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**| RESEARCH ARTICLE**

## **Organizational Diagnosis in State Universities and Colleges (SUCs): Academic Deans' Perspectives through the Lens of Weisbord's Six-Box Model**

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**| ABSTRACT**

In an increasingly complex educational landscape, the ability of Higher Education Institutions (HEIs) to maintain organizational performance and effectiveness is critical for their sustained success. Amidst evolving challenges, organizational diagnosis plays a crucial role in ensuring organizational robustness within these institutions, enabling them to navigate and thrive in the higher education sector. This descriptive-correlational study aimed at examining an organizational diagnosis based on Weisbord's Six-Box Model in State Universities and Colleges (SUCs). The academic deans were purposively chosen as samples of the investigation. Preziosi's (1980) organizational diagnosis questionnaire (ODQ) based on Weisbord's Model, an adopted data-gathering instrument was used in data collection. Means and standard deviations were used for descriptive analyses while Spearman's rho set at 0.05 alpha level was employed for inferential analyses. In all organizational aspects, the results showed that there were no significant problems or challenges. In general, there were strong interrelationships among all the internal elements in the diagnosis model. Specifically, the strongest correlation existed between purpose and structure, between leadership and structure, and purpose and leadership. There is still reason to believe that the SUCs should function more efficiently in order to reach the optimum working conditions, even though no issues or problems revealed in the model. This study provides a framework that SUC officials and administrators can utilize while conducting an organizational assessment and review, as well as a full model that can be established for long-term performance and effectiveness.

**| KEYWORDS**

Organizational Diagnosis, Weisbord Six- Box Model, Academic Deans, State Universities and Colleges (SUCs)

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### **1. Introduction**

Higher educational institutions, or HEIs, perform a vital part in national development. Higher education is quickly rising in most Asian nations, with an expectation for beneficial economic and social impacts (Cimene et al., 2021). However, the growth presents obstacles and concerns for which there are no clear-cut solutions. Handling these challenges requires innovative problem-solving abilities, choices about policy, and dedication from faculty members and leaders of institutions to optimize productivity and continue to be relevant in-service delivery (Ulabor & Bosede, 2019). To understand and address the challenges faced by various organizations, including HEIs such as state universities and colleges (SUCs), applying organizational diagnosis is a critical process. Organizational diagnosis has become an indispensable tool for understanding and improving institutional effectiveness. It is vital in particularly achieving the 4<sup>th</sup> (Quality Education), 8<sup>th</sup> (Decent Work and Economic Growth), 9<sup>th</sup> (Industry, Innovation, and Infrastructure), and 16<sup>th</sup> (Peace, Justice, and Strong Institutions) United Nations Sustainable Development Goals (SDGs). By aligning organizational diagnosis with these SDGs, educational organizations may not just improve their own performance, but also help succeed in larger social and developmental objectives. Janičević (2010) defines organizational analysis as the procedure of recognizing and dealing with problems via transformation. Moreover, it requires not just addressing the problem but also creating modifications and forging entirely novel paths. Changes like this can benefit the organization's future advancement and

success (Cummings, 2005). In a global context, the need for effective organizational diagnosis has become increasingly paramount as institutions navigate complex and rapidly changing environments (Mutonyi et al., 2024). The ability to identify and address organizational issues is crucial for enhancing performance, improving service delivery, and ensuring the long-term sustainability of these important educational institutions (Day et al., 2016; Hult et al., 2023 ; Qiang et al., 2023).

In the Philippine setting, SUCs play a pivotal participation in promoting affordable, high-quality educational opportunities, thus necessitating continuous evaluation and improvement of their organizational structures in order to provide a readily available and outstanding higher learning to diverse student populations. To do this, a strong quality assurance system is required. This is when accreditation becomes relevant. The Commission on Higher Education (CHED) Memorandum Order No. 1, Series of 2005 (CMO No. 1 s. 2005) acknowledges the role of the Accrediting Agency of Chartered Colleges and Universities, Inc. (AACUP, Inc.) in evaluating and upgrading the educational standards of SUCs in the country in the pursuit of quality and excellence. This organization established an external assessment mechanism to ensure continual development and strengthen the quality of degree programs offered and overall higher education programs at SUCs. In short, the SUCs were governed by a check-and-balance system. Additionally, the CHED Memorandum Order No. 46, Series of 2012, outlines the policies and standards for the quality assurance (QA) system in Philippine higher education institutions in the country. It emphasizes the need for regular assessments and continuous improvement processes, which align with organizational diagnoses. In support to this, the ISO 9001:2015 standard strongly supports the concept of organizational diagnosis through its various clauses that emphasize understanding the organizational context, leadership, planning, performance evaluation, and continuous improvement. These elements collectively ensure that organizations regularly assess and enhance their operations to meet quality management objectives effectively. The Philippine SUC system comprises a network of state-funded higher education institutions across the country. However, these institutions often face significant challenges, including insufficient funding, restricted faculty proficiency, and inconsistent student outcomes (Moreno & Sulasula, 2023). Addressing these issues requires a comprehensive understanding of the organizational dynamics within SUCs, which can be facilitated through the application of robust diagnostic frameworks.

Marvin Weisbord designed the well-known Weisbord's Six-Box Model in 1976 as a framework for evaluation of organizations. This model proposes that organizations can be examined through six key elements: purpose, structure, relationships, leadership, rewards, and helpful mechanisms. This model offers an extensive foundation for identifying transformation paths and detecting issues in organizations. Further, by analyzing these interconnected aspects, managers and leaders can learn substantial details about the benefits, drawbacks, and aspects in which an organization requires enhancement. While the Six-Box Model has been extensively applied in various organizational contexts, the literature on its application in the context of SUCs, particularly from the perspective of academic deans, remains limited. As academic leader, deans hold an important function in the oversight and regulation of SUCs, and their insights can provide valuable perspectives on the organizational challenges and opportunities faced by these institutions (Ozcan & Ozturk, 2020; Yau et al, 2022). Additionally, as key stakeholders, they offer unique insights into the functioning and challenges of these institutions. Their perspectives are crucial for identifying areas of strength and opportunities for development within SUCs. Despite the growing body of literature on organizational diagnosis in higher education, there remains a significant gap in research focusing specifically on SUCs from the viewpoint of academic deans. Most studies have traditionally concentrated on private universities, business organizations or have generalized findings across different types of institutions without addressing the unique contexts of SUCs. Furthermore, the application of diagnostic models, such as Weisbord's Six-Box Model, within SUCs is underexplored, particularly from the lens of those in leadership roles.

