

Exploring the supporting potential of two reflection instruments to concretize a vision and strategy on quality culture development



European Quality Assurance Forum
EQAF-EUA Vienna 2018, november 17-19

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OBJECTIVES

Gain insight in the theoretical foundations, content, face validity and predictive validity of **two instruments** to identify organisational **quality culture**.

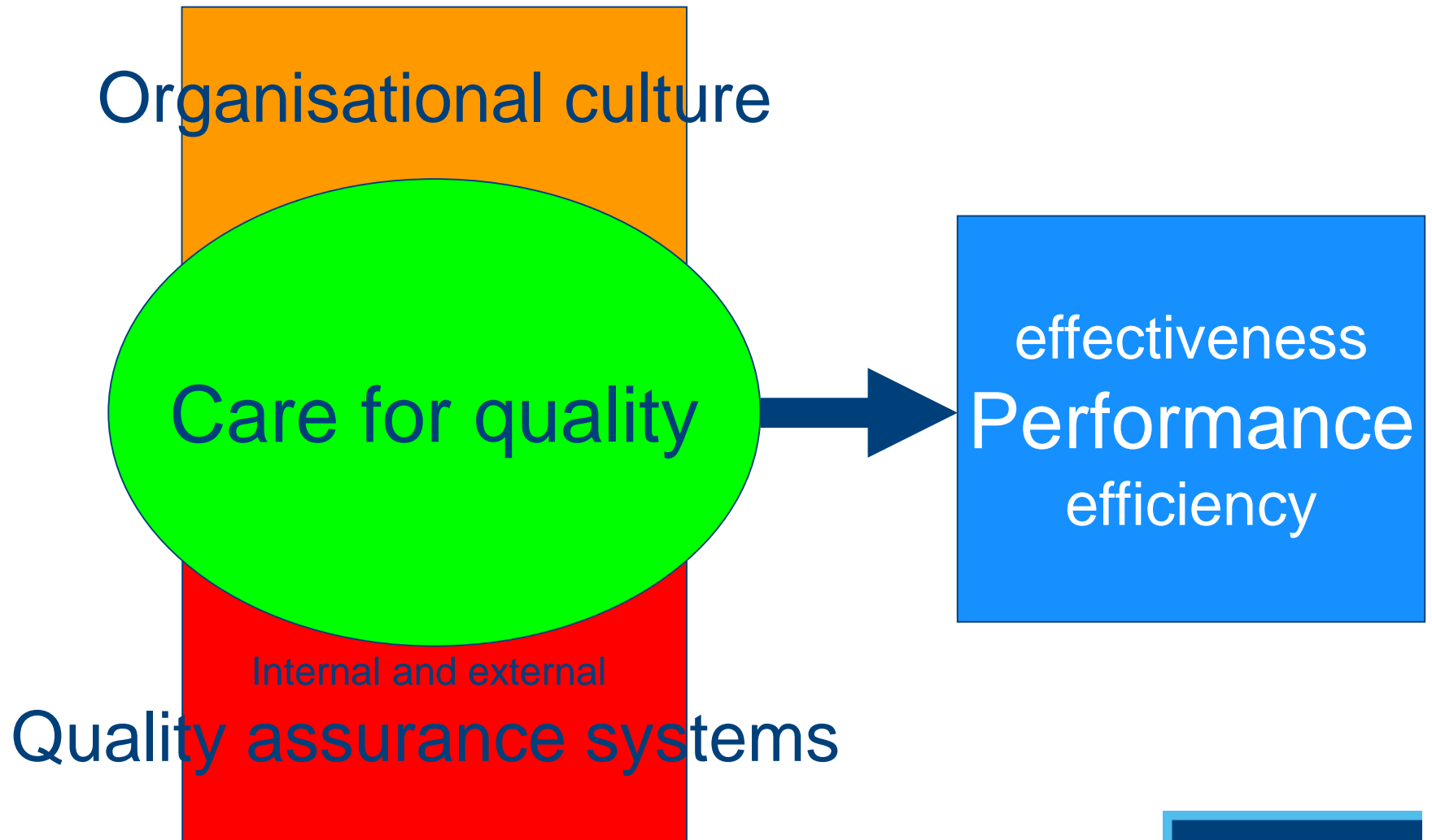
Explore the supporting potential of these two reflection instruments to concretize **a vision and strategy** on quality culture

PART I: Getting to know culture assessment instruments

PART II: Case study Fontys

PART III: Instruments and research

Quality culture: a working model



PART I: Getting to know culture assessment instruments

Core questions:

What kind of organisational culture do we need in order to maximise quality in HEI?

