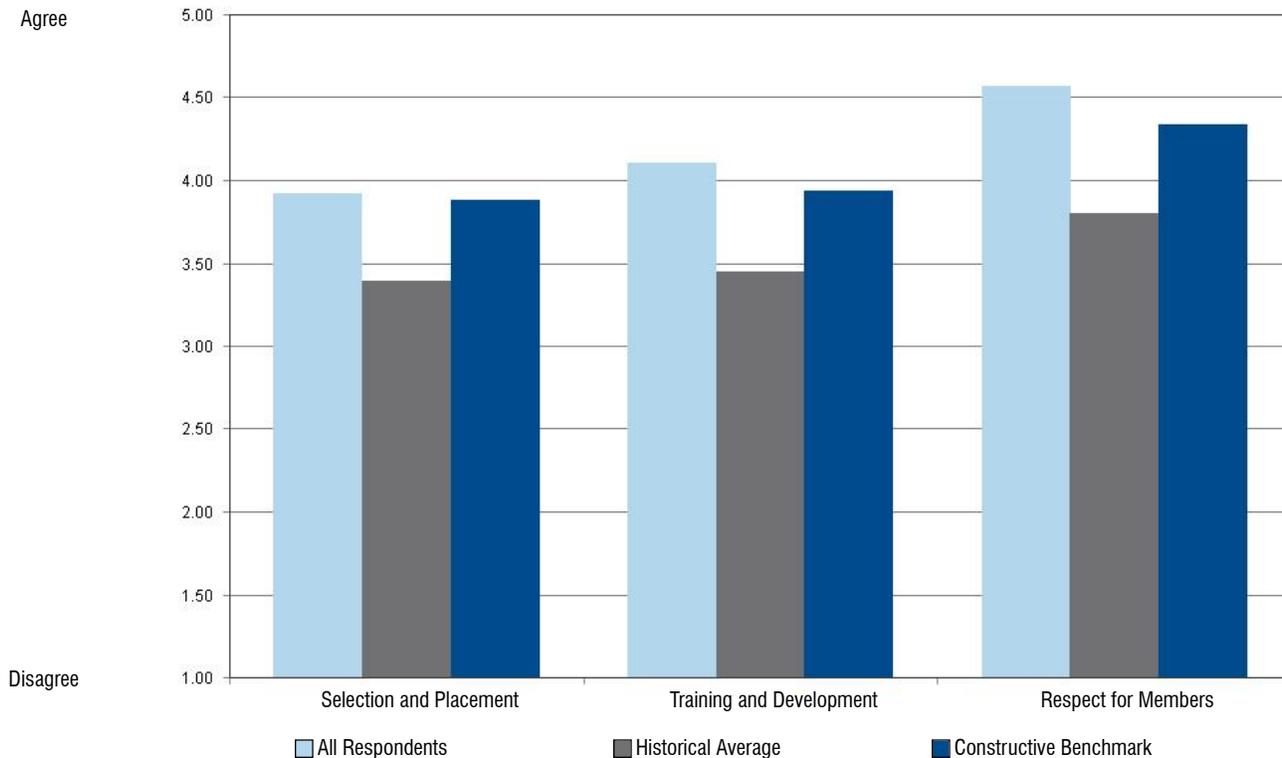
- **Goal clarity:** The extent to which goals are "clear and specific" rather than somewhat clear or

ambiguous.

- **Goal challenge:** The extent to which goals are "fairly challenging" rather than too easy or too difficult.
- **Participative goal setting:** The extent to which goals are "jointly set by members and their superiors" rather than set unilaterally by either party.
- **Goal acceptance:** The extent to which goals are "fully accepted" rather than only generally or marginally accepted by members.

Overall, your organization's results with respect to goal setting are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding the goal-setting results are provided on p. 3-18.

Human Resource Management

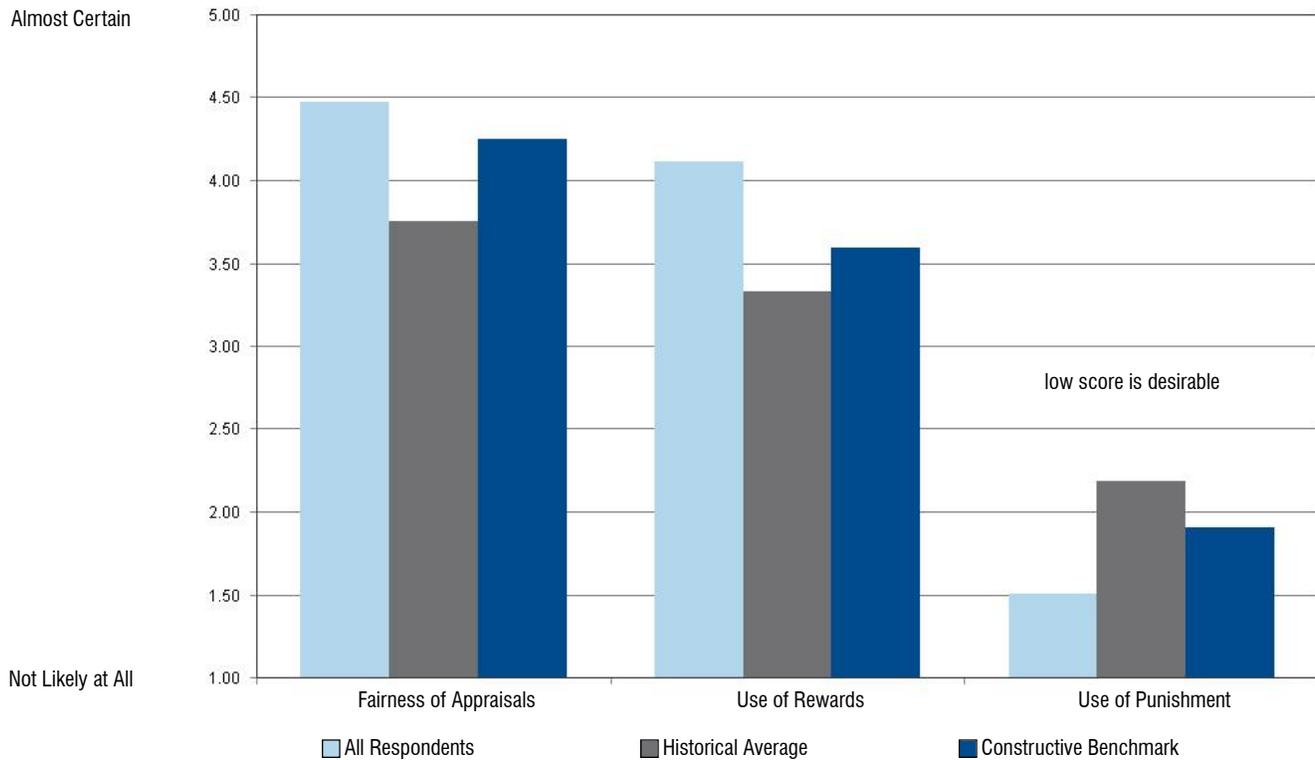


	All Respondents	Historical Average	Constructive Benchmark
Selection and Placement	3.92	3.39	3.88
When a position needs to be filled, the best person gets it	3.78	3.11	3.60
Careful to hire people who will be comfortable with the job	3.92	3.59	4.03
There is a good match between job requirements and people's skills	4.05	3.55	4.00
Training and Development	4.10	3.45	3.93
*Organization shows little interest in growth of its people	1.38	2.21	1.68
Opportunities for training are fair and equitable	4.22	3.50	4.01
When people do not perform well, action is taken to help them	3.79	3.18	3.63
People receive the orientation and training they need	3.78	3.25	3.74
Respect for Members	4.56	3.80	4.33
Members are treated with respect and dignity	4.58	3.68	4.34
Decisions are made in a way that respects members' rights	4.36	3.52	4.00
People are treated well – regardless of ethnicity, sex, or age	4.76	4.11	4.63

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Appraisal and Reinforcement

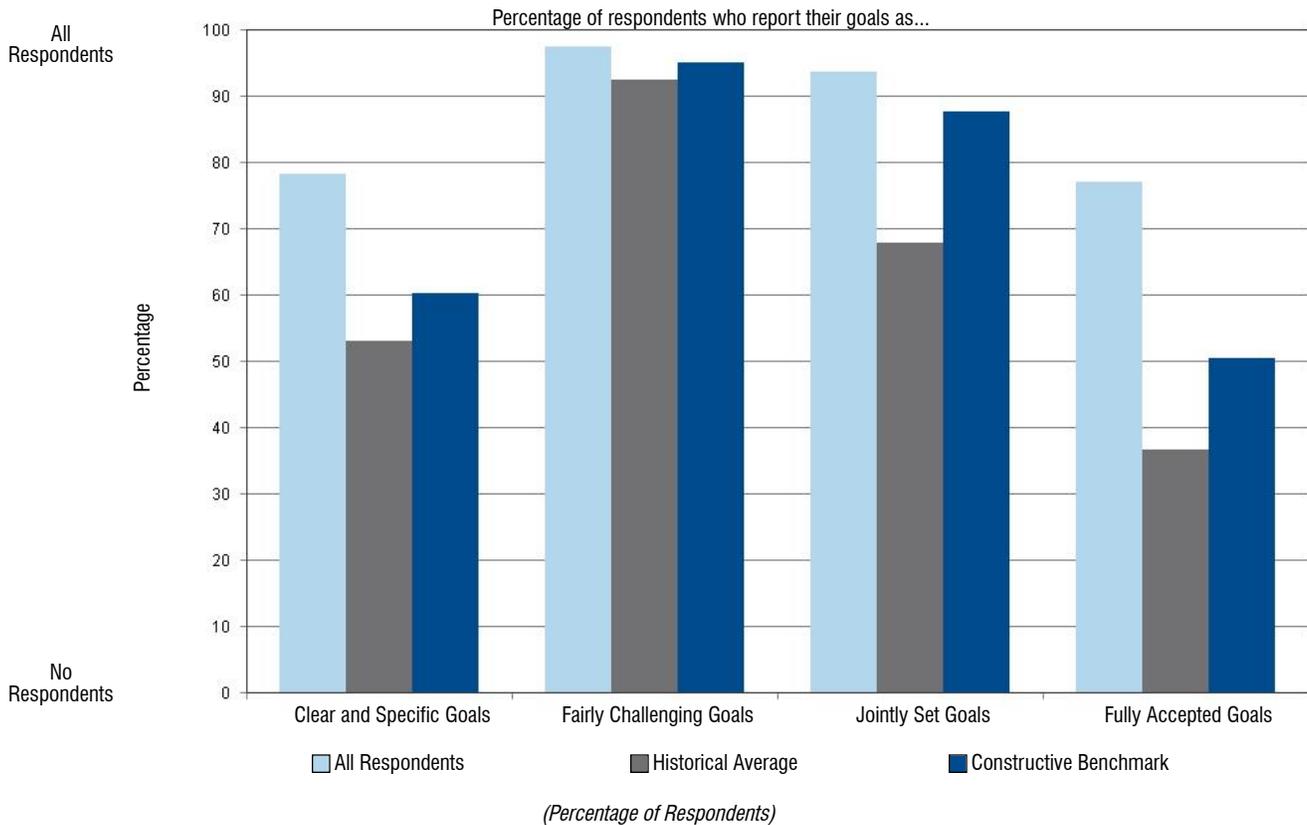


	All Respondents	Historical Average	Constructive Benchmark
Fairness of Appraisals	4.47	3.75	4.25
...will be based on performance rather than on favoritism	4.31	3.62	4.20
...will be evaluated fairly (without regard to race, sex, or age.)	4.64	4.08	4.50
...will be based on real measures of performance	4.47	3.67	4.10
Use of Rewards	4.11	3.33	3.59
...your supervisor(s) will notice your good work	4.38	3.64	4.01
*...nothing will happen	1.68	2.57	2.20
...you will be praised	4.24	3.21	3.61
...you will get a bigger raise or bonus	3.50	2.20	2.60
Use of Punishment	1.51	2.19	1.91
...you will be punished in some other way	1.40	1.89	1.62
*...your supervisor(s) will help you to correct the problem	4.33	3.63	4.00
... you will be given less desirable tasks to do	1.42	2.01	1.73
... your supervisor(s) will openly criticize you	1.54	2.67	2.41

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("not likely at all") to 5 ("almost certain").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Goal Setting



	All Respondents	Historical Average	Constructive Benchmark
Goal Clarity	78.21	53.03	60.15
<i>Clear Goals</i>	<i>78.21</i>	<i>53.03</i>	<i>60.15</i>
Moderately Clear Goals	20.51	41.53	40.13
Unclear Goals	1.28	5.50	3.46
Goal Difficulty	97.44	92.44	94.93
Difficult Goals	0.00	0.21	3.67
<i>Fairly Challenging Goals</i>	<i>97.44</i>	<i>92.44</i>	<i>94.93</i>
Easy Goals	2.56	5.05	4.31
Participative Goal Setting	93.59	67.87	87.50
Set by Supervisor	0.00	22.22	6.66
<i>Set Jointly</i>	<i>93.59</i>	<i>67.87</i>	<i>87.50</i>
Set by You	6.41	6.00	5.44
Goal Acceptance	76.92	36.67	50.47
<i>Fully Accepted</i>	<i>76.92</i>	<i>36.67</i>	<i>50.47</i>
Generally Accepted	23.08	60.00	50.31
Marginally Accepted	0.00	5.15	2.75

Numbers in *italics* refer to the percentage of respondents who endorsed the desired response options.

Implications for Culture and Effectiveness

The Constructive Benchmarks indicate that systems that maximize employees' motivation, participation, and development—and do so in a fair and positive manner—are in alignment with Constructive values and ideal cultures. Thus, high scores along selection and placement, training and development, respect for members, fairness of appraisals and use of rewards (and low scores along use of punishment) would indicate that your organization's human resource management and appraisal and reinforcement systems are in alignment with a Constructive ideal culture. Similarly, a high percentage of employees reporting that goals are clear, fairly challenging, jointly set, and fully accepted would indicate alignment between your organization's goal-setting systems and a Constructive ideal culture.

In general, *high scores* along the human resource management, fairness of appraisals, use of rewards, and goal-setting measures (and a *low score* along the use of punishment) are associated with:

- strong Constructive operating cultures;
- mutual respect and confidence among members;
- minimal fear and apprehension;
- strong commitment to the organization;
- high levels of individual motivation and productivity; and
- effective organizational learning and performance.

Low scores along the human resource management measures indicate that the organization and its managers need to:

- review and evaluate personnel management systems;
- identify and modify any procedures that might appear to be subjective or arbitrary; and
- increase their investment in the training and professional development of employees.

Low scores on appraisal and reward (and *high scores* on punishment) indicate the need for:

- performance standards based on objective competencies and/or behaviors;
- supervisory and managerial training in performance appraisal and feedback; and
- monitoring systems that provide positive as well as negative feedback.

Low percentage scores along the goal-setting measures indicate the need to:

- integrate organizational goals with individual objectives;
- increase the influence that employees have over their work-related goals; and
- establish goals that are clear and measurable.

Technology (Job Design)

The OEI examined your organization's technology in terms of the extent to which jobs are designed to enhance members' motivation, performance, and interdependence. Specific measures included:

- **Autonomy:** The degree to which jobs provide members with freedom and discretion with respect to scheduling and work procedures.
- **Skill variety:** The degree to which jobs involve different tasks that require members to use a wide range of skills and competencies.
- **Feedback (from the job):** The degree to which carrying out their jobs directly provides members with information about their performance.
- **Task identity:** The degree to which jobs enable members to carry out, from beginning to end, a complete and identifiable task.
- **Significance:** The degree to which jobs are viewed by members as having an important impact on other people (either inside or outside of the organization).
- **Interdependence:** The degree to which members must make decisions and cooperate with others in order to carry out their jobs.

Overall, your organization's results with respect to technology and job design are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding these results are provided on the next page.

Implications for Culture and Effectiveness

The Constructive Benchmarks indicate that the use of technologies that maximize employees' motivation, performance, and interdependence are in alignment with Constructive values and ideal cultures. Thus, the *higher* your organization's scores along the various technology measures, the greater the alignment between its technology and a Constructive ideal culture.

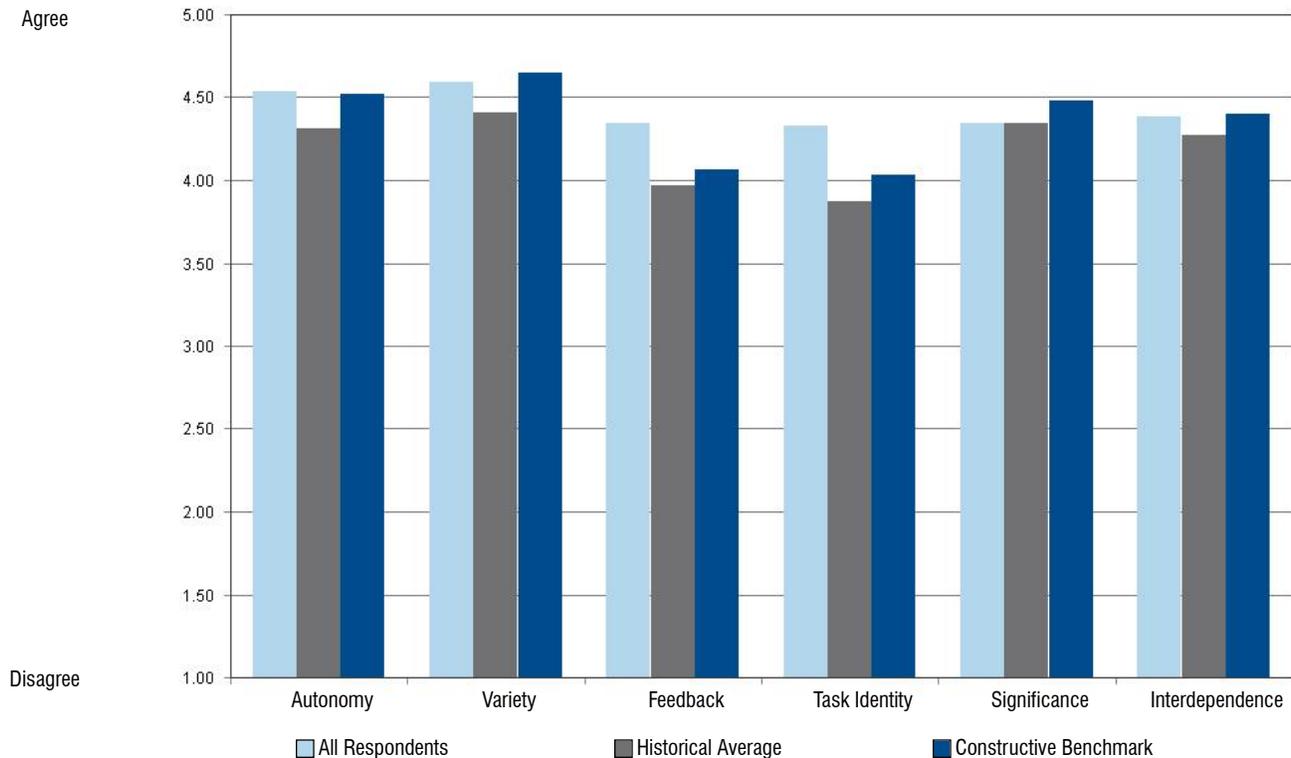
In general, *high* scores along *all* of the OEI technology measures increase the likelihood that:

- jobs are meaningful and highly motivating to employees;
- individual and organizational performance will be high; and
- turnover and dissatisfaction will be low.

On the other hand, *low* scores along any or all of the OEI technology measures indicate the need for:

- re-engineering;
- the creation of self-regulating or semi-autonomous work groups; or
- vertical loading (i.e., assigning supervisory responsibilities to line personnel).

Technology (Job Design)



	All Respondents	Historical Average	Constructive Benchmark
Autonomy	4.54	4.31	4.52
I am allowed to plan how my work is carried out	4.53	4.21	4.51
It is my responsibility to decide how my job gets done	4.55	4.41	4.60
Variety	4.59	4.41	4.65
I get to do a lot of different things on my job	4.53	4.40	4.70
My job requires that I use a variety of different skills	4.65	4.52	4.78
Feedback	4.35	3.97	4.07
*The design of my job makes it difficult to monitor my performance	1.71	2.11	1.88
Just doing the work required by my job provides feedback	4.35	3.86	4.04
I can see how well I'm doing even if no one tells me	4.40	4.33	4.31
Task Identity	4.32	3.87	4.03
*My job limits me to only a small fragment of some larger task	1.77	2.20	1.96
My job involves performing a complete service	4.31	4.00	4.06
My job allows me to do a "whole piece" of work	4.44	3.83	4.01
Significance	4.35	4.34	4.48
*Poor performance on my part would have little or no impact on others	1.18	1.42	1.25
A lot of people can be affected by how well I do my work	4.54	4.50	4.60
My job has a significant impact on the work/lives of others	3.68	4.00	4.26
Interdependence	4.38	4.27	4.40
*My job is basically a "one person show"	1.62	1.73	1.60

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Skills/Qualities

The OEI assessed skills and qualities in terms of communication, leadership, and sources of power.

Communication

The effectiveness with which ideas, opinions, attitudes, and information (about the organization, its environment, and members) are sent and received within your organization was examined by the OEI. Specific communication measures included:

- **Downward communication:** The effectiveness with which information about the organization (its policies, new strategies, changes in procedures) is sent to and received by employees.
- **Upward communication:** The effectiveness with which information is sent upward from employees to people in higher-level positions.
- **Communication for learning:** The degree to which communications reflect a systems orientation that includes consideration of the "big picture," interdependencies, and learning.

Overall, your organization's results along the communication measures are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding the communication results are provided on p. 3-24.

Supervisory/Managerial Leadership

The OEI examined the extent to which your organization's managers and supervisors exhibit an effective balance of people- and task-oriented leadership behaviors. Specific dimensions of leadership that were assessed include:

- **Interaction facilitation (people-oriented):** The extent to which managers encourage their direct reports to work as a team and be supportive and cooperative.
- **Task facilitation (task-oriented):** The extent to which managers facilitate the work of their direct reports by helping them to solve problems and implement better procedures.
- **Goal emphasis (task-oriented):** The extent to which managers establish and communicate norms and expectations for excellence.
- **Consideration (people-oriented):** The extent to which managers are personally supportive and considerate of their direct reports.

Overall, your organization's leadership results are better than the Historical Averages and are better than the Constructive Benchmarks for these measures. Details regarding the supervisory/management leadership results are provided on p. 3-25.

Supervisory/Managerial Sources of Power

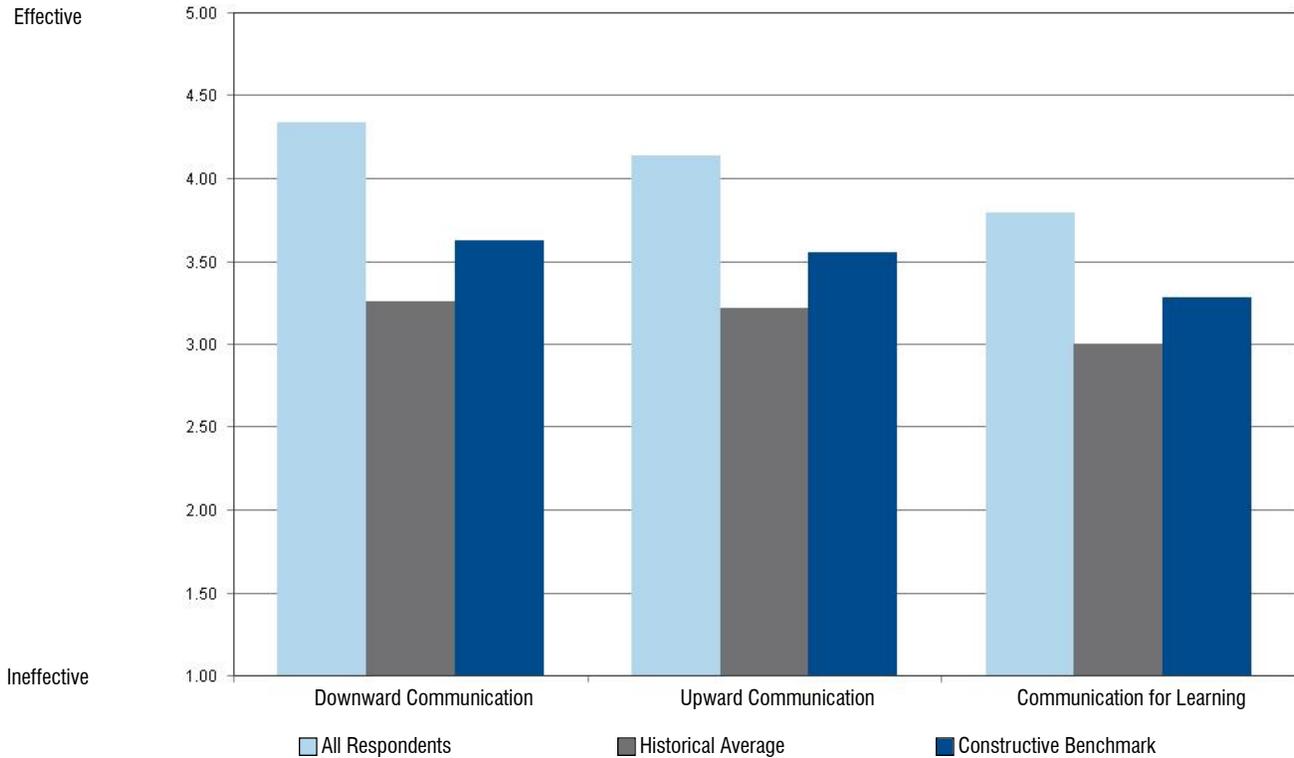
The OEI also examined the use of positive, neutral, and negative sources (bases) of power to identify why members within your organization do what their supervisors or managers want them to do.

The different bases of power measured by the OEI are combined into two basic categories:

- **Personal bases of power (positive):** The extent to which members are influenced due to their supervisors'/managers' technical expertise or competence (i.e., expert power); the respect that they have for their supervisors/managers (i.e., referent power); and their supervisors'/managers' willingness to be influenced by them (i.e., exchange power).
- **Organizational bases of power (neutral to negative):** The extent to which members are influenced because of their supervisors'/ managers' control over desirable extrinsic outcomes (i.e., reward power), formal position (i.e., legitimate power), and ability to punish those who fail to comply (i.e., coercive power).

Overall, your organization's results along the sources of power measures are better than the Historical Averages and are not as positive as the Constructive Benchmarks. Details regarding supervisory/managerial sources of power are provided on p. 3-26.

Communication



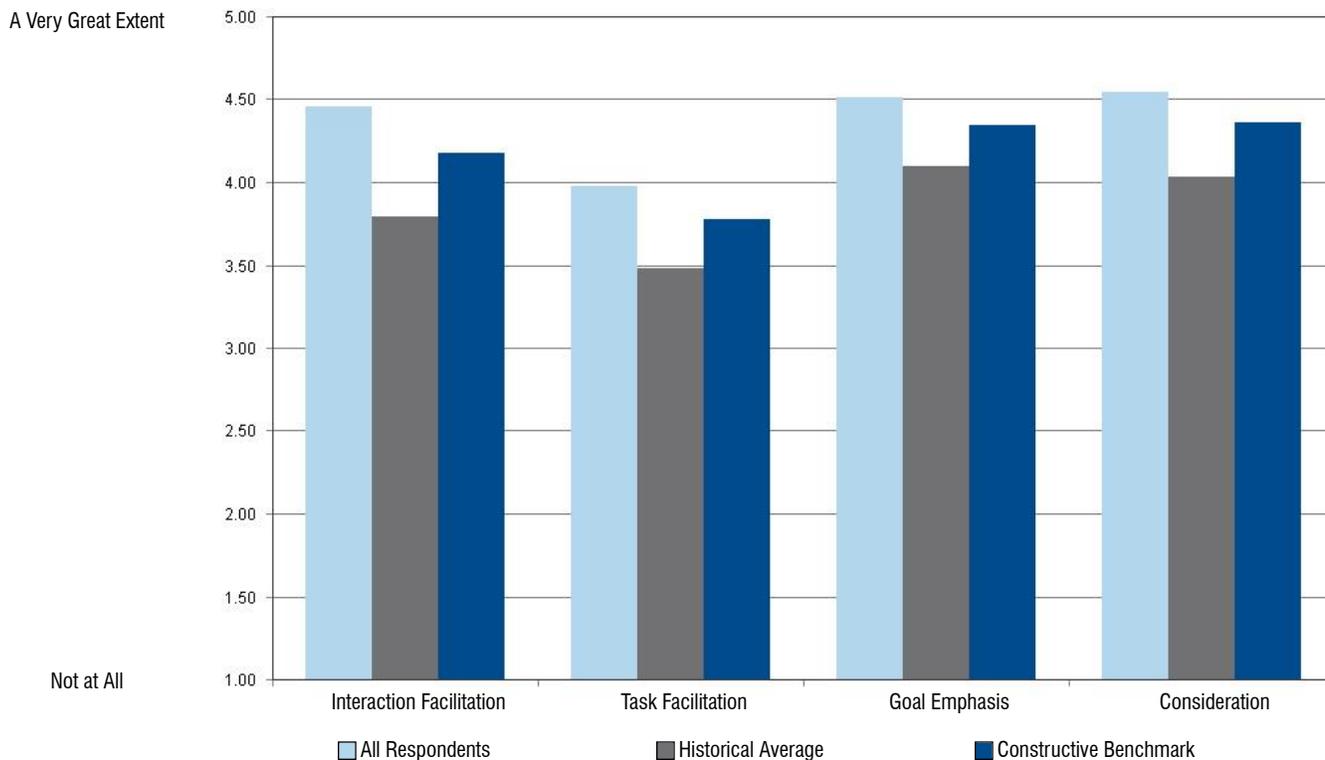
	All Respondents	Historical Average	Constructive Benchmark
Downward Communication	4.33	3.25	3.63
Credible (not Questionable)	4.68	3.75	4.22
Complete (not Sketchy)	4.60	3.39	3.81
Consistent and confirmatory (not Changing and confusing)	4.41	3.10	3.59
In-Depth (not Superficial)	4.05	3.21	3.55
Anticipated and understood (not Unexpected and surprising)	4.04	3.12	3.46
Straight from the source (not Through too many channels)	4.37	3.06	3.60
Timely (not Delayed)	4.64	3.42	3.80
Through formal channels (not Through the "grapevine")	4.36	3.24	3.63
Easily processed (not Information overload)	3.86	3.11	3.25
Upward Communication	4.14	3.22	3.55
Accepted (not Rejected)	4.31	3.29	3.65
Understood (not Misinterpreted)	4.32	3.35	3.73
Honest and complete (not Filtered and distorted)	4.36	3.34	3.67
Acted On (not Ignored)	3.97	3.17	3.50
Whatever needs to be said (not Only what they want to hear)	3.99	3.20	3.50
Provided voluntarily (not Provided only when demanded)	4.19	3.27	3.60
Forthright (not Censored)	4.17	3.12	3.50
Positive—suggestions (not Negative—complains)	3.95	3.06	3.34
How we can make things work (not "Why things won't work")	3.99	3.10	3.50
Communication for Learning	3.79	3.00	3.28
How do we learn from mistakes (not Who do we blame for mistakes)	4.46	3.38	3.95
Reflects a team perspective (not Reflects individual viewpoints)	3.99	3.11	3.41
Emphasizes the big picture (not Emphasizes micro-management)	4.46	3.47	3.76
Concerned with interdependencies (not Concerned with isolated jobs/tasks)	3.59	2.92	3.05
To promote discussion (not To communicate decisions)	2.90	2.50	2.71
Focused on the organization (not On units/departments)	3.37	2.70	2.88

Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.

Item and scale scores can range from 1 ("ineffective communication") to 5 ("effective communication").

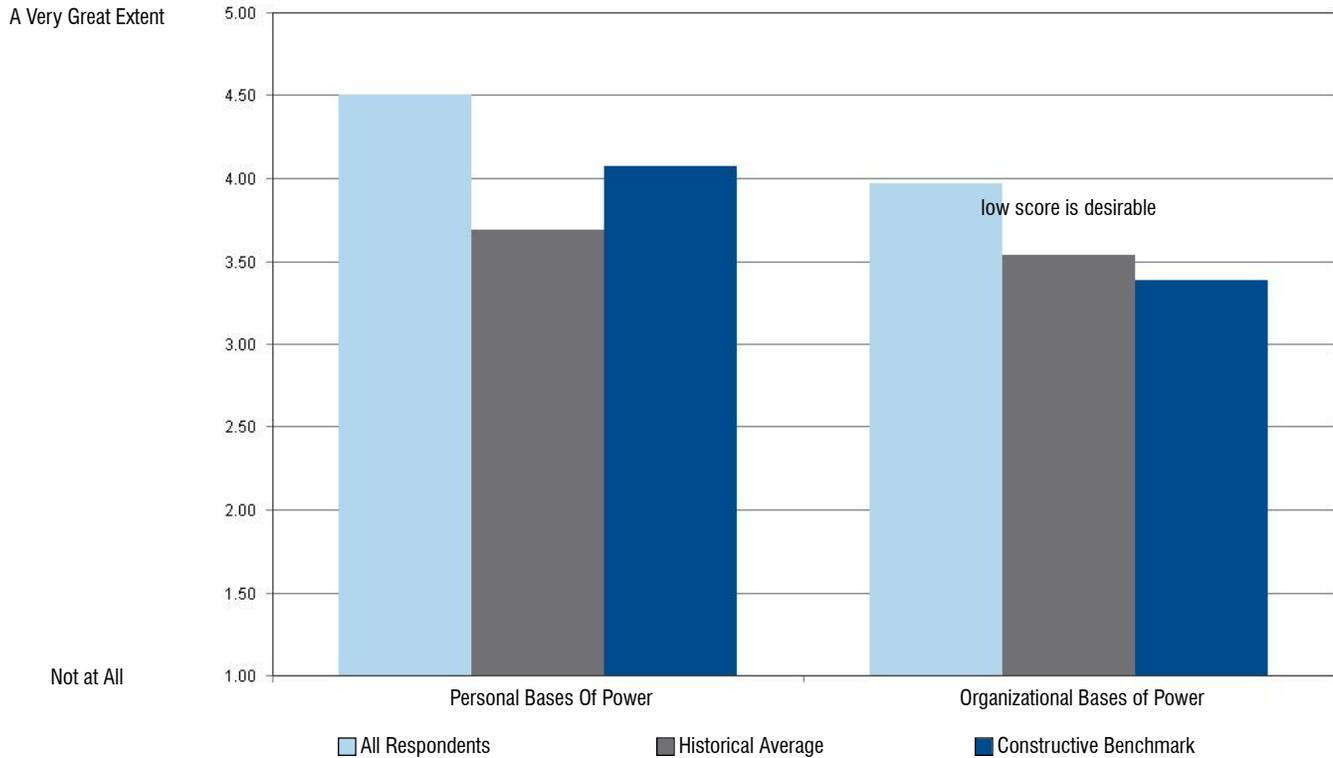
Supervisory/Managerial Leadership



	All Respondents	Historical Average	Constructive Benchmark
Interaction Facilitation	4.45	3.79	4.17
...encourages members of your workgroup to exchange ideas	4.46	3.80	4.23
...encourages people to work as a team	4.51	4.10	4.38
...holds group meetings with you and your co-workers	4.38	3.50	4.00
Task Facilitation	3.98	3.48	3.77
...offers ideas to help you solve work-related problems	4.41	4.03	4.21
...shows you how to improve your work	3.94	3.52	3.81
...helps you plan your work	3.59	3.05	3.25
Goal Emphasis	4.51	4.10	4.34
...sets an example by working hard	4.51	4.03	4.35
...maintains high standards of performance	4.50	4.10	4.39
...encourages people to give their best effort	4.51	4.17	4.44
Consideration	4.55	4.03	4.36
...pays attention to your opinions	4.47	3.89	4.23
...willingly listens to your problems	4.55	4.06	4.41
...is friendly and easy to approach	4.62	4.22	4.51

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("not at all") to 5 ("a very great extent").

Supervisory/Managerial Sources of Power



	All Respondents	Historical Average	Constructive Benchmark
Personal Bases Of Power	4.50	3.69	4.08
...takes into consideration my own requests/suggestions	4.54	3.64	4.00
...is the kind of person whose approval I value	4.49	3.63	4.00
...knows what has to be done to reach our objectives	4.47	3.80	4.09
Organizational Bases of Power	3.97	3.53	3.38
...could make things difficult for me if he/she wanted to	3.36	3.33	3.01
...can influence how much money I make	4.13	3.40	3.25
...has the formal authority to make decisions	4.42	3.90	3.88

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("not at all") to 5 ("a very great extent").

Implications for Culture and Effectiveness

The Constructive Benchmarks indicate that effective communications, a balance of task- and people-oriented leadership styles, and reliance on personal sources of power are in alignment with Constructive values and ideal cultures. Thus, the *higher* your organization's scores along the measures of communication, leadership, and personal bases of power (and the *lower* its score along the measure of organizational bases of power), the greater the alignment between its skills/qualities and a Constructive ideal culture.

In general, *high scores* along the communication, leadership, and personal bases of power measures (and a *low score* along the measure of organizational bases of power) are positive and are associated with:

- shared influence and empowerment within the organization;
- effective vertical communication across all levels;
- greater consistency between managerial and non-managerial attitudes and perspectives;
- effective problem solving and decision making throughout the organization;
- effective teamwork and cooperation;
- high satisfaction and motivation on the part of direct reports; and
- smoother implementation of changes.

In contrast, *low scores* along the communication measures are negative and indicate the need for:

- trust-building interventions;
- the establishment or modification of formal communication channels;
- training in effective interpersonal communication styles; and
- informal communication initiatives by managers (e.g., managing by wandering around).

Low scores along the leadership measures indicate the need for:

- effective management "role models" at the top of the organization;
- performance evaluations that emphasize how managers and supervisors are getting things accomplished;
- promotion systems based on true measures of managerial performance or potential; and
- personal development and management training programs.

Low scores along the personal bases of power (and *high scores* along the organizational bases of power) indicate the need for:

- an emphasis on learning and teamwork rather than blaming and confrontation;
- managerial training in communication and negotiations; and
- opportunities for greater participation by members at all levels of the organization in goal setting, planning, and the monitoring of organizational performance.

Section 4: Current Culture



Current Culture	4-5
Current Culture versus Ideal Culture	4-7

CURRENT CULTURE

The OCI® was used to assess your organization's current operating culture in terms of the behaviors and personal styles that are expected (i.e., behavioral norms). Examining the operating culture is important because it is the operating culture (rather than the ideal culture) that has an impact on individual, group, and organizational effectiveness—particularly over the long-term. Thus, the information provided in this section will help you to understand why your organization is performing at the level that it is along outcomes such as those described in Section 5. It will also provide insight into the likely future effectiveness of your organization, should the same behavioral norms continue to be encouraged and reinforced.

Your organization's operating culture is shaped and reinforced by the causal factors described in Section 3. When these factors are driven by organizational values, the OCI profile of the operating culture will look very similar to the ideal culture profile shown in Section 2. However, when causal factors are influenced primarily by current resources or external demands, the profiles of the operating culture and the ideal culture are likely to be quite different. By plotting your organization's current operating culture results on the same normed circumplex as the ideal culture, a visual comparison can be made between the two profiles, gaps can be analyzed, and targets for change and improvement can be identified.

Information on the circumplex and the twelve styles measured by the OCI is provided at the beginning of the section on the ideal culture (Section 2). Therefore, you should refer back to Section 2 for descriptions of the circumplex and the OCI styles.

Your Organization's Current Operating Culture

The following pages describe your organization's current operating culture based on the average (mean) responses of all members who completed the OCI. The results are presented on the circumplex and in tables. Information on how to interpret your results—including the direction and intensity of the culture—is provided below.

Direction of the Current Operating Culture

The style that is most extended from the center of the circumplex is the *primary style* encouraged by your organization's current operating culture. The style that is second most extended from the center of the circumplex is the *secondary style*. The secondary style typically works with the primary style or is expected when the behaviors associated with the primary style cannot be enacted. Thus, in your organization's profile, **Humanistic-Encouraging** is the primary style and **Affiliative** is the secondary style.

In OCI profiles of operating cultures, sometimes primary and secondary styles are included in the same cluster (Constructive, Passive/Defensive, or Aggressive/Defensive), other times they are contained within different clusters. The cluster that best describes your organization's operating culture is the **Constructive** cluster, because it is the one that has the highest average percentile score (i.e., the highest score when the percentile scores of the four styles within the cluster are averaged together).

Intensity of the Current Operating Culture

The corresponding table presents both your organization's percentile scores and its unadjusted (or "raw") mean scores for each of the twelve cultural styles. The table also includes the standard deviations of the responses around the raw scores. The standard deviations provide estimates of the intensity or the amount of agreement among respondents regarding the extent to which particular cultural norms are predominant within your organization. If you add the standard deviation for a particular style to its raw score and subtract the standard deviation from the raw score, you will have the range in which approximately 67% of members scored along a particular cultural norm.

For example, if the raw score for the Humanistic-Encouraging style is 37.0 and the standard deviation is 5.2, then approximately 67% of the respondents had raw scores that ranged from 31.8 to 42.2 along the Humanistic-Encouraging style. Converting these results to percentile scores, the scores range from below the 50th percentile to above the 75th percentile—and that's only accounting for 67% of the respondents!

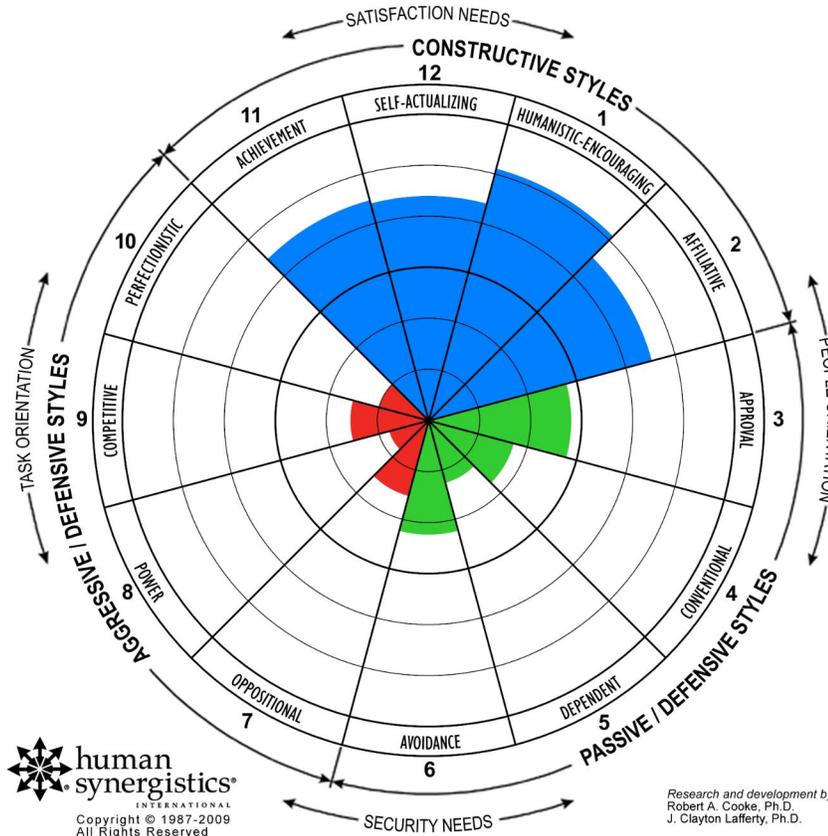
The *lower* the standard deviation, the greater the intensity of your organization's current operating culture and agreement among those who described it. Conversely, the *higher* the standard deviation, the lower the intensity and agreement among those who described the culture. The interpretive comments regarding intensity (e.g., high, moderate, low) are based on comparisons to the distribution of standard deviations from over 900 other organizational units in which the OCI was administered. Therefore, as indicated by the standard deviations around the raw mean scores, the intensity of your organization's current operating culture is **Low**.

