

WEAK ORGANIZATIONAL CULTURE IN HIGHER EDUCATION LEADS TO
UNMET ORGANIZATIONAL GOALS

by

Jennifer Matthews

Dissertation

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Business Administration

Liberty University, School of Business

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Abstract

This qualitative case study explores the perception of weak organizational culture at one institution of higher education and the influence of weak culture on attaining organizational goals. The general problem addresses a weak organizational culture where department leaders operate independently of organizational policies and procedures, resulting in the inability to reach organizational goals. The study included fifteen survey responses from faculty and staff, two follow-up interviews, two observations of university-sponsored group activities, and current data from the 2021 Work and Well-Being Survey conducted by the American Psychological Association. Themes emerged from collected data and existing literature allowing the researcher to draw certain conclusions related to weak organizational culture and the attainment of organizational goals, suggested methods for improving weak culture, and recommended further studies.

Keywords: culture, goals, growth mindset, higher education

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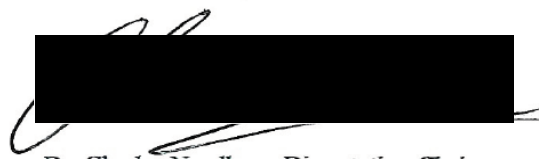
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Dedication

This work is dedicated to my amazing family who has supported my efforts through the last eleven years of intensive study and three degrees as an adult student. You've cheered me on since the start, understood my purpose, and kept me going. My love for you all and heartfelt appreciation are beyond words. I am blessed.

Acknowledgments

The Lord has blessed me beyond what I deserve during this journey from its beginning as an adult BBA student. I would like to thank my dad, Dan Willard, for inspiring me to get my degree and for my mom, Jackie Willard, who has always been my biggest cheerleader. I am grateful for my husband Rick Matthews, who is selfless and supports all of my endeavors big and small. To my children Joshua and Jacob, you are my reason, my inspiration, and my purpose and you bless me simply by being you.

I am grateful for the continuous support of my sisters Keri Thompson and Courtney Lezette and their beautiful families for always being there and pushing me forward. To my precious little Grandma, Harriet Olson, thank you for always asking “Are you finished yet.” She inspires me every day with her keep going attitude.

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Section 1: Foundation of the Study

Institutions of Higher Education (IHE) leaders strive for continuous improvement to attract students, faculty, and staff in an era where campus culture and organizational goals do not always align. The culture of a campus includes the values, norms and beliefs of the campus community and all sub-groups within that community. Leaders establish a value system and the development of processes and procedures that support the culture. Additionally, leaders put the right people in the right positions to model those values and ensure that culture aligns with the goals of the organization.

One of the challenges that exist within higher education involves realizing organizational goals when the campus culture lends itself to individual department leaders who disregard organizational policy and procedure. A study performed by Jansen and Samuel (2014) concluded that middle managers, in this case departmental leaders, exhibited high performance and developed motivational strategies in the presence of both intrinsic and extrinsic rewards. Appropriate motivational strategies lead to a commitment to achieve organizational goals (Jansen & Samuel, 2014). In essence, when departmental leaders operate independently of the organization as a whole then organizational goals may be unachievable. Kotlar et al. (2018) posit that a direct correlation exists between organizational goals and individual and departmental, or lower level goals. Additionally, operational goals require alignment to successfully achieve often complex organizational goals (Kotlar, et al., 2018). The ability for an organization to reach strategic goals requires performance of the entire campus. Faculty, staff, and administrators must understand organizational goals, what it takes to reach those goals, and work cohesively to reach those goals.

The results of the research may provide new knowledge in the field of campus culture in higher education as it relates to the achievement of organizational goals. Existing literature examines campus culture, however, some gaps exist in an exploration of how culture can promote a lack of cooperation in working toward organizational goals. Bendermacher et al. (2017) explained that the value systems within an organization shape the culture that guides individual efforts but fail to provide further information about how the culture shapes organizational goal outcomes.

Background of the Problem

A result of quality management practices commonly used in business involve efficiency, effectiveness, and enhanced quality (Bendermacher et al., 2017). Leaders in institutions of higher education worldwide have attempted to adopt some form of continuous improvement practices to align cultural and organizational goals but have been unable to maintain improvement permanently. According to the European University Association (EAU), a quality culture consists of cultural, or psychological, elements and structural, or managerial, elements. Leaders must commit to the values system of the organization, processes, and procedures that guide individual efforts (Bendermacher et al., 2017). Garrett (2019) suggested that organizational operations fall within two categories, either passive or defensive, characterized by employees having pleasant relationships and thereby conform, or aggressive or defensive, characterized by criticizing others, magnifying the mistakes of others, and aggressive, controlling behaviors.

In an article in *The Globe and Mail*, Vince Danielsen, President and CEO of Wello and INLIV, cites his experience with the Calgary Stampeders as a catalyst to his entrepreneurial success in the healthcare industry (Team dynamics apply, 2018). A single goal can be succeed

if all the players perform at the highest level and have the same goal in mind. Seasoned veterans model expected behavior and values for new team members and clear metrics to measure outcome effectiveness (Team dynamics apply, 2018). The connection between the team culture and the team goal and the entrepreneurial culture and the marketplace goals, remain the same. The effectiveness of reaching the goal depends on the performance of the team.

The members of the Association of Chartered Certified Accountants (ACCA) agree that harmony must exist between organizational culture and business objectives (Verschoor, 2017). The ACCA created a tool to assist with aligning culture with objectives through an analysis of existing objectives and goals with operational inconsistencies (Verschoor, 2017). The ACCA identified that high productivity, high morale, motivation, reputation and teamwork all benefit from a strong organizational culture (Verschoor, 2017). Likewise, the ACCA identified that weak organizational culture results in a lack of productivity, motivation, and low morale (Verschoor, 2017).

Problem Statement

The general problem addresses the existence of a weak organizational culture where department leaders operate independently of organizational policies and procedures, resulting in the inability to reach organizational goals. Rich et al. (2018) stated that organizational culture affects an individual's behavior in the workplace and guides one's perception of the importance and value within the organization.

Organizations often contain subcultures of small groups defined by their department, hierarchy level, or job function, that may function together or against each other creating overall organizational culture strength or weakness (Tan, 2019). At Utah Valley University, the capacity for continuous transformation results in prioritized collaboration, a committed and engaged

community, and a culture that values resilience and change (Andrade, 2020). Faculty and staff collaboration and resilience can be foiled by rankism and micro-aggressions within an organization, and may influence the student experience and student outcomes (Syno et al., 2019).

Dean H. Smith (2017) from East Carolina University found different cultures negligible among tenured or non-tenured faculty, but the existence of hierarchy within departments plays a role in the manner in which the department seeks to attain their own goals. The specific problem addressed entails the possible existence of weak organizational culture in a small, private university in Western North Carolina, where department leaders operate independently of organizational policies and procedures, resulting in the inability to reach organizational goals.

Purpose Statement

The purpose of this qualitative single case study was to add knowledge by expanding on the understanding of the reasons behind a weak organizational culture. Specifically, an in-depth study into a weak organizational culture in a small institution of higher education in western North Carolina, and the effect on the ability to reach organizational goals. According to Smart and St. John (1996), champions of strong organizational culture such as O'Reilly and Moses, and Dennison, suggest that a strong culture goes beyond shared beliefs and values. An alignment must occur between the shared beliefs and values of the culture, and the beliefs and values of the organization, to reveal any effect on organizational performance (Smart & St. John, 1996). Exploration into the types of cultures that exist on the campus of a small institution of higher learning in Western North Carolina and the tendency to adhere to policies and procedures within that culture, provide insight into the effectiveness of reaching organizational goals.

Research Questions

RQ1. What are the causes of a weak organizational culture in an institution of higher education?

RQ1a. How does a weak organizational culture contribute to inconsistent policies and procedures among departments within the organization?

RQ2. What causes departments within an organization to act independently of the organization's goals?

RQ2a. How do the independent actions of a department affect the attainment of departmental goals?

RQ2b. How do the independent actions of a department affect the attainment of organizational goals?

RQ3. How does a weak organizational culture affect the attainment of organizational goals?

Nature of the Study

The nature of this study provides employee perceptions of organizational culture and the ability to achieve organizational goals in a private, four-year institution of higher education. The institutional employees surveyed in this study consist of administration, tenured faculty, and institutional staff with at least a bachelor's degree who reside in the county where the institution is located. Of the 218 full-time administration, faculty, and staff members, 15 volunteered to participate in a survey and occurred only by number to maintain confidentiality. The use of open-ended questions will guard against leading participants to a specific conclusion and eliminate researcher bias. This research included the perceptions of current organizational culture

and the organization's ability to reach organizational goals despite perceived obstacles, using flexible design qualitative research.

Discussion of Research Paradigms

Research paradigms, including positivism, post-positivism, constructivism, and pragmatism, reflect the researcher's beliefs, or worldview, and help to explain to the reader how and why the research was conducted in a particular manner. In qualitative research, positivism attempts to identify patterns or consistencies between diverse features of reality (Kivunja & Kuyini, 2017). Positivist researchers emotionally detach themselves from the research participants to remain neutral and isolate a single objective reality in an attempt to understand and report the reality. Post-positivism also attempts to isolate a single objective reality, but unlike positivism, post-positivist researchers believe that each individual has their view of the world because individuals have different experiences that shape their worldview (Kivunja & Kuyini, 2017).

Constructivist research presents knowledge because of human intelligence, involvements, and exchanges. Reality remains subjective, as a human construct rather than something verified using observations or logical proof as in positivism (Kivunja & Kuyini, 2017). Constructivist research used in qualitative research focuses on the views of research participants. Pragmatism, often used in mixed-method research, focuses on the research problem and questions, rather than on the method used to obtain information (Kivunja & Kuyini, 2017).

I chose the positivist research paradigm. The choice of positivism gains an understanding of how people think and why, rather than determining a quantitative relationship between weak organizational cultures and organizational goals. Using communication and observation, the researcher gains insight into the cause of the problem, and through interpretation recommend an

appropriate solution. This qualitative study analyzes not the number of employees who have similar experiences, but rather to understand the perceptions of participants' reality, and add to the knowledge of the effects of weak organizational culture on institutional goals in a single organization. The complexity of the issue makes pragmatism and a mixed methods option too broad a focus for this study. Post-positivism, although a useful alternative, does not express the belief of the researcher that individual perceptions of culture determine their ability and willingness to contribute to the achievement of organizational goals. **Constructionism** fits this research but focuses on human knowledge and intelligence. Organizational culture relies less on intelligence than on norms and values expressed by the organization and employees' participation in the norms and values of the culture. Positivism, therefore, was the choice for this research.

Discussion of Design

Design options for this research included fixed, flexible and mixed methods. A fixed method of design, most often used with qualitative analysis, uses fixed methods that remain unchanged throughout the research. Data, in fixed research, uses numeric rather than participant's feelings or perceptions as in a flexible design method (Creswell, 2016). Fixed design uses a pre-determined theory driven data collection plan.. The flexible design allows freedom in data collection because variables do not measure quantitatively. A mixed method, a combination of fixed and flexible design, allows both qualitative and quantitative data analysis (Creswell, 2016). The use of a mixed method of research requires more resources, a significant amount of time, and often more than one researcher, resulting in a more complex research project often difficult to execute (Creswell, 2016).

In this research, the use of flexible design allowed me flexibility in qualitative research and to respond to, and adapt the research process, if necessary. While collecting information about employees' perceptions of cultural goal attainment, adjustments may be necessary to explore a common theme amongst the participants. The use of a single case study, where employees from a single institution make up the participants, common perceptions that arise through surveys may include further examination to provide a better understanding of the problem through the use of flexible design. Additionally, when reporting research, a flexible method relays personal information from participants, information gleaned in research, and interpretation of meaning (Creswell, 2016). ! The close relationships of the small, private university employees in this study, make it important to provide research information to participants with the assurance that the data collection process has been established prior to the onset of research.

Discussion of Method

This study included a flexible design using qualitative methods, specifically a single case study design. Flexible design methods available for this research included phenomenology, and case study, including either a single case study or multiple case studies. Phenomenology explores several individual's experiences through interviews in the first person primarily. Data collection methods used in case study research also include interviews but expand to include elements such as observations, questionnaires, and similar means. The focus of phenomenology involves a phenomenon, or an experience, whereas a case study provides a more comprehensive investigation and can be used to research a group, individuals within an organization, or an event.

Each, though highly effective methods, do not align with the focus of a study involving many subjects in a single institution. Ethnography requires the researcher to engage in the culture and requires an extended period to complete (Creswell & Poth, 2018). The narrative approach relies on information from just a few individuals and presents itself as a story (Creswell & Poth, 2018), which does not provide enough exploration for studying weak organizational cultures among several participants.

Phenomenological research requires the discovery of many common themes (Creswell & Poth, 2018). Phenomenological research fit the focus of this study, but a narrower research approach enables the single case study approach, even using the interview method with several participants. A qualitative, flexible design, single case study remains the most appropriate research method and design for determining the effect of a weak organizational culture where department leaders operate independent of organizational policies and procedures, resulting in the inability to reach organizational goals..

A single case study provides individual institutional information that, when combined to develop a solution to a specific problem, will provide the foundation for future organizational strategy. According to Gustafsson (2017), a single case study seems most appropriate for theory development as the focus of research. In the case of the current research, the researcher desires to compare the individual perceptions in a single institution with the current theory to gain further insight into the role of culture in meeting organizational goals. The researcher gains a better understanding of the problem and possible solutions by comparing the responses of each participant with applicable theories (Gustafsson, 2017).

Discussion of Triangulation

This research involves creating an understanding of employee perceptions of the strength or weaknesses of organizational culture in a private, four-year university and the influence of employee perceptions on the ability to achieve organizational goals. The use of data triangulation aids in checking the validity of the information received during interview and observation (Guion, 2002). Analysis of data collected through observation and interviews will identify outcomes and different points of view and perspectives yielding the same outcome, ensuring that the findings are both true and valid (Guion, 2002).

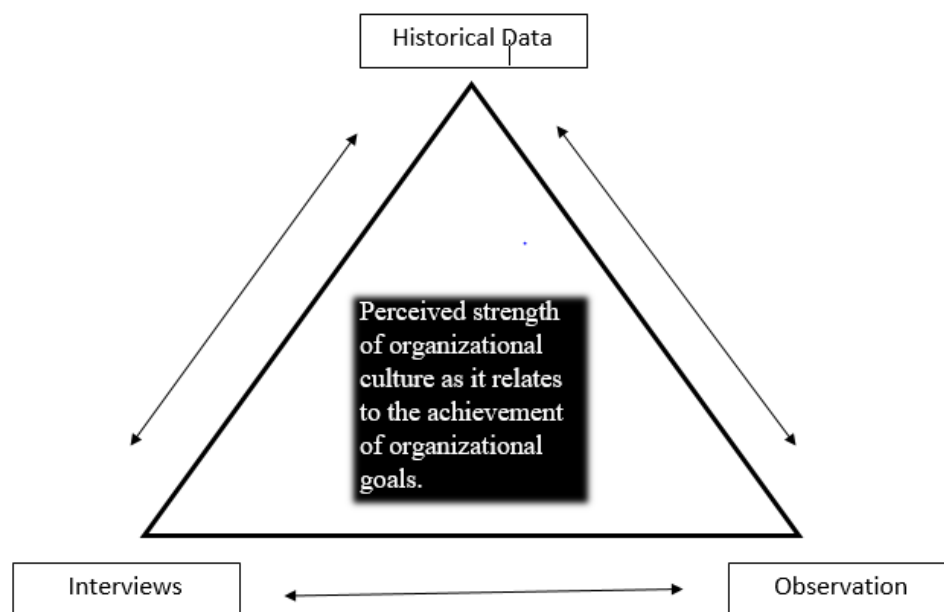


Figure 1. Triangulation

Note: Data triangulation compares each of the data collection method results in relation to the research problem to establish truth and validity.

Summary of the Nature of the Study.

In summary, this study included a flexible design using qualitative methods, specifically a single case study design. The use of a flexible design allowed me to adjust the process during the data collection phase as needed to accommodate additional ideas or new information. The use of a fixed method limited the my ability to adjust during the research phase. Similarly, the use of a mixed method required the collection of numerical data, which can be outside of the scope of this research project.

The use of a single case study allows the researcher to focus on one organization and its unique organizational culture. The use of a multiple case study would broaden the scope of this research and limit the ability to identify specific cultural characteristics based on a single organization's norms and values. Phenomenological research requires the discovery of several common themes (Creswell & Poth, 2018). Phenomenological research fit the focus of this study, but as a narrower research approach to the single case study approach, even using the interview method with several participants. Finally, the use of triangulation demonstrates that a number of data collection measures used during research show truth and validity in the data.

Conceptual Framework

Many theories and models exist that attempt to link organizational culture with organizational strategy. According to Dauber et al. (2012), an increase in the interest in how organizational cultures affect certain organizational functions, such as strategy development and change management has led organizations to evaluate their existing culture. According to the Society of Human Resource Management (SHRM), many successful companies have one thing in common. The common factor, according to SHRM remains a strong culture (SHRM, 2017).

The Robert A Cooke model of organizational culture maintains that the organization's members create the culture through policies and common goals ("Robert A Cooke model", 2020). Appropriate introduction of new employees to the culture occurs with the expectation that they will adapt to that culture and be a working part of the achievement of common goals. Cooke identifies three types of cultures: the Constructive Culture, the Passive Culture, and the Aggressive Culture. Characteristics of constructive cultures include collaborative exchange of ideas, a positive work environment, and autonomy ("Robert A Cooke model", 2020). Characteristics of a passive culture include an environment where decisions, performance, and policies does not include input from employees. Unsatisfied employees with their work environment seek constant approval from superiors in this environment ("Robert A Cooke model", 2020). Employee competition, power and opposition characterize an Aggressive Culture where mistakes equal incompetence ("Robert A Cooke model", 2020).

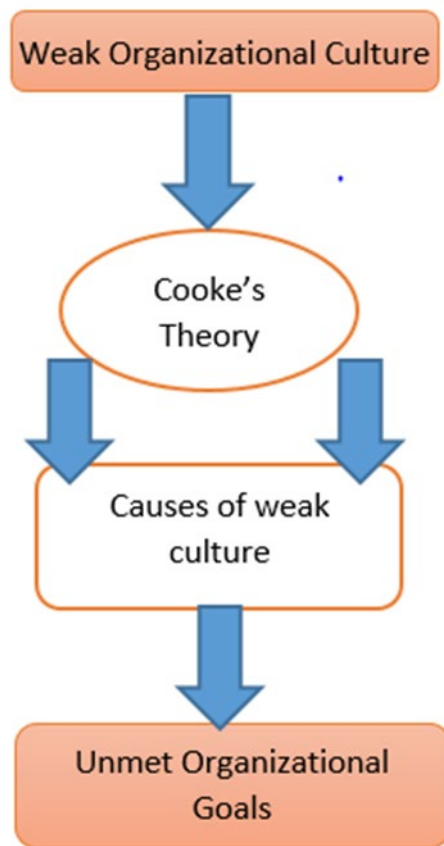


Figure 2. Conceptual Framework

Note: Using Cooke's Theory to determine causes of weak organizational culture, will yield answers to why an organization may be unable to meet organizational goals.

Theories

Hofstede's cultural dimensions theory, as it relates to organizations, one of the most frequently used theories, includes many internal and external factors that influences the behavior of employees within an organization ("Hofstede model", 2020). Hofstede cites five influences of culture in the workplace. The first, the power distance index, determines power dynamics within an organization. While the power in one organization rests with leaders, power in another organization may rest with the employees. In an organization where power rests with the

employees, individuals have a great deal of autonomy (“Hofstede model”, 2020). The second, masculinity vs. femininity, refers to the different norms and values held by males and females. The third influencer, individualism refers to how individual work assignments work as a part of the organizational culture (“Hofstede model”, 2020). The fourth influencer, the uncertainty avoidance index, refers to employees’ tolerance for uncertainty (“Hofstede model”, 2020). Finally, the long-term orientation refers to the organization cultivating long-term relationships with employees or whether employees viewing their position within the organization as a stepping-stone to another organization, another position, or better rate of pay. Although highly accepted as a relevant theory related to organizational culture, this theory poses the relationship between internal and external factors, adapted from an international business culture model and does not fit the scope of this study but may provide information related to the interpretation of data (“Hofstede model”, 2020).

The Edgar Schein model of organizational culture represents the belief that over time, employees learn from their experiences with the organization and create the organization’s culture (Dauber et al., 2012). Three elements exist in the Edgar Schein model: (1) artifacts, (2) values, (3) and assumed values (“Organizational culture: Edgar”, 2020). Artifacts refer to attitudes, facilities, and the mission and vision of the organization. Attitudes include how seriously employees respect deadlines, reporting structure, and professionalism. Employee values shape how an employee reacts to situations. A reflection of the employee values can be seen in their attitudes, an attribute, and influence the organization’s culture. Finally, assumed values identify unspoken practices and norms understood by employees as being the norm (“Organizational culture: Edgar”, 2020). Schein’s model assumes that a culture exists because of

employees' interpretation of the actual organizational culture, determined by the type of culture that exists and influences employees to work toward organizational goals.

Actors

There were several key actors associated with the current study, including University administration, the President's Leadership Team, the Board of Trustees, full-time faculty, full-time staff, and students. University administration includes the President, Provost and Vice President for Enrollment Management, Vice President of Student Life, Vice President of Institutional Advancement, and Vice President of Finance. Each of these key administrators determine decision-making activities and implementation of strategic initiatives affecting university culture. University administration, along with the President's Leadership Team, make up the executive body of the institution. The President's Leadership Team consists of the administration and the Athletic Director, the Director of Human Resources and Title IX Coordinator, the Senior Director of Marketing and Communication, the Director of Admissions, the University Chaplain, and the Executive Assistant to the President and Provost and Vice President for Enrollment Management.

In addition to University Administration and the President's Leadership team, additional actors included 218 full-time faculty and staff. As primary focus of this study, full-time faculty and staff's perceptions of a weak organizational culture and the institution's ability to achieve institutional goals remain foundational. The students served as the benefactors of this study, as the institution's ability to develop a strong and healthy organizational culture directly affects the ability to attract and retain students. Any culture change initiative that might arise from this study will need the full support of the Board of Trustees and continuous measurement metrics to support the ongoing change initiatives.