In light of the above, filling this gap is the goal of this investigation by examining organizational diagnosis in SUCs from the perspective of academic deans using Weisbord's Six-Box Model. Specifically, it aims to evaluate the level of different internal elements or dimensions in the model as well as the interrelationships among these dimensions. This investigation not only offers to the corpus of information already available on organizational diagnosis in HEIs, but also addresses the specific needs and contexts of SUCs. This underscores the importance of incorporating the perspectives of academic deans into organizational assessments, thereby ensuring that improvement strategies are well-informed and contextually relevant. Additionally, by leveraging the insights of academic deans, this research can provide a nuanced understanding of the organizational dynamics within SUCs, offering valuable recommendations for policymakers and educational leaders to enhance institutional performance and outcomes.

## **2. Literature Review**

### **2.1. Organizational Diagnosis Models**

Organizational diagnosis is among the best means for organizational development as it helps companies in pinpointing gaps between the current and desired performance. It is a process that highlights an organization's capabilities, addressing non-functional aspects of culture and behavior to provide a basis for improved effectiveness with continuous improvements. In addition, organizational diagnosis is the action of evaluating the system to detect and eliminate its weaknesses with the support of

organizational change (Janićijević, 2010). According to Lowman (2005), the diagnostic procedure is related to three fundamental questions: What does the practitioner diagnose? With what purpose? And using what system? In its two major aims, organizational diagnosis evaluates organizational dysfunctions and examines the organization's situation at the time being. In the initial stage, companies should diagnose their current situation to develop performance. An effective diagnostic model will help a practitioner identify reliable data that will aid the client in understanding the strengths, deficiencies, and opportunities to improve within the company. This helps the latter in the articulation of targeted interventions and evaluation strategies. Practitioners of organization development need to be educated in qualitative as well as quantitative approaches in order to enhance performance of organizations and promote individual and group development. In order to determine the most suitable diagnostic framework based on the goals, resources at hand, and work environment of the intervention, they also need to be acquainted about various models that are currently in existence (Justo, 2009). Organizational models are important because they illustrate the links between these significant organizational factors and demonstrate important organizational parameters (Kašák, 2011). These models facilitate a clearer and quicker understanding of organizational dynamics, aiding in the diagnostic process and the interpretation of data about an organization. Organizational diagnosis is imperative because a design of an effective organization must stem from the understanding of the current organization. Diagnostic models help managers categorize data and build their understanding of organizational problems, allowing for systematic interpretation of the data and the provision of appropriate change strategies (Lok & Crawford, 2000). There are several organizational diagnosis models that, although old, are very common in practice and empirical studies. As Howard (1994; as cited in Mamillo, 2016) pointed out, the five criteria for choosing a model should be easiness of use, understanding and comfort for the user, adequacy with the organization, inclusivity, and clarity and versatility to collect comprehensive information about the organization without losing key data. As Theeb (2020) explains, diagnostic models are at the heart of the development programs of an organization. It is a prevailing tendency to raise questions among employees in order to personally appreciate the evolution of the organization they work in and on themes such as management of overall quality, self-determination, corporate culture, strategic thinking, performance management, transformation in the organization, and a lot more. The models can be applied to analyze actions, technological advances, and structure of an organization. The various trends arise from fundamental ideas found in different transformation models that examine and appraise existing trends in institutions, determine the needed changes, and understand organizational responses to institutional pressures. Using the assessment outcomes, the diagnostic process analyzes the strategic position, as well as identifies the internal and external factors impacting strategic direction, as considerations for changes within a given environment.

Organizational diagnosis models are essential tools for analyzing and improving organizational performance. By providing structured frameworks for identifying and addressing inefficiencies, these models enable organizations to achieve alignment and optimize functionality. The organizational diagnoses are based on various models, and every model provides a different analysis framework and action to strive for organizational performance improvement. Leavitt's Diamond Model emphasizes the interaction between four key components: Tasks, People, Structure, and Technology. This model is particularly useful for understanding the interdependencies within an organization (Leavitt, 1965, as cited in Mcfillen et al., 2013). Similarly, Weisbord's Six-Box Model highlights six key areas of organizational functioning: Purposes, Structures, Relationships, Rewards, Leadership, and Helpful Mechanisms. This framework is meant to reveal the gaps within these areas for the overall better performance of the organization (Weisbord, 1976, as cited in Theeb, 2021). In addition, Galbraith's Star Model includes five components: Strategy, Structure, Processes, Rewards, and People. It emphasizes the need for these components to be aligned to achieve strategic goals (Galbraith, 1977, as cited in Galbraith, 2017). The Nadler-Tushman Congruence Model focuses on how well different components of an organization fit together. It considers inputs, transformation process, and outputs emphasizing the alignment between these components for optimal performance (Nadler & Tushman, 1980, as cited in Zaffar et al., 2018). Furthermore, the McKinsey 7S Framework looks at seven internal elements of an organization: Strategy, Structure, Systems, Shared Values, Style, Staff, and Skills. It emphasizes integrated elements to ensure organizational effectiveness (Peters & Waterman, 1982, as cited in Kumar, 2019). Tichy's Technical Political Cultural (TPC) Framework analyzes organizations based on three systems: Technical, Political, and Cultural, highlighting the importance of balancing these aspects to manage change effectively (Tichy, 1983, as cited in Mcfillen, et al, 2013). Moreover, the Burke-Litwin Model of Organizational Performance and Change outlines how different factors within an organization interact and affect change and performance. It includes elements like the External Environment, Leadership, Culture, Systems, and Work Unit Climate, offering a comprehensive view of organizational dynamics (Burke & Litwin, 1992, as cited in Mcfillen, et al, 2013). Finally, Cummings and Worley's Five-Phase Model involves diagnosing the current state, developing a future state, planning the transition, implementing changes, and reviewing the outcomes, providing a structured approach to organizational change (Cummings & Worley, 2015). Each of these models provides insights for organizational diagnosis, such as the one appropriate in context. The current organizational environment is being dynamic and complex day by day; in other words, organizations need some methods that can diagnose their problems. The organizational diagnostic models, provide insights that may help support decision processes in an organization, guide interventions, and contribute to improvement in performance and sustainability of an organization.

