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HANDOUT

EDU703

Organizational Behaviour in Education

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VU STUDY HANDOUT

EDU703

Organizational Behaviour in Education

This handout applies organizational behaviour to schools, colleges and universities: individual behaviour, motivation, groups and teams, leadership, culture, conflict, change, and decision-making in educational institutions.

14 lecture-wise topics | key terms | exam pointers

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UNIT 1: FOUNDATIONS OF OB IN EDUCATION

Lecture 1: What is Organizational Behaviour?

Learning Objectives

- Define OB and its goals
- Explain OB's disciplines
- Apply OB to educational institutions

Key Terms & Definitions

Organizational Behaviour (OB)

Study of how individuals and groups act within organizations.

Three levels of analysis

Individual, group, and organization-system levels.

Schools as organizations

Educational institutions with goals, structure, people and technology.

OB studies **what people do** in organizations and how behaviour affects performance. Its goals: **explain** (why teachers resist a new timetable), **predict** (which teams collaborate well), and **influence/control** (design incentives that improve learning outcomes). It draws on psychology (individual), sociology (groups), anthropology (culture), and political science (power).

Analysis runs at **three levels**: individual (personality, motivation, learning), group (teams, communication, leadership), and organization system (structure, culture, change). A principal's decision must work at all three: a policy individuals accept, groups implement, and the system sustains.

Schools are **organizations**: they have goals (student learning), a division of labour (teaching/admin), hierarchy (principal, heads, teachers), and environments (boards, parents, regulators). But they are **loosely coupled** (Weick): classrooms operate semi-autonomously, so top-down OB prescriptions need adaptation - what works in a factory may fail in a faculty.

- **OB goals**: explain, predict, influence workplace behaviour.
- **Contributing disciplines**: psychology, sociology, anthropology, political science.
- **Loose coupling**: classrooms have autonomy - change is negotiated, not commanded.
- **Evidence-based management**: prefer tested findings over fads.

VERY IMPORTANT — Exam Pointer

Very important: explain why schools are called "loosely coupled" organizations and what it implies for a principal.

Section Summary

OB explains, predicts and shapes behaviour at individual, group and system levels - adapted to schools' loose coupling.

Lecture 2: Diversity, Attitudes and Job Satisfaction

Learning Objectives

- Manage workforce diversity
- Explain attitude components
- Link satisfaction to outcomes

Key Terms & Definitions

Workforce diversity

Differences in age, gender, ethnicity, ability among staff.

Attitude

Evaluative statements about objects, people or events (cognitive/affective/behavioral).

Job satisfaction

Positive feeling about one's job from evaluating its characteristics.

Diversity in school staff (gender, age, sect, urban/rural background, contract vs permanent) is a resource and a challenge. **Surface-level** diversity (visible traits) matters early; **deep-level** (values, personality) matters over time. Inclusive leadership - fair task allocation, voice in meetings - converts diversity into better decisions instead of factions.

Attitudes have three components: **cognitive** (belief: "merit pay is unfair"), **affective** (feeling: dislike), **behavioral** (intention: resist). Key work attitudes: **job satisfaction**, **organizational commitment** (affective, continuance, normative), and **engagement**. **Cognitive dissonance** (Festinger): people align attitudes with behavior - involving teachers in a reform builds support for it.

Satisfaction and performance: the link is moderate ($r \sim 0.3$) - satisfaction predicts **citizenship behavior** and **low turnover/absenteeism** more than task output. For teachers, satisfaction drivers: recognition, autonomy, collegiality, fair workload, student progress. **Exit-voice-loyalty-neglect** maps responses to dissatisfaction.

- **Manage deep-level diversity** through shared goals and inclusive norms.
- **Attitude = cognition + affect + behavioral intention.**
- **Participation reduces dissonance**: co-design reforms with teachers.
- **EVLN**: exit, voice, loyalty, neglect - responses to dissatisfaction.

Example

A principal forming mixed committees (senior + junior, male + female teachers) for timetable design gets both better timetables and wider acceptance.

VERY IMPORTANT — Exam Pointer

Exam pointer: explain cognitive dissonance and how a principal can use it ethically to build reform support.

Section Summary

Diverse, satisfied, committed staff perform better - attitudes are shaped by fair, participative management.

