Organizational Change: One Experience of Professional Development

Barry S. Imber

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In part fulfilment of M.A.(Ed)

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ISBN 0-315-84881-2

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The undersigned certify that they recommend for acceptance, a thesis entitled ORGANIZATIONAL CHANGE: ONE EXPERIENCE OF PROFESSIONAL DEVELOPMENT submitted by Barry Imber in partial fulfillment for the degree of Master of Arts in Education.

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October 1, 1993

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ABSTRACT

Over the past few years much attention has been paid to the topic of professional development by school boards, professional organizations and schools.

This paper examines the experiences of one institution in light of current thinking. It attempts to identify the basal criteria that will determine the outcome of trying to initiate changes in individual and organizational attitudes and development. It also hopes to identify the pitfalls organizations are prey to when engaging in such a process.

I ORGANIZATIONAL CHANGE - A REVIEW OF THE LITERATURE

The roots of organizational theory and description go back to the 1900's and Frederick Taylor (1947), described as the father of the scientific management movement by Hoy and Miskel (1987). Taylor focused on time and motion studies and was interested in maximizing the individual worker's output. He and his followers concentrated on the physical aspects of tasks.

Other classical organization pioneers developed the administrative management theory. Unlike Taylor who focused from the bottom up, this perspective started with the directors and focused down. The emphasis of both groups at the beginning of this century centred on bureaucratic or formal organizations. Their perspective has been labelled a "machine model" . The model however does not consider the influences of internal and external events that cannot be predicted.

Around the 1930's the human relations model was developed by people such as Mary Parker Follet (1941) who believed that through the development and maintenance of dynamic and harmonious relationships organizational problems could be solved. Recognition for the human relations approach is usually given to the Hawthorne studies (Roethlisberger and Dickson, 1939) which described informal grouping, and it is from these kinds of studies that analysis of schools developed. The results of the Hawthorne study, which took place in the Hawthorne plant of the Western Electric Company in Chicago, are still relevant as they determined that employee motivation, job satisfaction and morale are elements that can not be ignored in developing an efficient and effective organization.

In the 1950's Chester Barnard (1938) is seen as originating much of the behavioral science approach with his descriptions of formal and informal organizations. And many of the views of Max Weber (1947) have influenced behavioral scientists in their views of bureaucracy and authority. The 1960's the view shifted from closed to open systems; environmental influences having an important effect on the running and development of any organization.

One of the criticisms levelled at the Weberian model of the organization is that it omits the informal structure. A study of the Navy by Charles Page (1964), as cited in Hoy and Miskel (1987), suggested that the informal structure was important in circumventing the formal structure, the prescribed rules and procedures for both positive and negative effects. Laurence Iannoccone (1962) suggested that the informal organizational structure within schools should be used as a guide to revising the formal structures.

It is the internal elements of the organization that must be examined in determining the direction for productive development. Looking at Maslow's hierarchy of Needs Theory of Human Motivation (Maslow, 1970), it is essential that the lower levels of need must be addressed as well as they can be before the individual can be a productive element within the organization. Trusty and Sergiovanni(1966) in an early study, and Anderson and Iwanicki (1984) in their study, showed that the largest deficiency for professional educators were satisfying esteem, autonomy and self actualization needs.

As a means to achieving a more productive organization and to respond to the demands of an open system, staff development and training must be carried out in the most productive manner possible.

> Staff development and change go hand-in-hand since the intention of staff development is to change behaviours, attitudes, and skills. One of the many roles of a staff developer is to create the right set of conditions to

> enable change to occur. (Loucks-Horsley, 1989, p.114)

Successful professional development is only possible when factors such as organizational development and climate, staff attitude and perceptions, and organizational needs are clearly identified and accepted by the organization and the majority of the participants within that organization.

To "create the right set of conditions" it is essential to know the present ones. When assessing professional development needs it is important to clearly identify whose needs one is assessing; is it the individual's professional needs or is it the needs of the organization. There maybe a conflict in the priorities identified by the individual's professional needs and the organizational needs and this should be taken into consideration.

One should not only look at the improvement of the system and service being delivered, but more importantly emphasis should be on the individual development of the teacher. It is understood that changes in direction by the administration, changes in curricula, in protocols and even philosophy must be accommodated and assimilated by the staff, and that through inservicing and organized professional development the organization has the best opportunity of achieving its goals. However, it is important for the members of the organization to be nurtured in their own personal development so that they can be better prepared in achieving the organizational goals.

It is self evident that the most ideal principle applied to an organization can be subverted and immobilized by an antagonistic faculty. It is, therefore, appropriate and prudent that before any needs assessment be carried out and a professional development plan formulated, an organizational climate study should be undertaken.

Precursors of Change

There are four key factors as identified by Caldwell and Metzdort (1989) that must be addressed before any organization can begin developing a long term professional development plan.

The school climate must be receptive to improvement and change. The staff must be committed to the beliefs or mission espoused by the organization. Staff must have examined current practice and determined what is good and appropriate. They must also be committed to improving goals. There must also be a clear focus, trust and commitment, staff involvement and leadership support within the organization.

For all of these factors to be present the organizations administration must be open to sharing some of its authority and control and be prepared not only to evaluate its employees but in turn to be evaluated itself.

Any professional development plan must also determine what is its purpose. There are a number of objectives such a plan might have: personal development; obtaining specialist qualifications, upgrading and certification; specific skill training; curriculum implementation; school improvement; increased student achievement; all or some of the above (Cameron and Kimmins 1988). Some of these objectives maybe counterproductive in administrative terms. Increased accreditation may lead to an increase in salary costs for example.

From an administrative point of view in the present economic climate, it is essential to gain as much as possible from the limited numbers of dollars available. As mentioned by Hirsh and Ponder (1991)

districts have spent untold dollars on

> outside experts [whom they have] expected to be able to cure district woes but they have ignored the practical knowledge of their staff and shunned perhaps their greatest chance of success (p.45) .....It is no longer acceptable to spend resources on staff development and say to a presenter,'if one person gets one new idea, the day will be worth it.'(p.47)

Changing demographics demand that, with a decrease of new teachers coming into the system and an aging, more stable population of teachers, new ideas and innovations must be introduced by the organization itself, perhaps through formative assessment (Stiggins and Bridgeford, 1985).

Developing A Mission Statement

It is important that an organization develop a mission statement to clarify the direction and decision making process for the members of the organization. Without a clear enunciated philosophy agreeable to all the stakeholders within the organization, the development and effective delivery of the services provided can not be expected. Although in many cases to the uninitiated a mission statement seems to be a "motherhood-and-apple-pie" statement, the mission statement gives an overall commitment to given courses against which all subsequent statements and decisions can be weighed.

> A mission is the shared vision of people in an organization about what their ultimate purpose really is. In effective schools, the vision is usually shared among teachers, administrators, students, and community. (NASSP, 1989, p.2)

Development must be equated with change and for that change to be authentic it must by necessity be produced from within the school and from the individual teacher. There must be a commitment from the teacher to the change.

> ..Change that emerges from within the school, especially from individual teachers, is authentic....When teachers stop growing , so do their students. (Barth, R., 1985, pp.146-147)

Evaluating Change

In identifying strengths and weaknesses of individuals, it is the individuals themselves who have the greatest insight. It is important therefore to promote self examination.

A major point of contention with many teachers is the subject of evaluation, both informal and formal. The concept of formative evaluation is still viewed by many as a disciplinary, controlling mechanism and not as a mechanism for professional development.

To accomplish renewal, one needs to understand what prevents it. When talking about revitalising any society, there is a tendency to put exclusive emphasis on finding new ideas. But there is usually no shortage of ideas; the problem is to get a hearing for them. And that means breaking through the complacency of the status quo. When looking at the bureaucracy of the organization there is a need to identify the relationship between the members of the organization and the organization itself.

What is Organizational Climate?

Organizational Climate is the description of the dimensions that help and hinder learning. It is what makes one school distinguishable from another, what influences staff and students' behaviour. Organizational Climate can be defined as being the "feel of a school". Litwin and Stringer (1968) define climate as being:

> The perceived subjective effects of the formal system, the informal 'style' of managers, and other important environmental factors on the attitudes, beliefs, values, and motivation of people who work in a particular organization.(p.5)

Organizational Climate is identified by Taguiri and Litwin (1968) as being:

> the set of internal characteristics that distinguishes one school from another and influences the behaviour of its members.(pp.26-27)

It is a broad concept that denotes members shared perceptions of tone or character of the workplace.

It is important to be able to gauge the school climate so that one is able to ascertain present conditions, predict responses and plan future changes and developments within the organization. Although an extremely important factor in organizational structure and operation, climate is often neglected by administrations.

Without a positive climate much of the supervisor's, as well as teacher's, time is directed away from educational matters. A supportive climate enables greater opportunities for leadership; emphasis on greater proficiency and effectiveness without such a climate is often seen as authoritarian which can lead to limiting leadership initiatives.

Organizational climate can be referred to as the perceptions of the working environment including the informal aspects of the organization such as personality and the role of leadership. It is these perceptions that define and identify the set of characteristics referred to by Taguiri and Litwin (1968). Litwin and Stringer (1968) determined that by varying the leadership styles in three simulated organizational constructs they were able to create different climates. Halpin and Croft (1963) in their research discovered a correlation between the behaviour of elementary school principals and the setting of climatic tone for their schools.

Climate Assessment

Halpin and Croft developed a construct for visualizing organizational climates for schools. They saw it as a climate continuum which goes from closed to open. Halpin identified six specific categories of climate within this continuum. Within this paradigm school climate could be adjudged as being either closed, paternal, familiar, controlled, autonomous, or open. Halpin talks of a school's "personality" and the Organizational Climate Description Questionnaire (OCDQ) was developed as an instrument to measure and chart the differences in "personality" in individual schools.

It had been determined in the development of the

OCDQ that perceptions differed with the position of the perceiver within the organization. The OCDQ looks at the relationships between Teacher-Teacher and Teacher-Principal.

The OCDQ was developed from a battery of 1000 questions prefaced by the statement " To what extent is this true of your school?" The responses were categorised and reduced to 64 items which occurred on the OCDQ.

The OCDQ looks at 8 factors or dimensions within two characteristic groups. They are identified as follows:

- Table 1 -

Teacher Characteristics	**Principal Characteristics**
1. Hindrance	5. Aloofness
2. Intimacy	6. Production Emphasis
3. Disengagement	7. Thrust
4. Esprit	8. Consideration

These 8 factors determined the profile for the original 71 elementary schools surveyed with the OCDQ.

These characteristics can be described as follows:

Disengagement

This refers to the distancing of teachers from their tasks; they are only going through the motions and are not committed or task oriented.

Where there is low disengagement staff work cooperatively. They are on-task and engaged in the activity. They are in agreement with the Principal's directives. They expect to be told how to complete a task. Where there is high disengagement, the Principal shows little control over the staff in directing their activities. They degenerate into factions and there is little cooperation leading to little group achievement.

Hindrance

This refers to the over abundance of bureaucracy, the teachers feeling that they are overwhelmed with paperwork, routine duties, commitments identified as being beyond their prime role as educators. In this case the Principal is seen as being inadequate as a facilitator in enhancing the teacher's capabilities to complete the task of educating the students. Where a Principal alleviates the burden of unnecessary redtape and institutes procedures to facilitate the teacher's task one would find an incidence of low hindrance.

Esprit

Esprit refers to morale. Where a staff feels that their needs are being met on a social level and are receiving job satisfaction. With low esprit the staff do not support the Principal nor assist in a positive way the operations of the organization. Although one might assume that by meeting social needs morale would improve, in some examples of climate description high esprit is the result of a sense of accomplishment.

Intimacy

This dimension deals with feelings of friendship and intimacy amongst staff. Here personal relationships are important; have the staff enough time to develop such relationships, are there genuinely warm relations among staff. Is there an identifiable feeling of camaraderie and a lack of isolation.

The Teacher-Principal dynamics examined were as follows:

Thrust

This characteristic is demonstrated by the Principal in their attempt to move the organization forward. It is evident not so much through close supervision by the Principal but by example. Where a Principal is regarded as being genuine and demonstrates his commitment through effort, staff motivation will be increased.

Aloofness

Aloofness is identified by a rather impersonal, businesslike manner of operation.The Principal prefers to establish procedures and guidelines for staff which do not necessitate his personal intervention.

Production Emphasis

This characteristic refers to Principal behaviour that is directive. The emphasis is on close supervision with communication coming from the supervisor and little regard paid to staff feedback.

Consideration

This characteristic describes the humanity of the principal; does he treat the staff with consideration, does he do little extra things for them in human terms.

The results of factor analysis of the OCDQ revealed two polar climate descriptions, the open climate and the closed, at either end of the continuum, which were characterized as follows:

Open Climate

*high thrust

*high esprit

*low disengagement

*faculty/principal are genuine

*supportive organization

*cooperative work environment

*committed to task

*no burdening paperwork

*behaviour of principal and teachers is authentic

Closed climate

*low thrust

*low esprit

*high disengagement

*hinderance

*minimal response of teachers

*formal declarations

*low display of personal examples

*apathetic teachers

> Closed climates in organizations tend to breed closed learning climates. Open climates in organizations tend to breed open learning climates.(Sergiovanni and Starrat, 1988, p.88)

Although these comments refer to the learning environment within the classroom and is more student directed, it is just as valid in determining the conduciveness of the environment for professional development and growth.

These two types of climate being the poles of a continuum, it was expected that the results of an OCDQ of APSEA-RCHI would fall somewhere along that continuum.

Along the continuum from Open to Closed climate Halpin (1967) stated that the single best indicator that determined where a school organization would lie on that continuum was Esprit. They regarded Esprit as being the key subtest for describing a school's organizational climate and "infer that high Esprit reflects an 'effective' balance between task accomplishment and social-needs satisfaction." (p.170).

From their analysis six separate school profiles were identified.

Halpin's continuum moves from Open, through Autonomous, Controlled, Familiar, Paternal to Closed. Open and Closed climates have already been discussed.

The Autonomous Climate is described as having relatively high scores of Esprit and Intimacy, low Disengagement and Hindrance, with high Aloofness, low Production Emphasis and average Consideration. The principal provides Thrust by working hard himself and setting an example. Emphasis is towards social-needs satisfaction of staff and the high morale, although not as high as in an Open Climate, stems from this. It was observed that Esprit would probably have been higher if there was an increased task accomplishment. The principal, although genuine and flexible, is slightly more restricted in his behaviours than the Open Climate principal.

Within the Controlled Climate the emphasis is more on achievement than social needs satisfaction. Even so the level of Esprit is still relatively high. There is low Disengagement, high Hindrance, and low Intimacy. As would be expected Production Emphasis is high and there is low Consideration and average Thrust and certain amount of Aloofness. Staff receive satisfaction from task accomplishment. The principal is directive and domineering, delegating few responsibilities and leadership opportunities.

Within the Familiar Climate emphasis is placed on social relationships. The staff and principal are extremely friendly. However, there is little job satisfaction or direction. There is average Esprit, which comes only from social-needs satisfaction . There is high Disengagement, high Intimacy, low Hindrance, high Consideration, low Aloofness, low Production Emphasis and average Thrust. The principal is more concerned with having a harmonious, happy staff and neglects to give direction or evaluation.

The Paternal Climate is partly Closed and exhibits high Disengagement, low Intimacy, low Hindrance and of course low Esprit. The principal shows low Aloofness, high Production Emphasis, average Consideration and Thrust. In this climate there is a lack of trust and genuiness. The principal's behaviours are seen as self interested and not genuine. Faculty is fragmented, unable to work together, and have in reality given up.

Any school organization may be evaluated and placed upon this continuum and by identifying the relative dimensions actions can be taken to adjust the climate to achieve a more conducive atmosphere for positive achievement and growth.

The OCDQ-RE and RS

There was some concern over the OCDQ that it was limited in its effectiveness to smaller, elementary settings. It was suggested by Watkins (1968) that in larger elementary schools and secondary schools due to the greater complexity and size the principal would be too removed from the teacher and therefore the referent should be someone closer, i.e. a department head. A group from Rutgers University headed by Wayne Hoy revised the OCDQ and developed two instruments: the OCDQ-RE for elementary schools, and the OCDQ-RS for secondary schools. The RE identified six dimensions for examination and the RS five.

- Table 2 -

The Six Dimensions of the OCDQ-RE

Principal's Behaviour

1. *Supportive* behaviour reflects a basic concern for teachers. The principal listens and is open to teacher suggestions. Praise is given genuinely and frequently, and criticism is handled constructively. Supportive principals respect the professional competence of their staffs and exhibit both a personal and professional interest in each teacher.