Constructs

Cooke (2020) addressed several constructs that existed in current research in his theory.. The type of organization, whether perception of the organization be weak or strong by exposing certain emerging characteristics, determines whether the actors in the study believe evidence of a culture change that needs to take place (“Robert A Cooke model”, 2020). Additionally, independent variables such as employment status, gender, years of service to the organization, and status within the organization will provide insight to the silo mentality, or departmentalization, that exists within the organization and influences dependent variable such as productivity and engagement. According to Smart and St. John (1996), an alignment must exist between the shared beliefs and values of the culture, and the beliefs and values of the organization, for there to include any effect on organizational performance. Therefore, a weak organizational culture defined and categorized using Cooke’s theory will reveal the misalignment of cultural values and beliefs, thereby providing information necessary to meet organizational goals (“Robert A Cooke model”, 2020).

Relationships Between Theories, Actors, and Constructs

The Schein and Cooke theories address different aspects of organizational culture; however, Cooke’s theory addresses the cultural aspects included in this study. Addressing the type of organization using the Cooke theory, certain expected characteristics emerge that will reveal the type of organizational environment that currently exists and the organizational environment that leaders would like to see exist. Cooke’s theory, used as the framework for research questions RQ1 and RQ1a, regards culture on the organizational level and in RQ2 and RQ3 regards culture on the departmental and individual levels. Schein’s theory provides a

possibility for further in-depth evaluation to understand the employee's role in shaping the organizational culture ("Organizational culture: Edgar", 2020).

Summary of the Research Framework.

The conceptual framework provides an efficient way to capture the characteristics of culture at both the organizational level and the departmental level. Using Cooke's model, research questions RQ1 and RQ1a determine what type of organization exists. Research questions RQ2 and RQ3 relate to the culture on the departmental level, and what role individual employees play in departmental and organizational goals. According to Cooke's model, an organization or department within an organization can categorize as being of constructive culture, passive culture, or aggressive culture. The use of Cooke's model of organizational culture yields information used to address unmet organizational goals.

Weak organizational cultures classified as either constructive, passive or aggressive culture using Cooke's theory ("Robert A Cooke model", 2020). Open-ended interview questions determined attributes of existing organizational values and beliefs. Cooke defined the characteristics of each of the three cultures revealing strengths and weaknesses, and how those attributes affect the effectiveness and willingness of participants to engage ("Robert A Cooke model", 2020). According to Smart and St. John (1996), an alignment between the shared beliefs and values of the culture, and the beliefs and values of the organization occurred, for any effect on organizational performance. Therefore, a weak organizational culture defined and categorized using Cooke's theory must reveal the misalignment of cultural values and beliefs, thereby providing information necessary to meet organizational goals.

Assumptions, Limitations, Delimitations

Assumptions

Throughout the duration of this research, several assumptions occurred (Simon, 2011). First, the use of a qualitative single case study requires an open-ended questionnaire. An assumption is ensures that those individuals surveyed have not been influenced to take part in the research (Sanjari, et al., 2014). Making this assumption, participation was voluntary, and an informed consent given to participants gave them the option to withdraw at any time . Another assumption was participants provided honest interpretation of their experience with the subject matter. Measures taken to ensure participant confidentiality and anonymity occurred by preserving their identity using only a pseudonym. Finally, an assumption was that those individuals chosen for follow-up interviews have personal knowledge of the subject matter. Participants chosen for research was assumed experts in the field of study.

Limitations

Necessary limitations to research may occur because of unknown conditions in the participating institution and both identification and intended actions (Simon, 2011). The current COVID pandemic restrictions may have a limiting effect on the ability to examine cultural norms. Cultural norms occurred by examining using both the interview method and the observation method. Any observations derived from guidelines provided by the Centers for Disease Control (CDC) and the state of North Carolina guidance. If observation was not possible, research will relied on interviews. Unknown participant bias also had a role in the ability to obtain relevant information associated with organizational culture (Sanjari et al., 2014). To reduce participant bias, I used open-ended questions to avoid shaping participants' experiences. Finally, limited participation or a limited number of willing participants could

affect the ability to obtain new information to add to the body of existing knowledge (Sanjari et al., 2014). To reduce the likelihood of unwilling participants, I provided information regarding the research and how participant information was in the study.

In consideration of the limitations identified, personal interviews took place through a remote connection to reduce the effect of COVID-19 restrictions on the ability to complete interviews safely, securely and promptly. A confidentiality and anonymity statement provided to participants ensured their identities was not revealed publicly, so as to lessen the possibility of withdrawal from the research.

Delimitations

To narrow the scope of this research, a single, small (less than 2000 students) non-profit university located in western North Carolina occurred. A narrow scope of participants eliminated the possibility of a wide range of demographic and economic factors that may affect the research outcome. The institution chosen for this research, while narrow, recently experienced a significant amount of organizational change and a culture shift. Participation limited to participants with a deep level knowledge of the subject matter.

Significance of the Study

The significance of this study reflects on the existence of a weak organizational culture where department leaders operate independently of organizational policies and procedures, resulting in the inability to reach organizational goals to broaden the knowledge of small institutions of higher education. Broadly, this study's results could illustrate characteristics of weak organizational culture and the effect on reaching organizational goals. Current literature extended by this study by specifically addressing the role of departmental leaders who neglect policy and procedures, operating independently of institutional goals. Institutions of higher

education and departmental leaders can learn the effects of weak organizational culture on the ability of their organizations to meet their goals. Faculty and staff may benefit from the creation of a strong organizational culture and a common purpose. Additionally, students will benefit from the influence of faculty and staff who have a uniform purpose and objectives.

Reduction of Gaps in the Literature

Existing literature included the importance of a strong organizational culture and the role of leaders in defining and meeting organizational goals. The literature, however, may not include the impact of weak culture on departmental Leaders, or the impact of Leaders who neglect to adhere to policy and procedures, thereby affecting the organization's ability to reach organizational goals. In addition, to institutions in higher education, business practices in both the public and private sectors will better understand their role in reaching organizational goals through a strong, collaborative culture.

Implications for Biblical Integration

The Bible provides several examples of individuals with a vision who worked tirelessly to achieve a goal. Noah, Joseph, and Nehemiah were led by God's calling to pursue a goal to preserve the well-being of their people. Noah built an arc to protect mankind and animals from perishing in the flood (Genesis 5:32-10:1, NIV). In the famine in Egypt, Joseph provided for the Egyptians and his family (Genesis 47:13-27, NIV), and Nehemiah rebuilt the wall around Jerusalem to protect the Israelites (Nehemiah 1:1-7:73, NIV). In each instance, the achievement of a goal was dependent on following the word of God.

Departmental leaders utilize institutional goals as an opportunity to align their actions and reactions with those of the institution for the common good. James 3:16 (NIV) emphasize "For where you have envy and selfish ambition, there you find disorder and every evil practice."

Institutional leaders who act independently of policies and procedures move counter to the common institutional goals and thereby result in disorder. Likewise, the independent efforts of a culture that ignores policy and procedure lead to a lack of cohesive collaboration. Proverbs 27:17 (NIV) reads, iron sharpens iron, so one person sharpens another. The collaborative effort of a culture of people depends upon their ability to sharpen one another.

Benefit to Business Practice and Relationship to Cognate

Human resource professionals provide guidance and resources to departmental leaders to identify and access the unique talents of their workforce (Bianca, 2019). The human resources staff department's role in talent acquisition, policy management, and organizational culture makes the department a key contributor to the successful attainment of organizational goals. Human resources staff remain key in determining which employees identify as drivers who can get things done for an organization to achieve its goals (SHRM, 2020). Through this study, additional knowledge for small colleges and universities into how a weak organizational culture affects achievement of organizational goals will provide Human Resources professionals with information to promote effective talent acquisition and policy management and identify elements of weak culture that can be strengthened through future initiatives to achieve organizational goals.

Summary of the Significance of the Study.

In summary, the significance of a study of the existence of weak organizational culture where department leaders operate independently of organizational policies and procedures, resulting in the inability to reach organizational goals to broaden the knowledge of a small institution of higher education located in Western North Carolina and more broadly, reach beyond to small private institutions beyond Western North Carolina. Broadly, this study's

results may illustrate characteristics of weak organizational culture and the effect on reaching organizational goals and fill a gap in the literature exploring organizational leaders who operate independently of organizational policy and procedures. Additionally, this study may influence the effectiveness of Human resource professionals to promote effective talent acquisition and policy management and identify elements of weak culture that can be strengthened through future initiatives to achieve organizational goals.

A Review of the Professional and Academic Literature

Institutions of higher education employees experienced numerous unprecedented challenges in recent history. COVID-19 and political unrest in the United States have had an impact on the financial viability of institutions of higher education as they navigate financial pressures, a decrease in undergraduate enrollment, and competing values. Former strategic initiatives and organizational goals, in many instances, have been replaced with survival techniques to create stability where continuous improvement once existed. Strategic planning and congruency with organizational goals and the support and engagement from all members of an organization remain more important than ever to realizing goals in an uncertain environment.

A review of the professional and academic literature yielded more than 75 articles related to the study of organizational culture and the role that leadership and human resources play in the development of policy and strategy used to direct organizational goals. This review examines the different types of organizational culture, sub-cultures, and cultural dysfunction. Additionally, this review examines the relationship between human resource management with organizational culture, and cultural norms associated with culture and attainment of organizational goals.

To better understand organizational culture, the Literature Review examines the varying interpretations of organizational culture and the characteristics of each interpretation. A comprehensive understanding of the elements of quality culture, strong culture, and healthy culture prove essential in identifying the researcher's organizational culture. The review also examines the practical implications of organizational culture related to organizational norms and goals, and the influence of culture on meeting organizational goals. The role of human resources in organizational culture is investigated to better understand the influence of culture on human resource policies and activities. Each of these essential elements determines the means in which a weak organizational culture in higher education results in unmet organizational goals. The goal of this Literature Review is to complete a comprehensive examination of existing literature to identify common themes among scholarly research for a comparison of qualitative research data in this study.

Business Practices

Organizational Strategy

Organizational strategy designs is a blueprint of how the organization's members intend to gain and maintain a competitive advantage (Gagne, 2018). Organization identify and define several different strategies, including command strategy, rational strategy, transactive strategy, and generative strategy. Command strategy characterizes the type of strategy created and communicated by organizational leaders to their team of executives who charge their direct reports to carry out strategy in a controlled environment. Rational strategy details the result of cumulative formal procedures and its communication to employees and executed through procedural control (Bashshur, et al., 2011). A transactive strategy is characterized by continuous collaboration with stakeholders to develop a consensus of ideas between all members of the

organization. Generative strategy focuses on experimental approaches relying on its success through strong leadership. Employees operate autonomously, encouraged to think outside of the box and share ideas for innovative change that will corner an underserved piece of the market (Bashshur, et al., 2011). Although each strategy differs in composition and delivery, each has the goal of gaining and maintaining a competitive advantage.

The concept of an organizational strategy can infer a top-down approach that does not sit well with faculty and staff in institutions of higher education and disrupts the sense of the organization as a community (Mantere, 2013). When approached as a collaborative effort, the formation of strategy can be a tool that is used to unite groups across an organization and provide an opportunity for collaborative learning in the process. Although many strategic plans remain unfulfilled, the exercise itself of creating a plan provides collaborators an opportunity to identify what is important to the institution and outline the steps required to reach organizational goals (Mantere, 2013).

Historically, organizational strategies were created by organizational leaders and the implementation of the strategies relied on employees. Additionally, many researchers, such as Michael Porter, suggest that strategic management has no relationship with the effectiveness of the organization (Mantere, 2013). Porter's sentiment is counter to what many current researchers posit as a direct correlation. Still, other researchers suggest that organizational strategy is a formal process that is often not considered in organizational decision-making and that to be effective, it must include input from middle managers and those relied upon to carry out strategy (Mantere, 2013). Current strategic planning is more focused on future planning and forward-thinking organizational goals where forecasting plays an integral part of the plan. There

continues to be a flow from leadership to lower-level managers and personnel, which communicates leadership's support for strategic initiatives (Andrade, 2020).

Organizational Goals

Organizational goals birthed from individual stakeholder goals (Gagne, 2018) remain fundamentally complex (Hamstra, et al., 2013) and rely on the committed individual to become a reality (Gagne, 2018). When an organization's leaders identify a need, weakness, or deficiency of some type, someone initiates a behavior to fulfill that need, strengthen that weakness, or sure up that deficiency, and develop an established goal (Smith, 2017). According to Jansen and Samuel (2014), studies have established that without leaders at every level of an organization working together, organizational goals cannot be attained.

The ease at which an organization's employees can attain goals hinges on organizational culture (Craig, 2020). Strategic purpose, the mission of the organization (Craig, 2020) and communication (Singh, 2020) remain essential elements of attaining organizational goals, but if the culture of the organization does not support such, then goals remain unfulfilled. Whether employees actively carry out the organization's mission can be determined by whether organizational meets its goals, which rely on individuals' commitment to the organization (Gagne, 2018). When commitment to the organization remains strong, employees tend to remain employed and motivated to put forth effort in helping the organization to attain its goals. Weak commitment to the organization leads to employee attrition, a lack of interest, and a lack of effort in helping to attain organizational goals (Gagne, 2018).

According to Smith (2017), universities' organizational goals differ from other business entities. A large number of stakeholders in higher education institutions and a variety of goals that described as vague and immeasurable (Smith 2017) counter to effective employee

performance and to overall organizational goal attainment (Craig, 2020). The ability to provide measurable metrics for the assessment of culture and strategic processes remains vital.

Additionally, university goals appear to be imprecise and problematic to measure causing internal conflicts (Smith, 2017) (Gagne, 2018), especially when the goals conflict with a limited amount of resources (Gagne, 2018).

Communication of Goals

In addition to limited resources (Gagne, 2018), a culture that lacks effective communication from leaders to followers, a relationship important to person-organization fit (Clercq, et al., 2014) about organizational goals and how to achieve them has been shown to affect employee performance (Singh, 2020). Alignment of organizational norms and values with the employees' norms and values may be necessary to achieve organizational goals and may not be possible without effective communication (Singh, 2020). Alignment of personal and organizational goals that results from effective communication ensures person-organization fit and affects employee behavior (Clercq, et al., 2014). The importance of communication then can directly affect employee performance and eliminate the possibility of disengagement or the possibility of employee behavior that might prove destructive to the organization (Clercq, et al., 2014). Work teams reach their maximum potential only when they share a common goal.

Employees expect strong communication to adopt organizational goals, rules, and procedures as their own (Gagné, 2018). Employees need to understand the reason and value of a particular goal and align organizational goals with individual goals for the possibility of organizational goal attainment (Gagné, 2018). When employees provide input and the organizational leaders receive that input, resistance decreases in times of uncertainty (Körner, et al., 2015).

Financial Sustainability

Higher education institutions encounter the same economic impacts as organizations outside of the realm of higher education, where financial sustainability and stability remain at the forefront of organizational goals (Cheben et al., 2020). Sustainability depends on several factors in higher education, and institutions rely heavily on their ability to attract and retain students. The ability to attract and retain students relies heavily on the mission, vision, and culture of the institution. Cheben et al. (2020) cite several barriers to financial sustainability in addition to a lack of financial resources. Individual employee behavior and a lack of incentives form two of the barriers directly correlated to culture (Cheben et al., 2020).

Human Resources

The role of human resources is essential in creating and sustaining a quality culture in both private industry and in higher education. The subcultures that exist among faculty and staff can inhibit the opportunity for clear communication, effective teaching, and sharing of knowledge among departments (Bendermacher, 2017). Likewise, new employees hired into the organization should be provided with information about the organization's mission and goals so they can acclimate to the organizational culture and the future direction of the organization (Moniz, 2011). Training, as a way of communication, allows the sharing of knowledge and strategy for the effective attainment of organizational goals, important in sharing the benefits of achieving organizational goals to create engagement and enthusiasm (Bendermacher, 2017).

Research shows that employees' perception of an organization's compensation system directly aligns with their motivation (Gagne, 2018). A compensation system where incentives provide employees who perform well and less, or no, incentives to employees who do not perform well may augment performance or may harm organizational goal attainment (Gagne,

2018). Some research suggests that organizations should focus more on teamwork and knowledge sharing than incentives, which may lead to competition (Gagne, 2018). By doing so, the organization's leaders support employees' propensity to relate to and internalize organizational goals, which must be relevant and attainable (Gagne, 2018).

Additional research indicates that successful clan cultures demonstrate a strategic emphasis on human resources and require a bottom-up approach to empowerment (Bendermacher, 2017). Person-organization fit directly correlates with organizational loyalty and retention (Balthazard, et al., 2006). Since employees desire to be competent in their roles within an organization, an alignment must exist between their job responsibilities and their abilities (Gagne, 2018). Recruitment of new talent to an organization and providing new talent with the appropriate socialization increases the likelihood of retaining that employee and providing them with self-efficacy, which increases motivation (Gagne, 2018).

HR Strategic Functions

One strategic function of human resource management reflects an appropriate alignment of employee knowledge, skills, and abilities with their position within the organization, thereby contributing to meeting the organization's strategic mission objectives (Sprajc, et al., 2018). Job duties and responsibilities can be evaluated, designed, and organized in a way that maximizes employee strengths (Gagne, 2018). Shaw suggests internal coaching and mentoring(2017) as well as sabbaticals, as a part of job assignments for both higher education faculty and staff, to avoid employee attrition related to redundancy, and serve to invigorate employees. A keen understanding of employees' capabilities and strategic organization of these key competencies impacts organizational culture and the attainment of organizational goals (Sprajc, et al., 2018).

Studies indicate a positive correlation between organizational culture and organizational strategy and between organizational culture and human resource management, implicating a relationship between human resource management and organizational strategy (Sprajc, et al., 2018). Human resource management relies on attracting, motivating, and retaining human capital, and for aligning human capital in such a way as to support the achievement of organizational goals. Alignment may include work groups, task significance, and providing feedback to employees to ensure appropriate alignment with organizational goals (Martinson & Leon, 2018). Additionally, organizational work groups benefit from individual knowledge, skills, and abilities, which means that the loss of any individual alters the dynamic of that work group and adversely affects an organization's ability to attain organizational goals (Ford, et al., 2017). Baldrige criteria, a set of leadership criteria for organizational success, poses four phases of maturity, which begin with inadequately defined goals and lead to a reiteration of processes that need to be constantly assessed and updated to improve outcomes (Ford, et al., 2017).

According to Aboramadan et al. (2019), research indicates that organizations with effective human resources departments exhibit a higher level of performance and commitment. Research also indicated that in institutions of higher education quality of service could not be maintained without a "highly engaged and committed staff" (Aboramadan, et al., 2019). Engagement begins when the recruitment process includes aligning organizational goals with new employee goals and carefully screening candidates to ensure this alignment. Aboramadan et al. (2019) explain that organizations must be able to meet employee needs and organizational goals by placing an employee into a particular position. The research conducted by Aboramadan et al. (2019) found a significant correlation between the HRM practices of recruiting, training

and development, and performance appraisal, with organizational commitment. Additionally, the results also indicated that compensation was positively related to organizational commitment (Arboramadan, 2019).

Human Capital Theory

Human capital theory suggests that HRM practices such as appropriate hiring of new employees, investment in training employees, and upholding productive employee behaviors benefit the organization (Alignment). Strategic HRM practices include retention as a way of mitigating the cost of recruiting and hiring new employees. Studies indicate that retention may often be directly affected by compensation, workforce planning, and a balance between work life and private life because each contributes to an employee's decision to remain employed or to seek employment elsewhere (Verschoor, 2017).

Employee Empowerment

By removing dysfunction, dissatisfaction, and roadblocks, leaders can provide a work environment that promotes individuality and innovation, which positively affects job satisfaction (Applebaum, et al., 2004). Empowering employees requires leaders to provide autonomy with useful feedback and task significance, which leaves employees feeling responsible for an important aspect of the organization while feeling meaningfulness to their work (Martinson & Leon, 2018). According to Bekirogullari (2019) allowing employees to fully engage in the decision-making process, helps lead to the fulfillment of organizational and personal goals, and a higher level of commitment to their work and the organization referred to as perceived organization support (POS) (Bekirogullari, 2019). Employees value concerned leaders, providing a higher level of trust, which, in times of uncertainty, creates a team bond and leads to a fitting response (Bashshur, 2011).

The literature also reminds us not to discount the relationship between employee work attitude and the influence of the work attitude of others (Bashshur, 2011). Often referred to as “team climate”, team members tend to relate group norms and values to present issues with desired outcomes. In instances where the team members share the same positive perception of organizational support, a committed, high-performing work team exists. In instances where the team members share the same negative perception of organizational support or where one influential member of the team has a negative perception of organizational support, lack of engagement, citizenship behaviors, and loyalty may be evident (Bashshur, 2011).

An individual’s tendency to be engaged or motivated is affected by both intrinsic and extrinsic factors. For an individual to be intrinsically motivated, driven by internal factors, they must first be able to connect with their basic human needs for food, shelter, etc....making them less likely to connect internally with their work (Gagne, 2018). Employees desire autonomy in completing work tasks and a choice in how that task must be managed and completed. Additionally, employees desire to be connected with colleagues, to have colleagues understand their perspectives and show empathy for each other. Such factors drive motivation for engagement (Gagne, 2018) (Martinson & Leon, 2018), and reduce attrition (Martinson & Leon, 2018).

Employee Engagement

Engagement can include several definitions relative to employment or the workforce. For this research, Kahn (1990) defines engagement as the level that one connects to their job and a what level the employee immerses themselves into that job. A distinct difference must be noted between employee engagement and organizational citizenship behavior. Engagement refers to job duties and responsibilities, and organizational citizenship behavior refers to those duties

beyond job duties (Lemmon, et al., 2020). Some refer to engagement as having extrinsic motivational aspects and organizational citizenship behavior as having intrinsic motivational aspects. Lemmon et al. (2018) posit that the opposite of engagement resembles burnout, a condition where an employee no longer feels a sense of connection with their work and experience exhaustion and disparagement (Lemmon, et al., 2020).

According to Lemmo, et al., engaged workers have a high level of job satisfaction and a lower level of medical issues when compared to those who experience burnout. Additionally, when analysis was conducted on employee performance, there was a high level of performance and a high level of effectiveness from workers who experienced a high level of engagement (Lemmon, et al., 2020). Many of the high level engagement employees noted that they had the resources that they needed to effectively perform job tasks and even welcomed more assignments and a larger workload (Lemmon, et al., 2020).

