Structure in the Schools
Organizational Structure

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
- Hierarchy of Authority
- 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
## Critique of Weber’s Model

<table>
<thead>
<tr>
<th>Function</th>
<th>Characteristic</th>
<th>Dysfunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expertise</td>
<td>Division of Labor</td>
<td>Boredom</td>
</tr>
<tr>
<td>Rationality</td>
<td>Impersonal Orientation</td>
<td>Lack of Morale</td>
</tr>
<tr>
<td>Compliance and Coordination</td>
<td>Hierarchy of Authority</td>
<td>Communication blocks</td>
</tr>
<tr>
<td>Continuity and Stability</td>
<td>Rules and Regulations</td>
<td>Rigidity and goal Displacement</td>
</tr>
<tr>
<td>Incentive</td>
<td>Career Orientation</td>
<td>Conflict between achievement and seniority</td>
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</tbody>
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## Functions and Dysfunctions of Rules

<table>
<thead>
<tr>
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<th>Dysfunctions</th>
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<tbody>
<tr>
<td>Explication</td>
<td>Reinforce Apathy</td>
</tr>
<tr>
<td>Screening</td>
<td>Goal Displacement</td>
</tr>
<tr>
<td>Legitimate Punishment</td>
<td>Create legalism</td>
</tr>
<tr>
<td>Leeway</td>
<td>Indulgency</td>
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Summary of Criticisms on Bureaucracy

- Dysfunctional consequences not considered
- Informal organization is neglected
- Conflict between administration based on expertise and administration based on disciplined compliance
- Feminist Critique
In your school organization...

- How do members formally communicate? Informally?
- What formal procedures drive decision making? What practices go on behind the scene?
- What are the dominant sources of formal power? Who has the informal power? Why?
- What are the formal hiring procedures? What is the informal practice?
- Who sets the formal goals? Informal goals?
Elements of the Formal and Informal Organization

Formal System
- Activities
- Interactions
- Sentiments

Informal System
- Activities
- Interactions
- Sentiments

Environment
- Physical
- Technical
- Social

Hierarchy
- Division of labor
- Formalization
- Formal communication
- Formal leadership

Informal structure
- Division into cliques
- Informal norms
- Informal communication
- Informal leadership
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?
Highly developed bureaucracy
Subordinates have less technical expertise than superiors
Professionals often more competent than superiors
Types of Rational Organizations in the School Setting

- **Organizational Characteristics**
  - Hierarchy of authority
  - Rules for incumbents
  - Procedural specifications
  - Impersonality
  - Technical competence
  - Specialization

- **Organizational Patterns**
  - Bureaucratic
  - Professional
### Formal Structure in Schools

#### Types of School Structures

<table>
<thead>
<tr>
<th>Bureaucratic Pattern</th>
<th>Professional Pattern</th>
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<tbody>
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<td>High</td>
<td>Weberian</td>
</tr>
<tr>
<td>Low</td>
<td>Professional</td>
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- **High**: Professional Pattern
- **Low**: Chaotic

- **Weberian**: Authoritarian
- **Professional**: Chaotic
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.
Coordinating Mechanisms

Coordinating mechanisms are the fundamental means organizations use to monitor and control work - they hold organizations together.

- Mutual Adjustment - informal communication
- Direct Supervision - personal command
- Standardization of Work - program directions
- Standardization of Output - specify the product
- Standardization of Skills - specify training
Key Parts of the Organization

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

Five key parts + five coordinating mechanisms are the basis for the five configurations

- **Simple structure** - direct supervision is the central coordinating device
- **Machine bureaucracy** - technostructure and standardization of work is central
- **Professional bureaucracy** - standardization of skills
- **Divisionalized form** - middle line standardization of outputs
- **Adhocracy** - support staff is the key part and mutual adjustment is central
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<th>Control Mechanism</th>
<th>Organization Type</th>
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<td>Divisional Form</td>
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<tr>
<td>Support Staff</td>
<td>Mutual Adjustment</td>
<td>Adhocracy</td>
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## Mintzberg’s Organizational Structures

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<th>Key Parts of the Organization</th>
<th>Organizational Configurations</th>
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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