

Cultural Web: Corrigan College of Medicine*

Kealan Flynn,
[Vistacon](#)

Winter 2017

* Corrigan College of Medicine is the fictional name of a medical school in Ireland. Named after pioneering cardiologist Dominic Corrigan (1802-1880)

- Culture gives people “a sense of identity and belonging and sense of pride in what they do.”
- **Cultural Web** helps understand culture as it is; and then decide which features to keep, cut or create, to achieve strategic goals.
 - **Purpose: Question the taken-for-granted.**
 - **Value: Helps organisations avoid ‘strategic drift’ and achieve a high-performance culture.**

Strategic Drift

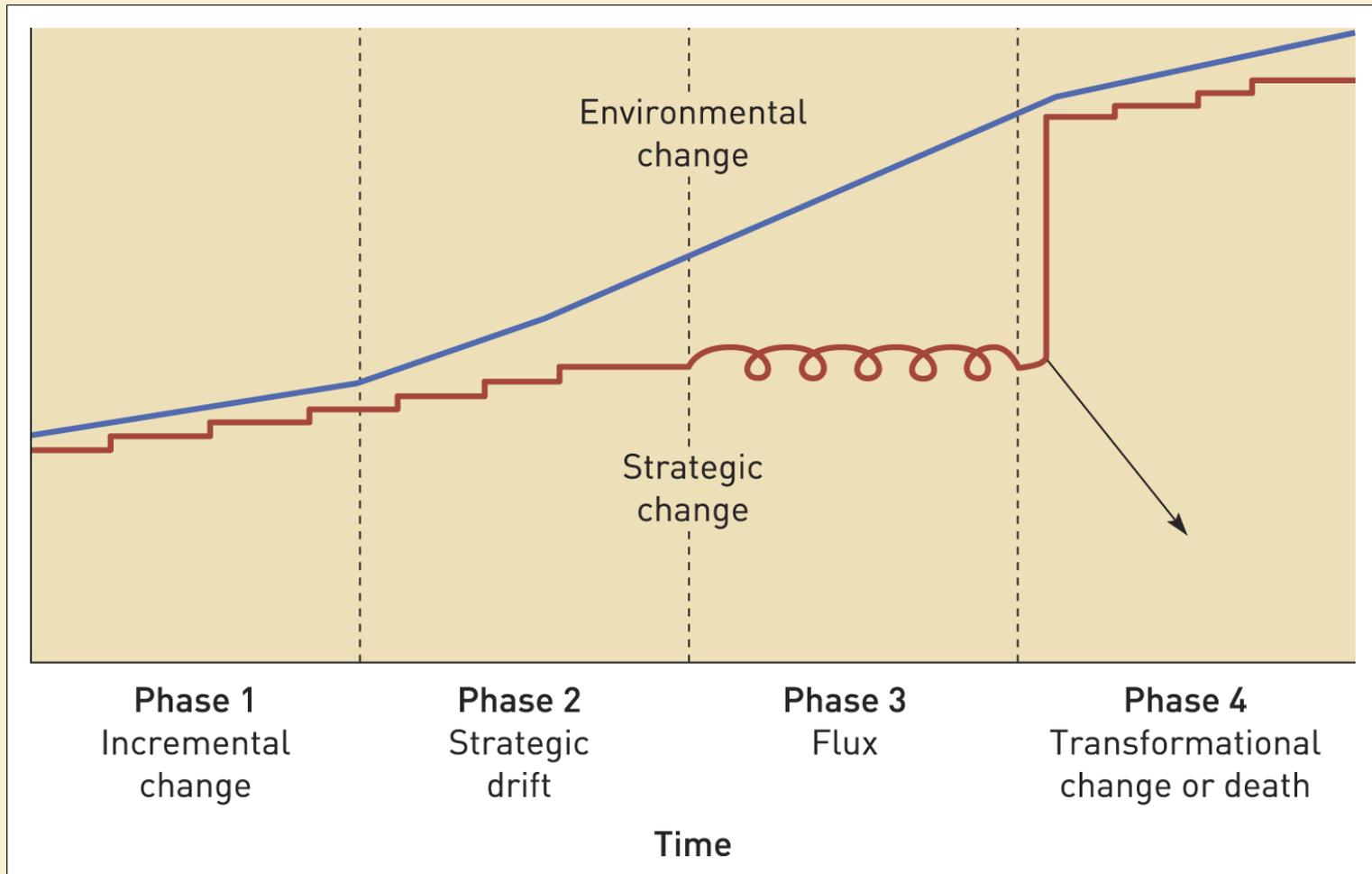


Figure 1 Strategic Drift (*Johnson & Others, 2017: Exploring Strategy, 11e*)

