Organizational Structure

Every organized activity from making of pots to the placing a man on the moon – gives rise to two fundamental and opposing requirements:

- The division of labor into various tasks to be performed
- The coordination of these tasks to accomplish the activity.

The structure of the organization can be defined simply as the sum total of the ways in which it divides its labor into distinct tasks and then achieves coordination among them.

Henry Mintzberg
The Structuring of the Organization

Weberian Model of Bureaucracy

- Division of Labor and Specialization
- Impersonal orientation
- Rules and Regulations
- Career Orientation
- Efficiency
Criticisms of Weber’s Model

- Not attentive to dysfunctional features of the model
- Functions and Dysfunctions of Rules
- Neglects the informal organization
  - System of interpersonal relations that forms spontaneously within all formal organizations
  - Main components of the informal organization are social structure and normative orientation
- Informal structures in Schools
- Neglects potential internal contradictions
- Feminists say the model has a gender bias

Elements of the Formal and Informal Organization

Theory into Practice

Give three examples of rules in your school that are useful. Why are they helpful?
Identify three rules that cause more problems than they solve. Why do they hinder?
What guidelines would you use to establish school rules when you are a principal?
Formal Structures in Schools

- Highly developed bureaucracy
- Subordinates have less technical expertise than superiors
- Professionals often more competent than superiors

Types of Rational Organizations in the School Setting

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Weberian Structure in Schools

- Bureaucratic authority at the expense of professional consideration
- Authority based on position in the hierarchy
- Professional structure delegates decision making to professionals
- Chaotic structures low bureaucratization and professionalization
  - Administrators make unilateral decisions and teachers are expected to comply without question
- Need to balance centralization and specialization
- Bureaucratic structures compliment technical competence and specialization of teachers
  - Professional structure is loose fluid and informal
School Structures

- **Enabling Hierarchy** helps rather than hinders with a system of rules and regulations that guide problem solving rather than punish.
- Hindering structure is a hierarchy that impedes with a system of rules and regulations that are coercive. Goal is disciplined compliance.

Basic Organizational Coordinating Mechanisms

- Mutual adjustment
- Direct supervision
- Standardization of work
- Standardization of outputs
- Standardization of worker skills

Key Parts of the Organization

- Operating Core
- Strategic Apex
- Middle Line
- Technostructure
- Support Staff
Five Basic Parts of an Organization

Coordinating Mechanisms
- Simple structure
- Machine bureaucracy
- Professional bureaucracy
- Simple bureaucracy
- Political Organization

Professional act in the best interest of their clients where bureaucrats act in the best interest of the organization

Loose Coupling
- Weick (1976) – weak or infrequent ties between interdependent elements.
- In schools there is little control over how well the work is done
- Elementary school more tightly structured than secondary schools
- Schools have both tight and loose structural connections
- Bureaucratic domain is tightly linked and cohesive
- Professional sphere is more loosely connected
- NCLB served to tighten coupling