

Metaphor:**Boot Camp****Powerful Conversations***Northeast H.S.**CPESS*

Critical Incident #1-Assemblies	During all boys health assembly, speaker states- "The more sexual partners a boy has the less likely you are to have a stable marriage"	Student addresses the audience at onset of visiting choir's performance and says- "...be peaceful don't show anger for these people from Michigan"
Critical Incident #2-Parent Meetings	Parents and Student Conference with guidance counselor where student states she wishes to attend cosmetology school and counselor responds- "...you know your parents are disappointed?"	Student responds during a parent-teacher conference to the question of "What do you want?" by stating, "I need to speak to teachers and dad to develop a plan...my goal is to be an architect and be successful in life. Pass my grades and have teachers say I'm proud of you."
Critical Incident #3-Staff Discussions	Teacher discussion in the teacher cafeteria about foreign aid.	Teacher meeting on creating grading standards for the different divisions where one teacher states- "...we want to change the world; we want to prepare them to live in the world at the same time."
Critical Incident #4-Student Expression	Letter from alumnus serving in the armed forces which reads, "I'm only a body doing a job."	During student discussion on City Hall march, "...needs more organization than a meeting Friday to march on Monday- (we need a) position to stand on and keep standing on more than one march by one high school..."
Critical Incident #5-Classroom Instruction	Casey at the Bat lesson where teacher is conducting a "dramatic reading" aloud to a class full of students.	During the King Lear discussion of themes student states, "Characters act almost like real life written way back (in the 16 th century); Teacher responds, "people don't change much"

Griffith Analysis Matrix:

Theorist	Objective	Subjective
Stone	Rationality project	Polis / Political Reasoning
Morgan	Non-constructivist	Weak Constructivist
Griffith	Literal / Precise Systemic explanation Logic-Mathematical Procedures	Explanatory Theory – Described as “Folklore, testimonials, and speculations of college professors; Theoretical Basis for Admin. Theory

Willy McCourt Metaphors to Change Organizations

Metaphoric Use	<ul style="list-style-type: none"> • “...deployed to increase our understanding of organizational life and to promote creative action...enable us to see organizations in a new way, thus opening up creative possibilities(p.511,2nd paragraph).” • “...serves to generate an image for studying a subject(p.513, 2nd paragraph).” • “Large theoretical claims have been made for this method, which metaphor being seen as the missing link between lay and scientific discourse” (Tsoukas 1991) and • “as an essential element in theory construction (Weick 1989)” p511 • “...metaphors function as insights which change our understanding of the organizations in which we work. That changed understanding in turn generates possibilities for creative action”(p.516, 2nd paragraph
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Epistemological Foundations	“implications for understanding and acting in organizations(p.512,1 st paragraph).”
Organizational Analysis	“examine first the epistemological theory of metaphor(p.512, 2 nd paragraph).”
Organization Science	“...an area in which, rather than one paradigm supplanting another until it was supplemented in its turn, a number of paradigms could co-exist, each of them spawning theories in a process which corresponded to Kuhn’s idea of ‘puzzle-solving’(p. 513, 1 st paragraph).”
Paradigms	“Overarching structures of thought at a level far above that of individual theory [views of the social world based upon different meta-theoretical assumptions with regard to the nature of science and of society..(p.513, 1 st paragraph).”
Constructivist	“...there is an objective world, we know it only through our senses which inevitably filter the sense data which they receive and impose their own structure upon it(p.514, 1 st paragraph).”
Non-Constructivist	“...there is an objective world which we know in an unproblematic way through the direct evidence of our senses(p.514, 1 st paragraph).”
Strong Constructivist	“...views scientific language as fundamentally metaphorical, and, by implication, invalidates literal scientific language(p.515, 2 nd paragraph).”
Weak Constructivist	“...metaphor can generate insight into ‘how things are’. However, the proposition that language can sometimes be metaphorical does not entail the

	proposition that language must always be so(p. 515, 2 nd paragraph).”
Action frame of reference	– identifying a dominant organizational paradigm in the then influential systems theory and attempting to supplant it with a paradigm of his own devising (Silverman) p 512
Images of organization	– organization theories are treated as instances of metaphor (Morgan) p 513
Imaginization	managers are practical theorists, and that metaphor is therefore of fundamental importance to them too (Morgan) p 513
Scientific Inquiry	Metaphorical process p 513
Pro-innovation of bias	Pg. 517 Where metaphors appear which are trivial or which re invent the wheel
OD organizational development model of change	-a long-range effort to improve an organization’s problem-solving and renewal processes, particularly through a more effective and collaborative management of organizational culture (French & Bell) p 518
Neophilia	charges of triviality and re-inventing the wheel (Booker) p 519

Gamma change	– a change in the configuration of an existing paradigm or the replacement of one paradigm with another (Porras and Silvers) p 518
Puzzle-solving	– Kuhn’s idea where a number of paradigms could co-exist, each of them spawning theories in a process p 513
Metaphoric Thinking	Fundamental element in scientific thinking and if metaphors are fundamental to scientific thought, then thinking metaphorically should give us new insights into how organizations behave, and that those new insights should in turn suggest new possibilities for creative action (Morgan) p 512
Shared Understandings	“...empowers individuals who have been trapped in outmoded images of their own roles(p.517, 3 rd paragraph).”
Metaphor	the missing link between lay and scientific discourse (Tsoukas) p 511 An essential element in theory construction (Weick) p 511

EDU 5914- Advanced Theory

Response to Relation of McCourt and Stone

Both Stone and McCourt present similar notions of theory building. The use of metaphors is consistent with both perspectives, however Stone uses the market-polis perspective. Stone describes the function of the rational perspective concomitant with metaphorical technique to analyze political reasoning. In a sense, the two are necessary and some amount of the model of reasoning is necessary in effective theory building. In this way, the two are parallel where McCourt has included notions of objective, literal language to effectively build theory reliant on subjective ways to do things termed "weak constructivism."