Organizational Behavior in Education

By: Robert G. Owens

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Chapter 1: Toward a Theory of Practice

Chapter II: Mainstreams of Organizational Thought

Chapter III: (58-107)Organizational Theory in the Modern Period: From 1920’s to 1970’s organ/ beh/ controlled by scholars who believed in traditional methods of laboratory science drawn from logical positivism who demanded only 1 way of thinking about Org. later school leaders began studying about leadership strategies and beh/of people. Interrelationship/of ind/in org/became the focal point of understanding org/beh. Org/theory: deflined as systematically org/know thought to explain observed phenomena. Theory is useful only insofar as it prov/basis for thinking systematically about complex problems (und/ed/org). to do this, we must describe-what’s going on, we explain it, we predict future events, we propose solutions to problems based upon research, and then we think about ways to exercise control over events***. (I.)*** 2 major perspectives of educational org. 1**./traditional/classical**, bureaucratic, factory model, machine metaphor, Frederick Taylor (5 char/controlling ind/in bur/org. 1. Maintain hierarchy of authority/close supervision, 2. Vertical communication of top-down decision-makers and passive workers, 3. Rules, proc/follow orders to the “letter of the law.” 4. Rgid/inflexible schedules and description of roles, 5/span of control, unity of command to meet the problems in organization. However, people needed to re-think their first theory because/tempo of changes in politics, economics and society which left rigidly bureaucratic org./unresponsive and sudden increase in demands for democratic societies/freedom/ind/respect and dignity and opp/for self-fulfillment. As a result of these two phases, u.s. govt/ set out to take a look at the state of affairs. In our schools and came up disappointed/A Nation-at-Risk Report and subsequent reports (1970’s major theme in public agenda on education was equality of opportunity, but in the 1980’s the new buzz words were effective schools. However, govt/felt it should be the determining factor in how process of change should take place/and incorporated the traditional model when incorporating the changes in educational process/noting that the teachers became workers on the assembly line, the students were products, and the superintendent, BOE and taxpayers were the shareholders, 2**. Human Resources Development:** Doyle and Hartle proposed different ideas about organizational characteristics of schools. HRD emphasizes using conscious thinking of individual persons about what they are doing to motivate them to commit their abilities in achieving the goals for which the organization stands. The central mechanism of HRD is socialization of participants to the values and goals of the organization (not written rules and close supervision), the culture of the organization is communicated through symbols, stories, myths, legends, rituals that establish, nourish, and keep alive the enduring values and beliefs that give meaning to the organization and make clear how individuals become members and contribute their abilities. Personal identification with the values of organization’s culture can provide powerful motivation for dependable performance esp/under conditions of uncertainty and stress. **#3. Theory x:** person dislikes work, must be supervised, will shirk responsibility and seek formal direction from boss, and value job security about all other job-related factors and have little ambition. Workers are motivated by putting the carrot on a stick, they accept top-down information and orders. **Theory Y:** employees view work like playing, exercise initiative, self-direction, and self-control, accept and seek out responsibility on the job, they seek opportunities to be creative at work, they like collaborative participative decision-making administrators who value their ideas. **4. Rensis Likert: Management** systems theory related 4 systems or range of management styles that differentiates types of effectiveness in organizations in organizations as a result of the interactions of individual beh/in schools and explain causal factors of org/eff, are org/climate and leadership behaviors which affect how individuals behave in the work groups;1.punitive-auhoritarian system2.paternalisticauthoritarianwhere sup/is/competitive/or/isolativeenvironment3person/toconsultativepatternofoperations/4.particiapative & group/interaction/model**.#5Likert-Management/SystemstheoryrelatedtoMcGregor’stheory x and Y** TheoryX/System1:management/seenashavingNOTRUSTINSUBORDIANATES,decisions are imposed ,subordinates motivated by fear and punishment/control centered on top management, little superior communication (top/down), people informally opposed to goals by management. Theory x/system 2: management/condescending confidence and trust; subordinates seldom involved in decision-making rewards/punishments used to motivate, interaction used with condescension, fear and caution displayed by subordinates, control centered on top management but some delegation. Theory x/System 3: Management seen at having substantial but not complete trust in subordinates: subordinates make specific decisions at lower level, communication flows up and down hierarchy, rewards, occasional