QKULT

Auswahlbibliographie

„Qualitätskultur an Schulen"

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Endergebnisse des Arbeitspakets 2 des LLP Projekts
Q-KULT - Qualitätskultur in berufsbildenden Schulen

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INHALTSVERZEICHNIS

Einführung

Die vorliegende Auswahlbibliographie zu Qualitätskultur an Schulen wurde im Zuge des Projekts „Q-KULT - Qualitätskultur in berufsbildenden Schulen" (Projektnummer: 540168-LLP-1-2013-1-AT-Leonardo-LMP), gefördert durch das Lifelong Learning Programme der Europäischen Union, im Zeitraum Oktober 2013 bis Februar 2014 erstellt. In erster Linie bilden die Ergebnisse dieser Literaturrecherche eine Grundlage für die Entwicklung eines Diagnoseinstruments zur Erhebung schulischer Qualitätskultur – die Kernaufgabe des Projektes. Über den engeren Kreis der ProjektpartnerInnen und InstrumentenentwicklerInnen hinaus, soll diese Auswahlbibliographie jedoch auch einem erweiterten Kreis von Personen mit Interesse an den Themen Schulkultur und Qualitätskultur zur Verfügung stehen.

Grundlage der vorliegenden Bibliographie ist eine Literaturdatenbank mit insgesamt etwa 450 Literatureinzeleinträgen inklusive Zusammenfassungen und etwa 350 Volltexten die im Programm Endnote[TM] vorliegt. Zwei aktuelle unveröffentlichte Bibliographien bzw. Reader des Projektpartners Fachhochschule Nordwestschweiz1 zum Thema Schulkultur mit etwa 60 Einträgen und zum Thema Organisationskultur mit etwa 100 Einträgen wurde vollständig in die Datenbank eingearbeitet, um die künftige Arbeit durch eine zentrale Literaturdatenbank zu erleichtern. Die bis auf weiteres ausschließlich den Projektpartner zugängliche Datenbank enthält gegenüber der hier vorliegenden Auswahl nicht nur mehr Literatur, sondern auch divers Zusatzinformationen: Beschlagwortung, projektinterne Systematiken sowie eine (subjektive) Relevanz- bzw. Qualitätsbewertung der Literaturbeiträge auf einer Skala von 1-5.

Zur Literaturrecherche wurden hauptsächlich die Datenbanken der Universität Wien, JSTOR und wissenschaftlicher Verlagsgruppen wie Elsevier, elektronische Zeitschriftendatenbanken und der Verbundkatalog des österreichischen Bibliothekenverbunds herangezogen. Da ein Großteil der Recherche digital erfolgte, stellte es eine gewisse Schwierigkeit dar, Volltexte älterer Jahrgänge, speziell vor 1995 in digitalisierter Form zu erhalten, weshalb in diesem Bereich häufiger keine vollständigen Texte im pdf-Format in der Datenbank vorhanden sind. Sofern für einen Text keine Vollversion erhältlich war, wurden, wo möglich, Rezensionen oder zumindest Abstracts hinzugefügt. Sofern keine Original-Abstracts der Literaturbeiträge vorhanden waren, wie dies bei den meisten Zeitschriftenartikel der Fall ist, wurden diese von den AutorInnen dieser Auswahlbibliographie ergänzt.

Die Auswahl ist gemäß den Projektzielen wie folgt gegliedert. Zunächst finden sich Beiträge, die sich mit Qualitätskultur befassen (Kapitel1). Diese gliedern sich wiederum erstens in Beiträge, die über einen thematischen Zugang identifiziert wurden. D.h. eine bestimmte Fragestellung stand in Zentrum der Recherche, nämlich: „Wie hängen Organisationskultur und QM-Maßnahmen/-praktiken zusammen?". Besonderes Augenmerk lag auf Arbeiten, die Qualitätskultur als eine der Implementierung, Etablierung und/oder Nachhaltigkeit von QM-Maßnahmen förderliche Organisationskultur verstehen (ohne dabei notwendigerweise den Begriff „Qualitätskultur" zu verwenden oder zu definieren). Der Schwerpunkt dieser Arbeiten liegt auf empirischen Zugängen, die die Erfassung von Organisationskultur voraussetzen bzw. mit entwickeln. Zweitens finden sich in diesem Kapitel Arbeiten, die ausschließlich über einen begrifflichen Zugang (z.B. „Qualitätskultur", „Feedbackkultur") identifiziert wurden, sich aber nicht notwendigerweise der Kernfragestellung widmen. Kapitel 2 umfasst Arbeiten, sich mit der Erfassung von Organisationskultur befassen und Kapitel 3

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1 Bucher, Schwarz, Safi 2013: Reader Schulkultur. Literaturzusammenstellung zum Thema Schulkultur
    Herre 2013: Reader Organisationskultur. Literaturzusammenstellung zum Thema Schulkultur

enthält einerseits Übersichtsarbeiten und andererseits grundlegende oder häufig zitierte Werke. Einsteiger in das Thema werden hier am ehesten fündig, im Sinne der Projektlogik verstehen wir diese jedoch eher als ergänzende Literatur und stellten sie daher ans Ende.

Die Haupt- und Unterkapitel sind jeweils nochmal untergliedert in Werke, die sich explizit auf Bildungskontexte beziehen (Schule, Hochschule) und solche, die andere Organisationen (z.B. Betriebe) im Fokus haben. In Bezug auf Werke mit Bildungsbezug, sind die Rechercheergebnisse weitgehend vollständig (zumindest für Kapitel 1 und 2). Hinsichtlich der schier endlosen Literatur zu Organisationskultur und Erfassung von Organisationskultur allgemein musste natürlich eine Auswahl getroffen werden. Insgesamt haben wir dabei Organisationen, die Bildungsorganisationen ähnlicher sind (z.B. andere öffentliche Organisationen) den Vorzug gegeben. Innerhalb der Abschnitte wurde chronologisch absteigend geordnet.

1 Qualitätskultur

Dieser Abschnitt enthält Arbeiten zu Qualitätskultur sowie zum erweiterten Themenbereich Qualität und Kultur. Er gliedert sich in zwei Hauptbereiche: Arbeiten, die insbesondere über die Frage-stellung (Zusammenhang von Qualitäts-kultur und Organisationskultur) identifiziert wurden sowie Arbeiten, die in erster Linie durch die begriffliche Suche (Qualitätskultur, Feedbackkultur, Evalua-tionskultur, Fehlerkultur etc.) gefunden wurden.

1.1 Thematischer Zugang zu Qualitätskultur

Dieser Abschnitt enthält Arbeiten, die Qualitätskultur als eine der Implementierung, Etablierung und/oder Nachhaltigkeit von QM-Maßnahmen förderliche Organisationskultur verstehen (ohne dabei notwendigerweise den Begriff Qualitätskultur zu verwenden oder zu definieren) sowie Arbeiten, die allgemein den Zusammenhang zwischen Organisationskultur und QM-Maßnahmen/-praktiken unter-suchen.

1.1.1 Zum Zusammenhang von Qualitätsmanagement und Organisationskultur im Bildungsbereich

Louis, K. S., & Wahlstrom, K. (2011). Principals as cultural leaders. *Phi Delta Kappan*, *92*(5), 52-56.

School culture matters. It's a critical element of effective leadership, and there is increasing evidence from both private and public organizations that organizations with stronger cultures are more adaptable, have higher member motivation and commitment, are more cooperative and better able to resolve conflicts, have greater capacity for innovation, and are more effective in achieving their goals. The central job, and also the most difficult, for school leaders is to shape the school's culture to focus unremitting attention on student learning. Thus, in 2004, we set out to find out how school leaders affect student learning. We talked with over a thousand district office staff, school administrators, teachers, parents, and other stakeholders across the country, and we surveyed more than 8,000 principals and teachers in 164 schools, all within a random sample of nine states that included nearly every type of district. We found that changing a school's culture requires shared or distributed leadership, which engages many stakeholders in major improvement roles, and instructional leadership, in which administrators take responsibility for shaping improvements at the classroom level.

Trivellas, P., & Dargenidou, D. (2009). Organisational culture, job satisfaction and higher education service quality: The case of Technological Educational Institute of Larissa. *The TQM Journal*, *21*(4), 382-399.

The purpose of this paper is to examine the influence of organisational culture and job satisfaction on the quality of services provided in higher education and to raise questions about the successful implementation of quality assurance and evaluation systems recently launched in Greece. Drawing on a sample of faculty and administration members at the Technological Educational Institution of Larissa, a structured questionnaire was developed to measure institute's culture, job satisfaction and the quality in services and internal processes. The Competing Values Framework was adopted to operationalise organisational culture, while higher education service quality was operationalised by adopting both the quality dimensions emphasising teaching aspects proposed by Owlia and Aspinwall and Waugh's measures of administration quality. Results indicate that specific culture archetypes are linked with different dimensions of higher education service quality. Hierarchy culture proved to be the most prevalent among administration staff, while clan and hierarchy archetypes dominated among faculty members.

Tsang, K. K. (2009). *Three approaches to understanding and investigating the concept of school culture and school culture phenomena: implications to school improvement and school effectiveness*. **City University of Hong Kong.**

This article compares and discusses three prevailing approaches used to understand the concept of school culture and school culture phenomena. The approaches are typology-functionalist approach, process approach, and improvement-effectiveness approach. Compared with the other two, improvement-effectiveness approach is identified as more appropriate to conceptualize school culture when the concept is applied to promote school improvement and effectiveness. Moreover, the School Improvement Model of School Culture developed by Cavanagh and Dellar is introduced with the implications of the model to Hong Kong school leaders, policy-makers and educational researchers are being discussed.

Detert, J. R., & Pollock, T. G. (2008). Values, Interests, and the Capacity to Act Understanding Professionals' Responses to Market-Based Improvement Initiatives in Highly Institutionalized Organizations. *The Journal of Applied Behavioral Science*, *44*(2), 186-214.

This article uses a longitudinal, multi-method, comparative case study of teachers' behavioral and cognitive reactions to the implementation of Total Quality Management (TQM) in two U.S. high schools to explore professionals' reactions to change in a highly institutionalized environment. Detailed analyses using the meta-themes of teachers' values, personal interests, and capacity for change revealed that teachers held positive views about most aspects of the change initiative but that personal interests and capacity issues limited their implementation. The findings also suggest that in neither school have changes become cognitively institutionalized, or self-sustaining, despite different levels of coercion coming from multiple levels of the schools' complex institutional environments and different patterns of actual practice change across the schools. The results contribute to a variety of literatures interested in explaining stability and change in highly institutionalized settings (e.g., neo-institutional, professions, identity).

Zulu, N., Murray, L., & Strydom, J. F. (2004). Quality, culture and change. *Quality in Higher Education*, *10*(3), 207-217. doi: 10.1080/1353832042000299496

Higher education in South Africa has been grappling with the issue of quality assurance since the early 1990s. This paper investigates the relationships or tensions between quality, culture and change as a result of the introduction of quality assurance systems in higher education institutions in South Africa. The imperatives for the introduction of a quality assurance system are reviewed followed by an overview of lessons learnt in this area within the South African context. The impact of quality assurance on the organisational cultures of higher education institutions is discussed. This is followed by an analysis of the individual and organisational sources of resistance to change. Finally, some strategies for the creation of a culture of quality within higher education institutions are explored and the importance of future research of these tensions is stressed.

Detert, J. R., Schroeder, R. G., & Cudeck, R. (2003). The measurement of quality management culture in schools: development and validation of the SQMCS. *Journal of Operations Management*, *21*(3), 307-328.

This paper reports on the development and validation of a survey instrument for measuring the culture of Quality Management (QM) in K-12 educational settings. The intent was to develop an instrument that would tap both the behavioral norms and the underlying values and beliefs associated with a Quality culture. The process used in the development and honing of this measurement instrument included theory review, qualitative data analysis, practitioner input, and both exploratory and confirmatory factor analytic techniques. Measures of fit and interpretability as well as reliability and validity evidence suggest the iteratively derived survey largely achieves the goal of providing verified scales for evaluating multiple aspects of a school's Quality culture.

Schönig, W. (2002). Organisationskultur der Schule als Schlüsselkonzept der Schulentwicklung. *Zeitschrift für Pädagogik*, *48*(6), 815-834.

Der Text knüpft an die gegenwärtige Diskussion über Schulentwicklung an und prüft die disparaten Vorstellungen von einer Kultur der Schule, um die Theorie der Entwicklung der einzelnen Schule anzuregen. Dazu wird der relative Nutzen von Leistungsvergleichen zwischen Schulsystemen und werden die Leerstellen zwischen diesem speziellen Forschungstypus und der Einzelschulforschung kenntlich gemacht (1). Die häufig diskutierten Begriffe Kultur und Schulkultur werden kritisch analysiert, die mit ihnen verbundenen konzeptionellen Vorstellungen als schultheoretisch unbrauchbar zurückgewiesen (2). Dem Schulkulturbegriff wird das organisationstheoretische Konzept der Organisationskultur gegenübergestellt. Die Organisationskultur der Schule erhält als deren Sinnsystem den Status eines Schlüsselkonzepts der Schulentwicklung (3). Eine vertiefende Betrachtung des ethnologischen Ansatzes der Organisationskultur arbeitet dessen Kritik heraus (4). Der letzte Teil des Beitrages markiert die methodischen Anknüpfungspunkte des organisationskulturellen Ansatzes und hält offene Fragen fest (5).

Detert, J. R., Seashore Louis, K., & Schroeder, R. G. (2001). A culture framework for education: Defining quality values and their impact in US high schools. *School Effectiveness and School Improvement*, *12*(2), 183-212.

In this article, we address the relatively unsubstantiated claim that there is an important relationship between organizational culture and the ability to successfully implement Quality Management (QM) programs in schools. This relationship has not been adequately explored in the literature due to the lack of a comprehensive framework for defining and measuring the values and beliefs at the root of specific types of organizational cultures. After presenting some background on organizational culture used in research to date, we outline the specific values and beliefs underlying QM practice in schools. These QM values and the accompanying propositions provide an important step toward future empirical research aimed at understanding the relationship between organizational culture, the implementation of systemic improvement initiatives like QM, and key organizational and individual outcomes. The context of our research is U.S. high schools, but the general principles could be applied to other educational settings as well. The results of our review suggest that some of the quality management culture dimensions are highly consistent with educational research on school improvement, while others are more controversial.

Kells, H. R. (1995). Creating a culture of evaluation and self regulation in higher education organizations. *Total Quality Management & Business Excellence*, *6*(5), 13. doi: 10.1080/09544129550035125**

Recommendations concerning the implementation of total quality management in higher education are presented based on an analysis of the culture of such organizations and the factors and strategies found to be related to the implementation of changes therein. Some case examples are given.

Weiterführende Literatur:

Terhart, E. (2013). Teacher resistance against school reform: reflecting an inconvenient truth. *School Leadership & Management, 33*(5), 486-500. doi: 10.1080/13632434.2013.793494

Lagrosen, Y., & Lagrosen, S. (2012). Organisational learning for school quality and health. *International Journal of Educational Management, 26(*7), 664-677. doi: 10.1108/09513541211263737

Tatlah, I. A., & Iqbal, M. Z. (2012). Leadership Styles and School Effectiveness: Empirical Evidence from Secondary Level. *Procedia - Social and Behavioral Sciences, 69,* 790-797. doi: 10.1016/j.sbspro.2012.11.474

Zentgraf, C. (2012). Kap. 9.3 Schulkultur, Schul- und Schulqualitätsentwicklung. Theoretisch-reflexive Einordnung. In C. Zentgraf (Ed.), *Schulkultur, Schul-und Qualitätsentwicklung mit neuen Medien. Problemstellungen, Potenziale, Paradoxien. Eine Einzelfallstudie* (pp. 274-290).

Milton, P. M. (2011). *Educational Leadership and School Culture: A Study of the Perceptions of Effective Leadership.* (Dissertation), Clemson University.

Zhu, C., Devos, G., & Li, Y. (2011). Teacher perceptions of school culture and their organizational commitment and well-being in a Chinese school. *Asia Pacific Education Review, 12*(2), 319-328.

Eder, F., & Dämon, K. (2010). 6. Organisationsklima, Schulkultur und Verhaltensauffälligkeiten bei Schülerinnen und Schülern. In J. Schmich & C. Schreiner (Eds.), *BIFIE-Report 4/2010: TALIS 2008 (2010): Schule als Lernumfeld und Arbeitsplatz. Vertiefende Analysen aus österreichischer Perspektive.*

Svensson, M., & Klefsjo, B. (2010). Experiences from creating a quality culture for continuous improvements in the Swedish school sector by using self-assessments. *Total Quality Management & Business Excellence, 11*(4), 10. doi: 10.1080/09544120050008246

MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education, 12*(1), 73-84.

Milisiunaite, I., Adomaitiene, R., & Galginaitis, J. (2009). *Quality Management as a Tool for Quality Culture Embedment: Vilnius University Approach.* Paper presented at the 31st Annual EAIR Forum, Vilnius, Lithuania.

Lam, M. Y., Poon, G. K. K., & Chin, K. S. (2008). An organizational learning model for vocational education in the context of TQM culture. *International Journal of Quality & Reliability Management, 25*(3), 238-255.

Davies, J., Douglas, A., & Douglas, J. (2007). The effect of academic culture on the implementation of the EFQM Excellence Model in UK universities. *Quality Assurance in Education, 15*(4), 382-401.

Holtappels, H. G., & Voss, A. (2006). Organisationskultur und Lernkultur. Zusammenhänge zwischen Schulorganisation und Unterrichtsgestaltung am Beispiel selbständiger Schulen. In W. Bos (Ed.), *Jahrbuch der Schulentwicklung.* (pp. 247-274). Weinheim und München: Juventa.

Smith, A. L. (2006). *A study of the relationship between school culture and standardized test scores.* (Doctor of Management in Organizational Leadership), University of Phoenix, Phoenix.

Le Clear, E. A. (2005). *Relationships among leadership styles, school culture, and student achievement.* University of Florida. Retrieved from http://etd.fcla.edu/UF/UFE0013022/leclear_e.pdf

Mulford, W. B. (2003). School leaders - changing roles and impact on school effectiveness. *OECD.*

Heck, R. H., & Marcoulides, G. A. (1996). School culture and performance: Testing the invariance of an organizational model. *School Effectiveness and School Improvement, 7(*1), 76-95.

