OE COMMUNIQUÉ

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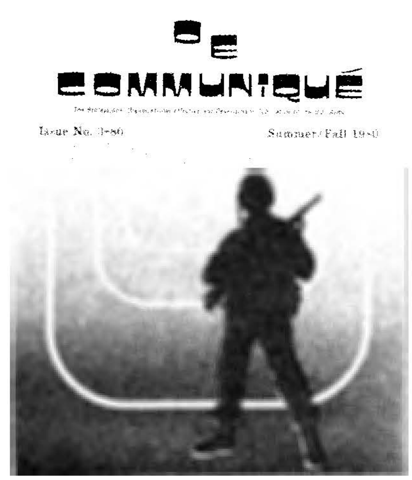
Issue No. 3-80 Summer/Fall 1980

U.S. Army
Organizational Effectiveness Center and School
Fort Ord, California

Summer/Fall Issue | **The OE Communique** | **No. 3 - 1980**

ABOUT THE COVER

The cover of this issue of the Communique is meant to convey the idea that, without exception, the focus of all activities of all the organizations that comprise our Army, must be the effective employment of the individual soldier on the battlefield. The test of the appropriateness of what we do each day in our organizations is how well we can relate the outcomes of our activities to this end. The common thread of "success on the battlefield" also applies to OE activities and should serve to tie together the ever-widening application of OE in the Army.



The OE Communique

The *OE Communique* is published quarterly under the provisions of chapter 5, AR 310-1. The mission of the *OE Communique* is to provide state-of-the-art information on the application of the Organizational Effectiveness (OE) process in units and organizations throughout the Army. The Communique seeks to provide a forum for the exchange of innovations and lessons learned in the use of OE techniques and to foster the development of research and the evaluation methods aimed at determining the contributions of OE to combat readivess. The Communique endeavors to develop closer ties with all OE staff officers and non-commissioned officers and to provide a supplement to their professional development. A major mission objective is to provide commanders and military and civilian leaders at all levels with practical and timely information for their use in initiating and sustaining OE operations.

CORRESPONDENCE

Direct correspondence with the *OE Communique* is authorized and encouraged. All inquiries, letters to the editor, manuscripts and general correspondence should be sent to: *The OE Communique,* US Army Organizational Effectiveness Center and School (USAOECS), Fort Ord, CA 93941. Telephone numbers for the *OE Communique* are: Autovon 929-7058/7059 or commercial (408) 242-7058/7059.

Meet the Staff

Left to right -

Coy Brown, MAJ Paul Rock, and Bob Britsch.

Table of Contents

A LITTLE RECOGNITION—*Our dedicated secretarial and word processing staff insures a continuous flow of OE materials to the field and OECS. Their exceptional ability to decipher our handwritten hieroglypichs is reflected in our many professional publications and administrative efforts. From left to right: Linda Crouch (Training); Marianna Voorhees (Concepts Development); Diane Spry (Commandant's Office); and Mary Appendino (Operations and Support). Seated is Sherry McKinney (Training Developments). Unavailable at photo time were Emma Greene (Evaluation); and Jannie Moore and Gail Riley (Word Processing).*

Commandant's Comments

COL. William L. Golden

The physical appearance of this issue of the *Communique* reflects its continuing evolution. We are gratified that those asking for copies of the *Communique* can be found throughout the federal agencies and in industry and academia — an indication of its expanding readership and apparent worth. Its value is dependent, however, not upon how we package it but upon what you contribute to its content. As you continue to support it, the *Communique* will support you.

DA Staff Proponent for OE

The Director of Management in the office of the Chief of Staff has recently become the DA Staff proponent for OE. This change reflects the impetus of the DA *OE 3d — 10th Year Plan* to recognize OE as a management tool applicable across all staff functional areas and not solely a personnel, or people, activity. HQ FORSCOM and HQ DARCOM have made similar changes and now have their respective OE offices reporting to their Chiefs of Staff.

The OENCO Component of the OE Program

The evaluation of the OENCO Pilot Program led to the recent decision to maintain 100 OENCO positions in the Army and to train NCO replacements beginning with the Sixteen Week Course which starts in January 81. Potential OENCOs in the grades E7 through E9 should inquire about eligibility at their MILPO and submit applications through normal command channels to their Mil Per Cen career management branches with coordination at Mil Per Cen, ATTN: DAPC-EPZ-P.

OESO Underfill

As of August, 33% of the Army's 388 OESO positions were vacant. Requisition-to-fill times is one except for TDY and return students. Thus, if you are not working on getting your replacement into the system there is a good chance that your OESO position could also become a vacant one.

Professional Development Conferences

Acolades to USAREUR, FORSCOM and DARCOM OE offices for sponsoring three well produced and highly productive professional development conferences. OECS faculty participated in each and were much impressed by their organization, quality and attendee participation.

DEPARTMENT OF THE ARMY
HQ, US ARMY TROOP SUPPORT & AVIATION MATERIEL READINESS COMMAND
4300 GOODFELLOW BOULEVARD, ST. LOUIS, MO 63120

DRSTS-G

16 JUN 1980

Colonel William L. Golden
Commandant
US Army Training and Doctrine Command
Organizational Effectiveness Center & School
Ft. Ord, CA 93941

Dear Colonel Golden:

This letter is in response to your request of 22 May 1980, which asked for examples of the application and benefits of using organizational effectiveness activities.

I have been aggressively using organizational effectiveness procedures and concepts as a management tool for a considerable time, and in a number of ways. My first use in TSARCOM was in a team building workshop for myself and senior subordinates, which I am continuing on a semi-annual basis. These workshops are not merely sessions to learn to talk to one another, but are geared to specific themes that I want to emphasize. Examples include the Command's total management process, and organizational values. Results that have occurred based on these workshops include the elimination of useless displays in the Command Operations Center, a clarification of the role of the Chief of Staff, clarification concerning participation at review and analysis sessions, better scheduling of meetings, and the elimination of staff confusion as to the functions and mission of Staff Action Control Officers.

Several of my immediate subordinates have voluntarily scheduled their own team building workshops, so there is a definite waterfall effect. After one recent effort of this type, the managers who participated made these comments in follow-up interviews:

> "The OE effort did what was intended. It opened up communication flow."
>
> "We got our money's worth. With hindsight we should repeat our request for assistance."
>
> "Now we don't let things go. We talk it out."
>
> "Misdirected correspondence has been reduced."
>
> "Our supervisor has taken down those partitions so we can see him."
>
> "Our supervisor is now willing to try new ways, new approaches."

DRSTS-G
Colonel William L. Golden

1 6 JUN 1980

An important principle that I have followed is that my subordinate managers contract for a four step OE process only if they want to, and by negotiating directly with my Organizational Effectiveness Staff Officers. Further, I meticulously avoid the details of events taking place in an OE operation undertaken for any of my subordinate managers. This gives them the comfort to get involved, and thus have a potential for improving, without any concern for what the boss might be thinking. As a result, since May 1978, nine of my subordinate managers have chosen to initiate the complete OE four step process. All have been favorable, and I am noticing various improvements, such as faster and higher quality responses to suspenses, better staff cooperation and coordination, and higher morale. One of my managers said of the OE participation in his organization:

> "OE involvement is one of the best things that has ever happened in my Directorate. The OESO devoted long hours ascertaining the workforce's opinion of division interactions, morale, communications flow, and job satisfaction. His efforts resulted in a more effective Directorate team. I see significant improvements in employee/supervisor interactions, problem identification and solution, overall communication and esprit de corps. The OE intervention was highly successful."

Another OE operation that I am utilizing extensively is the transition workshop. In one concentrated day this workshop gives managers just reporting for duty an appreciation of the past history of the organization they are to direct, its objectives, and a listing of the current problems. Much of the information discussed in the workshop, such as cooperation between subordinate elements, would never be available in independent briefings to a new manager. Other information would only be obtained after several weeks on the job. All of my new Directors experience this workshop and each has recognized its usefulness.

Knowing the amount of time required to conduct and attend meetings in a matrix organization such as TSARCOM, I had an early interest in improving meeting effectiveness. Consequently, one of the first tasks I assigned to my OE office was to design a method to improve meetings by reducing their length and frequency, while simultaneously increasing the quality of their output. One result was the preparation of a 31 page Supervisor's Handbook for Improving Meeting Effectiveness, which is now in its third printing, and which is constantly being requested by other Commands. Another result was the design of a workshop which teaches participants the use of seven tools to improve meeting effectiveness. In fiscal years 79 and 80, 632 of my managers and supervisors have attended this workshop. The payoff is that our meetings are gradually improving. They are more efficient. The right people are attending. They are able to start and finish on time. It is interesting to note that a local school district, learning of our meeting effectiveness techniques, obtained our materials and workshop design to use in improving the caliber of their meetings. In addition, in response to specific requests, I have made OESOs available to other Army Commands to present demonstration meeting effectiveness workshops. Finally, it is worthy of note that a representative of the National Guard Bureau, after participating in one of our meetings here, decided to initiate our meeting effectiveness tools throughout the National Guard.

2

DRSTS-G 16 JUN 1980
Colonel William L. Golden

In addition to the management skill building workshops conducted as implementation activities within the OE four step process, I encourage my OESOs to provide behavior based training in other formats. These would include conducting a workshop as a part of more traditional education courses, or on the request of a manager not utilizing the total OE process. I feel this is an effective OE marketing device as well as the obvious transferring of skills and knowledge. For example, 89% of supervisors participating in OE performance counseling workshops report increased ability in this skill, and 98% recommend the workshop to other managers in the organization.

Finally, I am using my OE staff in a new initiative that goes beyond the current OE approach to a total systems perspective. As you know one of the tough issues currently facing the Army is the completion of an ever increasing, complex mission, without a comparable increase in resources. To cope with this problem in TSARCOM I have directed my OE office to implement a system of Participative Work Improvement Circles. These circles are voluntary groups of employees who meet to systematically identify and solve their own work related problems. The circle concept is designed to reduce errors, enhance the quality of work performed, inspire more efficient teamwork, promote job involvement, and increase employee motivation. It builds an attitude of problem prevention and creates problem solving capability in its members. Most organizations have the hands and feet of employees. In TSARCOM we are also going to mobilize the brain of every worker who is willing, to contribute to greater effectiveness. The use of OE techniques, procedures, and concepts can pay handsome dividends. I feel every manager should be alert to imaginative applications of OE to assist in dealing with the sophisticated, subtle, and complicated issues that are currently confronting us all. As a frequent user of OE services, I have no hesitation to recommend the approach to other organizations, and have no reservations concerning the above comments being attributed to me by name.

Sincerely,

R. H. Thompson

RICHARD H. THOMPSON
Major General, USA
Commanding

3

LETTERS TO THE EDITOR

Dear Editor,

Thank you for sending us the *OE Communique*, and please continue to do so. Congratulations on having established a learned forum in this vital area. We are committed to producing Air Force officers with the skills to contribute significantly to the effectiveness of their organizations and your publication will be a valuable resource in that process. Also, we will feel free to contribute our insights to you.

Robert L. Taylor, Lt Col, USAF
Acting Head
Department of Economics, Geography
and Management
USAF Academy, Colorado

Dear Editor,

As one of the first Organizational Effectiveness Staff Officers (OESO) in the Army I had the opportunity to attend many civilian courses and seminars pertaining to management consultant training and development. During my development as an OESO I became a firm believer that Army officers should serve concurrent tours of duty as an OESO to develop and increase their skills. My belief was founded on the premise that it takes years to learn and sharpen consulting skills, which is true, and when an OESO departs for another assignment those skills rapidly deteriorate. I have since found that hypothesis to be incorrect. It is true, as in any field, that if you do not use the skills you have obtained you lose them, but I have recently experienced applying my organizational effectiveness skills, concepts and experience in another Army assignment and found it to be one of the most exciting and gratifying assignments of my Army career. This article addresses three key areas being addressed in the Army today, my philosophy on each as seen as an "OE trained" manager, and a summary of my philosphy on the personnel management of OE trained officers. Before doing this, I want to define OE and identify one of the greatest frustrations I encountered as OESO because if you understand this past frustration you will better appreciate my present excitement.

My past frustration as an OESO came from the fact that many commanders and managers would complete phase one, the assessment, and then choose to do nothing further with the assessment data or choose to complete the process without my assistance. These are both viable options but frustrating ones to me because I had the skills and experience to have been of great value to them and their unit. That is the past frustration which has been replaced by the fact that as a Group Staff Officer, I am, to an extent, my own boss and can assess, action plan and implement in my own area of operation as my own internal consultant.

As a Group Staff Officer I have many responsibilities in conjunction with a unique and complex assortment of jobs. I have no intention here to discuss my job description but rather to touch on several areas in which I have some degree of influence and responsibility and describe the OE philosophies that have been useful to me as a manager in addressing each.

1. ***New Officer Evaluation Report (OER) Implementation.*** To introduce this new system and insure that there was honest discussion concerning its impact, I briefed each subordinate unit of the Group and each briefing included an open discussion concerning effective performance objectives and the rating philosophy of each unit commander. This was accomplished to insure all officers had a valid expectation of the new system and how it would personally affect them. In the total systems analysis I see the continuation of the inflated OER and decreasing number of authorized officer positions as prime catalysts in creating an Army environment wherein taking risks is not practical because one failure annotated on an OER can, and will, impact on the selection board process for years to come.

2. ***Race Relations Training.*** I have been trying to influence systems within the Army to look at the current status of race relations training and reorient from the ethnic awareness posture, which is now being overdone, to individual skill building techniques. If the young enlisted person in the Army today possesses the interpersonal skills necessary to take care of themselves, such as assertiveness skills, those using those applications and the individual pride produced from successfully using those skills, trancends all race and sexual barriers. Awareness of problems is a start but obtaining skills to resolve problems, beginning with the individual, is the solution. When everyone in the organization can identify and resolve problems at their level, it frees the chain of command to use their time managing and leading.

3. ***Personnel Retention,*** The Army is struggling with the retention issue and the answer is systematically simple. Most people in American society

have been in organizations since early childhood to include church, school and family and, from these varied experiences within organizations, have learned to expect certain basic considerations that include:

a. Orientation. Obtaining a basic understanding of what the orgainzation does, why it exists.

b. Inclusion Activities. Formal and informal methods of giving the new member an opportunity to get involved in unit activities, to become an active member.

c. Job Description. Outlining, in specific terms, what is expected concerning job performance.

d. Counseling. Timely feedback concerning how well they are performing their job.

e. Career Planning. The chance to periodically review their career and personal goals to determine action plans.

f. Rewards. Most people appreciate acknowledgement for a job well done, especially when departing an organization.

g. Feedback. The opportunity to periodically give the organization information on what is effective about the system and the people in it and what could be changed to make the organization better.

If these basic areas are managed well from the bottom to the top in the organization and if the individual continues to have the opportunity to utilize existing skills, learn and practice new ones and have the chance to make decisions in the work environment, then retention of personnel becomes a non-problem. These areas fall under the supervision of many individuals and if addressed from a total systems approach, more innovative and exciting solutions could be discovered and implemented. These are not new concepts in the Army. In fact, the system is already designed to address all of these areas, if effectively managed.

I have personally been able to assess, action plan and implement many useful and innovative programs largely because of the OE training and experience I brought to my current job. I have been able to utilize my skills more productively as a manager than as a consultant and thus underline and reinforce DA MILPERCEN's policy of only one OESO utilization tour for each OE trained officer. Simply stated, Organizational Effectiveness training provides the skills necessary to turn problems into challenges, *and OE training and assignments should be considered a prerequisite for selection of commanders and key staff officers in the future.*

CPT JAMES T. PANCAKE
HQ 66TH MI Group
APO New York 09108

Dear Editor,

The purpose of this letter is twofold: first, to outline the actions I took to obtain local authorization and funding for a civilian TDA space in the Army Community OE Office in Bremerhaven, FRG; second, to provide a strategy for other OESOs throughout the Army to utilize if they find it useful in their particular situation.

In mid July, 1979 I, like many other OESOs, found myself up to my ears in active and potential clients. In order to remedy this situation, I decided it was necessary to see about getting another OESO or perhaps one of the Army's new OENCOs on board. In order to make a long story very short, I will just say that breaking loose an OESO or OENCO that wasn't programmed for your office is like leading a horse to water and making him float on his back. Well, the horse sunk and so did my great idea!

I finally decided that a viable alternative to resolve the issue would be an attempt to design, justify, authorize, fund and recruit, a civilian assistant position for the office. The strategy was focused on a journeyman level (GS 6-7) position that required some knowledge, background and/or experience in the Behavioral Science arena (e.g. Psychology, Sociology, etc.)

My first stop was at the Office of the Resources Management Office (RMO). After some discussion a decision was made to authorize and appropriate funds for an overhire civilian position. Initially the position would be designated Management Assistant, GS-5 or GS-6 (based upon CPO's evaluation of the specific job responsibilities). Appropriate paperwork was prepared to create and fund the new position and forwarded through channels to CPO as a request for personnel action. Because all positions of this type are Local National (LN) positions, the paperwork would follow two tracks (American and German) through the CPO system.

An initial visit to CPO revealed the necessity for me to discuss with the Pay and Position Management folks what I was attempting to do. With a scanty outline of proposed job responsibilities I "went to the mountain". The Chief of the Pay and Position Management and I conducted a mini series of meetings discussing, researching, writing, drafting job descriptions and getting to know one another. The research indicated that the GS series that best fit the proposed job responsibilities was GS-102, Social Science Aid and Technician Series. Further research revealed that specific grading criteria had not been established for this series so the criteria for the GS-344, Management Assistant could be used. After several days of joint efforts alongside the job classifier, the job description (American and German) for an OE Technician (OET) was created. The position was graded at GS-6 (C5a), staffed, approved and forwarded to the Recruitment and Placement Branch for recruit action. Finally, my best efforts paid off with the job announcements going out for public dissemination.

After the required two-week waiting period, I was informed by CPO that there were four qualified applicants and that I would receive a referral list. After four interview sessions I selected an Army dependent with an education in psychology and sociology and background in beginning Psychiatric Nursing. Although an announcement was published for local nationals none were referred. My interview strategy evolved around behavioral background, motivation, interest, potential, and understanding of what the technician position would provide the OE program. All four interviewees were qualified by CPO at the GS-5 (C5) level with the provision to be noncompetitively promoted to the next higher grade after one year of training (CPO requirement) and a recommendation from the supervisor. Keeping in mind that I wanted to select someone that would, in my professional opinion, be open to "one-on-one" training on all the aspects of OE that a *journeyman* in the business should know, I made my selection.

After the preliminaries of inprocessing, meeting the players, etc., my new technician trainee and I met with the CPO to negotiate a training plan. With appropriate consideration for the requirements of "the system", a plan was finalized to meet the needs of the CPO training coordinator. In order to meet my needs, I utilized the Program of Instruction (POI) from the OE school and extended those items that I was convinced my training program should include. Since OE training for a technician is in its formative growth period, I appointed myself a pioneer in the field and designed a program that fit my needs and desires. I feel that any training plan developed for another OESO working in another environment between that OESO and his OE technician trainee.

Flexibility and creativeness were my key thoughts as I designed the plan. I stretched it over the training year to meet CPO's needs, and then proceeded with training the technician, OE style. Months later, and as I reflected back over the entire effort, I'd like to conclude with the following:

a. The strategy works! Any OESO in a similar situation can, as we say, make it happen.

b. The strategy probably works easier for a TDA, installation or USAREUR community environment; but, that doesn't mean you TOE folks can't give it a shot.

c. HQDA has published some manpower criteria information in DA PAM 570-551 around OE and it includes some data that can help. If I can provide any additional asssitance, please feel free to write me: HQ USAREUR, ODCSPER-OE APO NY 09403.

CHARLES T. HATCH
MAJ, GS
OESO

Dear Editor,

There exists a need for greater attention on the part of practicing OESOs to carry out the fourth step (evaluation) of the OE four-step process. The OE Office at the DA Staff needs documentation in order to carry on their job of planning OE in the Army. The Army OE 3-10 Year Plan, FY 80-86, provides for documentation. One method of measuring the status is by reviewing documentation. Documentation provides a resource of information sharing thus improving the "state of the art."

One might ask "Why such concern over documentation/follow-up?" In order for the DA Staff to perform the job of guiding, policy making, and planning they must have documentation which speaks to the status of OE. DA is representing OE in many areas at this time. Case studies are used for policy making, planning an imput, and in programming in such areas as Congressional testimony and Army program and budget structure. Case studies are becoming more important in the future development of OE in the Army.

The MACOM OE 3-10 Year Support Plans, FY 80-86, provided for documentation. In keeping with the objectives set in these plans, practicing OESOs are going to have to incorporate the evaluation step into the operations that are performed. The purpose again speaks to the documentation by OE showing its merit and value to the Army. It is a professional obligation to the practitioner and the user to follow up on the operations.

Concern around the lack of documentation was aroused through a recent report by an independent agency studying the status of OE in the Army. One of the key points raised in this report was the lack of follow-up documentation of OE activities. Such projects cannot fairly evaluate the status of OE without documentation. A brief paragraph appeared in a recent Army Personnel Letter identifying significant OE cost effective operations. This paragraph brought several inquiries from OESOs and commanders/managers. Such inquiries indicate an interest to learn about the results of OE techniques that might be channeled into greater use of OE in the field and in a large systems, provide education on the capabilities of OE for the practioners a resource for operational design.

There are many case studies published in the past issues of OE Communique. Some provide the guidelines for operational design while others go further with evaluation follow up and documentation. Two studies published in the winter '80 issue are excellent examples of comprehensive case studies. They provide a reference base for replication. One article was done by CPT Horak, MEDDAC, Fort Hood, Texas, and the second article was by CPT(P) Stewart, 4th Infantry Division (M), Fort Carson, CO.

Not all case studies need to be done in depth. However, if the evaluation step of the process is incorporated into the original design, it is part of the planning stage of an operation. The final product occurs with little extra time and effort, but with great value for OE as a whole, to other OESOs as a resource data base, to commanders/managers as an information tool and to the user as final validation of the process.

To do the job adequately, the DA Staff needs the assistance of OESOs in the field. They need to take a look at some of their recent operations, do a follow up if necessary, and then take the time to sit down and record the operation in a simple format: (1) What the problem was; (2) What OE technology was used; (3) What the operational cost to the commander was in terms of people and time; and (4) What were the results? Once recorded, the case study should be forwarded to your MACOM headquarters. It would help DA if an information copy was forwarded to HQDA (DAPE-HRL-O), Washington, DC 20310.

There is much work being done in the field and the lack of time seems to be a universal problem. If OE is to become a part of the Army; if the MACOM 3-10 Year Support Plans are to become realities versus objectives on paper; if the state of the art is to transition into macro-systems approach and the technology base is to grow, the practicing OESOs must give attention to the fourth step of the OE process—evaluation and documentation.

MAJ C.L. Flanders, Jr.

Editor's note: Major C.L. Flanders is a Staff Officer in the OE Branch, Leadership and Organizational Effectiveness Division, ODSCPER, HQDA. He is a 1966 graduate of Norwich University, He graduated from OECS in September 1977. He holds an MEd in Guidance and Counseling from Trinity University, San Antonio, Texas. He served as an OESO in the 4th Infantry Division (M), Fort Carson, Colorado.

Dear Editor,

Recently, a fellow installation OESO and I were talking about some of the problems and frustrations encountered at the installation level. We both agreed that a real problem exists in getting top management involved in the OE process. It seems that some installation commanders, although they support OE vocally, haven't really utilized the program through a 4-step operation or anything closely resembling one.

This is particularly frustrating to the installation OESO who views his role as one of importance to the installation as a whole and who readily sees top level situations where the process could significantly improve the management of the installation and the involvement of individuals in the mission of the installation. That frustration increases too, when the OESO recognizes that the CG's lack of involvement in the process is a negative motivator, in terms of OE applications, to those key staff members under the CG.

What follows here is a summation of my strategies for marketing the OE process at installation level with the expressed goal of getting top level involvement and utilization of the process to those subordinate managers and commanders who still reject the idea that they could benefit from OE.

I'm not suggesting that these are the only strategies available or that they are applicable for every OESO. I offer them as food for thought and action as deemed appropriate by OESOs who find themselves faced with an installation program that hasn't gotten on its feet. Of prime importance to the installation OESO is the opening bid with the CG. The responsibility rests with the OESO to develop the goals by which he intends to manage the program. He should be adamant in his effort to present his goals to the CG for concurrence even though the OE key manager may be the C/S, DPCA, G-1 or someone else in the chain of command. Goals should be clear and specific enough to show the CG where the program is going. Broad ambiguous goals are worse than none at all, in my opinion. There is already enough distortion in the bureaucracy. Once the goals have been presented and accepted the OESO should have a clear understanding of his role as it relates to the CG. If not, the OESO is responsible. He must understand what the CG expects, and he must clearly state his needs of the CG in terms of availability, support and involvement.

Once that link has been made, the OESO has many things he can do to stimulate managers to use OE. There is no substitute for good advertising. It's amazing though, how many OESOs fail to do all they could in this area, It pays to use all available media like the post daily bulletin, post newspapers, post TV networks, bulletin boards, radio stations, letters, and brochures. Advertising should be keyed to the potential benefits to organizations, such as increased job satisfaction, productivity, and morale. Advertising should also present OE as a resource or an extra staff capability free for the asking. Brochures should be localized where possible and should include statements from local managers who have benefited from the process. A key part of any advertising plan is OESO involvement—getting out on the street and personally introducing the process and the consultant to organizations. I usually carry a good book on OD applications when meeting a potential client. If he/she doesn't have time for a full time OE briefing, I leave the book for a week or two before going back to retrieve it and offer further information. Many OESOs have found the transition meeting a good entry vehicle and I agree. I send letters to prospective commanders from company level up, offering the meeting and any other assistance desired. The installation OESO should also involve subordinate OESOs and OENCOs in this project. Many company commanders are as much in the dark and skeptical of OE as are the 05's and 06's. They are often in as great a need for assistance too, and can benefit from OE. I have found that OENCOs who hit the street at the company level do extremely well picking up clients and helping companies solve organizational problems.

Whether the program is advertised in any other way or not, experience itself is another strong marketing factor. Successful operations convince people that the process works. Battalion comanders seem to be the most receptive group of clients from my perspective. At any rate, the OESO should find a receptive client group and do some good work. It seems highly ethical to me to ask pleased clients to talk about their OE experiences—up and down the chain. Successful operations create affiliates to the process.

Affiliates are probably the single most important aspect of a marketing strategy. Strong influential affiliates will support the OE program and will advertise it at the same time. They can also be extremely important in getting the CG involved in the process, particularly when they are involved in or affected by problems or trends which the OESO has identified. I'm suggesting here that the OESO should be keenly aware of those issues causing the most dissatisfaction on the installation and should develop trend data on those issues without specific direction from the CG. In presenting those trends, it helps if there are some influential affiliates willing to validate the trends in specific ways.

Finally, I think it is important marketing strategy to maintain a systems view, to expand all significant issues through a MACRO analysis. Not all issues will qualify, but those that do should be written up as a case study at least. Beyond that, other options do exist and should be considered. Self-directed studies which identify issues with MACRO implications can be forwarded through OESO channels through the MACOMs to DA as trend data. A second possibility for initiating a MACRO intervention is through the Incentive Awards Suggestion Program where the OESO can illustrate a problem and solution at the same time. For the altruistic OESO, these methods can provide the sounding board to get it off the chest, to put ownership of the problem back on the system with the potential of solving it at the same time.

Strategies and activities of this nature illustrate to the CG and the management structure that the OESO is doing his part toward increasing the Army's effectiveness. They show initiative, innovation, skill and dedication/qualities which add significantly to the marketing effort and the overall credibility of the OE process.

ROGER D. GRAHAM
Major, TC
OESO

Correction for Article Published in the Spring '80 Communique

Due to an oversight on the part of the *OE Communique* staff, the article on *Neuro-Linguistic Programming* by LTC William R. Fisher (published in the Spring '80 issue of the *OE Communique*) did not contain the list of references which the author had provided. We apologize, and now publish the proper list of references.

References

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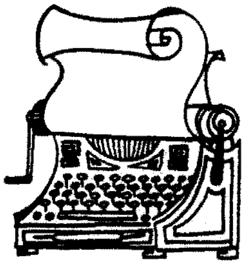


Editor's Comments

MAJ Paul J. Rock

It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage, than the creation of a new system. For the initiator has the enmity of all who would profit by the preservation of the old institution and merely lukewarm defenders in those who would gain by the new ones.

Niccolo Machiavelli

WHAT'S GOING ON WITH THE FORMAT OF THE COMMUNIQUE?

For those of you who may have asked this question after receiving the last couple of issues, let me try to briefly shed some light. Our number one priority is to provide our readers with useful, practical information. Secondly, we want to package this information in the most attractive and professional way that resources will allow. The pursuit of the second part of our goal has forced us to experiment a bit as we seek the best method that can be supported by our limited resources. We are aware of some of the negative aspects of this turmoil for our readers and we are working diligently to get this situation under control.

GUIDELINES FOR AUTHORS

What Can I Write About?

Articles can be submitted on any subject related to the use of OE and OE-related technology in an organizational setting. We are as interested in hearing from Commanders and staff personnel who wish to relate their experiences as we are from OE consultants.

What About Style?

Write in a clear, conversational style. You can be most effective by being simple and direct. Avoid jargon. Remember that *Communique* readers are busy people who want practical information, successful techniques, and thought provoking ideas.

Length should be determined by the scope of your topic. Be concise, but provide all the necessary information.

Please avoid sexist terminology. Avoid footnotes as much as possible, If necessary, a reference list may be included.

Can I Send Photos or Artwork?

Visual materials are highly desirable and should be submitted whenever possible, either independently or to accompany a manuscript. Black-and-white glossy photographs are prefered. Artwork should be prepared in black ink on white paper.

How Do I Prepare the Final Manuscript?

Send an original and one clear copy. The manuscript should be typed on white, letter-size paper. **Double space everything, including references and quotations. Place references, figures, tables, and charts on separate pages.** Make a cover sheet for each copy of the manuscript showing the proposed title of the article, plus complete identification and address for each author. Include a 50-75 word biographical sketch and a black-and-white photo (head and shoulder).

Why Are Manuscripts Rejected?

The most common reasons for rejection are (1) subject or style that are inappropriate for this audience, (2) repetition or a recently published or commonly-known topic, (3) use of a procedure that might violate copyright law, (4) subject that relates to only a very small portion of our readers, (5) inaccurate information, (6) poor quality writing.

What Else Should I Know?

Authors are responsible for the accuracy of all material submitted, including references, quotations, tables, etc.

All manuscripts accepted for publication will be edited to conform to *Communique* style and space limitations.

Where Do I Send My Articles?

The *OE Communique*
US Army Organizational Effectiveness
Center and School
Fort Ord, CA 93941

Updates

DA Updates

MAJ C. L. Flanders, Jr.
HQDA

OE Staff Proponent Changed to Director of Management (DM), OCSA

Effective 1 July 1980, HQDA program responsibility for Organizational Effectiveness was moved from, the ODCSPER to the Office, Chief of Staff, Army (OCSA). The DA Staff proponent is the Director of Management. The objective of the change is to facilitate the shift of emphasis from a primarily human relations perspective to a broader systems approach focusing on a wide range of management skills used to address major issues in support of Army goals. Work at HQDA level has shifted from team building and other interpersonal activities to an emhasis on problem solving and management improvement of the total organization, It is hoped that all commands will recognize this intiative as a productive step in continuing to establish OE as a viable process and one that permits OE to provide greater benefits to the total Army.

