

A Conceptual Model of Teaching Organization According to Data-Based Theory for Farhangian University

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Abstract

Purpose: A teaching organization is one whose members are all teaching and learning. This study investigated the model of teaching organization for Farhangian University. **Materials and Method:** To this end, 35 experts and clear sighted individuals working in this university and are aware of this university function were interviewed and data were elicited. The method was the systematic plan of data-based theory. Measuring validity of data using interviewees and experts' comments and estimating reliability through experimental interviews were done. **Findings:** The results during 3 steps of open, axial and selective coding indicated 54 components, which were in a paradigm model including: hardware infrastructures (educational equipment, physical space and new technologies); software infrastructures (proper curriculum programming, organizational and media relations, organizational atmosphere, organizational value internalization, ideas and organizational subjective patterns, financial resources management, paving the way for mutual learning, members cooperation in mutual learning, organizational culture of teaching and scientific-social networks); thought ware infrastructures (human capitals, inter-members mutual trust, management subjective pattern, edge, members empowering, members attitude and mentality, members energy and motivation and teachable points of view); social factors, informational and technical factors, political factors, value factors, economic factors, environmental-biological factors, and team learning, common perspective, systemic thought, personal dominance, subjective models, producing knowledge and conveying knowledge. **Discussion:** They are reflected the model of a teaching organization for Farhangian University.

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1. Introduction

Getting arrived at 21st century has created a new era in life evolutionary process and organizational structure. Today, a changing environment does not allow traditional management of organizations regarding the pressures which were created due to skills, abilities and technology competitors (Carter et al., 2013). Wavy environmental circumstances and quick changes in technology have changed society and organizations and the way of reaching to organizational goals has changed (Bakhtiyari, 2009). Richter (2009) believes that in this era, market environment in which students are graduated is fundamentally different from past. Economic realities of today are not comparable to the past. Higher educational institutes have encountered new realities; work nature has been changed and these institutes should train competent people to realize new organizational needs in globalized environment (Bagheri Kerachi et al., 2014).

Management in the present is along with more difficult and complicated ardors of changes than past. Today, with the help of technology, access to information has become easier but using it has become more complicated (Gill, 2015). Allen et al. (2013) believe that environmental changes have obliged organizations to search for the best methods and plans to adapt with environment. The most important factor which helps organizations to fulfill the activities is learning and teaching.

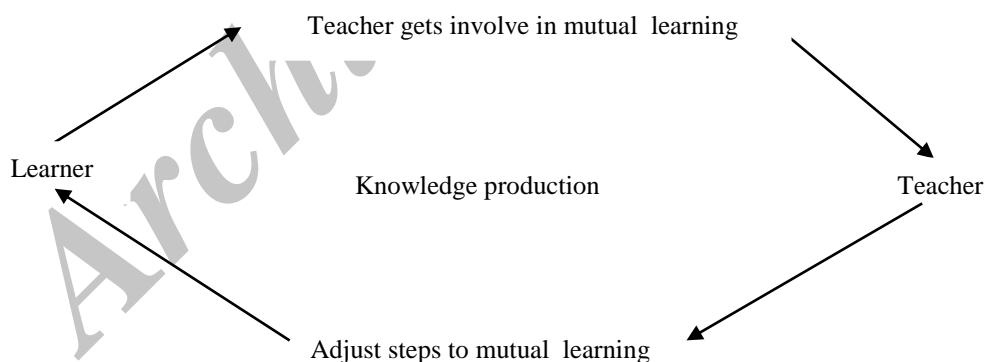
Today, successful and pioneer organizations have found out that continuous improvement of personnel systems such as the educational system can realize personal and organizational effectiveness, efficiency and productivity (Abili & Movaffaghi, 2003).

In present era, learning is a lever for survival, stability and prosperity in new knowledge centered economy attaining to which for every organization seeking for winning in market competition, becomes essential (Daneshfard & Zakeri, 2015). Organizations know that learning is a comparative advantage in informational era. Therefore, they know their first objective is conversion to teaching organizations (Atak & Erturgut, 2010).