Which characteristics of an organisational culture are essential to speak about a quality culture?

ASSIGNMENT 1



ASSIGNMENT 1

Teams of 5 or 7 people

Set of (30) items borrowed from two organisational culture inventories already used to diagnose and change organisational culture in HEI:

1. Organizational Culture Assessment Instrument - OCAI
(Cameron & Quinn, 1999)
2. Culture Mirrors
(Berings et al., 2011).

Challenge: read, discuss and evaluate each item. For each item answer the question whether or not this item represents an essential element of quality culture? YES or NO. Make two piles or sets of items on your table.

ASSIGNMENT 2

Organisational Culture

Items of OCAI and
Culture Mirrors

Quality Culture

Your implicit theory about it

Quality Culture

Explicit theory about it

Seven principles of quality culture

Education Council of The Netherlands (Onderwijsraad 2015):
Seven principles of Quality Culture

1. A **clear, shared and lived through** educational **vision** based on an open dialogue
2. **Orientation on improvement** based on collective and individual capabilities
3. **Leadership** at the programme level characterised by a **facilitating, coaching and connective leadership** style
4. A **supporting** organisational **structure** facilitating **team work** and stimulating **collaboration**.
5. **Supporting HR** policies and practices
6. High levels of **student involvement**
7. **External orientation** and external **context** sensitivity

ASSIGNMENT 2

1. Read each item you have selected in Assignment 1
2. To which principle would you allocate this item?
(choose the best fitting principle; eventually you can suggest a second one)

INTERVISION:

Each team can visit one or more other teams and compare and discuss results with their own output of the two assignments.

PART II: Case study Fontys

How could a reflection on quality culture foster dialogue, vision clarification, formulation of a strategy and translation into actions?

Fontys University of Applied Sciences

- Second-largest HEI in the Netherlands
 - 45.000 students
 - 4300 staff members
- 28 schools
- Study programmes
 - 58 Bachelors
 - 40 Masters
 - 6 Associate Degrees



ASSIGNMENT 3

What do you consider to be the added value of a culture assessment by staff?

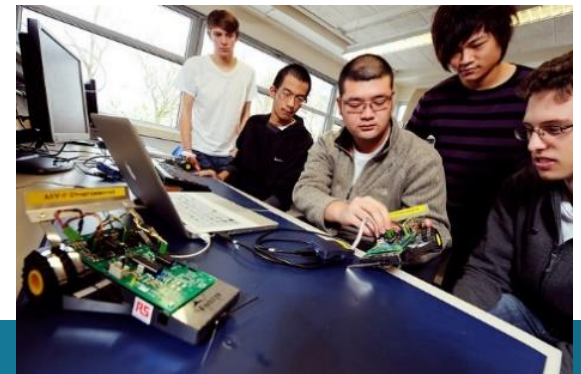
Please assign 100 points to four possible outcomes of such an assessment:

1. REFLECTION Stimulate *thinking* about quality culture
2. DIALOGUE Supplies a language to discuss quality culture
3. VISION Support the *clarification* of vision and strategy
4. ACTION Result in concrete *improvement* actions.

100

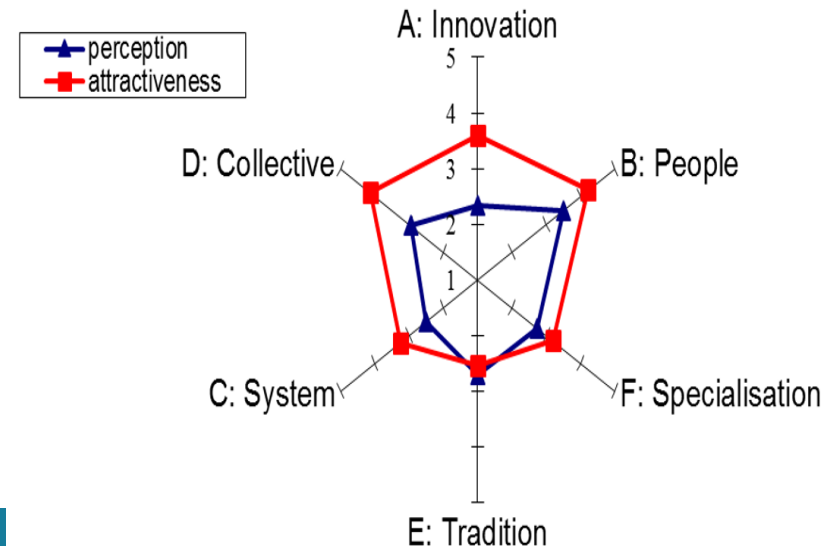
Quality Assurance

- Fontys strategy; learning community
- Responsibility and ownership
- Quality culture, dialogue
- Three Schools used Culture Mirrors as a tool for reflection