Interpreting Your Organization's Current Operating Culture

In interpreting the operating culture results for your organization, you should consider both direction *and* intensity. Direction indicates what is (and is not) expected; intensity indicates the extent to which these expectations are widely shared. Cultures with clear direction and high intensity are usually the result of strong alignment among the organization's internal structures, systems, technology, and skills/qualities. In contrast, cultures that lack a clear direction or have low intensity are typically the result of structures, systems, technology, and skills/qualities that communicate different things regarding what is expected (and therefore are poorly aligned with one another).

Having a culture with clear direction and high intensity is not necessarily "good" or "bad." For example, a culture with weak direction and/or low intensity is easier to change than one with strong direction and high intensity. Instead, the value of having a culture with clear direction and high intensity depends on whether the "right" behaviors are currently expected and reinforced, as defined by the ideal culture.

Current Culture
All Respondents
N=78



Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is
Humanistic-Encouraging

People are expected to:

- be supportive of others
- resolve conflicts constructively
- help others to grow and develop

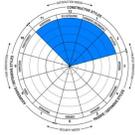
Secondary Style is
Affiliative

People are expected to:

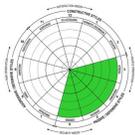
- cooperate with others
- deal with others in a friendly, pleasant way
- treat people as more important than things

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

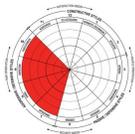
Current Culture
All Respondents
N=78



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)
Humanistic-Encouraging	91.00%	40.89	6.62	Moderate
Affiliative	83.00%	42.00	5.78	Moderate
Achievement	82.00%	39.77	6.25	Moderate
Self-Actualizing	81.00%	36.65	5.34	Moderate



Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)
Approval	45.00%	26.80	7.38	Low
Conventional	21.00%	24.68	7.81	Low
Dependent	14.00%	26.29	6.88	Low
Avoidance	31.00%	18.43	7.23	Low



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)
Oppositional	18.00%	19.40	6.09	Low
Power	8.00%	18.73	7.22	Low
Competitive	18.00%	18.35	6.72	Moderate
Perfectionistic	10.00%	24.15	6.21	Moderate

Current Culture versus Ideal Culture

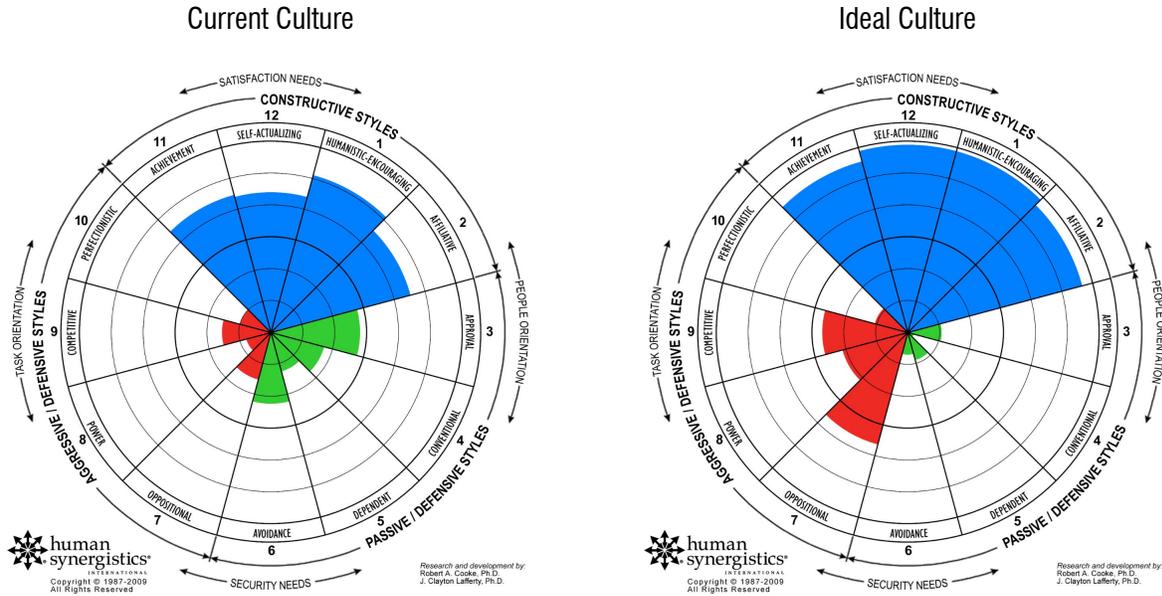
A comparison between the profiles of your organization's current operating culture and the ideal culture is presented on the following pages. Primary and secondary gaps are identified by subtracting the ideal percentile score from the current percentile score for each of the 12 styles. The style with the greatest absolute difference between current and ideal percentile scores is the *primary gap*. The style with the second greatest absolute difference between current and ideal percentile scores is the *secondary gap*. Thus, for your organization, the primary gap is the **Approval** style and the secondary gap is the **Avoidance** style. The cluster with the largest gaps, on average, between the current and ideal percentile scores is the **Passive/Defensive** cluster.

The circumplexes on the next page provide a visual comparison between the current operating culture and the ideal culture. The accompanying tables on p. 4-9 specify for each style:

- the percentile score for the current operating culture,
- the percentile score for the ideal culture, and
- the percentile gap, or difference between the current and ideal percentile scores.

Negative gaps in the Constructive cluster indicate behavioral styles that ideally should be expected to a greater extent than they currently are. *Positive gaps* in the Passive/Defensive and Aggressive/Defensive clusters indicate behavioral styles that ideally should be expected to less of an extent than they currently are. The larger the percentile gaps, the greater the discrepancies between the behaviors that are valued and the behaviors that are currently encouraged and promoted by your organization.

Current Culture versus Ideal Culture All Respondents



Overall, the largest gaps between the Current and Ideal profiles are in the **Passive/Defensive** cluster.

With respect to the specific cultural norms, the...

Primary gap is **Approval**

Specifically, the items that have the largest gaps are:

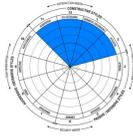
- switch priorities to please others
- do things for the approval of others
- be a "nice guy"

Secondary gap is **Avoidance**

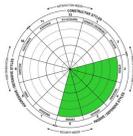
Specifically, the items that have the largest gaps are:

- push decisions upward
- make "popular" rather than necessary decisions
- be non-committal

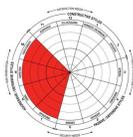
Current Culture versus Ideal Culture
All Respondents



Constructive Styles	Current Percentile	Ideal Percentile	Percentile Gap*
Humanistic-Encouraging	91.00%	98.00%	-7.00%
Affiliative	83.00%	96.00%	-13.00%
Achievement	82.00%	95.00%	-13.00%
Self-Actualizing	81.00%	98.00%	-17.00%



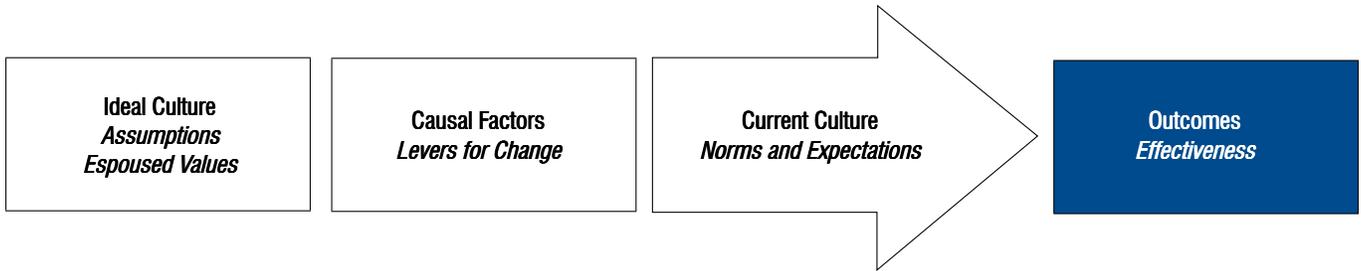
Passive/Defensive Styles	Current Percentile	Ideal Percentile	Percentile Gap*
Approval	45.00%	11.00%	34.00%
Conventional	21.00%	2.00%	19.00%
Dependent	14.00%	9.00%	5.00%
Avoidance	31.00%	7.00%	24.00%



Aggressive/Defensive Styles	Current Percentile	Ideal Percentile	Percentile Gap*
Oppositional	18.00%	66.00%	-48.00%
Power	8.00%	28.00%	-20.00%
Competitive	18.00%	42.00%	-24.00%
Perfectionistic	10.00%	11.00%	-1.00%

**Percentile gaps = current percentile - ideal percentile. Negative gaps for the Constructive styles and positive gaps for the Passive/Defensive and Aggressive/Defensive styles indicate areas for cultural change and improvement. Positive gaps for the Constructive styles and negative gaps for the Defensive styles indicate areas in which the organization is performing better than the ideal.*

Section 5: Outcomes



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OUTCOMES

An organization's operating culture is one of the key factors that determines its effectiveness—especially over the long-term. The OEI measures various outcomes that have been shown to be related to culture, as measured by the OCI®. Because the outcomes assessed by the OEI exclusively focus on *long-term* effectiveness, some of the outcomes—such as role clarity and inter-unit coordination—may not have been considered in previous evaluations of the organization's effectiveness. Nevertheless, such measures provide a good indication of your organization's ability to successfully adapt to changes and prosper in the future.

In most cases, the correspondence between an organization's operating culture and its effectiveness as measured by the OEI is apparent. Thus, organizations with predominantly Constructive operating cultures generally score quite well along most, if not all, of the OEI outcome measures. In contrast, organizations with predominantly Defensive operating cultures usually score relatively poorly along several of the OEI outcomes measures. However, the correspondence between organizational culture and effectiveness along short-term criteria is not always as clear. For instance, when organizations with Defensive operating cultures perform well along certain financial indicators of performance, the tendency is to assume that such organizations are effective *because of* their cultures. Upon closer examination, however, it is evident that such organizations are effective along certain criteria *despite* their Defensive cultures.

The defensive misattribution of success occurs when organizational success is attributed to a Defensive culture when instead it is substantial resources and/or minimal demands that account for the success currently enjoyed by the organization. For example, organizations with strong franchises, munificent environments, extensive patents and copyrights, or massive financial resources are likely to perform adequately—at least in the short term and possibly even over the long term—if financial pressures for innovation, adaptation, or flexibility remain minimal. In such cases, managers can "get away with" using structures, systems, technology, and leadership styles that restrict participation, destroy motivation, and, in the process, create an Aggressive and/or Passive organizational culture. Since most people attribute successes to themselves and failures to external factors, it is almost guaranteed that these managers will credit the Defensive culture that they created (or inadvertently allowed to emerge) as being the source of their organizations' effectiveness. Although the negative impact of the Defensive culture may be overshadowed by that of resources and demands, Constructive norms would nevertheless enhance the performance of these organizations, increase their adaptability, and protect them from being blindsided by forceful and unanticipated environmental changes.

The culture bypass occurs when organizations adopt strategies for their operating units that produce negative cultures but are nevertheless successful—at least in terms of specific criteria of performance. For example, organizations with substantial resources, considerable competitive pressures, and several geographically dispersed units (branches or stores) that carry out the same or similar activities may implement highly efficient technologies at the store or branch level to maintain control, promote consistency, and reduce the need for a highly-skilled or expensive workforce. Such organizations emphasize systems, structures, and technologies and downplay the importance of members' skills and culture with respect to task accomplishment. While these organizations may appear to be successful—at least from certain financial and business-process perspectives—the bypass strategy is sub-optimal. Studies with the OCI have shown that the effectiveness of these organizations could be enhanced by implementing structures, systems, and technologies that promote Constructive cultural norms rather than Defensive ones.

This section describes your organization's results along outcomes indicative of its long-term effectiveness. As you review the results, consider how they might be explained by the primary and secondary culture styles identified in Section 4.

Outcomes Assessed by the OEI

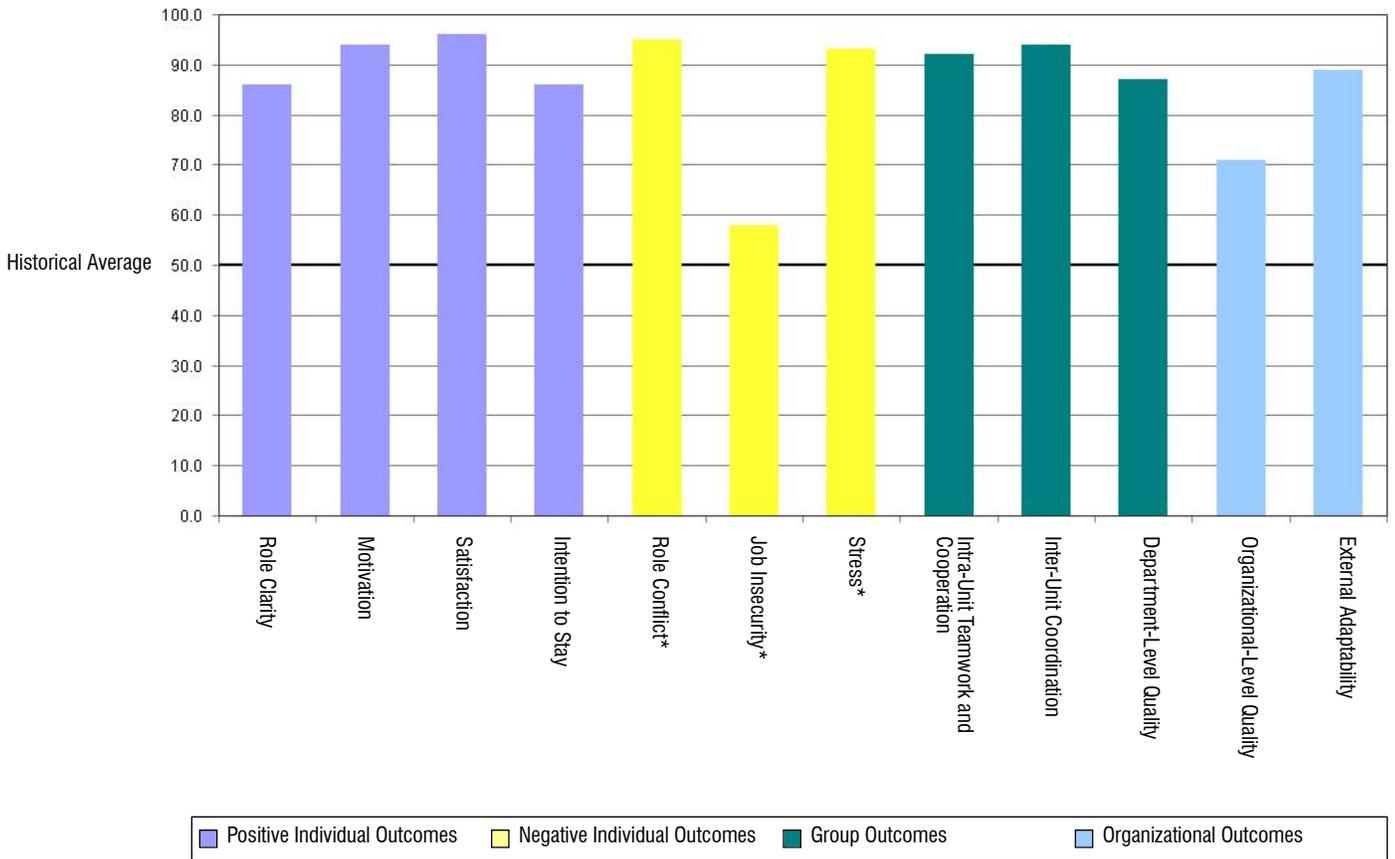
The OEI measures 12 specific outcomes that are related to the operating cultures of organizations. These outcomes are organized into 3 general categories:

- **Individual outcomes** focus on the extent to which your organization has a positive, rather than a negative, impact on the personal states and attitudes of its members. Positive measures include role clarity, motivation, satisfaction, and intention to stay; negative measures include role conflict, job insecurity, and stress.
- **Group outcomes** focus on the extent to which your organization effectively integrates and coordinates the efforts of its members and units. Specific measures include intra-unit teamwork and cooperation, inter-unit coordination, and department-level quality.
- **Organizational outcomes** focus on your organization's effectiveness with respect to its external environment. Specific measures include organizational-level quality and external adaptability.

Summary of Results

A barchart summarizing your organization's results along all of the outcomes measured by the OEI is presented below. The chart shows the percentile scores for each of the outcomes (and therefore permits comparisons between the results for different outcomes).

Summary Barchart of Outcomes (Percentile Scores)



* In the Summary Barchart shown above, the scores for negative individual outcomes were reversed so that higher percentile scores signify more desirable results.

The percentile scores are based on the distribution of raw scores from a sample of 1084 organizational units. The 50th percentile (center bold line) is the median. Bars extending above the 50th percentile are desirable; bars extending below the 50th percentile are undesirable.

Interpreting the Detailed Results

Your organization's results are based on the mean responses of all members who completed the OEI ("**all respondents**"). The results are presented in barcharts and tables and are compared to our Historical Averages and Constructive Benchmarks:

- **The Historical Averages** reflect the median of the responses of members from 1084 organizational units. In general, you'll want your organization to score better than average (where the direction of "better" is defined by the Constructive Benchmarks).
- **The Constructive Benchmarks** are based on the median OEI results of 172 organizational units identified by the OCI as having predominantly Constructive (healthy) operating cultures. Specifically, the operating cultures of these units were relatively strong in terms of the Constructive styles (at or above the 60th percentile) and relatively weak in terms of the Passive/Defensive and Aggressive/Defensive styles (below the 50th percentile).

Individual Outcomes

The OEI assessed both positive and negative outcomes with respect to your organization's members.

Positive Indices

On the positive side, the OEI measured the extent to which members report pleasurable and productive personal states and attitudes. Specifically, the OEI examined:

- **Role clarity**, in terms of the extent to which member receive clear messages regarding what is expected of them.
- **Motivation**, in terms of the extent to which forces on and within members lead them to behave in ways consistent with the attainment of organizational goals.
- **Satisfaction**, in terms of the extent to which members report positive appraisals of their work situation.
- **Intention to stay**, in terms of the extent to which members plan to remain with the organization.

Overall, your organization's results along the positive individual outcomes (when averaged together) are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding these results are shown on the next page.

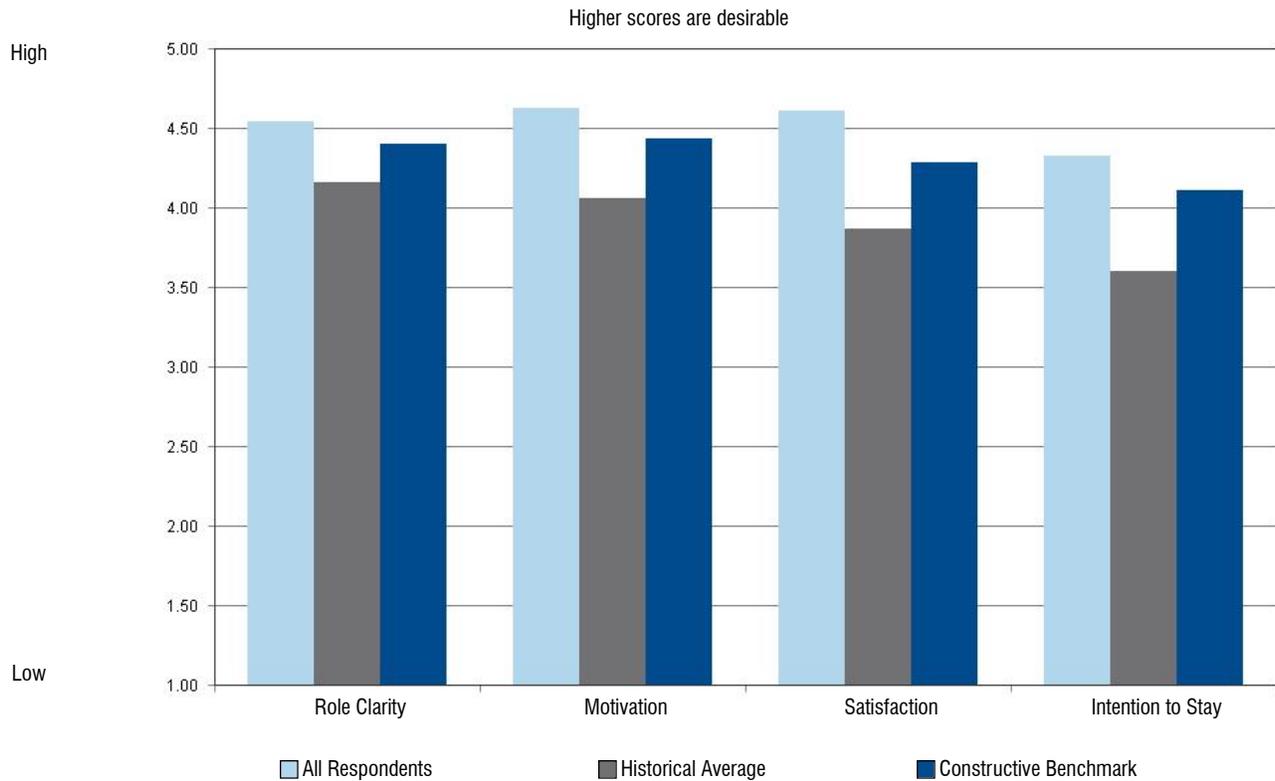
Negative Indices

On the negative side, the OEI examined the extent to which your organization's members report excessive organizational demands, pressures, and/or negative conditions (stressors), as well as psychological responses to those conditions (stress or strain). Negative outcomes at the individual level include:

- **Role conflict**, in terms of the extent to which members receive inconsistent expectations from the organization and are expected to do things that conflict with their own preferences.
- **Job insecurity**, in terms of the extent to which members are apprehensive regarding their continued employment within the organization.
- **Stress**, in terms of the extent to which members feel they are being pushed beyond their normal range of comfort by organizational demands, pressures, or conflicts.

Overall, your organization's results along the negative individual outcomes are better than the Historical Averages and are better than the Constructive Benchmarks. Details regarding these results are reported on p. 5-9.

Positive Individual Outcomes



	All Respondents	Historical Average	Constructive Benchmark
Role Clarity	4.54	4.16	4.40
*You are uncertain about how you're supposed to "act" on your job	1.45	1.77	1.40
You clearly know what is expected of you	4.38	3.91	4.21
You clearly know what's required of you to "fit in" with your department	4.62	4.38	4.60
You know exactly what is expected of you	4.63	4.31	4.41
Motivation	4.63	4.06	4.43
Your department inspires the very best in you	4.51	3.61	4.20
*It seems pointless to work hard given the way your department is run	1.22	2.00	1.45
Your department motivates you to do the highest quality work possible	4.56	3.80	4.28
You would go out of your way to make sure a customer feels good about your service	4.64	4.26	4.40
Satisfaction	4.61	3.86	4.28
You would recommend this organization as a good place to work	4.67	3.62	4.21
You are satisfied being a member of this organization	4.56	3.71	4.17
In general, you like working here	4.74	4.41	4.75
You are satisfied with your present situation in your department	4.45	3.42	3.86
Intention to Stay	4.33	3.60	4.10
*You will probably look for a new job in the next year	1.67	2.40	1.81
You expect to be with this organization two years from now	4.32	3.56	4.02

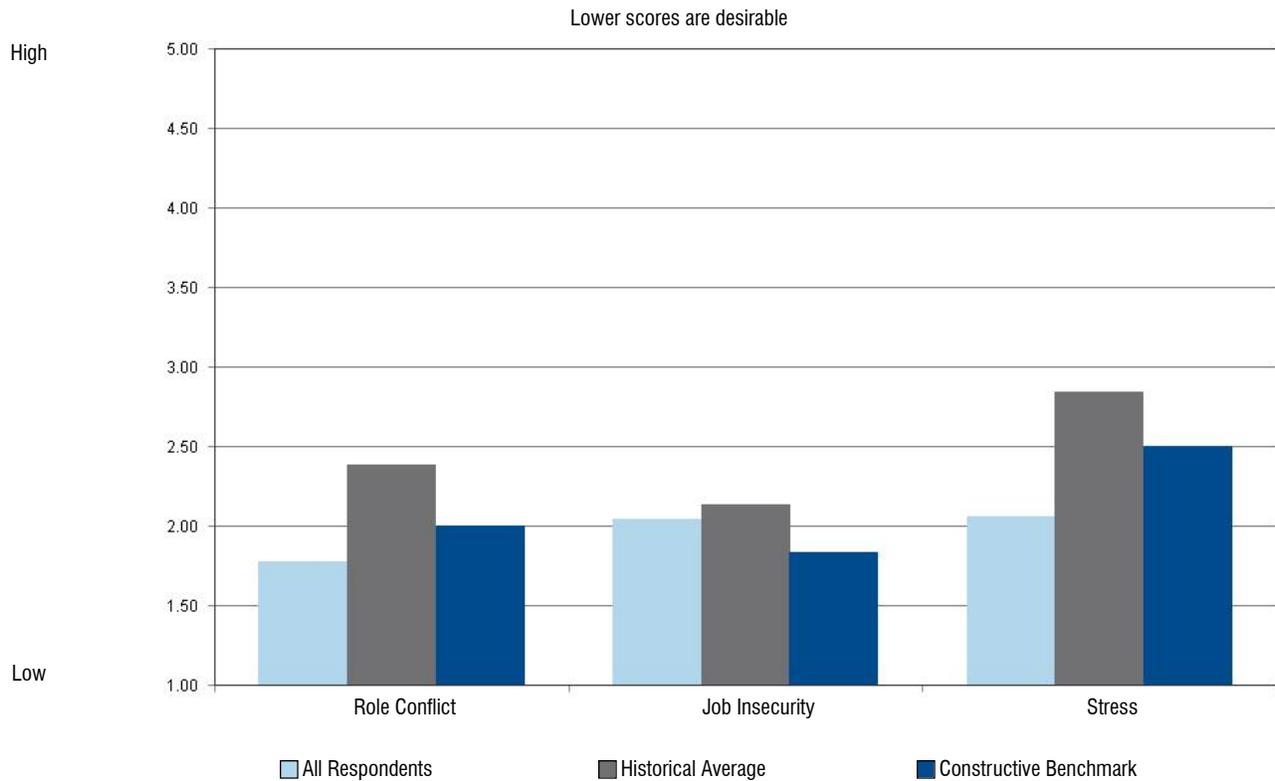
Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.

Item and scale scores can range from 1 ("disagree/not at all") to 5 ("agree/to a very great extent").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Negative Individual Outcomes



	All Respondents	Historical Average	Constructive Benchmark
Role Conflict	1.77	2.38	2.00
*You feel you comfortably fit in as a member of this organization	4.23	3.69	4.03
Different people send you "different messages" about expectations	1.40	2.42	1.89
You receive inconsistent messages regarding what is expected	1.79	2.36	2.02
You have to change the way you think and behave when you arrive at work	1.95	2.51	2.06
Your job requires you to think and behave differently than would otherwise be the case	1.95	2.20	1.95
You receive incompatible requests from two or more people	1.78	2.80	2.47
Job Insecurity	2.04	2.14	1.83
*Your job is secure	3.76	3.63	3.95
You worry about being laid off and having to find a new job	1.83	1.92	1.55
Stress	2.06	2.84	2.50
*You feel good when you're on the job	4.49	3.83	4.25
Your job situation tends to be frustrating	2.04	3.25	2.76
*You feel relaxed (not tense and under pressure) at work	4.10	3.29	3.57
You find your job stressful	2.78	3.30	3.15

Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.

Item and scale scores can range from 1 ("disagree/not at all") to 5 ("agree/to a very great extent").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Implications for Change and Development

The *higher* your organization's scores along the positive indices (and the *lower* its scores along the negative indices), the greater its effectiveness at the individual level. The Constructive Benchmarks indicate that high scores along the positive indices and low scores along the negative indices are generally attained by organizations with Constructive Cultures.

More generally, *high* scores along the positive indices are desirable and are associated with:

- significant effort by members to attain personal and organizational goals;
- commitment and loyalty to the organization; and
- a propensity to do what is needed to correct problems facing the organization.

Low scores along the positive indices are undesirable and can indicate the need for:

- changes to create a more Constructive and people-oriented culture;
- clearer goal setting and better recognition for goal attainment;
- programs that promote more effective interpersonal relations;
- task and job analyses to identify required competencies and resources; and/or
- job redesign interventions.

Low scores with respect to the negative indices are desirable and are associated with:

- Achievement-oriented (as opposed to Avoidance-oriented) behaviors,
- individual health and well-being, and
- lower rates of accidents and mistakes.

High scores along the negative indices are undesirable and are associated with inefficient personal efforts, mistakes, and psychological symptoms of strain. Potential remedies include:

- cultural change programs,
- conflict resolution interventions, and
- individual stress-management programs.

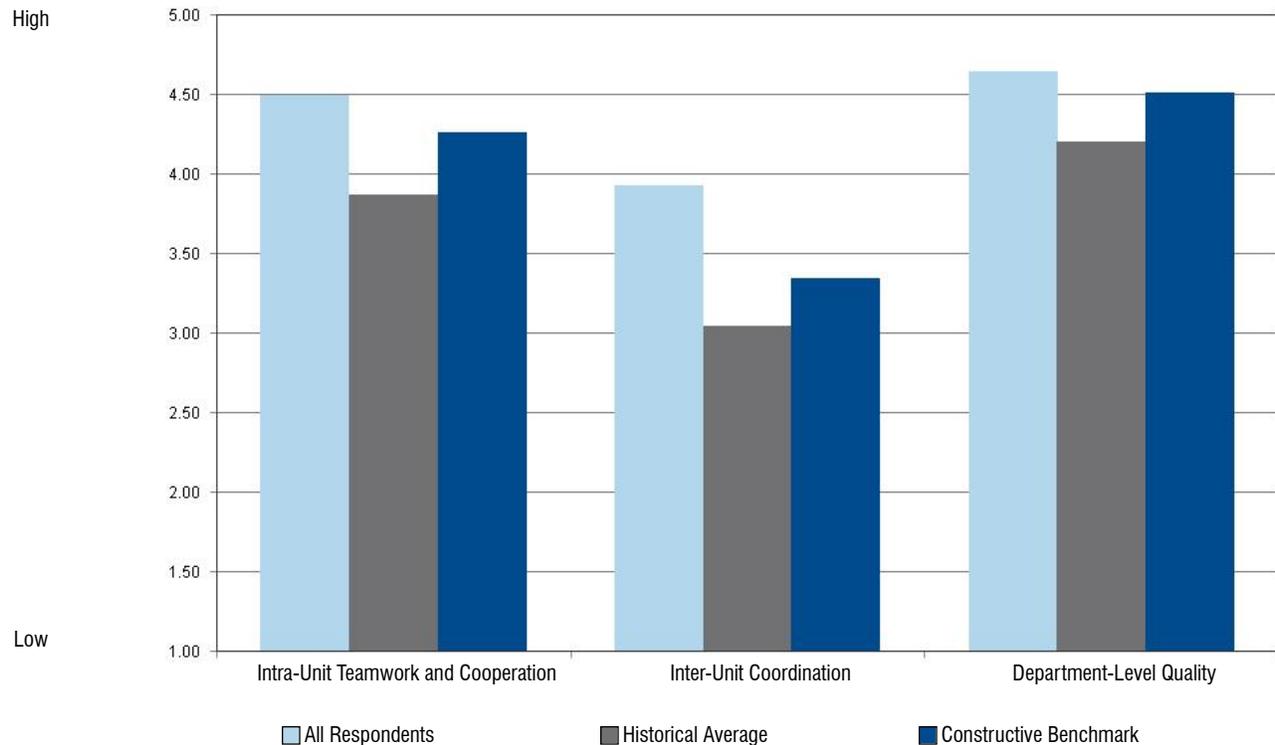
Group Outcomes

The OEI examined the effectiveness with which your organization manages the interdependencies between its members and between its sub-units and the quality of service provided by those units. Specifically, the OEI measured:

- **Intra-unit teamwork and cooperation**, in terms of the extent to which people within sub-units work in a collaborative, supportive manner and adjust their activities, as needed, to facilitate task accomplishment at the group level.
- **Inter-unit coordination**, in terms of the extent to which people across sub-units cooperate to articulate inter-unit activities and minimize disruptions, delays, and interfaces.
- **Departmental-level quality**, in terms of the extent to which members believe that services provided by their own sub-unit (either to internal or external clients) are of the highest quality possible.

In general, your organization's group outcome results are better than the Historical Averages and are better than the Constructive Benchmarks. Detailed information on these results is provided on the next page.

Group Outcomes



	All Respondents	Historical Average	Constructive Benchmark
Intra-Unit Teamwork and Cooperation	4.50	3.87	4.26
*The people you work with compete (rather than cooperate)	1.54	2.38	1.85
You can count on your co-workers when teamwork is needed	4.55	4.13	4.48
The people you work with are helpful to you	4.47	4.13	4.38
Inter-Unit Coordination	3.93	3.05	3.35
Cooperation between interdependent workgroups is excellent	3.92	3.21	3.50
Services provided by other departments to yours are of high quality	4.19	3.39	3.65
Your workgroup can rely on other departments	4.12	3.21	3.41
*Practices of some units cause problems for others	2.52	3.52	3.30
Department-Level Quality	4.64	4.20	4.51
You can take pride in the quality of your department's work	4.72	4.32	4.64
Services provided by your department are of the highest quality	4.54	4.02	4.35
Customers would choose to do business with your department again	4.67	4.18	4.51

Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.

Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Implications for Change and Development

The *higher* your organization's scores along group outcomes, the greater its effectiveness. As suggested by the Constructive Benchmarks, organizations with Constructive cultures typically obtain high scores along the OEI group outcomes measures.

More generally, *high* scores along the group outcome measures are associated with:

- employee satisfaction and reduced stress and frustration;
- low rates of accidents, delays, and re-work; and
- high quality service and client satisfaction.

Low scores along these measures indicate the need for:

- an analysis of workflow and interdependencies;
- the development of structures and roles (such as linking roles) to manage interdependencies;
- training in communication, feedback, and teamwork; and
- reward systems that better reinforce group and inter-group performance.

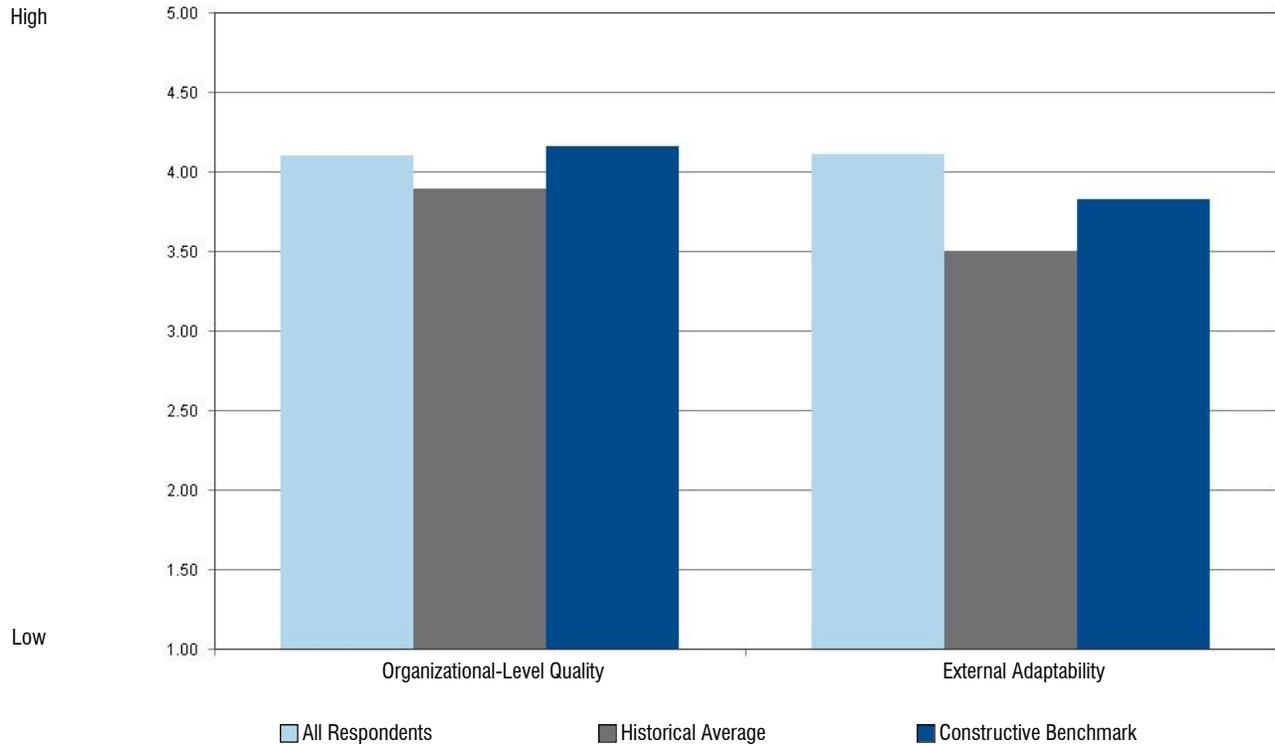
Organizational Outcomes

The OEI evaluated your organization's organizational-level effectiveness in terms of:

- **Organizational-level quality**, in terms of the extent to which members believe the organization provides high-quality services and products to external clients.
- **External adaptability**, in terms of the extent to which the organization effectively recognizes and responds to changes in its external environment.

Overall, your organization scored better than the Historical Averages and better than the Constructive Benchmarks for these measures. Details regarding your organization's results along organizational outcomes are provided on the next page.

Organizational Outcomes



	All Respondents	Historical Average	Constructive Benchmark
Organizational-Level Quality	4.10	3.90	4.16
You would choose to do business with your organization (if you were in the market)	4.21	3.89	4.32
You would recommend this organization to potential customers	4.58	4.07	4.43
Your organization will get repeat business from its present customers	4.19	4.09	4.40
Your organization has a reputation for superior customer service	3.90	3.76	4.08
*The quality of products/services is inconsistent – subject to variability	2.17	2.62	2.27
The quality of your organization's products/services meets customer expectations	3.90	3.89	4.14
External Adaptability	4.11	3.50	3.83
This organization proactively identifies and adjusts to change	4.08	3.63	4.10
New programs are quickly and efficiently implemented	4.17	3.22	3.71
This organization responds effectively to external opportunities and threats	4.09	3.60	3.92

Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.

Item and scale scores can range from 1 ("disagree/not at all") to 5 ("agree/to a very great extent").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Implications for Change and Development

The *higher* your organization's scores along organizational-level quality and external adaptability, the greater its organizational effectiveness. In general, organizations with Constructive cultures obtain high scores along the OEI organizational outcome measures, as indicated by the Constructive Benchmarks.

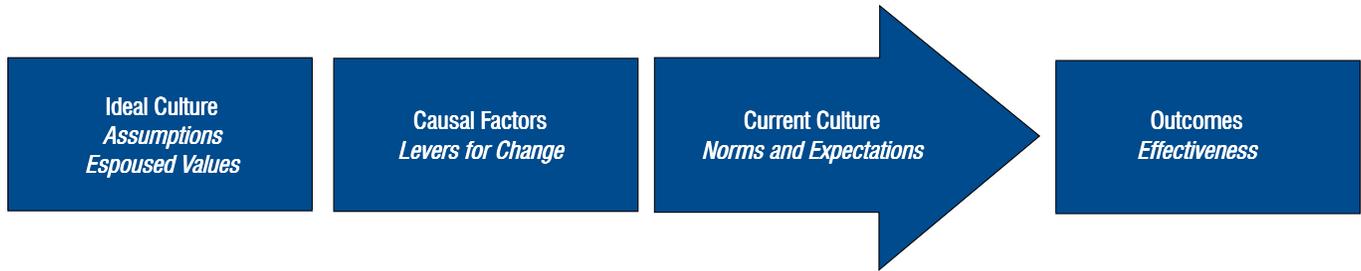
In addition, *high* scores along organizational outcomes are associated with other measures of organizational performance, including:

- sales growth,
- sales per square foot of selling space, and
- external evaluations of service quality.

Low scores along these outcome measures indicate the need for:

- the establishment of service-oriented procedures and norms;
- evaluation and possible reengineering of core processes;
- customer service training for employees and managers; and
- the revision of reward systems to reinforce goal attainment (rather than passivity).

Section 6: Planning for Cultural Change



Assessing the Need for Change	6-3
Specifying Cultural Change Targets and Objectives	6-6
Increasing Readiness for Change	6-23
Identifying Levers for Change	6-29

PLANNING FOR CULTURAL CHANGE

Planning for change is a crucial part of an organization's development. At a minimum, it requires specifying both the goals to be attained and the steps that need to be taken to achieve those goals.

This section will help you to outline a plan for change based on the information presented in this report, as well as your own observations. Specifically, this section will guide you in:

- assessing the need for change,
- specifying cultural change priorities and objectives,
- determining how to increase readiness for change, and
- identifying levers for cultural change.

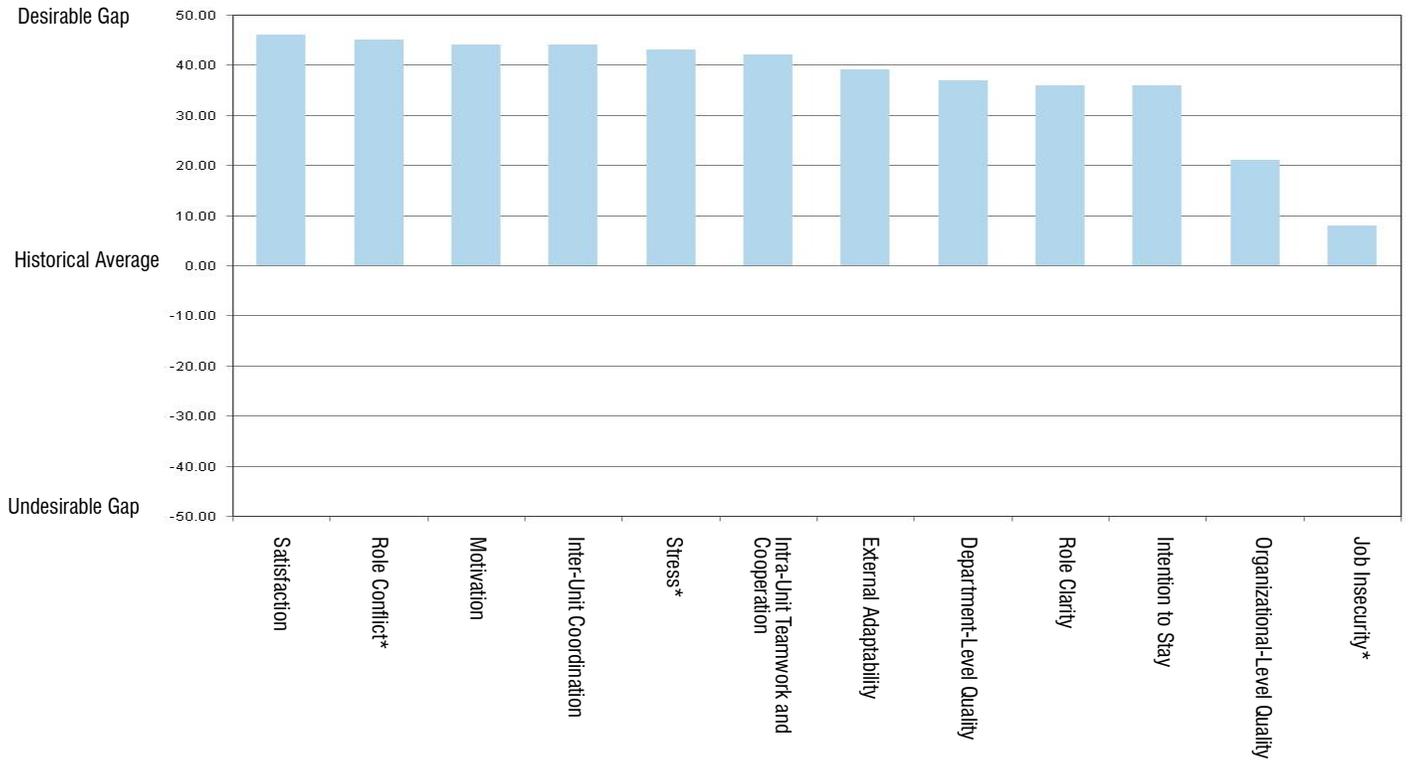
Initially, you may want to work through the planning for change section on your own to generate some preliminary thoughts regarding the OCI® and OEI results and their implications for change and improvement. Ultimately, however, the planning process should involve not only the leaders of your organization, but also other key change agents and representatives of the various groups within the organization who will most likely be affected by (or can influence the success of) the types of changes that are being considered.

