

Where is the school cultural organization within schools headed?

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1. **Organizational culture** - basic assumptions shared by all members of the organization, and is taken for granted. Premises of culture usually unconscious in the eyes of friends, and determine the values of the members of the organization. Organizational culture in schools is reflected in characteristics and its existing organizational climate.
2. **Organizational problems** - all the problematic issues of concern to the school (resources, discipline, teacher standards, relationships, community relations, academic achievement, corporate communications, grinding).
3. **Behavior patterns** - is any form of behavior repeated over time. Each of us has many patterns that accompany us throughout the day in different situations in our lives: patterns of thinking, response patterns, patterns of communication and expression, emotional patterns and more.
4. **Educational Leadership** - Management and leadership are efficient and effective maintenance of the existing organizational arrangements at school. Good management is often based on leadership skills. Is important both managing and leading due to the need changes from time to time.
5. **Education work team** - a team is a group of people with a high degree of interdependence, aimed at achieving the goal or complete a task. Team members agree on the purpose for which the only way to achieve it is to work together.
6. **Organizational paradigm** - helps in understanding the modes and limits perception large organizations. Paradigm is obvious the organization, directs the way it works and thinks. The power of the paradigm is that it creates order and organization agreed picture of reality and therefore allows many elements work together.
7. **The organizational climate** - a process of cultural translation organization. For the most part defined climate pattern that repeats itself in terms of behaviors, opinions, values and feelings that characterize the work in the organization. Organizational climate

fluctuations depends on the environment and the time and considered most of my time and just more than an organizational culture change.

8. **Organizational reflection** - reflection is thinking reflects the action, before, during or after the operation, which aims to explain the practical knowledge accumulated as a result of practical experience of planning implementation and evaluation of the action. Practical management tool and an excellent analysis of organizational processes.
9. **The school values** - a set of interpersonal values, social paradigms and civilian builders in central behavior culture studies, and who is part of encouraging desired behaviors system.
10. **Transparency in school**-organizational transparency and sharing of information describing the conduct of an enabling school care and school systems and the construction of an atmosphere appropriate school culture

Abstract

In the past couple of years, a complex and competitive competition has been reated amongst various organizations which are ascribed to the business and public sectors alike. The competition is one of the outcomes of the economic and employment situation which pushes organizations into changes into paradigmatic changes as well as changes in the organizational culture in order to create a competitive advantage for themselves (Fogel; 2004).

How these questions relate to the educational establishment, in schools?

How critical is the ability of the educational organizations in dealing with these issues?

(Peddler, Buryone, & Boydell, 1989). Garratt (1999) claims that once an optimal organizational culture shall be adopted in schools, a large part of the problems currently faced by schools and which are the concern of school Managements and staffs, as well as communities and decision makers, shall be able to be better dealt with. What is the place of the educational institutions – the schools – in this array?

Schools are organizations which are similar to many other institutions and organizations, as far as the way they are run from the organizational- management aspects (Kruse & Louis, 1997).

Brown (1996) emphasizes that schools are characterized as organizations which combine

strategic components, cultural organizations, and a system of regulations which work together. Schools are supposed to cast educational, administrative, and maintenance contents into the cultural circles or layers. These contents are coordinated amongst the teaching staff, the administrative staff, the various service providers, and the external organizational system of supervision. In addition, Carson (1999) claims that the professional conduct which is accompanied by an organizational paradigm which supports the implementation of the proper organizational culture, which, when accompanied by proper and effective work plans, is likely to insure success in fulfilling the goals of the organization, and amongst these, the academic goals which schools are expected to achieve.

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In the past couple of years, a complex and competitive competition has been created amongst various organizations which are ascribed to the business and public sectors alike. The competition is one of the outcomes of the economic and employment situation which pushes organizations into changes into paradigmatic changes as well as changes in the organizational culture in order to create a competitive advantage for themselves (Fogel, 2004).

The current research literature which deals with the topic of the organizational culture refers mainly to the difficulties in the cultural factors which derive mainly from the organization itself, as well as from the work staffs. The conflicts and disagreements are the outcome of having faulty organizational and interpersonal forms of communications, which are troublesome as far as the way the regulations are defined, implemented, and enforced. On top of that, organizations suffer from bureaucracy, the governmental efforts to privatize various systems, and placing the blame on insufficient products for stakeholders (Adey & Shaver, 1994).

The call of the public leads a great deal of leaders of organizations to a feeling of an on-going lack of organizational relevance, as well as to thoughts concerning the future of the organization.

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(Peddler, Buryone, & Boydell, 1989).