Steffens, U. (1995). Schulqualität und Schulkultur - Bilanz und Perspektiven der Verbesserung von Schule. In H. G. Holtappels (Ed.), *Entwicklung von Schulkultur* (pp. 37-51). Neuwied: Luchterhand.

Nias, J., Southworth, G., & Yeomans, R. (1989). *Staff relationships in the primary school: A study of organizational cultures:* Mansell.

1.1.2 Zum Zusammenhang von Qualitätsmanagement und Organisationskultur allgemein

Haffar, M., Al-Karaghouli, W., & Ghoneim, A. (2013). The mediating effect of individual readiness for change in the relationship between organisational culture and TQM implementation. *Total Quality Management & Business Excellence*, 24(5-6), 693-706.

Despite the substantial body of existing literature examining the influence of organisational culture (OC) on total quality management (TQM) implementation, the mechanism through which an organisation's culture comes to have an impact on TQM implementation has not been adequately addressed. The purpose of this article is to empirically examine the mediating role of individual readiness for change (IRFC) as one possible mechanism through which an organisation's culture

results in having an impact on TQM implementation. To achieve this, a questionnaire-based survey was developed and self-administered to 350 middle managers in Syrian manufacturing organisations. The analysis of the collected data revealed that the adhocracy and group culture types are the most supportive cultures for TQM implementation. Furthermore, the results of this study show support for the mediating role of IRFC in the relationship between OC and TQM implementation. Therefore, this article makes a novel contribution by providing a refined and deeper comprehension of the relationships between OC types and TQM implementation. The article highlights the managerial implications of the findings and suggests future research directions.

Green, T. J. (2012). TQM and organisational culture: how do they link? *Total Quality Management & Business Excellence*, *23*(2), 141-157.

There have been many documented cases where total quality management (TQM) initiatives have failed to succeed and these have been often blamed on the implementation process. The purpose of this conceptual paper is to show the potential links between TQM and culture, and to highlight some of the reasons for TQM failure with a view to suggesting whether 'cultural traits', identified in some of the major cultural models, could influence the success of TQM implementation. The paper is purely literature based with the investigation being split into three distinct sections. The first briefly covers a number of important aspects of TQM and identifies some of the problems that have been encountered in its implementation. The second describes four models of organisational culture and attempts to identify the particular 'cultural traits', within each model, which might prove conducive to TQM success. Finally, the third suggests an amalgamated model that could be used to test whether an organisation will be receptive to a TQM initiative. Findings suggest that successful implementation of TQM could depend on the prevailing culture of the organisation. While the findings require further empirical research, there is evidence to support that paying attention to cultural aspects could assist the decision concerning a TQM initiative. It should be noted, however, that the research is limited in that the validity of the amalgamated model has not been empirically tested.

Baird, K., Hu, K. J., & Reeve, R. (2011). The relationships between organizational culture, total quality management practices and operational performance. *International Journal of Operations & Production Management*, *31*(7), 789-814.

This study seeks to conduct an empirical analysis of the association between the dimensions of O'Reilly et al.'s organizational culture profile (OCP) measure with the extent of use of total quality management (TQM) practices, measured using Kaynak's four core TQM practices (quality data and reporting, supplier quality management, product/service design, process management). In addition, the study examines both the direct and indirect association of Kaynak's four core TQM practices with operational (quality and inventory management) performance. The study uses data obtained from a survey of 364 business units encompassing both the manufacturing and service industries in Australia. The findings suggest that the cultural dimension teamwork/respect for people is the most important factor in enhancing the use of TQM practices, while more outcome-oriented and innovative business units were also found to use TQM practices to a greater extent. While all four TQM practices were found to be interrelated, only three of the factors (supplier quality management, process management, and quality data and reporting) were found to help to achieve the operational performance goals. A major implication of this study is that managers need to recognize the interdependencies between the core TQM practices and their relationships with operational (inventory management and quality) performance. Furthermore, the findings assist organizations by providing guidance as to the organizational culture that is conducive to TQM, thereby contributing to the achievement of desired operational outcomes.

Wu, S. J., Zhang, D., & Schroeder, R. G. (2011). Customization of quality practices: the impact of quality culture. *International Journal of Quality & Reliability Management*, *28*(3), 263-279.

This study aims to investigate how firms should customize quality practices to obtain or maintain quality advantage with the development of quality culture. The paper seeks to adopt March's learning framework and to differentiate quality management practices into two bundles: exploitation and exploration. A survey dataset, including 238 manufacturing plants located in eight countries and three industries was used to test the hypotheses. The total sample was classified into two groups depending on the maturity of quality culture, and regression analysis was conducted in each of the groups for comparison. Data analysis results show that quality exploitation practices are highly related to performance outcome when quality culture has not become a prevailing organization culture. In contrast, quality exploration practices are significantly associated with operations performance after quality culture plays a critical role in organizational culture.

Zu, X., Robbins, T. L., & Fredendall, L. D. (2010). Mapping the critical liks between organizational culture and TQM/Six Sigma practices. *International Journal of Production Economics*, *123*, 21. doi: 10.1016/j.ijpe.2009.07.009

This study investigates how organizational culture influences the implementation of different practices incorporated in the recent Six Sigma approach as well as those associated with traditional total quality management (TQM). The authors employed the competing values framework to capture the underlying value orientations of organizational culture. Using survey data collected from 226 US manufacturing plants, the relationships between four culture types and 10 TQM/Six Sigma practices were examined via the structural equation modeling technique. The results reveal the differential effects of the culture types on the implementation of TQM/Six Sigma practices. While the relationship between TQM practices and culture has been the subject of prior research, this is the first look at the relationship between organizational culture and a comprehensive set of quality management practices including the new Six Sigma practices.

Naor, M., Goldstein, S. M., Linderman, K. W., & Schroeder, R. G. (2008). The Role of Culture as Driver of Quality Management and Performance: Infrastructure Versus Core Quality Practices*. *Decision Sciences*, *39*(4), 671-702.

Increasingly, scholars and practitioners recognize the importance of understanding organizational culture when implementing operations management practices. This study investigates the relationships among organizational culture, infrastructure and core quality management practices, and manufacturing performance using two alternative models. Understanding these relationships is important because culture can provide insight into the context dependence of quality management practices and shed light on the mixed results of past studies concerning the link between quality management and performance. Analysis of manufacturing plants from six countries indicates that organizational culture has a stronger influence on infrastructure quality management practices than on core quality management practices, regardless of whether the plants are located in Eastern or Western countries. In addition, infrastructure quality management practices have a significant effect on manufacturing performance. These results contribute to the quality management literature by emphasizing the importance of accounting for culture when making decisions to implement quality management practices to achieve a performance advantage. Finally, we also contribute to the literature on the culture-performance linkage by finding support for a direct link between culture and manufacturing performance.

Yong, K. T., & Pheng, L. S. (2008). Organizational culture and TQM implementation in construction firms in Singapore. *Construction Management and Economics*, *26*(3), 237-248.

The adoption and implementation of total quality management (TQM) are related to a company's culture. The relationship between cultural orientation and the implementation of TQM practices

among certified Singapore contractors is investigated from an organizational culture perspective. The competing values framework was used to assess organizational culture and eight TQM elements were identified to gauge the implementation of TQM practices among contractors. A survey questionnaire was administered. Four organizational culture types have been identified from the survey findings. These are strong comprehensive, clan-driven, hierarchy-driven and weak comprehensive culture. Firms with strong comprehensive culture implement highly the TQM elements of top management leadership, people, process, customer and supplier management. Firms with clan-driven culture implement highly the element of process management while firms with hierarchy-driven and weak comprehensive culture implement lowly to moderately all elements. A culture-based TQM implementation strategy is proposed.

Rad, A. M. M. (2006). The impact of organizational culture on the successful implementation of total quality management. *The TQM Magazine*, *18*(6), 606-625.

The purpose of the paper is to determine the impact of cultural values on the success of TQM implementation in Isfahan University Hospitals (IUHs), Iran, 2004. Survey questionnaires were used to elicit responses from hospital managers and employees. Data collected included the characteristics of organizational culture in IUHs and the degree of TQM success and its implement-tation problems in these hospitals.

The paper shows that TQM requires a quality-oriented organizational culture supported by senior management commitment and involvement, organizational learning and entrepreneurship, team working and collaboration, risk taking, open communication, continuous improvement, customers focus (both internal and external), partnership with suppliers, and monitoring and evaluation of quality. By replicating this study in different countries and contexts the results could be very helpful for developing a model of TQM that can be implemented successfully in a cross-cultural context.

Prajogo, D. I., & McDermott, C. M. (2005). The relationship between total quality management practices and organizational culture. *International Journal of Operations & Production Management*, *25*(11), 1101-1122.

This empirical study explores the relationship between total quality management (TQM) practices and organizational culture with the purpose of identifying the particular cultures that determine the successful implementation of TQM practices.

Specifically, it tests two competing views on the relationship; the unitarist and pluralist views. The empirical data was drawn from 194 organizations in Australia. The research model employs the Malcolm Baldrige National Quality Award criteria as TQM framework and builds on the competing values model to frame organizational culture. The data was analysed using structural equation modeling technique.

The findings support the pluralist view, wherein different subsets of TQM practices are determined by different types of cultures. Interestingly, hierarchical culture was found to have a significant relationship with certain practices of TQM.

Additionally, the findings indicate that although the cultural factors underpinning different elements of TQM are dissimilar, even antagonistic, organizations can implement them in harmony.

Gallear, D., & Ghobadian, A. (2004). An empirical investigation of the channels that facilitate a total quality culture. *Total Quality Management and Business Excellence*, *15*(8), 1043-1067.

It is generally agreed that the culture of an organization is a function of its values, beliefs and behavioural practices and that the influence of culture on an organization is powerful and pervasive. There is also broad agreement that total quality management (TQM) is a management paradigm that propagates certain values, behaviour and working methods. Moreover, that the successful introduction and practice of a total quality management approach requires close

attention to, and more often than not, modification of, organizational culture. Yet, culture is somewhat intangible, and regardless of the precise cultural aspirations, in order to change or maintain the desired culture an organization needs a set of facilitating channels. These are mechanisms or necessary conditions that influence, mould and help sustain a desirable cultural orientation. This paper examines the channels that facilitate the development of a total quality culture based on the findings of an investigation of an international sample of organizations widely regarded as leading exponents of TQM.

Irani, Z., Beskese, A., & Love, P. E. D. (2004). Total quality management and corporate culture: constructs of organisational excellence. *Technovation*, *24*(8), 643-650.

There is a need for an appropriate culture to support the scope of Total Quality Management (TQM). Customer focus, systems approach, teamwork, involved management and continuous improvement are the aspects of TQM that facilitate improved organisational success, growth, and competitiveness. Many companies are now complementing continuous improvement with innovation, which is seen as the successful exploitation of new ideas. A clear synergy appears between these two corporate success factors as they are often integrated under an appropriate corporate culture for exploitation. The results of this can support substantial improvements in business performance and competitiveness of the company. With this in mind, this paper discusses the concept of corporate culture, places this social construct within the arena of TQM, and highlights the relationships that exist among culture, quality, and competitiveness using a case study.

Lagrosen, S. (2003). Exploring the impact of culture on quality management. *International Journal of Quality & Reliability Management*, *20*(4), 473-487. doi: 10.1108/ 02656710310468632

The core of total quality management (TQM) consists of certain values that are supposed to permeate the organisations. Successful implementation of TQM therefore requires that the values of the organisation are changed so as to harmonise with the values of TQM. Changing the values of an organisation is, however, not an easy task since values are deeply grounded in the organisational culture. In the light of this, many scholars hold that implementing TQM must involve a cultural transformation of the company.

Scott, T., Mannion, R., Marshall, M., & Davies, H. (2003). Does organisational culture influence health care performance? A review of the evidence. *J Health Serv Res Policy*, *8*(2), 105-117. doi: 10.1258/135581903321466085

The article reviews the evidence for a relationship between organisational culture and health care performance. All empirical studies exploring a relationship between organisational culture and health care performance were identified by a comprehensive search of the literature. Study methods and results were analysed qualitatively to provide a narrative review with integrative discussion. Ten studies met the inclusion criteria. There was considerable variation in the design, study setting, quality of reporting and aspects of culture/performance considered. Four of the ten studies reviewed claimed to have uncovered supportive evidence for the hypothesis that culture and performance are linked. All the other studies failed to find a link, though none provided strong evidence against the hypothesis. There is some evidence to suggest that organisational culture may be a relevant factor in health care performance, yet articulating the nature of that relationship proves difficult. Simple relationships such as 'strong culture leads to good performance' are not supported by this review. Instead, the evidence suggests a more contingent relationship, in that those aspects of performance valued within different cultures may be enhanced within organisations that exhibit those cultural traits. A striking finding is the difficulty in defining and operationalising both 'culture' and 'performance' as variables that are conceptually and practically distinct.

Maull, R., Brown, P., & Cliffe, R. (2001). Organisational culture and quality improvement. *International Journal of Operations & Production Management*, *21*(3), 302-326.

This article has two main sections. The first section presents the theoretical underpinnings for the development of a cultural analysis model that companies should undertake prior to embarking on a TQM programme. The PCOC model (Personal, Customer orientation, Organisational and Cultural issues) which is derived from the Hofstede approach to cultural analysis, was used to determine whether the development of a questionnaire to measure the culture and the organisational environment could be achieved. The model also provides an organisational climate analysis which can then be compared with results from the cultural analysis. Describes a seven step approach whereby companies can operationalise the PCOC model to their organisation. The second section of the article presents the findings from the use of an organisational culture assessment model, PCOC, within four financial services organisations (FSOs). The returns for each of the FSOs were analysed against the returns for the four organisations as a whole. The results for each FSO are presented separately. The major issues for each FSO are drawn out using a „t" test to analyse the differences for the FSOs as a whole.

Corbett, L. M., & Rastrick, K. N. (2000). Quality performance and organizational culture: A New Zealand study. *International Journal of Quality & Reliability Management*, *17*(1), 14-26.

For many years culture has been claimed as an important component of organizational success in general and TQM and quality improvement in particular. This study examined management culture and quality performance in a sample of New Zealand manufacturing organizations. The culture was measured using the Organizational Culture Inventory, and quality performance was measured using questions from Leading the Way: A Study of Best Manufacturing Practices in Australia and New Zealand. Different management cultures were found to have correlations with quality indicators such as: warranty claims, percent defectives, ratio of quality inspectors to direct production workers, and delivery in full on time. No significant correlations were found between the organizational cultures and cost of quality, or with supplier quality. We suggest that through understanding these relationships between culture and quality, managers may be able to develop more effective and competitive organizations.

Davies, H., Nutley, S. M., & Mannion, R. (2000). Organisational Culture and Quality of Health Care. *Quality in Health Care*, *9*, 10.

Although often referred to, it is unclear whether talk of „cultural transformation" is merely a convenient metaphor or is, instead, shorthand for a more tangible raft of specific changes. If the latter, then it would seem essential to have some clear idea about the meaning of organisational culture, the extent to which this culture can be managed within health care, and the nature of the organisational cultures which underpin quality improvement activity in health care. This paper draws on a wide social science literature to open this debate. It explains some of the current conceptualisations of organisational culture and explores the implications of these for health systems (such as the NHS) or healthcare providers (such as hospitals and primary care networks) that are seeking organisational transformation.

Detert, J. R., Schroeder, R. G., & Mauriel, J. J. (2000). A framework for linking culture and improvement initiatives in organizations. *Academy of management Review*, *25*(4), 850-863.

We present a synthesis of the general dimensions of organizational culture used most commonly in extant research and outline how these general dimensions correspond to the specific values and beliefs underlying total quality management (TQM) practice (a comprehensive change initiative). We argue that the relationship between culture and implementation of new behaviors and practices has not been adequately explored because of the lack of a comprehensive framework for defining

and measuring organizational cultures. Our framework presents a necessary step in moving toward culture as a useful explanatory concept in organizational research.

Wilderom, C. P. M., Glunk, U., & Maslowski, R. (2000). Organizational culture as a predictor of organizational performance. In N. M. Ashkanasy, C. P. Wilderom & M. F. Peterson (Eds.), *Handbook of Organizational Climate and Culture* **(pp. 193-209). Thousand Oaks, California: Sage.**

Central to this chapter is the question of evidence: Does organizational culture have a positive effect on organizational performance? Before we examine the available evidence for this proposition, we first provide a historical sketch of the relevant literature. We then address pertinent research challenges regarding the linking of organizational culture to performance. We thereby offer a framework for future testing of this link.

van Donk, D. P., & Sanders, G. (1993). Organizational culture as a missing link in quality management. *International Journal of Quality & Reliability Management*, *10* **(5).**

Quality management ignores organizational culture to a great extent. This article establishes the relationship between organizational culture and quality management and presents a method for measuring organizational culture, illustrating the relationship in a case study. The authors then give recommendations for using the presented findings in practical management.

Weiterführende Literatur:

Herrmann, A., Schönborn, G., & Peetz, S. (2004). Von den Besten lernen: der Einfluss der Wertekultur auf den Unternehmenserfolg. In G. Bentele, M. Piwinger & G. Schönborn (Eds.), *Kommunikationsmanagement, Strategien, Wissen, Lösungen*. Neuwied, Kriftel: Luchterhand.

Gifford, B. D., Zammuto, R. F., & Goodman, E. A. (2002). The relationship between hospital unit culture and nurses' quality of work life. *Journal of Healthcare Management/American College of Healthcare Executives, 47*(1), 13.

Goodman, E. A., Zammuto, R. F., & Gifford, B. D. (2001). The Competing Values Framework: Understanding the impact of organizational culture on the quality of work life. *Organization Development Journal*.

Mallak, L. A., Bringelson, L. S., & Lyth, D. M. (1997). A cultural study of ISO 9000 certification. *International Journal of Quality & Reliability Management, 14*(4), 328-348.

Gordon, G. G., & DiTomaso, N. (1992). Predicting corporate performance from organizational culture. *Journal of management studies, 29*(6), 783-798.

Wilkins, A. L., & Ouchi, W. G. (1983). Efficient cultures: Exploring the relationship between culture and organizational performance. *Administrative Science Quarterly, 28*, 468-481.

