



Culture Values Assessment

Case Study 1 Elementary School - Staff

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EXPLANATION OF MODELS

The School Culture Assessment is a simple but effective means of measuring and mapping parents' and staffs' perception of the school culture. It provides a comprehensive diagnostic of the current culture and a detailed understanding of the desired culture by examining parents' and staffs' perceptions of the school's current values, what they consider to be desired values and their personal values. The results provide three perspectives:

- Human Perspective,
- Organizational Development Perspective, and
- Business Perspective

The Human Perspective and Organizational Development Perspective are obtained by mapping employees' personal values against the model of the Seven Levels of Personal Consciousness, and their perception of the current culture's values and desired culture's values against the Seven Levels of Organizational Consciousness.

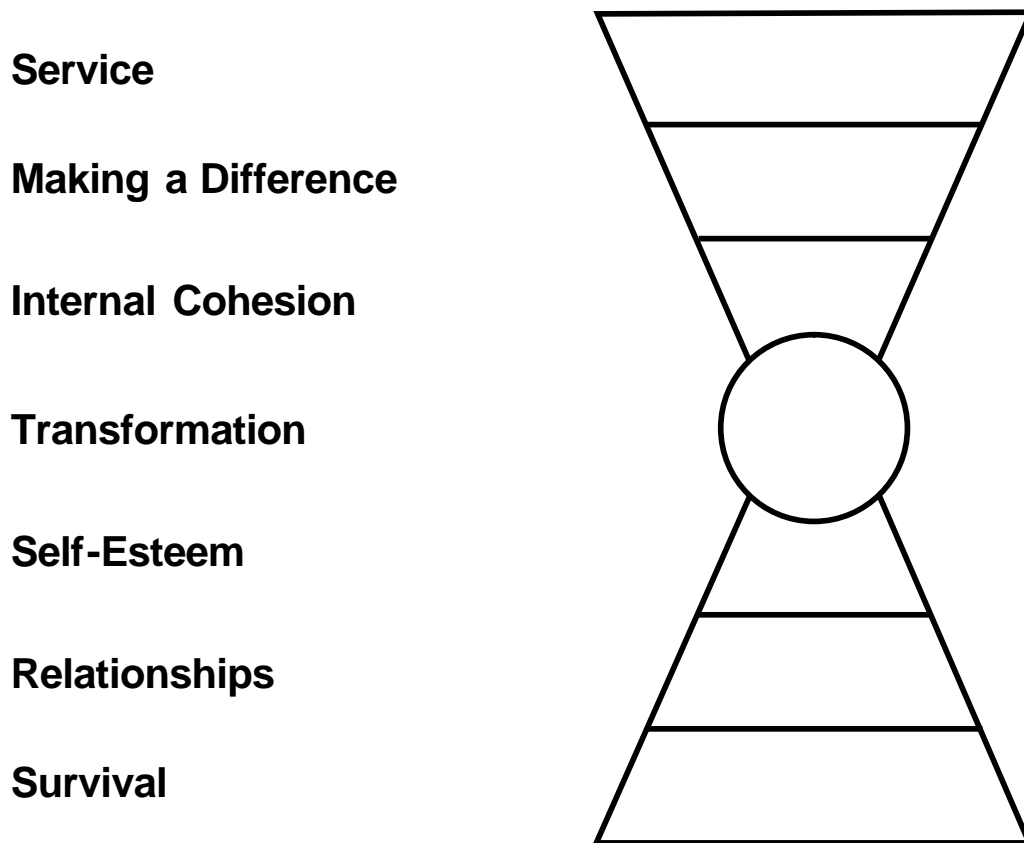
The model of the Seven Levels of Personal and School Organizational was created by Richard Barrett and is described in his book "*Liberating the Corporate Soul: Building a Visionary Organization.*" It represents an extension of the work of Abraham Maslow. The fundamental basis of the Seven Levels of Organizational Consciousness is that all organizations and group structures are comprised of individuals, and act as living entities with similar motivations to those of individuals.

