Ghana Educational Service (G.E.S), the Ashanti Regional Office, Kumasi, Ghana Organisational Culture and Team Effectiveness Assessment

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

An organisation conducts a performance evaluation when it methodically develops an assessment tool, uses the tool to collect data, analyses the findings, and prepares a strategic improvement plan to alter its general purpose. This evaluation was conducted using a descriptive research method called sampled cross-sectional data collection. A questionnaire was distributed to the staff of Ashanti's regional educational office, and they were asked to respond. Their comments provided information about their opinions, attitudes, and tastes. For the administration of the organisational effectiveness and culture assessment questionnaires, twenty-five (25) sampled members of the office staff were utilised. At first, the entire population of thirty-five (35) employees was intended to respond to the surveys. The analysis's findings include the following information:
i) The preferred culture of the personnel differs from the current culture.
ii) How much team effectiveness is now being used at the regional educational office of Ashanti, and how much team effectiveness is something they "would like" to see in their organisation?
iii) It was determined that a few elements need to be strengthened because they directly influence organisational effectiveness. For a useful generalisation to be formed, it is advised that a study be conducted in a larger organisation.

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1. INTRODUCTION

This assignment is a requirement for the MA and DOD in Organisational Development degrees offered by the University of Cape Coast (UCC) and the Organisation Capacity Improvement Consultants (OCIC), a UK-based company. The task was completed in the Ashanti Region's Regional Office of the Ghana Education Service (GES) in Kumasi. Highlights of the Access Organisation, the study's objective, and the problem statement are provided in Chapter 1. The three thematic areas the assignment covered were team effectiveness, organisational effectiveness, and organisational culture.

1.1 Background to Access Organisation

Geographically, the Ghana Education Service Regional Office of the Ashanti Region is almost in the middle of the nation and is referred to be the heartland. Otumfuo Osei Tutu II is the leader of the Asante Kingdom. It has 20053 public primary schools, 1286 public junior schools, 10870 public pre-schools (kindergarten), 7 colleges of education, 3 technical institutes, and 3 special education facilities. With the help of these educational institutions, an environment will be created that will support efficient management and instruction.

1.2 Scope

The purpose of this assignment was to evaluate the Regional Education Office in Ashanti's organisational effectiveness, team effectiveness, and culture.

1.3 Description of the Problem

Arguments over the nature of teamwork, organisational culture, and organisational effectiveness have arisen at the GES office for the region as a result of the consistently high performance of students and pupils in the Basic Education Certificate Examination (BECE) and the West African School Certificate Examination (WASCE), respectively. In this Access Organisation, the OD Trainees made the decision to look into this matter. One issue that arose on the job was that not all of the sampled employees could show up when the questionnaires were given out. Second, the respondents made excessive demands for

payment from us when we were on break. Finally, the level of education of some of the sampled workers made it quite challenging to administer the questionnaires.

1.4 Objective of the Study

The study aims to determine the staff's present degree or level of the organization's chosen and existing culture, as well as team effectiveness.

1.5 Literature Review

1.5.1 Organisational culture

and perspectives a specific group or organisation has towards its issues, procedures, and objectives By Fachada, Rebelo, Lourenço, Dimas, I., and Martins [1]. The management of green human resources: A bibliometric evaluation. In 2022, Administrative Sciences, 12(3), 95. School administrators are aware of the value of standardised testing as a gauge of academic achievement and school culture. Better Together, by Trinter CP, and Hughes, H. E. (2023). The management or facilitator function of the school leader has given way to instructional leader or lead teacher. The leader is in a position to manage things like bus timetables and challenging parents, as well as to enhance learning through role-playing and practise. Traditionally, school administrators have not acquired the training required to fill the The phenomena of leadership is most frequently observed but least understood, Letierce C, Mills C, Arnaud N [2]. In this study, an effort will be made to assess school leadership in order to ascertain whether school leadership is using contemporary leadership principles. As a result, the complete body of leadership theories will serve as a solid framework for our study, Letierce C, Mills C, Arnaud N (2022). In both studies, it was discovered that MDP material had more relational than agentic techniques. The interviews revealed that agentic skills and relational strategies frequently overlap during the growth process, Kolade O, Adegbile A, Sarpong D [3]. It is practically required for administrators to be brave enough to re-think established structures like the bell schedule and the role of instructional experts in the school community, according to Trinter's and Hughes' (2023) Better Together. By doing this, leaders show their dedication.

Another study found that the idea of learning orientation (LOL), which is connected to organisational learning, has an impact on how well a learning system is developed inside an organisation.

Authors of the article "Learning Orientation and Organisational Learning: Best Result Platforms for Effective HR Management Activities" conducted the study.

According to the paper's author, the study's title was "Learning orientation and Organisational Learning". A collaborative framework was created by Sinkula (1997) and Alerasoul (2021) that establishes a connection between organisational learning and learning orientation.

Frank LaFasto lists five crucial dynamics that must be present when creating a team if it is to succeed: The group member A productive team is made up of individuals who are skilled at what they do, have problem-solving abilities, and Frank LaFasto lists five crucial dynamics for successful team creation as follows: Member of the team: People with strong problem-solving abilities, an open mind to problem-solving, and a focus on taking action make up a successful team.

Team Relationships: For a team to be successful, members must be able to give and receive feedback.

Team Problem Solving: The effectiveness of a team depends on how clear and focused its objectives are.a calm, welcoming environment is necessary for honest and open dialogue, Ha JC, Lee JW (2022).

Team Leadership: Effective team leadership depends on strong leadership abilities. A capable leader is:the objective in mind establishing a cooperative environment

Establishing priorities and fostering team members' confidence exhibiting adequate "knowledge" Utilising performance management.

In order for readers to have a realistic understanding of what can be accomplished through teamwork, this article covers the most recent team literature and tries to clarify some of the benefits and drawbacks of team implementation.