## 2.2. Weisbord's Six-Box Model

Mamillo (2016) cited Jones and Brazzel (2006) as stating that Weisbord's six-box model was the most widely applied in practice. The Weisbord Six-Box Model provides a thorough performance analysis by examining six key areas within an organization's structure. Many organizations are so vast and complex that leaders, even though they know there could be improvements, often don't know where to start addressing problems or inefficiencies. By concentrating on elements like time management, monetary rewards and incentives, the function of support services, internal rivalry between units, collaborations, organizational structures, and the assignment of power, this model facilitates in their systematic assessment of performance. By following the basic system approach to organizational performance, the Weisbord Six-Box Model allows managers to assess both the inputs and outputs of the organization (Janse, 2023). Weisbord (1976, as cited in Mamillo, 2016), suggests six major categories - purposes, structures, relationships, leadership, rewards, and useful mechanisms - in his model of organizational existence. The goals and objectives of an organization are its purposes. Structure, according to Weisbord, is the way an organization is established. It can be by function, where specialists collaborate, or by product, program, or project, where teams of people with different skill sets work together. Relationships are the means in which individuals and groups engage with one another. People's interactions with technology at work are also encompassed in the relationship box. People identify rewards - both intrinsic and extrinsic - with the effort they put in. The balance between the other boxes is one of the typical leadership tasks that are referred to in the leadership box. The planning, regulating, budgeting, and information systems that support the achievement of corporate objectives are under helping mechanisms. Weisbord's model likewise shows the external environment, but it does not show it as a "box" (see illustration below).

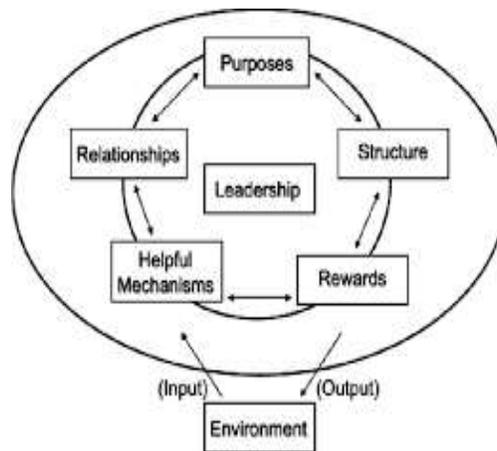


Figure 1. Six-box Model (Weisbord, 1978, in Hamid et.al, 2011)

Weisbord describes inputs as the funds, individuals, concepts, and technology used to execute an organization's objective, whereas outputs are the goods and services it provides. Two key premises, which are not readily evident in Weisbord's model, assist in understanding the model's boxes. The first premise differentiates formal from informal systems. Formal systems are the rules and processes that an organization purports adhere to, whereas informal systems are the genuine actions that take place. A wider gap between formal and informal systems implies a less efficient organization. The second premise addresses the company's fit with the outside world, emphasizing the gap between how the organization currently functions and how it ought to operate to fulfill external expectations, such as those from clients, government agencies, and labor organizations. Weisbord's strategy largely addresses internal difficulties inside an organization by asking diagnostic questions regarding the fit between "what is" and "what should be." These inquiries depend on his analysis of organizational practice and are not explicitly anticipated by the framework, which may make the model appear more complicated. Furthermore, Weisbord's model fails to clearly define the several connections between its different elements, and it only briefly analyzes the effect of the outside environment.

In summary, the Weisbord six-box model is intended to assist people in understanding internal difficulties inside the organization, primarily by improving productivity, recognizing areas of concern, and then making recommendations and implementing processes to achieve improvement (Zhang et al., 2016). As previously noted, for organizational development, management should be mindful of the organization's current phase and then focus on internal concerns. The Weisbord six-box model concentrates on these internal issues. By systematically analyzing these six areas, an organization can uncover misalignments and implement focused interventions to improve overall effectiveness and foster continuous improvement. Recent research by Cameron and Green (2019) and Jones and Brazzel (2014) continues to validate the utility of Weisbord's model, demonstrating its relevance across various organizational contexts. The increasing amount of literature on organizational diagnosis models, such as Weisbord's Six-Box Model, underscores their ongoing relevance and usefulness in today's organizational research and practice. Studies show that

these frameworks are versatile, capable of offering comprehensive assessments of organizational performance, and can be integrated with other diagnostic and theoretical approaches. As organizations work to adapt and succeed in a constantly changing environment, the insights from the Six-Box Model will continue to be a valuable resource for researchers, consultants, and organizational leaders.

