



LEADERSHIP DEVELOPMENT PROGRAMME

5<sup>TH</sup> OCTOBER TO 4<sup>TH</sup> DECEMBER 2020

# CULTURE AND VALUES



WORKBOOK

WEEK 4

WEBINAR 3 – 27<sup>TH</sup> OCTOBER 2020

## Contents

INTRODUCTION .....	1
HOW TO USE THIS WORKBOOK .....	1
LEARNING OBJECTIVES.....	1
CULTURE .....	2
VALUES.....	5
VALUE CONGRUENCE.....	6
VALUES AND CULTURE – HOW THEY INTERRELATE.....	7
CULTURE, VALUES AND CHANGE .....	7
KEY DEFINITIONS.....	13
CULTURE AND PERFORMANCE .....	14
REFLECTION AND ACTION: KOLB’S EXPERIENTIAL LEARNING CYCLE.....	15
REFERENCES/FURTHER READING .....	18

---

## INTRODUCTION

This workbook provides a structured framework that enables programme participants to ensure Learning Objectives can be met within the context of the One Health, HORN Regional Network. This workbook can be referred to/completed before, during and after the Culture and Values Webinar.

## HOW TO USE THIS WORKBOOK

Learning to manage and lead is a journey of self-discovery that should be constant and is intrinsically rewarding. There are many models that can help us to understand our approach and our choices as a manager. No one approach fits every situation and no one model has all the answers. Within each workbook you will find some key models and activities that will help you on your journey of self-discovery.

The content reflects much of what will be covered within the webinar and therefore will add to your experience and understanding if you are able to use this as pre-work in the first instance. Please bring each workbook along to the relevant session.

Throughout the workbook you will see the following four visuals to guide your learning:



- *Key Point*



- *Make Notes in Workbooks*



- *Complete an Activity*



- *Short section to read*

## LEARNING OBJECTIVES

By the end of this module you will:

- How to define Culture
- Defining Values and Value Congruence
- How Values and Culture interrelate
- Have an understanding of two cultural change frameworks
- Understand how culture influences performance



---

## CULTURE



### ACTIVITY ONE

What does the word CULTURE mean to you?



Within the context of your working environment in your own words how does your understanding of CULTURE assimilate to the CULTURE of an organisation/institution or project?

**Similarities:**

**Differences:**



## CULTURE

**WHAT IS CULTURE**—"Culture" refers to a group or community which shares common experiences that shape the way its members understand the world. It includes groups that we are born into, such as race, national origin, gender, class, or religion. It can also include a group we join or become part of.

### FIVE COMPONENTS OF CULTURE

**Symbols**—physical or non-physical. For example a flag is a physical symbol, and a curtsy a non-physical symbol.

**Language**— written or spoken, used for communication.



---

**Values**—help define acceptable behaviour within a society.

**Beliefs**— fulfil the spiritual needs of a culture. A whole culture can be based on one set of beliefs, yet a larger cultural group may have many different sets of beliefs.

**Norms**— are the rules and traditions within a culture. As a group develops laws and regulations, norms change.

Technological advances also influence and change the way cultures behave.

The current COVID-19 pandemic is certainly influencing unprecedented cultural changes world-wide.



## ACTIVITY TWO

Why is CULTURE important?



## WHY CULTURE IS IMPORTANT

- Culture is a strong part of people's lives. It influences their views, their values, their humour, their hopes, their loyalties, and their worries and fears. So when working with people and building relationships with them, it helps to have some perspective and understanding of their cultures.
- Even though people see the world very differently, it's important to remember how much we have in common, for example, we all love deeply, want to learn, have hopes and dreams, and have experienced pain and fear. We are all human beings.
- The world is becoming increasingly diverse and includes people of many religions, languages, economic groups, and other cultural groups.
- It is becoming clear that in order to build communities that are successful at improving conditions and resolving problems, we need to understand and appreciate



---

many cultures, establish relationships with people from cultures other than our own, and build strong alliances with different cultural groups.

