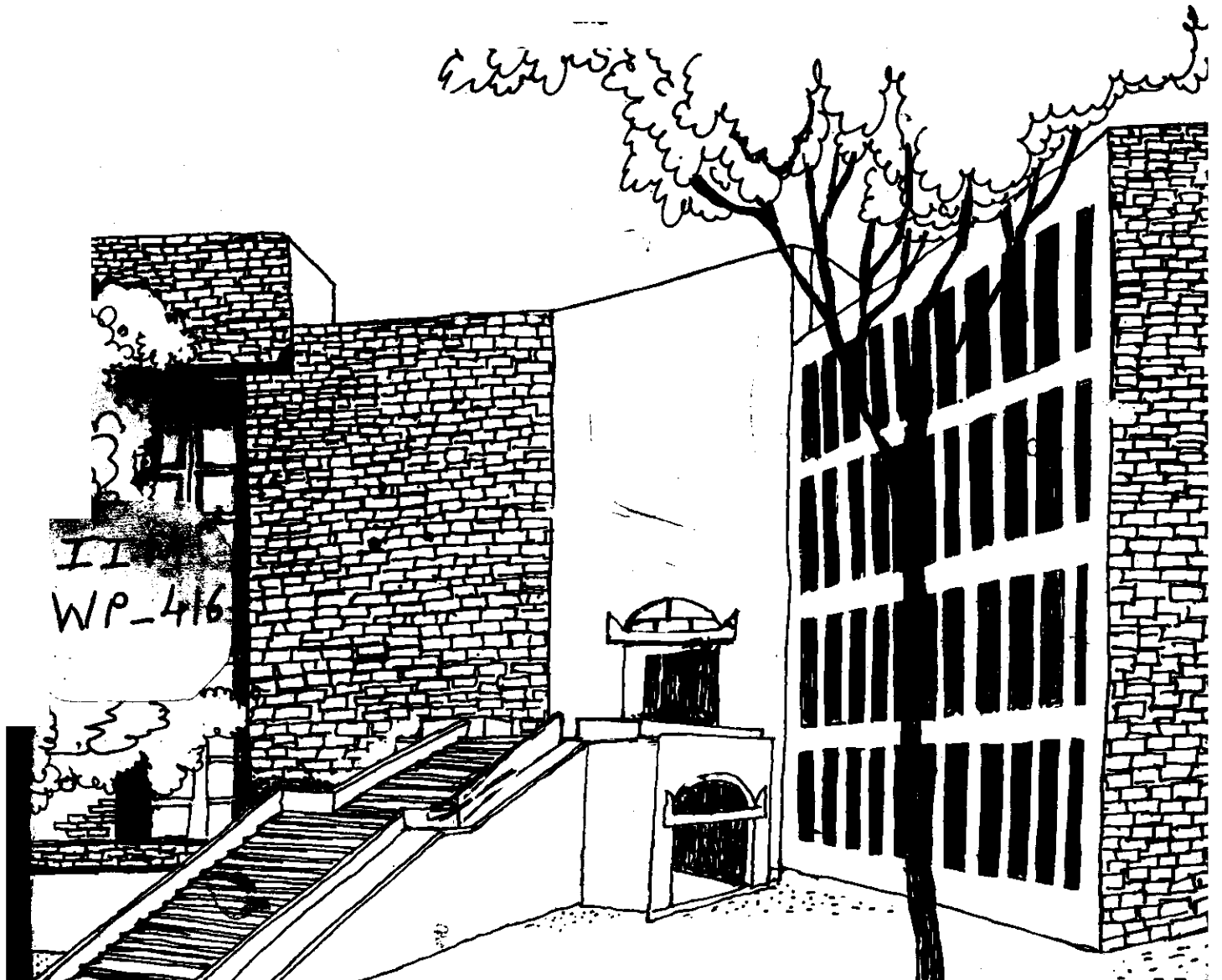


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# Working Paper



ENCULTURATION AND COMMITMENT IN CREATIVE  
ORGANIZATIONS: A THEORETICAL PERSPECTIVE

By

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## ABSTRACT

Distinctive Culture is that culture of an organization which enables the organization get an identity of its own and meet success with respect to its purpose(s). The distinctive culture is a function of the internal and external environmental characteristics as well as the culture of the Dominant Coalition of the organization. The main thesis of this paper is that, for success of organizations, organizations need to ensure that their members get "committed" to this distinctive culture. "Commitment" is viewed as a three dimensional concept. These dimensions are (1) loyalty to, (2) identification with and (3) involvement in the organizational activities. Elements of culture and the characteristics of the members of Creative Organizations have been identified through literature review.

Enculturation mechanisms viz. (1) Entry mechanisms, (2) Socialization mechanisms and (3) Control mechanisms are viewed as influencing the process of commitment building. Hypotheses regarding the roles these three enculturation mechanisms perform in connection with the three dimensions of commitment are developed. Implications of this theoretical perspective to Personnel Management and Organization Design are drawn.

## INTRODUCTION

One of the crucial problems facing the modern organizations is that of commitment of the individuals in the organizations. Out of necessity an organization employs a group of individuals to carry out inter-related tasks so that the goals and objectives of the organizations may be met. Due to several reasons like removal of the ownership of production from the employees, "distanciation" between the employers and the employees, etc; the individual's commitment to the organization is not easily forthcoming. It sounds logical that when the individual is committed, the willful contribution of the individual to the organization will be efficient and effective. (Note: Steers' (1977) study, however, failed to find significant relationship between commitment and performance).

There exists a lot of literature on the concept of commitment. A variety of definitions of commitment have been suggested and several correlates of commitment have been identified. Literature also exists on the process of getting the individuals committed to the organizations.

In this paper we have attempted to look back and answer particularly the following questions :

- a. What is the state of the definition of the concept of "commitment" ?
- b. To what aspect(s) of the organization is commitment required ?

The sequencing of the sections are as follows :

In Section One, we present a perspective of organizations. Section Two discusses the concept of Dominant Coalitions in organizations and its relevance to the perspective presented in Section One. In Section Three we discuss the role of Dominant Coalitions in creating a culture in the organization. We have also explained, in this section, "culture" as we see it. Section Four aims at understanding the concept of "Distinctive Culture". Lest readers should interpret "Distinctive Culture" as not being amenable for change, we view the process of culture change in organizations in Section Five. In the next section the need for integrating the individual with the Distinctive Culture is presented.

The concept of commitment is reviewed in Section Seven and the dimensions of commitment are identified. The process of Enculturation is discussed in Section Eight.

As this paper has, as its specific focus creative organizations, in Sections Nine and Ten, the concept of "Creative Organizations" is clarified and the culture of Creative Organizations explained. In Section Eleven, we present an introduction to the relationship between Enculturation Mechanisms and the dimensions of Commitment. In the next six sections (Sections Twelve to Seventeen) are discussed the various mechanisms under the three broad sets of Enculturation mechanisms. Hypotheses regarding the relationships

between these enculturation mechanisms and dimensions of commitment are derived in these sections. In the concluding section the implications of this theoretical perspective to Personnel Management and Organizational Design are drawn.



## ORGANIZATIONS - A QUICK GLANCE

1.1 Organizations are formed to achieve certain purpose, missions or goals. The set of beliefs, values, aspirations, sentiments, ideals, /of etc. of the founders gives rise to the purpose(s) of the organizations. These purposes might or might not have been stated explicitly by the founders. Examples of such purposes are:

"The purpose of this organization is to contribute to the medical needs of women and children."

"Our organization will function as a market leader for the product X and related products."