Organizational Commitment

Several human resources (HR) functions affect an employee's commitment and likelihood of retention with an organization. Human resources personnel must align their HR strategies with the overall strategies of the organization to facilitate success. Additionally, human resources professionals act as advisors to organizational decision-makers and influence organizational transformation and innovation (Park & Kim, 2019). This may be accomplished by providing individual developmental learning opportunities and through job design and alignment (Bendermacher, 2017). The type of organizational culture of an organization defines the role of human resources. For example, an organization with a culture based on rules and policies may

define the role of human resources as the agency that monitors rule-followers and rule-breakers and hands down sanctions for rule-breakers. On the other hand, an organization with an autonomous and friendly or family-focused culture may see HR's role as one of fostering collaboration and gathering. Therefore, organization culture type determines the function of human resources and employee commitment to the organization (Park & Kim, 2019).

Human resources personnel play a significant role in employee commitment because of their responsibility for attracting and retaining new talent, providing career development opportunities, and placing employees in positions that suit their specialized skills and unique knowledge (Park & Kim, 2019). Research indicates that employees find job satisfaction where they when opportunities for career development exist, making them more likely to remain with the organization than to look elsewhere (Bendermacher, 2017). By ensuring that the organization is meeting the needs of employees, and increasing employee commitment, HR can facilitate changes in organizational culture (Park & Kim, 2019).

The Problem

Defining Who We Are

One of the barriers to achieving organizational goals is the failure of organizational leaders to accurately define and communicate the vision and mission of the organization (Moniz, 2011). Without a clear direction, strategy, and goals can be unclear to those currently employed, making communication with new employees impossible. To foster collaboration among employees, there must be a clear mission, direction, and process for employees to follow and to communicate to new employees upon hire (Moniz, 2011). A lack of clarity leads to chaos and chaos leads to unmet organizational goals. Research also indicates that new employees who

consider themselves woven into the organization's culture had positive predictable outcomes in areas such as organizational commitment and retention (Balthazard, et al., 2006).

Culture Change

Once a culture becomes routine, past cultural norms, values, and beliefs begin to fade as new ideas present themselves and new decision-making opportunities arise (Smith, 2017). Over the past twenty years, institutions of higher education have had to adapt to changing technology, social and economic events, and a shifting student demographic, each of which affects an organization's culture (Smith, 2017). Such changes may require some adjustment, or a culture change, to achieve or increase competitive advantage (Craig, 2020). Cultural change can often be difficult for organizations to achieve because change requires trust and empowerment and possibly a change in leadership (Bekirogullari, 2019), so an outside consultant may be used to bring in a fresh perspective (Craig, 2020). Everyone within an organization must be committed to change, willing to follow through with the necessary adjustments, have a vision for the future to effect overall change (Craig, 2020). Unempowered employees lack the engagement to challenge the current culture or to question the process (Bekirogullari, 2019).

Employee reactions to organizational change vary by individual and research associated with change reactions of employees should occur from the emotional perspective of each individual (Castillo, et al., 2018). When an employee perceives the organizational change as negative, the implications to the organization's ability to achieve its goals diminish along with employee performance (Castillo, et al., 2018). According to Schalk and Roe (2007), employees react to organizational change through individual corrective responses. Employees who perceive change as negative will respond negatively (fight change) and remain with the organization or will adjust their behavior to maintain their position with the organization (accept the change), or

they will leave the organization (Castillo, et al., 2018). Regardless of their reaction, individual corrective responses can cause deep conflict among employees. Resistance to change is a result of an individual feeling that the change may not be in their best interest or a lack of trust in change agents (Schlesinger & Kotter, 1979). In many instances, the stress associated with organizational change leads to feelings of abandonment and neglect by leaders, which affects employees' professional and personal lives (Castillo, et al., 2018).

Several theorists agree that organizational change depends on the employee's perception of how that change will affect the achievement of their personal goals. When the employees see congruency between the achievements of their own goals as a product of the organization's goals, then the employee will likely appear as an agent of change (Rich, et al., 2018). However, if the employee sees the attainment of the organization's goals as a barrier to their goal achievement, they likely will resist change. Some employees may resist change to the point of sabotage if they identify a threat as real enough. Procedural justice theorists share the belief that if an organization's leaders can effectively communicate the strategic process, individuals will become change agents as a part of the process (Rich, et al., 2018). The unknown is whether either group remains committed to the change once the change has occurred.

A study conducted by Kezar and Eckel (2002) comparing twenty-three institutions yielded results consistent with a relationship between organizational culture and change in all institutions studied regardless of culture type. Kezar and Eckel indicate, however, that an outsider to the present culture may be necessary to effectively avoid bias and assumptions. Consequently, Kezar and Eckel also indicate that those inside of the organization should be familiar with the organization's culture type to evaluate the effect of that culture on change.

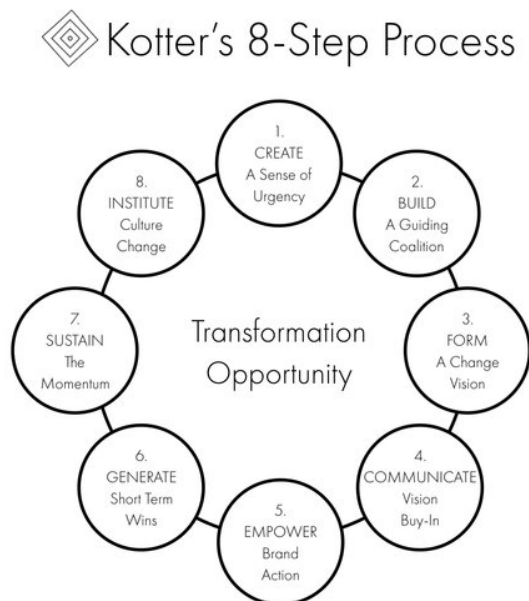
Kotter's 8-Step Process for Leading Change

Dr. John Kotter, a Professor at Harvard's School of Business, proposes that any business can adjust to its competitive environment (Odiaga, et al., 2021). Initially, Kotter noted barriers to the use of his model in higher education due to a lack of cooperation by faculty to implement change. Kotter noted a high level of autonomy and a lack of desire to participate in the process by faculty to be a bad match between his approach and institutional culture (Odiaga, et al., 2021). Research and insights, however, tell a different story.

Kotter's 8-Step Process for leading change uses a framework that incorporates a central theme (referred to as "Transformation Opportunity" in Table 1.4) and multiple touchpoints that work simultaneously and continuously to effect change and ultimately create transformation (Odiaga, et al., 2021).

Figure 3

Kotter's 8-Step Process



Although not designed for higher education, the use of Kotter's 8-Step Process in 2014 successfully transformed siloed culture into an interprofessional education culture in a higher education institution of medicine (Odiaga, et al., 2021).

The Role of Leadership in Change

The evolution of change continues and increasingly becomes a norm in many organizations. How those in an organization can react to change, or forecast change, determines the likelihood of the organization remaining competitive. To effectively manage organizational change, there must be a leader of change and an organizational culture that embraces and can handle change seamlessly. A lack of progressive leadership, that can identify the need for change, create a strategy to handle change, and make decisions that can be effectively communicated to employees will stifle the change management process (Al-Ali, et al., 2017). Furthermore, commitment to change on the part of organizational members depends on their perception of change initiatives (Helpap and Bekmeier-Feuerhahn, 2016).

Organizational leaders must provide guidance and supportive management during organizational change if they expect employees to embrace and remain motivated during change. A lack of communication and understanding by employees, or a lack of enthusiasm and urgency by leadership can lead to employee resistance to change (Al-Ali, et al., 2017). Since change must be undertaken by all within an organization, leaders need to act as the change agents and support those who undergo change (Al-Ali, et al., 2017). Change leaders should facilitate the accomplishment of organizational goals and supporting employees so that they remain committed and confident in the process and the desired outcomes. Hamstra et al. (2011) learned that in organizations where goal attainment was successful, leaders adopted a mixed leadership style and were perceived by employees as change agents (Al-Ali, et al., 2017).

Leading change requires that organizational leaders solve problems, negotiate, mediate and make decisions to act quickly. Additionally, the ability to effectively communicate those solutions and decisions remain important to affect change among employees (Al-Ali, et al., 2017). Employees who welcome change likely see change as an opportunity to engage in their own success, where others may view change as a threat to job security (Metwally, et al., 2019). Leaders must gauge the readiness of their employees to embrace change and their willingness to embrace change (Metwally, et al., 2019). On many levels, organizational change requires the input of stakeholders across the organization (Al-Ali, et al., 2017). A failure to embrace change appear detrimental to the success of the change process.

The culture of an organization reflects of the organization's values, assumptions, and beliefs, which establishes norms for behavior. Therefore, the stronger the organization's culture, the more powerful its impact will be on the attitudes and behaviors exhibited by employees (Al-Ali, et al., 2017). Research indicates that how strength of the organization's culture impact employees, and how the perception of ethical leadership influences an employee's acceptance of change (Metwally, et al., 2019). Therefore, whether an employee perceives organizational culture seem strong (Al-Ali, et al., 2017) and leadership to be trustworthy (Metwally, et al., 2019) directly correlates with their acceptance of change.

Organizational leaders become the fundamental source of information during organizational change management. Employees rely on the information to be transparent and informative, and to provide clear expectations. According to Metwally et al. (2019), responsibility lies on leaders to shape organizational culture by modeling values and behaviors, which influences employee propensity to change. The leadership role thereby uses the

application of knowledge, transparency and modeling that can be used to leverage the benefits of change (Metwally, et al., 2019).

Leaders must maintain and promote the aspects of a strong culture (Al-Ali, et al., 2017). Like any position within an organization, the right leader to effect change must possess the knowledge, skills, abilities, and other attributes (KSAOs) to perform at that level (Al-Ali, et al., 2017). Change leaders must have a unique skill set to effect change while even when employees see no intrinsic value in the change. Extrinsic motivation includes rewards such as pay, promotion, and title, or outward rewards. Change leaders, however, must create intrinsic values such as loyalty, attitudes, and autonomous feelings within employees to ensure long-term commitment to goal attainment (Al-Ali, et al., 2017). Cultural change often proves to be difficult because intrinsic values and norms cannot be easily altered. In some cases, employees resist change, and the result can appear dysfunction within the organization.

Transformational Leadership

Transformational leaders share specific qualities and embody a culture of inspiring their followers and helping them to reach their personal and professional goals (Lasrado & Kassem, 2021). Research indicates that organizations with transformational leaders and learning cultures have high performance cultures. Additionally, when organizations experience change, employees must be led and prepared for the change for the organization to experience a successful change event (Faupe, 2018).

A 2019 study conducted by Lasrado and Kassem using a survey with 448 samples determined that transformational leadership strongly correlates with organizational excellence. Additionally, researchers learned that employees highly trust transformational leaders who show empathy toward others and effectively delegate and empower others with projects

complimentary to their interests and goals (Lasrado & Kassem, 2021). According to Faupel (2018) through organizational change and goal attainment, employees, led by transformational leaders, exhibit enthusiasm and resilience when faced with challenges associated with moving toward organizational excellence.

Lasrado and Kassem, (2021) also suggested that organizational culture provides a link between transformational leadership and organizational excellence by engaging employees in the success of the organization. Transformational leaders can empower employees and gain their trust to increase employee performance and engagement, which leads to a possible shift in culture to create opportunity for organizational excellence.

Dysfunction

When dysfunction exists among employees or departments within an organization, the organization is plagued with ineffectiveness, a lack of efficiency, and lower performance than its competition (Balthazard, et al., 2006). The effect of dysfunction results in dissatisfaction. Applebaum et al. (2004) cites prior research and theory by Zhou and George that suggests that dissatisfaction manifests itself in one of four employee actions. First, a dissatisfied employee may leave employment. Second, in response to dissatisfaction, an employee may choose to stay with the organization and try to make things better. Third, an employee may choose to accept the dysfunction and continue with minimal effort. Finally, an employee may choose to remain with the organization and become passive or neglect their duties (Appelbaum, et al., 2004). Attrition is a product of dysfunction but can occur healthy for the organization by eliminating some who exhibit tendencies to resist culture change (Gagne, 2018).

Individual dysfunction has an impact on organizational culture according to (Blickle & Schutte, 2017). Individuals who exhibit dysfunctional behavior such as inattentiveness and lack

of urgency when it comes to deadlines continue proportionately more likely to engage in such behaviors as insubordination, stealing property, or sharing confidential information with others (Blickle & Schutte, 2017). Clercq et al. (2014) explain that person-organization (P-O) fit that an employee's work mindset correlates to the relationship between the work environment values and the employee's personal objectives.

Discomfort with Change

The most difficult aspect of change within an organization involves selling change to members of the organization. Members of an organization often opposes change because of the fear and discomfort that change may bring and can be the reason that many organizational change initiatives fail (Nadia, et al., 2020). Nadia et al. (2020) cite resistance as a natural response to change and one that leads to discomfort because the product of change may be counter to their self-interests. According to the Psychological Model of Resistance, the discomfort connects not to the change itself rather to a sense of loss or fear that may result from change (Nadia, et al., 2020). Leaders must take into consideration the sense of loss felt by organizational members as the implementation of change occurs and to ensure thorough communication and transparency and address fear and discomfort.

Organizational Culture

Culture reflects in every aspect of an organization and can be seen by observing facilities, interacting with people, and reviewing mission and vision statements (Smith, 2017). The values and norms of an organization, as seen by organizational leadership (Rich, et al., 2018) shape the culture, and signals employees how they should feel, think and behave while engaged in organizational activities (Singh, 2019). According to Bendermacher (2017) culture in higher education guides individual and group behavior by shared practices, norms, values and beliefs

used to cognize events both on and off campus. Behavior, strategy, and organizational responses continue to be shaped by organizational culture and visible in the appearance and perceptions that others see of the organization (Sprajc, et al., 2018).

According to Kezar and Eckel (2002), much research has been conducted in the last forty years attempting to link organizational culture with organizational effectiveness. During the early years of research, culture in higher education was thought to be different from culture in other organizations and, thereby, was a mechanism to separate higher education culture from corporate culture (Kezar & Eckel, 2002). However, the link between organizational culture, whether higher education or corporate and organizational success became more apparent (Kezar & Eckel, 2002).

Culture evolves continuously in response to new information and internal and external influences (Smith, 2017). Perceiving culture as behavior, or the way that norms and values shape the actions of employees as they work, can lead to culture change and reflect a change of behavior (Craig, 2020). At both the individual and the team level, the ability to adapt to cultural change can measure in the overall response to change by the organization (Sprajc, et al., 2018). Individuals, who understand their role within the organization, can manage stress in the workplace, and either intrinsically or extrinsically motivated, provide valuable cultural information, (Sprajc, et al., 2018). Sprajc, Podbregar, and Hribar (2018) postulated that at the team level, those teams who can work well with other work teams, and coordinate with other teams; provide an organization with measurable metrics in determining cultural effectiveness. Culture influences excellence, diversity, teamwork, invention, culpability, problem solving and social relations (Craig, 2020) along with providing a guideline for employees about identifies as important and valued (Rich, et al., 2018).

Culture exists in all organizations and may be difficult for outsiders to understand. Different levels of employee loyalty may exist within the same organization. There may be several employees whose loyalty remain with their supervisor while others align their loyalty to their co-workers or a union. Some employees may be loyal only to themselves and their individual needs and goals (Craig, 2020). This form of disjointed culture leads to a non-cohesive approach to organizational goals and strategy because those working toward goal achievement have different motives for achieving them. A cohesive approach to organizational goals and strategies can be characterized by a shared understanding of goals and purpose, and the significance of working together to achieve the goals (Craig, 2020).

A great deal of interest exists in organizational culture in current research because of its presumed impact on the ability of organizations to reach their goals, and to gain and retain competitive advantage. In a study conducted by Smart and St. John (2016), the findings propose that differences exist in the relationships between culture type and effectiveness, but evidence proposes that the culture must be strong to realize value. Additionally, Smart and St. John findings suggest the significance of the alignment of values and norms but, also, the necessity of strategies designed to guide specific principles to achieve organizational goals.

Quality Culture

In academia, the term quality culture defines the oneness of an institution's culture and educational quality. The responsibility for quality culture and quality education lies with everyone in the institution. According to Bendermacher (2017), quality culture grows from administrative commitment and coordinated engagement of faculty, staff, and students. Cultivating a quality culture requires a deliberate focus and a prominent place in the institution's mission. Bendermacher (2017) posited at least two previous studies indicate quality culture as a

factor in job satisfaction and staff performance, although the extent of it remains unknown (Janicijevic, et al., 2018). Quality culture has been linked to student satisfaction as well. Therefore, quality culture in higher education requires the input of students in the academic decision-making process (Bendermacher, 2017).

To appropriately align institutional culture with the needs of students, (Ángel del Brío, et al., 2008) and (Bendermacher 2017) cited that there must be ways to continuously measure student expectations and needs and analysis to determine whether how to meet those expectations and needs. Since the expectations and needs of students continuously changes, the challenge for many institutions of higher education remains to keep up (Ángel del Brío, et al., 2008). In a quality culture, a set of shared traditions may make it difficult for continuous improvement (Bendermacher, 2017). The result requires the need for institutional leaders to define and clearly communicate goals and practices to clarify campus culture type (Ángel del Brío, et al., 2008).

Smith (2017) describes the characteristics, posed by Martin in 1992, of organizational culture in terms of integration, differentiation, and fragmentation. Table 1 describes the characteristics of each of the three perspectives.

<p><i>Table 1</i></p> <p><i>Organizational Cultures by Martin</i></p>			
Culture	Cultural Indicators	Organizational Beliefs	Cultural Understanding
Integration	Cultural indicators are consistent	Members of the organization share organizational beliefs	Members have a clear understanding of organizational culture

Differentiation	Cultural indicators are inconsistent and sub-cultures exist	Members of the organization do not all share organizational beliefs	Members have some understanding of organizational culture
Fragmentation	Cultural indicators are non-existent	Members of the organization do not share organizational beliefs	Members have little or no understanding of organizational culture
<p><i>Note:</i> Martin posits three types of organizational culture above, and the characteristics of each in terms of observation of culture, member beliefs, and member understanding of culture (Smith, 2017).</p>			

Strong Culture

Strong culture may be defined as organizations where an interdependence between the adopted beliefs of the organization and how those beliefs manifest in daily practices exist. Organizational performance positively affects strong culture because it naturally enables a collaborative exchange of information and synchronized actions. Thereby, in weak organizational culture, a disconnect in the adaptation of beliefs into daily practice exists (Ángel del Brío, et al., 2008). Additionally, in a study performed by Ángel del Brío, et al. (2008), the researchers concluded that in academia, freedom over formality remain highly valuable at work that shuns systematic control, but abstract components of freedom did closely align with characteristics of certain management practices. Ángel del Brío, et al. (2008) cites that a strong culture will include the alignment of certain management practices with organizational norms,

beliefs, and values. Additionally, organizations that identified as having strong cultures had a prevailing culture type in particular areas (Ángel del Brío, et al., 2008).

<p><i>Table 2</i></p> <p><i>Characteristics of Clan, Adhocracy, and Market Cultures</i></p>			
Characteristic	Clan Culture	Adhocracy Culture	Market Culture
Academic Development (Student)	X	X	
Career Development (Student)		X	X
Community Relations	X	X	
Educational Satisfaction (Student)	X	X	
Employee Satisfaction (Faculty/Admin.)	X		
Organizational Health	X		
Personal Development (Student)	X		
Professional Development (Faculty)	X	X	X
Resource Acquisition	X	X	X
<p><i>Note:</i> Table 2 illustrates the three culture types that include the nine identified effective areas in the study conducted by Angel del Brio et al. (2018).</p>			

From the information in Table 2, is a determination from this study that culture type does not affect professional development of faculty and resource acquisition.. The evidence in this study demonstrates that clan or the adhocracy culture highly influenced student outcomes, where only clan culture affected employee satisfaction. Additionally, strong culture connects with

culture type in the nine areas studied (Ángel del Brío, et al., 2008). This information provides insight into the role of culture in higher education outcomes.

Healthy Culture

A healthy culture, as described by (Singh, 2019), has many of the same characteristics of clan culture. Employee relationships among all levels of colleagues and relationships between employees and customers determine the health of the culture. Attitudes, actions, execution and efficiency of the employees within an organization define cultural health. A study undertaken by (Singh, 2019) indicates a significant correlation exists between an organization's culture and employee execution. The degree to which an organization's culture affects employee performance depends on the level of professional relationships between organizational employees. Additionally, the study indicates that leadership provides motivation, organizational pride, and loyalty, which directly affects employee performance and organizational culture (Singh, 2019).

Organizational Citizenship Behavior (OCB)

Zhang, Liao, and Zhao (2011) recognize organizational citizenship behavior (OCB) as those behaviors (roles) that an employee exhibits outside of the normal course of their job duties that benefit the organization. OCB has been determined to be a result of the perception of strong leadership, organizational justice, and healthy culture (Zhang, et al., 2011). Although organizational citizenship behavior has piqued the interest of researchers primarily in the past decade, many recent studies attempt to predict employee motivation (Klotz, et al., 2017). Employees who believe that with their peer and leadership support they feel empowered to act independently, visualize the future of the organization and most likely will choose to do a little extra for the good of the organization and feel a part of the end goal (Zhang, et al., 2011).

According to Klotz et al. (2017), an organization's employees fall into one of three categories. Employees exhibit either a high level of citizenship, often categorized as prosocial citizens, or an average level of citizenship who contribute to the organization outside of normal expectations at times disengage from any activities outside of normal duties. The research provided by Klotz et al. (2017) provides several relevant outcomes. First, research results indicate that organizational leaders who place employees in opportunistic situations that align with the employees' normal interests or tendencies contribute to additional role behaviors. This means that if a leader tunes in with the employees' strengths and weaknesses, and their interests and abilities, the employee may be placed in situations where they engage and have a higher tendency toward organizational citizenship behavior (Klotz et al., 2017).