The Business Perspective is obtained by mapping the organization's current culture values and desired culture values against the Business Needs Scorecard. The model of the Business Needs Scorecard was created by Richard Barrett and is described in his aforementioned book. In the School Culture Assessment, it is used as a diagnostic tool to identify where the organization is currently focusing its energies, and where the people would like the organization to focus.

The six categories of the Business Needs Scorecard are:

- Finance – Economic Health, Financial Growth
- Fitness – Systems and Processes
- Client/Parent Relations – Customer/Parent Satisfaction and Strategic Alliances
- Evolution – Research and Development, New Products and Services
- Culture – Employee Fulfillment and Human Resources
- Societal Contribution - Social and/or Environmental Responsibility

THE SEVEN LEVELS OF CONSCIOUSNESS



Distribution of Consciousness

Individuals and organizations do not operate from any one single level of consciousness. They tend to be clustered around three or four levels. Individuals are usually focused at levels 1 through 5, usually with a particular emphasis at level 5. Many organizations tend to be focused in the first three levels of consciousness – Level 1: survival and growth, Level 2: customer/parent satisfaction, and Level 3: productivity, efficiency and quality. The most successful organizations are distributed across the full spectrum of consciousness. They give emphasis to the top four levels of consciousness as well as the bottom three – Level 4: learning and innovation leading to continuous renewal, Level 5: internal cohesion, Level 6: employee fulfillment, customer/parent collaboration, and Level 7: ethics and social responsibility.

SEVEN LEVELS OF PERSONAL CONSCIOUSNESS

Level 1: Survival – This level focuses on matters to do with physical survival. It includes values such as financial stability, wealth, safety, self-discipline and health. The potentially limiting aspects of this level are generated from fears around survival. Limiting values include greed, control and caution.

Level 2: Relationships – This level concerns the quality of interpersonal relationships in an individual's life. It includes values such as open communication, family, friendship, conflict resolution and respect. The potentially limiting aspects of this level result from fears around loss of control or regard. Limiting values include rivalry, intolerance and being liked.

Level 3: Self-Esteem – This level addresses an individual's need for recognition. It includes such values as being the best, ambition, professional growth and reward. The potentially limiting aspects of this level results from low self-esteem and being out of control. Potentially limiting values include status, arrogance and image.

- There are no potentially limiting values in levels 4 through 7.

Level 4: Transformation – The focus at this level is on self-actualization and personal growth. It contains values such as courage, responsibility, continuous learning and independence. This is the level where people work to overcome their fears. It requires continuous questioning of beliefs and assumptions. It is also the level where they begin to find balance in their lives.