Cultural Web

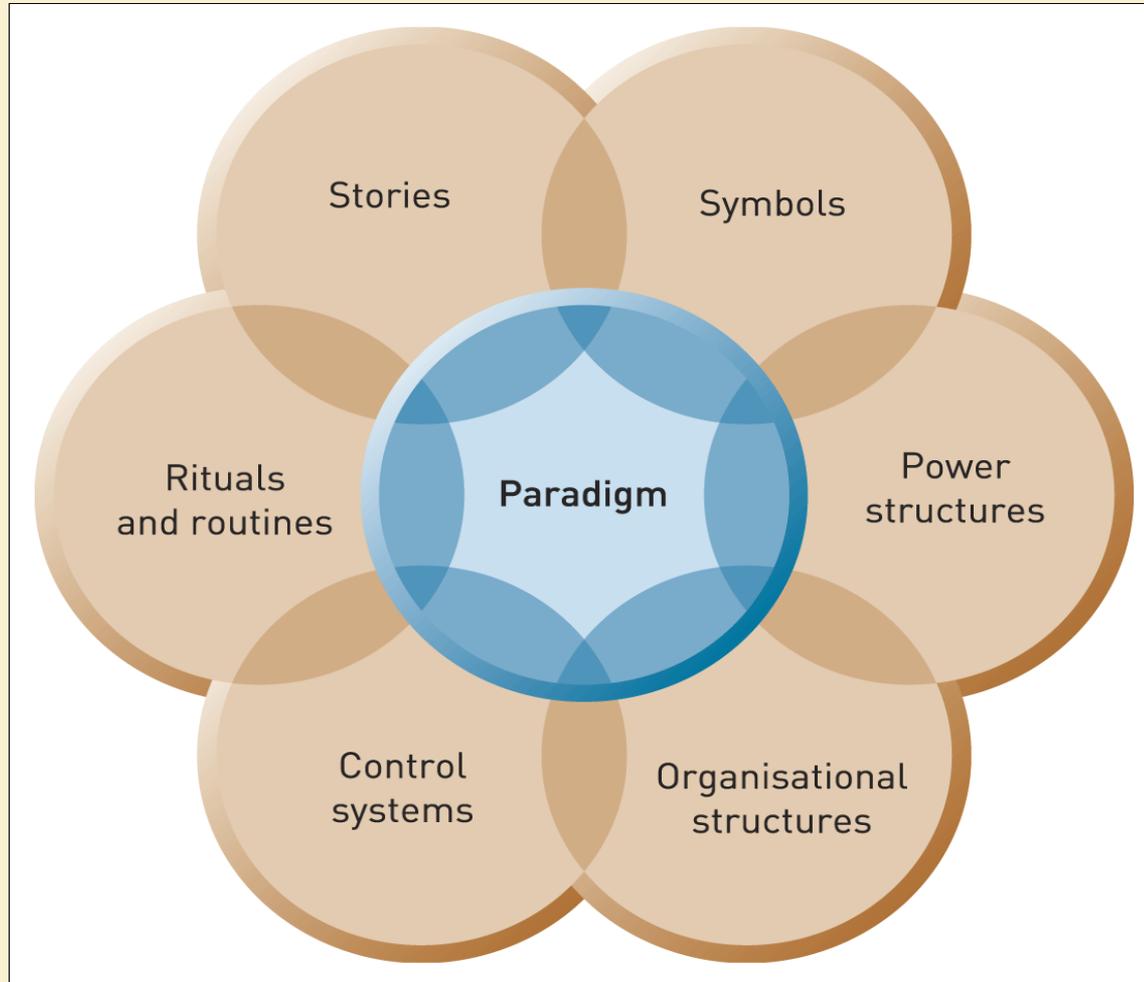


Figure 2 Cultural Web (*Johnson & Others, 2017: Op. cit.*)

