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NUR FAUZIAH RACHMAN

**Assessing The Role Of Organizational Culture In
Shaping Organizational Commitment (A Qualitative Analysis In The
UK Indonesian Student Association During Organizational Change)**

Nur Fauziah Rachman

M.Sc. Mental Health Studies
(Organizational Psychiatry & Psychology)
Institute of Psychiatry, King's College London
University of London
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ABSTRACT

Organizational culture and commitment have always been major interests in academic research and education, organization theory as well as in management practice. For many years, however, the different conceptions of both concepts have lead to a bewildering complexity in interpretation. Just as how the factors purported to be associated with commitment contribute to its development or how organizational culture can be managed to promote the development of organizational commitment is still not well understood. Empirical evidence is still needed to assess the role of organizational culture in shaping commitment especially in a student organization. This study is aimed at providing such evidence.

Samples of this study include 21 Indonesian students who are studying in the UK. In order to guarantee representativeness, the samples consist of students from various cities across the UK, such as Birmingham, Bristol, Bournemouth, Cambridge, Glasgow, Guildford, London, Leeds, Manchester, Newcastle, Norwich, Nottingham, Oxford, Sunderland, York, and Wolverhampton.

For the purpose of assessing the role of organizational culture in shaping commitment, thematic analysis was used. From the themes emerged, there were four factors identified to have shaped the development of culture which include leadership, members' needs and expectations, members' pride in flourishing Indonesian name, and trust in the organization. All of these have proven to play a role in shaping members' commitment to the organization. In addition, since the organization is currently experiencing a period of succession, the impact of it on the organization's culture and on members' commitment is also assessed. Furthermore, since its existence is beneficial for members, several challenges that will be faced by the organization have also been identified for the future sake of the organization. All in all, the vital lesson here is that organizational culture is important because it influences how members interpret organizational life and the meaning that they place on organizational activities, which in return shapes their commitment towards the organization.

Key words:

Organizational culture, commitment, sense of belonging, student organization, Indonesian, PPI-UK

1. INTRODUCTION

Organizational culture has become one of the major issues in academic research and education, in organization theory as well as management practice. Despite the growing interest in the study of organizational culture among behavioral scientists, academics, and practitioners, no strong consensus has formed about a definition of the term. A research done by anthropologists (Kroeber & Kluckholm, 1952, p. 157), 164 definitions of culture were found. The different conceptions of culture lead to a bewildering complexity in interpretation. However, inevitably, it is widely known that culture plays a role in fostering commitment in organization. Many researchers have established the link between culture and commitment especially when that culture is strong – that is when the basic elements are widely accepted (Raju & Srivastava, 1994; Mowday, 1998). This hypothesis is based on the intuitively powerful idea that organizations benefit from having highly motivated employees dedicated to common goals (e.g., Peters and Waterman, 1982; Deal and Kennedy, 1982; Kotter and Heskett, 1992). This quest to harness the potential benefits has resulted in the large number of studies that focus on organizational commitment.

Although a great deal has been written about organizational commitment, there is still no clear understanding on how the factors purported to be associated with it contribute to its development or how organizational factors such as organizational culture can be managed to promote the development of organizational commitment (Beck & Wilson, 2001). Although a large number of functions have been attributed to organizational culture, for example Hampden-Turner (1990, p.11), the exact manner in which culture play a role in shaping commitment in a student organization is still not well understood. Empirical evidence is still needed to unravel the development of organizational commitment in such organization.

2. ORGANIZATIONAL CULTURE

For many years, the concept of organizational culture poses a dilemma because there is presently little agreement on what the concept does and should mean, how it should be observed and measured, and how it should be used in our efforts to help organizations. The popular use of the concept has further muddled the waters by hanging the label of “culture” on everything from common behavioral patterns to espoused new corporate values that senior management wishes to inculcate (e.g., Deal & Kennedy, 1982; Peters & Waterman, 1982). As organizational culture is believed to be the unwritten feeling part of the organization, some researcher believe that it is so intangible and pervasive that even the members of the organization cannot be expected to describe it accurately. Nevertheless, the understanding of organizational culture is essential to building effective organizations. Like the powerful undercurrents of ocean tides and rivers that move mighty ships, or the hidden icebergs that can destroy these ships, an organization’s culture effects the entire organization.

Perhaps the most intriguing aspect of culture as a concept is that it points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense, culture is to a group what personality or character is to an individual. The behaviors can be seen but the forces underneath that causes certain kinds of behavior can not be seen. Yet, just as personality and character guide and constrain our behavior, so does culture guide and constrain the behavior of members of a group through the shared norms that are held in

that group. In this sense, culture is within us as individuals and yet constantly evolving as we join and create new groups that eventually creates new cultures. Culture as a concept is thus an abstraction but its behavioral and attitudinal consequences are very concrete indeed.

Most commentators tend to emphasize that culture is an asset. In this vein, a large number of functions have been attributed to organizational culture. For example, Hampden-Turner (1990, p. 11) has suggested that, “the culture of an organization defines appropriate behavior, bonds and motivates individuals and asserts solutions where there is ambiguity. It governs the way a company processes information, its internal relations and its values.” In more specific terms, the most significant functions have been said to include: conflict reduction, coordination and control, the reduction of uncertainty, motivation, and competitive advantage (Brown, 1995, p. 57). However, some authors like Sathe (1985a,b) have argued that an organization’s culture can also be a liability. This is because shared beliefs, values and assumptions can interfere with the needs of the business and lead people to think and act in inappropriate ways. Furthermore, not all organizational cultures are, though, necessarily functional. In these instances, it seems reasonable to assume that dysfunctional culture has played a role in thwarting organizational achievement. In short, it seems that there are cultures which feature beliefs, values and assumptions that promote conflict, undermine coordination and control, increase uncertainty and confusion, diminish employee motivation and reduce competitive advantage. All of these however will be explained later along with some explanations from the research findings. All in all, what is clear now is that culture has a pervasive influence on organizational life.

3. ORGANIZATIONAL COMMITMENT

Many researchers point out that organizational commitment has remained a topic of interest ever since it was introduced in the early 1950s to the field of organizational behavior (Aryee & Heng, 1990; Meyer & Allen, 1997; Baruch, 1998; Mowday, 1998; Goulet & Frank, 2002). These authors indicate that the continued interest is a result of the belief that if properly managed, organizational commitment can lead to beneficial consequences such as organizational effectiveness, improved performance, reduced turnover and reduced absenteeism (Meyer & Allen, 1997 and Mowday, 1998). This quest to harness to the potential organizational benefits has resulted in the large number of studies that focus on the nature of organizational commitment.