A study by Vadde dhana Laxmi (2022) claims that team development entails a range of actions intended to boost team performance. In order to assure self-development, effective communication, leadership, and the capacity to work closely as a team to solve challenges, team building aims to bring out the best in a group of people. The literature suggests that teamwork's effects—both good and negative—are conditional. The influence of teamwork—both positive and negative—depends on a variety of factors, including the culture and In order to assure self-development, effective communication, leadership, and the capacity to work closely as a team to solve challenges, team building aims to bring out the best in a group of people. The literature suggests that teamwork's effects—both good and negative—are conditional. According to the research, a variety of factors, including organisational culture and environment, team management effectiveness, employee engagement, salary and reward structures, and employee autonomy, influence the impact (both positive and negative) of collaboration, Ha JC, Lee JW (2023). I've outlined eight crucial team building principles in this essay that I've learned from other authors.

1. Specific aims
2. Power to make decisions
3. Responsibility and accountability
4. Effective management 5.
5. Education and development
6. Resources.
7. Institutional assistance
8. Prizes for successful teamwork

What exactly is team building?

Creating a team means bringing individuals together. It is essential for the development of a cohesive team that collaborates to achieve a common goal, Belbin M, Tuckman B, Katzenbach J, Smith D, Janis I, Gibson C (2022). Organisations, sports teams, and educational institutions use a variety of events and techniques for team building to help students and staff perceive themselves as members of a team that communicates and works together to improve performance. Excellent teams don't put each other down. They don't slink away from one another. Without worrying about reprisals, they open up about their flaws, their strengths, and their anxieties. Lenciono, Patrick (2020). The interaction an organisation has with the outside world, the accessibility of human resources, infrastructures, programme management and programme procedures, and strategic leadership can all be used to gauge how effective it is. The

organization's vision gives it both the motivation to start moving in the right path and the direction it should go (W. Warner Burke 2023).

The development of a team is sparked by strong relationships. 'A team is a small group of individuals with complementary abilities who are dedicated to a certain set of performance objectives and strategy for which they hold each other accountable,' according to the definition of a team. Douglas K. Smith and John R. Katzenbach (1993). For instance, Sullivan, G. M., and Artino Jr. [4] stated that the ideal way to conceptualise organisations is as streams of overlapping groups connected by linkage.

2. METHODOLOGY

The data collection process, research population, sampling strategies, instrument administration, and data analysis strategy were all covered by the research methodology.

2.1 Data Collection

The study will primarily employ secondary and primary sources of data. The survey will provide secondary data sources, such as the Internet, journals, and other publications that might be relevant to the study. Records and data acquired in the Regional Education office itself will serve as primary sources.

2.2 Instrument

The questionnaires used in OD will be the study's starting point for developing the tools. The survey will be conducted using the OCAT OD Tool by the study in order to gather quantitative data to support the findings.

2.3 Population, Sample Frame and Sample Size

Men and women from any department or unit of the Ashanti Region Education Office who had been employed there for at least five years prior to the survey date make up the target group. The sampling was done on purpose. The 35 employees of the regional education office were all chosen at random to take part in the poll. Due to lengthy absences from work caused by national assignments, not all of the sampled respondents could participate in the exercise.

2.4 Training of Field Assisstants

Twelve Akan-speaking field assistants are expected to be hired and trained for this project. Ten of them are expected to be employed for actual fieldwork, while the other two will serve as backup personnel in the event that something goes wrong with the data collection. The following three exercises will be part of the training: determining a "common English translation" for all expressions and ideas. There will be an Akan translation for each item.translations into Obuasi municipality and Techiman, the two primary northern languages. In front of a group that can speak these languages, field assistants will simulate using instruments.

This is done to guarantee that the field assistants can accurately translate the items into local languages and to guarantee uniformity in the translation of the questionnaire items as well as that the field assistants can translate the items appropriately into local languages.

2.5 Pre-Testing of Instrument

At Cape Coast Municipality (Abura) and Cape Town Municipality (Adisadel), we suggest testing the instruments. This is because Cape Town has the highest immigrant population in the nation and these two places are near to the target groups. A pre-test's objectives are to establish the consistency of respondents' knowledge of the instruments (tool reliability) and the accuracy with which survey items capture the desired outcome (tool validity). Additionally, the pre-test information and expertise will improve the final devices' quality as well as the field assistants' credibility when collecting real-time data.

2.6 Data Analysis Plan and Procedures

The raw Team Effectiveness (TE), OCP (OCP), and OCP (OPC Improvement Assessments) values were transformed to mean values using the formula in the Box Model. The remaining data was transformed into average and percentage values. The mean values were used to create the histogram.

Participants were asked to rate each OCAT question on a scale from (1) strongly agree to (7) strongly disagree. For OCAT, highly agree (5) was weighted by 5 (1) and strongly disagree (1) by 1. Using office resources and an interview, providing background information on the Access

Organisation. Giving guidance on how to respond in light of a participant's preferences and the organisational culture already in place. 2 field assistants to help participants who needed clarification 2 field assistants were available to help participants who were struggling to understand the directions. Dyslexic individuals had difficulties reading and understanding the questionnaires. A translation was provided in this instance. 3. Use a multivariate statistical model, such as the logistic regression model, to analyse the data. This study uses a livelihoods systems approach to assess the state of migrants' livelihoods in their final destination. 4. Represents livelihood outcomes (good, negative, or neutral) as a dependent variable in the model. Characteristics like a house will be among the explanatory variables. Information about the explanatory and dependent variables will be converted into numerical values. For instance, by using odd ratios, logistic regression can be used to determine the impact of each explanatory variable on the dependent variable.

Characteristics like a house will be among the explanatory variables. Information about the explanatory and dependent variables will be converted into numerical values. For instance, using odd ratios and probabilistic techniques, logistic regression can be used to calculate the impact of each explanatory variable on the dependent variable. Probabilistic approaches, which take into account demographic, sociocultural, and economic variables, household assets, and remittances, are assessments of the possibility that livelihoods will be positive, negative, or neutral (Kedir, 2003).