Cultural Web

Stories:

Illustrate
valued
behaviour

Symbols:

Things with
meaning
beyond utility

Power:

People who
really make
critical
decisions

Structures:

Organisation
Chart and
invisible lines
to people
most valued

Controls:

Monitor,
manage,
reward
performance

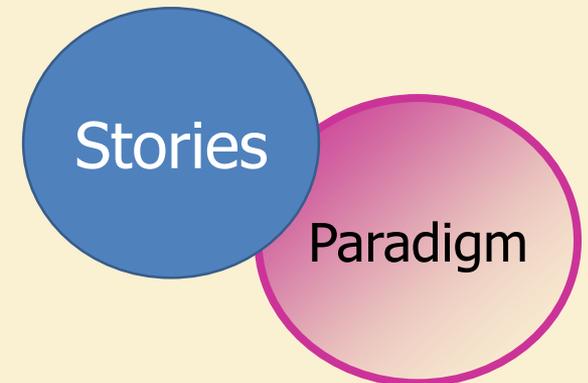
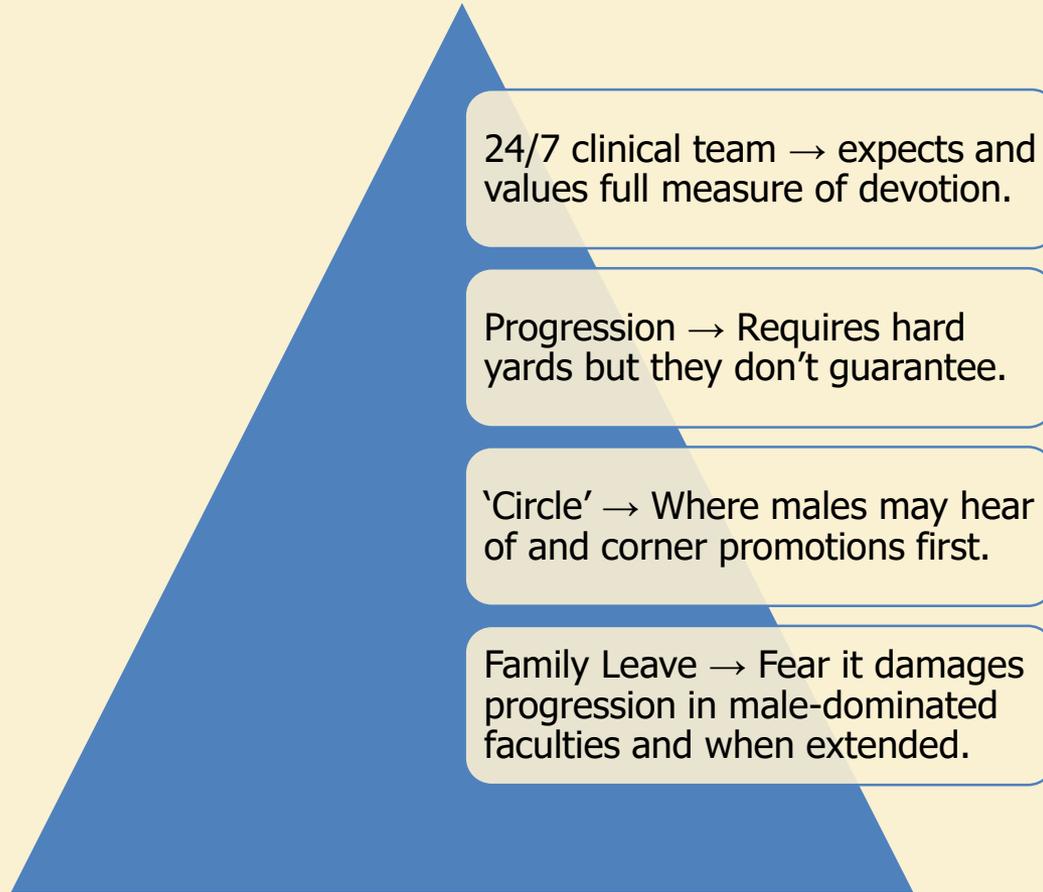
Rituals and Routines:

