

**Below outlines my verbal testimony:**

Stephen Covey famous author of *The 7 Habits of Highly Effective People* stated:

“An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.”

Independent research conducted on effective organizations applied to public education has led to an organic and localized education system design to empower all stakeholders in the school community. Teachers are empowered with enhancing the curriculum with their passions and creativity. All staff members have impact as a leader in the classroom setting. Administrators will be empowered by experiencing classes first hand which allows them to give relative support and advice. Community members are now empowered to create and support a local specialized school system that focuses on their needs.

Transparency would flourish under this design as students, staff, and community work together to educate our future generations. After a few years, transparency would become second nature and propel the organization to new levels of collaboration and inclusive leadership. Trust will develop and grow between all members of the community. The newly found trust between local community and the school community will one day be seen as just one larger community. Education transparency will restore respect and honor to the educational system thus empowering our future generations and better preparing them for real life and the workplace.

All seven priority areas of this commission will be addressed. Teacher evaluations will result from both qualitative and quantitative results. Student achievements will rise from positive encouragement of the greater community. Education funding, distribution, and costs can be

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maximized by leveraging human capital. Parents and family engagement will be continuously promoted by new leadership opportunities. High need districts and low financial wealth communities will find use of untapped non-financial resources. The best use of technology by developing a transparent system that creates data driven decisions. Ultimately, our structure of New York's education system would be remodeled to maximize effectiveness of our schools.

Frederick Douglas from Blessings of Liberty and Education in 1894 wrote:

“Without education he lives within the narrow, dark and grimy walls of ignorance. ... Education, on the other hand, means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light by which men can only be made free. To deny education to any people is one of the greatest crimes against human nature. It is easy to deny them the means of freedom and the rightful pursuit of happiness and to defeat the very end of their being.”

Another of Rochester's greatest Susan B. Anthony said,

"Organize, agitate, educate, must be our war cry."

Our communities must use this war cry once more and empower our students.

*In the following pages, the supporting research and conclusions are provided written by Dr. David Rostetter and Michael Joseph Iulucci Jr.*

**Built to Fail:**  
**a critical analysis of school organization using research-based principles**  
**of effective organizations**

**Section I. Introduction**

The purpose of this paper is to propose a more effective organizational structure for our public schools in hopes of eliminating organizational barriers that currently preclude, or limit better outcomes for our students. Proposed organizational structure is developed through: 1) the identification of critical components of effective organizations through a review of organizational literature and research, and; 2) a comparison and contrast of those effective components with characteristics of school systems. It is the presumption of the authors that a substantial amount of the failure of our public schools is attributable to the management and organization of schools and schooling. We assert that this is true at the federal, state, and local levels each of which operate within demonstrably ineffective structures and mirror themselves from the national to the local level. These structures have led to diminished accountability at the higher levels of the organizations and increased accountability at the lowest levels of the organizations. Those levels of the organization which are of the least influence on improving outcomes are held to a large degree accountable for the failure of the structures, rather than the structures themselves.

## **Section II. Framework for Analysis**

Five characteristics of effective organizations have been identified through a review of literature research primarily focusing on business and management. A review of educational literature concerning effective schools also yield five characteristics that correspond to those identified through the review of business and management literature and research. The first section of this paper will identify and discuss these characteristics. This will be accomplished by defining the characteristics and discussing relevance in education. The second section of the discussed the existing structure and practices in public school, state and federal oversight agencies, to determine the extent to which public schools reflect, implement, and are characterized by effective practices.

The characteristics identified from business management literature and education literature did not correspond to each other perfectly. However, they do contain very similar attributes which are adaptable and easily combine to create a series of recommendations for overhauling the management, organization, and communication practices of schools. The characteristics are:

<b>From Business and Management</b>	<b>From Education</b>
<b>Organizational Strategy and Culture</b>	Focus on education for all
<b>Collaboration</b>	Collaboration and data-driven decision-making
<b>Inclusive Leadership</b>	Site-Based Management
<b>Transparency and Trust</b>	Family and community involvement/social networking
<b>Creativity</b>	Collaborative and transparent structures

The remainder of this paper discusses each of the key factors described in the above table. Examples are taken from the literature in the areas of business and management as well as education. Subsequently, the discussion section of the paper will

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address the extent to which existing educational organizations and practices exhibit such factors. Finally, a conclusion section will identify how educational organizations should structure their activities to conform with the identified best practices.

