OE COMMUNIQUÉ

TO THE
FUTURE

Focus on the Future:
Systematic Foresight

The OE Communique

Vol. 5 - No. 2   1981

About the Cover

Modern technological developments are rapidly bringing changes into military organizations and are expanding the possibilities of the Army of the future. Computers and lasers are adding new dimensions in the areas of training and development of the Army's fighting forces, and new situations involving personnel and materiel are evolving within the Army's already complex system. The cover illustration, by Coy Brown, focuses on the commander, choosing the road to the future of his organization from many possible routes. OE Consultants can play important roles in assisting the command structure in meeting the challenges of the future.

Table of Contents

Special Feature Section — Focus on the Future: Systematic Foresight

Updates

Professional Development

Rosters

Commandant's Comments

COL William L. Golden

As you muse on the significance of this issue's cover, consider these:

- *Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.* — **William Jennings Bryan**

- *The future doesn't just happen to us. We, by our collective endeavor, invent the future.* — **Peter Vaill**

- *I do not like the phrase: never cross a bridge till you come to it. The world is owned by men who cross bridges in their imaginations miles and miles in advance of the procession.* — **Bruce Barton**

- *The pace of events is moving so fast that unless we can find some way to keep our sights on tomorrow, we cannot expect to be in touch with today.* — **Dean Rusk**

- *My interest is in the future because I am going to spend the rest of my life there.* — **Charles F. Kettering**

- *To have doubted one's own first principles is the mark of a civilized man.* — **Oliver Wendell Holmes, Jr.**

- *If you see in any given situation only what everybody else can see, you can be said to be so much a representative of your culture that you are victim of it.* — **S.I. Hayakawa**

- *The vast majority of human beings dislike and even actually dread all notions with which they are not familiar . . . hence it comes about that at their first appearance innovators have . . . always been derided as fools and madmen.* — **Aldous Huxley**

- *The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.* — **George Bernard Shaw**

- *We despair of changing behavior in the habits of men, still we would alter institutions, the habits of millions of men.* — **George Illes**

- *The world hates change, yet it is the only thing that has brought progress.* — **Charles F. Kettering**

- *Things do change. The only question is that since things are deteriorating so quickly, will society and man's habits change quickly enough?* — **Isaac Asimov**

- *Man has a limited biological capacity for change. When this capacity is overwhelmed, the capacity is in future shock.* — **Alvin Toffler**

- *It is the nature of man, as he grows older . . . to protest against change, particularly change for the better.* — **John Steinbeck**

- *The art of progress is to preserve order amid change and to preserve change amid order.* — **Alfred North Whitehead**

- *Perfection of means and confusion of ends seem to characterize our age.* — **Albert Einstein**

- *The only things that evolve by themselves in an organization are disorder, friction, and malperformance.* — **Peter Drucker**

- *What we need is a flexible plan for an everchanging world.* — **Governor Jerry Brown**

- *Long-range planning does not deal with future decisions, but with the future of present decisions.* — **Peter Drucker**

- *We have the capacity to trigger the autocatalytic reactions that will transform our Army.* — **Frank Burns and Linda Nelson**

- *Our plans miscarry because they have no aim. When a man does not know what harbor he is making for, no wind is the right wind.* — **Seneca (4 B.C.-A.D. 65)**

● *We must ask where we are and whither we are tending.* — **Abraham Lincoln (1809-1865)**

● *Alice: "Could you tell me please, which way I ought to go?"*
Cheshire Cat: "That depends a great deal upon where you want to go."
Alice: "I don't know."
Cheshire Cat: "Then it really doesn't matter which way you go, does it?" — **Lewis Carroll**

● *The lame man who keeps the right road outstrips the runner who takes a wrong one. Nay, it is obvious that the more active and swift the latter the further he will go astray.* — **Francis Bacon (1561-1626)**

● *Even if you're on the right track, you'll get run over if you just sit there.* — **Will Rogers**

And thus we set the theme for this issue.

But before you leap to change the world with new ideas and futuristic gadgetry, also consider that some caution about the untried can be worthwhile. Witness:

"Out of sight, out of mind," when translated into Russian by computer, then back into English, became "Invisible Maniac." — **Arthur Calder-Marshall**

DEPARTMENT OF THE ARMY
US Army Communications Command and Fort Huachuca
Fort Huachuca, Arizona 85613

CC-OE   23 January 1981

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 to provide you information on how I have personally used OE and its benefits to the US Army Communications Command.

My most beneficial experience with OE has been in the planning and conduct of the annual USACC Commanders' Conference. With the help of OE, I have been able to transform the Commanders' Conference from a stagnant "show and tell" forum to an interactive decision making process for establishing command objectives and direction. This change represents a monumental improvement in planning and team unity.

As you may be aware, the Communications Command is co-aligned with the other major Army Commands. Consequently, my Commanders are located throughout the world and the Commanders' Conference is our only opportunity to meet as a group. Previous Commanders' Conferences generally involved briefings by various commanders and principal staff officers. These are supplemented by guests from DA or other Army Commands. But, for the most part, the conference was a one-way communications forum without decisions or meaningful planning.

Through the use of OE, we have turned this completely around. We now have customized agendas of issues that are keenly important to all commanders and the future operation of the command. In these days of continual reductions and restraints, I have focused on decision issues and actions necessary to get us through the current year. Through the use of principal staff officers as moderators, we have been successful in stimulating lively discussion on mission issues and identifying actions needed for improvement. For example, in my December 1980 Conference, we established 51 major actions to be completed during this fiscal year. In 1978 and 1979, we established over 100 actions, which have now been accomplished. Overall, this process has assisted in the planning and accomplishment of those tasks necessary to provide day to day communications service to the Army.

As a side benefit of this type of conference, we have also become a closer and more effective team. Pre and Post measurement by my OE people clearly demonstrates that we are a more close knit outfit from participating in these conferences.

In summary, through the use of OE techniques, we have a unified direction and a feeling of teamwork within a major Army Command which is scattered throughout the world providing communication support to the Army. This is a tremendous change from our old form of stylized Commanders' Conferences. Finally, I want to say that I have no reservation about the above being attributed to me by name. I am proud of our accomplishment.

Sincerely yours,

GERD S. GROMBACHER
Major General, USA
Commanding

I would like to request your permission to reprint copies of two articles by CPT Walter Stewart entitled "Fort Carson Evaluation of Organizational Effectiveness Operations", which appeared in the April, 1979 and January, 1980 *OE Communiques*. These reprints will be used, with due credit and attribution to CPT Stewart and the *OE Communique*, for educational purposes in the course I give on Human Resource Development Program Cost-Benefit Evaluation.

I am enclosing a copy of the letter I sent to CPT Stewart congratulating him on his article and requesting his permission to reprint it. You are welcome to use any excerpts from this or that letter in a Letters to the Editor column, if you think it would help the *Communique*. Needless to say, I think you are doing an outstanding job in communicating valuable information of use not only to Army practitioners, but to the organization development and behavioral science field as a whole.

Many thanks for your help. I will look forward to hearing from you.

LYLE M. SPENCER, JR., PhD
Vice President
McBer and Company
Boston, Massachusetts

Editor's Note: *Printed below is the letter from Dr. Spencer to CPT Stewart.*

Dear Walt:

I just had occasion to read your article, "Fort Carson Evaluation of Organizational Effectiveness (OE) Operations", in the *OE Communique*, and want to offer sincerest congratulations. Your article is one of the best evaluation studies of an OE operation; for that matter of an OD intervention in any setting, I have seen published anywhere.

As you may know, I have been flogging the evaluation cause in the OE community for some years now, with minimal results. Your efforts (including your design published in the April, 1979 Communique) prove conclusively that OE operations *can* be evaluated and that OESOs can do evaluation studies equal to the best professional work now being done in the field. I hope you will submit the article for publication in a journal reaching a wider professional readership, e.g., the *Journal of Applied Behavioral Science*.

With your permission, and that of the *Communique*, I would like to use your article in my courses on evaluating OD interventions.

Again, congratulations on a beautiful job.

LYLE M. SPENCER, JR., PhD
Vice President
McBer Company
Boston, Massachusetts

"... OE is alive and well and consulting in complex systems in Europe ..."

Dear Editor:

It's February in Kaiserslautern, Germany, and I'm reading my newly-arrived Summer/Fall 1980 issue of the *OE Communique*. It's no wonder that the system is this slow in getting the *Communique* to Europe when the OESO/OENCO list (Army-wide) on page 102 does not include a single European Organizational Effectiveness activity. Contrary to some rumors, *OE is alive and well and consulting in complex systems in Europe*. How about including us in your next "Army-wide" list?

To assist you, I have included the latest USAEUR OE roster. Thanks!

LYNDA MANN
CPT, GS
Chief, Organizational
Effectiveness Branch

Yes, Lynda, there is a Europe. The OE Consultant Roster to which you refer was intended to be a stateside, rather than an Army-wide roster. Sorry for the confusion. Thanks for the latest USAREUR Roster, which appears in this issue. How about writing up some of those complex systems efforts so I can publish them next issue! Korea, Panama, etc., I know you are out there Please send rosters and articles. — ***Editor.***

Editor's Comments

CPT Lawrence R. Boice

"The other day a flattering letter arrived, addressed to the Ediotr-in-Chief. I prefer to think of it as a typographical error rather than a description."

—**Malcolm Forbes**

A Tribute

As your new editor, I'd like first to give a short send-off to Paul Rock. One needs only to look back through past *Communique* editions to appreciate how far Paul has brought this magazine. (Trivia question: Name all former editors of the *OE Communique*. Answer: Dr. Larry Guido — premier edition — Oct. 1977, and MAJ Paul Rock — every issue from then until now.) As chief of Training Literature and Media for OECS, the editor hat was only one of several which Paul wore. He also served as the AVPRO (Audiovisual Program Liaison Officer) and as liaison to the ATLP (Army Training Literature Program) and the ACCP (Army Correspondence Course Program). He put his stamp on a long list of multi-media training development products, serving to further the effort of transferring OE skills to the Army at large. When he moved down the hall to become chief of Task Analysis Division, he left behind some big shoes (and several hats) to be filled. Thanks, Paul, from the OE community.

Innovations

In attempting to continue the upward trend of the Communique, in both content and appearance, it is gratifying to me to be able to publish articles in this issue which address reserve components, combat-related OE, and the various systems articles in the feature section. These topics accurately reflect the direction, influence and potential of OE within the Total Force, I believe.

The table of contents has been revamped. Hopefully, providing a synopsis of each article will serve two purposes: 1) it will save the reader time in choosing articles of specific interest. 2) it will simplify the process of providing an annual index.

Tips to Authors

Please consider the readership when submitting material for publication. In addition to the practicing OE Consultants, over 1,000 key military leaders (including some 250 generals) will be reading what you write. Some specific editorial suggestions:

- Make the title accurately reflect your topic (both to attract the intended audience and to prevent inaccurate indexing).

- Use the introduction to clarify for the reader what you are about to offer. Highlight your message, don't leave it a mystery to be solved later.

- Please submit double-spaced, typed manuscripts (use one side only). Begin the article about half way down the first page, and leave generous margins for our editorial and proofreading marks. We prefer one original and one copy (if possible).

- Issue number 3-80, page 10, gives some excellent guidelines for aspiring authors.

- One last guideline, which I will borrow from a more distinguished editor:

"Over the years, I've evolved a somewhat heretical but real time- and mind-saving approach to books, articles, editorials that deal with weighty matters.

"More often than not, by beginning at the end and contemplating the conclusions, one can determine if it's worth going through the whole to get there."

— **Malcolm Forbes**

Long-Range (Strategic) Organizational Planning: A Model

LTC Gerald D. Pike

Introduction

The field of management theory is dominated by highly rational ideas. Management theories have been preoccupied with spelling out what managers should and should not do. These prescriptions have been based on what they could observe and verify.

However, as an OE practitioner, it appears to me that the real issue which needs to be addressed is the feeling component of an organization (i.e., what you cannot see). Consequently, the question we should be asking ourselves is, "What holds organizations together?" What is the glue that aligns individual aspirations with organizational goals?

Organizational purpose or "core mission" appears to be one of the critical, binding elements. Normally, the real purpose of the organization does not hang on the wall behind the Commander's desk. Some commanders attempt to pick it out of the air and others let the organization become whatever it is going to become. Strategic planning is a method of clarifying the organization's fundamental purposes. It includes the process of deciding on the objectives whose attainment will fulfill purposes and determine the major means and strategies through which the objectives will be pursued. (Vaill, 1980).

Strategic planning is an intricate process resulting in a plan that will drive the entire organization (that's what makes it strategic). Peter Vaill, in a conference at OECS (1980), made the statement that organizational development is not much if it isn't outrageous. The strategic planning model we are going to present *is* outrageous. You cannot do it in a one-day workshop. It requires management consultant maturity, a systems perspective, top team commitment, endurance and guts. Some folks say it cannot be done but we did it and it was a success. Furthermore, the

model that will be presented incorporates a number of current OE ideas and theories (i.e., Beckhard and Harris (1977); Vaill (1980); Looram et. al. (1980); Burns (1980); Weisbord (1978); and Jayaram (1978).

Strategic planning is not a linear process. There is no set of sequential steps that will result in a strategic plan. However, there are some potential starting places that provide several alternatives for achieving the final outcomes. The model we are presenting is a starting place.

Before launching into the process, I will provide some background information on the operation, outline, the conference objectives and briefly describe the necessary prework requirements.

CDEC Strategic Planning Conference

Background Information:

The Commanding General originally requested a stress workshop. I asked the CG for approximately 30 minutes of his time to discuss the pros and cons of conducting a stress workshop for the top team. I asked the CG to write down his concerns about the command and the strengths and weaknesses that he had noted in his first few months. In addition, we spent some time discussing the purpose, the mission and objectives of the organization. Finally, the CG agreed that a stress workshop would not have much impact on his concerns and, at that point, he decided to spend two days off site with his top team working on some long-range planning issues. We then spent a few minutes talking about some of the things we would like to see happen at the conference and

things he did not want to see happen. His OE Consultant and I contracted with the General to provide him a design of the two days and a pre-work package for the participants. The CG decided that all members of his top team would attend this session and that he would allow no substitutions.*

Approximately one and one-half weeks later, we presented the CG with our concept of operation (conference objectives are outlined below). He made a number of modifications to the design to fit his own style. He wanted a structured activity with some time allotted to simply "wander on the battlefield." In other words, he wanted to allow the participants an opportunity to discuss sticky issues without being time driven to move to the next activity. The CG also indicated that he wanted to play a key role in directing the activity.

Strategic Planning
Conference Objectives:

1. Identify desired organizational values and gain understanding of gap between desired and current operating values.

2. Determine present internal/external demands impacting on the organization and identify organization's response to those demands.

3. Clarify the organization's purpose.

4. Explore the relationship among the organization's purpose, environmental demands and response to demands.

5. Analyze the amount of organizational interdependence required to accomplish the unit purpose.

6. Determine the future state of affairs in the organization.

7. Identify contingencies that could occur which would support or impede the accomplishment of the organization's future state.

---

*There is wide agreement that strategic thinking should originate with line managers and that strategic decisions should be made by them. The logic is simply that strategic thinking is concerned with the basic nature and direction of the organization and that it is imperative that there be strong ownership of the strategy by the line organization. (Peter Vaill, *Who Should Be Involved In Strategic Planning?* — workshop handout.)

8. Clarify next steps in the strategic planning process.

Pre-Work Considerations:
Participants were notified (CG announced it at the weekly staff meeting) of the workshop and requested to respond to the following questions and survey:

1. Which outside groups does your organization pay attention to?

2. What are the principal external demands placed on your element within this organization and who placed them? Which of these external demands are presently not being responded to?

3. What are the principal internal demands placed on your element and who placed them? Which of these internal demands are presently not being responded to?

4. What documents, if any, concretely define your organizational purposes?

5. This organization is being run as if its purpose were to _____ _____ .

(List three completions to the above sentence.)

6. Suppose you were the CG and had to make long-range plans for it. What do you think would be the most important things about the organization that you should have to keep in mind in making these plans?

7. Fill out survey on desired organizational values (see Incl 1).

Key Points:
Recommend OE Consultants conduct individual interviews with each participant to establish contact and ensure they are familiar with the strategic planning process. This conference is dependent on participant pre-work preparation. All the above questions are used in different portions of the design.

DAY I
Event 1
A. Outcome: Understanding of conference objective/establishing ground rules.

B. Method: Introductory remarks by CG. (20 minutes)

(1) Describes nature of strategic planning using Vaill's strategic management vs firefighting chart (Incl 2).
(2) Provides his perceptions of command's strengths and weaknesses.
(3) Reviews conference goals.
(4) Discusses his expectations (achieve's/avoid's) and outcomes.
(5) Introduces Organizational Effectiveness Consultants.
(6) OE Consultants outline day's agenda and provide administrative instructions.

Event 2

A. Outcome: Identify desired organizational values and gain understanding of gap between desired and current operating values.

B. Method: (1 hour and 15 minutes)
(1) Participants are requested to individually post the results of the pre-conference values survey. Individuals rank in order their top five desired organizational values on chart paper.
(2) Participants are requested to describe the organization as a person. If this organization were a person, how would you describe its personality? (CG requested that this question be specifically asked.)
(3) Each participant is provided two minutes to elaborate on his desired organizational values and organizational personality description.
(4) OE Consultants obtain a consensus of the top five organizational values.

C. Key Points:
(1) If you have enough time, participants can discuss the gap between their desired organizational values and the current operating values.
(2) Many of the participants desired to be in an organization that is purposeful (having a clear sense of purpose). This activity creates energy for clarifying the organizational purpose. As an alternative, participants at this point could identify organizational norms of behavior that should be implemented to achieve the desired organizational values. The CG decided that this step would be delayed due to workshop time constraints. It is important to push the participants toward the accomplishment of the major goal of Day 1 (which is to achieve a clear, concise purpose statement).
(3) An organization's purpose results from a psychological contrast between "what we want to do" (our values, beliefs, etc.) and "what we have to do" (demands on environment, survival needs, etc.). This negotiation always takes place whether or not people are conscious of it and discuss it.
(4) The personality question provides insights into the organizational functioning.
(5) This particular top team had a great deal of OE experience. Starting out with the standard achieve/avoid exercise would have been a turnoff. We decided that the General should establish the conference expectations and ground rules. The value organizational consensus exercise creates energy and enables the participants to rapidly work through inclusion issues.

Event 3

A. Outcome:
(1) Determine present external/internal demands impacting on the organization.
(2) Identify organization's response to environmental demands.

B. Method: (2 hours)
(1) Request that each participant identify the external/internal demands (those things which they cannot control), pressures, expectations and opportunities impacting on their organizational element (Column 1).
(2) Demands, pressures, expectations and opportunities should be explicitly identified (Column 2).
(3) Participants indicate their response to demands (Column 3) using the following code:
   A = doing it
   B = not doing it well
   C = not doing it
(4) Participants report out (3 minutes per person) results of their environmental scan (external and internal)

using the following matrix. (Column 4 will be used in a subsequent event.) Participants list all external demands first, then internal demands.

Column 1	Column 2	Column 3	Column 4
Demand	From Whom	Response Code	
External:			
_____			
_____			
_____			
Internal:			
_____			
_____			
_____			

C. Key Points:

(1) Requesting the participants to post their own environmental scan will save a considerable amount of OE Consultant posting time. If they post it, then they own it. Also identifies the individual managing the organization's response to the environmental demand.

(2) This turns out to be a mini-role-clarification activity. Participants gain an understanding of each other's responsibilities and the magnitude of demands being placed on the system.

Event 4

A. Outcome: Clarify the organization's purpose.

B. Method: (2 hours)

(1) OE Consultant conducts lecturette on Vaill's "Major Functions of Clarity of Purpose in Organizations" (Incl 3). Suggest consultant hand out Incl 3 and use notes at Incl 4 to elaborate on key discussion points.

(2) When "purpose" is not fulfilling its purpose, what is happening instead? This exercise follows Vaill's statement of nine major functions of clear purposes in organizations. One assumes that if the organization's purposes are not fulfilling their functions, other forces and events may detract from fulfillment of purpose. One needs to be able to identify these forces and trends. For example, Vaill's first major function of clear purposes is that it fulfills the expectation of the organization's owners/charterers. If purposes are not clear enough to fulfill these expectations, how will the organization fulfill them? Outlined at Incl 4 are replies to this question from participants in the December 1980 OECS strategic management conference. If you do not have adequate time to conduct this exercise, at least show the participants the list at Incl 5 and ask them to comment. This exercise creates a lot of energy specifically focused on the purpose statement.

(3) Another variation you can use is Vaill's de facto objectives exercise (Incl 6). Substitute the word purpose for objective and you are ready for action. This exercise also relates to question #5 of the pre-work package.

(4) Participants are requested to individually write an organizational purpose statement. At this point, participants start asking questions about the difference between purpose and objectives. Vaill's paper on "Strategic Planning: Some Semantic Considerations" (Incl 7) is a good instrument to resolve these differences. I have not been able to locate a fixed set of definitions for purpose, mission, goals and objectives. I recommend that if you run into further difficulty, attempt to get a consensus or a working definition of

purpose. Hold the other definitions in abeyance until later in the conference. It is very easy to get hung up on semantic considerations and side track your conference objectives. The format for this activity is outlined below:

PURPOSE

Broad, general definition of the organization's reason for being in existence — (with an 80% cut in assets, what would you still be doing?) — (what makes your organization unique?) — what business are we in?)

Examples:
— Prepare Army forces for mobilization and commitment in support of national policy.
— Prepare DoD linquists in support of the intelligence requirements for national security.

Individually answer: The puposes of this organization should be to:
— _____
— _____

---

(5) Individuals post purpose statements.
(6) Common themes are collectively factored out of the statements, i.e., field experimentation, instrumentation, high resolution of data. Normally, these themes turn out to be elements that contribute to the uniqueness of the organization and differentiate from other like organizations.
(7) If a participant can blend the common factors into a comprehensive purpose statement and you can get a consensus on the statement, then you are ready for the next step. If not, suggest that a select group of participants* hammer out alternative purpose statements (at least two) and attempt to get group consensus on one of them.

---

*The participants composing this task force are crucial. They must have the respect of the CG and the critical mass. They need to have political clout to gain the support of the other participants in achieving a consensus on the purpose statement. Allow the task force 30 minutes to generate alternative purpose statements.

C. Key Points:
(1) This is a critical point in the design and sometimes requires OE Consultant innovation to accomplish the desired result.
(2) The preliminary exercises prior to the work on the actual purpose statement create energy and unfreeze the participants. Selection of activities is situational. Some groups have no difficulty achieving a consensus on the purpose statement; others seem to struggle for hours.

Event 5

A. Outcome: Explore the relationship among organization's purpose, environmental demands, and response code.

B. Method: (1 hour)
(1) Add Column 4, entitled "Relation to Purpose," to the environmental scan matrix completed in Event #3.

(2) The following code applies to Column 4:
    1 = mission/purpose essential
    2 = significantly important to mission accomplishment
    3 = routine, nice to have
    4 = no relation to purpose
    5 = system imposed

(3) Each participant reviews the environmental demands and relates them to the purpose of the organization. If the demand is essential to the accomplishment of the organization's purpose, then a 1 is placed on the appropriate demand line in Column 4.

(4) Once the participants have individually completed the above task, they report out on those items where discrepancies exist. For example:

Column 1	Column 2	Column 3	Column 4
Demand	From Whom	Response Code	Relation to OECS Purpose
Prepare a 10+ Year OE Plan	TRADOC DCST	C	1

In this case a mission essential demand is not being responded to in a proper manner. It could be a result of a shortage of resources, or it may indicate an important organizational task falling through the cracks, i.e., not being responded to by the organization. In addition, the organization may be responding beautifully to an abundance of code 3 demands which have no relation to the purpose but expend valuable organizational resources.

(5) Those demands falling through the cracks are identified and discussed. At this point, it may be appropriate to initiate some action planning to plug up the cracks.

(6) This may also be an opportune time to analyze the relationship between the existing organizational structure and degree of consumer satisfaction. If the organization continues to respond the way it is now, where will it be five years from now?

C. Key Points:

(1) This exercise in reality establishes the organization's priorities in relation to its purpose. It provides an indication of how well the current structure "fits" with the environmental demands. There is a temptation at this point to stop the conference and conduct a reorganization. Place the reorganization advocates on hold — they will have an opportunity to discuss organization design considerations later in the conference.

1 & 2	1 & 3	2 & 3

(2) Vaill provided a schematic at the OECS conference on the relation among environmental demands, purpose, and response (see Incl 8). This illustration helped participants understand the importance of clarity of mission and the rationale behind Event #5. Suggest the OE Consultant use the Vaill schematic as either an introduction to this event or a summary lecturette.

DAY II

Event 6

A. Outcome: Analyze the amount of organizational interdependence required to accomplish the purpose.

B. Method: (2 hours)

(1) The analyses should be directed toward a set of relationships (groups that are required to interface within the organization to accomplish the purpose). The name of the units, functions, or technologies whose relationship require analyses are listed. For example:

1. Executive staff
2. Technical staff
3. Support staff

(2) Required interdependence: How much do they need to work together to accomplish the organizational purpose and meet the environmental demands? For each pair of relationships, participants are requested to place a check (✔) mark beside the phrase that best describes the required amount of interdependence (use group consensus).

High Interdependence: Each depends on the other for survival.

Medium Interdependence: Each needs some things from the other.

Low Interdependence: Can function O.K. without each other.

(3) To analyze the current quality of relations, participants are requested to place check marks in matrix shown below. Suggest the OE Consultant break the team down to groups 1, 2, and 3. Allow the groups to diagnose the degree of cooperation between elements and report out their perceptions (somewhat similar to an orgnaizational mirror exercise). At the conclusion of this step, you should get general agreement that greater cooperation is desired among the groups in order to more effectively accomplish the mission.

1 & 2	1 & 3	2 & 3

Excellent: Full cooperation evident

Good: Often cooperative, understanding

Average: Get by O.K., with some friction

Poor: Frequent misunderstandings, low trust

Bad situation: Serious problems

(4) Groups are requested to respond to the following question: "To improve mission accomplishment and quality of relations, what do you want from the other groups?" Groups are provided time to work out a list of requirements that they need from the other groups.

(5) Once the support requirements have been determined, the groups are requested to report out their demands (want list) using the following format:

FROM	TO	SUPPORT REQUIREMENT*	RESPONSE	TIME

* A brief statement of what is needed from whom to improve organizational coordination and cooperation.

(6) The separate groups respond to each others' demands with the following three response codes:

1 = agree to support requirement
2 = disagree with support requirement
3 = requirement needs research and we will get back to you on the following date, _____

C. Key Points:

(1) The degree of interdependence between organizational elements matters more to an organization's performance the more they must work together to achieve results. Thus, a relationship is "good" to the extent that it:
a. Carries forward an organization's purposes, and
b. Enhances the self-esteem of the people involved.

(2) The above coordination activity (steps 5 and 6) fosters collaboration

among staff elements.

(3) If you can obtain accurate assessment data on the quality of relations among the staff elements prior to the session, it will assist participants in realistically evaluating their relationships. There is a tendency for top staff members to deny any coordination problems exist among elements.

(4) A topic that is normally discussed during this phase is the quality of staff meetings in the organization. The traditional military staff meeting is not an effective coordinating and integrating mechanism. You may be called on to present some expert advice on meeting management techniques.

Event 7

A. Outcome: Determine the future state of affairs in the organization (i.e., what it may be like in 1985).

B. Method: (2 hours)

(1) Participants are requested to individually respond to the following question: "If you had complete control and power, what would you want the state of affairs in this organization to be in 1985?" (Participants normally limit their futuristic thinking by overemphasizing resource constraints. (The above question provides them an unconstrained future state.) Participants are allocated a period of time to complete answering the above question. Now, break the top team into sub-groups to develop alternative future scenarios. On completion, each group reports out its scenario and rationale. OE Consultants may decide at this point to have the participants elect a task force to analyze the various approaches and

factor out the best scenario and present the results. Alternative methods are outlined below.

(2) Prior to answering the above question, some participants may want to make assumptions about the future state, e.g., there will be increasing demands for field experimentation and interpretation of results. These assumptions about future demands will start to shape the future scenarios.

(3) Another technique is to get the group to factor out a number of strategic alternatives that are absolutely essential for the organization to achieve its future purpose (the items factored out during Even #4 (purpose statement) provide a good starting point.) If a consensus can be achieved on these considerations, then task forces can develop alternative future scenarios. These scenarios should be developed as graphically as possible.

(4) Vaill provides criteria for the evaluation of strategic alternatives at Incl 9. The alternatives can be arrayed on a matrix and analyzed using Vaill's seven criteria (see illustration below). Score each alternative from 1 to 5 on how well it matches each of the 7 evaluation criteria. *Caution:* Do not simply go with the highest number. Don't let the matrix make decisions for you.

C. Key Points:

(1) This step requires a great deal of OE Consultant energy and coaching. It is well worth the effort. Allow sufficient time to obtain an acceptable product. There are normally a few participants who have a vision of the

FUTURE ALTERNATIVES	VAILL'S EVALUATION CRITERIA						
	1	2	3	4	5	6	7
A							
B							
C							

future. During this step, consultants need to draw them out and activate their unique capability.

(2) The agreed-upon future state will need additional refinement back at the home station. A task force to accomplish this should be designated at this time and an agreed-upon IPR date. Again, the task force composition is a key consideration.

(3) This is an excellent time to discuss what the organization can pro-actively do to make the future scenario a reality. Behind this idea is the notion that the future happens to us. Vaill states that the future doesn't just happen to us — we invent the future — we invent a future for ourselves and we can determine those future conditions we would like to happen.

Event 8

A. **Outcome:** Identify contingencies that could occur which would support or impede the accomplishment of the organization's future state.

B. **Method:** (1 hour and 30 minutes)

(1) A futuristic forcefield analysis is used to identify factors promoting and inhibiting the future goals of the organization.

(2) Participants are divided into two different groups and are requested to respond to the following questions:

a. What trends, forces, events do you see coming that are going to support and facilitate the achievement of your organization's future state?

b. What trends, forces, events do you see coming that are going to impede our ability to achieve the future state?

(3) Participant groups are asked to present their responses in the following format:

+ FORCES FOR	− FORCES AGAINST

(4) Key factors for and against are isolated from the data and participants wargame possible courses of action to respond to opportunities and threats.

C. **Key Points:**

(1) This exercise is in the realm of guesswork and intuition; there are no trend lines. The present and future environment is a new field. Organizations must develop the capability to read the future now.

(2) There are two other approaches to analyzing forces impacting on the future state of the organization. Reuben Harris' "Commitment Planning Technique" (see Incl 10) and Vaill's "Stakeholder Analysis" (see Incl 11).

Event 9

A. **Outcome:** Clarify next steps in the strategic planning process.

B. **Method:** (20 minutes)

(1) OE Consultants graphically portray participants' progress to this point and indicate next steps (see Incl 12). You may want to use this strategic planning road map chart at the beginning and track the team's progress from one event to another.

(2) Next Steps:

a. It is important that the organization align its missions, goals, and objectives with the purpose statement. A modified LTC Burns' Performance Management Conference (PMC) would be a logical method to accomplish this task. Some of the PMC objectives are similar to the strategic planning conference objectives (numbers 1, 3, and 6).

b. The organization should examine its organizational design in light of its future state. There is no point in redesigning the system to respond more effectively to the present demand system. It should be based on the future demands and future state of the organization. Many military reorganizations that I have participated in are obsolete by the time they are implemented.

c. Once the future organizational design is determined, then it is time to develop a strategic/transition management plan. Beckhard and Harris outline this process in detail in their book, *Transition Management* (1977)

Event 10

A. Outcome: Closure and evaluation.

B. Method: (10 minutes)
(1) CG/Manager makes final comments and observations.

(2) OE Consultant conducts a brief evaluation (plus and minus participant critique). Participant comments from an actual strategic planning conference are shown at Inc. 13.

****

FINAL REMARKS:

Folks are telling us to get out of the motor pool and start conducting "macro" system interventions. They say, "Let go of the company and battalion OE projects and get out there and knock off a division-size operation — one that will impact on thousands of soldiers." OE Consultants have attacked divisions, installations and MACOMs with many different OE models (i.e., open systems planning model), but there is little evaluation data to tell us what was actually accomplished. By the time you have marched a MACOM-level organization through an open systems planning model, you are tickled to death to be alive and they are too!

During the last couple of years we have been trying to focus our consulting efforts on the broad, strategic problems facing military organizations (i.e., strategic planning, recruitment, modernization, and soldier/machine interface). The latter are the big issues that are key to the survival of the organization as a whole. It no longer makes sense for the OE Consultant to focus on interpersonal issues several levels down inside the organization from where top management is making the fundamental, strategic decisions. When you sit down with commanders and try to make fundamental decisions about the strategy of the organization, you are truly biting the bullet.

We found in this model that if we can ever begin to develop a feel for the organizational purpose, begin to articulate it, and begin to get a sense of its character and direction, one can almost feel the increase in personal participant energy levels and that really facilitates the strategic planning process. By contrast, if we cannot get a clear fix on purposes, it turns strategizing into a dry, mechanistic exercise.

Coming out of the experience, we are convinced that if military organizations are going to make intelligent strategic decisions, chart their future, and relate themselves to the present and future environment more effectively, they have to do a better job of articulating who they are and what they want to be in terms of their basic purpose.

LTC (USA Retired) Gerald D. Pike graduated from Washington State University in 1959 and was commissioned Quartermaster. His OE-related assignments include: Assistant Professor (Sociology), USMA; OESO, MILPERCEN; and member of West Point Study Group. He is a graduate of CGSC, Columbia University's Advanced Program in OD and HRM, and holds an MA in Sociology from WSU. Until his recent retirement, he was the Director of Concepts Development Directorate, USAOECS. Presently, he is internal consultant for Signetics Corporation in Sunnyvale, California.

VALUES I SEEK IN MY ORGANIZATION

What I value in organizations I belong to is for the organization to be: (Rank order in terms of the item's importance to you)

_____A. **ACHIEVING** — making a worthwhile contribution to the larger society and meeting the needs of individuals.

_____B. **BALANCED** — maintaining appropriate concern for the needs of society, the organization and individuals without discounting any of the three.

_____C. **BEAUTIFUL** — having a sense of the esthetic in its architecture, landscaping and work environment.

_____D. **CARING** — making people important and being concerned with their health and well-being.

_____E. **COMFORTABLE** — a place where people fit easily, relate to one another well and feel they are wanted.

_____F. **EGALITARIAN** — provides equal opportunity for all and access to the information needed to control their own lives.

_____H. **FREE** — a place where members can make choices, express their independence and participate in decisions that affect their lives and careers.

_____I. **FULFILLING** — having a sense that the work is meaningful and the organization contributes to society as the individual contributes to the organization — a place I want to go to work.

_____J. **HARMONIOUS** — an organization where there is inter and intra group harmony, given to solving problems rather than blaming and finding fault.

_____K. **HUMANISTIC** — concerned more with contributing to human welfare and the quality of life than the competitive struggle for a standard of living.

_____L. **INTEGRATED** — possessing unity and wholeness beyond a simple summing of the parts.

_____M. **PURPOSEFUL** — having a clear sense of purpose — a mission — which it commits to and uses to evaluate all its results and activities.

_____N. **SPONTANEOUS** — responsive to needs, flexible, open to change, not bound by strong traditions when they are not functional.

_____O. **STRUCTURED** — lives by a clear set of policies, rules and procedures which state what is expected of individuals and how they should behave.

_____P. **SUPPORTIVE** — supplies the necessary resources, tool, equipment, training and knowhow to get the job done; my boss gets me what I need and encourages me.

_____Q. **SECURE** — strong enough that I am not worrying about being laid off or reassigned for no fault of my own.

_____R. **SUCCESSFUL** — a leader in its field with a good record of effectiveness and achievement, well established.

_____S. **WARM** — friendly and informal relations are encouraged, emphasis on enjoying fellowship.

A WAY OF THINKING ABOUT STRATEGIC MANAGEMENT VS. FIREFIGHTING

Peter B. Vaill

The organization's current structure and ways of operating	Demands and opportunities bearing on the organization from various environmental sectors

... result in a constant stream of real, "adaptive" problems for the organization because the "fit" between the organization and its environment is never perfect and enduring.

... leads to a choice point in which an interpretation must be made about whether the apparent mismatch can be resolved without major change or not.

Can Be	Cannot Be
Leads to what we call "bandaiding" or "firefighting" or "management by exception" and feeds back into current structures and ways of operating.	Leads to basic rethinking and possible revision of the organization's basic objectives and strategy. This process begins with a much more thorough look at the nature of the present and likely furture environment.

THE MAJOR FUNCTIONS OF CLARITY OF PURPOSE IN ORGANIZATIONS

Peter B. Vaill
1979

"An objective purpose that can serve as the basis for a cooperative system is one that is *believed* by the contributors (or potential contributors) to it to be the determined purpose of the organization. The inculcation of belief in the real existence of a common purpose is an essential executive function."—**Chester Barnard**
The Functions of the Executive

Clarity of purpose fulfills the following needs:

1. The owners/charters expect purpose to be clear.

2. Clear purpose is the grounding for strategic decisions.

3. Purpose gives meaning to daily activity at all levels.

4. Purpose suggests major new objectives and actions.

5. Purpose differentiates the organization from other, superficially similar organizations.

6. Purpose is the broadest statement of what the organization's leadership wants.

7. Purpose provides the chief content for the communications of the leadership.

8. The inspirational and charismatic qualities of the leaders and other members are best expressed in terms of the purpose.

9. The major myths and rituals of the organization and its guiding symbols are of most value when linked to purpose.

In summary, an on-going consciousness of purpose, articulated and vitalized by the organization's leadership is, at any point in time, a memo to the future, the organization's fundamental guidance system.

NOTES ON
VAILL'S MAJOR FUNCTIONS OF CLARITY OF PURPOSE IN ORGANIZATIONS

1. The owners/charters expect purpose to be clear.
   NOTES: The boss expects the purpose to be clear. They assume the commander knows what he is doing.

2. Clear purpose is the grounding for strategic decisions.
   NOTES: The purpose helps to provide a target for strategic decisions. How does an organization make strategic decisions if they are not related to its purpose?

3. Purpose gives meaning to daily activity at all levels.
   NOTES: There are a great many motivational theories. None of the theories deal with the importance of clarity of purpose and its relation to motivation. If people have some idea about the general direction of the organization, it provides meaning to their activities. It may simply be "we are attacking to the West." I've been in many military organizations that had no idea in which direction they were heading.

4. Purpose suggests major new objectives and actions.
   NOTES: A clear purpose generates ideas and suggests organizational opportunities (purpose as an idea-generation machine).

5. Purpose differentiates the organization from other, superficially similar organizations.
   NOTES: Purpose helps to understand the real difference between your organization and others. It sharpens the differences. Each organization is unique in some aspect.

6. Purpose is the broadest statement of what the organization's leadership wants.
   NOTES: A commander/manager ought to want something (leave a mark). Some commanders assume a command and after they transition, you cannot tell they were there. Many organizations have lost their way. The boss needs to get in touch with what he wants and communicate it to others (a vision of the future).

7. Purpose provides the chief content for the communications of the leadership.
   NOTES: The leader's communications should be infused with purpose. He must communicate a vision to the troops. He/she must take the risk to express the organizational direction and expend the energy (and take the heat rounds) to make the purpose personally meaningful to the organzation.

8. The inspirational and charismatic qualities of the leaders and other members are best expressed in terms of the purpose.
   NOTES: There are people in organizations who have charisma. We sort of know charisma when we see it and from time to time we've had the experience of being charismatic ourselves. The reason it is an important quality is because communicating purpose effectively is not just a rational act of notifying people of the organizational purpose. It's a complicated process; it calls for skills and abilities and a kind of magic on the part of the commander to articulate the purposes in a motivating, coalescing manner. Charisma is more widely distributed in organizations than normally thought but it is usually censored by the organization (few folks feel free enough to communicate it to others). The greater the articulation of purpose, the more people are liberated to talk about methods of accomplishing that task.