(1) Assessing the Need for Change

The barchart below summarizes your organization's outcome results. Similar to the summary barchart presented in Section 5, it shows your organization's percentile scores for each of the outcomes, based on the distribution of raw scores from a sample of 1084 organizational units. The chart highlights the gaps between your organization's outcome results and the results of the average organization in the following ways:

- Desirable gaps are indicated by bars extending upward above the Historical Average (0.00); undesirable gaps are indicated by bars extending downward below the Average.
- The gaps are arranged from most to least desirable (moving from left to right).

Gap Barchart of Outcomes



*The gap scores for the negative individual outcomes (i.e., role conflict, stress, and job insecurity) are reversed so that, for all outcomes, positive differences indicate desirable gaps and negative differences indicate undesirable gaps.

Step 1a: Review Your Organization's Outcome Scores

Review the Gap Barchart on the previous page. Below, check those outcomes along which your organization scored within the undesirable range.

Individual Outcomes:

- ____ Role Clarity
- ____ Motivation
- ____ Satisfaction
- ____ Intention to Stay
- ____ Role Conflict
- ____ Job Insecurity
- ____ Stress

Group Outcomes:

- ____ Intra-Unit Teamwork
- ____ Inter-Unit Coordination
- ____ Department-Level Quality

Organizational Outcomes:

- ____ Organizational-Level Quality
- ____ External Adaptability

Step 1b: Establish Priority Outcomes

Identify up to 3 of the checked outcomes that are most in need of change and improvement. These will be your organization's *priority outcomes for improvement*.

Priority Outcome 1: _____

Priority Outcome 2: _____

Priority Outcome 3: _____

Step 1c: Specify Goals for Improvement

Establish *specific goals for improvement* for each of the targeted outcomes identified in Step 1b. Base these goals on the item-level results presented in Section 5 or on other criteria.

For example, if individual motivation is identified as a priority outcome for improvement, specific goals could focus on increasing motivation to do high quality work, serve customers better, or perform to the best of one's abilities.

Goals for Priority Outcome 1:

Goals for Priority Outcome 2:

Goals for Priority Outcome 3:

Step 1d: Identify Additional Priorities and Goals

List any other outcomes that your organization has recently prioritized or should target for improvement. These can be additional outcomes measured by the OEI or other surveys and/or related to, for example, quality and reliability, diversity and inclusion, corporate responsibility, or financial performance or growth. Specify goals for improvement for each of these outcomes.

Additional Priority Outcome:

Goals for Improvement:

Additional Priority Outcome:

Goals for Improvement:

Additional Priority Outcome:

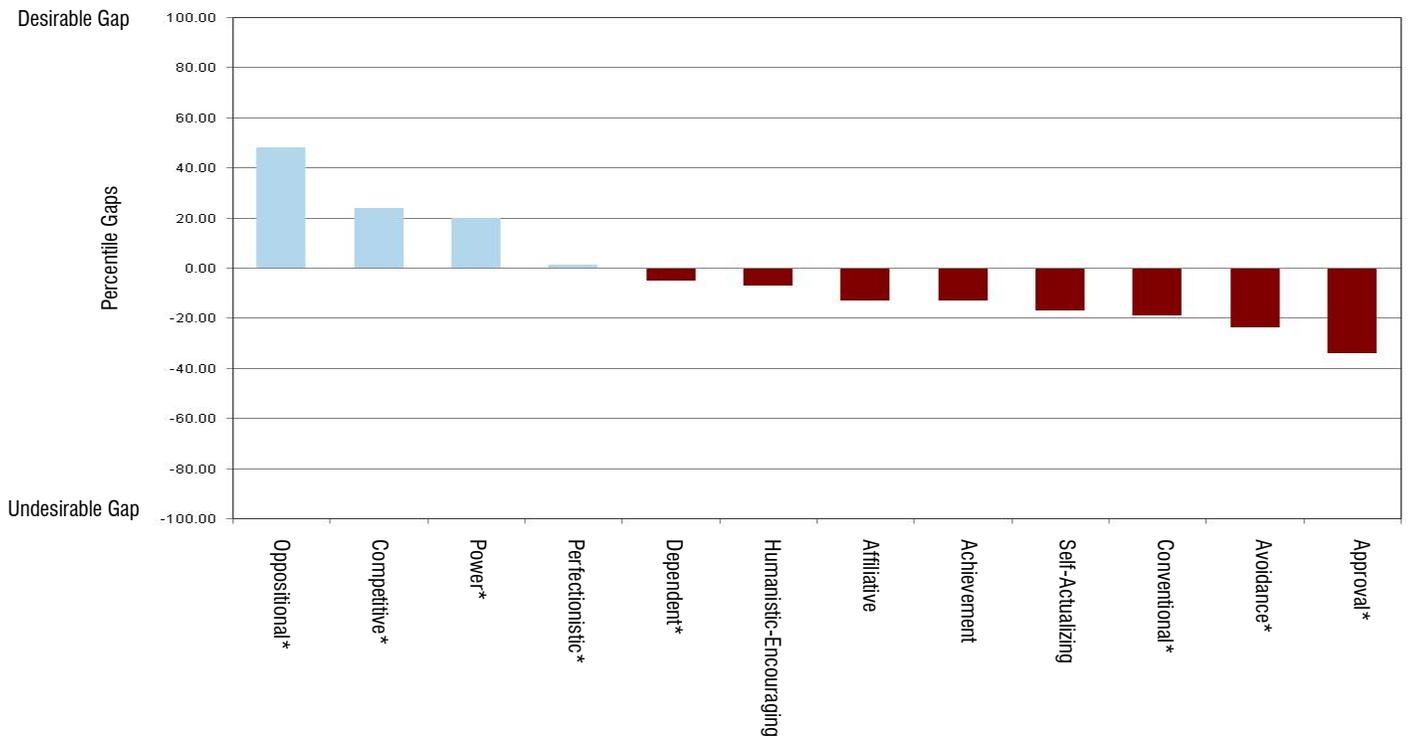
Goals for Improvement:

(2) Specifying Cultural Change Targets and Objectives

Across organizations, all the Outcomes—at the Individual, Group, and Organizational levels—have been shown to be related to all of the OCI cultural styles. More importantly, particularly strong Defensive or weak Constructive norms, or very great gaps along any of the norms, are likely to indicate systemic issues that lead to undesirable results along not only these outcomes but others as well. Therefore, to guide you in selecting targets for cultural change, emphasis is placed on your organization's culture gaps and its positive or negative results along the twelve styles.

A summary of the percentile gaps or differences between your organization's current operating culture and the ideal culture is provided below. Specifically, the barchart shows the differences between the current and ideal scores for each style, with the differences arranged from most (far left) to least (far right) desirable. Detailed results are provided in Sections 2 and 4 of this report and on pp. 6-11 to 6-22 of this section. Using these results, work through the steps (beginning on the next page) to identify the cultural norms that are most in need of change.

Percentile Gaps between Current and Ideal Cultures



*The results for the Defensive styles are reversed so that, for all styles, positive differences indicate desirable gaps and negative differences indicate undesirable gaps.

Step 2a: Identify Culture Gaps

Many organizations focus primarily on their culture gaps in selecting targets for change. The OCI styles with the largest gaps represent the cultural norms that are most out of sync or alignment with the organization's values, mission and philosophy. Initiatives to close these gaps not only address the "disconnect" between values and norms but also can translate into increases in satisfaction, quality, and other desired outcomes.

Turn back to the previous page as well as to the analysis of current versus ideal profiles on pp. 4-8 and 4-9. Along which of the four Constructive cultural norms do you see the greatest negative percentile gap or discrepancy between the current and ideal profiles?

Greatest Culture Gaps (Constructive Styles 11, 12, 1, 2):

Norm: _____ Norm: _____
 (First Cultural Target) (Second Cultural Target)

And along which of the eight Defensive (Passive and Aggressive) cultural norms do you see the greatest positive percentile gap or discrepancy between the current and ideal profiles?

Greatest Culture Gaps (Defensive Styles 3-10):

Norm: _____ Norm: _____
 (Third Cultural Target) (Fourth Cultural Target)

If these styles are viewed as being appropriate and sufficient Culture Targets for your organization, move on to Step 2d.

If you would like to consider additional or alternative norms as Culture Targets and/or involve others in identifying targets, continue with Steps 2b and 2c.

Step 2b: Identify Strong and Weak Culture Norms (Optional)

Focusing on the current culture profile (p. 4-5), identify the Constructive cultural norm that is least extended—reflecting the weakest functional norm operating within the organization. Then, identify the Defensive norm that is most extended and therefore potentially most dysfunctional.

Referring to the table corresponding to the current profile (p. 4-6), locate the *intensities* of the cultural norms that you have identified. Record your findings below and **circle** one or both norms if their intensities are very low, low, or moderate (rather than high). Then move on to Step 2c.

Current Cultural Norms

*Least Extended Constructive Norm
(Current Styles 11, 12, 1, 2)*

*Most Extended Defensive Norm
(Current Styles 3-10)*

Norm: _____

Norm: _____

Intensity: _____

Intensity: _____

Note: High intensity reflects more agreement and implies that the norm is weak throughout the unit and therefore difficult to institute.

Note: High intensity reflects more agreement and implies that the norm is strong throughout the unit and therefore difficult to change.

Step 2c: Identify Additional Culture Targets (Optional)

Other OCI cultural styles that should be considered as potential targets are those that correspond most closely to your organization's values and philosophy.

Using your organization's value statement and/or other relevant documents, list in the table below (left column) the values and principles delineated.

Next identify the OCI cultural norm (right column) that most closely corresponds to each of these values. Note that certain values might be best represented by weak Defensive styles (for example, accountability reflected in minimal Avoidance norms).

Organizational Values	OCI Cultural Norms

You and the others involved should consider all the Constructive OCI norms listed above, along with any additional norms identified and circled during Step 2b, to supplement or possibly replace the two with the largest gaps (Step 2a). Similarly, you should consider all (weak) Defensive norms listed above, along with any additional Defensive norms identified during Step 2b, as supplements or replacements. You can review the specific behaviors associated with each of the organization's values and circled norms by referring to pp. 6-11 to 6-22 of the Feedback Report, which provide OCI item-level results.

Focus on the items near the top of each table. For the Constructive norms, consider whether the behaviors near the top are critical for realizing the values of the organization and attaining the goals identified above. For the Defensive norms, review the specific behaviors near the top to decide whether they are working against values and/or interfering with the achievement of those goals.

Based on the judgments you have made, list up to four cultural targets—selecting from the four with the largest gaps (Step 2a), those that you circled in Step 2b, and those that you have just considered immediately above:

*Change Targets: Constructive Norms
(Styles 11, 12, 1, 2)*

*Change Targets: Defensive Norms
(Styles 3-10)*

Norm: _____
(First Cultural Target)

Norm: _____
(Third Cultural Target)

Norm: _____
(Second Cultural Target)

Norm: _____
(Fourth Cultural Target)

You can focus on either all four or a subset of the Change Targets for the first year or 18 months of your change program. Any Targets not considered during the first year or 18 months can be accentuated after a second administration of the OCI (assuming that they still seem appropriate).

Step 2d: Identifying Specific Objectives and Behaviors for each Change Target

It is useful to identify specific behaviors, based on the OCI items, associated with each of the Change Targets you have selected. Specific behaviors are critical for both communicating about the targets of the change program and for evaluating the impact of change initiatives over time.

Refer to the item-level results in this section of the report (pp. 6-11 to 6-22). For each of your cultural targets, focus mainly on the first five items listed—that is, those behaviors that show the greatest gaps or discrepancies between the current and ideal cultures. From each set of five items, select and record those that seem most relevant to your unit and its effectiveness. If all five behaviors associated with a particular norm seem equally relevant, list the three with the largest gaps.

Constructive Culture Targets

Defensive Culture Targets

Norm: _____
(First Cultural Target)

Norm: _____
(Third Cultural Target)

Objectives for Cultural Change:

Objectives for Cultural Change:

Norm: _____
(Second Cultural Target)

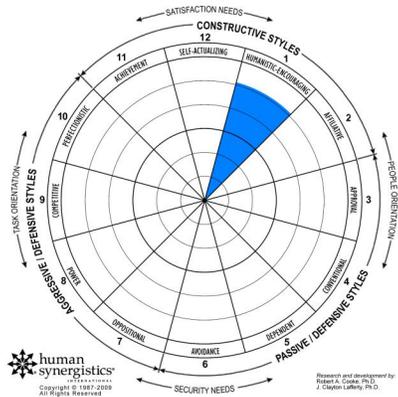
Norm: _____
(Fourth Cultural Target)

Objectives for Cultural Change:

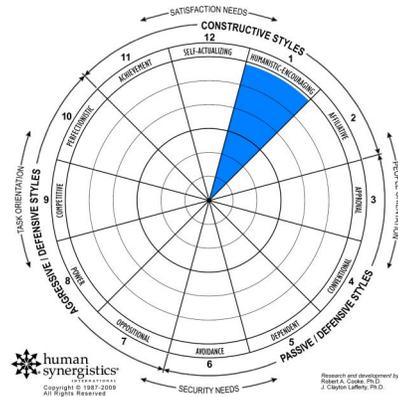
Objectives for Cultural Change:

Constructive Styles Style 1: Humanistic-Encouraging

Current Culture



Ideal Culture



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
help others think for themselves	3.58	4.40	-0.82
help others to grow and develop	4.24	4.97	-0.72
take time with people	4.00	4.63	-0.63
be a good listener	4.17	4.80	-0.63
encourage others	4.17	4.80	-0.63
resolve conflicts constructively	4.29	4.86	-0.58
give positive rewards to others	3.96	4.50	-0.54
involve others in decisions affecting them	4.08	4.50	-0.42
show concern for the needs of others	4.12	4.47	-0.35
be supportive of others	4.31	4.60	-0.29

1 = Not at all; 5 = To a very great extent

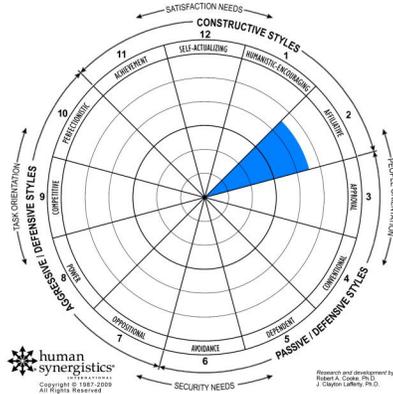
Gap = (Current - Ideal)

A negative (-) gap indicates that the current mean for a particular item needs to be increased.

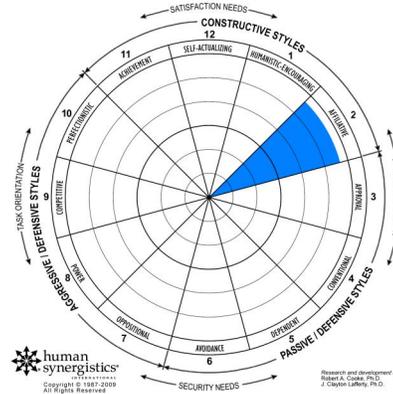
A positive gap indicates that the current mean for a particular item is better than the ideal.

Constructive Styles
Style 2: Affiliative

Current Culture



Ideal Culture



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
share feelings and thoughts	3.67	4.27	-0.60
be open, warm	4.06	4.53	-0.47
show concern for people	4.32	4.77	-0.45
motivate others with friendliness	3.95	4.27	-0.32
think in terms of the group's satisfaction	4.04	4.33	-0.29
treat people as more important than things	4.38	4.63	-0.25
be tactful	4.18	4.40	-0.22
use good human relations skills	4.31	4.47	-0.16
cooperate with others	4.55	4.70	-0.15
deal with others in a friendly, pleasant way	4.54	4.40	0.14

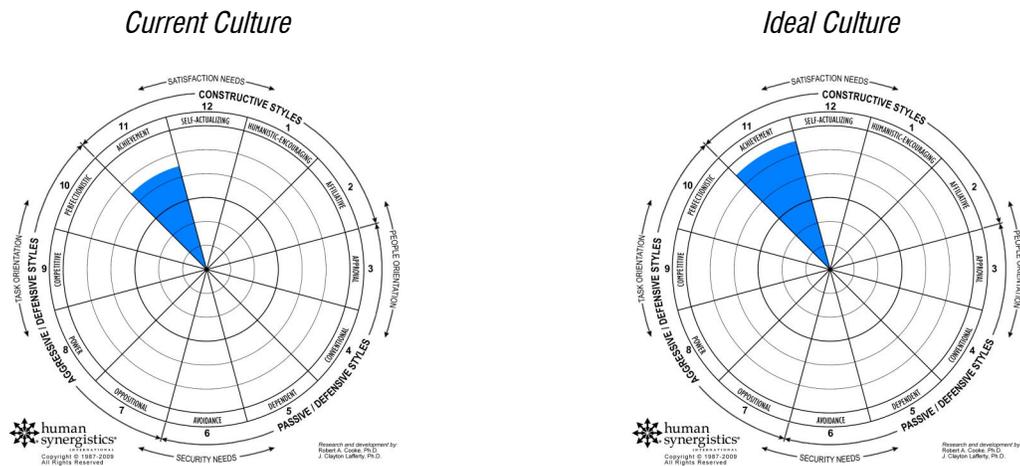
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A negative (-) gap indicates that the current mean for a particular item needs to be increased.

A positive gap indicates that the current mean for a particular item is better than the ideal.

Constructive Styles Style 11: Achievement



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
openly show enthusiasm	3.94	4.60	-0.66
think ahead and plan	4.18	4.80	-0.62
take on challenging tasks	3.94	4.43	-0.50
explore alternatives before acting	3.74	4.23	-0.49
know the business	4.44	4.90	-0.46
work for the sense of accomplishment	4.01	4.33	-0.32
pursue a standard of excellence	4.29	4.53	-0.24
take moderate risks	3.51	3.60	-0.09
set moderately difficult goals	3.54	3.13	0.41
work to achieve self-set goals	4.18	3.30	0.88

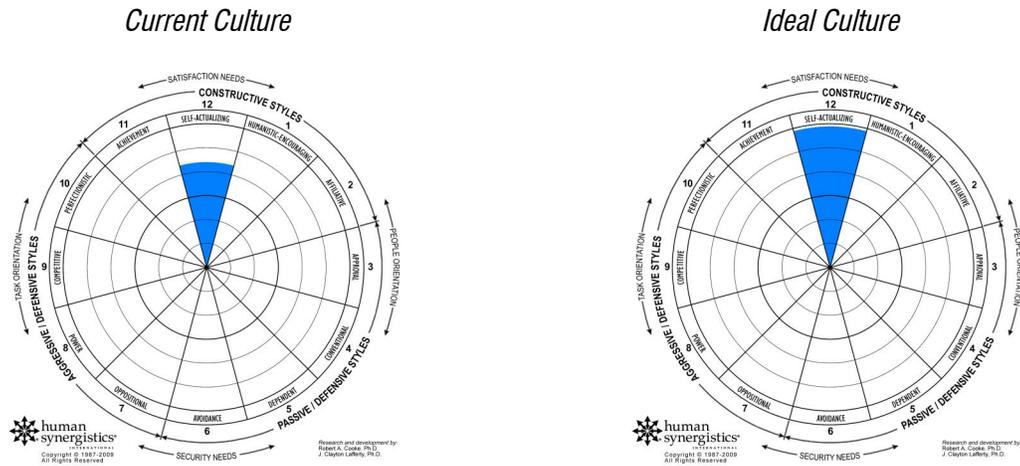
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A negative (-) gap indicates that the current mean for a particular item needs to be increased.

A positive gap indicates that the current mean for a particular item is better than the ideal.

Constructive Styles Style 12: Self-Actualizing



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
resist conformity	2.32	3.93	-1.61
be spontaneous	2.88	4.03	-1.15
be open about self	3.55	4.17	-0.62
communicate ideas	4.32	4.83	-0.51
enjoy their work	4.19	4.70	-0.51
maintain their personal integrity	4.38	4.87	-0.49
do even simple tasks well	4.10	4.50	-0.40
think in unique and independent ways	3.83	4.10	-0.27
emphasize quality over quantity	3.69	3.63	0.06
be concerned about their own growth	3.40	3.23	0.16

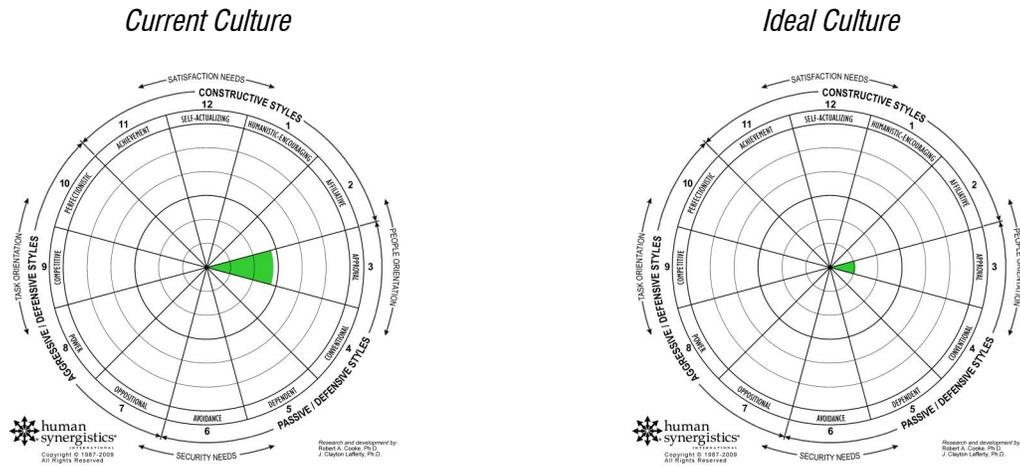
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A negative (-) gap indicates that the current mean for a particular item needs to be increased.

A positive gap indicates that the current mean for a particular item is better than the ideal.

Passive/Defensive Styles
Style 3: Approval



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
switch priorities to please others	2.38	1.40	0.98
do things for the approval of others	2.83	1.87	0.97
be a "nice guy"	3.33	2.60	0.73
back up those with the most authority	2.73	2.03	0.70
be liked by everyone	2.73	2.07	0.66
agree with everyone	2.10	1.73	0.37
"go along" with others	2.65	2.50	0.15
stay on people's good side	3.35	3.40	-0.05
make sure they are accepted by others	2.66	2.90	-0.24
stay conscious of fashion	2.01	2.37	-0.35

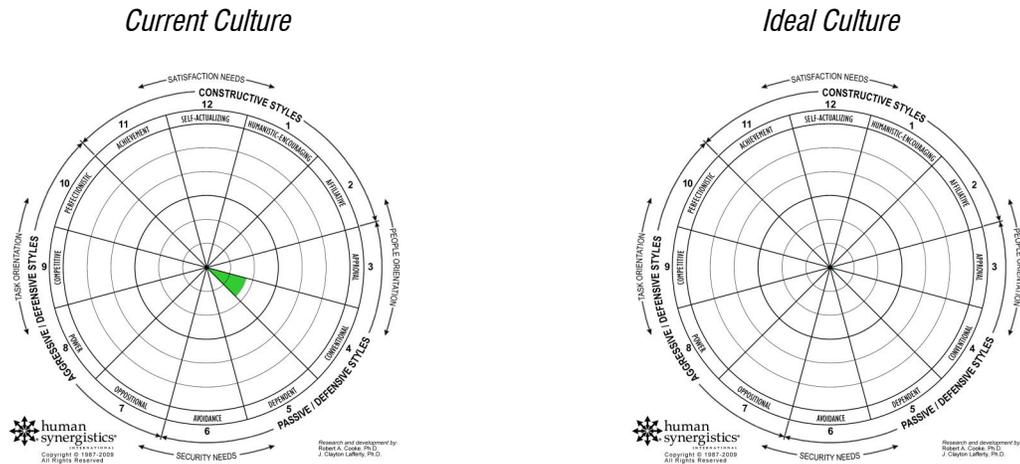
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Passive/Defensive Styles
Style 4: Conventional



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
always follow policies and practices	3.91	2.93	0.98
make a "good impression"	3.47	2.63	0.84
avoid confrontations	2.45	1.70	0.75
accept the status quo	2.00	1.47	0.53
tell people different things to avoid conflict	1.62	1.20	0.42
conform	2.42	2.03	0.39
treat rules as more important than ideas	2.04	1.67	0.37
cast aside solutions that seem different or risky	2.13	1.90	0.23
fit into the "mold"	2.46	2.27	0.19
not "rock the boat"	2.18	2.00	0.18

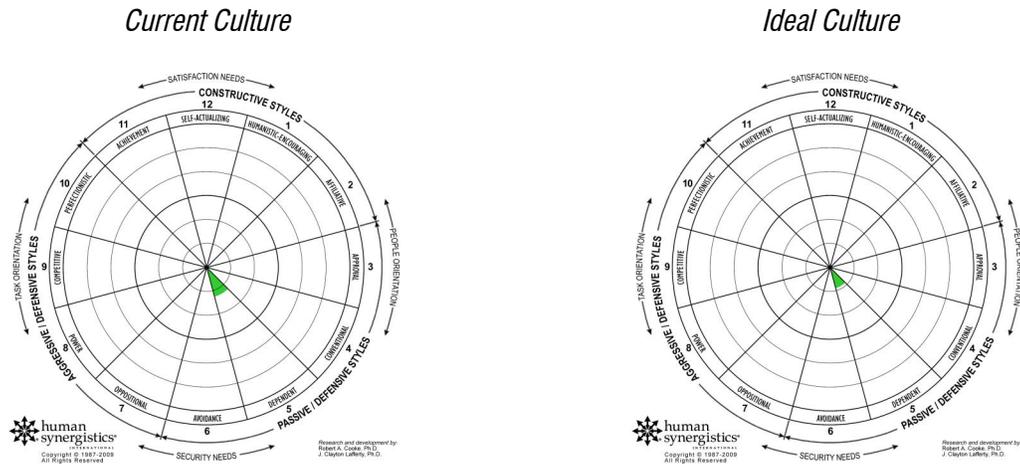
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Passive/Defensive Styles
Style 5: Dependent



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
please those in positions of authority	2.95	1.70	1.25
follow orders...even when they're wrong	1.78	1.40	0.38
check decisions with superiors	3.22	3.10	0.12
never challenge superiors	2.09	2.00	0.09
do what is expected	3.54	3.47	0.07
ask everybody what they think before acting	2.81	2.77	0.04
accept goals without questioning them	2.04	2.03	0.01
willingly obey orders	2.76	2.83	-0.08
be a good follower	2.51	2.73	-0.23
be predictable	2.62	3.13	-0.52

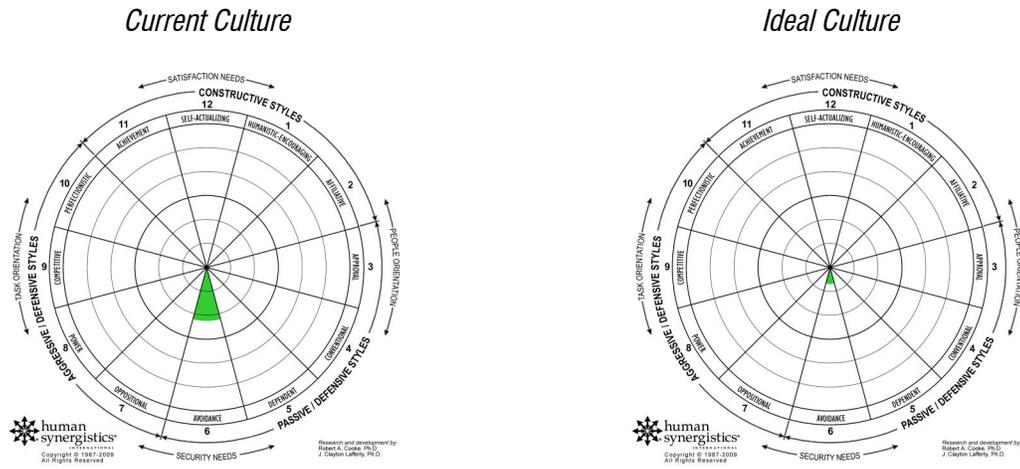
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Passive/Defensive Styles
Style 6: Avoidance



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
push decisions upward	2.73	2.17	0.56
make "popular" rather than necessary decisions	1.81	1.33	0.47
be non-committal	1.62	1.17	0.45
shift responsibilities to others	1.99	1.57	0.42
wait for others to act first	1.65	1.30	0.35
never be the one blamed for problems	1.68	1.43	0.25
not get involved	1.61	1.37	0.24
take few chances	2.32	2.10	0.22
"lay low" when things get tough	1.48	1.43	0.05
put things off	1.53	1.60	-0.07

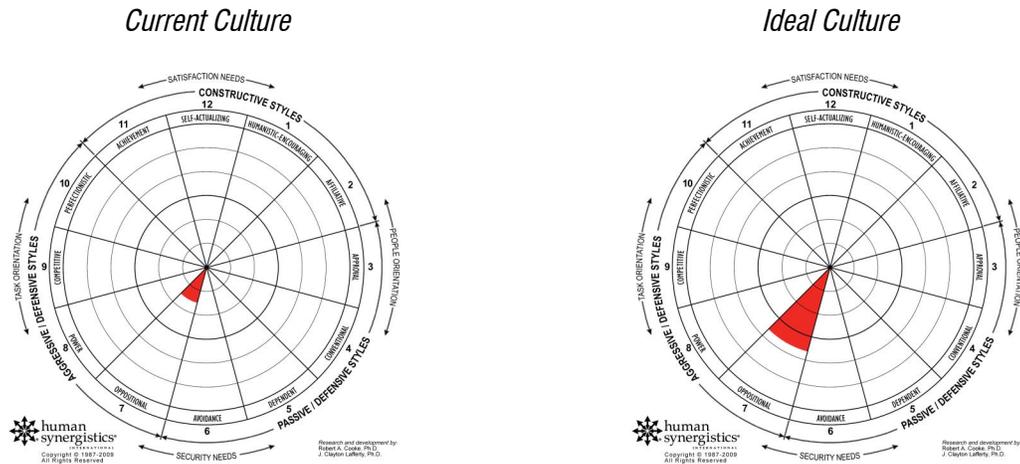
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Aggressive/Defensive Styles Style 7: Oppositional



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
oppose things indirectly	1.67	1.40	0.27
refuse to accept criticism	1.42	1.20	0.22
look for mistakes	2.22	2.03	0.18
remain aloof from the situation	1.76	1.73	0.02
oppose new ideas	1.67	1.77	-0.10
question decisions made by others	2.47	2.93	-0.46
play the role of the "loyal opposition"	1.78	2.60	-0.82
point out flaws	2.15	3.03	-0.88
be hard to impress	1.60	2.63	-1.03
stay detached and perfectly objective	2.65	3.70	-1.05

1 = Not at all; 5 = To a very great extent

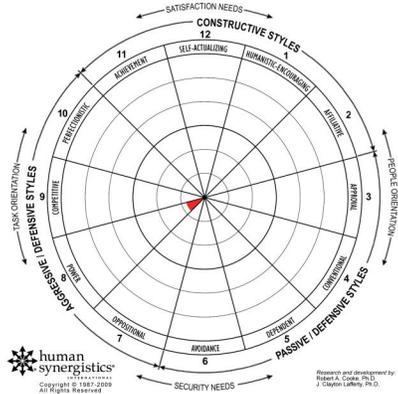
Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

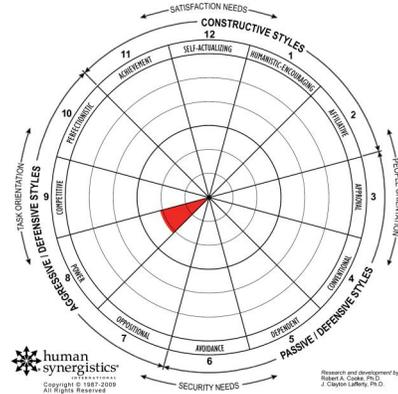
A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Aggressive/Defensive Styles
Style 8: Power

Current Culture



Ideal Culture



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
personally run everything	1.73	1.33	0.40
play "politics" to gain influence	1.88	1.53	0.35
use the authority of their position	2.06	2.00	0.06
maintain unquestioned authority	1.68	1.67	0.01
stay on the offensive	1.88	2.27	-0.38
build up their power base	1.88	2.37	-0.48
be hard, tough	1.59	2.10	-0.51
never relinquish control	2.04	2.57	-0.53
act forceful	1.81	2.80	-0.99
demand loyalty	2.17	3.57	-1.40

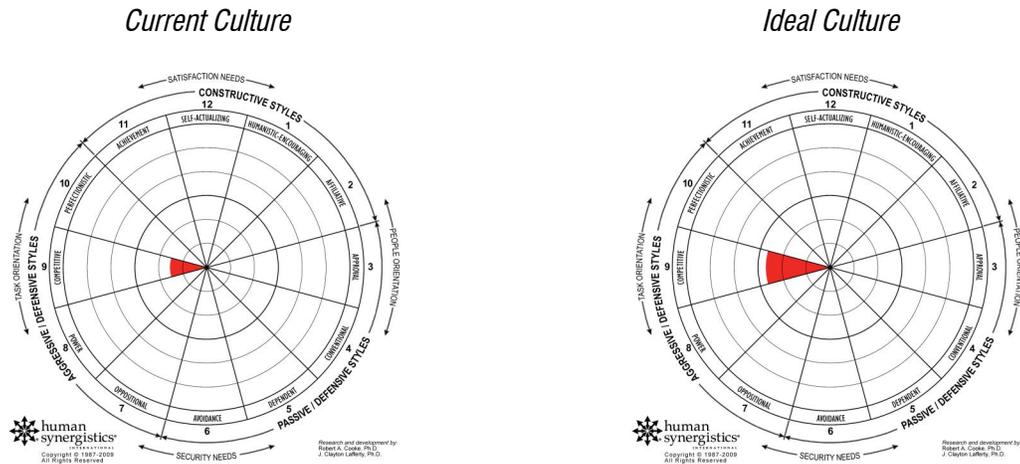
1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Aggressive/Defensive Styles
Style 9: Competitive



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
never appear to lose	1.60	1.50	0.10
maintain an image of superiority	1.86	1.83	0.03
win against others	1.59	1.63	-0.04
be seen and noticed	2.27	2.33	-0.06
compete rather than cooperate	1.50	1.57	-0.07
be the center of attention	1.42	1.57	-0.14
always try to be right	2.04	2.43	-0.39
turn the job into a contest	1.40	1.83	-0.44
be a "winner"	2.67	3.57	-0.90
out-perform their peers	2.00	2.93	-0.93

1 = Not at all; 5 = To a very great extent

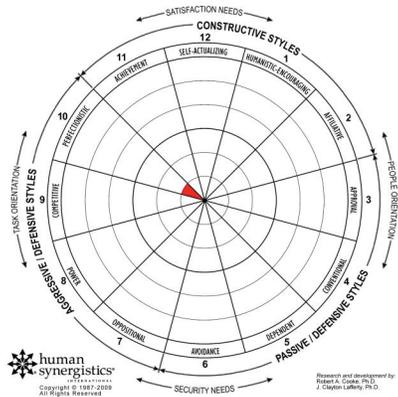
Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

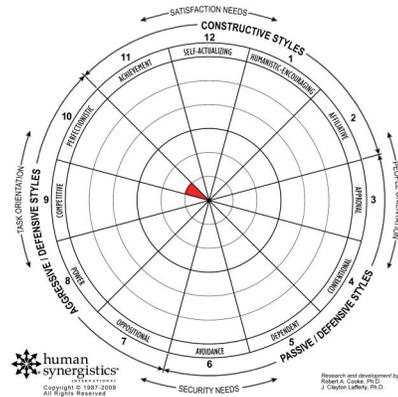
A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

Aggressive/Defensive Styles Style 10: Perfectionistic

Current Culture



Ideal Culture



All Respondents	Answering in Terms of:		
	Current Mean	Ideal Mean	Gap Mean
keep on top of everything	3.22	2.17	1.05
personally take care of every detail	2.37	1.93	0.44
set unrealistically high goals	1.50	1.37	0.13
be precise... even when it's unnecessary	2.31	2.23	0.07
never make a mistake	1.77	1.70	0.07
appear competent and independent	3.60	3.60	0.00
do things perfectly	2.46	2.73	-0.27
view work as more important than anything else	1.65	1.97	-0.31
work long, hard hours	2.14	2.80	-0.66
persist, endure	3.13	4.07	-0.94

1 = Not at all; 5 = To a very great extent

Gap = (Current - Ideal)

A positive gap indicates that the current mean for a particular item needs to be decreased.

A negative (-) gap indicates that the current mean for a particular item is better than the ideal.

(3) Increasing Readiness for Change

In planning for change, it is useful to consider the readiness of members at all levels. Members' readiness for change is important because it has a direct bearing on whether they will support or resist change initiatives.

Those who completed the Ideal form of the OCI described your organization's readiness for change in terms of:

- their assessment of the potential benefits and practicality of moving the organization toward the ideal culture; and
- their perceptions of members' motivation for cultural change.

The readiness for change results are presented on the next two pages. Use these results, along with personal observations, to outline a plan for increasing readiness for change (Steps 3a through 3d).

Step 3a: Evaluate Current Readiness for Change

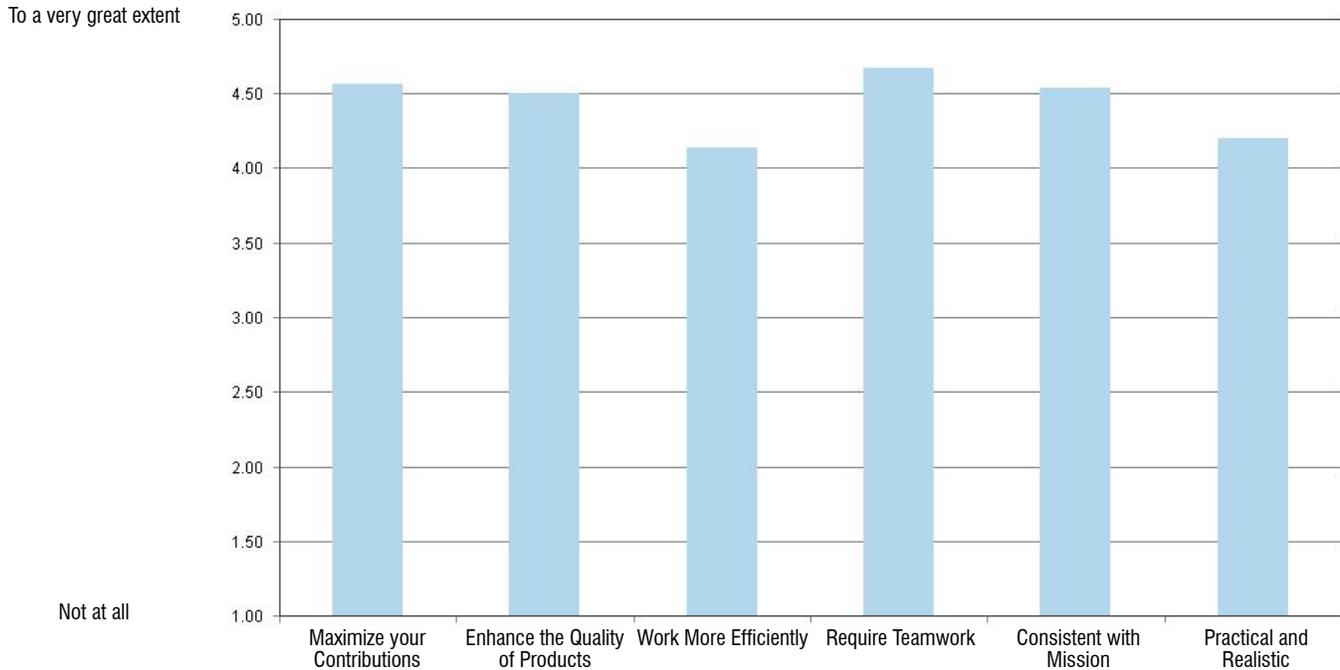
Where within your organization do you anticipate problems in terms of people's:

Understanding regarding the need for change?

Commitment to achieving change goals?

Organizational Readiness for Change
Member Assessments of the Ideal Culture

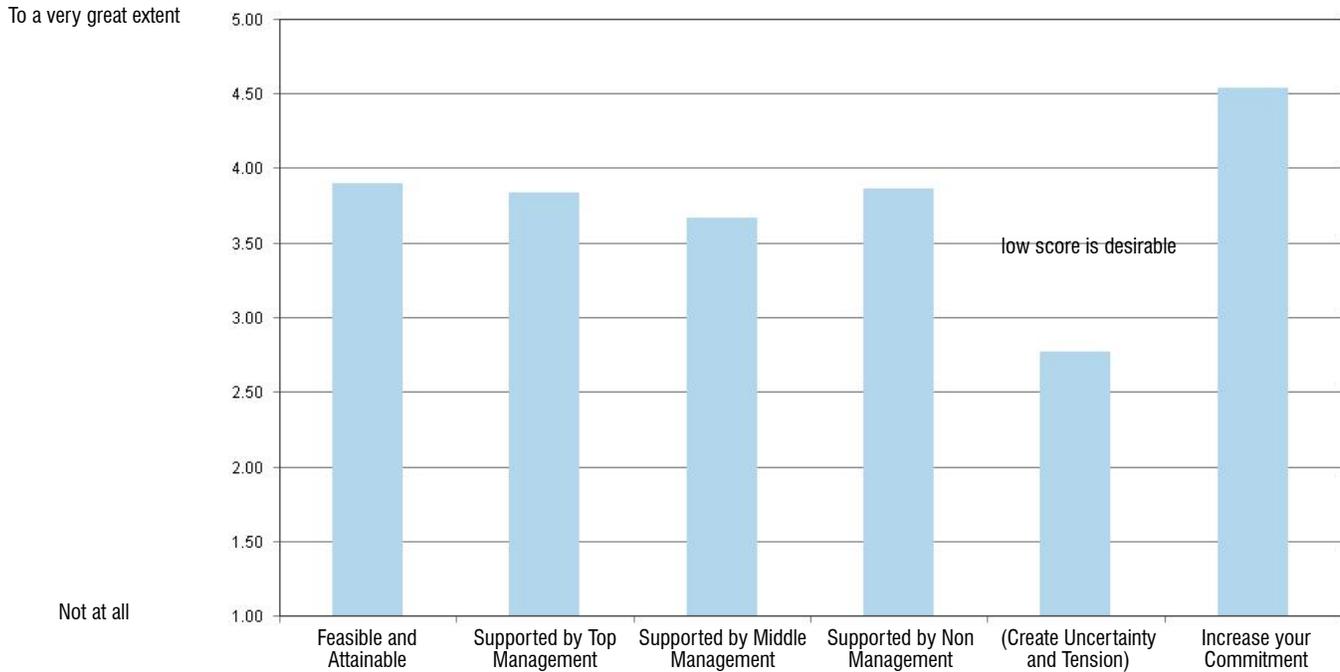
All Respondents



<i>To what extent...</i>	Mean	Standard Deviation
... would this type of culture enable you to develop your capabilities and maximize your contributions to the organization?	4.57	0.63
... would this type of culture enhance the quality of products/services offered by your organization?	4.50	0.57
... would this type of culture require people like yourself to work more efficiently and effectively?	4.13	0.73
... would this type of culture require members to develop better teamwork, communication and interpersonal skills?	4.67	0.48
... would this type of culture be consistent with the mission, philosophy and/or values of the organization (as you understand them)?	4.53	0.73
... would this type of culture be practical and realistic for an organization in the same industry (and operating in the same environment) as yours?	4.20	0.48

Organizational Readiness for Change
Motivation for Cultural Change

All Respondents



<i>To what extent...</i>	Mean	Standard Deviation
... would movement toward this type of culture be feasible and attainable in <i>your</i> organization?	3.90	0.61
... would movement toward this type of culture be supported by top-level management?	3.83	0.83
... would movement toward this type of culture be supported by middle management?	3.67	0.84
... would movement toward this type of culture be supported by non-managerial personnel?	3.87	0.94
(... would movement toward this type of culture create uncertainty and tension for members?)	2.77	1.14
... would movement toward this type of culture increase your commitment to the organization?	4.53	0.63

(Items in parentheses) are negatively worded; therefore, high scores along these items are undesirable.