Theories

Cultural Dimensions Theory

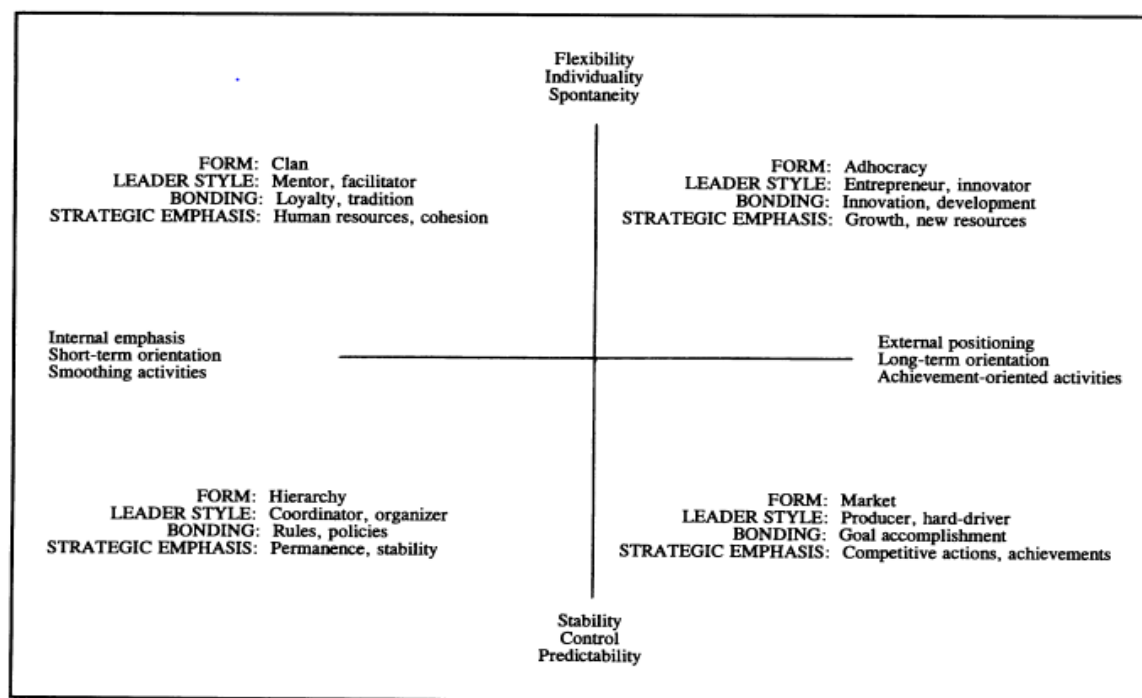
Janicijevic et al. (2018) cite the work of Charles Handy who posits two dimensions of organizational culture. The first dimension involves how the organization's leaders determine the distribution of power, either equally or unequally while the second one focuses on whether the organization's structure reflects task related, or people related. People-related culture emphasizes values and norms that focus on an equal distribution of power and the satisfaction and engagement of the workforce to obtain organizational success. The accomplished needs of the workforce fosters the success of the organization. Although all organizations have both task and people-related processes, goals, and focus, Handy posits that one or the other dominates and shapes organizational culture (Janicijevic et al., 2018).

Organizational culture can categorize into one of four culture types: power, role, task, or people. In a power culture, sometimes referred to as hierarchy culture, the leader has a hands-on,

top-down approach to organizational tasks (Janicijevic et al., 2018). Little to no autonomy and an authoritarian chain of command in the power culture exist because all things flow through a central leader and power-orientation (Janicijevic et al., 2018) (Yaseen et al., 2018). The leader cares for members of the organizational family, who tend to have close-knit, secure relationships. A strict sense of processes and procedure, predictability, and stability manifests because standardization remains key (Yaseen et al., 2018). In a power culture, the leader's aptitude and governance style define the culture of the organization. Unequal distribution of power and people, rather than task, focus dominates a power culture (Rich et al., 2018).

Figure 4

Analysis of Culture Forms



Note: Culture forms in relation to leadership style, bonding, and strategic emphasis.

(Smart & St. John, 2016).

Role culture, similar to market culture, characterizes an unequal distribution of power among workers in an organization and a primary focus on the task, rather than the people. Rules, regulations, and corporate values replace individual norms and values (Yaseen et al., 2018) creating a depersonalized work environment where competitiveness and status thrive (Janicijevic et al., 2018). Typically leaders in an organization with a role culture places strict emphasis on the duties and performance of the employee with little consideration for personal or professional individual growth (Janicijevic et al., 2018).

Similar to role culture, task culture focuses on task rather than people. Organizational goals, above all else, remain central to the organization's purpose, and aptitude and success and definitive of the norms and values of the organization. Task culture embodies flexibility and consists of a more equal distribution of power than role culture (Smart & St. John, 2016). The entire organization must meet the organization's goals because the existence of the organization depends upon task completion (Janicijevic, et al., 2018).

People culture, or clan culture, focuses on people, rather than tasks, and an equal distribution of power (Janicijevic et al., 2018). Individual achievement, employee wellbeing, and a positive work environment remain paramount to an organization's existence (Janicijevic et al., 2018). The work environment reflects an open and friendly structure and freedom to share ideas with team members. A family-oriented community where trust exists among its members with less concern for rules and processes. Emphasis involves the status of employees' self-motivation and shared goals (Yaseen et al., 2018).

Outside of Hardy's four main culture types lies adhocracy culture by far the most entrepreneurial and innovative culture. Organizations with an adhocracy culture focus on development and innovation with little structure and often take risks that other organizations

might shy away from (Yaseen et al., 2018). Adhocracy culture may refer to as innovative culture because it can only exist in an organization where the rewards of innovative behavior and risk-taking is ingenious. Providing personal accolades for creative work may appear symbolic and often more rewarding than monetary recognition.

Robert A. Cooke Model

Robert A. Cooke (2020) posited that organizational culture should inspire collaboration among employees. Culture should inspire individuals to convey their ideas and information and provide innovative solutions to organizational problems. In Cooke's model, clashes occur when employees feel stifled and uneasy about sharing ideas and information. A constructive culture encourages discussions and the exchange of ideas among employees. According to Cooke, a constructive culture empowers employees to collaborate and achieve personal and organizational goals.

Constructive Culture

The fundamental qualities of a constructive culture include achievement, affiliative behavior, encouragement, and self-actualization. Constructive culture provides a positive environment virtually free of opposition which leads to competition. Employees collaborate and strive to achieve organizational goals within specific time constraints. The ability to achieve these goals directly associates with affiliative behavior which promotes a harmonious environment free of unnecessary disputes. Encouragement and self-actualization in a constructive culture provide employee motivation, which leads to a desire to put forth full effort to reach personal and organizational goals ("Robert A Cooke model", 2020).

Passive Culture

In a passive culture, the actions of employees often contradict their real values and feelings about the way they do their job and support their colleagues. A sense of insecurity about their position with the organization drives employees. A sense of insecurity leads to employees acting in such a way that pleases leadership despite their values and norms. Employees generally follow rules closely in a passive culture for fear of losing their job (“Robert A Cooke model”, 2020).

The fundamental qualities of a passive culture involve approval, avoidance, convention, and dependence. Employees’ ideas and decisions require leadership approval in a passive culture, and rarely will an employee speak up for fear of being ostracized. Leaders place organizational policies ahead of personal beliefs or needs, and employees generally follow along without question and adhere to a leader’s decision blindly (“Robert A Cooke model”, 2020).

Aggressive Culture

An aggressive culture can often identify by competition among employees and encouraged by leaders. Leaders used this method as a way of getting employees to strive to outperform each other and thereby benefiting the organization with exemplary output in record time. Little collaboration exists in an aggressive culture when emphasis involves incompetence and weakness for an individual who unsuccessfully completes a task. Progress remains slow in an aggressive culture because employees feel embattle for power and the need to be quick to point out the errors of others to make themselves appear more favorable (“Robert A Cooke model”, 2020).

Other Related Theories

Many theories, including agency theory, Vroom's expectancy theory, and Lawler's high-performance work system put into place guidance and means for effective goal pursuit and achievement (Gagné, 2018). Each theory uses a form of extrinsic motivation to ensure the meeting of organizational goals, by providing some type of reward and assuming that intrinsic motivation does not factor. Stewardship theory, on the other hand, posits that intrinsic motivation enhances the motive for goal pursuit and attainment and that provided with appropriate mechanisms, employees will work to meet organizational goals to benefit the organization (Gagné, 2018).

Variables

Sub-Cultures

A culture exists where a group shares a set of norms, values, and beliefs (Tan, 2019). When an organization's employees exhibit a culture weak, sub-cultures often form among smaller groups that share their own set of norms, values and beliefs that do not necessarily parallel those of the organization. A natural progression results where employees seek to belong and share commonalities with colleagues (Tan, 2019). Sub-cultures may assimilate with other cultures, or they may be incompatible with one another. When conflict arises from incompatibility, productivity lessens and cultural strength diminishes (Tan, 2019) leading to tension and inefficiency (Ansah, et al., 2018). According to Ansah et al. (2018) employee engagement and satisfaction increase in robust relationships among employees and between employers and employees, which contributes to an organization's ability to reach its goals.

Organizational Norms

Organizational norms can occur fundamentally established by long-time employees within the organization who carry on the organization's traditions and hand them down to new

employees. However, the responsibility of leaders involves communicating organizational norms through strategy and a vision that employees can connect with. Employees satisfied with the norms of the organization will tend to work to maintain the working relationship (Martinson & Leon, 2018). From here, an employee who works to maintain a relationship will only continue to do so when employees perceive that they want fair compensation and a value to the organization. If this does not happen, employees will not remain gratified or inspired, thereby having a direct effect on the ability of the organization's employees to reach organizational goals (Martinson & Leon, 2018).

The problem often seen in organizations appears as the failure to define and communicate organizational norms. Departmentalized culture allows departments to define their norms, separate from organizational norms, which leads to a lack of congruency of direction. Cultural norms, or organizational norms, guide specific expectations of organizational employees and their understanding of organizational goals and strategy (Janicijevic et al., 2018). If these norms proves true, then a shared construct may be necessary to achieve organizational goals. When a disconnect occurs, and individual or departmental construct prevails, then the thoughts and behaviors of the individual or the department work independent of organizational goals (Janicijevic et al., 2018). The result produces a lack of cultural norms, which leads to a weak organizational culture, and the inability of the organization to reach goals.

External forces such as the age of the labor market also affect the norms of an organization. As living cost increase, workers remain in the labor market longer, leaving fewer jobs available for younger workers (Moen et al., 2017). Organizations' leaders must balance the knowledge and experience of an older workforce with the digital technology experience of a younger workforce to meet demand and maintain a competitive advantage. Policies and

processes must modify in response to the changing demographics and may appear in the form of early retirement options used to incentivize an exit of older workers to attain entry-level workers (Moen et al., 2017). According to Zhang et al. (2011), a transition of this kind may result in individual feelings of diminished job security. Employees may increase contributions to the organization to save their jobs, or they may disconnect from the organization feeling that their contribution appear meaningless (Zhang et al., 2011).

Ethical Norms

The ethical norms of an organization also shape organizational culture. Individuals, through their own experiences, background, and norms, have their own set of ethics, which can be deeply influenced by their work environment (Borry, 2017). When faced with an ethical dilemma, employees rely on the ethical culture of their organization for indications of what to do. Aberrant behavior often prevails in ethically weak cultures. For example, acceptance of rule bending in a culture can affect the justification of whether or not to bend the rules in the organization's culture. Here, rules often contain gray areas allowing for individual interpretation and few consequences for those who break the rules (Borry, 2017). Research indicates that if leaders require employees to depend on policies for ethical decisions, the employees will more likely abide by the rules (Borry, 2017).

Silo Mentality

Silo mentality exists when sub-cultures within organizations become tribal, segregated, and absent of collaboration with other departments within the same organization. Silos have boundaries and provide safety for those who operate within a silo, where little knowledge sharing or collaboration exists except within the silo (Waal et al., 2019). While boundaries exists as a means of defining work groups, such as terms like silo, that generally means that a boundary

goes beyond the simple dividing of a whole unit into smaller sub-units. Organizations thrive by having a single team culture with clearly defined organizational goals and collaborative work environment. Silos interfere with the overall vision (Edwards, 2020). A silo mentality, evident in the research, indicates that the perception of silos existed in 83% of the responding organizations and that 97% of respondents identified silos as having a negative impact on the organization (Waal et al., 2019).

A silo tends to create norms and beliefs specific to the group that contradicts those of the organization. The tendency for the creation of norms and beliefs specific to a particular group reflects a silo, whose members work closely together, share the same interests or worldview, and thereby create its own community within a community (Waal et al., 2019). Life within the silo appears safe and predictable, and organizations often see a higher rate of employee retention from those within a silo (Waal et al., 2019). In today's unpredictable business environment, where collaboration and clear communication remain important for organizations to remain competitive, often poses a problem.

Another problem for organizations where silos reside exists the inward focus of the silo rather than an outward focus of the organization (Waal, et al., 2019). Although the problem may appear small in nature, this problem can lead to issues of trust within the organization where those outside of the silo perceive there to be behind-the-scenes activities happening that counter to the overall vision of the organization. According to Edwards (2020) where silos exist, collaborative problem solving suffers because colleagues fail to reach out to one another. Innovation stifles because of the lack of collaboration and willingness to share ideas, and employees fail to make the necessary personal connections present in a strong culture (Waal, et al., 2019).

Growth Mindset

A growth mindset shapes the way an individual thinks, motivates, performs and behaves about whether they embrace learning new things or continuing with the way things have always been, as in a fixed mindset. In a growth mindset, individuals challenge themselves to take on new tasks inspired by success, persevere, and learn (Murphy & Reeves, 2019). Individuals with a fixed mindset tend to give up easily threatened by the success of others, and prefer the status quo as opposed to trying new things. Faculty and staff in institutions of higher education make up a mix of both mindsets. The influence of individual mindsets on an organization correlates with the acceptance of change and persistence in the face of change (Murphy & Reeves, 2019).

Organizations also have an overarching mindset that can be seen in their mission statement, policies, and practices (Murphy & Reeves, 2019). When an organization's members have adopted a growth mindset, the norm within the culture centers on training and development, allowing employees become leaders. Conversely, organizations with a fixed mindset miss the potential in employees and search outside of the organization for future leaders (Murphy & Reeves, 2019). To complicate matters, an organization with members who exhibit a growth mindset may encounter individuals with a fixed mindset who resist change or even sub-cultures, or groups of individuals, who share a fixed mindset and resist efforts of change (Murphy & Reeves, 2019).

According to Murphy and Reeves (2021), recent research indicates that the impact of mindset on the organization, whether it agrees with the individuals' mindset or does not, influences individual factors such as performance and engagement. Research goes further to indicate that when students perceive that their professors have a fixed mindset, students reported feeling less of a sense of belonging and a higher likelihood to leave the institution (Murphy &

Reeves, 2019). The impact of such research has a significant effect on institutions of higher education and its constant competition to retain and graduate students.

Related Studies

Cultural Perspective of Faculty and Staff

The cultural perspective of faculty and staff in higher education influences the learning experiences of students (Bashshur, et al., 2011). To remain competitive and provide a safe and healthy learning environment, faculty and staff relations must remain strong, and a sense of community among faculty, staff, and students must be maintained for a strong and healthy culture. According to Florenthal et al. (2012), research indicates that when there exists a mutually respectful relationship between faculty and staff, it creates a drawing effect for students and a desire to be a part of the community. Additionally, when a high level of respect between faculty and staff exists, a high tendency for organizational goals can meet (Florenthal et al., 2012).

In teams, where faculty and staff work together toward organizational goals, and where team members feel that the organization cares for their well-being, and values their contributions, researchers have noted an increase in commitment to organizational goals and engagement (Bashshur et al., 2011). Social Exchange Theory posits that when employees feel supported, they likely will reciprocate, which translates into higher performance (Bashshur, et al., 2011). In a team setting, the same applies. Conversely, the opposite occurs when tension, competition, and stress exist among faculty and staff. Research indicates that lack of mutual respect, contributes to employee burnout, low morale and employee satisfaction, and an increased rate of turnover (Florenthal et al., 2012).

Higher education environments, often compared with castes, comprise of faculty and staff who make up each of the two castes within the system (Henderson, 2005). The caste system often segways to inequality and disrespect of those with a lower rank and collaboration (Henderson, 2005). Research indicates that even in institutions where a common goal exists for both faculty and staff, faculty often marginalize the input of staff despite their education or level of experience (Duggan, 2008). This results in a high rate of turnover among staff who cite feeling unappreciated and unheard.

Research indicates that in many instances a culture in higher education whereby faculty and staff come to an impasse when it involves understanding that experts in their field of study exist on both levels. In addition, a hierarchical relationship between faculty and staff where staff feels looked down upon by faculty, which hinders the opportunity for effective collaboration and knowledge sharing exists (Henderson, 2005). When the employees feel that an organization's culture fails to address inequality, a change must occur in culture to effect change.

Summary of the Literature Review.

A review of current literature examines the differences between organizational cultures and how those cultures influence the development and attainment of organizational strategy and goals. Evidence exists that support organizations that have a strong or healthy culture will likely to have a clan culture that supports individual empowerment and attainment of organizational goals. The norms of an organization remain an integral part of organizational culture, as do employee perceptions of fairness, change within the organization, and engagement in goal attainment (Henderson, 2005).

Specific examination of the Robert A. Cooke model suggests that organizations that embrace a constructive culture which supports innovation and collaboration and provides

employees with both intrinsic and extrinsic rewards (Dugan, 2008). An aggressive culture, on the other hand, promotes power and competition among employees, where although short-lived, exhibits more work production and better quality of work. In both instances, goals can be attained, but the culture defines how to reach the goal, either by collaborative teamwork or by individual competition (Henderson, 2005). Either culture then can reach immediate goals, but the long-term goals of the organization remain questionable. A high rate of turnover among those employees in an aggressive culture directly impacts long-term goals and organizational knowledge-based decisions which may be difficult to attain (Dugan, 2008).

Organizational culture in higher education can also subject to the faculty/staff divide, or silo mentality. Research indicates that this divide exists, both as perceived by faculty and as perceived by staff. The level by which the divide exists defines the employees of the organization's ability to collaborate across departments to attain specific organizational goals. Individual departmental goal attainment occurs but attaining of goals across the organization require collaboration (Henderson, 2005). Additionally, transformational leadership plays a key role in the leaders' ability of an organization to reach its goals, while supporting employee discomfort and dysfunction during change.

A minimal amount of literature exist to examine the effect of weak organizational culture and relies on the reader to infer that if a strong or quality culture does not exist, then the opposite may be true (Henderson, 2005). An opportunity may exist to explore the characteristics of weak organizational culture. Additional opportunities exist to explore the perceptions of employees and the effect that has on organizational goal attainment.

Summary of Section 1 and Transition

The existence of weak organizational culture where department leaders operate independent of organizational policies and procedures, resulting in the inability to reach organizational goals, is an area of research that will provide additional knowledge for institutions of higher education and fill an existing gap in the literature. Dysfunctional organizational culture characterizes a lack of effectiveness, efficiency, and performance (Balthazard et al., 2006). Although the founding principles of an organization remain the basis of the organization's culture, presuppositions of leaders about where an organization should go in the future have a profound impact on cultural change (Balthazard et al., 2006). Additionally, significant implications for human resource professionals impact how they influence culture and model the values and beliefs of the institution. Human resource professionals also play a significant role in the development of processes and policies and their enforcement, as well as their alignment with organizational goals (SHRM, 2017).

The scope of this research encompassed qualitative methods to examine culture in a small institution of higher education in Western North Carolina. This private institution located in the suppressed Appalachian Mountain region of North Carolina does not receive state funding. Additional knowledge gained from this research could provide this institution, and others within the region, with the tools needed to develop their campus culture to better attain organizational goals.

Section 2: The Project

The scope of this research involved the perceptions of faculty and staff in a small, private institution of higher education related to organizational culture. Using interviews, observations, and historical data through triangulation, I explored the organization's perceived ability to

achieve organizational goals. The level of in-depth research required indicates that a single case study and flexible design was appropriate.

Purpose Statement

The purpose of this qualitative single case study was to add knowledge by expanding on the understanding of reasons behind a weak organizational culture. Specifically, an in-depth study into organizational culture in a small institution of higher education in western North Carolina, and the effect on the ability to reach organizational goals. According to Smart and St. John (1996), champions of strong organizational culture such as O'Reilly, Moses, and Dennison, suggest that a strong culture goes beyond shared beliefs and values. An alignment between the shared beliefs and values of the culture, and the beliefs and values of the organization, must exist for any effect on organizational performance (Smart & St. John, 1996). Exploration into the types of cultures that exist on the campuses of small institutions of higher learning in Western North Carolina, and the tendency to adhere to policies and procedures within that culture, will provide insight into the effectiveness of reaching organizational goals.

Role of the Researcher

In qualitative studies, the researcher provides an interpretive account of information gathered about a specific problem statement (Sanjari et al., 2014). The primary means of gathering data will occur through interviews where I formulated questions, conducted the interviews, and reported and interpreted the resulting data. I first contacted the University President for the institution, providing informed consent and requesting permission to include the institution in the present study. A signed participation consent form will occur from the institution. To appropriately report, the researcher must have clear ethical guidelines and become

free of biases (Sanjari et al., 2014). Researchers, therefore, must take a holistic approach to accurately report information provided by interviewees.

Assurance, an integral part of qualitative research, requires that the researcher identify possible biases before beginning the interview process (Sorsa, & Åstedt-Kurki, 2015).

Bracketing exercises, sometimes referred to as mind-mapping, can develop the objectivity of the researcher and ensure that personal feelings, intended or unintended, do not flow into the research process (Spirko, 2019). Bracketing exercises may occur by brainstorming terms related to research, writing each term on a sheet of paper, and writing down thoughts and terms related to the central theme. Relationships among the terms should be noted as well, allowing the researcher to make connections and see patterns in ideas (Spirko, 2019). As new concepts arise, a repeat of the process using new central concepts provides an opportunity for reflection on personal values, life experiences, and beliefs that may affect research (Sorsa, & Åstedt-Kurki, 2015).

Additional ethical issues may arise such as confidentiality (Spirko, 2019). To maintain confidentiality, interviewees will receive a number and be identified by that number throughout the reporting process. The participants received an informed consent, the research being conducted, their role in the research process, and how their information will be used and reported, before the interview process (Sanjari et al., 2014) to promote a relationship of trust between researcher and participant.

The role of the researcher encompasses taking a bias-free approach to gathering, interpreting, and reporting data (Creswell & Poth, 2018). A bias-free approach begins with bracketing exercises to allow the researcher to identify common themes related to life experiences, beliefs, and feelings that may affect the outcome of the research (Dorfner &

Stierand, 2020). Providing participants with information about the research being conducted, how their information will be used and steps taken to eliminate biases and maintain confidentiality will ensure that the research will accurately depict the actual views of the participants and establish trust in the research findings.

Research Methodology

An in-depth study into a weak organizational culture in a small institution of higher education in western North Carolina, and the effect on the ability to reach organizational goals, requires the use of a qualitative, flexible, single case study. According to Smart and St. John (1996), champions of strong organizational culture such as O'Reilly and Moses, and Dennison, suggest that a strong culture goes beyond shared beliefs and values. An alignment between the shared beliefs and values of the culture, and the beliefs and values of the organization, must occur for any effect on organizational performance (Smart & St. John, 1996). This research included seeking to gain an understanding of the factors contributing to faculty and staff perceptions of organizational culture and the ability to meet organizational goals.