In recent millennium, learning in order to develop human resources is further than level of learning organizations which has been put forward by many theorists such as Senge. In this respect, many organizations believe that only a learning organization is not a sufficient factor to continue life in today competitions and organizations need to teach and should be converted to a teaching organization (Abadi et al., 2012). If managers of universities want to be successful in present changing world, they should train their members as leaders. To this end, there exists no other way but preparing a teaching environment for members and employees in which they motive each other to teach and learn from each other (Zare & Shekarchizade, 2014). To this end, universities should make attempts at realization of their objectives by applying proper models, desirable learning and teaching environment. In this direction, Farhangian University task is more important regarding the objectives and significant task of teacher training. Teacher training is one of the main domains in higher educational system which is main charge of preparing teacher. In Iran, this important task is on the shoulder of Farhangian University (Abbasi et al., 2015).

Teaching organization is a concept firstly used by Tichy (Zare Mohammadabadi et al., 2009). Teaching organization model is based on Bridges' theory of successful evolution (1994), Drucker's theory of business and framework of internal and external questions (1995), leadership formation according to first childish experiences of Burbns (1997) & Gardner (1990), and leaders capacity to influence others subjective models of Bennis (1996). The only difference of Tichy's framework is emphasis on developing a teachable point of view for leaders and using this viewpoint to develop other leaders. Fundamental categories of teaching organization are in agreement with Tichy's viewpoints but their emphasis is not in form of leadership cycle. Hasket & Schlesinger (1996) presented 8 issues for leadership such as values, relations and representing character by examples, instances and continuous of employees development. These categories are also in agreement with Tichy's findings (Zare et al., 2008).

Cohen and Tichy (2010) point out the expand activity done by Welsh (general electric executive) which led to organizational culture change and a stable success of organization in past decade. Garbor (2004) states that Anderson (chief of Best Bye company) has done a large effort in organization and put 90000 employees in leadership transformation plan in all parts of organization. Therefore, small teaching cascades run in which hundreds of superior managers taught teachable organization's point of view in all levels to the leaders. Also Noling, executive of leadership institute of New York City, used the concept of teaching cycle. One of other significant experiences in using concept of teaching cycle in In- twit institute. There, 600 superior employees performed several days of educating program for 7000 employees. They created an effective teaching organization. Jones et al (2000) believe that research and developing unit of Park Davis medical institute performed a systematic process for enhancing leadership ability of its members. The main objective of this plan was training executive managers to change their viewpoints about leadership. Cacioppe (1998) notes that Shell Company has planned leadership development program as a basis of organization transformation. In Shell learning institute, leaders listened to stories and future goals of Shell with teachable viewpoints of superior executive managers. Necessary points were trained to them, and how to convey these points of view to effective individuals in their group and how to develop their teaching viewpoints. Philosophy of leader's developing plan has been used in MA educational syllabus of leadership and management of Curtin University of Australia. Tichy and Derosé (1996) believe that the ex-executive of Pepsi Company, Enrique appertained 100 days to perform leadership developing plan for superior managers in a year. According to him, the post important responsibility of a leader is to develop other leaders. Hasket & Schlesinger (1996) state that there has been made a teaching organization and culture with a teachable point of view in Aminkam. Tichy and Cardwell (2004) believe that a teaching organization is one whose employees are all teaching and learning and teaching and learning exist in all daily activities of organization. A teaching organization is one which centralized the virtuous teaching cycle all over the organization (Atafar et al.,2013). Tichy and Cardwell (2002) believe that creating a virtuous teaching cycle is the key to make a teaching organization.



- has a teachable point of view?
- is committed to develop his own teachable point of view
- believes to learning
- decreases the hierarchy
- has self-confidence to teach and learn
- creates interactional process

Figure1. Virtuous teaching cycle (Tichy & Cardwell, 2002)

The virtuous teaching cycle, figure (1) helps individuals to stay compatible, energetic and intelligent, to create a big and quick organization and helps knowledge producing as a useful growth and creation of a stable value.