2.7 Rationale of the Study

In order to improve education quality, the nation needs teamwork and a dynamic organisational culture, according to Verwijs, C., & Russo, D. [5]. The Ashanti Regional Education Office's actual and preferred or desired states of team effectiveness and organisational culture are evaluated in this study using the organisational development (OD) concept and empirical data. This study will allow it to be determined whether the organisational culture and effectiveness of the AREO team have improved, declined, or remained the same. Additionally, the study itself offers a chance to investigate the partnership between organisational leadership and the workforce. A survey on organisational team

effectiveness and organisational culture was conducted in one particular organisation in Ghana (AREO).

2.8 Statement of the Problem

Arguments over the nature of teamwork, organisational culture, and organisational effectiveness have arisen at the GES office for the region as a result of the consistently high performance of students and pupils in the Basic Education Certificate Examination (BECE) and the West African School Certificate Examination (WASCE), respectively. The researcher in OD made the decision to look into this matter at this Access Organisation. One issue that arose on the job was that not all of the sampled employees could show up when the questionnaires were given out. Second, the replies made excessive demands for payment from the author throughout the interval. Last but not least, the education level of some of the sampled workers made it difficult to administer the surveys.

Several of these responders in the majority A significant number of these responders are non-English speakers. Alerasoul SA, Afeltra G, Hakala H, Minelli E, Strozzi F [6] set out to address the aforementioned research question and make an attempt to assess the level of organisational efficiency inside the organisation they were studying.

3. RESULTS

3.1 Organisational Effectiveness Assessment (OCIAT)

Mean values were calculated and used for OCIAT analysis according to Table 1 and Graph 1.

4. DISCUSSION OF RESULT

4.1 Team Effectiveness

Scores from respondents were summed up for each of the fourteen (14) items. The total were divided by the total number of participants (25), to arrive at an average for each of the fourteen (14) items figure to show their "NOW" and "WOULD LIKE" opinion of team effectiveness.

"NOW" and WOULD LIKE" perceptions about Team Effectiveness are diagrammatically presented in (Chart 1).

4.2 Organisational Culture Assessment

Data obtained from Ashanti Regional Education Office (AREO) about the organizational culture were analysed as follows:

i) Averages were computed for each option of all the fifteen (15) items under both the Preferred and the Existing Cultures.
ii) Every average figure was recorded on the score sheet. (Table 3) shows the average scores.
iii) For both the preferred and existing cultures the sum of the averages of each alternative
(a, b, c and d) under all the fifteen (15) items were calculated,

where a= power; b= roles; c= achievement; and d= support.

iv) Every average figure was recorded on the score sheet.
v) For both the preferred and existing cultures the sum of the averages of each alternative
(a, b, c and d) under all the fifteen (15) items were calculated,

where a= power; b= roles; c= achievement; and d= support.

vi) Participants responses as to what they perceived as the Existing & Preferred Cultures were computed using these formulae:

(a) Existing Culture = (A) + (S) − (P) − (R)
(b) Preferred Culture = (A) + (S) − (P) − (R)

Where: A= Power; S= Support; P= performance; and R= Role.

Assessment of organisational effectiveness the Organisational Capacity Tool (OCAT) outcomes were evaluated using the Weisbord 6-B ox model (Appendix B).

4.3 Boundaries

An organisational border is a line defining what belongs to the organisation and what belongs to the immediate surroundings. The Ashanti Regional Education Office is a component of the Ghana Education Service (GES) under the

Ministry of Education (MOE). Its operation is influenced by the Ministry of Education and other educational stakeholders. The Ashanti Regional Education Office is a component of the Ghana Education Service (GES) under the Ministry of Education (MOE). Its operation is influenced by the Ministry of Education and other educational stakeholders. The justification provided above demonstrates that. The Ashanti Regional Education Office is a component of the Ghana Education Service (GES) under the Ministry of Education (MOE). Its operation is influenced by the Ministry of Education and other educational stakeholders. The Ashanti Regional Education Office is a component of the Ghana Education Service (GES) under the Ministry of Education (MOE). Its operation is influenced by the Ministry of Education and other educational stakeholders. The aforementioned justification makes it quite evident that this organisation uses an open system, Davies M (2023).

Table 1. Capacity improvement assessment impact (OCIAT)

	N	Mean
Vision, mission, and goal	25	3.84
Management system	25	3.38
Structures relations, communications	25	4.07
Rewards	25	3.50
Staff development	25	3.89
Technical support/support systems	25	3.62
Financial management	25	3.93

Source: Data Gathered in the Field, 2023

4.4 Organisational Efficiency Evaluation

The Weisbord 6-Box model, created by Marvin Weisbord and modified for Organisation Development research work, was used to evaluate the organisational capacity assessment's (OCA) findings (See Appendix A).

4.5 Boundaries

An organization's border is the line that separates what is a part of the organisation from what is a part of the local and surrounding environment. A division of the Ghana Education Service (GES) under the Ministry of Education (MOE) is the Ashanti Regional Education Office. The Ministry of Education and other education stakeholders have an impact on how it functions. In order to function properly, AREO must rely extensively and primarily on funding support from the federal government. It is clear from the explanation above that this organisation operates on an open system.

4.6 Input

An organization's inputs are both its physical and non-physical resources; examples include its people resources, machines, finances, technological know-how, networks, and time de Waal A, Jansen P [7]. The majority of the financial resources going to AREO come from the central government. The majority of responders said that staffing levels are insufficient. The government's recruitment policy is based on a quota system, which prohibits hiring more people.