1.3 Begrifflicher Zugang zu Qualitätskultur

In diesem Abschnitt finden sich Arbeiten, die sich bemühen Qualitätskultur konzeptionell zu fassen, neben Arbeiten die Qualitätskultur beiläufig als Überbegriff für diverse Qualitätsmanagement-Praktiken verwenden. Außerdem finden sich hier auch Arbeiten, die bestimmte Qualitätsaspekte oder Zusammenhänge von Qualität und (Organisations-)Kultur thematisieren, ohne sich notwendigerweise Gedanken über die Operationalisierung bzw. Erfassung von (Organisations-)kultur machen.

1.3.1 Qualitätskultur im Bildungsbereich

Ittner, H., & Kurz, S. (2012). Qualität und Kultur - eine Annäherung. Replik auf „Qualität braucht Kultur" von JONACH et al. in dieser bwp@ Ausgabe 21. *bwp@ Berufs- und Wirtschaftspädagogik*, *21*, 1-7.

Qualitätsmanagement an Schulen ist mittlerweile in verschiedenen europäischen Ländern gängige Praxis. In Frage steht, ob es gelungen ist, die jeweiligen Systeme auch kulturell erfolgreich zu implementieren. Der vorliegende Artikel greift eine durch JONACH et al. in der bwp@ dazu angestoßene Diskussion auf. Die Autoren setzen sich ausgehend von zehn Jahren Praxiserfahrung, insbesondere im Bundesland Bremen, mit verschiedenen theoretischen Aspekten zur Schulkultur auseinander und werfen neue Fragen auf. Im Mittelpunkt einer Analyse der Qualitätskultur einer Schule sollte demnach der Versuch stehen, diese aus ihrer Genese heraus in ihren expliziten Formen und impliziten Anteilen unter Nutzung des Blickwinkels der Beteiligten ansatzweise zu verstehen. Begriffen werden müssten dabei die subjektiven Gründe, die dazu führen, dass sich Beteiligte Aspekte von Schulkultur – und damit ggf. von Qualitätskultur – zu Eigen machen bzw. umgekehrt sich in die Gestaltung der Schulkultur einbringen. Eine theoretische Ableitung oder Erforschung mit Hilfe eines Variablenmodells scheint nach der dazu vorliegenden Literatur kein Weg zu sein, der zu diesem Ziel führt. Daher wird in dem Artikel der Wunsch nach weiteren konzeptionellen Überlegungen und vor allem nach einer an subjektwissenschaftlichen Paradigmen orientierten empirischen Forschung geäußert. Implizites könnte so auch für die Beteiligten zugänglich und damit für die Gestaltung ihrer schulischen Qualitätskultur nutzbringend werden.

Jonach, M., Gramlinger, F., & Hartl, S. (2012). Qualität braucht Kultur. Das Quality Culture Konzept und seine Anwendungsmöglichkeiten im Kontext von (berufsbildenden) Schulen. *bwp@ Berufs- und Wirtschaftspädagogik - online*, *21*, 11.

Qualitätsmanagementsysteme für berufsbildende Schulen befinden sich im deutschsprachigen Raum seit mehreren Jahren im Aufbau. Die Implementation von Strukturen, Instrumenten und Berichtssystemen ist weit gediehen, in Österreich etwa gibt es seit 2004 mit der QualitätsInitiative BerufsBildung (QIBB) ein übergreifendes Qualitätsmanagement für alle berufsbildenden Schulen Österreichs.

Im Hochschulbereich wird bereits länger über die Frage, wie Anwender/innen von Qualitätsmanagementsystemen mit diesen Strukturen bzw. Systemen tatsächlich arbeiten, unter dem Begriff Qualitätskultur („quality culture") diskutiert. Die Frage nach der Qualitätskultur auch im Bereich von (berufsbildenden) Schulen zu stellen und damit die formalen Strukturen mit individuellen und kollektiven Überzeugungen und Engagement (Commitment) zur Qualitätsarbeit in Beziehung zu setzen, ist das Anliegen dieses Beitrags. Harvey und Stensaker (2008, siehe S. 20) haben das Quality Culture Konzept mit Bezugnahme auf die Cultural Theory weiterentwickelt und vier Idealtypen von organisationaler Qualitätskultur unterschieden: abwehrende, reagierende, sich reproduzierende und sich erneuernde Qualitätskulturen. Die Autor/innen untersuchen diese Idealtypen für den schulischen Bereich und regen zu einer Auseinandersetzung mit dem Konzept anhand einer Reihe von Fragen zur Selbstreflexion schulischer Qualitätskultur an. Die Wirkung soll ein Bewusstseinsprozess über eine mögliche Balance zwischen formaler Struktur und Haltungen und Überzeugungen sein.

Schenke, P. (2011). *Vergleich von ausgewählten Qualitätsmanagementsystemen für berufsbildende Schulen in Deutschland und Österreich.* **(Diplomarbeit), Karl-Franzens-Universität, Graz.**

In der beruflichen Bildung gibt es unterschiedliche Modelle, die zur Sicherung von Qualität einge-setzt werden. Diese Qualitätsmanagementsysteme unterscheiden sich im Inhalt und im Aufbau. In Folge dessen stellt sich die Frage: Verfolgen die einzelnen QMS die gleichen Ziele und inwiefern werden sie dem Anspruch einer Qualitätssicherung in der beruflichen Bildung gerecht? Daran anknüpfend werden in der folgenden Arbeit vier ausgewählte QMS vorgestellt und analysiert. Vor dem Hintergrund der Problemstellung gilt es zu prüfen, inwieweit es möglich ist, die QMS durch die Erarbeitung von unterschiedlichen Kriterien zu vergleichen und deren Unterschiede sowie Gemein-samkeiten herauszuarbeiten. Ziel der Arbeit ist es, die vier ausgewählten QMS aus dem Bereich der beruflichen Bildung zunächst zu beschreiben um anschließend eine vergleichende Analyse vorzu-nehmen.

Ehlers, U. D. (2009). Understanding quality culture. *Quality Assurance in Education*, *17*(4), **343-363.**

The purpose of this paper is to develop a holistic understanding of quality in higher education which reveals the current debates about accreditation or quality process standards as insufficient, and to propose an enhanced model for quality culture in educational organisations. The conceptual framework is based on relevant research in the field of quality development for education, and integrates it with a series of previously published works related to quality methodologies, quality literacy and quality as a multidimensional concept. Quality is approached from an educational science perspective, and is understood as a relationship among all the participants and resources of an educational scenario. The paper establishes the foundation for a comprehensive understanding and analysis of quality culture in organisations, focussing on higher education. While this understanding of quality as part of the organisational culture seems to gain more importance there is still a lack of fundamental research and conceptual understanding of the phenomenon in itself. Quality development in higher education is often limited to bureaucratic documentation, and disregards the development of quality as an organisation's holistic culture. However, there is a need to focus on promoting a quality culture which is enabling individual actors to continuously improve their educational practice.

Harvey, L. (2009). *Deconstructing quality culture.* **Paper presented at the European Association for Institutional Research (EAIR) Annual Conference in Vilnius.**

The paper examines the idea of quality culture and goes beyond taken-for-granted notions to examine underlying ideologies. Drawing on previous explorations of quality culture and of the epistemology of quality, this paper attempts to raise fundamental questions about existing 'models' and preconceptions about the value of quality cultures.

McNamara, G., O'Hara, J., Boyle, R., & Sullivan, C. (2009). Developing a Culture of Evaluation in the Irish Public Sector: The Case of Education. *Evaluation*, *15*(1), **101-112. doi: 10.1177/1356389008095492**

This article is a case study of the emergence of an evaluation culture in the public sector and particularly in education in Ireland. It suggests that the emergence of this culture was strongly influenced by external bodies, particularly the EU and, to a lesser but significant degree, the OECD. It is further argued that the continuation of systematic evaluation is still dependent on external forces, since a commitment to evaluation as a tool of governance has not taken hold among key policy-makers in Ireland. However it is postulated that, notwithstanding its arguably insecure foundations, evaluation practice has moved beyond the confines of externally funded EU pro-grammes, which saw its first introduction into Ireland. In recent years a broad quality assurance

agenda within the public service and to an extent beyond has emerged. The article concludes by making the point that an evaluation culture in a particular country is hugely contextualized and influenced by the constraints of existing ideologies and relationships between different interest groups. Thus, in Ireland, in line with the corporatist and partnership-driven approaches to economic policy and industrial relations which have been dominant in recent decades, the form of evaluation which has emerged is consensual, collaborative and negotiated.

Ehlers, U.-D. (2008). Qualitätskultur für bessere Bildung. Hochschulen auf dem Weg von einer Kontroll-zu einer Qualitätskultur [Einzelbeitrag]. *bildungsforschung*, *1*.

In diesem Artikel wird argumentiert, dass Qualitätsentwicklung im Bildungsbereich weiter greifen muss, als lediglich Prozesse, Regeln und Abläufe zu Zwecken des Qualitätsmanagements zu definieren. Qualitätsentwicklung muss viel eher das Fördern einer Qualitätskultur als Ziel in den Blick nehmen, welche es den einzelnen Akteuren ermöglicht, ihre Kompetenzen im Rahmen einer (lernenden) Organisation kontinuierlich weiter zu entwickeln. Während dieses Verständnis, Qualität als Teil der Organisationskultur zu verstehen, in der Qualitätsdebatte an Bedeutung gewinnt, mangelt es bislang an grundlegender Forschung und konzeptuellem Verständnis des Phänomens „Qualitätskultur" in Bildungsorganisationen. Dieser Artikel zielt darauf ab, die Grundlage für ein umfassendes Verständnis von „Qualitätskultur" im Bildungsbereich zu diskutieren. Der aktuelle Stand der wissenschaftlichen Forschung wird aufgearbeitet und ein Modell von Qualitätskultur entwickelt.

Engels, N., et al. (2008). Principals in schools with a positive school culture. *Educational Studies*, *34*(3), 159-174.

This study focuses on the profile of principals who seem to be able to shape the school culture to best encourage teaching and learning. Data from a representative sample of primary schools (N = 46) were collected through questionnaires for principals and for teachers (N = 700) and semi-structured interviews with the principals. Functioning, well-being and personal characteristics of the principal, structural and cultural characteristics of school, and organisational context are examined. Compared to their opposites, principals in schools with cultures stimulating professional development, combine (1) type A, achievement-oriented behaviour, (2) transformational leadership, (3) a preference for tasks related to education matters and people management and (4) effective time management allowing them to devote most of their time to their preferred role and task component.

Gruenert, S. (2008). School culture, school climate: They are not the same thing. *Principal - Arlington*, *87*(4), 56.

„School leaders who want to address morale in their buildings must know the distinction between culture and climate". This short article links staff performance to feelings of overall happiness, arguing that school culture, or a common set of expectations, can only be altered by addressing the climate.

Harvey, L., & Stensaker, B. (2008). Quality culture: Understandings, boundaries and linkages. *European Journal of Education*, *43*(4), 427-442.

As part of the process of enhancing quality, quality culture has become a taken-for-granted concept intended to support development and improvement processes in higher education. By taking a theoretical approach to examining quality culture, starting with a scholarly examination of the concept of culture, and exploring how it is related to quality, quality improvement and quality assurance, the aim of this paper is to create a better understanding of how one can make sense of quality culture, its boundaries but also its links to the fundamental processes of teaching and learning.

Schoen, L. T., & Teddlie, C. (2008). A new model of school culture: a response to a call for conceptual clarity. *School Effectiveness and School Improvement - An International Journal of Research, Policy and Practice, 19*(2), 129-153.

Van Houtte (2005) called for clarification of the terms school culture and school climate and the role of each in school effectiveness research. This article presents a theoretical framework for school culture that asserts that it is a context-specific branch of organizational culture comprised of 4 dimensions and 3 levels. This conceptualization presents school climate as the second level of school culture. The article explains the qualitative analytical process that led to the development and verification of the Comprehensive Model of School Culture. The concept of culture presented here is contrasted with statements about school culture made by Van Houtte. Implications for research and further theoretical development are discussed at the end of the article.

Buer, J. v., & Wagner, C. (2007). *Qualität von Schule. Ein kritisches Handbuch.* **Frankfurt am Main, Wien: Lang.**

Mit dem Ziel der Qualitätsentwicklung der Einzelschule wird in den Bundesländern derzeit eine Vielzahl von Modellen erprobt. Das Handbuch fokussiert drei Fragen: Welches Wissen wird für die Erstellung, Implementierung und Verstetigung dieser Modelle genutzt? Inwieweit sind die verwendeten Modelle empirisch gesichert? Welche Perspektiven für die Zukunft zeichnen sich ab? Die Beiträge dieses Bandes, verfasst von Autorinnen und Autoren aus Bereichen wie Schulleitung, Landesinstitut und (Berufs-)Bildungsforschung reichen vom Rückblick auf die Geschichte der schulischen Qualitätsentwicklung über die Diskussion grundlegender Fragen zu Schulqualität, Steuerung und Finanzierung über Analysen zu schulischen Tätigkeitsfeldern wie Schulprogrammarbeit, Schulmanagement, unterrichtliche Lehr-Lern-Prozesse hin zu Berichten über internationale Erfahrungen.

Bülow-Schramm, M. (2006). *Qualitätsmanagement in Bildungseinrichtungen.* **Münster: Waxmann.**

Qualitätsmanagement in Bildungseinrichtungen ist seit Mitte der 90er Jahre eine Kernaufgabe von Bildungseinrichtungen. Finanzmittelknappheit, Standortsicherung und internationaler Wettbewerb sind die Schlagworte, die mit diesem Prozess verknüpft werden. In diesem Buch geht es darum, die Aufgaben von Qualitätsmanagement sowohl anwendungsnah wie umfassend zu analysieren. Die Qualität der Angebote der verschiedenen Bildungseinrichtungen bei gleich bleibendem oder sogar sinkendem Etat zu erhöhen ist eine der zentralen Aufgaben des Qualitätsmanagements. Die optimale Nutzung der vorhandenen Ressourcen, der physikalischen Gegebenheiten und der Infrastruktur zur bestmöglichen Versorgung der Region mit Bildungsangeboten ist eine weitere. Und schließlich ist das Messen an anderen Anbietern, das Herausstellen der eigenen Stärken und der Nachweis der Fähigkeit, weltweit konkurrieren zu können, ein drittes Feld. In allen Bereichen ist eine Hinwendung zu ganzheitlichen Konzepten zu beobachten, die hierarchische Qualitätskontrollen ablösen sollen. Der Aufbau und die Inhalte der verschiedenen Qualitätssicherungskonzepte, die Frage ihrer Angemessenheit an die Erfordernisse des Bildungssektors sind Gegenstand der Reflexion. Die behandelten Bildungseinrichtungen reichen vom Kindergarten bis zur Weiterbildung mit jeweils differenten Zielen und Instrumenten. Ihre Analyse, ihr neuester Stand und ihre Handhabung stehen im Mittelpunkt des Buches, um so den Führungskräften und den Machern in Bildungseinrichtungen einen professionellen und kritischen Umgang mit Qualitätsmanagement zu ermöglichen. Der europäischen Dimension von Qualitätsmanagement wird insbesondere im Hochschulbereich Rechnung getragen, der dabei ist, sich als Vorreiter einer europäischen Gestaltung von Qualitätsmanagement zu profilieren.

Van Houtte, M. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research. *School Effectiveness and School Improvement*, *16*(1), 71-89.

This article questions whether culture and climate can be considered interchangeable concepts in school effectiveness research. Hereto both are compared by describing them thoroughly and reviewing their main advantages and disadvantages. It is argued that the two are different. Preference is given to culture as more suitable and more accurate for examining a school's cognitive structures. Climate, encompassing culture, should be reserved for picturing the school in its entirety.

Gordon, G. (2002). The Roles of Leadership and Ownership in Building an Effective Quality Culture. *Quality in Higher Education*, *8*(1), 97-106. doi: 10.1080/13538320220127498

The search for consensual, effective and meaningful agreements over the purposes, means and outcomes of quality assurance continues to tax the inventiveness (and at times, patience) of academics, administrators and other stakeholders in many institutions of higher education, educational systems and quality assurance agencies. Studies into several systems reveal that there are significant differences of opinion between key stakeholders, particularly about the effectiveness, appropriateness and insightfulness of operating schemes and new proposals. Yet internal and external monitors of quality assurance claim that progress is being made, quality assured, even enhanced, albeit whilst simultaneously identifying weaknesses and gaps which need to be addressed. One pivotal aspect surrounds the ways in which both departments/programmes within institutions and institutions as a whole in responding to external agencies position themselves in the handling of quality assurance. The array of responses is complex, multi-stranded and often evolutionary; however, the relative weighting of two components, strategy and tactics, appears to be highly influential. Predominately tactical responses, it is argued, may succeed, in terms of the outcomes of external evaluations of quality assurance but are unlikely to build either an institutional or system-wide culture of quality assurance and continuous improvement. The evidence that has been gained over the past decade of quality assurance in higher education points to the centrality of strategy over tactics, and within the former, to the need to align leadership with ownership, and internal cultures with quality cultures.

Döbert, H. (2001). Neue Lern- und Lehrkultur - Diskussionen und Entwicklungen. In H. Döbert & C. Ernst (Eds.), *Basiswissen Pädagogik. Aktuelle Schulkonzepte. Band 1: Neue Schulkultur*. **Hohengehren: Schneider Verlag.**

Döbert untersucht Einflussfaktoren auf erfolgreiche Unterrichts- und Lehrplangestaltung, wie neue Lern- und Lehrkulturen, Qualitätsmanagement und Kompetenzvermittlungskonzepte.

Fend, H. (2001). *Qualität im Bildungswesen*. *Schulforschung zu Systembedingungen, Schulprofilen und Lehrerleistungen*. **Weinheim und München: Juventa.**

Das Kapitel versucht sich in einer Präzisierung des Begriffes Schulkultur. Sowohl die ethnomethodologische Fallstudienarbeit als auch die Survey-Ansätze haben klären geholfen, worin sich Schulen unterscheiden. Die ethnomethodologische Forschung ist um den Begriff der Kultur zentriert. Die Vorstellung, dass Gemeinschaften Symbolwelten für ihre Weise, die Welt und den Menschen zu interpretieren, entwickeln und damit auch soziale Verkehrsformen und Handlungspraktiken verbinden, hat hier den Begriff der Kultur inspiriert. In drei Weisen kommt Schulkultur zum Ausdruck: Symbolisierungen, Ereignissen und Sprache.

