

FROM THE DESK OF

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Dear Madeline,

I am a Business Communication student at Brock University and recently took a course on organizational culture. Our major assignment for the semester was to conduct a cultural analysis of an organization's digital communication and the constructed culture they convey to the public. I chose to analyze the LDANR because I admired your organization's ability to welcome individuals who may feel out of place or marginalized from the world's current society. Many kids can be bullied or treated differently due to the LDs they may be diagnosed with; however, the LDANR displays a blatant embracing and supporting culture that ensures all individuals and parents are valued and appreciated to the fullest extent. From your attractive website, nurturing programs, and practical newsletter, the LDANR is a clear example of an organization that will significantly benefit the community it serves.

First, allow me to explain what a cultural analysis is and the value of engaging in such a process. As you may already be aware, a cultural analysis consists of recognizing the distinctive aspects of an organization. As authors of *Organizational Culture in Action*—Gerald W. Driskill and Angela Laird Brenton—confirm, these aspects can be embodied in elements of culture such as customs, traditions, and history constructed by communication with implications for organizational ethics, effectiveness, and professional development (Driskill & Brenton, 2011). This type of analysis assists in identifying an organization's culture and how this culture impacts other audiences besides the employees themselves. A cultural analysis would assist the Learning Disabilities Association of Niagara Region (LDANR) deepen their understanding of people's perception of the organization's behaviour and attitude. Conducting such an analysis would allow the organization to adjust some of its communication strategies—if needed—to attract more people who require assistance with their learning disability. When managing an organization that involves such a sensitive topic, it is your job to create a welcoming, comforting space where people can feel like they are not neglected. In this case, a cultural analysis would be beneficial because it would provide the company with insight into socialization practices and communication patterns that

may need to be modified to suit the target audience better. The more the target audience is accommodated, the more the LDANR has the potential to become increasingly recognized for its efforts and successes. As Social Constructionism notes, social interactions and creating knowledge are paramount, especially when inviting many young people to better themselves in an accepting environment (Driskill & Brenton, 2011). It is crucial to know that these analyses are not about finding flaws within an organization but describing its culture and discovering how to apply it to appeal to the public eye. Ultimately, my full-term cultural analysis assignment on the LDANR will benefit your organization and its future, involving the much-appreciated assistance and support of individuals with learning disabilities.

After weeks of reviewing your material, my overall interpretation of your organizational culture is that it acts as a significant motivational force for individuals who struggle academically and mentally. Countless individuals seeking assistance from this organization have trouble recognizing their true capabilities and allow their LD to define who they are without realizing it. A sense of unity lies within the LDANR, as depicted through your digital environment. Through each section on your website, your genuine and authentic attitudes towards the communities you serve truly assist in boosting the confidence of individuals with LDs and ensuring that they are a part of a loving, supportive community where they can learn and grow. The following report will explain how I arrived at this conclusion.

Background of the Organization

The LDANR's primary purpose is to provide people in a wide range of age groups who struggle with learning disabilities with appropriate supplies or materials to assist these individuals in their daily activities. The organization adopts a leadership role in promoting the awareness of learning disabilities while also providing necessary analyses, guidance, instruction, and assistance. Confirmed by the LDA Ontario history, since 1963, this organization has worked hard to help children across Ontario with various learning disabilities and assist them in their successes. Since it was founded, the LDANR has become widely recognized as a credible Canadian organization due to the notable cooperative model that it continues to follow. Over the years, as the LDANR website displays, the organization has developed many fun and interactive programs such as SLAM Camp, SOAR, Youth to Youth, Reading Rocks, JUMP Math, BEST, and CHAMPS. By participating in these programs, individuals are guaranteed to benefit and improve in reading, writing, mathematics, fine motor skills, mental health, and much more.

Even during the world's current circumstances, the LDANR continues to demonstrate their dedication to helping struggling individuals, proven by programs that continue to take place in a virtual setting throughout the pandemic. Since creating self-sustaining individuals is a part of LDANR's vision, it is clear that the theories of Social Constructionism and The Coordinated Management of Meaning (CMM) are imperative to this organization's operation. Both describe how people develop knowledge and individuals' reflexive relation with culture and communication (Driskill & Brenton, 2011).