Organizational commitment is widely described in the management and behavioral sciences literature as a key factor in the relationship between individuals and organizations. For example, Raju and Srivastava (1994); Mowday (1998); and Gilbert and Ivancevich (1999) all describe organizational commitment as the factor that promotes the attachment of the individual to the organization. Employees are regarded as committed to the organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals (Raju & Srivastava, 1994; Mowday, 1998). These authors argue that the high levels of effort exerted by employees with high levels of organizational commitment would lead to higher levels of performance and effectiveness at both the individual and the organizational level.

4. BACKGROUND OF PPI-UK

4.1. Brief History about the Organization

Indonesian student organization movements have been part of the Indonesian history since Indonesia struggles for independence. The rising of many national movements were based on students' movement. The Indonesian students in United Kingdom are also part of those movements. Established on 25 September 1971, this organization has become the media for Indonesian students to discuss, formally and informally gather, and also to cater various social activities in order to contribute to the social, economical, and political dynamics of Indonesia in the United Kingdom (PPI-UK Constitution Article 4, 2005). These students who have the opportunity to enjoy relatively better quality of educations from various UK institutions have taken the advantage by sharing their knowledge with other students in Indonesia and Indonesian students in other countries.

During 1960s-1970s, Indonesian students have put their efforts in establishing a base of the UK Indonesian students association by collectively accommodates and express students' aspirations to the country leader, which was President Soekarno at that time. In the next period, around 1970s-1999 Indonesian students' movements in Indonesia and in other countries faced a serious challenge by the successor of Soekarno, President Soeharto. During the period, any movements criticizing or opposing the government were oppressed. Students' activities were facing a lot of difficulties back then. During his administration, President Soeharto imposed many measures to limit students' activities, especially their political activities. As a result, during this period, practically students' movement became barren or unproductive. Students' movements at that time were full of uncertainties.

After the reform movement which was also significantly involving students in Indonesia that has lead to the fall of Soeharto, Indonesian students' movements in Indonesia and in any other countries in the world re-gained its spirit in 1999 onwards. This has also affected the Indonesian students' movement abroad including the one in the United Kingdom. PPI-UK has found its form again during this period. This was marked by the establishment of a firmer and more organized Board of Committee. The main contribution to the organization was the re-building of basic concept of organization's constitution. From 2000 until now, PPI-UK has done many breakthroughs including the collaboration with the Indonesian embassy especially in terms of the organization's source of funding. Also, in the early 2000 PPI-UK has successfully organized various Indonesian cultural events across the UK in collaboration with its local branches in many cities and counties in the UK. Furthermore, in 2004, PPI-UK together with other Indonesian student association from other countries such Europe, Middle East, and Asia has held an international conference called the International Scientific Meeting of Indonesian Students (TIIMI) in London which raised the idea of establishing International Indonesian Students Association (*PPI-Internasional*). Another international meeting of Indonesian students took place in Paris in 2005, which was a Workshop on Indonesian Higher Education with education issue as the main theme of the conference as one of Indonesian students' contribution towards the country. In addition, PPI-UK had also been intensively involved in collecting charity during the tsunami that had severely struck some western part of Indonesia in Aceh in 2004. Other significant activity is the Indonesian Festival which is held every year since 2001 in order to gather Indonesian students as well as Indonesian society from all over UK offering various sport and cultural activities (PPI-UK Annual Report 2005, 2005: 46-48). The latest Indonesian festival took place in Nottingham last June 2006.

In terms of the breakthrough created in the organization was since 2004, the election of president of PPI-UK has been held more seriously than before with many candidates and tight competition among them. The representatives of each branch gather every year for electing the president of PPI-UK. The latest general election held in December 2005 in Bournemouth voted for Ardian Alhadath as the new president of PPI-UK. This period has become the focus of this research.

4.2. Vision and mission of the organization

On 5 August 2005 in Northumbria University, Newcastle, PPI-UK Board of Committee, former presidents and the present Board of committee, and Indonesian embassy in London carried out a workshop on Strategic Plan of PPI-UK to set the short, middle, and long term objectives of this organization. The workshop produced a draft of Strategic Plan of PPI-UK as the guideline for running the organization. The draft was then ratified in the latest PPI-UK general election in November 2005 as the Organization's Guidelines (GBHO). The vision of PPI-UK as stated in the guidelines is to become an astute and dynamic intellectual organization. Meanwhile, the mission of the current Board of Committee of PPI-UK is to reposition and revitalize the role of PPI-UK towards and independent organization to promote its stakeholders' aspiration with balance proportion (PPI-UK Annual Report 2005, 2005: 46-48).

4.3. Purpose of the organization

The purpose of this organization as stated in its constitution is mainly to gather its members in a forum in which they can help each other and share information regarding many aspects during their stay in the UK and even afterwards when they come back to Indonesia. This organisation is also willing to provide all means to support its members to become creative, critical, and responsible persons. Furthermore, as part of the international community in the UK as well as the local UK citizens, PPI-UK is willing to develop a constructive understandings and mutual relationship with students and societies from all over the world mainly those in the UK (PPI-UK Constitution Article 6-8, 2005).

4.4. Nature of the organization

The UK Indonesian Student Association (PPI-UK) is basically a voluntary organisation where the board of committee and its members work hand in hand to achieve the purposes of the organisation without any rewards in terms of money. As a voluntary organisation, PPI-UK provides other forms of benefits to those who involve in it, mainly the organizational experiences. PPI-UK is a central organization which unifies all its regional branches or representative in regions in the United Kingdom. It adapts the system of federation in relation with its regional branches or representative in which regional branches or representatives have autonomous authority in running their activities (PPI-UK Constitution Article 10, 2005).

4.5. How the organization functions

With regard to the system of organization which is a federation, PPI-UK acts as central organization which lead by a president elected every year by the representatives of the regional branches (PPI-UK Constitution Article 10, 2005). The president is responsible in running PPI-UK and reports a final year report in the annual meeting (general election) to the representatives of regional branches. Furthermore, PPI-UK is recognized by the Indonesian embassy in London as the formal Indonesian students' organization. In this case, the ambassador and the education

minister act as beneficiaries of PPI-UK. To promote its function, the PPI-UK Board of committee has to arrange a meeting with its regional branches and representatives as well as the representatives from Indonesian embassy in order to set and plan programs and activities for the organization which lasted for a period of one year. At the end of the term, the president has to report the accomplishments in the annual meeting (general election) (PPI-UK Constitution Article 21, 2005).

