Diagnosing and changing the current dominant organizational culture, an applied study in higher educational institutions

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Abstract

The purpose of this research is to measure the current dominant organizational culture and diagnosing the gap between the dominant and the preferred culture in higher educational institutions. In particular, 385 employees working in Deraya representing private sector and Assiut universities representing public sector (academic and administrative employees) as examples of private and public universities respectively were participated in the study. The Organizational Culture Assessment Instrument (OCAI) was used to identify three steps: measuring the current dominant organizational culture, measuring the preferred and desired organizational culture, and diagnosing the organizational culture gap. In this paper, the results of the OCAI model show how the academic staff and administrative employees at Deraya and Assiut universities determine the current dominant university culture and the preferred culture that should be within the next five years. Confirmative Factor Analysis (CFA) was used to clarify the underlying structure of the data obtained from the OCAI model, in addition to using the arithmetic mean, standard deviation, and Cronbach's alpha coefficient using a statistical description approach. The results of

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the research showed that the hierarchical culture is the current dominant culture in the researched organization, as well as the clan culture is the dominant preferred culture in the future.

* Introduction

The rapid change in political, economic, social, and technological environment in addition to the increasing market competiveness, beside the desire to satisfy and fulfill the changing needs of customers and employees have revealed that the importance of the adaptation to such changes for organizations to sustain and flourish. Despite the difficulty of these changes, the process of cultural change is a preparatory process of any change and organizational development.

The organizations that seek to survive must be recognized by the fact that saving the same values, norms, believes and culture in a changing world is a false approach because every era and environment needs an appropriate organizational culture. The organizational culture is a driving force and motive for individual, group, and organization behavior to serve the achievement of these different levels of goals.

The theory and practice of organizational development and change are intimately linked to our understandings of organizational culture. However, there are varieties of perspectives on the concept of organizational culture both in academic debates, and in organizations themselves. These varying perspectives are often portrayed as "struggles": by academics for intellectual dominance (Martin and Frost, 1996), or by organizations for normative control (Kunda, 1992). Understanding the present culture profile definitely lets to have a decision-making ability on culture maintenance, change or innovation (Man, 2005).

This research aims at building a practical approach for diagnosing the culture gap between current dominant and the preferred culture in higher educational institutions and how to bridge this gap by using the Organizational Culture Assessment Instrument (OCAI). This instrument is designed to determine the characteristics of the current dominant culture and the preference one which the organization has to follow. In light of defining the current culture and the desired culture, the organizational culture gap that paves the way towards the process of change that the research organization must follow can be identified (Cameron & Quinn, 1999).

* Research problem

The research problem is crystallized in a framework based on

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two axes, each axis illuminates in its nature a number of issues and ideas that need either insight and reflection or re-planning or adoption. The following are illustrative of these two axes:-

1- Many researchers believe that the success of contemporary organizations is linked to their possession of what is called prerequisites for success (which have high barriers for other organizations to enter its market, lack of products to replace their products, own a large market share, lack of buyers and suppliers of an authentic bargaining power, weak competition between them and other firms within the same industry).

But what is surprising is that most of the successful organizations in the last decades, such as Southwest Airlines, Plenum Publishing, Circuit City, Tyson Foods, and Wal-Mart, have any of these terms even though they've made super financial explosions in their performance. As mentioned by & (Cameron & Quinn 1999; 2004) the reason is that these organizations have a unique organizational culture that is clearly defined by employees. In fact, this finding constitutes a fundamental motive towards preparing the current research because it embodies the fact of a new strategic direction absent from most of the intellectual and philosophical frameworks of organizations.

2- The policy and philosophy of change has become a clear reality in the corridors of the Egyptian Ministry of Higher Education and in its educational institutions. For example, the images of this change have been embodied in the adoption of the Total Quality Management (TQM) or the idea of the digital transformation. Although these initiatives are sincere in their direction and content, they lack a basic fact that every successful change process requires a proactive cultural change process. According to Olson, & Fralinger (2007), all efforts seeking organizational change often fail because such failure can be attributed to insufficient understanding of the importance of organizational change and how to manger such change. The organizational development and changes efforts fail because such organizations maintain the same organizational dominant culture (Cameron & Quinn, 1999). Therefore, this point deserves attention because it constitutes one of the important aspects of the problem of the current research.

* **Research objectives**

The objective of this research is to measure diagnose the gap between the current dominant organizational culture and future

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preferred one using Organizational Culture Assessment Instrument (OCAI) and this goal can be achieved by three steps:-

1- Measuring the currently dominant and prevailing cultural values in the research organization using the (OCAI) model.

2- Measuring the future desired and preferred cultural values by the members of the research organization using the same Model (OCAI).

3- Diagnosing the organizational culture gap of the researched organization and working on defining measures to address this gap.

* Research importance

The importance of the research stems from the following points:-

1- An effective university culture represents appropriate behaviors, motivates for individuals, and controls the process of processing information. These dimensions of culture can have derived from internal values, assumptions, believes, and artifacts, so that these strong values and beliefs can arise around behavior patterns, and desired goals (ASHE, 2003), so that the result is reflected in improving the effectiveness and performance of the university as a whole. The current research seeks to identify appropriate ways to create an effective organizational culture for the researched organizations.

2- The literature review of the previous studies specially in the Arab world the researcher did not find a sufficient study related to diagnosing the gap between the current dominant organizational culture and future preferred one (according to the researcher's knowledge); therefore, this research provides a valuable contribution in this regard.

3- This research may benefit the Department of Research and Development in the Ministry of Higher Education in Egypt in general, and the private universities in particular, in forming an integrated diagnosing approach for measuring the gap between the current dominant organization culture and the preferred one. Moreover, the current research provides a framework for fulfilling such gap and administrating the process of organizational culture development and change.

* Research Methodology

The current research uses the analytical descriptive approach. A questionnaire is used to collect data from members (academic and administrative staff) working at Deraya and Assiut universities to determine the current dominant university culture and the preferred culture that should be within the next five years. The data will be analyzed statistically to verify the objectives of the research and test its hypotheses.

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* Statistical Tools

The current research relies on a number of statistical tools represented by the arithmetic mean and the standard deviation, Alpha Cronbach coefficient, and the structural modeling equation method.

* Research Measures

The research uses the "Organizational Culture Assessment Instrument" (OCAI) model to measure the cultural gap in this research based on the framework of competitive values, because this instrument is currently used in more than (10,000) organizations all over the world and in different sectors such as (private sector, public sector, educational, health care and technology, higher education, civil society, … etc.). As indicated by Roman-Velazquez, (2005, p74), Ulrich and Brockbank, Yeung, (2021) showed that the choice of the OCAI in their study was due to its theoretical sturdiness in unifying the relationship among different types of organizational cultures and other organizational variables, as well as it is a tested instrument with high degree of reliability that has been tested in multiple countries and different cultures.

In addition, OCAI is very suitable for the objectives and nature of the current research in terms of the identifying the cultural gap and the mechanism of change that can be followed by the researched organizations. This instrument was designed, tested, and validated by (Quinn, & Cameron, 1999).

Respondents were asked to score six indexes of culture: Dominant characteristics - Organizational leadership - Management of employees - Organization glue - Strategic emphases – and Criteria of success. For each index, they must distribute 100 points over four statements. They assign the greatest points to the statement that is truest, and the least or none to the statement that doesn't fit with their organization.

According to business professors Robert E. Quinn and Kim Cameron, no company culture is as straightforward as being "bad" or "good", just distinct. Quinn and Cameron identified four different types of organizational culture (clan, adhocracy, market, and hierarchy).