Lecture 3: Personality and Values in Schools

Learning Objectives

- Describe the Big Five
- Explain person-job fit
- Discuss values across cultures

Key Terms & Definitions

Big Five

Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism (OCEAN).

Person-job fit

Compatibility between individual traits and job demands.

Emotional intelligence

Recognizing and managing emotions in self and others.

The **Big Five** is the validated personality framework: **conscientiousness** predicts performance across jobs (reliable lesson planning); **openness** predicts creativity (innovative pedagogy); **extraversion** suits public-facing roles; **agreeableness** aids collegiality; **neuroticism** (low emotional stability) predicts stress/burnout. Use for **development**, not rigid selection - traits are not destiny.

Person-job/organization fit: matching matters - a highly autonomous teacher thrives in a progressive school, clashes in a rigid one. **Holland's vocational types** (social, artistic...) explain why "social" types choose teaching. Misfit drives turnover; realistic job previews reduce it.

Values: terminal (ends: student welfare) vs instrumental (means: honesty). **Generational** and **cultural** value differences (collectivist deference to seniors vs younger staff's egalitarian expectations) need explicit norm-setting. **Emotional intelligence** (Goleman: self-awareness, self-regulation, empathy, social skill) is the principal's core competence.

- **Conscientiousness** is the best general predictor of job performance.
- **Fit** beats selection: align people with roles and culture.
- **EI** can be developed - unlike IQ, it grows with reflective practice.
- **Values alignment** reduces conflict more than rules do.

VERY IMPORTANT — Exam Pointer

Very important: describe the Big Five and state which trait best predicts teacher performance and why.

Section Summary

Personality and values shape fit and performance; emotional intelligence is the leader's key asset.

UNIT 2: MOTIVATION

Lecture 4: Classic Theories of Motivation

Learning Objectives

- Explain Maslow, Herzberg, McClelland
- Compare content theories
- Apply to teachers

Key Terms & Definitions

Maslow's hierarchy

Physiological -> safety -> social -> esteem -> self-actualization.

Herzberg two-factor

Hygiene factors prevent dissatisfaction; motivators create satisfaction.

McClelland's needs

Achievement, power, affiliation drive behavior.

Maslow: needs ascend from physiological/safety to **self-actualization**; lower needs dominate until satisfied. For teachers: secure salary (safety), collegial staffroom (social), recognition (esteem), professional mastery (self-actualization). Critics: weak empirical support, rigid ordering.

Herzberg: **hygiene factors** (salary, policy, supervision, conditions) prevent dissatisfaction but don't motivate; **motivators** (achievement, recognition, the work itself, responsibility, growth) create satisfaction. Implication: fix grievances AND enrich jobs - raising pay alone won't inspire.

McClelland: **need for achievement** (challenging goals, feedback - high performers), **power** (influence - good for leadership if institutional, not personal), **affiliation** (relationships). Match roles: achievers to innovation pilots, affiliators to mentoring.

- **Hygiene removes pain; motivators create drive** - you need both.
- **Job enrichment** (Herzberg): more responsibility, recognition, growth in the role.
- **nAch** people want feedback and moderate-risk goals.
- **Criticism:** content theories describe what people want, not the process of choosing.

Example

A school fixes late salary payments (hygiene) but motivation only rises when teachers get public recognition and lead curriculum projects (motivators).

VERY IMPORTANT — Exam Pointer

Very important: contrast Herzberg's hygiene factors and motivators with school examples.

Section Summary

Content theories map what motivates; schools must fix hygiene and build in real motivators.

Lecture 5: Process Theories of Motivation

Learning Objectives

- Explain expectancy theory
- Apply equity theory
- Use goal-setting effectively

Key Terms & Definitions

Expectancy theory (Vroom)

Motivation = Expectancy x Instrumentality x Valence.

Equity theory (Adams)

People compare input/outcome ratios with referent others.

Goal-setting theory (Locke)

Specific, difficult goals with feedback raise performance.

Vroom: motivation = **expectancy** (effort -> performance: "can I do it?") x **instrumentality** (performance -> reward: "will it be noticed?") x **valence** (reward value: "do I care?"). A zero anywhere kills motivation. Principal's levers: training (expectancy), transparent appraisal (instrumentality), valued rewards (valence).

