



THE UNIVERSITY OF  
WESTERN AUSTRALIA

# Educational Leadership

Leading the Organization:

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Human Relations and Systems  
Approaches

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# Mayo's conclusions from the Hawthorne studies

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- 1. Social groups are important to the functioning of the organization.
- 2. Peer groups pressure workers to conform to the standards of dominant clique.
- 3. The impact of the peer group is more important than financial incentives.

4. Specialization is not necessarily the most effective form of organization.
5. Peer groups are utilized to support one another against arbitrary management decisions.
6. Informal leaders are as significant as formal supervisors.
7. Informal social organizations interact with management.
8. A narrow span of control is not essential to effective supervision.
9. Individuals are complex human beings (Hodgetts, 1990).

# According to the Human Relations theory, workers are motivated:

1. Not by money and material things;
2. By opportunities for distinction, prestige and power;
3. By desirable working conditions;
4. By satisfaction of personal ideals;
5. By attractive social situations;
6. By familiar working conditions;
7. By opportunities for participation and
8. By provision of support and camaraderie.

# LEGACY OF HUMAN RELATIONS THEORY

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- The importance of shared decision-making techniques;
- The value of management by objectives;
- A focus on morale;
- The necessity for organizational development;
- The importance of group dynamics and
- Importance of conflict resolution.

# CRITICISMS OF HUMAN RELATIONS THEORY

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1. Human Relations theory looked for easy answers and overlooked the importance of organizational structures.
2. Human Relations techniques often failed when applied
3. Factors such as union militancy, labour market mobility and aspirations of workers were ignored.
4. The major conceptual tool was "social man" committed to his work group.
5. Organizations were usually considered in vacuo.

