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ORGANIZATIONAL CULTURE'S IMPACT ON JOB SATISFACTION: A
RECONCEPTUALIZATION OF THE COMPETING VALUES FRAMEWORK

BY

ISAAC THOR ERICKSON

A thesis submitted in partial requirements for the

Master of Arts

Major in Communication and Media Studies

South Dakota State University

2024

THESIS ACCEPTANCE PAGE

Isaac Thor Erickson

This thesis is approved as a creditable and independent investigation by a candidate for the master's degree and is acceptable for meeting the thesis requirements for this degree.

Acceptance of this does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Advisor

Date

Director

Date

Director, Graduate School

Date

This thesis is dedicated to my Great Grandmother Dorothy who taught me that learning was cool by telling me she read the entirety of Stephen Hawking's writings in the hopes of learning at least one new word, may you rest in peace.

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ABBREVIATIONS

CVF	Competing Values Framework
DOCS	Denison Organizational Culture Survey
OCI	Organizational Culture Inventory
OCP	Organizational Culture Profile

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ABSTRACT

ORGANIZATIONAL CULTURE'S IMPACT ON JOB SATISFACTION:
A RECONCEPTUALIZATION OF THE COMPETING VALUES FRAMEWORK

ISAAC THOR ERICKSON

2024

Academic job satisfaction has been decreasing in the U.S. which has profound negative impacts such as burnout and decreased well-being of employees. One way that job satisfaction can be increased is through understanding and changing organizational cultures through better communication. The Competing Values Framework (CVF; Quinn & Rohrbaugh, 1983; Belasen & Frank, 2010; Lund, 2003) has been used to understand how organizational cultures and their communicative norms relate to job satisfaction. However, the CVF relies on categorical measures sitting on two axes that are not orthogonal. As such, the study posits breaking these two axes into four dimensions of organizational culture from the van der Post et. al (1997) questionnaire that has better explanatory power towards job satisfaction. Utilizing a survey distributed to communication studies employees in the United States, this study found that identification with the organization and performance orientation positively impacted job satisfaction, while locus of authority negatively impacted job satisfaction and task structure had no significant impact on job satisfaction. Due to identification with the organization's complex relationship with job satisfaction as well as other variables, future research should spend more time investigating identification with the organization as an organizational culture aspect.

INTRODUCTION

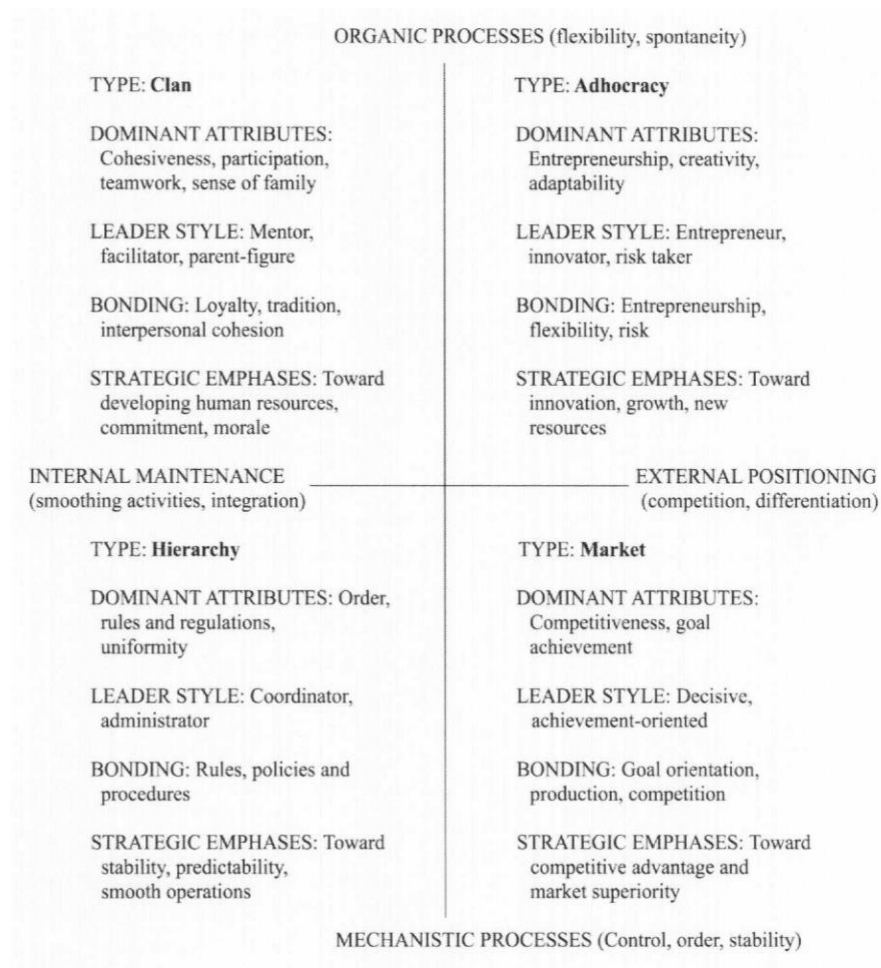
The United States was one of eight countries in a 19-country study that had low job satisfaction (Shin & Jung, 2014). In the United States, stress and burnout in academia are increasing and overall employee well-being is decreasing (Urbina-Garcia, 2020). It has also been found that employees with less job satisfaction experienced increased emotional exhaustion and depersonalization (Bilge, 2006). These trends are worrisome for higher education employees since academic job satisfaction not only impacts overall life satisfaction but also productivity and work engagement (Jie et al., 2017; Mudrak et al., 2018). Because of the link between job satisfaction and productivity and the decline of job satisfaction in higher education, it is important that more research is conducted to determine communication factors which impact job satisfaction in academia. This project proposes that by reconceptualizing one particularly useful framework for assessing culture and satisfaction, the Competing Values Framework (CVF; Figure 1) (Quinn & Rohrbaugh, 1983) the communication discipline can better prescribe communicative practices that increase job satisfaction.

This study proposes that the communication processes inherent in maintaining and fostering an the communication processes inherent in maintaining and fostering an organizational culture is a predictor of academic job satisfaction. Employees who perceive the organizational culture to be better tend to have more job satisfaction (Kim, 2020). Studies have used job demands, job resources, effective communication, workplace relationships, and humor as metrics of organizational culture to determine their impacts on job satisfaction (Mudrak et al., 2018; Proctor, 2014; Santos et al., 2012; Avtgis & Tuber, 2006), all of which impact organizational cultures but do not completely

form an organizational culture (van der Post et al., 1997). The Competing Values Framework (Quinn & Rohrbaugh, 1983) addresses this problem by creating a holistic model. The CVF has been applied to describe the communicative foundation of organizational culture, such as presentation, managerial style, and ethical codes (Stevens, 1996; Quinn et al., 2001; Belasen & Frank, 2010). A limitation of the CVF is that it measures organizational culture in quadrants, lying on two axes, which limits the ability to tell what axes of organizational culture are making an impact on job satisfaction.

Figure 1

The Competing Values Framework



Note. Taken from Lund (2003) who adapted it from Cameron and Freeman (1991).

It would be beneficial to our understanding of how organizational culture impacts job satisfaction to attempt to build on the CVF by further exploring its axes. A key weakness of the CVF is that the poles of the dimensions are not orthogonal to each other (Chatman & O'Reilly, 2016). As such, this proposed study splits the two axes into four dimensions to measure organizational culture. This introduction chapter first defines and expands on what job satisfaction is and what impacts it, making arguments for the statement of the problem as well as the background of the problem. The project at hand aims to assess what communicative trends enhance job satisfaction. Seeing as the formation of any culture, including organizational cultures, are formed and maintained via communication (Putnam & Nicotera, 2009), it is imperative for organizations to have an intended goal for how their communication forms their organizational cultures. Second, this chapter discusses how organizational culture impacts satisfaction and how it has been studied in the past. Third, I explain the issues with how organizational culture has been related to job satisfaction and the gaps in the literature that this study sought to fill. By completing this study, I hope to contribute to how to improve job satisfaction in higher education through communication.

Job Satisfaction

The concept of job satisfaction may be defined as a “positive emotional state resulting from the appraisal of one’s job and job experiences” (Locke, 1976, p. 1304). This emotional state is dependent upon people’s appraisal of whether their basic needs are being met, the values they possess, and the expectations they have for work (Buitendach & Rothmann, 2009). Working conditions, pay and promotion, fairness, job security, relation with coworkers, and relationships with supervisors are all factors that

impact perceptions of job satisfaction (Parvin & Kabir, 2011). This understanding leads us to a definition of job satisfaction that is the idea that workers can have more happiness and contentment with their work based on how valuable and wanted the organization makes them feel (Macey et al., 2011). One prominent study using the CVF and its relation to job satisfaction was Lund (2003).

Organizational Culture's Impact on Job Satisfaction

Though there is strong evidence that organizational culture has an impact on job satisfaction, there are many different ways of understanding how organizational culture impacts job satisfaction (van der Post et al., 1997). To dive into these different ways, it is first imperative to provide a definition of organizational culture. Van der Post (1997) states, "Organizational culture refers to a system of shared meaning, the prevailing background fabric of prescriptions and proscriptions for behaviour, the system of beliefs and values and the technology and task of the organization together with the accepted approach to these" (p. 148). This definition is comprehensive and concise due to van der Post (1997) examining the leading definitions and synthesizing them into one statement that encompasses the major components across definitions. As such, this is the definition this study will use to relate to academic job satisfaction. It not only includes the crucial aspect that organizational culture is the norms of an organization (Schein, 1990), but also that the organizational culture is shaped by employees and their shared experiences (Kotter & Heskett, 1992). Organizational cultures vary in their prescriptions and proscriptions for communicative behavior, and beliefs and values; one model which can be used to describe these variances is the CVF.

