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**TASK AND RELATIONSHIP ORIENTATIONS OF
ORGANIZATIONAL CULTURE IN THE FRAMEWORK
OF METAPHORICAL PERSPECTIVE**

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INTRODUCTION

The number of organizations, who consider awareness of their organizational culture and ability to change and manage it in order to create a positive effect on organizations' success, is gradually increasing. When researchers first mentioned the concept of organizational culture and it became known to organizational leaders and members, the importance of its effect on organizations' success was considered low. The phenomenon itself was associated to "soft matters" in the organization, e.g. human resource management, and its overall effect on organizational processes was left unnoticed. By now the attitudes have changed. Organizational culture is being taken into account while compiling the strategy for organizations future. One important reason for this is that organizations have acknowledged that success does not lay only in mechanical processes anymore but in manpower. Therefore organizations have started to pay more attention to peoples' needs, values and wishes to gain the motivated and highly task-oriented personnel capable of utilizing his/her potential for the good of organization.

Still the complications of constructing and managing organizational culture lay in its character. Organizational culture is a complicated phenomenon as it includes several unconscious and emotional mechanisms. It can be seen as a multiple phenomenon. The levels or layers in it differ from each other mainly by their visibility. In other words, some levels can be more easily seen whereas others are so emotional and unconscious that it is a challenge to investigate how they are related to the consciously given judgments. Learning more about organizational culture assumes knowing how people actually perceive organizational culture. Deeper knowledge about organizational culture enables to take more aspects into account while managing the culture. It gives basis for more effective functioning of the organization and enables to compile recruiting systems, which are in accordance with organizational culture. Therefore the need to interpret and characterize organizational culture is becoming more relevant.

One of the main aims of organizations is to reach its goals and therefore the organizational task must be known and highly accepted by all organizational members. Aside the organizational task, also the importance of mutual relationships as indicator of quality of organizational culture is crucial. Relationships enable to create synergy between organizational members and add value to the working environment. Therefore on one hand it is necessary to know how important the organizational task is for its members and on the other hand, how important are mutual relationships.

Current research is crucial as it outlines the connections between peoples' estimations to task and relationship orientations and perceptions about the organization. In the latter case it can be referred to metaphors, which are excellent auxiliaries for people to express their unconscious thoughts and perceptions about their organization. Therefore, it provides an opportunity to bring forth peoples' perceptions about the organization in general.

The goal of the thesis is to define the pattern of organizational culture as task and relationship orientations through the lenses of metaphorical perspective. In order to achieve the objective of the thesis the following research tasks have been set:

- to investigate and analyse different approaches of organizational culture in order to bring out its distinctive features, levels and connections to the orientations of organizational culture;
- to investigate and analyse the methodological basis of triangulation between quantitative and qualitative research methods, including metaphorical approach, in characterizing organizational culture;
- to implement empirical research in order to analyse connections between task and relationship orientations and metaphors;
- to present, compare and analyse the research results.

The thesis consists of two parts. Firstly the thesis concentrates on the theoretical and methodological background of the investigated topic. It analyses the distinctive features, functions and expression modes of organizational culture, which have been brought out in the definitions of organizational culture by different organizational culture researchers. It also provides a deeper analysis of some of the approaches in order to gain

an overview of levels of organizational culture. Among other issues, the thesis focuses on the unconscious aspect, which is strongly related to how organizational members perceive and characterise organizational culture. The need to provide methodological basis arises from the uniqueness of the current thesis as the triangulation of quantitative and qualitative research methods is applied in the empirical part. Combination of different types of research methods and their suitability and reliability has been under discourse in organizational science by many authors. Also, the metaphorical approach as one possibility for bringing peoples' unconscious thoughts about their organization into their consciousness is being analysed. Therefore the author considers it important to discuss methodological aspects related to organizational culture as it contributes to understanding and interpreting the results brought forth in the second part of the thesis.

The second part of the thesis is an empirical research, where the connections between task orientation and relationship orientation and metaphors are brought out. Estimations on the orientations of organizational culture provide information about peoples' perceptions in respect to task-related aspects and mutual relationships in the organization. The research is implemented in nine reform schools in Estonia and two industrial enterprises from Saint-Gobain Group in Estonia. Organizations participating in the survey were chosen under certain considerations. In reform schools the people usually work with their organization for a long time and therefore they have to think over and interpret their connectedness with the organization and its culture several times. Also, culture-specific aspects are more evident in these organizations as they are relatively isolated from their surroundings. Assumably, organizational culture and members' behavior in reform schools is homogenous due to its inward-oriented behavior and relatively isolated organization. The business sector provides a basis for comparison with its openness, multiplicity of individuals and of roles that those individuals play in the organization, therefore representing a more heterogeneous organizational culture.

The methodology used consists of two different research methods. First, the Organizational Culture Questionnaire (Vadi, Allik, Realo, 2002) was used, which enables to find scores for task and relationship orientation scales. Second research

method was a structured 5-question interview. It was aimed at bringing out what kind of metaphors respondents use to characterize their organizational culture.

A data analyses was performed on STATISTICA 5.5. The main effects on dependent variables were analysed in module *Breakdown and One-way ANOVA*. Interactions and their effects on dependent variables were analysed in module *ANOVA/MANOVA*. Means were compared with *post-hoc LSD test*. Socio-demographical groups were formed in modules *Frequency tables* and *Descriptive statistics*.

The novelty of current research lies in the methodological contribution to interpret and characterise the less visible, more unconscious and abstract levels of organizational culture and connect these levels with two crucial dimensions - task and relationships in the organization.

1. THEORETICAL AND METHODOLOGICAL BACKGROUND OF ORGANIZATIONAL CULTURE

1.1. Defining the concept of organizational culture

The concept of organizational culture is broad-based, somewhat ambiguous and abstract and therefore it can be difficult to perceive and characterize. Many authors have tried to define organizational culture during the last 30-40 years (A. M. Pettigrew 1979; L. Smircich 1983; E. Schein 1984; R. Harrison 1995) and as a result, the variety of approaches and definitions of organizational culture is considerably large as the concept is based on a complicated pattern and there are various mechanisms through which it could be revealed and researched.

Organizational culture has several distinctive features (e.g. system of shared norms and values), it obtains different functions in the organization (e.g. provides stability and structure for the members) and it could be expressed in several ways (e.g. through organizational symbols, myths, stories, orientations). Every approach has its own focus and combination of aspects that authors have considered to be distinctive while analyzing organizational culture. Therefore the chapter first aims to bring out and discuss the main features of organizational culture to provide a basis and context for understanding the functions and expression modes of organizational culture. Secondly to analyze the most commonly named functions of organizational culture to bring out the functional importance of the phenomenon. Finally, further discussion of the expression modes is necessary to introduce the ways in which the broad-based and multifarious phenomenon of organizational culture could be expressed.

The discussion of features of organizational culture provides a notion of what are considered distinctive characteristics at defining organizational culture. There is still no consensus on the matter of defining organizational culture, but there are certain aspects

which most of the researchers agree on. Table 1 provides an overview of several such features but also brings out a few which are less common.

Table 1. Overview of different approaches in respect to features of organizational culture

Authors	Features of OC
Hofstede et al 1990; Rashid, et al 2003	<ul style="list-style-type: none"> • Holistic • Historically determined • Related to anthropological concepts • Socially constructed • Soft • Difficult to change
Pettigrew 1979	<ul style="list-style-type: none"> • Related to anthropological concept • Publicly and collectively accepted meanings • System of terms, forms, categories, and images
Alvesson 1987, 2002	<ul style="list-style-type: none"> • Originates and develops at all hierarchical levels • Founded on a broad-based history • Influenced by members' shared beliefs, understandings, values, norms and symbols
Schein 1990, 1992	<ul style="list-style-type: none"> • Certain things shared and held in common by groups • The main shared element is basic assumptions • Pattern of acceptable behavior and system knowledge taught to the new members • Shared learning
Smircich 1985	<ul style="list-style-type: none"> • Systems of meanings that are shared to various degrees

Source: composed by the author.

Schein (1992), Alvesson (1987, 2002), Pettigrew (1979) and Smircich (1985) argue that one of the most important features of organizational culture is that certain things are shared and held in common by groups. The beginning of formal writing on the concept of organizational culture started with Pettigrew (1979: 574) when he defined the organizational culture through notion of publicly and collectively accepted meanings, which are operating for a given group at a given time. In his definition Pettigrew already brings out the collective nature of organizational culture by referring that the human collective accepts certain things and this collective knowledge is used by them to interpret the processes and relationships that evolve in the organization. It presupposes that organizational members share similar values and assumptions in order to be ready for accepting the common meanings.

Smircich (1985) brings forth a similar idea by claiming that organizations are systems of meanings that are shared to various degrees. Alvesson (1987) claims that the members of an organization can be characterized by cultural similarity in terms of shared beliefs, understandings, values, norms and symbols that make them differ to some extent from other groups outside the organization. Schein (1992: 8) stresses that the main shared element in culture is basic assumptions. These notions refer that these very same shared understandings and assumptions and values form the whole, which makes people differ from members of other organizations and social groups. Assumptions, understandings and values are interconnected and obtain a certain role in the organization.

Basic assumptions usually emerge from values, which have, over time, become taken for granted and therefore not questioned and discussed anymore (Schein 1990: 112). They become to be the most unconscious level of organizational culture and therefore the most difficult characteristics of organizational culture to be captured. Shared values, assumptions and understandings are one of the key elements of functioning and sustainability of organizational culture. They enable the organizational members to communicate without constantly explaining the reasons for their behavior. It creates the pattern of acceptable behavior and system of knowledge, which are understandable for the current members of the organization. This acceptable behavior is taught to new members as the correct way of acting in the organization (Schein 1992: 8). As several researchers share the idea that organizational culture is a system where values, assumptions and publicly accepted meanings are shared and held in common it is important to understand the meaning of sharing while discussing the concept of organizational culture.

Hatch defines the term “shared” which is represented in several definitions of organizational culture. The term “shared” as used in the context of various approaches to organizational culture represents peoples’ connectedness through some common process, activity or ritual in the organization, thus referring to common experience. It is also important to note that even though organizational members contribute to the overall pattern of organizational culture, their contributions are individual and different. (1997: 204-206) In the opinion of the author this knowledge becomes important when the

organizational culture is being either characterized or interpreted. Characterizing organizational culture means giving an overall description of the concept and it could be done through the common understandings and assumptions about the phenomenon. Interpreting the culture means going deeper and trying to find the reasons for why organizational culture in the current organization can be characterized accordingly and here the individual contribution of organizational members should be taken into account. Still, apart from the aspect of sharing, organizational culture has other distinctive features as well.

Organizational culture could be considered holistic as it consists of several different aspects that constitute a whole through integration and synergism. The holistic approach refers to the notion that different aspects of organizational culture should not be analyzed without the context. To create a holistic and more thorough understanding of organizational culture, all aspects and their mediating processes should be viewed as a whole. At the same time the notion that organizational culture originates and develops at all hierarchical levels (Alvesson 1987) is important because it encourages to take into account the contribution to formation process of organizational culture by every hierarchical level. This provides more trustworthy information when there is a need to make decisions about managing and changing the culture.

The historical determination could be explained through the recognition that organizations as such have cultures, which was first recognized during the 1970-s. At that time the proposition that organizations have cultural properties, that they give rise to meanings, values and beliefs, that they have their legends, myths, stories, rites, rituals and ceremonies was gaining popularity (Allaire and Firsirotu 1984: 194). Since then organizational culture has been included in organizational analysis. According to Alvesson (1987) many of the definitions are based on the idea that organizational culture is founded on a broad-based history. Griesemer (2000: 366) distinguishes two reasons for the development of the concept of organizational culture as an issue for organizational analysis. One of the reasons is the recognition that classical quantitative and “scientific” approaches were no longer as appropriate as they had been considered to be earlier in the 20th century. The second reason is the realization that the world’s first industrial nation, Britain, and the world’s most successful and prolific during the

twentieth century, the USA, were being overtaken by the Japanese. That led to the conclusion that there must be something more than just a good business strategy behind the success.

Pettigrew (1979) introduced the anthropological concept of culture (Hofstede et. al. 1990: 286-295; Lee and Yu 2004: 340-345). Relations between anthropological concepts and organizational psychology are based on a notion that anthropology is knowledge about human beings and the functions of concepts created by human activity. Organizations are systems created by humans and organizational culture is an outcome of human activity.

Considering the previous, organizational culture can also be seen as socially constructed. People create, shape, change and manage the culture according to their beliefs, values, knowledge and needs. They construct the organizational culture. According to Schein (1990: 115) culture reproduces and perpetuates itself through the socialization of new members who enter the organization. Partly due to its social origin the concept of organizational culture is soft for the business world. It is something different than cash flow, profit, costs etc., which are all measurable concepts and therefore make clear sense for managers. Organizational culture is often related to those processes that are considered to be soft for organizational performance e.g. human resource management. As organizational culture is an abstract and complex phenomenon, it is more difficult to measure, comprehend and change.

Hatch (1997: 202) has claimed that organizational culture is probably the most difficult of all organizational concepts to define. Yet apart from the distinctive features, researchers of organizational culture have tried to define and open the essence of the phenomenon through its functions. It is important to note that distinctive features and functions integrate in certain manner and therefore the features are important auxiliaries in analyzing the functions. Table 2 provides an overview of the functions, which have been ascribed to organizational culture.

Pettigrew (1979) has brought out the most underlying function of organizational culture. It claims that the publicly and collectively accepted meanings interpret peoples' own situation to them. In authors opinion the other functions of organizational culture are

based on the notion made by Pettigrew (1979). When people are aware of their situation in the organization the behavioral patterns can be formed and stability gained on the basis of that knowledge. Even though the basis for other functions is the same, they all have their own formation mechanisms.

Table 2. Overview of different approaches in respect to functions of organizational culture

Authors	Functions of OC
Pettigrew 1979	<ul style="list-style-type: none"> • Interprets peoples' own situation to themselves
Alvesson 1987, 2002	<ul style="list-style-type: none"> • Incorporates organizational members with different goals, strength, responsibility and attitude
Schein 1990, 1992	<ul style="list-style-type: none"> • Determine perceptions, thought processes, feelings and behavior • Common assumptions provide the feeling of stability and comfort
Banens, 1995; Doppler and Lauterburg, 1995; van Aken and Strikwerda, 1997; cf. De Witte and van Muijen, 1999	<ul style="list-style-type: none"> • Stabilizer of individual behavior • Organises behavior and provides people with indications about what is successful and non-successful behavior • Provides organizational members with structure

Source: composed by the author.

Several authors (Banens, 1995; Doppler and Lauterburg, 1995; van Aken and Strikwerda, 1997; cf. De Witte and van Muijen, 1999) have discussed that one of the most important functions of organizational culture is to be a stabilizer of individual behaviour. When new members enter the organization they bring in new beliefs and assumption that will influence currently held assumptions (Schein 1990: 116). As a result of adaptation, new members are integrated into the existing cultural system and their behaviour is stabilized as they espouse the values underlying the culture and form assumptions and attitudes about the organization. Schein (1992: 8) stresses that the main shared element, basic assumptions, determine perceptions, thought processes, feelings and behaviour. These factors will further influence the way people perceive and characterize their organizational culture.

Culture provides people with indications about what is successful and non-successful behaviour in the organization. Culture, transparent and stable norms and values have an

important function organizing individual behaviour and providing the organizational members with structure (De Witte and van Muijen, 1999). Organizations not only provide people with structure and indications about their behaviour, but more importantly, organization provides its members with a feeling of belongingness and safety. Feelings of stability and comfort are gained after the group has learned to hold common assumptions and formed the automatic patterns of perceiving, thinking, feeling and behaving. Shared learning reduces the anxiety that results from the inability to understand or predict events happening around the organization (Schein 1990: 111). Even though organizational culture unites people who differ from each other to certain extent in certain aspects (Alvesson 1987) it also gives its members an opportunity to identify themselves through different aspects, i.e. organizations mission, vision and values, relationships, myths, symbols, language.

Figure 1 illustrates the mechanism of integrating new members into the organization by showing how new members influence the current organizational culture and adapt to it.

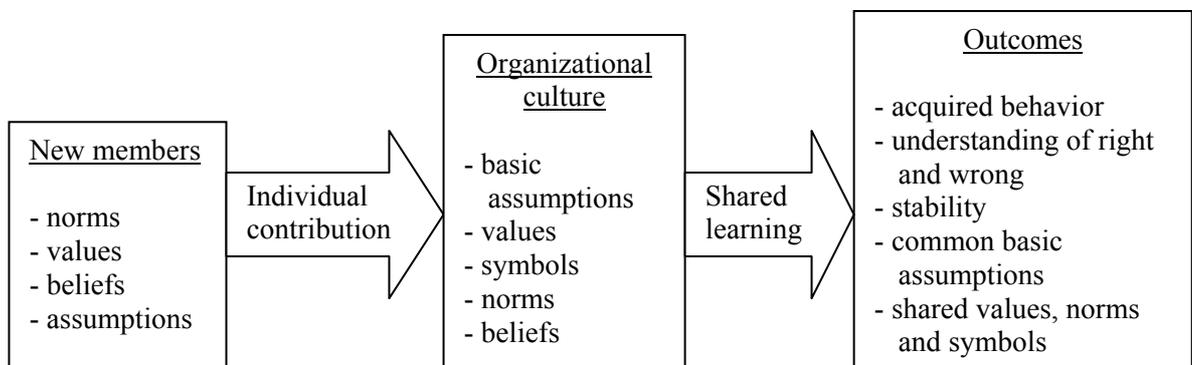


Figure 1. Influences and results of organizational culture after new members enter the organization

Source: compiled by the author on the basis of Schein 1990, 1992; Alvesson 1987; Smircich 1995)

Myths, symbols, language, rituals, orientations are all certain expression modes of organizational culture. They reveal how organizational culture could be expressed

outwards from the organization. Table 3 provides an overview of most common expression modes, which researchers have brought out in their approaches.

Table 3. Overview of different approaches in respect to expression modes of organizational culture

Authors	Expression modes of OC
Pettigrew 1979	<ul style="list-style-type: none"> • Related concepts like “symbolism”, “myth” and “rituals”
Alvesson 1987, 2002	<ul style="list-style-type: none"> • Realized in the material aspects of the organization. • Symbols as important auxiliaries through which people express, reproduce and communicate their shared and learned experiences, meanings, values and understandings.
Schein 1990, 1992	<ul style="list-style-type: none"> • Two main orientations of organizational culture, doing and being orientation.
Hatch and Schultz 1997	<ul style="list-style-type: none"> • Perceivable through the symbolic context
Quinn 1988	<ul style="list-style-type: none"> • Two orientations of organizational culture, goal and support orientations
Harrison 1995	<ul style="list-style-type: none"> • Two orientations of organizational culture, task and person orientation.

Source: composed by the author.

Pettigrew (1979) showed how related concepts like “symbolism”, “myth” and “rituals” can be used in organizational analysis (Hofstede et. al. 1990: 286-295; Lee and Yu 2004: 340-345). Symbols are one way to approach organizational culture. “Symbol is anything that represents a conscious or unconscious association with some wider concept or meaning. Thus, a symbol consists of both a tangible form and the wider meaning (or meanings) with which it is associated” (Hatch 1997: 219-220). Hatch and Schultz (1997) claim that organizational culture can be perceived through the symbolic context within which interpretations of organizational identity are formed.