RAPC August '80

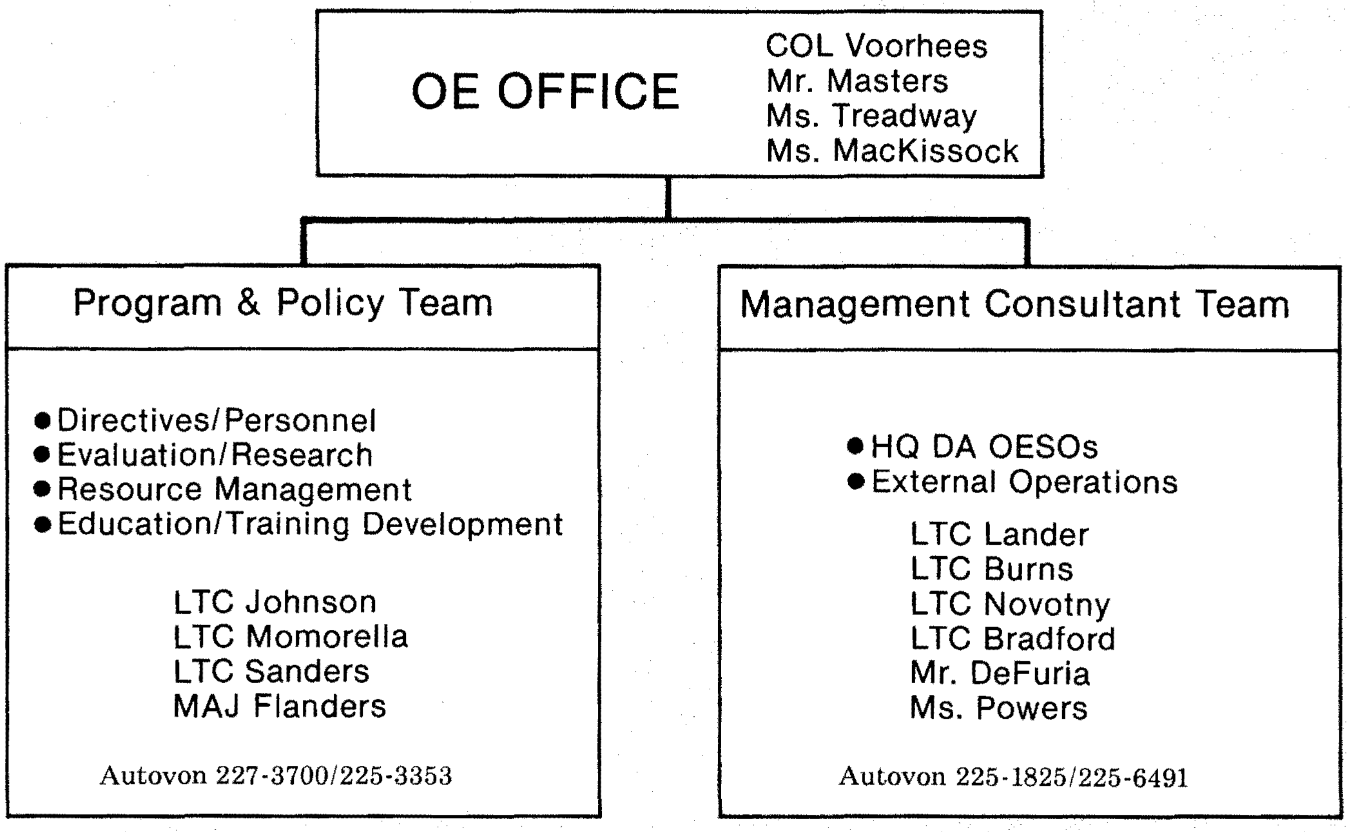
An OE Review and Planning Conference (RAPC) was held 12-14 August 1980 in Alexandria, Virginia by the OE Office, MD. OCSA (DACS-DME). The purpose of the RAPC was to provide a forum for all OE progrAM managers to present an update on current and future status of OE within their commands; to refine the development of the future direction of OE using the OE 3-10 Year Plan, FY 80-86, as a vehicle; and to enable the involvement and support of all OE program managers. The key issues included: integration of the NCO into OE; FY 82-86 POM; 3-10 Year Plan relook; evaluation philosophy. Discission topics included: the future design of the Key Manager Course; personnel requisitioning and quality screening; and the OE information system. The expertise and support received from all participants allowed the conference to achieve its outcomes.

Non-Commissioned Officer in OE

The decision has been made to retain the NCO as an integral part of the OE program. One hundred (100) enlisted spaces will be retained and utilized by the OE program. The selection criteria and roles of the OENCO are similar to the initial pilot test. NCOs selected for OE training will attend the 16 week OECS course of instruction at Fort Ord, California. Training will be integrated with current officer classes beginning in January 1981.

DACS-DME Office Standing

New to the office are LTC Bruce Bradford, LTC Del Sanders, and LTC Tom Johnson.



OECS Updates

OPERATIONS AND SUPPORT UPDATE

The summer of 1980 was a time of significant personnel turbulence within O&S and OECS. LT Holliday ETS'd and LT Gary Neuser replaced him as Adjutant/Student Detachment Commander. MAJ Ron Smith moved from Training to replace MAJ Armour as the Plans and Operations Officer. SP4 Donaldson has been replaced by SP4 Hull as OECS's mail clerk.

The total OECS losses this summer include LTC Bradford; MAJs Armour, Cooper, Jackson, Speed, Kniker, and James; CPT T. Hawks; LT Holliday; SGM Hewitt, and SP4 Donaldson. New arrivals include LTCs Forsythe and Tumelson; MAJs Macaluso, Arnold, Pritchett, Klein, and L. Smith; CPTs Boice and Olson; LT Neuser; MSG Cherry; SFCs Stuyt and MacFarland; and SP4 Hull. OECS is already working closely with MILPERCEN for staff and faculty replacements for the FY 81 summer cycle. It is not too late for your request for assignment to OECS to arrive at MILPERCEN and/or OECS. As a reminder, it is not too early to request your replacement. The four-month OESO Course plus normal six-month replacement cycle requires your planning at least ten months ahead of your departure.

OESO Class 2-80 graduated 25 July with 29 students. Major General Thomas U. Greer, Director of Management, Office of the Chief of Staff of the Army, was the graduation speaker. OECS used the opportunity of the graduation to brief him on OECS and its mission. OESO Class 3-80 with 21 students started 19 June. The last OESO Class of FY 80 will start 21 August with 29 students presently programmed. The total number of OESO-trained National Guard Officers from FY 80 will be 23.

With the approval of OENCO Program, O&S is actively pursuing with Fort Ord to obtain adequate housing for NCO students in FY 81. A reminder: OECS has the capability to respond to your requests with the code-a-phone recording device employed during off-duty hours. OECS will respond to your request during the next duty day. The AUTOVON number is: 929-2606. The material that attendees at the Enhanced Skills Course desired mailed to their home station has been mailed. If, for some reason, you have not received your materials, contact LT Neuser or MSG Tufono. AV 929-4716/ 2775.

The OESO promotion comparison for the last four years is shown below for your information.

Congratulations are in order for those of you on the recent lists. OECS had CPT Mitchell on the Majors list and MAJs Arnold, Lenz and White on the Lieutenant Colonels list. Congratulations are also in order for MAJ(P) Boone Emmons, the OE Assignment Officer in MILPERCEN.

OESO
PROMOTION COMPARISON

		Previously Considered		First Time Considered		Secondary Zone	
CATEGORY		# ELIG	% SEL	# ELIG	% SEL	# ELIG	% SEL
CPT to MAJ							
1977	OESO s	1	0.0	20	90.0	30	6.6
	ARMY	1195	20.2	2562	76.3	6351	2.5
1978	OESO s	3	0.0	56	94.6	79	7.6
	ARMY	954	15.0	3174	74.5	5420	5.1
1979	OESO s	4	25.0	54	85.2	80	0.0
	ARMY	1075	21.3	2997	74.1	4895	2.0
1980	OESO s	9	33.3	36	77.7	91	0.1
	ARMY	993	25.8	2581	75.0	4569	0.9
MAJ to LTC							
1977	OESO s	0	0.0	17	70.5	5	20.0
	ARMY	1088	13.8	1590	67.1	3235	4.3
1978	OESO s	.5	20.0	11	81.8	32	3.1
	ARMY	903	13.7	1455	69.5	3053	5.0
1979	OESO s	3	0.0	27	77.8	53	0.0
	ARMY	873	10.3	1953	70.7	3850	2.0
1980	OESO s	0	0.0	17	80.9	0	0
	ARMY	114	10.3	1055	71.6	38	.07

TRAINING DIRECTORATE

OESO CLASSES

The 16-week class 3-80 is completing their training and will attend their practicum at Ft Lewis and Ft Rucker. Class 4-80 is in session and will attend their practicum at Ft Polk, Ft Carson and Rock Island, IL. We are planning for four full classes in 1981.

OENCO CLASSES

The OENCO Course will again by presented in 1981. At this time we expect to integrate the NCOs in the OESO course which will include the FTX for the NCOs.

OE PROGRAM MANAGERS COURSE (Key Managers Course)

The name has changed and so has the overall program management by OECS. In the future the course will include all commands starting with a large class in November 1980 on the east coast, a course in Europe in February 1981 and on the west coast in late spring 1981. The concept is to offer the course regionally so that money can be saved on travel and to combine the efforts of MACOMs, HSC, etc. to insure a practical, useful and cost effective course. For additional information contact MAJ Lee Edwards, 929-4021, Training Directorate.

LMD-TC

This program is still offered by the school and we are planning on 8 classes in 1981.

CURRICULUM UP-DATE

OECS is continuing to present the best possible course available and the following ideas are provided to keep you informed about the 16-week course.

1) Refine the process of Battle Staff Workshop.

2) Continue to improve the case studies to include a practical evaluation plan and keep the cases at a higher level of management.

3) Increase the number of OE interventions to assist our new students with up-to-date workshops. For example, meeting management, facilitation skills, program management techniques, open systems planning, organizational design, AGI/ARTEP planning, and management process in complex systems. The course flow is the same with an effort to up-date the 1-week LMDC course and adding more survey instruments.

4) An all out effort to continue using assessment center concepts.

5) Expand OE knowledge with the Navy and Air Force.

6) Plan for the next Advanced Skills Course. At this time we are not sure when the next course will be offered.

7) Review the competencies provided by the McBer report which studied the knowledge areas of OESOs. Briefly they are: Functional Knowledge in system theory, strong self-concept, professional self-image, common understanding of values and establishing rapport, Personal Influence (power), Diagnostic Skills, problem-solving skills, flexibility and results oriented interventions. We feel we do a good job teaching these competencies but continue to insure that students reach their competencies.

FACULTY UP-DATE

LTC Bill Fisher is the Director of Training and has been extended to Oct 1981.

LTC Jim Berg is now Chief of Consulting Skills.

MAJ(P) Dave Arnold is newly assigned and will teach Consulting Skills.

MAJ Lee Edwards is newly assigned and will teach Consulting Skills and is Director of the OE program managers course.

MAJ Chuck Fowler is assigned to Consulting Skills.

MAJ Mario Macaluso is newly assigned and will teach Consulting Skills.

Mr. Cliff McDuffy is teaching in Consulting Skills.

SGM Cato is still assigned to training but is also the OECS Sergeant Major.

MAJ(P) Ernie Lenz is Chief of Individual Skills and will move to Europe in the spring of 1981.

MAJ(CH) Gay Hatler is teaching individual and group skills.

CPT Marsha Hawks is teaching individual and group skills.

CPT Bubba Hopkins is teaching individual and System Skills.

Dr. Eppler is teaching individual and group skills.

Dr. Guido is teaching individual skills and directing the assessment center test program.

Dr. Milano is teaching individual and systems skills.

SGM B.T. Cherry is newly assigned and will teach individual skills and GOQ.

SFC Lou Pierre is teaching individual and group skills and is Director of the LMD-TC program.

Ms. Lynn Herrick is managing the Library with Ms. McLaughlin

The faculty now has extensive experience in OE and all the new instructors have been OESOs before joining the staff. We are also participating with the external Consulting Directorate with LTC Jim Looram. Mr. Goodfellow and Major Langford have left the Training Directorate and are now working for LTC Looram.

EVALUATION UPDATE

With the departure of MAJ Fred Cooper in June 1980 (to C&GSC), the Directorate of Evaluation lost a wealth of experience, expertise, and professionalism.

MAJ Warren Klein arrived in July as interim Director. He brings 3 years of valuable experience as OESO at Fort Carson to the Directorate.

LTC Tom Forsythe is attending OESO Class 3-80 and will assume the Directorship in November 1980.

Internal Evaluation instruments are being reviewed, rewritten where necessary, and refined in OESO Class 4-80 to provide feedback to instructors and course developers.

Evaluation, (the fourth, and oft-neglected, step) has turned into an on-going, results-oriented process throughout the four steps. Yes, it really begins in the assessment phase. This new thrust (Results-Oriented OE) is incorporated into the 16-week course and has resulted in FTX case studies which report both quantitative and qualitative benefits of OE operations.

As a side benefit of Results-Oriented OE, the Evaluation Directorate will need fewer surveys and field visits to perform external evaluation of OE. An increasing reliance on results-oriented data from the MACOMs, as written into the 3-10 year plan for OE, will yield a larger sampling of OE programs world wide.

External Evaluation provides information about the state-of-the-art and the course graduates. This year's focus has been assisting MACOMs in meeting their program evaluation requirements.

An OE Management Reporting System (OEMRS) will reflect the effectiveness of OE programs and utilization of OE assets in the field. The MACOM Annual Command Summaries, due to DA in October 1980, will form the basis of this Reporting System. MACOMs will report their data to DA in line with the six categories of Results-Oriented OE. Evaluation Directorate will analyze the data and report trends as well as benefits. The entire OE network, OESOs and OE program managers, will be able to benefit from these lessons learned.

Survey Data Processing System and GOQ

Periodically, we will report common user troubles so that you can debug your own survey programs.

1. *Missing "DATA" cases:*
   a. Trouble: The computer accepts only a fraction of the cases which were included.
   b. Indicator: At the end of the control card listing, the machine will print:
      100 CASES READ
      and you know that 200 cases were included.
   c. Rx & Dx:
      1. The "OPTION FORMAT" card may be worn out. Repunch, do not merely duplicate, the "OPTION FORMAT" card.
      2. The control deck may be worn out. After a while, the cards absorb moisture or get frayed, causing problems for the card reader. Replace the control deck periodically.
      3. Some data cases get left out. Check that all cases are included in the deck after you receive the "EDIT" run back.
2. *Missing "TITLES":*
   a. Trouble: The computer does not read all the "TITLES" in the control deck.
   b. Indicator: Near the end of the control card listing, the machine will print:

TITLES -------

READING ITEM TITLES

138 EXPECTED

137 ITEM TITLES READ

c. Rx & Dx: Most likely a period is missing from a "TITLE" on a "TITLE" card or someone may have dropped the deck and not put it back together properly. Periodically check that all "TITLES" cards are in the deck and that each "TITLES" card has a period.

3. *Missing "BREAKDOWN":*
   a. Trouble: You have designed a survey and requested the "BREAKDOWN" procedure.
   b. Indicator: No "BREAKDOWN" appears on your printout, but the "OPTION BREAKDOWN" card is listed in the control deck listing.
   c. Rx & Dx: "COMPOSITES" cards trigger the "BREAKDOWN" procedure. Most likely the "OPTION COMPOSITES" cards are not included in the control deck.

If any problems occur in any survey you wish to design, do not hesitate to call Mr. Nolan at AUTOVON 929-4574/4312. These items were prepared by CPT Steve Plourde.

CONCEPTS DEVELOPMENT DIRECTORATE

Concepts and Studies Division (C&S)

The C&S group, consisting of its new chief, CPT Mark Olson, and MSG Pete Bartlett, and—by the time this is published—CPT Bill Barko, is conducting a survey to provide a statistical basis for the *future assignment and utilization of OE assets.* You are aware of the survey if you happen to be a participant. If you are a participant and have not yet returned your survey questionnaire, please do so immediately so that the data can be analyzed. The data will be published in a future *OE Communique.*

The possible *uses of computers in OE operations and management* is another area of interest currently being investigated by C&S.

Concepts and Studies, assisted by information from OESOs/OENCOs, has presented data to the Commandant clarifying ideas about *utilization of the OENCO.* As a result, OECS took the following position: The OENCO will "serve as a member of the Organizational Effectiveness office staff with the capability to perform, independently if required, all functions normally expected of the office." Presented at the RAPC in August, the OECS position was adopted by the RAPC as its own position.

CPT Price (CD Research Division) earlier wrote a paper outlining the critical components of advanced training. The commandant has approved the content in substance. Now, the C&S people are running an internal OECS task force, composed of personnel from the various OECS directorates, to develop an *Advanced Training Plan* based on the following outcomes:

a. OESOs/OENCOs capable of working in large, complex systems

b. OESOs/OENCOs capable of applying socio-technical systems to military systems

c. Identification of competencies needed for future faculty/staff members

d. Achieving a complementary relationship between MACOM professional development and enhanced skills training by OECS

e. Methods of ensuring dissemination of new doctrine throughout the OE community.

The task force will have met for the first time on 3 September 1980.

CPT Tom Hawks has left OECS in order to complete a PhD in the organizational behavior area. CPT Hawks maintains frequent contact with and exchanges information with the directorate. The addition of CPT Bill Barko to our staff increases our flexibility so that we will be better able to respond to conceptual proposals from the field.

Research Division (RD)

The Research Division work plan is beginning to operate. Now that RD includes three people, the scope of what can be accomplished has widened.

A concept paper by CPT Price is in progress regarding the *selection and assignment of personnel to OECS* in faculty and staff positions. Another concept paper by CPT Price dealing with the methodology necessary to *assess student competency* was endorsed by the Evaluation Directorate and is pending the approval of the Commandant.

CPT Price, now CD's specialist on Living Systems, will coordinate with Task Force Delta, the Army Training Board, and Systems Science Institute at the University of Louisville, KY. *Living Systems* may provide a way of looking at organizations of all sizes which may be of tremendous use to OE. With this perspective, one might develop consulting strategies addressing key "pain" areas and produce positive, bottom-lines outcomes in combat units.

The fine *Charter and SOP* developed by SFC Ron Konarik *for the Research Management Committee* (RMC) have been reviewed by RMC members. SFC Konarik is incorporating RMC's recommendations into these documents prior to submitting them for final approval.

Dr. Stanchfield is responsible for getting a *CD Delphi-type systems* off the ground. The Commandant has endorsed the concept of the Delphi and OE Monograph and participants have been selected. The concept of complex systems has been selected as a first topic.

CPT Price is involved in a *socio-technical systems* (STS) operation using variance analysis and core-group planning. The STS operation involves potential organizational redesign and restructuring. Preliminary data indicate that this is an area where OE might achieve a clear savings in both time and money for the unit. CPT Price will review the progress of the ARI-sponsored socio-tech project in Europe, an ongoing attempt to apply the STS approach to a large military organization. Many lessons have already been learned from this project which CD is monitoring.

Dr. Stanchfield collaborated with Dr. Milano of Training Directorate to develop instruments to assist OESOs/OENCOs identify reasons for different *marketing strategies* for OE, and to heuristically decide upon alternative approaches. The instruments were devised for the OE Advanced Skills Course last June.

Research topics about areas of special interest to OE have been developed and forwarded to DA and TRADOC. These topics, intended for students at advanced service schools, are of interest to personnel intending to complete a thesis or dissertation in other academic institutions. If you plan to work in graduate school on areas related to OE and that help support the needs of the military, please inquire about these topics in more detail.

SFC Konarik has completed a *"Review of Literature" form* which allows anyone to provide OE-related information from books, articles, tapes, etc. Entered simply onto the form, the information will provide access to and overview of annotated research materials.

The directorate has developed a close linkage with students working in the OE area at the Monterey Naval Postgraduate School in Monterey. This sort of linkage is advocated in the RD work plan.

External Operations Division (EOD)

With the departure of Randy Duke to become a civilian consultant to the Commanding General of the Army Finance Center, EOD has been augmented with the assignment of Bob Goodfellow and MAJ Bill Langford. LTC Jim Looram and MAJ Rodier remain with EOD and round out the consulting cell. The principal focus continues to be developing methods to *manage and consult in complex systems.* After two years of actually consulting in complex systems, we have come to the conclusion that the consulting process is, in fact, very different from the four-step process. While continuing to consult in the field, we are also making presentations wherever there are gatherings of OESOs in the field to describe this different consulting process.

Presentations have been made at the OESO Advanced Skills Course, at the USAREUR OESO Conference, at the FORSCOM OESO Conference, at the DARCOM OESO Conference and at the OD Network meeting in San Francisco. These presentations have been consistenly well received.

We believe we are "on to something" and would like from you whatever help we can get around such issues as organizational design, information systems, decision making and reward systems.

EOD is ready to help as you need us. Write us if you get work!

Training Developments Directorate

OESO Competency Model—The OESO Competency Model has been completed by McBer and Co., under an Army Research Institute (ARI) contract. During the Fall, a McBer education specialist will meet with an OECS project group to analyze the current OESOC Program of Instruction in relation to the competencies of the superior performing OESO in order to revise and fine-tune the course. MAJ Dick White has promised an article on the model and plans for course revision for the next issue of the Communique.

New TV Tape—The third in a series of OE TV tapes has recently been completed. the latest tape, entitled "Implementation," is currently being validated. After validation it will be distributed to Army film libraries. Unfortunately, this is a lengthy process. Translated, we have hope the tape will be in the field in 90 days. □

OECS Recognition in Other Media

This article appeared in the June, 1980 *National Guard* magazine.

EFFECTIVENESS SCHOOL

Fort Ord's Organizational Effectiveness Center and School recently graduated its largest class in history, with 16 Guardsmen among the graduates. The ceremony was highlighted by the presentation of certificates by Army National Guard Deputy Director, Brigadier General Herbert R. Temple, Jr.

The Organizational Effectiveness Center works to apply advanced management and behavioral techniques to improve the military's organization functions and to ensure accomplished assigned missions provide for increased combat readiness. Course methods were derived from business and industry during the past years, and Fort Ord's instructors have tailored these findings to meet the unique needs of the Army.

Brigadier General Herbert R. Temple, Jr., Army National Guard deputy director, offers a certificate of completion and handshake to graduating students of the Fort Ord Organizational Effectiveness Center. Of the 58 graduates from this class, 16 were National Guardsmen.

Report on the OESO Advanced (Enhanced) Skills Course, OECS, 8-14 June 1980

In accordance with the TRADOC 3-10 year OE Plan which directs OECS to conduct an Advanced Skills Course, OECS offered the first class of the OESO Advanced Skills Course to experienced OESOs from 8-14 June 1980.

In May 1980, 70 OESOs with a minimum of six months experience were designated by MACOMs to attend the OECS Advanced Skills Course. This course was designed to provide them with the opportunity to sharpen their skills, learn new techniques, and exchange OESO field experience information through case studies and symposia. Actual attendees at the course numbered 100 (including faculty).

Course development was based on input from a telephonic survey of field OESOs/NCOs, the 3-10 Year OE Plan requirements, DA ODCSPER, MACOM Program Managers, and numerous internal and external evaluations of OESO competencies.

Attendees participated in two-day sessions in two of the four following topics and received two hours of evening session training in the key issues of the two other major presentations.

- Advanced Facilitation and Problem Solving.
- Organizational Diagnosis.
- Socio-Technical Systems.
- Organizational Design.

Additional training offered in minor presentations included:

- Officer and NCO Career Management.
- Reenlistment Workshop.
- What is OE?.
- OE Marketing Strategies.
- Results Oriented OE Operations.
- Assessment Centers.
- Neurolinguistics in Advanced Communications Skills.
- HRM/OE Applications in the US Navy.
- Combat-Related OE.
- Conflict Resolution.
- Consulting with General Officers.
- Consulting in Complex Organizations.

Instructor Support: Faculty was drawn from experienced military OE field personnel, and from internationally recognized leaders in the field of OD and was supplemented by senior OECS faculty. Attendees were given the opportunity to interact with recognized experts in these fields as well as with their counterparts from other military services, including senior representatives of the US Navy's HRM Training Program and 16 experienced practitioners from NAS Alameda.

Evaluation: Follow-up evaluations for the course indicate that participants felt the training received was of the highest quality and relevance to their needs. A majority of attendees in most of the four major blocks of instruction and the ten additional sessions stated that they wished additional time had been allocated to most effectively consolidate the skills and information presented. They specifically commented on the knowledgeability, credibility, and enthusiasm of the presenters. Attendees at most of the sessions would have preferred a slightly increased emphasis on practical rather than theoretical content. Within the allocated time constraints, the course was perceived as challenging and of immediate value in meeting the needs of the OESOs in the field.

A complete *Proceedings* is being prepared and will be published and sent to the field when completed. □

OE Forum

Comments on the Applicability of the L&MDC for Senior Civilian Managers

Dr. Sue Dueitt

While on active duty as an Army Reserve Officer, I recently completed the five-day L&MDC course in residence at Fort Ord. The course is designed for military personnel in grades ranging from sergeant to captain. I was asked to examine the applicability of this training, if modified, for senior Army civilian managers. My observation follows:

1. The selection of applicable modules from the L&MDC should be based on a front-end analysis of the skills and competencies actually required of senior civilian managers. Since it is not feasible to tailor the L&MDC to each civilian career field, it becomes necessary to identify the common base-line skills required of all top managers. Empirical evidence would be needed to validate the curriculum content of an executive L&MDC. However, it is my subjective appraisal that the eleven student proficiencies of the current L&MDC roughly could be ranked in the following descending order of importance:

1st Cluster—Analysis and Reasoning

- Planning and Organization (Ability to establish courses of action for self and others, set priorities, and plan the use of personnel and resources).
- Problem Analysis (Skills in recognizing problems, identifying causes of problems, securing relevant information, and seeing the "big picture").
- Judgement (Ability to make rational and realistic decisions based on logical assumptions and which reflect factual information and considerations of organizational resources.)
- Organizational Sensitivity (Perceptivity to impact of management decisions on organization behavior).

2nd Cluster—Interpersonal and Communication Skills

- Leadership (Ability to evoke cooperation through use of appropriate interpersonal style).
- Interpersonal Sensitivity (Perceptivity to impact of self on others).
- Oral Communication (Effectiveness of extemporaneous expression in individual or group situations).
- Oral Presentation (Ability to present ideas, recommendations, and decisions in planned briefings).
- Listening (Ability to extract relevant information from oral communication; willingness to listen).

3rd Cluster—Management Style

- Flexibility (Adaptability to changing situations. Ability to modify management behavior to reach a goal).
- Initiative (Proactive rather than reactive).
- Decisiveness (Readiness to make decisions, state recommendations or commit oneself).

2. The eleven student proficiencies cited above would be further refined through comparison and possible synthesis with the following civilian management dimension assessed in an in-basket exercise prepared by Development Dimensions Institute:

Sensitivity—Actions that indicate a consideration for the feelings and need of others.

Initiative—Active attempts to influence events to achieve goals; self-starting rather than passively accepting. Taking action to achieve goals beyond what is necessarily called for; originating action.

Planning and Organizing—Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate use of resources.

Analysis—Identifying problems, securing relevant information, relating data from different sources and identifying possible causes of problems.

Judgement—Making decisions which are based on logical assumptions and which reflect the factual information available.

Decisiveness—Readiness to make decisions, render judgements, take action, or commit oneself.

Delegation—Utilizing subordinates effectively, i.e., understanding where a decision can best be made and assigning work appropriately.

Management Control—Establishing procedures to monitor or to regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Taking action to monitor the results of delegated assignments or projects.

The dimensions of delegation and management control are especially appropriate for senior level managers with vast responsibilities. The span of control is so unwieldy in some executive positions that delegation becomes an imperative for survival. But the successful manager cannot delegate responsibilities and assume a laissez faire attitude. Executives remain accountable for areas they delegate; hence they need training in establishing good monitoring procedures.

3. After verification of the management proficiencies to be taught in an Executive L&MDC, a determination must be made regarding the best teaching and learning strategies. The development of an Army in-basket exercise would be a realistic, meaningful way to diagnose student strengths and weakness at the beginning of the course. It could also be used as a powerful teaching tool with class discussions on the appropriate actions that should have been taken on each item in the in-basket. Students would have the opportunity to compare their solutions to the "school" solution as well as to the decision made by other students. Unlike some problem-solving exercises such as how to survive in the desert or how to plan a space trip to the moon, the in-basket has an obvious relevance to real life which should enhance the transferability of learning to the job setting. Furthermore, a realistic in-basket is much more likely to be taken seriously by senior managers than far-fetched games.

4. The number of senior civilian managers participating in an executive-level L&MDC would be greater if the course were shortened to three days and two nights. A half day could be saved by having the participants complete the in-basket and other assessment inventories such as the FIRO-B in advance and mail them in to be scored before the workshop begins. The classroom time should be spent on learning experiences carefully selected to provide practice and feedback on the proficiencies to be taught. I recommend the following exercises and theories as highly appropriate for senior managers:

- Student Self-Introduction through Peter-Paul Method.
- Symbolic, Verbal and Non-Verbal Communication.
- Effective Listening - Neuro Linguistics.
- FIRO Theory of Group Development.
- Closest to and Distance From Exercise.
- Influence Voting.
- Hersey-Blanchard Situational Leadership.
- Functional Roles of Group Members.
- Performance Counseling.
- Goal Setting and Action Planning.

5. The feedback for senior civilians could be enhanced through the use of videotapes of their presentations and group dynamics. Experience has shown that participants are quite willing to view the videotapes on their own time at night if classroom time is unavailable. The feedback value of videotapes is especially useful in helping participants detect their own incongruent body language, annoying mannerisms

and poor speech habits. A picture of inappropriate human behavior is much more believable and understandable than a verbal critique.

6. The current L&MDC uses an adult experiential approach which encourages participants to disclose themselves, express their feelings, and put aside inhibitions that interfere with interpersonal growth. I believe this approach is effective only in a psychologically safe environment. In fact, Schein and Bennis (1965)* have identified four prerequisites for an effective experiential learning environment:

• The group must meet for several days in an isolated place.

• Group members must have a low probability of meeting again in a work setting.

• Training staff must maintain a supportive, non-evaluative climate.

• Participants must see the group as temporary and gamelike.

Unless the above prerequisites can be fulfilled, the design of an executive level L&MDC would need to be shifted from the experiential mode to other less threatening learning strategies.

*Schein, E. A. and W. G. Bennis. *Personal and Organizational Change Through Group Method.* New York: Wiley, 1965.

Dr. Sue Dueitt was formerly the Deputy for Human Systems and Resources, Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs). A native of Mississippi, Dr. Dueitt holds two degrees from the University of Southern Mississippi, and a Ph.D. in general administration from the University of Alabama. She is the author of three book-length publications, numerous articles, and speeches. She also holds the rank of Captain in the Adjutant General Branch of the U.S. Army Reserve. She is listed in "Outstanding Young Women of America" and "Personalities of the South".

Using Open Systems Planning to Determine Where You Are Going

Jack W. Collier, PhD
HQ FORSCOM

INTRODUCTION: If you were asked why does an Army organization exist, you probably would not have any difficulty coming up with an answer. It might be something like "to defend our country," "to go to war," "to complete its assigned job" or something else just as obvious. The fact of the matter is that it is not as crystal clear as some people may think.

This article will describe an Organization Effectiveness (OE) method called "Open Systems Planning" used for more than a year in Headquarters US Army Forces Command (HQ FORSCOM) to define its purpose, missions, and goals. HQ FORSCOM is a large military staff (1800 people) which commands about 1.2 million people in the active Army, US. Army Reserves, and the National Guard. It is the largest single command in the US Army with its headquarters staff in Atlanta, Georgia. It was this headquarters staff that internal consultants worked with to help them define a purpose and means of fulfilling it.

THE NEED: In the spring of 1979 the Commanding General, General Shoemaker, expressed a concern about what the Command should be accomplishing and emphasizing. As a result, a staff officer interviewed twelve general officers throughout the Command and found that they did not know precisely what their purpose, mission, and objectives were nor what the Commanding General expected of them in the next 3 months, 6 months or a year. The staff officer presented a briefing of his findings and the concept of Open Systems Planning as a means of doing something about it to the Commanding General.

Two internal OE consultants serve HQ FORSCOM and were called by the Commanding General to assist in what he described as developing a meaningful management system for possible use within the command. He mentioned the open systems planning process as a means for defining the purpose, missions, goals, and operational objectives. The process selected for use generlly followed that outlined by Beckhard and Harris in *Organizational Transitions: Managing Complex Change.*

ORGANIZATION: Rather than use the Chiefs of the General and Special Staff to do the initial work, it was decided to use selected individuals to represent the staff chiefs in working up a draft proposal for the chiefs to make changes to. Some individuals considered to occupy key positions, such as manpower management, training, force structuring, et. al., were selected to participate.

This organization may seem to violate the principle of commitment through participation and was a concern of the consultants when the Commanding General disapproved their recommendation for the chiefs to participate during the entire procedure. The wisdom of thei Commander proved to be more accurate in terms of commitment as well as conservation of resources. Through selection of their own representative, monitoring the development, and participating in the final product, commitment by the chiefs to the final product resulted.

The organization for development of the output did not provide for participation in anyway by the subordinate commanders who were supposed to be provided the guidance. The effect of this is not directly known but the interest shown in the results indicates that this has not been a problem.

PROCEDURES: Open systems planning or strategic planning or whatever a person desires to call it should be entered into with the full knowledge that it will take considerable time by some high level executives. There is consolation though in the fact that it is like any other action research OD intervention which moves one step at a time making necessary adjustments along the way to accommodate organizational peculiarities. We did not follow the precise roadmap that we initially developed but we did stick to the basic concept. The Commanding General entered into this process approving one meeting at a time and further commitment was always contingent upon the results of each meeting. This served as an excellent guidance mechanism of determining whether the process was producing what it should produce.

A decision to try a one day meeting with the chiefs of the general and special staff was made in late April for one day in June. This would be preceded by a three day work session with the staff chiefs representatives who would be knowledgeable of the full spectrum of the organization represented. This resulted in twenty-four people being selected to attend the three day workshop.

A two hour orientation was conducted in May for all attendees to provide them with an overview of open systems planning and prepare them for the June session with the Chief of Staff. Things covered in the organization were:

- Why we are doing open system planning.
- Recent Commanders' Conference identified lack of purpose, mission, and measurable objectives making it difficult to defend base operations resources.
- CG's concern about what we should be accomplishing and emphasizing.
- Mobilization exercises in 76 and 78 documented absence of commonly known goals and objectives.
- Several general officers in FORSCOM admit they do not know precisely their purpose, mission and objectives and what FORSCOM expects of them.

The purpose of the three day June meeting was to develop a "strawman" which would delineate the purpose, mission, goals and operational objectives for FORSCOM.