The CVF (Quinn & Rohrbaugh, 1983) is a model proposing that there are four types of organizational cultures: clan, adhocracy, hierarchy, and market. CVF was created specifically for the purpose of measuring culture and effectiveness in relation to organizations, and was developed inside the United States. Clan cultures are ones that focus on being flexible and spontaneous as well as attempting to integrate employees, while adhocracy is still flexible and spontaneous but is more focused on competition and differentiation of employees (Quinn & Rohrbaugh, 1983). A market culture is more focused on control, order, and stability, while still prioritizing smoothing activities and integration; and a hierarchy culture focuses on both competition and control, order, and stability (Quinn & Rohrbaugh, 1983). Although these organizational cultures are not mutually exclusive according to Lund (2003), each organization has a dominant type that defines them. For example, an organization that has a dominant clan culture might be the stereotypical startup tech company that allows for significant flexibility and wants the company to feel like a family. An adhocracy culture might be observed in a medical tech company, where advancements must be made quickly, but how you go about that is up to you. A market culture might be observed at retail stores where employees have clear expectations and many rules to follow but are also expected to get along. Lastly, a hierarchy culture might be observed at a brokerage firm where employees are expected to follow many rules and regulations, but also do better than the other employees.

To make these organizational cultures, Quinn and Rohrbaugh (1983) utilized two axes that stretched on the X axis from internal maintenance, which refers to those smoothing activities and integration; to external positioning, which refers to competition and differentiation. The Y axis on the other hand ranges from organic processes, which is

the focus being on flexibility and spontaneity; to mechanistic processes, which is the focus being on order, control, and stability (Quinn & Rohrbaugh, 1983). One of the more well known and comprehensive studies linking the Competing Values Framework to job satisfaction was conducted by Lund (2003). Lund (2003) utilized the quadrants and found that the clan and adhocracy cultures ended up producing more job satisfaction in employees but did not measure the impact of the underlying axes. As a result, this study sought to fill this gap and to explore the impact of communication, via organizational culture, on job satisfaction in higher education.

Limitations of Past Literature

Many measurements have been developed to measure the Competing Values Framework, foremost being the Organizational Culture Assessment Instrument (Cameron & Quinn, 2011) and Lund's (2003) adaptation of Cameron and Freeman's (1991) measurements. These models tend to focus on the quadrants utilized in the Competing Values Framework and not the axes. Measuring via the quadrants instead of axes does not allow for clear understanding of how the underlying dimensions are impacting people's reported job satisfaction. Therefore, measuring along the axes in this study will be useful to understanding how communication influences job satisfaction in higher education. There are many measurement assessments that attempt to measure different dimensions of organizational culture such as power distance, trust, and performance (Jung, et al., 2009), one of which is the van der Post questionnaire (1997). That questionnaire was formed via a comprehensive assessment and by synthesizing pre-existing dimensions used in previous literature. These dimensions can be used to operationalize the axes of the CVF. For that reason, in this thesis I propose that using

dimensions in the van der Post questionnaire applied to the CVF may provide more understanding of the underlying axes that are being ignored by other measurements for the CVF.

The dimension of identification with the organization will replace the dimension of internal maintenance, similarly the dimension of performance orientation will replace the dimension of external positioning. The dimension of locus of authority will replace mechanistic processes and the dimension of task structure will replace organic processes. The dimension of identification with the organization as defined by van der Post (1997) is “the degree to which employees are encouraged to identify with the organization” (p. 151). This dimension fits naturally with the idea of internal maintenance which seeks to determine if the organization encourages smoothing activities and integration, for example hosting company holiday parties or not (Quinn & Rohrbaugh, 1987).

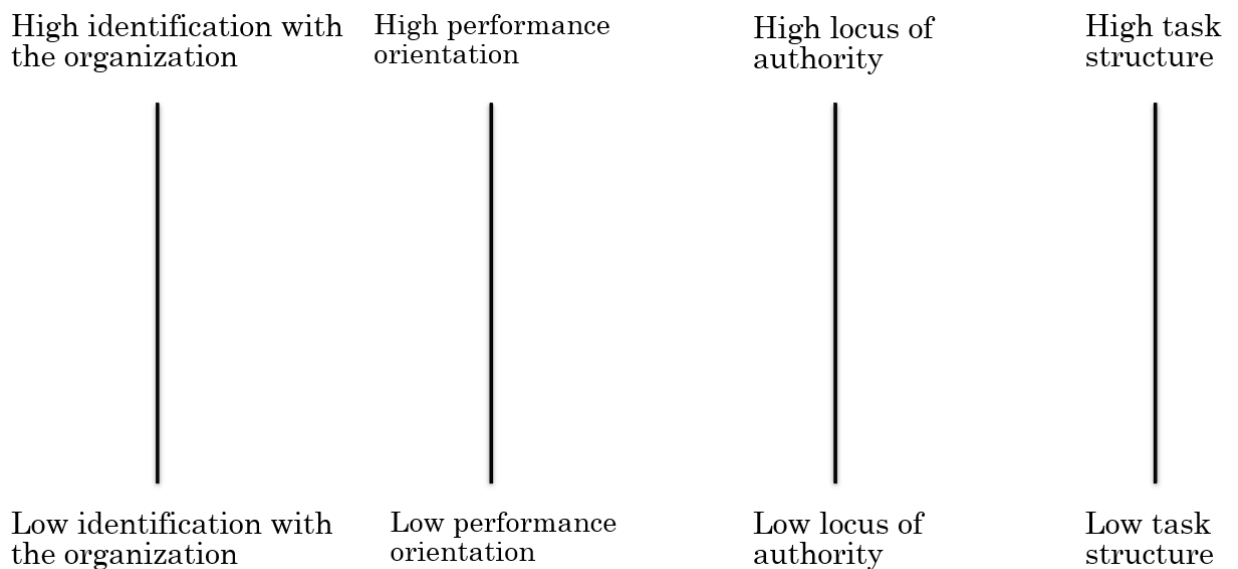
The next dimension, locus of authority, is “the degree of authority, freedom and independence that individual employees have in their jobs” (van der Post et al., 1997, p. 151), which encapsulates the axis that ranges from organic processes to mechanistic processes. That axis seeks to determine how flexible and spontaneous an organization is versus how much it emphasizes control and order (Quinn & Rohrbaugh, 1987).

The dimension of performance orientation measures “the extent to which emphasis is placed on individual accountability for clearly defined results and a high level of performance” (van der Post et al., 1997, p. 151). That dimension overlaps with the idea of external positioning proposed in the CVF which looks at whether organizations emphasize competition and differentiation between employees (Quinn & Rohrbaugh, 1987).

The final dimension I will use is task structure, which measures “the degree to which rules and regulations and direct supervision are applied to manage employee behavior” (van der Post et al., 1997, p. 151). This also serves to overlap the axis with mechanistic processes on it since that seeks to identify how much organizations emphasize order and control (Quinn & Rohrbaugh, 1987). Due to these dimensions overlapping with the axes laid out in the CVF, they will serve as the measurements used to determine where organizations fall into the axes of the CVF. The new proposed model is displayed in figure 2 below.

Figure 2

Proposed New Conceptualization of the Competing Values Framework



Overview of Chapters

Given the significance of better understanding how communication influences job satisfaction as it intersects with organizational culture in higher education, I now turn to the remaining chapters of the thesis. Chapter two explains the history of literature surrounding organizational culture and academic job satisfaction and make an argument

for a series of hypotheses. Chapter two begins with an overview of how organizational culture has been studied and understood in past literature. Then chapter two explains how job satisfaction and more specifically academic job satisfaction has been understood by past academics. The rest of chapter two explains how those two phenomena have been linked and studied throughout the history of communication studies scholarship.

Chapter three explains the study's methods. It will begin by explaining the methodology used in this study, namely using a survey to compare the new proposed organizational culture dimensions to their impact on job satisfaction. Chapter four details the findings of the study and how they relate to the hypotheses presented in chapter three. Finally, chapter five discusses the implications and limitations of this study and propose how future research can continue to expand and utilize this research. This research is intended to be significant in building the understanding of how the communicative phenomenon of organizational culture impacts job satisfaction.

LITERATURE REVIEW

Lund (2003) published an article titled *Organizational Culture and Job Satisfaction* that sought to connect the Competing Values Framework (CVF) and job satisfaction. Through this study, Lund found that two specific types of organizational culture, called clan and hierarchy cultures, resulted in higher job satisfaction for employees. Lund's research is important and valuable towards understanding how job satisfaction can be cultivated, so this study seeks to build upon it. However, there are some potential flaws with the CVF that need to be addressed to allow for a more comprehensive understanding of organizational culture and its relationship to job satisfaction. Namely, the underlying axes have not been explicitly measured and the axes are not orthogonal in nature; this is to say that a vertical and horizontal axis intersecting each other is not an appropriate way to understand organizational cultures. This chapter delves into an overview of the study and understanding of organizational culture, why the CVF is a good place to start, what its potential flaws are, how this study aims to work around those flaws using four dimensions instead of two, how job satisfaction is to be understood, and how those four dimensions are linked to job satisfaction.