Coping and learning are crucial to the development and survival of each and every organization – and for schools in particular (Garratt, 1990). Whether we are referring to a business-type or commercial-type of organization, or whether it is a public type of organization, such as a school or a hospital, all of the organizations compete on limited resources. In addition, they all must also deal with rapid and complex changes. Whilst this situation, organizations make an effort to improve the quality of their service components, and in order to do so, they must accommodate within themselves a proper organizational framework.

Garratt (1999) claims that once an optimal **organizational culture** shall be adopted in schools, a large part of the problems currently faced by schools and which are the concern of school managements and staffs, as well as communities and decision makers, shall be able to be better dealt with.

What is the organizational culture and what is its importance?

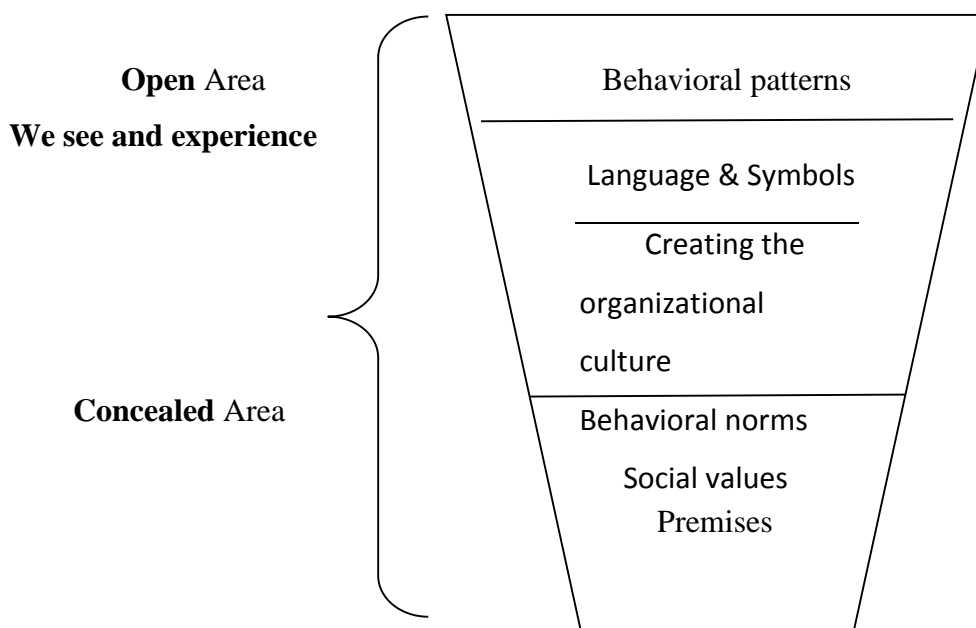
Smircich & Calas (2013) perceive the organizational culture as a **collection of joint premises to all of the members of the organization, which are perceived as obvious**. These premises are perceived as unconscious by most of the organization's members and they are the ones which determine their values.

In contrast to them, Samuel (1990) has chosen to define the culture which is common within the organization as **patterns of thinking and behavior which include symbols, beliefs, values, and expressions which are common to the organization in its entirety**. Samuel (ibid) further claims that the patterns are divided into layers, which are then split into **open and concealed** areas. These areas are experienced by the individual within the organization. In essence, every single individual (whether a worker, an internal, or an external customer) experiences a particular context of the cultural organization in each encounter with it.

We understand that the concealed area is felt during our stay within the organization, when we experience the atmosphere of the place, and consolidate a position concerning the way in which the operation is run. When we come in contact with the workers of the organization, the way in which they provide services, this allows us to progress into the stage which is more open. In this area, we are exposed to symbols and language, as well as to any particular symbol which we may come across.

Below is the division of layers, as presented by Samuel (1990)

Diagram No. 1 (Samuel, 1990)



Samuel (1996) translates the dynamic organizational culture **as a factor which determines the reality in which the organization deals with the existential problems of which it is occupied**, and the way the organization adjusts to its surrounding environment. The reaction pattern puts down its roots and it is assimilated in this manner by the workers of the organization.

Shine (1993) presents an innovative manner as per the way the characteristics and components of the organizational culture which exist within a given organization. He bases his theory on a model which focuses on the **functional** approach, which focuses on the individual or the person who fulfills a particular role. According to the spirit of the functional approach, the embroidered organizational culture is a **collection of norms and values which are shared by the management and the workers and which create the basis to the cohesion and the cooperation amongst the various organizational staffs**.