2. *Directive* behaviour hinders rather than facilitates teacher work. The principal burdens teachers with paperwork, committee requirements, routine duties, and other demands that interfere with their teaching responsibilities.

Teachers' Behaviour

4. *Collegial* behaviour supports open and professional interactions among teachers. Teachers are proud of their school, enjoy working with their colleagues, and are enthusiastic, accepting, and mutually respectful of the professional competence of their colleagues.

5. *Intimate* behaviour reflects a cohesive and strong network of social support among the faculty. Teachers know each other well, are close personal friends, socialize together regularly, and provide strong support for each other.

6. *Disengaged* behaviour refers to a lack of meaning and focus to professional activities. Teachers are simply putting in time and are nonproductive in group efforts or team building; they have no common goal orientation. Their behaviour is often negative and critical of their colleagues and the organization.

W.Hoy and S.Clover, "Elementary School Climate: A Revision of the OCDQ." Educational Administration Quarterly, Vol.22, No.1, p.101, 1986. In Sergiovanni and Starrat (1988) p.89

The greatest change in the RE instrument is that description of climate is no longer regarded as on continuum, but is categorized as four distinct climates; open, engaged, closed and disengaged. Two are regarded as functional and two as dysfunctional climates.

Hoy and Miskel (1987) categorize open climates as being cooperative in nature. Faculty show respect to each other and there is a great deal of support from the principal. Engaged climates are lacking in principal support, who is seen as autocratic and rigid. Staff, although hindered by the principal and his lack of professional recognition, work around the principal and rely on each other for professional recognition and support. They show pride in themselves and their work. A closed climate is the opposite of an open climate, where there is little support from anyone and the staff are really only going through the motions. A disengaged climate is the opposite to the engaged. Here the principal is offering support but there is little cohesiveness amongst the staff and they show little intimacy or collegiality. In such a climate the staff at best ignore the principal's attempts at innovation and at worst will sabotage leadership initiatives.

The Revised Secondary Instrument (RS) is again different in that it identifies five climate dimensions.

- Table 3 -

CLIMATE DIMENSION PATTERNS

Climate Dimension	Open	Engaged	Disengaged	Closed
Supportive	High	Low	High	Low
Directive	Low	High	Low	High
Restrictive	Low	High	Low	High
Collegial	High	High	Low	Low
Intimate	High	High	Low	Low
Disengaged	Low	Low	High	High

From Wayne K. Hoy and Cecil G. Miskel, Educational Administration Theory, Research and Practice, 3rd edition, New York, Random House, 1987, p.233.

- Table 4 -

DIMENSIONS OF THE OCDQ-RS

Principal's Behaviour

Supportive principal behaviour is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. At the same time, the principal is helpful and genuinely concerned about the personal and professional welfare of teachers.

Directive principal behaviour is rigid and domineering supervision. The principal maintains close and constant control over all teachers and school activities down to the smallest details.

Teacher's Behaviour

Engaged teacher behaviour is reflected by high faculty morale. Teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other, they are committed to their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed.

Frustrated teacher behaviour refers to a general pattern of interference from both administrators and colleagues that distracts from the basic task of teaching Routine duties, administrative paperwork, and assigned non-teaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other.

Intimate teacher behaviour reflects a strong and cohesive network of social relationships among the faculty. Teachers know each other well are close personal friends, and regularly socialize together.

From Wayne K. Hoy and Cecil G. Miskel, Educational Administration Theory, Research and Practice, 3rd edition, New York, Random House, 1987, p.235.

Secondary School climates were identified as being on a continuum from open to closed, similar to the original OCDQ, with open climates characterized as highly supportive and engaged, with low direction and frustration.

Hoy and Miskel maintain that open climate schools heighten feelings of efficacy, which in turn is linked to student achievement. Open climate schools also engender greater teacher satisfaction and principal loyalty.

Climate Continuum Controversy

Although linear in description the continuum of Organizational Climate is seen by Halpin and Croft as a simplification. They expressed much more confidence in the ends of the continuum than in the middle ranges.

> ...the ranking of schema is, at best, only an approximation, and the use of a continuum - which perforce, assumes a linearity of relationship - oversimplifies the facts. (Halpin 1967, p.134)

Halpin and Croft reserved the right to extend their model and felt that at a later date further non linear relationships among the variables would come to light. The OCDQ was seen by them as a first approximation of climate description.

Some researchers have queried the usefulness of dividing the climate description into six distinct types. Robert J. Brown (1965) duplicated Halpin and Croft's original study and determined that eight distinct climates within the continuum were identifiable. The conclusion drawn was that such subdivisions were inadvisable.

Both Watkins (1968) and Andrews (1965) were concerned that the designations of the middle climates were weak and added nothing to the results revealed within the subtests.

There are a wide range of assessment instruments availablke to administrations that have been tried and found useful in many school districts. The state of Michigan insituted a school improvement program and as part of that endeavour had developed a survey for all its teaching and nonteaching staff. The Banach Survey is copyrighted by William J. Banach Associates as part of the Michigan School Improvement Project and includes questions defining specific populations within the organization.

Organizational Culture

When looking at climate one must also be aware of the other descriptive organizational dimension, culture. The deeper and more complex values and assumptions of the individuals that make up the culture of the school are much more difficult to identify and then change. As climate is a collection of shared perceptions, culture is a collection of shared assumptions.

Edgar Shien (1982) defined culture in terms of symbols, ceremonies, and myths that communicate the underlying values and beliefs of that organization to its employees. It is the deeper level of basic assumptions and beliefs shared by members of an organization, that operate unconsciously and define in a basic "taken-for-granted" fashion an organization's view of itself and its environment.

To recognize the culture of an organization one needs to identify the heroes, those individuals who looked upon by others in the organization as typifying approved of behaviours. Fullan (1990) talks about culture as being shared means rather than given immutable laws. A leader must be in place for a long enough time to allow a viable culture to develop.

Action is seen not only for its impact on individuals but also for its impact on constructing or maintaining shared cultural meanings and values.To change the culture obviously takes time and that change may be brought about unconsciously by new administrators.

Change is determined by the "deep structure" changes, rather than "syntactic" adaption. Change is not an event but a process and one must assume that change will lead to anxiety. One must assume that changing the culture of the institution is the real agenda and not just a single innovation for it to be really worthwhile. So it is imperative that the initiator of change be aware of the culture, for as Tom Peters said in "In Search of Excellence" (Peters and Waterman,1982), the initiation of change never occurs without an advocate and it is traditionally the principal who is seen as the agent of change.

Principal Effect On Professional Development

To create a more effective school, the staff need to continue to develop. There also needs to be present as stated by Leithwood and Montgomery (1986, p.1) the kind of leadership that will assist with that development. "... Within a comprehensive framework for planned change.." improving principal effectiveness would contribute to improving school effectiveness.

"Loose coupling" will allow the individual teacher to develop in their own way and in their own direction which may be contrary to the organizational needs and selected path.

Bureaucratic or Instructional Leader

Many job descriptions refer to the role of principal as including responsibilities for instructional leadership, facilitating change, assessing teachers, assisting them to collaborate, etc. However, as House and Lapan (1978, pp.141-142) state:

> About one-fourth of his time is spent in prearranged meetings, another one-fourth in deliberate but not prearranged meetings, and another fifteen percent in casual, unplanned encounters. *The principal has only fifteen percent of his time to spend in office alone.* He can hardly be an instructional leader with that much thinking time. [their emphasis]

In his paper "Dimensions of Effective School Leadership: The Teacher's Perspective", Joseph Blase (1987) states that:

> ....leadership factors affected teacher motivation, involvement, and morale and in general, enhanced the possibility of productive interactions between teachers and others. At a more abstract level, effective leadership was linked to the development of

> productive social and cultural structures in school.(p.606)

The degree of bureaucracy within the system will also have a telling effect on development. The well established school system develops elaborate defenses against new ideas -- "mind-forged manacles", as stated by William Blake. As a society becomes more concerned with precedent and custom, it comes to care more about how things are done and less about whether they are done. The man who wins acclaim is not the one who "gets things done" but the one who has an ingrained knowledge of the rules and accepted rites. Whether he accomplishes anything is less important than whether he conducts himself in an "appropriate manner".

If this is acknowledged by the organization in attempting to make changes and develop, it must be aware that as a bureaucracy it holds both conventional assumptions and standard practises -- two of the greatest accelerators of entropy. Postman and Weingartner (1987) acknowledge the continued existence of bureaucracies but ask that teachers become the antibureaucracy bureaucracy providing their clients with a questioning perspective.

Personality of leadership must also play a role in the sharing of responsibility and ownership of change. The organization needs to analyze its leaders to assist them in becoming efficient controllers and directors of change.

Supervision: a Tool of Professional Development

School improvement takes place at many levels. The contributing factors are varied. Changes in administrative philosophy and practice, teacher skills and knowledge, both play their part. Although teachers as individuals have varied styles and educational approaches, continuity and a unified vision of the school are necessary.

For effective organizational direction and control it is essential that the constituents of that organization be monitored and assisted in keeping the integrity of the organization's philosophy and mission statement. A cursory and ineffectual supervision process will be a negative factor in school and staff improvement. Effective supervision not only assists staff in identifying and correcting defiencies but also gives reinforcement and approval of strengths and direction. It is not essential for a supervisor to be an administrator: peer coaching and mentoring are alternative approaches.

For supervision to be effective the punitive aspects of the process must be de-emphasized. It is understood that a summative evaluation process is needed to determine the fitness of the staff to carry out their duties. But summative evaluations are bureaucratic in nature. They do not necessarily assist in professional growth. A more democratic process is the formative evaluation. Formative evaluation must be recognized by the participants as professional development and not connoted as a disciplinary process. There should be a partnership between the assessor and assessee. Organizational needs and personal needs must be separately identified and dealt with as these may be in conflict. The survival need must be satisfied for professional growth and improvement to take place. It is only through regular supervision that the school can become a cohesive body. The autonomy and isolation of the individual teacher make a coordinating process essential within the school structure. It is only by altering the individual behaviours and approaches of staff that overall improvement can be effected.

Establishing Trust

Such a process is dependent upon the personal relationships established by the supervisor. The supervisor must be seen as genuine in his dealings with all aspects of the organization; trust, not only an essential key component of the supervision process, is also the keystone to an effective and efficient organization. Although flexibility in response to unique situations and individuals is seen as important, consistency and predictability of values will give confidence to staff in placing themselves within the organizational structure of the school.

Trust is not automatically associated with the position; the supervisor must earn that trust by establishing his credentials as a leader, arbitrator and support for the staff. Demonstrations of fairness, without evidence of individual bias, will show over time that the relationship between the staff the supervisor can be carried on at a professional level.

As an agent of change the supervisor must rely on the staff's support of ideas and innovations. If mutual trust has not been established, there will be little control or direction. Negotiated positions will be difficult to reach and staff will be less likely to accommodate the views of the supervisor.

The supervisor's agenda must be apparent to all staff. If his stated goals are not supported by his actions; if the supervisor does not support his staff in dealings with parents, students, and board when staff actions are justified, or if the supervisor is not demonstrably honest, trust will not develop.

The development of trust is not dependent on purely positive actions but on positive intentions and positive outcomes.

II ORGANIZATIONAL CHANGE - THE PROGRAM AT APSEA-RCHI

The Organization of APSEA-RCHI

The Atlantic Provinces Special Education Authority Resource Centre for the Hearing Impaired (APSEA-RCHI) is part of an interprovincial cooperative agency, the Atlantic Provinces Special Education Authority (APSEA). APSEA was established in 1975 by the Provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland.

APSEA, as it states in its brochures, is authorized to provide "educational services, programs, and opportunities for persons between the ages of 0 and 21 years with low incidence handicaps, initially impairments of vision and hearing, who are residents of Atlantic Canada." The mandate was extended in 1980 to cover severely learning disabled children and youth. All students suffering from a hearing impairment come under the direction of the Resource Centre for the Hearing Impaired in Amherst Nova Scotia. Even though the student may be attending school in their own home town, under the Handicapped Persons Act they are still entitled to service from APSEA. The school for the blind in Halifax, Sir Fredric Fraser School, known as the Atlantic Provinces Special Education Authority Resource Centre for the Visually Impaired, directs programs throughout the provinces for the visually impaired.

This study concerns itself with APSEA-RCHI, whose administrative centre is in Amherst, Nova Scotia. APSEA-RCHI was established to provide programs and services for the hearing impaired. This study includes all staff employed by APSEA working under the authority of the Director of APSEA-RCHI.

APSEA-RCHI provides a number of programs to its clients. In Amherst, Nova Scotia, there is located a residential school program for children between the ages of 5 and 21 which consists of an academic program, a multihandicapped program, and a deaf/blind program. There are also facilities for educational and audiological assessment which allow placement of students in the best possible environment. There is also a vocational program for youth from 17 years of age.

> APSEA supports a service delivery system which makes it possible for each child to receive an appropriate educational program designed to meet the child's individual needs.(APSEA 1990)

For a number of years APSEA has been a strong advocate of integration. Students under the APSEA mandate may be placed in a number of outclasses, under the control of APSEA-RCHI and staffed by qualified teachers of the deaf. This allows the student to remain with his family in his home community.

Another option may be to integrate a student fully into his community school. APSEA-RCHI may provide itinerant service or a tutor for that student depending upon need.

Other services provided included a Parent Education Centre in Amherst, Parent educators, whose role is to assist parents of preschool children in developing the skills to assist the education of their child, an Educational audiologist, a teacher education program and career, guidance, and personal counselling services. These are just some of the varied services provided by APSEA-RCHI.

As can be imagined a diverse group of individuals is required to carry out the many responsibilities outlined above: teachers for the classrooms; residence staff for after school hours, maintenance and clerical staff; technicians and trade instructors.

Professional Development in the past.

As with most educational systems APSEA-RCHI has always looked at improving the standards and quality of the educational services provided.

For the teaching staff there has been allocated through contractual agreement eight (8) days for professional development and administration per academic year. It has been the custom to arrange two-day workshops per year when both on and off-campus teaching staff, would be able to attend. The Director (Appendix 1) determined, with the assistance of an ad hoc committee, made up usually of administrative personnel, the content of the workshops.

The other four days were organized at the discretion of the supervisors. Input and suggestions were accepted from staff but there was no formalised method of assessing individual needs. The needs that were met were organizational needs as identified by administration. Off campus staff also had the opportunity of attending the local area inservice workshops as they followed, and continue to do so, the calendar of their host schools.

One of the major criticisms levelled at past professional development attempts by staff has been the lack of follow up - the "dog and pony show" type of inservice. Although many of the speakers at the workshops were internationally renowned leaders in their fields, staff expressed dissatisfaction in the lack of continuity and long term planning. This method of inservicing has been shown in the research to be the least effective (Joyce 1990; Sergiovanni 1990).

A Professional Development Advisory Group

With a change of upper administration the protocols and procedures that governed the running of the organization were reevaluated. The new Director of APSEA-RCHI with the assistance of the Board consultant responsible for staff training and development, produced a document in August 1988 entitled "Outline for Professional Development: Atlantic Provinces Resource Centre for the Hearing Handicapped".

> Professional development is embedded in the philosophy and organizational structure of APSEA. It is with awareness of this commitment that an attempt is being made to formally establish a mechanism to promote a long term plan for professional development at APRCHH [sic]. (Cameron and Kimmins, 1988)

The name of the Centre was changed from "Atlantic Provinces Resource Centre for the Hearing Handicapped" to "Atlantic Provinces Special Education Authority

Resource Centre for the Hearing Impaired" in 1989.

The document goes on to outline the provisions for professional development for teaching staff and for Residence Staff and clerical and Resource Centre support staff.

The Residence staff had their professional needs informally identified through weekly staff meetings arranged by the Coordinator of Out of School Education. Areas in which professional development was seen to be deficient were identified. Many overlapped with the needs of the teaching staff as identified by the administration.

The Clerical and Support staff had been neglected in the past. It was deemed that at least one day per year be identified as a professional development day.

