

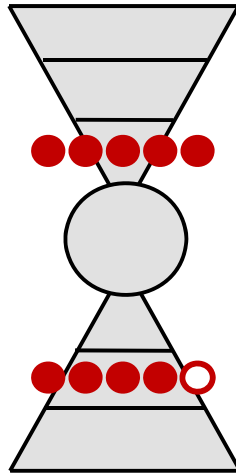
Abbotsford Traditional Middle School



School (331)

Personal Values

1. friendship (173)
2. trust (156)
3. respect (145)
4. humor/fun (143)
5. caring (135)
6. honesty (134)
7. creativity (110)
8. family (91)
9. fairness (89)
10. being liked (82) (L)

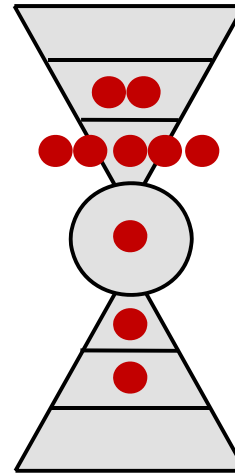


PL = 9-1
 IRS (P) = 3-6-0
 IRS (L) = 0-1-0

4 Matches

Current Culture Values

1. academic achievement (125)
2. respect (116)
3. citizenship (115)
4. kindness (111)
5. honesty (88)
6. teamwork (87)
7. cooperation (79)
8. creativity (76)
9. fairness (76)
10. making a difference (70)

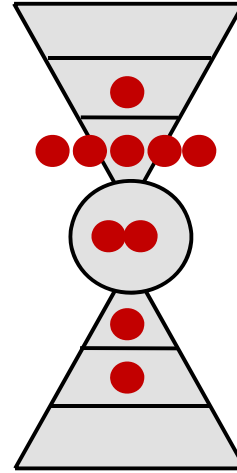


PL = 10-0
 IROS (P) = 3-5-1-1
 IROS (L) = 0-0-0-0

8 Matches

Desired Culture Values

1. respect (114)
2. humor/fun (113)
3. fairness (112)
4. honesty (109)
5. kindness (104)
6. citizenship (95)
7. academic achievement (94)
8. creativity (90)
9. teamwork (89)
10. courage (84)



PL = 10-0
 IROS (P) = 4-4-1-1
 IROS (L) = 0-0-0-0

5 Matches

| | | |
|----------------------------------|--|--------------------|
| LEGEND | | |
| <u>Underline</u> = PV & CC match | P = Positive | I = Individual |
| <u>Red</u> = PV, CC & DC match | L = Potentially Limiting (hollow dots) | R = Relationship |
| <u>Red</u> = CC & DC match | | O = Organizational |
| <u>Blue</u> = PV & DC match | | S = Societal |

School (331)

Personal Values

Current Culture

Desired Culture

Common Good

40%

43%

48%

Transformation

12%

18%

22%

Self-Interest

39%

26%

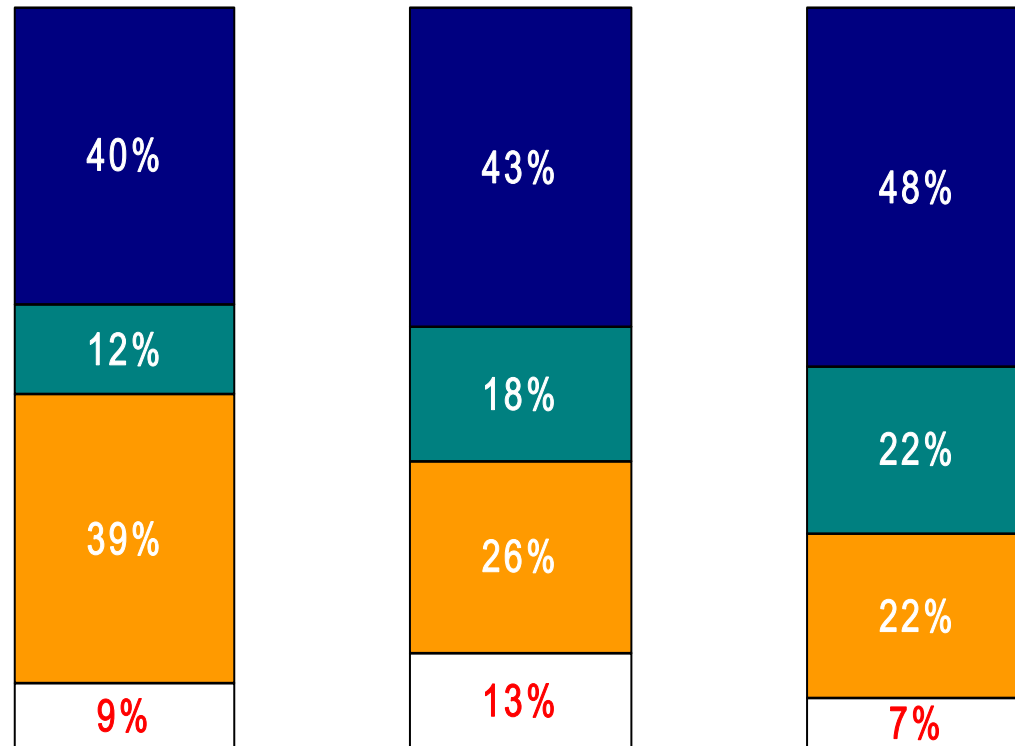
22%

CULTURAL ENTROPY

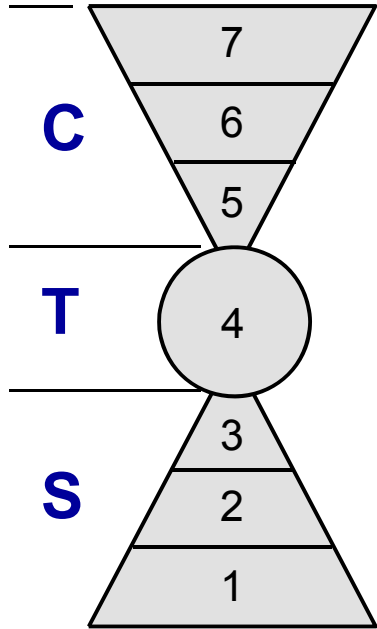
9%

13%

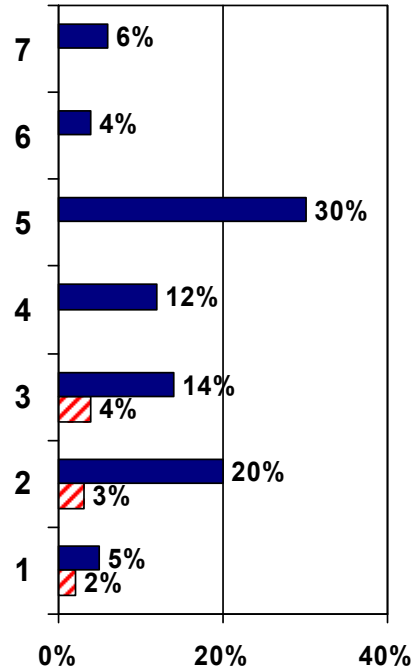
7%



School (331)