4.7 Output

It is a purposefully planned and unplanned service that a company offers to produce outcomes. For implementation by all Regional Education Offices in Ghana, the central government develops policies on the supply of human resources and their administration. The general public's assessment of the region's educational standard, according to the respondents, is slightly above average. This result supports the findings of Vadde dhana Laxmi's study from 2022, which found that team development encompasses a range of actions intended to enhance team performance. In order to assure self-development, effective communication, leadership, and the capacity to work closely as a team to solve challenges, team building aims to bring out the best in a group of people.
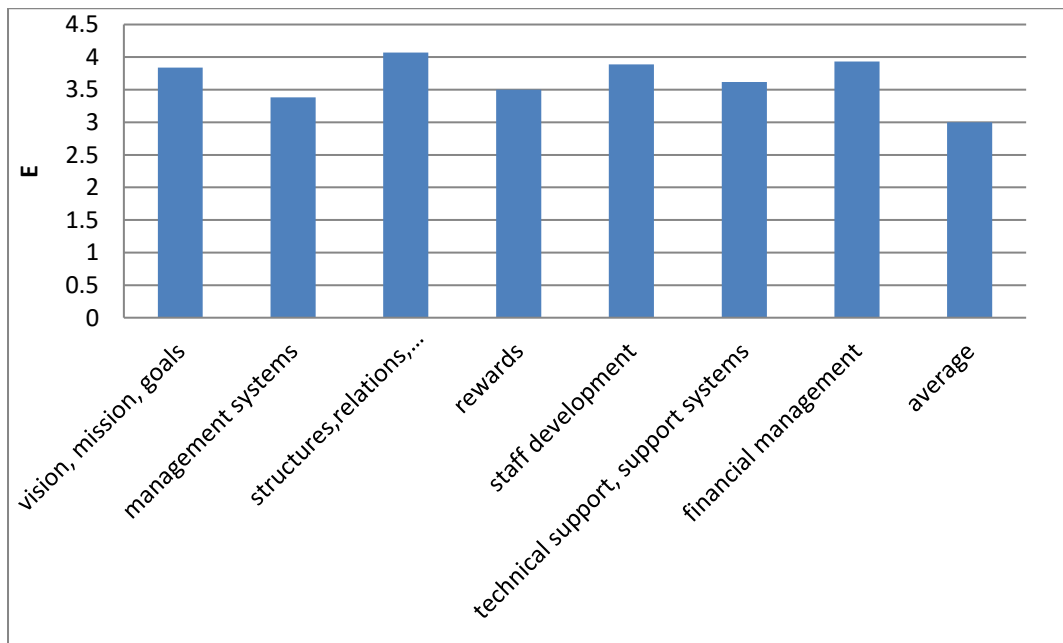
4.8 Feedback

A feedback is anything that contributes to the system's improvement. Input and output are linked both forward and backward. AEO (Ashanti Regional Education Office) offers channels for receiving criticism. Examples of ways to gather feedback include BECE and WASCE final test results, staff evaluations, staff meetings, workshops, district annual performance reports, and annual audit reports, among other things. In fact, input is also given by the general public and Ministries, Departments, and Agencies (MDAs).

Vision, mission, objectives, and goals

All respondents acknowledged knowing that AREO has a well-thought-out, clearly stated, and documented vision, mission, goal, and objectives.

4.9 Structure of Organisations

The different layers that make up an organisation are referred to as its organisational structure, including the process followed by committees, teams, groups, organs, sections, and departments (Appendix C). 41.1% of AREO respondents said they are aware of their roles and reporting channels. This suggests that the majority of respondents were unaware of the presence of a robust and distinct organisational structure.

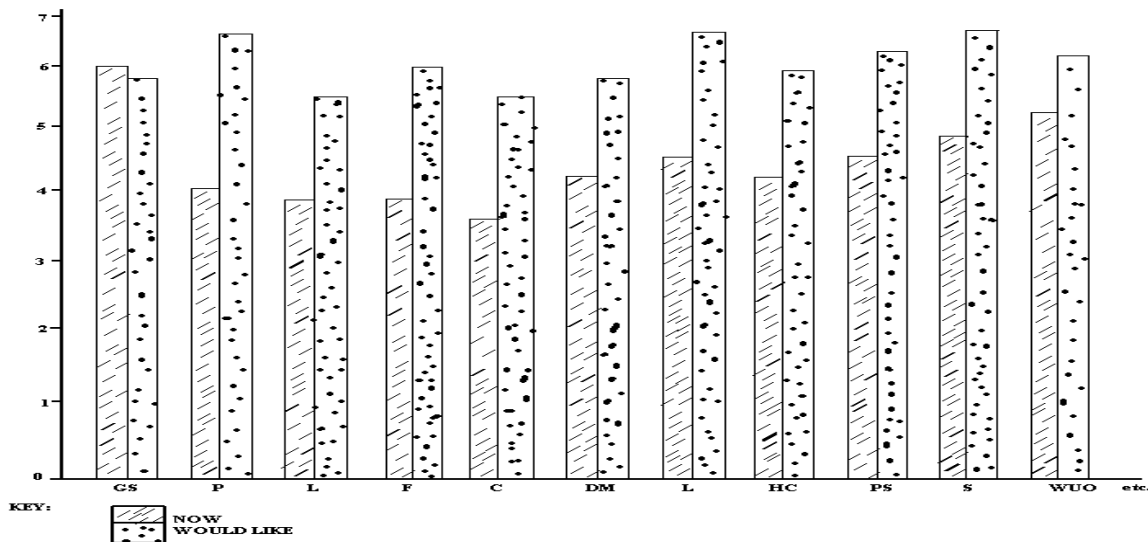**Graph 1. Organisation effectiveness assessment**

Chart 1. team Effectiveness

Table 2. Team effectiveness

Goal setting	6.0	5.8
Participation	4.2	6.2
Listening	4.0	5.5
Feedback	3.9	6.2
Communication	3.7	5.8
Decision-makking	4.3	5.8
Leadership	4.1	6.1
Handling team conflict	3.8	5.8
Probblem solving	4.0	4.0
Work unit structure	4.3	6.4
Work unit operation	3.6	6.1
Role definition	3.0	6.1
Support system	3.8	3.8
Relationship	4.1	6.4

*Source: Data gathered from the Regional Education Office of Ashanti, Kumasi, 2022*

4.10 Rewards and Sanctions

Salary and perks alone are insufficient to motivate people. To recruit and keep employees in the organisation, other criteria must be present. yearly institutionalised incentives offered by AREO include paid and unpaid study leave, awards for the finest teaching and non-teaching personnel, yearly leave, maternity leave, an annual get-together, and welfare benefits. There has been some staff unhappiness with the amount of motivation right now, Kusumawati MD, Fauziddin M, Ananda R [8].