The recommendations that were presented in the document were as follows:

I. Establish an Advisory Group on Professional Development
  - this group should be representative of administration, teaching and residence staff,
  - a maximum of ten members,
  - a mandate to establish
    i) guidelines/manual for running a workshop/conference,
    ii) long term plan for professional development,
    iii) appoint a chairperson for each workshop - to work with the Advisory

> Group,
> iv) broader base of attendance at Professional Development days by inviting parents, school district and agency staff.
>
> II. A list of topics for future workshops has been compiled from previous workshop recommendations. These should be considered by the Advisory Group for future professional development. (Appendix) [see Appendix 2]
> It is anticipated that within the broad workshop titles proposed, the needs of the specific groups - preschool, elementary, high school, and vocational, can be accommodated. Residence counsellors working with the three age groups specified can be also actively involved in the professional development programs.
>
> III. Consideration should be given, in consultation with the Superintendent and Director of Finance and Administration, to an annual professional development program for the clerical and support staff at the Resource Centre. (Cameron and Kimmons, 1988)

The organization accepted the premise put forward by Loucks-Horsley (1987) that

> the focal point for staff (professional) development is one individual, working with others, trying to do the best possible job of educating children.

It is from this precept that the administration took the step of passing the authority and responsibility of professional development into the hands of the staff themselves.

The Director formed the APSEA-RCHI Professional Development Advisory Group as part of an upper management initiative which looked at both APSEA-RCHI and APSEA-RCVI professional development. The Professional Development Advisory Group (PDAG) consisted of ten members. These included initially representatives from on campus academic dayclass, outclass, parent education, vocational, and itinerant teachers and administration. The committee also included the consultant with responsibility for staff training and development whose role was to act as guide and facilitator. From the first three meetings the following information was brought forth.

First, characteristics of effective staff development programs were identified; these being needs assessment, freedom from pressures, a good speaker, hands on activities and follow-up activities.

Second, the principles affecting adult learners were presented, looking at both positive and negative features. For elementary and secondary level teachers whose expertise is in pedagogy, androgogy is often ignored except at a personal or intuitive level. Adults are more self-directed learners, desiring a problem solving focus in preference to a subject matter focus. More value is placed upon the learner's experience than the teacher's; appropriate tasks are more directed at developmental levels than chronological; and instead of external rewards or punishments more internal incentives are utilized in motivation. All of these factors had to assimilated into any development plan.

Third, steps in program planning with the first being needs assessment. This was to become an extremely difficult process, made that much more difficult by the committee members desire to produce an accurate assessment and their lack of experience or expertise.

Fourth, the change process: people do not resist change as much as the way change is implemented. The committee members were in agreement with Roland Barth (1985) in his opinion that when teachers stop growing, so do their students.

And fifth, school based staff development should be tailored to the needs of the individual school with it being a responsibility shared between all levels of the organization.

It was recognized that the process of developing a professional development plan would take some time and to see any positive results from it, even longer. The group's intention was to produce a five-year plan.
As stated by Wood, Thompson, and Russell (1990)

> significant improvement in educational practice takes considerable time and is the result of systematic, long range staff development....Instant changes in professional behaviour are unlikely to be significant; seldom are they lasting.

APSEA-RCHI's Mission Statement

Following the criteria as noted in the NASSP (1989) article "Developing a Mission Statement for the Middle School", the PDAG developed the following mission statement:

> The APSEA-RCHI is committed to ongoing professional and personal development for the improvement and maintenance of excellence in education.

This statement was arrived at after discussion of the personal beliefs of the committee members. It was agreed that the statement be presented to all staff for their comments and agreement. It was imperative for the statement to be universally agreed upon to meet the criteria describing an effective mission statement. From this discussion the PDAG started to concretize their views of staff development.

There was much discussion and thought over the subsequent step in creating a professional development program; that of the needs assessment. What seemed to be of paramount importance, however, was an examination of the structure and nature of the organization.

Organizational Climate in APSEA-RCHI

The PDAG was really looking to revitalize the organization.

To accomplish this task it was decided to initially survey the staff to identify the organizational climate.

At the fifth meeting of the PDAG the group looked at the development of the Organizational Climate Development Questionnaire (OCDQ) which was developed in the United States in 1962. It was decided that for the PDAG's purposes the term "Principal" was synonymous with the term "Supervisor" as used within APSEA-RCHI, thus making the survey applicable to all populations within the organization.

One of the expansions of the OCDQ as used by APSEA-RCHI was the inclusion of staff not in direct educational contact with students in the surveyed population.

As APSEA-RCHI employs teachers who have had the same specialist training and do not for the most part identify themselves as teachers of particular age groups or curriculum areas the PDAG decided that the initial OCDQ would be an effective tool for their purposes.

The OCDQ allowed the PDAG to look at both the effectiveness of the principal and the teachers, as well as supervisor and employee effectiveness in other areas of the organization. The evaluation of the information gained would influence greatly the direction in which the professional development program would be steered. It was recognized that if the staff were highly disengaged it would be fruitless to address specific developmental areas without first attempting to develop the viable climate that would assist in nurturing change. It was also assumed that the whole staff of APSEA-RCHI should be looked at, and that professional development should be recognized as important in all roles within the organization.

It was recognized that as with all pre-made questionnaires the information obtained may not have been precisely what was required to meet the needs of the organization.

The PDAG then determined whether the questionnaire could be adapted for their uses. Having examined a number of staff surveys and questionnaires the PDAG selected the OCDQ and Banach Staff Survey as best meeting their needs. The PDAG also decided that the Banach questions could also be categorized under the eight dimensions of the OCDQ.

It was agreed that to formulate a unique questionnaire from scratch was beyond the time restraints and abilities of the group. To develop a paradigm that would assist the PDAG it was decided that the rating scale should provide an opportunity for staff to express not only their current perceptions but also their conceptions of the ideal states within the organization.

The questionnaire therefore would be an amalgam of the OCDQ and the Banach with two rating scales, WHAT IS and WHAT SHOULD BE.

As the questionnaire was to be directed to all the staff, both teachers and non-teaching workers, some of the terminology was changed. References to principal were changed to supervisor; teachers to employees; and school to organization. The questionnaire was also subdivided so that non-teaching staff need not answer questions specifically directed to student-teacher relationships. The Questionnaire was extended to 92 questions, all of the questions from the OCDQ or equivalents, and an additional 23 from the Banach questionnaire.

Question 3 in the OCDQ was "Teachers spend time after school with students who have individual problems." This was identified as an indication of esprit by Halpin and Croft and so the substitute statement "Most employees are willing to 'go the extra mile' to get a job done" seemed appropriate. Question 16 in the OCDQ was " Student progress reports require too much work." This was replaced by a generic redtape statement appropriate to the hindrance dimension: "I have to go through a lot of "red tape" to get things done at work". Substitutions were also given for questions 24, 46, and 50. (See Appendix 3).

The omitted questions were renumbered 64 to 68 and placed in part two of the staff survey which was only distributed to those staff giving direct service to the student population. This included teachers, teacher aids and residence counsellors.

It was recognized that the selected surveys may not have been totally compatible. This hybrid questionnaire was never validated or tested before being used to determine the organizations climate.

Of the 194 surveys distributed 108 were returned. This was a 56% total population participation. The original returns were as follows by population: Administration 9 out of 9 (100%); Support Staff 20 out of 55 (36%); Itinerant Teachers 10 out of 13 (77%); Outclass Teachers 11 out of 22 (50%); Residential Counsellors 21 out of 39 (54%); Residential Teachers 20 out of 39 (51%); Teacher Aides 2 out of 11 (18%); Preschool Educators 3 out of 6 (50%); and Non-declared 12 responses.

Such a low return was disappointing and may throw into doubt the validity of the conclusions drawn from the survey.

The data compiled from the climate survey showed APSEA-RCHI to have an open climate and this result was accepted by the group and at an inservice for all staff this information was relayed by the committee members to the staff as a whole. The data had been converted to standard scores and then compared directly to the published results obtained by Halpin and Croft.

Needs Assessment

The next stage for the PDAG was to devise a needs assessment instrument. A number of alternatives were discussed and examined: observation, questionnaires, surveys, inventories, interviews, and archival material. All decisions that followed the organizational climate questionnaire were predicated on the fact that the survey results were accurate and valid, as the concept of organizational climate had been accepted by the committee as a determiner in the efficacy of any professional development programme.

III RATIONALE - IDENTIFICATION OF POSSIBLE ERRORS

The first criticism one could level at the PDAG questionnaire results is that the number of returns was not large (56%).

From informal interviews many staff members who did not return the questionnaire indicated that there was some feeling of mistrust and concern as to the application of the results. Some of the questions asked for evaluations of supervisory personnel; something that was not common in the organization. Questions about the possible identification of participants in the survey was also raised.

This process was new to the staff, and, although the process and the mandate of the PDAG had been explained, there still appeared some uncertainty amongst the staff.

If the answers that were received were not candid, or if the non-returned questionnaires were retained due to lack of trust, the climate description could have been in reality very different. If these factors were present the implications for meaningful change and development would be extremely serious.

Secondly, the questionnaire was a hybrid of the

OCDQ and the Banach, and was never tested or validated. The validity of the hybrid was intuitively accepted, the feeling being that the changes did not interfere with the content. This may be of minor significance as the interpolation of the questions from the Banach did reflect OCDQ dimensions.

A third criticism is that it was assumed that the statistical process to which the survey data was applied would yield comparable results to Halpin and Croft's research model. However the same standardization techniques were not used nor were the numeric scales comparable.

It was from this accepted position, that the results of the questionnaire, which indicated that the organizational climate was open, that all subsequent decisions and actions were carried out; the needs assessment, formation of the Inservice Committee and the determination of formative evaluation as a prime tool for professional development.

The question of school culture was also neglected. It might be that the assumptions held by the PDAG concerning their actions and the staff responses were not accurate, nor their perceptions of the school vision. School culture is not solely determined by the administration and their views and their assumptions must not be transferred to the whole organization. It is not evident from the responses to the questionniare that the change in administrative approach to professional development is substantive. It is impossible to tell if the faculty have bought into the process, committed to it, and made it their own.

It may have been a little ambitious to try and evaluate the whole staff for the distinct populations may in fact have established subcultures and climates that are specific to position within the organization and have peculiar views of their function and relationship to the whole.

As the OCDQ was specifically designed to evaluate school climate, those employees having little or nothing to do with the direct service to students may have little or no effect on determining the educational organizational climate.

Due to the unique organizational structure of APSEA what may have been originally measured was not organizational climate as it equates to school climate, but "school board climate". The OCDQ was used to measure individual school climates. Although there appears no definition of what a school entails the common concept would be of one or two buildings that houses a distinct age range of students. There was some question over the validity of the original OCDQ in describing all school climates which, as has already been mentioned, led to the development of the OCDQ-RS and -RE. APSEA-RCHI would not fit the commonly held concept of a school. Nearly one third of the staff surveyed although employed by APSEA-RCHI work off-site. These teachers rarely visit the on-campus facility and their direct contact with the organization tends to be through their individual supervisors. Their perceptions of the organization may be distinct from those situated at the Centre. The evaluation of climate conducted by the PDAG may have been an evaluation of several different organizational climates that bear little relation to each other. To combine all these different populations may not give a relevant indication of the real climate of the organization.

The number of staff surveyed may indicate that as Watkins (1968) intimated the principal may not be the most relevant referent to use. When talking of "supervisor" in the APSEA-RCHI survey this refers to at least six different individuals. The complexity of the organizational structure would appear to indicate that often the responses that were accepted as being indicative of a particular principal dimension may in fact be non-generalizable. Added to the complexity of the situation is the close association of the Director in day to day contact with Resource Centre staff. There must therefore be some dissatisfaction with the principal dimensions effect on the overall climate.

What the PDAG survey measured may have been not one school climate but several and the integration of all the populations may have invalidated the description.

When identifying the needs to be included in such an assessment, the question needs to be asked whether or not the assessment process is flawed by the predetermined needs as "intuitively" identified by the assessors. Also the role of the administration taken in pursuing change to meet these needs should be clearly identified.

As the current research is being carried out two years after the original survey and four years after a major change of administrative personnel in two key posts, Director and Supervisor of On-campus Programmes, it will be interesting to see if there is a marked change in organizational climate.

IV METHOD

As a follow up to the 1990 PDAG survey, 170 surveys were distributed to the staff employed by APSEA-RCHI. (See Appendix 4) .

This survey parallels the original survey sent out by the PDAG with the deletion of the questions from the Banach survey (nos. 69 to 92).

These surveys were identified by sub-populations as follows:

- Table 5 -

	Original Survey	Current Survey
Administration	9	8
Itinerant Teacher	13	13
Outclass Teachers	22	17
Pre-school	6	4
Residence Counsellors	39	31
Residential Teachers	39	36
Support Staff	55	45
Teacher Aides	11	16
Total Staff	194	170

The questions were categorized in the following way:

- Table 6 -

Disengagement: 2, 6, 10,14, 18, 22, 26, 30, 38, 60,

Hindrance: 4**, **8, 12, 16*, 20, 24*, 66, 67.

Esprit: 3*, 7*, 11, 15, 19, 21, 23, 27, 31, 35, 64, 65.

Intimacy: 1, 5, 9, 13, 17, **25, 56.

Aloofness: 34, 40, 44, 51, **53, 54, 57, 58, **63.

Production Emphasis: 39, 43, 47, 48, 61,

Thrust: 28, 32, 36, 41, 49, 52, 55, 59, 62.

Consideration: 29, 33, 37, 42, 46*, 50*, 68.

** These statements were scored negatively.

The starred (*) numbers refer to statements that were substituted for more generic statements that pertain to more than teacher populations.

Due to the financial structural differences between the United States educational system and the system in Nova Scotia, the statement "The principal tries to get better salaries for teachers" was omitted as inappropriate and replaced by statement #50.

The Residential Teachers, Residential Counsellors and Support Staff received their surveys on-site. They were distributed at staff meetings and to individuals at which time the researcher was able to explain in person the objectives of the survey. An attempt was made to assure all the participants that this was private research and not initiated by the administration nor would the individual results be made available to the administration. These statements were made to try and ensure an honest and unbiased response to the survey. It was hoped that the personal contact would help ensure a speedy and large return of the completed questionnaires.

Those staff members off-campus had to be reached by post. As 56% of these populations returned their original surveys, it was hoped that a similar return could be expected. A covering letter and stamped addressed envelope was included with the survey, again assuring the participants of the uses for the data collected.

As all the staff had completed such a survey before, even though it was some time ago, no difficulties were anticipated concerning comprehension of the instructions.

Following the original procedure used by Halpin and Croft, each of the respondent's answers were to be identified by its subtest; each subtest dealing with one of the eight specific dimensions of climate. The item scores were to be summed and then divided by the number of items in each subtest. Each quotient was then to be rounded off to a two-digit score for each subtest. The next step was to standardize the subtest scores according to the mean and standard deviation of the total sample for that subtest.

These standardized scores were standardized again; the scores being standardized normatively and ipsatively so that scores were standardized with respect to the mean and standard deviation of the profile score for each population. By doing this interpopulation variance and intrapopulation variance would not be confused.

On examining the data presented by the original PDAG climate survey it was noted that the statistical method employed by the PDAG committee was at variance to Halpin and Croft. Before a comparison of the two surveys could be carried out the original data had to be reevaluated and processed in a like manner to the current survey results.

Individual staff population climates from both surveys were then plotted and graphed. The total population was also plotted and graphed and the current survey results compared to those obtained by both Halpin and Croft in terms of identifying the climate, and the original survey taken by the PDAG.

One further step was taken by extracting from the Total Population a Total "School" Population made up of those populations directly giving educational service to the system at the Centre. The results of this new group was also plotted and graphed for both the original and current survey.

To determine which of the six climate prototypic profiles approximated the APSEA-RCHI profile the following method was used. A profile similarity score was calculated to allow a numerical determination of the congruency between the APSEA-RCHI profile and the six prototypic profiles of the six climates.

This was done by calculating the absolute difference between the APSEA-RCHI scores and each of the prototypic profiles as defined by Halpin and Croft. In each instance the sum of the absolute differences was computed between the profile scores. A low sum would indicate a similarity to the prototypic profile and a high sum would show that the profiles were dissimilar.

To examine any significant differences between the original and current survey results T-Tests were carried out on the standardized scores of population climates, and the separated climate characteristics. As a cross check the same procedure was carried out with the non-standardized data.

- Table 7 -

Prototypic Profiles for Six Organizational Climates Ranked in Respect to Openness vs. Closedness

	Group's Characteristics				Leader's Characteristics			
Climates	*Disengagement*	*Hindrance*	*Esprit*	*Intimacy*	*Aloofness*	*Production Emphasis*	*Thrust*	*Consideration*
Open	43**	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

** The numbers represent double-standardized scores (both normatively and ipsatively), with a mean of 50 and a standard deviation of ten.

