DESCRIPTORS- *BIBLIOGRAPHIES, *ORGANIZATIONAL CHANGE, *SOCIAL
ORGANIZATIONS, *SCHOOLS, SOCIAL SYSTEMS, ORGANIZATION,
BUREAUCRACY, POWER STRUCTURE, ROLE THEORY, TEACHER ROLE,
STUDENT ROLE, ADMINISTRATOR ROLE, TEACHER BEHAVIOR,
*EDUCATIONAL CHANGE, EDUCATIONAL SOCIOLOGY, OBJECTIVES,

THIS STARTER BIBLIOGRAPHY LISTS 154 BOOKS, ARTICLES, AND
MONOGRAPHS PUBLISHED BETWEEN 1932 AND 1968 IN THE SUBJECT
AREA BROADLY DESIGNATED AS "PLANNED CHANGE." EMPHASIS IS ON
THE SCHOOL AS A SOCIAL ORGANIZATION AND THE CONTRIBUTION OF
SOCIOLOGICAL THOUGHT IN AFFECTING ORGANIZATIONAL CHANGE.
SCHEMATIC FIGURES ARE INCLUDED TO CLARIFY ORGANIZATION OF THE
MATERIAL AND TO PROVIDE GUIDELINES FOR FURTHER DEVELOPMENT OF
THE SUBJECT AREA. (TT)

PLANNED CHANGE: A SELECTED BIBLIOGRAPHY

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Field tests of generative materials pertaining to planned change resulted in extensive lists of references. As the writer and his students utilized the conceptual frameworks to explore areas of study, identification of significant content was greatly facilitated. One area of content led to other related areas and in time the need to delimit content forced attention to the development of classification skills. Successive classes tended to move toward similar categories, suggesting that the frameworks provided directional guidelines. However, enough unique content was located to indicate that the guidelines were not so prescriptive that needs and interests of individual students were jeopardized.

The references that follow have been selected to exhibit the pattern of content development revealed by several classes of practitioner-students as they used the materials. The lists are intentionally abbreviated because much of the value of the materials is derived in the process of content development. The opportunities offered by the materials for development of skills of analysis and synthesis would be lost if pre-assembled bibliographies were used as reading lists. Sub-categories have been added to the basic frameworks to better show the direction of content development in field tests.

Forces for Organizational Maintenance

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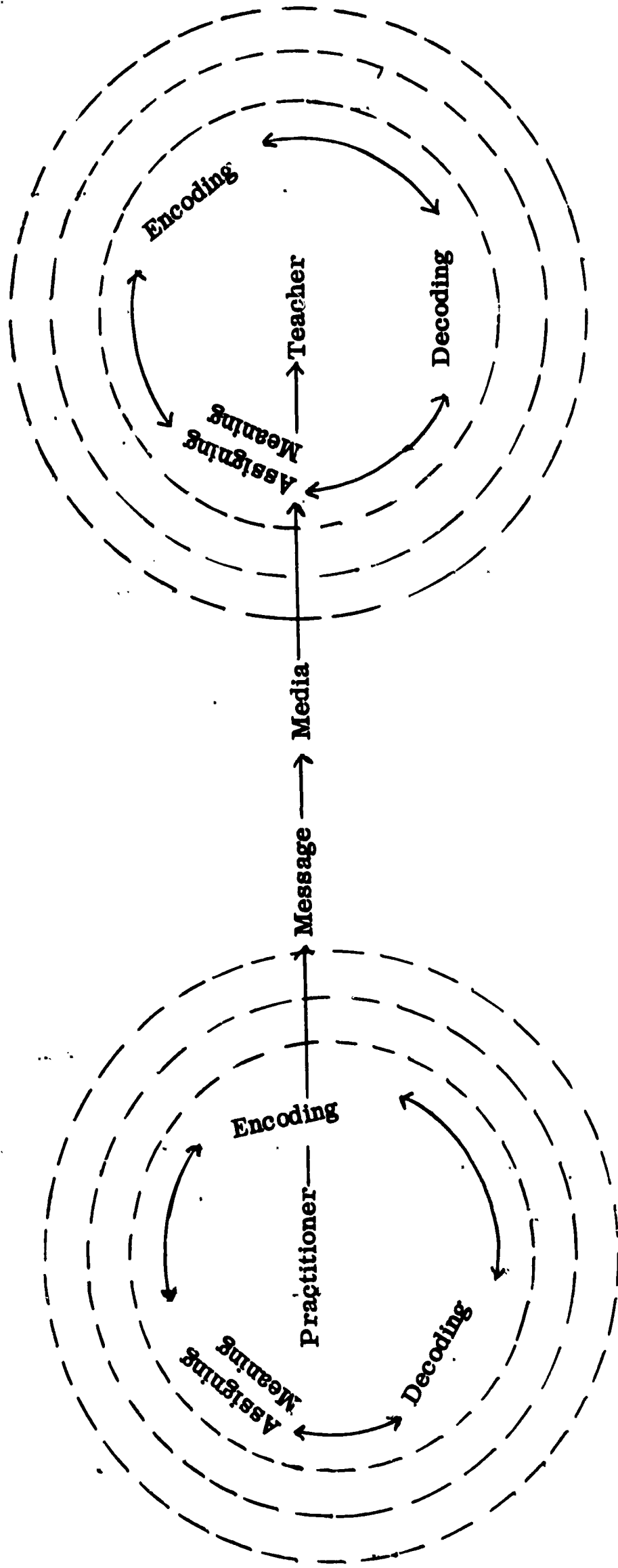
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Figure 2