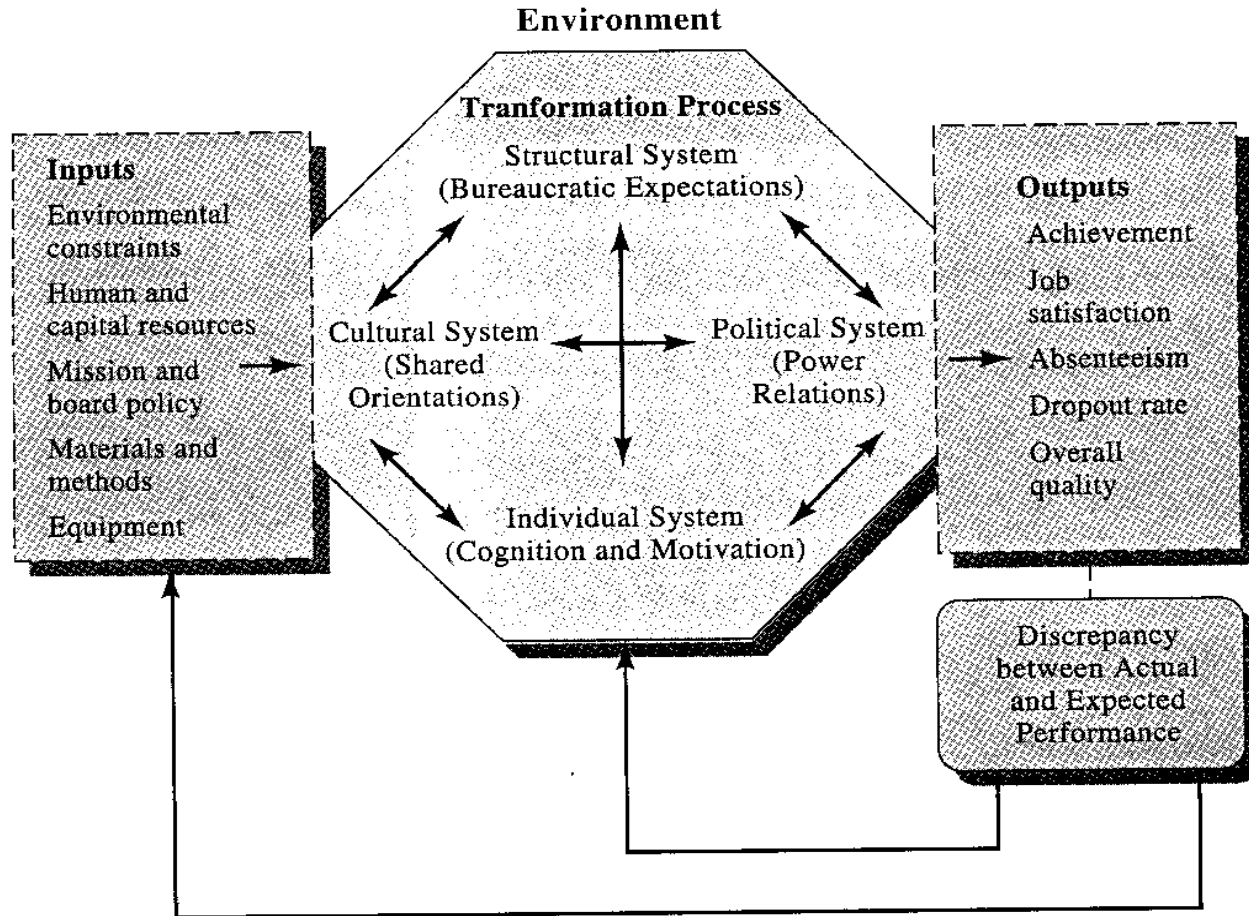
# SYSTEMS THEORY: KEY TERMS AND CONCEPTS

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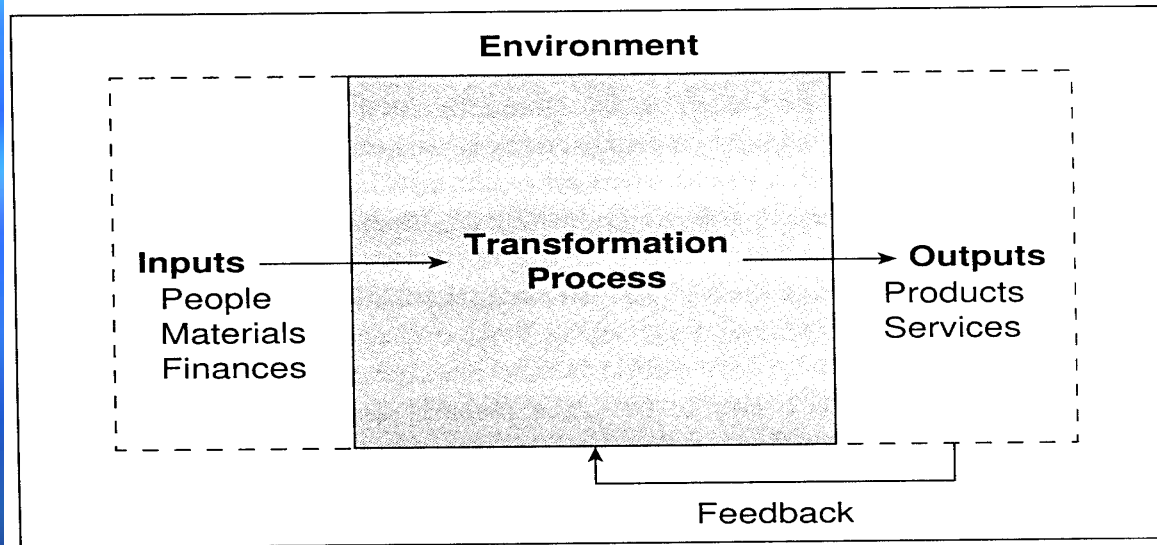
- 1. Monitoring involves information gathering to be fed back into the system so that it can change appropriately.
- 2. Boundary is that which separates an organization from its environment. Intakes cross the boundaries, are converted and become outputs.
- 3. Value-added. The work a system does is measurable by the difference between outputs and intakes.