Adapted from Halpin 1967 p.174

An Openness Index was also calculated (Hoy and Miskel, 1987, p.228). This index is used to determine the relative openness or closedness of a set of school climates.

The most influential climate characteristics identified by Halpin and Croft in the OCDQ were Esprit, Thrust and Disengagement. The Openness Index is calculated in the following manner:

OPENNESS INDEX = THRUST SCORE + ESPRIT SCORE - DISENGAGEMENT SCORE

The higher the index score the more open the climate.

V RESULTS

Responses

A total of 104 surveys (61%) were returned from a possible 170 as compared to 108 (56%) of 194 responses on the original survey. One category missing from the current survey was the non-declared group as all current survey returns were identified by population.

The current returns were as follows by population: Administration 6 out of 8 (75%); Support Staff 26 out of 45 (58.8%); Itinerant Teachers 8 out of 13 (61.5%); Outclass Teachers 11 out of 17 (plus two returned with blank with letters) (64.7%); Residential Counsellors 15 out of 31 (48.4%); Residential Teachers 29 out of 36 (80.6%); Teacher Aides 5 out of 16 (31.25%); and Preschool Educators 2 out of 4 (50%).

Individual Population Responses

The following results are defined by the same groups as in the original survey.

Administration

Administration's perceptual changes of the organizational climate show a marked decrease in Disengagement and an increase of Esprit. The Principal Characteristics show a decrease in Aloofness and greater emphasis on Production. Other elements are fairly constant. The current survey places the Administration within an Open Climate whereas the original survey placed them in an Autonomous Climate.

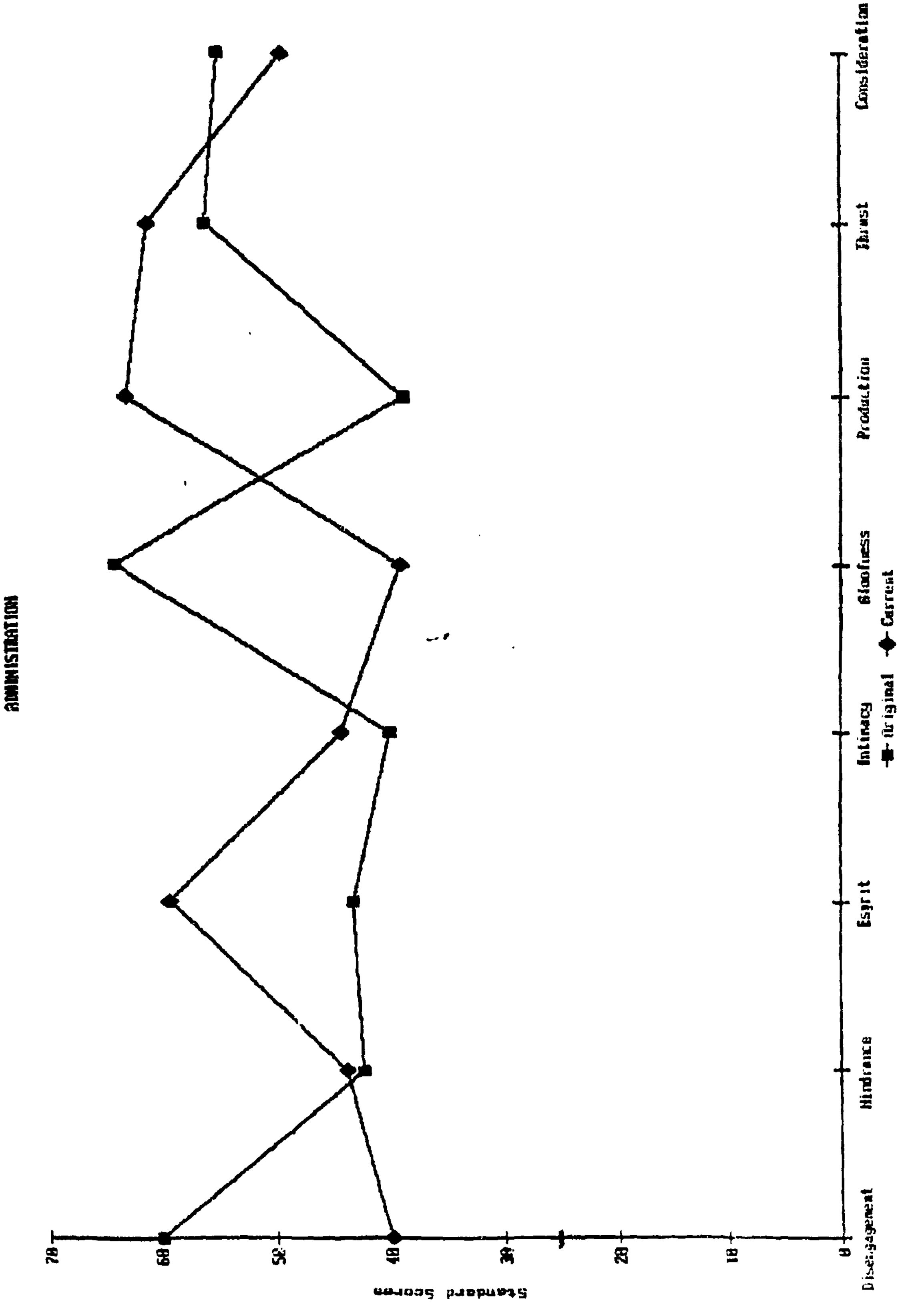
- Table 8 -

	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	59.9	39.4
Hindrance	42.3	43.8
Esprit	43.2	59.2
Intimacy	40.1	44.3
Aloofness	64.2	39.1
Production	38.9	63.3
Thrust	56.3	61.4
Consideration	55.3	49.7

9 responses	6 responses
9 on staff	8 on staff
100% response	75% response

See Figure 1 on page 66 for a graphical representation of Table 1.

-Figure 1-


ADMINISTRATION
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

Support Services

- Table 9 -

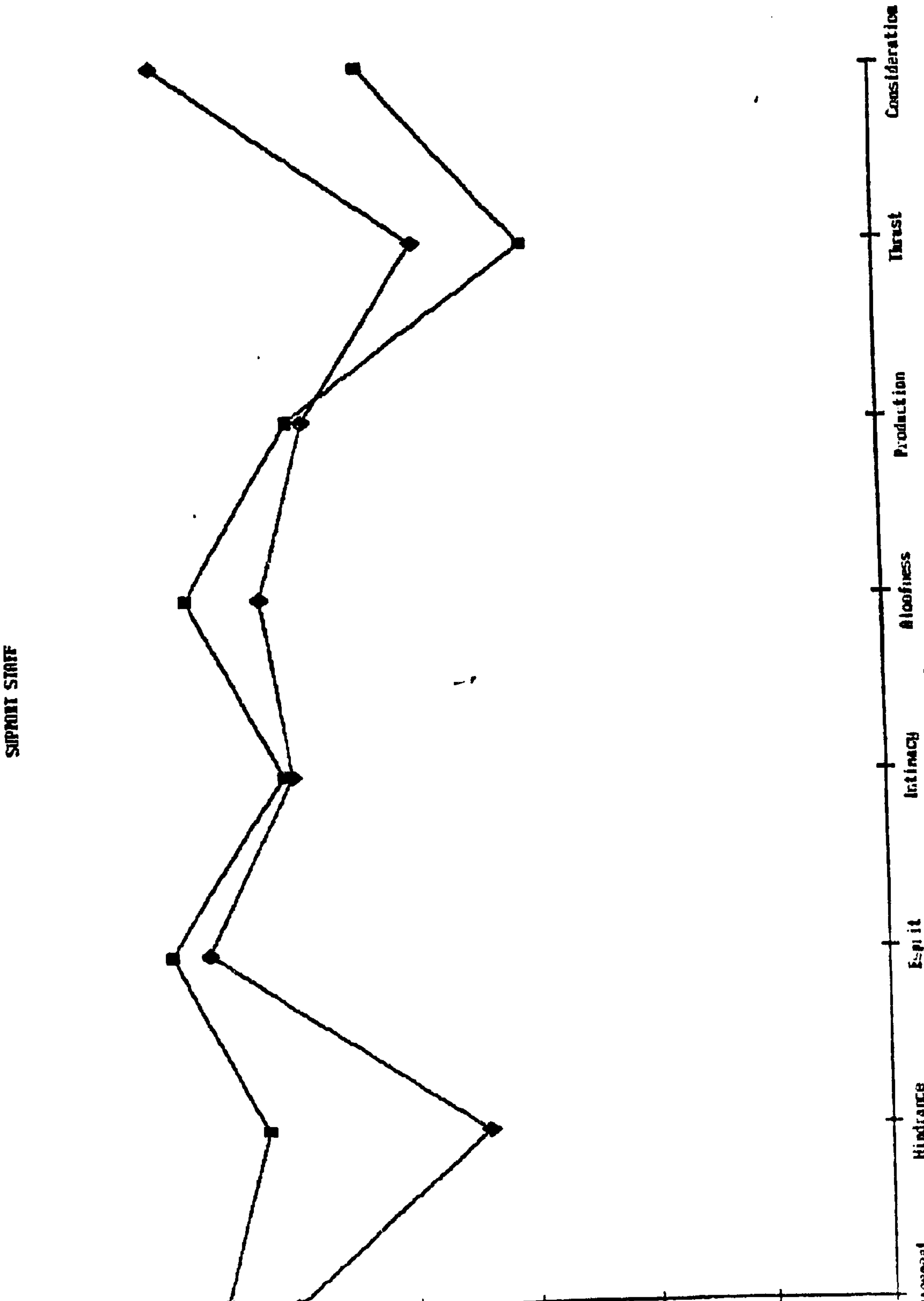
	Original Survey Standard Scores	Current Survey Standard Scores
Disengagement	56.2	50.3
Hindrance	52.4	33.9
Esprit	60.1	57.0
Intimacy	50.6	49.7
Aloofness	58.4	52.2
Production	49.8	48.4
Thrust	29.9	39.9
Consideration	43.3	60.6

20 responses	26 responses
55 on staff	45 on staff
36% response	58.8% response

See Figure 2 on page 68 for a graphical representation of Table 9.

The Support Services include non-educational services and those employees at the Centre who may not have direct contact with the students. In this population Hindrance showed a marked decline among the "Teacher Characteristics" with an increase in

-Figure 2-


SUPPORT STAFF
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

Consideration and Thrust among the "Principal Characteristics". There would appear to be a change from a Closed to an Open Climate.

Itinerant

- Table 10 -

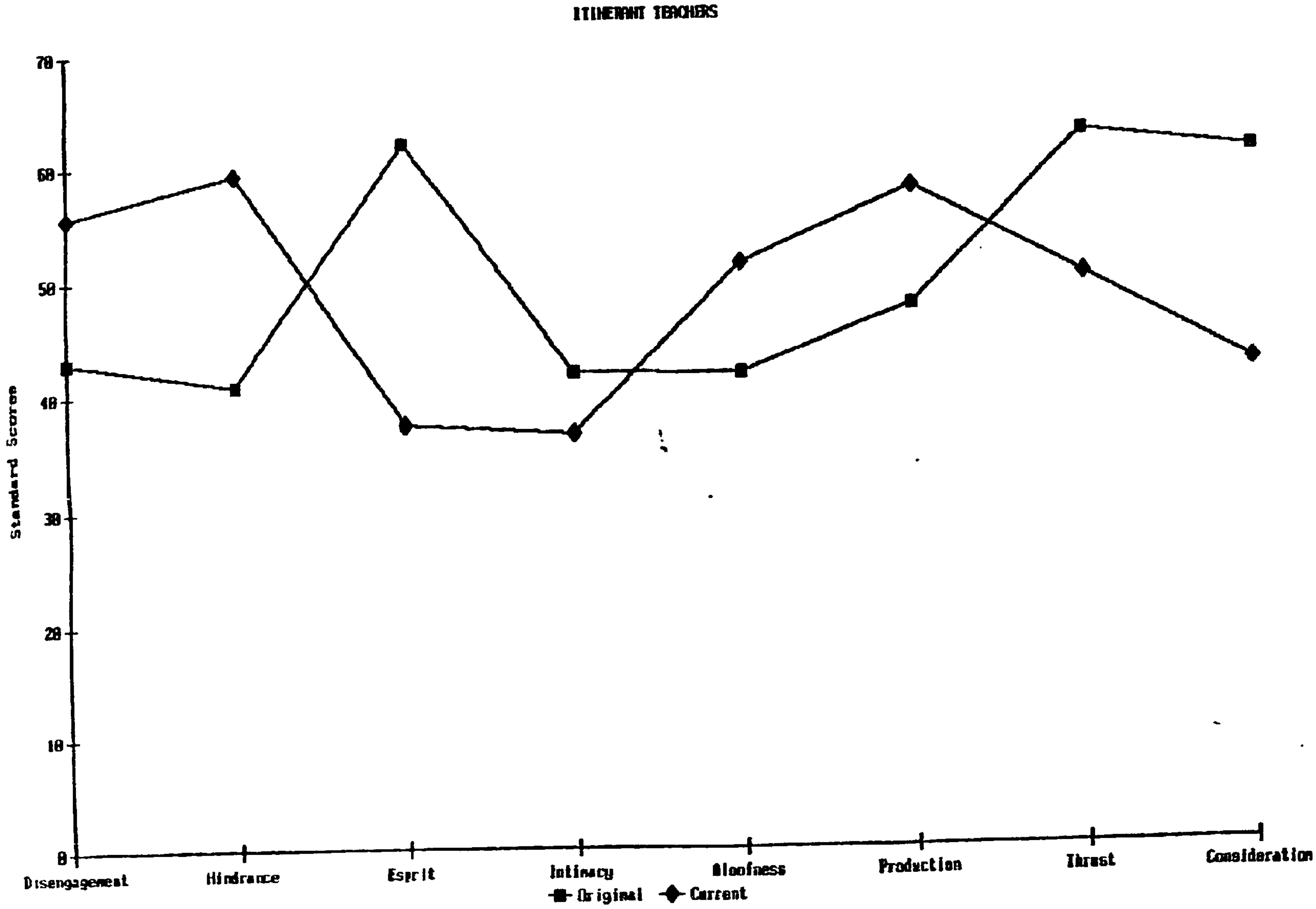
	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	43.0	55.6
Hindrance	40.8	59.2
Esprit	61.9	37.4
Intimacy	41.8	36.7
Aloofness	41.7	51.2
Production	47.5	57.8
Thrust	62.5	50.0
Consideration	60.9	42.3

10 responses	8 responses
13 on staff	13 on staff
77% response	61.5% response

See Figure 3 on page 70 for a graphical representation of Table 10.

The Teacher Characteristics show a general decline, as do the Principal Characteristics, towards a closed climate. The similarity scores show a change from an

Figure 3


ITINERANT TEACHERS
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

Open Climate from the original survey to a Closed Climate from the current results.

