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# 天津外国语大学(天外) Tianjin Foreign Studies University (TFSU)

## Geoeconomics & Regional Development

Online class starts at 08:00  
(Beijing Time, GMT+8)

Ivan Monich, PhD  
March 27, 2023



# International and Organizational Culture

## Learning Objectives

- After completing this class, you should be able to:
- Give examples of how culture and values influence workplace behavior.
- Describe the key components and levels of organizational culture.
- Explain the various methods that managers use to influence culture change.
- Identify ways in which socialization sustains organizational culture.
- Compare the characteristics of effective socialization.



## values

The guidelines and beliefs that a person uses when confronted with a situation in which a choice must be made.

# Introduction

To succeed in an increasingly global economy, managers need to understand that culture has a profound effect on behavior within organizations. A country's culture affects how organizational transactions are conducted (e.g., marketing, hiring practices, reward programs, supervisor–employee interactions, and use of technology).

Knowledge of and flexibility regarding how to work productively with individuals from different backgrounds have become important factors for managers to consider as part of their daily work activities. Learning to operate in a world influenced by cultural differences is a mandatory requirement for effective management in today's global business environment



# National Culture and Values Influence Workplace Behavior

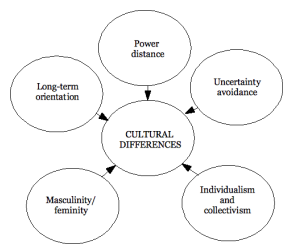
Organizations are able to operate efficiently only when shared values exist among the employees. **Values** are the conscious, affective desires or wants of people that guide behavior. An individual's personal values guide behavior on and off the job. If a person's set of values is important, it will guide the person and also enable the person to behave consistently across situations.



<https://pixabay.com/photos/ethics-right-wrong-ethical-moral-2991600/>



# National Culture and Values Influence Workplace Behavior, part 2



One useful framework for understanding the importance of values in organizational behavior is provided by Hofstede. The result of his research on 116,000 people in 50 countries has been a **four-value dimension framework**. From this initial research, Hofstede identified four value dimensions by which cultures can differ:

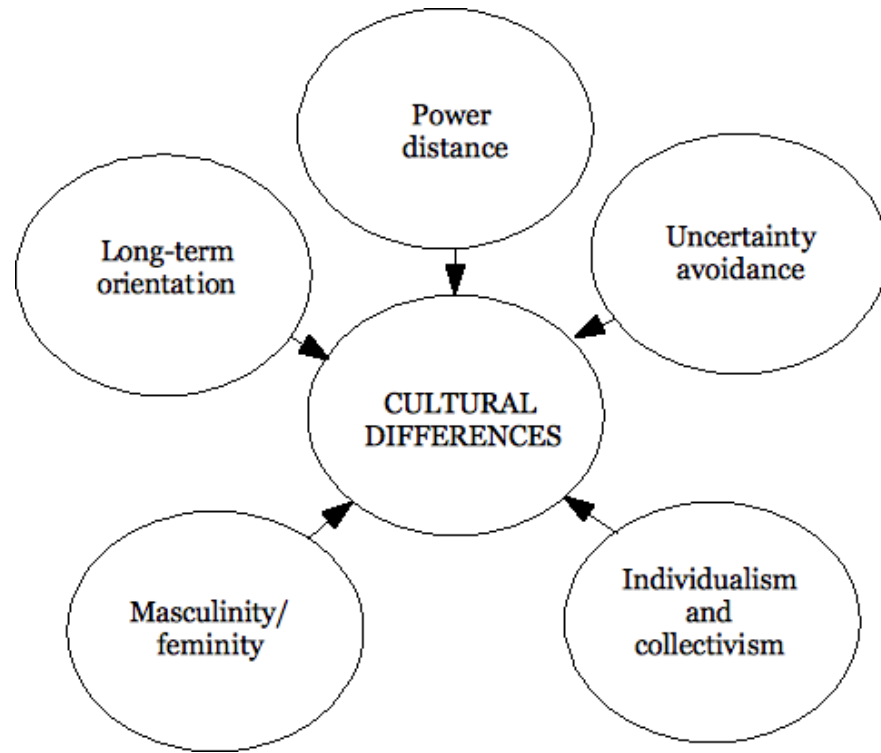
- power distance,
- uncertainty avoidance,
- individualism, and
- masculinity.
- A fifth dimension, long-term orientation, was added as a result of subsequent research.



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# National Culture and Values Influence Workplace Behavior, part 2



**EXHIBIT 2.1** Sample of Hofstede's Research on Cultural Values

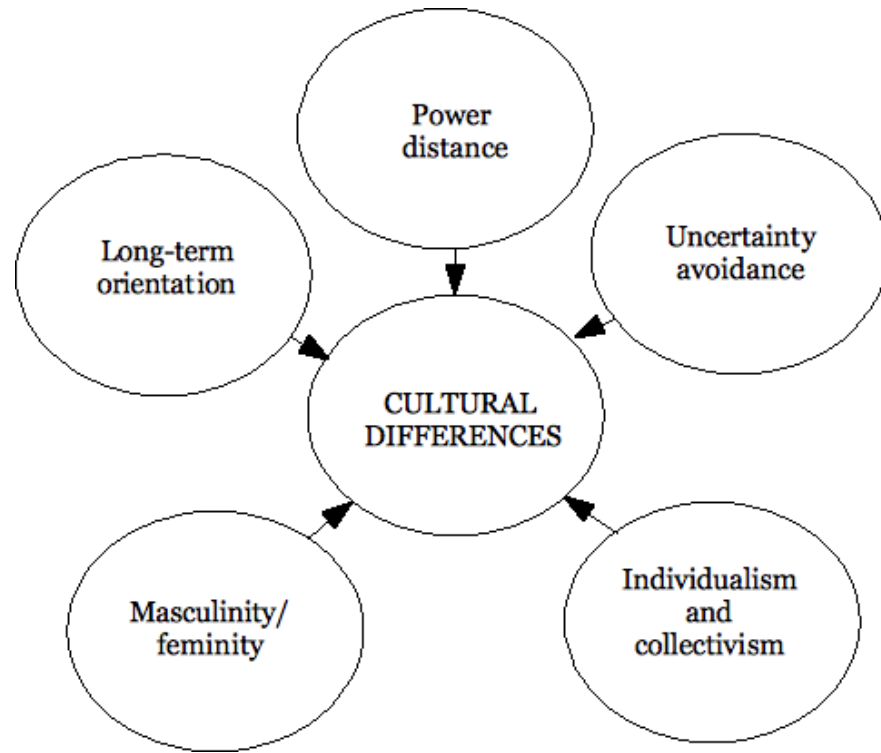
Sources: Adapted from "Cultural Tools," [www.geert-hofstede.com](http://www.geert-hofstede.com), accessed February 25, 2016; Geert Hofstede and Michael Harris Bond, "The Confucius Connection: From Cultural Roots to Economic Growth," *Organizational Dynamics* 16, no. 4 (1988), pp. 4–21.