In the organizational context the meaning of symbols can sometimes be twofold. For example the clown that symbolizes one well-known fast-food restaurants chain. For some people it means tasty, easily and quickly available food, which is eaten all over the world and being able to do the same means belonging to a certain group of people who share some similar food-related values. For others it means food that is bad for health, that carries unacceptable values and should be avoided and forbidden at any cost.

According to classification of different perspectives on organizational culture, made by Allaire and Firsirotu (1984: 221), symbolic perspective sees organizational culture as an ordered system of shared and public symbols and meanings which give shape, direction and particularity to human experience. Symbols are important part of the organization and its culture as they mediate the kind of information, which is otherwise hard to capture. They are the indicators of what is considered important in the organization and which are the organizational members attitudes towards the way things are done in the organization. Still, as the pattern of organizational culture is so multifarious and complicated the symbols must be looked and interpreted in the context of the whole organization. Alvesson (2002: 6) claims that several approaches stress the symbols as important auxiliaries through which people express, reproduce and communicate their shared and learned experiences, meanings, values and understandings.

Organizational culture can also be characterized through its orientations. They enable to identify to what extent different aspects of everyday life are considered important by the organization. For example, how important the goal or innovation or relationships for the organizational members is. Several researchers discuss task and relationship orientations, which are considered to be most important orientation features of organizational culture. They reflect ways in which people are related to the organizational task and mutual relationships. Several researchers have brought out these dimensions under different labels.

Schein (1992: 127-128) distinguishes two main orientations of organizational culture, doing and being orientation. First concentrates on the organizational task and second on the mutual relationships in the organization. Quinn (1988) brings out goal and support orientations (cf. van Muijen and Koopman, 1999: 555-556). Goal orientation reflects aspects related to organizational task accomplishment while support orientation refers to social processes between organizational members (i.e. relationships, mutual acknowledgement and respect, hierarchical relations, communication customs). Harrison (1995: 152-156) distinguishes task and person orientation. These orientations are in accordance with Schein's doing and being orientations and therefore represent the task and relationships in the organization. The orientation approach is somewhat less abstract than characterizing culture through myths or values or similar. Still, the more

abstract mechanisms are valuable in giving the essential meaning for the less abstract mechanisms. In other words, understanding the unconscious pattern of organizational culture in peoples' minds enables to interpret their orientations.

The pattern of organizational culture is diverse, consisting of many different aspects, elements, orientations and dimensions. Trice and Beyer (1987) distinguish two extreme views towards which the approaches of organizational culture usually gravitate. The first view sees organizational culture as something so obvious that outsiders can immediately sense it when they step in the door. Contradictory, the second view sees organizational culture as something so complicated and elusive that it can be only partially revealed by outside experts after several lengthy studies. Better part of the researchers finds the measurement of the concept difficult but yet necessary. A deeper understanding of cultural issues in organizations is necessary to decipher what goes on in them, but even more important, to identify what may be the priority issues for leaders and leadership.

In conclusion it can be said that organizational culture is a diverse phenomenon that can obtain different roles, perform different functions and be expressed in different ways. Several definitions claim that organizational culture contains an unconscious aspect, which is often defined through basic assumptions, shared understandings and beliefs. Current thesis idea stems from the unconscious aspect of organizational culture and how organizational members perceive and express their unconscious thoughts. For that purpose it is important to show how the unconscious level relates to and is situated in the overall context of organizational culture and also its importance to its phenomena.

1.2. Levels of organizational culture and their connections to the task and relationship orientations

The best way to reveal the position and importance of the unconscious levels in the overall construct of organizational culture is to do it through the multistage approaches (Schein 1984, 1992; Hatch 1993). It provides basis to relate task and relationship orientations with the organizational culture. Also the processes that unite the stages of organizational culture can be shown and analyzed (Hatch 1993). Another important

aspect that relates to the unconscious aspects of organizational culture is to make the difference whether culture is being equalled with the whole organization or is the culture being viewed as one variable among the other constructs in the organization. Such differentiation is important while interpreting the peoples' perceptions about organizational culture. Current thesis emphasizes the first approach, according to which peoples' perceptions of the organization are transferred to the organizational culture.

Understanding the elements of organizational culture is not sufficient for characterizing the culture in different organizations. Equally important is to define the processes combining these elements and to understand how culture bounds up with the organization. Considerable role in this process is played by the cognitive factor. Associating organizational culture with the unconscious and emotional mechanisms is one of the common characteristics in several definitions of organizational culture (Smircich, 1983; Schein, 1984, 1992; Alvesson, 1987; Hatch, 1993). Perceiving the culture is often an unconscious process.

Saying that something is "*cultural*" implies that it is not only shared, but also deep and stable. Deep means less conscious and therefore less tangible and less visible (Schein, 1992: 10). How the members of organization perceive the organizational culture depends on the environment in which the culture has been formed and managed. The formation and management of culture depends on the external and internal factors. External factors stem from the environment where the organization operates and also on the kinds of relationships between the organization and environment. Environment inside the organization (management, working conditions, relationships, individual as well as organizational values, hierarchies, working order etc.) influences the internal factors. These factors are related to the concept of organizational culture in a considerable manner. Among other aspects the internal factors influence the task and relationship orientations of organizational culture. The way organizational members estimate these orientations in case of a certain organizational culture depends on the extent to which their assumptions overlap with the general assumptions, on which the culture is based. These general assumptions are created through mutual interaction between the individual and organization.

People who are involved with an organization in one way or another have an important role in creating, developing and changing its organizational culture, because organizational culture and cultural values develop through a cooperation between individuals and organization. Therefore the extent to which people in the organization consider task accomplishment and mutual relations important is also a part of organizational culture and could be expressed through task and relationship orientations. The knowledge about the pattern underlying the formation of task and relationship orientations by the organizational members obtains importance for the leaders of the organization as it provides information necessary for managing the culture. Still the mechanisms beyond the orientations of organizational culture are not easy to capture because they are based on the members' assumptions, which are considered to be the unconscious and therefore difficult to measure.

Schein (1992: 16-27) describes different levels of organizational culture (Figure 2). According to him culture can be analysed on three different levels, which are: *artifacts*, the visible structure and processes of the organization; *espoused values*, the strategies, goals and philosophies of the organization; *basic assumptions*, unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings. These culture levels are defined by the degree to which the cultural phenomena are visible to the observer. Current thesis puts emphases on the level of basic assumptions. When basic assumptions are understood, it becomes much easier to decipher the meanings implicit in the various behavioural phenomena (Schein 1990: 112). Assumptions represent what members believe to be reality and thereby influence what they perceive and how they think and feel. Assumptions exist outside of ordinary awareness and are, for the most part, inaccessible to consciousness (Hatch 1997: 211-213). Therefore the assumptions about task and relationship orientations are also unconscious.

While creating a new organization, its members have to find solutions to two crucial problems: 1) how to survive in and adapt to the external environment, 2) how to integrate the internal processes (Schein, 1992: 1-15; Schultz, 1995; De Witte and van Muijen, 1999: 585). Schein (1992: 1-15) emphasizes positive reinforcement as one of the most important learning mechanisms in the development of culture. It means that people repeat (quit) the behavior that brings them positive (negative) results. As a result

of reinforcement process the behaviours that prove their suitability into the current organization and situations become to be a part of basic assumptions. In authors opinion the external and internal tasks that groups have to face while forming the organizational culture can be related to task and relationship orientations. External adaptation tasks involve developing consensus on the core mission and functions, specific goals of the organization, the means used to accomplish the goals and repair strategies if the goals are not accomplished. Internal integration tasks are about developing consensus on the common language, group boundaries, the criteria for intimacy and friendship. It leads to the conclusion that aspects that relate to task orientation could be formed as a result of external adaptation and aspects that relate to relationship orientation stem from the internal integration tasks.

Regarding this, Schein (1992: 12) has provided one of the most detailed and comprehensive definitions for organizational culture. “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.”

Schein’s model is static because the processes of moving from one level to another are not discussed. Descriptions of these processes would help to see how the levels of culture are related to each other and how unconscious basic assumptions are formed into visible and conscious artefacts and also what role is played by the espoused values. Considering this shortcoming, Hatch (1993: 657-674) has supplemented Schein’s theory. Firstly, one new element, symbols, is added. Secondly, the elements of culture (artefacts, espoused values, basic assumptions and symbols) are made less central so the focus lays on the relationships linking them. This enables to change Schein’s static model into a dynamic one.

Hatch offers a new model – *cultural dynamics* – the elements of which are combined through manifestation, realization, symbolization, and interpretation processes. Figure 2 illustrates how the elements and processed added by Hatch (1993) integrate into the Schein’s (1992) theory.

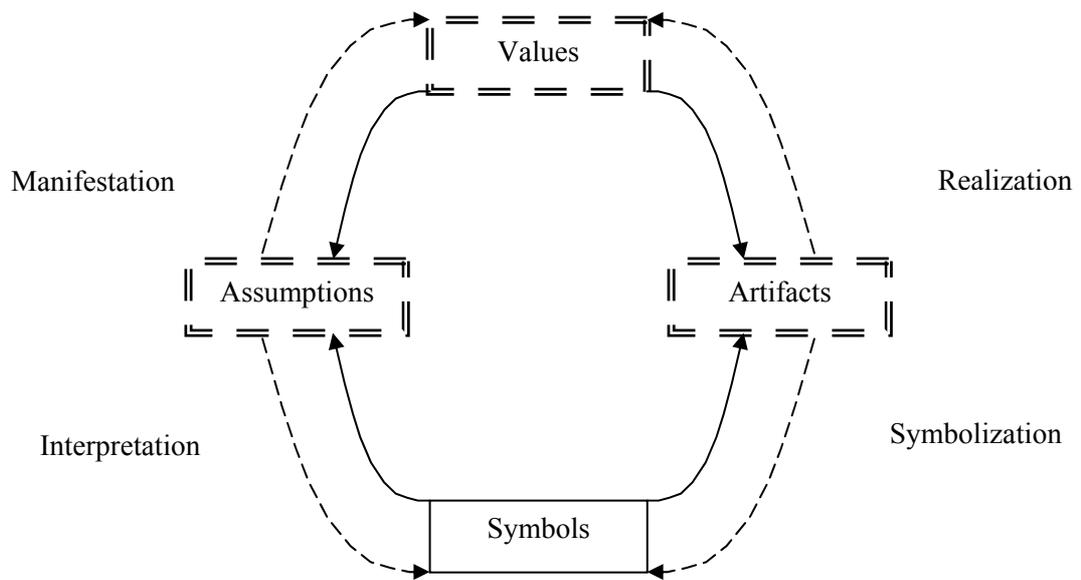


Figure 2. Hatch's (1993) model of cultural dynamics (Levels from Schein (1992) model of organizational culture are in dashed boxes) (with authors modifications)

From the four processes that Hatch (1993) discusses, the manifestation process is the one that focuses on the unconscious aspect of culture. It describes two ways in which cultural assumptions can reveal themselves in the perceptions and emotions of organizational members. First the proactive manifestation (dashed arrow on Fig. 2.) through which the assumptions and values create expectations that influence perceptions, thoughts and feelings about the organization. These perceptions are experienced as reflection of the organization. Among these reflections the members recognize the favoured and disfavoured ones and become conscious of their values. Second the retroactive manifestation (continuous arrow on Fig. 2.) which assignment is to reaffirm the basic assumptions. Realization permits transformation of values into artifacts and maintaining the existing values through the production of artefacts. Symbolization process helps find out to what extent the artifacts are symbols or whether the organizational symbols are all artifacts.

Manifestation process enables to explain the mechanisms under task and relationship orientations. When organizational members' assumptions about the organizational culture are oriented towards the task accomplishment and mutual relationships then they

expect organization to have the similar orientations and to fill the necessary premises. The members constantly perceive organizations' accordance to their expectations and form the knowledge of what is favourable and not favourable about the organization. Therefore the members become conscious about what is important to them or in other words, what are their values related to the organization.

The top half of the cultural dynamics model describes the manifestation and realization processes by which artifacts are created, the bottom half describes what happens once artifacts become to be a part of the organization's symbolic recourse. In this domain, organizational members choose some of the artifacts that are available to them and use these to symbolize their attitudes and thoughts in communication with others. These interpretations that go along with the symbols influence what people believe and assume about the organization (Hatch 1997: 364).

Interpretation process is the mediator between symbols and basic assumptions. Interpretation uses assumptions to help determine the meaning of symbols (dashed arrow on Fig. 2.), but allows symbols to either maintain or challenge existing assumptions (continuous arrow on Fig. 2.). Maintenance of assumptions occurs when interpretations support what is already expected, but sometimes the interpretations can be contradictory to expectations. (Hatch 1997: 364). In such a case there may be a contradiction between assumptions and symbols and the need for changes in culture can appear.

While Schein's (1992) model focuses on which artefacts and values are derived from basic assumptions, the dynamic perspective tries to find out how culture is created from basic assumptions, values, artifacts and symbols and explains the processes that combine the elements (Hatch, 1993). Therefore, not only the elements of culture are important but also the way in which they interact and create the whole. According to Schein's (1992) theory, organizational culture comprises all the different aspects of an organization and in other words organization equals culture. However, there is also a possibility that organizational culture is itself one variable in the organization. Smircich's (1983: 339) paradigmatic approach brings out the very important difference between two approaches: organizations *have* culture and organizations *are* culture (Figure 3.)

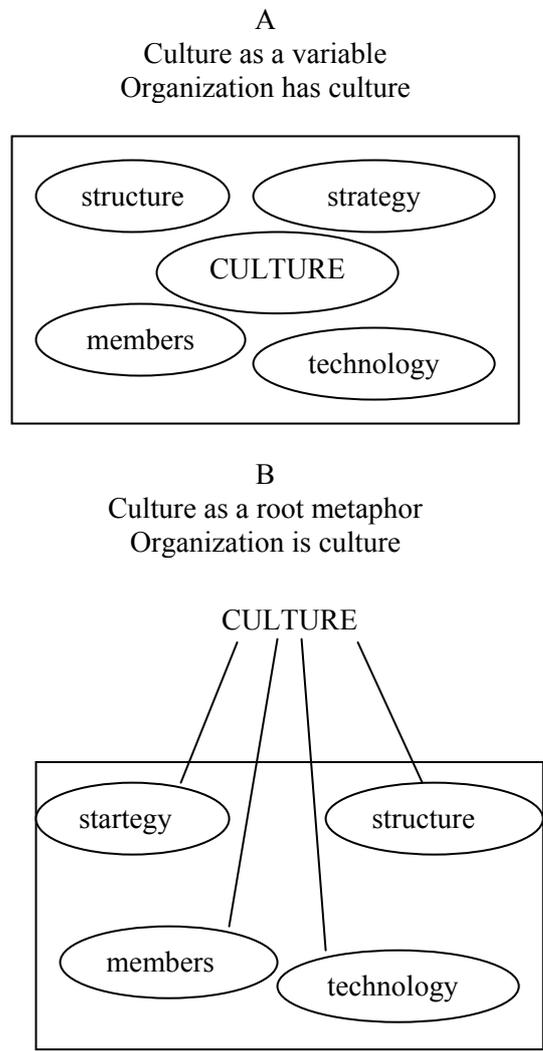


Figure 3. Smirchich’s paradigmatic approach to organizational culture, 1983.

Source: Composed by the author.

The first approach claims that culture is an independent variable itself and one part of the organization (part A on Fig.3.). The second approach claims that culture is a root metaphor (part B on Fig.3.). It means that different aspects in the organization form the organizational culture and the independent variable is the organization itself. Latter approach applies to Schein’s (1992) theory about organizational culture.

The difference in approach to the organization-culture relationship is derived from the differences in the basic assumptions that researchers have about the organization and

culture (Smircich 1983: 339-348). Smircich proposes five different lenses through which the culture can be viewed. These are divided into two groups depending on whether they handle culture as a critical variable or as a root metaphor. According to the first group handling culture as a critical variable, the organizational culture is part of the environment and is seen as a determining force or, in other words, culture is considered to be a background factor and organizations are social instruments for task accomplishment. The other part of the first groups sees organizations as social instruments that produce goods and services, and, as a by-product, they also produce distinctive cultural artifacts such as rituals, legends, and ceremonies.

The second group, which handles culture as a root metaphor, represents the idea that culture is something that the organization is. Culture as a root metaphor promotes the view of organizations as expressive forms, manifestations of human consciousness. Organizations are understood and analysed in terms of their expressive, ideational and symbolic aspects. (Smircich 1983: 339-348)

Hence organizations differ not only by their culture but also by the way that culture is approached. Different approaches to organizational culture (Smircich, 1983; Schein, 1984, 1992; Hatch, 1993) share some similarities and differences. One similarity is associating organizational culture with unconscious and emotional mechanisms, which makes the characterization of organizational culture very complicated. The greatest challenge is bringing culture to people's awareness. Culture as a root metaphor gives one opportunity to express organizational culture the way people perceive it (Smircich, 1983).

Organizational culture consists of different levels from which some are less tangible and therefore mainly compiled by unconscious mechanisms and processes and others are more tangible and therefore they are easier to capture. The unconscious levels are related to the task and relationship orientations in a certain manner. The challenge lays in the question of how to capture these unconscious mechanisms. Certain processes reveal how these mechanisms are converted into more tangible levels but do not provide a way to capture the unconscious thoughts without going through all these processes offered. To find this way it is important to make the difference whether culture is being treated as one variable in the organization or is the organizational culture equalled with

organization itself. In primary case the effects of other organizational aspects on culture should be kept in mind while interpreting the unconscious levels. In latter case the synergy between other organizational aspects leads to the interpretation of organizational culture. Therefore several perspectives should be kept in mind while trying to reach to the bottom levels.

1.3. Methodological background of researching organizational culture through metaphors and orientations of organizational culture

Organizational culture is not an easily measurable phenomenon due to its complicated structure and hidden sides. Organizational literature acknowledges the difficulty of measuring and identifying organizational culture, mainly because the shared assumptions and understandings lie beneath the conscious level for individuals (Lund, 2003). Therefore the selection of research methods is crucial, especially when the aim is to bring out the unconscious thoughts and their influence on characteristics ascribed to organizational culture. The research methods for organizational culture could be chosen among the quantitative or qualitative research methods and used either separately or simultaneously. The combination of methods enables to get large-scale data about the concept of organizational culture whereas qualitative methods offer wider opportunities for interpreting the results. Applying metaphors to characterize organizational culture through task and relationship orientations is one of the best combinations between quantitative and qualitative research methods.

There are several methods for researching organizational culture. Broadly the methods can be separated in two, quantitative (i.e. questionnaires and different scales) and qualitative (i.e. interviews, case studies, observations, participation, documentation analysis and focus groups) research methods. One way to distinguish these methods is through the depth of analyses and size of the samples surveyed. Qualitative methods can provide an in-depth analysis of the experiences of relatively small numbers of respondents, quantitative methods present a broader picture of a larger set of people (Griffin, Phoenix: 1994: 291). The second level of difference is much wider according which the quantitative and qualitative methods are presented as two entirely distinct

research paradigms (Yauch, Steudel 2003: 466). In social sciences the qualitative method is a wider term for covering an array of interpretative techniques, which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world (Van Maanen 1979: 520). Quantitative methods are seen as ways to develop variables, which can “objectively” measure peoples actions and attitudes (Laurie, Sullivan 1991: 126).