### **Section III. Review of the Literature**

#### **Organizational Strategy and Organizational Culture**

Strategy is the means of transmitting an organization's objective, vision and mission into an organized and systematic operational activity. (Rowley and Jackson 2011) Therefore, Organizational Strategy is the means of transmitting an organization's objective, vision, and mission using strategic management of human resources by utilizing current research, collected data, and human resource management. A vision is an idea that motivates work groups and enhances innovation. The more the vision is shared by the members of a group, the more are the group members committed to implementing innovation. (Rasulzada & Dackert 2009)

Organizational Culture is a very influential tool and shapes both the physical and emotional atmosphere on a day to day basis. Positive culture brings a sense of pride and belonging, but negative culture brings a sense of loathing and distrust. Positive cultures have widely shared, people-centered values that guide managers and employees to act with stakeholders' best interests foremost in mind. (Lowe 2010)

Culture is the organization personified. It tells the company's story: who it is; how the actions of employees, managers, and external partners overcame challenges to bring it to where it is today; and the qualities that will take it where it wants to go. An organization's culture expresses its unique personality, character, and philosophy. If the culture is negative, employees will be disgruntled - as in an episode of The Office TV series or a Dilbert cartoon - and

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words such as indifferent, self-serving, and uncaring will be fitting descriptions of customers' experiences. In contrast, a positive culture is based on strong and authentic people values. It instills employee pride and loyalty, giving their work a greater sense of purpose and meaning. (Lowe 2010)

Organizational climate helps thus to set the tone of the organization and works to enhance or decrease creativity. (Rasulzada & Dackert 2009)

Even if it is not possible to devote resources to long-term plans at least it is essential to develop strategies to give some direction to the organization and to the people working within the organization. If there is no strategy then each unit (and possibly each employee) will decide how they will undertake their work. Vision and mission statements are not sufficient to give direction in the required level of detail which strategy provides to guide or direct the organization and its members. (Rowley and Jackson 2011)

Organizational Culture gets expressed in mission and vision statements, values, codes of conduct, corporate annual reports, and the like. GE's 'Imagination at work' tag line brands the company as an innovator on the frontiers of green technology as well as in its other longer-standing business arenas. (Lowe 2010) Organization experts also differentiate between corporate culture and organizational culture. Corporate culture is a top down process where senior management imposes their mission, vision, and organizational strategy. Organizational culture is more genuine expression of shared beliefs that bring managers and employees together around common mission, vision, and organizational strategy and how to best to be achieve them. Healthy organizational culture exhibits positive relationships with each other, with customers, and with outside stakeholders.(Lowe 2010)

Lowe identifies five critical benefits of positive culture:

1. Positive cultures have widely shared, people-centered values that guide managers and employees to act with stakeholders' best interests foremost in mind.
2. Negative cultures are unhealthy, unethical, toxic, and potentially disastrous for

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employees, customers, and society.

3. Successful organizations view their culture as a strategic advantage, giving them a competitive edge and a rallying point for a talented and motivated workforce.

4. The sense of community in healthy organizations reflects a culture of trust and ethical responsibility, benefiting the organization's relations with stakeholders.

5. Cultures can be changed by energizing and evolving the best of the organization's existing values and including employees in the process.

(Lowe 2010)

Much of these approaches are reflected in the educational literature as well.

Educational literature and research have been characterized by positive effects of strategic planning for two decades. Top quality management and other management principles which have yielded effective organizations have been incorporated into educational reforms and initiatives. Visits to any school district in the country, or review of their websites reveals mission statements, commitment to strategic endeavors, and claims of collaborative decision-making. Review documents obtained through the website search of the five largest school district in New York State, and the three largest school districts in the country reveal such claims.

Each of these school districts have incorporated strategic planning approaches impose their mission statements and vision on their websites and speak frequently of such endeavors in the press and at Board meetings. Virtually all school reform efforts begin with the strategic planning process with some awareness of the value and success experienced by the business community. In 2011, Dorczak suggests the Athenian culture is the most appropriate for educational institutions. The Athenian culture is built on teamwork along with potential of all members and leadership is distributed during the social process of teamwork. (Dorczak 2011)

### **Inclusive Leadership**

Culture and leadership are intertwined and vital building blocks of healthy organizations. Healthy organizations do not result when a few lead and other follow. Senior leadership can certainly help by “walking the talk” and being fully invested in improving the workplace and culture. In achieving a healthy organization, several leadership factors exist. First, improvements have to be shared responsibilities and an inclusive leadership approach established in organizational goals. Inclusive leadership is a mindset that everyone in the organization has the responsibility to improve the workplace as the route to better business results and a better society. Secondly, all members of the organization have the potential to play a leadership role and need to be enabled to do so. Furthermore, each member can display leadership in a day to day basis through values-based behavior that add to a vibrant and inspiring workplace. Likewise inclusive leaders motivate by inspiration, are caring and connected, are trustworthy and trusting, are action-oriented, involve others, and are self-aware. Lastly, the tone, direction, and support for widespread leadership depend on the behaviors of the administrators. (Lowe 2010) Leadership systems include the quality of dyadic interactions and relationships, collective leadership characterizing group interactions, and ultimately leadership culture characterizing an organization system. (Rowley and Jackson 2011)

