


# The School



An Open Social System



Developed from the Contents of  
Reginald Leon Green's

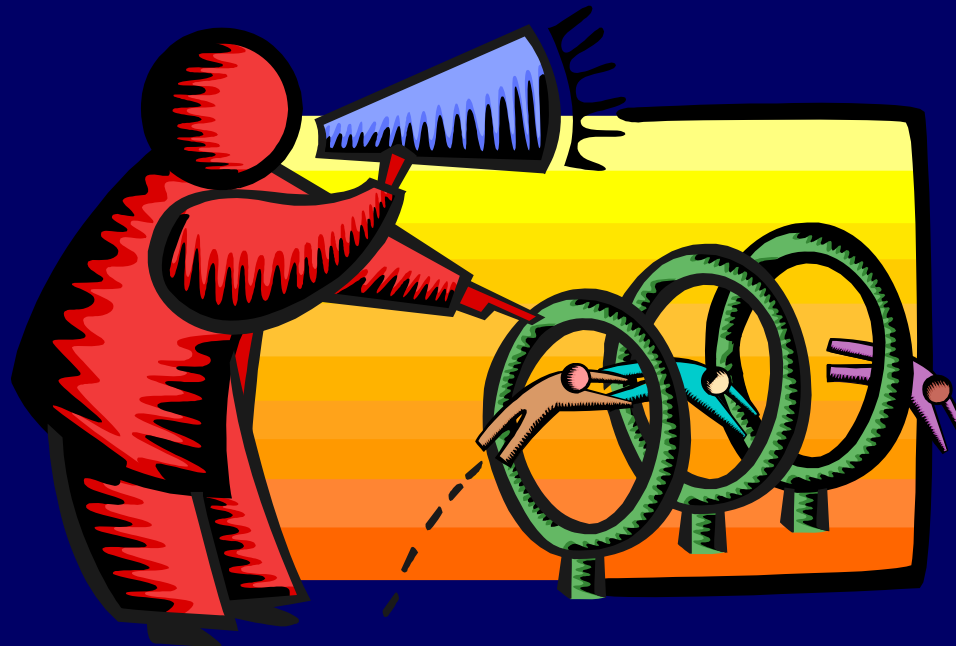


Practicing the Art of Leadership: A Problem-based  
Approach to Implementing the ISLLC Standards  
Chapter 3

# A Social System

- A set of interrelated elements functioning as a unit to achieve a specific purpose

Hanson (1996)



# A Social System

- There is interaction between the elements and forces in the internal and external environments of the system.

Hanson (1996)



