Foundation Workshop

Changing the World - One Organization at a Time
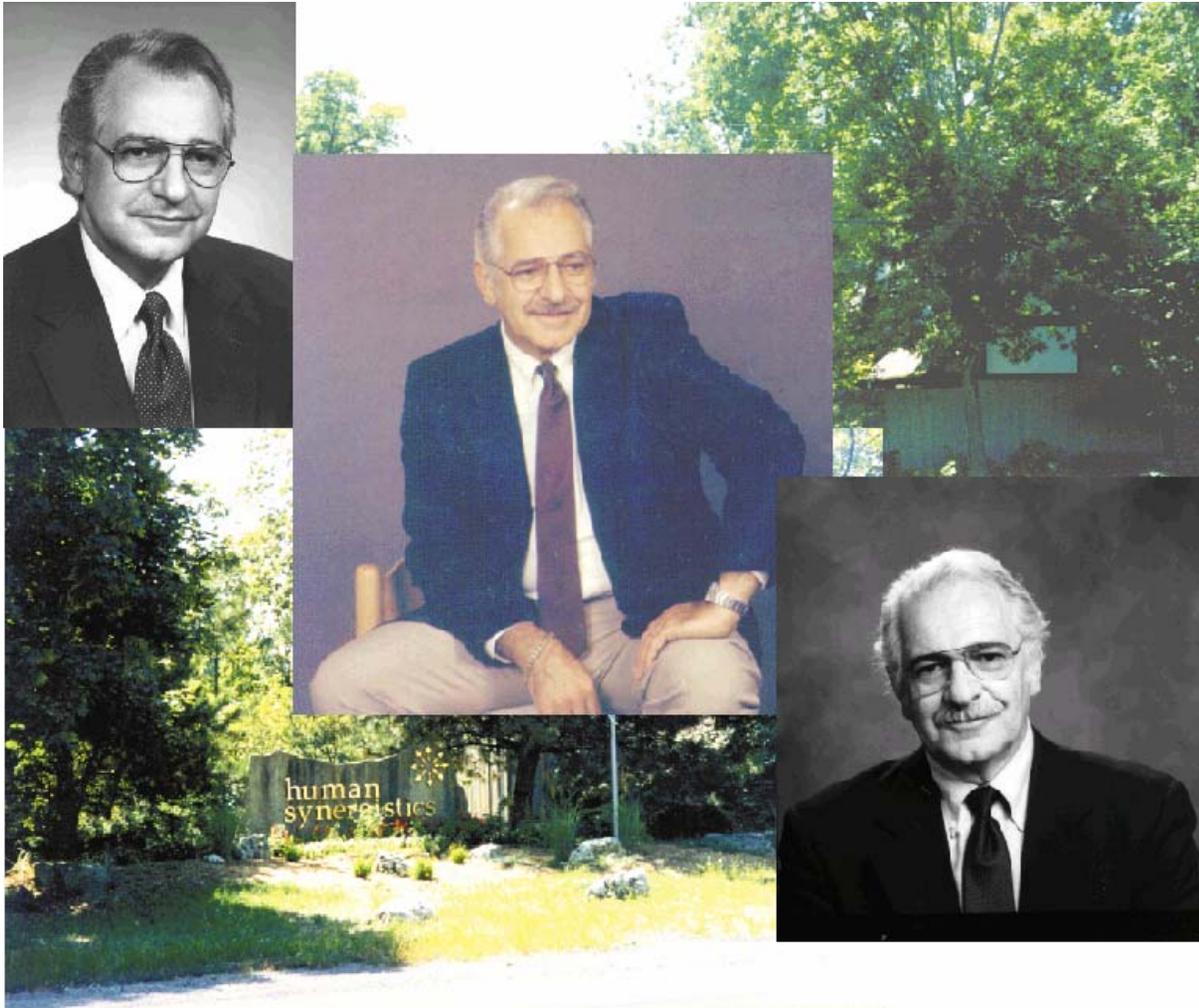
Cable Clarke & Chad Perry

Human Synergistics International

human synergistics
INTERNATIONAL

Human Synergistics International is a world leader in the research, design and publication of statistically reliable and valid psychometric instruments used to measure individual, group and organizational effectiveness.

Headquarters - Plymouth, Michigan

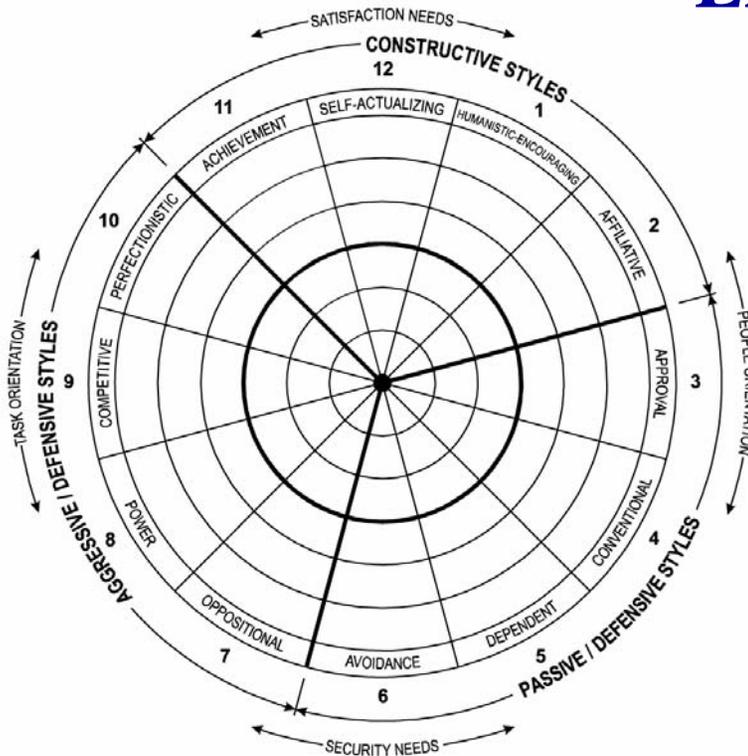**Dr. J. Clayton Lafferty - Founder 1928 - 1997**

Founded 1970.
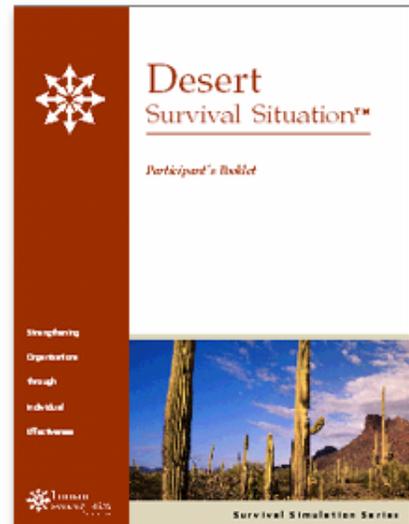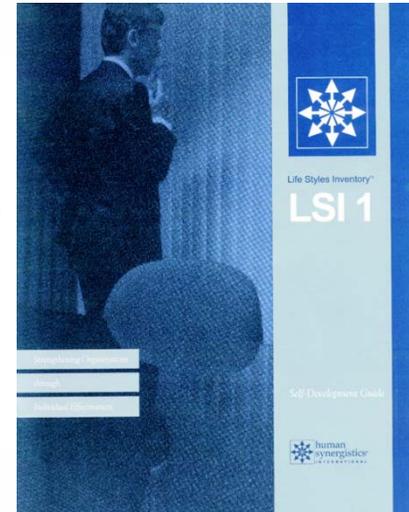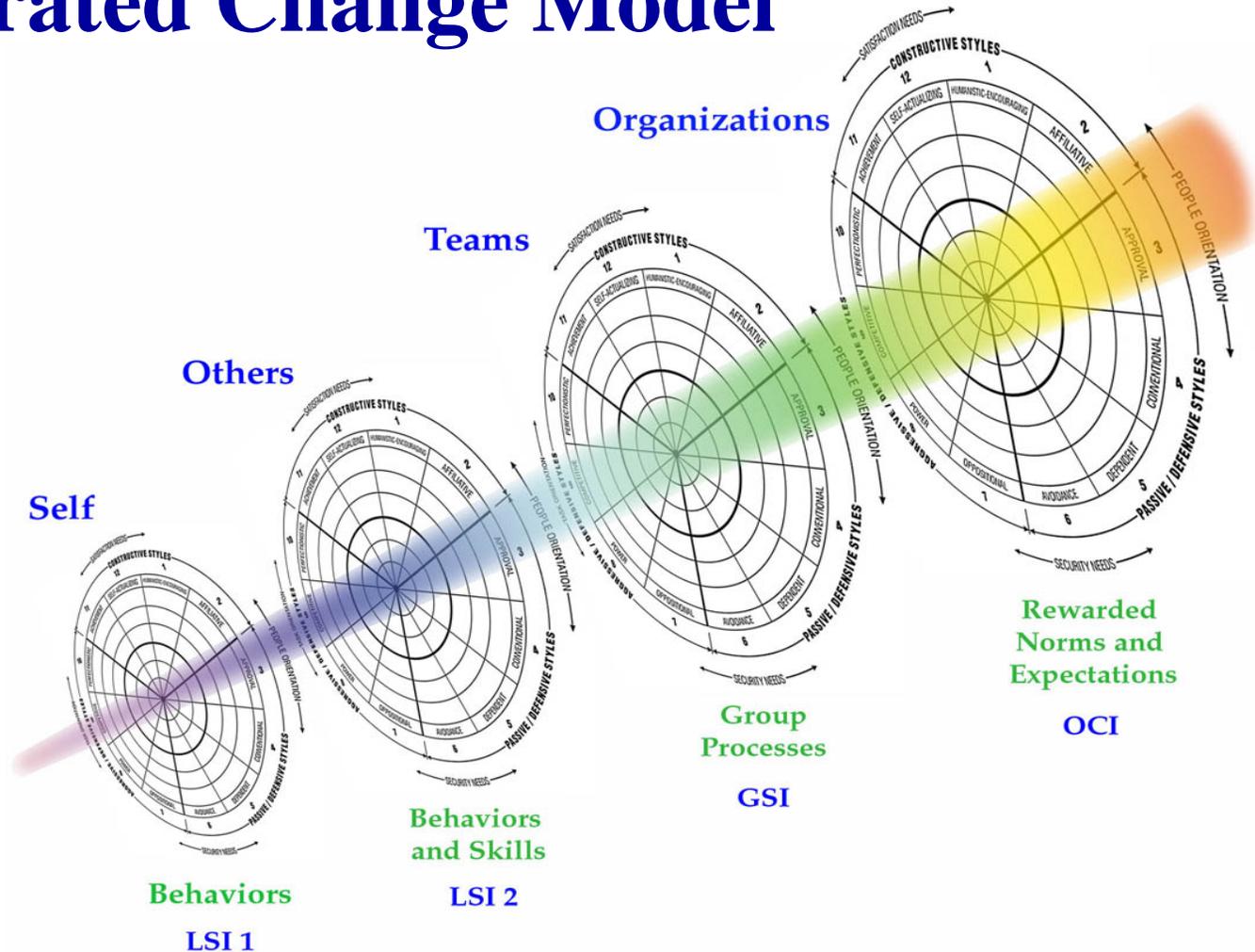
Moved to current location 1971

The Circumplex

Life Styles Inventory

Desert Survival

Integrated Change Model

Organizations

Teams

Others

Self

Behaviors

LSI 1

Behaviors and Skills

LSI 2

Group Processes

GSI

Rewarded Norms and Expectations

OCI

Human Synergistics Integrated Change Model

In the development of this system, we were deeply influenced by the ideas and research of, at least, these following people:

John L. Austin	Norman R.F. Maier
Robert Carkhuff	Abraham Maslow
Albert Ellis	David C. McClelland
Karen Horney	Julian Moody
Earl Kelly	Carl Rogers
Timothy Leary	Henry Stack Sullivan
Kurt Lewin	Rensis Likert

John Langshaw Austin
1911-60

John Langshaw Austin (1911-60), British philosopher, one of the prominent figures in 20th-century analytic and linguistic philosophy. Born in Lancaster, England, he was educated at the University of Oxford. After serving in British intelligence during World War II, he returned to Oxford and taught philosophy until his death.

Austin viewed the fundamental philosophical task to be that of analyzing and clarifying ordinary language. He considered attention to distinctions drawn in ordinary language as the most fruitful starting point for philosophical inquiry. Austin's linguistic work led to many influential concepts, such as the performative function of language. This arose from his observation that many utterances are the performance of some act rather than a report of its performance. Seven of his essays were published during his lifetime. Posthumously published works include Philosophical Papers (1961), Sense and Sensibilia (1962), and How to Do Things with Words (1962).


Dr. Abraham Maslow
1908 - 1970

In 1951, Maslow served as the chair of the psychology department at Brandeis for 10 years, where he met Kurt Goldstein (who introduced him to the idea of self-actualization) and began his own theoretical work. It was also here that he began his crusade for a humanistic psychology -- something ultimately much more important to him than his own theorizing.

Theory

One of the many interesting things Maslow noticed while he worked with monkeys early in his career, was that some needs take precedence over others. Maslow took this idea and created his now famous **hierarchy of needs**. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualize the self, in that order.
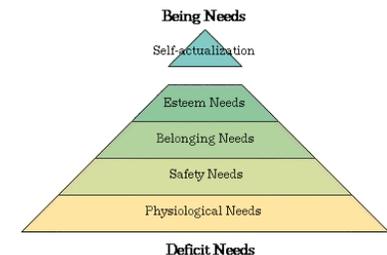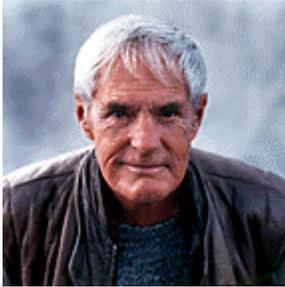
Dr. Timothy Leary
1920 - 1996

His books and papers as a psychologist in the l950s helped launch the emerging "Humanistic Psychology" movement with an emphasis on interpersonal relationships, multilevel personality assessments, group therapy, body/mind interaction, and a libertarian redefinition of the doctor-patient relationship.

His early work in psychology included interpreting the self-dynamic personality models of **Henry Stack Sullivan**, as discussed in Maps of the Mind by Charles Hampden-Turner. Shades of Sullivan's work influenced Leary's later major theoretical work known as the **Eight Circuit Model** regarding the evolution of consciousness (see Info-Psychology). This theory has been interpreted and embellished by Robert Anton Wilson, Antero Alli and others.

"Women who seek to be equal
with men lack ambition."
Timothy Leary

Dr. Carl Rogers
1902 - 1987

Roger's theory is a clinical one, based on years of experience dealing with his clients. He has this in common with Freud, for example. Also in common with Freud is that his is a particularly rich and mature theory -- well thought-out and logically tight, with broad application.

Not in common with Freud, however, is the fact that Rogers sees people as basically good or healthy -- or at very least, not bad or ill. In other words, he sees mental health as the normal progression of life, and he sees mental illness, criminality, and other human problems, as distortions of that natural tendency.

The entire theory is built on a single "force of life" he calls **the actualizing tendency**. It can be defined as the built-in motivation present in every life-form to develop its potentials to the fullest extent possible !

Dr. Albert Ellis
1913

Dr. Albert Ellis first articulated Rational Emotive Behavior Therapy (REBT) in 1955. REBT is a humanistic, action-oriented approach to emotional growth which emphasizes individuals' capacity for creating their own emotions; the ability to change and overcome the past by focusing on the present; and the power to choose and implement satisfying alternatives to current patterns.

Dr. Karen Horney
1885 - 1952

Horney's theory is perhaps the best theory of **neurosis** we have. First, she offered a different way of viewing neurosis. She saw it as much more continuous with normal life than previous theorists. Specifically, she saw neurosis as an attempt to make life bearable, as a way of "interpersonal control and coping." This is, of course, what we all strive to do on a day-to-day basis, only most of us seem to be doing alright, while the neurotic seems to be sinking fast.

In her clinical experience, she discerned ten particular patterns of neurotic needs. They are based on things that we all need, but they have become distorted in several ways by the difficulties of some people's lives:

Harry Stack Sullivan M.D.

1892-1949

To Sullivan, the critical consideration in understanding personality is interpersonal relations – relationships between a person and each other important person in his or her life.

Sullivan held that all of our needs and development occur in relational dyads, beginning with a *mothering* two-person relationship and culminating in our selection of a sexual partner. He believed we have as many personalities as we have interpersonal relationships. Together with this idea, de defined **personality** as the relatively enduring pattern of recurrent interpersonal situations, which characterize a human life. He perceived himself as a psychoanalyst, but like others, baked away from Freud's psychosexual ideas. We get the term **significant other** (SO) from Sullivan, which he defined as those people who are most meaningful in our lives. It is self-defined. Sullivan believed that without SOs, there could be no development of a **self-system** – a part of personality that is entirely born out of influences of SOs on our feelings of well-being. These SOs may be real or imaginary. Either way, they influence our self-esteem either positively or negatively. Ex. John Hinckley, who attempted to assassinate President Reagan

Similar to Freud's idea of tension among the three structures of personality, Sullivan held that in personality development, we must learn to reduce two tensions:
1. **physical needs** – just like Freud's idea of hunger, thirst and sex
2. **interpersonal anxiety** – a tension that is alleviated in relationships with SOs or in feelings of well-being.
These needs seek *satisfactions,* such as oxygen, food, water, warmth, comfort, etc.

Sullivan adopted Horney's idea that infants are born powerless and therefore dependent upon others for security. To Sullivan, this dependency revolves around a **mothering one** – a significant relatively adult personality whose cooperation is necessary to keep the infant alive. This may or may not be a biological mother. The mothering one addresses the infant's **need for tenderness** – refers to relief from various tensions; not just love per se.

Dr. Kurt Lewin
1890 - 1947

Kurt Lewin is universally recognized as the founder of modern social psychology. He pioneered the use of theory, using experimentation to test hypotheses. He exposed the world to the significance of an entire discipline--group dynamics and action research.

Unlike other philosophers, Lewin conducted many "action field research" studies to understand social problems. His concept of "field theory" developed from this approach with its assertion that human interactions are driven by both the people involved and their environment. Lewin focused particularly on the interactions among races and the influences that affect inter-group and intra-group relations. Ultimately, he wanted to identify the factors that could make diverse communities function without prejudice and discrimination. Another area of his research was in pursuit of finding out why groups are so unproductive.

Kurt Lewin is perhaps best-known for developing Force Field Analysis, using Force Field Diagrams. The classic force field diagram helps a group picture the "tug-of-war" between forces around a given issue. Usually, there is a planned change described at the top, and two columns below. Driving forces are listed in the left column, and restraining forces in the right column. Arrows are drawn towards the middle. Longer arrows indicate stronger forces. The idea is to understand and make explicit all the forces acting on a given issue.

Kurt Lewin was one of the first to conduct a systematic analysis of an issue fundamental to social and personality psychology, namely the relative contributions of personality and social environment to human behavior. Additionally, Lewin strongly emphasized the complementarily of basic and applied research.

Rensis Likert

1903–81

Early in his tenure at the Division of Program Surveys, Likert realized that more reliable methods for obtaining information from individual respondents were required. The standard practice of the day among government agencies was to use a reporting form that specified only the types of information desired; interviewers were given free rein to ask whatever questions they thought best to obtain that information. This uncoordinated practice of interviewing was highly susceptible to interviewer bias. To avoid or reduce such bias, the Division of Program Surveys adopted formalized questionnaires that interviewers were instructed to follow without deviation. Likert also introduced the concept of open-ended questions as part of these interviews. In contrast to forced-choice questions which offer a limited set of response options, this approach allows the respondent to answer the question in his or her own words. These and other interview techniques pioneered by Likert have since become standard practices for survey research (Campbell 1988).

In 1946 the University of Michigan extended and Likert accepted an offer to establish an interdisciplinary institute for research in the social sciences. Likert used this opportunity to found the Institute for Social Research (ISR). He directed the ISR until his retirement. Although the ISR was not the first such institute in the United States, its structure and interdisciplinary approach distinguished the ISR from those that preceded and followed it (Campbell 1988). To achieve cross-disciplinary involvement, the ISR was located administratively outside the established schools and departments of the University of Michigan. The members of the ISR's research staff held their primary appointments within the institute, rather than the teaching departments of the university.

Dr. Rob Cooke

Robert A. Cooke is Associate Professor of Management at the University of Illinois at Chicago where he teaches Organizational Behavior and Human Resource Management. He is also Director of Human Synergistics/Center for Applied Research in Arlington Heights, Illinois. Cooke was previously an Associate Research Scientist at the University of Michigan's Institute for Social Research and a Visiting Scholar at Stanford University. He received his Ph.D. in Organization Behavior from the Kellogg Graduate School of Management, Northwestern University.

Cooke has served as Principal Investigator or Study Director on numerous research projects on organizational behavior and management, change and innovation, and human subject experimentation. His research has been supported by such agencies as the National Science Foundation, the U.S. department of Labor, the National Center for Health Services Research, the National Institute of Education, and the National Commission for the Protection of Human Subjects. He has also conducted applied survey research projects for various corporations and government agencies including Ford Marketing Institute, U.S. Department of Agriculture, Merck & Company, the Federal Aviation Administration, and the Michigan Department of Mental Health.

Among his awards and honors, Cooke has been a National Defense Educational Act Scholar, a Commonwealth Edison Fellow, and a Rockefeller Foundation Fellow; his research has been selected for the William Davis Memorial Award for outstanding scholarly research and the Douglas McGregor Memorial Award for Excellence in the Applied Social Sciences.

S + T = R Process

Stimulus   +   Thought   =   Response

- Event
- Circumstance
- Situation

- Conscious
- Unconscious

- Appropriate
- Inappropriate

How we think about/interpret situations influences our reaction/response.

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Life Styles Inventory (LSI)

- Measures a current level of effectiveness based on 12 specific patterns or "styles" of thinking, behaving, and interacting

- Identifies strengths, as well as areas that need to be developed

- Creates awareness of constructive behavior

Norming Base for LSI

- 9,207 adult males and females

- Represents several levels within various organizations, organizations of all sizes, a wide range of ages and levels of education

- Includes CEO's, managers, division/department heads, supervisors, sales professionals, medical personnel, educational personnel, accountants, bankers, consultants

The Circumplex
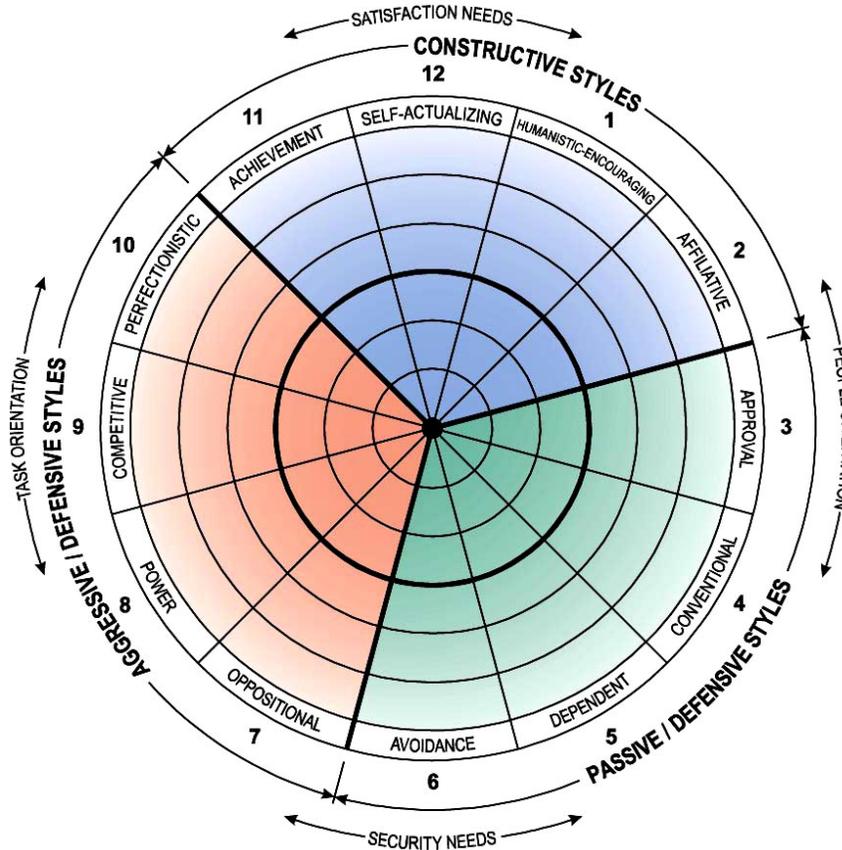
Satisfaction vs. Security Needs
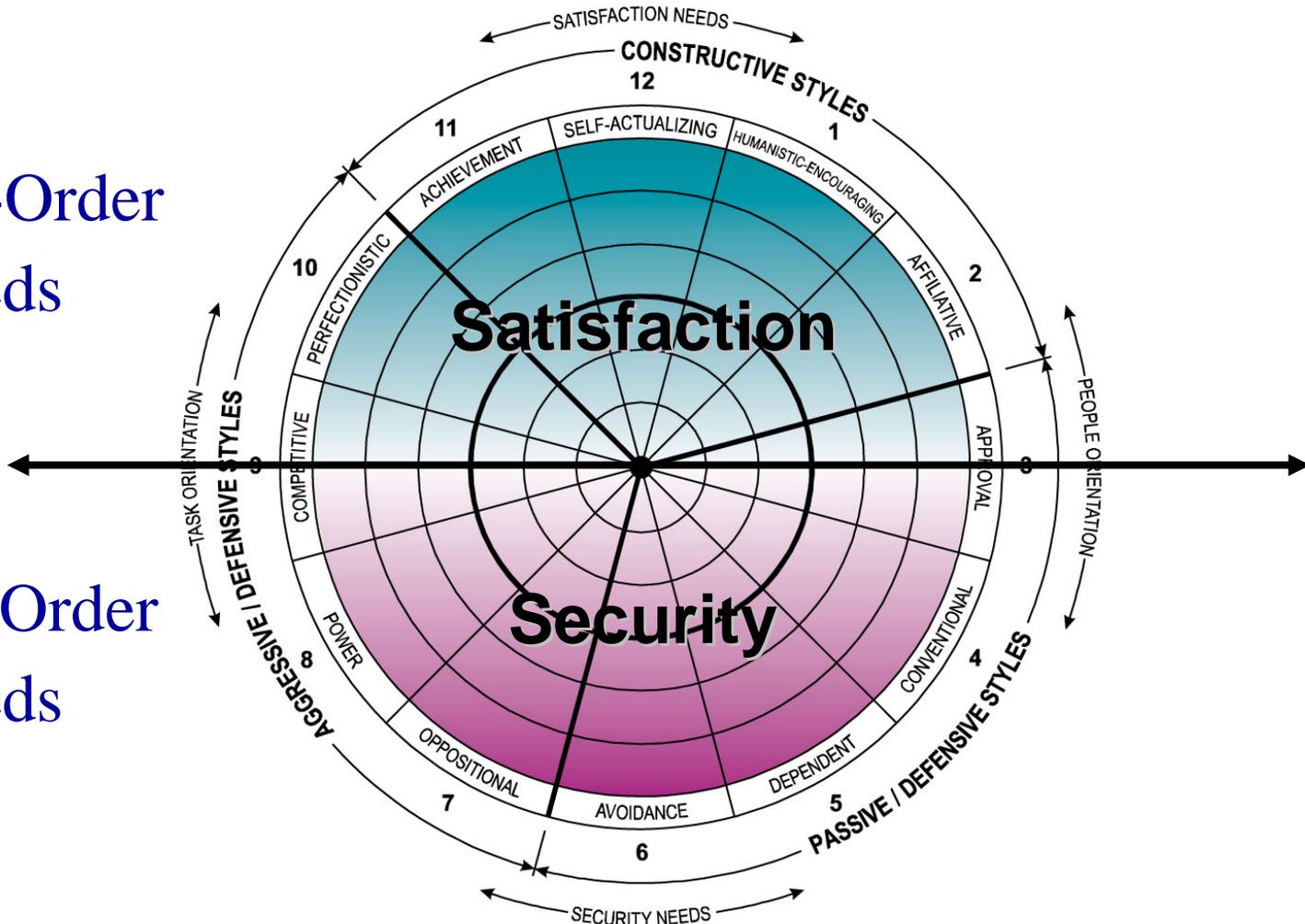
Higher-Order

Needs

Lower-Order

Needs

Task vs. People Orientation
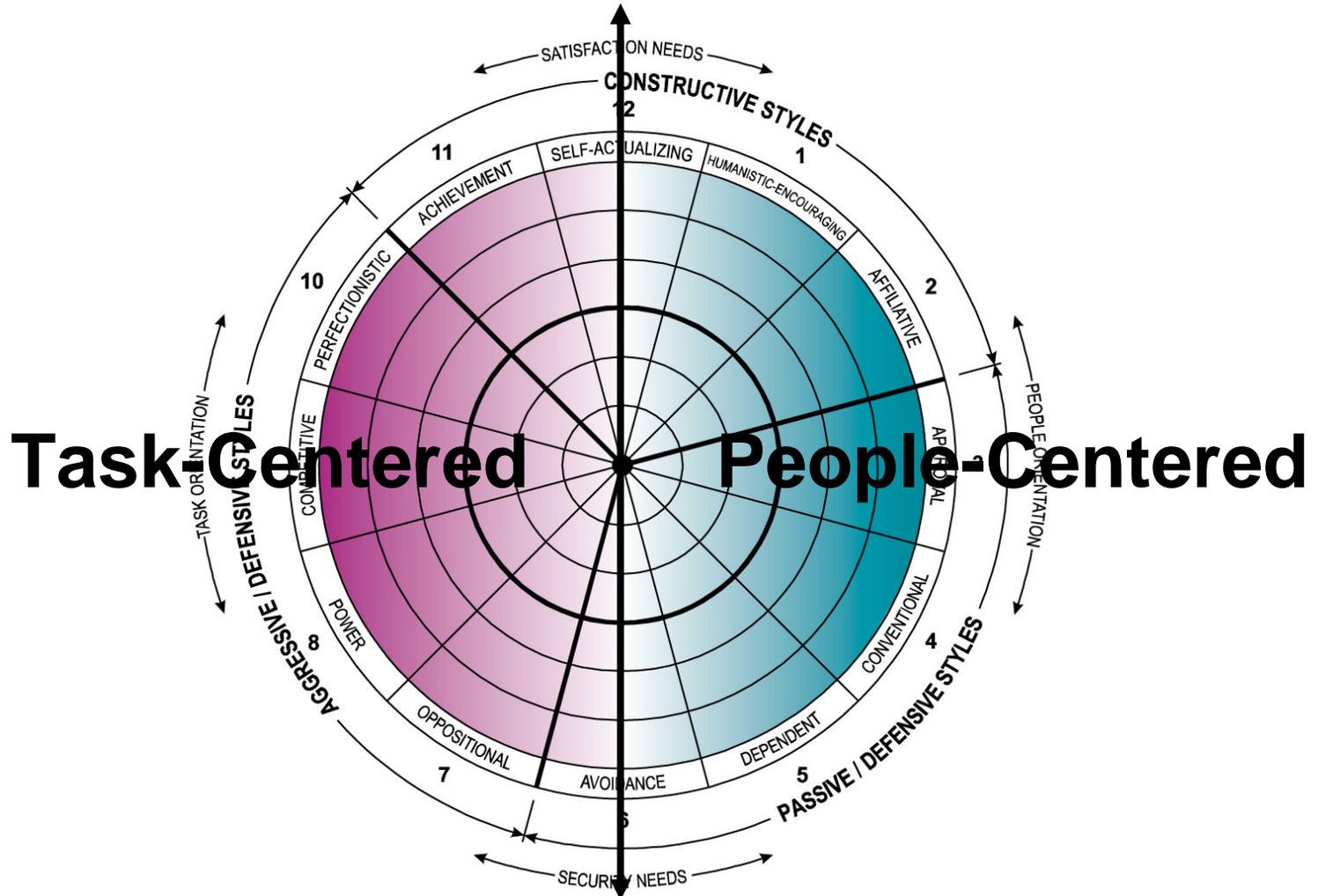
The Passive/Defensive Styles

- Approval
- Conventional
- Dependent
- Avoidance

Interacting with *people* in ways that will not threaten their own *security*.
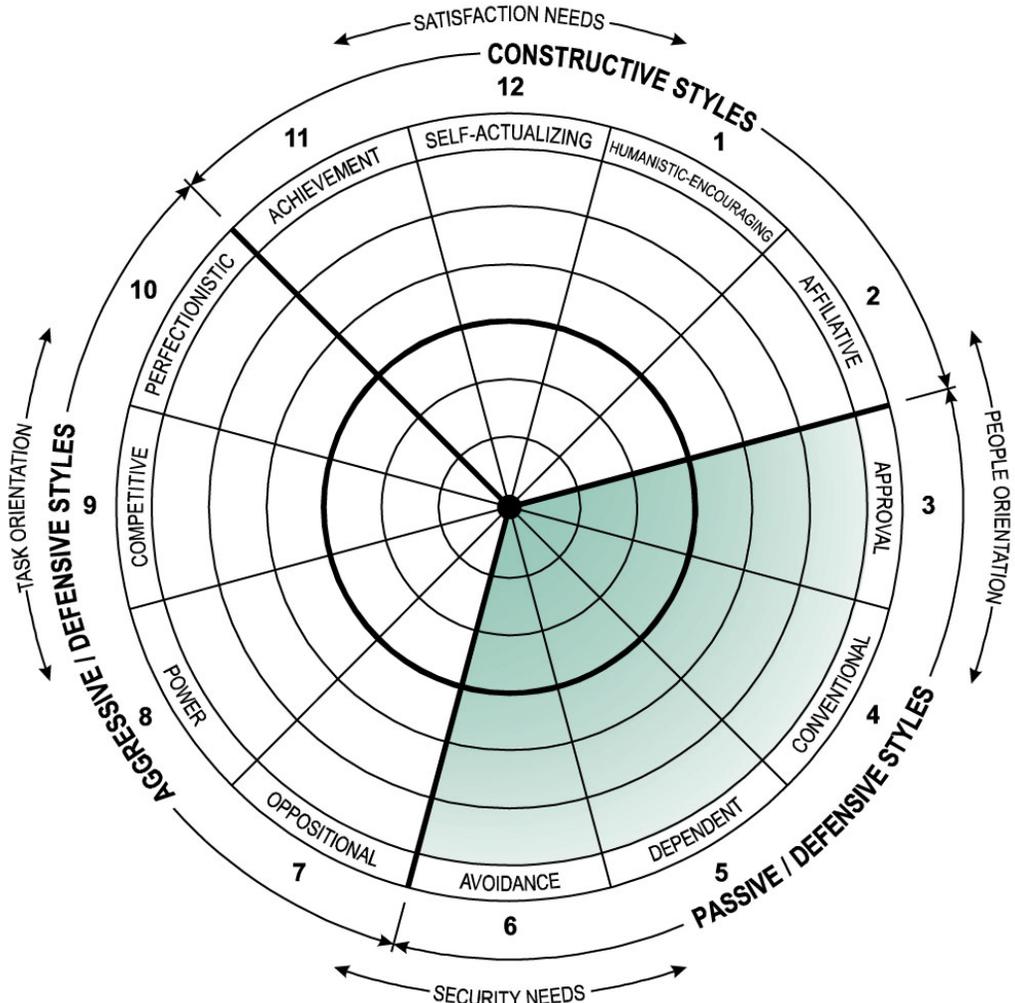
The Aggressive/Defensive Styles