Hofstede Dimension	High	Medium	Low
Individualism	United States	Austria	Indonesia
Power distance	Malaysia	Italy	Israel
Uncertainty avoidance	Argentina	Australia	
Masculinity	Japan	Brazil	Sweden
Long-term orientation	China	Netherlands	Philippines





# National Culture and Values Influence Workplace Behavior, part 2



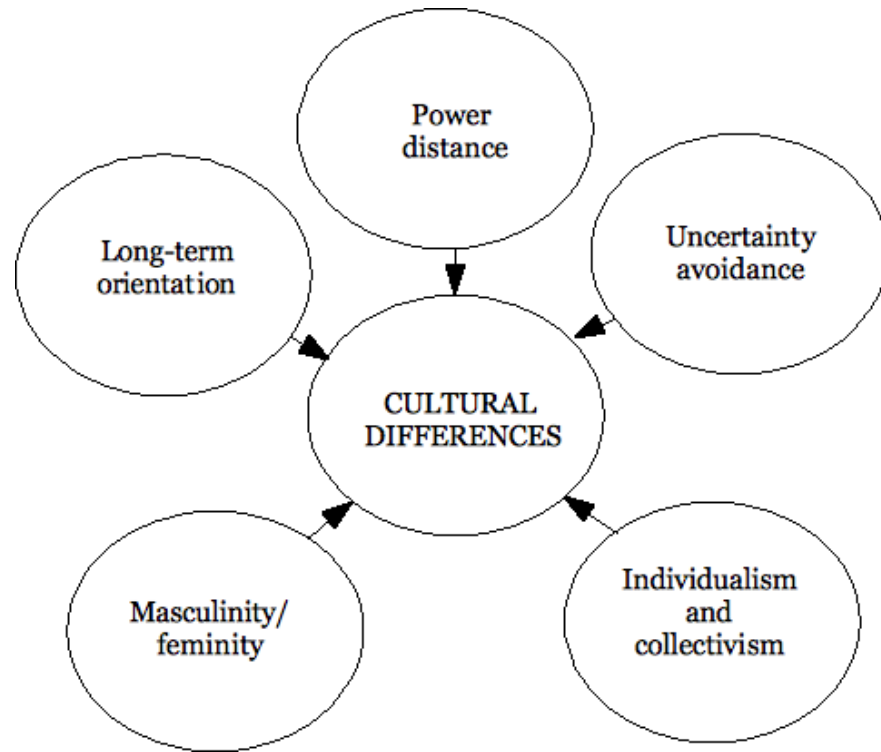
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# National Culture and Values Influence Workplace Behavior, part 2



Please, read the PDF file with descriptions for all five dimensions. Choose one of them to illustrate it on your own home community/country.

Hofstede identified four value dimensions by which cultures can differ: (1) power distance, (2) uncertainty avoidance, (3) individualism, and (4) masculinity. A fifth dimension, long-term orientation, was added as a result of subsequent research.

**Power distance** is the level of acceptance by a society of the unequal distribution of power in organizations. The extent to which unequal power is accepted by subordinates in organizations differs across countries. In countries in which people display high power distance (e.g., Mexico), employees acknowledge the boss's authority and typically follow the chain of command. This respectful response results, predictably, in more centralized authority and structure. In countries where people display low power distance (e.g., Norway), superiors and subordinates are likely to regard one another as equal in power, resulting in a more decentralized and less rigid management structure and style.

The concept of **uncertainty avoidance** refers to the extent to which people in a society feel threatened by ambiguous situations. Countries with a high level of uncertainty avoidance (e.g., France) tend to have specific rules, laws, and procedures. Managers in these countries tend to have a propensity for low-risk decision making, and employees exhibit little aggressiveness. In countries with lower levels of uncertainty avoidance (e.g., Hong Kong), organizational activities are less formal, more risk taking occurs, and there is high job mobility.

**Individualism** refers to the tendency of people to tend for themselves and their family. In countries that value individualism (e.g., the United States), individual initiative and achievement are highly valued and the relationship of the individual with organizations is one of independence.

In many Arab countries, where low individualism exists, one finds tight social frameworks and emotional dependence on belonging to the organization. These countries emphasize collectivism. Japan is a collectivist country in which the will of the group rather than the individual predominates. Collectivist societies value harmony, whereas individualistic cultures value self-respect and autonomy.

**Masculinity** refers to the presence of traditionally "masculine" values—assertiveness and materialism. In comparison, femininity emphasizes "feminine" values—a concern for relationships and the quality of life. In highly masculine societies (e.g., Switzerland), one finds considerable job stress and conflict between the job and family roles. In countries with low masculinity (e.g., Denmark), one finds less conflict and stress.

Several years after Hofstede's original research was conducted, Chinese scholars identified a fifth cultural dimension. They administered the Chinese Value Survey (CVS) to Chinese students in 22 countries across five continents. **Long-term orientation**, the dimension identified, is defined as the degree to which members of a given culture value persistence, thrift (savings), and order in relationships.<sup>14</sup> It has been argued that cultures with a long-term orientation are more likely to experience stronger economic growth and entrepreneurial activity. The opposite pole of this dimension, **short-term orientation**, is when a culture values respect for tradition, the exchange of favors and gifts, protecting one's "face" (i.e., avoiding shame), and steadiness and stability.<sup>15</sup> Both poles of this dimension can be traced to the teachings of the Chinese philosopher, Confucius; however, this dimension also applies to non-Confucian-influenced countries.<sup>16</sup>

The results of Hofstede's research are shown in what he calls maps of the world. The maps reveal at a glance the similarities and differences in work values across nations.