Everyday
actions that
signal valued
behaviour

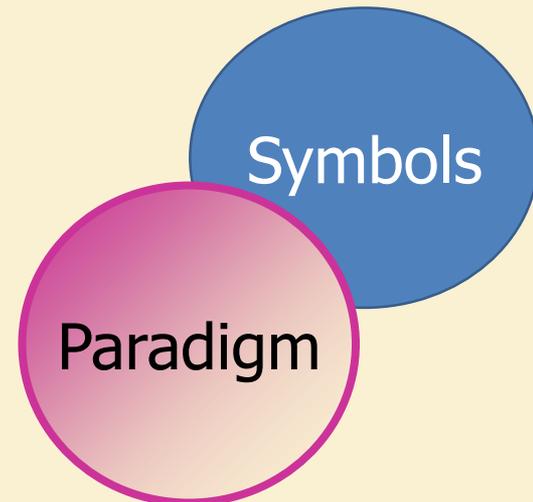
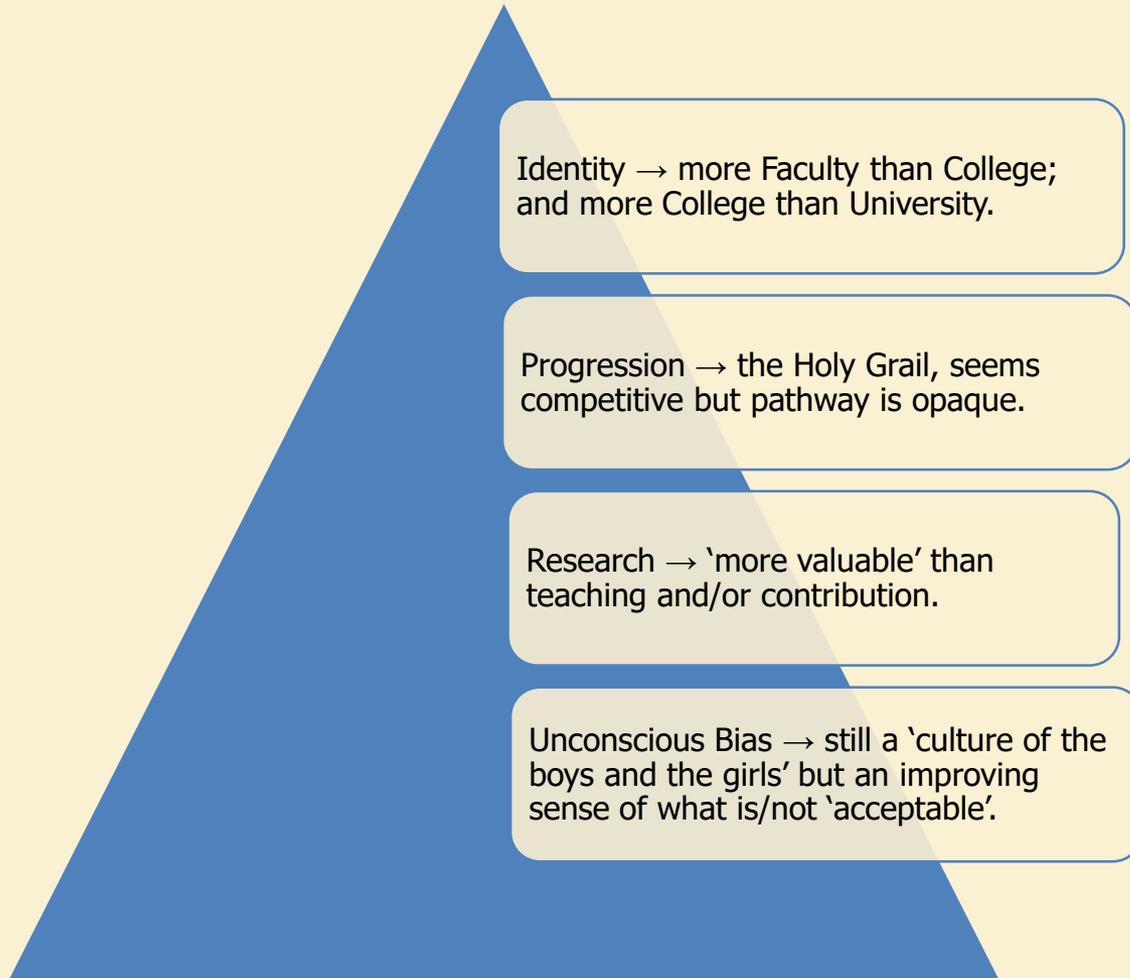
Paradigm:

Pattern of
"the way we
do things
around here"

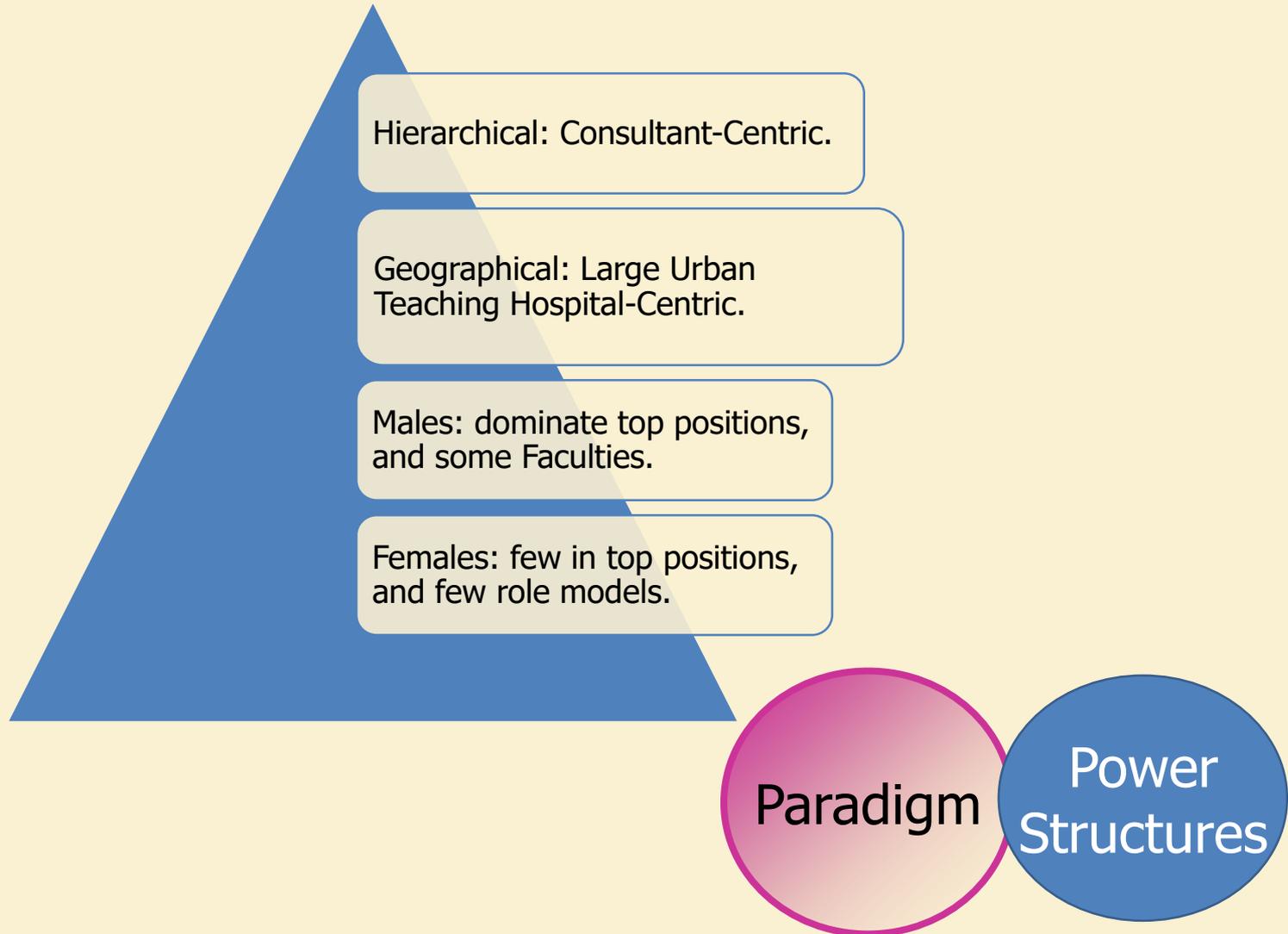
Corrigan College: Stories