- If cultural groups join forces, they will be more effective in reaching common goals, than if each group operates in isolation; each cultural group has unique strengths and perspectives that the larger community can benefit from.
- Understanding cultures will help us overcome and prevent racial and ethnic divisions. Racial and ethnic conflicts drain communities of financial and human resources; they distract cultural groups from resolving the key issues they have in common.

## BUILDING RELATIONSHIPS WITH PEOPLE FROM OTHER CULTURES



### **Start by becoming aware of your own culture.**

Even if you don't know who your ancestors are, you have a culture. Even if you are a mix of many cultures, you have one. Culture evolves and changes all the time. It came from your ancestors from many generations ago, and it comes from your family and community today.

**Make a conscious decision to establish friendships with people from other cultures** —making a decision is the first step. In order to build relationships with people different from yourself, you have to make a concerted effort to do so. There are societal forces that serve to separate us from each other e.g. economic groups, religions and ethnic groups which are often isolated from each other if we want things to be different, we need to take active steps to make them different.

**Put yourself in situations where you will meet people of other cultures** — one of the first and most important steps is to show up in places where you will meet people of cultures other than your own. Be aware of your biases about people from other cultures; we all carry misinformation and stereotypes about people in different cultures.

**Ask people questions about their cultures, customs, and views** - people, for the most part, want to be asked questions about their lives and their cultures.

**Read about other people's cultures and histories**—it helps to read about and learn about people's cultures and histories.

**Don't forget to care and show caring**—it is easy to forget that the basis of any relationship is caring. Everyone wants to care and be cared about. Caring about people is what makes a relationship real. Don't let your awkwardness around cultural differences get in the way of caring about people.

**Listen to people tell their stories**—if you get an opportunity to hear someone tell you their life story first hand, you can learn a lot--and build a strong relationship at the same time. *Every* person has an important story to tell. Each person's story tells something about their culture.



---

**Notice differences in communication styles and values**—we all have a tendency to assume that the way that most people do things is the acceptable, normal, or right way. As leaders, we need to learn about cultural differences in values and communication styles, and not assume that the majority way is the right way to think or behave.

**Risk making mistakes**—as you are building relationships with people who have different cultural back-grounds than your own, you will probably make mistakes at some point. That happens. Don't let making mistakes keep you from going ahead and building relationships.

**Learn to be an ally**—one of the best ways to help you build relationships with people of different cultures is to demonstrate that you are willing to take a stand against discrimination when it occurs.

## VALUES



### ACTIVITY THREE

How would you describe VALUES that relate to an individual and an organisation/ institution/project?



**Individual:**

**Organisation/Institution/Project:**



## VALUES

**Values** are described as general beliefs about the importance of normatively desirable behaviours or modus operandi. Individuals draw from their values to guide their decisions and actions, and organisational value systems provide norms that specify how organisational members should behave. Values are important because they help us to grow and develop. They help us to create the future we want to experience. Every individual and every organisation is involved in making hundreds of decisions every day. The decisions we



---

make are a reflection of our values and beliefs, and they are always directed towards a specific purpose.

**Individual values**—individual values reflect how you live your life and create specific needs—the principles you live by and what you consider important for your self-interest e.g. enthusiasm, creativity, humility and personal fulfilment.

**Relationship values**—relationship values reflect how you relate to other people in your life, be they friends, family or colleagues in your organisation e.g. openness, trust, generosity and caring.

**Organisational values**—organisational values reflect how organisations shows up and operate in the world e.g. financial growth, teamwork, productivity and strategic alliances.

**Societal values**—societal values reflect how you or your organisation relates to society e.g. future generations, environmental awareness, ecology and sustainability.

## VALUE CONGRUENCE



**Value congruence** is intuitive and refers to the alignment or similarity between values held by individuals and organisations.

**Benefits**—Positive outcomes will manifest for both the individual and the organisation, as a result of value congruence.

