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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. (IT)
PLANNED CHANGE: A SELECTED BIBLIOGRAPHY

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STARTER BIBLIOGRAPHY

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

I. Framework Represented by Figure 2 -- Emphasis on Contextual Variables

A. Basic Reference


B. Organizations in General


C. The School As An Organization


Figure 2
SOCIAL CONTEXT OF SCHOOL*

II. Framework Represented by Figure 3

A. Basic References

FUNCTIONAL IMPERATIVES
OF
SOCIAL SYSTEMS*

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

B. Social Foundations


C. Organizational Analysis

1. Emphasis on Social Systems


2. Emphasis on Functions


D. Organizational Goals


III. Framework Represented by Figure 4

A. Basic Reference


B. "Type IV" Organizations


Figure 4

SELECTIVITY IN CLIENT ORGANIZATIONAL RELATIONSHIP IN SERVICE ORGANIZATIONS*

Client Control Over Own Participation in Organization

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>YES</td>
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<tr>
<td>NO</td>
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</tbody>
</table>

Organizational Control Over Admission


C. Organizational Control


D. Organizational Authority


E. Conflict Within Organizations


IV. Framework Represented by Figure 5

A. Basic Reference


B. Structural, Technological, and Humanistic Variables in Organizations


Figure 5

ORGANIZATIONAL VARIABLES CENTRAL TO MAINTENANCE AND ADAPTATION DECISIONS*

STRUCTURE

TECHNOLOGY

PEOPLE

PROBLEM

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

I. Framework Represented by Figure 6

A. Basic Reference


B. Roles in Organizations


ORGANIZATIONAL BEHAVIOR -- MAJOR FACTORS AFFECTING ROLE PERFORMANCE*

C. Socialization into Role


D. Intervening Variables

1. Rewards


2. Reference Groups


II. Framework Represented by Figure 7

A. Interacting Roles

1. Teacher-Student


Travers, Robert, "Models of Teacher Behavior in the Classroom," Department of Educational Psychology, University of Utah, Mimeographed, 1961.
Figure 7

INTERVENING VARIABLES IN ORGANIZATIONAL BEHAVIOR -- INTERACTING ROLE POSITIONS

- Patrons
- Principal
- Teachers' Organizational Behavior
- Students
- Colleagues
- Superintendents
- Principals' Organizational Behavior
- Teachers
- Principals
- Students' Organizational Behavior
- Teachers
- Peers
2. Teacher-Principal


III. Framework Represented by Figure 8

A. Basic References


B. Variables Influencing Teaching Behavior
Figure 8

INFLUENCE OF INTERACTING ROLE POSITIONS ON TEACHER ROLE BEHAVIOR

What Teachers Need From:

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>OTHER TEACHERS</th>
<th>PRINCIPAL</th>
<th>FACULTY NORMS</th>
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</tbody>
</table>


C. Normative Structures


IV. Framework Represented by Figure 9

A. Basic References


**Figure 9**

**THE INTERACTION OF EXECUTIVE FUNCTIONS AND PREDISPOSITIONAL SETS**

**Predispositional Set:**
A Developmental Condition of the Ego

---

**Executive Functions - Organizational Requisites**

<table>
<thead>
<tr>
<th>Cathexes of:</th>
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<th>Proactive</th>
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<td>3</td>
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<tr>
<td><strong>Persons-Ideas (Fusion)</strong></td>
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<td>3</td>
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<tr>
<td><strong>Ideas</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

1 - Primary Performances  
2 - Secondary  
3 - Tertiary  

Variables Affecting Influence Within Organizations

I. Framework Represented by Figure 10

A. Basic References


B. Power as a Basis for Influence


C. Influence in Organizations
### Figure 10

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

<table>
<thead>
<tr>
<th>Teacher Types</th>
<th>Benefits Oriented</th>
<th>Upward Mobiles</th>
<th>Subject Oriented</th>
<th>Pupil Oriented</th>
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II. Framework Represented by Figure 11

A. Basic Reference


B. Professionals in Organizations


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

<table>
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III. Framework Represented by Figure 12

A. Basic References


B. Variables Influencing Organizational Change


# RELATIONSHIP BETWEEN TYPES OF CHANGE AND TYPES OF POTENTIAL STRATEGIES

<table>
<thead>
<tr>
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<th>DISRUPTIVE</th>
<th>Value</th>
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<td>Variation</td>
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<tr>
<td>Normative Re-Educative</td>
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</tbody>
</table>

*Categories of the types of change strategies and the five categories of types of change were identified by Robert Chin, "Models and Ideas About Changing," *Media and Educational Innovation*, edited by W. C. Meierhenry. Lincoln, Nebraska: Teachers College, University of Nebraska, 1964, p. 1-16.