4.11 Support System

It all comes down to material and intangible factors that enable an organization's workers to effectively carry out their jobs. They include things like trusts, equipment, machinery, supplies, technology and stationery, de Waal A, Jansen P (2023). According to 58.3% of respondents, they do not have enough support networks to enable them to perform successfully and efficiently. What they severely lack are vehicles for monitoring, oversight, and evaluation, logistics, a merger budget allocation from Central Government, office supplies, computers, and accessories.
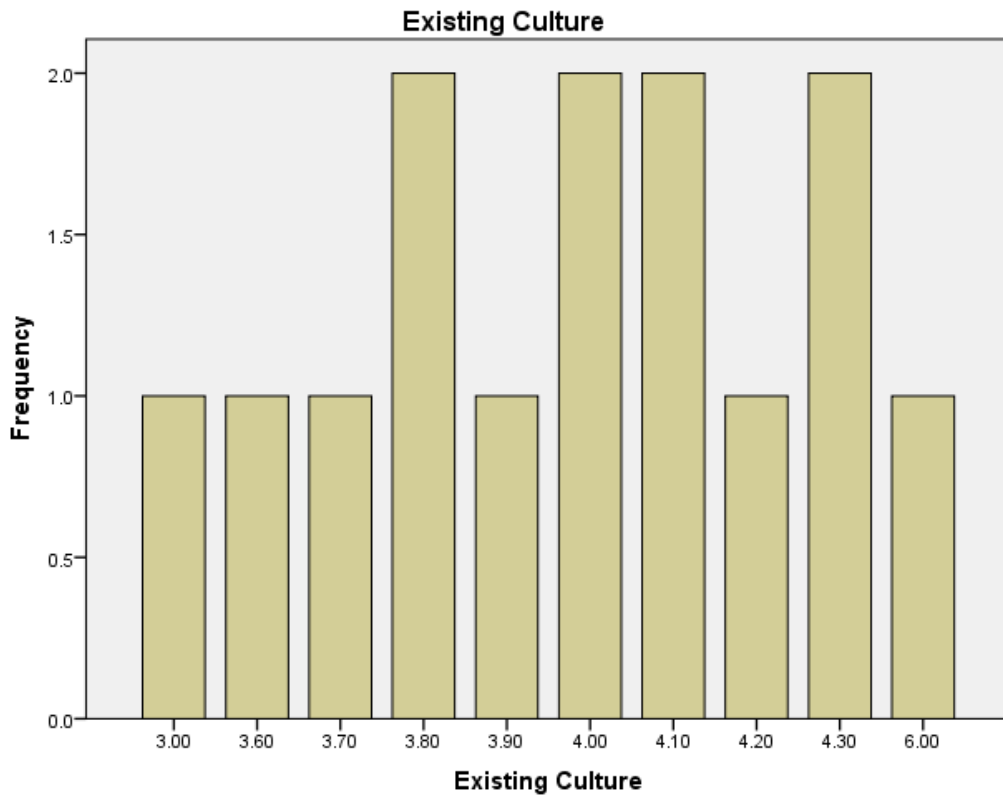
Graph 2. Existing culture of the organisation
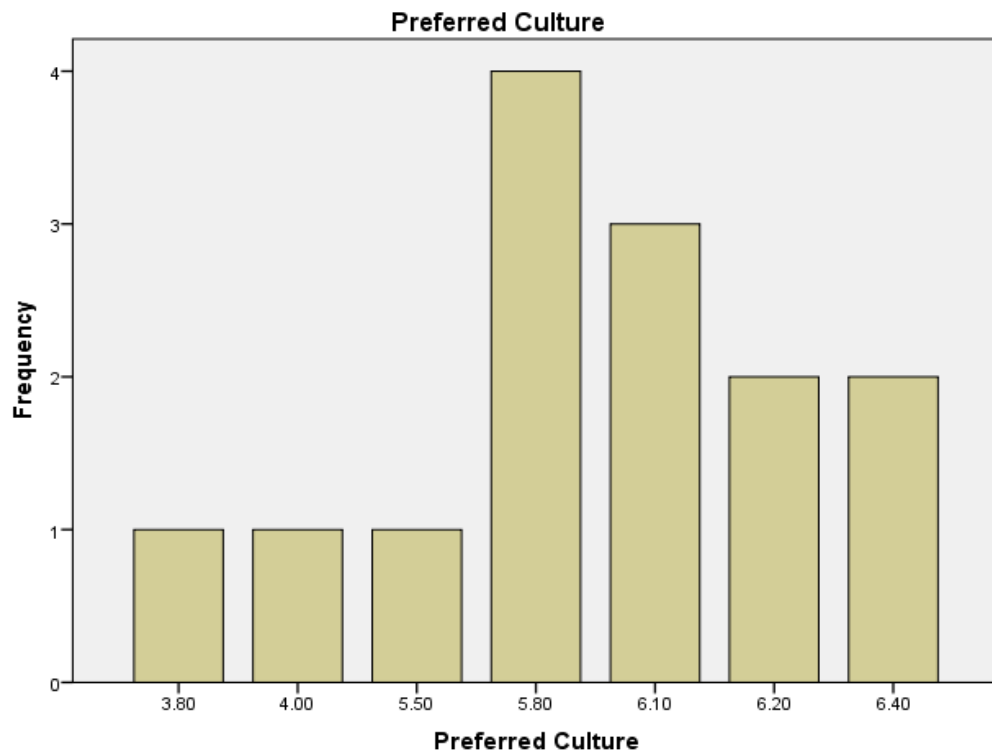
Graph 3. Preferred culture of the organisation
Source: Author's Analysis of data Gathered, 2022

4.12 Relationship

The organisational culture and success of an institution may be greatly influenced by friendly group interpersonal interactions. There is a formal and informal interaction there. There are formal and informal partnerships at the departmental and unit levels, Crupi A, Liu S, Liu W [9].