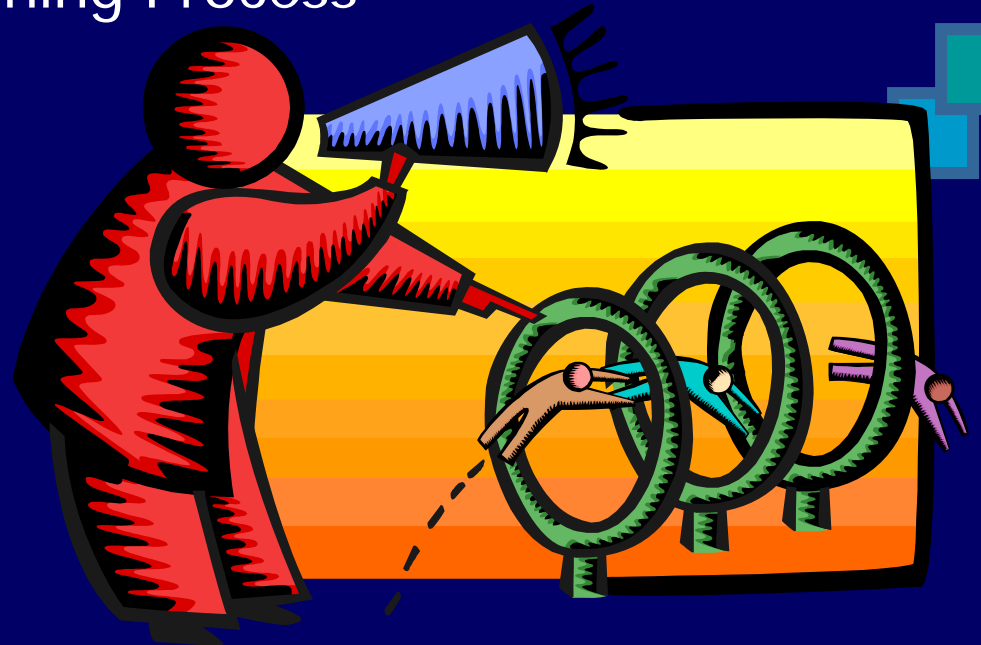
# The School

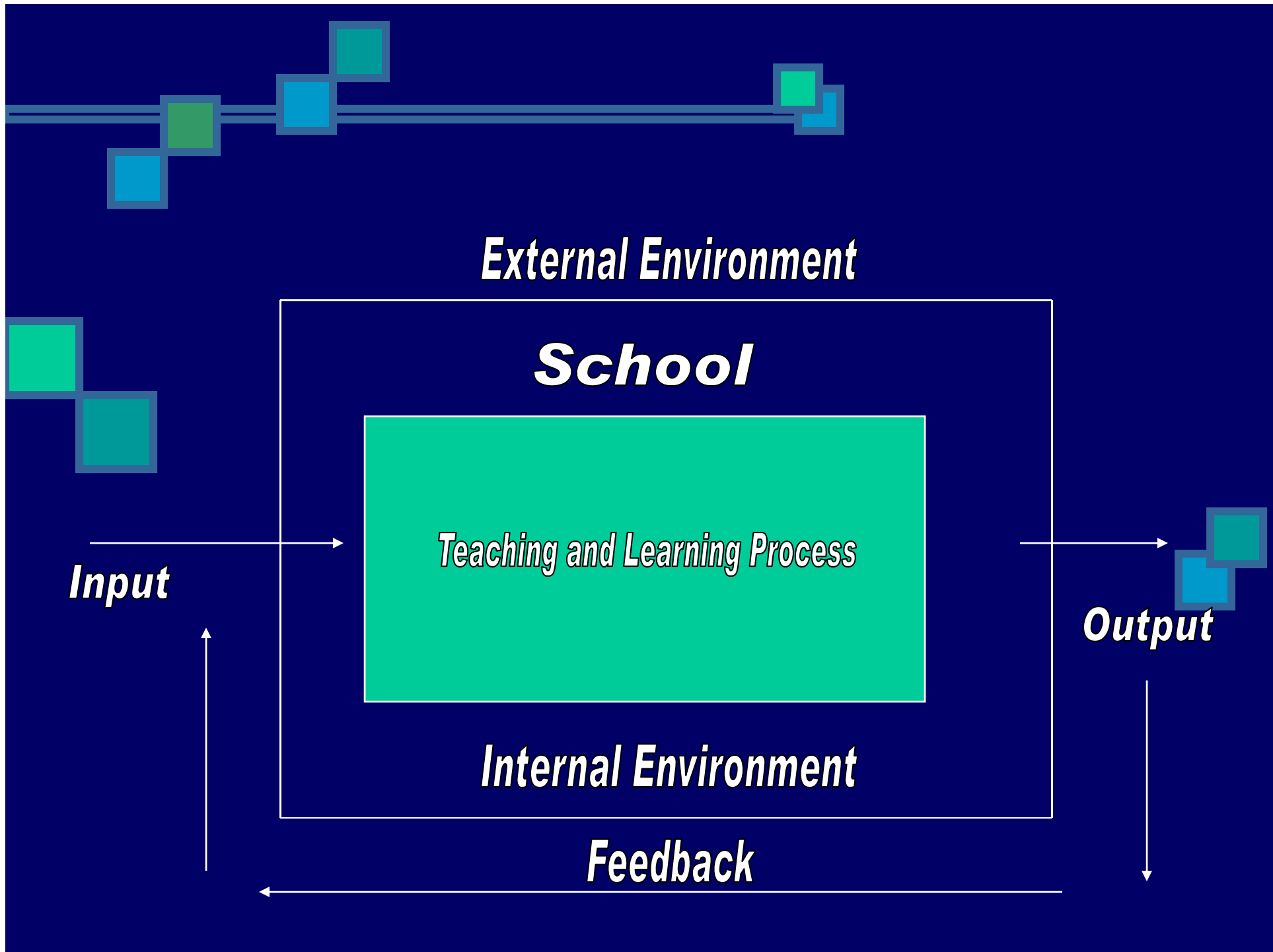


- The school is an open social system. It has parts, and the parts interact within the internal environment and in response to elements in the external environment.

# Parts of the Basic Social System

- Inputs
- Teaching and Learning Process
- Outputs
- Feedback
- Environments





# Parts of the Basic Social System



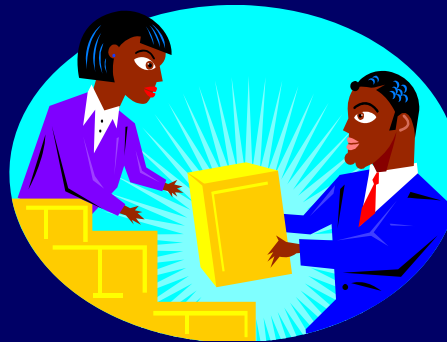
## ■ Inputs

The human, material, financial, or information resources used in the teaching and learning process

# Parts of the Basic Social System

- Teaching and Learning Process

The interaction between and among the parts



# Parts of the Basic Social System

- Outputs

The graduates and/or services produced






# Parts of the Basic Social System



- Feedback

Information concerning the outputs or the teaching and learning process that influences decision making and the selection of inputs during the next academic year