In Tichy's theory, superior leaders apply following components to create a teaching organization:

1. *Teachable point of view*: it means that organization managers classify, code, develop and signify their knowledge and experience in a way that is understandable for others.
2. *Ideas*: ideas are keys to reach a teachable point of view. One of the leaders' tasks is to make sure of this fact that what the main idea of organization is and all members know organization's idea.
3. *Values*: values are beliefs that were converted to ideas and then they are converted to action through proper behaviors. Values are not only strong motives for organizational and personal operation, but also they are criteria by which employee make decisions of high priority and advise whether it is a desirable order or not (Abdoli soltanahmadi et al., 2013).
4. *Emotional energy*: leaders who have emotional energy believe that they have enough ability to make difference. Emotional energy allows leader to make the organization rejuvenated and spirited by new opportunities. Injecting energy by leaders, creates an ambiance in which individuals are seeking for a better solution continuously.
5. *Edge*: edge means ability to see the reality and do immediate action appropriate to that reality. Edge is something more than having strong ideas and values, but when in challenge, empowers leaders to maintain values and ideas (Zare Mohammadabadi et al., 2009). It's not sufficient to have a set of standards or values. Even character is not adequate. Courageous to do action compatible to criteria is an issue which needs practice in order for a good leadership and judgment to occur (Tichy & Bennis, 2007).

Good managers are decisive. They can quickly evaluate a reality and attain a true result (Armstrong, 2015). Zare et al. (2008) presented a model of teaching organization for universities:

This pattern is a recommendation for educational leaders and universities superior managers to give priority to future leadership development and teaching and learning internalization in universities. Pattern of a teaching university is shown below.

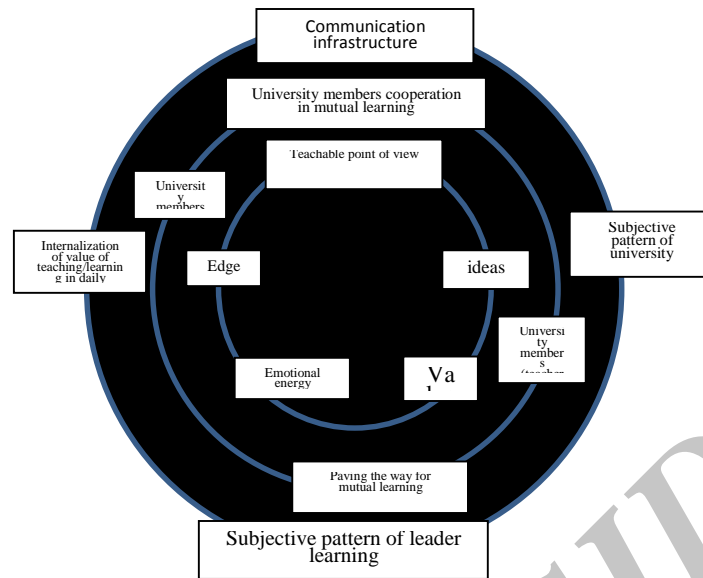


Figure2. Pattern of teaching university (Zare et al., 2008)