Conduct of the three day meeting: After a brief overview of the entire agenda and attending to expectations, the group was charged with answering the question "Why does FORSCOM exist"? In two groups of twelve persons, each member was required to answer this question in one paragraph on a single page. This was posted on the wall so that everyone could walk around and see what the others had said. This was followed by a synthesis of the information into a single statement which became a consensus of the purpose of FORSCOM for each subgroup. The two groups were then brought together to develop a single purpose statement. Ownership of each statement and a reluctance to let go became apparent right away and took considerable time to work through. After one-half day the group had a clear statement of purpose for the Organization which was really the output to the system environment.

The next consideration was to determine what FORSCOM must be able to do to accomplish its purpose. This would be known as the core processes and derived from the purpose. Four of these were agreed upon over the next day. The group now had established a purpose and four missions.

Each person was asked to come to the meeting with answers to the following questions in their areas of responsibility.

1. What are the principal external demands placed on FORSCOM and who placed them?

2. What external demands are presently not getting done?

3. What are the principal internal demands of FORSCOM?

4. Which of these internal demands are not getting accomplished?

5. From the above, what does FORSCOM do now?

With the above information in mind the

group accomplished the following:

1. **Predicted future state.** Based on what is done now what will each action look like in five years if everything continues at the present level of emphasis?

2. **Desired future state.** What would these same actions look like in five years if you could do anything you wanted?

3. **Differences.** Examine the differences between the predicted and desired future state in terms of the amount of variance and the importance of that variance. (One hundred forty three actions impacting on the core missions were evaluated).

4. **From an analysis of the differences, goal statements were prepared** where the discrepancy between predicted and desired was significant enough to want to change it.

5. **Operational objectives were prepared in support of the goals.** This was to describe what had to be done in order to accomplish the goals.

The output at the end of the three days contained the following elements for the commander and staff chiefs to refine at a one day meeting the following week.

PURPOSE: Why does FORSCOM exist?

MISSION: What must be done to accomplish the purpose?

GOALS: Desired future conditions stated in broad general terms which the organization strives to achieve.

OPERATIONAL OBJECTIVE: An action statement measuring accomplishment.

Before a final product was published, three more meetings were conducted; two with the staff chiefs for one day each and one session with their representatives for two days. Operational objectives were changed to current areas of interest because it was felt that objectives at this level were over restrictive to subordinates. The output was published on accordian folding type card 3"×5" which could be carried in a shirt pocket. It was distributed by a cover letter from the Commanding General of FORSCOM to all subordinate organization Commanders. Informal feedback indicates a very favorable reception to the one purpose, four missions, nineteen goals, and forty three current areas of interest.

Many other large Army organizations, including Department of the Army and Forces Command, had previously published goals and objectives which never seemed to accomplish anything significant. Most people could not even recall how many there were or what the content was and they apparently were not used at lower levels.

To publish, distribute, and not follow up would assure death of the whole initiative. Therefore, a procedure was established in the staff to provide the Commanding General an update on the status of all Goals and Areas of Interest quarterly. Additionally, twice a year the staff chiefs meet to revalidate or change the missions, goals, or areas of interest. This makes it a living document. One such meeting was conducted which resulted in no change to the purpose or missions, deletion of one goal, deletion of five areas of interest, addition of four areas of interest, and changes to fourteen others.

CONCLUSIONS: Some conclusions that are appropriate around open systems planning as practiced in this organization are that it is:

- A simplified, highly structured planned sequence.
- A focus on the environment and future.
- A mechanisim for defining the purpose and missions.
- Delineation of organizational goals and current areas of interest.

Some people have viewed this as a variation of management by objectives (MBO). It might be beneficial to consider how this differs from MBO.

- Organization rather than individual focus.
- Not tied to measured individual performance.
- Long range rather than short range.

- Treated more as open rather than closed system.
- Uses qualitative and quantitative measures rather than strictly quantitative only.
- Focuses on core processes i.e. why the organization exists and what it must do.
- Not tied specifically to the resources management process.

This entire process was designed and orchestrated by two internal consultants. ATA cost about one fifth of what external consultants would have cost.

A FINAL NOTE

It is not necessary nor possible in all cases to visualize what the final product will look like in detail, but it sure helps to have a concept of what it will be used for. Commitment from top management can be obtained one step at a time rather than for the entire project at once since this is a recurring process of looking at change. Finally, meet the client where he or she is and go where they are willing to go without coercion.

Dr. Jack Collier retired from the Army in 1973 with 26 years service. He received a BS degree in chemistry from the University of Miami (Florida), a Masters of Education from Auburn University and a PhD in Education Administration specializing in leadership at Georgia State Unviersity. He has been a part of OE in HQ FORSCOM since the start up days in mid 1975.

Training in Leadership, Management and General Subjects for Officers in the Australian Navy

Dr. Stephen Ferrier
USAOECS

In March 1980 while lecturing and doing research in management and leadership education in Australia, Dr. Ferrier spent three days at his *alma mater*, The Royal Australian Naval (RAN) College. Having recently attended IPRs and briefings on the Review and Education Training Program for Officers (RETO) in the U.S. Army, and the new competency-based Leadership and Management Training (LMET) for the U.S. Navy, Dr. Ferrier was asked to lecture and provide informal briefings to trainers and training developers from the RAN College and local regional training centers. His primary topic was on current directions in officer training in the U.S. military.

Two days of preliminary discussions with the Commanding Officer, Captain J.B. Snow, RAN, The Director of Studies, Captain D.J. McKeegan, Ph.D., RAN, Commander G. Cutts (liason officer for the visit) and several department heads provided the focus for the lecture presentation. Retention of highly trained personnel, the integration of women into the service, the use of appropriate leadership styles, maintenance of discipline, and minimization of alcohol abuse are concerned shared to some degree by the Australians and their U.S. Allies. The Leadership and Management Development Course for the Australian naval officer trainees was designed with the asssistance of the U.S. military officer assigned to the faculty and reflects the case study approach to leadership training and addressed most of these concerns.

The Leadership Course as organized by LT Barry Gehl, USN, LT Alex Wright, RAN, and CPOSY John Hall, RAN, emphasizes leadership functions. The functional leadership model used examines the interactions of the group, the task, and the individual.

The group is defined in terms of team spirit, unit cohesiveness or esprit de corps. The individual is viewed in terms of the self esteem of the individual within the group, and the task is defined in terms of the objectives which the group sees itself as having to achieve.

Six core competencies or functions are emphasized:

1. **PLANNING:** Seeking all available information, defining group task, purpose or goal, and making a workable plan (in right decision making framework).

2. **INITIATING:** Briefing group on the aims and the plan, explaining why aim or plan is necessary, allocating tasks to group members, and setting group standards.

3. **CONTROLLING:** Maintaining group standards, influencing tempo, ensuring all actions are taken, keeping dicussions relevant, and prodding group to action/decision.

4. **SUPPORTING:** Expressing acceptance of persons and their contributions, encouraging group/individuals, disciplining group/individuals, relieving tension with humor, and reconcilling disagreements or getting others to explore them.

5. **INFORMING:** Clarifying task and plan, giving new information to the group (keeping them in the picture), receiving information from the group, and summarizing suggestions and ideas coherently.

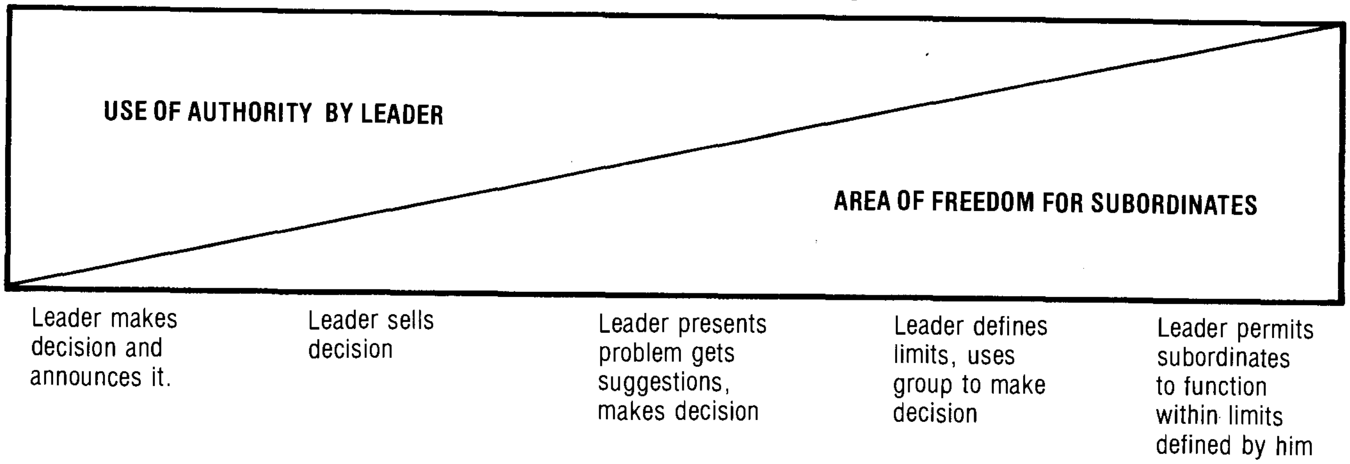
6. **EVALUATING:** Checking feasibility of an idea, testing the consequences of a proposed solution, evaluating group performance, and helping the group to evaluate its own performace against standards.

This familiar spectrum of leadership/management approaches is then discussed. (See Fig. 1).

The course then introduces several case

Figure 1

LEADERSHIP SPECTRUM



studies on leaders and critical management incidents.

In a section entitled "Looking at Leaders" students identify the critical functional competencies and discuss the leadership styles of the Artic explorer Gino Watkins, and T.E. Lawrence (Lawrence of Arabia) as presented in separate assessments by Field Marshall Viscount Allenby, and by another British officer who served with him, LTC W.F. Stirling.

Other sections involve the use of case studies dealing with critical leadership situations facing individual officers on board U.S. Navy and Australian ships. A further case study which comes from the Harvard Business School entitled "76th Radio Company (A)" is based on a U.S. Army communications unit in Korea. After reading the case study, students complete a "Prediction Worksheet" on which they assess the predicted morale, operational efficiency, functional and dysfunctional leadership style, unit cohesiveness, and inter-unit relationships.

Another Harvard Business School case study employed is entitled "The Colonel's First Command" and deals with the leadership style of the commander of a USAF Avionics Maintenance Squadron.

Another exercise involves discussing the ten leadership functions/competencies identified by Charles Knight. Charles Knight, who was schooled in management techniques by his father, the eminent management consultant, Lester B. Knight, the Chief Executive Officer (CEO) of the superbly managed and successful Emerson Electric. These competencies include:

1. Prioritizing.
2. Accepting personal responsibility for hard desicions.
3. Setting and demanding standards of execllence.
4. Acting from a sense of urgency.
5. Paying attention to details and appropriate information.
6. Demonstrating a sense of commitment.
7. Descerning the possible and avoiding concern for what can't be changed.
8. Risk taking and willingness to fail.
9. Being tough but fair in dealing with people.
10. Enjoying what you are doing.

These and other case studies present a wide range of leadership situations and styles. The student is encouraged to recognize and evaluate the functions or competencies of the effective leader or manager. The functions which most commonly appear are similar to those which have been indentified by the Boston-based McBer and Company as indentifying the most effective U.S. Naval officer. This same company is presently completing an analysis of the critical competencies of Company Grade Officers in the Combat Arms career fields in the U.S. Army.

A comparison of the U.S. Army, U.S. Navy, and Australian Navy's leadership and management development training indicates a great deal of similarity. Although some skills and knowledges may be more important in a particular branch, and service traditions may impose some politically motivated variations on how material is presented, there is ample evidence from the field and the fleet that core leadership/managment competencies may be identified by an analysis of critical command incidents.

GENERAL CURRICULA:

All officers assigned to the Australian Navy complete their initial training at the Royal Australian Naval College at HMAS Creswell, Jervis Bay, Australian Commonwealth Territory about 80 miles south of Sydney. These officer trainees include such diverse groups as midshipmen, seamen, supply and engineering officers; aircrew officers; instructor, medical, and other direct commission officers and Naval Nursing Sisters. For graduation, officers in technical specialities are awarded an appropriate degree in science, engineering, arts or surveying. Upper division academic courses include Astronautics, Operations Analysis, Management Science (Quantative), Environmental Science, Infrared Physics, Digital Technology, Modern Chinese History, Strategic Studies, International Politics and Law. Professional training includes courses in Administration, Communications, NBC, Security and Leadership, Operations, and branch-specific training.

OESO Course graduates may be interested to learn that Management Science, as taught by RAN College, is described as, "the application of mathematics to business decisions" and culminates a sequence of Math and Computer Science courses. Topics include decision theory, allocation of resouces, Program Evaluation and Review Technique (PERT), reliability and maintenance theory, and linear programming. All students at the college are required to take communications which focuses on techniques of spoken and written English including vocabulary, reading skills, active listening, clear thinking, and logical expression.

Apart from Australian History and World History (influence of the USA and the European powers on the rest of the world), the only history courses offered are in recent Japanese and recent Chinese History. Enrollments in at least one of these courses is compulsory.

Political awareness of international issues appears to be the focus of compulsory and elective courses in government, strategic studies, international politics, political geography, and international law.

EVALUATION OF INDIVIDUAL TRAINING AND CURRICULA:

Evaluation of the progress of indivdual students in relation to their academic courses, professional naval training, and leadership development is accomplished by meetings of a Review Board at the end of each three-month term.

The Review Board authorizes the advancement of student officers from class to class or their transfer from one course of study to an alternative course. In the event of unsatisfactory progress, the Review Board issues formal warnings to the student officers concerned and may, in extreme cases, recommend the termination of their training.

OECS faculty member, Dr. Steve Ferrier (center), on a recent visit to Australia shown with Mr. Armstrong and Mr. Thompson who have served as faculty members at the Royal Australian Naval College for almost 30 years and who taught Dr. Ferrier while he was a Midshipman at the college. (Official Royal Australian Naval Photo)

The Review Board also acts as an Admission Board and determines the eligibilty for admission to the College of candidates who have been selected as suitable for admission subject to confirmation of academic standing.

The Review Board is also competent at all its meetings to consider matters and to make recommendations which, in the opinion of the Board, may lead to improvement in the efficiency of the College as an officer training establishment.

College representation on the Review Board: The Commanding Officer, Chairman; the Executive Officer; the Director of Studies; the Lecturers-in-charge of academic departments; the Senior Instructor Officer; and the Training Officer. Department of Defense (Navy) representation:

- The Director General of Naval Training and Education
- The Director of Naval Education
- The Director of Psychology (Navy)

This detailed description of the duties and content of the Review Board is reprinted to emphasize the high level (Department of Defense Directors) representation on the group directly responsible for the quality control of officer trainees and their training.

The professional and academic curricula appear to be based on sound principles of instructional design and frequent review of student progress helps to ensure that overall training objectives are met.

The Charter of the RAN College states these objectives "...as to provide a sound and well-balanced education...and to demand professional excellence and to stimulate personal endeavour. Training is designed to develop concurrently the qualities of leadership, loyalty, integrity, responsibility, and initiative..."

CURRENT DEVELOPMENTS

Australian officers (along with those of the U.S. forces) agree that analysis of learning methodology has not yet identified the most effectve means of training these qualities, and leadership functions or competencies. Australian and U.S. Army officers specializing in training development are presently completing advanced programs in instructional design at leading Florida universities. U.S. Army graduates of these programs are presently assisting TRADOC's Training Development Institute (TDI) design, review and assess proposed standardized training packages for tasks identified as common to officers of most career fields. OECS has been tasked with assisting in the preparation of these packages for standardizing training in several subject areas including Counseling, Human Relations, Decision Making, Planning, Communications, Management of Organizational Processes, and Leadership. OECS is also assisting the Professional Development Division at the Combined Arms Center at Fort Leavenworth in examining a new Leader Development Plan for the Army.

Discussions with Australian, USN and U.S. Army officers charged with training responsibilities identify many shared concerns. Training developers are still searching for effective methods of training and evaluating the "soft skills" characteristic of leadership and management functions. OECS continues to emphasize the experiential learning approach and to support design and performance oriented training. Progress reports on attempts to improve and standardize (where appropriate) training in leadership, management and other officer common functions or competencies in the U.S. Army, U.S. Navy, and allied services will be published as available. LTC William F. Kelly, the U.S. Army Exchange Instructor at the Australian Staff College, Queenscliff, has requested OECS assistance in providing "information and instructional effectiveness at the Australian Staff College" as part of its "transition to a Command and Staff College along the lines of Fort Leavenworth". □

Dr. Steve Ferrier is a graduate of the regular officer program of the Royal Australian Naval College, the British Royal Naval College, Dartmouth, U.K., and the U.S. Navy's Leadership and Management Training Course, San Diego. His civilian education includes doctorate and master's degrees from Harvard University and advanced graduate degrees from Ohio University and Boston State College. His doctoral dissertation involved the measurement and analysis of attitude changes brought about by college level classes. His undergraduate work was completed at Universite Laval, Quebec, and Wayne State College, Nebraska. Major concentrations include Counseling Psychology, Organizational Development, Mathematics, and Language Education. He presently is an active member of the 143d Evacuation Hospital of the Army National Guard and has consulting experience with the Army, Navy, Marine Corps, and the Veteran's Administration. Dr. Ferrier was on active duty at OECS (then Dir O.D. and Human Resource Management Training Activity (HRMTA)) in 1974-1975 when he was appointed MG Gard's project officer for a comprehensive evaluation of human services available to the military community. He returned to the OECS faculty in late 1977 where he works primarily in the Task Analysis Division of the Training Developments Directorate.

Case History Files on Past OE Operations

Alan D. Stanchfield
USAOECS

In the 2-80 issue of the *OE Communique*, the OE Center & School Commandant, COL Golden, promised that this issue would contain a compilation of the OE case histories used by the OESOs in the Advanced Course in June 1980.

Thirty-two commanders or OE users agreed to the release of the case history of their own organization. (Nine commanders, or 12 percent of the total, asked that we not release any information about their OE operation.) The releasable case histories are listed below in two tables, grouped in one instance according to the Problem, and in the other instance according to the Solution used.

If you feel there may be helpful information in one of these case histories, e.g., if you have a similar problem in a unit and wish more details on how well or poorly some of the solutions worked, or if you need some "seed" ideas to shorten the "floundering around and pondering" period before you begin an OE operation, please feel free to inquire about one or more case history by its indentification number. Details which can potentially compromise the confidentiality of the organziation will not be released (except with the direct permisssion of the commander in each individual instance), but there is enough information in these case histories to be helpful in many instances. The information has the potential of serving as additional sources of OE "experience" for the practicing consultant in the field.

Please call OECS Evaluation Directorate (Autovon 929-4574/4312; (408) 242-4774/4312 for details on any listed case history. CPT Eddie Mitchell, CPT Steven Plourde, or **SFC Bill Cudger** are ready to assist you in your never-ending search to liven up your OE skills and get the job done faster and better.

OE CASE HISTORIES GROUPED BY THE *SOLUTION*

SOLUTION USED	STATEMENT OF THE PROBLEM	Case Hist. #, Estimated SIZE (Sm., Med., Lg.) & TYPE of organization
ACTION PLANNING WORKSHOP	• Officer leadership poor, leading to poor production.	#54 (S) Directorate
	• Unit cohesion poor, work poor.	63 (M) Bn
	• Unit cohesion poor.	53 (S) Co
	• Breakdown in chain of command.	60 (M) TV Station
	• High turnover.	64 (M) Bde
ASSESSMENT/SURVEY ASSESSMENT	• Organization in unit poor.	55 (M) Hospital
	• Assess interrelationships among major subordinates.	68 (M) Bde
	• Assess goal accomplishment.	67 (L) Directorate
	• Determine unit climate.	57 (L) MACOM
	• Determine unit climate.	66 (S) Detachment
	• Reenlistment poor	50 (M) Bn
CAREER PLANNING SEMINAR	• Reenlistment poor	65 (M) Bde
COMMUNICATION WORKSHOP	• Reenlistment poor	69 (S) Directorate
	• Internal friction among faculty	49 (M) Bn (School)

GOAL SETTING	• Coordination poor among subordinate units of the school	74 (L) School
LMDTC	• Supervisory management training in need of improvement	51 (L) MACOM
MANAGEMENT TRAINING	• Poor management/supervision leads to low production • Attitude and morale of Bn Cdrs • Improve working interrelationships among unit staff	52 (S) Directorate 56 (M) Bde 61 (S) Directorate
ORGANIZATIONAL MIRROR	• Administration and clerks function poorly	72 (S) Laboratory
PLANNING WORKSHOP	• Teamwork poor	46 (S) Office
PROBLEM SOLVING WORKSHOP	• Relations poor among workers • Counseling poor • Need to establish a pilot program • Reenlistment poor	43 (S) Hospital 47 (L) School 73 (S) Directorate 48 (M) Bde
ROLE CLARIFICATION WORKSHOP	• Communication poor in the chain of command	58 (S) Btry
REORGANIZATION WORKSHOP	• Crisis management	70 (L) MACOM
SITUATIONAL LEADERSHIP	• Leadership style poor • Internal friction among faculty	42 (S) Co 49 (M) Bn (School)
TEAM BUILDING	• Interrelationships poor among staff • Communications poor • Unit coordination poor • Create a new battalion	62 (M) Bde 44 (S) Btry 45 (M) R&D Lab. 71 (M) Bde (School)

OE CASE HISTORIES GROUPED BY THE *PROBLEM*

STATEMENT OF THE PROBLEM	SOLUTION USED	Case Hist. No., Estimated SIZE, & TYPE of Org.
Communications and Coordination of Problems		
Poor communication/chain of command breakdown	• Team Building • Role Clarification Workshop • Action Planning Workshop	# 44 (S) Btry 58 (S) Btry 60 (M) TV Sta.
Poor coordination within or between units	• Team Building • Goal Setting	45 (M) R&D Lab. 74 (L) School
Leadership/Management Problems		
Problems with leadership style and supervision	• Situational Leadership Training • Reorganizational Workshop • Action Planning Workshop • Management Training Workshop	42 (S) Co 70 (L) MACOM 54 (S) Directorate 52 (S) Directorate
Supervisor's attitude and morale (Bn cdrs)	• Management Training Workshop	56 (M) Bde
Skills Lacking		
Supervisory management training in need of improvement	• LMDTC	51 (L) MACOM
Poor counseling	• Problem Solving Workshop	47 (L) School
Design or Redesign		
Need to create new battalion	• Team Building	71 (M) Bde (School)
Need to establish pilot progr.	• Problem Solving Workshop	73 (S) Directorate

Turnover/Reenlistment Problems		
High personnel turnover	• Action Planning Workshop	64 (M) Bde
Low Reenlistment	• Problem Solving Workshop	48 (M) Bde
	• Career Planning Seminar	65 (M) Bde
	• Communication Workshop	69 (S) Directorate
	• Assessment (only)	50 (M) Bn
Need to Assess		
Assess interrelationships among major subordinates	• Survey Assessment	68 (M) Bde
Assess goal accomplishment	• Survey Assessment	67 (L) Directorate
Determine unit climate	• Assessment (only)	66 (S) Detachment
	• Assessment (only)	57 (L) MACOM
Interpersonal relations		
Unit organization poor	• Assessment (only)	# 55 (M) Hospital
Internal friction among personnel	• Communications/Situational Leadership Workshop	49 (M) Bn (School)
	• Team Building	62 (M) Bde
	• Management Training Workshop	61 (S) Directorate
Poor teamwork and working relationships	• Organizational Mirror	72 (S) R&D Lab
	• Problem Solving	43 (S) Hospital
	• Action Planning Workshop	53 (S) Co
	• Action Planning Workshop	63 (M) Bn
	• Survey Assessment	68 (M) Bde

Management *by* Committee Requires Management *of* Committees

LTC Tom Weaver
U.S. Army Missile Command

Many managers in industry and government approach a conference room door with a mixed reaction of fear and frustration before the pending meeting even begins. Dominant thoughts may not be the subject at hand but concern for work piling up back in the office and disgust for the lack of accomplishment of the committee. A committee has been defined as a group that keeps minutes and wastes hours. Some committee leaders attempt to minimize the loss of time by such tactics as arriving late or bringing some non-committee paperwork to finish during lulls or even running in and out to answer calls and keep the really important work going. This tactic is sometimes called the "breathless boss" image. If any of the above is familiar, you have been involved in a meeting that was doomed to failure before the first pad of paper hit the table—an event which is simply unacceptable in the current management environment.

In most of government and modern industry, management by committee is the rule, not the exception. Group involvement in decision making, where successful, has shown marked efficiency improvements. Reference to committees, for my purposes should be taken broadly to include boards, periodic meetings (including staff meetings), advisory councils, working groups, and the like. The complete replacement of an identifiable executive authority is not necessary for my definition of management by committee. Committees, taken in this broad context, are pervasive in modern management. Even a quick perusal of current management schemes of most large organizations, especially within the Department of Defense, will make clear the importance of Committees. The Joint Chiefs of Staff is an obvious high level example.

Unfortunately, management of committees has generally been inadequately covered in the training and experience of executives. Efforts in Organizational Effectiveness (OE) and Group Dynamics training have been helpful but these concepts are often difficult to translate into committee management action unless all of the members voluntarily "buy in", to use the OE vernacular. Management of committees is an essential skill for leaders. Acquiring and using that skill is complicated by the bad attitude many executives and line workers have towards committees. To be effective, it is imperative that the committee leader overcome the difficulties involved at the outset and manage the committee toward accomplishing its mission in the organization.

In a short article, it is impossible to go into great detail on anlayzing and eliminating barriers to group effectiveness. The included bibliography covers only an introduction to the subject, but one well worth consulting. As a first step I would like to offer a few ideas on committee management which may provide an insight to the executive who serves as a leader of a meeting. The selected discussion points can be grouped into Initial Steps, Advance Work, and Managing the Meeting.

INITIAL STEPS:

The first and by far the most critical step in managing committees is to honestly and thoughtfully verify that a committee is in fact the best approach to achieving a certian goal. If a meeting is not necessary do not initiate it or, in the case of standing committees, cancel it. This comment may seem like a negative approach, but a non-event meeting not only accomplishes nothing but also sets a bad example for other meetings. If other communications means such as reports, memos, or telephone conversations will accomplish the goals, use them. If there is a valid reason for a meeting you should be able to verbalize it as a goal for the meeting. Goals should contain action verbs such as "decide", "select" or "recommend" rather than "discuss" or "consider" and should be sufficiently specific for all the attendees to know when a goal is achieved (and then adjourn).

The second Initial Step is to determine who and how many people need to attend the meeting. There is no right number for a committee although most authorities argue for three to nine members. I consider a meeting to be a personal coming together of people and relegate very large groups to a category more properly called a "performance." If a "performance" accomplishes the desired goal; that is, orienting or informing; select it as the best alternative but do not call it a meeting. Select only those people to attend who are essential *and* who can contribuite to accomplishing the meetings goals. An attendee's ability to work in a group environment is as important as his knowledge of the subject. At times it will be necessary to add attendees to assuage feelings and thereby promote overall organizational effectiveness but this must be a carefully thought out decision considering the possible adverse effect on the meeting at hand.

ADVANCE WORK:

Once a meeting or a committee approach has been decided upon and the proper members selected, the leader starts his advance work. Well in advance of the meeting, distribute information on the meeting time, place, goal and any preparation required. A clue to analyzing the worth of a meeting, as perceived by the members, is the degree of preparation of attendees. Consistent lack of preparation indicate problems. Background material requiring analysis or lengthy reading should never be passed out at the meeting. If such material is not ready in advance, postpone the meeting.

Select the meeting environment to fit the desired tone and extent of group involvement. A leader can influence the degree of centralized authority and influence he projects by the location of the meeting and even the room arrangement. An individual at a meeting in the boss's office tends to respond to queries only. A sofa-and-chairs arrangement away from the corporate location or at least a sitting room type conference encourages discussion on a give and take basis.

The leader's job is not finished when the day of the meeting arrives since the best of advanced preparations can be totally negated in the opening minutes of any meeting. The primary rule for a meeting leader is to be an involved and interested participant. The executive who rushes in late or slips out for other activities may increase his own ego but destroys the meeting. If the leader is not prepared for the meeting on time and willing to devote his full attention to the subject, he should either postpone the meeting or send a representative with fully vested authority to accomplish the meeting objectives.

The leader sets the tone, the personality, of the meeting. Managerial philosophy and the day-to-day techniques of the organizational hierarchy influence all meetings but the leader's actions modify or reinforce all other factors. It is essential for the leader to recognize that what he wants is not as important in this regard as is the perception of the attendees. As an example, consider the military commander who receives a directive from higher headquarters which will cause added work and may cause schedule slippage in some current project. He decides to hold a meeting to resolve (not discuss) the impact and actions required to implement the directive. (Hopefully, he distributes the directive and the meeting goal in advance.) As the meeting begins, he has full responsibility for setting the tone. If he addresses the directive as another undesirable burden from above, he insures a lengthy complaint period and unproductive grumbling. Turning this meeting toward resolving issues will be difficult if not impossible. An even worse apporach is to muster maximum authority (arrive late, sit at the head of the table in the big chair and talk in his "boss" voice) and start the meeting by "laying down the law" per the new directive. This tactic will not only eliminate meaningful discussion but will cause the members to withdraw into their own fears and concerns — and they may stay withdrawn long after the meeting has adjourned. As a more productive alternative,

Case History Files on Past OE Operations

Alan D. Stanchfield
USAOECS

In the 2-80 issue of the *OE Communique*, the OE Center & School Commandant, COL Golden, promised that this issue would contain a compilation of the OE case histories used by the OESOs in the Advanced Course in June 1980.

Thirty-two commanders or OE users agreed to the release of the case history of their own organization. (Nine commanders, or 12 percent of the total, asked that we not release any information about their OE operation.) The releasable case histories are listed below in two tables, grouped in one instance according to the Problem, and in the other instance according to the Solution used.

If you feel there may be helpful information in one of these case histories, e.g., if you have a similar problem in a unit and wish more details on how well or poorly some of the solutions worked, or if you need some "seed" ideas to shorten the "floundering around and pondering" period before you begin an OE operation, please feel free to inquire about one or more case history by its indentification number. Details which can potentially compromise the confidentiality of the organziation will not be released (except with the direct permisssion of the commander in each individual instance), but there is enough information in these case histories to be helpful in many instances. The information has the potential of serving as additional sources of OE "experience" for the practicing consultant in the field.

Please call OECS Evaluation Directorate (Autovon 929-4574/4312; (408) 242-4774/4312 for details on any listed case history. CPT Eddie Mitchell, CPT Steven Plourde, or SFC Bill Cudger are ready to assist you in your never-ending search to liven up your OE skills and get the job done faster and better.

OE CASE HISTORIES GROUPED BY THE *SOLUTION*

SOLUTION USED	STATEMENT OF THE PROBLEM	Case Hist. #, Estimated SIZE (Sm., Med., Lg.) & TYPE of organization
ACTION PLANNING WORKSHOP	• Officer leadership poor, leading to poor production.	#54 (S) Directorate
	• Unit cohesion poor, work poor.	63 (M) Bn
	• Unit cohesion poor.	53 (S) Co
	• Breakdown in chain of command.	60 (M) TV Station
	• High turnover.	64 (M) Bde
ASSESSMENT/SURVEY ASSESSMENT	• Organization in unit poor.	55 (M) Hospital
	• Assess interrelationships among major subordinates.	68 (M) Bde
	• Assess goal accomplishment.	67 (L) Directorate
	• Determine unit climate.	57 (L) MACOM
	• Determine unit climate.	66 (S) Detachment
	• Reenlistment poor	50 (M) Bn
CAREER PLANNING SEMINAR	• Reenlistment poor	65 (M) Bde
COMMUNICATION WORKSHOP	• Reenlistment poor	69 (S) Directorate
	• Internal friction among faculty	49 (M) Bn (School)

Turnover/Reenlistment Problems		
High personnel turnover	• Action Planning Workshop	64 (M) Bde
Low Reenlistment	• Problem Solving Workshop	48 (M) Bde
	• Career Planning Seminar	65 (M) Bde
	• Communication Workshop	69 (S) Directorate
	• Assessment (only)	50 (M) Bn
Need to Assess		
Assess interrelationships among major subordinates	• Survey Assessment	68 (M) Bde
Assess goal accomplishment	• Survey Assessment	67 (L) Directorate
Determine unit climate	• Assessment (only)	66 (S) Detachment
	• Assessment (only)	57 (L) MACOM
Interpersonal relations		
Unit organization poor	• Assessment (only)	# 55 (M) Hospital
Internal friction among personnel	• Communications/Situational Leadership Workshop	49 (M) Bn (School)
	• Team Building	62 (M) Bde
	• Management Training Workshop	61 (S) Directorate
Poor teamwork and working relationships	• Organizational Mirror	72 (S) R&D Lab
	• Problem Solving	43 (S) Hospital
	• Action Planning Workshop	53 (S) Co
	• Action Planning Workshop	63 (M) Bn
	• Survey Assessment	68 (M) Bde

the goals, use them. If there is a valid reason for a meeting you should be able to verbalize it as a goal for the meeting. Goals should contain action verbs such as "decide", "select" or "recommend" rather than "discuss" or "consider" and should be sufficiently specific for all the attendees to know when a goal is achieved (and then adjourn).