Discussion of Flexible Design

In this research, the use of flexible design allowed me to be flexible in qualitative research and to respond to, and adapt the research process, if necessary. While collecting information about employees' perceptions of cultural goal attainment, adjustments may be necessary to explore a common theme amongst the participants. The use of a single case study, where employees from a single institution make up the participants, common perceptions that arise through interviews may be examined further to provide a better understanding of the problem using flexible design. Additionally, when reporting research, a flexible method relays personal information from participants, information gleaned in research, and interpretation of

meaning (Creswell, 2016). The close relationships of the small, private university employees in this study, made it important to provide research information to participants with assurance that the data collection process has been established before the onset of research.

Discussion of a Single Case Study

This study was conducted with a flexible design using qualitative methods, specifically a single case study design was appropriate. Flexible design methods available for this research included phenomenology, and case study, including either a single case study or multiple case studies. Data collection methods used in case study research also included interviews, but expand to include elements such as observations, questionnaires, and similar means (Creswell & Poth, 2018). Additionally, a case study provided a more comprehensive investigation and can be used to research a group, individuals within an organization, or an event (Creswell & Poth, 2018).

A qualitative, flexible design, single case study reflected the most appropriate research method and design for determining the effect of weak organizational culture where department leaders operate independent of organizational policies and procedures, resulting in the inability to reach organizational goals. A single case study was chosen for this research because it provides individual institutional information that, when combined to develop a solution to a specific problem, will provide the foundation for future organizational strategy. According to Gustafsson, (2017), when using theory development as the focus of research, a single case study can occur appropriate. In the case of the current research, I desired to compare the individual perceptions in a single institution with the current theory to gain further insight into the role of culture in meeting organizational goals. I gained a better understanding of the problem and

possible solutions by comparing the responses of each participant with applicable theories (Gustafsson, 2017).

Discussion of Method for Triangulation

This research involves creating an understanding of employee perceptions of the strength or weaknesses of organizational culture in a private, four-year university and the influence of employee perceptions on the ability to achieve organizational goals. The use of data triangulation enhances the ability to check the validity of the information received during interview and observation (Guion, 2002). Data collected through observation and interviews can be used analyzed to identify outcomes, different points of view and perspectives yielding the same outcome, and validate the truth in the findings (Guion, 2002).

Summary of Research Methodology

In summary, the use of a qualitative, flexible, single case study allows the researcher to use preferred approaches including interviews, observations, and historical data while remaining flexible during the research process (Creswell & Poth, 2018). Bracketing exercises used to identify possible biases of the researcher will promote trust between the researcher and participant which remain paramount in gathering honest participant information (Dorfler & Stierand, 2020). Applicable theories can then be explored to further explain the cultural relationship to organizational goal achievement.

Participants

The objective of this single case study research was to determine the effect of organizational culture in a small private institution of higher education in western North Carolina on the ability to reach organizational goals. According to Joan Sargeant (2012), unlike quantitative research, which requires a large random sampling of participants, quantitative

research may use a more selective approach using only those participants who can provide the best insight into the subject matter. The participant group included university president and the executive vice president and provost because of their knowledge of the campus culture and future vision. Additional participants selected from the total the population of faculty and staff have experienced the campus culture through two university presidential cycles.

Population and Sampling

To ensure achievement of data saturation, as required in quantitative analysis, the faculty and staff population was separated into years of service groups and systematic sampling used to produce a group of participants. Participation in research remained voluntary, and participant groups received adjustment to achieve data saturation. The ideal candidate for participation was greater than 5 years of service with the University, with a permanent (non-temporary and non-visiting) appointment, and be performing in an on-campus, as opposed to online or remote, capacity.

Discussion of Population.

The employee population of the campus consists of 207 faculty and staff, excluding adjunct faculty and graduate assistants, least familiar with the campus culture, institutional goals, and departmentalization. Of the 207 employees, more than 50% have greater than 5 years of service and have experienced campus culture under the leadership of two different University Presidents, as seen in Table 3.

Table 3	
<i>Population Years of Service</i>	
Years of Service	Population
< 1 year of service	27
1.1 – 5 years of service	62
5.1 – 10 years of service	45
> 10 years of service	72
<i>Note:</i> Research participants will be selected from 117 individuals with 5.1 years of service or more.	

The total population from which the participants came from included 54 faculty consisting of 32 females and 22 males, and 63 staff members consisting of 41 females and 22 males. Of the total population of 117 possible participants, approximately 30% (35 individuals) engage in campus activities or attend on-campus co-curricular activities regularly. The remaining 70% (82 individuals) either rarely attended campus activities or on-campus co-curricular activities or never attended campus activities or on-campus co-curricular events. The population was highly educated, all having at least an associate degree, with the highest majority having at least a master's degree or terminal degree in their field, for both faculty and staff. Approximately one-half of the population resided within the county where the university **is located** and the other half live in neighboring counties.

Including faculty and staff ensures the authenticity of the data collected and the analysis of data from both perspectives (Sargeant, 2012). According to Kun et al. (2006), small liberal arts colleges generally have a campus culture that fosters student retention because of their ability to engage students. High levels of interaction and relationships among faculty, staff, and

students remain important to student success and graduation rates, a top priority of institutions of higher learning (Kun, et al., 2006).

Discussion of Sampling

Qualitative research offers several options in determining the typology of sampling methods (Creswell & Poth, 2018). The use of a single case study method, according to Creswell and Poth (2018), best lends itself to the use of maximum variation to include those individuals closest to the subject of campus culture and to seek out those instances where as many participants' experiences may be included to identify similarities and differences in experiences.

Maximum variation sampling of the university population identified individuals whose participation will likely yield a wide range of perspectives (Laerd, 2012). The sample frame included those with greater than 5.1 years of service and have experienced two University Presidential cycles. The appropriate sample frame of 117 included only those employees with historical knowledge of the institutional culture and have experienced changes in the culture over the past decade. Maximum variation sampling allows the researcher to select participants based on specified criteria (Creswell & Poth, 2018). A desired sample size of 30 participants met the following criteria: full-time status, faculty with a terminal degree who live within the limits of Madison County and staff with a bachelor's degree or higher who live within the limits of Madison County. The institution's current culture differs from the culture wherein the university lies. Choosing faculty and staff who reside within the county will provide insight into the strength of the campus culture as it relates to culture outside of the university. A maximum of 30 interviews occurred with participants meeting these criteria. According to Guest, Bunce, and Johnson (2006), studies indicate that interviews conducted beyond the eighteenth interview

provide little new information. Additionally, interviews beyond thirty add no new information (Guest, et al., 2006).

Summary of Population and Sampling

In summary, the idyllic research participant is a member of the campus culture for greater than 5.1 years and has experienced campus culture through two University Presidential cycles. The sample included faculty and staff using a maximum variation sampling of 117 employees who met the initial criteria. Interviews, using open-ended questions occurred with each of the participants to determine the perception of the strength of their campuses culture, to what degree department leaders operate independently of organizational policies and procedures, and their institutions' ability to reach organizational goals.

Data Collection & Organization

Data collection in qualitative research requires the researcher to determine the complexion of the study population for sampling. Once the sample was identified and the data was collected using direct data such as responses to questions, either written or spoken, body language, and other interactions between participants with their peers or environment, or by using indirect data such as poems, art, or some other form of expression (Whitehead & Whitehead, 2016). Direct data remains a more common approach in qualitative research and allows the researcher to consider responses, emotions, and experiences within a participant's cultural setting (Whitehead & Whitehead, 2016). Data collection methods used to obtain direct data include interviews, surveys, and observation. The researcher must remain consistent during the data collection process which will be vital to the data analysis phase of research (Whitehead & Whitehead, 2016).

Data Collection Plan

A threefold approach occurred to collect research data. First participants received five open-ended questions pertaining to their organizational culture and attainment of organizational goals. Participants received an invitation to participate in the research process and they received background information about the purpose of the research, how their information was a source in connection with the research, and information about confidentiality and privacy.

Additionally, I provided the participants with contact information if problems or issues arise during the information-gathering process. Surveying of the participants occurred using a series of open-ended questions by way of JotForm. The participants supplied the following information: faculty or staff; years of service; position title; and gender. Questions addressed the main focal points of the research including the causes of weak organizational culture, departmental policies and procedures, independent actions of departments, and the relationships with organizational goal attainment.

Follow-up interviews and member checking, clarified and verified my understanding of the information supplied via the initial interview. Interviews occurred either in-person or through the Zoom online platform, depending on the availability and preference of the participant and current COVID restrictions that might restrict in-person meetings. New interview questions arose from initially collected data, occurred in the follow-up interviews. Interviews received recording and transcription to provide thorough documentation of participant information for review.

After follow-up interviews, member checking occurred to ensure that participant responses accurately reflect their intended response and provides participants to make any corrections or additions that might be needed. During member checking, participants reviewed

the information that they provided for accuracy, certifying that collected data has been appropriately represented. Data occurred to participants in the original JotForm format, as well as any follow-up interview summary for review. Any changes made by the participant occurred on the original document. According to Robert Woods Johnson (2008), participants may forget the account that they provided or may want to clarify their response to ensure understanding.

Next, survey data from the 2021 Work and Well-Being Survey created by the American Psychological Association and conducted by the APA Center for Organizational Excellence occurred for similarities in coded material collected from interviews. Additional survey data coded for similarities and patterns of information occurred. Data received coding using NVivo software for accurate reporting purposes.

Finally, I used observation to identify patterns of behavior associated with cultural norms. Observation provided the opportunity for me to see participants in their environment and examine emotions and body language. Information collected received coding with other data and allowed similarities incorporated into research data.

Instruments

The 2021 Work and Well-Being Survey created by the American Psychological Association and conducted by the APA Center for Organizational Excellence was a comparison model for data gathered via participant interviews. The survey's demographic profile included Educational Services as the highest representation, 10%, of the overall demographic. Additionally, the southern region of the United States represents the largest region of the study at 32%. Survey data comparison to interview responses provides insight into where the university in this study compares to overall averages.

In addition to the 2021 Work and Well-Being Survey, I compared the national averages to the current campus culture survey conducted from February 7, 2022 through February 14, 2022. The survey was conducted by Hanover Research, a nationally renowned research company, and in collaboration with the Appalachian Colleges Association (ACA), the information gathered will provide an internal measure of campus diversity, equity, and inclusion efforts along with recommendations. Preliminary data was available for me to review on or near March 1, 2022. Although much of the focus was on diversity, equity, and inclusion, additional data provided insight into the current campus culture.

Interviews, using a semi-structured interview guide (Appendix 1), contained open-ended questions to participants. Questions associated with research questions encouraged participants to communicate their perceptions of organizational culture and norms associated with the capacity to achieve organizational goals. Questions do not require the participants to draw conclusions, only to relay their perceptions based on personal experience. Question one asks participants to describe organizational culture relative to a) policies and procedures, b) norms and values, and c) organizational goals. The question stimulated participant's thought processes concerning culture and culture's influence on policies, procedures, norms, values, and organizational goals. Question two narrowed organizational culture to the departmental level. Participants described their department's contribution to culture, connecting departmental contribution with overall goal achievement.

Questions three and four asked participants to explain weak and strong organizational cultures. Correlation between participants' answers to questions three and four, along with other interview questions and observations, provided the researcher with information about employees' perceptions of culture. Participant's answer to question five, which asks participants

to explain which culture their organization typifies, provides insight into the participant's perception of campus culture.

Data Organization Plan

NVivo software assisted with analyzing participant's responses to interview questions, survey data, and observations. Data received coding to group similar themes together, focusing on specific research topics. NVivo software-coded data categorized into specific nodes to draw conclusions on the relationship between organizational culture perception and organizational goal achievement. Association of data between nodes explored using cross-coding to show any correlation amongst other data relationships.

Summary of Data Collection and Organization

In summary, data collection in qualitative research requires the researcher to determine the complexion of the study population for sampling. A threefold approach occurred to collect research data. First participants received 5 open-ended questions pertaining to their organizational culture and attainment of organizational goals. Follow-up interviews and member checking to clarified and veriiedy my understanding of the information supplied through the initial interview. Next, survey data from the 2021 Work and Wellbeing Survey created by the American Psychological Association and conducted by the APA Center for Organizational Excellence received viewing for similarities in coded material collected from interviews. Additional coding of survey data occurred for similarities and patterns of information. NVivo software assisted with coding for accurate reporting purposes. Finally, I used observation to identify patterns of behavior associated with cultural norms. The use of NVivo software was to code gathered information into nodes, allowing for the comparison of participant responses, survey data, and interviews.

Data Analysis

I will establish validity and credibility in data as an essential part of quantitative research. Using NVivo software, I analyzed emergent ideas across the data and coded information based on participant responses, observation and survey data. The continuous nature of data analysis throughout the process is unique to each researcher's project (Creswell & Poth, 2018). Since qualitative research remains somewhat largely instinctive, a clear and triangulated approach needs to ensure confidence in research outcomes.

Emergent Ideas

I analyzed emergent ideas through a thorough study of the data collected and highlighting those ideas within the text and making additional notes of specific areas of interest. According to Creswell and Poth (2018), a detailed account of the case and the case setting are important to showing relationships over time. I noted any thoughts or inferences about the data as the collection takes place to establish areas that may require clarification and to identify initial relationships within the data. The method of memoing occurred during data collection to identify emerging ideas and will further establish credibility in the research (Creswell & Poth, 2018). The use of categorical aggregation occurred using NVivo software to inspect collected data based on similarities within the data. Categorical aggregation allows the researcher to see those instances where participants responded similarly and instances where participants expressed differing opinions (Creswell & Poth, 2018). The results can then be coded and categorized based on a theme.

Coding Themes

Using the data and researcher notes, a list of themes developed to further categorize the information collected relating to the research problems. Creswell and Poth (2018)

recommended the use of lean coding, or a narrow list of codes, which can be expanded upon when necessary. Specific criteria define each code required for information to be included within that code (Creswell & Poth, 2018). Data that does not fit the criteria for the defined codes may require the creation of an additional code or be excluded from the research. The use of NVivo software allowed me to search for common words or phrases within the data which will assist with the identification of commonalities and assist in the establishment of themes for this project. During the phase of the project involving searching for commonalities, the data received attention and not the number of occurrences within the collected data. A set of themes occurred to development by examining notes from memoing, highlighted text, and NVivo queries. Finally, a diagram developed to map the themes and their relationship to the data and the research problems.

Interpretation

A thorough analysis of the data included in each of the themes ensured that the appropriate categorization of the information and allows the researcher to then interpret the data (Creswell & Poth 2018). During the interpretive process, the researcher pays specific attention to any out-of-the-ordinary expressions within the data and dominant perceptions of participants. The researcher's interests include meaningful patterns of data and uses of analytical thinking to make particular judgments about the meaning of data relationships both inside and outside of the research scope (Creswell & Poth, 2018).

Data Representation

A visual representation of the interpretation of themes illustrated the relationships in the data. The illustration further validated credibility and confidence in the relationships within the data. I used diagramming or tabling to illustrate interpretations and request a peer review of the

information to ensure a non-bias approach to data interpretation. According to Creswell and Poth (2018), the use of a hierarchical tree diagram may be used to show several themes that narrow into just a few perspectives. An initial sketch of the illustration was peer reviewed to ensure that information displayed in a format that remains logical and comprehensible to the reader.

Analysis for Triangulation

The use of data triangulation used by the researcher to check the validity of the information received during interview and observation (Guion, 2002). Data collected through observation and interviews identify similar outcomes, different points of view and perspectives yielding the same outcome, providing relative certainty for both the truth and validity of the findings (Guion, 2002). Data collected received comparison through interviews, observations, and surveys which include historical data. During triangulation analysis, the perceived strength of organizational culture as it relates to the achievement of organization goals will provide additional validation of data interpretations and provide me with areas for further exploration in future research.

The process of triangulation accomplished by categorizing the information based on the source of information. Categories included university faculty, university staff, university administration, observation, and survey. Information collected received analysis for similarities and differences between each of the categories. Further use of NVivo software identified the use of specific words and phrases and the frequency of occurrence across all information.

Summary of Data Analysis

In summary, a multifaceted approach to data analysis undertaken provided validity and confidence in research outcomes (Creswell & Poth, 2018). The use of NVivo software allowed

for a search of common themes in collected data and the use of triangulation provided visual data on commonalities among data sources (NVivo, 2022). A peer review provided additional confidence in data integrity and allowed a review for any bias present and unknown.

Reliability and Validity

The extensive amount of time spent on research requires a certain level of confidence that the information provided was reliable and valid. My intention was to add to the body of knowledge on a particular subject by providing a thorough and knowledgeable discussion of like concepts that provide the reader with a clear understanding of the meaning and importance of their research. A multifaceted approach to reliability and validity included validation from the researcher, participant, and reader's points of view. According to Creswell and Poth (2018) the importance of establishing the validity of the information and exercises in evaluating the quality of qualitative research let the researcher know that the research was done right.

Reliability

To demonstrate the reliability of data, qualitative researchers must demonstrate credibility, transferability, dependability, and confirmability. Credibility achieved by conducting this study in the same manner that other single case studies have been conducted (Connelly, 2016). A focus on the engagement of participants and establishment of trust between researcher and participant achieved using multiple interviews and member-checking, and by using follow-up interviews to ensure the appropriate interpretation of participants' experiences. Characterized as internal validity, the researcher must provide evidence that supports a defense of the research results (Gibbert, Ruigrok, & Wicki, 2008). The researcher established dependability by creating a journal that documents themes, thoughts, follow-up questions, and observations throughout the research process (Connelly, 2016). The use of a journal, or research log, was also useful when

discussing confirmability (Connelly, 2016). In the case of this research, the information gathered confirmed or denied the existence of weak organizational culture and unmet goals, allowing the university to strengthen the existing culture and ability to meet goals. The same research conducted in the future will likely confirm that previous research findings lack validity, meaning culture change has occurred.

Transferability criteria explores the nature in which this research can be used in other settings by other organizations to evaluate their culture and tendency to meet organizational goals. The research focuses on the effect of culture on other aspects of an organization. For those organizations that display the same cultural characteristics as the university in this study, transferability confirms using member checking, peer review, and bracketing, along with in-depth descriptive accounts of participant experiences to conceptualize similarities and differences in accounts (Connelly, 2016).

The analysis and representation of data replicated the suggested reliability standards presented by Creswell and Poth (2018). The use of NVivo software during the coding process allowed me to create a code list that transferred into a codebook. Although a codebook may often be used when more than one researcher conducts data analysis, a precise process using specifically defined criteria contained in the codebook provided an additional level of credibility (NVivo). In case study research, the researcher must demonstrate that the information presented can be easily understood by readers, contributes to a body of knowledge, and triangulated data analysis (Creswell & Poth, 2018). Additionally, the research must follow a plan to eliminate random errors (Gibbert, Ruigrok, & Wicki, 2008).

Validity

To achieve validity in this study, the use of member checking, peer review, and bracketing included in-depth descriptive accounts of participant experiences to conceptualize similarities and differences in accounts following data collection. Using NVivo software, data saturation, or the point at which no new information presents itself, ensured thorough exploration of all existing themes (Alam, 2020). Adequate data collected when saturation occurs, is an important indicator of validity (Alam, 2020).

The use of follow-up interviews containing open-ended questions related to previously provided answers further clarified each experience by digging deeper into participants' experiences or intended meaning to deter the threat of misinterpretation (Morse, 2015). Although Morse (2015) does not recommend the use of member checking, Naidu and Prose (2018) approach member checking as more of an ethical standard than a method to achieve reliability. Researchers have the responsibility to ensure that participants' information has been used appropriately as a form of informed consent (Naidu & Prose, 2018). The use of member checking in this research provided participants, with established trust through numerous interactions during data collection, that their information has been accurately and appropriately used in the research.

Data collected from multiple sources corroborated by comparing information through triangulation. Emerging themes and perceptions compared to other sources of data to identify patterns in responses provide evidence of the validity of the information (Creswell & Poth, 2018). Member checking verified information provided by participants during the initial interview to verify the understanding and interpretation of the researcher (Creswell & Poth, 2018). Peer review also ensured that the information presented did not reflect any researcher

bias, flows properly and remains understandable to the reader. The researcher, participant, and reader's lens have validated over the course of the research.

Bracketing

A bias-free approach to research begins with bracketing exercises to allow the researcher to identify common themes related to life experiences, beliefs, and feelings that may affect the outcome of the research (Spiro, (2019). Providing participants with information about the research being conducted, how their information included steps to eliminate biases and maintain confidentiality ensured that the research accurately depicted the actual views of the participants and establish trust in the research findings (Spirko, 2019). Bracketing exercises used to identify possible biases of the researcher promoted trust between the researcher and participant which remains paramount in gathering honest participant information.

Brainstorming exercises that identify related terms should be consistent with research findings and provide a mind map of connections in similar terms related to research data. According to Spirko (2019), researchers consider bracketing an ethical responsibility of the researcher to ensure objectivity in data collection and reporting. The use of bracketing identifies areas where preconceived notions or perceptions might pose a problem for the researcher.

Identification provides a warning sign to the researcher to pay attention to specific research areas. I used Bracketing before the interview process and in preparing notes and memos (Dorfler & Stierand, 2020).

Summary of Reliability and Validity

In summary, the importance of establishing reliability and validity in data provided me with the confidence that the data presented has undergone a thorough analysis to remove researcher bias. The use of peer reviews, bracketing, and clearly defined codes presented a

multifaceted approach to data through the eyes of the researcher, participants, and reader. Cress and Poth (2018) indicated that the importance of having a multifaceted approach to ensure that the exploration of data remains thorough enough to produce trustworthy results.

Summary of Section 2 and Transition

In summary, data collection in qualitative research requires the researcher to determine the complexion of the study population for sampling (Creswell & Poth, 2018). Participants received 5 open-ended questions pertaining to their organizational culture and attainment of organizational goals. Follow-up interviews and member checking occurred to clarify and verify the researcher's understanding of the information supplied through the initial interview. Next, survey data from the 2021 Work and Well-Being Survey created by the American Psychological Association and conducted by the APA Center for Organizational Excellence occurred for similarities in coded material collected from interviews. Finally, I used observation to identify patterns of behavior associated with cultural norms. NVivo software assisted with coding to gather information into nodes, allowing for the comparison of participant responses, survey data, and interviews (NVivo, 2022).