Outclass Teachers

- Table 11 -

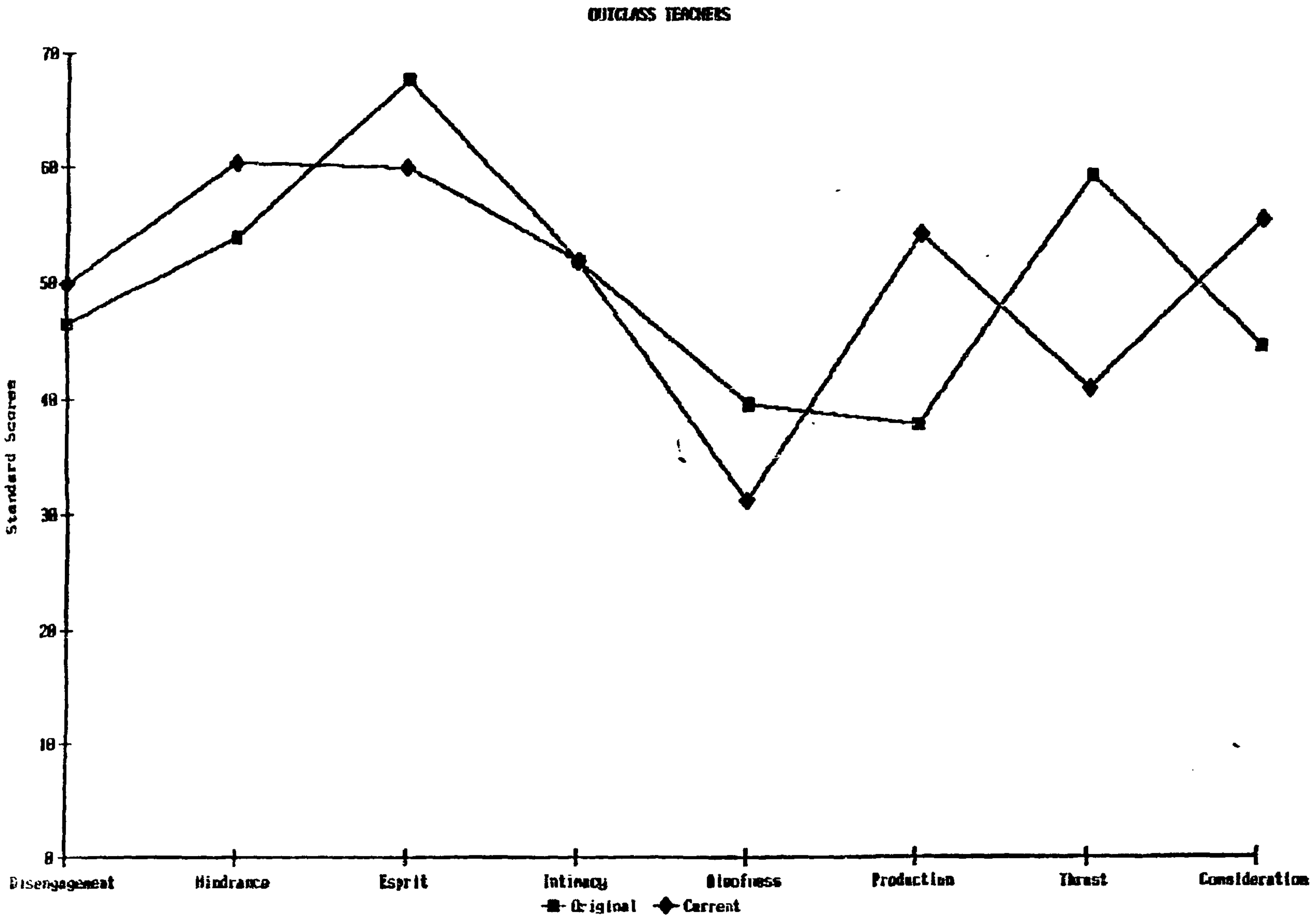
	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	46.5	49.9
Hindrance	53.8	60.4
Esprit	67.6	59.9
Intimacy	51.8	51.8
Aloofness	39.6	31.2
Production	37.9	54.2
Thrust	59.4	40.9
Consideration	44.7	55.5

11 responses	11 (+2) responses
22 on staff	17 on staff
50% response	64.7% response

See Figure 4 on page 72 for a graphical representation of Table 11.

As two of the respondents pointed out, this population had some difficulty in identifying which supervisor were the questions directed towards, which school entity should they be considering, had they sufficient

-Figure 4-


OUTCLASS TEACHERS
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

knowledge of the Centre to answer questions using that as their base. Again interpreting these results in terms of the organizational climate it is difficult to determine which organization has been assessed. Although there have been some changes in characteristic results, this population remains within the parameters of an Open Climate.

Pre-school Teachers

- Table 12 -

	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	39.9	39.6
Hindrance	45.2	42.1
Esprit	44.1	59.0
Intimacy	42.3	51.9
Aloofness	46.2	53.4
Production	53.2	39.2
Thrust	67.8	47.5
Consideration	61.1	67.5
	3 responses 6 on staff 50% response	2 responses 4 on staff 50% response

See Figure 5 on page 74 for a graphical representation of Table 12.

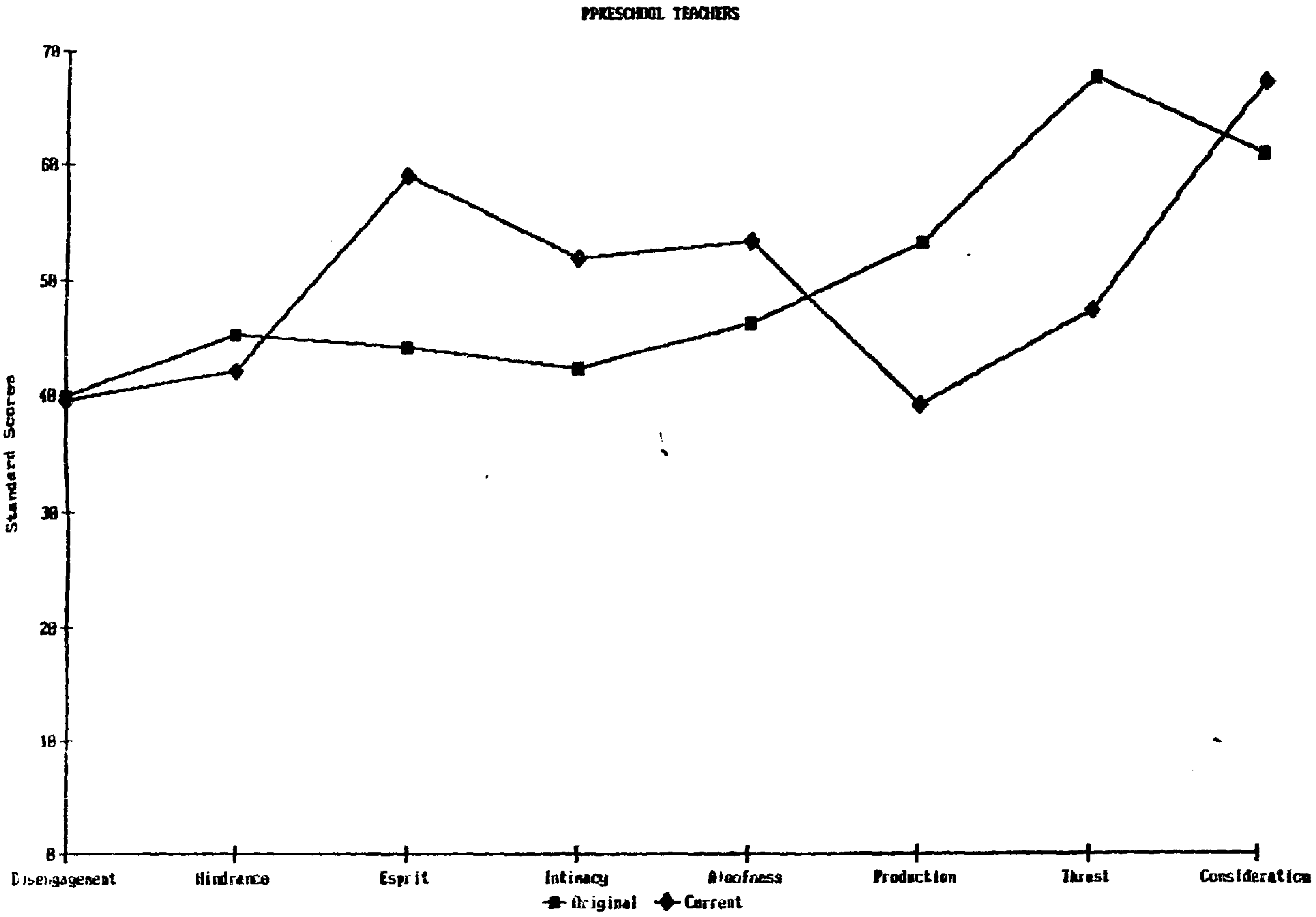

PPRESCHOOL TEACHERS
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

Figure 5-

With such a small number of respondents and the small population it would be hard to give a real assessment of the climate. Again the individuals in this group may also be influenced by the difficulties faced by the previous two populations. The results show a move from an Open Climate towards a more Autonomous Climate.

Residence Counsellors

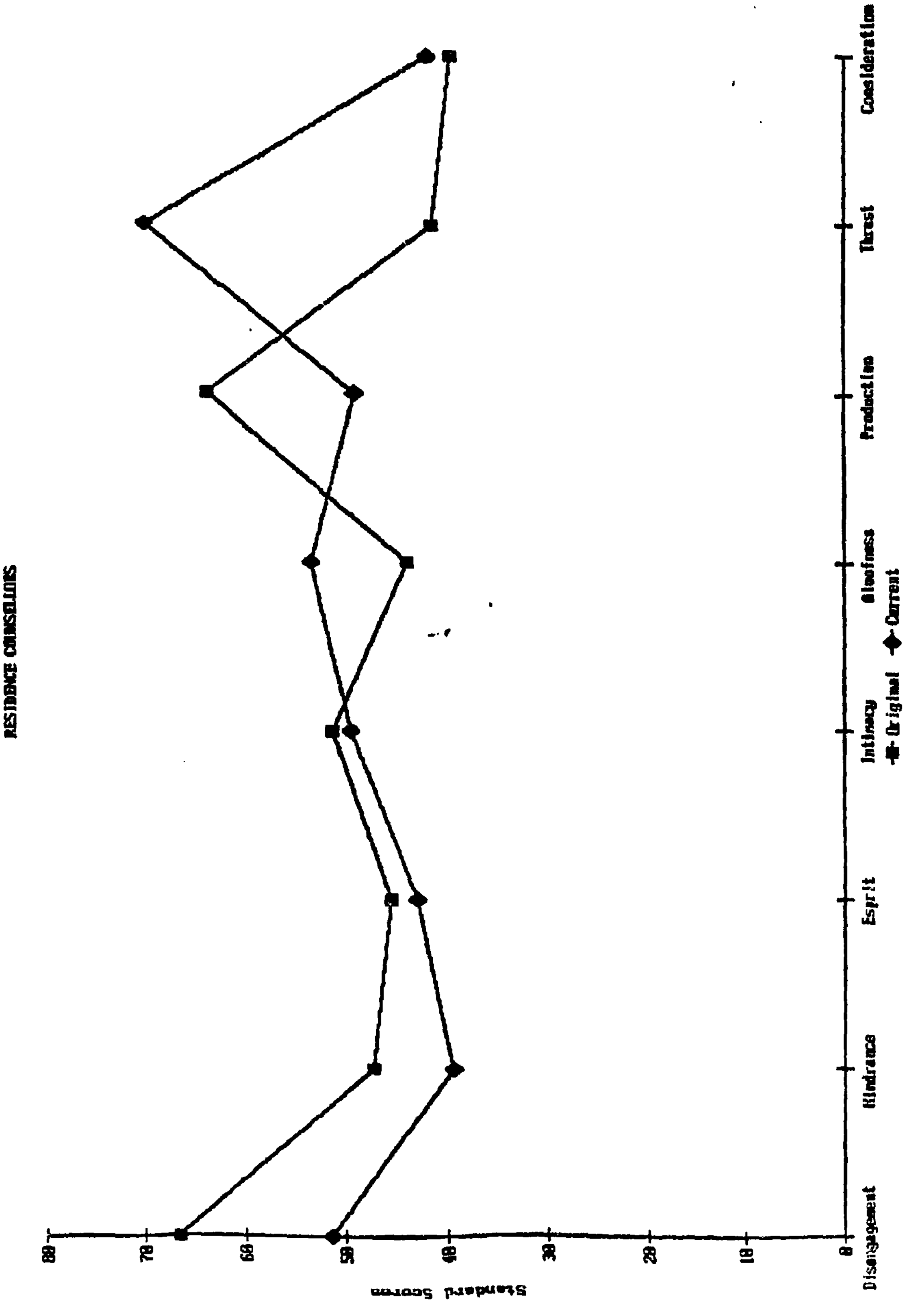
- Table 13 -

	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	66.5	51.4
Hindrance	47.3	39.5
Esprit	45.6	43.1
Intimacy	51.4	49.7
Aloofness	44.1	53.5
Production	63.8	49.3
Thrust	41.6	70.15
Consideration	39.8	42.1

21 responses	15 responses
39 on staff	31 on staff
54% response	48.4% response

See Figure 6 on page 76 for a graphical representation of Table 13.

-Figure 6-


RESIDENCE COUNSELORS
Standard Scores
80
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

The Residential Counsellors job is to supervise and coordinate all out of school programs from Sunday night until Friday afternoon when the students return home. They are in direct contact with the student body. Their results show a decrease in Disengagement and Hindrance and an increase in Aloofness and Thrust.

Residential Teachers

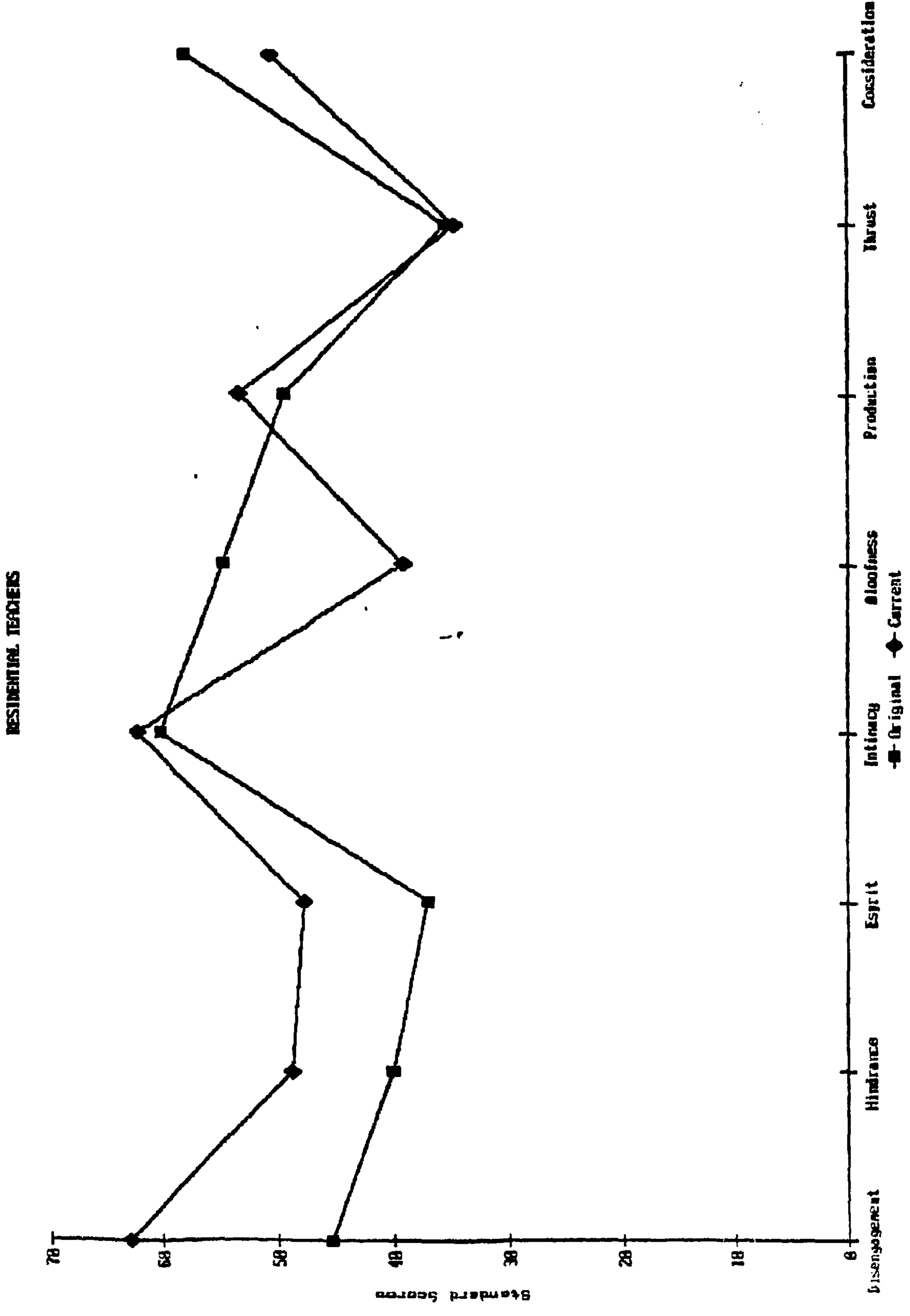
- Table 14 -

	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	45.3	63.0
Hindrance	40.1	48.7
Esprit	37.0	47.7
Intimacy	60.2	62.3
Aloofness	54.7	39.2
Production	49.4	53.4
Thrust	35.5	34.7
Consideration	38.2	50.8

20 responses	29 responses
39 on staff	36 on staff
51% response	80.6% response

See Figure 7 on page 78 for a graphical representation of Table 14.

-Figure 7-


RESIDENTIAL TEACHERS
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

This population which parallels most strongly the populations surveyed by Halpin and Croft represent what would normally be classified as the School Organization. On the current survey 80.6% of this population responded to the questionnaire as compared with 51% on the original survey. The current survey showed an increase in Disengagement, Hindrance and Esprit with a slight increase in Intimacy. Among the Principal Characteristics Aloofness decreased whist emphasis on Production and Consideration increased. Thrust remained relatively stable. The similarity scores show a move from a Closed Climate to a Familiar Climate.

