

Organizational Culture
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This class is part of the Service Science and Management concentration. A service creates and captures value for both the client and the provider. Services depend on a successful co-production relationship of individuals from different organizations, with different organizational cultures. This course will focus on skills development to

- 1) engage in that co-production relationship successfully;
- 2) “read and speak” the culture of an organization;
- 3) use those skills in the practice of a service development within a particular organizational culture context.

Course objectives include:

- Develop self-monitoring and self-management skills
- Develop the capability to read micro-emotions and body language of others
- Develop self-reflection processes
- Develop skills in peer-coaching
- Develop skills in developing social networks
- Develop communications skills around relationship discernment
- Understand the current thinking on the components of organizational culture, how culture affects what people do, and how the culture can be influenced.
- Understand the processes by which people can make the culture “tangible”
- Develop skills in ethnographic research
- Practice all these skills in fieldwork settings

Schedule overview –

Class	Topics to cover	Readings and assignment (please read and do before class)
Class 1 Introduction	<p>"Why is understanding and working with organizational culture important"</p> <p>The Renaissance person All business runs on relationship, but services REALLY run on trust and relationships Services as co-creation</p> <p>Takeaways: Shape your own idea about what organizational culture is, and begin to develop a mind-set to analyze the culture of an organization</p> <p>“Impressions” exercise – an exercise to capture class members first impressions of each other.</p>	<p>Reading: Short summary overview of culture (linked to this module).</p> <p>Reading and assignment: Find an article from a management journal or a business weekly that touches on organizational culture, read it, make notes, and come to class prepared to discuss that article in terms of what might be interesting to explore in this course. Be sure you write down the correct reference, so you can look up the article later.</p> <p>Assignment: What are things you REALLY want to learn and develop while taking this course? Come to class prepared to discuss.</p>
Class 2 Discernment	<p>Discussion points for class:</p> <p>Emotional intelligence Self-monitoring skills Stress reduction Self-monitoring Developing empathy</p>	<p>Reading: The Harvard Business Review Jan 2004 Vol 82 Issue 1 has a great set of short pieces by a variety of folks discussing self-awareness, emotional intelligence, and empathy.. Start off by reading “Leading by Feel” (page 27) and then read through at least five of the contributions in that issue [don't fret -- each is a couple of paragraphs long.] Make notes, and come to class prepared to discuss your thoughts.</p>

	<p>We will do a brief review of emotional intelligence skills, and some introduction to stress management. We will cover background and do exercises on self-awareness in work/ organizational/ social situations.</p>	<p>Make sure you keep records of the authors you'll be discussing.</p> <p>Reading: Brown, T. (June 2005) Strategy by Design, Fast Company, Issue 95, p. 52.</p> <p>Reading: Denison, D. (1996). What is the difference between organizational culture and organizational climate? <i>Academy of Management Review</i>, 21 (3), p619-654,</p>
Class 3 Discernment	<p>In class skills training in reading micro body language and facial expressions -- drawing on Paul Ekman's work on reading facial expressions and emotion.</p> <p>Discussion points: Developing rapport, empathy, and trust Role taking and interaction -- symbolic interaction</p> <p>Questions to ponder : What about -- Social aspects of cell phone, e-mail and instant messenger society.</p> <p>What's the current research/thinking/ practices in developing rapport and social networks in virtual collaboration? What might be social effects of Multiple User Virtual Worlds (like Second Life). Ponder, let's discuss</p>	<p>Reading assignment:. Ekman, Paul (1993). Facial expression and emotion. <i>American Psychologist</i>. 48 (4):pp. 384 -292. (hint: use the Advanced search feature to look up Ekman, Paul and emotion in the Business Source elite database).</p> <p>Gladwell, M. (8/5/2002). The naked face. <i>The New Yorker</i>, 78 (22):, p38-49. http://www.gladwell.com/2002/2002_08_05_a_face.htm</p> <p>Questions to ponder : What about -- Social aspects of cell phone, e-mail and instant messenger society</p> <p>What's the current research/thinking/ practices in developing rapport and social networks in virtual collaboration?</p> <p>To get a sense of what the study of symbolic interaction covers check out the simple: http://en.wikipedia.org/wiki/Symbolic_interactionism</p>
Class 4 Discernment	<p>Social intelligence Work with Howard Gardner's concept of social intelligence. Situational awareness -- Social proximity and social context Role presence – presenting yourself Trust components – behaviors that develop trust Clarity – being able to present ideas, views, information Empathy – connecting with others</p>	<p>Gardner, H. (1998) A Multiplicity of Intelligences, <i>Scientific American Presents</i>, p.18-23.</p> <p>Homework -- Observe things that are not working in your work place – really pay keen attention</p>
Class 5 Discernment	<p>Introduction to Soft Systems Analysis Draw it all together.</p> <p>What about the multiple perceptions of reality that people have?</p> <p>Exercise – groups – lessons</p>	<p>Services --- business, technology, social systems, What types of services are emerging as economic engines</p>