The first round of scoring the six indexes yields a profile of the current culture. Quinn and Cameron (1999) found that most organizations have developed a dominant culture style. An organization rarely has only one culture type. Often, the culture profile is a mix of the four organizational culture types. The second round focuses on the preferred organizational culture in the

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future. The gap between these two profiles shows the desire for and direction of change.

This way of scoring is deliberately designed. By dividing 100 points over four statements, respondents have to weigh and choose in the Competing Values Framework (CVF). In reality, you can't have everything maximized at the same time. A Likert-scale would allow people to give all statements a one or a five - while this way of weighing points is more realistic.

By averaging all OCAI profiles, we can calculate a collective team or organization profile to get an overview of current and preferred culture. It can be interesting to compare the culture profiles of departments, locations, levels, or professions within one organization. In smaller teams, you could also compare the individual profiles. Each four items distributed on these six indexes represent a response to one of the four types of organizational culture (Adhocracy, Clan, Hierarchy, and Market) (Quinn, & Cameron, 1999).

* Research Population and sample

The research population is represented by 1866 employees working in Deraya and Assiut universities academic staff and administrative employees. The study sample size was determined to represent the research population according to the equation below:-

$$n = \frac{pq}{\left[\dfrac{E}{Z\alpha/2}\right]^2 + \dfrac{pq}{N}} = 385$$

Where n = the required sample size, N = population size, P is population proportion, the research considers this ratio 50% to get the maximum sample size, q is the complement ratio which is equal to 50%, E is degree of accuracy (margin of error), Zα confidence interval (1.96) at 0.05% level and one degree of freedom. By using this equation, we find that the sample size is equal to 385.

* Literature review and theoretical framework

The nature of higher education experience is changing dramatically (Lick, 2022). Consequently, discussions regarding the need for higher education institutions to respond quickly in order to change, to alter some of its culture building blocks - beliefs, assumptions and behaviors, have become a popular idea in the literature of organizational change throughout the past decades (Lick and Kaufman, 2022).

From a change perspective, organizational culture reflects the interrelationship of shared values, beliefs, norms, assumptions and behaviors that are acquired over time by members of an organization (Conner, 1992).

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1- Culture: culture is defined as "a pattern of underlying assumptions that the given group has developed in learning to cope with problems of external adaptation and internal integration." (Schein, 2014)

2- Organizational culture: organizational culture is defined as "A pattern of shared values, beliefs, norms practices and artifacts that help individuals understand the nature of organizational (whom they are and how they do things) and provide them with criteria that determine desirable and undesirable behavior within the organization." (Bolman and Deal, 2021: 250).

3- Measurement of organizational culture: It is the process of evaluating and determining the prevailing cultural values and standards of a particular group through the use of the qualitative approach (e.g., interview and observation), or the quantitative approach (e.g., questionnaire) to measure culture. (Harvey Stensaker, 2018)

4- Organizational culture gap: It is the difference and discrepancy between Employees' assessment of the currently prevailing cultural characteristics in the organization and the desired and preferred cultural characteristics in the future as proposed by employees. The less this difference, the less the cultural gap

and vice versa. (Murphy and Lick, 2021)

Therefore, organizational culture is widely understood as an instrument to be used by management to shape and control in some way the values, beliefs, norms, assumptions and behaviors of organization's members to reach specified goals. In other words, to change the culture of an organization, we must change one or more of the values, beliefs, norms, assumptions or behaviors of its members (Murphy and Lick, 2021).

Cultures of higher education have evolved over generations and provide stability and powerful maintenance of the status quo (Lick, 2022). Culture of higher education institutions is not always visible to the external environment, stakeholders, and even to members within it, but it is always a very powerful instrument. The power of higher education culture is manifest in at least three distinct areas of an institution's functioning: (a) the way the institution of higher education conducts its day-to-day business, (b) its response to specific proposals for change, and (c) its influence on the nature and type of organizational learning (Leithwood and Aitken, 2015).

5- Higher education culture is the social and normative glue that holds together the educational and

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educationally related aspects of an institution and creates the central features, structures and approaches that characterize it (Murphy and Lick, 2021). Its "patterns of belief or shared meaning, fragmented or integrated, and supported by various operating norms and rituals can exert a decisive influence on the overall ability of the organization to deal with the challenges that it faces" (Morgan, 2017: 129). Finally, culture of institutions of higher education is a powerful force that is always present, setting and then differentially rewarding given values and establishing ground rules for what faculties assume to be important and true and for how they think and behave (Lick, 2022).

* Building Blocks of the Organizational Culture

From a change perspective, organizational culture reflects the interrelationship of shared values, beliefs, norms, assumptions and behaviors that are acquired over time by members of an institution (Conner, 2022).

Therefore, organizational culture is widely understood as an instrument to be used by management to shape and control in some way the values, beliefs, norms, assumptions and behaviors of faculty members, and thus the institution, to reach specified goals. In other words, to

change the culture of an institution for its enhancement, we must change one or more of the values, beliefs, norms, assumptions or behaviors of its members (Murphy and Lick, 2021).

1- Values: values are "the deep-seated, pervasive standards that influence every aspect of our lives: our moral judgments, our responses to others, our commitments to personal and organizational goals" (Kouzes and Posner, 2015: 212). They are largely unexamined preferences for means and resources and rarely relate to ends, consequences and pay-off (Lick and Kaufman, 2022: 29). Values provide the emotional energy or motivation to enact organizational actions patterns (Locatelli and West, 2016).

According to Milton Rokeach (as cited in Kouzes and Posner, 2015) values are organized into two sets: means and ends. The term values is used to refer to beliefs about how things should be accomplished, whereas the term vision is used to refer to the future of and to the long-term 'ends values' the institution aspires to attain. Research makes clear that shared values make a difference to organizational and personal vitality and that values form the bedrock of an organizational culture.

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Furthermore, findings from research clearly reveal that "when there's congruence between individual values and organizational values, there's significant payoff for leaders and their organizations. Shared values make a significant difference in work attitudes and performance" (Kouzes and Posner, 2015: 213). Values statements in institutions of higher education, for instance, relate to such things as the consequences of decisions on students and others in our institution are always considered before decisions are made final (Leithwood and Aitken, 2015).

2- Beliefs: Beliefs are the set of integrated values and expectations that faculty members hold to be true about themselves, others, their profession and work, and the institution. They provide a basis for what faculty members in the institution hold to be right or wrong, good or bad, or relevant or irrelevant about their institution and its operation (Lick, 2022; Locatelli and West, 2016; Murphy and Lick, 2021). Belief statements, whether in oral or written form, can entail both intended and unintended messages regarding what faculty members plan or think they should do (Conner, 2012).

Belief statements in higher education institutions, for instance, relate to such things as vital role played by the personal interaction of the faculty members and students, value of grading system and the need for continuous professional development (Murphy and Lick, 2021).

3- Norms: are unwritten rules that express the shared beliefs of most faculty members about what behaviors are appropriate in order to be a member in good standing. In other words, norms are rules of behavior which have been accepted as legitimate by faculty members. Those faculty members typically exert pressures on a new faculty member to conform to faculty members' norms that are more pervasive than the new faculty member is likely to comprehend. These pressures are often felt as an obligation to behave in certain ways which is often manifested in positive forms (Owens, 2001; Snyder, 2017). For example, an institution expects high levels of performance from all faculty members or relationships among faculty members are characterized by mutual respect.