State of Organizational Culture Research

The concept of organizational culture has been debated heavily in academia (Jung et al., 2009). By some measurements, there are 54 different definitions of organizational culture (Verbeke et al., 1998). Organizational culture has been defined as, "shared perceptions of organizational work practices within organizational units that may differ from other organizational units" (Van der Berg & Wilderom, 2004, p. 571), which lacks specificity and precision. Other examples of definitions are that organizational culture is

the shared assumptions curated by an organization during their pursuit for survival that is to be taught to new members (Schein, 1990), and that organizational cultures incorporate beliefs, values, and attitudes (Williams, Dobson & Walters, 1990). Jung et al. (2009) say: “Indeed the concept has been described as ‘a riddle wrapped in a mystery wrapped in an enigma’ (Pettigrew, 1990)” (p. 1087). For this proposed study, I will use the following definition of organizational culture as the “basic assumptions and beliefs, norms and values, and cultural artifacts” of an organization (Chatman & O’Reilly, 2016, p. 214). These assumption and beliefs, norms and values, and cultural artifacts are all inherently cultivated via communication.

Though the debate on how to define organizational culture is not as heated as it once was, the debate on how to operationalize and measure organizational culture has not cooled down. Clearly, 54 different definitions of organizational culture were a problem, which should give perspective to the fact that there are at least 70 different instruments for measuring organizational culture (Jung et al., 2009), including 114 different dimensions of organizational culture (van der post et al., 1997). These dimensions can range from how much employees are encouraged and do identify with the organization, to the organizations’ disposition towards change, to how the organization values performance. Three of the most common methods of measuring organizational communication according to Chatman & O’Reilly (2016) are The Denison Organizational Culture Survey (DOCS), The Organizational Culture Inventory (OCI), and The Organizational Culture Profile (OCP). In the following paragraphs these models and critiques of these models are overviewed.

Each of these three measurements, however, have significant flaws (Chatman & O'Reilly, 2016). The Denison Organizational Culture Survey seeks to “[build] a more general theory of the cultural traits and values associated with effectiveness; and second, [begin] to test the impacts that these traits have on multiple dimensions of effectiveness” (Denison & Mishra, 1995, p. 207). The primary concern with this goal and instrument is that it is too broad and includes items concerning organizational as well as psychological constructs (Chatman & O'Reilly, 2016) which resulted in an instrument that is not well applied to organizational culture research (Denison & Mishra, 1995).

The Organizational Culture Inventory aims to separate organizations into one of 12 types of organizational cultures by measuring exclusively the norms in that organization (Cooke & Rousseau, 1988). This scale, unfortunately, fails to measure organizational culture and instead ends up being more focused on leadership development (Chatman & O'Reilly, 2016).

Additionally, according to Chatman and O'Reilly (2016), the Organizational Culture Profile does exclusively measure organizational culture by asking respondents to rank 54 different norms the organization emphasizes (Schein, 2010), but this process may lead to respondents ranking the norms based off how much they would like them to be emphasized as opposed to how much they are actually emphasized (Chatman & O'Reilly, 2016).

A fourth method that Chatman and O'Reilly (2016) discuss is the CVF. The CVF is not as broad as the DOCS, was adapted from organizational effectiveness measures which allows it to avoid the pitfall of accidentally being a measure of leadership effectiveness like the OCI, and does not force rankings of norms, which therefore makes

respondents less likely to favor values they think are important in an organization as opposed to the values that are present in their organization like the OCP. As such, the CVF is discussed as a theoretical foundation to build upon in future sections of this study.

CVF as a Route through the Theoretical Weeds

Chatman and O'Reilly (2016) explained that the most researched approach is the CVF, which sought to condense and better understand organizational effectiveness literature (Quinn & Rohrbaugh, 1983). This section includes an explanation of the four dominant organizational cultures and axes of the CVF, as well as the weaknesses that are associated with them, and how this study will seek to resolve them.

The CVF originally defined organizations as falling into one of four cultural structures, either the human relations model, open systems model, rational goal model, and internal processes model (Quinn & Rohrbaugh, 1983). Later these four different typologies of organizational culture were renamed to clan, adhocracy, market, and hierarchy (Cameron, 1985). The current iteration of CVF lies on two axes of dimension, one that ranges from internal maintenance to external positioning as shown in figure 1, and one that ranges from organic processes to mechanistic processes (Cameron & Freeman, 1991). The clan culture of the CVF lies in the quadrant of organic processes and internal maintenance, which means it has a mentor/facilitator leadership style, encourages bonding through loyalty, and strategically seeks commitment and human resources development (Cameron, 1985; Lund, 2003). While adhocracy cultures share the dimension of organic processes, they instead focus on external positioning which means it has an entrepreneur/innovator leadership style, encourages bonding via flexibility, and strategically emphasizes innovation and growth. Cameron (1985) and Lund (2003)

explain that a market culture focuses on external positioning and mechanistic processes which means it has a decisive and achievement leadership style and encourages bonding by competition as well as a strategic emphasis of market superiority. Lastly, the hierarchy culture is defined by internal maintenance and mechanistic processes, this leads to a coordinator leader style, bonding by policies and procedures, and emphasizes predictability and smooth operations for strategy (Cameron, 1985; Lund, 2003). By honing in on these two dimensions, CVF is still specific enough to be generalizable but also broad enough that other more specific dimensions can be studied in the context of CVF to see how they affect an employee's perception of the organizational culture they work in.

Though some studies have claimed that the CVF is comprehensive in describing organizational cultures (Büschgens et al., 2013), others have claimed that the competing values are not actually competing at all (Hartnell et al., 2011; Chatman & O'Reilly, 2016). According to Chatman and O'Reilly (2016): "Attempts to measure a dominant culture type 'may be of limited utility' (Hartnell, 2011) because it does not reflect the full scope of possible culture dimensions" (p. 213). For example, there need not be two extremes of clan and adhocracy cultures since an organization can focus both on competition and smoothing activities, not one or the other; similarly, a company may focus on both order and flexibility. Despite these questions around CVF's nomological validity (Hartnell et al., 2011; Chatman & O'Reilly, 2016), there is certainly some level of construct validity, including in CVF's relationship to organizational satisfaction (Lund, 2003). These concerns about the use of quadrants stem from the use of orthogonal axes so it is important to understand them and then how we can better adapt them. In fact, Lund

(2003) specifically states: “Cross-comparisons and generalizations of results from the present sample to others must be done with caution pending future research replications with improved methodologies” (p. 229). To do this, this proposed study will examine further the two axes of internal maintenance-external positioning and organic processes-mechanistic processes.

Reconceptualizing the Axes

These axes provide ways of comparing organizational cultures. The axis that ranges from internal maintenance to external positioning according to Lund (2003), who adapted the dimensions from Cameron and Freeman (1991), defines an organizational culture that emphasizes organic processes as flexible and spontaneous, while a more mechanistic organizational culture highlights control, order, and stability. A flexible organizational culture for example, may allow for unlimited vacation days, and a stable organizational culture may schedule the times employees are expected to be on break. The other axis ranges from an internal maintenance organizational culture that highlights smoothing activities and integration of employees to external positioning which instead highlights competition and differentiation of employees (Lund, 2003). For instance, a company that is encouraging smoothing activities is likely to encourage after hour events, like a company barbeque, while a competitive organizational culture is likely to encourage high performance, like a stack-ranking environment where the lowest performing employee would be let go.

Since the CVF’s conception, these axes have naturally been orthogonally structured (Quinn & Rohrbaugh, 1983; Cameron, 1985; Cameron & Freeman, 1991; Lund, 2003), implying that they are opposites and competing. That assumption has been

challenged as inaccurate (Hartnell, et al., 2011; Chatman & O'Reilly, 2016; Denison et al., 2014), which may be part of why the nomological validity of the CVF is lacking. Simply put, the CVF is not measuring what it claims to measure. Denison et al. (2014) conducted a review of organizational culture effectiveness surveys and in regards to the CVF found that “the proposition that culture types are orthogonal has not received empirical support” (p. 10). Hartnell et al. (2011) conducted a meta-analysis on CVF and found that the four organizational culture types are positively correlated, even though CVF would expect to find an inverse correlation or no correlation. To solve this problem, this study will change the measurement of the two dimensions from a competing, zero sum base, to four dimensions using an adaptation of the van der Post et. al (1997) questionnaire.

When creating the questionnaire, van der Post et al. (1997) conducted a literature review to find all the different dimensions used to measure organizational culture. In 12 key articles representing lines of research on organizational culture, they found that there was a total of 114 unique names for dimensions. At that point, van der Post et al. synthesized those 114 dimensions down to 15 total dimensions including: conflict resolution, culture management, customer orientation, disposition towards change, employee participation, goal clarity, human resource orientation, identification with the organization, locus of authority, management style, organization focus, organization integration, performance orientation, reward orientation, and task structure. Recalling the definition of organizational culture that has emerged, “basic assumptions and beliefs, norms and values, and cultural artifacts” (Chatman & O'Reilly, 2016, p. 214), each of these dimensions reflect one or more of these aspects of organizational culture.

Of these 15, four are paramount to this study, since they are strong replacements to the four organizational culture dimensions proposed in the CVF, and are explained below, being: identification with the organization, performance orientation, locus of authority, and task structure. A test on the validity of these measures “suggested an acceptable level of construct validity” (van der Post et al., 1997, p. 152). The reliability coefficients for the four paramount dimensions were 0.907, 0.907, 0.884, and 0.890, respectively (van der Post et al., 1997).