Many people can form a perception of their environment through various factors and later experience an everlasting, constructive impact due to those circumstances. The LDANR aims to achieve this goal by having a positive, long-lasting, and beneficial effect on individuals who suffer from learning disabilities. Access to social support is critical to individuals and families affected by personal challenges such as learning disabilities. The LDANR recognizes the importance of dialogue with other parents or peers who may be experiencing similar challenges related to living with a learning disability, including low self-esteem, academic difficulty, or executive functioning difficulty. As the most recent strategic plan indicates, since many families already experience barriers to special education programming due to cost, location, or lack of a diagnosis, the LDANR provides a barrier-free environment for students with learning disabilities. Since many families are not able to receive any other support, the accessibility of our programming is taken seriously. The LDANR strives to create a long-lasting, constructive impact through these supports.

Methods

When conducting my analysis on your organization, my primary goal was to systematically observe various digital interactions, written documents, enacted elements, and how organizational norms are conveyed to the public. The textbook titled *Organizational Culture in Action*, written by Gerald W. C. Driskill and Angela Laird Brenton, served as my guide that assisted me in conducting such a thorough and intricate analysis about an organization that has had a noticeable impact in my local community. Following the Organizational Culture in Action (OCA) Model—grounded in concepts such as Social Constructionism, Communicative Constitutive of Organization (CCO), Structuration, and the Coordinated Management of Meaning—allowed me to understand better how the strategies used by the LDANR construct a safe and welcoming environment for the families it serves. I analyzed the LDANR's organizational culture through the view of culture as a discursive construction— the belief that culture is grounded in action, shaped by past interactions, and depicted through present interactions, as the textbook indicates (Driskill & Brenton, 2011). The three key questions that I continuously asked myself throughout my analysis were: what kind of culture is being co-created?; what kind of culture do we want to co-create?; and what forms of communication will co-create the culture we want?

Although I spent most of my time examining each page of the LDANR website, the most significant part of my analysis was searching and deconstructing specific aspects of each section and determining the underlying meanings behind particular communication methods. I sought to understand your organization's history, norms, and values and think about how individuals actively co-create this culture. Gathering my texts for analysis entailed analyzing each section of the LDANR website, searching for what I thought to be data that conveyed a particular culture, and then sorting these data into the enacted elements: values, rituals, humour, heroes, language, symbols, metaphors, history, references to place, and communication style (refer to LDANR

observations in the appendix for further explanation). By sorting the texts into these enacted elements, I could discern any recurring meanings that appeared throughout the website and conclude with my overall characterization of the LDANR. The many components of this organization's culture became apparent through the meticulous and conscientious inspection of all of these enacted elements combined. During my data collection process, I made a conscious effort to maintain an objective view of the material. Most importantly, I made sure to collect my research ethically. As I interpreted an assortment of the LDANR's successes, programs, annual reports, and more, I made sure that I did not reflect on any personal experiences or thoughts to ensure that my research and findings were accurate and trustworthy. I relied heavily on the material presented before me and the deep meanings behind them rather than my personal bias. I maintained an "outsider" or "alien" perspective throughout my cultural analysis as I acted like a stranger to your organization and its standard practices to provide conclusive, genuine, and authentic results for your company (Driskill & Brenton, 2011).

Essentially, my careful and attentive behaviour throughout my analysis of the LDANR proves how my research, data, and results are credible and valid.

Overall Characterization

My overall title of your culture is "encouraging, professional, and community-driven neighbours at heart." Your organization consistently emphasizes the importance of acceptance. I used the word "neighbour" to illustrate your conscious effort to act as a friendly shoulder to lean on. You continuously remind individuals to accept themselves and improve their education through fun and immersive programs. You allow parents to become fully involved in organizational activities, ensuring they are satisfied and appreciated as much as their children. Your culture depicts what a structured, immersive, successful organization should look like.