4.13 Management Systems

Management systems are made up of people performing management tasks at various levels. The respondents think that staff oversight at AREO is strong. 7.5% adamantly reject the notion that office supervision is effective. Furthermore, 56.3% agree that staff oversight is effective. While 37.6% of participants said that power is top-heavy within the organisation, 33.3% of people wanted power to be bottom-heavy.

4.14 Analysis of Organisational Culture

Utilising data from the corporate culture assessment tool that was employed, the following analysis was conducted.

a) Top management now has a sizable amount of power, but workers want that power to be given to those at the bottom of the organisational hierarchy, Letierce C, Mills C, Arnaud N [2].

b) The staff feels that the existing ROLES are sufficient, and no more ROLES are needed.

c) The personnel would prefer greater levels of success than what they already have.

d) For employees to complete their responsibilities more successfully and effectively, additional support systems are needed, Pajimola AH [10].

e) The preferred and existent cultures are combined to form the CULTURE INDEX. While the present culture index is 5.3, the intended culture index is 14.8. This suggests that staff members want the current culture to change.

4.15 Team Efficiency Evaluation

According to the staff's interpretation of the analysis in Chart 2, all other components—aside from goal setting—need some improvement. These include participation, listening to feedback, communicating at work, making decisions, handling conflict, work unit structure, problem-solving, role definition, support services, and relationships. Instead, staff should ideally be given responsibility for setting goals, Burke WW [11-15].
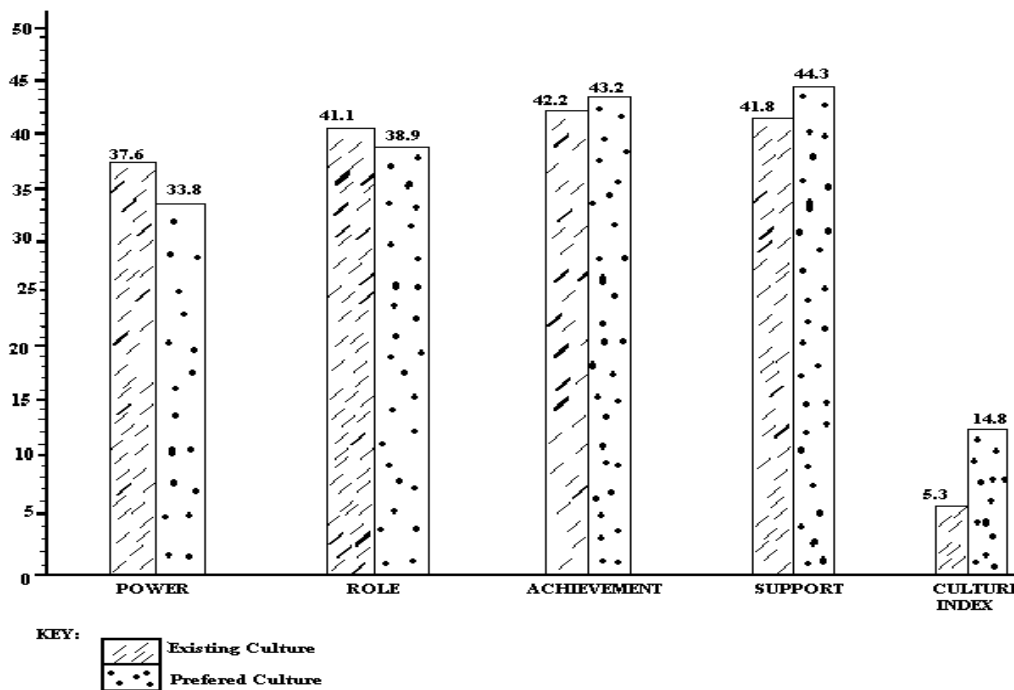

Chart 2. Organizational culture assessment (OCAT)

5. CONCLUSION

In this project, the organisational culture, team efficacy, and organisational efficacy of AREO, Kumasi were assessed. In accordance with the objectives and key themes of the assignment, three sets of questions were developed. The organization's three main theme areas were addressed by these three sets of questions. These topic areas were analysed using the Weisbord 6-Box Model. This model was used to consider a number of important factors that contribute to an organization's success, including its boundaries, organisational structure, input and output, objectives, goals, and purpose and vision. The culture assessment included highlighting the actual and ideal themes. The areas of power, role, success, and support were examined. Apart from a few crucial duties, the staff claimed they required more power and resources, Letierce C, Mills C, Arnaud N [2,16-20].

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Author has declared that no competing interests exist.

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APPENDIX A

Organisational Capacity Self-Assessment Tool (OCAT)

Preamble: "HELPING YOU DO RIGHT THINGS WELL IN THE DEPARTMENT, COMMUNITY or ORGANISATIONAL LEVEL"

This Tool (OCA) is designed to help you (Individual/group) assess your organisation's current state (NOW). It will help affirm strength (s) and identify potential (s), draw your attention to innovation (s) and areas that may need more attention/priority.

It is self-owned process, practical, rewarding and empowering. If done well, it leads to positive transformational agenda.

The purpose of this instrument is to contribute in identifying the untapped market, joint ventureship, possible collaboration, and social-technical innovations to transform the organization as a SYSTEM.

Duration: It should take about 55-60 Minutes to respond to the questions and self-evaluate, as well.