### **2.3. Academic Deans' Perspectives on Organizational Diagnosis**

Academic deans serve a major function in determining both the academic and administrative aspects of higher education institutions. This literature review delves into the diverse responsibilities of academic deans, looking at how they influence curriculum development, faculty management, strategic planning, and the overall effectiveness of institutions. By exploring the complexities and challenges that academic deans face, we can better understand their significant contributions to educational leadership and the success of their organizations. Academic managers require significant effort and mental focus from the staff overseeing the institution during the planning, implementing, monitoring, and evaluating stages of activities (Entoma, 2016). This work is complex and demanding, involving continuous change, interactions with people, faculty, and students, and handling a myriad of both planned and unplanned tasks. With many decisions to make each day, effective work management is essential to ensure that issues and concerns are prioritized and scheduled accordingly. An academic dean is a notable academic executive who reports directly to the president and ranks second in the university's hierarchy. This post also reports directly to the vice president for academic affairs at a college or university. The dean is usually in charge of establishing the educational program, enforcing academic regulations, and managing the recruitment, supervision, instructional development, and appraisal of the teaching faculty. Known by various titles such as dean of academic administration, dean of academic affairs, or dean of faculties (Bond, 2014, in Melon-Galvez, 2018), academic deans are often considered the highest-ranking administrators in a college. Their decision-making responsibilities typically include managing educational programs and curricula, faculty selection and development, student affairs, finances, physical facilities development, and public and alumni relations (Massy, 1996). Given the complex and ambiguous nature of a college dean's role, effective time management and focusing on crucial tasks are essential for productivity. As Syverud (2000) pointed out, a successful dean understands that school progress hinges on a few key steps rather than numerous minor matters. Entoma (2016) noted that today's college deans at SUCs face constant challenges and pressures from the responsibilities tied to their positions. They are accountable for managing the entire college, which includes planning, organizing, and implementing programs and projects, establishing strong links with other institutions or agencies, and evaluating curricular programs. Additionally, they have teaching responsibilities and must also engage in research, extension, and production activities. In general, the function of an academic dean is complex, demanding, and frequently undefined. It requires knowledge-driven abilities and competencies, with leadership skills and confidence being essential for efficient functioning (Melon-Galvez, 2018).

Understanding leadership perspectives is vital in organizational diagnosis. Different leadership viewpoints shape how issues are identified and resolved, influencing overall organizational performance and driving effective change. Institutional leaders need to develop their own leadership context and be familiar with their corporate environment from the start. They should be aware of how they carry out their responsibilities and tasks, considering economic concerns and the nature of the society that the organization represents. More particularly, Amorin (2021a) underlined that academic leaders exhibit high levels of leadership behavior in strategic, managerial, and administrative domains to demonstrate their capacity to manage undertakings and employees. Furthermore, as relational and social leaders, they have expressed concern for the health and well-being of their organization's workforce. In today's corporate world, where multinational organizations are common, employees have different expectations of their leaders. These expectations shape which traits are valued and seen as indicators of performance. Leadership is crucial for completing administrative tasks and achieving institutional goals, making it a key area of interest in administrative work. The success or failure of these institutions depends on the ability of administrative leaders to inspire others to achieve organizational goals by effectively fulfilling their roles and responsibilities and contributing to their organization's development based on their skills and abilities (Walker, 2018). Self-leadership, according to Ricketts et al., (2012), is the capacity to constructively guide one's own progress toward achieving goals. This talent enables a person to reach their maximum potential while laying a strong basis for everyday choices, both professionally as well as psychologically. It requires a firm understanding of oneself, one's abilities, and one's destination. This capacity impacts one's abilities to communicate, feelings and actions, helping him achieve personal and collective goals. In organizations, employing self-leadership strategies is beneficial for personal development, a sense of accomplishment, improved enjoyment, decreased anxiety, better communication, and perseverance. These tactics encourage and empower employees, improve attaining objectives and outcomes, enable expedited and much more efficient decision-making, stimulate innovative thinking and creativity, and strengthen harmonious team activities. For leaders, effective self-leadership greatly impacts motivation and the ability to lead others. When leaders can guide themselves well, they are better equipped to guide their team members. Organizational self-leadership is essential for both personal satisfaction and the satisfaction, proficiency, and proactivity of all organizational members (Hauschildt & Konradt, 2012).

Recent studies have highlighted the importance of leadership perspectives in organizational diagnosis. These studies explore how different leadership styles and approaches can influence the diagnostic process and the development of effective organizational interventions. Leadership plays a crucial role in driving organizational transformation, as shown in various contexts of

organizational diagnosis. Aumpradithpun and Villavicencio (2014) conducted an action research study to examine the impact of organization development intervention (ODI) on transformational servant-type leadership and organizational effectiveness in an international Christian humanitarian organization. The research discovered that the planned ODI, particularly the Whole Brain Literacy (WBL) model, substantially enhanced transformational servant-type leadership traits and the performance of organizations. Another area of interest is the impact of leadership on certain outcomes for organizations. Hult et al. (2023) presented a comprehensive analysis of studies on the links between nursing management and the outcomes for the organization, its staff members, and clients. They revealed that transformational leadership, or relational leadership, was most extensively under consideration. The researchers further identified mediators between interpersonal leadership styles and staff and patient outcomes highlighting the crucial role of leadership in shaping organizational performance. Beyond their direct impact on organizational outcomes, studies have also examined the psychological and behavioral aspects of leadership within organizational diagnosis. Spector et al. (2024) used a mixed-method approach to explore how followers' descriptions of their leaders relate to trust and job satisfaction. They identified nine leadership behavior themes, including Kindness, Supportiveness, Openness to Input, Allowing Autonomy, and Transparency. All these behaviors significantly related to trust in the leader, with Transparency, Fairness, and Professionalism also linking to job satisfaction. These findings offer a deeper understanding of the specific leadership behaviors that influence key organizational outcomes. The impact of leadership on organizational performance has also been studied in the context of digital transformation. Cortellazzo et al. (2019) reviewed literature about the importance that management plays in a digital age. They discovered that decision-makers in digital contexts must focus on allowing harmonious procedures in challenging circumstances while also addressing concerns such as developing relationships with multiple, scattered stakeholders. These insights underscore the importance of adaptive and technologically savvy leadership in navigating the challenges of organizational diagnosis and change in the digital age.

