

Administrative development in socio-organizational thought

التنمية الإدارية في الفكر السوسيوي - تنظيمي.

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Abstract :

ملخص :

The concept of administrative development is often addressed in management theory, but the social dimensions of administrative development make it related to sociological thought in its administrative orientations, or to the sociology of organizations.

Therefore, this article aims to give a theoretical reading of the concept of administrative development according to the socio-organizational perspective.

The article is based on the question of how administrative development appears in the classic theory of organizations' sociology and its development in the modern theory.

Keywords: Development, Administrative development, Socio-organizational thought..

يستهدف هذا المقال إعطاء قراءة نظرية لمفهوم التنمية الإدارية وفق المنظور السوسيوي - تنظيمي. إذا غالبا ما يتم تناول هذا المفهوم في النظرية الإدارية، إلا أن الأبعاد الاجتماعية للتنمية الإدارية تجعل منه مفهوما مرتبطا بالفكر السوسيولوجي في توجهاته الإدارية، أو بعلم اجتماع التنظيمات. وينطلق المقال من الاستفهام حول تظاهر التنمية الإدارية في التراث النظري الكلاسيكي لسوسيولوجيا التنظيمات وتطوره في النظرية الحديثة. الكلمات المفتاحية: التنمية، التنمية الإدارية، الفكر السوسيوي - تنظيمي .

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INTRODUCTION:

Why a research paper on administration development? This is a question that the potential reader may ask him or herself and with good reason. According to most present writing on administration development we live in a time of turbulence and radical change, so studying administrative development has become an urgent necessity.

This necessity is even greater if we recognize the scarcity of sociological studies that have been concerned with administration and its development. That's why socio-researchers must understand administrative development and administrative practices as sociological acts, which are originally founded on the fact that administration and its actors are organized social structures that are supposed to work regularly to perform tasks and functions whose outputs we see not only administrative work, but also the local and national external environment, in all its dimensions: social, cultural, economic, political.

The fundamental idea of administrative development is the increased ability of administration to shape its physical as well as human and cultural environment; where the administrative system tries to come up and live up to the needs and demands of modern developments in view of the global socio- economic changes and pressures within which it has been growing.

Administration development may be even more relevant today than when it first emerged in the aftermath of the Second World War; contemporary administrations no longer constitute rigid traditional offices, but their structures have become flexible, taking into account all the variables of the external environment and taking into account the requirements of society, which is achieved through the reorganization of the work in a way that ensures that management is able to interact continuously with its external environment. Without change the work of the administration would be simplified... structuring would be done without difficulty thanks to an environment free of uncertainty and requiring no special adaptation.

"Administrative development is based on the foundations provided by the various theories used in the analysis of administrative phenomena, the patterns of bureaucracy, scientific management, management principles and behavioral theories are all rules used in administrative development, all the rules and foundations on which administrative development depends in achieving its objectives" (Al-Lozi, 2013, 67). Based on previous ideas, this article is aimed at showing how administrative development can be read through classical and contemporary school in socio-organizational thought, based on the following questions:

-What is administrative development?

How does administrative development manifest itself in classical socio-organizational thought?

-What is the theoretical reading of administrative development through contemporary socio-organizational thought?

What is administrative development?

The term "administrative development" has been used in tow meanings. First, it refers to the administration of development programs, to the methods used by large-scale organizations, notably government, to implement policies and plans designed to meet their developmental objectives. Second, it by implication rather than directly, involves the strengthening of administrative capabilities. The concept of 'administrative development' has been almost exclusively used with reference to the developing nations of Third World.(Riggs, 1970, 43)

Administrative development is defined as a qualitative improvement in the ability of organizational processes to more effectively and efficiently accomplish institutional goals. (Hanson, 1983, p89)

The researchers have given many definitions of administrative development according to their dimensions

Administrative development as a process:

"Administrative Development is the culmination of a complex process that presents different aspects that we will try to perceive. For the administration, development cannot be a goal in itself." (Soutenain, 2004,243)

"A process that enables administration to update organizational and behavioral patterns, in response to the environmental demands and needs directed to them" (Sadiq, 1982, 08).

"A process aimed at changing organizational structures, procedures, methods, regulations, laws and preparing and developing individuals to effectively meet the expected changes" (Amer, 1997, 463).

Administrative development as an effort:

"The state's efforts to address the administrative problems it faces by developing administrative regulations, systems and bureaucratic practices to achieve this progress" (Ezzedine, 2013, 234).

"Renewed capacity in building and developing administration systems and skills to meet current needs and future requirements" (Ahmed, 1996, 266).

Administrative development as a strategy:

"An intervention strategy based on an organized effort aimed at bringing about change to improve the efficiency and effectiveness of administration." (Al-Hamri, 2011, 59).

"A future plan to improve the current or future performance of administration through knowledge development, change of attitudes and improve skill scoring, so the ultimate goal of these programmers is to support the expected performance of the organization itself." (Dessler, 2003, 282-283).