Several authors (Yauch and Steudel, 2003; De Witte and van Muijen, 1999; Lawler et. al, 1980) have discussed weak and strong aspects of qualitative and quantitative methods in case of organizational culture. Table 4 combines the thoughts of different researchers in the following categories:

- availability of the standardized assessment tools and norms;
- opportunities that the certain data characteristics offer to researchers;
- the extent of comparison between the research subjects that the method enables;
- the extent of contextual information that method provides for the interpretation of data;
- aspects related to interpreting the results;
- narrowness-wideness of the methods’ focus;
- the extent of respondents participation in the survey based on given research methods;
- time spent on applying the given research methods.

The table does not give estimations on the suitability of both methods for characterization of organizational culture as in current thesis the combination of two methods is being emphasized.

As a result of thorough analysis Reichardt and Cook (1979) found that the traits of two research methods are independent and therefore they can be mixed and combined according to the necessity. They suggest that researchers should not choose between quantitative and qualitative research methods, but should choose whatever method that suits best for the current research problem. Qualitative and quantitative methodologies

are not mutually exclusive (Van Maanen 1979: 520) and should be viewed as complementary rather than as competing methods (Jick 1979: 602).

Table 4. Overview of quantitative and qualitative research methods in the given categories

CATEGORY	QUANTITATIVE RESEARCH METHOD	QUALITATIVE RESEARCH METHOD
Assessment tools and norms	Standardized methods available: Their psychometric qualities are known. Some standardized instruments present certain norms (Lawler, et. al, 1980).	Standardized methods not available. No established norms.
Character of data	Quantification that allows for statistical treatment of the data (De Witte and van Muijen, 1999).	Enables to probe for underlying values, beliefs and assumptions (Yauch and Steudel, 2003).
Comparability	Comparisons between departments and organizations are possible (Lawler, et. al, 1980; Yauch and Steudel, 2003).	Essential comparison possible, as brings out the essence of cultural difference between organizations.
Contextual information	Little information on the context is provided. (Lawler, et. al, 1980)	Broad contextual basis is provided.
Interpreting	Important aspects in culture can be overlooked: Does not enable to discuss the interpretations (Yauch and Steudel, 2003).	Important aspects in culture can be overlooked: results depend on subjectivity of the interpretation (Yauch and Steudel, 2003).
Focus	Important aspects in culture can be overlooked: Focus only on the prepared topics (Yauch and Steudel, 2003).	Broad, open-ended inquiry: people can raise issues that matter most to them (Yauch and Steudel, 2003).
Participants contribution	Questionnaires are too general: Cannot render the vision on the organization and not suitable for sensitive questions (Lawler, et. al, 1980; De Witte and van Muijen, 1999).	Important aspects in culture can be overlooked: participants have greater control over the process (Yauch and Steudel, 2003).
Time dimension	Quick (Yauch and Steudel, 2003).	Time consuming (Yauch and Steudel, 2003)

Source: Yauch and Steudel (2003); De Witte and van Muijen, (1999); Lawler et. al, 1980), composed by the author.

There are three different viewpoints in the matter of possibility and usefulness in combining quantitative and qualitative research methods. First, the purists who consider both research methods independent and mutually excluding. Secondly, the situationalists, who consider the combination of two different research methods possible in some circumstances claiming that it enriches the research and brings out new details and interpretations. Thirdly, there are pragmatists who prefer that different aspects from both research methods would be combined to approach the research questions in the most effective way (Niglas, 2004).

The concept of triangulation mentioned by Denzin (1978) is the most widely known possibility for combining different research methods. In social sciences the concept of triangulation starts with the year 1959 when Campbell and Fiske proposed the term “*multiple operationism*”. It was drawn from the necessity to use different research methods for validation so that the variety in the research results would not be elicited by the method (Campbell and Fiske, 1959). The concept of triangulation comes from the strategies of military navigation and army, where several methods are used to locate the exact destination of the objects.

Denzin (1978) distinguishes several types of triangulation among which are also triangulation of data and methodological triangulation. Data triangulation means using different sources for data whereby data can be quantitative as well as qualitative, gathered with different methods, or gathered with the same method but from the different sources at a different time. Methodological triangulation is the most widely used form of triangulation and for organizational researchers this means using several different methods to research the same phenomenon (Jick 1979: 602). According to Laurie and Sullivan (1991) the triangulation in its broadest sense is the combination of different methodologies and theoretical perspectives in the study of the same phenomena.

Triangulation enables to capture a more complete, holistic, and contextual picture of the researched dimensions and the use of multiple measures may uncover some unique variance, which may have remained neglected by applying single methods. At this point particularly, the qualitative methods have an important role to play by eliciting data and, through an illumination of the context, bringing researchers to the conclusions to which

other methods did not refer. In this sense triangulation can be applied not only for researching one phenomenon from different perspectives but also for enriching understanding about a phenomenon through emergence of new and deeper dimensions. (Jick 1979: 603-604) In the opinion of author the triangulation of quantitative and qualitative methods provides the research with a dimension of interpretations, which separate methods cannot give. This is an advantage when trying to characterize the unconscious dimensions, and especially the basic assumptions of organizational culture.

Similarly there can be made more exact decisions in the organizational culture research if different methods are used (Jick, 1979). It means more than repeated measurements of one phenomenon. In addition to using different data it also incorporates a combination of different theories, methods and perspectives.

Yauch and Steudel (2003) implemented research where they combined quantitative and qualitative research methods for researching organizational culture. Qualitative assessment of culture was accomplished through document review, participant observation and group interviews. The Organizational Culture Inventory (OCI) was used as quantitative assessment tool. They concluded that combining quantitative and qualitative paradigms in a complementary fashion leads to a deeper understanding of organizational culture, enabling the analysis the values and assumptions driving behaviours within the organizations. Also, greater validity is accomplished through data triangulation, and greater cultural understanding, with the respect to scope and depth, is attained through paradigm complementarities. They claim that triangulation of quantitative and qualitative data of organizational factors decreases the bias and increases validity.

In case of quantitative methods, self-reported questionnaires are often applied. Such questionnaires enable respondents to express their opinion based on a scale of numbers and therefore the answers given may have biased due to several reasons. People may tend to answer in a socially accepted way or, in other words, they select the answers, which they feel are most favored by the researcher or wider public. Secondly, the answers may depend on how the respondents perceive the reality (Gabel, Doran, Cerdin 2005: 375-395; Frucot, White 2006: 191-206). Thirdly, the statements in the questionnaire may be interpreted differently. The interpretation of statements in the

questionnaires depends on the underlying reasoning behind the each statement. If such underlying logic is not understood, the thorough understanding of the organizational culture, at the deeper level of assumptions, cannot be obtained. (Yauch, Steudel 2003: 474). Such problems can be overcome when qualitative research methods are used to measure the same phenomenon. It enables to gain trustworthier information about the researched phenomenon and in certain manner the combination of research methods equilibrates the bias in the answers, which appears when only one method is used.

One way to research organizational culture is through the triangulation of orientations of organizational culture and metaphors. Previous research (Hämmäl 2004) has provided reason to believe that metaphors combined with the orientations of organizational culture are able to lead to deeper and more essential knowledge and conclusions about the organizational culture. Task and relationship orientations are two dimensions that have been differentiated in several surveys concerning organizational culture (Schein, 1992; Schultz, 1995). Task orientation shows estimations towards work and towards the aim of the organization. The orientation of relations shows the human side of the organization and how much the mutual relations are valued in the organization (Vadi, Allik, Realo, 2002). Task and relationship orientations are suitable for researching the organizational culture as they bring forth the most general aspects in the social groups. Same orientations are also analysed in case of the leadership, group processes and conflict management.

Metaphorical approach has existed in the theories of management and organization for a considerably long time. In 1873, Herbert Spencer ascribed organism metaphor to the organization. Herewith the biological and organizational structure was likened (Grant and Osrick, 1996). Applying the machine metaphor on organizational culture was started when the first machines were taken into use. Then it was found that organizations should be treated as machine-like structures (Morgan, 1986). Since then, two metaphors: machine and organism metaphor, have dominated in the theories of management and organization (Grant and Osrick, 1996). According to the machine metaphor, the organization consists of parts, which are assembled in order to function smoothly to fulfill certain assignments. In the case of the organism metaphor

organization is perceived to struggle to stay alive in the changing environment (Smircich, 1983).

Metaphors could be applied to organizational culture through either quantitative or qualitative research methods. Using quantitative methods would set some restrictions for the respondents as in that case the variety of possible choices is given. In case of the qualitative method - for example, the interview, there are several advantages. First, there is immediate communication between the researcher and the respondent. Second, Denison (1990) suggests to use the qualitative approach for researching organizational culture as it enables to unfold meanings into a richer, more complete and comprehensive picture (cf. van Muijen and Koopman, 1999: 555).

According to Smircich (1983: 340) the metaphoric process, seeing one thing in terms of another, is a fundamental aspect of human thought to become to know the world. The use of particular metaphor is often not a conscious thought, nor made explicit, but organizational members can infer it from the way the subject in the organization is approached, by discerning the underlying assumptions that they make about the subject. Alvesson (1995) also stresses metaphors' power to bring out peoples unconscious ideas and thoughts about the culture in their organization. Davenport (1998) claims that in organizations, metaphors enable to speak about complicated phenomena. They are used to characterize culture, because they draw attention, are dense with meaning and interpreting metaphors makes them stay in peoples minds for a longer time. Using metaphors also narrows the concept of culture and there is a clearer distance between culture and organization (Alvesson, 1995).

Metaphors have been either referred to or used in research by several authors (Smircich, 1983; Morgan, 1986; Brink 1991; Hill and Levenhagen, 1995; Monin and Monin, 1997; Akin and Palmer, 2000; Erdem and Satir 2003; Cornelissen, 2005). Table 5 gives an overview of research where metaphors have been used. Table 5 shows that most of the researchers find metaphors to be effective auxiliaries for bringing peoples perceptions about their organizational culture into their consciousness. It is also mentioned that metaphors should be used in combination with other methods for gaining a more adequate picture of the culture.

Table 5. Overview of empirical studies with metaphors applied

Authors	Sample	Method	Conclusions
Erdem, F. and Satir, C., 2003	3 manufacturing Turkish industries (all together 241 participants)	Questionnaire containing weak-strong, positive-negative metaphors that explained the organization members' perceptions in relation to cultural variables plus open-ended alternative for the use of free metaphors.	The use of metaphors is an effective tool to understand employee perceptions and their meanings. Furthermore, metaphors are seen to be particularly successful in uncovering negative perceptions of employers towards the organization culture.
Kendall, J., E. and Kendall, K., E., 1993	16 companies	1. Individual structured interviews with open-ended questions (the aim was to capture what metaphors people use while answering to the organization related questions). 2. Focus group. 3. Q-methodology – a Q-deck of 27 statements (including metaphors) was constructed from interview data. Helped to identify the metaphors that are representative of the organization as a whole.	Metaphorical analysis must always be used in conjunction with other approaches. They encourage the use of multiple methods to ensure the richest possible approach and the deepest possible understanding of what is happening in the organization.
Brink, T., L., 1991	Not available	Characterizing organizational culture through color metaphors according to the Poters (1974, 1978) color-coded theory of motivation.	Organizations can be characterized through <i>cold green, hot red, true blue</i> and <i>dull grey</i> metaphors. Its members cannot change the organizational culture unless the manager changes the underlying root metaphor.
Vaara, E., Tienari, J., Sääntti, R. 2003	Two banks: Nordbanken and Merita	Participants wrote down metaphors to describe both banks before merging and MeritaNordbanken after merging. Metaphors were interpreted and sorted into groups.	Metaphors are particularly useful devices to bring in such cognitions and emotions that otherwise could be very difficult to “capture”. Metaphors are particularly challenging ethnographic material for organizational researchers.

Source: (Erdem and Satir 2003; Kendall and Kendall 1993; Brink 1991; Vaara, et al. 2003), composed by the author.

Non-hierarchical typologies focus on explaining how different metaphors operate and when or where they are used. Tsoukas (1993) also has offered one of the most broad-based non-hierarchical classifications of metaphors. He differentiates live, dead and dormant metaphors. Live metaphors are words to substitute literal utterances (i.e. organization is like onion). They enable to develop further research on the concept. Dead metaphors have become so habitual and familiar that people have ceased to be aware of their metaphorical nature and use them every day as literal terms. Dormant metaphors are quasi-literal terms through which the way of seeing world differently is restricted (i.e. term *organizational structure* – it could also be seen as circles or federations and not only as stratified pyramids).

Palmer and Dunford (1996) have offered another non-hierarchical typology. It separates deductive and inductive approaches. In case of a deductive approach the metaphor is applied on one certain phenomenon in the organization to see if it has any value there. The inductive approach is trying to find out which metaphors that influence the thoughts and opinions of organizational members are already used in the organization.

Even though metaphors are used more and more to characterize organizational culture there has also been some criticism about this method. The main critique claims that metaphors fail to be emancipative and they may even cause ideological distortions (Grant & Oswick, 1996). This critical aspect is based on the idea that metaphors enable people to let their minds free and associate the characteristics of organization and some phenomenon (metaphor). An analogy can be drawn with psychology and the free association method exploited by Sigmund Freud. The nature of this method supports the notion that when people are enabled to form free associations about certain phenomena, the free associations will bring out the unconscious thoughts related to the character of that phenomenon.

Tsoukas (1993) draws another critical aspect according to which the suitability of metaphors is impossible to measure. In current thesis the aim is not to measure the suitability of metaphors but to bring out the quantity and quality of the connections between metaphors and orientations of organizational culture. Alvesson (1995) brings out five critical aspects related to metaphors in his book *Cultural Perspectives of Organizations*. Among other aspects he mentions the risk to use inappropriate

metaphors and danger that metaphor may characterize only one aspect of organizational culture while the others are left out of attention. Risks mentioned by Alvesson could be partly avoided by collecting the considerable volume of data from the organization. In such case the probability that some aspects of organization are left out of attention decreases.

In conclusion it can be said that combining several methods allow to make more trustworthy conclusions about the organizational culture, which is otherwise difficult to measure, because the underlying basic assumptions cannot be easily captured and a considerable part of the culture consists of unconscious elements and processes. The current thesis emphasizes the need to analyse culture through the combined approach to bring forth the connections between orientations of organizational culture and metaphors. When these links are identified, the organizational culture can be characterized through interpreting these connections.

2. EMPIRICAL STUDY OF RELATIONSHIPS BETWEEN METAPHORS AND ORIENTATIONS OF ORGANIZATIONAL CULTURE

2.1. Study design and description of the sample and methodology

The empirical part of the thesis is implemented according to the principles of the concept of methodological triangulation. In order to implement empirical research to define the organizational culture through the triangulation between orientations of organizational culture and metaphors, the study design is formed. The research set includes two methods. First the self-reported questionnaire as quantitative research method, which is aimed to measure orientations of organizational culture. The questionnaire provides constant variables, which in current thesis are implemented as dependent variables. Secondly, the interview as a qualitative research method is applied, which is aimed at bringing out organizational metaphors. Interview provides discrete variables, which in the current thesis are implemented as independent variables. Socio-demographical characteristics are implemented as control variables.

The methods chosen are strongly connected to theoretical framework. Several organizational researchers discuss task and relationship orientations as informative aspects about organizational culture. The need to add metaphors into the research design is based on their characteristic features. They enable to bring out peoples' unconscious thoughts about organizational culture and therefore provide interpretations for orientations of organizational culture. This refers to the essence of triangulation: to enrich the understandings about the organizational culture through emergence of new and deeper dimensions as a result of combination of methods. Figure 4 illustrates the study design and variables. The figure shows that in current study the term

organizational culture is used to symbolize the outcomes of triangulation between metaphors and orientations of organizational culture.

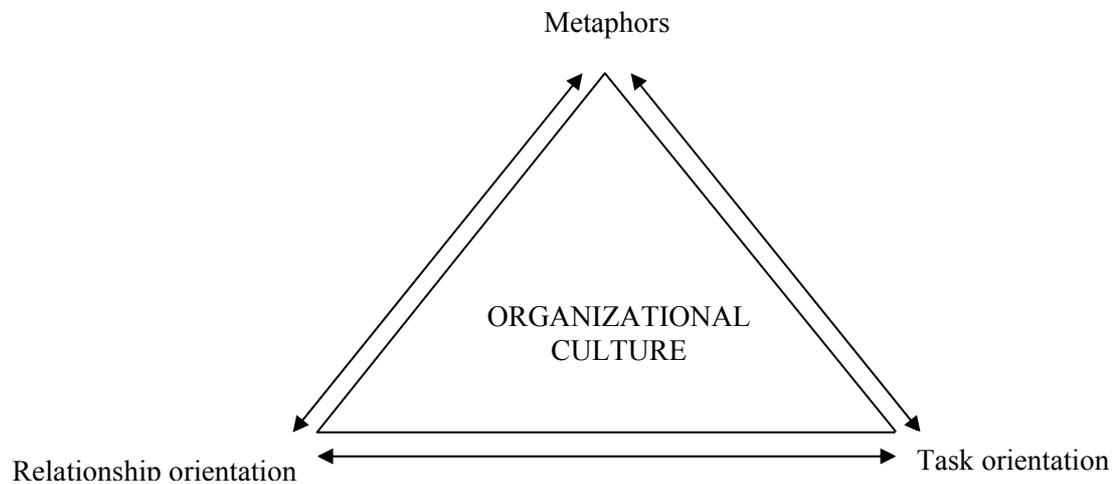


Figure 4. Connections between metaphors, orientations of organizational culture and organizational culture in the study design

Source: compiled by the author.

The study design is implemented in two different types of organizations in order to get different perspectives of the organizational culture and offer some comparisons. 134 employees from nine Estonian reform schools were questioned on 2004 and 2005. The schools were Kaagvere Reform School in Tartumaa, Puiatu Board School in Viljandimaa, Tartu Emajõe Reform School, Tartu Herbert Masingu School, Tartu Kroonuaia Reform School, Tartu Maarja School, Leevi Board School in Põlvamaa, Lahmuse Board School in Viljandimaa and Helme Board School in Valgamaa. The medium age of the sample was 45.1 years (SD=13.4), varying from 21 to 71 years. The medium tenure was 13.7 years (SD=12.5), varying from 1 to 47 years.

75 members from two industrial enterprises from the Saint-Gobain Group in Estonia: Saint-Gobain Sekurit in Elva and Saint Gobain Baltiklaas in Tartu participated in the survey on year 2006. SG Group industries SG Sekurit and Baltiklaas have been operating in Estonia for 17 and 12 years respectively. The medium age of the sample was 37.6 years (SD=10.1), varying from 22 to 63 years. The medium tenure was 5.7 years (SD=4.8), varying from 1 to 15 years.

Socio-demographical characteristics have importance in organizations as one of the aspects that influences what kind of roles the organizational members engage in and how they perform in their respective roles. Considering socio-demographical characteristics in organizational culture, research may help to reveal which characteristics are needed e.g. for higher performance or which characteristics elicit differences in estimations given to organizational culture. Therefore they can also influence members' perceptions of organizational culture. For that reason, groups of socio-demographical characteristics (table 6) were included in the survey as control variables.