5. RESEARCH METHODOLOGY

5.1. RESEARCH DESIGN

Focus Group Discussion

Due to the interactive nature of focus groups, the process of data gathering relies mainly on the free-flowing discussions, which were recorded using an MP3 Player. The recording was stored in the password-locked computer and was wiped upon transcription. During the session, the researcher acted as the moderator who will follow a preplanned script of specific issues and set of goals for the type of information to be gathered. The researcher ensured to keep the discussion on track and that all group members contribute to the discussion. After the session, a short recap of the discussion was given to the group to ensure that all the points that need to be discussed are being discussed. The session approximately lasted for 45 minutes. A follow up session were not possibly conducted due to the availability of time.

Interviews

Interviews were also used for this research. However, due to the unavailability of participants to be interviewed using the conventional method which is face-to-face, interviews were done virtually/online using the internet. These were done using the researcher's password locked computer at home, in which only the researcher can have access to it. Originally, as with the focus group, each interview was thought to last for 45 minutes. However, more information was needed in such a limited time. Due to this, the timing was extended to 90 minutes. All transcriptions were kept safely in the computer.

5.2. PARTICIPANTS

Since the UK Indonesian Student Association is the representative body consisting of Indonesian students studying in the UK, participants of this research are Indonesian students. In order to guarantee representativeness, participants were divided into 3 categories:

a). One group consists of 9 individuals out of 20 Board of Committee members – 50 % of representation should be fine. Those participants are from Newcastle, Guildford, Nottingham, Birmingham, London, Oxford, Manchester, Bournemouth and Sunderland. All of them were interviewed at the same time (a focus group) during the Association's quarterly meeting which took place at the Indonesian embassy in London on the 30th April 2006.

b). Since the researcher is also assessing the organization during succession period (a period of change of committee members), participants also include people from previous years' Board of Committees and people who are very much concern with the Organization. The justification for this was in order to identify the existing Organization's culture from the experience of the previous Committee as well as from those people who have been involved with the Organization

so that the effects of the succession can be assessed. In addition, it would be useful to gain insiders' view of the organization by interviewing these individuals. These individuals were interviewed separately via Yahoo Messenger and/or MSN Messenger due to the unfeasibility caused by physical distance among them and the researcher. In total, the researcher only managed to obtain results from 2 ex-committee members and from 1 person who are very much concern with the organization (2 from London and 1 from Birmingham) out of a possibility of 6 people. For some reason, the rest of the participants could not be contacted since they have gone back to Indonesia for good prior to the approval of this research.

c). Any Indonesian students across UK – originally, 7 Indonesian students from London have agreed to participate – 3 postgraduates and 4 undergraduates. These individuals were supposed to be interviewed using a focus group method. However, as with the other participants, they could not be contacted since they have gone back to Indonesia for good. Therefore, a change of plan had to be put into action. The researcher then contacted each regional branch of the association and obtained 9 participants (from Birmingham, Bristol, Cambridge, Glasgow, Leeds, London, Norwich, Wolverhampton, and York). Amongst 9 of them, 4 agreed to be interviewed also using Yahoo Messenger and/or MSN Messenger. For the rest of the participants, the questions were sent out to them due to their unavailability of time to be interviewed.

So, in total, there are 21 participants taking part in this research. A detail geographical distribution of the participants is shown in figure 3.1.

Figure 3.1. Participants' Information Detail

Areas	Number of Participants	Membership status
Birmingham	3	1 Committee member (2005/2006) 1 Ex-committee member (2004/2005) 1 General member
Bristol	1	General member
Bournemouth	1	Committee member (2005/2006)
Cambridge	1	General member
Glasgow	1	General member
Guildford	1	Committee member (2005/2006)
London	4	1 Committee member (2005/2006) 1 Ex-committee member (2003/2004) 2 General Members – 1 is very much concern with the organization
Leeds	1	General member
Manchester	1	Committee member (2005/2006)
Newcastle	1	Committee member (2005/2006)
Norwich	1	General member
Nottingham	1	Committee member (2005/2006)

Oxford	1	Committee member (2005/2006)
Sunderland	1	Committee member (2005/2006)
York	1	General member
Wolverhampton	1	General member

5.3. PROCEDURES FOR DATA COLLECTION

As mentioned before, for the purpose of gathering data about the culture of the organization and its role in shaping commitment, a focus group discussion and online interviews were used. In order to make ease of data collection process, templates consisted of the questions to be asked were formulated. 3 templates consisting interview questions were made; 1 focus group discussion sheet for the committee members, 1 list of interview questions for the ex-committee members and 1 template for the general members. The templates of questions can be found attached in appendix 1, 2, and 3 that can be found towards the end of this dissertation.

Since this research is not measuring demographic variables, such as gender, age, education, etc, these were not taken into account. When selecting the participants, the only consideration was that the researcher should make sure that there is fair geographical distribution in order to gain representativeness. For the selection of category (a) random sampling was used in order to gain a representativeness of participation. For category (b) individual screening was applied. These people in group (b) were selected due to their knowledge and their experience in the Organization which were thought to have helped in gaining insiders' view about the Organization. For category (c) random sampling was also used. These participants were selected upon their agreement to participate and those who have signed the consent form. For the recruitment criteria, information sheets were distributed through these internal mailing lists connected to the Association, which include, ppiuk@yahoogroups.com, ppi-cabang@yahoogroups.com, Pengurus_PPIUK0506@yahoogroups.com, ppilondoners@yahoogroups.com , chev05@yahoogroups.com Those who become members of those mailing lists received the information. For those individuals who were selectively contacted were guaranteed for their anonymity in which the email addresses were used only for correspondence with regard to the research. Participants were then recruited on the basis of whoever signs the consent form. The length of time in recruiting these participants was 1 month (from 8 July 2006 – 6 August 2006).

5.4. PROCEDURES FOR DATA ANALYSIS

Since this is a qualitative research, data analysis mainly involves a thematic analysis by identifying codes related to the subject matter being discussed. When analyzing the data, the researcher mainly look for themes in the text being analyzed. The essence of this approach is that the researcher produces list of codes (a template) representing themes identified in the textual data. As agreed upon with the participants, the results were evaluated by the researcher and the researcher's supervisor and the data are stored in a password locked computer. If participants would like to obtain the results, a report will be made available as a hard copy and can be accessible by contacting the researcher directly.

6. RESEARCH FINDINGS

THEME 1: UNDERSTANDING OF PPI-UK

Knowledge about PPI-UK and members' impression of the organization.