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The effective meeting leader must overcome the feeling "people are fragile" if he is going to manage the meeting. He must use a knowledge of both psychology and sociology to create an atmosphere where all feel free to talk when they have something to contribute and, more important and more difficult to attain, for them to feel free *to stop when they are finished contributing!* If not, passive members will allow the talkers to wax eloquently, and uselessly, building resentment and burying their own good ideas. The method of achieving this open forum is dependent on the tact and personality of the leader. If your meetings always seem to include talkers and non-talkers, you need to insert some added control.

A final irritant to be considered by the leader is the question of keeping minutes. Unless there is a specific requirement, minutes should be avoided. Minute taking may inhibit free discussion and there is the problem of who takes them. Using a committee member to keep minutes tends to eliminate him from the discussion. Having a non-involved individual keep minutes may result in delays for clarification or a distortion of the discussion due to a lack of familiarity. Significant points can be noted on an easel or chalkboard for all to see, if necessary. The easel notes insure group awareness of and concurrence in the major points with a minimum of distraction.

CONCLUSION

In conclusion, I would like to emphasize my conviction that the all too universally held belief that meetings are a waste of time is a self-fufilling prophecy. Properly planned and managed group involvement in the management process has been frequently demonstrated to be an enhancer of organizational effectiveness. I have concentrated here on possible initiatives for the leaders of committees or meetings because that is the area allowing the most direct and most dramatic improvement. The concepts, however, are equally important for all members to understand to increase their contribution in achieving the goals of the meeting. A continuing study of and interest in increasing committee effectiveness is essential for the meeting leader and helpful for all attendees regardless of their role in the meeting. As in many other human endeavors, the positive attitude "we can" will go a long way in insuring success.

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LTC Tom Weaver presently works in laser weapon R&D at MICOM but will be moving soon to a battalion command at Fort Carson. As an Engineer officer, he has commanded companies and served in various staff and teaching assignments including a tour at West Point. During his fifteen years of service, he maintained a strong personal interest in management and interpersonal relationships. This article reflects some of LTC Weaver's accumulated experience and reading in one area of management.

LMET The Change!!!!

By YNC Gary S. Mangus, LMET-I Instructor, HRMS Memphis

For over two years the Navy has been instructing Leadership Management Education Training (LMET) based on 27 researched competency elements. These competencies are behaviors, skills, motiva ion or knowledge that can be shown from data predicting on-the-job performance. They are simply what the Navy's best leaders and managers actually do in the most important situations which they encounter on the job. However, there has been a change. The change is not drastic, and conceptually almost unnoticed, but the 27 elements have decreased to 16 competencies.

BACKGROUND

The 27 competency elements (figure 1) were a result of Pacific Fleet research and were cross validated by interviews with personnel in the Atlantic Fleet. Once these results were believed reliable, LMET two-week courses were designed to teach the 27 elements (figure 2). Yet, as with most developmental methods, further cross-validation was required. The results of this validation provided proof that certain behaviors, knowledge, or skills identified as elements, did not separate superior from average performance.

After the multi-analysis, the remaining elements were considered statistically reliable, and 16 elements of the original 27 were then validated as competencies. The 16 are now the core to the LMET Program and all courses will reflect 16 vice 27. (Note: at present, all LMET two-week course instructor guides and student journals are either completed or being revised to reflect 16 competencies.)

COMPARISON

In figure 3 you can view a comparison of the 27 elements and 16 competencies. Notice that the relationship between the two is rather unique and evidences that fact that the conceptual understanding of what separates superior from average is not monumental. This is important when we consider the number of personnel who were (and still are) being taught the 27 competency elements. These people are not being misinformed or short changed.

Two competency cluster titles have changed (i.e., Process Management and Problem Solving are now integrated into Management Control and Conceptualizing). This change was established to enable the development of competencies as modules which appears logical to students and reflects the use of the competencies on the job.

Of the topic cluster titles, "Conceptual Thinking" reflects the most abstract area from the previous five. Conceptual Thinking deals with the facts that a person has researched, identified, and organized in order to draw a realistic approach or solution to a problem.

IMPORTANT

Even though a number of items seem to have been lost mathematically, this is not necessarily the case. For example, two elements that were not validated (did not distinguish superior from average performers) are nonetheless important. These are "Concern for Achievement" and "Concern for Influence." They are considered as "threshold skills" or qualities that are necessary for average and superior performance. In other words, both the superior and average performers must have these characteristics to complete their job. Therefore, even though they do not appear in figure 1 as a competency, they have remained in a conceptual form in the new 16 competency two-week LMET courses.

CONCLUSION

The five clusters are comprised of 16 firm, reliable, and validated competencies that separate superior from average performance. They are being taught in every course, with the exception of the LPO course.

Since going from 27 to 16 seems to have had little effect on the student's ability to grasp and self-assess skills, behaviors, etc., the only hurdle remaining would be for present instructors to resent or not accept THE CHANGE!!

INITIAL RESEARCHED ELEMENTS (27)

TASK ACHIEVEMENT
1. Concern for achievement
2. Takes initiative
3. Sets goals
4. Coaches
5. Technical Problem solving

SKILLFUL USE OF INFLUENCE
6. Concern for influence
7. Influences
8. Conceptualizes
9. Team builds
10. Rewards
11. Self control

MANAGEMENT CONTROL
12. Plans and organizes
13. Directs
14. Delegates
15. Optimizes (people-task)
16. Monitors results
17. Resolves Conflicts
18. Gives Feedback

ADVISING AND COUNSELING
19. Listens
20. Understands
21. Helps
22. Positive expectations

COERCION
23. Coerces
24. Negative Expectations
25. Disciplines
26. Acts impulsively
27. Fails to resolve conflict

(Figure 1)

COMPARISON

INITIAL RESEARCH	**FINAL VALIDATION (COMPETENCIES)**
TASK ACHIEVEMENT	CONCERN FOR EFFICIENCY AND EFFECTIVENESS 1. Sets goals and performance-standards 2. Takes initative
SKILLFUL USE OF INFLUENCE	SKILLFUL USE OF INFLUENCE 3. Influences 4. Develops subordinates 5. Team builds 6. Self control
MANAGEMENT CONTROL	MANAGEMENT CONTROL 7. Plans & organizes 8. Optimizes use of resources 9. Delegates 10. Monitors results 11. Rewards 12. Disciplines
ADVISING AND COUNSELING	ADVISING AND COUNSELING 13. Positive expectations 14. Realistic expectations 15. Understands
COERCION	CONCEPTUAL THINKING 16. Conceptualizes

(Figure 3)

(The following is a general list of how the elements (figure 1) were formed into curriculum clusters for the two-week LMET billet specific courses prior to final cross-validation.)

LMET COMPETENCIES AND SUB-COMPETENCIES

1. Concern for Efficiency and Effectiveness
   a. Sets goals and uses peformance standards.
   b. Recognizes other achievements.
   c. Takes personal responsibility to solve problems.
   d. Can accomplish and train others to do the job.
   e. Promotes cooperation to increase productivity.
   f. Looks for ways to improve work.
   g. Monitors own and others performance.
   h. Uses Chain-of-Command.
2. Skillful Use of Influence
   a. Appropriately uses authoritarian control.
   b. Attempts to convince others.
   c. Stimulates people to work.
   d. Maintains self-control during conflict.
3. Advising and Counseling
   a. Demonstrates positive concern.
   b. Listens to others.
   c. Accurately hears the problem.
   d. Suggests and clarifies alternatives.
4. Process Management
   a. Optimizes personnel, equipment, and time.
   b. Monitors how well a plan of action is being carried out.
   c. Gives and receives feedback.
5. Problem Solving
   a. Gets information.
   b. Formulates a game plan.
   c. Tests assumptions prior to implementing action.
   d. Decides when to delegate or seek help.

IMPORTANT NOTE: During the initial stage of CURRICULUM development, "management control" (see figure 1) was divided into two areas "problem solving" and "process management". The reason for doing this was so that students could first look at problem solving through planning process, conceptualizing, and forming an action plan. Process Management then deals with optimizing people and resources. Coercion, being a type of influence, was established that even though it separated superior and average performance, supervisors used it less and as a last resort. Therefore, for instructional purposes, it was included under the dimension of "skillful use of influence." Finally, the cluster title "task achievement" was changed to "concern for efficiency and effectiveness."

(Figure 2)

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Combat Readiness is a Meeting

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LTC S. turned from the situation map. He had been aware that he would have to make decisions quickly and based on limited information, yet he was unprepared for the relentless, constant pressure of this tight combat situation.[1] In spite of this, he thought that his units were reporting well, and when he made decisions they were based on the best data available. He felt his orders were being faithfully executed. After all, he had bloodied the enemy badly. A Troop was shown on the map occupying a battle position on the key terrain feature along the avenue of approach in this latest enemy thrust. Deciding to insure that this critical position was properly defended, LTC S. left the comfort of the forward command post and headed toward A Troop's battle position in his M113.

Arriving at BP Yankee, LTC S. discovered that A Troop was not there! The enemy was about 2000 meters from the position. Acting as his own forward observer LTC S. called for artillery and then radioed the S3 to move forward to take charge of the situation. LTC S. moved quickly to find A Troop.

He found A Troop in its previous position. It had never received the order to move and defend BP Yankee! The Troop Commander was mystified at LTC S.'s agitation but reacted quickly to face-to-face orders.

Sound familiar? Field experiences in FTX's MAPEX's, ARTEP's and Battle Simulations can convince anyone that the above scene can happen.

When attempting to correct or prevent this situation from occuring, several assumptions influence the commander or trainer. The first assumption is that the only real training method is to go to the field and experience a simulation of combat because nothing can be done in garrison. The second assumption is that we will be able to change our garrison operation methods when we move to the field and begin operation.

The purpose of this article is to show the commander that there may be another training tool. Such a tool is the Employment of the Organizational Effectiveness Staff Officer (OESO) to analyze the Command and staff (C&S) meeting (or any meeting) to examine what occurs. The idea here is that usually the people who routinely meet together at C&S meetings are the same people who will run the unit in combat. Therefore, C&S meetings can be observed using the same criteria in garrison that was used by Olmstead, Christensen, and Lackey in Work Unit FORGE when they examined what constituted an effective command and control apparatus in combat.[2]

The activities or meeting processes performed in the Tactical Operations Center will mirror the C&S meeting. In both field and garrison some of these meeting processes are: problem sensing, problem identification, information flow, decision making, communicating decisions throughout the command, obtaining information on how well things are going (feedback), and ordering internal changes in the unit to meet changing tasks. In short, the *how* of the interworkings of the C&S meeting (group processes) are the same in the field as in garrison.

Simple reflection on day to day unit

1 *U.S. Army, Field Manual No. 100-5 (Washington: Department of the Army, 1976), pp. 1-1–1-3.*

2 *H.E. Christensen, L.L. Lackey, and Joseph A. Olmstead,* Components of Organizational Competence: Test of a Conceptual Framework *(Alexandria: Human Resources Research Organization, [1973), pp. 5–10.*

activities indicate this is true. If for example the S4 has never met a deadline in garrison, will his performance improve because he goes into the field? Will the staff that cannot coalesce around a task in garrison be able to do so by moving into the field? The implication is that the history of activities and meeting processes in garrison will carry over and may be magnified in the field under stress.

Our Army units must be effective; we must accomplish the mission. This effectiveness is directly related to the competency of the command and control element, the "brain" of the unit—the commander, his staff, and the subordinate commanders—the C&S meeting.[3] By working on developing the competency of this nerve center at every opportunity in garrison and in the field, the unit can improve its performance in the seven key organizational processes that Olmstead showed to be instrumental in organizational competency during combat:

1. **Sensing**—the process of acquiring information external to the unit and internal to the unit.
2. **Communicating Information**—the process of transmitting information to parts of the unit that can act on it.
3. **Decision Making**—the process of making decisions.
4. **Stabilizing**—the process of taking actions to keep all elements of the unit oriented on the mission in light of actions taken to cope with external demands (e.g. redesignation the main supply route)
5. **Communicating Implementation**—the process of transmitting decisions or decision related orders.
6. **Coping Actions**—the process of executing the actions of the decisions.
7. **Feedback**—the process of determining the results.[4]

(Notice the emphasis is on the "how" or process of the meeting, not the specific issue.)

3 *Ibid., p. 65.*

4 *Ibid., p. 16.*

To demonstrate this contention, the following is an example of an actual OESO operation with a Brigade's Staff Meeting. The intent of what follows is to outline a process for evaluating staff meetings and to show how the changes instituted in the staff meeting resolved problems related to the above competency processes; hence, the staff functioned better.

As a mandatory participant in a tri-weekly 0800 staff meeting the OESO in this case began to focus on the meeting proceses that the Brigade Staff used. During an initial interview with the Brigade XO, the OESO was commissioned to observe and comment on the staff call with the intent to improve the meetings. Additionally, this served the purpose of giving the newly assigned OESO a way to "size-up" his work group. The assessment strategy was to observe three to four meetings and interview group members for an assessment. Once that was accomplished the assessment was presented to the XO in such a manner as to contrast the functioning of the staff meeting with an ideal state of group functioning. Significant data from this assessment follows:

a. Meetings were conducted every Monday, Wednesday, Friday.
b. No agenda was published for the meeting.
c. Goals or objectives for the meeting were not stated.
d. Participation in the group was "round robin."
e. There was little participation of group members among themselves—most conversation was oriented to the leader of the meeting, the Brigade XO.
f. Concentration was on the content of the meeting, no meeting process comments or observations were made. The group did not evaluate its functioning.
g. Sarcasm substituted for humor.
h. Conflicts were evident but were not resolved.

i. Problems were identified and presented for solution with inadequate data.

j. No distinction was made between information flow, decision-making, or problem-solving (e.g. one member would be trying to solve a problem, one member recommending decisions, and one member adding more information; all at the same time).

k. No training aids (black board, butcher paper, overhead projector) were used at the meetings.

In short, this was a highly routine meeting in which there was little excitement or enthusiasm. When participating members were interviewed they expressed concern about the length of the meeting, the fact that it did not accomplish anything, and their boredom with the procedures.

The OESO also presented a list of significant conclusions to the XO:

1. Staff meetings are very rigid, formal, and ritualistic.
2. Lack of training aids hinders the flow of information and clarity by forcing everything to be remembered.
3. With no stated goals or agenda the group has lost a method of evaluating its performance.
4. Average length of the meetings was 54.5 minutes.

Additional assessment data was supplied about the amount of "air time" used by each member of the group. That time varied from a low of 10 seconds, to a high of 17 minutes. The top four "talkers" were the Brigade S3, the Brigade XO, a separate company commander, and the Brigade S4 (listed in order). The top "talker," the S3, used most of his time reading out loud or talking about the master weekly calendar. All other participants were required to copy down what the S3 said.

After being presented with data the XO selected the following course of action from the list of options presented by the OESO:

1. Use an overhead projector and put the near term activities (one month) on a VGT to be projected on a screen during the staff meeting. It would remain visible during the entire meeting, allowing all members to copy it and provide information to the calendar.
2. Have the group members fill out a questionnaire concerning how they saw the group functioning. This can be a very brief instrument that asks the participants to indicate their degree of satisfaction on a 5 pt. scale with such questions as: the opportunity to contribute; the resolution of conflicts; the way decisions are made; etc.

The questionnaires were given, collected, scored and fed back to the XO first and then the group. The questionnaire results generated little interest. However, after using the overhead projector the meetings were reduced to 30 minutes, a decrease of 24 minutes! Based on ths significant reduction in time, the XO directed that the overhead projector be used for each meeting. The overhead projector became a fixture in the staff meeting and remained as part of that group for over one year. Eventually, other members of the staff meeting began to use VGT's to present their idea to the group.

The success of this intervention must be understood not only in the light of Olmstead's work but also in the context of Doyle and Straus' concept of "group memory."[5] By using the overhead projector, the group was able to (1) acquire relevant information quickly (sensing), (2) transmit that information in a clear manner to the people who could do something about the events (communicating information) and (3) assess what needed to be done in their individual staff areas in order to maintain balance in unit operations (stabilizing).[6] By creating a "group memory," the overhead projector eliminated a strict focus on

5 *Michael Doyle and David Straus,* How to Make Meetings Work *(Chicago: Playboy Press, 1976), pp. 38-54.*

6 *Olmstead, p. 16.*

transcribing data presented orally by the S3 and *facilitated* the group in its work on the purpose of the meeting: information flow and decision making. Therefore, the change introduced into this staff meeting facilitated the group processes related to combat operations. The overhead projector became a fixture of all subsequent staff meetings until these staff meetings were no longer held. While the feasibility of using an overhead projector in a field environment is very low, what has been demonstrated is that an OESO can significantly improve the ability of the commander and his subordinates to function better in combat by introducing change in garrison meeting processes. When the C&S meeting can develop a successful history of competence in combat-related process, this history will become imbedded into the "brain" unit. Hence, combat readiness for the command and control elements is an effective meeting.

There are several lessons to be learned from this example. First, using the processes outlined by Olmstead in Work Unit FORGE, an OESO can observe a unit meeting and introduce changes into the group processes which will enhance the combat competence processes. Second, by assessing the unit's meeting the OESO has a *short, quick, effective* means to help. Third, procedures introduced into any group that facilitate the group processes (either through the seven organizational competency processes or by providing a "group memory") will be long lasting. And lastly, the potential exists that by becoming more effective in garrison meeting processes, the staff will carry those processes out into the field and be more effective there.

In light of the above, there are also many lessons to be learned for the practicing OESO. First, the unit meeting offers a prime target for the OESO to assist the command and control element of a unit in its functioning. Second, such an assessment is quick and has the potential for high impact on the key members of the unit. Third, by contrasting the unit meeting with an ideal group meeting the OESO can create an awareness in the group of what it could be doing better. Fourth, the meeting assessment provides a low risk, high visibility intervention into the life of a unit that has the potential for long term payoffs in an overall strategy of Organizational Effectiveness. Thus by emphasizing combat related OE the OESO has a quick answer to: "What can you do for me?" That answer is: "By assessing your unit meetings and helping your group perform the same processes they would have to perform in combat, I can assist your unit to function better in garrison and in the field."

Give it a try! □

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Theory and Practice

Preparation for AGI, etc.

MAJ Warren I. Klein
Fort Carson, Colorado

This article presents a model for assisting units in preparing for an AGI or other critical inspections. It can also be used to plan for operations such as EXTEV or deployment. Finally, the model can be used for general organizational housecleaning on a recurring three, four, or six month internal basis.

BACKGROUND

The AGI at Fort Carson is of the short notice variety — the unit is notified Wednesday morning and the inspection begins the following Monday morning. The best a commander can do is to determine a window of high probability for his AGI since the inspection is conducted once every 12 to 14 months.

The OE office received a call from a battalion commander who figured that his AGI would be in approximately four weeks. He asked if we had a method to assist his unit in planning for an AGI. We said, "No, but we'll come up with one.

PREWORK

A key design consideration was time since we would have only two weeks from our workshop to the earliest expected notification date. We felt a way to save time would be to do some pre-work. This pre-work was in the form of a packet which was designed as follows:

a. The battalion commander identified the key personnel to plan and supervise preparation for the AGI.

b. Key personnel identified were Bn Co, Bn XO, S1, S2, S3, S4, BMO, BMT, Chaplain, C&E Officer, HHC Cdr, A Co Cdr, B Co Cdr, C Co Cdr, CSC Cdr, Spt Plt Ldr, Med Plt Ldr, CSM (18 personnel).

c. Each packet, therefore, contained 18 pages; one for each key person.

d. The following statement was at the top of page 1:

> __________________
> Duty Position
>
> I must accomplish the following *specific tasks* by the following *specific dates* in preparation for the upcoming IG inspection.

e. The following statement was at the top of pages 2-18.

> __________________
> Duty Position
>
> I need the following specific support from the __(Position)__, by __(Date)__ in order to prepare for and pass the upcoming battalion IG inspection.

f. The OESO filled in the "Duty Position" heading on all 18 pages. For example, the packet which the S1 initially received had S1 at the top of all 18 pages.

g. The OESO filled in the "Position" blank on pages 2-18. For example, page 2 of the S1 packet had S2 in the "Position" blank; page 3 had S3 in the "Position" blank, etc. (See Figure 1).

We then provided each key person with a packet attached to the battalion commander's letter at Figure 2. The S1's packet consisted of 18 pages all of which had "S1" written in the "Duty Position" blank at the top right. Page 1 provided space for the S1 to write what he had to accomplish, and the following 17 pages provided the S1 space to write what specific support he needed from the remaining 17 key personnel.

Figure 1

Initial Packet
(S1 Packet as Example)

(Page 1)

S1
Duty Position

I must accomplish the following specific tasks by the following *specific dates* in preparation for the upcoming IG inspection.

(Page 2)

S1
Duty Position

I need the following specific support from the S2 by ______ (DATE) ______ in order to prepare for and pass the upcoming battalion IG inspection.

(Page 3)

S1
Duty Position

I need the following specific support from the S3 by ______ (DATE) ______ in order to prepare for and pass the upcoming battalion IG inspection.

(Page 4)

S1
Duty Position

I need the following specific support from the S4 by ______ (DATE) ______ in order to prepare for and pass the upcoming battalion IG inspection.

Figure 2

DEPARTMENT OF THE ARMY
Headquarters, Fort Carson
and
Headquarters, 4th Infantry Division (Mechanized)
Fort Carson, Colorado 80913

S: (DATE)

(DATE)

AFZC-HRO-OE

MEMORANDUM FOR KEY PERSONNEL

SUBJECT: Preparation for Battalion IG Inspection

1. The attached packet will accomplish the following:
   a. Assist us in focusing on what we have to do in preparing for the IG inspection.
   b. Make us aware of what support we need from others in preparing for the IG inspection.
   c. Make us aware of what support others need from us in order to prepare for the IG inspection.
2. These sheets must be filled in and returned to the Battalion Commander NLT 1600, ____________.
3. On __________, you will receive a packet outlining what support other key members of the battalion team need from you.
4. We will have a workshop on __________ to discuss these mutual support requirements.
5. It is important to be clear and specific when outlining your support requirements. This will give us better information to work with in pursuing our goal of completing the IG inspection in an outstanding manner.

I Incl
as

LTC, INFANTRY
Commanding

The packets were filled out by each key person and returned to the battalion commander. The OESO collected them from the battalion commander and *rearranged them* in the following manner:

a. Page 1 of the example S1 packet is still his original page 1—what he felt that he had to accomplish.

b. Page 2 has S2 in the top right "Duty Position" blank and S1 in the "Position" blank.

c. Page 3 has S3 in the top right "Duty Position" blank and S1 in the "Position" blank.

d. In summary, S1 is in the "Position" blank of pages 2-18. Each "Duty Position" blank on pages 2-18 is different—one for each of the other key personnel. (See Figure 3).

The direct result was that each key person received a packet that specifically stated what each of the other key personnel needed from him in order to prepare for and pass the AGI and by when it was needed. They received this rearranged packet three days before the workshop in order to have time to review it.

Figure 3

Rearranged Packet
(S1 Packet as Example)

(Page 1)

S1
Duty Position

I must accomplish the following specific tasks by the following *specific dates* in preparation for the upcoming IG inspection.

(Page 2)

S2
Duty Position

I need the following specific support from the S1 by ______(DATE)______ in order to prepare for and pass the upcoming battalion IG inspection.

(Page 3)

S3
Duty Position

I need the following specific support from the S1 by ______(DATE)______ in order to prepare for and pass the upcoming battalion IG inspection.

(Page 4)

S4
Duty Position

I need the following specific support from the S1 by ______(DATE)______ in order to prepare for and pass the upcoming battalion IG inspection.

WORKSHOP

The workshop began at 0600 in the battalion classroom. Each key person brought a key NCO with them to observe the process and be better prepared for the action planning to follow. The workshop process was as follows:

a. *Opening.* Battalion commander opened the workshop. Basic pep talk; purpose for workshop; group guidelines of "tell it like it is".

b. *Clarification.* Key personnel insured that they clearly understood what was expected of them by the other key personnel. This step was for clarification only. There was no discussion as to whether or not they agreed or disagreed with the requirements.

c. *Negotiation of Disagreements.* Disagreements regarding specific requirements and/or suspense dates were discussed. Input from personnel other than those directly involved was encouraged. If those affected by the disagreement could not resolve it, the battalion commander (or his representative) made the decision on the spot.

d. *O-M-R.* After all disagreements were settled and all requirements were agreed to, a lecturette on O-M-R (Outcomes -Methods-Resources) was presented.

e. *Action Planning.* At this time, key personnel and their NCOs action-planned the requirements which they had agreed to or had been directed to do. This was not necessarily done in the battalion classroom; most went to their offices. It took three hours to action-plan, but this is certainly flexible.

f. *Report Back.* After action-planning, the group reassembled and each key person reported his action-plan back to the large group. In this way, everyone knew what everyone else was doing and when. This resulted in some date changes in order to accommodate complimentary actions/inspections.

g. *Follow-up.* Finally, it was important to plan follow-up actions and in-progress reviews (IPR). The follow-up actions were primarily staff inspections of the units in the different key areas. The entire schedule was coordinated in the large group. This proved to be very effective at this point since there was common agreement on what had to be accomplished and the staff and commanders were present. In addition, two IPRs were scheduled prior to the expected AGI notification date. These IPRs were meetings of the entire group of key personnel and focused upon how the process was working, what problems were being encountered, and what, if any, adjustments were needed. during the planning for follow-up and IPRs, we had a large calendar drawn on newsprint. This was very effective in that everyone had a common reference when the date juggling was going on.

h. *Closing.* Battalion commander closes the workshop.

COMMENTS/OBSERVATIONS

a. This operation was done in an outstanding battalion—one of the best in the division. Their results on the AGI were outstanding—the best overall since the short notice AGI system went into effect over two years ago. The unit would have done extremely well on the AGI without the preparation model described. However, feedback from the key personnel was very positive. The major benefits pointed out were effective joint planning and common focus. They felt that this process made the preparation (work) for the AGI easier on all concerned.

b. Regarding this particular operation, the planning was done at the "hierarchy" level. But most of the work had to be done in the companies. It was suggested that this methodology be applied to the companies to facilitate their internal planning and preparation. This was done to varying degrees by the different companies.

While this process has been done only once, it appears to have broad application to operations requiring joint planning and preparations. However, like any other OE model or process, consideration must be given to tailoring it to the needs, capabilities, and personality of the unit concerned. □

Major Klein was commissioned from OCS in 1964 and subsequently served in Field Artillery and Aviation assignments in CONUS, Europe and Vietnam. He graduated from OECS in 1977 and spent the next three years as an OESO at Fort Carson, Colorado. He holds a BS degree in Social Science and a MPA in Public Administration. Major Klein is presently the Director of Evaluation at OECS.

A Basic Action-Research Design for Organizational Effectiveness Activities in a Military Organization

CPT Tim Pancake
Munich, Germany

INTRODUCTION. The following design was actually structured and implemented in a military organization. The size of the military organization is approximately 2600 personnel, distributed in over 100 locations. Due to security considerations, there will be no mention of unit identification. I consider this an effective design and tool to be used by any commander in going through an action-research process on a continual basis with their unit. The client of this particular design is the commander of the entire unit, and the specific goals that were established are simply to utilize the existing resources, especially human resources of the command, as productively as possible, while increasing unit effectiveness. Now, while this is a typical OE definition, it should be kept in mind that this design was specifically structured for such a purpose because of continually decreasing resources available through personnel channels to accomplish missions that had been established in writing. I emphasize written missions because in this case the organization had in the past, and continues to experience, a great deal of tension, mostly positive tension, that has been produced due to mission statements assigned to this organization by more than one major Army command.

In completing the introduction of this design, I point out that a good action-research design for an organization provides an excellent audit-trail of information for those who are presently in the organization and especially for those who are joining the organization in the future. I also preface this design by indicating that what follows is a total package of action-research activities that were designed, discussed and agreed upon between the client and the consultant. It is also important to point out that the client in this case is one who is familiar with the management process, not necessarily all involved with organizational effectiveness, but who brings with his command a great deal of information concerning such tools of management as management by objective programs and letters of instruction to the major staff officers and commanders. The point is that some of this design belongs very individually and specifically to the commander; it was not an entire design drafted by OE consultants. The following, then, is an outline of the total action-research design in nineteen major phases. Each phase will be identified and discussed briefly. Because most of the designs within this major design are typical OE activities to some degree, there is no attempt in this paper to outline how each phase was designed. For example, when I talk about transitioning activities, I will not attempt to discuss the specific design of the transitions that was used, only outline why it was used. My discussion for each of the phases will center around the typical OMR (objective, methodology, resources,) concept.

Transitioning Activities—One of the commander's first functions as the new commander was to conduct a transition workshop with his primary staff. This took place in a relaxed, informal atmosphere. In conjunction with the transitioning with the staff and commanders there was a similar transitioning design being conducted for the wives of the staff and new commander. The objective was to start the socialization process as positively as possible and in so doing, insuring that the staff received some initial insights into the commander's philosophy, and that the commander was able to hear some of the initial concerns and assessment data that the staff had concerning the organization. The methodology was a typical transition workshop design. The transitioning design is an excellent time for the consultant to get intimately involved with the issues of the organization, *if* real issues are raised during this type of activity. This design included not only the primary staff of the client, but also the subordinate commanders. We are speaking of basically battalion commanders in this case. An offshoot of this activity was, in OE terminology, an opportunity for the new commander to model an OE design for other subordinate commanders. The results were that many of the subordinate commanders and some of the primary staff officers utilized OE resources for similar activities in their sections and commands. Again, the design was a typical design and only departed from the norm when the commander decided to utilize much of the transitioning information he had received in identifying very specific issues and tasking a certain section or subordinate commander to do something about it. This brings up the relationship issue between the consultant and the client. The consultant in this case did not have the opportunity to discuss the pros and cons of how to utilize the information since the client decided to do this on his own quite suddenly, without conferring with the consultant. The positive part of this was that the consultant received some very good assessment data in terms of what he could expect from his client in the future in terms of reacting to assessment data.

Commander's Introduction to Unit Personnel—As part of his transitional design, the commander chose to meet with as many of his personnel as possible in one large group session. As indicated, the command is spread over a large area, which negated all personnel attending such a session. The session was held for all personnel, civilian and military, that were in the local community. The basic objective was to start the socialization process by saying hello and introducing himself so that folks would know who he was, what he was like, and more importantly, what his major concerns and top priorities were as the new commander. He made these very specific by outlining his priorities. During this session he also said some things about himself, in other words, gave some personal information which again was an effective modeling technique. The methodology was one of conducting a large session and presenting this type of data in approximately 45 minutes. Per design, the resources in this case were the basic staff officers. This is important to keep in mind when an OE activity transcends, as most of them do, into typical staff activities. I believe the consultant should stress that the commander or the client utilize his normal staff for normal activities. In this case, it should *not* be the OE's responsibility to obtain the theater, the slide projectors or the sound systems, or to have DFs and announcements published announcing meeting time, place, and objectives.

Commander's Interface With Field Units—As indicated, much of the command is spread over a large area, and the commander's concern again was along the lines of initial socialization, and introductions with as much of the command as possible—not just those personnel based within the headquarters. Thus, the objective was initial introduction, socialization and the commander underlining his top priorities. This was accomplished by traveling to the separate locations and going through a similar commander's introduction as indicated in the last paragraph. This was accomplished in a more informal manner with more informal small meetings, but the objectives remained the same. Keep in mind that this is also an important socialization process for a new commander, to get involved with the field elements quickly and as effectively as possible.

Commander's Letters of Instruction to the Primary Staff—While it is understood that most units have SOPs and Operations and Functions Manuals and many other documents to outline who does what, when, where, under what circumstances, and under what type of documentation, the commander in this case decided it was necessary to draft very specific Letters of Instruction (LOIs) to his primary staff officers and commanders indicating specific requirements that he expected them to accomplish. Let me point out that in this design, such an LOI creates normally positive tension again by allowing the commander to put his specific wants and needs in writing, making the subordinate commander or staff officer responsible for either reacting positively to those tasks or renegotiating as necessary.

Transitioning With Headquarters Based Personnel—Along the same lines of the typical transitioning design, the commander chose to transition with all of his Headquarters based personnel as specifically and effectively as possible. The objectives are the same objectives that were utilized by transitioning with the intent of gathering more initial assessment data with various groups within the organization to give the new commander some insight as to what the status is of the command and, especially the Headquarters element. These meetings were just called "Meetings With The Commander" and not transitioning workshops or other terminology that typically indicates OE ownership but instead, command ownership. The strategy around renaming such activities is to put the responsibility and the activities that the consultants were implementing for the commander with the commander, attempting to make everything a command and staff action, not a consultant's action.

In this particular transition design, there were many groups utilized for this particular transition design, there were many groups utilized for assessment purposes, and they included different strata of enlisted grades, one group of E-7s and E-8s, one of E-5s and E-6s, one group of E-1 thru E-4s, one group of Warrant and Company Grade Officers, one group of GS-9s and above, one group of enlisted women, and one group of GS-2s thru GS-8s. Again, specific objectives included the commander having the opportunity in a more informal mode to meet a cross section of the Headquarters. Each group was comprised of 20 to 30 people. It allowed participants to discuss current functions of the headquarters, and each participant was directed before the meeting to be prepared to discuss strengths and weaknesses of the organization, to include areas of communications, leadership, decision making, coordination, control and influence, motivation, conflict management and training and development. Each one of these terms was more specifically outlined and explained in writing so participants could come in with data instead of initially thinking about information when the group session started.

