People Matter: 2004
Organisational Health in LEA

*Understanding Organisational Health
in Lutheran Schools:
Exploring the Critical Link Between Leadership,
School Climate and Staff Well-being*

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Lutheran
EDUC★TION
Australia

Overview

Introducing Organisational Health

In this part, delegates will be introduced to the organisational health framework. We will consider the relationship between occupational stress and morale, and will gain an understanding of the major personal and organisational factors which contribute to staff well-being and organisational performance.

The Critical Role of Leadership in LEA

In this part, delegates will explore the critical role of leadership in driving staff motivation and school performance. We will consider the relationship between leadership and school climate, and examine ways in which school leaders can build a high-performing work environment that engages and motivates staff.

Working With Organisational Health Data

In this part, delegates will explore the best ways in which to link organisational health data to school improvement strategies. We will examine previous 'best practice' that has led to sustained improvements in the motivation of staff and the performance of schools, and will practice the interpretation of sample reports.

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People Matter – Research in LEA

During 2004, 15 Lutheran Schools participated in a comprehensive assessment of leadership, school climate and staff well-being. The survey instrument used in this project has been used extensively in the education sector throughout Australia – providing an opportunity to examine the quality of people management practices in Lutheran schools.

	Invited	Completed	Response Rate
LEA Overall	698	538	77.1%
Range for all Schools			40-100%
Median for all Schools			84.0%

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School Organisational Health
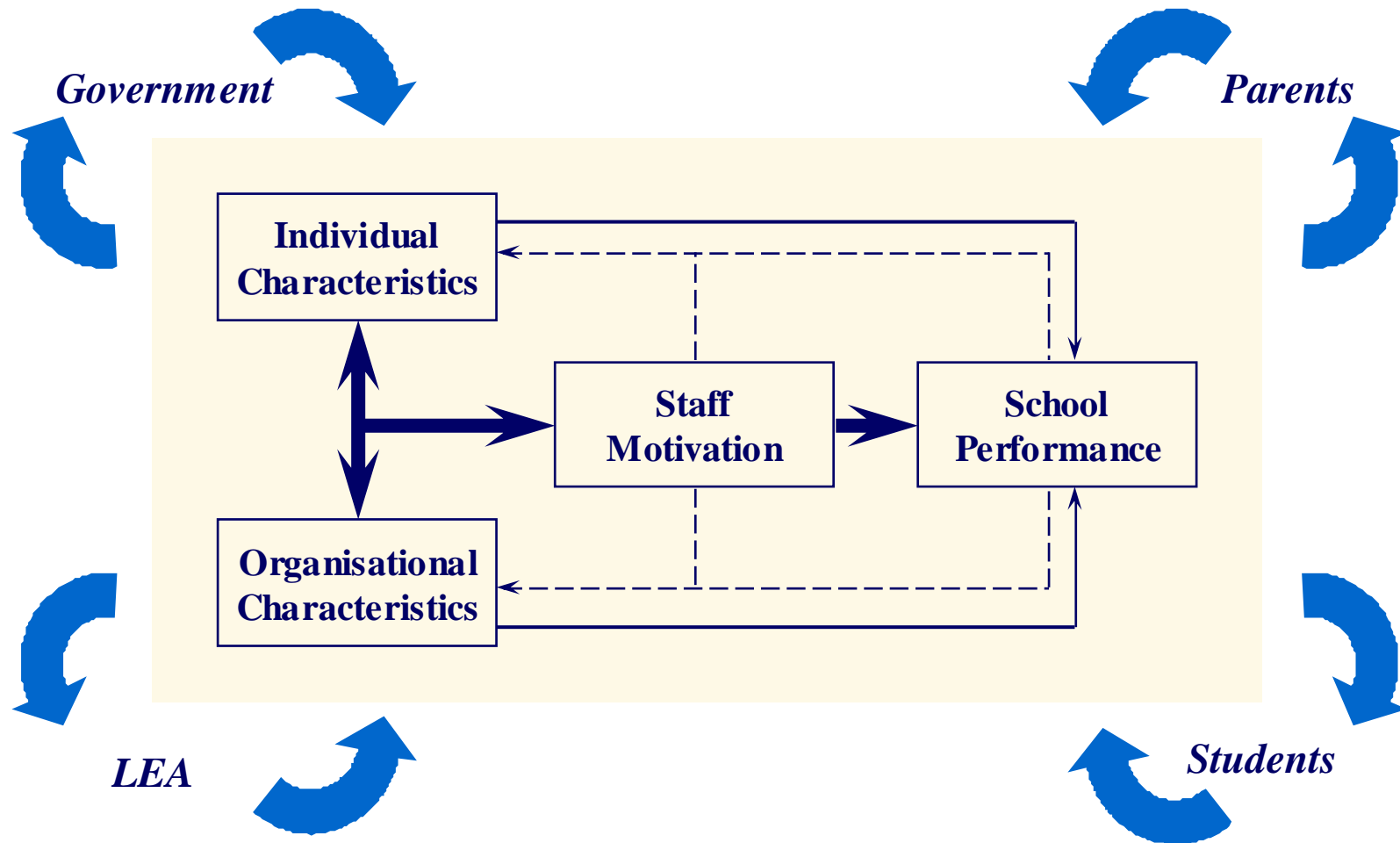
Is Conventional Wisdom Misleading?

**Is the culture of the system really
that different from the culture in individual schools?**

**Are conditions, resources, and structures more
important than culture in motivating and retaining staff?**

**Is there really a link between staff satisfaction,
student learning outcomes, and parent satisfaction?**

Is teaching in LEA really stressful?

**Are stress and morale really the opposite
sides of the one coin?**

Are younger staff really that different from older staff?

Humorous Definition

Stress *can be defined as the conflict created when one's mind overrides the body's basic desire to choke the living daylights out of some !#@$! who desperately deserves it!*

Practical Definitions

Distress **refers to the negative feelings that people experience as a result of their work**
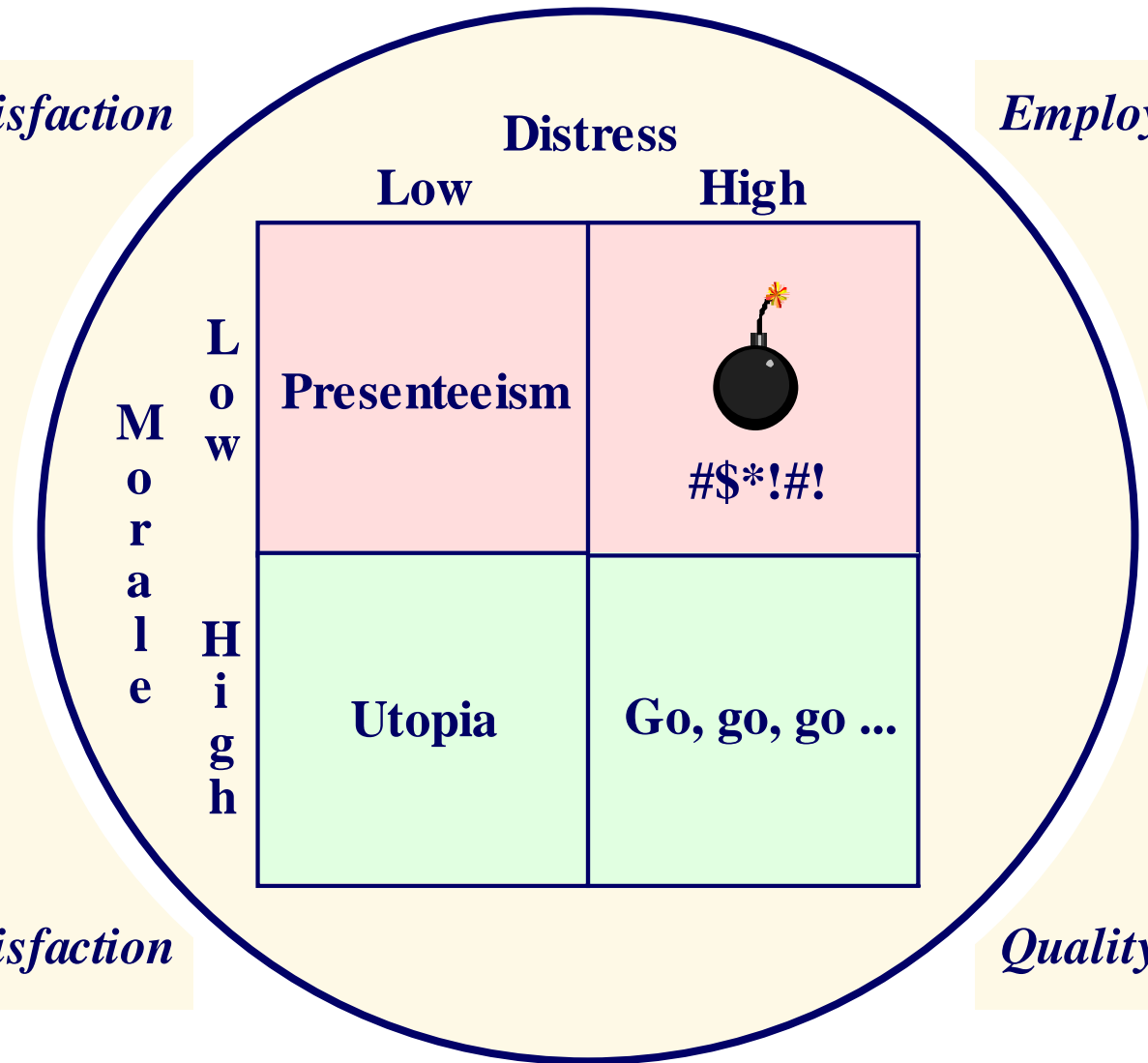
(e.g., anxiety, depression, frustration, worry)