This is why so many organizations take the time and effort to define their core values and share them with their employees, customers, and the general public – the organisational culture illustrates who the organisation is by identifying what it finds important and what it values. But let's not forget that organizations are made of *people* – and those people need to support the vision of the organization and exemplify the values. This is why it's critical to ensure *individual* values align with the *organisation's* values to drive key behaviours – the notion of culture fit.

In contrast, Rich, LePine and Crawford (2010) found that employees feel devalued, taken advantage of, and less willing to give themselves to their work roles when they are expected to behave in a way they feel is inappropriate for their preferred self-images. Thus causing intra-conflict and demotivation which over a long period of time may adversely affect mental health and wellbeing.





---

## VALUES AND CULTURE – HOW THEY INTERRELATE



**Values** reflect what one feels is important in their life. At an individual level, **values could** include concepts such as caring, empathy, or trust, among many others. ... Because **culture** is the collection of expectations and norms that determine how a group behaves, **values** and **culture** are closely related.

More than other things, an organisation's **values** determine its **culture**. ... Individuals and organisations (as a whole) have **value** systems that **influence** their attitudes, behaviours, and the ways in which they allocate resources. **Values** are the backbone or glue behind organizational **culture**.

## ORGANISATIONAL CULTURE AND CHANGE

Culture is often described as the ‘way we do things around here’ and whilst that may be true there are many elements that determine what people do and why this description only just scratches the surface. Culture influences how work gets done, determines who ‘fits in’, affects success or failure and overall establishes the mood of the company. Culture often becomes the focus of attentions during periods of organisational change for example when growth or other strategic change means that the existing culture becomes a hindrance and inappropriate as it no longer support progress. Where environments are more stable cultural issues may be responsible for low morale, high staff turnover and absenteeism thus adversely affecting productivity. Creation and maintenance of an effective organisational culture is therefore key in terms of achieving overall goals/outputs; the challenge for leaders is to ensure that cultural change is facilitated when the existing culture isn’t working. To help managers effectively manage cultural change various approaches have been developed.



### ACTIVITY FOUR

Familiarise yourself with the following two change models and select one to identify activities that you feel need to start, stop, change or continue with respect to an existing organisational/institutional cultural that may or may not be effective in achieving the overall mission/goals.

### MODEL 1: BURKE-LITWIN CAUSAL MODEL OF ORGANISATIONAL PERFORMANCE AND CHANGE

#### DESCRIPTION



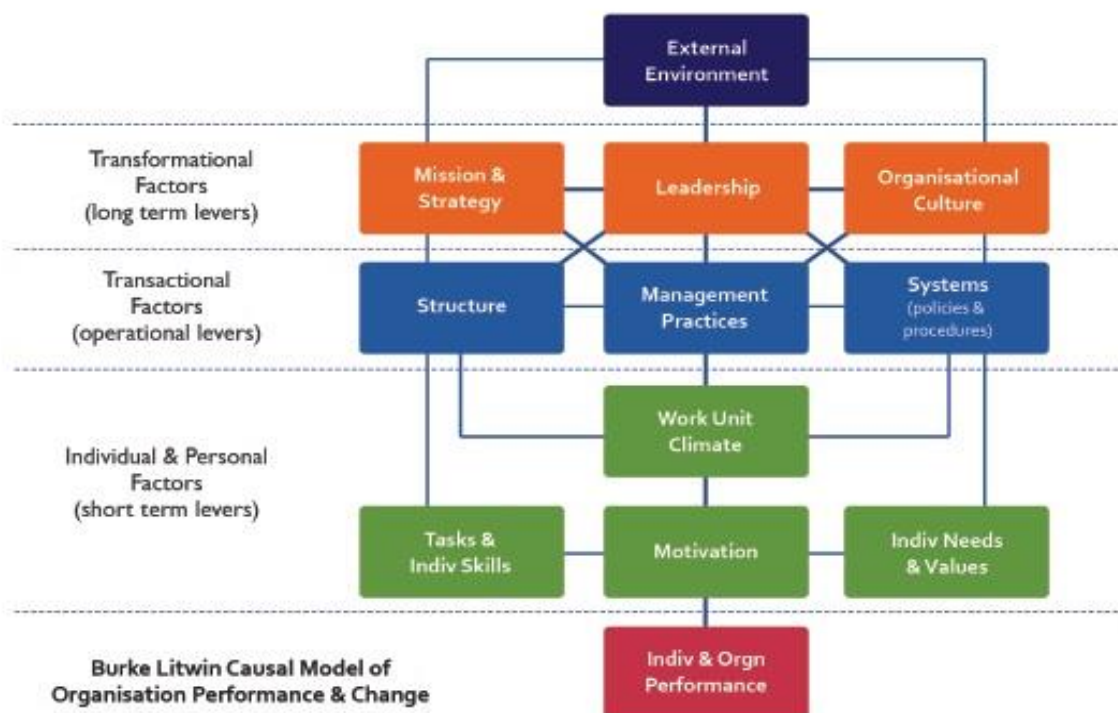
Change is a constant and is often a complex and arduous process and not something you want to attempt without a solid plan. When change is needed the planning process is often complicated by the need to change many elements in unison.