Leading by example is showing others the way forward. Inspiring employees with a compelling vision and clear collective goals is what motivates teams. Challenging old ways of thinking and doing is what leads to innovative solutions that propel

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organizations into the future. Actions that enable collaboration, knowledge-sharing learning, trust building, and higher performance are, in fact, showing leadership. In more personal terms, leadership also means showing you care about co-workers in heartfelt ways, recognizing their work, and celebrating their successes. Adopting an inclusive approach to leadership invites others to participate actively in shaping their work environments. (Lowe 2010) Inclusive leadership will produce several different types of leaders through the organization and provide leadership diversity enhancing available resources. A change/development-oriented leader promotes change and growth, supports a creative climate, and is visionary. The production/task-oriented leader is more concerned with the quality of the product and the structure of the production and the organization. An employee/relation-oriented leadership style shows concern and respect for the individual, and establishing positive relations with employees is very important to this leader. (Rasulzada & Dackert 2009) Inclusive leadership breaks through bureaucratic rigidities and the tendency these structures impose for employees to passively follow or react to edicts sent down from the executive suite. The successful twenty-first-century workplace has to move beyond bureaucracy to become flexible, flatter, agile and collaborative. (Lowe 2010)

Once inclusive leadership has been established both micro-level leadership and distributed leadership can flourish. Micro-level leadership also energizes the culture. This happens every time you consciously strive to live the organization's core values in your dealings with co-workers, staff who report to you, customers, and community stakeholders. These are small acts of leadership, simply because you are setting a

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positive example for others. (Lowe 2010) Knowledge is a key component of all forms of innovation. (Rowley and Jackson 2011) Micro-level leadership actions will become more frequent if the constraints of positions are loosened up. “In practice, distributed leadership involves a large number of employees in setting the direction of the organization.” (Lowe 2010)

Furthermore, distributed leadership fosters collaboration to solve complex organizational problems, going beyond the traditional roles and lines of authority. If collaboration is a hallmark of a healthy organization, distributed leadership is the approach to direction setting, planning, and problem-solving that best fits. Distributed leadership has been applied in schools. Its use has been prompted by dissatisfaction with the traditional principal-as-leader approach, where a single administrator is responsible for 'running' a school. A distributed approach focuses on how staff can take leadership for achieving learning and teaching goals.

'Who are the leaders in an organization?' experts conclude that 'everyone in your organization.' We all know that managers who don't lead are boring, and dispiriting. Well, leaders who don't manage are distant, and disconnected. Instead of isolating leadership, we need to diffuse it throughout the organization, into the ranks of managers and beyond. Anyone with an idea and some initiative can be a leader. (Lowe 2010) The good news is that leadership skills can be learned. The qualities of leadership are not innate characteristics that individuals bring into the workplace as part of their personality or character. Everyone, regardless of their position or level of formal authority in an organization, must take personal responsibility for showing leadership

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within their skill set. (Lowe 2010)

For example, a study of thirty-eight government-funded secondary schools in New South Wales, Australia, found that schools using distributed leadership achieved exceptional educational outcomes, compared with those that used a traditional principal-leader approach.<sup>2</sup> Schools that distributed leadership to all teaching staff encouraged innovation in teaching and supported a school culture based on trust, mutual respect, sharing of authority, and collegiality. This study shows that responsibility does not rest on the shoulders of one person to drive a school's performance and its students' academic success. The solution is not simply adding more leaders, but a holistic and collaborative approach to thinking about learning and teaching. (Lowe 2010)

Some educators and educational researchers are becoming more aware of the power of inclusive leadership. However, the traditional school structure does not lend itself to such initiatives. Policy makers can help foster ownership and commitment at different levels within schools, a greater capacity for managing change, and a common language of practice that will facilitate social learning processes. (Moolenaar and Slegers 2010) Those initiatives that have been attempted, have met with success. For example, a study of thirty-eight government-funded secondary schools in New South Wales, Australia, found that schools using distributed leadership achieved exceptional educational outcomes, compared with those that used a traditional principal-leader approach. Schools that distributed leadership to all teaching staff encouraged innovation in teaching and supported a school culture based on trust, mutual respect, sharing of authority, and collegiality. This study shows that responsibility does not rest on the shoulders of one person to drive a school's performance and its students' academic success. The solution is not simply adding more leaders, but a holistic and collaborative approach to thinking about learning and teaching. (Lowe 2010)

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Once again, the School Wide Applications Model (SAM) reform designed for schools developed by Seller and Rogers, exhibits many of the characteristics of distributed leadership. Not surprisingly, the schools meet with striking success in academics and social emotional development. The schools are characterized by collaborative teams, school-wide behavior support system, transparent and pervasive responsibility for all students, and permeable borders with communities and families.