- Oppositional
- Power
- Competitive
- Perfectionistic

Approaching *tasks* in forceful ways to protect their status and *security*.
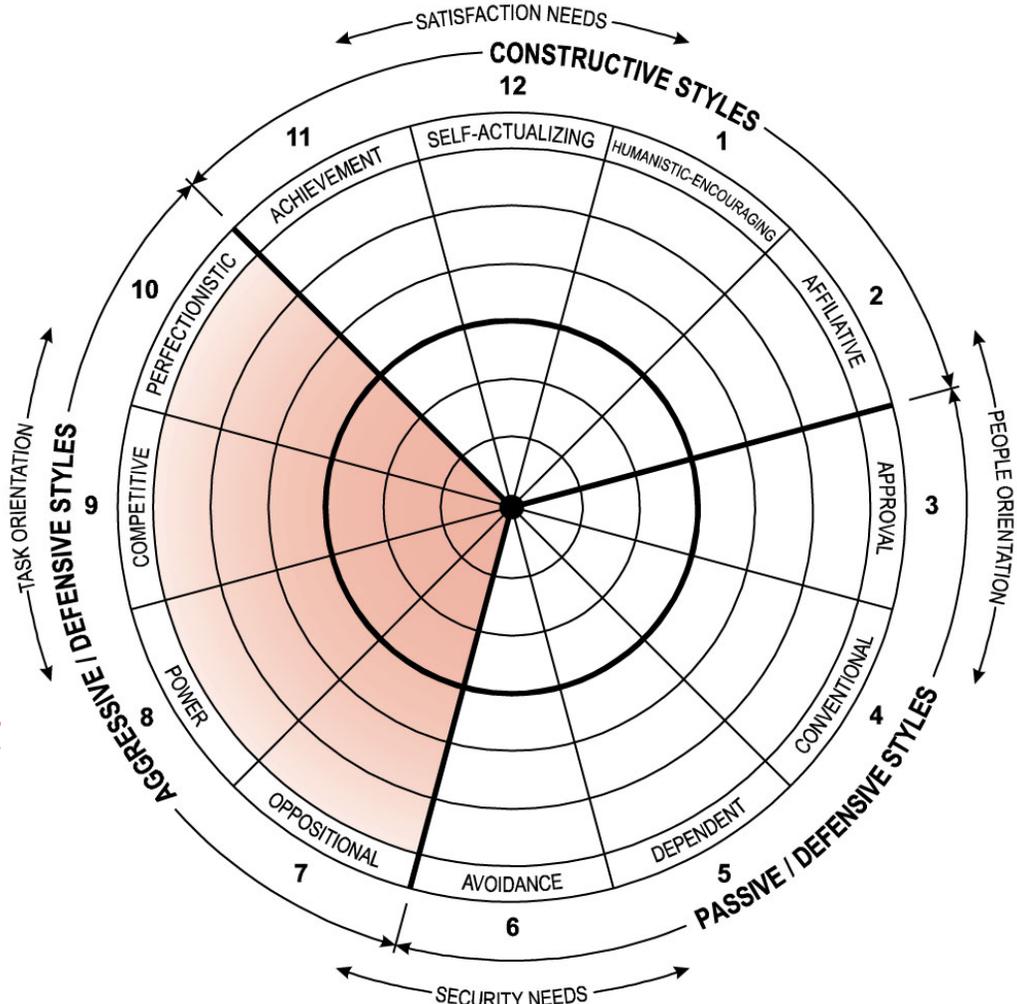
The Constructive Styles

- Achievement
- Self-Actualizing
- Humanistic-Encouraging
- Affiliative

Interacting with others and approaching tasks in ways that will help them to meet their higher-order *satisfaction* needs.
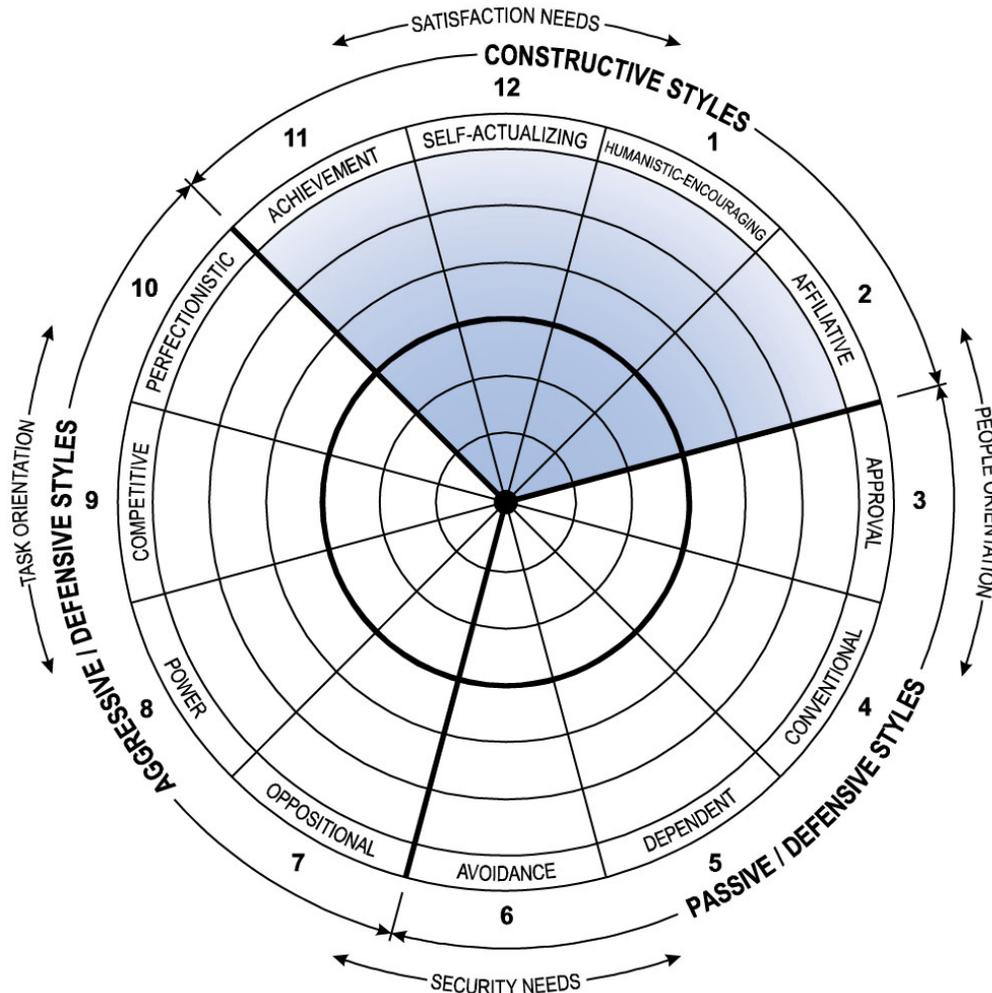
Percentile Scores
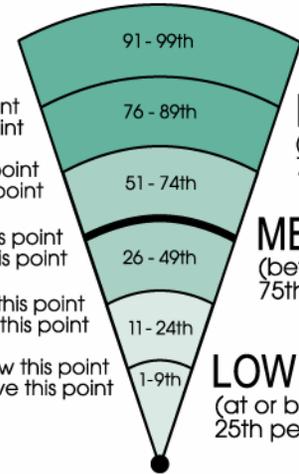
Approval

Characterized by:

- Being compliant

- Avoiding conflict, negotiation and confrontation

- Can lead to indecisiveness, procrastination, and failure to take action
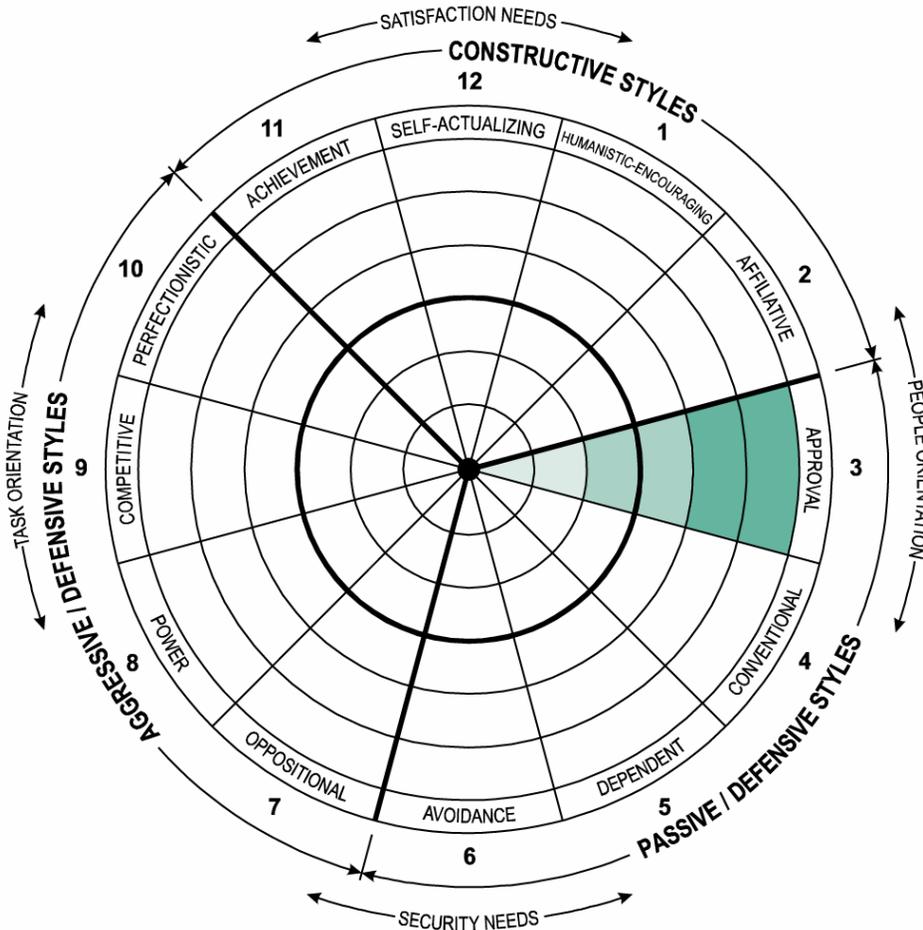
Conventional

Characterized by:

- Doing things in established, accepted ways (safe)

- Making rules more important than ideas

- Lacking creativity and imagination
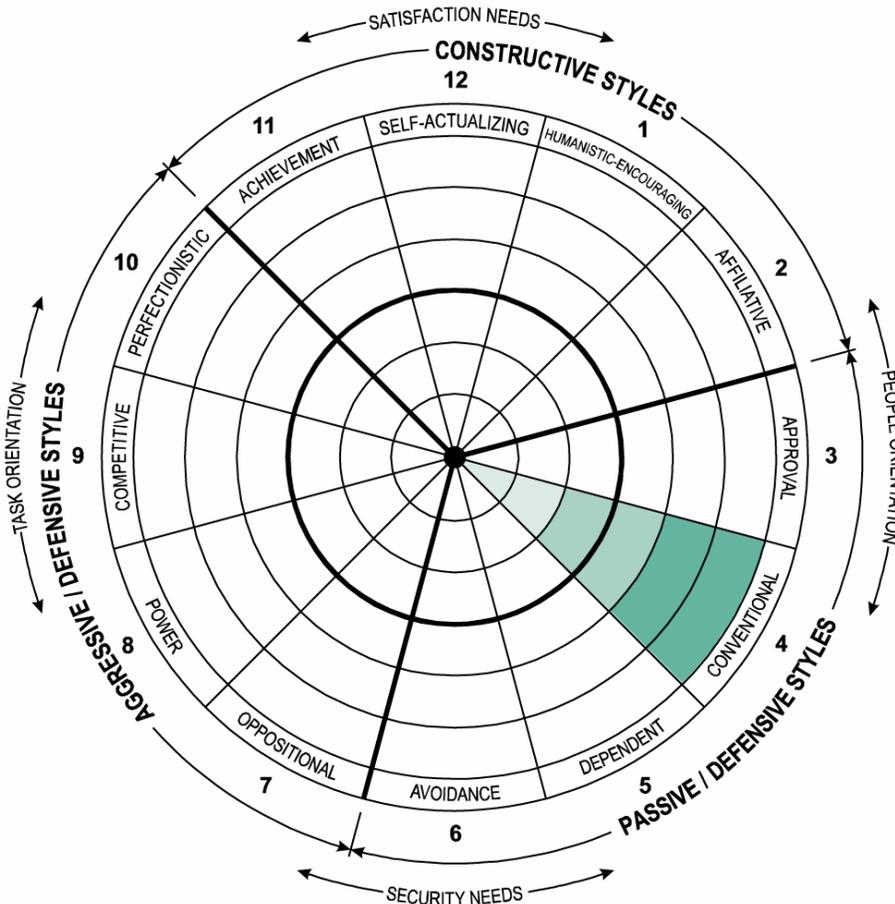
Dependent
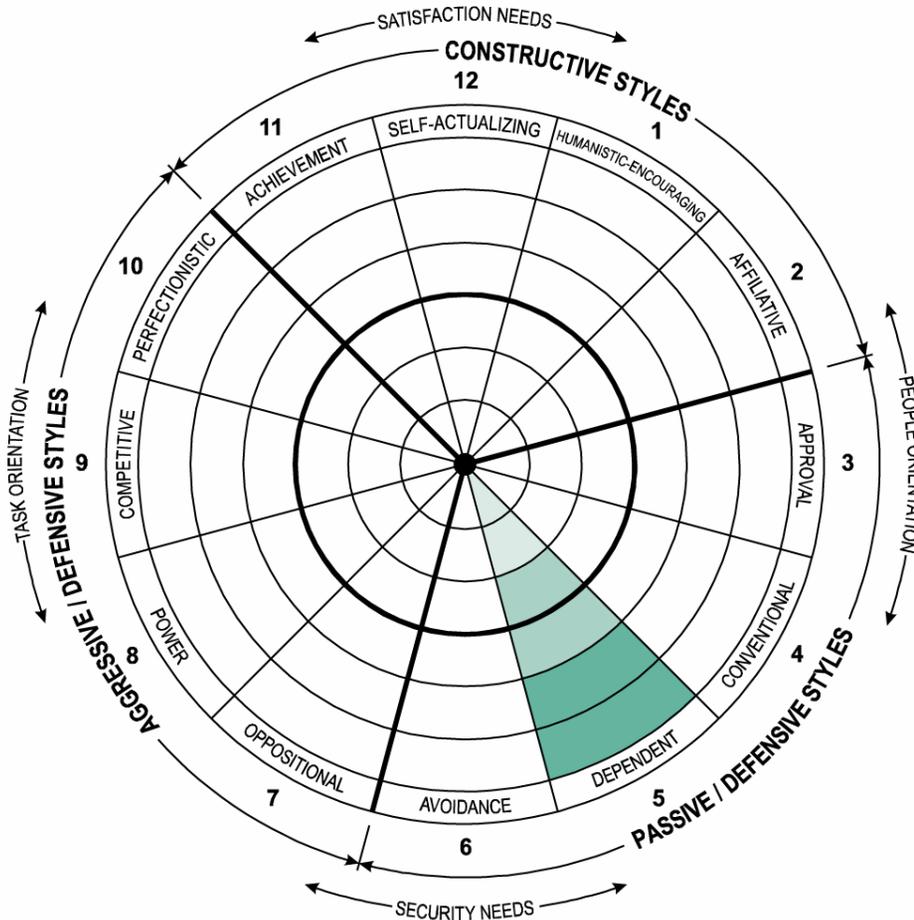
Characterized by:

- Being predictable

- Easily influenced by others

- Content to let others lead and direct them

Avoidance
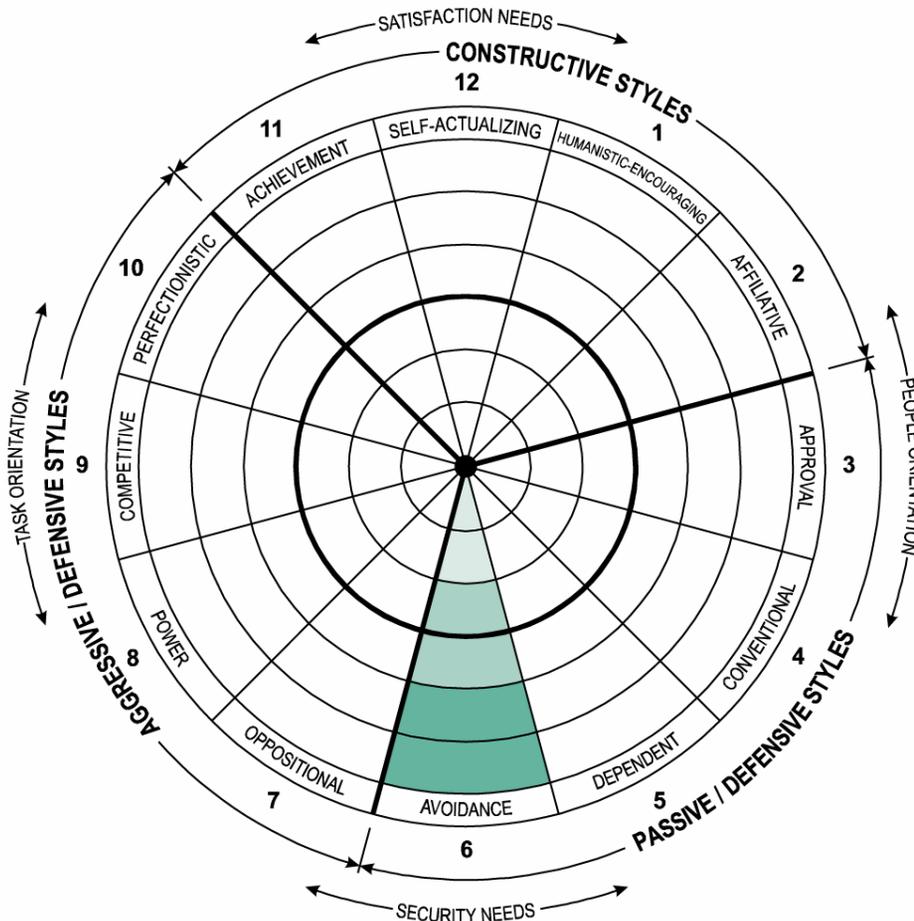
Characterized by:

- A tendency to withdrawal from what is threatening

- Tend to focus on own shortcomings

- Overly critical of self

Oppositional
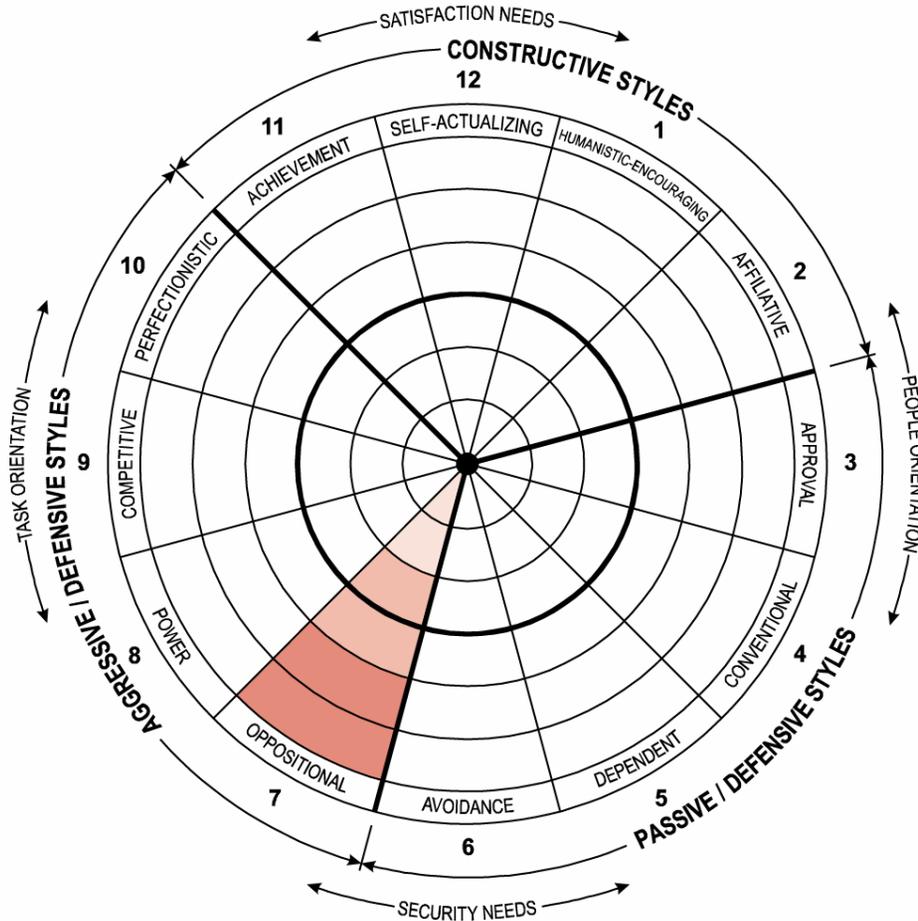
Characterized by:

- Defensiveness in the face of criticism

- Striving to be seen as superior

- Looking for flaws in everything

Power
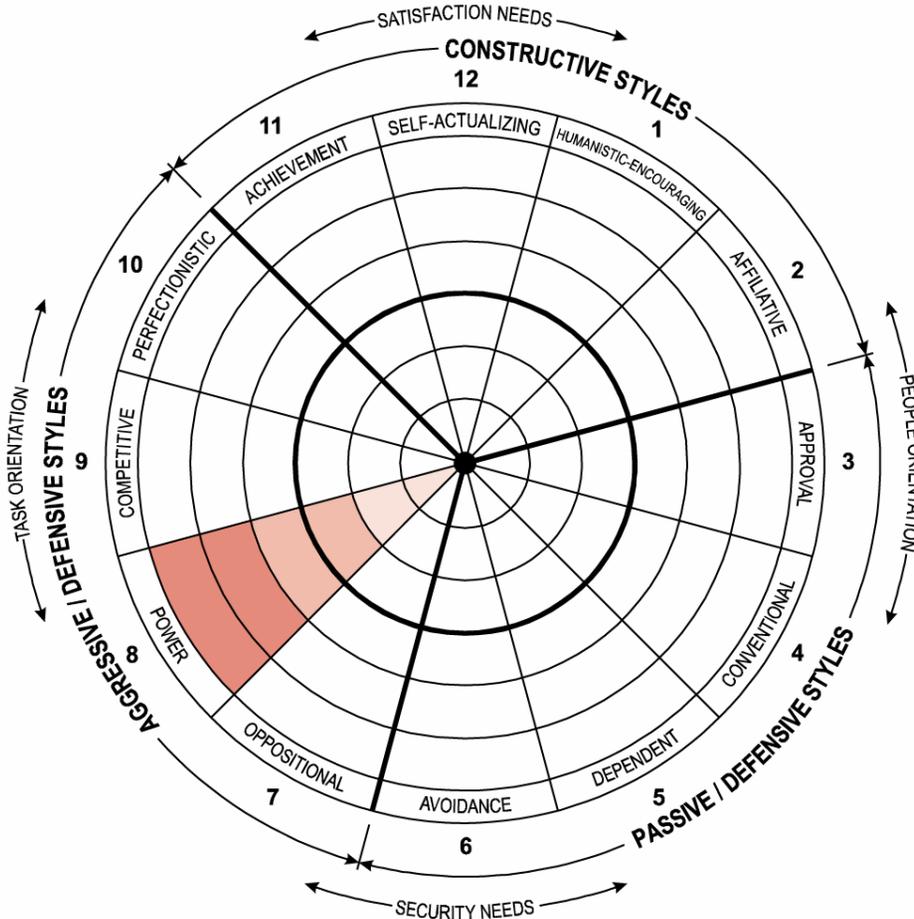
Characterized by:

- Lack confidence in others

- Belief that force, intimidation, and coercion are necessary to get results

- Needing to be "in charge" at all times

Competitive

Characterized by:

- Win / Lose Mentality

- Needing to be seen as "better" than anyone else

- Constantly comparing themselves to others
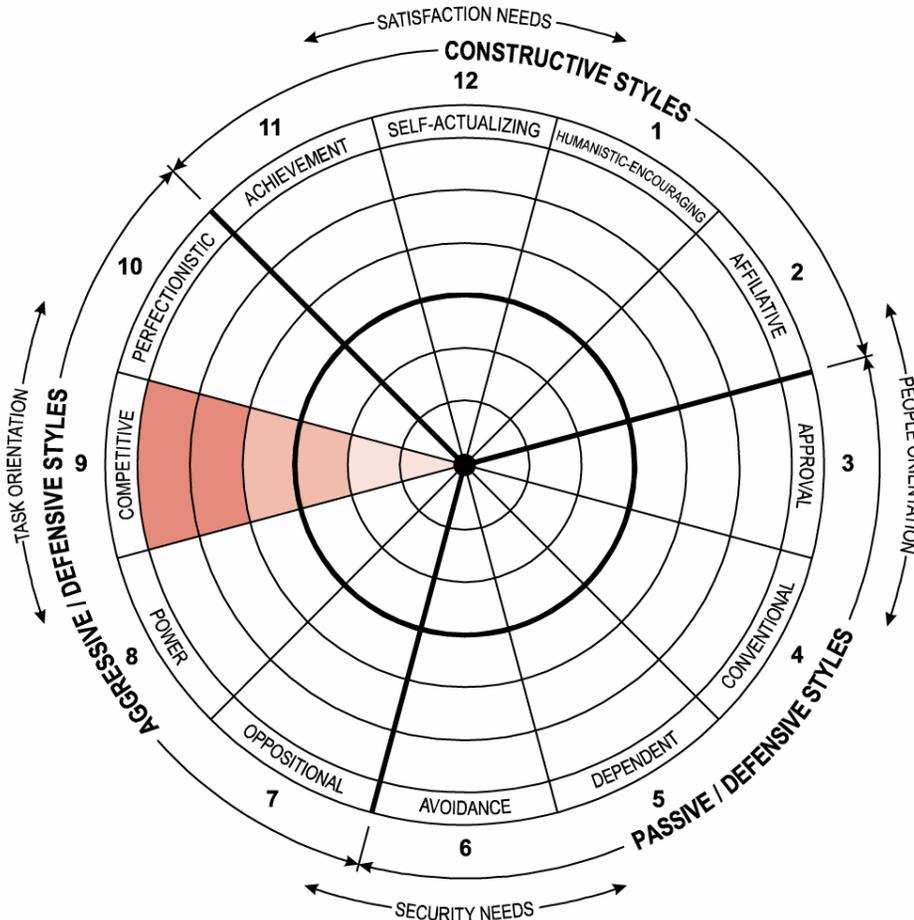
Perfectionistic
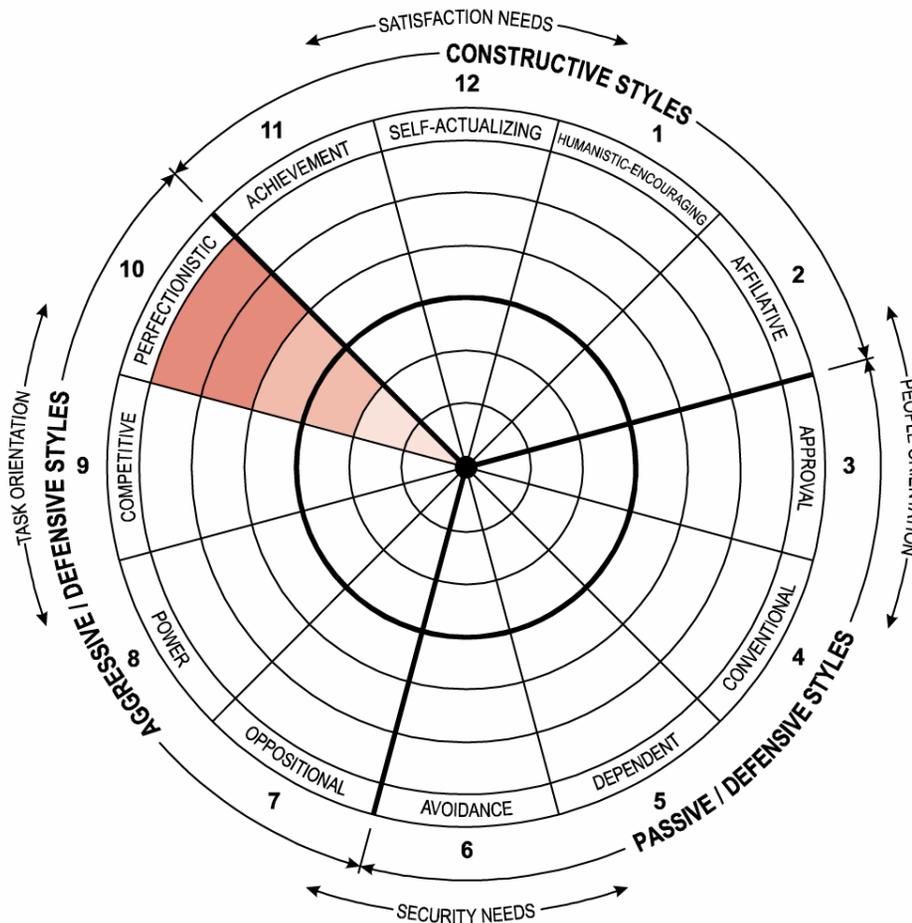
Characterized by:

- Intense need to achieve "flawless" results

- Set unrealistically high goals

- Overly demanding on self and others

Achievement

Characterized by:

- Interest and ability to attain high-quality results

- Skilled problem solvers, effective planners, and enthusiastic doers

- Thrive on accomplishing goals
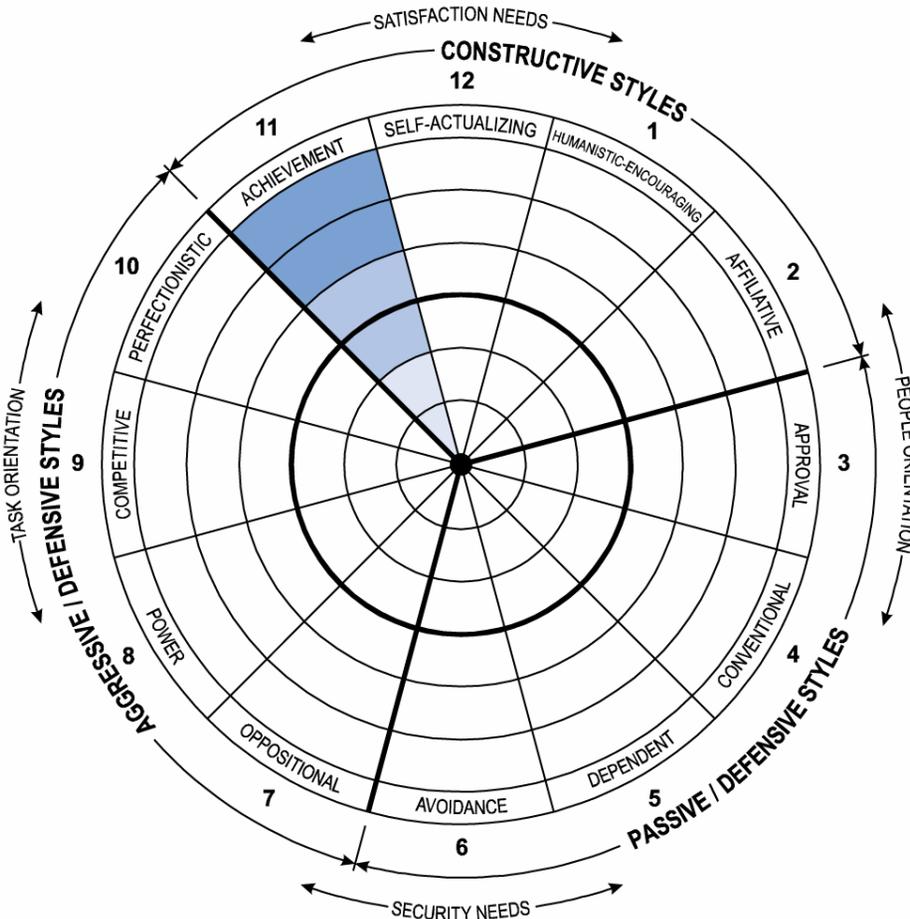
Self-Actualizing
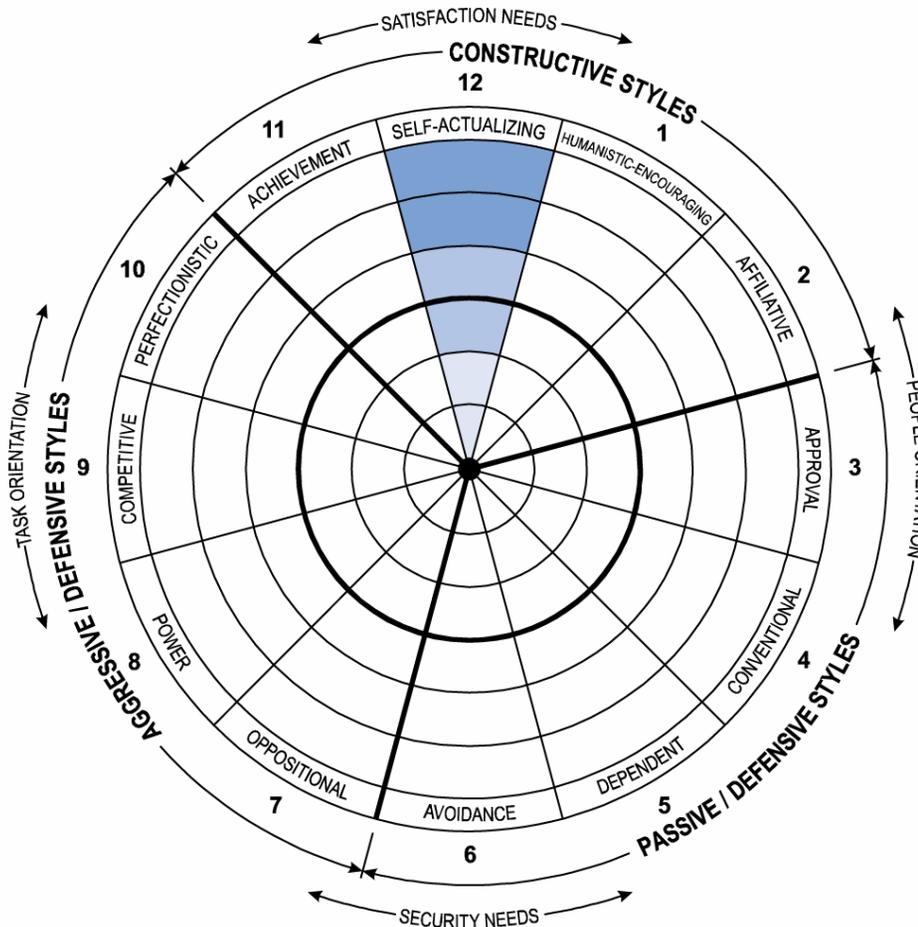
Characterized by:

- Highly innovative and creative

- An unconventional, yet fulfilling approach to life

- Strong acceptance of self and of others

Humanistic-Encouraging
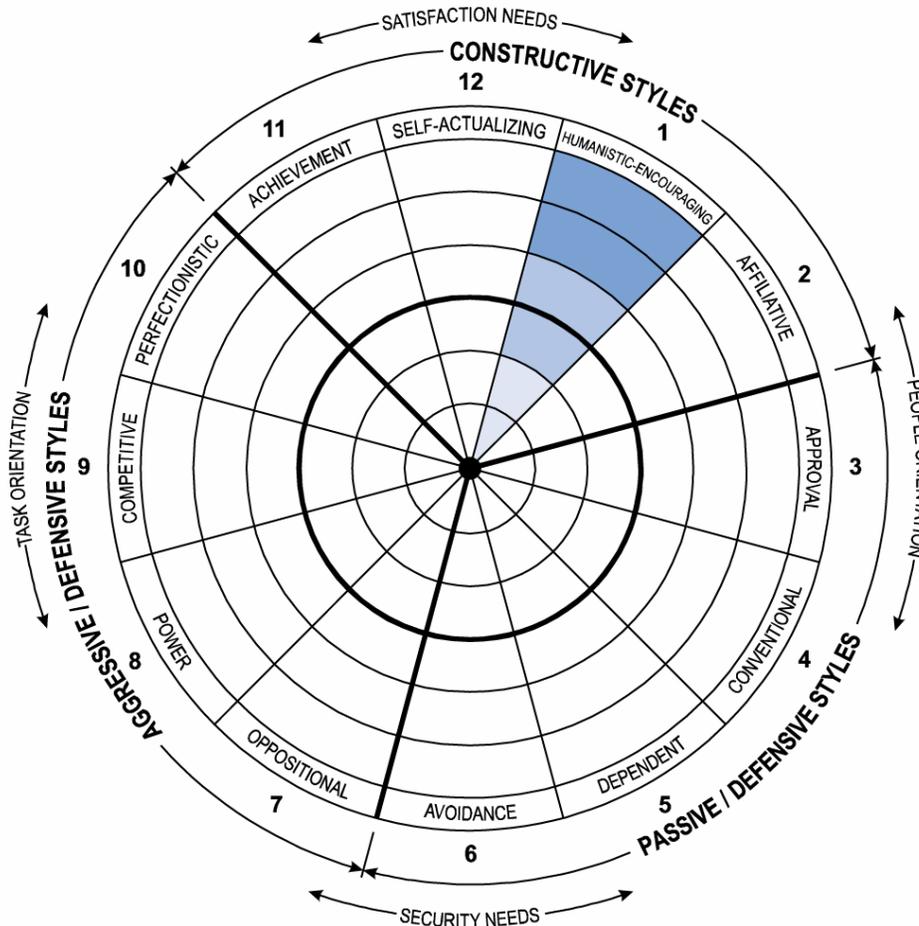
Characterized by:

- Interested in the growth and development of others

- Willing to take time with people

- Coach / Mentor

Affiliative
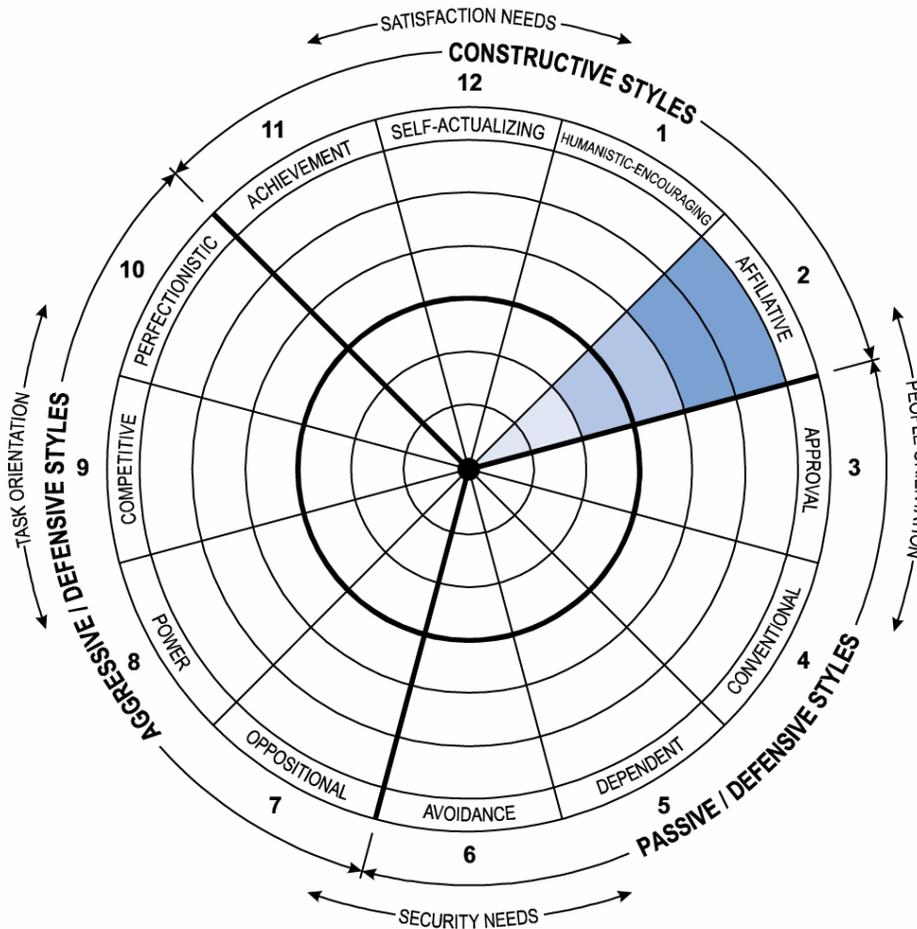
Characterized by:

- Desire for social interaction and interpersonal contact

- Enjoy being in the company of others

- Value relationships and their ability to sustain them

Achievement / Dependent
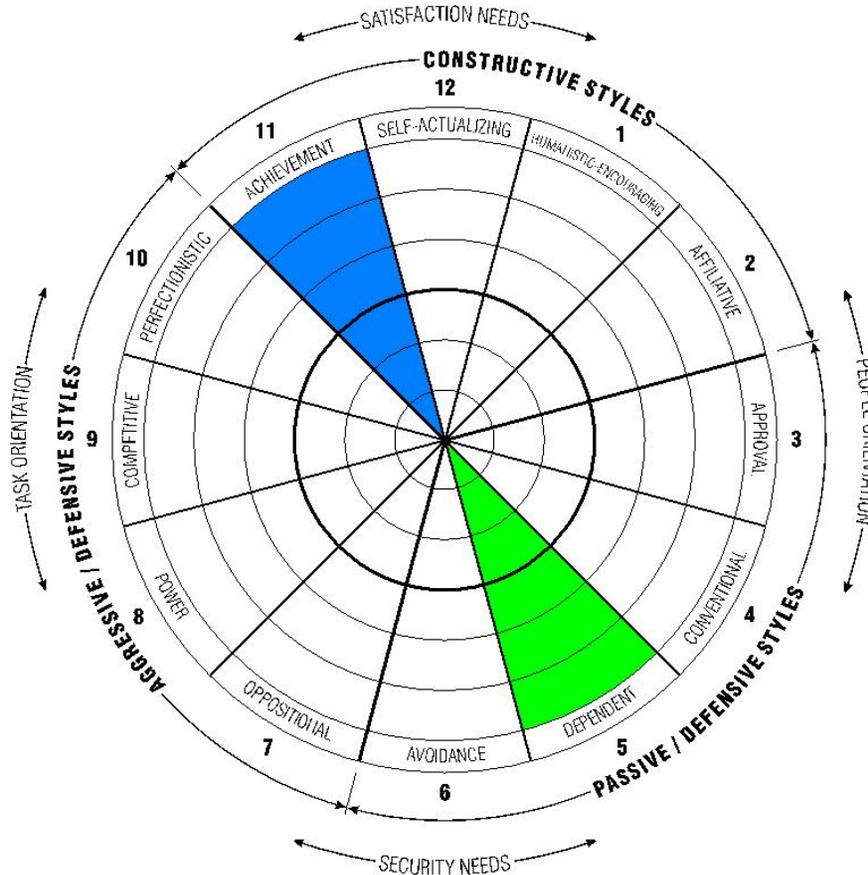
Self-Actualizing / Avoidance
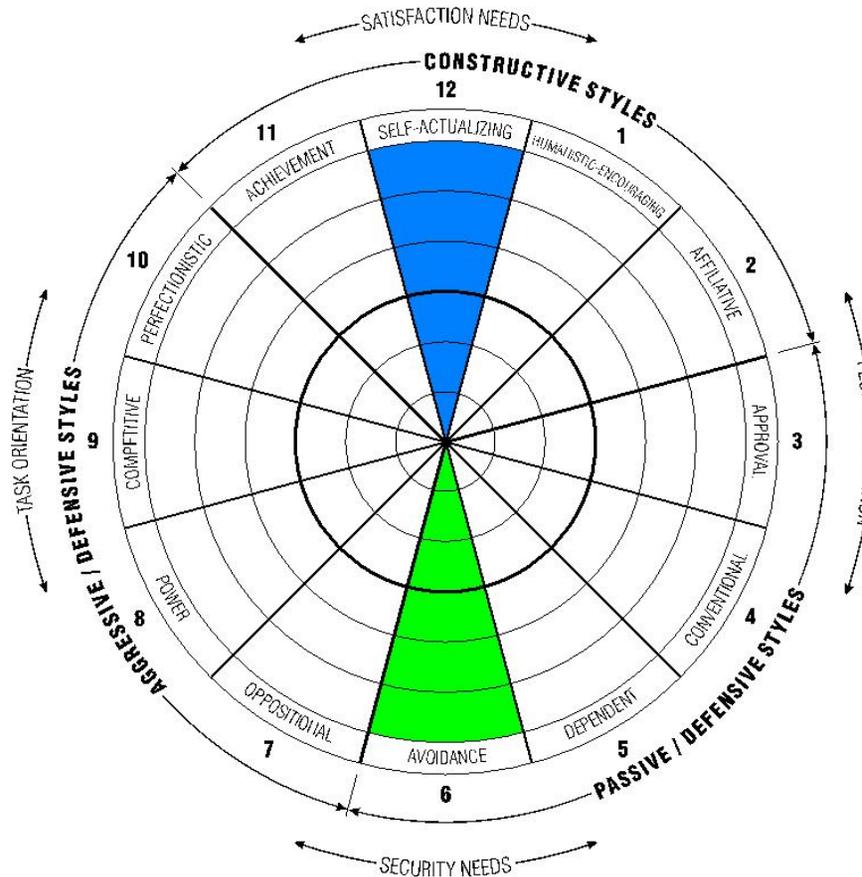
Humanistic-Encouraging / Oppositional
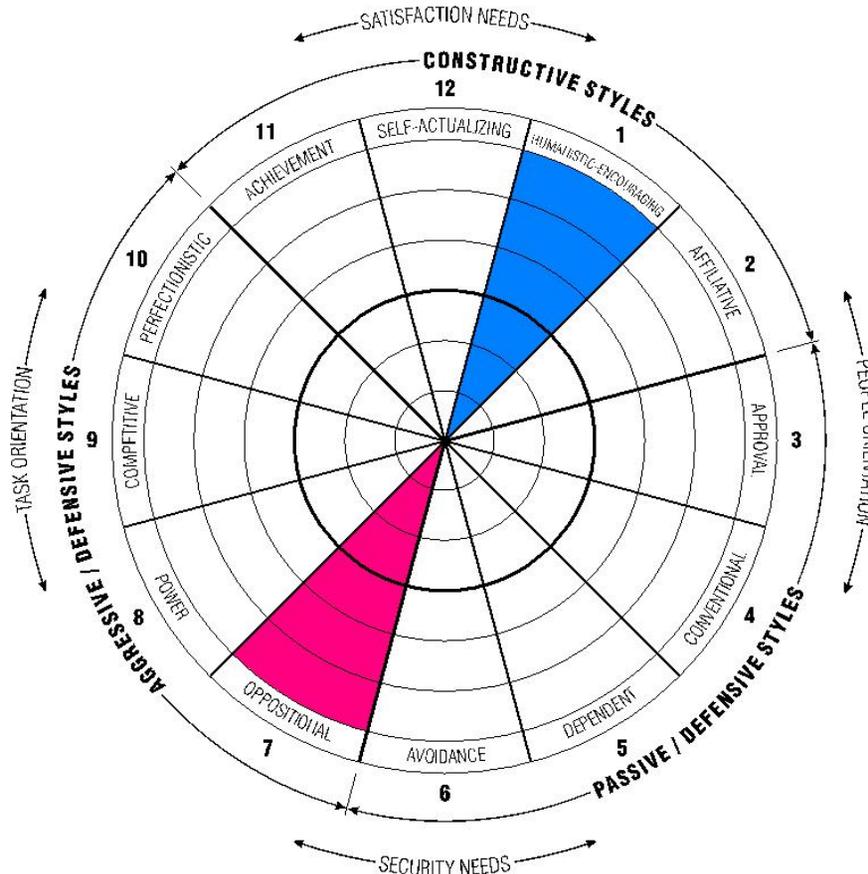
Affiliative / Power
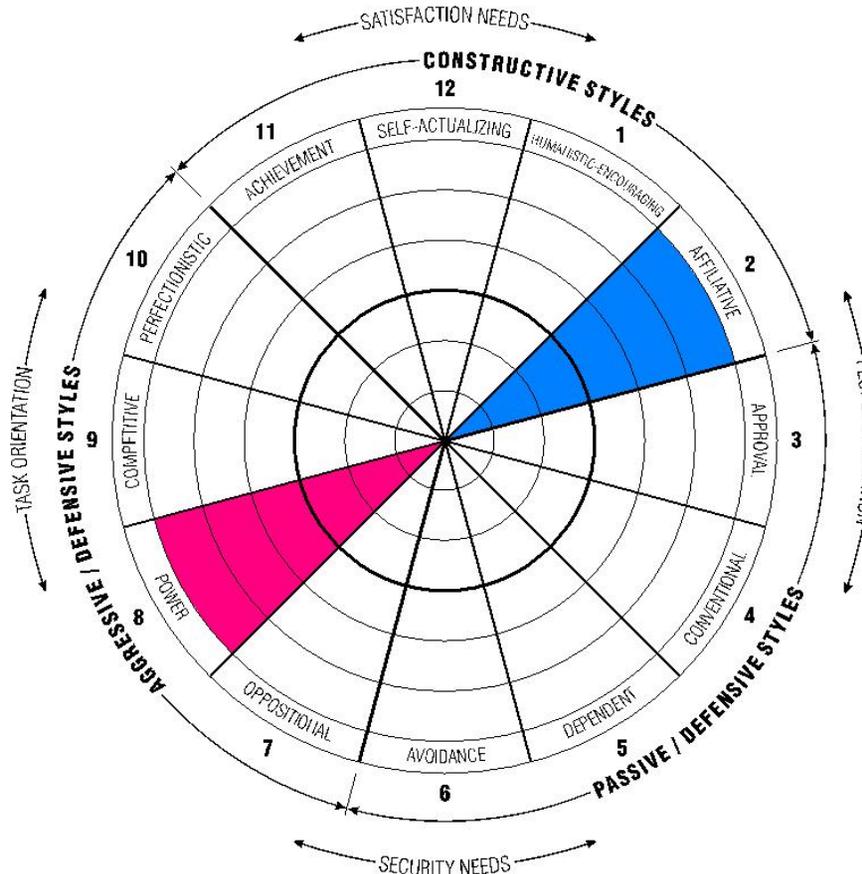
Change Process

Action

Acceptance

Awareness

Constricted Profile

Expanded Profile

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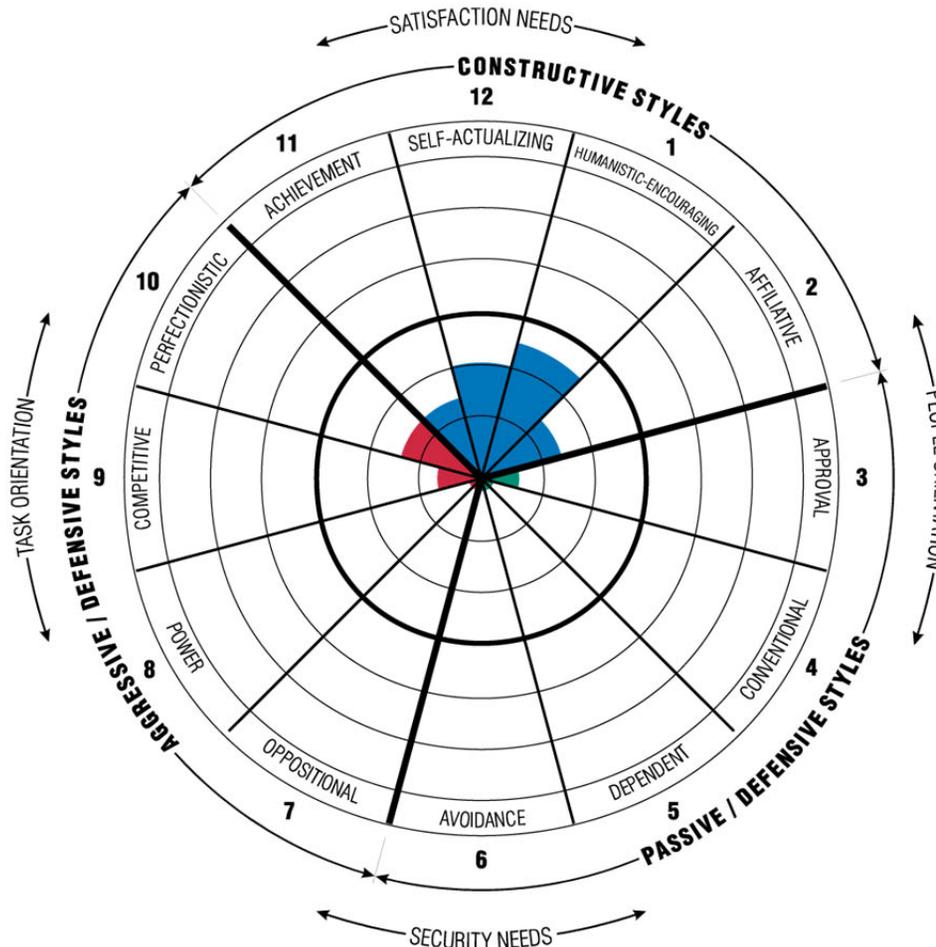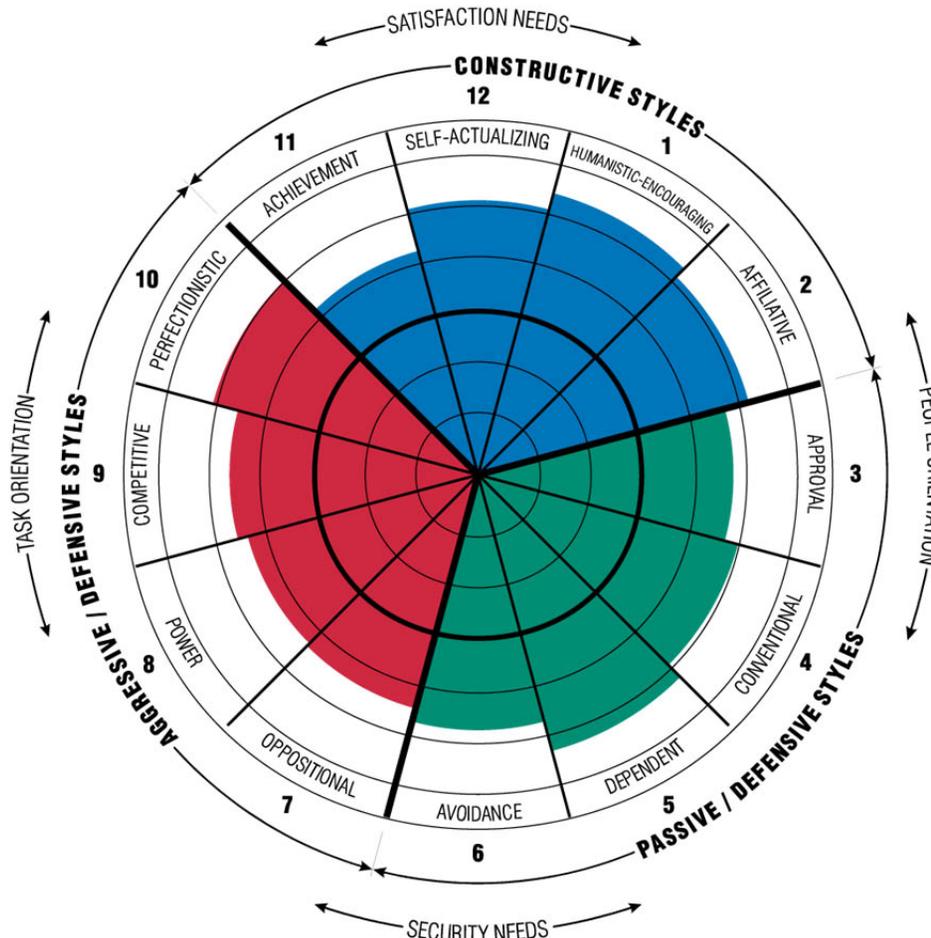
Life Styles Inventory 1

**Predominance in 11 O'clock Achievement Style
Company President/Chief Executive Officer
Selected as the Industry's Executive of the Year**
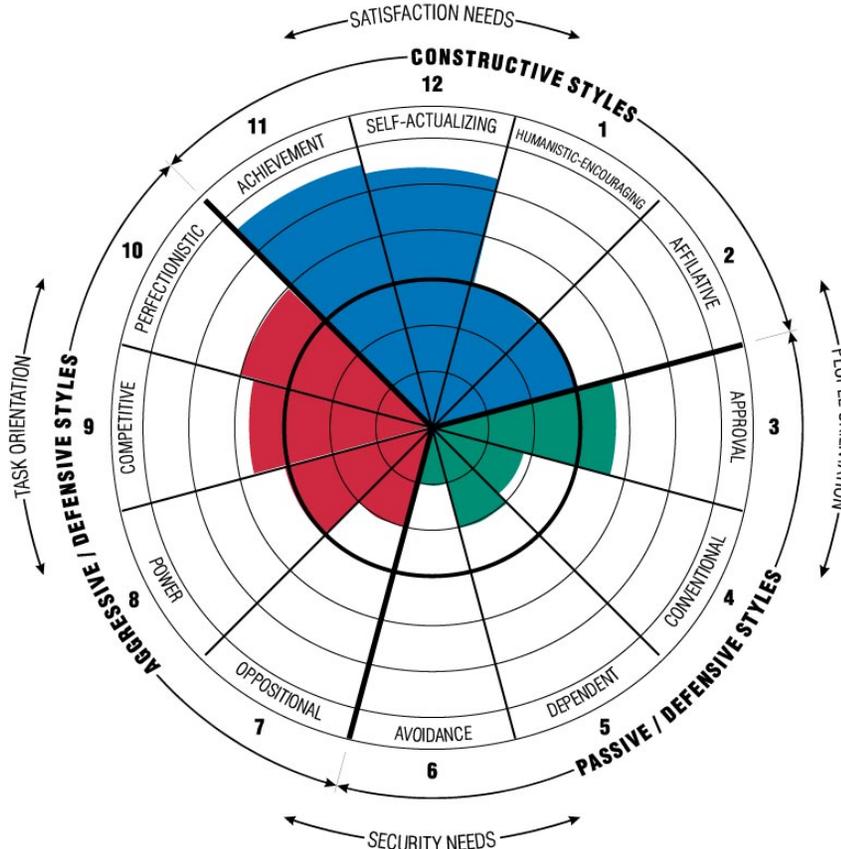
Life Styles Inventory 1

Predominance in 10 O'clock Style of Perfectionistic
A 54-year-old Male Who Has Had Five Ulcers
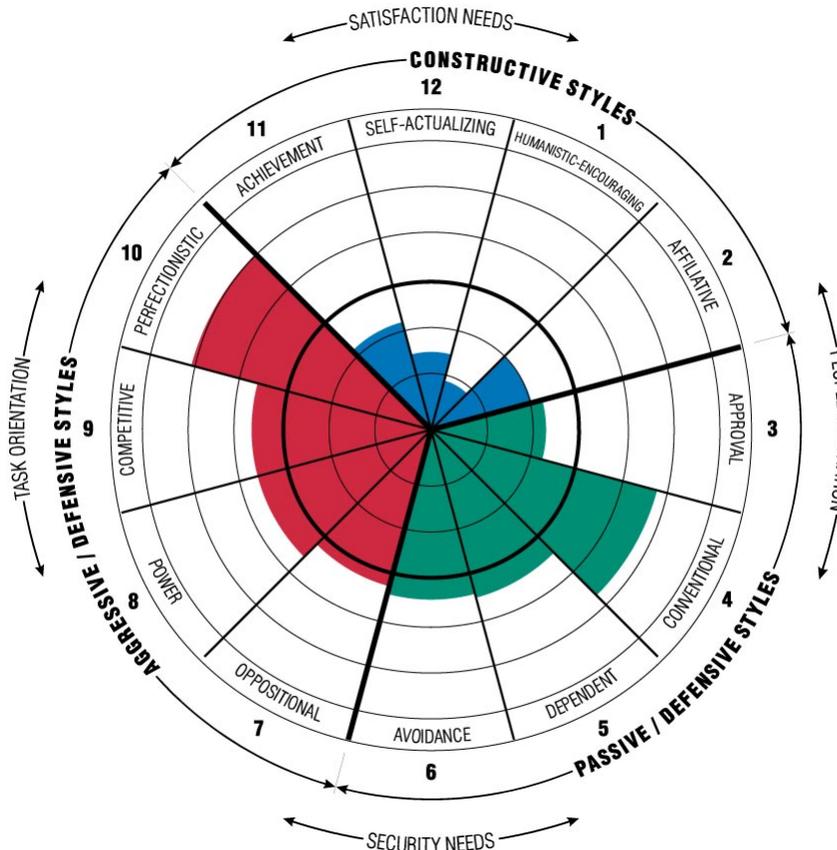
Life Styles Inventory 1

Vice-President of Non-Routine Operations "Banking"
58-year-old Male
Managed Customer Service Department

March '95
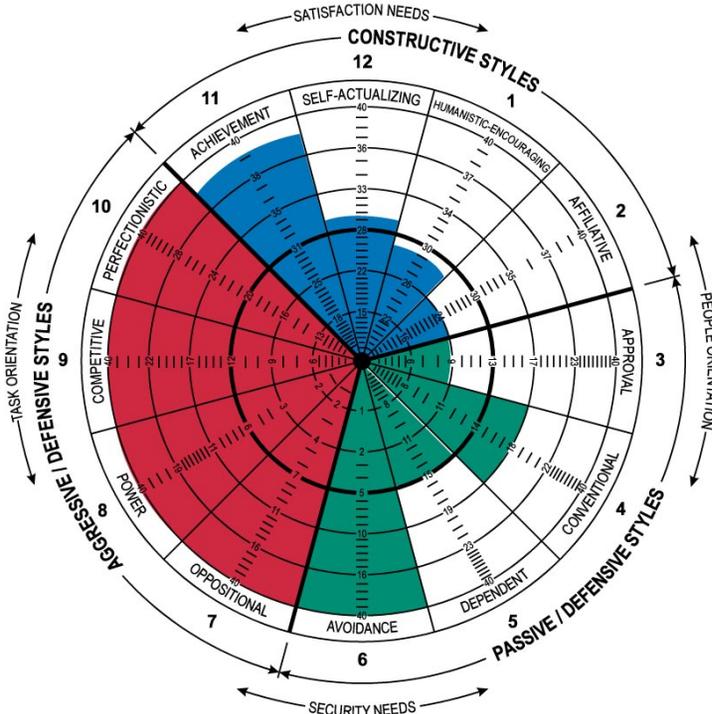
June '96
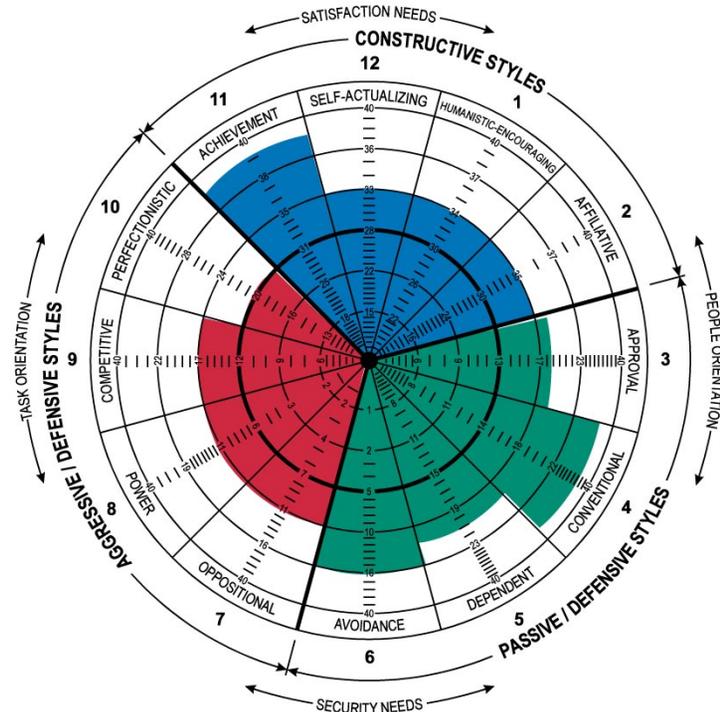
Life Styles Inventory 1

**Corporate Resources of Fortune 50 Company
41-year-old Female Executive Director**

Self View
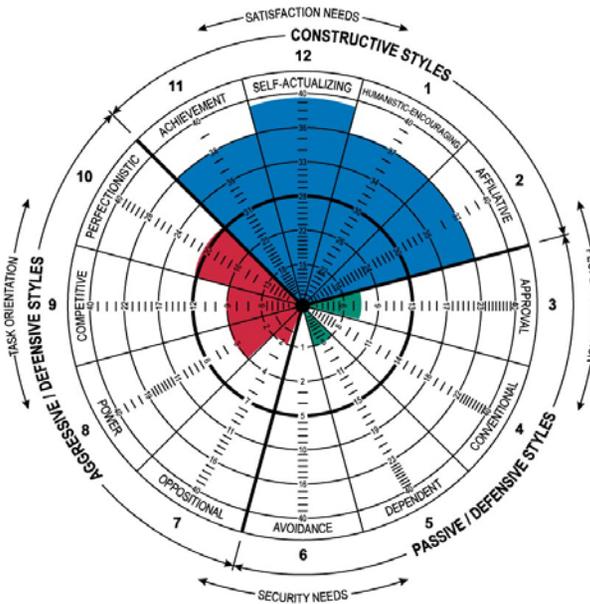
Others View
n=5
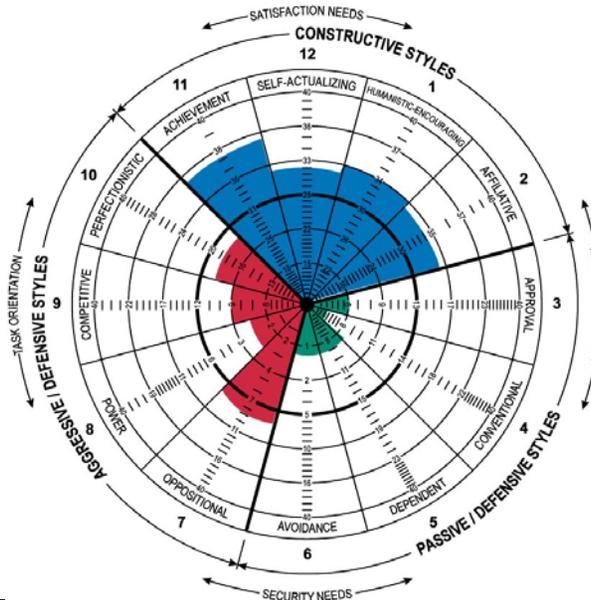
- Ranked 1 of 189 in internal employee satisfaction survey 3 consecutive years

- Department consistently under budget and schedule on managed projects

Corey
Middle Manager
Age: 32

Original LSI

LSI One Year Later
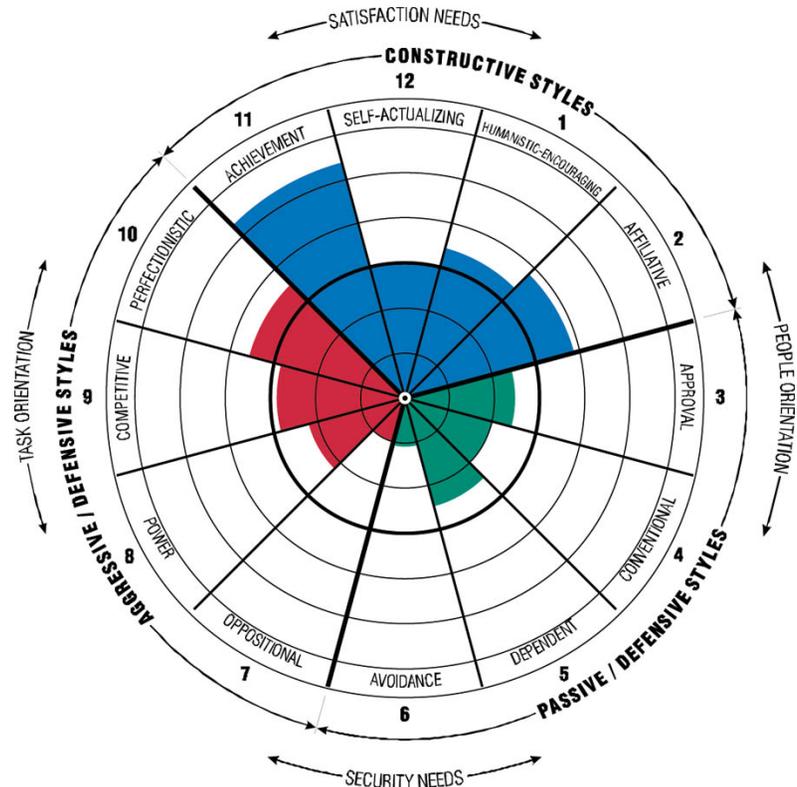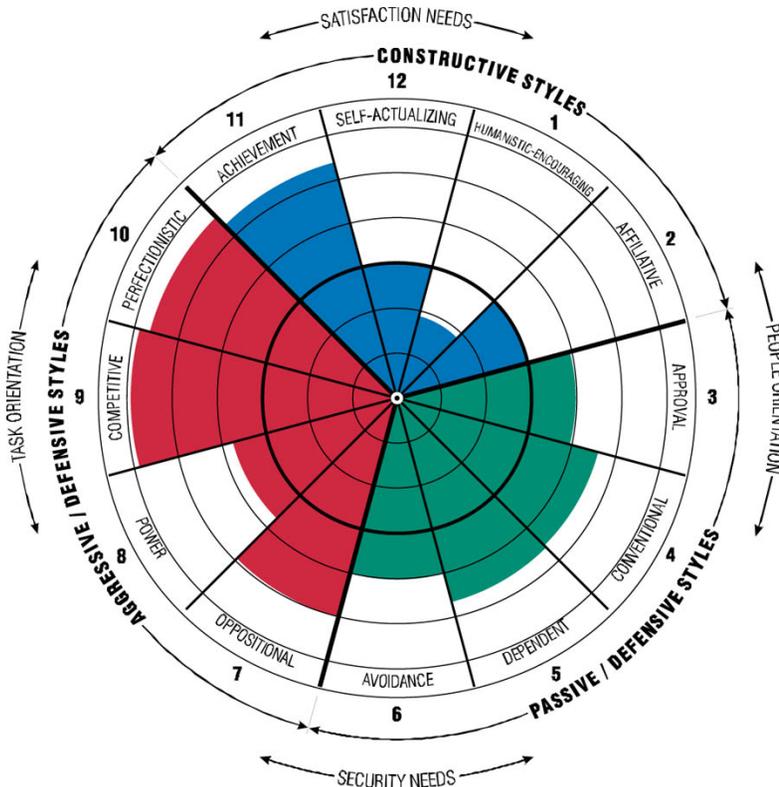
Janice

Engineer
Age: 39

Original LSI

LSI One Year Later
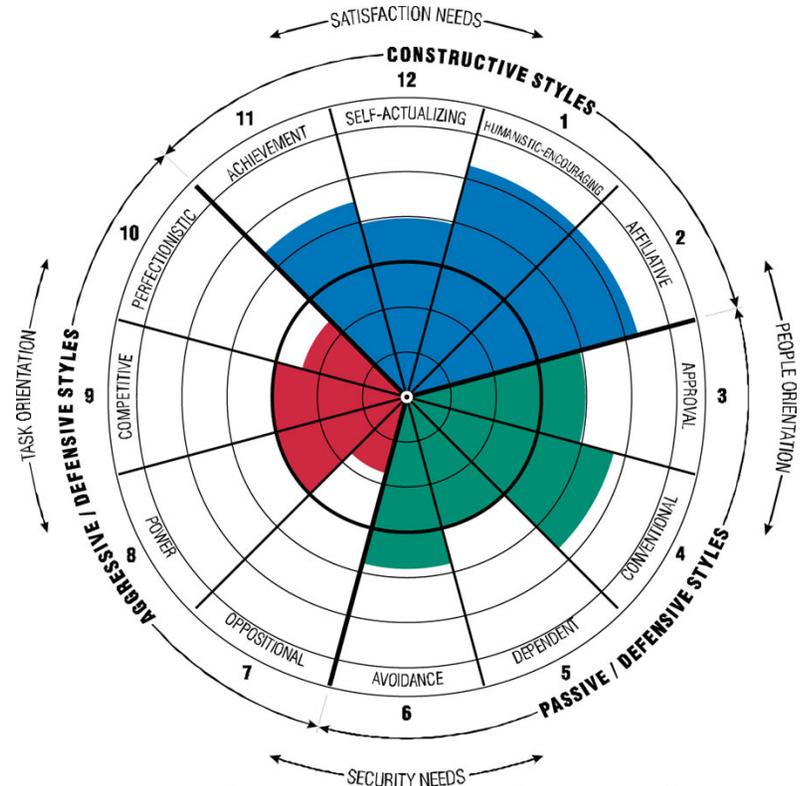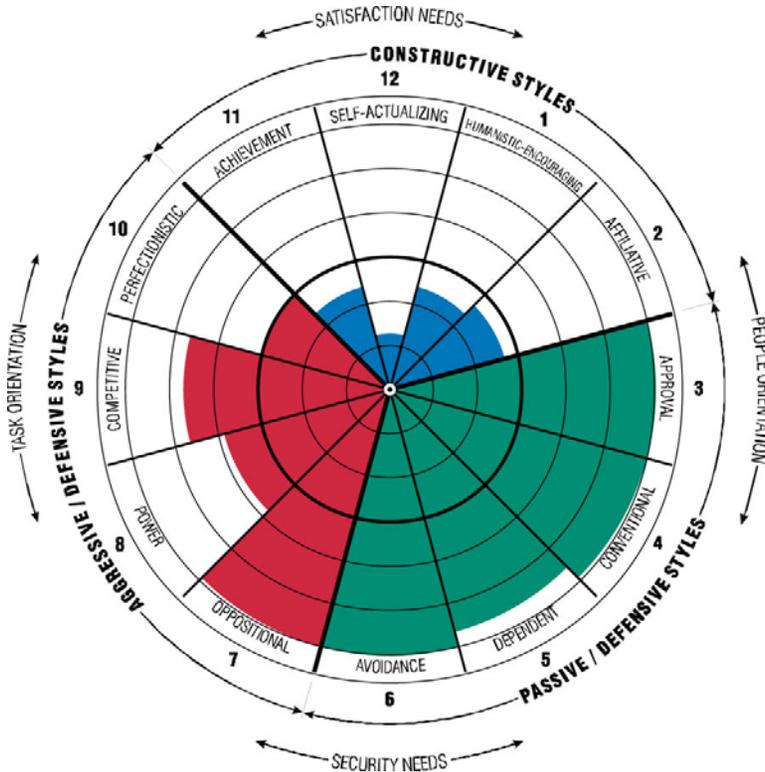
Patti

