

Key Writers

Taylor (1916), Fayol (1916) & Weber (1922)

General Characteristics: Organizations work best when rationalists prevail over personal preference.

Central Concepts: Rules, roles, goals, policies, technology and environment. Minimize problems and maximize performance. Soldiering.

Basic Leadership Challenges: attitude, structure to task, environment.

Characteristics of Leader: clarify goals, attend to relationships between structure and environment. Develop a structure that is clear to everyone and appropriate to what needs to be done. Focus on tasks, facts and logic.

Blau and Scott (1962), Perrow (1986), Thompson (1967) and Hall (1963)

General Characteristics: The modern structural organization-second half of the twentieth century. Organizational efficiency is the essence of organizational rationality. The structure of the organization is most important. Impersonal-efficient, The production of wealth in terms of real goods and services.

Central Concepts: Hierarchy, authority, organizational chart is ever present in the tool of structural organizational leadership. Bureaucratic. Differentiated tasks- vertical. among the elements of structure looked closely at why organizations change over time. What effect does the structure have on morale and effectiveness? Structure is the most important issue (What should it look like, how should it work, how will it deal with questions of specialization, departmentalization, span of control and control of specific units?)

Basic Leadership Challenges: attitude, structure to task, environment.

Characteristics of Leader: clarify goals, attend to relationships between structure and environment. Develop a structure that is clear to everyone and appropriate to what needs to be done. Focus on tasks, facts and logic.

Structural Frame

The structural perspective champions a pattern of well-thought-out roles and relationships. Properly designed, these formal arrangements can accommodate both collective goals and individual differences.

NEOCLASSICAL/TRANSITIONAL ORGANIZATIONAL THEORY (1938)

CHESTER BARNARD: FUNCTIONS OF THE EXECUTIVE (THE ECONOMY OF INCENTIVE)/ HERBERT A. SIMON: ADMINISTRATIVE BEHAVIOR

GENERAL CHARACTERISTICS:

Neoclassical theorists believe organizations should be based on universally applicable scientific principals. Modified classical theory based on research findings in the behavioral sciences.

CENTRAL CONCEPTS:

Organizations must consider environmental factors; they are not “self-contained islands” Concept of “persuasion” Individuals must be induced to cooperate through use of objective positive incentives and reduction of negative ones. Manager must “change the state of mind, or attitudes” so that pos. incentives can be effective.

Concept of “cooptation” : “...the process of an organization bringing in and submitting new elements into policy-making process in order to prevent such elements from becoming a threat to the organization or its mission” (Snelznick, 1946)

BASIC LEADERSHIP QUALITIES:

Responsibilities of executive are (1) create sense of moral purpose (2) Establish systems of formal & informal communication (3) ensure willingness of people to cooperate

Organizational Economics Theory

Asks the following questions:

Why do organizations exist?

What determines the scope, and structure of the firm?

Why are some workers paid hourly rates while others receive salaries?

What factors determine organizational survival and growth?

The essence of organizational economics and its core theory components: transaction cost theory, agency theory, and the theory of property rights. The core element of organizational economics talks about the cost of maintaining the manager / employee (agent) relationship, how to minimize costs and the effects of transaction costs on management decisions. This chapter talks mainly about why a “firm” should exist in terms of market and price systems. It does talk about creating a hierarchical organization because it is most profitable.

Sub-articles in this chapter addressed the following:

The production of goods and services internally versus externally.

Arguments are about production workers.

How workers acquire job specific skills and related task specific knowledge.

Property rights.

Finance to develop a theory of ownership structure for firm.

People are self-interested and opportunistic (Paul H. Rubin)

Assumptions

Bolman has six assumptions that undergird the structural frame:

1. Organizations exist to achieve established goals and objectives.
2. Organizations work best when rationality prevails over personal preferences and external pressures.
3. Structures must be designed to fit an organization's circumstances (including its goals, technology, and environment).
4. Organizations increase efficiency and enhance performance through specialization and division of labor.
5. Appropriate forms of coordination and control are essential to ensuring that individuals and units work together in the service of organizational goals.
6. Problems and performance gaps arise from structural deficiencies and can be remedied through restructuring.
7. What reference is made to a model of schooling and how are roles and responsibilities defined in these references.