punishment, and some involvement are used to motivate, moderate interaction and fair trust exist, and control is delegated downward. THEORY Y//SYSTEM 4: Management is SEEN AS HAVING COMPLETE TRUST and CONFIDENCE in SUBORDINATES: decision-making is widely dispersed, communication flows up and down and laterally (vertically and horizontally), motivation is by participation and rewards, extensive, friendly, superior subordinate interaction exist, high degree of confidence and trust exists, widespread responsibility for the control process exists. (EVERY SCHOOL is RELATIVELY one way/NEVER all or NoNe**). #6: Interaction of Organization and its People: the major theme** over the last half-century is the major theme**. Charles Perrow—**points out “complaints in penology that changes institution-deals with the need for better workers, which seem to have little ed, holdover-simplified view about people, tend to be punitive, and believe in order and discipline as the answer to all organizational problems. “Much of the literature is devoted to view/people in org/shape/structure of org/impact of beh/of people in processes of decision-making, leading, and dealing with conflict on the structure, values, and customs of organizations. Attention to possibilities of improving org/by/means of changing their structure as a way of inducing more effective organizational behavior but of training participants in more effective group processes as a way of bringing about desirable changes in organizational structure. #**7: General systems theory:** describes, explains, and predicts organizational beh/depends on systems theory**: Biologist Ludwig von Bertalanffy: 1950,** “an organism is an integrated system of interdependent structures and functions. As Organisms are constituted as cells and a cell consists of molecules, which must work in harmony/ea/molecule must know what the others are doing.” Today we substitute organization for organism, group for cell and person for molecule. “An organization is an integrated system of interdependent structures and functions, consists of groups, and a group consists of persons who must work in harmony**.” Basic concepts of general systems theory: Pond, which** living things, all interdependent/dependent on larger environment in which pond exists (air, sunlight,etc), different people see the pond in different ways: farmer versus fisherman. Dealing with causes and effects has made system theory so attractive to studying organizational theory: systems theory puts us on guard against ascribing one causative factor-in fact there may be many reasons for how and why an organization changes**. 2 concepts to general systems theory—1. Subsystems (interdependent of each other) and 2. Multiple causations for change (never a single reason for problems or changing environments).** Schooling as a process involving inputs schooling as a process involving inputs from a larger environment, process that occurs within the social system we call a school, and resulting from the processes outputs to society(changed individuals), It is impossible it is really impossible for a school or school district to be fully closed. #8/**Contextual Approach: input-output is called “linear Model.”** A theory attempts to explain how things can be described in the real world..” it is a seductive concept because it is logical, rational and orderly, it lends itself well to the concept of efficiency, and effectiveness, and if it was for a long a popular concept in analyzing the apparent relative effectiveness of competing programs and technologies. BUT IT IS NOW GENERALLY recognized that this theoretical model contributed tool little to our understanding of the ways in which educative organizations function. (For example: when studens and teachers go to school each day, their dominant concerns are to achieve the formal, official goals of the school. Even a casual observer soon learns that actually these people bring with them a host of their own beliefs, goals, hopes, etc… Subtly, they accommodate their beliefs and values with the formal organizations to survive in a crowded environment). A more useful approach of understanding educative organizations and the behavior of people in them is to focus the attention on what actually goes on in them. Thus, the study of organization as a whole system that creates the setting, context (where the whole pattern of behavior), with this approach we study organizations as systems that create and maintain environments in which complex sets of human interactions with some regularity and predictability. WE MUST EXAMINE GTHE RELATIONSHIPS BETWEEN HUMAN BEHAVIOR AND THE CONTEXXT (ENVIRONMENT, ETHOS, ECOLOGY), of the system we call an organization**. #9/Andrew Helping and Don Croft: study of organizational climate of schools, concentrated on internal characteristics as though they function independently from external influences using terms such as open and closed to describe profiles** that represented selected those special characteristics. (Helping and Croft made comments about internal and external like they did not affect each other, but this is not the case example: burning a candle affects its climate, but it is affected by it. When you open a door, the burning candle flickers, sometimes it doesn’t get extinquished. At first, the candle flickers as a result of the environment or door and draft, yet the candle stops and retains its strong flame after a while**. #10/Daniel Griffiths spoke of the organization as existing in an environment** **(suprasystem) and having a subsystem (administration) diagram of boundaries of system and** **subsystems by tangential circles-boundaries are permeable, permitting interaction between the systems and their environments.