Table 6. Groups of socio-demographical characteristics

Category	Groups	Schools	Saint-Gobain Group
Age	21-40 (A<40)	50	39
	41- 71 (A>40)	76	33
	Missing	8	3
Education	High school	45	37
	Higher	81	31
	Missing	8	7
Tenure	1-10 years (T<10)	62	51
	11-... years* (T>10)	60	17
	Missing	12	7
Position	Teachers/white-collars	82	33
	Other school personnel/blue-collars	32	41
	Missing	20	3
Gender	Females	110	33
	Males	21	40
	Missing	3	2
Nationality	Estonian	126	70
	Other	3	2
	Missing	5	3

Notes: in the sample of SG Group industries white-collars are employees working in the office and blue-collars are employees working in the factory.

Source: compiled by the author on the basis of 209 questionnaires.

The table reveals three considerable differences between socio-demographical groups that should be taken into account while interpreting the results of the research. First the difference in tenure groups in SG Group industries. Most of the respondents have worked in the organization under ten years. The latter is due to the young age of the current organizations. The shorter tenure may imply that respondents have not yet got to

know the organization well enough and are therefore more fallible or enthusiastic in their estimations. On the other hand, members with shorter tenure may give more fair estimations, as they don't feel the routine and tediousness yet.

The second difference lays in the position groups in reform schools. Most of the respondents are teachers, which is a logical outcome as most of the workers in schools are teachers. This fact should be considered together with the third difference that concerns the gender pattern in the reform schools. In most of the reform schools in Estonia the majority of teachers are female. This may affect the results by eliciting unanimous estimations on the organization as teachers is a group of people who usually have several similar values in common. From one side they differentiate themselves from pupils and are role models for them, on the other hand they have a common interest to justify their job and needs in front of the government. In Estonia the fight for better wage and working/studying conditions unites teachers in a quite considerable manner. The common gender supports the coherence of the group as it makes the roles that teachers have in the organization more equal, similar and easily understandable to each other.

In the survey the combination of two methods was used to characterize organizational culture. First, the Organizational Culture Questionnaire (Vadi, Allik, Realo, 2002)(Appendix 1) was used. It consists of 43 statements about the organization and respondents can indicate their attitudes towards the items on a 10-point scale ranging from "completely disagree" (1 point) to "completely agree" (10 points). Eight statements out of 43 form the task orientation scale (OC1) and the other eight statements form the relationship orientation scale (OC2) (Appendix 2). Task orientation shows the participants' attitude towards work and towards the aim of the organization. Relationship orientation shows the human side of the organization and how much mutual relations are valued in the organization. (Vadi, Allik, Realo, 2002).

The Organizational Culture Questionnaire (Vadi, Allik, Realo, 2002) was applied to all 134 respondents from reform schools and all 75 participants from two SG Group industries. The reliabilities of OC1 and OC2 scales in current samples were measured. The reliability coefficients for reform schools were found to be 0.83 for OC1 and 0.79 for OC2. The reliability coefficients for SG Group industries were found to be 0.79 for

OC1 and 0.74 for OC2. These reliability scores can be considered sufficient for current research.

The second research method - a structured 5-question interview (Appendix 3) - was compiled on the basis of interview conducted by V. Vaarik in his research “Organisatsioonikultuuri metafooriline käsitus” (2002). The interview is aimed to bring out which metaphors respondents use to characterize their organizational culture. Interview was conducted with 61 employees from reform schools and 43 employees from two SG Group industries. Respondents were randomly chosen out of both samples. The author of current thesis conducted all interviews.

In order to treat metaphors as independent variables the qualitative analyses was implemented. All metaphors and their explanations that the respondents provided were collected in two different databases, one for reform schools and other for SG Group industries in Estonia. The explanations to metaphors represented peoples’ reasoning as to why they used the respective metaphor to characterise their organization. The researcher brought out the core ideas behind each of these explanations and eliminated the rest. This process enabled to concentrate the meanings behind the explanations and make them better fathomable.

All the explanations were repeatedly read over until the certain pattern of groups under each interview question started to form. Subsequently all metaphors in both databases were reorganised according to formed preliminary groups. This process enabled to divide the metaphors into smaller groups and made them more detectible. Within each group the explanations were reread again and when each group formed an essential whole the group was named after the majority of metaphor types in current group (i.e. domestic animals; fast wild animals; vehicles; autumn-winter). Every metaphor group gained a numerical value. Therefore every interview question that asked respondents to name some metaphor resulted to have two to four subgroups, which can now be treated as independent variable. Subsequently the metaphor groups and their contents are presented.

First question of the interview was aimed to bring out whether respondents perceive their organization as a machine or organism (table 7). In reform schools the organization

was mostly perceived as organism while in SG Group industries the opinions were not so unanimous. Also the contents of groups are more multifarious in SG Group industries.

Table 7. *Machine vs. organism* metaphor groups in reform schools and SG Group industries

Organization	Groups / number of respondents	The contents of groups
Reform schools	1. Organism / 49	Culture is lead by perceptions and it has controversies, diseases, negative and positive emotions. Organization has its soul, aura and rationality. It develops, grows, changes and is flexible.
	2. Machine / 8	Activity is directed and follows very certain strict rules. Workers are like ball bearings. It is piecework where is no free will.
SG Group industries	1. Organism / 20	There is no strict conformity. Constant irregular changes and unexpected events. The organization is alive and active. It acts chaotically and unexpectedly. Mechanisms are more precise that this organization. There are also mistakes and sicknesses, which nobody on the top-level knows about. Peoples' emotions are important. The organization grows, develops, changes, emanates from the emotions and starts to get old in one moment.
	2. Machine / 24	Organization does not pay attention on peoples' feelings and is oriented on filling the plan and giving orders. Organization consists of different parts from which all have their task. Constant routine and very strict rules, accuracy and coordinated activity. Employees are considered to be flawless and their power is turned on like on machine. Employees cannot make their own decisions because the work is like clockwork, constant speed and plan, no wellbeing, tedious.

The number of responses to interview questions may slightly differ due to missing data.

Source: 43 interviews in SG Group industries and 61 interviews in reform schools. Compiled by author.

Second interview question was aimed to bring out which animal metaphors respondents use to characterize their organization (table 8). In reform schools the answers were less divergent and it was possible to form two groups. In SG Group industries the three groups were formed as the answers differed more. The groups with similar names in both organizations do not overlap in regard to the content. When respondents in reform schools characterized wild animals to be rigid, protecting and attacking outward the respondents in SG Group industries described wild animals as trustworthy, accurate and

quick. Some differences can also be noticed in the case of domestic animals' groups. This illustrates the diversity that metaphors can bring out when they are applied on the organization.

Table 8. *Animal* metaphor groups in reform schools and SG Group industries

Organization	Groups / number of respondents	The contents of groups
Reform schools	1. Domestic animals (dog, cat, horse, sheep, wild boar) / 24	Organization is teaching, calm, friendly. It cares about its workers and keeps trustable and faithful relationships. Organization is strenuous and stalwart but in rare cases can attack and be stubborn.
	2. Wild animals (bear, lion, fox, owl, lynx, wild boar) / 31	Organization has two faces. It can be fast and active, but also rigid, foxy and concealing. Organization has herd instinct; it protects its members and attacks outwards.
SG Group industries	1. Fast wild animals (tiger, bear, wolf, lion, cheetah) / 13	Organization develops quickly and is very flexible, trustworthy, innovative and accurate. Organization makes considered decisions and investments.
	2. Laborious domestic animals (dog, horse, ant, bees) / 17	Organizational members are very laborious and well aware of what needs to be done. Organization is honest and obeys the rules. In case of problems, the workers are to be punished and in case of necessity the workers must be available.
	3. Slow and dim-witted animals (donkey, turtle, camel, cat, octopus, panther, hyena) / 10	Organization is big and very slow in making the changes. It can be guileful and dangerous to human psyche. Everything is not as it seems. Employees are not well aware of organizations task and there is lot of struggling without knowing what direction is best.

The number of responses to interview questions may slightly differ due to missing data.

Source: 43 interviews in SG Group industries and 61 interviews in reform schools. Compiled by author.

The third metaphor was aimed at bringing out which machines people name to characterize their organization (table 9). Vehicles group was represented in case of both samples but its content was somewhat different. In reform schools it symbolized the complication of the organization and members modest participation as barely travellers,

but in SG Group industries the moving, development and constant innovation was stressed.

Table 9. *Machine* metaphor groups in reform schools and SG Group industries

Organization	Groups / number of respondents	The contents of groups
Reform schools	1. Vehicles (car, bus, ship, train) / 25	Organization consists of complicated components and needs constant care and control. It has certain cycle and its members feel that organization is always trying to get somewhere by certain time and the workers are like travelers on the way there.
	2. Factor machinery (sewing machine, workbench, machine-tool, conveyor) / 15	Organization is fixing and mending something all the time. There is constant manufacturing.
	3. Other machinery (computer, engine, home appliance, clock) / 21	Organization has many functions and operations by the help of which the members have to form the whole. Whatever it takes the work of organizations' members has to give results.
SG Group industries	1. Complicated mechanisms (clock, computer, bicycle, fridge) / 18	Organization is a complicated structure with many functions and parts that have their own task. All the processes must be in series. The outcome is all the same products.
	2. Robots / 14	Organization has no flexibility and employees are like robots, which can be put to work according to necessity. Employees are considered to be tireless and production is the priority. People are psychically repressed.
	3. Vehicles (car, machine with wheels) / 7	Organization is dynamical, quick and steady. It moves on, develops and changes. Organization is innovative and it has wider goals.

The number of responses to interview questions may slightly differ due to missing data.

Source: 43 interviews in SG Group industries and 61 interviews in reform schools. Compiled by author.

The fourth interview question was aimed to bring out which season the respondents consider to be suitable for characterizing their organization (table 10). All four seasons were represented in case of both samples and the using frequency was quite similar. Also the similar explanations were given for using one or another metaphor. Most frequent was the autumn metaphor, which in case of SG Group industries was combined with winter metaphor into the same group. Also spring metaphor was quite popular in contrary to the summer and winter metaphors, which were rarely used.

Table 10. *Season* metaphor groups in reform schools and SG Group industries

Organization	Groups / number of respondents	The contents of groups
Reform schools	1. Autumn / 27	Climate in the organization is dismal, gloomy and double-faced. It is hopeless and has little joy. Personnel are ageing and there is lack of ideas.
	2. Winter / 7	Organization is in hibernation. Time is standing and sometimes the being is bright and in other times it is difficult cold and bleak.
	3. Spring / 23	Organization germinate and grows, it has new ideas and hope.
	4. Summer / 4	Mostly the organization is calm, warm and fruitful, but there can also be rain.
SG Group industries	1. Spring / 13	Something is happening in the organization all the time, moving, developing, and changing. There are lot of young people who bring brightness and positive ambience. Relationships between workers are good but not so good between hierarchies.
	2. Autumn-winter / 21	There is too much struggling in the organization. Relationships are not good, too much enviousness and apathy. Workers are tired, depressed and feel inequity.
	3. Summer / 10	Organization is strong and has stabile tempo. It is in its advanced age.

The number of responses to interview questions may slightly differ due to missing data.

Source: 43 interviews in SG Group industries and 61 interviews in reform schools. Compiled by author.

The fifth interview question was aimed to bring out which colors respondents use to characterize their organization (table 11). In both samples the main colors were represented and in some cases the variances of basic colors were used (i.e. light blue, dark blue). Still not all the colors had the same meaning in both samples. For example when red in reform schools symbolized liveliness and joy, the same color in SG Group industries symbolized variety, restlessness, lack of stability. At the same time green and grey had similar meanings in both organizations. Green symbolized calmness and neutrality while grey symbolized mainly routine but also tiredness and depression. The qualitative analyses applied on the interviews revealed that both samples used a wide variety of metaphors among which several of them overlapped. Still, the content of metaphor groups containing similar or same metaphors was often different. It shows that one metaphor can have several meanings and it has power to bring out different aspects in different organizations. Therefore the explanations given by the respondents

should not be underestimated as in some extent they help to decrease the subjectivity that occurs when the researcher interprets the metaphors.

Table 11. *Color* metaphor groups in reform schools and SG Group industries

Organization	Groups / number of respondents	The contents of groups
Reform schools	1. Yellow-red / 15	Organization has legerity and vim. It is alive and joyful.
	2. Black-grey-brown / 16	Organization is in routine, stagnant and superannuate.
	3. Green / 17	Organization is calming, neutral and equanimous. There is calm rhythm and hope for better future.
	4. Varicolored-violet-light blue / 13	The movement towards the better future is accompanied by the hope, dreams and a bit of anxiety. There are young and elderly alongside each-other
SG Group industries	1. Green-yellow / 12	Organizational climate is calm and positive. Time to time there are some changes and struggling, but generally the relations are good.
	2. Grey-blue / 18	Mood in the organization is depressive and tiring. A lot of tension, routine and no changeability. People are more tired.
	3. Varicolored-red / 14	The pattern of OC is so various that it is hard to characterize. There are good and bad sides. Constant anxiety and not stabile. Relationships are changing and employees are very different. Time to time the emotions pile up and situation is close to explosion, but usually talking can solve these situations.

The number of responses to interview questions may slightly differ due to missing data.

Source: 43 interviews in SG Group industries and 61 interviews in reform schools. Compiled by author.

Data was analysed by using *STATISTICA 5.5*. The main effects on dependent variables were analysed in module *Breakdown and One-way ANOVA*. Interactions and their effects on dependent variables were analysed in module *ANOVA/MANOVA*. Means were compared with *post-hoc LSD test*. Socio-demographical groups were formed in modules *Frequency tables* and *Descriptive statistics*. To bring the results of the two phases together without violating the rule of confidentiality, the authors used a coding system instead of names in both the questionnaire and interview.

2.2. Connections between metaphors and orientations of organizational culture in the reform schools

The analyses showed that estimations on OC1 in reform schools differed significantly ($t = -13.01$; $p = .00$) from the estimations on OC2, 5.53 and 6.95 respectively. The socio-demographic characteristics main effects on OC1 and OC2 were tested. Concerning OC1, the main effect of tenure appeared ($F(1,109) = 4.59$; $p = .03$). Members with short-time tenure tended to perceive organizational culture to be more task-oriented than people with long-time tenure. Here it is important to bring out the positive correlation between tenure and age ($r = 0.65$; $p < .05$). The interaction between tenure and age in regard to OC1 revealed a significant difference ($p < .03$) between two groups. Under 40 years old employees who have worked in reform schools under ten years give higher estimations on task orientation than over 40 years old employees who have worked in reform schools over ten years, 5.86 and 5.17 respectively. Analysis showed no significant connections between socio-demographic characteristics and OC2.

Subsequently the metaphors main effects on OC1 and OC2 were tested. Analyses revealed that the *machine vs. organism* metaphor has main effect on OC1 ($F(1,50) = 10.02$; $p = .00$) as well as on OC2 ($F(1,53) = 4.05$; $p = .05$). The participants who characterized their organization with the *organism* metaphor tended to perceive organizational culture more task-oriented (5.74) as well as relations-oriented (7.04) than members who used *machine* metaphor, 4.02 and 6.29 respectively.

Also the interaction effects on OC1 and OC2 between socio-demographical characteristics and metaphors were tested. Analyses revealed no interaction effects on OC2. For OC1, an interaction appeared ($F(1,47) = 4.70$; $p = .04$) between education and the *machine vs. organism* metaphor (Figure 5). OC1 scores differed between higher education group who used *machine* metaphor for organizational culture and higher education group who used *organism* metaphor, 3.17 and 6.02 ($p < .001$) respectively. OC1 scores also differed between higher education group who used *organism* metaphor and high-school education group who used *machine* metaphor, 6.02 and 4.66 ($p < .05$) respectively. Third difference in OC1 scores appeared between high-school education group who used *organism* metaphor and higher education group who used *machine*

metaphor, 5.25 and 3.17 ($p < .05$) respectively. Therefore members with higher education who used *organism* metaphor tended to perceive organizational culture more task-oriented than members with higher education who used *machine* metaphor.

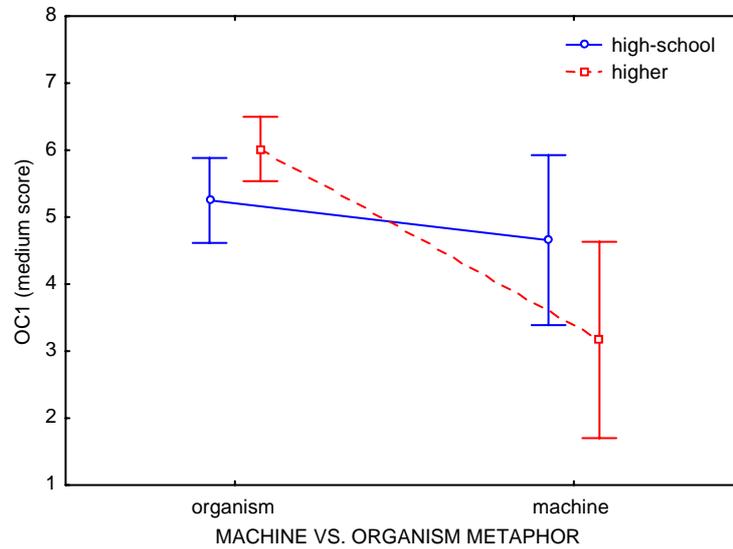


Figure 5. Interaction between education and the *machine vs. organism* metaphor for task orientation in reform schools

Other interaction for OC1 appeared between age and the *color* metaphor ($F(3,47)=3.07$; $p=.05$) (Figure 6).

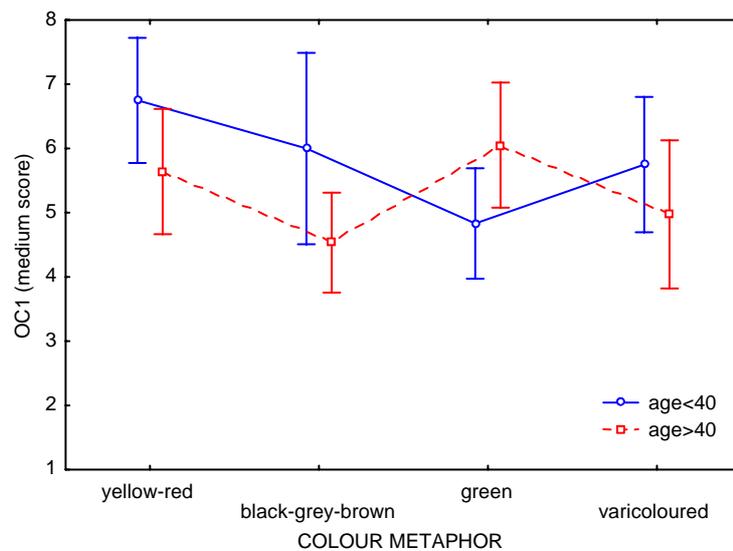


Figure 6. Interaction between age and the *color* metaphor for task orientation in reform schools

OC1 scores differed between A<40 group who used *yellow-red color* metaphor (6.75) for OC and three other groups: A>40 group who used *black-grey color* metaphor, 4.53 (p<.001); A<40 group who used *green color* metaphor, 4.83 (p<.01); A>40 group who used *varicolored* metaphor, 4.98 (p<.05) respectively. OC1 scores also differed between A>40 group who used *black-grey* color metaphor for OC and A>40 group who used *green* color metaphor, 4.53 and 6.05 (p<.05) respectively. Therefore younger people who used yellow and red tones tended to perceive organizational culture more task-oriented than older people who used black and grey tones.