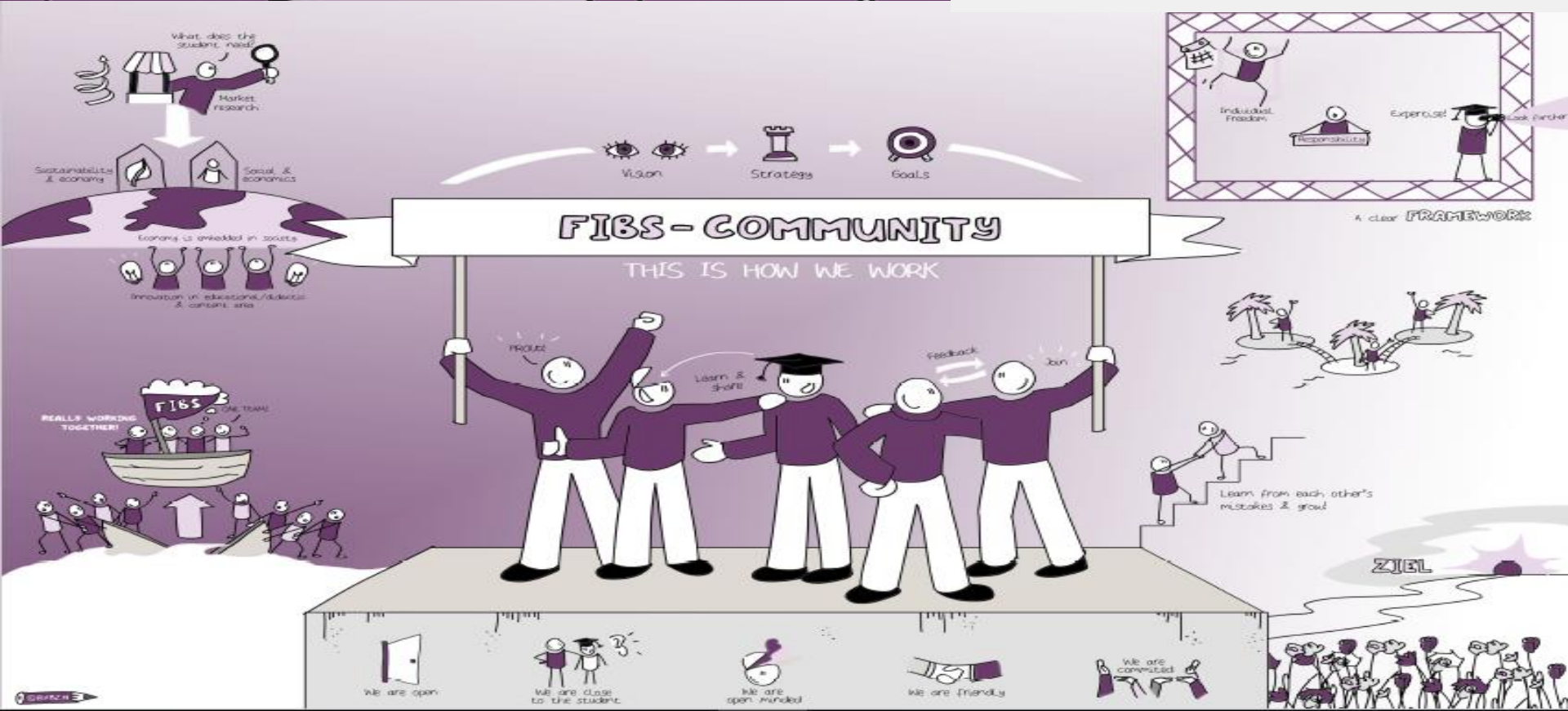
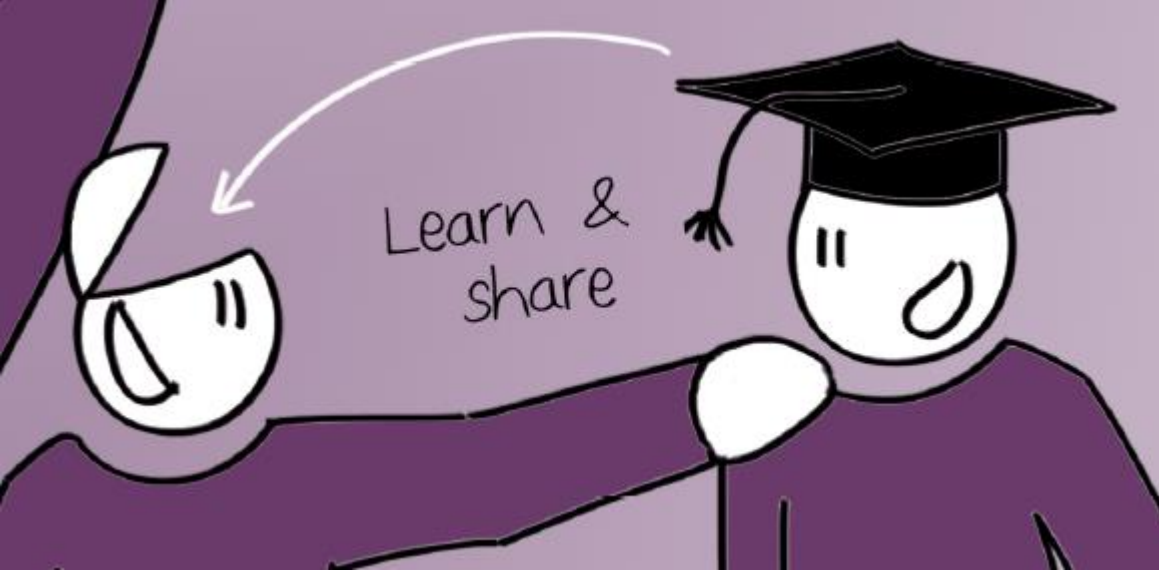
Case International Business School

