

## **Open Systems Theory**

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Open systems theory refers simply to the concept that organizations are strongly influenced by their environment. The environment consists of other organizations that exert various forces of an economic, political, or social nature. The environment also provides key resources that sustain the organization and lead to change and survival. Open systems theory was developed after World War II in reaction to earlier theories of organizations, such as the human relations perspective of Elton Mayo and the administrative theories of Henri Fayol, which treated the organization largely as a self-contained entity.

Virtually all modern theories of organization utilize the open systems perspective. As a result, open systems theories come in many flavors. For example, contingency theorists argue that organizations are organized in ways that best fit the environment in which they are embedded. Institutional theorists see organizations as a means by which the societal values and beliefs are embedded in organizational structure and expressed in organizational change. Resource dependency theorists see the organization as adapting to the environment as dictated by its resource providers. Although there is a great variety in the perspectives provided by open systems theories, they share the perspective that an organization's survival is dependent upon its relationship with the environment.

Open systems theory has profoundly altered how we understand schools as organizations and the demands placed upon educational leaders. Treating

schools as if they are independent of their environment would lead to wide misperceptions of the driving factors behind organizational change. Contemporary studies of accountability movements, teacher professionalization, and instructional leadership all benefit from a strongly open systems approach to understanding environmental demands and the resulting adaptation in school policy and its implementation, or lack thereof. Indeed, today scholars are rightfully dubious of work that fails to consider the rich context in which schools develop.

### **Further Reading and References**

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