SOCIAL CONTEXT OF SCHOOL*

Encoding

Decoding

Teacher

Assigning Meaning

Message → Media

Encoding

Practitioner

Decoding

Assigning Meaning

*Adaptation of the communications model developed
by Edward J. Robinson, Communications and Public
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Figure 3

FUNCTIONAL IMPERATIVES

OF

SOCIAL SYSTEMS*

1. Pattern Maintenance
2. Integration
3. Goal Attainment
4. Adaptation

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Figure 4

SELECTIVITY IN CLIENT ORGANIZATIONAL
RELATIONSHIP IN SERVICE ORGANIZATIONS*

Client Control Over Own
Participation in Organization

	YES	NO
YES		
NO		

Organizational
Control Over
Admission

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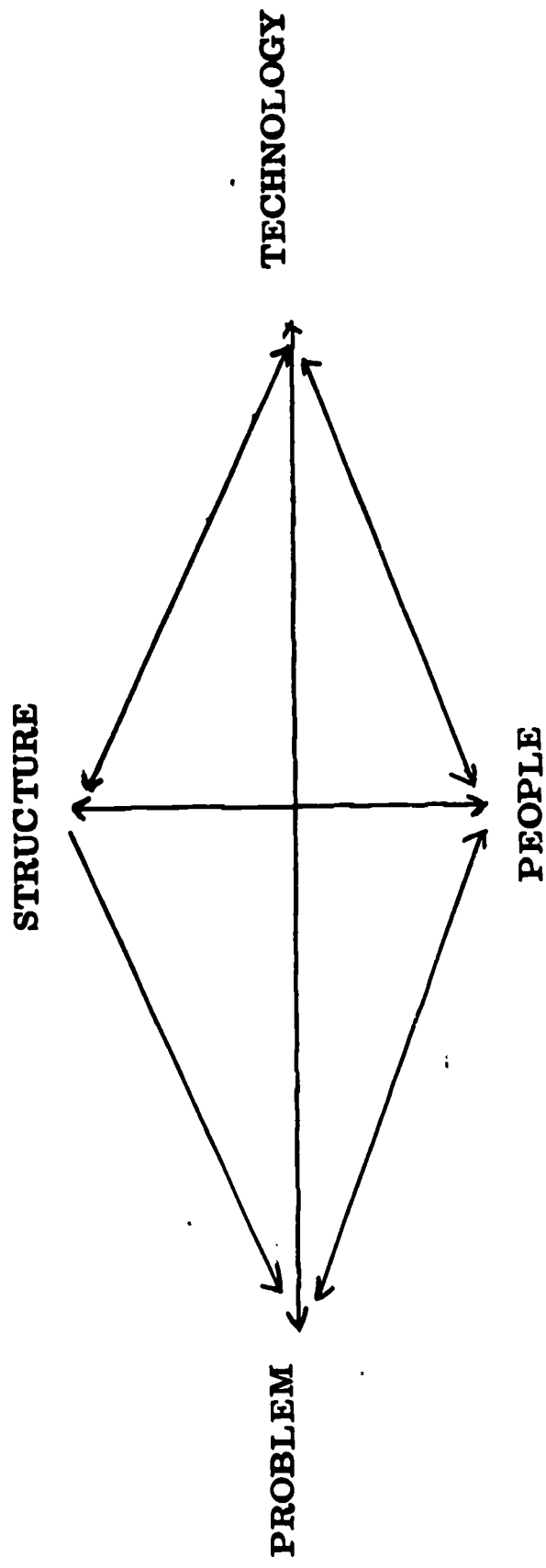
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Figure 5

