

ORGANIZATIONAL CULTURE AND INNOVATION: THE
CASE OF THE NAMIBIAN NATIONAL INSTITUTE FOR
EDUCATIONAL DEVELOPMENT

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requirements of the degree of

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by

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ABSTRACT

The purpose of my research is to diagnose the organizational culture of the National Institute for Educational Development [NIED], in particular to determine whether it is conducive to innovation, as was envisaged at the time of its inception.

The diagnosis of NIED's organizational culture was done by using a hybrid qualitative and quantitative case study. A questionnaire, the Cameron and Quinn's Organizational Culture Assessment Instrument [OCAI], was given to all professional members at NIED, while six members of the NIED organization were interviewed.

It emerged from the data, first, that the characteristics of the dominant NIED culture, using Cameron and Quinn's six dimensions of culture that produced an "overall culture profile" of NIED, are not likely to enhance innovativeness. Nevertheless, there is a strong preference towards a culture type favourable to innovation.

Second, there are cultural factors antithetical to an innovative organizational culture. These include poor information flow and a lack of communication, negligible cross-function interaction and freedom, and constraining hierarchical and bureaucratic structures.

Third, NIED has, in the form of a "green paper," a set of critical norms, values and assumptions that characterize the culture of innovative organizations. Finally, there is evidence of the presence of cultural characteristics conducive to an innovative organizational culture. These include: learning how to learn; being pro-active in initiating change and innovativeness; and sustaining momentum, consistency and perseverance.

The discrepancy between the existing organizational culture and the preferred organizational culture revealed by the overall cultural profile can be explained by the fact that the norms, values and assumptions that characterize the culture of innovative organizations and the cultural characteristics conducive to an innovative organizational culture are not fully infused into the whole organization. There is a tension between NIED's bureaucratic nature and its innovative mission. Organizational culture change, where NIED's structures and processes are aligned with its espoused vision and mission, is needed in order for it to be better placed to achieve its original pioneering mandate.

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DECLARATION FORM

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LIST OF ACRONYMS AND ABBREVIATIONS

AR	Action research	ME	Ministry of Education
CCCT	Cultural characteristics conducive to	MEC	Ministry of Education and Culture
CECS	Community Education Computer Society of Namibia	NIED	National Institute for Educational Development
CEO	Chief education officer	NVAIOC	Innovative organizational culture
CPD	Continuous professional development	OCAI	Organizational Culture Assessment Instrument
DoE	Department of Education	OD	Organizational development
EO	Education officer	OPM	Office of the Prime Minister
GRN	Government of the Republic of Namibia	PRN	Public Service of the Republic of Namibia
HO	Head Office	PS	Permanent Secretary
MANCOSA	Management College of Southern Africa	R&D	Research and development
MBESC	Ministry of Basic Education, Sport and Culture	SEO	Senior education officer

CHAPTER ONE

INTRODUCTION

Creativity is thinking up new things. Innovation is doing new things

Theodore Levitt

1.1 Introduction

The purpose of my research is to diagnose the National Institute for Educational Development's [NIED] organizational culture, in particular to determine if it is conducive to innovation, as was envisaged at the time of its inception (Angula, 2001, p. 24). In this chapter I look firstly at my research within the Namibian context. Secondly, I focus on my research within the NIED context. Thirdly, I look at my role within NIED as well as the rationale for this research. Finally, I provide an outline of the thesis.

1.2 The Namibian context

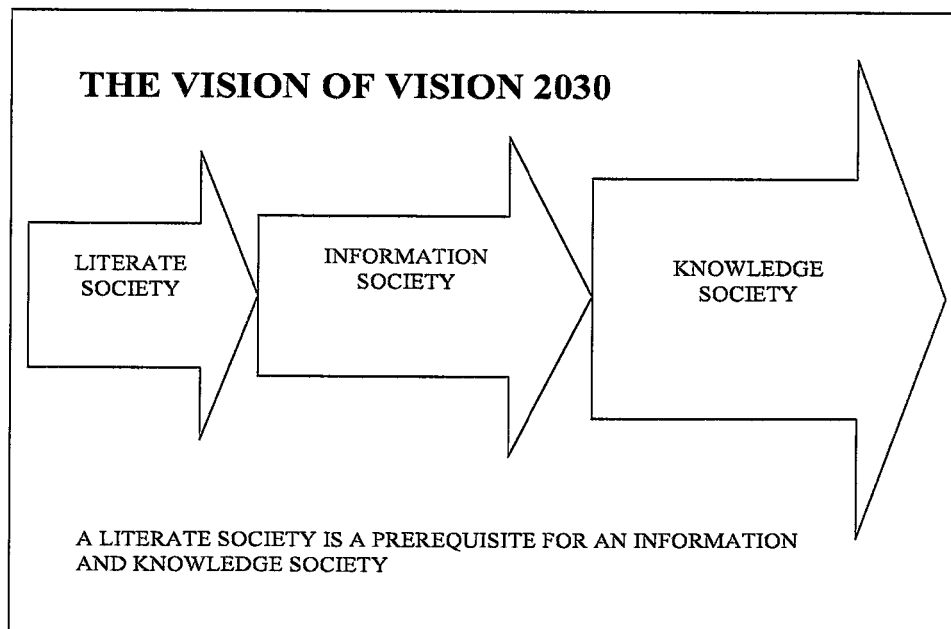


Figure 1.1 The vision of Vision 2030

The realisation of Namibia's *Vision 2030*

...sees Namibia as developing from a literate society to a knowledge-based society, a society where knowledge is constantly being acquired and renewed, and used for innovation to improve the quality of life. A knowledge-based society needs people who are healthy, well-educated, skilled, pro-active and with a broad range of abilities (Namibia. Ministry of Education [ME], 2007, p. 2).

In addition Vision 2030 envisaged a changed economy to empower Namibians by increasing the living standard of Namibians (Namibia. ME, 2007, p. 2). This would require transformation of the present economy into an innovative knowledge-economy that rewards those who possess or generate knowledge or those who have novel ideas. Further Vision 2030 places value on knowledge as the main driver of the emergent economy; it will require coaxing those who create or possess it into sharing their knowledge (Nakale, 2008). Knowledge could be simply described as information with meaning, in which information is data with context and data are elements of analysis (Amidon, 1997, p. 17). The point of departure is for the empowerment of the society to be in a position to read, collect and understand data, to have access, in terms of skills, physical resources and technical know-how required to use physical resources, to information and to be in a position to attach meaning and context to data and information in order to create new knowledge.

1.3 The NIED context

The above empowerment of the society to create new knowledge should be done by the Ministry of Education [ME] of the Government of the Republic of Namibia [GRN]. As one of the instruments of the ME, the National Institute for Educational Development [NIED] was planned and established as a nerve centre for educational reform, innovation, experimentation, research and development and it is under a national obligation to spearhead educational development and research in Namibia (Alberts, 1997, pp. 89–93; Angula, 2001, p. 24; Namibia. Ministry of Basic Education, Sport and Culture [MBESC], 2004, pp. 4-5; Swarts, 2001, p. 38). Education needs to be relevant to Namibia, adaptable

to the changing needs of the Namibian society, and determined by Namibians themselves (Namibia. MBESC, 2004, p. 4). The foregoing statement also underpins the mission statement of NIED that reads as follows:

NIED is a national resource for mobilizing both human and physical resources in improving the quality and relevance of education through innovative curriculum and materials development, and research in education and training, and by linking the Ministry of Education to the local community and Namibia to the international community in these fields (Namibia. MBESC, 2004, p. 4).

NIED came into operation as a directorate within the ME shortly after independence in 1990, but moved from Windhoek and expanded when the new campus in Okahandja was inaugurated on 20 March 1995. With independence the eleven local educational authorities were unified and incorporated into one Ministry with a national curriculum with its focus on "Education for All" in terms of access, equity, quality and democracy (Namibia. Ministry of Education and Culture [MEC], 1993). In NIED's eighteen year old history, the institute went through different eras. These were an innovative start, moving into a more stable period, followed by possible stagnation and decline. Change in leadership could be part of this change from one era to another. My research will also help answer this question.

In order to reform, innovate and research, one could expect NIED to have created, developed and maintained a unique organizational culture. NIED went through the initial process of creation and development of organizational culture during five years in Windhoek and subsequent thirteen years in the new campus at Okahandja, and is now in the process of maintenance, or change management, of culture. This requires the leading and managing of the NIED organizational culture, a process which "is a function of organisational culture" (Parry & Proctor-Thompson, 2003, p. 382) and "is crucial because, as organisational cultures develop and change, they also need to be managed and controlled.... 'if left alone, a culture eventually becomes dysfunctional'" (Klimann, as cited by Parry & Proctor-Thompson, 2003, p. 380). However, this eighteen year old NIED organizational culture may also influence, define and inform the leadership and

management especially when the organization has reached organizational maturity (Parry & Proctor-Thompson, 2003, p. 381; Schein, 1984, p. 14, 1992, p. 255).

According to Schein (1992, p. 255) an organization has reached organizational maturity or “midlife” after two generations of management. The current director of NIED is the fourth generation of leadership, a possible indication of organizational maturity with “excessive internal stability”, comfort and cohesiveness that largely prevents the group or organization from innovative experimentation or learning new/changing behaviour. Managed fundamental change, innovation and creativeness will come only by self-insight and will often be a painful process that will elicit strong resistance and in the worst case scenario be only possible by replacing a large number of people (Fullan, 2001, p. 43; Schein, 1984, p. 14; Schmuck & Runkel, 1994, pp. 57–62). Further “Pool suggests that organisational culture provides the foundation for an organisation’s management system, such that management behaviour reinforces principles of the culture” (Parry & Proctor-Thompson, 2003, p. 381) and according to Greiner’s development theory, each management system will face dominant management challenges at different stages of the organizational growth (Hersey & Blanchard, 1988, p. 356).

Since the inception of NIED, this institute has gone through different stages. Currently NIED has completed the first major role of reforming the Namibian curriculum, including the localization of the senior secondary phase; furthermore NIED has gone through the first full circle of curriculum revision. Therefore, NIED will need to undergo a change process in order to refocus from an emphasis on reform to a greater emphasis on evaluation, monitoring and research. A recent analysis of implementation of organizational change processes at NIED indicated a need for an in-depth diagnosis to determine the organizational culture of NIED (van Rooi, 2005, p. 57) and whether this organizational culture is as conducive to innovation as was originally envisaged (Angula, 2001, p. 24).

1.4 Rationale for research

A teambuilding workshop held at NIED (Plumm, 2001), that focused on communication and conflict management, found two possible concerns at NIED:

- poor communicative patterns (information sharing from top to bottom and across divisions)
- need for greater democratic management and egalitarianism in the involvement at decision making stages (Plumm, 2001).

The above concerns were also reiterated four years later in a further study at NIED (van Rooi, 2005, pp. 63–80). The study by van Rooi (2005) indicated that NIED had the capacity to adapt to changes, but that managers should initiate and create a climate and culture that encouraged more creativity and innovation. This initiation and creation process needs to be done in a directive and participative manner, as all staff members need scaffolding and guidance where required, but there also needs to be participation in the planning and implementation of this process (van Rooi, 2005, p. 63–80). In addition van Rooi found no common understanding on the importance of change which indicated a possible constraint in the perception of NIED staff members that the change processes were a fragmented and not a whole system process (van Rooi, 2005, p. 77).

In chapter two I will establish that the above processes of change, communication, democratic management and egalitarianism are, among others, some of the important components of innovative organizational culture. By virtue of my position as a Senior Education Officer, I am part of the team that manages and is also possibly influenced, defined and informed by NIED's organizational culture. I am therefore interested in acquiring a good understanding of NIED's organizational culture as this understanding could contribute to a better management of NIED as a whole, by addressing the above concerns or any other factors that could prevent NIED from excelling to the desired levels.

This research will enhance our understanding of the organizational culture of NIED and clarify whether it is conducive to innovation in a new phase. Furthermore, although this is a small scale study, it can make a modest contribution towards the practice and academic

conceptual and theoretical understanding of educational leadership and management within the Namibian context.

1.5 Outline of thesis

In chapter two, literature that is relevant to this research is reviewed and discussed. The chapter will look at the concept of organizational culture, the predominant types of culture and innovative organizational culture, and finally attempts to describe and understand organizational culture, including innovative culture. Chapter three describes the methodology used to investigate and establish NIED's organizational culture, in particular whether NIED's organizational culture is conducive to innovation. In order to decipher organizational culture, all professional members of NIED were requested to complete a questionnaire and selected organizational members were interviewed.

In chapters four and five, results are presented and discussed: a) the findings gained from the analysis of the summary of mean cultural profile scores collected by the use of Cameron and Quinn's (1999) *Organizational Culture Assessment Instrument* [OCAI]; b) the findings and analysis of the semi-structured interviews. In chapter four, the characteristics of the dominant NIED culture are presented, using Cameron and Quinn's six dimensions of culture (see 3.4.1) to arrive at an "overall culture profile" of NIED (Igo & Skitmore, 2006, p. 125).

Cultural factors antithetical to an innovative organizational culture are used in chapter five to explain the variance in the overall culture profile from the desired innovative culture. These antithetical culture factors are derived from the literature in chapter two (2.4.2), in particular the work of Ahmed (1998, p. 36). I then draw on a set of critical norms, values and assumptions of an innovative organizational culture [NVAIOC] that characterize innovative organizations (chapter two [2.4.2] and Ahmed, 1998, pp. 36–38) to investigate to what extent NIED's organizational culture is congruent with what the literature suggests is a culture conducive to an innovative organization. Finally, I draw on cultural characteristics conducive to an innovative organizational culture [CCCT], also

elaborated in chapter two (2.4.3), for the further analysis of the interview data and to explain some apparent inconsistencies in the data. The last chapter is a summary of findings, a reflection on possible limitations and concludes with recommendations and possible further research that could result from this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

As stated in chapter one, the overall purpose of my research is a diagnosis of NIED's organizational culture, in particular whether NIED's organizational culture encourages innovation as originally envisaged (Angula, 2001, p. 24). This diagnosis could contribute to the better management of NIED.

The literature reviewed is organized in the following manner: Firstly, I will look at the concept of organizational culture and what it refers to. Secondly, the section focuses on the predominant types of culture. The third section focuses on the importance of innovative organizational culture, what it refers to, its character and how one would recognize it. Fourthly, the review focuses on innovative organizational culture in the international, national and NIED contexts by considering previous research findings. Finally, the review focuses on how to describe and understand organizational culture, including understanding an innovative culture.

2.2 Organizational culture

The concept or definition of organizational culture is a contested one (Lok, Westwood & Crawford, 2005, p. 493; Marshall, 1993, p. 255) and one would find that an organizational behaviourist, organizational sociologist and organizational anthropologist would define the concept of organizational culture differently.

Organizational cognitive anthropologists view organizational culture "as a system of shared knowledge or cognitions, in other words, the view that cultures are created by the human mind" (Lakomski, 2005, p. 42). In addition to that, organizational cognitive behaviourists see organizational culture as "shared beliefs, perceptions, and expectations of individuals in organizations" that are seen as key to "understanding organizational behaviour" (Boan, 2006, p. 51). The description above highlights the importance of the

shared nature of knowledge and the capacity to learn and transmit knowledge, collective belief and implicit understanding of joint norms, attitudes, meanings, goals and value systems. This joint system also reflects a consistent pattern of unique behaviours and practices of the group members that characterize the organization and are only unique to the organization (Ahmed, 1998, p. 32; Boan, 2006, p. 51; Jassawalla & Sashittal, 2002, p. 43; Lindahl, 2006, p. 3).

The above consistent pattern of behaviours and practices of the group members, in addition to artefacts, mission, vision, physical setting, rituals, corporate image, language (and jargon) and stories form part of the conscious and explicit part of the organizational culture (Ahmed, 1998, p. 32; Schein, as cited in Lindahl, 2006, p. 4), which can be observed and determined. The more sub-conscious and implicit parts of the organizational culture are formed by the espoused norms and values, as well as the unwritten rules of overt behaviour (Lindahl, 2006, p. 4; Schein, 1984, p. 4). The total sub-conscious and implicit parts of the organizational culture are formed by the ultimate, core, non-debatable and taken-for-granted values which form the fundamental assumptions and core norms of individuals, groups and the whole organization (Connor & Lake, as cited in Lindahl, 2006; p. 4, Schein, 1984, p. 4). Due to the sub-conscious and deep-rooted level of the assumptions in the organizational culture, these can be most tenacious and powerful (Wilkins & Patterson, as cited in Lindahl, 2006, p. 4).

In addition one could see the culture of an organization as the integrity, the distinct character, the shared place and time and the distinct way of thinking, feeling and doing things (Hoy & Miskel, 1996, pp. 127-128). "Culture is to the organization what personality is to the individual—a hidden, yet unifying theme that provides meaning, direction and mobilization" (Kilman, Saxton & Serpa, as cited in Lindahl, 2006, p. 3). This culture is formed and maintained by the cognitive and emotional creation of knowledge and learning processes of solving and managing everyday challenges and problems of the external environment and internal interaction between group members. The nature of the learning mechanisms of solving and managing everyday challenges and problems is the repeated success or failure of ways of possible problem-solving situations

or anxiety-avoidance situations. With the inherent need for cognitive order and consistency, these ways become valid because they used to work well enough for the group. Therefore it is also taught to new members as the correct way to perceive, think and feel in relation to the solving and managing of day to day challenges and problems (Schein, 1984, pp. 3–10, 1992, p. 12).

2.3 Types of organizational culture

I want to investigate the extent to which NIED's organizational culture is congruent with what the literature suggests is a culture conducive to an innovative organization. The point of departure is to find a possible common understanding of different organizational culture types. If the literature produced a common understanding of different or generic organizational culture types then these generic culture types could be used for an investigation of the NIED culture as well as for a comparison of NIED's organizational culture to an innovative generic culture type.

The literature indicates that synthesis from previous interdisciplinary accounts (organizational behaviour, sociology and anthropology) has found four predominant generic culture types used for culture audit and comparison purposes. In some literature these are referred to as: market, adhocracy, clan and hierarchical (Deshpande et al. as cited in Ahmed, 1998, p. 34; Cameron & Quinn, as cited in Igo & Skitmore, 2006, p. 124; Harrison & Handy, as cited in Taylor, 1986, p 130), while Handy's culture descriptors would refer to: power, role, task and person (Igo & Skitmore, 2006, p. 124). In another study Pheysey (as cited in Igo & Skitmore, 2006, p. 124) argues that hierarchical, adhocracy, market and clan culture are comparable with Handy's culture descriptors of power, role, task and person and could be used interchangeably. These four predominant generic culture types are described in Table 2.1:

Table 2.1: The four predominant generic cultures adapted from Igo & Skitmore, 2006, p. 124 and Deshpande, Farley & Webster, 1993, p. 25

TYPE:	Clan (person)
DOMINANT ATTRIBUTES	Cohesion, participation, teamwork, sense of family
LEADER STYLE	Mentor, facilitator, parent-figure promoting sharing
BONDING	Loyalty, tradition, interpersonal cohesion, openness
CORE VALUES	Collaboration, cooperation, consideration, agreement, fairness and egalitarianism
STRATEGIC EMPHASES	Toward developing human resources, commitment, morale, human relations, internal maintenance

TYPE:	Adhocracy (role)
DOMINANT ATTRIBUTES	Entrepreneurship, creativity, adaptability, concentration on external positioning, dynamic and creative workplace
LEADER STYLE	Entrepreneur, innovator, risk taker, visionary
BONDING	Entrepreneurship, flexibility, risk, individuality
CORE VALUES	Creativity, experimentation, risk, autonomy and responsibility
STRATEGIC EMPHASES	Toward innovation, growth, new resources, promote willingness to act

TYPE:	Hierarchy (power)
DOMINANT ATTRIBUTES	Order, rules and regulation, uniformity, coherence, stability, formal power-relationships
LEADER STYLE	Coordinator, administrator
BONDING	Rules, policies and procedure
CORE VALUES	Keeping to the budget, formality, rationality and obedience
STRATEGIC EMPHASES	Toward stability, predictability, smooth operations,

TYPE:	Market (task)
DOMINANT ATTRIBUTES	Competitiveness, clear and rational goal achievement, results orientated
LEADER STYLE	Decisive, achievement-orientated, maintain stability and control
BONDING	Goal orientation, production, competition
CORE VALUES	Competitiveness, diligence, perfectionism, aggressiveness and personal initiative
STRATEGIC EMPHASES	Toward competitive advantage and market superiority

These predominant cultures should be seen as “modal or dominant” but not “mutually exclusive”. However, although an organization could have minor or some aspects of all four cultures, one of the cultures would emerge as the dominant one (Deshpande, Farley & Webster, 1993, p. 26). Figure 2.1 represents the four cultures in a model on a continuum of two axes.

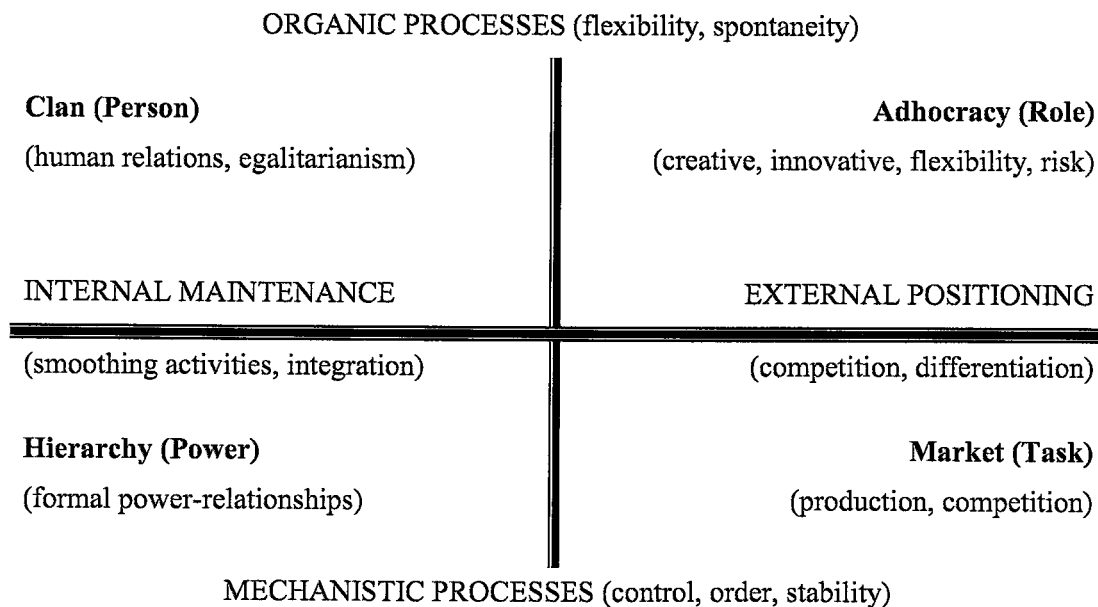


Figure 2.1: A model of organizational culture types adapted from Deshpande, Farley & Webster, 1993, p. 25

The vertical axis indicates a continuum from organic to mechanistic processes, which basically indicates the organization's emphasis on the person and the role of the person (in terms of individuality, flexibility and spontaneity) on the one side and the power and the task of the group or person (in terms of control, stability and order) on the other (Deshpande, Farley & Webster, 1993, p. 25). The horizontal axis is a continuum of the emphasis of the organization on internal maintenance on the one side and the external positioning on the other. The internal maintenance could be described as the smoothing of activities and integration. This is essentially the building of relationships (human relationships or clear cut power-relationships) between members of the organization while the external positioning would describe inter and intra competition (i.e. between members of the organization and between organizations) as well as environmental differentiation (Deshpande, Farley & Webster, 1993, p. 25). The environmental differentiation unfolds itself as the extent to which the organization is reacting and developing towards the needs and requirements of the external environment (e.g. customer or market) or in how well organizations react towards empowering members to produce the required or needed product or service of the external environment.

From the model one could expect the adhocracy culture type to be the most conducive to innovation. Further one could expect that an organizational culture type that puts more emphasis on external positioning or influence would be more successful in the market than organizations that emphasize internal maintenance (Deshpande, Farley & Webster, 1993, p. 26). As mentioned in chapter one, NIED was planned in order to reform and innovate education so that it is "adaptable to the changing needs of the Namibian society" (Angula, 2001, p. 24; Namibia. MBESC, 2004, pp. 4-5). Given this, and the linking of the Ministry of Education, Namibia, to the local and international community (Namibia. MBESC, 2004, p. 4), one would expect to find NIED's organizational culture type predominant in the upper right side of the proposed model.