# Organizational Culture Matters

When people walk into a Starbucks coffeehouse, call the customer service line of online retailer Zappos, or stop by to eat at a McDonald's restaurant, they notice that there's something different about each of these organizations. Starbucks's associates and baristas go the extra mile to connect with customers and fulfill the company's mission "to inspire and nurture the human spirit—one person, one cup and one neighborhood at a time." One of Zappos's core values is to "deliver WOW through service," and that's what the customer service representatives try to do each time they talk with a customer. With more than 36,000 restaurants in more than 100 countries, McDonald's has enjoyed considerable success as a result of its strong culture and unwavering focus on quality, service, and cleanliness.

Although culture can't be seen, it can be sensed or felt through employees' attitudes, emotions, and perceptions. Organizational culture is like an invisible glue that holds an organization together.



# Organizational Culture Defined

Despite being an important concept, organizational culture as a perspective to understand the behavior of individuals and groups within organizations has its limitations. First, it is not the only way to view organizations. We have already discussed the Systems Theory without even mentioning culture. Second, like so many concepts, organizational culture is not defined the same way by any two popular theorists or researchers. Some of the definitions of culture are as follows:

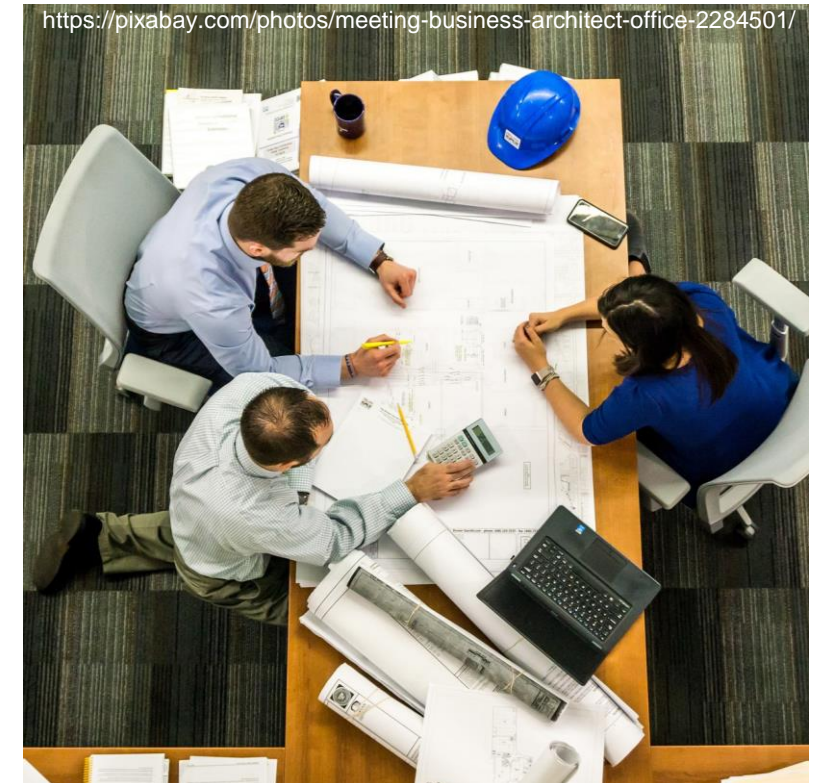
- Symbols, language, ideologies, rituals, and myths.
- Organizational scripts derived from the personal scripts of the organization's founder(s) or dominant leader(s).
- Is a product; is historical; is based upon symbols; and is an abstraction from behavior and the products of behavior



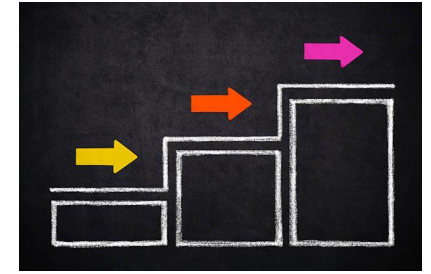
# Organizational culture

Organizational culture is what the employees perceive and how this perception creates a pattern of beliefs, values, and expectations. Edgar Schein defined organization culture as:

*“A pattern of basic assumptions—invented, discovered, or developed by a given group as it learns to cope with the 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 three levels