Furthermore, Shine (1993) mentions the conflicting approach, known as the **institutional approach**, whose founders claim that the organizational culture is actually a tool for work and control of the management (**the institution**) in its workers, and every attempt to criticize it is the privilege only of the management.

The model suggested by Shine describes in detail the mosaic named "organizational culture", which he claims is divided into three main layers: The premises, the values, and the external characteristics. The first layer, the **premises**, refers to the beliefs and positions which are shared by the workers of the company. These beliefs may be expressed by the "statuses" which exist within the organization, the rights and obligations, and the way the burden and responsibility are being divided. The second layer, **the values**, refers to the declared, absolute organizational norms, such as the outlook, commencing with the desired behavioral manner and regulations, and concluding with the way decisions are being made. The third layer, **the external characteristics**, refers to all of the external and physical characteristics which are clearly seen when an external guest visits the organization. The visitor hears and feels the existing atmosphere of the organization and its workers. According to Shine, the external characteristics include the behavioral forms (such as expressions and gestures) as well as objects, the way the building looks, the space and the physical objects.

The three layers of Shine may be presented vertically in pyramid shape. Shine describes **the three layers** in a hierarchic, structured form, such as the **first layer** (the premises) represents the most abstract and basic level, values which have become established and became the basis for the organizational behavior and conduct. **The second layer** is located above the base layer and deals with the organizational value. On top of these is **the third layer**, which expresses

the external characteristics which represent the physiological and behavioral basis of the "cultural organization". A clear imagination exists between the definitions and analysis presented by Samuel (1990) to that which is presented by Shine (1993).

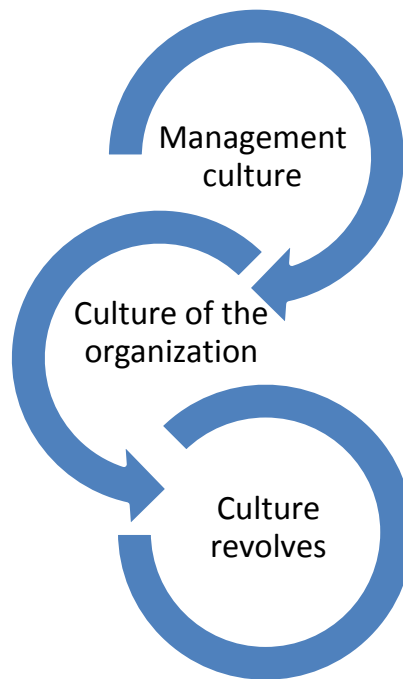
In his book, "**Organizational Civilization**", Raz (2004) provides an elaborate and precise reference to the professional term and goes in-depth into the various components and theories. According to his theory, the term had flourished in the 1980's in the United States, as a part of the management theories which had been very common at the time. Raz presents an **administrative-functional approach**, meaning one which combines between the **management stream** and the **role and essence of the actual function** within it. In contrast to Shine and Samuel, Raz (ibid) designed a circular model. According to his perception, a circular model exists, which causes a mutual influence amongst each hierarchy. Thus, his suggested model distinguishes amongst three different circles, which shall hereby be described: The management culture, the workplace culture, and the surrounding organizational culture.

The first circle – the management culture – refers to the culture as it is perceived by the management. It thus focuses on the establishment of a value system which, according to the management, should be mandatory to the organization and its workers. This circle places the emphasis on the management perspective and interests.

The second circle – the workplace culture – refers to the cultural values which shall be established as a part of the organizational value system from the viewpoint of the workers. This is a more social perspective, which is derived from the human resources approach, which nurtures the individual within the organizational framework.

The third circle – the surrounding organizational culture – also has to do with the reference and influence of the history of the culture and the influences of its environment on it. In other words, this circle provides a place to the local culture, which actually serves as a part of the socialization which existed prior to the arrival of a particular worker to the organization, as well as to the environment in which the organization is located.

Diagram No. 2: Matrix of Progression of the Organizational Culture (Aviad, 2004)



Undoubtedly, the combination between the three circles in the circular path, meaning the returning to the beginning, shall provide better products, which shall connect all of the individual details into a synchronic, joint culture.

According to Raz (2004), the contribution of the organizational culture is measured by its contribution to the organization. Raz searches for the actual practice, and thus, in his view, there is no doubt that a wide consensus exists as per the vitality of the "profitability" of the organization from its culture. What is the benefit of the organization, other than the social value? The contribution of the organizational culture shall be examined by examining the products from various aspects, the utmost efficiency in the accomplishments of the organization, and the focus on its main doing.