Key Questions:

How explicit and clear are the lines of authority and the differentiations between officials and others? How are these directions explained?

How do teachers describe their relationship to the principal? To one another? What forms of organization do they refer to while talking about how teachers work with one another?

How many levels of workers are noted and how do they relate to one another?

How do teachers talk about their responsibilities? In narrow or expansive terms? What metaphors do they use in these talks?

How are differences between specialists and regular teachers discussed and what do these differences mean in the life of the school? How are their relations structured?

What is the nature of the teacher handbook and how often is it referred to in the life of the school?

What reference is made to a model of schooling and how are roles and responsibilities defined in these references?

Synopsis of Concerns

Hierarchical structure in place. It is anti-democratic, anti-cooperative.

Purpose of the organization is to be efficient, increase profit.

Managers are mentally engaged, workers are physically engaged and the two lines never cross.

External factors are only considered in relation to productivity not individual need.

Decisions are not made by the people closest to the work.

Metaphors

Well-oiled machine or factory of assembly line

If the pieces are put in place then the system will run well and work.

Work is physical in nature.

Efficiency is created in order to generate profits.

Workers are only seen as instruments to increase efficiency. There is no regard for them as individuals (human beings)

Glossary

Authority- The right to give orders and the power to exact obedience.

Division of Labor- Each person has a specialized job. Choice is not an option.

Organization- A social unit with some particular purposes.

Soldiering- Variations in individual work production.

Theory- A proposition or set of propositions that seeks to explain or predict something.

Unity of Direction- One head and one plan for the group. All have the same objectives.

Edu 5419 Advanced Study and Organization

Teachers: Not hard working enough? Schools not good enough?

Consider Deming. Case of Ford and GM/Japanese Auto Makers

Sequence workers were to do job...dealt with car in a sequential way. Market assumption: If every individual did his own job correctly, you would have a perfect car at the end. Deming told Ford, change the way you work. Work is not sequential. Ford built a new facility. **No boss.** Ask people who dealt with car and ask for their opinion. They included expertise that had never been included in their process before. They found out that the thing that people wanted most in a car were cup holders. Ford found out from mechanics and insurance company that front end alignment was a problem. Various people with expertise. They should take advantage of expertise. The person in charge was the person who knew the most at that moment; it was not a permanent position.

We will visit two schools and raise the question of design. If you wish to view performance among kids, what is the design to get you to improve performance? In order to do this you have to be able to talk about design and understand the reason for the choose you've made. Look at the four frames, so that when you look at school design, you will understand that the answer you get depends upon the question you ask. Which of these 4 frames gets you the most powerful set of answers?

- Classical
- Human Resources
- Political
- Cultural

The frames are not equally powerful. Which frames are more powerful? Which set of questions get you the best answers? Can you have those questions in your head so that you can analyze the situation with the best frame?

Films: Wiseman

Write a paper of 5 chapters.: Your data collection will be the 2 films. Make note as if you are a participant/observer→ look for critical incidences that are powerful and truly reveal what's going on. Find critical incidence in each of the settings so you can compare. Compare same incidences. e.g. Principal incidence in both schools. Group critical incidents and then offer an interpretation of it. Qualitative approach. Two schools. Make Notes. Be able to talk about these.

Bins:

A A
B B
C C

Wiseman is a social critic through film. He wants to show what drives the institutions of America.

The bins will come from the incidents in the film. You have to create them yourself. Once you establish your bins, you will be able to answer the questions. As a result of having a different perspective, you will have different questions. e.g. classical might ask: Who's the boss? Deming said think outside of the structure. Move away from the structural view in order to come up with a new design. Book's chapters fit into 4 frames even though there are 9 chapters. Text: Reframing Organizations by Bolman and Deal.