9. The major myths and rituals of the organization and its guiding symbols are of most value when linked to purpose.
   NOTES: Most military organizations have an abundance of guiding symbols and rituals. Some of these symbols have little or no connection to organizational purpose. Symbols and rituals are one of the oldest devices that the human race has for making experiences meaningful to us. Linking the organizational symbols to the real organizational purpose and developing new myths and new rituals might have an organizational re-energizing or renewing effect. Vaill suggests, "The embodiment of purpose in myths and symbols endows the purpose with the richness, concreteness and drama that cannot be achieved if the communication of it is restricted to only verbal announcements."

IF ORGANIZATIONAL PURPOSES ARE NOT CLEAR, HOW WILL THE ORGANIZATION FULFILL THEM?

1. By "putting on a show" for commanders/ owners, e.g., holding elaborate meetings, printing up glossy material on organizational operations, holding parties and receptions, displaying testimonials of its effectiveness, etc.

2. By constantly asking the chain of command/owners for clearer direction.

3. By finding ways to minimize the information commanders/owners have.

4. By physically avoiding commanders/owners.

5. By ritualistically engaging in elaborate "strategy sessions" in which it appears that basic decisions are being made about direction.

6. By curring favor in a whole variety of ways with commanders/owners.

7. By developing outcome measures which mask the fact that the organization is not achieving its purpose.

8. By periodically sacrificing organization members who are alleged to be ineffective in pursuing purposes.

9. By copying what other superficially similar organizations do in relation to *their* commanders/owners.

10. By people beginning to do things they like to do.

11. By vested interests getting highest priority.

12. By building fires to put them out.

THE DE FACTO OBJECTIVES EXERCISE
by Peter B. Vaill

When trying to determine how an organization can become more successul in its environment, one of the most important jobs is to get clear on what objectives the organization is going to pursue. But it is not an easy job to pluck objectives out of the air, especially when one is talking about a large and complex system. Sometimes you can get a useful handle on the problem of objectives by looking at the way the organization is now being managed. You say to yourself, THIS ORGANIZATION IS BEING RUN AS IF ITS OBJECTIVES WERE TO . . .

In effect, you are asking what the real guiding objectives at present are — not the objectives which are hanging on a wall somewhere, but the objectives which are really guiding people's behavior. Just begin listing completions to the sentence that is capitalized above. You may come up with some rather cynical answers, such as:
    . . .spread itself as thin as it can.
    . . .avoid coming out with a new product at all costs.
    . . .get the top management thrown in jail.
    . . .become as il-liquid as possible.

These would be conclusions you would reach from studying the conduct of the organization. But once having said those things, you are now in a position to set some real objectives that might lead to improvement. If you conclude, for example, that the organization is being managed *as if* the objective were to spread itself as thin as possible, then maybe a more realistic objective is to identify some product lines and some markets and strive to do a better job with those products in those markets — achieve more clarity and focus, in other words.

STRATEGIC PLANNING: SOME SEMANTIC CONSIDERATIONS
by Peter B. Vaill

Mission & Purpose
What the organization exists *for,* what it is trying to do and what it is; the answer to the basic questions, "what business are we in?"

Objectives & Goals
These two words will be used interchangably. They are statements which express the desired attainment of some condition by the unit in question, phrased concretely enough so that it is possible to decide whether or not they have been reached. In the case of a numerical objective or goal, it is also possible then to talk about the degree to which the objective has been attained, as in, "We are 50% of the way toward our goal of raising a million dollars by the end of 1979." Objectives and goals may have a date of attainment attached to them, or they may not.

"Short range", "intermediate range", and "long range" are frequently attached to objectives and goals. The amount of time implied by these qualifiers is really up to the people who are using the terms.

Strategy
A general method for attaining objectives and goals and, by implication, fulfilling mission and purpose. The *implementation* of a *strategy is a stream of decisions* through time where each decision along the way is made in the way which best moves the system toward its objectives in the opinion of the decision-maker.

Strategic Planning
The *process* of determining mission, objectives and strategy.

VAILL'S MISSION AND PURPOSE INTEGRATION PARADIGM
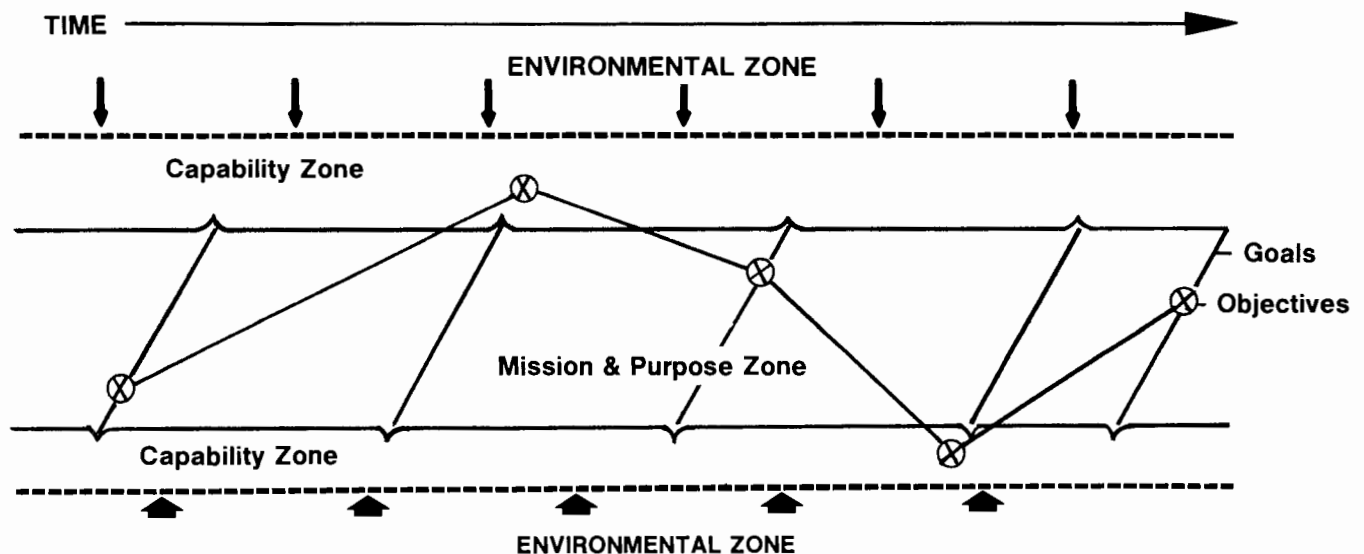
The outside environment is always placing new demands, pressures, expectations and opportunities on the organization. The mission and purpose establish the direction for the organization and influence everything it does from the beginning. The organizational goals and objectives should line up with the mission and purpose. One of the biggest problems in organizations today is that there is little relation among the purpose/mission, goals and objectives. A great deal of organizational resources are expended in the capability zone (nice to have and tempting, but have no relation to the organizational purpose). Priority #3 (nice to have) objectives in the capability zone can expend scarce and valuable resources. In strategic planning each circle (representing attainment of an objective) is a choice point. The purpose helps the organization to choose among them. The strategy is to expand the mission and purpose zone and reduce or eliminate those activities/objectives that the organization is capable of doing but which have no relation to purpose. Military organizations can no longer afford to attack on a broad front.

SOME CRITERIA FOR THE EVALUATION OF STRATEGIC ALTERNATIVES
Peter B. Vaill

In strategic management, there are usually several broad alternatives open to an organization as it seeks to fulfill its basic purposes within the present and anticipated future environment. In addition to the standard criteria of cost and expected economic benefits, the following questions can be asked of the various alternatives open to an organization.

1. The alternatives should be evaluated in terms of whether they are relatively "backward-looking" versus "forward-looking".

2. The alternatives should be evaluated in terms of the extent to which they draw upon the organization's present and likely future capabilities.

3. The alternatives should be evaluated regarding the extent to which they fulfill the known desires of those who own or charter the organization, with special attention to those who control its funding.

4. The alternatives should be evaluated in terms of the extent to which each is something the organization's leadership really *wants* to do.

5. The alternatives should be evaluated in terms of the amount of internal disruption and reorganizing each will cause if it is pursued.

6. The alternatives should be evaluated in terms of the extent to which each permits the organization to remain open to future alternatives and options, vs. causing the organization to "burn its bridges". Keeping options open can be especially important under conditions of high uncertainty about the future.

7. The alternatives should be evaluated regarding the degree to which each moves the organization in the direction of being the kind of organization it wants to be, in the eyes both of members and of key entities in the organization's environment.

Depending on the circumstances, these criteria will occupy different degrees of importance. Doubtless, too, other considerations will arise from time to time. *The evaluation of strategic alternatives is inexorably a process of weighing and comparing and judging, not reducible to a fixed formula.*

COMMITMENT PLANNING

Reuben Harris

● WHAT DO YOU NEED FROM THE "CRITICAL MASS"?
● WHERE DOES "CRITICAL MASS" (INDIVIDUALS) STAND NOW REGARDING THE CHANGE?

Actors in Critical Mass

Type of Commitment

	Let Change Happen	Help Change Happen	Make Change Happen

INCLOSURE 11
TWO APPROACHES TO ANALYZING THE ORGANIZATION'S ENVIRONMENT

The "Task Environment Approach" in which you ask: "What are the entities in our environment which are of key importance to us in carrying out our purposes as we define them?"

In general, you can divide up the task environment into five parts:

1. From what entities in our environment do we secure key resources, e.g., funding, materials, people, information, etc?

2. To what entities in our environment do we send our main outputs, e.g., customers, clients, etc?

3. With what entities in our environment do we compete for access to the input resources and the output receivers? (And note that you can "compete" even if you're not a for-profit corporation.)

4. What are the expectations of those who own or charter us, who, in other words, have the power to bring us into existence or cause us to cease to exist?

5. What are the expectations and demands of entities in our environment who have the legal power to regulate what we do, i.e., to require us to do some things, and to enjoin us from some things.

The "stakeholder" approach in which you ask: "What are the entities in our environment which have a stake (as **they** define it) in the way we define and carry out our purposes?"

The "stakeholders" probably include most of those you'd identify with a "task environment" approach, but it is a little broader and more inclusive. For example:

1. Suppliers of inputs and users of outputs who are two or three times removed from those with whom you deal directly.

2. Entities in your environment who are affected by some aspect of your operations which is not very important to you.

3. The families of your employees and of others in the environment with whom you deal directly.

4. Unborn generations (very important, for example, in radio-active waste disposal decisions).

5. "Voiceless" individuals, not affiliated with any organization in your environment, whose safety and security may nonetheless depend on you.

6. Entities who are normally not affected much by you until something unusual happens in your operation, e.g., a hospital emergency room.

7. . . .or anyone else who perceives that they have a stake in your conduct.

With both approaches you should try to understand present relationships, but even more importantly, you should try to anticipate future relationships as they may be affected by decisions you are considering.

INCLOSURE 12
STRATEGIC PLANNING ROADMAP
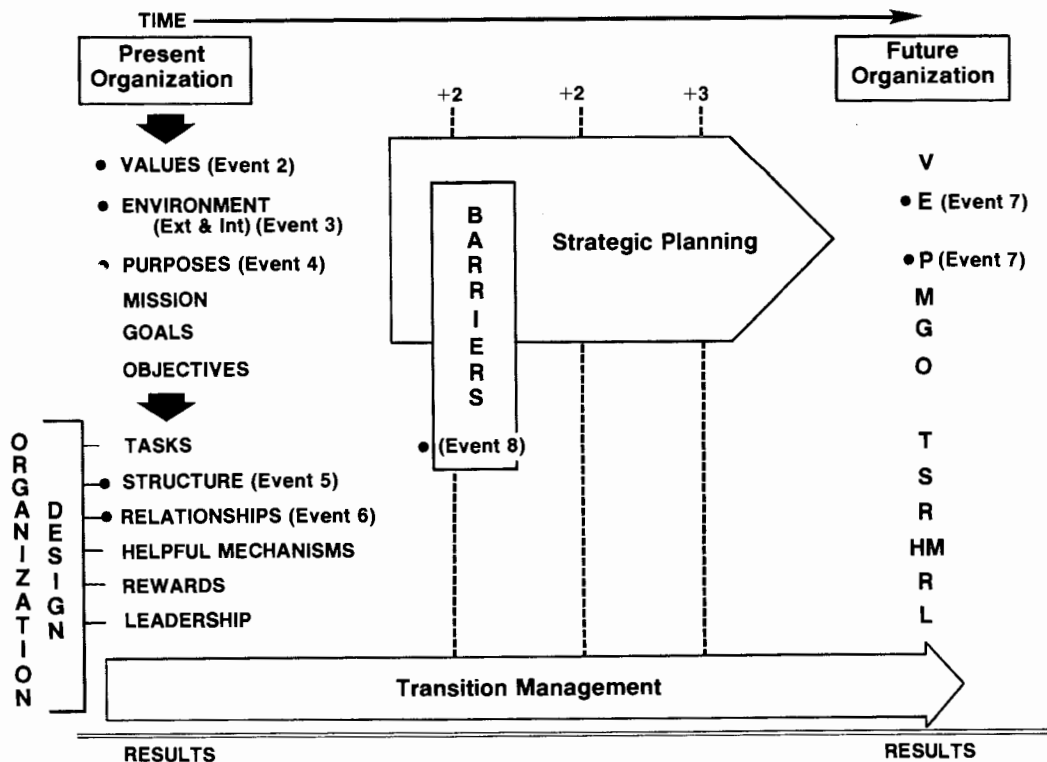
STRATEGIC PLANNING CONFERENCE CRITIQUE

+	−
• Identified need for continuous staff coordination from start to finish. • Prior preparation, accommodations, overall worthwhile. • Good session, needs to be done about every six months, buys ownership in organization. • Conference was well organized and executed. Methods and approach used were good. Objectives of conference were met prior to adjournment. I award a (+) to all aspects to include accommodations. • The purpose session and discussions on the internal and external demands opened up a free-flowing exchange of ideas. • Good agenda. I favored the individual and pair listings of future alternatives-causes which fostered discussions, disclosed problems, fears and frustrations, and provided better understanding of organizational future direction. • Great learning experience. Best information session to date. One on one contact was supported; honest feedback; surfaced current problems and created a course of action; personal contact; achieved objectives. • Overall conference was valuable. Discussions on what future should be and problems in the organization were good. • Learned more about the organization. Good summary by CG, good facilitators, right length. • The chance to look to the future of the organization and where we should be going; the opportunity to raise issues concerning external/internal demands. People concerns were highlighted. • Pre-work is essential to achieve outcomes (participants must do their homework). • Administrative details of conference especially well done. Basic purpose of conference was good. OE work was outstanding. Good representation of command group. Open participation by CG. Successful results of conference were obvious. • Organization of discussion topics well done. Facilitation was effective. Discussion was generally on track. CG set the stage effectively. Discord was harmonious. The one most valuable point in the whole session was when the CG said, "I get mad but don't stay mad."	• Spend less time on values, more on brainstorming solutions to organizational problems and relationships. • The future of the organization and how we are to proceed was rushed — not enough time allowed to get at the very serious issues which face us. • Amount covered may have been too much — didn't do much to change the "personality" of the organization. • Highly structured, short timeframe, little flexibility toward time. Canned schedule — did not have adequate time to discuss solutions to secondary problems. • Too much time spent on values in organizations. • Some folks got hung up on purpose statement. Focus on 1982 would have been better due to uncertainties of reorganization. • Too little time to discuss and iron out the disruptive demands of the present organization. Too little effort was made to discuss people and conditions. For future sessions two full days should be used and a time for a gripe session provided. • Possibly too much time allotted to first day subjects vs some of the critical items covered during the last one and one-half hours. • Needed another one-half day. Needed more time to clearly outline the next steps. • An extremely demanding, fast paced activity that places the responsibility for achievement of outcomes squarely on the shoulders of the participants.

A team, a business organization, an individual, all make the greatest progress as they develop teamwork. — P.K. Wrigley

The top people of the biggest companies are, surprisingly, often the nicest ones in their company. I'm not sure, though, if they got there because they were good guys or that they're now good guys because they can afford to be. — Malcolm Forbes

Introduction
To High Performance Programming
Presented at OECS by LTC Frank L. Burns

LTC Burns is 5Z ASI qualified and has completed the Advanced Course for MP officers, has commanded a correctional treatment center and has been the director of a personal growth center. He has trained with the NTL Institute and University Associates and is a certified master practitioner in the art of Neuro-Linguistic Programming.™ He currently specializes in complex systems consultation and training for military officers in the Washington, D.C. area.

"High Performance Programming" (HPP) is a new cognitive model that has begun to attract the attention of Army leaders at a variety of levels. The developers of HPP, Dr. Linda Nelson and LTC Frank Burns (with Mr. Robert A. Klaus and LTC Robert L. Gragg) have stated that they intend the model to be useful as a general diagnostic framework and as a self-refining road map for leader and organization development.

LTC Burns presented a seminar on the HPP model during the period 19-20 March 1981 to a group of approximately 20 members of the OECS faculty and staff, and selected guests. This report summarizes the highlights of LTC Burns' introduction to the model. The model itself was originally published as a Delta Force Concept Paper and is reproduced in this issue of the Communique, beginning on page 27.

Frames of Reference

In the early days of Organizational Effectiveness (OE) consulting in the Army we were frequently asked if OE wasn't "just good leadership." That was always a troublesome question for us. At one level of understanding, OE was (and is) "just good leadership." But we knew then that OE Consultants were prepared to introduce client leaders to systematic methods for the development of their teams and organizations — new approaches to organizational improvement that our prospective clients themselves were ill-prepared to understand or effectively use. We knew we had to get their attention, so we trapped ourselves into differentiating between "just good leadership" and the new-to-the-Army technologies we had to offer, e.g., team building, survey-guided development, experience-based leadership and management training, etc.

We may have gained attention by defining our so-called "OE operations" as different from "just good leadership" but in retrospect we paid a dear price. Ever since we began saying "OE is *different* than just good leadership," we have found it extremely difficult to paint a clear picture of the connection *between* OE and leadership. We are strong advocates of a closer connection between OE and leadership. (In fact, we think it's critically important that OE attach itself to leadership).

Over a year ago, several of us began actively designing a new frame of reference — one that could contain *both* OE and leadership. We chose "influence" as a single word description of the generic *function* of both OE and leadership. And we selected "high performance" as a way of describing the common *outcome* of both OE and leadership. Then we started fitting in related pieces of the puzzle until we had the outline of a more comprehensive model.

We decided early in our thinking that our model should incorporate what leaders *currently* "know" *and* what they will predictably need to "know" *in the future.* We also wanted to show how the emerging human development technologies (such as Neuro-Linguistic Programming™) fit into the OE and leadership picture. And finally, we wanted a model that helped to show how important it is for senior level leaders to broaden their "mindset," . . . to get beyond the limits of a "mindset" that may have been adequate at lower levels of responsibility but which is too simplistic to guide leadership behavior at higher levels.

The form of the model — nested frames of reference — has proven to be very useful. This form meets the above criteria in a way that allows us to:

1. see what is useful in our current frame of reference,

2. see what will be useful in an enhanced frame of reference, and

3. see what we should focus on as we make progress.

The present version of the HPP model is already the product of a half dozen or so major revisions — based on feedback and suggestions from many of our clients and colleagues. And we still regard the model to be "in-process." We decided to publish the model as a Delta Force Concept Paper as a way of generating further refinements, derivations and applications.

Our goal is to provide OE consultants and Army leaders with a compelling way of thinking about our common quest: high levels of integrated performance from individuals, teams, units and complex organizations.

Operating Paradigm and Metastrategy

We assert in the HPP model that to determine the uses as well as limits of any given frame of reference one must apply criteria that are derived from outside the frame of reference under study. In understanding the HPP model itself, therefore, the same assertion holds; one needs to know something about the context of ideas we sorted through in designing the model.

The researchers and writers who have figured most prominently in our thinking have included James G. Miller, Stafford Beer, Barbara Marx-Hubbard, James MacGregor Burns, Ilya Prigogine, Peter Vaill, John C. Lilly, Oscar Ichazo, Bill Harvey, Karl Pribram, Richard Bandler and John Grinder, Jim Channon, Douglas R. Hofstadter, Lawrence deBivort, Jerry Fletcher, Robert Horn, and Marilyn Ferguson. (With the possible exception of Peter Vaill, these names are probably not familiar to those of you who have focused on the literature associated with the fields of management and organization dvelopment. As must be clear by now, we hold that it is essential to scout the territory beyond any particular field to assess the field's current limitations and evolutionary potential.)

The above writers represent widely varied disciplines and fields — everything from systems theory and operations research to human consciousness and cybernetics. But we see at least one common theme in their diverse writings: *how* we think — *how* we make cognitive sense of our experience — has a profound and pervasive impact on our behavior. We simply must exercise more conscious control over our individual cognitive processes if we want to unleash our potentials for higher levels of competence.

As an exercise in consciously disciplining our own conceptual modeling we have chosen a *set* of interlinked operating presumptions that are traceable to the thoughts of one or more of the above group of writers. Together, this set of propositions forms an encircling paradigm for our HPP model, and a metastrategy that continues to guide our refinement and use of it. These propositions are:

1. The purpose of any *system* is to produce a valuable future in the larger and lesser systems served.

2. We have the capacity and, therefore, the leadership duty to choose the *future* of our systems consciously.

3. The function of *leadership* is to shape values and raise consciousness.

4. High performing systems and leaders choose their *values* and beliefs and then reinforce them in others through congruent behavior.

5. We can construct useful *beliefs* and models of the world by exercising conscious control over the programming of our minds.

6. The communications patterns we use provide the structure for our experience and hence the *programming* needed to elicit high levels of performance.

7. The impact that our *communication* has on the behavior and development of others is THE measure of our effectiveness as leaders.

8. We have the capacity and therefore the duty to influence our own *development* and the development of others simultaneously, now.

9. To *influence* others effectively we need to (a) know our desired outcomes, (b) have flexibility in our behavior, and (c) have enough

feedback to detect what outcomes we're getting. Then we can vary our behavior until we elicit the levels of high performance required to meet the demanding complexities of the New Age.

Preframing

We fully appreciate that the outer edges of the HPP model are expressed in terms that are unfamiliar. Words and phrases like holistic leadership, evolutionary management, paradigm planning, metasystem development, and auto-catalytic reactions are not in the working vocabulary we currently use in discussing such topics as leadership and organizational performance. Although our attitude is that if we weren't saying anything new we probably wouldn't be saying anything important, we also know we need to do much more to define and explain these new concepts. We regard this present version of the model as an outline only, to be filled in later in an expanded monograph.

We believe there are important messages in the model even before one gets to its outer edges. And some of these messages, though expressed in terms that *are* familiar, are arranged in ways that are *not* familiar — ways that are fresh and exciting in their implications.

One probably needs an "open mind" to see what's important in these fresh ways of thinking. But we'd like to specify what *kind* of an open mind will be useful. We do NOT advocate the kind of "vacant mind" that some regard as open. We suggest you maintain a *disciplined* open mind. Instead of using your existing beliefs and opinions as filters in your intake channels, which would result in you never learning anything new, we suggest you keep your beliefs and opinions in storage. You can use them as comparative reference points, in your analysis, *after* the new information is clearly inside and ready for analysis. More specifically, we suggest you:

1. **First, ... clear your receiver processes so that this new information can come in cleanly without getting garbled.**

2. **Next, ... imagine how you can use this new information in the future to help you achieve some outcome you want.**

3. **Then, ... use your beliefs and opinions creatively in rethinking your past experience in a way that aides you in planning how to benefit from the HPP model.**

Finally, before we get into the model itself, we have one more suggestion: remember that the model is intended to be useful. We do **not** think it's important for you to "believe" the model, ... just use it experimentally as a general framework for guiding your thoughts and actions. We are more interested in the operational utility of the model than in its believability or emperically validated accuracy. In this regard, it may be useful for you to ponder what is meant by the statement that "A high performing leader has the capacity to differentiate between honesty and integrity."

High Performance Programming:
An Operating Model
for a New Age of Leadership
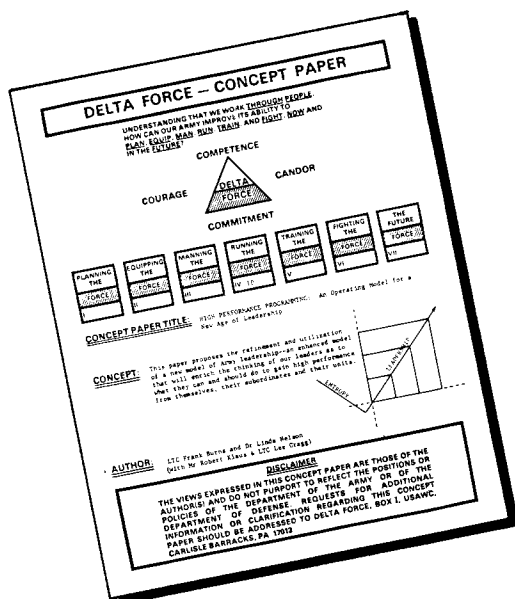
Authors/OE Consultants
LTC Frank Burns & Dr. Linda Nelson
(with Mr. Robert Klaus & LTC Lee Gragg)

Concept

This paper proposes the refinement and utilization of a new model of Army leadership — an enhanced model that will enrich the thinking of our leaders as to what they can and should do to gain high performance from themselves, their subordinates and their units.

Disclaimer

The views expressed in this concept paper are those of the authors and do not purport to reflect the positions or policies of the Department of the Army or of the Department of Defense. Requests for additional information or clarification regarding this concept paper should be addressed to Delta Force, Box I. USAWC, Carlisle Barracks, PA 17013.

Preframe: A model of sufficient elegance to meet the challenges of the future must provide a framework which is capable of transforming the shifting complexities of the present into a coherent pattern. As well as providing a master pattern such a model must have the generative capacity to install an expansive cognitive program in the reader. We think you will find that High Performance Programming is such a model.

INTRODUCTION

1. **INTENDED OUTCOME**

Enhanced Model

The purpose of this paper is to present an enhanced *operating* model of Army leadership (*not* a research theory) which shows what leaders *now* "know" and therefore "do" and what they will need to "know" and "do" in the future.

Enriched Thinking & Effectiveness

Our intent in developing this new model is to enrich the thinking and effectiveness of Army leaders who want to gain high performance from themselves, their peers, subordinates and superiors, and their organizations.

Framework & Road map

The model also provides a useful diagnostic framework for assessing current performance levels as well as a road map for improvement.

2. STRATEGY

Need
Leader
Variety

A leader's effectiveness is influenced significantly by the *set* of beliefs he or she holds as to how a leader should behave in order to gain desired levels of performance from individuals and systems. Leaders who operate from an impoverished frame of reference fail to have sufficient flexibility and variety in their leadership behavior.

Impoverished
Model Syndrome

The "impoverished model syndrome" is a special problem for senior level leaders who too frequently command and manage large, complex systems with the same leadership mindset they had as junior level leaders in charge of smaller, far less complex units.

New
Draft
Model

This paper outlines a draft model that integrates conventional wisdom about leadership into a set of nested frames of reference that also includes all that is currently known or projected about higher levels and forms of leadership.

Generative
Form

The power of this model lies in its generative form — nested paradigms, each one incorporating the useful conceptions contained in the less enhanced frame.

Seed
Ideas

Further circulation of the model will enable its refinement and will also seed these ideas throughout the Army where they will start to influence the thinking (and resultant behavior) of Army leaders even before the model is "blessed" by any official endorsement.

Full
Monograph
to Follow

Once the model is refined through review and feedback we will put meat on its bones and get it out to all senior leaders in the form of a monograph that contains vision as well as practical guidelines for Army leaders at all levels, (with special emphasis on the model's implications for leadership at the executive level).

Critical
Function
for Senior
Leaders

Given that leadership is the critical function in our Army, the personal involvement of senior leaders in refining the model further is deemed critical.

Excellent
Feedback
So Far

This model has already been through several revisions as a result of exposing it to a variety of Army leaders. Feedback and suggestions from them have been enthusiastic and very useful in refining the model and our description of it. (Particularly valuable contributions have been made by LTC Bob Lander, LTG Jack Forrest, LTC John Novotny, MG E.J. Delaune, COL Mike Malone, LTC Joe Momorella, MAJ Mac Harris, Mr. Bill Masters and LTC Mike Adkinson).

---

3. METHODS

Info
"Chunks"

The model is presented in "information chunks" — lines and blocks of lines designed for the clear communication of ideas rather than for conformity with conventional style.

Graphics

Visual representations are intentionally used to assist in seeing the model's main features.

Room for
Feedback

Sufficient space is provided for you to jot down your reactions and thoughts — which will be an excellent way for you to record and forward your suggestions for refinement and application.

HIGH PERFORMANCE PROGRAMMING
An Operating Model for a New Age of Leadership

MANY OF OUR ORGANIZATIONS

ARE IN A STATE OF DISORGANIZED CHAOS

To move such organzations
out of chaos
toward a state of effectiveness
we first have to get them focused.

This kind of movement
from disorganized ass-kicking
and fault-finding
to focused responsiveness
requires

- competent situational leadership

- that builds cohesive teams

- with clear goals

- and clear plans of action

SO IT HAS BEEN APPROPRIATE
FOR OUR LEADERS
TO APPLY EXPERTISE

in effective communication
and group dynamics

TO THE PROCESSES OF

- team building

- goal setting

- and action planning

WHICH ARE MINIMALLY NECESSARY
FOR THE CREATION OF COHESIVE TEAMS

And it has been appropriate
to teach these skills
and their applications
to our leaders

and to work toward stabilizing our teams
where cohesion is needed most

BUT OUR FIRST DUTY AS LEADERS IS TO

UNDERSTAND OUR POTENTIAL

BASICS
OF THE POSSIBLE MODEL

We have been introducing this model
to senior Army leaders
in a concept design briefing
which we present
during our "New Patterns of Influence"
workshop

WE ASSERT   at the start of our concept design briefing
THAT

(1) Significant breakthroughs have occurred recently
in the study of systems and human behavior;

(2) the new technologies emerging around these breakthroughs
deserve serious consideration and refinement;

(3) this serious study should be made in part
by those leaders and managers who share with us
an intense interest in higher levels of performance;

(4) we should work together to test these possibilities.

We then point out
that fundamental to subjecting these new technologies
to operational testing
is the recognition that

> OUR EXPERIENCE IS LIMITED
>
> BY THE COGNITIVE MODELS
>
> AND NEURO-LINGUISTIC PATTERNS
>
> WE CARRY AROUND
>
> IN OUR INDIVIDUAL
>
> AND COLLECTIVE
>
> MINDS

and that, therefore

> TO PROGRAM HIGHER LEVELS OF PERFORMANCE
>
> WE HAVE TO CHANGE OUR OWN MINDS

To become more effective leaders
we have to improve the quality of our thinking
about the nature and practice of leadership.

We need to get outside our current frame of reference.

OUR "MAINFRAME"

OF REFERENCE

We need to examine our existing models
for it is from them
that we generate our range
of leadership behaviors

A limited model
is only capable
of generating limited options

WE HAVE BEEN PROGRAMMED to think of performance
as the outcome of SUPERVISION
which is responsive to orders and tasks

RESPONSIVE

Situational Leadership
Problem Solving
Goal Setting
Action Planning
Team Building

This frame of reference
has predominated our
thinking
and has been useful
in helping us understand
how to move
from states of reactive
chaos
toward states of
responsiveness

REACTIVE

Ass Kicking
Fault Finding
Survivd Oriented
Cover Your Ass
Self-Centered

Although this frame of reference
has been useful
if we now want to elicit
higher levels of performance

(than we currently obtain
operating within this frame)

WE NEED AN ENLARGED FRAME OF REFERENCE

that generates a greater range
of behavioral options

(This is "basic Ashby"
--whose Law of Requisite Variety
should guide all our cybernetic designs)

For the past two years

senior Army leaders
at a variety of locations
have been actively working
within an expanded frame of reference
that sees beyond the limitations
of the predominant frame of reference

THIS LARGER FRAME OF REFERENCE

PROACTIVE

Achieve results-oriented performance
through values-based leadership practices
which link objs-oriented mgmt procedures
to individual performance evaluation
processes

RESPONSIVE

Situational Leadership	Transformational Leadshp
Problem Solving	Performance Mgmt
Goal Setting	Mission/obj. Setting
Action Planning	Strategic Planning
Team Building	System Development

generates

a greater range

of options

and shows

what we must do

to

tune up our whole

organizations

as proactive

systems

REACTIVE

This new perspective..... this "re" frame,....

is NOT a replacement for the conventional frame

....but an enlargement upon it.

This new perspective provides the contextual framework
within which
the command/leadership/management behaviors
in the RESPONSIVE frame,.....still play a useful role.

Just as the PROACTIVE frame provides a proper context
for the RESPONSIVE frame

we now need to understand the contextual framework
within which the PROACTIVE frame is most useful.

Given the recent breakthroughs in the study of systems
                                        and human behavior
the following "outframe" is suggested

HIGH PERFORMING

<u>Program</u> high performance by creating metalanguages
(e.g., <u>this</u> model) and metasystems (e.g., old
boy nets, networks, "quality circles" etc) that will
trigger the co-development of systems & individuals.
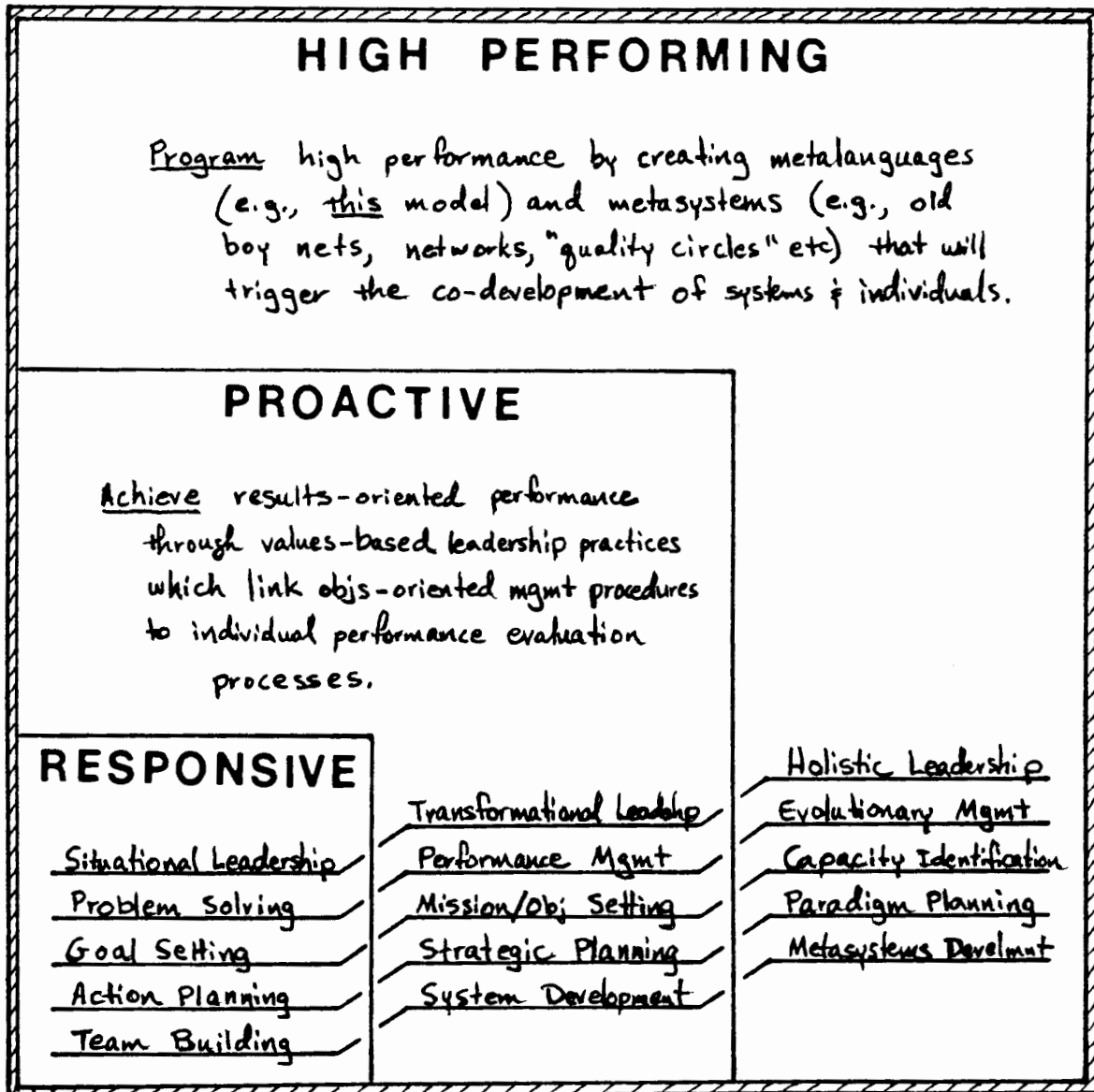
as the

next

logical

enhance-
ment

in our

perspective

PROACTIVE

<u>Achieve</u> results-oriented performance
through values-based leadership practices
which link objs-oriented mgmt procedures
to individual performance evaluation
processes.

RESPONSIVE

Situational Leadership
Problem Solving
Goal Setting
Action Planning
Team Building

Transformational Leadshp
Performance Mgmt
Mission/Obj Setting
Strategic Planning
System Development

Holistic Leadership
Evolutionary Mgmt
Capacity Identification
Paradigm Planning
Metasystems Develmnt

WE CAN GAIN A MORE COMPLETE
    UNDERSTANDING
OF THIS MODEL'S IMPLICATIONS
BY LOOKING AT SEVERAL
    DIFFERENT DIMENSIONS
OF THE PROPOSED
    PARADIGM SHIFTS.
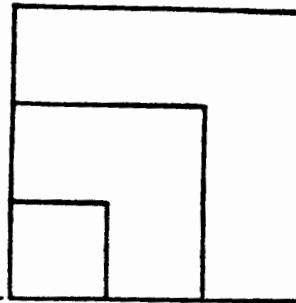
Paradigm Dimensions	REACTIVE
LEADERSHIP STYLE	ass kicking
MANAGEMENT FOCUS	fault finding
ORGANIZATIONAL STRUCTURE	fragmented hierarchy
PURPOSE OF WORK	stay busy
FEEDBACK MODE & DIRECTION	negative down; positive up
CHANGE MODE	punitive and corrective
FOCUS OF DEVELOPMENT	Survival
FOCUS OF PLANNING	cover your ass
TIME ORIENTATION	past
SPATIAL PERSPECTIVE	self- centered
ROLE OF CHANGE AGENT	trainer
RELEVANT EXPERTISE	technical & functional skills

These are the characteristics
of too many of our teams and units.

We know these are the indicators
of systems in decay
and that purposeful cohesion
in such units
is impossible.

We also know
that even well-trained
    and well-intentioned leaders
have difficulty
where these characteristics
are deeply entrenched.

THUS FAR, ARMY LEADERSHIP
TRAINING HAS FOCUSED PRIMARILY
ON HELPING LEADERS MOVE THEIR
TEAMS AND UNITS
FROM A REACTIVE STATE
TO A RESPONSIVE STATE.

Therefore
in training our leaders
it has been appropriate
to concentrate on:

Paradigm Dimensions	REACTIVE	RESPONSIVE	
LEADERSHIP STYLE	ass kicking	transactional (situational)	.... Situational Leadership
MANAGEMENT FOCUS	fault finding	problem solving	.... Problem solving skills
ORGANIZATIONAL STRUCTURE	fragmented hierarchy	functional hierarchy	.... Role clarification
PURPOSE OF WORK	stay busy	complete tasks	
FEEDBACK MODE & DIRECTION	negative down; positive up	constructive exchange	.... Performance counseling
CHANGE MODE	punitive and corrective	planned & evaluated	.... Assessment-based improvement
FOCUS OF DEVELOPMENT	Survival	goal setting & team building	.... Goal setting and team building
FOCUS OF PLANNING	cover your ass	action planning	.... Action planning
TIME ORIENTATION	past	present & near term	
SPATIAL PERSPECTIVE	self-centered	intra-team & intra-orgn	
ROLE OF CHANGE AGENT	trainer	group process facilitator	
RELEVANT EXPERTISE	technical & functional skills	interpersonal comm & group dynamics	.... Interpersonal communications and group dynamics

NOW WE UNDERSTAND
THAT WE CANNOT BE SATISFIED
WITH ONLY
  "RESPONSIVE" TEAMS & UNITS.