By using these four dimensions to split up the axes, the CVF’s orthogonal nature will no longer exist. The first of these four dimensions would be identification with the organization. This dimension would serve to represent the idea of internal maintenance. According to van der Post et al. (1997), the concept of identification with the organization seeks to measure “the degree to which employees are encouraged to identify with the organization” (p. 150). This is assessed through questions such as “Does the organization create opportunities for employees to socialize and to extend business friendships away from their work?” (p. 150) and “Do employees experience an emotional involvement in their jobs and in the organization?” (p. 150). These questions and the overall concept of identification closely aligns with the aspects of internal maintenance previously mentioned of smoothing activities and integration (Lund, 2003). This allows for internal maintenance to be measured independently, but there is still need for external positioning to be measured independently.

To do this, external positioning will be reconceptualized as performance orientation. Lund (2003) and van der Post et al. (1997) define performance orientation as “the extent to which emphasis is placed on individual accountability for clearly defined

results and a high level of performance” (p. 150) and ask questions such as “Do employees perceive a clear organizational norm to maintain progress and strive towards excellence?” (p. 150). Again, these questions and definitions encapsulate the idea they are attempting to replace, external positioning, which focuses on how competitive an organization encourages employees to be (Lund, 2003). This allows for measuring an organization with both high-performance orientation *and* identification with the organization, where communication creates a culture wherein employees are both expected to achieve high levels of performance *and* to identify with other employees, such as a professional sports team. Now that the axis of internal maintenance to external positioning is no longer orthogonal by splitting it into the two dimensions of identification with the organization and performance orientation, the same must be done with the axis of organic processes to mechanistic processes.

The axis of organic processes to mechanistic processes can be split into the two dimensions of locus of authority and task structure. The concept of locus of authority as explained by van der Post et al. (1997) is “the degree of responsibility, freedom and independence individual employees have” (p. 150). When determining if organizations are high in locus of authority, people should ask questions such as “Are employees empowered to make appropriate decisions or do they have to refer these up the line?” (p. 150) and “Do [employees] have the perception of being able to manage and get on with the job or do they have to double-check all their decisions?” (p. 150). While they define task structure as “the degree to which rules and regulations and direct supervision are applied to manage employee behaviour” (p. 150) and ask questions such as:

“Do employees perceive the execution of their duties to be governed by rules, regulation, policies, procedures, working through channels or do they perceive a loose and informal atmosphere which allows them to be creative and innovative in pursuing the achievement of organizational objectives?” (p. 150)

Although these dimensions appear to overlap, the dimension of locus of authority is focused on decision making and the dimension of task structure is focused on rules and regulations. It is clear by their definitions that the locus of authority is measuring organic processes since it is focusing solely on how much freedom and independence employees have to make decisions, or as Lund (2003) puts it, flexibility and spontaneity. The dimension of task structure, however, focuses on how strict the rules and regulations are in regard to completing tasks which Lund (2003) calls control, order, and stability. This allows for measuring a communicatively formed organizational culture that is both low in locus of authority and high in task structure; for example, where employees are both not expected to refer decisions up the line to managers frequently *and* do have very strict rules, like in the tenure process in academia. Now that the two axes proposed by Lund are split into four dimensions which serve to measure the same concepts, but without them being competing, the issue of the CVF being orthogonal is resolved.

Job Satisfaction

The concept and study of job satisfaction, similar to that of organizational culture, is by no means simplistic. There have been disagreements about how to define it. For example, Locke (1969) defined it as “the pleasurable emotional state resulting from the appraisal of one’s job” (p. 316), and Weiss (2002) argued that only using affect in defining satisfaction is not sufficient. Weiss continued that definitions on satisfaction

have three distinct constructs which are “evaluative judgements about jobs, affective experiences at work, and beliefs about the job” (p. 177). Instead of them all being seen as job satisfaction, academics should instead understand these constructs separately. Unlike organizational culture, there has not been an agreed upon definition, and so Rafferty and Griffin (2009) tell future scholars to be certain of the definition of satisfaction they are using and ensure the measures align.

Fortunately, Lund (2003) does just that. Lund utilizes a more specific version of Locke’s (1969) definition, reading job satisfaction as “a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering” (p. 316). Seeing as this definition fits the measurements Lund utilizes and that this study will use, this is the definition used in this study. Locke’s definition includes both employees’ cognitive appraisals (am I doing more work than my job description prescribes?) and their affective responses (am I frustrated with having to go above and beyond or am I excited about it), even though Rafferty and Griffin (2009) explained that some definitions only include one of the two of these components of job satisfaction. This definition accomplishes this by providing a cognitive appraisal and an affective response, namely, that satisfaction is a positive feeling that is directed towards an employee’s belief about whether their expectations are being met or not (Scherer, 1999). For example, if one expects their organization to promote them after two years of hard work and instead, they are promoted after only one, they are likely to feel higher job satisfaction. Conversely, if that employee has worked hard but not been promoted after three years, they are likely to feel lower job satisfaction.

While utilizing this definition and the CVF, Lund (2003) found that the clan culture, which highlights cohesiveness and a sense of family, and the adhocracy culture, which highlights entrepreneurship and adaptability, elicited higher job satisfaction. A clan culture in academia may be best represented by the collaboration process amongst colleagues when doing research together. An example of adhocracy culture in academia may be represented by the ‘publish or perish’ attitude towards earning publications. Those two culture types were defined by organic processes. Due to these findings, it would be reasonable to assume that the dimension of locus of authority, which is replacing organic processes, and the dimension of task orientation, which is replacing mechanistic processes, will see a close relation to job satisfaction. Since external positioning and internal maintenance did not impact job satisfaction (Lund, 2003), it would be reasonable to presume that the new sub-components of them, being identification with the organization and performance orientation, will not impact job satisfaction. Due to these reasons, I posit the following hypotheses:

H1: Reported locus of authority will be significantly negatively associated with reported job satisfaction.

H2: Reported task structure will be significantly negatively associated with reported job satisfaction.

H3: Reported identification with the organization will not be significantly associated with reported job satisfaction.

H4: Reported performance orientation will not be significantly associated with reported job satisfaction.

METHODOLOGY

Having discussed the goals of this study and the past research that has allowed for this study to happen, this chapter will provide an explanation of the methodology necessary to accomplish the study's goals. In this study, I sought to understand how organizations could attempt to increase employee's job satisfaction by understanding which organizational culture's forms of communication practices increase job satisfaction. Specifically, I used a survey to measure the dimensions of identification with the organization, performance orientation, locus of authority, and task structure in relation to their impact on job satisfaction. Participants' scores for the dimensions of organizational culture were compared to their scores of job satisfaction in order to answer *H1* through *H4*. The design of the study, instrumentation used, and sample is provided in this chapter.

Design

The study at hand used a pseudo-experimental design in line with those used by van der Post (1997) and Lund (2003) through a survey to gather participant scores for instruments intended to measure locus of authority, task structure, performance orientation, identification with the organization, and job satisfaction. The scores were collected to determine the relationship between the four independent variables and job satisfaction as the dependent variable.

Participants for this study were employees at universities and colleges around the United States that work in communication studies departments, which includes all faculty, professional staff, administrators, student workers, and any other workers identifying as working in a communication studies department, and are over 18 years of

age. The decision to study these specific demographics was made because those who work and teach in communication studies departments in universities and colleges should in an ideal world have the best ability to perceive the types of organizational culture's they work in as they should be able to analyze communication practices and how they impact culture. One reason only participants who work inside of the United States were chosen is because cultural expectations for organizations vary wildly from country to country, so by limiting this study to only the United States, overarching cultural expectations and definitions of communication in organizations should be similarly understood. An additional reason is that this study aims to reconceptualize the CVF which was created in a Western cultural context (Quinn & Rohrbaugh, 1983) and so it is appropriate to use this instrument in a similar cultural setting. The CVF's applicability in other cultures would be dependent on other studies that show that the CVF is able to assess similarities and differences in the link between workplace culture and satisfaction in various cultures. The reason this design was chosen is to serve the purpose of this study, which is to understand how communication studies professionals in higher education in the U.S. perceive their organizational cultures and how those organizational cultures impact employee's job satisfaction levels.

Procedure

Participants were asked to complete a survey via QuestionPro (#IRB-2401005-EXM). The survey was disseminated via the National Communication Association listserv COMMNotes and via a snowball sampling strategy that began with in-person word of mouth communication on my home campus, which may have led to the recruitment ad being shared on various social media channels, such as Facebook, X, and

Instagram. Snowball sampling has been used in prior studies on the CVF, such as Nazarian et al. (2019). That survey began with a consent form they will have to read and confirm they understand to participate in the study. Then they will need to answer qualifying questions regarding occupation and department. At that point, participants will proceed to the survey, where they will first answer questions concerning organizational culture (van der Post et al., 1997) and then job satisfaction (Lund, 2003). Lastly, they answered demographic questions. At the end of the survey, they will have the option to enter a drawing for a \$25 Amazon gift card. All participants' identities are confidential as all data is stored on an encrypted computer owned by one of the investigators, and identifiable information will not be shared.

Measures

This study's survey will be composed of a total of 34 items, 29 of which are about organizational culture from van der Post (1997), and five that measure job satisfaction from Lund (2003). Seven demographic questions will ask about age, race, gender identity, sexual orientation, income, length of employment, and organizational role. Questions relating to organizational culture and job satisfaction will be answered on Likert scales (see Appendix).