For most participants, information about the UK Indonesian Student Association (PPI-UK) were obtained from friends, relatives, and alumni prior to their departure to the UK. It has even become a common conception that in every country where there are Indonesian students, the student association, the student association exists. Especially in those areas (mainly in big cities across the UK) where there are many Indonesian students, the existence of PPI-UK can be felt. Like in London, PPI-UK has played major role in strengthening relationship between the Indonesian students and in promoting the Indonesian culture. Perhaps, this is very much linked to the presence of the Indonesian embassy in London, which helps them in consolidating the Indonesian diplomacy here in the UK. Another example would be in Birmingham. According to a member in Birmingham, “the bond that created by the Indonesian community in Birmingham is so strong; many see PPI-UK as to have a positive role though others still have bias towards whatever decision and opinion made by the organization.” However in smaller cities, like York, for instance, the spirit of PPI-UK couldn't be felt by the Indonesian students there. A student from York claimed that, “I don't really know much about it; I don't see and feel the spirit of it.” And then, when the interviewer asked about the reason why, she answered by saying, “Well, we don't have representative officers here in York and how could I know about PPI-UK if they never communicate it to us; even in the mailing list, as far as my understanding, PPI-UK never post anything concerning the organization.” In similar vein, a member from Wolverhampton also felt that not every Indonesian student has been intensively connected to or even knew about the organization, how it functions, and their exact purpose of existence. She claimed that, “Although the aims of the organization are written on the organization's constitution, I think that most people just presume its functions based on their intuition. And we couldn't say whether people do feel its existence depending on how they maintain their communication with the local branches. Therefore this should be put on high priority on the organization's concern” “For me”.... she added, “I do notice that the organization influences my willingness to contribute as an Indonesian student to the international community in my area. I think this is because I really appreciate its support for the local branch in my area.” In support of this argument, a student from Leeds also claimed that, “according to many people, the organization is abstract, it doesn't have legitimate power to execute any action and the work of the organization very much depend on the voluntary work of its members. My impression is that this organization has a long history so all the names that this PPI-UK has put through always comes from the works of a lot of people.” In similar vein, a student from Bristol also agrees that “the existence of PPI-UK can be felt when they support its local branches because it is them who implement the programs locally so they are the ones who play a huge role in bringing the students together.” “Some people see its existence to be encouraging because it's a good way of to get to know other Indonesian students; therefore, we, as members should support their role in bringing Indonesians together,” she added. Having said that, her statement reminds the researcher of the consensus drawn with regard to the members' understanding of the organizations' role. Most participants agreed that in general PPI-UK exist to 1). Unite and strengthen relationship between the Indonesian students, 2). Consolidate views of the students by facilitating a discussion forum on any issues, 3). Share information, 4). Create a sense of togetherness amongst them, and 5). Promote the Indonesian culture to the international community in the UK. According to them, due to the important role that it plays, the existence of

PPI-UK is beneficial and therefore should be sustained. Just as someone from Leeds said, “I believe that PPI-UK is aimed to accommodate members’ needs, to share information and to flourish Indonesian name in the public eyes. This gives me confidence that this organization still holds its true values and must be sustained.”

As mentioned above in the chapter on background of the organization, it is inevitably true that PPI-UK is the only official executive body for Indonesian students studying in the UK. When this was confirmed with the current committee members of the organization, consensus is also made upon the purpose of its existence. They confirmed that PPI-UK is “a governing body for Indonesian students which serve as an umbrella that overshadow its members and help them in optimizing their study in the UK.” In order to do this, annual programs are formulated based on a synergy of agreements between the committee members, local branches and the embassy as its stakeholders. According to these insiders, programs were formulated to cater students needs and at the same time to accomplish its roles. So overall, it can be concluded that its purpose is very much linked to bringing the Indonesian students together and bridging any kind of information and activities between its stakeholders, in this sense, the Indonesian students, the Indonesian government (embassy), and any Indonesian citizen in the UK.

Communication of Role.

With regard to how PPI-UK communicates their role to members, controversies of opinions exist. As with how the members obtain information about PPI-UK, most participants felt that PPI-UK has not quite communicate their role effectively. To some extent, most participants undoubtedly agreed that PPI-UK has become a media to channel information and to provide a helping hand for members when needed. The committee members have tried their best to cater students’ needs. Though there has been efforts made to maintain communication with the local branches through the mailing list as well as mouth-to-mouth, some still felt that it is impossible to accommodate every student’s ideas and views. According to a member from Birmingham, “the organization is still struggling in drawing and delivering its collective ideas and is still lumbered with the synchronizing process.” She felt that this is due to the nature of the mailing list which comprises of people who are not only students, but also alumni, which influences the nature and the content of the discussion. She suggested that PPI-UK should determine a clear procedure for its membership and how to become eligible to apply and to retain the membership so that the purpose of PPI-UK in providing information for students can be accomplished. Otherwise, as the scope of organizational membership is too wide and also vague, this will affect the rigidness of its activity causing lower organizational effectiveness. With this caveat in mind, since the mailing list is another matter that influenced how members perceive the organization, discussion on mailing list will be discussed in the next section. In the meantime, it is agreed by most participants that it is important for the current committee members to communicate its role to every member so that they can get the message across and feel its existence.

Mailing list

Interestingly, if we look closely at the impressions that people have towards the organization, there seems to be variety of opinions. What would be the factors that trigger such differences? One answer would be the nature of the mailing list. Since PPI-UK is a sharing forum where most discussions and what’s going on in the organization are involved the mailing list, it has played an important part in shaping members’ perception about the organization. For some