4- Assumptions: The concept of basic assumptions is a relatively new concept that has only recently received attention in the literature. However, according to Locatelli and West (2016) some organization theorists are now defining organizational culture as its basic

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assumptions. Lomas (2019) stated that basic assumptions are those amongst members of an institution of higher education that are taken for granted and are preconscious. They relate to issues such as human nature and the nature of human relationships. Assumptions are unconscious and unquestioned perceptions concerning what is important and how faculty members and processes function within the institution (Lick, 2022). Change expert Daryl Conner (2012: 165) explained this well, when faculty members develop patterns of belief and behavior that are successful, they depend on those patterns when similar circumstances arise. "If such situations occur repeatedly, these patterns eventually become routine and are applied with less conscious thought. When this occurs, we refer to the patterns as unconscious assumptions". For example, faculty members hold the unconscious assumptions that the lecturing to students provides a good form of learning, whereas educational research indicates that it is one of the least effective strategies for student learning (Lick and Kaufman, 2022).

5- Behaviors: are the ways faculty members actually conduct themselves on a daily basis. They are perceptible actions that are based on values and expectations and are ideally aims at carrying out the institutions' mission.

Whereas beliefs often reflect intentions that are difficult to discern, behaviors are observable and can be verified in a more objective manner. Behaviors of faculty members, for example, might include such things as how they teach, resolve conflict and involve in decision making (Conner, 2012; Lick and Kaufman, 2022; Murphy and Lick, 2021).

6- Cultural Change in Higher Education: There can be little doubt that organizational change continues to be one of the major tasks facing organizations as we enter the new millennium. Organizations are under tremendous pressure to pursue organizational change in order to survive in an environment of increasing change and turbulence (Weber and Weber, 2001). Although change has always been an ever-present part of organizational life, the pace of change and its complexity are greater than ever before (Burnes and James, 2015). As evidence, the results of a study conducted by the American Management Association revealed that 84% of US companies were in the process of at least one major change initiative, while 46$ stated that they had three or more change initiatives in progress (Weber and Weber, 2001).

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One caution is that, the connection to be made between organizational culture and organizational change, there are compelling theoretical, qualitative and descriptive studies that advocate organizational culture as the key to resist or receipt organizational change (Conner, 2012; Abraham, Crawford and Fisher 2019; Lakomski, 2001; Lick and Kaufman, 2022; Lick, 2022). According to Lakomski (2001), "at root, it is the organization's culture which causes resistance and which needs changing". Major change or innovation can anticipate resistance, especially if proposed change alters values, beliefs and norms related to the existing culture (Trader-Leigh, 2002). A survey cited in Carr, Hard and Trahant (2016), found that only 10% of corporations that attempted to change management styles were successful in institutionalizing the new styles. Also, a research conducted by Smith (2002) indicated that only 19 percent of the culture change efforts were rated among the top quartile of successful organizational change efforts.

In the case of higher education, there are a number of complications in operationalizing the organizational change and organizational culture relationship. However, some of the major complications in the exchange relationship do bear mention. First, managing cultural change in higher education is more complex than managing cultural change within business. Faculties, in contrast to workers in most other occupations, are their own managers and have considerable ability to frustrate, resist, alter or stop changes they do not like or feel threatened by (Fisher and Koch, 2016).

Another aspect of the complication in managing cultural change in higher education is based on a phenomenon known in social psychology as "belief perseverance". Belief perseverance indicates no more than basic schemas are in conflict, or are too far apart to connect with the change, and it is the basic schemas of how [faculties] view the change that needs to be tackled. Bringing about successful change can be tackled at the meso level of activity rather than at the individual or the wider cultural level of activity (Grant, 2003: 81).

Furthermore, the cultural change process in each institution of higher education is unique in each situation, due to the differences in the nature of the institution, the work culture and values, leadership style and behavior and attitude of faculty members. Finally, managing the human part of an institution of higher education is perceived as a major

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challenge in handling cultural change process in the institution as it involves values, beliefs, assumptions, behaviors and preferences of faculty members toward a particular cultural change activity (Abdul Rashid, Sambasivan and Abdul Rahman, 2004).

* Approaches of Measuring Organizational Culture

In order to study organizational culture (OC) and its relationship with other organizational variables, the researchers sought to identify and measure various types of OC. Any attempt to measure OC in terms of basic dimensions can be an incomplete assessment attempt (Newstrom & Davis, 2013) because culture is a rather complex and intangible construct. Measuring OC has been at the heart of scholarly debates among organizational scholars and practitioners for a long time. (Keiner & Kaiser, 2017). Although there is a great deal of interest on the subject of organizational culture, the issue of measuring and comparing this concept is a difficult issue at best (Newstrom & Davis, 2013).

There are two main approaches available for measuring OC qualitative and quantitative approaches. Qualitative approach, which reflect the organizational members' perspective. (Delobbe,

Haccoun & Vandenberghe, 2000) In other words, the researcher in the qualitative approach becomes immersed in the culture and engages in in-depth observation towards the shared factors. (Roman- Velazquez, 2005: 71)

Qualitative approach focuses on internal factors related to the organization itself. (Denison, 2016), in which the researcher has a deep understanding of the unique processes within each organization (Marinova, 2015: 131). Rather than these benefits, the qualitative perspective in this regard has two weaknesses. The first weakness is that, the cultural dimensions that are specified in one environment is specific to that environment and is not necessarily related to the context of another environment. The second weakness is that, this approach is not able to provide coherent and linkable information about organizational culture with desired outcomes such as organizational performance and individual employee behavior. (Delobbe, al., et., 2017: 3)

Therefore, qualitative approach may be limited in the generalization of the results obtained within a specific organization to be applied to different organizations. (Marinova, 2015: 131). Moreover, one of the important weaknesses of the qualitative approach is that the

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researcher consumes a lot of time and cost in processing data collection and analysis. (Roman-Velazquez, 2005).

The second approach is the quantitative approach to measuring organizational culture. This approach is based on the questionnaire form. Questionnaire is regarded as an essential tool for evaluating specific organizational culture dimensions. It enables multiple comparisons to be made across organizations and study of the relationships between organizational culture and other organizational variables and ends up with a general conclusion. (Delobbe, et al., 2017: 3) The main purpose of the quantitative approach is to identify the basic dimensions that characterize organizational culture, and there are a variety of quantitative tools that were used to measure organizational culture that were developed by researchers. Although the quantitative approach provides useful and meaningful results regarding the study of specific phenomena, it is not devoid of limitations, as this approach avoids the issue of in-depth understanding of each specific organizational culture and the lack to figure out a new theory. (Marinova, 2015: 131).

In light of the above findings, a basic question to indicate which of the above two approaches is the best for the study? To answer such question, both approaches have strengths and weaknesses. The researcher can choose the appropriate approach depending on the objectives and nature of his study. For example, if the objective of the study is to measure specific cultural dimensions in an organization or a group of different organizations, then the quantitative tool is the appropriate tool. The researcher can also use the quantitative approach in the process of testing hypotheses and developing the theoretical framework because in the other approach, which is the qualitative one there would be a large number of case studies that need to be analyzed and a lot of time and cost (Sackman, 2011).