This interrelatedness of organisational parts can contribute to the failure of change programmes; when one variable is missed, bypassed or underestimated the whole system fails to change leaving managers and employees with the unenviable task of putting things back to the status quo.

A useful model for understanding the organizational change process is the Burke-Litwin Change Model published by George H Litwin and W Warner Burke in 1992. This model shows the causal effects of change between 12 key areas of organizational design. Using the model, you can learn which organisational variables to change and why. You can then use this understanding to analyse, diagnose and even predict the effects of change throughout an organization.

### Burke-Litwin: Understanding Drivers for Change

There are many reasons that change occurs in organisations; the Burke-Litwin model of organisational change and performance will help you identify different drivers of change and consider the implications for you as a manager. The Burke-Litwin model shows the various drivers of change and ranks them in terms of importance. The model is expressed diagrammatically, with the most important factors featuring at the top. The lower layers become gradually less important. The model argues that all of the factors are integrated (to greater or lesser degrees). Therefore, a change in one will eventually affect all other factors.



---

The Burke-Litwin model positions environmental factors as being the most important driver for change. Indeed, most change can be traced back to external drivers for change. Important elements of organisational success, such as mission and strategy, leadership and organisational culture, are often impacted by changes that originate outside the organisation.

1. **External Environment:** This includes such factors as markets, legislation, competition and the economy. All of these will have consequences for organisations, and, as a change manager, it is vital that you continually scan the environment for issues that will affect you and your team. For example, in the world of accountancy, International Accounting Standards and International Financial Reporting Standards will have a significant impact on the way companies manage their accounts and report their results. In the public sector, legislative changes across health, local government and other services have a direct impact on the work organisations are required to carry out.

2. **Mission and Strategy:** An organisation's mission articulates its reason for existing. It is the foundation upon which all activity should be built. The strategy then sets out, in broad terms, how the organisation will go about achieving its mission. Very often, the strategy will be developed in light of environmental change, and will have a significant impact on the work you do. As a change manager, you need to understand change in strategy and be able to communicate the implications to your staff.

3. **Leadership:** This considers the attitudes and behaviour of senior colleagues and how these behaviours are perceived by the organisation as a whole. The way in which change is implemented and accepted through the organisation will be largely influenced by the top team. Does your team believe that senior colleagues are committed to change, or is it just another initiative that will disappear in six months' time?

4. **Organisation Culture:** Organisation culture can be described as "the way we do things around here". It considers the beliefs, behaviours, values and conventions that prevail in an organisation. Culture change does not happen overnight. It evolves over time as a result of many other changes in the organisation. As a manager, you should keep in mind the desired state for the organisation, in terms of how you expect people to behave (and not to behave), and what your organisation values as important. You need to ensure that your behaviour fits with these expectations at all times, and that you 'walk the walk'.

5. **Structure:** Very often, changes in strategy can lead to changes in the way the organisation is structured. This can impact on relationships, responsibilities and ways of working. Your job is to assess the impact of the structural change and ensure your team understands why it is required, and what it means for them.