Yorke, M. (2000). Developing a quality culture in higher education. *Tertiary Education & Management*, *6*(1), 19-36.

Although quality and quality assurance have become embedded into the discourse of higher education, the development of a quality culture within higher education has (paradoxically) lagged behind the implementation of quality assurance practices. Part of the paradox, as far as learning

and teaching are concerned, can be attributed to external demands which are homeostatic, when the future of higher education seems to be needing a radical commitment to curricular development. This paper sets the development of a quality culture in a political context, explains the relevance of single- and double-loop learning, argues for a conception of managing for quality, identifies some aspects of institutional dysfunctioning, lays out some qualities of a learning organisation, and suggests some ways in which institutional leaders might approach the task of developing a quality culture.

Keuffer, J., et al. (1998). *Schulkultur als Gestaltungsaufgabe*: **Dt. Studien-Verlag.**

Der Begriff der Schulkultur findet in der jüngeren Fachliteratur zunehmend Verwendung, er wird jedoch sehr unterschiedlich gebraucht. Die Beiträge gehen differenzierten Theorietraditionen für ein vertieftes Verständnis von Kultur und Schulkultur nach und setzen sich mit Erfahrungen aus unterschiedlichen Ländern und verschiedenen Handlungsfeldern auseinander, letztlich mit dem Ziel einer Verbesserung der theoretischen Grundlagen für kollegial getragene Entwicklungsprozesse. Über den schulpädagogischen Diskurs hinaus werden unterschiedliche Theorien zum Kulturbegriff - auch im internationalen Raum - vorgestellt und diskutiert. Es wird geprüft, inwieweit Ergebnisse der internationalen Diskussion für die Theoriebildung im Rahmen von Schulkultur und ihrer Gestaltungsmöglichkeiten ertragreich sein können.

Wiater, W. (1997). Schulkultur - ein Integrationsbegriff für die Schulpädagogik. In N. Seibert (Ed.), *Anspruch Schulkultur*. *Interdisziplinare Darstellung eines neuzeitlichen schulpädagogischen Begriffs*. **(pp. 21-43). Bad Heilbrunn: Verlag Julius Klinkhardt.**

Seit Beginn der 90er Jahre ist die schulpädagogische Literatur um einen Fachbegriff reicher: Schulkultur. Um zur pädagogischen Nomenklatur gehören zu können, muss der neue Begriff in spezifischer Weise Sachverhalte versprachlichen helfen, die mit Unterricht und Erziehung in der gesellschaftlichen Institution Schule zu tun haben. Sagt „Schulkultur" etwas Besonderes über das bildende Lernen aus?
Um diese Frage zu klären, ist den Bedeutungsschichten des Begriffs „Schulkultur" nachzuforschen. Der Artikel beleuchtet den Begriff im Lichte der Wirtschaftswissenschaften (Unternehmen und Kultur, Corporate Identity, TQM), Kulturphilosophie bzw. -pädagogik, der Lerntheorie (Lernkultur, Postmoderne, und als schulpädagogischen Integrationsbegriff.

Maxwell, T. W., & Thomas, A. R. (1991). School climate and school culture. *Journal of Educational Administration, 29*(2).

In the 1970s organisational climate became an established part of the educational administration literature. The assessment of organisational climate was seen as a task in its own right to support school administrators in their work or it was undertaken as a part of a research programme. The purpose of the present article is to consider objections to the use of the term „climate" in schools as well as related objections to the use of data in schools, using as an example those data derived from organisational climate instruments. From a consideration of these objections the primary purpose of the article will be derived, namely, to develop an understanding of the relationship between „climate" and the more powerful concept of „culture".

Deal, T. E. (1985). The symbolism of effective schools. *The Elementary School Journal, 85*(5), **601-620.**

Examines the symbolism of effective schools and the larger significance of the movement as a policy-making activity. It is proposed that understanding the symbols and culture of a school is a prerequisite to making the school more effective. Educational policy is discussed, and shaping school culture is described based on lessons from effective business, including shared values and beliefs, ceremony, and an informal network of cultural players. The revival and elaboration of

school culture is addressed, and the characteristics of effective schools and strong organizational cultures are presented. Revitalization and reshaping of the culture of schools is discussed, focusing on the weakening of social myths, change agents, and policy and regulations. It is argued that the pathway to educational effectiveness lies within each school, and suggestions for developing the traditions and symbols that make a school special are presented.

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„Strong schools have strong cultures evidenced by their heroes and heroines, rituals and ceremonies, and shared beliefs and values." Deal and Peterson discuss organizational culture and the specifics of (strong) school culture, as well as the principal's role.

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Keuffer, J., & Trautmann, M. (2010). Institution und Schulkultur. In T. Bohl (Ed.), *Handbuch Schulentwicklung. Theorie - Forschungsbefunde - Entwicklungsprozesse - Methodenrepertoire* (pp. 113-118). Bad Heilbrunn: Verlag Julius Klinkhardt.

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Cooper, M. (1988). Whose culture is it anyway? In A. Liebermann (Ed*.), Building a professional culture in schools* (pp. 45-54). New York: Teachers College Press.

Vettori, O. Examining quality culture Part III: From self-reflection to enhancement. *Follow-up report on the EAU's long term quality culture project*.

1.3.2 Qualitätskultur allgemein

Holliday, K. F. (2000). *Creating a quality culture* **Portsmouth: Holliday Quality Books.**

A professional guide to systematically implementing and monitoring quality improvement activity in a long term care setting; includes the patented 12 steps to a quality culture method.

Rasmussen, L. B. (1998). Learning Cultures. *AI & Soc, 12***, 134-154.**

For a variety of reasons, learning should be studied as a cultural phenomenon. The task of the first part of this article is to clear up the terminological questions about various ideal types of learning cultures, and how ideal type analysis may be used to study value and knowledge transfer and

knowledge acquirement in various types of organisations. The important task of the second part is to analyse how implementation of environmental management systems, like BS-7750, contribute to a certain learning practice. Moreover the task is to evaluate and discuss supplementing or alternative modes of learning to just formalisation of knowledge transfer.

Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of management Review, 21*(3), 619-654.

Recently, organizational culture researchers have applied quantitative survey methods and identified comparative "dimensions" of culture in a way that appears to contradict some of the original foundations of culture research within organizational studies. This new quantitative culture research also bears a strong resemblance to earlier research on organizational climate. This article examines the implications of this development by first considering the differences between the literatures on organizational culture and organizational climate and then examining the many similarities between these two literatures. The literatures are compared by focusing on their definition of the phenomena, their epistemology and methodology, and their theoretical foundations. The implications of the differing theoretical foundations and their underlying assumptions about the phenomenon are discussed at some length, as are some of the consequences of the continued separation of these two literatures. The final discussion focuses on the implications for these developments for future research on organizational cultures and contexts.

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Hodkinson, P., Biesta, G., & James, D. (2007). 'Understanding learning cultures'. *Educational Review, 59*(4), 415 - 427.

Geldermann, B., Günther, & Hofmann, H. (2005). Lernkulturen und strategische Kompetenzentwicklungsprogramme in Unternehmen *QUEM-Materialien 62*: Arbeitsgemeinschaft Betriebliche Weiterbildungsforschung e.V./Projekt Qualifikations-Entwicklungs-Management.

Wagner, D., Seisreiner, A., & Surrey, H. (2001). Typologie von Lernkulturen in Unternehmen *QUEM-report - Schriften zur beruflichen Weiterbildung (Heft 73)*. Berlin.

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2 Erfassung von Organisationskultur

Dieser Abschnitt enthält Arbeiten zur Erfassung von Organisationskultur, sofern sie noch nicht in Kapitel 1 erfasst sind.

2.1 Erfassung von Schulkultur bzw. Organisationskultur im Bildungsbereich

Creemers, B. (2013). *Establishing a knowledge base for quality in education. Testing a dynamic theory for education; handbook on designing evidence-based strategies and actions to promote quality in education.* **Münster: Waxmann.**

Although European policies promote the development of a knowledge-based society, international comparative studies reveal that large differences exist in the average achievement level and in offering equal opportunities to diverse student populations. In this handbook we provide suggestions to schools on establishing an evidence-based and theory-driven approach to promote quality in education. Specifically, we offer guidelines to schools on how to establish School Self-Evaluation (SSE) mechanisms measuring the functioning of school factors and identify priorities for improvement. By making use of the knowledge-base of EER, schools are also provided with guidelines on how to develop strategies and action plans to address their improvement priorities. Thus, the main aim of this handbook is to encourage readers, when faced with different challenges/problems, to uncover and exploit the available knowledge-base of EER and to act with flexibility in using the dynamic approach to design, implement and evaluate policies and action plans for promoting quality in education.

Ney, B. (2013). *Measuring School Culture in Higher Education: A Multi-Method Approach.* **(Master), Twente.**

This study aims to define and measure dimensions of the broad concept of school culture. Three studies have been conducted in order to approach this endeavor. Experienced teachers were interviewed investigating the questions what reliability, commitment, responsibility and enthusiasm mean to them. Moreover, the teachers were pleased to identify typical student behavior which mirrors reliability, commitment, responsibility and enthusiasm. Based on the results of the interviews, items were generated which were related to reliability, commitment,
responsibility and enthusiasm. These items served as input to the second study, the pilot study. This study was carried out among students in the Netherlands. After factor loadings of the items were examined, items for the final questionnaire were selected following strict criteria. Ten scales were crafted measuring levels of intrinsic motivation, honesty, effort, commitment, demand, responsebility, proactive attitude, enthusiasm, pleasure and challenge of students. The final questionnaire was disseminated among 317 students in the Netherlands.
Analysis of the data revealed that the ten scales are internally reliable measuring various levels of cultural dimensions in schools among students. Moreover, it was examined whether various demographic variables have influence on the scores of the ten different student school culture scales. Various findings with mixed results are reported. Correlations between the student school culture scales were examined and a Varimax Rotation Analysis was carried out in order to test how the scales relate to one another. A discussion on the topic, summarizing the most important findings and indicating suggestions for further scientific research in the field follows. Conclusively, limitations of the study are provided and advice to schools management staff on how to steer culture within schools is given.

Guffey, S. (2012). *School Climate Research Summary.* **Fordham University.**

School climate - by definition - reflects students', school personnel's, and parents' experiences of school life socially, emotionally, civically, and ethically as well as academically. Over the past two

decades, research studies from a range of historically disparate fields (e.g., risk prevention, health promotion, moral education, character education, mental health, and social-emotional learning) have identified research-based school improvement guidelines that converge predictably to promote safe, caring, responsive and participatory schools. School climate matters. Positive and sustained school climate is associated with and/or predictive of positive child and youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention. These research findings have contributed to the U.S. Department of Education in examining ways to use school climate and culture as an organizing data-driven concept that recognizes the range of pro-social efforts (e.g. character and moral education, social emotional learning, developmental assets, community schools) and risk prevention/mental health promotion efforts that protect children and promote essential social, emotional, ethical and civic learning (Jennings, 2009). Despite the contribution and the growing interest in school climate improvement, the field lacks consensus about definitions, measurements, improvement models, and delineated implementation strategies. Clearly, the field is evolving and calls for rigorous and empirically sound research that focuses on relating specific aspects and activities of interventions to changes in specific components of school climate and how both interventions and climate affect specific socio-moral emotional, civic, and cognitive development and the teaching and learning of students and teachers. Understanding the interactions of these processes in the contexts of interventions will enable schools to successfully adapt interventions that have been shown to promote these positive outcomes. The keys to great schools include smarter educational policies as well as changes at the school and district levels; however, educators have the power to create schools that substanti ally better the quality of the future lives of our students.

Strittmatter, A. (2012). Die Schulhauskultur ist wichtig und gestaltbar. Dimensionen der Schulkultur. *Zeitschrift profi-L, Schulverlag plus AG, 3/12*, **4-5.**

Jede Schule hat eine beschreibbare, auf die Betriebsangehörigen stark wirkende Hauskultur. «Kultur haben» ist banal, nicht immer Grund zu Stolz.
Die Fachliteratur zum Thema ist umfangreich und überhaupt nicht kohärent. So greife ich – basierend auf Jahrzehnten Kulturbeobachtung an Schulen – einige Dimensionen heraus, die mir wichtig erscheinen. Dies als Angebot für die Einordnung der in diesem Heft beschriebenen Fallbeispiele und der im eigenen Hause erlebten Schulkultur. In der Praxis findet sich ein (manchmal fast unverträglich erscheinender) Mix dieser Ausprägungsformen. Zweckkulturen, Führungskulturen, Kommunikationskulturen, Sicherheits-/Wagniskulturen, Verantwortlichkeitskulturen, Sozialkulturen;

Vanhoof, J., & Van Petegem, P. (2011). Designing and evaluating the process of school self-evaluations. *Improving Schools*, **14(2), 200-212. doi: 10.1177/1365480211406881**

In exchange for the autonomy they have been granted, schools are required to evaluate the quality of the education they provide. Self-evaluation initiatives are a frequently chosen method. The present article reveals the underlying processes which have an impact on the results of such self-evaluations. It is based on research which demonstrates that self-evaluation processes that strongly comply with certain policy-related principles have a greater chance of success than processes in which this is not the case or only to a lesser degree. These principles are presented here in such a way that they can serve as a series of guidelines for the design and evaluation of self-evaluation processes.

Müthing, K. (2010). *Organisationskultur im schulischen Kontext - theoriebasierter Einsatz eines Instrumentes zur Erfassung der Schulkultur*. **(Dr.phil), TU Dortmund, Bochum.**

Nach einer detaillierten Aufarbeitung der bisherigen Ansätze zur Schulkultur und einer direkten Gegenüberstellung der organisationspsychologischen Ausarbeitungen zum Kulturbegriff wird eine

Verbindung der beiden Konzepte vollzogen. Hierbei wird deutlich, dass die Erörterung der Schulkultur in der Tradition arbeitspsychologischer Organisationskulturen durchaus umzusetzen ist. Die Anwendbarkeit organisationaler Theorien auf das Unternehmen Schule ist gegeben, jede Schule kann und muss als Organisation definiert werden. Schulkultur, wird als maßgeblicher Aspekt der Schulentwicklung hervorgehoben und muss somit als erhebbare Größe in die Forschung aufgenommen werden. Hierzu wird in der vorliegenden Arbeit ein Instrument entwickelt, welches sich, zur Erfassung von Schulkultur, an den Erhebungsmöglichkeiten der arbeitspsychologischen Organisationskultur orientiert. Die Erfassung der Schulkultur anhand des adaptierten OCAI-SK nach dem OCAI von Cameron & Quinn bietet in der theoriebasierten Herangehensweise über gegensätzliche Wertemuster in Organisationen (Competing Values Framework) eine handhabbare Lösung.

Dumay, X. (2009). Origins and Consequences of Schools' Organizational Culture for Student Achievement. *Educational Administration Quarterly*, *45*(4), 523-555. doi: 10.1177/0013161x09335873

Most studies on the impact of school culture focus only on teachers' average perceptions and neglect the possibility that a meaningful increment to the prediction of school effectiveness might be provided by the variance in teachers' culture perceptions. The objectives of this article are to (a) better understand how teachers' collective decision making and principal's leadership are related to the schools' culture homogeneity and (b) test the moderating role of the schools' culture homogeneity on the relationship between four cultural scales and the schools' mathematics achievement. Method: The sample of this study consisted of 2,595 students nested in 52 schools and 125 classes from the French-speaking community of Belgium. Students performed two mathematics achievement tests and answered a self-reported questionnaire on their backgrounds. All the teachers (n = 817) of the 52 schools answered a self-re-ported questionnaire dealing with the principal's leadership, school culture, and teacher collegiality. Hypotheses are tested using correlation, regression, and hierarchical regression analyses. Research Findings: First, it was found that culture homogeneity is positively associated with (a) the principal's transformational leadership (TL) and (b) the teachers' collective decision making relative to pedagogical aspects. Second, it was shown that the impact of TL on culture homogeneity is partially mediated by teachers' collective decision making. Third, the analyses found no moderation effect of culture homogeneity on the relationship between cultural values and students' achievement but did show partial evidence of such an effect in specific groups of schools (with low or high socioeconomic status composition). Implications: This study provides a deeper understanding of how social arrangements and leadership processes within schools contribute to the emergence of collective cultural values. But the results also shed light on the weak associations between cultural values and student achievement, even when considering an appropriate definition and conceptualization of the school culture.

Kruse, S. D., & Seashore Louis, K. (2009). *Building Strong School Cultures*. *A Guide to leading change*: Corwin Press (SAGE).

Sharon D. Kruse and Karen Seashore Louis call on principals to create a viable, sustainable school culture using organizational learning and trust to involve the professional community and to affect teaching and learning. They present a leadership approach that integrates teachers, parents, and community members into a coherent team. The authors examine schools that have achieved lasting cultural change and present practical strategies for: Diagnosing and shaping a school culture, Revising leadership functions to broaden decision-making processes, Rethinking organizational structures, Supporting continuous improvement while ensuring stability, Building Strong School Cultures draws from business and psychology research on motivating and organizing people to provide school leaders with the skills they need to promote effective change.

Creemers, B., & Reezigt, G. (2007). Linking school effectiveness and school improvement: The background and outline of the project. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, *16*(4), 15. doi: 10.1080/ 09243450500234484

School effectiveness and school improvement have different origins: School effectiveness is more directed to finding out ''what works'' in education and ''why''; school improvement is practice and policy oriented and intended to change education in the desired direction. However, in their orientation to outcomes, input, processes, and context in education, they also have much in common. In the project Effective School Improvement (ESI), the merger of the 2 traditions has been pursued. In the theoretical part, different orientations have been analysed and combined in a model for effective school improvement. Based on this analysis, an evaluation framework was developed for the analysis of the case studies of school improvement projects in the participating countries. The theoretical model and the results of the analyses of the case studies were combined in a framework of effective school improvement.