Although it was not designed and intended, this transition with the personnel turned out to be a data-based production of assessment information or what we outline in this case because of the dynamics involved. The commander would come in and introduce the session, the objectives, say "hello" to the participants, and leave while the data collection took place, utilizing OESOs. Then the commander would return and, in small group fashion, various groups of the large group would report out to the commander what they had come up with in terms of assessment information. We also attempted to talk about resolving issues, not only identifying issues, so that everyone in the group had some responsibility for addressing conclusions or recommendations for the commander, not just problems. This is excellent modeling in that it not only gives everybody a responsibility for assessing but also for implementing change at every level. The design provided an excellent opportunity for personnel of all ranks and positions to discuss problems and to risk saying things about the organization that might be negative. This design must occur early-on in a new client's entrance to an organization before he becomes or feels totally responsible for the type of negative assessment data that might occur.

In Progress Review or IPR—The objective in this case was simply to start identifying, on a quarterly basis with all of the personnel within the organization, all of the positive things that have occurred within the organization. It is important to note this because as the commander went through transitions and other types of assessments, he soon determined that one of the things the organization did not do well was pat itself on the back, even though we received many pats on the back from other sources at MACOM and higher levels. Many times such commendation never seemed to filter to the workers who were actually responsible for the accomplishments. Thus, the IPR was an attempt to say "This is what we've done during the last quarter, and everybody is responsible for that." Again, the IPR was designed with the commander addressing large groups in theater style and also disseminating the information utilizing normal command channels through letters, DFs, electrical messages, etc.

Establishment of the Unit's Management By Objective Program (MBO) — While MBO had, to this point, been an on-going program within the organization, it was typically a program that came from the commander's office, not from grass-roots management. The attempt, then, for the commander in this case, was to address the valid, effective Management By Objective Program that was initially agreed on in terms of goals by and for everyone in the organization so that it would be more effective for personnel to structure programs and work on accomplishing goals in the organization. Design-wise, the commander specified a principal staff officer as being responsible for managing the MBO program, and also directed that the staff officer responsible work closely with the consultant, the OESOs, in establishing goals that everyone would agree on and be willing to accomplish. This was done by having work groups, staff officers within the organization, meet and identify problems and make goals and objective statements out of them. This was done quickly, effectively, using the work groups as mentioned, and the goals were then disseminated to subordinate units and were given the same opportunity to agree or disagree with the goals, create their own as they applied to their own organization, and then start working on specific objectives. With the specific goals, we decided on ten top goals for the calendar year, which created tension in the organization. It was a positive tension in that while the goals were established, a time frame of one year in working on the goals was also established, which meant "don't do something in 15 days, but start integrating the specific goals into your normal work routine." Inherent within this MBO design was another IPR that the commander utilized by having his major staff officers brief on a periodic basis what their status was of goals that they had set and also IPRs that he established with his subordinate commanders. This data also became part of the IPR process of briefing the entire organization on accomplishments on a quarterly basis. The initial IPRs and most important IPRs came when, six months after the initial goals had been established and published, the commander requested each of his subordinate commanders to brief at a general MBO session as to what their goals were and what their status was at the present time. The intent was not to judge how far activities had come to this point, but only to emphasize the importance of the MBO program and the importance of it being integrated on a daily basis with major activities at all levels of command. Again, I emphasize that even though the OESOs were responsible for assisting the commander and

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identifying and establishing the goals within the MBO program with the staff and subordinate commanders, it is not an OESO function or program to run the MBO program.

Educational Interventions into the Organizational Client—Up to this point we have talked about a design that produced assessment data, and certainly enough data for a consultant to start obtaining a sense for the organizational environment. As a result of this data, it became apparent that some educational intervention would be useful in building skills and establishing management theory and information for certain parts of the management structure. Such a design included the 40-hour Management Development Course. Thus, it was intended to intervene educationally into the environment by establishing MDC courses. Again, the objective of MDC, in this case, was to work on skill building, especially skill building at certain levels of management. In this case it was decided to start at the middle grade NCO level, and the methodology was initially to use OESOs, but because of the heavy workload of typical OE 4-step activities, two personnel from the Headquarters were sent to the Management Development Trainers Course (MDTC) for the four-week training program, so they could implement the program without utilizing the full-time resources of an OESO. While MDC was well received it has to be pointed out that it was extremely difficult in this environment to put aside 40 hours of training for middle and senior grade NCOs who had extremely heavy workloads on a day-to-day basis. I am not implying that MDC in our structure is inadequate, only that we have to look at the constant needs of the organization versus the daily tasks that must be accomplished.

Action-Research Stage One (Assessment)—This paragraph begins the actual four stages of action-research. However, it should be noted that much of the activity and assessment has already occurred and does not occur starting with this paragraph. The intent of Action-Research Stage One, or assessment, was to insure that an initial data base production has taken place within the organization so that the client can look at information pertaining to the organization up to a point in time and determine what he would like to do with that. Thus, the assessment activities that had taken place up to this point were utilized as part of that data base. It was also intended to use more information, i.e., surveys, and short group sessions to collect more information for the data base production but in this case that did not occur. The assessment data, then, was everything that up to this point (stage one) we have collected.

Action-Research Stage Two (Planning and Implementation)—This stage very simply includes planning and implementing programs that fall out of the assessment data. This was done primarily by the commander prioritizing issues that had been identified in all the assessment gathering activities in deciding which ones he wanted to address and making sure he did not address or identify too many. In other words, to pick three or four top issues and work on them diligently and as quickly and as effectively as possible. This activity was also integrated very specifically with the MBO program, which is responsible for establishing specific goals and objectives that typically address major issues in the organization.

Action-Research Stage Three (Re-Freeze)—This is the area of "not doing anything new" within the organization or anything outside of the daily activities so that after assessment data has been taken and planning and implementation of new programs has occurred, it is time to let the organizational climate alone for awhile. The concept was to let the organizational environment alone for about six months to determine what changes would take place as a result of implementation. Thus, the strategy of leaving the organization alone from *planned change* took place. I emphasized planned change because this was not a successful stage of the design, simply because so much *unplanned change* took place and has taken place in this very dynamic, growing organization, that it became impossible for anyone to infer that we can just let things go as they have been for several months. There were major changes on a weekly basis, either in terms of organizational structure, human resources, monetary issues, etc. Thus, of all the design modules to this point, this re-freeze action is the least successful.

Action-Research Stage Four (Evaluation and Assessment) — Even though the re-freeze action could not be controlled, the attempt was to go to Stage Four, which was simply an evaluation and assessment of what has occurred in the other three stages. The intent of the evaluation and assessment was to evaluate the four-step process to this point, and establish the second cycle assessment. I will not go into the design of this situation except to indicate that again the assessment data was taken which became not only an assessment or feedback of what had happened so far but it became a new assessment, or cycle two. We utilized the same structure of groups as indicated for the transitioning with the Headquarters personnel. It is extremely important to point out a major conflict between the client and the consultant that took place during the design up to this point. The client was very much concerned about gathering assessment information, not only from his headquarters elements, but from all of his subordinate elements. His initial tasking was for the OESOs to go into the subordinate organizations and collect assessment data that could be reported back to him. Obviously this is in contradiction to OESO policy, and this was explained as well as possible to the client, who understood the explanation, but still thought that he had the right as commander to collect assessment data of any part of the organization that he chose to. The point here was not to make it a win/lose situation with the client, but to explain to the best of our ability the consultant's restriction as outlined in OE doctrine, and he basically understood and agreed to go along with that doctrine, although he would have liked to have gone further.

A Sustained Feedback Assessment Mechanism within the Headquarters — This particular portion of the design is probably the most radical departure from normal OE activities that will be included in this basic design. It came out of a need (or want) to utilize some existing resources within the command as productively as possible. There were several individuals within the headquarters working on, or completing, their Masters program in the counseling field, and they were looking for specific practicums that they could complete within the military structure to complete certain practicum requirements. Thus, a design was established that would allow such an individual to utilize his skills by interviewing and taking assessment data from individuals who were entering and leaving the organization. The basic concept of the design was for incoming personnel to hold a one-on-one session so the individual could start establishing and setting goals and objectives for himself within the organization, and also become socialized and be able to discuss whatever was on his or her mind. The most specific part of this design was for each individual rotating out of Headquarters to have the opportunity, at a low risk level, that is after reports on the individual have been written and submitted, to give some individual feedback that can be utilized by the commander in terms of perceptions of the command. The intent of this design was for an individual leaving the command to have the opportunity to give feedback that could be utilized productively in changing the environment where necessary. It was also the intent to make sure that in a negative case, an individual who had bad feelings could rid himself of those or verbalize bad feelings before leaving the organization. This data was intended to be grouped into summaries for the commander, and although it was an excellent design and worked occasionally, it was never a design that was implemented as intended in this basic design.

Sustained Work with Other Organizations Within the Major Organization — This is simply the block within the design that infers that even though there were many things occurring with the major client or the major commander, there were also many

Organizational Effectiveness Design/Audit Trail

		AUG 78	SEP 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	MAR 79	APR 79	MAY 79	JUN 79	JUL 79	AUG 79	SEP 79	OCT 79	NOV 79	DEC 79
1. Transition w/Commanders and Staff		X																
2. Commander's Introduction to All Local Based Personnel			X	X														
3. Commander's Initial Interface w/Field Units			X	X														
4. Commander's LOIs to his Primary Staff/CDRs			X	X														
5. Transition w/HQ Personnel				X	X													
6. In Process Review (IPR) of Achievements (Quarterly Requirement)						X			X			X			X			X
7. Establishment of MBO Program				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Educational Interventions into the Organizational Climate (MDC and OE Travel Team)								X										
9. HQ Data Base Production (Assessment) Action Research I						X	X											
10. HQ Implementation Action Research II							X	X										
11. HQ Refreeze Action Research III									X	X	X	X	X					
12. HQ Evaluation and Assessment II Action Research IV													X	X				
13. Sustained HQ Feedback						X	X	X	X	X	X	X	X	X	X	X	X	X
14. Sustained Work w/Other Units (see monthly readout)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15. Sustained Work with Community/Other European Units			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16. Total Group Data Base Action Research I																		
17. Total group Implementation Action Research II																		
18. Total Group Refreeze Action Research III																		
19. Total Group Evaluation I and Assessment II Action Research IV																		

other 4-step processes occurring at subordinate levels from company thru battalion size units. The intent of putting this in part of the design is to discuss some of the strategies that were used by some of the consultants in keeping the major commander informed of all organizational effectiveness activities while not divulging confidential information. Simply stated, this report or information was presented to the major commander by designing a matrix that indicated in the left hand column all the subordinate elements, and on the top part of the matrix showing a time line that ran for approximately a year and a half. When the matrix is meshed, you have an organization that has a monthly time box that could indicate what activities or what organizaitons within that subordinate activity were involved in OE activities of any sort. It is obviously important to do this with your major client system because if you are working on a confidentiality level, most of the time no one but the client you are working for has any idea of what you are doing. In this case, while we worked with a major commander and client, we were also working (two consultants) typically at a workload of anywhere from 7 to 12 client systems on-going at the same time.

Sustain Work Relationship With Other Organizations Outside of Our Own Needing OE Support—Per OE regulation, it is required that we assist in supporting other elements that do not have assigned OESOs. While this seems to add a pressure to increasing workloads to some consultants, I would point out that it is always, in our case, healthy to get out of your own organization and work in an entirely different environment so your perspectives have a tendency to stay more flexible and you also have the opportunity to try different implementations with different types of organizations. This was probably as close to a training activity as we were able to establish on a long term basis. While again it is difficult to discuss the recycling of Action-Research Phases One thru Four into any more specific detail, I have included a chart that shows how paragraph one or activities 1 thru 19 in a matrix form spreads out over a period of eighteen months on the calendar.

SUMMARY—There are many activities within each one of these designs that could be discussed at length which I have no intention of addressing in this article. There are several things that have been added to the basic design that are important to discuss. One of these is that besides all of the other meetings and transitions and assessments that the commander took part in, he has also decided that within the "OE Framework" he is determined to have a semi-annual sensing session with his basic staff officers, at an off-site, informal location. This has, in fact, occurred on a semi-annual basis as planned. The educational strategy of the management and development course has not been implemented to any degree. There has been another workshop initiated through another staff action that is similar to an OE activity, that being career and life planning. I point this out because it is becoming more important that "OE activity" has become integrated into the typical management process as soon as possible and not "mislabeled" OE or consulting, etc. The workshops in question are the career and life planning workshops that have been sponsored by the reenlistment personnel within the unit, especially to the first term soldiers with 6 to 9 months left before their ETS. The intent of the workshop is to allow a person to sit down and focus on what they want to do, what they want out of life, and try to design a four-step process with the individual and attempt to decide whether their needs can be met within the Army, or in fact, they will leave the service as initially intended.

The basic point of this article is to show a design that allows a commander or client to go through action-research on a continual basis, utilizing OE designs but integrating them as soon and as much as possible into the typical organization and environment so that it becomes a basic management process. The responsibility of this design is held by the commander and will always be held by the commander. □

Motivation, Performance, Satisfaction – How Are They Connected?

CPT B. T. Bennett
OESO, Redstone Arsenal, Alabama

OVERVIEW

One thing managers and OESOs have in common is their concern for performance, both at the individual and organizational level. When performance is not satisfactory, we make a prediction of "why" so that we can know "how" to fix the situation. Since we are dealing with people, we review the problem in terms of their two major inputs to work *performance, motivation* and *abilities.* An estimate is made that either he/she/they *don't want* to perform adequately, or *can't* perform adequately. This article presents the other variables that work in conjunction with, or further refine the two above and proposes a model to explain the relationships between motivation, performance and satisfaction. In essence, it is an "operator's manual" for managers which explains how the various parts of the *Motivation System* function together on the job.

"MOTIVATION"—WHAT IS IT?

People in our business tend to use abstract terms as if they were universally understood. I expect that your concept of "motivation" and mine are somewhat different, in that for me, motivation is the combination of three elements:

(1) The *worth* that a person attaches to getting the rewards or avoiding the consequences expected to result from his performance,

(2) his *estimate* that his efforts will lead to successful performance,

(3) his *estimate* that his performance is directly connected to the receipt of the rewards/consequences.

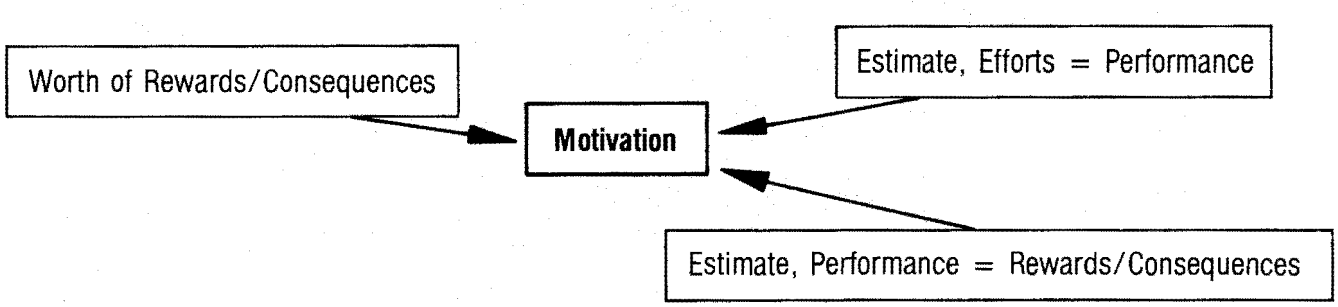
In other words, I would be motivated if my employer promised to provide me something that is meaningful to me, *and* if I thought I could do the job *and* if I thought that he would make good his promise.

If all these factors were favorable, I would be highly motivated. However, if any one (or more) were unfavorable, my overall motivation would not rise above the level of the least favorable element.

"EFFORT"—SO WHAT?

If my motivation to perform those tasks expected of me were high, I would put forth great effort. However, we don't manage for *effort.* While morale and motivation have significant organizational impacts, we are more concerned with *performance* than intentions. The point to be made is that motivation doesn't lead directly to performance. Rather, it leads to effort and the last time you got an "A for Effort" was in the 6th grade!

So far, our model looks like this:



PERFORMANCE— WHAT AFFECTS IT?

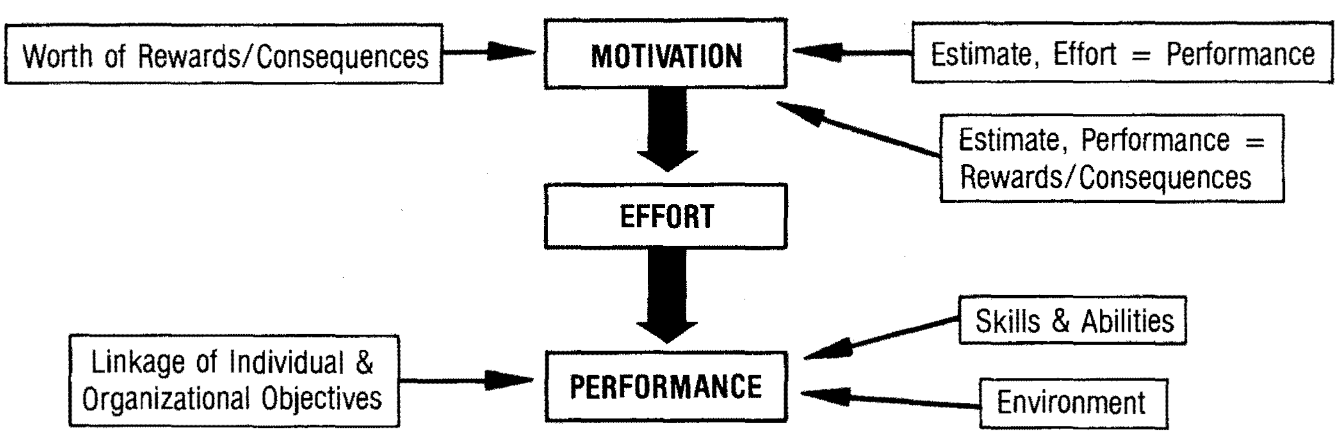
We have established that wanting to do a good job is necessary but not sufficient to insure adequate performance. What are the variables that affect performance? The one that first comes to mind is the individual/group's *skills* relevent to the tasks at hand. For our purposes, let's agree that *skills* are the refinement of innate *traits* or *abilities* the worker possesses. For example, the skill of driving a nail is actually the practiced development of certain eye-hand coordination, upper body muscular development and learning of the carpentry theory that concerns the selection, placement and insertion of nails. A skill can't be developed beyond the limitations of a person's innate capacities. In the work place, it is important to realize that people have varying physical, intellectual and emotional capacities and, if these are limitations to their performance, it will do little good to attempt an increase to their motivation. They will need to "work smarter, not harder."

The next variable that we recognize as having an effect on performance is the *environment* which we, as managers, set for our workers. The obvious aspects of environment such as temperature, noise level, illumination, spacing of physical property, etc., are included in this concept, but there is much, much more that managers do to structure their situations so as to facilitate the performance of their subordinates. The psychological/emotional climate, the communication network, technology, relationships with higher, lateral and lower elements of the organization, relationships with external environmental influences, provision of required materials, etc., all affect performance.

The third and last major variable that directly affects successful performance is the *linkage of individual and organizational objectives.* This concept is the backbone of the new Officers Evaluation Reporting System and the Civilian Performance Appraisal System under CSRA. Simply put, it means that you could have a well-motivated, skillful worker in a well-managed organization who somehow misplaces his priorities, and as a result, renders less than optimum performance as measured against the organization's goals. Examples are the typist who voluntarily retypes a draft document several times to produce an error-free product, or the staff officer who over-researches the factors in an insignificant decision making situation, or any of those situations where somebody "spends a dollar to make a dime." It is not infrequent that organizations bear the consequences of well intentioned employees whose individual objectives are not closely synchronized with those of the organization.

THE MODEL—REVISITED

A review of the model to this point shows that we have been concerned with those things the individual contributes to the organization (i.e., his motivation, his skills, his performance, etc.) A schematic representation looks like this:



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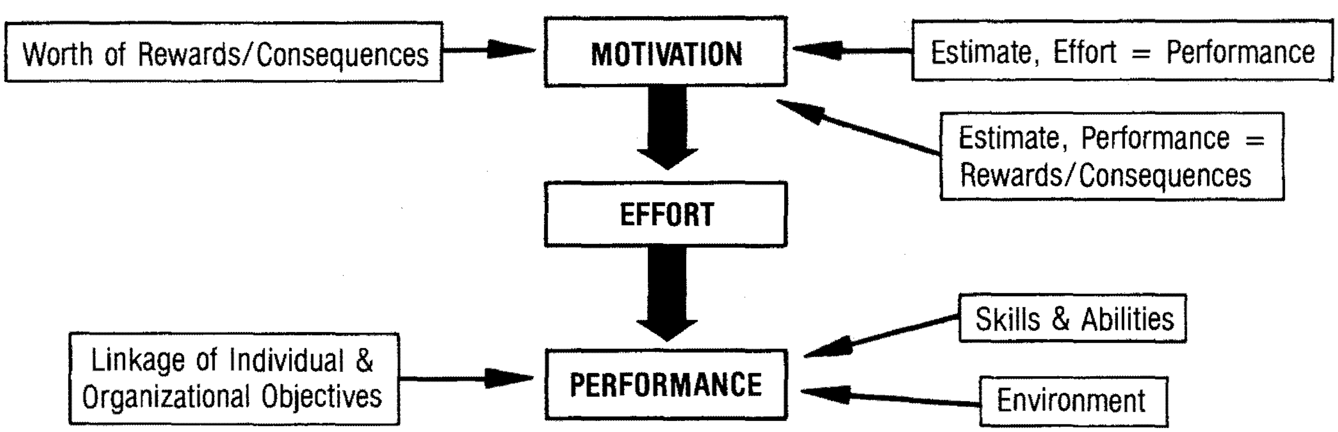


The next part of the model concerns the response to performance, normally thought of as the responsibility of the organization to provide. Another way of saying this is that we've considered what happens prior to and during *performance,* and now will look at what happens after the employee performs.

REWARDS AND CONSEQUENCES—THE CARROT AND STICK

It has been argued that the history of mankind is a chronicle of our attempts to understand and control our environment. Therefore, it is not surprising that on the job we desire a swift and predictable response to our contributions. There are some automatic responses that we give ourselves (sense of accomplishment, pride in work well done, creativity, etc.) and some that we expect from our employer (salary, promotion, recognition, prestige, benefits, etc.) We set our own priorities on getting various rewards and avoiding various consequences and our experiences around receiving or not receiving these expected responses affect our predictions of their future occurrence (as discussed above under the topic of "motivation").

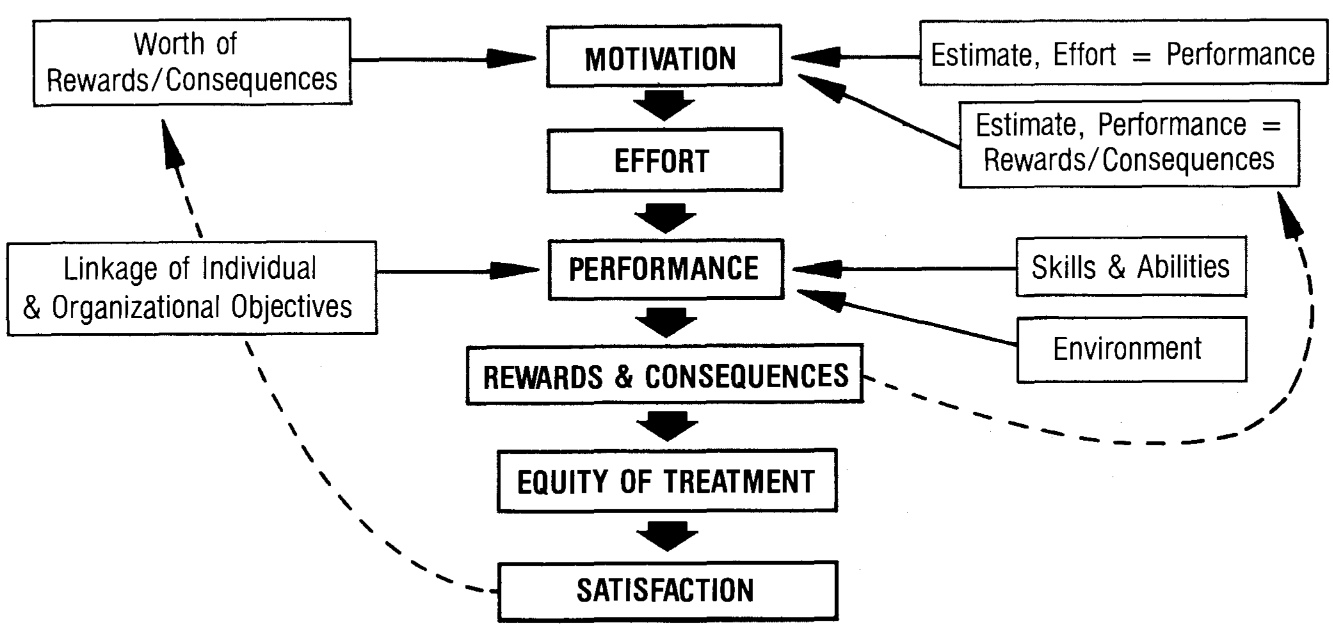
EQUITY OF TREATMENT—THE FLY IN THE OINTMENT

A rational person would be content if he got what he bargained for, right? If so, then Americans are an irrational group, for it is not that simple in our society. Not only do we want to get what we've got coming to us, but we want to make sure it compares fairly to what our neighbor gets as his rewards or consequences. If someone in our arena gets an unearned benefit or fails to get a deserved consequence for his performance, it seems that we can't rest until the situation is corrected.

For example, I should be satisfied if I do a good job and get a good OER, but my overall satisfaction with "the system" and prediction of the need to work hard to get ahead in the Army is challenged if I know that the dud in the next unit who obviously has no regard for his performance, appearance or career also got a good OER. Remember how you felt when you did 90% of the work on a certain project, yet you and the guy who did 10% of the task got identica letters of commendation?

SATISFACTION—DOES IT EXIST?

If there were such a state as "satisfaction", would we stop working once we achieved it? Let's consider what the model predicts if we follow it through its component parts:



Note that we've added two feedback arrows (dotted lines) that connect our experiences of getting/not getting rewards and consequences with our estimate of performance being connected to future responses, and *connecting satisfaction to the worth portion of MOTIVATION. Satisfaction* only exists in terms of *motivation.* The key to the model is that it describes a continuing process, just as our attendance at the work place is a continuing, long range process. We have to decide everyday on the relative status of each of the parts of the model as it fits our own career status. As managers, we also troubleshoot our subordinates' situations with the concepts contained in the schematic (whether we realize it or not). Therefore, we expect *satisfaction* to be a transitory state that starts and ends with the concept of how important to me are the rewards I'll get from a continued relationship with this organization. The "what's in it for me" mentality drives our every action both on and off the job. It has been argued that all behavior, no matter how altruistic it appears, is actually based on our own self interest, and this model operates on that premise. Our current state of satisfaction is a result of how badly we want a certain "reward" and how successful we predict we will be in getting it when we think it should be rendered to us.

WHAT DOES IT ALL MEAN?

In summary, as managers, we are interested in our employees' *performance* (if we do our jobs correctly, then one of our rewards is adequate performance by subordinates). Being interested in employees' performance assumes an interest in those factors that affect performance. The model is an approximation of the real world "performance system" and explains the dynamics that occur before, during and after performance.

While any one act or point in time can be explained through the model, I have very successfully used it in the context of an explanation for continuing behavior. That is to say, present behavior can be better understood in light of past experiences and the estimates/predictions a person makes as a result of the way we treated him in the past. As an OESO, I have used the model to gather and feed back data in client systems, as a theory for performance counseling instruction in classroom situations, as an explanation for the concept of motivation and as a tool for self-introspection/career planning.

Its strengths are that it enables the user to organize data and explain behavior in terms of motivation. It requires one to consider all the aspects of an employee's work situation and often leads to the discovery of impediments that would have otherwise gone unnoticed. In this regard, it can be a checklist that describes the "whole picture" and a handy tool for troubleshooting inadequate performance. When I have felt apprehensive or poorly motivated about my personal work situation, I have found it helpful to run my thoughts through the model so as to better identify the source(s) of my "pain."

Its weakness is that it may be too simple! Since it covers the full spectrum of behavior, it is necessarily general in its composition. I can argue that you can't think of a reason for poor performance that can't be explained via the model (just as someone could argue that all behavior is based on self-interest). While it may be simple to use as a diagnostic tool for individual or group behavior, the only implied solution for the profile of data you generate is to "do something" to accommodate for the weak areas you have diagnosed. That is to say, if you determine that an individual or group is *dissatisfied* or *performs poorly* for reasons that you attribute to various aspects of their situation (i.e., environmental factors, lack of value placed in the available rewards, likelihood of their not getting recognized for good or poor performance, etc.), the model doesn't tell you exactly what to do about that. It only suggests that a weakness anywhere in the system will have an overall debilitating effect on the whole system.

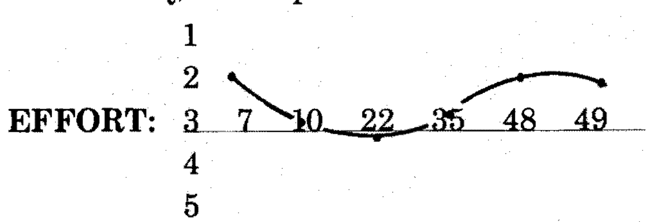
If you are interested in applying the above concept (*Motivation-Performance-Satisfaction Model,* or M-P-S Model), the discussion that follows may be of some utility. They are both based solely on subjective opinion and I offer no empirical evidence as to their validity. Since we are only attempting to organize data, however, it can be argued that they are valid instruments in that they accomplish their limited objective as a diagnostic tool.

M-P-S AND THE GOQ

The General Organization Questionnaire is based on the Institute of Social Research (ISR) theory of management. As it has been standardized and validated around the ISR concept, the data is usually fed back to the client via the ISR Model. It is accepted practice, however, for a consultant to use any method of feedback that he/she desires. If you would like to use GOQ data with the M-P-S Model, here is one way that occurs to me.

Sort the questions by your subjective opinion as to where their content fits into the M-P-S diagram (my opinions appear below—yours will probably differ). Decide if you want to use all 84 questions or if it is "ok" to leave some out. (I used all 84 only to show my opinion of each question).

Plot the data against each dimension via a line graph that contains the GOQ question numbers for each dimension of the M-P-S concept (similar to the *plot* routine in the GOQ). Example:



Plan with your client around his organization's *strengths* and *weakness* in each dimension.

DIMENSION	GOQ QUESTIONS ADDRESSING DIMENSIONS
1. Worth	12-13-19-17
2. Est, E = P	29-33-36-44-69
3. Est, P = R/C	14-23-28-46-78
4. Effort	7-10-22-35-48-49
5. Performance	25-27-50-52-53-59-60-66-67
6. Environment	2-15-16-18-20-21-24-31-39-41-42-43-45-51-54-61-65-82-83-84
7. Skills & Abilities	55-62-63-64
8. Linkage	1-3-4-5-6-26-32-34-37-38-40-56-57-58-68
9. Rew/Conseq	8-11-30-47
10. Equity	75-76-79-80-81
11. Satisfaction	9-17-70-71-72-73-74

INTERVIEW QUESTIONS

Listed below are some sample interview questions that can be used to gather data around each of the components of the *Motivation-Performance-Satisfaction Model* (M-P-S Model). The method that works best for me is to use a basically non-directive approach and insert some of these questions when appropriate. Usually people will talk at length about those areas of interest to them and there is little difficulty deciding where their information "fits" into the M-P-S Model. Frequently, comments pertain to more than one component and only the context in which they are made determines where to place them into the Model. Likewise, some of these questions address more than one component.

Motivation — Worth of Rewards/ Consequences

What are some things you like best (least) about working here?

Why do you want to do a good job?

Motivation — Estimate That Effort Yields Performance

What is the "difficulty index" of your job?

Have there been any tasks given to you that you felt you did "less well" than others?

Is (are) there long-standing problem(s) that never get solved?

Motivation — Estimate That Performance Yields Rewards/Consequences

Is there a close connection between your performance and management's response?

Is there a system to provide "other" forms of recognition for employees (other than annual civilian/military performance appraisals)?

How does this job fit into your career plan?

Effort

What kind of behaviors do you see around here that indicate people are *motivated to perform well*? Are people working as hard (dedicated) as they *should*?

Generally speaking, do people confront

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problems and conflicts or is there a "don't rock the boat" attitude here?

Performance

Is this organization successful? What is its reputation?

Do you see any "crisis management"?

Tell me about the decision making process around here.

Performance—Environment

Is this a pleasant place to work?

Who is your rater and how do you get along?

Is there any policy or practice that you would like to see stopped/started/continued?

What are some things that help/hinder your performance?

Tell me about communication in this organization.

Do you have access to the people and resources you need to do your job best?

Is there undue interference from outside sources?