Step 3b: Increase Understanding

Focusing particularly (but not exclusively) on those areas in which understanding the need for change is likely to be a problem, describe how your organization should communicate to people the need for change. Specifically,

What should be the key points of the communication (for example, what discrepancies should be highlighted, what are the goals that should be communicated)?

Who should deliver the message?

How should the message be delivered (what media should be used)?

When should the message be delivered?

Step 3c: Increase Commitment

Focusing particularly (but not exclusively) on those areas in which commitment is likely to be a problem, outline some strategies for increasing members' commitment to change. For instance,

In what ways can members participate in planning for change?

How should your organization go about defining and communicating members' roles in the change process?

How will the changes benefit individual members (and how should these benefits be communicated)?

Step 3d: Increase Confidence

Focusing particularly (but not exclusively) on those areas in which confidence is likely to be a problem, outline some strategies for promoting positive expectations for change. For example,

What can your organization do to assure that people have the knowledge and skills necessary to implement the proposed changes?

Who are the key opinion leaders within the organization and how can they help to increase members' confidence in the organization's and members' ability to change?

Are there success stories (either internal or external to the organization) that can be shared with members?

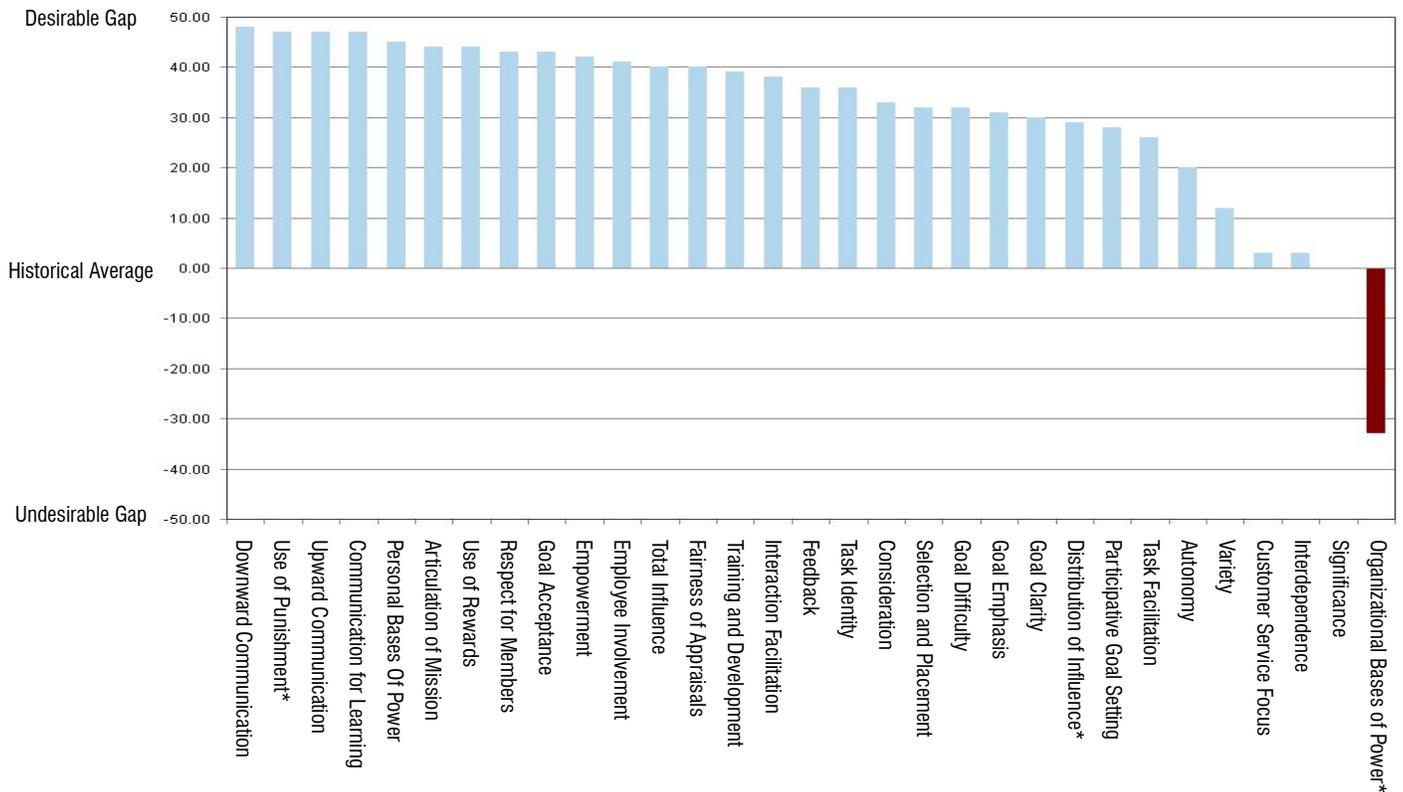
(4) Identifying Levers for Change

The next step is to identify the internal structures, systems, and job design factors (technology), as well as members' skills/qualities that need to be modified or changed to help you meet your cultural change targets.

The barchart shown below summarizes your organization's results along the causal factors measured by the OEI. Similar to the summary barchart presented in Section 3, it shows your organization's percentile score for each causal factor, based on the distribution of raw scores from a sample of 1084 organizational units. The chart highlights the gaps (that is, the differences) between your organization's causal factor results and those of the average organization in the following ways:

- Bars extending above the Historical Average (0.00) indicate desirable gaps; those extending below indicate undesirable gaps.
- The gaps are arranged from most to least desirable. Thus, bars further toward the right are potentially important levers for change.

Gap Barchart of Causal Factors



*The gap scores for distribution of influence, use of punishment, and organizational bases of power are reversed so that, for all causal factors, positive differences indicate desirable gaps and negative differences indicate undesirable gaps.

Step 4a: Identify Levers Related to Your Organization's First Cultural Target (Norm: _____)

Review the Gap Barchart of causal factors, focusing particularly on those factors with undesirable gaps. Which of the causal factors are currently promoting norms and expectations in a direction that is inconsistent with the objectives specified for your organization's first cultural target (identified in Step 2d)? How can these factors be modified or changed so that they will enable your organization to achieve the objectives for its first cultural target?*

Causal Factor 1:

Ways this factor can be modified to become a lever for change:

Causal Factor 2:

Ways this factor can be modified to become a lever for change:

Causal Factor 3:

Ways this factor can be modified to become a lever for change:

*Appendix A presents correlations between your organization's OCI and OEI results. You may want to consider the correlations that focus on culture and causal factors when identifying levers for cultural change. However, because the correlations are based only on your organization, they should be interpreted with caution, particularly if the sample size is small or if there is little variance in the measures of culture or causal factors.

Step 4b: Identify Levers Related to Your Organization's Second Cultural Target (Norm: _____)

Which of the causal factors are currently promoting norms and expectations in a direction that is inconsistent with the objectives specified for your organization's second cultural target (identified in Step 2d)? How can these factors be modified or changed so that they will enable your organization to achieve the objectives for its second cultural target?

Causal Factor 1:

Ways this factor can be modified to become a lever for change:

Causal Factor 2:

Ways this factor can be modified to become a lever for change:

Causal Factor 3:

Ways this factor can be modified to become a lever for change:

Step 4c: Identify Levers Related to Your Organization's Third Cultural Target (Norm: _____)

Which of the causal factors are currently promoting norms and expectations in a direction that is inconsistent with the objectives specified for your organization's third cultural target (identified in Step 2d)? How can these factors be modified or changed so that they will enable your organization to achieve the objectives for its third cultural target?

Causal Factor 1:

Ways this factor can be modified to become a lever for change:

Causal Factor 2:

Ways this factor can be modified to become a lever for change:

Causal Factor 3:

Ways this factor can be modified to become a lever for change:

Step 4d: Identify Levers Related to Your Organization's Fourth Cultural Target (Norm: _____)

Which of the causal factors are currently promoting norms and expectations in a direction that is inconsistent with the objectives specified for your organization's fourth cultural target (identified in Step 2d)? How can these factors be modified or changed so that they will enable your organization to achieve the objectives for its fourth cultural target?

Causal Factor 1:

Ways this factor can be modified to become a lever for change:

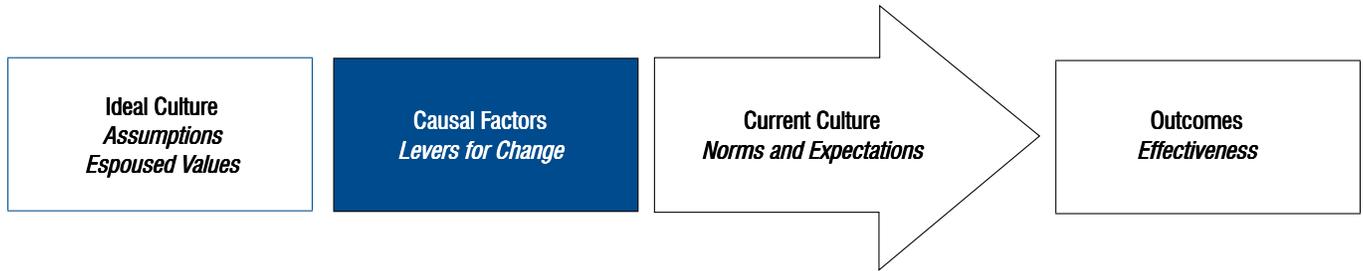
Causal Factor 2:

Ways this factor can be modified to become a lever for change:

Causal Factor 3:

Ways this factor can be modified to become a lever for change:

Section 7: Causal Factors (Subgroups)



CAUSAL FACTORS (SUBGROUPS)

This section contains the causal factor results broken down by the subgroups identified by your organization. Combined with the information provided in other sections of the report, the results presented in this section can help you to:

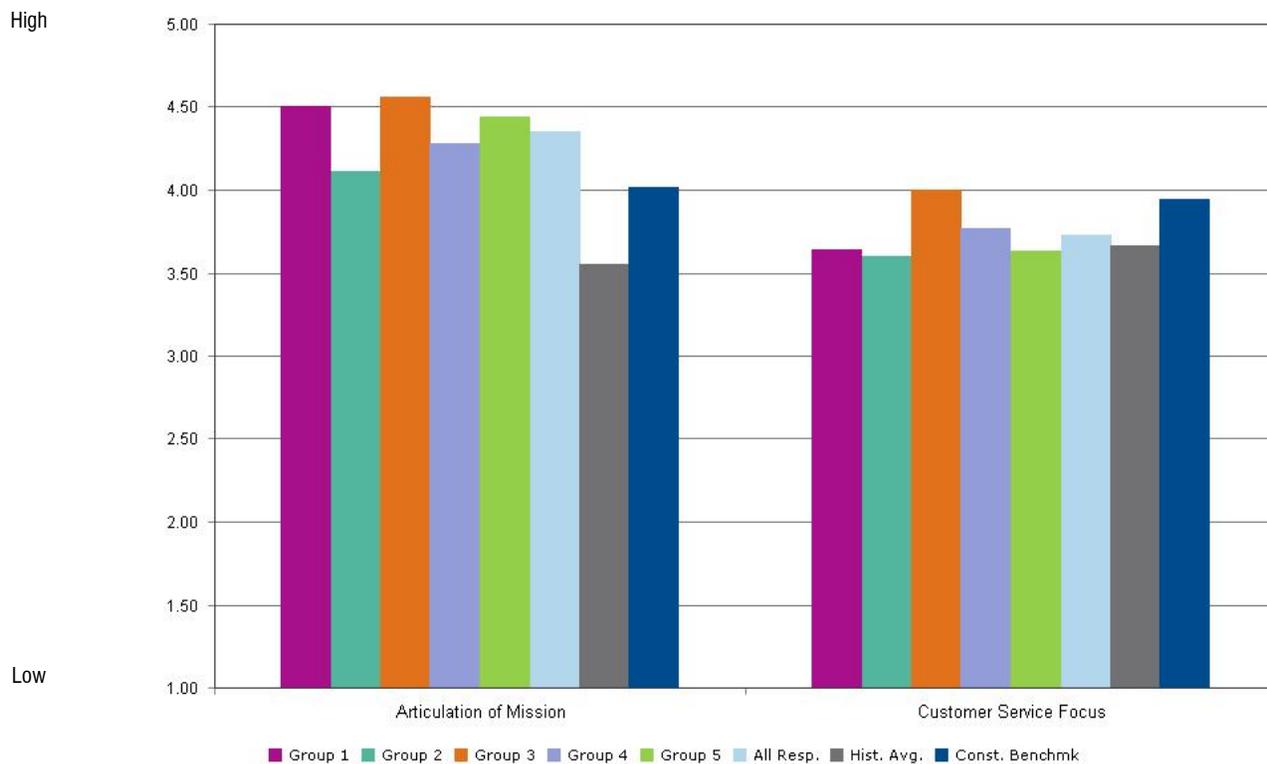
- determine the extent to which causal factor results at the organizational level (Section 3) are consistent across subgroups;
- uncover the factors that are driving the cultures of different subgroups (as described in Section 8); and
- identify levers for change at the subgroup level that will contribute to the attainment of both organizational goals (as outlined in Section 6) and subgroup goals.

The subgroup results are presented in two sets of barcharts and tables. The first set compares the results of each subgroup to one another, to the organization as a whole ("all respondents"), to the Historical Averages, and to the Constructive Benchmarks. These charts and tables make it easy to identify similarities, as well as differences, across subgroups with respect to mission and philosophy, structures, systems, technology, and skills/qualities.

The second set of barcharts summarizes the results for each subgroup as compared to the Historical Averages. The tables that accompany these charts compare each subgroup's results to all respondents, the Historical Averages, and the Constructive Benchmarks. In addition, the tables identify subgroup results that are significantly different (based on *Student t-tests*) from those of the other subgroups. Unless your organization surveyed all or most of its population (in which case any differences observed are significant), the results of the *t-tests* are important because they indicate the likelihood that any differences observed between subgroups are significant, rather than due to chance or sampling error. Thus, the second set of barcharts and tables are especially useful for identifying both the factors that are driving the current cultures of particular subgroups and the levers for change that are appropriate for these subgroups.

Descriptions of the Historical Averages, the Constructive Benchmarks, and the causal factors measured by the OEI are provided in Section 3 of this report. Suggestions for identifying levers for change are provided in Section 6. Therefore, you should refer back to these sections for further information on interpreting the causal factor results.

Mission and Philosophy

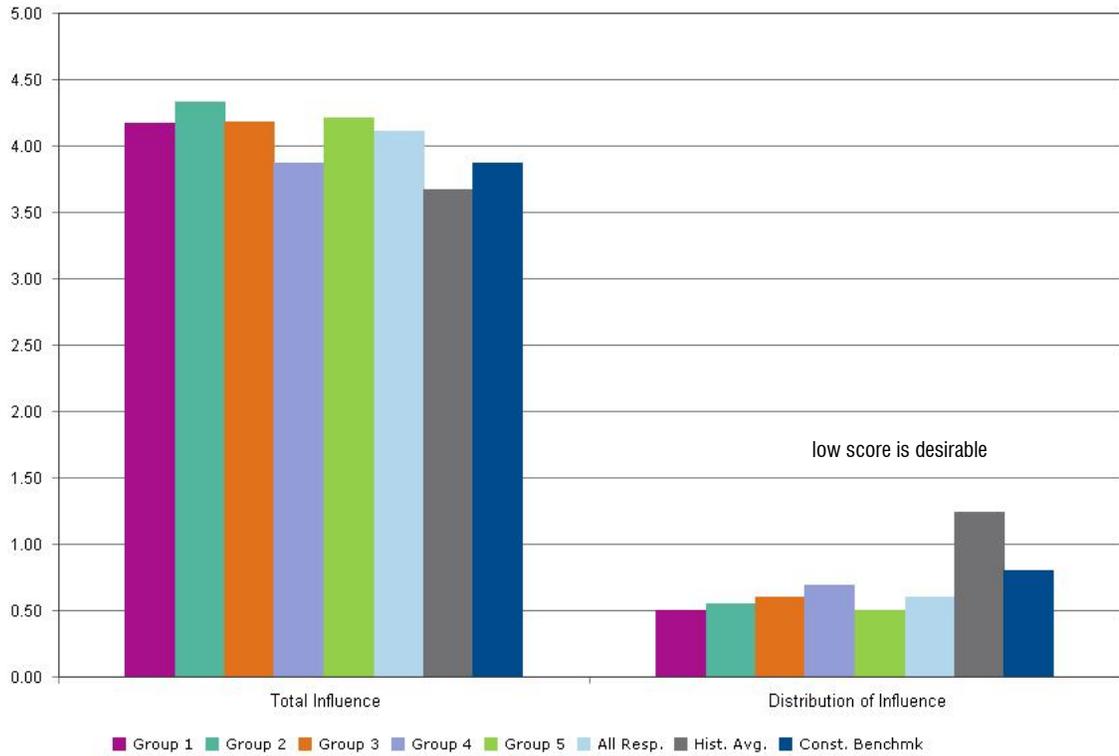


	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Articulation of Mission	4.50	4.11	4.56	4.28	4.44	4.35	3.55	4.01
Widely-shared philosophy provides employees an understanding	4.60	4.11	4.60	4.08	4.43	4.32	3.41	3.92
Objectives and priorities are clear and understood by members	4.50	3.78	4.47	4.46	4.29	4.29	3.80	4.33
Members' actions illustrate the organization's philosophy and priorities	4.50	3.89	4.53	3.85	4.29	4.21	3.80	4.10
People have a clear understanding of the organization's mission	4.10	4.33	4.40	4.15	4.43	4.27	3.67	4.09
Ceremonies are held to celebrate outstanding work	4.80	4.44	4.80	4.85	4.79	4.67	3.25	3.76
Customer Service Focus	3.64	3.60	4.00	3.77	3.63	3.73	3.67	3.94
You are encouraged to emphasize the perspective and needs of customers	4.70	4.56	4.40	4.54	4.29	4.44	4.13	4.39
The organization responds effectively to changing needs of clients	3.50	3.11	4.07	3.62	3.79	3.76	3.53	3.80
You are relied on to provide information about customers' needs	3.10	3.44	3.73	3.46	3.57	3.45	3.20	3.45
Your organization relies on you to help win customers and generate sales	2.20	2.33	3.20	2.54	2.57	2.63	3.05	3.27
Your department is responsible for client satisfaction	4.70	4.56	4.60	4.69	3.93	4.38	4.40	4.52

Scale scores are in boldface and are shaded. Item scores are listed below scale scores. For Articulation of Mission, item and scale scores can range from 1 ("disagree") to 5 ("agree"). For Customer Service Focus, item and scale scores can range from 1 ("not at all") to 5 ("to a very great extent").

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Influence



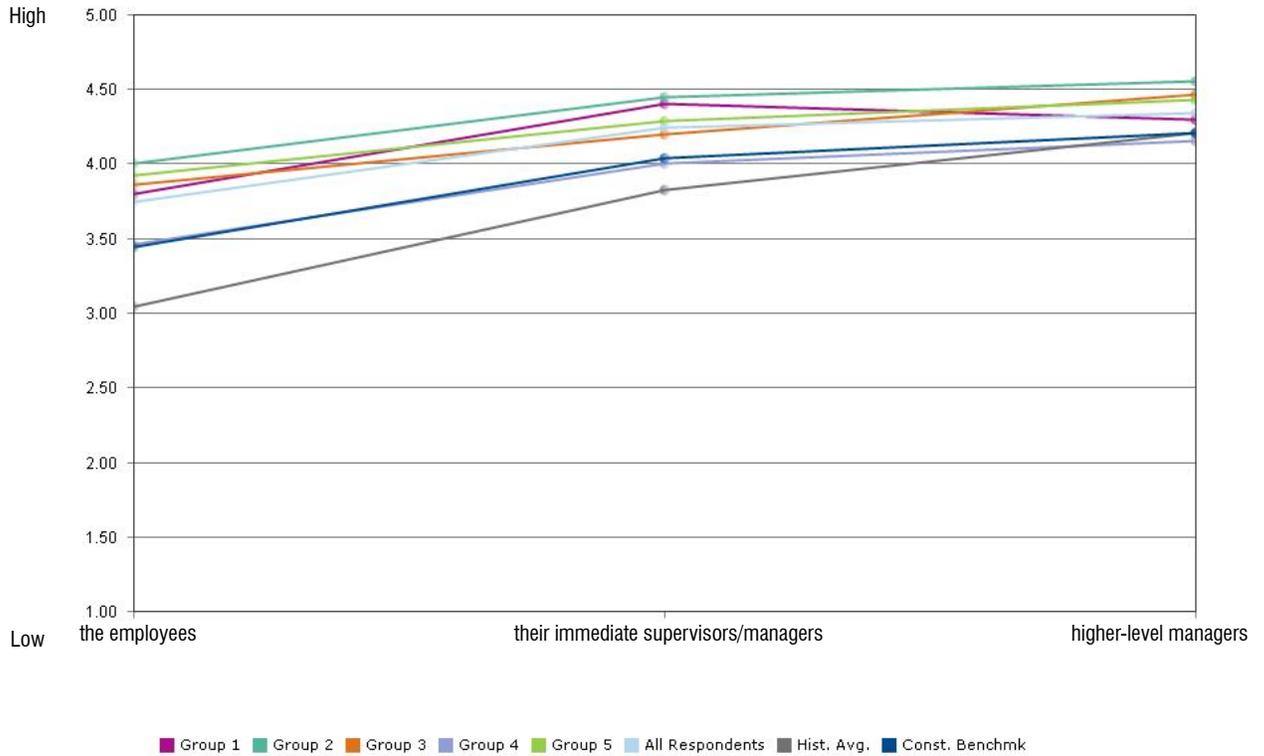
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Total Influence	4.17	4.33	4.18	3.87	4.21	4.11	3.67	3.87
Distribution of Influence	0.50	0.56	0.60	0.69	0.50	0.60	1.24	0.80
the employees	3.80	4.00	3.87	3.46	3.93	3.74	3.04	3.45
their immediate supervisors/managers	4.40	4.44	4.20	4.00	4.29	4.24	3.83	4.04
higher-level managers	4.30	4.56	4.47	4.15	4.43	4.35	4.21	4.21

Scale scores are in boldface and are shaded.

Scores reflecting the influence of members at different organizational levels are listed below the scale scores. For the Total Influence scale and the items, scores can range from 1 (“no influence at all”) to 5 (“very great influence”). For the Distribution of Influence scale, scores are based on the difference between the influence of *higher-level managers* versus the *employees* (i.e., the influence of higher-level managers minus the influence of employees).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

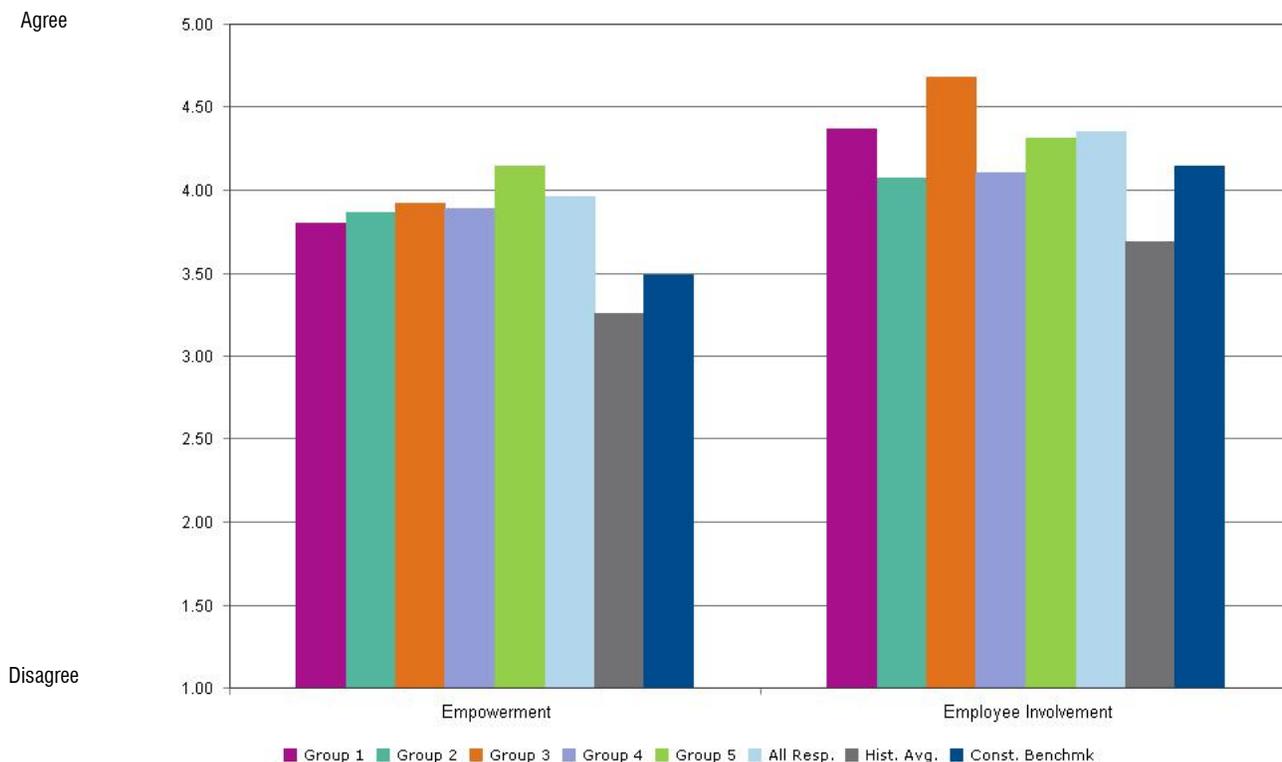
Control Graph (Distribution of Influence)



Note. The control graph shows the mean influence scores for "employees" (non-managers), "their immediate supervisors/managers" (first-line managers), and "higher-level managers" (people at the top) as compared to our Historical Averages and Constructive benchmarks. The steeper the slope of the line between employees and higher-level managers, the more hierarchical and centralized the distribution of influence. Conversely, the flatter the slope of the line between employees and higher-level managers, the less hierarchical and more decentralized the organization in terms of influence.

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Empowerment and Employee Involvement



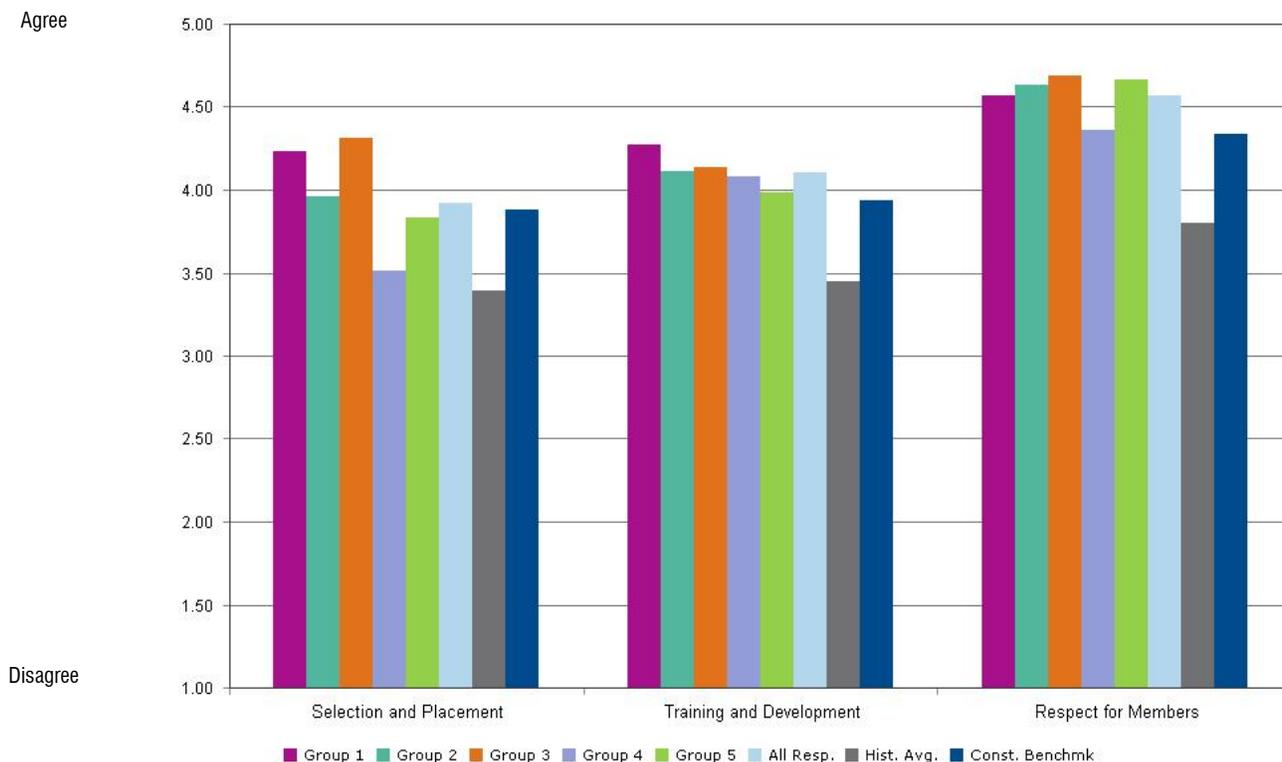
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Empowerment	3.80	3.86	3.92	3.88	4.14	3.96	3.26	3.49
I have the authority and influence needed to carry out my responsibilities	4.40	4.33	4.27	4.69	4.64	4.46	4.02	4.24
*I am expected to do things without the necessary resources	1.90	2.33	1.53	1.69	1.64	1.73	2.78	2.40
When asked to do something new, I am provided with time to practice	3.70	3.33	3.80	3.46	3.71	3.73	3.04	3.35
I am asked to perform only those tasks for which I am qualified	3.00	4.11	3.13	3.08	3.86	3.38	2.78	2.90
Employee Involvement	4.37	4.07	4.68	4.10	4.31	4.35	3.69	4.15
*There's little chance of getting anything done about one's ideas	1.90	2.44	1.20	2.23	1.93	1.79	2.44	1.93
Management is interested in employees' suggestions	4.60	4.44	4.64	4.46	4.50	4.51	3.71	4.20
Employees are actively involved in improving the organization	4.40	4.22	4.60	4.08	4.36	4.35	3.70	4.21

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Human Resource Management



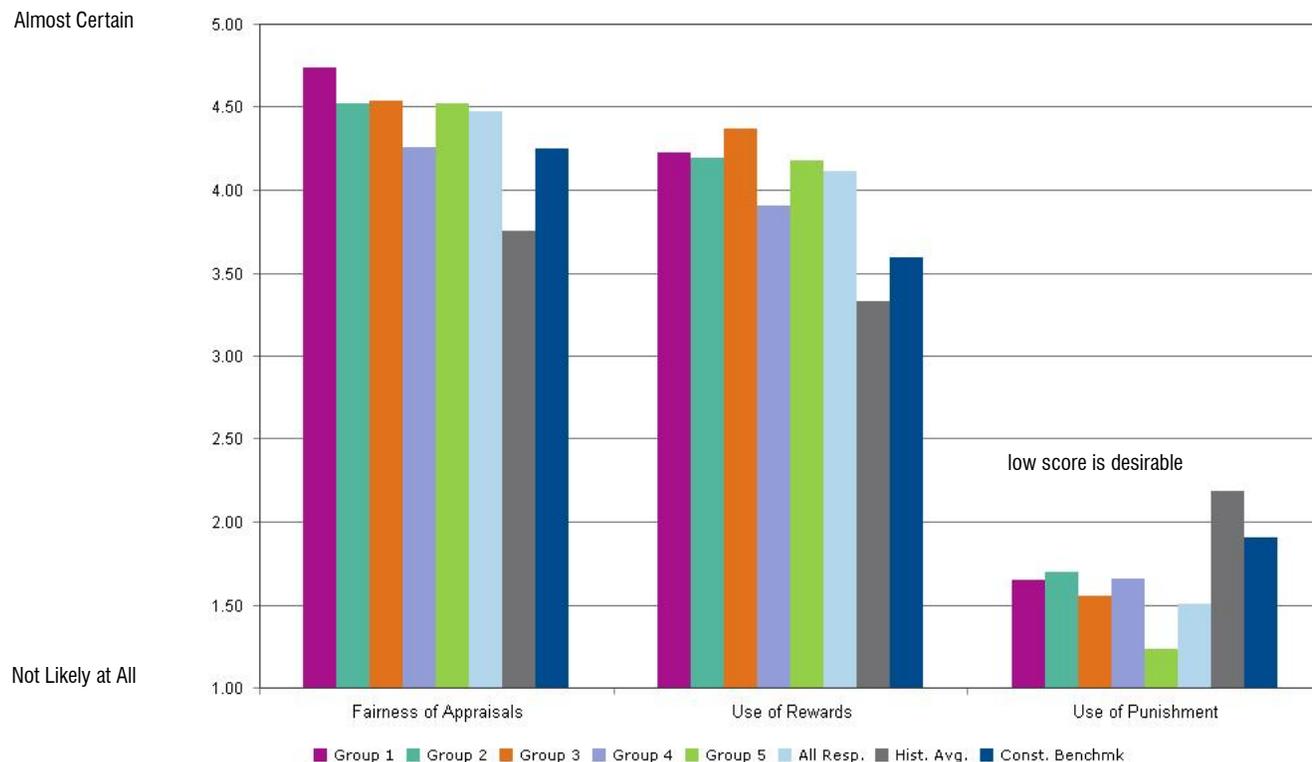
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Selection and Placement	4.23	3.96	4.31	3.51	3.83	3.92	3.39	3.88
When a position needs to be filled, the best person gets it	4.00	4.00	4.33	3.08	3.71	3.78	3.11	3.60
Careful to hire people who will be comfortable with the job	4.40	4.00	4.40	3.77	3.79	3.92	3.59	4.03
There is a good match between job requirements and people's skills	4.30	3.89	4.20	3.69	4.00	4.05	3.55	4.00
Training and Development	4.28	4.11	4.13	4.08	3.98	4.10	3.45	3.93
*Organization shows little interest in growth of its people	1.50	1.11	1.33	1.38	1.43	1.38	2.21	1.68
Opportunities for training are fair and equitable	4.20	4.22	4.27	4.15	4.21	4.22	3.50	4.01
When people do not perform well, action is taken to help them	4.00	4.00	4.00	3.54	3.64	3.79	3.18	3.63
People receive the orientation and training they need	4.40	3.33	3.60	4.00	3.50	3.78	3.25	3.74
Respect for Members	4.57	4.63	4.69	4.36	4.67	4.56	3.80	4.33
Members are treated with respect and dignity	4.60	4.67	4.73	4.23	4.71	4.58	3.68	4.34
Decisions are made in a way that respects members' rights	4.50	4.33	4.47	4.15	4.64	4.36	3.52	4.00
People are treated well – regardless of ethnicity, sex, or age	4.60	4.89	4.87	4.69	4.64	4.76	4.11	4.63

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Appraisal and Reinforcement



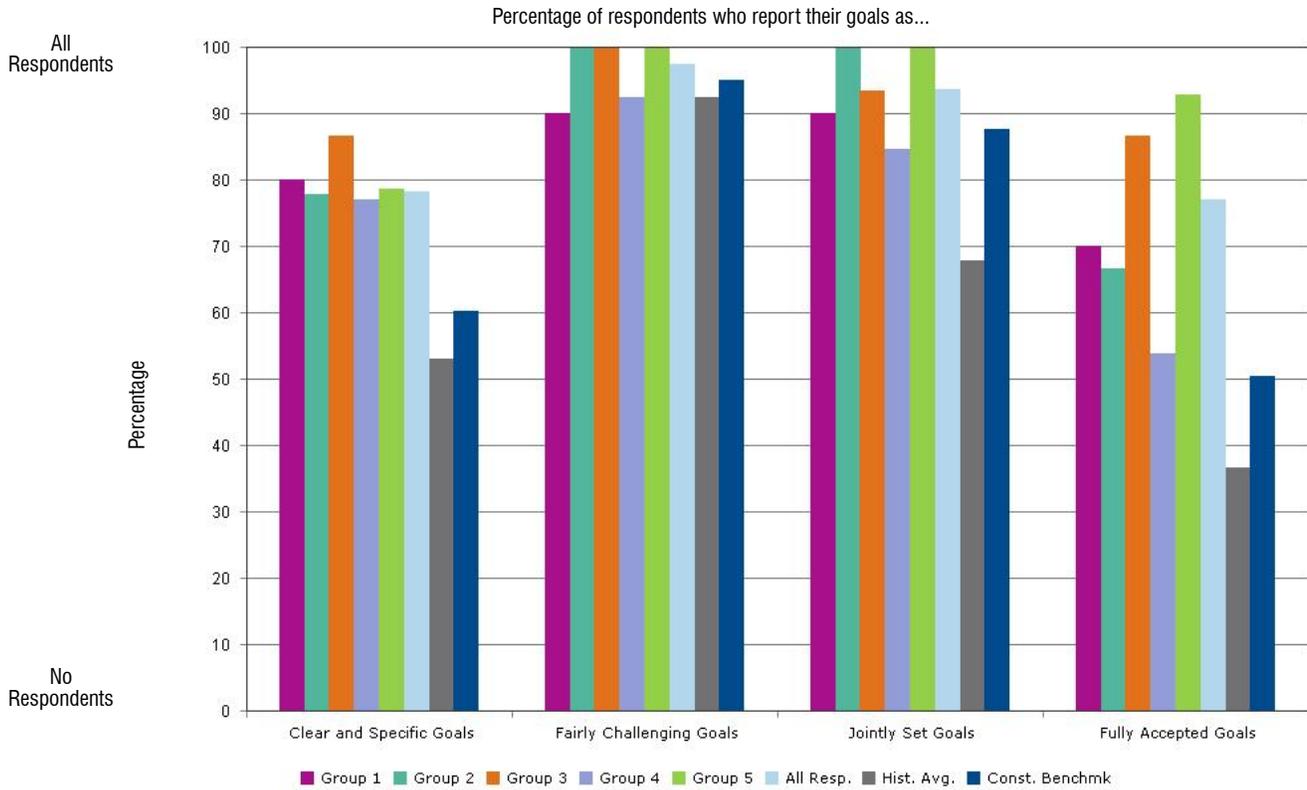
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Fairness of Appraisals	4.73	4.52	4.53	4.26	4.52	4.47	3.75	4.25
...will be based on performance rather than on favoritism	4.50	4.22	4.40	3.92	4.50	4.31	3.62	4.20
...will be evaluated fairly (without regard to race, sex, or age.)	4.90	4.67	4.73	4.69	4.43	4.64	4.08	4.50
...will be based on real measures of performance	4.80	4.67	4.47	4.15	4.64	4.47	3.67	4.10
Use of Rewards	4.23	4.19	4.37	3.90	4.18	4.11	3.33	3.59
...your supervisor(s) will notice your good work	4.50	4.44	4.67	4.31	4.43	4.38	3.64	4.01
*...nothing will happen	1.70	1.67	1.40	1.92	1.57	1.68	2.57	2.20
...you will be praised	4.20	4.33	4.40	4.15	4.43	4.24	3.21	3.61
...you will get a bigger raise or bonus	3.90	3.67	3.80	3.08	3.43	3.50	2.20	2.60
Use of Punishment	1.65	1.69	1.55	1.65	1.23	1.51	2.19	1.91
...you will be punished in some other way	1.50	1.56	1.53	1.31	1.14	1.40	1.89	1.62
*...your supervisor(s) will help you to correct the problem	4.30	4.22	4.60	3.92	4.64	4.33	3.63	4.00
... you will be given less desirable tasks to do	1.60	1.89	1.60	1.46	1.07	1.42	2.01	1.73
... your supervisor(s) will openly criticize you	1.80	1.56	1.67	1.77	1.36	1.54	2.67	2.41

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("not likely at all") to 5 ("almost certain").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
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Group 5	Age: 50-59

Goal Setting



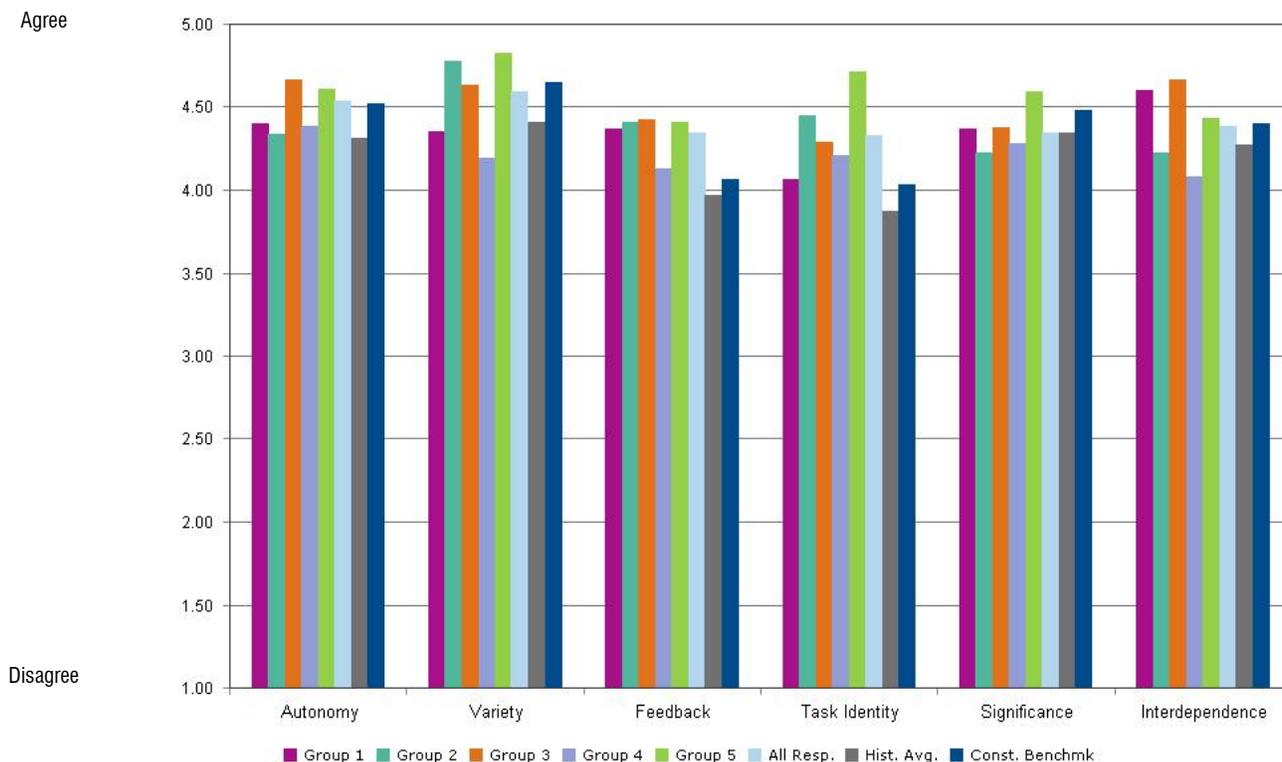
(Percentage of Respondents)

	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Goal Clarity	80.00	77.78	86.67	76.92	78.57	78.21	53.03	60.15
<i>Clear Goals</i>	<i>80.00</i>	<i>77.78</i>	<i>86.67</i>	<i>76.92</i>	<i>78.57</i>	<i>78.21</i>	<i>53.03</i>	<i>60.15</i>
Moderately Clear Goals	20.00	22.22	13.33	23.08	14.29	20.51	41.53	40.13
Unclear Goals	0.00	0.00	0.00	0.00	7.14	1.28	5.50	3.46
Goal Difficulty	90.00	100.00	100.00	92.31	100.00	97.44	92.44	94.93
Difficult Goals	0.00	0.00	0.00	0.00	0.00	0.00	0.21	3.67
<i>Fairly Challenging Goals</i>	<i>90.00</i>	<i>100.00</i>	<i>100.00</i>	<i>92.31</i>	<i>100.00</i>	<i>97.44</i>	<i>92.44</i>	<i>94.93</i>
Easy Goals	10.00	0.00	0.00	7.69	0.00	2.56	5.05	4.31
Participative Goal Setting	90.00	100.00	93.33	84.62	100.00	93.59	67.87	87.50
Set by Supervisor	0.00	0.00	0.00	0.00	0.00	0.00	22.22	6.66
<i>Set Jointly</i>	<i>90.00</i>	<i>100.00</i>	<i>93.33</i>	<i>84.62</i>	<i>100.00</i>	<i>93.59</i>	<i>67.87</i>	<i>87.50</i>
Set by You	10.00	0.00	6.67	15.38	0.00	6.41	6.00	5.44
Goal Acceptance	70.00	66.67	86.67	53.85	92.86	76.92	36.67	50.47
<i>Fully Accepted</i>	<i>70.00</i>	<i>66.67</i>	<i>86.67</i>	<i>53.85</i>	<i>92.86</i>	<i>76.92</i>	<i>36.67</i>	<i>50.47</i>
Generally Accepted	30.00	33.33	13.33	46.15	7.14	23.08	60.00	50.31
Marginally Accepted	0.00	0.00	0.00	0.00	0.00	0.00	5.15	2.75

Numbers in *italics* refer to the percentage of respondents who endorsed the desired response options.