Considering the correlation between the age and tenure the analyses revealed a significant interaction between age, tenure and color metaphor (p<.01) in regard to OC1. Under 40 years old employees who have worked under ten years in the reform schools and used yellow-red metaphor gave higher estimations to task orientation than over 40 years old employees who have worked over 10 years and used black-grey metaphor, 6,38 and 4,66 respectively. An overview of the previous results is presented in table 12.

Table 12. Socio-demographical characteristics and metaphors that influence perception of OC1 and OC2 in reform schools

	Higher orientation	Lower orientation
OC1	<ul style="list-style-type: none"> • Under 10 years tenure and age under 40 • <i>Organism</i> metaphor • Higher education and <i>organism</i> metaphor • Under 40 years old, tenure under 10 years and <i>yellow-red</i> metaphor 	<ul style="list-style-type: none"> • Over 10 years tenure and age over 40 • <i>Machine</i> metaphor • Higher education and <i>machine</i> metaphor • Over 40 years old, tenure over 10 years and <i>black-grey</i> metaphor
OC2	<ul style="list-style-type: none"> • <i>Organism</i> metaphor 	<ul style="list-style-type: none"> • <i>Machine</i> metaphor

Source: composed by the author on the basis of 134 questionnaires and 61 interviews
 The characteristics that influence task and relationship orientations are divided under the categories of lower and higher orientation. In the case of interactions between socio-demographic characteristics and metaphors, only the combinations that elicited two most extreme results are presented. The estimations on task and relationship

orientations depending on different metaphor groups and socio-demographical groups are given in appendix 4.

2.3. Connections between metaphors and orientations of organizational culture in Saint-Gobain Group industries

Analyses showed that OC1 and OC2 scores in SG Group industries in Estonia do not differ significantly being 5.27 and 5.51, respectively.

The connections between all socio-demographical characteristics on OC1 and OC2 were tested. The results showed main effects on the task orientation in the case of education ($F=(1,62)= 4.74$; $p=.05$) position ($F=(1,68)= 4.69$; $p=.05$) and tenure ($F=(1,62)= 7.08$; $p=.01$). Participants with higher education tended to perceive organizational culture more task-oriented than people with high-school education. White-collar workers tended to perceive organizational culture more task-oriented than blue-collar workers. People with shorter tenure tended to perceive organizational culture more task-oriented than people who had worked in the organization over ten years.

More thorough analyses with *post-hoc LSD test* revealed that OC1 scores of white-collar workers with higher education significantly differ ($F=(1,60)= .48$; $p=.04$) from OC1 scores of blue-collar workers with lower education, 5.64 and 4.96 respectively.

There also revealed interaction between all three characteristics and the analyses showed that OC1 scores of white-collar workers with higher education and shorter tenure differed significantly ($F=(1,53)= .04$; $p=.01$) from OC1 scores of blue-collar workers with lower education and longer tenure, 5.70 and 4.20 respectively. Here the positive correlation ($r=0,54$; $p.<05$) between age and tenure should be brought out. Yet the age and tenure had no significant interaction in regard to OC1 or OC2. Analysis showed no significant connections between socio-demographic characteristics and OC2.

Subsequently the connections between metaphors and orientations of organizational culture were tested. Concerning OC1, the *machine vs. organism* metaphor ($F=(1,40)= 4.58$; $p=.05$) and the *season* metaphor ($F=(2,39)= 3.88$; $p=.05$) had main effects on the OC1 scores. Participants who used *organism* metaphor tended to perceive

organizational culture as more task-oriented than participants who used *machine* metaphor, 5.82 and 5.21 respectively. OC1 scores differed significantly between members who used *spring* metaphor to characterize OC and people who used *autumn-winter* metaphor, 6.13 and 5.08 ($p < .01$) respectively. Concerning OC2 the *season* metaphor ($F=(2,38)= 4.73$; $p=.01$) had main effect on OC2 scores. OC2 scores differed significantly between members who used *spring* metaphor to characterize OC and people who used *autumn-winter* metaphor, 6.25 and 4.94 ($p < .01$) respectively. People who used *spring* metaphor tended to perceive organizational culture more task- as well as relationship-oriented than people who used *autumn-winter* metaphor (Figure 7).

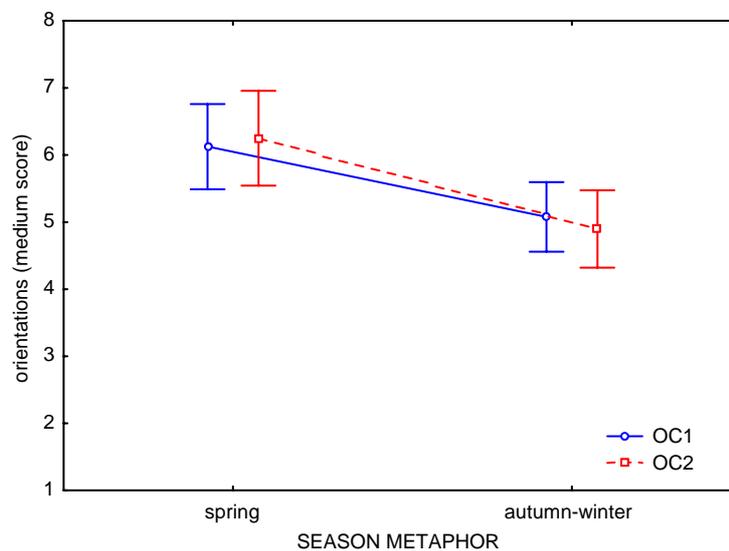


Figure 7. *Season* metaphors' main effect on task and relationship orientations in SG Group industries

For OC1, an interaction between age and the *machine vs. organism* metaphor appeared ($F=(1,38)=4,83$; $p=.05$) (Figure 8). OC1 scores differed between A<40 group who used *organism* metaphor to characterize OC and A<40 group who used *machine* metaphor, 6.12 and 5.03 ($p < .01$) respectively. OC1 scores also differed between A<40 group who used *organism* metaphor to characterize OC and A>40 group who used *organism* metaphor, 6.12 and 4.72 ($p < .05$) respectively. Younger members who used *organism* metaphor tended to perceive organizational culture more task-oriented than older members who used *organism* metaphor. Here also significant interaction ($p < .02$)

between age, tenure and *machine vs. organism* metaphor appeared due to the significant correlation between age and tenure. Under 40 years old employees with short-time tenure who used *organism* metaphor tended to perceive organizational culture more task-oriented than over 40 years old members with long-time tenure who used *organism* metaphor, 4.94 and 4.58 respectively.

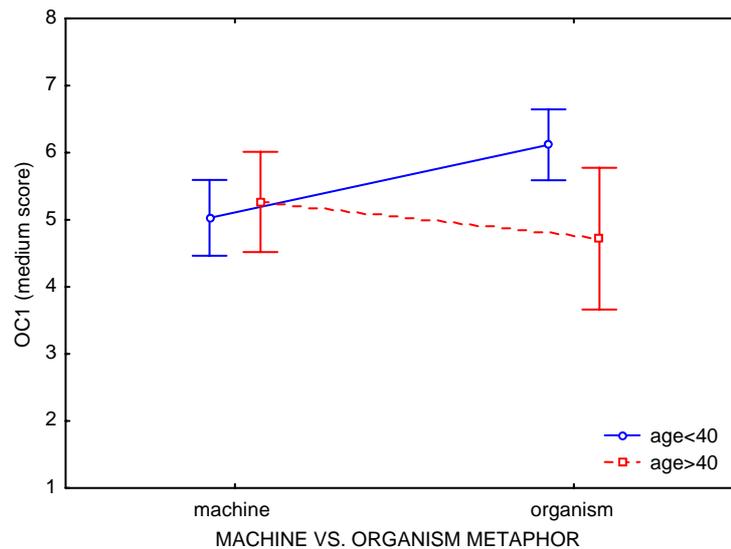


Figure 8. Interaction between the age and the *machine vs. organism* metaphor for task orientation in SG Group industries

Second interaction for OC1 appeared between education and *animal* metaphor ($F(5,29)=2.75$; $p=.05$) (Figure 9). OC1 scores differed between high-school education group who used *quick wild animals*' metaphor to characterize OC and high-school education group who used *slow and dim-witted animals*' metaphor, 6.31 and 4.38 ($p < .01$) respectively. The scores also differed between high-school education group who used *slow and dim-witted animals*' metaphor to characterize OC and higher education groups who used either *laborious domestic animals*' metaphor or *slow and dim-witted animals*' metaphor to characterize OC, 4.38 and 5.97 ($p < .05$) and 6.28 ($p < .01$) respectively. Participants with high-school education who used *quick wild animals*' metaphor tended to perceive organizational culture more task-oriented than members with high-school education who used *slow and dim-witted animals*' metaphor.

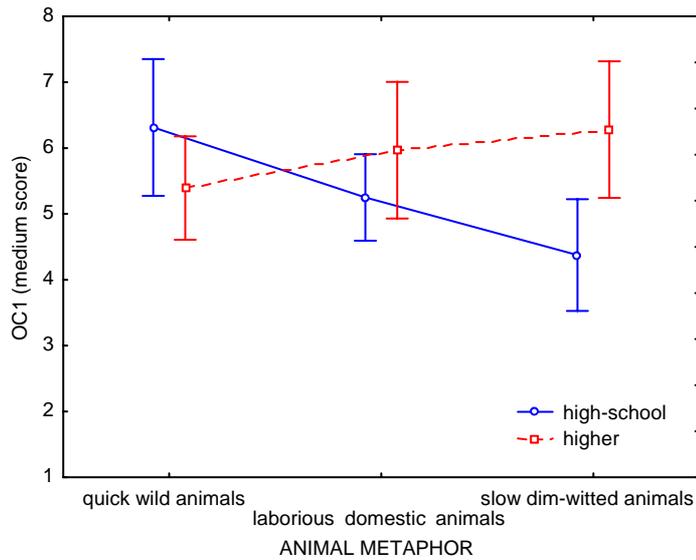


Figure 9. Interaction between the education and the *animal* metaphor for task orientation in SG Group industries

For OC2 an interaction for OC2 appeared between gender and the *animal* metaphor ($F=(2,31)=3.89$; $p=.05$) (Figure 10).

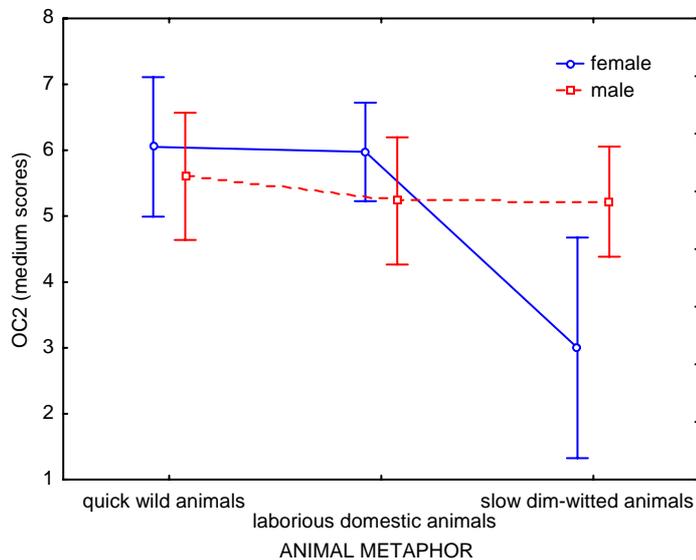


Figure 10. Interaction between gender and the *animal* metaphor for relationship orientation in SG Group industries

OC2 scores differed between the females who used *slow and dim-witted animals'* metaphor (3.00) to characterize OC and all the other groups: females and males who

used *quick wild animals*' metaphor to characterize OC, 6.05 ($p < .01$) and 5.60 ($p < .01$); females and males who used *laborious domestic animals*' metaphor for OC, 5.98 ($p < .01$) and 5.23 ($p < .05$); males who used *slow and dim-witted animals* ' metaphor to characterize OC, 5.22 ($p < .05$) respectively. Therefore females who used *quick wild animals*' metaphor tended to perceive organizational culture more relations-oriented than females who used *slow and dim-witted animals*' metaphor.

The second interaction for OC2 appeared between tenure and the *machine vs. organism* metaphor ($F(1,33)=4.29$; $p=.05$)(Figure 11).

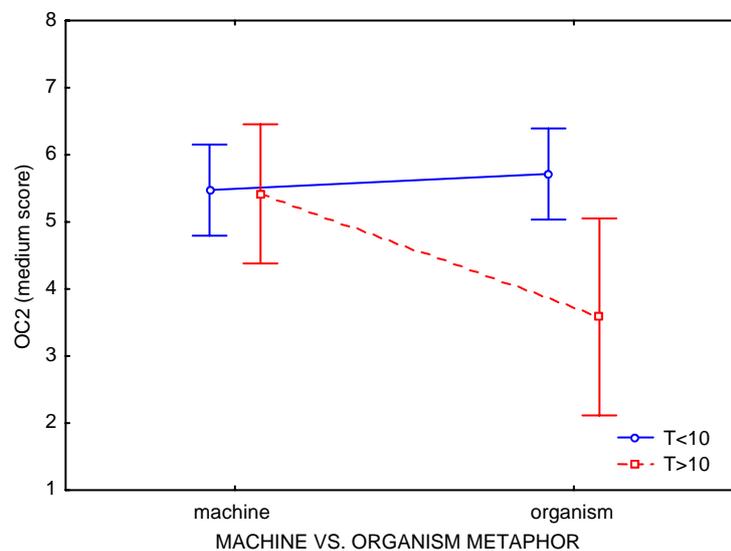


Figure 11. Interaction between tenure and the *machine vs. organism* metaphor for relationship orientation in SG Group industries

OC2 scores differed between T>10 group who used *organism* metaphor (3.58) and all the other groups: T<10 group who used *machine* metaphor, 5.47 ($p < .05$); T<10 group who used *organism* metaphor, 5.71 ($p < .05$); T>10 group who used *machine* metaphor, 5.42 ($p < .05$) respectively. It means that people with short-time tenure who used *organism* metaphor tended to perceive organizational culture more relations-oriented than members with long-time tenure who used *organism* metaphor. Here also significant interaction ($p < .01$) between age, tenure and *machine vs. organism* metaphor appeared due to the significant correlation between age and tenure. Under 40 years old employees with short-time tenure who used *organism* metaphor tended to perceive

organizational culture more relations-oriented than over 40 years old members with long-time tenure who used *organism* metaphor, 5.44 and 3.58 respectively.

Third interaction for OC2 appeared between education and the *machine vs. organism* metaphor ($F=(1,34)=7.14$; $p=.01$) (Figure 12). OC2 scores differed between high-school education group who used *organism* metaphor to characterize OC and high-school education group who used *machine* metaphor, 4.72 and 5.87 ($p<. 05$) respectively. Members with high-school education who used *machine* metaphor tended to perceive organizational culture more relations-oriented than employees with high-school education who used *organism* metaphor.

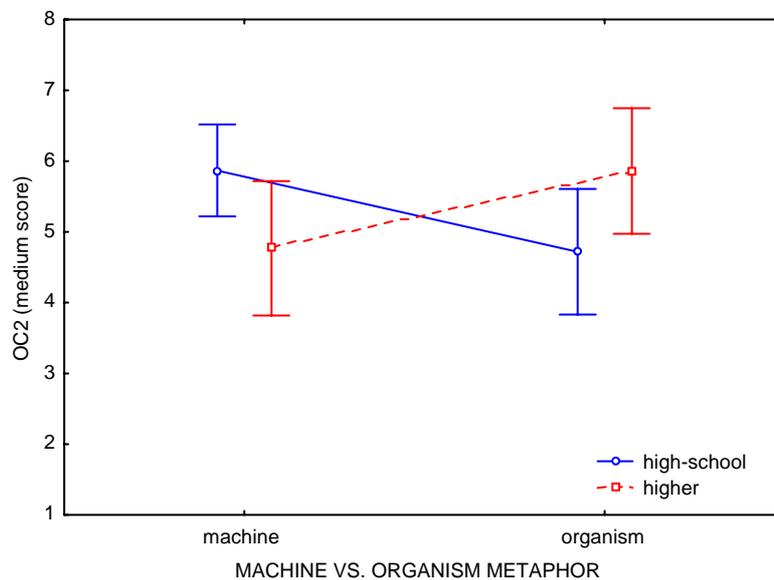


Figure 12. Interaction between the education and the *machine vs. organism* metaphor for relationship orientation in SG Group industries

The fourth interaction for OC2 appeared between position and the *machine vs. organism* metaphor ($F=(1,37)=9.29$; $p=.01$) (Figure 13). OC2 scores differed between blue-collar workers who used *organism* metaphor to characterize OC and blue-collar workers who used *machine* metaphor, 4.61 and 5.94 ($p<. 05$) respectively. OC2 scores also differed between blue-collar workers who used *organism* metaphor to characterize OC and white-collar workers who used *organism* metaphor, 4.61 and 5.90 ($p<. 05$) respectively.

Blue-collar workers who used *machine* metaphor tended to perceive organizational culture more relations-oriented than blue-collar workers who used *organism* metaphor.

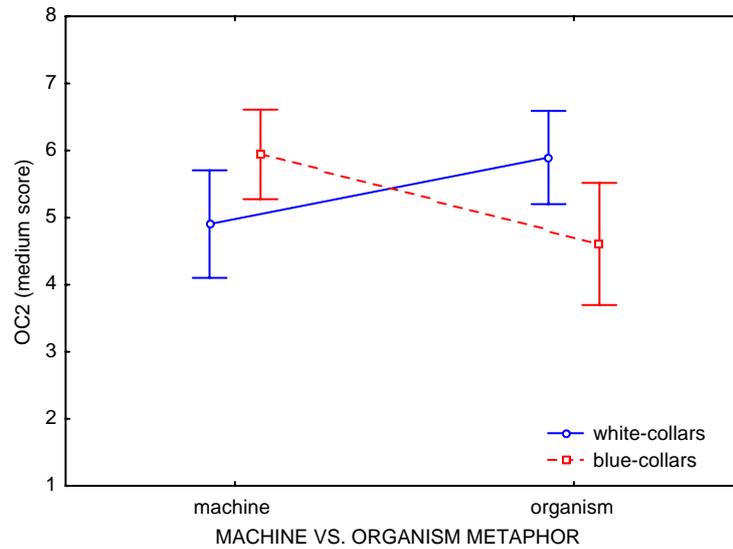


Figure 13. Interaction between position and the *machine vs. organism* metaphor for relationship orientation in SG Group industries

Further analyses with post-hoc LSD test revealed the interaction between position, education and *machine vs. organism* metaphor (Figure 14).