Cook-Sather extends the inclusive leadership to the students by viewing students as learners and teachers. Cook-Sather proves a compelling case to foster sense and capacity of responsibility by empowering students. (Cook-Sather 2010) Crippen poses an complementary model for educational leadership and management called servant-leadership. (Crippen 2004) Servant-leadership introduced by Greenleaf was defined a leader as a servant first. A servant-leader accepts the natural feeling to serve and consciously choose to aspire to lead. The first task of servant-leader is to make sure other people's highest priority needs are met. (Greenleaf 1991) Three hundred educators were surveyed answering three incomplete sentences: A servant-leader is; In my school (work environment) I will introduce servant-leadership by; The most difficult concept of servant-leadership is. (Crippen 2004) A collection of most common responses were recorded and have been listed below from teachers.

A servant leader is:

- a true humanitarian
- puts others before self
- caring and compassionate
- balanced
- one who empowers others
- a servant first, then a leader

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- transformational

In my school (work environment) I will introduce servant-leadership by:

- modeling/ my actions /example
- serving my colleagues and students
- providing in-service/ acting as speaker
- interpersonal group activities
- e-mailing Greenleaf quotes
- discussion at staff meetings

The most difficult concept of servant-leadership is:

- consistency
- living it and living in the now
- trust
- sacrifice and patience
- persuasion
- helping myself and others to grow
- teaching others that it's a privilege and honor to serve (Crippen 2004)

Crippen in 2005 would conclude that the possibility of servant-leadership paradigm to create a sturdy foundation of inclusivity for our students, and could provide a constructive mindset as well as an approach to serving needs of all students. (Crippen 2005) Dorczak in 2011 specified characteristics of a inclusive educational leadership.

Seven specific characteristics of an inclusive educational leadership are:

1. it values social process and team work as the main element of the context of personal and organizational development,
2. it involves everybody according to his/her potential,
3. it allows everybody to have his/her voice heard creating conditions for good interpersonal and professional communication,
4. it gives everybody the space and possibilities to develop personally and professionally within groups,
5. it implies ongoing, continuous change and development of individuals, groups and organizational structures,
6. it built on values such as autonomy, mutual respect, trust and responsibility for others,
7. it is seen as a process of development of distributed power (not empowerment as seen as a the result of action controlled by the leader but developed empowerment).

### **Collaboration**

Collaboration and learning are interwoven within successful organizations today. “The twenty-first-century version of the learning organization can be called the collaborative organization. The twinning of learning and collaboration better reflects the realities of an emerging global economy that places a premium on creatively applying knowledge.” (Lowe 2010) Knowledge sharing that transpires during a formal learning at an organizational level tends to focus on structured courses led by a facilitator or trainer. In dissimilarity, knowledge sharing transpires during informal and traditional learning in an organization usually involves interactions during coaching, mentoring, or communication that takes place within communities of practice.(Rowley and Jackson 2011) A ‘community of practice’ often described as knowledge acquisition of an individual transferred to a group or a community to be applied throughout the organization. (Rowley and Jackson 2011) Rowley and Jackson suggest an ideal climate for transfer requires three properties. First, an organization must maintain ‘learning loops’ in all organizational process. “A 'learning loop' is any learning process that tries to improve another process, whether incrementally or radically.” (Rowley and Jackson 2011) Second, knowledge must have pathways to be systematically disseminated throughout an organization. Finally, knowledge application must be used whenever possible. (Rowley and Jackson 2011)

The success of teams, networks, and global supply chains for corporations requires new ways to create solutions. One emerging form of work organization in the 21<sup>st</sup> century is post-bureaucratic and consists of a fluid, flexible, ceaselessly recombining

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knowledge into business solutions. “Tacit knowledge is knowledge held by human beings. It is based upon personal experience that is accumulated over an extended period of time, perhaps even over a lifetime.” (Rowley and Jackson 2011) Liu, S. Chiu, and C. Chiu (2010) states that the more contacts one has, the more one is exposed to new tacit knowledge. Connected contacts within an organization have been associated with access to diverse information, which increases potential for recognition, and provides the objective of entrepreneurial brokering activity, thus raising performance.