Diedrich, M. (2007). *Demokratische Schulkultur - Messung und Effekte*. **Frankfurt/Main.**

Wie sieht eine Schulkultur aus, die dem Erwerb von Kompetenzen förderlich ist, welche die Voraussetzung für eine aktive, mündige Partizipation an einer demokratischen Gesellschaft sind? Damit tritt eine auf spezifische Weise geprägte Schulkultur ins Zentrum der Betrachtung; sie hinsichtlich ihrer Bedeutung theoretisch und empirisch eingehend zu bestimmen, ist das Ziel dieser Arbeit.

Prosser, J. (2007). Visual methods and the visual culture of schools. *Visual Studies*, *22*(1), 13-30.

This article examines visual methods for understanding the visual culture of schools. It adopts an institutional culture perspective to equate the visual culture of schools with the 'hidden curriculum' of schooling. A range of visual subcultures is touched upon including architecture, nonteaching space and postures of teaching and learning. The possibility of conceiving the visual culture of schools as a holistic entity raises the problematic of devising broader more encompassing visual-centric methodologies combining mixed methods and cross-disciplinary approaches.

Svensson, M., & Klefsjo, B. (2006). TQM based self-assessment in the education sector. Experiences from a Swedish upper secondary school project. *Total Quality Management & Business Excellence*, *14*(4), 25. doi: 10.1108/09684880610703929

The purpose of this paper is to describe a self-assessment project, the steps taken and the tools used, and above all, focus on the evaluation made after the decision to discontinue, learning and acquiring knowledge about self-assessment as a methodology in educational organizations. In order to investigate the experiences of the project, interviews were conducted with the Upper Secondary Education Officer and with ten School Principals and a questionnaire was administered to gather opinions among the other staff members. The analysis mainly consisted of searching for potential patterns among the respondents' answers studying their own words by use of three different criteria. It is important how an organization enters a self-assessment project, or even any quality project. Many people do not seem to have thought very much about what is considered to be quality in the environment in which they operate, and even less have a shared view within the organization. Too often organizations tend to start working with self-assessment without sufficiently thinking of „why" and „how" to accomplish the project. The work is performed without preparing all those who are to participate in the project and without discussing the core values that constitute the work. If the organization has not reached the necessary maturity level it is probably a waste of resources to start a comprehensive self-assessment project.

Valentine, J. (2006). *A Collaborative Culture for School Improvement: Significance, Definition, and Measurement*.

The first section of this research summary documents the importance of an effective, collaborative school culture. The next section defines the concept of organizational/school culture and the final section provides a description of methods to measure or assess school culture. An understanding of the research associated with these three sections is important as a school leadership team, a school improvement team, and/or a school faculty embark on the tasks of organizational growth.

Maslowski, R. (2005). A review of inventories for diagnosing school culture. *Journal of Educational Administration*, *44*(1), 6-35.

The purpose is to provide a critical review of existing school culture inventories and to provide a bibliography of questionnaires that can be used for diagnosing school culture. Multi-dimensional questionnaires were selected that were directed towards measuring organisational culture in schools and which were validated. Where insufficient data were available in the literature, authors were contacted for additional information and/or to check the descriptions of the instruments. Questionnaires can be a valuable tool in diagnosing school cultures. A number of validated instruments are available for measuring cultural factors in both primary and secondary schools. School culture inventories are primarily concerned with the identification of particular cultural traits in schools.

Hargreaves, D. (2003). Helping practitioners explore their school's culture. In M. Preedy, R. Glatter & C. Wise (Eds.), *Strategic Leadership and Educational Improvement* **(pp. 109-122): Sage.**

 It is assumed in this chapter that the motive for exploring one's own school culture is to enhance effectiveness or as an element of a programme of school improvement. I assume also that you, the practitioner, are a headteacher or a senior member of staff engaged in such an endeavour. As a school leader, you have in this regard three major tasks in relation to school culture – diagnostic, directional and managerial. The diagnostic task is that of finding a method or technique of diagnosing the present character of your school's culture. The directional task is that of deciding in what ways you want the school's culture to change. The managerial task is that of devising and implementing a strategy for moving the school's culture in the chosen direction. The three are, of course, inter-linked.

Angelides, P. (2001). Using critical incidents to understand school cultures. *Improving Schools*, *4*(1), 24-33. doi: 10.1177/136548020100400105

This paper addresses the need to find new ways of examining workplace cultures quickly and effectively, in order to facilitate school improvement. Emphasizing the importance of school culture, it illustrates how critical incidents can be analysed so as to help teachers to understand the factors which shape their practice. It is argued that the proposed method has the potential to go beyond systems of external monitoring, in such a way as to enable schools to develop procedures for self-review.

Kardos, S. M., et al. (2001). Counting on Colleagues: New Teachers Encounter the Professional Cultures of Their Schools. *Educational Administration Quarterly*, *37*(2), 250-290. doi: 10.1177/00131610121969316

Within the context of an impending teacher shortage, this article considers the professional cultures that new teachers encounter in their schools. Using new entrants' accounts, we characterized three types of professional cultures or subcultures within schools: veteran-oriented cultures, novice-oriented cultures, and integrated cultures. In veteran-oriented cultures, new teachers described norms of professional interaction determined, in large part, by the veterans, with little attention to

the particular needs of beginning teachers. In novice-oriented cultures, on the other hand, new teachers described norms of professional interaction determined by novices, thus leaving them with little experienced guidance about how to teach. However, in integrated professional cultures, new teachers described being provided with sustained support and having frequent exchanges with colleagues across experience levels. Principals proved to be important in developing and maintaining integrated professional cultures where the particular needs of new teachers were both recognized and addressed.

Maslowski, R. (2001). *School culture and school performance: an explorative study into the organizational culture of secondary schools and their effects.* **Enschede: Twente University Press.**

In this study the culture of secondary schools was characterized. An interesting finding was that cultures differ across schools, and that these differences are related to a school's denomination. This suggests that the various denominations reflect, at least to some degree, the differences in values between the various religious or political ideologies. For our characterization of school cultures, we focused on schools' cultural traits – referring to their emphasis on the human relations, open systems, rational goal and internal process orientations. With regard to the relationship bet-ween school culture and performance, the findings of this study have been disappointing. With regard to our measure of effectiveness, the mean student achievement within school, no relation-ship was found for any of the four cultural orientations, nor for different school cultural profiles. This might, however, be caused by methodological constraints – a relatively small sample and the use of aggregated performance data– of the study.

Angelides, P., & Ainscow, M. (2000). Making sense of the role of culture in school improvement. *School Effectiveness and School Improvement*, *11*(2), 145-163.

Addressing the need to find new ways for examining workplace cultures quickly and effectively in order to facilitate school improvement efforts, this article proposes a technique for carrying out such enquiries. By exploring the nature of school cultures and how they impact upon day-to-day encounters in classrooms, it illustrates how critical incidents can be analysed so as to help those in schools to understand themselves better in terms of those factors that shape their practice. It is argued that the proposed method has the potential to go beyond systems of external monitoring in such a way as to enable schools to develop procedures for self-review.

Cavanagh, R. F., & Dellar, G. B. (1998). The Development, Maintenance and Transformation of School Culture.

The paper describes a study that investigated Western Australian senior high schools' cultures. Researchers developed the School Cultural Elements Questionnaire to examine six aspects of school culture: professional values, emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. A group of 422 teachers in 8 schools completed the instrument. Also, teachers in two schools completed interviews designed to confirm the survey data. Researchers used the original theoretical framework and the study findings to develop the School Improvement Model of School Culture. This paper applies the model in an examination of the nature of school culture, school improvement, and educational systems change. Discussion of these matters is based on a set of propositional statements concerning: internal and external influences on cultural stability; school subcultures; school improvement and cultural growth; cultural inertia; traditional school improvement programs; cultural stimulation; systemic school improvement; and school improvement by cultural intervention.

Gruenert, S., & Valentine, J. (1998). *Development of a school culture survey (Doctoral dissertation, University of Missouri, Columbia, 1998).* (59). (08)

School culture and culture's relationship to school improvement are issues all schools need to address. From the school culture literature, many writers have concluded that the most effective type of school culture is a collaborative culture. School educators need a quality measure of culture to understand the culture of their school.

Then, through the combination of qualitative and quantitative studies a researcher gains the necessary insights to describe a culture. The intent of this study was to create an instrument that assesses the culture of a school. An initial instrument was developed based upon a review of school culture literature. That instrument was administered to 632 teachers in Missouri. Through factor analysis, six factors were established. The factors and the factor descriptions are: Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of Purpose, Collegial Support, and Learning Partnership. Chronbach's Alphas were computed to establish reliability of the new instrument. Validity of the instrument was established through correlational analysis of the six factors with selected factors from the National Association of Secondary School Principals (NASSP) School Climate Survey. With the data from a culture survey, school leaders can begin to understand the present status of their school's culture, particularly the collaborative nature of their culture. Given time and concerted effort, leaders can assess changes in their school culture.

Higgins-D'Alessandro, A., & Sadh, D. (1998). *The dimensions and measurement of school culture: Understanding school culture as the basis for school reform (Chapter 2).* **Fordham University, NY.**

The current focus on the idea that schools should be communities rather than only educational institutions is just beginning to generate research. This chapter considers community as an expression of positive school culture, thus it is focused on past and current thinking and research about school culture. Specifically, it presents a new measure, the School Culture Scale (SCS), and results from two studies. Arguments are made that the concept of school culture as operationalized by the SCS should be beneficial in planning and evaluating school reform efforts, especially those with the goal of building a school community. Although the SCS was designed using American samples, it should be easily adapted for European schools and perhaps those in more diverse cultures since the theory, practice, and qualitative research of the Just Community on which it is based have proven they can be exported with some adaptations.

Pang, N. S.-K. (1998). The binding forces that hold school organizations together. *Journal of Educational Administration*, *36*(4), 314-333.

As part of a major study, an attempt was made to examine the organizational values of secondary schools in Hong Kong with a self-constructed, standardised instrument, the School Values Inventory. Values are chosen, because organizations are not only theory-laden, but are also value-laden and the sharing of organizational values are the binding forces that hold an organization together. Using LISREL confirmatory factor analytic modeling techniques and based on a sample of 554 teachers from 44 secondary schools in Hong Kong, a four-factor model of organizational values was developed. The model which, precisely and concisely, concludes binding forces in Hong Kong schools as bureaucratic linkage, cultural linkage, tight coupling, and loose coupling provides an insight to understand school administration and organizational cultures.

Pang, N. S. K. (1998). Managerial practices in Hong Kong primary schools. *Journal of Basic Education*, *8*(1), 21-42.

In response to the recommendations of the Education Commission Report No. 7, attempts were made to develop performance indicators for school self-evaluation and external assessment in the area of administration and management. Based on Schein's model of levels of culture, Sathe's inter-

pretation of organizational culture, and Getzels and Guba's model of organizational behaviour and the data from a sample of 839 teachers from 60 randomly selected primary schools, a 64-item instrument, the School Values Inventory (SVI) Form IV, with ten valid and reliable subscales of organizational values was developed. The SVI generated the Total Values Similarity (TVS) scores at the teacher level and the Organizational Culture Index (OCI) at the school level as measures of the strength of organizational cultures. According to the strength of organizational cultures, schools can be classified into those of „strong culture," „moderate culture," „weak culture" and „conflicting culture." An important implication of the study is that if school administrators are to build a quality management culture in schools, they should decentralize school management to the teacher level and emphasize rationality, participation, collaboration, collegiality, goal orientation, communication, consensus, professional orientation and teacher autonomy in their daily managerial practices.

Cavanaugh, R., & Dellar, G. B. (1997). School Culture: A Quantitative Perspective on a Subjective Phenomenon.

This paper describes a quantitative approach to the study of the culture and improvement of schools. The School Cultural Elements Questionnaire (SCEQ) was developed to measure the aspects of the interpersonal relationships among school staff, which were expected to affect schools' instructional programs. The SCEQ measures six elements of school culture that are conducive to improved student-learning outcomes, including teacher efficacy, emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. Data were gathered in two Western Australia secondary schools. The SCEQ was administered to teachers, and interviews were conducted with one-third of the teachers (in the English, mathematics, science, and social-science departments) at each school. The study found statistically significant differences between the cultures of the two schools for three of the six cultural elements. When administered one year later, the questionnaire data showed that one school underwent major cultural change with statistically significant changes in three of the six elements. By measuring aspects of schools related to their educative purposes, the SCEQ provides information to assess the readiness of schools for improvement, design improvement programs, and monitor the impact of improvement initiatives.

Cavanaugh, R. F., & Dellar, G. B. (1997). Towards a Model of School Culture.

In recent times, sociological constructs have been used to examine school culture, viewing schools as learning communities rather than formal organizations. This paper describes use of the School Cultural Elements Questionnaire (SCEQ) to investigate the culture of schools in Western Australia. The SCEQ was first administered to 422 teachers in 8 Western Australian schools; 1 year later, it was administered to 146 teachers in 3 secondary schools. Teachers in two of the secondary schools were also interviewed. Data were used to develop the School Improvement Model of School Culture, which depicts the relationships among the six cultural elements and their effect on the overall school culture. The six elements that affect school improvement include teacher efficacy, an emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. The model views school culture as an open-systems structure in which an equilibrium is maintained between interactive internal elements and external factors. The model embodies some of the following propositions: (1) School culture is composed of cultural elements; (2) cultural elements facilitate cultural maintenance and growth; (3) cultural elements are vehicles for improving the effectiveness of schools; (4) cultural growth and school improvement occur when the cultural elements are well developed; (5) strong cultures are resilient when subject to external pressures; (6) weak cultures are inherently unstable and can be further destabilized or strengthened when subject to external pressures; and (7) successful school improvement is dependent on utilization of culturally oriented planning and implementation strategies.

Hejj, A. (1997). Empirische Methoden zur Erfassung der Schulkultur. In N. Seibert (Ed.), *Anspruch Schulkultur. Interdisziplinäre Darstellung eines neuzeitlichen Schulpädagogischen Begriffs* **(pp. 97-118). Bad Heilbrunn: Klinkhardt.**

Entsprechend des Konzepts der assoziativen Bedeutung, das im nächsten Abschnitt ausführlich erklärt wird, sind die zu erhebenden Daten freie Assoziationen zum Stichwort Schulkultur. Wenn die im vorliegenden Kapitel dargestellte empirische Vorgehensweise Schulkultur als für die Klassifikation von Schulen ein geeignetes Konzept ermittelt, besteht die Möglichkeit, das Ausmaß an Schulkultur an einzelnen Schulen mit Hilfe eines Messinstruments (Fragebogens) zu quantifizieren. Eine solche Quantifizierung könnte sowohl in einem Querschnittvergleich in Bezug auf die Leistung einzelner Schulen, als auch zur Erfassung der Änderung an einer einzigen Schule im Längsschnitt dienen. Wie ein solches Messinstrument eines noch nicht einmal vage abgegrenzten Konzeptes von Grund auf entwickelt werden kann, wird in diesem Artikel dargestellt.

Edwards, J. L. (1996). *Factor and Rasch Analysis of the School Culture Survey.* **Paper presented at the Annual Meeting of the American Educational Research Association, New York.**

This paper examines the School Culture Survey by J. Saphier and M. King (1985) and its association with school and teacher characteristics. Participants were 27 principals and 425 teachers who taught grades K-12. Rasch and factor analyses indicated that three subscales comprise the School Culture Survey. They are: (1) Teacher Professionalism and Goal Setting; (2) Administrator Professional Treatment of Teachers; and (3) Teacher Collaboration. Results suggest that administrators perceived that they treated teachers more professionally than teachers thought the administrators did. Teachers with the most positive attitudes were from high or low socioeconomic status (SES) schools, while teachers with the least positive attitudes were from middle SES schools. Teachers with single-age, rather than multi-age, classes scored significantly higher on subscale 1, Teacher Professionalism and Goal Setting. Age predicted responses on subscale 3, Teacher Collaboration. Satisfaction with position was a significant predictor for all three subscales. Teacher efficacy, conceptual complexity, and empowerment were significantly correlated with one or more of the three subscales, but at a low level.

Grady, N. B., Fisher, D. L., & Fraser, B. J. (1996). Images of school through metaphor development and validation of a questionnaire. *Journal of Educational Administration, 34*(2), **41-53.**

As school leaders confront continual demands for improvement and accountability it is worth noting that the manner in which teachers go about their work and the way they feel about it are related to the mental images they have of their school. People's images of the world can be deconstructed from the language they use and other messages they transmit[1], and perhaps can be revealed through psychoanalytic probes such as analysis of dreams. School leaders, however, rarely have the time or skill required to undertake these sorts of investigations of their teachers. Consequently, we developed the „Images of schools through metaphor – actual" (ISMA) and „Images of schools through metaphor – ideal" (ISMI) as simple, economical questionnaires to allow school leaders and researchers to survey teachers' images of their school. The purpose of this article is to describe the development, field testing, refinement and validation of these two questionnaires, while ISMI is displayed in an appendix.

Johnson, W. L., Snyder, K. J., Anderson, R. H., & Johnson, A. M. (1996). School work culture and productivity. *The Journal of experimental education, 64*(2), **139-156.**

School culture has recently emerged as a framework for the study and interpretation of the structure and development of schools. The authors of the present article review a work culture productivity model and report the development of a culture instrument based on the culture pro-

ductivity model. The use of second-order component analysis shows broader areas of generalization across the primary components.

Jones, R. (1996). The School Culture Inventory: A Tool for Identifying Values, Setting Goals and Bringing about School Improvement. *Education Canada*, *36*(4), 6-10.

Describes development of the School Culture Inventory (SCI). Interviews of staff, parents, and students in three high-performing secondary schools in British Columbia identified common attitudes and values related to organizational culture, which were then used to construct student, parent, and teacher surveys comprising the SCI. Pilot testing indicated the surveys' utility in school goal setting and improvement planning.

Schweiker-Marra, K. E. (1995). *Examining the Relationship between School Culture and Teacher Change*. **Paper presented at the Annual meeting of Eastern Educational Research Association, Hilton Head, SC.**

School culture, as defined in this study, consists of norms, beliefs, and values that provide teachers with a sense of continuity against change generated by students, parents and reform movements. The first six norms of school culture, which appear to be interdependent and work together to create an effective school culture for change, are collegiality, experimentation, high expectations, trust and confidence, tangible support, and referring to a knowledge base.