Human Resources
Age: 30

Original LSI

LSI One Year Later
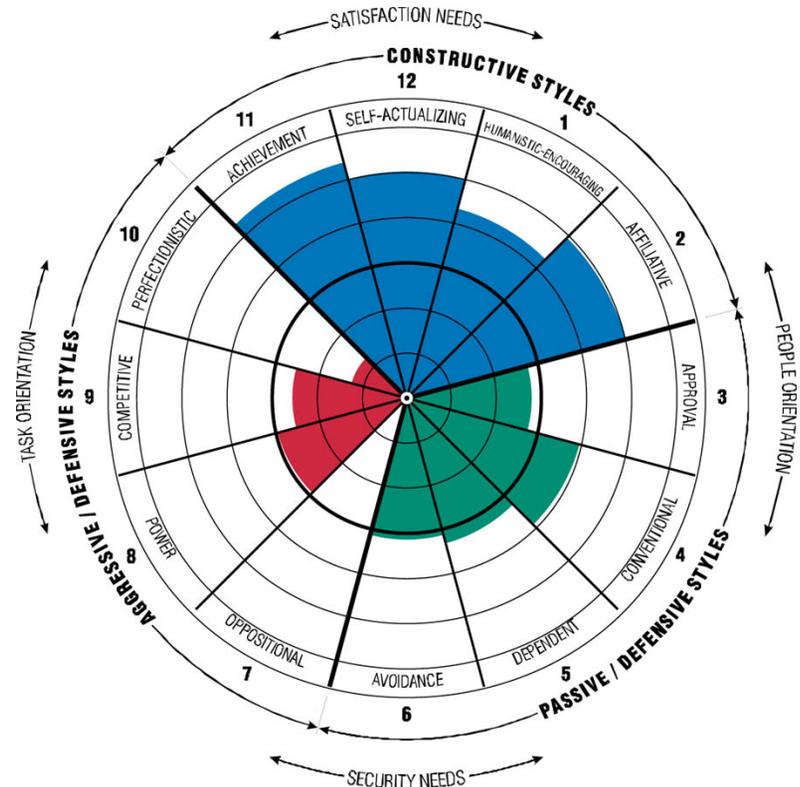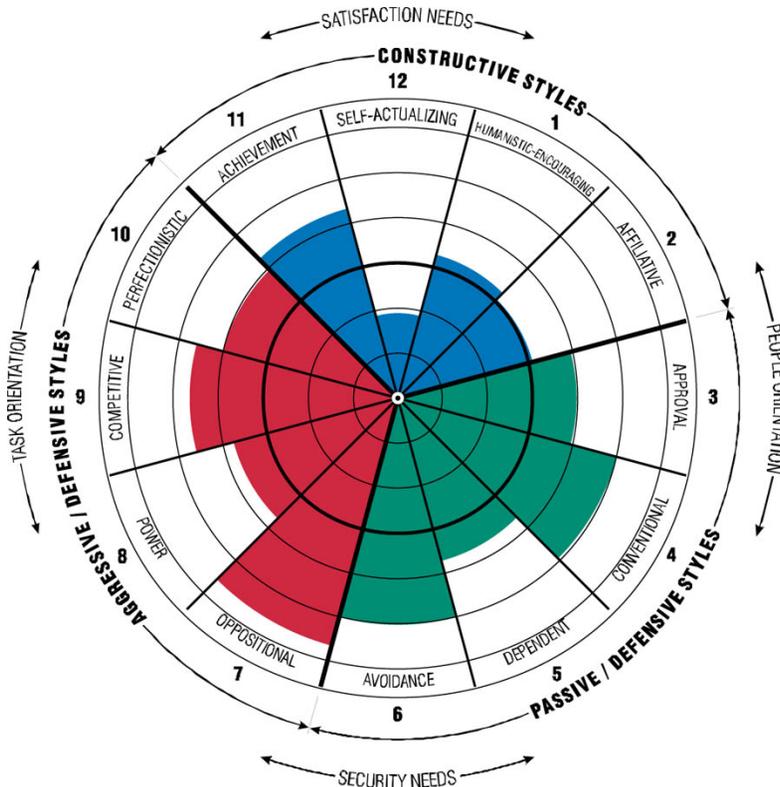
Tony

Engineer
Age: 37
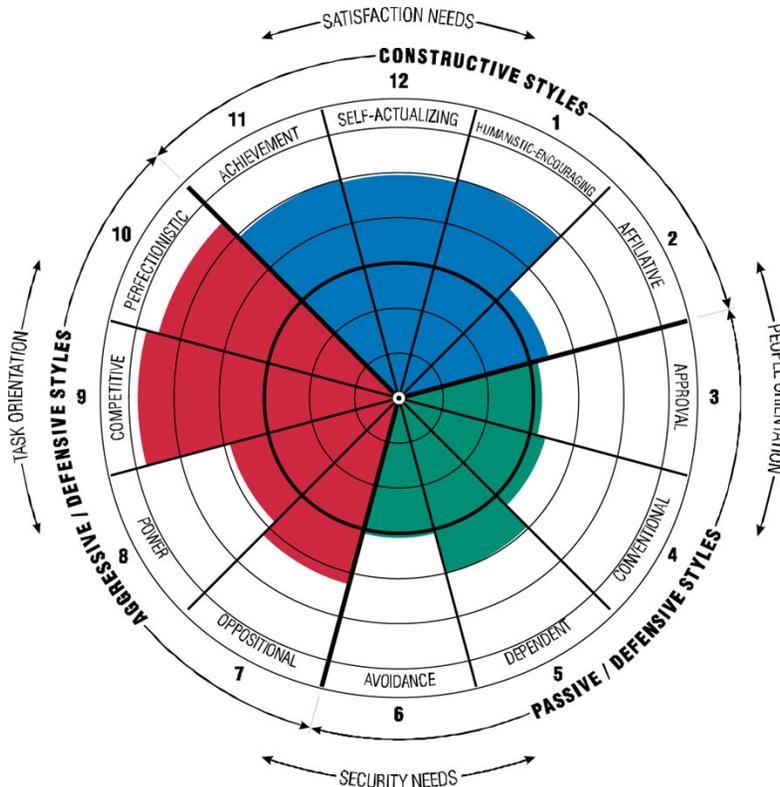
Original LSI   LSI One Year Later
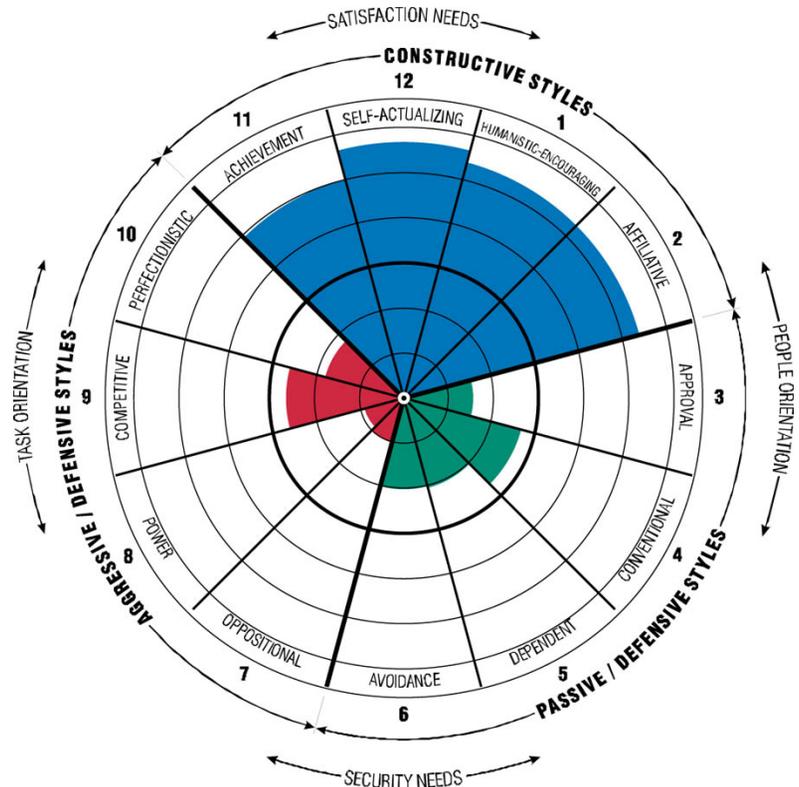
LSI 1 Self-Development
Table of Contents

Aim for the Blue

Strengthening Organizations through Individual Effectiveness

Cable Clarke

Human Synergistics International

Synergistic Problem Solving Model

Effective Solutions	
Quality	**Acceptance**

**Rational Skills
and Processes**

- Analyzing the Situation
- Setting Objectives
- Simplifying the Problem
- Considering Alternatives
- Discussing the Consequences

**Task Skills
Knowledge
Resources**

**Interpersonal Skills
and Processes**

- Listening
- Supporting
- Differing
- Participating
- Striving for Consensus
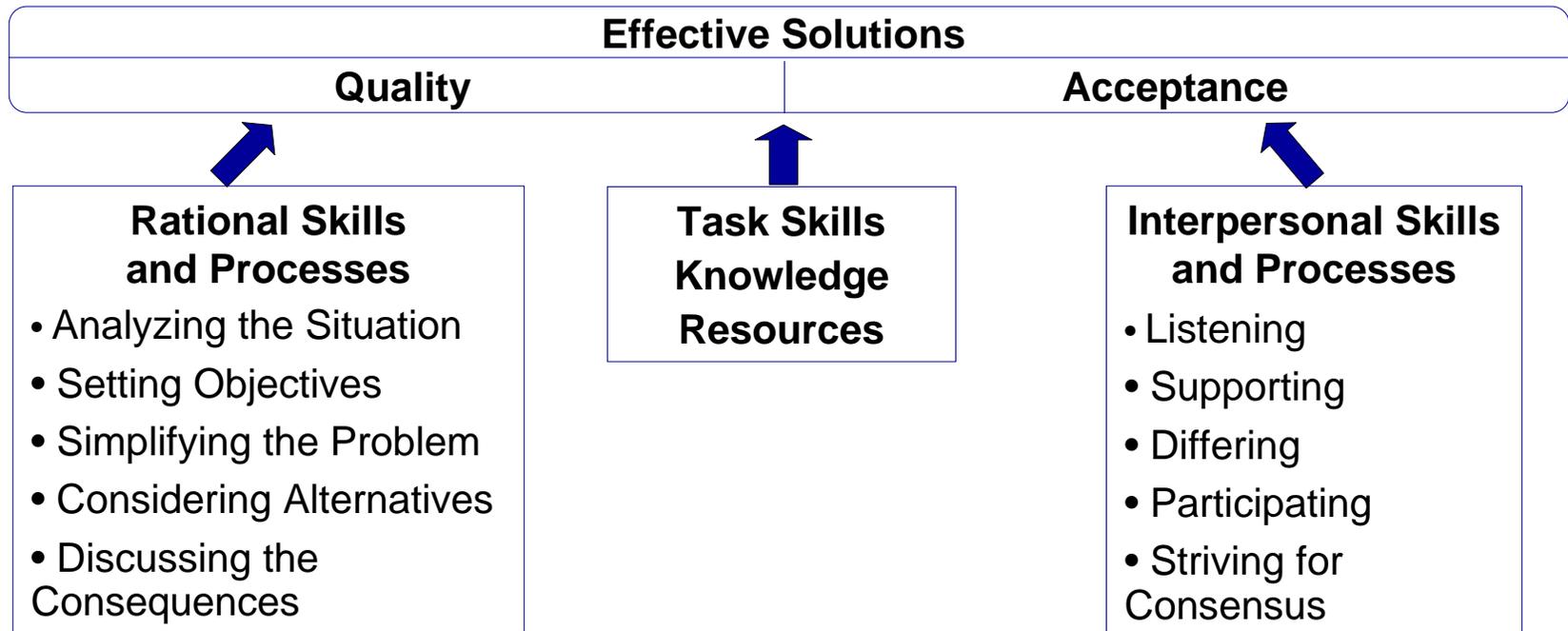
Components of Effective Decisions

1. *Quality of the Solution* ⬆

2. *Acceptance of the Solution* ⬆

Quality x Acceptance = Effectiveness

The *Rational Process* is the *Task Component* of Team Performance

- Analyzing the Situation

- Identifying Objectives

- Considering Alternative Strategies

- Discussing Adverse Consequences

- Reaching a Consensus Decision

The *Interpersonal Process* is the *People Component* of Team Performance

- Active Listening

- Supporting

- Differing

- Participating

Did Your Team Survive…

Survival Simulation & GSI

- *Enables teams to develop:*

  – A new perspective on personal accountability

  – Increased understanding of effective attitudes and behaviors and their impact on team performance

  – Enhanced capability to draw on personal experience and inner wisdom

  – A simple actionable process for decision-making, problem solving, and managing relationships

human
synergistics®
INTERNATIONAL

Group Styles Inventory (GSI)

- The GSI provides a framework within which groups can examine their own dynamics
- Helps members of a group assess, understand and improve the way they work together
- Helps teams identify what they need to do to improve their performance
- Develops effective team behaviors

The GSI Norms are Based on:

- 1,000 respondents

- 184 different groups
  - 104 of the groups completed a Human Synergistics simulation
  - 80 of the groups worked on an actual organizational problem

The Circumplex
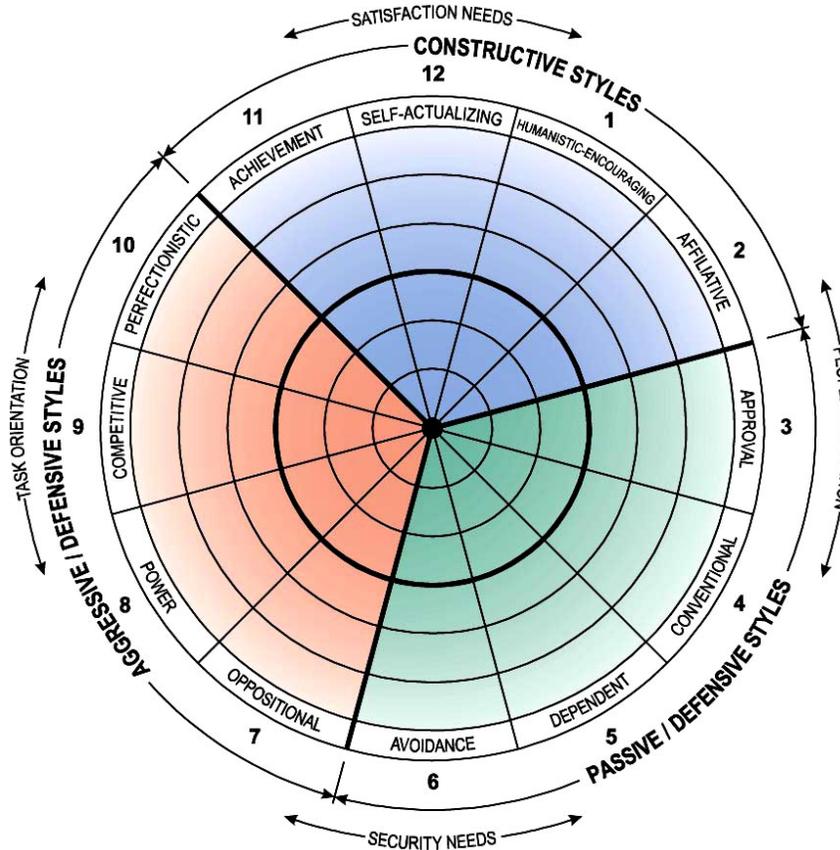
Satisfaction vs. Security Needs
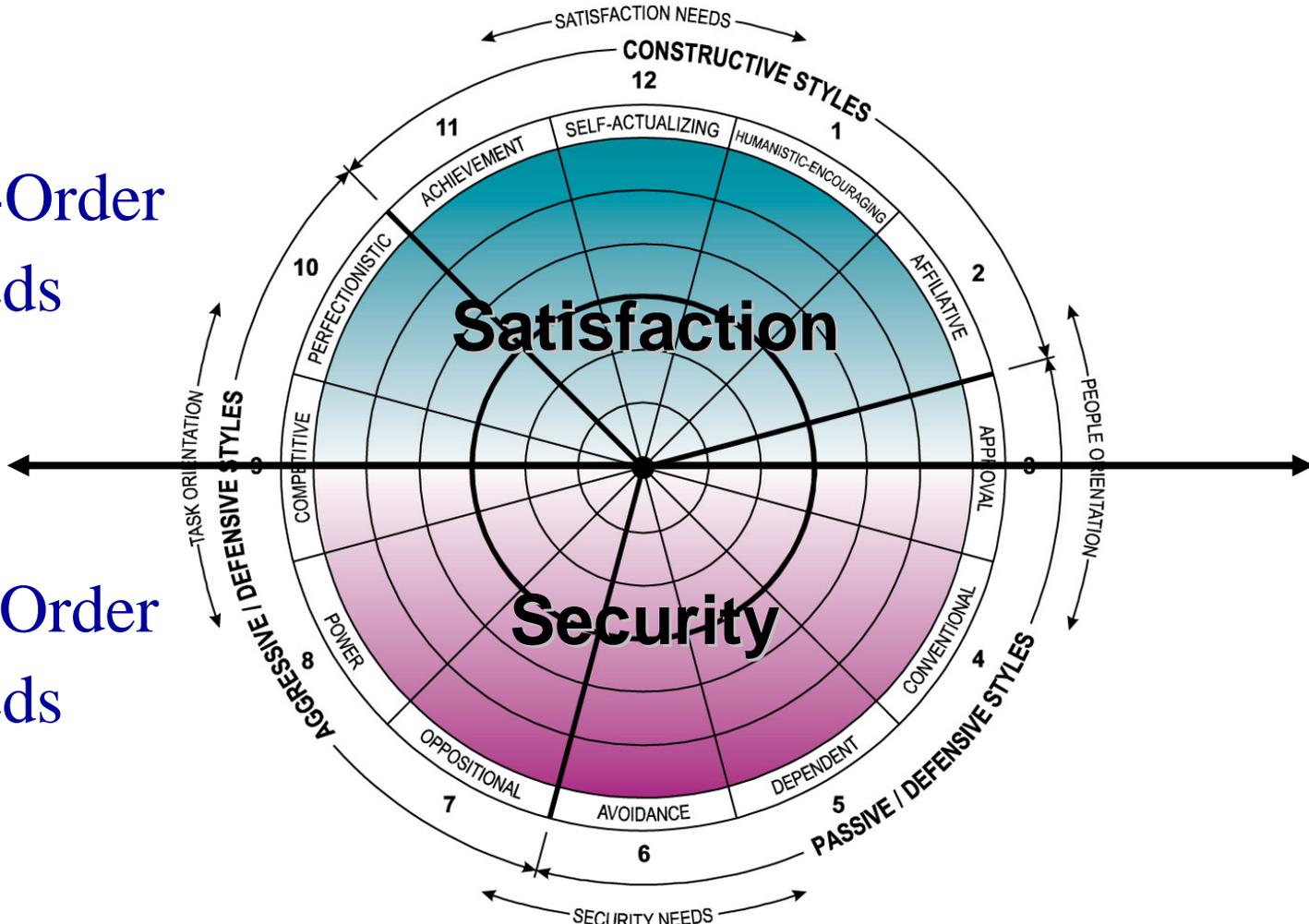
Higher-Order
Needs

Lower-Order
Needs

Task vs. People Orientation
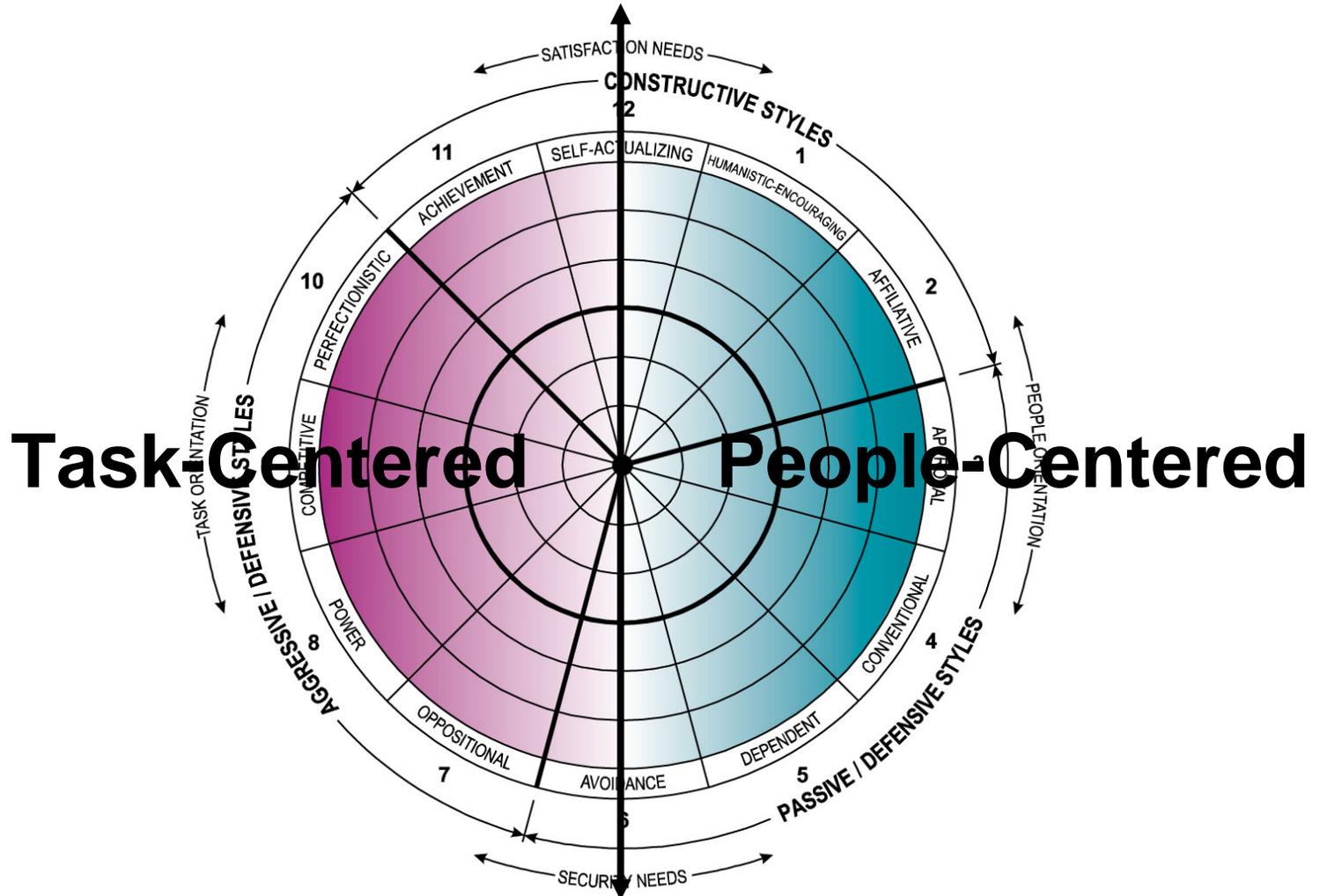
The Passive/Defensive Styles

- Approval
- Conventional
- Dependent
- Avoidance

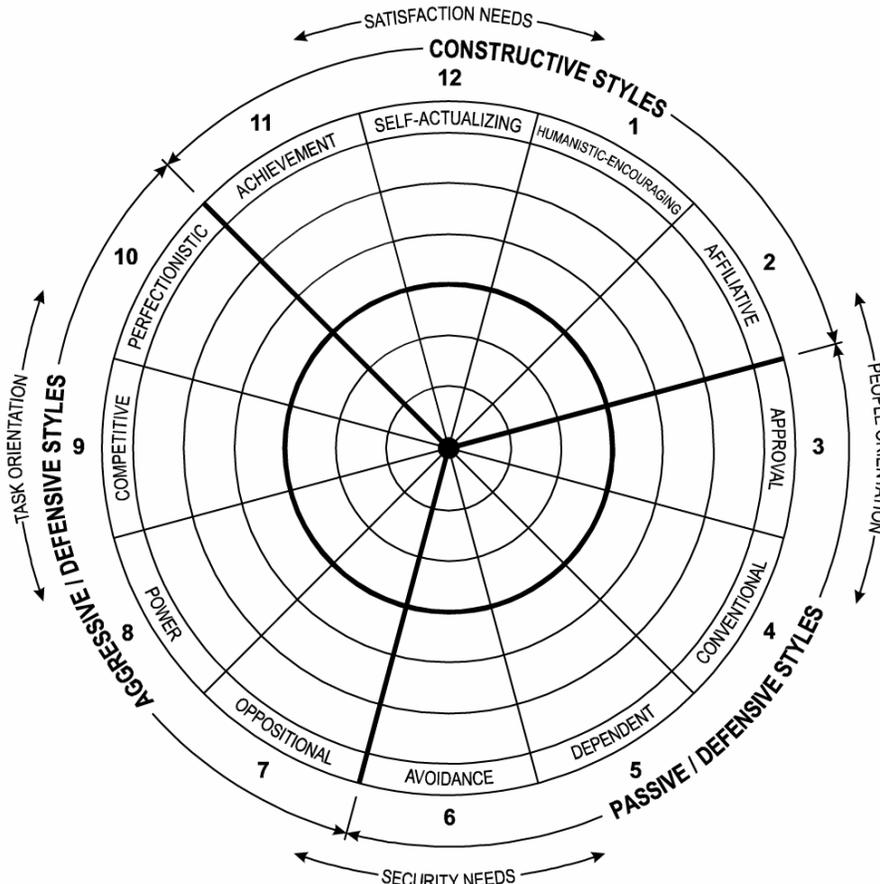Members interacting with *people* in ways that will not threaten their own *security*.
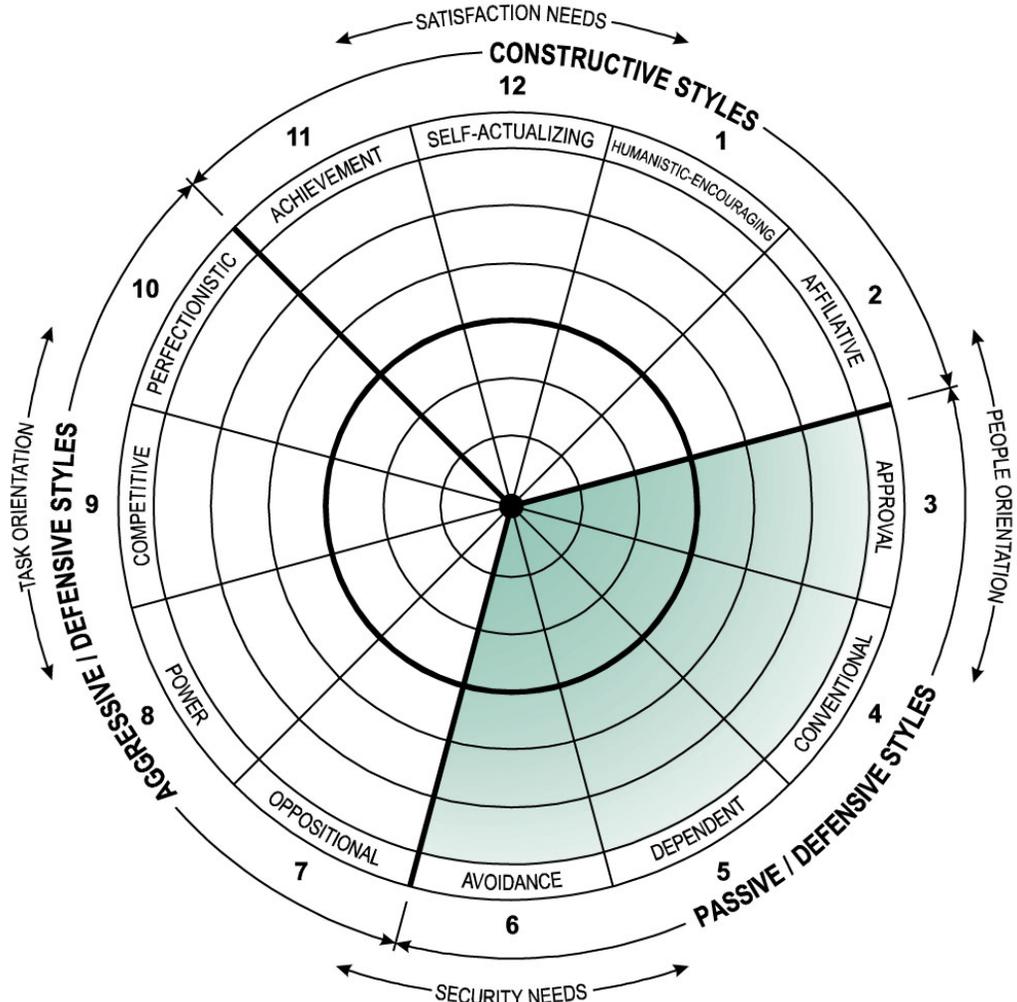
The Aggressive/Defensive Styles

- Oppositional
- Power
- Competitive
- Perfectionistic

Members approach *tasks* in forceful ways to protect their status and *security*.

The Constructive Styles

- Achievement
- Self-Actualizing
- Humanistic-Encouraging
- Affiliative

Members interact with others and approach tasks in ways that will help them to meet their higher-order *satisfaction* needs.
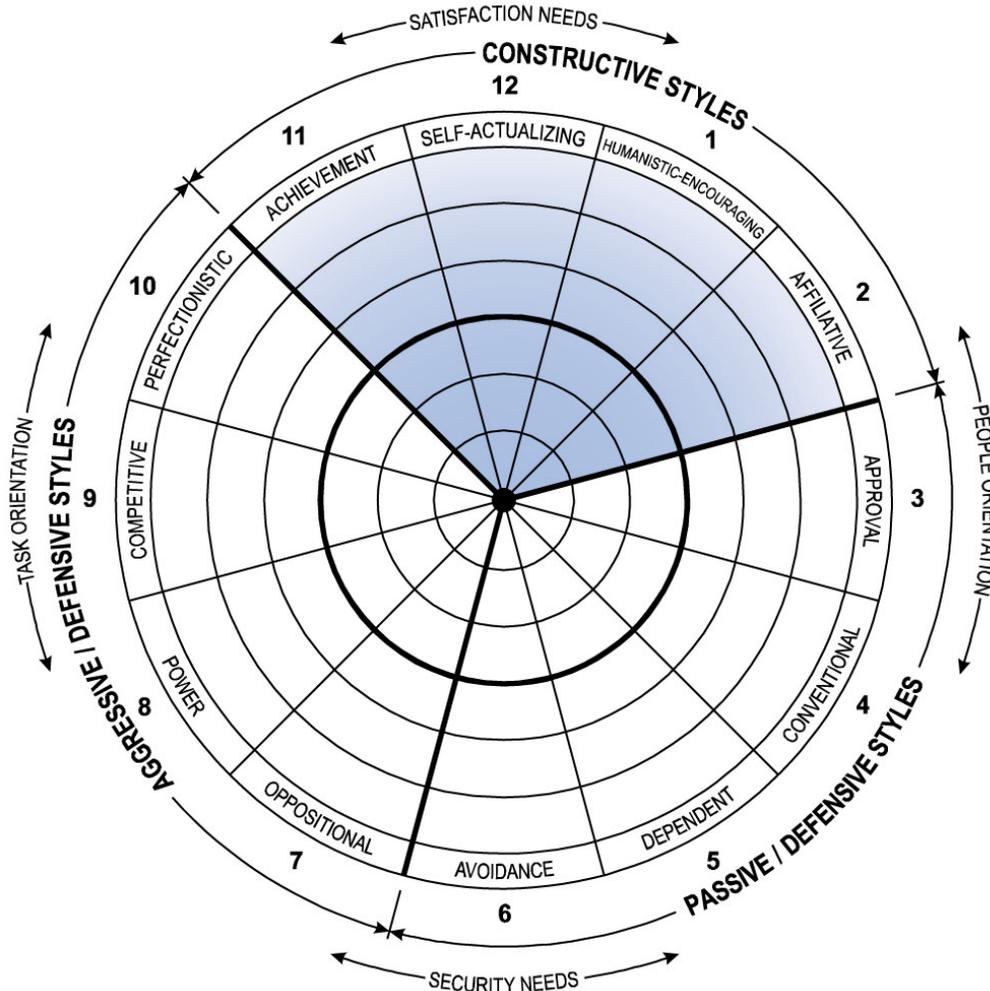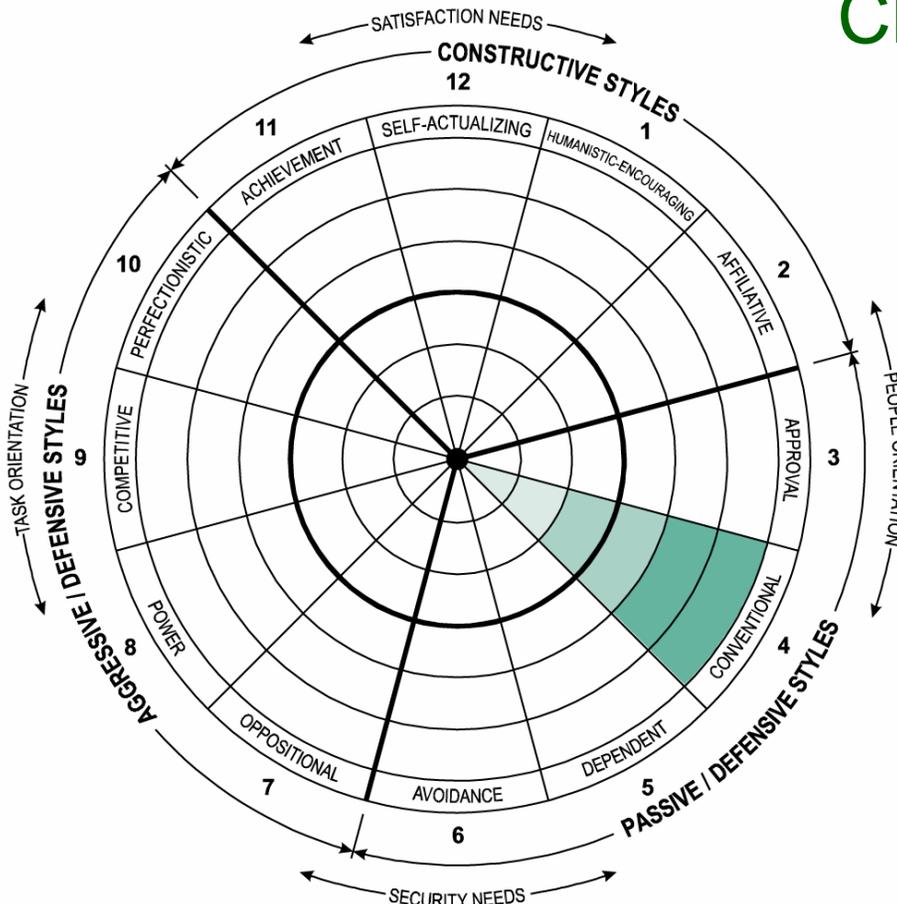
Percentile Scores
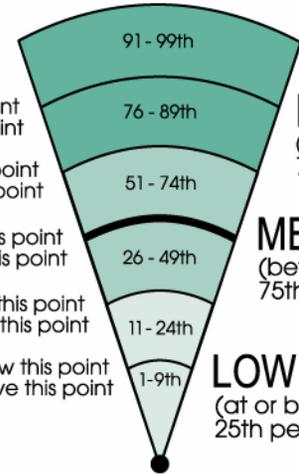
Approval
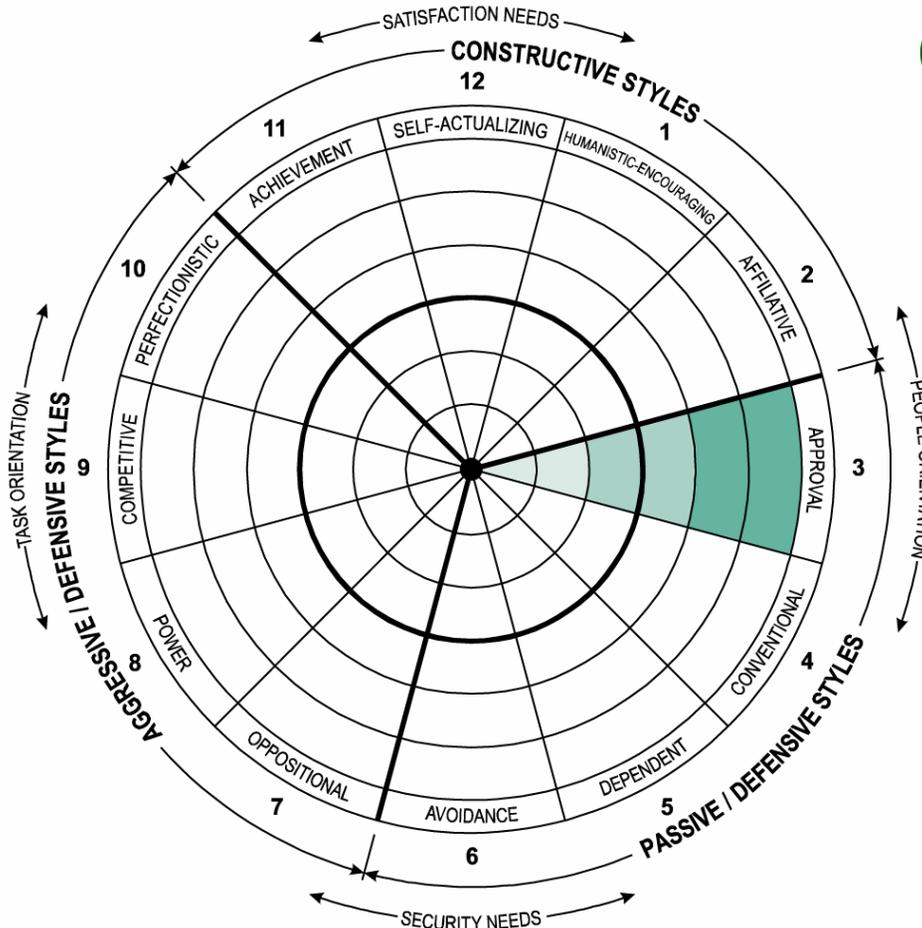
Characterized by:

- Concern with being accepted

- "Going along" with the first idea

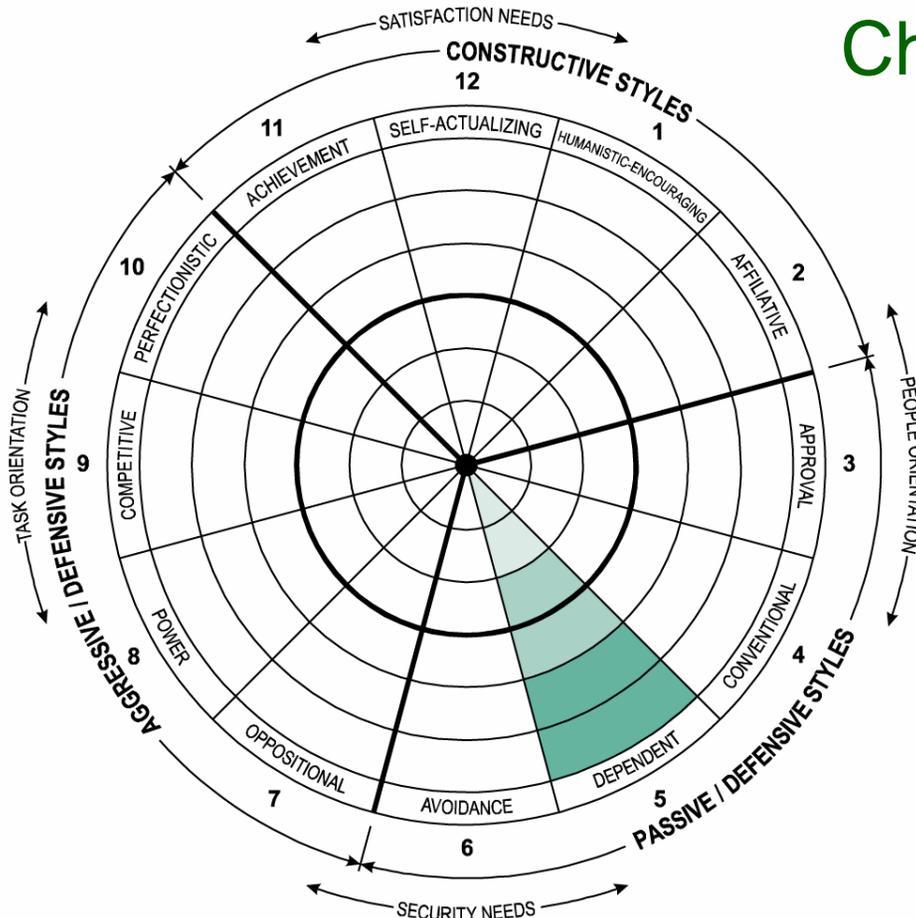- Often have unexpressed doubts regarding decisions

Conventional

Characterized by:

- Being constrained and predictable

- Making rules more important than ideas
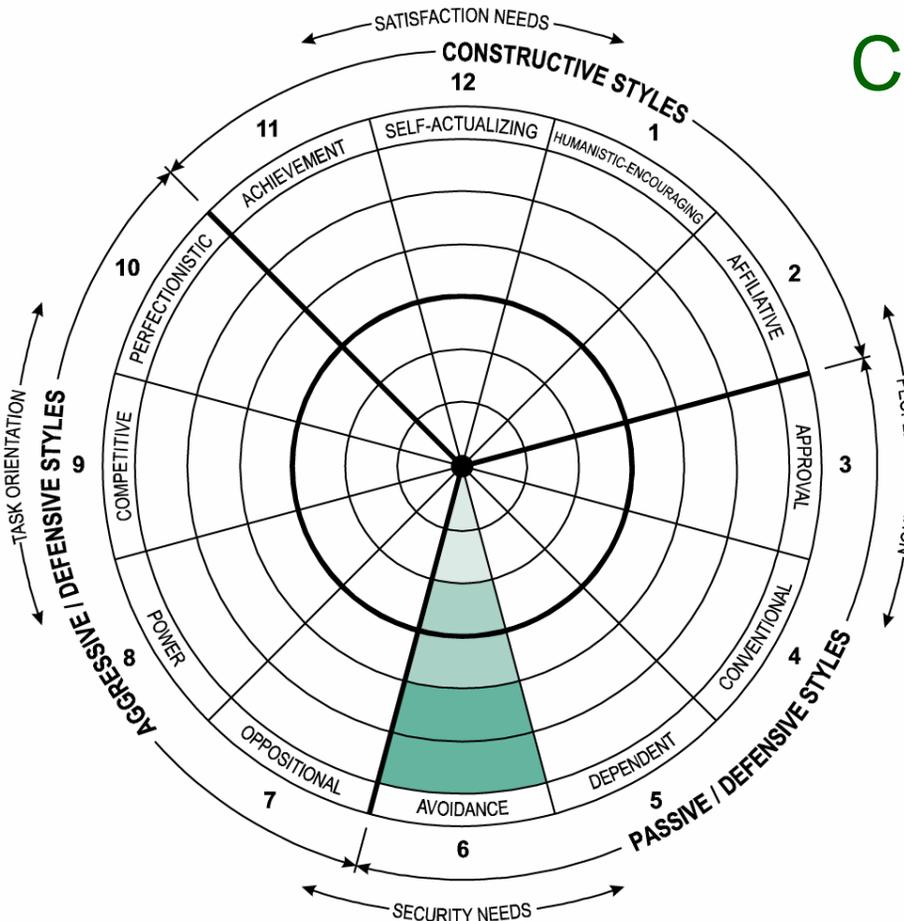
- Ideas are conservative and predictable

Dependent

Characterized by:

- Need for direction and assistance

- Reluctance to take on leadership roles
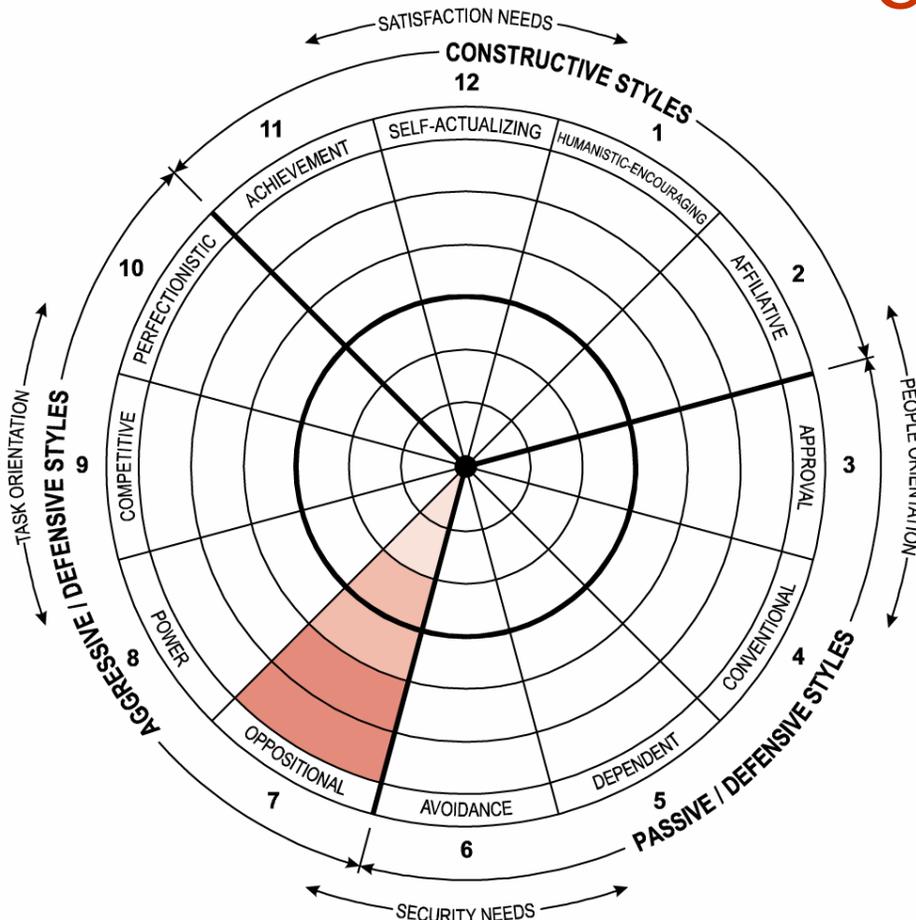
- Have trouble making things happen

Avoidance

Characterized by:

- Reluctance to suggest ideas or commit to a solution
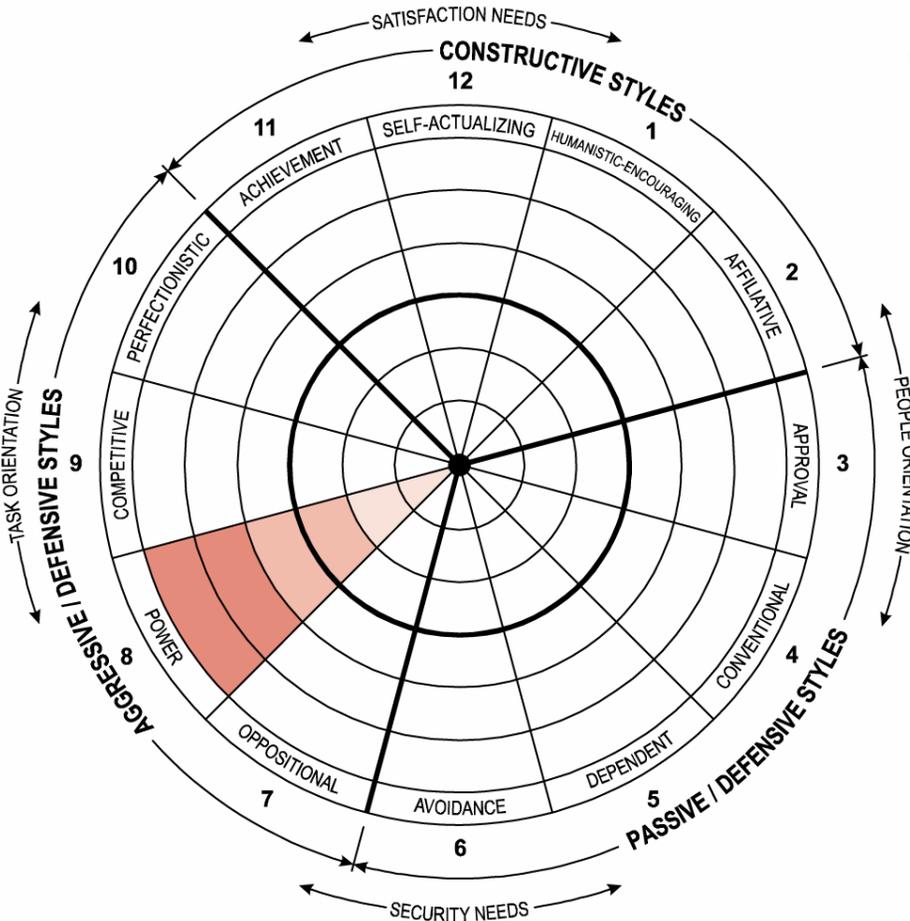
- Taking few chances

- Waiting for others to act first

Oppositional

Characterized by:

- Confrontation and conflict

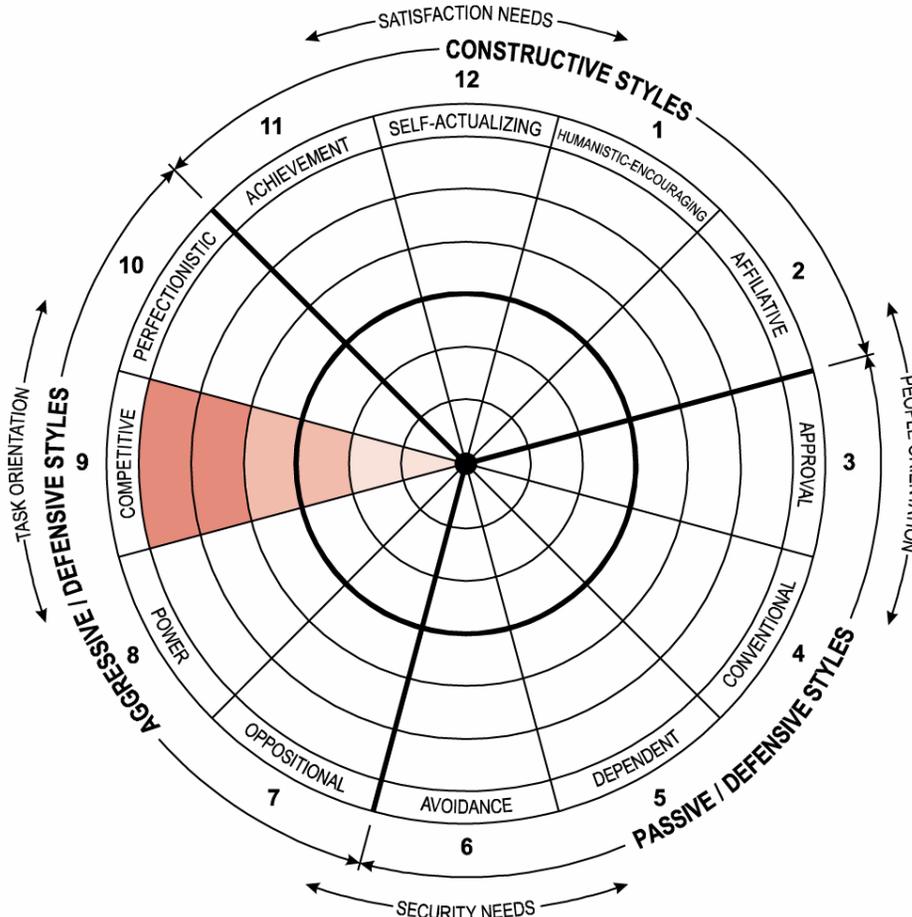- Opposing new ideas and presenting safe ideas

- Looking for flaws in everything

Power

Characterized by:

- Being assertive, aggressive, and arrogant
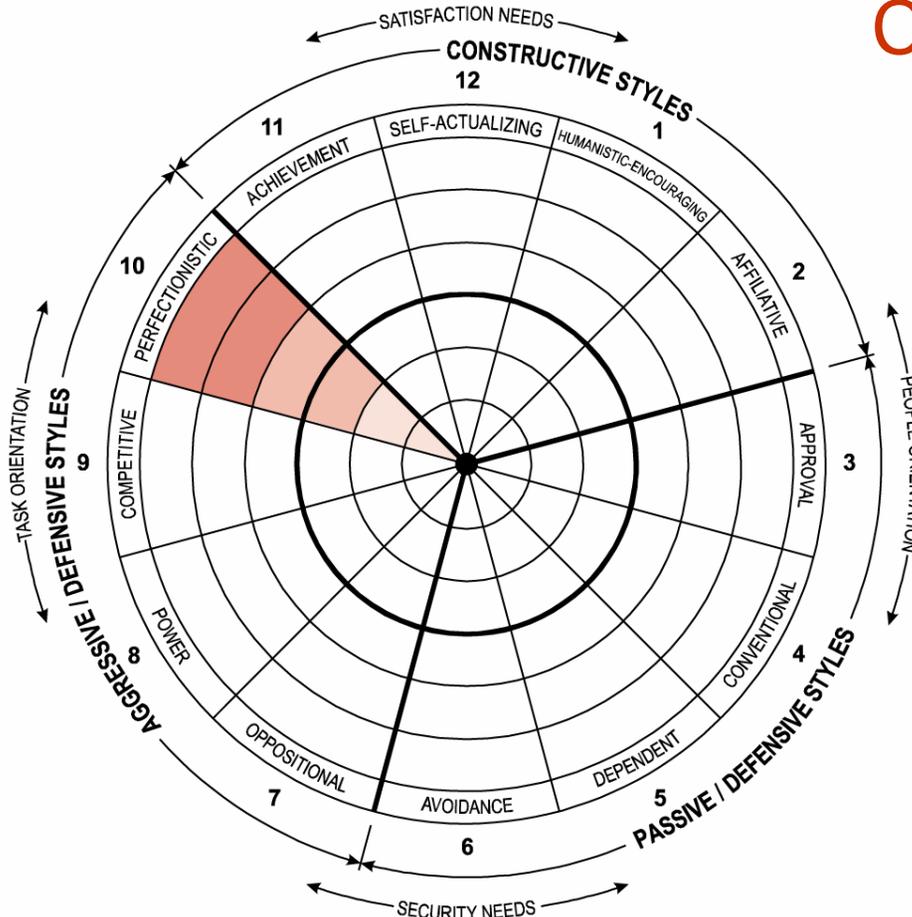
- Acting forcefully

- Refusing to compromise

Competitive

Characterized by:

- Needing to win and look good

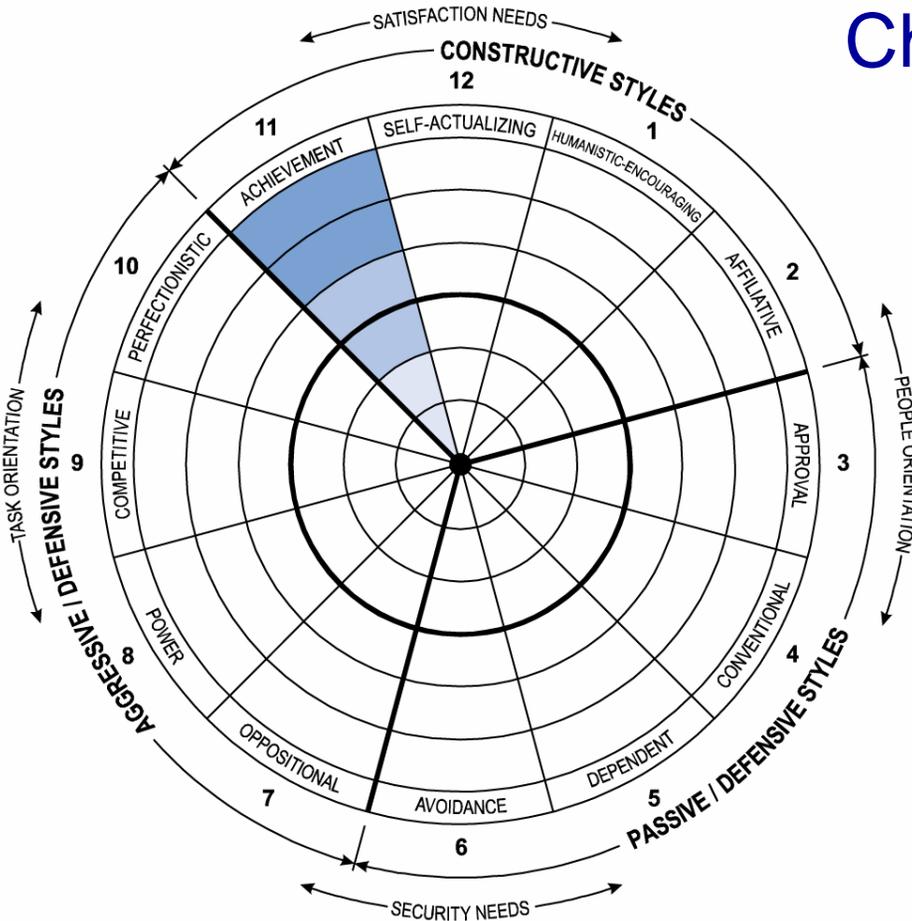- Maintaining an image of superiority

- Turning everything into a contest

Perfectionistic

Characterized by:

• Never appearing to make a mistake

• Getting hung up on minor issues
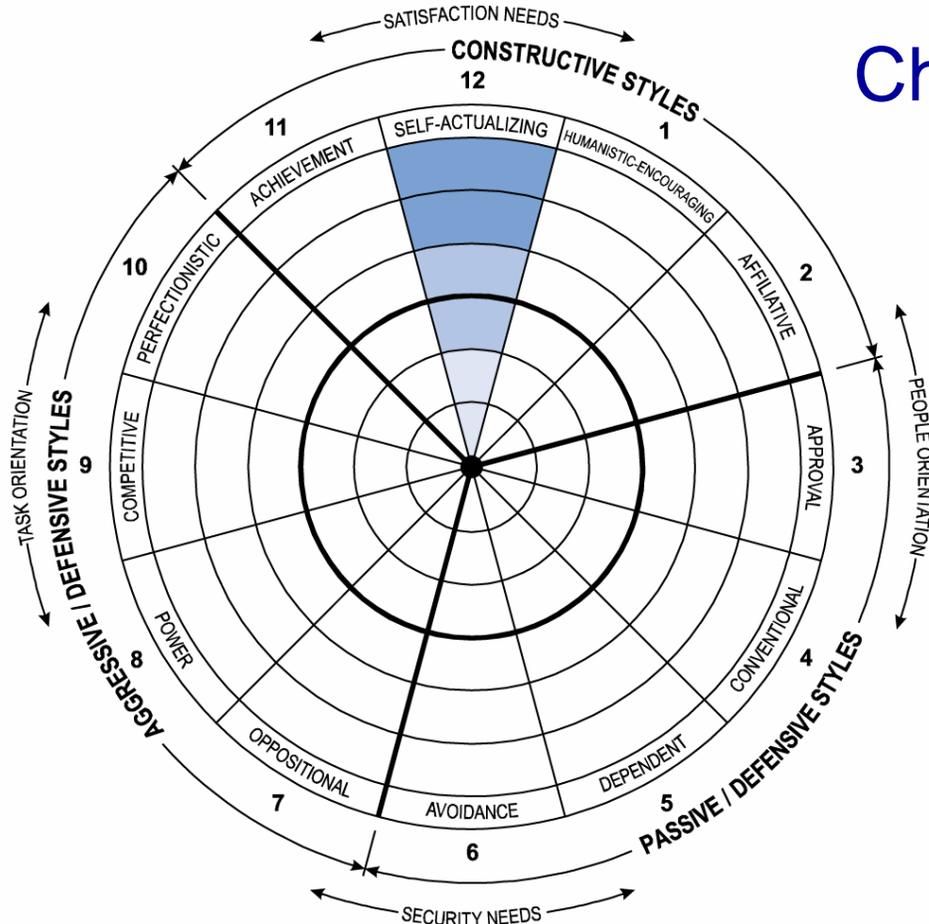
• Never being completely satisfied with a solution

Achievement

Characterized by:

- Pursuing a standard of excellence

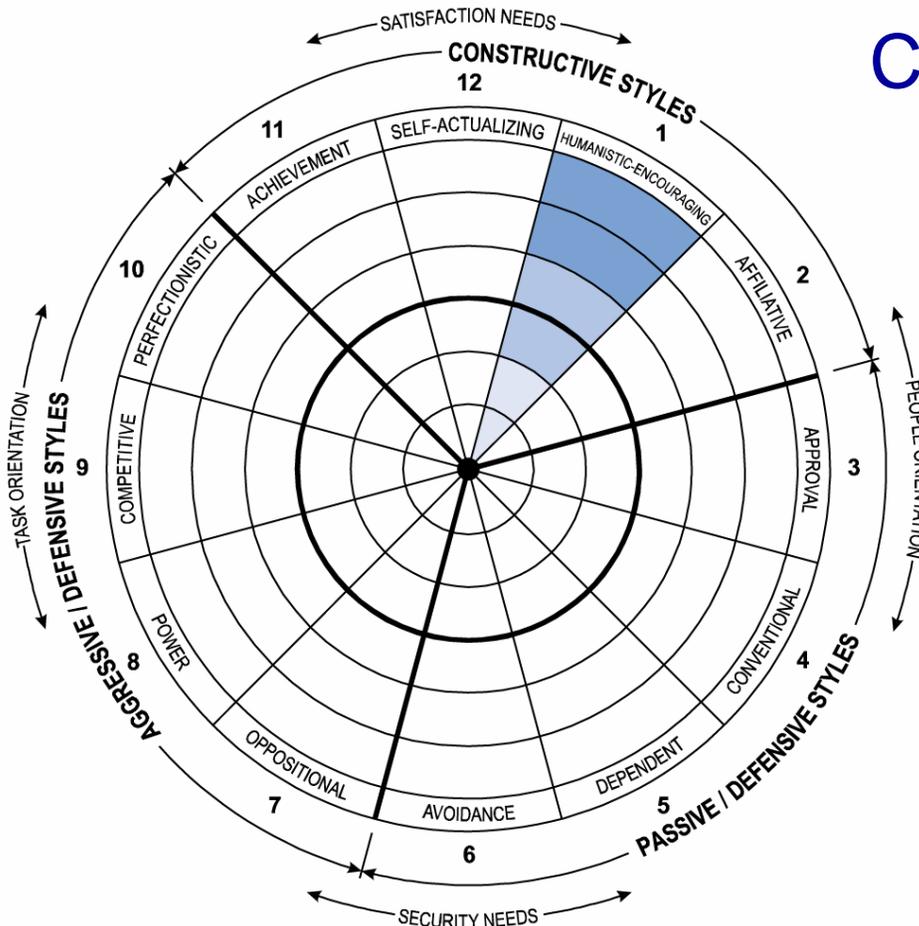- Setting goals, discussing alternatives, and sticking to the task

Self-Actualizing

Characterized by:

- Being optimistic and interested

- Resisting conformity

- Offering ideas with enthusiasm and without hesitation

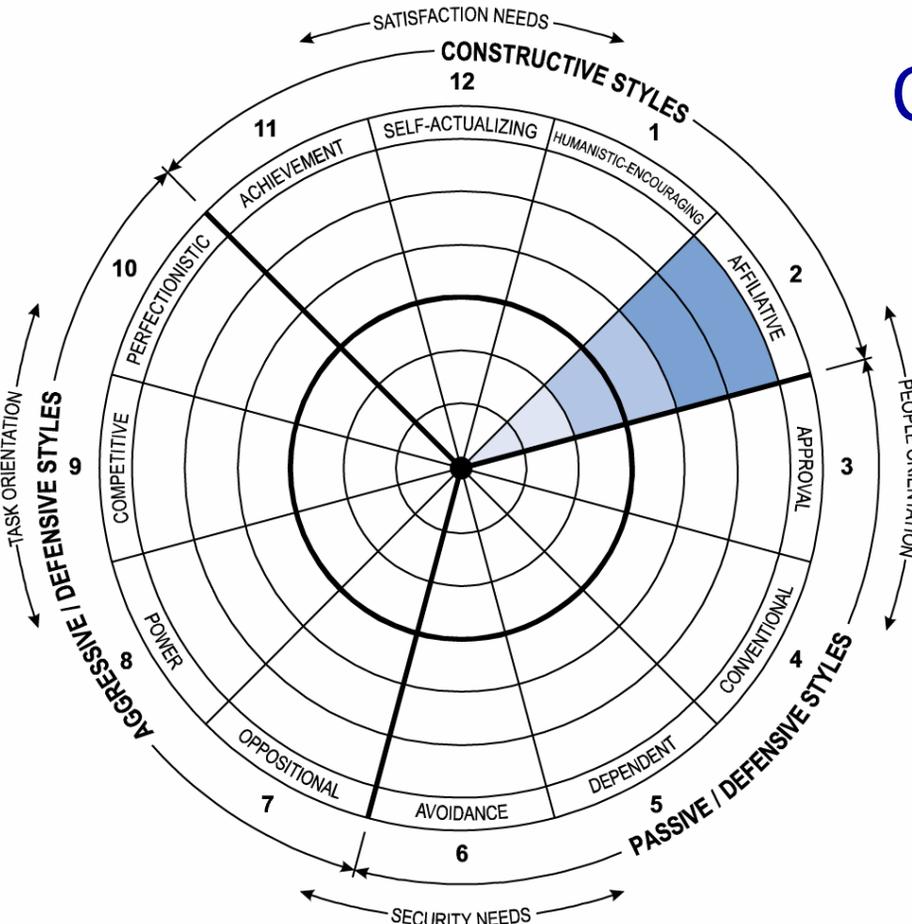# Humanistic-Encouraging

Characterized by:

- Providing others with assistance and support

- Building on suggestions and ideas
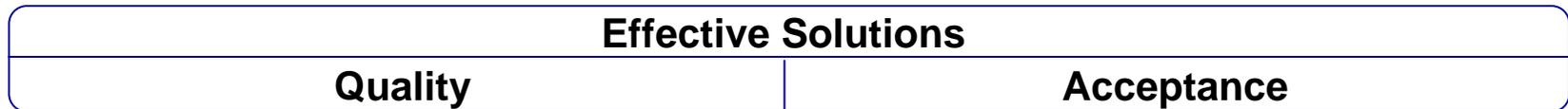
- Maximizing participation

Affiliative

Characterized by:

- Being cooperative and friendly

- Valuing people more than things

The Foundation
for Team Effectiveness

Synergistic Problem Solving Model

Effective Solutions
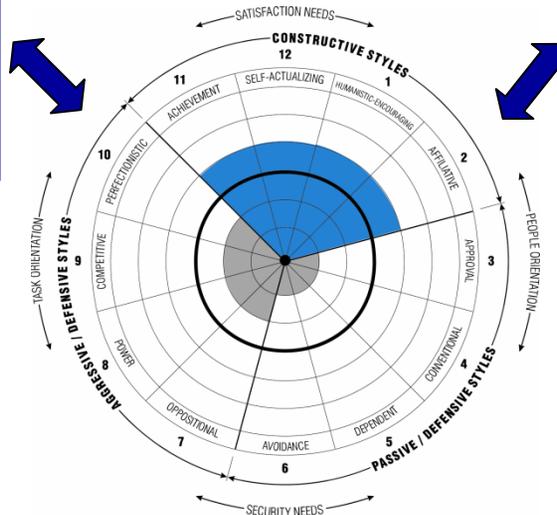
Quality	Acceptance

Rational Skills and Processes

- Analyzing the Situation
- Setting Objectives
- Simplifying the Problem
- Considering Alternatives
- Discussing the Consequences

Task Skills Knowledge Resources

Interpersonal Skills and Processes

- Listening
- Supporting
- Differing
- Participating
- Striving for Consensus

12. SELF-ACTUALIZING: Members are optimistic, enthusiastic, and interested.

11. ACHIEVEMENT: Members are concerned with getting things done and performing well.

10. PERFECTIONISTIC

9. COMPETITIVE

8. POWER

7. OPPOSITIONAL

1. HUMANISTIC-ENCOURAGING: Members are constructive, sensitive, and supportive of one another.

2. AFFILIATIVE: Members are friendly, cooperative, and relaxed.

3. APPROVAL

4. CONVENTIONAL

5. DEPENDENT

6. AVOIDANCE

Circumplex Styles that Contribute to the Development of an Effective Rational Process

- The Achievement Style
  - Analyzing the Situation
  - Identifying Objectives
  - Discussing Adverse Consequences

- The Self-Actualizing Style
  - Considering Alternative Strategies
  - Reaching a Consensus Decision

Circumplex Styles that Contribute to the Development of an Effective Interpersonal Process
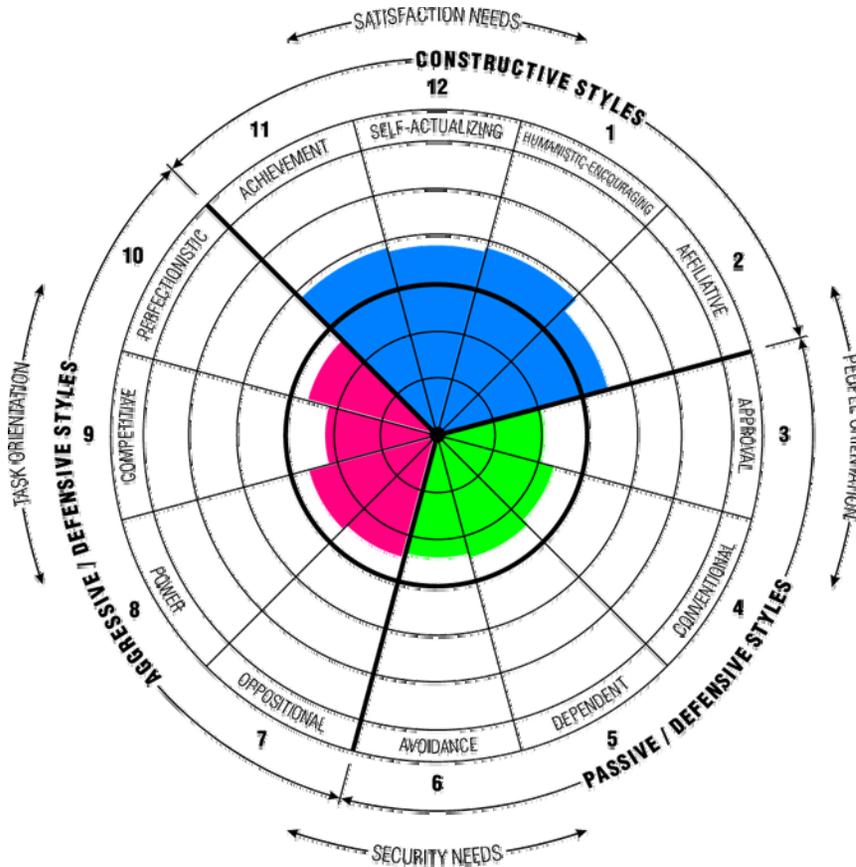
- The Humanistic-Encouraging Style
  - Supporting
  - Differing

- The Affiliative Style
  - Active Listening
  - Participating

Less Effective Groups
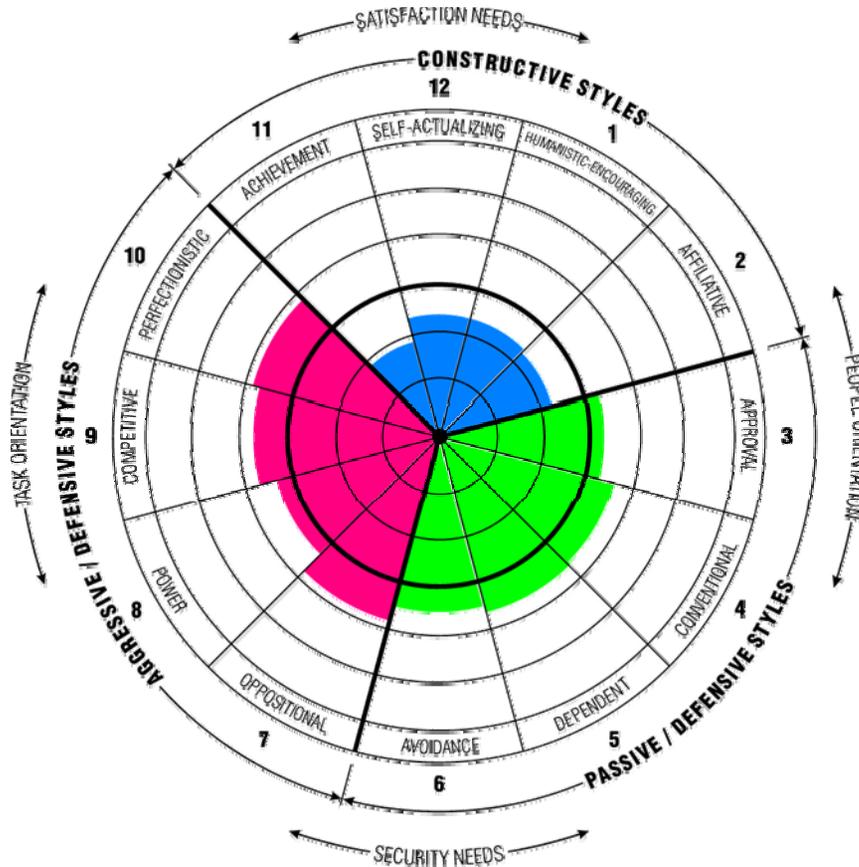
Composite profile of 21 groups who had poor team scores on simulations

Effective Groups

Average profile of members of 10 groups achieving high Percentage Gains on the simulation and strong Member Commitment to the teams solution

The Assignment

1. **Individually –** Identify opportunities for you and your team to increase constructive behaviors and become even more effective.