When you can't use the methods to get the data you need, it tells you that you are not using the correct frame.

TASK: What the human resource school is saying has meaning largely due to Taylor and the other classicists. Listen to each other. Consolidate and write a paper that represents your best thoughts. Interpret what he's saying. See if you can come to some agreement about what Taylor says management should do.

Taylor: focuses on what is immediately observable. He focuses on physical/manual labor. Soldiering was an important concept to him. "Soldiering" is physical, manual labor, mentally controlling output. There is tremendous variation due to soldiering. People are both working and individuals are deciding how much work they should do. Taylor wants to standardize work. He calls that the one best way. Taylor does not want the worker to think, because thinking causes soldiering, and variation among workers is an enemy for Taylor. He saw hard work as the cure for laziness. Taylor is saying that he can create a new set of experts who know what the best way to motivate is. Mental work/Managers...Physical work/Workers. The notion of soldiering gets at 2 points: the workers were in charge and there was great variation in the amount of work. Deming separates the physical work from mental work. Efficiency=Profit.

Taylor is making a strategic representation about work. His definition of cooperation is really subjugation.

Toyota Model: look at this!

Taylor: The way you control fatigue is to rest. You have to figure in rest periods in order to keep production high. System separates the physical and mental part of work. These assumptions are built in to the system.

June 19, 2005 Notes---Organizational Theory

FILM 1968

Wiseman's most direct commentary comes from his selection of the music. Listen to lyrics at opening of film. He is trying to tell you something. Your data are the critical incidents and what people say to each other. Capture the setting.

Music: Sitting on the Dock of the Bay

SCENES:

Hall Scene

Black and White

Close up of the teacher's face: Man

Spanish teacher talking to class: Existentialism, John Paul Sarte

Band

What do you mean you can't take gym? Kid: "I have a doctor's note." Teacher: "Don't you talk you just listen."

Hall

French Class: dialogue about eating breakfast

Meeting with Parents/principal about student marks. Parents questioning grade. Child doesn't cause trouble. Good behavior. "You cannot impose preconceived values and dreams on a child." "Recognize her limitations."

Science Class: Behavioral issue: Student talking to Principal. Student got a detention, he didn't show to detention. Take the detention. Student refuses. "Be a man, prove you can take orders." How do we follow rules and regulations? Talk with the teacher, don't argue with her. Student wants to do what he feels is right. Principal talks student into taking the detention.

Principal approaches kids in hall: "Where are you going?" Tells kids "Let's get on the ball." "Get a pass!"

Gym class. Uniforms. "Simon Says" music. Exercising.

Woman teacher: Reading "Casey at Bat"

Gym scene: T Ball

Home Economics Class: Chopping nuts..adding sugar

Fashion Show: She has a leg problem: "Get her a matching Pink Stocking for Friday." "She's got a weight problem." "Shoulders high and proud!" "Handle yourself beautifully."

Test: Typing. "Everyone ready? Begin!"

Discussion about Mothers. Some animals mate for life. Jewish Women run the house commentary.

Birth control pill. "You have control over your impulses now that you are a high school senior. You have learned that you can't have what you want when you want it."

"We're going to do in this school what the majority wants." "A long gown...not above the knee." "You can be an individualist in your dress, but not at the prom." "Girls or women should not wear what they want. A floor length gown. Formal mean a long gown for a young lady. There is no question. Student: "I didn't know we had to wear

long gowns.” This is the senior prom it’s the one time in your life that your class looks so different. Boys must rent a tux. Honor youngsters by dressing properly.

Paul Simon and Art Garfunkle. Young teacher is talking about Poetry of music. Poetic Devices. She let’s the students listen to the music. Students listen.

Cut to hall scene with girl standing by herself as the music continues. Then cut to a woman janitor.

“You punched this kid on the mouth on what basis?” Principal yells at student.