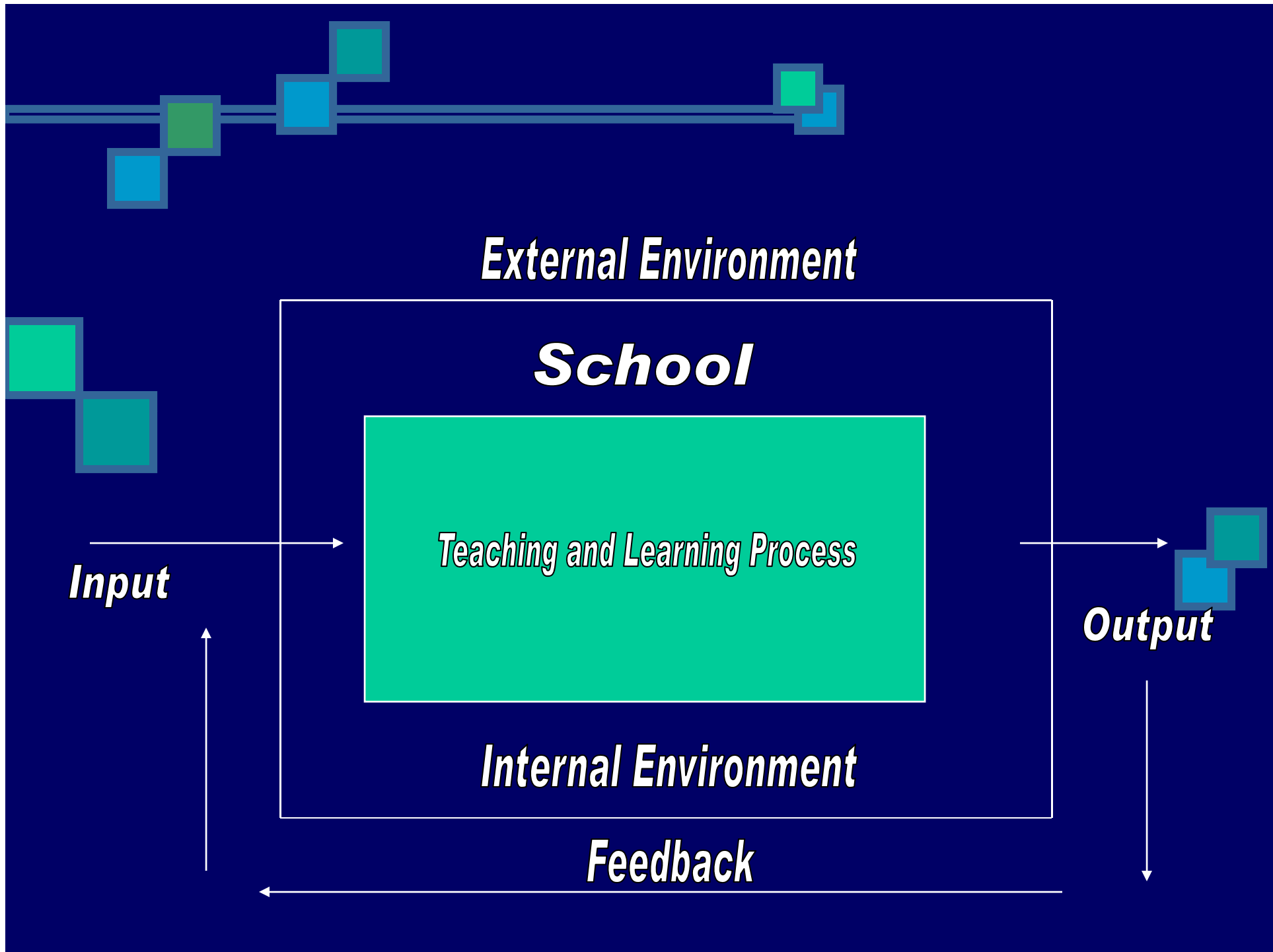


# Parts of the Basic Social System

- Environment


The external environment of the school including the social, political, and economic forces that impinge on the school's operation







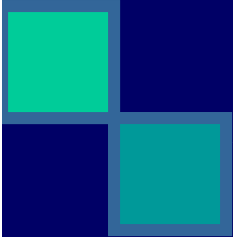

# Social Interaction in Schools

- All parts of the system are interdependent and subject to influence by any other part.
  - The focus of the leader is on the whole, all parts, and the relationships among all parts.
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Hanson (1996)




# Social Interaction in Schools

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- Individual Behavior
  - Group Behavior
  - Formal Behavior
  - Informal Behavior
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# Social Interaction in Schools

- Individuals in schools function as members of the faculty (the formal group), as well as members of subgroups (informal groups) that exist within the faculty.
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# School Effectiveness

- The behavior of individuals and the interaction between individuals that influence school effectiveness.
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# School Effectiveness

- The values held by an individual working in schools largely determine his/her willingness to work and the amount of effort he/she will exert to be effective in completing an assigned task.
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Boyatzis & Skelly (1995)

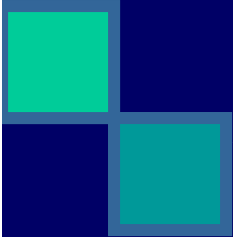



# School Effectiveness

- For the school to be effective, the value of each individual must be acknowledged and utilized.