6. **Work Unit Climate:** This considers employees' perception of their immediate colleagues and working environment. Our immediate working environment is often what shapes our view of the organisation as a whole, and influences the extent to which we feel satisfied in our jobs. Changes to the immediate working environment need to be managed sensitively, as they are likely to invoke a range of emotional and political responses from staff. This is particularly the case where change involves moving location, a change in personnel, or a change in terms of conditions of service, such as working hours.

7. **Task Requirements and Individual Skills/Abilities:** Change at a higher level in the organisation will often require changes in the work carried out and the skills available in the team. As the change



---

manager you need to assess whether: all the right skills are in place; if they can be developed; or, if you need to bring them in from outside the team.

**8. Individual Needs and Values:** Changes to team membership can mean a change in the team dynamic. In a perfect world, we would be able to recruit the exact fit for our teams, in terms of personal style, abilities and skills mix. However, in reality it is not always possible, and it is your job to identify any risks in this areas and mitigate them as best you can.

**9. Employee Motivation:** Considers the significance of individual and organisational goals. Motivation is key to effective change. The real challenge is to maintain motivation throughout a change project, particularly when change is often not well-received by those affected.

### HOW TO USE THE BURKE-LITWIN MODEL

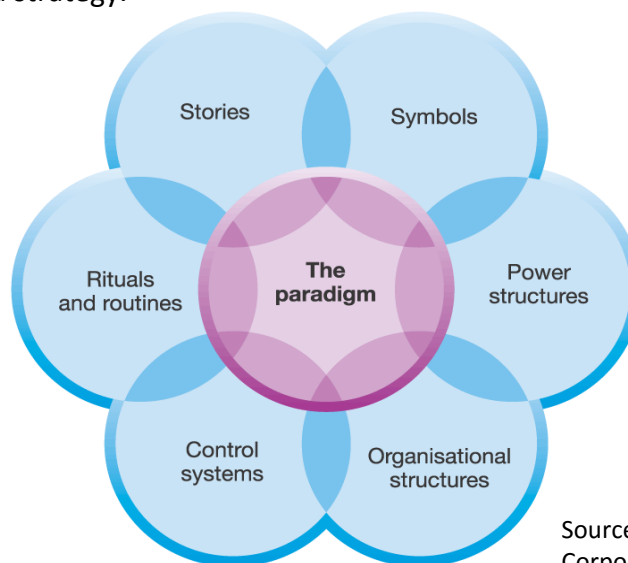
This Burke-Litwin model can be used to understand external changes and identify the implications for you and your team. Identifying and Dealing with Drivers for Change. It may be appropriate to use this model within the context of the Covid-19 pandemic to identify practices where change may be needed.

### MODEL 2: CULTURAL WEB

#### DESCRIPTION

Strategy and development in an organisation are influenced heavily by the culture and environment. This is often positive, but it can also act as a hindrance, or even a barrier to growth and success. When trying to drive change, managers and other figures of responsibility may find it difficult to break out of the systems, structures and routines embedded in the company's culture, and politics or individual relationships often play a huge role in deciding strategy.

Published by authors and academics in the fields of business, leadership and management, Kevan Scholes and Gerry Johnson in 1992, the Cultural Web is a useful tool for analysing and altering assumptions surrounding the culture of a company. It can be used to highlight specific practices and beliefs, and to subsequently align them with your company's preferred culture and strategy.



Source: Johnson and Scholes, Exploring Corporate Strategy



---

## The Elements

Johnson and Scholes identified six distinct but interrelated elements which contribute to what they called the “paradigm”, equivalent to the pattern of the work environment, or the values of the organisation.

They suggested that each may be examined and analysed individually to gain a clearer picture of the wider cultural issues of an organisation. The six contributing elements (with example questions used to examine the organisation at hand) are as follows:

### 1. Stories and Myths

These are the previous events – both accurate and not – which are discussed by individuals within and outside the company. Which events and people are remembered by the company indicates what the company values, and what it chooses to immortalise through stories.