#### **2.4. Previous Studies on Organizational Diagnosis Using Weisbord's Six-Box Model**

By examining how Weisbord's Six-Box Model has been applied in various organizational contexts, one can better understand its effectiveness in identifying and addressing key areas of organizational performance. Institutions, whether government, non-government, or business-related; it must be able to change and adjust to their contexts while concentrating on meeting what is required and desired of their clientele (Kay & Dayson, 1998, cited in Zaffar et al., 2018). Stegorean (2010) began using the Six-Box Model to diagnose the largest cosmetics company in Romania, which faced a management team change in 2009. According to Hamid et al. (2011), the organizational evaluation in management, interactions, incentive and reward was above average, but objective, framework, and supportive mechanisms were below average. They additionally identified no significant differences in organizational diagnostic opinions among faculty members based on sex, job position, or academic degree. In 2012, Kontic investigated the Six-Box Model's effectiveness in an international bank in Serbia, involving 137 middle managers. The study revealed strengths in leadership, relationships, purpose, and helpful mechanisms, but weaknesses in structure and rewards, suggesting improvements in these areas. Similarly, Hejllova (2014) applied the model to a university campus, finding varied perspectives and diverse groups with specific roles and responsibilities. In 2013, Saleem & Ghani analyzed problems in the leading banks' branches in Pakistan using Preziosi's questionnaire, reflecting Weisbord's model dimensions. They identified issues in rewards but no significant problems in other dimensions, highlighting the model's utility for modern organizations. Moreover, Pobkeeree et al. (2015) assessed a regional medical sciences institution in Northern Thailand amidst a political upheaval. They found that Helpful Mechanisms had the smallest gap, while the Reward System had the widest. The study recommended designing and implementing a reward system to achieve organizational goals. In another study, Zhang et al. (2016) designed a comprehensive diagnostic paradigm integrating the Six-Box Model with a growth leadership framework to analyze the sustainability of a Chinese petroleum company. The framework effectively identified the company's growth position and key hindrances. Moghaddam and Kheirandish (2016) assessed Mashhad Medical Sciences University's health adjutancy department, finding strengths in goals, relationships, and leadership, but weaknesses in rewards. They observed a high correlation between leadership, structure, relationships, and useful mechanisms. Furthermore, Mamillo (2016) applied the Six-Box Model to public institutions in Albania and Kosovo, revealing no major challenges with task assignment, strategic objectives, governance, rewards, disputes, supportive mechanisms, or change ability. The study concluded that organizational effectiveness was slightly higher in Albania. In 2018, Zaffar et al., used the Six-Box Model to diagnose two hospitals in Pakistan. They found no major issues but suggested further improvements to enhance efficiency and effectiveness. Hadisoebroto & Sulindra (2021) studied three institutions at the Widya Mandala Foundation, Surabaya. They found the best scores in relationships, attitude towards change, and purpose across different institutions, highlighting the need for focused management in educational administration. Moreover, Adebayo et al. (2021) employed the Weisbord six-box organizational diagnostic model broadly enough to identify the basic cause of process failure and check the health of an organization. It looks at critical operational areas within the organization and enables informed decision-making and important solutions that will result in sustainable organizational performance. In another study, Katere et al. (2022) examined the impact of organizational development interventions on the SEED GROWERS Foundation in Ghana using the Six-Box Model. The interventions improved the organization's performance. Using Weisbord's Six-Box method, Satria et al., (2023) examined and intervened in the Tirta Lematang Water Supply Company in Indonesia, which was deemed "sick" due to persistent

deficits and frequent public grievances regarding the quality of its services. The results indicated that the highest-scoring factor was rewards, while the lowest score was recorded for organizational structure. In 2024, Robredo et al. explored the Six-Box Model in software development, using it to guide refactoring recommendations and understanding developers' motivations and perspectives. Similarly, Imrie et al. (2024) integrated the Six-Box Model principles into a multimodal machine learning framework for healthcare, enhancing predictive capabilities by leveraging multiple data sources. Overall, recent studies indicate that Weisbord's Six-Box Model remains a valuable and adaptable tool for organizational diagnosis and development. Its capacity to offer a comprehensive assessment of an organization's performance and pinpoint areas for improvement has resulted in its widespread use across different industries and research fields.

### **3. Methodology**

#### **3.1. Research Design**

This study used a descriptive-correlational research approach to assess the organizational performance of seven SUCs on Panay Island, Philippines, from the viewpoint of academic deans, adopting the Weisbord Six-Box Model. The descriptive aspect of the study aimed to establish the current conditions, practices, beliefs, processes, relationships, or trends within the research setting (Best & Kahn, 2016). In contrast, the correlational analysis used statistical tests to describe the degree of relationship between two or more sets of scores without attempting to control or change the variables, as is done in experimental research (Creswell & Creswell, 2022). According to Sousa et al. (2007), in general, a descriptive-correlational design describes the variables and the relationships that naturally occur among them. In this study, the different dimensions of the Weisbord Six-Box Model were described, and being examined how they are related with each other.

#### **3.2. Population and Sampling**

The study involved 125 academic deans who managed graduate and undergraduate programs in SUCs across Panay Island. These participants were selected using a purposive sampling technique, also known as judgment sampling. This strategy depends on the assessment of the investigator to determine what components of the target group should be included in the research inquiry (Collis and Hussey, 2013).

#### **3.3. Instrumentation**

The data for this study was collected using an adapted version of Preziosi's (1980) organizational diagnosis questionnaire. Originally developed by Weisbord (1976), the Organizational Diagnosis Questionnaire (ODQ) composed of 30 items. Preziosi's version included a new dimension, "attitude towards change," making it a 35-item questionnaire with a seven-point Likert scale which ranges from "strongly agree (1)" to "strongly disagree (7)." This instrument was pilot-tested to ensure it was suitable for the local setting. Cronbach's Alpha was computed to determine the instrument's overall reliability, yielding a value of 0.995. Specifically, the reliability coefficients for the dimensions were: purposes ( $\alpha = 0.983$ ), structure ( $\alpha = 0.980$ ), relationships ( $\alpha = 0.968$ ), rewards ( $\alpha = 0.933$ ), helpful mechanisms ( $\alpha = 0.944$ ), leadership ( $\alpha = 0.982$ ), and attitudes towards change ( $\alpha = 0.963$ ). These results indicate that the dimensions in the model had acceptable reliability.

#### **3.4 Data Collection**

The research took place from November 2018 to January 2019. Permission to carry out the research was obtained from the regional director of the Commission on Higher Education – Region VI, as well as the presidents and campus administrators of the seven SUCs in Panay Island, Philippines, and the academic deans who participated in the study. The researcher personally distributed and administered the reproduced questionnaires to the participants. The instrument included clear instructions for completion, which the researcher explained to all participants to avoid any confusion. The participants were given 20 to 30 minutes to complete the questionnaire. After the instruments were gathered, the responses were tallied, computer-processed, and analyzed using appropriate statistical tools.