WE MUST TUNE UP
WHOLE SYSTEMS
  AS SYSTEMS
NOT JUST COLLECTIONS
OF TEAMS
AND UNITS.

To move our large, complex,
multilayered organizations
to a proactive mode

our senior leaders

must have skills
and knowledge
  in

Paradigm Dimensions	REACTIVE	RESPONSIVE	PROACTIVE	Skills & Knowledge
LEADERSHIP STYLE	ass kicking	transactional (situational)	transformational (values-based)	....Transformational leadership
MANAGEMENT FOCUS	fault finding	problem solving	performance management	....Performance management
ORGANIZATIONAL STRUCTURE	fragmented hierarchy	functional hierarchy	cross functional (matrix)	....Organization design
PURPOSE OF WORK	stay busy	complete tasks	achieve results	
FEEDBACK MODE & DIRECTION	negative down; positive up	constructive exchange	feed forward	
CHANGE MODE	punitive and corrective	planned & evaluated	controlled & self-correcting	....Operations research
FOCUS OF DEVELOPMENT	survival	goal setting & team building	mission/obj setting & system develmnt	....Total system development
FOCUS OF PLANNING	cover your ass	action planning	strategic (open systems) planning	...Strategic planning
TIME ORIENTATION	past	present & near term	future	...Future forecasting
SPATIAL PERSPECTIVE	self-centered	intra-team & intra-orgn	inter-team & inter-orgn	
ROLE OF CHANGE AGENT	trainer	group process facilitator	expert consultant	
RELEVANT EXPERTISE	technical & functional skills	interpersonal comm & group dynamics	general systems & general mgmt	...General Management

AND TO MAKE SURE
THAT OUR LARGE ORGANIZATIONS
AND OUR SENIOR LEADERS
OPERATE PROACTIVELY
AT LEAST A CRITICAL MASS OF US
MUST KNOW AND USE
PRECISE INFLUENCE TECHNIQUES.

WE CAN LINK UP
OUR "HOT" LEADERS
AND OUR ISLANDS
        OF COMPETENCE
INTO METASYSTEMS
AND PROGRAM THE LEVELS
OF HIGH PERFORMANCE
              WE NEED.

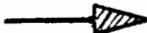| Paradigm Dimensions	REACTIVE	RESPONSIVE	PROACTIVE	HIGH PERFORMING
LEADERSHIP STYLE	ass kicking	transactional (situational)	transformational (values-based)	holistic (creative)
MANAGEMENT FOCUS	fault finding	problem solving	performance management	evolutionary management
ORGANIZATIONAL STRUCTURE	fragmented hierarchy	functional hierarchy	cross functional (matrix)	self-organizing (networks)
PURPOSE OF WORK	stay busy	complete tasks	achieve results	manifest potential
FEEDBACK MODE & DIRECTION	negative down; positive up	constructive exchange	feed forward	feed through
CHANGE MODE	punitive and corrective	planned & evaluated	controlled & self-correcting	programmed (auto-catalytic)
FOCUS OF DEVELOPMENT	Survival	goal setting & team building	mission/obj setting & system develmnt	metasystem & metalanguage development
FOCUS OF PLANNING	cover your ass	action planning	strategic (open systems) planning	metastrategic (paradigm) planning
TIME ORIENTATION	past	present & near term	future	through time
SPATIAL PERSPECTIVE	self-centered	intra-team & intra-orgn	inter-team & inter-orgn	trans-system co-development
ROLE OF CHANGE AGENT	trainer	group process facilitator	expert consultant	co-programmer
RELEVANT EXPERTISE	technical & functional skills	interpersonal comm & group dynamics	general systems & general mgmt	cybernetics, systems modeling and NLP

38

WE NEED TO UNDERSTAND

That ⎯ ⎯ ⎯ ⎯⎯⎯▷ each new, larger frame of reference in this
model constitutes a paradigm shift

--a new pattern of ideas
--a new way of thinking
--a new vision of what's possible.

And that ⎯ ⎯ ⎯⎯⎯▷ this series of step-function enhancements
in our potential operating perspectives
is, overall, more important for Army leaders
than the particular selection of words
we've used so far in presenting the model.

As a matter of operational utility,
we hope

that our widening explanations of this model
stimulate the quality of feedback and interaction
we all need
so that the details within the model
serve to sharpen rather than conceal
its implications for the future.   (We can use
                                                      the model
                                                      as we refine
                                                      it.)

HOW TO PROCEED:

We can experiment.

We can act within the range of choices
generated by this model
and notice what results we get.

We are convinced
that these new paradigms
    (and the technologies they include)
are vital to
senior Army leaders
who face increasing complexities
in all future scenarios.

POTENTIALS.....

> The enhanced frame of reference
>
>> --the new way of thinking
>> about how to obtain higher levels
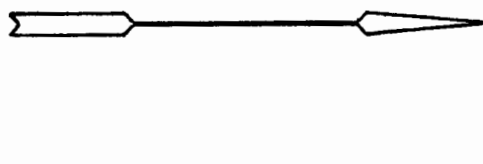>> of performance
>
> is not merely a conceptualization
> that merits the facination of model builders.

WE ALSO ARE BUILDING THE ACTUAL TECHNOLOGY

THAT ENABLES US TO OPERATE

WITHIN OUR ENHANCED FRAME OF REFERENCE

WITH CONSIDERABLE PRECISION

AND WE HAVE CHOSEN AN ETHICAL FRAMEWORK

THAT JUSTIFIES THE APPLICATION OF THIS TECHNOLOGY
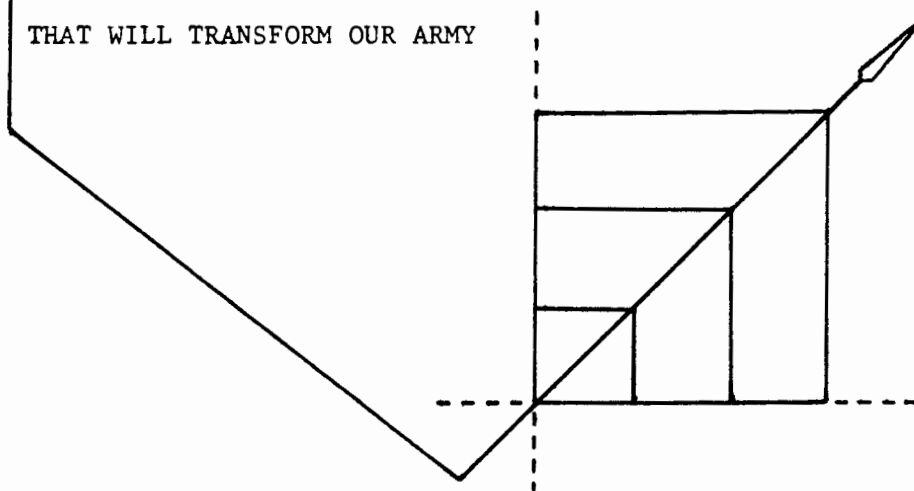
We now have the capacity to

PROGRAM

THE LEVELS OF HIGH PERFORMANCE

WE WILL NEED IN THE FUTURE

TRIGGER

THE AUTOCATALYTIC REACTIONS

THAT WILL TRANSFORM OUR ARMY

Open Systems Planning in a CONUSA

By
MAJ Fred Jefferds and CPT Jim Harmon
with comments by
LTG John F. Forrest

Major Fred Jefferds graduated from OECS with Class 1-77 and is presently OE Officer with First Army at Fort George G. Meade, Maryland. Major Jefferds received his bachelor degree from the University of Texas and a masters degree from the University of Missouri. He is a graduate of the CGSC and has served at Fort Bliss, Texas and with the U.S. Army Europe.

Captain Jim Harmon is presently assigned as an OE Consultant with the First U.S. Army, Fort George G. Meade, Maryland. Captain Harmon earned his bachelor degree from the University of South Dakota and his masters from George Washington University. He is a graduate of OECS, Class 2-77.

During his career, he has served in Korea and Vietnam and with the 82nd ABN DIV, 9th ID, USAIS and as company commander with the 9th Division.

Introduction

Providing strategic planning to large, complex organizations has become a new and exciting challenge for the organizational effectiveness (OE) community. Strategic planing is essential if these organizations are to establish directions, long-range goals and objectives, and most importantly, an understanding of their own complexity and size.

One strategic-planning method that continues to gain momentum in organizations and OE technology is Open Systems Planning (OSP). At the direction of its Commander, Lieutenant General John F. Forrest, First U.S. Army Headquarters at Fort George G. Meade, Maryland, adopted OSP in October 1979. This paper describes First Army's system, the OSP process that was developed, the results to date and, finally, expectations.

The System

The organization is one of three Continental U.S. Armies (CONUSA). Specifically, First U.S. Army covers the eastern third of the United States. It consists of a 20-state area, the territories of Puerto Rico and the Virgin Islands, and the District of Columbia. Encompassing an area of 593,000 square miles, in which more than 95 million people reside, First Army is the smallest CONUSA

geographically, but its boundaries contain about half of the nation's total Army Reserve Component (Army National Guard and Army Reserve) strength.

The National Guard of each state remains constitutionally a state-administered military force with a dual state and federal mission. Generally, the state mission is to provide units organized, equipped and trained to protect life and property and to preserve peace, order and public safety under competent orders of federal or state authorities. States retain command of any units not in federal service. The primary federal mission is to provide properly trained and equipped units capable of immediate participation in combat, through timely mobilization, in accordance with Department of the Army war plans.

The mission of the U.S. Army Reserve (USAR) is to provide trained units to perform wartime missions as an integral part of the total Army and to reinforce and strengthen the Army during a war or national crisis. Although the USAR shares this mission with the National Guard, the USAR is a purely federal force within First Army's chain of command.

First Army Headquarters is organized functionally to support and train the Guard and Reserve, and to command the Reserve and four Army Readiness and Mobilization

Regions (ARMRs). First Army staff provides policy and guidance to subordinate units and interface with FORSCOM, the National Guard Bureau and the Office of the Chief of Army Reserve on Reserve Component matters.

Responsibility for the support and supervision of Guard and Reserve training and readiness is delegated to the ARMRs, the commanders of which serve in their regions as Deputy CONUSA commanders for training, readiness and mobilization of USAR units. ARMRs accomplish their missions through readiness coordinators, readiness groups, adivsors and other indigenous resources.

The First Army Open Systems Process

In October 1979, the First Army Commander initiated an OSP operation to accomplish the following objectives:
- Define First Army's purpose and develop workable mission statements to accomplish that purpose.
- Determine First Army's focus, or direction.
- Develop a clearer understanding of roles and command relationships within First Army.
- Develop an experience base to facilitate strategic planning for First Army's complex organization.
- Create a systematic plan of goals and programs for the medium- and long-range future.

To accomplish these objectives, half of First Army's 1980 Commander's Conference (January) and a separate 2½-day conference (February) were devoted to OSP. The separate conference was highly structured and

designed generally in line with the OSP outline in Beckhard's *Organizational Transitions: Managing Complex Change*.* The minor changes to the Beckhard model depicted in the outline below are the results of past experience with the OSP process.

To date, First Army's total OSP operation can be divided into five distinct phases:

Phase I (November 1979-January 1980): Once the basic OSP concept and design were approved by the Commander, the staff and subordinate elements had to be informed and prepared for the OSP conferences. The concept and desired results were developed into an informational briefing and presented to key personnel in the ARMRs and First Army Headquarters. Concurrently, a questionnaire was given to each organization in the system in order to initiate the data-gathering process and to facilitate attendee participation at the conferences.

The briefings generally set the OSP effort's focus on First Army as a whole, inclusive of all its sub-elements, and it discouraged the view that First Army is just the headquarters at Fort Meade. The briefings further described the internal and external environments, or demand system, then operative in the organization, and explained the need to define an ideal demand system. Finally, the briefings focused on the organization's purpose and missions, and explained the concept of gaps between the present state and the desired one.

---

*Beckhard, Richard and Harris, Reuben T., *Organizational Transitions: Managing Complex Change*, Addison-Westley, 1977.

BECKHARD	1st ARMY
A. Determine the "core" mission of the organization.	A. Identify current organizational goals and issues.
B. Map the demand system.	B. Map the present demand system (who and what).
C. Map the current response system.	C. Identify the ideal demand system (who and what).
D. Map the future demand system, giving no change in organizational impact.	D. Determine the purpose of the organization (its reason for being).
E. Identify the desired state.	E. Determine the "core mission" and other mission statements.
F. List activities necessary to achieve the desired state.	F. Identify gaps/issues between current goals; demand system; purpose; core and other mission statements.
G. Define the most effective option.	G. Action planning.

Phase II (January-February 1980):
During the 1980 Commander's Conference, ARMR commanders, State Adjutants General and USAR commanders began to develop First Army's purpose and mission statements. Their work and questionnaire data were carried forward to the 2½-day conference in February that was attended by the First Army Commander and Chief of Staff, the ARMR commanders, and 17 Headquarters staff officers. The results of the two conferences:

- An agreement of First Army's purpose and missions.

- A map of First Army's current and ideal demand systems.

- An extensive list of issues (gaps) upon which to begin goal-setting.

- Basic concepts for future management of the OSP process.

Phase III (March-July 1980): The management process that evolved from the OSP conference consisted of an ad hoc committee, or steering group, and initial operating procedure. The committee members are the First Army Chief of Staff; Secretary of the General Staff; Deputy Chiefs of Staff for personnel and administration, operations and intelligence, readiness and training, resource management, and logistics; and representatives from the OE section.

The committee's basic operating procedure was to analyze the issues that came from the conference and then categorize them as those to be sent up or down the chain of command, those to be dropped as being unresolvable or insignificant with respect to missions and purpose, and those to be managed by the staff. Issues to be managed by the staff were further aligned with mission statements and assigned to a staff section responsible for establishing goals and programs (objectives) to eliminate the issue.

Phase IV (August-October 1980): This phase involved publishing the committee's progress and developing a feedback loop to analyze success or failure of implementation. A pamphlet was published outlining First Army's purpose, nine missions, 31 major goals and 69 programs to accomplish missions. The committee used the following

definitions throughout the process:

- **Purpose:** — the reason for the organization's existence.

- **Mission** — provides the organization with a direction.

- **Goal** — a desired end towards mission accomplishment.

- **Program** – a means towards accomplishing goals.

The ad hoc committee informed the staff and remainder of the organization that the pamphlet is a dynamic listing of goals and programs susceptible to environmental changes and new situations. The committee also developed and published, with the pamphlet, a feedback loop to measure implementation.

During this period, the committee institutionalized OSP by formally budgeting for the goals and programs it had developed. Staff sections and subordinate commands were encouraged to identify and cease those activities not germane to mission accomplishment, and to focus their energy and resources on stated goals and programs:

Phase V: The First Army OSP process is currently in Phase V. The 1981 Commander's Conference, conducted in January, highlighted critical OSP programs and solicited more data from subordinate commands on the process to date. Two subordinate commands have initiated their own OSP process while three others have asked First Army's OE Consultants to help examine their organizations from the OSP perspective. Also, the First Army Commander has established a quarterly OSP review to analyze feedback and progress and to make adjustments where necessary.

The Future

In addition to a continued and more concentrated focus on mission accomplishment, First Army anticipates other benefits from its OSP process.

A. Goals and programs will be the central theme to gather and process Continental Armies Management Information System (CAMIS) data. Pending CAMIS, a transitional manual system known as Project 344 is being designed with a focus, again, on OSP

programs. Project 344 will coordinate specific information requirements of OSP programs using a semiautomated reporting system (feedback) that is intended to provide units and staff with timely, meaningful data and to eliminate non-mission-oriented reports.

B. All currently assigned First Army OE-SOs (as of January 1981) and several National Guard OESOs serving within the CON-USA area have been directly involved in First Army's OSP operations. This significantly enhances the infusion of OSP technology to the command's many hierarchical levels. It is anticipated more subordinate units will experiment with OSP, thus spreading and expanding the technology even further. One major subordinate headquarters has already taken the bold step of using OSP to look at its purpose, missions and tasks from mobilization (M) to M+120 days. This is a unique look into planning — for a future we all hope never comes to pass.

C. We foresee using the OSP model as an effective transition tool for new commanders and key staff officers. If already in existence, OSP can provide an excellent process review; if not, it is an excellent management tool that sets focus and direction while getting the new commander and staff apprised of the environment.

D. First Army plans to review its entire OSP process in April 1981. At that time, using OSP technology, First Army's structure will be closely examined to see whether it serves the organization's stated purpose and missions.

Commander's Comments

Lieutenant General John F. Forrest was born in Mexia, Texas in 1927. He graduated from the U.S. Military Academy in 1949 and was commissioned a lieutenant of Infantry. He has a masters degree in journalism from the University of Wisconsin, and is a graduate of the Army War College.

General Forrest has had more than 31 years of Army service, heavily oriented towards troop duty. He has commanded five companies, two battalions, two brigade level commands and a mechanized division.

On 1 October 1979, he assumed command of the First U.S. Army.

The Open Systems Planning process served as an excellent vehicle for transition and team building when I assumed command of First U.S. Army. The process enabled me, along with my staff, ARMR and MUSARC commanders, and the Adjutants General of the states in the First Army area, to identify our common purpose and focus clearly on assigned and implied missions. The process, once started, continued to evolve, and has resulted in the definition of long range goals and the programs to achieve them. We have learned, however, that keeping a large organization focused on common objectives requires a great deal of organizational effort. Pressures arise, both internally and externally, which tend to sway the organization back to concentrating on the short term, "fixing problems" at the expense of long term goals. The danger here is that organization members will lose their professional objectivity, succumbing instead to a quick fix, or an MBO emphasis on the bottom line, as a norm. This is the critical point where each organization must find its own balance. Fixing problems is necessary, of course, but progress toward achieving long range goals is vital. The professionalism of our Army depends upon each of us maintaining our personal and collective long range perspective.

I am convinced that if complex organizations are to accomplish long range change they must adopt a management process like Open Systems Planning to manage that change. Further, if they do not develop a useful strategy, they will be merely "fixing" problems and the organization will deteriorate into self-serving fragments and eventually, fail by being irrelevant.

Credits

The individuals and organizations below contributed considerable time and resources to the First Army OSP effort. First and foremost, OSP would still be just a concept without the continued support, bold persistence, and farsightedness of the Commander, Lieutenant General John F. Forrest, and Chief of Staff, Brigadier General Theodore S. Kanamine.

CPT Jim Harmon, First Army OE Consultant, developed the framework with particular emphasis on the data-gathering and environmental-sensing essential to determining the organizations current and ideal state.

MAJ Fred Jefferds, First Army OE Consultant, coordinated the OSP effort with emphasis on the desired future state of the organization and the current to future transition process.

SGM John Watson, First Army OE Consultant, was an invaluable facilitator and assistant to both First Army's OE Consultants throughout the entire project.

The Organizational Effectiveness Center and School, particularly LTC Jim Looram and MAJ Mike Rodier, provided priceless guidance and advice on every phase of the effort.

Mr. Steve Hara, First Army Public Affairs Office, provided his time and editorial expertise to making our thoughts a readable piece.

Also providing their skills, time and effort were:

- LTC Mike Hallus — OE Consultant National Guard Bureau
- LTC Donald Dixon — First Army Personnel Management Division
- MAJ Al Gimian — OE Consultant Army Readiness and Mobilization Region I
- MAJ Joe Dinsmore — OE Consultant 76th Training Division (USAR)
- MAJ Ed Fitzsimmons
  CAPT Jennifer Jones } Ft Meade
  SFC John McFarland } OE Office
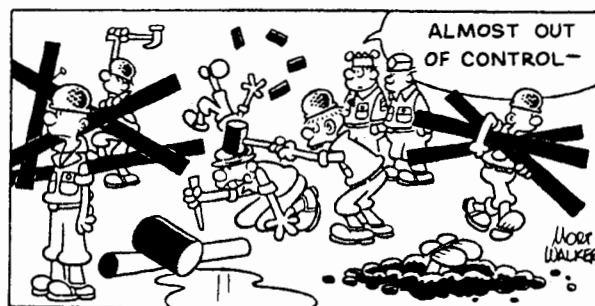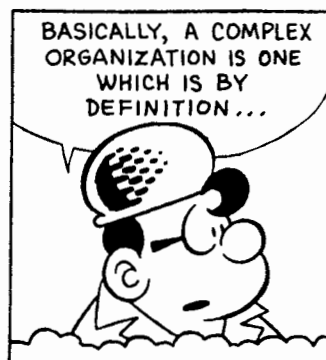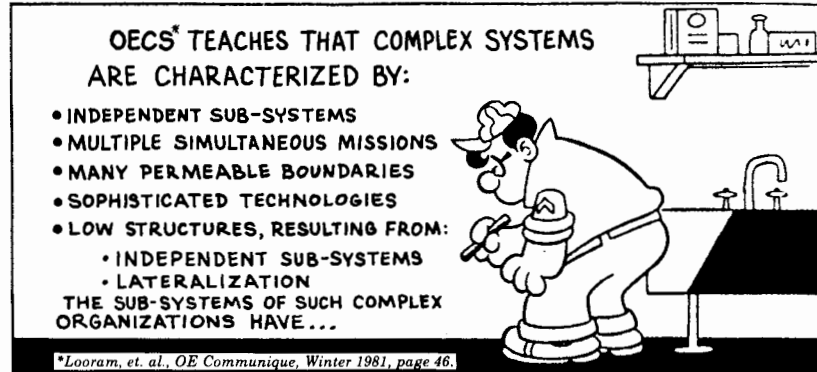
A General Theory of Living Systems

CPT John E. Price

"It is impossible that man should not be a part of nature, or that he should not follow her general order." . . . **Spinoza**

Introduction

Over the eons of time which have elapsed since mankind first stood erect and took its first steps, men and women of science have endeavored to gain a better understanding of the world in which we live and into the very nature of life itself. As an outgrowth of this natural curiosity, the discipline of systems science has emerged in an attempt to help mankind conceptualize the complex interdependencies which characterize the realities of life.

The Living Systems Theory (LST) developed by James Grier Miller presents a conceptual model which may be applied in the study of all living systems. This paradigm is generally regarded among systems scientists as one of the most complete general living system models which are presently available (Boulding, 1980; Kuhn, 1980; Parsons, 1980; Rapport, 1980).

Miller's (1978) LST is currently being used by the Systems Science Institute, University of Louisville, to explore indices of organizational effectiveness within Army battalions. This major research project, which is funded by the Army Research Institute (ARI) and the Army Training Board (ATB), and which is supported by the Commanding General of the Training and Doctrine Command (TRADOC), is expected to yield information which will be of future use to the OE Consultant. Therefore, this paper will attempt to briefly familiarize the reader with the major components of LST, present some of the salient preliminary research findings, and discuss some possible future applications of the theory.

The Theory

According to Living Systems Theory, all living systems can be arranged into seven levels according to their size and complexity.

Living systems from the simpler levels are used as building blocks to construct the more complex systems. As depicted in Figure I, the single living cell is the most simple living system, with groups and organizations falling into the middle range, and supernational bodies being the largest, most sophisticated type of living systems.

Regardless of the level of complexity, all living systems must perform 19 key processes which may be categorized into 3 major groups. The first group of processes, termed Information Processes, are designed to provide direction for and control over the living system. The second group of processes, Materiel-Resources (Matter-Energy),[1] is designed to physically transform material and resources so that the living system can produce the work required for continued survival within the environment. The third group of processes, Information/Materiel-Resources (Information/Matter-Energy), refers to the processes which enclose (boundary) the living system and the processes which give the living system the capacity to replicate (reproduce) itself, yielding a like offspring.

The exact method by which a living system accomplishes each of the 19 key processes will vary. Some living systems may not carry out a specific process themselves, but may rather get the process completed by another

---

[1]*Throughout this paper I have attempted to use more commonly understood terms instead of the rather esoteric terminology often employed by Miller. However, the reader who wishes to explore LST in greater depth may find it useful to also be familiar with Miller's terminology. Thus, throughout the paper the exact words used by Miller will be parenthetically noted after the simplified terms.*

LEVEL	EXAMPLES	COMPLEXITY
1. Cell	— Amoeba	Simple
2. Organ	— Heart	↑
3. Organism	— Homo Sapiens	
4. Group	— Family	
5. Organization	— General Motors	
6. Society	— United States of America	↓
7. Supranational	— United Nations	Complex

living system through a symbiotic or parasitic relationship. Some processes may be omitted over relatively long periods of time *but* if any process is totally eliminated, the ultimate, long-term survival of the living system is threatened.

Nine of the 19 key processes fall into the information category, eight within the Materiel-Resources (Matter-Energy) grouping, and two within the Information/Materiel-Resources (Information/Matter-Energy) classification. The 19 key processes are presented in Figure II according to these 3 major groupings.

As is usually the case with any systems theory, all of these 19 key processes are interrelated. The specific relationships between processes will vary over time and according to the present orientation and functioning of the living system. However, in the interest of simplicity, the 3 major groups of processes can be thought of as existing and interacting within the open systems context as depicted in Figure III. Also, for the sake of simplicity, the following discussion of each of the 19 key processes will be confined to an introductory level, and only the basic and more obvious considerations

Figure II

19 Critical Processes of all Living Systems

Information/Materiel-Resources

— Enclose

— Reproduce

Information		Materiel-Resources	
— Input	— Decide	— Receive	— Move
— Decode	— Monitor	— Transform	— Structure
— Circulate	— Encode	— Distribute	— Remove
— Remember	— Output	— Store	
— Relate		— Produce	

Figure III
Interrelationships of Living System Process
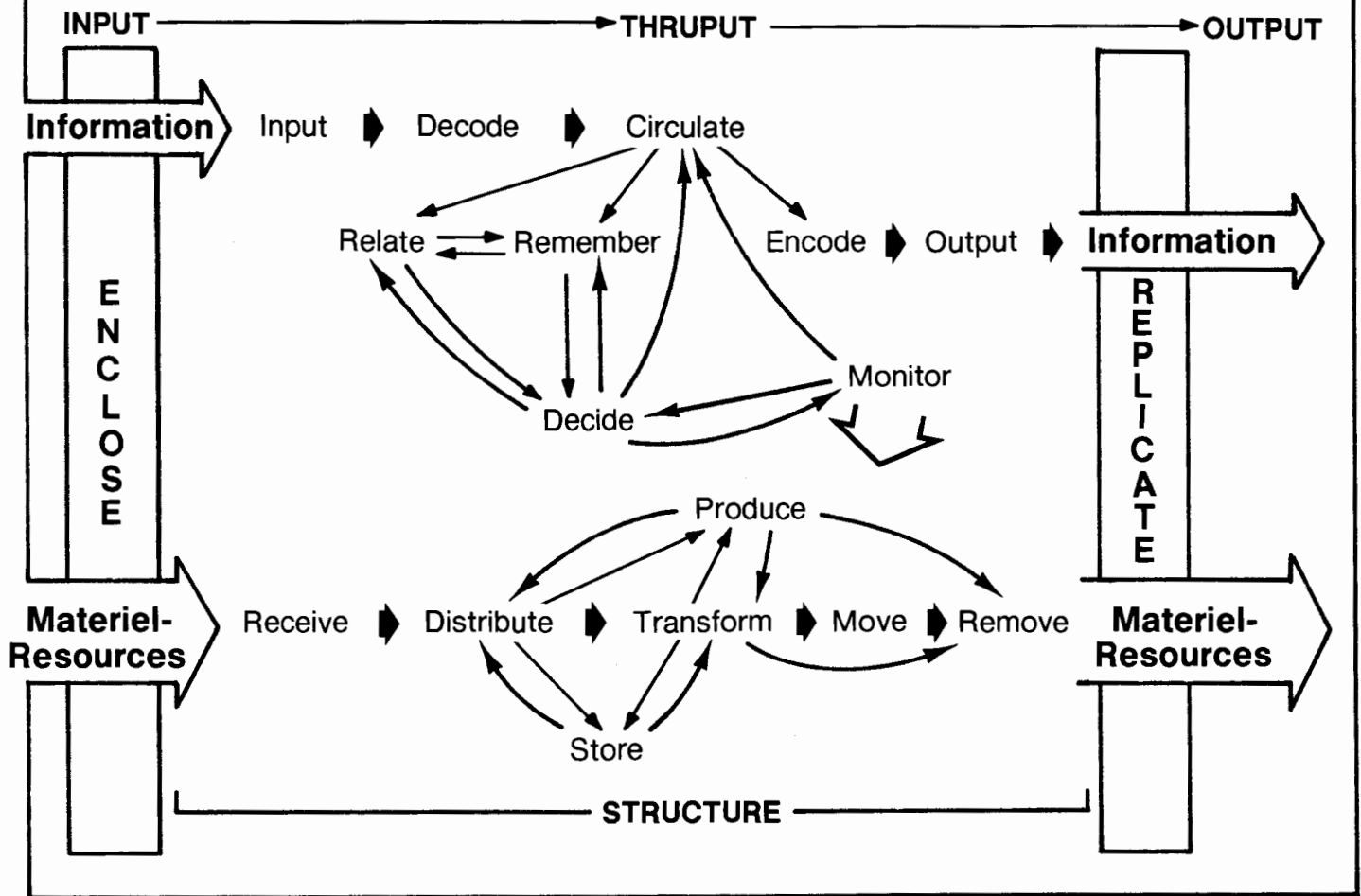
associated with each process will be considered.

Information Processes

1. Input (Input Transducer) — Living systems must gather information which resides outside the system's boundaries and then bring this information into the system. Much of the work of the battalion S-2 section may be classified as falling within the input process area. Other examples of this process within Army units include: training manuals, re-assignment orders, supply bulletins, regulations, and requisition status reports.

2. Decode (Decoder) — Once external information has been imported into the living system, it must be clarified and translated into terminology which can be understood by other elements within the system. Examples of this process within Army units include: operation plans, battalion SOPs, job books, intelligence estimates and unit schedules.

3. Circulate (Channel and Net) — Normally, Information must be shared with other elements of the system in order for it to be utilized. Thus, the Circulate process (Channel and Net) is concerned with relaying Information to other elements within the living system *without* changing the meaning of

the Information. Examples of this process include: informal, face-to-face verbal communications; radio nets, distribution centers; and meeting.

4. Remember (Memory) — Often, Information is not of immediate use within the living system but will be needed at some later time. For this reason, the living system must execute a Remember (Memory) process so that Information is stored and may be retrieved for later use. Examples of this process include: microfiche files, computer print-outs, supply document registers, PLL listings and personal notebooks.

5. Relate (Association) — As bits of Information become available, they are often linked or combined with other bits of Information in such a way that we can say that learning has occurred. The Relate (Association) process then combines Information in such a way that changes are made (or recommended) in the way things are done within the living system. Examples of this process include: prioritizing actions and selecting training methods for a specific task.

6. Decide (Decider) — Perhaps one of the most important uses of Information is in making decisions. The Decide (Decider) process is therefore concerned with using information from various sources to devel-

op directions which are designed to create action within the living system. Command directives and operational plans are examples of this process.

7. Monitor (Internal Transducer) — The internal information and processes must be monitored in an attempt to ensure that Information and Materiel-Resources are flowing in such a way that they are useful to the various sub-elements existing within the living system. Examples of this process include: development and coordination of unit training schedules, submission of SIDPERS information to the PAC by companies and preparation of daily equipment status reports.

8. Encode (Encoder) — Information available within one living system is often also needed by other living systems (e.g., some information available with the battalion is also needed by the brigade). During the normal course of events, Information destined for another living system must be translated into terminology which can be understood by the receiving system. The Encode (Encoder) process prepares Information for use outside the living system. Examples of this process include: unit readiness reports, range support requests, SIDPERS corrections, and unit ammunition/POL forecasts.

9. Output (Output Transducer) — The Output (Output Transducer) process approves and sends Information to systems outside the living system. Examples of this process include: EERs and OERs, logistical support requests, and monthly fuel consumption reports.

Materiel-Resources (Matter-Energy)

1. Receive (Ingestor) — Physical Materiel and Resources must be brought into the living system in order for the system to survive. The Receive (Ingestor) process is concerned with bringing Resources and Materiel into the system. Examples of this process include: actual acquisition of TA-50, POL, organizational property, ammunition, and the inprocessing of personnel.

2. Transform (Converter) — Often, the existing physical state of imported Materiel and Resources must be altered so that they may be used by the living system. The Transform (Converter) process changes Materiel and Resources for use within the living system. Examples of this process include: cooking food in the mess hall and training new recruits to become soldiers.

3. Distribute (Distributor) — The Materiel and Resources imported into the living system must be distributed to subelements within the system so that they may be transformed if necessary and used. The Distribute (Distributor) process carries the Materiel and Resources which have been imported throughout the living system. Examples include: distributing organizational equipment, repair parts, expendable supplies and ammunition.

4. Store (Matter-Energy Storage) — Quite often, imported Materiel and Resources are not immediately needed by the living system but will be required at some later time. The Storage process (Matter-Energy Storage) amasses Resources and Materiel for future use by the living system. Examples include: supply rooms, POL points, ammunition

dumps and vehicle motor pools.

5. Produce (Producer) — Ultimately, living systems use the Materiel and Resources imported to Produce products which are used by either the system itself and/or by other systems. The Produce (Producer) process focuses on making products or artifacts which are needed by the living system, products which are sometimes used by other systems. Examples of this process include: making training aids, locally repairing vehicles and weapons, and serving meals in the dining facility.

6. Move (Motor) — The Move (Motor) process provides the living system with the capacity to physically change its location and/or relocate its subelements. Squad maneuvers, convoys, and unit movements overseas are examples of this process.

7. Structure (Supporter) — Living systems have some type of structure so that the proper spatial relationships between component parts may be maintained. Buildings and their placement in garrison, bunkers, squad sectors along the perimeters, 155 mm emplacements, and organizational wiring diagrams are examples of this process.

8. Remove (Extruder) — During the course of life, the living system yields products and waste materiel which must be removed. The Remove (Extruder) process results in Materiel and Resources being moved from the living system and into the system's environment. Examples of this process include: the PDO, battalion aid stations, outprocessing of personnel from the unit, and placing effective fire on the target.

Information/Materiel-Resources (Information/Matter-Energy)

1. Replicate (Reproduce) — In order to survive over the long run, the living system must be able to produce a like offspring. The Replicate (Reproducer) process provides the system with the capacity to produce another living system with like characteristics. The TDA, MTDA, TOE, and MTOE are all examples of the blueprints required to accomplish the Replicate (Reproducer) process within military units.

2. Enclose (Boundary) — The Enclose (Boundary) process provids the living system with a psychological and/or physical perimeter which serves to separate it from other living systems. The battalion's designated area of operation along the FEBA and sector of fire covered by a squad are combat-related examples of this process.

Application and Research

Generally speaking, a theory may be of use to a practitioner in four (4) basic ways (Figure IV). First and at the most simple level, the theory may be used to provide a better understanding of phenomena that are observed within the world. Second, at a more sophisticated level, the theory may be used to explain phenomena and include interpretations about the interrelationships between phenomena. Third, a theory may be used to

Figure IV
Four Applications of Theoretical Modules

APPLICATION	USE	LEVEL OF SOPHISTICATION
● Conceptualization	Allows user to think about phenomena	Simple
● Explanation	Helps user understand how phenomena are interrelated	↕
● Prediction	Allows user to predict future events	
● Prescription	Guides the user's action in order to obtain desired results	Complex

predict future occurrences, events, or phenomena. Fourth, and at the most sophisticated level, a theory may be applied to prescribe actions which should be initiated in order to achieve desired outcomes.

As presently presented, Miller's (1978) Living Systems Theory is largely useful at the conceptual level only. However, through research the theory may be embellished to allow the practitioner to explain, predict and prescribe desired courses of action within living systems — specifically, Army organizations. As was mentioned previously, the Systems Science Institute with the support of the U.S. Army Training and Doctrine Command (TRADOC) is conducting research which should allow for expanded application of the LST model within Army Organizations.

This TRADOC research project has applied the LST paradigm to gather data — with the desired outcome being better understanding of the indices of organizational effectiveness. At the present time, the project has resulted in the collection of data from 35 active duty battalions, the Reserves (100th Division), and the Kentucky National Guard. The research has examined each of the 19 LST processes and investigated how each process relates to the areas of training, personnel, and logistics within "more effective" and "less effective" battalions. This is obviously a monumental research project and it is beyond the scope of this paper to detail the research methodology used or to fully discuss all the ramifications and findings emanating from the project. Therefore, the reader is directed to Figure V where some of the more salient research findings are summarized (Cary, 1980; Ruscoe, Giguet, Brown, Burnside, Cary, 1979).

The Future

As indicated in Figure V, the LST analysis of Army battalions has yielded information that may be of assistance to battalion commanders in evaluating the effectiveness of their organizations. However, it is one thing to recognize you have a problem and something entirely different to do something about it. The expertise represented by the Organizational Effectiveness Consultant provides the commander with a tool which may be employed when making necessary organizational changes that are identified through the LST assessment and it is within this "change agent" role that the OE Consultant is likely to become increasingly involved in future LST analyses of battalions.

Since the LST research is still in its formative stages of development and because analysis of the data already collected is not finished, it is presently impossible to specify exactly how and where the OE Consultant will become involved. However, it is fair to speculate that the OE Consultant will be tasked to work for commanders in an attempt to address issues discovered through the LST assessment. Many of the currently existing OE technologies should allow the OE Consultant to initially respond to these demands (e.g., action planning, role clarification, problem solving, management resonsibility charting, etc.). The Organizational Ef-

Figure V
Findings From LST Research

1. All Army Units can be described as living systems using the LST model developed by Miller (1978).
2. Living systems process analysis appears to distinguish among Army battalions in terms of their effectiveness.
3. Battalion effectiveness appears to be related to components' distribution of Time and Effort (Cost) among the 19 key processes.
4. High effectiveness battalions do Information and Materiel-Resources processing better than other battalions.
5. There are some indicators which suggest the Information processes are more important contributors toward battalion effectiveness than the Materiel-Resources process.
6. More effective units emphasize maintaining open external communications and useful administrative files.
7. More effective units emphasize enhancing the Information flow necessary to provide logistical support.
8. There are significant relationships between battalion effectiveness and the roles of key battalion personnel as evidenced by the time they devote to specific processes. For example, commanders in more effective battalions spend more time monitoring (Internal Transducer) training information than do commanders of less effective battalions.
9. The present methodology used to apply the LST Model in assisting battalion effectiveness is resource intensive, requires lengthy and tedious analysis and provides only a "snapshot" picture of battalion functioning at a single point in time.
10. In order to obtain meaningful results, the LST assessment must be "branch" specific and evaluation instruments echeloned according to system level (i.e., different instruments used at battalion, brigade, division and corps level).

fectiveness Center & School (OECS) is closely liaisoned with the Systems Science Institute at the University of Louisville, and once the analyses of the data are completed, OECS will be prepared to disseminate new OE technologies that may be identified as an outgrowth of the research. Continuation of the LST research may also impact the OE Consultant by yielding the information required to expand the current theory into the Explanation, Prediction, and Prescription applications previously discussed (Figure IV).

At the present time, the LST researchers are in the process of refining self-administered LST analysis packages which may be used by battalion commanders. Once completed, these diagnostic tools may help commanders to determine if they need the assistance of the OE Consultant, and, if so, what organizational processes appear to deserve major attention by the consultant. (The Marine Corps is currently using a similar system as part of their "Organizational Effectiveness" program.) Obviously, development of the self-administered LST assessment modules would have tremendous impact upon the future role of the OE Consultant at the battalion level.

Regardless of the research outcome, LST may be of use to the OE Consultant from another perspective. The current Department of the Army Organizational Effectiveness 3-10 Year Plan calls for the transitioning of OE into the realm of consulting within large, complex systems. Successful consulting at this organizational level requires a more comprehensive view of the system than offered by many of the models now used by field OE Consultants. LST may provide the OE Consultant with this more sophisticated systems model — a model which may also be applied to enhance the OE Consultant's understanding of individuals and groups.

Conclusion

Any systems theory can be considered to be useful if it helps the user more effectively deal with the complex phenomena with which they are interacting. The LST overviewed within this paper is generally regarded by system scientists as one of the most conceptually complete general living systems models presently available. As OE continues to transition itself into the field of management consulting, emphasizing work within large, complex systems, the need for more sophisticated and conceptually complete

systems models becomes evident. James Grier Miller's LST appears to be such a paradigm and current research around this model seems to offer students of organizational behavior a better understanding of how or organizations function and what makes them effective. □

Reference Notes:

Carg, J.S., *Applications of Living Systems Process Analysis To The Army Battalion.* Briefing presented at the Living Systems Study Advisory Group meeting, Louisville, KY, January 1981.