- *What form of company reputation is communicated between customers and stakeholders?*
- *What stories do people tell new employees about the company?*
- *What do people know about the history of the organisation?*
- *What do these stories say about the culture of the business?*

Examples (car bodywork repair-company):

- *We are known as having high customer complaints, and for doing shoddy work.*
- *Staff members talk about the founder starting the company with a \$1,000 loan.*
- *The message is that we do things the cheapest way we can.*

### 2. Rituals and Routines

This refers to the daily actions and behaviours of individuals within the organisation. Routines indicate what is expected of employees on a day-to-day basis, and what has been either directly or indirectly approved by those in managerial positions.

- *What do employees expect when they arrive each day?*
- *What experience do customers expect from the organisation?*
- *What would be obvious if it were removed from routines?*
- *What do these rituals and routines say about organisational beliefs?*

Examples:

- *Customers expect a newspaper and coffee whilst they wait, or a ride to work.*
- *Employees expect to have their time cards examined very carefully.*
- *There's lots of talk about money, and especially about how to cut costs.*

### 3. Symbols

This is the visual representation of the company; how they appear to both employees and individuals on the outside. It includes logos, office spaces, dress codes and sometimes advertisements.

- *What kind of image is associated with the company from the outside?*
- *How do employees and managers view the organisation?*
- *Are there any company-specific designs or jargon used?*
- *How does the organisation advertise itself?*

Examples:

- *We use bright red shuttle vans.*



- 
- *We offer bright red courtesy cars – compact, economy cars.*
  - *The boss wears overalls, not a suit.*

#### **4. Control Systems**

These are the systems and pathways by which the organisation is controlled. This can refer to many things, including financial management, individual performance-based rewards (both measurement and distribution) and quality-control structures.

- *Which processes are strongly and weakly controlled?*
- *In general, is the company loosely or tightly controlled?*
- *Are employees rewarded or punished for performance?*
- *What reports and processes are used to keep control of finance, etc?*

Examples:

- *Costs are highly controlled, and customers are billed for parts down to the last screw.*
- *Quality is not emphasized. Getting the work done with the least amount of direct costs is the goal.*
- *Employees docked pay if their quotes/estimates are more than 10% out.*

#### **5. Organisation Structures**

This refers to both the hierarchy and structure designated by the organisation. Alongside this, Johnson and Scholes also use it to refer to the unwritten power and influence that some members may exert, which also indicate whose contributions to the organisation are most valued by those above them.

- *How hierarchical is the organisation?*
- *Is responsibility and influence distributed in a formal or informal way?*
- *Where are the official lines of authority?*
- *Are there any unofficial lines of authority?*

Examples:

- *Flat structure – Owner, Head Mechanic, Mechanics, Reception.*
- *The receptionist is the owner's wife so she goes straight to him with some customer complaints.*
- *It's each mechanic for himself – no sharing tools or supplies, little teamwork.*

#### **6. Power Structures**

This is the genuine power structures and responsible individuals within the organisation. It may refer to a few executives, the CEO, board members, or an entire managerial division. These individuals are those who hold the greatest influence over decisions, and generally have the final say on major actions or changes.

- *Who holds the power within the organisation?*
- *Who makes decisions on behalf of the company?*
- *What are the beliefs and culture of those at the top of the business?*
- *How is power used or abused within the organisation?*

Example:

- *The owner believes in a low cost, high-profit model, and is prepared to lose repeat customers.*
- *The threat of docked pay keeps mechanics working with this model.*



---

## HOW TO USE THE CULTURAL WEB TO IMPLEMENT CHANGE

The first step of changing the culture of the organisation is to analyse elements of the Cultural Web as they are in the present.

The next step is to repeat the process, examining each element, but this time considering what one would like/needs the culture, beliefs and systems to be to achieve the mission/overall goals.

This can then subsequently be compared with the ideal culture, and the differences between the two can be used to develop achievable steps towards change within the company. One will likely only then realise the true strengths and weaknesses of the organisation's current culture, what the various hindrances are to growth, and how to go about changing specific elements to develop and achieve success.