Morale **refers to the positive feelings that people experience as a result of their work**

(e.g., energy, enthusiasm, pride, team spirit)

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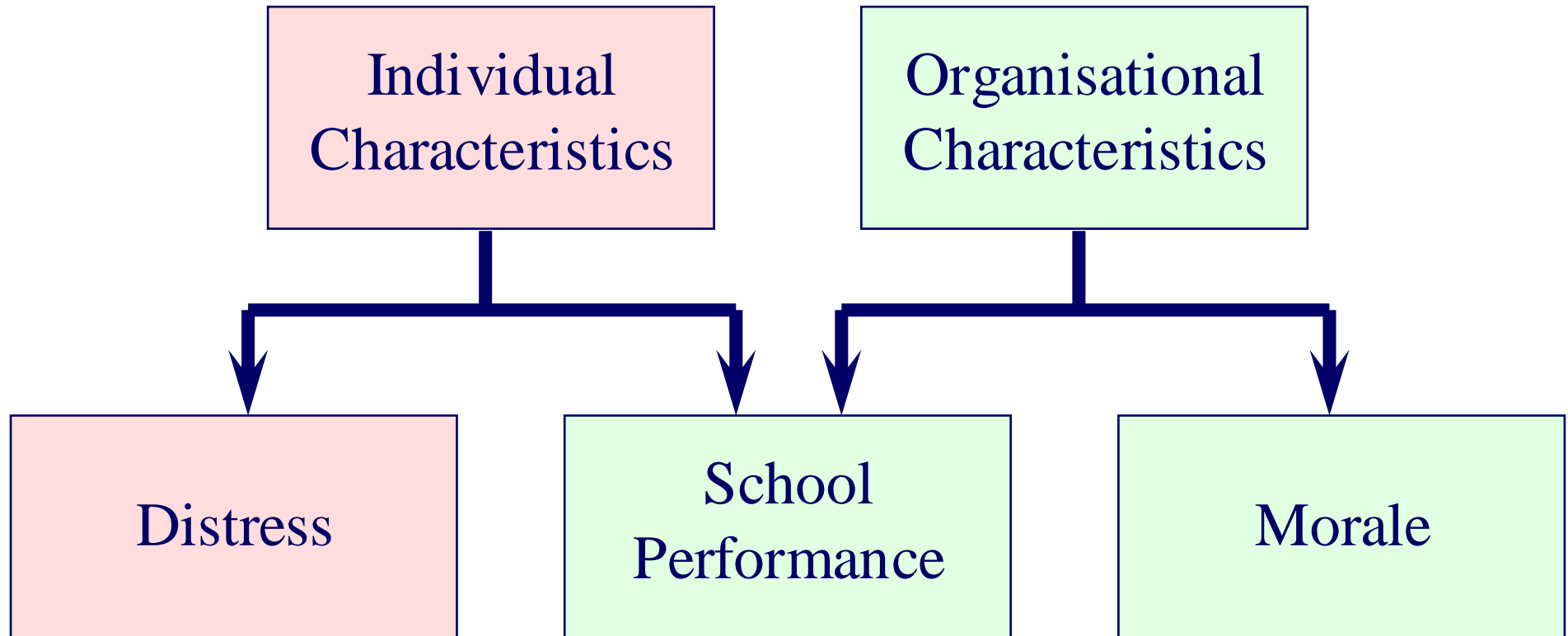# Emotion is the Key to Staff Motivation

Key Drivers of School Organisational Health

Individual Characteristics

Organisational Characteristics

Distress

School Performance

Morale

Based on Hart & Cooper (2001)

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Research Evidence in Education

Individual Morale		Individual Distress		Workplace Morale		Workplace Distress	
		Emotionality	67				
Organisational Climate	**51**	**Organisational Climate**	**-36**			**Organisational Climate**	**-60**
Sociability	30	Negative Work Experiences	23	**Organisational Climate**	**85**	Emotionality	45
Emotionality	-30	Positive Work Experiences	-10	Emotionality	-29	Negative Work Experiences	25
Positive Work Experiences	28	Sociability	05	Sociability	15	Emotion Focused Coping	04
Negative Work Experience	-18	Emotion Focused Coping	03				