- Initiative from Quality Assurance Committee to work on quality culture in response to: programme innovation, growth of the School, need for more coordination and cooperation
- Dialogue on results with two groups of employees, well prepared, presence of a cartoonist/draftsman, organised follow-up
- Dialogue about results of the School on the competing values



Main outcomes / added value

- Consciousness about competing values
- Common opinion on desired quality culture and which behaviour is in line with it, visualised in a drawing
- Use of the method of dialogue in other situations (formulating a new vision statement)
- Incorporated in the strategic staff development plan of the School



Change strategy



- Ad hoc (no plan)
- Linear (plan, project)
- Cyclic (Plan, Do, Check Act...)
- Connective (interactive, simultaneous, integral)

PART III: INSTRUMENTS AND RESEARCH

1. Organisational Culture Assessment

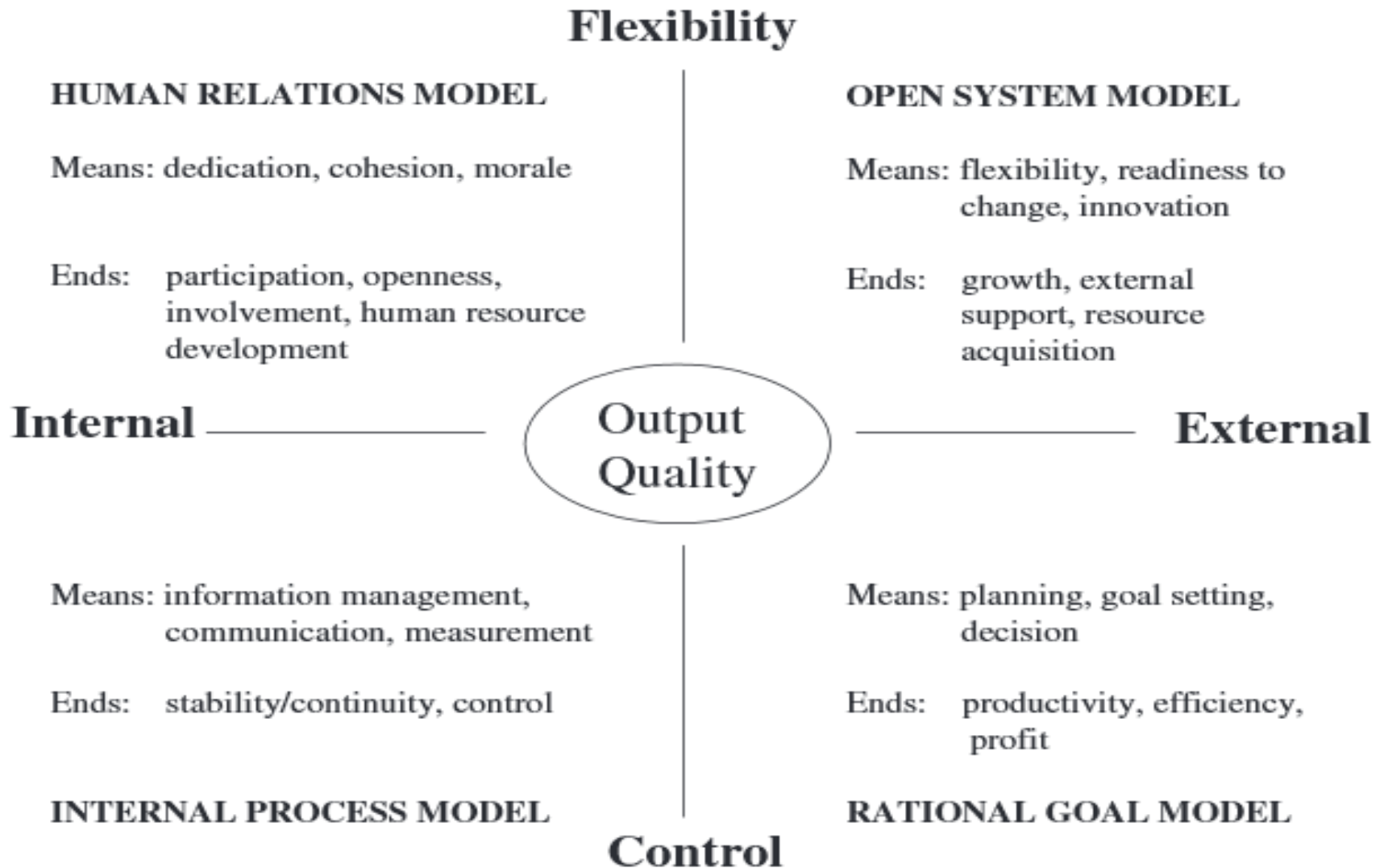
Instrument - OCAI

(Cameron & Quinn, 1999)

2. Culture Mirrors

(Berings, 2011)

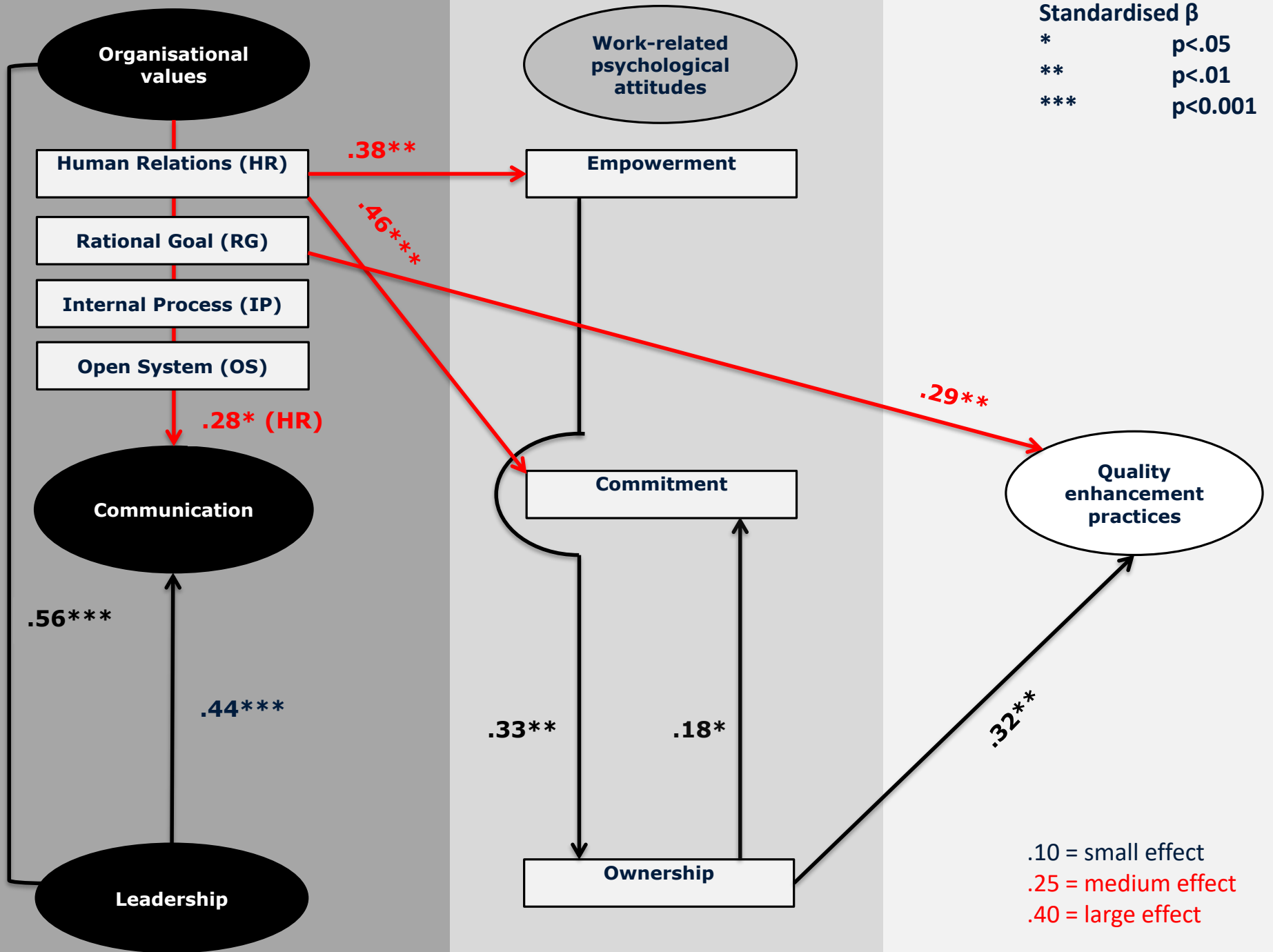
1. Organisational Culture Assessment Instrument