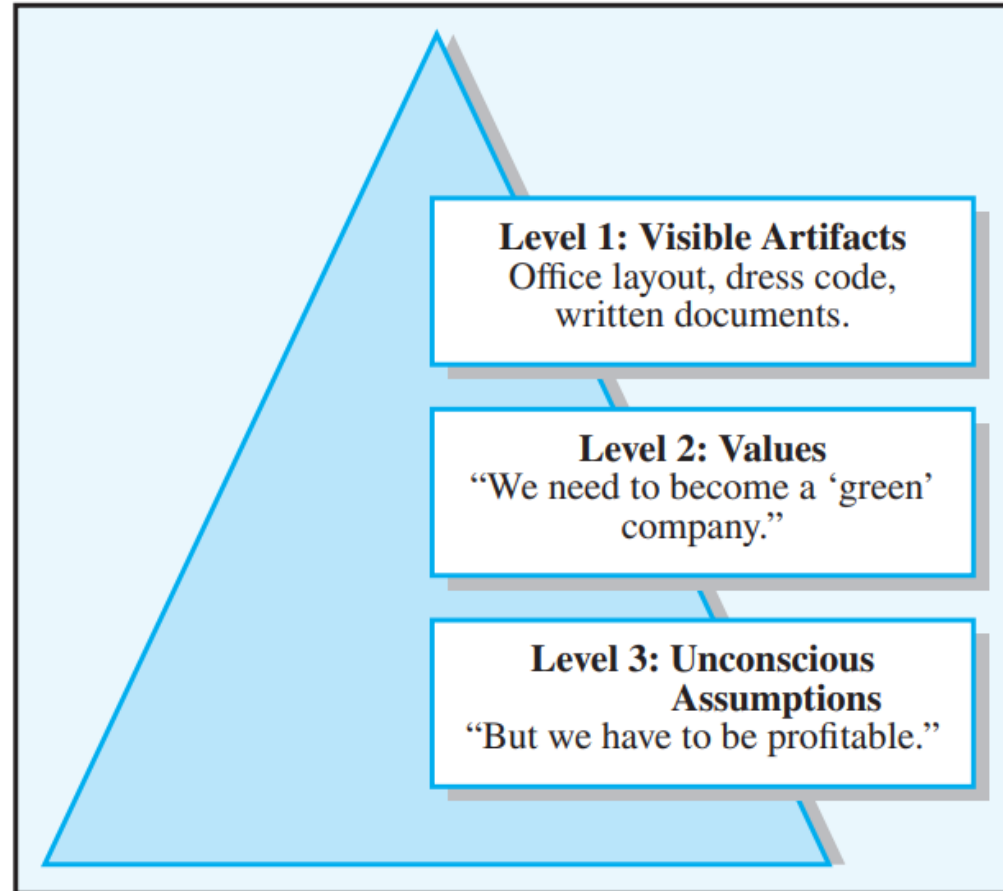
- Level one includes artifacts that are visible but not often interpretable. A company's annual report, approved dress code, and office layout are examples of artifacts within an organization.
- At level two are values or things that are important to people. Values are conscious, affective desires or wants. For example, a company's plan to become more environmentally friendly in its day-to-day operations would occur at level two.
- At level three are the basis or unconscious assumptions that people make that guide their behavior. Included in this level are assumptions that tell individuals how to perceive, think about, and feel about work, performance goals, human relationships, and the performance of colleagues. For example, if a company decides it needs to be more environmentally friendly, the unconscious assumption about that desire is that the company must also maintain profitability while trying to become "green."



## EXHIBIT 2.2

### Three Levels of Organizational Culture

**Source:** Adapted from E. H. Schein, "Coming to a New Awareness of Organizational Culture," *Sloan Management Review* 25, no. 2 (Winter 1984), pp. 3–16.



# Organizational Culture and Its Effects

- Researchers who have studied the impact of culture on employees indicate that it provides and encourages a form of stability.<sup>20</sup> Organizational identity provided by an organization's culture instills a feeling of stability. Disney is able to attract, develop, and retain top-quality employees because of the firm's stability and the pride of identity that go with being a part of the Disney team.





Task: name the company that shares similar values as yours.

## Strong and weak cultures

- It has become useful to differentiate between strong and weak cultures. A **strong culture** is characterized by employees sharing core values and agreeing to the way things should be done within the organization. The more employees share and accept the core values, the stronger the culture is and the more influential it is on behavior. Religious organizations and cults may be said to have strong cultures. Toyota and other Japanese firms have strong, influential cultures. **Weak cultures** are those in which members of the organization do not share a core set of values, and as such, they are less likely to perform tasks in a manner that is consistent across the organization.



## “Southwest Way”



A U.S. company with a famously strong and influential culture is Southwest Airlines. Herb Kelleher, one of the founders and the former CEO, is largely responsible for the strong culture. Along with Roland King, Kelleher rather impulsively decided to start an airline in 1971. Kelleher helped create a culture of commitment by pitching in to help employees as he traveled around doing business. Stories about Kelleher's pitching in are, even after his departure, still legendary at Southwest. One story tells of how Kelleher sat next to mail-room employees through one night and later into the morning doing the same work they did. He would often get off a plane, go to the baggage center, and pitch in handling bags. The day before Thanksgiving one year, which is the busiest airline travel day, Kelleher worked in baggage all day despite a pouring rain. At Southwest today, employees are hired if they possess the company's core values, known as the “Southwest Way.” These values consist of three important elements:

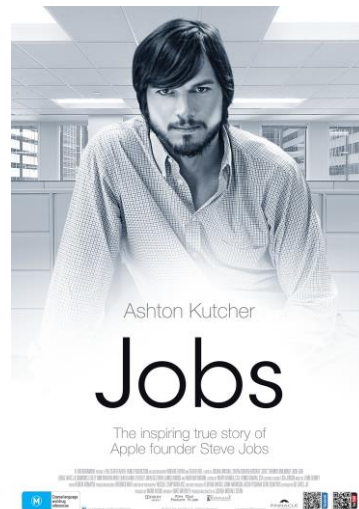
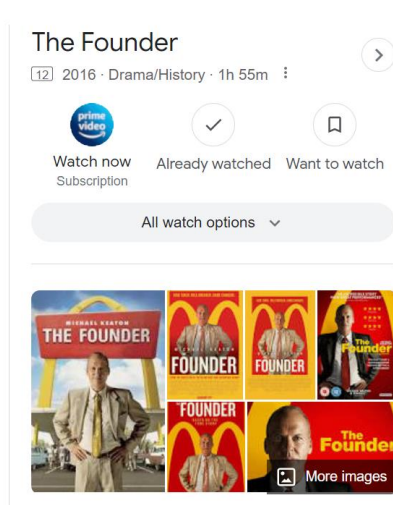






# These values consist of three important elements

1. The warrior spirit: Work hard and desire to be the best.
2. A servant's heart: Put others first and treat them with respect.
3. A fun-loving attitude: Enjoy your work and be a passionate team player.







Liu Peiqiang (Wu Jing), an astronaut working at a space station sent to help Earth navigate its path to new solar system, teams up with Russian astronaut Makarov (Arkady Sharogradsky) as the gravitational pull of Jupiter threatens the existence of the whole world.