The project teams, business networks, and global supply chains of today's successful corporations require new ways for workers to create solutions. The emerging form of work organization in this century is post-bureaucratic. Some experts refer to the knowledge-based, flexible organization as a collaborative community, grounded in a shared ethic of interdependent contributions. (Lowe 2010) Collective tactics place employees in teams during socialization experience, alternatively individualized tactics focus on unique learning opportunities for each employee. (Buckley , Halbesleben, Harvey, & Wheeler 2010) In innovative teams, the concerns for excellence for outcomes are higher than the individualistic ambitions of the team members. (Rasulzada & Dackert 2009) In reality, putting teams together, either physically or virtually, and developing an effective team, can be a real challenge. (Rowley and Jackson 2011) But, innovation flows from this collaborative teaching and learning, keeping an organization ahead of the competition or able to provide even higher levels of public service at lower costs. (Lowe 2010)

Collaboration as a means of organizing to provide instruction to students has

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been used in our public schools for decades. Initially, collaborative teaching would use most frequently in programs for gifted and talented students to achieve accelerated learning. Friend and Cook introduced collaborative teaching as a means of integrating students with disabilities, with improved academic outcomes, into the general education curriculum. Collaborative teaching has been embraced by the field and is now used in the majority of school districts in the country. Literature and research comes learning collaborative teaching is generally resulted in improved outcomes for all students when implemented with fidelity.

Recent research in the area of co-teaching has utilized this concept of communities of practice to frame a foundation for future studies in the area of collaboration. In a study by Tobin (2005), two pre-service teachers of high school science co-taught at the “elbow of a mentor teacher” (p. 313). The pre-service teachers met with this mentor teacher and other pre-service teachers on a regular basis to discuss their field experiences. It was found that the “learning involved in teaching within a group can be conscious and intentional; it also can be unintentional and beyond conscious awareness. By being in a community, practicing at the elbows of others, all participants have opportunities for continued learning” (Tobin, 2005, p. 317). In addition, Tobin (2005) posits that “the practices of one co-teacher became resources for others to use” and that there existed “an increased potential for learning to teach in a group” (p. 317).

Seller and Rogers, (2005), introduced the School Wide Applications Model (SAM) as a means of reforming schools and improving instruction and educational

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outcomes for all students. SAM relies heavily on collaborative teams and the uses of data allocate and reallocate instructional resources based on the needs of students.

School Wide Applications Model (SAM) is productive as it exhibits characteristics of social networking and heavy reliance on collaboration and communication with the local community. Placed-based education is rooted in local history, environment, culture, economy, literature, and art of a particular place. "... educational status quo must redefine accountability in a way that takes a local culture and local environment as seriously as test scores in reading and mathematics." (Gruenewald 2005) The place-based education model engages students in applicable, interdisciplinary work and unites students and teachers with community members via collaborative inquiry. (Gruenewald 2005)

Ultimately, collaboration calls for schools to assess their social networks and leveraging all available resources for community learning. Tie formation, a key to social networks, can be predisposed based on existing organizational norms, structures, and practices.(Cohurn, Choi, & Mata 2010) By harnessing the power of proximity and creating space for interaction schools can influence collaboration. Furthermore, organizations have the power to influence teachers to reach out for expertise in the first place. (Cohurn et al. 2010) Social network analysis may help school and district leaders determine if intervention criteria has been met. (Atteberry and Bryk 2010)

### **Transparency**

Many scholars stated that transparency leads to a more effective organization;

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and as a result, many companies have redesigned their corporate communications and public affairs departments to enhance their responsiveness to stakeholder demands.

Based on research and professional knowledge, transparency was defined as the extent to which the organization provides relevant, timely, and reliable information, in written and verbal form, to investors, regulators, and market intermediaries. (Williams 2005) In many organizations, information sharing with peers or the public is discouraged because of credit and blame risks. Sharing useful information may allow competitors to reap rewards for an individual's achievements, and sharing negative information makes one vulnerable to blame. Secrecy is encouraged, and problems are concealed. (Anderson 2009) Transparent organizations demonstrate that the use of certain cooperative tendencies and communication patterns enhances the responsiveness of the organization socially, politically, and legally. Transparent organizations increasing the levels of dyadic and group-levels trust, the organization is able to further develop its ability to be transparent and effective in meeting certain stakeholder demands. (Williams 2005) Transparency can lead to effective leadership by creating higher level of trust. In high-trust relationships, managers rely on employees to do whatever is needed to meet customers' needs and to act ethically and honestly at all times and employees trust managers. Knowing their views are respected, employees are going to offer new ideas, even if they are not well developed, and point out mistakes and errors as ways to learn and improve. Respect is a cornerstone of a healthy, high-performing workplace. (Lowe 2010) Several scholar suggest that interpersonal trust, cooperative behaviors, and network position play a critical role in facilitating the efficient and effective functioning

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of organizations, from the dyadic- and group-level perspective, while also helping to create a high level of transparency. (Williams 2005)

Accountability can be productive if we re-vision it as collaborative discourse rather than individual competition. Discourse accountability is based not on a system of required answers to predetermined questions, but on ongoing iterative sharing of understandings, leading to a collective agreement on action. (Anderson 2009)

Approaching accountability as discourse rather than individual credit and blame promotes open dialogue, organizational transparency, and shared understandings.