    Identify:

    Primary Style
    Backup Style
    Constructive Style

- **Team –**
    1. Create a Composite Profile
    2. Debrief/Understand Circumplex

1. **Team -** Create an Action Plan on ways to increase constructive behavior and decrease behaviors getting in the way of the teams effectiveness.

Survival Simulations

Survival Simulation	Situation	Task(s)	Time
Cascades	A helicopter crash in a remote area of the Cascade Mountains.	Rank order the survival value of 12 salvaged items	1 to 1.5 hours
Reef	A yacht sails the Tasman Sea from Tahiti to Australia and hits a reef.	Rank order 12 items vital to survival	1 to 1.5 hours
Bushfire	On holiday in the forest-covered Dandenong Ranges east of Melbourne, Australia, a group watches as a bushfire rages out of control.	Rank order the survival value of 12 salvaged items	1.5 to 2 hours
Desert	This classic involves a desert plane crash and a struggle to survive the elements.	Rank order the survival value of 15 salvaged items	1.5 to 2.5 hours
Subarctic	Plane crash survivors are marooned in a frigid, isolated area of northern Canada.	Rank order the survival value of 15 salvaged items	1.5 to 2.5 hours
Jungle	Set in the tropical rain forest, where water, heat, and insects challenge survivors.	• Decide on strategic objectives to aid survival • Rank order the survival value of 15 salvaged items	2.5 to 3.5 hours
Desert 2	Stranded in the desert, a group of travelers must make life or death decisions.	• Rank order the survival value of 15 salvaged items • Decide on the best use for each item	2.5 to 3.5 hours

Business Simulations

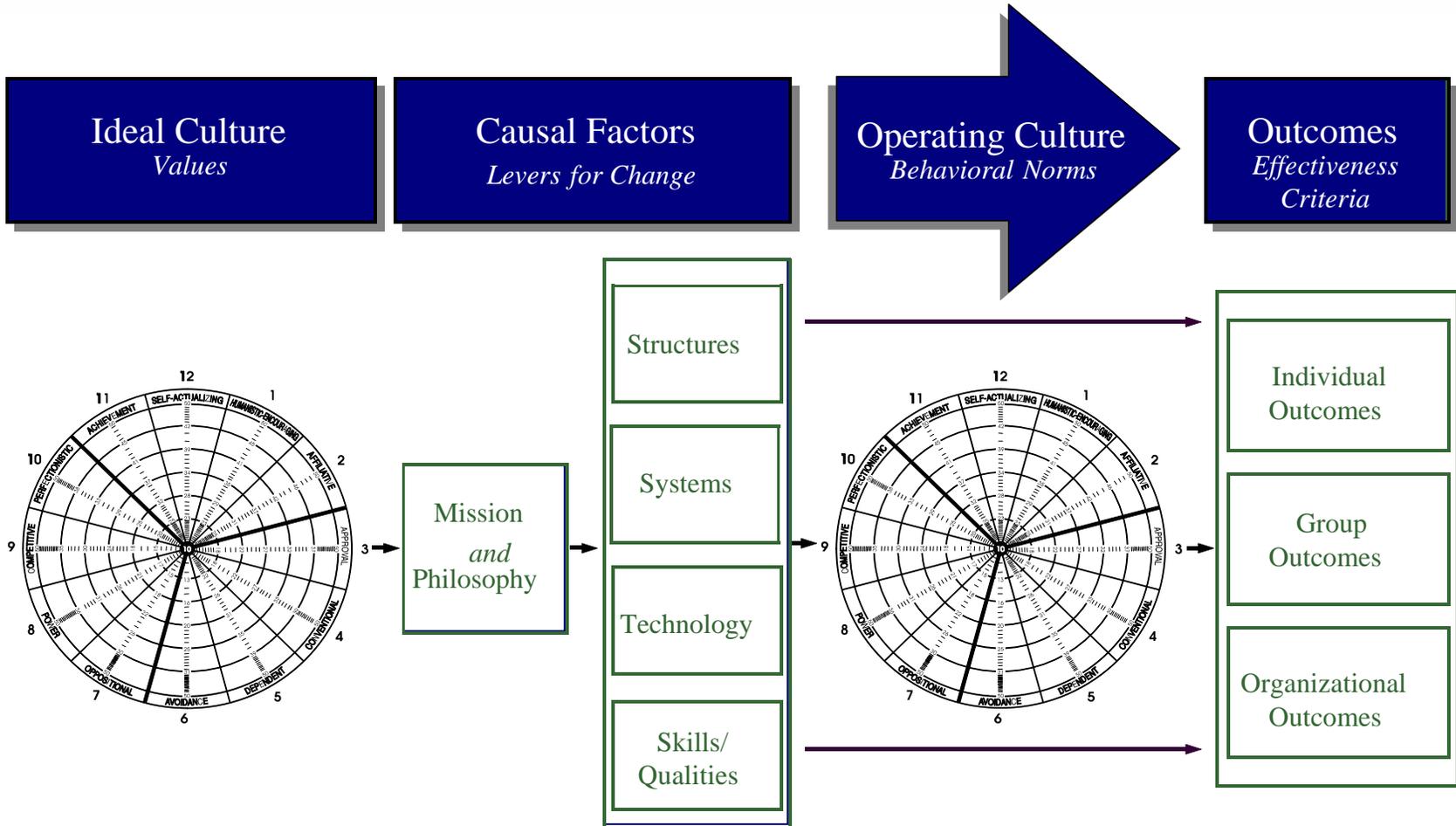| Business Simulation	Challenge	Activity	Time
Project Planning	How do you get (and keep) a project running smoothly — from start to finish?	Sequence the tasks involved in planning, organizing, implementing, and controlling a project.	1.5 to 2 hours
Meeting Effectiveness	What are the dos and don'ts of running a meeting that actually accomplishes something?	Sequence the steps involved in planning, organizing, conducting, and evaluating an effective meeting.	1.5 to 2.5 hours
Customer Complaint	How can you turn a customer complaint into a "win-win" — for your customer and your company?	Sequence the actions involved in receiving a complaint, identifying and resolving the problem, and learning from the experience.	1.5 to 2.5 hours
Turnaround	Your company is ailing and failing. What can you do to bring it back to life and get it on the path to success?	This intensive exercise is like four simulations in one. Use it with "graduates" of other business simulations OR sophisticated teams with solid business experience. Make "do or die" decisions in six key areas that influence organizational performance: Assumptions and Values, Problem Identification, Establishing Objectives, Action Steps, Approach to Management, Feedback and Communication.	5 to 8 hours

The Challenge Series Simulations

Challenge Series Simulation	Task
Constructive Negotiations	Sequence 17 activities relevant to defining the problem, selecting the negotiation strategy, generating alternatives, and coming to agreement
Critical Thinking	Apply lateral thinking strategies and techniques in developing solutions to five business-related problems
Ethical Decision	Apply personal ethical frameworks and paradigms in ranking ten biomedical and behavioral research practices in terms of their relative permissibility and acceptability
Organizational Change	Sequence 17 activities relevant to initiating, planning, implementing, and institutionalizing change
Performance Management	Sequence 20 activities related to establishing standards, facilitating and monitoring performance, conducting appraisals, and utilizing results
Project Management	Sequence 24 activities relevant to defining, planning, implementing, and completing projects

Organizational Culture Inventory

OCI Current

OCI Ideal

Ideal Culture
Values

Causal Factors
Levers for Change

Operating Culture
Behavioral Norms

Outcomes
Effectiveness Criteria

Mission *and* Philosophy

Structures

Systems

Technology

Skills/ Qualities

Individual Outcomes

Group Outcomes

Organizational Outcomes

How Do We Define Culture

- Consciously-held notions shared by members that most directly influence their attitudes and behavior—*behavioral norms.*

- Behavioral norms that describe the behaviors that all members understand are expected of them if they are to "fit in" and "survive" within their organization.

- Behavioral norms dictate how people do their jobs and interact with each other.

Organizational Culture:

The basic ***assumptions***, ***shared values*** and ***beliefs*** that *guide* the way organizational members *behave* toward each other and *approach* their work.

Organizational Culture:

- The way we do things around here.

- How people will act under pressure.

- How decisions get made when you can't be there.

- What is normal.

- What is rewarded.

- What it takes to SURVIVE.

How is Culture Created?

- Reward Systems
- The methods and styles of those in a leadership or management position
- External factors
- Individual thinking and behaviors

Why Measure Culture

- Baseline of current effectiveness

- Identify an ideal or desired state

The OCI

- Focuses on the behavioral patterns that members believe are required to "fit in" and "meet expectations" within their organization.

Purpose of Ideal OCI

- Obtain buy-in at all levels for where the organization needs to go/commitment

- People are more willing to change when they have a say in the change

- Helps organizations determine their readiness for change

Two General Types of Culture

Defensive Cultures - Inactive/Reactive

– How people see you is more important than what you do

– Focus on blame

– Maintain the status quo

Constructive Cultures - Proactive

– Fosters innovation

– Reinforces personal responsibility and accountability

– Value performance

Defensive Culture

- Systematically undermines long term performance.

- Prevents the organization from identifying and implementing strategies and tactics that are needed to compete in an increasingly competitive world.

- Turf wars drive decisions.

- Win or lose based on beating your associates rather than competitors.

- How you look, not what you accomplish is most important.

Defensive Culture Syndrome

- Achieve a dominant market position due to success, vision or luck.

- Success leads to more success.

- Begin believing its because of their brilliance.

- Arrogance sets in.

- Internal focus begins to build a bureaucracy.

- Deterioration of long-term performance.

- It's always someone else's fault.

Constructive Culture

- Everyone is expected to provide initiative.

- Low distortion in communication.

- People are encouraged to be decisive, take moderate risks, take initiative and be accountable.

- Grow people rather than use them as career advancement tools.

Constructive Culture

- Pursue standard of excellence.

- Externally focused -- beat competitors not each other.

- Open, candid discussion and decision-making.

- Non-political atmosphere.

- Leadership vs. Management
    - facilitating goal accomplishment rather than monitoring activities.

Organizational Culture Model

- Emphasis on human assets
- Adaptable
- Customer service excellence
- Innovation

- Loyalty/Satisfaction
- Inter-unit coordination
- Cooperation
- Market shaper

- Arrogance
- Bullying
- Hierarchical

- Bureaucratic
- Conservative
- Inactive
- Fearful

- Secretive
- Punitive
- Reactive

- Unresponsive
- Driven by market
- Formal
- Entitlement

Total Group Ideal
N=15,982
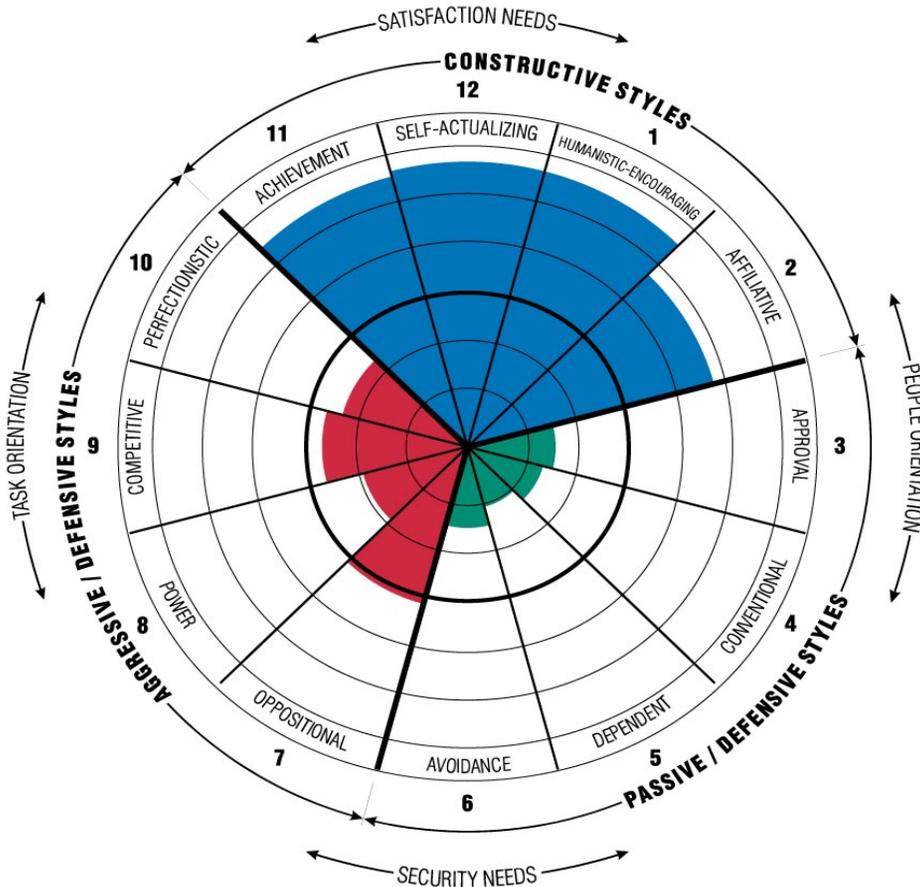
Ideal Culture:

Strive to achieve

Sense of accomplishment

Creative/enjoy work

Supportive/encouraging

Work together

"Typical Ideal Culture Profile"
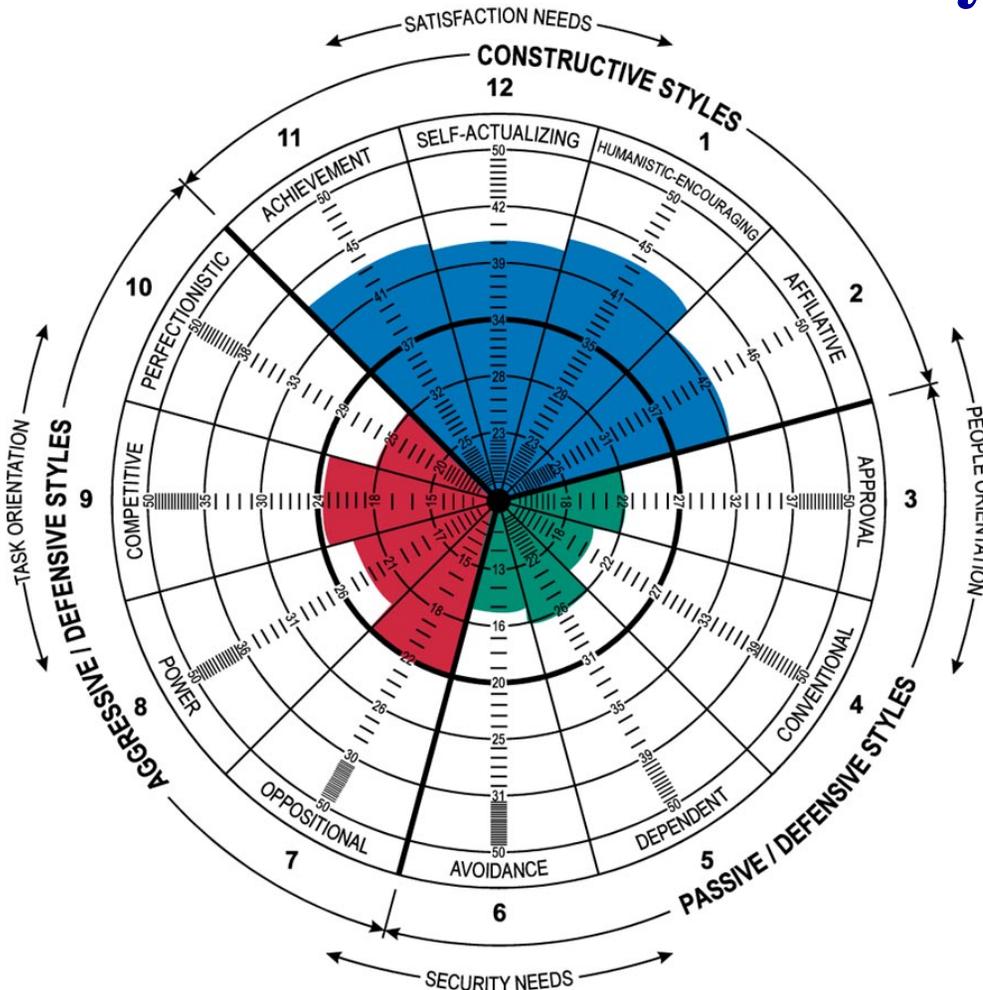
Based on the averaged scores of members of five different organizations: heavy manufacturing, high-tech manufacturing, banking, and biomedical.

Technology: Software
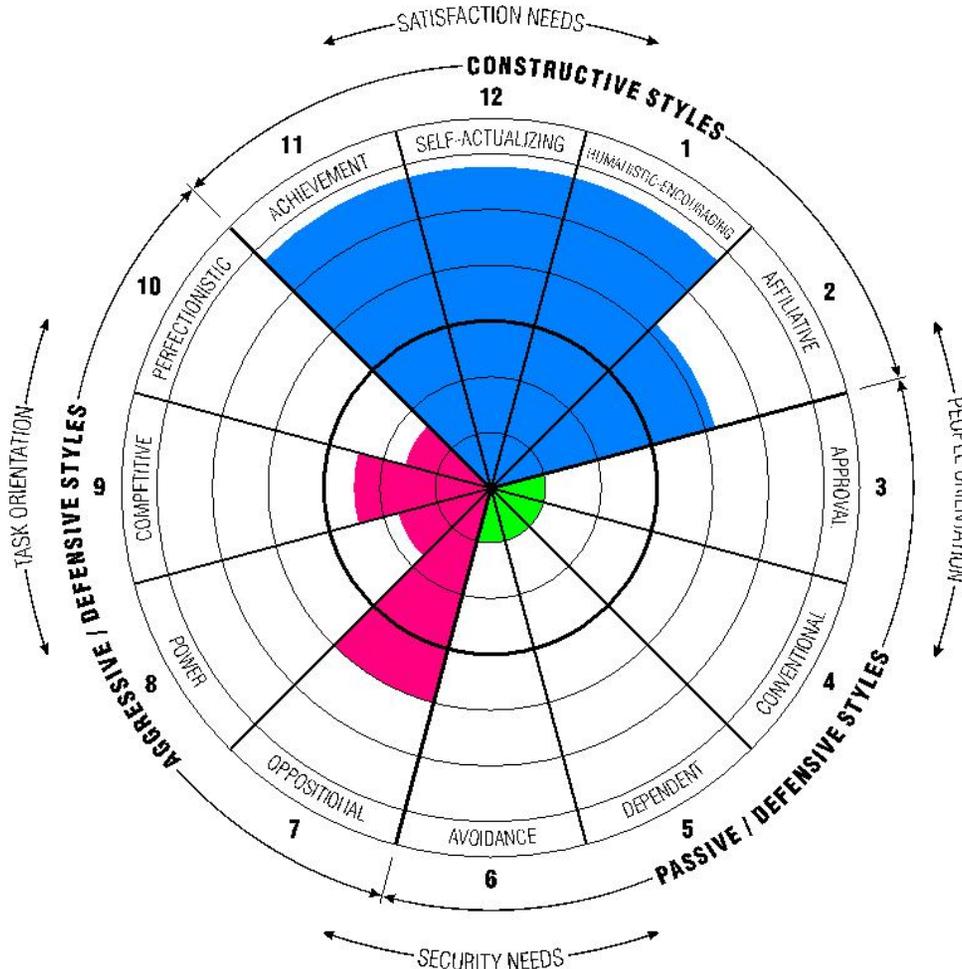
Military Defense
Ideal Culture

Air Force Base
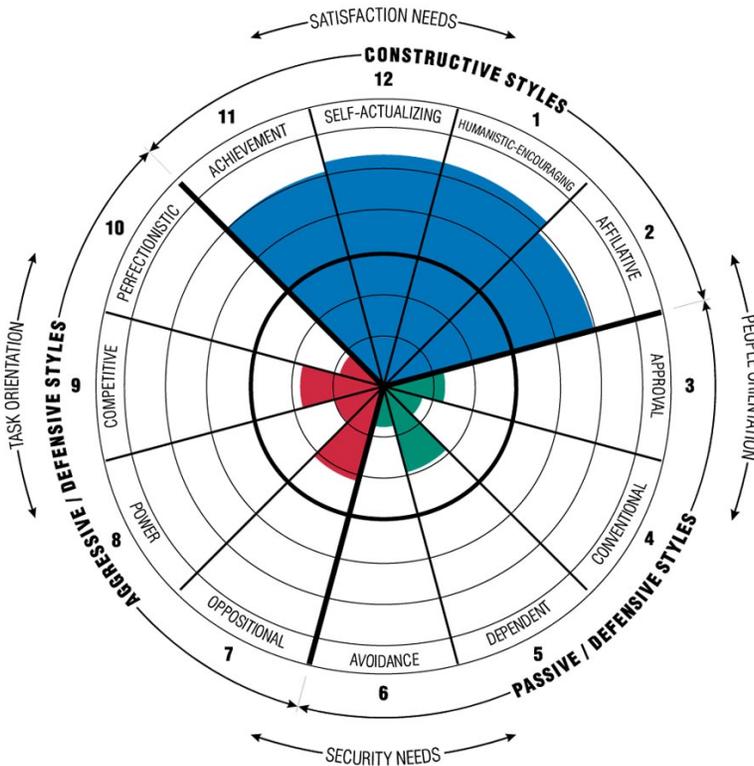
Navy Yard

Government Ideal

N=1173
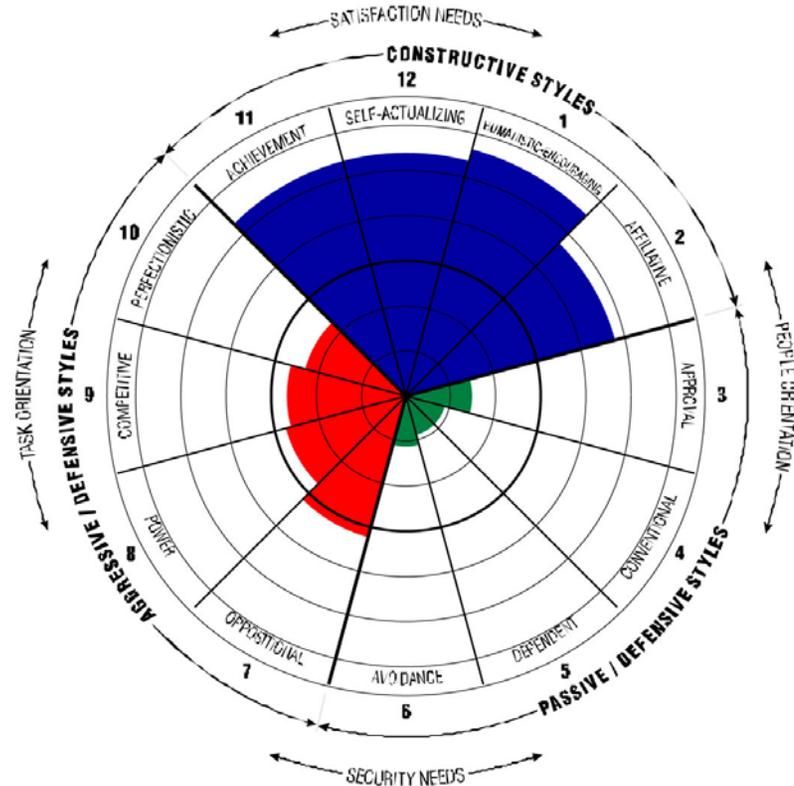
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synergistics®
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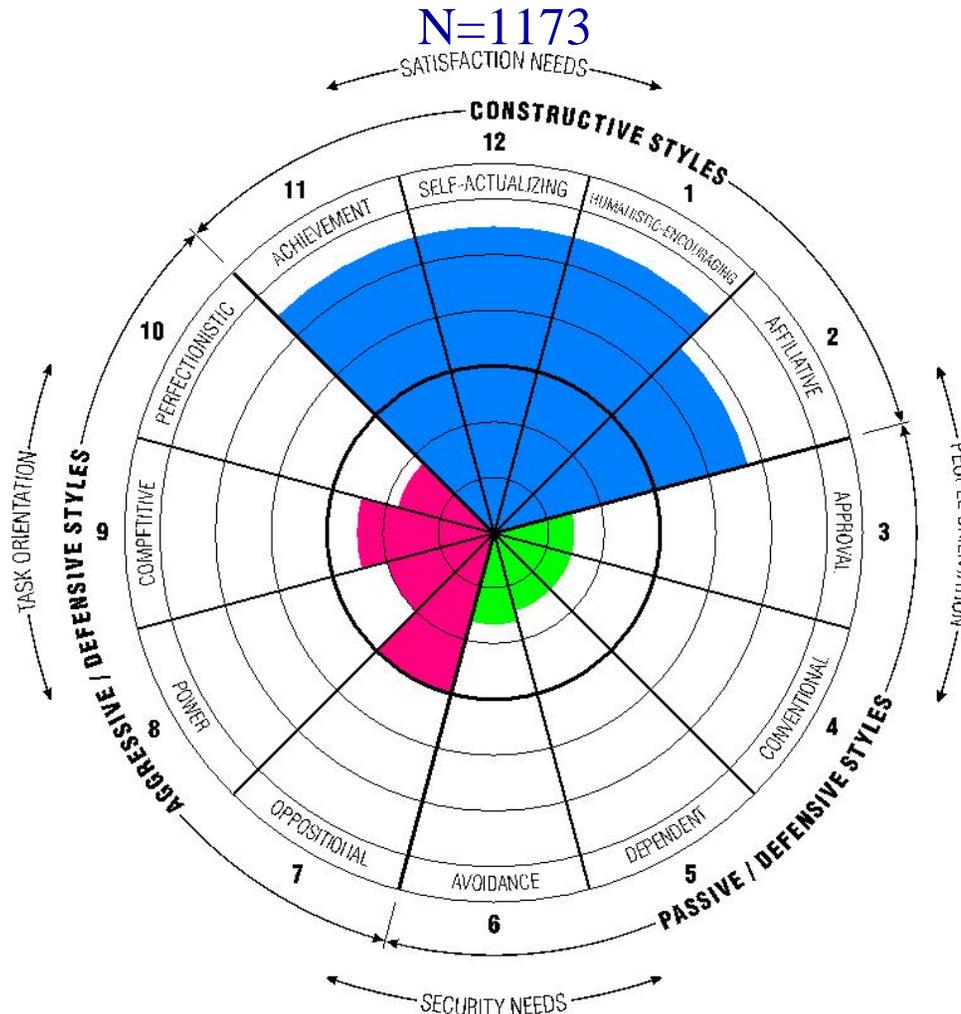
Female / Male

Ideal Culture:

Behaviors and expectations that should be encouraged and rewarded.

Ideal Culture

Female

N=5014
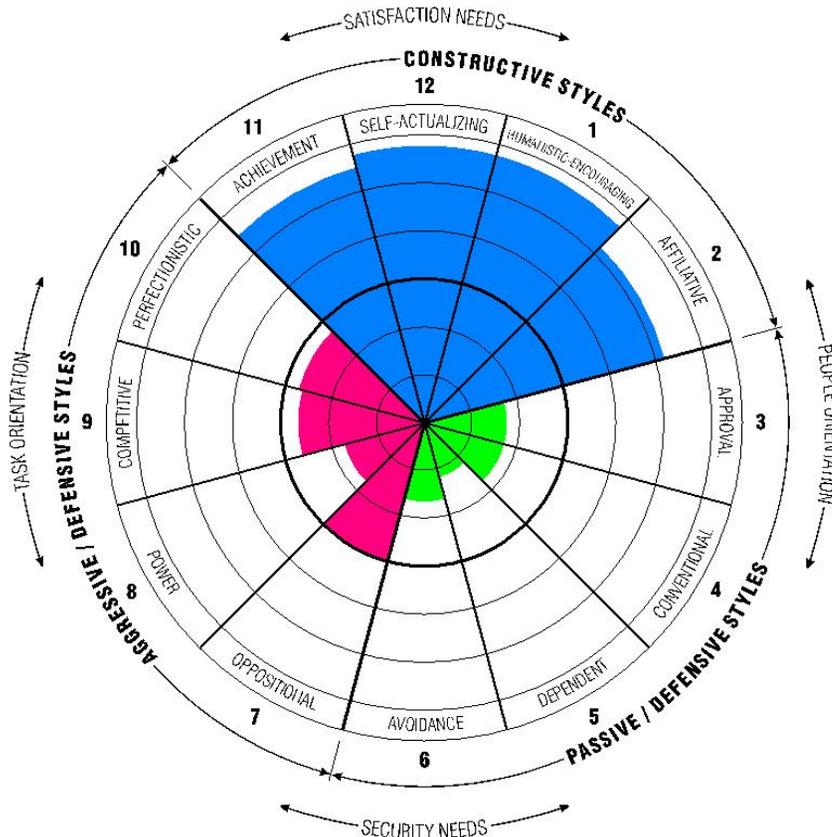
Male

N=5325
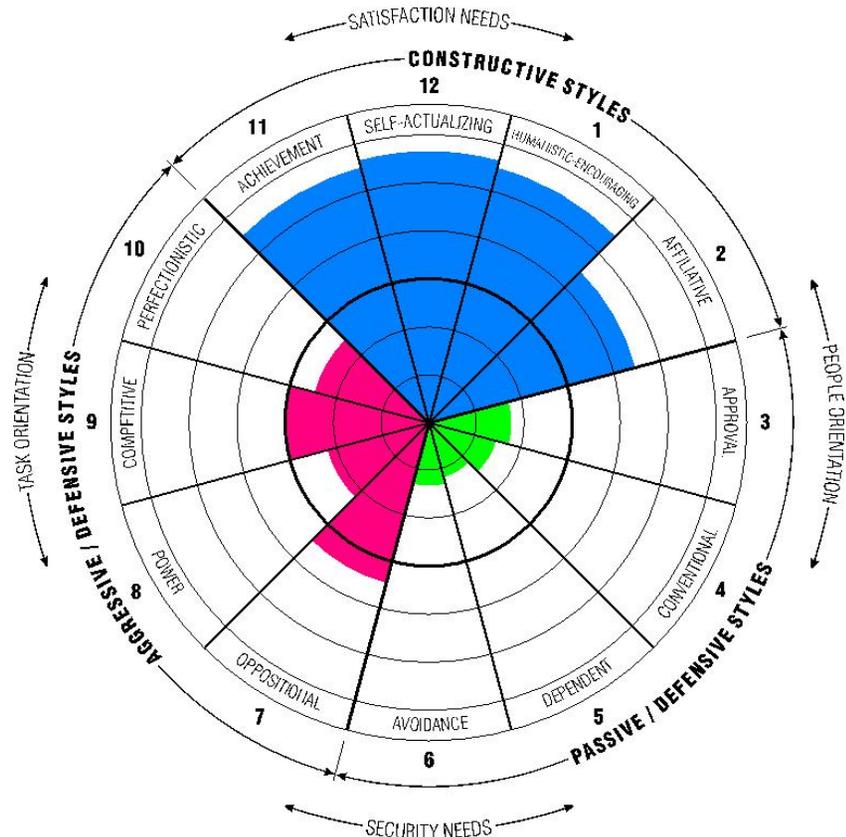
Age

Ideal Culture:

Behaviors and expectations that should be encouraged and rewarded.