To assist in describing the reasoning behind this overall characterization, I have gathered four primary themes after analyzing the LDANR's digital communication methods: inclusivity and empowerment, awareness and normalization of LDs, customer satisfaction and long-term relationship, and friendly yet structured educational environments. Your organization's culture is conveyed to the public in a fun and engaging manner through each of these themes. I believe each underlying theme brought to the public will attract and encourage individuals to come forward and seek help with an LD they may be struggling with daily. After analyzing all of the most noteworthy digital communication mediums the LDANR utilizes, the overall title resides in each one. Many enacted elements embedded in your organization's communication methods help accentuate the four thematic elements and, ultimately, the comprehensive characterization I describe. I found the ways in which you construct LDANR's organizational culture extremely intriguing as I felt eager to join your organization and assist individuals struggling with LDs after analyzing the material. Your organization can genuinely benefit the Niagara region in a way that can forever change how some view

individuals who appear not to belong. In the following sections, I will deconstruct and explain the reasoning behind why these characterizations stood out to me.

Thematic Actions

Theme 1: Inclusivity and empowerment

- a strongly encouraged behaviour that is embedded and integrated into every aspect of the LDANR.

Elements that support this theme:

(1) Values

- The organization's values indicate how the main priority is to create a supportive, comforting, and embracing environment to guide individuals struggling with LDs and those who may be sensitive to discussing such a topic. Besides LDANR's slogan, "the right to learn, the power to achieve," parents have also expressed their gratitude towards the organization for their continuous support.
- Many families publicly explain how, for example, "my daughter was so nervous and anxious about going to camp this summer, but after the first day she declared that she wanted to go to camp all summer."
- Parents' personal reviews on LDANR's programs accentuate how their friendly environment is advertised and enacted by employees.

(2) Symbols

- Furthermore, the organization's symbols on its website also help encourage inclusive behaviour.
- The LDANR logo, for instance, depicts three individuals joining hands in a circle, displaying unity and support—the organization's primary beliefs. The meaning that this logo holds serves as an appropriate greeting to those who enter the website. It immediately reminds others what this organization stands for and what they will work towards when helping anyone who feels estranged due to their LD.

(3) Language

- Equally as necessary, the LDANR's bold and empowering language also contributes to the inclusivity and individual empowerment that this organization stands for. The names of the programs they offer make use of words such as "SLAM," "JUMP," "SOAR," and "CHAMPS," exemplifying how individuals are not only welcomed but motivated to become further educated and not allow their LD to define them.

- Advertising such empowering words to the public encourages many who may feel ashamed or embarrassed by their LD to seek help and regain their confidence.
- Empowering words such as those mentioned explains how the LDANR continuously works to promote inclusivity and empowerment for the individuals it serves.

Theme 2: Awareness and Normalization of LDs

- Similarly, although inclusion and empowerment are of paramount importance to the LDANR, the organization also strives to constantly increase and heighten the awareness and normalization of learning disabilities.

Elements that support this theme:

(1) History

- Throughout LDANR's history, they have been known for their ongoing attempts to educate the public "about the nature and impact of learning disabilities, advocacy, research, health, education and collaborative efforts."
- Whether through digital, written or oral communication methods, the LDANR never fails to simultaneously nurture the public and individuals suffering from LDs.

(2) Humour

- In addition, the use of humour in the organization's social media contributes to the normalization of learning disabilities.
- For example, a recent campaign used to promote learning disabilities awareness month utilized the slogan, "Don't Dis My Abilities," to raise awareness for such a sensitive topic and decrease the significantly large stigma surrounding these types of conditions.
- The subtle yet powerful slogan brings light to an issue that is often perceived negatively, making it easier for communities and families to engage with this organization and their efforts to support individuals with LDs.

(3) Heroes

- It is also evident that the heroes of this organization also assist in increasing awareness and normalizing LDs. As the "office staff" page confirms, the five women displayed who proudly serve the LDANR allow the public to see the many people that will support them in their journey to bettering themselves.
- Through each employee's description, including their education, role in the company, and a friendly picture to match their name, these individuals

inconspicuously ensure the public is aware of the many people available to nurture their learning disabilities rather than neglect them.

- These employees act as heroes because they are saving individuals from the cruel society surrounding them, welcoming them with open arms, and normalizing the learning disabilities with which they have been diagnosed.

Theme 3: Customer Satisfaction & Long-term Relationships

- Achieving customer satisfaction and long-term relationships with families and individuals involved with the LDANR is central to the organization.

Elements that support this theme:

(1) Rituals

- The organization's rituals such as the Annual Trivia Event, Annual Golf Tournament, and, most notably, Annual Appreciation Event illustrate how the LDANR actively strives to include and gather all of the families and individuals they assist. These actions build relationships and make the company feel less like a business transaction and more like a long-lasting friendship.
- These annual events reward supporters, volunteers, and participants in a fun and engaging ways to stimulate an emotional connection with everyone involved in contributing to the organization's success.