In the pattern of figure (2), through applying Tichy's teaching organization components by university superior managers, a bounteous teaching cycle is created. A cycle in which all members will become favorable, abler and intelligent and teaching and learning is continuously flowing in the body of university activities. In this cycle, university members are individuals commit to learn, have got a teachable point of view and use maximum of scientific and empirical ability of their colleagues. In this bounteous teaching cycle, university member's cooperation in mutual learning creates a process in which hierarchy is decreased, trust is made and teaching and learning is encouraged and rewarded. Education and research methods are formed and adjusted through taking reaction of university members. It is essential for mutual learning to receive superior managers support and managers should be taken into account as role patterns. In this cycle, learners commit themselves to develop teachable point of view. They are self-confident, spirited, capable and favorable individuals who try creating mutual influence process. In order to prepare mutual leaning circumstances, universities members (teachers and learners) create a learning culture quickly by deleting unnecessary duties and take advantage from a changed leadership process. When components of a teaching university are emphasized by university managers, a bounteous teaching cycle is created, next step is to attaining a teaching university, a university in which members teach to each other and learn from each other. Such university has got 4 aspects; first, is the subjective pattern of university. In a teaching university, teaching is regarded as a valuable activity. Second is the learning subjective pattern of leaders. Leaders of a teaching university believe that other members know something that they do not. Therefore, by creating an unofficial environment, they attempt to grow self-confident and spend time to teach and learn. Third, is the internalization of value of teaching and learning in university daily activities. Members of a teaching university have the mentality and perception that they have something to say to which university leaders are eager to listen and they use every opportunity to learn and teach. And finally attention should be paid to communication infrastructure of a teaching university. In a teaching university, information flow quickly and truly. In a teaching university, one makes sure that anyone has a proper opportunity teaching and learning and no one is taken away intentionally from teaching and learning process.

Jenaabadi et al. (2015) concluded that there exists a positive and meaningful relation between learning and teaching organization and entrepreneurship. Zare & Shekarchizade (2014) concluded that faculty members of universities take so much care about converting universities to the teaching organization and the elements like teachable point of view, ideas, values, emotional energy are essential in this respect. Atafar et al. (2013) attempted to identify teaching organization elements on mental empowering of employees of Isfahan Gas Co and concluded that virtuous teaching cycle, teachable point of view, ideas and edge meaningfully influence on employee mental empowering. Tavousi and Fazlollahi (2014) concluded that there exists a meaningful relation between intelligent leadership and a teaching organization. Hashemzahi & Memari (2014) presented a model which according to human resources experts and power ministry is a successful and teachable experience in this important domain of human resources. Abdoli soltanahmadi et al. (2013) concluded that all teaching organization components have a positive and meaningful relation with a learning organization. Fallahi (2013) concluded that a teaching organization has influence on a learning organization. Motallebi et al. (2013) investigated the rate of applying teaching organization components by managers in central libraries of public university of Tehran. Nasiri Valikbeni et al. (2013) showed that there exists a relation between social and cultural intelligent with applying teaching organization in sport and youth office of Hamadan Province. Abadi (2012) concluded that there is a meaningful positive relation between transformational leadership components with teaching organization components. Pashoyi (2011) concluded that all components of a teaching organization have positive and meaningful relation with general learning organization. Zare Mohammadabadi et al. (2010) suggested that managers should put leadership development in programs and objectives of university by creating teaching and learning cycles. Keshavarz (2009) concluded that mine and industry bank managers have high abilities in teaching organization components. Raste Moghaddam (2005) demonstrated that an organization which has educationally pretended, has now very few features of a learning organization and has got a long distance to reach the desirable state. Carroll & Gillen (2002) noticed how managers direct their organization toward success through creation of a teaching environment and identified effective factors and key components of this role of managers.

In designed teaching organization models for universities and educational institutions of Iran, up to now, there paid attention not to all effective components of teaching and learning process, the relation between them and the role of environmental factors in learning and teaching process. Also learning and teaching cycle is neglected in Zare et al. model. So the main issue and objective of conducting this research is to design a teaching organization model for Farhangian University according to experts' viewpoint of teaching organization, who are aware of Farhangian university mission, so that beside paying attention to professional purposes of this university, it can identify other impressive factors on teaching process and also can pay attention to the role of effective environmental factors and variables in managing university. By presenting this model and through performing it, managers hope to help Farhangian University in reaching its goals and convert it to a teaching university. Thus the present study aims at responding to this question that what is a proper teaching organization model for Farhangian University.