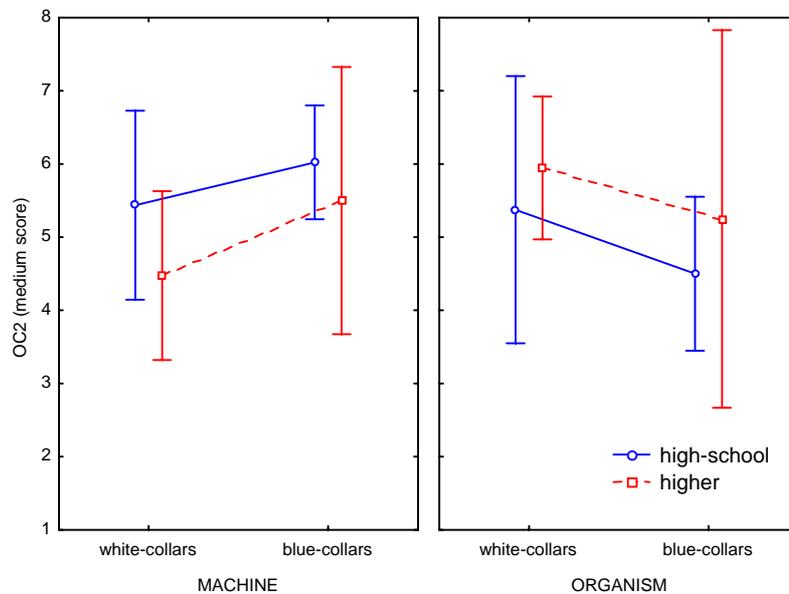


Figure 14. Interaction between education, position and machine vs. organism metaphor for relationship orientation in SG Group industries

Relationship orientation differed significantly ($p < .05$) between blue-collar workers with high-school education who used organism metaphor and blue-collar workers with high-school education who used machine metaphor, 4.50 and 6.02 respectively.

An overview of the previous results is presented in table 13. The estimations on task and relationship orientations depending on different metaphor groups and socio-demographical groups are given in appendix 5.

Table 13. Socio-demographical characteristics and metaphors that influence perception of OC1 and OC2 in reform schools in SG Group industries in Estonia

	Higher orientation	Lower orientation
OC1	<ul style="list-style-type: none"> • Under 10 years tenure, higher education and white-collar workers • Organism metaphor • Spring metaphor • Under 10 years tenure, under 40 years old and organism metaphor • High-school education and quick wild animals' metaphor 	<ul style="list-style-type: none"> • Over 10 years tenure, high-school education and blue-collar workers • Machine metaphor • Autumn-winter metaphor • Over 10 years tenure, over 40 years old and organism metaphor • High-school education and slow and dim-witted animals' metaphor
OC2	<ul style="list-style-type: none"> • Spring metaphor • High-school education and machine metaphor • Blue collar workers and machine metaphor • Under 10 years tenure, under 40 years old and organism metaphor • Women and quick wild animals' metaphor 	<ul style="list-style-type: none"> • Autumn-winter metaphor • High-school education and organism metaphor • Blue collar workers and organism metaphor • Over 10 years tenure, over 40 years old and organism metaphor • Women and slow and dim-witted animals' metaphor

Source: composed by the author on the basis of 75 questionnaires and 43 interviews.

The characteristics that influence task and relationship orientations are divided under the categories of lower and higher orientation. In the case of interactions between socio-demographic characteristics and metaphors, only the combinations that elicited two most extreme results are presented.

2.4. Discussion and comparison of the results

The results of empirical study enable to define the pattern of organizational culture through the triangulation between task and relationship orientations and metaphors.

Analyses show that orientations of organizational culture and metaphorical approach are connected in certain manner. These connections enable to get wider understanding of the reasons behind peoples' estimations to task and relationship orientations. The results show that there are few similarities and several differences between the organizational culture in reform schools and SG Group industries.

Scope of OC in reform schools

The history of reform schools in Estonia dates back to the Soviet time when the country was occupied. About 60 people out of 134 have been employed in these schools for more than ten years and about 30% of employees in the current sample have experience in working in reform schools during the occupation period. This fact should be considered while interpreting the estimations to task and relationship orientations in these schools because working culture and habits and organizational culture as a whole has changed significantly since then. There are higher qualification demands and more responsibility for the personnel. Depending on whether the reform school is for mentally and physically disabled children or for children with behavioral disorders the teachers face somewhat similar and different problems. In schools for disabled children the problems are related to different and sometimes very severe health problems that children have and therefore the teachers work is psychically very demanding. In schools for children with behavioral disorders the work is also psychically hard for teachers, mainly due to higher risk of criminal acts, very strict rules for keeping the order in schools and high-risk responsibility for children lives. The high rate of psychologically hard work in reform schools can influence the organizational culture and the way people perceive organizational culture through task and relationship orientations.

Employees in reform schools tend to perceive organizational culture to be more relationship oriented than task oriented. According to research conducted by Vadi and Alas (2006: 103-120) such culture could be classified under relationship culture. Organizational culture in education sector in general is being perceived to be more task-oriented than in reform schools. Differences in estimations to relationship orientations are not considerable, being slightly higher for reform schools (Vadi 2005: 9). Aidla and Vadi (2006: 156-158) in their research on orientations of organizational culture in

secondary schools found the estimations on task and relationship orientations to be 6.7 and 7.0 respectively. It supports the assumption that organizational culture is perceived to be less task-orientated in reform schools than in secondary schools while the difference in relationship orientation is insignificant.

It refers to the difference between organizational culture in general schools and reform schools in respect to task orientation. The reason for this can lay in the different characteristics of work in these schools. Work in reform schools demands more from the employees in many ways. For one the work is hard, as it demands more effort, knowledge, desire, patients etc. to enable the young people with either psychical, physical, learning or behavioral disorders to cope in the society. Routine, stagnation and little acknowledgement from the leaders, which was mentioned in the interviews, may be reasons why members in reform schools give lower estimations on task orientation, as they don't perceive the development and consideration towards employees, which are important aspects for accomplishing the task.

Respondents who have worked in the reform schools for less than ten years give higher estimations to the task orientation than people who have worked in these schools for over ten years. Considering that shorter tenure relates to younger age it means that tenure and age influence the estimations on task orientation. The roots of reasons behind this result can be dated back to Soviet time. As considerable part of the personnel with over ten years tenure consist of employees with experience of the Soviet working culture then the leap in the processes and traditions related to accomplishing organizations' task has been enormous to them. During the interviews several older respondents mentioned that it is incomprehensible how reform schools are expected to accomplish the same goals as ten years ago if meanwhile the support and means by the state have either stayed the same or even lessened. Still the reform schools are expected to perform well in helping the young people to adjust with the society. Such vagueness in the processes and aspects related to the organizations task may have considerable effect on the estimations given.

Metaphors offer some explanation to the estimations given to task and relationship orientations in reform schools. *Machine* and *organism* metaphors differentiate estimations on task and relationship orientations in reform schools. Kendall and Kendall

(1993) in their metaphorical research of organizational culture define both, the *machine* and the *organism* metaphor. According to them the critical component of *machine* metaphor is its indifferent handling of employees, who are often viewed as interchangeable cogs in the machine. Each employee (part) has its function that it has to perform for the overall goal and these individual parts are never important themselves, but they are just subordinate to the functioning as a whole. The *machine* metaphor overemphasizes rationality. The *organism* metaphor means that organization can grow, become ill and even die. The organism has a structure and orderliness. Its functions are not put together chaotically or randomly but not orderly either. The organism must survive and adapt to its external environment (1993: 149-169).

There can be similarities noticed between these definitions and explanations given by the samples in current thesis. It seems that there is an important aspect behind the decision whether a particular organizational culture can be characterized with the *organism* or *machine* metaphor. Kendall and Kendall claim implementing the *organism* metaphor means that the organization has potential to grow (Ibid.: 149-169). Taking previous definitions and explanations by current sample of reform schools into account it could be claimed that members in reform schools who perceive the organization to develop, grow and succeed give higher estimations to the task and relationships orientations than members who perceive organization to be technocratic, stagnant and routine. The employees who used the *machine* metaphor to characterize their organizational culture gave higher estimations to relationship orientation than to task orientation. When stagnation and routine was related to lower estimations on task orientation the synergy, human variety and creativity that mutual relationships offer may be connected to higher estimations given to relationship orientation. Considering the specifics of the work with children with special needs, it requires creativity and flexibility rather than strict rules.

Organizational culture was also perceived to be more task oriented by members with higher education who used *organism* metaphor and under 40 years old members with shorter tenure who used *yellow-red* metaphor than by members with higher education who used *machine* metaphor and members over 40 years old and longer tenure who used *black-grey* metaphor. Even though the level of education is the same, the ones who

characterize organization to work mechanically and to be stagnant, routine and indifferent towards its employees also perceive organizational culture to be less task-oriented. The interviews refer that members who use *machine* metaphor feel that not enough positive changes take place in the organization and employees have little opportunities to influence that. Therefore employees feel that their well-being is not considered important by the leaders. The outcome that metaphor differentiates the estimations on task orientation among one socio-demographical group is a sign of metaphors power to bring forth the underlying assumptions of organizational members.

The older members with longer tenure who used *black-grey* metaphor perceived organization to be routine and gave lower estimations on task orientation. Older members have longer tenure in one organization and they may have established certain demands for the working environment. Hence the higher level of routine has appeared and they are more demanding towards rewarding systems for their work and well-being. If they feel that organization does not measure up to their needs, they may consider organization to be indifferent towards its goal as in the opinion of workers organization does not create advantageous environment for them to accomplish the task. Therefore younger people may not have final clarity about their demands towards the organization and they may tolerate somewhat bigger uncertainty in the organization and be more hopeful for what reason they give higher estimations to task orientation.

Metaphors enable to explain task and relationship orientations in reform schools to a certain extent. They show that the main difference in the estimations to task and relationship orientations are caused by the way people perceive the organization. On the basis of current sample the following conclusions about the organizational culture in reform schools can be made:

- Organizational culture in reform schools is perceived to be highly and homogenously oriented on mutual relationships.
- From the perspective of triangulation the metaphors differentiate estimations given to relationship orientation in the way that organizational culture is perceived to be more oriented on mutual relationships when culture is characterized to be organic, developing and growing and less oriented when culture is characterized to be technocratic, stagnant and routine.

- Organizational culture in reform schools is more heterogeneous in estimations to task orientation.
- From the perspective of triangulation metaphors differentiate estimations given to task orientation in case of age, tenure and education. Organizational culture is perceived to be less oriented on accomplishing the task by older members with longer tenure and members with higher education who characterized organizational culture to be technocratic, routine and stagnant. Younger members with shorter tenure and members with higher education who characterize organization to be developing, growing, organic, lively and joyful perceive organizational culture to be more oriented in accomplishing the task.

Table 14 provides an overview of the pattern of organizational culture in SG Group industries. The higher and lower estimations to task and relationship orientations are explained through the metaphors. In case of both orientations the similar estimations stem from the similar perception pattern of the organization.

Table 14. Organizational culture in Estonian reform schools through the triangulation between metaphors and orientations of organizational culture

	Higher estimations	Lower estimations
Task orientation	Organization is perceived to be... ... lead by perceptions and it has controversies, diseases, negative and positive emotions. Organization has its soul, aura and rationality. It develops, grows, changes and is flexible. ...organization has legerity and vim. It is alive and joyful.	Organization is perceived to be... ...directed and following very certain strict rules. Workers are like ball bearings. It is piecework where is no free will. ...organization is routine, stagnant and superannuate.
Relationship orientation	Organization is perceived to be... ...lead by perceptions and it has controversies, diseases, negative and positive emotions. Organization has its soul, aura and rationality. It develops, grows, changes and is flexible.	Organization is perceived to be... ...directed and following very certain strict rules. Workers are like ball bearings. It is piecework where is no free will.

Source: composed by the author on the basis of 134 questionnaires and 61 interviews.

In the everyday practice of reform schools more attention should be paid on employees' opportunities to initialize and guide the changes. As work with children with special

needs demands great deal of effort, dedication and flexibility the task- and relationship-oriented personnel is very important. When people are given bigger activity freedom and allowed to make mistakes they are more courageous to implement new ideas and innovative solutions for the good of organization, which in turn may decrease the stagnation and routine of the work.

Scope of OC in SG Group industries in Estonia

According to the types of organizational culture, based on task and relationship orientations, offered by Vadi and Alas (2006: 110) it could be said that organizational culture in SG Group industries in Estonia is weaker balanced. It means that both orientations are estimated to be near the average. Vadi and Alas (*Ibid.*: 110) show that production sector in general and organizations with more than 50 employees (applies to both SG Group industries in Estonia) belong to the area of weaker balanced culture.

Comparing the results of current research and research conducted by Vadi (2005: 9) where Vadi brings out the scores of task and relationship orientations in light industry sector it can be said that results differ. Organizational culture in light industry sector is perceived to be less task-oriented than in SG Group industries in Estonia and controversial results apply on the relationship orientation. Research applied in current thesis enable to explain task and relationship orientations in SG Group industries in Estonia through the metaphors in a quite considerable manner.

In reference to task orientation, important result was interaction between education, position and tenure. It enabled to connect higher estimations on task orientation with higher education, higher position and shorter tenure. This outcome is logical as generally higher position demands higher education and people who have worked in the organization for shorter time are either optimistic or have not yet got to know the organization and therefore give higher estimations on aspects related to task orientation.

Analysis enabled to connect higher estimations on task orientation with *organism* metaphor, *spring* metaphor, and *fast wild animals'* metaphor and higher estimations on relationship orientation with *machine* metaphor, *spring* metaphor, and *fast wild animals'* metaphor.

Lower estimations on task orientation could be interpreted through *machine* metaphor according which the culture is indifferent towards peoples' feelings, is oriented on filling the plan and giving orders and where the employees are tedious and have no well-being. It is logical outcome that when aspects related to accomplishing the task are not being perceived to be important for the organization, the estimations to task orientation are also low.

In reference to estimations given to relationship orientation the *machine vs. organism* metaphor revealed contrary results than the same metaphor revealed in case of task orientation. Metaphor differentiates estimations given to relationship orientation among blue-collar workers with high-school education. Blue-collar workers with high-school education who used *machine* metaphor gave higher estimations to relationship orientation than employees with same socio-demographic characteristics who used *organism* metaphor. It seems employees working in the factory also expect to have some order and less randomness in the mutual relationships. It predisposes the evolvement of accepted communication standards, elicits the feeling of togetherness between employees and enables to discuss important job-related matters with each other, as employees know one another.

Kendall and Kendall claim that if respondent uses *organism* metaphor rather than *machine* metaphor it reflects the involvement and ambiguity of the business world (Ibid.: 149-169). According to *organism* metaphor the culture is characterized as active, chaotic, developing and considerate towards peoples' emotions and when organization is perceived to care about employees' well-being, reward them for good work and allows positive changes to take place the estimations on task orientation are higher. Yet there were differences in the estimations to both orientations among employees who used *organism* metaphor.

The age and tenure differentiate estimations to task and relationship orientations among employees who perceive their organization organically. Younger respondents with shorter tenure give higher estimations on task and relationship orientation than older people with longer tenure. It may be due to younger peoples' enthusiasm or naivety and incipient demands towards the organization that makes them estimate the orientations higher. At the same time despite older people also perceive organizational culture

organically they give lower estimations to both orientations. They may have already established higher demands to the organization and even though they may feel organization to develop, the dissatisfaction with some other aspects (i.e. freedom of activity, rewarding system and difference between subordinates and superiors, which were often mentioned in the interviews) may be overwhelming. In respect to relationship orientation results refer that during the first years in the organization people consider communication and good relations with the colleagues more important than in the later years of career in the same organization.

Similar results to both orientations were revealed by the *season* metaphor. Employees who used *spring* metaphor and characterized organization as follows: “Something is happening in the organization all the time, moving, developing, and changing. There are lot of young people who bring brightness and positive ambience. Relationships between workers are good but not so good between hierarchies,” gave higher estimations to both orientations. Task orientation is estimated highly as these employees consider positive changes important in the organization and relationship orientation is considered highly because workers have good relationships, they know one another, can discuss different matters and have strong feeling of togetherness when it comes to relating with higher hierarchy.

Employees who characterised their organization with *autumn-winter* metaphor as follows: “There is too much struggling in the organization. Relationships are not good, too much enviousness and apathy. Workers are tired, depressed and feel inequity,” gave lower estimations on both orientations. Task orientation by these workers may be estimated low because they perceive that the organization does not pay attention to peoples’ well-being and does not reward them enough for their good work. Relationship orientation may be estimated low because people have much information about each other that is perceived to cause enviousness, and therefore the evolvment of good relationships is hindered.

Another metaphor that revealed differences to both orientations was the *animal* metaphor. It differentiated estimations on task orientation among employees with high-school education and estimations on relationship orientation among females. Females and employees with high-school education who used *fast wild animals’* metaphor

characterized organization to make considered decisions, investments and develop quickly and to be very flexible, trustworthy, innovative and accurate. They perceived the organizational culture to be more task- and relationship-oriented than females and employees with high-school education who used *slow and dim-witted animals*' metaphor. The latter characterized the organization as being big and very slow in making changes, and employees as being not well aware of organization's task on account of which there is lot of struggling without knowing what direction is best.

Higher estimations to task orientation were given by these workers because they may have perceived organization to consider positive changes and big freedom of activity that elicits innovativeness and flexibility, to be important. On the other hand, the same demographical characteristics elicited different estimations to task orientation. As those employees said themselves, workers are not well aware of the organizations task and the changes take place very slowly. Higher estimations on relationship orientation may elicit on the perception of trustworthiness that makes people evolve more relationships with one another. Lower estimations may be elicited from the struggling in the organization that causes the orderliness where the evolvement of basic mechanisms for relationships is hindered.

Analysis revealed several significant differences in reference to orientations of organizational culture when metaphors were applied on the organizational culture. On the basis of these differences the following conclusions about the organizational culture in SG Group industries in Estonia in respect to task and relationship orientations can be made:

- The educational level, position in the organization and length of tenure, influences the estimations on task orientation.
- From the perspective of triangulation...
 - ...the estimations on task orientation depend on whether the culture is perceived to be organic or technocratic. In latter case the organizational culture is perceived to have lower task orientation and in former case the estimations on task and relationship orientations are differentiated by age and tenure. Younger members with shorter tenure tend to perceive organizational culture to be more task and relationship oriented.

- ...the estimations on relationship orientation are influenced by whether the organization is characterized to be organic or technocratic among one group of members with same position and education. Members with lower position and education who characterize organization to be technocratic give higher estimations on relationships orientation.
- ...the estimations on task and relationship orientations depend on whether the organization is characterized with *animal* metaphor as flexible, trustworthy, innovative, considerate and accurate (estimations on both orientations are higher) or big, slow and with incomprehensible task (estimations on both orientations are lower). In case of task orientation the estimations differed among members with high-school education and in case of relationship orientation among females.
- ...the estimations on the task and relationship orientations depend on whether organization is characterized with *season* metaphor as developing, positive, full of ideas and with good relations (higher estimations on both orientations) or depressive, tiring and with bad relations (lower estimations on both orientations).

Organizational culture in SG Group industries in Estonia has rather multifarious pattern. In everyday practice more attention should be paid on older members and members with high-school education who tend to perceive deficit in the aspects related to accomplishing the organizational task. There may be dissatisfaction with the well-being of employees or are they afraid to make mistakes. Also the decisions for organizational development and their consequences should be introduced to the all workers and make them be part of it. It helps them to understand what is the aim of the organization and which goal should the members help to accomplish. It also helps blue-collar workers to perceive distance between hierarchies in a bit a more positive light as they sense their importance in the overall development of the organization.