Data analysis provides validity and confidence in research outcomes and will have a multifaceted approach. The use of NVivo software will allow for a search for common themes in collected data and the use of triangulation will provide visual data for commonalities among data sources (NVivo, 2022). A peer review will be requested to provide additional confidence in data integrity and allow a review for any bias that might be present and unknown. Additionally, the importance of establishing reliability and validity in data provides the researcher with the confidence that the data presented has undergone a thorough analysis to remove researcher bias (Creswell & Poth, 2018). The use of peer reviews, bracketing, and clearly defined codes present

a multifaceted approach to data through the eyes of the researcher, participants, and reader.

Cresswell and Poth (2018) indicated that the importance of having a multifaceted approach to ensure that the exploration of data remains thorough enough to produce trustworthy results.

Section 3: Application to Professional Practice and Implications for Change

This section consists of a discussion of the findings from this case study and how those findings relate to weak organizational culture and the relationship of weak organizational culture to unmet organizational goals. The application to professional practice and implications for change includes an emphasis on the research questions, data collection and data analysis, and an interpretation of findings. The findings will provide a foundation for the application to professional practice, recommendations for further study, an interpretation of the results of the research and a conclusion of the study.

The results of the research will provide new knowledge in the field of campus culture in higher education as it relates to the achievement of organizational goals. Existing literature examines campus culture, however, some gaps exist in the exploration of how culture can promote a lack of cooperation in working toward organizational goals. Bendermacher et al., (2017) explains that the value systems within an organization shape the culture that guides individual efforts but fail to provide further information about how the culture shapes organizational goal outcomes.

Overview of the Study

This study included an understanding and provide additional knowledge of the impact of weak organizational culture on meeting organizational goals in a small, private, university. The data collected for this study consists of five open-ended survey questions, optional follow-up interviews with member checking for clarification of survey answers, and two observations of

university gatherings where both faculty and staff were present. NVivo software was used to identify themes in the data and to identify commonalities in participant responses, interviews, and observations. Similarities in data themes will be compared to the 2021 Work and Well-being survey to identify common themes among existing data. As indicated in the section entitled Data Analysis, memoing and notes were also used to identify emerging ideas and categorical aggregation was used to identify instances where participants responded similarly and instances where participants expressed differing opinions (Creswell & Poth, 2018).

The sample population used for this research was taken from a roster of currently employed faculty and staff with greater than 5.1 years of service. Maximum variation sampling will be used, which according to Creswell and Poth (2018), as an ideal for single case studies. The desired sample of participants was no more than 30 participants. Invitation to participate in this study yielded 15 participants from various areas of campus, an adequate number according to Guest, Bunce, and Johnson (2006) who indicate that interviews conducted beyond the eighteenth interview provide little in the way of new information.

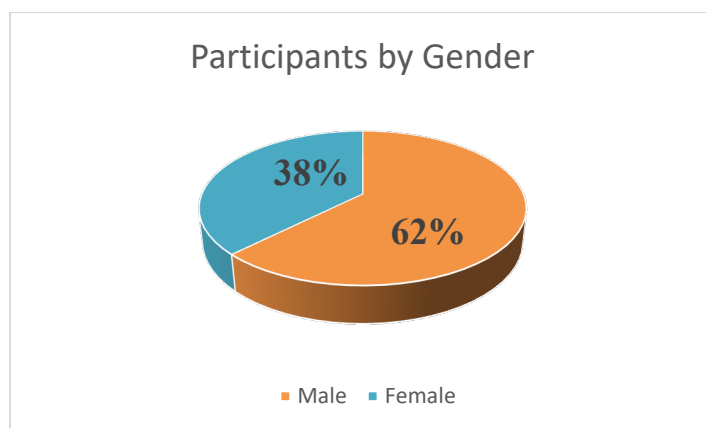
Invited study participants were able to voluntarily consent and complete the survey via JotForm. The data collected for this study consisted of five open-ended survey questions, optional follow-up interviews, member checking, for clarification of survey answers, and two observations of university gatherings. For clarification purposes, two follow-up interviews were necessary and conducted in-person. Observations took place at two campus gatherings that consisted of faculty and staff interactions. One observation took place in late August at an event designed to welcome faculty and staff back to campus. The atmosphere was celebratory in nature and took place outdoors. Observation two took place in September 2022 and consisted of faculty and staff interacting with the University President during a campus meeting discussing

the state of the University and future goals. Data gathering was completed in late August and September of 2022. Survey, interview, and observation results were entered into NVivo software, which was used to identify themes in the data and to identify commonalities in participant responses, interviews, and observations. Similarities in data themes were compared to the 2021 Work and Well-being survey to identify common themes among existing data. As indicated in the section entitled Data Analysis, memoing and notes were also used to identify emerging ideas and categorical aggregation was used to identify instances where participants responded similarly and instances where participants expressed differing opinions (Creswell & Poth, 2018).

Each of the 15 participants met the initial criteria of being (a) either a tenured faculty member or a staff member with at least a bachelor's degree, (b) employed by the university for at least 5.1 years, and (c) a resident of Madison County. Additionally, of the 15 participants there were slightly more men who responded to the request to participate and a nearly equal number of faculty and staff who participated. These numbers provide insight in to the representation of the campus population for this study.

Figure 5

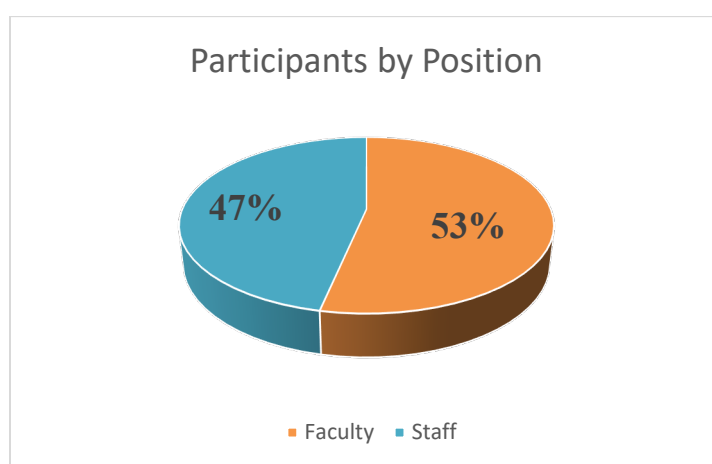
Research Participants by Gender



Information regarding the gender of participants has been included but was not a required component of the survey. It appeared notable that more male faculty and staff responded than female faculty and staff. Observational data showed that female faculty and staff participated at higher rates than did male faculty and staff. Participant percentages of 62% male participants and 38% female participants were not expected.

Figure 6

Research Participants by Position



Research participants were asked whether they were faculty or staff. Responding participants were 53% faculty and 47% staff, which again, does not coincide with observational data. Observational data suggest that faculty participants at a rate nearly 50% less than staff. The faculty and staff participation in this research was an unexpected outcome.

Including both faculty and staff ensures the authenticity of the data collection and the analysis of data from both perspectives (Sargeant, 2012). According to Kun, et al. (2006), small liberal arts colleges generally have a campus culture that fosters student retention because of their ability to engage students. High levels of interaction and relationships among faculty, staff, and

students remain important to student success and graduation rates, a top priority of institutions of higher learning (Kun, et al., 2006).

Presentation of the Findings

An in-depth study into weak organizational culture specific to higher education and related industries was conducted to ascertain existing information in the field of study. The research sought to create an understanding of employee perceptions of the strength or weaknesses of organizational culture and whether there was a correlation between that perception and employees' perception of the ability of the organization to reach organizational goals. Additionally, a comparison of the responses of each participant (referred to as P1, P2, P3...) with applicable theories provided me with a clearer understanding of the problem and possible solutions, as suggested by Gustafsson (2017).

Data collected during the research study period, including survey responses, interviews for clarification, and observations, was analyzed for common themes, and alignment to the research problem, purpose, and research questions presented in the study. In this section, the researcher will present several themes that emerged during the analysis and how those themes correlate and do not correlate, with information collected and included in the literature review. In addition to the themes discovered, an interpretation of those themes, a representation and visualization of the data, and an explanation of the relationship of the findings will also be presented.

Using direct data methods, including follow-up interviews and observation, I was able to note the emotions of the participants, as well as experience the participant's own cultural experiences, providing more effective data analysis (Whitehead & Whitehead, 2016). For example, in a follow-up interview for clarification of survey responses, the researcher noted that

P5 showed signs of being distressed by the follow-up question, “Can you elaborate on your response indicating that there was cynicism and distrust among faculty and staff?” P5 sat with crossed arms and looked down several times while explaining the perception of cynicism and distrust. As noted by Whitehead and Whitehead (2016) the mannerisms of an in-person interview provide additional data that may not be apparent to researchers using surveys alone. The use of NVivo software identified three common themes among the data with several codes related to that data.

In summary, a threefold approach was taken to collect research data. First participants were asked 5 open-ended questions pertaining to their organizational culture and attainment of organizational goals. Follow-up interviews and member checking were conducted to clarify and verify the researcher’s understanding of the information supplied via the initial interview. Next, survey data from the 2021 Work and Wellbeing Survey created by the American Psychological Association and conducted by the APA Center for Organizational Excellence was reviewed for similarities in coded material collected from interviews. Additional survey data was coded for similarities and patterns of information. Data were coded using NVivo software for accurate reporting purposes. Finally, I conducted two observations to identify patterns of behavior associated with cultural norms. The use of NVivo software was used to code gathered information into nodes, allowing for the comparison of participant responses, survey data, and interviews.

Themes Discovered

From the data gathered, three primary themes have emerged following the analysis. Each of the three themes aligns with information collected in the literature review and conceptual framework of the research and provides additional knowledge of the impact of weak

organizational culture on meeting organizational goals in a small, private, university in western North Carolina. The purpose of this research will be to determine whether or not weak organizational culture leads to unmet organizational goals in a small, private, four-year university located in western North Carolina. According to Gagne (2018), an individual's commitment to an organization determines the ability of an organization to carry out its mission and attain its goals. The organization of themes was determined by analyzing data using NVivo software to code specific instances of repeated usage of terms including “community”, “weak culture” and “resistance”.

Table 4

Research Findings: Themes

Theme One	Weak or semi-weak culture
Theme Two	Strong sense of community
Theme Three	Resistance to change

The themes that emerged included data from participant survey results, follow-up interviews and observations and then compared to the 2021 Work and Well-being Survey results compiled by the American Psychological Association. Each theme was examined as an individual theme and then through the use of triangulation, the relationship of each theme to the other was also examined. The examination of the theme's relationships to each other provided additional information about campus norms and values. The culture of an organization reflects the organization's values, assumptions, and beliefs, which establishes norms for behavior. Therefore, the perceived strength of the organization's culture, the more powerful its impact will be on the attitudes and behaviors exhibited by employees (Al-Ali, et al., 2017). Participants

perceived the strong sense of community to be among peers within their specific peer group and not as a strong sense of community as a whole.

Weak or Semi Weak Organizational Culture

The first theme identified was weak or semi-weak organizational culture. Participant 8 described MHU's culture as strong or healthy. P8's description included collaboration, transparency, gratitude, and pride.

Our organizational culture is strong and healthy. All stakeholders have the opportunity to provide input in the organization's direction, without fear of being chastised. At Mars Hill, you feel as though you are an integral part of the organization and your voice matters. In addition, quality matters, and everyone in the organization contributes to the development and sustaining of high standards (P8).

Participants described the culture as a place welcomes input (P10) but sometimes focuses on specific groups to coincide with the agenda (P2). Empathy was also mentioned as a characteristic of a healthy culture. P8 cited empathy as being the most important tool of leadership, and necessary for achieving organizational goals. Quality culture often used in academia to describe healthy culture according to Bendermacher (2017). Quality culture grew from administrative commitment and coordinated engagement of faculty, staff, and students (Bendermacher, 2017).

Participants 3 and 6 described the culture as somewhere in between weak and strong, citing characteristics that were either weak or strong, or providing examples where the culture appears weak, but making progress, or strong and losing ground.

MHU existed under what I would consider an unhealthy administration before the current administration. The current administration has a lot to undo and then build again so I see us as an organization that is working on its health (P3).

Participants 3 and 6 also identified the previous administration as having a role in the weakening of the culture and cited the current administration as having not had enough time to move the needle back to healthy. Leaders must be responsible for shaping organizational culture by modeling values and behaviors, which influence employees (Metwally, et al., 2019). Additionally, P3 and P6, ironically, felt that there reflects too much middle of the road and indecisiveness with little accountability.

Finally, 80% of participants (P1, P2, P4, P5, P7, P9-P15) described the culture as weak or unhealthy. Participants 1, 2, 4, 5, 7, and 9-15 were the most specific in their responses describing a changing MHU culture as a scattered, disjointed, and siloed culture with minimum communication. According to Balthazard et al. (2004), when dysfunction exists among employees or departments within an organization, the organization will be plagued with ineffectiveness, a lack of efficiency, and lower performance than its competition. P5 summed up the culture as follows:

There's a lot of cynicism among students toward the administration. Many students feel they are getting "screwed" by MHU (e.g., it's too expensive for the low-quality programming, housing, and food).

There's too much cynicism among faculty toward the students and the administration. Even though I think faculty tend to respect [the President]. [The President's] leadership has led to a renewed sense of school pride among faculty and students.

Some faculty love this place and our students...and put their everything into this place. Other faculty feel resentful toward the institution and therefore, other than teaching well, don't go "above and beyond."

Participant 5's description of culture coincides with Waal et al. (2019) who posed that a silo mentality exists when sub-cultures within organizations become tribal, segregated, and absent of collaboration with other departments within the same organization. Silos have boundaries and provide safety for those who operate within a silo, where little knowledge sharing or collaboration exists except within the silo (Waal, et al., 2019). While boundaries exist as a means of defining work groups, such as the term silo, that generally means that boundaries go beyond the simple dividing of a whole unit into smaller sub-units. Organizations thrive by having a single team culture with clearly defined organizational goals and collaborative work environment. Silos interfere with the overall vision (Edwards, 2020).

Participant 4 described the elephant in the room and their perception of the unhealthy culture as follows:

Weak/unhealthy as many market forces are pulling on the organization. Historically pay is very low compared to other like-size institutions as well as comparison positions in other industries. The University leadership seems to be averse to addressing that elephant in the room, preferring instead to create a legacy building intended for student use as a comprehensive center. Many faculty and staff cannot grasp this action seeing instead their own dwindling society purchasing power as raises are a mere pittance compared to 20 million being dropped on a new building.

I do not think this is necessarily fair, or that it will continue, but basic services

have suffered as actions like contracting facilities division have been undertaken, reportedly to save money but that is questionable.

The introverted or circumspect personality of the President makes him seem unapproachable to staff. This lack of dynamic communication makes organizational goals even more challenging to attain.

Overall, participant responses were overwhelmingly negative when asked about their perception of university culture. In each instance, the characteristics used to describe a weak or strong organizational culture were the same characteristics used to describe their perception of the university culture. This indicates that participants derived their perception of what a weak or strong organizational culture looks like based on their perception of their current culture.

Strong Sense of Community

Despite the perception of weak culture reported by 80% of participants, there was a positive response to a sense of community among campus members. A strong sense of community would lend itself to a strong or healthy organizational culture. Responses received by participants in this study identified perceived shortcomings of administration yet identified employees outside of administration as having a strong sense of community. P10 responded, “Decisions made without fully considering all aspects of the problem, poor communication leading to inter-departmental problems, lots of competition where there should be collaboration.” P10’s response appear to be contrary to P9 who responded, “Our strongest asset is our people at MHU.” These statements seem to contradict one another and may be the result of individual or departmental biases or may be the result of the silo effect, where individual departments operate nearly independently of the university as a whole. Silo mentality exists when sub-cultures within organizations become tribal, segregated, and absent of collaboration with other departments

within the same organization, where little collaboration or sharing exists except within the silo (Waal, et al., 2019). P9 gave this response about the sense of community,

We need complete buy-in by all participants to reach the goals of the organization. Strong communication within the organization. Building strong relationships among the supervisors, staff and students. Developing a sense of "pride" for the community.

If the silo effect does play a role in responses about a sense of community, then additional information may be required to ascertain whether the community identifies as the departmental community within the university structure or if the community identifies as a campus community. All participants reference their departments or groups within the university, and only 1, P10, references community as the entire campus. For example, P1 responded that a healthy culture of collaboration exists, yet there appears to be a weakness in communication.

... I think we do have a healthy culture of collaboration quite often across areas of campus. I do think that a major weak spot is communication - folks in one area of campus making decisions that affect other parts without any/enough consultation, policy changes made and announced with almost no notice for employees to adjust plans, etc.

The perception of one's community remains crucial in determining whether the perception of a strong sense of community relates to the smaller departmental community or the larger campus community. Life within a silo may appear to be safe and predictable, and organizations sometimes see higher retention rates within silos (Waal, et al., 2019).

Resistance to Change

The third theme that presented itself during data collection and analysis involves a profound resistance to change. While participants reported that change in leadership has been the catalyst for positive change over the past five years, there are still underlying issues of trust and a question of transparency by current leadership. When an employee perceives the organizational change to be negative, their impact on an organization's ability to achieve its goals diminish along with employee performance (Castillo, et al., 2018). According to Schlesinger and Kotter (1979), resistance to change results from an individual feeling that change may not be in their best interest or a lack of trust in change agents. Among participants, there may be a perception that a lack of transparency exists in decision-making and communication. Participants lack trust in leadership. P4 describes university change as follows:

Weak/Unhealthy

The culture at MHU is changing. MHU is becoming weak/unhealthy from changes in today younger minded leadership. Focus is more on not offending anyone, and accepting all different faiths, beliefs, diversity and inclusion. When Federal, State guidelines require an organization to meet its agenda then it is taking away from the rights of the established organization. When sociality, media dedicates a change of moral values and MHU accepts that input then MHU has lost its foundation. Being a Strong, Christ-like Baptist University is not the top priority now. MHU is working on keeping students at all costs. There are other ways to survive, but it takes a strong Christian Belief and support of the Christian Belief that starts from Top Administrators and Faculty, Staff and the Community. MHU will survive but at what cost? The same can be said about the US and the World.

In an interview conducted for clarification purposes, P4 provided the following additional information:

We don't know who we are. We try to be everything to everybody because we want to be a go-to university in our region. Some of us don't want that change because it undermines what the university has always been about. But change is happening here all the time, some good and some bad. We usually don't know about it until it's already been done and have little to say about it. That is frustrating.

P4's interview for clarification supports Moniz's (2011) assessment that one of the barriers to achieving organizational goals includes the failure of organizational leaders to accurately define and communicate the vision and mission of the organization.

P4 attributed the resistance to change to a lack of direction and structure. P4 noted that the difficulty of buying into change when the university appeared to be in limbo on a direction. To foster collaboration among employees, there must be a clear mission, direction, and process for employees to follow and to communicate to new employees upon hire (Moniz, 2011). Balthazard et al. (2006) posits that research suggests that new employees who consider themselves woven into the organization had positive predictable outcomes in areas such as organizational commitment and retention.

The institution is laid back on policies and procedures. The values are liberal with many conservative employees and students feeling like there's no place for them.

As of right now the goals of the institution seem to be in limbo with administration having a hard time determining which way to go (P2).

P10 shared this point of view, citing lack of collaboration and communication as a reason for reactionary change rather than well-defined goals for change.

Policies and procedures are fairly well clarified, especially as it relates to administrative systems. There seems to be a largely top-down approach to creating/dispersing those policies, which is often appropriate but sometimes is interpreted as administration not caring about/hearing input from the broader campus.

Although resistance to change emerged as the third theme, a particular problem arose in that participants expressed their own resistance to change based on their own perceptions. A reference to administration and a lack of individual accountability were identified.

Interpretation of the Themes

An interpretation of the themes presented using NVivo software to isolate the three areas where research participants concentrated their responses will be presented in this section. Each of the three themes requires interpretation by the researcher to determine what lessons might be learned from the data using critical thinking based on the information provided by participants (Creswell & Poth, 2018). In this section, an examination into how the three themes relate will also be explored.

Weak or Semi Weak Organizational Culture

An interpretation of the participant data related to weak or semi weak organizational culture provides much insight to the general perception of campus employees regarding the definition of weak culture. Participants P1, P2, P4, P5, P7, and P9-P15, who perceived that the organizational culture was weak or unhealthy, described the culture using the words or phrases provided in Table 4. Items contained in Table 4 describe the culture and were not provided as

specific to administration, leadership, faculty, or staff, but rather a description of the culture itself. The open-ended questions posed to participants were specific to the overall culture and not to administration or faculty and staff groups.

Table 5

Culture Descriptives

No resources	Lack of direction	Reactive
Closed-mindedness to change	Poor communication	Lack of goals
No engagement	Fractured, disjointed, siloed	Secretive
Lack of transparency	Low morale	Cynical
Vindictive	Selfishness	Petty disagreements

The overall perception of the university culture identifies it as weak or unhealthy. While 6% described the culture as strong or healthy, the overwhelming majority of participants, 80%, described the culture as weak or unhealthy. A further dive into participant results using NVivo software to code instances of recurring secondary themes within a primary theme reveals that the perceived reason for the weak culture relates to poor communication, a reactive posture to campus issues (religious life, employee compensation, collaboration), outside environmental forces (social media, news, etc.), and a poor sense of direction (who are we, what is our future).

Strong Sense of Community

A strong sense of community was the second theme to emerge from data collected and identified using NVivo software. A follow-up interview with P2 and P5 revealed that when

describing a strong sense of community, both were referring to interactions among their peers. When asked to describe their feelings associated with a strong sense of community, P2 and P5 provided personal stories relating to a deep connection with the students and other faculty and staff. The connection was described as a deep love and appreciation for those whom they were closest to. There was no mention of a connection with the outside community, only a sense of deep personal connection to those whom they were closest to.

When asked to describe their connections with others on campus with whom they did not feel personally connected, P2 and P5 responded that their connections and perception of a strong sense of community were tied to sub-communities within the greater university setting. P2 described a sense of community as a connectedness within a department, while P5 described a sense of community as a connectedness with a particular group of students on campus.

The research should note then, that while P2 and P5 identified a sense of community as descriptive of the university, their actual perception once clarified acknowledges a deep feeling of love and connectedness to their closest contacts and not an overarching sense of community. In determining the weakness or strength of the campus culture, the interpretation of a sense of community remains relevant. One may determine that the sense of community that may be specific to an individual's closest connections may appear to be a weakness based on being fractured or siloed, as described by one participant, or one may interpret the deep love and connectedness to a participant's closest connections to be a small part of a larger trend of sense of community across campus.