Under 20
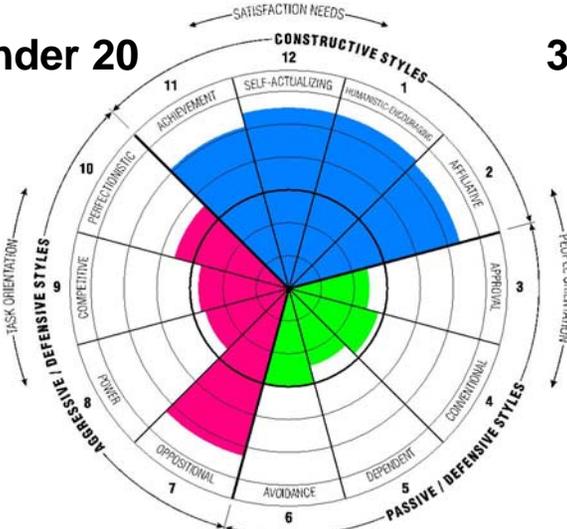
30 - 39

50 - 59

20 - 29

40 - 49

60 +

Nordic Cluster
Denmark, Finland, Norway

Latin American Cluster
Chile, Columbia, Venezuela
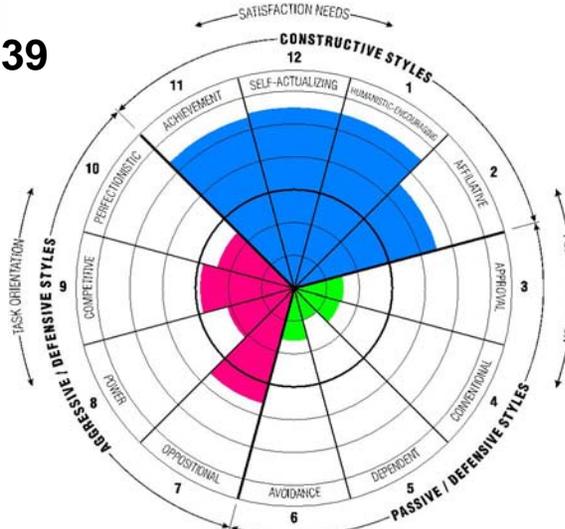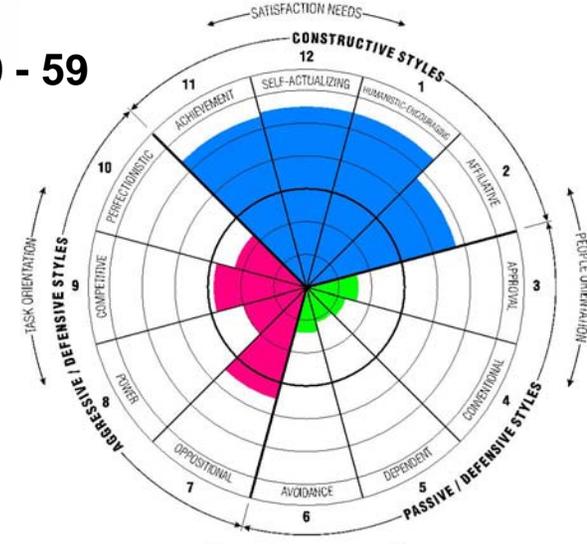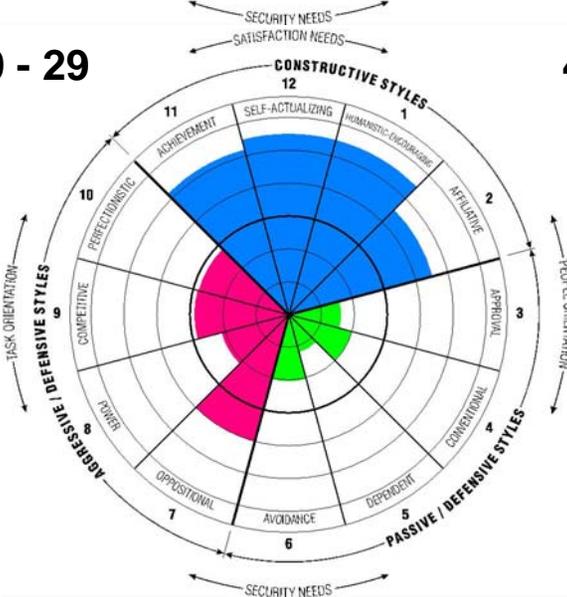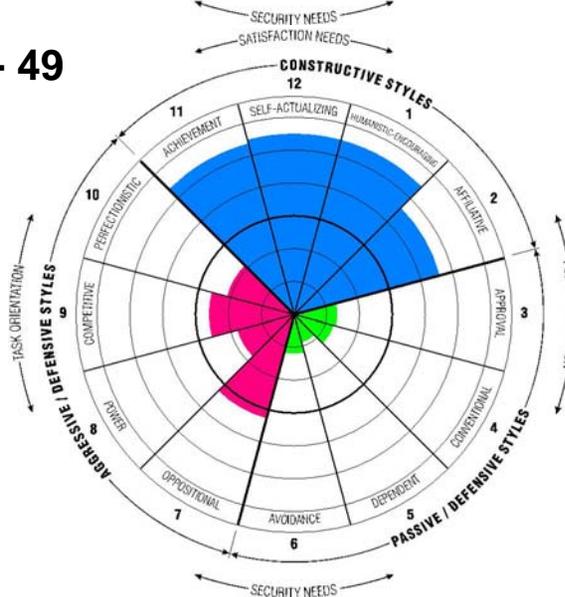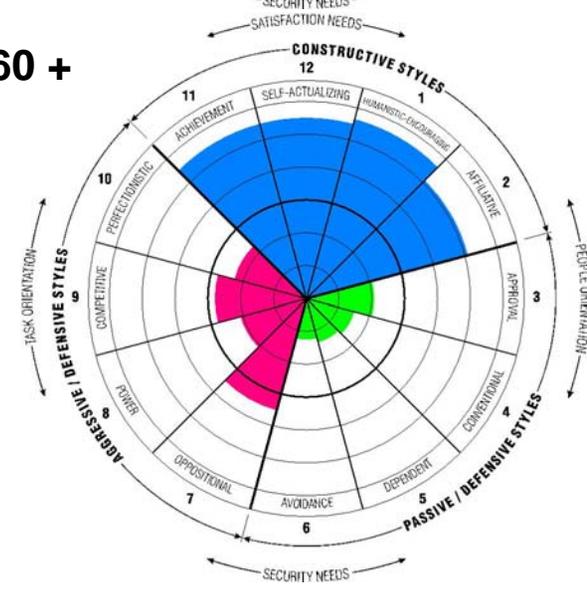
International Ideal OCI
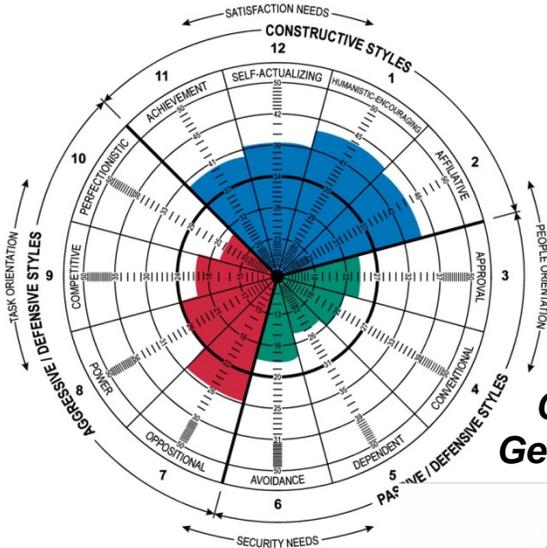
Germanic Cluster
Germany, Switzerland
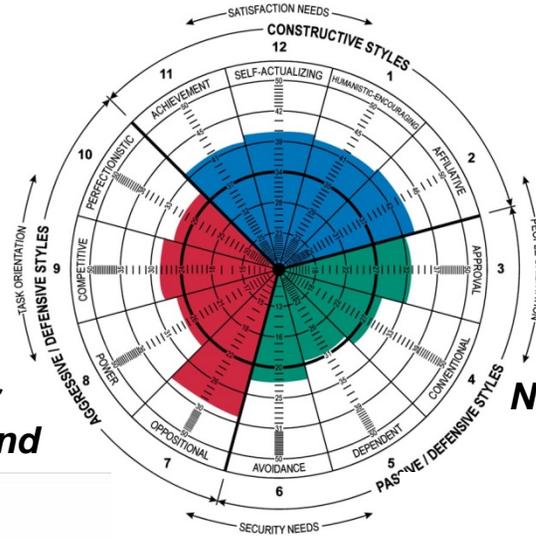
Near Eastern Cluster
Greece, Turkey

Australia

Korea

Ideal Culture
Values

Causal Factors
Levers for Change

Operating Culture
Behavioral Norms

Outcomes
Effectiveness Criteria

Structures

Systems

Technology

Skills/ Qualities

Mission *and* Philosophy

Individual Outcomes

Group Outcomes

Organizational Outcomes
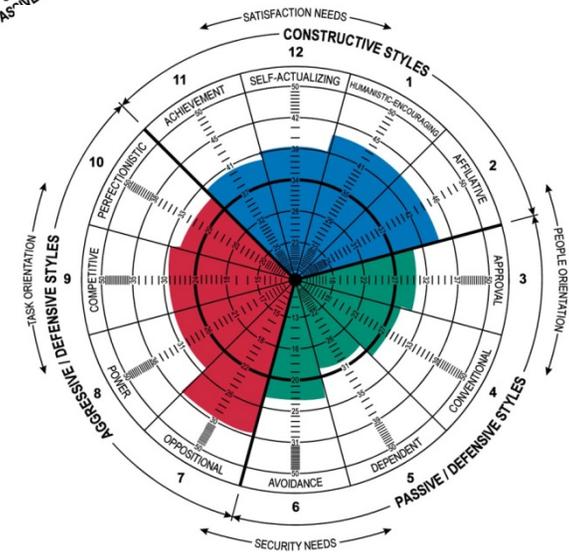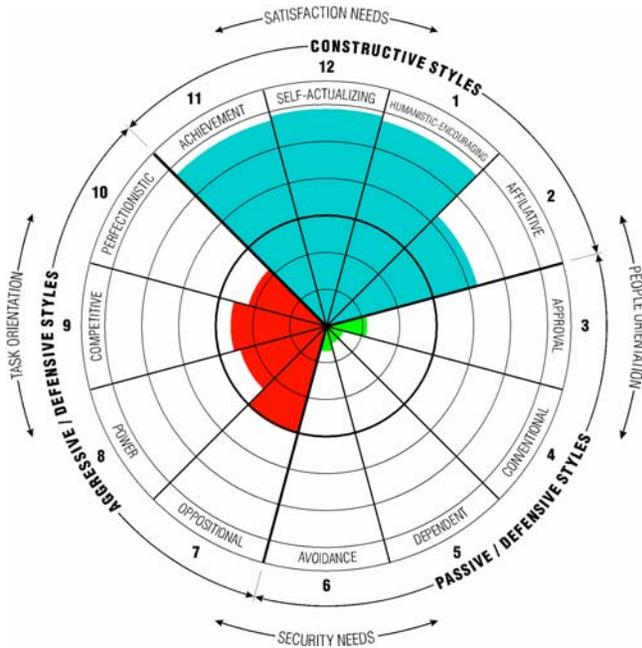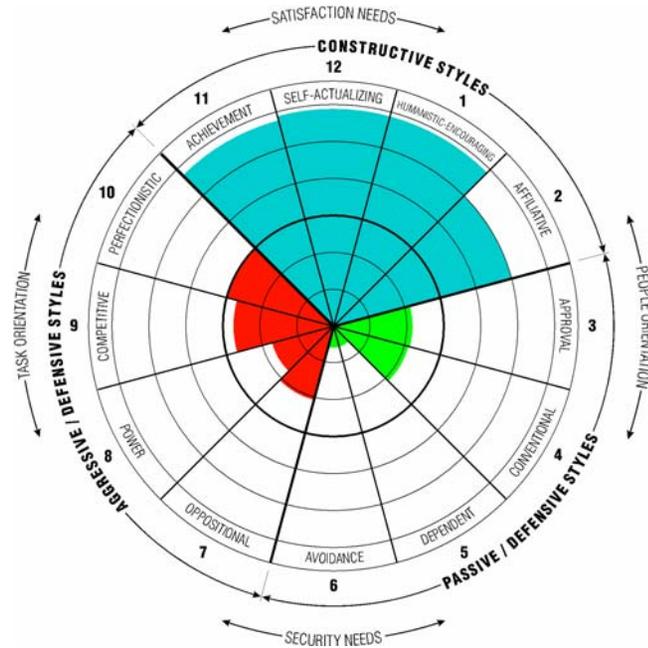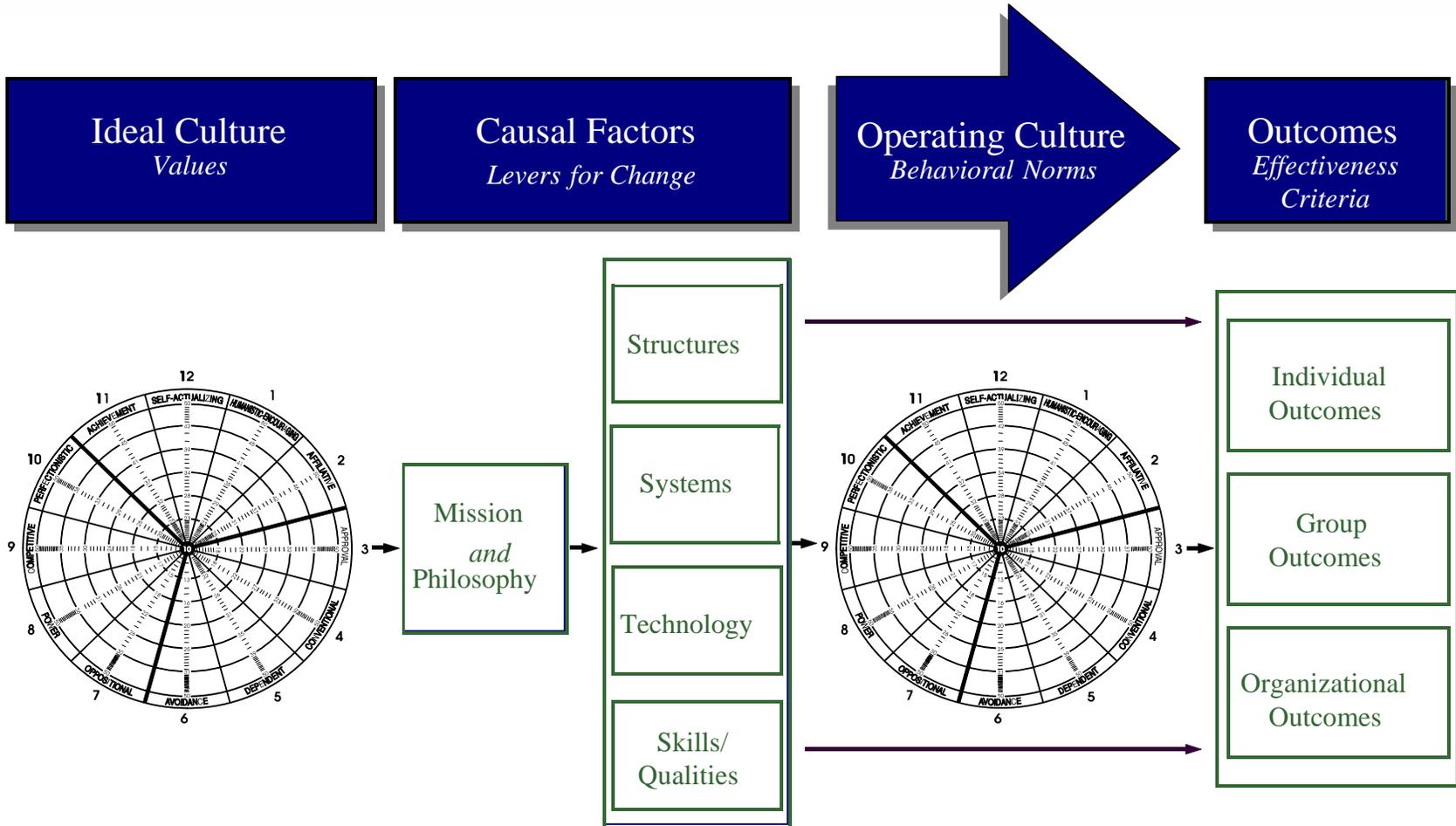
Climate

Culture

Individual descriptions of the organizational setting; the way the organization feels to the people inside it.

The basic assumptions, shared values and beliefs that guide the way organizational members behave toward each other and approach their work.

Perceptions (sensory)

Cognitions (beliefs, values, assumptions)

"How things are around here"

"How people are expected to do things around here"

How Culture Works

Antecedents
(Levers for Change)

Operating Culture
OCI Norms

Outcomes

Underlying assumptions

Espoused values (ideal culture)

↓

Philosophy
Mission

↓

Goals
Strategies

Structures
Role
Influence
Decision-making

Systems
Training
Appraisal
Reinforcement
Goal Setting

Technology
Job Design
Complexity
Inter-dependence

Skills/Qualities
Leadership
Communication
Bases of power

Individual Outcomes
Motivation
Performance
Satisfaction
Stress

Group Outcomes
Teamwork
Inter-unit coordination
Unit-level quality

Organizational Outcomes
Organizational-level quality
Quality of customer service
External adaptability

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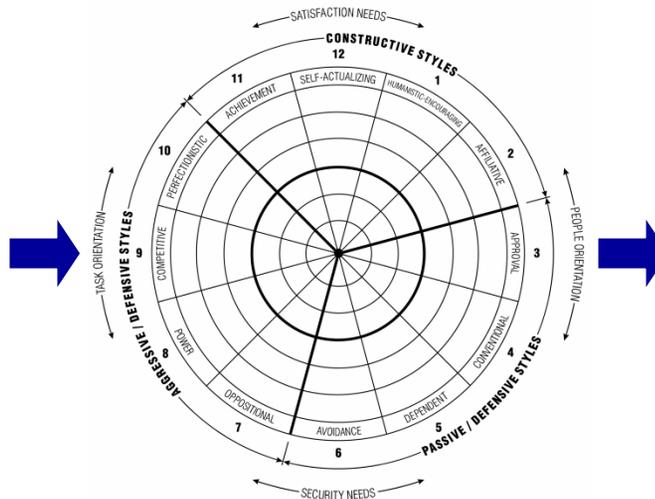
Sometimes: How Culture Works

Antecedents
(Levers for Change)

Operating Culture
OCI Norms

Outcomes

Resources

Underlying assumptions

Espoused values
(ideal culture)
↓
Philosophy
Mission
↓
Goals
Strategies

Demands

Structures
Role
Influence
Decision-making

Systems
Training
Appraisal
Reinforcement
Goal Setting

Technology
Job Design
Complexity
Inter-dependence

Skills/Qualities
Leadership
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Bases of power

Individual Outcomes
Motivation
Performance
Satisfaction
Stress

Group Outcomes
Teamwork
Inter-unit coordination
Unit-level quality

Organizational Outcomes
Organizational-level quality
Quality of customer service
External adaptability

human
synergistics®
INTERNATIONAL
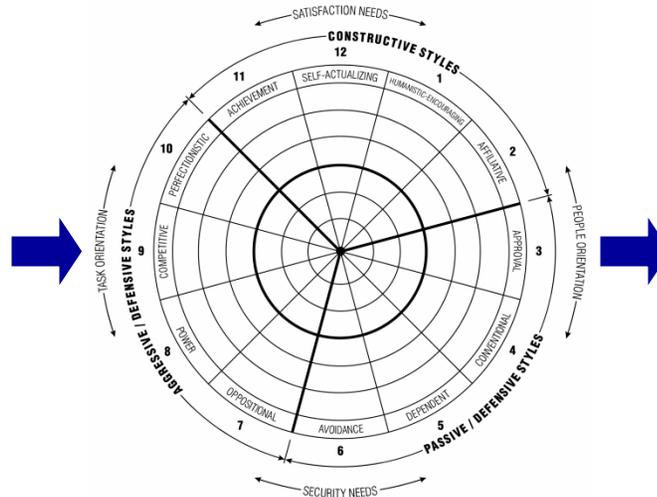
Current OCI

- Provides a point-in-time picture of the culture in terms of 12 specific types of behavioral norms.

Current and Ideal OCI Profiles
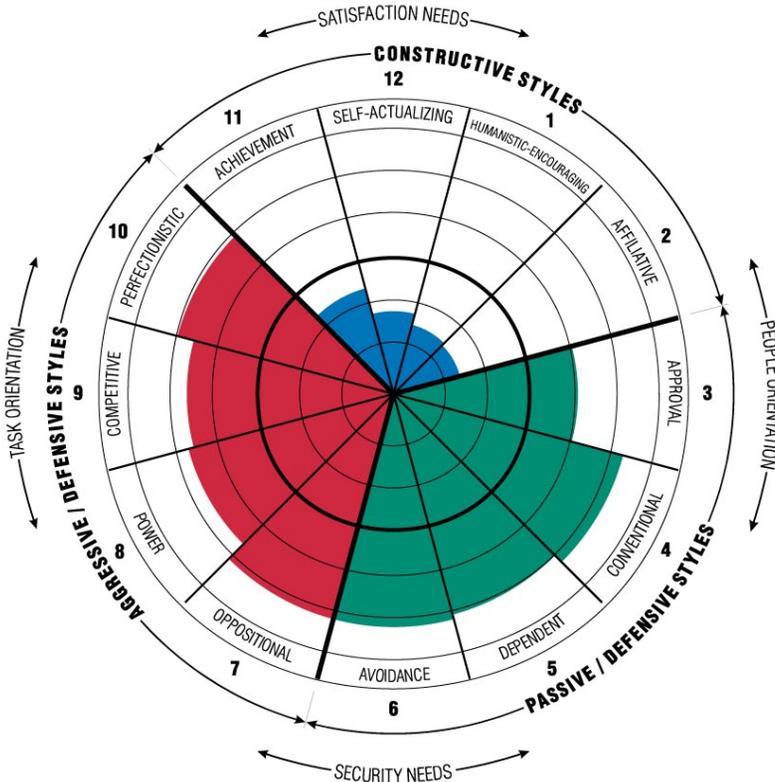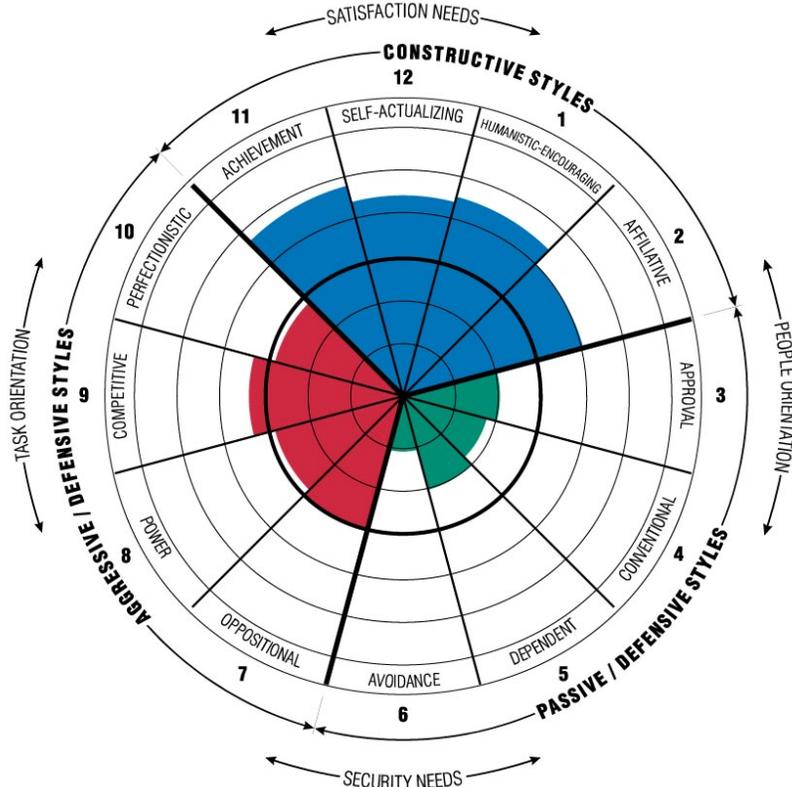
Current vs. Ideal
State Government Employees

Current Culture
All Respondents

N=589
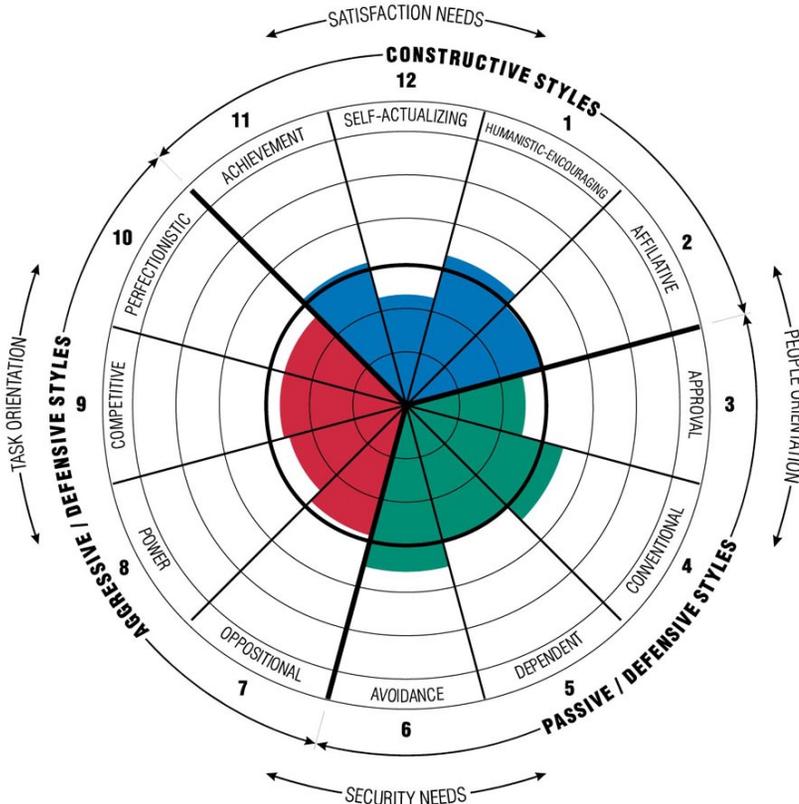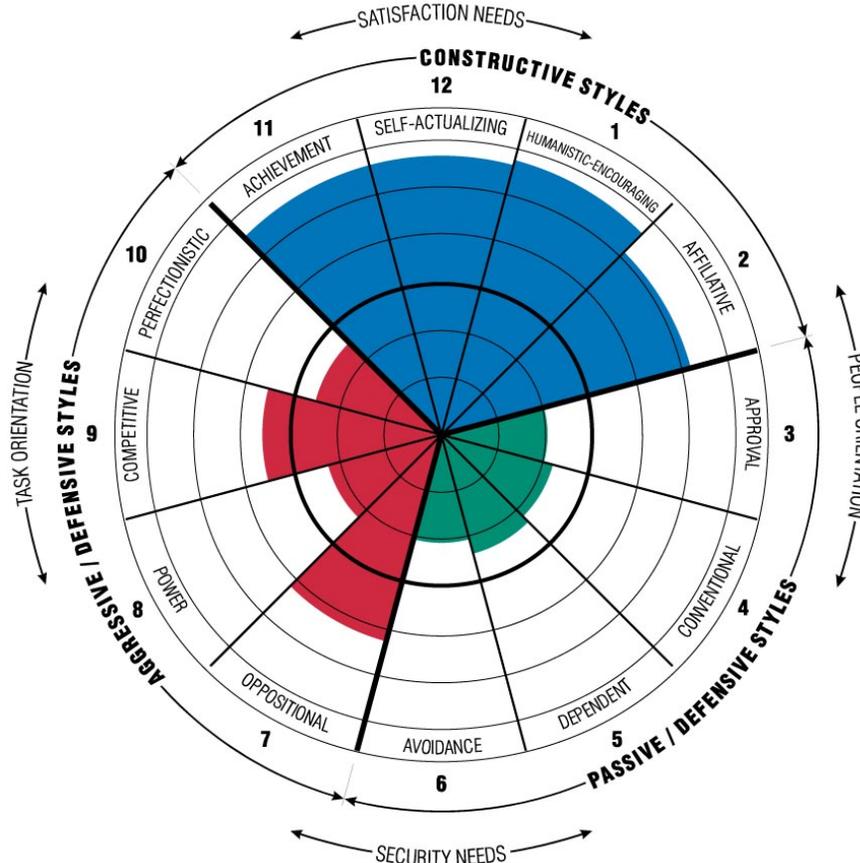
Ideal Culture
All Respondents

N=218
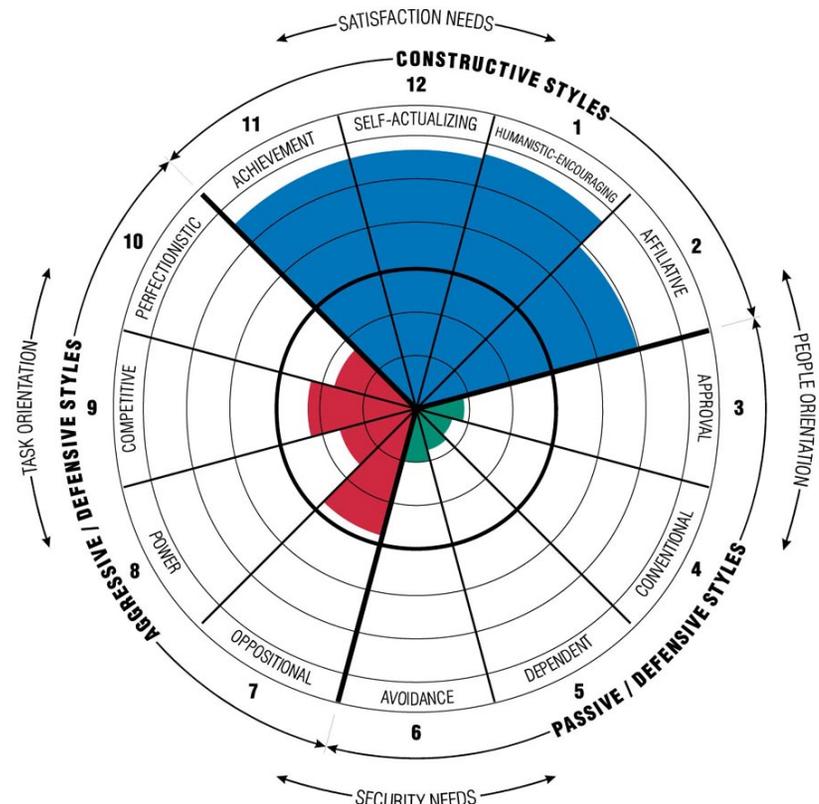
Organizational Culture Inventory

Subsidiary of a Large Telecommunications/Broadcasting Company
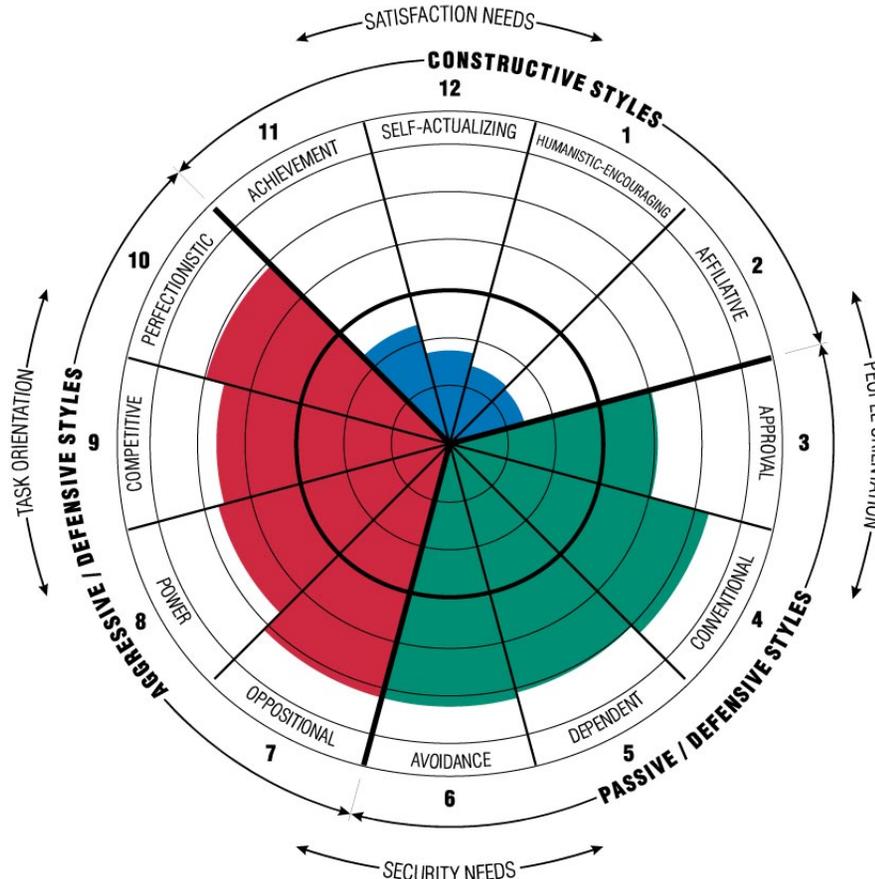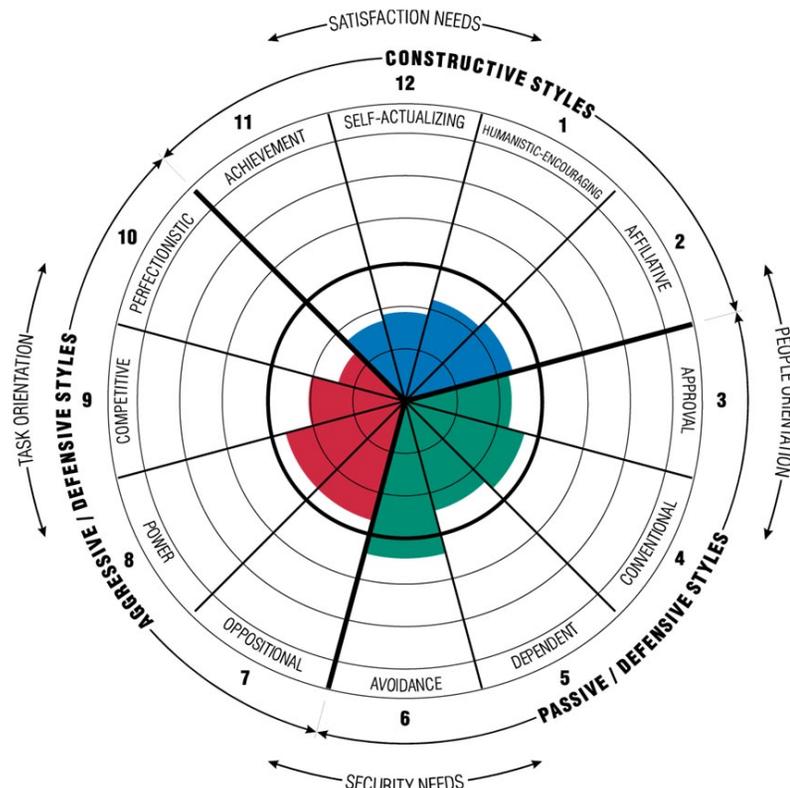### Total Group
Ideal Culture *N=35*

Organizational Culture Inventory

Subsidiary of a Large Telecommunications/Broadcasting Company
Total Group
Current Culture *N=313*

Large Intercity School System

Students
n=134
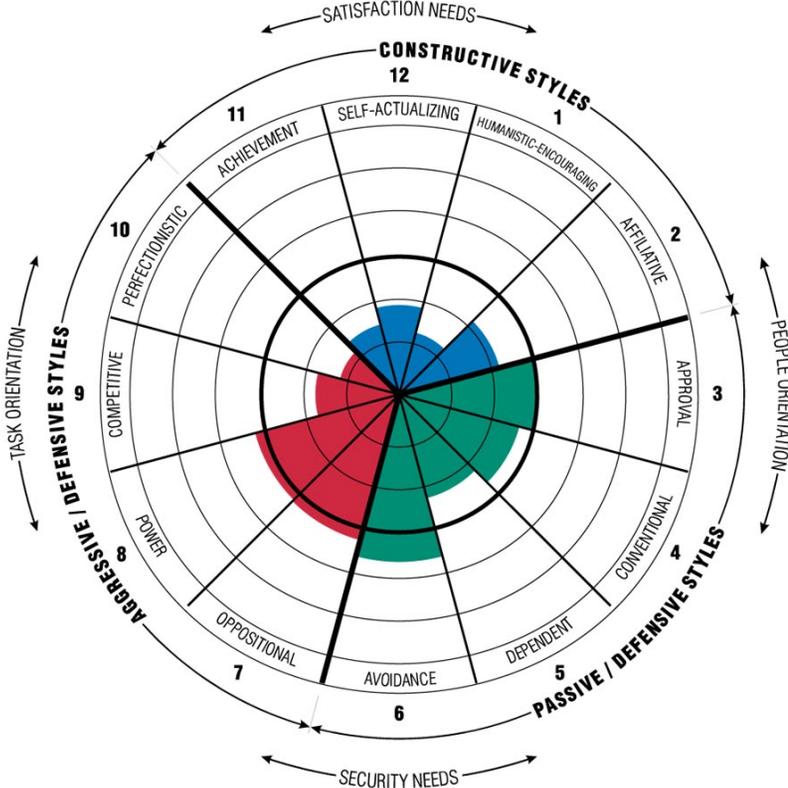
Teachers
n=900

Organizational Performance
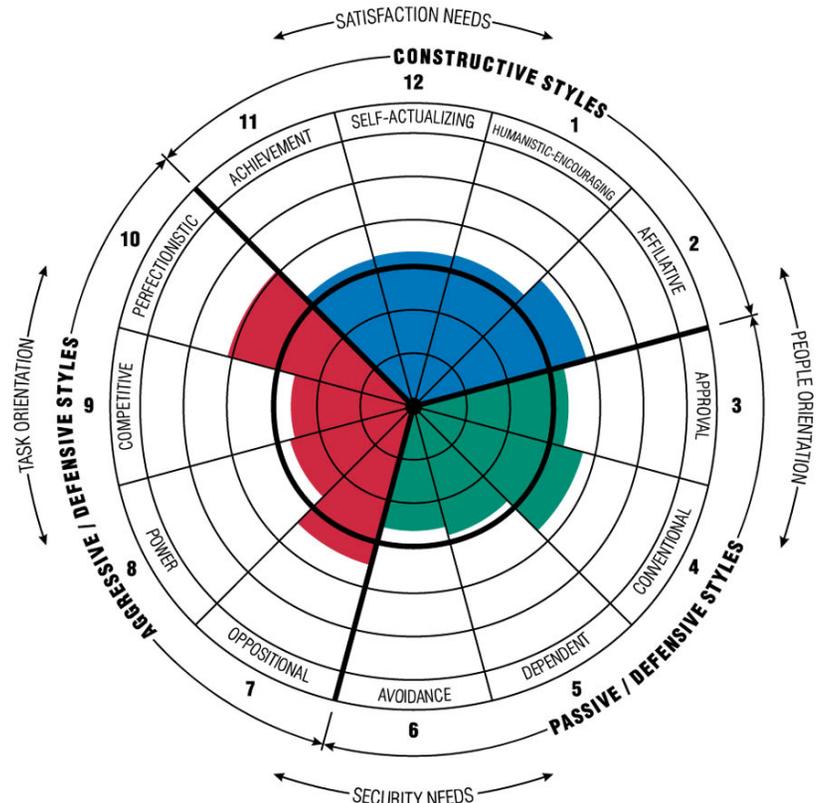
Constructive Organizations