Adams' equity: teachers compare their **input/outcome ratio** (effort, qualifications vs pay, recognition) with referents (colleagues, other schools). **Perceived inequity** -> reduce effort, demand raises, or exit. Fix by transparent criteria and addressing genuine gaps - secrecy breeds suspicion.

Locke's goal-setting: **specific, difficult** (but attainable) goals + **feedback** + commitment outperform "do your best". Apply: "raise Grade 8 math pass rate from 62% to 75% by March, with monthly item-analysis reviews" beats "improve results". **MBO** cascades such goals through departments.

- **E x I x V:** diagnose which link is broken before intervening.
- **Equity is perceptual** - communicate criteria openly.
- **SMART goals + feedback** is the most replicated finding in OB.
- **Stretch goals** need support, or they become threats.

VERY IMPORTANT — Exam Pointer

Exam pointer: a hardworking teacher is demotivated - use expectancy theory to diagnose three possible causes.

Section Summary

Process theories show how people choose effort: can I, will it pay, is it fair, is the goal clear.

Lecture 6: Motivation in Practice: Rewards and Job Design

Learning Objectives

- Design reward systems
- Apply job characteristics model
- Use non-monetary motivators

Key Terms & Definitions

Job Characteristics Model (Hackman & Oldham)

Five core dimensions driving meaningfulness, responsibility, knowledge of results.

Intrinsic vs Extrinsic motivation

Drive from the work itself vs from external rewards.

Performance-based pay

Compensation tied to measured output.

JCM: skill variety, task identity, task significance -> **meaningfulness**; autonomy -> **responsibility**; feedback -> **knowledge of results** -> motivation, satisfaction, low turnover. Redesign teaching: let teachers own a subject end-to-end (identity), see student growth data (feedback), choose methods (autonomy).

Rewards: money motivates up to fairness thresholds; beyond that, **recognition**, growth, and autonomy dominate for professionals. **Performance pay** in schools is treacherous - narrow metrics (test scores) invite **gaming** (teaching to the test, excluding weak students). If used, base it on multiple measures including peer review.

Non-monetary levers: public recognition, professional development, sabbaticals, conference funding, reduced loads for mentors, genuine participation in decisions. **Beware crowding out:** excessive extrinsic rewards can erode intrinsic love of teaching - keep rewards informational ("your project worked"), not controlling.

- **Enrich jobs** on all five JCM dimensions, not just pay.
- **Measure what matters broadly** if you tie pay to performance.
- **Recognition + growth** beat cash for professionals past fairness.
- **Participative decisions** are themselves a motivator.

Example

"Teacher of the month" voted by peers on multiple criteria (innovation, mentoring, results) motivates more sustainably than a test-score bonus.

VERY IMPORTANT — Exam Pointer

Very important: explain the five JCM dimensions and redesign a teaching job using them.

Section Summary

Motivate through enriched work, fair broad-based rewards, and recognition - not pay alone.

UNIT 3: GROUPS, TEAMS AND LEADERSHIP

Lecture 7: Groups and Teamwork in Schools

Learning Objectives

- Distinguish groups from teams
- Explain group development
- Build effective teacher teams

Key Terms & Definitions

Team

Interdependent group with shared goals and mutual accountability.

Tuckman stages

Forming, storming, norming, performing, adjourning.

Social loafing

Reduced individual effort in collective work.

A **work group** shares information; a **team** produces joint output with **mutual accountability** (a grade-level team owning student progress). School teams: subject departments, class teams, committees, project groups. Effectiveness needs: clear purpose, right mix of skills, norms, and leadership.

Tuckman: **forming** (polite orientation), **storming** (conflict over roles), **norming** (cohesion, rules), **performing** (productive), **adjourning**. New committees stall in storming - a chair who surfaces disagreements early accelerates progress. **Roles:** task roles vs maintenance roles (Belbin); all teams need both.

Threats: **social loafing** (fix: identifiable contributions, smaller teams), **groupthink** (fix: devil's advocate, anonymous input), **free-riding**. **Norms** (e.g. "we start meetings on time") beat rules. Size 5-9 is the sweet spot for decision teams.

- **Team = shared goal + interdependence + mutual accountability.**
- **Expect storming;** lead through it, don't suppress it.
- **Counter groupthink:** assign a devil's advocate, split into subgroups.
- **Make contributions visible** to kill social loafing.