members in London, Glasgow, Norwich, York, Birmingham, Leeds, Cambridge, and Wolverhampton, it is no doubt that the mailing list has many important purposes. Not only it serves as a discussion forum to exchange ideas and views amongst students, it also functions as a channel of communication between the committee members of the organization with its stakeholders. Since Indonesian students are geographically distributed throughout the UK, the mailing list is an effective source of communication. To some extent, however, many have said that what's happening in the PPI-UK mailing list is not a reflection of how PPI-UK functions. Some argue that the nature and the content of the mailing list have been shaped by those who are actively involved in the discussion. The researcher has monitored patterns that have been going on in the mailing list itself for many months now and can confirm that it has been dominated by those people who are no longer students. For the past couple of months, the discussion topics got heavier and touched upon very sensitive issues. When asked to comment on the nature of the mailing list, participants find it to be disturbing and annoyed by how the mailing list turned out to be these days. "Well, it's useful but more often it's full of 'crap'; there's a lot of people showing off and have meaningless debates creating personal conflict," claimed a member from Norwich. In similar vein, a member from York, Birmingham, Leeds and Wolverhampton also felt that the mailing list is not a fair reflection of the organization. "The mailing list is just mainly crowded with too many messages unrelated to PPI-UK which annoys me and I just can't be bothered to read them all. Information from committee members sometimes are missing, gone beneath these nonsense debates and emails..." said a student from York. "Some people just thought that they could outsmart others by having debates; but it so immature if the debates get into personal," criticized a student from Glasgow. "In my opinion, the mailing list hasn't effectively enlightened the objectives of the organization to its members," claimed someone from Birmingham. In response to these, an active member from Norwich suggests that, "clearly, the admin should do something about it; he/she should moderate what's going on with the debates and make clear of the nature of the mailing list so that information about the organization can be heard and communicated to members." In contrast to these arguments, someone who is concerned about the organization (from London) claimed that, "the voice of Indonesian students in the mailing list reflects the organization; it's the reflection of the dynamics in the organization because there is no formal procedure for those who want to be a member of the mailing list or PPI-UK." Though it is quite impossible to reform the mailing list, he agreed and suggested that, "the administrator should do something about it to make it more a representative of students' voice." "Now, the way people see the mailing list is as if it accommodates everyone since there's no official mechanisms for voicing students' concern. Therefore PPI-UK should formulate a mechanism in relation to this for otherwise, it will be toothless, i.e. every official statement will always be criticized by any Indonesian students who don't think that PPI-UK represents their voice," he added. In similar vein, a student from Wolverhampton also claimed that the mailing list is the reflection of how PPI-UK functions because from there shows how students voice their concerns and that's what PPI-UK is for, i.e. a channel to voice students' concern." For a student from Leeds, however, the debates, that appear to upset some participants, were interesting as they provoke his intellectual thinking. "The discussions were interesting and intellectually challenging; though it leads to personal matter and sometimes blaming people's opinion. I don't think the mailing list is a fair reflection of how PPI-UK functions though," he added. According to an ex-committee member (2004/2005) from Birmingham, the mailing list has been like this even before his period. When asked about his impression with regard to the mailing list, he claimed that, "It's ok but not excellent. There should be more communication method other than the mailing list." As we can

see, the mailing list has become an issue in itself. Therefore, it should be taken into consideration for it to function as it should be.

THEME 2: ORGANIZATIONAL CULTURE AND COMMITMENT

Apart from the mailing list, another factor that triggers different opinions and controversies when collecting information about the organization from participants is about the culture of the organization, a point which shall be discussed next.

Identification of culture in the organization

For some reason or another, all participants claimed that identifying culture in the organization is quite difficult. The reasons that emerge from the interviews were as follows:

First, since there is lack of interaction between the committee members and members in general, this hinders the shaping of culture in the organization. Though the mailing list is considered to be the source of communication, it is not a reflection of how the organization functions. Secondly, due to this little “real time” interaction, culture is hardly passed on from one generation to the other. Especially since every year the students come and go creating changes in the needs and expectation in addition to the fact that committee members themselves undergo periods of succession each year. So, every year, whoever in the Board of Committee has always tried to reinvent the culture which in return creates ambiguity and confusions. The vagueness within the organizational culture creates even more confusion and a great deal of debates, which consequently caused ‘apathetic members’ behavior towards the organization’ (source: a member from Birmingham). In addition to that, perhaps the organization’s culture has already been shaped by the previous committee members, but some members may be resistant to change (source: a member from Norwich). This clearly has to be explored in great detail later on in the discussion. But one thing for sure is that the shaping of organizational culture depends very much on who’s in the organization.

For some people, the organization is seen as to possess a culture of togetherness, which is very much linked to the Indonesian culture, a collectivistic culture. They see this from the aims that the organization is trying to achieve each year, which is to bring Indonesian students together as one. A member from Leeds even describes the cultural phenomena in the organization to be a ‘family culture’. “As an organization, we still hold as one big family. There is no problem that a family cannot resolve and there is no event that can break family-blood relationship,” he claimed. “To make this organization functions properly, everyone in the ‘family’ must contribute to the efforts that the family made; contribution doesn’t have to be big, as long as it is constant, significant and relevant for the improvement of the organization, this should be enough” he added. Having this in mind, the researcher has come to realize that for many students, their participation in the organization is mainly due to their pride in flourishing the Indonesian name within the international community. This may suggest that the metaphor of ‘family culture’ may be true to some extent. When asked about what makes these participants committed to the organization, the answers were mainly because of their pride in taking part in the Indonesian diplomacy by promoting Indonesian culture to the international community. In addition to that, these students also see the organization to be an active organization with respect to dealing with issues nationally as well as internationally. Perhaps, this results from the mission and vision of the current Board of Committee being implemented, which is to be proactive and to actively take part in developing a sense of belonging for all members. Having said that, since we have touched

upon some factors that have contributed to the development of culture, let us now explore those factors in the next section.

Factors contributed to the shaping of culture

1. Leadership

As mentioned above that according to some participants, the shaping of organizational culture depends very much on who's in the organization, in this sense, the leader. When this was asked to the committee members, many of them confirmed that it is true that culture certainly shaped by who is in the leadership. This individual has his own style and values that he wants to transmit to the members. According to them, the leader has the obligation to transmit and regulate whatever he wishes. "Originally, although culture is regulated in the organization's constitution, this only regulates the relationship between institutions, i.e. PPI-UK, PPI in local branches, and the embassy; the true culture is in fact shaped by the leader," claimed a committee member from Guildford. "Unlike a corporate culture where it can be developed systematically and consecutively, culture in PPI-UK is hard to define due to the limited time that each Board of Committee has," he added. In addition, it has become a common conception for these participants that since the previous Board of Committee didn't transfer the culture to the current Committee, it would be difficult for members to identify the current culture since it seems that with the succession, changes in culture follows. So, as a result, the current Board of Committee tries to reinvent the culture which is very much dependent on the current leader. If we look closely at what happened to the organization 2 years ago, where the leader possessed an autocratic style, this result in the inability of the followers to exert any efforts. The leader mainly retained as much power and decision-making authority as possible. Consultation is unnecessary resulting in teamwork failed to be established. Consequently, people in the organization operate on individual basis. Trust on other members was violated; not allowing them to have their say. When crisis happens, information tends to be concealed.

According to an ex-committee member who used to take part in this kind of leadership environment 2 years ago, commitments that other members show towards the organization were low. The culture that this leader is shaping in the organization has caused a dysfunction in the organization, creating discouragement, mistrust, and guilt. "Regrettably,..." she said, "it is the leader himself who created such culture in the organization." Yet, if we look closely, autocratic leadership is not at all bad. There are certain circumstances which requires the leader to be autocratic, such as if there is limited time in which to make a decision, certain functions were poorly managed, supervision is necessary through giving detailed orders and instruction, or when cultural norms permit an autocratic style of leadership. However, when it comes to an organization where members are expected to have their opinions and/or become resentful, this style of leadership becomes inappropriate. Like what happened in the organization 2 years ago, it becomes obvious that autocratic leadership didn't correspond to the requirements of the culture of the organization.