“What does messing around actually consist of?” Mother is talking to girl with female administrator type. “One of the worst offenses is being disrespectful to an older person.”

College counselor. “Do you want to go higher with your education?” After 4 years. If she lives away from home it’s a different story. The most realistic way is to see where you can go.

“I wish she was as smart as she is strong” Father about his daughter.

Faculty room talk. Male teachers. Protestant work ethic conversation.

Social studies class: Teacher talks about social issues.

“Great imbalance in American Society.” What should a family of 4 earn to be moderately comfortable? Over 9 thousand dollars. How many would not be a member of a club where minority members belonged? No right or wrong answer.

Chorus.

Student with glasses. Boy talking. “The school’s miserable. It’s wrong. It has to change.” Kids talking about what needs to change. Black boy talks: “Morally and spiritually it’s a garbage can.” We have to conform to society. Girl is resting on boys shoulder. He kisses her. Students voice their opinions.

Quote for the day. English teacher. Express things so that people don’t misunderstand you. Discuss Martin Luther King’s assassination today at 3:15.

Boys dressed as girls and pretending to be cheerleaders.

Boys are being talked to about sex and divorce rates

“Virginity is a state of mind.” Discussion of Heimans. Doctor calls it a cherry. Make sure there’s adequate protection to keep from having a baby, if not, don’t do it.

Movie for girls. STD’s

Coach talking about I think soldiers

Gym: keep the ball in the air.

Watching the astronauts on t.v./ class simulation

Students at Northeast High School...congratulations on completing 193 hours of flight.

Marching band

Letter from ‘Bob Walters’ From Okinowa. About Vietnam. “I value the free world” To me a letter like this means we are very successful at Northeast High School. I’m sure you’d all agree.”

Now, meet in your team and pick out critical incidents. Offer an explanation for them. Then turn to the frame.

Prof. Smith’s commentary: students are learning the school’s values. Repeat what they’re told. Repeating words that don’t mean anything. E.g. language class.

What do we mean by science? Assumptions about who knows and who learns. Who has knowledge and who should learn? Look at cultures and schools. Since they are supposed to be learning organizations, what is it students are permitted to learn.

Look at Northeast and Central Park and compare them.

Notes Advanced Organizational Theory:

Film

Wiseman

Central Park East Secondary School

Set up by Deborah Meyer

The kids in the film: priority goes to residents of East Harlem
Some special ed handicap kids and kids who could not get into Bronx Science or Stuyvesant, but are flourishing in this school.

Authority is a big key to this film: Who exercises authority and how? Attempt to define authority. Get alignment with first film, but also look for unique incidents.

High School II

Street scene opening scene 1994

Street sounds, no music to begin

Boy on phone outside. Kids entering through painted doors....graffiti.

Meeting: African American woman speaking about inequity. "How can Democracy use the experience of what has gone on..." Rodney King example is given by young man in response to question. Discussion of social classes. "So you think that socialism affects democracy?" Student: "It's not racial, it's social, it's what people want." If everyone was united then people could get what they want.

Hall scene.

Next scene: teacher asking student about internship. Wall street office internship. She works as Lehman Bros. It pushed me to get a good position. I've grown a lot within the firm.

Question Directed toward black boy by two white administrators: Do you think of this as a white school? Is your anger at the school racial?

"If I had a black school, I would listen more to the teacher."

Administrator: "You've gotta take some responsibility for your actions."

Mother: "It doesn't matter what color skin is. He has to learn to relate to people...He might have a black professor who doesn't treat him well." "All of us have some bias toward something."

Asian teacher: Math class. Kids talking to each other. Teacher demonstrating. Kids working through their ideas.

Teacher asking to show him. Student shows map and points out what's going on in the map. Teacher: "Anything else you want to say...about the order? It might be a good idea to find out about the progression."

Teacher wants to talk to student about getting a passing grade.