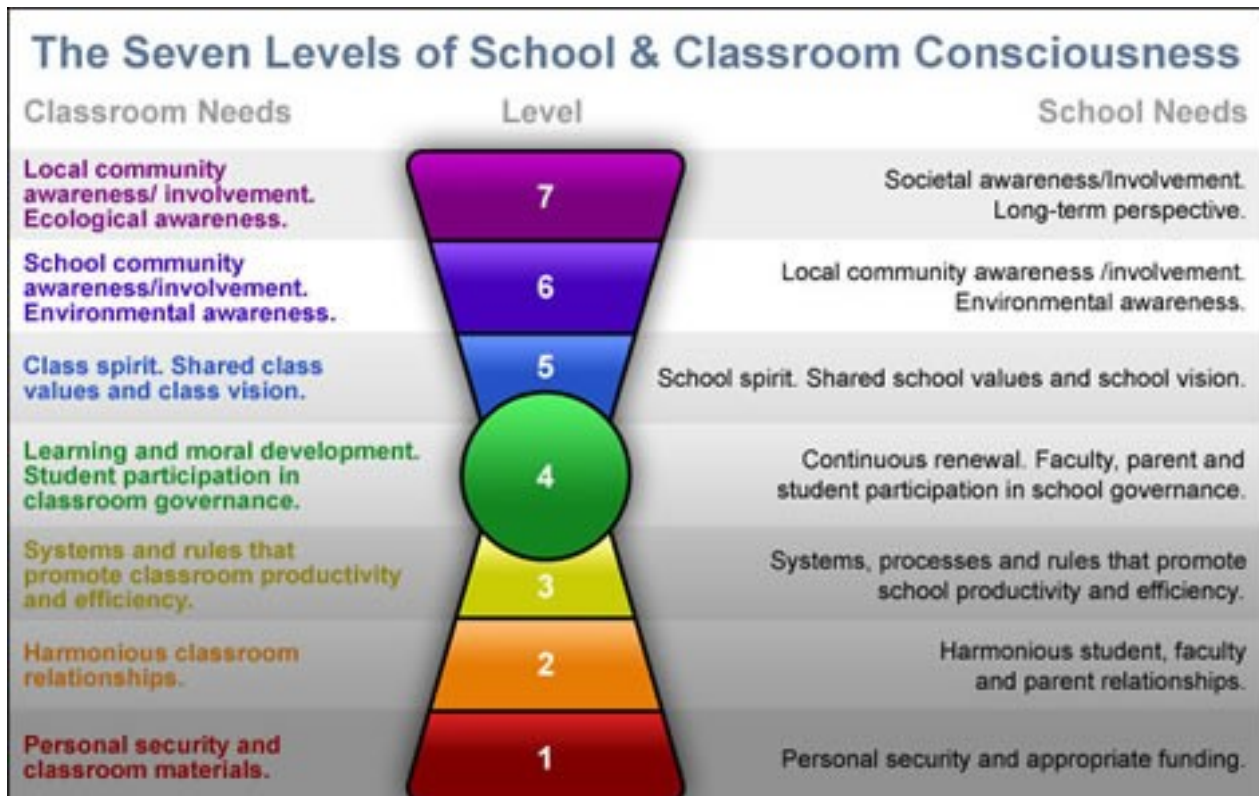
Level 5: Internal Cohesion - Level 5 concerns the individual's search for meaning. Individuals operating at this level no longer think in terms of a job or career, but in terms of a mission. This level contains values such as commitment, creativity, enthusiasm, humor/fun, generosity and honesty.

Level 6: Making a Difference - Level 6 focuses on making a difference in the world. It is also the level of active involvement in the local community. Individuals operating at this level honor intuition and contribution. They may be concerned about the environment or local issues. This level contains values such as counseling, community work, empathy and environmental awareness.

Level 7: Service - Level 7 reflects the highest order of internal and external connectedness. It focuses on service to others. Individuals operating at this level are at ease with uncertainty. They display wisdom, compassion and forgiveness. They are concerned about issues such as social justice, human rights and future generations.

SEVEN LEVELS OF SCHOOL CONSCIOUSNESS

Schools have seven basic needs that reflect the seven levels of personal and group consciousness. These needs are summarized below. Schools grow and develop to the extent that they are able to master and integrate into their functioning the values and behaviors associated with each level of consciousness.



For more information go to <http://www.valuescentre.com/ed/index.htm>

Each level of School Consciousness focuses on different needs.

Levels 1 through 3 reflect the basic needs of any group of individuals – personal security and basic material needs (level 1), harmonious relationships (level 2), and organizational effectiveness (level 3).

Level 4 addresses the specific needs of the group with regard to adaptation to the changing external environment and empowerment of individuals in the internal environment.

Level 5 focuses on group cohesion through shared values. At level 6 the group becomes aware of community issues and the group as a whole participates and interacts with the community to make a difference. For schools the community is the local external community. At level 7 the group becomes aware of societal or global issues and the group as a whole participates and interacts at local, national or societal level.

BUSINESS NEEDS SCORECARD

The first three categories of the Business Need Scorecard cover the areas of business that an organization traditionally measures. They represent the “hard stuff” – the frontline needs. They are relatively easy to measure. They are called the tangibles. Every organization needs to pay attention to these areas in order to survive.