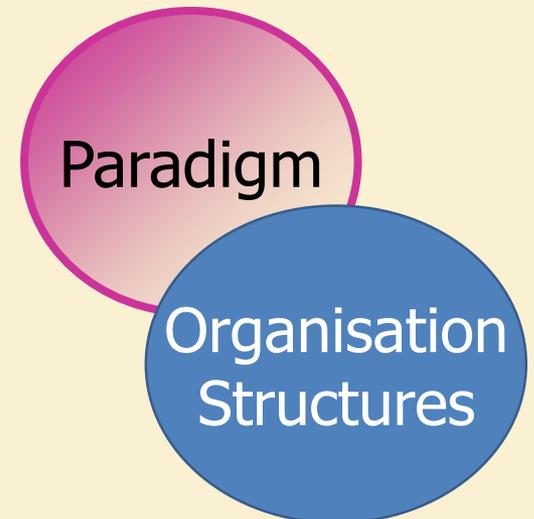
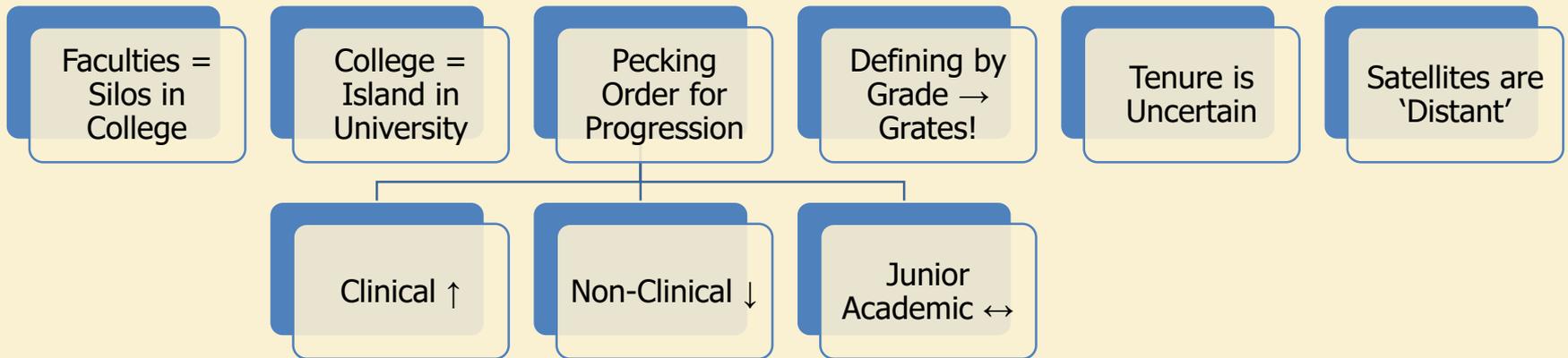
Corrigan College: Symbols