Teacher Aides

Teacher Aides perform a variety of functions under the direction of a classroom teacher.The low number of responses may be due to the fact that many of the Teacher Aides work off campus and are therefore effected by the same problems that other off campus staff experienced in filling out the survey. Of the 5 responses received the majority were received from on campus aides. Disengagement has an increased score while the other Teacher Characteristic scores have declined, each by a similar amount. All of the Principal Characteristics have shown a negative shift.

Apart from the Disengagement parameter the overall resulting pattern of the current survey is similar to the original with a negative shift of 5 to 10 points. The Similarity score shows a shift from an Autonomous Climate to a Closed Climate.

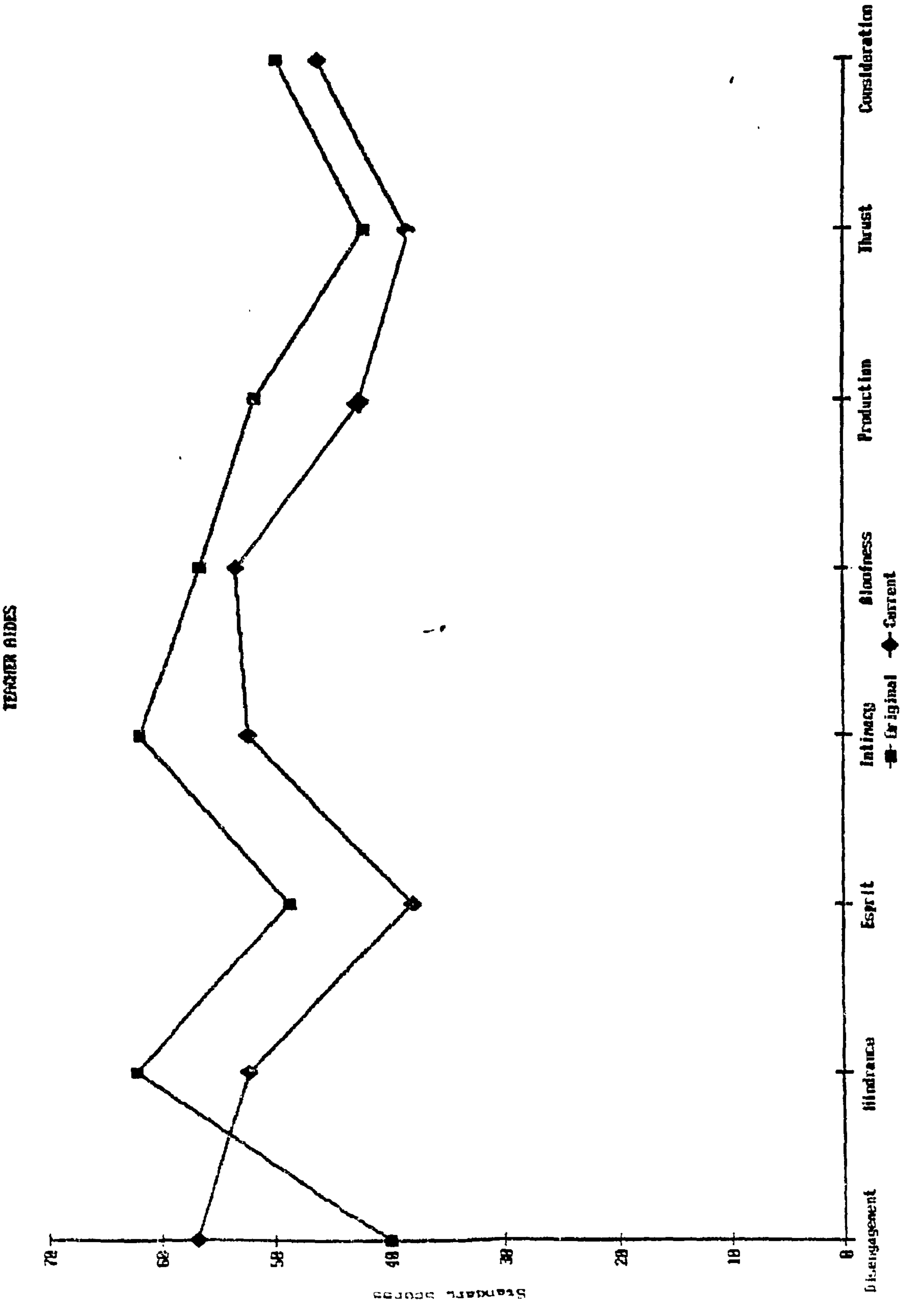
- Table 15 -

	Original Survey Standard Scores	Current Survey Standard Scores
Disengagement	40.0	56.9
Hindrance	62.2	52.2
Esprit	48.6	38.0
Intimacy	61.8	52.2
Alcofness	56.4	53.2
Production	51.7	42.5
Thrust	42.2	38.6
Consideration	50.0	46.4

2 responses	5 responses
11 on staff	16 on staff
18% response	31.25% response

See Figure 8 on page 81 for a graphical representation of Table 15.

-Figure 8-


TEACHER AIDES
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
■ Original
◆ Current

Non declared

- Table 16 -

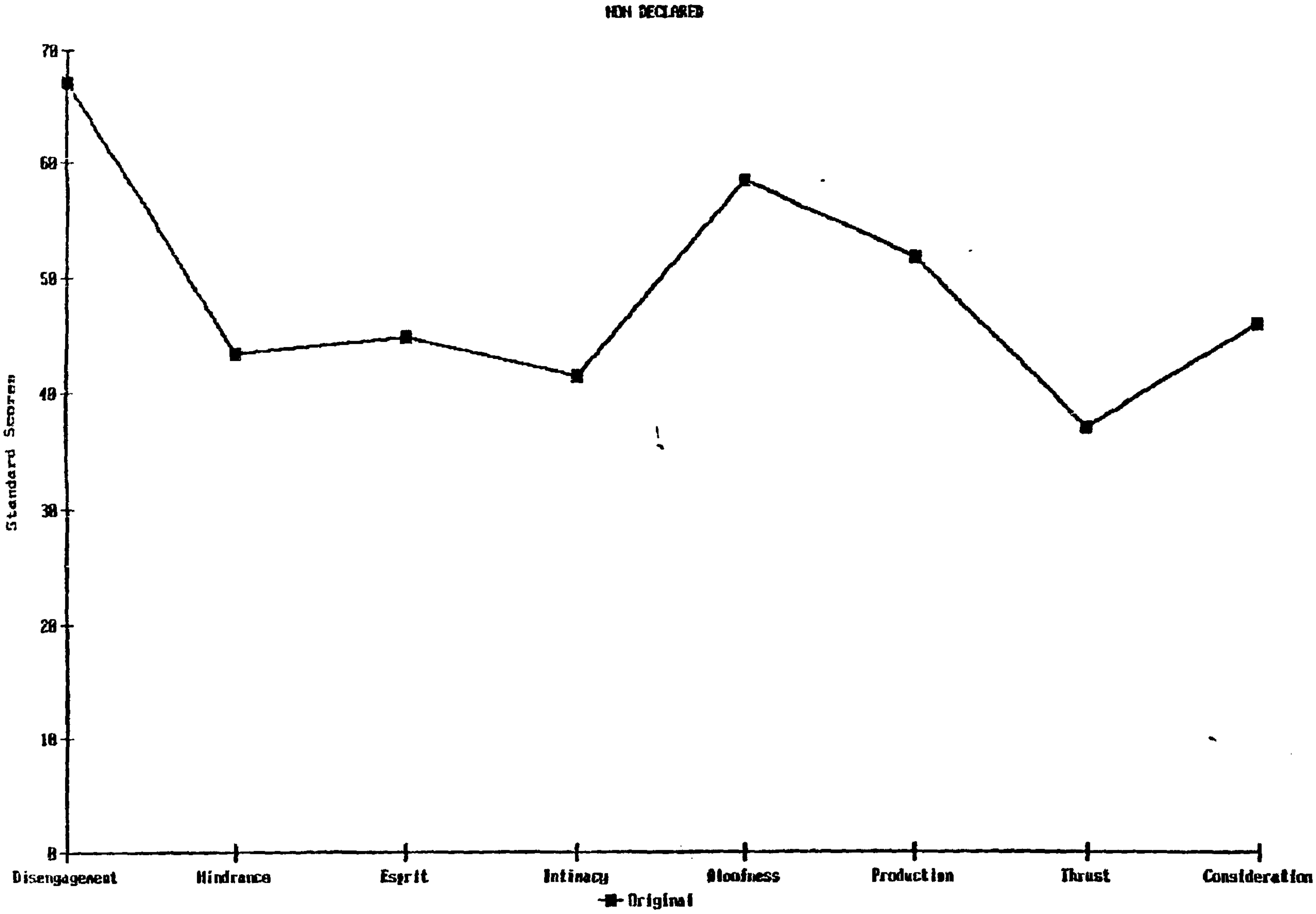
	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	67.1	----
Hindrance	43.3	----
Esprit	67.6	----
Intimacy	51.8	----
Aloofness	39.6	----
Production	37.9	----
Thrust	59.4	----
Consideration	44.7	----

12 *responses*

See Figure 9 on page 83 for a graphical representation of Table 16.

The Non declared population has no counterpart in the current survey as all the questionnaires were population coded.

-Figure 9-


NON DECLARED
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original

Total Population

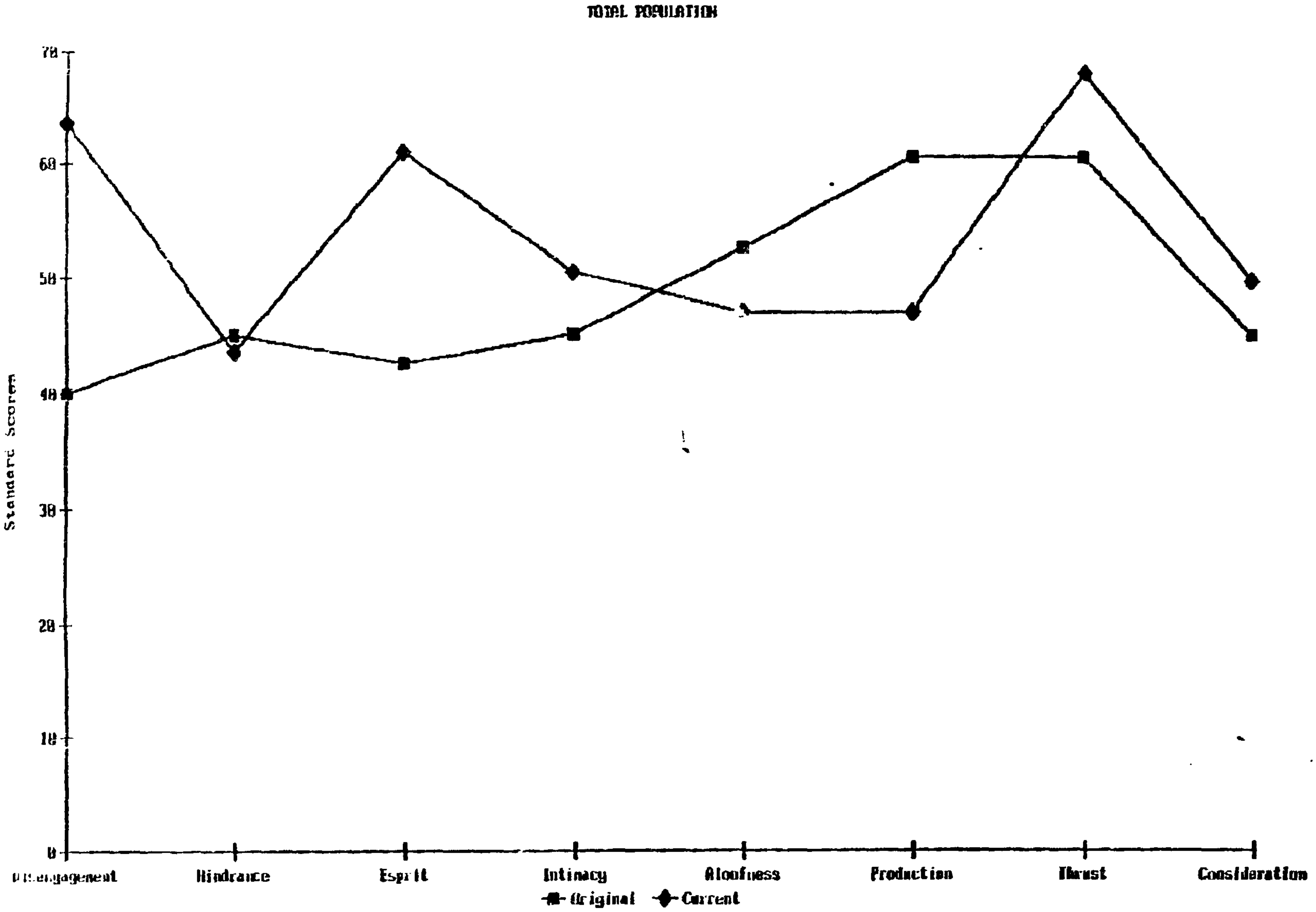
- Table 17 -

	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	40.0	63.6
Hindrance	45.0	43.5
Esprit	42.5	60.9
Intimacy	45.0	50.4
Alcofness	52.5	46.9
Production	60.5	46.9
Thrust	60.5	67.9
Consideration	45.0	49.7

108 responses	104 responses
194 on staff	170 on staff
56% response	61% response

See Figure 10 on page 85 for a graphical representation of Table 17.

As already stated the subpopulations are not homogeneous therefore a more valid description may be seen in combining site and job related populations. The Total Population results from the original survey do not parallel the text book open climate graph as was first put forward by the APSEA-PDAG . The Current survey apart


TOTAL POPULATION
Standard Scores
70
60
50
40
30
20
10
0
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original
Current

-Figure 10-

from a high degree of Disengagement shows characteristics in line with an Open Climate. This result is reinforced by the Similarity scores which show a change from an overall Controlled Climate to an Open one.

The following table and graph (Table 18 and Figure 11) show the compiled populations of Residential Counsellors, Residential Teachers, Teacher Aides and Administration. Administration is included as all but two members of this group are on campus staff. These populations correspond to the generally accepted definition of a school staff in that they are in contact with the students and have a role in the educational programmes. It is thought that this representation of Organizational Climate approximates the populations looked at by Halpin and Croft.

These Similarity score results mirror the Total Population results in that the climate has changed from a Controlled Climate to an Open Climate.

The results from the T-Tests showed no significant difference between the surveys at the individual population level or total population level. (Total Population t=1.129829, N.S.D.: Total "School" Population t=1.107226E-02 N.S.D.)