"We see ourselves as Agents of God to inculcate in people a belief in a Supreme Power and a righteous path of life."

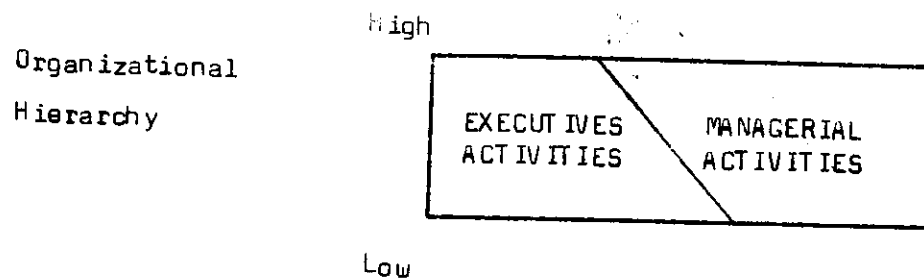
1.2 The purpose for which an organization is founded are broad goals of the organization. They are often very wide in scope and rather vague. For operational purposes, these goals are broken down into narrower and more concrete objectives. The organizational objectives may be short-term and/or long-term ones. A system of activities is undertaken by the organization to achieve these objectives. "A system of activities" means "a set of inter-related activities". The organization, the goal of which was to cater to the medical needs of women and children, may have as one of its short-term objectives "to attend to the common sickness among women and children of District A". This organization might have as its longer-term objective "to establish a maternity hospital consisting of fifty beds and the modern equipment required for obstetrics". To achieve the short-term objective, the

organization might have, say, mobile dispensaries travelling through the villages every week. The longer term objectives, might be sought to be achieved through raising donations, charging fees, getting loans, etc. Thus, the organization's activities are geared toward the achievement of short-term as well as the long-term objectives.

1.3 The volume as well as the complexity of the activities in modern organizations necessitate the effort of several people. Thus in organizations one finds several people doing a variety of activities (or sub-activities which are called tasks). The joint performance of these people is aimed at achieving the objectives. Those who work thus are called the "Members of the organization" or "organizational members" in this paper. The organizational members share these activities corresponding to their skills, capabilities and specialised knowledge.

## 2. THE CONCEPT OF DOMINANT COALITION

2.1 Activities in organizations may broadly be classified as managerial and executive activities. By "managerial activity" is meant planning, direction, control, coordination and evaluation. "Executive activities" deal with carrying out of the decisions made. In organizations, the activities are arranged in a hierarchy as shown below:



Higher one is in the organizational hierarchy, greater is the extent of managerial activities and lesser the executive activities. It can be seen that at no level in the hierarchy does one perform only managerial or only executive activities. Both activities are combined at every level though to varying proportions.

2.2 Higher one is in the organizational hierarchy, greater is also the amount of autonomy and authority given to one and greater is the amount of decision-making activities. Decisions made at every level of the hierarchy give a sense of direction as well as provide ways and supports for going in that direction. Decisions made at successively higher levels provide directions to increasingly larger parts of the organizations. People at that level in the organizational hierarchy, decisions made at which gives direction to the entire organization, are said to form the "Dominant Coalition". In common practice, this Dominant Coalition may be the Board of Directors or for practical purposes, the Top Management. Thus the Dominant Coalition, through its decisions relating to several aspects (discussed in greater detail in the following section) of the organization pulls/pushes the organization in particular directions. It is possible that in organizations just one person gives this direction. The concept of a dominant coalition is redundant in such a case.

### 3. CULTURE CREATION IN ORGANIZATIONS

3.1 To the Dominant Coalition is conveyed, implicitly or explicitly, formally or informally, the organisational purpose. The stated purpose is liable for a variety of interpretations by the very nature of purpose

being stated rather broadly and vaguely. The interpretations given to the purpose by the members of the Dominant Coalition depend upon their perceptions of the purpose. The Dominant Coalition arrives at an interpretation acceptable to everybody in the Dominant Coalition, though the personal interpretations may differ. This commonality of interpretation may be achieved through the influence by one or more members over the others, through consensus, through compromise, etc. The collective interpretation of the purpose, gets translated into specific objectives with the system of activities, structure and processes enabling the objectives being achieved. Values, beliefs, ideals etc. of the Dominant Coalition's members, perceived strengths and weaknesses of the organization and its members, perceived presence of opportunities and threats in the environment moderate the translation of the interpreted purpose into objectives, activities, structure and processes. Thus, on the Dominant Coalition rests the onus of interpreting the stated purpose, specify narrower objectives, formulate the system of activities, create structure and initiate and control processes within the organization.

3.2 The activities, structure and processes are outward expressions of what we believe in is "Culture" viz. the system of values, beliefs, attitudes, ideals, sentiments. The culture of the Dominant Coalition, moderated by the environmental (internal & external) factors lead to more visible culture in organizations. The set of activities, structure and processes may be considered to be similar to the "material culture" of any community. The culture of the Dominant

Coalition influences the "material" culture in the organization. Its culture gets manifested as management style i.e., the operating manifestations of the Dominant Coalition's culture (Khandwalla, 1977 p.394).

3.3 At this juncture, one needs to clarify the question "Culture means the system of beliefs, values, attitudes, ideals, etc - about what?" Contingency theorists identified five dimensions.

1. Risk-Taking
2. Optimization
3. Flexibility
4. Participative Decision-making
5. Coercion

the values, beliefs, etc. about which are of concern in the context of organizational function (ibid., p.399). In summary, it may be said that the values, beliefs, etc. of the Dominant Coalition about Risk-taking, Optimization, Flexibility, Participative decision-making and Coercion create the "material" culture in the organizations viz. activities, structure, process. The environmental contingencies act as intervening variables in the process of expression of the Dominant Coalition's culture into more observable phenomena.

#### 4. DISTINCTIVE CULTURE

4.1 Recent thoughts on organizational theory emphasise the need for a match between several factors influencing the effective functioning of organizations. The appropriateness of the structure

and processes to suit the environmental characteristics (Turbulence, Heterogeneity, Technical Complexity, Hostility and Restrictiveness) and the effect of the Top Management's Style have been stressed for an organization's success (ibid). In other words, the culture of the Dominant Coalition needs to be expressed in ways that would match the environmental (internal and external) characteristics. An expression by the Dominant Coalition of its culture which is not appropriate to the demands made by the other contingencies would not only be non-functional but might also be dysfunctional to the organisation. Thus, for an organization to succeed (i.e., achieve its purpose) the expression of its culture needs to be appropriate to the prevailing environmental conditions.

4.2 When a culture is expressed appropriately to enable the organizational purpose to be achieved, the culture is said to be the distinctive culture. In other words, "distinctive culture" is the expression of the set of values, beliefs, etc. of the Dominant Coalition which enables the organizational purpose to be achieved.

4.3 When one talks of appropriateness of culture to the environmental demands, one is talking essentially of an environment as perceived by the Dominant Coalition. Different organizations' Dominant Coalitions may perceive the environment differently. Very rarely will two coalitions perceive the dimensions of the environment to the same extent. It seems safe therefore to assume that each organization has its own "environment". Since distinctive culture is the appropriate

expression of culture of Dominant Coalition for successful performance of the organization, two organizations operating in the same environment will have the same distinctive culture. However, the assumption that no two organizations can have the same environment implies that there can not be the same distinctive culture for two organizations. In other words, each organization has its own distinctive culture which is unique. Thus, distinctive culture gives the organization an identity for which there is no second.