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
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Group 5	Age: 50-59

Technology (Job Design)



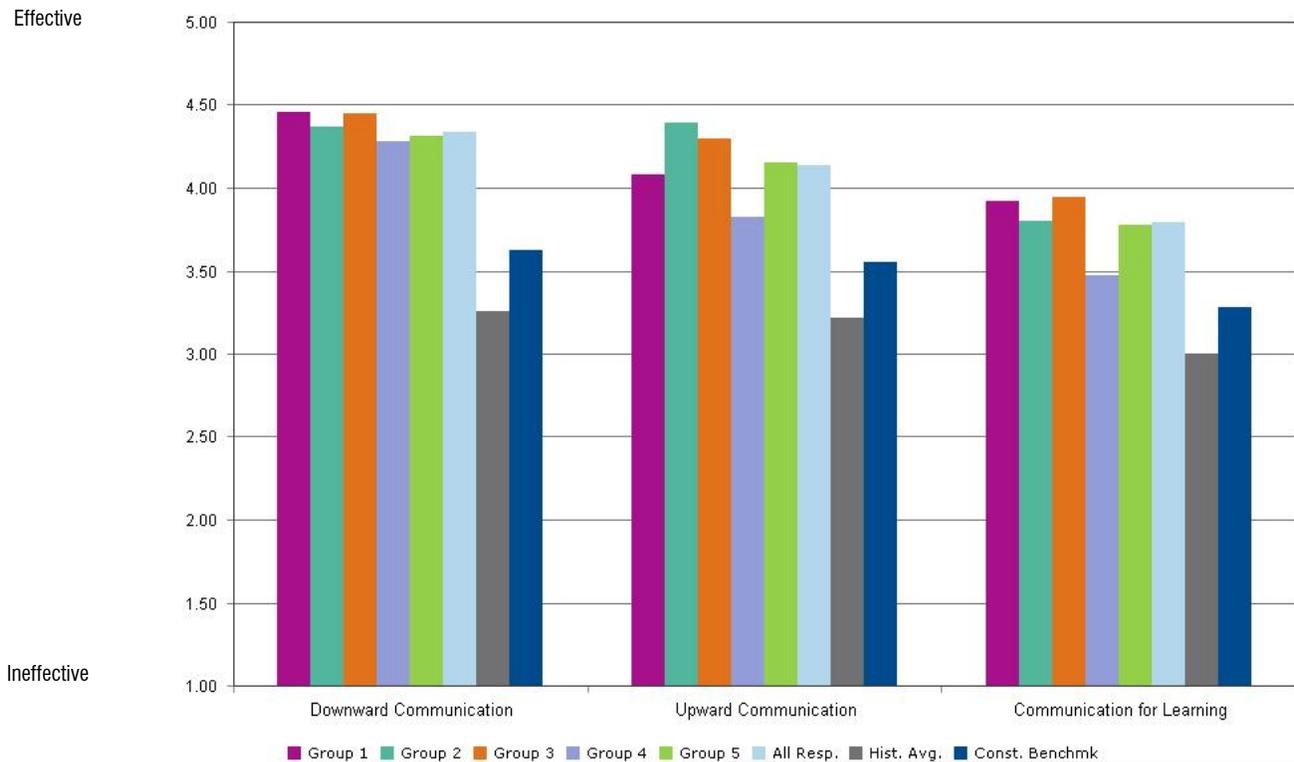
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Autonomy	4.40	4.33	4.67	4.38	4.61	4.54	4.31	4.52
I am allowed to plan how my work is carried out	4.60	4.44	4.67	4.23	4.50	4.53	4.21	4.51
It is my responsibility to decide how my job gets done	4.20	4.22	4.67	4.54	4.71	4.55	4.41	4.60
Variety	4.35	4.78	4.63	4.19	4.82	4.59	4.41	4.65
I get to do a lot of different things on my job	4.40	4.78	4.53	4.23	4.64	4.53	4.40	4.70
My job requires that I use a variety of different skills	4.30	4.78	4.73	4.15	5.00	4.65	4.52	4.78
Feedback	4.37	4.41	4.42	4.13	4.40	4.35	3.97	4.07
*The design of my job makes it difficult to monitor my performance	1.30	1.78	1.87	1.69	1.79	1.71	2.11	1.88
Just doing the work required by my job provides feedback	4.20	4.67	4.53	3.77	4.43	4.35	3.86	4.04
I can see how well I'm doing even if no one tells me	4.20	4.33	4.60	4.31	4.57	4.40	4.33	4.31
Task Identity	4.07	4.44	4.29	4.21	4.71	4.32	3.87	4.03
*My job limits me to only a small fragment of some larger task	2.00	1.89	1.80	2.23	1.43	1.77	2.20	1.96
My job involves performing a complete service	3.80	4.67	4.13	4.38	4.79	4.31	4.00	4.06
My job allows me to do a "whole piece" of work	4.40	4.56	4.53	4.46	4.79	4.44	3.83	4.01
Significance	4.37	4.22	4.38	4.28	4.60	4.35	4.34	4.48
*Poor performance on my part would have little or no impact on others	1.20	1.33	1.00	1.08	1.29	1.18	1.42	1.25
A lot of people can be affected by how well I do my work	4.50	4.56	4.53	4.54	4.71	4.54	4.50	4.60
My job has a significant impact on the work/lives of others	3.80	3.44	3.60	3.38	4.36	3.68	4.00	4.26
Interdependence	4.60	4.22	4.67	4.08	4.43	4.38	4.27	4.40
*My job is basically a "one person show"	1.40	1.78	1.33	1.92	1.57	1.62	1.73	1.60

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Communication



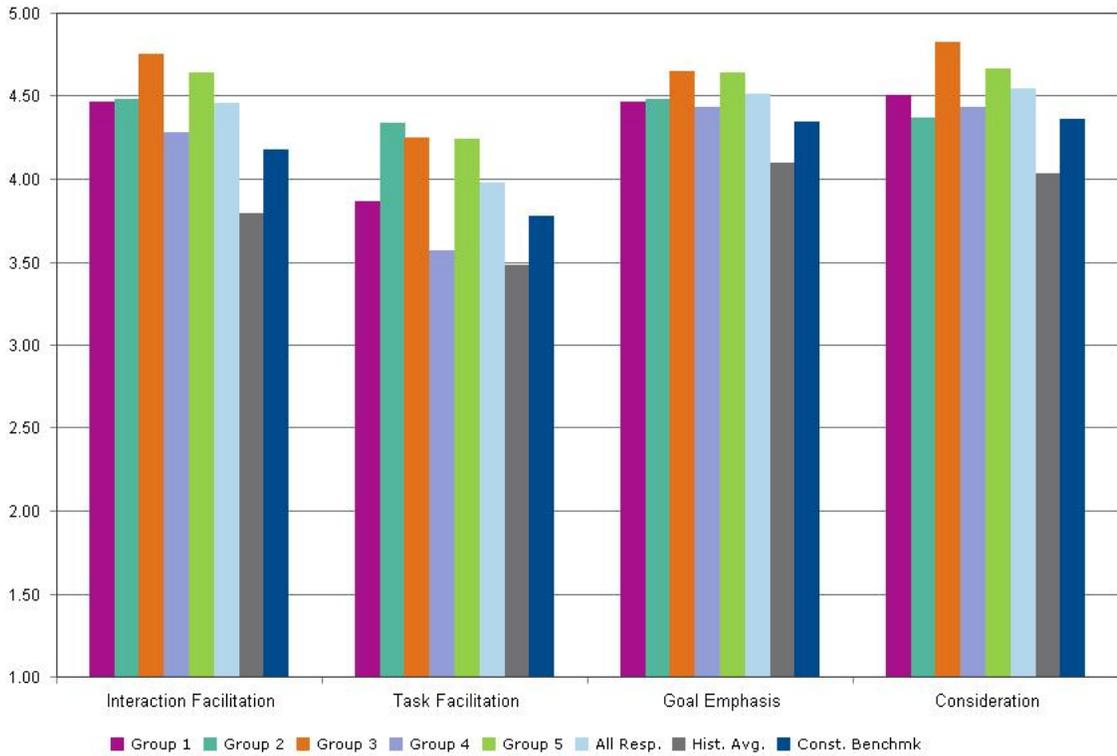
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Downward Communication	4.46	4.37	4.45	4.28	4.31	4.33	3.25	3.63
Credible (not Questionable)	4.90	4.44	4.87	4.69	4.71	4.68	3.75	4.22
Complete (not Sketchy)	4.90	4.78	4.67	4.38	4.64	4.60	3.39	3.81
Consistent and confirmatory (not Changing and confusing)	4.50	4.67	4.47	4.15	4.36	4.41	3.10	3.59
In-Depth (not Superficial)	4.00	4.33	4.07	3.92	4.07	4.05	3.21	3.55
Anticipated and understood (not Unexpected and surprising)	3.80	4.33	4.20	4.08	4.07	4.04	3.12	3.46
Straight from the source (not Through too many channels)	4.60	4.11	4.40	4.54	4.43	4.37	3.06	3.60
Timely (not Delayed)	4.80	4.56	4.73	4.69	4.64	4.64	3.42	3.80
Through formal channels (not Through the "grapevine")	4.90	4.56	4.40	4.54	3.86	4.36	3.24	3.63
Easily processed (not Information overload)	3.70	3.56	4.27	3.54	4.00	3.86	3.11	3.25
Upward Communication	4.08	4.40	4.30	3.82	4.15	4.14	3.22	3.55
Accepted (not Rejected)	4.40	4.56	4.53	3.69	4.50	4.31	3.29	3.65
Understood (not Misinterpreted)	4.50	4.44	4.53	4.00	4.29	4.32	3.35	3.73
Honest and complete (not Filtered and distorted)	4.50	4.67	4.67	4.00	4.14	4.36	3.34	3.67
Acted On (not Ignored)	3.70	4.11	4.13	3.85	4.00	3.97	3.17	3.50
Whatever needs to be said (not Only what they want to hear)	3.90	4.22	4.07	3.46	4.07	3.99	3.20	3.50
Provided voluntarily (not Provided only when demanded)	4.20	4.56	4.13	3.85	4.21	4.19	3.27	3.60
Forthright (not Censored)	4.50	4.11	4.40	3.77	4.21	4.17	3.12	3.50
Positive—suggestions (not Negative—complains)	3.70	4.44	4.07	3.69	4.07	3.95	3.06	3.34
How we can make things work (not "Why things won't work")	3.30	4.44	4.13	4.08	3.86	3.99	3.10	3.50
Communication for Learning	3.92	3.80	3.94	3.47	3.77	3.79	3.00	3.28
How do we learn from mistakes (not Who do we blame for mistakes)	4.80	4.22	4.53	4.23	4.43	4.46	3.38	3.95
Reflects a team perspective (not Reflects individual viewpoints)	4.10	4.11	4.00	3.69	3.93	3.99	3.11	3.41
Emphasizes the big picture (not Emphasizes micro-management)	4.90	4.11	4.80	4.23	4.43	4.46	3.47	3.76
Concerned with interdependencies (not Concerned with isolated jobs/tasks)	3.50	3.89	3.87	3.08	3.43	3.59	2.92	3.05
To promote discussion (not To communicate decisions)	3.10	2.33	2.93	2.46	3.14	2.90	2.50	2.71
Focused on the organization (not On units/departments)	3.10	4.11	3.53	3.15	3.29	3.37	2.70	2.88

Scale scores are in boldface and are shaded. Item scores are listed below scale scores. Item and scale scores can range from 1 ("ineffective communication") to 5 ("effective communication").

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Supervisory/Managerial Leadership

A Very Great Extent



Not at All

	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Interaction Facilitation	4.47	4.48	4.76	4.28	4.64	4.45	3.79	4.17
...encourages members of your workgroup to exchange ideas.	4.40	4.56	4.80	4.38	4.57	4.46	3.80	4.23
...encourages people to work as a team.	4.40	4.56	4.80	4.15	4.71	4.51	4.10	4.38
...holds group meetings with you and your co-workers	4.60	4.33	4.67	4.31	4.64	4.38	3.50	4.00
Task Facilitation	3.87	4.33	4.24	3.56	4.24	3.98	3.48	3.77
...offers ideas to help you solve work-related problems.	4.50	4.44	4.47	4.15	4.79	4.41	4.03	4.21
...shows you how to improve your work.	3.90	4.44	4.27	3.46	4.00	3.94	3.52	3.81
...helps you plan your work.	3.20	4.11	4.00	3.08	3.93	3.59	3.05	3.25
Goal Emphasis	4.47	4.48	4.64	4.44	4.64	4.51	4.10	4.34
...sets an example by working hard.	4.40	4.44	4.60	4.46	4.71	4.51	4.03	4.35
...maintains high standards of performance.	4.50	4.44	4.67	4.46	4.57	4.50	4.10	4.39
...encourages people to give their best effort.	4.50	4.56	4.67	4.38	4.64	4.51	4.17	4.44
Consideration	4.50	4.37	4.82	4.44	4.67	4.55	4.03	4.36
...pays attention to your opinions.	4.50	4.22	4.73	4.31	4.64	4.47	3.89	4.23
...willingly listens to your problems.	4.60	4.44	4.80	4.46	4.64	4.55	4.06	4.41
...is friendly and easy to approach.	4.40	4.44	4.93	4.54	4.71	4.62	4.22	4.51

Scale scores are in boldface and are shaded.

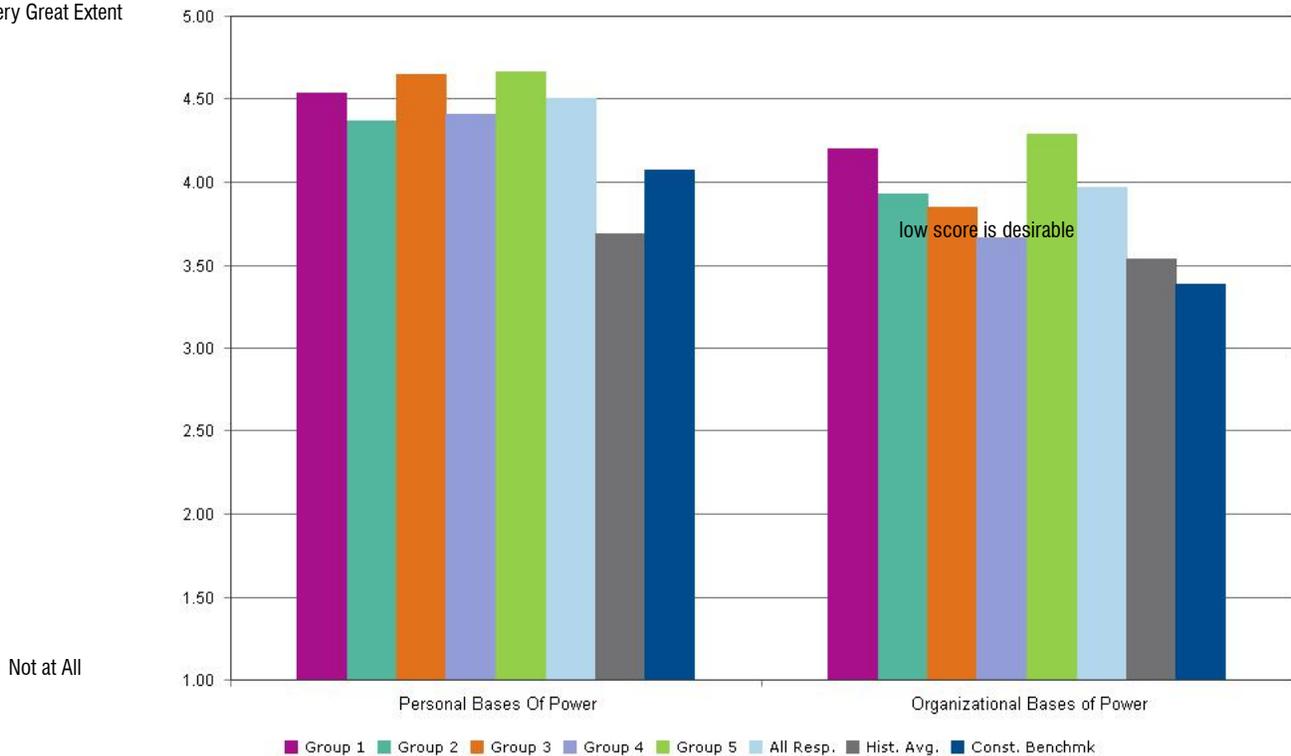
Item scores are listed below scale scores.

Item and scale scores can range from 1 ("not at all") to 5 ("a very great extent").

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
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Group 4	Age: 40-49
Group 5	Age: 50-59

Supervisory/Managerial Sources of Power

A Very Great Extent



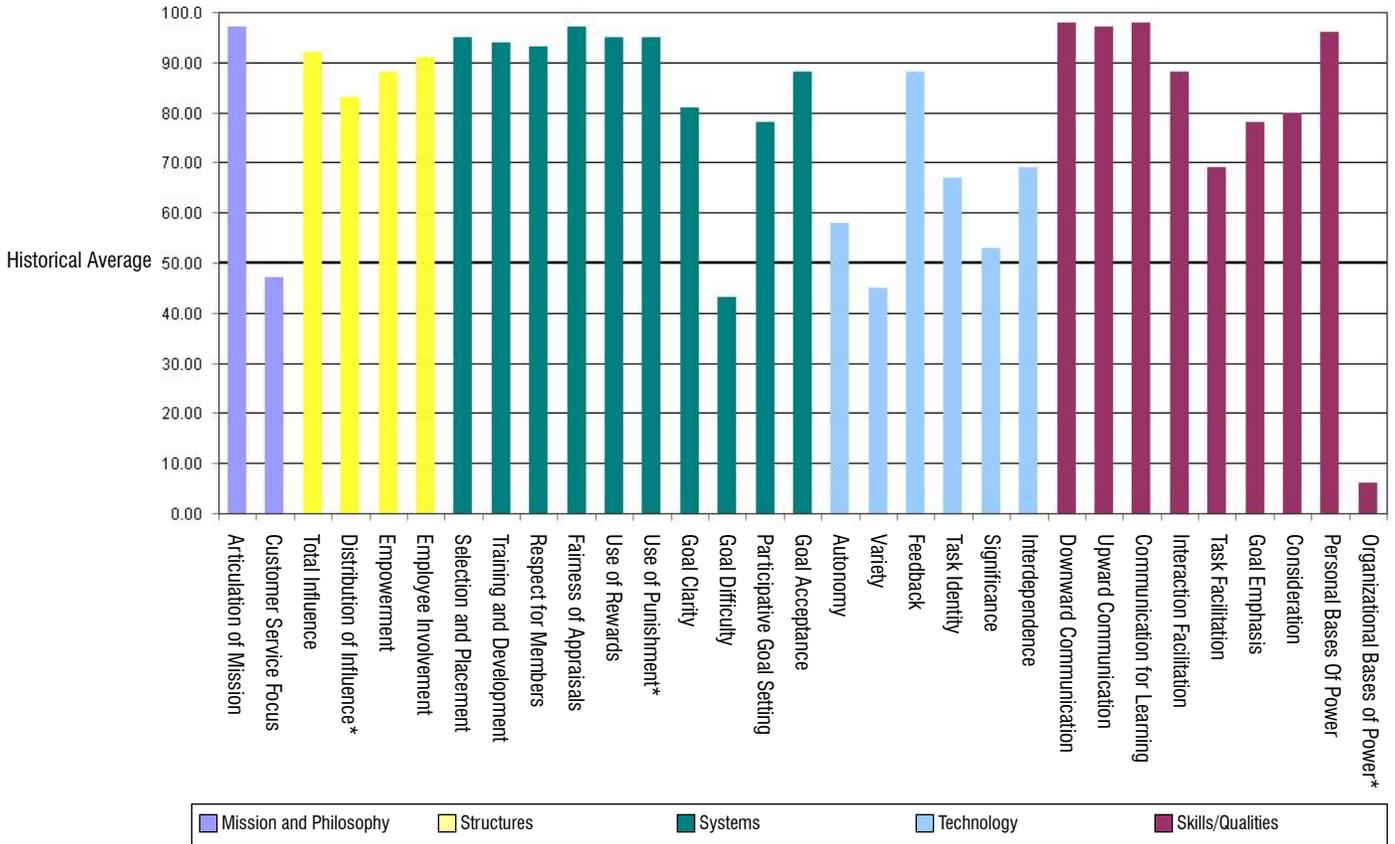
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Personal Bases Of Power	4.53	4.37	4.64	4.41	4.67	4.50	3.69	4.08
...takes into consideration my own requests/suggestions	4.70	4.44	4.73	4.38	4.71	4.54	3.64	4.00
...is the kind of person whose approval I value.	4.30	4.56	4.60	4.46	4.57	4.49	3.63	4.00
...knows what has to be done to reach our objectives.	4.60	4.11	4.60	4.38	4.71	4.47	3.80	4.09
Organizational Bases of Power	4.20	3.93	3.84	3.67	4.29	3.97	3.53	3.38
...could make things difficult for me if he/she wanted to	3.70	3.22	3.07	3.00	3.86	3.36	3.33	3.01
...can influence how much money I make	4.40	4.22	4.07	3.92	4.29	4.13	3.40	3.25
...has the formal authority to make decisions	4.50	4.33	4.40	4.08	4.71	4.42	3.90	3.88

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("not at all") to 5 ("a very great extent").

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Age: Under 20

Summary Barchart of Causal Factors (Percentile Scores)



* In the barchart shown above, the scores for distribution of influence, use of punishment, and organizational bases of power were reversed so that higher percentile scores signify more desirable results.

Age: Under 20

Summary of Causal Factors (Raw Scores)

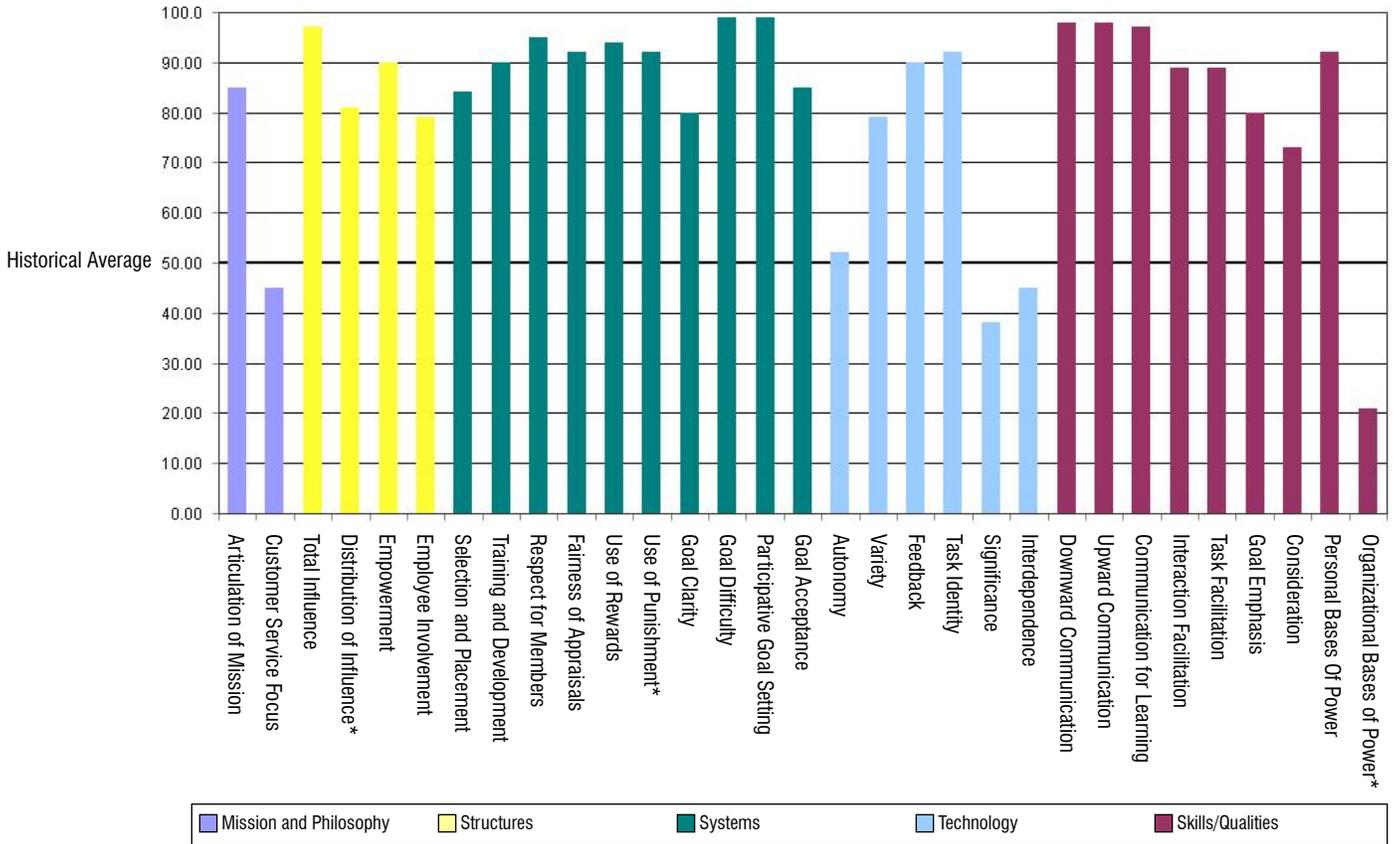
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Mission and Philosophy					
Articulation of Mission	3.55	4.01	4.35	4.50	NS
Customer Service Focus	3.67	3.94	3.73	3.64	NS
Structures					
Total Influence	3.67	3.87	4.11	4.17	NS
Distribution of Influence ^b	1.24	0.80	0.60	0.50	NS
Empowerment	3.26	3.49	3.96	3.80	NS
Employee Involvement	3.69	4.15	4.35	4.37	NS
Systems					
Selection and Placement	3.39	3.88	3.92	4.23	NS
Training and Development	3.45	3.93	4.10	4.28	NS
Respect for Members	3.80	4.33	4.56	4.57	NS
Fairness of Appraisals	3.75	4.25	4.47	4.73	NS
Use of Rewards	3.33	3.59	4.11	4.23	NS
Use of Punishment ^b	2.19	1.91	1.51	1.65	NS
Clear and Specific Goals	53.03	60.15	78.21	80.00	N/A
Fairly Challenging Goals	92.44	94.93	97.44	90.00	N/A
Jointly Set Goals	67.87	87.50	93.59	90.00	N/A
Fully Accepted Goals	36.67	50.47	76.92	70.00	N/A
Technology					
Autonomy	4.31	4.52	4.54	4.40	NS
Variety	4.41	4.65	4.59	4.35	NS
Feedback	3.97	4.07	4.35	4.37	NS
Task Identity	3.87	4.03	4.32	4.07	NS
Significance	4.34	4.48	4.35	4.37	NS
Interdependence	4.27	4.40	4.38	4.60	NS
Skills/Qualities					
Downward Communication	3.25	3.63	4.33	4.46	NS
Upward Communication	3.22	3.55	4.14	4.08	NS
Communication for Learning	3.00	3.28	3.79	3.92	NS
Interaction Facilitation	3.79	4.17	4.45	4.47	NS
Task Facilitation	3.48	3.77	3.98	3.87	NS
Goal Emphasis	4.10	4.34	4.51	4.47	NS
Consideration	4.03	4.36	4.55	4.50	NS
Personal Bases Of Power	3.69	4.08	4.50	4.53	NS
Organizational Bases of Power ^b	3.53	3.38	3.97	4.20	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS". The *t-tests* are not applicable ("N/A") to the goal setting scores since they represent percentages rather than mean scores.

^bLower scores are more desirable for these measures.

Age: 20-29

Summary Barchart of Causal Factors (Percentile Scores)



* In the barchart shown above, the scores for distribution of influence, use of punishment, and organizational bases of power were reversed so that higher percentile scores signify more desirable results.

Age: 20-29

Summary of Causal Factors (Raw Scores)

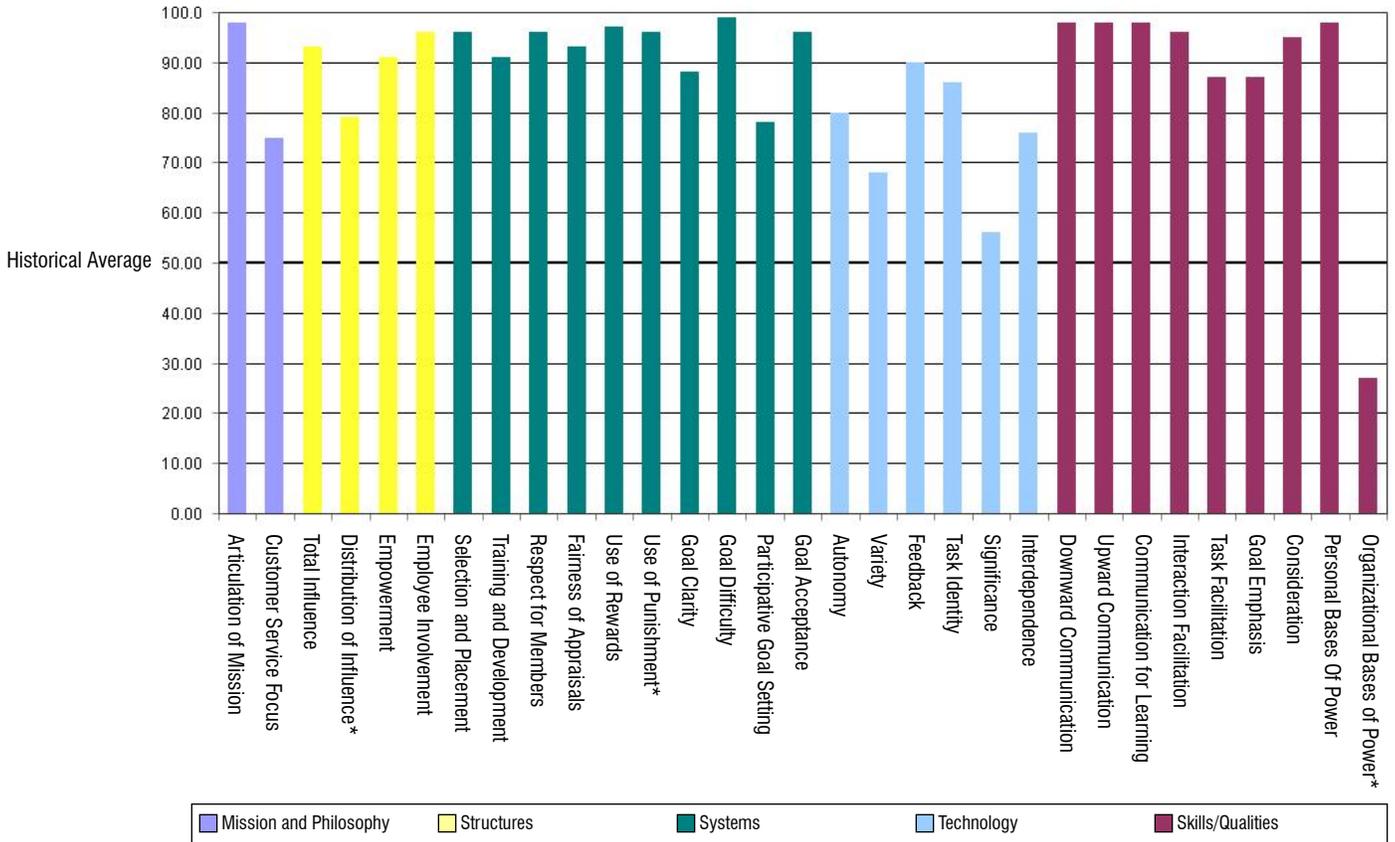
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Mission and Philosophy					
Articulation of Mission	3.55	4.01	4.35	4.11	NS
Customer Service Focus	3.67	3.94	3.73	3.60	NS
Structures					
Total Influence	3.67	3.87	4.11	4.33	NS
Distribution of Influence ^b	1.24	0.80	0.60	0.56	NS
Empowerment	3.26	3.49	3.96	3.86	NS
Employee Involvement	3.69	4.15	4.35	4.07	NS
Systems					
Selection and Placement	3.39	3.88	3.92	3.96	NS
Training and Development	3.45	3.93	4.10	4.11	NS
Respect for Members	3.80	4.33	4.56	4.63	NS
Fairness of Appraisals	3.75	4.25	4.47	4.52	NS
Use of Rewards	3.33	3.59	4.11	4.19	NS
Use of Punishment ^b	2.19	1.91	1.51	1.69	NS
Clear and Specific Goals	53.03	60.15	78.21	77.78	N/A
Fairly Challenging Goals	92.44	94.93	97.44	100.00	N/A
Jointly Set Goals	67.87	87.50	93.59	100.00	N/A
Fully Accepted Goals	36.67	50.47	76.92	66.67	N/A
Technology					
Autonomy	4.31	4.52	4.54	4.33	NS
Variety	4.41	4.65	4.59	4.78	NS
Feedback	3.97	4.07	4.35	4.41	NS
Task Identity	3.87	4.03	4.32	4.44	NS
Significance	4.34	4.48	4.35	4.22	NS
Interdependence	4.27	4.40	4.38	4.22	NS
Skills/Qualities					
Downward Communication	3.25	3.63	4.33	4.37	NS
Upward Communication	3.22	3.55	4.14	4.40	NS
Communication for Learning	3.00	3.28	3.79	3.80	NS
Interaction Facilitation	3.79	4.17	4.45	4.48	NS
Task Facilitation	3.48	3.77	3.98	4.33	NS
Goal Emphasis	4.10	4.34	4.51	4.48	NS
Consideration	4.03	4.36	4.55	4.37	NS
Personal Bases Of Power	3.69	4.08	4.50	4.37	NS
Organizational Bases of Power ^b	3.53	3.38	3.97	3.93	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS". The *t-tests* are not applicable ("N/A") to the goal setting scores since they represent percentages rather than mean scores.

^bLower scores are more desirable for these measures.

Age: 30-39

Summary Barchart of Causal Factors (Percentile Scores)



* In the barchart shown above, the scores for distribution of influence, use of punishment, and organizational bases of power were reversed so that higher percentile scores signify more desirable results.

Age: 30-39

Summary of Causal Factors (Raw Scores)

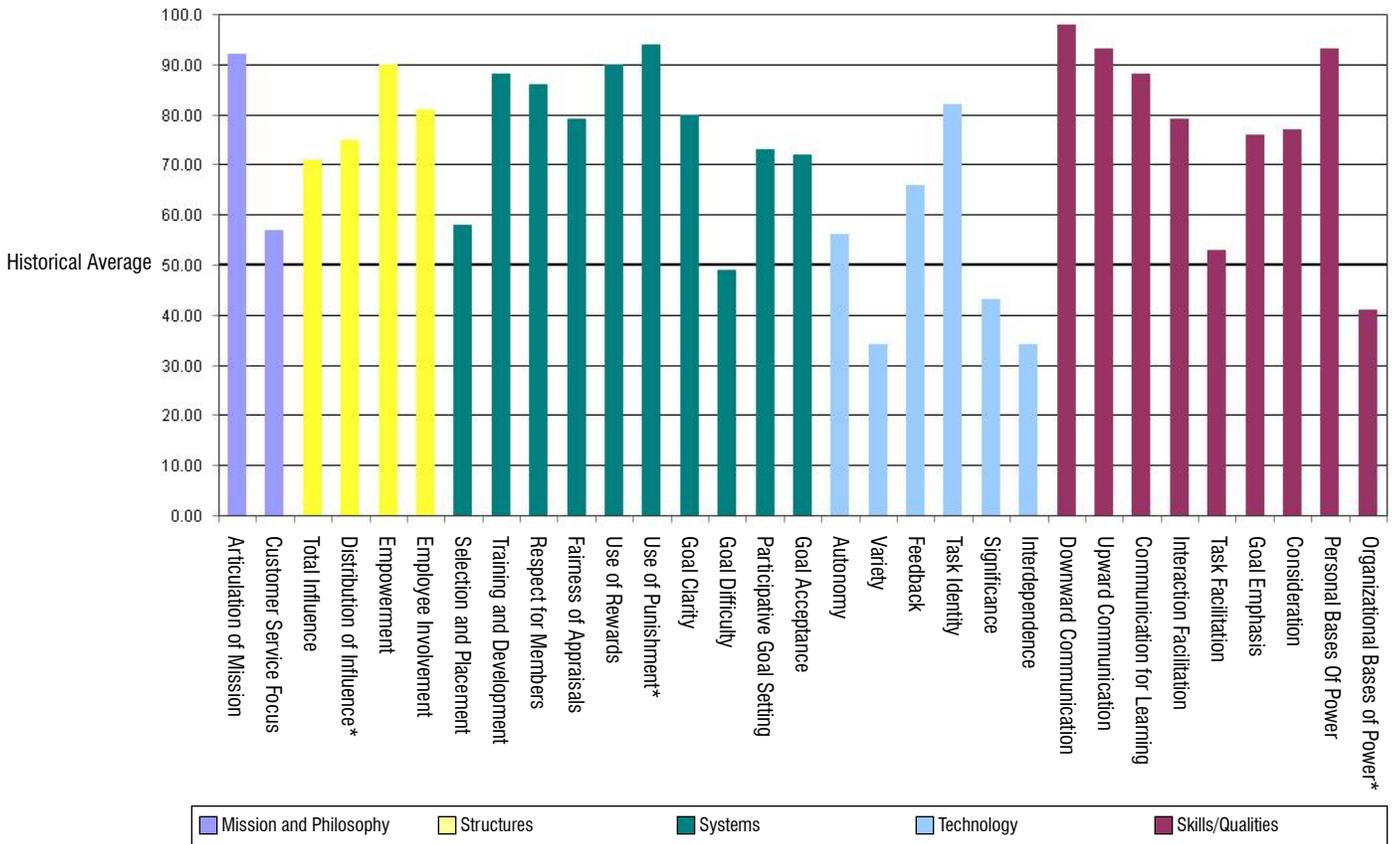
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Mission and Philosophy					
Articulation of Mission	3.55	4.01	4.35	4.56	NS
Customer Service Focus	3.67	3.94	3.73	4.00	NS
Structures					
Total Influence	3.67	3.87	4.11	4.18	NS
Distribution of Influence ^b	1.24	0.80	0.60	0.60	NS
Empowerment	3.26	3.49	3.96	3.92	NS
Employee Involvement	3.69	4.15	4.35	4.68	*
Systems					
Selection and Placement	3.39	3.88	3.92	4.31	*
Training and Development	3.45	3.93	4.10	4.13	NS
Respect for Members	3.80	4.33	4.56	4.69	NS
Fairness of Appraisals	3.75	4.25	4.47	4.53	NS
Use of Rewards	3.33	3.59	4.11	4.37	NS
Use of Punishment ^b	2.19	1.91	1.51	1.55	NS
Clear and Specific Goals	53.03	60.15	78.21	86.67	N/A
Fairly Challenging Goals	92.44	94.93	97.44	100.00	N/A
Jointly Set Goals	67.87	87.50	93.59	93.33	N/A
Fully Accepted Goals	36.67	50.47	76.92	86.67	N/A
Technology					
Autonomy	4.31	4.52	4.54	4.67	NS
Variety	4.41	4.65	4.59	4.63	NS
Feedback	3.97	4.07	4.35	4.42	NS
Task Identity	3.87	4.03	4.32	4.29	NS
Significance	4.34	4.48	4.35	4.38	NS
Interdependence	4.27	4.40	4.38	4.67	NS
Skills/Qualities					
Downward Communication	3.25	3.63	4.33	4.45	NS
Upward Communication	3.22	3.55	4.14	4.30	NS
Communication for Learning	3.00	3.28	3.79	3.94	NS
Interaction Facilitation	3.79	4.17	4.45	4.76	*
Task Facilitation	3.48	3.77	3.98	4.24	NS
Goal Emphasis	4.10	4.34	4.51	4.64	NS
Consideration	4.03	4.36	4.55	4.82	*
Personal Bases Of Power	3.69	4.08	4.50	4.64	NS
Organizational Bases of Power ^b	3.53	3.38	3.97	3.84	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS". The *t-tests* are not applicable ("N/A") to the goal setting scores since they represent percentages rather than mean scores.

^bLower scores are more desirable for these measures.

Age: 40-49

Summary Barchart of Causal Factors (Percentile Scores)



* In the barchart shown above, the scores for distribution of influence, use of punishment, and organizational bases of power were reversed so that higher percentile scores signify more desirable results.