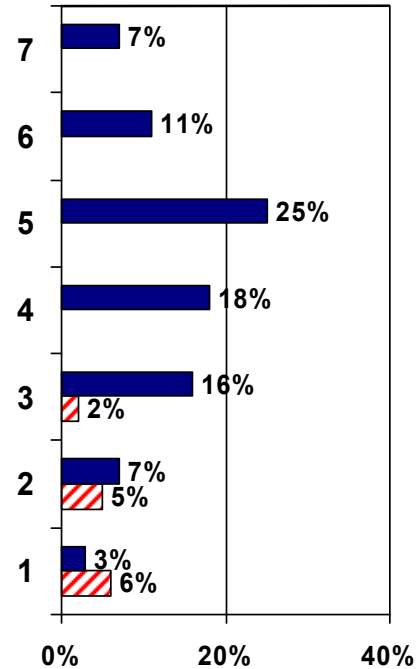
Personal Values



CTS = 40-12-48

Entropy = 9%

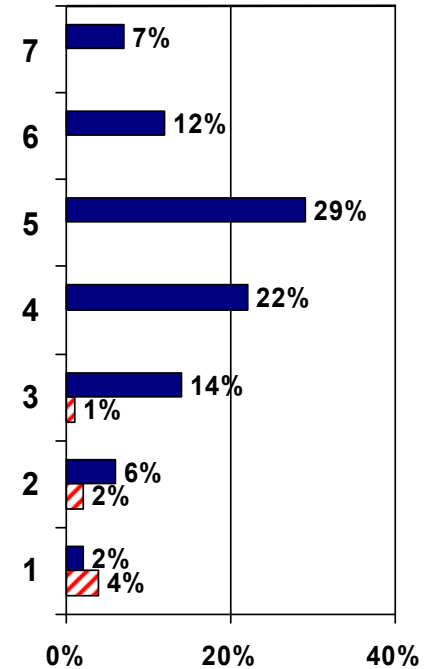
Current Culture Values



CTS = 43-18-39

Entropy = 13%

Desired Culture Values

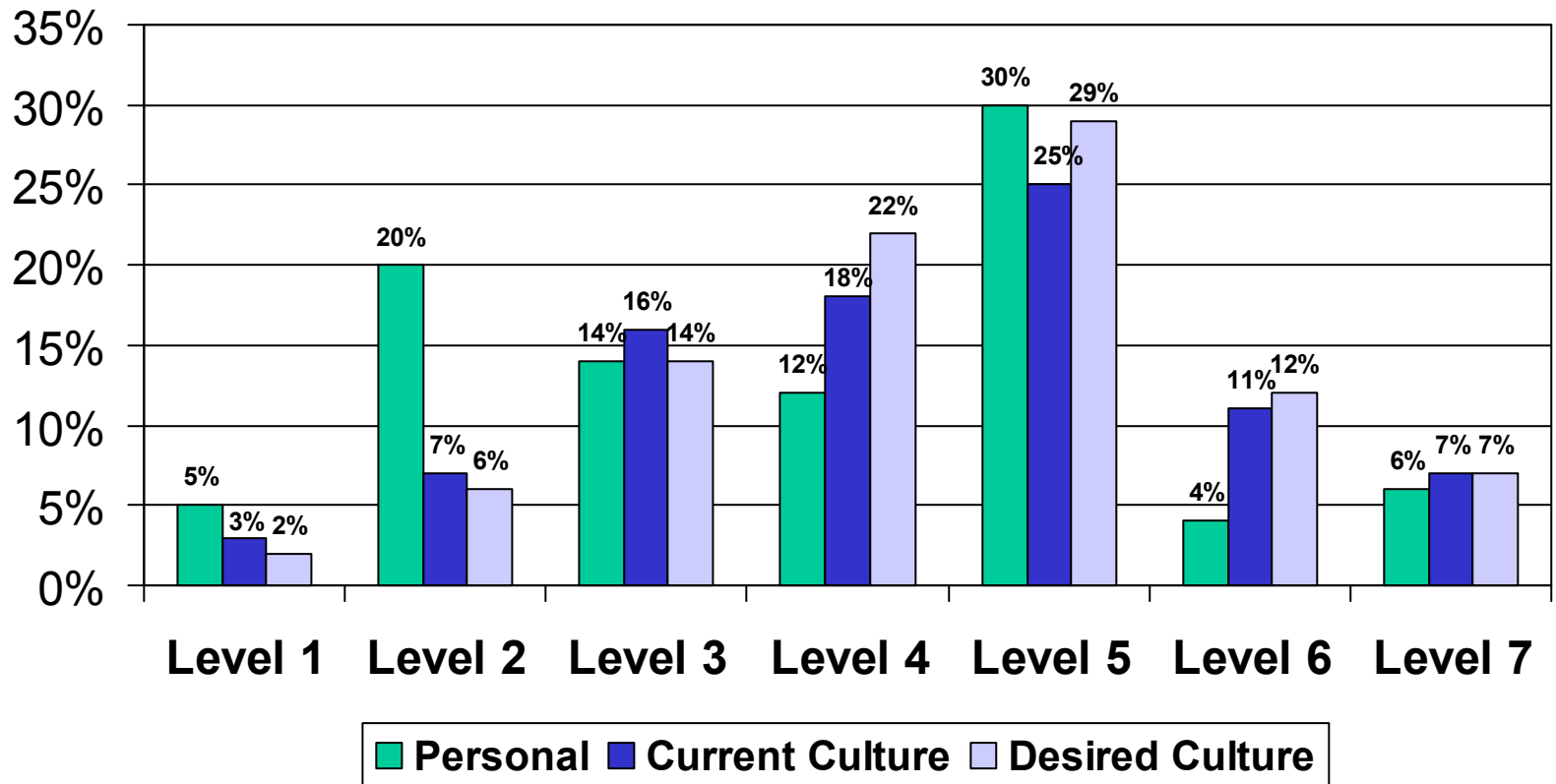


CTS = 48-22-30

Entropy = 7%

| | |
|--------------------|------------------------|
| C = Common Good | ■ Positive Values |
| T = Transformation | ▨ Potentially Limiting |
| S = Self-interest | |

School (331)



BUSINESS NEEDS SCORECARD

tangibles...

Finance: This category addresses financial soundness indicators.

Client Relations: The focus of this category is on relationships with outside stakeholders who are directly involved with the school. Indicators in this category include issues related to parent satisfaction and supplier collaboration.

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

intangibles...

Evolution: The focus of this category is developing the future. Performance is measured by actions that create new services. Indicators include items that relate to continuous learning, new innovations and ideas generated.

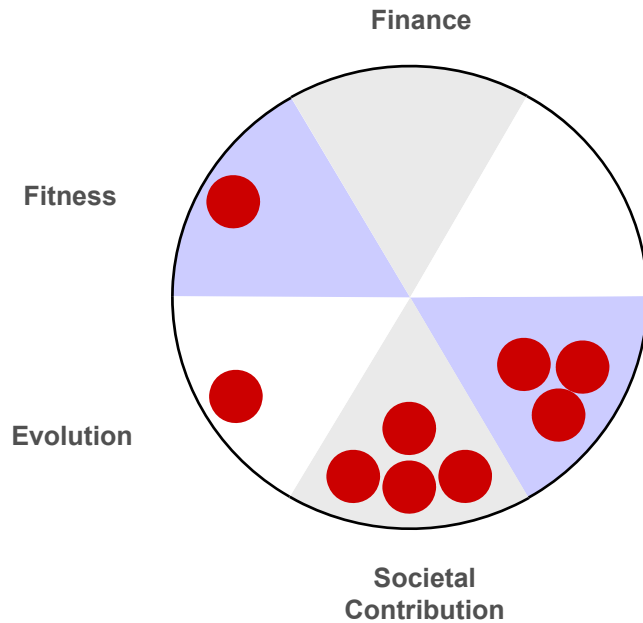
Culture: This category looks at issues related to building a strong sense of organizational identity and internal community spirit. Performance indicators include factors such as employee fulfillment, leadership development, vision, mission, and values alignment.

Societal Contribution: This category concerns issues relative to social and/or environmental responsibility. Performance indicators could include the number of volunteer hours worked by people for the local community and/or environmental stewardship.

