

Kent D. Peterson | Terrence E. Deal


THE
SHAPING
SCHOOL
CULTURE
FIELDBOOK

SECOND EDITION

The Shaping School Culture Fieldbook

SECOND EDITION

Kent D. Peterson
Terrence E. Deal

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We would like to thank the many who have offered support and feedback on our writing, participated in our seminars and institutes, and provided new ways of thinking about school culture; there are too many to list all of them here. Over

the years many have seen the importance of school culture and added to our understanding. Karen Kearney and Laraine Roberts of the original California School Leadership Academy; Al Bertani, Ingrid Carney, and Faye Terrell-Perkins from Chicago; and Rich Halverson from the University of Wisconsin–Madison greatly expanded our understanding of professional learning for school leaders. The many leaders and facilitators at National Staff Development Council continue to be a source of inspiration and hope that schools will become places where all children learn. We appreciate the collegueship of Karen Dyer, Pam Robbins, Paul Bredeson, Fran Vandiver, Joan Vydra, and many others who have been excellent collaborators during our work with groups in workshops and seminars in the United States and internationally.

Our colleagues have added insights about school culture and leadership. We would especially like to thank Yi-Hwa Liou, Shelby Cosner, and Art Rainwater for thoughtful reviews of drafts and insights about cultural leaders.

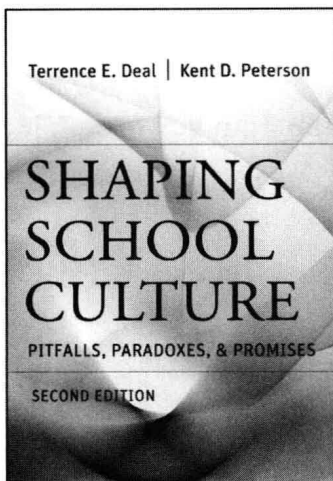
At home, Ann Herrold-Peterson and Sandy Newport Deal provided their usual love and support through thick and thin, health and illness. Our kids, Erik, Russell, and Scott Peterson and Janie Deal cheered us on when we needed a little boost.

THE AUTHORS

Kent D. Peterson was the first director of the Vanderbilt Principals' Institute and is former head of the National Center for Effective Schools Research and Development. He is currently a professor in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin–Madison. He lectures and consults with leadership academies across the United States and internationally. His research has examined the nature of principals' work, school reform, and the ways in which school leaders develop strong, positive school cultures. Author of numerous studies on principal leadership, he is also coauthor of *The Principal's Role in Shaping School Culture* (with Terrence E. Deal, 1990) and *The Leadership Paradox: Balancing Logic and Artistry in Schools* (with Terrence E. Deal, 1994).

Terrence E. Deal's career has encompassed several roles, including those of police officer, teacher, principal, district office administrator, and professor. He has taught at the Stanford Graduate School of Education, the Harvard Graduate School of Education, Vanderbilt's Peabody College, and the University of Southern California. He has lectured and consulted internationally with business, health care, educational, religious, and military organizations. He specializes in leadership, organizational theory and behavior, and culture. Deal is coauthor of over twenty books, including *Corporate Cultures* (with Allan A. Kennedy, 1982)—an international best-seller. His other books include *The Leadership Paradox: Balancing Logic and Artistry in Schools* (with Kent D. Peterson, 1994), *Leading with Soul: An Uncommon Journey of Spirit* (with Lee G. Bolman, 1995), and *Reframing Organizations: Artistry, Choice, and Leadership* (fourth edition, with Lee G. Bolman, 2008).