Boulding, K.E., Universal Physiology. *Behavioral Science,* 1980, *25,* 35-39.

Kuhn, A., Differences *vs* Similarities in Living Systems. *Behavioral Science,* 1980, *25,* 40-45.

Miller, J.G., *Living Systems.* New York: McGraw Hill, 1978.

Parsons, T., Concrete Systems and "Abstracted" Systems. *Behavioral Science* 1980, *25,* 46-55

Rapoport, A., Philosophical Perspectives on Living Systems. *Behavioral Science,* 1980, *25,* 56-64.

Ruscoe, G.C., Giguet, L.R., Brown, B.R., Burnside, B.L., and Cary, J.S., *Application of Living Systems Theory to the Evaluation of Critical Processes in the Armor Battalion: An Exploratory Analysis.* Washington, D.C.: Army Research Institute, 1979.

Those Knights in Tattered Armor: A Tale of Open Systems Planning (OSP)

MAJ Lawrence J. Gomez
CPT Steven J. Messman
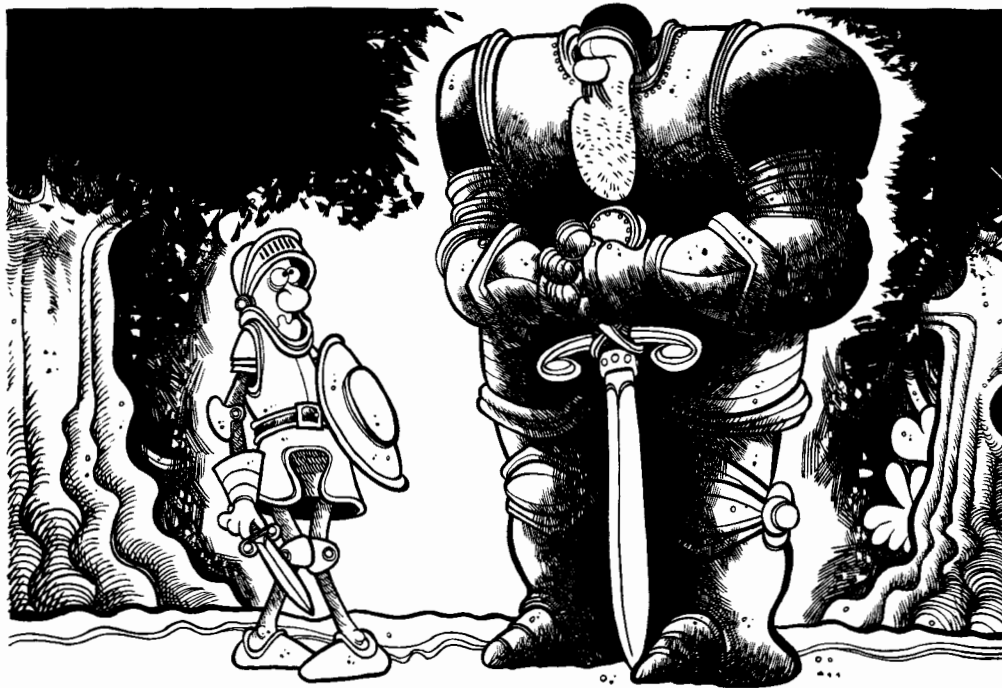
On 1 July 1980, Army Readiness Regions (ARR) were formally given a mobilization mission and redesignated Army Readiness and Mobilization Regions (ARMR). Although the change from ARR to ARMR may appear to be "slight," it has brought on a number of unanswered questions. Obvious to those personnel who work day to day with the new mobilization mission, is the fact that the ARMR was not originally configured and staffed to meet the recently energized mobilization functions.

In September 1980, MG Harvey Williams, the ARMR III Commander, with his newly assigned OE Consultants MAJ Lawrence Gomez and CPT Steven Messman, initiated steps to use an Open Systems Planning (OSP) model as a management tool to better identify and resolve some of the obvious "gaps" brought on by the mobilization mission.

Specific guidance to the OE team dictated not to spend a great deal of time wordsmithing Today's Purpose and Mission Statements. The thrust of the design was then built around the "Ideal Future State." From that point forward some 3½ months of extensive preparation began for what was to be called the ARMR III Executive Planning Workshop conducted on 9, 10 and 11 December 1980, at the Baltimore Hilton Hotel. The total design would change three times before finalized; in the pages that follow we hope to recapture some of the ideas and lessons learned as the process developed.

The Design

As a formal introduction and commitment to the new OE Program in ARMR III, the use of a transition workshop was initially recommended to the Commander. The recommendation was forwarded through the chain of command; the response received: it's a go! We immediately charted our course using the basic transition model and preparing the necessary information briefing for Commander and staff. We briefed our boss first, the Deputy Commander. Lesson Learned #1: the jargon term "transition" which we fully understood as one thing,

meant something totally different to our superiors. As a result, new guidance was received to orient the design to develop a process to outline the "transition" from an Army Readiness Region (ARR) to an Army Readiness and Mobilization Region. Thus the birth of design #2.

The third design was initiated as a result of a personal discussion with MG Williams which further pinpointed his proposed outcomes. As the design changed, the complexity increased. The outcome was clearly identified as "how do we best organize ARMR III today to meet its mission requirements for today and be best prepared to conduct its mobilization mission in the future?" We decided to use Open Systems Planning as our initial assessment tool. Lesson Learned #2: Get clarity from the actual client as early as possible.

Actually putting the design down on paper was a monumental task for our fledgling OE team who had received only a glimpse of OSP in school. Hour by hour, step by step, the design was developed by both OE Consultants. Not an easy step for two fellows that in some cases are FIRO opposites. There were days that we couldn't agree or compromise on each of our ideas and the

design was stalemated. Synergy worked in every instance (although sometimes it took days!) and the end product was an even better design whose ownership was equally and painfully shared.

The Pre-Work

We developed a milestone chart to try to keep us on track as much as possible. Our biggest effort was in traveling the 6-state region area to pre-brief the design and meet/interview each of the 36 attendees. The interview sessions (majority were individual, but 2 were group interviews) were most beneficial in assessing the acceptance/resistance to the design and facilitate the selection of groups.

Two letters were sent to each of the participants invited to the workshop. The first, a letter from MG Williams outlining the workshop which included a questionnaire to be answered and returned to the Headquarters by a specified date. This questionnaire was used as a foundation to build on throughout the 3-day process. In essence, it provided statements which outlined the missions and environmental scan for the total organization which were "ideal" and actual.

Major Larry Gomez was inducted into the US Army in 1966 and commissioned from OCS in 1967. He subsequently served in Logistics assignments in Europe, Vietnam and CONUS. He attended the Organizational Effectiveness Center and School with the infamous class 2-80 (Micro or Macro, our "tools" still fit) and graduated in July 1980. He holds a BA degree in Business Administration and is currently assigned as an OE Consultant, Army Readiness and Mobilization Region III, Ft. Meade, Maryland.

Captain Steven Messman enlisted in the US Army in 1972 and was commissioned in the Adjutant General Corps from OCS in 1973. He attended OECS with class 2-80, graduating in July 1980. He holds an Undergraduate degree in Education and is currently working on a Master's degree in Management and Supervision. He is assigned as an OE Consultant with Army Readiness and Mobilization Region III, Ft. Meade, Maryland.

The second letter outlined all of the necessary administrative details for attending the workshop. A basic agenda was provided in addition to information concerning travel arrangements, hotel accommodations and a collection of Baltimore brochures.

A decision was made to build the design around four breakout groups utilizing two facilitators in each group. A fifth grouping consisting of three OE Consultants was then used as the focal point of tracking the design process and handling the myriad of administrative details associated with the daily workshop requirements.

Every chart to be used in the conduct of the workshop was premade, formatted for uniformity and color coded using TASC Support. Tape recorders were used to record each large group presentation and report back sessions. And lastly, an unintentional blessing in disguise was the use of a 12th OE Consultant (who came as an observer) put to work re-charting report-out data and providing invaluable process observation feedback to the consultants working the design.

Building the eleven consultants into a team was a challenge we knew was vital to the success of the workshop. One teambuilding meeting was scheduled prior to the opening session of 9 December 1980. The first meeting, conducted on 25 November, was a one-day (structured) session to discuss the design and pair up team members. A copy of the design and a 20-minute tape cassette discussing details had been mailed to each OE Consultant the previous week to save time and provide an opportunity for each consultant to be familiar with the content of the design process.

The meeting went extremely well. The design was briefed and reviewed in detail; individual teams were paired. The first major design alteration was forced on us at that time when one of the OE Consultants failed to attend. As a result, rather than lose ½ of this valuable teambuilding time set aside for the design (that would have been nearly impossible to make up) it was decided to break up our own team and have CPT Messman pair up as a facilitator to fill the required vacancy. This was a decision which made the design process more difficult to manage during the workshop.

The next time the OE team met was the Sunday afternoon prior to the beginning of the workshop (Tuesday A.M.) itself. Just enough time to walk through the design once more and iron out last minute details.

One final meeting was held with the CG on Monday, the day prior to the workshop itself. This meeting provided one more opportunity for us to insure a mutual understanding of the design was in effect between client and consultants. It was. The CG also served as a great confidence builder to both of us at this crucial point in time.

The Workshop

In block form, the design for Day 1 was as follows:

1.	1330-1415	Admin announcements and opening comments	
2.	1420-1530	Small group icebreaker and "future thought" exercise	
3.		ARMR III CG presents the purpose of ARMR III for the future	
4.	1530-1800	Group 1 develops the ideal future mission of ARMR III (M-day to M+120)	Groups 2, 3, 4 develop the ideal future demand system of ARMR III (M-day to M+120)

Block 1: Opening comments by the ARMR III Commander were strong and indeed set the stage for the rest of the workshop. What was very important, and very obvious in these opening remarks was that the CG had a great deal of ownership in this process, and he was behind it all the way.

Block 2: The icebreaker we used was the messhall exercise. We found that if processed well, (The Publish and Process Step of the Adult Learning Model) the exercise was very viable. It provided the experiential learning process of information sharing, input, and synergy. The "future thought exercise" was used to develop the use of imagination and conceptualization, and to release the participants from the confines of today. Each group was told, "Picture yourself waking up in the year 2000! As you gaze out the window, what do you see?" The exercise worked quite well and was not resisted nearly as much as anticipated by the OE Consultants working the groups. One basic problem which was easily overcome was that the year 2000 is a good start, but perhaps not far enough into the future to freely conceptualize.

Block 3: Rather than having groups develop the future purpose of ARMR III, we asked the CG to present the "future" purpose statement to the groups. This provided the direction for the tasks to follow. At the same time, and a very unique point of this design, the "future state" of ARMR III was defined as being "Mobilization Day (M-day) to M+120." This future could be tomorrow, or it could be never.

Block 4: Group 1 developed the ideal mission of ARMR III for M-day to M+120. This group consisted purposefully of key stakeholder personnel within the ARMR headquarters, as well as a cross section of the other organizations represented at the workshop. Groups 2, 3, and 4 all aligned by functional workgroups, idealized the demand system for ARMR III for M-day to M+120, and prioritized demands based on 20-40-40.

Lessons Learned from Day 1:
- Have strong opening comments by the Commander. Build ownership from the start.
- The future thought exercise is important. We would use it again, however, it is extremely difficult to conceptualize the unknown. Stretch the exercise far out beyond reach.
- Stress STRESS **STRESS** "ideal" both in the demand system and mission statement.

Day 2 was as follows:

5.	0900-1100	Groups 1, 2, 3, 4 report out from yesterday	
6.	1100-1115	ARMR III CG provides groups with (actual) purpose of ARMR III today	
7.	1115-1430	Group 1 develops the (actual) mission of ARMR III today	Groups 2, 3, 4 develop the ideal demand system for ARMR III today
8.	1430-1600	Report out/summation	
9.	1600-1900	Designate 4 new groups Develop the gaps	

Block 5: Report outs were presented in the given format. The groups working the demand system reported back the ideal "WHO's" based on a 20-40-40 prioritization. For the top 20% "who's" the three most critical demands were also reported. True concensus was not achieved after the report out. Groupings were based on functional workgroups (homogeneous), so duplications were eliminated, and the three lists were

consolidated. The group working the mission statement reported out, leaving participants with the thought that the group should accept these missions for now, and when all data is posted, there would be room for modification, if required.

Block 6: At this point in time, the CG provided his purpose statement for ARMR III today. The uniqueness of the design is again seen as today is defined as "Now thru M-day." (A time period which actually is future-oriented.)

Block 7: The stakeholder group unknowingly initiated a major change to the design here. In developing the mission statements for today, they departed from the CG's (actual) purpose statement and rewrote it, thus developing an "Ideal" purpose. As a result, the intended content outcome to have the key stakeholders outline/clarify the actual mission statements and supporting stated/implied tasks for ARMR today became "Idealized."

Block 8: Same as block 5.

Block 9: Four new heterogenous groups were developed. We did this so that group ownership for all data presented during the two days by the 3 scan groups and 1 mission group would now be shared in each new group. The concept of identifying "Gaps" was outlined at this point and each individual was tasked to develop an individual list of twenty "gaps" prior to reporting to his new group. The design hit a major stumbling block at this point (See Lessons Learned).

Lessons Learned from Day 2:

• Facilitators continued to have to STRESS "ideal" in the scan groups. Often the groups would build on actual experiences about day to day operations rather than conceptualize the ideal.

• Throughout the two days thus far, all generated data was being posted on what we termed "THE WALL." "THE WALL" measured at least 60 feet long and 12 feet high and was filled with data. This in itself was a gap that we had to overcome. The information presented in this manner was simply too voluminous for people to comprehend when identifying the organizational gaps. We overcame this the following A.M. by typing and reproducing the information and posting it in two or three places in each of the small group areas.

• Introducing the concept of "gaps" was both difficult and painful. The total room was papered with data which in itself had participants' heads spinning. The mechanics in explaining the task added frustration to confusion in using terminology such as "Ideal Future Mission," "Ideal Future Demands," "Ideal Today" and "Actual Today." In addition, a scale which was to be used to weigh (prioritize) the gaps was introduced. As the participants tried to use the scale on an example, it was evident that the scale was not time sensitive to Future vs Today. Although numerous attempts were made to simplify the mechanics of the task, a sense of frustration bordering on anger was apparent as the validity of the "ideal" data was challenged. The task was challenged as fruitless in deriving at invalid gaps based on invalid data. The meeting was halted at this point in time to be reconvened in the morning. The OE team gathered in the first aid room for brain surgery!

• As the OE team studied the process, it was apparent where the stumbling block came: everything built over the 2-day process had been idealized. What we had was:

"IDEAL FUTURE" (M-day to M+120)

• Purpose
• Missions
• Tasks (Specified/Implied)
• Demands

"IDEAL TODAY" (Now to M-day)

• Purpose
• Missions
• Tasks
• Demands

The outcome for the gaps was to identify all the differences between the "ideal" states and actual operations. Mathematically, it could be shown as:

Ideal Future - Ideal Today = GAP
Ideal - Actual = GAP

Thus by identifying the "GAPS," developing solutions to them, and adding those solutions to the organization's actual operations, we would then have:

Actual Operations + GAP Solutions = Ideal State.

The basis for comparison was originally intended to be built by the stakeholder
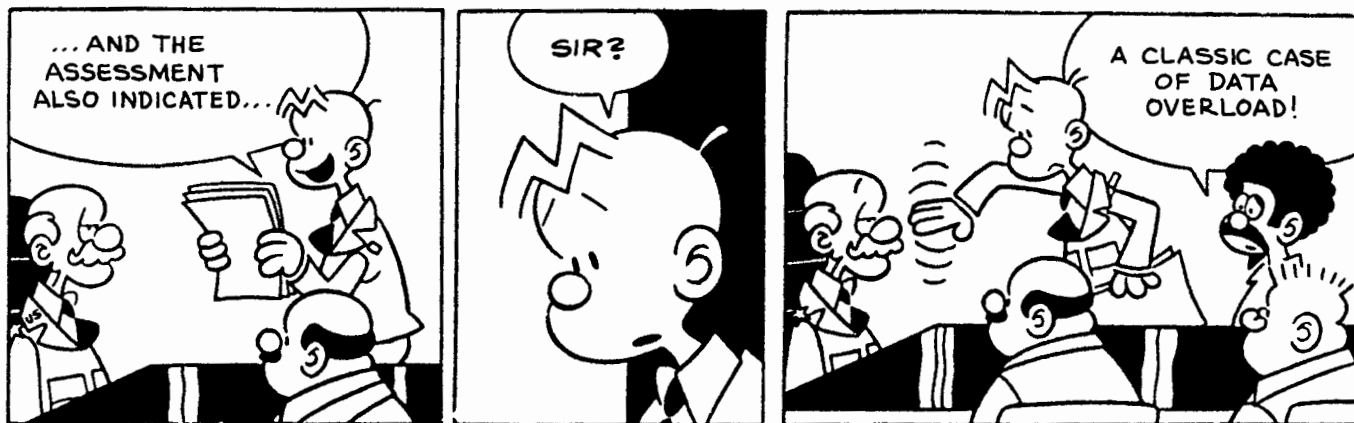
group in developing the actual mission statements and tasks in Day 2. When they developed the "Ideal" Today, they built another useful factor for comparison, but negated the actual operations base. This new dimension necessitated the recall of their day to day knowledge of the actual operations (solicited by the pre-meeting questionnaire) as the data base for comparison. Because this data base was individually carried into the meeting and not built during the 2-day process, the gap identification task was much more difficult to grasp. Luckily, we had reproduced and consolidated all the questionnaire data which we used in Day 3 for comparison.

● The structure we used to weigh each gap was a rating scale.

How frequent does the gap affect your daily operations? 1-5

How manageable would it be to overcome the gap? 1-5

How important is it to overcome the gap? 1-5

1 = not very; 5 = very

As previously mentioned, the problem with this scale is that it was not time sensitive to gaps found in the future state.

● In retrospect, we could have taken a break at the initial point where the design was challenged, recognized the frustration, and began fresh the next morning. Instead the OE team stood their ground, restated the task in several reiterations, and took on incoming hostile fire. (It appeared to be LIONS 1, CHRISTIANS ½, as the knights in shining armor received their first taste of battle!)

---

*If a man takes no thought about what is distant, he will find sorrow near at hand. — **Confucius** (c.551- 479B.C.)*

Day 3 was as follows:

10.	0900-1100	Groups 1, 2, 3, 4 identify individual gaps, weigh them and develop a group list of 20-40-40
11.	1100-1200	Report out gaps from top 20%
12.	1200-1230	CG provided guidance on the process which will be used to handle the gaps CG's closing comments

Lessons Learned from Day 3:

● Rather than going over each block we will say here that Day 3 as presented in this article is a departure from the actual design. The major departure was in blocks 10 and 12.

● The morning session was opened by a restatement of the gap identification task. All data had been removed from the walls and typed for easy reading. The CG provided supportive comments, discussed what he saw for the remainder of the agenda and the work groups took up the task. The work done through the night generated a fresh look in the large room which facilitated the GAP task. In addition, much discussion through the night revealed large group consensus concerning the task at hand which lessened doubts and provided a large "band-aid" for the OE team.

● We had planned to use group involvement to develop a process for future use of all data. Time did not permit this; therefore, the CG provided the group with his guidance. It is important to note that our primary outcome in these 3 days was not to problem solve the gaps, but to identify them and develop a process to resolve them in the future. This outcome was met.

Lessons Learned and/or re-emphasized which were not design-peculiar:

● Both of us lived with this design, preparing it for 3½ months prior to conducting the workshop. Two weeks before the workshop, a situation developed which we handled by separating ourselves; CPT Messman working a small group; and MAJ Gomez working the large group and handling design problems/administration. This team separation worked, but only at the cost of "interpersonal pain." **Never** split a team that has built itself over a period of time unless the situation **demands** it.

● Quite by accident, another OE Consultant was invited to observe the process as he was about to do something similar. He came on board two days before the workshop started. His function was as a process observer, and as such invaluable. We would recommend the use of a process consultant again.

● Take a typist with you. This is another invaluable asset who might save you some pain.

● The manager of the overall process must not concern himself a great deal with what goes on inside the small groups. Provide the small group facilitators with enough structure to get them started. Provide them with a format with which to report back on, and let them do their own work.

● Information generated by 35 people is, or can be, voluminous. It may be best to type and reproduce it as fast as you can.

● Teambuilding of the OE team itself is critical. We had only one day (approximately a week prior to the workshop) and 1½ days immediately before the workshop to do this. We can draw this conclusion: "OE Consultants are terrible at OEing other OE Consultants." Take another look at FIRO and Transcendence and the other interpersonal theories; anticipate, and work them.

● The CG announced an early closing of the final session. We noted a shift in energy at this point, more concern around rescheduling flights than determining the "gaps" which were the meat and potatoes of the workshop. We would recommend an early announcement of closing *be avoided like the plague.*

● "Trust the process," but carry a big stick to get their attention too!

EPILOGUE

An analogy that best describes the experience gained by going through this very trying OSP design from ground zero up could be likened to a baptism ceremony in which the Red Sea is poured over your head. Oh, ye men of little faith!

For even with all the wonders that King Arthur (Golden) and his jolly knights of the Roundtable (Fisher, Looram, Berg, Goodfellow, Rodier, and friends) have bestowed on thy fledging OE "pages," there remains a lesson to be learned. Hear ye, Hear ye! **"Trust the process" only works sometimes . . .**

Although this tale of OSP has provided us all with lessons learned, equally important is the period that directly followed this experience. We are still working through the data, validating gaps and developing a charter to continue the Open Systems Process.

Just as the design presented its difficult moments, so has the continuation of the process. Doses of OE energy have been imparted from time to time and, as the OSP work continues, the light at the end of the tunnel is becoming clearer.

Good King Arthur, it's been every bit as challenging as you promised. We've learned our lessons well and those that received minor wounds in battle are healing. We may appear tarnished and tattered with armor coat dented and gouged, but, victorious in the end, our spirits are high.

To you King Arthur we remain your loyal servants. Our sabers have been cleaned and resharpened for the next challenge. Standing tall, we're ready to process the hell outta 'em again and again.

Our thanks to our fellow knights for their assistance, help, observations and ferocious will to win: MAJ Frank Baldwin, CPT Robert Bell, LTC Raymond Engstrand, MAJ Allen Gimian, MAJ Fred Jefferds, CPT Jennifer Jones, LTC Mel Jones, MAJ Michael Miller, CPT Peter Onoszko, and SGM John Watson.

Our plans miscarry because they have no aim. When a man does not know what harbour he is making for, no wind is the right wind. — **Senaca** *(4 B.C.-A.D. 65)*

ARMR III Executive Planning Workshop Design

9, 10, 11 Dec 80

MAJ Larry Gomez
CPT Steve Messman

Proposed Outcomes

- Identification of the most critical tasks to be performed today (not to Mobilization Day (M-Day) and in the future (M-Day to M+120).
- Identification of organizational gaps (issues) which will hinder mission accomplishment.
- Identification of a "process" to problem solve identified organizational issues.
- Identification of a transition team/manager to continue future actions.
- Team building/role clarity of ARMR III executive staff members.
- Action plan selected organizational issues (optional).
- Recommendation of an ideal organizational structure based on present/future demands (optional).

Design Outline

Tuesday - 9 December 1980

Wednesday - 10 December 1980

Thursday - 11 December 1980

PUSHER

Beware the seeker of disciples
the missionary
the pusher
all proselytizing men
all who claim that they have found
the path to heaven.

For the sound of their words
is the silence of their doubt.

The allegory of your conversion
sustains them through their uncertainty.

Persuading you, they struggle
to persuade themselves.

They need you
as they say you need them:
there is a symmetry they do not mention
in their sermon
or in the meeting
near the secret door.

As you suspect each one of them
be wary also of these words,
for I, dissuading you,
obtain new evidence
that there is no shortcut,
no path at all,
no destination.

- Peter Goblen

Tuesday - 9 December 1980

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Introduction and general orientation 1330 - 1345	Provide all necessary administrative instructions	—Eliminate any administrative questions/problems —Set the stage as a "Taskmaster"	**OE Consultant provides information on:** 1. Hotel accommodations. 2. Planned activities. 3. Meeting room location. 4. Workshop packet (?). 5. Breaks. 6. Coffee/snacks. 7. Telephone/messages. 8. Restrooms. 9. Snack bar/coffee shop. 10. Admin POC.
CG's opening comments 1345 - 1400	Provide an overview of the workshop from the CG's perspective	—This is mine (support) —Legitimize frustrations —Challenge for success —Clarify OE Consultant roles —What I expect —Outcomes will be time sensitive to your success —Introduction of OE team	**CG comments on these items** 1. Welcome to participants. 2. Purpose of the meeting. 3. His expectations. 4. Relevance of the meeting to the future. 5. Meeting provides a strategy for future planning. 6. Anticipated outcomes. 7. Opportunity for creativity, imagination, conceptualization. 8. Role of CG. 9. Role of OE Consultant. 10. Encourage open, candid remarks.
OE Consultant overview of the Executive Planning Workshop 1400 - 1410 Break large group into 4 small groups 1410 - 1415	—Provide an overview of the workshop highlighting the 3 phases and introducing "The Wall." —Break group into 4 functional work groups	—Identifies/reenforces a structured process —Provides an instrument for group memory/history —Announces small groups	1. A brief description of "The Wall" and how data will be generated and posted in phases: Future Gap Present 2. Brief today's agenda 3. Post chart listing group breakout 4. Break out groups with OE Consultants to designated rooms. Mission - Stay in D'Alesandro SCAN 2 - Jefferson SCAN 3 - Adams SCAN 4 - Washington
Icebreaker Mission Group 1420 - 1450 SCAN Groups 1430 - 1500	—Work through inclusion. —Introduce group process for consensus/information sharing. —Provide opportunity for small groups (self introductions)	—Lower anxiety level —Model for participation —Safe/fun —Equalize some power.	1. Each small group will conduct the "Mess Hall" exercise. 2. Modifications to "Mess Hall" are up to group OE Consultants so long as at least these outcomes are achieved.

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS

Future Thought
 	
Mission Group
1450 - 1520
 	
SCAN 1, 2, 3
1500 - 1530
	Introduce the use of imagination and conceptualization to focus (ease participants) on a direction for future thoughts	—Synergy works
		—Team build small groups with OE Consultants
		—Raise energy level of participants.
		
		—Identify the risk takers vs resisters
		—Bring a future into focus
		—Build the small group towards sharing/team building
		—Build a stepping stone for future orientation required in next task
		—A risk that could be fun and lower anxiety
		—Brainstorm
			3. Suggested process is that each participant has 5 minutes to complete the sheet individually. One OE Consultant collects answer sheets and writes answers on a chart while rest of group works on group answer for 15 minutes. Group answer then posted on chart along with school answer and individual answers. Results to be processed in 10 minutes.
			
			NOTE * Participants may not know each other. Ask them. Possibly do *name/job* self introduction.
			
			1. Lead the small group in an informal discussion which conceptualizes a distant future. Example: "Picture yourself waking up after a night's sleep; the year is now 2000! As you gaze out the window, tell me what you see."
			
			2. OE teams can:
			  a. Brainstorm a list
			  b. Ask individuals to share their individual answers
			
			NOTE * The future should be conceptualized! Not an extension of today.

CG provides *purpose* of ARMR III at post-mobilization (M day to M+120) Mission group 1520 - 1525 SCAN groups 1530 - 1535	—CG provides direction on ARMR III's "reason for being" at M day to M+120. —Introduce new task with OE Consultant	—Provides a foundation to build a future based on mobilization —Publishes CG's goal for future direction —Channels the groups efforts —Provide clear understanding of new tasks	1. CG gives the purpose of ARMR III at M day to M+120 to mission group (with 2 floater OE Consultants). 2. OE Consultant insures a total and equal understanding and post on "The Wall". 3. One OE Consultant remains with group to provide new task of developing the future mission. 4. CG and other floater OE Consultant departs to SCAN groups. 5. CG provides above purpose statement to all 3 groups by opening the adjoining large doors. 6. OE Consultant insures understanding. 7. CG may now depart 8. OE Consultant provides 3 groups with new task of developing the future environmental SCAN. 9. Doors are closed. 10. Floater OE Consultant departs. 11. Groups work at tasks.

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS

Mission Group's task to develop the future mission (M day to M+120) of ARMR III
 	
1525 - 1800
	Clarify a future mission statement for ARMR III at M day to M+120	—An outline of stated missions
		—An outline of implied missions
		—A reduction of general terms
		—A core mission statement
		—A list of implied tasks for each mission
		—A structured format
			1. Select a spokesperson for the group.
			2. OE Consultant provides total data from questions 9 and 10 to this group (pre-workshop questionnaire).
			3. OE Consultant provides a copy of the FORSCOM Mission Statement for ARMRs to the group.
			4. OE Consultant provides these directions.
			  a. "Using the given information as a guide, provide a list of all stated and implied post mobilization (M day - M+120) missions of ARMR III."
			  b. "Clarify general terms with specifics; i.e., improve combat readiness."
			  c. "Select the core mission. If during the period M day - M+120, ARMR III's manpower was unexpectedly reduced by 50%, which *one* of these missions would ARMR III still have to perform?"
			  d. "For each mission statement in "a" above, what specific tasks are required to accomplish it?"
			5. Be prepared for report and present in the large group at 0900 tomorrow.
			6. Report out will be on provided format.

Ideal Future Demand System at M day - M+120 SCAN Groups 1, 2, 3 1535 - 1800	Build an Ideal Demand System at M day - M+120 from varied levels (SCAN 1, 2, 3) of the ARMR	—Share perspectives —A prioritized list by 20-40-40 of "who" should ideally be placing demands on you (the organization represented by the participant) on M day - M+120 —Provide a list of what demands those top 20% organizations should ideally be placing —Select a spokesperson —Report out in format	1. Individual's share 2. From your perspective and role in the organization, provide a group list of who should "ideally" be placing demands on your organization on M day - M+120. 3. Prioritize the top 20%, middle 40%, bottom 40% of who of those groups/organizations should be ideally placing the most critical demands on you. 4. Identify for those top 20%, what specifically should the top 3 (or minimum of 10 total) demands be. 5. Specificity to include individual sections rather than HQs or specific reports rather than general terms is essential. 6. Select spokesperson for 5 minute report out in format at 0900 Wednesday A.M. 7. Use data from pre-meeting question 13 as given - post to the wall as obstacles to achieve the ideal demand

Wednesday - 10 December 1980

TITLE/TIME	PURPOSE	OUTCOME(S)	PROCESS
OE Consultant provides rules of report out 0900 - 0905	Provides structure for report outs	—Large group understanding of what happens during report outs	1. OE Consultant in front of large group provides these rules: a. Each person reporting out will have 5 minutes to do so. b. Questions will be only for clarification, not evaluation. (The mission group reports out last.) 2. Leads into letting group spokesman come up to report; does not direct them to report.
Report out on ideal future demand system at M day to M+120 0905 - 0920	Provide each group's perspective of who is ideally placing demands and what they should be on M day to M+120	—3 lists of ideal future demand systems —Information sharing of perspectives —Agreement/conflict	1. The selected spokesperson will be provided 5 minutes to report out. 2. Report out will be in accordance with structured format.
Group summation/consensus on ideal future demand system at M day to M+120 0920 - 1000	Provide a total outline of the Future Ideal Demand System of ARMR III at M day to M+120	—Organizational understanding of the same demands at M day to M+120 —1 Demand System —Agreement —The Ideal Future Demand System posted to "The Wall"	1. OE Teams will facilitate group to eliminate duplicates 2. Anything the group cannot live with?
Report out for future mission (M day to M+120) of ARMR III 1000 - 1005	—Provide a future mission statement for ARMR III at M day to M+120	—On reporting out, spokesman will leave these ideas in minds of participants: 1. This is it for now. 2. We realize that you may not agree. 3. There is room for modification later in the design	1. A spokesperson will report out the findings of his group. 2. Spokesperson has 5 minutes to do so.
Group Summation/Consensus 1005 - 1100	—Clearly state the mission of ARMR III at M day to M+120	—Consensus will achieve an organization-wide focus on the same mission statement at M day to M+120	1. OE Consultant will reinforce outcomes A, B and C. However, OE Consultant will also state, "Is there anything listed or not listed here that anyone absolutely cannot live with?" 2. If anything comes of discussion, it may be added/noted for deletion in front of large group. This step allows input from large group to reach "consensus" 3. Call for break as time permits. 4. CG's reaction is solicited by OE Consultant during a very short break. 5. Publishing of CG's reaction by CG to large group. 6. Information is posted on "The Wall"

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
OE Consultant overview of the process —Today's agenda —Publish pre-meeting data collected which will assist groups —Develop the new task 1100 — 1110	Reinforce the sequence of the process which just built the future ARMR III at M day to M+120 1. Brief today's agenda. 2. Provide clear instructions for the next task.	—Provide a group understanding of where we are, where we are going, and what we have to do. —Focus on the building process on "The Wall" —Break large group into 4 small groups after CG comments.	1. OE team will facilitate group's understanding of all data posted to wall. 2. Provide a direction for the next step. 3. Brief today's agenda. 4. Outline pre-meeting data collected and publish as today's actual demand system (A given #3, 4) 5. Provide detailed instructions to large group on the next task (See instructions under next process.)
CG's guidance on the purpose of ARMR III today (Now — M day) 1110 — 1115	To provide to all participants the CG's direction on ARMR III's "reason for being" today up to M day.	—Provides a future foundation to build on today. —Publishes the CG's goal for today's direction. —Channels the group's efforts for today's missions.	1. OE Consultant invites the CG to take the floor. 2. CG assumes control of the group discussing ARMR III today. 3. Provides the large group with his statement of ARMR III's purpose or "reason for existence" today — M day. 4. Information is posted on "The Wall." 5. OE Consultant leads large group into new task.
Group 1's task to develop the mission of ARMR III today — 1115 — 1200 1330 — 1430 (Format at Tab E)	Clarify the mission of ARMR III today — M day.	—An outline of today stated missions. —An outline of today's implied mission. —A reduction of general terms. —A core mission statement. —A list of implied tasks for each mission. —A structured format *See format for clarity.	1. Select a group spokesperson. 2. OE Consultant provides total data to group from questions 2 and 5 (pre-workshop questionnaire). 3. OE Consultant provides a copy (if necessary) of the FORSCOM mission statement for ARMRs to the group. 4. OE Consultant provides these directions: a. "Using the given information as a guide, provide a list of all stated and implied missions of ARMR III today to M day." b. "Clarify general terms with specifics." c. "Select the core mission of ARMR III for today — M day. If tomorrow, ARMR III's manpower was cut by 50%, which one of these missions would ARMR III still have to perform?" d. "For each mission statement in a above, what specific tasks are required to accomplish it?" 5. Be prepared for report out on given format at 1430 today.

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Ideal Demand System for Today to M Day 1115 — 1200 1330 — 1430 (Format at Tab F)	Build an Ideal Demand System for today from varied levels (SCAN 1, 2, 3) of the ARMR	—Share perspectives on what an ideal today would be. —A prioritized list 20—40—40 of who ideally should be placing demands. —List of not less than 10 demands — what ideally they should be. —Select a spokesperson. —Report out in format	1. Individuals share their answers to pre—meeting question 7. 2. From your perspective and role in the organization, provide a group list of who should ideally be placing demands on your organization today to M day. 3. Prioritize the top 20%, middle 40%, bottom 40% of who should ideally be placing the most critical demands. 4. Of the top 20%, what ideally should they be demanding. Provide the top 3 demands for each or a minimum of 10 total demands. Be specific. 5. Post data from questions 3, 4 and 6 as the actual demand system and its obstacles for today. 6. Chart responses for report out at 1430. 7. Select spokesperson.
Report out on Ideal Demand System for Today to M day 1430 - 1445	Provide each groups perspective of who should ideally be placing demands and what they should be today to M day.	-3 lists of today's ideal demand system -Information sharing of perspectives. -Agreement/conflict.	1. The selected spokesperson will be provided 5 minutes to report. 2. Report out will be in accordance with structured format.
Group summation/consensus on Ideal Demand System for today to M day 1445 - 1530	Provide a total outline of the Ideal Demand System for today to M day.	-Organizational understanding of an Ideal demand system. -1 demand list -Agreement -The ideal demand system for today posted to "The Wall"	1. OE team will facilitate group to eliminate duplicates. 2. Anything the group cannot live with?
Report out for mission of ARMR III today to M day. 1530 - 1535	Provide a mission statement for ARMR III today to M day.	On reporting out, spokesperson will leave these ideas in minds of the participants: 1. This is it for now. 2. We realize that you may not agree. 3. There is room for modification in the design.	1. Spokesperson will report findings of his group on the given format. 2. Spokesperson has 5 minutes.
Group Summation/Consensus 1535 - 1600	Clearly state the mission of ARMR III today to M day.	An organization-wide focus on the same ARMR III mission statement for today to M day.	1. OE Consultant reinforces outcomes 1, 2 and 3; however, it also states, "Is there anything listed or not listed here that anyone absolutely cannot live with?" 2. If anything comes of discussion, it may be added/noted for deletion in front of large group.

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
			3. Call for a break as time permits.
			4. CG's reaction is solicited by OE Consultant during this short break.
			5. Publish CG's reaction, by CG, to large group
			6. Information posted on "The Wall."
OE Consultant overview (Focus on all data - "The Wall") 1600 - 1605	Organizational understanding of how data will now be compared/used to identify gaps 1. To model the finding or identification of possible gaps. 2. Provide instructions on new task - to-morrow's agenda	-A re-focus of the total data gathered. -A clear understanding of what is meant by the term "A Gap" -A clear understanding of the next task - to identify the gaps.	1. Review each phase of "The Wall." 2. OE team will draw on butcher paper a pictorial display of major blocks of data and explain where possible gaps can be found. 3. Task large group to develop individually a list of gaps (minimum of 20) for next 45 minutes. 4. At 1645, groups as newly broken out will meet in respective rooms.
Designate 4 new groups 1605 - 1606 (Outlined at Tab G)	Provide a cross-fertilization and ownership of all posted data in each separate group	-Some new inclusion issues may surface -Each group will have ownership to specific elements of "The Wall." -Gaps can be identified from different per-spectives within each group.	Post a new listing of groups
Develop the gaps, individually 1606 - 1645	To arrive at individually all organizational gaps.	Individual lists from each participant as to where they see the gaps in ARMR III.	1. All individuals focus their attention on "The Wall." 2. Each writes the gaps that he/she sees on a sheet of paper. 3. When finished, or at the end of their allotted time, each individual reports to his own small group breakout room.
Individually weighing the gaps 1645 - (?) (Format outlined at Tab H)	To allow the small group facilitator to pro-vide directions for his group on the next task.	-Small group understanding of what hap-pens to the gaps they just identified. -Individual ability to choose his own direc-tion in the first part of this new task.	The small group facilitator gives these di-rections. 1. Present your individual lists to the group by writing them on a sheet of butcher paper. (suggestion) 2. We have to eliminate all duplicates. 3. We must as a group choose the top 20%, middle 40%, bottom 40%. 4. We are going to do this by assigning weights to them. 5. We must be prepared to present all identified gaps, and discuss the top 20% by 1000 hours tomorrow.

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
			6. By 0900 hours tomorrow, each of you must weigh your own identified gaps by the following scale:
			a. "How frequently does the gap affect your daily operations?" Not very 1 to 5 very.
			b. "How manageable would it be to resolve the gap?" Not very 1 to 5 very.
			c. "How important is it to resolve the gap?" Not very 1 to 5 very.
			7. You have until 0900 tomorrow to assign and write a weight from each scale to each of your gaps. You may stay tonight or come early tomorrow.