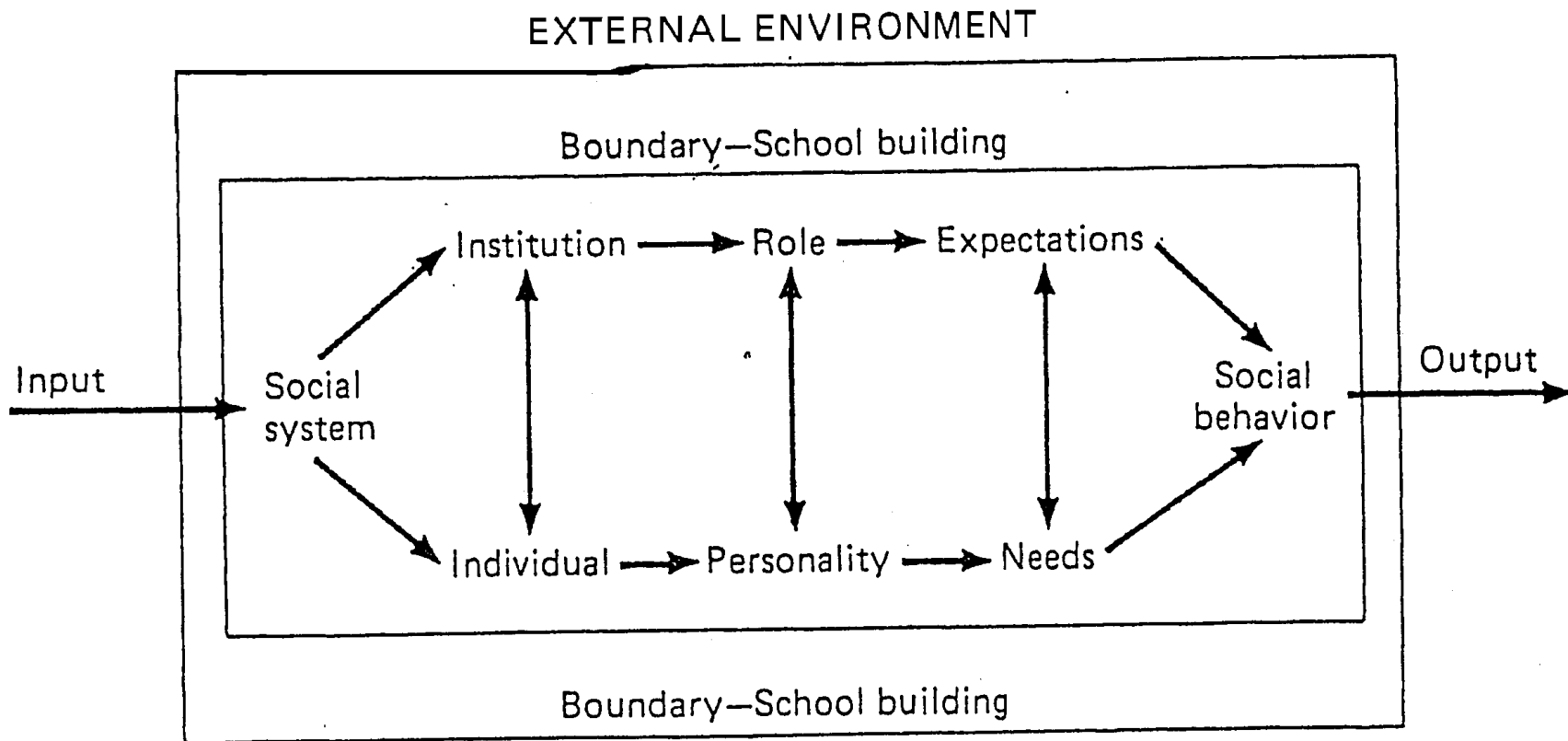
- 4. **System needs.** As social systems, organizations are governed by a series of needs which must be satisfied for survival e.g. goal attainment.
- 5. **System behaviour.** Actions can be attributed to organizations as well as to members of the organization
- 6. **System dynamics.** The needs of the system, (especially for survival) shape the actions of the system parts.
- 7. **Sub-systems.** Systems consist of a series of sub-systems which must mesh together. Effective systems are characterized by tight coupling of sub-systems (Hoy & Miskel, 1996; Kast & Rosenweig, 1986; Owens, 1996).