Kids working independently on computers

Hall scene...clean halls. Shining floors

Student speaking to administrator. Conversation about getting beat up after school. What do you mean by playing around? Did you mean to have fun with this? In my mind these things make me think of having a good time. If it wasn't for real why were you saying it? Very inappropriate. It changes the way things are in his class. Math and science instruction. Joking about physical violence. "He likes to annoy people."

Teacher looking at student notebook. Asking student questions about problem identified in notebook. Project data about science experiment...offspring.

Teacher: "You've got a lot of good information here. Did you find out what causes retardation? O.K., you talked about amniocentesis. Type and reorganize it a little. A terrific beginning.

Administrator: If kids have developed 5 habits of mind...they should be able to graduate from here. Show evidence, How is thing connected to other things, who cares anyway? Habits of mind are what thoughtful people do. A respect for evidence. A way of seeing things in their complexity, and not simplistic.

Principal: talking to family. Talking about baby born to young couple. It's very hard to go back to school when you have a baby. She will have to live 2 lives. It's complicated to be 15 years old and be a mother. She's a daughter, a sister, a mother. And you want to graduate. You can be somewhere where the baby can come to school with you. There are some nice schools you can go to where the baby can be there. Complicated social dilemma in school. Boy: "We never talk about it." Mother: They've been working it out a little better. Administrator: "You both made a mistake." Mother: "She should have taken care of herself. I would have taken her for birth control, then the baby wouldn't be here." "Are kids going to try to make trouble?" Teacher says, "there's no way of telling." Girl: The trouble is with his girlfriend...Principal is sharing what she's worried about. Principal: "If you feel there is any trouble, will you get in touch with me?" I want to make sure that you feel comfortable when you're here and that nothing happens to you when you're here."

Leave it as an abandoned piece of your writing. Think of another way to start. Teacher: "I like that..." Kids don't seem engaged. A thesis statement is the main point or main idea that you want to direct reader to. What are the main points you want to talk about. You want to make an opening sentence to show what you're talking about. That's called a thesis. Call me over when you get your thesis sentence.

Art on hall walls

Conference with student about getting more work done.

Small class circle, discussion about literature. Teacher asking questions. King Lear. Different kinds of love.

Teacher/parent conference. Kid: "How am I doing?" discussion about this. Why did student wait until a week before end of term to ask? Father: "I'm not sure that Franz has decided that Franz wants to do well." (my comment: Talking about student like he's not there). What do you think about that? Father asks student. Father: We need to go back to: what do you want?

Administrator talking about application process over the phone to potential applicant.

Teacher talking about student who didn't come home last night.

Teacher and administrator discussing approach to dealing with issues.

Kids talking. Talking about having a baby as teen parent. Student lives at 92nd street Y. Student took time off because he was too tired to work and go to school. Then he went to summer school, and then he came back.

Teacher asking for evidence: details. Group work. How does it change? Find some more information.

"We are not going to kick the shit out of people...we are going to let people know that Rodney King did not get a fair trial. We have to know that we don't agree with this. Police officers are here to protect us, not beat us up. We have to let people know this. We have to know how to conduct ourselves and deal with it in a positive way. If we show we can handle things in a positive way, we can make a difference. We are going down to city hall to make a point, and we are not going to take violent actions. If you truly believe in this, then come with us. Another student speaks up and disagrees. She says we need more people. She suggests an alliance with other schools.

Students walking in halls.

Scene: Leaving school

Cityscape.

Student shown coming back to school.

Teacher talking about renaissance paper. Discussion. Teacher seems to be telling student what to do. She is trying to get her point across. She is telling teacher, he is asking for her opinion. She is defending her point.

A.P.: 3rd shooting this week. Talking to principal.

Sirens in the background as teacher and student are talking. They ignore sound. They are used to the sound. Siren as they are talking about what happened in riot incident.

Principal talking with faculty. “We need to think through the issue...our role as helping kids to form their own opinions, and having kids take on our own political agendas. We don’t think things through enough in order to create kids who are political activists.”