Administrative development among Taylorism and Behavioral School:

The classical current of organizational theory represents the ideas of researchers who have worked in the organization, so their theories were a translation of their scientific and practical experience in organization and administration. Their aim was to develop theoretical and rational concepts aimed at maximizing the required efficiency and effectiveness.

The classical school carried a guiding approach that explains to managers what to do in order to perform their jobs optimally, which has led its pioneers to focus their interests on work, organizational structure/technology used, working methods... Their outlook is therefore characterized by a lack of human and social dimensions, because they viewed the administration as a centre piece of development, and that staff were subordinate to these variables, in the sense that the basis of development lay in material resources.

Frederick Winslow Taylor (1856-1915) was the first efficiency expert, the original time-and-motion man—the father of scientific management, the inventor of a system that became known, inevitably enough, as Taylorism. "In the past the man has been first. In the future the System will be first," he predicted boldly, and accurately. Taylor bequeathed to us, writes Robert Kanigel in this definitive biography, a clockwork world of tasks timed to the hundredth of a minute. Taylor helped instill in us the obsession with time, order, productivity, and efficiency that marks our age. His

influence can be seen in factories, schools, offices, hospitals, libraries, even kitchen design. At the peak of his celebrity in the early twentieth century, Taylor gave lectures around the country and was as famous as Edison or Ford.

To organized labor, he was a slave driver; to the bosses, he was an eccentric and a radical. To himself, he was a misunderstood visionary whose "one best way" would bring prosperity to worker and boss alike. Robert Kanigel's compelling chronicle takes *Taylor* from privileged Philadelphia childhood to factory floor to international fame, telling the story of a paradigmatic American figure whose influence would be felt from the New Deal to Soviet Russia and remains pervasive—even insidious—today. Taylor has demonstrated the only method of achieving administrative development, by identifying one optimal method of performance that is concerned with the study of movement and time required for performance, emphasizing the division and specialization of work, separating administrative planning from implementation and the scientific and proper selection of employees and training them in order to increase their skills, as well as motivating them financially to increase their motivation for work.

At the time of *Taylor's* ideas in the United States of America, *Henry Fayol's* ideas emerged in France, which differed from Taylor's in her interest in senior management and her assertion that "there is nothing rigid or absolute in management, but on the contrary, the principles of management must be flexible, appropriate to environmental changes" (Fahmy and Osman, 2003, 39). This is perhaps considered a cancellation of the idealism that dominated administrative thought at the time.

Fayol stressed that administrative development (achieving productivity efficiency) depends on the managers' understanding of the administration process, which is complex in all projects, and therefore it is necessary to follow the 14 principles (Robbins, 2011,07), which he considered the most appropriate management method to achieve administrative development.

In another vein, Max Weber presents us with the bureaucratic ideal model as a method that he believes he alone can achieve bureaucratic objectivity in the service of administrative development; bureaucracy is a necessary condition for establishing the foundations of modern administration.

The German sociologist Max Weber was the first to attempt a systematic theory of bureaucratic organization. Weber conceived of the societies and the states as becoming progressively rationalized and demystified with corresponding change in organizational forms. According to Weber the charismatic and traditional types of authority dominating societies and states in the previous decades became very hard to maintain and then gradually gave way to the emergence of a new rationalized legalistic type of authority and structure which dominate modern states. He called this structure which is dominant in modern states bureaucracy. (Thompson, 1982, 19)

The bureaucracy, as conceived by Weber, aimed to make decisions rationally for development and administrative effectiveness, by focusing on policy-making by the top and implementing it by al-Qaeda, in a hierarchical and formal manner (Al-Shanwani, 2003, 596).

For *Weber*, achieving administrative development is by applying bureaucracy, which is a form of modern organization that elevates and outstrips all aspects of the organization that preceded it. "Bureaucratic authority is the only way to deal with administrative requirements and social patterns, and as tasks and duties become increasingly complex, it is necessary to develop control, control and management systems to address them. Bureaucracy has therefore emerged as the most rational and

efficient response to these needs" (Giddens, 2005, 409-410). The ideal bureaucratic model is based on the following principles:

Task specialization (Specialization and Division of Labor)

Hierarchical layers of authority: this means that there are successive levels of power, each of which follows the level above it, (hierarchical distribution of power), which makes administrative organization hierarchical.

Formal Selection: Employees of a bureaucratic organization are selected on the basis of their expertise.

Impersonality: Labor relations are transformed from relationships between persons to those between centers and jobs, thus denying the personal nature of relationships.

5 Recruitment and promotion are merit-based.

Career orientation: managers being personnel pursue their career as professionals not as owners of the organization.

Employee behavior is directed using written procedures.

Employee does not own the job: which means that it prevents it from being exploited

Use records and archives to record administrative processes and situations.

The employee's stay in office depends on his bureaucratic behavior.

Fixed and clear structure of salaries and wages.

Upgrade is done according to the hierarchy.

Job performance is judged by worker productivity.

Based on the above, the achievement of administrative development at Weber depends on the law and not to exceed it. Bureaucracy is the model by which management can fine-tune jobs and role-setting, using laws

The traditional approach towards administration has been limited in its scope and premise, the core of which was strict adherence to laid down rules and hierarchy. His ideas began to fade with the rise of the School of Human Relations.