Finance: This category addresses financial and/or organizational growth indicators. Measurement focuses on items such as funding requirements and cash reserves.

Client/Parent Relations: The focus of this category is on relationships with outside stakeholders who are directly involved with the school – students and parents. Indicators in this category include customer/parent satisfaction, and customer/parent collaboration.

Fitness: This category focuses on internal systems and process issues such as quality, effectiveness, productivity, and efficiency.

Evolution: The focus of this category is on developing the future – new programs and processes that enhance.

Culture: This category looks at issues related to building a strong sense of organizational identity and internal community spirit. Performance indicators include factors such as employee fulfillment and leadership development.

Societal Contribution : This category concerns issues relative to social responsibilities.

Key Findings

Case Study 1 Elementary School – Staff Report

I. THE HUMAN PERSPECTIVE

Values Plots Diagrams

Top Values - *Top values are those that have received the majority of the votes.*

- The most common values in the personal lives of the Case Study 1 Elementary School Staff are **caring**, **commitment** and **family**.
- The most common values in the Current Culture of the Case Study 1 Elementary School as viewed by the Staff are **academic excellence**, **parent involvement** and **character development**.
- The Case Study 1 Elementary School Staff would like their organization to support the values of **academic excellence**, **character development** and **continuous improvement**.

Value Jumps - *A value jump occurs when there are more votes for a value in the Desired Culture than in the Current Culture. Listed below are the top Desired Culture values that showed an increase in votes. Particular attention should be paid to those values that show a large jump between the Current and Desired Culture.*

- There are two values jumps.

VALUE	CURRENT CULTURE VOTES	DESIRED CULTURE VOTES	JUMP
Character development	21	29	8
Continuous improvement	19	22	3

Value Matches - *Matching values indicate alignment. The greater the number of matching values, the greater the sense of motivation, commitment and authenticity there is within a group.*

- Personal Values and Current Culture: There are no matching values. These would have been the qualities that the Case Study 1 Elementary School Staff could have modeled to a varied extent in their workplace. In a highly aligned culture, one would expect to see three or four matching values.

- Current Culture and Desired Culture: There are five matching values - **academic excellence, parent involvement, character development, continuous improvement and discipline.** These are the attributes that the Case Study 1 Elementary School Staff experience now and want to continue to support in the future. This shows that the organization is, in good part, on the right track in their opinion. In a highly aligned culture, one would expect to see six, seven or eight matching values.
- Personal Values and Desired Culture: There is one matching value - **humor/fun.** This is a value that, if chosen to be a guiding principle of this organization, could easily be brought to work by the Case Study 1 Elementary School employees, as it is important in their daily lives. In a highly aligned culture, one would expect to see three or four Personal Values that are also found in the Current and Desired Cultures. There are no across-the-board matching values between the Personal, Current and Desired Culture values. **Humor/fun** is important because staff want to see more emphasis given to this value.

New Values – *These are values in the Desired Culture Values list that are not in the Current Culture Values list. These are the values that the respondents would like to see implemented.*

- There are five new values in the values plot diagram.

NEW VALUES
Teamwork Cooperation Creativity Humor/fun Passion for learning

Potentially Limiting Values - *Potentially limiting values are values that can cause frustration among employees and hinder the progress of the organization if they are not dealt with in a timely manner.*

- There is one potentially limiting value in the Current Culture. What are the causes and corrective actions behind this value?

Tradition is considered potentially limiting when it hinders innovative or entrepreneurial activity in new arenas. Tradition can be positive when it honors and upholds the heritage that defines the uniqueness of a product or service.

- There are no potentially limiting values in the Desired Culture.