# Creating Organizational Culture

- Can a culture be created that influences behavior in the direction management desires? This is an intriguing question. Many years after its founding in Birmingham, UK, in 1824, Cadbury created a corporate culture that was linked to the Quaker beliefs of the Cadbury family. One of the hallmarks of the culture was how it preserved positive labor– management relations by treating employees like a family.
- Similar to the case at Cadbury, many leaders and founders of organizations believe they can create specific types of organizational cultures, including those focusing on customer service, ethical, and diversity cultures. Here are some examples of each type of specific culture:





# Customer-Service Culture

- Customer-Service Culture
- Ethical Culture
- Diversity Culture



# Influencing Culture Change

Only a limited amount of research has been done on cultural change. The research themes that discuss how to bring about significant change include the following:

- Cultures are so elusive and hidden that they cannot be adequately diagnosed, managed, or changed.
- Many leaders believe they can have a major impact on an already-established organizational culture, but such cultural change requires a major commitment of resources and an influential and powerful leader.
- Because it takes difficult techniques, rare skills, and considerable time to understand a culture and then additional time to change it, deliberate attempts at culture change are not really practical.
- Cultures sustain people throughout periods of difficulty and serve to ward off anxiety. One of the ways they do this is by providing continuity and stability. Thus, people will naturally resist change to a new culture.



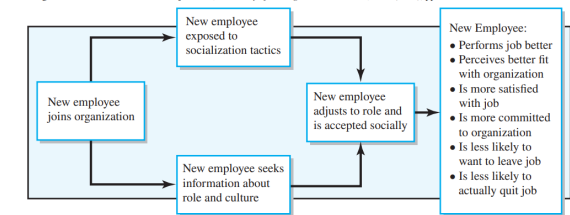
## Four views

- These four views suggest that managers who are interested in producing cultural changes face a daunting challenge. However, courageous managers can and do intervene and alter their organization's culture. Possible intervention strategies include (1) changing people's behavior, (2) justifying the new behavior, (3) using communications to support and motivate the new behavior, (4) hiring and socializing new members of the organization, and (5) removing members who deviate from the organization's culture





Sources: Adapted from Talya N. Bauer, Todd Bodner, Berrin Erdogan, Donald M. Truxillo, and Jennifer S. Tucker, "Newcomer Adjustment during Organizational Socialization: A Meta-analytic Review of Antecedents, Outcomes, and Methods," *Journal of Applied Psychology* 92, no. 3 (2007), pp. 707–21; Blake E. Ashforth, David M. Saks, "Socialization Tactics, Proactive Behavior, and Newcomer Learning: Integrating Socialization Models," *Journal of Vocational Behavior* 70, no. 3 (2007), pp. 447–62; Alan M. Saks, Krista L. Uggerslev, and Neil E. Fassin, "Socialization Tactics and Newcomer Adjustment: A Meta-analytic Review and Test of a Model," *Journal of Vocational Behavior* 70, no. 3 (2007), pp. 413–46; Blake E. Ashforth and Alan M. Saks, "Socialization Tactics: Longitudinal Effects on Newcomer Adjustment," *Academy of Management Journal* 39, no. 1 (1996), pp. 149–78.



# Socialization Sustains the Culture

**Socialization** is the process by which organizations bring new employees into their culture. There is a transmittal of values, assumptions, and attitudes from the older to the new employees. Referred to as person–organization (PO) fit, an analysis of 25 research studies on the topic found that employees who fit well with an organizational culture were more likely to be satisfied with their jobs, co-workers, and supervisors; be more committed to the organization; and be less likely to quit.<sup>44</sup> Socialization attempts to make this “fit” more comfortable by reducing incoming employees’ uncertainty about their new jobs and roles for the benefit of both employees and the firm.

## socialization processes

The activities by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organization member.

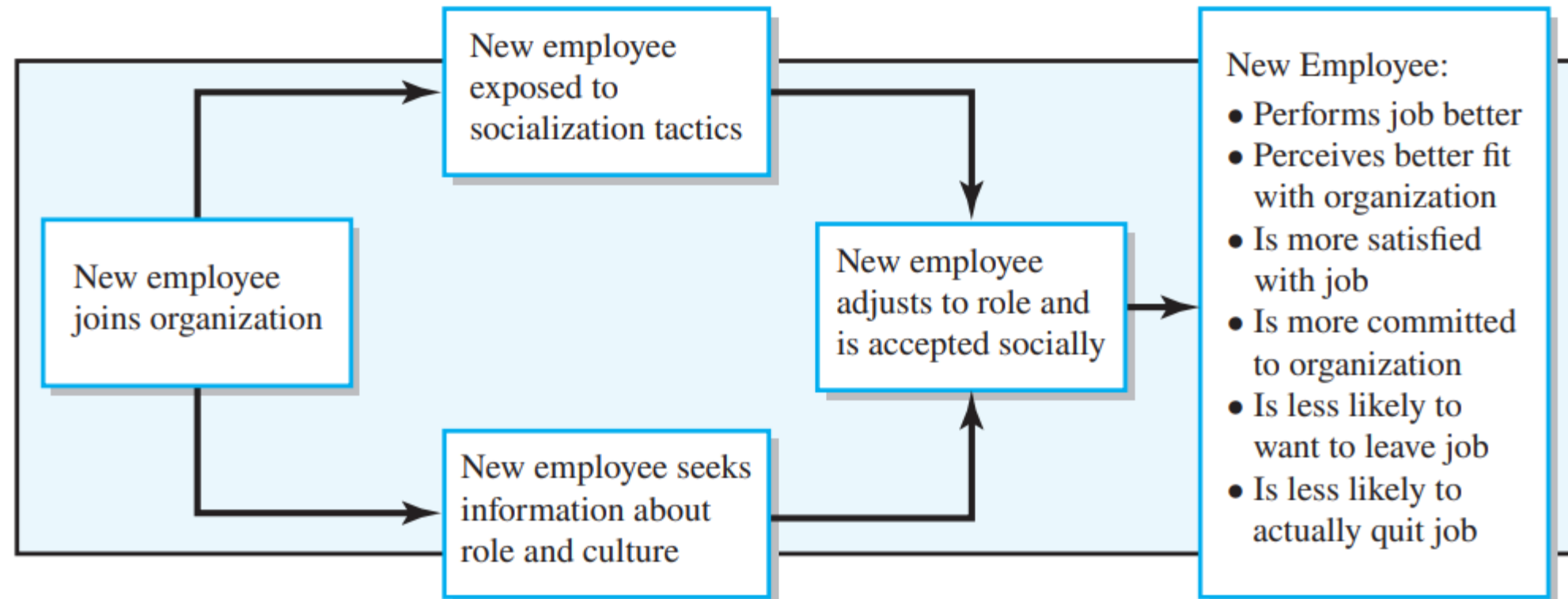
## person–organization fit

The extent to which a person’s values and personality are perceived to fit the culture of the organization.