4.4 Distinctive culture may, therefore, be defined as the expression of the culture of the dominant coalition, which makes the organization successful and have its own identity. It must also be recognized that while every organization has an identity of its own, the differences between the cultures of two organizations need to be large enough so that the uniqueness may be "seen". Only when the cultural differences are beyond certain levels will the identify of the organization be recognized.

## 5. CULTURAL CHANGE IN ORGANIZATIONS

5.1 It must be remembered that the match is between the culture and the perceived environment at a point of time. Changes in the environment and/or perceived changes in the environment over a period of time would mean that the environment applicable to that organization keeps changing. Such changes in perceptions occur due to changes in the environment itself or changes in the dominant coalition's collective perception of the same environment. Changes in the environment may occur due to say, changes in the technology of the

industry, changes in the market situations, changes in the sector supplying inputs to the organization etc. What is more important than the actual changes taking place in the environment is the perception of such changes. Perception that a change has occurred in the environment when no such change has actually taken place is also equally important. When the environment has not actually changed, perception of changes may occur for a variety of reasons like (a) Change of the members of the dominant coalition, (b) change of leadership in the coalition, (c) change in the perception of the environment by individual members of the coalition due to training, socialization, etc. Changes in the internal environment like union activities, turnover or intra-organizational mobility of the organizational members, as well as the perceptions of these also affect the contingency: "environment."

5.2 For whatever reason, if the perceived environment undergoes changes, it requires that the culture changes appropriately. If the organization perceives increase in the turbulence of its environment, the processes need to change toward more organic processes (Burns and Stalker, 1961); when the environmental uncertainty is found to increase the organization may require greater differentiation and integration (Lawrence and Lorsch, 1967) when the natural raw material resources gets depletes, the organization may have to resort to aggressive demarketing activities (Kotler, 1980, p.697). Thus, when the environmental changes are perceived, the activities, structure and processes need to undergo change. And the distinctive culture of organizations do change over time as responses to perceived changes in the environment-internal and external.



5.3 Moreover, such changes may be resultant of changes in the interpreted purpose, also. Such changes in interpretations may result from changes of the dominant coalition members, changes within the members, etc. It must, therefore, be remembered that distinctive culture need not be an all-time enduring one; it does change for a variety of reasons

## 6. DISTINCTIVE CULTURE AND THE INDIVIDUAL - AN INTRODUCTION:

6.1 The organizational purpose, it was stated earlier, is achieved by several organizational members who perform a variety of tasks leading to achievement of the purpose of the organization. These members are required to participate actively in the organizational activities so that they may effectively contribute to the efforts of the Dominant Coalition in achieving the organizational purpose. The critical question to be asked at this stage is "How can the organization get the active participation of the member?" The organizations may try to make its job as desirable as possible, and may hire individuals who have done well elsewhere; but beyond this it can only rely on the individual to be motivated to do his job (Litterer, 1969, p.60).

6.2 When the members enter the organization, they bring with them certain needs which they expect would be fulfilled and a culture which they have adopted. The presence of a variety of people, and consequently a variety of cultures poses serious problems to the organization. If the culture brought with him by the member does not correspond to that of the distinctive culture, the success of the organization is not likely to be the maximum possible. There is, therefore, a need

for the organizations to get the members adopt the distinctive culture. The degree of adoption of the distinctive culture by the members may range from grudging compliance to total commitment.

## 7. MEANING OF COMMITMENT

7.1 Buchanan (1975) reviewed the definitions of commitment as used by researchers prior to him: Porter (1968) had used the term to mean (a) willingness of an individual to exert high levels of effort on behalf of the organization; (b) strong desire to stay in the organization; (c) acceptance of major goals. Kanter (1968) viewed commitment to imply willingness of social actors to give energy and loyalty to the organization. Sheldon (1971) used "commitment" to mean positive evaluation of the organization and the intention to work towards its goals. By "commitment" Hrebiniak and Alutto (1973) implied unwillingness to leave the organization. Hrebiniak and Alutto's use of the term was in an instrumental sense i.e., unwillingness to leave the organization was for certain ulterior purposes. That the term commitment involves emotional attachment and that it should not be regarded as an instrument for meeting personal ends were highlighted by Buchanan (1975). He used commitment to mean "a partisan, affective attachment to the goals and the values of an organization to one's role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth".

7.2 From the above discussion of the meaning of the term "commitment" it can be seen that the concept of commitment consists of three dimensions whose labels and the operational definitions are

1. Loyalty: A feeling of affection for the organization and the lack of intention to leave the organization.
2. Identification: A strong belief in and acceptance of the organizational goals as one's own.
3. Involvement: Spontaneous and active participation in the organizational activities.

2.3 Literature is also confused with respect to the question "Commitment to what?". The answer is given generally as "To the organization".

Those aspects of organizations to which commitment is sought are goals, mission, values, activities, etc. These fall under the category of culture or the category of expressions of culture. From the Dominant Coalitions point of view, it is most desirable that the individual's commitment is to the collective culture of the Dominant Coalition. Commitment to the culture of the Dominant Coalition is sought to be achieved through commitment to the distinctive culture.

## 8. ENCULTURATION

8.1 The next logical question to ask is "How can organizations enhance the commitment of the members to the distinctive culture?" Research on commitment is replete with several correlates of commitment. A list of the same is given in Appendix I. As may be seen, these correlates may broadly be classified as those relating to the individual and others relating with the organizational culture and the role of the individual in the organization. Earlier researches on correlates of commitment were confined to either of this categories. That commitment is not related to any one class of variables stronger than.

others has been recognized. The interaction between personal and organizational characteristics have been attempted to be researched into. (see for example McKelvey and Uma Sekaran, 1977). It may be noted that these researches have a serious limitations in that these have been researches dealing with identification of correlates of commitment.

8.2 However, commitment can be assumed to be related to the perfectness of match between the individual and organizational characteristics. For example, commitment has been found to be higher when the organizational members found the opportunities to satisfy higher order needs to be greater. Hence, when the higher order needs of the organizational members is strong, the organization may influence the commitment by providing greater opportunities to satisfy the same. Lawler and Hall (1970), Lodahl and Kejner (1955), Ruh and White (1974) have all put forward the view that involvement may be related to the Individual-Situational Interaction (Rabinowitz, 1977.)

8.3 The problem, if the match between the individual and organizational characteristics need be brought about, is how can it be brought about. The three possibilities, in case, there does not exist a match already, are:

1. Keep the organizational characteristic, constant; make the individual suit the organization.
2. Keep the individual characteristics as they are; modify the organizational characteristics
3. Change both to bring about a compromise.

8.4 Defining distinctive culture as we have done, it is clear that

the organizational characteristics need to be a given set depending upon the interpreted purpose and environment. If the characteristics are changed, the success of organizations are sub-optimal. Therefore, change of the organizational characteristics (alternatives 2 and 3 above) is not advisable if the distinctive culture is seen as an essential factor in the success of the organization. Hence the most advisable alternative is the first one. i.e., there is a need to suit the individual to the distinctive culture. The process by which the organizational member are made to get committed to the distinctive culture of the organization is called "Enculturation". Enculturation ensure transmission to and adoption by the organizational members of the distinctive culture. The object of enculturation is not only to enable the individual to get committed to the expressions of the culture, but also acculture himself to the set of values, beliefs, attitudes, etc. held collectively by the Dominant Coalition.