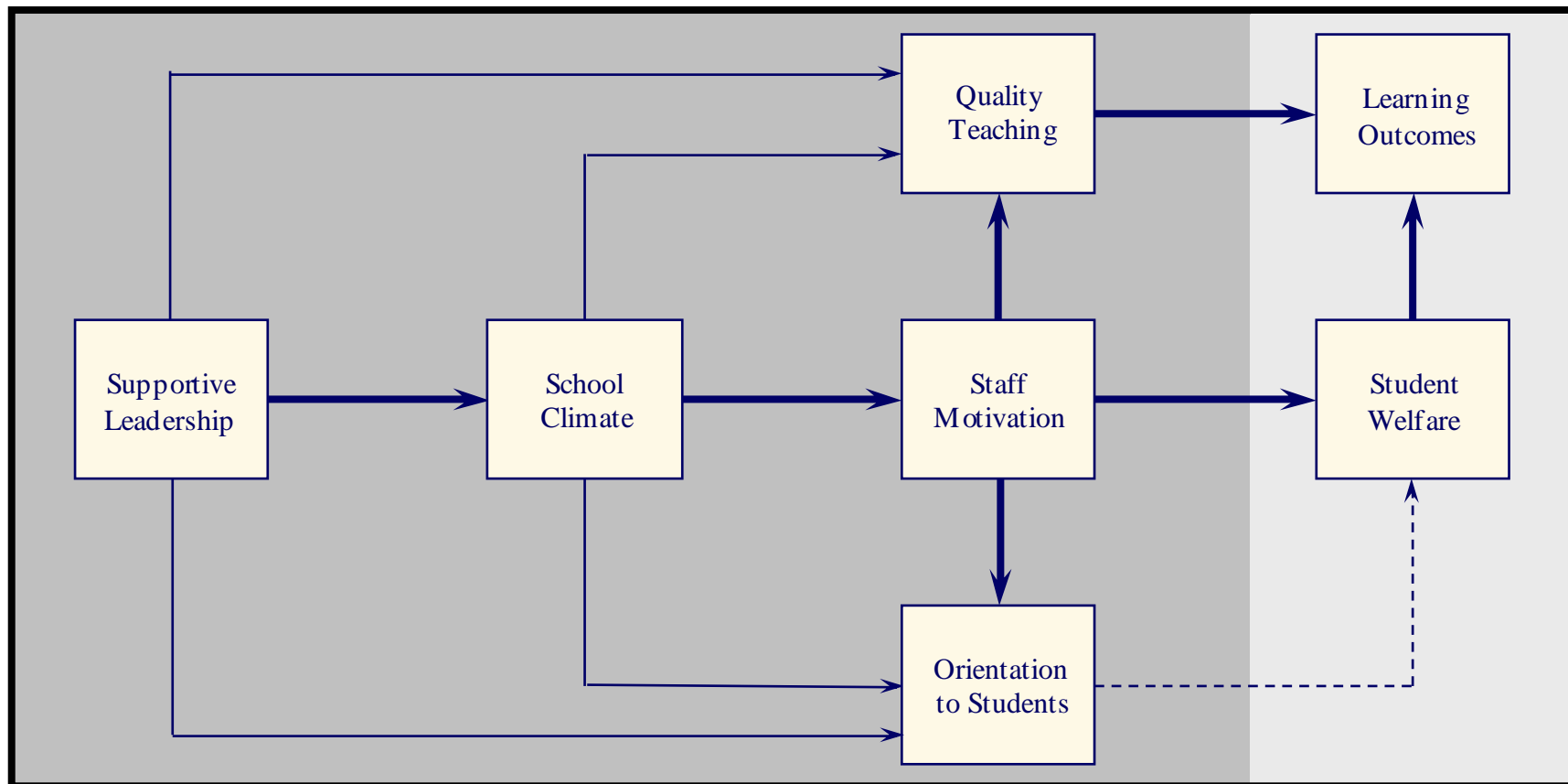insight**SRC**

Linking Leadership to Parent Perceptions

Core business outcomes are not necessarily driven by those factors that are typically believed to be important!
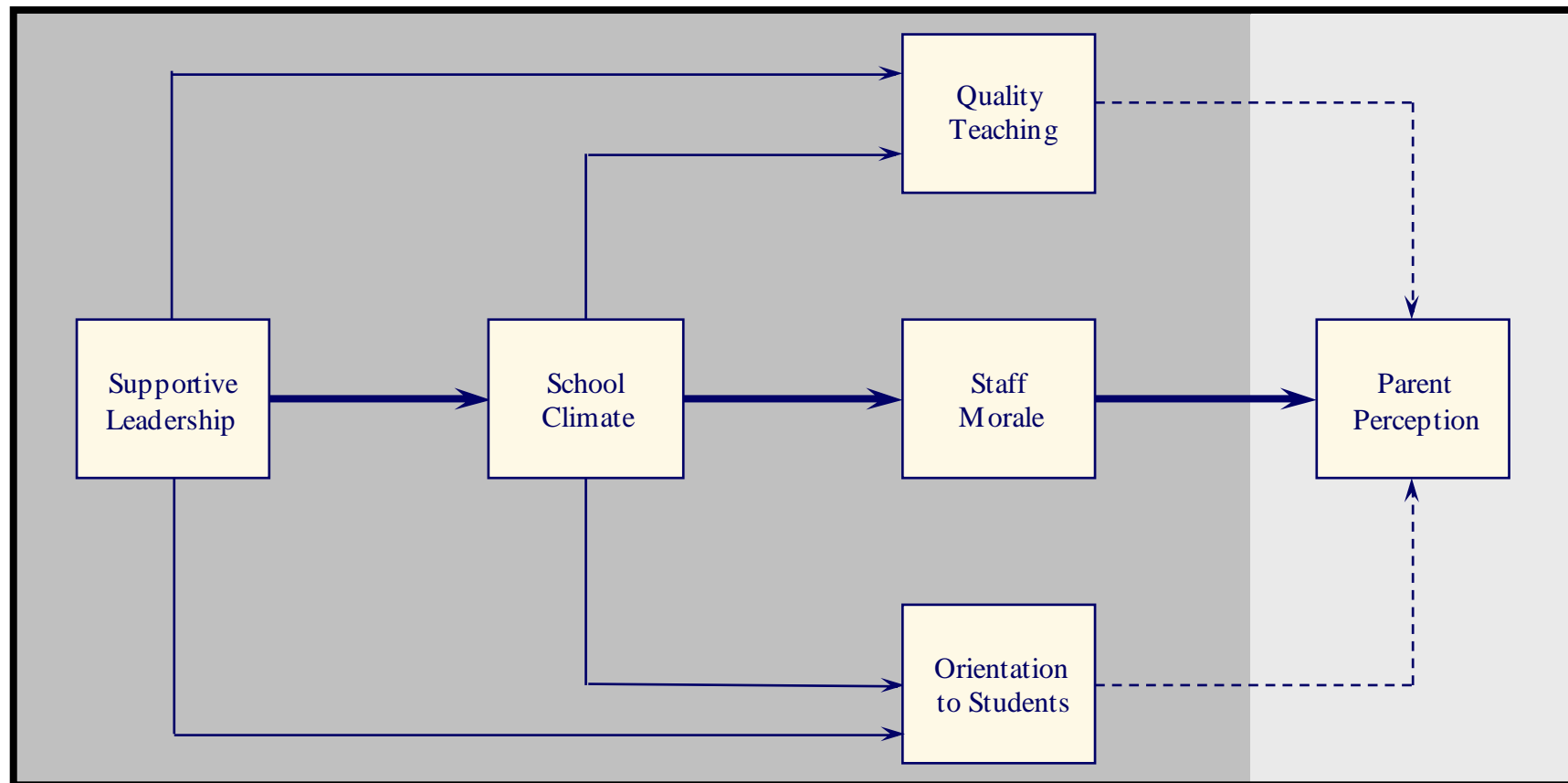
Based on Excellence Through Leadership (Victoria) and School Improvement Review (Tasmania)
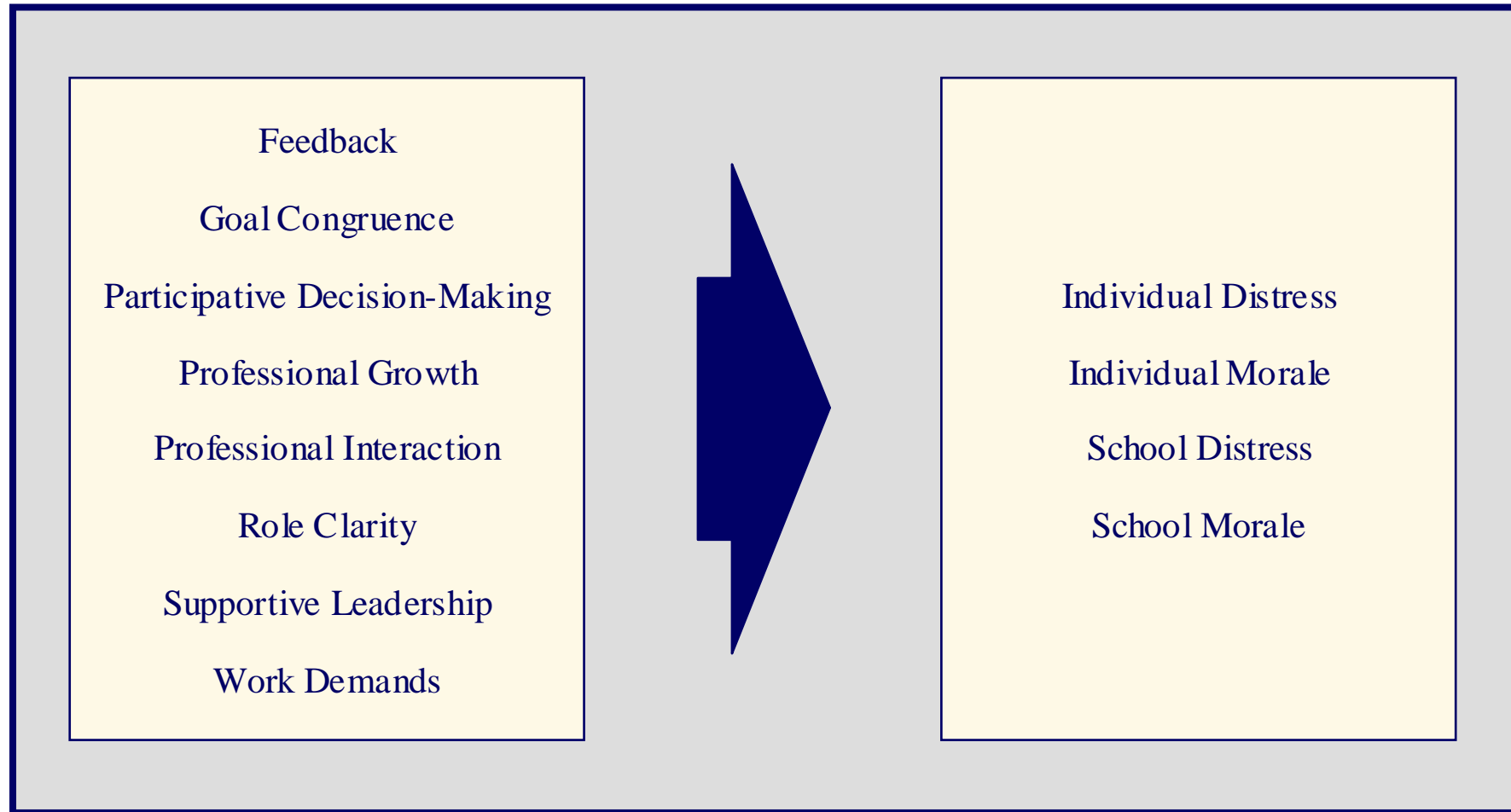
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Making a Difference to Student Outcomes

The quality of leadership and school climate is critical in driving the quality of student well-being and learning outcomes

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Critical Aspects of Team Climate & Motivation

Feedback

Goal Congruence

Participative Decision-Making

Professional Growth

Professional Interaction

Role Clarity

Supportive Leadership

Work Demands

Individual Distress

Individual Morale

School Distress

School Morale

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School Organisational Health Questionnaire

Generic Components

Career Opportunities

Excessive Work Demands

Feedback

Goal Congruence

Participative Decision-Making

Professional Growth

Professional Interaction

Role Clarity

Supportive Leadership

+

School Components

Effective Discipline Policy

Curriculum Coordination

Learning Environment

Misbehaviour (School)

Misbehaviour (Classroom)