## EXHIBIT 2.4 A Model of the Process of Organizational Socialization

**Sources:** Adapted from Talya N. Bauer, Todd Bodner, Berrin Erdogan, Donald M. Truxillo, and Jennifer S. Tucker, "Newcomer Adjustment during Organizational Socialization: A Meta-analytic Review of Antecedents, Outcomes, and Methods," *Journal of Applied Psychology* 92, no. 3 (2007), pp. 707–21; Blake E. Ashforth, David M. Sluss, and Alan M. Saks, "Socialization Tactics, Proactive Behavior, and Newcomer Learning: Integrating Socialization Models," *Journal of Vocational Behavior* 70, no. 3 (2007), pp. 447–62; Alan M. Saks, Krista L. Uggerslev, and Neil E. Fassina, "Socialization Tactics and Newcomer Adjustment: A Meta-analytic Review and Test of a Model," *Journal of Vocational Behavior* 70, no. 3 (2007), pp. 413–46; Blake E. Ashforth and Alan M. Saks, "Socialization Tactics: Longitudinal Effects on Newcomer Adjustment," *Academy of Management Journal* 39, no. 1 (1996), pp. 149–78.



Not only for newcomers, the socialization process also goes on throughout an individual's career. As the needs of the organization change, for example, its employees must adapt to those new needs; that is, they must continue to be socialized. But even as we recognize that socialization is ongoing, we must also recognize that it is more important at some times than at others. For example, socialization is most important when an individual first takes a job or takes a different job in the same organization. The socialization process occurs throughout various career stages, but individuals are more aware of it when they change jobs or organizations.<sup>46</sup>

Newcomers at Nordstrom encounter the culture norms at the initial employee orientation meeting. They are given a five-by-eight-inch card that reads:<sup>47</sup>

Welcome to Nordstrom: We're glad to have you with our company. Our number-one goal is to provide outstanding customer service. Set both your personal and professional goals high. We have great confidence in your ability to achieve them.





# The career stage model of socialization

The career stage model of socialization coincides generally with the stages of a career. Although researchers have proposed various descriptions of the stages of socialization, three stages sufficiently describe it:

- (1) anticipatory socialization,
- (2) accommodation, and
- (3) role management.

Each stage involves specific activities that, if undertaken properly, increase the individual's chances of having an effective career. Moreover, these stages occur continuously and often simultaneously.



# Anticipatory Socialization

- The first stage involves all those activities the individual undertakes before entering the organization or taking a different job in the same organization. The primary purpose of these activities is to acquire information about the new organization and/or new job.



# Accommodation

- The second stage of socialization occurs after the individual becomes a member of the organization. During this stage, the individual sees the organization and the job for what they actually are, while attempting to become an active participant in the organization and a competent performer. This breaking-in period is ordinarily stressful for the individual because of anxiety created by the uncertainties inherent in any new and different situation. However, individuals who experience realism and congruence during the anticipatory stage have a less stressful accommodation stage.





# Role Management

- In contrast to the accommodation stage, which requires the individual to adjust to demands and expectations of the immediate work group, the role management stage takes on a broader set of issues and problems. Specifically, during the third stage, conflicts arise. One conflict is between the individual's work and home lives. Employees unable to resolve work/life conflict are often forced to leave the organization or to perform at an ineffective level. In either case, the individual and the organization are not well served by unresolved conflict between work and family.



# Characteristics of Effective Socialization

- Organizational socialization processes vary in form and content from organization to organization. Even within the same organization, various individuals experience different socialization processes. For example, the accommodation stage for a college-trained management recruit is quite different from that of a person in the lowest-paid occupation in the organization. As John Van Maanen has pointed out, socialization processes are not only extremely important in shaping the individuals who enter an organization, but they are also remarkably different from situation to situation.<sup>50</sup> This variation reflects either lack of attention by management to an important process or the uniqueness of the process as related to organizations and individuals. Either explanation permits the suggestion that, while uniqueness is apparent, some general principles can be implemented in the socialization process.



## EXHIBIT 2.5

### A Checklist of Effective Socialization Practices

#### Socialization Stage Practices

##### Anticipatory socialization

1. Recruitment using realistic job previews
2. Selection and placement using realistic career paths
3. Provide detailed information about the organization: history, founders, milestones, success stories

##### Accommodation socialization

1. Tailor-made and individualized orientation programs
2. Social as well as social skills training
3. Supportive and accurate feedback
4. Challenging work assignments
5. Demanding but fair supervisors

##### Role management socialization

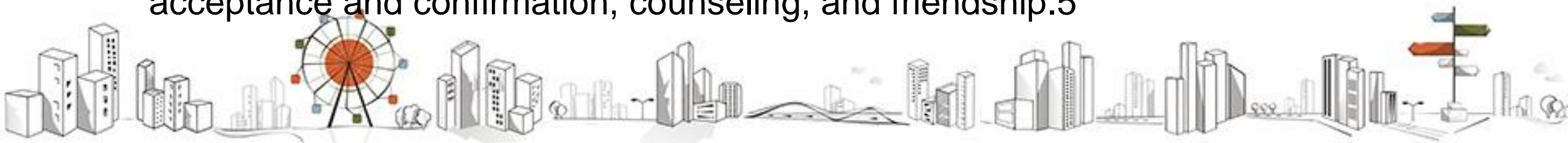
1. Provision of professional counseling
2. Adaptive and flexible work assignments