2. Methodology

In order for attaining a rich description of experiences, attitudes and perspectives of interviewees about teaching organization components in Farhangian University, it has been used qualitative research methods and especially Strauss and Corbin's data-based theory. Data-based theory is a method to establish the theory on data which have been collected and analyzed regularly and its goal is to form and proceed to a theory which is true and illustrative in this domain of the study (Strauss & Corbin, 2006). Therefore, in this qualitative research on the basis of systematic design of data based theory, interviewee's perception about dimensions of teaching organization in Farhangian University was investigated.

Unit of analysis were experts and connoisseurs who are aware of this university mission and function. Sampling of this research was a theoretical one. A theoretical sampling is a type of data collection on the basis forming concepts and sampling is forming during the study. In this sampling, every event is considered as a sample and comes from previous methods and analysis and is added to them. In this study, data were collected via interviews with 35 experts. All interviews were done personally by researcher himself in about 50 minutes. Theoretical sampling continued until reaching categories to theoretical saturation. Interview questions were open-answer. They were about factors, background, strategies and consequences of converting Farhangian University to a teaching organization. All interviews were recorded and transcribed with the permission of interviewees.

In order to analyze data, data microscopic analysis method (micro-analysis) was used. Micro analysis is line to line analysis of data which is necessary at the beginning of the study for making categories and posing their relations (Strauss & Corbin, 2015). Therefore, data were analyzed via coding and on the basis of systematic design of data - based theory of Strauss & Corbin. That is, first, through open coding after several reviewing of interviews, parts concerning questions and research objectives that could be regarded as a primary code were determined and selected as a primary concept. In second step, concepts were classified and categorized according to their similarities. In next step, axial coding, was attempted to create a systematic inference between categories and concepts by juxtaposing categories around an axial category. Finally, was selective coding. Common domains were determined and discovered by integrating categories from all interviewees and 54 components were identified. During analysis, interviews were transcribed and reviewed several times to find a new model or reform previous model. Also in order to make sure about validity of research, the comparative method by members and colleague review were used. In comparative method, a final report of the first step analysis and obtained categories along with elicited proposition of interviews and the texts of interviews were sent to 3 interviewees. Then their recommendation was applied in open and axial coding. Also in colleague review method, coding process was checked out by 3 professors of PhD educational management and their points were used in designing the model. Estimating reliability through experimental interviews was done.

3. Findings

In this section, after presenting research conceptual model, each component and designed model applicability has been explained. The conceptual model of present study is made of 54 components.