2.4 Innovative organizational culture

2.4.1 Why is an innovative organizational culture important?

The education systems of western world countries, or those who have been influenced by the west over the last sixty years (like the republics of South Africa and Namibia), had two main waves of educational reform (Clegg 2004, p. 1). The first transformation came after World War II, notably in 1958 after the USSR had launched their first artificial satellite ahead of the USA. This led to a major reconsideration of educational systems with an increased focus on mathematics and science, and academic achievement. It mainly benefited high performing learners via a highly selective educational system (Clegg, 2004, p. 1). In contrast to this academic emphasis and its associated selective practice, the second wave of reform focused on "Education for All" in terms of access, equity, quality and democracy (Namibia. MEC, 1993), with the responsibility for learning shifting from the teacher to the learner.

The shifting of responsibility from the teacher to the learner was part of a world wide trend by which authority, management responsibilities and accountability was mediated in the system from national level to regional and individual level to ensure social participation and good governance and management (South Africa. Department of Education [DoE], 1996, pp. 13–19). This world trend towards

- decentralisation of power and decision making,
- recognition of human rights (especially after the creation of the United Nation after World War II), critical thinking, redefined gender roles and feminist perspective and
- the call for social justice

had a major impact on national, regional and organizational policies (Fennell, 2002, pp. 95–100). Further challenges were the change in the composition of the average workforce and the nature of the work required. The workforce became older, more ethnically diverse and the workplace required more highly educated and talented people. Organizations had to compete to employ and keep people who could cope with the new demands, expectations, responsibilities and accountability (Horner, 1997, p. 277). In order for organizations to cope and remain competitive with the nature of work and a

workforce that is "significantly different than it was a decade or two ago" (Horner, 1997, p. 277), they will have to "rely on innovation and creativity more heavily in future than they have before" (Wilson, et al., as cited in Horner, 1997, p. 277).

The requirement to remain competitive can be seen as organizational learning or change management; it requires "the ability to create new organizational forms and processes" and to "innovate technical and organizational areas" (Schein, 1996, p. 2). However, the creation of new ideas, processes and technical equipment is only part of coping and remaining competitive. The other, and more important part, is that the new inventions need to be "adopted and diffused to all relevant parts of the organization" in order not to be superficial and short lived (Schein, 1996, p. 2). The joined organizational learning process or the coping and remaining competitive should be an integral part of the organization, and therefore part of the organizational culture (Schein, 1984, pp. 3–10). In the literature, there are many voices that link successful organizations, that are coping and remaining competitive within an ever faster changing world, with organizations that have an organizational culture of learning able to enhance innovativeness (Chandler, as cited in Boan, 2006, p. 51; Gray et al., as cited in Igo & Skitmore, 2006, p. 121; Jassawalla. & Sashittal, 2002, p. 42, Parry & Proctor-Thompson, 2003, p. 337; Porter & Ketels, as cited in Adams, Bessant & Phelps, 2006, p. 21; Steers, 1977, pp. 164–184). Therefore one could say that

- managing culture is the key to effective change (or vice versa) (Marshall, 1993, p. 256),
- change management is organizational learning (Marshall, 1993, p. 256),
- management and learning are successful if they are innovative,

resulting in the conclusion that "culture is a primary determinant of innovation" (Ahmed, 1998, p. 31).

This conclusion can be further expanded by stating that: If innovation "is the engine of change" and "the key driver of the organization's ability to change" and "culture is a primary determinant of innovation" (Ahmed, 1998, p. 31) then the organizational culture type should be conducive to innovation. Some organizational culture types are "more

able to enhance innovativeness" (Ahmed, 1998, p. 34), with some literature ranking adhocracy culture, market culture and clan culture (in that order) more favourable to enhance innovativeness, while the hierarchical culture is considered to be the worst type to promote innovativeness (Deshpande, Farley & Webster, 1993, pp. 26–28).

2.4.2 Set of critical norms, values and assumptions of an innovative organizational culture [NVAIOC]

At the beginning of this chapter I established that in the literature innovative organizations, that can cope and remain competitive according to changes in the external environment, are often associated with effective change management, organizational learning and culture management (Ahmed, 1998, pp. 31–36; Deshpande, Farley & Webster, 1993, p. 26; Chandler, as cited in Boan, 2006, p. 51; Gray et al., as cited in Igo & Skitmore, 2006, p. 121; Jassawalla & Sashittal, 2002, p. 42; Parry & Proctor-Thompson, 2003, p. 337; Porter & Ketels, as cited in Adams, Bessant & Phelps, 2006, p. 21; Steers, 1977, pp. 164–184). Further I established that "culture is a primary determinant of innovation" (Ahmed, 1998, p. 31) and the fundamental norms, values and assumptions are the most tenacious and powerful determinants of organizational culture (Ahmed, 1998, p. 32, Wilkins & Patterson, as cited in Lindahl, 2006, p. 4), therefore one could conclude that the fundamental innovative norms, values and assumptions are the key determinants of innovative organizational culture.

In order to distinguish innovative organizational culture from organizational culture in general, one needs to identify a set of critical norms, values and assumptions involved in initiating, promoting, implementing and infusing into the whole organization an essence of innovation and creativity (Ahmed, 1998, p. 36). Ahmed (1998) draws attention to a list of studies by Andrew, Filipczak, Judge et al., O'Really, Picken & Dess, Pinchot & Pinchot, Schneider et al. and Warner that "appear to point to the same set of critical norms", values and assumptions. With minor adaptation from Ahmed (1998, pp. 37–38) these are:

- Challenge and belief in action. The degree to which members are involved in the day to day operation and the degree of intrinsic desire and accountability to have things done.
- Freedom and risk-taking. The degree to which members are given the latitude in defining and executing their own work.
- Dynamism and future orientation. The degree to which the organization is proactive and fosters positive attitudes towards change, the future and improving quality.
- External orientation. The degree to which the organization builds capacity for internal change in response to external conditions.
- Trust and openness. The degree of emotional safety that members experience in their working relationships to express and listen to lateral thinking and intellectual honesty.
- Debates. The degree to which members feel free to debate issues actively and the degree to which a general open mindedness exists in receiving and contributing criticism, as well as expecting and accepting conflict.
- Cross-function interaction and freedom. The degree to which interaction across functions and information is facilitated and encouraged.
- Myths, stories, awards and rewards. The degree to which success and learning opportunities (failures) are celebrated and rewarded.
- Leadership commitment and involvement. The extent to which leadership exhibits real commitment and leads by example and actions rather than empty exhortations.
- Innovation time and training. The amount of time and training members are given to develop new ideas and new possibilities and the way in which new ideas are received and treated.
- Corporate identification and unity. The extent to which members identify with the organization, its philosophy and goals.
- Organizational structure: autonomy and flexibility. The degree to which the structure facilitates innovation activities.

These critical norms, values and assumptions of an innovative organization [NVAIO] determine the strength or amount of an innovative organizational culture that primarily depends on two things:

- (1) Pervasiveness of the norms, values, assumptions and behaviours in the explicit culture—that is the “proportion of members holding strongly to specific beliefs and standards of behaviours.”
- (2) “Match between the implicit and explicit aspects of culture” (Ahmed, 1998, p. 32).

This could be further explained by the “intensity and crystallisation” of the norms, values and assumptions, where the intensity indicates the “amount of approval/disapproval attached to an expectation” while the crystallisation indicates the “prevalence with which the norm is shared” (O'Reilly, as cited in Ahmed 1998, p. 32). The above explanation of “intensity and crystallisation” concurs with Schein’s “strength and amount” of culture definition in terms of “homogeneity and stability of group membership and the length and intensity of shared experience of the group” (Schein, 1984, p. 7). The analysis of an organization’s culture shows written norms that are committed towards

- developing a unique corporate identity and
- experimentation, in the form of trying out new things and ideas.

Further analysis might reveal that everybody in the organization understands the importance of and need for a corporate identity and that this is widely shared among organizational members, but with no intensity in terms of approval or disapproval. While the importance of experimentation and trying out new things might be valued highly by the management and be very visible in the organization’s mission and vision, it may at the same time be negatively valued by those who have to change their own routines and practices. In the first case the norm has a high crystallisation value but no intensity and vice versa for the second case. Therefore in both cases the norms were not innovative norms contributing towards an innovative organizational culture as both intensity and crystallisation need to be present (Ahmed 1998, p. 33).

2.4.3 Cultural characteristics conducive to an innovative organizational culture

Earlier in this chapter I established that the “modal or dominant” but not “mutually exclusive” adhocracy organizational culture type is able to enhance innovativeness (Deshpande, Farley & Webster, 1993, p. 26) and is conducive to change (e.g. low resistance to change). Further I identified a set of critical norms, values and assumptions of an innovative organization [NVAIO] that are essential for innovative organizational culture. In this section I will elaborate how these predominant organizational culture types and sets of critical norms [NVAIO] are typically reflected in the cultural characteristics of an innovative organization. These cultural characteristics will be referred to as conducive cultural characteristics and traits [CCCT] of an organization.

The cultural characteristics and traits conducive to innovative organizational cultures should reflect the desire to constantly improve the problem solving process (Dulaimo, Nepal & Park, 2005, p. 566) and successfully exploit new ideas (UK Department of Trade and Industry, as cited in Adams, Bessant & Phelps, 2006, p. 22). A great deal of international literature links the cultural characteristics and traits conducive to the ability of an organization to learn how to selectively innovate both in the technical (resources and technical know-how) and organizational (climate, structure and culture) areas in order to cope with a faster changing world (Adams, Bessant & Phelps, 2006, p. 21; Chandler, as cited in Boan, 2006, p. 51; Gray et al., as cited in Igo & Skitmore, 2006, p. 121; Jassawalla. & Sashittal, 2002, p. 42; Parry & Proctor-Thompson, 2003, pp 376-377; Schein, 1996, p. 2; Steers, 1977, pp. 164–184). Therefore the conducive cultural characteristics and traits [CCCT] of an organization, in my case of NIED, need to be found out and the “necessary ingredients to innovate” in order to have the “ability to change” (Ahmed, 1998, p. 31) need to be identified in order to search for creativity and pro-activeness, to promote a disposition towards selectively incorporating new ideas and practices (Fullan, 2001, pp. 33–44; Papoutsakis, 1995, pp. 171-172).

In order to determine the organizational culture of NIED, I will describe conducive cultural characteristics and traits [CCCT] of an innovative organization as:

- learning how to learn,

- being pro-active in initiating change and innovativeness,
- sustaining momentum, consistency and perseverance,
- redesigning the organization's sense of mission or long term vision in order to sustain and maintain persistent commitment to innovation to have permanent and long-term change (Ahmed, 1998, p. 34; Tuecke, 2001. pp. 83-84).

The above four bullets will be explained in more detail in the remaining section.

2.4.3.1 Learn how to learn

Data are elements of analysis. Information is data with context. Knowledge is information with meaning. Wisdom is knowledge plus insight.

Amidon (1997, pp. 17)

The first component of CCCT is trying to understand the change process and giving shared meaning that makes sense for all group members, about attempted changes (Fullan, 2001, pp. 42-43, 2003, p. 195; Jassawalla & Sashittal, 2002, p. 43; Schein, 1984, p. 3). Making sense could be seen as a social and situational organizational learning process or the creation of shared knowledge or cognitions that are created and produced by the human mind in and around, in this study, NIED's organizational culture (Amidon, 1997, pp. 78-117; Hoy & Miskel, 1996, p. 128; Lakomski, 2005, p. 42; Reissner, 2005, p. 482). Therefore, as outlined in the introductory chapter, the starting point of innovation (and better change management) is the ability to learn how to learn (Schein, 1996, p. 2) and the creation of knowledge (Adams, Bessant & Phelps, 2006, p. 28) as required towards the realisation of Namibia's Vision 2030, the blueprint of the Ministry of Education and therefore NIED (Namibia. ME, 2007, p. 2).

The above described process is guided by analysis and research that should be highly supported by human, physical and financial resources and technology as well as the skills and technical know-how (technological literacy) required to use physical resources and technology (Adams, Bessant & Phelps, 2006, p. 27; Blandow & Dyrenfurth, 1995, pp. 75-78; Papoutsakis, 1996, pp. 168-180). The analysis and research is a "continuous

search of innovation by analysis" of numerous factors in and around the organization to steer the organization "into continuous touch development" (Papoutsakis, 1996, pp. 168–180) by placing meaning, local and international context and insight on data and information to create new organizational knowledge and wisdom (Amidon, 1997, pp. 78–117).

2.4.3.2 Being pro-active to initiating change and innovativeness

The search for innovation by analysis and research places the emphasis of being pro-active to "try and benefit from something new" (Papoutsakis, 1996, pp. 168–180). This requires constant guidance of "organisational members to strive for innovation and a climate that is conducive to creativity" (Ahmed, 1998, p. 30). This is done by providing a favourable structure and environment (climate) that is conducive to innovation. These could be divided into four dimensions:

- nature of interpersonal relationships,
- nature of hierarchy,
- nature of work and
- focus of support and rewards (Schneider et al. as cited in Ahmed, 1998, p. 31).

The nature of interpersonal relationship and nature of hierarchy should be an environment of collaboration, cooperation, consideration, agreement, fairness (Ahmed, 1998, p. 31; Deshpande, Farley & Webster, 1993, p. 25; Igo & Skitmore, 2006, p. 124; Jassawalla & Sashittal, 2002, p. 43) and should reflect the philosophy of democratic management and egalitarianism, based on the principle that all members of the organization, regardless of position and authority, have valuable contributions to make towards the organization (Ahmed, 1998, p. 31). Management needs to establish a highly interdependent and collaborative relationship, where all members "are capable of being trusted in a co-creative endeavour" (Jassawalla & Sashittal, 2002, p. 43) for the joint decision making of the organization and where this recognition and feeling of value is promoted, especially with new members of the organization (Ahmed, 1998, p. 31; Schein, 1984, pp. 3–10).

Innovative climate, supportive of an innovative culture, would promote a nature of work that is challenging, flexible and creative rather than strict pre-described routines, job

descriptions, and formal reporting within rigid departmental separation. Individuals are encouraged to take responsibility to deliver quality work and are expected to use initiative and creative ways to increase the quality and quantity of the work. This kind of behaviour is highly supported and promoted by the organization by ensuring that sufficient resources are provided in participative, informal, outward looking environment where individuals have a willingness to explore external ideas and new technologies. The flow of information and communication is multi-directional (not only top-down) and not hampered by bureaucratic red tape, and the organization has the ability to identify emerging needs as well as the flexibility to react according to these needs. The promotion of such behaviours should be reflected in the reward or appraisal systems of the organization as well as in the criteria and requirements in the recruitment of new members (Ahmed, 1998, pp. 31–36; Jassawalla & Sashittal, 2002, p. 43).

2.4.3.3 Sustaining momentum, consistency and perseverance

“Innovation results from deliberate and conscious effort that is perceived as new and is intended to bring about improvement” (Christison & Stoller, as cited in Ankama, 2008). Therefore innovation could be viewed as a process that needs to go beyond the initiation of new ideas, creation of new knowledge and insight in order to bring about new development and implementation of the innovation that is integrated into the whole organization (Ankama, 2008; Schein, 1996, p. 3). The development and the implementation of innovation come

as a result of deliberate thinking and/or wishful planning, i.e. to want to move from one point to another, to want to change from one habit to a different practice and to improve efficiency and productivity

(Nicholls, as cited in Ankama, 2008, pp. 12-13).

This acquiring of new practices can be seen as the learning mechanisms of the repeated success or failure of attempted ways of problem-solving (Schein, 1984, pp. 3–9). This requires an experimental approach based on the classical scientific investigation method in order to develop capacity and commitment to solve complex problems. The process is a repeated non-linear cycle of data gathering, defining and planning goals, taking action, reflection and critical assessment of effects. The feedback from the latter will initiate a new cycle where the new learning experience is selectively incorporated into the culture

of the organization (i.e. using organizational development [OD] or action research [AR]) (Fullan, 2001, pp. 37–44).

A further integral part of the experimental approach to problem solving is a low degree of uncertainty avoidance, as innovation “sometimes causes tension, conflict and instability in organizations” (Christison & Stoller, as cited in Ankama, 2008). Low uncertainty avoidance allows the organization to engage in experimental learning situations with high uncertainty and ambiguity levels, allowing for situations with possible high socio-psychological fear, but the organization would also have the capacity to seek coherence from time to time (Fullan, 2001, pp. 41–43; Hofstede, as cited in Jaeger 2001, p. 179) since “innovations inevitably bring with them levels of uncertainty, they also energize those involved in their development and implementation” (Christison & Stoller, as cited in Ankama, 2008). This process of constantly moving between the uncertain experimental stage and seeking cohesiveness and stability is only possible if all individuals:

- can have a certain degree of influence or power,
- make high level contributions toward the innovation process and
- receive recognition for these contributions
- foster tolerance and “willingness to make themselves vulnerable to feedback from others” (Adams, Bessant & Phelps, 2006, p. 31; French & Bell, 1995, pp. 74–75; Jassawalla & Sashittal, 2002, pp. 41–44; Schmuck & Runkel, 1994, pp. 57–60; Smith, 2003, p. 5).

2.4.3.4 To redesign the organization with a sense of mission or long term vision

In order to sustain and maintain persistent commitment to innovation or the organization’s ability to change, management needs to put mechanisms or interventions (e.g. organizational development) in place to have permanent and long-term change. This requires that the R&D component be infused into the whole organization (Adams, Bessant & Phelps, 2006, pp. 31–35; Ahmed, 1998, p. 30) in order to foster the organization’s ability to change and “adaptability, or capacity for internal change in response to external conditions” (Ahmed, 1998, p. 34). Values, norms, beliefs and

assumptions “that support their capacity to receive and interpret signals from their environment and translate them into cognitive, behavioural and structural changes” (Ahmed, 1998, p. 34) should be inherent in the organization. This could be achieved by a collaborative learning process, which needs to be shared and infused into espoused values and norms, vision, structures and strategies of the organization (i.e. its organizational culture), and a lot of effort, resources and energy need to be employed to gauge if the intended learning is actually becoming part of the overt behaviour and cultural characteristics and traits of the organization (Schein, 1996, p. 2).

The above CCCT requires an organizational culture of change or constant flux that empowers its individual members to become active role players in transforming, creating and maintaining their own organizational culture that adapts to the needs of the individual, the groups or sub-groups in the organization, the organization's aim and purpose as well as to the needs of the environment (Schmuck & Runkel, 1994, p. 61). The long term vision and shared mission is integral in

- amplifying the key values and norms and
- being supportive and adopting an attitude tolerant to change and championing the notion of innovation within the organisation (Adams, Bessant & Phelps, 2006, p. 31; Ahmed, 1998, p. 34).

The above championing consists of facilitating an environment of seeking cohesiveness and stability, clearly emphasising the central purpose, meaning, importance and “appropriate course of action” of the organization to infuse the whole organization with

- a set of critical norms, values and assumptions of an innovative organization [NVAIOC], as well as
- conducive cultural characteristics and traits [CCCT] of an innovative organizational culture (Ahmed, 1998, p. 34).

2.5 Appropriateness of an innovative organizational culture in the public sector

The public service focuses on a not-for-profit service, accountability and the public at large. Therefore the question that could be raised is, do the same CCCT that apply to non-

profit organizations also apply to the public service? First the range of stakeholders is much larger and more differentiated than in any other organization, and these stakeholders or the public at large have the "right to the service rather than buy, may need the service rather than want, and may be refused the service if they don't fit the criteria" (Theobald, as cited in Parry & Proctor-Thompson, 2003, p. 379). Secondly, the existence of a private sector organization that produces a product that is marketed and sold to stakeholders, is highly dependent on keeping these stakeholders and coping and remaining competitive according to changes in the environment and stakeholders' needs.

The following example explains the difference: If a person wants or needs to travel outside the national borders, he/she is required by international law to apply for a passport in order to travel, regardless of the fees involved to attain such a passport. This passport can only be issued by the Ministry (public service) under certain criteria, e.g. being a citizen, having no criminal record etc. On the other hand, if the person wants to take a bag or suitcase along it is a matter of choice. Further, if the person decides to take a bag or suitcase along, where such a bag or suitcase is bought is a matter of choice that depends on preference, financial and other variables. The question arises whether the public sector (e.g. the ministry that must issue the passport if the person fits the required criteria) and the private-sector (e.g. shop or factory that wants to sell the bag or suitcase and is in competition with various other shops and factories) should adopt the same culture types that are able to enhance innovativeness. One could argue that the public sector is not in the same position to cope and remain competitive with an ever faster changing world, as the Ministry is not competing with any other institution to render this essential and specific service (e.g. issuing of passports) to the public.

These questions result in two opposite schools of thought: one is calling for the public sector to adopt more private-sector practice (Parry & Proctor-Thompson, 2003, p. 379; Walker, Jeanes & Rowlands, 2002, pp. 201-202) the second claims that to maintain a bureaucracy, "a more standardised, hierarchal and transactional culture is necessary for effectiveness in the public sector" (Theobald, as cited in Parry & Proctor-Thompson, 2003, p. 379). Furthermore, Theobald finds previously described CCCT to be

“inappropriate, even dangerous, in public sector organizations” as “bureaucracy is... the crucial institutional boundary between the state, on one hand, and civil society, on the other” (Theobald, 1997, p. 596). This means, independent of

- what political party won general elections to form the current government,
- personal political views the person serving in the public service,
- personal political views the person receiving the service of the public service,

the person in the public service “will serve the public without fear or favour” and is “responsible for executing all the policies of the Government of the day” (Namibia. Public Service of the Republic of Namibia [PSN], 2003, p. 21).

Namibia adopted the school of thought that is calling for the public sector to adopt more private-sector practices. This became very evident at the launch of the Namibian Public Service Charter in 1999 when Sam Nujoma—Founder President of the Republic of Namibia—highlighted the growing international trend of governments to focus on the need to promote greater value for money in the delivery of public services. With this trend came an awareness that public services must improve the quality of services to their customers; citizens, tourists and visiting businessmen and women. Therefore in order for Namibia to prosper, public service must show the commitment to improving the quality of services delivered to all who live in or visit our country. This commitment is reflected in the Government’s introduction of the Namibian Public Service Charter that was designed to provide efficient, effective and economic public services within affordable resources and to help make the delivery of services in Namibia as efficient, cost-effective and consumer-focused as possible (Namibia. PSN, 2003, pp. 77-78; Namibia. Office of the Prime Minister [OPM], 2007). This is also in line with NIED’s mandate to spearhead national educational reform, innovation, experimentation, research and development (Alberts, 1997, pp. 89–93; Angula, 2001, p. 24; Namibia. MBESC, 2004, pp. 4-5; Swarts, 2001, p. 38). The Namibian Public Service Charter view, that the public service needs to adapt private-sector practices by adopting a culture type with CCCT, is further strongly supported by the list of studies by Borins; Ferlie et al., Golden, and Osborne that explored the scope of innovation in public organization (cited in Walker, Jeanes & Rowlands, 2002, pp. 202-203).

2.6 Diagnosing an innovative organizational culture

How is it possible to establish whether an organization's culture is conducive to innovation? How can the innovative norms, values and assumptions that determine innovative organizational culture be identified? The analysis of innovative organizational culture and organizational culture in general, will be different from analysing the structure or climate of an organization because of the sub-conscious level norms, values and assumptions (Lindahl, 2006, p. 4). "The disaggregation and discontextualisation that are possible and even essential" in analysing climate "are illegitimate and unhelpful" in the analysis of innovative organizational culture. (Taylor, 1986, p. 126).

According to Lindahl (2006, p. 6) there are two basic school of thoughts of analysing organizational culture. On the one hand quantitative instruments such as questionnaires and surveys can be used in conjunction with structured or semi-structured interviews (Rousseau, as cited in Lindahl, 2006, p. 6), on the other hand there are schools of thought that "categorically refute that culture can be assessed through "quantitative instruments (Schein, 1984, p. 14; Schein, as cited in Lindahl, 2006, p. 6; Taylor, 1986, pp. 129-130). These schools of thought advocate that qualitative research in the form of complex interviews, observations and joint-inquiry approaches should be used to get to the deepest levels of shared culture, assumptions and beliefs (Schein, 1984, p. 14).

The latter school of thought states that "to examine the culture of a sacred organization is to threaten that culture" (Taylor, 1986, p. 127) as the "uniqueness of each organization's culture prevents outsiders from forming valid a priori questions" in surveys (Rousseau, as cited in Lindahl 2006, p. 6) and the use of surveys to study aspects of culture goes against ethical research procedures because it "puts words into the mouths of respondents rather than captures their own words" (Schein, as cited Lindahl, 2006, p. 6).