# Characteristics of Effective Socialization

- Mentoring
- In working with younger or new employees, a mentor can satisfy his or her need to have an influence on another employee's career. Some organizations use mentoring as a means of developing leaders.
- Research has indicated that a majority of managers report having had at least one mentoring relationship during their careers.<sup>52</sup> Companies also see the value in mentoring, evidenced by the fact that 71 percent of Fortune 500 companies report they have mentoring programs.<sup>53</sup> Allen and Eby define mentoring as a unique, reciprocal, learning partnership between two people that involves psychosocial and career support.<sup>54</sup> Kram identified the career support functions as sponsorship, exposure and visibility, coaching, production, and challenging assignments and the psychological and social functions as role modeling, acceptance and confirmation, counseling, and friendship.<sup>5</sup>



# Characteristics of Effective Socialization

- Mentoring
- At KPMG, for example, each new employee is assigned a “transitional coach” to help him or her adjust to working at the company. To reinforce the importance of mentoring at KPMG, mentors and mentees receive training, being a mentor becomes part of performance reviews, and the best mentors are recognized formally by senior managers at an awards dinner
- Most mentor–mentee relationships develop over time. There appear to be several distinct phases of mentor–mentee relationships. Exhibit 2.6 presents a four-phase model proposed by Kram. The reasons that cause movement in the relationship are described as turning points. Initiation, cultivation, separation, and redefinition cover general time periods of six months to more than five years.

**EXHIBIT 2.6 Phases of the Mentor Relationship**  
Source: Kram, E. Kram, "Phases of the Mentor Relationship," *Academy of Management Journal*, December 1983, p. 622. Reprinted with permission of Academy of Management and Copyright Clearance Center.

Phase	Definition	Turning Points*
Initiation	A period of six months to a year during which time the relationship gets started and begins to have importance for both managers.	Fantasies become concrete expectations. Expectations are met; senior manager provides coaching, challenging work, visibility; junior manager provides technical assistance, respect, and desire to be coached. There are opportunities for interaction around work tasks.
Cultivation	A period of two to five years during which time the range of career and psychosocial functions provided expands to a maximum.	Both individuals continue to benefit from the relationship. Opportunities for meaningful and more frequent interaction increase. Emotional bond deepens and intimacy increases.
Separation	A period of six months to two years after a significant change in the structural role relationship and/or in the emotional experience of the relationship.	Junior manager no longer wants guidance but rather the opportunity to work more autonomously. Senior manager faces middle crisis and is less available to provide mentoring functions. Job rotation or promotion limits opportunities for continued interaction; career and psychosocial functions can no longer be provided. Blocked opportunity creates resentment and hostility that disrupt positive interaction. Stresses of separation diminish and new relationships are formed.
Redefinition	An indefinite period after the separation phase, during which time the relationship is ended or takes on significantly different characteristics, making it a more peerlike friendship.	The mentor relationship is no longer needed in its previous form. Resentment and anger diminish; gratitude and appreciation increase. Peer status is achieved.

\* Examples of the most frequently observed psychological and organizational factors that cause movement into the current relationship phase.



## EXHIBIT 2.6 Phases of the Mentor Relationship

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Phase	Definition	Turning Points*
Initiation	A period of six months to a year during which time the relationship gets started and begins to have importance for both managers.	<p>Fantasies become concrete expectations.</p> <p>Expectations are met; senior manager provides coaching, challenging work, visibility; junior manager provides technical assistance, respect, and desire to be coached.</p> <p>There are opportunities for interaction around work tasks.</p> <p>Both individuals continue to benefit from the relationship.</p>
Cultivation	A period of two to five years during which time the range of career and psychosocial functions provided expands to a maximum.	<p>Opportunities for meaningful and more frequent interaction increase.</p> <p>Emotional bond deepens and intimacy increases.</p>
Separation	A period of six months to two years after a significant change in the structural role relationship and/or in the emotional experience of the relationship.	<p>Junior manager no longer wants guidance but rather the opportunity to work more autonomously.</p> <p>Senior manager faces midlife crisis and is less available to provide mentoring functions.</p> <p>Job rotation or promotion limits opportunities for continued interaction; career and psychosocial functions can no longer be provided.</p> <p>Blocked opportunity creates resentment and hostility that disrupt positive interaction.</p> <p>Stresses of separation diminish and new relationships are formed.</p>
Redefinition	An indefinite period after the separation phase, during which time the relationship is ended or takes on significantly different characteristics, making it a more peerlike friendship.	<p>The mentor relationship is no longer needed in its previous form.</p> <p>Resentment and anger diminish; gratitude and appreciation increase.</p> <p>Peer status is achieved.</p>

\* Examples of the most frequently observed psychological and organizational factors that cause movement into the current relationship phase.





## HOW TO BECOME A GREAT MENTOR

Mentoring is a set of skills for a special relationship, sometimes more honest and more intense than a marriage. To learn more about mentoring principles, Frank Horton is a good place to start. Frank was the Director of Training at a unique nonprofit employment training program called STRIVE (Support and Training Results in Valuable Employment), based in East Harlem in New York City. Frank mentored thousands of women and men—many of whom have never held a job. Frank's unique methods have been widely celebrated by *The New York Times*, *The Wall Street Journal*, and two profiles on CBS-TV's "60 Minutes." Here are Frank's tips on how to have one of the greatest relationships in life: mentoring.

1. *The most valuable technique?* It's to understand how much fear the person has. What are they afraid of? Authority figures? Their own inadequacy? That they don't wear the right clothes or have the right background? I determine who they are by what they fear. Then I work on what their fear is.
2. *Don't be afraid to be honest.* People don't really like you unless you challenge them. I look for people's sensitivities, stuff they thought they'd hidden, and I tell people exactly what I see in them. "Oh, you don't do what you're told," I tell them. "Probably because you don't know how to say no, because you grew up thinking that good people don't question authority, they just don't show up and/or they turn passive."
3. *Get a mentor yourself.* The best way to learn how to mentor is to be mentored. My mentor is my boss.
4. *Get your mentees to agree with your style of intervention.* What are the shortfalls in their skills or in their behavior? Then devise a plan, with or without their assistance, to move them forward. And they've got to buy into the plan. I tell my mentees, "This is what we're going to do with you." Make it precise. Don't say, "We're going to meet twice a week and talk." Say, "We're gonna meet twice a week, and we're gonna talk about \_\_\_\_\_."
5. *Don't keep your feelings bottled up.* I don't keep any of it inside. I talk. All the STRIVE mentors do; we dump it all out. I understand

that initially I have to provide the energy. I'm the source. I plug in and get them going.