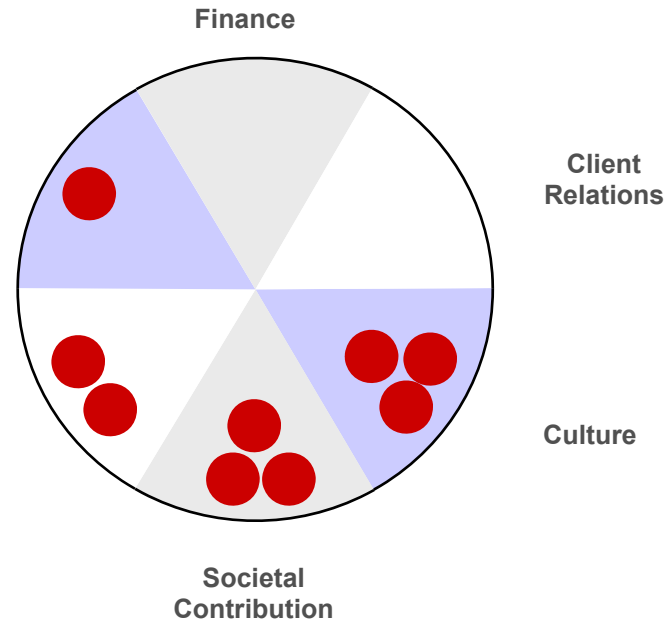
School (297)

Business Needs Scorecard

Current Culture Values



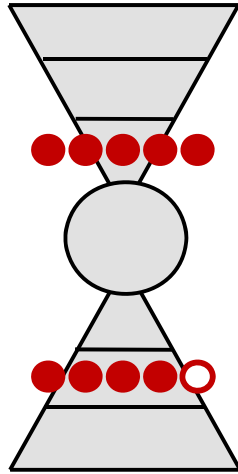
Desired Culture Values



Abbotsford Traditional Middle School Students (279)

Personal Values

1. friendship (170)
2. trust (139)
3. **humor/fun** (131)
4. respect (123)
5. caring (118)
6. honesty (113)
7. creativity (106)
8. fairness (84)
9. family (84)
10. being liked (80) (L)

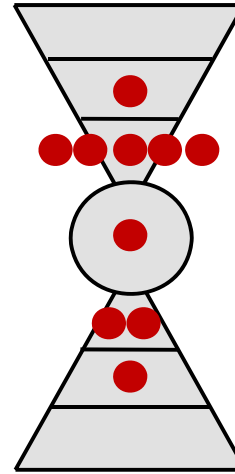


PL = 9-1
IRS (P) = 3-6-0
IRS (L) = 0-1-0

4 Matches

Current Culture Values

1. **academic achievement** (116)
2. respect (115)
3. kindness (110)
4. citizenship (108)
5. teamwork (84)
6. honesty (83)
7. cooperation (75)
8. creativity (74)
9. fairness (73)
10. life skills (67)

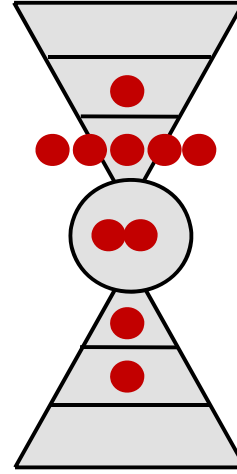


PL = 10-0
IROS (P) = 2-5-2-1
IROS (L) = 0-0-0-0

8 Matches

Desired Culture Values

1. **humor/fun** (107)
2. **kindness** (103)
3. fairness (99)
4. honesty (95)
5. citizenship (88)
6. creativity (86)
7. respect (85)
8. teamwork (85)
9. courage (83)
10. **academic achievement** (68)



PL = 10-0
IROS (P) = 4-4-1-1
IROS (L) = 0-0-0-0

5 Matches

| | | |
|----------------------------------|---|--------------------|
| <u>Underline</u> = PV & CC match | LEGEND | I = Individual |
| Red = PV, CC & DC match | P = Positive | R = Relationship |
| Red = CC & DC match | L = Potentially Limiting (hollow dots) | O = Organizational |
| Blue = PV & DC match | | S = Societal |

Abbotsford Traditional Middle School: Students (279)

ALIGNMENT BETWEEN CURRENT AND DESIRED CULTURE - VALUES MATCHES: 8

- 6 or more. Excellent, strong, healthy culture.
- 4-5, good. Group is on the right track.
- 2-3, fair. Group is somewhat on the right track. More work needs to be done.
- 0-1, poor. Group is unhappy or frustrated, wants to see changes or take a new direction.

ALIGNMENT BETWEEN PERSONAL AND CURRENT CULTURE - VALUES MATCHES: 4

- 3-4 People are able to bring themselves to their "work".
- 1-2 People are somewhat able to bring themselves to their "work".
- 0 People are not able to bring themselves to work. Look to blue values in Desired Culture for guidance, if any.

LIMITING VALUES: 0

- 0 This group does not operate from the basis of fear.
- 1-2 May be some element of fear behind how decisions are made or how people are managed.
- 3 > Fear is a factor in how this group operates or is managed.

ENTROPY - 13%

- Less than 10% : Healthy functioning.
- 10% - 19% Some problems requiring careful monitoring.
- 20% - 29% Significant problems requiring attention.
- 30% - 39% Crisis situation requiring immediate change.
- Above 40% High risk of implosion, bankruptcy, or failure.

NEW VALUES TO FOCUS ON:

Any values shown in blue, in this case "humor/fun" are values that are important to the individuals involved with the school and are requested in the Desired Culture but are not showing in the top values of the Current Culture. How can you support people to bring these values and strengths to school so that they and the school would derive further benefit from them? Any Desired Culture values shown in black, in this case "courage" are entirely new requests. They do not show in the Personal or Current Culture. To what extent are these values positive new requests, or maybe a reaction to something that is not happening or is unhealthy in the Current Culture? What themes do you notice with these new values? Open a dialogue with these people to gain a deeper understanding.

Abbotsford Traditional Middle School: Students (279)

Personal Values

Current Culture

Desired Culture

Common Good

40%

44%

48%

Transformation

12%

18%

21%

Self-Interest

40%

26%

22%

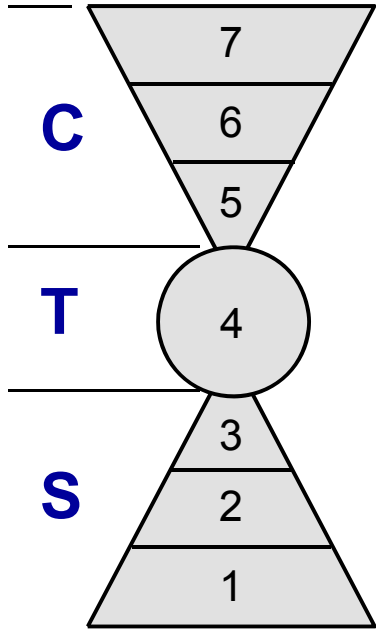
CULTURAL ENTROPY

9%

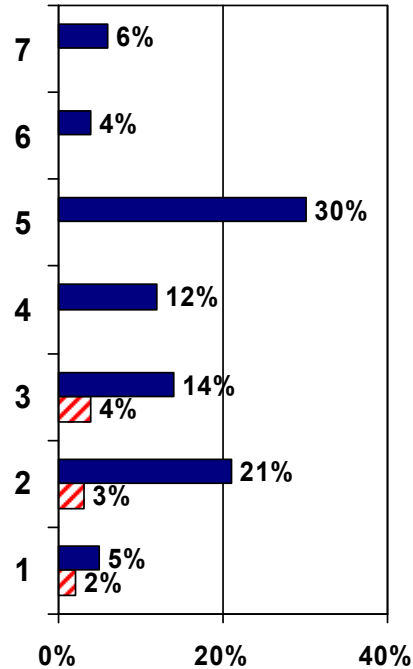
13%

8%

Abbotsford Traditional Middle School: Students (279)