MORE RESOURCES FROM THE AUTHORS



SHAPING SCHOOL CULTURE **Pitfalls, Paradoxes, & Promises**

Second Edition

Terrence E. Deal | Kent D. Peterson

ISBN: 978-0-7879-9679-6
Paperback

An essential complement to the
Shaping School Culture Fieldbook, Second Edition

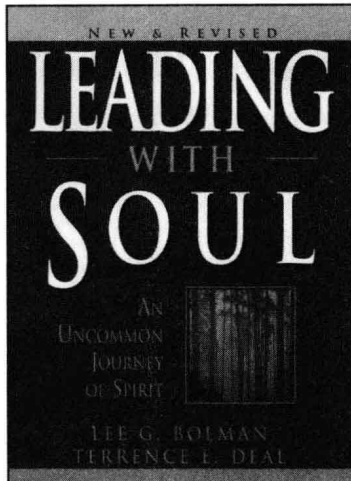
“For those seeking enduring change that is measured in generations rather than months, and to create a legacy rather than a headline, then Shaping School Culture is your guide.” —Dr. Douglas B. Reeves, founder, The Leadership and Learning Center, Englewood, CO

“Deal and Peterson combine exquisite language, vibrant stories, and sage advice to support school leaders in embracing the paradoxical nature of their work. A ‘must-read’ for all school leaders.” —Pam Robbins, educational consultant and author

In this thoroughly revised and updated edition of their classic book, *Shaping School Culture*, Terrence Deal and Kent Peterson address the latest thinking on organizational culture and change and offer new ideas and strategies on how stories, rituals, traditions, and other cultural practices can be used to create positive, caring, and purposeful schools.

This new edition gives expanded attention to the important symbolic roles of school leaders, including practical suggestions on how leaders can balance cultural goals and values against accountability demands, and features new and powerful case examples throughout. Most important, the authors show how school leaders can transform negative and toxic cultures so that trust, commitment, and a sense of unity can prevail.

MORE RESOURCES FROM THE AUTHORS



LEADING WITH SOUL **An Uncommon Journey of Spirit**

New & Revised

Lee G. Bolman | Terrence E. Deal

ISBN: 978-0-7879-5547-2
Hardcover

“Bolman and Deal understand that organizations are filled with living, breathing, feeling human beings, people who need more than a paycheck, more than a performance review, more than a promotion. This is a deceptively powerful realization for any leader.”

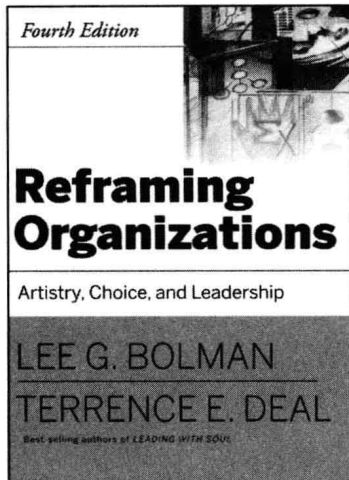
—Patrick Lencioni, author, *The Five Temptations of a CEO: Obsessions of an Extraordinary Executive*

“No two authors are better equipped than Bolman and Deal to address and answer the seminal dilemma of our time—the difference between making a living and making a life. They lead the way to discover how to lead a spirited life.” —Warren Bennis, distinguished professor of business administration, University of Southern California; author, *Managing the Dream*

Since its original publication in 1995, *Leading with Soul* has inspired thousands of readers. Far ahead of its time, the book bravely revealed the path to leadership to be a very personal journey requiring knowledge of the self and a servant-leader mentality.

Now, in this revised edition, authors Bolman and Deal address such issues as the changing nature of work, the new face of today's workforce, and the greater need for an infusion of soul in the workplace. They also include real-life stories from readers of the first edition, and answer key questions that those readers raise. As vital as ever, this revisited narrative of an executive and his quest for deeper meaning continues to point the way to a more fulfilling work experience.

MORE RESOURCES FROM THE AUTHORS



REFRAMING ORGANIZATIONS

Artistry, Choice, and Leadership

Fourth Edition

Lee G. Bolman | Terrence E. Deal

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ISBN: 978-0-7879-8799-2 Paperback

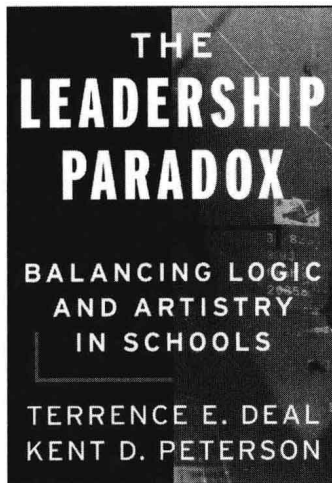
The Classic Leadership Resource Now In Its Fourth Edition!