As we can see, when culture and leadership is examined, we see that they are two sides of the same coin; neither can really be understood by itself. On the one hand, cultural norms define how a given organization will define leadership. On the other hand, it can be argued that the only thing of real importance that leaders do is to create and manage culture; that the unique talent of leaders is their ability to understand and work with culture; and that it is an ultimate act of leadership to destroy culture when it is viewed as dysfunctional. Culture is then the result of a complex group learning process that is only partially influence by leader behavior.

2. Members' needs and expectation of the organization

Changes in the organizational culture are also linked with changes in the members' needs and expectations. As mentioned before that as students come and go every year to and out of the UK, the needs and expectations changes. In order to identify the needs of the students, many participants have suggested that PPI-UK should do needs analysis at the end of each year. This suggestion came from an ex-committee member in Birmingham, which recommend PPI-UK to consecutively identify the needs of the students so that the benefits of its existence can be felt by all members. It is also necessary to keep in mind that in order to identify members' needs and expectations, PPI-UK should successfully answer the question, "What can PPI-UK do for members?" This idea is linked with the fact that culture influenced how members perceive the organization, and in return influence their commitment towards the organization.

Needs analysis would be a possibility though it is quite unrealistic since it may be time consuming and students come with different needs and expectation. What would be a way to fulfill members' expectation is by making sure that programs are geared towards the development and the enhancement of their studies. "PPI-UK shouldn't put goals that are too high to be achieved," said a member from Norwich. Should needs analysis be implemented, a member from Birmingham suggested that it should start from identifying the gap between the current situation in the organization and the desired or necessary situation. By doing finding out what people expect of the organization, PPI-UK can use it as a baseline to "formulate programs that can cater students' needs," he added. This, he said, "is necessary since PPI-UK should be a medium to cater their interests and needs."

Another point that should be taken into consideration with regard to this is that PPI-UK should be aware of the changes in members' expectation that may well related to the constant changes in the Board of Committee members. The constant changes of people in the committee can also create a shift in members' expectation since these people in the Board are the representatives of students' voice. If a group has had a constantly shifting membership or has been together only for a short time and/or has not faced any difficult issues, it will by definition, have a weak culture. Although individuals within that group may have very strong individual assumptions, there will not be enough shared experiences for the group as a whole to have a defined culture. It is very important though to note that cultural strength may or may not be correlated with effectiveness. Though some current writers have argued that strength is desirable (e.g. Deal & Kennedy, 1982; Peters & Waterman, 1982), it seems clear from this research that the relationship is far more complex. The actual content of the culture and the degree to which its solutions fit the problems posed by the environment see to be critical variable here, not strength. One can therefore hypothesize that young groups strive for culture strength as a way of creating an identity for themselves, but older groups may be more effective with a weak total culture and diverse subcultures to enable them to be responsive to rapid environmental change. Therefore, it should be noted that the changes in expectations should be put on priority of organization's concern.

3. Members' pride in flourishing Indonesian name

Interestingly, one factor that has shaped culture in the organization and in return that shaped members' commitment is a factor that has apparently been thought of by the researcher prior to conducting this study. As participants were Indonesian students, it was assumed that the pride in flourishing the Indonesian name in the international community has become one aspect that shouldn't be taken for granted. Having this caveat in mind, it has become an interesting aspect to explore in great value. Let us look at what participants have said in relation to this.

For some participants who value relationships, for instance, being involved and taking part in the organization provides an emotional fulfillment. "It's nice to work with people who share similar culture, exchange knowledge with others, and it's nice to have many friends across the UK," claimed a member from London. "For me, I'm very happy to be part of the change, if necessary since I think the role of PPI-UK is very important for students here. One student even claimed that it has become an obligation as an Indonesian student to help each other (form of emotional attachment). "I'm proud to be an Indonesian student and more than pleased to represent my country; therefore joining the organization is part of my dedication," claimed a member from Birmingham. "I'm satisfied and proud to be part of it," said a member from Cambridge. In similar vein, a student from Wolverhampton claimed, "PPI-UK has empowered me as an Indonesian student to be a good representative." "I feel that PPI-UK is like a family to me. I am very happy to have them here," suggests a member from Glasgow. However, she felt that PPI-UK shouldn't take members' commitment for granted. She felt that PPI-UK should be more sensible to its members as in giving more space to them. "We shall not forget that this is a voluntary organization, which means no pressure. Everyone works based on their commitment to the organization which is mainly influenced by the nature of the organization," she added. However, unlike others, a member from York felt that she can't say that she has certain feelings toward PPI-UK since she doesn't know much about it. "But as an Indonesian, I'm very much interested in promoting the Indonesian culture to the international community. And I feel that it is my obligation as an Indonesian student to promote culture awareness; a form of obligation not to PPI-UK but to my country," she claimed.

From committee members' point of view, the pride has become a source for developing emotional attachment and feeling obliged to the organization. "Without several forms of emotional attachment, it would be difficult for us committee members to exert efforts to contribute to the success of the organization. And only rely on obligation itself is also not enough since this is a voluntary organization, the reward is merely psychological," claimed one committee member. This idea is agreed by most participants in the focus group discussion. As part of identity development, students brought with them initial understanding of personal responsibility for social matters and self-appreciation in working toward a greater good for others. Put it in a simply form, participating in the organization has become an eye-opening experience that caused a reflection of members' background, responsibilities, and potential for improving one's life and the life of others.

4. Trust in the organization

When the researcher interviewed the Board of Committee, i.e. current committee members as well as ex-committee members, the concept of trust appears several times during the conversations. Quoting an ex-committee member from London, "Somehow I am emotionally attached to the organization and I felt that I have to obligation to do my best since members have given their trust to us (Board of Committee) to run the organization and the leader has elected us to take part in his cabinet." "However, since the former leader himself creates a culture whereby transparency, openness, and communication are out of the question, I felt that the trust that members have given to us has been violated," she added. "As a committee member, I felt responsible for this since I was part of the Board." In support of this argument, one committee member of the organization reported that the trust that members have given to the Board of Committee to run the organization has apparently become the main source of commitment. "We, as the member of the Board should do our best in fulfilling members' needs and expectations; therefore, it has become our obligation to stay committed to the organization until the end of the

term,” claimed one member from Newcastle. Since this is a very important point to consider, this topic will be explored in great detail in the discussion part of this.