The review of the relevant literature will clearly find that the quantitative approach is used to a large extent than the qualitative approach in measuring organizational culture. Finally, the current study will use the quantitative approach as an appropriate one for the research objectives. The researchers reviewed the literature related to quantitative instrument for measuring organizational culture in order to choosing the appropriate one for the current research. Below is the next table that summarizes the most prominent models for measuring organizational culture:-

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Table (1) A summary of the most prominent Models for measuring OC

No.	Measurement Model	Author	Dimensions
1	The organizational culture profile (OCP)	O'Reilly, Chatman, and Caldwell (2011)	1. Detail-oriented 2. Innovative 3. Aggressive 4. Outcome-oriented 5. Stable 6. People-oriented 7. Team-oriented
2	The organizational culture Inventory (OCI)	Cooke & Lafferty (2016)	1. Constructive 2. Passive/Defensive 3. Aggressive/Defensive
3	Goffee and Jones Model	Goffee and Jones (2016)	1. Networked 2. Mercenary 3. Communal 4. Fragmented
4	Denison Model	Denison and Mishra (2015)	1. Mission 2. Adaptability 3. Involvement 4. Consistency
5	Organizational Culture Assessment Instrument (OCAI)	(e.g., Quinn & Rohrbaugh, 1981; Quinn& Kimberly, 1984; Cameron & Ettington, 1988; Cameron & Freeman, 1991)	1. Adhocracy Culture, the dynamic, entrepreneurial 2. Clan Culture, the people-oriented, friendly 3. Hierarchy Culture, the process-oriented, structured. 4. Market Culture, the results-oriented, competitive

Source: prepared by the researchers based on the previous studies

* Organizational Culture Assessment Instrument (OCAI)

OCAI model was developed through a series of studies (e.g., Quinn & Rohrbaugh, 1981; Quinn & Kimberly, 1984; Cameron & Ettington, 1988; Cameron & Freeman, 1991) and its theoretical framework depends on the Competing Values Framework (CVF) model of organizational effectiveness, which was developed in an applied manner by Quinn and Rohrbaugh (1981). Many researchers (e.g., Cameron & Freeman, 1991; Quinn & Spreitzer, 1991; Denison & Spreitzer, 2011; Zammuto & Krakower, 2011) valued the Competitive Values Model (CVF) as a useful and reference method for studying Organizational Culture. Chin-Loy and Mujtaba (2007)

emphasize that the competitive values framework is commonly known to researchers and scholars as effective way to measure and compare culture with another culture, according to Freeman and Cameron (2011) the theoretical basis of (CVF) is derived from the archetypes of psychology developed by Jung (1923). The (CVF) framework was not limited to organizational effectiveness but was framework expanded to study Organizational Life Cycles (Quinn & Cameron, 1983), Leadership Role Model (Quinn, 1984), and different forms of organizational culture. (Quinn & Hall, 1983)

The Organizational Culture Assessment Instrument (OCAI) is a tested and highly reliable model for diagnosing organizational culture that was designed by American researchers Quinn E. Robert and Cameron S. Kim as a theoretical and applied framework for understanding Organizational Culture. (Quinn, & Cameron 1999). The OCAI is based on the Competing Values Framework: one of the most used and useful frameworks in business (ten Have, 2003). It is well-researched and validated, but also compact with six aspects that reliably represent an organization's culture which are: (1) Dominant Characteristic, (2) Organizational Leadership, (3)

Management of Employees, (4) Organizational Glue, (5) Strategic Emphases, and (6) Criteria of Success.

The OCAI is a quick culture tool where you distribute 100 points between four "Competing Values". These four Competing Values correspond with four types of organizational culture (Adhocracy culture, Clan culture, Hierarchy culture, and Market culture), as shown in the next figure.

Figure (1) The Organizational Culture Assessment Instrument (OCAI)
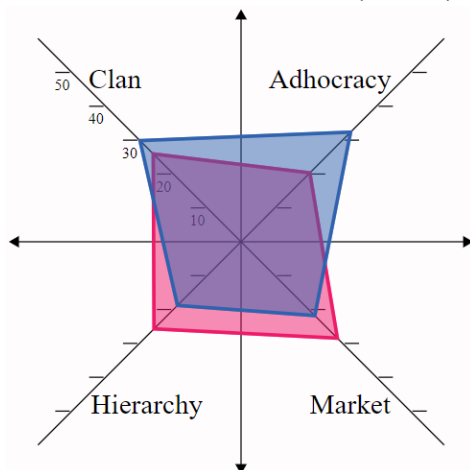
The Competing Values Framework (CVF) emerged from research to identify the organizational effectiveness criteria (Quinn & Rohrbaugh, 1981). The criteria that were found to make a difference are the dimensions internal-external, and stability-flexibility. When you map those two polarities in a 2x2 matrix, you see four culture types emerge as shown in the next figure. (Cameron and Quinn,1999: 32)

Figure (2) The Competing Values Framework (CVF)
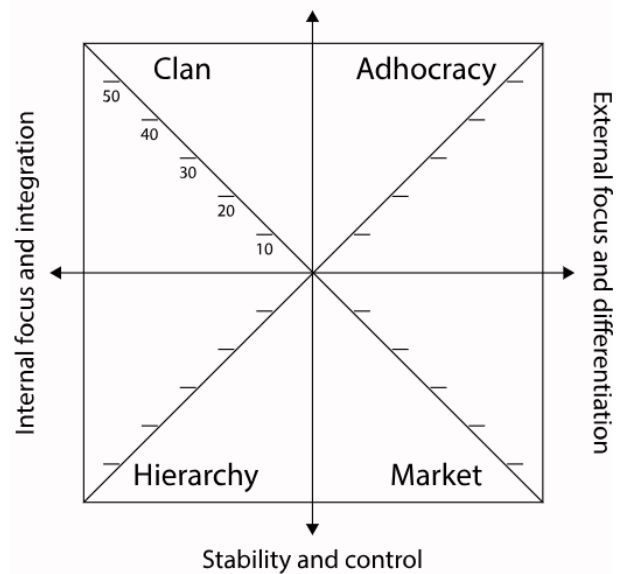
1- Internal-External dimension: An organization might have an internal orientation; focusing inward on development, collaboration, integration of activities, coordination. Or it might have an external orientation; looking at the market, what's possible with the latest technology, what competitors are doing, what customers want, and it could diversify activities as a result.

Both internal and external attention are needed to be successful in the long run - but depending on their environment an organization will have a dominant preference. An agile, volatile market will evoke an external orientation whereas a stable environment will allow for an internal focus. The "competing" nature of the values: the organization has to choose whether it looks inside or outside – the organization can't do

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both at the same time. (Cameron and Quinn,1999: 34)

2- Stability-Flexibility dimension: The second defining dimension is the focus on stability or flexibility — organizations that prefer to organize for stability value clear structures, planning, budgets, and reliability. They assume that reality can be known and controlled. Organizations that organize with flexibility assume the opposite: they can never predict and control everything. They prefer a flexible attitude and organization to adapt quickly to changing circumstances - focusing more on people and activities than on structure, procedures, and plans. (Cameron and Quinn,1999: 35)

The "competing values" nature of stability and flexibility prevents the organization from doing both at the same time. Organizations can spend their money, attention, and time only once, so they tend to emphasize certain values. Quinn and Cameron found that flexible organizations are most effective, which sometimes leads to contradictory behavior. The "best" organizations use all four value sets when necessary. (Cameron and Quinn,1999: 36)

* Organizational Culture Types

Mapping those two dimensions of "Competing Values" you get four organizational culture types:-

1- Adhocracy Culture: This is a dynamic and creative working environment. The organization promotes individual initiative and freedom. Employees take risks. Leaders are seen as innovators and risk takers. Organization is characterized by informality, decentralization, and outside focus as well. Experiments and innovation are a way of bonding. Prominence is emphasized. The long-term goal is to grow and create new resources. The availability of new products or services is seen as a success. The Organization strength is represented by the speed of change and adaptation, and it has a great focus on innovation, and its characteristics include adaptation, external support, growth, foresight and innovation. (Brooks, 2007:29)

2- Clan Culture: This culture is characterized by informality, decentralization, internal focus. (Miller, 2004:37) working environment is friendly. People have a lot in common, and it feels like a large family. The leaders are seen as mentors or maybe even father figures. The organization is held together by loyalty and tradition. There is great involvement. They emphasize long-term Human Resource Development. Success is defined within the framework of addressing the needs of the clients and caring for the people.

