

NEAR EAST UNIVERSITY
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION

MEASURING ORGANISATION CULTURE
AT
THE NEAR EAST UNIVERSITY

GRADUATION PROJECT (MAN 400)

Submitted By: AMMAR AL-OTAIBI (20011821)

Supervisor: DR. AHMET ERTUGAN

SUMMER 2006
LEFKOŞA

ACKNOWLEDGEMENT

First of all I would like to thank to almighty ALLAH who gave me abilities and helped me in accomplishing my goal and without whom none of this would have been possible.

I am thankful to my supervisor Dr. AHMET ERTUGAN who has contributed in the preparation of my project to complete it successfully.

I would like to thank my parents and all of my family without who I would have not been here on the first place and their support for all these years that I have been in this university.

I would also like to thank all my friends specially Abdulmajeed for his contributions and Omer, Haithem, Hamzeh, Thaier, Abu Shehab, Rami, Mohammad Alwerwer, Sajjad, Ahmad and Abdullah Shahin, Amer, Najjar, Oya and my friends in Jordan who helped me and encouraged me for doing my work. Their reluctance and friendly environment for me has helped me accomplish my goals.

ABSTRACT

Research clearly indicates that regardless of the size, sector, industry or age of a business, culture affects performance. If organisational culture directly affects performance, it was concluded essential that the instrument being used to measure culture in the organisation should be reliable.

The problem statement that the proposed study will attempt to resolve is identified in the context of a measuring instrument to be developed to measure organisational culture. The aim of this proposal is to develop a reliable instrument to measure organisational culture. Measuring instruments used in previous research will be adapted from literature to work on a case study based on the academia of the Near East University.

Key words: Organisational culture; organisational performance

TABLE OF CONTENTS

CONTENTS	PAGE
ACKNOWLEDGEMENT	I
ABSTRACT	II
TABLE OF CONTENTS	III
LIST OF GRAPHS	VII
LIST OF TABLES	IX
LIST OF FIGURES	XI
CHAPTER I	1
TERMS OF REFERENCE	1
1.1 Introduction	1
1.2 Statement of the topic	1
1.3 Problem situation	2
1.4 Problem statement	2
1.5 Objectives	3
1.5.1 General Objective	3
1.5.2 Specific aims of the literature review	3
1,5,3 Specific aim of the empirical study	3
1.6 Proposed sections/chapters	3
1.7 Conclusion	4
	5

CHAPTER II

LITERATURE REVIEW:ORGANISATIONAL CULTURE	5
2.1 Introduction	5
2.2 Background to organizational culture	5
2.3 The concept of organisational culture	12
2.4 Characteristics and functions of organisational culture	15
2.5 Organisational culture and leadership	20
2.6 The relationship between organisational culture and organisational Performance	21
2.7 Conclusion	26

CHAPTER III

THEORETICAL FRAMEWORK

3.1 Introduction	27
3.2 A conceptual model of organisational culture	27
3.3 Conclusion	31

CHAPTER IV

METHODOLOGY

4.1 Introduction	32
4.2 Research method	32
4.2.1 Literature review	32
4.2.2 Empirical study	32
4.3 Population and sample	32

4.4	Questionnaire	33
4.5	Data processing	33
4.6	Conclusion	33
CHAPTER V		34
RESEARCH RESULTS AND ANALYSES		34
5.1	PART 1	34
5.1.1	Demographic Questions	34
5.2	PART 2	38
5.2.1	Involvement	38
5.2.1.1	Empowerment	38
5.2.1.2	Team Orientation	40
5.2.1.3	Capability Development	41
5.2.2	Consistency	43
5.2.2.1	Core Values	43
5.2.2.2	Agreement	45
5.2.2.3	Coordination and integration	47
5.2.3	Adaptability	49
5.2.3.1	Creating change	49
5.2.3.2	Customer Focus	51
5.2.3.3	Organization Learning	53
5.2.4	Mission	55
5.2.4.1	Strategic direction and intent	55
5.2.4.2	Objectives and goals	56

5.2.4.3 Vision	57
CHAPTER VI	60
CONCLUSIONS	60
6.1 Introduction	60
6.2 Organisational culture and performance	60
6.3 Conclusion for the results	60
6.4 General conclusion of the study	63
6.5 Limitations	63
6.6 Recommendation for future research	64
6.6 Conclusion	64
REFERENCES	65
QUESTIONNAIRE FOR ORGANISATION CULTURE	69

LIST OF GRAPH

Graph 5.1	Gender	34
Graph 5.2	Age	35
Graph 5.3	Title	35
Graph 5.4	Department	36
Graph 5.5	Number of Years at Near East University	37
Graph 5.6	Most NEU Lectures are highly involved in their jobs	38
Graph 5.7	Information at the NEU is widely shared & everyone has access to it	39
Graph 5.8	Team work is used to get the work done rather than individual effort	40
Graph 5.9	People work like they are part of the team	40
Graph 5.10	Problems often arise because we do not have enough training	41
Graph 5.11	There is continuous investment in the skills of lectures	42
Graph 5.12	There is a clear and consistent set of values to do work	43
Graph 5.13	There is a characteristics management style that is predictable at all times	44
Graph 5.14	There is a "strong" culture	45
Graph 5.15	It is easy to reach consensus, even on different points of view	46
Graph 5.16	Working with someone from another department has always been easy	47
Graph 5.17	There is good alignment of goals across faculties and department	48
Graph 5.18	We respond well to competitors and other challenges	49
Graph 5.19	New and improved ways to work continually	50
Graph 5.20	Students input directly influence our decisions	51
Graph 5.21	All members have a deep understanding of students	52

Graph 5.22	Learning is an important objective of our university lecturers	53
Graph 5.23	We view failure as an opportunity for learning	54
Graph 5.24	There is a long term purpose and direction in our department	55
Graph 5.25	Our strategy leads other local universities to improve them self's	56
Graph 5.26	People understand what needs to be done for their work	56
Graph 5.27	There is widespread agreement about goals	57
Graph 5.28	We have shared vision of what the NEU stands for	58
Graph 5.29	Management of NEU has a long term view point	59

LIST OF TABLES

Table 2.1	The relationship between individual culture traits and performance measures	25
Table 5.1	Gender	34
Table 5.2	Age	35
Table 5.3	Title	36
Table 5.4	Department	36
Table 5.5	Number of Years at Near East University	37
Table 5.6	Most NEU Lectures are highly involved in their jobs	38
Table 5.7	Information at the NEU is widely shared & everyone has access to it	39
Table 5.8	Team work is used to get the work done rather than individual effort	40
Table 5.9	People work like they are part of the team	41
Table 5.10	Problems often arise because we do not have enough training	41
Table 5.11	There is continuous investment in the skills of lectures	42
Table 5.12	There is a clear and consistent set of values to do work	43
Table 5.13	There is a characteristics management style that is predictable at all times	44
Table 5.14	There is a "strong" culture	45
Table 5.15	It is easy to reach consensus, even on different points of view	46
Table 5.16	Working with someone from another department has always been easy	47
Table 5.17	There is good alignment of goals across faculties and department	48
Table 5.18	We respond well to competitors and other challenges	49
Table 5.19	New and improved ways to work continually	50
Table 5.20	Students input directly influence our decisions	51

Table 5.21	All members have a deep understanding of students	52
Table 5.22	Learning is an important objective of our university lecturer	53
Table 5.23	We view failure as an opportunity for learning	54
Table 5.24	There is a long term purpose and direction in our department	55
Table 5.25	Our strategy leads other local universities to improve them self's	56
Table 5.26	People understand what needs to be done for their work	57
Table 5.27	There is widespread agreement about goals	57
Table 5.28	We have shared vision of what the NEU stands for	58
Table 5.29	Management of NEU has a long term view point	59

LIST OF FIGURES

Figure 3.1 Schein's model of organisational culture

CHAPTER I

TERMS OF REFERENCE

1.1 Introduction

This chapter discusses the background to and the terms of reference of this proposal including the statement of the topic, problem situation, problem statement and the objectives.

1.2 Statement of the topic

Personality to the individual is what culture is to the organization. It is a hidden but unifying force that provides meaning and direction (Green, 1989). In most literature this organisational personality is referred to as organisational culture - that is, a system of shared meaning, the system of beliefs and values that ultimately shape employee behaviour.

Atkinson (2002) maintains that, despite all the research and interventions developed over the years, much is said about organisational culture but little is still understood about how to develop that culture.

While corporate culture has been thought as essential to business success in these turbulent times, until recently, little proof of the link between the culture of a company and its performance could be cited. The rationale for this statement is emphasised in particular in the research of Daniel Denison since the 1980s. Denison has been working not only on the problem of measuring culture, but also linking it to specific business performance indicators (Denison, 1996). Building on Denison's work, Fisher (1997) draws on the connecting between culture and business performance, to help leaders develop strategies to support their performance goal. Research conducted by Denison (1984, 1990, and 1996) and Fisher (1997)

clearly shows that, regardless of the size, sector, industry or age of a business, culture affects performance.

1.3 Problem situation

Northern Cyprus has experienced a fast-growth in the establishment of universities both within its private and quasi-state sectors with international recognition and populated by international students over the last twenty years. It is evident that the fast-growth has left little time to pay attention to the organisation structures needed to run such academic, international establishments. The financial difficulties and industrial disputes in the semi-state Eastern Mediterranean University, confusion of responsibilities and miscommunications between functions at the Near East University are well observed by the students and the Turkish Cypriot media alike.

Many would agree that the culture of the Turkish Cypriot universities would have to change. The initial challenge lies not with the change of the organisational culture, but with understanding what corporate culture is as well as understanding of the effects of culture on aspects of the organisation that are cause for concern and/or celebration. Before the organisation can embark on a journey to change its corporate culture, however, it needs to measure the culture with a reliable instrument.

1.4 Problem statement

If organisational culture directly affects performance (Fisher & Denison, 2000), it is essential that the instrument being used to measure culture in the organisation should be reliable. According to Sternberg and Wagner (1986), the question of the instruments that have not been

Chapter III: Measurement of Organisational Culture

Chapter IV: Empirical Study

Chapter V: Conclusions, limitations and recommendations

1.7 Conclusion

This chapter has outlined the background and motivation for the proposed study. Research clearly indicated that, regardless of the size, sector, industry or age of an organisation, culture affects performance. From this it was concluded that organisational culture needs to be managed or changed in order to manage organisational performance. However, the culture of an organisation needs to be measured and understood first.

The next section is a brief literature review carried out to determine the relationship between organizational culture and organizational performance from a theoretical perspective

CHAPTER II

LITERATURE REVIEW: ORGANISATIONAL CULTURE

2.1 Introduction

The primary purpose of this chapter is to determine the relationship between organizational culture and organizational performance from a theoretical perspective. It is essential to gain an understanding of related research on culture in organizations, the way in which organizational culture is defined and the nature of the concept. No definition of organizational culture would be complete without knowledge of the dimensions of culture, how it is created, transmitted and maintained in organizations, its functions and how it is managed and changed.

This section therefore examines the history of research on organizational culture in order to conceptualize it. A number of definitions and characteristics of organizational culture are also explored. To promote an understanding of the way organizational culture is developed and managed, the role of leadership in organizational culture is investigated.

2.2 Background to organizational culture

Research on organizational culture is certainly not a recent development. Prior to the publication of popular books such as Peters and Waterman's *In Search of Excellence*, Ouchi's *Theory Z* and Deal and Kennedy's *Corporate Cultures* in the 1980s, there was a steady stream of research on cultural phenomena in organizations dating back to the 1930s. All this research did not stem from a consistent theoretical perspective but much of it has yielded valuable insights that have been significant for the study of organizations (Trice & Beyer, 1993). The publication of these works gave more prominence to cultural

research in organizations.

A first systematic attempt to understand work organizations in cultural terms occurred in the late 1920s with the well-known Hawthorne studies. Findings from this research emphasized the impotence of the culture of a work group, especially the norms relating to productivity and the attitude of workers towards management. Informal groups of workers were found to exert considerable control over the behaviour, including the productivity, of individual group members (Roethlisberger & Dickson, 1975). The norms were found to have a greater impact on productivity than either technology working conditions (Schuster, 1986).

The human relations movement sparked by the Hawthorne studies was directly relevant to today's efforts to understand and manage corporate culture (Kilman, Saxton & Serpa, 1986). This raised the hope that organizational studies would become a major field for applied anthropologists. However, in succeeding years very few of them joined the pioneers. In this context, Trice and Beyer (1993) speculate that managers and academics were not sufficiently receptive to this pioneering work on organizational culture to continue the research.

McGregor (1960), in the human side of enterprise, stated that most managers make incorrect assumptions about those who work for them. He was among the first to suggest practical applications of the findings on corporate culture, which emanated from the Hawthorne studies.

Liker (1961) in new patterns of management concluded that a genuine interest and an unselfish concern on the part of the superior in the success and well-being of his her subordinates have a marked effect on their performance. He emphasized that the need for a

corporate culture of cooperation exists and demonstrated that there was a significant relation between employee attitudes and their performance.

Argyris (1964) made a strong case for reducing the amount of organisational control. Many constraints placed by organizations on human beings are self-defeating to the organisational goals of effectiveness and efficiency. He recommended that management develop a climate in which problems could be expressed openly and in which employee hostility could be understood and accepted.

Drucker (1973), in *Management*, observed the reciprocal nature of the relationship between management and culture. He contended that culture should be managed, and management and managers, in turn, should shape culture.

Porter, Lawler and Hackman (1975) stress that change and development activities in organizations do not occur in a vacuum. They are always embedded in an existing organizations climate culture, which has a vital impact on the degree of success of any efforts to alter improve the organization.