Student Decision-Making

Student Orientation

Student Motivation

Motivational Components

Individual Distress

Individual Morale

Job Satisfaction

School Distress

School Morale

Christian Community

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Levels of Organisational Health
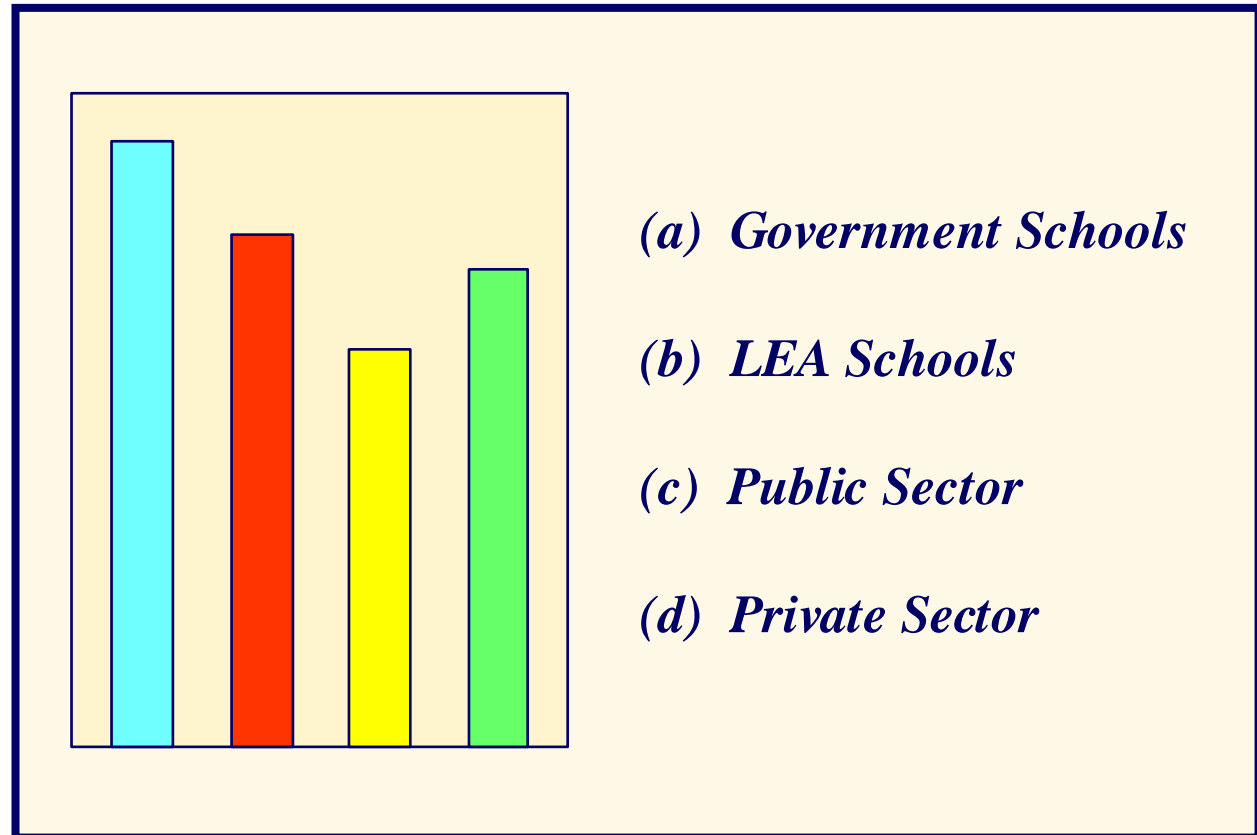
(a) Government Schools

(b) LEA Schools

(c) Public Sector

(d) Private Sector

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Organisational Health in LEA

LEGEND

1. Individual Morale
2. School Morale
3. Supportive Leadership
4. Role Clarity
5. Professional Interaction
6. Participative Decision-Making

7. Goal Congruence
8. Appraisal & Recognition
9. Professional Growth
10. Job Satisfaction
11. Career Opportunities
12. Curriculum Coordination

13. Effective Discipline Policy
14. Christian Community
15. Student Orientation
16. Student Motivation
17. Student Decision-Making
18. Learning Environment

19. Student Misbehaviour
20. Classroom Misbehaviour
21. Excessive Work Demands
22. Individual Distress
23. School Distress

Aust. Education Benchmark — Lutheran Education Australia 2004(538)

| 1-2, 22-23 | 3 | 4 | 5-7 | 8-9 | 10-21 |
| Motivation | Empathy | Clarity | 15 Engagement | Learning | Outcomes |

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Range of LEA School Performance
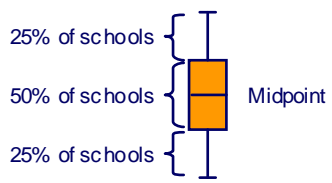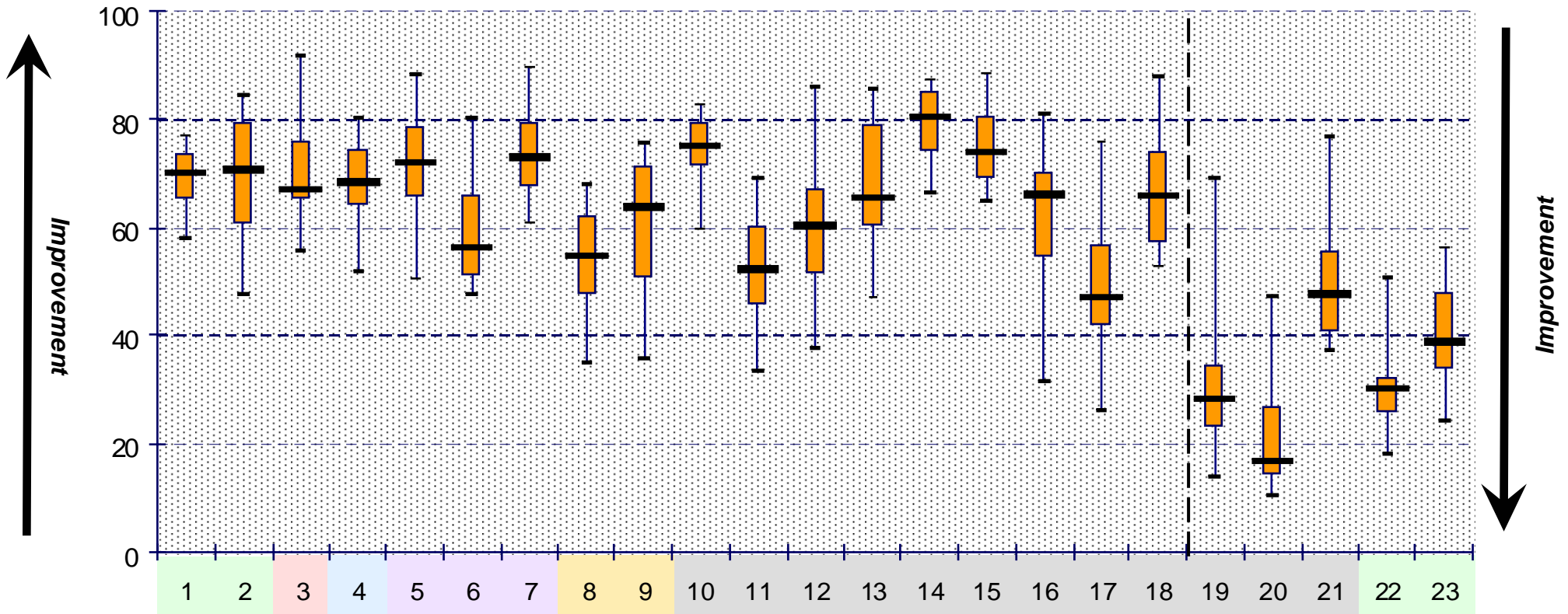
LEGEND

1. Individual Morale	7. Goal Congruence	13. Effective Discipline Policy	19. Student Misbehaviour	
2. School Morale	8. Feedback	14. Christian Community	20. Classroom Misbehaviour	
3. Supportive Leadership	9. Professional Growth	15. Student Orientation	21. Excessive Work Demands	
4. Role Clarity	10. Job Satisfaction	16. Student Motivation	22. Individual Distress	
5. Professional Interaction	11. Career Opportunities	17. Student Decision-Making	23. School Distress	
6. Participative Decision-Making	12. Curriculum Coordination	18. Learning Environment		

1-2, 22-23	3	4	5-7	8-9	10-21
Motivation	Empathy	Clarity	Engagement	Learning	Outcomes

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Differences Among Occupational Groups

LEGEND

1. Individual Morale
2. School Morale
3. Supportive Leadership
4. Role Clarity
5. Professional Interaction
6. Participative Decision-Making
7. Goal Congruence
8. Feedback
9. Professional Growth
10. Job Satisfaction
11. Career Opportunities
12. Curriculum Coordination
13. Effective Discipline Policy
14. Christian Community
15. Student Orientation
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18. Learning Environment
19. Student Misbehaviour
20. Classroom Misbehaviour
21. Excessive Work Demands
22. Individual Distress
23. School Distress

Teaching 2004(326)   Non Teaching 2004(190)   Principal 2004(14)

1-2, 22-23	3	4	5-7	8-9	10-21
Motivation	Empathy	Clarity	Engagement	Learning	Outcomes

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What is Behind Supportive Leadership

People
- Manages People
- Seeks Feedback
- Builds Community Relationships
- Supports Staff (Client Difficulties)

Development
- Coaches Staff
- Effectively Manages Change
- Values Training & Development

Core Business
- Effectively Manages Projects
- Provides Direction
- Creates a Learning Environment
- Is Entrepreneurial
- Builds Own Skills

Supportive Leadership

being approachable

knowing the problems staff face

supporting staff

communicating well with staff

can be relied upon

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School Leadership - External Benchmark Comparisons

People Focus   **Development Focus**   **Core Business Focus**

Improvement

LEGEND

1. Manages People
2. Seeks Feedback
3. Builds Community Relationships
4. Supports Staff (Parents & Students)

5. Coaches Staff
6. Effectively Manages Change
7. Values Training & Development
8. Builds Skills

9. Entrepreneurship
10. Creates a Learning Environment
11. Provides Direction
12. Effectively Manages Projects

Public Sector   Private Sector   Experienced Prins   Lutheran Education Australia 2004 (538)