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The organization promotes teamwork, participation, synergy, and consensus. (Denison & Spreitzer, .2011: 5)

3- Hierarchy Culture: The organization is characterized by centralization, vertical communication, routine and bureaucracy, formality, and internal focus. Organization promotes balance and control. This culture is a formalized and structured workplace. Procedures direct what people do. Leaders are proud of efficiency-based coordination and organization. Keeping the organization functioning smoothly is most crucial. Formal rules and policies keep the organization together. The long-term goals are stability and results, paired with an efficient and smooth execution of tasks. Reliable delivery, continuous planning, and low cost define success. The personnel management has to guarantee work and predictability. (Brooks, 2007:30)

4- Market Culture: This is a results-based workplace that emphasizes targets, deadlines, formality, centralization, external focus, efficiency, getting things done and, maximizing gain and profits. People are competitive and focused on goals. Leaders are hard drivers, producers, and rivals. They can be tough with high expectations. The emphasis on winning keeps the organization together. Reputation and success are the most important. Long-term focus is on rival activities and reaching goals. Market dominance, achieving your goals, and great metrics are the definitions of success. Competitive prices and market leadership are important. The organizational style is based on competition, achieving targets, and financial incentives. (Parker & Bradley, 2000:128)

* Diagnosing Organizational Culture gap

The process of diagnosing the cultural gap stems from a well-known administrative fact that "what can be measured can be managed and thus can be changed." Accordingly, the intellectual framework of the concept of the organizational culture gap is based on measuring the organizational culture in the light of the concepts of defining the prevailing values and assumptions in the researched organization. Contemporary organizations aim from diagnosing their organizational culture gap to determine the future path that guarantees them changing their organizational culture in order to enhance their competitive situation in the market. Most researchers interested in the subject of organizational culture, (e.g., Cameron & Freeman,2011; Quinn & Spreitzer, 1991; Denison & Spreitzer, 2011; Zammuto & Krakower, 2011)

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argue that the current culture adopted by the organization may be in most cases the main factor for its failure in competing with other organizations. The values and assumptions that are appropriate to the operational and strategic framework of the organization at present may be a determinant and restrictive factor for the organization's advancement in the future because the work environment is surrounded by a massive and dynamic changes. In this regard, Cameron (2004) confirms that organizations that are aware of the importance of diagnosing the organizational culture gap in order to bridge this gap to achieve its future objectives must take three basic steps:-

1- Measure the current organizational culture: This step includes a set of practical procedures represented in defining measuring approach and model for the current prevailing organizational culture. As mentioned previously, there are two options, either the quantitative approach or the qualitative approach, each of which has its advantages and disadvantages. Also, organization has to select among the previously mentioned models based on the desired organizational goals and the determination of the current cultural organizational orientation according

to its members' opinions of the organizational dominant culture.

In the current study, the quantitative approach was chosen by applying the Organizational Culture Assessment Instrument (OCAI), which measures six aspects of organizational culture: Dominant characteristics - Organizational leadership - Management of employees - Organization glue - Strategic emphases – and Criteria of success. For each aspect, must divide 100 points over four statements. Moreover, each four paragraphs distributed on these six aspects represent a response to one of the four types of organizational culture (Adhocracy culture, Clan culture, Hierarchy culture, and Market culture).

2- Measuring the preferred organizational culture: according to what Cameron (2004) clarifies; the same (OCAI) is used to measure the preferred organizational culture in the future. But, the difference is that how the respondent being asked. Every respondent being asked the next question: If your organization is to flourish in the future (say within five years), in order for it to achieve the desired success and achieve its vision and aspirations - what kind of organizational culture is required? In the same way, the future organizational culture of the

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organization is also drawn on the diagram shown in Figure (2) above.

3- Determining the organizational culture gap: The organizational culture gap means the state of deviation and difference between the values and assumptions currently prevailing in the work and policy of the organization and the desired and preferred values and assumptions in the future in order to achieve its strategic objectives. From a practical point of view, this gap is determined in the light of the first and second steps. When the current and desired organizational culture is identified and drawn on the same diagram as shown in Figure (1), we will be able to indicate the existing organizational culture gap. Determining the organizational culture gap is a very important step because it is the basis for drawing up the change policy that the organization will adopt to change its organizational culture.

4- Changing organizational culture: is a very difficult goal to achieve, not only because the culture is not widely understood but because it is a set of shared interpretations, values and common patterns within the organization that are difficult to change. However, when the organization finds that changing the culture is a desired objective to achieve its long-term goals, the members of the organization can get

involved in a set of steps that will put a process of changing the culture into practice.

Culture in Action: (Cameron, 2004) The outputs of these steps are a process to move the organization's culture from current attitudes to a preferred future state. These steps depend in fact on the efforts of many researchers who described the interactions of the successful cultural change process that is targeted by the organization. A change in individual and organizational processes, communication, language, symbols, and values, none of which independently guarantees the possibility of changing the culture, but in its totality it creates a great interaction towards changing the basic culture in the organization. Cameron (2004) offers seven important steps towards the process of organizational culture change:

5- Clarifying Meaning: The first step in the organizational culture change process is to determine what does and does not mean for the process of changing the organizational culture. Movement towards a particular type of culture does not mean that other cultures should be left out or neglected. It just means that special emphasis must be placed on specific factors if culture change is to be successful. The questions that mean when defining

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what culture change means and what it does not mean include: What are the advantages that should be focused on if the culture moved towards the preferred culture? What characteristics should be dominant in the new culture? What characteristics should be reduced or left when moving away from a specific culture? What characteristics will be retained? What should be focused on in the current culture even if the move towards another culture?

6- Identifying stories: The second step in the organizational culture change process is to define one or two positive incidents or events that depict the core values that will characterize the future culture of the organization because the organizational culture can be communicated in a better through stories. This is done by presenting real events and stories that help individuals to feel a realistic sense of the cultural values that will prevail in the organization in the future. It also helps in crystallizing similar feelings in such a new culture and how they will behave and act in light of this change. Accordingly, the main values, desired orientations and behavioral principles that will characterize the new culture will be communicated clearly through stories without any other means. Not only do these stories help in the process of

explaining potential cultural change, but also individuals will be less anxious about moving into an unknown culture in the future when they bring ideas with them from the past culture.

7- Determining strategic initiatives: Strategic initiatives include activities that will be started, halted, and improved. It is represented by the actions designed to make the major changes that will bring about the cultural change. What are the new things that must be started? What are the activities that will be stopped? Most organizations face great difficulties in the process of stopping some activities compared to the process of starting new ones. In addition to specifying what changes the resource allocation for the work of this content? What new resources will be required? What are the processes and systems that need to be designed or redesigned to support change initiatives? And in what ways can the organization's core capabilities be raised and strengthened which ultimately contribute to creating a sustainable competitive advantage?

8- Identifying small wins: The rule that pertains to small wins is to find some things that can be easily changed and work on changing them and announcing their change within the organization. Then we find other

things that are also easy to change and we work to change them and then publish and announce them and so on. Small successes create momentum in the desired direction and prevent resistance to change because people rarely resist small and incremental changes. When individuals see some of the things, they changed until it was a subordination in its energy, so it is a sense of submission and the achievement that creates for them and helps that sensitivity to build support for more and large changes. However, it must be taken into account that major errors will occur if the organization remains dependent on the strategy of small wins, because the process of change needs this strategy as a primary and elementary step, nothing more.