## 9. CREATIVE ORGANIZATIONS

9.1 Organizations in their effort to achieve their purpose and their interaction with the external and internal environments, engage constantly in problem-solving activity. By 'problem-solving' is meant "the process of sensing, diagnosing, solving and taking care thereafter of problems facing the organization." The problem-solving may be a conscious or a non-conscious process; it may be formal or informal. Since organizations and problems are inseparable, problem-solving is an integral part of organizational functioning. It is not only necessary for organizations to indulge in problem-solving, but also, the problem-solving needs to be creative. "Creativity is an ability to think fast, generate new ideas and deal with problems in effective ways".

(Ref: Creativity and Creative Thinking". A teaching note provided to participants of PGP, IIMA).

9.2 Organizations vary in the degrees of speed of thinking, novelty of ideas and effective dealing with problems. This implies that creativity exists in all organizations; but what varies is the level of creativity in organizations. For success of organizations, it is essential that the level of creativity matches the environmental demands. An organization facing stiff competition needs to be aggressively creative in its marketing function. Organizations facing short-life products demands need to be creative in product development through their R&D Departments. Organizations at maturity phase of their life cycle would require a higher degree of creativity with respect to diversification of activities, etc. Seen this way those organizations in which creative problem-solving is at a high degree may be considered creative organizations. However, "it should be clear that 'high' and 'low' are relative, and not absolute designations" (Steiner, 1965, p.4).

9.3 Organizations may respond creatively to the problems and/or, organizations might have been founded with the purpose of "doing something creative". The discussion in the previous paragraph corresponds to the former category of organization. Research institutions, R&D departments in organizations, etc. may be classified in the latter category. It must also be noted the latter type of organizations might also have creative problem-solving. For the purpose of this paper both types of organizations are considered creative organizations. Even in

the former category of organizations with high degree of creative problem-solving, not all organizations may stress creativity. What is more important is that the creative responses is the management philosophy which recognizes and appreciates creativity. The creative organizations, whether of the former or the latter category, therefore, profess, as one of their important values, creativity and in fact prize and reward creativity. (Guetz kow in Steiner 1965 pp.43-44)

9.4 From the afore discussion it may be seen that creative organizations are those in which creative problem solving are encouraged and rewarded due to professed philosophy of creativity and those organizations, with the purpose of doing creative things.

## 10. CULTURE OF CREATIVE ORGANIZATIONS

10.1 From the review of literature on creative organizations, the following characteristics of the culture of such organizations have been identified. These characteristics, it may be noted, are both the cultural as well as the expressions of such culture.

10.2 An organic culture with emphasis on team work of members in decision making and implementation, the stress on following professional ethics and values, belief in the competence of the member leading to participative approach to problem-solving, a positive attitude toward openness, trust and integrity, freedom to express opinions and voice dissent, belief in self-regulation and self responsibility of members, an attitude toward building individuality, etc. have been the emphasis of attention with respect to organizational cultures in creative organizations. An attitude toward collective evaluation of individuals

and organization, provision of a competitive atmosphere, belief in ability of individual to make independent decisions, generate new ideas, to develop, etc. have also been found as cultural dimensions of creative organizations.

10.4 Corresponding to the above culture, the structural and processual dimensions of the distinctive culture have been identified as the following:

Clarity of goals and definition of broad objectives, leaving the individuals/work-group form their own narrower objectives; a flat structure with open channels of communication between the organizational members, flexibility in processes and decentralization to the individual levels with respect to the tasks of individuals; a committee set-up which has the authority to set broad objectives and responsible for implementation of the activities; authority being vested in people, emphasis of consensus of decisions rather than "majority" decisions; creating institutions around people and not filling people into roles; the administrative system playing an important supportive role to the main system; absence of formal control mechanisms especially control from the "top" but control by self and other organizational members.

10.5 A note of Caution: Elsewhere in this paper it was mentioned that no two organizations can have the same distinctive culture due several reasons like differences in environments, purposes, dominant coalition, etc. The above discussion on culture of creative organization might lead one to wonder if all creative organizations will have the same distinctive culture, for all the structural and processual characteristics seem to contribute to the success of creative organizations. No doubt, the need for these



types of structures and processes exist; what distinguishes one distinctive culture and another among creative organizations could be the set of activities and/or the level to which each element of the structures and processes exist in those cultures. These differences are again functions of the Dominant Coalition, environmental characteristics, etc. Thus, though there seems to be an inherent contradiction when one talks of distinctive culture and culture of creative organization, the contradiction is actually non-existent.

#### 11. ENCULTURATION MECHANISMS IN CREATIVE ORGANIZATIONS & COMMITMENT

11.1 To transform individuals from organizational outsiders to participating and effective members, the organization has to ensure that :

- (1) The individuals with required set of qualities and personal attributes join the organization;
- (2) These individuals acquire the set of appropriate role behaviours;
- (3) They develop the necessary work skills and abilities;
- (4) They perform the set of activities assigned to them efficiently.

11.2 We saw in an earlier paragraph (8.4) that organizations require the organizational members to be committed to the organization so that they can effectively contribute to the organization. In other words, an effective member is one who develops a commitment to the organizational purpose as interpreted by the dominant coalition, to the structures and processes it has introduced to accomplish the purpose and to the underlying values, beliefs, attitudes and ideas of which these are the expressions. The Enculturation Mechanisms perform this function for the organization.

11.3 The three types of mechanisms identified in the literature are :

- (1) The Entry Mechanisms : Recruitment and Selection;
- (2) The Socialization Mechanisms;
- (3) The Control Mechanisms : The norms, the supervision, evaluation, and distribution of rewards and punishments.

11.4 The mechanisms of recruitment, selection, and socialization and control exist in all organizations in some form. They become Enculturation Mechanisms when they perform specifically the function of enculturation.

It should also be noted here that the emphasis upon a particular type of mechanism as well as the form it may take will vary between organizations depending upon the level of commitment desired from the members.

11.5 The various forms of the entry, socialization and control mechanisms are described in the next few pages. The illustrations are drawn from a variety of sources: The descriptions of Antioch, Read and Swarthmore, the three Graduate Colleges in 'The Distinctive College', (Clark, 1970); The experiences in building excellence into the Indian Institute of Management, Ahmedabad. (Matthai, 1977, 1978; Pareek, 1981); The transition at National Chemical Laboratory, Pune (Matthai, 1976); The enculturation process in the six management education institutions (Ganesh, 1979); The creation of a new hospital (Kimberly, 1979); The acculturation of the school superintendents in a Northwestern University (Khleif, 1975); the experiment of the great institution builder, Vikram Sarabhai in building ATIRA (Chowdhry, 1968, 1974) and Tata Institute of Fundamental Research (TIFR) (Chowdhry, 1974); and the cultural transformation of the psychiatrists (Light, 1979) provide insights into how organizations can develop the distinctive cultures.

## 2. ENTRY MECHANISMS

2.1 As one set of the enculturation mechanisms, the recruitment and selection mechanisms are geared to ensure specific values, attitudes, beliefs in the individual along with the technical competence required for the job. If a person has already imbibed the required culture, there is a greater possibility of an early commitment in the form of loyalty, and acceptance of the organizational goals. The specific forms of Entry Mechanisms are discussed in the following paragraphs.

12.2 Self Recruitment : The organization consciously or unconsciously creates an image for itself within the society. The more distinctive the culture, the more salient is the image. The organization becomes visible through its unique programmes, quality of its product, its personalities and its unique achievements. The individual knows, therefore, what he is getting into. Assuming that he knows what kind of organizational cultural will be compatible with his own, he will decide whether to join or not to join. It is also assumed here that he is free to choose. The more realistic the image, lesser is the possibility of later disillusionment. One gets an insight into how an organization builds up a distinctive image. The work-study programme, the discipline and the dislike of sports and of the extra-curricular activities, a rule by faculty and students, the personality of Morgan, its president and his association with T.V.A. and the Quaker philosophy gave Antioch, a middle class and pragmatic base which attracted only certain types of very bright students. The direct and intense political activity at New kept off the locals by branding.

it as radical and invited people with similar views from all over the country. To some extent there was also a conscious attempt by its President, Morgan to emphasize the uniqueness through public speeches, articles in newspapers / magazines, which contributed to the image / and building process.