Example

A Grade-10 team (math, science, English teachers + counselor) meets weekly owning the cohort's board-exam readiness - shared data, shared accountability.

VERY IMPORTANT — Exam Pointer

Exam pointer: describe Tuckman's stages and advise a principal whose new committee is stuck in conflict.

Section Summary

Teams outperform groups when purpose, norms and accountability are deliberately built.

Lecture 8: Communication in Educational Organizations

Learning Objectives

- Map communication flows
- Overcome barriers
- Choose channels wisely

Key Terms & Definitions

Formal vs Informal communication

Official channels vs the grapevine.

Grapevine

Informal network spreading news fast, with distortion risk.

Active listening

Full-attention listening with feedback and empathy.

Flows: downward (policies, directives), upward (feedback, grievances - often blocked), horizontal (coordination between departments), diagonal (cross-level task forces). Schools overuse downward circulars and starve upward channels - suggestion boxes nobody reads breed cynicism.

Barriers: filtering (telling bosses what they want), jargon, status differences, emotions, information overload, **culture** (high power-distance staff won't contradict a principal openly). **Overcome:** multiple channels, **active listening**, feedback loops, plain language, safe upward routes (anonymous surveys, open-door hours kept reliably).

Channel choice (media richness): complex/ambiguous news (a restructuring) needs **rich** face-to-face; routine notices suit circulars/email. **Grapevine:** don't fight it - feed it accurate information fast, or rumors fill the vacuum during change.

- **Rich media for ambiguous messages;** lean media for routine ones.
- **Upward communication** needs deliberate safe channels.
- **Listen actively:** paraphrase, ask, don't interrupt.
- **During change, communicate early and often** - silence breeds rumor.

VERY IMPORTANT — Exam Pointer

Very important: explain media richness with two school scenarios requiring different channels.

Section Summary

Communication fails more often than strategy does; design flows, channels and listening deliberately.

Lecture 9: Leadership Theories

Learning Objectives

- Compare trait, behavioral and contingency theories

- Explain transformational leadership
- Apply to school leadership

Key Terms & Definitions

Transformational leadership

Inspiring change through vision, charisma, intellectual stimulation, individualized consideration.

Transactional leadership

Exchanges: contingent rewards and management-by-exception.

Fiedler contingency

Effectiveness depends on leader style x situational favorableness.

Trait theories (born leaders) gave way to **behavioral**: Ohio State (**initiating structure** vs **consideration**), Michigan (production vs employee orientation), Blake-Mouton grid. High-high (structure + consideration) generally wins - set clear expectations AND care for people.

Contingency: Fiedler (task vs relationship-motivated leaders fit different situations), **Hersey-Blanchard situational** (telling -> selling -> participating -> delegating as follower readiness rises), **path-goal** (leader clarifies paths: directive, supportive, participative, achievement-oriented). No single best style - **adapt to readiness**.

Transformational (Bass): **idealized influence**, **inspirational motivation** (vision), **intellectual stimulation**, **individualized consideration** - the style most linked to school improvement (Leithwood). **Transactional** (rewards/exceptions) maintains; transformational changes. **Instructional leadership** (Hallinger): the principal as lead learner focused on teaching quality.

- **Situational leadership**: match style to follower readiness.
- **Transformational 4 I's**: idealized influence, inspiration, intellectual stimulation, individualized consideration.
- **Instructional leadership** keeps the focus on classroom learning.
- **Distributed leadership**: share leadership across teacher-leaders - suits loose coupling.

Example

A principal articulates "every child reading by Grade 3" (vision), coaches struggling teachers individually (consideration), and pilots phonics methods (intellectual stimulation) - transformational in action.

VERY IMPORTANT — Exam Pointer

Very important: contrast transactional and transformational leadership with school examples.

Section Summary

Effective school leaders blend structure with care, adapt style to readiness, and lead instruction transformationally.

UNIT 4: ORGANIZATION SYSTEM

Lecture 10: Organizational Structure and Design

Learning Objectives

- Describe structural dimensions
- Compare structures
- Design school structures

Key Terms & Definitions

Span of control

Number of subordinates a manager directly supervises.

Centralization

Concentration of decision authority at the top.

Matrix structure

Dual reporting (function x project).

Dimensions: specialization, **departmentalization** (function, subject, grade-level), chain of command, **span of control** (narrow = tall hierarchy), **centralization vs decentralization**, formalization. Schools typically: subject departments + grade coordinators under principal/vice-principal.