Thursday — 11 December 1980

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Identify a group list of the top 20%, 40%, 40% of gaps 0900 — 0955	—To identify and prioritize a group list of gaps —Eliminate duplications —To assign a specific weight to each gap	—4 prioritized lists of the top 20%, 40%, 40% of gaps —Report out in a structured format	1. Not later than 0900 hours, each participant in the small group will assign a numerical weight (based on format) for each individual gap. 2. All gap duplicates will be eliminated and assigned a weight by consensus. 3. The top 20%, middle 40%, bottom 40% will be identified and charted. 4. Group will select a spokesperson for report out. **NOTE** * Group will insure through consensus rather than solely relying on subjective weights.
Report on ARMA III gaps 1000 — 1040	Present organizational gaps to CG	—Organization—wide focus/understanding of unresolved issues. —Information sharing. —Role clarity.	Each group will be provided 10 minutes to report out groups' prioritized gaps in accordance with structured format.
Large group consolidation of gaps 1040 — 1050	For OE Consultant to describe how all this data is going to be consolidated.	—Group consolidation of data. —Large group ownership of all presented data.	OE Consultant presents these directions to the large group: 1. This group has spent 2 days in assembling a lot of data. 2. Again, we emphasize that this meeting is not designed to provide specific answers yet.

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
			3. We, the OE Consultants, are not going to change the data. As you can see several issues show up as duplicates but are weighted differently.
			4. How do you as a large group want to resolve the discrepancies in weight? Mathematical average; take the highest, etc.
			5. OE Consultant facilitates a process to handle discrepancies.
			6. Thank you. When this is typed final, this method will be used.
Break 1050 — 1100			1. 10 minute break.
CG reactions to gaps identified/guidance 1100 — 1110 (Outlined at Tab I)	To provide OE Consultant opportunity to get guidance and present options to CG.	OE Consultant/CG understanding of what comes next.	2. OE Consultant and CG discuss reactions privately or semi—privately.
	To publish CG's reaction to data presented and provide further guidance.	Organizational understanding of where CG stands with reference to information gathered and shared.	1. Pre—meeting with CG to provide process observation points for assistance.
			2. Ask CG to address the group and give guidance for next step.

LAST PROCESS
OPTION 1

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Large group development of a process for future application of data 1110 — 1200 1330 — 1430	Development of a vehicle to institutionalize future planning using this OSP data	—Large group ownership of the process —Clear understanding by the entire group of how this data is to be used in the future —A vehicle to be implemented —Responsibilities as to who will contribute what —Direction for future movement of ARMR III	Mike Miller's analysis of a vehicle (Attached at Tab H)
Closure 1430 — 1500 (Outlined at Tab J)	CG to present closing comments	Formal end of meeting	

OPTION 2

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Small group development of a process for future application of data 1110 — 1200 1330 — 1400	Same as Option 1 except in small group	—Vehicle to be implemented —Responsibilities as to who will contribute what —Direction for future movement of ARMR III	Same as Option 1
Action plan selected topics chosen by CG 1110 — 1200 1330 — 1400	To allow 3 small groups to become involved in small group problem solving.	—Possible answers to CG on 3 selected topics —Development of goals and objectives	Suggested is Mike Mitchell's problem solving process (Attached at Tab K)
Report out 1400 — 1430			
Closure 1430 — 1500	Same as Option 1	Same as Option 1	

OPTION 3

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Small group development of a process for future application of data 1110 — 1200 1330 — 1400	Same as Option 2 except use 2 small groups	Same as Option 2 except that 2 vehicles are established.	Same as Option 1
Action plan selected topics chosen by CG 1110 — 1200 1330 — 1400	Same as Option 2 except use 2 small groups	Same as Option 2 except that 2 topics are action planned	Same as Option 2
Report out 1400 — 1430	Allow large group involvement in all work topics		
CG selects process and closure 1430 — 1500	For CG to select the process or combination of the two that he likes best and closing comments	CG selection of process that best fits his needs	

OPTION 4

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Small group development of a process for future application of data 1110 — 1200 1330 — 1400	Same as Option 2 except use 4 small groups	Same as Option 2 except that 4 vehicles are established	Same as Option 1
Report out 1400 — 1430			
CG selects process and closure 1430 — 1500	Same as Option 2 except that CG has 4 to select from	Same as Option 3	

OPTION 5

TITLE/TIME	PURPOSE(S)	OUTCOME(S)	PROCESS
Large group development of process for future application of data 1110 — 1130	Allow the large group to develop 1. The vehicle 2. The driver 3. The passengers	Large group acceptance of basic process	Same as Option 1
Driver and passengers fine tune process 1110 — 1200 1330 — 1400	Allow those people responsible for the process to develop their own direction	Finalization of process	Small group discussion
Action plan 1130 — 1200 1330 — 1400	Same as Option 2	Same as Option 2	Same as Option 2
Report out 1400 — 1430			
Closure 1430 — 1500	Same as Option 1	Same as Option 1	

CG's Opening Comments

1. Welcome to participants.

2. My purpose for this important meeting is to involve all levels of ARMR III management in a planning process to develop strategic operating plans which provide direction and organization-wide focus on the direction chosen.

3. My expectations are: That this will be a learning process for me as well as all of you. The final outcome will not be immediate results, but instead a planning process to see and overcome future obstacles. This will be a difficult 3 days. I want to recognize your frustrations with this approach to planning. I expect these kinds of things to happen. I know you have had some frustrations to this point, and I anticipate your having more before we are done. Open systems planning is quite difficult, but in my view quite necessary. I challenge you to make this 3-day effort productive and meaningful.

4. Relevance to the future of ARMR III.
   A. An understanding of each of your contributions to ARMR today and in the future.
   B. Provide a vehicle for ongoing analysis of the environment and the future.

5. Anticipate long-term outcomes.
   A. Common focus and prioritization for future direction for ARMR III.
   B. Experience in complex organization planning.
   C. Clear understanding of roles and command relationships and how we now interact to get the job done (team building).
   D. Sharpen mission goals.
   E. Create a systematic plan for the next 6-18 months.

6. Why did I ask you to respond to a questionnaire?
   A. To gain a better understanding of the demand system on your organization and the key factors which affect your organization's productivity.
   B. Provide a common insight into organizational realities.
   C. Make you aware of the difficult task of working on abstract issues.

7. Opportunity for creativity, imagination, and conceptualization.
   A. I want to hear what *you* have to say about ARMR III and *not what you think I want to hear.*
   B. Discuss anonymity of the information and the fact that the CG will not come back at a later date and make them eat their words.

8. My role during the process is:
   A. To gather information which will assist me in making future decisions.
   B. Observer of the process, not as an active participant.
   C. A pilot to provide direction at key points over the next 3 days.

9. OE Consultant roles.
   A. Not planners, but expediters.
   B. Monitor group process.
   C. Tactfully assertive and taskmasters because of time constraints.
   D. Assist the group in developing results.
   E. They are not responsible for the finished product — *you* are.
   F. Introduce ARMR III OE Consultants (Gomez and Messman).

FUTURE SCENARIO
MISSION STATEMENT
(M-Day to M+120)
(Page 1 of 2)

Mission Outline (stated/implied):
1.
2.
3.
4.
5.

Core Mission:

Definition of General Terms:

FUTURE IDEAL
ENVIRONMENTAL SCAN
(M-Day TO M+120)
(Page 1 of 2)

Top 20%

Middle 40% (on separate sheet)

Bottom 40% (on separate sheet)

FUTURE SCENARIO
MISSION STATEMENT
(M-Day TO M+120)
(Page 2 of 2)

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

FUTURE IDEAL
ENVIRONMENTAL SCAN
(M-DAY TO M+120)
(Page 2 of 2)

Top 20% placing demands with the 3 most critical demands placed

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

TODAY'S
MISSION STATEMENT
(NOW TO M-Day)
(Page 1 of 2)

Mission Outline (stated/implied):
1.
2.
3.
4.
5.

Core Mission:

Definition of General Terms:

TODAY'S
IDEAL ENVIRONMENTAL SCAN
(NOW TO M-DAY)
(Page 1 of 2)

Top 20%

Middle 40% (on separate sheet)

Bottom 40% (on separate sheet)

TODAY'S
MISSION STATEMENT
(NOW TO M-Day)
(Page 2 of 2)

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

Mission:
Tasks:
1.
2.
3.

TODAY'S
IDEAL ENVIRONMENTAL SCAN
(NOW TO M-DAY)
(Page 2 of 2)

Top 20% placing demands with the 3 most critical demands placed.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

Who:
What:
1.
2.
3.

GAP MEASUREMENT CHART

Gap Statement:

It exists between:

$F \times M \times I =$ TOTAL

Gap Statement:

$F \times M \times I =$ TOTAL

It exists between:

$F \times M \times I =$ TOTAL

Gap Statement:

It exists between:

$F \times M \times I =$ TOTAL

F = Frequency, Scale 1-5 (low — high)
M = Manageability, Scale 1-5 (manageable — difficult)
I = Importance, Scale 1-5 (low — high)

Possible alternatives to be action planned during the final stage:

1. Gaps selected by the CG.

2. ID any gaps not yet surfaced.

3. Compare what ARMR II (total organization) is doing today with the list of gaps identified. Resources committed to today's operations must be realized before an effective effort is made toward resolving the gaps.

4. Prioritization of issues (1, 2, 3, etc.)

5. Formalize and finalize ARMR III's mission statements (add or delete based on gaps).

6. Examine ARMR III's structure. Does it meet the purpose and mission.

7. Report to higher headquarters issues requiring their decision.

Procedures for addressing issues.

a. Develop vehicle for addressing issues.

b. Things to consider in developing a vehicle.
   (1) Composition.
   (2) Who's the driver.
   (3) When will the vehicle arrive.
   (4) Who charges/refuels the vehicle.
   (5) Where is it going.
   (6) How do we know when it has arrived.
   (7) How do we know it is not lost.
   (8) How are members added or subtracted from vehicle.
   (9) How is progress feedback to Region members.
   (10) How are issues added or subtracted.

Long-range planning does not deal with future decisions, but with the future of present decisions.
— Peter Drucker

STEP	QUESTIONS TO ASK TO ACHIEVE STEP
	What solution alternative (or combination) is the best choice in terms of its consequences? —What pluses and minuses? —What help in leading to solution of other/future problems? —What will the cost be? —What effects on people? Do the consequences of the best alternative justify or permit its implementation? Does the best alternative, if implemented, meet the objective?
10. Make decision	Does the solution alternative meet the objective, the constraints, etc?
11. Plan for implementation	What timetable is desirable and/or necessary? Who should be involved in taking action? Who will check to see that the action taken is on time and proceeding as planned? What will be done if/when problems in implementation arise?
12. Implement solution	Are all responsibilities and target dates clear? Are they being carried out?
13. Review and evaluate	What have I (we) learned from working on the problem that can be used elsewhere now or in the future? What problems still remain? To what extent did the solution solve this problem? What else needs to be done to insure total problem solution or solution permanence? Who should be 'informed'?

□

AN APPROACH TO PROBLEM SOLVING*

STEP	QUESTIONS TO ASK TO ACHIEVE STEP
1. Define the problem	What hurts? Why am I (are we) concerned? What are effects? What are the causes? What are the symptoms? What else do I (we) know about the problem What assumptions must I (we) make? Why does the problem exist? What do I contribute to the problem?

2. Define the objective	What do I (we) want to accomplish?
	What must change (start or stop)
	    for problem to be considered
	    solved?
	What are the criteria for success?
	How will I (we) know when the
	    objective is met?

3. Review and redefine	If the above objective is achieved, will the problem be solved? Does the problem need redefinition? Does the objective need redefinition?

4. List constraints	What are the factors that limit
	    my (our) solution?
	When must the problem solution be
	    completed/applied.
	What is the maximum cost?
	Who must be involved in constructing
	    the solution?
	What solution alternatives are not
	    allowed by virtue of Boss' opinion, bias, orders from above, or
	    because of legality, public opinion, or moral connotation?

5. List resources	Who has skill, knowledge, experience,
	    or interest that can be used in developing and testing solution
	    alternatives?
	What data, research, information,
	    or materials can be employed in developing and testing solutions
	    alternatives?
	What financial resources can be used in developing and testing
	    solution alternatives?

6. Assemble problem solving team	Do I (we) have all the resources to develop and test solution alternatives?
7. Review and redefine	Does assembled P.S. team see the problem definition and the objective as adequate?

8. Develop solution alternatives	What are the actions that could be
	    taken to solve the problem?
	Do the actions meet the objective?
	Are the actions possible, given
	    the constraints?
	What is cost of the action alternatives
	    in terms of time, money, and manpower?
	Have I (we) considered *all* the
	    alternatives even the ones
	    considered "impossible", foolish, old hat, "way", risky, not "our
	    way", etc?

9. Evaluate and select solution alternatives	What pluses and minuses will occur
	    if a given alternative is carried out?
	—What problems will be caused by
	    implementing the alternatives?
	—What are the other consequences
	    of implementing the alternative?
	Are there useful combinations
	    possible among the alternatives?

An Interview with BG(P) John R. Galvin

(Interview for the OE Communique conducted by Mr. Bob Goodfellow)

Brigadier General John R. Galvin serves as Assistant Deputy Chief of Staff for Training, HQ TRADOC. He recently participated in a 2-day conference attended by general officers and senior civilians representing all the military services and several agencies of the Department of Defense. The following interview was conducted at the conclusion of the conference.

COMMUNIQUE: General, I've heard you endorse the OE concept and the viability of the OE program within the Army. Yet I saw no evidence of OE technology connected with this conference. Since conference and meeting management is one of the areas in which OE Consultants have had a lot of success, I'm curious about why they were not used here.

GEN GALVIN: Actually, we *did* use OE methodology, and quite extensively — although we departed in some ways from what might be considered the orthodox OE procedures. Perhaps this tended to obscure the role of OE at this important conference — to make it less visible. But we gained some valuable insights as a result of OE innovations.

COMMUNIQUE: You're saying that OE was involved but in a way that's different from what is normally the case. What were the differences?

GEN GALVIN: We broke some new ground, in ways that we ourselves did not completely grasp until the conference was over. We were trying to get away from what might be called the "standard OE approach."

> *"All OE people should recognize the omnipresent danger of fascination with the medium, the experience, rather than the results."*

Many OE sessions are characterized by a circle of chairs, butcher paper charts, an

General Galvin grew up in Melrose and Wakefield, Massachusetts, a few miles north of Boston. At 19 he joined the 182d Infantry, Massachusetts National Guard, the Army's oldest Regiment, the traditional descendants of the Minute Men. As a Private First Class he was selected for West Point, entering in 1950 and graduating as a 2d Lieutenant of Infantry in 1954.

After completing Ranger and Airborne schooling and a year as a rifle platoon leader in Puerto Rico, he was sent to the Colombian Andes as a Ranger Advisor, returned in 1958 to the 501st Airborne Battle Group, 101st Airborne Division, Fort Campbell, Kentucky, where he commanded "B" and later "A" Company, and in 1960 attended the Armor Officer Advanced Course at Fort Knox.

After a year in graduate studies at Columbia University, New York City, he received a Master's Degree and an assignment to West Point as an English instructor. Following this tour he attended the Command and General Staff College at Fort Leavenworth, Kansas. As part of the Master of Military Science Program, he wrote the book, *The Minute Men*, (Hawthorn, 1967), a study of the opening battles of the American Revolutionary War.

In the period 1966-1970, he served two years in Vietnam, mostly in the 1st Cavalry Division, where he commanded the 1st Battalion, 8th Cavalry during the Cambodian incursion, receiving the Silver Star and Distinguished Flying Cross. In the latter, he was a military assistant to Stanley Resor, Secretary of the Army. He also wrote *Air Assault* (Hawthorn, 1969), on the development of airmobility.

After a staff assignment in Combat Developments Command, he attended the Fletcher School of Law and Diplomacy in Boston in the Army War College Research Fellowship Program. During this year he wrote the book, *Three Men of Boston* (T.Y. Crowell, 1974), a political study of the events leading up to the first battle of the American Revolution.

Assigned to Europe, he served as Military Assistant to Generals Goodpaster and Haig at Supreme Headquarters, Allied Powers Europe in Belgium, then as Commander, Division Support Command, and later Chief of Staff, 3d Infantry Division (Mechanized), in Wurzburg, Germany. Promoted to Brigadier General in 1978, he became Assistant Division Commander, 8th Infantry Division (Mechanized), Mainz.

In the summer of 1980, after seven years in Europe, he was reassigned to the Training and Doctrine Command, Fort Monroe, Virginia as Assistant Deputy Chief of Staff for Training.

BG(P) John R. Galvin

agenda which is developed by the participants, a facilitator, small group discussions which result in report-out sessions to the large group, and — of course — paper hanging all over the walls. This process may be appropriate in a lot of situations, but it has some disadvantages — and maybe even some dangers. What I mean is this. OE has grown from a few visionaries into a very successful organization — with its place in the Tables of Organization, for example, its own Additional Skill Identifier, its own school, its own magazine. Will OE also have its own bureaucracy, complete with a set of "trademark" approaches that become standardized to the point of stultification? Will OE become self-satisfied and comfortable with repetition of its now-classic methodologies? All OE people should recognize the omnipresent danger of fascination with the *medium*, the experience, rather than with the *results*.

COMMUNIQUE: Do you feel, then, that OE is becoming dangerously hidebound?

GEN GALVIN: I don't know. I will say this: There *is* a kind of stereotype, and it seemed to me to stand out when I first became involved with this conference. My first thoughts were directed to the importance of the meeting, since the results were sure to have an impact on the future of a major and highly critical program. At a time when my thoughts about how the conference should be conducted were hazy and ill-defined, when I was searching for objectives, tactical approaches, when I was trying to figure out who would play what role among many conflicting interests, when I needed to test and plumb the nuances and get some idea of the way things would go, I was approached by the OESO who wanted to talk about a conference design. At the appointed time he marched into my office, set up his butcher paper chart and began talking through a series of pages which outlined how he thought the conference should be conducted. Quite frankly, I was not very receptive to what he had to say. I was being clamped into the OE vise, and on that particular day it felt like the medieval iron maiden. We — the OESO and I — had a massive communication failure. It was to a great degree my fault, I admit.

COMMUNIQUE: What was it about the

GIVE AN OE CONSULTANT A SET OF COLORED MARKERS—AND HE THINKS THE WHOLE WORLD IS A SHEET OF BUTCHER PAPER!

presentation that you did not like?

GEN GALVIN: What I didn't like is just what is at the source of my problem with the way OESOs do their business. When I first talk to an OESO about some project I want him to work on, I may not be clear in my own mind about how he can assist. One valuable contribution he can make initially is to help me to understand what it is that I do want. Then, I want him to hear my ideas on the subject. I fully realize that he will have some ideas which may be as good as or even better than mine. But, when I'm asking for assistance with something I want to do, he should realize that I have done some thinking about the task and have formulated some, albeit fuzzy and preliminary, ideas as to how it should be accomplished. He has to work himself into the full complexity of the problem, understanding the objectives, the countervailing pressures, the deficiencies and strengths of the people and organization and concepts and positions, before he begins to get into matters of procedures and the now-traditional OE formulas for success.

COMMUNIQUE: And you saw this as a "formula" approach by the OE Consultant?

GEN GALVIN: For me, yes. This OESO was a stranger to me, by the way. I had never

seen him before. So, when he came in and launched into what *he* thought, I wasn't ready to listen. In my view his approach was completely wrong. I want an OE Consultant to spend time to get to know the environment of the problem, if you can call it that, and something of the people involved (including me, his client). I believe the OE school talks about making contact and developing a relationship. That, I think, is of

---

"I want an OE Consultant to spend some time to get to know the environment of the problem ... and something of the people involved (including me, his client)."

---

major importance. Your doctor or even your plumber normally has a chat with you before he gets into his procedures.

COMMUNIQUE: So, you want the OE Consultant to get to know you first so he can adapt his style to yours. Do you have any other prescriptions for the OESO?

GEN GALVIN: Let's take the OE officer functioning at the senior staff level. He has to pay more attention to the "staff officer" part of his OESO designation. He should get to know the boss as an individual, to know how he works and how he thinks. When appropriate, he should use his OE training to help his boss (client) gain clarity concerning an issue or project facing him and then seek his guidance and ideas on how it should be accomplished. I'd say, don't be afraid to present an opposing point of view. But, be sure you've done your homework to include going into the organization to find out what others are saying and thinking relative to the task. Probably one of the greatest contributions the OE Consultant can make is to provide the boss with information, to clarify the issue and the objectives, to pinpoint what it is that should be looked at, to insure full participation — to make good judgment a part of the game from the very beginning. OESOs are trained to gather information, and they do it well. Give it to the boss and tell him the things others won't tell him. He may not like what he hears, but he'll thank you in the long run.

COMMUNIQUE: You see the information-gathering capability of the OESO as a valuable assist. How else do you see his talents being utilized at your level of operation?

GEN GALVIN: Well, it's more than information gathering. It's providing a sounding board, early on, to help the client develop the totality of the problem. Incidentally, I say "client" because the boss very often does not figure in OESO work — and that is as it should be when the problem can be worked out at a lower level. But to answer your question on the use of the consultant's talents, let's take the specific problem I was involved with — the conference I mentioned earlier. I knew at the outset I didn't want an OE conference with butcher paper, facilitators, small group work and so forth. Yet, I wasn't really clear as to what I *did* want except that I knew it had to be a structured discussion of issues with my boss running the show. Initially, I provided little guidance other than that. In fact, this was a case in which "the boss" was at a higher level: the TRADOC Chief of Staff was the initiator of the conference and I was working for him in making arrangements, so I was the "client," I guess. It was to be his conference and he was

---

"... it's more than information gathering. It's providing a sounding board, early on, to help the client develop the totality of the problem."

---

going to run it. The OESOs apparently didn't like that because it wasn't the "OE way." They were definitely not too excited about my suggestions — and later my insistence — on a different approach. But they did it.

COMMUNIQUE: What kinds of things did they do?

GEN GALVIN: First of all, each of the principal participants was interviewed. Each participant was asked to discuss his views on the major issues to be addressed. Using this and other information, a large amount of good staff work was accomplished at a headquarters subordinate to TRADOC, resulting in the development of a read-ahead package

which was furnished in advance to all. This outlined the major issues to be discussed, provided detailed background information and listed TRADOC-recommended courses of action. When the participants arrived, they were well informed and ready to go to work.

"... it was a behind-the-scenes role, and an extraordinary amount of very profitable guidance, assistance, and hard work was accomplished by OESOs who were, in many cases, hardly noticed by the senior participants — a group of flag officers from the Army, Navy, Air Force, and Marines."

COMMUNIQUE: Did the OESOs have a role during the conference?

GEN GALVIN: Yes, a vital role, but it was a behind-the-scenes role, and an extraordinary amount of very profitable guidance, assistance, and hard work was accomplished by OESOs who were, in many cases, hardly noticed by the senior participants — a group of flag officers from the Army, Navy, Air Force, and Marines. As the discussion of issues began, attendees were provided with additional materials which summarized issues and recommendations and gave a format for noting agreements and disagreements. This facilitated an orderly and efficient discussion of the issues and the achievement of consensus on a number of difficult decisions. It was a kind of "fill in the blanks" paper: if you agreed with the problem and solution, OK; if not, you participated in the discussion and added your own comments to the paper. As the boss conducted the meeting, several OE Consultants were in the background recording all discussion points and conclusions. From this they prepared summary papers outlining the actions taken by conferees on each of the items discussed. Additionally, they put together — and this was key — an action plan format which specifically listed the who, what, when, and how of each recommendation.

COMMUNIQUE: How were these used?

GEN GALVIN: On the final afternoon of the conference, the summary sheets and action plans were provided to attendees. As I said, these had been prepared as the conference went along, with OE Consultants and others working around the clock, and it was a superb job of coordination. Transparency copies were also provided and, as each page was displayed on a screen by an overhead projector, the group reviewed in detail the work they had accomplished and had ample opportunity to correct any errors or make changes in the record. Also, the action plan was completed in detail so that everyone knew exactly who was committed to what. Therefore, when the conference adjourned, each conferee departed with a consensus record of agreements reached and actions required.

COMMUNIQUE: Based on my experience, what you describe was certainly different from the "normal" OE involvement in conducting a meeting or running a conference. How do you evaluate the contribution that OE made in this situation?

GEN GALVIN: Thinking back on the role of OE at this conference, I am impressed by the contribution made by a group of professionals working behind the scene. Initially, I was not sure of the potential for OE to contribute, and I felt this conference too important to risk the use of routine OE methodology at least as I knew it. But the OESOs developed some great ideas on how to run executive level meetings, ideas which proved viable in this setting. The preconference interviews were very valuable to set the

---

"... the OESOs developed some great ideas on how to run executive level meetings, ideas which proved viable in this setting."

---

stage and allow my boss to gain some "feel" as to the kind of discussions which might occur. The read-ahead package allowed participants to prepare themselves in detail. Because all had a clear picture of the agenda and the issues to be addressed, the boss was able to moderate the discussion himself and run a very productive meeting. And, by maintaining a moment-by-moment record of the discussion, preparing summaries, and keeping track of unfinished business, the

OESOs were able to keep the boss informed, thereby helping him to be more effective in achieving an outcome satisfactory to all.

COMMUNIQUE: Your description of the events of this conference certainly presents a challenge to the creativity of OE Consultants working at senior level headquarters. Is there anything else you would like to say to the OESOs in the field that may help them when working with senior officers?

GEN GALVIN: I learned to lot from this experience. I have learned that a good OE Consultant who is also a good staff officer can be of invaluable assistance to me in helping me to do my job more effectively. I hope the OESOs who read this will appreciate the importance of getting to know your "client," as I call him, and how he thinks and

---

"... if you have a solid grasp of professional OE methodologies, you are then well prepared to seek variations and innovations that will fit the specific problem environment."

---

operates. And I should add a note of caution. What worked in this case might not be just right in some other situation, and people are different. So, it's important to take the time required to find out something about the style of the person you are working for, regardless of the level at which he works. Your flexibility, or better your versatility, in approaching a problem may well be your most important asset; if you have a solid grasp of professional OE methodologies, you are then well prepared to seek variations and innovations that will fit the specific problem environment. I believe that if you take the time to do some of the things I suggest, you will find there will be more high level requests for your services.

COMMUNIQUE: Your remarks suggest several points to pay attention to when working with senior officers. First, there are a number of different perceptions about what OE is and is not, and about how OE Consultants do their business. The practitioner needs to be aware of and pay attention to this. Secondly, the OESO should avoid getting locked into a set pattern of doing things. Rather, he should adapt his style to the desires of the person for whom he is working. And, I guess the last point is that a good OE Consultant can do as much from behind the scenes in an integrator/expeditor role as he can in standing up in front of an assembly of people in a facilitator role. General, I thank you for taking time from your schedule to talk to me. I've enjoyed our discussion.

GEN GALVIN: I've enjoyed it also and I look forward to working with OE in the future. □

Mr. Goodfellow is an original member of the OECS training faculty and has been involved in the Army's Organizational Effectiveness program since the school was activated at Fort Ord in 1975. As Chief of the Consulting Skills Division of the Training Directorate, he was instrumental in developing and refining the course curriculum around a systems framework. Currently, he is a member of the External Operations Division, a traveling consulting team whose mission is to develop concepts and technology for managing and consulting in large, complex systems throughout the Army.

Mr. Goodfellow is a former Army officer and a graduate of the University of San Francisco. He holds a Master's Degree in Counseling Psychology from Ball State University and a Master's Degree in Human Resource Management from Pepperdine University.

Robert R. Goodfellow

The OE Consultant
in Combat Related Training

CPT Phil Hamilton
with comments by COL Charles P. Otstott

An OE issue that is being bounced around our organizations and the OE community is that of utilization of the OE Consultant in a combat situation. A place to start is with a review of past experiences such as those of Elisha Bahad and Gabriel Solomon during the 1973 Israeli - Arab War, and to reflect on the various articles published in our own *Communique*. After the initial research to define some of the parameters of potential utilization, it's time to look at what situations related to combat involvement where we see our skills being of necessary importance to commanders and leaders. This article presents a "Real Combat OE" Model and uses this OE Consultant's experiences to show how it can be practiced in a field training environment.

The Development of Strategy

For a long time I was stuck like a needle in a bad record groove in identifying the stages of combat. Most of the literature and OE Consultant discussions centered around combat itself but in reality there are many stages of which actual combat is only one. This realization came after two events: 1) a three month brigade size operation in which OE participated; and 2) a discussion with CPT(P) Mark Olson, Concept Development, OECS. Simply put, we have to *get ready to go* to the combat zone, we *go* there, we *fight, have a lull, fight, . . .* so the "Real Combat OE" Model might look like Fig. 1 with potential OE Consultant utilization levels.

In order to illustrate how this model is viable we can use the experiences of the Fort Lewis OE Office in the last 18 months. In July 1979 the then ADC(O) for the 9th Inf Div. BG Jack Walker, sponsored our activities in Combat Related OE by allowing us to satellite an OE Consultant at the division level (DTOC), one consultant in each maneuver brigade, and one to work with support battalions not attached to maneuver brigades. This was a four day CPX prior to Brave Shield XX in which our successes centered around assessment and feedback comments focused on:

- Information sharing
- Recording/Reporting procedures
- TOC setup and manning
- Impact of "visitors" in TOC's

Our next step was to capitalize on the successes of this CPX and take up a proactive selling role at the brigade level; two of which requested operations for the next Div CPX in Feb 1980. We were now in a position to expand our role into pre-CPX activities. At this stage a Combat Related OE briefing was scheduled in conjunction with a brigade

CPT Philip E. Hamilton is an Organizational Effectiveness Consultant 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. CPT Hamilton also serves as Program Director for the Nisqually Chapter of the American Society for Training and Development, and works with the Seattle, WA OD Network group. He has served at Fort Jackson, S.C. and with the 1st Battalion, 32d Infantry, Korea.

Figure 1—The "Real Combat OE" Model.

STAGE	OE Consultant UTILIZATION LEVEL
PRE-DEPLOYMENT • Obstacles • Expectations • Team Relationships • Expertise • Planning • Training	HIGH
DEPLOYMENT • EDRE • Combat Stress	MODERATE
BATTLE AREA INCLUSION • Equipment/Personnel • Slice Unit Integration • Task Force Structuring • TOC Functioning • Combat Stress	HIGH
PREPARATION FOR COMBAT/ MOVEMENT TO COMBAT ZONE • Enhancement of Organizational Functioning • Combat Stress	MODERATE
COMBAT	LOW
LULL IN THE COMBAT • Inclusion • Restructuring • Task Force Reorganization • Combat Stress	HIGH

level planning session. The briefing covered the following points:

- Introduction / Purpose / Objectives
- Past experiences in Combat Related OE.
- Definitions of content/process and use of content/process observations.
- OE Consultant in combat related operations and training.
- Use of Process Observation Model (modified from RB26-5, Process Performance of Battle Staff).
- Process observation comments of the planning session held prior to the briefing → experiential and models OE Consultants' capabilities.
- How the OE Consultants will operate on their particular training exercise.

Following the briefing, each brigade staff was interviewed to determine how they expected their particular section to function together and interface with other units and staff sections.

The results of working on the Feb 80 CPX with the two brigades set the stage for many future OE operations in garrison environments at the battalion and brigade level. As a by-product, a paper was written for commanders as a study of various TOC arrangements addressing potential advantages and hindrances to various configurations → "Process Observation of TOC Arrangements."

Our next desire was to go to "the field" with a battalion or brigade to test, under field conditions, the hypotheses concerning

OE Consultant utilization which had been refined under the controlled and less stressful conditions of CPX environment. This opportunity came in July 80 with the approval to send the 2d Brigade, known as the "Triple Threat Brigade" because of its combination of Mech Infantry, Armor, and Light Infantry battalions, to the Yakima Firing Center (YFC) for a brigade FTX. To add to the challenges of command the division 1) authorized the attachment of all Slice elements that support the tactical brigade (i.e. Engineers, Artillery, Air Defense, Combat Electronic Warfare Intelligence, Forward Area Support Team); 2) would conduct ARTEP's for the Mech Bn, Arty Bn, an Engineer company, and test new concepts in electronic warfare as part of the High Technology Test Bed for which the 9th Inf Div is the test division. It was the task of the Brigade Commander to coordinate the deployment, training, and re-deployment from Fort Lewis to the Yakima Firing Center 125 miles away. As the lead consultant for the brigade and many of its attached units I recruited the expertise of another consultant, CPT Chris Smith, and together we submitted a proposal for OE involvement which was readily accepted by the Brigade Commander. We now had our field test opportunity and as such spent a large portion of our time facilitating information sharing and planning for deployment (Aug - Sep 8), conducted process observation consulting for a deploying battalion under a division Emergency Deployment Readiness Exercise (EDRE) evaluation, and provided further process consulting to two battalions and the brigade during FTX's at Yakima (1 - 13 Oct).

Some of the organizational outcomes from 18 months of Combat Related OE with brigades and battalions have been:

- Bde and Bn Commanders stated that the OE efforts directly attributed to the successful completion of operations and the attainment of many objectives while providing data to be used in action-planning to reach new objectives.
- Sharing of expectations, concerns, and needs (internal/external to the organization).
- Development of a "tankers card" which was distributed to Infantry units to assist them in understanding the capabilities

and limitations of the tank platoon.
- Increased the awareness of individuals and organizations to impacts, situations, decisions, and stabilizing actions.
- Identified communication issues or concerns to commanders/staff which resulted in:
  1) Clarification of Cmd/Staff responsibilities.
  2) Improved information flow.
  3) Smoother TOC/EOC operations.
- OE Consultants served as "OE conduit" for commanders and staff in providing feedback to enhance the communication and decision-making processes.
- Through process observations, provided feedback on redundancy in recording, reporting, and coding processes → Eliminated or reduced unnecessary items.
- New plans have been developed for the functioning of Main and Jump TOC's in some organizations.
- The task force organization at the Bn level in the combined arms mode (armor and infantry companies) integrated much faster and smoother, and the organizations understood each others' needs.
- Senior commanders and staff are concerned and aware of providing adequate time for planning of difficult missions (e.g. Bn night moves, airmobiles).
- Revision of TAC and Field Maintenance SOPs.

For the OE Consultants there also have been many outcomes from this involvement:
- Provided an environment to develop and/or evaluate ideas on utilization of OE Consultants in field situations. There was high utilization and success during:
  1) Pre-deployment planning and activities.
  2) The initial phases of emergency deployment prior to wheels up times.
  3) The CPXs, particularly dealing with staff functioning and Slice element integration.
  4) The FTXs, by expanding TOC functioning and Slice integration involvement to include combined arms structuring and more complex, stressful organizational processes.
- Low utilization or less successful OE functioning occurred during:
  1) Actual deployment due to very limited sensing capabilities of OE Consultants

during air/ground movement and battle field insertion.

2) Actual movement to contact or simulated combat actions at the company level due to limited sensing and maneuver capabilities of OE Consultants.

- Individual OE Consultant professional development:

1) Participated and observed a large scale field training exercise (3500 troops, 710 vehicles) as it was planned and conducted.

2) As OE Consultants, we have observed many "different" organizations as they integrated their efforts towards attainment of training goals. Thus, many different organizations = many different functions and processes.

3) Observed a variety of different tactical training situations, many under stressful conditions, and how various leadership styles were utilized.

How is the OE Consultant Involved?

With an understanding of where we have been involved and what the outcomes were, the next step is to relate actual "how" knowledge and experiences to the "Real Combat OE" Model.

The role we project in our briefings of the OE Consultant in combat/combat related operations is "To observe and report the activities of personnel as they plan, execute, and supervise operations. To use behavioral science consulting skills to assist the organization in goal attainment." As a model this can be seen in Fig. 2.

In the organization the commander and/or staff leaders are the real "change agents". They identify a potential need for change through their own observations, or observations by others, to include the OE Consultant. Although the consultant gains entry into the organization at the request of the commander, it is for the organization as a whole the OE effort is being targeted, thus

Figure 2—Roles of the OE Consultant and Leaders in Organizational Change.

ASSESSOR	CHANGE AGENT(S)	PATH
Leader	Leader	1→2→4
Leader	OE Consultant/Leader	1→3→4
OE Consultant	Leader	1→2→4
OE Consultant	OE Consultant/Leader	1→2→3→4
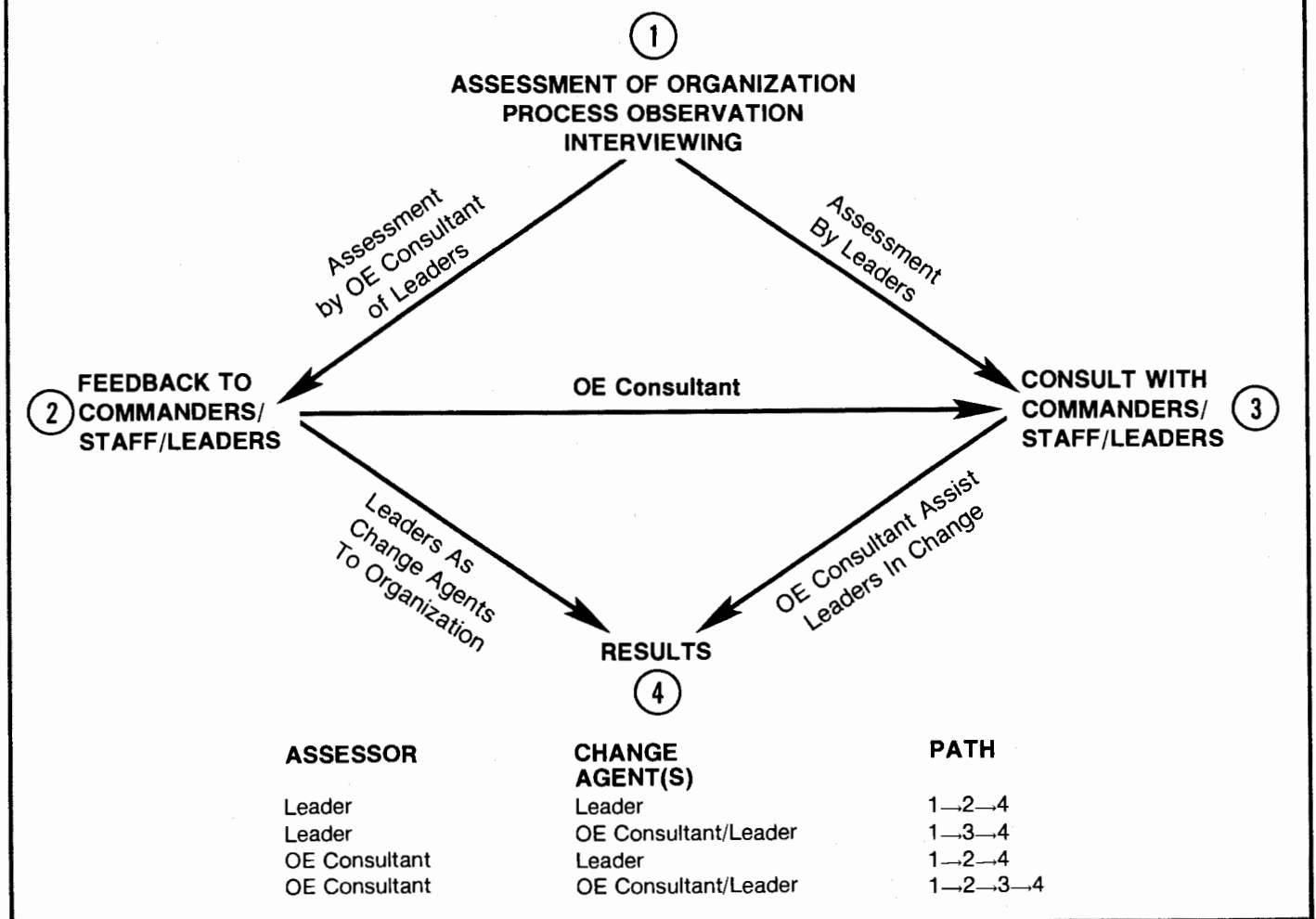
implying the OE Consultant works for the organization. As shown in Fig. 2, the pathway from assessment to results can take any of the following courses:

1) The leader makes the assessment, provides feedback, and institutes change (1→2→4).
2) The leader makes the assessment and calls on the OE Consultant to assist in organizational change (1→3→4).
3) The OE Consultant is requested to provide assessment data, it is fed back, and the leaders make the changes they desire (1→2→4).
4) The OE Consultant is requested to provide assessment data, it is fed back, the leaders use the skills of the OE Consultant in organizational change (1→2→3→4).
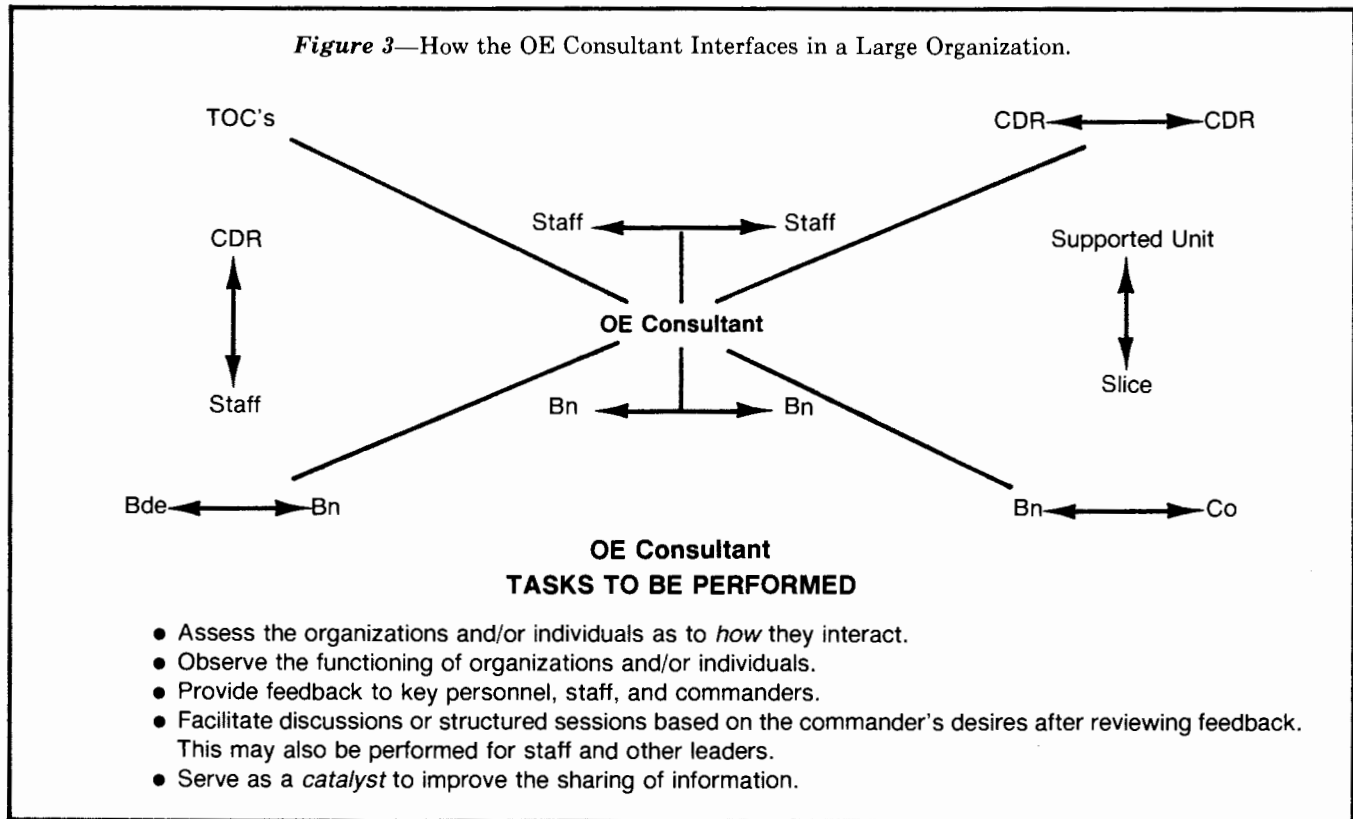
The OE Consultant can provide dynamics around the commander's options or facilitate planning and implementation by key personnel. But simply put, they can serve as a consultant in the commander's efforts to transition the organization from the less desirable present state to the more desirable future state. This same concept can work at any level of command or leadership because the OE Consultant is working for the organization allowing the leadership to become the change agents for the organization.