**FIGURE 2.4**  
**Social System Model for Schools**



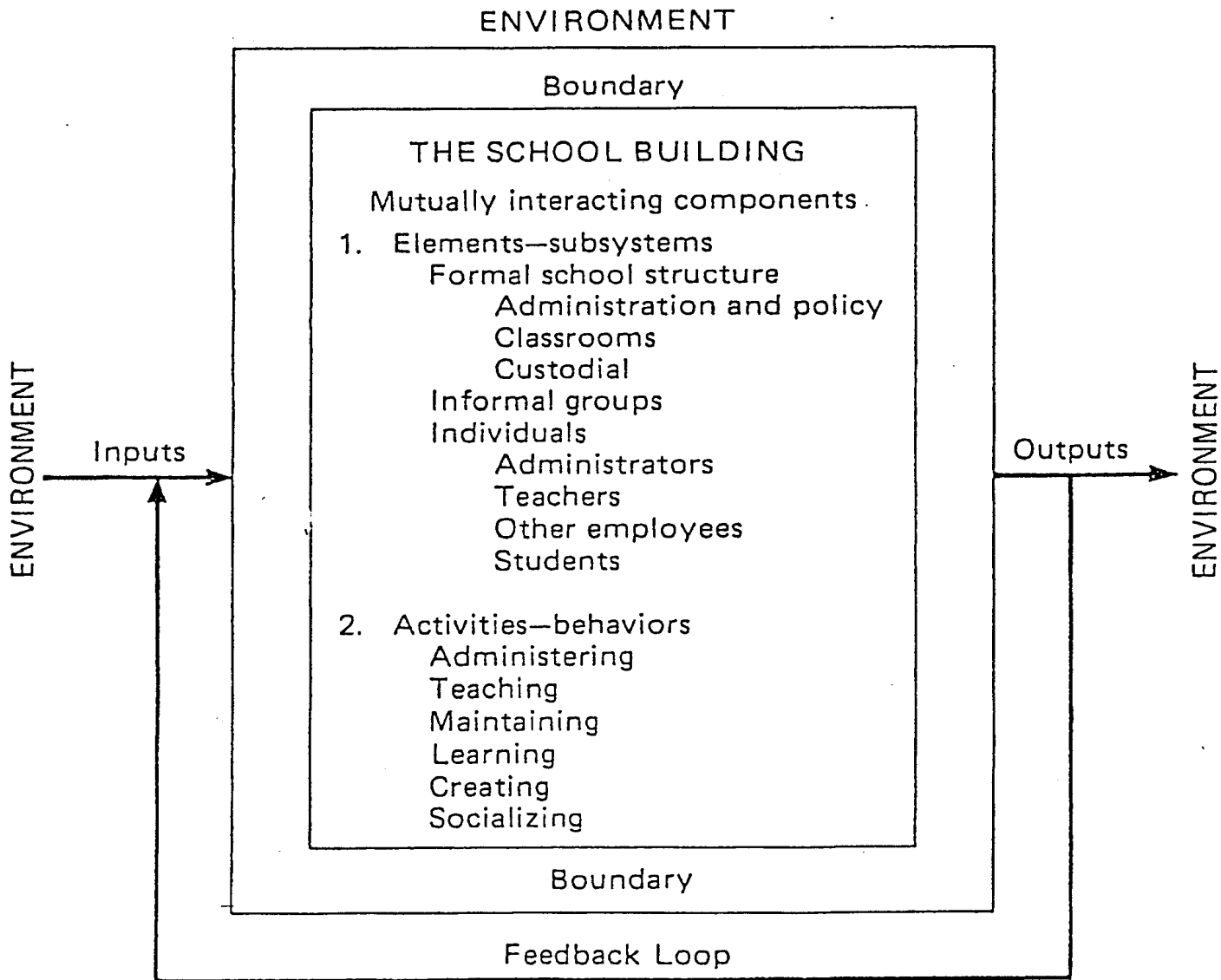
**FIGURE 2.1**  
**Open System with Feedback Loop**





**FIGURE 2.2** Structural elements (subsystems) using the Getzels-Guba systems model

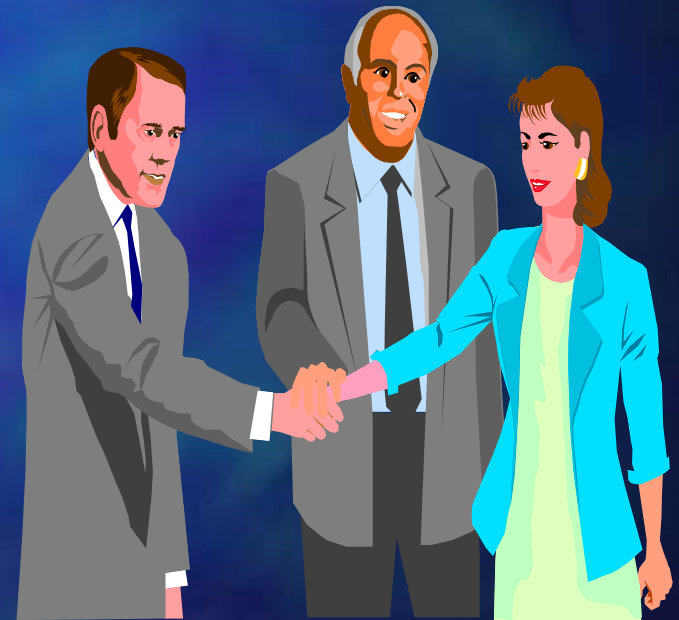
SOURCE: Adapted from Jacob W. Getzels and Egon G. Guba. "Social Behavior and the Administrative Process," *The School Review*, 65 (1957), 429.



