Open Systems

Community

Stakeholders

School district

Location- geographical

SES

Flow of resources

External needs

Government

Economy

Vendors

Public health

Accreditation

Legal – laws

Nature – climate – pollution

Competitors

Politicians - lobbyists

Technological developments (external to the org)

Morphogenesis (evolution/change)

Infrastructure- transportation

Job markets

Local career/industry needs

Culture – regional, state, national

Professional associations

Demographics

**The Environment**

We can categorize the multiple environmental influences that make up and influence the education system:

* Federal policy environments, including efforts to establish and sustain a system-wide agenda for reform;
* State policy environments, both as influencing and responding to federal level initiatives;
* Proprietary environments (i.e., the efforts of developers and vendors to create and market improvement models, programs, technologies, and services responsive to federal and state policies); and
* Knowledge environments (i.e., frameworks, materials, assessments, monitoring) both as informing & legitimizing proprietary activity and as adapting policy (mutual adaptation).

**Contingency theory**: Morgan (p. 43-49)

When is a mechanistic or organistic approach to management appropriate?

Burns & Stalker established the distinction between mechanistic and organic approaches to organization and management. (Morgan, p. 42) Structure must match the environment.

Mechanistic - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -Organistic

Stable environment Turbulent environment

Clear goals; short time horizons Ambiguous goals; long time horizon

Bureaucratic interaction Informal interaction

Bureaucratic integration- hierarchy & rules Multidisciplinary project teams

\*Need a more flexible organization