For my study of analysing organizational culture, I will follow the school of thought that believes that quantitative instruments such as questionnaires and surveys can be used in

conjunction with structured or semi-structured interviews. Since I am part of the parent culture of NIED, and possibly share the perceptions, thoughts and feelings of those to be investigated, I might run into constraints recognising certain patterns of assumptions, as these patterns might not be distinguished or they might be taken for granted (Schein, 1984, p. 13). I decided to use a survey with an instrument widely accepted by current research and theory literature to determine a broad outline of the "overall culture profile" (Igo & Skitmore, 2006, p. 125). Therefore the instrument serves as a form of initial surfacing of my own cultural assumptions and those of my colleagues, and further forms a basis for the probing and searching in the semi-structured interviews which might reveal if these basic assumptions are in fact "cultural prototypes" that are unique to the whole NIED organizational culture (Schein, 1984, p. 14).

2.7 Conclusion

Throughout this chapter I established that in the literature it is often maintained that successful organizations, with key determinants of an innovative organizational culture and fundamental innovative norms, values and assumptions, can survive and remain competitive within an ever faster changing world. Therefore the promotion of innovation and innovation literature is "a relatively new phenomenon" especially for public service organizations (Walker, Jeanes & Rowlands, 2002, pp. 204). However, the above "innovation literature is a fragmented corpus, and scholars from a diversity of disciplinary backgrounds adopt a variety of ontological and epistemological positions to investigate, analyse and report on a phenomenon that is complex and multidimensional" (Wolfe, as cited in Adams, Bessant & Phelps, 2006, p. 22). Therefore there are no particular agreed definitions, criteria, indicators and core concepts for innovation, which make the measurement (e.g. quantifying, calibrating, gauging, evaluating and benchmarking) of an organization's innovation practices, capability and competence a very complex process. However, this is an essential process, since it has an impact on how the organization is managed (Adams, Bessant & Phelps, 2006, pp. 21–23).

Because “culture is a primary determinant of innovation” (Ahmed, 1998, p. 31) and each organizational culture is in itself unique (Taylor, 1986, p. 127) one can conclude that the diagnosis of NIED’s organizational culture, in particular whether NIED’s organizational culture is conducive to innovation, will be a unique process. I further accept the limitation that surveys and questionnaires “tend to be superficial and are incapable of probing the depth and uniqueness of an organisational culture” (Lindahl, 2006, p. 6). Therefore I have elected to adopt a hybrid qualitative and quantitative approach with the emphasis on semi-structured interviews for in depth probing that is complemented by a survey in order to produce an initial overall cultural profile. These methodological questions I will discuss in more detail in chapter three.

CHAPTER THREE

RESEARCH METHODOLOGY

To examine the culture of a sacred organisation is to threaten that culture.... Description is tolerated within limits. Analysis, comparison, interpretation, evaluation, and explanation are more threatening. Mapping features of the organisation onto other systems deprives it of uniqueness. The reductionism involved in analysis robs it of dignity. Potentially at least, comparison and evaluation can undermine the authority and status of its leaders. The alternative accounts offered by interpretation and explanation weaken the power of official ideology. If these accounts acquire credibility, those providing them will be accorded untoward respect and attention.

(Taylor, 1986, p. 127).

3.1 Introduction

The study of organizational culture is complex and requires probing deeply into the sub- and unconscious level in order to uncover deeply buried assumptions (Lindahl, 2006, pp. 6-7). My research goal was to investigate and establish NIED's organizational culture, in particular whether NIED's organizational culture is conducive to innovation. In order to decipher its organizational culture, I used a questionnaire addressed to all professional members and conducted interviews with selected organizational members.

This methodology chapter is organized in the following manner: At first, I will look at my research paradigm and goal. Secondly, I will refer to my method of investigation, a hybrid qualitative and quantitative case study. The third section focuses on the methods of data collection: the use of Cameron and Quinn's *Organizational Culture Assessment Instrument* [OCAI] and semi-structured interviews with selected participants. The fourth section deals with the method of data analysis. In the final section I will address the issue of quality and ethics of my research.

3.2 Research paradigm

With my undergraduate studies in the field of pure science, my own world view and ontology is biased toward a realistic ontology, the paradigm that a real world exists and

can be known, and what is not known, "will be uncovered in the future as technology improves and science evolves" (O'Leary, 2004, p. 5). NIED's organizational culture, however, I intend to investigate from the point of view of a constructivist epistemology, because organizational culture, as a system of shared knowledge or cognitions, is produced and created by groups of individual human minds that share a common purpose, in this case, in each NIED member's individual mind (Lakomski, 2005, p. 42). This infinite, "complex and open to interpretation" view of the world results in an ontology that recognizes the existence of multiple realities (O'Leary, 2004, pp. 5-6).

The description above highlights the importance of the shared nature of knowledge and the capacity of learning and transmitting knowledge, collective belief and implicit understanding of joint norms, attitudes, meanings, goals and value systems. This joint system also reflects a consistent pattern of unique behaviours and practices of the group members that characterize an organization and are unique to that organization (Ahmed, 1998, p. 32, Boan, 2006, p. 51, Jassawalla & Sashittal, 2002, p. 43, Lindahl, 2006, p. 3).

3.3 Method

The method of investigation is that of a hybrid qualitative and quantitative case study. A case study is a method of investigation to answer specific questions of intrinsic interest to the researcher about human interaction within the real world; and this needs to be understood and investigated within the context and boundaries of the case (Gillham, 2000, p. 1; Stake, 2000, p. 439). In my case, as described in chapter one (1.3), context and boundaries are identified by the extent to which an organizational culture is conducive to innovation and the question is if this innovative culture, as was originally envisaged for NIED (Angula, 2001, p. 24), does currently exist at NIED.

3.4 Data Collection

My data were collected between May 2008 and September 2008. For the purpose of triangulation (Stake, 2000, p. 443), I used multiple methods of data collection in the form of questionnaires and interviews.

3.4.1 Questionnaire

The questionnaire was filled in by the Education Officers, the management and the executive management of NIED. I used Cameron and Quinn's OCAI, which has been used in "10 000 organizations worldwide in most sectors", across private, public and educational sectors (Igo & Skitmore, 2006, p. 125). Furthermore, this instrument has "been embodied into much of the current research and theory literature and is accepted as accurately determining cultures prevalent in an organization" (Igo & Skitmore, 2006, p. 125) by establishing a broad outline of the "overall culture profile" with a "modal or dominant" but not "mutually exclusive" organizational culture type (Igo & Skitmore, 2006, p. 125). This means that an organization could have minor or some aspects of all four cultures, but one of the cultures would emerge as the dominant one (Deshpande, Farley & Webster, 1993, p. 26). Certain basic assumptions can be associated with this dominant culture type, and this subsequently forms the basis for the probing and searching in the semi-structured interviews to reveal if the basic assumptions associated with the modal or dominant culture type revealed by the survey, are in fact "cultural prototypes" that are unique to the entire NIED organizational culture (Schein, 1984, p. 14).

The main reason for using the instrument is twofold. Firstly it helps to gain a broad outline of the "overall culture profile" (Igo & Skitmore, 2006, p. 125) to guide the setting of the questions of the semi-structured interview. Secondly, as I have outlined in chapter two (2.6), I am part of the parent culture of NIED, possibly sharing the assumptions of those to be investigated. Therefore I might run into difficulties when it comes to recognising certain patterns of assumptions; they might not reveal themselves easily as they might be taken for granted (Schein, 1984, p. 13). Therefore I decided to use an instrument to "help to disclose basic assumptions and help determine how they may interrelate to form the cultural paradigm" (Schein, 1984, p. 13).

The OCAI was developed to determine and compare specific cultural characteristics as they are now and as they should preferably be. They can be used for the private and the public sector or any other organizations that would not fall into the two sectors (Cameron, as cited in Igo & Skitmore, 2006, p. 125). The instrument is based on the competing value principle that determines the relative cultural traits and characteristics of dominant culture types along six key dimensions of organizational culture. This in turn produces the overall cultural profile in terms of market, adhocracy, clan and hierarchical cultures (Igo & Skitmore, 2006, p. 125). The six key dimensions are outlined in Table 3.1.

Table 3.1: The six key dimensions of organizational culture (Igo & Skitmore, 2006, p. 125) (Note: Emphasis in italics in original text)

<i>Dominant Characteristics</i> : the degree of teamwork and sense of belonging, level of creativity and dynamism, focus on goal and competition, reliance upon systems and emphasis of efficiency.
<i>Organizational Leadership</i> : leadership style and approach that permeates the organization ... The role identities are mentor, facilitator, innovator, broker, producer, director, coordinator and monitor.
<i>Management of Employees</i> : How employees are treated, degree of consultation, participation and consensus, working environment.
<i>Organizational Glue</i> : bonding mechanisms that hold the organization together such as cohesion and teamwork, loyalty and commitment, entrepreneurship and flexibility, rules and policies, goal orientation and competitiveness.
<i>Strategic Emphasis</i> : organizational strategy drivers, long term development of human capital, innovation, stability and competitive advantage, growth and acquisition, achievement of goals.
<i>Criteria for Success</i> : how is success defined and who gets rewarded profits, market share and penetration, sensitivity to customers and concern for people, development of new products and services, dependability and optimum cost?

The instrument, in the form of a questionnaire, uses *now* and *preferred* type questions to establish the characteristics of the current and desired dominant culture type for each of the six key dimensions as well as the overall culture profile. This was done by adopting a 'comparison' approach between the existing and the preferred culture with an impassive marking protocol. This is done by determining values rather than feelings or emotions and without comparison of cultures between organizations (e.g. Do you like working at NIED? Is it better to work at NIED or Head Office?). This Igo & Skitmore (2006, p. 127) explained as an "ipsative" way of measurement where

"Ipsative" means measured against itself; an ipsative result is observed as a fact, not compared to other results and then put in the context of an average or expected outcome. With an ipsative score each person thus provides his or her own frame of reference. (Note: Italics in original text)

The standard OCAI instrument (see appendix B) as employed by Igo & Skitmore (2006), was used for a pilot in September 2007, using e-mail with the questionnaire as a Microsoft Word attachment. This was to establish whether there was a need to adapt the instrument to the NIED context. The responses from the two colleagues taking part in the pilot showed that there were concerns with the allocation of 10 points among the sections A, B, C and D in each question. On enquiry, it emerged that my colleagues felt that it was difficult to distribute 10 points across the four sections of each question. For example, see the EXAMPLE QUESTION 1 in paragraph 3.5.1 below: if the first section A of question 1 of the column received 7 points, it was difficult to allocate the remaining 3 marks to the remaining 3 sections B, C and D. Or alternatively, it was very tempting to allocate 2 and 3 points to sections in some questions just to remain in the gross sum of 10 points per section. When I went back to the literature I found that the original standard OCAI can be used with a gross sum of either 100 or 10 points per section, and I further found that Igo and Skitmore preferred the gross sum of 10 points per section as it was easier to work with (Igo & Skitmore, 2006, p. 127). I made a point of being alert to any problems or constraints relating to this issue (10 points per section) in the data collection, which I will discuss further down in this section.

The second concern of the two colleagues taking part in the pilot was that the market related section seemed not to be quite applicable to NIED and its culture, as this is a non-

profit organization and a directorate that is mostly governed by what is decided by the Ministry of Education; therefore it cannot be regarded in the same way as a private-sector organization. This is in contradiction with sentiments expressed in chapter two (2.5) that the Namibian Government, in particular the Namibian Public Service Charter, views public service as organizations that need to adopt private-sector practices. In addition to doubting the applicability of the market related section to NIED, both colleagues expressed concern that the concept or jargon of some of the descriptors needed to be changed in order to be adapted to the NIED context. Both respondents raised the concern that some descriptors pertaining to the *Strategic emphasis* (Descriptor 5 C) and *Criteria for Success* (Descriptor 6 B, C & D) are difficult to relate to the NIED context. These descriptors are concerned with “marketplace” and “low cost production”.

The OCAI can be used unchanged for the private and public sector or all other organizations that would not fall into the two sectors (Cameron, as cited in Igo & Skitmore, 2006, p. 125). Due to the fact that the pilot indicated that colleagues at NIED had difficulties in using concepts or jargon such as “product, marketplace and low cost production” in a public institution environment, for this study the above concepts were changed to *delivering efficient, effective and economic public services within affordable resources and help make the delivery of services in Namibia as efficient, cost-effective and consumer-focused as possible* which would be consistent with the Namibian Public Service Charter (Namibia. PSN, 2003, pp. 77-78; Namibia. OPM, 2007) as explained in chapter two (2.5).

Due to the concerns raised in the pilot I adapted the market sections in two questions of the standard OCAI instrument (see appendix A), and the adapted instrument (see appendix C) was made available to all thirty nine (39) Education Officers, management staff and executive management of NIED in May 2008. This was done as NIED has a relatively small staff of 39 professionals (Cohen, Manion & Morrison, 2005, p. 93) and by including all NIED officers, not only a sample, I have been able to capture the overall culture profile of NIED by ensuring that all perspectives of the organizational culture were represented.

The above adapted instrument (see appendix C) was circulated via e-mail in a word-based version and the e-mail shortly explained the background of my studies and that I had gained the approval of the executive management to investigate the extent to which NIED's organizational culture is congruent with what the literature suggests to be a culture conducive to innovation. I did not include any extra guiding information on how to complete the questionnaire other than instructions included in the standard OCAI (see appendix B and C), but offered that if any colleague had any problems or questions, they could phone me to assist them with the exercise.

Ethical issues of full confidentiality and anonymity were ensured in the e-mail by stating that the completed questionnaire will be made available only to my lecturer and external examiners and no names will be used in the thesis that could link information directly to a person or position. NIED colleagues were reminded on a weekly basis by e-mail and personal phone calls if the questionnaire was still overdue and during the last week of May and first week of June I made appointments with colleagues whose questionnaires were still outstanding. I perceived the regular reminders as a very frustrating exercise, especially as there were a few people among this group whose responsibility is specifically related to innovation.

Of the thirty nine (39) questionnaires that were sent to colleagues, thirty six (36) were returned to me, representing 92% of the total sample. Two colleagues could not complete the questionnaire due to work obligations and being out of office for extended periods of time, and one colleague stated not having any time to complete the questionnaire. Of the 36 questionnaires, 34 were completed on the computer and returned to me via e-mail, and two (2) were returned in hard copy.

I processed the questionnaires in an excel file to ensure that the gross sum of 10 points per section was matching. To remain with a gross sum of 10 points per section and not changing it to a gross sum of 100 points per section proved to be the right decision as sixteen (16) of my colleagues, representing a share of 44%, had difficulties completing

their questionnaire, and it had to be returned to them to fix the scoring. The 16 returned questionnaires required colleagues to revisit some sections in order to change their weighting to fit the gross sum of 10 points per section, as their points allocation exceeded or fell short of the gross sum of 10 points per section. After explaining to those 16 colleagues the 10 point scale, one returned questionnaire was still way out of the gross sum of 10 points per section scale (e.g. 18, 32, 23, 25, 49 and 36) and I decided to omit the data from the analysis. The problems a great number of colleagues had with the gross sum of 10 points was unexpected and not in line with the experience of Igo & Skitmore (2006, p. 127), where participants found the answering process "readily understandable and easy to fulfil." This left me with a total of thirty five (35) out of thirty nine (39) questionnaires, representing a share of 90% of the total thirty nine (39) professional staff at NIED.

3.4.2 Interviews

I know how to listen when clever men are talking. That is the secret of what you call my influence.

Sudermann in *Es lebe das Leben* (Patton, 1990, p. 279)

My second source of data consisted of semi-structured interviews with initially five, later six NIED colleagues, selected from a total of 39 colleagues. The purposeful sample initially included:

- one member of the executive management referred to as the chief education officer [CEO],
- two members of the management referred to as senior education officers [SEO] and
- two education officers [EO].

At first, I had selected five NIED members for the semi-structured interviews, including the CEO. When it turned out that he would not be able to sit for the interview due to his extremely busy schedule, and I was running into problems keeping my deadline, I decided to interview a sixth person with 13 years of working experience at NIED instead.

However, the interview with the CEO could then still be realized at a later time, and I decided not to discard the interview I had conducted in replacement, bringing the number of persons interviewed up to six.

The criterion for selecting the colleagues to be interviewed was their employment with NIED for at least six years (half the existing time of NIED at Okahandja). By making use of a small, purposefully selected sample, I attempted to enter into my colleagues' perspective, and I assume that the perspectives of colleagues employed at NIED for at least six years are meaningful, knowledgeable and that they are able to make them explicit (Patton, 1990, p. 278).

The interview can be used to obtain specific content and research-relevant information according to the research question or questions that cannot directly be deduced or obtained from the questionnaire (Cannell & Kahn, as cited Cohen, Manion & Morrison, 2005, p. 269; Patton, 1990, p. 278). The interview is a primary data collection method, in order "to find out what is in and on" the interviewees' mind through direct personal contact with the interviewee (Bless & Higson-Smith, 1995, p. 106; Patton, 1990, p. 278) and to "understand the 'what' and the 'how'" (Management College of Southern Africa [MANCOSA], 2004, p. 112).

The research was done by using semi-structured questions. The questions of the semi-structured interview were partly based on the outcome of the questionnaire and the literature reviewed in chapter two. These semi-structured questions were used as a "basic checklist" during the interview to make sure that all relevant topics were covered (Patton, 1990, p. 278). My intention was to take each "respondent through the same sequence and to ask each respondent the same questions" (Patton, 1990, p. 280), but with the freedom "to formulate other questions as judged appropriate for the given situation" when additional information, deeper understanding and greater clarity is required (Bless & Higson-Smith, 1995, p. 107).

I am aware that "the sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions" (Cohen, Manion & Morrison, 2005, p. 121). This could have influenced three interviews where I, as a member of the management, was interviewing colleagues who were not part of the management team. Although full confidentiality was promised, there was a certain fear of "betrayal", that critical comments could influence the future relationship between me and my colleagues or cause "embarrassment, anxiety or perhaps suffering" (Cohen, Manion & Morrison, 2005, p. 63). For example one of the questions (see appendix E question 5) revolved around communication at NIED and I probed interviewees on "how approachable are your supervisors?" The indication that the current supervisors were unapproachable or even autocratic would or could have endangered future working relationships, if such information had leaked out. Whenever I noticed such hesitations, I offered to switch the voice recording off; however, on no occasion did my colleagues make use of the offer.

This was possibly further amplified by the fact that, for reasons of consistency, I conducted all interviews except one, in my office, with me sitting behind my office desk, putting the interviewees out of the comfort of their own offices. So as a researcher I had to "take into account the effects of the research on the participants and act in such a way as to preserve their dignity as human beings" (Cohen, Manion & Morrison, 2005, p. 56).

Throughout the interviews I refrained from asking leading questions or putting words in my colleague's mouth, and my colleagues were "free to choose their own definitions, to describe a situation or to express their particular views and answers to problems" (Bless & Higson-Smith, 1995, p. 107). I also respected my colleagues' right to privacy, confidentiality and the right to refuse answering questions on sensitive topics (Cohen, Manion & Morrison, 2005, p. 63). This became evident in four interviews where some vague accusations of tribalism and favouritism emerged (e.g., One tribe is stronger represented [*sic*] at NIED), however, when I probed for examples or more detail, all four colleagues opted not to disclose further information or even contradicted previous statements. I have noted these where appropriate in chapter four.

3.5 Data Analysis

3.5.1 Questionnaire

The standard OCAI method to establish the six key dimensions of organizational culture as well as the overall cultural profile, as described in 3.4.1, was used. Firstly all questions (see example) of the thirty five (35) completed questionnaires were entered into a computer-based excel file. This was done to verify the gross sum of 10 points per section and to find the sum and the mean of each A, B, C and D.

EXAMPLE QUESTION 1:

1	DOMINANT CHARACTERISTICS	NOW	PREFERRED
A.	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves	7	3
B.	The organization is a very dynamic and entrepreneurial place. People are willing to suggest unusual ideas and take risks	1	2
C.	The organization is very result orientated. A major concern is getting on with the job. People are very competitive and achievement orientated	2	3
D.	The organization is a very controlled and structured place. Formal procedures generally govern what people do	0	2
	TOTAL (gross sum of 10 points per section)	10	10

EXAMPLE of sum and mean of QUESTION 1:

1	DOMINANT CHARACTERISTICS	X: NOW Sum of scores of all 35	Y: PREFERRED Sum or scores of all 35	X÷ 35 Mean NOW Score	y÷ 35 MEAN PREFERRED score
A.	The organization is a representing CLAN	96	91.5	2.7	2.6
B.	The organization is a representing ADHOCRACY	51	87.5	1.5	2.5
C.	The organization is a representing MARKET	90	98	2.6	2.8
D.	The organization is a representing HIERARCHY	113	73	3.2	2.1
	TOTAL (gross sum of 10 points per section)	350	350	10	10

Part A of Question 1 represents the clan culture, part B the adhocracy culture, part C the market culture and part D the hierarchy culture. These mean scores were then transferred to the first horizontal line in Table 4.1: (Summary of mean cultural profile scores {n = 35}) in chapter four to calculate the variance between the *now* and the *preferred*. The eight mean scores thus gained were then used to generate a two dimensional culture profile as per the model of organizational culture type along the six key dimensions of organizational culture and the overall cultural profile in terms of market, adhocracy, clan and hierarchical cultures (Igo & Skitmore, 2006, p. 125).

3.5.2 Semi-structured interviews

"The purpose of qualitative inquiry is to produce findings. The process of data collection is not an end in itself. The culminating activities of qualitative inquiry are analysis, interpretation, and presentation of findings" (Patton, 1990, p. 278) However, no single "canons for qualitative data analysis, in the sense of shared ground rules for drawing conclusions and verifying their sturdiness," exist (Miles & Huberman, as cited in Patton, 1990, p. 372). Therefore there is no "right way to go about organising, analysing and interpreting qualitative data," but it is considered to be a "creative process" that demands "intellectual discipline, analytical rigor, and a great deal of hard work" (Patton, 1990, p. 381).

One way of analysing qualitative data is to reduce the data complexity by identifying a systematic way or framework to make them more manageable, e.g. by identifying significant patterns, themes and interrelationships (MANCOSA, 2004, p. 150; Patton, 1990, pp. 371-372). For this study I was guided by the literature in chapter two to construct such a framework by converting extended text into more manageable forms (MANCOSA, 2004, p. 150).

The data from the interviews were categorized in terms of responses and substantive statements (Gillham, 2000, pp. 71-75), that is each interview was summarized and categorized initially, as referred to in chapter two (2.4.2 and 2.4.3), in the set of critical

norms, values and assumptions of an innovative organization [NVAIOC] and conducive cultural characteristics and traits [CCCT] of an organization. I also took account of any statement that could not be categorized in the initial framework, i.e. critical norms, values, assumptions and/or CCCT as well as cultural features that are antithetical to innovation. Where there was no evidence to support any one of these categories I returned to my data to see whether it was because I did not see it in the data or I did not ask or probe the participants for the information.

Then cross-interview analyses of each semi-structured interview were done by grouping together answers from colleagues to common semi-structured questions or “analysing different perspectives on central issues” (Patton, 1990, p. 376), in my study the set of critical NVAIOC, CCCT and other emerging issues. In order to integrate the quantitative and qualitative data in my analysis, the central and common issues found in the interviews and questionnaire were triangulated and linked to the overall cultural profile as well as the six key dimensions of organizational culture of the questionnaire. In addition, interview data relating to the variance of the *now* and *preferred* option in the questionnaire were also triangulated with the questionnaire data. The OCAI then provided a broad outline of the “overall culture profile” (Igo & Skitmore, 2006, p. 125).

As indicated at the beginning of the chapter, using an instrument to describe and compare “features of the organisation onto other systems deprives it of uniqueness. The reductionism involved in analysis robs it of dignity” (Taylor, 1986, p. 127). The above possible concern was addressed by triangulating the data collection with interviews, whereby the dependability of my overall data increased the likelihood that if the data collection were repeated with the same colleagues of NIED in the same context, the findings would be similar (Babbie & Mouton, 2001, p. 278).

3.6 Quality and Ethics

The quality and credibility of qualitative inquiry depends on seven elements, namely the

- technique and method of gathering and analysing the data;

- credibility of the researcher;
- philosophical belief and research paradigm of the researcher;
- own attitudes, opinions and expectation;
- tendency to see my colleagues that were interviewed in my own image;
- tendency to seek for answers of possible pre-conceived ideas;
- misunderstanding or misinterpretation of what my colleagues said in the interviews (Cohen, Manion & Morrison, 2005, p. 121; Patton, 1990, p. 461).