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Range of LEA Principal Ratings

People Focus　　　　**Development Focus**　　　　**Core Business Focus**

Improvement

LEGEND

25% of schools	1. Manages People	5. Coaches Staff	9. Entrepreneurship
50% of schools — Midpoint	2. Seeks Feedback	6. Effectively Manages Change	10. Creates a Learning Environment
25% of schools	3. Builds Community Relationships	7. Values Training & Development	11. Provides Direction
	4. Supports Staff (Parents & Students)	8. Builds Own Skills	12. Effectively Manages Projects

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# *Differences Among Occupational Groups*

People Focus   **Development Focus**   **Core Business Focus**

Improvement
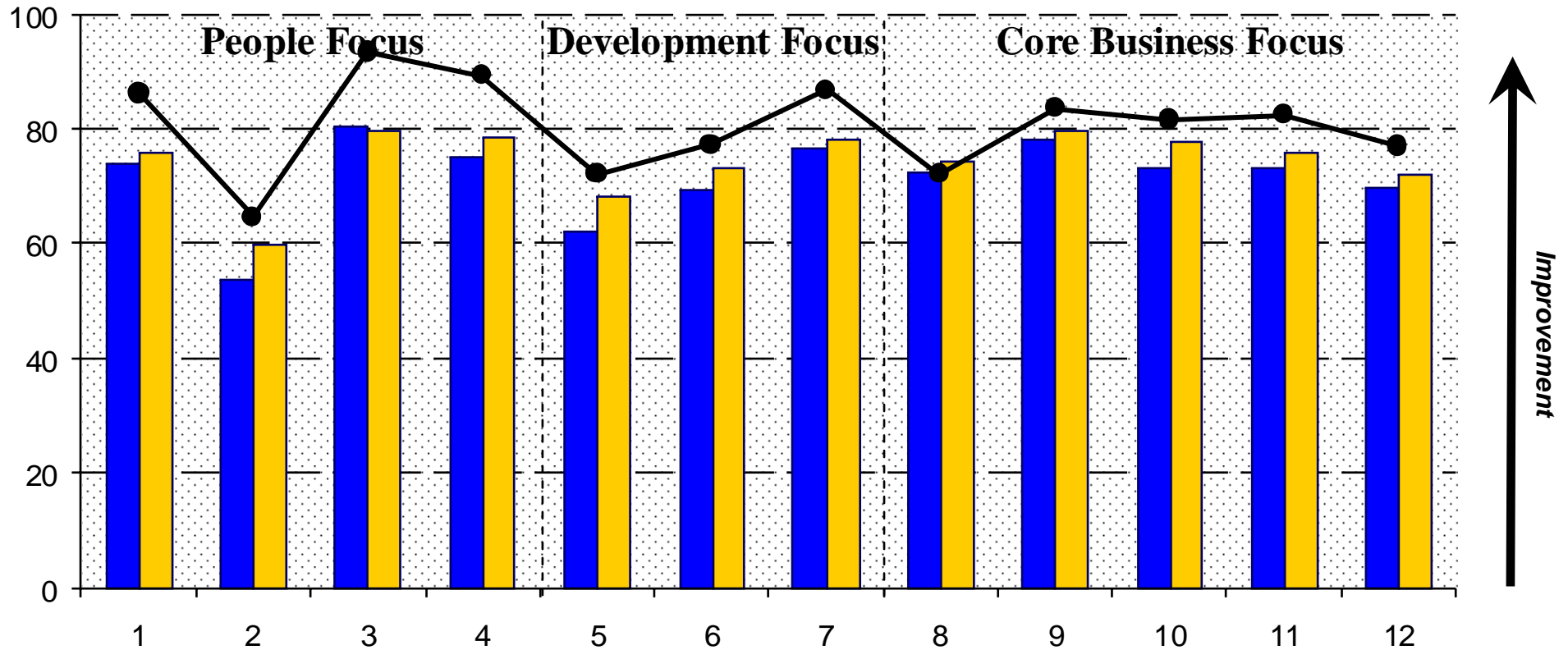
LEGEND

|		
1. Manages People	5. Coaches Staff	9. Entrepreneurship
2. Seeks Feedback	6. Effectively Manages Change	10. Creates a Learning Environment
3. Builds Community Relationships	7. Values Training & Development	11. Provides Direction
4. Supports Staff (Parents & Students)	8. Builds Skills	12. Effectively Manages Projects

■ Teaching 2004(326)   ■ Non Teaching 2004(190)   ●— Principal 2004(14)

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Building a Quality Team Environment

Research in a wide variety of organisations, including those in the education sector, demonstrates that the four key elements of Empathy, Clarity, Engagement and Learning underpin the quality of the team environment. More importantly, employee opinion data and the evaluation of development practices in a range of organisations has shown that these key elements underpin employee motivation, discretionary effort, and customer experience.

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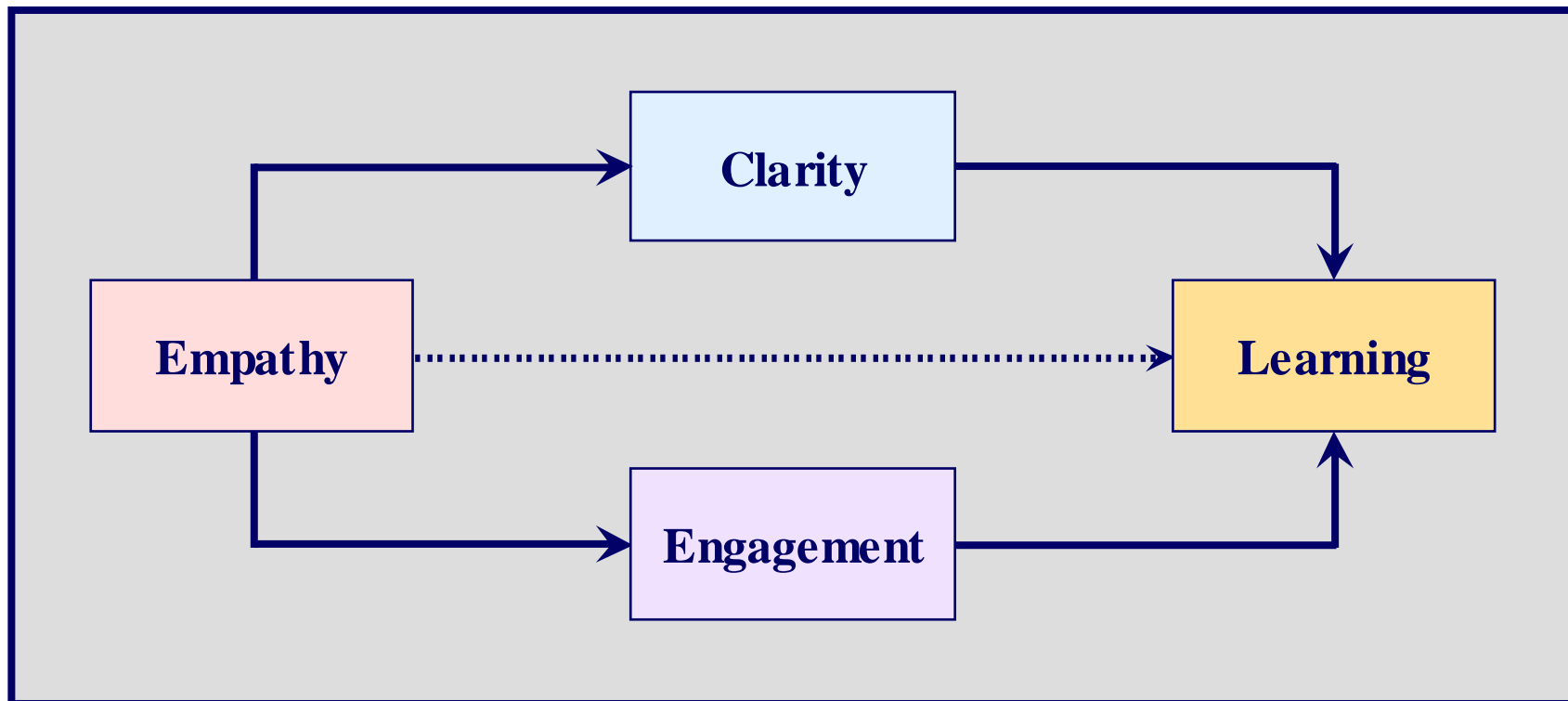
Best Practice Model of People Management
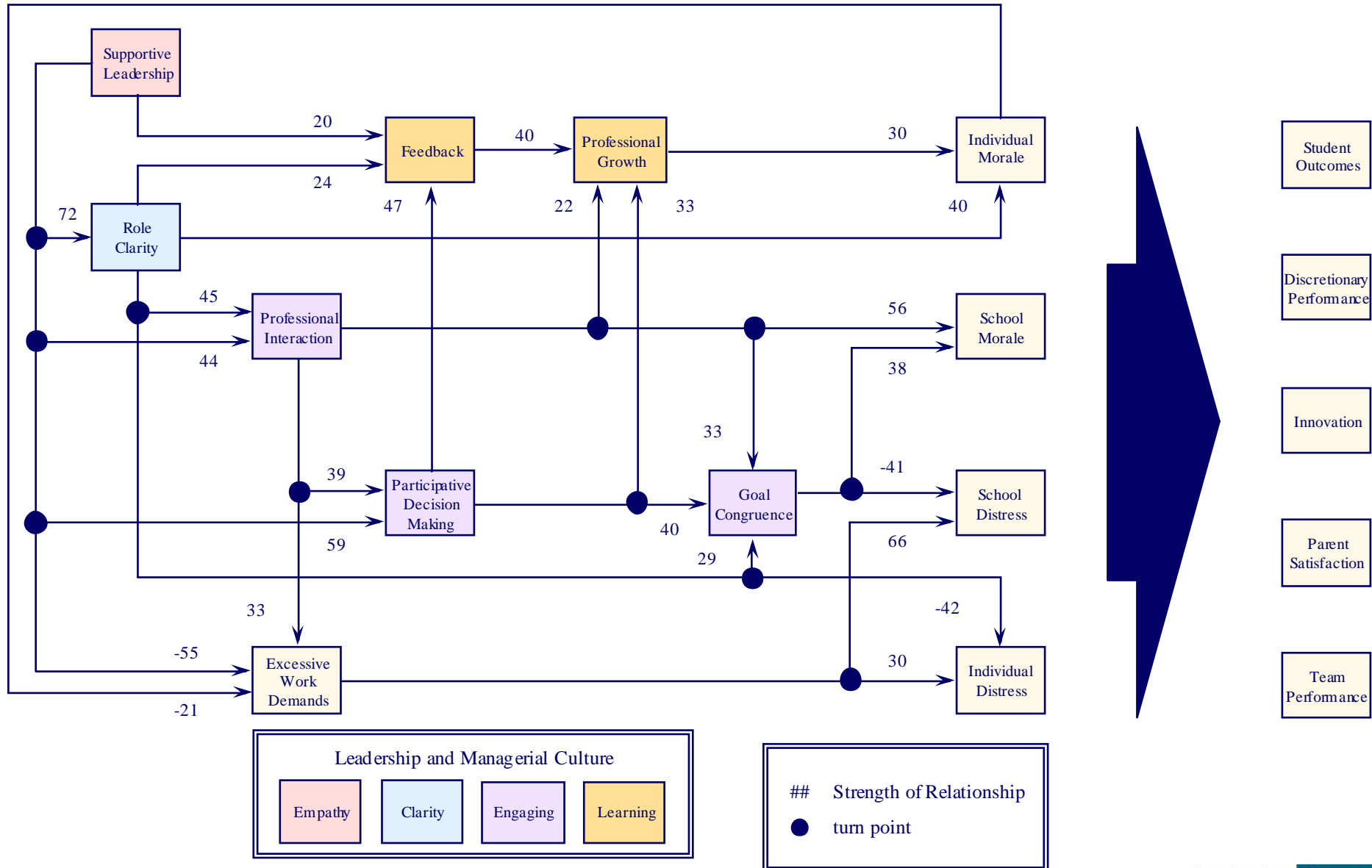
Key Drivers of Staff Satisfaction & Motivation