OCAI in research

- Value orientations (or 'organisational culture) as an antecedent of communication, work-related psychological attitudes and implementation of quality enhancement practices (Bendermacher et al. 2017)





OCAI in research

- Value orientations (or 'organisational culture') as an antecedent of communication, work-related psychological attitudes and implementation of quality enhancement practices (Bendermacher et al. 2017)
- Organisational culture, job satisfaction and service quality (Trivellas and Dargenidou, 2009).
- Organisational culture and (a wide range of) effectiveness scales (Smart and St. John, 1993)

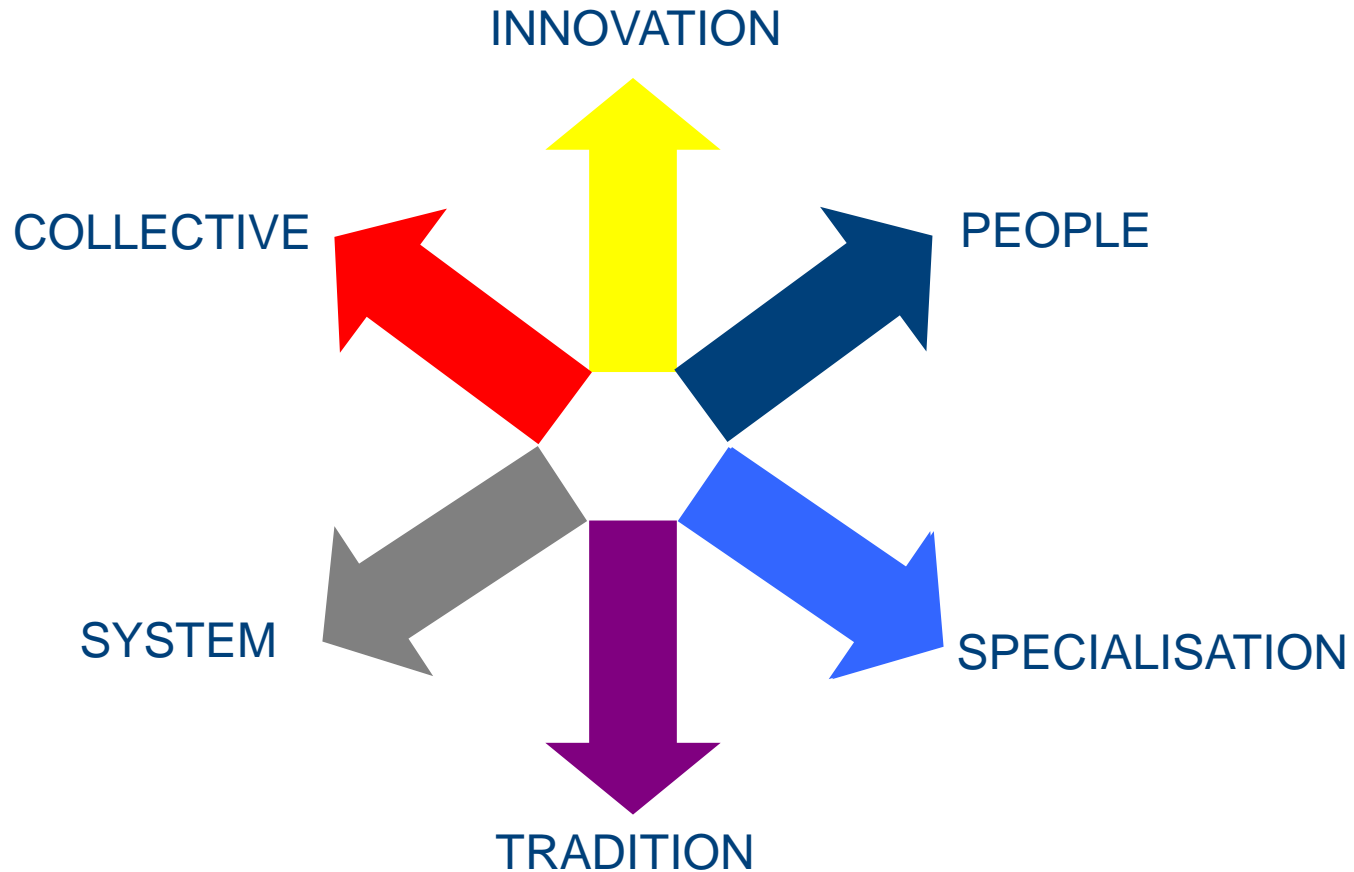
OCAI in research (Smart & St. John, 1993)