One particular role for the OE Consultant that was initially a by-product of OE work, but since has become more intentionally used, is that of "catalyst." First, the assessment of organizational processes through interviewing or observations has an extremely high catalytic effect on the sharing of information between subordinates and leaders, units, and individual staff sections. Secondly, the commanders and key leaders involved with the OE Consultant in process observation feedback and the change process go through an OE skill transference. They too begin to make process observations and enact change as desired which enables the OE Consultant to address other issues. This again lends itself to the "leaders as change agents" concept because they begin observing their units or staff sections behavior and choose to change those aspects that are less desirable. This catalytic action is present because the commander is role modeling to his subordinates that the use of OE in assessing the organization implies we as members can talk and take action to change aspects we determine are less desirable.

As the organization moves through the various stages of being involved in combat or

Figure 3—How the OE Consultant Interfaces in a Large Organization.

OE Consultant
TASKS TO BE PERFORMED

- Assess the organizations and/or individuals as to *how* they interact.
- Observe the functioning of organizations and/or individuals.
- Provide feedback to key personnel, staff, and commanders.
- Facilitate discussions or structured sessions based on the commander's desires after reviewing feedback. This may also be performed for staff and other leaders.
- Serve as a *catalyst* to improve the sharing of information.

combat related training, OE Consultants interface with the organization(s) in many areas. An example of a brigade level operation is pictured in Fig. 3. The way we interface blends easily with the "Real Combat OE" Model of Fig. 1. Taking each stage separately we can view how the OE Consultant could be utilized.

Pre-Deployment. Here the OE Consultant can assist the organization in assessment of where activities are in this phase. Interviewing or facilitating the acquisition of information from key commanders and staff to determine obstacles to deployment, expectations, team relationships, needs/desires of individuals or subordinate units, levels of expertise in other than their area of involvement, and priorities. This information can be published to the organization and thus provide the big picture to all involved. Potential results could be changes in planning, improved communications internal and external to the organization, changes in information sharing, understanding of roles and

tasks to be accomplished, and who the potential resources are internally and externally. The thrust is to establish in everyone's mind the present state of deployment preparation and the team involvement required to move to the desired future deployment state. This would indicate the potential for OE Consultant utilization in assessment, planning, implementation, and continual reassessment could be high.

Deployment. During the actual deployment of troops the OE Consultants are passengers to be moved. But they may find themselves extremely valuable in the activities preceding wheels up time. I'm referring to the Emergency Deployment Readiness Exercise (EDRE). Part of the planning for the EDRE is spent facilitating the use of the Role Clarification Model, Fig. 4, to analyze specific actions to be taken and what behavior is expected from key individuals. The commander can then have the OE Consultant's name placed on the organization's

Figure 4—Responsibility Charting for EDRE.

KEY PERSONNEL

ACTIONS/EVENTS	BN CDR	BN XO	Co CDR	S1	S2	S3	S4	BMO	C-EO	ETC.
EDRE related action/events in sequence										(Other Key Personnel)

A1 — Overall Responsibility
A2 — Operational Responsibility for task
A3 — Specific Responsibility for task implementation
B — Approval/Veto
C — Must be Informed
D — Must be Coordinated With
E — Will Support

Only one individual has a responsibility code A1, A2, A3 — No two individuals have the same degree of responsibility.

Minimize those with Approval/Veto power (B).

Alert Roster and we wait for the phone to ring. During the alert, the OE Consultant provides assessment of organizational processes using the modified Process Observation Model and feedback on the utility of the previous role/task work using the Role Clarification Model. This period could be 24-72 hours for a battalion size organization and longer for larger organizations. A moderate utilization level has been suggested due to the general feeling that EDRE planning is really part of pre-deployment and the majority of deployment time will be spent traveling or waiting. One area of assistance during this traveling/waiting could be in sharing knowledge of combat stress. A lot of individual and organizational "stress buttons" will be pushed when the balloon goes up, and knowing what the indicators are would be beneficial to leaders.

Battle Area Inclusion. Upon arrival in the battle area the OE Consultant will be working to smooth the acceptance of personnel and equipment thrust together in an unfamiliar location to perform the combat mission. Process observations and limited interviewing will provide the majority of assessment data for the commander. Primarily this data will deal with inclusion and control issues of which some may be:
- Receiving pre-positioned equipment.
- Integrating tactical maneuver and support elements unfamiliar with organizational procedures.
- Operating in unfamiliar surroundings (terrain, personnel, cultures).
- Initial reactions to the combat theater of operations and proximity to combat → combat stress.

Many of these have been dealt with by OE Consultants and leaders in the CPX/FTX environments, particularly around Slice element integration, task force structuring and operating in somewhat familiar surroundings. At the brigade level commanders are increasingly requesting the involvement of Slice units in planning, training briefs, officer's calls, and social activities. This interaction has shortened the inclusion time a Slice unit goes through when they go to the field with the supported unit. Other actions have been to place Slice units on the same training cycles as the supported unit and to attempt to send representatives always to the same units. These actions increase Slice

and attached unit's knowledge of the supported unit's procedures and behaviors. These inclusion issues should indicate a high potential for OE involvement.

Preparation for Combat/Movement to the Combat Zone. Here the prime factor will be the enhancement of organizational functioning. Fine tuning of the process the organization uses and the interaction of personnel (communicating, decision-making, information gathering/sharing). The OE Consultant can provide process observations of the organization as it prepares for combat, utilizing personnel and procedures likely to be used in combat. The environment still enables the OESO/OENCO to be used in a consultant role if the commander desires to induce change. These activities have been practiced at the battalion level as units move from the Yakima or Fort Lewis cantonment areas, travel to training areas, and set up in the field environment. Based on these experiences the OE Consultant utilization level has been moderate as time becomes more constrained, the units are making adjustments to situations, and the OE activities are somewhat limited to observation.

Combat. With all the *behavior, process,* and *interpersonal skills* we OE Consultants possess, our security values will have high priority as we revert to almost a pure process observer role. Observing organizational functioning and being aware of combat stress conditions implies OE Consultant interventions will be limited to emergency situations and most observations will be retained for feedback during lulls in combat. Therefore our utilization level will be low.

Lull in Combat. As the unit begins to assess its status based on personnel and equipment losses, and to evaluate its actions, the OESO/OENCO can provide observations from the combat stage. An increased awareness of combat actions will result in more psychological stressors until troops become seasoned to the combat environment. Due to losses and gains in personnel and equipment, inclusion issues will surface as replacements arrive and units restructure and task organize. The OE Consultant can again continue assessment activities, feedback to leaders, and be utilized in a consultant role as commanders and staff are dealing with the many content issues of what has happened, what

changes are being made, and what preparations need to be made prior to combat continuing. During the FTXs and CPXs this has been a very active time in facilitating the reflective viewing by commanders, staff, and leaders, then consulting for desired change.

As the combat or combat related training continues, the organization will cycle through the combat stages as depicted in Fig. 3. The organization may find itself in similiar environmental situations, but there will be systemic changes in equipment, personnel, structure, mission, and leadership (see Fig. 5). Although personnel will become seasoned to the environment of combat, heightened stages of combat stress will be experienced requiring other initiatives.

In summary, the OE Consultant can play a significant role in combat readiness through participation in a unit's combat related training program; CPX, FTX, and EDRE activities. The process begins with *initial planning,* continues through *implementation,* and the *results should be apparent as*

Figure 5—The Organization as a System.

A CHANGE IN ONE OR MORE AREAS HAS THE POTENTIAL OF EFFECTING ALL OTHERS
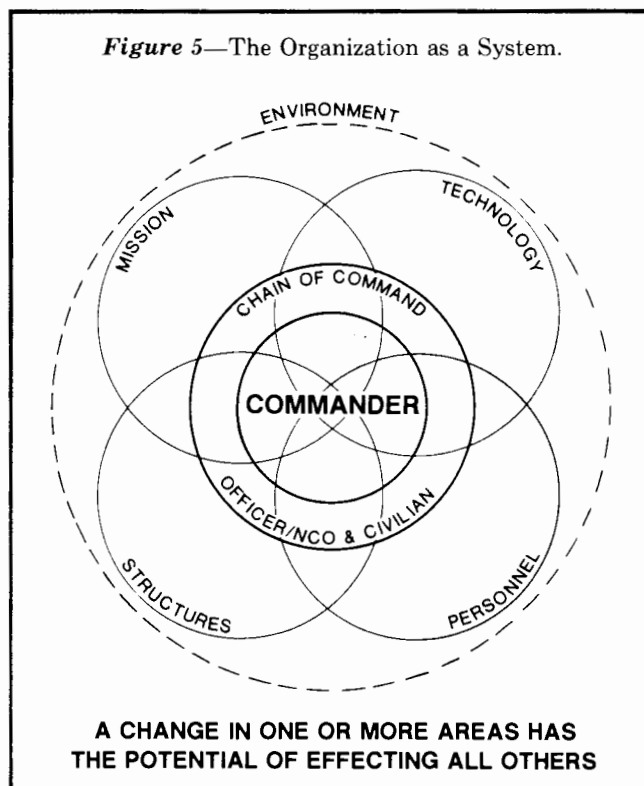
these activities pay off during training evaluations or potentially in combat itself.

Comments
by COL Charles P. Otstott

The benefits of using OE in the planning, preparation and conduct of our CPX in February and our FTX in October 1980 were direct, tangible, and highly important to the success of both ventures. TOC operations was a major area of concentration. With the OE Consultant's help, we were able to recognize and eliminate dysfunctional physical characteristics of the TOC interior as well as some behavioral barriers to effective communications.

The tangible results were:
— Better flow of information within the TOC.
— More rapid and effective integration of supporting fires and other combat support elements.
— A better recognition by all of the team effort required for brigade combat operations.

Another major area of assistance by the OE Consultant lay in the predeployment work they did for us before the FTX. OE Consultant assessments of the effectiveness of the information flow up and down the chain during the planning phase caused me to convene a series of meetings to insure that major and subordinate commanders and staffs were in sync on deployment planning. Many potential problems were surfaced and resolved early as a direct result of these meetings. The problems covered a broad spectrum including ration cycles, POL resupply, training area allocation, barracks allocation, maintenance facility adequacy, and others — areas addressed in our LOIs or operation orders but not in enough depth or specificity to satisfy the minions who execute. The face-to-face meeting format initiated by the OE feedback was highly beneficial in smoothing out the rough spots of our deployment.

COL **Charles Otstott** is currently the Commander of the 2d Brigade "Triple Threat Brigade", with the 9th Infantry Division, Fort Lewis, Washington. COL Otstott has also been involved with OE as the Battalion Commander of the 1st Battalion, 46th Infantry in the 1st Armored Division and while serving as Chief, Manpower and Force Programs Analysis Division, Program Analysis and Evaluation Directorate, Office of the Chief of Staff, Army.

REFERENCES

1. French, Wendell L., Bell, Cecil H., Jr.; *Organization Development;* Prentice-Hall, Inc.; 1973.

2. *Guide to Assessment of Organizational Process Performance of Battle Staffs;* Human Resources Research Organization; RB26-5, 1978.

3. Hamilton, Philip E.; *Process Observations of TOC Arrangements;* 1980.

4. Lippitt, Gordon and Ronald; *The Consulting Process in Action;* University Assoc.; 1978.

5. Melcher, Robert D.; *Roles and Relationships: Clarifying The Manager's Job.*

6. Olmstead, John A.; *Factors in Organizational Effectiveness;* Human Resources Research Organization; RB26-1; 1971.

7. Mitchell, Eddie; *To Win The First Battle, Use Combat Related OE,Communique,* Winter-1981, p.25.

OE Produces Results

CPT Eddie Mitchell

Since the establishment of OECS, Army commanders and resource allocators have challenged OE Consultants to explain "What good is OE?".

In 1980, the OECS Evaluation Directorate finalized a Cost Benefit Analysis of 97 OE operations which addressed the above question. The following is the Executive Summary from that report.

EXECUTIVE SUMMARY

1. GENERAL. This report contains a cost benefit analysis of the OE activities conducted in the U.S. Army during the period March 1979 to March 1980. The calculations and conclusions are based on the following information sources: a sample of OE operations (n=97), a survey of general officers (n=25), a survey of Leadership and Management Development Course attendees (n=448), OECS training records, and the 1979 OECS external evaluation survey (n=185). The analysis was accomplished in two phases.

2. ANALYSIS OF THE SAMPLE: In phase one, the 97 OE operations were analyzed to identify the sample characteristics. It was found that 13.4 percent of the operations *clearly* showed positive dollar benefits of $3,708,459. These benefits were of two types: $2,167,824 or 58.5 percent of these benefits were actual dollar savings where the Army was able to reduce the amount of men and material resource expenditures; $1,540,635 of these benefits were opportunity savings. This report defines opportunity savings as incidences where a unit more efficiently employed its resources to accomplish its mission. An example of such savings as documented in one of the 97 sampled operations, was where an Air Cavalry Troop used OE and developed improved operating procedures which increased the amount of time unit maintenance people were available to work on aircraft by 300 hours per week. The dollar value of the maintenance personnel time was subsequently computed as opportunity savings.

3. SAMPLE RESULTS PROJECTED TO THE WHOLE ARMY: In phase two, standard sampling procedures were used to identify and *estimate* the total return to the Army derived from all OE operations conducted during the one year period. First, the 97 operations were accepted as a representative sample of the operations conducted by the Army's OE Consultants. The analysis then simply required estimating the benefits, subtracting the expected costs and reporting the results. This analysis revealed that with an estimated activity level of 3743 OE operations the returns to the Army from allocating resources to OE were:

$ Benefits = +$142,515,196 (Actual and opportunity savings in dollars, time, or personnel)

$ Costs = −$56,790,539 (Dollars, time or personnel)

$ Returns = +$85,724,657 (Actual and opportunity savings in dollars, time, or personnel)

It should be understood that this 85.7 million dollars of returns is composed of actual dollar savings and opportunity savings. This analysis does not attempt to estimate those two amounts separately. But, the 85.7 million dollar figure does represent the degree of impact of OE in the US Army. Even under a worst case situation, the returns are substantial as shown here: a 95 percent confidence interval was developed around the 13.4 percent segment of positive dollar operations mentioned above. This confidence interval revealed that the percent of successful operations clearly showing positive dollar benefits could be as low as 7.5 percent of all the conducted OE operations. Even at this low success level the returns to the Army would be +$23,102,926.

4. QUESTIONS: Some readers will question the magnitude of the return figures described. Such skepticism is expected since this is the first cost benefit analysis to be completed in the dynamic and complex field of management consulting in the US Army. The return figures may become more acceptable however, if the reader considers that commanders conducted 3700 improvement operations at all levels of the Army in units as divergent as headquarters, hospitals, depots, schools, and combat units where thousands of people and billions of dollars are

NOW I SEE THE BENEFITS OF RESULTS-ORIENTED OE!
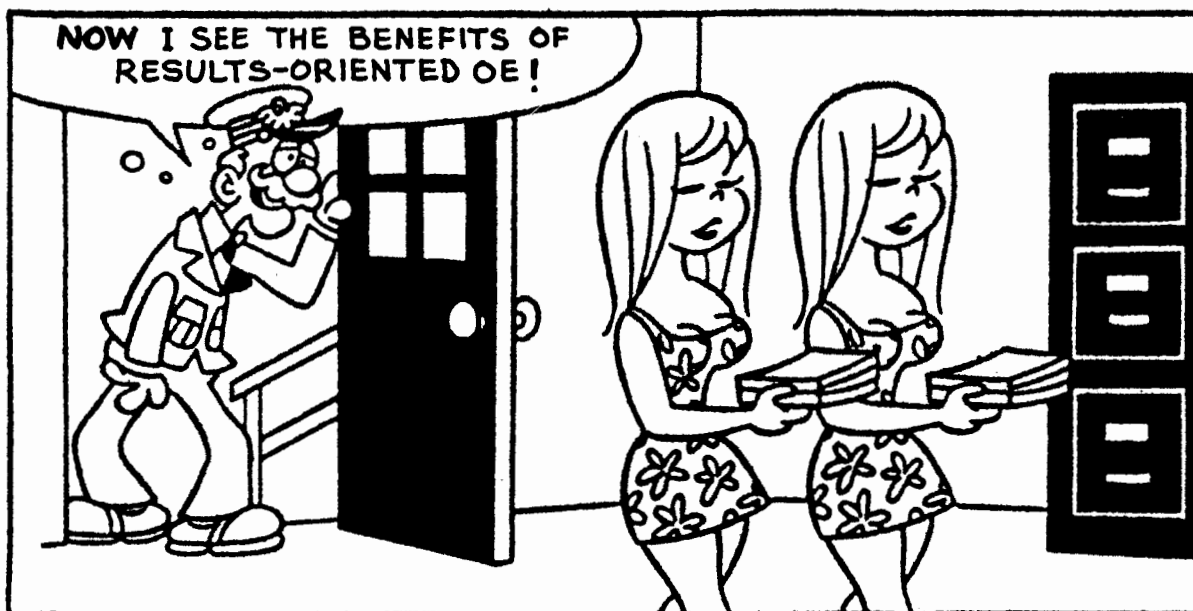
involved in their operation. In fact, the return figures reported appear to be the tip of the iceberg since 77.3 percent of the sample OE operations indicated benefits were achieved, but the *amount* of changes were inadequately described, thereby prohibiting an accurate analysis of the cost-savings incurred.

5. CONCLUSION: The Organizational Effectiveness (OE) process as employed by the US Army is cost effective. In a time of limited resources, complex problems, data overload and rapid change, OE provides an additional management methodology which commanders can use to measurably improve their unit mission capability and either markedly reduce the costs of running their units or gain greater return on resources expended.

These findings could not have been developed without the contributions of the numerous OE Consultants who professionally documented their operations and submitted releasable copies to OECS. Special thanks is offered to the OE Consultants listed below who provided case studies clearly showing positive quantitative and qualitative benefits derived from their OE operations.

LTC Gerald Pike; **MAJs** Bob Brace, Charles Brockway, Barbara Curtis, Roger Graham, George Iler, Glenn Lazarus, Michael McNeese, Clarence Morton, Tex Morton, Jay Tate; **CPTs** James Bishop, John Boynton, Tony Distephano, Philip Hamilton, Eddie Mitchell, Robert Moberly, W. L. Stewart, William Taylor; **MSG** John Clouse, **SGC** Tommy De-Grom, **SFC** Leeward Richard, **SSG** Thomas McLaren; **Civilians** - Ms. Elyce Milano and Mr. Hank Siegel. □

Work Environment Improvement Teams: A Military Approach to Quality Circles

SFC Ronald B. Konarik
SSG Wayne Reed

INTRODUCTION

The decade of the 80's brings with it new and increasingly complex challenges for the Army — challenges that will not only task the highest levels of the chain of command but will also be felt at the very depths of our organizations. If we are to meet these challenges and effectively solve them, we must readjust our current decision-making philosophy. We must return the authority and responsibility to those who can bring about the most effective change possible.

In his White Paper General Meyer stated, "We must focus on teamwork at the lowest level of our organization where cohesion is most essential." If we are to achieve this end and gain high group cohesiveness and teamwork, we must ensure that people have a sense of confidence in their leaders. To build this confidence we must provide our people, at all levels, the opportunity for more involvement and participation in areas that affect them.

So, you ask, "What can be done? How can we go about getting our people more involved in their work environment?" We think a possible solution is the Work Environment Improvement Team (WEIT). WEIT, a concept which is closely aligned with that of Quality Circles, is an organizational improvement strategy which we think may just be the strategy necessary to address organizational challenges and build group cohesiveness and teamwork. It is not just another short-term, quick-fix implementation or workshop, but rather, a philosophy of management to be implemented at the lowest level of an organization. The concept is based on the assumption that people can be creative and contribute to solving operational problems by participating in the decision-making process on matters affecting them. There is evidence from Socio-Technical Systems (STS) and Living Systems Theory (LST) that the best (and least expensive) place to control problems is as close to the source as possible. While WEIT may require a change in how one relates to people, it does not require a change in the managerial or organizational structure. The leader is still the leader and the final decisions rest with him or her. Can WEIT be effective within the military structure? You bet it can! How? Let us begin by looking at the history.

HISTORY

Since the Work Environment Improvement Team is a military adaptation of the Quality Circle concept, we feel that if people are to understand its principles, they must first be aware of the history behind Quality Circles.

Interestingly, it was an Army General, Douglas MacArthur, who began the groundwork for what later became known as Quality Circles. As Commander of occupied Japan, he was committed to a policy of putting the Japanese economy back on its feet following the devastation of World War II. To implement his policy he called on Dr. W. Edward Deming, an American expert in statistical quality control. In 1954, four years after Deming introduced the concept of statistical quality control, Dr. J. Juran, a renowned quality control professional, began introducing the total control concept to the Japanese. It was this approach to quality which involved everyone in management and formed the basis for the Quality Circle program that emerged several years later.

During the following eight years, the Japanese molded the teachings of Deming and Juran, the research proposals of American organizational specialists Peter Drucker and

Chris Argyris, and the motivational theories of Douglas McGregor and Abraham Maslow into a unique style of management. In 1962 Dr. Ishikawa, a professor at Tokyo University, developed the Quality Circle concept based on these new-found principles.

The Quality Circle concept did not find its way to the United States until 1973. The first major breakthrough occurred when Wayne S. Rieker introduced the concept at Lockheed Corporation in California. Since that time approximately 400 Quality Circles have been started in numerous organizations in the United States.

The first DoD applications came in September 1978 at Hill Air Force Base, Utah. This application of Quality Circles has proven so successful that it has been expanded to include 16 circles in just over two years. Other programs include the Sacramento Army Depot (begun in 1979 — 12 circles) and the Alameda Navy Aircraft Re-Work Facility (begun in 1980 — 5 circles). Presently the United States Army Depot Systems Command is in the process of initiating the largest Quality Circle program within the military structure.

DEFINITION

Simply defined, WEITs are voluntary groups of people who have a shared area of responsibility, report to the same supervisor, and are able to address the same problems using problem-solving techniques. WEITs meet at scheduled times, usually one hour per week, to identify, analyze and solve problems within their work environment. If a solution is outside the WEIT's purview, then presentations are made to the next higher authority for resolution.

Although the definition is simple, there are several key points. First, the group meeting to discuss and solve problems is composed of the average soldier. Generally, in the military, problems are discussed and solved by those in higher positions of authority and the soldiers, at best, are only expected to identify problems. Second, soldiers not only identify problems, but analyze and seek solutions to their work environment problems — a practice almost unheard of in the military. The third and final point is that soldiers make presentations/briefings to higher authority. This is also an almost unheard of phenomenon.

PHILOSOPHY

We have known for years that motivation is not something we do to people; motivation is something people do to themselves. We can, however, set the environment which enhances the probability of obtaining a motivated workforce. Therefore, in order for people to become motivated to accomplish organizational objectives, we must provide them a means to get more involved in the process of the work itself. WEIT does just that.

If you drop a pebble into the center of a pond, ripples will expand until the entire pond has been covered. As Figure 1 represents, WEIT has the same effect on an organization. Once WEIT has been firmly implemented, the organization tends to see improvement in four areas; individual attitudes, group cohesiveness, unit performance, and organizational effectiveness/readiness.
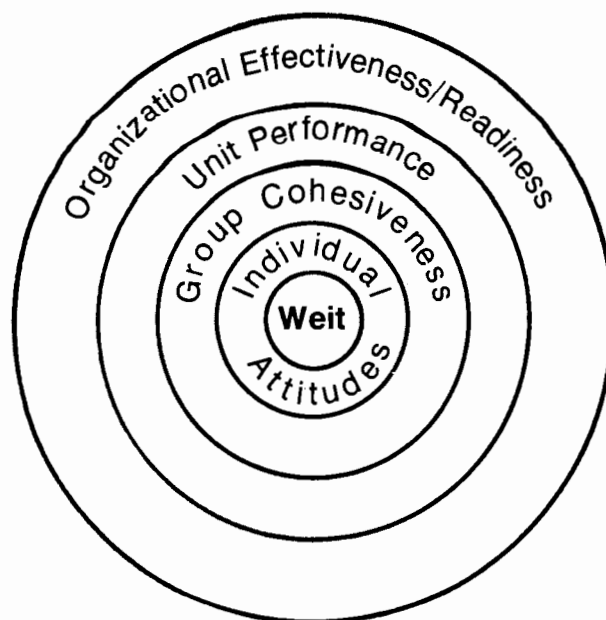
Figure 1
WEIT'S PHILOSOPHY

The first ripple will generate improved individual attitudes. The opportunity for involvement in addressing work environment related problems will lessen feelings of alienation, meaninglessness and boredom which can lead to poor attitudes. Involvement not only includes identifying and developing alternatives to these prolems, but also provides the opportunity for workers to present their recommendations to a higher authority. This simple act of respecting the

human dignity of our people increases the likelihood that they will develop a more positive attitude toward the organization.

The second ripple is group cohesiveness. When the attitudes of team members are positive, a greater feeling of meaningfulness develops, recommendations are more frequently listened to, and a better chance of achieving group cohesiveness results. Individual members are drawn together as one by a common vision. Striving to find the best possible solution to problems which threaten their work environment becomes established as a common goal.

Unit performance is the third ripple. As group cohesiveness and teamwork improve, there is a corresponding increase in unit performance. When members are able to work together in a cohesive manner toward a common vision of improving their work environment, the overall unit will benefit through a higher level of performance. This higher level of performance generates an increase in the overall effectiveness and readiness of the organization, the fourth and final ripple in our pond.

Overall, WEIT seeks not only to improve the quality of work life of our people, but improved achievement of both unit and organizational goals as well. An individual's motivation is improved intrinsically when s/he becomes personally involved in the job and perceives that those in higher authority appreciate that s/he can provide creative intelligence as well as physical attributes to the organization.

STRUCTURAL ELEMENTS

The suggested structure for WEIT within an organization is represented in Figure 2. A quick review of the structural elements shown how WEIT fits naturally into the formal organization. There are 8 basic elements that comprise the structure: commander/manager, subordinate commander/manager, steering committee, coordinator, team leaders, team members, technical support staff, and union officials. An Equally important element which is not reflected in Figure 2 is that of the non-member. The non-members represent that portion of the organization which chose not to become involved in a WEIT but must abide by the WEIT's recommendations; they must implement the desired solution.

Figure 2
WEIT'S STRUCTURE

UNION OFFICERS

COMMANDER/MANAGER
Provides overall support and reviews major team recommendations.

STEERING COMMITTEE
Composed of commander/manager, key personnel, coordinator, and union leadership. Sets policy and organization support for WEIT.

SUBORDINATE COMMANDER/MANAGER
Provides on-going support, makes suggestions, responds to teams' needs and wants.

TECHNICAL SUPPORT STAFF
Provides technical assistance and data to teams.

COORDINATOR
Coordinates teams' activities, trains members, clears roadblocks.

TEAM LEADERS
Coordinates team meetings and may train new members.

TEAM MEMBERS
Identifies, selects, analyzes problems; recommends and implements solutions.

Commander/Manager — Subordinate Commander/Manager

There is little difference in the behaviors of these two levels of authority in regard to implementing WEIT within an organization. Both must display full commitment to the concept. They must support it in such a way as not to become domineering. Failure to display commitment/support causes the team to struggle for success and limits its performance potential. Providing support does not require that commanders/managers give up their management prerogatives; however, it does require that they recognize the people's prerogatives, listen to what is said, and pinpoint areas they do not wish addressed.

Commitment and support can be manifested in a number of other ways. First, it can be displayed by a commander/manager simply taking time to attend team presentations. There is no stronger indicator of non-support than allowing your people to prepare a recommendation and then not finding time to be present for their presentation. The commander/manager who does not plan to listen to a group's recommendation should not permit the group to spend time developing it. Second, leader support should be made clear to everyone by making formal announcements throughout the organization about the program and by inviting other stakeholders to attend the team meetings. A third way to indicate commitment and support is to communicate with team members, stay informed as to what they are doing and at least once a month set aside time to discuss with them their progress. Further, the commander/manager may have to react to a recommendation by saying no, not now, or not that way. If this occurs, the leader has the responsibility to provide supporting information back to the team. Failure to do this can cause loss of enthusiasm in the group and can even result in the demise of the team. Finally, the commander/manager can show his or her interest in what the team is doing by asking the group members to work on one of his/her own problems. This also expresses confidence in the members' abilities.

Steering Committee

The steering committee is composed of members from every major function in the organization, including the union if it represents the civilian employees. It is important that the coordinator also be a member of this committee. Priority should be given to selecting staff personnel over line personnel. Line personnel tend to be less effective — because of their control orientation, they might have an adverse impact on the committee.

The steering committee is responsible for establishing program objectives and resources. They set the boundaries, so to speak. They meet regularly with the coordinator and provide guidance and direction to the teams. The fact that the committee is composed of members from major functions of the organization results in incorporation of the concept throughout the organization. The makeup of a steering committee might be the battalion staff or, at company level, it might consist of the commander, the executive officer, the 1st sergeant, and platoon leaders.

Coordinator

The coordinator is the person who is the key to success of the WEIT program. S/he is the one who ties it all together. The coordinator has overall responsibility for the operation of the program and must therefore be a member of and work closely with the steering committee. Other functions of the coordinator include: training leaders and members, coordinating between teams and other organizations, encouraging non-members to join, scheduling team presentations, and maintaining records of all team activities.

The coordinator's educational background can be varied. However, the individual should possess the qualities of a good teacher, have a people orientation, be achievement motivated and have the capacity to recognize the contribution of others even though s/he had a major part in effecting the process. The coordinator should also have high credibility within the organization as well as the power and authority to get things done. S/he should be a well organized self-starter and believe in participative management techniques. Examples of appropriate candidates for this position include the executive officer or S-3 in a battalion and the executive officer or training officer in a company.

Team Leader

The team leader is the person who actually

facilitates and is responsible for the operation of the team. As such, this person should be the supervisor of the people who comprise the team. The team leader must work closely with the coordinator to assist in the training of team members.

If the supervisor chooses not be the leader or the team members do not desire their supervisor to be the leader, there can be problems — the least of which is what to do with the supervisor when the team meets. More important is the fact that if the supervisor is not involved in the solution, s/he may become quite estranged from the work group which demonstrates its ability to go around him or her. If such a situation occurs, the coordinator should help the team through these individual conflicts by getting them to work together in an unthreatening atmosphere where ideas can be exchanged openly. In such instances there might be a need to precede the entire process with some careful team building.

In addition to presiding at meetings, the leader is also responsible for ensuring that all members get involved making necessary assignments and maintaining regular communication with higher authority about team activities. Possible team leaders might be section leaders, platoon leaders or platoon sergeants.

Team Members

The team members are the basic element of the WEIT concept. They are a voluntary group drawn from those who report to the same supervisor. They meet regularly to apply problem solving techniques to select and analyze problems within their work environment. If they have problems, they can call in a technical support specialist to assist them. The members also make recommendations to the commander/manager of possible solutions and implement those solutions which are accepted.

Technical Support Staff

Should team members have a problem which they cannot resolve, they can call a specialist to attend their meeting to assist in solving the problem. The specialist is to serve as a consultant and provide the necessary technical assistance and data to the team. Utilization of a technical support specialist also helps to break down conflicts between elements of the organization and

people by getting the people to work together as a team. Examples of technical support people include Organizational Effectiveness (OE) Consultants, maintenance specialists, transportation specialists, training officers, training NCOs, etc.

Union Officers

When a civilian workforce is involved, it is important that any union representing them be kept informed about initiation of the WEIT concept and its activities. This can be accomplished by including a union representative on the steering committee. Do not make the union something special but rather, utilize its representative as you would any other specialist.

ACTION-DECISION PROCESS

The Work Environment Improvement Team (WEIT) is the very heart of the concept. As the name implies, it is improvement oriented. The WEIT process itself follows an action-decision methodology, a methodology that requires a decision to be made on each action before the next action can be considered.

As Figure 3 indicates, the process begins with the identification of problems — problems which initially will be unique to and directed toward improvement of the specific work environment in which the team members operate. The team members first identify and list the problems. They select a problem from the list to analyze and then they formulate appropriate recommendations for solution. It is possible that a problem and its solution are such that the immediate supervisor can implement the solution without further approval. After the recommended solutions have been presented to the commander/manager, they are reviewed and one is selected for implementation. The change(s) are then implemented by the appropriate people. Soon after the initiation of the implemention, the evaluation (described below) is set in motion to track the effectiveness of the change(s). While this follow-up evaluation is taking place, the cycle begins anew.

Identification

The problem solving cycle begins with the identification of problems the team may wish to address. Problems are not team specific; they can also be of concern to the

Figure 3
WEIT'S PROCESS

Identification of Problems for Resolution
- Team Members
- Commander/Manager
- Staff
- Others

Selection of Problems for Analysis
- Team Members

Analysis of Selected Problem
- Team Members
- Technical Support Specialist as Required

Recommend Solution to Problem
- Team Members

Follow-up Evaluation
- Team Members
- Coordinator

Implement Solution
- Team Members
- Commander/Manager
- Staff
- Sections

Approval of Solution for Implementation
- Commander/Manager
- Steering Committee

Solutions
- Commander/Manager
- Steering Committee

When Appropriate

commander/manager, staff or others. Initially, it is important to allow the team to work on those problems that bother them the most. Although some of these problems may not actually affect improvement in the work environment, members are allowed to get things "off their chest."

The commander/manager, staff and others should be encouraged to bring problems and issues to the attention of the team. This does three things: 1) it decreases the time required for the WEIT concept to permeate throughout the organization; 2) it is a great compliment to the team to have their commander/manager request their help; 3) it increases the number of problems to choose from and thereby increases the team's chances of selecting a meaningful and challenging problem.

Selection

Once the problems have been identified, the team members must select the one problem they wish to work on. Because of the voluntary nature of the team, it is important for the team to operate autonomously at this point. It is also important for others to ... ...uiring the team to work on

their particular problems. That is not to say that the commander/manager cannot request the team to work on a specific problem, but the team should be approached with discretion. It is highly unlikely that team members will say no to the boss.

Trying to manipulate the team into thinking they have a choice about which problem to work on can be dangerous. The commander/manager should not ask a question if s/he does not want to hear the answer. The team must have the right to say they feel other problems are more important or that they are already working on a problem. If this cannot be done, then problems must be solved in the traditional manner.

Analysis

This action step allows the team members to expand their contribution beyond identification of a problem for someone else to solve. It requires the team members to use a variety of problem-solving techniques to analyze and solve the problem they have chosen. The team may have to be cautioned at this point not to tackle a problem it cannot handle. Initial successes are important morale builders and make it easier for a

BIBLIOGRAPHY

Beardsley, J.R. and Dewar, D.L., *Quality Circles*. Undated.

Rieker, Wayne S., *Quality Control Circles: The Key to Employee Performance Improvement*. Quality Circle, Inc., 1978.

Scott, Beverly Ann, *Quality Circles: An Employee Participation Program That Works*. President's Papers, Fall 1980 OD Network Conference, SF, CA. Oct 6-10 1980.

SFC Komarik has been a member of the staff and faculty of OECS since August 1978. After graduation from class 3-78, he performed duties as a platform instructor for the sixteen week OE Staff Officer Course for two years. He is presently a member of the Concepts Development Directorate, Research Division, which is responsible for monitoring, managing and conducting research relevant to Organizational Development in the Army. He holds a Master's Degree from Pepperdine University in Human Resource Management.

SFC Ronald B. Komarik

SSG Reed entered the Army from McCormick, South Carolina, in August 1969. Assignments have included five CONUS posts and two tours in Germany. A Graduate of the OENCO pilot class 1-79, he served as an OENCO for thirteen months in the 56th FA (Pershing) Brigade in Germany. He is currently assigned to the Concepts Development Directorate at OECS and is pursuing a BA degree in Organizational Psychology.

SSG T. Wayne Reed

On Dealing with Others

An Address to the
Twenty-eighth Annual National Prayer Breakfast Assemblage
Fort Ord, California, 5 February 1981

Colonel William L. Golden
Commander, USA Organizational Effectiveness Center and School

Fellow members of the Fort Ord community and the special guests. I am very pleased to be a part of this, the 29th annual edition of the National Prayer Breakfast; very pleased to have been invited. Thank you for the introduction and kind remarks. It was a bit different from that at my last opportunity to speak, where the introducer said: "The outstanding guest speaker we invited for today needs no introduction. That's because he couldn't be here, so here's Bill Golden." And my thanks to the Post Chaplain for inviting me and permitting me to be here today. I am rather surprised that the Chaplain is here this morning because he's been very busy. As you probably know, the Chaplain's Office recently announced that they have documented 86 different kinds of sin, and now their office is besieged with requests for the list of 86 by people who think they're missing something.