Ouchi (1981) in *They Z* suggested that involved workers are the key to increased productivity. Pascale and Athos (1981) assert that the prime determinant of success lies in the organization's management. They call for greater management sophistication in respect of "man-in-organization", but also acknowledge that the effort to alter the managerial subculture will take a long time.

The study of organisational culture received a huge boost in the 1980s. Two books, *In search of excellence* (Peters & Waterman, 1982) and *They Z* (Ouchi, 1981) were widely interpreted as contending that organisational cultures were important for organisational productivity and adaptability. Soon after, two other publications, *the art of Japanese*

management (Pascale & Athos, 1981) and corporate cultures (Deal & Kennedy, 1982), attracted attention.

Peters and Waterman (1982) assert that the key to productivity is the "systems" within which employees work. The productivity-through-people concept is supported in a research study of 1 300 major US organizations. The report concludes that the dominant theme of US management practice will be the transformation of organisational culture towards more participative organizations that emphasis focusing attention on employee needs as a major corporate strategy (Schuster, 1986).

Pascale (1990) advocates that true growth is fuelled by the habit of inquiry. His study of successful chief executive officers led him to conclude that each problem these men solved created the opportunity to solve the next problem that their last solution had created. They displayed the characteristic of not just "having-the-answers" but "living-in-the-question". They asked questions not merely to generate answers but to reveal what is possible. He argues for an organisational change in which everything should be questioned and for the development of mechanisms to correct organisational excesses.

Revitalization of the study of organisational culture in recent years was triggered by two parallel developments. One was the turbulence and difficulties that US firms were experiencing in competing with organizations from countries with vastly different cultures. The second was a growing realization by some organisational scholars that structural-rational approaches to understanding organizations missed crucial aspects of how organizations function and how they affect the lives of their members (Trice & Beyer, 1993).

According to Kilman (1984), situational forces and key individuals shape organisational

culture. The situational forces are the organization's mission, its setting and what is required for success, for example, quality, efficiency, reliability, customer service, innovation, hard work and loyalty. In the formation of an organization, a tremendous energy is released as employees bring it into being. As the reward systems, policies, procedures and rules governing work are formally documented, they have more specific impact on shaping the initial culture by suggesting what behaviours and attitudes are important for successes.

However, Kilman (1984) and Trice and Beyer (1993) view these situational forces, as being subordinate to the actions of key individuals such as the founder of the organization who brings with him her, his her objectives, principles, values and particularly his her behaviour. These provide important clues to employees about what is really expected of all members. In carrying on the traditions of the founder, other top executives affect the culture of the company by their every example. Employees also take note of critical incidents that stem from management action. Incidents like these become the folklore that people remember, indicating what the organization really expects and what really count in getting ahead, that is, the unwritten rules of the game (Kilman, 1984).

According to Trice and Beyer (1993), because culture forms around a recognized need, the setting and the specific task requirements, it may be functional. However, over time, it becomes a separate entity, independent of the initial reasons and incidents that formed it. Kilman (1984) states that culture becomes distinct from the organizational formal strategy, structure and reward systems. As long as it continues to be supportive of and in harmony with these formally documented systems, the culture remains in the background.

Sathe (1985) adds that because the founder had the agnail idea, he she will typically have biases on how to have the idea fulfilled - that is, biases based on previous cultural

experiences and personally traits report a similar process. As a rule, entrepreneurs are extremely strong-minded about what to do and how to do it. Typically they already have strong assumptions about the nature of the world, the role their organization will play in that world, the essence of human nature, truth, relationships, time and space. Ten mechanisms are cited that founders and key leaders use to embed values.

According to Sathe (1985) and Kilman (1984), the design of physical spaces, deliberate role modelling, explicit reward systems, legends, myths and parables about key people and events, the things that leaders focus on, measure and control, reactions to critical events and organisational crises, organisational design and structure, systems and procedures and criteria used for recruitment and selection, are formal statements of organisational culture. These mechanisms are not equally strong in practice but they can reinforce one another to make the total message more potent than the individual components (Sathe, 1985).

Schein (1988) mentions that the roots of organisational culture are to be found in the organization's solution to external and internal problems, which have been found to work consistently for a group and therefore taught to new members as the correct way to perceive, think about and feel in relation to these problems. Organizations are to some degree integrated by basic assumptions about broad human issues that embody fundamental concepts of time, space and the nature of things.

Organisational members tend to be unconscious of those values and take them for granted once a group has had enough of a history to develop a set of basic assumptions about itself.

Schein (1988) maintains that culture is essentially learned through two interactive mechanisms, namely anxiety and pain reduction - the social trauma model and positive reward and reinforcement. This is known as the success model. From the beginning, a

group will encounter basic anxiety stemming from uncertainty about whether the group will serve and be productive and whether the members will be able to work with one another. Cognitive and social uncertainty is traumatic, leading group members to see ways of perceiving, thinking and feeling that they can share and make life more predictable (Schein, 1988). The founder may have his her own preferred ways of solving these problems but these will only become embedded in the group if it shares in the solutions and sees how they work. One of the problems with this learning mechanism is that once people learn how to avoid a painful situation, they continue to pursue this course without testing to see whether the danger still exists. The organization that carefully engineers everything cannot find out whether customers would accept a less well-engineered and less costly product. Trauma-based learning is hard to undo because it hinders testing for changes in the environment (Schein, 1988).

The second learning mechanism, positive reinforcement, implies that people repeat what works and give up what does not (Schein, 1988). He postulates that if a company begins with its founder's belief that the way to succeed is to provide good service to customers and if that action based on that belief succeeds in the marketplace, then the group will learn to repeat whatever worked and gradually to accept this as a shared view of how the world really is - thereby creating a piece of its culture. This learning mechanism differs from trauma-based learning in that it produces responses that continually test the environment. It can, however, produce behaviour that is extremely resistant to change if the environment is inconsistent, producing success at one time and failure at another (Schein, 1988). According to Robbins (1990), an organization's founders are the ultimate source of its culture. They traditionally have a major impact on the establishment of the early culture because they have a vision of what the organization should be. Furthermore the organization, in its early years, would have been smaller, making it that much easier to

adopt the founders' perspective on how things are to be done.

Fillmore (1990) maintains that three primary variables, taken together over time, dynamically shape an organization's core values. These variables are the strategic business decisions, the principals' philosophy of management and the employees' shared experiences. The core values describe the implicit principles that come into existence once an organization has had a history of interaction. They are the principles that invisibly guide member behaviour and define an organization's character and style.

2.3 The concept of organisational culture

Personally to the individual is what culture is to the organization. It is a hidden but unifying force that provides meaning and direction (Green, 1989). In most literature this organisational personally is referred to as organisational culture - that is, a system of shared meaning, the system of beliefs and values that ultimately shape employee behaviour.

In the literature there is no shortage of definitions of organisational culture. Bower (1966), Pascale and Athos (1981), Deal and Kennedy (1982), French and Bell (1984) and Schein (1988) share the view that culture can be described as:

- The dominant values espoused by an organization
- The philosophy that guides an organization's policy towards employees and customers.
- Simply the way things are done in an organization.
- The basic assumptions and beliefs shared by members of an organization the

prevailing patterns of values, attitudes, beliefs, assumptions, expectations, activities, interactions, norms and sentiments in an organization Smircich (1983), and French and Bell (1984) mention that there are patterns of beliefs, symbols, rituals, myths and practices that have evolved over time in every organization. Together these constitute the culture. However, culture is not simply another variable isolatable component of organizations. It is what organizations are (Smircich, 1983).

Schein (1988) views organisational culture as comprising of three elements. The most clearly visible level of culture is its artefacts and creations - that is, the technological output of the organization, its written and spoken language and its members' overt behaviour. Culture at this level is visible, but not always decipherable. At a deeper level, Schein (1988) identifies values a sense of what ought to be. Values gradually start a process of cognitive transformation into beliefs and ultimately assumptions that are found at an even deeper level of consciousness (Schein, 1988). If the espoused values are reasonably congruent with the underlying assumptions, then the articulation of those values into a philosophy of operating can be helpful in bringing the group together, serving as a source of identity and core mission.

Quinn (1988) defines organisational culture as the set of values and assumptions that underlie the statement: "This is how we do things around here." Although cultures tend to vary considerably, they share the common characteristic of providing integration of effort in one direction, while often precluding the possibility of moving into another direction. Organisational culture is also defined as a social force that controls patterns of organisational behaviour by shaping members' cognitions and perceptions of meanings and realities, providing affective energy for mobilization, and identifying who belongs and does not (Ott, 1989).

Culture is the commonly held and relatively stable beliefs, attitudes and values that exist in an

organization (Williams, Dobson & Walters, 1990). Organisational culture is the patterned way of thinking, feeling and reacting that exists in an organisation its sub sects (Tosi, Rizzo & Carrol, 1990).

According to Denison (1990), organisational culture refers to the underlying values, beliefs and principles that serve as a foundation for an organization's management system as well as the set of management practices and behaviours that both exemplify and reinforce those basic principles. These principles and practices endure because they have meaning for the members of an organization (Denison, 1990).

White (1991) maintains that the culture of an organization refers to the behaviour patterns and standards that bind it together, and that it should not be confused with climate, which is the short-term mood of the organization. Culture is the sum of behaviour patterns, and is built up over years.

Kotter and Heskett (1992) view organisational culture as having two levels that differ in terms of their visibility and resistance to change. At the deeper level, culture refers to values that are shared by people in a group and that tend to persist over time. At the more visible level, culture represents the behaviour patterns style of an organization that new employees are automatically encouraged to follow.

Drennan (1992) states that organisational culture creates common understandings among members about what the organization is and how its members should behave. Drennan (1992) refers to organization culture as how things are being done in organizations. It is what is typical of the organization, the habits, the prevailing attitudes, and the grown-up pattern of accepted and expected behaviour.

Harrison (1993) defines organisational culture as those aspects of an organization that give it

a particular climate feel. Culture is to an organization what personally is to an individual. It is that distinctive constellation of beliefs, values, work styles and relationships that distinguish one organization from another. Green (1989) adds the perspective of organisational culture as a hidden but unifying force that provides meaning and direction. This organisational personally is referred to as organisational culture that is a system of shared meaning, the system of beliefs and values that ultimately shape employee or behaviour.

All these definitions, however, have a central theme, namely that organisational culture refers to a system of shared meaning, the prevailing background fabric of prescriptions and proscriptions for behaviour, the system of beliefs and values and the technology and task of the organization together with the accepted approaches to these.

2.4 Characteristics and functions of organisational culture

Literature with a utilitarian perspective on culture refers to it as activities proper to the organisation, as a mode of action activity by which culture fulfils its purpose (Schein, 1988; Gray & Starke, 1988). Gray and Starke (1988) name seven characteristics of organisational culture:

1. Rites and ceremonies. These are occasions that draw attention to specific cultural events that have meaning for the organisation.
2. Norms. The defining aspect of a culture is the norms of behaviour that are formed and reinforced. Norms are created by the dominant forces in the culture and are perpetuated through formal and informal reward systems.
3. Symbols. Symbols are methods of communication used by cultures to reinforce cultural norms. Symbols communicate subtle messages.
4. Myths. Cultural myths are the folklore of organisational cultures. Most members of

the culture have a story about an event that communicates an important piece of information about the culture.

5. Socialisation process. Socialisation is the process by which new members of the culture are taught the norms of the culture and inducted into it. This process may be formal (e.g. training programmes) informal (e.g. learning the ropes from co-workers).
6. Language. Language is a common distinguishing fact among cultures. Specific terminologies, phrases and buzzwords develop as cultures establish accepted behaviour patterns.
7. Taboos. Taboos are undesirable norms, that is, attitudes and behaviours not condoned by the culture.

Luthans (1992) names six distinct, yet similar significant characteristics of organisational culture:

1. Philosophy. There are policies setting out the organisation's beliefs about how employees/customers should be treated.
2. Dominant values. There are important values that the organisation advocates and expects members to share, such as high product quality, low absenteeism and first-rate efficiency.
3. Norms. Organisational members adhere to standards of behaviour including guidelines on how much work to produce.
4. Organisational climate. This is the overall "feeling" that is conveyed by the physical layout, the way in which members interact and the way in which members of the organisation conduct themselves in the presence of customers other outsiders.
5. Observed behavioural regularities. In their interaction with one another,

organisational members use common language, terminology and rituals related to deference and demeanour.

6. Rules. There are strict guidelines on getting along in the organisation. Newcomers must learn these in order to be accepted as full-fledged members of the group.

Diamond (1993) cites organisational culture as the product of social invention and interaction which is influenced by organisational history, artefacts, physical space, architectural design, degree of formality, social control involving professional and institutional modes of socialisation, shared symbols and meanings found in rituals and myths, organisational leadership, personalities, espoused and practised norms and values and management philosophies, groups as subcultures, host cultures and, finally, humour and play at work,

From yet another perspective, Trice and Beyer (1993) identified six characteristics of organisational culture:

1. Historically based. Cultures can not be divorced from their histories and they do not arise overnight. To develop a culture, people need to spend time together to interact and share with one another common uncertainties and ways of coping with them.
2. Emotionally charged. Because cultures help to manage anxieties, their substance and forms are infused with emotion and meaning. People tend to cling to established ideologies and practices because they seem to make the future predictable by making it conform to the past. When ideologies and cultural practices are questioned, their adherents react emotionally.
3. Collective. Individuals acting on their own cannot produce cultures. They originate as individuals interact with one another. Individuals may devise specific

ways of doing things but until these come to be collectively accepted and put into practice they are not part of a culture.