	Dominant Culture Type			
	Human Relations	Open Systems	Internal Process	Rational Goal
Effectiveness scales				
Student Educational satisfaction	1.12	0.76	-1.72	-1.08
Student Academic Development	0.93	0.64	-1.43	-0.25
Student Personal Development	1.15	-0.85	-1.47	-2.32
Faculty/Admin satisfaction	1.26	0.10	-1.65	-1.37
Development and quality of staff	0.54	0.62	-0.89	0.66
System openness	0.52	0.92	-0.88	-1.72
Ability to acquire resources	0.59	0.37	-0.93	0.16
Organisational Health	3.21	1.30	-4.14	-3.06

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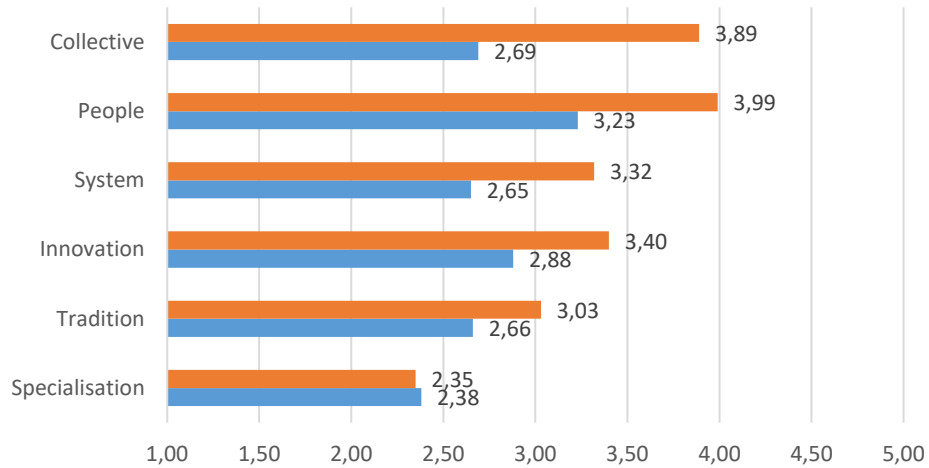
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2. Culture Mirrors (Berings, 2001; Berings et al. 2011; Berings, 2018)

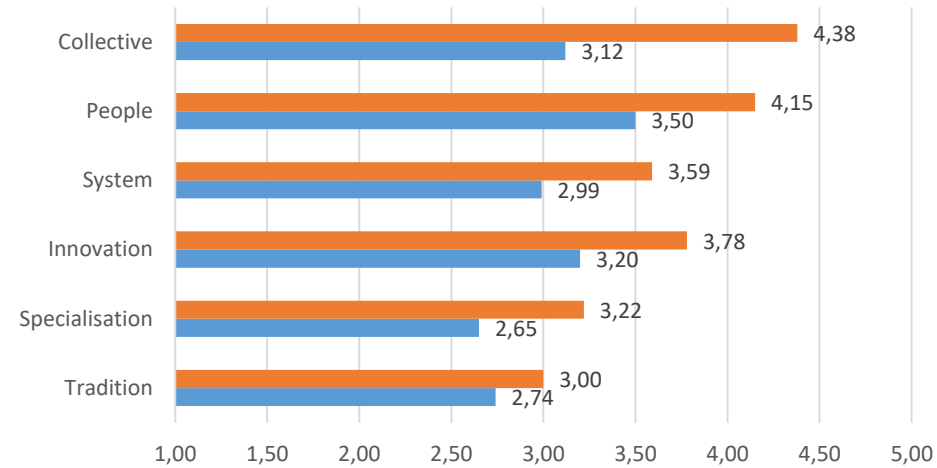


Gap-analysis: Attractiveness (ORANGE) and Perception (BLUE)