Directions:

Do not put your name anywhere on this document. Please respond to all statements as much as possible.

For each answer, to what extent do you agree that the statement is TRUE for your organisation.

Be open/fair and very honest. For each statement, CIRCLE only one number to indicate your thinking and observation in the system (reality).

After you have responded to all of the statements, transfer the numbers to the scoring sheet (See Appendix A)

Below are the choices for each statement:

2   I agree (this statement is certainly true in my organization).
3   I agree slightly (this statement is sometimes or partly true).
4   Uncertain (I don't know if it is being practice/done).
5   I disagree slightly (this statement is usually not true).
6   I disagree (this statement is certainly not true to my organization).

Now answer the questions below;

1. The vision/mission/objectives of this organization are clearly stated and known to me.	1 2 3 4 5
2. Detailed define hierarchy, reporting and decisions are made with heads/leaders.	1 2 3 4 5
3. Board/Council meetings are mostly concerned with matters of top policy, planning, raising funding, and financial management, not day-to-day details of organization.	1 2 3 4 5
4. Regular meetings are organised and used to effectively make decisions and accomplish important tasks.	1 2 3 4 5
5. I feel like my efforts are recognized and appreciated in the organization (encouragement).	1 2 3 4 5
6. I know most of the board/council members well enough and they have expertise	1 2 3 4 5
7. My organization prepares an annual budget which is regularly monitored	1 2 3 4 5
8. New ideas are fairly considered in this organization (innovation policy)	1 2 3 4 5
9. My organization identifies and nurtures new future leaders consciously.	1 2 3 4 5
10. New board/council members are oriented to their tasks and given a written description of their responsibilities.	1 2 3 4 5
11. I understand my role and responsibilities in the organization (with support)	1 2 3 4 5
12. We have a balanced source of funding from grants, donations, and IGF	1 2 3 4 5
13. This organization is open and ready for positive change (We have a policy).	1 2 3 4 5
14. I understand the mission statement of this organization and constantly reminded by my superior.	1 2 3 4 5
15. Adequate systems/platforms exist to ensure that members of my organisation, and the associate committees communicate with each other.	1 2 3 4 5
16. The board has an ongoing process for determining leadership needs and recruiting new board members (we have a policy document).	1 2 3 4 5

17. The board reflects expertise and has a balance of the needed skills, and access to resources.	1 2 3 4 5
18. When conflicts arise, we cope with it because we have a documented policy.	1 2 3 4 5
19. Accountability: members have timely and accurate financial information all the time.	1 2 3 4 5
20. We tend to spend our money and energy to fulfill our highest priorities (we have a strategic plan).	1 2 3 4 5
21. Team work exists with commitment.	1 2 3 4 5
22. Information Availability: agendas, minutes, technical/financial reports, etc are shared all the time.	1 2 3 4 5
23. Staff/workers are regularly evaluated (self awareness).	1 2 3 4 5
24. Staff/workers have adequate benefits.	1 2 3 4 5
25. Someone is clearly responsible to monitor organizational targets.	1 2 3 4 5
26. For every program, it is clear which committee is in-charge (Leadership Roles).	1 2 3 4 5
27. Board/Committee members are committed to the 196rganization and devote enough time so that the board is effective.	1 2 3 4 5
28. Staff members are properly recruited and have their job descriptions and responsibilities spelt out.	1 2 3 4 5
29. I clearly benefit from my association with this organization (economic value).	1 2 3 4 5
30. Newcomers to the 196organization are quickly made to feel welcome and orientation is conducted.	1 2 3 4 5
31. I understand the financial condition of this organization and contribute to its success	1 2 3 4 5
32. Our mission statement is pasted openly and it's known by every member of the organization.	1 2 3 4 5
33. We have progressive motivational package for committed staff (Award Scheme)	1 2 3 4 5
34. I am very competent in my role because management supported me.	1 2 3 4 5
35. We hold management meetings and retreats to strengthen our relation.	1 2 3 4 5
36. We continuously build the capacity of our team.	1 2 3 4 5
37. Each leader is accountable to the structure of reporting (we practice it).	1 2 3 4 5
38. We have coaching and mentoring policy (Developing new leaders).	1 2 3 4 5
39. We practice Coaching and Mentorship activities in my 196rganization.	1 2 3 4 5
40. We support coaching and mentoring initiatives in all departments.	1 2 3 4 5
41. We assess managers/leaders on coaching and mentoring plans.	1 2 3 4 5
42. We use self-performance quarterly and annually to appraise ourselves.	1 2 3 4 5
43. In my organization, resistance to good change is recognized and efforts are made to mitigate challenges/factors (Change and Transition Management Policy).	1 2 3 4 5
44. We look for an innovative ideas to better our service delivery and profitability	1 2 3 4 5
45. My 196organization has a communication (branding, marketing and learning) policy.	1 2 3 4 5
46. There is expertise in the organization promoting our "Brand".	1 2 3 4 5
47. Our logo is used to depict our identity all the time.	1 2 3 4 5
48. Changed plans are financed to bring innovative results.	1 2 3 4 5
49. We trust each other 100%, this helps us achieve our target all the time.	1 2 3 4 5
50. I understand the history and know at least 3 core values of my organization.	1 2 3 4 5
51. We inquire the leadership potential in our team and takes steps to develop them	1 2 3 4 5
52. We use external expertise to diagnose our system and we accept the need for innovations.	1 2 3 4 5
53. we have and use social media appropriately	1 2 3 4 5
54. We have Monitoring, Accountability and Learning (MAL) unit	1 2 3 4 5
55. we have expertise in resource mobilization.	1 2 3 4 5

Instructions:

Transfer scored numbers from the questions (circled), to blank space in the tables (1 & 2) below appropriately.
Find the averages in each thematic area.
Please read carefully and confirm results. See next page the guidelines for interpretation.

Table 1.