4. Dynamic. While cultures create continuity and persist across generations of members, they are not static but dynamic. Cultures continually change for a variety of reasons.
5. Symbolic. To assert that cultures are symbolic is to emphasise the expressive rather than the technical and practical side of human behaviour. Symbolism plays a vital role in cultural communication and expression because some things often stand for other things.
6. Fuzzy. Not only are cultures inherently symbolic, they are also fundamentally fuzzy. Modern organisations operate in uncertain and confusing environments, and this, in turn, causes imperfect cultural transmissions. Another source of fuzziness is that many subculture influences in organisations emanate from occupational groups with different work-related uncertainties and experiences.

Schein (1988) pinpoints three functions that are fulfilled by organisational culture. Firstly, it plays a role in solving the organisation's problems related to survival. The problems of external adaptation specify the coping cycle that any system must be able to maintain in relation to its changing environment. According to Schein (1988) the problems of survival in the context of external adaptation are as follows:

- Mission and strategy. These entail obtaining a shared understanding of the core mission, primary task and manifest and latent functions.
- Goals. Consensus on goals as derived from the core mission needs to develop.
- Means. Consensus needs to be reached on the means to be used to attain the goals such as organisational structure, division of labour, reward system and authority

system.

- Measurement. Consensus must be developed on the criteria to be used in measuring how well the group is doing in meeting its goals such as the information and control system.
- Correction. Consensus is necessary on the appropriate remedial repair strategies to be used if goals are not being met.

Secondly, culture plays a role in solving the organisation's problem regarding the integration of its internal processes to ensure the capacity to continue to adapt and survive (Schein, 1988) the internal issues that the organisation needs to deal with are as follows:

- Ideology and "religion". Every organisation faces unexplainable events to which meaning should be attributed so that members can respond to them and avoid the anxiety of dealing with the unexplainable and uncontrollable.
- Power and status. Every organisation must determine its pecking order, its criteria and rules on how one gains, maintains and loses power. Consensus in this area is crucial to help members manage feelings of aggression.
- Rewards and punishments. Every group has to know what its heroic and sinful behaviours are, what is rewarded and what is punished.
- Group boundaries and criteria for inclusion and exclusion. An important area of culture is the shared consensus on who is in and who is out, and the criteria that determine membership.
- Common language and conceptual categories. Members have to communicate and understand each other. If they cannot, a group is impossible by definition.
- Intimacy, friendship and love. Every organisation must determine its rules of the game for peer relationships, relationships between the sexes and the manner in which

openness and intimacy should be handled in the context of managing the organisation's tasks.

Thirdly, culture does more than solve internal and external problems. It also serves the basic function of reducing the anxiety that humans experience when they are faced with cognitive uncertainty overload. It provides a system for sifting out from the mass of input, those things that must be attended to and a set of criteria for reacting to them (Schein, 1988).

Ott (1989) identified four functions of culture. Firstly, it provides shared patterns of cognitive interpretations so that organisational members know how they are expected to act and think. Secondly, it also provides shared patterns of affect, an emotional sense of involvement and commitment to organisational values and moral codes so that members know what they are expected to value and how they are expected to feel. Thirdly, culture defines boundaries allowing identification of members and non-members. Finally, culture operates as an organisational control mechanism, prescribing and prohibiting certain behaviours - adding to business' perceived confusion regarding organisational culture, the concept of organisational climate is often used to describe culture. To demystify organisational culture, it is essential to clarify the differences between organisational culture and climate.

2.5 Organisational culture and leadership

In their research into effective organisations Ball and Ashbury (1989) have found that leaders drive their organizations; they are intrepid inspectors relying on inspection and expectations; they fire up people with excitement; they get their hands dirty at the coalface; they blaze the trail in sniffing out business opportunities; they push their people to the extreme; they focus employees' attention on what they want; they unite the organisation around a vision of the future; they communicate constantly; and they draw and keep top people around them. Schein

(1992) maintains that the unique function of leadership that distinguishes it from management and administration is the concern for creating, embedding and managing culture in the organisation.

These are examples of processes that Trice and Beyer (1993) refer to when they state that organisational cultures are created when leaders set social processes in motion to achieve their visions of what their organisations should be like and what they should attempt to accomplish.

2.6 The relationship between organisational culture and organisational Performance

Atkinson (2002) maintains that, despite all the research and interventions developed over the years, much is said about organisational culture but little is still understood about how to develop that culture.

While corporate culture has been thought as essential to business success in these turbulent times, until recently, little proof of the link between the culture of a company and its performance could be cited.

Fisher (1997) initiated a study aimed at confirming the Denison They of organisational Culture and Effectiveness and understanding more about how specific culture traits affect specific performance facts. Fisher (1997) labels the Denison model as more than a survey. It is positioned as a tool that can help organisations, divisions and teams, and the individuals within each, to attain the following:

- a baseline assessment of current cultural strengths and weaknesses
- An understanding of current culture relative to high-performing organisations-

within a norm base of over 4 000 American companies

- A benchmark against which to target change effects - relative to specific desired performance
- Clear prioritisation of short-, mid- and long-term change efforts - relative to the results sought for each of these time frames
- An understanding of bottom-line-related performance (profitability, sales/revenue growth, market share, quality, innovation and employee satisfaction) with direct links to cultural elements which may be supporting hindering these performance areas.
- The development of individual leaders who can support and sustain the desired benchmarked culture.
- A shared understanding, a shared language and shared expectations of culture and its implications for both individual and group results.
- An understanding and trisection of culture as a business oriented, behavioural, tangible and results-oriented mechanism - as opposed to the intangible, cumbersome and often difficult to implement notions of culture (refer also Denison, 1995)

Fisher (1997) also clarified how culture strength (organisation-wide agreement about culture) relates to organisational performance and judged the validity of using perceived qualitative corporate performance to predict perceived financial corporate performance. The study utilised survey methodology to examine the culture-performance link in 60 companies of various industries, sizes and sectors. The culture of each company was measured through ratings given by employees on four culture traits - involvement, consistency, adaptability and mission. Performance was measured through perceptions of top managers in each company

regarding profitability/return-on-assets (ROA), sales/revenue growth, market share quality of products and services, product development/innovation and employee satisfaction.

Findings showed that there is a relationship between an organisation's culture and its perceived performance. It indicated clarity on the issue that there might be a relationship between an organisation's culture strength and its perceived performance. The study indicated that perceived qualitative performance facts in an organisation serve to predict its perceived financial performance facts. The Denison they was confirmed and the use of perceptions of top managers to measure actual corporate performance was validated (Fisher, 1997).

Quality and employee satisfaction were the performance facts most heavily impacted by culture traits; however, post hoc analysis showed that each of these so-called "soft" measures were correlated with the "hard" facts of profitability/ROA and sales/revenue growth. These findings offer a strong argument for business leaders to improve financial performance, such as profitability and sales/revenue growth, by focusing on improvement of qualitative performance facts such as quality and employee satisfaction (Fisher, 1997).

Post hoc analysis showed that higher levels of the mission trait in an organisation to some degree predicted higher performance in five of six performance areas; the involvement trait predicted performance in four of six areas; the adaptability trait predicted performance in three of six areas and the consistency trait predicted performance in two of six areas. Fisher (1997) states that it is therefore clear that business leaders setting out to improve their company's performance might be best served by first focusing on mission and involvement. To improve performance in all indicated areas, however, development in all four the culture trait areas must ultimately occur. Where most organisational culture models tend to ignore the

basic paradoxes faced by businesses and their leaders, the Denison organisational Culture Model embraces the deep challenges of leadership familiar to most business leaders today.

Contemporary business leaders need both higher quality and lower cost. They need precision and speed, growth and efficiency. They need to please both shareholders and employees; both regulate and customers - even when serving one appear to hurt the other (Denison, 1996).

The hard really is that business leaders have to pay attention to the inside and the outside of their businesses; to the short term and the long term; to things that provide focus and precision; and to things that offer flexibility and fluidity. Denison's (1996) model reflects this really as follows:

- Mission represents external focus and supports stability.
- Involvement represents internal focus and supports flexibility.
- Adaptability represents external focus and supports flexibility.
- Consistency represents internal focus and supports stability.

Denison's (1996) research shows that the highest-performing companies are those that show strength in all four areas. In other words, they have developed cultures that fully address the paradoxical demands facing them. They are crystal clear about why they exist and where they are going (mission). Their people embrace this defined direction, have line of sight from job to company goals, and bring the full complement of their skills to their work (involvement). They hear what their customers want or understand customer needs enough to lead their customers to new products/services, and they are able to learn what is needed to respond to changing marketplace demands (adaptability). And they have systems, structures and processes in place to help align them as a company, while being both efficient and effective in producing results (consistency) (Fisher, 2000). The findings also show that there

are relationships between individual culture traits and specific performance measures, as can be seen in table 2.1.

TABLE 2.1: Denison's findings on the relationship between individual culture traits and performance measures (adapted from Denison & Neale, 1996)

	Specific performance measures					
individual culture traits	Profitability /return on assets	Revenue growth/sales growth	Market share	Innovation	Quality of products and service	Employee satisfaction
	supported by	supported by	supported by	supported by	supported by	supported by
	Mission	Mission	Mission			[Mission]
	Involvement			Involvement	Involvement	Involvement
	Adaptability	Adaptability	Adaptability	Adaptability		Adaptability
	Consistency				Consistency	Consistency

Revenue growth and market share (both externally oriented performance measures) are supported by the externally oriented cultural traits of mission and adaptability. Usually and employee satisfaction (internally oriented performance measures) are supported by the internally in culture traits of involvement and consistency. Innovation (performance measure related to flexibility) is supported by the flexibility-enhancing culture traits of involvement and adaptability. The performance measure of profitability, by far the most comprehensive and complex measure of business performance, is supported by strength in all four cultural areas (Denison & Neale, 1996),

Findings of research conducted by Fisher in 1997 confirmed Denison's findings, and also extend the findings towards understanding what creates success in modern businesses. These findings revealed the following (Fisher, 2000):

- Mission alone, as a singular cultural fact, affects the greatest number of bottom-line performance measures in a company. If a company is thus simply clear on why it exists and has a vision, goals and strategies that are embraced throughout the company, five of the six performance facts can be affected.
- Involvement is the second most important culture trait, affecting four of the six performance measures (all except market share and sales growth).
- Adapt affects three of the six (sales growth, market share and innovation).
- Consistency affects two of the six (quality and employee satisfaction).

2.7 Conclusion

This chapter has discussed a brief review on organisational culture. The next section will present a conceptual/theoretical framework to be used for the proposed study.

CHAPTER III

THEORETICAL FRAMEWORK

3.1 Introduction

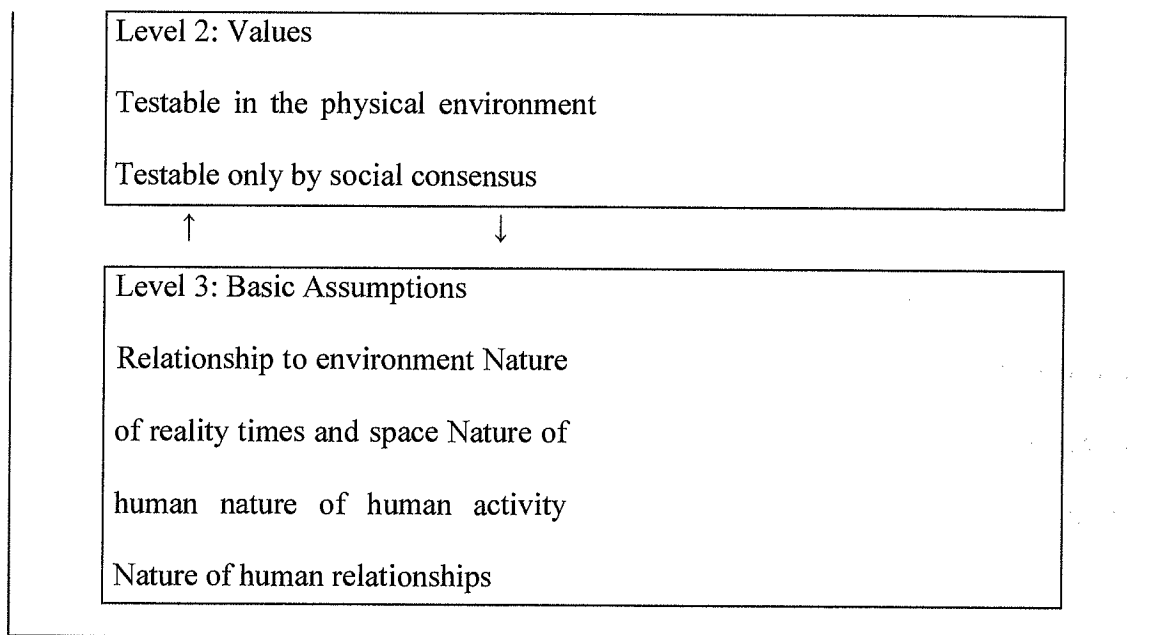
This chapter introduces the conceptual model to be used in the proposed study (Schein's 1988).

3.2 A conceptual model of organisational culture

In order to develop a clear understanding of what exactly the term "organisational culture" means for the proposed study, it is necessary to turn to Schein's (1988) conceptualisation of organisational culture.

Ott (1989) maintains that Schein's three-level model provides the most useful typology published to date for classifying elements of organisational culture into useable groupings. Notwithstanding the fact that a number of authors have acknowledged and utilised this typology in their work, the literature on organisational culture is generally not well grounded in systematic theory and research. Work on the subject tends to be descriptive without a corresponding emphasis on prescription (Sathe, 1985).