9- Measures and Milestones: Determining the critical success factors and indicators, what to measure and how to measure it is an important and critical part of the change process - especially when the goal of change is of a human nature, not formal and intangible, such as organizational culture - It is the neglect of tangible physical measures related to determining the state of progress and achievement that occurred in the process of changing the organizational culture. Change requires identifying the success indicators in changing the culture, as well as identifying the progress indicators during each period of time. The data collection system needs to be designed as a time frame for evaluating results. What can be measured gets attention, as key initiatives and results must have associated measurement processes.

10- Communication and symbols: Certainly, resistance to cultural change will occur within the organization, the basic way of individuals of behaving and doing things will be challenged as well as the usual and habitual nature of work and living will be modified. Since changing the organizational culture will include essential aspects of the work of the organization, it is certain that great resistance will be generated towards this process of change. Therefore, communicating the process of cultural change represents a critical and important tool in helping to prevent resistance to change as well as generate commitment towards it. The process of clarifying the causes of cultural change is a very important and useful issue, as it is an effective step in generating commitment and positive attitudes towards the process of cultural change within the organization.

11- Leadership development: All organizational changes require

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leadership, champions, and owners. Cultural change does not occur randomly or unintentionally in organizations, it requires leaders who are conscientious and unwavering in the process of change. Much emphasis has been written on the role of leadership in the change process. However, there are two essential points that must be made. The first is that every aspect of the process of cultural change - for example every strategic initiative, every communication process, … etc. – need a leader or someone who accepts ownership to implement successful change. Second, not only should the current leaders be champions in the cultural change process, but also a group of future leaders should be prepared to lead the organization when the cultural change is put into practice. The new leadership capabilities that will be required in the future in the preferred and desired culture must be identified. This needs to disclose the difference between current leadership requirements and future leadership. Therefore, training activities, experiences developed, and training opportunities must be identified to develop the required leadership capabilities. The selection processes must be aligned with the strengths required in the future culture.

* **The field studies**
* **Questionnaire Procedures and Design**

The current research relied on the Organizational Culture Assessment Instrument (OCAI), which consists of six dimensions. Each dimension includes four alternatives (A = Clan culture, B = Adhocracy culture, C = Market culture, D = Hierarchy culture). Participants respond to the (OCAI) scale by dividing 100 points between these four alternatives depending on the extent in which they believe that this alternative represents the existing and the desired organizational culture. Of course, the largest number is given to the alternative that represents the culture that the organization possesses or that they desire in the future. The result of the (OCAI) is obtained by calculating the average response rate of the research sample for each of the four alternatives.

The utilized questionnaire has been designed accurately and objectively to be able to achieve the research stated goals in a way to corresponds to its variables clearly, so that, the respondents can provide the complete and correct opinion on the research topic. Different data collection tools from previous researches such as questionnaires, online surveys, tests used by other

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researchers were reviewed to fit the purpose of this research, ending up in one developed online questionnaire to collect the primary, accurate and correct data. The researcher retrieved 385 responses. To achieve the accuracy, the researcher depends on the following questionnaire procedures:-

1- The questionnaire is developed by the researcher based on previous developed models. The related model has been reviewed and adjusted to fit the research variables. The questionnaire firstly designed in English language then translated and distributed in Arabic language.

2- The questionnaire is reviewed and adapted by the supervisor of the statistical department in faculty of commerce Assiut University.

3- The modified questionnaire is offered to the dean the faculty of business administration in Deraya University.

4- The questionnaire is then improved based on the referee's observations.

5- The questionnaire is online distributed as a final copy based on these modifications.

The used questionnaire firstly designed in Arabic language, in order to make it easier for understanding and to match the respondent's backgrounds. After the questionnaire dissemination and accumulation, it was translated into English. The questionnaire in both languages designed in a pure and simple language. The distributed questionnaires involved a covering letter which illuminates the research purpose, the replying technique, and the security of gathered information in order to encourage a high response percentage.

* Test of validity

The validity of the questionnaire means the assurance that the tool will measure what it was designed to measure. It also guarantees the validity of the survey's inclusion of all the elements that must be included in the analysis, on the one hand, and the clarity of its paragraphs and vocabulary on the other hand, so that they are understandable to everyone who uses them. The researcher codified the questionnaire items in order to ensure the validity of the study tool. Validity characterizes as the degree to which any measuring tool intended to determine what it is planned to measure. The questionnaire validity estimated and evaluated through various means and methods including external validity, internal validity and structure validity which represented as follows:-

1- External (Content) Validity: Content validity identified as the degree to which the research

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questions can be covered adequately by the research questionnaire (Saunders et al., 2019). The expert in Deraya and Assuit Universities reviewed the content of the questionnaire to carry out the external content validity to confirm the consistency of the questionnaire content with the research aims, and estimate whether the items reflect the research problem or not. Similarly, the questionnaire was revised by coworkers and provided appreciated notes to advance its validity after taking their comments into consideration.

2- Internal Validity: Correlation coefficients between each item in one field and the whole field was used to measure the internal validity of the questionnaire.

A- Internal Validity for Dominant characteristics: Internal validity for each item of Dominant characteristics clarified in the next table which determines the correlation coefficient of each item of Dominant characteristics and the total of this field.

Table (2) Correlation coefficient of each item of "Dominant characteristics" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1	The university is concerned with the personal aspects of the individual, as it is considered a large family for individuals.	0.729	0.000*
2	The university is characterized by high dynamism and encourages innovation. Its individuals take the initiative to take risks and present new and creative ideas.	0.674	0.000*
3	The prevailing culture at the university focuses on standards of productivity and achievement, as the main considerations in it focus on completing work.	0.646	0.000*
4	The university focuses on official relations, as only procedures and work regulations govern an individual's activity.	0.701	0.000*

* Correlation is significant at the 0.05 level

Table (3) explains the correlation coefficient for each item of the "Dominant characteristics" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

B- Internal Validity for Organizational leadership: Internal validity for each item of Organizational leadership clarified in the next table which determines the correlation coefficient of each item of Organizational leadership and the total of this field.

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Table (3) Correlation coefficient of each item of "Organizational leadership" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1	Educational leaders at the university are interested in being advisors, facilitators, and fathers.	0.866	0.000[*]
2	Educational leaders at the university are interested in being proactive and creative and encouraging risk-taking and innovation.	0.753	0.000[*]
3	Educational leaders at the university are interested in being productive and competitive, looking for challenges and managing difficulties.	0.796	0.000[*]
4	Educational leaders at the university are concerned with being disciplined, organized, experienced, efficient, and strictly committed to regulations and instructions.	0.815	0.000[*]

* Correlation is significant at the 0.05 level

Table (4) explains the correlation coefficient for each item of the "Organizational leadership" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

C- Internal Validity for Management of employees: Internal validity for each item of Management of employees clarified in the next table which determines the correlation coefficient of each item of Management of employees and the total of this field.

Table (4) Correlation coefficient of each item of " Management of employees" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1	The administrative style at the university is characterized by teamwork, consensus of opinions, and participation.	0.798	0.000[*]
2	The administrative style at the university is characterized by innovation, risk, freedom, and excellence.	0.710	0.000[*]
3	The administrative style at the university is characterized by achievement, competition, and orientation towards achieving goals.	0.750	0.000[*]
4	The administrative style at the university is characterized by monitoring performance, seniority of the position, commitment and discipline, and the presence of organizational rules that govern all activities.	0.754	0.000[*]

* Correlation is significant at the 0.05 level

Table (5) explains the correlation coefficient for each item of the "Management of employees" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

D- Internal Validity for Organization glue: Internal validity for each item of Organization glue clarified in the next table which determines the correlation coefficient of each item of Organization glue and the total of this field.