Locus of Authority

A six-item scale from van der Post et al. (1997) was used to measure locus of authority. Examples of items include the following: "In this organization decisions have to be referred upwards all the time," "Employees in this organization have the freedom and independence to do their jobs effectively," and "Employees in this organization are not allowed to get on with their jobs because they have to double check all decisions with

their bosses.” All items use Likert scales ranging from completely disagree (1) to completely agree (7). Questions three, four, and five were reverse coded.

Task Structure

A nine-item scale from van der Post et al. (1997) was used to measure task structure. Examples of items include the following: “In this organization there are too many rules, regulations and standard procedures,” “In this organization employees have to observe many rules and regulations in doing their work,” and “In this organization there are many standard procedures which employees have to adhere to at all times.” All items use Likert scales ranging from completely disagree (1) to completely agree (7). Questions five and seven were reverse coded.

Identification with the Organization

A seven-item scale from van der Post et al. (1997) was used to measure identification with the organization. Examples of items include the following: “This organization does not encourage its employees to identify with each other and the organization,” “Employees do not experience a sense of belonging to this organization,” and “Employees in this organization share a high degree of commitment to make the organization successful.” All items use Likert scales ranging from completely disagree (1) to completely agree (7). Questions three, five, and six were reverse coded.

Performance Orientation

A seven-item scale from van der Post et al. (1997) was used to measure performance orientation. Examples of items include the following: “This organization places a low premium on high performance,” “In this organization little emphasis is placed on the achievement of goals,” and “In this organization there is a norm to maintain

progress and strive towards excellence.” All items use Likert scales ranging from completely disagree (1) to completely agree (7). Questions one, two, three, four, and five were reverse coded.

Job Satisfaction

A five-item scale from Lund (2003) was used to measure job satisfaction. Examples of items include the following: “All in all, I am satisfied with the work of my job,” “All in all, I am satisfied with my co-workers,” and “All in all, I am satisfied with my supervision.” All items use Likert scales ranging from strongly disagree (1) to strongly agree (7).

Sample

To be eligible for this survey participants had to be employees of communication studies departments in colleges and universities in the United States over the age of 18. After all ineligible participants and participants who did not finish the survey were removed, there were $N = 51$ participants in the sample.

This study earned IRB approval (#IRB-2401005-EXM) from the SDSU institutional review board prior to any participants being recruited. Participants were provided with an informed consent form on the first page of the survey, after reading the consent forms and deciding to continue participation, participants were directed to the survey. After completion they were presented with a thank you page that provided a link that would direct them to a new survey where they could enter their email for a chance to win a \$25 Amazon gift card. This secondary survey was used so that the identifying information that may be attached to their email address were not directly linked to their survey responses.

Sample Demographics

After all ineligible participants and incomplete surveys were removed from the study, there were $N = 51$ total responses used for analysis. The average age of participants was $M = 42$ ($SD = 12.3$) years old, ranging from 22 to 63 years old. 37 (72.5%) respondents identified as women, while 12 (23.5%) identified as men and 2 (4.0%) preferred not to say. Regarding sexual orientation 38 (74.5%) respondents identified as heterosexual/straight, 3 (5.9%) identified as gay or lesbian, 5 (9.8%) identified as bisexual, 1 (2.0%) identified as queer, 1 (2.0%) identified as asexual, and 3 (5.9%) preferred to not say. Forty-six respondents identified as white (90.2%), while 2 (3.9%) identified as Asian, 1 (2%) identified as black or African American, and 2 (3.9%) preferred not to say. Three (5.9%) respondents identified as Mexican or Mexican American, 1 (2.0%) identified as Puerto Rican, 1 (2.0%) identified as Another Hispanic or Latino/a/s origin, and 3 (5.9%) preferred not to answer. Four (7.8%) of respondents identified as being of Spanish origin, and 1 (2.0%) preferred not to say. Income was measured in ranges of \$10,000, 6 (11.8%) respondents reported making less than \$20,000 a year, 4 (7.8%) reported making between \$21,000 and \$30,000 a year, 1 (2.0%) reported making between \$31,000 and \$40,000 a year, 3 (5.9%) reported making between \$41,000 to \$50,000 a year, 8 (15.7%) reported making between \$51,000 and \$60,000 a year, 8 (15.7%) reported making between \$61,000 and \$70,000 a year, 6 (11.8%) reported making between \$71,000 and \$80,000 a year, and 15 (29.4%) reported making above \$80,000 a year. Regarding role at their respective organizations, 7 (13.7%) respondents reported being an assistant professor, 12 (23.5%) reported being an associate professor, 9 (17.6%) reported being a full professor, 8 (15.7%) reported being a lecturer, instructor, or

teaching professor, 2 (3.9%) reported being an adjunct professor, 8 (15.7%) reported being a graduate teaching assistant, 2 (3.9%) preferred not to say, 1 (2.0%) self-described as an associate professor and department chair, 1 (2.0%) self-described as chairperson/administrator, and 1 (2.0%) self-described as post doc. The average length of employment was $M = 107$ ($SD = 95.0$) months (8.92 years) ranging from 5 months to 360 months. Demographics were not analyzed in relation to satisfaction following in line with Lund (2003).

RESULTS

In this chapter, the reliability of the scales of each of the five variables are discussed, then we discuss the results of four regression tests used to test the four hypotheses. A *post hoc* multiple regression test was then conducted to determine the unique impact of locus of authority, performance orientation, task structure, and identification with the organization on job satisfaction. In chapter five a discussion and interpretation of these results will be presented.

Locus of Authority

To determine the internal consistency of the six-item locus of authority subscale (1 = completely disagree to 7 = completely agree) from van der Post (1997), a reliability test was conducted. The scale is intended to assess “the degree of responsibility, freedom, and independence individuals employees have” (van der Post, 1997, p. 150). The coefficient alpha for the subscale was .90, indicating an excellent degree of internal consistency among the items on the scale (Cohen, 1988). The means of the individual items ranged from 2.94 to 4.02, with a mean on the total scale of 20.29 ($SD = 8.42$). The mean and standard deviation of the items of the locus of authority subscale are provided in Table 1.

Table 1

Reliability Statistics for the Locus of Authority Subscale

Variable	<i>M</i>	<i>SD</i>	<i>n</i>
Item 1	4.02	1.90	51
Item 2	3.78	1.82	51
Item 3	2.98	1.49	51
Item 4	3.63	1.62	51

Item 5	2.94	1.62	51
Item 6	2.94	1.76	51

Performance Orientation

To determine the internal consistency of the seven-item performance orientation subscale (1 = completely disagree to 7 = completely agree) from van der Post (1997), a reliability test was conducted. The scale is intended to assess “the extent to which emphasis is placed on individual accountability for clearly defined results and a high level of performance” (van der Post, 1997, p. 150). The coefficient alpha for the subscale was .88, indicating a good degree of internal consistency among the items on the scale. The means of the individual items ranged from 4.02 to 5.16, with a mean on the total scale of 34.27 ($SD = 8.65$). The mean and standard deviation of the items of the performance subscale are provided in Table 2.

Table 2

Reliability Statistics for the Performance Orientation Subscale

Variable	<i>M</i>	<i>SD</i>	<i>n</i>
Item 1	5.10	1.62	51
Item 2	4.76	1.62	51
Item 3	5.04	1.57	51
Item 4	5.47	1.73	51
Item 5	4.73	1.77	51
Item 6	5.16	1.53	51
Item 7	4.02	1.44	51

Task Structure

To determine the internal consistency of the nine-item task structure subscale (1 = completely disagree to 7 = completely agree) from van der Post (1997), a reliability test was conducted. The scale is intended to assess “The degree to which rules and regulations and direct supervision are applied to manage employee behavior” (van der Post, 1997, p. 150). The coefficient alpha for the subscale was .77, indicating a fair degree of internal consistency among the items on the scale. The means of the individual items ranged from 3.20 to 4.53, with a mean on the total scale of 34.73 ($SD = 8.98$). The mean and standard deviation of the items of the task structure subscale are provided in Table 3.

Table 3

Reliability Statistics for the Task Structure Subscale

Variable	<i>M</i>	<i>SD</i>	<i>n</i>
Item 1	3.67	1.93	51
Item 2	4.08	1.66	51
Item 3	4.33	1.75	51
Item 4	4.31	1.78	51
Item 5	3.20	1.33	51
Item 6	4.06	1.78	51
Item 7	3.29	1.74	51
Item 8	4.53	1.57	51
Item 9	3.25	1.53	51

Identification with the Organization

To determine the internal consistency of the seven-item identification with the organization subscale (1 = completely disagree to 7 = completely agree) from van der

Post (1997), a reliability test was conducted. The scale is intended to assess “the degree to which employees are encouraged to identify with the organization” (van der Post, 1997, p. 150). The coefficient alpha for the subscale was .92, indicating an excellent degree of internal consistency among the items on the scale. The means of the individual items ranged from 4.33 to 5.25, with a mean on the total scale of 33.67 ($SD = 10.05$). The mean and standard deviation of the identification with the organization subscale are provided in Table 4.

Table 4

Reliability Statistics for the Identification with the Organization Subscale

Variable	<i>M</i>	<i>SD</i>	<i>n</i>
Item 1	5.25	1.37	51
Item 2	4.51	1.91	51
Item 3	4.33	1.97	51
Item 4	4.96	1.73	51
Item 5	4.67	1.79	51
Item 6	4.92	1.67	51
Item 7	5.02	1.68	51

Job Satisfaction

To determine the internal consistency of the five-item job satisfaction scale (1 = completely disagree to 7 = completely agree) from Lund (2003), a reliability test was conducted. The scale is intended to assess “a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering” (Locke, 1969, p. 316). The coefficient alpha for the subscale was .77, indicating a fair degree of internal consistency among the items on the scale. The means of the individual items

ranged from 3.25 to 5.24, with a mean on the total scale of 22.18 ($SD = 6.38$). The mean and standard deviation of the job satisfaction scale are provided in table 5.