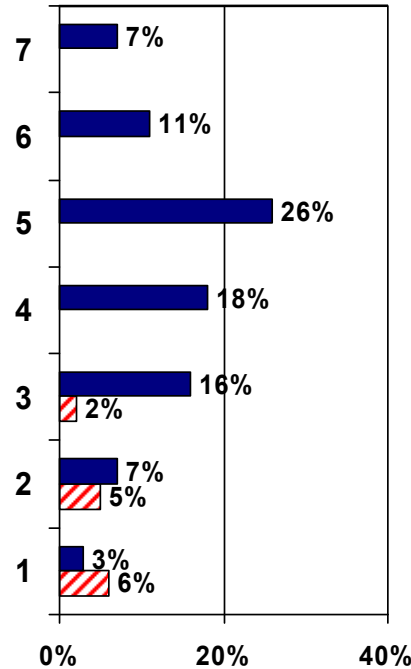
Personal Values



CTS = 40-12-48

Entropy = 9%

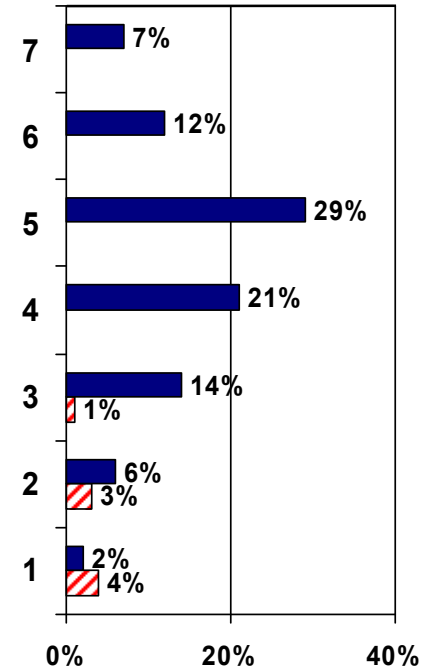
Current Culture Values



CTS = 44-18-38

Entropy = 13%

Desired Culture Values



CTS = 48-21-31

Entropy = 8%

| | |
|--------------------|------------------------|
| C = Common Good | ■ Positive Values |
| T = Transformation | ▨ Potentially Limiting |
| S = Self-interest | |

Abbotsford Traditional Middle School: Parents

(7)

ALIGNMENT BETWEEN CURRENT AND DESIRED CULTURE - VALUES MATCHES:

- 6 or more. Excellent, strong, healthy culture.
- 4-5, good. Group is on the right track.
- 2-3, fair. Group is somewhat on the right track. More work needs to be done.
- 0-1, poor. Group is unhappy or frustrated, wants to see changes or take a new direction.

ALIGNMENT BETWEEN PERSONAL AND CURRENT CULTURE - VALUES MATCHES: 0

- 3-4 People are able to bring themselves to their "work".
- 1-2 People are somewhat able to bring themselves to their "work".
- 0 People are not able to bring themselves to work. Look to blue values in Desired Culture for guidance, if any.

LIMITING VALUES: 2 - authoritarian and bullying

- 0 This group does not operate from the basis of fear.
- 1-2 May be some element of fear behind how decisions are made or how people are managed.
- 3 > Fear is a factor in how this group operates or is managed.

ENTROPY - 21%

- Less than 10% : Healthy functioning.
- 10% - 19% Some problems requiring careful monitoring.
- 20% - 29% Significant problems requiring attention.
- 30% - 39% Crisis situation requiring immediate change.
- Above 40% High risk of implosion, bankruptcy, or failure.

NEW VALUES TO FOCUS ON:

Any values shown in blue, in this case "accountability" are values that are important to the individuals involved with the school and are requested in the Desired Culture but are not showing in the top values of the Current Culture. How can you support people to bring these values and strengths to school so that they and the school would derive further benefit from them? Any Desired Culture values shown in black, in this case "respect", "discipline" and "values awareness" are entirely new requests. They do not show in the Personal or Current Culture. To what extent are these values positive new requests, or maybe a reaction to something that is not happening or is unhealthy in the Current Culture? What themes do you notice with these new values? Open a dialogue with these people to gain a deeper understanding.



7 levels of consciousness of a leader

Level 1 survival level – authoritarian

Level 2 relationship level – paternalist

Level 3 self esteem – manager

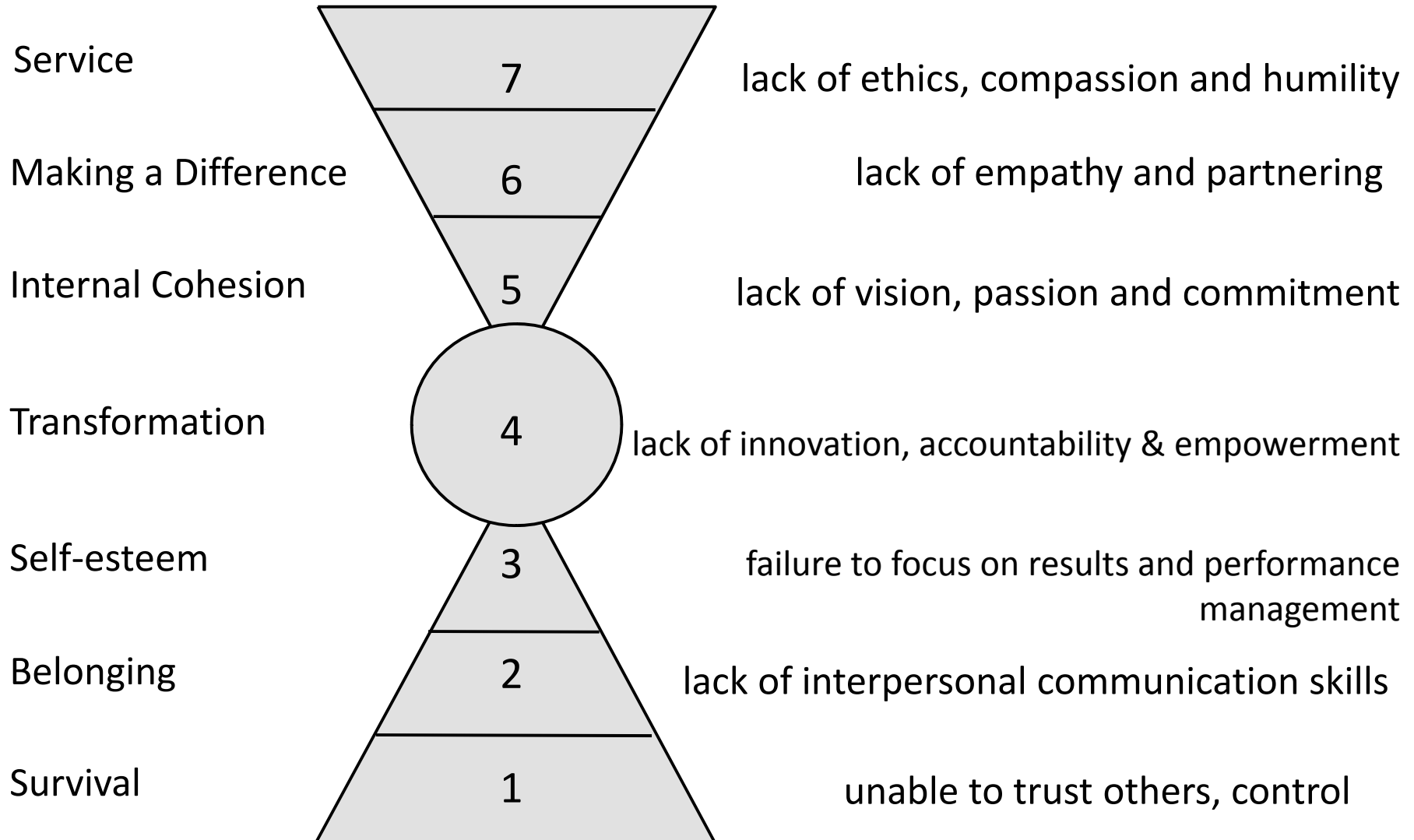
Level 4 transformation – facilitator

Level 5 internal cohesion – collaborator

Level 6 making a difference – partner/servant

Level 7 service – wisdom/visionary

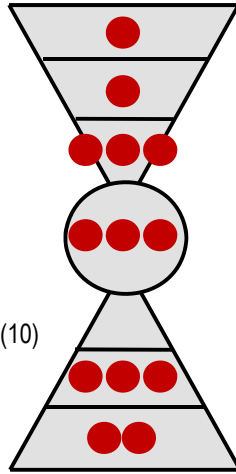
areas of growth & transformation for leaders...