ORGANIZATIONAL VARIABLES CENTRAL
TO MAINTENANCE AND ADAPTATION DECISIONS*

TECHNOLOGY

STRUCTURE

PEOPLE

PROBLEM

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Client-System's Perceptions, Role Expectations, and Values
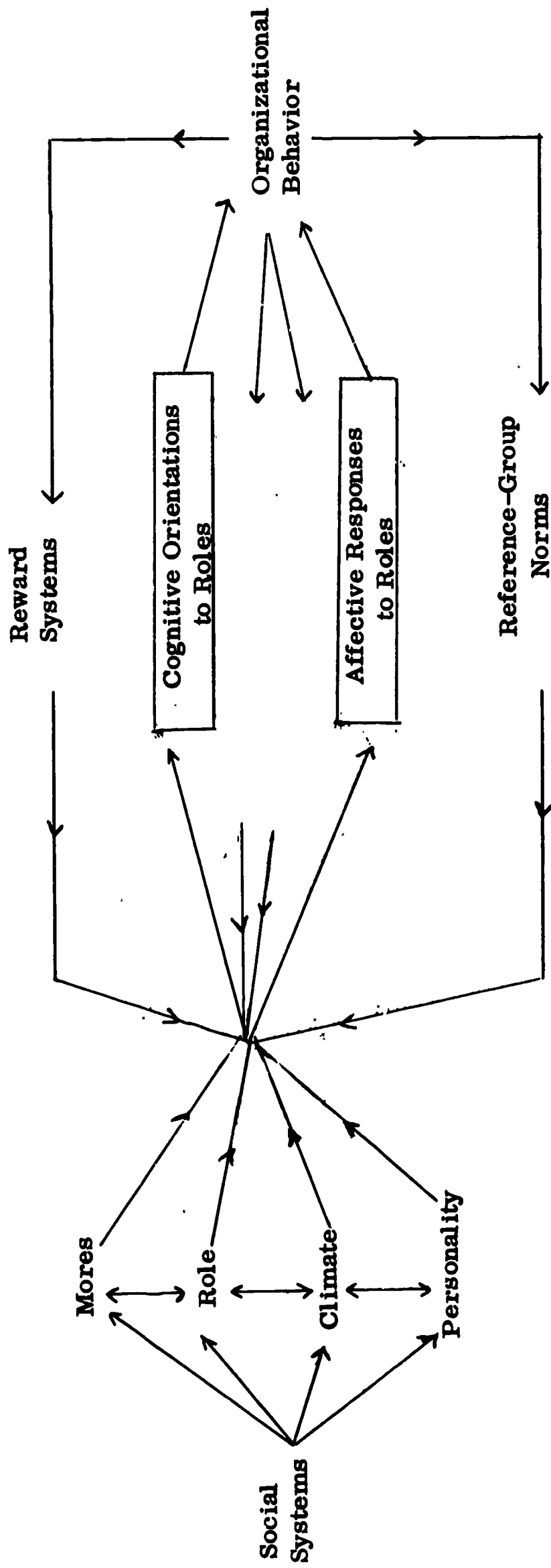
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Figure 6

ORGANIZATIONAL BEHAVIOR -- MAJOR
FACTORS AFFECTING ROLE PERFORMANCE*

Organizational
Behavior

Reward
Systems

Cognitive Orientations
to Roles

Affective Responses
to Roles

Reference-Group
Norms

Mores

Role

Climate

Personality

Social
Systems

*Adaptation of a conceptual framework developed by Max Abbott, "Intervening
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Figure 7