The remaining six norms, which demonstrate effective teacher interaction with each other and their administrators, are appreciation and recognition, caring and humor, involvement in decision-making, protection of what is important, traditions, and open communication. The population sample was drawn from two elementary schools within the same county of a rural mid-Atlantic state that were in the process of making a change to whole language instruction. Norms for which significant differences were found included: collegiality, experimentation, expectation, trust and confidence, reaching out to the knowledge base, caring, celebrating, and humor, protecting what's important, involvement in decision-making, and honest, open communication. The major conclusions were that the presence of these norms tends to encourage teacher change and that the norms increase as teacher change progresses. The School Culture Survey is appended.

Cheng, Y. C. (1993). Profiles of Organizational Culture and Effective Schools. *School Effectiveness and School Improvement*, *4*(2), 85-110.

This study intends to investigate how school organizational culture is related to important organizational characteristics and observe how the profiles of strong culture-effective schools are different from those of weak culture-ineffective schools in terms of organizational variables (such as principal's leadership, organizational structure, and teachers' social interactions), teachers' job attitudes, and school effectiveness criteria. It is a cross-sectional survey research involving 54 randomly sampled Hong Kong secondary schools and 588 teachers. The unit of analysis is the school. Organizational ideology index was found to be substantially correlated with schools' perceived organizational effectiveness. Among the 10 measures of these organizational variables, teachers' esprit and principal's charismatic leadership can contribute substantially to the prediction of school's strength of organizational culture. The organizational profile of perceived strong culture-effective schools is contrastingly different from that of perceived weak culture-ineffective schools. The findings suggest that difference in organizational culture can be reflected at least in three overt levels: 1. organizational level in terms of principal's leadership behaviors, organizational formalization and participation, and teachers' social norms; 2. teachers' attitudinal level in terms of organizational commitment, social job satisfaction, intrinsic job satisfaction, and influence job satisfaction; and 3. school effectiveness level in terms of perceived overall organizational effectiveness and academic achievements in public examinations. The findings reinforce the

importance of organizational culture to the ongoing effort and discussion of school improvement and school effectiveness.

Shaw, J., & Reyes, P. (1992). School cultures: Organizational value orientation and commitment. *The Journal of Educational Research*, *85*(5), 295-302.

This study investigated elementary and high school teachers' organizational commitment and workplace value orientation. Schein's model of organizational culture was used to interpret the findings of the study. A cross-sectional design was used to carry out the study, and survey methods were used to collect the data. The results indicate that differences exist between elementary and high schools regarding how the workplace value orientation relates to teacher organizational commitment. We suggest possible application of the findings to administrative practice.

Owens, R. G., & Steinhoff, C. R. (1989). Towards a theory of organisational culture. *Journal of Educational Administration*, *27*(3).

Understanding the organisational culture of a school requires one to uncover the assumptions — unspoken, taken for granted, in the preconscious — that give rise to organisational culture. Because cultural assumptions are so commonplace, ubiquitous, so taken for granted by participants that they do not even think of them, the researcher must use methods that probe underneath the conscious public behaviours of organisational participants. To do this, researchers generally depend on methods that seek to decipher the patterns of behaviour, speech and artifacts that are found in organisations in an effort to discover the assumptions — never discussed by participants because they are considered to be so evident, so commonplace as to not need discussion — that give rise to these patterns. The general principle underlying research methods for seeking this understanding of the hidden assumptions in an organisation is that the enquiry can only be done through a joint effort between an insider and an outsider[l]. Researchers have widely interpreted this principle as limiting data-gathering methods to the usual ethnographic techniques of observation, interviewing and the analysis of documents.

Owens, R. G., Steinhoff, C. R., & Rosenbaum, S. M. (1989). *A triangulation method in research on Social cultures*. **Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.**

The purpose of this research was to develop, test, and demonstrate a systematic methodology of triangulation. Triangulation is a technique used to establish credibility of data gathered in qualitative ways. Triangulated conclusions are more stable than any of the individual vantage points from which they were triangulated.

Using a previous study as an example-an ethnographic study of two elementary schools in Suffolk County, Long Island, New York, by Rosenbaum-the triangulation method is demonstrated in terms of method and findings. It is concluded that triangulation techniques are essential to making the kinds of informed judgments that qualitative researchers are called upon to make. Post-hoc triangulation, as used in this study, is not as effective as when the triangulation design is part of the original plan for research. Appended are 13 references, a table, and first- and second-order scores for the school work environment.

Steinhoff, C. R., & Owens, R. G. (1989). The organisational culture assessment inventory: a metaphorical analysis in educational settings. *Journal of Educational Administration*, *27*(3).

Organisational Culture is „a pattern of basic assumptions — invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration — that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. The study of these

patterns of assumptions has focused on control mechanisms[2], values, assumptions and norms, history, traditions, ceremonies, rituals, heroes, symbols, and informal networks as well as internalised solutions to internal and external problems.

Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, **2-21.**

First, I provide a rationale for why organizational culture is a useful concept for understanding management and performance in higher education. In so doing, I point out how administrators might utilize the concept of culture to help solve specific administrative problems. The second part of the article considers previous attempts to define culture in organizations in general, and specifically, in colleges and universities. Third, a case study of a public state college highlights essential elements of academic culture. The conclusion explores possible avenues researchers might examine in order to enhance a usable framework of organizational culture for managers and researchers in higher education.

Saphier, J., & King, M. (1985). Good seeds grow in strong cultures. *Educational Leadership*, *42*(6), 67-74.

School improvement emerges from the confluence of four elements: the strengthening of teachers' skills, the systematic renovation of curriculum, the improvement of the organization, and the involvement of parents and citizens in responsible school-community partnerships. Underlying all for strands, however, as a school culture that either energizes or undermines them. Essentially, the culture of the school is the foundation for school improvement. Regardless of the focus of particular change efforts, schools need to nurture and build on the cultural norms that contribute to growth.

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Kelly, B. E., & Bredeson, P. V. (1991). Measures of meaning in a public and in a parochial school: principals as symbol managers. *Journal of Educational Administration, 29*(3).

Sashkin, M. (1990). *Organizational culture assessment questionnaire*. George Washington University, Washington , DC.

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Baldy, T. S. *The Relationship between Organizational Structure and School Performance in Selected Florida and South Georgia Elementary Schools*. Retrieved from http://vtext.valdosta.edu:8080/xmlui/bitstream/handle/10428/1222/baldy-tabathia.pdf?sequence=1

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2.2 Erfassung von Organisationskultur allgemein

Taras, V. (2013). Catalogue of Instruments for Measuring Culture. http://vtaras.com/files/Culture_Survey_Catalogue.pdf.

The author offers a detailed summary of instruments measuring culture, developed by various authors from A to Z in different languages. Starting at Alavi & McCormicks „Collective Orientation Scale" and Ali's „Individualism" all the way to Yoo's and Donthus „Measures of Individual Cultural Values", the author summarizes the main dimensions and questions or items for each category.

Denison, D., Nieminen, L., & Kotrba, L. (2012). Diagnosing organizational cultures: A conceptual and empirical review of culture. Effectiveness surveys. *European Journal of Work and Organizational Psychology*(ahead-of-print), 1-17.

This review traces the development of survey research methods within the organizational culture tradition and focuses specifically on those instruments that measure the aspects of culture that are related to organizational effectiveness. Our review suggests that the reliability and validity of most instruments in this category is quite limited. This review outlines the recommended logic for the development and validation of culture effectiveness surveys and identifies three key challenges for future culture researchers to address: (1) the confirmatory testing of nested models, (2) the guidelines for aggregating data to the organizational level, and (3) the establishing of criterion-

related validity. Using data from the Denison Organizational Culture Survey, we present an empirical illustration of the three challenges identified above and conclude by considering limitations and opportunities for future research.

Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework*: **John Wiley & Sons.**

The Third Edition of this resource provides a means of understanding and changing organizational culture in order to make organizations more effective. It provides validated instruments for diagnosing organizational culture and management competency; a theoretical framework (competing values) for understanding organizational culture; and a systematic strategy and methodology for changing organizational culture and personal behavior. New edition includes online versions of the MSAI and OCAI assessments and new discussions of the implications of national cultural profiles.

Björklund, L. (2008). The Repertory Grid Technique: Making Tacit Knowledge Explicit: Assessing Creative Work and Problem Solving Skillls. In H. Middleton (Ed.), *Researching technology education: methods and techniques* **(pp. 46-69). Rotterdam: Sense Publishers.**

By describing a not so known method of interview, Repertory Grid Technique, the author shows how to elicit underlying, often tacit criteria's that professional teachers use when they assess creative work. It seems plausible that these criteria's can be used to enhance the student's development from a novice to an expert. Some of these criteria may have an universal value for the development of skill and creativity in school subjects other than Technology, Art and Craft. The results of further studies also indicate a progression of teachers assessing skills.

Jung, T., et al. (2007). Instruments for the Exploration of Organisational Culture. www.scothub.org.

This literature review documents existing qualitative and quantitative instruments for the exploration of organisational culture and provides an assessment of different instruments' characteristics and their technical properties. Overall, seventy instruments for culture exploration are identified; of these, forty-eight are subjected to psychometric testing. The identified instruments mirror the varied and complex nature that is characteristics of the organisational culture field and no single instrument per se can be considered as ideal for exploring culture. The appropriateness of an instrument is dependent on multiple factors including the research context and question(s), the underlying aim, and the resources available. By mapping instruments against criteria relating to administration, content and psychometric testing, this review offers a way of identifying candidate instruments for exploring culture in varied healthcare settings.

Nerdinger, F. W. (2007). Ansätze zur Messung von Unternehmenskultur. Möglichkeiten, Einordnung und Konsequenzen für ein neues Instrument. *Arbeitspapiere aus TiM***(7).**

Die zentrale These des Projekts besagt, dass eine beteiligungsorientierte Unternehmenskultur hilfreich bei der Bewältigung dieser Aufgaben ist. Mit dem Begriff Unternehmenskultur werden tief verankerte Werte und Annahmen beschrieben, die häufig nicht bewusst sind. Das damit Gemeinte muss etwas genauer erläutert werden. Will man nun die Hypothese empirisch überprüfen, so ist natürlich die Messung von Unternehmenskultur entscheidend. Aufgrund der unübersichtlichen Lage in diesem Feld haben wir uns entschlossen, zu dieser, für das Projekt TiM zentralen Problematik zusammen mit ausgewiesenen Wissenschaftlern und Praktikern einen Workshop durchzuführen. Ausgewählte Beiträge sind im vorliegenden Arbeitspapier zusammengestellt. Zunächst gibt Sonja Sackmann einen Überblick über die wichtigsten wissenschaftlichen Methoden zur Messung der Unternehmenskultur. Anschließend analysiert Judith Beile ausgewählte praxisorientierte Messansätze. Sie prüft in ihrem Beitrag, welche Ansätze sich für die Erfassung eines für das Projekt TiM

zentralen Aspekts der Unternehmenskultur eignen, der Beteiligungsorientierung (vgl. Martins, Pundt & Nerdinger, 2005). Schließlich erläutert Martins den im Projekt TiM entwickelten Ansatz zur Messung eben dieser beteiligungsorientierten Unternehmenskultur.

Baumgartner, M. (2006). *Gestaltung einer gemeinsamen Organisationswirklichkeit. Systemische Strukturaufstellungen und Mitarbeiterbefragung zur Diagnose von Organisationskultur. .* **Heidelberg: Verlag für Systematische Forschung im Carl-Auer Verlag.**

In der vorliegenden Arbeit werden zwei Ziele verfolgt: Erstens sollen „die Kultur" und die Subkulturen des untersuchten (sozialmedizinischen) Unternehmens diagnostiziert werden. Zweitens sollen dafür unterschiedliche Instrumente (Fragebogen, Einzelinterviews und Systemische Struktur-aufstellungen) zum Einsatz kommen und entsprechend diskutiert werden

Denison, D. R., Janovics, J., Young, J., & Cho, H. J. (2006). Diagnosing organizational cultures: Validating a model and method. http://www.denisonconsulting.com/resource-library/diagnosing-organizationalcultures-validating-model-and-method

This paper introduces a model of organizational culture developed from a stream of research that has focused on organizational culture and organizational effectiveness. The paper presents a statistical validation of the sixty-item, twelve-index organizational culture survey developed to measure the key constructs in the model, using responses from 35,474 individuals in 160 organi-zations. The model is based on four cultural traits of organizations: involvement, consistency, adap-tability, and mission. Each of these four traits is measured by three five-item indexes. Confirmatory factor analysis models show good support for the theoretical structure implied by the framework. Within group agreement indicators show a high degree of homogeneity within organization. Finally, a number of significant correlations between culture ratings and measures of organizational effectiveness demonstrate a substantial link between culture and organizations' performance. The paper concludes with a discussion of the potential application of the model and method as an approach for diagnosing organizational cultures.

Van den Berg, P. T., & Wilderom, C. P. M. (2004). Defining, Measuring, and Comparing Organisational Cultures. *Applied Psychology: An International Review*, *53*(4), 570 -582.

Within the body of organisation culture literature, there is a conspicuous absence of large-scale studies reporting on comparative studies. In order to increase comparability of organisational cultures we propose a definition and a set of dimensions. Organisational culture is defined as shared perceptions of organisational work practices within organisational units. On the basis of empirical studies we discerned the following five dimensions: autonomy, external orientation, interdepart-mental coordination, human resource orientation, and improvement orientation. Use of this define-tion and a set of such generic dimensions would facilitate the comparison of organisational cultures and the accumulation of research findings.

Scott, T., Mannion, R., Davies, H., & Marshall, M. (2003). The quantitative measurement of organizational culture in health care: a review of the available instruments. *Health services research*, *38*(3), 923-945.

A range of instruments with differing characteristics are available to researchers interested in organizational culture, all of which have limitations in terms of their scope, ease of use, or scientific properties. The choice of instrument should be determined by how organizational culture is conceptualized by the research team, the purpose of the investigation, intended use of the results, and availability of resources. For each instrument we examined the cultural dimensions addressed, the number of items for each questionnaire, the measurement scale adopted, examples of studies that had used the tool, the scientific properties of the instrument, and its strengths and limitations.

Ashkanasy, N. M., Broadfoot, L. E., & Falkus, S. A. (2000). Questionnaire measures of organizational culture. In N. M. Ashkanasy, M. F. Peterson & C. P. Wilderom (Eds.), *Handbook of organizational culture and climate* **(pp. 129-162). Thousand Oaks, California: Sage.**

For the „The Handbook of Organizational Culture and Climate: Second Edition", a team of leading international scholars presents the state-of-the-art in the field, ten years after the publication of the First Edition. Following the Preface by Edgar Schein, 33 new chapters document the development and maturing of ideas canvassed in the First Edition, and also offer new perspectives on organizational culture and climate.

Burow, O. (2000). Die Zukunftskonferenz: Wie man Zukunft (er)finden und gestalten kann. In O. Burow (Ed.), *Ich bin gut - wir sind besser. Erfolgsmodelle* **(pp. 167-185). Stuttgart: Klett-Cotta.**

Die Zukunftskonferenz ist das bislang anspruchsvollste Instrument zur Schaffung eines umfassenden Kreativen Feldes. Sie wurde mittlerweile nicht nur im Non- Profitbereich, sondern auch in einer Vielzahl von Weltfirmen wie Robert-Bosch, Daimler-Chrysler und Hewlett-Packard eingesetzt. Diese Unternehmen haben erkannt, dass es in einem Umfeld rasanten Wandels darauf ankommt, dass die Mitarbeiter nicht auf Anweisungen von oben warten, sondern aus eigenem Antrieb Ideen, Visionen entwickeln und zu „changing agents" werden. In einem schnell sich wandelnden Umfeld wird es immer wichtiger, von Zeit zu Zeit einen „Zukunfts-Check" zu machen, um herauszufinden, woher die Organisation kommt, was auf sie zukommt, welche Stärken und Schwächen sie hat, welche Visionen sie antreibt, was ihre Mitarbeiter miteinander verbindet und welche gemeinsamen Projekte realisiert werden sollen. Die Zukunftskonferenz ist ein Instrument, das Organisationen darin unterstützt, diese Fragen zu klären.

Payne, R. L. (2000). Climate and culture: How close can they get. In N. M. Ashkanasy, C. P. Wilderom & M. F. Peterson (Eds.), *Handbook of organizational culture and climate* **(pp. 163-176). Thousand Oaks, California: Sage.**

Payne analyzes different ways to measure models of culture, cultural intensity and consensus.

van Muijen, J. J. (1999). Organizational culture: the focus questionnaire. *European Journal of Work and Organizational Psychology***, 8(4), 551-568.**

This article describes two studies. The first study concerns the development of an internationally useful questionnaire for measuring organizational culture on the basis of Quinn's (l988) competing values model. The competing values model describes four cultural orientations. These are the support, innovation, rules, and goal orientation. The questionnaire is called FOCUS, and was developed by an international research group from 12 countries. The questionnaire consists of two parts: descriptive part (measuring organizational practices) and an evaluative part (measuring characteristics of the organization). The first study shows that seven of the eight scales meet psychometric criteria. The second study shows preliminary results regarding the influence of country and sector on organizational culture.

Hofstede, G. (1998). Attitudes, Values and Organizational Culture: Disentangling the Concepts. *Organization Studies***, 19(3), 477-493.**

Sentiments collected through paper-and-pencil surveys are often arbitrarily classified according to categories imposed by the researcher, such as attitudes, values, and manifestations of organizational culture. The question is, to what extent are such classifications supported by the distinctions that respondents make in their own minds? In this paper, distinctions between categories of sentiments are supported empirically from the results of an employee survey in a large Danish insurance company (n = 2,590). The 120 questions used were classified into attitudes, values, perceptions of organizational practices (for diagnosing organizational cultures), and demographics. Perceptions of organizational cultures were measured using an approach developed by the author

and his colleagues in an earlier study across 20 Danish and Dutch organizational units. In the insurance company study, employee attitudes were found to be clearly distinct from employee values. Perceptions of organizational practices were unrelated to values, and only overlapped with attitudes where both dealt with communication. In the latter case, both can be seen as expressions of the organization's communication climate. Other perceptions of organizational practices did not form recognizable clusters at the level of individuals, but only at the level of organizational (sub)units.

Beer, M., & Spector, B. (1993). Organizational diagnosis: Its role in organizational learning. *Journal of Counseling & Development, 71*(6), 642-650.