Table 5

Reliability Statistics for the Job Satisfaction Scale

Variable	<i>M</i>	<i>SD</i>	<i>n</i>
Item 1	5.24	1.26	51
Item 2	5.18	1.63	51
Item 3	4.65	2.09	51
Item 4	3.25	1.85	51
Item 5	3.86	1.92	51

Reported Locus of Authority's Association with Job Satisfaction

H1 predicted that reported locus of authority would be significantly negatively associated with reported job satisfaction in accordance with Lund's (2003) findings connecting organic-mechanistic processes and job satisfaction. To answer *H1*, a regression test was conducted with job satisfaction ($n = 51$, $M = 4.44$, $SD = 1.28$) as the criterion variable and locus of authority ($n = 51$, $M = 3.38$, $SD = 1.40$) as the predictor. *H1* was supported since locus of authority was a significant negative predictor of job satisfaction, $\beta = -.52$, $t(49) = -4.2$, $p < .001$ and accounted for 27% ($R^2 = .27$) of the variance in job satisfaction scores. Results of this simple regression are reported in table 6.

Table 6

Simple Regression Testing the Association Between Locus of Authority and Job Satisfaction

Variable	<i>B</i>	<i>SE</i>	95% CI		β
			<i>LL</i>	<i>UL</i>	
Constant	6.03	.41	5.21	6.85	
Locus of Authority	-.47	.11	-.70	-.25	-.52**

Note. $N = 51$. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

* $p < .05$, ** $p < .001$

Reported Task Structure's Association with Job Satisfaction

H2 expected reported task structure to be significantly negatively associated with reported job satisfaction in accordance with Lund's (2003) findings connecting organic-mechanistic processes and job satisfaction. To answer *H2* a regression test was conducted with job satisfaction ($N = 51$, $M = 4.44$, $SD = 1.28$) as the criterion variable and task structure ($N = 51$, $M = 3.86$, $SD = 0.98$) as the predictor. *H2* was not supported since task structure was not a predictor of job satisfaction, $\beta = -.22$, $t(49) = -1.5$, $p > .05$ and accounted for 5% ($R^2 = .05$) of the variance in job satisfaction scores. Results of this simple regression are reported in table 7.

Table 7

Simple Regression Testing the Association Between Task Structure and Job Satisfaction

Variable	<i>B</i>	<i>SE</i>	95% CI		β
			<i>LL</i>	<i>UL</i>	
Constant	5.50	.71	4.07	6.93	
Locus of Authority	-.28	.18	-.64	-.08	-.22

Note. $N = 51$. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

* $p < .05$, ** $p < .001$

Reported Identification with the Organization's Association with Job Satisfaction

H3 expected reported identification with the organization to not be significantly associated with reported job satisfaction, as Lund's (2003) study did not find a connection between the internal maintenance-external positioning axis and job satisfaction. To answer *H3* a regression test was conducted with job satisfaction ($N = 51$, $M = 4.44$, $SD = 1.28$) as the criterion variable and identification with the organization ($N = 51$, $M = 4.81$, $SD = 1.44$) as the predictor. *H3* was not supported since identification with the organization was a significant predictor of job satisfaction, $\beta = .71$, $t(49) = 7.0$, $p < .001$ and accounted for 50% ($R^2 = .50$) of the variance in job satisfaction scores. Results of this simple regression are reported in table 8.

Table 8

Simple Regression Testing the Association Between Identification with the Organization and Job Satisfaction

Variable	<i>B</i>	<i>SE</i>	95% CI		β
			<i>LL</i>	<i>UL</i>	
Constant	1.42	.45	.51	2.33	
Locus of Authority	.63	.09	.45	.81	.71**

Note. $N = 51$. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

* $p < .05$, ** $p < .001$

Reported Performance Orientation's Association with Job Satisfaction

H4 expected reported performance orientation to not be significantly associated with reported job satisfaction. This was because the axis of internal maintenance-external positioning was not found to be significantly associated with job satisfaction in Lund (2003). To answer *H4* a regression test was conducted with job satisfaction ($N = 51$, $M = 4.44$, $SD = 1.28$) as the criterion variable and performance orientation ($N = 51$, $M = 4.90$,

$SD = 1.24$) as the predictor. $H4$ was not supported since performance orientation was a significant predictor of job satisfaction, $\beta = .54$, $t(49) = 4.50$, $p < .001$ and accounted for 30% ($R^2 = .30$) of the variance in job satisfaction scores. Results of this simple regression are reported in table 9.

Table 9

Simple Regression Testing the Association Between Performance Orientation and Job Satisfaction

Variable	B	SE	95% CI		β
			LL	UL	
Constant	1.69	.63	.43	2.94	
Locus of Authority	.56	.12	.31	.81	.544**

Note. $N = 51$. CI = confidence interval; LL = lower limit; UL = upper limit.

* $p < .05$, ** $p < .001$

Culture and Satisfaction Multiple Regression

In order to determine the degree to which each variable had a unique impact on satisfaction, and in order to probe into the relationship between the independent variables, *a post hoc*, multiple regression was conducted predicting job satisfaction from the variable's locus of authority, task structure, identification with the organization, and performance orientation. In order to determine how each variable was related to each other prior to running this multiple regression, histograms of each of the variables were conducted to determine if they were skewed. Identification with the organization skewed left and locus of authority skewed right, Q-Q plots were then constructed which indicated normal residuals for both locus of authority and identification with the organization. Both histograms are presented below in figures 3 and 4 respectively. Lastly, scatterplot

distributions of all possible variable combinations were conducted to ensure that the relationships between variables were linearly related. Of these scatterplots only locus of authority and task structure appeared to potentially have a nonlinear relationship, as the scatterplot looked to potentially be logarithmic instead. Overall, the regression was significant, $F(4, 46) = 13.0, p < .001, R^2 = .53$. Of the predictors investigated only identification with the organization ($\beta = .53, t(46) = 3.64, p < .001$) was a significant predictor of job satisfaction. The remaining predictors of locus of authority ($\beta = -.12, t(46) = -.67, p > .05$), performance orientation ($\beta = .16, t(46) = 1.12, p > .05$), and task structure ($\beta = -.05, t(46) = -.33, p > .05$) were not significant predictors of job satisfaction. Results of this multiple regression are reported in table 12 and a correlation table is reported in table 13.

Figure 3

Histogram of Participant's Locus of Authority Scores

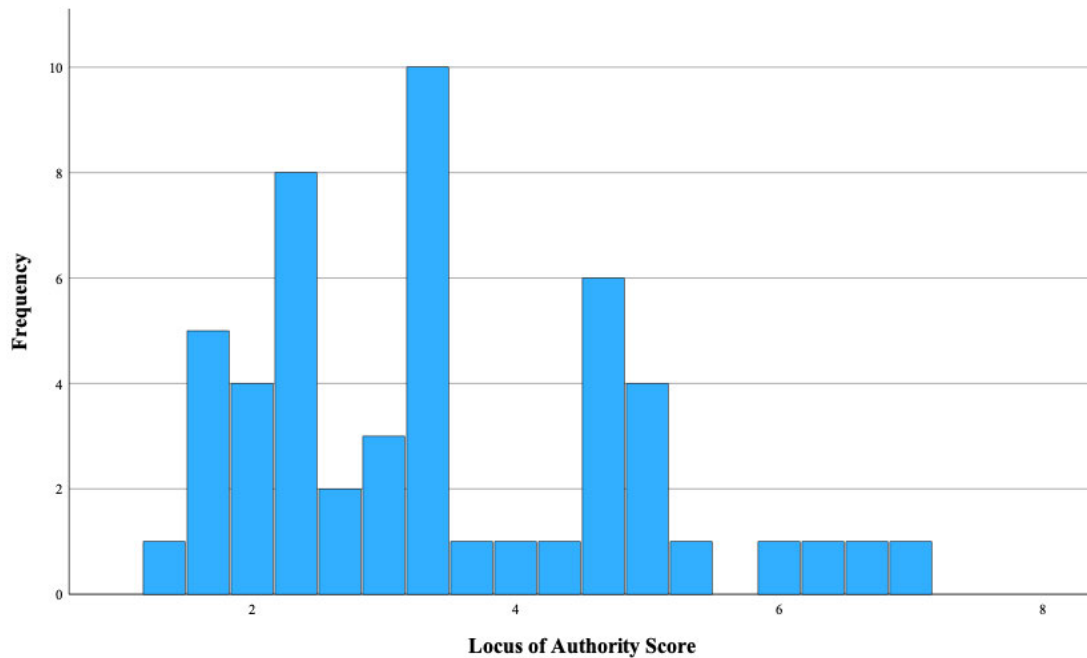
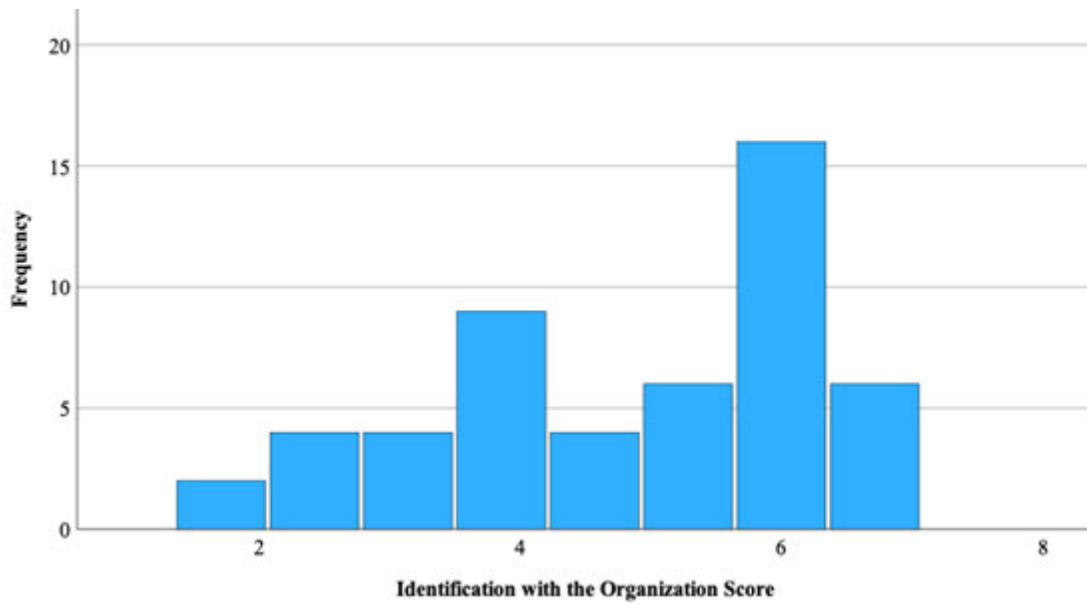