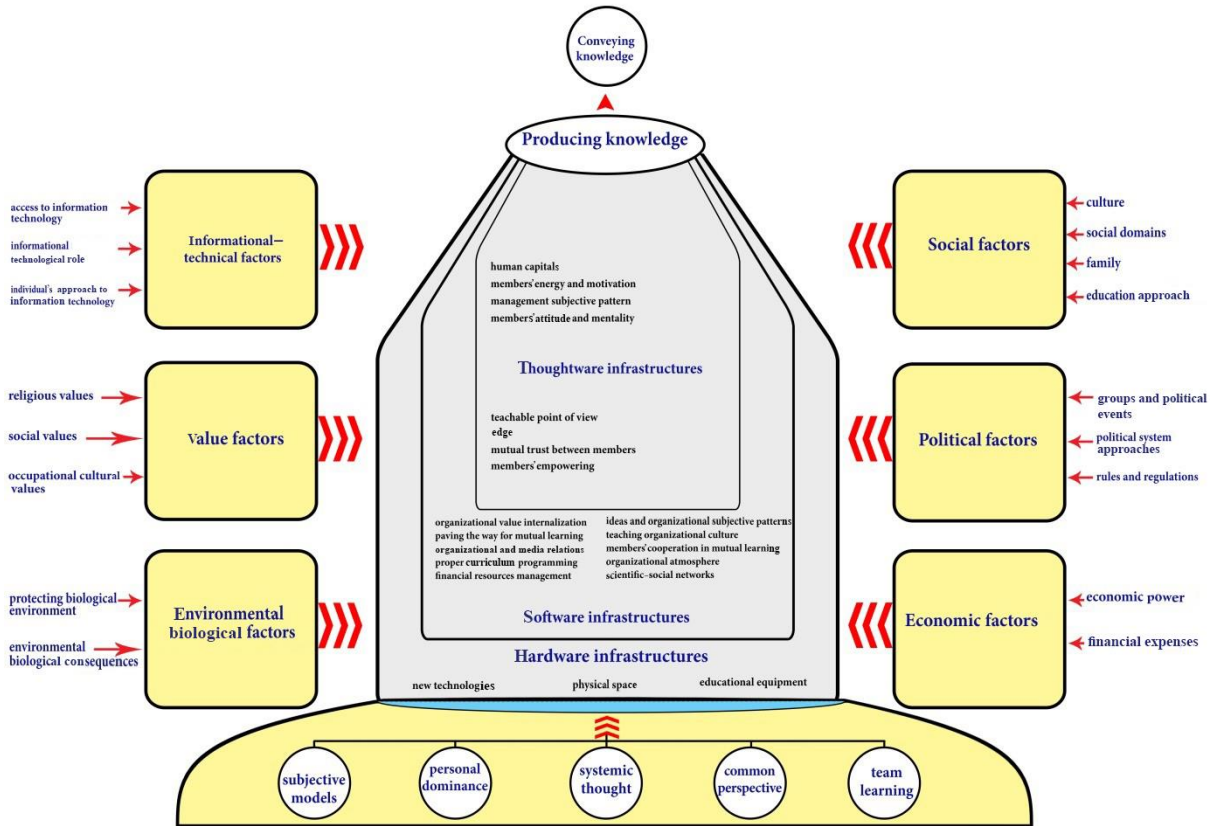


Figure 3. A conceptual model of teaching organization for Farhangian University.

In the model that has shown in figure (3), 6 categories of factors are shown: they are social, political, economic, informational and technical, value and environmental-biological factors, which all influence on university function. The influential social factors in this course are culture, social domains, family and education approach that each of these factors influences on teaching and learning process in the university. Political factors in this model include groups and political events, political system approaches and existing rules and regulations which can be helpful to teaching and learning process or be as an obstacle in this path. Economic factors are economic power and financial expenses which either can facilitate or complicate teaching and learning process. Informational and technical factors include informational technological role, access to information technology and individual approach to information technology and organizations cannot have any influential function without paying attention to these factors and their effects. Value factors proposed are religious values, social values and occupational cultural ones. Each of these values affects teaching and learning process in universities. Environmental-biological factors include protecting biological environment and environmental-biological consequences which can help or limit teaching and learning process in universities. Also in this pattern, strategies needed to convert Farhangian University to a teaching organization are software, hardware and thought ware infrastructures. Hardware infrastructures contain educational equipment, physical space and new technologies.

Software infrastructures include ideas and organizational subjective patterns, teaching organizational culture, members cooperation in mutual learning, organizational atmosphere, scientific-social networks, organizational value internalization, paving the way for mutual learning, organizational and media relations, proper curriculum programming and financial resources management. And though ware infrastructures are human capitals, members' energy and motivation, management subjective pattern, member's attitude and mentality, teachable point of view, edge, inter-members mutual trust and members empowering. 5 elements of team learning, common perspective, systemic thought, personal dominance and subjective models were stated as backgrounds of a teaching university. The consequences of a teaching organization are producing knowledge and conveying knowledge.

Therefore, according to this pattern, Farhangian University is one which its background is 5 key elements of learning organization and moves toward producing and conveying knowledge every day and continuously through application of proper software, hardware and thought ware infrastructures. Also in this pattern, there paid attention to the role and effects of six environmental factors including social, political, informational-technical, economic, value, and environment-biological factors because in present changing environment only those organizations survive which pay attention to role and effects of these factors and can adapt to them.