Figure 3.1 depicts Schein's model as amended by a number of authors. From the figure, it is evident that level 1A of organisational culture includes artefacts such as an organisation's written and spoken language and jargon, office layouts and arrangements, organisational structure, dress codes, technology and behavioural norms. According to



Level 2 reveals how employees communicate, explain, rationalise and justify what they say and do - how they make sense of the first level of culture. In addition to beliefs and values, level 2 constructs of organisational culture include ethos, philosophies, ideologies, ethics and attitudes. Level 2 elements of organisational culture appear to represent the true organisational culture and several theorists have in fact labelled it as such. These elements, however, do not provide accurate information about a true culture because of prevalent incongruence between "espoused values" and "values-in-use" in organisations. Espoused values often serve important symbolic functions and may remain in an organisation for extended periods of time even though they are incongruent with values-in-use (Schein, 1988).

Level 2 elements of organisational culture often yield espoused values - what employees will say - rather than values-in-use, which can be used to predict what people, will do (Ott, 1989).

Level 3 of organisational culture consists of basic underlying assumptions, which according to Schein (1992), have become taken for granted to such an extent that one finds little variation in a cultural unit. These basic assumptions have moved out of members' conscious into their preconscious because they have yielded successful results repeatedly over time.

Important distinctions need to be made between beliefs and basic assumptions. First, beliefs are conscious and can thus be identified without too much difficulty. Basic assumptions, on the other hand, are likely to have dropped out of awareness -they are there but have moved back into the recesses of the mind. Secondly, beliefs are cognitions, whereas basic assumptions include not only beliefs but also perceptions (interpretations of cognitions) and values and feelings (affects). Basic assumptions can thus be thought of as a comprehensive, but out-of-conscious system of beliefs, perceptions and values that actually guide behaviour, that tell group members how to perceive, think about and feel about things (Schein, 1988).

As in the case of beliefs and values, basic assumptions can be about almost anything that involves the organisation's relationship with its environment, such as its views of its client's customers, its competitive celebrative posture in the marketplace among other government agencies, its openness to using technology from other industries to solve

problems. Assumptions can also be about almost anything related to an organisation's internal integration process such as the essence of human nature, the nature of human activity and the nature of human relationships (Ott, 1989).

To investigate the impact leaders in organisations have on organisational culture, it is necessary to state Ball and Ashbury's (1989) statement that leadership is about mastering corporate destiny, liberating human potential, bringing in the new and building strong cultures.

3.3 Conclusion

This chapter has presented the conceptual framework to be used for the proposed study.

The next section will discuss the methodology to be adopted.

CHAPTER IV

METHODOLOGY

4.1 Introduction

This chapter sets out the methodology to be adopted for the aims of the proposed study.

4.2 Research method

The proposed study will be divided into two phases, namely a literature review and an empirical study.

4.2.1 Literature review

This will be carried out by means of a qualitative literature review to determine how organisational culture is defined and the dimensions underlying culture.

4.2.2 Empirical study

This involve the development of a measuring instrument to measure organisational culture and a quantitative investigation into the culture of the academia at the NearEast University.

4.3 Population and sample

The population will consist of all the full-time academia employed at the Near East University which consists of 32 lecturers from different departments. Since each member of the academia will be sent a quastionnaire to participate in the survey, the sampling

method can be described as random (*Mouton, 1996*). Each member of the academia may choose whether or not to complete the questionnaire, however, encouraged.

4.4 Questionnaire

The questionnaire consists of two main parts. Part one consists of demographic questions and part two consists of 4 major categories which are involvement, consistency, adaptability and mission. Under involvement the sub categories are empowerment, team orientation and capability. Under consistency the sub categories are core values, agreement, coordination and integration. Adaptability consists of creating change, customer focus and organization learning. Mission consists of strategic direction and intention, objectives and goals and vision

4.5 Data processing

The questionnaires will be scored, analysed and interpreted electronically by means of the SPSS software. Accepted statistical means will be used to provide data on the descriptive statistics of the sample and the results of the study.

4.6 Conclusion

This chapter has discussed the methodological steps to be followed by the proposed study. Two main steps of the literature review and the measuring instrument to be used for the proposed empirical investigations were highlighted.

CHAPTER IV

METHODOLOGY

4.1 Introduction

This chapter sets out the methodology to be adopted for the aims of the proposed study.

4.2 Research method

The proposed study will be divided into two phases, namely a literature review and an empirical study.

4.2.1 Literature review

This will be carried out by means of a qualitative literature review to determine how organisational culture is defined and the dimensions underlying culture.

4.2.2 Empirical study

This involve the development of a measuring instrument to measure organisational culture and a quantitative investigation into the culture of the academia at the NearEast University.

4.3 Population and sample

The population will consist of all the full-time academia employed at the Near East University which consists of 32 lecturers from different departments. Since each member of the academia will be sent a quastionnaire to participate in the survey, the sampling

method can be described as random (*Mouton, 1996*). Each member of the academia may choose whether or not to complete the questionnaire, however, encouraged.

4.4 Questionnaire

The questionnaire consists of two main parts. Part one consists of demographic questions and part two consists of 4 major categories which are involvement, consistency, adaptability and mission. Under involvement the sub categories are empowerment, team orientation and capability. Under consistency the sub categories are core values, agreement, coordination and integration. Adaptability consists of creating change, customer focus and organization learning. Mission consists of strategic direction and intentions, objectives and goals and vision.

4.5 Data processing

The questionnaires will be scored, analysed and interpreted electronically by means of the SPSS software. Accepted statistical means will be used to provide data on the descriptive statistics of the sample and the results of the study.

4.6 Conclusion

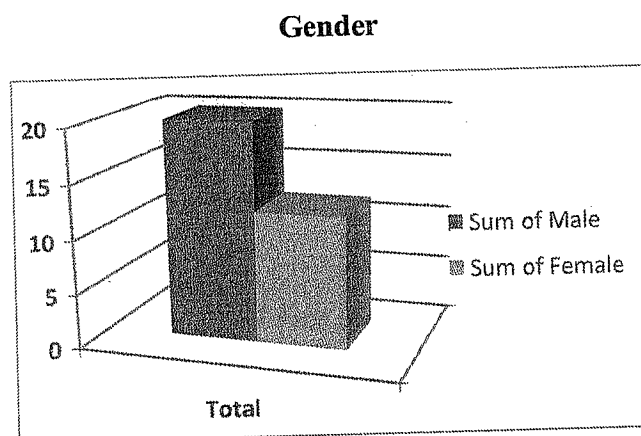
This chapter has discussed the methodological steps to be followed by the proposed study. Two main steps of the literature review and the measuring instrument to be used for the proposed empirical investigations were highlighted.

CHAPTER V

RESEARCH RESULTS AND ANALSES

5.1 Part 1

5.1.1 Demographic Questions



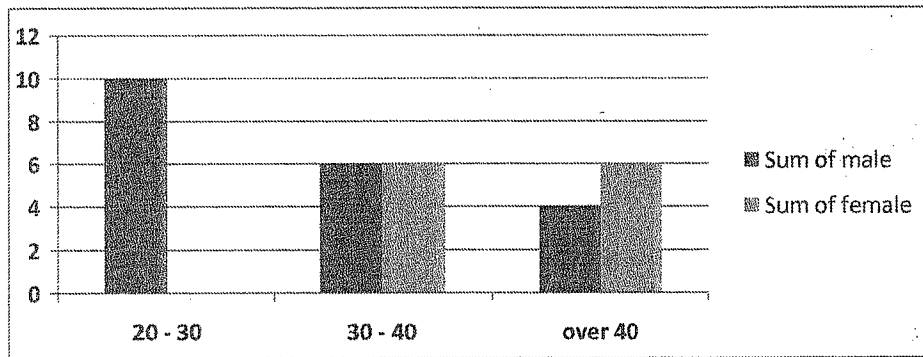
Graph 5.1

Row Labels	Sum of male	Sum of female
Gender	20	12
Total	20	12

Table 5.1

In my survey, there were 20 male and 12 female instructors

Age



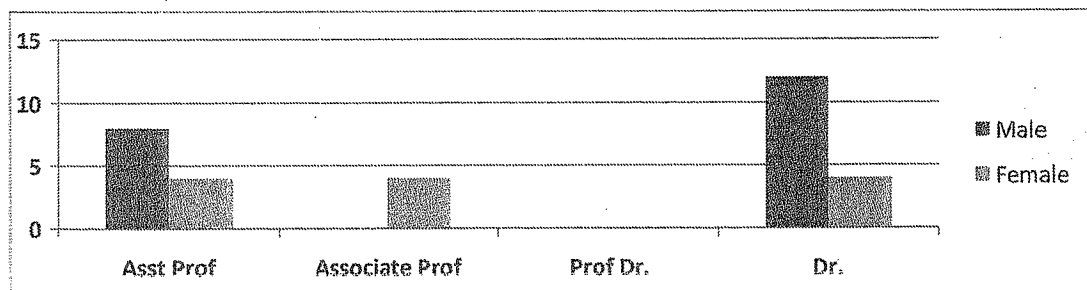
Graph 5.2

Row Labels	Sum of male	Sum of female
20 - 30	10	0
30 - 40	6	6
Over 40	4	6
Total	20	12

Table 5.2

In the age range of 20 to 30 there were 10 male and 0 female instructors while there was a balance of 6 instructors in the age range of 30 to 40 but in the range of over 40 male instructors were less to female instructors on a 4 to 6.

Title

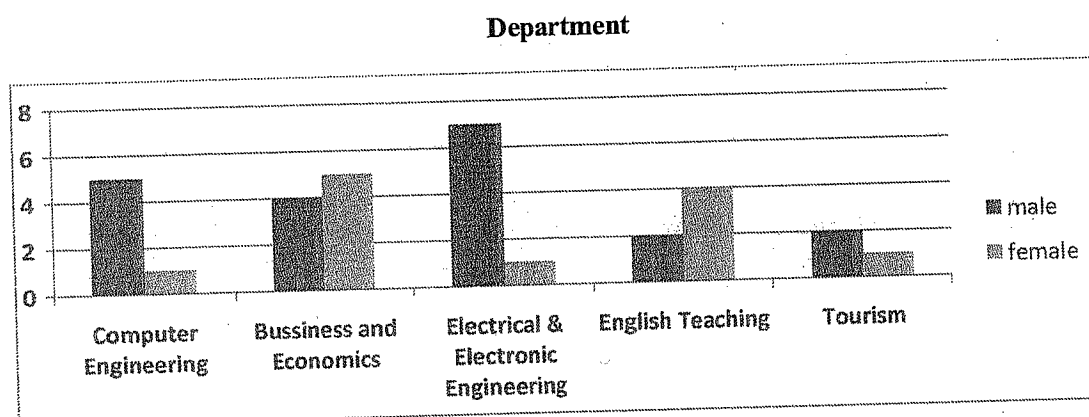


Graph 5.3

Row Labels	Sum of male	Sum of female
Asst. Prof.	8	4
Assoc. Prof.	0	4
Prof. Dr.	0	0
Dr.	12	4
Total	20	12

Table 5.3

Based on the survey, Our University has a total of 20 male instructors of which 8 of them are Assistant Professors, no Associate Professor and Professor Doctor and 12 Doctors. There were 12 female instructors of which 4 of them are Assistant Professors, 4 Associate Professor, 0 Professor Doctor and 4 Doctors.



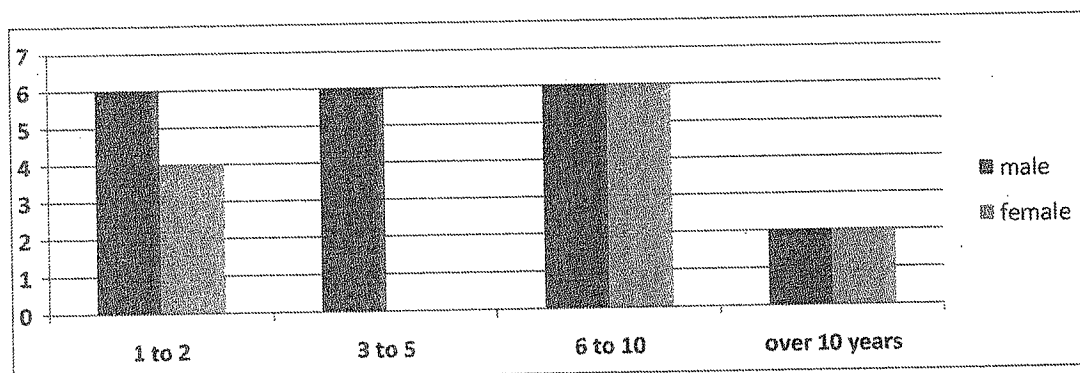
Graph 5.4

Row Labels	Sum of male	Sum of female
Computer Engineering	5	1
Business and Economics	4	5
Electrical & Electronic	7	1
English Teaching	2	4
Tourism	2	1
Total	20	12

Table 5.4

In Computer Engineering there were 5 male and 1 female instructor, Business and Economics had 4 male and 5 female instructors, Electrical and Electronic Engineering had 7 male and 1 female instructor, English Teaching had 2 male and 4 female instructors and Tourism had 2 male and 1 female instructor.

Number of Years at Near East University



Graph 5.5

Row Labels	Sum of male	Sum of female
1 to 2	6	4
3 to 5	6	0
6 to 10	6	6
Over 10 years	2	2
Total	20	12

Table 5.5

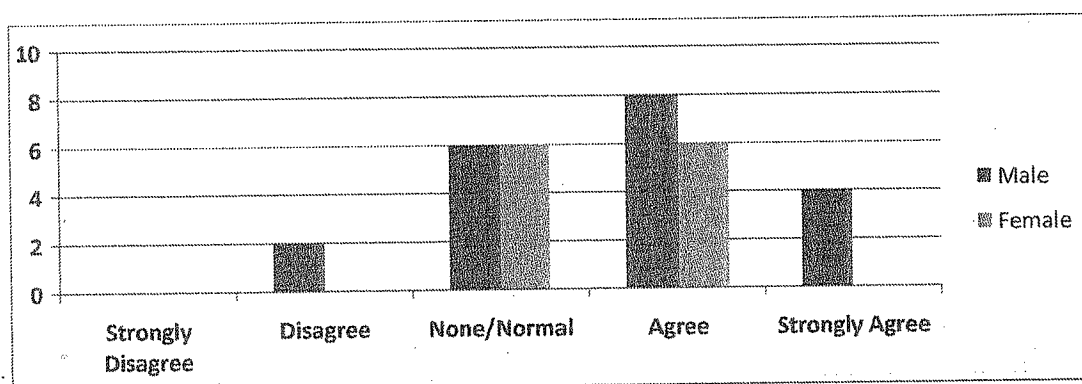
Six male and four female instructors having experience between one to two years at the university while 6 male and no female instructors were having experience between three to five years and from six to ten years there were six male and female instructors and only two male and female instructors had experience for over ten years.