Defensive Organizations
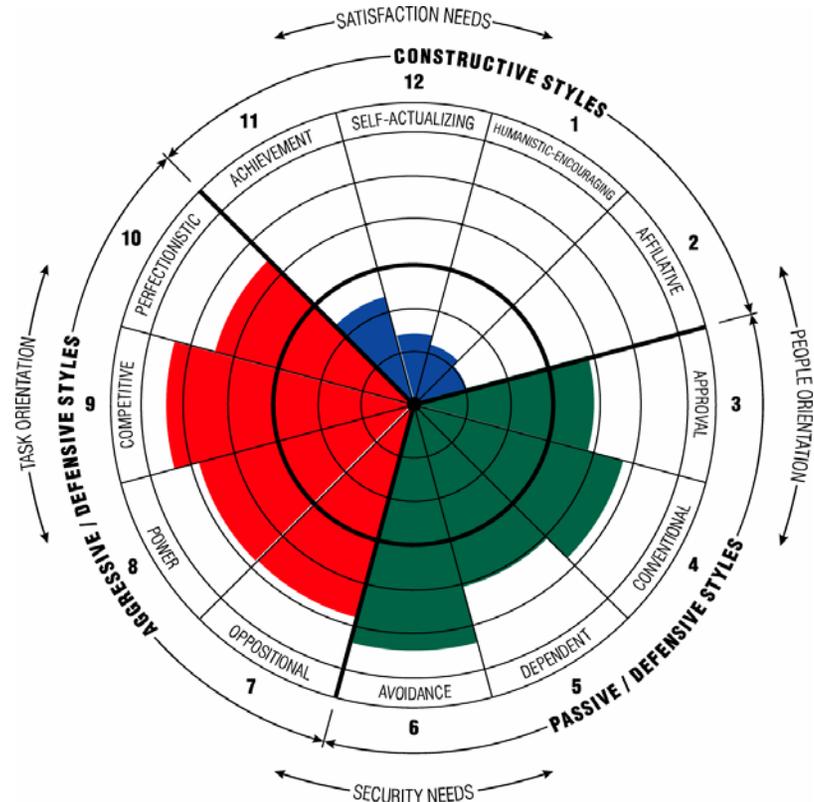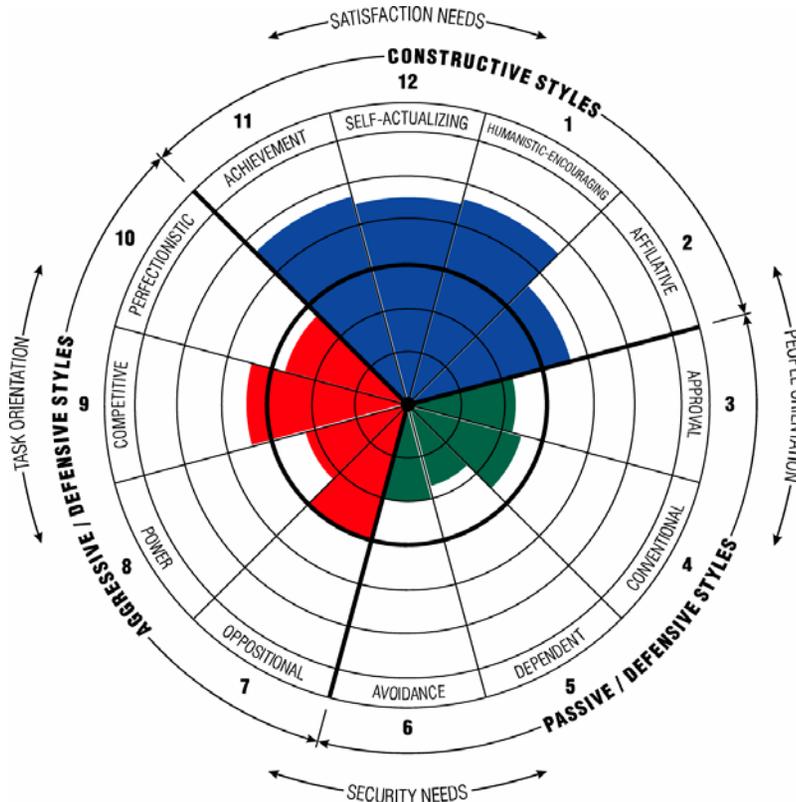
Culture Profiles of Organizational Units within U.S. Department of Defense During Operation Desert Shield
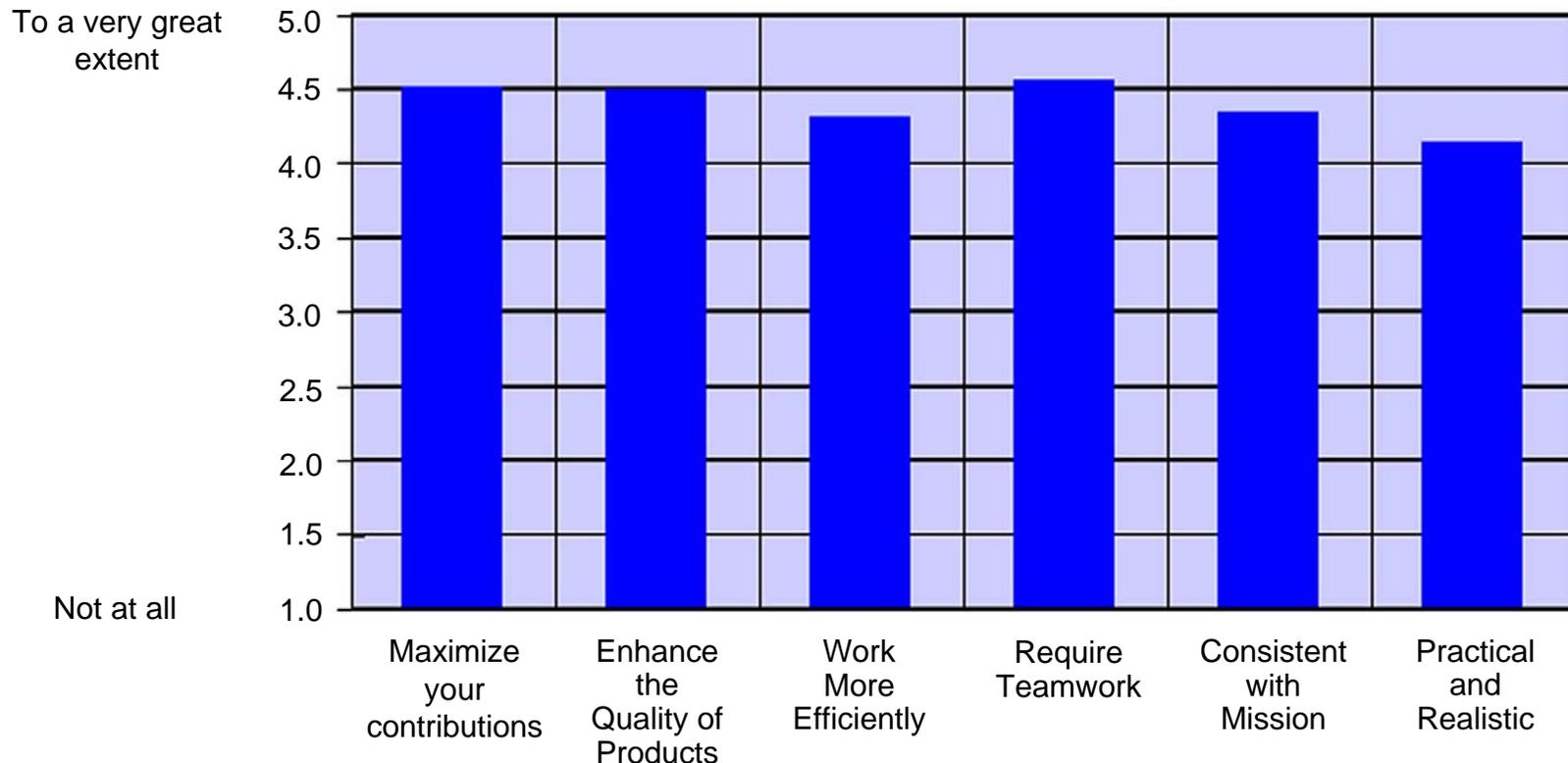

Average Performers
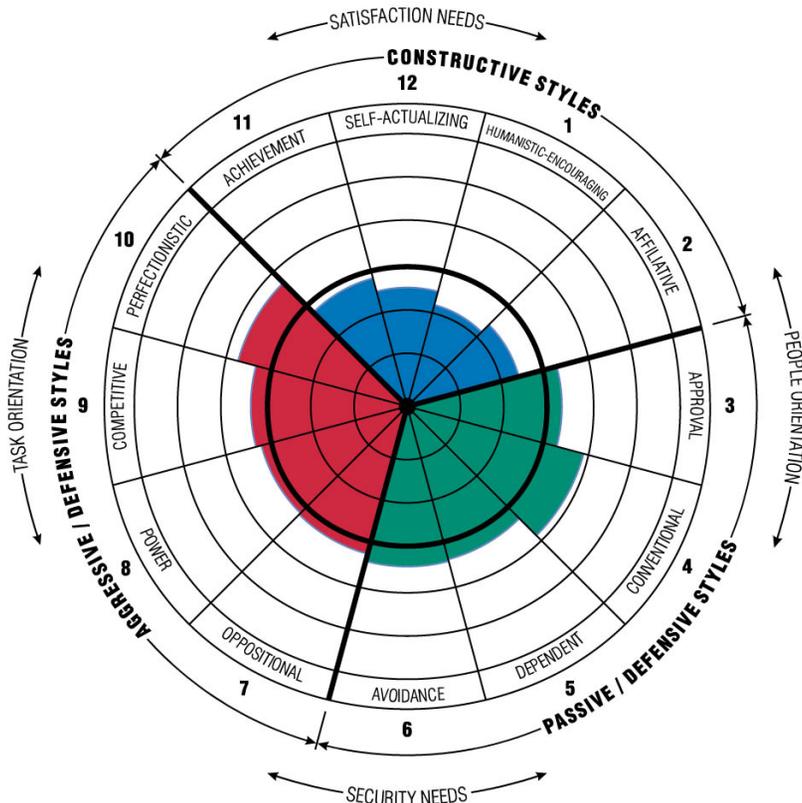
Top Performers

OCI To What Extent Items

- Items assess outcomes associated with the organization's culture

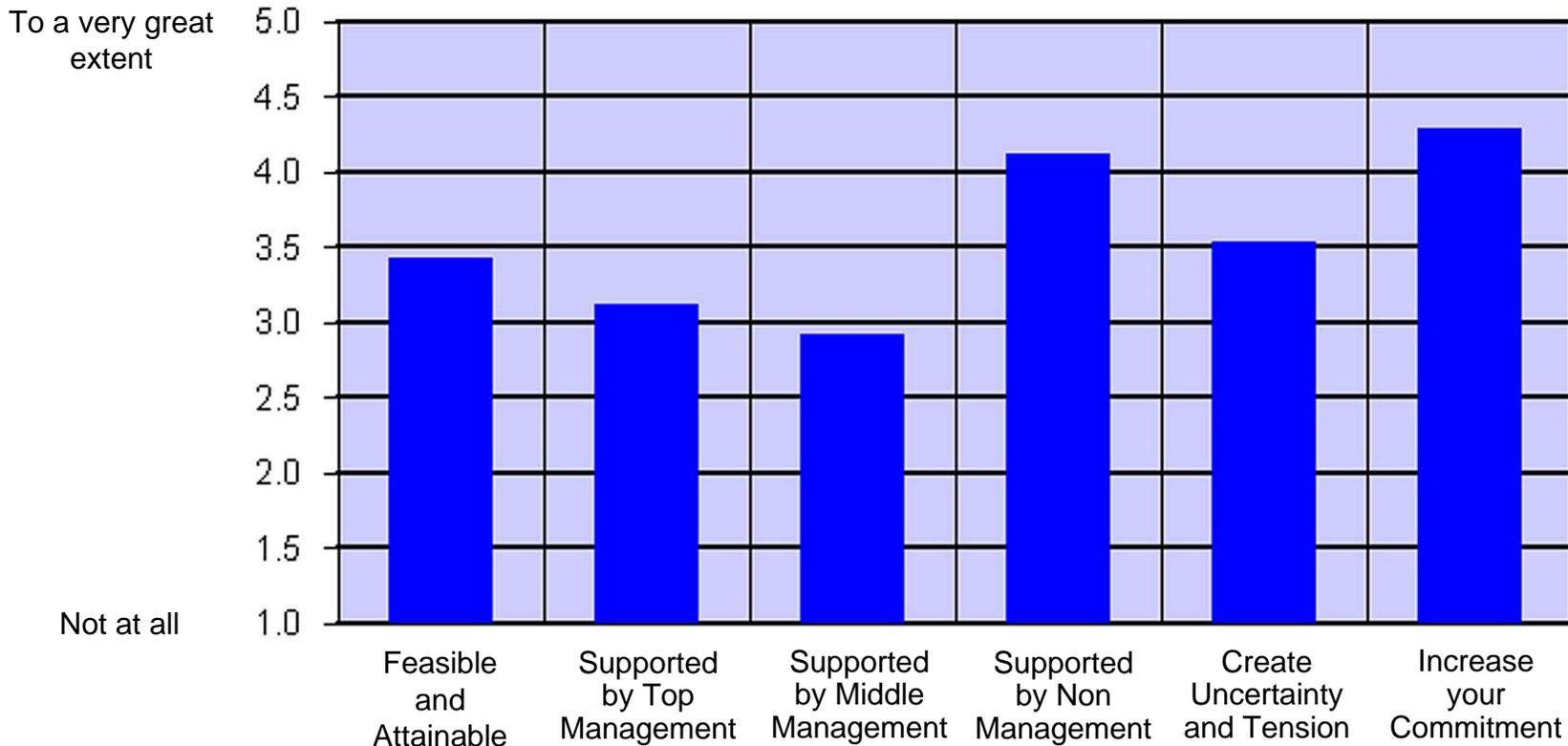- Provide insights into the possible need for cultural change

Ideal Culture
Organizational Readiness for Change

To What Extent Items
(Movement towards an Ideal Culture)
All Respondents

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Hand-Scored OCI

(Administration, scoring and profile
completed as part of workshop)

- Contains 120 items

- Norms based on 4,000 individual's perceptions of their culture

- Available in Current and Ideal format

Computer-Scored OCI

(Large scale surveys when done as prework)

- Contains 120 items

- Norms based on 551 organizational units

- HSI must process

- Available in Current and Ideal format

- Feedback options

OCI Translations
(OCI *Current*)

Hand Scored

- Japanese
- German
- Dutch*
- French Canadian
- French European
- Spanish Latin American
- Spanish Castilian
- Brazilian Portuguese

Computer Scored

- Japanese*
- German
- Dutch*
- French Canadian
- French European
- Spanish Latin American
- Spanish Castilian
- Brazilian Portuguese
- Swedish
- Simplified Chinese

Ideal also available

OCI Standard Report

- Available for Hand Scored or Computer Scored format

- OCI composite profile and group summary statistics are included as part of the scoring fee

OCI Detailed Report

- Available for OCI Computer Scored form only

- Requires both Current and Ideal data

- OCI composite profile and group summary statistics

- Statistical analysis of current and ideal OCI data

- Allows for up to 20 subgroups and two variables

- Additional subgroups beyond 20 available

- Charge for each additional variable

Sample Subgroups

- Shifts

- Levels

- Departments

- Divisions

- Centralized/decentralized locations

- International sites

OCI Administration

- Classroom
(Best return)

- Distributed through meetings

- Distributed through managers

- Internal mail to employees

- Mailed to homes
(Worst return)

Sample Size/Representative Sample Group

Human Synergistics can provide you with the representative sample size for your survey.
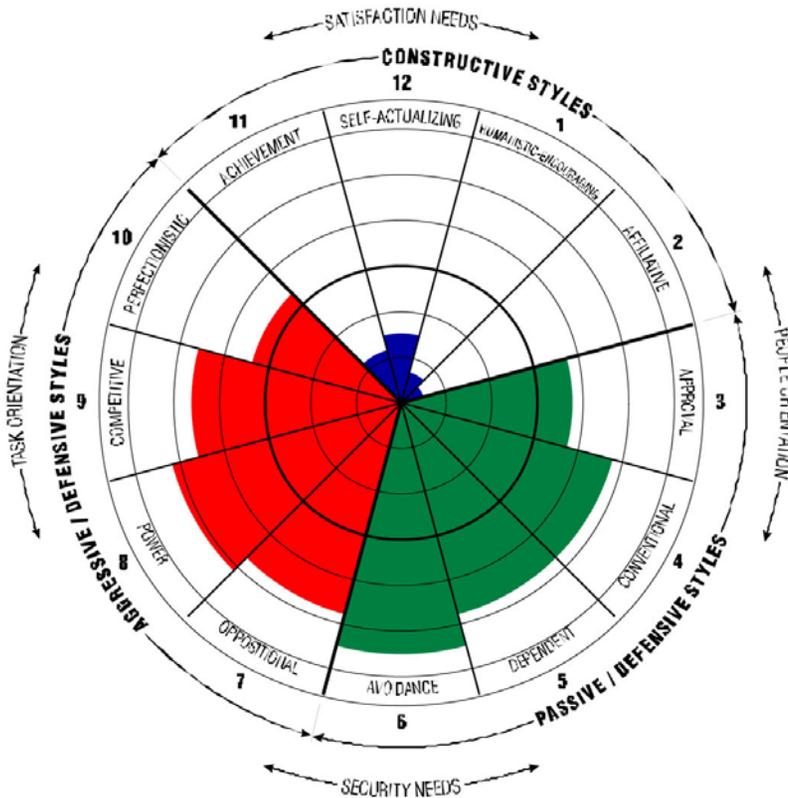
Sample size is based on:
- Organization Population
- Subgroup Population
- Number of subgroups to be included
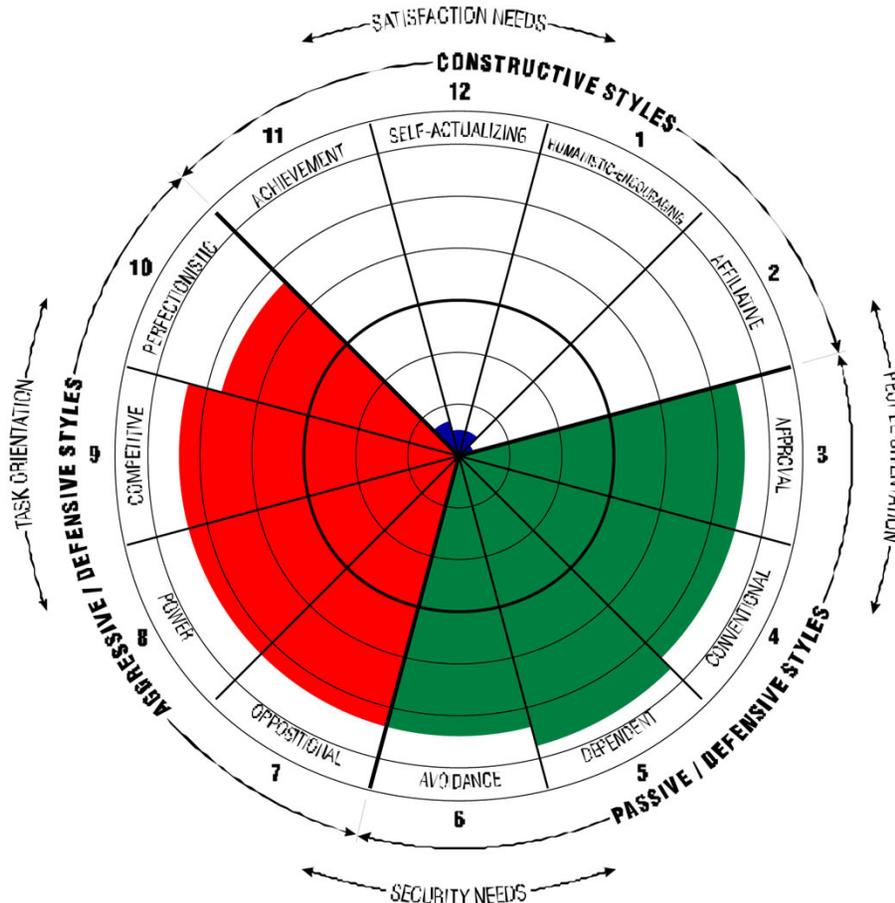- Survey administration method

Example Profiles
OCI / OEI
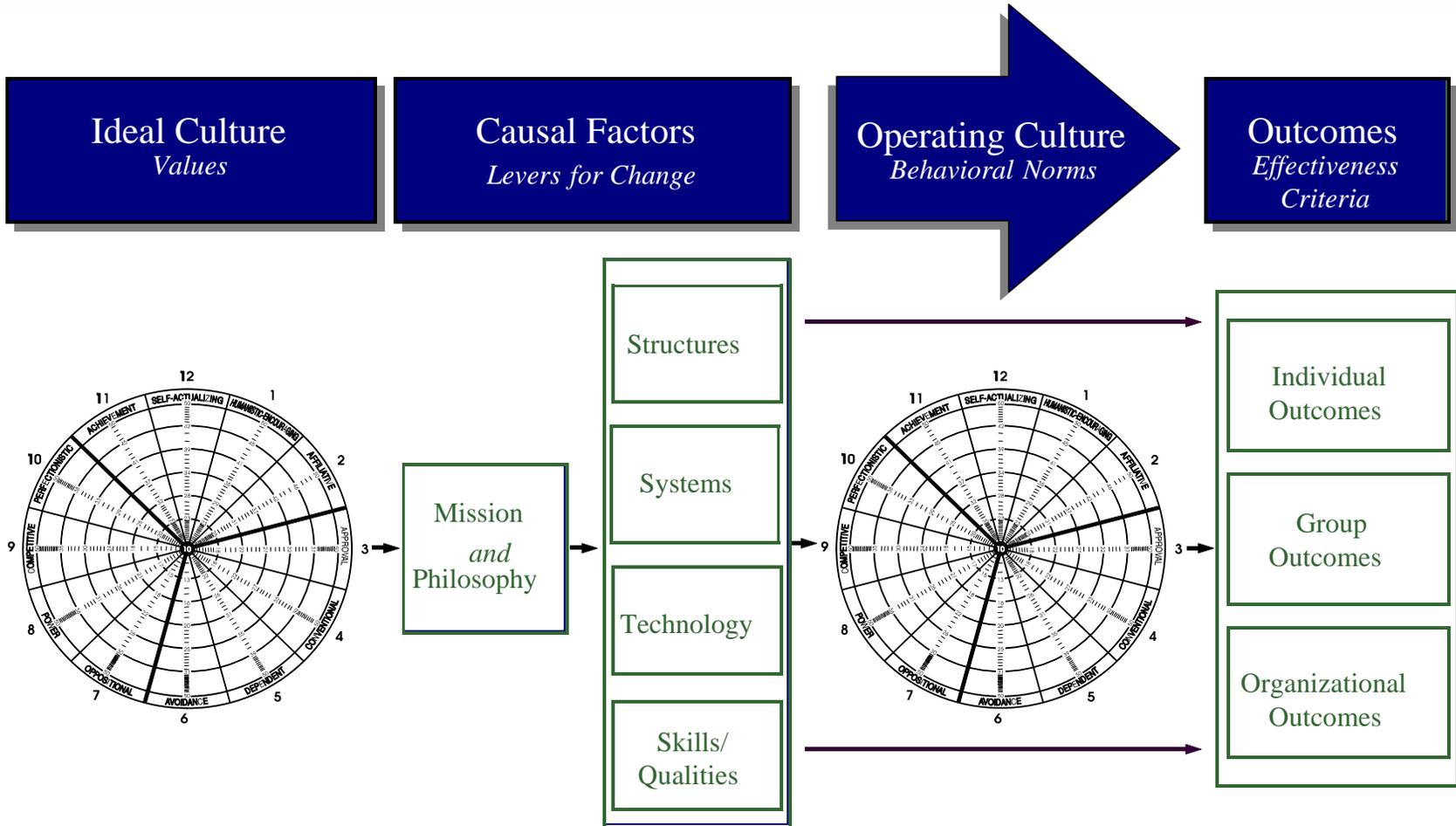
Current vs. Ideal
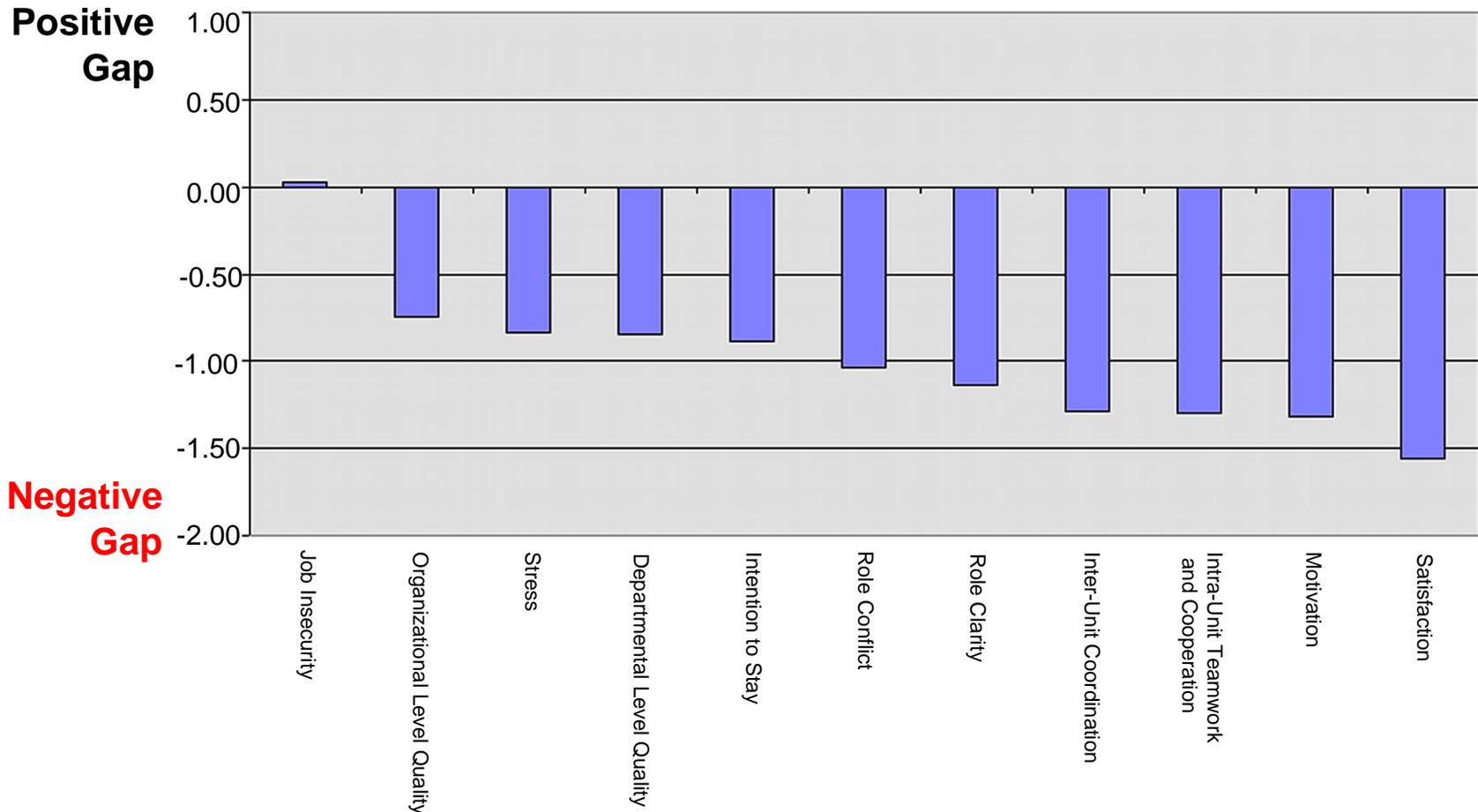
All Respondents N=61

All Respondents N=54
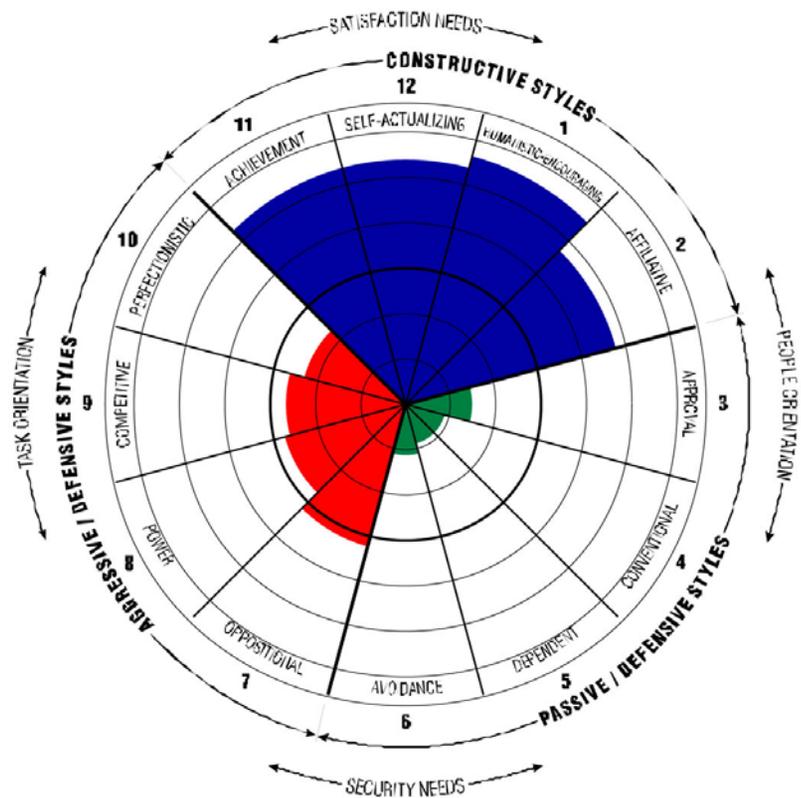
OCI Current Culture

Team 5
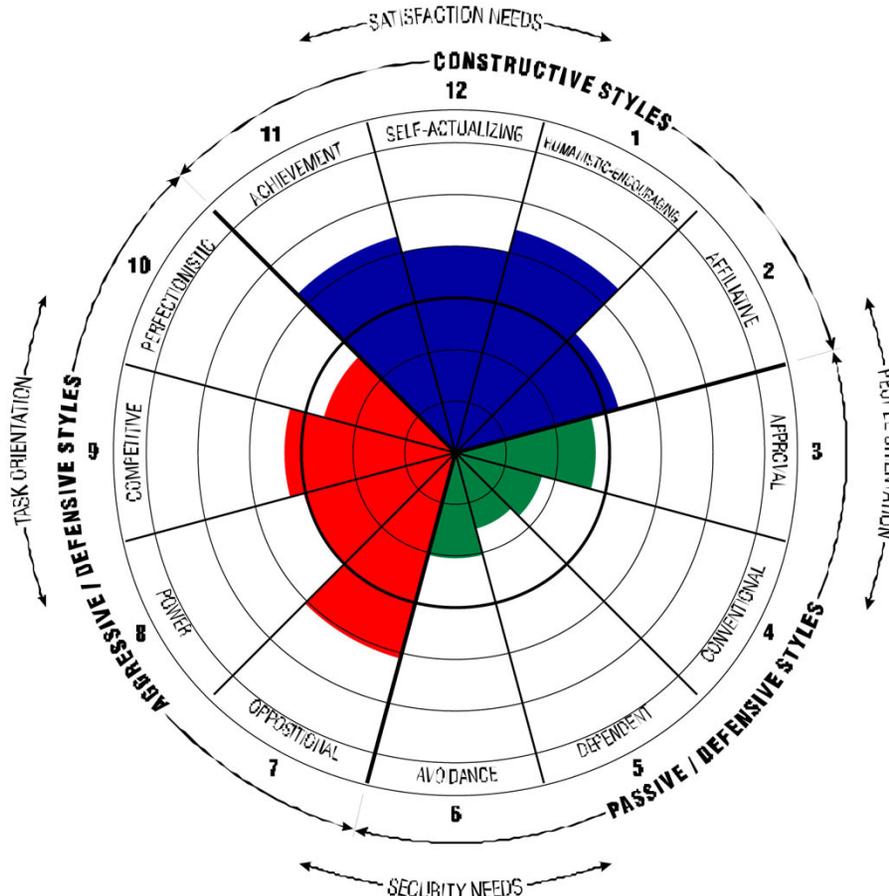
Gap Bar Chart of the Levers for Change Scales

Team 5
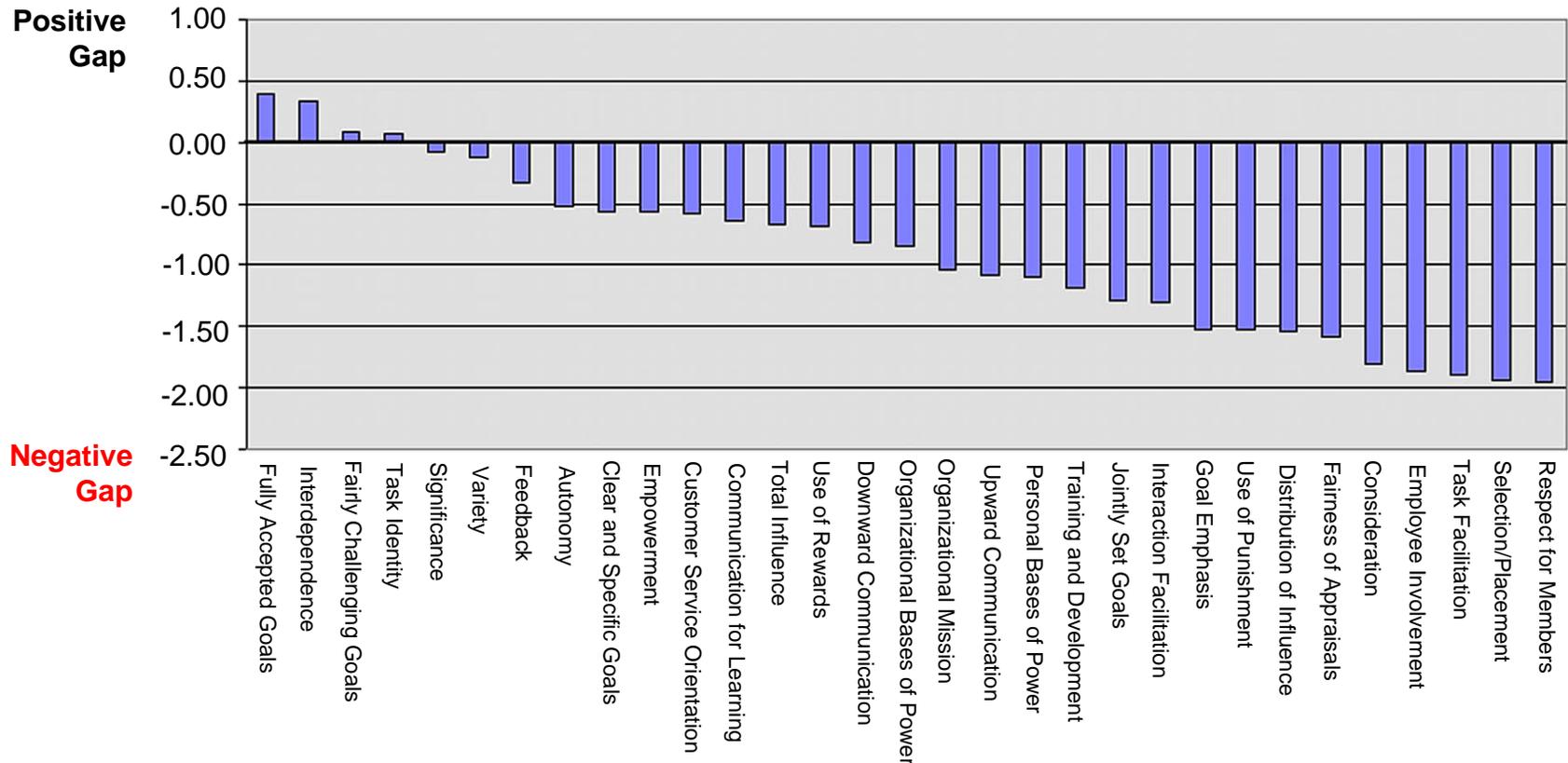
OCI Current Culture

Team 2

Gap Bar Chart of the Levers for Change Scales

Team 2