Performance—Skills and Abilities

Tell me about the relative skill/ability level of you and your associates.

Do you get the training you feel you need to further your career?

Is there (or should there be) a cross-training program to cover personnel absences?

Performance—Linkage of Individual and Organizational Objectives

What are the goals of this organization?

How do you fit into the "scheme of things" here?

What kind of performance rating are you likely to get this year? How can you feel sure of that?

Which job in your section is the "most critical" to overall mission accomplishment? (Note: This question is loaded!)

Tell me about your part in planning the work for yourself and your section. (Note: Looking for a response to indicate the style of management used by the leader).

Rewards and Consequences

(NOTE: Previous discussions of worth attached to rewards will likely have given the OESO insight into the kinds of rewards available in the organization).

What word or phrase best describes the social relationships around here?

If you do a good job, what kind of rewards do you expect to get? Do you *get* them?

If someone does a poor job, what kind of consequences would they expect to receive? Has this happened here (in your memory)?

Tell me about the last time you were recognized (or felt good about receiving something "additional") for your contributions.

As an employee, you have entered into an agreement with this organization. You give them certain services and they give you . . . what?

Perceived Equity

Are there cliques/favoritism?

What benefits are connected with seniority?

Is "fairness of treatment" an issue around here?

Predict how *(the client)* will respond when I ask him if his people think they are being treated fairly . . . will he have an accurate assessment?

Satisfaction

All in all, are you satisfied with working here? Why?

What are the pros and cons of being employed here?

Where do you see yourself 5 years from now (career-wise)? Is this where you want to be?

General Questions

(At the beginning of the interview)

• Tell me about your understanding of why we are meeting today.

(At the end of the interview)

• What is the news "on the grapevine" lately?

• What is going to happen as a result of OE coming in?

• Is there anything else we should have discussed? □

NOTE: The M-P-S Model is an adaptation of a model suggested by Lyman W. Porter and Edward E. Lawler, III, *MANAGERIAL ATTITUDES AND PERFORMANCE* (Homewood, Ill.: Irwin 1968).

Results Oriented OE

CPT Eddie Mitchell
USAOECS

Over the last five years, the Army's OE community has had to struggle for acceptance while attempting to respond to questions and statements like:

"What will OE do for me?"

"Show me the value of OE?"

"What are the results of the OE operation?"

Reports and field interviews indicate that the answers provided have not been sufficiently satisfactory to OE users, potential users, or critics of OE to cause the majority of Commanders or Sergeant Majors to believe in the usefulness of OE.

This year OECS has developed and fielded a practical OESO technique which solves the problem of showing the value of OE operations. The technique is called "Results Oriented OE" and is based upon, what some people might call, startling discoveries.

The first discovery was that evaluation instruction and practical exercises, provided by OECS since 1978, told OESOs they *should* evaluate but not *how* to evaluate. For example, OESO classes 4-78 through 1-80 were shown lists of the types of costs of OE operations but were never provided complementary information on the types of benefits from OE operations.

Discovery number two came from studying OESO case studies written by OESOs of different experience levels. The vast majority of these case studies revealed that, fledgling as well as experienced OESOs, answer the OE users question of: "*What* are the results?" by explaining *how* the operation ran. These OESOs responded not with a results terminology common to Army commanders but in OE process terminology. Similar findings came from studying civilian developed case studies.[1]

[1]Taxonomy (draft) "OESO Competencies" Army Research Institute, Washington, DC 1980.

Discovery number three was that a majority of commanders who requested and used OESOs talked vaguely about symptomatic problem "issues" or "pains" which they wished to eliminate. These commanders were weak in understanding *what* they wanted to achieve while trying to improve their unit's performance. The OE users lacked clarity on *what* outcome they wished to achieve.

Results Oriented OE (ROOE) sprang from these three discoveries. The concept of ROOE is for the commander-OESO team to target the OE operation so it produces some or all of the following six categories of results:

Quantative improvements or savings in:

1. Personnel
2. Material
3. Dollars
4. Time

Qualitative improvements or savings in:

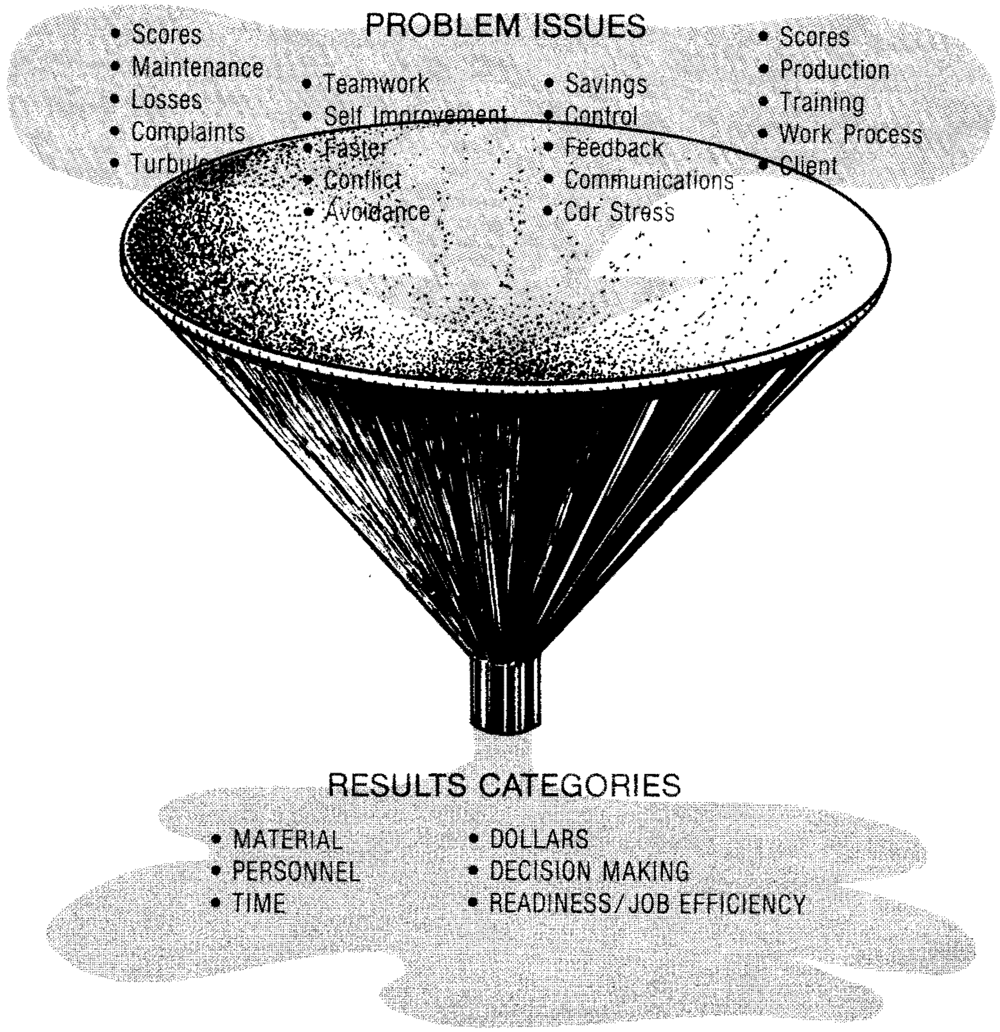
5. Decision making
6. Readiness or Job Efficiency

These six categories of results reflect a common terminology used by commanders when they talk about the usefulness of any military asset employed by their units. Therefore, by communicating to OE users in the six results categories, OESOs can communicate in the user's terms.

Figure 1 may help explain how the OESO uses an understanding of problem issues and the six result categories. Typically, the OESO will hear an OE user talk about a problem issue. However, there are hundreds of these types of issues as shown in Appendix A. By active listening, the OESO can funnel the problem issue into one of the six categories. Thus, the OESO is more clear on what type of beneficial results

Figure 1

BASIC RESULTS MODEL



will be gained from an OE effort. The OESO then can facilitate the OE user to see the value to his organization of continuing or doing an OE effort because he will be making improvements in one of the six results categories. In effect, the OESO assists the commander in gaining goal clarity beginning with entry and continuing throughout the 4-step process. For example, the commander may explain that his people don't talk to each other. The OESO may perceive a problem issue exists for the commander around two-way communication. Then the OESO can facilitate the commander to understand that the beneficial result from eliminating the *problem issue* will be improving the unit's *decision making* capability.

Ask yourself, which of the following explanations would be a better marketing tool or have a greater impact on the OE user given a communication workshop was implemented to solve the stated problem issue.

Explanation #1. (OESO explains *how* the operation went)

> "The result of the OE operation was that a communication workshop was conducted and two levels of the chain of command participated"

Explanation # 2. (OESO shows *issue* eliminated)

> "The result of the operation is that people in the unit now are talking more to each other"

Explanation #3. (OESO explains beneficial results gained)

> "The result of the OE operation is that the unit's decision making process has improved as demonstrated by more people talking to each other."

I would suggest that explanation #3 has more impact on the OE user and on his unit in terms of helping them understand the benefit of the effort. Furthermore, the OE user can explain to his boss, in the user's terminology, the benefit of the operation.

Subsequent *Communique* articles will provide additional information on how to employ Results Oriented OE.

Appendix A

PROBLEM ISSUES

MATERIAL

1. Scores
   - Higher scores: ESC, Comet, Roadside spot checks, or readiness/deadline rates.
2. Maint.
   - Better faster maint. service time
     less equip down time, time in shop
     faster parts resupply, better stockage
     more maint. per day
3. Losses
   - Reduced TASO/inventory losses
   - Reduced number of accidents

PERSONNEL

1. Complaints
   - Eliminate soldier irritants
   - Fewer and faster procession of personnel actions
   - Fewer discipline actions, Art 15's court martials
   - Fewer drug/alcohol incidents referrals
   - Fewer assaults, civil arrests, speeding tickets, thefts, protests
   - Fewer racial incidents/EO indicators, group dissention
   - Fewer IG complaints, family complaints, union complaints
   - Fewer suicides, psychiatric referrals
   - Fewer family incidents, divorces, child abuse cases
   - Fewer Marriage counseling sessions
   - Fewer negative performance/personal counseling
   - Better unit counseling
2. Turbulence
   - Higher/more re-enlistments
   - Fewer awols, turnover, absenteeism, job changes, sick call
   - Fewer reorganizations of teams
   - Less stress, job induced sickness, heart attacks

3. Team Work
   - Roles clarified/defined, understood or supported
   - Clear responsibility/accountability
   - Higher teamwork
   - Increased commitment to goals, sense of involvement
   - Improve image of unit, personnel
   - Improve work climate, peer relations, civ-mil relations
   - Increase job satisfaction
   - Increase morale, motivation, trust
   - Decrease supervision of subordinates
   - Increase number of awards; superior performance, certificates of achievements
   - More attendance of social events
4. Self Improvement
   - More educational training sign-ups
   - More professional development, correspondence courses

DOLLARS

1. Savings

Budget met, no overruns
- Better more accurate budgeting, contracting, acquisition
- Fewer renogotiated contracts

TIME

1. Conflict
   - Reduce time on personal, inter-unit, staff conflict
   - Less supervision of subordinates
   - Supervision time spent on critical issues
   - Less supervisory time spent on admin, routine, disciplinary issues
2. Faster
   - Speedier operations
   - Maximum time used
   - Fewer suspenses missed
   - Shorter messages
   - Less concur time
   - Less duplication of effort
   - Eliminate time wasters

DECISION MAKING/COMMUNICATION

1. Control:
   - Better able to identify unit situation, outcomes, goals, objectives, priorities, methods, resources, problems, or solutions
   - Better/more rapid decisions, managing, programming, contracting, acquisitions, analysis or operations
   - Improve leadership/positive control of unit
   - More commander/supervisory time spent on key problems/issues
   - Less commander time spent on admin. tasks, resolving subordinate conflicts

- Subordinates take on more responsibility/decision making or manage better
- Less passive aggressive behavior
- Less confusion
- Increase unit member/chain of command understanding, participation, or accountability
- Increase NCO impact

2. Internal Feedback
   - Commander/supervisor more aware of problems/blockages.
   - Identify/eliminate symptoms, problems causes more rapidly
3. Communication
   - Faster more accurate information transfer
   - Increased amount of timely/accurate 2 way communication
   - Increased amount of timely/accurate lateral communication
   - Increased amount of timely/accurate key information
   - Honestly surface hidden issues/problems
   - Increase cooperation, reduce coordination time
   - Increase subordinate understanding bosses policies/procedures
   - Reduce staff/unit conflict/arguments
   - Reduce misperceptions, skepticism, or negative comments
   - Fewer/more effective meetings
   - Increase number of and quality of suggestions/creativity
   - Reduce number of message/paper battles
   - Fewer inter reports
   - More accurate/timely filing and data retrieval
   - Better counseling
   - More civilian news releases
4. Commander Stress
   - Commander/Supervisor anxiety, stress, or pain reduced
   - Commander/Supervisor confidence increased

READINESS/JOB EFFICIENCY

1. Scores

   Higher scores: GOQ, SQT, EIB/EMB, ARTEP, IG, TPI, MG exercise scores
   Live-fire tables, PT, EDRE Deployment time
   Pass inspections
2. Training
   - Meet Training goals, execute training plans
   - Increase number of flying hours, training days, worksite hours
   - Higher attendance rates, less retraining
   - Improve training
   - Better instruction
   - Readiness level reached quicker/maintained
   - Faster EDRE /deployment
3. Production
   - Problem disappears
   - Speedier actions, more timely product
   - Less wasting time, faster response time

- Better scheduling
- Fewer errors, mistakes
- Reduce duplicated effort
- Increase sub-team output, management effort
- Complete actions faster
- Better service, health care, etc
- Higher customer satisfaction
- Less doctor, specialist downtime
- More patients, items per hour

4. Work Process
    - Establish long range strategy
    - Improve job sequence, reduce number of steps
    - Tasks performed smoothly
    - Improve weak system parts
    - Faster reorganization, transistion, team building
    - SOP/procedures simplified
    - Better function unit
    - Eliminate problems to readiness
    - Specify performance objectives
    - Concentrate on tasks, problems, solutions
    - OE implemented change lasts for x days
5. Client
    - Higher satisfaction
    - Client pain removed
    - Bring commander on board faster
    - Higher HQ aware of sub-units needs

CPT Mitchell was commissioned in 1970 following graduation from West Point. He also graduated from the Armor Advance Course and OECS. His overseas tours were in Alaska and Korea. He holds an MS degree from the Naval Post Graduate School in Operations Research/Systems Analysis (ORSA). CPT Mitchell is the Chief of Data Analysis in the OESO Evaluation Directorate.

Implementation Tools: A Leadership and Counseling Workshop

MSG Thomas A. Graham and CPT Anthony J. Giasi
Fort Bliss, Texas

The main purpose of OE is to assist the Commander in increasing his unit's combat readiness by providing him with an objective insight into his unit, its strengths and weaknesses; and, based on his guidance, assisting him in taking action to deal with identified weaknesses. Everyone will recognize this as the first three steps of the four step process. Two key tasks of the OESO/OENCO in the process is to pinpoint, in collaboration with the commander, the specific needs of the organization and devise implementation tools to answer these needs.

Based on all the various OE operations we have conducted in the 3rd ACR, we have found that there is a critical need to improve leadership, communications, and counseling skills at the tank commander/section sergeant level. These leaders are primarily E5's, and in many cases acting sergeants; as well as some junior E6's. It is not a question of a lack of motivation on the part of these leaders, but rather a realization of a training shortfall in a particular area. These leaders are the soldier's first line supervisor, the first person he/she goes to when a problem arises, as well as that person that is primarily responsible for the discipline and training of the soldier. Their job is both difficult and important.

Service schools,. such as PNCOC and PLC, can help develop the leadership and counseling skills of these leaders; however, this training is mostly theoretical and seldom reinforced upon return to the unit. The OESO/OENCO can make a contribution to combat readiness and unit effectiveness by using his/her training skills to improve leadership and counseling within the command.

The 3rd ACR OE Team has developed a training package to address this recognized training need. It is designed to enhance the leadership, communication and counseling skills of leaders at this level. Specifically, the goals are:

A. LEADERSHIP:

1. To give the participants an overview of leadership theory as it is presented in Army service schools. The focus is on leadership behavior, not traits of effective leaders.

2. To teach participants a model of leadership that offers "how to's" on selecting an appropriate style of leadership.

3. To focus participants on their own leadership behavior. The accent in this portion of the workshop is on the "how to's" of leadership. The thrust is to give the participants a "hip pocket" tool that they can use on the job. Situational Leadership theory was selected because it can be more readily understood and applied.

B. COUNSELING:

1. To develop an increased awareness of the importance of counseling as a tool to improve/correct or reinforce subordinate performance and help them deal with their problems.

2.. To improve the effectiveness of the leader's personal and performance counseling skills by offering "how to's."

3. To develop the communications skills necessary to conduct effective counseling.

These workshops may be presented individually or together as a total training packet. We usually begin in the morning with leadership and have counseling the afternoon of the same day. Interest is generated by informing participants that the workshop (class) will be unlike any leadership training they have previously experienced, then asking them to separate into 2 groups; one of leaders needing improvement and another of "good leaders" not needing improvement. Most people go to the first group, thereby giving at least token assent to being open to new ideas. We then immediately display butcher paper charts with the FM 22-100 definition of leadership, the 14 leadership traits, and 11 leadership principles. Usually the participants are familiar with these.

If discussion is slow to start, we use ourselves as examples by picking a trait and having the group decide whether we have it or not, is it sufficient quantity to be really effective, and then challenging them to observe and measure it.

Time permitting, participants are asked to develop their own "recipe," it is "stirred" with principles, whichever ones the group prefers, and they may take the concoction to their place of duty to either "stew" or "simmer." By this point the group has discovered for itself that these traits and principles can be read, discussed and memorized, but not really put into a workable theory that can be used in everyday supervisory situations.

We then administer the lead self, set it aside and present and explain the "Four Dimensions of Effective Leader Behavior," from chart 4, to focus their attention on leader behavior, rather than leader traits. This is processed by having the group briefly brainstorm what it was, specifically, that good leaders they worked for in the past did. This list captures behavior. The list is then processed by having the group relate these behaviors to the "Four Dimensions" and the "Traits." The Four Dimensions are then reduced to two, Task Behavior and Relationship Behavior. The lead self is scored, the situational leadership grid is presented, and a lecturette on Situational Leadership is given. At this point the "BGO" (Blinding Glimpse of the Obvious) is clearly evident on the faces of some group members. The BGO is usually followed by several statements to the effect that "this is nothing new, it's what Captain or Sergeant ______ always does, but I never realized until now how he knew what to do."

By now it is time to develop on-the-job applications and closure. Groups usually develop their on-the-job applications by discussing some of their "problem children," and ways Situational Leadership can be applied to them. This is allowed to flow until the group reaches its own solutions and closure. If this does not occur spontaneously we are prepared to distribute, on 5x8 cards, task situations typical of cavalry units for the groups' practice and discussion. This has happened only once, and as the group got into the "situations" they discarded them for their own real-life situations. Before going into the counseling portion, we contract with the group for lunch and whatever duties they must perform that tend to lengthen the lunch hour.

Following lunch we usually begin with an exercise that serves both as an energizer and a way to focus attention on communications. The entire process takes 10 mintues or less and leads right into a focus on the difficulties encountered in trying to communicate effectively.

We then present chart 1 on butcher paper showing the types and reasons for counseling. Most participants are aware that performance counseling can change unacceptable behavior, but are somewhat surprised to learn that it will also reinforce acceptable behavior. This in itself is a major learning and reason for presenting the workshop. We process the differences in personal and performance counseling with the aim of identifying who has ownership of the problem. We find most NCO's believe the subordinate has ownership in both cases and are reluctant to admit they have ownership if it is a performance problem.

Once this is accepted we have participants brainstorm a list of tools available to counselors. We then present chart 2, "counseling Tools" and process the differences. A lecturette is then given which covers all 9 "tools" on chart 2. Most of the time during this lecturette is spent in clarifying and demonstrating through role play by the facilitators and, if need be, the facilitator with a participant.

The Strength Deployment Inventory is then administered as an "insight device." This is scored in triads, with each participant scoring the instrument of another member of the triad, although they are all given the option of not participating in this type scoring. Following the facilitators' explanation of the SDI, participants then practice Feedback, "I" messages, and Active Listening by briefing each other on their SDI results. One member briefs (gives feedback), one member receives feedback and the third member critiques the other two using "I" messages, Active Listening, and following the rules of feedback. This process is rotated until all members have been in each role once. During this process, facilitators float from group to group, assisting where necessary. Following this, all members reform into the large group to process the entire workshop, develop on-the-job applications and closure.

These workshops are well received, both by commanders and the participants. One key to success is our contract prior to the implementation phase. We contract to have all NCO's in the unit attend the workshop. They are divided into groups of 10 to 15, and sufficient iterations of the workshop are presented to include all NCO's on consecutive days. This procedure gains the commander's support by insuring sufficient NCO's are present to maintain operational requirements. By training all NCO's in a short time span, it also enables them to support and reinforce each other in their efforts to modify their behavior. Hopefully, by taking this approach, leader behavior and counseling will produce long term positive results.

LESSONS LEARNED

1. Be careful when using instruments; some participants view them as horoscopes or "dime store" psychology.
2. Be prepared for initial resentment from younger soldiers, fresh from PNCOC/PLC.
3. Be prepared for older soldiers rooted in tradition, who believe that any leadership theory other than the trait theory is heresy.
4. Contract for all NCOs and platoon level officers to train in a matter of days. This permits them to reinforce each other in new behaviors.
5. Use the limited language version of SDI (Personal Values Inventory). Less jargon, and line troops relate to it easier.
6. If possible, avoid having soldiers and their raters in same group. It works, but there is less participation.
7. Forewarn participants that their past training and beliefs will be challenged. It encourages open exchanges.
8. On the Lead Self Scoring Instrument, many people become hung up on the Effectiveness Scale.
9. Be alert to participants with the erroneous belief that the 4 styles are multiple choice, rather than situational.
10. Don't become trapped into defending or explaining the rationale for "I Messages." Not everyone wants to accept this.
11. Be prepared to role-play situations with your partner to demonstrate learning points. Have several situations in the back of your mind.

12. Emphasize and justify the time length to Commanders and Sergeants Major. They may expect the traditional one hour "stand-up" lecture block associated with an NCO Development Program.
13. Relate the four styles of leadership to phases in the enlisted career, i.e., S-1 basic trainees, S-2 new AIT graduates; S-3 soldiers on-the-job for a length of time; S-4 senior NCOs in responsible positions such 1SGs, CSMs, and some staff jobs. Insure group sees these as examples only, not as hard and fast rules.
14. Tie Situational Leadership to the way most effective "old NCOs lead," i.e., "They learned it through years of experience, are good at it, but can't explain rationale."
15. Support of Squadron CSMs is invaluable in having commanders "bug" this implementation.

LEADERSHIP—FM 22-100 PLUS

I. GOALS
- To improve the quality of leadership.
- To teach a "how to" style of leadership.
- To focus participants' attention on their leadership behavior.

II. GROUP SIZE
- Up to 36 participants.

III. TIME REQUIRED
- Approximately 3 to 4 hours.

IV. MATERIALS
- Copy of Lead Self for each participant.
- Copy of Lead Self Scoring Instrument for each participant.
- Pencil for each participant.
- Easel and butcher paper.
- Magic markers.
- Masking tape.
- Five charts:
  - Definition of Leadership.
  - Leadership Traits.
  - Leadership Principles.
  - Four Dimensions of Effective Leader Behavior.
  - Situational Leadership (Styles and Maturity Scale).

V. PHYSICAL SETTING
- Room large enough for 36 participants with chairs.

VI. PROCESS

5 MIN Begin by asking participants to form two groups, one of good leaders and one of those needing improvement. Explain that they can change groups at any time.

10 MIN Display and present Chart I. Process this by keying questions and discussion around: Willing Cooperation; Persuasion; and defining Sound Judgment, Knowledge, and Personal Relationship with Subordinates.

5 MIN Display and present Charts II and III.

15 MIN Administer Lead Self.

20 MIN Process traits and principles from Charts II and III (not necessarily all) with questions such as:
- What constitutes (specific traits)?
- How do I know I have it?
- How do I measure it in myself?
- How do others measure it in me?
- How much must I have to be—above average—average—below average?
- How much is enough?
- How do I identify my strong and weak areas?
- What do (good/poor) leaders do that demonstrates they (have/do not have) these traits or (follow/do not follow) these principles?

Facilitate this discussion using myself and my weaknesses as examples. Group usually turns to discussion of leader behavior. Key in on behavior.

15 MIN Display and present Chart IV. Process by asking group for and capturing list of specific examples of each dimension of leader behavior they have observed from their leaders during past assignments. Object is to gain group acceptance of the following, which should be presented if the group does not "discover" them.
- Trait theory of leadership is invalid.
- Traits are really a collective listing of superior's opinions of what a leader "should look like."
- Traits are difficult to put into realistic terms usable in daily operations/ contacts.
- Principles may be valid but are difficult to put into realistic terms usable in daily operations/contacts.
- Difficulty in defining and observing traits, principles, and an individual's adherence to them.
- Behavior is observable and can be learned with practice.
- Leader behavior can be reduced to 4 Dimensional Leader Behaviors.

15 MIN Score Lead Self

30 MIN Display Chart V. Present lecturette on Situational Leadership (Hershey and Blanchard). Important points to cover are:
- Four styles (S-1, S-2, S-3, and S-4).
- Maturity Scale.
- Required analysis of task and follower maturity (group and individual).
- Situational aspects of each style.
- Beneficial fallout in mission accomplishment and identification of individual/group training needs from this analysis.

30 MIN Process and Develop back home applications.

45 MIN *Optional: Have 5×8 cards available describing typical tasks and situations relevant to unit mission. Break into small groups for analysis and decision on which style to use. Small groups report out to entire group.*

15 MIN Break into small groups to share and process "scores" on Lead Self. Participants contract with others to monitor improvement efforts in weak leadership styles.

CHARTS REQUIRED

Chart 1

FM22-100, Leadership Definition
"The process of influencing men in such a manner as to accomplish the mission. Ideally this process obtains the willing cooperation of subordinates through persuasion. Cooperation is based on the leader's: (1) Sound judgment, (2) Knowledge, and (3) Personal relationship with subordinates."

Chart 2

Leadership Traits
Bearing, Courage (Physical and Moral), Decisiveness, Endurance, Enthusiasm, Initiative, Dependability, Integrity, Tact, Judgment, Justice, Knowledge, Loyalty, Unselfishness.

Chart 3

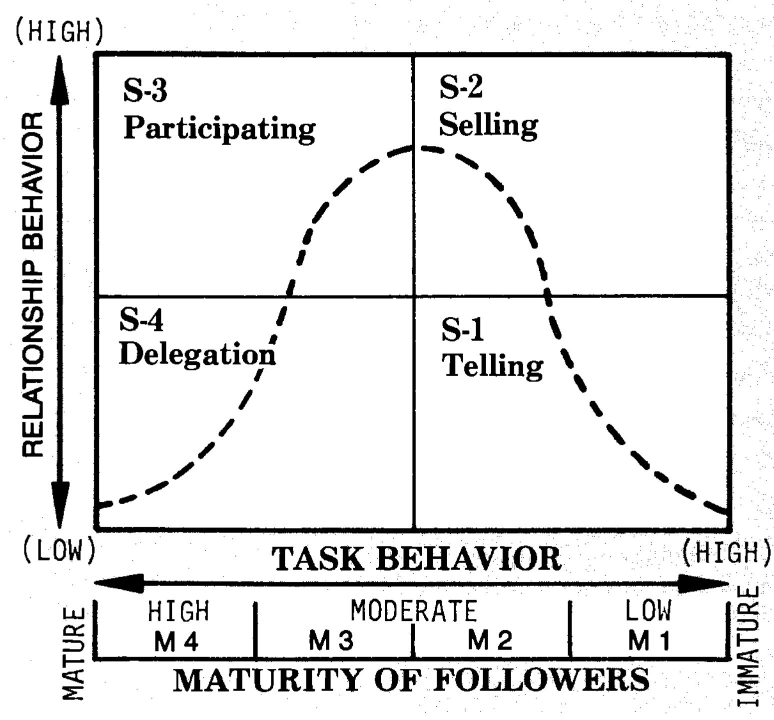
Leadership Principles
Know yourself and seek improvement; Be technically and tactically proficient; Seek responsibility and take it for your actions; Make sound and timely decisions/set the example; Know your men and look out for their welfare; Keep you men informed; Develop a sense of responsibility in your subordinates; Insure tasks are understood, supervised, and accomplished; Train your men as a team; Employ your unit in accordance with its capabilities.

Chart 4

Four Dimensions of Effective Leader Behavior
Support—Behavior which maintains or increases members' sense of personal worth within the group; Interaction Facilitation—Behavior which maintains or creates interpersonal relationships within the group; Goal Emphasis—Behavior which creates, changes, clarifies, or gains individuals' acceptance of group goals; Work Facilitation—Behavior which provides effective methods for accomplishing group goals.

Chart 5

Situational Leadership



COUNSELING

I. GOALS

• Develop an increased awareness of the importance of counseling. Improve effectiveness of personal and performance counseling.

II. GROUP SIZE

• 12 to 15 participants.

III. TIME REQUIRED

• Approximately four hours.

IV. MATERIALS

• Copy of Strength Deployment Inventory for each participant.
• Pencil for each participant.
• Easel and Butcher Paper.
• Magic Markers.
• Masking Tape.

V. PHYSICAL SETTING

Room large enough for 12 to 15 participants

VI. PROCESS

10 Min • Begin by asking participants for their expectations and aligning these with workshop goals.

15 Min • Present and display Chart 1, types and Reasons for Counseling; Process differences.
(Learning point is to determine who owns the problem. A performance problem is owned by the supervisor; a personal problem is owned by the subordinate.)

20 Min • Have participants brainstorm list of tools available to counselor.
• Display and present Chart 2, Counseling Tools.
• Resolve difference between group's list and Chart 2.

25 Min • Administer Strength Deployment Inventory.

25 Min • Present and display Charts 3 through 7 (details items 1-5 in Chart 2) with lecturette on each area. Focus is on how counselor behaves, communicates with, and interacts with counselee.

45 MIN • Score Strength Deployment Inventory. Break into triads to score and plot. Each participant scores SDI of another member of the triads. One member briefs another on his SDI results using rules of feedback, "I" messages, and active listening. Third member critiques. Repeat until all members have been in each role.

30 Min • Reform large group. Process activities in triads.

15 Min • Present and display Charts 8 through 11 with lecturette on each area.

25 Min • Develop back home aplications and closure.

10 Min • Clarification and Closure.

CHARTS REQUIRED

CHART 1—Types and Reasons for Counseling.

Performance Counseling.

- Reinforce acceptable behavior.
- Change unacceptable behavior.

Personal Counseling

- Reduce interpersonal tension
- Put problem(s) in context of reality
- Increase awareness of options available
- Permit counselee to make "best choice"

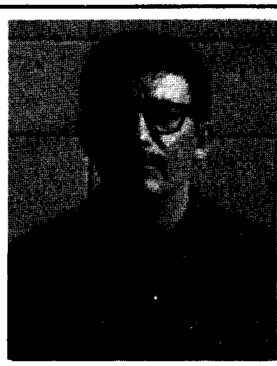
CHART 2—Counseling Tools

- Written performance objectives
- Feedback
- "I" messages
- Active listening
- Management of Conflict
- Pre-counseling homework
- Setting the Stage
- Follow-up
- Self evaluation on counseling session

MOST USED TOOL IS "EFFECTIVE TWO-WAY" COMMUNICATION

CHART 3-11

Use whatever you personally think is effective to present lecturette on items 1-9 in Chart 2 above.



CPT Anthony J. Giasi was commissioned in Armor from the City College of New York in 1971. He served in Baumholder, Germany in the 2/68 Armor as a tank platoon leader, Company XO and a General's Aide. Upon completing the Infantry Advanced Course in 1979, he served as a training Company Commander and Staff Officer at Fort Dix. A graduate of OESO Class 5-78, he is currently assigned to the 3d Armored Cavalry Regiment, Fort Bliss, Texas, as the OESO.

MSG Thomas A. Graham entered the Army from Erie, PA in December 1961. Assignments include 6 CONUS posts, recruiting duty, ROTC duty, the University of Nebraska at Omaha, graduating in June 1974 with a BA in Business, and tours to Seoul Korea and Fulda, Germany. A graduate of USAOECS class 2-79, he is currently assigned as OENCO, 3d ACR, Fort Bliss, Texas.

The Transition: One More Method

CPT Phil Hamilton
Fort Lewis, Washington

During the past year, the OE office at Ft Lewis has been perfecting a model for conducting the Commander's transition that:

- Is easily modified to meet the Commander's needs.
- Requires minimum time commitment by the unit.
- Provides maximum information for Commanders.
- Enhances team relationships.
- Can be used during other phases of a command.

The model we have been working with originally appeared in the Oct 78 *Communique* (Pg. 60-71), also written by two former Ft Lewis OESOs, LTC Wally Vlasak and MAJ Dave Prybla. This article will breakdown the operation into four phases: initial contact, assessment, transition, and action-planning, in order to provide other OESOs with our findings.