#### **3.5. Data Analysis**

The collected information for this study underwent analysis with the Statistical Packages for Social Science (SPSS) version 21 software. This research utilized a raw statistical data from the 2021 publication (Amorin, 2021b), to specifically investigate the dimensions in Weisbord's Six-Box Model using the same set of respondents. To describe the level of the dimensions in the Weisbord Six-Box Model, including the additional dimension of Preziosi (1980), the mean was used, while the standard deviation was employed to determine the consistency of the responses across these dimensions. For inferential analysis, the Spearman's rho was used to examine the relationships among the respondents' responses regarding the different dimensions of the model. All statistical analyses were carried out at the 0.05 level of significance.

#### **3.6. Ethical Considerations**

Before the study commenced, all participants gave their voluntary and informed consent. They were fully briefed on the survey's purpose and the significance of their participation. Consent was obtained before they engaged with the questionnaire. Clear instructions were provided, and participants were given the freedom to decline participation if they chose. The researcher made

sure to address any concerns or questions from participants before, during, and after the questionnaire administration. Finally, respondents were told that all obtained information would be kept completely confidential and utilized just for purposes of academic inquiry.

#### **4. Results and Discussion**

##### **4.1. Perceptions of the Dimensions in the Weisbord's Six-Box Model**

Table 1 shows that, as assessed by the academic deans, their perception level in all dimensions of the model was "above average organizational functioning" (M= 2.7077, SD = 1.65), and specifically in terms of purpose (M= 2.5456, SD = 1.83), structure (M= 2.6448, SD = 1.75), relationships (M= 2.6544, SD = 1.78), rewards (M= 2.6432, SD = 1.66), helpful mechanisms (M= 2.6608, SD = 1.73), and leadership (M= 2.5728, SD = 1.84). However, in terms of attitude towards change, the academic deans perceived the organization to have "average organizational functioning" (M= 3.2320, SD = 1.13).

From the results obtained, the overall assessment reflects an "above average organizational functioning" which means that there is a positive organizational environment but not at optimum performance. Overall, it is evident that there were no serious and visible problems in any of the organizational aspects, as all of the results were less than "4", which is the neutral level, according to the assessment provided by the academic deans of SUCs. However, it may be proposed that organizations must continue to enhance their work and performance in all of these categories in order to achieve ideal workplace conditions, which are closer to "1" (Preziosi, 1980). Reaching this level would ensure the highest possible level of performance and effectiveness. As a result, in order to achieve the highest degree of optimum performance and productivity, additional enhancements are required in all organizational aspects.

Purpose is an inspirational force that guides citizens toward reaching certain targets. According to Weisbord (1976), as cited in Adebayo et al. (2021), purpose is considered one of the organization's top goals with which personnel's individual goals must be aligned. In terms of purpose, an "above-average organizational functioning" suggests a strong sense of direction and purpose within the organization. In this study, the academic deans declared that the SUC's goals, purpose, and priorities are clearly stated; the employees understand and support them. The data associated with items in the purpose category shows that the organization's goals and objectives have been effectively conveyed to its employees. These goal and objective declarations are essential for effective performance (Omotayo, 2015). As a result, when an organization's goal remains unclear, it poses a significant risk as it might lead to conflicts of interest. As stated by Saleem and Ghani (2013), purpose acts as a foundational knowledge structure to facilitate performance. Because SUC employees have no doubts about the purpose, the findings indicate that there is no pressing problem with purpose transparency. There is still an opportunity for improvement in this category to reach optimal effectiveness and productivity.

In general, in terms of structure, there was no problem in this area. An "above-average organizational functioning" indicates that the organizational structure is effective in facilitating operations and achieving objectives. It can be said that the division of labor in the SUCs is helpful for the achievement of the organizational goals, and the structure of the work is well designed. A valid structure exists when the function and work flow of the organization are evident. The function of an organization is determined by its organizational structure. According to Weisbord (1976), as mentioned in Adebayo et al. (2021), an effective structure allows employees to accomplish their responsibilities more successfully and avoid as much ambiguity. SUCs still have an opportunity for improvement, and a reasonable allocation of responsibilities could assist. It is because unique organizational arrangements support capabilities and foster intrapreneurial abilities, which, when combined, allow the operation to achieve long-term success (Falola et al., 2018).

As assessed by the academic deans, an "above-average organizational functioning" in terms of relationship suggests a positive interpersonal interactions and collaboration among employees. It generally demonstrates that the SUCs had no serious and obvious conflict or relationship problems with colleagues, their immediate supervisors, or other members of the organization. There were no major relationship issues in the organization, which may be attributed to a collaborative and compassionate culture (Hofstede, 1993). Sunday (2018) emphasized that developing connections among individuals can serve as a foundation for strategies that influence the performance and productivity of organizations. However, as shown in this investigation, organizations such as SUCs must enhance their interrelationships in order to reach the highest levels of functionality (Gould-Williams, 2003; Van Scotter & Motowidlo, 1996). Falola et al. (2023) defined these interactions as comprehensive, involving physically, mentally, socially, intellectually, and emotionally fascinated citizens. Thus, analyzing performances necessitates understanding the degree of interconnectedness and the quality of these relationships.

In terms of rewards system, an "above-average organizational functioning" implies that employees feel adequately rewarded for their contributions. Overall, there was no evidence of a problem with the SUCs' reward system, although it is not completely

satisfactory, displaying an opportunity for improvement in the organization's ability to have far more fulfilled, driven, and dedicated team members (Danish & Usman, 2010). In this survey, academic deans responded that they were thrilled and fulfilled with the rewards for their efforts. It implies such their position allows them to progress as individuals, and their salaries and benefits treat all employees equitably within the organization. Though compensation promotes performance (Weisbord, 1976, as quoted in Adebayo et al., 2021), operations must go beyond financial advantages and provide additional opportunities for people to learn and become better on the job. One of the distinguishing elements of a successful incentive scheme is the fair distribution of allocation according to productivity (Saleem and Ghani, 2013).