School Morale

Supportive Leadership	**74**
Professional Interaction	74
Role Clarity	45
Goal Congruence	39
Emotionality	-24
Participative Decision-Making	15
Sociability	11

School Distress

Excessive Work Demands	66
Supportive Leadership	**-60**
Goal Congruence	-41
Emotionality	40
Participative Decision-Making	-19
Individual Morale	-14
Role Clarity	-18

Individual Morale

Supportive Leadership	**52**
Role Clarity	48
Professional Growth	30
Emotionality	-28
Sociability	27
Participative Decision-Making	16
Professional Interaction	13
Feedback	12

Individual Distress

Emotionality	61
Supportive Leadership	**-42**
Role Clarity	-41
Excessive Work Demands	30

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Best Practice Comparison – LEA 2004
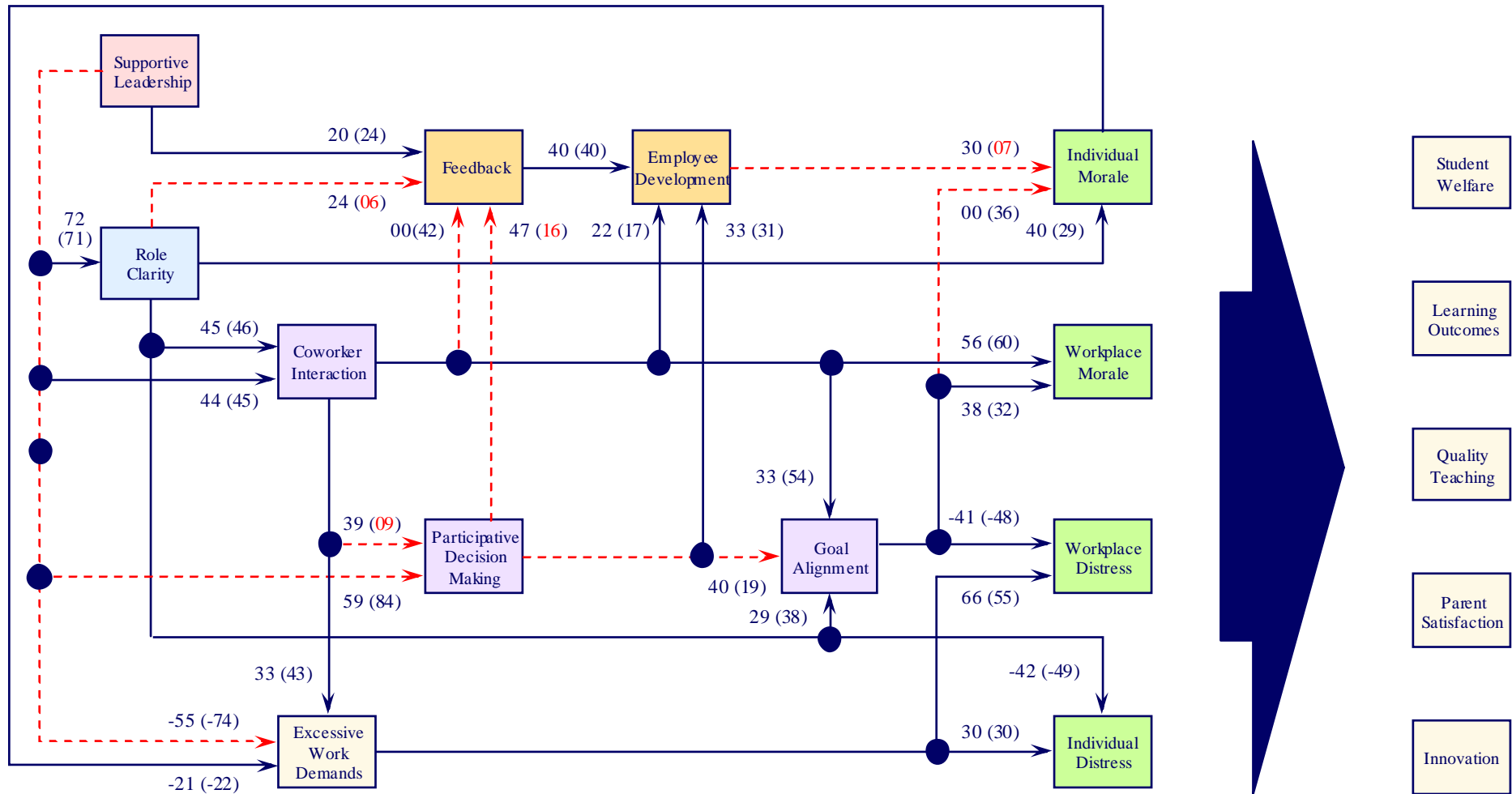
Implications for Continued Improvement

Improving the performance of LEA schools is an ongoing process that requires integration of many data sources and the implementation of holistic action learning programs. However, a crucial element in enhancing satisfaction and performance in LEA schools is the creation of team environments that engage and motivate all staff.