First published in 1984, Lee Bolman and Terrence Deal's best-selling book has become a classic in the field. Its four-frame model examines organizations in terms of factories, families, jungles, and theaters or temples:

- The Structural Frame: how to organize and structure groups and teams to get results
- The Human Resource Frame: how to tailor organizations to satisfy human needs, improve human resource management, and build positive interpersonal and group dynamics
- The Political Frame: how to cope with power and conflict, build coalitions, hone political skills, and deal with internal and external politics
- The Symbolic Frame: how to shape a culture that gives purpose and meaning to work, stage organizational drama for internal and external audiences, and build team spirit through ritual, ceremony, and story

This new edition contains a wealth of new examples from both the private and the nonprofit sectors. In addition, the book offers updated content and expanded discussions of self-managing teams, dramaturgical and institutional theory, change theory, the "blink" process, "black swans," and gay rights. An Instructor's Guide is available online.

MORE RESOURCES FROM THE AUTHORS



THE LEADERSHIP PARADOX **Balancing Logic and Artistry in Schools**

Terrence E. Deal | Kent D. Peterson

ISBN: 978-0-7879-5541-0
Paperback

"School leaders, as well as aspiring principals and observers of the principalship, will delight in this distinctive, playful, and insightful look at the art and craft of leading a modern-day school."—Roland S. Barth, educator and author of *Improving Schools from Within*

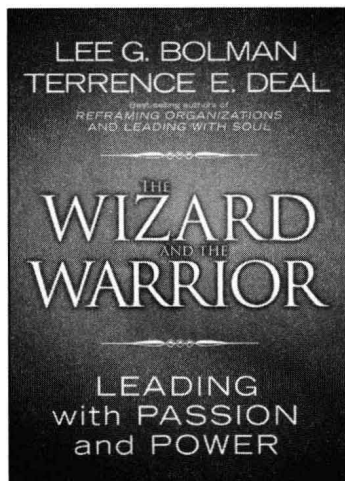
"The Leadership Paradox pushes our understanding of the complexity of the principal's work to new levels. It should be required reading for those who are or aspire to be principals and for those who prepare, train, or supervise them."—Laraine Roberts, director of research and development, California School Leadership Academy

As leaders and managers, principals must continually blend the symbolic and technical aspects of their role, embracing each complexity with confidence, enthusiasm, and skill. *The Leadership Paradox* draws from organizational and management theory to reveal the art and logic of school leadership.

Instead of viewing leadership and management as opposing factions, the authors show how these two ideals can serve as complements in building a powerful school culture. They also share real-life stories and examples of school leaders who have learned to adopt a bifocal approach and integrate the contradictions of their work.

Practical yet inspiring, this volume presents a wealth of insights for principals, superintendents, school board members, and other educational leaders.

MORE RESOURCES FROM THE AUTHORS



THE WIZARD AND THE WARRIOR

Leading with Passion and Power

Lee G. Bolman | Terrence E. Deal

ISBN: 978-0-7879-7413-8
Hardcover

“The ‘gold standard’ for looking at leadership. The Wizard and the Warrior is about fighting the good fight, but not losing sight of the magic—it is about making the word flesh. This is a must-read for anyone who cares about becoming a better leader.”

—Paul D. Houston, executive director, American Association of School Administrators

The Wizard and the Warrior gives leaders the insight and courage they need to take risks on behalf of values they cherish and the people they guide. Great leaders must act both as wizards, calling on imagination, creativity, meaning, and magic, and as warriors, mobilizing strength, courage, and willingness to fight as necessary to fulfill their missions.