Diagnosis can be a process that helps organizations enhance their capacity to assess and change dysfunctional aspects of their culture and patterns of behaviour as a basis for developing greater effectiveness and ensuring continuous improvement. The authors set forth a framework for understanding what can be called a 'learning diagnosis' in which the diagnostic process is part of a large-scale organizational revitalization effort. In particular, they explore how the diagnostic intervention is affected by the diagnostic consultant, by the top management sponsors of the intervention, and by the process of collecting and acting on data. They conclude with a discussion of both the opportunities and challenges of institutionalizing the learning diagnosis process.

Sackmann, S. A. (1991). Uncovering Culture in Organizations. *The Journal of Applied Behavioral Science, 27*(3), 295-317. doi: 10.1177/0021886391273005

There is a large interest in organization culture, yet only a few empirical studies address the topic. This fact may be due to the lack of appropriate research methods able to uncover such an elusive phenomenon in a reasonable amount of research time. An inductive methodology developed as a compromise between a detailed ethnography and a questionnaire approach is suggested as being appropriate to the task. The application of this method in an actual empirical study is described and evaluated. Suggestions are made for further developments.

Hofstede, G., Neuijen, B., Daval Ohayv, D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly, 35*, 286-316.

This paper presents the results of a study on organizational cultures in twenty units from ten different organizations in Denmark and the Netherlands. Data came from in-depth interviews of selected informants and a questionnaire survey of a stratified random sample of organizational members. Data on task, structure, and control characteristics of each unit were collected separately. Quantitative measures of the cultures of the twenty units, aggregated at the unit level, showed that a large part of the differences among these twenty units could be explained by six factors, related to established concepts from organizational sociology that measured the organizational cultures on six independent dimensions. The organizational culture differences found resided mainly at the level of practices as perceived by members. Scores of the units on the six dimensions were partly explainable from organizational idiosyncrasies but were also significantly correlated with a variety of task, structural, and control-system characteristics of the units.

Lundberg, C. C. (1990). Surfacing organisational culture. *Journal of Managerial Psychology, 5*(4), 19-26.

As organisational culture has become recognised as a significant phenomenon for understanding both managerial and organisational dynamics and development, two requirements have risen. On the one hand, we need a conceputal framework for comprehending culture and, on the other hand, we need methodologies for making culture visible. This article offers both - initially describing what is becoming a major conceptual framework for culture work, and then outlining a workshop metho-

dology for making culture visible. An extended case illustrates both the framework and one form of culture-surfacing methodology.

Quinn, R. E. (1988/1991). *Beyond rational management*. **San Francisco: Jossey-Bass.**

The book draws together extensive research on leadership, change, and organizational performance to help leaders make sense of the complexities and contradictions of organizational life. Explains how managers can come to see new possibilities for structuring organizations, designing jobs, and solving daily problems by learning to embrace and transcend paradoxes.

Pettigrew, A. M. (1979). On studying organizational cultures. *Administrative Science Quarterly*, *24*(4), 570-581.

This paper offers a brief and necessarily speculative look at some of the concepts and processes associated with the creation of organizational cultures and, therefore, with the birth of organizations. Although no strong reference will be made to the data here, the frame of reference chosen for the paper has been influenced by the empirical study of a private British boarding school. The school was founded by an individual with a strong and quite idiosyncratic personality who had a definite vision of what kind of organizational structures, mechanisms, people, and processes could realize his vision. The data collection began in 1972 with a before, during, and after analysis of the impact of a major structural change on certain aspects of the structure, functioning, and climate of relationships in the school. The change began in September 1972. Two sets of interviews and questionnaires were administered to staff and pupils during the spring of 1973 and 1974.

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3 Übersichtsarbeiten und wegweisende Arbeiten

Dieser Abschnitt enthält thematische Übersichtsarbeiten, Literatursammlungen und Reviews (3.1) sowie wegweisende Arbeiten (3.2), also etwa Arbeiten, die häufig zitiert werden.

3.1 Übersichtsarbeiten und Reviews

3.1.1 Thematische Übersichtsarbeiten und Reviews im Bildungsbereich

Pol, M., et al. (2005). School Culture as an Object of Research. *Wydawnictwo Adam Marszalek*. **p. 147:**

Tough it is laborious to examine the culture of the school, researchers have been endeavouring to empirically apprehend it since the 1960's. A variety of research jobs have been carried out, of various starting points, ways of materialisation, and conclusions. Te present text indicates a way of classifying these studies according to the purposes they had been assigned. Tough the list of examples is not entirely complete nor is the classification definite, a conclusion is clear and evident: in most cases, the culture of the school is not examined in order to grasp this culture itself. Much more often, the culture of the school is examined as a starting point, a pre-condition, or a tool to explore another object of the researcher's interest outside the culture itself, such as the quality and evaluation of the school's overall performance, the quality of the learning process, or the school's developmental potential.

Leithwood, K. A., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*: **University of Minnesota Toronto.**

All approaches to school reform depend for their success on the motivations and capacities of local leadership. The chance of any reform improving student learning is remote unless district and school leaders agree with its purposes and appreciate what is required to make it work. Local leaders must also, for example, be able to help their colleagues understand how the externally-initiated reform might be integrated into local improvement efforts, provide the necessary supports for those whose practices must change and must win the cooperation and support of parents and others in the local community. So „effective" or „successful" leadership is critical to school reform. This is why we need to know what it looks like and understand a great deal more about how it works. As the first step in a major research project aimed at further building the knowledge base about effective educational leadership, we reviewed available evidence in response to five questions: What effects does successful leadership have on student learning? How should the competing forms of leadership visible in the literature be reconciled? Is there a common set of „basic" leadership practices used by successful leaders in most circumstances? What else, beyond the basics, is required for successful leadership? How does successful leadership exercise its influence on the learning of students?

Hargreaves, A. (1997). Cultures of teaching and educational change *International handbook of teachers and teaching* **(pp. 1297-1319): Springer.**

Over the previous quarter century, research on educational change has come to attain stature and significance as an important and legitimate field of study in its own right. This evolving field of educational change is grounded in and has also influenced a complex collection of approaches to bringing about educational change in practice. Thus, studies of educational change have been variously concerned with the implementation of organizational innovations with managed or planned educational change, and with mandated educational reform. Studies have also been conducted of how educational change is experienced or initiated by educators themselves in relation to the contingencies of their own practice (Richardson, 1991), their stage of career

development, the context of their school or subject department and a host of other subjectively relevant phenomena as described in Fullan's (1991) definitive review of the field.

Prosser, J. (1999). The evolution of school culture research. In J. Prosser (Ed.), *School culture* **(pp. 1-14): Sage Publications Ltd.**

School culture is today one of the most important themes in education and educational research. This book draws on a wide range of contemporary perspectives to provide an insight into the key issues and concepts which underpin school culture. The first part of the book is concerned with culture as an holistic concept. The second part adopts the stance that school culture is the sum of its subcultures. The contributors focus on significant groups such as teachers and students, or theme, for example sexuality, and examine in depth the nature and character of schooling.

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Peck, C., & Reitzug, U. C. (2012). How Existing Business Management Concepts Become School Leadership Fashions. *Educational Administration Quarterly, 48*(2), 347-381. doi: 10.1177/0013161x11432924

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Kluchert, G. (2009). Schulkultur (en) in historischer Perspektive. Einführung in das Thema. *Zeitschrift für Pädagogik, 55*(3), 326-333.

Lindahl, R. (2006). *The role of organizational climate and culture in the school improvement process: A review of the knowledge base.* http://cnx.org/content/m13465/1.1/

Posch, P. (2002). Erfahrungen mit dem Qualitätsmanagement im Bildungswesen in Österreich. *Zeitschrift für Erziehungswissenschaft, 5*(4), 598-616.

Helsper, W. (2000). Wandel der Schulkultur. *Zeitschrift für Erziehungswissenschaft, 3*(1), 35-60.

Hopkins, D., & Stern, D. (1996). Quality Teachers, Quality Schools: International Perspectives and Policy Implications. *Teaching & Teacher Education, 12*(5), 17.

Reynolds, D., & Packer, A. (1992). School Effectiveness and School Improvement in the 1990s. In D. Reynolds & P. Cuttance (Eds.), *School Effectiveness* (pp. 171-178). London/New York: Cassell.

Ball, S. J. (1987). *The micro-politics of the school.*

Erickson, F. (1987). Transformation and school success: The politics and culture of educational achievement. *Anthropology & Education Quarterly, 18*(4), 335-356.

3.1.2 Thematische Übersichtsarbeiten und Reviews allgemein

Mische, A. (2011). Relational Sociology, Culture, and Agency. In J. Scott & P. Carrington (Eds.), *Sage Handbook of Social Network Analysis* **(pp. 28).**

In this chapter, I will explore the historical origins of this perspective and its positioning in broader intellectual networks. While a relational orientation has germinated in a number of different intellectual hubs (and is certainly not limited to sociology), I will focus in particular on the emergence of what might be called „the New York School" of relational sociology during the 1990s and the constitution of a cluster of scholars working in diverse subfields who elaborated this

perspective in partially intersecting ways. I go on to explore four distinct ways in which scholars have conceptualized the relationship between networks and culture, with implications for different kinds of substantive research. I argue that these conversations propose a new theoretical agenda that highlights the way in which communicative interaction and the performance of social relations mediate between structure and agency across a wide range of social phenomena.

Jung, T., et al. (2009). Instruments for Exploring Organizational Culture: A Review of the Literature. *Public Administration Review*, *69*(6), 6.

Organizational culture is widely considered to be one of the most significant factors in reforming and modernizing public administration and service delivery. This article documents the findings of a literature review of existing qualitative and quantitative instruments for the exploration of organizational culture. Seventy instruments are identified, of which 48 could be submitted to psychometric assessment. The majority of these are at a preliminary stage of development. The study's conclusion is that there is no ideal instrument for cultural exploration. The degree to which any measure is seen as „fit for purpose" depends on the particular reason for which it is to be used and the context within which it is to be applied.

Taras, V., Rowney, J., & Steel, P. (2009). Half a century of measuring culture: Review of approaches, challenges, and limitations based on the analysis of 121 instruments for quantifying culture. *Journal of International Management*, *15*(4), 357-373.

After examining 121 instruments for measuring culture, the authors provide a historical overview and analyze how culture has been operationalized over the last half a century. The study focuses on the topics of culture definition, dimensionality of culture models, collection and analysis of data for measuring culture, levels of culture measurement, issues of cross-cultural survey equivalence and the reliability and validity of culture measures. For each of these topics, they provide a review of existing approaches, discuss the challenges, and suggest best practices. Based on our analysis, they identify gaps in the field of culture measurement and offer directions for future research.

Taylor, B. C., Irvin, L. R., & Wieland, S. M. (2006). Checking the map: Critiquing Joanne Martins Metatheory. *Communication Theory*. doi: 10.1111/j.1468-2885.2006.00272.x

Joanne Martin's scholarship has significantly influenced the study of organizational culture by communication scholars. Martin's recent meta-theory seeks to ''map'' the ''terrain'' of perspectives commonly used to study organizational culture and argues for the use of multiple perspectives to produce more fruitful research.

While acknowledging the benefits of this meta-theory, we critique 2 of its problematic elements. Both arise from Martin's claims about the phenomena of organizational culture and the various perspectives through which they might be known. The first problem involves Martin's decoupling of ontology and epistemology, as well as her subsequent oscillation between 2 conflicting clusters of ''onto-epistemological'' claims. Partly as a result, Martin also overemphasizes the ideational dimensions of organizational culture, thereby inhibiting analysis of its production in and through communication. These problems may negatively affect how communication scholars conceptualize organizational cultural phenomena and analyze data. To mitigate these problems, we offer 2 readings derived from social constructionism, post-structuralism, and critical realism. These readings aid communication scholars in successfully using Martin's meta-theory. We conclude by considering the implications of this critique for the development of meta-theory in communication.

McLean, L. D. (2005). Organizational Culture's Influence on Creativity and Innovation: A Review of the Literature and Implications for Human Resource Development. *Advances in Developing Human Resources*, **7, 226-246.**

The majority of the literature on creativity has focused on the individual, yet the social environment can influence both the level and frequency of creative behavior. This article reviews the literature for factors related to organizational culture and climate that act as supports and impediments to organizational creativity and innovation. The work of Amabile, Kanter, Van de Ven, Angle, and others is reviewed and synthesized to provide an integrative understanding of the existing literature. Implications for human resource development research and practice are discussed.

Martin, J. (2004). Organizational Culture. *Stanford Research Paper Series*, **19.**

Three theoretical traditions can be used to describe most organizational culture research to date: the Integration, Differentiation, and Fragmentation perspectives (Martin, 1992). This essay defines the premises of each perspective, summarizes results of representative studies, identifies problems inherent in each viewpoint, and reviews multiple-perspective studies that transcend some of the difficulties associated with single-perspective studies (Martin, 2002).

Martin, J., Frost, P., & O'Neill, O. A. (2004). Organizational Culture: Beyond Struggles for Intellectual Dominance *Research Paper Series* **(pp. 62): Stanford Graduate School of Business.**

When scholars review an area of literature, particularly in a handbook, we generally begin with an appreciative history of the work of those who opened up this area of inquiry and then offer a detailed review of the last few decades of research on the topic. Such a review has a linear, precise chronological structure, with attention to „who was first?" The tone is apparently objective and decisively authoritative: „this study demonstrated that..." The goal is to present the objective truth about what we've learned during these years of effort. The result is an enlightenment tale of cumulative progress, as one „original" contribution after another builds a deeper and broader understanding than was available before.

Delobbe, N. H. (Ed.). (2002). *Measuring core dimensions of organizational culture: A Review of research and development of a new instrument*. *Unpublished manuscript*: **Université catholique de Louvain, Belgium.**

This paper reviews twenty organizational culture questionnaires to identify the common cultural dimensions tapped and the level of psychometric support for these dimensions. Conceptual overlaps between questionnaires bring to the fore four core dimensions of organizational culture. Nevertheless, no instrument covers with precision and exhaustiveness these four conceptual domains. Moreover, psychometric support for most instruments is weak. Consequently, the paper describes a new culture measure (ECO) able to capture the commonality among cultural dimensions. The instrument was tested with a large sample of respondents working in a diversity of firms and industrial sectors. This new measure demonstrated improved psychometric properties as well as strong convergent-discriminant and consensual validity. Overall, results supported the view that generic cultural dimensions can be identified. The implications of these findings for culture research and measurement are discussed.

Martin, J. P. D. (2002). *Organizational culture: mapping the terrain*. **Thousand Oaks, Calif. ; London: Sage.**

Joanne Martin examines a variety of conflicting ways to study cultures in organizations, including different theoretical orientations, political ideologies (managerial, critical, and apparently neutral); methods (qualitative, quantitative, and hybrid approaches), and styles of writing about culture (ranging from traditional to postmodern and experimental). In addition, she offers a guide for those

who might want to study culture themselves, addressing such issues as: what qualitative, quantitative and hybrid methods can be used to study culture? What standards are used when reviewers evaluate these various types of research? What innovative ways of writing about culture have been introduced? And finally, what are the most important unanswered questions for future organizational culture researchers?

Deal, T. E., & Kennedy, A. (1999). *The new corporate cultures : revitalizing the workplace after downsizing, mergers, and reengineering*. **London: Texere.**

The book starts with a summary of the 1982 book and the key developments in this field since then. Part two of the book then traces a history of the massive changes that have impacted on business, and therefore on organisational culture, in the intervening period. In this section, the largest part of the book, the authors demonstrate a depth and breadth of business knowledge.

Lewis, D. (1996). The organizational culture saga-from OD to TQM: a critical review of the literature. Part 1- concepts and early trends. *Leadership & Organization Development Journal*, *17*(1), 12-19.

The first in a series of two articles, traces the saga of the organizational culture literature from the organization development model through to the recent interest in total quality management, forming a link between the three concepts. The literature has, at various times – and sometimes concurrently – defined the concept of culture, prescribed methods of study and diagnosis, discussed the possibility of culture change and often prescribed change methods, recommended methods to evaluate the extent and success of change and, most recently, looked at the part culture and culture change play in achieving total quality through the medium of total quality management. With few exceptions, the notion of managerial control is not addressed. Argues that, while TQM had separate origins from the culture movement, the two fields have converged recently with the idea that to achieve „excellence" and „quality", it is necessary either to change or work with the culture of an organization. Reviews the literature concerned with define the concept of culture itself and recommended methods of study, diagnosis and measurement, themes that occur predominantly in the early literature

Johnson, R. S. (1993). *TQM: management processes for quality operations*: **ASQC Quality Press.**

Quality improvement does not require an entire overhaul of management systems to be effective. Richard Johnson demonstrates how easy it is to integrate key quality concepts into any existing management structure. This volume covers planning, implementation, quality customer service, and other systems that support the success of TQM.

Weiterführende Literatur:

Nelson, D. (Ed.). (2012). *Organizational behavior: Science, the real world, and you*. Austrialia: South Western Educ Pub.

Plakhotnik, M. S., & Rocco, T. S. (2011). What Do We Know, How Much, and Why It Matters: Organizational Culture and AHRD Research 1994-2009. *Human Resource Development Review, 10*(1), 74-100.

Kaplan, H. C., et al. (2010). The influence of context on quality improvement success in health care: a systematic review of the literature. *Milbank Quarterly, 88*(4), 500-559.

Stone, D., & Stone-Romero, E. (2008). *The Influence of Culture on Human Resource Management Processes and Practices*.

Pedersen, J. S., & Dobbin, F. (2006). In Search of Identity and Legitimation: Bridging Organizational Culture and Neo-institutionalism. *American Behavioral Scientist, 49*(7), 897-907.

Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of Management, 25*(3), 293-315.

Schreyögg, G. (1999). *Organisation: Grundlagen moderner Organisationsgestaltung*. Wiesbaden: Gabler Verlag.

Schwartz, S. H. (1992). *Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries. 25*, 1-65. doi: 10.1016/s0065-2601(08)60281-6

Zucker, L. G. (Ed.). (1988). *Institutional patterns and organizations : culture and environment : Conference on institutional theory : Papers*. Cambridge, MA: Ballinger.

Ouchi, W. G., & Wilkins, A. L. (1985). Organizational Culture. *Annual Review of Sociology, 11*, 457-483.