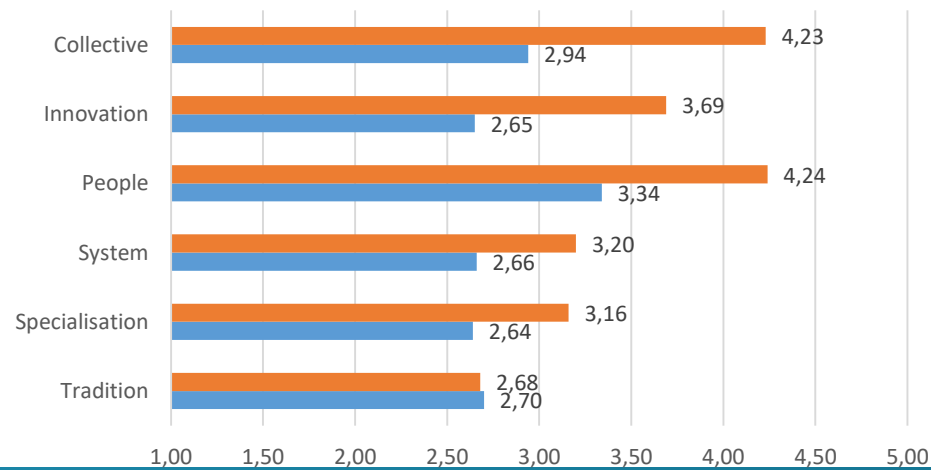
Study 1 (Berings, 2001)



Study 2 (Berings et al., 2011)



Study 3 (Berings, 2018)



Predictive validity

Predictive validity 44 HEI Departments (Berings, 2001)

	Outcome variables		
Cultural orientation	TQM imlementation	Student Satisfaction	Employee satisfaction
Collective	.39*	.60***	.73***
People	.23	.46**	.69**
Innovation	.22	.46**	.51**
System	.13	.49**	.51**
Tradition	-.15	.11	.17
Specialisation	-.25	-.20	-.11

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Key messages

- In general, 'human relations' and 'open systems' orientations have been found to be related to most effectiveness criteria, followed by a 'rational goal' orientation and an 'internal process' orientation
- The highest gap between attractiveness (what we want) and perception (what we have) is found for 'collective orientation'. Moreover, this orientation has the highest predictive power towards QA-outcomes
- Bear in mind that all orientations can be important depending on the context (contingency) and that 'broad and balanced' culture types are likely to be most beneficial
- Reflection and dialogue on value orientation is a keystone to determine and connect a vision, strategy and plans for action

Dries Berings is Associate Professor in Organizational Behaviour and Human Resource Management at the Faculty of Economics and Business (FEB) of KU Leuven and member of the research group Work & Organisation Studies (WOS). The focus of his research and consultancy is on the behavioural and cultural aspects of developing quality and diversity policies and practices in higher education institutions. In collaboration with the Flemish Bologna Expert Team he has developed an inventory for quality culture called 'Culture Mirrors'.

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Guy Bendermacher is an Educational Policy Advisor at Maastricht University's Faculty of Health Medicine and Life Sciences, department Strategy & Policy. In this capacity, he is - amongst other activities- involved in the development of internal quality management practices, accreditation procedures, curriculum design, and the follow-up of results of external quality management practices. As an external PhD candidate affiliated to Maastricht University's School of Health Professions Education, he is working on a range of theoretical and empirical studies relating to the concept of 'quality culture(s)' in higher education.

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Gea van Zutven is consultant quality management at the Education and Research Department of Fontys. She is involved in the development of internal quality management practices, programme assessments, the institutional audit and the initial accreditation of programmes. Several Fontys institutes worked with the instrument 'Culture Mirrors' as an instrument for reflection. The use of the instrument is part of a strategy in which Fontys wants to be a learning community with responsibility and ownership low in the organisation with the professional.

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