To increase validity, accuracy and reliability of the data obtained from the interviews, all transcripts of the interviews are *verbatim* transcriptions. All transcripts include the natural conversation of the interviews including incorrect and atrocious grammar, incomplete or interrupted sentences, and a great deal of 'umming' and 'ahing' (Patton, 1990, p. 380). In order to allow for the participants' voices to be heard, the analysis relied "as much as possible on their own words and concepts" (Maxwell, 1992, p. 289) by using quotes where possible. As neither I nor any of my colleagues are first-language English speakers, language proved to be the biggest obstacle during my entire research. Therefore I used direct quotes in my data analysis, including the atrocious grammar, and I only changed wording by omitting some 'umming' and 'ahing', or instances where it would be difficult to understand.

Further to increase descriptive validity and quality of the data obtained from the interviews (Maxwell, 1992, pp. 286–289), before analysis all transcripts of the interviews were made available to interviewees, who all but one made use of the offer to request for the transcript. To further increase authenticity all raw data (tape recordings, interview transcribes and questionnaires), data reduction and analysis products, data reconstruction and synthesis products, process notes (e.g. OCAI instruments processing), and completed OCAI instruments are accessible to the supervisor and examiners in hard copy and electronic format (Babbie & Mouton, 2001, p. 278).

In order to address possible "sources of bias" like my characteristics, the characteristics of the respondent, and the substantive content of the questions (Cohen, Manion &

Morrison, 2005, p. 121) I tried “to monitor and report” my “own analytical procedures and processes as fully and truly as possible” (Patton, 1990, p. 372). The first step to address these possible biases and to monitor my own analytical procedures and processes was to pilot interview questions, which I discussed in 3.4.2. Secondly, my interviewer training (Cohen, Manion & Morrison, 2005, p. 121) was twofold:

- in the form of a week-long research methodology course at Rhodes University, and
- the semi-structured questions of the interviews were piloted with one NIED official and with my supervisor Dr. Clive Smith being present as a process observer.

The interview process was recorded with full permission of the participants and then transcribed (Cohen, Manion & Morrison, 2005, p. 121).

Permission was obtained both from the NIED executive management to conduct the research (see appendix A) and from each person to be interviewed. The semi-structured interview questions were made available to the participants beforehand and the purpose of the research was clearly explained to interviewees. Ethical issues of full confidentiality and anonymity were ensured, although my concern is that with a very small community, it will be easy to identify the persons that were interviewed. Therefore all transcripts of the interviews will be made available only to interviewees, my supervisor and examiners and no quotes will be used in the thesis that could link the quote directly to a person or position (Johnson & Christensen, 2004, pp.102–109). The freedom to withdraw from the study was explained to all colleagues. One colleagues made use of the right not to participate in the completion of the questionnaire, and although non of the colleagues made use of the right not to take part in the interviews, some of them made partial use of the right by answering some questions very vaguely or refusing to give further details or examples as discussed at the beginning of this chapter (3.4) (Johnson & Christensen, 2004, p.110). Although, as mentioned above, four colleagues preferred not to answer one or two questions, all colleagues indicated that they enjoyed the interviews and found them interesting.

3.7 Conclusion

My method of investigation was a hybrid qualitative and quantitative case study to investigate and establish NIED's organizational culture; in particular whether NIED's organizational culture is conducive to innovation. In order to decipher organizational culture, I used a questionnaire addressed to all professional members and interviews with selected organizational members. The data of my investigation will be presented in the following chapter

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS OF DATA AND DISCUSSION OF FINDINGS: PART ONE

There is no straightforward test for reliability and validity. In short, there are no absolute rules except to do the very best with your full intellect to fairly represent the data and communicate what the data reveal given the purpose of the study.

(Patton, 1990, p. 372)

4.1 Introduction

In the next two chapters I present and discuss the data that I collected with the questionnaire derived from Cameron and Quinn's *Organizational Culture Assessment Instrument* [OCAI] and the interviews. In this chapter I will begin the presentation with the characteristics of the dominant NIED culture, using Cameron and Quinn's six dimensions of culture (see 3.4.1) arriving at an "overall culture profile" of NIED (Igo & Skitmore, 2006, p. 125).

The pseudonyms and dates of interviews of the six NIED colleagues interviewed are: Rakoo (28 July 2008), Lawson (29 July 2008), Star 30 July (2008), Cosmos (01 August 2008), Mio (14 August 2008) and Johnny (02 September 2008). The above associates included one chief education officer [CEO], two senior education officers [SEO] and three education officers [EO], drawn from the two divisions at NIED, the curriculum development and research division which includes the broad curriculum, subject specific and language sub-divisions and the professional development division. This group of six colleagues are in an age group between 35 and 60 years and have been employed at NIED between seven and eighteen years. Due to concerns of confidentiality and anonymity in the very small community at NIED, as mentioned in chapter three (3.6), I decided not to reveal position, age or time of employment at NIED for each person. All interviews were conducted in English and three also partly in Afrikaans. I translated the sentences into English. All interviews, except one, were conducted in my office and were recorded with a digital camera/voice recorder which was located on the table between us. The interviews were transcribed and made available to interviewees. When I refer to any

of the above pseudonyms in the rest of this chapter and chapter five, I refer to data or quotations collected at the interviews on the indicated dates of the above six colleagues.

4.2 Cultural characteristics of the dominant culture at NIED

The cultural characteristics follow Cameron and Quinn's six dimensions of culture. As a means of triangulation, I draw on both the questionnaire data and the interview data. The standard OCAI method, as explained in chapter three (3.5.1), was used for the survey as the method of analysis of Cameron and Quinn's instrument. As explained in chapter three, the data from the OCAI are presented in a table of mean cultural scores and in a two dimensional culture profile according to the model of organizational culture types from Deshpande, Farley & Webster (1993, p. 25).

The mean or average results of the thirty five (35) questionnaires obtained from the survey are presented in Table 4.1. The variance is gained by subtracting the 'Now' from the 'Preferred'. A positive variance can be interpreted as a desire to move towards the specific culture type or cultural attributes, while a negative variance can be interpreted as a desire to move away from the specific culture type or cultural attributes.

Table 4.1: Summary of mean cultural profile scores (n = 35)

Cultural Attributes		Clan			Adhocracy			Market			Hierarchy		
		Now	Preferred	Variance	Now	Preferred	Variance	Now	Preferred	Variance	Now	Preferred	Variance
Dominant Characteristics	Q1	2.7	2.6	-0.1	1.5	2.5	1	2.6	2.8	0.2	3.2	2.1	-1.1
Organizational Leadership	Q2	2.3	3	0.7	1.9	2.4	0.5	2.7	1.6	-1.1	3.1	3	-0.1
Management of Employees	Q3	2.6	3.4	0.8	1.9	2.1	0.2	1.9	2	0.1	3.6	2.6	-1
Organizational Glue	Q4	2.7	3.4	0.7	1.7	2.7	1	2.3	2	-0.3	3.4	2	-1.4
Strategic Emphasis	Q5	2.1	3	0.9	2.1	2.9	0.8	2.3	2	-0.3	3.5	2	-1.5
Criteria of Success	Q6	2	3	1	2.2	2.6	0.4	2.4	2.3	-0.1	3.3	2.2	-1.1
Total		14.4	18.4	4	11.3	15.2	3.9	14.2	12.7	-1.5	20.1	13.9	-6.2
Overall profile		2.4	3.1	0.7	1.9	2.5	0.7	2.4	2.1	-0.3	3.4	2.3	-1.1

The analysis of the mean or average results of the numerical values of the Now and Preferred values of the culture types and key dimensions of organizational culture in Table 4.1 reveals the following:

- From a possible gross sum of 10 points, the highest numerical values for Now are given for the cultural attributes of the culture type: Hierarchy had a mean value of 3.4 as compared to Market and Clan, both with a mean value of 2.4 and last Adhocracy, with only 1.9. This clearly identifies the Hierarchy culture type as the modal or dominant one, while Market and Clan culture types contribute some aspects and Adhocracy contributes the least towards the overall NIED cultural profile.
- If we examine now the Preferred mean values for the different culture types it appears that people in the organization would prefer medium values between 2.1 and 2.5 for the different culture types except for Clan where they would opt for a much stronger emphasis (mean value 3.1). From chapter two (figure 2) this would indicate a preference towards a culture type with an emphasis on human and interpersonal relationships and that reflects the philosophy of democratic management and egalitarianism (Ahmed, 1998, p. 31).

The analysis of variance of the culture types and the key dimensions of organizational culture in Table 4.1 reveals the following:

- There is a definite positive variance for the culture types Clan and Adhocracy (both +0.7) while for the culture types Market and Hierarchy the variance is negative. Culture type Market shows a weak negative variance (-0.3) while Hierarchy culture is marked with a strong negative variance (-1.1). This reveals that there is a strong desire among staff to move away from the current Hierarchy culture and a feeling that the Market culture is slightly overemphasized. On the other hand, the staff have a clear preference for a further strengthening of Adhocracy and Clan cultures.

Looking at the culture types reveals the following:

- Hierarchy: There is a strong desire in the organization to move away from the current state concerning all cultural attributes of hierarchy, with the notable exception of

Organizational Leadership where staff members are more or less content with the way things are done (variance -0.1). Dissatisfaction is very high concerning Strategic Emphasis (-1.5) and similarly high with respect to Organisational Glue (-1.4) which indicates a preference to move away from the current bonding mechanism that holds the organization together and the present organizational strategic emphasis. According to the hierarchical culture type this would be a preference away from order, rules, procedure and regulation, uniformity, keeping to the budget and predictability which are all typical of bureaucratic structures. This will be further investigated in section 5.2.3 (Hierarchical and bureaucratic structures).

- Market: Concerning market culture, dissatisfaction is most articulate in the cultural attribute "Organizational Leadership" (-1.1) and oscillating around a neutral perception (+/- 0.2) for General Attributes, Management of Employees and Criteria of Success. Only for Strategic Emphasis and Organizational Glue, the desire to move away from the status quo is more pronounced (-0.3). Compared to the other five key dimensions of organizational culture the high numerical value (-1.1) of market type Organizational Leadership, according to chapter two (table 2.1) indicates some discontent in the decisive, controlled and achievement-orientated leadership style. This was elaborated and confirmed in paragraph 4.2.2.
- Adhocracy: We find a positive variance across all cultural attributes, but this is strongest in Dominant Characteristics and Organizational Glue (both +1), and Strategic Emphasis (+0.8), indicating a strong preference towards these adhocracy cultural attributes.
- Clan: Here we notice a positive variance except for Dominant Characteristics which has a slightly negative variance (-0.1). In all other cultural attributes the variance is clearly positive (between +0.7 and +1). As above there is a strong preference towards these clan cultural attributes.

Transferring the information in Table 4.1 for the six key dimensions of organizational culture and overall cultural profile into two dimensional profiles generates Figures 4.1–4.7. Figures 4.1–4.6 present each one of the key dimensions of organizational culture; 4.7 shows then the overall profile of NIED.

I will present, analyse and discuss the views, perceptions and experiences of six selected colleagues from NIED as they emerged in the semi-structured interviews, in the context of the discussion of each of the key dimensions. It may be helpful for the reader to refer back to chapter two (Table 2.1: The four predominant generic cultures and Figure 2.1: A model of organizational culture types) and chapter three (Table 3.1 in 3.4.1: The outline of the six key dimensions).

4.2.1 Dominant Characteristics at NIED

From Table 3.1 in chapter three (3.4.1) this key dimension of organizational culture, Dominant Characteristics, would entail: the degree of teamwork and sense of belonging, level of creativity and dynamism, focus on goal and competition, reliance upon systems and emphasis of efficiency (Igo & Skitmore, 2006, p. 125).

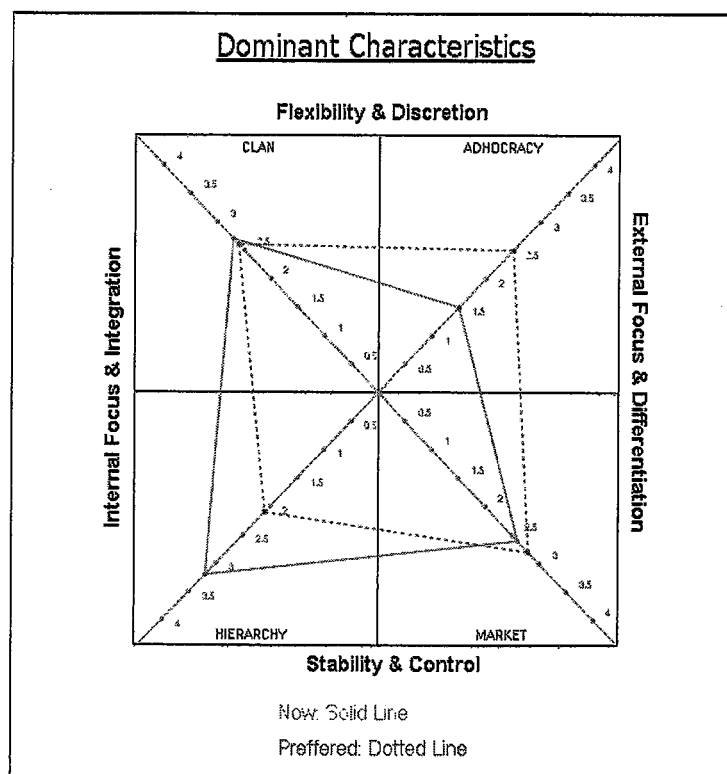


Figure 4.1: Dominant Characteristics of the NIED organizational culture

Figure 4.1 shows that the first key dimension, Dominant Characteristics of the NIED organizational culture, has high scores (3.2) on the Hierarchy side (order, rules and regulation, uniformity, coherence, stability, formal power-relationships) and relatively low scores (1.5) on the Adhocracy side (entrepreneurship, creativity, adaptability, concentration on external positioning, dynamic and creative workplace) for the existing culture (Now). Comparing existing and preferred cultures, we notice a high negative variance (-1.1) away from the Dominant Characteristics of the hierarchical culture type and simultaneously a high positive variance (+1) towards the characteristics of the Adhocracy culture type.

These two preference trends—away from emphasis on Hierarchy and towards greater Adhocracy—also emerged in the interview statements made on innovation and creation. All of the interviews described the boundaries set by the bureaucratic nature of the Ministry of Education as important restrictions to innovation. They described innovation as an “ongoing process that does not come to a completion” (Star) and stressed “the need to be up-to-date and in response to needs of the society and contemporary issues” (Star, Cosmos and Johnny) which requires “the acquiring and applying of ideas, knowledge and skills” (Johnny, Rakoo, Mio) in order “to make good ideas practical” (Rakoo). Mio even called for “to be ready to break out of boundaries” set by the government. Johnny showed understanding for the hierarchical culture, but still sees it as a major obstacle to better performance:

I think there is a reason with the bureaucratic setup; it is to make sure that things are done in the right way but then, things can not be done in a smart way, sometimes the bureaucratic system prohibits you to do things the smart way, meaning do things faster and better, quicker and more efficient. (Johnny)

The Clan culture type characteristics (cohesion, participation, teamwork, sense of family) and Market culture type characteristics (competitiveness, clear and rational goal achievement, results orientated) scored about the same and there was only a relative small variance (0.2) visible between the Now culture and the Preferred culture, indicating that people in the organization are more or less content with the status quo.

In the interviews, one question asked was whether we at NIED are task- or people-orientated in our routines at NIED. Star indicated that NIED indeed has a balance of both: "of getting the job done, it is part of dead lines and also making sure that our own people are informed and we help them, so it's both". Johnny indicated that "we are pretty much task oriented, I think if, if anything we should maybe strike a bigger balance". On the other side Cosmos feels that "most people are too much concerned about the people ... instead of focussing on the job." Mio stated that there should be no real conflict between task and people orientation in the work of NIED:

If you are working with people and that calls on that person in that position to interact at all levels with people within that organisation, to create an easy flow of information of talking to people, interacting with them and that is the best way to motivate your people. When they know, this person is a peoples' person, people are going to please that person. It is a kind of a motivation factor in human relationships and organisation relationship. So for me, it is not just to get the job done, but how do you want the job to be done? Are the people part of that process of moving forward or are they doing it because you want them to do it there and then? (Mio)

Rakoo argued in a similar direction that NIED needs to be "aware that if you have to work with people, your peoples' skills need to be sharp" and being democratic means "you share with people and hear what people think".

So it seems that the rather neutral mean scoring of the Clan culture type characteristics and Market culture type characteristics is based on rather diverse individual perceptions without clear trends or polarisation of the characteristics of the culture type in the organization. The interviews revealed further a stronger sense of dissatisfaction with the existing culture than that transpiring from the mean scores derived from the questionnaire.

Lawson indicated that sometimes senior members do not accept contributions on professional issues "from the lower part of the group of NIED or family of NIED" while both Cosmos and Mio stated that very few people in supervisory positions find the balance between task and people orientated work. A further point of mentioning is that the three non-management members interviewed saw the need for more people

orientation in the Dominant Characteristics of NIED and this “depends on the leadership in the institution” (Johnny). The mentioned dissatisfaction with too little people orientation is mitigated because the Clan type culture characteristics are rather strong, as according to chapter two (2.3) Clan type culture characteristics emphasize the sense of belonging, group dynamics and teamwork. All six interviewees indicated that “we are a community that is like a team and a family”, “taking the perceptions and interpretations of many people and their feelings at once, as a whole” (Star), while Cosmos further elaborated a “fairly good community with problems, problems there will always be. Problems, I mean caused by the members of the community” (Cosmos).

This rather strong “family feeling” is also due to the location in Okahandja outside of the Ministry. NIED is “not on the door step of the ministry, we are (...) located 75 km from the Ministry’s Head Office” (Johnny), “to a certain extent isolated but a community” (Cosmos). According to Star a sense of community emerges due to the nature of work at NIED:

... I say NIED is a community due to the amalgamated job responsibly and norms that goes with the institute itself and how they identified themselves and are identified by the people outside. (Star)

Even the need to commute daily, travelling in the same bus, for those not staying on campus strengthens the togetherness:

It’s not many institutions where people also stay. There is also strength by the way how people travel together in morning and it also strength by certain activities we do at NIED though the In-house week at NIED, where in foster the togetherness, the closeness, also in our operations how we handled things like funerals, we go there all, or we have sport teams that present NIED. (Johnny)

From the above statements it becomes evident that NIED is a community that could provide the emotional safety of NIED members in their working relationships, which is one characteristic of an innovative organizational culture that I described in chapter two.

4.2.2 Organizational Leadership at NIED

From the Table 3.1 in chapter three (3.4.1), Organizational Leadership as a key dimension of organizational culture entails: leadership style and approach that permeates

the organization. The role identities were mentor, facilitator, innovator, broker, producer, director, coordinator and monitor (Igo & Skitmore, 2006, p. 125).

According to table 2.1 in chapter two (2.3), the leadership style characteristics are “coordinator, administrator” for the Hierarchy culture type, “decisive, achievement-orientated, maintain stability and control” for the Market culture type, “entrepreneur, innovator, risk taker, visionary” for the Adhocracy culture type and “mentor, facilitator, parent-figure promoting sharing” for the Clan culture type.

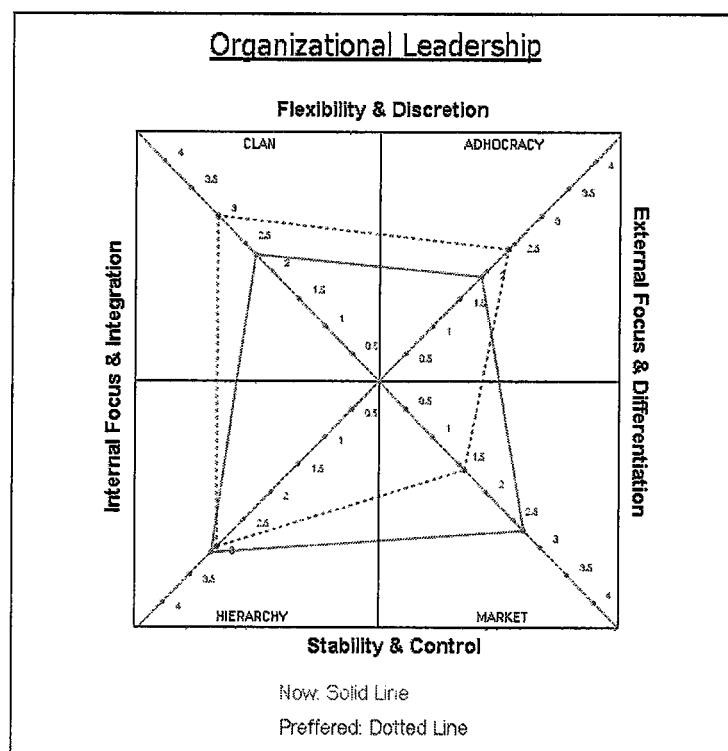


Figure 4.2: Organizational Leadership at NIED

From Figure 4.2 the key dimension Organizational Leadership at NIED scores high on the hierarchical side (3.1) and on the market side (2.7), while scores of the clan side (2.3) and on the adhocracy side (1.9) are moderate to low for the Now organizational culture. Concerning the discrepancy between existing and preferred culture as represented in the variance, the variance is almost zero for Hierarchy (-0.1). On the other hand, we find a

strong negative variance for Market (-1.1) and smaller positive variances for Adhocracy (+0.5) and Clan (+0.7). This seems to indicate that according to the questionnaire the people in the organization experienced leadership mostly as coordinators and administrators and they were more or less content with it. During the interviews, however, it emerged that they strongly felt that the leadership was too achievement and control orientated and they would rather like to see their leaders more as risk-taking innovators and visionaries who are facilitators and parent-figures promoting sharing.

This was confirmed in the interviews where all six interviewees used terminology such as 'supervisor', 'management' and 'subordinates' to describe the current leadership styles. Most said, however, that supervisors were very approachable (Johnny, Star, Rakoo and Cosmos). Cosmos found it fairly easy to approach the leadership with a bright idea or "with a solution for a specific problem that we experience" and once Cosmos had "convinced colleagues and supervisor" of an idea, colleagues were also allowed to experiment with that idea. This was supported by Johnny who said that we have "the freedom to do our things in a big way and that is determined by the director." During the above "freedom to experiment" Star felt that he could ask supervisors or colleagues "who might have the knowledge" for support and assistance

... so that he can assist, thus to show how we can start off with such kind of work [problem] so with means I think sharing it is what is there in the assisting each another. (Star)

Lawson, on the other hand, was more critical. He indicated that some supervisors seemed unapproachable and that the supervisors tended to be too prescriptive and give narrow directives instead of broad tasks:

...sometimes I do not feel comfortable as a professional person to be given some kind of directives or pieces to work on, all the time, because that thing is limiting my thinking capacityin some cases you, what ever small thing, you are given, people must follow instructions, kind of, you know, format, which I do not believe in. It limits our creativity and thinking. But it might be good for other specific issues but not in really everything. I think, ah in that way it undermines our professional capability and innovation to do your own work. (Lawson)

Mio thought that consultation was taking place, but needed improvement. He and Lawson called for more "straight talk—break no friendship" in face to face consultations. Conflict management should be more personal—face to face—rather than collective, e.g. "if you have a problem don't send an e-mail to all saying some people are not co-operative, rather confront the person directly" (Lawson).

A further constraint identified with consultation and conflict management was on the method used:

The question is how do you listen to people [during consultation]; do you want to prove that you are right as a supervisor or are you listening to the arguments; are you handling the issue or are you handling the individual (Mio)?

It emerged that in a conflict situation, supervisors did not actively listen to the arguments but rather "try to prove a point" (Mio). When the point of what happens when the consultations reach a deadlock was further explored, some interviewees showed high trust in the rules, policies and formal or informal procedures of the organization. Star explained it as follows:

Insubordination can be a big problem. I find a way in which this thing can be taunted in through someone that is having the authority, to appeal the idea or to make sure that the, the planners up there in the ministry, to be taking in consideration some of the, you know, the short comings of such ideas, so I wouldn't just keep quiet (Star).

On further probing on who are the "planners up there in the Ministry" were, and how Star would "appeal to an idea", the explanations were that the "planners" were the people with higher authority than the Director and that the appeal would be in the form of alerting them to the "short comings" in the form of providing additional information and the fact that "all the stakeholders in which I'm just one of them" need to be consulted (Star).