**FIGURE 2.1** A graphic illustration of the social systems definition using a school building as the unit of analysis

# We all have preferred leadership styles

- **Why?**
- **What are the values that underpin your preferred style?**



# Why do we have these preferences?

*They are innate.*

*(Jung)*

*We are born with a predisposition to ways of.....*

*learning, leading, deciding.....*



# Demonstrating preference

- Write your name with your preferred hand
- Write your name with your non-preferred hand
- How did you feel in each case?



**These innate  
preferences  
influence our  
leadership style.  
It is predictable.**

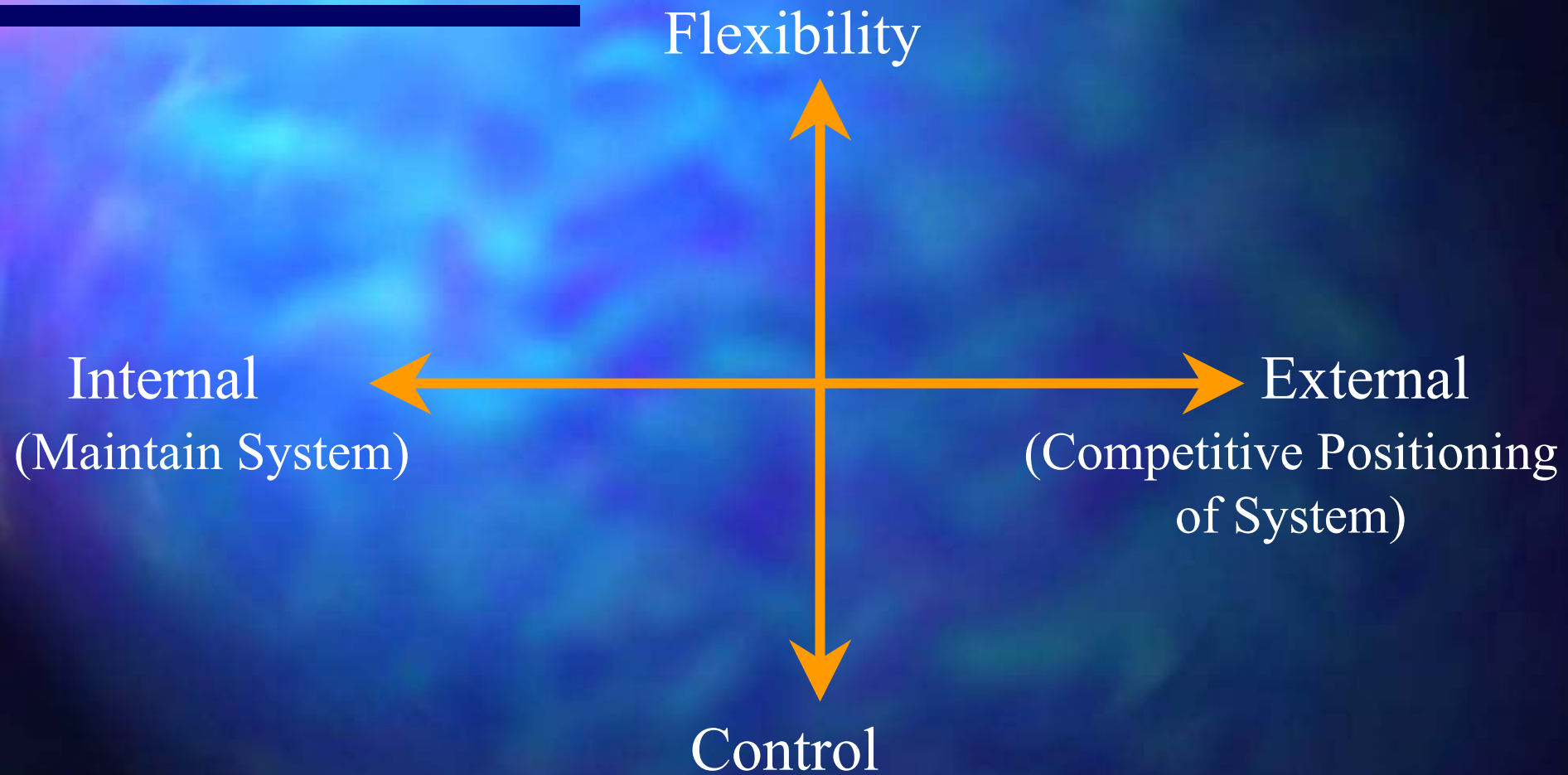
# Quinn's Competing Values

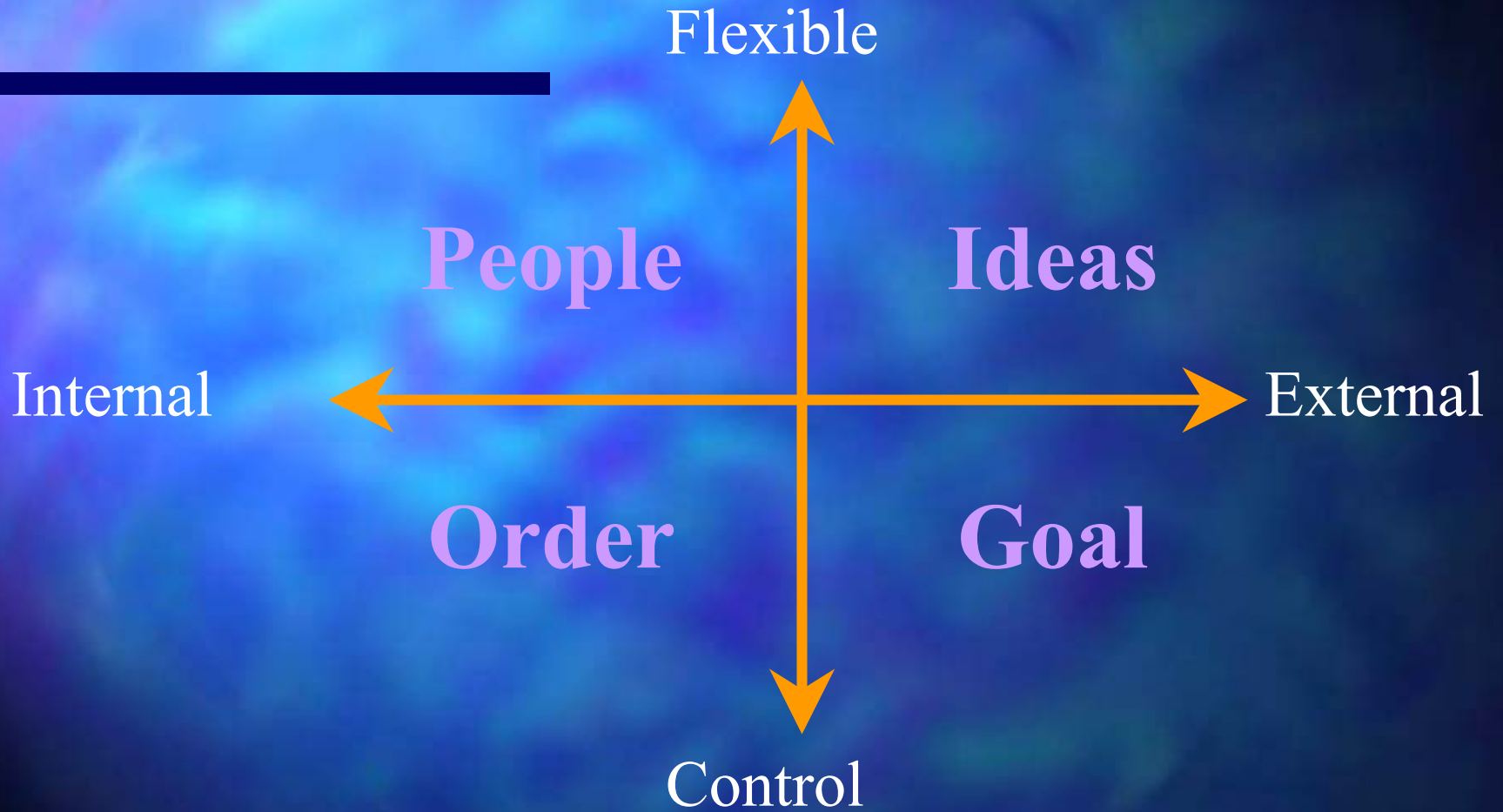
## Reading 4.4

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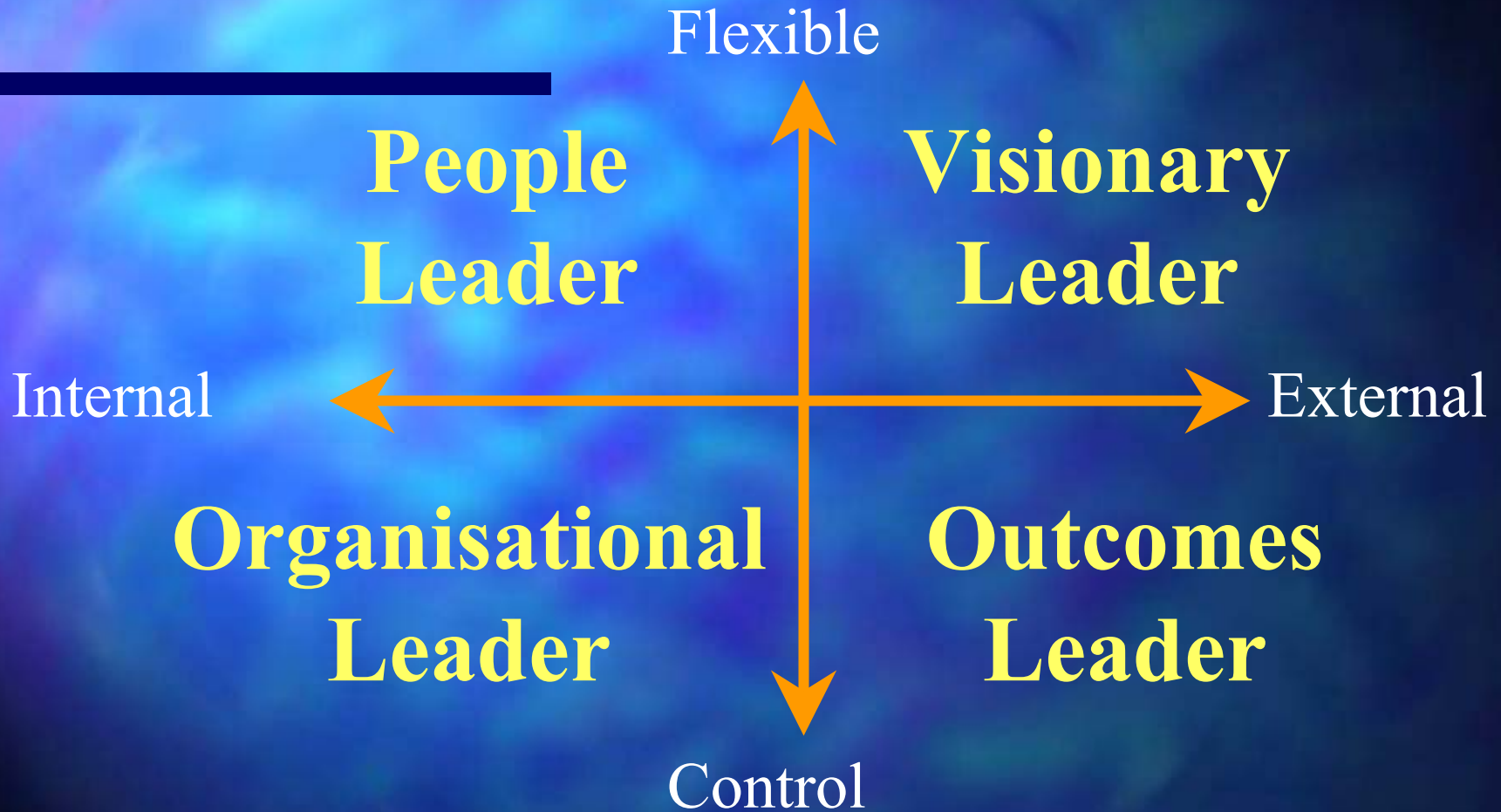
**Leaders have preferred leadership styles depending on their value stance in four dimensions.**

# *Competing Values Framework*





# *Leaders*



Flexibility

*Human Relations Model*

*Systems Model*

**Cooperative/  
People Leadership**

**Visionary/Change  
Leadership**

Internal

External

**Consolidation &  
Continuity**

**Goal Outcomes  
Leadership**

*Bureaucracy*

*Scientific Management*

Control

# Where are your preferences?

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- **Can you operate in all four quadrants?**
- **Which area would you like to develop?**
- **What do you need to delegate?**

# Competing Values Framework

*Quinn 1996*

Leaders:

- Appreciate complexity - dilemmas, ambiguity, paradox
- Recognise and deal with competing values