Entropy Report – *This depicts the number of potentially limiting values per level in the Current Culture that were chosen by the survey participants. These represent all the potentially limiting values that were chosen and so may not be included in the top ten values on the Values Plot. Potentially limiting values are found only at levels 1, 2 and 3. This is a reflection of the degree of disorder within a system.*

TOTAL NUMBER OF VOTES FOR POTENTIALLY LIMITING VALUES and PERCENTAGE OF TOTAL	Level 1	Level 2	Level 3
45 out of 550: 8% of total votes	12 out of 23: 2% of total votes	16 out of 60: 3% of total votes	17 out of 123: 3% of total votes
	short-term focus (4) control (3) territorial behavior (3) bullying (1) caution (1)	tradition (14) blame (2)	over-scheduled (10) bureaucracy (4) status (3)

- This table shows that 8% of all votes were for potentially limiting values. This is a low and healthy level of entropy.

Values Balance - *There are four types of values: 1) “I” Individual - values that are expressed from within the person (honesty, integrity). 2) “R” Relationship - values that are demonstrated in terms of connecting with others (trust, accountability, teamwork). 3) “O” Organizational - values that focus on business issues (financial stability, productivity, customer satisfaction). 4) “S” Societal - values that focus on the common good outside of the business (community involvement, environmental protection, social justice). The Personal Values template does not contain any “O” Organizational values, so the index is IRS. The IROS index shows the distribution of these values types. This index reflects where the focus of an organization lies and its degree of balance.*

A strong community with internal cohesion usually has at least three or four Individual values and three or four Relationship values in their top ten values.

- Participants' Personal Values distribution of values types – IRS = 6-3-1.
- The employees' perception of the Current Culture – IROS (P) = 2-2-6-0 and IROS (L) = 0-0-1-0.
- The employees' Desired Culture Values – IROS = 3-3-4-0.
- The balance of values types in the Desired Culture as compared to those in the Current Culture show an increase in “individual” and “relationship” values.

Values Predominance and Gaps - *A values gap represents a level without values. It means that this level is a) unconsciously taken care of, b) a blind spot, or c) represents the next area of growth for a group of individuals or an organization.*

- In the Personal Values, the positive values are located in five of the seven levels with predominance at level 5 - Internal Cohesion. There are no values in level 1 - Survival and level 7 - Service. Level 1 represents physical health, security and financial stability. Level 7 addresses service to humanity, compassion to others and societal involvement.
- In the Current Culture, the positive values are distributed in five of the seven levels with predominance at level 4 - Transformation. There are no values in level 1 - Survival and level 6 - Making a Difference. Level 1 represents financial stability and the safety and security of staff and students. Level 6 is the level of internal connectedness through coaching and mentoring and external connectedness through partnerships and strategic alliances with other organizations and the local community.
- In the Desired Culture, the positive values are distributed in three of the seven levels with predominance at level 5 - Internal Cohesion and level 4 - Transformation. There are no values in level 1 - Survival, level 3 - Self-esteem, level 6 - Making a Difference and level 7 - Service. Level 1 represents financial stability and the safety and security of staff and students. Level 3 is concerned with systems and process, organizational effectiveness and best practice. Level 6 is the level of internal connectedness through coaching and mentoring and external connectedness through partnerships and strategic alliances with other organizations and the local community. Level 7 addresses long-term perspectives, ethics, compassion for others and social responsibility.

II. THE ORGANIZATIONAL DEVELOPMENT PERSPECTIVE Values Distribution Diagram

Comparison of Personal and Current Culture Values: The distribution of the Personal Values is focused at level 5 - Internal Cohesion (32%). Level 5 represents personal cohesion, maturity and/or a search for meaning.

There is some alignment between the Personal and the Current Culture Values of the organization:

- 45% of the employees' Personal Values are situated in the upper three levels of consciousness compared to 35% of their Current Culture values.
- 34% of their Personal Values are situated in the lower three levels of consciousness compared to 38% of their Current Culture values.
- 21% of their Personal Values are situated at level 4 compared to 27% of their Current Culture values.

Comparison of Current and Desired Culture Values: The distribution of values in the Current Culture is focused at level 4 - Transformation (27%). Level 4 represents the willingness of an organization to change and be open to input from employees.