Total School Population

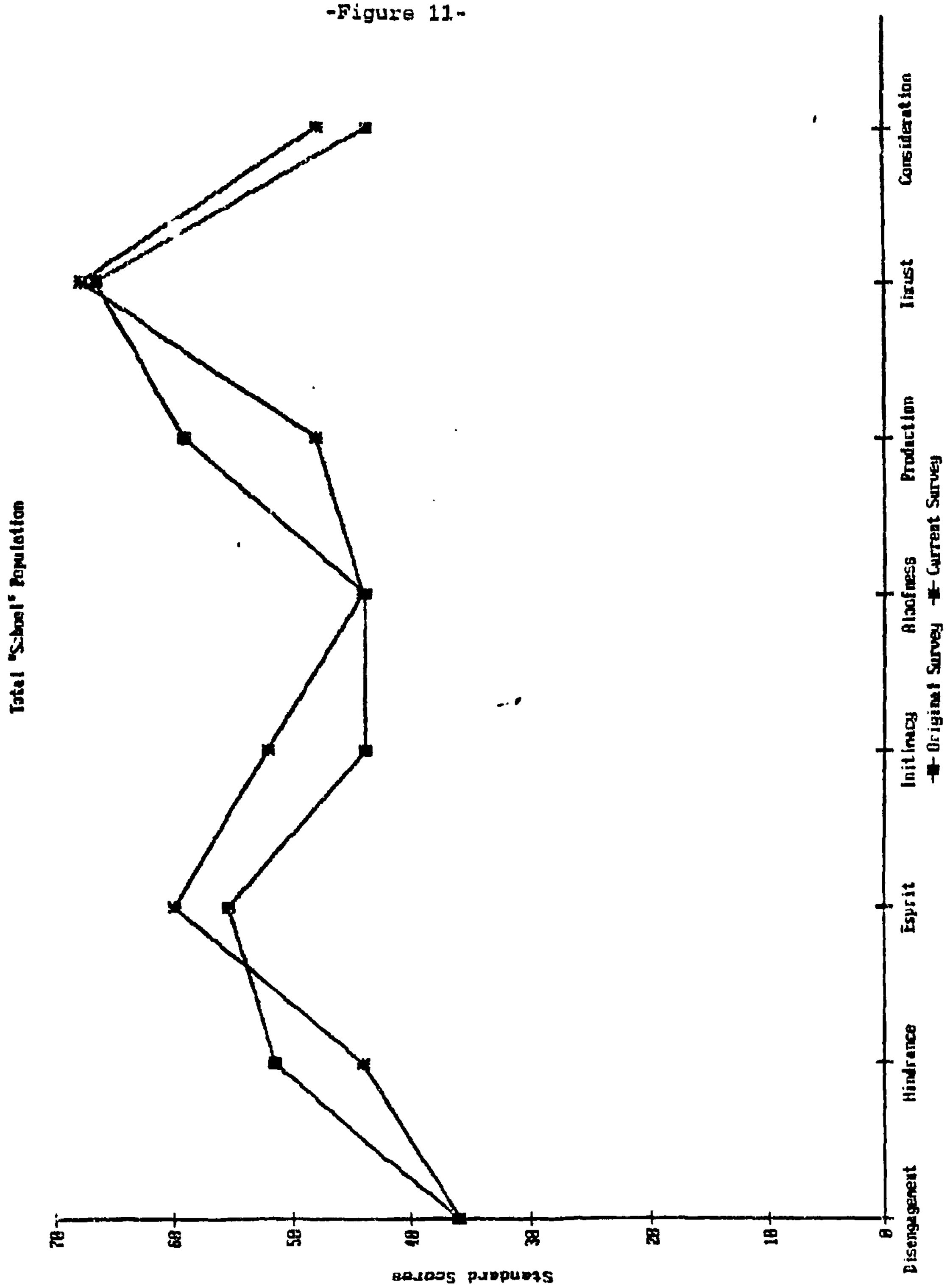
- Table 18 -

	Original Survey Standard Scores	**Current Survey Standard Scores**
Disengagement	36.1	36.0
Hindrance	51.4	44.0
Esprit	55.3	59.9
Intimacy	43.8	52.0
Aloofness	43.8	44.0
Production	59.1	48.0
Thrust	66.7	67.9
Consideration	43.8	48.0

	52 responses	55 responses
	98 on staff	91 on staff
	53% response	60% response

See Figure 11 on page 88 for a graphical representation of Table 18.

-Figure 11-


Total "School" Population
Standard Scores
0
10
20
30
40
50
60
70
Disengagement
Hindrance
Esprit
Intimacy
Aloofness
Production
Thrust
Consideration
Original Survey
Current Survey

Openness Index Results

-Table 19-

Population	**Original Survey Openness Index**		**Current Survey Openness Index**	
Administration	n=9	39.6	n=6	81.2
Support Services	n=20	33.8	n=26	46.6
Itinerant Teachers	n=10	81.4	n=8	31.8
Outclass Teachers	n=11	80.5	n=11	50.0
Preschool Educators	n=3	72.0	n=2	66.9
Resource Centre Counsellors	n=21	20.7	n=15	73.5
Resource Centre Teachers	n=20	27.2	n=29	19.3
Teacher Aides	n=2	50.8	n=5	19.7
Total Population	n=108	63.0	n=104	65.2
Total School Population	n=52	85.9	n=55	91.8

OPENNESS INDEX = THRUST + ESPRIT - DISENGAGEMENT

The Openness Index as shown in Table 19 would suggest that although the Total Population and Total School Population scores would indicate a consistent result between the two surveys with a mild increase towards openness, within individual teaching populations there has been a negative, closedness trend. This change in result however was not significant (t=.6938942 N.S.D.). It should be noted that the Openness Index for Total Population and Total School Population is not achieved through averaging the individual population index scores but are derived directly from the individual population climate description scores (Tables 8 to 17).

The Openness Index gives a clearer impression of the population climates. It would appear from a comparison of the results from both surveys that there has not been a significent overall shift. In individual populations there have been changes: Administration has shown a move towards a more open perception of climate whereas the Itinerant teachers have shown an equally significant move in the opposite direction. It is possible that changes in administative duties and function may have caused both these results.

Looking at those populations that deal with students in the classroom, that is Teacher Aides, Itinerant, Outclass, and Resource Centre teachers, there has been a significant change in Openness Index towards the negative end of the spectrum (t=3.48923 S.D.).

IV DISCUSSION

Possible Errors in Using the OCDQ

The first question to be asked is whether the OCDQ is a valid instrument. Halpin and Croft maintain that openness as a descriptor is a better criterion of a school's effectiveness than many others that are used. As a tool to determine the possible effectiveness of a sustained professional development program, in the examination of teacher/teacher and teacher/principal relationships and perceptions it is an effective tool. Although the discrete differences between climates on the continuum maybe controversial, climatic trends can be identified and as a descriptor the original OCDQ seems adequate to the needs of APSEA-RCHI. How the tool was applied and the results interpreted may, however, have been an error.

One of the major difficulties in using the OCDQ with the total APSEA population is that the organization is made up of eight distinct subgroups whose working conditions and job responsibilities are markedly different. The difference between a teacher and a janitor (part of support services population) is obvious whereas a Residential Teacher and an Outclass Teacher would appear to be of a similar classification and prey to equal forces and climate determiners. However a Residential Teacher's response and an Outclass Teacher's response may be affected in a number of different ways. The Outclass Teacher has very little regular contact with APSEA administration except through one supervisor and rarely visits the Residential Centre. The Residential Teacher can have three supervisors and his/her response to questions of principal characteristics may refer to one or more individuals. The Outclass Teacher may feel more attuned to the climate within their host school than to the APSEA organization. This fact was noted by two Outclass Teachers independently who felt unable to complete the questionnaire and returned it blank with an accompanying letter.

The questionnaire being designed with the teacher-principal relationship in mind may not directly parallel the types of characteristics that might exist between employer-employee in a non-professional relationship. This possibility was completely overlooked by the PDAG. There is a value judgement being made as to the most efficient and effective form of organizational climate implicit in this research. An open climate may be the preferable climate for a truly professional staff. The final goal one is trying to reach is often intangible. As a janitor or a secretary the goal may be very explicit and attainable. Therefore, the kinds of climate that lead to the most productive outcome will depend on the specific role and composition of the population.

Halpin (1967, p.132) remarked that it was purely fortuitous that their research project looked at schools as organizations and that they surmised that a similar set of subtests and an array of climates would have been discovered within a business setting. And although they refer to a study by Muliak that showed that the OCDQ is applicable in a hospital setting the actual definition of an organization seems to need some clarification.

As an indicator of this particular population the survey results may be of use but they should not be used in looking at the total population climate if that climate is going to be used to determine the efficacy of instituting needs assessments and professional development.

The Itinerant population, as would the Outclass Teachers and Preschool Educators, would have found some difficulty in answering the questionnaire. They are rarely at the Centre, nor are they necessarily attached to a school. Again this would reflect on the appropriateness of including this population in a Total Population analysis.

The interpretation of the results of the first survey may have been predicated by the assumption that population criteria was accurate as much as by a misunderstanding of the original statistical process and model.

The original survey was taken following a major change in administrative staff and a reorganization of structure. The resulting perceptual results may have been formed on the previous administrative model and administration. Therefore, differences in the two survey results may have been attributable to this factor rather than any action, intentional or otherwise, taken by the present adminstration.

It must also be noted that during the period of the present study a number of factors may have had a direct influence on the participants responses.

Climate characteristics may have been influenced by a rumoured reorganization that would have possibly meant the closure or transfer of the residential services to another site. As this would have been a political decision the perceived impotency of administration in affecting the decision could have reflected on the "Principal Characteristics" as well as colouring the other residential staff perceptions.

The Importance of Organizational Climate

Climate and culture can be looked at in terms of language structure. Climate is the surface structure; the grammar, punctuation and word order, those elements that are more overt and amenable to manipulation; the perceptions and behaviours. Culture on the other hand is the deep structure, the meaning of the words, with all their connotative meanings and word mappings; the assumptions and values of the community. In analyzing and comparing the results of the two surveys it is important to keep this distinction in mind.

There is present within all organizations that value system which will determine in the long run the parameters within which a particular climate can form and develop. The question arises as to whether a positive open climate can exist within a predominantly negative culture. For a school climate to be organic in nature and continue to adapt to the ever changing demands of its structure and composition, such changes and adaptations must be seen as authentic. Halpin (1967, p.236) talk of the importance of authenticity as the most important area for future research. The reason the organizational climate of a school is examined is to understand the overall population's perception of what is and to make an attempt to produce what should be; to produce the most equitable climate for its clients. The purpose for educational establishments is not for the benefit of administration or staff, but students. If the success of changes to the climate are predetermined by the underlying culture of the organization, to affect real change the underlying structure must be tackled and not the surface characteristics. It is true that through workshops man-management sessions and inservicing many of the facets of the administrative dimensions can be improved and adjusted. But these are surface structure elements. Trying to change the assumptions and values of individuals is a process of education that must be carried out by a self-investigative method; individuals, and the organization, must be committed to the process of analysis and the demystification of their culture and believe that it is a worth while endeavour to attempt to develop a supportive and positive culture. The questioning of assumptions must be seen as an authentic and non-threatening activity. The formation of mission statements and organizational goals and objectives through a collaborative process can only succeed if the deep structure meanings of those public statements are truly understood and shared by all the members of the organization. Sharing does not necessarily mean a whole hearted acceptance or belief in those statements but knowledge of them and a shared interpretation of them.

An organization's mission statement may often seem a self evident truth, a motherhood-and-apple-pie pronouncement. It is often the means by which the statement is exemplified within the organization that difficulties arise and authenticity and belief in the leadership qualities of the organization may falter. It is only through the democratization of the organizational structure that individuals can be expected to fully participate and commit themselves to the shared vision and mission of the school. With that sharing and the blending of roles and responsibility each member of the organization takes on greater responsibility for the organization which would lead to a less egocentric and a more communal view of the individual's role in the organization.

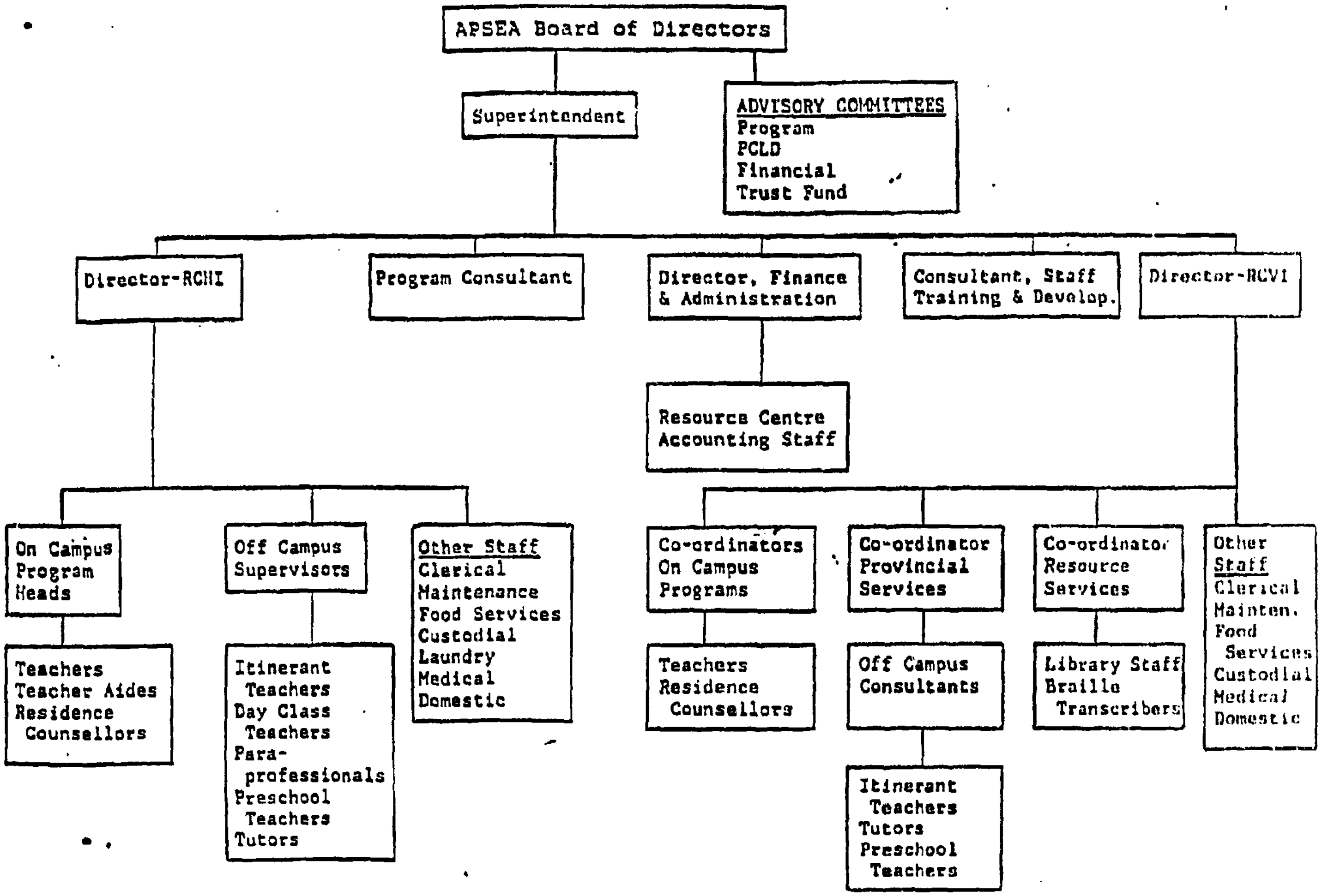
What can be seen from this study is that the interpretation of the first survey was based upon an inaccurate assumption; that what one was looking at was one organization. The different subpopulations may have shared needs but there is a lack of cohesion. They do not have a shared history, do not have the same myths, nor do they have the same cultures. The uniqueness of APSEA-RCHI although understood by the members of the PDAG was not given enough weight. Unlike the schools in Halpin and Croft's study the structure of APSEA-RCHI as an organization demanded a different analysis and approach. The subpopulations should have been examined as entirely separate organizations and the individual climates assessed and kept distinct. One should not compare climates of populations whose ultimate goals are predicated by their roles which are so varied. The examination of climate as a precursor of developing needs assessment tools and developing a school based staff development program is important. The Administration must be aware of the staff perceptions and the probability that staff will accept any development program as authentic. Adminstration must know if their efforts are seen as genuine. This does not mean however that within a climate which leans towards the open end of the continuum an administration can manipulate and use for its own ends staff development in such a way that it does not meet any of the needs of the staff. Understandably organizational needs must often out weigh the individual needs. The process of investigation and collaboration in the process of developing programs and identifying needs must be genuine. If not the actual process becomes a hindrance and will lead to further disengagement.

Examinations of self can be extremely difficult for organizations as they can be for individuals. One approaches such an examination from many view points. For the teachers, they may want an open, collegial environment in which as a professional they can be in control and take responsibility for their role in the organization. Administrators may see their priorities in terms of product and efficiency. What the OCDQ tries to do is determine WHAT IS not WHAT IT SHOULD BE. That can only be determined by the organization itself. And as can be seen by the results of the Openness Index results the perceptions of the adminstration may be at odds with the teaching staff. Bearing in mind the ability of the informal organization to subvert the formal organization's objectives and practices it is imperative that any future staff development planning to achieve organizational goals be made with this discrepancy in mind.

APPENDIX 1

Organizational Chart

APSEA ORGANIZATIONAL CHART


APSEA Board of Directors
Superintendent
ADVISORY COMMITTEES
Program
PCLD
Financial
Trust Fund
Director-RCHI
Program Consultant
Director, Finance & Administration
Consultant, Staff Training & Develop.
Director-RCVI
Resource Centre Accounting Staff
On Campus Program Heads
Teachers
Teacher Aides
Residence Counsellors
Off Campus Supervisors
Itinerant Teachers
Day Class Teachers
Para-professionals
Preschool Teachers
Tutors
Other Staff
Clerical
Maintenance
Food Services
Custodial
Laundry
Medical
Domestic
Co-ordinators On Campus Programs
Teachers
Residence Counsellors
Co-ordinator Provincial Services
Off Campus Consultants
Itinerant Teachers
Tutors
Preschool Teachers
Co-ordinator Resource Services
Library Staff
Braille Transcribers
Other Staff
Clerical
Mainten.
Food Services
Custodial
Medical
Domestic

APPENDIX 2

This list of prioritized topics for PD were arrived at by the Administration prior to the commencement of the work carried out by the Professional Development Advisory Group.