5.2 PART 2

5.2.1 INVOLVMENT

5.2.1.1 Empowerment

Most NEU Lectures are highly involved in their jobs



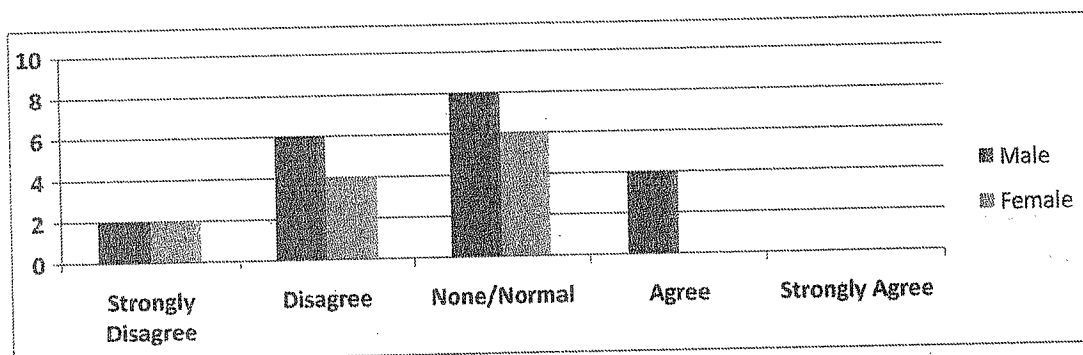
Graph 5.6

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	2	0
None / Normal	6	6
Agree	8	6
Strongly Agree	4	0
Total	20	12

Table 5.6

None of the participants strongly disagreed that they are highly involved in their jobs, two male instructors disagreed that they were highly involved in their jobs, six male and female instructors were highly involved in their jobs and eight males and six females agree that they are highly involved in their jobs and only four males strongly agreed.

Information at the NEU is widely shared & everyone has access to it



Graph 5.7

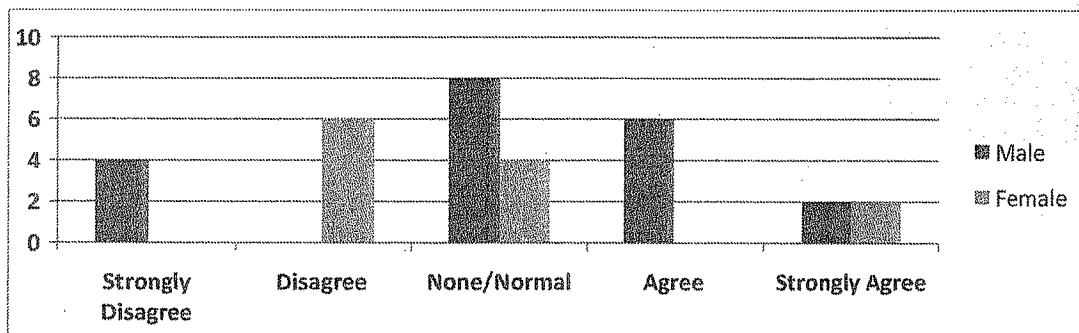
Row Labels	Sum of male	Sum of female
Strongly Disagree	2	2
Disagree	6	4
None / Normal	8	6
Agree	4	0
Strongly Agree	0	0
Total	20	12

Table 5.7

Both male and female instructors equally strongly disagree that information is widely shared and everyone has access to it while six males and four females disagree. Eight males and six female agreed that information is widely shared and everyone has access to it normally. Only four males agreed that information was widely shared and everyone has access to it while no one strongly agreed.

5.2.1.2 Team Orientation

Team work is used to get the work done rather than individual effort



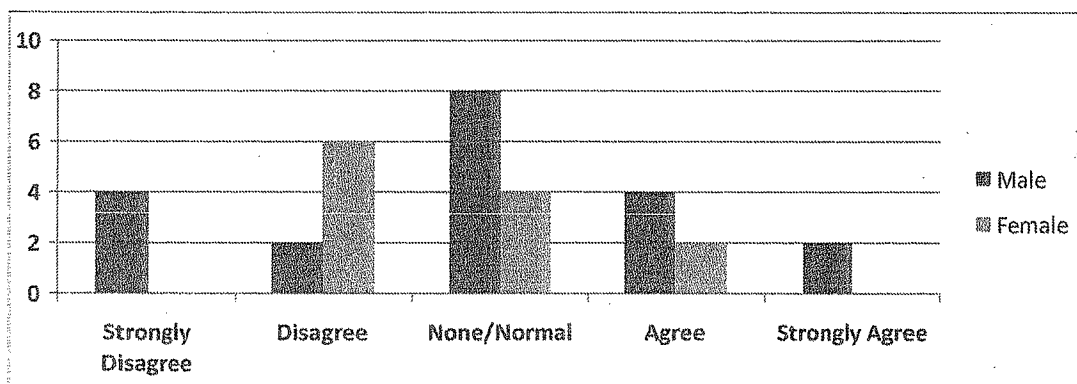
Graph 5.8

Row Labels	Sum of male	Sum of female
Strongly Disagree	4	0
Disagree	0	6
None / Normal	8	4
Agree	6	0
Strongly Agree	2	2
Total	20	12

Table 5.8

Only four males strongly disagreed on team work while six females disagreed and eight males and four females didn't see team work to get the work done, while only six males agreed and two males and females strongly agreed.

People work like they are part of the team



Graph 5.9

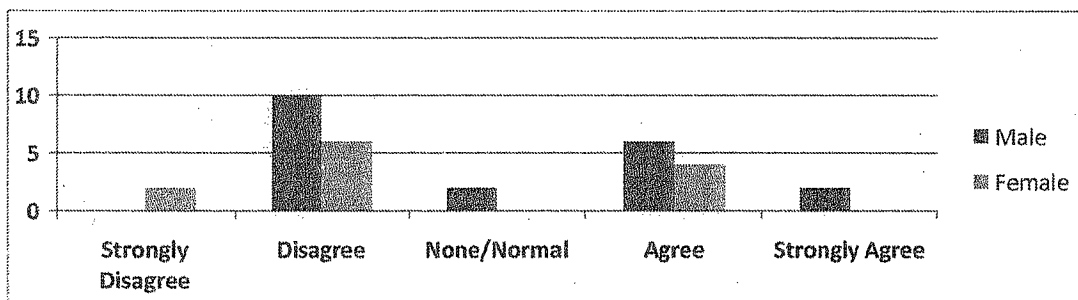
Row Labels	Sum of male	Sum of female
Strongly Disagree	4	0
Disagree	2	6
None / Normal	8	4
Agree	4	2
Strongly Agree	2	0
Total	20	12

Table 5.9

Only four males strongly disagreed that people work like that are part of the team, two males and six females disagreed on that. Eight males and four females thought it was normal that people worked like that were a part of the team, four males and two females agreed that people worked as a team and only two male strongly agreed.

5.2.1.3 Capability Development

Problems often arise because we do not have enough training



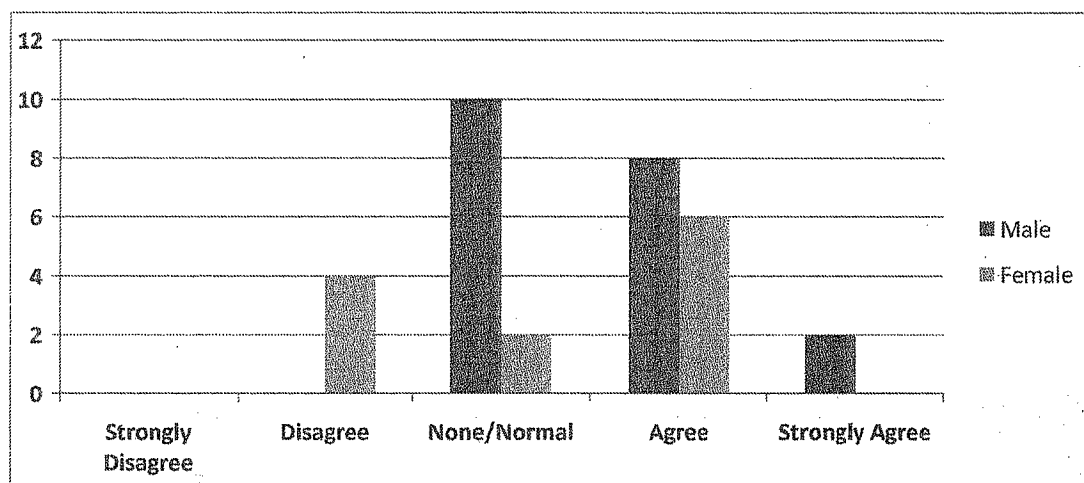
Graph 5.10

Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	10	6
None / Normal	2	0
Agree	6	4
Strongly Agree	2	0
Total	20	12

Table 5.10

Only two males strongly disagreed that problems often aroused because we did not have enough training, ten males and six females disagreed and only two males thought that sometimes problems aroused because we did not have enough training. Six males and four females agreed that problems arouse because they did not have enough training to handle problems and only two males strongly agreed

There is continuous investment in the skills of lectures



Graph 5.11

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	0	4
None / Normal	10	2
Agree	8	6
Strongly Agree	2	2
Total	20	12

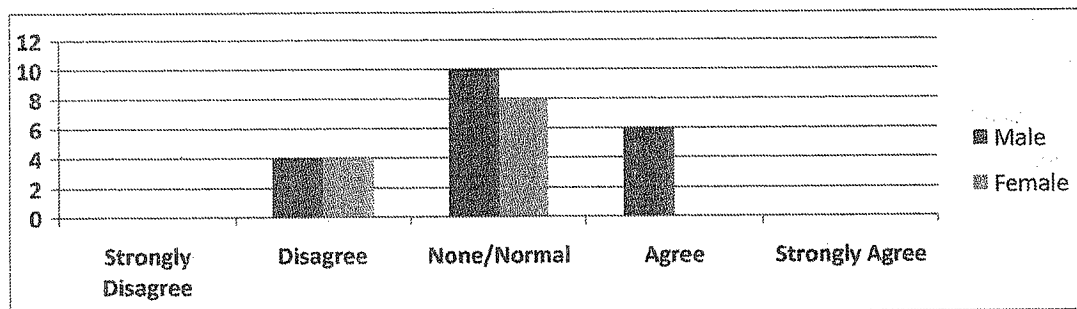
Table 5.11

None of the instructors strongly disagreed that there is continuous investment in the skills of lectures, while only four females disagreed and ten males and 2 females thought it was normal. Eight males and six females agreed that there was a continuous investment in the skills of lectures, two males and females strongly agreed.

5.2.2 Consistency

5.2.2.1 Core Values

There is a clear and consistent set of values to do work



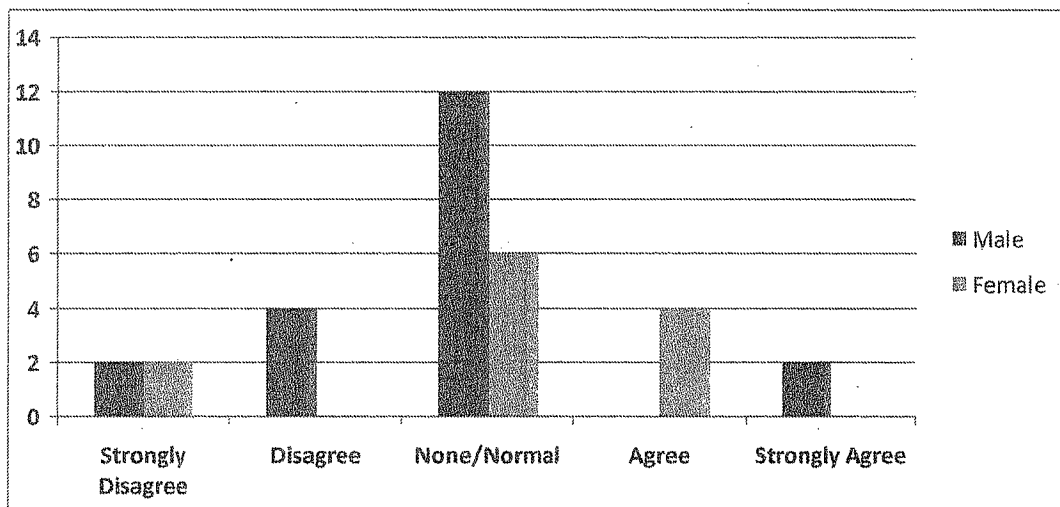
Graph 5.12

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	4	4
None / Normal	10	8
Agree	6	0
Strongly Agree	0	0
Total	20	12

Table 5.12

None of the instructors thought that there is a clean and consistent set of values to do work. Four males and females thought that there is a clean and consistent set of value to do work, ten males and eight females normally thought that there is a clear and consistent set of values to do work and only six males agreed.