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Table (5) Correlation coefficient of each item of "Organization glue" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1	The prevailing thing in the university is the focus on loyalty, customs, mutual trust, and strong relationships between individuals.	0.796	0.000*
2	The prevailing thing at the university is the focus on commitment to innovation, development, and constantly achieving excellence.	0.763	0.000*
3	The prevailing thing at the university is the focus on completing activities and assignments, achieving goals, and progress towards achieving achievement.	0.800	0.000*
4	The prevailing thing in the university is the focus on adhering to and maintaining official rules and policies.	0.785	0.000*

* Correlation is significant at the 0.05 level

Table (6) explains the correlation coefficient for each item of the "Organization glue" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

E- Internal Validity for Strategic emphases: Internal validity for each item of Strategic emphases clarified in the next table which determines the correlation coefficient of each item of Strategic emphases and the total of this field.

Table (6) Correlation coefficient of each item of "Strategic emphases" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1	The university ensures the development of the human resource, high confidence, openness to everything new, and continuous participation.	0.812	0.000*
2	The university ensures that it acquires new resources, faces challenges, tries new things and methods, and searches for valuable opportunities.	0.680	0.000*
3	The university ensures competitive actions, achievement and achievement of goals, and measures the efficiency and effectiveness of the institution.	0.809	0.000*
4	The university ensures performance, stability, efficiency, effectiveness, and quality of operations and activities.	0.735	0.000*

* Correlation is significant at the 0.05 level

Table (7) explains the correlation coefficient for each item of the "Strategic emphases" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

F- Internal Validity for Criteria of success: Internal validity for each item of Criteria of success clarified in the next table which determines the correlation coefficient of each item of Criteria of success and the total of this field.

Table (7) Correlation coefficient of each item of "Criteria of success" and the total of this field

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1	The university defines success on the basis of developing the human resource, working in a team spirit, and paying attention to the human and personal aspects of individuals.	0.708	0.000*
2	The university defines success on the basis of having the latest and most distinguished services. It is a pioneer in providing educational and academic services.	0.814	0.000*
3	The university defines success on the basis of penetrating the market, obtaining a high market share, leading the market, and competing.	0.665	0.000*
4	The university defines success on the basis of efficiency, reducing the costs of providing services, adherence to timings and plans, and stability.	0.770	0.000*

* Correlation is significant at the 0.05 level

Table (8) explains the correlation coefficient for each item of the "Organization glue" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

3- Structure Validity: Structural validity refers to a test and assessment tool adopted to measure the validity of the questionnaire structure. In existing research, the statistical structure validity test be used by the researcher in order to examine the validity of each field and the whole questionnaire. Additionally, the correlation coefficient between one field and all the questionnaire fields that have the same level of scale have been examined by validity test. The correlation coefficient for each field

and the whole questionnaire clarified in the next table as follows:

Table (8) Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1	Dominant characteristics	0.837	0.000*
2	Organizational leadership	0.906	0.000*
3	Management of employees	0.951	0.000*
4	Organization glue	0.949	0.000*
5	Strategic emphases	0.915	0.000*
6	Criteria of success	0.926	0.000*

* Correlation is significant at the 0.05 level

The previous table shows the p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at α = 0.05, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

* Reliability of the questionnaire

The reliability of an instrument refers to what extent a tool is consistent to measure the supposed attribute needed to be determined (George and Mallery, 2006). When the repeated measurements of an instrument produce a small variation, it means the higher its reliability. Cronbach's alpha is considered as a measure of reliability and internal consistency. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflect a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire to measure the consistency between each dimension and the whole

dimensions' mean. The next table shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire.

Table (9) - Cronbach's Alpha for each field of the questionnaire

#	Dimension	Symbol	Cronbach's alpha coefficient
1	Dominant characteristics	DC	0.809
2	Organizational leadership	OL	0.898
3	Management of employees	ME	0.881
4	Organization glue	OG	0.894
5	Strategic emphases	SE	0.909
6	Criteria of success	CS	0.875
	OCAI	OCAI	0.978

The alpha coefficient for the first index for the questionnaire is 0.978, and the sub-indexes of this variable range from 0.809 to 0.909 which is very high and indicates high reliability. (Rotter, 1966, p. 80)[1]. So, the results confirm the reliability and consistency rate of each variable.

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

* Descriptive analysis

The next Table shows the statistical description related to the four alternatives to organizational culture (clan, adhocracy, hierarchy, and market) This table includes the maximum value, the minimum value, the arithmetic mean, and the standard deviation. The arithmetic mean for

each alternative represents the sum of the values of the six dimensions of that The alternative divided by six This table includes the answers of the research sample regarding the organizational culture currently prevailing in the organization and the preferred one in the future. In terms of the current culture of the organization, it is noted that the adhocracy culture has obtained the highest average (29.89) and (7.34) standard deviation. While the hierarchy culture got the lowest average of (21.12) and (6.50) standard deviation according to respondents' opinions. Moreover, in terms of the Preferred culture of the organization, it is noted that the market culture has obtained the highest average (28.32) and (6.90) standard deviation. While the hierarchy culture got the lowest average of (21.20) and (7.41) standard deviation according to respondents' opinions.

Table (10) Descriptive Analysis

#	Indicators	Min	Max	Mean	S.D.
1	Current Clan Culture (A)	0.00	40.0	20.37	7.29
2	Current Adhocracy Culture (B)	10.0	50.00	29.89	7.34
3	Current Market Culture (C)	10.00	48.33	28.32	6.43
4	Current Hierarchy Culture (D)	1.67	40.00	21.12	6.50
5	Preferred Clan Culture (A)	4.74	41.60	23.26	6.81
6	Preferred Adhocracy Culture (B)	8.84	45.10	27.22	6.84
7	Preferred Market Culture (C)	6.75	40.80	28.32	6.90
8	Preferred Hierarchy Culture (D)	7.29	42.81	21.20	7.41

(¹) Rotter, B. (1966). Generalized expectancies for internal vs. External Control of reinforcement. Pscylogical Monographs. 80, p 609.

* Diagnosing the organizational culture gap

The process of diagnosing the organizational culture gap of the researched organization includes three basic steps based upon the statistical description data shown in the previous table as follows:-

1- Measuring the current organizational culture of the researched organization: The data in the previous table that are only related to the current culture (A (Clan) = 20.37, B (Adhocracy) = 29.89, C (Market) = 28.61, D (Hierarchy) =21.20) are plotted on the (Four-Quadrant Plot) as shown in the next Figure. It is noted through the figure that the dominant culture in the researched organization is the Adhocracy culture (B), according the participants' opinions.

Figure (3) Measuring the current dominant culture
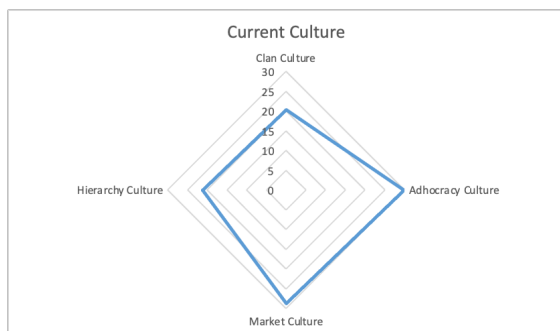
2- Measurement of the preferred culture in the future of the researched organization: in the light of the data shown in the previous table (which are only related to the preferred and desired cultur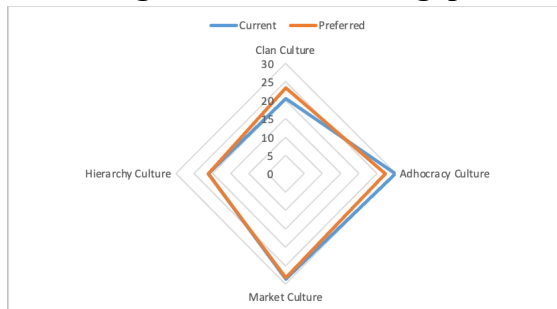e) (A (Clan) = 23.26, B (Adhocracy) = 27.22, C (Market) = 28.32, D (Hierarchy) =21.20) are plotted on the (Four-Quadrant Plot) as shown in the next Figure. It is noted through the figure that the dominant preferred culture in the future in the researched organizations is the market culture (C) according the participants' opinions.