Considerable part of blue-collar workers is females and they perceive that organizational culture is not very relationship oriented. The reason is that work in factory is not very dynamic; people cannot leave their working-place when they please and they have fewer opportunities to communicate with each other. The ten-minutes

breaks after every half-an-hour are not enough to satisfy employees' communication needs. Several employees in the interviews brought out that the collective vacation that workers used to have in summer is not enabled anymore. Also the simultaneous holiday for husband and wife working in the same factory is not allowed. When common events are organised by the organization then most of the employees have to be at work. Hence the opportunities for workers to communicate with each other outside the factory are being limited by the organization itself. Therefore such opportunities should be planned and provided by the organization.

Table 15 provides an overview of the pattern of organizational culture in SG Group industries.

Table 15. Organizational culture in SG Group industries in Estonia through the triangulation between metaphors and orientations of organizational culture

	Higher estimations	Lower estimations
Task orientation	Organization is perceived to be... ...developing, growing, considerate towards employees, positive, full of ideas and with good relations. ...flexible, trustworthy, innovative, considerate and accurate.	Organization is perceived to be... ...to have strict rules, constant routine, bad relations, accuracy and coordinated activity. Employees are considered to be flawless and they cannot make their own decisions, any wellbeing and tedious. ...big, slow and with incomprehensible task.
Relationship orientation	Organization is perceived to be... ...developing, positive, full of ideas and with good relations. ...flexible, trustworthy, innovative, considerate and accurate. ...to have strict rules, constant routine, bad relations, accuracy and coordinated activity. Employees are considered to be flawless and they cannot make their own decisions.	Organization is perceived to be... ...developing, growing, considerate towards employees. ...depressive, tiring and with bad relations. ...big, slow and with incomprehensible task.

Source: composed by the author on the basis of 75 questionnaires and 43 interviews.

The higher and lower estimations to task and relationship orientations are explained through the metaphors. In case of task orientation the similar estimations stem from the

similar perception pattern of the organization. In case of relationship orientation members with totally different perception pattern of the organization give similar estimations. This refers that estimations to relationship orientation are based on a complicated mechanisms, which demand further investigation.

Comparison of two organizations and conclusions

In conclusion it can be said that in SG Group industries in Estonia more connections between orientations of organizational culture and metaphors was revealed than in reform schools. It implies on the more homogenous estimations on and perception of organizational culture in reform schools. From the triangulations perspective organizational cultures in these different types of organizations share only few similarities. In general the culture in reform schools is homogeneous and perceived to be highly relationship-oriented. The few significant differences that occurred in case of both orientations can be explained through metaphors.

Organizational culture in SG Group industries in Estonia is perceived to be moderately and similarly oriented on task as well as mutual relationships. Still, estimations to both orientations in SG Group industries in Estonia have several significant differences, which at large are explainable through metaphors. Yet, the combination of tenure and age played an important role in case of estimations to both organizations.

Tenure and age revealed the similar pattern in case of task orientation. In both kinds of organizations the younger members with shorter tenure gave higher estimations on task orientations than older members with longer tenure. It shows that tenure and age have important effect on how people estimate the task orientation of organizational culture and raises a question why the longer tenure and higher age elicit lower estimations on task orientation? The reasons for this were previously discussed in detail for both organizations. In brief, the reasons may be that younger employees with shorter tenure give higher estimations on task orientation because they either have not got to know the organization well enough or they are optimistic in their estimations. Also the absence of well-established demands towards the organization and somewhat bigger tolerance towards vagueness can be the reasons.

Main similarity from the perspective of triangulation between metaphors and both organizations was the *machine vs. organism* metaphors' best differentiating power out of all the metaphors. This refers to the fact that the specific character of the organization, either organic or technocratic, elicits members' estimations on task and relationship orientations. According to one similarity between two kinds of organizations the estimations on task orientation were higher for members who used the *organism* metaphor and lower in case of members having used the *machine* metaphor.

In regard to task orientation when employees feel stagnation and routine in the organization and that their feelings are not paid attention for, they perceive that the organization does not fill the premises for more effective task accomplishment and therefore they conclude that the organization is not very highly task-oriented. This means that people are not provided with enough freedom of activity, or they are afraid to make mistakes because the organization would not tolerate it. Therefore, new ideas are not implemented in the fear of making mistakes. Also, the routine has appeared because there are not enough positive changes felt in the organization.

In respect to relationship orientation the estimations in SG Group industries differ by the *organism* and *machine* metaphor in two different ways. Depending on the socio-demographical characteristics the relationship orientation is estimated higher in both cases, when organization is perceived to operate organically and mechanically. Same pattern goes for lower estimations. Still, in general, the similar pattern applies to reform schools, where relationship orientation gets higher estimations when the organization is perceived to operate organically, and lower estimations when mechanically. In reform schools where relationships form an important premise for work, the development and growth of the organization are tightly related to the foundation for good relationship. It means the need to know the colleagues, to be able to discuss all the job-related aspects in order to gain new ideas, and strong feeling of togetherness is valued as it helps to preserve and develop the organization in the future.

In industrial enterprise where accomplishing the task is put beyond mutual relationships the opportunities for workers to communicate are more rare. Why employees in SG Group industries may feel that even though the organization is operating mechanically it is still relationship oriented, may come from their subjective comparison with other

industrial enterprises where organization provides even less opportunities for workers to relate with each other.

As a result of comparison between the two kinds of organizations the following conclusions about organizational culture can be made:

- Tenure and age have an important effect on estimations to task orientation;
- From the perspective of triangulation the perception of organizational cultures' orientation on task and relationships is connected to whether the organization is characterized to be operating organically or mechanically.

The practical importance of these results could be viewed from the perspective of changing and managing organizational culture and from the perspective of methodological contribution. The overall practical importance lays in the deeper knowledge about the pattern of organizational culture in current organizations. Information about which socio-demographical groups are important from the standpoint of organizational culture enables to manage the processes in the organization. For example the extra attention should be paid on certain socio-demographical groups.

Information about the organizational culture through the metaphors provides knowledge about how organization is perceived when higher or lower estimations are given to the task and relationship orientation. Such knowledge enables leaders to manage the organizational processes. When the organization is aimed at mechanising the work and organizational processes and form strict communication rules, the employees tend to consider organization to be less oriented to task accomplishment. Strictly organized work lessens the synergy between the workers, possibilities to treat every problem according to its individual characteristics, offer new ideas and innovative solutions ect. To obtain a more task-oriented organizational culture, the flexibility of organizational processes, consideration towards the employees and acceptance of new ideas from every hierarchical level, should be implemented.

Based on the current sample it can be said that in the organization where work is organized according to strict rules (i.e. factory) the employees estimate highly the opportunities offered by the organization to relate to each other. Employees who feel

that otherwise mechanically operating organization has too many changes, development and unexpectancies, perceive that organization does not value the relationships between the employees highly as the constant changes influence the relationships between the workers. Therefore such organizations should pay more attention in providing the organized social activities to their employees whose mutual communication is otherwise limited due to the job characteristics.

In the reform schools the connections between metaphor and relationship orientation are contrary to SG Group industries. In reform schools the characteristics of the work assume constant communication, knowledge and experience exchange, individual approach to the problems ect. Based on the current sample it can be said that when reform schools provide employees with the possibilities to implement the previously mentioned social processes in the reality, the employees consider organizational culture to be highly relationship oriented. When the strict rules are applied and employees must concentrate on acting according to rules most of their working time, the synergy and mutual relations suffer and employees feel confined.

Therefore the results enable to conclude that depending on the concrete organization the organizational culture should be managed by keeping in mind what are the peoples' assumptions about the organizational culture that they would estimate highly in respect to task and relationship orientations. When people estimate the orientations of organizational culture highly the probability that they are themselves more oriented on the aspects related to task and relationships in the organization, may increase.

The current analyses proved to be informative while analysing and interpreting the organizational culture. Therefore it could be used when there is necessity for more thorough understanding of organizational culture. One limitation should be kept in mind. In current research the approach to organizational culture is quite specific and detailed. Certain reduction is inevitable while analysing so broad-based and abstract phenomena like organizational culture. Still there are hidden aspects of organizational culture, which current research does not reveal.

In case of relationship orientation further research would be needed, as it seems that patterns and explanation mechanisms behind it are much more complicated than in case

of task orientation. For further research the dimension of values and personality traits could be taken into account, as estimations on organizational culture are often subjective and may therefore depend on person.

SUMMARY

Organizational culture is not an easily characterized phenomenon due to several unconscious and abstract mechanisms underlying it. Several researchers have defined the concept of organizational culture, but a unanimous approach is yet to be found. Still, a considerable part of researchers have reached consensus on that organizational culture is a system of shared values, understandings and assumptions. Shared assumptions are the less visible, more unconscious level of organizational culture and therefore it is a challenge to bring it into members' consciousness and to use it for interpreting the other organizational dimensions. Current thesis is aimed at interpreting organizational members' task and relationship orientations through the metaphorical perspective. Task orientation of the organizational culture indicates to what extent organizational members are willing to contribute to the achievement of organizational task. Metaphorical perspective is aimed at bringing unconscious thoughts about organizational culture to the surface, so that they could be used as variables in interpreting the organizational culture. Metaphors enable to characterize some phenomenon or thought, which is otherwise hard to express through some already known concept or object, which carries the same distinctive features and characteristics that the underlying phenomenon/thought has.

To reach the aim of the thesis, an empirical survey was conducted in nine reform schools in Estonia on 2003-2004 and two industrial enterprises from Saint-Gobain Group in Estonia on 2006, 134 and 75 participants respectively. A combination of two research methods was used as an assessment tool. First the Questionnaire of Organizational Culture composed by Prof. M. Vadi, which focuses on the measure of two orientations of organizational culture: task and relationship. Second method was 5-questioned structured interviews, which aimed to bring out the metaphors organizational members use to characterize their organization. A qualitative analysis was applied on the interviews and all the named metaphors were divided into groups on

the basis of content provided by the respondents. It enabled to use metaphors as independent variables and use the triangulation of metaphors and orientations of organizational culture in order to characterize organizational culture. Knowingly to author the triangulation of metaphors and task and relationship orientations have not been researched before.

Data was analysed in program STATISTICA 5.5. The main effects on dependent variables were analysed in module *Breakdown and One-way ANOVA*. Interactions and their effects on dependent variables were analysed in module *ANOVA/MANOVA*. Means were compared with *post-hoc LSD test*. Socio-demographical groups were formed in modules *Frequency tables* and *Descriptive statistics*.

In reform schools the organizational culture is perceived to be highly oriented to mutual relationships. These estimations were rather homogeneous. From the perspective of triangulation the organizational culture is perceived to be more oriented on mutual relationships when organization is characterized to be organic, developing and growing and less oriented when organization is characterized to be technocratic, stagnant and routine. The character of work in the reform schools demand that premises for good mutual relationships were taken into account.

In regard to task orientation the estimations in reform schools are more heterogeneous. From the perspective of triangulation, organizational culture is perceived to be less oriented on accomplishing the task by older members and members with higher education who characterized organizational culture to be technocratic, routine and stagnant. Younger members and members with higher education who characterize organization to be developing, growing, organic, lively and joyful perceive organizational culture to be more oriented in accomplishing the task. A dynamic and organic organization is capable of meeting the expectations for more effective task accomplishment.

In the everyday practice of reform schools, more attention should be paid on employees' reward systems to increase their well-being, and to motivate them to put organizations' needs above their own. As work with children with special needs demands great deal of effort, dedication and flexibility the task- and relationship-oriented personnel is very

important. When people are given bigger freedom-activity and allowed to make mistakes they are more courageous to implement new ideas and innovative solutions for the good of organization, which in turn may decreasing the stagnation and routine of the work.

In SG Group industries the pattern of organizational culture was more multifarious. From the perspective of triangulation the estimations on task orientation of organizational culture are lower when organization is characterized to be stagnant, routine, depressive, tiring, with bad relations and also big, slow, inconsiderate towards employees and having an incomprehensible task.

Higher estimations on task orientation come from younger members who see organization to be developing, growing, positive, full of ideas and with good relations and also flexible, trustworthy, innovative, considerate and accurate.

Lower estimations to relationship orientation are given by females, members with lower position and lower education who in one hand characterize organization to be developing and growing, but also on the other hand depressive, tiring, big, slow and with incomprehensible task and bad relations.

Higher estimations to relationship orientation are given by females, members with lower position and lower education who, on one hand, characterize the organization to operate mechanically, but, on the other hand, claim it to be trustworthy, innovative, considerate and accurate, positive, full of ideas and with good relations.

In SG Group industries in Estonia the results imply that there may be dissatisfaction with well-being among employees in factory, and that they are afraid of making mistakes. They should also be more involved in innovation-related and decision-making processes. To change the organizational culture to be more oriented towards mutual relationships, the organization should provide more opportunities for employees to communicate with each other.

In general, the triangulation between metaphors and orientations of organizational culture provides knowledge about organizational culture. The overlapping of certain aspects in both organizations' culture revealed that tenure has important effect on

estimations to task orientation; the perception of organizational cultures' orientation on task and relationships is connected to whether the organization is characterized to be organic or technocratic and organizations type is important when interpreting the relationship orientation of organizational culture.

For further research the dimension of values and personality traits could be taken into account, as estimations on organizational culture are often subjective and may therefore depend on the person.

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The Questionnaire of orientations of organizational culture

Tartu Ülikooli majandusteaduskond

Mis ühendab inimesi nende töökohas? Antud uurimus püüab leida sellele küsimusele vastust. Palume ka Teie abi! Järgnevatele väidetele pole “õigeid” ja “valesid” vastuseid ja tulemus kujuneb paljude arvamuste liitmisel.

Inimesed töötavad erinevates organisatsioonides. Organisatsioonidest võib rääkida kõigi ühenduste puhul, kus inimesed on kokku tulnud mingi eesmärgi saavutamiseks. Püüdke hinnata 10-pallilisel skaalal, millisel määral kehtivad Teie organisatsioonis järgmised väited. Kui nõustute väitega täiel määral, siis tehke palun märge 10 juurde ja siis, kui väide Teie organisatsiooni jaoks üldse ei kehti, kasutage oma arvamuse väljendamiseks numbrit 1.

MEIE ORGANISATSIOONIS VÕI FIRMAS ...

... on palju allüksusi	1	2	3	4	5	6	7	8	9	10
... on meeldiv töökeskkond	1	2	3	4	5	6	7	8	9	10
... tuntakse üksteist	1	2	3	4	5	6	7	8	9	10
... korraldatakse ühisüritusi	1	2	3	4	5	6	7	8	9	10
... inimesed tunnevad uhkust oma organisatsiooni üle	1	2	3	4	5	6	7	8	9	10
... tuntakse hästi konkurente	1	2	3	4	5	6	7	8	9	10
... tunnustatakse inimesi hea töö eest	1	2	3	4	5	6	7	8	9	10
... teatakse, kuidas omavahel suhelda	1	2	3	4	5	6	7	8	9	10
...pääseb juhi jutule kui vaja	1	2	3	4	5	6	7	8	9	10
... teatakse, millised on organisatsiooni eesmärgid	1	2	3	4	5	6	7	8	9	10
... võetakse uusi töötajaid hästi vastu	1	2	3	4	5	6	7	8	9	10
... on traditsioonidel suur tähtsus	1	2	3	4	5	6	7	8	9	10
... arvestatakse iga inimesega	1	2	3	4	5	6	7	8	9	10
... arvavad inimesed ühtemoodi paljudest maailma asjadest	1	2	3	4	5	6	7	8	9	10

MEIE ORGANISATSIOONIS VÕI FIRMAS ...

... on vajalik teave kõigile kättesaadav	1	2	3	4	5	6	7	8	9	10
... teatakse üksteise isiklikust elust	1	2	3	4	5	6	7	8	9	10
... langevad juhtide ja teiste töötajate arvamused sageli kokku	1	2	3	4	5	6	7	8	9	10
... on eksimuste korral piinlik teiste organisatsiooni liikmete ees	1	2	3	4	5	6	7	8	9	10
... on rasketes olukordades tugev ühtekuuluvustunne	1	2	3	4	5	6	7	8	9	10
... liikmed tahaksid rohkem teada oma organisatsioonist	1	2	3	4	5	6	7	8	9	10
... on igapäevane suur tegevusvabadus	1	2	3	4	5	6	7	8	9	10
... ei karda inimesed eksida	1	2	3	4	5	6	7	8	9	10
... toimuvad pidevalt positiivsed muutused	1	2	3	4	5	6	7	8	9	10
... lahendatakse omavahelised arusaamatused õigeaegselt	1	2	3	4	5	6	7	8	9	10
... ei rõhutata alluvate ja ülemuste erinevusi	1	2	3	4	5	6	7	8	9	10
... mõtlevad inimesed rohkem oma vajadustele kui organisatsiooni eesmärkidele	1	2	3	4	5	6	7	8	9	10
... tunnustatakse neid, kes on juhtkonnaga heades suhetes	1	2	3	4	5	6	7	8	9	10
... teatakse üksteise harrastustest ja töövälisest tegevusest	1	2	3	4	5	6	7	8	9	10
... on moodustunud mitmesuguseid sõprusgrupe	1	2	3	4	5	6	7	8	9	10
... suheldakse omavahel viisakalt	1	2	3	4	5	6	7	8	9	10
... on häbi tunnistada teistele oma töökohta	1	2	3	4	5	6	7	8	9	10
... tullakse tööle vastumeelselt	1	2	3	4	5	6	7	8	9	10
... peetakse lugu heast tujust	1	2	3	4	5	6	7	8	9	10
... abistatakse üksteist tööalastes probleemides	1	2	3	4	5	6	7	8	9	10
... tuntakse tööõhku	1	2	3	4	5	6	7	8	9	10
... arutatakse kõik olulised asjad omavahel läbi	1	2	3	4	5	6	7	8	9	10

MEIE ORGANISATSIOONIS VÕI FIRMAS ...

... reageeritakse igale eksimusele rangelt	1	2	3	4	5	6	7	8	9	10
... mõeldakse inimeste heaolule	1	2	3	4	5	6	7	8	9	10
... täidavad kõik oma tööülesandeid hästi	1	2	3	4	5	6	7	8	9	10
... on ühisüritused populaarsed	1	2	3	4	5	6	7	8	9	10
... tahavad paljud töökohta vahetada	1	2	3	4	5	6	7	8	9	10
... töötavad paljud inimesed juba pikka aega koos	1	2	3	4	5	6	7	8	9	10
... selgitatakse ülesandeid täpselt	1	2	3	4	5	6	7	8	9	10

Appendix 2**Statements of task and relationship factors (Vadi, Allik, Realo, 2002)**

TASK ORIENTATION	ORIENTATION OF RELATIONS
IN OUR ORGANIZATION ...	IN OUR ORGANIZATION ...
... people are proud of their organization	... employees know one another
... people are rewarded for their good work	... accepted communication standards exist
... everyone has a big freedom of activity	... [people] know about each others' personal lives
... people are not afraid of making mistakes	... in case of mistakes one feels embarrassed in front of the other members of the organization
... positive changes constantly take place	... in tough situations there is a strong feeling of togetherness
... differences between subordinates and superiors are not accentuated	... [people] know about one each others' hobbies and out-of-work activities
... people concentrate more on their own needs than on the goals of the organization ^R	... [people] help one another in job-related problems
... people's well-being is important	... all important matters are discussed with each other

Notes: ^R item is reversed for scoring. Features are translated from Estonian into English by the author.