Appendix

Areas identified for professional development arranged in priority sequence for topics 1-4, it is anticipated that topics 5-8 [sic] would be on a four year cycle.

1. Sexuality
2. Counselling
3. Evaluating Students
4. Socialization/Discipline
5. Audiology
6. Language
7. Speech
8. Communication (signing)
9. Learning Disabled/Multihandicapped

APPENDIX 3

ORIGINAL STAFF SURVEY 1990

Staff Survey

This survey is designed to let you express your feelings about our organization.

It asks about your job... the people you work with..... and your impressions about our organization.

There are no right or wrong answers. We are only interested in what you think.

The resulting information will be used to make your work environment better and to improve our educational program.

Individual answers to this questionnaire will remain confidential. All questionnaires will be averaged to provide a general picture of our organization.

Below is a series of statements. On the **LEFT** of the statement circle the number that represents your estimate of **the present situation**. On the **RIGHT** of the statement circle the number that represents where you believe our organization **should be and could be.**

1= Rarely occurs.

2= Sometimes occurs.

3= Often occurs.

4= Very frequently occurs.

WHAT IS		WHAT SHOULD BE
1 2 3 4	1. Employees closest friends are other staff members in this organization.	1 2 3 4

1 2 3 4 2. The mannerisms of staff are annoying. 1 2 3 4

1 2 3 4 3. Most employees are willing to "go the extra mile" to get a job done. 1 2 3 4

1 2 3 4 4. Instructions for the operation of equipment are available. 1 2 3 4

1 2 3 4 5. Employees invite other staff members to visit them at home. 1 2 3 4

1 2 3 4 6. There is a minority of staff who always oppose the majority. 1 2 3 4

1 2 3 4 7. I have sufficient materials and supplies to do my job. 1 2 3 4

1 2 3 4 8. Sufficient time is given to prepare administrative reports. 1 2 3 4

1 2 3 4 9. Employees know the family backgrounds of other staff members. 1 2 3 4

1 2 3 4 10. Employees exert group pressure on nonconforming staff members. 1 2 3 4

1 2 3 4 11. In staff meetings, there is a feeling of "let's get things done". 1 2 3 4

1 2 3 4 12. Administrative paper work is burdensome in this organization. 1 2 3 4

1 2 3 4 13. Employees talk about their personal life to other staff members. 1 2 3 4

1 2 3 4 14. Employees seek special favours from their supervisor. 1 2 3 4

1 2 3 4 15. Supplies are readily available. 1 2 3 4

1 2 3 4 16. I have to go through a lot of "red tape" to get things done at work. 1 2 3 4

1 2 3 4 17. Employees have fun socializing together during work time. 1 2 3 4

1 2 3 4 18. Employees interrupt other staff members who are talking in staff meetings. 1 2 3 4

1 2 3 4 19. Most employees accept the faults of their colleagues. 1 2 3 4

1 2 3 4 20. Employees have too many committee requirements. 1 2 3 4

1 2 3 4 21. Their is considerable laughter when staff gather informally. 1 2 3 4

1 2 3 4 22. Employees ask nonsensical questions in staff meetings. 1 2 3 4

1 2 3 4 23. Custodial service is available when needed. 1 2 3 4

1 2 3 4 24. Sometimes I fell like I am "fighting the system". 1 2 3 4

1 2 3 4 25. Employees prepare administrative reports by themselves. 1 2 3 4

1 2 3 4 26. Employees ramble when they talk in staff meetings. 1 2 3 4

1 2 3 4 27. Employees in this organization show much "school spirit". 1 2 3 4

1 2 3 4 28. The supervisor goes out of his way to help staff. 1 2 3 4

1 2 3 4 29. The supervisor helps staff solve personal problems. 1 2 3 4

1 2 3 4 30. Employees at this school stay 1 2 3 4

by themselves.

1 2 3 4 31. The employees accomplish their work with great vim, vigour and pleasure. 1 2 3 4

1 2 3 4 32. The supervisor sets an example by working hard himself. 1 2 3 4

1 2 3 4 33. The supervisor does personal favours for employees. 1 2 3 4

1 2 3 4 34. Employees eat lunch by themselves in their own work area. 1 2 3 4

1 2 3 4 35. The morale of the staff is high. 1 2 3 4

1 2 3 4 36. The supervisor uses constructive criticism. 1 2 3 4

1 2 3 4 37. The supervisor stays after work to help staff finish their work. 1 2 3 4

1 2 3 4 38. Employees socialize together in small groups. 1 2 3 4

1 2 3 4 39. The supervisor makes all scheduling decisions. 1 2 3 4

1 2 3 4 40. Employees are contacted by the supervisor each day. 1 2 3 4

1 2 3 4 41. The supervisor is well prepared when he speaks at functions or meetings. 1 2 3 4

1 2 3 4 42. The supervisor helps staff settle minor differences. 1 2 3 4

1 2 3 4 43. The supervisor schedules work for the staff. 1 2 3 4

1 2 3 4 44. Employees leave the grounds during the working day. 1 2 3 4

1 2 3 4 45. The supervisor criticizes a specific act rather than a staff member. 1 2 3 4

1 2 3 4 46. I can influence what goes on in my department. 1 2 3 4

1 2 3 4 47. The supervisor corrects staffs' mistakes. 1 2 3 4

1 2 3 4 48. The supervisor talks a great deal. 1 2 3 4

1 2 3 4 49. The supervisor explains his reasons for criticism to staff. 1 2 3 4

1 2 3 4 50. The supervisor has a real interest in the personal welfare and happiness of his/her staff. 1 2 3 4

1 2 3 4 51. The rules set by the supervisor are never questioned. 1 2 3 4

1 2 3 4 52. The supervisor looks out for the personal welfare of staff. 1 2 3 4

1 2 3 4 53. Secretarial service is available for employees use. 1 2 3 4

1 2 3 4 54. The supervisor runs the staff meeting like a business conference. 1 2 3 4

1 2 3 4 55. The supervisor is in the building before the employees. 1 2 3 4

1 2 3 4 56. Employees work together preparing administrative reports. 1 2 3 4

1 2 3 4 57. Staff meetings are organized according to a tight agenda. 1 2 3 4

1 2 3 4	58. Staff meetings are usually supervisor-report meetings.	1 2 3 4
1 2 3 4	59. The supervisor tells staff of new ideas he has run across.	1 2 3 4
1 2 3 4	60. Employees talk about leaving the school system.	1 2 3 4
1 2 3 4	61. The supervisor checks the ability of staff to carry out specific tasks.	1 2 3 4
1 2 3 4	62. The supervisor is easy to understand.	1 2 3 4
1 2 3 4	63. Employees are informed of results of the supervisor's visit.	1 2 3 4

PLEASE COMPLETE THIS SURVEY AND RETURN TO THE RESOURCE CENTRE, ATTENTION: MRS.P.CAMERON, BY FEBRUARY 9TH. 1990

PART 2 STAFF SURVEY

This section of the survey is to be completed by all staff giving direct service to students and parents.

WHAT IS					WHAT SHOULD BE			
1	2	3	4	64. Employees spend time after work with students who have individual problems.	1	2	3	4
1	2	3	4	65. Extra books are available for classroom use.	1	2	3	4
1	2	3	4	66. Student progress reports require too much work.	1	2	3	4
1	2	3	4	67. Routine jobs interfere with the job of teaching.	1	2	3	4
1	2	3	4	68. Employees help select which courses/programs will be taught.	1	2	3	4
1	2	3	4	69. Students in this organization are assigned enough homework.	1	2	3	4
1	2	3	4	70. Most of our students like school.	1	2	3	4
1	2	3	4	71. Student progress in our organization is closely monitored.	1	2	3	4
1	2	3	4	72. Our programs emphasize basic skills.	1	2	3	4
1	2	3	4	73. Our school can be described as a "good place to learn".	1	2	3	4
1	2	3	4	74. Our school is orderly and conducive to learning.	1	2	3	4
1	2	3	4	75. Our students have enough materials and supplies.	1	2	3	4

1 2 3 4 76. The teaching staff expect all students to do well. 1 2 3 4

1 2 3 4 77. Staff are involved in setting learning goals for students. 1 2 3 4

1 2 3 4 78. The supervisor expects the best from staff and students. 1 2 3 4

1 2 3 4 79. Administrators won't tolerate poor staff performance. 1 2 3 4

1 2 3 4 80. Students who have learning problems get extra help in our organization. 1 2 3 4

1 2 3 4 81. When students graduate from our programs most of them will know how to read, write and do arithmetic. 1 2 3 4

1 2 3 4 82. Class size in this organization is too large. 1 2 3 4

1 2 3 4 83. Students in our programs are encouraged to do the best they can. 1 2 3 4

1 2 3 4 84. Students believe the staff is "warm" and cares about them. 1 2 3 4

1 2 3 4 85. Our programs should involve more parents in the instructional program. 1 2 3 4

1 2 3 4 86. Most classrooms are well disciplined. 1 2 3 4

1 2 3 4 87. Our organization has learning goals for students. 1 2 3 4

1 2 3 4 88. Most parents believe our organization is doing a good job. 1 2 3 4

1 2 3 4 89. Our organization is doing a good job. 1 2 3 4

1 2 3 4 90. The community serviced by this 1 2 3 4

organization expects a good educational program.

1 2 3 4 91. The goals of my department/school are "on target". 1 2 3 4

1 2 3 4 92. I am proud to work in this organization. 1 2 3 4

The survey concludes with a few questions about you. Your responses will enable us to classify the answers so the survey results will be more meaningful to you.

A. Which of the following best describes your job?

(1) Residential Classroom Teacher
(2) Outclass Classroom Teacher
(3) Residential Counsellor
(4) Itinerant
(5) Preschool
(6) Administration
(7) Teacher Aide

B. How many years of full-time teaching experience did you have prior to this year?

(1) Less than 3 years
(2) 3 - 6 years
(3) 7 - 10 years
(4) 11 - 20 years
(5) 21 - 30 years
(6) more than 30 years

C. How long have you worked here?

(1) Less than 1 year

(2) 1 - 5 years

(3) 6 - 10 years

(4) 11 - 20 years

(5) 21 years or more.

Thank you for participation. You will be making this a better place to learn ..... and work.

PLEASE COMPLETE THIS SURVEY AND RETURN TO THE RESOURCE CENTRE, ATTENTION: MRS. P. CAMERON, BY FEBRUARY 9, 1990.

APPENDIX 4

CURRENT STAFF SURVEY

Staff Survey

I would like to ask your help. I am conducting some research as part of my studies towards a Master of Arts (Education) from St. Mary's University. The attached survey is similar to one you filled in two years ago for the Professional Development Advisory Group. This survey is designed to let you express your feelings about our organization.

It asks about your job... the people you work with..... and your impressions about our organization.

There are no right or wrong answers. I am only interested in what you think.

The resulting information will be kept strictly confidential. I have made no attempt to ask you to identify yourselves in any way.

All questionnaires will be averaged to provide a general picture of our organization.

Below is a series of statements. On the **LEFT** of the statement circle the number that represents your estimate of **the present situation.**

1= Rarely occurs.

2= Sometimes occurs.

3= Often occurs.

4= Very frequently occurs.

WHAT IS

1 2 3 4 1. Employees closest friends are other staff members in this organization.

1 2 3 4 2. The mannerisms of staff are annoying.

1 2 3 4 3. Most employees are willing to "go the extra mile" to get a job done.

1 2 3 4 4. Instructions for the operation of equipment are available.

1 2 3 4 5. Employees invite other staff members to visit them at home.

1 2 3 4 6. There is a minority of staff who always oppose the majority.

1 2 3 4 7. I have sufficient materials and supplies to do my job.

1 2 3 4 8. Sufficient time is given to prepare administrative reports.

1 2 3 4 9. Employees know the family backgrounds of other staff members.

1 2 3 4 10. Employees exert group pressure on nonconforming staff members.

1 2 3 4 11. In staff meetings, there is a feeling of "let's get things done".

1 2 3 4 12. Administrative paper work is burdensome in this organization.

1 2 3 4 13. Employees talk about their personal life to other staff members.

1 2 3 4 14. Employees seek special favours from their supervisor.

1 2 3 4 15. Supplies are readily available.

1 2 3 4 16. I have to go through a lot of "red tape" to get things done at work.

1 2 3 4 17. Employees have fun socializing together during work time.

1 2 3 4 18. Employees interrupt other staff members who are talking in staff meetings.

1 2 3 4 19. Most employees accept the faults of their colleagues.

1 2 3 4 20. Employees have too many committee requirements.

1 2 3 4 21. Their is considerable laughter when staff gather informally.

1 2 3 4 22. Employees ask nonsensical questions in staff meetings.

1 2 3 4 23. Custodial service is available when needed.

1 2 3 4 24. Sometimes I fell like I am "fighting the system".

1 2 3 4 25. Employees prepare administrative reports by themselves.

1 2 3 4 26. Employees ramble when they talk in staff meetings.

1 2 3 4 27. Employees in this organization show much "school spirit".

1 2 3 4 28. The supervisor goes out of his way to help staff.

1 2 3 4 29. The supervisor helps staff solve personal problems.

1 2 3 4 30. Employees at this school stay by themselves.

1 2 3 4 31. The employees accomplish their work with great vim, vigour and pleasure.

1 2 3 4 32. The supervisor sets an example by working hard

himself.

1 2 3 4 33. The supervisor does personal favours for employees.

1 2 3 4 34. Employees eat lunch by themselves in their own work area.

1 2 3 4 35. The morale of the staff is high.

1 2 3 4 36. The supervisor uses constructive criticism.

1 2 3 4 37. The supervisor stays after work to help staff finish their work.

1 2 3 4 38. Employees socialize together in small groups.

1 2 3 4 39. The supervisor makes all scheduling decisions.

1 2 3 4 40. Employees are contacted by the supervisor each day.

1 2 3 4 41. The supervisor is well prepared when he speaks at functions or meetings.

1 2 3 4 42. The supervisor helps staff settle minor differences.

1 2 3 4 43. The supervisor schedules work for the staff.

1 2 3 4 44. Employees leave the grounds during the working day.

1 2 3 4 45. The supervisor criticizes a specific act rather than a staff member.

1 2 3 4 46. I can influence what goes on in my department.

1 2 3 4 47. The supervisor corrects staffs' mistakes.

1 2 3 4 48. The supervisor talks a great deal.

1 2 3 4 49. The supervisor explains his reasons for criticism to staff.

1 2 3 4 50. The supervisor has a real interest in the personal

welfare and happiness of his/her staff.

1 2 3 4 51. The rules set by the supervisor are never questioned.

1 2 3 4 52. The supervisor looks out for the personal welfare of staff.

1 2 3 4 53. Secretarial service is available for employees use.

1 2 3 4 54. The supervisor runs the staff meeting like a business conference.

1 2 3 4 55. The supervisor is in the building before the employees.

1 2 3 4 56. Employees work together preparing administrative reports.

1 2 3 4 57. Staff meetings are organized according to a tight agenda.

1 2 3 4 58. Staff meetings are usually supervisor-report meetings.

1 2 3 4 59. The supervisor tells staff of new ideas he has run across.

1 2 3 4 60. Employees talk about leaving the school system.

1 2 3 4 61. The supervisor checks the ability of staff to carry out specific tasks.

1 2 3 4 62. The supervisor is easy to understand.

1 2 3 4 63. Employees are informed of results of the supervisor's visit.

IF YOU WORK DIRECTLY WITH THE STUDENTS PLEASE ANSWER THE FOLLOWING QUESTIONS.

1 2 3 4 64. Employees spend time after work with students who

have individual problems.

1 2 3 4 65. Extra books are available for classroom use.

1 2 3 4 66. Student progress reports require too much work.

1 2 3 4 67. Routine jobs interfere with the job of teaching.

1 2 3 4 68. Employees help select which courses/programs will be taught.

PLEASE COMPLETE THIS SURVEY AS SOON AS POSSIBLE PLACE IT IN THE ENVELOPE PROVIDED AND RETURN TO BARRY IMBER.

THANK YOU FOR YOUR COOPERATION IT IS MUCH APPRECIATED.

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