12.3 Job Preview : This is a mechanism consciously adopted by the organizations to acquaint individual with the organization's activity and with what it stands for. Through advertisements, brochures, face to face interaction at the time of interview, etc. organizations vocalize and publicize 'what they want' and 'what they are'. Those organizations which have a strong value base of their own conduct depth interviews at the selection stage to get at the individuals' attitudes, beliefs, values, etc. The honesty in communication and the ability to portray a correct picture is important to ensure the congruence between the organizational requirements and the individual's expectations .

12.4 The Personalized Selection Procedure : The nature of selection procedures depends upon the control the organization wishes to exercise on the composition of its human raw material. The more extensive and personalized the procedure, better will be the fit between the individual's and the organization's culture. The selection procedure described in the initial faculty recruitment at the IIMA and the emphasis on personalized selection at Antioch, illustrate the use of this mechanism. Particularly when the organization is being built, the emphasis on collecting a band of committed people or followers is greater, as this group later on becomes the carrier and preserver of that distinctive

culture, which the organizations wishes to create. Experiences at the ATIRA also indicate similar trends to personalization in recruitment and selection. The organization may seek out the right people even from abroad if it cannot get them locally. The strict quality control over the quality of the student subculture also ensures minimum number of misfits and dropouts.

12.5 Anticipatory Socialization Mechanisms: If some other organization have previously inculcated a culture among its member which is congruent with the culture of the present organization, it is said to be anticipatory socialization for the present organization. The organizations keep an eye on the pipeline or feeder organizations which ensure such anticipatory socialization; Anticipatory Socialization minimize the need for later socialization within the organization which the individuals join. The attempt to initiate or help build such pipeline organizations is a kind of vertical integration to ensure the quality and quantity of required raw material. The teacher's training colleges or the National Defence Academy serve such purpose. The science clubs which aim at locating & encouraging future scientists, would be important feeder organizations for scientific research institutes.

12.6 Campus Recruitment: This is also a form of mechanism to ensure that the individuals have already acquired the necessary culture especially when a professional culture is desired. Well-known manufacturing organizations are known to engage in this kind of recruitment activity. The placement activities at the Indian Institute of Management illustrate such a mechanism. The emphasis on the technical competence and superior quality of the product is more predominant here but the impact of the

distinctive cultures of these institutes on the product is also being taken into account during the process.

12.7 In-breeding: To ensure again the required anticipatory socialization, some organizations engage in internal recruitment. It takes the form of taking in one's own students as faculty members in the educational institutions or filling up positions through internal mobility. Lack of trained people outside may compel an organization to engage in in-breeding. The inbreeding could be both functional as well as dysfunctional as the unification may result insulation from divergent or more innovative thinking. The Japanese Organizations are said to believe in the concept of life-time commitment and therefore have a higher internal mobility and engage in inbreeding. (Marsch et.al, 1971). Recruitment through known personal contacts also ensures the compatibility.

12.8 The Probationary Period or Apprenticeship: Though in a way these are the socialization mechanisms, they also serve as entry mechanisms and control the composition of the members. They serve as a kind of 'weeding out' mechanisms, which ensure that those who do not fit either leave or are thrown out. It is a period of 'testing out' for both the individual as well as for the organization.

2.9 Exit Mechanism: The Dominant Coalition may also engage in this activity when the organization is not satisfied with the existing people. The Antioch President, Morgan's first job was to persuade the existing Board of Trustees to retire and make way for the entry

of more committed and compatible people. The attempts of the Dominant Coalition to build the distinctive culture are successful to the extent that it is free to remove those who do not have a congruent culture and take in those who will prove to be more compatible. The individuals may leave on their own volition if they find the climate unfavourable.

12.10. The Anti Parochialism: The organizations with distinctive cultures try to expand the scope of the recruitment and selection activity beyond the local community. An emphasis on national and international recruitment ensures a wider choice of the required type of people and therefore a better fit among members' and organization's culture. The organizations also prefer to have some autonomy and freedom to choose their members.

### 13. SOME HYPOTHESES REGARDING ENTRY MECHANISMS IN CREATIVE ORGANISATIONS

13.1 The self recruitment is likely to be higher in creative organizations. The people who join are likely to be professionals who have already set their own career-path. The awareness of one's needs is also likely to be greater. A special training and scarcity of talent also gives them a freedom to choose. Their awareness of culture of a particular organization and of its performance in the sphere of its ~~competence~~ is also likely to be greater.

13.2 The self-recruitment combined with organization's effort to ensure a 'better fit' through personalized recruitment mechanisms will ensure the commitment at the loyalty level. The members, once they join are more likely to remain with the organization assuming that their later experiences are consistent with the expectations. The socialization

and control mechanisms have to play a supportive role.

13.3 The awareness and acceptance of the organization's goals can also be expected at this stage. But an identity with the goals and the involvement are more likely to be a function of the socialization and control mechanisms, as they are gradual process through actual participation in group's activities.

#### 4. SOCIALIZATION MECHANISMS:

4.1 All organizations engage in some kind of socialization activity.

It is essentially a communication (on organization's part) and a learning (on individual's part) process. As a communication process the source of communication, the method and the content of message are important. As a learning process, the various types of learning processes - the conditioned learning instrumental learning and observational learning could be observed in the organizational setting also.

4.2 When the organization ensures concordance of the culture of individual and the distinctive culture at the entry stage, the socialization will take the form of reinforcing what has been already learned. (See Section 12.5). When the organization has no control over or less choice in the recruitment and the selection of people, it has to engage in intensive socialization activity, to enculturate the new entrants. Quite often it may take the form of resocialization, that is, the organization has to wipe out the effects of an earlier socialization in a different culture and substitute its own. A traditional society undergoing culture-change



often poses such a problem for organizations. A lack of diffusion of a professional scientific culture in the society at large and even in educational organizations, may necessitate more intensive efforts at socialization in organizations devoted to scientific research to build the necessary commitment.

- 14.3 It is again to be noted here that socialization as an enculturation mechanism implies learning and communicating the values, attitudes, benefits rather than just specific skills, techniques or attitudes.

The Socialization Mechanisms:

- 4.4 To socialize an individual is to transfer him from an outsider into an effective group member. Small primary group like family or a group of friends, secondary group like community organization, and larger groups like society are examples of different groups. To be an effective member of a group further implies:
- (1) initiate him in the group as a member; the counterpart of this is the group's acceptance;
  - (2) teach him the group's ways of behaving and thinking i.e. the culture. As culture is learned during the interaction, create conditions of interaction;
  - (3) facilitate interaction with the other members. Ensure a higher frequency of interaction within the group compared to the frequency of interaction outside;
  - (4) provide adequate sources of learning or the agents of communication/socialization;
  - (5) provide enough inducements so that he accepts and imbibes the culture and emits the required behaviour;

- (6) create conditions for development of a 'we' feeling or an identity with the group; the group's ways become his ways and the group's goals become his goals;
- (7) continuously reinforce this identity by collective expressions, verbal and non-verbal repetitive behaviour.