The word "parent" was used to describe the potential tension between elder support staff and younger management staff. Support staff had to accept management members as superior although they were much younger in age, "they are parents for these old aged support staff" (Star), and young management represent older staff at the unions (Star).

The use of the word “parent” here could be interpreted that leadership acts as parent or mentor figures which would, according to chapter two (2.3), reveal a more clan cultural type, however in this context it has a strong connotation of power-relationship, stability and control, so the use of “parent” reflects here rather a more Hierarchy or Market cultural type.

4.2.3 Management of Employees at NIED

From the Table 3.1 in chapter three (3.4.1) this key dimension of organizational culture entails: how employees are treated, degree of consultation, participation and consensus, working environment (Igo & Skitmore, 2006, p. 125).

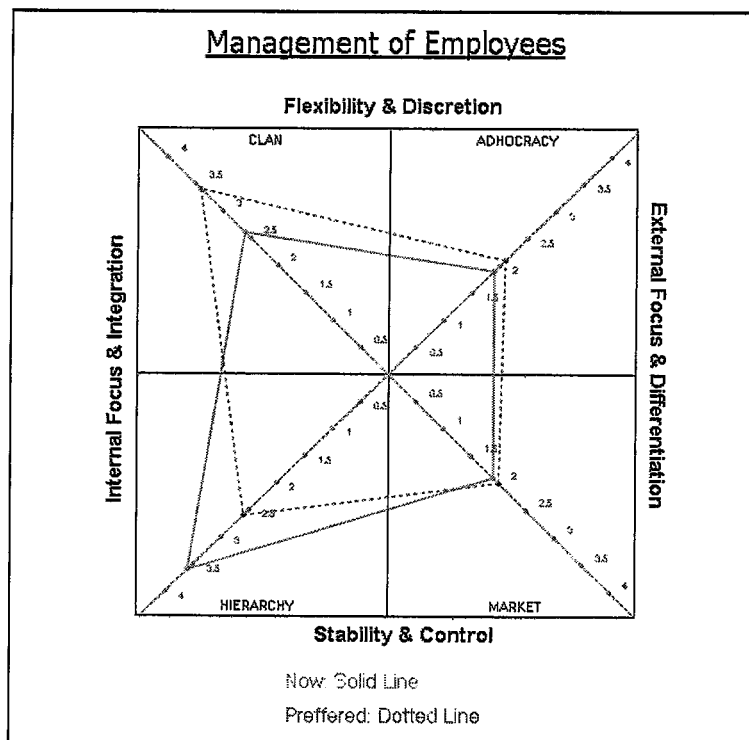


Figure 4.3: Management of Employees at NIED

Figure 4.3 shows that the key dimension Management of Employees at NIED has again the highest score (3.6) on the hierarchical side for the Now organizational culture. The

second highest rating is given for the Clan culture type (2.6) and scores for Market and Adhocracy culture types are equally low (1.9). The variance shows a strong trend away from the Hierarchy culture type (-1) for the preferred culture, and a significant trend towards reinforcing the Clan type of culture (+0.8). Concerning market type of culture and Adhocracy culture the status quo seems to be satisfactory as the variance indicates only insignificant trends (+0.1 and +0.2). According to chapter two (2.3), this stands for a preference away from strict power-relationship in inter-personal relations towards more collaboration, consideration and egalitarianism. The way the current management emphasize the role (Adhocracy culture) and task (Market culture) of their employment is, on average, not controversial but largely accepted.

The small variance in the task/market side finds an explanation in the fact that the NIED job descriptions were experienced as relevant and rather flexible so that they could be adjusted to respond to people's needs; job descriptions were there for "some form of unity but allow flexibility to move within offices" (Rakoo). Cosmos thought job descriptions were unchangeable, but that people at NIED "can deviate from job description". Similar views, that job descriptions were flexible and not prescriptive, were expressed by Mio and Johnny:

I am operating on not only what is described in the job description but what ever I think fits into and that will feed into performing my task better. (Mio)

So people have the freedom to move about and I won't say out of them, but about them and the flexibility to be flexibly to certain needs ...that is how I interpret it, I have never taken all this job description literally, I know people might do that because they are been evaluated against the job description but for me they are guide lines (Johnny).

The job descriptions were not seen as a hindrance to establishment of contacts or work outside the job descriptions, but limitations were found more in the bureaucratic structures and the budget constraints, for example attendance at a symposium could be denied due to lack of funds or because the supervisors saw the symposium not to be directly work related (Mio and Lawson). But even despite the bureaucratic limitations, interviewees found a lot of flexibility.

There is some way that you can sometimes pursue ideas, I mean, at many occasions I brought up ideas, for example looking into the possibility of bringing

in a volunteer or somebody that will assist me with the developing of material.... It was received positively by my supervisors (Mio).

Johnny and Cosmos saw job descriptions as a guideline.

I think that is how one should take any job, otherwise you will be just following the rules and you would not have the opportunity to think on your feet and decide things. I think job description is very good but the job description can also be something that is on paper in many ways to see what is needed, what kind of guidance is required, what leadership is required. (Johnny)

Despite the general satisfaction among staff members with the flexibility of work that is part of the NIED culture, there were also critical comments on too much hierarchical management of employees, especially when the higher levels of the Ministry became involved. Lawson indicated the need for more consultation and full participation in order to make more valuable contributions as "it looks like if it [guidance and leadership] is currently not working well" while Mio and Rakoo stressed that at NIED people were consulted and "being a democracy, you share with people and hear what people think", however sometimes ideas were "forced" (e.g. the idea that NIED should become a semi-autonomous institution years back—2001) (Rakoo) and if the idea was forced from "higher upper authority [*Permanent Secretary's [PS] office*], they will accept it" (Rakoo) and we "just have to dance to the tune—especially the PS's" (Mio). Mio felt that the Namibian Government's management style was sometimes top down but this was not NIED's own style. This was confirmed by Rakoo who said:

No, things are not forced on us. We need to, we are, we become involved and then we should also take ownership on what to develop. Otherwise I would not claim that I was part in this and that (Rakoo).

All interviewees indicated that in the NIED working environment (e.g. curriculum development) they consulted each other widely and tried to draw on expertise of others, especially of people with in-depth knowledge based on research, experience, knowledge of local context and needs and generally "people on the ground" (Mio).

One can conclude that in NIED, employees are consulted and support each other widely. Although people participate in the process it does not necessarily mean that the process is based on consensus at the workplace.

... I noticed that we come from different cultures, that knowing something wrong we still remain silent. We do not address issues, that is what is simmering down below and sometimes it comes down to unfair treatment that many people receive which is not fair to me ... There is no use. We do everything that is smart and nicely and NIED gets the praise, but human relations suffer (Mio).

This means that some employees feel that they are not treated fairly, but the NIED working culture includes certain areas where they do not speak out easily when they are not treated fairly. This became evident in remarks like people who are not being "open and frank with each other here at NIED" (Mio), "no general trust" between people (Lawson) and employees "stepping on somebody's dignity" (Mio).

According to chapter two (2.3), all the above attributes, how employees are treated, degree of consultation, participation and consensus, working environment (Igo & Skitmore, 2006, p. 125) refer to the Clan type culture and this could explain the variance towards the preferred Clan culture visible in Figure 4.3. In addition to the trends discussed above, I did find other collective trends in the six interviews that would explain the variances or preferences away from the Hierarchy type of culture and towards the Clan type of culture in the management of employees. A possible explanation could be "mechanistic structures that hinder innovation" (Ahmed, 1998, p. 36). These would be "hierarchical, bureaucratic" and "much communication flows upwards: directives flow downwards" (Ahmed, 1998, p. 36). On further investigation I indeed found evidence that the management member in the interviews expressed belief that the flow of information was good while the rest of the group, education officers, pointed also to constraints in the flow of information. However these cultural features antithetical to innovation will be discussed in detail at the end of this chapter.

4.2.4 Organizational Glue at NIED

From the Table 3.1 in chapter three (3.4.1), Organizational Glue as a key dimension of organizational culture would entail: bonding mechanisms that hold the organization together such as cohesion and teamwork, loyalty and commitment, entrepreneurship and flexibility, rules and policies, goal orientation and competitiveness (Igo & Skitmore, 2006, p. 125).

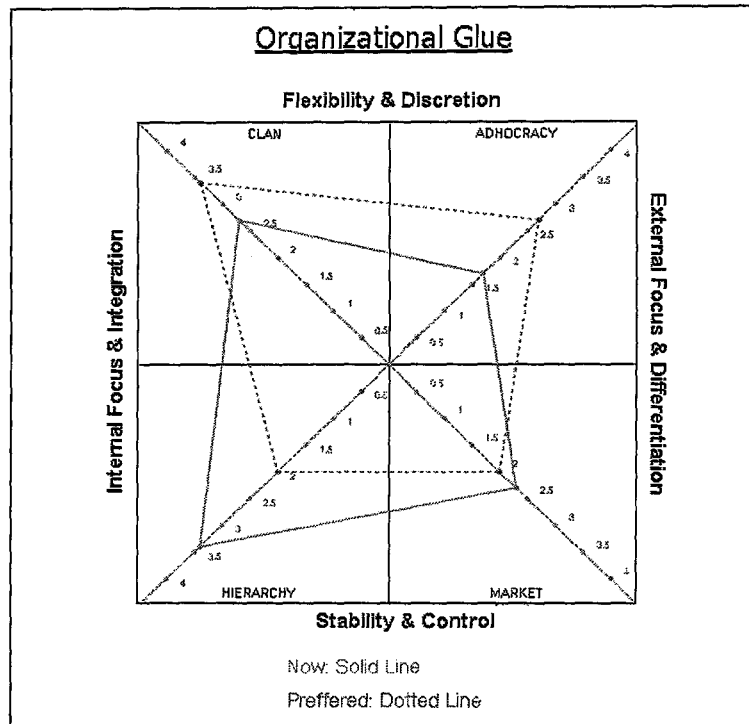


Figure 4.4: Organizational Glue at NIED

Figure 4.4 shows that the key dimension Organizational Glue scores again very high (3.4) on the hierarchical side of the Now organizational culture. The second highest score is given for the Clan side (2.7), followed by the Market type culture (2.3). The least emphasis was given to Adhocracy (1.7). Again we notice a very strong trend for the preferred culture away from the Hierarchy culture type shown in a high negative variance (-1.4) and corresponding trends towards the Adhocracy culture (+1) and towards the Clan culture (+0.7). Compared to these strong trends is the small trend away from the Market type culture; this is only marginal (-0.4). According to chapter two (2.3), this would

indicate a preference away from strict adherence to the budget, stability and obedience towards flexibility, individuality, promoting willingness to act but in addition nurturing commitment, human relations and internal maintenance.

In general, NIED was perceived as a big community, a very nice place, isolated and pleasant place to work at (Cosmos, Mio and Rakoo). Johnny saw it in a similar way:

We have some freedom to do things, ahm, and, and NIED is something we feel that NIED is not regarded as a directorate of the ministry and that is something that is sometimes that good, the people forget that we are an Directorate and that give us the freedom to do our things. But I can say that over the years I have worked with all the directors here and I think in a big way, that that link is determined by the director (Johnny).

Although flexibility was "determined by priorities in terms of financial expenses" (Star), it was not an unlimited freedom, but the freedom "to move if it is relevant to the Ministry" (Rakoo). Freedom is part of the set of critical NVAIOC that I described in chapter two.

Another critical attribute of NVAIOC is to accept and expect conflict. The interviews indicated that there was a general acceptance that conflict must be part of the organization culture:

Yes conflict is inevitable and people should accept and work below them ... and conflicts are handled well [at NIED] so which means we have accepted that this problems [*conflict*] will always be there (Star).

The view that conflict was inevitable was shared by Rakoo and Cosmos. The only concern was that conflicts could become too personal "where you have people's skills lacking and so your personality takes over and everything else collapses" (Rakoo). Conflict should not be on the personal level, "this is something that should be actually handled within the framework of the rules and regulations that governs government operation" and it was a matter of improving interpersonal skills or the "mutual relations between or among individuals at NIED" (Rakoo).

But there was also evidence that criticism was not always accepted. "People are afraid to be critical and being critical, it's not to criticize others ...but there is no way people will be open to speak" (Mio). Similarly spoke Lawson:

Many institutions people are preaching teamwork, but practical it is not what is happening, and I believe this is something that is also happens at NIED.

A possible explanation for the high variance (+1) towards the Adhocracy and the variance (+0.7) towards the Clan culture type could be the lack of trust between NIED employees mentioned in section 4.2.3. This is further supported by the recommendation of Rakoo:

Oh, people skills, that will be my first [*thing to change*], so when I have gained the trust of people, that they can trust me, that I can work with them, that we can make internal changes without disagreements, that we can allow changes coming from outside without disagreements and I know my people trust me and I trust them because I've been in harmony with their attitudes, they been in harmony with my attitudes, towards work, towards environment, towards works, towards environment, towards other people feelings, then everything else will follow (Rakoo).

The freedom expressed with job descriptions at the beginning of section 4.2.3 could be seen in contradiction to the observed variance towards the adhocracy side. But assessments such as, "people are not committed" and "people who are responsible are to take it [*good ideas*] somewhere they can't do it and they are not doing it" (Cosmos) indicated that people lacked either the competence or the will to complete tasks successfully. In addition to that people were "waiting for a senior to come and squeeze it [*work*] from them" (Cosmos), could explain the preferred strengthening of Adhocracy culture. This was also supported by Johnny:

It just a question of making decision here, say we are going to do it this way and if we can defend it but I think it's a question of taking decision here at our level and I think that is also a problem in our system. I think of one of the problems in our system is that we just passing the bucket [the decision making process], you know, you can take a decision on your level, but if you feel a little bit uncomfortable, maybe the system will come back to you and say why did I do that, so now you say no ok, it, it's the SEO's job and SEO says no it's a CEO job, and the CEO say no it's the director job, director say no the job goes to the PS. But if you look at that ultimate with everything the PS will be the accounting officer then you could say everything should be done by the PS and that is not the intention, that is not fair to the PS ...Its means that we need to be accountable and

responsible at our own level not transgressing, but I think part of it that has to do with it is that some decision that would have been taking elsewhere, we would or could take here NIED (Johnny).

4.2.5 Strategic Emphasis at NIED:

From the Table 3.1 in chapter three (3.4.1), Strategic Emphasis as one of the key dimensions of organizational culture entails: organizational strategy drivers, long term development of human capital, innovation, stability and competitive advantage, growth and acquisition, and achievement of goals (Igo & Skitmore, 2006, p. 125).

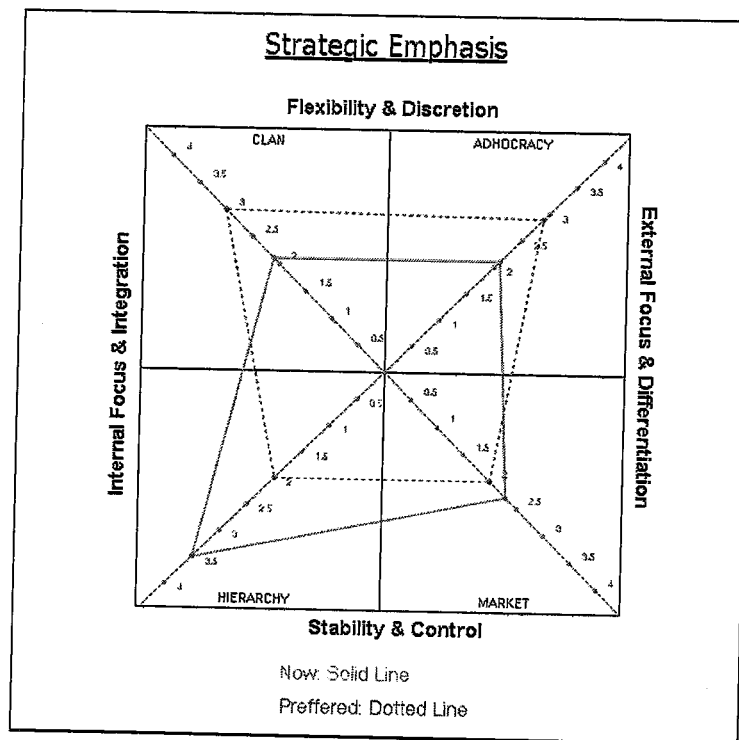


Figure 4.5: Strategic Emphasis at NIED

Figure 4.5 shows that the key dimension Strategic Emphasis at NIED is currently strongly distorted into the Hierarchy side which is in contradiction to the preferred culture conducive to innovation of Adhocracy. The score for the Hierarchy type culture of Strategic Emphasis is far higher (3.5) than Market type culture (2.3) and Adhocracy and Clan type cultures (both 2.1). Comparing the Now and Preferred organizational

culture scores, there is a strong desire to abolish the dominance of the Hierarchy culture (variance -1.5) and to strengthen Clan and Adhocracy culture (+0.9 and +0.8). The Market culture shows also a slight negative variance (-0.3). As result, the preferred Strategic Emphasis culture of NIED would show an equal weight of Adhocracy (2.1), Clan (2.1), Market (2.0) and Hierarchy (2.0) cultures. According to chapter two (2.3), this indicates a preference to move away from an overemphasis on stability, predictability and smooth operations towards greater innovation, creativity and new resources, R & D, experimentation, long term development of human capital, growth and acquisition until a more healthy balance between the conflicting orientations on stability and innovation is achieved.

All six colleagues interviewed emphasized that research and development are essential components of the work at NIED. Equally the six colleagues indicated that research had two components, one being accumulation of new knowledge as described in chapter two (2.4.3 the first CCCT: Learn how to learn) and the second to bring this new knowledge to practical use in implementation and development (chapter two 2.4.3 the third CCCT: Sustaining momentum, consistency and perseverance). This was "research in the sense that it is not only information seeking but really doing research for what will be the best for your particular circumstance" (Johnny). It meant that implementation started with controlled piloting as "experimenting lies in piloting" (Johnny). Further, the second CCCT (being pro-active in initiating change and innovativeness) would require NIED to actively monitor global and local developments to identify new areas of research: "If we are to look for change we have to do some kind of research" (Lawson); or as Johnny phrased it:

To keep up with latest developments: World is a village, information from internet, sharing experience, personal exchanges, conferences [writing and presenting papers]A creative person is a person who questions things. ... New is knowledge that is been created and I think it's important that we do that, that we created knowledge because otherwise you are only the user of knowledge.

In practice, however, R & D seemed not to be such a priority, as was confirmed by interview partners. Due to time constraints, "research is a luxury" (Cosmos), "we neglect research, monitoring and evaluation" (Mio) and have no time for piloting (Rakoo). This

was also indicated by Johnny who was alert to the dangers of implementation without the required piloting and research:

It's our tendency in Namibia and that's very dangerous, as you can almost say, we sometimes implement nation wide without having enough time to experiment, to pilot things, to try things out. So piloting is something that needs to be quite stronger in our whole process, you know, research and piloting, so that we do things first before we try it so that, then, then and you can experiment when you do that. You can experiment cause I think that is why we pilot things (Johnny).

The reason given for the above lack in research and piloting was that "NIED is extremely limited in the possibilities to be proactive because of government structures, financial constraints, time constraints" (Cosmos). Others, like Mio, Rakoo and Johnny argued that the problem is rooted as well in lack of determination.

I think it is the actions of utilising these existing opportunities and I do not think there is any thing that prohibits an official to stand up and go and get information. But then what will you do with that information, will you have the support, will you have the, the needs, of what you need, to say, to embark on a small scale research and so on. I mean we are located in Okahandja where we have a number of schools and we are not even do some piloting, ahm, some research, case studies to see how can we probably improve (Mio).

NIED should have taken the initiative to create corporate identity or to create a school of excellence in Okahandja, so this should have been the NIED initiative and not the Okahandja School cluster initiative. So we then take this initiative and we take this idea and say, no we want to use this school as the school of excellence, can you allow us to use the school and then Okahandja should have benefited more from what we develop here at NIED (Rakoo).

In a way, the head of the institution determines the freedom, with which we can work and over the years some directors feel more comfortable with something from the PS while others were more independent (Johnny).

So external limitations and internal lack of determination lead to an unsatisfactory and in the end also costly performance as corrective measures can not be taken in time. This was confirmed by Rakoo:

We develop knowing that we will not have time for piloting ... So we are only be informed through evaluating and monitoring (Rakoo).

So I can conclude that there is a "need for more liberty and freedom to experiment" (Lawson) or as Johnny stated it:

... if we can get a little more freedom to do things our way, so that we can, you know, we are now a directorate of the ministry, so we have to follow certain procedures but we are also, there are also freedom within that, there is ways within that, so for me the first thing would be to work a little bit more independent from head office and for us to determine our own agenda that we do not ... mostly act on that is coming from the head office but what is coming from what is needed in the country (Johnny).

The above constraint "to work a little bit more independent from head office" (Johnny) is also one of the cultural features that are antithetical to innovation which I will discuss at the end of this chapter under hierarchical and bureaucratic structures.

4.2.6 Criteria for Success at NIED:

From the Table 3.1 in chapter three (3.4.1) this key dimension of an innovative organizational culture, Criteria for Success, entails: how success is defined and who gets rewarded with profits, market share and penetration, sensitivity to customers and concern for people, development of new products and services, dependability and optimum cost. (Igo & Skitmore, 2006, p. 125).

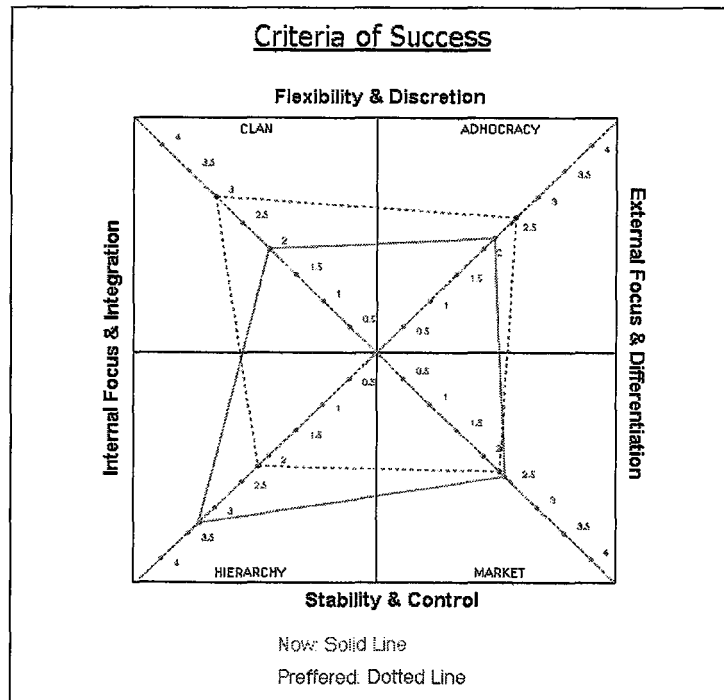


Figure 4.6: Criteria for Success at NIED

Figure 4.6 shows that scores for the key dimension Criteria of Success at NIED for the Now and Preferred organizational culture follow the same pattern, expect for minor differences, as in 4.3.4 and 4.3.5. We see an overemphasis of Hierarchy culture types to the detriment of Clan and Adhocracy culture types and a match of the Now and Preferred Market culture types. The preferred culture does show a rather equal mix between the four culture types with a slight domination of the Clan culture type.

In the previous section I looked at the freedom to experiment, while in this section I look at experimentation of the R & D component in terms of how success is defined, who and how people get rewarded, if and how people get punishment for failure and the concern for people during the R & D process. This was done by looking at the "freedom to try things and fail; accept mistakes; no punishment for mistake; encourage lateral thinking; allow discussion of dumb ideas" (Ahmed, 1998, p. 37), and to what extent can people debate freely depending on or if people are listening to ideas and to what extent people can discuss or present their ideas. In addition to continuous professional development [CPD], all of the above form part of the set of critical NVAIOC (chapter two, 2.4.2): Trust and openness; debates, innovation time and time for training.

In the interview the colleagues were asked how they would assess the quality of a new idea. First, the idea had to be shared with colleagues and if many people felt it was a good idea, then the new idea should be tried (Star), "So the best way for us will be to say, let me try it, if it doesn't work, we will come back and say, we tried but it doesn't work"(Rakoo). "Failing should be there, it should be part of human life" (Star). But also failures should be seen as a learning experience or learning opportunity (Cosmos, Mio & Star).

I don't believe that you are failing wholly when you attempt something, there are lesson out there. You learn from your mistakes and you can improve for the next exercise or attempt you want to make. In education we are made to belief that we are failing; we may come across problems that stop us somewhere but if we can re-look, re-think then I think those problems can give you an indication to which way to follow (Mio).