** (small circle is school, surrounded by school district and engulfed by community. Diagram is from Daniel Griffiths Administrative Theory and Change in Organizations,” in the text: innovation in Education page 430). **#11Role Theory: Erving Goffman:**  the preservation of self in everyday life through an analogy between real life situation unfolding like a real play on a stage. People in organizations have definite roles to perform, and many interactive factors help to determine precisely what kind of performance each role will receive. Each actor must interpret their role, and this interpretation depends on what the individual brings to the role. Other factors include what the directors do to control the situation, interplay of audience,. Goffman emphasizes that individuals have formal and informal roles. Role theory predicts organizational behavior—a teacher is expected to behave in a certain way within certain boundaries—no cursing—no yelling, etc. Role behavior enactment arising from interactions with other actors. Role description, actual behavior, role prescription: expected behavior, role perception, manifest role, latent role, role conflict, role ambiguity, role set: clarifies concepts of role theory and consideration of ecology of social setting in which individual makes contribution to the organization. #**12 Interpersonal behavior in work groups. Kenneth Benne and Paul Sheats: groups carry out roles in 3 ways: group task roles, group building, and maintenance roles, and individual roles. !3 role related to social systems theory:** Jason Getzels and Egon Guba: social system has 2 major classes of phenomenon: conceptually independent and interactive. (first—individual propensities and second---institutional requirements. The social behavior may be conceived as deriving from interaction between the two sets of motives. The Getzels-Guba Model shows organizational axis on the top having the institution, roles, and expectations and on the bottom we have personal dimensions having individual, personality, and need disposition. When a person acts, he derives simultaneously from both the organizational dimension, and individual. (individual attempts to cope with the environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs. (B=f(RxP) B=behavior, R=institutional role, P=personality of the role incumbent. Getzels’s equation to figure out the interaction between the organizational behaviors within the social system, and the personality of the participants, all dynamically interact with one another. Other terms about role theory: equilibrium, homeostasis (open system in regulating itself include repairing a break in circulatory system—for the school system it can be explained as developing a well-developed communications systems and decision making process to enable supervisors to adapt a deal effectively to the changes in the environment. Feedback communication to produce healthy changes. O**rganization and Human Systems: #14** Now there is another Socio technical and Cultural Systems. Socio technical Systems: 4 organizational factors: task, structure, technology, and people. (95-chart, which characterizes the internal arrangements of school systems and schools: The big circle represents the larger external system such as social, political, economic, technological, legal, demographic, and ecological**. 96 #15 Contingency Theory**: rational planning models; John Goodlad in Schools. 3 propositions of contingency approach to organizational behavior in schools. 1. No one best universal way to organize and administer schools 2. Not all way of administering are equally effective in a given situation 3. Style should be based on careful analysis of significant contingencies in the situation management. Each organization is unique, each situation must analyzed separately. (100) The School System is a SOCIOTECHNICAL SYSTEM—constant dynamic interaction with external in which it exists (social, political, economic systems). Environment is Suprasystsem—(demographic shifts results in enrollment changes, women’s rights, social mobilliity, increased taxes, labor unions etc.) There are many environmental contingencies too which public school organizations have had to adpt in recent years. Internal arrangements are contingent upon environmental shifts, changes in environmental cause organizations to respond with changes in its internal arrangements. 4 dynamically interactive subsystems: tasks to be performed, structure of the organization, technology utilized to perform the tasks, and the human social system. Invariably, schools have attempted to keep the status quo, almost regardless of the degree or power of the new environmental contingencies (desegregation, equal rights, nondiscriminatory practices, political actions, make it clear of many occasions when schools try to deflect the impact of changes in the larger environment, rather than to seek ways of making appropriate internal re-arrangements.