What is the place of the educational institutions – the schools – in this array?

Schools are organizations which are similar to many other institutions and organizations, as far as the way they are run from the organizational-management aspects (Kruse & Louis, 1997). Brown (1996) emphasizes that schools are characterized as organizations which combine strategic components, cultural organizations, and a system of regulations which work together. Schools are supposed to cast educational, administrative, and maintenance contents into the cultural circles or layers. These contents are coordinated amongst the teaching staff, the administrative staff, the various service providers, and the external organizational system

of supervision. In addition, Carson (1999) claims that the professional conduct which is accompanied by an organizational paradigm which supports the implementation of the proper organizational culture, which, when accompanied by proper and effective work plans, is likely to insure success in fulfilling the goals of the organization, and amongst these, the academic goals which schools are expected to achieve.

The educational system is expected to achieve a founded, structured tapestry of organizational culture, inclusive of the schools, which serve as a sub-system, are well-known as work systems with weak and unstable connections which are expressed by lack of communication amongst the parts of the organization and the individuals which compose it (Fox & Hertz-Lazarovitz, 1992). Within this particular system and its accompanying organizational culture, the teacher finds him or herself in professional solitude opposite the goals dictated by the superior organization – the Ministry of Education (Sharan & Shahr, 1990).

Friedman & Bareket (2006) conceptualize the terms of the organizational culture which are relevant to the school system. If we create a "comparison" of terms, we are actually referring to the same premises, values, and external characteristics defined by Shine, the layers defined by Samuel, and the circles defined by Aviad. According to Friedman & Bareket (2006), the organizational values which are at the basis of the organizational culture of schools **are significant to the physical and mental ways of life**, as well as to the academic accomplishments. Friedman (1998) provides a fresh perspective to the topic, referring to the importance on the side of the students, as the culture is the factor which draws the students nearer to the school, or, in other cases, distances them from it.

Indeed, in the past couple of years, a change has occurred. The Israeli Ministry of Education has begun placing significance on the schools' need for an organizational culture. It has also named it as **organizational climate**. The reference to this matter comes simultaneously to the Ministry's decision to begin defining standards to the academic, social, and emotional organizational climate, and to examine those using standardized tests, such as the "Meitzav" Tests.

The "Meitzav" Tests, which in Hebrew are initials for "Measures of School Efficiency and Growth", serve as a system of measures and tests performed by the students, whose purpose is receiving credible information regarding the functioning of the school in the various subjects taught. This information (alongside information received from other sources) assists the schools

in performing an **organizational reflection** on the academic process undergone by the schools in the major subjects taught, as well as with regards to the emotional and social school climate in which the learning occurs.

Friedman (1998) claims that the **organizational values** influence all of those in the school. These organizational values motivate the behavior and manner of those individuals or organizations, as far as the making of decisions is concerned. These choices express a preference to **particular values**, which are reflected, amongst other things, via the patterns of conduct and the everyday situations which occur in the schools, and which serve as their organizational culture. Having said that, it is important to understand that the school culture is dynamic and affects those which join it, but at the same time, this culture is constantly being formed by its participants. Thus, various schools possess different organizational value profiles, and thus, they possess a different organizational culture (Friedman, 1998).

Friedman & Almog-Bareket (2006) examined the organizational values in schools as these are perceived by the teachers. Their focus was mainly on the organizational values which motivate the school staff. The results of their study established the existence of seven organizational values in schools. These are: Autonomy, ambitiousness, innovation, welfare, conformity, creation of a framework, and conservativeness. **These values shall hereby be elaborated.**

The value of **autonomy** refers to the internal focus and decision making model, according to which the school staff and students are encouraged to reach independent decisions, to change things, and to act out of self-direction. This does not mean that there is no regard to the surrounding environment, but rather, that the autonomic decisions serve as a major part of that daily school schedule.

The value of **achievement** refers to the definition of goals and recruitment of all of the personal and professional powers of the teachers and students, in order for those to be achieved. These goals express a need and desire to excel and to present excellence in the presence of stakeholders.

The value of **innovation** has to do with the constant search for new initiatives, challenges, and goals, as well as for new ways with which to achieve them.

The value of **welfare** concerns the recognition in the value of each and every person – students, teachers, and parents – as far as their personal needs and uniqueness are concerned, whilst insuring the existence of a proper connection of the individual with his or her surroundings.

The value of **conformity** refers to the existence of an external focus of decision making, according to which the members of the organization make their decisions, based on clear

guidelines which dictate them superior external or internal authority. The members of such organization accommodate themselves to the norms of the organization.