There is misalignment between the Current Culture and the Desired Culture values:

- 35% of the Current Culture Values are situated in the upper three levels of consciousness, compared to 46% of their Desired Culture Values.
- 38% of the Current Culture Values are situated in the lower three levels of consciousness compared to 24% of their Desired Culture values.
- 27% of their Current Culture Values are situated at level 4 compared to 30% of their Desired Culture values.

Comparison of Desired and Personal Values: The distribution of values in the Desired Culture is focused at level 4 - Transformation (30%) and level 5 - Internal Cohesion (30%). Level 4 represents the willingness of an organization to change and be open to input from employees. Level 5 represents the strength and health of the internal community of an organization.

There is some alignment between the Desired Culture and the Personal values:

- 45% of the Personal Values are situated in the upper three levels of consciousness, compared to 46% of their Desired Culture Values.
- 34% of their Personal Values are situated in the lower three levels of consciousness, compared to 24% of their Desired Culture Values.
- 21% of their Personal Values are situated at level 4 compared to 30% of their Desired Culture values.

Comparison of Positive Values: The comparison of Current and Desired Culture positive values show an increase of 3% at level 4 and an increase of 7% at level 5.

- At level 4, they want to see a strong focus on character development, continuous improvement, parent involvement and teamwork.
- At level 5, they want to see a strong focus on academic excellence, cooperation, creativity, humor/fun and passion for learning.

III. THE BUSINESS PERSPECTIVE

Business Needs Scorecard Diagram

- Based on the top eleven values in the Current Culture, the Case Study 1 Elementary School participants see their organization focused on four of the six categories – Fitness, Client Relations, Evolution and Culture. There are no top positive values in the categories of Finance and Societal Contribution.
- Based on the top ten values in the Desired Culture, four of the six categories are covered – Fitness, Client Relations, Evolution and Culture. There are no top positive values in the categories of Finance and Societal Contribution.
- There are no values in both the Current and Desired Culture for the categories of Finance and Societal Contribution. What focus, if any, is on these areas?
- The main differences between the Current Culture and the Desired Culture are the increased emphasis given to the categories of Evolution and Culture.

V. EXECUTIVE SUMMARY

CURRENT STRENGTHS OF CASE STUDY 1 ELEMENTARY SCHOOL

- The Personal Values of the Case Study 1 Elementary School Staff show they are caring, committed and want to make a difference.
- They are adaptable, responsible and reliable. They like to enjoy life and their families.
- They operate with integrity and honesty.
- Case Study 1 Elementary School is an organization that prides itself on academic excellence and has a strong focus on parent involvement.
- The School has a strong reputation for student achievement and staff is always looking for ways to continually improve and do the best they can for students.
- Discipline is administered with compassion.
- Despite these positive results, the people in Case Study 1 Elementary School want to see some improvements. They would like to see an increase in “individual” values and “relationship” values.

KEY ISSUES FOR CASE STUDY 1 ELEMENTARY SCHOOL

- Case Study 1 Elementary School maybe hindered by the dynamics of tradition – sometimes tradition can be a limiting value, sometimes positive. What is the situation here? The overall level of cultural entropy in the school is low especially if tradition is considered to be positive. The school seems to have mastered the first three levels of organizational consciousness. The next arenas for growth are level 4 and particularly 5.
- The employees of Case Study 1 Elementary School want a culture where there is more teamwork and cooperation.
- They also want to have more focus on humor/fun and creativity. They would like to see more passion for learning.
- The focus on **character development** and **continuous improvement** need to be strengthened.

CONCLUSION FOR CASE STUDY 1 ELEMENTARY SCHOOL

- From the Staff perspective the school has a very positive culture with a very low level of cultural entropy. The school has pretty well mastered the first three levels of consciousness and is reasonably adept at level 4. The main issue is how to build the level 5 consciousness – internal cohesion. The staff wants to see more teamwork and cooperation as well as greater focus on humor/fun and creativity. They want more passion for learning. To get to this point the staff need to be less heavily scheduled. What they seem to be looking for is a more relaxed environment that does not compromise academic excellence but gives more focus to character development. To what extent is tradition suppressing this creativity.
- Parents and Staff share 5 personal values – family, honesty, caring, responsibility and humor/fun.
- Parents and Staff share 7 current culture values for the school – academic excellence, parent involvement, character development, continuous improvement, student achievement, discipline and accountability.
- Staff also mentioned on being the best, compassion, reputation, and tradition.
- Parents and Staff share 5 desired culture values – academic excellence, character development, continuous improvement, parent involvement and creativity.
- Staff also mentioned teamwork, cooperation, creativity, humor/fun, and passion for learning.