(2) Heroes

- Within each of these events and through the website, the organization's heroes also have the ability to create these long-term relationships with the individuals they serve.
- Through their consistent engagement and educational assistance with people diagnosed with LDs, the organization's employees are widely recognized as heroes because of their ability to expedite the process of children improving or rectifying their learning disability.
- The organization's employees are proven to be heroes through parents' reviews, exemplifying how the organization's values are always performed.
- One parent expressed how they are "so happy because for the first time he [the child] is progressing well. It means a lot for our family." This direct comment from an actual parent highlights how the LDANR employees (the heroes) continuously work hard to better the lives of many while enacting the primary values advertised by the company.

(3) Communication Style

- Long-term relationships are also established through the LDANR's communication style and references to place.
- Through their digital, written, and oral communication styles and references to place apparent on the website, individuals are heavily motivated to become a part of the LDANR "community" and not to be afraid to seek help.

Theme 4: Friendly Yet Structured Educational Environments

- The LDANR's website and other social media platforms they utilize exemplify how they strive to achieve a friendly yet structured educational environment for individuals to have fun and learn while doing so.

Elements that support this theme:

(1) Metaphors

- The organization's programs act as metaphors that stimulate learning in an exciting, engaging manner.
- The JUMP Math program, for example, serves as an appropriate metaphor to attract parents to enrol their child struggling with mathematics as "sessions are taught using a combination of direct instruction and engaging math games and activities." This program description asserts how the organization uses metaphors to appeal to the public and the children that can experience these programs first hand.

(2) Humour

- The organization also uses humour to promote their educational practices as well. Phrases such as "Fall Programs & Services Went Unbe-leaf-ably Well!" help communicate the instructional yet pleasurable nature of the programs they offer.
- Catchy slogans that may appeal to children also may influence them to want to participate, making both parents and children happy in the end.

(3) Values

- Furthermore, these programs also coincide with the LDANR's values as they allow the organization to take a leadership role in educational services.
- Their values are executed through each of these programs as hundreds of individuals are assisted in improving how their LD affects life and boosts their confidence while having fun with other children who share the same struggles.

- By interacting with other children in an environment specifically meant for individuals with learning disabilities, instructional time can be more effective and more entertaining for many as the fun activities can make many forget that they are even learning.
- The consistent promotion of educational practices across all of the LDANR's digital communication reinforces how individuals are ensured to gain a deeper understanding of subjects they may be struggling with while also enjoying the interesting, amusing process.

Discussion

As an outsider, I noticed many exciting aspects of LDANR's practices. The first aspect of your organization's digital communication that stood out to me was a dedicated page to educating the public on what a learning disability is and what it is not. Including this particular page in the drop-down menu of the "About Us" tab allows outsiders, such as myself, to be educated on a topic that may seem unfamiliar or incorrectly explained. I found this specific page exciting as it can extend knowledge to parents considering enrolling their child in an LDANR program. It also assists individuals who do not seek to be a part of the organization but wish to improve their understanding of a strange topic. As a general public member, it is clear that this page acts as an appropriate starting point for anyone who wants a reliable source to inform them of the elements of a learning disability accompanied by some statistics.

Moreover, another area of the LDANR that I found intriguing as an outsider was the amount of personal, gratuitous reviews from parents expressing their appreciation towards the organization for assisting their children with improving their LD. As someone who has little knowledge of your organization and how it assists the Niagara Region, reading these reviews under each program description, the newsletter, and other areas of the LDANR website allowed me to see the high level of fulfillment that this company provides. I think that including these reviews throughout the primary website will attract more individuals to seek help as they can experience, first hand, how the LDANR serves as rewarding assistance for those with LDs. I believe that displaying these heart-warming comments for the public eye to see accentuates the organization's value and the overall effect on children, families, and the individuals who will eventually be running our society.

