

A Rhizomatic Perspective Of Alternative Organizing: The Organizing Of An Alternative School

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Introdução

Our study seizes this opportunity to both corroborate and advance discussions around adopting a processual perspective in AO research. In this regard, we aim to understand alternative organizing and the possibilities of defining AOs through the concept of the rhizome and its lines of intensity, as an option to the arborescent model (Deleuze & Guattari, 1995).

Our study also seeks to answer questions such as: a) How do alternative initiatives remain financially viable while maintaining their alternative aspects?

Problema de Pesquisa e Objetivo

Against this backdrop, our investigation seeks to understand the organizing of an alternative school of education — for children and adults — located in the interior of Rio Grande do Sul, Brazil. The organization studied is referred to as Iyva, a fictitious name.

Fundamentação Teórica

We begin by identifying the aspects that mark Iyva as alternative. To do so, we engage with the critical theoretical insights of Marcuse (1964) and Deleuze and Guattari (1995) on the concept of technical orientation. We then examine the school's organizing from a rhizomatic perspective (Deleuze & Guattari, 1995), reflecting also on the potentialities and limitations of defining what constitutes an AO.

Metodologia

Methodologically, we adopt a case study strategy (Stake, 2005), guided by an exploratory-descriptive approach.

Análise dos Resultados

The investigation's results are presented through four analytical categories: (1) aspects of alternativity (educational vision, the mystical, and socioeconomic perspectives) and associated challenges; (2) the centrality of the leader; (3) intentional undefinition; and (4) the intention to inspire other ways of being and/or living. The aspects of alternativity were constructed by identifying deviations from technical orientation.

Conclusão

Among the conclusions, we can mention that the study points out that the centrality of the leader is key to both the school's financial survival and the maintenance of its alternativity. Moreover, from a processual perspective, we see that this centrality is not immutable as Iyva has experimented with collectivist (self-managed) forms of organizing in the past and intends to do so again.

Contribuição / Impacto

The rhizomatic perspective enables us to explore the dynamic relationship between the alternative and the mainstream, accounting for the complexity of AOs, their contradictions, survival strategies, and efforts to sustain alternativity.

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