Questions for the interview

1. Would you characterize your organization as a *machine or a organism*? Why?
2. If you had to compare your organization with an animal, then what animal would it be? Why?
3. If you compared your organization with a machine, then what machine would it be? Why?
4. If you had to compare your organization with a season, then which season would it be? Why?
5. If you had to compare your organization with a color, then what color would it be? Why?

Appendix 4

Task and relationship orientations' scores in socio-demographic and metaphors groups in reform schools

Socio-demographical characteristics	Categories	N	OC1		OC2	
			means	SD	means	SD
Age	A<40	48	5.64	1.10	7.02	1.16
	A>40	63	5.41	1.49	6.86	1.38
Education	high-school	39	5.17	1.27	6.64	1.42
	higher	71	5.69	1.35	7.11	1.17
Position	teachers	72	5.61	1.33	7.14	1.26
	other personnel	29	5.34	1.36	6.54	1.36
Tenure	T<10	54	5.75	1.19	6.87	1.29
	T>10	54	5.18	1.38	6.89	1.3
Gender	women	95	5.53	1.33	6.93	1.34
	men	20	5.31	1.26	6.5	1.21
Metaphors						
Machine vs. organism	machine	7	4.02	1.42	6.29	1.25
	organism	44	5.74	1.3	7.04	1.17
Animal	domestic animals	22	5.59	1.47	7.35	1.16
	wild animals	27	5.39	1.39	6.73	1.25
Machine	vehicles	23	5.57	1.33	7.07	1.05
	factory machinery	14	5.2	1.42	6.57	1.41
	other machinery	18	5.5	1.54	7.14	1.41
Season	autumn	24	5.13	1.56	6.8	1.19
	winter	7	4.67	1.29	6.41	1.35
	spring	20	5.91	1.1	7.27	1.21
	summer	4	6.5	0.87	7.38	1.2
Color	yellow-red	14	6.2	1.51	7.28	1.18
	black-grey-brown	15	4.82	1.23	6.42	1.29
	green	16	5.37	1.51	7.13	1.34
	varicolored-violet-light-blue	10	5.5	0.95	7.08	0.80

Remark: number of cases may differ due to missing data.

Source: Compiled by the author on the basis of 134 questionnaires and 61 interviews.

Appendix 5

Task and relationship orientations' scores in socio-demographic and metaphors groups in SG Group industries in Estonia

Socio-demographical characteristics	Categories	N	OC1		OC2	
			means	SD	means	SD
Age	A<40	35	5.47	1.62	5.58	1.22
	A>40	28	5.18	1.10	5.36	1.27
Education	high-school	32	5.07	1.28	5.34	1.36
	higher	28	5.63	0.93	5.57	1.14
Position	white-collars	31	5.54	1.00	5.63	1.09
	blue-collars	34	5.06	1.25	5.30	1.33
Tenure	T<10	44	5.53	1.10	5.55	1.19
	T>10	15	4.59	1.12	5.08	1.46
Gender	women	27	5.18	1.22	5.44	1.32
	men	37	5.41	1.10	5.49	1.18
Metaphors						
Machine vs. organism	machine	20	5.21	1.02	5.53	1.12
	organism	19	5.82	1.14	5.42	1.38
Animal	fast wild animals	11	5.75	1.01	5.81	1.12
	laborious domestic animals	15	5.42	0.97	5.59	1.26
	slow and dim-witted animals	10	5.14	1.43	4.78	1.29
Machine	complicated mechanisms	17	5.56	0.67	5.58	1.13
	robots	12	5.07	1.54	5.31	1.64
	vehicles	6	6.13	0.99	5.98	0.82
Season	spring	12	6.13	1.23	6.25	1.25
	autumn-winter	18	5.08	0.96	4.90	1.16
	summer	9	5.54	0.89	5.61	0.78
Color	green-yellow	11	5.85	0.87	5.86	0.92
	grey-blue	16	5.25	1.29	5.07	1.29
	varicolored-red	12	5.53	1.03	5.67	1.34

Remark: number of cases may differ due to missing data.

Source: Compiled by the author on the basis of 75 questionnaires and 43 interviews.

RESÜMEE

ORGANISATSIOONIKULTUURI ÜLESANDE- JA SUHTEORIENTATIOON LÄBI METAFLOORILISE PERSPEKTIIVI

Gerli Hämmal

Kultuuri kujundamisel ja juhtimisel on suur roll kogu ettevõtte efektiivses funktsioneerimises ja seetõttu on hakatud organisatsioonikultuuri tähtsustama ka paljude praktikute ja juhtide poolt. Organisatsioonikultuuri on käsitletud ja mitmete uurijate poolt, kuid ühtset käsitlust praeguseks hetkeks välja pakutud ei ole. Siiski on paljud kultuuriuurijad ühel meelel selles, et organisatsioonikultuur on jagatud väärtuste, arusaamade ja eelduste kogum. Seetõttu on ka organisatsioonikultuuri mõõtmine ja iseloomustamine keerukas kuna väärtuste, arusaamade ja eelduste näol sisaldab ta tasandeid, mille olemasolu ja sisu organisatsiooni liikmed ei teadvusta. Nende tasandite sisu toomine organisatsiooniliikmete teadvusesse on keeruline, kuid võimaldaks rikastada seniseid kultuuriuringuid põhjalikema arusaamadega sellest keerulisest ja abstraktselt nähtusest. Põhjalikum organisatsioonikultuuri tundmine võimaldab võtta kultuuri juhtimisel arvesse rohkem aspekte, muuhulgas ka neid alateadvuslikke komponente, millel organisatsioonikultuur peamiselt põhinebki.

Mitmed uurijad on eristanud organisatsioonikultuuris kahte olulist orientatsiooni – ülesande ja suhte. Ülesande orientatsioon peegeldab, millisena tajuvad töötajad ülesande täitmisega seotud aspekte. Kas töötajatele antakse piisavalt tegutsemisvabadust, kas neid tasustatakse nende hea töö eest, kas nende heaolu on organisatsioonile oluline, kas organisatsioonis leiavad aset pidevad positiivsed muutused jne. Üks organisatsiooni peamisi funktsioone on täita talle olulisi ülesandeid ja eesmärke, mistõttu peavad organisatsiooni ülesanded olema teada ja aktsepteeritud kõikide organisatsiooni liikmete poolt. Peale organisatsiooni ülesannete on oluline roll ka omavahelistel suhetel kui ühel

inimressursiga kaasnevat organisatsioonikultuuri kvaliteedi näitajal. Suhted võimaldavad luua sünergiat organisatsiooni liikmete vahel ja see lisab töökeskkonnale väärtust. Hinnangud suhteorientatsioonile näitavad kuidas tajuvad töötajad suhete soodustamisega seotud aspekte. Kas töötajatel võimaldatakse üksteisega palju suhelda, kas töötajad tunnevad üksteist, kas nad saavad omavahel arutada erinevaid küsimusi jne.

Inimeste hinnangud sellele, milline on organisatsioonikultuur läbi ülesande ja suhte orientatsiooni nende organisatsioonis sõltuvad sellest, millisena organisatsioonikultuuri tajutakse. Kuna taju on oma olemuselt subjektiivne mehhanism ning mõjutatud mitmetest teguritest, mis inimest taju rakendamise hetkel mõjutavad siis on ka tajumise tagajärgi raske väljendada ning luua seost organisatsioonikultuuri aluseks olevate alateadvuslike aspektide ning orientatsioonide vahel. Metafoorid on üheks vahendiks, mille kaudu inimesed saavad väljendada oma alateadvuslikke eeldusi ja arusaamu organisatsioonist, võimaldades kirjeldada abstraktseid nähtusi läbi tuttavate kujundite.

Selleks, et kasutada organisatsioonikultuuri uurimiseks nii inimeste hinnanguid kultuuri orientatsioonidele kui ka nende kirjeldusi organisatsioonist läbi metafooride, on otstarbekas rakendada metodoloogilist triangulatsiooni. Triangulatsioon pakub mooduse seostada omavahel kahte erinevat uurimismeetodit, et rakendada samaaegselt mõlema meetodi tugevaimaid omadusi ning kompenseerida nende nõrkusi. Triangulatsioon võimaldab luua terviklikumat, täielikumat ja kontekstiga arvestavamalt pilti uuritavast fenomenist, milleks antud juhul on organisatsioonikultuur. Erinevate meetodite samaaegsel rakendamisel võib ilmsiks tulla nii mõnigi unikaalne tulemus, mis üksikute meetodite rakendamise korral oleks jäänud tähelepanu alt välja. Seega võimaldab metodoloogiline triangulatsioon rikastada arusaama uuritavast nähtusest läbi sügavamate dimensioonide esile toomise.

Käesoleva magistriväitekirja unikaalsus tuleneb võimalusest uurida organisatsioonikultuuri alateadvuslike aspekte rakendades selleks triangulatsiooni metafooride ning ülesande ja suhte orientatsioonide vahel. Autorile teadaolevalt ei ole varasemates kultuuriuuringutes kasutatud kombinatsiooni metafooride ja orientatsioonide vahel. Magistritöö eesmärk on tuua välja organisatsioonikultuuri ülesande- ja suhteorientatsiooni seaduspärasused läbi metafoorilise käsitluse. Selleks, et jõuda töö eesmärgini püstitati järgnevad uurimisülesanded:

- uurida ja analüüsida organisatsioonikultuuri erinevaid käsitlusi ning tuua välja organisatsioonikultuuri peamised tunnused, tasandid ja nende seosed organisatsioonikultuuri orientatsioonidega;
- uurida ja analüüsida organisatsiooni kultuuri iseloomustamiseks kasutatava kvantitatiivse ja kvalitatiivse uurimismeetodi triangulatsiooni metodoloogilisi aluseid, sealhulgas metafoorilist käsitlust;
- viia läbi empiiriline uurimus, mille käigus rakendatakse triangulatsiooni metafooride ja organisatsioonikultuuri orientatsioonide vahel
- esitleda, võrrelda ja analüüsida empiirilise uurimuse tulemusi.

Magistriväitekeri koosneb kahest osast. Töö esimeses osas käsitletakse teemaga seotud teoreetilisi aspekte. Antakse ülevaade organisatsioonikultuuri definitsioonidest, analüüsitakse organisatsioonikultuuri aluseks olevaid nähtusi ja tutvustatakse kultuuri uurimise metodoloogilisi aluseid.

Töö teine osa on empiirilise suunitlusega. Esmalt tutvustatakse uuringus kasutatavate muutujate omavahelise seostamise võimalusi, seejärel valimit ning antakse ülevaade kasutatud metodoloogiast. Uuringus kasutatavate muutujate omavahelise seostamise aluseks on metodoloogiline triangulatsioon. Sellest lähtuvalt rakendatakse uurimismeetodina kahe erineva meetodi kombinatsiooni. Lähtuvalt triangulatsiooni kontseptsioonist uuritakse, kuidas tajuvad organisatsioonikultuuri kahe erineva organisatsiooni esindajad ning milliseid metafoore nad organisatsiooni iseloomustamiseks kasutavad.

Uuring viidi läbi ajavahemikus 2003-2006. 2003. ja 2004. aastal koguti andmed 134 töötajalt kokku 9 Eesti erikoolist ning 2006 aastal 75 töötajalt kahest Saint-Gobain Gruppi kuuluvast tööstusettevõttest Eestis. Andmete kogumiseks rakendati kahte erinevat uurimismeetodit. Vastajatel paluti täita 43-st väitest koosnev Organisatsioonikultuuri Küsimustik, mis on välja töötatud Prof. M. Vadi poolt. Küsimustik võimaldab määratleda 10-pallisel skaalal, kui tugevalt antud väited kehtivad konkreetses organisatsioonis. Küsimustiku väidetest 8 väidet moodustavad suhteorientatsiooni skaala ja 8 väidet ülesandeorientatsiooni skaala.

61 erikooli töötaja ja 43 SG Grupi ettevõtte töötajaga viidi läbi 20-minutiline intervjuu, mis oli struktureeritud ja koosnes 5 küsimusest. Seda kasutati, et uurida, milliseid metafoore rakendatakse organisatsiooni iseloomustamiseks. Kõik nimetatud metafoorid grupeeriti vastavalt nende rakendamiseks toodud põhjenduste alusel. Nt. kui inimene kasutas organisatsiooni iseloomustamiseks hobuse metafoori ja põhjendas, et organisatsioon on suur, töökas ja usaldusväärne siis liigitati vastav metafoor gruppi, kuhu kuulusid ka kõik teised sarnaseid omadusi kandvad loomad. Nii moodustus üks grupp, mis kandis nimetust töökad koduloomad, kuna sisaldas endas koduloomi, kelle ühiseks iseloomustajaks olid töökusega seotavad aspektid. Ka ülejäänud metafoorid grupeeriti sarnase põhimõtte alusel.

Uuringusse kaasati sõltumatute muutujatena ka sotsiaaldemograafilised andmed, millest moodustati vastavad grupid. Vanus, üle ja alla 40-aastased töötajad, tööstaaž üle ja alla 10 aasta, kesk-haridus ja kõrgem haridus, valgekraed/õpetajad ja sinikraed/kooli ülejäänud personal, mehed ja naised. Sotsiaaldemograafilised andmed omavad organisatsioonis tähtsust kuna on üheks teguriks organisatsioonisiseste rollide tekkes.

Andmeid analüüsiti andmetöötluspaketiga *STATISTICA 5.5*. Leidmaks sõltumatute muutujate peamõjusid sõltuvatele muutujatele kasutati moodulit *Breakdown and One-way ANOVA*. Sõltumatute muutujate koosmõjusid sõltuvatele muutujatele leiti mooduliga *ANOVA/MANOVA*. Gruppidevaheliste oluliste erinevuste leidmiseks keskmiste alusel rakendati *post-hoc LSD test'i*. Sotsiaaldemograafilised grupid moodustati mooduli *Frequency tables and Descriptive statistics* abil.

Analüüs näitas, et organisatsiooni orientatsioonide ja metafooride vahel kehtivad teatud seosed, milles on oluliseks kaasteguriks ka teatavad sotsiaaldemograafilised tunnused. Erikoolide organisatsioonikultuuri tajutakse olevat kõrgelt orienteeritud suhetele. Antud hinnangud olid suhteliselt homogeensed. Metodoloogilisest triangulatsioonist lähtuvalt leiti, et hinnangud suhteorientatsioonile on kõrgemad kui organisatsiooni iseloomustatakse arenevana ja orgaanilisena ning madalamad kui organisatsiooni iseloomustatakse mehaanilisena, stagneerununa ja rutiinsena. Töö iseloom erikoolides eeldab, et organisatsioon täidaks omavaheliste suhete tekkeks olulised eeldused.

Hinnangud ülesandeorientatsioonile olid erikoolides mõnevõrra heterogeensemad. Madalamaid hinnanguid andsid üle 40 aastased liikmed, kel on pikem tööstaaž ja keskharidusega töötajad, kes iseloomustasid organisatsiooni mehaanilisena, rutiinse ja stagneerununa. Nooremad liikmed lühema tööstaažiga ja kõrgharidusega töötajad, kes iseloomustasid organisatsiooni arenevana, orgaanilisena, elavana ja rõõmsameelse õhkkonnaga andsid ülesandeorientatsioonile kõrgemaid hinnanguid. Dünaamiline ja arenev organisatsioon suudab paremini täita ülesande saavutamiseks olulisi eeldusi (s.h., tunnustada töötajaid, kanda hoolt nende heaolu eest jne.).

Igapäeva praktikas peaksid erikoolid pöörama rohkem tähelepanu vanemate töötajate ja keskharidusega töötajate heaolu tagamisele, et motiveerida neid panustama ettevõtte eesmärgi täitmisesse ning julgustama töötajaid arendama uusi ideid ja innovatiivseid lahendusi ning vähendama nende hirmu vigade tegemise ees. See rikastaks ka töökeskkonda, vähendaks rutiini ja võimaldaks toimuda muutustel.

Analüüsi tulemusena leiti, et organisatsioonikultuur SG Grupi ettevõtetel Eestis on mitmetahulisem. Hinnangud ülesandeorientatsioonile olid madalamad kui organisatsiooni iseloomustati stagneerununa, depressiooni ja väsimust tekitavana, suurena, hoolimatuna oma töötajate suhtes ning ebaselge eesmärgiga. Järelikult ei taju suur osa töötajad, et nad oleksid organisatsioonile olulised või et organisatsioon hooliks nende heaolust või tunnustaks neid. Kõrgemaid hinnanguid nii suhte- kui ülesandeorientatsioonile andsid lühema tööstaažiga nooremad töötajad, kes tajusid organisatsiooni arenevana, positiivsena, ideederohkena, usaldusväärse, hoolivana, täpsena ning heade omavaheliste suhetega. Noorematel töötajatel ei pruugi olla välja kujunenud kindlaid nõudmisi, mida organisatsioon peaks täitma või ei ole tekkinud tööruutiini ja seega ollakse oma hinnangutes optimistlikumad.

Hinnangutes suhteorientatsioonile esines mõningast vastuolulisust. Kõrgemaid hinnanguid andsid naissoost töötajad, ning madalama positsiooniga ja haridusega töötajad, kes küll tajusid organisatsiooni mehaanilisena, kuid samas ka usaldusväärse, hooliva, täpse, ideederohke, innovatiivse ja heade suhetega. Selline tulemus võib olla tingitud asjaolust, et tehases töötavad inimesed, kel ei ole võimalik omavoliliselt masinate juurest lahkuda muul ajal kui selleks ettenähtud puhkehetkedel, mistõttu nad

hindavad kõrgelt organisatsiooni poolt võimaldatavaid 10-minutilisi pause iga pooleteise tunni tagant ning ka aeg-ajalt korraldatavaid ühiseid suve- ja talvapäevi.

Igapäeva praktikas võiksid SG Grupi ettevõtted kaasata ka tehases töötavaid inimesi rohkem otsustusprotsessidesse ja julgustada neid esitama omapoolseid ideid ilma hirmuta eksimise ees. Et muuta organisatsioonikultuuri rohkem suhetele orienteerituks, peaks alustama sellest, et pakkuda töötajatele senisest enam võimalusi omavaheliseks suhtlemiseks.

Kokkuvõttes võimaldas triangulatsioon tuua välja ka mõned üldisemad mustrid organisatsioonikultuuris. Teatud sarnasused kahes kultuuris viitavad järgmistele aspektidele:

1. Tööstaaži ja vanuse koosmõju omab olulist mõju hinnangutes organisatsioonikultuuri orientatsioonidele. Alla 40-aastased lühema tööstaažiga töötajad annavad kõrgemaid hinnanguid organisatsioonikultuuri orientatsioonidele.
2. Hinnangud ülesande ja suhte orientatsioonidele on seotud sellega, kas töötajad tajuvad organisatsiooni orgaanilise või mehaanilisena. Orientatsioonid pälvivad madalamaid hinnanguid kui organisatsiooni tajutakse mehaanilisena ning kõrgemaid hinnanguid kui organisatsiooni tajutakse orgaanilisena.

Edasise uuringu raames tuleks kaaluda ka isiksuseomaduste või indiviidiväärtuste dimensioonide kaasamist. Kuna organisatsioonikultuuri tajumine ja iseloomustamine on sageli subjektiivne protsess võivad hinnangud teatud määral sõltuda ka individuaalsetest erinevustest.