Mediation. Over a fight.

Faculty member: “What might have been a different way of handling it?” Student responds. Lengthy discussion. Teacher: “We can start to think about ways of avoiding things.” “What can we do to have you two stop provoking each other.” “Come up with an agreement that you could change the outcome if anything like this came up again.” Teacher took over mediation. Student is trying not to show yawn. “How are you feeling?”

Principal: “She should be reading a book a week. We’re open from 3-5 every day, and we’re open all Saturday morning. I want her to have a habit.

Recommendations about where to apply to school. Teacher suggesting what kind of transcript child needs to get into school. Internship discussion. Criminology. John J. College. “He has to have a will and then he’ll be fine.”

Exit portfolio discussion among faculty. Film pans to different faculty faces. Teacher regarding AP Exam and curriculum: “If we want to prepare kids to change the world, we also need to prepare them to live in the world at the same time.”

Nurse or teacher showing condoms. Talking to teachers. Educating teachers. The nurse actually shows teachers what they actually need to do with condoms. They “rap” about everything in detail! How do they feel? Questions come up again. Asking partner: “How do you feel?”

Students talk about what’s been happening in L.A. in a public forum. Students visiting from Michigan to sing. “We have to do things in a peaceful way.” Teacher from Michigan talks...thankful to be visiting city school...song “You stole my love.”

Teacher: Challenge your opposition’s policy. Students are holding debate. Mock congress. Kids discuss. Students question each other’s ideas.

Hall scene.

Teacher working with language learner student...Asian girl. Girl is writing about the Rodney King incident.

Students talking in a circle. Teacher facilitating conversation. Questions arise about girls in abusive relationships.

Teacher instructing student “Do you understand what I’m saying?”

A.P.: Teacher brings note. “Saffron” has been out of school for 2 days. Call parent.

Literature discussion. Conversation of the American dream.

Conversations about college admissions.

“Pool Coalition School data.”

60% of kids going to 4 year private colleges.

A.P. talking to family about student not doing work. Complete your work and you will always pass my class. Do you think this is true? How would you change this? You can do better. We love you more than just wanting to see you do what you’ve done. Metaphor of teacher as coach. She wants your best. Bridget’s talk was a lot like a coach. Child is crying...yet they keep going. What are your plans? “I want to play ball or be a lawyer.” “I don’t push myself to the limit, no.”

A.P.: He is acting out his family stuff in school. His school is crumbling because of the family.

Principal on why they organize the school the way they do....we organize the school on the basis of what I do as a kindergarten teacher. Images in mind, Oxford and Cambridge. The years in between worry me. Ted Sizer. Discussion about a powerful democracy. “We have tried to design a school that will encourage that kind of habit of mind.” Students next to principal are not paying attention. How to turn kids on to the possible idea of power in their lives.

Street scene outside...pan to larger city. Sirens. City sounds.

Notes, June 26, 2005 Organizational Theory

Issue: School Design: NE and CPESS Schools

The design is best understood as a cultural phenomenon is best to apply to the schools we examined because what people do is based on a set of values and beliefs, these become assumptions over time that nobody challenges. In NE intelligence is considered innate, something you're born with. The actions of the school, then, were carried out by tracking, which is based on this assumption. Access to knowledge...student performance is related to what kids have access to, not their innate ability...they are not incapable, but may not have had access to the knowledge. Cultural frame raises the key question: What does it mean to know?

Essential Elements or "bins" identified the process of the organization.

The Constructivist approach to teaching versus the rational/structuralist approach.

2 sets of beliefs: 1. model used, 2. managerial system

NE=structuralist school, CPESS=cultural/symbolic school

To capture what's driving a school, you need to be able to talk about instruction, and the managerial system.

Administration is often structuralist...whereas more and more teachers are using the cultural symbolic frame...or constructivist approach. These frames are in opposition to each other. If you want teachers to choose constructivist approaches, you have to model that in the approach to leadership.