(Anderson 2009) Open-ended communication channels provide a route for developing effective, organizational action that is unencumbered by the illusions and impediments of conventional credit and blame accountability systems. (Anderson 2009) Discourse accounting can help achieve a richer, more honest accounting and stimulate more open and transparent democratic governance. (Anderson 2009)

The Department of Education has led a charge to increase transparency.

"Transparency creates the openness and connection to the people and stakeholders that is necessary for the government to respond to its constituents." (Graham 2011) Three initiatives to improve transparency were implemented. First, ED Data Express is a centralized data information source making it easier for parents, teachers, and researchers to access the information from the department. Second, an open government steering committee was created. Lastly, open innovation portal (a web-based community connecting education practitioners, parents, non-profits, and funding organizations. The portal also provides a place to propose innovative strategies for dealing with current

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education issues. (Graham 2011) Transparency of an organization can influence the degree to which teachers know the location of expertise. (Cohurn et al. 2010)

### **Creativity**

Innovation depends on employees taking practical insights from their knowledge and creatively applying their skills. Useable information is transmitted through interpersonal communication, a basic point that has given new relevance to what social scientists call 'social capital' and 'social networks.' (Lowe 2010) In a study Liu, S. Chiu, and C. Chiu establish that the network structure plays an important role in individual creativity. It also offers justification for the implicit importance the knowledge-based view places on knowledge exchange and knowledge diversity as precursors to knowledge creation. (Liu, S. Chiu & C. Chiu 2010) Inspiration describes how an individual experiences their work. But it exists only because an employee is in a supportive and enabling work setting. Inspired performances depend on a web of positive relationships. Inspired employees work collaboratively. By collaborating, individual employees and teams collectively generate and apply new knowledge and skills - leading to innovation. (Lowe 2010) Improving organizational performance by putting employee wellbeing first may sound counter-intuitive. A study conducted by Meitar, Carmeli, and Waldman provides both theoretical reasoning and evidence to show that when people are identified with their organization, they experience vitality and organization-based self-esteem, which, in turn, results in enhanced creative behaviors. (Meitar, Carmeli & Waldman 2009)

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Secondly, their study largely expose the importance of both meaningfulness at work and meaningfulness in working for fostering organizational identification, and show that the latter is associated with positive psychological experiences, which, in turn, may enhance employee creativity. (Meitar, Carmeli, & Waldman 2009) Rasulzada and Darkert investigated whether there was a positive relationship between perceived organizational creativity and innovation and well-being (Hypothesis I). A correlation was calculated showing a statistically significant positive relationship between perceived organizational creativity and innovation and depression enthusiasm scale in well-being ( $r = .25, p < .05$ ). (Rasulzada & Dackert 2009)

Their study indicates that when the employees perceived that they have support and time for developing ideas (idea-support and idea-time), there is an open and adequate communication between employees (debate), they experience humor (humor), they are likely to work in a dynamic work (challenge), experience freedom in achieving their mission (freedom), and a willingness to take risks and develop new products and ideas (risk taking), they also perceived their organization as more creative and innovative. (Rasulzada & Dackert 2009)

Two key features of job roles may be important for ultimately realizing creativity in the workplace, specifically, a challenging job and freedom. Research conducted by Meitar, Carmeli, and Waldman shows that positive relationship between both job challenge and freedom (representing meaningfulness in working) and organizational identification ( $.46, p < .01$ ;  $.55, p < .001$ , respectively). (Meitar, Carmeli, & Waldman 2009) Their research investigated how meaningfulness at work and meaningfulness in working pave the way for creativity through identification and positive experiences at work. Overall, the results of this study indicate that both forms of meaningfulness (in and at work) are associated with organizational identification, and that people who identify with their organization also experience positive psychological states, which, in

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turn, result in enhanced employee creativity. (Meitar, Carmeli, & Waldman 2009) Lowe states that a healthy organization value chain is vibrant workplaces = inspired employees = sustainable success. (Lowe 2010) Creativity is a strong predictor of leading change shown by Cynthia Mathew's study of military officers. (Matthew 2009)

Hypothesis I: The higher the levels of organizational creativity and innovation are perceived to be, the higher will the psychological well-being in terms of higher levels on the depression-enthusiasm dimension be reported. (Rasulzada & Dackert 2009)

Dense networks around work-related discussions contribute to trust among educators, which is in turn associated with taking risks to improve the school, creating and fostering an innovation-oriented climate in which educators felt they can experiment with new teaching practices without the fear of failure or ridicule of colleagues, and be open and vulnerable to the new ideas and opinions of others that are exchanged through work-related discussions. (Moolenaar and Slegers 2010)

**Section III. Analysis**

The research reviewed above describes the characteristics of productive organizations. It further links educational and business/management research to establish practices that characterize the post-bureaucratic vision this paper embraces.

