

Appendix C
Critical Assignment #3a: Organizational Culture & Climate Inventory
Due Tuesday, November 15

Those students employed in a K-12 setting will conduct a Organizational Culture & Climate Inventory (approximately 5-6 hours) on their respective school and then submit a 4-6 page reflective summary on the cumulative results and what was learned from the exercise.

Step I

Diagnosing a School's Culture

A school's culture includes its heroes, values, & networks. In corporate cultures, Deal and Kennedy (2000) describe how to analyze a company's culture. You will be surprised how much you can learn about the culture of an organization in a limited amount of time. In this assignment, you are to analyze the culture of a school and then write up a report and a brief reflective statement about the application of what you have learned. Use the following six points to guide you in this process. NOTE: <u>Make sure you incorporate ideas, concepts, and/or theories from the textbooks and other course readings in this paper.</u>	
1.	Study the physical setting. That's right. An organization's investment in bricks and mortar says something about the culture. Consistency among all the sites is important. If the school has more than one site, how do they compare? Now, look at consistency across classes of employees. Are all employees treated alike?
2.	Read what the school says about itself. Look at the web site, flyers, news releases, PER reports, results of academic and interscholastic competitions.
3.	How does the school greet strangers? Look at the reception area. Is it formal or informal? Relaxed or busy? While you are waiting, observe what is happening around you. Strike up a conversation with the receptionist. Ask what the school is like and if it is a good place to work.
4.	Interview a teacher or other employee. Ask that person to tell you the history of the school. Why is the school or district a good one? What kind of people work there? Who gets ahead? What kind of place is this to work in? How do things get done here? How long do people stay in jobs here? Are people promoted if there is an opportunity?
5.	What are the subjects of internal communications or memos? What is discussed in meetings – who talks and to whom? How much time is spent on various subjects? What kinds of stories pass through the cultural network?

6.	<p>Are there any sign of a culture in trouble? Things to look for in this area include any signs of differing beliefs in different parts of the school, a lack of common understanding about what is important, disorganized daily routines, or contrary messages. Some other symptoms of cultural malaise include:</p> <ul style="list-style-type: none"> • Inward focus – look for over emphasis on internal routines and no talk of students needs and real world issues and trends. Is the emphasis on internal politicking and not enough on communicating with significant publics (parents, business community, empty nesters, external agencies/organizations, etc) • Short-term focus - Are performance goals and activities all focused on short term targets with no vision for the future? • Morale problems - Look for high turnover. What are the reasons for leaving employment at this school? • Destructive subcultures - Look for ingrown cultures and/or clashes between exclusive cultures within the school.
----	---

Deal, T. E., & Kennedy, A. A. (2000). *Corporate cultures: The rites and rituals of corporate life*. Cambridge, MA: Perseus Books Publishing.

NOTE: Step I - Diagnosing a School's Culture is continued on the next page with the School Culture Inventory

Step I (cont.)

School Culture Inventory:

Identifying Guiding Beliefs

<p>Before a school's culture can be understood, evaluated, or changed, it needs first to be described. Try evaluating a school with which you are familiar using the following scale: Always (A), Most of the time (M), Part of the time (P), Never (N).</p>				
<p>School Purpose: To what extent does the school...</p>				
1. Communicate a set of purposes that provide a sense of direction and a basis for evaluating?	A	M	P	N
2. Value the importance of teachers and students understanding the purpose?	A	M	P	N
3. Want decisions to be made which reflect purpose?	A	M	P	N
<p>Empowerment: To what extent does the school...</p>				
4. Value empowering teachers to make decisions that are sensible given circumstances they face?	A	M	P	N
5. Link empowerment to purpose by requiring that decisions reflect the schools shared values?	A	M	P	N
6. Believe the teachers, supervisors, and administrators should have equal access to information and resources?	A	M	P	N
7. Believe power to be an expanding entity which increases when shared?	A	M	P	N
<p>Decision Making: To what extent does the school...</p>				
8. Believe that decisions should be made as close to the point of implementation as possible?	A	M	P	N

9. Believe that value decisions should be made by those directly affected by them?	A	M	P	N
10. Believe that decisions should be made by those who are most expert, given the circumstances or problem being considered, regardless of hierarchical level?	A	M	P	N
Sense of Community: To what extent does the school...				
11. Value a “we” spirit and feeling of ownership in the school?	A	M	P	N
12. Consider teachers and other employees as shareholders and stakeholders in the school?	A	M	P	N
13. Demonstrate commitment to helping and developing school members?	A	M	P	N
Trust: To what extent does the school...				
14. Believe that given the opportunity teachers will want to do what is best for the school?	A	M	P	N
15. Have confidence in the ability of teachers to make wise decisions?	A	M	P	N
Quality: To what extent does the school...				
16. Value high standards and expectations for teachers and students?	A	M	P	N
17. Believe in a “can do” attitude in teachers and students?	A	M	P	N
18. Value an atmosphere of sharing and encouraging within which school members “stretch and grow”.	A	M	P	N

Step II

Assessing Organizational Climate

Go to <http://www.waynehoy.com/ocdq-re.html> on the upper right click on Research Instruments – then Org Climate. If you are in an elementary school your instrument is OCDQ-RE; if you are in a middle school your instrument is OCDQ-RM; and if you are in a secondary school your instrument is OCDQ-RS. Ask several of your co-workers to complete the survey – and complete one yourself. Information on how to interpret the survey’s results can be found by reading the description page for each instrument. Use the prompts below to organize this part of your paper.

Instrument used: (i.e. OCDQ - RE, RM, or RS)

Number of Surveys completed:

Survey Findings:

Discussion of Results Found:

What have you learned for this activity that strengthens you as an educational leader?

How can you use this experience to enhance student learning?