Resistance to Change

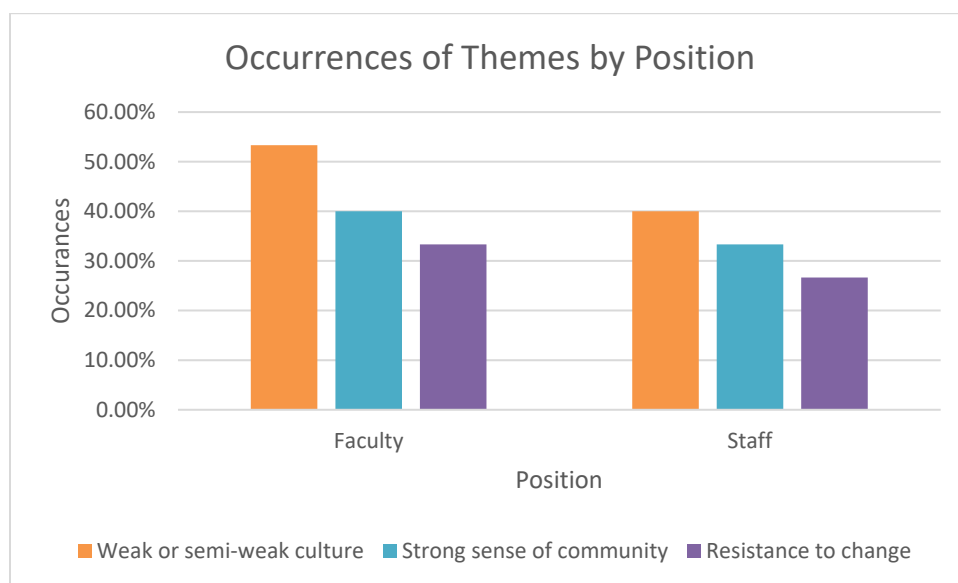
Survey responses and observations identified a third theme as resistance to change using NVivo software for analysis. While the research participants P3 and P7 identified a need for

change from the previous administration, the same participants also expressed concern for the changes that have taken place over the past 4 to 6 years. During the period in which the expressed concern occurred, however, the university had withstood a pandemic with limited interruption to students, faculty and staff. During the pandemic, several changes took place out of necessity for the continued academic success of the students and continued employment of faculty and staff. Still, there was resistance to policy and procedures that were initiated out of caution and concern for the health and safety of the campus community, surrounding community, and extended families of those connected with the university.

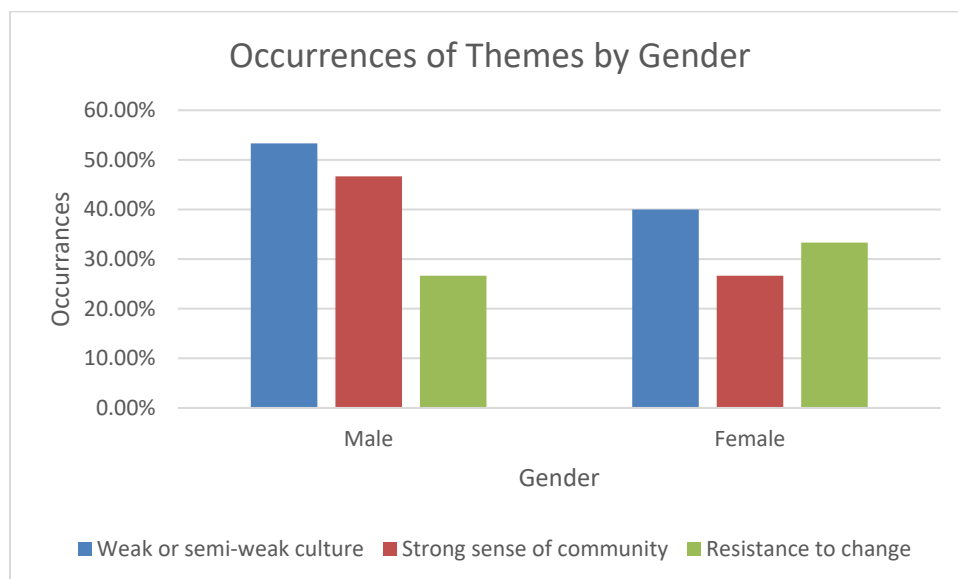
Further analysis of resistance to change revealed that those participants who cited resistance to change as being a primary theme also felt very strongly about the university not providing direction or not knowing who we are (P3, P4, P7). Participants described their resistance to change primarily as resisting the university's quest to be all things to all people and as resistance to religious bipartisanship, expressing a need to not just root ourselves in the Christian faith as described in the university mission, but to embrace and celebrate Christianity as one of our foundational principles (P3, P5, P9).

Representation and Visualization of the Data

A visual representation of the three primary themes identified in the research indicates several identifiable trends. According to Creswell et al. (2018), The representation and visualization of data provides a visual representation of the data found during data analysis. First, faculty participants identified with the primary themes at a higher rate than staff participants. Faculty participants described each of the three themes in their survey responses at a rate of 8%-10% higher than did staff.

Figure 7

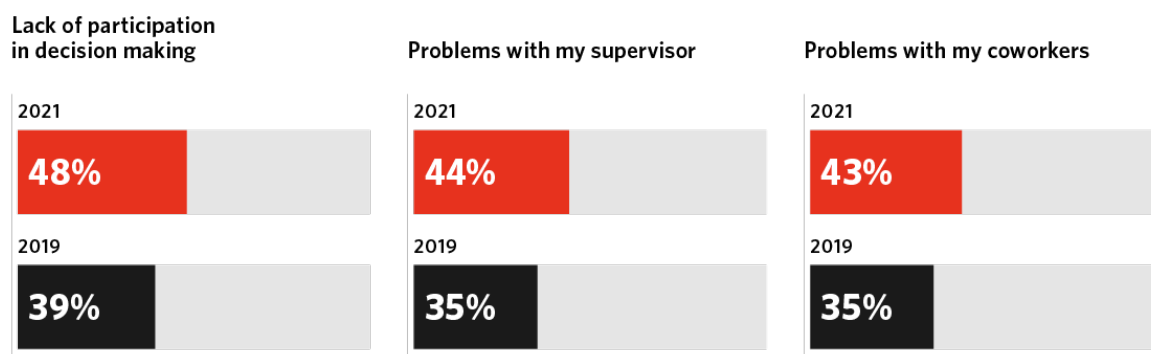
Second, an analysis of the occurrences of themes by gender indicates that female participants felt less of a sense of community than male participants and were more resistant to change than their male counterparts.

Figure 8

Participant responses were compared to the 2021 Work and Well Being Survey conducted by the American Psychological Association (APA). Twenty-seven percent (27%) of research participants identified poor communication as being a characteristic of weak or unhealthy campus culture. The percentage appear to be slightly lower than those participating in the 2021 Work and Well Being Survey where 48% of participants responded that a lack of participation in decision-making had a significant stressful impact on them. The percentage appear to be also slightly lower than those participating in the 2019 survey. Survey results for 2019 have been included to provide a comparison to rule out COVID-19 influence.

Figure 9

**INVOLVEMENT AND COMMUNICATION-RELATED FACTORS
THAT IMPACT STRESS LEVELS AT WORK**
% VERY/SOMEWHAT SIGNIFICANT IMPACT



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Relationship of the Findings

Each participant in the research study responded to five open-ended survey questions to determine their perception of the organizational culture and the impact that culture has on meeting organizational goals. Analysis of the information provided by the survey participants, follow-up interviews for clarification, and observations were entered into NVivo software for

analysis to determine three primary themes related to unmet organizational goals. Those three themes exhibit weak or semi-weak organizational culture, lack of a strong sense of community, and resistance to change.

Additionally, some secondary themes emerged related to weak or semi-weak organizational culture. Those secondary themes include poor communication, a reactive posture to campus issues (religious life, employee compensation, collaboration) and outside environmental forces (social media, news, etc.), and a poor sense of direction (who are we, what is our future). Alignment of organizational norms and values with the employees' norms and values must be addressed to achieve organizational goals and effective communication remains key to accomplishing it (Singh, 2020). Communication remains essential if the expectation of employees will be to adopt organizational goals, rules, and procedures as their own (Gagne, 2018). A poor sense of direction or lack of clarity of mission and vision defining the future of the organization can be a barrier to achieving organizational goals, according to Moniz (2011).

Relationship of Findings to Research Questions

Survey questions provided to participants were based on six research questions to provide insight into individual perceptions of the university's organizational culture.

RQ1. What are the causes of a weak organizational culture in an institution of higher education?

RQ1a. How does a weak organizational culture contribute to inconsistent policies and procedures among departments within the organization?

RQ2. What causes departments within an organization to act independently of the organizational goals?

RQ2a. How do the independent actions of a department affect the attainment of departmental goals?

RQ2b. How do the independent actions of a department affect the attainment of organizational goals?

RQ3. How does a weak organizational culture affect the attainment of organizational goals?

Once the survey and observation responses were entered into NVivo software and analyzed for reoccurring themes, the data within each of the themes were coded and placed in nodes for further examination. The information obtained provided the foundation for finding relationships between the data and the research questions.

Research Question 1 (RQ1). What are the causes of a weak organizational culture in an institution of higher education? Research participants responded with several characteristics of weak organizational culture and perceived that the causes of a weak organizational culture were poor communication, a lack of decisive leadership and a reactive posture, and the lack of a clearly defined organizational direction. In addition, Research Question 1a (RQ1a) seeks to answer how a weak organizational culture contributes to inconsistent policies and procedures among departments within the organization. Research participants noted that fractured or siloed departments on the university campus did operate independently of university policies and procedures, contributing to a perceived weak organizational culture. Additionally, research participants further qualified this answer by stating that university policy and procedures were vague and lacked accountability, which also contributes to weak organizational culture.

Research Question 2 (RQ2). What causes departments within an organization to act independently of the organizational goals? Participants cited a strong personal connection to their

peers defined as those with whom participants spent a considerable amount of time. This personal connectedness leads to interdepartmental conflict resolution that often doesn't follow the normal course of business and adhere to organizational policies and procedures. As cited, a lack of accountability may be the permission that individuals within a department need to continue such practice. Research Question 2a (RQ2a) seeks to explain how the independent actions of a department affect the attainment of departmental goals. Surprisingly, the independent actions of the department have a positive effect on the attainment of departmental goals. Departmental goals can be easily achieved where no accountability for a failure to follow organizational policies and procedures exists. A department simply deploys its own policy and procedure to make attain a desired result without input from areas outside of its department. Research Question 2b (RQ2b), on the other hand, asks how the independent actions of a department affect the attainment of organizational goals. Organizational goals rarely occur when departments act independently, as their time and energy center on the inter-departmental workings and not the overall contribution to the university goals.

Research Question 3 (RQ3). Finally, research question 3 posits the effects of a weak organizational culture on the attainment of organizational goals. When employee perception reflects that a weak culture and departments operate independently of the organization, organizational goals cannot be met unless by a small group of leaders who dedicate their own time and energy to attaining those goals.

Relationship of Findings to Conceptual Framework

The Robert A Cooke model of organizational culture maintains that the members of the organization create the culture through policies and common goals ("Robert A Cooke model", 2020). Appropriate introduction of new employees to the culture occurs with the expectation

that they will adapt to that culture and be a working part of the achievement of common goals.

Cooke identifies three types of cultures: the Constructive Culture, the Passive Culture, and the Aggressive Culture. Characteristics of constructive cultures include a collaborative exchange of ideas, a positive work environment, and autonomy (“Robert A Cooke model”, 2020).

Characteristics of a passive culture include an environment where decisions, performance, and policies have no input from employees. Unhappy employees with their work environment seek constant approval from superiors in this environment (“Robert A Cooke model”, 2020).

Employee competition, power and opposition characterize an Aggressive Culture where mistakes equal incompetence (“Robert A Cooke model”, 2020).

Participants surveyed described the university culture as reactive, closed-minded, disjointed, and secretive (Table 4). These characteristics describe a passive culture where employees provide little input. In a passive culture, the actions of employees often contradict their real values and feelings about the way they do their job and support their colleagues. A sense of insecurity about their position with the organization drives employees. This leads to employees acting in such a way that pleases leadership despite their values and norms. Employees generally follow rules closely in a passive culture for fear of losing their job (“Robert A Cooke model”, 2020).

The Edgar Schein model of organizational culture represents the belief that over time, employees learn from their experiences with the organization and create the organization’s culture (Dauber et al., 2012). Three elements exist in the Edgar Schein model: (a) artifacts, (b) values, (c) and assumed values (“Organizational culture: Edgar”, 2020). Artifacts refer to attitudes, facilities, and the mission and vision of the organization. Attitudes include how seriously employees take deadlines, reporting structure, and professionalism. Employee values

shape how an employee reacts to situations. A reflection of the employee values can be seen in their attitudes, an attribute, and influence the organization's culture. Finally, assumed values identify unspoken practices and norms understood by employees as being the norm ("Organizational culture: Edgar", 2020).

As noted in the conceptual framework, Shein's model assumes that a culture exists because of employees' interpretation of the actual organizational culture. The intent focused on determining the type of culture that exists and influences employees to work toward organizational goals.

Relationship of Findings to Anticipated Themes

There is alignment of the my anticipated themes with the themes identified by data analysis using NVivo software. Anticipated themes included a lack of trust within the organization, a siloed culture of departments operating absent of overall organizational policies and procedures, and an overall weak organizational culture. Analysis of the survey and observational data revealed that participants P1, P2, P4, P5, P7, and P9-P15 did perceive the organizational culture to be weak, or semi weak due to a lack of communication, a lack of decisive decision-making by leadership, and a lack of direction.

The similarities in anticipated themes and discovered themes demonstrate the perception of a weak or unhealthy organizational culture. Similar characteristics of a weak or unhealthy organizational culture exist both in anticipated themes and discovered themes. Although the characteristics of weak organizational culture described by participants P1, P2, P4, P5, P7, and P9-P15 were not exactly aligned with the anticipated themes, the characteristics described did align with the characteristics of a weak organizational culture.

Trust is one area where anticipated themes and discovered themes differed. Trust was identified as an anticipated theme that would lead to a perception of a weak organizational culture. In research participant responses however, there were none focused on issues of trust within the organization, but participant responses did align with the role of the previous administration in weak organizational culture (P1) or the current presence of indecisive decision-making practices (P2, P3, P7, P10). In addition, I did not anticipate the conflicting participant views of a strong sense of community which was expressed by nearly 50% of participants while the other 50% used words like vindictive, secretive, cynical and selfish to describe culture. These opposing opinions were not anticipated by the researcher.

Based on previous research recorded in the literature, employees value leaders who are concerned with their well-being, providing a higher level of trust, which, in times of uncertainty, creates a team bond and leads to a fitting response (Bashshur, 2011). There were several instances within the literature where trust was named as a required component for a healthy culture. According to Bekirogullari (2019), culture change remains difficult for organizations to achieve because change requires trust and empowerment and possibly a change in leadership. Resistance to change continued as a recurring theme, possibly linked to a lack of trust, which the researcher suspected but did not find communicated in the research by participants.

Relationship of Findings to the Literature

A review of the professional and academic literature yielded more than 75 articles related to the study of organizational culture and the role that leadership and human resources play in the development of policy and strategy used to direct organizational goals. The literature included examining the different types of organizational culture, sub-cultures, and cultural dysfunction. Additionally, this review examines the relationship between human resource

management with organizational culture, and cultural norms associated with culture and attainment of organizational goals.

To better understand organizational culture, the Literature Review provided varying interpretations of organizational culture and the characteristics of each interpretation. A comprehensive understanding of the elements of quality culture, strong culture, and healthy culture is essential in identifying the researcher's organizational culture. The literature review also examined the practical implications of organizational culture related to organizational norms and goals, and the influence of culture on meeting organizational goals. The goal of the Literature Review was to complete a comprehensive examination of existing literature to identify common themes among scholarly research for a comparison of qualitative research data in this study.

The literature acknowledges and supports the complexities of organizational goals (Kotlar, et al., 2018) and that the ability to successfully achieve organizational goals depends on the performance of the entire campus (Jansen & Samuel, 2014). Gagne (2018) and Singh (2020) posited that a culture that lacks effective communication from leaders to followers affects employee performance. Moniz (2011) agreed that one of the barriers to achieving organizational goals involves the failure of organizational leaders to accurately define and communicate the vision and mission of the organization. In instances where organizational change has been identified as necessary, organizational change is difficult to achieve because it requires trust and empowerment and possibly a change in leadership (Bekirogullair, 2019).

Specific to the perception of weak organizational culture among participants, none mentioned cultural norms or values. The absence of discussion of cultural norms and values is important because cultural norms, or organizational norms, guide specific expectations of

organizational employees and their understanding of organizational goals and strategy (Janicijevic, et al., 2018). A shared construct is necessary to achieve organizational goals. When a disconnect occurs, and individual or departmental construct prevails, then the thoughts and behaviors of the individual or the department are working independently of organizational goals (Janicijevic, et al., 2018). The result may be a lack of cultural norms, which leads to a weak organizational culture, and the inability of the organization to reach goals.

Relationship of Findings to the Problem

The general problem being addressed centers on the existence of weak organizational culture where department leaders operate independent of organizational policies and procedures, resulting in the inability to reach organizational goals. Rich et al. (2018) stated that organizational culture affects an individual's behavior in the workplace and guides one's perception of what is important and valued within the organization. This research suggests that participants perceive the university to have a weak organizational culture where faculty and staff often operate independently of organizational goals. The research also suggests that participants feel as if there exist poor communication, a lack of direction, and change happening that not all campus constituents are pleased with, such as the perceived movement away from the Christian faith. Thereby, the problem statement has been validated through this research.

Findings also suggest that leadership may be perceived to be an important part of organizational culture and that strong, decisive leadership remains necessary to obtain organizational goals. The literature corroborates the notion that leadership is critical to a healthy culture. Organizational goals are birthed from individual stakeholder goals (Gagne, 2018), are often fundamentally complex (Hamstra, et al., 2013), and rely on the committed individual to become a reality (Gagne, 2018). When an organization's leaders identify a need, weakness, or

deficiency of some type, someone initiates a behavior to fulfill that need, strengthen that weakness, or sure up that deficiency, and establish a goal (Smith, 2017). According to Jansen and Samuel (2014), studies have established that organizational goals cannot attain without leaders at every level of an organization working together.

Finally, participant data corroborated the existence of subcultures defined by department, hierarchy level, or job function, as expressed by Tan (2019). Similar to the results of the study at Utah Valley University, the capacity for continuous transformation results in a prioritized collaboration, a committed and engaged community, and a culture that values resilience and change (Andrade, 2020). Faculty and staff collaboration and resilience includes rankism and micro-aggressions within an organization and may influence the student experience and student outcomes (Syno et al., 2019).

Summary of the Findings

The purpose of this research study was to add to the knowledge base related to the effect of weak organizational culture on organizational goals in higher education. Specifically, this research study sought to better understand the problem of a weak organizational culture in a small institution of higher education in western North Carolina and the effect on the ability to reach organizational goals. Organizations often contain subcultures of small groups defined by their department, hierarchy level, or job function, that may function together or against each other creating overall organizational culture strength or weakness (Tan, 2019). Faculty and staff collaboration and resilience includes rankism and micro-aggressions within an organization and may influence the student experience and student outcomes (Syno et al., 2019). This research suggests that participants perceive a weak organizational culture where indecisive decision-

making often follows a reactive path toward social media responses to events affecting the campus experience and where poor communication often foils progressive goal attainment.

Broadly, research findings illustrate characteristics of weak organizational culture and the effect on reaching organizational goals. Specifically, the existence of weak organizational culture where department leaders operate independent of organizational policies and procedures, resulting in the inability to reach organizational goals. Research findings broaden the knowledge of small institutions of higher education located in Western North Carolina. This research project also expands the current literature specifically addressing the role of departmental leaders who neglect policy and procedures, operating independently of institutional goals. Institutions of higher education and departmental leaders can learn the effects of weak organizational culture on the ability of their organizations to meet their goals. Faculty and staff will benefit from the creation of a strong organizational culture and a common purpose. Additionally, students will benefit from the influence of faculty and staff who have a uniform purpose and objectives.

Application to Professional Practice

The results of this flexible, qualitative, individual case study provide additional knowledge to the existing literature and new information that fills a gap in the literature by examining a weak organizational culture's effect on organizational goal attainment. The literature does little to examine the effect of weak organizational culture and relies on the reader to infer that if a strong or quality culture does not exist, then the opposite remains true. The research findings indicate that there are specific perceived characteristics of a weak or unhealthy culture, and as a result, the institutional goals are more likely not to be met. Information revealed in the findings provides additional information that fills a gap in the literature, as well as provides useful data for use by other institutions of higher education in determining the

cultural effects and changes that might be necessary to ensure organizational goals can be met. Although the founding principles of an organization are often the context of the organization's culture, presuppositions of leaders about where an organization should go in the future have a profound impact on cultural change (Balthazard et al., 2006). Additionally, there are significant implications for human resource professionals who influence culture and model the values and beliefs of the institution. Human resource professionals also play a significant role in the development of processes and policies and their enforcement, as well as their alignment with organizational goals (SHRM, 2017).

Improving General Business Practice

According to Al-Ali et al. (2017), leaders are responsible for organizational and cultural change and must maintain and promote the aspects of a strong culture. Research indicates that not only does the strength of the organizational culture impact employees, but the perception of ethical leadership also influences an employee's acceptance of change (Metwally, et al., 2019). Organizational leaders have a responsibility to the organization, and to the employees of the organization, to emulate the norms and values of the culture and to provide ethical leadership to maintain a healthy culture. In situations where the employees perceive an organization to be weak or unhealthy, as 80% did in this study, organizational leaders will benefit from the information provided in this study.

While this study was conducted in a single organization, leaders in other organizations and industries will gain a better understanding of the role of culture in organizational goal attainment. Identification of a weak organizational culture by 80% of study participants yielded several characteristics such as scattered, disjointed, siloed and minimum communication relating to the dysfunction of one or more areas of the organization. According to Balthazard et al.

(2004), where dysfunction exists among employees or departments within an organization, the organization will be plagued with ineffectiveness, a lack of efficiency, and lower performance than its competition. Therefore, when organizational leaders can identify weak cultural characteristics and eliminate dysfunction, that may lead to ineffectiveness, a lack of efficiency, and low performance.