Mechanistic (rigid, centralized - stable environments) vs **organic** (flexible, decentralized - dynamic). **Forms:** simple, **functional**, **divisional**, **matrix** (a teacher reports to both subject head and grade coordinator - powerful but conflict-prone). **Boundaryless/team** structures suit innovation projects.

Design principles: align structure with strategy (a school pushing interdisciplinary projects needs cross-department teams); **decentralize** classroom decisions to teachers (they have the information); keep spans manageable (a principal with 60 direct reports supervises nobody). **Delaying** cuts bureaucracy but risks overload.

- **Structure follows strategy** (Chandler).
- **Decentralize** decisions to where the information is - the classroom.
- **Matrix** needs clear conflict-resolution rules.
- **Flat is not always fit:** spans have cognitive limits.

VERY IMPORTANT — Exam Pointer

Exam pointer: advise on structure for a 2000-student school launching interdisciplinary STEM projects.

Section Summary

Structure channels behavior; design it around strategy and push decisions toward the classroom.

Lecture 11: Organizational Culture

Learning Objectives

- Define organizational culture

- Distinguish culture levels
- Shape school culture

Key Terms & Definitions

Organizational culture

Shared values, beliefs and norms guiding behavior.

Schein's levels

Artifacts, espoused values, basic assumptions.

Subcultures

Distinct cultures within departments or groups.

Schein's levels: **artifacts** (visible: assemblies, displays, rituals), **espoused values** (stated: "child-centered"), **basic assumptions** (taken-for-granted: "parents are partners" vs "parents interfere"). Change artifacts easily; assumptions only through consistent experience.

Culture types: collaborative (shared planning, deprivatized practice) vs balkanized (departmental tribes) vs contrived collegiality (forced meetings) - Hargreaves. Strong collaborative cultures predict school improvement; **toxic** cultures (blame, cynicism) predict failure.

Shaping culture: leaders signal through **what they notice, reward, and tolerate**; rituals (celebrating student growth, not just toppers); stories (founding sacrifices); hiring for values; confronting toxic subcultures. Culture change takes **years** - sequence quick wins with deep work.

- **Artifacts -> values -> assumptions:** diagnose at all three levels.
- **Leaders create culture** by attention, reward and reaction to crises.
- **Collaborative > balkanized:** break departmental walls deliberately.
- **Culture eats strategy** (Drucker) - align both.

Example

A principal replaces "toppers-only" prize day with growth awards for every class, starts weekly peer lesson observations - artifacts shifting assumptions toward collective responsibility.

VERY IMPORTANT — Exam Pointer

Very important: apply Schein's three levels to diagnose a school's culture.

Section Summary

Culture is the invisible hand on behavior; leaders shape it through consistent signals over time.

Lecture 12: Power, Politics and Conflict

Learning Objectives

- Map power bases
- Handle organizational politics

- Manage conflict functionally

Key Terms & Definitions

Power bases (French & Raven)

Legitimate, reward, coercive, expert, referent.

Organizational politics

Influence tactics pursuing self-interest.

Functional vs Dysfunctional conflict

Constructive disagreement vs destructive friction.

Power bases: **legitimate** (position), **reward/coercive** (carrots/sticks), **expert** (knowledge - a senior teacher's real power), **referent** (admiration). Effective principals build expert and referent power; over-reliance on coercive power breeds compliance without commitment.

Politics is inevitable where resources are scarce and goals ambiguous (timetable slots, promotions). **Ethical navigation:** build coalitions around student benefit, trade transparently, keep promises. **Conflict levels:** intrapersonal, interpersonal, intragroup, intergroup (departments competing for periods).

Functional conflict (task-focused debate) improves decisions; **dysfunctional** (personal attacks) destroys. **Manage:** prevention (clear roles, resources), **resolution styles** - competing, collaborating (best for important issues), compromising, avoiding, accommodating (Thomas-Kilmann); **negotiation** (BATNA, interests not positions - Fisher & Ury); **mediation** for deadlocks.

- **Expert + referent power** outlast positional power.
- **Separate people from the problem** (Fisher & Ury).
- **Collaborate** on important issues; compromise on minor ones.
- **Task conflict helps; relationship conflict harms** - keep debate on ideas.