Helpful mechanisms are institutional measures, such as processes and rules, that assist in more effectively organize operations. In this study, an "above-average organizational functioning" indicates that the organization provides sufficient tools and mechanisms to aid in task completion and problem-solving. Academic deans typically considered that SUCs had suitable means for holding themselves together, and that their management and planning operations contribute to their continued development and growth. It demonstrates that the organization adapted to advancements in technology while continuing to be functional. The organization has information and data safety measures, quality assurance resources, instructions for operations, and established procedures that may be used in any operational function. Fostering procedures and policies is a useful tool to develop essential competencies for the approach taken by an organization to sustain productivity (Falola et al. 2019). Yet, room for improvement still exists in this component, and the organization should further work to strengthen these processes and consequently maintain their edge over the competition.

Leadership serves as one of the most important six-box model processes for successful accomplishment, according to Weisbord (1976), as referenced in Adebayo et al. (2021), given that it protects the order of the components of the box. Generally, SUCs had no leadership problems, as evaluated by the academic deans. In this investigation, an "above-average organizational functioning" suggests that leaders are seen as competent and effective in guiding and motivating employees. Academic deans perceived that the leaders were supportive of their advocacies. It seems that the organization's standards for leadership promote its effectiveness, and managerial efforts contribute to the realization of the organization's purpose. Ibrahim and Daniel (2019) characterize leadership as identifying the value framework and implementing appropriate procedures to attain such targets. Though there is still potential for development in the organization, leaders may help by providing greater assistance to their employees and fostering a sense of community, which leads to better engagement and overall achievement in the organization (Gerstner & Day, 1997; McColl-Kennedy & Anderson, 2002). Furthermore, NawoseIng'ollan and Roussel (2017) argued that leadership is adaptive to varied settings, which necessitates a broad knowledge of leadership styles in order to lead more successfully.

In the attitude towards change, an "average organizational functioning" indicates a neutral stance towards change, with neither strong resistance nor strong acceptance. Academic deans describe the SUC's receptivity to change as neutral, showing neither substantial opposition nor approval. According to Preziosi (1982), as mentioned in Adebayo et al. (2021), because the only goal for organizations seeking diagnosis is to continue to improve their performance, it is essential to realize how adaptable an organization can be during the period of transition toward transformation. Employees of the organization adapt without restriction, with no opposition to change, and particularly establish enough new policies and procedures to achieve their corporate objectives and goals based on the proof that is delivered. In accordance with Govender and Parumasur (2016) and Mamillo (2016), the effort to change will undoubtedly face resistance; however, it is the responsibility of executive leadership to ensure a greater degree of commitment within the organization in order to facilitate employees' willingness to cooperate with the effort to make changes. In this study, the attitude towards change as an added dimension had the greatest average value, indicating a lower level of contentment when compared to the model's original components. As a result, organizations should focus more on this dimension since it can help them maintain a quality employees (Holmstrom, 1979, as mentioned in Zaffar et al., 2018). To be productive and globally competitive, organizations have to change, modify, and reorganize on a regular basis (Nadler & Tushman, 1980, as stated in Zaffar et al., 2018). It is because today's ever-changing business environment need both successful organizational transformation and adaptability in order to maintain competitive advantage as well as productivity (Alrumaih, 2017).

**Table 1. Level of Perceptions of the Dimensions in the Model**

Dimensions	Mean	Standard Deviation	Interpretation
Purpose	2.5456	1.83	Above Average
Structure	2.6448	1.75	Above Average
Relationships	2.6544	1.78	Above Average
Rewards	2.6432	1.66	Above Average
Helpful Mechanisms	2.6608	1.73	Above Average
Leadership	2.5728	1.84	Above Average
Attitude Toward Change	3.2320	1.13	Average
<b>Overall</b>	<b>2.7077</b>	<b>1.65</b>	<b>Above Average</b>

Source: Survey Data (2nd Semester, AY 2018-2019)

N= 125

**Scale:**

Mean Score	Interpretation
1.00 – 1.99	Optimal Organizational Functioning
2.00 – 2.99	Above Average Organizational Functioning
3.00 – 3.99	Average Organizational Functioning
4.00	Neutral
4.01 – 4.99	Expressing a slight problem with Organizational Functioning
5.00 – 5.99	Expressing a moderate problem with Organizational Functioning
6.00 – 7.00	Expressing a severe problem Organizational Functioning

**4.2. Testing Relationships among the Dimensions in the Model**

Table 3 shows the correlation analyses of the relationships between internal elements. Based on the correlation matrix, there is direct positive relationship for all internal elements in SUCs organizational functioning ( $p < 0.001$ ). Particularly, the purposes, structure, leadership, relationship, rewards, helpful strategies, and attitude towards transformation are all strongly positively related. It was for the reason that all internal dimensions obtained positive evaluations by the academic deans. The greatest association was seen between purpose and structure ( $r = 0.927, p < .001$ ), followed by the correlation between leadership and structure ( $r = 0.905, p < .001$ ), and, purpose and leadership ( $r = 0.895, p < .001$ ).

**Table 2. Correlation Analyses among the Dimensions in the Model**

Components	Purpose	Structure	Relationships	Rewards	Helpful Mechanisms	Leadership	Attitude toward Change
Purpose	1.00	.927***	.833***	.871***	.848***	.895***	.799***
Structure		1.00	.791***	.817***	.822***	.905***	.813***
Relationships			1.00	.820***	.798***	.869***	.736***
Rewards				1.00	.858***	.836***	.809***
Helpful Mechanisms					1.00	.840***	.818***
Leadership						1.00	.778***
Attitude towards Change							1.00

\*\*\* $p < .001$

The statistical correlation matrices simply show the significant associations between the internal components. Since there is a direct, substantial, strong, and positive interaction between all of the internal components that are functioning in the organization, it implies that these dimensions are dependent or related with each other in achieving organizational effectiveness. Further, these findings suggest that enhancements in one area are likely to positively influence other areas, underscoring the interconnected nature of organizational components. According to Denison et al (2004), the corporate culture dimensions, such as mission, consistency, involvement, and adaptability, significantly correlate with organizational effectiveness. These dimensions are akin to purpose, structure, leadership, relationships, rewards, helpful mechanisms, and attitude towards change, demonstrating similar significant positive correlations. Kotter (2011) emphasized that successful organizational change requires a clear vision (purpose),

effective leadership, supportive structures, and positive relationships. He argued that these factors are interconnected and that improvements in one area can positively impact others. This claim is also in conformance with the studies conducted by Adebayo et al. (2021) and Kontic (2012), which demonstrate a direct, meaningful, and positive connection among all internal components at work to sustain a successful organization.