14.5 For the socialization Mechanisms described in the following paragraphs attempt is to highlight how they perform these functions. Some mechanisms may perform more than one function and the same function may be performed by more than one mechanism. To that extent there is an overlap.

14.6 Initiation Mechanisms: The main function of all socialization mechanisms is to reduce uncertainty. (Light Jr. 1979). An individual's initiation into a specific group is the starting point where he starts developing his cognitive map of the organization. He is more likely to accept the interpretation of an organization's culture from a group into which he has been formally initiated. The managerial hierarchical level, the department, the task group, the project group, the immediate work group, the functional unit are the multiple groups which he may join simultaneously when he enters the organization. The organization at this stage may make a conscious effort to acquaint him with the totality of the organization. Taking him around, introducing to the people and to his job, giving a formal party and being invited by veterans to join various nontask activities create the initial impressions as well as give him either a limited or a total perspective. In the training

programme of the school superintendents, the first day was reserved for getting acquainted. Photographs of new entrants were displayed with their names on the notice board and the programme started with a dinner party at the chief's house.

The formal induction programme, apprenticeship under a person are different formal ways of initiating. Highly ritualistic initiation programmes are used by secret societies like Masonic Lodge, to create a strong sense of identity as well as to introduce a person as a group member. The informality and personalization of such events add to the feeling of belongingness, and the function of the ritual aspect is to reinforce the group identity.

14.8 Interactive/Participating Mechanisms : Some mechanisms create a setting for interaction with other members and for participation in group activities. Being assigned to a work group is one such mechanisms. The organization can restrict the interaction among the people who are similar in occupational background (a functional unit) or may facilitate interaction between people with different backgrounds (a project team). An organization can create cultural cleavages or may facilitate growth of a unified culture through such structural mechanisms.

14.9 The participative culture or committee culture often facilitates interaction between people belonging to different levels and units. A committee consisting of the faculty and the students ruled Antioch. Though it was an administrative device, it served as an enculturation mechanism, because the student subculture was then influenced by the veteran faculty members. The new faculty members also learned

about what the group values. The common meeting of students and faculty in 'Read' thrashed out the problems to define whether a particular behaviour was against the 'Code of Honour' of the college. The understanding of the distinctive culture was thus facilitated by such devices. The senior common room was used in National Chemical Laboratories to bridge the gap between the applied and basic scientists at various levels. IIMA also made an extensive use of the committee mechanism to provide faculty wide participation in all activities.

4.10 Role Playing: This is also an interactive/participating mechanism but more at an individual level. The psychiatrists in training learned about the uncertainties of their profession and dilemmas by playing the role of a specialist during their internship. The belief that a doctor's job is to cure, gave way to a new belief that in this world, it may not always be possible and advisable to cure; therefore, one must learn to take failure as an occasion to learn. The imitation of the mannerisms of already established seniors also helped to acquire the professional identity.

14.11 Similarly a cleavage between a policy maker and a scientist or an administrator and a scientist can be reduced by making the individual play both the roles. A common culture then builds up, which is a combination of pragmatic and academic orientations. It also helps academicians to realize the wider problems of an organization and build the identity with organization's goals.

14.12 Social Distance Mechanisms: The higher frequency of opportunity for interaction within the group is ensured by maximizing the social or even physical distance between groups and minimizing the distance between the members of groups. Physically isolating people for a residential programme over a period from other parts of the community ensures that people stay together, interact and share experiences which are unique to the group. One may build the walls in a physical or social sense. Even though students at 'Reed' participated intensely in political activity, or the Antioch boys continuously went out for the 'work' part of the work study programme, the common base was the campus which alienated them from the local community. Recruitment at national level also facilitates the process, as it uproots people from the local base at least temporarily.

14.13 Once isolated from their local milieu, after a time people learn to isolate themselves even at the conceptual level. The school teachers who talked of nothing else but their schools and of going back to their schools, initially, learned to look forward to a better scope at national level and a physical and social mobility of a school superintendent's elite job. A culture of mutuality was created in the ATIRA by minimizing the distance between people at various levels. An exchange of knowledge was considered more fruitful than the insulation either by discipline or hierarchy.

A vertical structure usually maximizes social distance while a horizontal structure reduces it. The experiment at the IIMA was novel in a way in creating a community of equals.

14.14 The Primary Group Mechanisms: A small group, due to its size, and face to face interaction is usually a powerful source of socialization and has a more enduring impact. A family or a peer group transmits the culture more effectively because of the greater frequency of interaction, the constant supervision, the bonds of affection and the sharing of experience. A family and a peer group are two variants of a primary group. The former implies authority relations, the presence of more experienced seniors whom one respects and accepts as legitimate sources of knowledge. The peer group has its base in equality. The Japanese organizations use an 'extended family' concept in extending the primary group loyalty and identity to the organization. The superior is to be treated as a father and therefore with respect. The concept of peer group culture has been used more often in the educational and scientific organizations referred to in this paper.

5 A group of new cadets in an academy or the ~~students~~ participating in residential programmes build up primary group ties. The descriptions of the psychiatrists in training or the school teachers who participated in the training programmes for superintendents point to the importance of a peer group in surviving through a culture shock. As all members go through the same hardships, they desire comfort and empathy from each other. When sharing a common responsibility also people tend to adjust to the ~~strain~~ by developing primary bonds.

- 14.16 The Linking Pin Mechanisms: Where a peer group or a small group of a leader and followers used as an enculturation mechanism, there must be an individual or a common core of people who act as agents of the socialization and communicate the distinctive culture. Otherwise, a series of subcultures would be created instead of a unified culture emerging from the interaction. How an interacting cluster of people provided the necessary linkages is illustrated in the growth of the ATIRA and the TIFR. The Linking pin could be an individual or a group. An individual can perform the function as Vikram Sarabhai did. He was both an industrialist and a scientist and therefore bridged the communication gap between the ATIRA technicians and the industrialists.
- 14.17 Japanese organizations use the concept of God Father. To a person who is senior in the hierarchy and went to the same university, a role of mentor is assigned by the organization. The new entrant communicates his difficulties to him and to his seniors through him. The uncertainty reduction through emotional support is a primary function of such mechanisms and this is likely to create a feeling of belongingness and identity. The structural mechanisms like senior common room in I.I.T. failed as a device to encourage interdisciplinary interaction, unless there was a committed person (like Director or some other acceptable and accessible person to ensure that people attended and took active interest. Simply providing a common meeting ground is not enough. A continuous interaction process needs to be established. The meeting with seniors, with faculty, with board members and their families were continuously used as devices for

socializing the school teachers into the role of school superintendents. As a total change of identity was to be ensured, as many mechanisms as possible were used in this programme to resocialize the school teachers.

14.18 The Community Concept: The basic concept in many of these mechanisms is the 'community'. The attempt is to involve a person as a whole, and to ensure that he lives his life in all its different aspects within a community for a while. It is not only working together but living together that facilitates the enculturation. The extended family concept is based on obligatory exchange and the effective bonds while a clan or a community concept is based on sharing the total experience of life.

14.19 Social Approval and Disapproval Mechanisms: To facilitate interaction or association is only one requirement. The individual has to be induced to accept the culture. The answer lies in the control mechanisms. The control mechanisms have to exist as supportive mechanisms if the socialization mechanisms are to be effective. In organizations, the control process may be very formal but the importance of informal mechanisms cannot be ignored. The ridicule for dressing formally or informally, ostracizing a person who is known to be an 'informer' are examples of such informal mechanisms. As the control mechanisms are described separately, they are only very briefly mentioned here. It is essentially an instrumental learning process but has elements of observational learning also. The honour, rewards, and approval of conformists and the treatment of deviants educates a member vis a vis the expected and approved behaviour.