Smircich, L. (1983). Concepts of culture and organizational analysis. *Administrative Science Quarterly*, 339-358.

Hofstede, G. (1978). Culture and organization - A literature review. *Journal of Management, 1*, 127-135.

3.2 Wegweisende Arbeiten

3.2.1 Thematisch relevante wegweisende Arbeiten im Bildungsbereich

Preedy, M., Glatter, R., & Wise, C. (2003). *Strategic leadership and educational improvement* **(Vol. 2): Sage.**

This volume focuses on strategic leadership, the impact of external and internal factors on organizational leadership, and how effective educational leaders manage the competing demands of autonomy and accountability. The book deals with the challenges of managing the boundaries between educational organizations and their external contexts, and reconciling environmental expectations and internal priorities.

The editors believe that strategic understanding and involvement should be a central concern for all organization members and that strategic planning needs the commitment and ownership of all staff, not just senior managers.

The book covers: political, social and ideological contexts, governance and links with external stakeholders, marketing, organizational collaboration, competition, partnership, external/internal culture, and internal structures, strategic leadership and managing change, organizational effectiveness, accountability and evaluation

Altrichter, H., & Posch, P. (2001). *Wege zur Schulqualität. Studien über den Aufbau von qualitätssichernden und qualitätsentwickelnden Systemen in berufsbildenden Schulen* **(2 ed.).**

Das Buch behandelt den Aufbau von Qualitätsentwicklung im Schulwesen im bildungspolitischen Kontext anhand von Fallstudien zu Qualitätsentwicklungsprojekten an österreichischen Schulen (ISO 9000, 2Q, TQM, Organisationsentwicklung).

Firestone, W. A., & Louis, K. S. (1999). Schools as cultures *Handbook of research on educational administration* **(Vol. 2, pp. 297-322).**

In this completely revised edition of the Handbook of Research on Educational Administration, distinguished scholars draw from recent and classic studies to offer cross-disciplinary views of the most important research in K-12 education. They address the challenges that school leaders and policymakers face, the pressures that bear on their work, and the issues that they must address in order to create successful schools and districts. This comprehensive reference shows how organizational and leadership theory and practice have not only influenced, but responded to

systemic changes in education - ranging from theories of learning to changing student demographics. In twenty-four chapters, the contributors examine the individual, organizational, and institutional dimensions of leadership- especially as they relate to changing views of teaching and learning, new forms of school organization and governance, and shifting trends in the social and community climate. The authors also pay particular attention to the changing roles and responsebilities of school administrators and the vital task of preparing new professionals for the field. Their explorations set the agenda for future research and policy development.

Leithwood, K. A., & Louis, K. S. (Eds.). (1998). *Organizational Learning in Schools*: Swets & **Zeitlinger Publishers.**

This volume presents the view that what matters most are learning processes in organizations and ways of enhancing the sophistication and power of these processes. Each contributor, therefore, explicitly addresses the meaning(s) of organizational learning which they have adopted themselves.

Sarason, S. B. (1996). *Revisiting: „The culture of the school and the problem of change"*: Allyn **and Bacon Boston.**

In the book, many of the major assumptions about change in institutions are challenged. Specific events and examples demonstrate that any attempt to implement change involves some existing regularity within the school. Sarason also takes a close look at government involvement in change efforts in schooling - and includes a detailed examination of current efforts to implement PL 94-142 into public schools.

He presents compelling evidence that the federal effort to change and improve schools has largely been a failure. Also included are investigations into the purposes of schooling and how these purposes can be affected by change, and the process by which educators and administrators formulate intended outcomes of change efforts.

Hargreaves, D. H. (1995). School culture, school effectiveness and school improvement. *School Effectiveness and School Improvement*, *6*(1), 23-46.

The relevance of the concept of culture to school effectiveness and school improvement is explored. Two typologies are developed. The first proposes four 'ideal type' school cultures, based on two underlying domains; the second, a more elaborate and dynamic model, proposes two 'ideal type' school cultures, based on five underlying structures. Each is discussed for its heuristic, conceptual, methodological and explanatory potential in research in the fields of school effectiveness and school improvement. In distinguishing collegial cultures from collaborative styles, the article advances recent writing on collaboration. From the theory hypotheses about the relationship between school culture and school effectiveness and improvement can be derived as well as techniques to test such hypotheses.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*: Continuum International Publishing Group.

The rules of the world are changing. It is time for the rules of teaching and teachers' work to change with them' This is the challenge which Andy Hargreaves sets out in his book on teachers' work and culture in the postmodern world. Drawing on his current research with teachers at all levels, Hargreaves shows through their own vivid words what teaching is really like, how it is already changing, and why. He argues that the structures and cultures of teaching need to change even more if teachers are not to be trapped by guilt, pressed by time and overburdened by decisions imposed upon them. Provocative yet practical, this book is written for teachers and those who work with teachers, and for researchers who want to understand teaching better in the postmodern age.

Dalin, P. (1993). *Changing the School Culture*. **London: Cassell.**

How do schools change? What do we know about the change process? Does the individual school have the capacity to change - and under what conditions? This book, based on research carried out at the Oslo-based international school improvement programme, IMTEC, poses, debates and answers all these questions. It promotes the Institutional Development Programme (IDP) - tested for over 15 years in several countries - which is a revolutionary change strategy for schools. Dalin examines thoroughly how it can be adapted in creative ways, with insight, to the particular needs of the school context.

Kottkamp, R. B. (1984). The Principal as Cultural Leader. *Planning and Changing*, *15*(3), 152-160.

By celebrating the school's mission and goals, modeling appropriate behavior, and acknowledging appropriate behavior in others, principals can display the cultural leadership necessary to mold the school's organizational culture into an acceptable and manageable form.

Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of educational research*, *52*(3), 368-420.

This analysis of the school climate literature, based on over 200 references, uses an organizational theory taxonomy to organize the diverse body of research and to draw conclusions about common findings. The paper concludes with a summary of the methodological issues common to school climate studies and suggestions for dealing with the concomitant problems.

3.2.2 Thematischs relevante wegweisende Arbeiten zu Organisationen allgemein

Hofstede, G. (2010/1991). *Cultures and Organizations - Software of the Mind - Intercultural Cooperation and Its Importance for Survival* **(2nd ed.). New York: McGraw-Hill.**

Based on research conducted in more than seventy countries over a forty-year span, Cultures and Organizations examines what drives people apart—when cooperation is so clearly in everyone's interest. With major new contributions from Michael Minkov's analysis of data from the World Values Survey, as well as an account of the evolution of cultures by Gert Jan Hofstede, this revised and expanded edition reveals the „moral circles" from which national societies are built and the unexamined rules by which people think, feel, and act, explores how national cultures differ in the areas of inequality, assertiveness versus modesty, and tolerance for ambiguity, explains how organizational cultures differ from national cultures—and how they can be managed, and analyzes stereotyping, differences in language, cultural roots of the 2008 economic crisis, and other intercultural dynamics.

Cooperrider, D., Whitney, D. D., & Stavros, J. (2008). *The appreciative inquiry handbook: For leaders of change*: **Berrett-Koehler Store.**

One of today's most popular change methods, Appreciative Inquiry (AI) has been used to undertake transformational initiatives in dozens of organizations, ranging from McDonald's to the U.S. Navy to Save the Children. The assumption of AI is simple. Every organization has things that work right— things that give it life when it is vital, effective, and successful. AI begins by identifying this positive core and connecting organizational visions, plans, and structures to it in ways that heighten energy and inspire action for change. This book presents all of the concepts, examples, and aids necessary to engage groups of all sizes in Appreciative Inquiry. The authors provide background information on what AI is and how it works and offer sample project plans, designs, agendas, course outlines, interview guidelines, participant worksheets, a list of resources, and more. This second edition has been extensively revised, updated, and expanded, including new case studies, new tools

and supplemental articles, an expanded bibliography and resource list, and a new chapter on case applications. And throughout, the authors focus on how AI can support an organizational focus on sustainability and the „triple bottom line" of people, prosperity, and planet.

Schein, E. H. (2004/2010). *Organizational culture and leadership* **(3 ed. Vol. 2). San Francisco: Jossey-Bass.**

In this third edition of his classic book, Edgar Schein shows how to transform the abstract concept of culture into a practical tool that managers and students can use to understand the dynamics of organizations and change. Schein updates his influential understanding of culture-what it is, how it is created, how it evolves, and how it can be changed.
Focusing on today's business realities, Schein draws on a wide range of contemporary research to redefine culture, offers new information on the topic of occupational cultures, and demonstrates the crucial role leaders play in successfully applying the principles of culture to achieve organizational goals. He also tackles the complex question of how an existing culture can be changed--one of the toughest challenges of leadership. The result is a vital resource for understanding and practicing organizational effectiveness.

Douglas, M. (2002). *Risk and blame: essays in cultural theory***: Routledge.**

Risk and danger are culturally conditioned ideas. They are shaped by pressures of social life and accepted notions of accountability. The risk analyses that are increasingly being utilised by politicians, aid programmes and business ignore the insights to be gained from social anthropology which can be applied to modern industrial society. In this collection of recent essays, Mary Douglas develops a programme for studying risk and blame that follows from ideas originally proposed in Purity and Danger. She suggests how political and cultural bias can be incorporated into the study of risk perception and in the discussion of responsibility in public policy.

Alvesson, M. (1995). *Cultural perspectives on organizations***: Cambridge University Press.**

This text offers an overview of the issues which a theory of organizational culture must address. It provides a critical account of contemporary theoretical approaches in the field and examines the problem of cultural or culturally constructed ambiguity in management structures and procedures.

Frost, P., et al. (1995). *Reframing Organizational Culture***: Sage Publications.**

The editors of Organizational Culture (Sage, 1985) have reassembled to create a new exploration in Reframing Organizational Culture. In this volume, the contributors continue the ongoing process of discovery and invention, the interaction between investigator and the subject of inquiry. The editors have included a variety of frames as tools that allow readers to examine any empirical piece on organizational culture on its own merits – as good research - while at the same time, permit viewing it from other perspectives as well. How is organizational culture studied? To further understanding of what goes into studying organizational culture, an early, well-known exemplar of cultural research by William Foote Whyte is presented, along with commentaries by four currently active researchers plus a final rebuttal by Whyte. Enlightening and stimulating, the exploration of epistemology, rather than specific methods in Reframing Organizational Culture, allows for discovery and further research into organizational culture.

Hackman, R. J., & Wageman, R. (1995). Total Quality Management: Empirical, Conceptual, and Practical Issues. *Administrative Science Quarterly***,** *40***(2), 33.**

In recent years, total quality management (TQM) has become something of a social movement in the United States. This commentary returns to the writings of the movement's founders - W. Edwards Deming, Joseph Juran, and Kaoru Ishikawa - to assess the coherence, distinctiveness, and likely perseverance of this provocative management philosophy.

The authors identify a number of gaps in what is known about TQM processes and outcomes and explore the congruence between TQM practices and behavioral science knowledge about motivation, learning, and change in social systems. The commentary concludes with a prognosis about the future of TQM-including some speculations about what will be needed if TOM is to take root and prosper in the years to come.

Cook, S. D. N., & Yanow, D. (1993). Culture and organizational learning. *Journal of Management Inquiry*, *2*(4), 373-390.

Traditionally, theories of organizational learning have taken one of two approaches that share a common characterization of learning but differ in focus. One approach focuses on learning by individuals in organizational contexts; the other, on individual learning as a model for organizational action. Both base their understanding of organizational learning on the cognitive activity of individual learning. However, there is something organizations do that may be called organizational learning, that is neither individuals learning in organizations nor organizations employing processes akin to learning by individuals. This form of organizational learning can be seen in the case of three small workshops that make „the finest flutes in the world." This essay proposes a perspective on organizational learning, drawing on the concept of organizational culture that can be useful in understanding the case. This perspective provides a fruitful basis for exploring the above distinctions in both theory and practice.

Trice, H. M., & Beyer, J. M. (1993). *The cultures of work organizations*: **Prentice-Hall, Inc.**

Trice and Beyer develop a cultural perspective that is compatible with mainstream theories of organizations. From the most inclusive literature review to date, they draw upon widely scattered material in sociology, anthropology, organizations, communication, education, public administration, management, and business to illustrate the major components of work-related cultures. In order to tie together existing theory, the authors present a substantial amount of their own new theoretical development, such as emphasis on the central role of culture in channeling human behavior; illustration of the relevance of organizational cultures in a variety of work contexts and examples from work organizations such as Hewlett-Packard, Procter & Gamble, Southwest Airlines, and advice for managing cultures in work organizations.

Harrison, R., & Stokes, H. (1992). *Diagnosing organizational culture*: **Pfeiffer.**

This comprehensive OD resource is a powerful aid to consultants engaged in implementing strategic planning with organizational-planning teams. The Kit is based on the ASP model that consists of two ongoing phases: Environmental Monitoring and Application Considerations, and nine sequential steps that the planning team follows: Planning to Plan, Values Scan, Mission Formulation, Strategic Business Modeling, Performance Audit, Gap Analysis, Integrating Action Plans, Contingency Planning and Implementation.

Martin, J. P. D. (1992). *Cultures in organizations: three perspectives*: **Oxford University Press.**

Martin's analysis is based on the development of three perspectives on organizational culture: the integration perspective, the differentiation perspective, and the fragmentation perspective. Martin grounds these three perspectives by applying each to a case study analysis. The integration perspective is the most widely employed in organizational culture research, and according to this view, organizations are characterized by „consensus, consistency, and clarity". The differentiation perspective, in contrast, questions the idea of cultural homogeneity. Researchers writing from this perspective argue that organizations are more appropriately characterized as made up of subcultures that co-exist „sometimes in harmony, sometimes in conflict, and sometimes in indifference to each other". Finally, those examining culture from the fragmentation perspective eschew any notions of a coherent culture. Instead, they argue for a focus on ambiguity and a recognition

that organizational cultures consist of multiple and competing interpretations that do not coalesce into a clear picture.

Schein, E. H. (1990). Organizational culture. *American psychologist*, *45*(2), 109.

The concept of organizational culture has received increasing attention in recent years both from academics and practitioners. This article presents the author's view of how culture should be defined and analyzed if it is to be of use in the field of organizational psychology. Other concepts are reviewed, a brief history is provided, and case materials are presented to illustrate how to analyze culture and how to think about culture change.

Schneider, B. (1990). *Organizational climate and culture*: Pfeiffer.

Organizational climate and organizational culture theory and research are reviewed. The article is first framed with definitions of the constructs, and preliminary thoughts on their interrelationships are noted. A brief history of climate research is presented, followed by the major accomplishments in research on the topic with regard to levels issues, the foci of climate research, and studies of climate strength. A brief overview of the more recent study of organizational culture is then introduced, followed by samples of important thinking and research on the roles of leadership and national culture in understanding organizational culture and performance and culture as a moderator variable in research in organizational behavior. The final section of the article proposes an integration of climate and culture thinking and research and concludes with practical implications for the management of effective contemporary organizations. Throughout, recommendations are made for additional thinking and research.

Thompson, M., Ellis, R., & Wildavsky, A. (1990). *Cultural theory*: Westview Press.

Taking their cue from the pioneering work of anthropologist Mary Douglas, the authors of „Cultural Theory" have created a typology of five ways of life — egalitarianism, fatalism, individualism, hierarchy, and autonomy — to serve as an analytic tool in examining people, culture, and politics. They then show how cultural theorists can develop large numbers of falsifiable propositions. Drawing on parables, poetry, case studies, fiction, and the Great Books, the authors illustrate how cultural biases and social relationships interact in particular ways to yield life patterns that are viable, sustainable, and, ultimately, changeable under certain conditions. The authors compare „Cultural Theory" with the thought of master social theorists from Montesquieu to Stinchcombe and then reanalyze the classic works in the political culture tradition from Almond and Verba to Pye. Demonstrating that there is more to social life than hierarchy and individualism, the authors offer evidence from earlier studies showing that the addition of egalitarianism and fatalism facilitates cross-national comparisons.

Allaire, Y., & Firsirotu, M. E. (1984). Theories of organizational culture. *Organization Studies*, *5*(3), 193-226.

The notion that organizations may have specific cultures is found sprinkled in a vast array of publications on strategy and business policy, on organizational behavior and theory. Although the absence of a solid theoretical grounding for the concept of organizational culture has been frequently lamented, little effort has been exerted to bring within the perimeter of the management and organizational field the relevant concepts found in cultural anthropology. The purpose of this paper is therefore three-fold: First, to provide a typology of schools of thought in cultural anthropology in order to understand the diverse and complex theories of culture advanced in this field; Second, to relate these different points of view to the emerging notions of organizational culture found explicitly or implicitly in the management and organization literature; Third, to pull together the insights and findings derived from this enquiry in order to propose an

integrative concept of organizational culture as a useful metaphor for studying the processes of decay, adaptation and radical change in complex organizations.

Deal, T. E., & Kennedy, A. A. (1982). *Corporate cultures: The rites and rituals of organizational life*. **Reading, MA: Addison-Wesley Reading.**

Business experts everywhere have been finding that corporations run not only on numbers, but on culture. In this revised and updated 2000 edition of Corporate Cultures, organization consultants Terrence Deal and Allan Kennedy probe the conference rooms and corridors of corporate America to discover the key to business excellence. They find that the health of the bottom line is not ultimately guaranteed by attention to the rational aspects of managing-financial planning, personnel policies, cost controls, and the like. What's more important to long-term prosperity is the company's culture-the inner values, rites, rituals, and heroes-that strongly influence its success, from top management to the secretarial pool. For junior and senior managers alike, Deal and Kennedy offer explicit guidelines for diagnosing the state of one's own corporate culture and for using the power of culture to wield significant influence on how business gets done.

Kroeber, A. L., & Kluckhohn, C. (1952). Culture: A critical review of concepts and definitions. *Papers*. *Peabody Museum of Archaeology & Ethnology, Harvard University*.

This monograph is a „critical review of definitions and a general discussion of culture theory". Part I is a semantic history of the word „culture". Parts II and III list definitions and longer statements about culture, with the entries classified and with critical and interpretative discussion of the categories. Part IV presents an analysis of the definitions and a discussion of the theoretical significance of the concept of „culture." Personality theory and the culture concept are dealt with. 2 appendixes, by A. G. Meyer, discuss the concept of culture in Germany and in the Soviet Union.