PHASE I

Generally, the OESO is the last to know that a new Commander wants a transition. This is due to the outstanding work being done by the Pre-Command Course Team and such individuals as BG Lutz and LTC (p) Mike Plummer at DA. These commanders need little selling of the product because they understand the benefits, so our work begins with a call from a Brigade or Battalion XO or the "Commander-To-Be" walking in to discuss transitions.

The pre-work that is conducted with the Commander covers the benefits of a transition (getting onboard, team enhancement, etc.), what is desired as outcomes, how much time can be committed, and some interpersonal discussions. Commanders most want to obtain specific information dealing with their subordinate's views on unit goals and how they see themselves as contributing to these goals. Key unit issues and concerns; how those things the unit is doing well can be retained, and those things the unit is not doing so well can be improved. But during these contracting or clarifying discussions with the OESO, Commanders desire more information concerning interpersonal skills.

Some interpersonal topics are touched on during the Pre-Command Course, but the OESO can expand them through one-on-one coaching. Some of these are communication modes (verbal, non-verbal, symbolic), Johari Window, Situational Leadership, value processing (Massey), conflict management and others. The OESO takes these ideas and applies them to the Commander's current situation and the upcoming workshop.

Also helpful to the Commander is a general understanding of process observation in order to analyze his/her actions and those of subordinates. While using the passive role of observer and information receiver during the transition, the Commander's process observations will enlighten him/her to subordinates' personalities and maturity (Situational Leadership). Such things as who has the power, who can be influenced, who is a team member, all provide the interpersonal data to be studied with the content information the groups generate.

If the Commander does not directly ask for this information, the OESO acts as a model using these skills and provides it during process observations of discussions or in analyzing the Commander's past experiences with groups and/or individuals. It must be remembered that this information and dialogue does not come easy in the contract and coaching sessions with the Commander, and therefore requires a lot of openness on his/her part and that of the OESO. And it takes a large amount of *time.*

Once the OESO has a clear understanding of what the Commander wants, who will be in attendance, and what roles the

OESO and Commander will play, the next step is to publish this to the organization. This is usually in the form of a military letter. This gives the unit and attendees a "hard copy" of who, what, why, where, and how OE will be utilized in the transition.

PHASE II

The transition package or model that we use is modular in format. Some of the modules that have been successful are:

- Unit Goal Identification and Individual Role Concept.
- Value Understanding and Ranking.
- Unit Key Issues and Limited Action-Planning.
- Key Personnel Introductions.
- Action-Planning with O-M-R.
- Vertical Assessments.
- Others as desired.

The most successful model has been one that begins with an assessment phase prior to the transition.

VERTICAL ASSESSMENTS. These are group assessment interviews conducted with vertical slice groups based on rank (E1-E4, E5-E7, 01-03, etc.) and/or duty position (1SG/NCOIC's Commanders, Staff, Platoon Leaders, etc.); generally two hours in length using assessment skills to be discussed later. The subject matter is in a mini-module form of that to be used in the actual transition workshop.

Once the data is obtained, it is reduced to common issues as discussed by the various groups. The issues are ranked highest to lowest based on group priorities followed by those unique to particular groups. After reduction, the data is presented to the commander to insure he/she is comfortable with it and then duplicated for handout at the actual transition.

PHASE III

The following modules represent the first day of the transition workshop (see agenda). During each module a different

SAMPLE AGENDA
(BDE/BN) ASSESSMENT and PLANNING CONFERENCE

DAY ONE

0800-0815	Opening Comments	Unit Cdr
0815-0830	Task Explanation/Group Assignment	OESO
0830-1030	Task: (Bde/Bn) Goals Identification and Individual Role Concept.	Groups
1030-1045	Break	All
1045-1130	Presentations to Commander	All
1130-1300	Lunch	All
1300-1315	Task Explanation/Group Assignment	OESO
1315-1545	Task: Identification of (Bde/Bn) Key Issues and Limited Action-Planning	Groups
1545-1600	Break	All
1600-1645	Presentations to Commander	All
1645-1715	Assessment Data Discussion	OESO
1715-1800	Closing Comments	Unit Cdr & OESOs

DAY TWO/THREE/etc

1300-1320	Opening Comments/Cdr's Guidance	Unit Cdr
1320-1330	Action-Planning Methodology/Group Assignment	OESO
1330-1630	Task: Group Action-Planning of Cdr's Issues/Goals	Groups
1630-1715	Presentations to Commander	All
1715-1730	Closing Comments	Unit Cdr & OESOs

mix of group members is asssigned based on the number of attendees (generally 2 or 3 combinations). This mixing enhances team development and results in many finding out that they are not alone in their problems. In the case of large organizations it allows personnel to work with individuals they seldom interact with during duty.

1) GOALS IDENTIFICATION AND INDIVIDUAL ROLE CONCEPT. During this first portion of the transition the groups develop their perception of what the unit's goals should be in a pragmatic sense. Consensus is reached on the goals, the list is prioritized, and each goal is further defined by applying objectives or milestones. The remaining portion of this phase is spent identifying the individual's concept of how he/she will support each specific goal. At the conclusion of this phase the information is briefed back to the commander by a member of each group. A short discussion follows showing group parallels and/or divergence, which is generally attributable to group composition.

By introducing the transition with a goals discussion of the positive things we should or would like to do, the generation of information sharing is not difficult. At the end of this phase the groups have a better understanding of the OESO's role as facilitator, group norms, task orientation, and how the commander is willing to listen (he/she listens if the coaching is accepted). The role concept portion indicates to group members that they can and do have a role in the establishment of the unit's future direction. Therefore, the morning session of the first day clearly provides the experiential learning for the continuance of the transition.

2) IDENTIFICATION OF KEY ISSUES WITH LIMITED ACTION-PLANNING. Now the groups get down to the nitty-gritty of the transition by publishing and sharing issues, concerns, or problems facing the unit. The technology begins with a force-field as follows:

Key Issues

Unit Doing Well	**Unit Not Doing So Well**
Issue/Concern	Issue/Concern
Specifics	Specifics
•	•
•	•

The next step is to prioritize those things that the unit is "Not Doing Well" and brainstorm possible actions to be taken to eliminate these disfunctional issues. The final presentation can look like the following:

Doing Well	**Not As Well**
Issue/Concern	1 - Issue/Concern
Specifics	Specifics
•	•
•	•
	3 - Issue/Concern
	• Specifics
	•
	•
Issue/Concern	2 - Issue/Concern
Specifics	Specifics
•	•
•	•

Actions

Issue #1

- Specific actions for this issue.
-
-

Issue #2

- Specific actions for this issue.
-
-

Together with the feedback of the transition groups, the Commander now has not only the prioritized issues and concerns, but also some limited action-planning that will help him/her in determining the priorities for in-depth action-planning. This same methodology is the one used in the vertical assessment sessions.

3) VERTICAL ASSESSMENT DATA. The final task during Day 1 is to present the vertical assessment data and discuss the parallels and divergence between the goals, issues, and action-planning accomplished by the transition attendees and those of the vertical assessment groups. The OESOs provide additional clarification and the Commander emphasizes how it is necessary to be aware of perceptions at *all* levels in analyzing issues and actions (more coaching). This concludes Day 1 of the transition and it has generally been planned that an informal social function follows with spouses in attendance.

PHASE IV

During the week or so following Day 1, the commander first becomes quite familiar with the data from all of the assessment and transition sessions. The OESOs provide clarification of the data since the Commander is only present during the feedback presentations of the transition (this allows transition attendees to be more relaxed).

The next step is to conduct an action-planning session with the Commander in order to develop the "Commander's Guidance" to be used in the subsequent planning sessions by the transition attendees. This is done through the use of our Action-Planning Worksheet which expands the work of SFC Ron Konarik (*One More Paradigm,* OECS).

The key is to set goals/objectives first and then to define guidance and responsibility so that a clear understanding of the whole picture surrounding an issue can be obtained. This enables the Commander to have an idea of the depth of the issue and possible costs before establishing its relative priority.

For those goals/objectives that are capable of being accomplished through individual or group efforts without further action-planning, the Commander discusses start/completion times with the individual responsible. For those issues that need further development the OESO facilitates Action-Planning Conference (Day 2, 3, . . .) at the convenience of the command. At each of these conferences, the "experts" are brought together to develop the total plan and present it to the Commander. These experts may or may not be the original transition Day 1 attendees, but those that have the knowledge and expertise to accomplish the task. The methodology for the Action-Planning Conference is Objectives - Methods - Resources, O-M-R.

The first step is to review the data from assessments and transition Day 1, the Commander's Guidance, and make any modification to insure it is still "Here & Now." Then as O-M-R techniques dictate, the groups identify objectives with specific milestones and prioritize, determine specific methods (long and short term) to accomplish each objective, and identify the resources required for each method. A final review is then made to indicate the groups' recommendation and the results are then presented to the Commander. The Commander's role

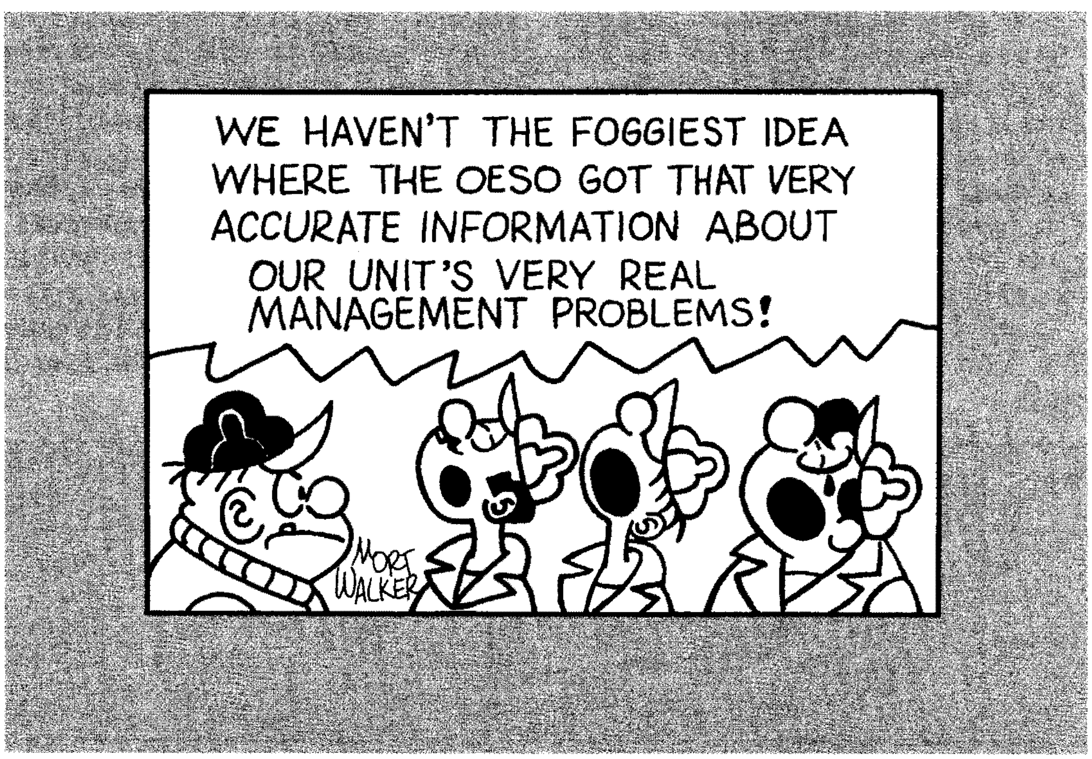
PRIORITY	GOALS/OBJECTIVES	GUIDANCE/ACTIONS	RESPONSIBILITY	DATE START	DATE COMPLETE
STEP 4	STEP 1	STEP 2	STEP 3	STEP 5	STEP 6

during these ½ day action-planning sessions is to move from group to group providing additional guidance, clarifying previous guidance, or stimulating groups' involvement as desired by the OESOs (more coaching).

During closure of the action-planning sessions the OESOs do a very limited *soft* sell of O-M-R. Since the groups have just worked through a difficult task using this methodology, O-M-R really sells itself through OESO modeling.

As a result of this work by the unit, the Commander, and the OESOs, team development and communications should be greatly enhanced. The final written products of the transition included assessment feedback, transition workshop summaries, the Action-Planning Worksheet, and any policy or command letters the new Commander develops. It has been our experience that many Commanders put the Action-Planning Worksheet in their pocket and use it to continually monitor the unit's progress towards its goals during their tours of command. Using these techniques and methodologies has been extremely successful for the OE cell here at Ft Lewis and any questions, clarification, or comments would be greeted with enthusiasm by this office.

CPT Philip E. Hamilton is an Organizational Effectiveness Staff Officer with the 9th Infantry Division at Fort Lewis, WA. He has received a B.S. in Electrical Engineering from Florida Atlantic University, an MA in Human Resource Management from Pepperdine University, and is a graduate of the Infantry Officer Advance Course. He has served at Fort Jackson, S.C. and with the 1st Battalion, 32d Infantry, Korea.



L&MDC: Variations on a Powerful Theme

CPT Bill Taylor
OESO, INSCOM

Last March, MAJ Jay Tate and I conducted a rather unusual (at least for us) L&MDC with an intact workgroup. This course turned out to be one of the most exciting and growthful of my rather young OE career. My intent in writing this article is to present some of the techniques we experimented with during the week. These techniques or variations are probably not new. However, we were not taught them in school, so they were new to us.

Although the L&MDC Trainer's Guide stresses the importance of building upon the previous modules as the week proceeds, it offers almost no techniques for accomplishing this. Nor does it offer methods for demonstrating "on-the-job" applications. For the most part, ideas presented herein will be methods my partner and I have used to accomplish these objectives.

The first variation we introduced was to tie the Personal Journal (Module II, Unit C) to the Adult Learning Model (Module I, Unit A). This is done by equating the four elements of the Journal to elements of the model as follows:

What Happened	Concrete Experience
How I Reacted	Publish and Process
What I Learned	Generalize New Information
Application to Job/Life Everyday	Develop Courses of Action

Not only does this method reinforce the learning mdoel, but I find it a great help in explaining what I'm looking for in the Personal Journals.

On the second day, we added several new twists. The first was during the lecturette on Schultz's FIRO Theory. In my past experience with L&MDCs, the norm has been to post just the FRIO Model and, subsequently, to draw the groups attention to this model by asking "Where is the group now, according to FIRO?" I've found the resulting answers to this question to be both conflicting and inaccurate in most cases. To alleviate this problem we decided to post on butcher paper a copy of the issues and characteristic behaviors found behind the FIRO lecturette in the guide. We would call the group's attention to this chart and ask, "what behaviors are you seeing in the group and what phase of development do these behaviors indicate?" We found the responses to this question far more accurate than the "wishful thinking" responses often given with the first method. Further, besides just refocusing the group on FIRO, this method tends to reinforce the group's process observation skills and focuses them on behavior rather than theory.

Later in the morning, we were introducing the group to effective listening (Module IV, Unit B). I have always found this a difficult process because I could never give the group an example of an effective use for parroting. While struggling for an example, when asked to by a participant, an artilleryman in the group stated it sounded to him like a "call for fire" (in that procedure, the receiving unit will repeat verbatum the message sent to insure absolute accuracy). This example is not only very useful for demonstrating parroting, but it puts parroting into a "green suit" context which helps the participants develop back-home applications.

In the afternoon, we introduced the group to management of conflict with "Prisoner's Dilemma." At the end of the exercise we used the Adult Learning Model to process the group experience. Also, while discussing the "concrete experience" we had the group focus on the FIRO Issues and Behaviors Chart. These two charts, used together, helped to get the group off the content and into process in order that some real learning could emerge in the classroom. As a result of this procedure, the group was able to see that they had divided into two tight-knit sub-groups. The tight-knit sub-group development was a result of consensually agreeing upon goals. The back-home applicability of this learning was especially clear since the participants worked together on a daily basis as an intact workgroup. Following the "Lost at Sea" exercise, we again drew the participant's attention to the Adult Learning Model and FIRO Issues and Behaviors Chart to process what happened. As a result of this procedure, the participants decided that synergy is facilitated by a mutually agreed upon goal and that they as managers should be prime movers in establishing those goals. Again a great deal of learning came about as a result of using previously discussed material, especially the list of FIRO Issues and Characteristic Behaviors.

On the following day, while processing the independent group (unstructured) exercise, we again applied the Adult Learning Model and characteristic charts. We also substituted the Situational Leadership Model for PLA in the lecturette. This substitution greatly facilitated the use of the Lead-Self Instrument during the L&MDC follow-up meeting that will be discussed later.

On Thursday, after doing the performance rating and introducing the "I Message," we posted the following situation:

SITUATION

1. You are the supervisor.

2. You have issued instructions to the newly hired *(pick a date about 1 month prior to today)* clerk working in your outer office that the day's filing will be completed by the clerk prior to the end of the day. You have stated the importance of access to these files.

3. You are in the office on (today's date) prior to the clerk's arrival time. You receive a call from your boss who is in a hurry to catch a plane for a TDY trip. She states that it is *imperative* that she get information from a letter you sent to higher headquarters on (three days earlier). You tell the boss that you will rush out to the filing cabinet and get the office copy. You search the out-going corresondence file but do not see the letter. You glance at the glass door cabinet behind the clerk's desk and see a *stack* of material in the "for filing" box. Of course, the glass door cabinet is locked. No key!!

RESULTS

1. The boss is extremely upset and disappointed because her TDY is a result of that letter. Without the letter's contents, she will be unable to give a well thought-out breifing to the Commanding General. The General has to make a rapid decision concerning specific resources mentioned in the letter and his decision is going to depend on your boss' briefing.

2. There is no doubt in your mind that *you* are going to counsel the clerk.

INSTRUCTIONS

Take 5 minutes and write out the "I Message" *you* will present to the clerk when you call him in for performance counseling.

REMEMBER

You did........ (Describe *specific behavior*)
It caused........... (State *tangible effect*)
I feel .... (Express how you *feel* about the behavior)

While the group was writing their "I Messages," we prepared an "office" by placing a small table with three chairs around it in the center of the group. After getting a volunteer to be the supervisor, one of the facilitators left the room, knocked on the door and role played the clerk. This is repeated several times allowing the group to critic the "supervisor's" performance each time. We found that this process helped the participants get into the process easier and facilitated back home applications.

Later that day, while discussing personal counselling, we modified and expanded the counselling session in the trainer's guide as follows:

1. Entry-contact (environment and psychological contact).

2. Clarify your role as counselor.

3. Opener ("I Message").

4. Active Listening.

5. Try to get the individual with the problem to identify the "real" problem.

6. Let the individual with the problem list alternatives (counselor may stimulate thinking by suggesting and counselor writes these down).

7. List expected outcomes of each.

8. Choose an alternative which will give the best/most outcomes.

9. Action plan.

10. Follow-up.

The key difference between this agenda and the one given in the Trainer's Guide is the addition of listing the expected outcomes (7) and follow-up (10). The first helps keep the person being counselled from going off on a tangent by choosing the easiest alternative instead of the one that has the best chance of meeting his real needs. The latter reinforces the importance of follow-up to the counselor. A typed copy of this counselling "check-list" can then be given to each participant for future use.

On the last day, while introducing the O-M-R Model, we decided to expose the group to a technique for developing the elements of the model taken from the Team Development Section of the OESO Handbook. The technique is as follows:

Getting Outcomes... Problem statement Brainstorm impacts (if problem is not solved).

Methods ..... Brainstorm options/ alternate solutions and expected results of each.

Choose the best three based on results.

Resources .... Needed to accomplish the best solutions.

Action Plan... Who, what, how, when and feedback.

The final variation we experimented with that week was during the introduction to Organizational Effectiveness. Rather than doing a straight lecturette, we allowed the group to brainstorm what OE is/is not in their perception. We then used the data generated to develop a consensus of what OE was and what it could do for them as managers. I think this contributed to the fact that three OE operations have so far developed out of this L&MDC. If our office can be said to have a motto, it would have to be "Trust the Process." But the L&MDC that MAJ Tate and I have written about has shown me that there is nothing wrong with helping that process along when you see the opportunity.

CPT William M. Taylor enlisted in the Army in September 1967. He served as a Traffic Analyst/Indonesian Linguist in Vietnam and Two Rock Ranch, CA. Commissioned in MI from LSU in 1973, he served as an ASA Platoon Leader at Fort Hood and in the 8th Army All-Source Intelligence Center in Korea. A graduate of OESO Class 3-79, he is currently assigned to HQ, INSCOM, Arlington Hall Station, VA as an OESO.

Professional Development

MBO
MAJ Fred H. Ciarlo

Major Fred H. Ciarlo, Organizational Effectiveness Staff Officer, Fort Leonard Wood, Missouri, attended a professional development conference on 22-23 September 1980. In accordance with AR 600-76, the following information is submitted:

a. Course Title: 8th Annual Management by Objectives: State of the Art Conference

b. Presenting Organization: Bowling Green State University College of Business Administration Management Center, Management by Objective Institute

c. Principle Instructors: 53 speakers/45 workshops

d. Cost: $175 per day
$325 per two days
$435 all three days

e. Location: Hyatt Regency, Dallas, Texas

f. Synopsis: The conference allowed participants to select a number of workshops to meet their needs during a one, two, or three day period. The workshops were presented by academicians and MBO practitioners. The workshops were designed to interest participants with little knowledge to complete knowledge of MBO.

g. Comments: The ability to discuss performance appraisal with a number of different representatives from the public and private sector was very beneficial. The difficulties organizations experienced in implementing a performance appraisal system into their organizations were common. Those organizations that explained and trained their personnel on the reason and method of the performance appraisal system generally experienced success. Conversely, those that thrust the system on their personnel experienced resentment and abuse of the system. The conference provided attendees with insight into potential areas of concern in utilizing MBO.

h. Potential for other Army participants: Any organization being managed by objectives would benefit from sending attendees to the conference.

CONSULTING
SFC James R. Anderson

Reference Ch 1, AR 600-76, dtd 1 January 1980, Subject: Organizational Effectiveness (OE) Activities and Training, the following information is submitted:

a. Course Title — "Consulting for Organizational Effectiveness"

b. Presenting Organization — Organizational Consultants, Incorporated

c. Principal Instructor — John J. Sherwood

d. Cost (exclusive of travel and per diem) — $495.00

e. Location — Old Town Holiday Inn, Alexandria, VA

f. Synopsis of Course Content — The agenda for this three day Seminar was:

(1) Day One:

Introduction and Overview
- Responding to a request for consultation
- Traditional approaches to organizational consulting

Process Consultation
- --experiential simulation

Issues
- Entry and contracting
- --feedback opportunity

Break-Through Project Model

Day Two:

Action Research Model
- --case study

The Interview was an Interpersonal Event
- concepts, skills, expanded purpose
- --experiential simulation

How to Turn a Request for Training into an Organizationally Focussed Effort
- key variables
- --practice

Third Party Consultation
- concepts, guidelines
- --case studies

Day Three:

The attitude Survey as a Survey Feedback Project
- concepts, procedures
- --design practice

Open Systems Planning Model

Role Procedures
- Role clarification
- A problem role
- A problem person
- Preparation for a new boss
- Management succession: Transition Meeting
- Role negotiation procedures (Harrision)
- Management responsibility charting
- A model for planned renegotiation

Evaluation of the Seminar

g. Applicability: The material presented throughout the seminar reinforces techniques taught at OECS. The techniques described in the "Brake-Through Project Model", "Action Research Model", "How to Turn a Request For Training into an Organizationally Focussed Effort", and "The Attitude Survey as a Survey Feedback Project" have continuous application to the OE effort in the field. These techniques can enrich the OESOs skills with some sound theory that will definitely improve the consultants effectiveness.

h. Recommendations: The consulting for Organizational Effectiveness Seminar is highly recommended for all OESOs/NCOs. Jack Sherwood conducts the seminar and has working knowledge of Army methodology. Further, recommend USA OECS consider incorporating techniques in para g. above in the School POI.

Sources and Resources

FEEDFORWARD

The first portion of this section is a listing of selected periodicals with applications to OE, accompanied by highlights of recent articles which have appeared in each. Annual subscriptions, which can be ordered through local procurement channels, cost approximately as much as two books and offer an excellent return on investment in terms of current information succintly presented. In addition, most periodicals have book review sections which provide a method for keeping track of new publications in the OE/OD field.

CDEC OESO MAJ Tom Villagomez reports that he occasionally routes Xeroxed copies of selected periodical articles to clients and potential clients as a means of sensitizing them to management related issues and possible solutions. Sounds like a good way to spark interest or maintain contact with a minimum of time invested. Might also reinforce the link between OE and "hard" management skills . . .

Most of the books recently received in the OECS Library are listed in the OE Advanced Skills bibliography, also included in this section. The bibliography was prepared for the first OE Advanced Skills Course, which was held in June 1980.

The admonition to avoid jargon is delivered so frequently that the word "jargon" is almost jargon! As a trainer I find myself wondering exactly what is and is not jargon ("feedback" is practically a household word now and recently a political candidate "shared" something with me on nationwide TV) and occasionally I'm tongue-tied as I mentally sort my vocabulary base for an acceptable word or phrase to substitute for a questionable one. In a recent workshop, LTC Jim Berg and I decided to meet the potential resistance to jargon head on by establishing a JARGON BIN on a piece of butcher paper. As words or phrases came up that were unfamiliar to participants, we wrote them on the BIN sheet and briefly explained their meaning in the particular context. We think this contributed to a positive mind-set: instead of being uncomfortable with jargon the participants appreciated our letting them in on a new vocabulary in a non-elitist manner.

If you've got a training tip you'd like to share with others, please send it to me for inclusion in a future issue of the *OE Communique.* Meanwhile, here's a profound thought for the day: Don't try to teach a pig to sing. It's a waste of your time and it annoys the pig!

Lynn
Librarian, OECS

Periodicals and Journals with Application to OE

OESO/NCOs interested in current theories, trends and practices in the area of OE/OD can obtain a steady stream of information by subscribing to related periodicals and journals, with brief descriptions of several articles which have appeared in issues of each during the past year. Subscriptions to periodicals and journals can be placed through standard procurement channels, using the information provided here. (Caution—price increaes are a regular occurrence.)

CALIFORNIA MANAGEMENT REVIEW
(Quarterly—$15/year subscription price)

Graduate School of Business Administration
350 Barrows Hall, University of California
Berkeley, CA 94720

This journal is highly recommended by

OD consultant Jay Nisberg for its applicability to real-world situations. In the Winter 1979 issue, Frederick Herzberg describes the extensive Orthodox Job Enrichment (OJE) program ongoing in the Air Force Logistics Command in the article "Motivation and Innovation: Who Are Workers Serving?" Kilmann and Mitroff maintain that the essence of consulting is problem defining in "Problem Defining and the Consulting/Intervention Process" (Spring 1979).

GROUP & ORGANIZATION STUDIES
(Quarterly — $20/year)

University Associates, Inc.
8517 Production Avenue
San Diego, CA 92121

University Associates' quarterly is intended primarily for group facilitors, but coverage of OD is increasing rapidly. In the June 1979 issue, OE/OD in the military was featured in two articles. In the first, Denis D. Umstot highlights "Organization Development Intervention Strategies in the U.S. Military." The second is a longer review of an OE survey feedback operation by Jerome Adams and John J. Sherwood titled "An Evaluation of Organizational Effectiveness: An Appraisal of How Army Internal Consultants Use Survey Feedback in a Military Setting." In the March 1980 issue, several consultants report on the preliminary results of a Delphi study of OD in the 80's in the "Perspectives" section in which it is predicted that the focus will be operational problems, long-term change and large-systems planning activities. (Sound familiar?)

HARVARD BUSINESS REVIEW
(Bimonthly — $24/year)

Subscription Service Department
P.O. Box 9730
Greenwich, CT 06835

It wouldn't hurt the credibility of a consultant to be familiar with what HBR is publishing, even though its approach is primarily from a traditional management standpoint and so not directly applicable to OE. Two recent articles that *do* apply to OESO/OENCOs, both in the Jan/Feb 1980 issue, are "Managing Your Boss" by Gabarro and Kotter and "Through the Organizational Looking Glass" by Charles Handy. The implications of the first are no doubt obvious. The second deals with the concept of discontinuous (nonevolutionary) change and its challenges to traditional management practices. Look for the term "discontinuous change" to creep into the OE/OD jargon soon.

MILITARY REVIEW
(Monthly — $12/year)

USACGSC
Fort Leavenworth, KS 66027

This periodical, widely read and respected by military leaders, frequently prints OE-related articles. "The Army: A Search for Values," written by MAJ Daniel M. Smith for the March 1980 issue, has possible application to values-based performance management programs. In the same issue, LTC(P) Michael T. Plummer puts the adaptive coping cycle and organizational processes in the context of unit readiness in the article "Working on the Symptoms — Not the Disease: Improving Training Evaluation." CPT Richard J. Joslyn Jr., an OESO at Fort Hood, contributed the article "Candor in Leadership" to the July 1980 special issue on leadership.

ORGANIZATIONAL DYNAMICS
(Quarterly — $22/year)

American Management Associations
Subscription Services
Box 319, Trudeau Road
Saranac Lake, NY 12983

This is the only journal, other than the OE COMMUNIQUE, that deals exclusively with OE/OD. In the Winter 1980 issue, the first issue for which Warner Burke is the editor, subjects covered ranged from blue collar job redesign ("Success Story: the Team Approach to Work Restructuring") to radical change on organizational level (Organizational Paradigms: A Theory of Organizational Change").

PERSONNEL JOURNAL
(Monthly—$28/year)

A.C. Croft, Inc.
866 West 18th Street
Costa Mesa, CA 92627

This periodical approaches its content from the standpoint of the personnel manager and so has limited direct application to the job of consulting. Like HARVARD BUSINESS REVIEW, however, it can provide the OESO/NCO with insights into the concerns of client managers. Recent examples of topical articles are "Training First-Line Supervisors to Criticize Constructively" (March 1980) and "Communication: Understanding It, Improving It" (February 1980), both of which present common skills in a manner palatable to non-behavioral scientists.

SLOAN MANAGEMENT REVIEW
(Quarterly—$20/year)

Alfred P. Sloan School of Management
Massachusetts Institute of Technology
50 Memorial Drive
Cambridge, MA 02139

MIT's management journal resembles Harvard's, with an extended research approach. The lead article of the Fall 1979 issue is "Organizational Stress: A Call for Management Action," in which author Kets de Vries advocates using stress symptoms as indicators of organizational well-being. (A variation on the concept of "Commander's Pain"?)

TRAINING (Monthly—$18/year)

Lakewood Publications, Inc.
731 Hennepin Avenue
Minneapolis, MN 55403

As its title implies, this periodical is aimed at human resource development trainers. It provides training techniques and current info about such resources as AV equipment, films and books, as well as nuts-and-bolts articles treating virtually every aspect of HRD training. The October 1979 issue carried an interesting article about training strategies and tactics titled "What Trainers Can Learn From Generals: Useful Strategies for Managing HRD." The March 1980 issue featured the use of assessment center technology to measure management potential.

TRAINING AND DEVELOPMENT JOURNAL
(Monthly—$30/year)

American Society for Training and Development (ASTD)
P.O. Box 5307, 6414 Odana Road
Madison, WI 53705

ASTD is currently expanding its OD-related emphasis in both its organizational activities (conferences, committees, study groups, etc.) and in its periodical. In the September 1979 issue, Cash and Minter discuss the situational application of process and content consultation in the article "Consulting Approaches: Two Basic Styles." The feature subject for the May 1980 issue is the ever-popular one of professional development.

USA OECS Library—June 1980

This bibliography reflects a sample of the books that are available in the Library of the Organizational Effectiveness Center and school which deal with the primary subjects addressed at the first OE Advanced Skills Course. The emphasis is on listing books with recent publication dates. (*indicates volumes in the Scott, Foresman Management Application Series. **indicates recently published titles in the Addison-Wesley Organization Development Series.)

OE/OD General Works

**Dyer, William G.
TEAM BUILDING: ISSUES AND ALTERNATIVES. Addison-Wesley, c1977. (Examines when to use and when not to use groups and how to implement team building when appropriate.)

Fordyce, Jack K. and Weil, Raymond
MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT METHODS, 2nd edition. (Addison-Wesley, c1979. (Revision and expansion of an OD classic.)

French, Wendell L., and Bell, Cecil H.
ORGANIZATION DEVELOPMENT: BEHAVIORAL SCIENCE INTERVENTIONS FOR ORGANIZATION IMPROVEMENT, 2nd edition. Prentice Hall, c1978. (Another revision and expansion of an OD classic—good sign for the field!)

French, Wendell L., and others, editors
ORGANIZATION DEVELOPMENT: THEORY, PRACTICE, AND RESEARCH. Irwin-Dorsey, c1978. (Collection of articles and essays, many of which are classics.)

Golembiewski, Robert T. and Eddy, William B., editors
ORGANIZATION DEVELOPMENT IN PUBLIC ADMINISTRATION, Part 1: ORGANIZATION DEVELOPMENT PROPERTIES AND PUBLIC SECTOR FEATURES; Part 2: PUBLIC SECTOR APPLICATIONS OF ORGANIZATION DEVELOPMENT TECHNOLOGY, Marcel Dekker, c1978. (Two books of readings which deal with the special considerations of OD in the public sector.)