Likewise, another aspect of your organization's digital communication that I found quite compelling was that people interacting with the website could change the font size of the text (in the top left corner) to suit their reading abilities better. Including such a feature on a website where the primary purpose is to acknowledge and assist individuals with LDs truly accentuates how the LDANR is consistently striving to support audiences who are often overlooked. This subtle yet fundamental feature on your organization's website might be an appealing characteristic for an outsider as it inconspicuously communicates how the organization actively works to be of use to someone's personal

struggles. Even though this feature may be perceived as a small or even unnoticeable benefit for one person, it can make a significant difference for another. This minor attribute added to the LDANR serves the organization well; the feature makes the website easier to navigate for users while also conveying the organization's ruling purpose to anyone who visits.

Conclusion

To conclude, after conducting a cultural analysis on the Learning Disabilities Association of the Niagara Region, it is without question that your organization is highly beneficial to the community it serves and acts as a fundamental agent in providing learning disabled individuals with excessive support and assistance. Through your organization's digital communication methods, LDANR's amalgamated and professional culture is conveyed to the public in a way that will only attract more families to seek help and strengthen children's education. Although your organization already does an exceptional job at constructing a safe space for people with LDs, I have one suggestion for you that may emphasize the sense of connectedness and professionalism that I characterized before. Since you and your employees are recognized as the organization's "heroes," I would add a more personal touch to each of your descriptions under the "office staff" page. This way, when families inquire about the LDANR and their practices as they surf through the webpage, they will not only come across friendly faces but descriptions that provide both information and authenticity. If you were to add a subheading under each employee's description titled, "what brought you to the LDANR?" I believe it would help further convey the prevalent embracing culture throughout your organization. Overall, it was a pleasure conducting a thorough yet meaningful analysis of your organization. Throughout this analysis, I was able to gather definitive conclusions about LDANR's organizational culture while simultaneously educating myself on LDs and the countless ways you aid communities in the Niagara Region along the way. I wish you and the LDANR all the best in your future endeavours as you continue to support families, children, and aspiring students across the Niagara Region.

Sincerely,

Marcus Giancola

Contact

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Appendix

LDANR Observations

	Source	Description	Comments/ Thoughts/ Questions
Values	https://ldaniagara.org/wp-content/uploads/2021/10/Annual-Report-2021-1.pdf	<p>- LDA-Niagara Region’s vision is that of a strong and inclusive society where individuals living with learning disabilities are confident, successfully educated, resilient and self-sustaining.</p> <p>- Our purpose is to provide resources and support to individuals who are affected by learning disabilities within the Niagara Region. We provide leadership in learning disabilities advocacy, research, education and services.</p> <p>- “the right to learn, the power to achieve”</p>	<p>- mission and vision demonstrate the organizations true, genuine, and continuous commitment to assist those who struggle everyday with learning disabilities</p> <p>- I believe their purpose, drive, and effort to support young people with LDs is inspiring to individuals who feel ashamed or different than their friends or classmates and encourages them to get the help they need without being bullied</p>
	https://ldaniagara.org/covid-19-ldanr-update-2/	<p>- announcement describing how LDANR will continue to provide services in a virtual setting during these unprecedented times</p>	<p>- organization’s continuous support for those in need of educational guidance despite the work’s circumstances demonstrate their true dedication to assisting families and improving LDs</p>

	Source	Description	Comments/ Thoughts/ Questions
	https://mailchi.mp/cd418ee385a2/ldanr-dec-2021-newsletter	- "I am so pleased to send you my child's report card. I am so happy because for the first time he is progressing well. It means a lot for our family. I want to say to you and the reading group, thanks a lot for all the support during all these years to my son. It is really appreciated" -Fall 2021, Reading Rocks Caregiver	- personal reviews from parents illustrate how their values are not just something that are advertised online, but are enacted through their everyday interactions with parents and children
Rituals	https://ldaniagara.org/wp-content/uploads/2021/10/Annual-Report-2021-1.pdf	- The LDANR's Annual Trivia Event - The LDANR's Annual Golf Tournament	- both of these annual events rearward supporters, volunteers, and participants in fun and engaging ways to stimulate long term customer relationships with the parents/ students/volunteers who are a part of the LDANR
	https://youtu.be/sMws-Ge4hGQ	- Annual Appreciation Event	- event clarifies how the organization always prioritizes the community it serves and will continue to display their gratitude towards them