- 14.20 The Identity Building Mechanisms: Sharing the experience is important; but reliving those experiences is also equally important to create an identity. The rituals, myths, ceremonies, the saga are the mechanisms which specifically perform the function of creating and reinforcing the identity. For those who have gone through the organizational events, these mechanisms play a reinforcing role. For the new comers, these mechanisms are sources of knowledge, pride and a new 'we' feeling.
- 14.21 The initiation ceremony, the farewell parties, the celebrations of Founder's days, centennials, the club-days, the sports and cultural activities, the flowers on a birthday the long-service awards etc. are rituals to reinforce a feeling of a common existence as a unit. The house publications, the sports teams, the notice board displays of achievement, focus and direct the sentiments towards group achievements. The unique personalities, their idiosyncracies and the stories of their sacrifices are used to highlight the uniqueness. Language is a versatile tool to create and reinforce the identity. The simplifying of words by the Antioch president, by dropping unnecessary syllables, or the image of the students as race horses in the superintendents' training college portrayed through such words, 'fast finisher' 'good sprint' the evaluation conveyed by words like "cat", "blue chip", the use of aphorisms like, "experience is a great teacher" (the motto of Morgan, the resident of Antioch), symbolize the culture and make it easier for the member to interpret and understand.

14.22 The story of unique achievements of the battles fought, the crises the organization had weathered and survived, create an organizational saga. Such mechanisms help an individual acquire the identity through the tales of past glory. Sharing of a vision for the future as communicated by a charismatic individual, through plans, models and public commitments is another source of identity building. Such mechanisms condition the mind through constant repetition either verbally (words, stories, speeches) or nonverbally (rituals, ceremonies).

#### 15. SOME GENERAL OBSERVATIONS ON SOCIALIZATION MECHANISMS IN CREATIVE ORGANIZATIONS

15.1 The functions of socialization mechanisms are to inculcate culture and create a commitment of the members to the culture. Creative organizations are more likely to use formal and informal socialization mechanisms to create an identity with the purpose. If the entry mechanisms ensure a cultural congruence of the members with the organizational culture, and an initial acceptance of the culture, the function envisaged for such socialization mechanisms is to reinforce the identity.

15.2 The success of the socialization mechanisms in achieving this objective depends on :

15.2.1 the agent's credibility as a legitimate source of information about the organization;

15.2.2 the charismatic impact the agent has on the new entrant;

15.2.3 the compatibility of the content of the communication i.e. the attitudes, beliefs, values with the core beliefs, values, attitudes an individual has already imbibed;

- 15.2.4 the awareness and conscious efforts by the organization to inculcate the culture;
  - 15.2.5 the existence of a unified culture within the organization;
  - 15.2.6 the extent of resocialization required and the extent to which the individual was committed to the previous culture; and
  - 15.2.7 the efficiency of the specific forms of socialization mechanisms within a particular organizational context.
- 15.3 Keeping in mind the diversity of the characteristics among creative organizations, one can still hypothesize:
- 15.3.1 The peer group is likely to be a more effective mechanism for socialization;
  - 15.3.2 the informal mechanisms are likely to be more effective than the formal due to the already acquired professional training and ethics;
  - 15.3.3 the primary group is likely to be a more effective vehicle for developing an identity with the organization's purpose;
  - 15.3.4 the linking pin type of mechanisms are likely to be more effective where cleavages between applied and basic science culture or administrative and academic culture are likely to exist.
16. CONTROL MECHANISMS:
- 16.1 The organizations design the systems of norms, supervision, evaluation and distribution of rewards and punishment to ensure that the individuals perform the activities assigned to them efficiently and effectively. To the extent that the organizational members are motivated to perform these activities, less coercive measures would be required. The function of reward and punishment

Systems is to create such motivation, by rewarding the conformity to the norm and by punishing the deviance. The nature of rewards and punishments and the use of the particular type of rewards and punishments is a function of the organization's culture, its environment and the characteristics of its work force. The characteristics of its work force again depend upon the purpose and the set of activities initiated to achieve the purpose.

The organization's culture in this context implies its preferred ways of dealing with (a) conformity and deviance; (b) the range of permissive behaviour or the discretion to be given to the individual; (c) the beliefs about human nature and the prevalent work values; (d) the values of equity, justice, fair play and (e) the ideas about what motivates the type of people it employes. Guided by these values, attitudes and beliefs the organizations will have supervisory practices ranging from self discipline and minimum supervision to detailed and intensive supervision. Similarly the evaluation may be left to individual, his colleagues, his superiors at informal level or the detailed systems of performance evaluation may be introduced. In matters of reward and punishment, an organization may depend more on rewards and minimize punishment or viceversa. The dependence and beliefs in various types of intrinsic and extrinsic rewards may also range from predominantly pecuniary rewards to more intrinsic self-actualizing opportunities.

- 16.2.2 The member composition refers to the extent of professionalization, the level of education, the work values of the wider culture, the scarcity of the skills required, the sophistication of the technology and the type of training required and so on.
- 16.2.3 The extent of unionization and the power of unions, the government's attitude and the rules, the laws, the industry environment, extent of competition are some of the environmental constraints, which an organization may have to respond to.
- 16.3 Given all these contingences, (16.2.1, 16.2.2, 16.2.3) how would an organization use control mechanisms to enculturize the organizational members in a creative organization? In other words, how does a creative organization motivate the members to perform a set of activities and also motivate them to be committed to the underlying culture? Assuming that the creative organizations are manned to a great extent by creative people and also assuming that the creative organizations value creativity and therefore reward creative performance when it occurs, we ask the questions: What motivates a creative individual? What does he expect from the organization? What are his needs? How strongly does he desire certain things? Will satisfaction of these needs and desires lead to a higher creative performance?
17. SOME OBSERVATIONS ON MOTIVATIONAL AND VALUE-PROFILE OF CREATIVE INDIVIDUALS:
- 17.1 The observations are based on the literature on creative individuals in educational scientific and research organizations, as well as those working in the Research and Development divisions of

manufacturing organizations (Steiner, 1965; Pelz & Andrews, 1966; Badway, 1973; Russell, 1974; Matthai, 1977; Pareek, 1981; Aurora, Sen et. al. 1976;)

- 17.1.1 Creative Individuals value autonomy and freedom to pursue the problem of their own interest.
- 17.1.2 The motivation is likely to be higher when they are self-directed and are allowed independence of judgement.
- 17.1.3 The extrinsic rewards like money and other benefits like status are likely to be less important as motivating factors, for expression of creative ideas, greater responsibility, and autonomy are likely to be more important to the creative individual. He is likely to be more involved, work harder and longer when interested in the problem and when motivated by a search for truth even in the absence of any external incentives. The search for truth is likely to be the end itself, for example, for a scientist.
- 17.1.4 Though extrinsic rewards are less important, these rewards for creative performance are perceived as hygiene factors. Their absence may create dissatisfaction having been perceived as an evidence of lack of appreciation of creative achievement.
- 17.1.5 More effective scientists have reported good opportunities for professional growth but were not necessarily more satisfied.
- 17.1.6 They do not see their future within the boundaries of the organization and are less concerned with their rise in it. They are more oriented towards their professional status.