Vision/mission/ Objectives		Structure and communication		Appreciative leadership		Governance		Management		Rewards	
1	+	2	+	9	+	3	+	4	+	5	+
14	+	15	+	16	+	10	+	11	+	24	+
20	+	21	+	26	+	17	+	23	+	29	+
32	+	25	+	51	+	22	+	28	+	33	+
50	+	37	+	52	+	27	+			34	+
TI =	÷5	=	÷5	TI =	÷5	TI =	÷5	TI =	÷4	TI =	÷5
Av. Score =		Av. Score =		Av. Score =		Av. Score =		Av. Score =		Av. Score=	

Table 2.

Relationships		Resources Management		Change and Growth		Knowledge Management and Learning		Coaching and Mentorship		Others
6		7		8	+	45	+	38	+	
+		+								
18		12		13	+	46	+	39		
+		+						+		
30		19		43	+	47	+	40		
+		+						+		
35		31		44	+	53	+	41		
+		+						+		
36		55	+	48	+	54	+	42		
+								+		
49		=	÷5	TI	÷5	TI =	÷5	TI =	÷5	
+										
TI	÷6	Av. Score =		Av. Score =		Av. Score =		Av. Score =		
Av. Score =										

Keys:
Average score = Av. Score
Total = TI

Interpretation, Reasoning and Feed Forward of Oca Results

1. An Ideal organisation with an average score of 1, mostly does not exist. NB: "some respondents could play it safe" to cover strategic issues which need proper attention.
2. But, when an average score of 1 happen in each of the sub-structure (thematic area), follow up questions should be asked to confirm or otherwise.
3. Deeper analysis should be conducted with the respondents; individually and as a group.
4. Praise the positive indicators (score of 1s) first before following up on scores of 2-5.
5. Scores equals to 2 and above indicates the need for OD interventions. Further engagement should be encouraged to provide a road map to resolving issues or taking advantage for the opportunity.
6. Facilitator should use appreciative inquiry (AI) to discover the following;

   a) Willingness for inclusive change
   b) Likely overcoming resistance to change
   c) Effective collaborative effort
   d) Organizational power to bless process, etc

Note:

1. If you are not able to respond to some of the questions, don't worry but it means you need to work extra hard into the future.
2. Be inspired by the questions.

APPENDIX B

Table 3. A design of an Organisation Development (OD) intervention

Day	Activity	Objectives	Methodology	Responsibility	Expected outcomes	Remarks
1	The Regional Director of Education met	A letter of introduction was presented	Personal Contact	Researcher	A letter presented by the researcher	
	The researcher was Introduced by the Regional Education Office	This was to enable the Regional Education to introduce the researcher to all the offices..	Personal Contact		The researcher was made known to the staff.	
2	Questionnaires were discussed	To assess the level of understanding of the questionnaires by staff.	Discussion Method was use	Researcher	The questionnaires were clearly understood and some were rephrased.	
	Duplicate the Questionnaire					
	Questionnaires on organisation effectiveness were redesigned.	This was to elicit the right responses and produce the required number of the respondents	Typing Printing and photocopy work were done	Researcher	Instrument for assessment were produced and used.	Pilot tested the research instruments
3	Information about Access Organisation were gathered	Data or Background information about the access organisation	An interview approach was used.	Researcher	Data about Background information was requested for.	
4	Respondents were asked to give responses to Questionnaires	The main purpose was to elicit responses from the staff of the office	The staff of the Regional Education office were given Guidance as to how to respond to the questionnaires	Researcher	Responses to be elicited	
5	Retrieved all Questionnaires	All staff who responded to the questionnaires had their responses retrieved.	Through personal contact, all questionnaires were retrieved.	Researcher	The researcher was able to retrieve all questionnaires.	

Day	Activity	Objectives	Methodology	Responsibility	Expected outcomes	Remarks
6	Data gathered were Sorted out.	Data was grouped on the basis of thematic areas	Researcher used Excel / SPSS to do data analysis.	Researcher	Data was analysed on the basis of thematic areas	
7	Data from the SSPS were Analysed	The Regional Education Office's organisation effectiveness manifested	The Excel software was used.	Researcher	Analysis of data completed.	

APPENDIX C

Table 4. Researcher's notes

Day	Activity	Objectives	Methodology	Responsibility	Expected Outcomes
1	Introduction of the Researcher to the Regional Director	A letter of introduction was presented.	Face-to-face/ Personal Contact was made.		A letter of introduction was presented.
	The researcher got acquainted with the staff of the Regional Education Office.	Regional Education Office staff know who the Researcher is.	Contact was made through a phone call and finally met him on Personal Contact.	Researcher	
2	Issues about questionnaires were discussed.	The purpose was to help the Regional Director of Education to understand the questionnaire	After the discussion questionnaires were Typed, printed and photocopied for use.	Researcher	The Regional Director of Education and the staff understood all the Questionnaires to be used for the Assessment of the organisation.
	Duplicate the questionnaire	To produce the required number of the respondents			
3	Data was gathered about the Background information of the Access Organisation	The researcher requested background information about the access organisation	By Interview data was gathered. Review of information	Researcher	Background information was requested for compilation.
4	All questionnaires administered were collected back from all respondents.	No responses were left not retrieved.	The researcher used personal contact to retrieve all questionnaires	Researcher	Responses were elicited from all the staff.
5	Every response was sorted out according to the thematic areas of the study.	Data was grouped based on themes.	Excel or SPSS was used.	Researcher	Data had been grouped or sorted according to

Day	Activity	Objectives	Methodology	Responsibility	Expected Outcomes
					themes
6	Analysis of data was done.	The true picture of the state of affairs of the Regional Education Office's organisation effectiveness was manifested	Excel software was used	Researcher	A graphical presentation of the data gathered was displayed.
7	Feedback for the Regional Director of Education and staff was done.	More meaning to the date was solicited to add more value to the findings of the study	The client feedback approach was applied.	researcher	Interventions according to the client's needs were prioritised for the necessary action.