Golembiewski, Robert T.
APPROACHES TO PLANNED CHANGE, Part 1: ORIENTING PERSPECTIVES AND MICRO-LEVEL INTERVENTIONS; Part 2: MARCO-LEVEL INTERVENTIONS AND CHANGE-AGENT STRATEGIES. Marcel Dekker, c1979. (Overview of OD approaches to planned change which are primarily values based.)

Goodstein, Leonard D.
CONSULTING WITH HUMAN SERVICE SYSTEMS. Addison-Wesley, c1978 (Treats special problems and approaches to consulting in non-profit organizations of all types.)

*Luthans, Fred and Kreitner, Robert
ORGANIZATIONAL BEHAVIOR MODIFICATION. Scott, Foresman, c1975. (Explains the O.B. Mod. approach to performance management. Includes a military case study on pp. 170-173.)

Mirvis, Philip H. and Berg, David N., editors
FAILURES IN ORGANIZATION DEVELOPMENT AND CHANGE: CASES AND ESSAYS FOR LEARNING. Wiley, c1977. (Bravely details OD-related failures, including reasons why they were failures.)

ORGANIZATIONAL CHANGE SOURCEBOOK, Vol 1: CASES IN ORGANIZATION DEVELOPMENT, edited by Lubin and others; Vol 2: CASES IN CONFLICT MANAGEMENT, EDITED by Goodstein and others. University Associates, c1979. (Two collections of well-documented cases with follow-up information.)

Spray, S. Lee, editor
ORGANIZATIONAL EFFECTIVENESS: THEORY, RESEARCH, AND APPLICATION. Kent State Univ. Press, c1976. (Readings which examine varied approaches to the definition and measurement of organizational effectiveness.)

Marketing Strategies

Elam, Houston G. and Paley, Norton
MARKETING FOR THE NON-MARKETING EXECUTIVE. AMACOM, c1978. (Non-technical overview of the marketing function, primarily in industrial settings.)

Montana, Patrick J., editor
MARKETING IN NON-PROFIT ORGANIZATIONS. AMACOM, c1978. (Collection of articles on various marketing considerations, techniques and tools.)

Morrisey, George L.
EFFECTIVE BUSINESS AND TECHNICAL PRESENTATIONS: MANAGING YOUR PRESENTATIONS BY OBJECTIVES AND RESULTS, 2nd edition. Addison-Wesley, c1975. (Provides a

systematic approach to the preparation and delivery of oral presentations, including the effective use of audiovisual aids.)

Nadler, Leonard and Nadler, Zeace
THE CONFERENCE BOOK. Gulf, c1977. (Guide to designing, planning and running successful conferences for twenty-five or more people.)

Evaluation of OE Operations

Carlsen, Robert D. and Lewis, James A.
THE SYSTEMS ANALYSIS WORKBOOK: A COMPLETE GUIDE TO PROJECT IMPLEMENTATION AND CONTROL. Prentice-Hall, c1973. (Detailed, step-by-step guide for the analysis of simple and complex projects; useful in all phases of an OE operation, particularly if documentation is desired.)

Fuchs, Jerome H.
MAKING THE MOST OF MANAGEMENT CONSULTING SERVICES. AMACOM, c1975. (The subject of evaluation is addressed in Chapter 9, pp. 125-141.)

Lippitt, Gordon and Lippitt, Ronald
THE CONSULTING PROCESS IN ACTION. University Associates, c1978. (Action research and evaluation are linked in Chapter 6, pp. 75-90.)

Moursund, Janet P.
EVALUATION: AN INTRODUCTION TO RESEARCH DESIGN. Brooks/Cole, c1973. (Non-technical introduction to the field of applied research in the evaluation of programs and policies.)

Varney, Glenn H.
ORGANIZATION DEVELOPMENT FOR MANAGERS. Addison-Wesley, c1977. (A brief list of questions to use in evaluating an OE intervention is on pp. 73-74.)

Weiss, Carol H.
EVALUATION RESEARCH: METHODS OF ASSESSING PROGRAM EFFECTIVENESS. Prentice-Hall, c1972. (Relatively simple text on how to measure the effects of a program against the goals it set out to accomplish.)

Advanced Facilitation and Problem Solving

Adams, James L.
CONCEPTUAL BLOCKBUSTING: A GUIDE TO BETTER IDEAS. Freeman, c1974. (Creative approach to problem solving by overcoming mental blocks.)

DeBono, Edward
LATERAL THINKING FOR MANAGEMENT: A HANDBOOK OF CREATIVITY. American Management Assn., c1971. (Treats creativity as a skill which can be learned through the practice of thinking laterally.)

*Delbecq, Andre L., and others,
GROUP TECHNIQUES FOR PROGRAM PLANNING: A GUIDE TO NOMINAL GROUP AND DELPHI PROCESSES. Scott, Foresman, c1975. (How-to-do-it approach to several techniques for group decision making.)

Doctoroff, Michael
SYNERGISTIC MANAGEMENT: CREATING THE CLIMATE FOR SUPERIOR PERFORMANCE. AMACOM, c1977. (Examines the key elements which foster organizational synergy— communications and creativity.)

Doyle, Michael and Straus, David
HOW TO MAKE MEETINGS WORK: THE NEW INTERACTION METHOD. Wyden Books or Playboy Press, c1976. (Explains the sophisticated and proven successful Interaction Approach to meeting management.)

*Fiedler, Fred E. and Chemers, Martin M.
LEADERSHIP AND EFFECTIVE MANAGEMENT. Scott, Foresman, c1974. (Deals with the leadership of task groups in organizational settings.)

Mangham, Iain L.
INTERACTIONS AND INTERVENTIONS IN ORGANIZATIONS. Wiley, c1978. (Contends that changes in the social interaction of organizational members is the focus of Organization Development activities.)

Oxenfeldt, Alfred R., and others
A BASIC APPROACH TO EXECUTIVE DECISION MAKING. AMACOM, c1978. (Overview of individual and group decision making processes.)

Tubbs, Stewart L.
A SYSTEMS APPROACH TO SMALL GROUP INTERACTION. Addison-Wesley, c1978. (Approaches group dynamics in the context of an open system of interacting forces.)

Watzlawick, Paul, and others
CHANGE: PRINCIPLES OF PROBLEM FORMULATION AND PROBLEM RESOLUTION. Norton, c1974. (Links the change process directly to problem solving activities.)

Zander, Alvin
GROUPS AT WORK. Jossey-Bass, c1977. (Considers the cause and effect of issues related to the psychology of working groups.)

Organizational Diagnosis

Alderfer, Clayton P. and Brown, L. David
LEARNING FROM CHANGING: ORGANIZATIONAL DIAGNOSIS AND DEVELOPMENT. Sage, c1975. (Case study of applied OD research in a school setting.).

*Dunham, Randall B. and Smith, Frank J.
ORGANIZATIONAL SURVEYS: AN INTERNAL ASSESSMENT OF ORGANIZATIONAL HEALTH. Scott, Foresman, c1979. (Practical approach to questionnaire and interview surveys from start to finish.)

**Kotter, John P.
ORGANIZATIONAL DYNAMICS: DIAGNOSIS AND INTERVENTION. Addison-Wesley, c1978. (Presents a model for a systematic organizational diagnosis process.)

**Nadler, David A.
FEEDBACK AND ORGANIZATION DEVELOPMENT: USING DATA-BASED METHODS. Addison-Wesley, c1977. (Focuses on the use of information as an organizational change tool.)

Mahler, Walter R.
DIAGNOSTIC STUDIES. Addison-Wesley, c1974. (Handbook of diagnostic theory and methods for use by consultants.)

Price, James L.
HANDBOOK OF ORGANIZATIONAL MEASUREMENT. Heath, c1972. (Suggests measurement techniques appropriate to 22 dimensions of organizational operation.)

SURVEY-GUIDED DEVELOPMENT, Vol I: DATA-BASED ORGANIZATIONAL CHANGE, by Bowers and Franklin; Vol II: A MANUAL FOR CONSULTANTS, by Hauser and others: Vol III: A MANUAL FOR CONCEPTS TRAINING, by Franklin and others. University Associates, c1977. (This series presents the rationale for and implementation of a survey-guided approach to organizational change.)

Weisbord, Marvin R.
ORGANIZATIONAL DIAGNOSIS: A WORKBOOK OF THEORY AND PRACTICE. Addison-Wesley, c1978. (Step-by-step approach to diagnosing an organization, including the use of the author's Six-Box Model.)

Sociotechnical Systems

*Aldag, Ramon J. and Brief, Arthur P.
TASK DESIGN AND EMPLOYEE MOTIVATION. Scott, Foresman, c1979. (Contends that effective job redesign can significantly improve employee motivation.)

**Cohen, Allan R. and Gadon, Herman
ALTERNATIVE WORK SCHEDULES: INTEGRATING INDIVIDUAL AND ORGANIZATIONAL NEEDS. Addison-Wesley, c1978. (Reviews various recently developed alternative work patterns.)

Cummings, Thomas G. and Srivastra, Suresh
MANAGEMENT OF WORK: A SOCIO-TECHNICAL SYSTEMS APPROACH. Kent State Univ. Press, c1977. (Conceptual and practical book about organizational change and work design.)

Davis, Louis E. and Cherns, Albert B., editors
THE QUALITY OF WORKING LIFE, Vol 1: PROBLEMS, PROSPECTS AND THE STATE OF THE ART; Vol 2: CASES AND COMMENTARY. The Free Press, c1975. (Addresses approaches to the improvement of the Quality of Work Life in advanced industrial societies. Chapter 15 of Vol 1 is co-authored by James C. Taylor.)

Hackman, J. Richard and Suttle, J. Lloyd, editors
IMPROVING LIFE AT WORK; BEHAVIORAL SCI-ENCE APPROACHES TO ORGANIZATIONAL CHANGE. Goodyear, c1977. (Articles cover many aspects of the Quality of Work Life search. Chapter 5 is written by Clayton P. Alderfer.)

Hackman, J. Richard, and others, editors
PERSPECTIVES ON BEHAVIOR IN ORGANIZATIONS. McGraw-Hill, c1977. (Collection of readings related to a sociotechnical approach to change in organizations.)

Pasmore, William A. and Sherwood, John J., editors
SOCIOTECHNICAL SYSTEMS: A SOURCEBOOK. University Associates, c1978. (Writings by experts in the application of sociotechnical system theory to organizational change.)

**Schein, Edgar H.
CAREER DYNAMICS: MATCHING INDIVIDUAL AND ORGANIZATIONAL NEEDS. Addison-Wesley, c1978. (Links human resource planning and career development with the broader arena of Organizational Development.)

Stephens, James C.
MANAGING COMPLEXITY: WORK, TECHNOLOGY, RESOURCES, AND HUMAN RELATIONS, Revised edition. Lomond Books, c1977. (Overview of the nature and direction of complex forces which impact on managers.)
TECHNOLOGY AND PLANNED ORGANIZATIONAL CHANGE. Univ. of Michigan, c1971. (Early work on the sociotechnical approach to change in industrial organizations.)

Walters, Roy W., and others
JOB ENRICHMENT FOR RESULTS: STRATEGIES FOR IMPLEMENTATION. Addision-Wesley, c1975. (Offers a model for job redesign aimed at increasing employee motivation.)

Organizational Design

**Beckhard, Richard and Harris, Reuben T.
ORGANIZATIONAL TRANSITIONS: MANAGING COMPLEX CHANGE. Addison-Wesley, c1977. (Overview of the issues involved in managing change in complex organizations.)

Bennis, Warren G., and others, editors
THE PLANNING OF CHANGE, 3rd edition, Holt, Rinehart and Winston, c1976. (Articles on the theory and practice of change agentry in a systems analysis context.)

Carlsen, Robert D. and Lewis, James A.
THE SYSTEMS ANALYSIS WORKBOOK: A COMPLETE GUIDE TO PROJECT IMPLEMENTATION AND CONTROL. Prentice-Hall, c1973. (Detailed, step-by-step guide to the analysis of simple and complex projects.)

Galbraith, Jay
DESIGNING COMPLEX ORGANIZATIONS. Addison-Wesley, c1973. (Relates ways in which different forms of organizational structure have evolved in response to difficult problems of information processing.)

Haas, J. Eugene and Drabek, Thomas E.
COMPLEX, ORGANIZATIONS: A SOCIOLOGICAL PERSPECTIVE. Macmillan, c1973. (Introduction to significant variables and theoretical issues of complex organizations, particularly in times of change or stress.)

Hrebiniak, Lawrence G.
COMPLEX ORGANIZATIONS. West, c1978. (Introduction to the study of complex organizations from an open systems viewpoint.)

Katz, Daniel and Kahn, Robert L.
THE SOCIAL PSYCHOLOGY OF ORGANIZATIONS, 2nd edition. Wiley, c1978. (Authoritative text on the application to organizations of social psychological principles in an open system viewpoint.)

*Magulies, Newton and Wallace, John
ORGANIZATIONAL CHANGE: TECHNIQUES & APPLICATIONS. Scott, Foresman, c1973. (Emphasizes the practice of techniques of organizational change.)

Stephens, James C.
MANAGING COMPLEXITY: WORK, TECHNOLOGY, RESOURCES, AND HUMAN RELATIONS, revised edition. Lomond Books, c1977. (Overview of the nature and direction of complex forces which impact on managers.)

Thorelli, Hans B., editor
STRATEGY + STRUCTURE = PERFORMANCE: THE STRATEGIC PLANNING IMPERATIVE. Indiana Univ. Press, c1977. (Proposes strategies for capitalizing on the environmental influences which impact on an organization.)

Richards: ORGANIZATIONAL GOAL STRUCTURES. West, c1978.

Hofer and Schendel, STRATEGY FORMULATION: ANALYTICAL CONCEPTS. West, c1978.

MacMillan: STRATEGY FORMULATION: POLITICAL CONCEPTS. West, c1978.

Galbraith and Nathanson: STRATEGY IMPLEMENTATION: STRUCTURE AND PROCESS. West, c1978.
(Series of tests which introduces general elements of strategic planning.)

Personal and Professional Development

Addison-Wesley Series on Occupational Stress:
McLean: WORK STRESS. Addison-Wesley, c1978.
Warshaw: MANAGING STRESS. Addison-Wesley, c1979.
(New series, planned for six titles, which deals with stress in an occupational setting.

Bonoma, Thomas V. and Slevin, Dennis P.
EXECUTIVE SURVIVAL MANUAL: A PROGRAM FOR MANAGERIAL EFFECTIVENESS. CBI, c1978. (Techniques for changing personal behavior to meet job-related demands.)

Coulter, N. Arthur
SYNERGETICS: AN ADVENTURE IN HUMAN DEVELOPMENT. Prentice-Hall, c1976. (A positive approach to personal development and high performance.)

Greenwood, James W.
MANAGING EXECUTIVE STRESS: A SYSTEMS APPROACH. Wiley, c1979. (A systematic approach to the constructive use of stress for positive results.)

Henning, Margaret and Jardim, Anne
THE MANAGERIAL WOMAN. Pocket Books, c1977. (Insightful analysis of present and future roles and opportunities for women in management.)

Kellogg, Mary Alice
FAST TRACK: THE SUPER ACHIEVERS AND HOW THEY MAKE IT TO EARLY SUCCESS, STATUS AND POWER. McGraw-Hill, c1978. (A look at the young movers and shakers of today—OESOs take note!)

Kirschenbaum, Howard and Glaser, Barbara
DEVELOPING SUPPORT GROUPS: A MANUAL FOR FACILITATORS AND PARTICIPANTS. University Associates, c1978. (Suggestions for forming and maintaining professionally oriented support systems.)

Korda, Michael
SUCCESS! Ballantine Books, c1977. (Manipulative, yes . . . but nothing succeeds like you-know-what.)

Kotter, John P.
POWER IN MANAGEMENT. AMACOM, c1979. (Designed to help managers understand, acquire and use power effectively.) □

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Leavenworth/USACGSC	CPT David C. Deskins	ATZL-OE	552-4842/5409
Lee/USAQMCEN/DPCA	MAJ Robert W. Dixon, Jr.	ATZM-PA-OE	687-1760
Lee/USAQMCEN/DPCA	CPT Harry D. Dinella	ATZM-PA-OE	687-4190
Lee/USAQMCEN/DPCA	CPT Paul J. Dronka	ATZM-PA-OE	687-3969
Lee/USAQMCEN/DPCA	SSG Deborah B. Clemons	ATZM-PA-OE	687-3969
Lee/USAQMCEN/DPCA	Mr. John I. Romaine	ATZM-PA-OS	687-1760
Lee/USALOGC	CPT John Vasquez	ATCL-DA-OE	687-4669/2639
Leonard Wood/DPCA	MAJ Fred H. Ciarlo	ATZZT-PA-OE	581-1121
Leonard Wood/DPCA	SFC Donald R. Peach	ATZT-PA-OE	581-1121
Lewis/(9 In Div)	CPT Phillip Hamilton	ADZH-PA-OE	357-3905
Lewis/(USAG)	CPT William R. Buchanan	ADZH-PA-OE	357-3905
Lewis/(USAG)	SGM John Paquette	ADZH-PA-OE	357-4905
Lewis/(9 In Div)	CPT Joe C. Smith	ADZH-PA-OE	357-3905
Lewis/(RG)	CPT Paul P. Trahan	AFKC-RRB-FL-OE	357-3214
McClellan/DPCA	MAJ Robert V. Weaver, Jr.	ATZN-PAE	865-3005/5322
McClellan/DPCA	SFC Willis Chappell	ATZN-PAE	865-3005/5322
Meade/(USAONE)	LTC Donald B. Dixon	AFKA-PA-ME	923-7342
Meade/(USAONE)	MAJ Fred Jeffreids	AFKA-PA-ME	923-7343
Meade/(USAONE)	CPT James N. Harmon	AFKA-PA-ME	923-7344
Meade/(USAONE)	SGM John W. Watson	AFKA-PA-ME	923-2979
Meade/(USAG)	MAJ Edward A. Fitzsimmons	AFZI-OE	923-7905
Meade/(RG)	MAJ Lawrence J. Gomez		923-3525
Meade/(RG)	CPT Steven J. Messman		923-3506
Ord/(7 In Div)	MAJ Bababra G. Curtis	AFZW-PA	929-6793
Ord/(7 In Div)	SGM Milton Peterson	AFZW-PA	929-6906
Ord/(USACDEC)	MAJ Erwin T. Villagomez	ATEC-OE	929-3675
Polk/(5 In Div)	CPT W. Frayne	ATZX-PA-OE	863-6674
Polk/(5 In Div)	MSG Billy Coleman	AFZX-PE-OE	863-6674
Presidio of San Francisco/(USASIX)	SGM Robert J. Fisher	AFKC-RM-FM	586-4894
Presidio of San Francisco/(USAG)	CPT Eileen M. Welsh (Tina)	AFZM-CO-OE	586-3701
Presidio of San Francisco/(RG)	MAJ Michael Perrault		586-2682
Redstone Arsenal	SFC Tommy L. Degrom	ATSK-RM-OE	746-4359
Redstone Arsenal	LTC Melvin Jones	Restone Readiness Gap P.O. Box 1500 A Huntsville, AL	

POST/ACTIVITY	OESCO/OENCO	OFFICE SYMBOL	AUTOVON
Richardson/(172 In Bde)	CPT Paul P. Christopher	AFZT-DPCA-OE	317-862-2295
Richardson/(172 In Bde)	CPT Michael A. Burchett	AFZT-HRD-OE	317-862-2295
Richardson/(172 In Bde)	SFC Leeward Richard	AFTZ-HRD-OE	317-862-2295
Riley/3 ROTCR	CPT Richard H. Coffin, Jr.	ATOC-OE	856-6925
Riley/(1 In Div)	MAJ R. J. Small	AFZN-PA-H	856-2934
Riley/(1 In Div)	CPT Ronald D. Lewis	AFZN-PA-H	856-2934
Riley/(1 In Div)	CPT Gary J. Anderson	AFZN-PA-H	856-3487
Riley/(1 In Div)	CPT Gary M. McDavid	AFZN-PA-H	856-3487
Riley/(1 In Div)	SSG James Kirkland	AFZN-PA-H	856-2934
Rucker/USAAVNC	MAJ ~~Benny Walton~~	ATZQ-PA-OE	558-5679/~~4007~~ 3503
Rucker/USAAVNC	MAJ Max Payne	ATZQ-PA-OE	558-5679/4007
Rucker/USAAVNC	SSG Norman W. Maurice	ATZQ-PA-DE	558-5679/4007
Sam Houston/(USAFIVE)	LTC Duane Biegler	AFBK-PA-HR	471-6724
Sam Houston/(USAFIVE)	SFC Ronald C. Ide	AFBK-PA-HR	471-6724
Sam Houston/(USAFIVE)	MAJ Janice Roberts	AFZG-PA-OE	471-2377
Sam Houston/(USAG)	MAJ Douglas R. Roberts	AFZG-PA-OE	471-2377
Sam Houston/(USAG)	SGM Heinrich Sailer	AFZG-PA-OE	471-2377
Sam Houston/(RG)	MAJ Harry Deleon		471-6648
Sheridan/(USAG)	CPT David Devoti	AFZO-PA-OE	459-3234/3235
Sheridan/(RG)	MAJ George A. Iler		459-3150/2449
Sill/(USAFAC)	CPT James A. Hellyer	ATZR-PAHR-OE	639-1121
Sill/(USAFAC)	CPT Mark Morrison	ATZR-PAHR-OE	639-1121
Sill/(USAFAC)	MSG James Henderson	ATZR-PAHR-OE	639-1121
Sill/(FA School)	MAJ William J. Fillippinni	ATSF-CA-CSB	639-5589
Sill/(FA School)	MSG James R. Ennis	ATSF-CA-CSB	639-5589
Sill/(III Corps FA Bde)	CPT Jerome Belobraydic	AFVI-B-OESO	639-2812
Sill/(III Corps Army)	SFC Arthur E. Cruz	AFVI-HA	639-2812
Stewart/(24 In Div)	MAJ Michael McNeese	AFZP-GA	870-3646
Stewart/(24 In Div)	CPT Anthony Distephano	AFZP-GA	870-4871
Stewart/(24 In Div)	CPT Stephen J. Nally	AFZA-GA	870-4871
Stewart/(24 In Div)	CPT Jimmy L. Walters	AFZP-GA	870-4871
Stewart/(24 In Div)	MSG John A. Clouse	AFZP-GA	870-4871

TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS CENTER AND SCHOOL
TELEPHONE DIRECTORY
21 AUGUST 1980

NAME	TITLE	INTERCOM	PREFERRED	OTHER NR.	BLDG
OFFICE OF THE COMMANDER (ATXW-RMA)					
COL GOLDEN	Commander	6	5919	4882/2606	2843
	XO	7	5919	4882/2602	2843
SGM CATO	Command SGM	4	5919	4882/2606	2843
MS. SPRY	Secretary	5	5919	4822/2606	2843
DR. KAHN	ARI Liason Officer	0	4716	4882/2606	2843
OPERATIONS AND SUPPORT DIRECTORATE					
LTC SHEFFIELD	Director	8	2606	4883/5919	2843
MAJ SMITH R.,	Opns Officer	19	3549	2775/7297/4716	2843
1LT NEUSER	Adjunct	15	2775	7297/3549/4716	2843
MR.NEUMAN	Admin Officer	14	3549	2775/7297/4716	2843
MRS. JOE	Budget Officer		6797	7911	2843
MSG TUFONO	NCIOC	15	3549	2775/7297/4716	2843
SSG TRUJILLO	PSNCO	18	3549	2775/7297/4716	2843
SP5 SUAFOA	Opns Clerk	13	2775	7297/3549/4716	2843
SP5 SMITH	Unit Clerk	18	2775	7297/3549/4716	2843
SP4 HULL	Mail Clerk	18	2775	7297/3549/4716	2843
SP4 PAXSTON	Clerk/Driver	18	2775	7297/3549/4716	2843
MRS. APPENDINO	Clerk/Steno	5	5919	4882/2606	2843
MS. P. GREEN	Supply Tech		7911	6797	2862
MS. G. RILEY	Clerk Typist	12	3549	2775/7297/4716	2843
MS. J. MOORE	Clerk Typist	11	2775	3549/7297/4716	2843
MRS. LEON-GUERRERO	Office Machine Opr		3549	2775/7297/4716	2843
MR. BAKER	Laborer	18	3549	2775/7297/4716	2843
CONCEPTS DEVELOPMENTS DIRECTORATE (ATXW-RMA-CD)					
LTC PIKE	Director	13	7886	7108/7106	2821
LTC LOORAM	Ch, EOD	19	7886	7108/7106	2821
CPT(P) OLSON	Ch, Con & Studies	14	7886	7108/7106	2821
MAJ RODIER	Project Officer	18	7886	7108/7106	2821
CPT BARKO	Project Officer	17	7886	7108/7106	2821
MR. GOODFELLOW	Project Officer	19	7886	7108/7106	2821
SFC KONARIK	Project Officer	17	7886	7108/7106	2821
CPT PRICE	Ch, OE Research Div	16	7886	7108/7106	2821
MSG BARTLETT	Con Proj NCO	11	7886	7108/7106	2821
MAJ LANGFORD	Project Officer	19	7886	7108/7106	2821
MR STANCHFIELD	Sociologist	15	7886	7108/7106	2821
TRAINING AND DEVELOPMENT DIRECTORATE (ATXW-RMA-TD)					
DR. SPHEN	Director		7058	6014/6019/7059	2864
LTC TUMELSON	Ch, Cur Dev		7058	6014/6019/7059	2864
MAJ (P) WHITE	Ch, Tng Analysis		7058	6014/6019/7059	2864
MAJ ROCK	Ch, Lit & Med Div		7058	6014/6019/7059	2864
MAJ PRITCHETT	Project Officer		7058	6014/6019/7059	2864
CPT SIMS	Project Officer		7058	6014/6019/7059	2864
SFC BELASTO	Project Officer		7058	6014/6019/7059	2864
SFC MORRIS	NCOIC		7058	6014/6019/7059	2864
DR. FERRIER	Ed Spec		7058	6014/6019/7059	2864
MR. BROWN, C.,	Visual Info Spec		7058	6014/6019/7059	2864
MR. BRITSCH	Writer/Editor		7058	6014/6019/7059	2864
MRS. MCKINNEY	Clerk/Steno		7058	6014/6019/7059	2864

NAME	TITLE	INTERCOM	PREFERRED	OTHER NR.	BLDG

EVALUATION DIRECTORATE (ATXW-RMA-E)

NAME	TITLE	INTERCOM	PREFERRED	OTHER NR.	BLDG
MAJ KLEIN	Director	2	4574	4312/6013	2822
CPT(P) MTICHELL	ORSA Officer	4	4574	4312/6013	2822
CPT PLOURDE	Eval Officer	4	4574	4312/6013	2822
MSG CUDGER	NCOIC	3	4574	4312/6013	2822
MR. NOLAN	Computer Programmer	7	4574	4312/6013	2822
MS. GRENE, D.,	Clerk/Steno	0	4574	4312/6013	2822
MS. TOLER	Data Transcriber	5	4574	4312/6013	2822

TRAINING DIRECTORATE (ATXW-RMA-T)

NAME	TITLE	INTERCOM	PREFERRED	OTHER NR.	BLDG
LTC FISHER	Director	6	2889	3519/4021	2844
LTC BERG	Ch, Con Skills	12	2889	5308	2844
MAJ FOWLER	Trainer	17	2889	5308	2844
MAJ MACALUSO	Trainer	17	4675	3411	2844
MAJ(P) ARNOLD	Trainer	18	2889	5308	2844
MAJ(P) LENZ	Ch, Indiv Skills	2	5308	3588	2844
MAJ HALTER	Trainer	13	2889	4021	2844
MAJ EDWARDS	Trainer	13	2889	4021	2844
CPT HAWKS, M.,	Trainer	17	2889	3588	2844
CPT HOPKINS	Trainer	14	5308	3588	2844
DR. GUIDO	Trainer	3	5308	3588	2844
DR. EPPLER	Trainer	11	2889	3588	2844
DR. MILANO	Trainer	10	5308	3588	2844
MR. MCDUFFY	Trainer	10	4675	3411	2864
SGM CATO	Trainer	8	2889	5308	2844
MSG(P) CHERRY	Trainer	8	2889	5308	2884
SFC PIERRE	Trainer		4675	3411	2864
SP4 JONES	Instr Mat Spec	16	2889	3767	2844/ 2882
MS. CROUCH	Clerk/Steno	4	2889	4021	2844
MS. HERRICK	Librarian		7228	6075	2824
MS. MCLAUGHLIN	Librarian		6075	7288	2842

USAOECS
DESK-SIDE REFERENCE

Subject Area	POC	Phone No.
A.C.E. Visit (College Credits)	MAJ Smith	2775/7297
	1LT Neuser	2775/7297
Assessment Center	Dr. Guido	2889/4021
AV Material Development and Distribution	MAJ Rock	7058/7059
Budget, Course Costs	Mrs. Joe	6797/2566
Case Studies	CPT Mitchell	4574/4312
	MSG Cudger	4574/4312
Civilian Personnel	Mr. Neumann	3715/6364
	1LT Neuser	2775/7297
Combat-Related OE	CPT Olson	7106/7108
	Mr. Stanchfield	7106/7108
Communique:		
Submission of Articles	MAJ Rock	7058/7059
Request for Copies	Mr. Britsch	7058/7059
Mailing List	Mr. Britsch	7058/7059
Consulting Assistance, External	LTC Looram	7106/7108
	MAJ Rodier	7106/7108
	Mr. Goodfellow	7106/7108
	MAJ Langford	7106/7108
Consulting Skills, Instruction	LTC Berg	4021/3519
Correspondence Course Materials	MAJ Rock	7058/7059
Course Evaluation	CPT Mitchell	4574/4312
Course Instruction:		
Coalignment		
Contracting		
Data Reduction & Feedback	MAJ Fowler	4021/3519
Evaluation by Documentation	CPT Mitchell	4574/4312
Results-Oriented OE	CPT Mitchell	4574/4312
FTX Coordination		4021/3519
Survey Data Processing	SGM Cato	4021/3519
	Mr. Nolan	4574/4312
Individual Skills	MAJ Lenz	4021/3519
Interviewing	MAJ Smith	2775/7297
Leadership		
MACRO Systems		
Process Performance of Battle Staffs	LTC Berg	4021/3519
Systems	Dr. Milano	4021/3519
Workshop Design and Facilitation	Dr. Milano	4021/3519
	CPT M. Hawks	4021/3519
Workshop Design/Instrumentation		
Creative Problem Solving	LTC Looram	7106/7108
Equal Opportunity/Discrimination	LTC Looram	7106/7108
GOQ and Survey Data Processing Systems Applications	Mr. Nolan	4574/4312
	CPT Plourde	4574/4312
IG Course	Dr. Ferrier	7058/7059
Industrial/Academic Interface with OE	LTC Pike	7106/7108
Job/Task Analysis	MAJ White	7058/7059
	CPT Sims	7058/7059

Subject Area	POC	Phone No.
OE Program Manager's Course	MAJ Edwards	4021/3519
L&MDC	CPT M. Hawks	4021/3519
L&MDTC	SFC Pierre	3411
Library Reference Questions	Ms. Herrick	7228/6075
MACRO Systems	LTC Looram	7108/7106
	Mr. Goodfellow	7108/7106
	MAJ Rodier	7108/7106
	MAJ Langford	7108/7106
OECS Library Materials (Loans)	Ms. Herrick	7228/6075
Officer Common Tasks	CPT Sims	7058/7059
OE Reference Materials:		
Development	MAJ Rock	7058/7059
Distribution	Mr. Britsch	7058/7059
OE Research	LTC Pike	7106/7108
OE Service School Instructor's Conference	MAJ Pritchett	7058/7059
OESO Task Analysis Survey	Dr. Ferrier	7058/7059
Organizational Research	CPT Price	7106/7108
Performance Management	CPT Sims	7058/7059
Personnel Actions	MAJ Smith	2775/7297
	1LT Neuser	2775/7297
Planning:		
3-10 Year Plan	LTC Pike	7106/7108
Strategic Planning	MAJ Rodier	7106/7108
Open Systems Planning	MAJ Rodier	7106/7108
POI/COI	SFC Belasto	7058/7059
Pre-Command Course	MAJ Fowler	4021/3519
Process Performance of Battle Staffs	CPT Olson	7106/7108
Professional Development	LTC Tumelson	7058/7059
Requests for Assignment to OECS	LTC Sheffield	2606/5919
Resident OE Courses (Admin)	MAJ Smith	2775/7297
	1LT Neuser	2775/7297
Resident OE Courses (Training)	LTC Fisher	4021/3519
RETO Study	CPT Sims	7058/7059
Service School Modules	SFC Morris	7058/7059
Socio-Tech Applications	CPT Price	7106/7108
	MSG Bartlett	7106/7108
Student Load; OESO Statistics	MAJ Smith	2775/7297
	1LT Neuser	2775/7297
	MSG Tufono	2775/7297
Survey Data Processing Systems and GOQ	Mr. Nolan	4574/4312
	CPT Plourde	4574/4312
Surveys, External	MAJ Klein	4574/4312
	CPT Plourde	4574/4312
Thesis Research	CPT Mitchell	4574/4312
Transitions	LTC Pike	7106/7108

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