- 17.1.7 An individual career ladder for a person is a more satisfying mechanism than a competition for a few limited positions at the top. But some intellectual tension is necessary for an individual to be continuously creative.
- 17.1.8 The evaluation of the performance is more acceptable when it comes from the professional colleagues whose competence to judge is accepted by the individual and also when the evaluation is consistent with the self-evaluation.
- 17.1.9 For an applied scientist, the visibility of the consequences and the relevance of his efforts to the solution of the important problem are likely to be important. The contribution has to be meaningful to the organization as well as for the individual.
- 17.1.10 His attitude to authority is likely to involve a general lack of unquestioning obedience; authority is likely to be viewed as contingent upon demonstrable superiority and as temporary.
- 17.1.11 Ethic of self-discipline is likely to be imbibed by a professional scientist and researcher; he values therefore self-supervision and control and minimum of external controls.
- 17.1.12 He would prefer decisions to be based on objective factors and ethic of rationality and would like to delay the decision till all facts are available. The considerations of time may not matter in such a situation.

- 17.1.13 Similarly in pursuit of truth, the cost considerations also may not matter. There is more likely to be a more impulsive acceptance of his inner voice than a realistic expected behaviour.
- 17.1.14 He places a high value on commonality and universality of knowledge. He values therefore opportunities for dissemination of knowledge, contact with colleagues, and opportunity for exchange.
- 17.1.15 His perception of 'what is freedom' is likely to change with age and professional maturity. A freedom to choose a project might be more essential to a more mature person while a younger man may initially be satisfied by the freedom to pursue the given project in his own way.
- 17.1.16 The need for a specialization is also greater at the beginning of a career when the person is yet to establish himself in the field. A more diversified base is necessary to keep a person interested and creative in a more mature stage.
- 17.2 It is obvious from these observations that the needs of creative individuals may often be incompatible with the functional requirements of a smoothly running effective organization. The term organized anarchy has been suggested for such organizations where the members' needs for autonomy and freedom are to be reconciled with and directed towards organizational goals (Clark et.al, 1981) It has also been suggested that even the creative individuals do not like to work in a totally purposeless and directionless atmosphere (Pelz & Andrews, p66).



17.3 The control systems then have to achieve a congruence between the needs and expectations of a creative individual and the purpose of the organization as translated into a set of activities. The identification with the purpose and the compatibility between the culture is to be achieved through socialization and entry mechanisms. The involvement of the individual in the set of activities the organization undertakes will occur through the provision of the kind of rewards individual wants for the kind of effort/behaviour required by the organization. In other words, a match between the needs of the organization and the needs of the individual through an appropriate control system and mechanisms, is required.

17.4 There cannot be a general prescription for designing the control mechanisms because the kind of creative work pursued, the level of creativity expected will vary in different types of creative organizations. However, for the sake of parsimony, it can be said that creative individuals' needs, to a large extent, are

- a. Need for autonomy.
- b. Need for gaining status in the profession.
- c. Need for growth and development in the profession.
- d. Need for contacts with colleagues to share knowledge.
- e. Need for self-actualising.

17.5 Given these general needs, creative organizations need to provide (a) opportunities for satisfaction of these needs and (b) opportunity for recognition and appreciation of the activities which members partake in satisfying these needs. Rewards may not necessarily be

viewed, in these instances, as motivations. However, absence of rewards which the members value (recognition, appreciation and opportunities for self actualization) may impinge on their commitment to the organization. The involvement of an individual is viewed as a function of his capabilities, needs, opportunities provided to satisfy their needs and presence of rewards which strengthen one's commitment. Rewards and Punishments, also help the individual's involvement to be directed toward the organizational purpose being achieved and the individual satisfying his own needs.

## 18. CONCLUSIONS

18.1 The purpose of this paper was to provide a point of view of organizations using the cultural perspective and to highlight how the enculturation mechanisms are likely to affect the commitment of organizational members. During the initial conceptual stages of this paper we opined that the three dimensions of commitment viz. loyalty, identification and involvement form a hierarchy of the degree of commitment in that order. A member's lowest degree of commitment to the organization is when he voluntarily intends and wishes to stay in the organization. This is loyalty. At a higher level of commitment, the individual accepts the organizational culture (identification). At this level he may not necessarily act for the organization. This can be conceptualized as the stage of "Positive" commitment (Steers, 1977). The stage of "Active" commitment (ibid.) is the stage where the individual spontaneously participates in the organizational activities (involvement). Given these three degrees of commitment, we viewed that the three Enculturation Mechanisms can be thought of as influencing these three levels as given below:

ENCULTURATION MECHANISM	-----	COMMITMENT LEVEL
1. Entry Mechanism	-----	Loyalty
2. Socialization Mechanism	-----	Identification
3. Control Mechanism	-----	Involvement

- 18.2 It will be too short-sighted to view strictly as above. Any of the mechanisms can have an effect on any of the levels. However, the functions of each of the mechanisms is predominantly geared toward one of the levels as shown above. The impact of any mechanism on other levels, though not ruled out, is likely to be of lesser degree.
- 18.3 Another question which is likely to arise is whether these three dimensions can be arranged in a hierarchy as we have done here. Theoretically, it sound plausible to do so. This has to be, definitely, verified empirically. Alternatively these three dimensions can be thought of as dependent dimensions with close interaction amongst themselves. They need not necessarily be in a hierarchy. For the purposes of this theoretical discussion, we hold that these three will be in a hierarchy.
- 18.4 This paper was written from our readings about creative organizations and research on commitment. The logic and model developed here are based on creative organizations. However, the same may be applicable to other types of ~~organizations~~ organizations also. The difference will be, in that case, with respect to the distinctive cultures of these organizations and the characteristics of members for these organizations. but the basic thesis that organizations use Enculturation Mechanisms to get the commitment of the members still holds good.

18.5 The impact of this essay, it is sincerely believed by us, is likely to be in the disciplines of Organizational Design and Personnel Management. Culture as a factor to be considered in designing organizations has not received much of an attention by academicians as well as designers of organizations. The need to develop Enculturation Mechanisms as portrayed in this paper highlights that culture also requires to be paid adequate attention. Personnel Management also, in its selection, training and other functions has so far laid emphasis on the knowledge, skills, motivations and performance of the members and not specifically on enculturation. This paper brings out the importance of a distinctive culture for organizations and the need to and ways of integrating the individual with the organization through enculturation.

## APPENDIX

List of correlates of Commitment :

1. Personal characteristics of the members of the organization :

Age, sex, length of time spent in organisation, length of time spent on job, quality of college/university. studied in, educational level, local cosmopolitan orientation, managerial-technical orientation, Inner-outer directedness, interest in innovation, high-low anomie, Protestant Work-Ethic/Values, need for achievement, need for affiliation, need for dependence and career-stages.

2. Organisational structure characteristics :

Formal-informal, rigid-flexible, centralized-decentralized, extrinsic-intrinsic, reward mechanisms, open-closed, communications with superiors, vertical-multidirectional communications channels, confidence in superior, distributive justice.

3. Management Style/Orientation : Taking risk supported-not supported, avoid-confront task-conflicts, active-passive style, cynical-idealistic style, Theory X - Theory Y leadership style.

4. Task Characteristics : Complexity, variety, difficulty, challenge, isolation-team effort, opportunity for learning/development, autonomy, physical and psychological stress, feedback, pressure for quality.

5. Role Characteristics : Role clarity, role ambiguity, local-cosmopolitan expectations, managerial-technical skill orientation, expectations, level in hierarchy.

6. Satisfaction Variables : Satisfaction with respect to opportunity to: utilize knowledge and skills, grow and learn new skills, earn a good salary, advance in administration authority (promotion), work under chiefs with high technical competence, association with top executives, build professional reputation, work on difficult problems, be free to carry out own ideas, contribute to knowledge in field, be in company of people liked by the member.

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