Figure 4

Histogram of Participant's Identification with the Organization Scores

**Table 10**

Multiple Regression Associating Organizational Culture and Job Satisfaction

Variable	<i>B</i>	<i>SE</i>	95% CI		β
			<i>LL</i>	<i>UL</i>	
Constant	1.99	.89	.19	3.79	
Locus of Authority	-.11	.16	-.44	.22	-.12
Task Structure	-.06	.19	-.46	.33	-.05
Identification with the Organization	.47	.13	.21	.73	.53**
Performance Orientation	.17	.15	-.13	.46	.16

Note. *N* = 51. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

p* < .05, *p* < .001

Table 11*Correlation Table Between Four Organizational Culture Variables and Job Satisfaction*

Variable	Job Satisfaction	Locus of Authority	Task Structure	Identification with the Organization	Performance Orientation
Job Satisfaction	—				
Locus of Authority	.54**	—			
Task Structure	-.22	.66**	—		
Identification with the Organization	.71**	-.57**	-.18	—	
Performance Orientation	.54**	-.43*	.04	.64**	—

Note. $N = 51$. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

* $p < .05$, ** $p < .001$

DISCUSSION

This chapter will include overviews of the theoretical implications for further use and development of CVF, practical implications for improving job satisfaction, theoretical limitations of measuring both organizational culture and job satisfaction, methodological implications, practical limitations of studying employees of communication studies departments in higher education institutions in the U.S., and future directions based off of this study. Lastly, a conclusion summarizing this thesis is included.

Theoretical Implications

The competing values framework (CVF) created by Quinn and Rohrbaugh (1983) needed its dimensions reexamined to better examine organizational cultures' relationship to job satisfaction through better understanding the processes of communication inherent in the model. By making the dimensions independent rather than competing and on shared axes new connections between the dimensions and job satisfaction were discovered; specifically, locus of authority, identification with the organization, and performance orientation all influenced satisfaction while task structure did not.

The hypotheses of this study were written in accordance with what CVF would predict. With that said, of the four hypotheses only one was supported. If hypotheses one and two were both supported then the axis of mechanistic to organic processes would have shown the same results that Lund (2003) found, namely that more organic processes and less mechanistic processes would have increased job satisfaction. Hypothesis one was supported and so locus of authority, reconceptualized as organic processes, did impact job satisfaction in the same way Lund supposed it would, but hypothesis two was

not supported. This means that task structure, reconceptualized as mechanistic processes, did not have a clear and significant relationship to job satisfaction. These results would suggest that locus of authority and task structure should not be measured along the same axis and that doing so, like Lund did, may hide that task structure, or mechanistic processes, is not actively harmful to job satisfaction. Similarly, hypotheses three and four were also unsupported. Due to Lund measuring internal maintenance to external positioning, reconceptualized as identification with the organization and performance orientation, he was unable to find that having both more identification with the organization and performance orientation leads to more job satisfaction. Altogether, the results of this study indicate that CVF hid relationships between its variables due to them being measured on axes instead of independently.

The results of this study introduced the idea that the two axes of culture proposed by CVF are inadequate since they fail to allow the nuances of communication in organizational culture to be measured. This suggests that organizations can both be high in external positioning and internal maintenance just as Chatman and O'Reilly (2016) suggested. For example an organization can both want employees to get along like a family and enforce high expectations that lead to internal competition, such as the academic processes of department cohesion and the publish or perish phenomena. CVF's horizontal axis, that aimed to measure whether organizations were more focused on internal maintenance or external positioning, which in this study were reconceptualized as identification with the organization and performance orientation, hid the relationship that internal maintenance and external positioning had on job satisfaction since they were measured against each other and not independently. This was supported by our results

since both identification with the organization and performance orientation were significant positive predictors of job satisfaction. This provides an avenue for future research on communication and workplaces using the CVF (e.g. Belasen & Frank, 2010), wherein these reconceptualized axes may provide additional insights on what was previously considered disparate and therefore incompatible cultural values.

Despite the flaws in CVF as discussed in chapter two, it may have some usefulness through the use of its vertical axis to measure organizational cultures on a scale from more organic processes to more mechanistic processes. Seeing as this study showed that locus of authority and task structure, which reconceptualized organic processes and mechanistic processes, may have a relationship and that they impacted job satisfaction in a similar way it could still be potentially viable as an axis instead of as two separate dimensions.

Identification with the organization, referred to as internal maintenance by CVF, specifically positively predicted satisfaction scores. This finding strongly indicates the need for the dimensions of CVF to be reconsidered since it was completely hidden by Lund's original study. This positive relationship of identification with the organization and job satisfaction, which seems to be extremely strong in communication studies departments, is one that has been entirely missed by CVF previously and could have skewed results of previous tests using CVF since it is the only one of the four aspects of CVF's proposal of organizational culture that holds a significantly unique relationship with job satisfaction.

For these reasons, this study proposes a new way to conceptualize the dimensions of CVF, as previously shown in figure 2, that shows four separate and unique dimensions

that are not measured against each other should be used as a theoretical building block to determine a better way to understand CVF and its relationship with job satisfaction. This reconceptualization opens questions about how these variables interact with one another to influence satisfaction.

A major methodological implication of this study is linking the CVF's reconceptualized axes to scales developed by van der Post et al.'s (1997) scales. This study was able to replicate the internal consistency of all four of the scales' reliability coefficients, providing further support for these as measures of those latent variables.

Practical Implications

As the study found that identification was positively associated with satisfaction scores, communication studies departments of higher education institutions in the United States should prioritize attempting to increase employee's identification with the organization when attempting to raise job satisfaction. According to CVF, one of the ways organizations can do this is by conducting smoothing activities (Lund, 2003), an example of this could be company get-togethers such as holiday parties or barbecues. According to Lund, another way of doing this is by increasing integration, examples of this is making sure employees feel their voices are heard and being accounted for, so getting the opinions of employees on changes to the organization's structure or plan and instituting their thoughts would accomplish this goal. Our results show that identification with the organization did increase job satisfaction, and so adds support that communication studies departments in higher education in the United States could use these techniques to increase identification with the organization. According to van der Post et al. (1997) when attempting to increase identification with the organization,

employers should ask themselves these questions: “Does the organization create opportunities for employees to socialize and extend business friendships away from their work? Do employees experience an emotional involvement in their jobs and in the organization? Do employees share a high degree of commitment to make the organization’s strategic vision a reality?” (p. 150). If the answer is yes to each of these questions, then you likely have a high degree of identification with the organization.

Although identification with the organization is likely the most important of the four aspects for communication studies departments to consider, according to our findings performance orientation and locus of authority could still have direct and indirect impacts on job satisfaction. Since performance orientation was significantly positively associated with job satisfaction and locus of authority was significantly negatively related to job satisfaction, employers should aim to sustain a relatively high degree of performance orientation and relatively low degree of locus of authority in order to improve job satisfaction. When attempting to increase performance orientation, organizations should seek to encourage competition amongst employees and according to van der Post et al. (1997) should ask themselves these questions: “Is it perceived as important to have clear goals and performance standards? Do employees perceive an emphasis on doing a good job? Do employees perceive individual and collective goals to be demanding and actively sought by supervisors? Do employees perceive a clear organizational norm to maintain progress and strive towards excellence?” (p.150). If the answers to each of these questions are yes then the organization likely has a high degree of performance orientation. When attempting to decrease the locus of authority, employers should ask themselves: “Is authority located mostly at the top of the

organization or is it in the hands of people actually doing the work? Is the management of the organization centralized or decentralized? Are employees empowered to make appropriate decisions or do they have to refer these up the line? Do they have a perception of being able to manage and get on with the job or do they have to double-check all their decisions?" (p.150). If your organization gives authority mostly to the people actually doing the work, is decentralized, makes employees feel that they are empowered to make appropriate decisions, allow employees to have the perception that they are able to manage and get on with jobs without double-checking their decisions, then the organization likely has a low degree of locus of authority.