Figure (4) Measuring the preferred culture in the future
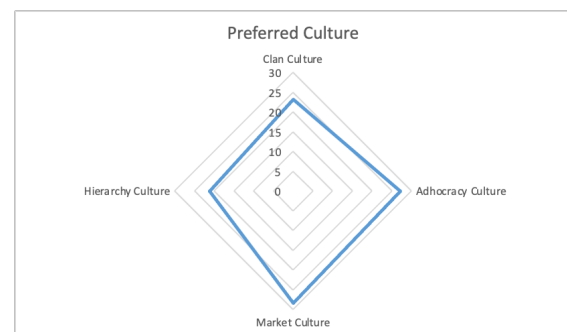
3- Determining the organizational culture gap: In the light of steps 1 and 2 above, the organizational culture gap of the researched organizations can be identified by drawing a Four-Quadrant Plot that combines the current prevailing culture in the organization and the preferred and desired future culture for the researched organization. The next Figure shows the organizational culture gap of the researched organization, as it notes that the gap, difference and deviation is mainly between the organization currently adopting an adhocracy culture while it needs to transform into market culture in the future to achieve their strategic objectives.

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Figure (5) Determining the organizational culture gap

* Conclusions

1- In light of the data of the confirmatory factor analysis related to the constructive validity of the research model, the Organizational Culture Assessment Instrument (OCAI) can be judged as a model with high credibility that can be applied in the Egyptian environment and similar environments.

2- The results of the statistical description showed that the research sample confirmed the adhocracy culture is the current prevailing one. Moreover, they emphasize the existence of values and beliefs that characterize the adhocracy culture within the researched organization. Its culture is characterized by dynamism and innovation, as its individuals take the initiative to take risks or to present new and creative ideas. It focusses on acquiring new resources, meeting challenges, trying new things, or exploring valuable opportunities.

3- The results of the statistical description also indicated that the clan culture got the lowest average for the current culture. In light of the answers of the research sample the interest in the human resource and work on its development is limited within the values and culture of the university in which they work. Business is not carried out within the scope of team spirit, consensus and participation, as working individuals often lack commitment, mutual respect and high trust.

4- The results of the research sample's answers indicated that the organization in which they work should seek to change the dominant culture because it is not suitable for the organization's future in order to achieve its strategic objectives. It has to shift from adhocracy to a market culture, as the focus will not remain internal, it will shift to external perspective and many private universities enter the educational market and there will be a more completion in the future. The change takes place on the level of transition from not just focusing on stability to excellence and creativity to external focus, efficiency, getting things done and, maximizing gain and profits. People must be more competitive and focused on goals achievement.

* Recommendations

Any successful change process undertaken by the organization needs an effectively planned and designed program in order to achieve the

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objectives of this change. The process of cultural change is an organizational change process, but of a special and difficult kind, as it needs the participation of all efforts from all parties within the organization regardless of their position and role.

In light of the above conclusions, the researched organization needs a process of cultural change during the next period of time. In order not to deviate from the scientific framework, such a change needs a comprehensive cultural change plan. Through the points below, the researchers will try to present a set of steps in order to make this change, and based on the recommendations made by the researchers towards any process of cultural change:

* **Initialization and preparation stage**

This stage includes four basic steps:-

1- Holding an expanded meeting at the level of the university council: Planning for a successful change process always begins at the top of the organization because it represents the thinking mind and the mastermind of its affairs. During this step, the president of the university should hold a special and expanded meeting of the university council that includes all the deans of the faculties, strategic departments, and other key persons within the university council. During this meeting, two main issues are discussed; the first is related to the results of the current research by examining the characteristics and nature of the currently dominant culture in the university, as well as discussing the characteristics and nature of the desired and preferred culture in the future in a detailed and expanded manner. During the meeting, an experienced team should be identified to follow up the implementation of the cultural change program within the university, called the cultural change team.

B- Holding a meeting at the college councils level: During the first meeting at the university level, it is agreed between the members of the university council to hold meetings at the college councils level. The aim of this meeting is to introduce the change program. It is planned to conduct and determine the state of psychological and emotional preparation for the direction of this change. The College Council directs the heads of departments to hold a meeting at the level of departmental councils. The scientific and administrative assistant in each college is also instructed to hold a meeting with the relevant departments under their organizational structure.

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C- Holding a meeting at the level of departments, divisions, and units: During this meeting, the current prevailing values are introduced which shapes the current culture in the college and the preferred and required values in the future in order to achieve the organizational strategic goals. It should also be reported about the organization's intention to conduct a comprehensive change program for the university's culture in solidarity.

D- Leadership development: Culture change does not happen unintentionally in organizations. It requires leaders who conscientiously and firmly navigate the change process. There are two essential points that must be taken into account, the first is to develop the current leaders and make sure that they accept the change program, and the second is to prepare and develop future leaders to work within this framework. Reinforcing the future cultural values of the university through the nomination and selection of qualified and appropriate individuals for the changes that will occur.

E- Providing the necessary resources: The process of cultural change needs financial, material and human resources to conduct it successfully. The team in charge of this program must prepare a plan and budget with these resources in order to provide them.

* Implementation Phase

After defining the process of cultural change to be carried out by the university, the implementation step follows. This step includes a set of sub-steps (Cameron 2004), which are the responsibility of each scientific department head, division or unit director, college dean, and the like:-

A- Clarifying the meaning: Each department head, division or unit director, or any other individual in the role of responsibility must clarify what should be changed in terms of values, beliefs, and philosophy, and what should not be changed. During the current research, we noticed that some cultural values will not be changed during the change program. Rather, there are some specific cultural values that will be changed.

B- Defining stories: Managers should use communications as an effective means to achieve successful change. The best communication tool within the scope of organizational culture is storytelling. For example, the preferred culture in the future for the university, the research community, is represented by the culture of the market. Therefore, managers have to tell stories that express the importance of the commitment and goal achievement element, the

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importance of caring for it, and how to adopt it. Such stories enhance the employees' awareness and prove their belief in the effectiveness of change.

C- Defining strategic initiatives: In order to remove or add some cultural values and beliefs to the researched organization, a process needs to carry out some activities and stop some activities. For example, if the university wants to promote the principles of participation and teamwork in its culture, it must initiate the issuance of instructions that emphasize the practice of activities collectively (approving committees) and not individually. opinion of supervisors before making a decision.

D- Defining small wins: the authorities responsible for the process of cultural change need to start looking for the easy things in change in order to motivate workers and encourage them to make complex and major changes in their values and beliefs.

E- Adopting measures and standards: Managers must set a number of criteria, measures and standards to determine the success of some change activities during each period.

* Follow-up and implementation phase

This phase includes the cultural change team, which was prepared in advance, to follow up and monitor the steps of the cultural change process in the university. This process requires the adoption of standards, whether the goals that have been planned or comparison with other parties. In light of this, the team identifies cases of deviation and indicates their causes and methods of remedy and correction.

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