Researchers at the School of Human Relations assert that organizational behavior is the result of complex psychological, social and physical factors, not an automated response to physical stimulation and that the worker is primarily a social being. Human relations between staff are at the heart of the administrative process (Al-Quraiti, 2009, 23). Therefore, achieving administrative development depends on understanding the behavior of employees and improving their relationships.

For the school of human relations researchers (Ilton Mayo), the most important thing that can be affected by the behavior of employees is: teamwork that allows for the strengthening of social relationships between them, and the pattern of supervision or leadership adopted, as the leadership style that has allowed employees to be consulted and understand their needs makes them feel important within the areas of work. The human (social and psychological) dimensions must be taken care of to achieve administrative development.

The research of the School of Human Relations has evolved through the work of the school's psychologists; the likes of *Maslow*, *Adams* and *Froom*, who linked the achievement of administrative development to behavioral and psychological dimensions

Administrative development in Open System theory:

Recent studies of the organization confirm its interaction with its external environment. In this regard, *Talcott Parsons* has developed his theory of organization in a adaptive direction that emphasizes that values and standards are vectors of action and behavior, not determinants of it. The actor within the format has the ability to choose between many alternatives, so that his behavior is neither completely free nor

completely restricted. The open-systems approach was first applied by *Katz and Kahn*, who adapted General Systems Theory to organizational behavior.

open system theory refers simply to the concept that organizations are strongly influenced by their environment, (Bastedo, 2004, 173) and analyses the organization as an integrated and interconnected set of parts that perform their functions in a coherent and integrated manner, and depends on each other and on the sources of energy they derive from their external environment. Therefore, every change in the external environment will inevitably affect internal regulation and the persistence of regulation in the environment, depending on the creation of mechanisms that make the system respond to the requirements of the external environment, without losing its characteristics that distinguish it from other systems on the one hand, and retaining its identity within the value system from which it originated.

Katz and Kahn believe that the organization relies on four basic requirements in achieving its objectives:

Requirements for the internal environment of the system: integration (maintaining the pattern) and latency (containing tensions).

External environment requirements: adaptation (harmonization), achievement of the goal (Allam, 1994, 157).

As can be seen, the open systems theory focuses on the means used to maintain organizational survival and emphasize long-term goals rather than the short-term goals of the goal-attainment approach.

Thus, the administrative methods that are conducive to achieving real administrative development are those through which management can obtain input that is appropriate to the activities in which it operates and transforms it into outputs aimed at meeting the requirements of the changing external environment on the one hand and complexion on the other. Therefore, departments must choose for themselves the methods that enable them to reach their goals and keep pace with the change that is taking place in the work environment.

Although the school of opens systems has studied the organization more comprehensively than the classical school, it has viewed the organization as being dependent on the external environment and cannot make changes.

Position analysis of administrative development:

What is position (contingent)? Is what may or may not happen; it could have happened, but it ultimately did not happen. (Saussois 2012, 33 à 52)

Schermerhorn believes that the positioning school is based on the principle of adapting to the situational or environmental variables facing management. The position rejects the generalization of any administrative principle to different organizations and in different situations, since each organization is a situation that has characteristics that differ from those of other situations. (Schermerhorn, 2000, 58). The researchers of the positioning school summarize the results of their research in the fact that everything in organization depends on the situations.

In other words, all administrative processes are not static, but depend on how responsive they are to the environment. The organization is prepared to change its privacy, components and even the services it provides to meet the environment and its variables.

Thus, the researchers in this school believe that there is no one general and comprehensive theory that can explain all aspects of organization (management), and there is no specific and typical management method to face all situations and address all problems that may stand in the way of administrative work.

The positioning school combines a commitment to assess the environment and the choice of alternatives available to current trends; the choice of management style depends on the position/condition in which the administration is present.

The most important variables used by the positioning school are: technology researched by Joan Woodward; Through its research, it has found that technology affects organization and requires it to reorganize to achieve its goals.

The organizational structure of Burns and Stalker research; through their research, they emphasize the need to adapt the organizational structure to the nature of the external environment

And the environment in Lawrence and Lorsch's research. Which emphasizes the need to respect the relationship between organization characteristics and the requirements of the external environment; the more diverse the requirements of the environment, the more diverse the organization functions must be.

The positionary view of administrative development is shown in the following principles:

The notion of contingency refutes the classic hypothesis that it is an ideal structure.

The effectiveness of a structure depends on its environment and the characteristics of the organization.

Faced with organizational change, the organization formulates distinctive solutions depending on the context of the organization and its particularities.

With flexibility as a key word, contingency theory claims the role of the environment in the organization.

CONCLUSION:

Through this paper, we have tried to give researchers and theorists a vision of administrative development, whose concept and method of achieving them varied from school to school.

In fact, the theories of administrative development are multiple, but our researchers have shortened the most important theories.

Administrative development was one of the concepts found in organizational thought; and every theory we have dealt with from a particular perspective.

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