As indicated in the introduction, I am the Commander of the US Army Organizational Effectiveness Center and School. We who are in the business of OE believe in getting results: of improving Army organizations, through better organizational structuring, better ways of using resources and better ways of doing business. While it seems an odd source of information and guidance about organizations and how to run them, and about how organizational members should deal with each other, the Bible provides some of the best management and leadership tenets to be found. Some examples:

- On organizing people and work; when Moses was in charge of the flock he found himself dealing with everybody individually. He was spending all of his time dealing with people one on one. He was ineffectively using his time, allowing some problems to go unattended and generally just not getting the job done. Finally, his father-in-law came to Moses and told him that his effort wasn't properly organized — that there was a better way to do his job. His father-in-law said, in Exodus 18: 21 and 22:
"... Choose able men from all the people, such as fear God, men who are trustworthy and who hate a bribe; and place such men over the people as rulers of thousands, of hundreds, of fifties, and of tens. And let them judge the people at all times; every *great* matter they shall bring to you, but any small matter *they* shall decide themselves; so it will be easier for you, and they will bear the burden with you."

- On the most productive relationship between seniors and subordinates; from Mathew 23: 11-12.
"He who is greatest among you shall be your servant; whoever exalts himself will be humbled, and whoever humbles himself will be exalted."
And amplified in Mark 10: 43-45
"... .But whoever would be great among you must be your servant, and whoever would be first among you must be slave of all. For the son of man also came not to be served but to serve, and to give his life as a ransom for many."

- On the relationship between you and your fellow workers, your peers; from Luke 10: 25-27:
"You shall love . . . . . thy neighbor as thyself."

Each of you is a member of many organizations — some formal and some informal; your work group — your sports team — your social activity. And each of you acts as a leader most of the time, part time, or on special occasions. Since you perform as leaders I would like to provide you some thoughts and observations on applying these biblical teachings. Hoping not to sound like a book of lists, I propose to do this by addressing 10 traits of a successful leader and 12 things to remember.

There are 10 traits exhibited by successful leaders in almost every field of endeavor according to Dr. Whitt Schultz, a career consultant and motivational expert.

The first of these is that:
- "Good leaders set regular goals and expend their energies towards finding ways to reach those goals."

We at the Organizational Effectiveness Center & School have a favorite passage concerning the importance of goals: one which we quote frequently. It comes for a situation in *Alice's Adventures in Wonderland* by Lewis Carroll in which Alice was walking down the path and came upon the cheshire cat sitting in the tree. Alice asked, "Can you tell me please which way I ought to go?" The cat, blinking slowly, replied, "That depends a great deal upon where you want to go." Alice said, "Well, I don't know," and the cat posited, as he slowly disappeared from view, "Then it really doesn't matter which way you go, does it?"

- **A second trait:** "Successful leaders know how to organize their approach to challenges and how to immediately focus their total mind power on the relevant in order to get the job done." Dr. Shultz is saying that organizing and preparing are really important. Sam Rutigliano, coach of the Cleveland Browns football team says: "The greatest misnomer in sports is 'will to win'. I've never been on a team, even a losing team, that didn't have the will to win. You have to have the will to *prepare*."

- **Another trait** — "Successful leaders value time very highly and they use it skillfully.

- They always anticipated achieving their goals." That's really saying that they are optimistic.

Optimism: "That's a cheerful frame of mind which enables a tea pot to sing, though in hot water up to its nose."

The opposite frame of mind, of course, is *pessimism*. The pessimist is the second fellow in this conversation!

Fellow number 1 — Well you win some and you lose some.

Fellow number 2 — Oh!! Wouldn't that be nice!
And a pessimist is a fellow who thinks a bit like this:
"You can't win! If you run after money you are materialistic. If you don't get it, you're a loser. If you get it and

keep it you're a miser. If you don't try to get it, you lack ambition. If you get it and spend it, you're a spendthrift. If you still have it after a lifetime of work, you're a damn fool who never got any fun out of life."

- **Another trait,** according to Dr. Shultz: "Good leaders, in all fields, observe with application. They observe and absorb and they look at everything like it's the first and the last time they'll ever see it."
- **Another:** "They take copious notes. They capture ideas and their senses alertly respond and react to them. They welcome ideas, urging others to contribute them."

Open-minded leaders are a refreshing change. They welcome criticism and suggestions without taking them personally. They realize that everything changes — eventually there's a better way to do everything. And if there is a better way, they want to be the first to know about it and to use it — even if they didn't think of it themselves, and even if it knocks out one of their own pet ideas." That brings up the subject of criticism. It **can** be avoided of course. One wag suggested that to avoid criticism one must **say** nothing, **do** nothing, **be** nothing. "The trouble with most of us of course is that we would rather be ruined by praise than saved by that criticism."

Senator Joseph Clark said: "There are, I have found, three good antidotes for a swelled head:
(1) Subordinates who aren't afraid of telling you the truth,
(2) A wife who tempers affection with understanding of human frailty.
(3) Continued association with very old friends who knew you *before* you became Mr. Big Frog in a relatively small puddle."

And it is important to be a leader with humility. Lord Chesterfield's advice to his son included:
"Wear your learning like a watch, in a private pocket — and do not pull it out and wind it, merely to show that you have one."

- **Another Trait:** "Those leaders know how to ask clear, courteous, and incisive questions."

- "They know how to listen — really listen! Listening is wanting to hear."

Here are some thoughts on listening — a couple of them a bit facetious?
A philosopher said: "A good listener is not only popular everywhere, but after a while he knows something."
Another: "Nothing is quite so annoying as to have someone go right on talking when you're trying to interrupt."

President Calvin Coolidge, whom you know was nicknamed Silent Cal, said: "No one ever listened himself out of a job."

"The trouble with people who talk too fast is they often say something they haven't thought of yet." In our OE business of assisting commanders to solve problems, we refer to that as the too frequent problem solving mode of "Ready — Fire — Aim."

- "Leaders try to understand first, then and only then do they judge."

Not only understanding *things,* but understanding **people.** There's a sioux indian prayer which reads: "Great Spirit, help me never to judge another until I have walked in his mocassins for half a moon."

Understanding was needed by the fellow who said: "We wanted and recruited soldiers .... all we got was people."

Supreme Court Justice Louis D. Brandeis said: "Nine-tenths of the serious controversies which arise in life result from misunderstanding, from one man not knowing the facts which to the other man seem important, or otherwise failing to appreciate his point of view."

- **The last of these 10 suggested traits** of good leaders according to Dr. Schultz: "Those leaders are open, responsive, sensitive, aware and encouraging."

Dostoyevski wrote: "It is not the brains that matter most, but that which guides them: The character, the heart, generous qualities, progressive ideas."

In that category of being sensitive here's a short list of things which are not always easy to do:

- To apologize
- To begin over
- To take advice
- To be unselfish
- To shoulder a blame
- To keep on trying
- To be considerate
- To think before acting
- To profit by mistakes
- To forgive and forget

But each of those usually pays off!

Those are the 10 traits of successful leaders according to Dr. Schultz. In my remaining time I will talk about the 12 things to remember according to Marshall Field, a well known and very successful American merchant and philanthropist who lived before the turn of the century. The first thing he said to remember was:

- The worth of character — very important in our business of professional soldiering.

An executive in the midwest, known for his ability to hire good people, explained his method this way: "This criteria I use to pick good men are first, character, then intelligence, and third, experience. Most people reverse the order. But a really bright person will pick up experience quickly. And the people we need most in important jobs are those with character sufficient to resist many kinds of pressure when the going gets rough. We find, then, that character is the most important ingredient of all, particularly if the person is to be responsible for policy making. An executive can buy brains and can buy experience, but character is something he must supply himself."

The Great Wall of China is a gigantic structure which cost an immense amount of money and manpower. When it was finished it appeared impregnable. But three times the enemy breached the great wall — not by breaking it down or going around it, but three times they bribed the gatekeepers. "It was the human element that failed. What collapsed was character which proved insufficient to make the great structure men had fashioned really work."

Here's an example of one minor shortcoming in character: A church secretary received a phone call. "Thomas Bradley won't be in Sunday School today." When she asked, "Who is calling, please", she heard, "This is my father speaking".

Marshall Field said another thing to remember is:
- "The influence of example" — nothing is more confusing than a person who gives good advice but sets a bad example. "Example," said Albert Schweitzer, "Is not the main thing in influencing others. It is the *only* thing." And as leaders go, there's only one thing more irritating than young ones who take themselves too seriously. That's a mature leader who does the same thing and ought to know better.

- A third thing to remember:
The obligation of duty. And that's something with which all of us in the military are very familiar and aware.

Marshall Field said remember:
- The value of time.

- The success of perserverance.
"Don't concede before the final round has been fought to a decision. What resembles dark defeat is often only the shadow of approaching victory."

- The dignity of simplicity.

- The wisdom of economy.

- The power of kindness.

- The virtue of patience.
Patience is something you admire greatly in the driver of the car behind you, but not in the one ahead of you.

- The improvement of talent.
"A talent is worth only what you do with it. One of Ripley's famous cartoons pictured a plain bar of iron worth $5. The same bar of iron when made into horseshoes would be worth $10.50. If made into needles, it would be worth $3,285, and if turned into balance springs for watches, its worth would become $250,000."

- The joy of originating, being inventive and innovative.
Think about this one: Jonathan Swift said: "he was a bold man who first ate an oyster."

And a final thing to remember from Marshal Field's list.
- The pleasure of working.
A feeling created by the worker's surroundings, the style of leadership exercised with him and his successful opportunities to fulfill his personal aspiration while concurrently accomplishing organizational objectives and goals. I'm reminded of a cartoon I saw just the other day of two people standing in front of a desk in the employment office, both with looks of puzzlement on their faces. One fellow was saying to the other, "Job satisfaction? I didn't know those two words went together." By the way, in terms of jobs — America is still the land of opportunity — especially if you happen to be a Japanese businessman.

That completes Dr. Shultz' and Mr. Field's lists and my amplifications of their traits of successful leaders and things to remember, which, if used to deal with your fellow human beings, might be of some value to your formal and informal organizations. Hopefully some may have impact upon you and upon that place where you work, soldier, play and relate to others. As I close and as you return to those organizations and help to make them the kinds of places which you would like them to be, consider the implications of this short poem:

If this is not a place where tears are understood
    where do I go to cry?
If this is not a place where my spirit can take wing,
    where do I go to fly?
If this is not a place where my questions can be asked,
    where do I go to seek?
If this is not a place where feelings can be heard,
    Where do I go to speak?
If this is not a place which accepts me as I am,
    where do I go to be?
If this is not a place to try, and learn, and grow,
    where do I go to just be me?   □

Commander's Pain: A Survey

Alan Stanchfield
USAOECS

INTERPERSONAL AND EXPERT CONSULTANT EMPHASES

Historically, civilian areas of Organizational Development (OD) have moved from a heavily interpersonal and "process" orientation to a more substantive "expert consultant" orientation. The interpersonal side of OD, however, has continued to flourish alongside more content-oriented specialists in management consultation.

The U.S. Army's Organizational Effectiveness Center & School (OECS), reflecting the historical development of OD, also started out in 1975-1976 with a strong interpersonal orientation and gradually introduced content areas such as socio-technical redesign into its curriculum. This has been in accordance with the DA-directed OE 3-10 Year Plan which has emphasized the need for the School to move into the substantive arena, exemplified by such things as evaluation which seeks to measure "bottom line" effects of OE, use of consultants in roles directly relating to combat, organizational design and redesign, and so on. The OE School has not aimed for development of substantively oriented expert consultants in the basic 16-week course. Staff and faculty coming to the OE School are usually military officers who were trained at the School during its earlier "interpersonal period." As instructors, they naturally are inclined to stress areas which are consistent with their interpersonal training and their further learnings and experiences during their tour as field consultants before they returned to the OE Center and School. Thus, the "process consultation" emphasis of the School is comfortable for most instructors and for the students who are undergoing training.

There is some concern that the OE Consultant who graduates from OECS may be inclined to be so enthusiastic about OE as interpersonal process observation that he or she may show little enthusiasm for the idea that a developing consultant will need to possess and develop substantive expertise outside of the interpersonal sphere. However, these concerns would appear to be unfounded! According to a survey given in late 1979 to 65 practicing OE Consultants located in USAREUR or attending the FORSCOM

OE Consultant's conference, less than a third (29%) of the responding OE Consultants were Moderately (13%) or Strongly (16%) *Opposed* to OE Consultants becoming substantive experts in areas of their own specialty. Nearly two-thirds (62%) of the consultants were Moderately (37%) or Strongly (25%) *In Favor* of such a requirement. Thus, the strong dosage of "process consulting skills" to which OE students are regularly introduced during several months of training does **not** necessarily predispose those students, after they acquire experience in the field, to shy away from the idea of "expert consultants" in OE. The results of this survey should serve as a calming influence on those professionals in OECS who may have worried that "expertise outside of the interpersonal arena" would be looked upon as unnecessary during the relatively short period of time an officer or NCO serves as OE Consultant.

As a matter of fact, according to the survey of field OE Consultants, even the earlier, most-process-oriented graduates of the OE course were no more opposed to becoming experts in a tangible field than were later OECS graduates. The more recent graduates of the course did seem to be quite strongly in favor of OE Consultants becoming substantive experts.

A possible lesson to be learned from this is that students, through their training, can be directed down a specific path, but when they begin to apply their knowledge practically, they tend to widen their area of values to encompass some expressed attitudes which may not have been instilled during their training. The "real world" of organizations in need of assistance causes the military management consultant to perceive broader horizons than does the classroom.

TABLE 1
THE TOP THREE AREAS OE CONSULTANTS WOULD CHOOSE TO WORK IN IF GIVEN COMPLETE FREEDOM OF CHOICE
Commander's Pain Survey, October 1979 (N = 65)

		AREA	CHOICE			
			1st	2nd	3rd	TOTAL
GROUP I	1.	READINESS: Organizational and combat readiness, battle staff assessment	14	6	3	23
	2.	PLANNING: Goals, objectives, action planning, open systems, macrosystems	13	11	5	29
	3.	TEAMWORK: Cooperation/conflict, team development, cohesion	10	8	8	26
GROUP II	4.	LEADERSHIP: Leadership management, delegation, matrix management, processes, techniques, LMDC	6	3	7	16
	5.	PROBLEM SOLVING: Problem identification, creative solutions	5	4	6	15
	6.	TRANSITION: Coping with and managing change	5	4	4	13
	7.	HUMAN DIMENSIONS/ORGANIZATIONAL CLIMATE: Performance evaluation, counseling, drugs/alcohol, community support, humanization of the military	3	3	5	11
GROUP III	8.	COMMUNICATION: Chain of command, upward commo, inter-organizational commo	2	2	4	8
	9.	CHANGE/STRUCTURE/DESIGN: Change management, command life cycle, system redesign and implementation	2	4	1	7
	10.	"COMMANDER'S PAIN" [Title of Survey]: Organizational pain, detractors from effectiveness	2	3	0	5
	11.	EDUCATION: Teach about OE, workshops, consulting skills, consultant positions in OE	1	2	6	9
	12.	WORK/MOTIVATION: Relationships, balance role overlap, motivation, self reliance	1	6	1	8
GROUP IV	13.	ASSESSMENT/4-STEP PROCESS: Sensing, implementing	1	3	2	6
	14.	STRESS MANAGEMENT	0	1	1	2
		TOTALS	65	60	53	178

CHOICES OF AREAS TO WORK IN

The OE Consultants, in another survey question, were asked to choose three areas they would work in if given complete freedom of choice. Their responses are grouped according to frequency in Table 1. The work areas selected most often (Group I) include readiness, planning and teamwork (Table 1, Areas 1, 2, and 3). Choices in these areas strongly reflect the OE Consultants' perceptions of what the Army specifically seems to need most, as well as reflecting programs emphasized at the OE Center & School. The areas selected with the next greatest frequency (Group II: leadership, problem solving, transition and human dimensions) tend to include much of what might be considered core training at OECS.

The areas in Group III were rarely mentioned as a first choice but did appear fairly regularly among the top three choices of the OE Consultants. Communication (area #8) and assessment (#13) are two core areas in the OECS curriculum which seem to enjoy less popularity than other areas taught at OECS; structural change (#9) and motivation (#12) may have been too new to have become heavily emphasized in 1978 and earlier when most of the OE Consultants responding to this survey graduated; education (#11) appears as a third choice often enough to indicate that it may have strong *personal* importance to many trained consultants. The education area, nonetheless, remains subordinated to those areas perceived as more critically needed by the Army. Commander's pain (#10) is perhaps a catch-all selected because the term was also the title of the survey.

Stress management (area #14), though a popular subject well covered in both the 16-week course and by a self-study text, made a very poor showing among the top three choices of areas a consultant wished to work in. Whether this is because the area is too "soft" for task-oriented military personnel, is too personal to be shared in a group workshop, is simply relatively unimportant in comparison with other choices, or what, is unclear. The reader may have his or her own ideas with regard to this.

"COMMANDER'S PAIN"

The survey also asked about "commander's pain." More than 80% of those surveyed considered it appropriate for an OE Consultant to direct energy exclusively toward alleviating the specific pains of the commander or "client." (This proportion is noticeably lower than a "motherhood" question asking whether OE should be concerned with unit or organization readiness. Ninety-seven percent of the OE Consultants declared readiness to be an appropriate concern: Fairly Appropriate = 25%; Highly Appropriate = 72%.) "Commander's pain" was found to be Highly Appropriate by fully 50% of the CONUS OE Consultants. Interestingly, less than 30% of the USAREUR OE Consultants held "commander's pain" in such high esteem.

Knowing What Should Be Done vs. Doing It. In the survey the OE Consultants were asked to describe problems in one or more organizations they have been working in, to then state the real problems they *believe* ought to have been worked on, and to attempt

TABLE 2
REASONS FOR A DISCREPANCY BETWEEN THE PROBLEM THAT THE OE CONSULTANT WORKED ON AND THE PROBLEM THE CONSULTANT FEELS HE OR SHE SHOULD HAVE WORKED ON
Commander's Pain Survey, October 1979 (N = 65)

AREA	FREQUENCY OF REASON	REASON
1.	16	**REJECTION:** Client's denial of ownership or of the extent of the problem; refusal of client to take appropriate actions (e.g., notify superiors).
2.	14	**NON-READINESS:** Client not ready enough; commander reactive, couldn't be convinced of organization's needs; not ready to deal with problems, only symptoms.
3.	7	**AVOIDANCE:** Client's avoidance of conflict, and of risk of confrontation with troops or own commander.
4.	7	**COMMANDER'S STYLE:** Refusal to budge; creation of fear among subordinates; too understanding to interfere.
5.	5	**PERSONAL AGENDAS:** Individuals working for themselves and their empire, not the Army; power struggles; no commitment; intentional abdication of managerial responsibility.
6.	5	**CONSULTANT UNCERTAINTY:** OE Consultant didn't comprehend the impact of certain personnel; doesn't know if client's agenda or the real problem comes first; lead OE Consultant chose an inappropriate problem.
7.	5	**TIME CONSIDERATIONS:** Too little time to attack real problem; commander spent his time elsewhere; the most time-critical problem had to be attacked prior to AGI.
8.	3	**CONSULTANT CAPABILITY:** Client wanted more than the lone OE Consultant was able to provide.
9.	2	**"DISTANCE":** Key players too far above the problems, or couldn't be reached by the consultant.
10.	2	**DEVELOPMENTAL CONSIDERATIONS:** OE Consultant deals with "identified" problems in order to eventually get to the systemic issues; the client needs time to get in touch with his "real pain."
11.	1	**ABSENCE:** Commander's and consultant's TDY hindered the implementation/assessment.

to explain any discrepancies that existed between what they actually did and what they think they should have done.

Table 2 identifies reasons given by consultants in *the field according to the frequency* the discrepancies occurred. These reasons are given in some detail. Table 3 is simply a regrouping of classes of reasons which are similar and also shows the frequency of each type of discrepancy as a percentage of *all discrepancies* mentioned (Col. c); each type of discrepancy is also shown as a percentage of *all operations* mentioned in the open-ended question (Col. d).

From Table 3, Column d, it is seen that 41% of the operations mentioned by the OE Consultants involved a discrepancy between the kind of operation the consultants were actually doing and what they thought they should have been doing. This proportion appears higher than it really is since a great many OE operations presumably were not reported. Nonetheless, the data reveal that a measurable proportion of OE operations lead the OE Consultant to do something which he or she determined (sometimes with hindsight) to be inconsistent or incompatible with the operations he or she should have chosen to do.

Perhaps the most noteworthy aspect of these data is the fact that 73% of the discrepancies (see the "subtotal" on Table 3, Column c) can be considered to have been "caused" by the commander and/or the military and civilian members of his top team. These discrepancies were due to the commanders' rejection, avoidance, non-readiness, personal style or commander's and top team's personal agenda. These causes are far removed from our original supposition that a management consultant would be most likely to fail to address a commander's pain when the pain was in an area that the consultant simply felt unable to handle due to lack of training experience or personal inclination. Yet in nearly three cases out of four, it was the **commander** who prevented his (in reality, the unit's) real pain from seriously being addressed. In only 8% of the discrepancies (amounting to only 3% of **all** operations cited — see Table 3, area #6) was the uncertainty attributed as the cause of the discrepancy between the real need and the actual operation. (This "uncertainty" figure is based on self report and thus was subject to under-reporting.)

The survey was devised to focus on the *commander's* pain. The survey writers' assumptions that outside forces tend to prevent a commander from finding a solution to command problems appears quite divergent from reality. On the basis of these data, we deem

TABLE 3
DISCREPANCIES BETWEEN THE ORGANIZATION'S PROBLEM THAT WAS WORKED ON AND THE PROBLEM THAT *SHOULD* HAVE BEEN WORKED ON
Commander's Pain Survey, October 1979 (N = 65)

AREA	(a) OE CONSULTANT'S PERCEPTION OF THE REASON FOR DISCREPANCY (see details in Table 2)	(b) NUMBER OF TIMES THE REASON WAS GIVEN	(c) PROPORTION OF THIS REASON TO TOTAL NUMBER OF DISCREPANCIES (N = 67)	(d) PROPORTION OF THIS REASON TO TOTAL REPORTED OPERATIONS (N = 163)
1. 3.	REJECTION (16) AVOIDANCE (7)	23	34%	14%
2.	NON-READINESS OF COMMMANDER/ CLIENT	14	21	9
4.	PERSONAL STYLE (7)			
5.	PERSONAL AGENDA (5)	12	18	7
	SUBTOTAL	49	73%	30%
7.	TIME CONSIDERATIONS (5)			
8. 11.	CONSULTANT CAPABILITY (3) ABSENCE (1)	9	13	6
6.	CONSULTANT UNCERTAINTY	5	8	3
9.	"DISTANCE"	2	3	1
10.	DEVELOPMENTAL CONSIDERATIONS	2	3	1
	TOTAL	67	100%	41%

it reasonable to stop considering the commander's pain and return to the concept of the **unit's** pain. For even though the commander is responsible for and therefore embodies the unit, too often the commander himself is measurably the **cause** of the problems.

Very often his behaviors and actions counter or parry any attempted professional solutions to problems in the unit. More likely than not, the OE Consultant will suffer a feeling of impotence in the process of attempting to modify the impending behaviors of the commander and his staff at least enough to increase the chances that the OE Consultant can successfully ameliorate the unit's pain, and thereby the so-called commander's pain. This information is certainly nothing new to practicing OE Consultants. But if you are a consultant, it may make you feel better to know that you are far from alone in your frustration. If you have been "lucky," you may be able to delight in the fact that you have not experienced this kind of commander among your clientele. If you are a commander or manager who has been assisted by an OE Consultant, you may see your behavior reflected in Table 2 — and have the freedom, next time, to change your behavior and give the consultant a clear shot at doing what he or she has been trained to do. Regardless of our belief that the OE Consultant is independent of the organization he provides consultation to, reality is that the consultant is part of the military and generally works with clients superior in rank to him/herself. Thus, the consultant **can** be cowed — and it is sometimes politic for even the independent

consultant to please the commander rather than appear to harrass him with what "should be done" when it would obviously raise the discomfort factor too high.

Table 2 provides a limited but fascinating look at the kinds of problematic situations encountered by OE Consultants in the Army. Knowing of no other consolidation of such factors in writing, I consider them a listing worthy of keeping in mind.

REVIEW OF THE SURVEY AND RECAP OF THE ABOVE DISCUSSION

A non-randomly selected sample of 65 practicing management consultants in CONUS and USAREUR indicated that they rarely have a major impact on OE policy making. Sixty-two percent favor OE Consultants becoming substantive experts as opposed to simply process experts. Eighty percent of the MCs feel that alleviation of "commander's pain" is appropriate, but in nearly three out of four instances of actual management consultation the MC was hindered by the commander and/or the top team from actually dealing with what the management consultant considered to be the **real** pain or problem in that unit.

OE Consultants express interest in conducting a wide variety of OE operations. Their interests tend to reflect their perceptions of the more pressing needs of the Army in the area they are working, the areas which were emphasized during their training at OECS, and personal satisfactions associated with certain activities such as teaching. OE Consultants stationed in Europe appear to be more strongly involved with the needs of the Army as opposed to their own personal needs.

Even though the OE course continues to place great stress on the interpersonal and process orientation of students, when consultants work in the field they develop *high* interest in "future" directions of OE which the Concepts Development Directorate envisions as exceedingly appropriate for a viable OE program: combat readiness, complex systems planning and operations, and cohesion. Field OE Consultants in 1979 also showed a *moderate* interest in other "futures" areas such as socio-technology, organizational redesign, and motivation. □

UPDATES

HQDA Updates
MAJ C. L. Flanders, Jr.
HQDA

REVISED OE REGULATION

The AR 600-76 has been completely revised to keep current with the OE program development. It reflects the transfer from the Personnel Series to the Management Series. Major changes include policy on noncommissioned officers and DA civilian consultants, a revised tour length for CONUS assigned officers to 24 months, identification of trained officers, NCOs and civilians as OE *Consultants,* inclusion of Army National Guard as an integral part of the system, and policy on reutilization of OE Consultants. The AR is in final staffing process and will be made available to the field in August.

RAPC ... coming up

Another Review and Action Planning Conference (RAPC) is planned for late summer. If you in the trenches have program management concerns and want them addressed — start preparing the information/issues and forward them to your MACOM OE managers.

HAIL AND FAREWELLS — DACS—DME

Welcome to LTC Ray Zugel joining the DA consulting team. Farewells to LTC Bruce Bradford, retiring in June with our wishes for good luck in all his endeavors, and LTC Frank Burns, reassigned to the staff of the Army War College, Carlisle Barracks in July. We all wonder what THE PENTAGON will be like without Frank around and wish him continued pioneering in the field. Keep up the good work, Frank.

OE ASSESSMENT

A command letter reviewing 1980 Annual Command Summaries has been sent to all MACOMs. The letter provides an Army-wide overview of OE and addresses future directions. The letter asks commanders to get with their senior OE Consultants to answer key program questions. The "whole story" of the 1980 Command Summaries will be published in a future Communique article.

CANOE

Members of Capitol Area Network for Organizational Effectiveness (CANOE) met at Fort Meade, MD, on 18 Mar 81. Members of CANOE consist of OE Consultants, within DOD, located in the vicinity of the National Capital Region. The purpose of the meetings is to share knowledge among an OE support base through increased professional growth and socialization for improved services to our clients.

OE IMPLEMENTATION—CRISIS MANAGEMENT

During March 1981, the OE Office responded to a request from DCSOPS to conduct an assessment of the DA Crisis Management Team (CMT) during a major exercise. This marks the first time that the OE Office has been asked to participate in a Battle Staff type function at this level. The stated objective of the assessment was to find methods of improving the operation of the CMT. This involvement should also result in development of an unobtrusive methodology for assessing CMT processes and providing timely feedback to the team.

1980 HQDA ATTITUDE SURVEY

The CSA recently provided a major shot in the arm to the continuing survey guided development support by endorsing HQDA action plan to improve management practices and work conditions. This plan proposes the use of survey guided development as a logical and systematic technique to take advantage of survey data to improve agency functioning. HQDA OE Consultants are being used to help agencies interpret and develop their own action plans using these survey data. These data are also being used to help agencies determine how well they enact their espoused values and norms developed through the PMC process.

ARMY SECRETARIAT AND ARMY STAFF KEY OBJECTIVES CONFERENCE

The Secretary and Chief of Staff of the Army plan to have a two-day Key Objectives conference on 6-7 June 1981. The purpose of the conference is to develop unity and cohesion among Secretariat and Army Staff members in order to provide consistent guidance and leadership for the Army. HQDA consultants will help design and conduct the conference, which should result in clarity and agreement on Army goals, objectives, and roles of these key actors. This conference is a key component of an overall leadership transition effort for HQDA.

Most human organizations that fall short of their goals do so not because of stupidity or faulty doctrines, but because of internal decay and rigidifation. They grow stiff in the joints. They get in a rut. They go to seed. — James Garner

ACE Documents
OE Staff Officer Course
Credit Recommendation

The American Council on Education (ACE) originally evaluated the OESO Course on 27-28 April 1978. The evaluation was done too late to be published in the 1978 ACE Guide. Due to an error, the evaluation was also omitted from the 1980 ACE Guide. Below is a copy of the letter OECS recently received stating that the evaluation was still current. ACE advises that if any colleges have doubts about the recommendation, please call them at: (202) 833-4685.

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C.   20036
(202) 833-4685

OFFICE ON EDUCATIONAL CREDIT AND CREDENTIALS

March 26, 1981

Lieutenant Colonel Ron Sheffield
Organizational Effectiveness
 Center & School
Fort Ord, California 93941

Dear Ron:

    As I said, we cannot explain the omission of the Organizational Effectiveness course exhibit. Our subcontractor is still attempting to solve the problem.

    Your suggestion of publishing the credit recommendation in your Newsletter sounds good to me. The information is not in our next Newsletter as we had not caught the omission by then but will be in the following. Our exhibit will appear as follows:

AR-0326-0039
ORGANIZATIONAL EFFECTIVENESS STAFF OFFICER
Course Number: 7C-2260-57; 7C-ASI-5Z
Location: Organizational Effectiveness Training Center,
          Fort Ord, California
Length: 16 weeks (560-580 hours)
Exhibit Dates: 4/76 - Present
Objectives: To provide selected personnel with training in the integrated and systematic military application of selected organizational effectiveness methods and related advanced management and behavioral skills and techniques.
Instruction: Lectures, discussions, personal learning experiences and examinations in organizational effectiveness, staff officer skill development, human behavior in organizations, internship and systems theory.
Credit Recommendation: In the graduate category, 6 semester hours in organizational development, 6 in practicum and seminar in organizational development, and 4 in leadership   and   personal skills development (4/78).
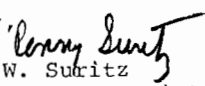
    Again, we do regret the error.

                                        Sincerely,
                                        Penelope W. Suritz
                                        Senior Program Associate

PWS/gld

OECS Updates

Operations and Support Directorate

Graduate Credit for OESO *Course*

After a long wait for the new *ACE Accreditation Catalogue*, can you believe that by **computer error** *the OESO course was left out!* ACE, however, has written OECS a letter explaining that the course was evaluated for *16 graduate credit hours* and that evaluation was left out of the catalogue. OECS is publishing that letter in this Communique. ACE will also publish, in their next college newsletter, that it was left out of the catalogue. If you have an urgent need for a letter, please contact LTC Sheffield.

American Council of Education Visit

ACE will visit OECS to evaluate the LMDT for college credit on 27 April.

OESO Class-Fill for CY81

Class 1-81 has 55 members (Officers, 34; NCOs, 19—DACs); Class 1A-81 has 46 (Officers, 21, NCOs 23—2DACs); Class 2 is programmed to have 56 members (Officers, 38; NCOs 15—3DACs); and Class 3 is programmed to have 57 members (Officers, 38; NCOs 14-5DACs).

TDY and Return

MILPERCEN has spent $111,000 TDY and return monies to send OESOs to school. These monies have sent 31 NCOs and 60 Officers to the OESO course.

Concepts Development Directorate

Concepts and Studies division is beginning to develop ideas for a series of Special Skills Conferences similar to the Long Range (Strategic) Organizational Planning and Socio Technical Systems conferences sponsored in the past. If you have suggestions on topics and presenters please notify CPT Bill Barko or MSG Peter Bartlett AV 929-7106/7108. At the present time the following topics are being considered: Organizational Design, Productivity, Organizational Diagnosis, the Weisborg SIX Box Model, and Monogeny-the Transition State.

MSG Peter Bartlett has been teaching the Socio-Technical Systems (STS) portion of systems week and has been encouraged by the positive reception of STS by the students. He anticipates that several of the student FTX teams will conduct modified STS operations. MSG Bartlett is in the process of developing a "how to" STS booklet. He expects to have a draft copy finished and be able to distribute to Class 2-81. After refinement it will be distributed to all field OE Consultants.

The evaluation results of the Strategic Planning Conference in December 1980 have been tabulated. Results show that both OE users and OE Consultants that attended the conference felt that it had been most useful. Seventy-eight percent of the consultants stated that the conference improved personal decision making abilities, helped avoid wasting time on the job, helped avoid making mistakes in solving problems and improved the quality of solutions. We had expected that the conference would launch many

of the attendees into long-range planning efforts and our expectation was realized. An additional benefit that was not expected was feeling that OE Consultants were *better* utilized *by OE* users after the conference. SFC Ron Konarik and SSG Wayne Reed have started the initial research phase of Work Environment Improvement Teams (see article in this issue) at Military Traffic Management Command Western Area, Oakland Army Base, Oakland, California. Detailed research information will be disseminated to field OE Consultants after the test programs have been evaluated.

The data collected from the first round of the C.D. Delphi on Complex systems has been analyzed and modified according to input received. In late March, returns from the second round were arriving and analysis was about to begin. The third and final round (if needed) should commence by summer, with final results available by autumn of this year.

Living System Theory (LST) continues to be a priority topic within the Research Division. Accordingly, we have developed an introductory model which is being presented in the OE course. We have also written an article for this issue of the Communique which summarizes some of the main points of the theory. It is hoped that this article will serve to familiarize the field OE Consultants and other Communique readers with some of the basic tenets of LST. The RD intends to use findings from the final research report, due to be completed this summer, in order to project future applications of the theory and research data.

Greater utilization of the Army Research Institute's (ARI) research has been one of the ongoing goals of the Research Division. As part of our effort in this area an in progress Review (IPR) was held at OECS in March. During this meeting a status update on current projects was obtained and plans were made for needed follow-up activities. The outcomes of this meeting are also being used by the Research Management Committee (RMC) to develop FY 82 research planning guidance.

Training Developments Directorate

BATTLE STAFF PERFORMANCE

Officers representing the Unit Training Directorate, Combined Arms Training Development Agency (CATRADA) met with members of the OECS staff in mid-March. The purpose of their visit was to explore ideas on how to enhance the training and performance of the Field Observer/Controllers (FOC) who will be assigned to the National Training Center (NTC). The FOCs will observe the units rotating through the NTC, and will provide feedback to the battalion battle staff on how their performance impacted on the outcome of the execution of the various missions they undertake while at the Center. A great deal was accomplished in an effort to design data collection and dissemination strategies as well as designing a training course on process observation for

the FOC. Should a decision be made that implements these ideas it will trigger increased emphasis on reviewing the techniques that exist for observing the process performance of battle staffs. Particular attention will be focused on the Adaptative-Coping model as contained in OECS Reference Book 26-5, *Guide to Organizational Process Performance of Battle Staffs.* OECS would welcome comments from the field in terms of lessons learned from working in this arena. Comments should be addressed to OECS ATTN: ATX-RMA-TD (MAJ Rock).

Task Analysis Division is assisting several TRADOC service schools in developing competency based training packages in leadership and management development. Requests for information and assistance from the field and response to briefings at MACOM conferences evidence great interest in this approach to training development. The first report on the competencies of combat arms company grade officers should be available to the directorate in mid 1981. The division is also assisting the leadership and ethics committee at the Combined Arms Center to assess the nature of leadership training and doctrine throughout the Army. This information will be used in determining recommendations on possible Army-wide standardization of ethics and LMD training. *Training Support Packages* with detailed lesson plans have been submitted to TRADOC for inclusion in the MQS1 Manual for ROTC (pre-commissioning) students. Subjects on which packages have been prepared are:

- Conduct a meeting
- Plan unit meetings and conferences
- Counsel personnel on Job Performance
- Counsel personnel on Personal Problems
- Counsel personnel on Disciplinary Problems

Training Literature & Media Divsion

CPT Larry Boice has replaced MAJ Paul Rock as chief of Training Literature and Media Division. Paul is now the chief of Task Analysis Division.

The footage for two TV tapes (TVT 120-72 *OE-Planning* and TVT 120-74 *OE-Evaluation/Follow-Up)* were shot at Fort Ord during February and March. The tapes are presently being edited and validated. By late summer all of the four-step process tapes will be available through TASC, for Army-wide distribution.

PVT Steve Lanagan has joined the staff of the TNG Lit & Media Div. He is assigned as a technical draftsman and will assist the Visual Information Specialist (Coy Brown).

The latest OE correspondence course, *Problem Solving* (OE 0006) is now available through the Army Institute for Professional Development, (ITD), Fort Eustis, VA. It is also distributed as an OECS Special Text (ST 26-150—8).

The *OE Operations Reporting Handbook* (RB 26-8) has been revised and is now available.

Evaluation Directorate

This past Winter saw the completion of the 1980 End of Year Internal Evaluation Report and the 1980 External Report. The evaluation plans and instruments for the 1981 Internal and External Evaluations were also finalized. Starting with class 1-81, which began 8 January, the Internal Evaluation Plan was implemented. The External Evaluation Plan, which includes two 2-man team visits to CONUS units and one 2-man team visit to Europe, was approved for implementation in the April/May time period.

Internal Evaluation. Internal evaluation has been focused primarily on the evaluations of the 16 week OE Course. The basic evaluation plan calls for student evaluation to be the primary responsibility of the Training Directorate and course evaluations to be the function of this Directorate. In fulfilling the later role, questionnaires are given to both students and trainers after the completion of each of the six phases of instruction. Additionally, two interviews are conducted by this Directorate at the end of week five and week ten of the course. Feedback is briefed to Training Directorate personnel and followed by a typewritten report.

External Evaluation. External evaluation has been focused primarily on the role that OE Consultants fill in combat-related activities. The 81 External Survey will be sent only to combat units with assigned consultants, with the focus being on the contribution that OE Consultants have made toward mission accomplishment of the organization to which they are assigned. In addition to these surveys, field visits to CONUS and USAREUR combat units will be conducted. Field data is already being used to develop a Unit Training Improvement Exercise (UTIE). This workshop is designed to assist battalions in using Artep or FTX results to develop or modify a unit's training program in order to eliminate unit deficiencies and reinforce unit capabilities.

EXTERNAL OPERATIONS DIVISION

The External Operations Division is in yet another state of transition. LTC Jim Looram, an original member of the consulting cell, will be retiring in June. MAJ Bill Langford is being reassigned to Germany in a Signal Corps Slot. The loss of LTC Looram and MAJ Langford obviously creates a void in EOD but hopefully the void will only be temporary. Plans are underway to fill these vacancies and expand EOD to be even larger and more responsive to the OE Consultants in the field and other organizations.

EOD continues to have a complex systems focus and recent consulting operations have helped us to refine the scope of consulting in complex systems and assisting organizations in long-range planning. Our hopes are to write and publish a handbook to assist you in complex systems consulting. The target date for publication is the summer/fall time frame. However, if you need information or assistance in the meantime, please feel free to contact Major Mike Rodier or Mr. Bob Goodfellow.

There are two items of information that may be of interest to you. First, a portion of complex systems instruction is now being taught in week 11 of the OESOC. We think this will be of benefit to students on their FTX and will provide user organizations a larger scope of activities for follow-up. The complex systems instruction is amplified in week 16 so that graduates are better qualified to work at higher levels when they begin their OE assignment. Secondly, participants at the last three OE Managers' Courses

have been given an orientation on Complex Systems theory and consulting. The subject has been very well received and most participants have indicated a desire that their OE Consultants re-focus their efforts at this level.