The above "re-looking and re-thinking" is part of the NIED debate culture and "I think on the whole we are very fortunate in that, ja, I think there was always a place, for debate and for choosing what for the best interests" (Johnny). Star also saw debate, giving and receiving information as well as discussion as part of his normal work, two way communication:

If something [new information] came and need to be digested, and then people discuss and then changes and counter proposals can be made, it's, it's also about information. So both usually take place, where by we are informed and sometimes we are part of the decisions during a meeting and put forward some counter proposals (Star).

We "have structures in place to have our voice heard" (Rakoo) and we can "voice views and it will be listened to" (Star), so in general at NIED you can "express yourself or explain yourself" – "...it depends on own personality" (Cosmos). The last statement links up again with section 4.2.3 where Mio pointed out that some people, due to their personal cultural background, where it is seen as offence to differ with a person of higher authority, do not have the personal freedom to speak up and contribute to a debate or consultation process. Mio expressed concern about the equal opportunity to express views and have views listened to, "it is not totally absent, but I said there are things that need improvement like the two ways of communication" (Mio). Lawson pointed in a similar direction when he remarked:

Only certain people's ideas are taken care of. Some people have wasted perhaps their time coming with certain ideas which are not accepted by those who are responsible. And in that way it discourages people from coming up with certain ideas" (Lawson)

This idea of "selective democracy", but from another perspective, emerged also in the following statement:

Now, if it permits, you listen to all the views, but sometimes you have to be selective, so democracy it also the problem. So if you should listen to all the views, sometimes some views will confuse, you so that is the dangerous thing of democracy, but the thing is that you would like to listen to all the views, all the views, but then you would like to take out what is exactly is good from all these other of some of these are views or some of them are just opinions and somethings it doesn't make sense at all. Now you have to look for information that really makes an impact in the improvement of what you have developed (Rakoo).

Lawson and Star also expressed the risks in confusing democratic debates. Debate is convincing each other, trying to agree or reach consensus; voting should only be done once – “we failed or exhausted all other means of trying to agree” (Lawson).

Sometimes people’s decisions are based on perception because it’s, it’s democratic. It is only that sometimes maybe an issue needs more further discussions, and then there will be more discussions so people can have more knowledge in understanding each other’s sides. Perhaps there will be some changes, if people will revote or re-considers it for a second time later on (Star).

According to chapter two (table 2.1), debate in the form of consideration, agreement, fairness and egalitarianism is part of the Clan culture type. Important issues are decided by allowing some sort of freedom of debate and discussion, but the final outcome still relies more on power-relations and the ability to control the situation. The latter explains to some extent how an organization with an elaborate debate culture can still score very high on the hierarchy side.

When I examined the continuous professional development [CPD] in terms of NVAIOC of chapter two (2.4.2), e.g. the amount of time and training members are given to develop new ideas and new possibilities, and the way in which new ideas are received and processed, I noticed diverging perceptions: Johnny saw it as a particular strength, Cosmos thought that it had disappeared completely and the others, Star, Lawson, Mio and Rakoo, indicated that CPD is practiced at NIED, but they were unaware of the selection criteria for participation in CPD and process. Lawson and Mio indicated that Government encourages people to be involved in CPD, but thought that this encouragement is not initiated by NIED and needs further strengthening. Johnny, on the other hand, stated “I think people are getting the opportunity to study, I think many people do get that, ahm, I think this year we got maybe, 6 to 9 people, I think all in all it is 9 or 10 people [professional and support staff] that we are assisting depending on the budget, but I think we are doing that (Johnny).

Mio further indicated that “EO, SEO, CEO can bargain for themselves” to “get mobility in career ... while the broader staff complement [like the support staff] have little access

to CPD and need empowerment" (Mio). This "bargaining for themselves" was also reflected by Johnny, but he saw it as more positive, more as a sign of personal initiative:

And they build up this opportunity, you know, contacts, they build up contacts which give them that opportunity to travel, so that is then conference and present papers and other people they are also very reluctant to present papers and so it is sometimes also their own choice (Johnny).

So in terms of CPD I can summarize that CPD does exist at NIED, however, non-management members believe it is not a NIED initiative while management members think that NIED is in fact contributing towards CPD.

4.2.7 The overall current culture profile

From the mean score Table 3.1 of the six key dimensions of organizational culture the overall current culture profile of NIED is generated (Cameron and Quinn, as cited in Igo & Skitmore, 2006, p. 128).

Figure 4.7 reproduces the current culture profile in comparison with the respondents' preferred culture profile. The figure shows, that in the perception of the respondents a strong bias towards Hierarchy exists in the current (Now) NIED culture. Clan and Market culture are equally emphasized (both 2.4) but the Adhocracy culture is given the least weight (1.9). The highest variance (-1.1) stands for a preference away from the Hierarchy culture. Simultaneously we find positive variances for the Clan and Adhocracy culture (both +0.7), indicating that the respondents would like to see these elements further strengthened. The Market culture type has a comparatively small variance of -0.3, showing that there is desire to maintain the status quo more or less. In summary, the preferred NIED culture would show rather equal weight between the aspects of Market, Adhocracy and Hierarchy culture and give a slight dominance to the Clan culture type.

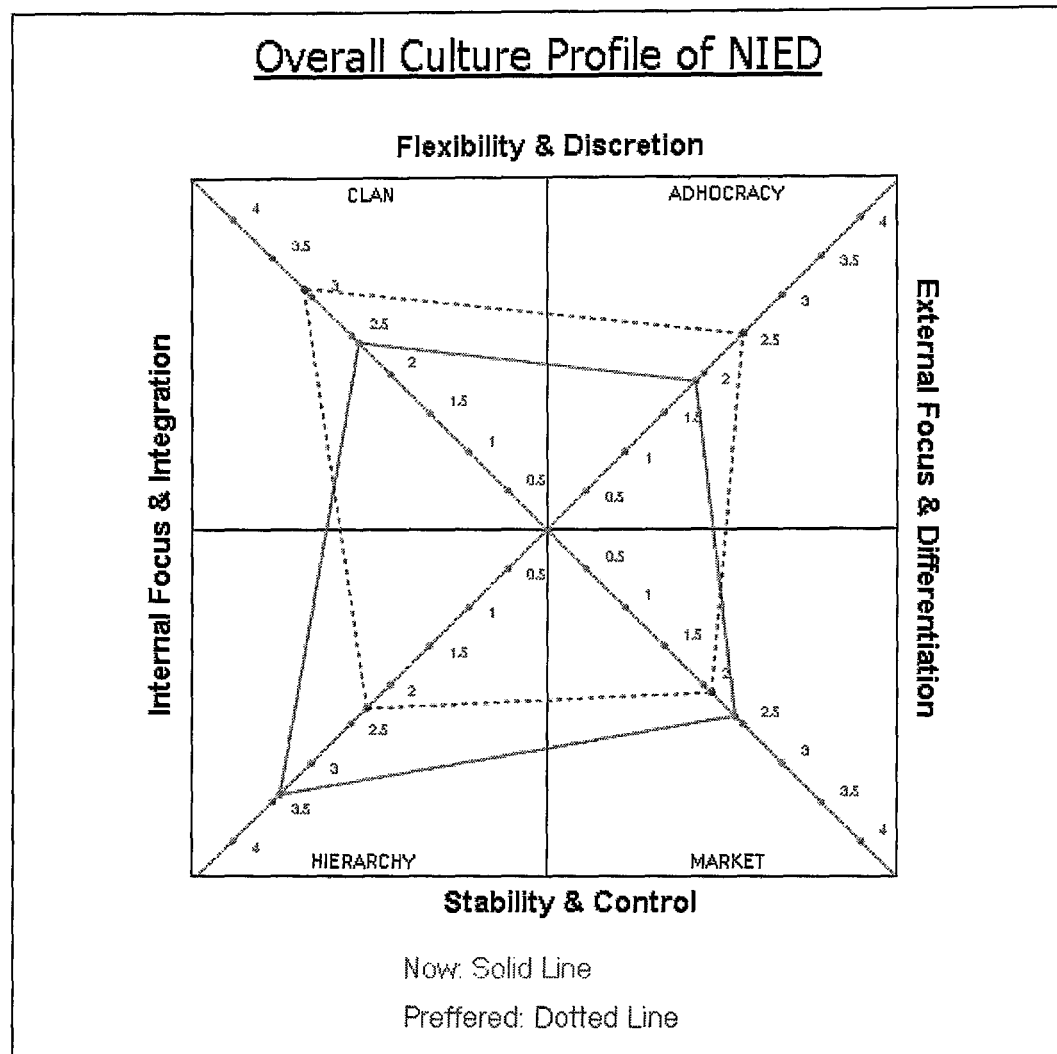


Figure 4.7: Current culture profile in contrast with preferred culture profile

According to the model of organizational culture types adapted from Deshpande, Farley & Webster, (1993, p. 25) in my chapter two, I indicated that some organizational culture types are “more able to enhance innovativeness” (Ahmed, 1998, p. 34), with some literature ranking Adhocracy culture, Market culture and Clan culture (in that order) more favourable to enhance innovativeness, while the hierarchical culture is considered to be the least effective type to promote innovativeness (Deshpande, Farley & Webster, 1993, pp. 26–28). The findings suggest that the perceived Now organizational culture is not very favourable to enhance innovation and that they would prefer a culture with much

less emphasis on hierarchy and therefore more potential for innovation. In addition, one finds among the staff a relatively high preference (+0.7) towards the Clan and Adhocracy cultures, which are both more favourable to enhancing innovativeness (chapter two 2.3).

Ideally, according to the literature review in chapter one (1.3), the NIED organizational culture type should be predominant in the upper right side of Figure 4.7, representing the Adhocracy culture. The current Now culture is seriously biased towards the opposite direction (Hierarchy). The preferred culture, in the view of the professional staff, would make the organization much more balanced in its "culture mix" and also more innovation friendly, but the staff through their own preferences would opt for the clan type culture as dominant type. According to chapter two (2.3) this would be much better than the status quo, but would also not reach the optimum according to the literature.

4.3 Conclusion

Cameron and Quinn's *Organizational Culture Assessment Instrument* [OCAI] generated the outline of the overall culture profile of NIED where the Hierarchy culture emerged as the dominant culture type, followed by the Clan and Market cultures and last the Adhocracy culture. The analysis of the variances showed a strong preference away from a Hierarchy culture towards a Clan and Adhocracy culture. This indicates that currently NIED has a dominant culture type not conducive to enhance innovativeness. I will continue in the next chapter by using

- cultural factors antithetical to an innovative organization culture,
 - a set of critical norms, values and assumptions of an innovative organizational culture [NVAIOC] that characterize innovative organizations and
 - cultural characteristics conducive to an innovative organizational culture [CCCT]
- to explain the variance in the overall culture profile from the desired innovative culture.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS OF DATA AND DISCUSSION OF FINDINGS: PART TWO

Never express yourself more clearly than you think.
Niels Bohr

5.1 Introduction

This chapter is a continuation of the presentation and discussions of the data that I collected with the questionnaire derived from Cameron and Quinn's *Organizational Culture Assessment Instrument* [OCAI] and the interviews. As in the previous chapter, the pseudonyms and dates on which the six NIED colleagues were interviewed were: Rakoo (28 July 2008), Lawson (29 July 2008), Star (30 July 2008), Cosmos (01 August 2008), Mio (14 August 2008) and Johnny (02 September 2008) and when I refer to any of the above pseudonyms in the rest of this chapter, I refer to data or quotations taken from the interviews on the indicated dates of the above six colleagues.

I will continue the presentation by using cultural factors antithetical to an innovative organization culture to explain the variance in the overall culture profile from the desired innovative culture. These antithetical culture factors are derived from the literature in chapter two (2.4.2), in particular the work of Ahmed (1998, p. 36). I then draw on a set of critical norms, values and assumptions of an innovative organizational culture [NVAIOC] that characterize innovative organizations (chapter two (2.4.2) and Ahmed, 1998, pp. 36–38) to investigate to what extent NIED's organizational culture is congruent with what the literature suggests is a culture conducive to an innovative organization.

Finally, I draw on cultural characteristics conducive to an innovative organizational culture [CCCT], also elaborated in chapter two (2.4.3), for further analysis of the interview data and to explain some apparent inconsistencies in the data. I conclude the chapter with a brief summary of findings.

5.2 Cultural features antithetical to innovation

In section 4.2.3 and 4.2.6 I referred to cultural factors antithetical to an innovative organizational culture. As explained in chapter three (3.5.2) I will discuss antithetical factors as part of a framework to explain the variance in the overall culture profile. These antithetical culture factors are derived from the literature in chapter two (2.4.2) and the work of Ahmed (1998, p. 36) in particular. The antithetical culture factors that emerged in the analysis of NIED are:

- Flow of information and lack of communication,
- cross-function interaction and freedom, and
- hierarchical and bureaucratic structures .

The most evident of above cultural features antithetical to innovation were lack of communication and the constraint of the flow of information. According to chapter two (2.4.3), a good indicator for communication problems is that information flows mainly upwards and directives flow downwards instead of having a multi-directional flow of information and communication. Cross-function interaction and freedom, a second feature, is part of the set of critical NVAIOC, chapter two (2.4.2), and CCCT: Being proactive to initiate change and innovativeness, chapter two (2.4.3.2), requires that interaction across functions is encouraged and that multidirectional flow of information is facilitated rather than adherence to strict pre-described routines, job descriptions and formal reporting within rigid departmental separation and hierarchical structures. The nature of the interpersonal relationships and the nature of hierarchy should reflect egalitarianism and not be hampered by bureaucratic red tape.

5.2.1 Flow of information and communication

It became obvious that the six interviewees had no common view on the multi-directional flow of information and communication. Two colleagues, Johnny and Star spoke of a good multi-directional flow of information and communication in NIED:

I'm very comfortable with the communication with the way of communication there at NIED, upward and downwards, however maybe some other person, since you ask that question... I have no problem, ahm, I know that some people may,

may find some people less approachable than others but then, as a professional if I have to communicate, I communicate, so yes, to me at NIED communication is not a problem ...official communication is a part of your job, part of good management to have good communication (Johnny).

In the previous section (4.3.5 Criteria for Success at NIED) Star explained that "communication is giving information but it is also sharing information" and debating, and that "both usually take place, whereby we are informed and sometimes we are part of the decisions during a meeting and put forward some counter proposals" (Star), thereby indicating multi-directional flow can also be within structures, e.g., a task team. In contrast to Johnny and Star, the three colleagues Cosmos, Rakoo and Mio raised serious concerns about the general flow of information and communication:

I think with my colleagues would think it is OK [*the perceived the communication at NIED*], but I we have a problem, sometimes it is only from the top structure and sometime top down ... but with some form of consultation ... sometimes communication not got ... it is a matter of to see if things are done ... it is a matter of going into this mode of compliance (Mio).

Communication is meagre ...people are not always communicating the things they are supposed to be communicating ...I do not think there is a lot of communication ...Definitely almost no communication between curriculum division and the professional division at NIED (Cosmos).

Information "especially when it comes from Head Office," should "not lie on somebody's desk for a month". Information needs to be "open and fresh, mend for consumption, confidential information needs to be shared and it should be recent... So then its like no we are not trusted when were we not informed... Need broader communication and communication should be more open ... I would love to see a two way traffic, so say in form of top-down and down-top, but somewhere I see from top-down some things, information is not so easy flowing... Horizontal information flow—maybe that also is a weak point from our side (Rakoo).

Lawson agreed to the above constraints in communication but in contrast to Rakoo he emphasized that the top down flow of information was comparatively good:

... the sharing of information of communication from top to bottom is good ... the management are trying their best to provide information which emanates from the management meetings to their staff. Which I believe is good. And also I can say it is good in terms of sharing information on academic issues which is taking place at the institute ...Communication between management and rest not good that is the area, which is a little bit lacking, in the sense that, when the management meet

... The top down information is relative in order but the bottom up information flow is not so good...The horizontal flow, is also a little bit not quiet, ah in order if I can say so. It might be existing, but sometimes you find that it is quite rare. That ah, that sub-divisions know exactly what is transpiring in one section.....getting information from each other, now practically, this is something that is one area which is still, need to be improved. We need each other, at all levels, I think ah, it is happening at NIED but is partially and still need to be improvedCommunication system need to improve in order to improve inter personal relationships (Lawson).

The problematic communication patterns, especially deficiencies in the information sharing from top to bottom and across divisions, had already been an issue of concern in earlier studies and reports done at NIED (Plumm, 2001; van Rooi, 2005) and it seems to be still a major problem area. Rakoo complained:

... since 2001 it's now 8 years [since the Plumm's workshop], it is now 2008, I will ask you question ... why didn't we have since then follow up workshops? Have we improved a lot since 2001 that we don't need team building workshop, that we don't revise and see are we failing somewhere? Are we not too much in our comfort zones? (Rakoo).

And on the question of whether NIED is "too much in a comfort zone", the answer of Rakoo was a clear 'yes'.

Four out of the six interviewees indicated some form of concern about the flow of information and communication. Cosmos and Lawson were also alert to the lack of communication between divisions which is relevant for the next section 5.2.2. dealing with the cross-function interaction. Cosmos, Rakoo and Star saw a need for more regular staff meetings and platforms or forums other than in-house meetings in order to improve the sharing of information. Therefore the restrictions in the flow of information and communication, caused by structural and cultural barriers, problematic attitudes and limited communication skills of NIED colleagues, seem to be factors in NIED's communication culture that are antithetical to an innovative organization culture and these barriers that have been with NIED for at least the seven years since Plumm's workshop would need stronger attention (Plumm, 2001; van Rooi, 2005).

5.2.2 Cross-function interaction and freedom

In the previous section (5.2.1) two interviewees pointed to communication constraints between divisions. These form part of the critical set of NVAIOC in particular the cross-function interaction and freedom, in NIED's case the interaction across the curriculum and professional division.

During the interviews I mentioned a colleague in the professional language division, let us call the person Zucker, and when I asked the interviewees if they knew what Zucker was doing only Johnny, Star and Mio had an idea what Zucker's field of work was. The other three had no idea what Zucker might be doing. When I inquired about co-operation and sharing between divisions the responses where:

The professional division has no idea what is happening within the curriculum division and I think vice versa (Cosmos).

I have a reasonable idea because I am overseeing activities that are across, (...), so I have a very reasonably idea of what is going on, also my capacity is working with other people, but I think we can go further (...) I think there will be the opportunity for us to really break down those barriers ... So you see for us, we just know when someone is out of office [the TO ALL e-mail that is send when someone is out], that is the best comment [laughing] (Johnny).

I don't know what the other side is doing ... but I would be able to get that kind of information ... But sometimes there is that ignorance which be happening what is taking place with other division (Lawson).

Sometimes when we meet we are talking, you know of working together as a team and getting information from each other, now practically, this is something that is one area which still needs to be improved. We need each other, at all levels, I think ah, it is happening at NIED but it is partially and still needs to be improved ... I think sometimes there needs to be a direct link between the education officers (Lawson).

When Mio was asked to rate NIED as a place of – forward thinking, exciting to be there, where ideas are flowing, people are really excited to be at their job – on a scale from 1 to 10, the reply was:

I will rate it at 5... I think it fairly low but why I chose that is, there is not a free flow of ideas across division that is one of the major inebriations in the divisions. There are many ideas at NIED but I think they are confided to the compartments called offices. And sometimes barely move outside these offices and within the division itself. That is why I would place it there, if there was a free flow of information I would have rate NIED up to 7 at least (Mio).

Star was the only interviewee who felt that the good interaction between the curriculum development and professional divisions existed, while four others described it as a major point of concern.

5.2.3 Hierarchical and bureaucratic structures

Other cultural features antithetical to innovation were the hierarchical and bureaucratic mechanistic structures that hinder innovation. According to chapter two (2.4.3.2), this would be indicated by an emphasis on respect for position and authority in an environment of a lot of red-tape, formal reporting and "long decision chains and slow decision making" (Ahmed, 1998, p. 37).

In the previous sections (4.2.2 to 4.2.6) I have already drawn attention to the general tendency to complain but also a general compliance about the hierarchical structure within the Ministry, especially at Head Office [HO] and the office of the Permanent Secretary [PS]. Another issue is the handling of conflicts at NIED where hierarchical and bureaucratic Government regulations and procedures intervene. "Well this is ahm, this is something that should be actually handled within the framework of the rules and regulations that governs government operation" (Rakoo). And to the question to what if the above results in a deadlock: Lawson would "follow procedures and lay some kind of grievance" and Rakoo would:

Ahm, get help from outside [HO or PS], I think the director has also supervisors and this person is also supposed to report to the supervisor, you know, I'm troubled with one of my people there, can somebody from there maybe come and help out here where I am failing, maybe I'm the one failing or the person is just stubborn and don't want to change (Rakoo).

Star indicated that above "stubborn" persons should be punished when not adhering to government rules:

I think I will be more based on to whether the person will be punished or whatever, you know, definably different from rules, then there should be something for breaking the rules."

When Star was asked to elaborate with an example, the following scenario was presented: Where officers had used up the monthly supply of printing papers in two weeks he suggested that the officers concerned should put up the last two weeks without paper.

"People have to struggle in order to learn something in that time of difficulty so that at the end the day they come to know" (Star).

The contradiction about complaining about long decision chains and slow decision making but nevertheless seeing these as 'necessary' became evident in:

Send or received information, those letters need to go through the process to be signed and all those things, it must be addressed in a way, those are all things. Those are some kind of things, bureaucratic procedures, you know, although they are necessary but ah, I think sometimes there needs to be a direct link between the education officers in the regional offices with those people we are working with on a daily basis.

To wait for approval of anything, each letter to be approved, what about other documents, you know, they have to go through all this bureaucratic procedure. (...) I give the information to you as my senior education officer it must go to another senior officer from curriculum, from there it has to go to the chief, you know up to the director, all those things are making sometimes, are making unnecessary delays, but it might be necessary, but ah, some of this bureaucratic issues need to be scaled down (Lawson).

This was also reflected by "everything needs to go through the structures in order to be implemented" (Lawson) and the "implementation is forced from above – they just have to dance to the tune" (Mio). When I inquired what or who is "above" the answer was given as Management Team of the Ministry of Education and PS, while for Cosmos the restricting "above" was the Curriculum Coordination Committee [CCC]. This indicates that NIED structures "are not the only role players" (Cosmos). For Johnny is the work in curriculum development "a balancing act because it is also very political, very, very political":

So as I said, it's a process of negotiation and as I said, it's difficult so it's a balancing act, you know (...) The broader outcome of a curriculum is, it says, then when a child has gone through this, this is the kind of person we would like to have, now you can have a very creative person, a person, you know who questions things, who are critical thinkers, and sometimes, you know these words they are contradicting, you know, in many of the curriculum statement loyalty, you know, is a very important thing but loyalty can be restraining because now, especially in these days when you raise your own opinion, you are not loyal, especially if you are a civil servant and in this institution, that is why many of these institutions are not Ministry, they are, they are autonomous institutions because that is the freedom that you need to have (Johnny).

As mentioned already in 4.2.2 (Organizational Leadership at NIED), all six interview partners were accustomed to live in hierarchical structures, and they all often described NIED culture in terminology such as 'supervisor', 'management' and 'subordinates'. Typical is the following statement:

This is an idea coming from the higher upper authority, they will accept it. So you are told to implement, so they will implement within the rules and regulation that governs the institution or that governs the ministry (Rakoo).

My question: "And then from the higher level you will accept the decision?"

Ahm, ja I think there is a point at which subordinates have to (Cosmos).

[*Although*] flexibility to move within offices ... You are bound by the institution to carry out tasks that are relevant or in line with your job descriptions, ... To change job description is a little bit difficult ... if you want to make changes you have to bring in people of authority ... then from there you get permission to carry out this task ... yes, it should be done in a organized way and not alone (Rakoo).

Further frustrations with the bureaucratic systems arise in staff selection and management. Cosmos expressed frustration concerning the government procedures in getting people appointed as well as in getting "rid of a person" who after numerous attempts at in-service training is still not performing:

Then you will do away with the issue of reasoning when you have already have advertised a post two or three times. You can't find the right person, then just to appoint someone because that person will learn on the job ... Well it is not so easy (...) NIED is limited by government structures, you know as well as I do, how difficult it is to get rid of a person, best thing you can do is to help and pray that the person would rather try to get another job (Cosmos).

Summarizing, the bureaucratic systems of the Ministry seem to be among the biggest cultural features antithetical to an innovation culture in NIED. In the words of Mio: "the price [*we pay*] for bureaucracy is that everything else fails".