# Leadership in a Social System

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- The objective of the school leader should be to develop a faculty with a needs disposition that is compatible with the mission and goals of the school.
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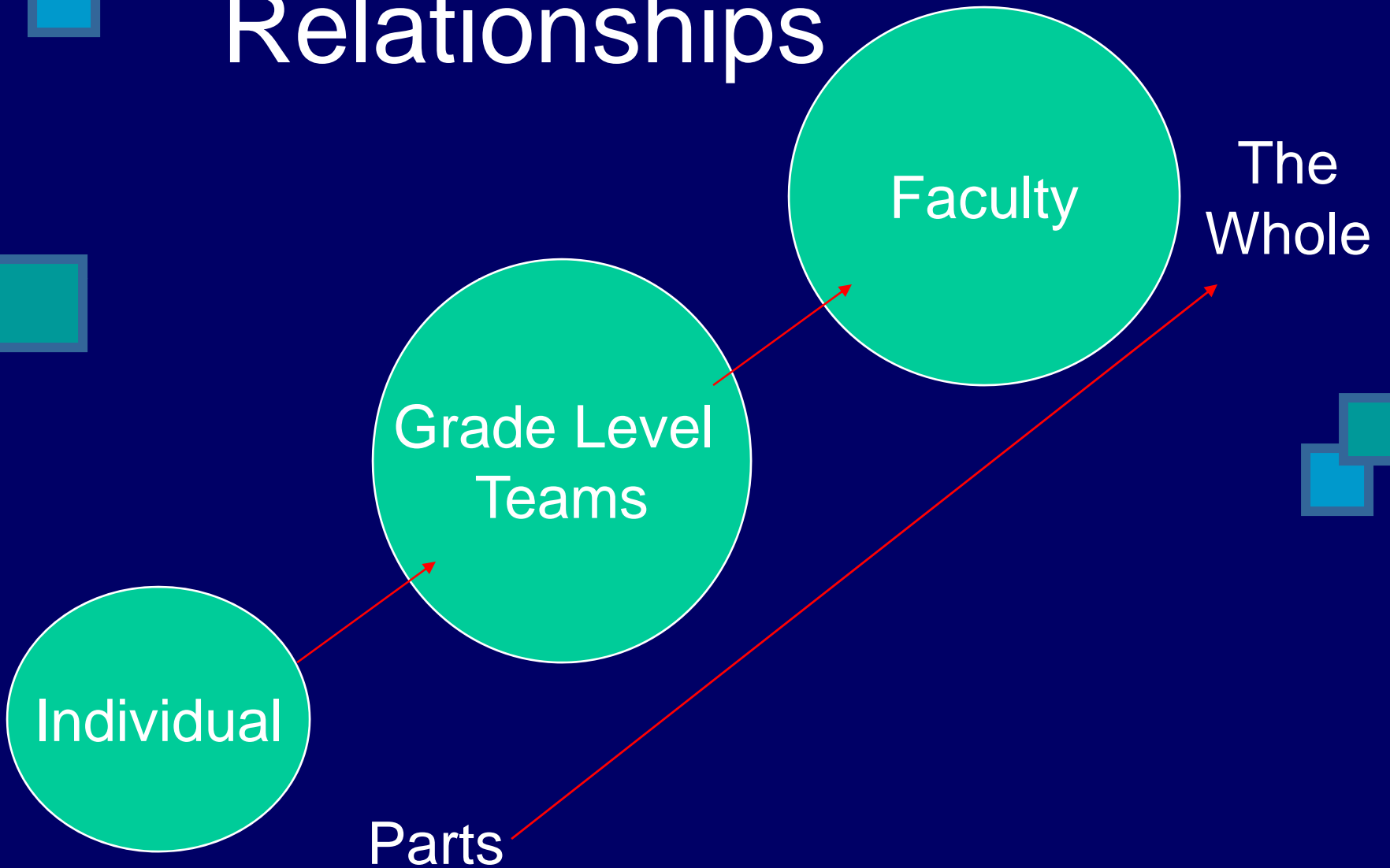


# Leadership in a Social System

Leaders must give consideration to the entire faculty, individuals on the faculty, and the interaction that occurs between and among the faculty.



# Relationships





# Key Factors



School Goal Attainment

Grade Level Goals



Grade Level Teams



Individual

Individual Commitment



Focus

School Mission



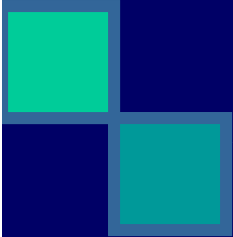
# The Total School

- The school functioning as a whole is greater than the sum of its parts.





# References

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- Boyatzis, D. G., & Skelly, F. R. (1995). The impact of changing values on organizational life: The latest update. In D. A. Kolb, J. S. Osland, & I. M. Rubin (Eds.), *The organizational behavior reader* (pp. 1-17). Upper Saddle River, NJ: Prentice Hall.
  - Hanson, M. E. (1996). *Educational administration and organizational behavior: Utilizing human resources* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon.
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