This research also revealed that several sub-cultures exist within organizations and that this type of siloed mentality can lead to segregation from other departments within the organization. Organizations thrive by having a single team culture with clearly defined organizational goals and collaborative work environment. Silos interfere with the overall vision (Edwards, 2020). Higher education institutions may easily identify silos as faculty versus staff, but siloed sub-cultures are prevalent in other organizations in the form of departments, informal work groups, and cliques. Observational data in this research study suggest that sub-cultures exist within the faculty and staff population as well. Sub-cultures can be seen in faculty and staff populations by way of segregation into departments or disciplines when attending events where, rather than intermingle, these sub-cultures tend to group. These sub-cultures arrive together, remain together, and leave together.

Identifying the existence of sub-cultures in any organization is essential in understanding group norms and values, and how those norms and values affect the overall culture of the organization. Additional research is necessary to identify each of the sub-cultures and effectively understand the norms and values of those groups, as employee work attitude influences the work attitude of others (Bashshur, 2011). Referred to the literature as team climate, sub-cultures or group members tend to relate the norms and values of the group to the present issues and desired outcomes (Bashshur, 2011). When these norms and values are

misaligned with the norms and values of the culture, then dysfunction exists. Similarly, when the team climate remains overwhelmingly positive, there is an engaged and high-functioning sub-culture or work group. When the team climate is overwhelmingly negative, a disengaged and dissatisfied sub-culture or workgroup (Bashshur, 2011).

According to Craig (2020), the ease at which an organization's members can attain goals hinges on organizational culture. Jansen and Samuel (2014) posited that studies have established that without leaders at every level of the organization working together, organizational goals cannot attain. This research study revealed that although leaders within the organization are active at nearly every level, their norms and values differ from the organization's overall norms and values making them effective only within their sub-culture. This misalignment of mid-level leadership, or sub-culture leadership, strengthens the sub-culture and weakens the greater organizational culture, thereby hindering organizational goal attainment.

Organizations, including institutions of higher education, focus on goal attainment as a means of creating and maintaining a competitive advantage and distinguishing themselves within their specific industry. Establishing a competitive advantage provides financial sustainability. In higher education, sustainability depends highly on the ability of the institution to attract and retain students. In the simplest terms, an institution of higher education then must define and align its norms and values with a single mission, hire and retain employees who are dedicated or will dedicate themselves to the mission, and whose norms and values align with the institutional norms and values to create a collaborative culture and minimize the strength of unhealthy sub-cultures. The migration from unhealthy culture to healthy culture is necessary to attain organizational goals.

Potential Application Strategies

Over the past twenty years, institutions of higher education had to adapt to changing technology, social and economic events, and a shifting student demographic, each of which affects an organization's culture (Smith, 2017). Such changes may require some adjustment, or a culture change, to achieve or increase competitive advantage (Craig, 2020). Cultural change may be difficult for organizations to achieve because change requires trust and empowerment (Bekirogullari, 2019). Everyone within an organization must be committed to change, willing to follow through with the necessary adjustments, have a vision for the future to effect overall change (Craig, 2020). When employees are not empowered, they lack the engagement to challenge the current culture or to question the process (Bekirogullari, 2019).

A practical strategy for implementing culture change begins with an investigation into who we are and what we stand for. According to Moniz (2011) one of the barriers to achieving organizational goals involves the failure of organizational leaders to accurately define and communicate the vision and mission of the organization. Using a backward approach, and input from engaged leaders across the organization, clearly define organizational goals, norms and values in terms of the organization's direction. A necessity could occur determine where the organization exists now in terms of organizational goals, norms and values. A comparison of the organization's current status and the organization's proposed direction allow leaders to determine how the organization will move from current to future. A structured strategic plan aligns organizational goals, defines the method and means of reaching those goals and provides a timeline.

The second strategy, complementing the first, involves a clear understanding that culture evolves continuously in response to new information and internal and external influences (Smith,

2017). Perceiving culture as behavior, or the way that norms and values shape the actions of employees as they work, posits that a cultural change reflects a change of behavior (Craig, 2020). At both the individual and the team level, the ability to adapt to cultural change can be measured in the overall response to change by the organization (Sprajc, et al., 2018).

Clear communication of organizational strategy, goals, and processes remains necessary to implement this change. Individuals, who understand their role within the organization, can manage stress in the workplace, and who are either intrinsically or extrinsically motivated, provide valuable cultural information, according to (Sprajc, et al., 2018). Sprajc, Podbregar, and Hribar (2018) also postulated that at the team level, those teams who can work well with other work teams, and coordinate with other teams; provide an organization with measurable metrics in determining cultural effectiveness. Culture influences excellence, diversity, teamwork, invention, culpability, problem solving and social relations (Craig, 2020) along with providing a guideline for employees about what should be important and most valued (Rich, et al., 2018).

Finally, there is the necessity to encourage a growth mindset and eliminate the siloed approach to higher education where faculty and staff assimilate into two separate entities. In a growth mindset, individuals challenge themselves to take on new tasks, are inspired by success, persevere, and learn (Murphy & Reeves, 2019). Individuals with a fixed mindset tend to give up easily, are threatened by the success of others, and prefer the status quo as opposed to trying new things. Within a silo, there is a tendency for the creation of norms and beliefs that are specific to the group that contradicts those of the organization. The tendency for the creation of norms and beliefs specific to a particular group is the expectation since a silo often works closely together, shares the same interests or worldview, and thereby creates its own community within a community (Waal, et al., 2019). Life within the silo may appear to be safe and predictable, and

organizations often see a higher rate of employee retention from those within a silo (Waal, et al., 2019).

A siloed mentality creates an inward focus of the silo rather than an outward focus of the organization (Waal, et al., 2019). The absence of an outward focus and growth mindset creates an environment where no new ideas exist and where goal achievement cannot exist. Although it may first appear small in nature, or even normal, this problem can lead to issues of trust within the organization where those outside of the silo perceive there to be behind-the-scenes activities going on that are often counter to the overall vision of the organization. According to Edwards (2020) where silos exist, there can be less tendency for colleagues to reach out to one another for collaborative problem solving. Innovation can be stifled due to the lack of collaboration and willingness to share ideas, and employees fail to make the necessary personal connections that are present in a strong culture (Waal, et al., 2019).

Summary of Application to Professional Practice

The focus of this individual case study was to add to the current body of knowledge where organizational goals are not met due to organizational culture. Several connections can be made between the overall perception of the organizational culture through interviews and observations, and existing data within the literature. Organizations, including but not limited to, institutions of higher education, will benefit by taking a strategic approach to outline who they are and whom they want to be, developing a culture that encourages a growth mindset and an evolving culture rich in collaboration and absent of siloed mentality.

Recommendations for Further Study

Further study in this area of research could expand knowledge in transforming weak or unhealthy cultures into strong, healthy cultures. This research project indicates that employees

perceive a weak organizational culture, but also admit to a siloed mentality where sub-cultures operate independently of the organization. These sub-cultures have their own set of values and norms that do not align with the overall organizational culture. Although the employees themselves identified these characteristics, there still exist a resistance to change. This may be linked to the feeling of safety and security existent within the sub-culture. Further study into culture change within a divided organization would provide those in higher education resources to change the divide between faculty and staff.

Additionally, while culture change is a direct product of leadership, additional research needs to determine the leadership style, or styles, that yield strong, healthy cultures. Focusing on institutions of higher education would provide further insight into the existence of the siloed mentality and the disconnect between faculty and staff. Organizations outside of higher education would benefit from the additional research as well, as sub-cultures exist in private industry as well and are often seen as departmentalization.

Finally, additional research expanding the number of institutions beyond a single case study would provide a basis for further connections between other institutional characteristics and the type of culture that exists. This information may guide higher education institutions and other organizations to be able to identify healthy and unhealthy cultural characteristics. By doing so, a comparison of commonalities can be studied to identify the root causes of weak or unhealthy cultures. Identification of the root causes of unhealthy culture remains essential in providing effective solutions and implementation of culture change.

Reflections

Throughout the research process, there was ample opportunity to reflect on the relationship of this study to both my personal and professional life. Observations conducted in

this research study contributed to the data collected from individual survey results but also allowed me to step outside of the activity and focus on interactions among employees. Although observations depicted characteristics of an unhealthy culture where employees functioned within their sub-culture, I couldn't help but feel grateful for the opportunity to witness the lack of interaction.

Personal and Professional Growth

Throughout the research process, I have had the opportunity to grow both personally and professionally. On a personal level, I've become a listener and an observer. Through the use of surveys, follow-up interviews, and observations, I've learned to add nothing to what I hear or see to eliminate personal feelings, biases, or a tendency to anticipate what may be coming next. Active listening and observation have required me to slow down, remain quiet, and focus on the moment. Slow, quiet and focused are not words that I would use to describe myself, but I am grateful for this experience.

Additionally, this research study culminates 11 years of continuous study and three degrees as an adult learner who has found value in lifelong learning. Many years ago, I set a goal for myself, and I've almost reached that goal. Personal growth along my journey has changed my life. I've realized my calling in serving faculty, staff and students in a capacity that allows me to hone my leadership skills, teach, mentor, and coach. My university is my home, and I can visualize change for the future. I've set a professional goal to be a part of that change for the future.

Professionally, this research study has allowed me to search for answers to determine how a healthy culture can emerge from a perceived weak organizational culture. Although this study concluded that the overarching perception of culture was weak or unhealthy, which

diminishes our ability to attain future organizational goals, this research has also provided invaluable information that will be used to change the culture to one where employees are engaged, able to thrive, and create a lifetime career. Helping people to reach their highest potential and allowing them to advance their careers has become a passion and a calling. Giving of oneself for the good of others and leading the effort to create that culture is a direct product of this research and my professional growth.

Biblical Perspective

Throughout this journey, I've often reminded myself of the purpose of this journey. First, to grow both personally and professionally in my calling to do good for others using the talents that God has so graciously given to me. Those talents are not displayed musically, or athletically, or artistically, but in helping people achieve their goals. I believe that all people are created in God's image with the expectation that we will act as God would, unselfishly and empathetically, putting others before ourselves. There are several Bible verses that I remind myself of regularly to remain focused on what is important both at home and in the workplace. The first of those verses is Hebrews 6:10-11 which says, "God is not unjust; he will not forget your work and the love you have shown to him as you have helped his people and continue to help them. We want each of you to show this same diligence to the very end, so that what you hope for may be fully realized" (NIV). In simple terms, "everything you do in your journey of self-improvement, including serving others in love, matters to God. He wants you to be diligent in meeting others' needs as well as managing your own. God doesn't want you only focusing on yourself but in growing in Christlikeness as you give back to others" (tacomachristiancounseling.com). Intentionality counts. We must be intentional in our

relationships with other people by speaking our truth, showing empathy and compassion, and improving ourselves so that we may help others to improve.

The focus of this research study was to determine the role of healthy culture on goal attainment. Leaders who concern themselves with employee well-being, provide a higher level of trust and create a team bond exhibit the characteristics of a healthy culture (Bashshur, 2011). From a biblical perspective, Genesis 1:27 (NIV) tells us that “So God created man in his own image, in the image of God he created him; male and female he created them.” I believe that having been created in God’s image requires us to do what is right, ethical, and selfless. We are charged by God to lift others up in times of trial and to do what is right by others. “Therefore encourage one another and build each other up, just as in fact you are doing” 1 Thessalonians 5:11 (NIV). God is concerned with our work and the impact that our leadership positively has on others.

Institutional goals are an opportunity for departmental leaders to align their actions and reactions with those of the institution for the common good. James 3:16 (NIV) tells us “for where you have envy and selfish ambition, there you find disorder and every evil practice.” Institutional leaders who act independently of policies and procedures move counter to the common institutional goals and thereby result in disorder. Likewise, the independent efforts of a culture that ignores policy and procedure lead to a lack of cohesive collaboration. Proverbs 27:17 (NIV) reads iron sharpens iron, so one person sharpens another. The collaborative effort of a culture of people depends upon their ability to sharpen one another.

Summary of Reflections

In summary, I embarked on a journey to expand the current knowledge of the lack of organizational goal attainment in organizations with a weak organizational culture. Throughout

this journey, I've grown both personally and professionally, realizing that my work as a leader is a critical role in organizational success. The responsibility of a healthy culture, where goal attainment is possible, is directly related to the ability of leadership to communicate the mission and vision of the organization, establish norms and values as the foundation of the culture, clearly communicate and embrace the desired culture, and model exceptional behavior.

The presence of God in my personal and professional life ensures that I can ask for guidance and to look to His word for answers when in doubt. The Bible also provides a handbook that can guide us when things do not go as planned, goals seem unattainable, and a closed mindset or siloed mentality seems to be insurmountable. No aspect of culture cannot be changed, but we must first allow ourselves to reflect on our role in change and how we, as leaders, can model behavior that is conducive to change.

Summary of Section 3

Section three summarizes how this research relates to professional practice and my own personal growth. A presentation of the findings provided details of the data collected and an interpretation of how the data relates to the research questions. A connection between the findings and the research problem exists and was explained in section three, along with a discussion of how the findings relate to professional practice. Section three concludes with a presentation of biblical perspective showing the relationship between God's plan for humanity to lead healthy and productive lives and healthy organizational culture.

Summary and Study Conclusions

The general problem addressed by this study involved the existence of weak organizational culture where department leaders operate independent of organizational policies and procedures, resulting in the inability to reach organizational goals. Rich et al. (2018) stated

that organizational culture affects an individual's behavior in the workplace and guides one's perception of what remains important and valued within the organization. When employees' perceive a culture as weak or unhealthy, their willingness to participate or engage in goal achievement declines. While the external environment continues to affect institutions of higher education and their very survival, this research provides additional knowledge into internal environmental factors leading to organizational goal attainment.

This individual case study identified several themes to add to the current body of knowledge where organizational goals remain unmet due to organizational culture. Thematic connections are made between the overall perception of the organizational culture through interviews and observations, and existing data within the literature. Organizations, including but not limited to, institutions of higher education, will benefit by taking a strategic approach to outline who they are and whom they want to be, developing a culture that encourages a growth mindset and an evolving culture rich in collaboration and absent of siloed mentality.

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Appendix A: Survey Guide

Survey Guide Project: Weak Organizational Culture in Higher Education Leads to Unmet

Organizational Goals

Date of Interview:

Time of Interview:

Place:

Interviewer:

The purpose of this qualitative single case study is to add knowledge by expanding on the understanding of reasons behind weak organizational culture. Specifically, an in-depth study into weak organizational culture in a small institution of higher education in western North Carolina, and the effect on the ability to reach organizational goals. According to Smart and St. John (1996), champions of strong organizational culture such as O'Reilly and Moses, and Dennison, suggest that a strong culture goes beyond shared beliefs and values. There must be an alignment between the shared beliefs and values of the culture, and the beliefs and values of the organization, in order for there to be any effect on organizational performance (Smart & St. John, 1996). Exploration into the type of culture that exists on the campus of a small institution of higher learning in Western North Carolina, and the tendency to adhere to policies and procedures within that culture, will provide insight into the effectiveness of reaching organizational goals.

Please complete the following information:

Faculty or Staff _____

Years of Service _____

Gender _____

The following open-ended interview questions will be used to address the main focal points of the research:

1. Describe your organizations culture as it relates to the following items:
 - a. Policies and procedures
 - b. Norms and values
 - c. Organizational goals
2. What contributions does your department make to achievement of organizational goals?
3. Describe the characteristics of a weak organizational culture.
4. Describe the characteristics of a strong organizational culture.
5. Which culture does your organization have? Explain.

I sincerely thank you for your time and effort in participating in the research. Any identifying information contained will be redacted prior to submission.

[illegible]

Participant Number	Describe your organization's culture as it relates to the following items: (1) Policies and procedures; (2) Norms and values; and (3) Organizational goals.	What contributions does your department make to the achievement of organizational goals?	Describe the characteristics of a weak/unhealthy organizational culture.	Describe the characteristics of a strong/healthy organizational culture.	Which culture best describes your organization's culture, weak/unhealthy or strong/healthy, and why?
P10	<p>1) Policies and procedures are fairly well clarified, especially as it relates to administrative systems. There seems to be a largely top-down approach to creating/dispersing those policies, which is often appropriate but sometimes is interpreted as administration not caring about/hearing input from the broader campus.</p> <p>2) I think our campus norms and values are pretty open and welcoming, though I believe that this varies a bit depending on what area of campus you're in and what type of employee you are. I don't think we always make the best use of our campus community, in terms of utilizing the respective strengths of the various people that work on campus, but the values seem well-placed.</p> <p>3) I struggle with this, because one of my big complaints about MHU is that we struggle with always being either reactionary or only thinking short-term. It is always the cheapest/easiest solution that is chosen, whether or not that is a good choice for the longevity of campus. So while the short-term solution is often the best, it's not always the best. I think we're saying if they make we should spend a bit more here now so that we can save some down the road.</p> <p>Our policies and procedures are only as good as the supervisor follows them. It seems like there is a lot of supervisors of staff that make their own rules. Our norms and values follow the same pattern. There is a lot of separation between the departments and between the faculty and staff. Our organizational goals have been the same for the last 10 years. I haven't seen any real movement.</p>	<p>We teach students about the natural world, about how to be good guardians of our planet and how to care for its inhabitants (or at least prepare them for further study to do so). So we help prepare them for the world of work, and help them develop as global citizens and informed members of society.</p>	<p>Decisions made without fully considering all aspects of the problem, poor communication leading to inter-departmental problems, lots of competition where there should be collaboration.</p>	<p>Decisions made considering all potential outcomes and with full input from all stakeholders (where possible), good communication of all policies/changes/etc through the organization, good collaboration between organization members, all employees feel valued and able to contribute to the mission.</p>	<p>I think we're (not surprisingly) a combination of both - I think we do have a health culture of collaboration quite often across areas of campus. I do think that a major weak spot is communication - lots in one area of campus making decisions that affect other parts without any/enough consultation, policy changes made and announced with almost no notice for employees to adjust plans, etc.</p>
P11	<p>My department is responsible for institutional technology.</p>	<p>Unhappy people, low morale and low engagement. We have that here.</p>	<p>Unhappy people, low morale and low engagement. School pride. Excellent communication.</p>	<p>Collaboration and lots of engagement. School pride. Excellent communication.</p>	<p>Our culture is weak. There has been a lot of turnover lately and many are not happy. There are a lot of people who are doing their jobs plus more and they aren't compensated for it.</p>
P12	<p>We prepare students for graduation.</p>	<p>A weak culture has no leadership and there is not good communication. Diversity is not a priority and everyone is in the game for himself and not for the good of the team. People are unhappy and morale is low.</p>	<p>Excellent communication exists. A strong culture has a good work/life balance and there is a concern for employee's mental, physical and financial health. There is a sense of caring and family environment.</p>	<p>Excellent communication exists. A strong culture has a good work/life balance and there is a concern for employee's mental, physical and financial health. There is a sense of caring and family environment.</p>	<p>MHU has good leadership but there is not good communication. Diversity is not a priority and everyone is in the game for himself and not for the good of the team. People are unhappy and morale is low.</p>
P13	<p>MHU puts students first. Policies and procedures are reviewed regularly and updates are made when necessary. Employee norms and values depend on how long they have been with the university and what department they are in. Employees who were here prior to our new president have a different set of norms and values than newer faculty and staff. There is a lot of turnover and a lot of new people. There have been there for a long time. There isn't much change from year to year.</p>	<p>We suffer from a weak organizational culture. Although we do put students first, it is sometimes at the expense of the employees. Students are not held accountable for their actions and there are no consequences. We are constantly reminded of our financial status which makes people feel like a raise is never going to be in the plans.</p>	<p>In a healthy culture the employer takes good care of employees. There is good communication and all employees know what the goals of the university are and what their role is in reaching those goals. Faculty and staff work together and there is no disconnect between departments.</p>	<p>In a healthy culture the employer takes good care of employees. There is good communication and all employees know what the goals of the university are and what their role is in reaching those goals. Faculty and staff work together and there is no disconnect between departments.</p>	<p>In some ways, we are a healthy culture. We all love our students which is our first priority. In other ways, we are unhealthy, especially when it comes to appreciation for employees. We don't always act in a way that lives up to our mission and vision. Many feel like we should go back to our Christian roots.</p>
P14	<p>1. We have a clear set of policies and an employee handbook but it seems like the rules apply to some and not to others. Every department operates differently and no one follows what they are supposed to do when they are supposed to do it. There is no accountability. 2. Our norms and values seem pretty solid since our new president arrived, but they vary from faculty to staff. 3. Our organizational goals are the same as they have always been. We don't see a lot of movement when it comes to things like student housing improvements, employee pay, and communication.</p>	<p>A weak culture doesn't have buy-in from employees. Employees are complacent and not willing to go the extra mile. We have some really good people who do go above and beyond all the time, but they are rarely recognized. If you don't know what they are doing, you never know how much they have done.</p>	<p>A strong culture recognizes employee accomplishments and when they go above and beyond. We don't do that. Communication and transparency are strong in a strong culture. Real goals are communicated and achieved and not just written down to satisfy having a strategic plan. Strong cultures engage together and work together.</p>	<p>A strong culture recognizes employee accomplishments and when they go above and beyond. We don't do that. Communication and transparency are strong in a strong culture. Real goals are communicated and achieved and not just written down to satisfy having a strategic plan. Strong cultures engage together and work together.</p>	<p>We have a weak culture with a few strong traits that we could build on. First, our campus community is strong when it counts and our efforts during the pandemic showcased that. At other times though, we have no idea what others on campus are doing. I feel like we double do a lot of things because rather than talk with each other, we just move to work on our own. This is frustrating.</p>
P15	<p>Our policies and procedures contain a lot of gray area which leaves supervisors to operate much as they choose. For the policies that we do have that are detailed there are always exceptions. We all know this. Our norms and values seem strong. We all care about our students and about each other on a very personal level. Our culture has weak and strong components. We are weak in communication and very strong in caring.</p>	<p>In a weak culture there is little communication and people are not engaged. There is a high attrition rate among faculty and staff, and even students. People do the minimum required for their jobs and rarely go above and beyond.</p>	<p>In a strong culture there is opportunity. Opportunity to advance, to earn more money, to learn and grow, and to contribute. There is a plan that everyone understands and is an integral part of.</p>	<p>In many ways I think that we have a weak-ish culture. There are so many good things happening at MHU that I almost don't want to say weak because it does feel like it is changing a bit in some ways. Our new administration isn't very quick to communicate or make decisions but where it lacks, it has strengths in other areas like engaging with students.</p>	

Appendix C: IRB Exemption Letter

LIBERTY UNIVERSITY

INSTITUTIONAL REVIEW BOARD

September 2, 2022

Jennifer Matthews
Charles Needham

Re: IRB Exemption - IRB-FY21-22-1209 Weak Organizational Culture In Higher Education Leads to Unmet Organizational Goals

Dear Jennifer Matthews, Charles Needham,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office