5.3 Set of critical norms, values and assumptions of an innovative organizational culture [NVAIOC] at NIED

Since 25 August 2006 NIED has a set of *NIED Principles and Norms* (see appendix), a green piece of laminated paper, that should be displayed in each office. When I asked my colleagues which two principles or norms would they consider the most important for

NIED, all, except Johnny, had trouble to remember what was on the "green paper". When asked about their personal principles or values for their work at NIED the responses were:

- To serve with diligence in my position (Mio);
- To be a approachable person ... to communicate well with people ... to be task bound (Rakoo);
- I think the most important principal or value for NIED would be respect for each other, each other's culture and the work which is done by others, I think we need to respect those thinks. That will be the most crucial one ... and to try the level best I can do when given a task (Lawson);
- To devote your time fully within the 8 hours that you are supposed to be doing it to the work at you are supposed to be doing at NIED (Cosmos);
- I think for me the most important one is to understand that conflicts are manageable, and can be managed and therefore should be, respond to it in a positive manner (Star);
- I think it's about cooperation, good cooperation (Johnny).

When asked about their choice if they were to set up a paper stating the most important principles and values for all employees of NIED the answers given were:

- Again that one of diligence, to serve to the best of your ability (Mio);
- I wouldn't re-write this one, I would replace it with the rules that governs all the government employees. I don't have to write that one, so there are rules already, what would, what I see here is maybe just additional advice, but not the rules per se'. Because I would not be prosecuted by the rules of this green paper, but possibly by the rules that is government regulations (Rakoo);
- Good communication between each other ...respect for each others culture, because that is the way we differ much. Because if you don't respect someone else's culture, you might be surprised by the way that person behaves against you. Not because he is rude or what but it is because you have violated that particular person, you know cultures understanding of norms and all this things, I think ah, for me that is important (Lawson);
- My belief in God and to be sure I am doing what he placed me on earth for (Cosmos);
- For me in life I think is, understanding each other and tolerance for differences ... Yes, understanding each other and then tolerance and understanding of others opinion and feeling that what makes the whole society (Star);
- I think for me it is really the accountability, to me it is accountability that is to me important, that people need to be accountable at every level (Johnny).

Comparing the above personal principles and norms, the NIED Principles and Norms, and the set of critical NVAIOC that I described in chapter two (2.4.2), I found that all

three sets are rather similar, although five out of the six interviewees, had trouble to remember what was on the "green paper". According to chapter two (2.2) the set of critical NVAIOC should be collective, shared and jointly understood and unique to the organization. Therefore the personal and the organization's principles and norms need to be the same in order to form the set of critical NVAIOC. But how come in this NIED case the personal and NIED norms and principles seem to be the same but are not shared? According to chapter two (2.4.2) this could be explained by the "intensity and crystallisation" of the norms, values and assumptions, where the intensity indicates the "amount of approval/disapproval attached to an expectation" while the crystallisation indicates the "prevalence with which the norm is shared" (O'Reilly, as cited in Ahmed 1998, p. 32). The fact that personal norms, values and assumptions and NIED norms and principles were similar indicated a high intensity as the norms and principles are highly valued by all members. The "green paper" as such was not "accepted by everybody, because not everybody contributed" (Johnny) because "it is felt that these norms are the Director's and were not negotiated with the rest of NIED" (Johnny). It appears that the importance of the intensity and crystallisation of a set of critical NVAIOC are understood in two ways: Firstly as displayed by Rakoo above that NVAIOC are the rules that govern all the government employees and therefore could be enforced and secondly that norms and values are part of organizational culture and therefore part of the intrinsic motivation as in agreement with chapter two (2.4.2).

In order to see how norms and values become part of organizational culture one has to investigate how norms and values are established and how the intensifying and crystallisation occur. The former, the establishing of norms and values in organizational culture could be seen by:

I think is a issue of information, the issue of creating a culture of being responsible, the issue of creating, you know, a culture in which the policeman is not on your shoulder to say, do this and a issue to have pride in your work ... Culture itself is to do with people living together, rules of conduct are a bit common, things that we perceive, good and bad defines the daily activity, that is part of culture and something which is within the people themselves which define how they perceive and interpret things, you know, is what makes a culture ... O yes, we do have a common culture there at NIED ... Ahm, I think it is a issue of

unity in diversity and the richness of cultural diversity in there at NIED and we are always taking pride of that, it is there, from one official to another (Star).

Upon further probing into how the intensifying and crystallisation should occur, the following emerged: "To introduce a norm you should not start from a personal norm, especially if you are in a managerial position, everybody should have the opportunity to make an input" (Johnny). In order to have full ownership of the norm it should not come from the "outside" (Star) but should go through a process of consultation, consensus, explanation, agreement and a collective decision in an atmosphere of trust and pride (Lawson, Rakoo and Star). "To establish norms need to consulted, agreed on, consensus and therefore shared ...a individual norm of someone else that is imposed or influences my interest and effects many of our people will not work" (Lawson). This consultation "is a situation of education and awareness, I think it needs more education and awareness" as this "can help [people at NIED] to take complicated decisions, also without knowledge, people find it difficult to take decisions, we may help people to understand that" (Star). This "education and awareness" is accomplished by getting a "goal you want to achieve" (Mio). Mio explained that "it is important for delivery of service" which is expected by the Public Service Charter. Recognition arises from education and awareness and people are more open to "internalising the norm" (Mio). The strongest point that came out was the establishing of a norm by good examples of leadership, by "practice as you preach" (Mio), or "to be a good leader; you should be a good at giving good examples" (Rakoo).

When punctuality was introduced as an example for a critical norm, Cosmos indicated that you could establish that norm by "example and supervision ... not necessarily in that order" (Cosmos). Leadership needs to be "persistent in discussion ... get the person and discuss why this is not happening and try to convince the person, try to give direction and see if you can't get the person moving" (Cosmos). Johnny indicated that leading by example "will not rub off on the other person, if time is not important to you then time is not important to you ... some people will always be on time, for those people time is important but for other people time is not important" (Johnny). On the question of how to

hold people accountable who are not on time, or do not adhere to agreed norms, Mio indicated:

But you can never have a total open ended type of laissez faire approach, sometimes there are things that have to be named off, we have to adhere to do this and that and that might include norms (Mio).

Norms like punctuality are part of the culture of your upbringing (Mio), so it is to some extent normal for a multicultural society like Namibia to experience problems here. But punctuality is also a professional norm of the industrial work culture (Johnny), so adherence to punctuality and similar norms need to be enforced. According to Star this enforcing needs to be done explaining the importance of the norm and if necessary also let people experience the consequence of not adhering to a norm:

The only way to enforce [it] is for people to realise why norms is necessary and why its part of human values ... people have to struggle in order to learn something in that time of difficulty so that at the end the day they come to know (Star).

Punishment is one way of enforcement and Star seems to lean more towards this method, while others emphasize more that educating adult people needs to work with motivation and constant reminding.

The general conclusion to this section is that a common set of critical norms, values and assumptions exists at NIED, but there is no general agreement on how to implement them, or on how to change the crystallisation and intensity of the set of critical norms, values and assumptions. Some believe in forcing a norm, others by leading examples and others by discussion and motivation.

You know if I had the solution, I would have everybody would have been on time for every meeting here at NIED, so I don't have a solution for that, I think it is a balancing, you have to try both and experiment with both ... I think many of that things, you know, that you hope for is thought, is though motivation, though motivation many things come right .. But some people can motivate and I don't think that all people can be motivated [*laughing*] (Johnny).

5.4 Conducive cultural characteristics and traits [CCCT]

In order to determine the possible innovative organizational culture of NIED, I will further examine the CCCT of NIED, which I have presented in chapter two (2.4.3):

- learning how to learn,
- being pro-active in initiating change and innovativeness,
- sustaining momentum, consistency and perseverance,
- to redesign the organization sense of mission or long term vision in order to sustain and maintain persistent commitment to innovation to have permanent and long-term change

5.4.1 Learn how to learn

From this research it became evident that NIED has the human, physical and financial resources and technology to support the process of learning how to learn. This is the common view of the professional staff and staff members appreciate it. At NIED “we have the technology” (Johnny and Star) and “I think it is fairly well equipped if I compare it with schools, with head office in Windhoek, ahm, so ahm, just near the appearance of the buildings, the complex, I think people find inviting” (Cosmos). Further, employees at NIED are comfortable with technology (Mio and Star) and are “multi-skilled people” (Rakoo). Johnny summarized:

We have some of the best people that are out there, I think people know here is a challenges here, I think there are also people who came there to find out that place is not for them very quickly, within a year or two, I think, it's the best people out there, it is competitive people, people who want to move up in their careers, you know ahm, and many more people that see NIED as a stepping stone to greater things (Johnny).

Employees at NIED have the opportunity and skills to create new organizational knowledge and wisdom (Amidon, 1997, pp. 78–117). In the above section 4.3.5 (Strategic Emphasis at NIED), all six colleagues interviewed emphasized that research and development is one of most essential components of work at NIED, but they also complained that external constraints, like the bureaucratic structures and financial limitations hamper the quality of research and development. Although the employees have the freedom to experiment, they feel that the leadership could do even more to facilitate and organize R & D. R & D must be a “continuous search of innovation” by analysing all crucial factors in and around the organization and the leadership needs to

steer the organization "into continuous touch with development" (Papoutsakis, 1996, pp. 168-180), or in the words of Mio:

I think the institution should really sit down and take stock of how they promote these ahm, cross fertilization of ideas across divisions and across subjects. There is actually that lack of, of not lack of, but it may be there but there is no tangible success in really building up and strengthen subjects and across division. (Mio)

And it is the director and the management who should initiate such ideas and R&D opportunities (Mio).

5.4.2 Being pro-active in initiating change and innovativeness

According to chapter two (2.4.3.2), the search for innovation by R & D needs to give emphasis to being pro-active and to try to benefit from any innovation or new development (Papoutsakis, 1996, pp. 168-180). This requires a positive attitude towards change in the organization as well as individuals who are willing to explore external ideas and new technologies. "Change will always be a challenge, because you have eventually to venture in the territories of the unknown" (Star), so change should be considered as a challenge rather than a pain. "Some see change as pain but overall I think people see change as positive" (Johnny). "NIED can take the lead also to change things" (Cosmos), but the people in the organization also need to work on themselves to be ready for change, as Lawson, Rakoo, Cosmos and Mio pointed out: the "kind of job we are doing, dictates to us or indicates to us that we need to make our changes internally (Lawson); "we readily accept change" (Mio); "we can change internally" (Cosmos and Rakoo).

Rakoo, Lawson and Cosmos agreed that in principal they welcome change "especially if that kind of change is well understood by people who are supposed to be involved in that particular change" and there is "discussion openly with the whole group" (Rakoo). Change forced onto people without prior consultation, "becomes a threat" (Lawson), especially when "I'm part of the practical people who's making changes" (Rakoo). Cosmos stressed that change needs an internal readiness: "I think I change easily if there is a reason to change ... if I am convinced... it is possible to convince me" (Cosmos).

Some statements also expressed certain caution, that change is not always positive

So we initiate the change, it should be the right way, and if we do it the other way around [*wait for change to happen and then react*], I don't know, we are heading for trouble (Rakoo).

We have to look for change, on where we feel things are not working properly, we both want things also which are working properly, and those who are not working properly and those change is part of human life, change is part of human life but change will not always be positive, is not the synonym of positive (Star).

Asked to summarize the general attitude towards change at NIED, the interviewees produced statements of a more cautious assessment, that people often take a wait and see attitude towards change (Johnny and Lawson) and people prefer to remain in their comfort zone (Lawson, Johnny and Rakoo),

and when something around them needs to change, so they will not necessarily agree quickly. Because they are afraid of the of the unknown out there but sometimes changes it good, something changes it bad ..., so you will have people when you want to change, so some people will said no so I'm going to loose my benefits, what will happen tomorrow to me and then people worry a lot and so on, but ah yes, it is been proved there's no change without pain (Rakoo).

So in practice, people are not pro-active enough and often wait

for a senior to come and squeeze from them ... people do not have enough sense of responsibility (Cosmos).

Mio summarized the situation at NIED as follows:

In some instances we are pro-active but there is also the reaction time of response ... I think we are not always pro-active by addressing issues ... the major problem in bringing about change is: Are we all together? Are we on the same vehicle? Are we travelling along? Then it will be more easy to say yes (Mio).

And on the question if NIED is travelling the "change and being pro-active bus" the answer was clear: "I think we are at the same bus stop but not necessarily on the same bus" (Mio).

5.4.3 Sustaining momentum, consistency and perseverance

According to chapter two (2.4.3.3) "sustaining momentum, consistency and perseverance" is the part of innovation that goes beyond the initiation of new ideas, creation of new knowledge and insight in order to bring about new development, improvement and implementation of the innovation that is integrated into the whole

organization, that is into the organizational culture (Ankama, 2008, Schein, 1996, p. 3). This CCCT should concentrate on the development part of the R & D component whereby individuals can have a certain degree of influence or power, make high level contributions toward the innovation process, receive recognition for these contributions, and foster tolerance and "willingness to make themselves vulnerable to feedback from others" (Adams, Bessant & Phelps, 2006, p. 31; French & Bell, 1995, pp. 74-75; Jassawalla & Sashittal, 2002, pp. 41-44; Schmuck & Runkel, 1994, pp. 57-60; Smith, 2003, p. 5).

To achieve "tolerance" and "vulnerability," NIED had to develop a community with accepted diversity. According to 4.2.1 and 4.2.3 NIED is a community that provides emotional safety for the NIED members in their working relationships, although with certain limitations such as not enough openness and frankness as described in 4.2.4 or the frictions arising from the multicultural nature of the Namibian society and its historical roots:

I think we have a good, good representative group of people but I think actually, I think, I hope time will that we should not think in terms of those things, those lines, but we are still there ... especially along tribal lines, you know, unfortunately that is still there, people are still look at NIED composition, you know, different, different, ahm, if I can call that clans or tribes or what ever you call that, I don't think it should be like that but it is still is (Johnny).

You can have stronger groups and now I don't mean a group belongs to one or other but in terms of numbers ahm, that can overshadow minorities within the community, so their ways of doing, their habits can then ahm, give the pace or like I say overshadow the others" (Cosmos).

And in that way you wouldn't know, because you know we have, have a certain group of people, community of people who are more than others ... Perhaps in terms of, maybe if can say, maybe a certain tribe ... you know population wise (Lawson).

See for arguments, the little things you see like the seating arrangements, we still pair ... Ja, ahm, I'm every open about it, I mean you will see that say, ahm, white people tend to be with white people, coloured people will tend to be with coloured people, and so forth, we are the ones that divide ourselves in that type of group ... Something it is natural, it is not something that you do purposefully ... But we are coming from backgrounds where we are very much segregated and this is still an contribution factor but if we do not consciously address that, we will never bridge that, not so obvious gaps, although everybody has the choice of association, but I think we can do much more even in this small community of ours (Mio).

Mio complained further about in-group trends:

Demographic composition of NIED ... there is a tendency nowadays, the identity of the key supervisors reflects the composition of its staff component, sometimes I am asking myself is it necessary the best person for the job, that is the first issue I will try to address within ja, ja as fairness in terms of appointed (Mio).

Cosmos, Lawson, Mio and Rakoo see new staff appointments at NIED in a critical light. In the past more "harde baarde" [people with hard beards] were appointed to NIED, meaning seasoned people (Cosmos and Mio) with long track records and experience were attracted to NIED, "people who could work on their own, take an issue and move with it and who did not had to learn on the job" (Cosmos) and therefore "a minimum, a much higher minimum standard should be set for NIED professional people" (Cosmos).

Despite the various limiting factors for innovation shown above, it seems, that in terms of the core function of NIED, that of developing innovative curricula, the institute and the education officers have considerable opportunities. Especially Star indicates that the curriculum development is the section where NIED fosters innovation continually:

...to be creative and innovative also create some products, perform standards, you know, approach to curriculum implementation or learning itself, practical to real live situations and that depends form one subject to another ... we foster innovation at national and institutional level ... but it is an ongoing process (Star).

The following are quotes on innovation opportunities from the interviews that summarize the findings well:

Although we do routine jobs some times, curriculum revision is a time of innovation, outward look, looking what other countries are doing" (Mio).

Ja ah, I think change in terms of our duties which we are doing at NIED. I think in the sense that it is something which must, which must ah, trigger which must bring in new development, and even a paradigm shift from what is existing today, in terms of our standard of education. Because you see me in specific at the nucleus of education, I believe that ah, any form of change must start from here, because by improving our curriculum design and skill by emphasis on implementation. (Lawson).

And I don't can exactly say it, because of this bureaucracy nature of everything, that to a large extent, there is a kind of a control [*hierarchical structures*] that I think is really holding at NIED. And, and NIED has thus far, had a very higher profile [*in terms of innovation*] within the ministry, within the whole regions (Mio).

If you can have information that you can use in a new way, it is also innovation, then we are much more creative and innovative. (...) I think if we, we also need to think to be comparative in thinking, if I can release that phrase, against what are we measuring ourselves in terms of how creative and positive we are and how innovative we are because I can tell you if you look at the directorates of the ministry, anybody will tell you NIED is on the forefront on of change and to do things differently than any other directorate in this ministry. So if you maybe you measure NIED against or compare against, Sister Directorate X, I mean in X there's no change, but if you measure NIED maybe against businesses, you know private businesses, where things change like that, then you would say we need more of that, but since you also must look at, at the environment, I think if, if you look at the Ministry, if we compare ourselves with the ministries and the regional offices and other directorates, our sister directorates, I think most people will agree with us that we are very pro-active and there is a lot of change at NIED (Johnny).

(NOTE: To keep confidentiality, the name of X was withheld).

So, compared to standards achieved in other departments of the Ministry, NIED is doing very well in being pro-active and innovative, but if you compare NIED with private businesses as per chapter two, NIED would not compare so well, mainly because NIED is restricted by the limitations of a big bureaucratic institution.

5.4.4 To redesign the organization with a sense of mission or long term vision

According to chapter two (2.4.3.4) this CCCT would require NIED to infuse a set of critical NVAIOC, as well as CCCT of an innovative organizational culture into the whole organization (Ahmed, 1998, p. 34). This is done by amplifying the key values and norms, being supportive and adopting an attitude tolerant to change, and championing the notion of innovation within the organization (Adams, Bessant & Phelps, 2006, p. 31; Ahmed, 1998, p. 34) into the long term vision and shared mission while, at the same time, encouraging all NIED members to become active role players in transforming, creating and maintaining their own organizational culture. This requires striving towards constantly increasing the intensity and crystallisation of the set of critical norms and CCCTs. According to Schein (1984, p. 7) the strength and amount of the shared culture increases with homogeneity and stability of group membership and through the length and intensity of shared experience of the group. Looking at the following three examples, of which each example shows two colleagues' contradicting views emerging in the

interviews, it is evident that homogeneity and crystallisation remains a point of concern at NIED.

Example One: Implementation of the curriculum

Development of new activities in curriculum design – “but the area we lacking behind is the emphasis implementation strategies and applications to ensure curriculum is filtered down [*top down*] to the people it was meant for ... if we are not innovative enough and creative enough you might end up borrowing a certain curriculum from somewhere which is not implementable, and I think this is one area where, I think it is the problem we are having [*implementation of innovative curricular*] ... we are not facing the realities at hand in our schools or curriculum ... You will be a little bit surprised to see issues in planning documents today that were already there in 2002 (Lawson).

To have innovative curriculum needs relevant people who are “sharp” in developing and initiating ideas. This also requires “develop things by doing and also by thinking but sometimes they cannot put they ideas in practice so there are also other people that just can get the idea from somebody and make it practical ... so when you adapt that idea, then make it your own and see whether it will work also, if not you also implement your own changes, so that what I said earlier we have innovative people, if that idea may not work here, so there will be people saying but what if you change the idea like this, I think this way will be relevant for the Namibians situation and this way it will be able work ... it is still the same idea but the problem was the practical part of it (Rakoo).

Example Two: External financial limitations

So factors from outside, I don't think we are troubled too much from other outside people, I think we are able to, to contain this trouble from outside but the trouble is within and so when the trouble from within explodes, it effects the outside ... Ja, this is what I'm saying, so the financial constraints is not actually an, ahm, outside issue, it is an internal issue, is for us to, to put in place, ahm, budgetary recursions and say you a live within our means, if not, ah, we have to ask more, if we request less and then we are expect to do more with less and its also a problem, so it is better for me, it better to ask more and then, and, and if, if, if we not utilize more than, than we ask why couldn't we survive with that... (Rakoo).

Financing is of cause the biggest one, ahm furthermore I would say ahm, that people within head office do not know all have necessary the same vision ah, with NIED. It's, it's too easy to point fingers ahm, when things are not going like they should be going (Cosmos).

Example Three, Corporative image of NIED:

public relation should improve also because the schools around NIED, the community within NIED, how many years is NIED now, how old is NIED now but still we have people in Okahandja not exactly knowing what NIED is for ... Because of CECS they started thinking NIED is a computer training centre (Rakoo).

NIED seem to have good: corporative image ... I get the impression almost any, everyone in education wants to work at NIED, because its just looks like so luxurious to work here ... to continue your studies and because you do not need to teach every single day, the moment you are appointed here you can just fish around to find ahm, a scholarship to go oversees and ahm, do a masters degree. That is so convenient (Cosmos).

NIED has long-term vision and mission statements that are conducive to innovation. In addition NIED seems to have a set of NIED Principles and Values that on paper resembles a set of critical NVAIOC, as well as most of the CCCT of an innovative organizational culture in place:

We have reflected on the richness and the pride embedded within this cultural diversity and so many ways, in so many platforms and people think to appreciating it. That is why in our values there [referring to green paper – the Values and Principles of NIED] that issue of understanding the diversity which I have mentioned is part of my own personals values, what is there, [referring to green paper] the differences is part sometimes of what is good (Star).

However on the other hand, NIED still faces difficulties to create the level of homogeneity, intensity and crystallisation of crucial NVAIOC and CCCT that are essential for a truly innovative organizational culture.

5.5 Conclusion

Cameron and Quinn's *Organizational Culture Assessment Instrument* [OCAI] generated the outline of the overall culture profile of NIED where the hierarchy culture emerged as the dominant culture type, followed by the clan and market cultures and lastly the adhocracy culture. The analysis of the variances showed a strong preference away from a hierarchy culture towards a clan and adhocracy culture. This indicates that currently NIED has a dominant culture type not conducive to enhance innovativeness. Certain cultural features antithetical to innovation, esp. insufficient flow of information and

communication; little cross-function interaction and freedom; and the hierarchical and bureaucratic nature of NIED as part of the Ministry, cause the established dominance of the hierarchy culture type.

NIED seems to have, in the form of a "green paper" a set of critical NVAIOC on paper as well as the first three CCCT of an innovative organizational culture in place. These CCCTs are

- learning how to learn,
- being pro-active in initiating change and innovativeness,
- sustaining momentum, consistency and perseverance,

This leads to preferences among the professional staff that point in the direction of an organizational culture with reduced emphasis on hierarchy that would be more favourable for innovation—although slightly overemphasising clan culture at the expense of adhocracy culture characteristics.

The established strong discrepancy between the existing organizational culture and the preferred organizational culture can be explained through the fact that the set of critical NVAIOC and CCCT are not fully infused into the whole organizational good, i.e., culture change is needed, partly because of the conflict inherent to NIED between bureaucratic nature and innovative mission and partly due to factors reflecting the inhomogeneity and frictions arising from the multicultural nature of the Namibian society and its historical roots.

CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATIONS AND LIMITATIONS

*Our grand business is not too see what lies dimly at a distance,
but to do what lies clearly at hand."*

Thomas Carlyle

6.1 Summary of Findings

Cameron and Quinn's Organizational Culture Assessment Instrument [OCAI] generated the outline of the "overall culture profile" of NIED. From Figure 4.7 (chapter 4.3) the 'now' dominant culture type scores the highest on the hierarchy side but the lowest on the adhocracy side. From chapter 2 (2.3) this would indicate the 'now' dominant culture type at NIED is not as favourable to enhance innovativeness. However the variance, indicating the preference away or towards a 'preferred' culture type indicates the highest preference away from the hierarchy culture type and a strong preference towards the adhocracy and clan culture type. According to chapter two (2.4.1) this indicated a strong preference towards organizational culture types that are "more able to enhance innovativeness" (Ahmed, 1998, p. 34) and the highest preference away from the worst type to promote innovativeness (Deshpande, Farley & Webster, 1993, pp. 26-28).