Leadership & Managerial Behaviour

focus on people

focus on development

focus on core business

+

Create an Engaging Team Culture

feedback

goal congruence

participative decision-making

professional development

professional interaction

role clarity

supportive leadership

Organisational Performance

Staff Motivation

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Strategic Approach to Improvement

Cultural Change Process:

▶ Organisation-wide accountability and <u>development</u> framework

▶ Developing leadership and managerial <u>capability</u>

▶ Ensuring <u>ownership</u> and commitment to the change process

Measurement and Monitoring Systems:

▶ <u>Quality</u> measurement tools and processes

▶ Outcome and <u>development focused</u>

▶ <u>Continuous improvement</u> and performance management systems

Research and Knowledge Building:

▶ Establishing what will <u>actually</u> make a difference

▶ Communication strategies that are <u>focused on outcomes</u>

▶ <u>Integration</u> with all elements of the organisation's people systems

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The Action-Learning Development Process

Knowledge building in the area of people management is critical to achieving sustained improvements in people management capability. However, knowledge on its own will not lead to changed behaviour. It is necessary to provide a context in which this knowledge can be applied and transformed into new ways of interacting and behaving. This can be achieved through a workgroup project supported by focused coaching. It is critical, however, for all employees to be engaged in the change process. These four elements are the essence of a quality action-learning process.
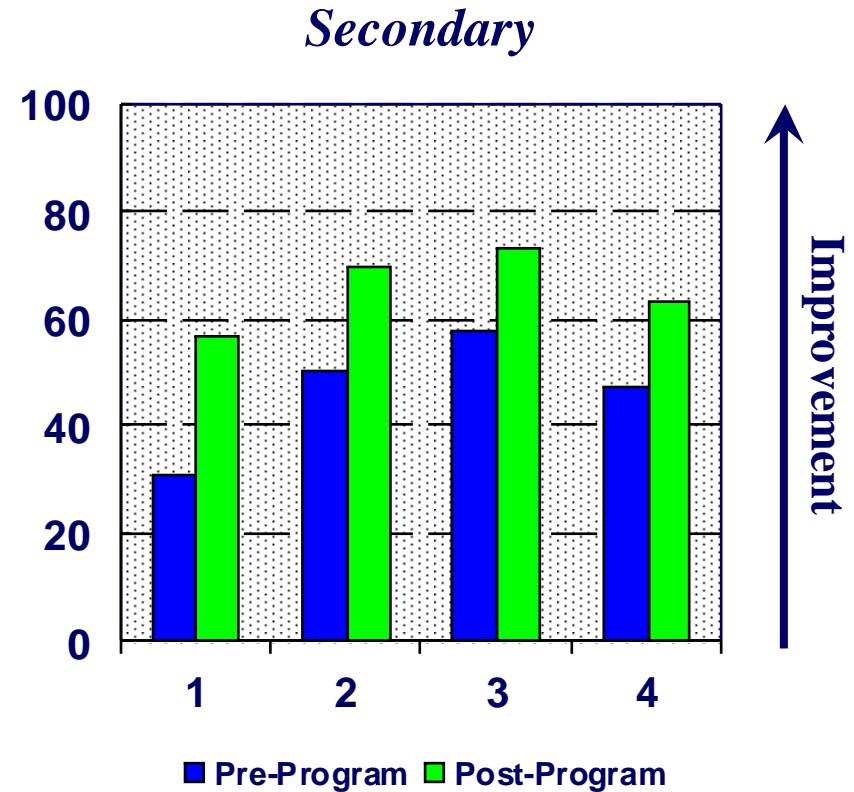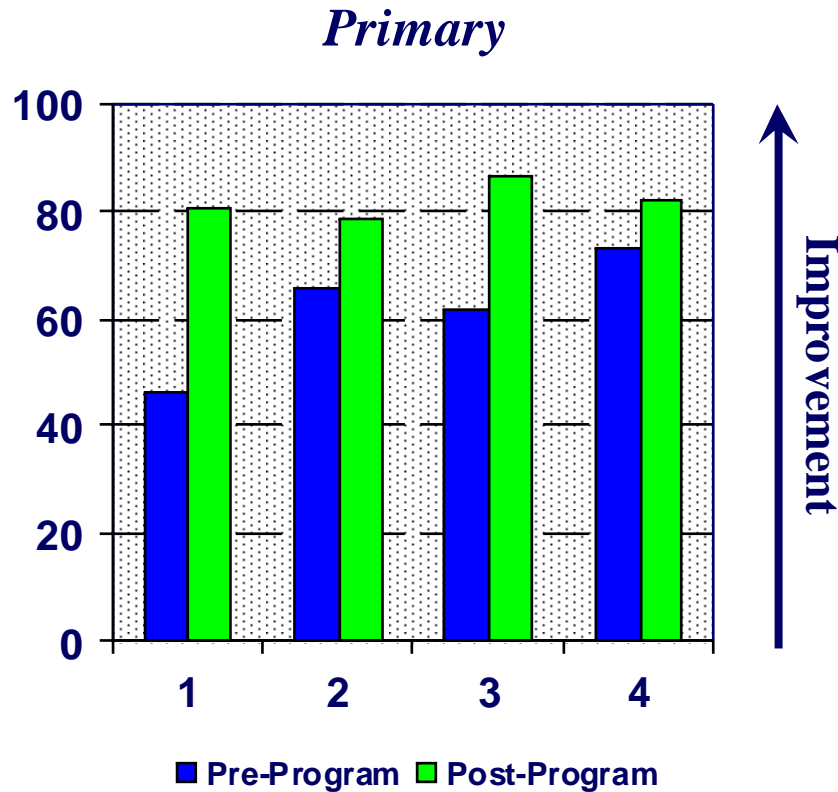
Employee Engagement

Knowledge Building

Improving People Management Capability

Coaching

Workgroup Project

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Gaining Traction – A Hierarchy of Need

For an improvement strategy to have the desired effect of bringing about change in the quality of your workgroup's people management culture, the change process must be part of a strategic development plan and be clearly seen as a 'win-win' for all stakeholders.
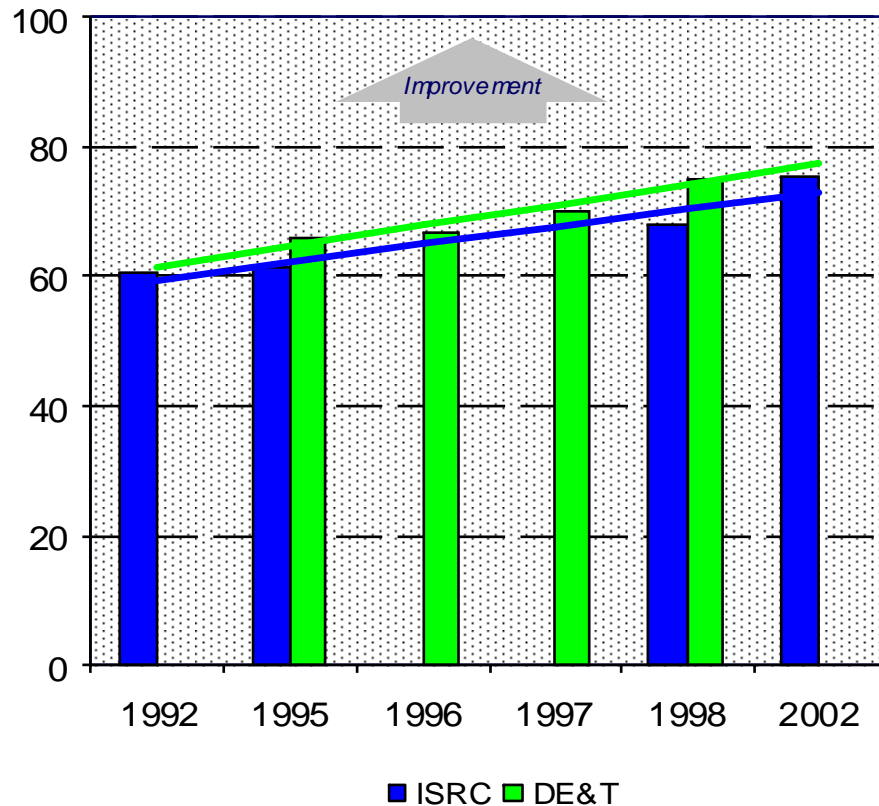
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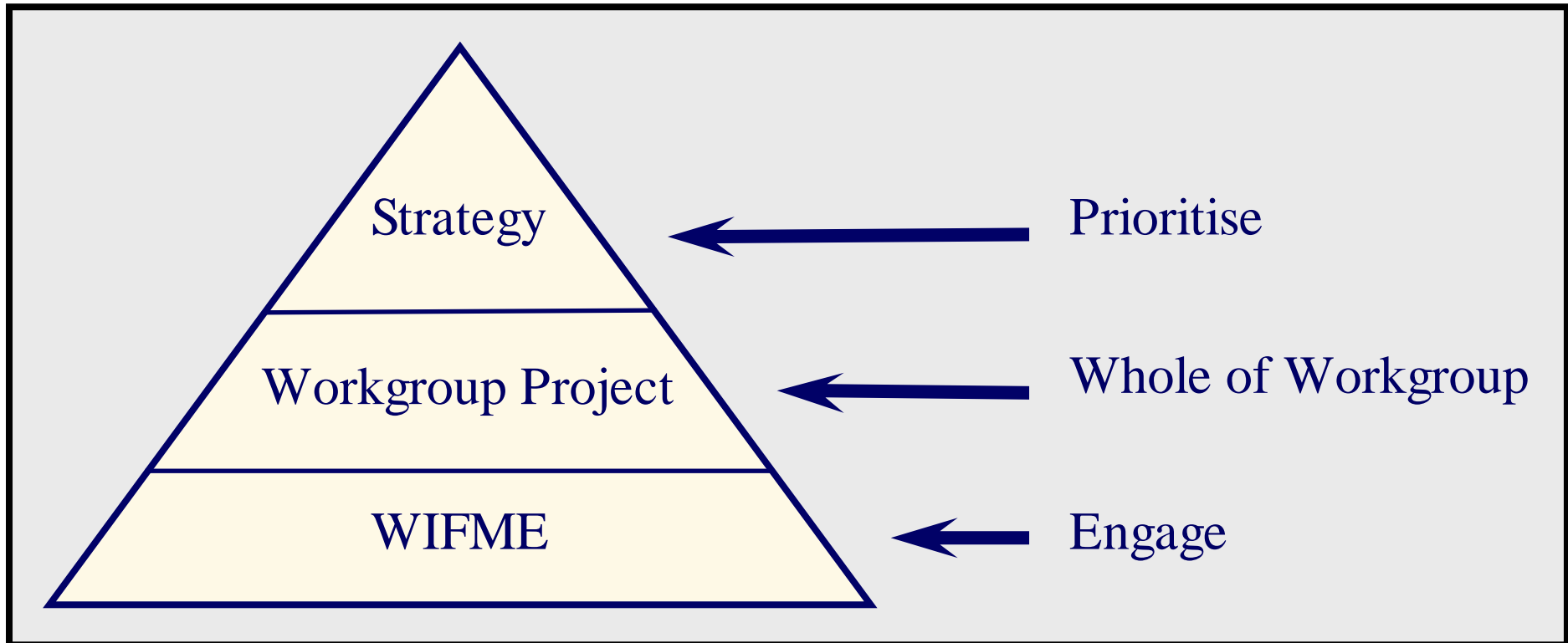
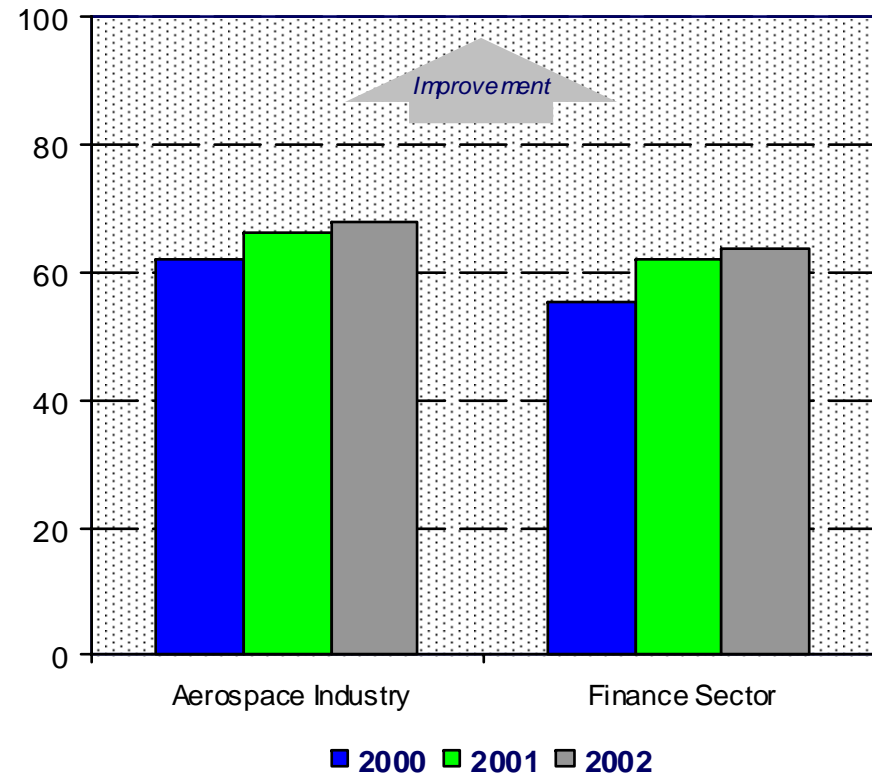# School Improvements Are Possible