Age: 40-49

Summary of Causal Factors (Raw Scores)

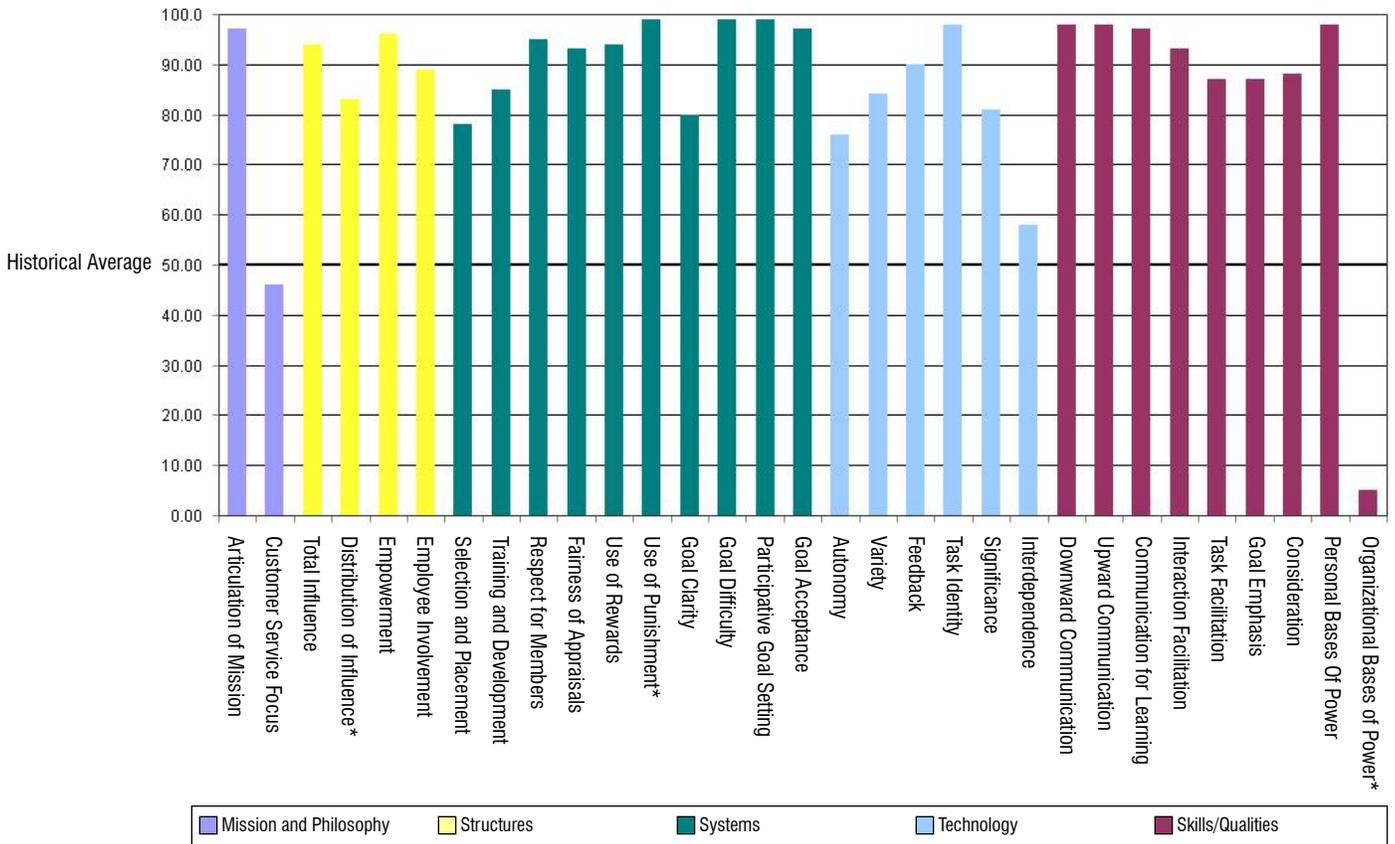
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Mission and Philosophy					
Articulation of Mission	3.55	4.01	4.35	4.28	NS
Customer Service Focus	3.67	3.94	3.73	3.77	NS
Structures					
Total Influence	3.67	3.87	4.11	3.87	NS
Distribution of Influence ^b	1.24	0.80	0.60	0.69	NS
Empowerment	3.26	3.49	3.96	3.88	NS
Employee Involvement	3.69	4.15	4.35	4.10	NS
Systems					
Selection and Placement	3.39	3.88	3.92	3.51	NS
Training and Development	3.45	3.93	4.10	4.08	NS
Respect for Members	3.80	4.33	4.56	4.36	NS
Fairness of Appraisals	3.75	4.25	4.47	4.26	NS
Use of Rewards	3.33	3.59	4.11	3.90	NS
Use of Punishment ^b	2.19	1.91	1.51	1.65	NS
Clear and Specific Goals	53.03	60.15	78.21	76.92	N/A
Fairly Challenging Goals	92.44	94.93	97.44	92.31	N/A
Jointly Set Goals	67.87	87.50	93.59	84.62	N/A
Fully Accepted Goals	36.67	50.47	76.92	53.85	N/A
Technology					
Autonomy	4.31	4.52	4.54	4.38	NS
Variety	4.41	4.65	4.59	4.19	NS
Feedback	3.97	4.07	4.35	4.13	NS
Task Identity	3.87	4.03	4.32	4.21	NS
Significance	4.34	4.48	4.35	4.28	NS
Interdependence	4.27	4.40	4.38	4.08	NS
Skills/Qualities					
Downward Communication	3.25	3.63	4.33	4.28	NS
Upward Communication	3.22	3.55	4.14	3.82	*
Communication for Learning	3.00	3.28	3.79	3.47	*
Interaction Facilitation	3.79	4.17	4.45	4.28	NS
Task Facilitation	3.48	3.77	3.98	3.56	NS
Goal Emphasis	4.10	4.34	4.51	4.44	NS
Consideration	4.03	4.36	4.55	4.44	NS
Personal Bases Of Power	3.69	4.08	4.50	4.41	NS
Organizational Bases of Power ^b	3.53	3.38	3.97	3.67	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS". The *t-tests* are not applicable ("N/A") to the goal setting scores since they represent percentages rather than mean scores.

^bLower scores are more desirable for these measures.

Age: 50-59

Summary Barchart of Causal Factors (Percentile Scores)



* In the barchart shown above, the scores for distribution of influence, use of punishment, and organizational bases of power were reversed so that higher percentile scores signify more desirable results.

Age: 50-59

Summary of Causal Factors (Raw Scores)

	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Mission and Philosophy					
Articulation of Mission	3.55	4.01	4.35	4.44	NS
Customer Service Focus	3.67	3.94	3.73	3.63	NS
Structures					
Total Influence	3.67	3.87	4.11	4.21	NS
Distribution of Influence ^b	1.24	0.80	0.60	0.50	NS
Empowerment	3.26	3.49	3.96	4.14	NS
Employee Involvement	3.69	4.15	4.35	4.31	NS
Systems					
Selection and Placement	3.39	3.88	3.92	3.83	NS
Training and Development	3.45	3.93	4.10	3.98	NS
Respect for Members	3.80	4.33	4.56	4.67	NS
Fairness of Appraisals	3.75	4.25	4.47	4.52	NS
Use of Rewards	3.33	3.59	4.11	4.18	NS
Use of Punishment ^b	2.19	1.91	1.51	1.23	**
Clear and Specific Goals	53.03	60.15	78.21	78.57	N/A
Fairly Challenging Goals	92.44	94.93	97.44	100.00	N/A
Jointly Set Goals	67.87	87.50	93.59	100.00	N/A
Fully Accepted Goals	36.67	50.47	76.92	92.86	N/A
Technology					
Autonomy	4.31	4.52	4.54	4.61	NS
Variety	4.41	4.65	4.59	4.82	NS
Feedback	3.97	4.07	4.35	4.40	NS
Task Identity	3.87	4.03	4.32	4.71	**
Significance	4.34	4.48	4.35	4.60	NS
Interdependence	4.27	4.40	4.38	4.43	NS
Skills/Qualities					
Downward Communication	3.25	3.63	4.33	4.31	NS
Upward Communication	3.22	3.55	4.14	4.15	NS
Communication for Learning	3.00	3.28	3.79	3.77	NS
Interaction Facilitation	3.79	4.17	4.45	4.64	NS
Task Facilitation	3.48	3.77	3.98	4.24	NS
Goal Emphasis	4.10	4.34	4.51	4.64	NS
Consideration	4.03	4.36	4.55	4.67	NS
Personal Bases Of Power	3.69	4.08	4.50	4.67	NS
Organizational Bases of Power ^b	3.53	3.38	3.97	4.29	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS". The *t-tests* are not applicable ("N/A") to the goal setting scores since they represent percentages rather than mean scores.

^bLower scores are more desirable for these measures.

Section 8: Culture (Subgroups)



CULTURE (SUBGROUPS)

This section contains your organization's OCI® results, broken down by subgroups. Along with the information presented in the other sections of the report, these results will enable you to:

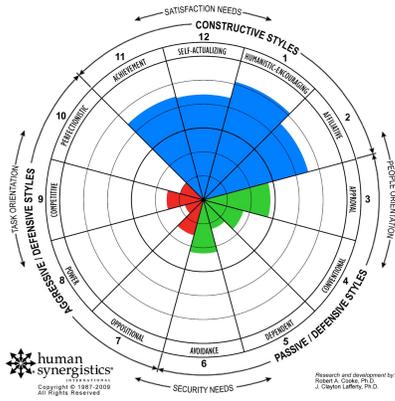
- determine whether subcultures exist within your organization;
- ascertain whether differences in the causal factor results of different subgroups (Section 7) have produced differences in their cultures;
- discern whether differences in the outcomes realized by different subgroups (Section 9) are due, at least in part, to differences in their cultures; and
- decide whether additional changes (beyond those already outlined in Section 6) are needed at the subgroup level.

The results reported in this section describe the cultural norms of particular subgroups in terms of the extent to which certain behaviors and personal styles *are expected*. These results are presented in two sets of circumplexes and tables. The first set compares the culture profiles of each subgroup to one another, to the organization as a whole ("All Respondents"), and to the ideal culture. The second set of circumplexes and tables summarizes the OCI results for each subgroup.

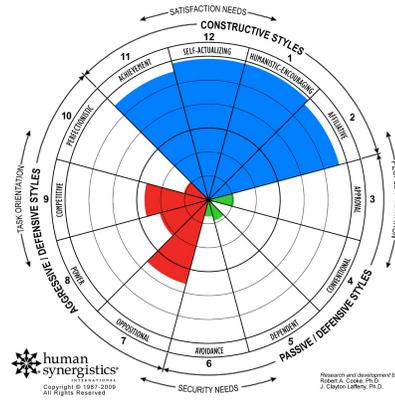
When the entire population of an organization (or a very large percentage of that population) is surveyed regarding the culture, any differences observed between the scores of different subgroups are significant. However, when only a sample of members are surveyed, a statistical test is needed to determine the likelihood that the differences observed in the raw scores of different subgroups are significant (rather than due to chance or sampling error). *Student t-tests* were used to test the differences between the results of each subgroup to the results of all other subgroups combined. The *t-test* results are presented in the second set of tables. Where significant differences are noted, they suggest that a subgroup has its own subculture. A *subculture* can be characterized by norms that are in opposition to the rest of the organization ("counter-culture") or it can be characterized by complementary or extreme levels of particular norms and expectations.

Descriptions of the twelve styles measured by the OCI, the circumplex, the norming sample, and instructions for interpreting the results are provided in Sections 2 and 4 of this report. Therefore, you should refer back to these sections for detailed information on the OCI styles and interpretation of the results.

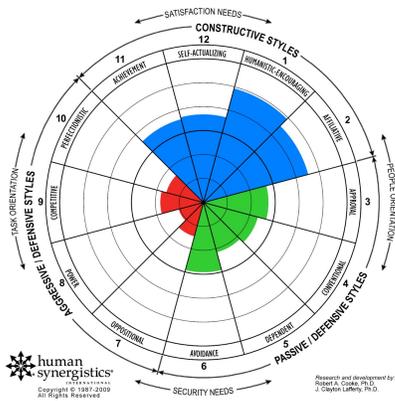
All Respondents
Current Culture
N=78



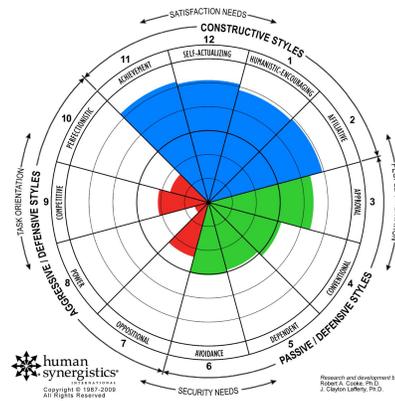
All Respondents
Ideal Culture
N=30



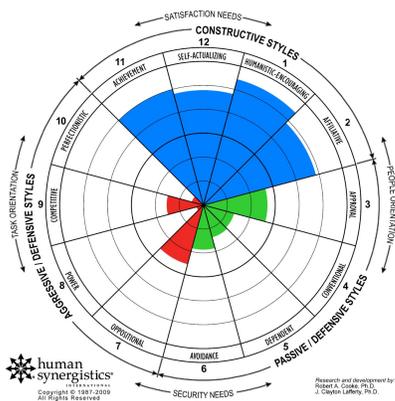
Age: Under 20
Current Culture
N=10



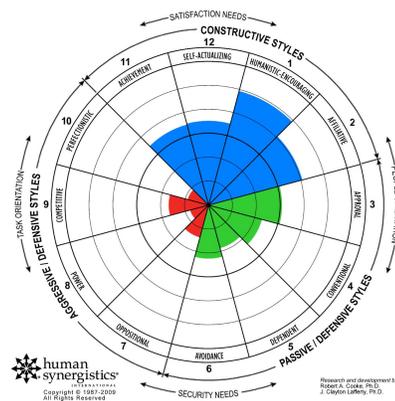
Age: 20-29
Current Culture
N=9



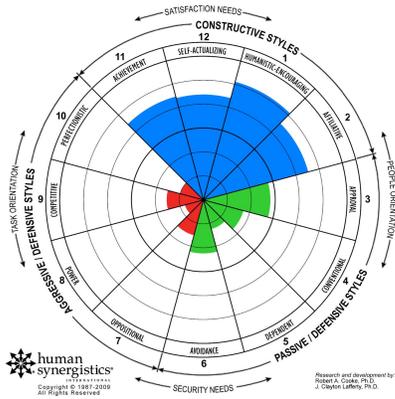
Age: 30-39
Current Culture
N=15



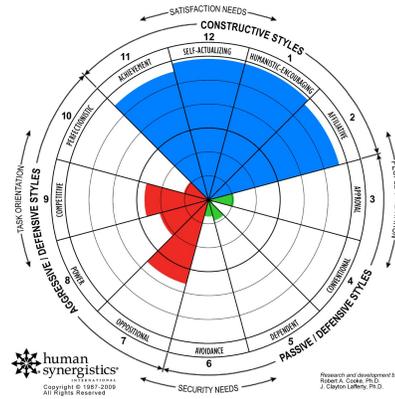
Age: 40-49
Current Culture
N=13



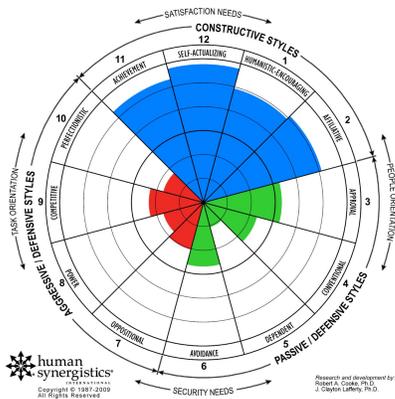
All Respondents
Current Culture
N=78



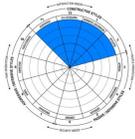
All Respondents
Ideal Culture
N=30



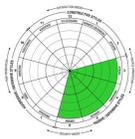
Age: 50-59
Current Culture
N=14



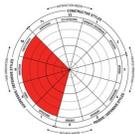
Comparative Results (Percentile Scores)



Constructive Styles	All Respondents		Group 1	Group 2	Group 3	Group 4	Group 5
	Current	Ideal					
Humanistic-Encouraging	91.00%	98.00%	89.00%	88.00%	94.00%	89.00%	89.00%
Affiliative	83.00%	96.00%	83.00%	89.00%	88.00%	76.00%	91.00%
Achievement	82.00%	95.00%	65.00%	92.00%	90.00%	62.00%	93.00%
Self-Actualizing	81.00%	98.00%	67.00%	91.00%	87.00%	63.00%	97.00%



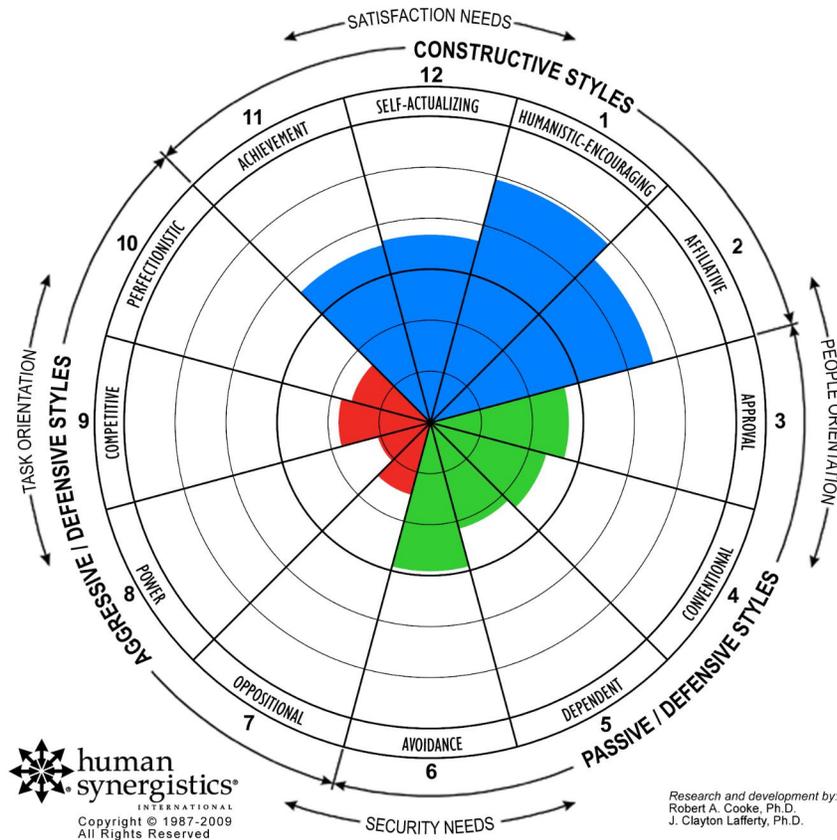
Passive/Defensive Styles	All Respondents		Group 1	Group 2	Group 3	Group 4	Group 5
	Current	Ideal					
Approval	45.00%	11.00%	43.00%	81.00%	42.00%	52.00%	57.00%
Conventional	21.00%	2.00%	34.00%	54.00%	15.00%	33.00%	33.00%
Dependent	14.00%	9.00%	29.00%	48.00%	16.00%	23.00%	11.00%
Avoidance	31.00%	7.00%	48.00%	51.00%	23.00%	31.00%	42.00%



Aggressive/Defensive Styles	All Respondents		Group 1	Group 2	Group 3	Group 4	Group 5
	Current	Ideal					
Oppositional	18.00%	66.00%	17.00%	34.00%	39.00%	16.00%	26.00%
Power	8.00%	28.00%	11.00%	6.00%	3.00%	8.00%	21.00%
Competitive	18.00%	42.00%	22.00%	28.00%	18.00%	20.00%	32.00%
Perfectionistic	10.00%	11.00%	19.00%	20.00%	5.00%	9.00%	21.00%

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Age: Under 20
 Current Culture
 N=10



Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is **Humanistic-Encouraging**

Secondary Style is **Affiliative**

People are expected to:

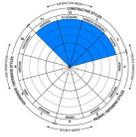
- help others to grow and develop
- involve others in decisions affecting them
- encourage others

People are expected to:

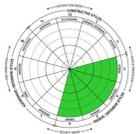
- cooperate with others
- deal with others in a friendly, pleasant way
- treat people as more important than things

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

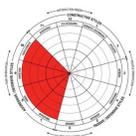
Age: Under 20
Current Culture
N=10



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Humanistic-Encouraging	89.00%	40.47	6.27	Moderate	NS
Affiliative	83.00%	42.00	3.77	Very High	NS
Achievement	65.00%	37.90	8.72	Very Low	NS
Self-Actualizing	67.00%	35.10	5.07	Moderate	NS



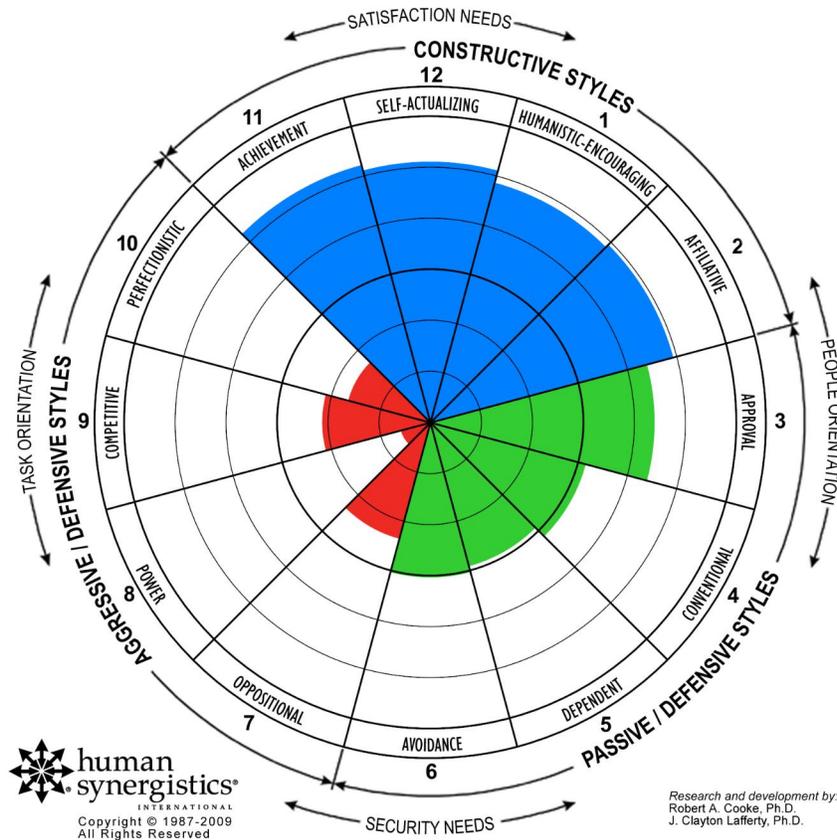
Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Approval	43.00%	26.70	9.01	Very Low	NS
Conventional	34.00%	26.10	9.15	Very Low	NS
Dependent	29.00%	28.30	7.80	Very Low	NS
Avoidance	48.00%	20.10	8.74	Very Low	NS



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Oppositional	17.00%	19.20	4.34	Moderate	NS
Power	11.00%	19.30	4.62	High	NS
Competitive	22.00%	19.00	4.74	High	NS
Perfectionistic	19.00%	25.90	4.31	High	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

Age: 20-29
 Current Culture
 N=9



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Research and development by:
 Robert A. Cooke, Ph.D.
 J. Clayton Lafferty, Ph.D.

Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is **Achievement**

People are expected to:

- know the business
- work for the sense of accomplishment
- pursue a standard of excellence

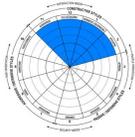
Secondary Style is **Self-Actualizing**

People are expected to:

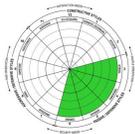
- enjoy their work
- maintain their personal integrity
- communicate ideas

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

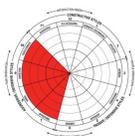
Age: 20-29
Current Culture
N=9



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences^a
Humanistic-Encouraging	88.00%	40.26	7.99	Low	NS
Affiliative	89.00%	43.11	5.35	Moderate	NS
Achievement	92.00%	41.22	6.46	Moderate	NS
Self-Actualizing	91.00%	38.00	5.05	Moderate	NS



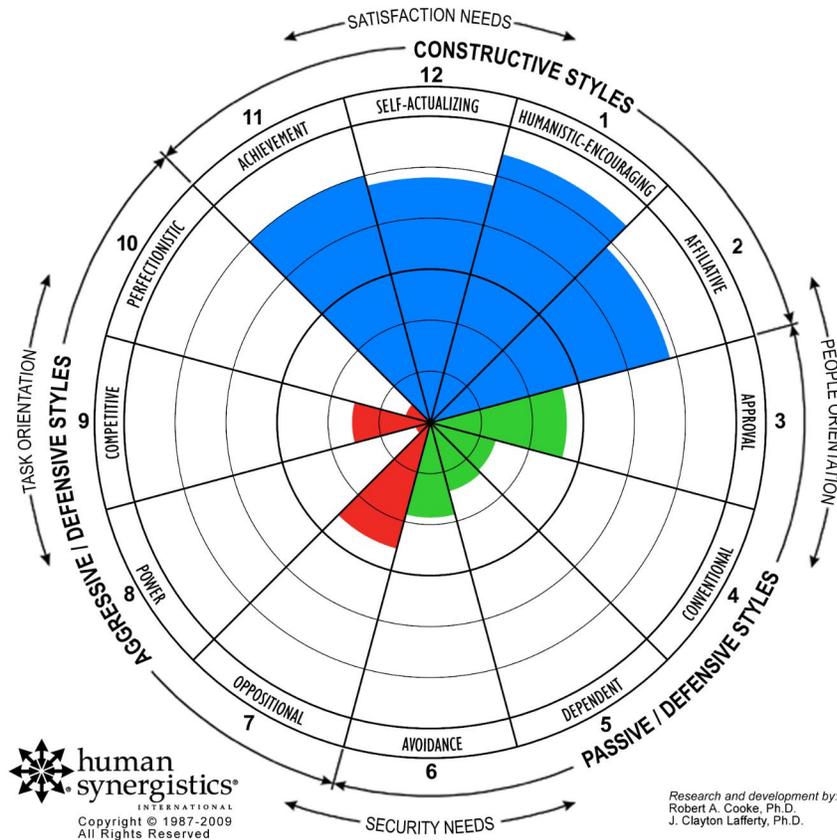
Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences^a
Approval	81.00%	31.11	6.51	Moderate	NS
Conventional	54.00%	28.11	4.48	High	*
Dependent	48.00%	30.00	4.12	High	*
Avoidance	51.00%	20.33	4.33	High	NS



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences^a
Oppositional	34.00%	20.67	4.53	Moderate	NS
Power	6.00%	18.00	5.77	Moderate	NS
Competitive	28.00%	19.67	3.67	High	NS
Perfectionistic	20.00%	26.00	3.57	High	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

Age: 30-39
 Current Culture
 N=15



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Research and development by:
 Robert A. Cooke, Ph.D.
 J. Clayton Lafferty, Ph.D.

Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is **Humanistic-Encouraging**

Secondary Style is **Achievement**

People are expected to:

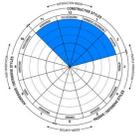
- resolve conflicts constructively
- be a good listener
- help others to grow and develop

People are expected to:

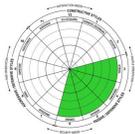
- know the business
- think ahead and plan
- pursue a standard of excellence

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

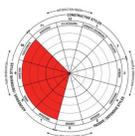
Age: 30-39
Current Culture
N=15



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Humanistic-Encouraging	94.00%	42.13	6.95	Moderate	NS
Affiliative	88.00%	42.87	7.54	Low	NS
Achievement	90.00%	40.87	5.32	Moderate	NS
Self-Actualizing	87.00%	37.40	4.87	Moderate	NS



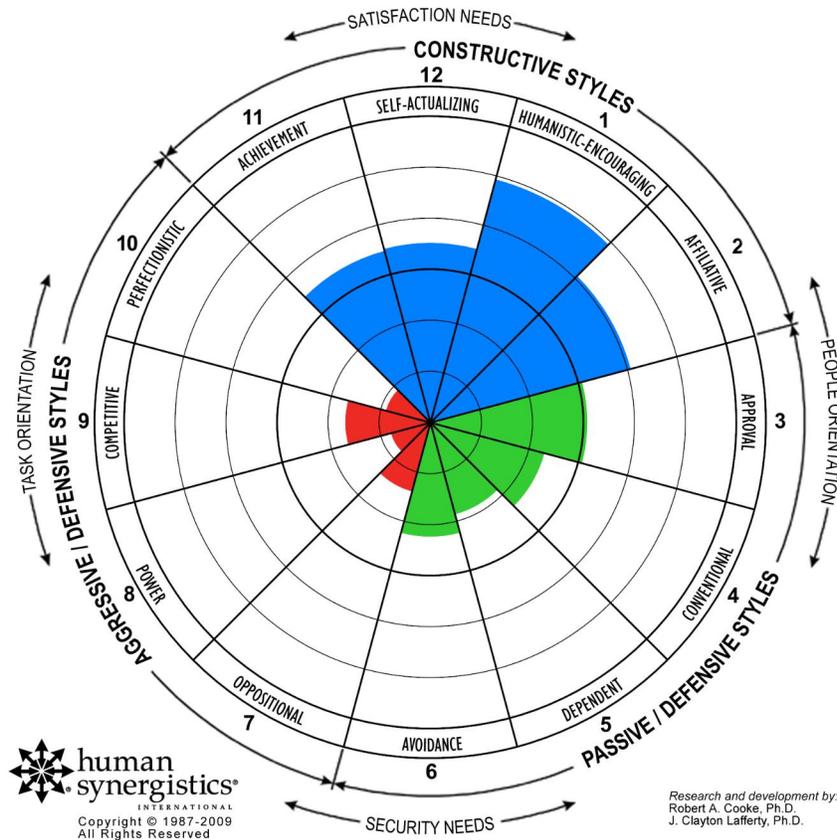
Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Approval	42.00%	26.53	6.96	Low	NS
Conventional	15.00%	23.53	7.91	Low	NS
Dependent	16.00%	26.73	7.26	Low	NS
Avoidance	23.00%	17.67	5.58	Moderate	NS



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Oppositional	39.00%	21.07	7.95	Very Low	NS
Power	3.00%	17.40	7.69	Low	NS
Competitive	18.00%	18.27	9.87	Very Low	NS
Perfectionistic	5.00%	22.87	6.72	Moderate	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

Age: 40-49
 Current Culture
 N=13



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Research and development by:
 Robert A. Cooke, Ph.D.
 J. Clayton Lafferty, Ph.D.

Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is **Humanistic-Encouraging**

Secondary Style is **Affiliative**

People are expected to:

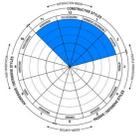
- be supportive of others
- show concern for the needs of others
- be a good listener

People are expected to:

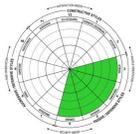
- deal with others in a friendly, pleasant way
- cooperate with others
- treat people as more important than things

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

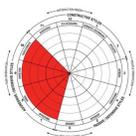
Age: 40-49
Current Culture
N=13



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Humanistic-Encouraging	89.00%	40.54	6.32	Moderate	NS
Affiliative	76.00%	40.77	4.28	High	NS
Achievement	62.00%	37.69	5.69	Moderate	NS
Self-Actualizing	63.00%	34.69	5.14	Moderate	NS



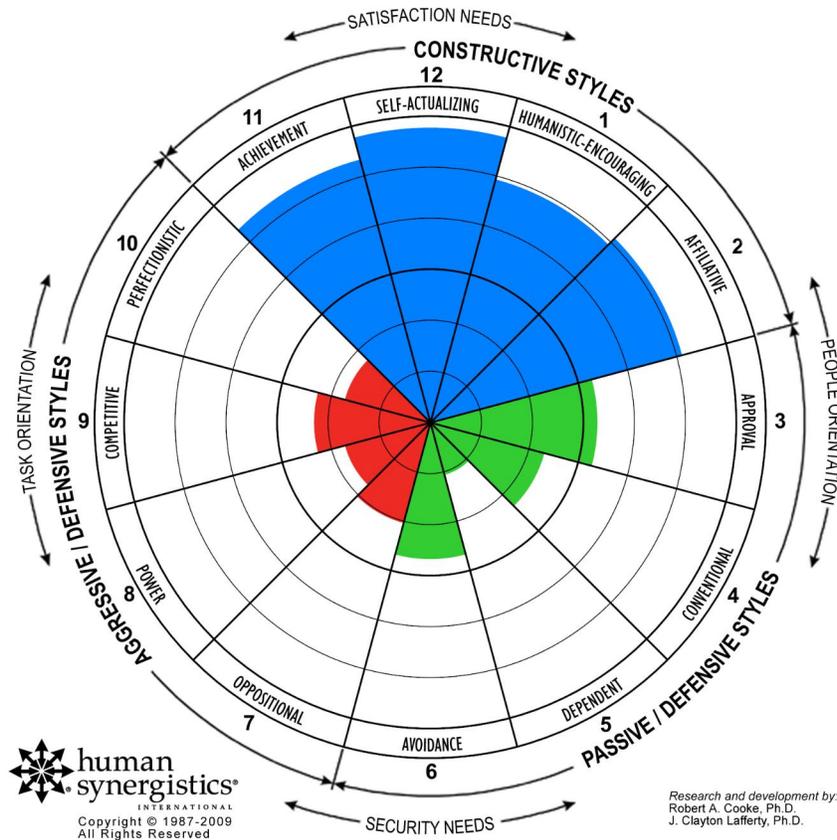
Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Approval	52.00%	27.73	7.51	Low	NS
Conventional	33.00%	26.00	7.38	Low	NS
Dependent	23.00%	27.62	6.75	Low	NS
Avoidance	31.00%	18.43	6.24	Moderate	NS



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Oppositional	16.00%	19.15	6.49	Low	NS
Power	8.00%	18.68	6.61	Moderate	NS
Competitive	20.00%	18.69	6.54	Moderate	NS
Perfectionistic	9.00%	23.85	6.48	Moderate	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

Age: 50-59
 Current Culture
 N=14



Overall, the strongest extensions are in the **Constructive** cluster.

With respect to the specific cultural norms, the...

Primary Style is **Self-Actualizing**

People are expected to:

- maintain their personal integrity
- communicate ideas
- do even simple tasks well

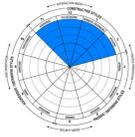
Secondary Style is **Achievement**

People are expected to:

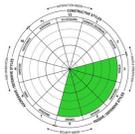
- know the business
- pursue a standard of excellence
- openly show enthusiasm

Note: The items listed under the primary and secondary styles are those with the highest mean scores.

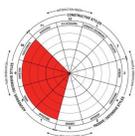
Age: 50-59
Current Culture
N=14



Constructive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Humanistic-Encouraging	89.00%	40.60	5.40	High	NS
Affiliative	91.00%	43.71	3.50	Very High	NS
Achievement	93.00%	41.50	5.37	Moderate	NS
Self-Actualizing	97.00%	39.79	3.81	High	**



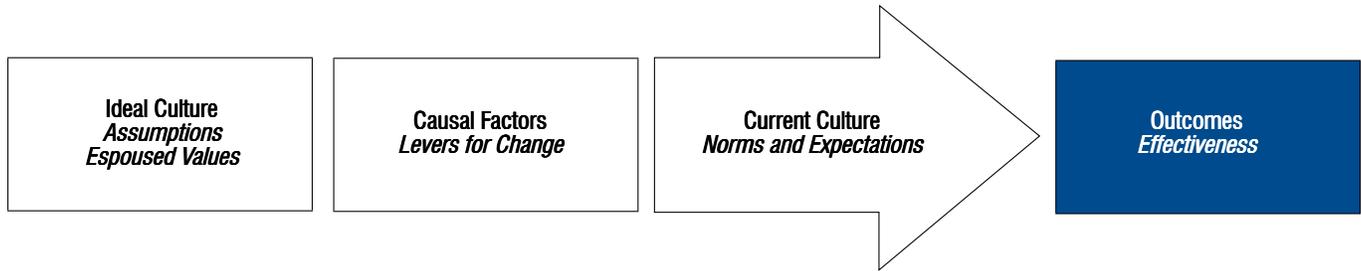
Passive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Approval	57.00%	28.21	7.24	Low	NS
Conventional	33.00%	26.00	7.16	Low	NS
Dependent	11.00%	25.60	7.07	Low	NS
Avoidance	42.00%	19.57	8.60	Very Low	NS



Aggressive/Defensive Styles	Percentile Score	Raw Score	Standard Deviation	Intensity (Based on SD)	Significant Differences ^a
Oppositional	26.00%	20.14	4.93	Moderate	NS
Power	21.00%	21.29	8.06	Low	NS
Competitive	32.00%	20.14	5.45	Moderate	NS
Perfectionistic	21.00%	26.07	5.33	Moderate	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

Section 9: Outcomes (Subgroups)



OUTCOMES (SUBGROUPS)

This section contains your organization's OEI results for outcomes broken down by subgroups.

These results can be used to:

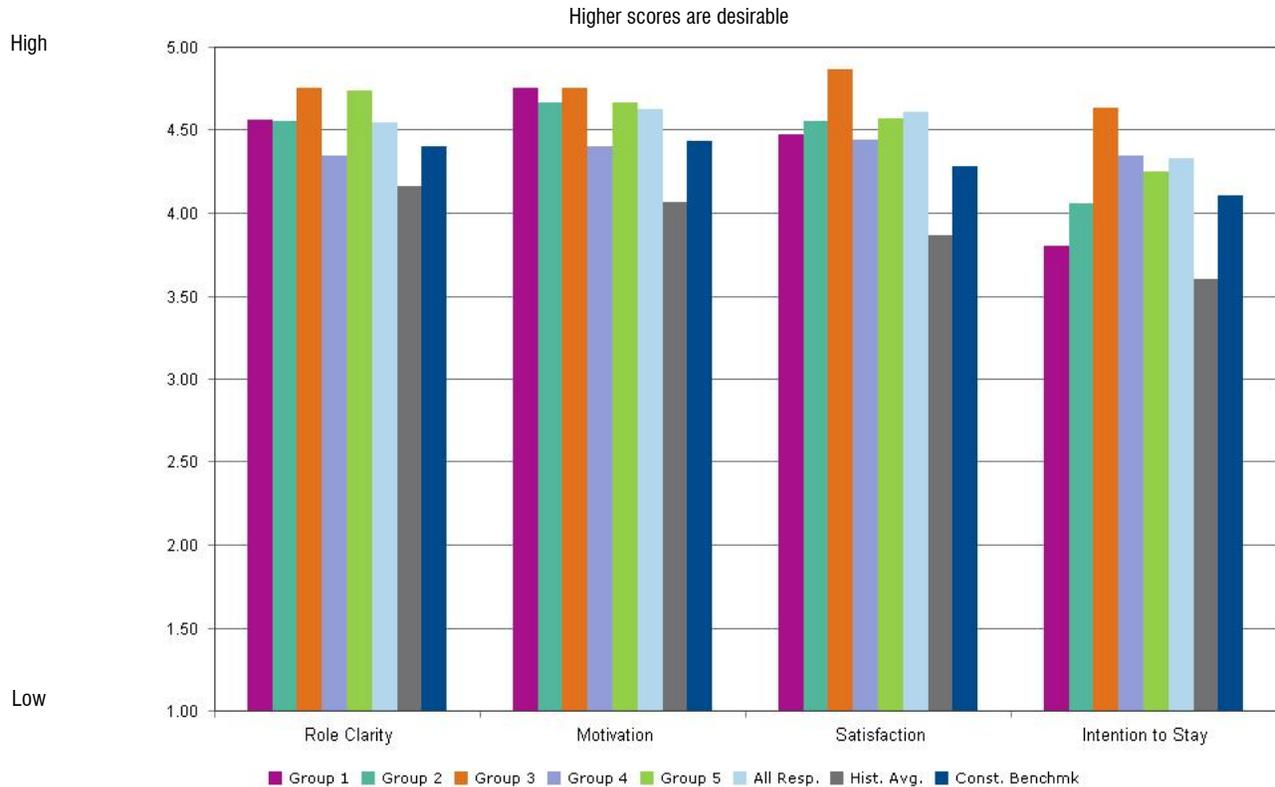
- determine the extent to which your organization's results along outcomes are consistent across subgroups;
- examine how the cultures of specific subgroups (as described in Section 8) have impacted their effectiveness;
- assess the needs for change in specific subgroups; and
- establish targets and goals for improvement at the subgroup level (as described in Section 6).

Included in this section are two sets of barcharts and tables. The first set compares the outcome results of each subgroup to one another, to the organization as a whole ("all respondents"), to the Historical Averages, and to the Constructive Benchmarks. Thus, these charts can be used to identify trends across subgroups with respect to individual, group, and organizational outcomes.

The second set of barcharts summarizes the outcome results of each subgroup as compared to the Historical Averages. The tables that accompany these charts compare each subgroup's results to all respondents, the Historical Averages, and the Constructive Benchmarks. They also highlight subgroup results that are significantly different (based on *Student t-tests*) from those of the other subgroups. The results of the *t-tests* are important because, unless your organization surveyed all or most of its population (in which case any observed differences are significant), they indicate the likelihood that any observed differences are significant, rather than due to chance or sampling error. Thus, this second set of charts and tables is useful for assessing each subgroup's needs for improvement and establishing targets and goals for change.

Descriptions of the Historical Averages, the Constructive Benchmarks, the outcomes measured by the OEI, and their implications are provided in Section 5 of this report. Suggestions for assessing the need for change and establishing targets and goals for improvement are provided in Section 6. Thus, you should refer back to these sections for additional information.

Positive Individual Outcomes



	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Role Clarity	4.56	4.56	4.75	4.35	4.73	4.54	4.16	4.40
*You are uncertain about how you're supposed to "act" on your job	1.30	1.33	1.20	1.69	1.29	1.45	1.77	1.40
You clearly know what is expected of you	4.33	4.22	4.53	4.23	4.64	4.38	3.91	4.21
You clearly know what's required of you to "fit in" with your department	4.70	4.67	4.80	4.38	4.79	4.62	4.38	4.60
You know exactly what is expected of you	4.50	4.67	4.87	4.46	4.79	4.63	4.31	4.41
Motivation	4.75	4.67	4.75	4.40	4.66	4.63	4.06	4.43
Your department inspires the very best in you	4.60	4.67	4.73	4.15	4.57	4.51	3.61	4.20
*It seems pointless to work hard given the way your department is run	1.00	1.11	1.27	1.31	1.14	1.22	2.00	1.45
Your department motivates you to do the highest quality work possible	4.60	4.56	4.73	4.31	4.64	4.56	3.80	4.28
You would go out of your way to make sure a customer feels good about your service	4.80	4.56	4.80	4.46	4.57	4.64	4.26	4.40
Satisfaction	4.48	4.56	4.87	4.44	4.57	4.61	3.86	4.28
You would recommend this organization as a good place to work	4.40	4.78	4.93	4.54	4.64	4.67	3.62	4.21
You are satisfied being a member of this organization	4.20	4.44	4.80	4.38	4.57	4.56	3.71	4.17
In general, you like working here	4.60	4.67	5.00	4.77	4.71	4.74	4.41	4.75
You are satisfied with your present situation in your department	4.70	4.33	4.73	4.08	4.36	4.45	3.42	3.86
Intention to Stay	3.80	4.06	4.63	4.35	4.25	4.33	3.60	4.10
*You will probably look for a new job in the next year	2.20	1.89	1.33	1.69	1.79	1.67	2.40	1.81
You expect to be with this organization two years from now	3.80	4.00	4.60	4.38	4.29	4.32	3.56	4.02

Scale scores are in boldface and are shaded.