4. Discussion:

The present study proceeded to present a teaching organization model for Farhangian University. To this end, method of data-based theory has been used and the presented model was obtained by coding process of data-based theory derived from interviews of elite experts. Social factors are one of the most influential environmental factors on organizations. In this pattern, effective social factors on university are culture, social domains and family and education approach. Social beliefs and values, social background existing in community, role and importance of family and education in teaching and learning are not covert to anyone. Role of informational and technical factors is very significant in today changing world and organizations cannot continue without taking care of them. In this pattern, informational-technical factors are presented in format of informational technological role, access to information technology and individual approach toward information technology. Amount of interest and attention to information technology in community, individual access to them and different roles of informational technology can influence on university function. Political factors are also another important factor which affect organizations. In this pattern, they are proposed as groups and political events, political system approaches and rules and regulations. Existing political groups, political system which governs community and rules and regulations can influence on learning and teaching process of university. Effective value factors in this pattern are religious values, social values and occupational cultural values. Religious and social values that are accepted by members along with occupational cultural values can smooth the path of teaching and learning. Role of economic factors is also important as one of the influential factors on organizations. Economic factors presented in this pattern are economic power and financial expenses, because having appropriate financial budget and operating proper resources are effective in desirable function of universities. Environment-biological factors which influence on university are protecting biological environment and environmental biological consequences, because a healthy biologic environment and awareness of community about importance of protecting biological environment help the teaching and learning process in a university. In this model, hardware, software and thoughtware infrastructures play a considerable role. Educational equipment, physical space and new technologies are proposed as hardware infrastructures. Existence of equipment, facilities, proper technologies and desirable space in a university can facilitate teaching and learning. Software

infrastructures include components of proper curriculum programming, organizational and media relations, organizational atmosphere, organizational value internalization, ideas and organizational subjective patterns, financial resources management, paving the way for mutual learning, member's cooperation in mutual learning, teaching organizational culture and scientific social networks. Proper selection of purposes, content, teaching and learning methods and proper evaluation methods have great impact on reaching university goals. Existence of quick and precise relations in and out the organization and desirable environment help the university in teaching and learning process. Existence of organizational proper values and people who have teachable point of view help the university. Desirable management of financial resources, mutual learning of members and member's cooperation in mutual learning help learning and teaching process in a university. Creating teaching and learning culture among individuals and proper scientific networks for using by individuals are necessary in creating a teaching university. Thought ware infrastructures formed of elements, human capitals, mutual trust between members, management subjective pattern, edge, members empowering, members' attitude and mentality, member's energy and motivation and teachable point of view. Existence of individuals who believe in teaching and learning in university and mutual trust among them help the process of teaching and learning in a university. A manager who believes in teachable point of view can help university reach its goal more quickly. Also presence of powerful members with sufficient energy and motivation who believe in teaching and learning, paves the way for realization of university objectives more quickly. In this pattern, team learning, common perspective, systemic thought, personal dominance and subjective models are as the background of a teaching organization. Importance given by members to team learning, existence of common perspective and generalized thought in them, ability and personal dominance of them and member's subjective patterns all influence on university functions. The consequences of a teaching organization model for Farhangian University are producing knowledge and conveying knowledge. The results of qualitative data analysis derived from interview show paradigm model of teaching organization with combination of 54 components for Farhangian University.

In a study Zare et al. (2008) presented a model of teaching organization for state universities of Iran. In that model they proposed the factors of teachable point of view, ideas, values, emotional energy and edge as the key components of a teaching university. They also showed communication infrastructure, the cooperation of members, subjective pattern and internalization of values as the other elements. Their research results is in line with the parts of results of this study because in present research the same elements there are, too. In other study Tichy & cardwell (2002) showed teachable point of view, ideas, values, emotional energy and edge as components of a teaching organization. Their research results is in line with the parts of results of this study.

In the previous presented model of teaching organization for state universities and higher education institutions of Iran, paid attention not to all influential factors in teaching and learning process. Also the relation between components and learning and teaching cycle is neglected. In the present model, in addition to attention to existing models, has attempted to have a more comprehensive look to all effective elements in teaching and learning process and to codify a model of teaching organization for Farhangian University which consider factors, background, strategies and consequences converting Farhangian University to a teaching university.

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