A new strategy can evolve from this by looking at introducing new beliefs, and prioritising positive reinforcement of current, successful ones. Hopefully, by integrating this system of analysis, managers can find themselves able to break free of ritual and belief systems within a company to achieve real change and innovation.

Irrespective of which frameworks you have chosen to use you can record specific activities/practices in the table below to help prioritise the changes needed to align more effectively with the Vision/Mission.

	PEOPLE	SYSTEMS	RESOURCES	LEADERSHIP
START				
STOP				
CONTINUE				
CHANGE				



## KEY DEFINITIONS

**CULTURE:** *Culture is an umbrella term which encompasses the social behaviour and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups. (Wikipedia, 2020)*





**VALUES:** *The moral principles and beliefs or accepted standards of a person or social group.* (Collins English Dictionary, 2020)

**VALUE CONGRUENCE:** *Value congruence refers to the degree to which an individual's values match the values found in their work environment.* (Molina, 2016)

**CHANGE:** *make or become different (noun); an act or process through which something becomes different (verb).* (Oxford English Dictionary, 2020)

## CULTURE AND PERFORMANCE

Research conducted over a ten-year period by Queen's University Centre for Business Venturing showed that organisations with cultures marked by high levels of involvement, consistency, adaptability and a transparent mission experienced:

- 65% greater share-price increase
- 26% less employee turnover
- 20% less absenteeism
- 15% greater employee productivity
- 30% greater employee productivity



### ACTIVITY FIVE

The four themes identified by Denison Consulting can be used to benchmark the culture of your organisation/institution/project to help improve performance

<https://www.denisonconsulting.com>

#### ADAPTABILITY

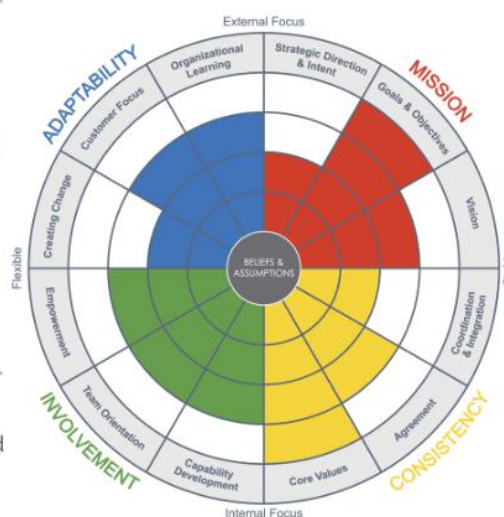
"Are we listening to the marketplace?"

High performing organizations have the ability to perceive and respond to the environment, customers, and re-institutionalize behaviors and processes that allow them to adapt.

#### INVOLVEMENT

"Are our people aligned and engaged?"

Highly involved organizations create a sense of ownership and responsibility. Out of this sense of ownership grows a greater commitment to the organization and an increased capacity for autonomy.



#### MISSION

"Do we know where we are going?"

High performing organizations have a mission that tells employees why they are doing the work they do, and how the work they do each day contributes to the why.

#### CONSISTENCY

"Does our system create leverage?"

Consistency provides a central source of integration, coordination and control, and helps organizations develop a set of systems that create an internal system of governance based on consensual support.