Abbotsford Traditional Middle School: Parents Current and Feeder School Parents(41)

Personal Values

1. family (25)
2. **respect** (18)
3. **honesty** (17)
4. **responsibility** (14)
5. Integrity (12)
6. caring (11)
7. cooperation (11)
8. trust (11)
9. Open communication (10)
10. humor/fun(9)

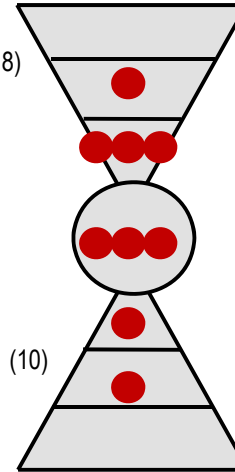


PL = 10-0
 IRS (P) = 4-6-0
 IRS (L) = 0-0-0

3 Matches

Desired Culture Values

1. **respect** (22)
2. academic achievement (18)
3. **responsibility**(18)
4. **honesty** (12)
5. parent involvement (12)
6. discipline (14)
7. life skills (11)
8. balance (10)
9. character development (10)
10. fairness (10)



PL = 10-0
 IROS (P) = 2-1-2-0
 IROS (L) = 0-0-0-0

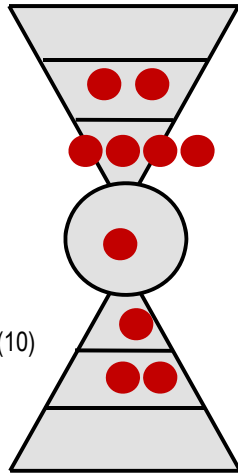
3 Matches

| | | |
|----------------------------------|---|--------------------|
| LEGEND | | |
| <u>Underline</u> = PV & CC match | P = Positive | I = Individual |
| Red = PV, CC & DC match | L = Potentially Limiting (hollow dots) | R = Relationship |
| Red = CC & DC match | | O = Organizational |
| Blue = PV & DC match | | S = Societal |

Abbotsford Traditional Middle School (34)Feeder School Parents

Personal Values

1. family (20)
2. **respect** (18)
3. **honesty** (17)
4. **responsibility** (14)
5. integrity (12)
6. caring (11)
7. cooperation (11)
8. trust (11)
9. open communication (10)
10. humor/fun(9)

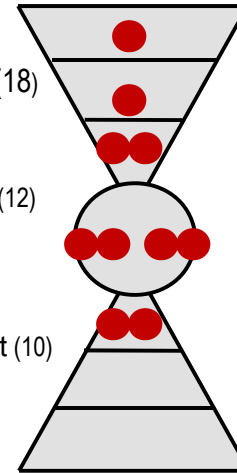


PL = 10-0
IRS (P) = 0-8-2
IRS (L) = 0-0-0

3 Matches

Desired Culture Values

1. **respect** (22)
2. Academic achievement(18)
3. **responsibility** (18)
4. **honesty** (12)
5. parent involvement (12)
6. discipline (11)
7. life skills (11)
8. balance (10)
9. character development (10)
10. fairness (10)



PL = 10-0
IROS (P) = 5-4-0-1
IROS (L) = 0-0-0-0

3 Matches

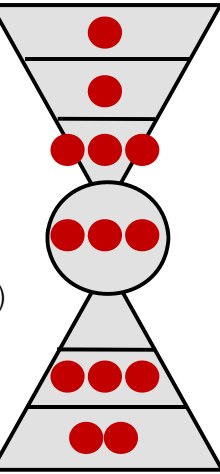
| | | |
|----------------------------------|---|--------------------|
| <u>Underline</u> = PV & CC match | LEGEND | I = Individual |
| Red = PV, CC & DC match | P = Positive | R = Relationship |
| Red = CC & DC match | L = Potentially Limiting (hollow dots) | O = Organizational |
| Blue = PV & DC match | | S = Societal |

Abbotsford Traditional Middle School: Parents (7)

Personal Values

1. family (5)
2. health (4)
3. **accountability** (3)
4. caring (3)
5. compassion (3)
6. honesty (3)
7. integrity (3)
8. balance (home/work) (2)
9. balance (physical/emotional/mental/spiritual) (2)
10. friendship (2)
11. generosity (2)
12. perseverance (2)
13. self-discipline (2)

PL = 13-0
 IRS (P) = 7-6-0
 IRS (L) = 0-0-0

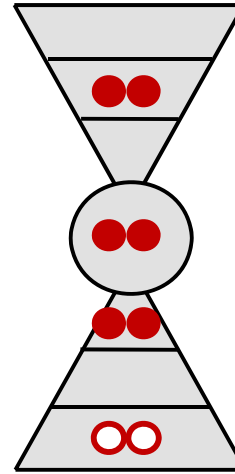


0 Matches

Current Culture Values

1. academic achievement (4)
2. authoritarian (3) (L)
3. bullying (3) (L)
4. character development (3)
5. citizenship (3)
6. making a difference (3)
7. parent involvement (3)
8. student achievement (3)

PL = 6-2
 IROS (P) = 1-0-4-1
 IROS (L) = 1-1-0-0

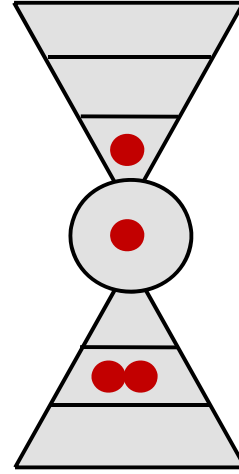


0 Matches

Desired Culture Values

1. respect (4)
2. **accountability** (3)
3. discipline (3)
4. values awareness (3)

PL = 4-0
 IROS (P) = 0-3-1-0
 IROS (L) = 0-0-0-0



1 Match

| | | |
|----------------------------------|--|--------------------|
| LEGEND | | |
| <u>Underline</u> = PV & CC match | P = Positive | I = Individual |
| Red = PV, CC & DC match | L = Potentially Limiting (hollow dots) | R = Relationship |
| Red = CC & DC match | | O = Organizational |
| Blue = PV & DC match | | S = Societal |

Abbotsford Traditional Middle School: Parents (7)