There is a characteristics management style that is predictable at all times



Graph 5.13

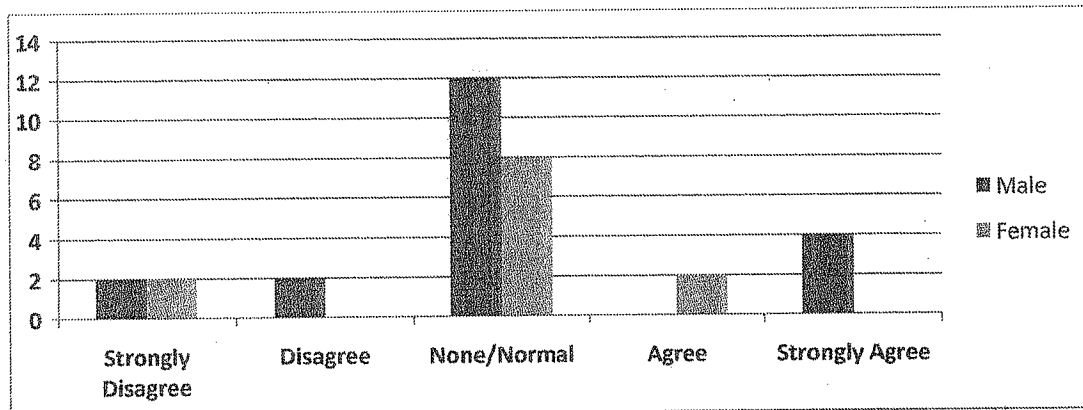
Row Labels	Sum of male	Sum of female
Strongly Disagree	2	2
Disagree	4	0
None / Normal	12	6
Agree	0	4
Strongly Agree	2	0
Total	20	12

Table 5.13

Two male and female instructors strongly disagreed that there is a characteristics management style that is predictable at all times while only four males disagreed and twelve males and six females thought that there was normal characteristics management style that is predictable at all times. Only four females agreed and two males strongly agreed.

5.2.2.2 Agreement

There is a "strong" culture



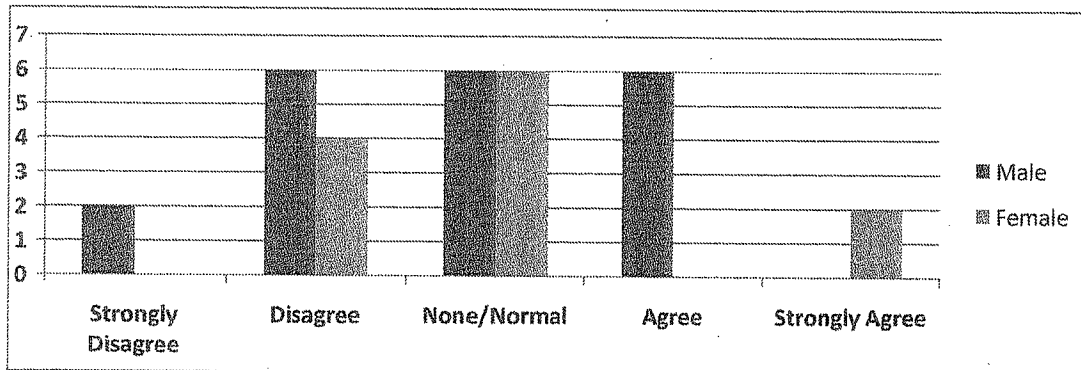
Graph 5.14

Row Labels	Sum of male	Sum of female
Strongly Disagree	2	2
Disagree	2	0
None / Normal	12	8
Agree	0	2
Strongly Agree	4	0
Total	20	12

Table 5.14

Two males and females strongly disagreed on the idea that there was a strong culture and only two males disagreed while twelve males and eight females that strong culture did not bother them. Two females agreed and four males strongly agreed.

It is easy to reach consensus, even on different points of view



Graph 5.15

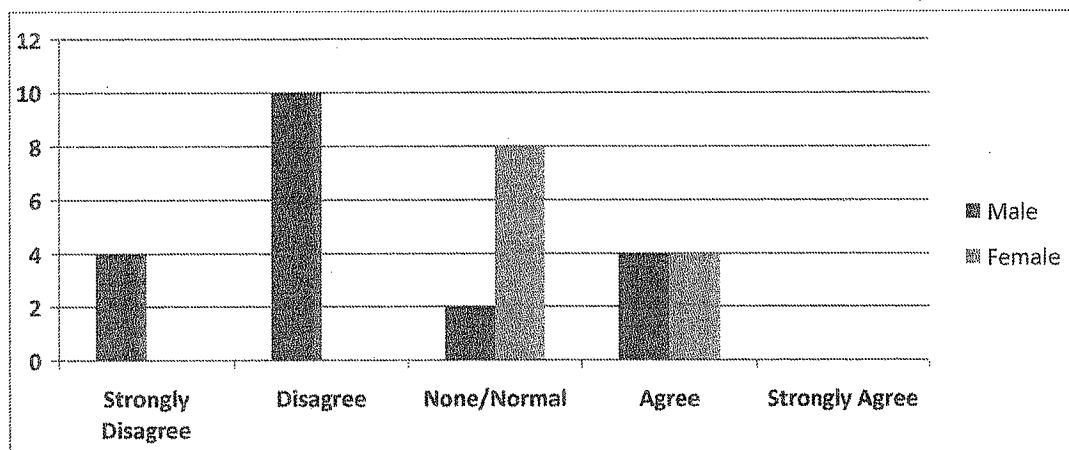
Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	6	4
None / Normal	6	6
Agree	6	0
Strongly Agree	0	2
Total	20	12

Table 5.15

Two males strongly disagreed that it was easy to reach consensus, even on different points of view and six males and four females disagreed. There was a balance of six males and females who thought it was normal and only six males agreed on it and two females strongly agreed.

5.2.2.3 Coordination and integration

Working with someone from another department has always been easy



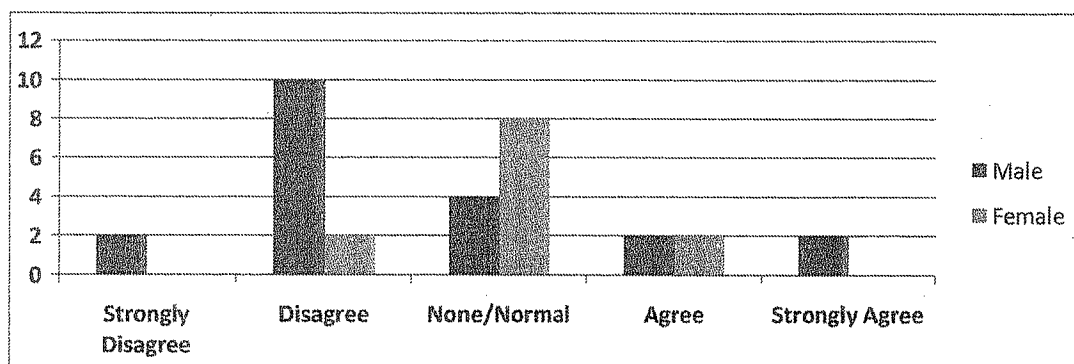
Graph 5.16

Row Labels	Sum of male	Sum of female
Strongly Disagree	4	0
Disagree	10	0
None / Normal	2	8
Agree	4	4
Strongly Agree	0	0
Total	20	12

Table 5.16

There were four males who strongly disagreed that working with someone from another department has always been easy and ten males disagreed on that, two males and eight females said it was normal and four males and females agreed while no one strongly agreed.

There is good alignment of goals across faculties and department



Graph 5.17

Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	10	2
None / Normal	4	8
Agree	2	2
Strongly Agree	2	0
Total	20	12

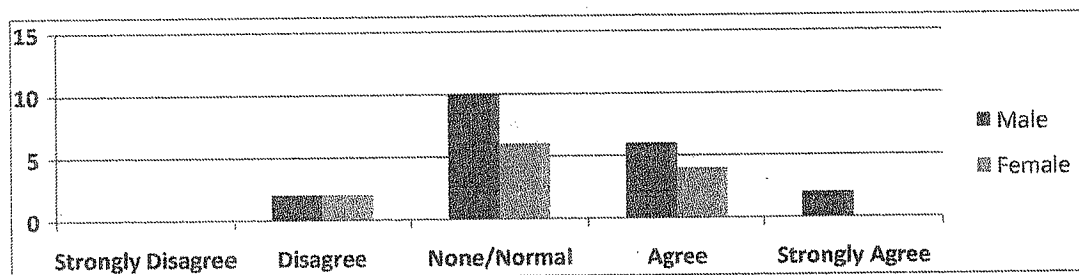
Table 5.17

Only two males strongly disagreed that there was a good alignment of goals across faculties and department, while ten males and two females disagreed and four males and eight females said it was normal. Two males and females strongly agreed while only two males strongly agreed.

5.2.3 Adaptability

5.2.3.1 Creating change

We respond well to competitors and other challenges



Graph 5.18

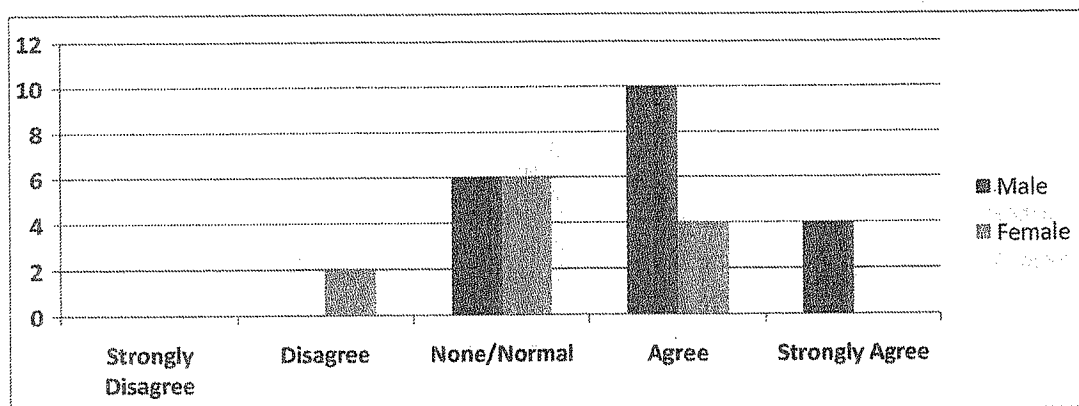
Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	2	2
None / Normal	10	6
Agree	6	4
Strongly Agree	2	0
Total	20	12

Table 5.18

No one strongly disagreed that we responded well to competitors and other challenge, two males and females disagreed where as ten males and six females said it was normal. Six males and four females agreed that they responded well to competitors and other challenge. Only two males said that they strongly agree.



New and improved ways to work continually



Graph 5.19

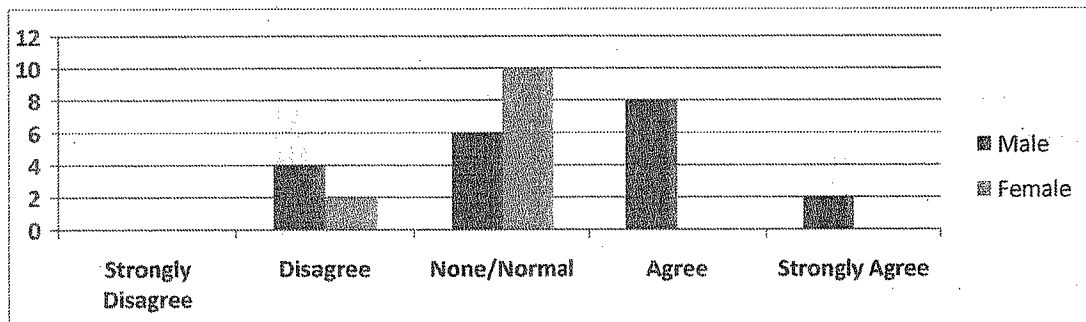
Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	0	2
None / Normal	6	6
Agree	10	4
Strongly Agree	4	0
Total	20	12

Table 5.19

Two females disagreed that there were new and improved ways to work continually while six males and females said it was normal and ten males and four females agreed and only four males strongly agreed.

5.2.3.2 Customer Focus

Students input directly influence our decisions



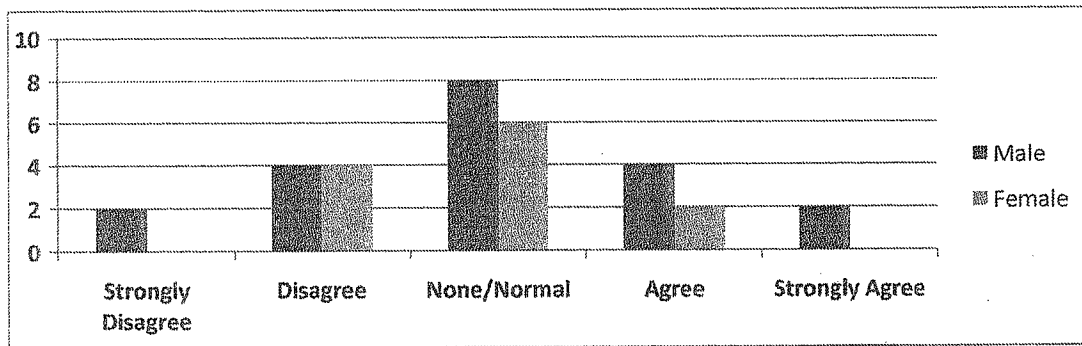
Graph 5.20

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	4	2
None / Normal	6	10
Agree	8	0
Strongly Agree	2	0
Total	20	12

Table 5.20

Four males and two females disagree that student input influenced their decisions where as six males and 10 females said that it sometimes effected their decisions and eight males said they agreed on the idea and two males said that they strongly agreed.