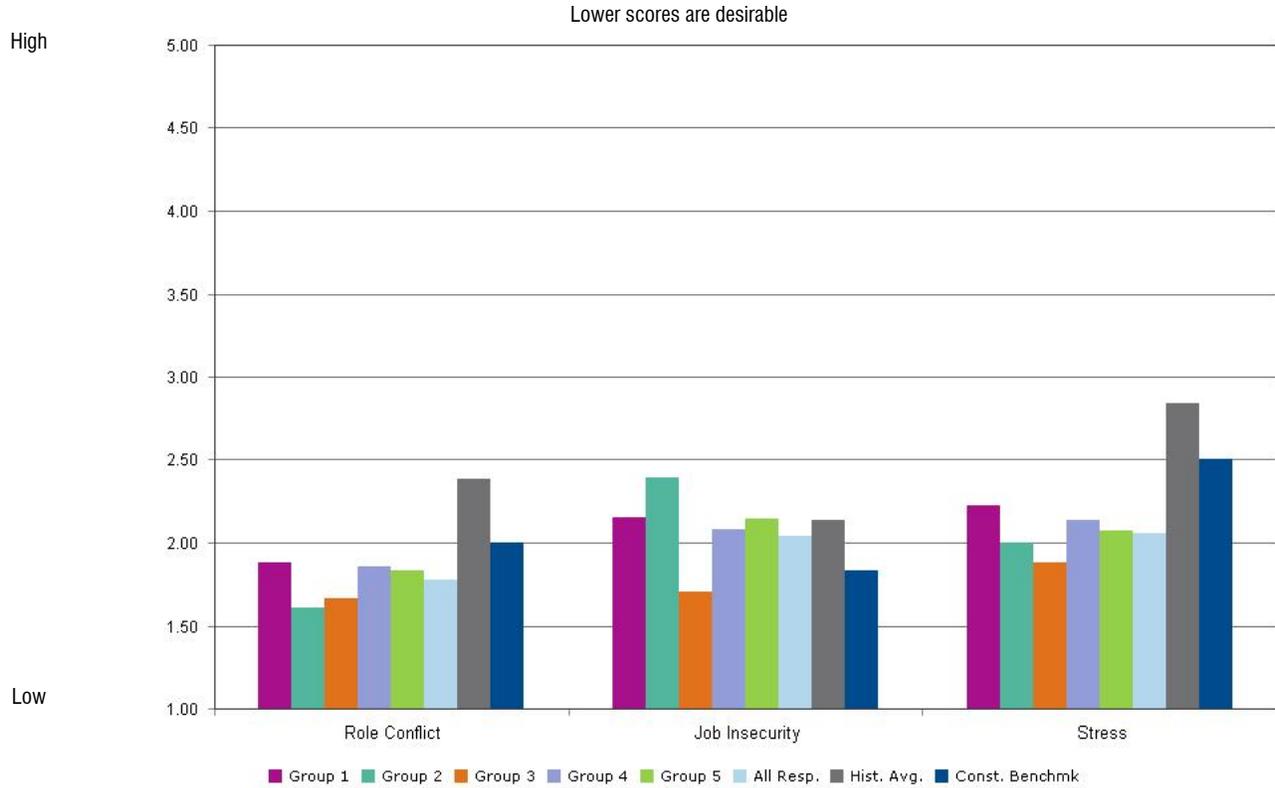
Item scores are listed below scale scores. Item and scale scores can range from 1 ("disagree/not at all") to 5 ("agree/ to a very great extent").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:

Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Negative Individual Outcomes



	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Role Conflict	1.88	1.61	1.67	1.86	1.83	1.77	2.38	2.00
*You feel you comfortably fit in as a member of this organization	4.00	4.11	4.53	3.92	4.64	4.23	3.69	4.03
Different people send you "different messages" about expectations	1.60	1.33	1.07	1.38	1.64	1.40	2.42	1.89
You receive inconsistent messages regarding what is expected	1.89	1.78	1.47	1.62	2.14	1.79	2.36	2.02
You have to change the way you think and behave when you arrive at work	1.70	2.00	2.00	2.08	2.00	1.95	2.51	2.06
Your job requires you to think and behave differently than would otherwise be the case	2.30	1.44	2.27	1.92	2.21	1.95	2.20	1.95
You receive incompatible requests from two or more people	1.80	1.22	1.73	2.08	1.64	1.78	2.80	2.47
Job Insecurity	2.15	2.39	1.70	2.08	2.14	2.04	2.14	1.83
*Your job is secure	3.80	3.56	4.13	3.77	3.50	3.76	3.63	3.95
You worry about being laid off and having to find a new job	2.10	2.33	1.53	1.92	1.79	1.83	1.92	1.55
Stress	2.23	2.00	1.88	2.13	2.07	2.06	2.84	2.50
*You feel good when you're on the job	4.60	4.44	4.73	4.23	4.36	4.49	3.83	4.25
Your job situation tends to be frustrating	2.20	2.44	1.93	2.08	2.00	2.04	3.25	2.76
*You feel relaxed (not tense and under pressure) at work	3.80	4.22	4.07	4.00	4.43	4.10	3.29	3.57
You find your job stressful	3.10	2.22	2.40	2.69	3.07	2.78	3.30	3.15

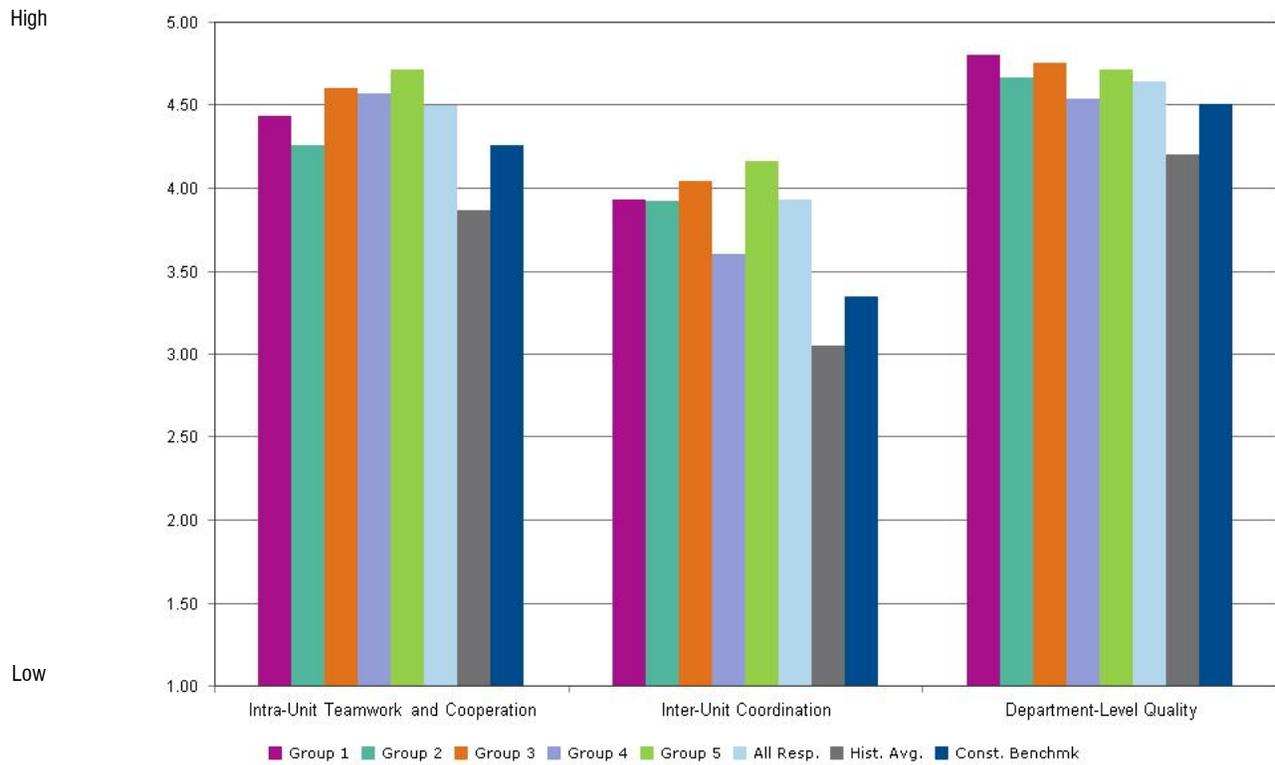
Scale scores are in boldface and are shaded.

Item scores are listed below scale scores.
Item and scale scores can range from 1 ("disagree/not at all") to 5 ("agree/to a very great extent").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Group Outcomes



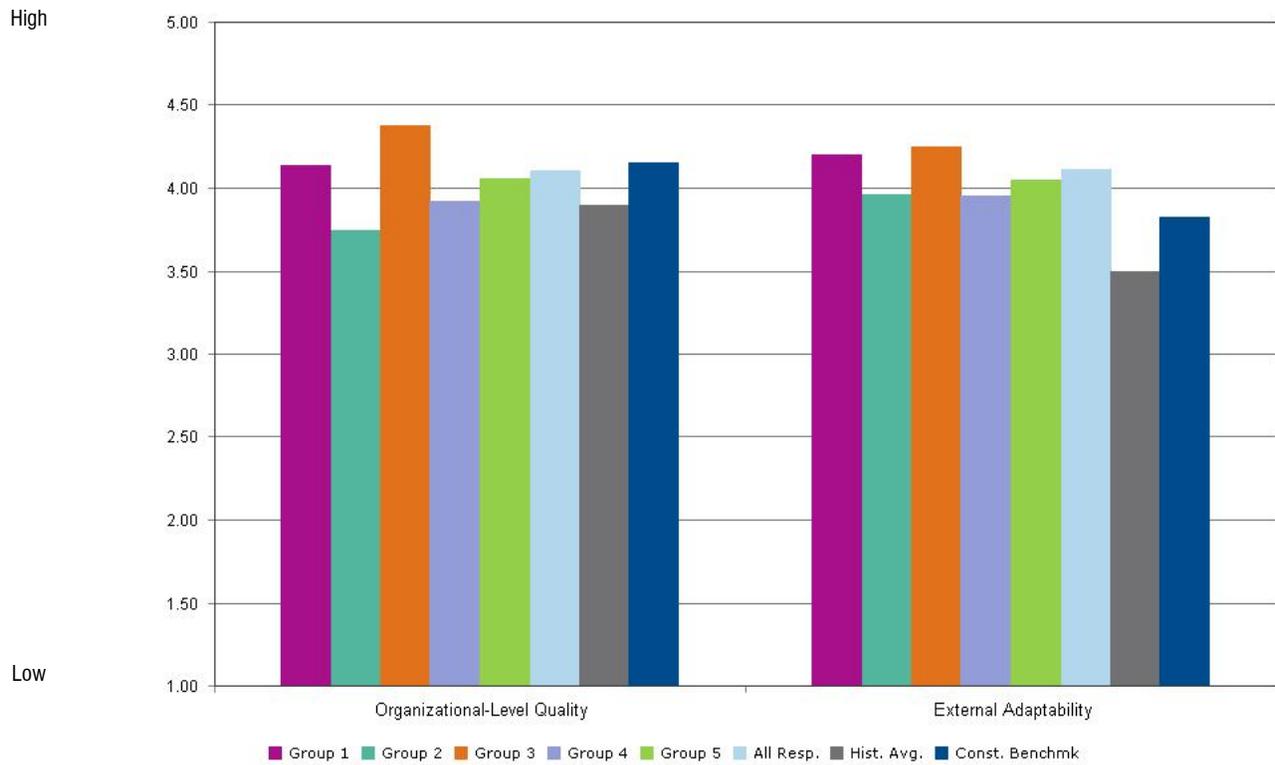
	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Intra-Unit Teamwork and Cooperation	4.43	4.26	4.60	4.56	4.71	4.50	3.87	4.26
*The people you work with compete (rather than cooperate)	1.70	1.78	1.67	1.38	1.14	1.54	2.38	1.85
You can count on your co-workers when teamwork is needed	4.70	4.11	4.60	4.69	4.86	4.55	4.13	4.48
The people you work with are helpful to you	4.30	4.44	4.87	4.38	4.43	4.47	4.13	4.38
Inter-Unit Coordination	3.93	3.92	4.04	3.60	4.16	3.93	3.05	3.35
Cooperation between interdependent workgroups is excellent	3.90	3.67	4.00	4.00	4.08	3.92	3.21	3.50
Services provided by other departments to yours are of high quality	4.20	4.44	4.40	3.69	4.43	4.19	3.39	3.65
Your workgroup can rely on other departments	4.60	4.00	4.33	3.62	4.50	4.12	3.21	3.41
*Practices of some units cause problems for others	3.00	2.44	2.57	2.92	2.36	2.52	3.52	3.30
Department-Level Quality	4.80	4.67	4.76	4.54	4.71	4.64	4.20	4.51
You can take pride in the quality of your department's work	4.90	4.78	4.80	4.46	4.93	4.72	4.32	4.64
Services provided by your department are of the highest quality	4.70	4.67	4.73	4.38	4.64	4.54	4.02	4.35
Customers would choose to do business with your department again	4.80	4.56	4.73	4.77	4.57	4.67	4.18	4.51

Scale scores are in boldface and are shaded.
 Item scores are listed below scale scores.
 Item and scale scores can range from 1 ("disagree") to 5 ("agree").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Organizational Outcomes



	Group 1	Group 2	Group 3	Group 4	Group 5	All Resp.	Hist. Avg.	Const. Benchmk
Organizational-Level Quality	4.13	3.74	4.38	3.92	4.06	4.10	3.90	4.16
You would choose to do business with your organization (if you were in the market)	4.20	3.78	4.40	4.15	4.29	4.21	3.89	4.32
You would recommend this organization to potential customers	4.80	4.44	4.73	4.46	4.50	4.58	4.07	4.43
Your organization will get repeat business from its present customers	4.10	3.78	4.67	4.15	4.00	4.19	4.09	4.40
Your organization has a reputation for superior customer service	3.90	3.22	4.33	3.69	3.71	3.90	3.76	4.08
*The quality of products/services is inconsistent – subject to variability	2.20	2.22	2.00	2.62	2.08	2.17	2.62	2.27
The quality of your organization's products/services meets customer expectations	4.00	3.44	4.13	3.69	3.93	3.90	3.89	4.14
External Adaptability	4.20	3.96	4.24	3.95	4.05	4.11	3.50	3.83
This organization proactively identifies and adjusts to change	4.30	3.44	4.27	4.00	4.07	4.08	3.63	4.10
New programs are quickly and efficiently implemented	4.20	4.56	4.20	3.92	4.14	4.17	3.22	3.71
This organization responds effectively to external opportunities and threats	4.10	3.89	4.27	3.92	3.93	4.09	3.60	3.92

Scale scores are in boldface and are shaded.

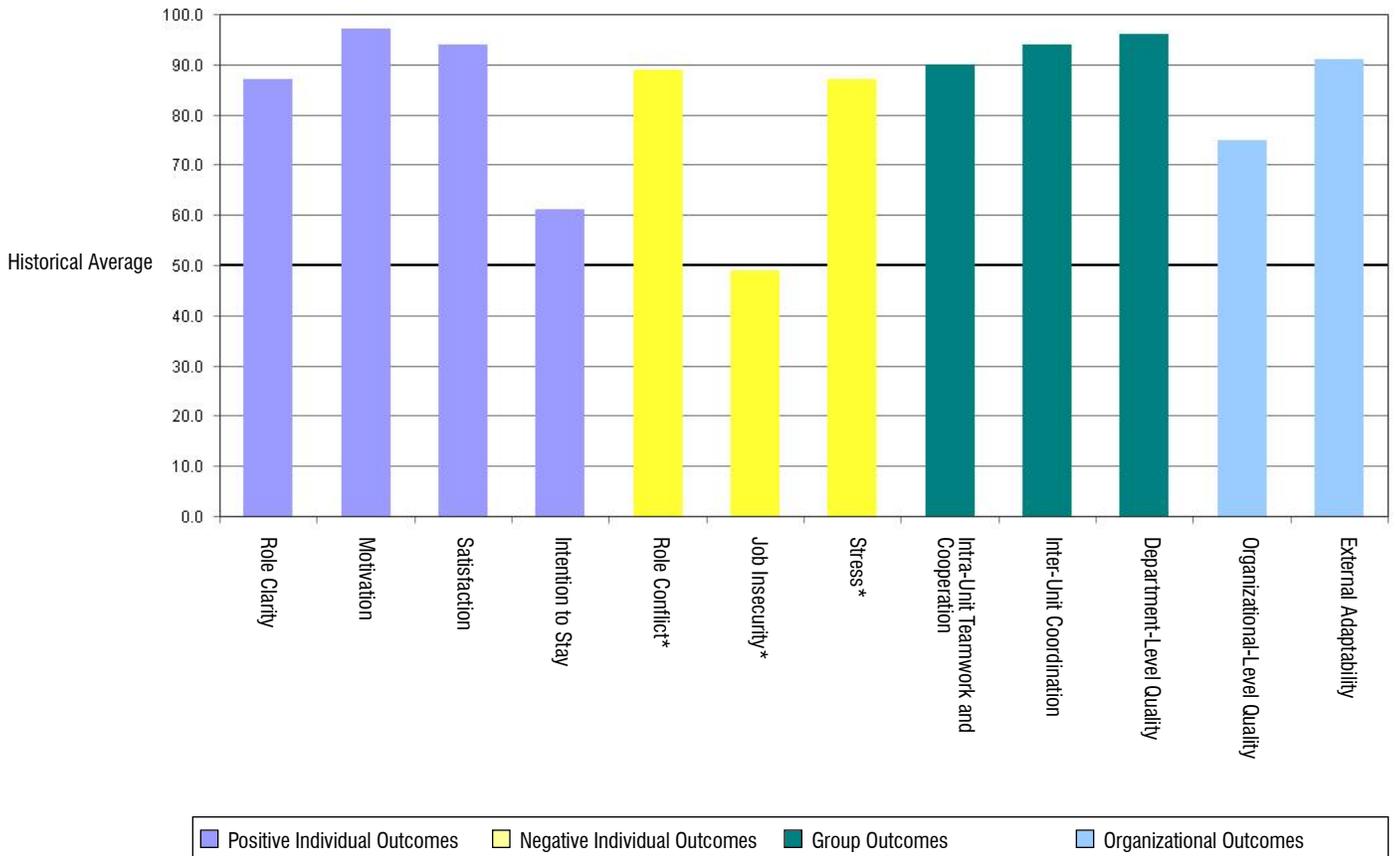
Item scores are listed below scale scores. Item and scale scores can range from 1 ("disagree/not at all") to 5 ("agree/ to a very great extent").

*Scores for these items are presented here in raw form (but were reversed when calculating the scale scores).

Subgroup Key:	
Group 1	Age: Under 20
Group 2	Age: 20-29
Group 3	Age: 30-39
Group 4	Age: 40-49
Group 5	Age: 50-59

Age: Under 20

Summary Barchart of Outcomes (Percentile Scores)



* In the Summary Barchart shown above, the scores for negative individual outcomes were reversed so that higher percentile scores signify more desirable results.

Age: Under 20

Summary of Outcomes (Raw Scores)

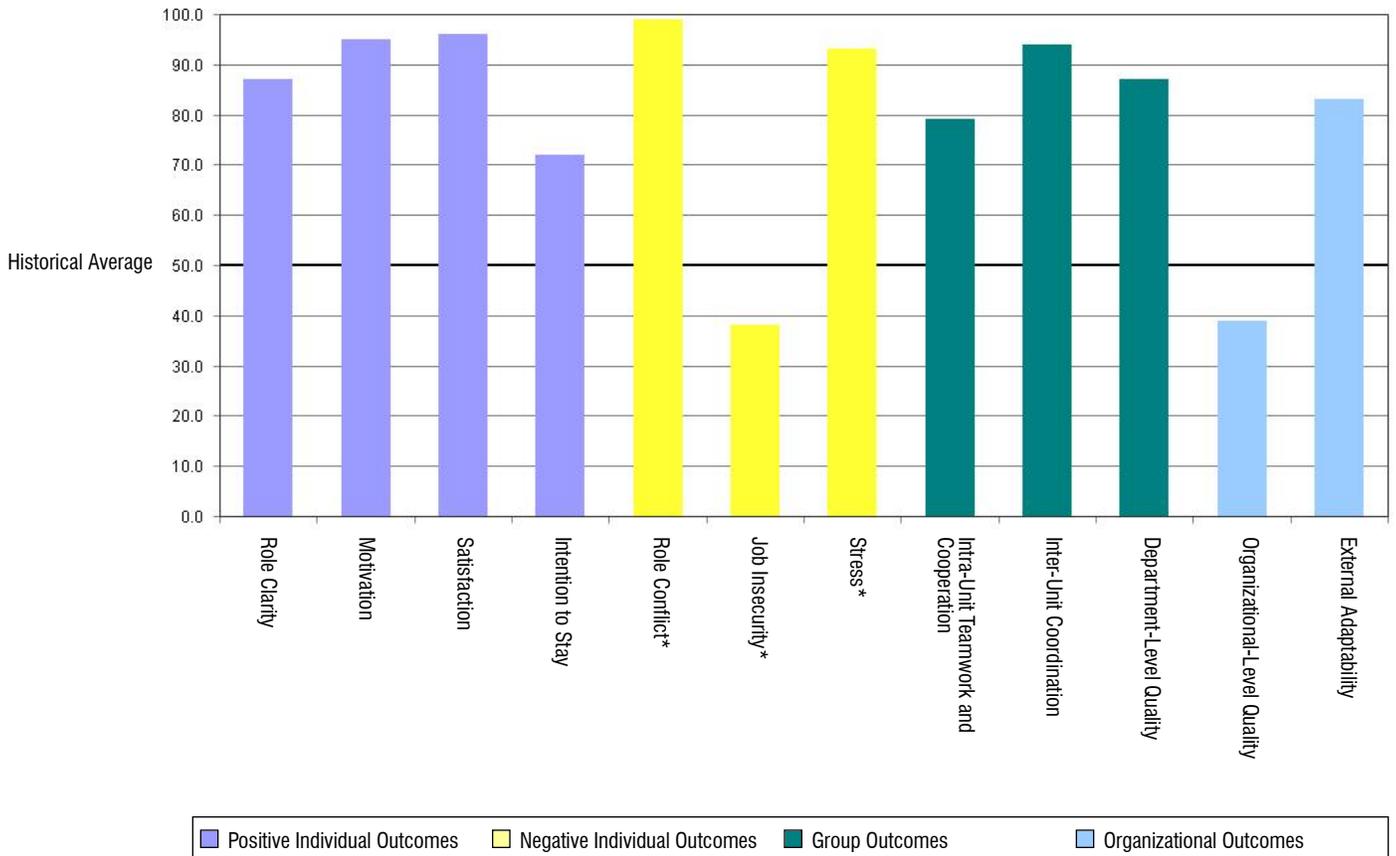
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Positive Individual Outcomes					
Role Clarity	4.16	4.40	4.54	4.56	NS
Motivation	4.06	4.43	4.63	4.75	NS
Satisfaction	3.86	4.28	4.61	4.48	NS
Intention to Stay	3.60	4.10	4.33	3.80	NS
Negative Individual Outcomes^b					
Role Conflict*	2.38	2.00	1.77	1.88	NS
Job Insecurity*	2.14	1.83	2.04	2.15	NS
Stress*	2.84	2.50	2.06	2.23	NS
Group Outcomes					
Intra-Unit Teamwork and Cooperation	3.87	4.26	4.50	4.43	NS
Inter-Unit Coordination	3.05	3.35	3.93	3.93	NS
Department-Level Quality	4.20	4.51	4.64	4.80	NS
Organizational Outcomes					
Organizational-Level Quality	3.90	4.16	4.10	4.13	NS
External Adaptability	3.50	3.83	4.11	4.20	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

^bLower scores are more desirable for these measures.

Age: 20-29

Summary Barchart of Outcomes (Percentile Scores)



* In the Summary Barchart shown above, the scores for negative individual outcomes were reversed so that higher percentile scores signify more desirable results.

Age: 20-29

Summary of Outcomes (Raw Scores)

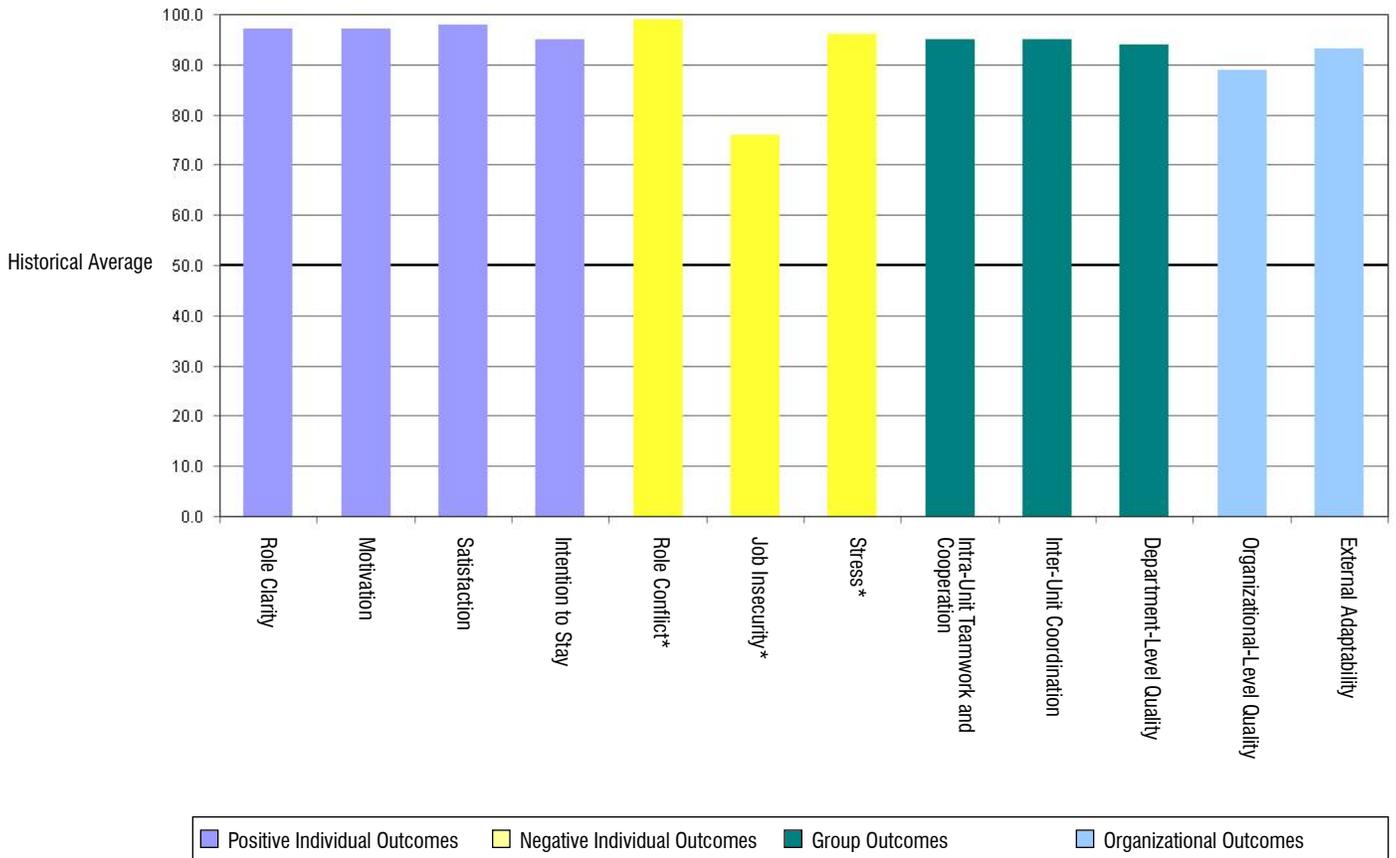
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Positive Individual Outcomes					
Role Clarity	4.16	4.40	4.54	4.56	NS
Motivation	4.06	4.43	4.63	4.67	NS
Satisfaction	3.86	4.28	4.61	4.56	NS
Intention to Stay	3.60	4.10	4.33	4.06	NS
Negative Individual Outcomes^b					
Role Conflict*	2.38	2.00	1.77	1.61	NS
Job Insecurity*	2.14	1.83	2.04	2.39	NS
Stress*	2.84	2.50	2.06	2.00	NS
Group Outcomes					
Intra-Unit Teamwork and Cooperation	3.87	4.26	4.50	4.26	NS
Inter-Unit Coordination	3.05	3.35	3.93	3.92	NS
Department-Level Quality	4.20	4.51	4.64	4.67	NS
Organizational Outcomes					
Organizational-Level Quality	3.90	4.16	4.10	3.74	NS
External Adaptability	3.50	3.83	4.11	3.96	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

^bLower scores are more desirable for these measures.

Age: 30-39

Summary Barchart of Outcomes (Percentile Scores)



* In the Summary Barchart shown above, the scores for negative individual outcomes were reversed so that higher percentile scores signify more desirable results.

Age: 30-39

Summary of Outcomes (Raw Scores)

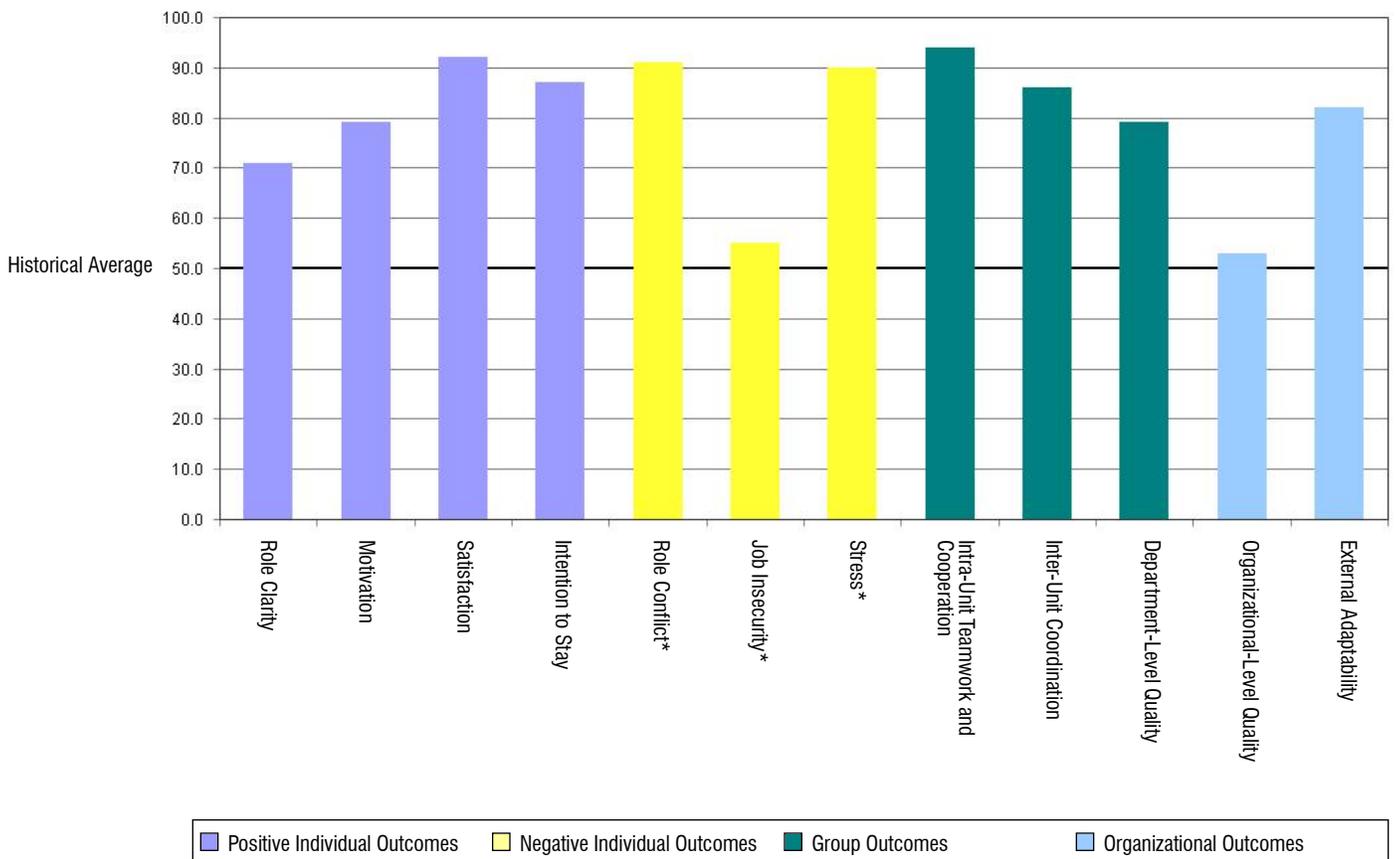
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Positive Individual Outcomes					
Role Clarity	4.16	4.40	4.54	4.75	NS
Motivation	4.06	4.43	4.63	4.75	NS
Satisfaction	3.86	4.28	4.61	4.87	**
Intention to Stay	3.60	4.10	4.33	4.63	NS
Negative Individual Outcomes^b					
Role Conflict*	2.38	2.00	1.77	1.67	NS
Job Insecurity*	2.14	1.83	2.04	1.70	NS
Stress*	2.84	2.50	2.06	1.88	NS
Group Outcomes					
Intra-Unit Teamwork and Cooperation	3.87	4.26	4.50	4.60	NS
Inter-Unit Coordination	3.05	3.35	3.93	4.04	NS
Department-Level Quality	4.20	4.51	4.64	4.76	NS
Organizational Outcomes					
Organizational-Level Quality	3.90	4.16	4.10	4.38	*
External Adaptability	3.50	3.83	4.11	4.24	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

^bLower scores are more desirable for these measures.

Age: 40-49

Summary Barchart of Outcomes (Percentile Scores)



* In the Summary Barchart shown above, the scores for negative individual outcomes were reversed so that higher percentile scores signify more desirable results.

Age: 40-49

Summary of Outcomes (Raw Scores)

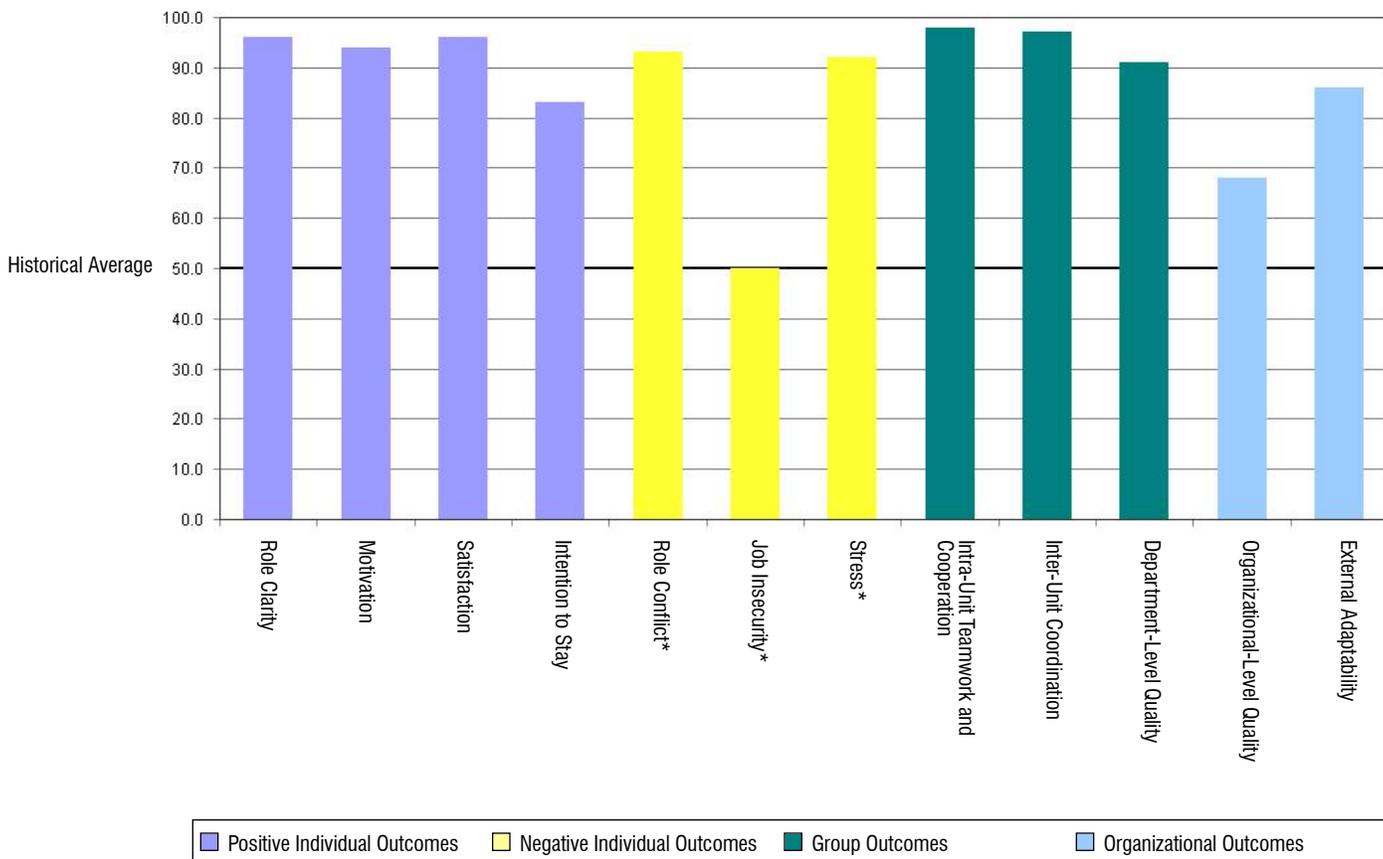
	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Positive Individual Outcomes					
Role Clarity	4.16	4.40	4.54	4.35	NS
Motivation	4.06	4.43	4.63	4.40	NS
Satisfaction	3.86	4.28	4.61	4.44	NS
Intention to Stay	3.60	4.10	4.33	4.35	NS
Negative Individual Outcomes^b					
Role Conflict*	2.38	2.00	1.77	1.86	NS
Job Insecurity*	2.14	1.83	2.04	2.08	NS
Stress*	2.84	2.50	2.06	2.13	NS
Group Outcomes					
Intra-Unit Teamwork and Cooperation	3.87	4.26	4.50	4.56	NS
Inter-Unit Coordination	3.05	3.35	3.93	3.60	NS
Department-Level Quality	4.20	4.51	4.64	4.54	NS
Organizational Outcomes					
Organizational-Level Quality	3.90	4.16	4.10	3.92	NS
External Adaptability	3.50	3.83	4.11	3.95	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

^bLower scores are more desirable for these measures.

Age: 50-59

Summary Barchart of Outcomes (Percentile Scores)



* In the Summary Barchart shown above, the scores for negative individual outcomes were reversed so that higher percentile scores signify more desirable results.

Age: 50-59

Summary of Outcomes (Raw Scores)

	Historical Average	Constructive Benchmark	All Respondents	This Subgroup	Significant Differences ^a
Positive Individual Outcomes					
Role Clarity	4.16	4.40	4.54	4.73	NS
Motivation	4.06	4.43	4.63	4.66	NS
Satisfaction	3.86	4.28	4.61	4.57	NS
Intention to Stay	3.60	4.10	4.33	4.25	NS
Negative Individual Outcomes^b					
Role Conflict*	2.38	2.00	1.77	1.83	NS
Job Insecurity*	2.14	1.83	2.04	2.14	NS
Stress*	2.84	2.50	2.06	2.07	NS
Group Outcomes					
Intra-Unit Teamwork and Cooperation	3.87	4.26	4.50	4.71	*
Inter-Unit Coordination	3.05	3.35	3.93	4.16	NS
Department-Level Quality	4.20	4.51	4.64	4.71	NS
Organizational Outcomes					
Organizational-Level Quality	3.90	4.16	4.10	4.06	NS
External Adaptability	3.50	3.83	4.11	4.05	NS

^aSignificance is based on *Student t-tests* that compare the subgroup's scores to the scores of the other subgroups combined. Subgroup scores that are significantly different from the scores of the rest of the subgroups are indicated by asterisks in the last column (* $p < .05$; ** $p < .01$; *** $p < .001$). Non-significant differences are indicated by "NS".

^bLower scores are more desirable for these measures.

Appendices



Correlations	A
Comparative Profiles	B
Demographics Frequencies	C

Correlations

Correlations were carried out between the OCI® cultural norms and the OEI causal factors and between the OCI cultural norms and the OEI outcomes for your organization. The correlations between cultural norms and outcomes may help to pinpoint those norms that are working for and against outcomes of concern to your organization.

Since the correlations presented here are based only on your organization, they should be interpreted with care, particularly if the number of respondents surveyed is small or if there is little variation in their reports regarding causal factors, culture, and/or outcomes. Information on the relationships between causal factors and culture and between culture and outcomes based on a large sample of diverse organizational units can be found in the *OCI Interpretation and Development Guide* (available through Human Synergistics).

The correlation results presented here are summarized in tables using plusses (+), minuses (-), and zeros (0). Guidance on interpreting the correlations is provided below.

Positive Correlations

A plus sign (+) indicates a significant (at $p < .05$) positive correlation between the cultural norm and causal factor or outcome. A positive correlation means that the cultural norm and the causal factor or outcome are positively related to one another. Thus, higher scores on the cultural norm tend to be associated with higher scores on the causal factor or outcome. Similarly, low scores on the cultural norm tend to be associated with lower scores on the causal factor or outcome. A double plus (++) indicates a highly significant relationship (at $p < .01$).

For example, a positive correlation between Employee Involvement (a causal factor under structures) and Humanistic-Encouraging (a Constructive norm) means that the *more* that people within your organization actively participate in shaping the organization and in helping to achieve its mission, the *more* they believe they are expected to think and behave in Humanistic-Encouraging ways. The positive correlation also means that the *less* that people are involved in shaping the organization and in helping it to achieve its mission, the *less* they believe they should think and behave in Humanistic-Encouraging ways.

Negative Correlations

A negative sign (-) indicates a significant (at $p < .05$) negative correlation between the cultural norm and the causal factor or outcome. A negative correlation means that the cultural norm and causal factor or outcome are inversely related to one another. Thus, higher scores on the cultural norm tend to be associated with lower scores on the causal factor or outcome. Similarly, lower scores on the cultural norm tend to be associated with higher scores on the causal factor or outcome. A double minus (--) indicates a highly significant relationship (at $p < .01$).

For example, a negative correlation between Avoidance (a Passive/Defensive norm) and Satisfaction (a positive individual outcome) means that the *more* that people within your organization believe that they are expected to be avoidant, the *lower* their satisfaction. Similarly, the *less* that people believe they are expected to be avoidant, the *higher* their reported levels of satisfaction.

Zero Correlations

A zero (0) indicates that there is no statistically significant relationship between the cultural norm and the causal factor or outcome within your organization. Non-significant correlations can be the result of any one of three conditions:

1. No relationship between the cultural norm and the causal factor or outcome within your organization.
2. Little variance in the cultural norm and/or in the causal factor or outcome. Thus, if the cultural norm is viewed consistently across people within your organization (i.e., it has high intensity) or if the causal factor or outcome is viewed consistently across people, then there will be no variation to correlate—even if the cultural norm and the causal factor or outcome are, in fact, related across organizations.
3. Too small a sample size (in other words, the number of respondents is too small for the correlation to be significant).

Consequently, non-significant or "0" correlations should be interpreted with care.

For example, with the second condition above, a "0" correlation between a Defensive norm and Satisfaction within an organization may simply reflect the fact that all members view the culture as strongly Defensive and, as a consequence, experience consistently low satisfaction. The Defensive norm therefore is an appropriate target for change throughout the entire organization (given that research across organizations confirms that such norms suppress satisfaction). In contrast, if there is a strong negative correlation between the Defensive norm and Satisfaction, the norm is likely viewed as stronger by some members (e.g., at different levels or in particular units, locations, or jobs) than by others and is interfering with their satisfaction. Thus, the Defensive norm is an appropriate target for change at certain levels or in certain groups or units of the organization.