Personal Values

Current Culture

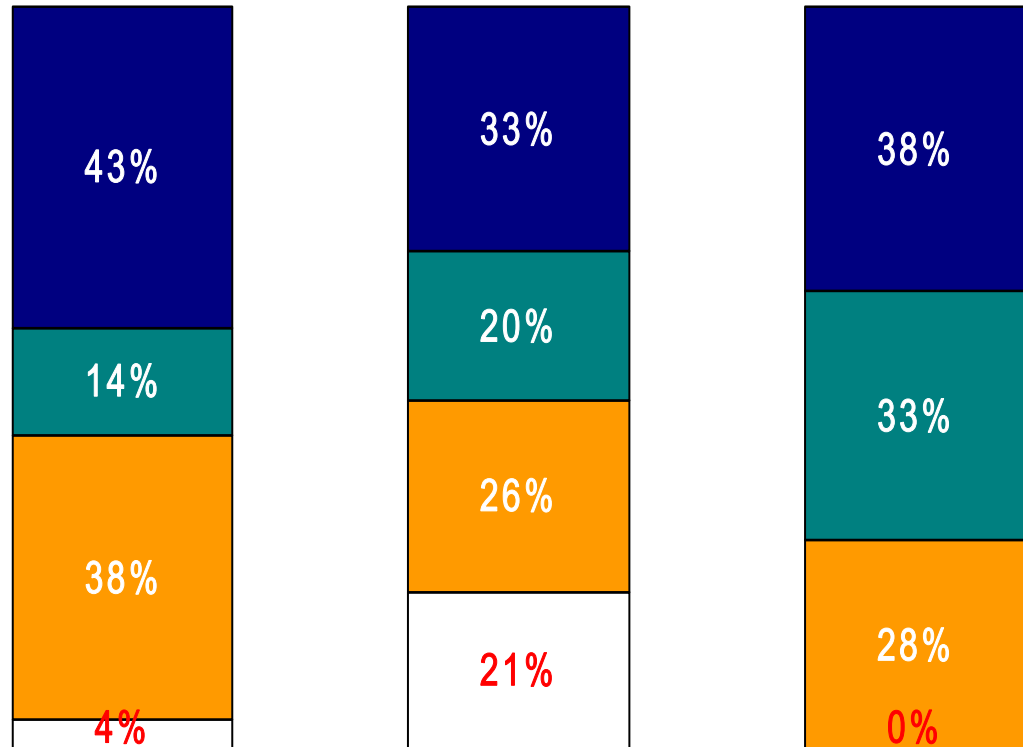
Desired Culture

Common Good

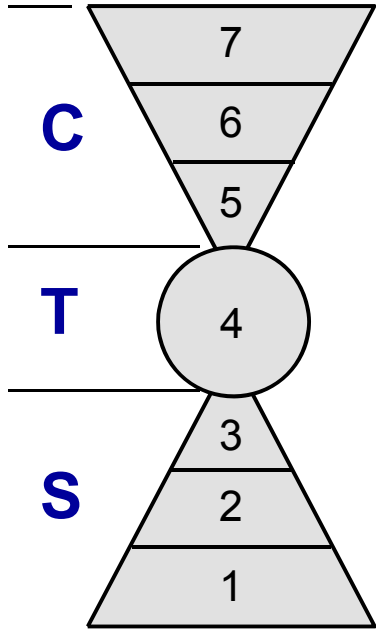
Transformation

Self-Interest

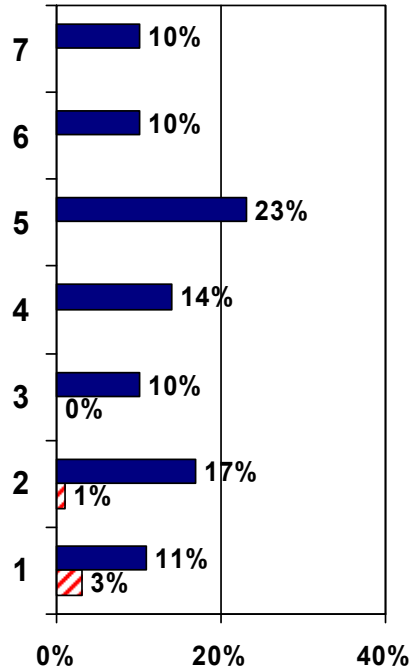
CULTURAL ENTROPY



Abbotsford Traditional Middle School: Parents (7)



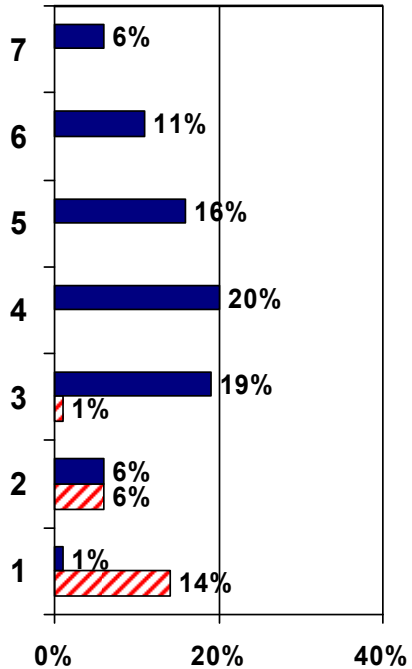
Personal Values



CTS = 43-14-43

Entropy = 4%

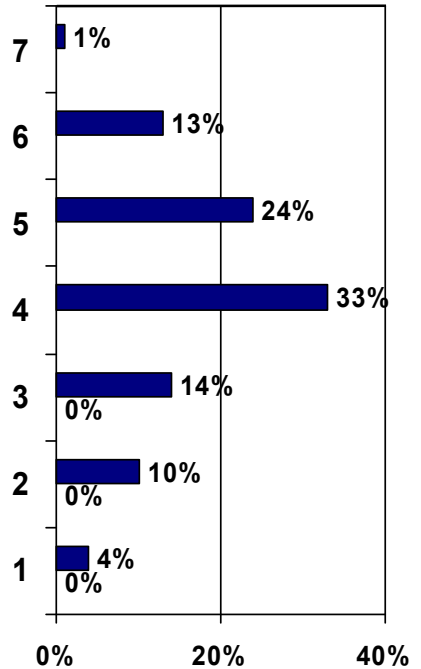
Current Culture Values



CTS = 33-20-47

Entropy = 21%

Desired Culture Values



CTS = 38-33-29

Entropy = 0%

| | |
|--------------------|------------------------|
| C = Common Good | ■ Positive Values |
| T = Transformation | ▨ Potentially Limiting |
| S = Self-interest | |

Abbotsford Traditional Middle School: Teachers (11)

ALIGNMENT BETWEEN CURRENT AND DESIRED CULTURE - VALUES MATCHES: 2

- 6 or more. Excellent, strong, healthy culture.
- 4-5, good. Group is on the right track.
- 2-3, fair. Group is somewhat on the right track. More work needs to be done.
- 0-1, poor. Group is unhappy or frustrated, wants to see changes or take a new direction.

ALIGNMENT BETWEEN PERSONAL AND CURRENT CULTURE - VALUES MATCHES: 0

- 3-4 People are able to bring themselves to work.
- 1-2 People are somewhat able to bring themselves to work.
- 0 People are not able to bring themselves to work. Look to blue values in Desired Culture for guidance, if any.

LIMITING VALUES: 1 - tradition

- 0 This group does not operate from the basis of fear.
- 1-2 May be some element of fear behind how decisions are made or how people are managed.
- 3 > Fear is a factor in how this group operates or is managed.

ENTROPY - 15%

- Less than 10% : Healthy functioning.
- 10% - 19% Some problems requiring careful monitoring.
- 20% - 29% Significant problems requiring attention.
- 30% - 39% Crisis situation requiring immediate change.
- Above 40% High risk of implosion, bankruptcy, or failure.

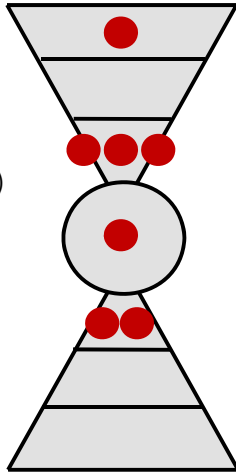
NEW VALUES TO FOCUS ON:

Any values shown in blue, in this case "compassion" are values that are important to the individuals involved with the school and are requested in the Desired Culture but are not showing in the top values of the Current Culture. How can you support people to bring these values and strengths to school so that they and the school would derive further benefit from them? Any Desired Culture values shown in black, in this case "character development", "accountability", "community service", "cooperation" and "humor/fun" are entirely new requests. They do not show in the Personal or Current Culture. To what extent are these values positive new requests, or maybe a reaction to something that is not happening or is unhealthy in the Current Culture? What themes do you notice with these new values? Open a dialogue with these people to gain a deeper understanding.