Impact of culture on members' commitment

According to a member from Norwich, if PPI-UK has the right culture for all, it can play a role in creating social identity and can serve as a ‘glue’ that bond the students together. She claimed that as a member, her commitment towards PPI-UK is due to her experience and her believe that an organization like PPI plays an important role. In addition, in correspond to the point above that if PPI-UK understands the fact that flourishing the name of Indonesia has become one factor in influencing the shaping of culture, they should put this on a high priority since this will create a strong dedication on members. As far as the researcher’s understanding of the nature of collectivistic culture, people are integrated by the values that they share. As a result, in such culture, the strong bond can foster social cohesion. Having this caveat in mind, culture is useful for integration and consensus, a point in which PPI-UK shouldn’t take for granted. Furthermore, when trust is present in the organization, this creates a sense of obligation for those involved to stay with the organization and increase the willingness to assert organization’s best interest.

However, it is not always the case that culture creates positive outcome in the organization. As mentioned above that for someone in Glasgow, the strong bond that culture permits somehow takes her away from other opportunities, such as socializing with international students. Presumably, this results from the cohesion that culture creates which somehow protects her in exchange for unquestioning obligation for loyalty. Some participants, however, felt that the vagueness within the organization creates confusion resulting from the uncertainty about which values underlies the functioning of the organization. Consequently, culture here can be seen as a potential threat to organization’s survival in which the process of members’ identification with the organization becomes too difficult. In return, accordingly, the greater the ambiguity surrounding one’s identification with the organization, the more likely that members will perceive themselves to be an outsider and the less likely that one is willing to serve the organization’s best interest.

The nature of PPI-UK before now

In order to obtain a comparative analysis of the current culture with the existing culture shaped by the previous Board of Committees and in order to assess the effects of the succession, interviews with ex-committee members were conducted. First, let us look at what happened in PPI-UK 2 years ago. From an interview with an ex- committee member of PPI-UK from London who used to take part in the organization in 2003/2004, two years ago, the organization was mainly self-oriented, meaning that it operates on individual basis. She didn’t really see the organization as a student organization as the committee members work according to their own will. Although the workflow was set up by the former leader, only couple of people actually did the work. This triggers a question in the mind of the researcher with regard to the leadership style of the leader. When asked about how his leadership style was, she was bit hesitant in giving a detail description about it. She only claimed that he was an ‘autocratic leader’, in which he decides things by himself without consulting things to rest of the Board. After a brief reassurance from the researcher, she then confessed that during her time, the committee members were not communicative. Every information was concealed; no transparency. The leader didn’t disclose some information to all committee members, especially with regard to the financial situation in

the organization. According to her, mostly, the committee members only care about their personal stake; and pity enough it was the leader himself who was the one creating such culture in his team. She concluded that, “there isn’t much that we could take in terms of experience from PPI-UK 2 years ago.” As an insider who plays a huge role in promoting PPI-UK programs, she declared that it didn’t help anybody because the nature of the organization including the structure and the culture were unsatisfactory. The programs that they used to have were not ‘innovative enough’. When asked about her commitment to the organization, she said, “I was at ease trying my best to work with the other committees, but I felt that they have broken my trust for the leader as well as for the rest of the committee. At first, we were enthusiastic to join but then when we were elected join him in the Board of Committee, everything that the leader has said in the beginning remained as promises; no realization. This creates discouragement in continuing my role. Clearly, the leader isn’t transmitting a positive value to the organization. Even so, somehow I must say that I was emotionally involved in the organization and I just wished that I had the chance to see the change for the better.” Then, when the researcher explored the factors that have influenced her commitment, she claimed that it was purely due to 1). Trust that has been given to her to be part of the committee member, and 2). Self-actualization – she likes to be part of the organization. With regard to her expectation for current committee members, she suggested that 1). They should be more active, transparent, and open, 2). Learn from past mistakes by keep in touch with the ex-committee members for knowledge transfer. As an end note, she stated that, “in order for the organization to function effectively, it depends very much on the leader; I’m telling you, they can really make a difference in the organization.”

Whereas a year ago, a result from an interview with an ex-member of Board of Committee 2004/2005 from Birmingham showed that PPI-UK is said to function as a project-based organization. The nature of the work flow of the organization is basically top-down. “It’s like a mini-bureaucratic organization, like in the government agencies, he confessed. “It’s highly politicized; there are a lot of political tricks involved. People just put their names as committee members but they don’t do the work. A lot of compromises were deliberately made especially regarding positions and big projects that will flourish their names,” he added. But when it comes to describing what the culture of the organization was like, he claimed that it was actually hard to define because of the lack of interaction between members. “We haven’t got a clear culture. It could be said that it’s got a virtual culture because we don’t see each other.” In addition, “it is mainly formal since he said there were a lot of ‘politicians’ in the organization. Although people work according to team-based and/or project-based, there is no match between structure and reality,” he added. Interestingly, when it comes to his commitment for the organization, however, he said that he was very happy to be part of PPI-UK. “I got a lot of experiences from it, such as networking, managing events, negotiating and many more; everything is self-fulfilling. I gain a lot of benefits from participating as a result of my commitment to the organization.” When the researcher asked about the factors that have influenced his commitment, he claimed that, “I love to be part of Indonesian diplomacy (emotional attachment); it’s part of worship.” When asked about his expectation for the current Board of Committee, he suggested that there needs to be key performance index or measures to measure their performance in the organization. He recommended that PPI-UK should implement performance assessment. However, the researcher felt that this might be unrealistic since the stakeholders are all students. Before ending the conversation, he made some suggestions which include: “1). Get interesting targets and make PPI-UK as a simulation as workplace. 2). Try to understand students’ motivation. PPI-UK has to know what they are offering for the students, meaning what are the benefits of joining the

organization for students. 3). Offer them interesting programs that suit their needs and expectations. 4). Find out what people expect from the organization; do needs analysis, since PPI-UK should be a medium to cater students' interests and needs. 5). Start reforming the vision and mission. Don't let it be kind of bureaucratic nuance. And last but not least, 6). PPIUK should be an agent of change and communicate these things to members. Make PPI-UK a more professional organization."

Ways to increase members' commitment

When discussing about several ways to increase members' commitment to the organization, answers were as follows. First, there needs to be an incentive, PPI-UK should outline what it can do for its members. It should answer the question, "what can PPI-UK do for me". People need to be assured that their representativeness is doing something for them (make them feel that they are part of PPI-UK). A student from Norwich felt that "members still don't realize what PPI can do for them, this result in making some people feel less committed. Second, programs should be geared towards making members develop or enhance their studies. In fact, PPI-UK shouldn't set goals that are too high to be achieved. Supporting students in anyway they can, should be a sufficient role" (a suggestion from Norwich). Third, promoting them who they are to new students can be a way to increase commitment. "By finding ways to make students feel welcome in the UK and feel that they are part of a big family, namely PPI-UK, that should be enough" (a suggestion from London). Fourth, "by building emotional interaction with every member in local branches can motivate members to participate in the organization's effort" (a suggestion from Leeds). Fifth, encourage members to share ideas and experience and promote how important members' role in the success of the organization (a suggestion from Wolverhampton). And last but not least, PPI-UK should communicate their values as often as they can to attract more members to contribute to its effort (a suggestion from York).