All members have a deep understanding of students



Graph 5.21

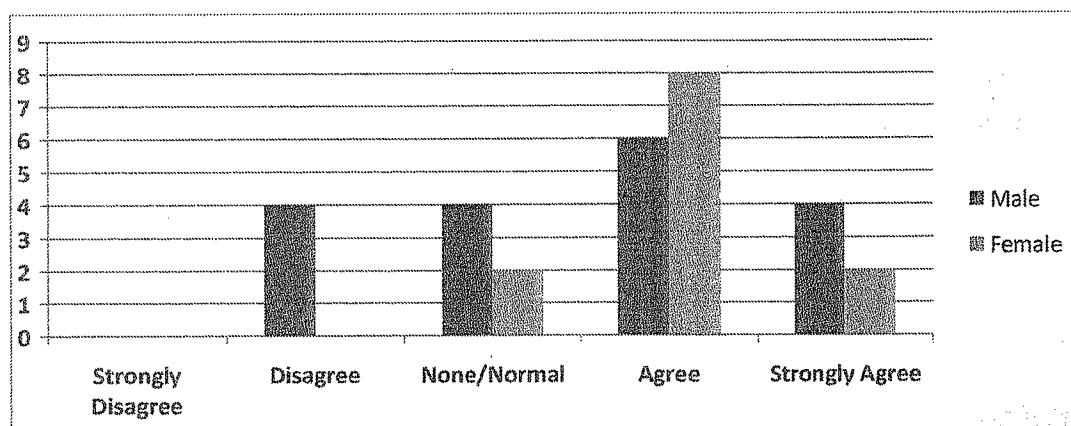
Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	4	4
None / Normal	8	6
Agree	4	2
Strongly Agree	2	0
Total	20	12

Table 5.21

Two male instructors strongly disagreed that they have a deep understanding of students while four male and female instructors disagreed and eight males and six females said they sometimes understood the understandings of the students where are four males and six females agreed and only two males strongly agreed.

5.2.3.3 Organization Learning

Learning is an important objective of our university lecturers



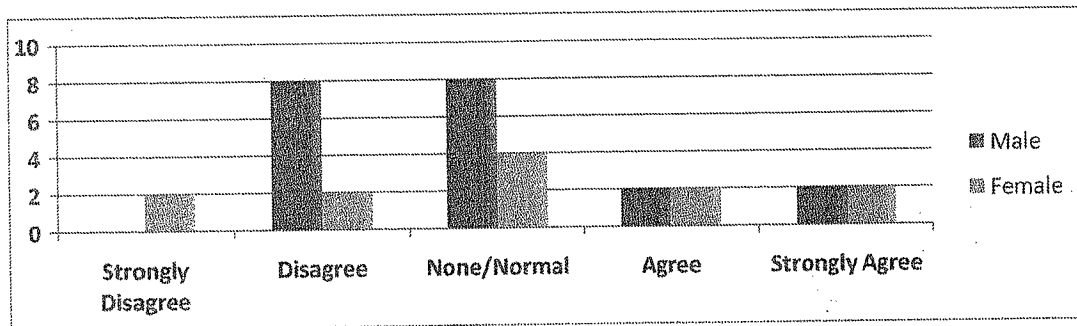
Graph 5.22

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	4	0
None / Normal	4	2
Agree	6	8
Strongly Agree	4	2
Total	20	12

Table 5.22

Only four males disagreed that learning was an important objective of our university lecturers where as four males and two females thought it was normal and six males and eight females agreed that the important objective was to learn and four males and two females strongly agreed.

We view failure as an opportunity for learning



Graph 5.23

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	2
Disagree	8	2
None / Normal	8	4
Agree	2	2
Strongly Agree	2	2
Total	20	12

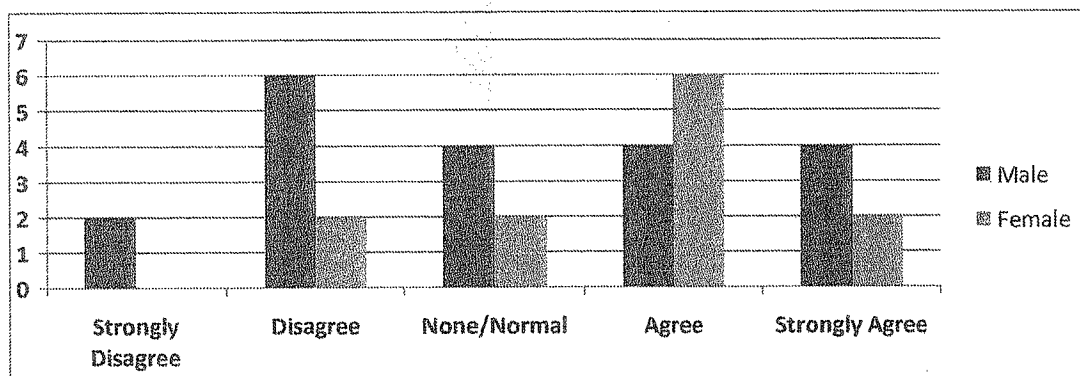
Table 5.23

Two females strongly disagreed that they viewed failure as an opportunity for learning and eight males and two females disagreed and eight males and four females said it was normal where as two males and females agreed and strongly agreed.

5.2.4 Mission

5.2.4.1 Strategic direction and intent

There is a long term purpose and direction in our department



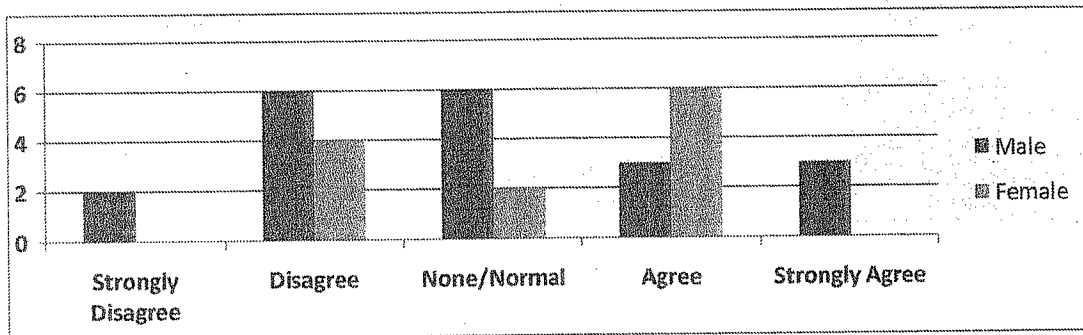
Graph 5.24

Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	6	2
None / Normal	4	2
Agree	4	6
Strongly Agree	4	2
Total	20	12

Table 5.24

Only two male instructors strongly disagreed that their department has a long term purpose and direction. Six males and two females disagreed. Four males and two females said it was normal where as four males and six females agreed and four males and two females strongly agreed.

Our strategy leads other local universities to improve them self's



Graph 5.25

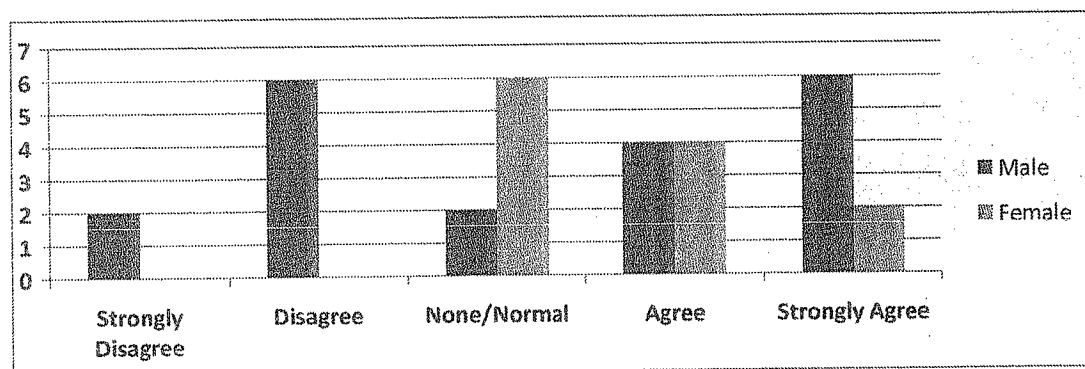
Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	6	4
None / Normal	6	2
Agree	3	6
Strongly Agree	3	0
Total	20	12

Table 5.25

Two male instructors strongly disagreed on the idea while six males and four females disagreed and six males and two females said that sometimes the university strategies helped other universities while three males and six females agreed and only three males strongly agreed.

5.2.4.2 Objectives and goals

People understand what needs to be done for their work



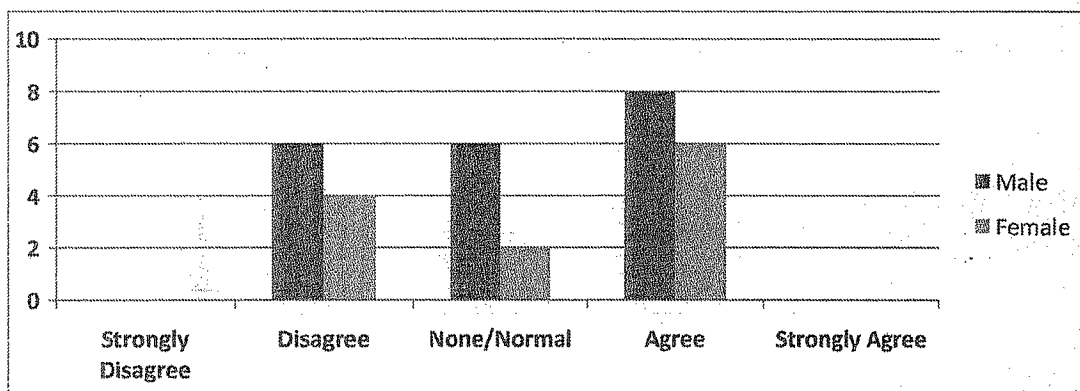
Graph 5.26

Row Labels	Sum of male	Sum of female
Strongly Disagree	2	0
Disagree	6	0
None / Normal	2	6
Agree	4	4
Strongly Agree	6	2
Total	20	12

Table 5.26

Only two males strongly disagreed on the question and six males disagreed on it. Two males and six females said it had no impact while four males and females agreed and six males and two females strongly agreed that people needed to understand what needs for their work to be done.

There is widespread agreement about goals



Graph 5.27

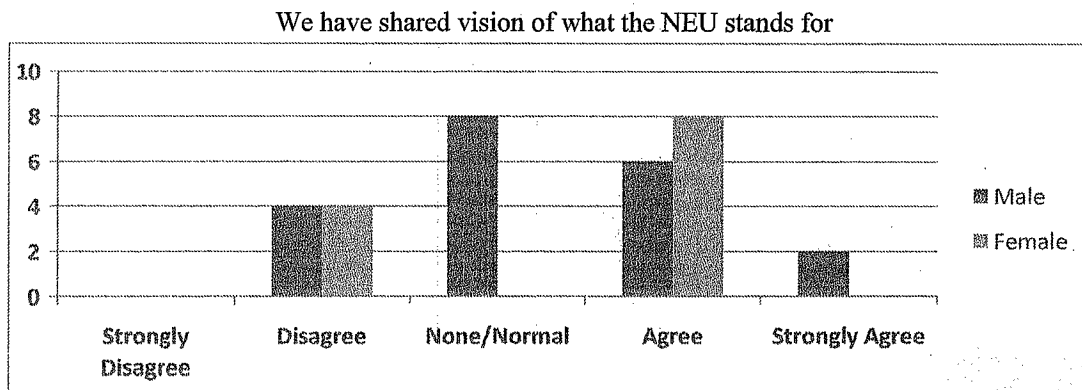
Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	6	4
None / Normal	6	2
Agree	8	6
Strongly Agree	0	0
Total	20	12

Table 5.27

No one strongly disagreed from male and female, six male and four female instructors disagreed that there is a widespread agreement about goals while six males and two females said it was normal and eight

males and six females agreed that there was a widespread agreement about goals and no one strongly agreed.

5.2.4.3 Vision



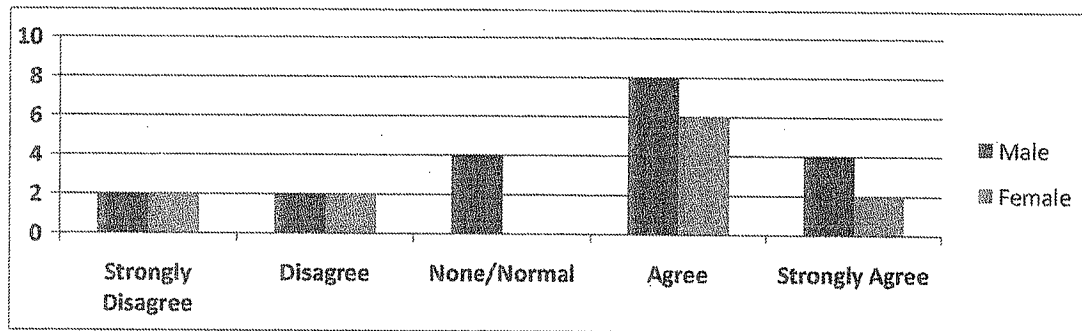
Graph 5.28

Row Labels	Sum of male	Sum of female
Strongly Disagree	0	0
Disagree	4	4
None / Normal	8	0
Agree	6	8
Strongly Agree	2	0
Total	20	12

Table 5.28

None of the instructors strongly disagreed while four males and females disagreed that have shared vision of what NEU stands for while eight males said it was normal and six males and eight females agreed and only two males strongly agreed.