6. *Understand that mentoring is a very important relationship, not just for the mentee but for you.* Sometimes the mentoring relationship is like a marriage. You think with a spouse you share everything? Never. You give people different parts of you. You're different with your wife or your husband than you are with your friends or your family. So there are parts of people you are married to you'll never get to know.
7. *Work at building trust and at feeling it yourself.* I didn't trust people for years because as a child it seemed as if no one was there to help me. I was an angry individual. Coming into STRIVE has helped me channel that anger into what I do. People see it as passion, which it is, but initially it was just anger at the shortcomings of the world.
8. *Recognize this is a process that's going to change both of you.* A mentor needs to understand that in the process of mentoring she's going to change as much as the person she's mentoring. You can't come in with this notion of, "Oh, I'm just going to mentor today. It's not going to affect me." It's going to affect you—in a lot of different ways.

Frank Horton and the other key people at STRIVE understand how powerful mentoring can be. More than two decades after its start, the organization has expanded to 20 cities nationwide, as well as to international affiliates in the United Kingdom and Israel. Collectively, the STRIVE network of community-based organizations has helped more than 50,000 individuals enter the U.S. workforce and continues its meaningful work today. Remember, being a mentor is not just work—it's a relationship. With any real relationship, you'll want to put your whole self into it.

**Sources:** Organization website, "Who We Are," <http://striveinternational.org>, accessed February 25, 2016; Jacquelyn Smith, "How to Be a Great Mentor," *Forbes*, [www.forbes.com](http://www.forbes.com), accessed February 25, 2016; Jillian Jorgensen, "Could This Program Stem Surging Violence at Rikers Island?" *The Observer*, <http://observer.com>, accessed February 25, 2016.

Ivan

Do you agree with all points shown on the slide? Are there some debatable points?

[2007574023GongXirui](#)

Overall agree, coaching is more like a two-way communication process, sincere communication and understanding between each other will bring positive feedback to both sides.

[Yile Qin](#)

agree all points

[2007574042李弈乐LiYile](#)

Agree. This relationship is quite interesting

[2007574049Xiao TianYu](#)

Agree. Don't suppress your feelings. Guidance is also a kind of mutual understanding. There is an old Chinese saying that teaching and learning each other, and you will be promoted at the same time.

[2007574041Sun Zhuxuan](#)

Agree



# Spirituality and Culture

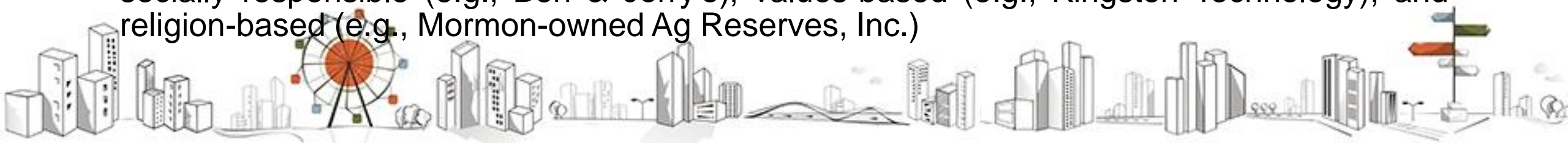
- Over the past decade, theory and research in organizational behavior and ethics have begun to pay more attention to workplace spirituality. Although spirituality has been described as “soft” or “nonstrategic” by many academics,<sup>64</sup> there is growing interest among many researchers and practitioners to explain, study, and analyze the role of spirituality in organizations<sup>65</sup> and its potential impact on employee performance.<sup>66</sup> There is a long tradition in the United States of keeping religion and government separate. From this traditional separation it is a logical step to keeping religion and nongovernment organizations separate too. Although workplace spirituality is certainly not a religion, many observers use the terms synonymously and loosely.



# Spirituality and Culture

- the Mitroff and Denton study provided some interesting results. They found that:
  - Employees who are more spiritually involved achieve better results.
  - There was near-unanimous agreement about the meaning of spirituality: “the desire to find ultimate meaning and purpose in one’s life and to live an integrated life.”
  - Few respondents feel they can act on their spirituality in the workplace.
  - Employees do not want to fragment their lives. They want to be acknowledged as whole persons in the workplace.
  - People differentiate strongly between religion and spirituality.

The results of the Mitroff and Denton research led them to identify a number of distinct models that describe how workplace spirituality can be practiced: recovery (e.g., Alcoholics Anonymous), evolutionary (evolved from religious to more ecumenical, e.g., YMCA), socially responsible (e.g., Ben & Jerry’s), values-based (e.g., Kingston Technology), and religion-based (e.g., Mormon-owned Ag Reserves, Inc.)





# Five models

- These five models representing different kinds of spirituality in organizations suggest that spirituality can be productive, encouraging trust, work/life balance, empathy and compassion about others, the valuing of human assets, the full development and self-actualization of people, and ethical behavior. Although the results of the limited number of research studies is encouraging, there is still much work to accomplish.



# Q&A session.

## Summary of Key Points

- *Organizational culture* is a pattern of assumptions and values that are invented, discovered, or developed to cope with organizational life. *Socialization* is the process by which organizations bring new employees into the culture.
- Simply declaring that “this will be the culture” is not realistic. Culture evolves over time. Organizational cultures can be influenced by powerful individuals such as Ray Kroc at McDonald’s, Walt Disney, or John Nordstrom. Typically, an organizational culture evolves and becomes real when people interact and work together to create one.
- Organizations can achieve effectiveness only when employees share values. The values of an increasingly diverse workforce are shaped long before a person enters an organization. Thus, it is important to recruit, select, and retain employees whose values best fit those of the firm.
- Spirituality in the workplace is beginning to be empirically studied and discussed. By *spirituality* most practitioners and researchers mean that employees have a personal concept or inner life that can be strengthened and nourished at work. Currently, most studies of spirituality use surveys and research designs that are being improved, but much work needs to be done in this area.



# Thank you