RECOMMENDATIONS

- The cultural entropy is very low. However, something needs to be done to reduce the **over scheduling**. The school should look at its traditions and make sure that they are not compromising continuous improvement and creativity.
- Hold discussions to learn what the staff wants with the values of **teamwork** and **cooperation**. Determine what programs and efforts are needed to integrate this throughout the culture.
- Pay more attention to **creativity**. Find out how this value can be inculcated more deeply into the culture.
- Talk about **passion for learning** and what that would look like. Brainstorm ideas on how this can become a reality.

- Find out what the survey participants want with **humor/fun**. Ask what behaviors or systems are needed to support the integration of this value. Also what does the school need to let go of to promote this value.
- Ask people how they or the organization can strengthen the values of **character development** and **continuous improvement**. Take action on these recommendations.
- Note that the value of **humor/fun** is in the Personal Values of the Staff (and the Parents) as well as a value they want in their Desired Culture.

VI. DATA REPORT

The Case Study 1 Elementary School report includes the following diagrams:

- **Values Assessment:** Shows the alignment of the top Personal, Current Culture and Desired Culture Values according to the Seven Levels of Consciousness.
- **Values Distribution Histogram:** Compares the distribution of all votes for Personal, Current Culture and Desired Culture values according to the Seven Levels of Consciousness.
- **Comparison of Positive Values:** Shows the percentage of votes for Personal, Current Culture and Desired Culture values according to the Seven Levels of Consciousness.
- **CTS Diagram:** Shows the percentage of votes for the top three levels of consciousness (Common Good), the level of Transformation and the bottom three levels (Self-interest).
- **Business Needs Scorecard Diagnostic (BNS):** Shows the distribution of the top Current and Desired Values according to the six categories of the Business Needs Scorecard. (Not all the listed top values translate into the scorecard. The scorecard does not include general values that apply to more than one category of the scorecard).
- **Values Plot Legend:**

P = Positive	I = Individual
L = Potentially Limiting (hollow dots)	R = Relationship
	O = Organizational
	S = Societal

Survey Data:

- Case Study 1 Elementary School overall – 55 participants

VALUES and THEIR ASSOCIATED LEVELS
School Role (Staff) (55)

Level	Personal Values	Current Culture Values	Desired Culture Values
7		compassion (I)	
6	making a difference (S)		
5	commitment (I) honesty (I) humor/fun (I) integrity (I)	academic excellence (O)	academic excellence (O) cooperation (R) creativity (I) humor/fun (I) passion for learning (I)
4	adaptability (I) responsibility (I)	accountability (R) character development (O) continuous improvement (O) parent involvement (O)	character development (O) continuous improvement (O) parent involvement (O) teamwork (R)
3	reliability (R)	being the best (I) reputation (O) student achievement (O)	
2	caring (R) family (R)	discipline (R) tradition (O) (L)	discipline (R)
1			
	PL = 10-0 IRS (P) = 6-3-1 IRS (L) = 0-0-0	PL = 10-1 IROS (P) = 2-2-6-0 IROS (L) = 0-0-1-0	PL = 10-0 IROS (P) = 3-3-4-0 IROS (L) = 0-0-0-0

	Current Culture	Desired Culture
Finance		
Fitness	academic excellence student achievement being the best reputation	academic excellence passion for learning
Client Relations	parent involvement	parent involvement
Evolution	continuous improvement	continuous improvement creativity
Culture	character development	character development teamwork cooperation humor/fun
Societal Contribution		