Management of NEU has a long term view point



Graph 5.29

Row Labels	Sum of male	Sum of female
Strongly Disagree	2	2
Disagree	2	2
None / Normal	4	0
Agree	8	6
Strongly Agree	4	2
Total	20	12

Table 5.29

Two male and female instructors strongly disagreed and disagree that the management of NEU has a long term view point. Only four males said it was normal and eight males and six females agreed and four males and two females strongly agreed that the management of NEU has a long term view point.

CHAPTER VI

CONCLUSIONS

6.1 Introduction

The chapter summarizes the general topic of the proposed research, recommendation, general conclusion and its limitations.

6.2 Organisational culture and performance

Research clearly indicated that regardless of the size, sector, industry or age of a business, culture affects performance. If organisational culture directly affects performance, it was concluded essential that the instrument being used to measure culture in the organisation should be reliable.

6.3 Conclusion for the results

Based on the results from the questionnaire, In Near East University, there is empowerment at a large scale; empowerment means to give power or authority to the instructors. This means that all the instructors are involved in the decision making process and information is shared among the instructors.

Team orientation which one of the most important thing in an organization, it means that the employees can work as a cooperative unit and agree on the same ideas and goals was also surveyed. Most people like to work as a team than to work alone. The instructors in this university also like to work together as a team so that they may achieve more yet at the same time some of them do not work like they are a part of a team but rather work as an individual.

Capability development, the quality of being capable physically or intellectually of improving by expanding or enlarging or refining in other words the ability to gain

through experience has an important role in the organization. In Near East University, most of the problems that arise are not due to lack of enough training but because most of the problems are non occurrence problems that usually occur very rarely, more over there is a constant investment in the skills of lectures.

In the second section of the questionnaire, consistency which means the property of holding something together and retaining its outline, we have core values which are the basic beliefs of an organization on which it stands, almost everyone has a clear and consistent set of values and they belief in the same basic values and the decisions taken by the management is always predictable since there is a consistency in the management. Agreement, there is a harmony in the opinions of the instructors but most of the instructors has a hard time to reach an agreement when they have different views of point which would seem normal since most people cannot come to an agreement when most of their views do not meet.

Coordination and integration, The skillful and effective interaction of movements and the act of combining into an integral whole which means that a job is carefully coordinated or carried out so that there may be no error or as little as possible and to be able to integrate or combine the job together. Working together from people from another department has been generally low since most of the department has almost different views and at the same time there isn't a good alignment across the faculties and departments in Near East University

The third section of the questionnaire which is adaptability or the ability to change or be changed to fit changed circumstances. Creating a change is important to an organization so that people might not be doing the same things over and over again. In this university, there is constant change so that the instructors may not be doing the same things over and over again and so that they can adapt to different situations and environments. The instructors in this university can respond very well to competitor and other challenges

Customer focus, one the most important things in the organization is to focus on the customer needs because that is the thing that keeps an organization its customers, if the customers are happy the organization can prosper if the customers are not satisfied the organization can see its self to put up the shutters in the near future if they continue to treat the customers deficiently, In Near East University the customers are students, students have an impact on the decision of the instructors and most of the members have an understanding of what the students want and need.

Organization learning is another important object, to educated the employees of an organization is an important process in keeping the organization working. In Near East University it is a top priority that learning is the most important objective of the university lecturers but the negative part is that most of us do not view failure as an opportunity for learning.

The fourth section the questionnaire is mission which means the aim of the organization, strategic direction and intent is an elaborate and systematic plan of action which will lead an organization in to a desired course. There is long term purpose and direction at Near East University and yet at the same time there is no long term purpose and direction and our strategies sometimes leads other universities to improve them self's.

Objectives and goals, these are the goal intended to be attained (and which is believed to be attainable) and the place designated to reach at the end for the university. Instructors at Near East University understand what needs to be done for their work and there is a wide spread agreement about goals among most of the instructors.

Vision, a long term view of an organization as how it sees its self in the future, Near East University has a shared vision for what it stands for in the future, the management also has a long term view point

The problem statement that the proposed study will attempt to resolve was identified in the context of a measuring instrument to be developed to measure organisational culture.

6.4 General conclusion of the study

From the Literature study covered in previous chapters, it become evident that an organizations founders mainly develop organizational culture and perpetuated and maintained by various socialization programmes and human resources function. Organisational culture fulfils a number of important function relating to the organizations survival and adaptation. It also become clear that organizational culture can be managed by activating certain levers but changes generally do not happen in a short space of time. Many organization cultures have been defined over time- these are not unique and overlap to varying degrees.

It has been pointed out that leadership is a contributor to organizational culture not only in creating it but also in shaping changes to it.

Two important Messages can be learnt from the literature research on the effect of organizational culture on performance. When an organization is face with a crisis or trying to produce a step change in results, management should not focus on consistency alone. When new systems, processes or structure are being introduced in an attempt to gain control, organizations leader wants to produce breakthrough results, focus should be on mission and involvement.

Between to these culture traits, the performance measures can be affected. The other two culture traits (adaptability and consistency) count for full and sustainable performance over the long run- but not without mission and involvement. There is a close relationship between the culture of organization and their patterns of performance.

6.5 Limitations

The key limitation of the proposed study is its generalisability, since investigations will be based on a case study. The findings to be reached will need to be further validated through application of the methodological steps defined in this proposal across other organisations and industries.

6.6 Recommendation for future research

Owing to the limitations of this study it is recommended that more research be done on the cultures of organizations. A test-retest study should be done to facilitate the most important index for internal consistency, which should be computed through other means of collecting data. To determine whether the measurements are what it is supposed to measure, it is essential that the validity be explored further in a future study in the cultures of organizations context.

One of the purposes of item analysis is the determination of the degree to which items can discriminate among individuals in terms of some criterion. This criterion is usually the total score on the preliminary form and items that correlate well with the criterion, whether an external criterion or the total score are retained as good items and those with poor correlations are rejected.

In this study it was not possible to employ an external criterion in terms of which the validity of the items could be determined, as the computation of validity was not in the scope of this study.

6.7 Conclusion

This final chapter has summarized the main arguments of the proposed study and its limitations, General conclusion of the study, recommendation for future research.

REFERENCES

- Argyris, C (1964). Integrating the individual and the organization. New York:Wiley.
- Atkinson, P.(December 2002). Riding the winds of change. *Journal of the Southren Africa Institute of Management Service*. 2 (4).
- Ball, A.& Ashbury, S. (1989). *The winning way*. Johannesburg: Ball.
- Bower, M. (1966). *The will to manage*.New York: McGraw-Hill
- Davis, S. (1984). *Managing corporate culture*.Cambridge, MA: Balinger.
- Deal, T.E. & Kennedy, A.A. (1982). *corporate cultures: Rites and rules of corporate life*. Reading, MA: Addison-Wesley.
- Denison, D.R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Rerview*, 21.
- Denison, D.R. (1990). *Corporate culture and organizational effectiveness*. New York: Wiley.
- Denison, D.R. & Neale, W.S. (1996). Denison organisation culture survey: Facilitators guide. Ann Arbor, ML: Aviat.
- Diamond, M.A. (1993). *The unconscious life of organisation*. Westport, CT: Quorum.
- Drennan, D. (1992). *Transforming company culture*. London: McGraw-Hill.
- Drucker, P.F. (1973) .*Management*. New York: McGraw-Hill.
- Fillmore, W.J. (1990). *A pragmatic framework for understanding and managing corporate culture*. Unpublished Ph.D. dissertation. Graduate Shool of the Union Institute.
- Fisher, C.J. (1997). *Corporate culture and business performance*. Unpublished doctoral dissertation. California Shool of Professional Psychology, Los Angeles.

- Fisher, C.J. (2000). Like it or not ... culture matters: Linking culture to bottom line business performance. *Employee Relations Magazine*, 27 (2).
- French, W.L. & Bell, C.H. (1984). *Organisation Development*. Englewood Cliffs, NJ: Prentice-Hall.
- Green, L. (1989). Corporate culture: Asset or Liability. *Human Resources Management Yearbook*.
- Gray, J.L. & Starke, F.A. (1988). *Organization behaviour concept and application*. Columbus: Merrill.
- Harrison, R. (1993). *Diagnosing organizational culture: Trainer's manual*. Johannesburg: Pfeiffer & Company.
- Kilman, R.H. (1984). *Beyond the quick fix: Managing five tracks to organizational success*. San Francisco: Jossey-Boss.
- Kilman, R.H., Saxton, M.J. & Serpa, R. (Winter 1986). Issues in understanding and changing culture. *California Management Review*.
- Kotter, J.P. & Heskett, J.L. (1992). *Corporate culture and performance*. New York: The Free Press.
- Likert, R. (1961). *New patterns of management*. New York: McGraw-Hill.
- Luthans, F. (1992). *Organizational behaviour*. New York: McGraw-Hill.
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- Owen, J.S. (1989). *The organisation culture perspective*. Pacific Grove, CA: Brooks-Cole.
- uchi, W.G (1981). *Theory Z*. Reading, MA: Addison-Wesley.
- Pascale, R.T. (1990). *Managing on the edge: How successful companies use conflict to stay ahead*. London: Penguin.

- Pascale, R.T. & Athos, A.G. (1981). *The art of Japanese management*. New York: Simon & Schuster.
- Peters, T.J. & Waterman, R.H. (1982). *In search of excellence: Lessons from America's best run companies*, New York: Harper & Row.
- Porter, L.W., Lawer, E.E. & Hackman, J.R. (1975). *Behaviour in organisation*. New York: McGraw-Hill.
- Quinn, R.E. (1988). *Beyond rational management*. San Francisco: Jossey-Bass.
- Robbins, S.P. (1990). *Organisation theory: structure design applications*. New Jersey: Prentice Hall.
- Roethlisberger, F.G. & Dickson, W.J. (1975). *Management and the worker: AN account of a research programme conducted by Western Electric Company, Hawthorne Works Chicago*. Cambridge, MA: Harvard University Press.
- Sathe, J.V. (1985). *Culture and related concepts: Text, cases and reading on organisational entry, establishment and change*. Homewood, IL: Irwin.
- Schein, E.H. (1988). How culture forms, develops and change. In R.H Kilman, M.J. Saxton, & R. Serpa. *Gaining control of the corporate culture*. San Francisco, CA: Jossey-Bass.
- Schein, E.H. (1992). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Schuster, F.E. (1986). *The Schuster report: The proven connection between people and profits*. New York: Wiley.
- Sternberg, R.J. & Wagner, R.K. (1986). Practical intelligence: the nature and origins of competence in the everyday world. London: University of Cambridge Press.
- Smircich, L. (September 1983). Concepts of culture and organizational analysis. *Administrative Science Quarterly*.

Tosi, H.L., Rizzo, & Carrol, S.J. (1990). *Managing Organizational behaviour*. New York: Harper Collins.

Trice, H.M. & Beyer, J.M. (1993). *Culture of work organisation*. Englewood Cliffs, N.J: Prentice-Hall.

White, J. (1991). Corporate culture and corporate success. *South Africa Handbook of Management Development*, 6 (6).

Williams, A., Dobson, P. & Walters, M. (1990). *Changing culture*. London: Institute of Personnel Management.

QUESTIONNAIRE

Dear Lecturer,

I am a final year student in the department of Business Administration. The following questionnaire is for the completion of my graduation project which is on Organization Culture. I would be more than obliged if you spare a 10 minutes of your time completing the questions. All responses will be kept confidential.

Ammar Al-Otaibi
20011821

PART 1

Demographic Question.

1. Male / Female

2. Age

20-30

30-40

over 40

☐☐☐

3. Title

Asst Prof

Assoc Prof

Prof Dr.

Dr.

☐☐☐☐

4. Department / Faculty

5. Numbers of years at N.E.U

1-2

3-5

6-10

over 10 years

☐☐☐☐

PART 2

Using the scale below please state the extent to which you agree with each of the following statement.

Scale:

1. Strongly Disagree	2. Disagree	3. None / Normal	4. Agree	5. Strongly Agree
----------------------	-------------	------------------	----------	-------------------

INVOLVMENT

Empowerment

1. Most N.E.U Lecturers are highly involved in their jobs

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

2. Information at the N.E.U is widely shared and everyone has access to it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Team Orientation

3. Team work is used to get the work done rather than individual effort.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

4. People work like they are part of a team.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Capability Development

5. Problems often arise because we do not have enough training.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

6. There is continuous investment in the skills of lecturers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

CONSISTENCY

Core Value

7. There is a clear and consistent set of values to do work.

1	2	3	4	5
---	---	---	---	---

8. There is a characteristics management style that is predictable at all times.

1	2	3	4	5
---	---	---	---	---

Agreement

9. There is a "strong" culture.

1	2	3	4	5
---	---	---	---	---

10. It is easy to reach consensus, even on different points of view.

1	2	3	4	5
---	---	---	---	---

Coordination and integration

11. Working with someone from another department has always been easy.

1	2	3	4	5
---	---	---	---	---

12. There is good alignment of goals across faculties and department

1	2	3	4	5
---	---	---	---	---

ADAPTABILITY

Creating Change

13. We respond well to competitors and other challenges.

1	2	3	4	5
---	---	---	---	---

14. New and improved ways to work continually.

1	2	3	4	5
---	---	---	---	---

Customer focus

15. Students input directly influence our decisions.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

16. All members have a deep understanding of students.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Organization learning

17. Learning is an important objective of our university lecturers.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

18. We view failure as an opportunity for learning.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

MISSION

Strategic direction and intent

19. There is along-term purpose and direction in our department.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

20. Our strategy leads other local Universities to improve them selves.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Objectives and goals

21. People understand what needs to be done for their work.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

22. There is widespread agreement about goals.

<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Vision

23. We have shared vision of what the N.E.U stands for.

1

2

3

4

5

24. Management of N.E.U has a long-term View point.

1

2

3

4

5

Thank you very much for your time

Ammar Al-Otaibi
20011821