Abbotsford Traditional Middle School: Teachers (11)

Personal Values

1. **compassion** (6)
2. integrity (6)
3. trust (5)
4. fairness (4)
5. professional growth (4)
6. reliability (4)
7. responsibility (4)

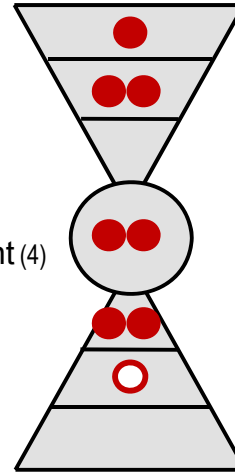


PL = 7-0
IRS (P) = 3-4-0
IRS (L) = 0-0-0

0 Matches

Current Culture Values

1. **academic achievement** (5)
2. parent involvement (5)
3. tradition (5) (L)
4. being the best (4)
5. **citizenship** (4)
6. continuous improvement (4)
7. making a difference (4)
8. social responsibility (4)

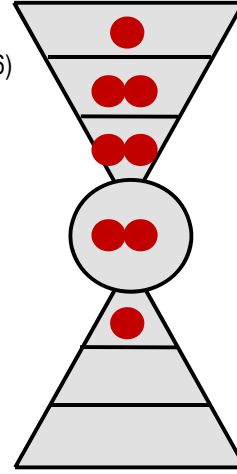


PL = 7-1
IROS (P) = 2-0-3-2
IROS (L) = 0-0-1-0

2 Matches

Desired Culture Values

1. character development (10)
2. **academic achievement** (6)
3. **citizenship** (6)
4. accountability (4)
5. community service (4)
6. **compassion** (4)
7. cooperation (4)
8. humor/fun (4)



PL = 8-0
IROS (P) = 2-2-2-2
IROS (L) = 0-0-0-0

1 Match

| | | |
|----------------------------------|---|--------------------|
| LEGEND | | |
| <u>Underline</u> = PV & CC match | P = Positive | I = Individual |
| Red = PV, CC & DC match | L = Potentially Limiting (hollow dots) | R = Relationship |
| Red = CC & DC match | | O = Organizational |
| Blue = PV & DC match | | S = Societal |

Abbotsford Traditional Middle School: Teachers (11)

Personal Values

Current Culture

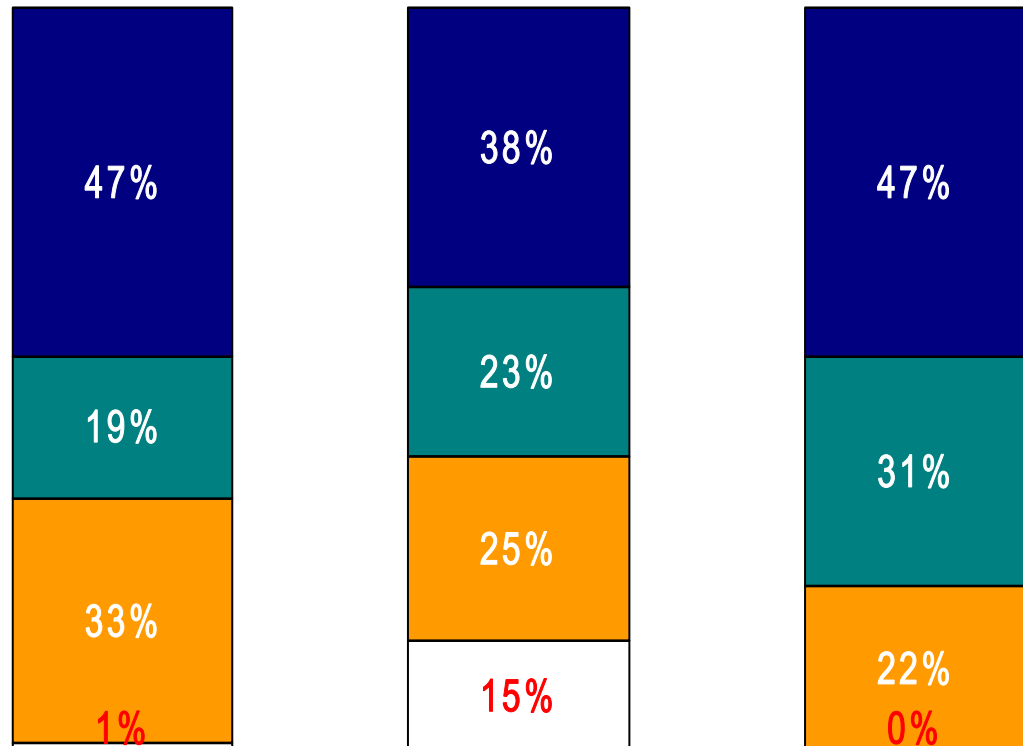
Desired Culture

Common Good

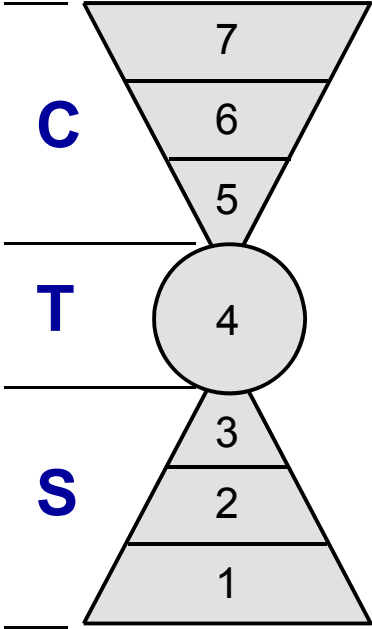
Transformation

Self-Interest

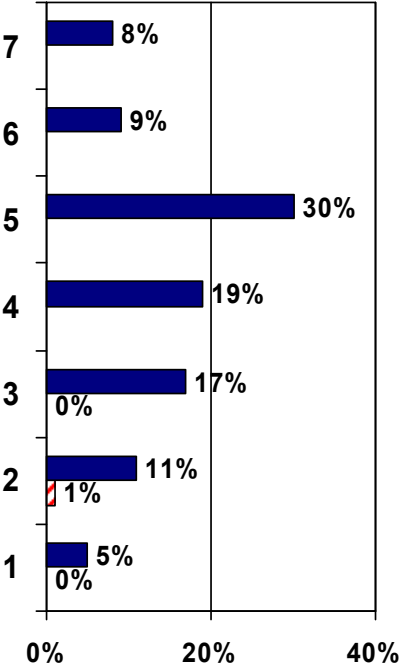
CULTURAL ENTROPY



Abbotsford Traditional Middle School: Teachers (11)



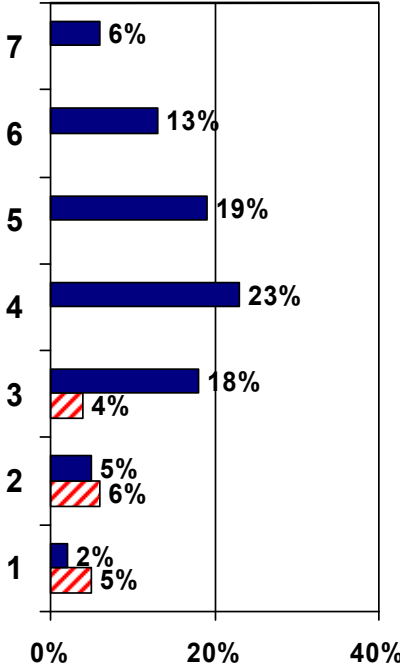
Personal Values



CTS = 47-19-34

Entropy = 1%

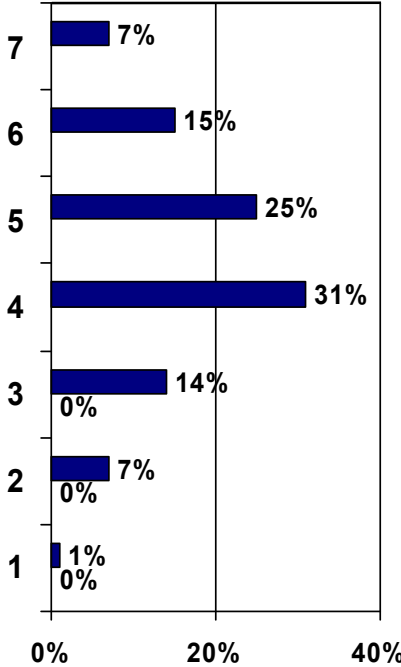
Current Culture Values



CTS = 38-23-39

Entropy = 15%

Desired Culture Values



CTS = 47-31-22

Entropy = 0%

| | |
|--------------------|------------------------|
| C = Common Good | ■ Positive Values |
| T = Transformation | ▨ Potentially Limiting |
| S = Self-interest | |

summary...

top values - *top values are those that have received the majority of the votes*

personal lives of the Abbotsford Traditional Middle School people are **friendship, trust and humor/fun.**

within the Abbotsford Traditional Middle School Current Culture are **academic achievement, respect and citizenship.**

staff would like their school to support the values of **humor/fun, kindness and fairness.**

values balance...