	Source	Description	Comments/ Thoughts/ Questions
Humour	https://www.ldao.ca/ld-awareness-month-october-2021-press-kit/	- slogan "Don't Dis My Abilities" is used to promote Learning Disabilities Awareness month and uses humour by using the words "dis" and "abilities" together in the same sentence	- uses catchy slogan to illustrate LD awareness in a simultaneously funny and enlightening manner
	https://www.instagram.com/pCN2nMNYgCaH/?utm_medium=copy+link	- "Fall Programs & Services Went Unbe-leaf-ably Well!"	- uses humour to demonstrate the success of the organization and express gratitude and appreciation towards volunteers for volunteer appreciation week
	Our programs drop-down menu	- LDANR's program names make use of bold and empowering words that stimulate progress such as "SLAM," "JUMP," "SOAR," and "CHAMPS"	- these names are exclusive to this organization illustrating the unique culture LDANR possesses

	Source	Description	Comments/ Thoughts/ Questions
Heroes	https://mailchi.mp/cd418ee385a2/ldanr-dec-2021-newsletter	Samantha-Sendsik Sinclair: Executive Director - "I believe that the most important part of the article, though, is that we choose how we define progress. We can envision a future for our child or loved one that may be complicated by their learning differences, but we can also choose to define progress in a way that creates a brighter future, where there is the opportunity for growth and transformation"	- the well respected director, member of local community, and BrockU graduate shares her thoughts on progress of the organization, asserting how much she advocates for children with LDs and how the organization will continue to thrive
	https://ldaniagara.org/about/staff/	- office staff	- employee descriptions explain how LDANR staff are qualified and capable of assisting individuals with LDs - However, I think adding a more personal description would add to the organization's welcoming and inclusive feel

	Source	Description	Comments/ Thoughts/ Questions
Language/ Nonverbal	- "our programs" drop-down menu	- LDANR's program names make use of bold and empowering words that stimulate progress such as "SLAM," "JUMP," "SOAR," and "CHAMPS"	- these program names establish the motivating, encouraging, and welcoming, unified culture that this organization possesses - why does the LDANR not refer to the children and parents they assist as "family"? I think using this type of language would influence parents and children to create a more personal relationship with this org.
	https://ldaniagara.org/about/information-about-learning-disabilities/	- learning disabilities consistently referred to as "LDs" throughout website	- this abbreviation asserts how educating the public is educated on these issues as the organization simultaneously highlights their main priority: helping individuals
Symbols	- LDANR website top left corner	- logo consists of 3 individuals holding hands. Represents unity, strength, power. Displays how connected all of us are even when our disabilities may make us seem separate.	- I think the logo helps communicate the sense of amalgamation and similarity to the public. However, I think having a more unique logo that expresses the same ideologies could be more effective.

	Source	Description	Comments/ Thoughts/ Questions
Metaphors	- "our programs" drop-down menu	- all of LDANR's program names make use of bold and empowering words that stimulate progress such as "SLAM," "JUMP," "SOAR," and "CHAMPS"	- empowering program name coincides with slogan: "the right to learn, the power to achieve" - the metaphors are appropriate as they there is a dual meaning that exists within them—they both promote fun and educational activities
History	https://www.ldac-acta.ca/about-us/history/	- history of LDA Ontario and how it branched into regional organizations	- I think this org. has established itself and its welcoming culture to the public over the years through its efforts and actions that encourage people to not be ashamed of their flaws but rather to accept and nurture them through LDANRs activities and assistance
Indication of Organizational Communication Style (oral, written, or electronic)	https://ldaniagara.org/about/board-of-directors/	- phone, email, address, and fax provided at the bottom of page (oral, written, and electronic)	- the ways in which the organization communicates with the public and with each other demonstrates how versatile the LDANR is in terms of their communication methods
	https://ldaniagara.org/covid-19-ldanr-update-2/	- due to pandemic, all programs will run virtually (electronic/oral)	

Discourse Analysis

Text Analyzed: https://ldaniagara.org/wp-content/uploads/2021/08/LDANR-Strategic-Plan-2021-2024_July-21-2021_FINAL.pdf

● Pronoun use.