INTERVENING VARIABLES IN
ORGANIZATIONAL BEHAVIOR -- INTERACTING
ROLE POSITIONS
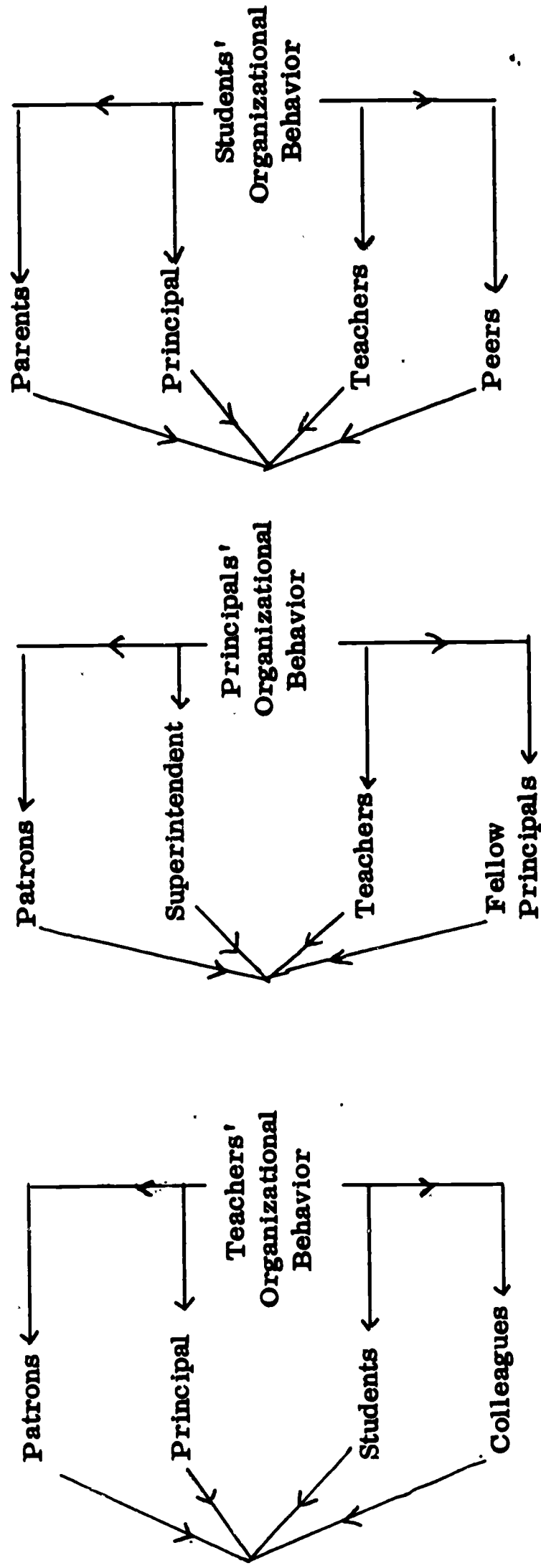
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B. Variables Influencing Teaching Behavior

Figure 8

INFLUENCE OF INTERACTING ROLE
POSITIONS ON TEACHER ROLE
BEHAVIOR

What Teachers Need From:

STUDENTS	OTHER TEACHERS	PRINCIPAL	FACULTY NORMS

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Figure 9

THE INTERACTION OF EXECUTIVE FUNCTIONS AND PREDISPOSITIONAL SETS*

Executive Functions - Organizational Requisites

Cathexes of:	Homeostatic	Mediative	Proactive
Persons	1	2	3
Persons-Ideas (Fusion)	2	1	3
Ideas	3	2	1

1-Primary Performances
2-Secondary
3-Tertiary

Predispositional Set:
A Developmental Condition of the Ego

*Abraham Zaleznik, "Managerial Behavior and Interpersonal Competence," Behavioral Science, Vol. 9, No. 2, April, 1964, pp. 156-166.

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C. Influence in Organizations

Figure 10

POSSIBLE RELATIONSHIPS BETWEEN ADMINISTRATOR'S BASES OF POWER AND TEACHER TYPES*

Teacher Types

Bases of Power	Benefits Oriented	Upward Mobiles	Subject Oriented	Pupil Oriented	Subject-Pupil Oriented
Coercive					
Reward					
Expert					
Legitimate					
Referent					

*Bases of power classifications are drawn from J. R. P. French, Jr. and B. Raven, "The Bases of Social Power" in Studies in Social Power, edited by Dorwin Cartwright. Ann Arbor: University of Michigan, Institute for Social Research, 1959, pp. 150-167.

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Figure 11

POSSIBLE RELATIONSHIPS BETWEEN
ADMINISTRATOR'S BASES OF POWER AND ORGANIZATIONAL
DEMENSIONS*

INSTRUCTIONAL	BUREAUCRATIC

COERCIVE

REWARD

EXPERT

LEGITIMATE

REFERENT

*Bases of power classifications are drawn from J. R. P. French, Jr. and B. Raven, "The Bases of Social Power" in Studies in Social Power, edited by Dorwin Cartwright. Ann Arbor: University of Michigan, Institute for Social Research, 1959, pp. 150-167.

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Figure 12

RELATIONSHIP BETWEEN TYPES OF CHANGE
AND TYPES OF POTENTIAL STRATEGIES*

Types of Change

	STABILIZING		DISRUPTIVE	
	Substitution	Alteration	Variation	Re-Structuring	Value Re-Orientation

Type of
Change Strategy

Power

Empirical – Rational

Normative Re-Educative

*Categories of the types of change strategies and the five categories
of types of change were identified by Robert Chin, "Models and Ideas
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