Particularly in his work, Yukl (2013) indicated that leadership style significantly impacts organizational outcomes and is positively correlated with other components like structure, relationships, and reward mechanisms. Additionally, Schein (2010) showed that leadership and organizational culture (including purpose, structure, and relationships) are deeply intertwined, with strong positive correlations between these elements enhancing overall organizational effectiveness. Finally, Zaboli et al. (2013) found significant relationships between inter-organizational engagement and the organization's rewarding procedure, the framework of the organization index and the incentive-based mechanism, and persisting job collaboration and the presence of pre-specified goals within the organization.

However, despite the data indicating strong relationships, it is crucial to critically evaluate the actual effectiveness of these components through ongoing monitoring and improvement efforts. This analysis is supported by existing literature, though it also points to areas where perceived effectiveness might not always align with actual outcomes.

## 5. Conclusion

There was a high organizational performance existing in the SUCs as an organization reflected in all the dimensions, with no obvious problems detected. Although progress has been made, certain aspects still need to be optimized. Thus, ongoing enhancements in all organizational areas are still necessary to attain and maintain peak operational efficiency.

There was a positive view of the organizational purpose. Therefore, it can be concluded that SUCs effectively communicate their goals and priorities, ensuring that employees clearly understand them. Employees comprehend the organization's overall purpose. Furthermore, the organization values employee input in setting work unit goals. As a result, the purpose dimension in the context of SUCs is strong and effective, contributing positively to the overall organizational performance. However, to achieve the highest possible degree of optimal productivity and efficiency, further transformations are still needed in this dimension, as far as this study is concerned.

A positive evaluation was generally observed in terms of organizational structure. SUCs have a flexible division of labor designed to help them achieve their goals. Work tasks are divided logically, and the framework of the work unit is properly planned. This effective task arrangement supports the organization in reaching its objectives. Therefore, although the current structure is satisfactory, targeted refinements may still be made to achieve optimal performance.

Generally, a favorable opinion is given to the organizational relationship within SUCs. Typically, faculty and staff have a harmonious relationship with their supervisor and can always discuss work-related problems with colleagues. Their relationships with workgroup members were both friendly and professional, enabling them to perform their jobs effectively. Therefore, while current relationships are healthy and functional, ongoing efforts to further strengthen these bonds will be beneficial.

There was a consistent expression of positive evaluations of the rewards system within SUCs. Thus, it can be concluded that the job offers employees the opportunity for personal growth. The pay scale and benefits are equitable, with opportunities for promotion within the organization. Salaries are commensurate with the work performed and all tasks are associated with incentives. However, this is not perfectly satisfactory and signals the prospect of additional development. Therefore, while the current system is functional, further refinement is necessary to optimize employee engagement and performance.

Positive feedback was provided in terms of helpful mechanisms within SUCs. Generally, it can be concluded that the immediate supervisor provides helpful ideas, and that they have the necessary information to perform their job well. The organization has strong mechanisms for cohesion, support between work units, and effective planning and management initiatives that contributes to its progress and advancement. These mechanisms support an organization's adaptability to technological advances and ensure operational efficiency. Thus, while current systems are effective, ongoing efforts to refine and improve these mechanisms are necessary to maintain and further enhance organizational efficiency and competitiveness.

In general, leadership in SUCs is highly commendable. Leaders are perceived as supportive of organizational advocacy, and leadership norms contribute positively to an organization's progress and fulfillment of its purposes. However, a further enhancement can be executed. While current leadership is also considered effective, further efforts to strengthen leader-employee relationships will be beneficial.

A positive assessment with regard to attitude towards change empirically perceived within SUCs. In conclusion, it can be deduced that the organization also has a positive attitude towards change. Generally, members of an organization willingly embrace change and exhibit no resistance, implementing new policies and procedures effectively to achieve organizational goals. However, it is noteworthy that the attitude towards change had the highest mean value among all dimensions, indicating a relatively lower level of assessment compared to other areas. This suggests that, while the organization is generally positive and adaptive to change, possibilities for advancement remains to enhance its overall change management processes. Therefore, further efforts to strengthen this dimension could lead to greater organizational effectiveness and adaptability.

This study reveals strong interrelationships among the internal elements of an organization. This significant and strong positive relationship indicates that these elements or dimensions are interdependent and collectively contribute to organizational effectiveness. Therefore, the effectiveness of an organization is a result of the harmonious functioning and mutual support of its internal elements, underscoring the importance of maintaining and enhancing these interconnections to sustain and improve overall performance.

The model utilized in this article provides brief and concise information on SUCs. It structured the information for ourselves and interested readers. It improved comprehension, provided better suggestions for where to commence, and enhanced problems within the institution. While the organization performs above average in general and in most dimensions, none is at the optimum level. Again, this exhibits a significant opportunity for transformation. Targeted efforts to refine purpose, structure, relationships, rewards, helpful mechanisms, leadership, and attitudes toward change could drive the organization towards optimal performance. This study offers a structured framework specifically designed for officials and administrators of the SUCs. This framework can be seamlessly incorporated into routine checks and assessments, thereby enabling a more systematic and effective evaluation process. Additionally, this study introduces a comprehensive model aimed at enhancing and sustaining the overall performance and effectiveness of these institutions.

By integrating this model, SUCs can help guarantee that their operations not only achieve present targets, but also help promote long-term achievement and sustainability. However, it should be emphasized that this research did not receive feedback from all members of the organization, and thus may have overlooked some key concerns. If the workplace does not allow for the implementation of this model, further empirical research into other parts of the organization may be conducted.

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