	learned – concept mapping experience – report outs	
Class 6 Culture Factors	What we can learn from anthropology Draw on anthropological work on culture, then draw analogy to organizations	Reading: Bate, S. (1997). Whatever Happened to Organizational Anthropology? A Review of the Field of Organizational Ethnography and Anthropological Studies. <i>Human Relations</i> 50 (9): pp. 1147-1175. [hint: use the “electronic journals” function, then choose Human Relations (New York) SpringerLink Contemporary (1997 - Present) and look for the Sept 1997 issue.] Review summary reading from first class. Some frameworks in organizational culture analysis: Schein, Hofstede, and more Class action – spotting wicked problems!
Class 7 Culture Factors	Theory of Organizational culture and real life. Draw from the Org Science literature. What gets done and who does it is what makes the culture. People make the place. Continue Soft Systems Analysis. Bring in roles theory and stakeholder matrix analysis.	Reading: Triandis, Harry C. (2004). The many dimensions of culture. <i>Academy of Management Executive</i> , 18 (1): p88-93. Reading: Schein, Edgar .(1997). Leadership and Organizational Culture. in <i>The Leader of the Future: New Visions, Strategies, and Practices for the Next Era</i> . Frances Hesselbein, Marshall Goldsmith, Richard Beckhard, editors. This ebook is available on line through the library. Reading: Skim through [don't try to read it, skim it -- it's a dense read]: Cable et al.(2000). The Sources and accuracy of job applicants' beliefs about organizational culture. <i>Academy of Management Journal</i> , 43: pp. 1076-1085. Be prepared to discuss concepts. Class action – wicked problems here and now. Group processes for prioritizing and clarifying.
Class 8 Organizational Research and Action	Introduction to Ethnography Anthropology / sociology methods for cultural research DO PROCESS ANALYSIS – USE PROBLEMS THEY'VE IDENTIFIED STAKEHOLDERS TASKS RELATIONSHIPS identify the stakeholders interview them to learn of the boundaries of the service system and of any problems and opportunities that the stakeholders see. Create a formal model of the service system,	First read the simple overview at http://en.wikipedia.org/wiki/Ethnography Then find an article, case study, or book that was based on social research/ethnographic methods. Read it – or a portion of it -- then write out a short summary, and prepare to discuss. [Note: this does not have to be “academic” – in fact, I'd prefer you find some “real life” work. Think of anything that is based on interviews as being ethnographic in nature. For example, thinking that way, everything Studs Terkel wrote is ethnographic. So are many of the case studies you can find in the library.] Read -- Schein, E. (1996). Three Cultures of Management: The Key to Organizational Learning <i>Sloan Management Review</i> . 38 (1):, p9-20.

	<p>including a table of all stakeholder interactions, what technologies and organizations mediate those interactions, and who owns or does not own the perceived problems and opportunities.</p> <p>the challenge lies not simply in formally modeling the technology or organizational interactions, but in modeling the people and their roles as knowledge workers in the system</p>	
Class 9 Organizational Research and Action	<p>More tools and techniques about observing and characterizing culture components</p> <p>Ethnography Observation Interviews Rich description Data analysis</p>	Group work – take the problems you identified and discuss – sketch out a service offering that would address one or more of the problems
Class 10 Organizational Research and Action	Field work. Experiential learning from observing and naturalistic inquiry in an organization.	Fieldwork day [VIRTUAL CLASS]
Class 11 -- Organizational Research and Action	Moving the qualitative into the quantitative -- introduction and practice with other data gathering processes [surveys; text analysis; network analysis]	Reading: Denison, D. & Mishra, A. (1995). Toward a theory of organizational culture and effectiveness. <i>Organization Science</i> , 6 (2), p204-223.
Class 12 Organizational Research and Action	Use some exercises from Reger et al (2006) <i>Tangible Culture</i> book. Weave in the Relationship Alignment from IBM	Reger, S. (2006). Can two rights make a wrong?

Drawing from these references:

Cameron, K. & Quinn, R. (1999). Diagnosing and changing organizational culture. Reading: Addison-Wesley

Charon, J. (1989). Symbolic interactionism. 3rd edition. Englewood Cliffs, NJ: Prentice Hall.

Checkland, P, & Scholes, J. (1999). Soft systems methodology in action. New York: Wiley

Cross, R., & Parker A. (2004). The hidden power of social networks: understanding how works really gets done in organizations. Boston, MA: Harvard Business School Press.

- Collins, H., Gordon, C. & Terra, J. (2006). Winning at collaboration commerce. Boston: Elsevier.
- Denison, D. (1990). Corporate culture and organizational effectiveness. New York: Wiley
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- Gardner, H. (2001). Changing Minds: The Art and Science of Changing Our Own Mind and Other People's Minds. Cambridge: HBS press
- Goleman, D. (2004) What makes a leader? Harvard Business Review, 82 (1): pp82-91
- Gladwell, Malcolm's work – excerpts from Tipping Point and Blink
- Guile, B. & Quinn, J. (1988). Managing innovation: Cases from the services industry. Washington DC: National Academy press
- Hargadon, A. (2003). How breakthroughs happen: The surprising truth about how companies innovate. Boston: Harvard Business School press.
- Javidan et al (2007). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. Academy of Management Perspectives, 20(1): 67-90.
- Martin, J. (2002). Organizational Culture: Mapping the terrain. Thousand Oak CA: Sage
- Normann, R.(2000). Service Management: Strategy and leadership in service business. New York: Wiley
- Reger, S. M. (2006). Can two rights make a wrong? Insights from IBM's tangible culture approach. Upper Saddle River, NJ: IBM Press.
- Rubin, H.J., & Rubin, I.S. (2005). Qualitative interviewing: the art of hearing data (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Schein, E. (1999). The corporate culture survival guide. San Francisco: Jossey Bass
- Schein, E. (1996). Culture: The Missing Concept in Organization Studies. Administrative Science Quarterly, 41(2):pp. 229-240.*
- Trice, H. & Beyer, J. (1993). The cultures of work organizations Englewood Cliffs, NJ: Prentice Hall.