The above preference towards innovativeness became evident in that NIED has a list of principles and values that compare well with NVAIOC and seems to have some CCCT of an innovative organizational culture in place. In addition interviewees indicated that when NIED is gauged or benchmarked against other ministries, the regional offices and other directorates, the institution is found to have an organizational culture conducive to innovation, especially when it comes to the core function of curriculum development. However, in addition to above, interviewees also indicated that NIED would not compare well to private businesses as per chapter two (2.5) that would require Namibia's public sector to adopt private-sector practices by adopting a culture type with NVAIOC and CCCT. A possible reason for poor comparisons with private-sector organizations is that

the present dominant hierarchical culture type and cultural features are antithetical to innovation.

6.2 Recommendations

The cultural features found antithetical to innovation are: minimal flow of information and communication; little cross-function interaction and freedom, and the hierarchical and bureaucratic nature of NIED and the Ministry. The bureaucratic nature of the Ministry and the Government would be something very difficult to address. The nature of interpersonal relationship and nature of hierarchy, however, are things that can be addressed by the leadership of NIED (Johnny). Forming part of the green paper, the values and principles of NIED reflect the philosophy of democratic management and egalitarianism, based on the principle that all members of the organization, regardless of position and authority, have valuable contributions to make towards the organization (Ahmed, 1998, p. 31), but intensity and crystallisation of the above values or principles is not homogeneous throughout NIED members.

The flow of information and communication and cross-function interaction and freedom are essential components to establish the above interdependent and collaborative relationship. The perceived poor communicative patterns, information sharing from top to bottom and across divisions perceived by some of the people interviewed were also identified in earlier studies and reports of workshops done at NIED (Plumm, 2001; van Rooi, 2005). This is a point of concern that has already constrained NIED for a long time and should be given the necessary attention. As recommended by van Rooi on the change management, any initiation and creation process needs to be done in a directive and participative manner, as all staff members need scaffolding and guidance where required, but there also needs to be participation in the planning and implementation of this process (van Rooi, 2005, p. 63–80).

This amplifies again, as established in chapter two, that management needs to establish a highly interdependent and collaborative relationship, where all members “are capable of being trusted in a co-creative endeavour” (Jassawalla & Sashittal, 2002, p. 43) for the

joint decision making of the organization. This recognition and feeling of value should be promoted, especially with new members of the organization (Ahmed, 1998, p. 31, Schein, 1984, pp. 3–10). This will require NIED to re-look the current NIED values and principles to produce a revised set of critical NVAIOC that is shared by everybody, where everybody is content to have made a valuable contribution towards the crystallisation of critical NVAIOC. In addition to the above contribution process, the new list of NVAIOC needs to have the intensity, a high “amount of approval attached to an expectation” (O’Reilly, as cited in Ahmed 1998, p. 32) to change own routines and practices and standards of behaviours in order to have a “match between the implicit and explicit aspects of culture” (Ahmed, 1998, p. 32) of chapter two (2.4.2). From chapter 4 (4.3.2) it seems that the crystallisation can be achieved by more sharing and ensuring that everybody contributes, however, no common or contradicting views on increasing the intensity of NVAIOC exist. Thus, increasing the intensity and crystallisation of a common set of critical NVAIOC of NIED could be an area of possible future research.

The biggest concern seems to be the CCCT: To redesign the organization with a sense of mission or long term vision. This requires NIED to sustain and maintain persistent commitment to innovation or the organization’s ability to change and management needs to put mechanisms or interventions (e.g. organizational development) in place to have permanent and long-term change. It is especially the above mechanisms or interventions that should be nurtured and are in great need of scaffolding in order to bring about the required set of NVAIOC “that support their capacity to receive and interpret signals from their environment and translate them into cognitive, behavioural and structural changes” (Ahmed, 1998, p. 34) in the organization and in the same way address factors reflecting the inhomogeneity and frictions arising from the multicultural nature of the Namibian society and its historical roots.

I think the high preference away from the exiting dominant culture type not favourable to enhance innovativeness in addition to the high preference towards a preferred culture type more favourable to enhance innovativeness, indicates NIED readiness to change towards the culture type in line with NIED’s mandate to spearhead national education,

the Namibian Public Service Charter view and the list of studies by Borins; Ferlie et al., Golden and Osborne (chapter 2.5). Therefore NIED has the capacity, and if not, should seek help to be empowered, to further develop the current set of critical NVAIOC that exist on paper in the form of the NIED principles and values, as well as existing CCCT of an innovative organizational culture, and to infuse these into the whole organization by constantly increasing the intensity and crystallisation of the above.

6.3 Limitations

As neither I or any of my colleagues are first-language English speaking, language proved to be the one of the principal constraints during my whole research. Colleagues were sometimes challenged by the answering process of the questionnaire that according to Igo & Skitmore (2006, p. 127) was "readily understandable and easy to fulfil" when used with other companies around the world. Further, the gross sum of 10 points per section proved to be a challenge to sixteen (44%) of my colleagues and questionnaires had to be returned to them to fix the scoring. So with nearly half the questionnaires I had to work with my colleagues through the first question to explain the gross sum of 10 points again; this intervention or input could have had some effect on the outcome.

Further, although the pilot and final instrument differed only in four descriptors, *Strategic emphasis* (descriptor 5 C) and *Criteria for Success* (descriptors 6 B, C & D), I found substantial differences when comparing answers in the pilot and final instrument of two colleagues. When I approached one of them on possible reasons for the differences, he replied that the state of mind and mood differed when completing the two instruments, for example, that he had more stress and deadlines while completing the one. This was also echoed by another colleague by a note on the bottom of the instrument that that read: "If I do the same evaluation tomorrow, the results will probably not be the same!! [sic]". Therefore I would be interested if the time of sampling (e.g. time of extreme stress and deadlines, during in-house week or after general fun day) would affect the outline of the "overall culture profile".

In retrospect I was hoping by using the criteria (half the existing time of NIED at Okahandja or longer) that I would interview people who have had a long time of influencing, and being influenced by, the organizational culture. In the interviews, however, I got the impression that the group I interviewed, as one colleague Mfio referred to themselves as "harde baarde" (hard beard), saw younger colleagues differently and not totally part of the same organizational culture in terms of long track records and experience. So one question, that the scope of my research and time constraints, that could be further explored is, whether the group I selected in my criteria in fact represents the organizational culture of the whole NIED and how do the new appointees to NIED see the "harde baarde", and to what extent to they share the organizational culture of the interviewed people.

Although throughout most the interviews I had the feeling that my colleagues were totally open and not holding back any feelings and emotions, in incidents with four interviewees the topics of tribalism and favouritism emerged (e.g., one tribe is stronger represented at NIED) and these seemed to be sensitive topics where colleagues made use of their right not to answer questions and where I had to respect their right to privacy, confidentiality as well as the right to refuse to answer questions on sensitive topics (Cohen, Manion & Morrison, 2005, p. 63). So this is an area that I did not pursue in this study.

All participants of the interviewees were my colleagues, whom I have known for at least half the existing time of NIED at Okahandja or longer, and with some of them I have developed at particular closeness. Although, as discussed in chapter three (3.4.2), I tried not to be drawn into discussions or putting my words, views or thoughts into the interviewee's mouths, I found it very difficult to do, especially when colleagues seemed to have the same ideas and thoughts as me or radically differed from me. I found it difficult to keep researcher voice to a minimum, in particular when colleagues did not understand my questions and request further clarification of questions.

6.4 Reflections

A big learning opportunity emerged for me as well as some of my colleagues, with the transcription of the interviews. All transcripts were *verbatim* with the natural conversation of the interviews including incorrect and atrocious grammar, incomplete or interrupted sentences, incomplete thoughts and a great deal of 'umming' and 'ahing' (Patton, 1990, p. 380). After my pilot interview transcription I was always very conscious of using complete sentences and not using filler words, like ahm. Reading, word for word, how we speak was an eye opener and an opportunity to improve my speaking skills by talking slower, using complete sentences and thoughts and pausing rather than resorting to the too familiar "ahm".

Being a part of the NIED organizational culture, according to Schein, means that I share values, norms and assumptions with my colleagues. According to Schein, these are assumptions and values that are taken for granted and are therefore unconscious and out of awareness (Schein, 1984, pp. 3-4). Reading for my literature chapter, and especially during the interviews forced me to service my own personal assumptions, especially those I share with my NIED colleagues. Although I had a certain preconceived idea of what to expect in my study, researching organizational culture, interviewing colleagues and putting rather abstract and previously not tangible words on paper was a total new learning opportunity for me.

In conclusion, this research has been an exceptional learning experience and opportunity for me. I am grateful to everybody who participated in creating and facilitating my learning experience. Not only did I gain valuable understanding of my workplace and colleagues around me but more so it was an inner journey towards a higher consciousness of my own set of critical norms, values and assumptions.

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APPENDICES

Appendix A: Permission to conduct the research

To: The Director of NIED
Mrs. H Pomuti
NIED
P/bag 2034
Okahandja

28 February 2008

Cc: The Executive Management of NIED

From: Gernot Piepmeyer

Dear Mrs. Pomuti

Permission to conduct the research as well as the permission to approach five persons to be interview

I am currently enrolled for a MEd (Educational leadership and management) at the Rhodes University. I would prefer to investigate the extent to which NIED's organisational culture is congruent with what the literature suggests is a culture conducive to an innovative organisation. I therefore request permission to conduct the research at NIED on the above topic as well as request the permission to approach five persons to be interviewed. Please see Appendix A for my research proposal.

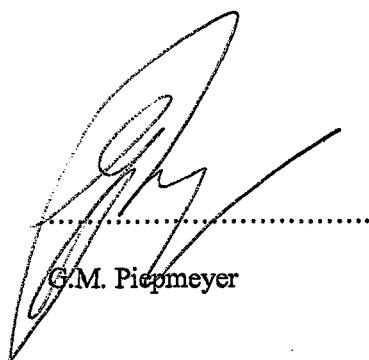
I intend to pursue two methods of data collection in the form of questionnaires and interviews. My initial source of data will be Cameron and Quinn's *Organizational Culture Assessment Instrument* [OCAI] (Please see Appendix B) to gain a broad outline of the "overall culture profile" of NIED. I intend to use all Education Officers, as well as management and executive management of NIED.

My second source of data will be semi-structured interviews with five selected colleagues from NIED (one member of executive management, two members of management and two education officers). These colleagues will be approached in writing for permission to be interviewed. The semi-structured interview questions will be made available to the participants and executive management beforehand, and the purpose of the research will

be clearly explained to potential interviewees. Ethical issues of full confidentiality and anonymity will be ensured. The all transcripts of the interviews will be made available only to interviewees and examiners and no quotes will be used in the thesis that could link the quote directly to a person or position.

If you require any further information please do not hesitate to call me.

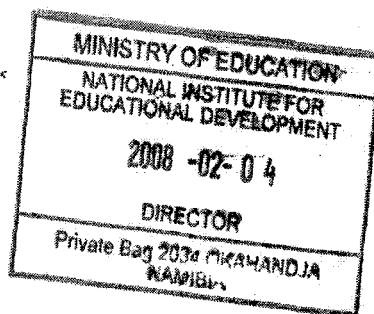
Yours sincerely



G.M. Piepmeyer

Permission is hereby granted to you to conduct research
at NIED

HPomeli
04/03/08



Appendix B: Original organizational culture assessment instrument (OCAI)

In completing this questionnaire you are providing a picture of how your organization operates and the values that characterize it. There are no right or wrong answers as every organization and individual will produce a different set of answers. Just be as accurate as you can.

Please rate each of the statements by *dividing 10 points between A, B, C and D* depending upon *how similar the description is to your organization. (10 is very similar and 0 is not at all similar to this firm)*. The total points for each question must equal to 10.

Rate for both how you feel the firm is now (**NOW**) and how you think it should be (**PREFERRED**). For example, in question 1, assume that you gave 7 points to A, 1 point to B, 2 points to C, and 0 points to D in the 'NOW' column. This would indicate that the organization is predominantly a personal place and not at all a controlled and structured place. Assume that you gave 2.5 points to each one in the 'PREFERRED' column. This would indicate you would *prefer* for these cultural attributes to be exactly equal.

You may only use four numbers that total 10 in each column.

Here is how you might rate the culture of your organization 'NOW' and how you might 'PREFER' the culture to be sometime in the future.

EXAMPLE QUESTION 1:

1	DOMINANT CHARACTERISTICS	NOW	PREFERRED
A.	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves	7	3
B.	The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks	1	2
C.	The organization is very results orientated. A major concern is getting on with the job. People are very competitive and achievement orientated	2	3
D.	The organization is a very controlled and structured place. Formal procedures generally govern what people do	0	2
	TOTAL	10	10

QUESTION 1:

1	DOMINANT CHARACTERISTICS	NOW	PREFERRED
A.	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B.	The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.		
C.	The organization is a very results orientated. A major concern is getting on with the job. People are very competitive and achievement orientated.		
D.	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	TOTAL	10	10

QUESTION 2:

2	ORGANIZATIONAL LEADERSHIP	NOW	PREFERRED
A.	The leadership of the organization is generally considered to exemplify mentoring, facilitating or nurturing.		
B.	The leadership of the organization is generally considered to exemplify entrepreneurship, innovation or risk taking		
C.	The leadership of the organization is generally considered to exemplify a no-nonsense, aggressive, results-orientated focus.		
D.	The leadership of the organization is generally considered to exemplify coordinating, organizing, or smooth running efficiency.		
	TOTAL	10	10

QUESTION 3:

3 MANAGEMENT OF EMPLOYEES	NOW	PREFERRED
A. The management style in the organization is characterized by teamwork, consensus and participation.		
B. The management style in the organization is characterized by individual risk-taking, innovation, freedom and uniqueness		
C. The management style in the organization is characterized by hard-driving competitiveness, high demands and achievement.		
D. The management style in the organization is characterized by security of employment, conformity, predictability and stability in relationships.		
TOTAL	10	10

QUESTION 4:

4 ORGANIZATIONAL GLUE	NOW	PREFERRED
A. The glue that holds the organization together is loyalty and mutual trust. Commitment to the organization runs high.		
B. The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C. The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D. The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
TOTAL	10	10

QUESTION 5:

5 STRATEGIC EMPHASES	NOW	PREFERRED
A. The organization emphasizes human development. High trust, openness and participation persist.		
B. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C. The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D. The organization emphasizes permanence and stability, Efficiency, control and smooth operations are important.		
TOTAL	10	10

QUESTION 6:

6 CRITERIA OF SUCCESS	NOW	PREFERRED
A. The organization defines success on the basis of the development of human resources, teamwork, employee commitment and concern for people.		
B. The organization defines success on the basis of having the most unique or the newest products. It is a product leader and innovator.		
C. The organization defines success on the basis of winning in the market place and outpacing the competition. Competitive market leadership is the key.		
D. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low cost production are critical.		
TOTAL	10	10

Appendix C: Adapted organizational culture assessment instrument (OCAI)

In completing this questionnaire you are providing a picture of how your organization operates and the values that characterize it. There are no right or wrong answers as every organization and individual will produce a different set of answers. Just be as accurate as you can.

Please rate each of the statements by *dividing 10 points between A, B, C and D* depending upon *how similar the description is to your organisation. (10 is very similar and 0 is not at all similar to this organization)*. The total points for each question must equal 10.

Rate for both how you feel the firm is now (**NOW**) and how you think it should be (**PREFERRED**). For example, in question 1, assume that you gave 7 points to A, 1 points to B, 2 points to C, and 0 points to D in the 'NOW' column. This would indicate that the organization is predominantly a personal place and not at all a controlled and structured place. Assume that you gave 2.5 points to each one in the 'PREFERRED' column. This would indicate you would *prefer* for these cultural attributes to be exactly equal.

You may only use four numbers that total 10 in each column.

Here is how you might rate the culture of your organization 'NOW' and how you might 'PREFER' the culture to be sometime in the future.

EXAMPLE QUESTION 1:

1	DOMINANT CHARACTERISTICS	NOW	PREFERRED
A.	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves	7	3
B.	The organization is a very dynamic and entrepreneurial place. People are willing to suggest unusual ideas and take risks	1	2
C.	The organization is very results orientated. A major concern is getting on with the job. People are very competitive and achievement orientated	2	3
D.	The organization is a very controlled and structured place. Formal procedures generally govern what people do	0	2
	TOTAL	10	10

QUESTION 1:

1 DOMINANT CHARACTERISTICS	NOW	PREFERRED
A. The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B. The organization is a very dynamic and entrepreneurial place. People are willing to suggest unusual ideas and take risks.		
C. The organization is very results orientated. A major concern is getting on with the job. People are very competitive and achievement orientated.		
D. The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
TOTAL	10	10

QUESTION 2:

2 ORGANIZATIONAL LEADERSHIP	NOW	PREFERRED
A. The leadership of the organization is generally considered to exemplify mentoring, facilitating or nurturing.		
B. The leadership of the organization is generally considered to exemplify entrepreneurship, innovation or risk taking		
C. The leadership of the organization is generally considered to exemplify a no-nonsense, aggressive, results-orientated focus.		
D. The leadership of the organization is generally considered to exemplify coordinating, organizing, or smooth running efficiency.		
TOTAL	10	10

QUESTION 3:

3 MANAGEMENT OF EMPLOYEES	NOW	PREFERRED
A. The management style in the organization is characterized by teamwork, consensus and participation.		
B. The management style in the organization is characterized by individual risk-taking, innovation, freedom and uniqueness		
C. The management style in the organization is characterized by hard-driving competitiveness, high demands and achievement.		
D. The management style in the organization is characterized by security of employment, conformity, predictability and stability in relationships.		
TOTAL	10	10

QUESTION 4:

4 ORGANIZATIONAL GLUE	NOW	PREFERRED
A. The glue the holds the organization together is loyalty and mutual trust. Commitment to the organization runs high.		
B. The glue the holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C. The glue the holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D. The glue the holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
TOTAL	10	10

QUESTION 5: (Changes in bold)

5 STRATEGIC EMPHASES	NOW	PREFERRED
A. The organization emphasizes human development. High trust, openness and participation persist.		
B. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C. The organization emphasizes competitive actions and achievement. Hitting stretch targets and offering a superior, relevant and attractive education service.		
D. The organization emphasizes permanence and stability, Efficiency, control and smooth operations are important.		
TOTAL	10	10

QUESTION 6: (Changes in bold)

6 CRITERIA OF SUCCESS	NOW	PREFERRED
A. The organization defines success on the basis of the development of human resources, teamwork, employee commitment and concern for people.		
B. The organization defines success on the basis of having the most unique or superior education service. It is an educational leader and innovator.		
C. The organization defines success on the basis of offering a superior, relevant and attractive education service in an exemplary manner that is within the boundaries and constraints of a predetermined budget. Cutting edge education leadership is the key.		
D. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and keeping within the boundaries and constraints of a predetermined budget are critical.		
TOTAL	10	10

Appendix D: NIED Principles and Norms

MINISTRY OF EDUCATION

NATIONAL INSTITUTE for
EDUCATIONAL DEVELOPMENT



REPUBLIC OF NAMIBIA

Tel: +264 62 509000

Fax: +264 62 509073

Private Bag 2034

Okahandja
NAMIBIA

NIED PRINCIPLES AND VALUES

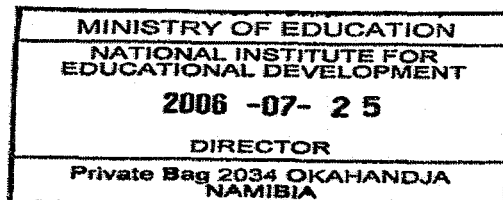
Principles

- Establish a collective commitment, whereby each individual is responsible for the welfare for the NIED community and its effort to serve the public
- Establish a tradition of trust, honesty, respect, collegiality and support that binds the management and staff together as a strong unit
- Engage in professional learning and growth to increase productivity and efficiency of NIED

Values

- Resolve differences of opinion in constructive, non-violent and peaceful manner
- Be accountable for our own actions and take personal responsibility towards our work
- Supervisors lead by example and build capacity
- Seek to accomplish something worthy and admirable; and pursue excellence
- Treat others with consideration and have regard and respect for each other's point of view
- Create positive working relationships
- Value the effort and contributions of staff members
- Provide professional and personal support to one another
- Recognise, honour, and value diversity among individuals
- Understand that conflict is inevitable, can be managed and therefore we should respond to it in a positive manner
- Take care of each other and our physical environment


Ms. Hertha Pomuti
Director: NIED



Appendix E: Questions for semi-structured interview:

(Revised after Pilot interview)

Q1:

Part of the mission statement of NIED requires NIED to produce an “innovative curriculum”. What makes a curriculum innovative?

Q2:

I also want to know to what extent NIED as an institution fosters innovative thinking in the curriculum.

Q3:

I am familiar with our job descriptions. How much of your day to day activities are reflected in the job description or vice versa?

Probing for:

Freedom to decide or pre-scribing, How are new ideas followed through
Freedom from rules, participation, little red tape, emphasis on creative interaction
and aims, willingness to take outward ideas, flexibility with respect to changing
needs, non-hierarchical

Q4:

I just ask if your job description prescribes or did you have a say in your job description;
is it build around you or do you have to fit in to it.

Q5: If I say the word “communication at NIED” – What word would come to mind?

Probing for:

Good and bad examples: How approachable are your supervisors?
Could you please elaborate with some two examples?
Information and communication flow in all directions.

Q6:

Someone once said: "I'm not a people's person – I get the job done". How would that statement be comparable with the day to day running of NIED?

Probing for:

Emphasis of results, commitments, hard work,

Freedom to experiment (try and fail), accept mistakes (even "dumb ideas")

Trust and openness, expect and accept conflict and criticism

Good listening, encourage lateral thinking

When you step back and look at the big picture at NIED how are things done here?

Q7:

You need to implement (in your view) a non-implementable decision/action plan, how will you go ahead?

Probing for:

How will you convince your colleagues about your view?

Was your view heard/ discussed and or debated?

How was the final decision taken – collectively or by one person?

Will you collaborate/participate to implement the decision?

Questions on issues of conflict

NIED is about to implement a decision on action plan or a policy or something of that nature, which you think cannot be implemented

If you did have a view on the above, do you think you could actually explain your view to everybody, that there would be a possibility that you could express yourself?

Do you have a feeling that you would not be taken seriously or do you think people would really listen to your view?

Q8:

Now say for instance there is another scenario where everybody was consulted and everybody's views were listened to and debated. Then a collective decision was taken—a democratic decision. Twenty people of the thirty five decided to implement while fifteen decided against it. You are one of those fifteen. The decision will be implemented—what would you do then?

Q9:

How does NIED perceive change – (welcoming or pain)?

Probing for:

What do you think is the general view at NIED?

How is the approach to change (wait and see or initiate)?

Does your view differ from general view?

My question is, is there a difference in how you perceive change and how NIED perceives change?

Q10

Can NIED change internally in order to improve situations at NIED?

Q12:

If you would become the director, what would be the first things you would change?

Q13

Now if you want to change something, how do you go about changing it?

E.g.

You talked about a person having a certain personality, who obviously doesn't have an open door policy. How would you, as the director, go about it to convince, or force, or get, or compel that specific person which you just described, to also adhere to your open door policy?

Q14:

Since 2006 NIED we have that green paper from Meme Hertha [referring to NIED Principles and Values] which states the principles and the norms of NIED. Which two would you consider the most important?

Probing for:

Examples of situations or stories related to the two values and or principles.

Which principles or values of NIED should one make a special effort to strive towards.

Q15:

If we (NIED) decide on a new norm for NIED? But that norm is not one of your or my important norms. How could I go ensuring that my preferred choice of norm is adopted by NIED?

Q16:

What factors outside NIED are constraining NIED from excelling to desired levels?

Q17:

Which constraining factors are there currently and my next question thereafter—you have explained that to me, if I remove that constraining factors, is it then still possible for a norm to become my norm?

Q 18

Staff development/ continuous professional development/how people are selected

Q19

Are you familiar with the concept of community of practice?

To what extent is NIED a community?

Q20:

Is that diversity welcomed? Is it taking advantage of that?

Can you cite to me an example where diversity has made a positive contribution to NIED?

Q21

Another interesting area for that one, what kind of people does NIED attract? In terms of employment? Who applies to work here? Why did you apply?

Q22

To what extent do you see yourself as part of a bigger picture than the division? Or, is the division really your world here or does your world go beyond the division?

Do you have any ideas how this could happen?

Q23:

On a scale of 10, where would you rate NIED, say 10 is maximum, one is minimum, where would you rate NIED in terms of this being a place that is forward thinking, exciting, there are ideas flowing about, and people are excited to be here.

