

**BAR-ILAN UNIVERSITY**

**Knowledge coordinating of the school staff and  
its implications for the functioning of the staff**

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## Abstract

Organizational knowledge coordination deals mainly with promoting horizontal coordination between policies and organizational areas at the managerial level (Christensen, et al., 2019). At the micro level, organizational coordination refers to the synchronization of knowledge and actions through interpersonal interactions, negotiation, team coordination and team work dynamics, and teamwork dynamics (Zackrisson, Seibold, & Rice, 2015). The purpose of coordination is to bring about collective achievement through a joint process (Ballard & Seibold, 2003), to develop and leverage knowledge in the organization. As a result, bring about improvement and streamlining of the organization through problem solving and design of innovative organizational processes (Faraj & Xiao, 2006).

There are those who see knowledge coordination as a cognitive or social process, through social interactions (Cooke & Gorman, 2009; Ren & Argote, 2011; Rico et al., 2008; Salas & Fiore, 2004). And some believe that knowledge coordination is also created in the socio-cognitive process, which relates to the functional aspect of group cognitive structures (Li & Holsapple, 2018). Organizational knowledge coordination is created in broad dynamics; with the dimensions that create the process refer mainly to how the knowledge coordination is created in the organization, as well as to the content and circumstances that lead to the knowledge coordination (Faraj & Xiao, 2006).

Knowledge coordination has implications for the quality of performance in the organization. A review of various studies on coordination in diverse organizational frameworks such as offices and research teams, found that coordination reduces the level of formality of organizational activity, and contributes to better organizational performance (Faraj & Xiao, 2006). It enables the development of team skills and

expertise (Faraj & Sproull, 2000; Fisher, et al., 2012; Rico, et al., 2008), decision-making, and high-quality complex problem solving (Cooke, et al., 2004; Salas, et al. ., 2009), meeting organizational goals and requirements (Malon, 1988), and improving the quality of organizational performance and productivity (Zellmer-Bruhn & Gibson, 2006). However, the positive effects of organizational knowledge coordination performance may be limited following social, cognitive, and motivational factors (Gabelica et al., 2016).

Coordination knowledge in the educational organization is an evolving field of research that is not sufficiently exhausted. The review of literature conducted on the coordination knowledge of educational organizations, no significant research reference was found. Research in the field of education in particular, the purpose of the present study is to examine the characteristics of the coordination knowledge of organizational educational and its scope among school officials, the factors that accelerate and moderate it, and its implications for teamwork.

The study was conducted using the qualitative method and included semi-structured interviews with 25 teachers in elementary schools who hold additional central positions such as: integration coordinator, travel coordinator, science coordinator and the like. The teachers have a seniority of 3 years or more, and work in schools in Hebrew education under state or state religious supervision. The research strategy chosen is the phenomenological approach that examines the experiences of different people from their point of view. The method of analysis is the interpretive analysis that allows the researcher to bring himself into the analysis, where the meaning is shaped by a combination of the researcher and the participants. The data analysis was performed using a method of content-themed analysis in a technique focused on snippets of text. Length analysis was initially performed subject to the principle of

proximity, according to which parts of the text are coded into categories by comparing data and identifying common meanings and patterns. And finally a breadth analysis was performed that includes the division of the coded texts into major themes.

An analysis of the interviews shows that the school organization is different from other organizations, and is characterized mainly by teamwork. As part of the mapping of the significant factors for the creation of coordination knowledge in the school organization, a number of factors have been identified that maintain a relationship of interdependence and influence each other. These factors are mainly related to organizational and social aspects in the school staff. It was further found that the most significant impact of knowledge coordination on teamwork is reflected in the quality of work of the school staff.

The theoretical innovation of the study is the reciprocity in teamwork as a significant characteristic for the coordination of knowledge in the school organization. That is, collaboration among school staff contributes to the coordination of knowledge in the school organization. The coordination of knowledge in the school organization mainly includes the synchronization of knowledge between the teaching staff about teaching methods, how to work with the students, social activities, and organizational information related to the teachers' work with the students.

In addition, the findings of the study raise a number of factors that accelerate or moderate the knowledge coordination in the school organization: Social interactions and the characteristics of the school staff. Moreover, there is a relationship of dependence between these two issues, so that the factors related to social interactions and the characteristics of the school staff touch and influence each other. These topics include the timing of the coordination events and their frequency, cooperation and motivation of the staff, the workload imposed on the staff, human relations between the

team members and the personality of the school principal. The implications of knowledge coordination in the school organization on teamwork are evident in the quality of teacher work. The knowledge coordination improving teacher work, and vice versa. The quality of teachers' work is evident in the pedagogical and educational aspect, cooperation between teachers and the pooling of pedagogical and educational resources that contribute to the quality of teaching and learning in the school.

The conclusions of the study are aimed primarily at school principals and deputies, and focus on two levels. One, scheduling staff meetings at times appropriate to the needs of the school staff, and found to accelerate knowledge coordination; Second is fostering positive human relations between staff members, who encourage respectful treatment and cooperation and they too have been found to accelerate the knowledge coordination in the school organization.