- Uses “we,” “you,” and “them”
 - “We” establishes a more personal connection with the communities the org. serves
 - “You,” “your” and “them” used to express gratitude and inform individuals that they are of important to the organization’s past and future endeavours
 - consistent use of these words creates a sense of community between the employees of the organization and the individuals it serves
- Refers to the people they serve as “individuals” throughout the article... shows how they treat each person as self-sufficient, capable, and accepted, as their mission and values state
- Does not use gender specific pronouns
- Rarely addresses audiences as “children” or “adults” as the organization assists people of all ages as well as ethnic background

● Passive or active voice.

- Active voice used as the report does not address past events, but rather discusses current practices and further strategies

● Words that are overused or underused.

- “effective” overused to describe the organization’s efforts
- “Disabilities” often used to to describe the mission, vision, programs, and more
- “Provide” overused to describe how the company will assist the individuals it serves
- “Offer” used to describe the many benefits and services the company offers to the public
- “Communication” overused to describe marketing tactics and communication methods worth the public (email, etc.)
- “Support” used to describe the people and ideologies that the organization
- “Program” overused to reference the programs and services offered

- “Community” often used to demonstrate the theme of inclusivity throughout the organization
 - “LDANR” overused to constantly reference the org... although, the consistent use of the org’s name helps reinforce its significance to audiences
 - “Strategy” underused... could have been used more to identify the tactics that organization plans to implement
 - “Children” and “youth” underused... could have been used more to discuss the future of some of LDANR’s children’s programs
 - Overall, although many words are used excessively, I think they help reinforce the welcoming, inclusive, and safe culture that the LDANR promotes in order for its participants to feel recognized and embraced into the organization
- Verb tense—past, present, future.
- Present and future tense used
 - Since it is a strategic plan, words such as “are,” “strive,” “will,” “have” are used to emphasize the organizations efforts to further the company’s impact

Content Analysis

- **Text Analyzed:** <https://mailchi.mp/cd418ee385a2/ldanr-dec-2021-newsletter>
- Unit of Analysis: mention of parents/families in general vs. children/students throughout article
- Findings:
 - Although the organization seeks to support and advocate individuals with learning disabilities, it uses parents and guardians as a medium to reference these individuals.
 - Since some individuals may be incapable of reading the newsletter and actively engage in organizational activities without parental guidance, understandable how the LDANR addresses the parents and families who are heavily involved with the organization while making their children the primary priority, as they should be.
 - newsletter proves how the organization actively adheres to their mission statement in the monthly newsletters that are released to the public, demonstrating the comforting and encouraging organizational culture that is consistently reinforced.
 - They newsletter also includes comments from parents who are expressing their gratitude towards the LDANR for assisting their children. These comments also

depict how the organizational culture is present through social media outlets and is communicated through actual participants.

- The organization's decision to address parents and families rather than the individuals being educated and assisted accentuates the organizational culture as the children the organization supports are still portrayed as the primary focus.

● Cultural Elements Apparent:

- Many cultural elements displayed throughout LDANR's newsletter such as values, symbols, language, metaphors, heroes, humour, and communication style
- Demonstrates their values of supporting children in need numerous times throughout by explaining all of their accomplishments enacted within the past month
- Symbols such as the organizations logo, pictures of students, and diagrams of educational activities also assist in conveying the detailed thought the LDANR puts into the media they distribute to the public
- With reference to language and metaphors, the newsletter makes use of active voice and often uses pronouns such as "they," "them," "you," and "your." This type of language highlights how the organizations primary focus is the families and children it serves, as well as volunteers and employees it is thanking from the past months activities.
- Advertises many heroes such as the parents that declare their appreciation towards the LDANR, the staff and volunteers that are thanked, the volunteers of the month, and the organization's funders
- Humorous aspects in the article include a title under the Programs and Services section that states "Fall Programs & Services Went Unbe-leaf-ably Well!" This title demonstrates how the organization wishes to be seen as a fun and welcoming environment safe for children with LDs to learn and grow.
- Uses a written/electronic communication style

Survey

Questions for the CEO:

1) Tell me about the LDANR's workplace environment.

- Question allows interviewer to see if CEO's description matches captured themes from digital communication methods
- Can later be compared and analyzed with other employees' responses

2) Do you make an effort to include employees in company decisions?

- Can later be compared and analyzed with other employees' responses
- Question will display how the CEO adopts a leadership role and if she is as inclusive with her employees as she is with the individuals that the LDANR assists

3) How you have assisted the LDANR in making an impact on the Niagara Region since you have been active as CEO?