VERY IMPORTANT — Exam Pointer

Exam pointer: two departments clash over timetable slots - propose a resolution using interests-based negotiation.

Section Summary

Power and politics are facts of school life; channel conflict into better decisions, not personal battles.

Lecture 13: Organizational Change and Development

Learning Objectives

- Explain change models
- Overcome resistance
- Apply OD interventions

Key Terms & Definitions

Lewin's model

Unfreeze -> Change -> Refreeze.

Kotter's 8 steps

Urgency to anchoring: the leading-change sequence.

Resistance to change

Individual (habit, fear) and organizational (inertia, threat to expertise) sources.

Lewin: unfreeze (create dissatisfaction with status quo - share stark learning data), **change** (implement with support), **refreeze** (lock in via policies, rewards, culture). **Kotter's 8 steps**: urgency, guiding coalition, vision, communicate, empower, short-term wins, consolidate, anchor in culture - skipping steps is why 70% of changes fail.

Resistance: individual (habit, security, economic fear, selective perception), organizational (structural inertia, threatened expertise/power, resource limits). **Overcome**: education, participation, facilitation, negotiation, co-optation - and address the **legitimate** concerns inside resistance (it often carries real warnings).

OD interventions: team building, survey feedback, **action research** cycles, appreciative inquiry (build on strengths), **professional learning communities**. In schools, **pilot-then-scale**: prove a pedagogy in volunteer classrooms before mandating it.

- **Unfreeze with data**, change with support, refreeze with systems.
- **Kotter's order matters** - vision before empowerment, wins before consolidation.
- **Resistance is data**: mine it for real implementation risks.
- **Pilot, prove, then scale** - never mandate untested reforms.

Example

Introducing formative assessment: share the school's weak conceptual-understanding data (unfreeze), train volunteers and showcase wins (change), embed it in lesson-plan templates and appraisal (refreeze).

VERY IMPORTANT — Exam Pointer

Very important: apply Kotter's 8 steps to introducing a new curriculum in a school.

Section Summary

Change succeeds through unfreezing, coalition, vision, wins and anchoring - with resistance mined, not crushed.

Lecture 14: Decision Making in Educational Institutions

Learning Objectives

- Describe decision models
- Avoid decision biases
- Choose participation levels

Key Terms & Definitions

Rational model

Define problem -> criteria -> alternatives -> evaluate -> choose -> implement -> review.

Bounded rationality (Simon)

Satisficing under cognitive and information limits.

Vroom-Yetton-Jago

Model choosing autocratic/consultative/group decision styles.

Rational model is the ideal; **bounded rationality** is reality: principals **satisfice** under time pressure and incomplete data. **Garbage-can model** (Cohen, March & Olsen): in "organized anarchies" like universities, problems, solutions and participants collide semi-randomly - agendas matter enormously.

Biases: confirmation (seeking supportive data), anchoring (first numbers stick), sunk cost (defending failed programs), groupthink, escalation of commitment. **Debias**: pre-mortems ("assume this failed - why?"), red teams, anonymous estimates, explicit criteria weighted before options are scored.

Participation: Vroom-Yetton-Jago - **autocratic** for urgent/clear calls, **consultative** when you need input but own the decision, **group** when commitment is essential (timetable, discipline policy). Teacher participation raises **decision quality** (local knowledge) and **acceptance** - at the cost of speed.

- **Satisfice, don't optimize**, when time and data are limited - but do it consciously.
- **Pre-mortems** surface risks that optimism hides.
- **Match participation to the decision**: acceptance needs involvement.
- **Decide, communicate the why, review** - close the loop.

VERY IMPORTANT — Exam Pointer

Exam pointer: when should a principal decide alone vs with teachers? Use Vroom-Yetton-Jago logic.

Section Summary

Good school decisions blend rational analysis, bias guards, and the right level of participation.

Glossary of Key Terms

OB — Organizational Behaviour: study of people in organizations.

Expectancy theory — $\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$.

Herzberg — Hygiene factors vs motivators (two-factor theory).

Transformational leadership — Vision-driven change leadership (the 4 I's).

Tuckman — Forming, storming, norming, performing, adjourning.

Schein's levels — Artifacts, espoused values, basic assumptions.

Kotter — Eight-step leading-change sequence.

Loose coupling — Semi-autonomous units (classrooms) within schools.