The value of **creation of a framework** has to do with the existence of well-known and acceptable work arrangements, maintaining regulations and behavior which are in accordance with the regulations and rules of the organizations. These are intended to acquire the students with discipline and order habits, as well as to keep the students and teachers safe from hurt and violence.

The value of **conservativeness** refers to refraining from changes, preserving familiar work patterns, careful maintenance of familiar thinking and discipline patterns, respecting authority, and limiting the uncertainty to the minimum possible.

Before judging the quality of the organizational culture in schools, it is important to understand how such an organizational culture is created within the schools.

Just like any other human-cultural texture, the organizational culture in schools consolidates over time. What is important is not to base the organizational culture on a particular model, but rather, to realize that this is usually a slow process which takes time to complete. The culture which is being developed within the school is being influenced by human factors which influence its direction and essence. Amongst these is the influence of the leaders of the organization, i.e.: the school principal, the teachers, and the staff, the parents, various factors within the community, as well as external factors, such as city hall, educational inspectors, etc. (Schien, 1993).

The contribution of the organizational leaders (the school principal and his or her vice-principals and coordinators of the grades and academic fields) is the most critical factor. Similarly to their essentiality in other organizations, the schools also require their input as far as proper building of the school organizational culture is concerned (Jones & Morin, 2000).

Jones & Morin (2000) state that the school principals, as the school's leading force, are expected to take care of the composure of the institutional culture. These leaders bring with them a baggage of experiences, beliefs, and opinions as per the way that schools should be designed and managed.

With their assistance, the organizational paradigm should take on several formations, as listed below:

- a. The behavioral code of the school shall be composed based on the array of inter-personal values: Dialogue with fellow-men, the way the appeals are made, the dress code, the treatment towards teachers, workers, students, parents, and various factors in the community. In addition, it is possible to seek work skills as a manner in which to make decisions, the level of transparency within the organization, and the cooperation level of the staff.
- b. Their reaction to situations and conflicts, such as discipline situations, crisis, and frustration amongst the staff.

Schachar, Sass, & Sharan (2007) shed a different light on the school culture and claim that schools have a widespread organizational culture, which is characterized by strong and weak points, which are characteristic of every institution. These components appear as questions which occupy every school, but will function properly, or an inferior manner, in accordance to the existing culture within it. These components include, for example:

1. Vision, goals, and school objectives – Do they exist? How are they translated into a work program? Does the school make efforts to achieve them? How is the school vision defined?
2. The efficiency of the work performed by the educational staff – Do regular staff meetings occur? How efficient is the operation of the staff in the organizational synchronization? To what extent is the transferal and sharing of information transparent? Is it done efficiently? How is this measured?
3. What is the quality of the connection and interactions amongst all of the workers of the system? Are there indeed methods of communications which are applied and characterized by prominent unique points of emphasis?

Professional transparency as a means of implementation of the organizational culture in schools

Schools store within themselves a great deal of information. One of the best tools for fulfilling the culture of cooperation and transparency is the joint work which is performed by the teachers (Keefe et al., 2004). Prior to beginning doing this, the school staff must move to a phase of determining the readiness to teaching in cooperation and transparency (Murawski & Dieker, 1995). According to Murawski & Dieker (ibid), the clarification of roles, fields of responsibilities and expectations, and establishing a time schedule for joint planning and effective, available, and consecutive form of communications are the basis to building a model of efficient and effective work culture.

Friend & Cock (2002) add that in such a work culture, which allows the instruction to cater itself to the various, heterogeneous needs of various students. This culture is very widespread when working with students who have special needs and whom are integrated within the regular classroom, as far as the cooperation amongst the teachers and working staff, etc. **The professional literature which deals with the world of teaching** provides an answer to the needs which arise from the field. Shachar, Sass, & Sharan (2007) present statements which arise from the school. Characteristics such as the efficiency level of the work of the staff, the quality of the connection amongst the staff members, and the true picture concerning the existing physical conditions receives a professional reply as far as any matter which arises. For the most part, schools are successful in establishing an organizational culture which is a by-product of the character of the management and their lifestyle, and these are expressed in the ways in which problems are solved.

To summarize, the organizational culture which exists in schools is similar to that which exists in other work organizations. The human factor is a major component in the existence or lack of existence of hierarchy, statements, or any other platform. It is not important which method is used for choosing the required organizational culture – in any case, its presence is critical. Today's schools serve as a greenhouse for nurturing the utmost cultural organization, knowing that the target audience and the community expect the students to absorb personality and cognitive tools which shall assist them in their future.

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