- Can be used to understand the role of the CEO, their impact on the organization as a whole

4) What measures do you take in order to ensure that the teamwork in the organization is smooth?

- Can be used to understand how the organization helps employees interact with each other and helps develop skills that allow employees to interact with each other. It also gives us an insight on the mechanics of how the organization creates an ecosystem to work efficiently

5) Can you describe how you integrate new employees into the organization? What resources do you provide them with that allows for a smooth transition?

- Question gives an insight on how they integrate new employees into their ecosystem without disrupting it and creating inefficiencies

6) Where do you see this organization in the next 5 years?

- Question allows us to end the interview on a positive note and gives us an indication on what the organization strives to achieve in the near future

◎ All questions placed in logical order and allows CEO to give interviewer an thorough representation of the organization that can then be compared to LDANR's digital communication and the responses of other employees

Questions for members of LDANR:

1) What is your position at the organization?

- Simple closed ended question
- as an outsider, the interviewee may be afraid that their answers to your questions will change your perception of them. Therefore, this question is best suited to be asked first as it allows interviewee to become comfortable with the interviewer before moving on the more in-depth, personal questions

- Asking the member's position right away allows for the interviewer to make more meaningful insights on the following questions as their position can affect how involved they are with the organization in different ways

2) Tell me about your relationship with the children/teens you assist.

- First open ended question
- After the interviewer starts to become comfortable, it is logical to ask a meaningful yet straightforward question where the interviewee does not become too overwhelmed and the interviewer can gain insight on a topic that is familiar to the interviewee
- Since the LDANR revolves around working with individuals, the question allows the interview to see if the member's relationship with the learning disabled individuals is as inclusive and welcoming as their digital communication describes
- Question proves how, as mentioned in lecture, outsiders can think of questions that insiders may not as they take things for granted

3) What are some challenges that you face while working with parents and children? Help me understand how you cope with these challenges.

- After asking a straightforward question about the member's relationship with the individuals they assist, it makes sense to ask how their job may be difficult at times as improving a severe learning disability is a long process that may take years
- Although their digital communication informs the public on the ways in which the organization helps families, it does not display the possible challenges that may occur along the way
- Probe used to strengthen the answer of the interviewee

4) What do you think the LDANR can do to improve the service of individuals with LDs?

- Question flows along with the narrative of the interview
- Since question about challenges was asked (q#3), this question serves as an appropriate follow-up
- Question will demonstrate to the interviewer how the member speaks about the organization as a whole and if they display the same sense of community that is apparent in their digital communication
- Common terms such as "LD" used in question to help relate to the interviewee's work environment more

5) Tell me about the LDANR's workplace environment.

- Question is relevant as member's personal thoughts on the environment in which they work may differ depending on the person as well as their position
- Since analyzing the organization's digital communication does not provide information on the workplace environment, this question is useful as it will help gather completely unknown and uninterpreted information
- After asking the interviewee about questions involving the people that they serve, it is now appropriate to move on to questions concerning the people they work with
- Can later be compared with the CEO's answer to see if answers are similar

6) Have you ever felt excluded or alienated in the company's decision making process?

- As mentioned in lecture, "culture members may be at varying levels of consciousness about why members think and act as they do in the organization."
- This question is placed logically as, after the member of the organization is asked about the workplace, this question serves as an adequate follow-up as the interviewer can ask more about specific interactions with coworkers
- Can later be compared and analyzed with CEO's response
- Since website does not mention much regarding interactions between employees, this question is purposeful

7) If you were to suggest an idea to your employees, do you think they would encourage or neglect your suggestion?

- After being asked about exclusion from coworkers, this question will help further prove the positive or negative culture that the interviewee describes
- Interviewee is now perhaps more comfortable answering to-the-point yet worthwhile questions

8) How would you describe your overall experience with the LDANR using only one word?

- Closed-ended question that influences interviewee to think of a meaningful word that may also convey the organizational culture originally interpreted by the interviewer; acts as an appropriate final question to close off the interview in a manner where insight can still be gained
- Question makes it easier for interviewer to determine the underlying meanings of the answer given by the interviewee

Work Cited

Driskill, G. W. C. (2018). *Organizational Culture in Action: A Cultural Analysis Workbook* (3rd ed.). Routledge.