4 types of values...

- I Individual** values are expressed from within the person like honest & integrity
- R Relationship** values that are demonstrated in terms of connecting with others like trust, accountability, & teamwork
- O Organizational** values that focus on organizational issues like financial stability, productivity, & quality
- S Societal** values that focus on the common good outside of the school like community involvement, environmental protection, social justice.

IROS index shows the distribution of these values types...this index reflects where the focus of the school lies and its degree of balance.

a **strong community** with internal cohesion usually has at least 3 or 4 Individual values and three or four relationship values in their top ten values...this is the case for your school.

Personal IRS 3-6-0.

there are a significant number of "relationship" values in the list of top personal values.

Current Culture IROS

3-5-1-1

Desired Culture Values IROS

4-4-1-1 increase in "individual" values

value jumps... *A value jump occurs when there are more votes for a value in the Desired Culture than in the Current Culture.*

| VALUE | CURRENT CULTURE VOTES | DESIRED CULTURE VOTES | JUMP |
|---|-----------------------|-----------------------|------|
| humor/fun | 62 | 113 | 51 |
| risk-taking | 25 | 53 | 28 |
| fairness | 76 | 102 | 26 |
| courage | 58 | 84 | 26 |
| quality of life | 4 | 27 | 23 |
| imagination | 23 | 44 | 21 |
| conflict resolution | 10 | 29 | 19 |
| compassion | 28 | 45 | 17 |
| quality | 15 | 31 | 16 |
| balance (physical/emotional/mental/spiritual) | 23 | 38 | 15 |

value matches...*Matching values indicate alignment.*

The greater the number of matching values, the greater the sense of motivation, commitment and authenticity there is within a group.

personal values & current culture 4...**respect, honesty, creativity, and fairness**...highly aligned

current culture & desired culture 8...**academic achievement, respect, citizenship, kindness, honesty, teamwork, creativity, and fairness** highly aligned

personal values & desired culture 5...**humor/fun, respect, honesty, creativity, and fairness.**

these are the values that, if chosen to be guiding principles could easily be brought by all participants, as they are important in their daily lives.

Respect, honesty, creativity, and fairness

are important because they are in all three lists of values.

Humor/fun is important because people want to see more emphasis given to this value.

new values...

these are values in the Desired Culture Values list that are not in the Current Culture Values list

these are the values that the respondents would like to see implemented

humor/fun
courage

limiting values... *Potentially limiting values are values that can cause frustration among participants and hinder the progress of the school if they are not dealt with in a timely manner.*

being liked the need to be liked can lead to situations where you compromise one of your values to please someone else. It may drive you to be not fully open and honest with others, particularly those in leadership positions. There are people who will take advantage of you in this regard.

no potentially limiting values in the Current Culture shows that management is not fear-driven in how they make their decisions or how they motivate their people

no potentially limiting values in the Desired Culture

entropy report...*this depicts the number of potentially limiting values per level in the Current Culture that were chosen by the survey participants.*

13% of all votes were for potentially limiting values
 this level of entropy reflects issues requiring cultural or structural adjustment...
 it is important to reduce the level of entropy to 5%-10% to improve performance

| Total number of votes for potentially limiting values & percentage of total | Level 1 | Level 2 | Level 3 |
|---|--|--|--|
| 395 out of 2941: 13% of total votes | 179 out of 262: 6% of total votes | 143 out of 350: 5% of total votes | 73 out of 540: 2% of total votes |
| | bullying (56) control (51) caution (41) territorial behaviour (13) short-term focus (12) authoritarian (6) | tradition (63) lying (29) blame (27) manipulation (13) parent interference (11) | cheating (35) over-scheduled (21) status (14) bureaucracy (3) |

values predominance and gaps...

A values gap represents a level without values. It means that this level is unconsciously taken care of, a blind spot, or represents the next area of growth for a group of individuals or an organization.

Personal values

there are no values in level 1 - Survival, level 3 - Self-esteem, level 4 - Transformation, level 6 - Making a Difference and level 7 - Service.

Current values

There are no values in level 1 - Survival and level 7 - Service. Level 1 represents financial stability and the safety and security of students and employees. Level 7 addresses long-term perspectives, ethics, compassion for others and social responsibility.

Desired values

There are no values in level 1 - Survival and level 7 - Service.

business needs scorecard...

Current Culture participants see their school focused on four of the six categories Fitness, Evolution, Culture and Societal Contribution. There are no top positive values in the categories of Finance and Client Relations

Desired Culture four of the six categories are covered Fitness, Evolution, Culture and Societal Contribution. There are no top positive values in the categories of Finance and Client Relations.

There are no values in both the Current and Desired Culture for the categories of **Finance and Client Relations**.

What focus, if any, is on these areas?

The main difference between the Current Culture and the Desired Culture is the increased emphasis given to the category of Evolution.

Current strengths...

relationships are meaningful, as illustrated by **friendship** and **family**.

remarkably considerate and compassionate to others, as evidenced by **respect**, **caring** and **fairness**, and fostering transparent interactions by offering **trust** and **honesty**

seeks out inspiration through new ideas by harnessing **creativity** and enriching your lives with a sense of laughter through **humor/fun**.

focused on performance as depicted by the value of **academic achievement**.

consideration for others is important as revealed by **respect**, **kindness** and **fairness**.

focuses on participating in positive change in their communities as revealed by **citizenship** and **making a difference**.

encourages authenticity in their communications by offering **honesty**.

work collaboratively in the form of **teamwork** and **cooperation**.

Key issues...

- The cultural entropy level, 13%, needs to be reduced.
- The participants of Abbotsford Traditional Middle School want a culture where people uplift their spirits by sharing **humor/fun**.
- They recognize the need to face challenges head on with **courage**.
- The values of **fairness**, **creativity**, **honesty**, and **teamwork** need to be strengthened.

Participants would like to see...

academic achievement,
respect,
citizenship,
kindness,
honesty,
teamwork,
creativity, and
fairness
remain as vital parts of the desired culture.

The new values reflect a desire to face challenges with **courage** and lighten the day by sharing in laughter and **fun**.

recommendations...

- The cultural entropy, 13%, needs to be reduced.
- Talk about **humor/fun** and what that would look like. Brainstorm ideas on how this can become a reality.
- Ascertain what this group means by the value of **courage**. Determine what behaviors they want to see that are associated with this value.
- Ask people how they or the school can strengthen the values of **fairness, creativity, honesty, and teamwork**. Take action on these recommendations.

recommendations...

In the Business Needs Scorecard, there are no values in both the Current and Desired Culture for the categories of Finance and Client Relations. Discuss what the situation is currently for each of these areas and what the next steps are needed to strengthen these categories.

Define a set of shared values. Limit to 3-4 maximum. What values does the school want to espouse?

What values do they want to focus on for the long-term as they move forward?

recommendations...

Once accepted, define what each of these values specifically means and what behaviors would be expected to support them.

As well, determine what would undermine these values.

Use these behaviors for performance measurement regarding how well managers and teachers are “living the values”.

Make the values and behaviors pervasive throughout the school. Integrate them into employee orientation programs, performance management, and leadership competencies.

Note that the values of **humor/fun**, **respect**, **honesty**, **creativity**, and **fairness** are the Personal Values of these people as well as the values they want in their Desired Culture.

Be true to yourself...