It is also important to note that since identification with the organization is the only variable that is uniquely related to job satisfaction, it is possible that each of these other aspects of culture also influence identification with the organization or vice versa. All in all, if an employer/manager/leader/etc. in a communication studies department at a higher education institution in the United States is seeking to increase productivity through increasing job satisfaction, then they should first seek to increase how much their employees/coworkers/followers/etc. identify with the organization while not forgetting to pay attention to how they communicate performance expectations and authority.

Theoretical Limitations

When attempting to reconceptualize a longstanding model, there are many potential theoretical limitations that can and do occur. In this study, which new scales to use, how to understand and measure culture, the relationships between variables, and how to measure job satisfaction, all were potential theoretical limitations. First and foremost, while the choice of replacement scales and concepts for CVF were carefully considered,

we cannot be certain that the construct validity of the new scales are completely accurate to what CVF intended. For example, it is possible that locus of authority measures decision-making more than organic processes intended to. So, transforming organic processes, mechanistic processes, internal maintenance, and external positioning into locus of authority, task structure, identification with the organization, and performance orientation, respectively, could have created potential ambiguity in what each of the original terms intended to measure. At the same time, the decision to only use these four dimensions of culture that CVF started with may have limited our ability to fully encapsulate what organizational culture is. As previously discussed, defining organizational culture is no simple task and any measurement of organizational culture will be limited in its chosen scope (Jung et al., 2009).

Although starting with a well-known and previously seen as useful model was the decision we found to be most beneficial towards advancing communication in organizational cultures research, it does mean that we may have been incapable of determining relationships between other latent communication dimensions of organizational cultures and the dimensions we examined. Specifically, the dimension of identification with the organization, which may be a mediating or moderating variable of locus of authority and task structure, likely has a large impact on other unmeasured aspects of organizational cultures as well. Lastly, although we believed re-using the scale that Lund (2003) used to measure satisfaction allowed us to keep the relationship between CVF and job satisfaction as similar as possible to Lund's study, that scale is potentially not as thorough as it could be, since it measures five different aspects of job

satisfaction one time each and takes the mean of the five. In other words, this uses a singular measure for what is a multi-faceted concept.

Practical Limitations

Along with potential limitations of both CVF as it is known and as it was reconceptualized, there were some practical limitations to this study. For one a larger sample size may have been helpful. Although according to a power analysis that was run using G*power prior to data collection to determine the needed sample size to detect a significant result for a medium effect size in a simple regression determined that we needed a minimum of 50 participants for significant results and we had 51 participants, a larger sample size would allow for more representation from different departments and institutions. Although we did not collect the institution each participant who completed the survey worked at, it is likely that the home university of this study was overrepresented due to ease of recruitment.

Another practical limitation is that using only one specific industry and even a more specific department allows for little generalizability, but expanding to academia as a whole or just workers as a whole, would likely result in certain fields being far too represented and therefore skewed. It is possible that communication studies as a field has certain field wide departmental norms. The study population being amongst people who likely have earned their PhDs and are more likely to be high achievers may influence our results to result in higher satisfaction from higher performance expectations.

Future Directions

The results of this study indicate that there is still need to conduct future research on identification with the organization, there may be utility for a structural equation

model to untangle the relationships between variables, how this new model of CVF applies to other job sectors, and how remote work impacts the results. The most significant of these is that the organizational cultural aspect of identification with the organization deserves significantly more attention. Identification with the organization's significant positive relationships with both job satisfaction and performance orientation as well as identification with the organization's significant negative relationship with locus of authority might indicate that both locus of authority and performance orientations impact on job satisfaction is mediated by identification with the organization. Identification with the organization's unique relationship to all other variables in this study shows that there might be significant relationships and dependencies between identification with the organization and other variables that have yet to be discovered. As such, a structural equation modeling could be beneficial when measuring the relationship between organizational culture and job satisfaction where identification with the organization is a proposed mediator of job satisfaction. Additionally, given the importance of these variables as predictors, future work could incorporate literature on precursors of these cultural dimensions. Future research should also expand this work into other sectors so that results can be used to inform the organizational culture formation of more than just communication studies departments in higher education in the United States.

Lastly, with the recent boom in remote work, attempting to apply CVF or a reconceptualization of it to remote work would be beneficial in identifying any potential key differences in organizational cultures and their impact for remote workers. For instance, Jamaludin and Kamal (2023) have proposed that worker's satisfaction with

remote work is in part dependent on their sense of autonomy; the use of identification with the organization and performance orientation as reconceptualized axes for the CVF would provide a framework to further explore this finding.

Conclusion

The Competing Values Framework has been used to help understand the relationship between organizational culture's communication processes and job satisfaction in past literature. But this framework has been shown to have significant flaws with how it measures different cultural dimensions. This study proposed a new way to conceptualize those dimensions and tested this conceptualization in the context of communication studies employees at higher education institutions in the United States. Findings indicated that identification with the organization had a significant positive relationship with job satisfaction and was the only dimension uniquely associated with job satisfaction. Conversely, locus of authority had a significant negative relationship with job satisfaction, and performance orientation had a significant positive relationship with job satisfaction, even though locus of authority and performance orientation are not uniquely related to job satisfaction. Future research should focus on delving into identification with the organization's complex relationship with job satisfaction.

APPENDIX

Exclusionary Questions

1. Are you at least 18 years old?
2. Do you work in a communication studies department at a higher education institution in the United States?

Locus of Authority

1. In this organization, authority to make decisions is only in the hands of senior managers
2. In this organization, decisions have to be referred upwards all the time
3. Employees in this organization have the freedom and independence to do their jobs effectively
4. In this organization employees are empowered to make appropriate decisions and they do not have to refer everything up the line
5. Employees in this organization are encouraged to use their own initiative in doing their jobs
6. Employees in this organization are not allowed to get on with their jobs because they have to double check all decisions with their bosses

Task Structure

1. In this organization there are too many rules, regulations and standard procedures
2. Employees in this organization have to get approval from above before they can act
3. In this organization employees have to observe many rules and regulations in doing their work

4. In this organization employees have to follow many standard procedures in doing their jobs
5. In this organization there is an informal atmosphere which helps employees to get the job done
6. In this organization not following the chain of command to get a job done, is frowned upon
7. Employees in this organization are not constrained by rules, regulations, policies and procedures in doing their jobs
8. In this organization there are many standard procedures which employees have to adhere to at all times
9. In this organization employees are supervised very closely

Identification with the Organization

1. In this organization employees are committed to making the organization successful
2. Employees in this organization have confidence and trust in each other
3. Employees do not experience a sense of belonging to this organization
4. Employees in this organization assist each other because they share a high degree of commitment to making the organization successful
5. Employees in this organization do not identify with the organization
6. This organization does not encourage its employees to identify with each other and the organization
7. Employees in this organization share a high degree of commitment to make the organization successful

Performance Orientation

1. In this organization there is a little emphasis on doing a good job
2. This organization places a low premium on high performance
3. In this organization little emphasis is placed on performance standards
4. This organization sets no performance standards for its employees
5. In this organization little emphasis is placed on the achievement of goals
6. In this organization there is a norm to maintain progress and strive towards excellence
7. The goals which are set in this organization are tough but realistic

Job Satisfaction

1. All in all, I am satisfied with the work of my job
2. All in all, I am satisfied with my co-workers
3. All in all, I am satisfied with the supervision
4. All in all, I am satisfied with my pay (total wages and tips)
5. All in all, I am satisfied with the promotional opportunities

Demographic Questions

1. What best describes your gender identity?
 - a. Female
 - b. Male
 - c. Non-binary
 - d. Prefer not to say.
 - e. Transgender
 - f. Genderqueer

- g. Prefer to self-describe
2. What best describes your sexual orientation?
- a. Heterosexual/Straight
 - b. Gay or Lesbian
 - c. Bisexual
 - d. Queer
 - e. Asexual
 - f. Prefer not to say.
 - g. Prefer to self-describe
3. What best describes your racial background?
- a. American Indian or Alaskan Native
 - b. Asian
 - c. Black or African American
 - d. Native Hawaiian or Other Pacific Islander
 - e. White
 - f. Prefer not to say.
 - g. Prefer to self-describe
4. Are you of Hispanic, Latino/a/x, or of Spanish Origin? (One or more categories may be selected)
- a. No, not of Hispanic, Latino/a/x, or Spanish origin
 - b. Yes, Mexican, Mexican American, Chicano/a/x
 - c. Yes, Puerto Rican
 - d. Yes, Cuban

- e. Yes, Another Hispanic, Latino/a/s or Spanish origin
 - f. Prefer to self-describe
 - g. Prefer not to say
5. What is your current age (in years)?
6. What is your income?
- a. Less than \$20,000
 - b. \$21,000 to \$30,000
 - c. \$31,000 to \$40,000
 - d. \$41,000 to \$50,000
 - e. \$51,000 to \$60,000
 - f. \$61,000 to \$70,000
 - g. \$71,000 to \$80,000
 - h. Above \$80,000
7. How long have you been employed at your organization (in months)?
8. What is your role at your organization?
- a. Assistant Professor
 - b. Associate Professor
 - c. Full Professor
 - d. Lecturer, Instructor, or Teaching Professor
 - e. Research Associate
 - f. Adjunct Professor
 - g. Visiting Professor
 - h. Graduate Teaching Assistant

- i. Graduate Research Assistant
- j. Office Manager
- k. Prefer not to say
- l. Prefer to self-describe

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