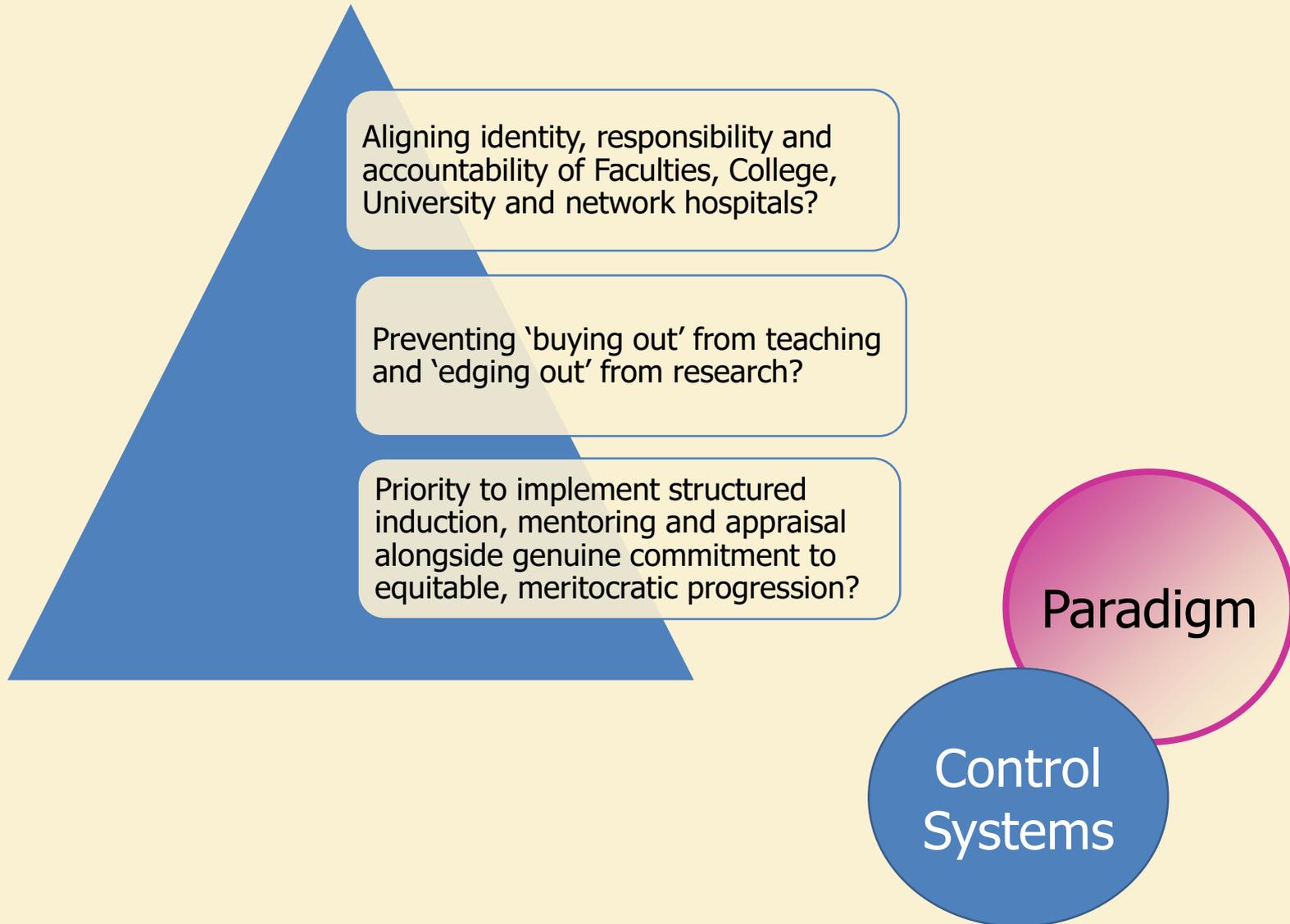
Corrigan College: Power



Corrigan College: Structures



Corrigan College: Controls



Corrigan College: Rituals and Routines

Clinical Routines: Everyone else is essentially a support act to these.

Concerns: Colleagues will listen, but superiors may not act.

Training is provided to address unconscious bias but concerns remain on uptake and impact.

Interview Panels: Worries about 'gender balance', 'token representation', and 'roping in' of the same people.

Rituals &
Routines

Paradigm

1. Stories: Staff who give their all, may not have their effort recognised with equal access to merit-based progression.

2. Symbols: Unconscious Bias is manifested in various ways, including by gender and higher symbolic value attached to research vis-à-vis teaching and contribution.

3. Power: Centred around the large teaching hospital and male consultants, and their relative dominance vis-à-vis female colleagues.

4. Structures: College is structure but Faculties are power. College not the sum of its Faculties; and perhaps strategically adrift of University?

5. Controls: Absent is clear, comprehensive structured induction, mentoring and appraisal – and an explicit commitment to equality of opportunity and merit-based progression.

6. Rituals and Routines: Clinician-centric rather than inclusive; and aloof from challenge of unconscious bias.

7. Culture: 'hard man', individualistic and competitive. Staff not viewed, valued and developed as resource; and are fearful of speaking up given power relations.