**E**ach of the four models of the competing values framework has different criteria of effectiveness.

*Human Relations*

Flexibility

*Model*

Commitment

Morale

Participation

Openness

Internal

External

Productivity

Accomplishment

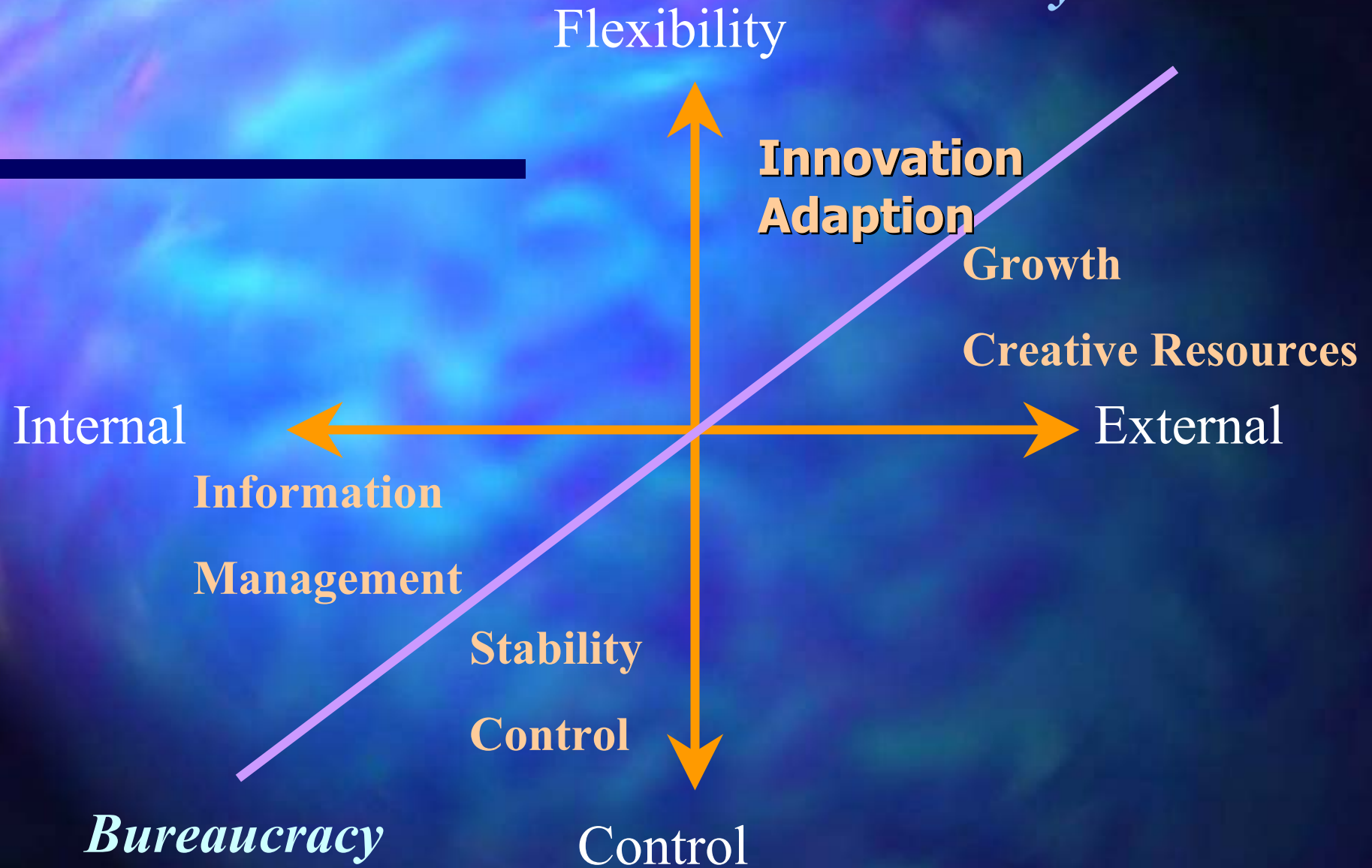
Direction

Goal Clarity

Control

*Scientific Management*

# *System Model*



# Human Relations

## Model

Flexibility

### Mentor:

- Understanding Self
- Communication
- Developing Others
- Motivate Others

### Facilitator:

- Team Building
- Participative Decisions
- Conflict Management

Internal

External

### Producer:

- Productivity
- Time Management

### Director:

- Goal Setting
- Delegation

Scientific Management

Control

*SystemModel*

Flexibility

Innovator:

- Change
- Innovation

Broker:

- Power
- Negotiation

Internal

Monitor:

- Manage Information
- Evaluation

External

Coordinator:

- Plan
- Organise

*Bureaucracy*

Control

# Leadership Roles