Primary

Secondary

■ Pre-Program ■ Post-Program

■ Pre-Program ■ Post-Program

LEGEND

1. Morale   2. Supportive Leadership   3. Professional Interaction   4. Goal Congruence

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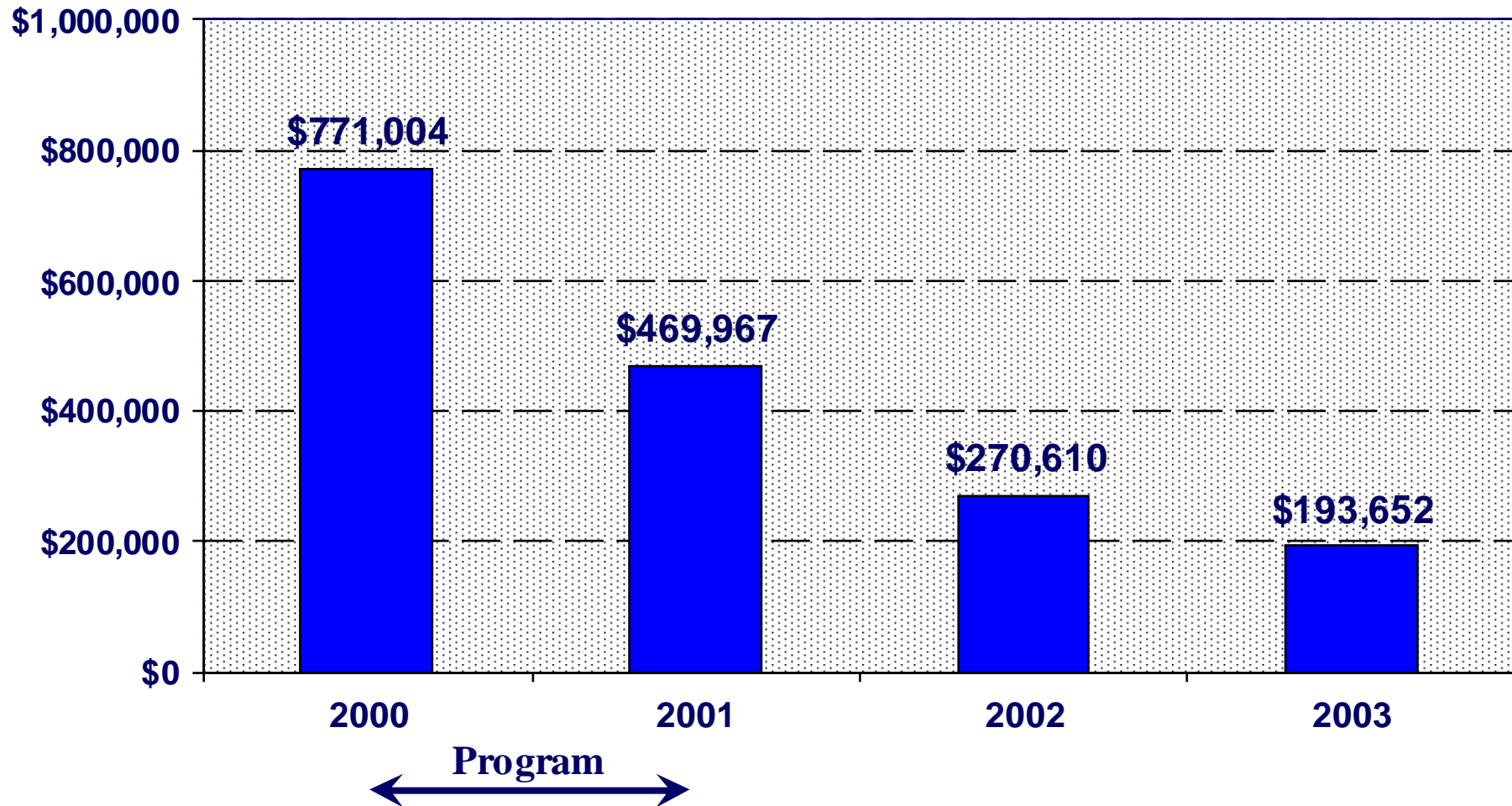# Organisation-Wide Improvements in Morale

Victorian Government Schools

Legend: ■ ISRC ■ DE&T

Private Sector Organisations

Legend: ■ 2000 ■ 2001 ■ 2002

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Reducing Workers' Compensation Premiums

$577,352 reduction in three years in one secondary school!

Bar chart showing: 2000 = $771,004; 2001 = $469,967; 2002 = $270,610; 2003 = $193,652. "Program" spans 2000–2001.

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Achieving These Gains

Surveys are merely tools or decision-aides in the change process and will not automatically lead to improvements:

‣ **Properly diagnose the <u>real</u> issues**

‣ **The leadership team must be <u>champions</u> for change**

‣ **All staff must be <u>involved</u> in the diagnostic and change process**

‣ **Appropriate <u>support</u> must be provided to 'struggling' schools and work teams**

‣ **Appropriate <u>support</u> must be provided to 'disaffected' staff**

‣ **There must be <u>accountability</u> at all stages of the change process**

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Questions …

What questions do you have about:

- ► **Organisational health in Lutheran schools**

- ► **The School Organisational Health Questionnaire:**
    - ►► **Accuracy (i.e., reliability and validity)**
    - ►► **Completion (e.g., administration and logistics)**
    - ►► **Acceptance in school environments**

- ► **The role of organisational health in delivering better educational services**

- ► **The use of organisational health data as part of the school improvement process**

- ► **Anything else of interest and/or concern …**

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