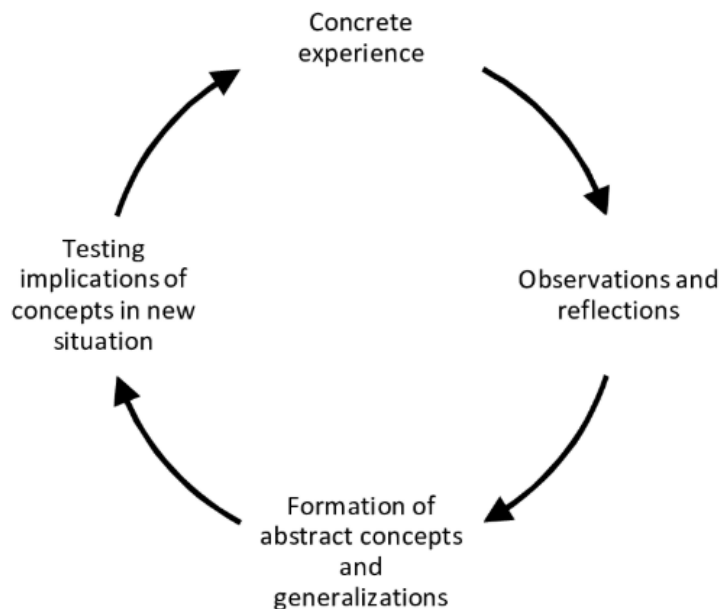
Again, the table below can be used to capture strengths and areas for improvement to help enhance productivity, and overall performance.

	ADAPTABILITY	MISSION	INVOLVEMENT	CONSISTENCY
START				
STOP				
CONTINUE				
CHANGE				

## REFLECTION AND ACTION: KOLB'S EXPERIENTIAL LEARNING CYCLE

Kolb's Experiential Learning Cycle can be used to help assimilate your learning for this particular theme/concept to the workplace/project.

Kolb's Experiential Learning Cycle provides a framework for learners to reflect upon their experiences 'in the moment' or 'after' a particular event helping to make sense of new knowledge/skills and how they can be applied in reality. The four stages of Kolb's cycle is shown here:



**Concrete experience:** a new experience or situation is encountered, or a reinterpretation of existing experience

**Observations and reflections:** of particular importance are any inconsistencies between experience and understanding



---

**Formation of abstract concepts and generalizations:** reflection gives rise to a new idea, or modification of an existing abstract concept – meaning an individual has learnt from their experience

**Testing implications of concepts in new situations:** the learner applies their new knowledge/idea/s to the world around them to see what manifests in reality



### ACTIVITY SIX

Using Kolb's Experiential Learning Cycle use the boxes below to describe your experience of completing the Culture and Values module and how your knowledge can be applied in practice in the future:

**Concrete Experience:**

**Observations and Reflections:**

**Formation of abstract concepts and generalizations:**



---

**Testing implications of concepts in new situations:**



---

## REFERENCES/FURTHER READING

Burke & Litwin, 'A Causal Model of Organisation Performance and Change', *Journal of Management*, Vol 18, No 3 (1992), pp 523–545

Edwards, J. R., & Cable, D. M. (2009). The value of value congruence. *Journal of Applied Psychology*, 94(3), 654–677. <https://doi.org/10.1037/a0014891>

Johnson, G & Scholes, K. (1999). *Exploring Corporate Strategy*. (5th ed). Prentice Hall.

Keeping Culture, Purpose and Values at the Heart of your SME:

<https://www.cipd.co.uk/Images/keeping-culture-purpose-and-values-at-the-heart-of-your-sme-2014-tcm18-10881.pdf>

McKinsey 7-S Framework: Making Every Part of Your Organisation Work in Harmony

[https://www.mindtools.com/pages/article/newSTR\\_91.htm](https://www.mindtools.com/pages/article/newSTR_91.htm)

Molina2016\_ReferenceWorkEntry\_ValueCongruence.pdf

Personal Values Assessment:

<https://survey.valuescentre.com/survey.html?id=s1TAEQUStmx-pUlle-ma6Q>

Rich, LePine and Crawford (2010) Job Engagement: Antecedents and Effects on Job Performance, *The Academy of Management Journal* 53(3):617-635,

DOI: [10.5465/AMJ.2010.51468988](https://doi.org/10.5465/AMJ.2010.51468988)

The Importance of Values in Building a High Performance Culture:

<https://www.valuescentre.com/sites/default/files/uploads/2010-07-06/The%20Importance%20of%20Values.pdf>

UKEssays. (November 2018). Evaluating Value Congruence in the Work Place. Retrieved from <https://www.ukessays.com/essays/business/evaluating-value-congruence-in-the-work-place-business-essay.php?vref=1>