THEME 3: MEMBERS' EXPECTATION FOR PPI-UK

When asked about expectations for PPI-UK, most of the feedback received were essential and critical for the improvement of the organization. All of them were listed below. First there has to be *a clear procedure for membership* (source: a member from Birmingham and London). This corresponds with the situation in the mailing list. Since there is no clear procedure of who can join the mailing list, anyone can contribute to the discussion. In addition, since PPI-UK doesn't have legitimate power to execute any action, PPI-UK couldn't do anything to reform the nature of the mailing list. However, it would certainly be beneficial for members if PPI-UK could determine some action to make a clear procedure for membership. Second of all, there should be *clear communication and more interaction with the members*. Since all Indonesian students are the main stakeholders of PPI-UK, therefore, it is necessary to maintain communication and interaction for the success of the organization will very much depend on their contribution. This can be done by proactively promote programs and keep the members up-to-date with what's going on in the organization so that every member can feel that they are part of PPI-UK. Thirdly, members' expect that PPI-UK should *identify members' needs*. This is done in order to fulfill its role in bringing students' together. Identifying needs can be done through regular assessment and/or feedback collection at the end of the term (suggestion from someone who is concern with the organization). Otherwise, he said, "PPI-UK committee members will be considered as an elite group who's distance from its constituent." In relation to that, finally, members also expect PPI-UK to be *an agent of change*. By this, it means that PPI-UK should be

the one who initiate breakthroughs. If possible, according to a suggestion from an ex-committee member, PPI-UK can start by reforming its mission if necessary in order to accomplish its role. In addition, since the committee members seem to not have the flexibility to act within a limitation of one year, there should be an implementation of term review, where possible. Furthermore, a student from Glasgow suggested that it would be nice if PPI-UK can initiate cross-cultural events whereby allows the interaction between not only amongst the Indonesians but also with the international community. This at the same time can help the embassy in promoting Indonesian diplomacy in the UK. Well, overall, whatever changes that may be, participation of all members should be taken into consideration so that the benefits of its existence can be felt everywhere across the UK.

Sustainability

Undoubtedly, all participants agree that PPI-UK's existence should be sustained. Not only because of the purpose that it serves but also the benefits of its existence. Sustainability must be carried out throughout the organization. Since this is a voluntary organization several challenges and obstacles lie ahead though, such as:

- 1). The challenge might come from the students, in which that not everyone wants to be part of PPI-UK; some just can't be bothered, don't feel any connection, or just don't see the reason and the benefit for taking part in the organization. Therefore, it should be put on high priority of concern that PPI-UK should be able to answer, "What can PPI-UK do for its members?"
- 2). The challenge might come from the organization, in which perhaps participating in PPI-UK activities might take members away from opportunities of interacting with other fellow international students due to the strong bond that it creates. As mentioned before, the collectivistic nature of the Indonesian, which presumably influenced the culture of the organization, somehow can produce negative consequences on the members as a result from the strong bond. A suggestion would be for PPI-UK to accommodate the needs of the members by taking into consideration that it should help students in optimizing their study life in the UK and to assure them that PPI-UK's existence is doing something for them. In addition, the organization has to promote learning, transfer of knowledge, and creativity and innovation to avoid stagnancy. For the future of the organization very much depends on the contribution of its members.

7. CONCLUSION

"Deep cultural undercurrents structure life in subtle but highly consistent ways that are not consciously formulated. Like the invisible jet streams in skies that determine the course of a storm, these currents shape our lives; yet their influence is only beginning to be identified." - Edward T. Hall (5:12) -

It is through the medium of culture that we are able to make sense of our world and by means of organizational culture that we appreciate and attribute meaning to our organizational experiences. This may seem like an obscure approach but it is in fact very important to our understanding of organizational culture. The main idea is that organizational culture provides the basic theoretical processes upon which we rely to organize our experiences in organizational life. Our basic assumptions give us guidelines for understanding why individuals as well as groups behave the way they do, and our beliefs and values allow us to give explanations for actions and events which would otherwise perplex us. Furthermore, because culture is shared, people within

the same organization will offer quite similar views concerning, for instance, how an organization is performing, who is in control, and how we should best behave. No culture, however, is shared absolutely, that is without variation, and this can result in different interpretations being placed on the same behaviors, actions, and events. These different interpretations are most notable between different subcultures. The vital lesson for us here is that organizational culture is important because it influences how we interpret organizational life and the meaning that we place on organizational activities.

This research is aimed at assessing the role of organizational culture in shaping commitment in a student organization during period of succession. The unique nature of the organization has provoked the researcher's interest to explore the topic in great detail. It is evident that organizational culture has played a role in shaping commitment amongst the students. From the findings, several factors have been identified to have shaped the development of culture in the organization, which include: leadership, members' needs and expectation of the organization, members' pride in flourishing the Indonesian name, and trust in the organization. *Leadership* plays a role in the transmission of culture to the members. Strong beliefs make strong culture; the clearer the leader is about what he stands for, the more apparent will the culture of the organization be. Secondly, *changes in expectations* can result in changes in how the organization should deal with the demand of the environment. It is the task of PPI-UK to consecutively identify the needs and expectations of the students so that the benefits of its existence can be felt by all members. PPI-UK should keep in mind that in order to comply with the changes in needs and expectations, it should successfully answer the question, "What can PPI-UK do for members?" This is because culture influence how members' perceive the organization, and in return influence their commitment towards the organization. Thirdly, the *pride that one has for their national culture* has inevitably become a significant contributor in shaping culture in this organization. Through identification process, members perceive a sense of belonging triggered by situational cues that highlight common interests or shared outcomes between the members and the organization, which in turn shape their commitment towards the organization. And lastly, *trust in the organization*, especially in its leader, has become another point to consider. Characteristics of leaders who can establish trust as vision, empathy, consistency and integrity, can generate and sustain trust especially by acting in ways that produce constancy, congruity, reliability and integrity.

In addition to that, the research has also managed to explore the impact that succession period has on the organizational culture and on the members' commitment towards the organization. Succession will impact the culture of the organization when it can add value to the shaping of culture only if the underlying values of the organization are still put into place. In terms of members' commitment, succession corresponds with the development of members' needs and expectations. The success of the current Board of Committee can be measured when members' needs and expectations are fulfilled since they are the ones representing the students' voice in the organization. All this should be keep in mind for the future of the organization very much depends on the contribution of its members

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