Best-selling authors Lee Bolman and Terrence Deal present the defining moments and experiences of exemplary leaders such as David Neeleman (CEO of JetBlue), Mary Kay Ash, Warren Buffet, Anne Mulcahy, Thomas Keller (head chef of French Laundry), and Abraham Lincoln—all of whom have wrestled with their own inner warrior and wizard.

These engaging, realistic case studies are followed by commentaries that will raise questions and suggest possibilities without rushing to resolution or simple answers.

Armed with this book's expanded repertoire of possibilities, the reader can become more versatile and imbue work and life with power and passion.

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Introduction and Organization of the Fieldbook

This guide is designed to help you reflect on and hone leadership skills as you shape a better learning environment at your school where every child can learn. It may legitimate some of what you already know and are doing or add new possibilities. It also provides activities to develop cultural leadership, and it deepens and concretizes the concept of school culture by connecting it to the success of schools and students.

When gathering cases for our second edition of *Shaping School Culture*, we sought the best examples of a wide variety of cultural patterns and ways. These examples of what is possible piqued the curiosity of others. Over the past few years, interested leaders have asked us to help them learn how to read, appraise, and shape the culture of their school or district. Facing greater accountability, new curricular standards, and an expanded use of data in decision making, school leaders have often tightened structures. But the best leaders never forgot the central importance of their school's culture. Drawing on approaches we have used with thousands of principals, as well as new ideas from the leadership literature, we have distilled concrete ways to approach cultural analysis, review, and reinforcement. In this new edition, we have added more case examples, deepened the descriptions of the elements of culture, and expanded the set of strategies

leaders can use to nurture positive and transform toxic cultures. We have redesigned many of the activities and added new ones to enhance the repertoire of leaders. We have written a completely new chapter on the important topic of people and relationships, the informal network in schools. This chapter describes the positive and negative roles staff take on and how to work with them. This new chapter offers strategies for making the informal network a productive element of the school's culture.

HOW TO USE THIS BOOK

This guide combines both active and reflective approaches for those who wish to invigorate their school's professional community, build trust and commitment, and return the heart and spirit to our schools. Underlying the chapters are three key processes for shaping cultural ways and traditions.

Leaders must

- Read cultural clues
- Review existing patterns and ways
- Reinforce or transform the culture

Initially, it is critical that leaders read existing cultural practices and ways to understand the key features of the culture. They need to revisit roots—the history of their district or school—and reconsider core features of the present. During this process, the leader is interpreting and intuitively identifying familiar ways that are positive as well as traditional baggage that is negative, depressing, or draining.

Second, leaders need to hold up existing customs against other possibilities. They need to identify positive, supportive norms, values, rituals, and traditions to understand the meaning of stories and to know the import of symbols. But they should also pinpoint cultural aspects that may be negative, harmful, or toxic. What positive things need more reinforcement? What time-honored but worn-out practices may need to be jettisoned?

Finally, leaders must work in a variety of ways to reinforce cultural patterns or else transform them. Even the best ways of life and meaningful rituals of a district or school need constant attention. In addition, moribund or negative features may need to be transformed, changed, or even shed. Both nurturance and change are part of cultural leadership.

THE FIELDBOOK'S ORGANIZERS: DISCUSSIONS, EXAMPLES, ACTIVITIES, AND CRUCIAL QUESTIONS

This book provides a wide variety of sources of information, inspiration, and suggestions. It can be read and used in a multitude of ways, either as a whole or in part. Each chapter begins with a discussion of the features of culture and the roles of symbolic leaders. These discussions are often followed by a set of illustrative examples.

Next, the book provides specific activities for individuals or teams that we call "Activities." Some are specifically designed as group activities, with suggestions for how to organize the session. Others are meant to stimulate reflection; in that case, the questions can become topics for dialogue or group brainstorming. These approaches have been tested and used with hundreds of educators.

Interspersed throughout the book are additional questions that we have titled "Crucial Questions," which provide the reader with ideas of interest to consider or to discuss with staff. These questions are useful for leaders to consider, but can also become the guiding topics for a staff discussion. Sometimes there are further suggestions for activities, reflections, and planning.



PART ONE

Interpreting School Culture