Unfortunately, the actual practice of educator is non-indicative of post-bureaucratic characteristics described in the research. At best, educational organizations are in their infancy when it comes to collaboration, inclusive leadership, integrated data-based management, transparency, and innovation.

For example, relationship teachers, administration, students and parents are authoritarian, rigid, and very much looks like fifty years ago. Review of organizational charts of ten urban districts reveals countless layers of administration. Notwithstanding the building based management initiatives of the 80s and 90s, school leaders are still locked into centralized decision making and allocations of resources. Federal and state regulation govern curriculum, purchases of equipment, number of phone calls teachers are required to make, moderating hearing aids, and even hours in a school day. None of this supports the practices of transparency and inclusive leadership and creates authoritative top down structure that even the military would find oppressive.

Teacher contracts routinely prevent visits from school leaders without prior written notice as if classrooms were the purview. Efforts to video tape create live streaming viewing of classrooms for the purpose of accountability and improving instruction are met with resistance and even legal challenges. Communities are increasingly shut out of the schools rather than welcomed in. The practice advocated in the literature of

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schools being integral parts of culturally and social characteristics of the community is virtual impossible when schools are characterized by such exclusive practices.

## **Section VI. Conclusions**

The research and the current state of affairs point clearly to radical changes that must occur. Following are purposed research based solutions to enhance the effectiveness of our education organizations. The purpose and mission must be positive, value driven, and clear. The fact is there is lack of consensus for the purpose of our public schools. We would argue that education should be rooted in the community's needs and resources. The culture and the values of communities should be directly in tangent with the school's cultures and values. The responsibility falls on the local schools to create opportunities encouraging the greater community to define instruction and curriculum. Distributing the power back to the localities and limited the influence of both state and federal government will empower the communities to define their unique needs.

The leadership should be distributed throughout the organization with an emphasis on servant leadership. Bureaucratic hierarchies must be flattened and power must be distributed to all organizational members. Inclusive leadership should be practiced, which in turn, empowers administrators, teachers, staff, parents, students, and constituents. Distribution of the leadership enables all stakeholders to feel committed and respected by the organization because their voices can be heard. If the servant leadership model is truly embraced, the entire community will collectively find success where no individual is left to fail alone.

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Collaboration is a vital part of knowledge exchange. Collaboration in this 21st century has been expanded to new heights only thought impossible just a few decades before. Our society can tweet, text, blog, video chat, and conduct many more collaborative experiences. We must embrace collaboration in our schools and recognize the educational value by being practitioner. All school should leverage collaborative experience and created opportunities for these experience to exist. Using new comprehensive education platforms, collaboration leads to amazing knowledge sharing where data and analytics can be maximized for effectiveness. Stephen Gilfus, founder of Blackboard and Gilfus Education Group, argues that the internet evolves as a foundation for community.

The Gilfus Education Group predicts that over the next few years, educators will make great progress in combining existing technology capabilities with the practices and theories of learning communities to develop a vigorous community learning platform which enables a richer set of educational experiences and facilitates the positive effects characterized by researchers. (Ganis and Gilfus 2010)

Community learning platforms are very much rooted in collaboration and without collaboration are useless. Collaboration happens instantly and at far faster speeds than ever before.

Transparency and permeating boards both enhanced the power of inclusive leadership and collaboration. Transparency smolders the mistrust and builds respect between organization members. Once schools are successful at implementing positive organizational culture, inclusive leadership, collaboration, and transparency. Creativity will be allowed to flourish and innovation rise from all community members.

After reviewing business and human resource management on effective organization, several different factors lead to the success of these organizations. These

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factors are illustrated below.

<b>ORGANIZATIONAL STRATEGY</b>	This guides the organization to a common vision and core values. In schools, all members must know what to strive for and what values are most important to their community.
<b>INCLUSIVE LEADERSHIP</b>	Inclusive leadership entails that all members of the organization are leaders in one way or another. In schools, employees are leaders to these students every day. These organizations find everyone's leadership characteristics and nurture their individual qualities.
<b>COLLABORATION</b>	Collaboration is a critical piece for effectiveness. Organizational members must work together to maximize the efficiency. Collaboration also helps to leverage leadership qualities and promotes creativity.
<b>CREATIVITY</b>	Creativity is essential to innovation and growth. Organizational members need to have the space to create and explore. In education, we must allow teachers and students the time for exploration and creativity. Creativity has been a hallmark of America.
<b>TRANSPARENCY</b>	Transparency allows information to be seen by all members of the organization. Teachers must communicate their lesson plans to other members in the organization to allow for maximum collaboration. It also leads to higher trust levels because every member knows what the other members are doing.