Correlations between Culture and Causal Factors

	Constructive Cultural Norms			
	Humanistic-Encouraging	Affiliative	Achievement	Self-Actualizing
Mission and Philosophy				
Articulation of Mission	++	++	++	++
Customer Service Focus	++	++	++	++
Structures				
Total Influence	++	++	++	++
Distribution of Influence*	-	0	0	--
Empowerment	++	+	++	+
Employee Involvement	++	++	++	++
Systems				
Selection and Placement	++	++	++	++
Training and Development	++	++	++	++
Respect for Members	++	++	++	++
Fairness of Appraisals	++	++	++	++
Use of Rewards	++	++	++	++
Use of Punishment*	-	--	-	0
Goal Clarity	+	++	0	0
Goal Difficulty	0	0	0	++
Participative Goal Setting	+	0	++	0
Goal Acceptance	+	++	0	0
Technology				
Autonomy	++	+	0	0
Variety	++	++	++	++
Feedback	0	+	0	+
Task Identity	+	++	0	+
Significance	+	0	0	++
Interdependence	0	++	0	0
Skills/Qualities				
Downward Communication	++	++	++	++
Upward Communication	++	++	++	++
Communication for Learning	++	++	++	++
Interaction Facilitation	++	++	++	++
Task Facilitation	++	++	++	++
Goal Emphasis	++	++	++	++
Consideration	++	++	++	++
Personal Bases Of Power	++	++	++	++
Organizational Bases of Power*	0	0	0	0

+ Significant Positive Correlation (at the .05 level)

++ Significant Positive Correlation (at the .01 level)

- Significant Negative Correlation (at the .05 level)

-- Significant Negative Correlation (at the .01 level)

0 No Significant Correlation

*Low scores are desirable for these factors and therefore affect the direction of correlations.

Correlations between Culture and Causal Factors

	Passive/Defensive Cultural Norms			
	Approval	Conventional	Dependent	Avoidance
Mission and Philosophy				
Articulation of Mission	-	--	-	--
Customer Service Focus	0	--	-	--
Structures				
Total Influence	0	0	0	0
Distribution of Influence*	0	0	0	0
Empowerment	-	--	-	--
Employee Involvement	--	--	--	--
Systems				
Selection and Placement	0	0	0	--
Training and Development	--	--	--	--
Respect for Members	--	--	--	--
Fairness of Appraisals	0	--	--	--
Use of Rewards	-	--	--	--
Use of Punishment*	+	++	++	++
Goal Clarity	0	0	0	0
Goal Difficulty	0	0	0	0
Participative Goal Setting	0	--	--	-
Goal Acceptance	0	-	0	0
Technology				
Autonomy	0	0	0	0
Variety	0	0	0	0
Feedback	0	0	0	0
Task Identity	0	0	0	0
Significance	0	0	0	0
Interdependence	0	0	0	--
Skills/Qualities				
Downward Communication	--	--	--	--
Upward Communication	--	--	--	--
Communication for Learning	-	--	--	--
Interaction Facilitation	0	0	0	--
Task Facilitation	0	0	0	-
Goal Emphasis	0	-	0	--
Consideration	0	--	-	--
Personal Bases Of Power	0	--	-	--
Organizational Bases of Power*	0	0	0	0

- + Significant Positive Correlation (at the .05 level)
- ++ Significant Positive Correlation (at the .01 level)
- Significant Negative Correlation (at the .05 level)
- Significant Negative Correlation (at the .01 level)
- 0 No Significant Correlation

*Low scores are desirable for these factors and therefore affect the direction of correlations.

Correlations between Culture and Causal Factors

	Aggressive/Defensive Cultural Norms			
	Oppositional	Power	Competitive	Perfectionistic
Mission and Philosophy				
Articulation of Mission	0	-	0	-
Customer Service Focus	0	0	0	0
Structures				
Total Influence	0	-	0	0
Distribution of Influence*	0	0	0	0
Empowerment	0	--	-	--
Employee Involvement	--	--	0	--
Systems				
Selection and Placement	0	0	0	0
Training and Development	--	--	-	--
Respect for Members	--	--	--	--
Fairness of Appraisals	--	--	--	--
Use of Rewards	--	--	--	--
Use of Punishment*	++	++	++	++
Goal Clarity	0	-	0	0
Goal Difficulty	0	0	0	0
Participative Goal Setting	0	0	0	0
Goal Acceptance	-	0	-	-
Technology				
Autonomy	0	0	0	0
Variety	0	0	0	0
Feedback	-	0	0	0
Task Identity	0	0	0	0
Significance	0	0	0	0
Interdependence	--	--	--	--
Skills/Qualities				
Downward Communication	--	--	--	--
Upward Communication	--	--	--	--
Communication for Learning	-	--	-	--
Interaction Facilitation	-	--	-	-
Task Facilitation	0	-	-	-
Goal Emphasis	-	--	-	0
Consideration	-	--	-	-
Personal Bases Of Power	-	--	-	--
Organizational Bases of Power*	0	0	0	0

- + Significant Positive Correlation (at the .05 level)
- ++ Significant Positive Correlation (at the .01 level)

- Significant Negative Correlation (at the .05 level)
- Significant Negative Correlation (at the .01 level)

- 0 No Significant Correlation

*Low scores are desirable for these factors and therefore affect the direction of correlations.

Correlations between Culture and Outcomes

	Constructive Cultural Norms			
	Humanistic-Encouraging	Affiliative	Achievement	Self-Actualizing
Positive Individual Outcomes				
Role Clarity	++	++	++	++
Motivation	++	++	++	++
Satisfaction	++	++	++	++
Intention to Stay	++	+	++	+
Negative Individual Outcomes				
Role Conflict*	--	--	--	--
Job Insecurity*	0	0	0	0
Stress*	--	--	--	--
Group Outcomes				
Intra-Unit Teamwork and Cooperation	++	++	++	++
Inter-Unit Coordination	++	++	++	++
Department-Level Quality	++	++	++	++
Organizational Outcomes				
Organizational-Level Quality	++	+	++	++
External Adaptability	++	++	++	++

	Passive/Defensive Cultural Norms			
	Approval	Conventional	Dependent	Avoidance
Positive Individual Outcomes				
Role Clarity	0	-	-	--
Motivation	--	--	--	--
Satisfaction	--	--	--	--
Intention to Stay	--	--	--	--
Negative Individual Outcomes				
Role Conflict*	+	++	++	++
Job Insecurity*	0	0	0	0
Stress*	+	++	+	++
Group Outcomes				
Intra-Unit Teamwork and Cooperation	-	--	-	--
Inter-Unit Coordination	0	--	-	--
Department-Level Quality	0	--	0	--
Organizational Outcomes				
Organizational-Level Quality	--	--	--	--
External Adaptability	--	--	--	--

- + Significant Positive Correlation (at the .05 level)
- ++ Significant Positive Correlation (at the .01 level)
- Significant Negative Correlation (at the .05 level)
- Significant Negative Correlation (at the .01 level)

0 No Significant Correlation

*Low scores are desirable for these outcomes and therefore affect the direction of correlations.

Correlations between Culture and Outcomes

	Aggressive/Defensive Cultural Norms			
	Oppositional	Power	Competitive	Perfectionistic
Positive Individual Outcomes				
Role Clarity	0	--	0	-
Motivation	--	--	--	--
Satisfaction	-	--	--	--
Intention to Stay	-	--	-	-
Negative Individual Outcomes				
Role Conflict*	++	++	++	++
Job Insecurity*	0	+	+	++
Stress*	+	++	+	++
Group Outcomes				
Intra-Unit Teamwork and Cooperation	--	--	--	--
Inter-Unit Coordination	0	-	0	-
Department-Level Quality	0	-	0	0
Organizational Outcomes				
Organizational-Level Quality	0	-	0	0
External Adaptability	0	--	0	0

- + Significant Positive Correlation (at the .05 level)
- ++ Significant Positive Correlation (at the .01 level)

- Significant Negative Correlation (at the .05 level)
- Significant Negative Correlation (at the .01 level)

- 0 No Significant Correlation

*Low scores are desirable for these outcomes and therefore affect the direction of correlations.

Comparative Profiles

The results presented on the following pages illustrate the impact of culture on outcomes and the impact of the causal factors on culture within and across your organization. The first four pages focus on the outcomes most strongly related to culture within your organization and show how relatively Constructive versus Defensive views of the culture lead to relatively positive versus negative reports about those outcomes. The next four pages focus on the causal factors most strongly related to the operating culture of your organization, showing how positive versus negative perceptions of these factors shape individual beliefs regarding what is expected.

More specifically, the first four sets of profiles and bar charts allow you to compare outcomes as reported by respondents with the most Constructive and least Defensive cultural profiles (top 15%) versus those with the least Constructive and most Defensive profiles (bottom 15%).* Then, with the second four sets of bar charts and profiles you can compare the average strength of the cultural norms reported by members with the highest scores (top 15%) versus those with the lowest scores (bottom 15%) on the four causal factors most strongly related to culture within the organization.

Similar to the correlations, the comparative profiles can be used to identify low intensity cultural norms that are having an impact and could be particularly instrumental in improving outcomes across the organization. So, for example, if the extensions along the Affiliative style differ greatly between the two profiles presented for an outcome such as Satisfaction, this style likely explains differences in the level of satisfaction experienced by different members. Thus, cultural change initiatives to promote satisfaction and engagement should focus on strengthening expectations for Affiliative behaviors to make these norms stronger and more consistent throughout the organization. Additionally, there are likely to be units or subcultures within the organization that demonstrate particularly strong Constructive norms and that can serve as role models for more Defensive units.

Similarly, the sets of culture profiles for the four causal factors can then be reviewed to identify the factor(s) that produce the greatest difference between the strength of the Affiliative extensions. These factors can then be selected as levers for change given that they are among those that would most likely lead to more consistently strong norms for Affiliative behaviors across the organization.

However, keep in mind that the likelihood of observing great differences between the bottom and top profiles (as well as significant correlations between the styles and an outcome or causal factor) are contingent on variability in members' responses to the OCI®. Thus, for example, if a Constructive style is consistently de-emphasized in an organization, and shows weak extensions in both the top and bottom profiles, weak norms for the style may be suppressing an outcome such as Satisfaction throughout the organization. Rather than suggesting that this style is inconsequential, these results may indicate that it should be targeted for development on a system-wide basis.

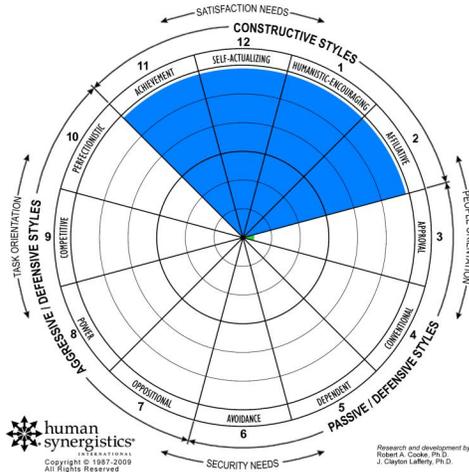
*In identifying these respondents, analyses focused exclusively on the cultural norms found to be significantly related to each outcome across a large sample of organizations. These cultural norms are delineated in the footnotes at the bottom of the outcome comparative pages.

Comparative Profiles—Outcomes

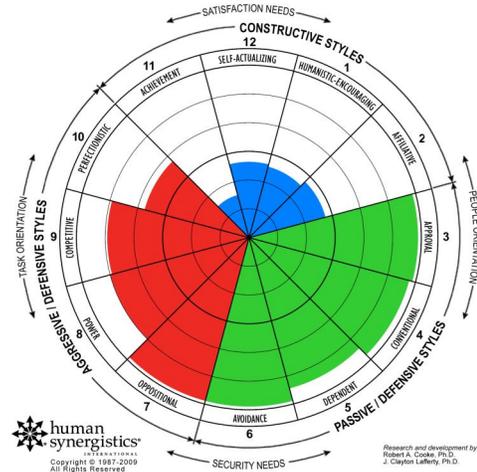
Satisfaction and OCI Styles

Respondents who view the current culture as...

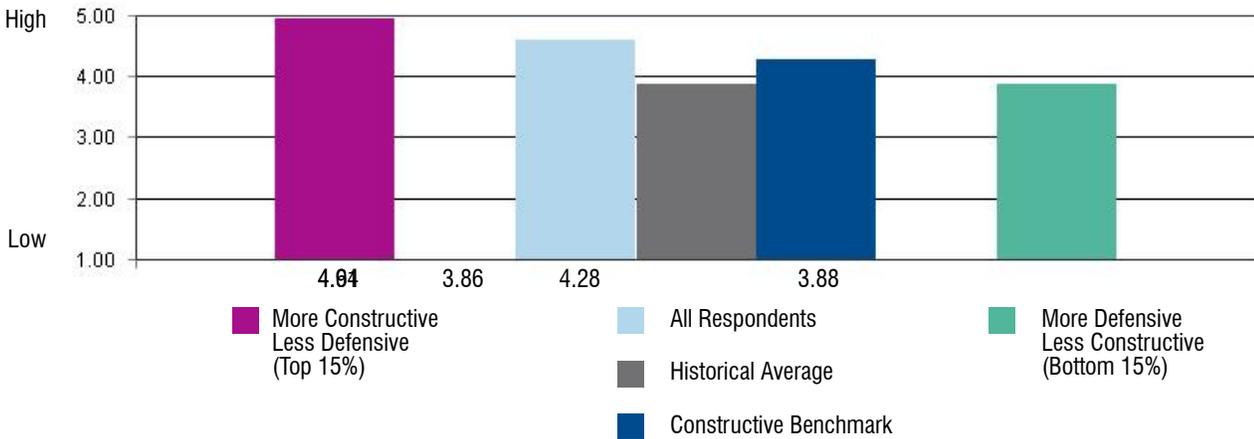
More Constructive and Less Defensive
Top 15%
 N=12



Less Constructive and More Defensive
Bottom 15%
 N=12



...view the outcome of Satisfaction as...



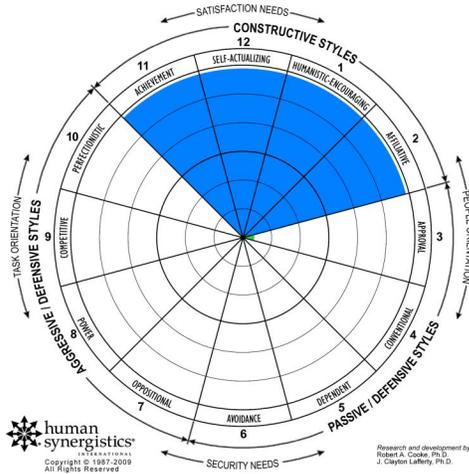
The respondents included in the Top 15% and Bottom 15% profiles are based on their descriptions of the OCI styles that have been shown to be most strongly related to Satisfaction across organizations in research samples: The four Constructive styles (positive) and the four Passive/Defensive and the Oppositional and Power styles (negative).

Comparative Profiles—Outcomes

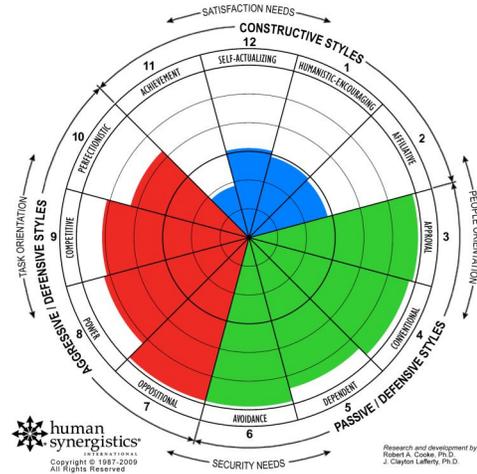
Role Conflict and OCI Styles

Respondents who view the current culture as...

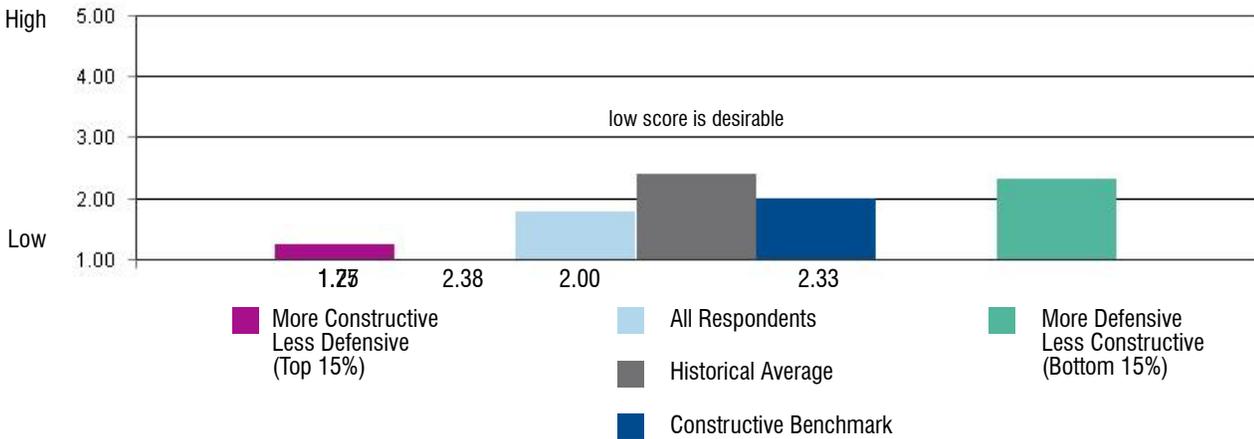
More Constructive and Less Defensive
Top 15%
N=12



Less Constructive and More Defensive
Bottom 15%
N=12



...view the outcome of Role Conflict as...



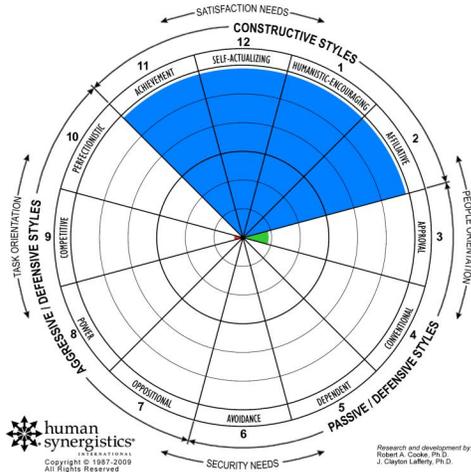
The respondents included in the Top 15% and Bottom 15% profiles are based on their descriptions of the OCI styles that have been shown to be most strongly related to Role Conflict across organizations in research samples: The four Constructive styles (negative) and the eight Passive/Defensive and Aggressive/Defensive styles (positive).

Comparative Profiles—Outcomes

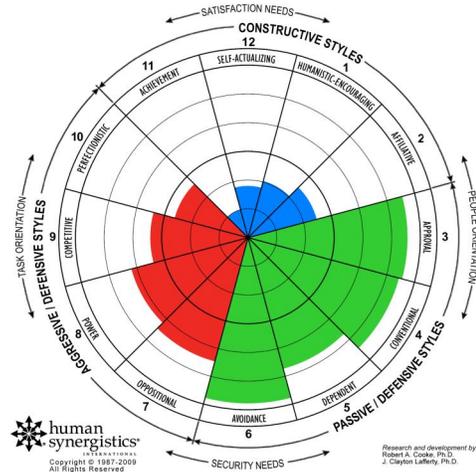
Motivation and OCI Styles

Respondents who view the current culture as...

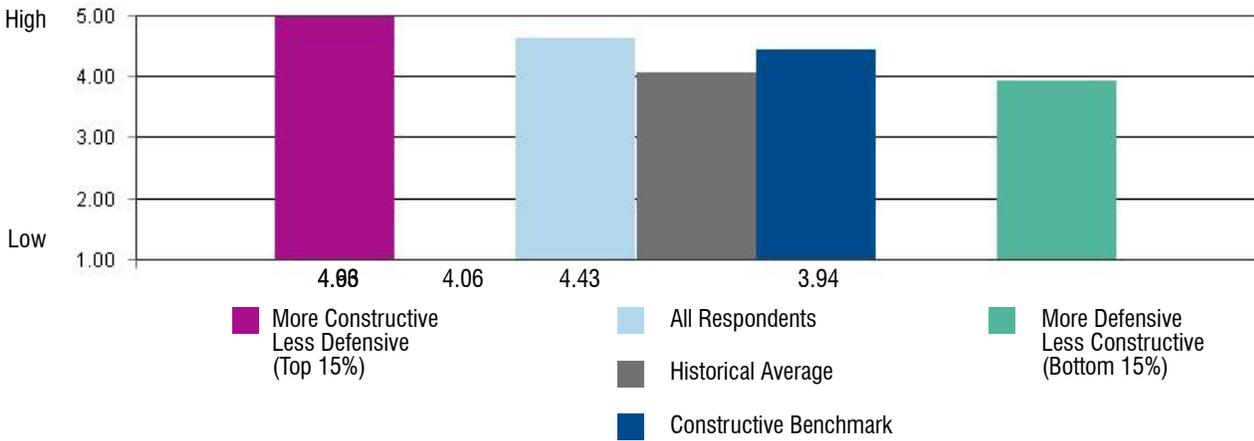
More Constructive and Less Defensive
Top 15%
N=13



Less Constructive and More Defensive
Bottom 15%
N=12



...view the outcome of Motivation as...



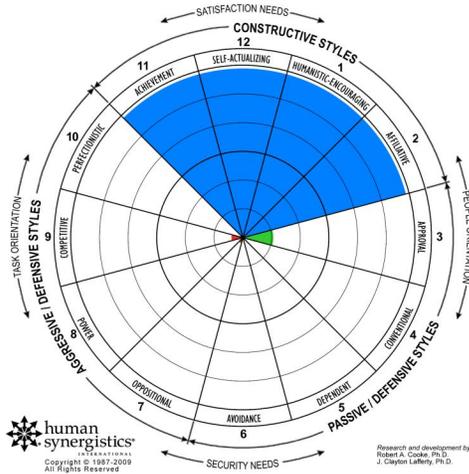
The respondents included in the Top 15% and Bottom 15% profiles are based on their descriptions of the OCI styles that have been shown to be most strongly related to Motivation across organizations in research samples: The four Constructive styles (positive) and the Conventional, Dependent, and Avoidance styles (negative).

Comparative Profiles—Outcomes

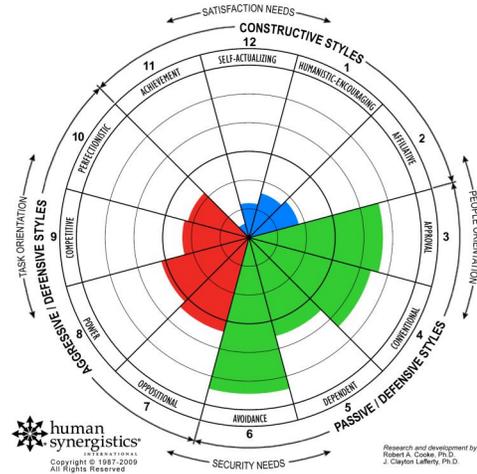
Role Clarity and OCI Styles

Respondents who view the current culture as...

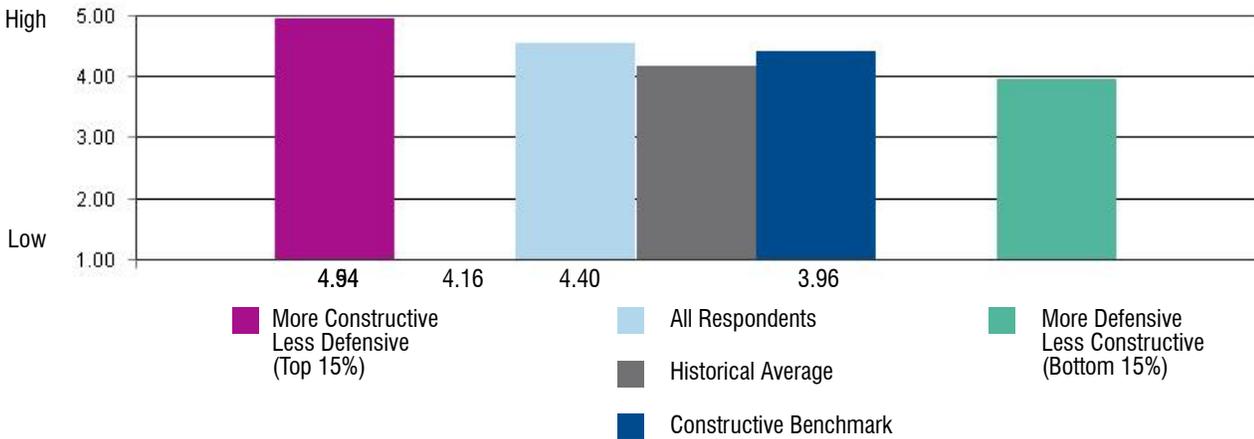
More Constructive and Less Defensive
Top 15%
 N=12



Less Constructive and More Defensive
Bottom 15%
 N=12



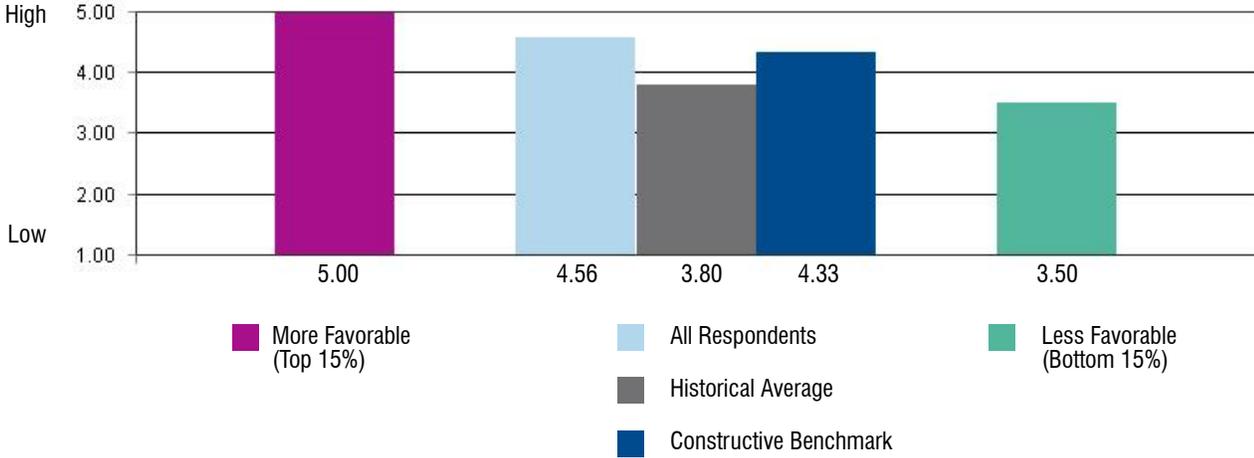
...view the outcome of Role Clarity as...



The respondents included in the Top 15% and Bottom 15% profiles are based on their descriptions of the OCI styles that have been shown to be most strongly related to Role Clarity across organizations in research samples: The four Constructive styles (positive) and the Avoidance style (negative).

Comparative Profiles—Causal Factors

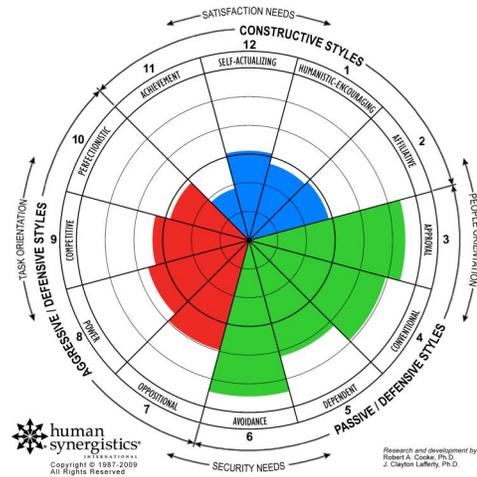
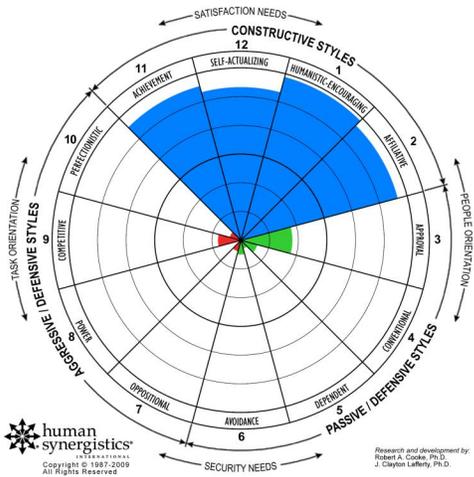
Respect for Members and OCI Styles
 Respondents who view Respect for Members as...



...generally view the current culture as...

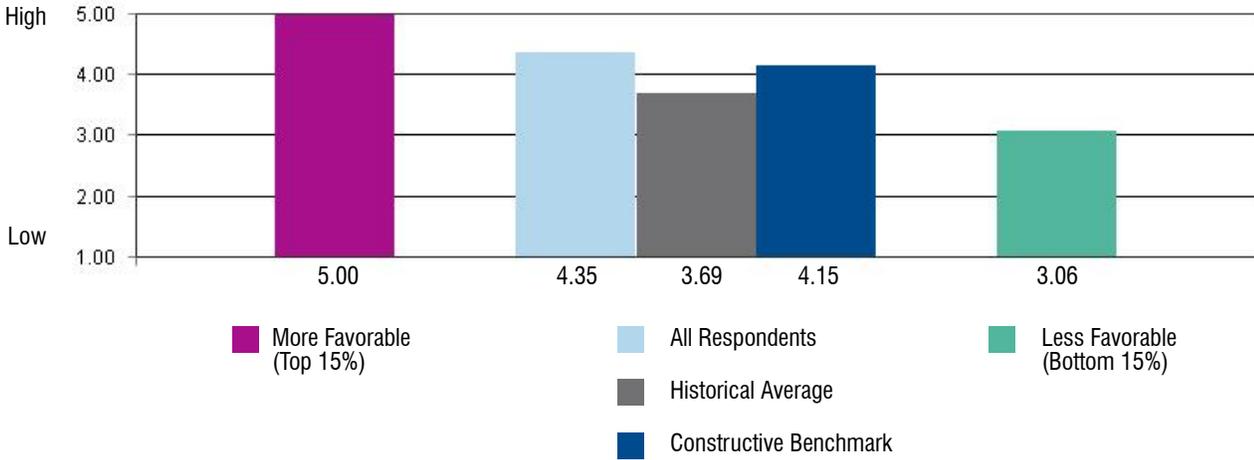
More Constructive and Less Defensive
 Top 15%
 N=33

Less Constructive and More Defensive
 Bottom 15%
 N=12



Comparative Profiles—Causal Factors

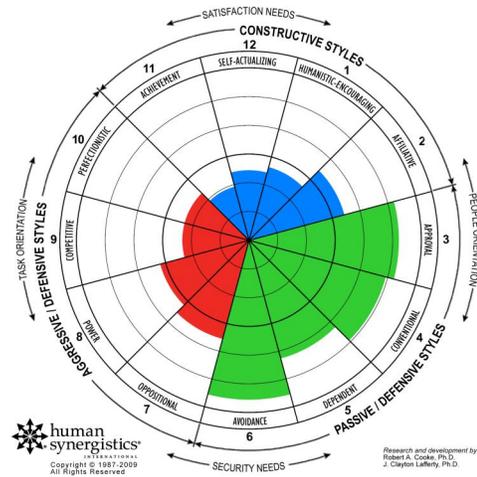
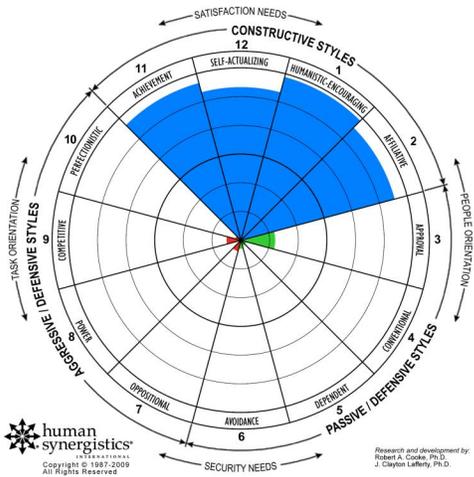
Employee Involvement and OCI Styles
 Respondents who view Employee Involvement as...



...generally view the current culture as...

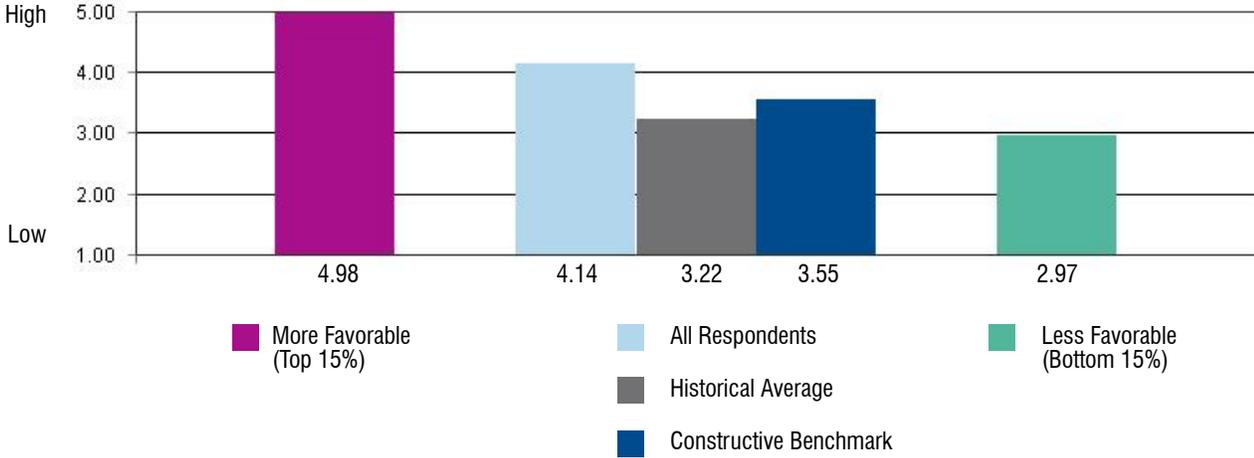
More Constructive and Less Defensive
 Top 15%
 N=26

Less Constructive and More Defensive
 Bottom 15%
 N=12



Comparative Profiles—Causal Factors

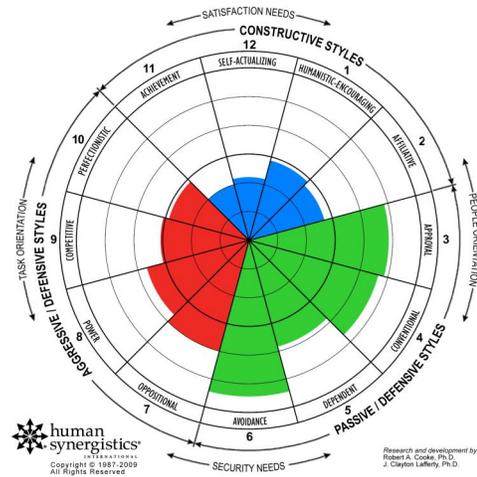
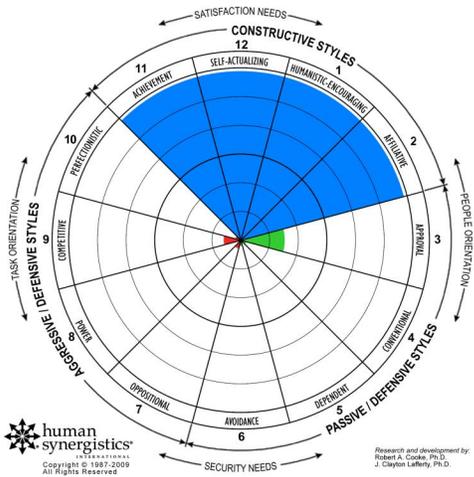
Upward Communication and OCI Styles
 Respondents who view Upward Communication as...



...generally view the current culture as...

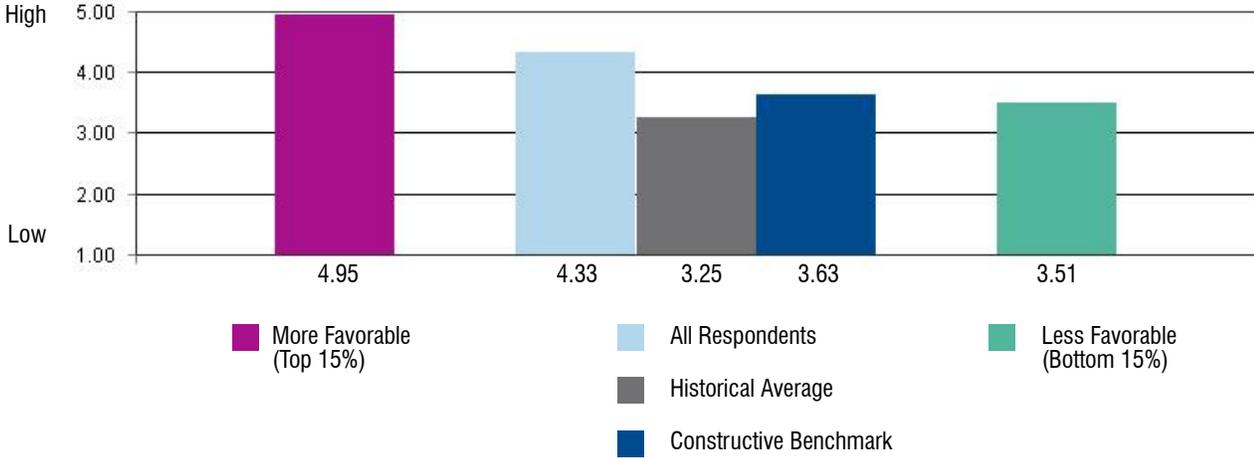
More Constructive and Less Defensive
 Top 15%
 N=12

Less Constructive and More Defensive
 Bottom 15%
 N=12



Comparative Profiles—Causal Factors

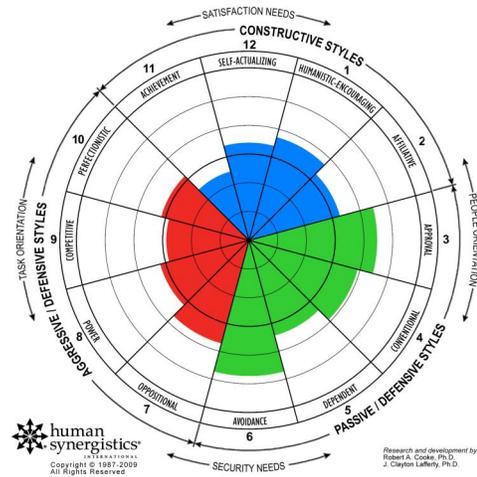
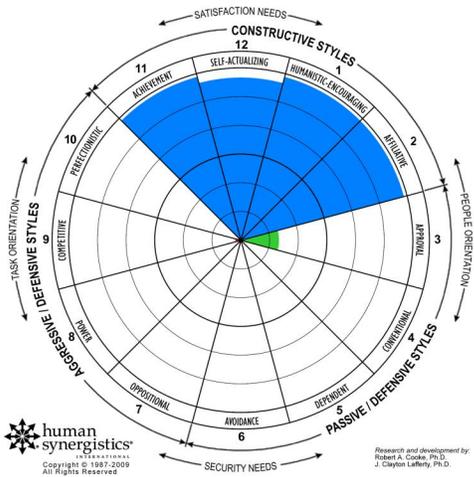
Downward Communication and OCI Styles
 Respondents who view Downward Communication as...



...generally view the current culture as...

More Constructive and Less Defensive
 Top 15%
 N=12

Less Constructive and More Defensive
 Bottom 15%
 N=12



Note on the Respondents and Data included in the Comparative Charts and Profiles

Note that the respondents represented in the top 15% and bottom 15% groups differ across the various sets of comparative profiles. With respect to the causal factors, the respondents with the highest and lowest scores along one factor are not likely to be the exact same respondents as those with the highest and lowest scores along the other factors. Similarly, as delineated in the footnotes at the bottom of the pages on outcomes, the Constructive and Defensive styles driving each set of comparative profiles are those with the strongest positive and negative correlations with the outcome featured in the bar chart. These styles differ across the outcomes and, as such, the respondents represented in the top and bottom groups (as well as the shape of their composite profiles) differ from one set of comparative profiles to the next. In each case, the respondents in the top 15% groups are those whose reports of the culture represented the greatest positive difference between the strength of the relevant Constructive styles versus that of the relevant Defensive styles. Respondents in the bottom 15% group were those who viewed the relevant Defensive styles as strong compared to the Constructive styles.

Demographics Frequencies

Age	Frequency
Under 20	10
20-29	9
30-39	15
40-49	13
50-59	14
60 or over	17
Prefer not to respond	0
Missing	0
Gender	Frequency
Female	41
Male	37
Prefer not to respond	0
Missing	0
Ethnic Background	Frequency
Asian	0
Black or African American	28
Hispanic	25
White/Caucasian	25
Other	0
Prefer not to respond	0
Missing	0
Education (mark highest level)	Frequency
High school	0
Some college	0
Associate's/Technical degree	0
Bachelor's degree	16
Some Graduate work	21
Master's degree	14
Doctoral degree	12
Other	15
Prefer not to respond	0
Missing	0
Organizational Level	Frequency
Non-management	0
Line management (supervising non-management personnel)	0
Middle management (managing managers)	13
Senior management	18
Executive/Senior Vice President	26
CEO/President	21
Owner	0

Demographics Frequencies

Prefer not to respond	0
Missing	0
Salary (Annual)	Frequency
\$30,000 or less	14
\$30,001 to \$45,000	6
\$45,001 to \$60,000	9
\$60,001 to \$75,000	8
\$75,001 to \$100,000	8
\$100,001 to \$125,000	9
\$125,001 to \$150,000	10
\$150,001 to \$175,000	4
\$175,001 to \$200,000	10
\$200,001 to \$225,000	0
\$225,001 plus	0
Prefer not to respond	0
Missing	0
Years with Organization	Frequency
Less than 6 months	7
6 months to 1 year	12
1 to 2 years	12
2 to 4 years	15
4 to 6 years	11
6 to 10 years	3
10 to 15 years	7
More than 15 years	11
Prefer not to respond	0
Missing	0
Organization Type	Frequency
Accounting	0
Communications/Publishing	0
Computers	0
Construction	0
Consulting	0
Educational	0
Energy	0
Financial	0
Health Care	0
Hospitality	0
Insurance	23
Manufacturing	31
Military	24

Demographics Frequencies

Not-for-Profit	0
Pharmaceutical	0
Public Sector	0
Retail	0
Transportation/Distribution	0
Other	0
Prefer not to respond	0
Missing	0
Profession/Occupation	Frequency
Accounting	0
Advertising	0
Administrative staff	0
Assembly line	0
Consulting	0
Data processing	0
Direct labor (not assembly line)	0
Education	0
Engineering	0
Finance	0
Law	0
Management (general)	0
MIS/Information Technology	0
Marketing	0
Medicine	0
Nursing	0
Personnel/Training	0
Production	0
Public relations	0
Purchasing	23
Research/Development	25
Sales	30
Secretarial/Clerical	0
Skilled trade	0
Social Work/Psychology	0
Strategy/Policy	0
Student	0
Other	0
Prefer not to respond	0
Missing	0

This report was prepared exclusively for the use of

XYZ Company

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Based on:
Organizational Culture Inventory® by Robert A. Cooke, Ph.D. and J. Clayton Lafferty, Ph.D.
Organizational Effectiveness Inventory® by R. A. Cooke, Ph.D.

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