After much contemplation of how education can utilize these important factors, the educational design below will ensure that in every public school there will be organizational strategies, inclusive leadership qualities, collaboration, transparency, and community wide creativity.

Teachers must be allowed flexibility in their curriculum design process for individual creativity. Teachers will be encouraged to create their curriculum guided by standardized essential questions. This will create a positive atmosphere which promotes enhanced exploration and creativity, where teachers bring in their passions, expertise, and enthusiasm to the curriculum. In this design, teachers would be given the power to assign an overarching concept that will connect to the standardized essential questions for their classes. These concepts would be approved by the school board on request from

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each teacher. Empowering teachers such creativity, students will have more influences over classes by giving several different secondary focuses for the same core curriculum.

After these classes are approved, the students would register classes. Students would be assigned to their primary teacher. These assignments would create a schedule for all content area teachers. All members in the organization would take part on an advisory board assigned to each individual class. Each advisory board member would co-teach with their primary teacher once every two weeks. This board would consist of 4 members, two staff members, an administrator, and a community member. Collaboration has been incorporated into the design. Each week, two of the five classes will be co-taught. Creativity has been proven to be maximized with five to eight people. In this design, our classrooms are constructed by six voices: a primary teacher; an administrator; a community member; two staff members; and a group of students. These six voices will have the ability to give a strong qualitative review of the primary teacher's performance. Transparency greatly improves by giving other teachers access to each other's classrooms, thus creating greater peer to peer accountability.

Evaluation of teachers and their classes would be done based on both qualitative and quantitative data. At the end of the course, the primary teacher and advisory board would write a reflection on the completed course. The students in the class would be provided a Likert scale survey to express their reflections on their courses. These reflections would be posted on a webpage for all community members to read including the class description including its over-arching concept. The results from the student survey will be visible as well. The community members of the school would vote on the

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continuation of course or not. The process could be done remotely, but preferably the vote would happen on school grounds thus inviting community members, taxpayers for the school, into the school. The community can help focus the overarching concepts to ensure regional needs are met.

This design empowers all members in the school community. Teachers are empowered with enhancing the curriculum with their passions and creativity. All staff members have impact as a leader in the classroom setting. Administrators will be empowered by experiencing classes first hand which allows them to give relative support and advice. Community members are now empowered to create and support a local specialized school system that focuses on their needs.

With inclusive leadership, collaboration, creativity underway, the organization still must have a vision and core values to provide a strong organizational culture. The culture gives the organization the cohesive characteristic which helps bring every member to those common aforementioned goals and values. The teacher's critical lens can be seen as a unique vision for each class and in turn would produce a diverse set of graduates. Administrators would set forth the overall vision and core values for the school community. Administrators leading in a servant leadership style will be walking examples for teachers, staff, students, and community members.

Transparency would flourish under this design as students, staff, and community work together to educate our future generations. After a few years, transparency would become second nature and propel the organization to new levels of collaboration and inclusive leadership. Trust will develop and grow between all members of the

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community. The newly found trust between local community and the school community will one day be seen as just one larger community. Education transparency will restore respect and honor to the educational system thus empowering our future generations and better preparing them for real life and the workplace.

As we prepare to redefine the constructs of American education, our one dollar bill has the answer. Pull a dollar bill out if you happen to have one laying around. Admire the portrait of our first president and begin with folding one-third of the left side under George Washington's portrait. Now, respectfully fold the right hand side in a third over this pioneer. The first message appears in the Great Seal. Both strategy and culture is represented by the pyramid, we must remember our **Organizational Culture** and work towards greatness and positivity. In this country, we open books from right to left. We will mimic this action and find a new piece of artwork and the word "ONE" in billboard style print. To the immediate right of this, there is the second portion of the seal which requires translation from Latin, E Pluribus Unum or Out of Many, One. **Collaboration** is part of American history, we banded together to build a new country. As we close our dollar bill book returning to the pyramid facing you, we reflect on how closely knit the world has become. Some countries open books differently and read right to left with the spine of the book on the right. We follow suit and open our dollar bill book from the left side. Americans' iconic first leader gazes at our capital where **Inclusive Leadership** rises and builds our country. Washington, DC can be seen as the city where our foremost leaders continue to develop our country. We close our book while giving thought to the brilliant leaders and their discoveries, inventions, and their

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passionate dedication. These leaders must have used **Creativity** to change and define this country. Lastly, we reflect on the cover and notice the "all seeing eye" on top of the pyramid. This symbol demonstrates **Transparency** at its best by reminding us to always be vigilant in our efforts to always be watching for creative solutions to problems. Unfolding the dollar bill while keeping our Great Seal in view, we began to see the larger picture, where all five characteristics can build one amazing country. Let's use them to build our amazing American education system where "ONE" individual will contribute to the education of all.

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