Several recent operations have involved conference designs and we are now presenting a one day block on conference design in the 16-week course. If you are involved in an upcoming conference, the EOD cell may be able to offer you some more options.

Training Directorate

OE CONSULTANT COURSE

OE 16 week courses continue to remain full (1-81 = 55), (1A81 = 46), (2-81 = 56). In addition to a heavy teaching schedule we are still updating with new consulting techniques, new faculty and expanded FTX sites. For example, in the curriculum area we have added training in Design and Facilitation, Problem Solving and Workshop Design. Systems week now addresses Complex Systems, Socio-Technical Change, High Performance Systems and Living Systems. Interviewing has been improved by the use of TV cameras and the introduction of advanced communication skills to improve entry and rapport building. Case studies continue to be a very effective program of bringing all of the learning objectives together and preparing students for the FTX. Students only conduct a consultation operation on the FTX. Results oriented OE is also presented to assist in showing results to commanders. The FTX sites for class 1-81 were: Forts Carson, Gordon, Knox, Lee, Lewis and Schofield Barracks, Hawaii. The FTX sites for class 1A-81 are: Forts Bliss, Campbell, McPherson, Polk, Riley and Ord/DLI.

OE MANAGERS COURSE (OEMC)

The OEMC conducted in San Diego on 9-13 March 1981 was a success. We continue to receive positive feedback on the course and plan on conducting a course in Washington, D.C., July 13-16 and another in Monterey, CA between November 2-5. POC is MAJ Edwards 8-929-4021. □

OECS Sendoff: LTC Gerald D. Pike

LTC Gerald D. Pike retired from the Army on 30 April 1981. His distinguished career included assignments as a senior military advisor, RVN; assistant professor (sociology), United States Military Academy, 1969-1972; internal consultant to MILPERCEN, 1975-1977; member of the West Point Study Group, 1977; instructor and director of Concepts Development Directorate, Organizational Effectiveness Center and School, 1977-1981. He initially designed and implemented the Army's transition model. During his assignment as director of Concepts Development Directorate, he was influential in introducing many key Army leaders and managers to such new and innovative uses of OE as socio-technical systems design and strategic planning. LTC Pike received his BA and MA degrees in sociology from Washington State University. He is a graduate of the Command and General Staff College.

The following interview with LTC Pike summarizes some of his ideas and feelings concerning the future direction of OE in the Army. The interview was conducted on 31 March 1981, for the OE Communiqué by CPT William F. Burke of Concepts Development Directorate, OECS.

COMMUNIQUE: What do you see as the future of OE in the Army?

LTC PIKE: We need to take a concerted action to transition the program from a battalion level, process-oriented focus to a management consulting process which emphasizes systems issues for top level managers/commanders. This is the essence of the OE 3-10 Year Plan. We first started developing the 3-10 Year Plan when we had no difficulty defining the end state (consulting at higher levels, focusing on key issues, and obtaining bottom-line results, etc.). However, we did not build a sound transition management plan. OE Consultants were encouraged to start working at higher levels with more complex issues without the necessary methodologies to accomplish these tasks. I believe the prescriptions for this transition are not necessarily new. They have been stated by a number

113

of people in the OE community but I will go ahead and lay them out anyway.

- It is imperative that we establish an OE specialty program. Second-tour OE Consultants can no longer afford to take career "heat rounds." We need to grow some high calibre senior level consultants (0-4s - 0-6s). The program should be driven by AERB positions. We need advanced degree graduates with specialty concentration in critical OE skill areas. I am convinced that 16-week graduates, regardless of academic background and experience, will have difficulty in conducting sophisticated OE operations at senior levels. We need to get some mileage out of our proficient graduates without a career-cost factor.

- Establishment of an advanced training program for OE Consultants to teach them the *sophisticated top-level consulting skills.* The last summer's advanced skills course and the December long-range, strategic planning course are steps in the right direction. These advanced entry courses should reinforce and support the thrust of the Army OE program. In addition, we need to tie in the MA-COM conferences. Right now, I feel that the best way to provide advanced training is through the one-week specialty courses conducted at OECS.

- We need to revitalize the MACOM level OE staff. Back when I initially got started, some of the MACOM OE staffs were on the cutting edge of OE technology and provided expert consulting services to their constituencies. There has been a vacuum at MACOM level during the last few years. In recent months it appears that some MACOM (FORS-COM) staffs are starting to revitalize their OE program.

- Realignment of the OE staffs in MACOM, division and installation level to capitalize on the shift of the OE program responsibilities to the office of the Chief of Staff. I think our original personnel-oriented focus limited the consulting opportunities.

- It is obvious that we have to avoid, at all costs, *insulating* ourselves here at OECS. It is absolutely essential that we have an infusion of new ideas and Organizational Effectiveness/OD theories. I believe that we need to select our faculty based on field proficiency and on the competencies they can bring to the School.

- OECS needs to keep abreast of field innovations and new developments in the field of OE/OD. This is a difficult task — every day field OE Consultants were developing innovative techniques to solve key Army issues. We need to develop a better method of tapping these new ideas and disseminating them to the field.

- We have to accept each other's ideas and build on them. For some reason, there is something about this business that makes it difficult for us to listen to a contemporary and accept his ideas and his innovations. In fact, I have found that it generally takes about three years to diffuse a good, sound OE model. The first time we did open systems was approximately three years ago and it is still finding its way throughout the Army. Somehow, we have to develop a method of diffusing these techniques and getting greater acceptance on the part of OE Consultants. Diffusion of workable techniques is still a mystery to me.

COMMUNIQUE: What new concepts or ideas should be the focus of the Army OE program?

LTC PIKE: I am convinced that *organization design* is the pathway to the future. New equipment is being force-fed into many traditional Army organizations that cannot possibly exploit their new capabilities, e.g., the XM-1 tank is reputedly able to travel at 60 miles per hour, but the battalion structure that it will operate in will greatly reduce its capability and combat power. We need OE Consultants with a sound knowledge of organization design so they can assist commanders in the integration of new equipment and organization structure. Most of my current work has been centered on long-range, strategic planning. In my opinion, strategic planning is the most impactful and sophisticated technology currently available to OE Consultants. We still have a long way to go in properly using this method. My most recent experiences have shown clearly that traditional (reactive) military organizations have a difficult time understanding the rationale behind this method. I think we need to capitalize on high technology (micro-computers) to expand the capability of OE Consultants. OECS should be able to provide field OE Consultants with a data processing capability similar to the Navy. The data-survey (GOQ)-based methodology is still an impactful technique. However, most OE Consultants simply do not have the time to properly process and reduce the GOQ data. In the future, OECS may acquire sufficient ADP specialists and processing equipment to accomplish this task for field OE Consultants.

COMMUNIQUE: What major Army needs should OE be addressing?

LTC PIKE: Very simply, OE should be addressing the needs of the Army. On my office wall I have posted the total Army goals. When somebody calls in for assistance, if it supports Army goals (see inside front cover), we support them. If it does not, we analyze the task and determine what is best for the Army. Since the CSA stated that the most important Army goal is manning the force, OE Consultants should be working on methods to acquire and retain soldiers. By assisting commanders in dealing with strategic deployment, future development, modernization and manning, we demonstrate our value to the Army.

COMMUNIQUE: Briefly describe what you see as the evolution of OE in the Army?

LTC PIKE: The Army OE program has come a long way in the last five years. I don't think we will ever let go of our process orientation. We are currently striking a balance between a process and systems focus. OE Consultants are beginning to deal with complex issues at higher organizational levels. Originally, many personnel in the OE community speculated that we would need fewer consultants at higher

organizational levels. However, we have noted that there appears to be a cascade effect from higher operations (COL Golden's hypothesis). In other words, when you conduct a successful operation at higher levels, there is an impetus for middle managers *to conduct operations. Many OE Consultants were initially concerned that we were going to abandon the* brigade and battalion levels. Based on what we have learned, this is not going to happen. I believe that the officer/NCO team will have a lot of work to do at division and installation level. High performing consultants will continue to be process based, results oriented, and use a systems perspective.

COMMUNIQUE: If you were to continue in your assignment at OECS, what would you do that you have not been able to do?

LTC PIKE: When I arrived at OECS in 1977, my first objective was to improve the 16-week course. I felt it was important to integrate new techniques and innovations into the course in order that we turn out high quality graduates. I hammered away at the Training Directorate for a number of years and we were able to make some changes. I have come to believe that there is only so much you can cram into the 16-week course graduate. The best method of incorporating new concepts and advanced methods is by introducing them in specialty workshops. We are now in the process of establishing approximately four week-long specialty workshops for calendar year 81.

COMMUNIQUE: You were influential in introducing the transition model to OE Consultants. What considerations should be given to changing it to meet the needs of the Army?

LTC PIKE: Currently, we are updating the model. *The transition is really a starting point, not an end in itself. I would be hesitant to contract with a com-*mander simply to do a transition. The transition is a series of interventions aimed at improving the effectiveness of the new team. The transition really gets the boss on board and gets him started, but you need more than a transition. There have been a number of field innovations on the old model. We are attempting to incorporate these innovations in a transition model so it won't be necessary for an OE Consultant to go back and try to recover them from all the old *OE Communiques.*

Last Comment:

Regardless of everything I have said above, the individual OE Consultant is still the instrument of change. I don't care how many books you have read, how many lecturettes you have memorized, or how many sheets of butcher paper you have stuck up on the wall — when the operation suddenly stops, energy runs down and the lights start to go dim (which normally happens about 1530 hours on the afternoon of day 2), all eyes and all attention begin to focus on the OE Consultant. Whatever the outcome, blinding success or a trip to the Grand Canyon, the OE Consultant makes it happen. □

Sources and Resources
Lynn Dixon Herrick

Feedforward

Leading off this section is information about new and relevant video-cassettes which are available to OE offices for professional development. This listing is an addition to Section C of RB 26-2, OE RESOURCE BOOK, which is available upon request to the Training Developments Directorate of OECS.

Next you'll find some ideas for incorporating films and videocassettes into the business of consulting. Carefully selected filmed programs have the potential for augmenting a "live" presentation by virtue of added content and visual input. This potential can be maximized by attention to detail, so read on!

Finally in this section is a bibliography of selected books and OECS pubications which

lend themselves to the transfer of OE-related skills. Consultants who are in Reserve and National Guard organizations report that

they are particularly concerned with the skill transfer concept because their contact with client systems is frequently sporadic-short periods of interaction interspersed with long periods of inaccessibility. The resources listed here are by no means complete and suggestions for inclusion in a future revision will be appreciated.

Now for a tip on acquiring books and periodicals that your office is financially unable to procure. If your installation has a morale support, academic or technical library, the librarian may be receptive to suggestions for items to add to the library collection. I know that I certainly paid attention to suggestions when I worked in that environment and still do. After all, I want the items I order to be *read, and suggestions* are a good indication that at least someone will read something!

So why not take the SKILL TRANSFER RESOURCES list, or a list of your own making, to your Army library with a request that the books be ordered for the library collection. Sounds like win/win to me!!

Videocassettes Available in the TASC System
(Updates Section C of RB 26-2, OE RESOURCE BOOK

HIGH PERFORMING SYSTEMS (color - 81 min - 1980)
   TRADOC # 9U/920-075-0369
   POC: TASC TV Branch, Ford Ord, CA 93941
Dr. Peter Vaill clearly describes his hypotheses about the nature, functioning and possible demise of high performing systems. Recorded at the OE Long Range (Strategic) Organizational Planning Conference, November 1980.

STRESS (color - 96 min - 1981)
   TRADOC # 9U/920-075-0372
   POC: TASC TV Branch, Fort Ord, CA 93941
COL Jim Adams outlines the nature, causes and results of stress in personal and organizational contexts. Of special note are his recommendations for coping strategies.

USING TV TO COMMUNICATE (color - 18 min - 1980)
   Fort Ord File # A2-35
   POC: TASC TV Branch, Fort Ord, CA 93941
COL Jim Adams, District Engineer, Jacksonville District Corps of Engineers, reviews the ten major uses his office makes of video technology to enhance communications internally and in the community.

FIRST EARTH BATTALION (color - 42 in - 1980)
   Fort Ord File # A2-24
   POC: TASC TV Branch, Ford Ord, CA 93941
LTC Jim Channon introduces the concept of a globally responsible deterrent force for the "New Age."

PERFORMANCE MANAGEMENT (color - 40 min - 1980)
   Fort Ord File # B1-01
   POC: TASC TV Branch, Fort Ord, CA 93941
LTC Frank Burns, OE Consultant to HQDA, discusses the implementation of the 1980 OER system and the Civil Service Reform Act in the context of the "fit" between individual and organizational goals.

The above listed videocassettes can be obtained on request through your local Training Aids Support Center (TASC). For additional information, contact Lynn Herrick, Autovon 929-7228.

In 1980, several presentations were video taped at OE-related conferences. Five speakers were filmed at the FORSCOM OE Professional Development Workshop in September 1980. POC for additional information is MAJ Birdie Nuckols, Autovon 588-3537. Several presentations made by John Jones at DARCOM's fall 1980 workshop were also recorded on videocassette. For information, contact LTC Lee Gragg, Autovon 284-8532.

Using Films and Videocassettes — Tips and Traps

Audiovisual materials can be used to augment OE-related presentations or group discussions, providing variety in a standard butcher paper pitch as well as giving the

presenter some breathing time. (School instructors are usually well aware of the latter aspect.) Audiovisuals can be incorporated into the body of a presentation to provide an example or expand on an important point, or they can be the focus of the presentation. Some OE Consultants sponsor periodic "Brown Bag Seminars" over lunch hour, using films as discussion generators.

Films and videocassettes are passive mediums which do not themselves involve the viewer. A presentation which permits viewer interaction with the filmed program has an increased chance for success. The following techniques may be helpful in designing a dynamic presentation.

- If a discussion guide is provided with the film, read it. Many of them offer suggestions for incorporating the film into programs of varying length.

- Familiarize yourself with the film or videocassette so you can stop the projection at strategic points. This permits discussion of the points at the time they are shown, rather than at the end of the program. This aids the viewer in retaining the information in a systematic manner.

- Another possible benefit of stopping the filmed action lies in involving the viewer personally in the content of the presentation. Discussions can focus on such questions as "What would *you* do next?" or "How have you handled this situation in the past?"

- Be creative in designing ways to set gaps for your audience by helping them be aware of their own biases or habits relating to the subject matter to be addressed. This can be done quickly by posting questions and asking audience members to reflect silently or by show of hands. Perhaps the content of the film can be highlighted by a brief written questionnaire or "homemade" instrument.

- Consider using handouts to allow viewers to take something besides memories away from the presentation. A sheet which identifies the film and its source and gives a brief synopsis of its content would be particularly useful if viewers want to locate it in the future. Label all handouts prominently with your office designation and phone number — it's good PR!

A few OE offices have bought a videocassette or two for use in recurring workshops. The report is that inclusion issues are quickly overcome when the word spreads that the OE office has a copy of a sought-after item. Most OE office budgets don't permit this luxury, however, and that's where the local Training Aids Support Center (TASC) comes in. See Section C of the OE RESOURCE BOOK for information about 16mm films and viedo-cassettes available through the TASC system. Articles in this and the Winter 1981 issue of the OE COMMUNIQUE update Section C.

Murphy's Laws seem to apply with a vengence in the use of films and videocassettes. Projection equipment will have three-prong plugs and electrical outlets will only accept two prongs. A "standard" videocassette player will have a strange quirk in its playback operation. The projection lamp will expire in the middle of a 16mm film showing. Etc., etc., etc. "Worst-case" the entire procedure. Be prepared for any and all eventualities in order to avoid embarrassing delays. The following suggestions are provided for use in planning a presentation based on films or videocassettes.

- Preview the film or videocassette in advance to be sure it is a quality product and is geared to the level of your audience.

- Arrange to pick the film or videocassette up at least one day in advance so it can be checked for condition and repaired if necessary.

- Arrange to pick up necessary projection equipment, including screen and external speaker if required, at least 1 day in advance. Also pick up spare lamps, bulbs and fuses for the equipment. (If it's a high-level presentation, try to get an entire set of equipment as back-up.)

- Familiarize yourself with the operation of all equipment involved, including how to change bulbs and fuses if necessary. Provide plug adapters as needed. Practice focusing the picture and adjusting the horizontal hold in case the machine gets hiccups. If the technology is more

sophisticated than your expertise, find someone else to handle the job.

- Set up the presentation room well in advance. Check to determine that the presentations, both live and "canned," can be seen and heard from all seating locations.

- Practice dimming lights and/or covering windows in the room. Plan to delegate that responsibility to someone else at the time of showing.

- If you are using a film, thread the projector and run the film through the "countdown" section at the beginning. Use this time to focus the projector, and be prepared to refocus at the time of showing in case the equipment has been joggled.

- If you are using a videocassette, run it forward to the beginning of the recorded program and check the color accuracy.

Skill Transfer Resources

The transfer of OE skills is not only a function of the OE mission, but also a practical strategy for individual OE Consultants. The following items may be useful in the process of educating clients, both in the climate-setting stage and as reinforcement of effective management skills. The result may well be a heightened awareness of the interdependent nature of the client-consultant relationship.

Buening, Charles R.
Communicating on the Job: A Practical Guide for Supervisors. Addison-Wesley, c1974. (Presents communication skills concepts, including communication barriers, concisely and in a management context.)

Doyle, Michael and Straus, David
How to Make Meetings Work: The New Interaction Method. Playboy Press, c1976. (Detailed explanation of a technology for managing all aspects of single meetings or on-going problem solving groups.)

Dyer, William G.
Team Building: Issues and Alternatives. Addison-Wesley, c1977. (Practical techniques for managers who are interested in designing and conducting a team development program specifically tailored to the needs of their organizations.)

Fordyce, Jack K. and Weil, Raymond
Managing with People: A Manager's Handbook of Organization Development, 2nd edition. Addison-Wesley, c1979. (Focuses on improving the effectiveness of people at work, using organization development philosophy and techniques.)

Francis, Dave and Woodcock, Mike
People at Work: A Practical Guide to Organizational Change. University Associates, c1975. (Sourcebook of ideas for assessing organizational blockages and applying OD practices in a creative and supportive manner.)

Hersey, Paul and Blanchard, Kenneth H.
Management of Organizational Behavior: Utilizing Human Resources, 3rd edition. Prentice-Hall, c1977. (This manual for situational leadership theory and practice also provides a general outline for the application of a change strategy.)

Lakein, Alan
How to Get Control of Your Time and Your Life. New American Library, c1973. (Straight-forward guide to the management of personal and organizational time.)

McGill, Michael E.
Organization Development for Operating Managers. AMACOM, c1977. (Background material on the advantages and disadvantages of many OD techniques, written in the language of the operating manager.)

Oxenfeldt, Alfred R. and others
A Basic Approach to Executive Decision Making. AMACOM, c1978. (This prescriptive book aims at presenting a process of decision making which is effective at the executive level.

Varney, Glenn H.
Organization Development for Managers. Addison-Wesley, c1977. (This brief but inclusive overview is an excellent basic reference for understanding OD and applying its techniques.)

Warshaw, Leon J.
Managing Stress. Addison-Wesley, c1979. (Examines stress from the standpoint of helping managers at all levels recognize, understand the effects of and control the impact of stress in a work setting.)

Weisbord, Marvin
Organizational Diagnosis: A Workbook of Theory and Practice. Addison-Wesley, c1978. (Explains the use of a six factor assessment model to help managers reduce the gaps between "what is" and "what ought to be.")

The following publications are produced by OECS:
  ST 26-150-1 MANAGEMENT OF STRESS
  ST 26-150-2 JOB PERFORMANCE
        COUNSELING
  ST 26-150-3 CONDUCTING EFFECTIVE
        MEETINGS
  ST 26-150-4 CONFLICT MANAGEMENT
  ST 26-150-5 PERFORMANCE OBJECTIVES
        WORKSHOP
  ST 26-150-7 EFFECTIVE PLANNING
  ST 26-150-8 PROBLEM SOLVING   □

Staff Consulting Skills

After Action Report on OE Professional Development Training
SFC Marvin J. Williams

IAW para 4-5b, AR600-76, the following After Action report is submitted:

(a) Course Title: Staff Consulting Skills

(b) Designed Learning, Inc., 1009 Park Ave., Plainfield, N.J. 07060 (201) 754-5100

(c) Group Leader - Joel P. Henning, Ed,D

(d) Cost - $525.00

(e) Location - San Francisco, California

(f) The primary emphasis of the workshop was aimed at identification of and effectively dealing with resistance during all phases of the consulting relationship, both on the part of the client and the consultant. Throughout the course, indicators for a resistance diagnosis were identified, processed, and directly tied to real life consulting. Situations, taken from the here-and-now between helping pairs formed during the workshop, were videotaped for added participant learning as well as additional processing by the group. The participant enrollment was only eight people, adding to the individual attention and producing high tension learning through processing, feedback and an extremely high degree of participant sharing. The degree of Joel's expertise was significant to the learning process, not only in sharing of his knowledge but in his ability to assess the level of the group, make effective pairing of the participants and adjust the learning experiences to keep learning tension and involvement high.

(g) During the course of the workshop and concurrent interaction with Joel and the helping pairs, I learned how to set-up and actually collude with clients to avoid or soften the needed impact of identifying the real issue. Being able and willing to call the resistance, on my part as well as the client, is seen as very useful in gaining a real and workable contract and working relationship with the user. It lessens my need to collect volumes of assessment data and to concentrate on a few needed issues and set the stage for dealing with resistance during feedback to effect the necessary intervention.

(h) I feel this training came right on time. Although it certainly would not have been worthless during my initial training as a consultant, I feel the experiences I've had to date and dissatisfaction with some of the outcomes gave added emphasis to this training. Every aspect of the session had clear back-home application. I strongly recommend this course to all experienced OE Consultants and further recommend OECS consider it for the OE Advanced Skills Course.

Please consider me available to discuss this course with anyone interested at AV 438-1958, COMM 808 438-1958 or by writing to Commander, U.S. Army Western Command, ATTN: APPE-PP-OE, Ft Shafter, HI 96858.

Joel Henning may be contacted at 415-644-1357 or by writing to Block-Petrella-Weisbord, 2607 Grant Street, Berkeley, CA 94703.

THE CONSULTANT'S FLEA MARKET
or: Things I Would Do Different Next Time

Interview Guide for Interviewees
MAJ Warren Klein

Situation: You are doing an OE operation for the CG and you have to *individually* interview 12 key commanders and staff officers.

Technique: After you prepare your interview guide (questions), send a copy to each interviewee with a short cover letter stating that this is what you will be talking to them about. If they file it, that's data, and you'll get the same information you would have gotten by going in cold. But, if they take the time to consider it and possibly even make some notes, you will get more and better information than you would have if you just went in cold — and the interview will probably be much shorter thereby saving you both time. (This is an extension of the NEAT meeting format.)

Organization of Interview Data
MAJ Warren Klein

Situation: Same as above (or similar).

Technique: Instead of using different notebook pages for each interviewee, use different pages for each question. In this way, for example, all interviewee's answers to question #1 are on the same notebook page(s). When you complete all your interviews, your information is already organized and can be more quickly reduced and analyzed thereby, once again, saving time.

Some OE Consulting Applications

- OE Long Range (Strategic) Organizational Planning
- Organizational Design and Redesign
- Mission and Purpose Development
- Management by Goals and Objectives
- Design of Improved Management Processes
- Combat Related Operations
  - Recruitment/Retention
  - Mobilization
  - Training
  - Deployment
  - Engagement
  - Recovery
  - Refitting
- Integration of New Equipment and Technology
- Development of Trend Data
- Problem ID and Clarification
- Collaborative Problem Solving
- Assessment of Organizational Capabilities
- Action Planning
- Inter Organizational Fit
- Intersystem Conflict Management
- Conference Design and Execution
  - On Site
  - Picture Phone
- Implementation of Planned Change
- Coping with Environmental Detractors
- Assessing and Developing Leadership

- Motivation
- Operational Readiness Enhancement
- Transfer of Skills to the Army
  - Team Development
  - Role Clarification
  - Information Processing
  - Decision Making
  - Time Management
  - Meeting Management
  - Stress Management
  - Objectives Setting
  - Performance Counseling
  - Career Planning
  - Leader Transition
  - Situational Leadership
  - Communication
- Reduction of Sexism/Racism
- Soldier/Machine Interface
- Productivity Improvement
- Improving Reward Systems
- Ad Hoc Committee and Task Force Development
- Management Responsibility Charting
- Developing Unit Cohesion
- Community Life Improvement
- Evaluation of OE Efforts
- Non-Judgmental Assessment, Observation and Feedback
- Executive Sounding Board

Progress is a nice word. But change is its motivator and change has its enemies. — **Robert F. Kennedy**

The real danger is not that computers will begin to think like men, but that men will begin to think like computers. — **Sydney J. Harris**

ROSTERS

OE Consultants
Class 3 - 80

Graduation 10 October 1980

CPT Lawrence R. Boice
USAOECS
Fort Ord, CA 93941

CPT John E. Davies
HHC, VII Corps
APO NY 09107

LTC Thomas K. Forsythe
USAOECS
Fort Ord, CA 93941

CPT Nick B. Halliburton, Jr.
HQ, 21st R det
Fort Hood, TX 75644

MAJ Alexander Hogg, III
HQ, USA 2D ROTC Region
Fort Knox, KY 40121

LTC Glenn D. Hollis
HQ, USAAD Center & Ft. Bliss
Fort Bliss, TX 79916

CPT Michael D. Houge
HQ, DET USMCA
APO NY 09189

MAJ Donald C. Kauffman
HQ, XVIII Airborne
Fort Bragg, NC 28307

CPT William T. Kenny
USMCA (Mannheim)
APO NY 09086

ILT Walter Y. Kinoshita
HHD, HARNG
Honolulu, HI 96816

CPT Frank A. Long
HQ, Berlin Bde
APO NY 09742

MAJ James G. Maclachlan
HQ, USA C&GSC
Fort Leavenworth, KS 66027

CPT Alan B. McDermott
HQ, USACC
APO SF 96343

CPT David A. Molten
HQ, 1st Inf Div
Fort Riley, KS 66442

CPT Ross D. Nida
ARMR IX RG
Presidio SF, CA 94129

CPT William D. Pounds
HHB, 56th FA Bde
APO NY 09281

CPT William N. Souser
USMCA
APO NY 09139

SFC Leendert H. Stuyt
USAOECS
Fort Ord, CA 93941

MAJ William C. Turk
HQ, 2d Region (OE)
Camp Robinson, AR 72218

CPT William C. White
NGB-OE
Portland, OR 97218

CPT(P) Don L. Washington
HQ, Readiness Grp
Fort Sill, OK 73501

MAJ Ronald G. Zola
HQ, 4th Inf Div
Fort Carson, CO 80913

USAREUR OE CONSULTANT ROSTER

INSTALLATION/ACTIVITY	RANK	CONSULTANT	ATTN LINE	APO NY	PHONE
HQ 21st SUPCOM (Kaiserslautern)	CPT	Mann, Lynda	AERPE-HO	09325	2221-7216/8324
HQ 21st SUPCOM (Kaiserslautern)	CPT (P)	Siepielski (arr-8106)	AERPE-HO	09325	2221-7216/8324
HQ 21st SUPCOM (Kaiserslautern)	SFC (MSG	Egby, Alton J. Jiminez arr-8106)	AERPE-HO	09325	2221-7216/8324
US Army Spt Gp NDL (Bremerhaven)	CPT	Obermeyer, Mike	OE	09069	2441-8767/8453
US Army Spt Gp NDL (Bremerhaven)	Ms	Heatherington, Kathryn W.	OE Technician	09069	2441-8767/8453
NATO SHAPE Spt Gp	CPT	Honeychuck, (arr-8101)	OE	09088	
29th Area Spt Gp (Kaiserslautern)	CPT	Derby, (arr-8106)	OE	09227	2221-8364/7138
USMCA-Karlsruhe	MAJ (CPT	Brace, Robert Lebouf, arr-8101)	OE	09164	2141-6323/8368
USMCA-Mannheim	CPT	Kenny, William	OE	09086	2131-7282 (OE Ofc)
USMCA-Pirmasens	CPT	Houge, Mike	OE	09189	2211-6473
USMCA-Zweibruecken	CPT (CPT	Arseneault, Carl J. Ham, arr-8108)	USMCAZ-DCC-OE	09052	2281-6183
5th Sig Cmd (Worms)	CPT	Kaniecki, Charles J.	CCE-OE	09056	2421-7471

INSTALLATION/ACTIVITY	RANK	CONSULTANT	ATTN LINE	APO NY	PHONE
5th Sig Cmd (Worms)	CPT	Pace, James M.	CCE-OE	09056	2421-7471
66th MI Gp, I&S (P) (Munich)	CPT (P)	Graves, Richard	OE	09108	2521-6069
66th MI Gp, I&S (P) (Munich)	SFC	Purpurpa, Frank	OE	09108	2521-6069
7th MEDCOM (Heidelberg)	MAJ	White, Edward D.	OE	09102	2122-712/501
USAF Field Station-Augsburg	CPT	Jackson (arr 81)			2583-5726/5830 (PgmMgr)
HQ USAREUR	LTC	Windom, David L.	ODCSPER-OE	09403	2121-7087/7286
HQ USAREUR	MAJ	Hatch, Charles T.	ODCSPER-OE	09403	2121-7087/7286
HQ USAREUR	MAJ	Howerton, James A.	ODCSPER-OE	09403	2121-7087/7286
HQ USAREUR	MSG	King, (arr-8106)	ODCSPER-OE	09403	2121-7087/7286
HQ USAREUR	Ms	Swensson, Susie (Secretary)	ODCSPER-OE	09403	2121-7087/7286
HQ 32d AADCOM (Darmstadt)	MAJ	Laspada, (arr-8108)	G-1 (OEB)	09175	2371-7152
HQ 32d AADCOM (Darmstadt)	CPT	Selin, George	G-1 (OEB)	09175	2371-7152
HQ 32d AADCOM (Darmstadt)	CPT	Marcel, (arr-8106)	G-1 (OEB)	09175	2371-7152
HQ 32d AADCOM (Darmstadt)	CPT	Kuehne, (arr-8108)	G-1 (OEB)	09175	2371-7152
HQ 32d AADCOM (Darmstadt)	SFC (MSG	Moore, Austin Combs, arr-8106)	G-1 (OEB)	09175	2371-7152
USASETAF (Vicenza, Italy)	CPT (CPT	Norton, George Hulse, arr-8108)	OE	09168	Vicenza Mil 7740
USASETAF (Vicenza, Italy)	CPT (CPT	Rogers, Stephen L. Venci, arr-8108)	OE	09168	Vicenza Mil 7740
USASETAF (Vicenza, Italy)	SFC	Hackman, Wayne H. (arr-8106)	OE	09168	Vicenza Mil 7740
HQ Berlin Bde	CPT	Lauer, (arr-8106)	G-1 (OE)	09742	238-6750/6702
HQ Berlin Bde	CPT	Long, Frank	G-1 (OE)	09742	238-6750/6702
18th Engr Bde (Karlsruhe)	CPT	Pietz, Roger	OE	09164	2141-6323/8368
2d Armd Div (FWD) (Garlstedt)	CPT (MAJ	Vied, Charles H. Strickland, arr-8108)	OE	09355	2443-6525/6765
2d Armd Div (FWD) (Garlstedt)	SFC	Tankersley, Kenneth	OE	09355	2443-6525/6765
4th Trans Bde (Oberursel)	CPT	Matsos, Chris	S-1 (OE)	09451	2313-751
4th Trans Bde (Oberursel)	SFC	Harris, Frederick R.	S-1 (OE)	09451	2313-751
56th FA Bde (Schw. Gmuend)	CPT	Paunds, William	AEUAT-OE	09281	2732-709
56th FA Bde (Schw. Gmuend)	SFC (P)	Gamblin, (arr-8106)	AEUAT-OE	09281	2732-709
59th Ord Gp (Pirmasens)	CPT	Phillips, David	OE	09189	2211-6306/7193
7ATC (Grafenwoehr)	CPT	Pattison, (arr-8106)	OE	09114	2643-462/731
7th Sig Bde (Mannheim)	CPT	Clouse, Robert	OE	09028	2137-7235/6415
USMCA-Heidelberg	MAJ	Storey, Barry	OE	09102	2121-6341
HQ V Corps (Cmd Gp)	MAJ	Houlihan, Dan	OE	09079	2311-6491/8258
HQ V Corps (Cmd Gp)	CPT (P) (MAJ	Kendrick, John L. McGrew, arr-8106)	OE	09079	2311-6491/8258

INSTALLATION/ACTIVITY	RANK	CONSULTANT	ATTN LINE	APO NY	PHONE
HQ V Corps (Cmd Gp)	SFC	Johnson, (arr-8106)	OE	09079	2311-6491/8258
HQ V Corps (FAS)	CPT	Berry, Fairbanks	OE	09079	2311-7078/5648
HQ 3d SUPCOM (C) (Frankfurt)	MAJ	Barber (arr-8101)	ACOFS, PERS-OE	09757	2311-7086
HQ 3d Armd Div (Frankfurt)	CPT (CPT	Coleman, J. C. Callahan, arr-8106)	OE	09039	2314-8237/7241
HQ 3d Armd Div (Frankfurt)	CPT (CPT	Crowden, Ronald G. Schreberger, arr-8108)	OE	09039	2314-8237/7241
HQ 12th Cmbt Avn Gp (Lind AS) (Wies)	MAJ (CPT	Zitnick, Steve Stevens, arr-8108)	OE	09457	2318-3251/3252
HQ 12th Cmbt Avn Gp (Wiesbaden)	SFC	Trevino, (arr-8106)	OE	09457	2318-3251/3252
HQ 130th Engr Bde (Hanau)	CPT	Leiwig, Paul	OE	09165	2309-8517/8848/8890
HQ 11th ACR (Fulda)	CPT (CPT	Simonsen, Jerry A. Mock, arr-8108)	AETO-OE	09146	2364-585
HQ 11th ACR (Fulda)	SFC	Green, Warren D.	AETO-OE	09146	2364-585
HQ 8th Inf Div (MECH)	CPT (MAJ	Miller, Raymond J. Francis, arr-8108)	AETHGA-OE	09111	2252-7215
HQ 8th Inf Div (MECH)	CPT	Cook, Robert J.	AETHGA-OE	09111	2252-7215
USMCA-Baumholder	CPT	Dunfield, William	OE	09034	2231-7313/8320
USMCA-Giessen	CPT (CPT	Appling, Alvin R. Barnes, arr-8108)	OE	09169	2331-7190/6215
USMCA-Giessen	MSG	Brown, Melton	OE	09169	2331-7190/6215
USMCA-Mainz	CPT	Mabry, George	OE	09185	2351-8200/8245/7193
USMCA-Wiesbaden (8th ID)	CPT (CPT	Felt, David D. Estas, arr-8106)	OE	09457	2355-5471/5088
HQ VII Corps (Moehringen)	LTC (MAJ	Tate, Verly Morton, Sam)	G-1 (OE)	09107	2723-751/517
HQ VII Corps (Moehringen)	CPT	Davies, John	G-1 (OE)	09107	2723-751/517
HQ VII Corps (Moehringen)	Ms	Barnum, Karen (Secretary)	G-1 (OE)	09107	2723-751/517
USMCA-Stuttgart	CPT	Sheridan, Frank	DPCA (OE)	09107	2723-751/517
11th Avn Gp (Schwaebisch Hall)	CPT	Davis, (arr-8101)	AETSAV-OE	09025	2734-584
1st Armd Div (Ansbach)	CPT (P)	Nahay, Stephen	G-1 (OE)	09326	2671-8318/8316
1st Armd Div (Ansbach)	CPT	Magrath, David	G-1 (OE)	09326	2671-8318/8316
1st Inf Div (FWD) (Goeppingen)	CPT	Egan, James A.	G-1 (OE)	09137	2731-618/809
210th FA Gp (Herzo Base)	CPT	Pineau, (arr-8101)	S-1 (OE)	09352	2632-636
2d SUPCOM (Nellingen)	CPT	Gonzales, David	OE	09160	2724-6201
2d SUPCOM (Nellingen)	SFC	Uranga, Armando	OE	09160	2724-6201
3d Inf Div (Wuerzburg)	CPT (CPT	Benton, Gregory M. Rose, arr-8108)	G-1 (OE)	09036	2321-6281/7450
3d Inf Div (Wuerzburg)	CPT	Cummins, Michael	G-1 (OE)	09036	2321-6281/7450
72d FA Gp (Wertheim)	CPT	Curry, Joe W.	OE	09047	2322-646/880

INSTALLATION/ACTIVITY	RANK	CONSULTANT	ATTN LINE	APO NY	PHONE
7th Engr Bde (Lud/Korn)	CPT	Modica, John P.	OE	09154	2726-373/761
7th Engr Bde (Lud/Korn)	SFC	Crawford, Cloyce D. II	OE	09154	2726-373/761
USMCA-Ansbach (1st Armd Div)	CPT	Wolf, (arr-8101)	OE	09177	2671-8398
USMCA-Aschaffenburg (3d ID)	CPT (CPT	Gallimore, Ronald S. Brown, arr-8106)	OE	09162	2317-7054/8840
USMCA-Augsburg	CPT	Lamb, Arthur W.	OE	09178	2581-6300/7306
USMCA-Augsburg	SFC	Howard, (arr-8106)	OE	09178	2581-6300/7306
USMCA-Bamberg (1st Armd Div)	CPT	Souser, William	OE	09139	2652-8806
USMCA-Goeppingen (1st ID)	CPT	Walker, Regina	OE	09454	2731-618/809 (Div Ofc)
USMCA-Heilbronn	CPT (CPT	Prate, George P. Burton, arr-8101)	OE	09176	2761-486/707
USMCA-Munich	MAJ	Lustig, Lee E.	OE	09407	2521-6114/8336
USMCA-Nuernberg (1st Armd Div)	CPT	Buckley, David J.	OE	09696	2621-7133/6717
USMCA-Schweinfurt (3d ID)	CPT	Murphy, (arr-8101)	OE	09033	2323-6154/8366
USMCA-Wuerzburg (3d ID)	CPT	Touhill, James	OE	09081	2321-6302/6200

ORGANIZATIONAL EFFECTIVENESS CENTER & SCHOOL
TELEPHONE DIRECTORY
6 April 1981
AUTOVON: 929-XXXX

TITLE	NAME	TELEPHONE NO (Preferred)	ALTERNATE(S)	
OFFICE OF THE COMMANDER (ATXW-RMA) BLDG. 2843				
Commander	COL Golden	5919	4882	2606
Executive Officer				
Center SGM	SGM Cato	5919	3588	4021
Secretary	Ms. Camacho	5919	4882	2606
Human Resources Manager	LTC Tumelson	7058	6014	7059
ARI Liaison Officer	Dr. Kahn	2606	4882	4716
OPERATIONS AND SUPPORT DIRECTORATE (ATXW-RMA-OS) BLDG. 2843				
Director	LTC Sheffield	5919	4882	2606
Secretary	Ms. Appendino	5919	4882	2606
Operations Officer	MAJ Longan	3549	2775	7297
Operations Clerk				
Adjutant	1Lt Neuser	2775	3549	7297
Admin Officer	Mr. Neumann	3549	2775	7297
Word Processor	Ms. Moore	7297	2775	3549
Word Processor	Ms. Riley	7297	2775	3549
Clerk Typist				
Budget Off (Bldg 2862)	Ms. Joe	5797	7911	
Supply Tech (Bldg 2862)	Ms. Green	7911	5797	
NCOIC	MSG Tufono	2775	3549	7297
PSNCO	SSG Trujillo	2775	3549	7297

TITLE	NAME	TELEPHONE NO (Preferred)	ALTERNATE(S)	
OPERATIONS AND SUPPORT DIRECTORATE (CON'D)				
Unit Clerk	SP5 Smith	2775	7297	3549
SIDPERS/Mail Clerk	SP5 Hull	2775	7297	3549
Clerk/Driver	SP4 Paxston	2775	7297	3549
Maintenance Engineer				
EVALUATION DIRECTORATE ATXW-RMA-E (Bldg) 2822				
Director	LTC Forsythe	4574	4312	6013
NCOIC	MSG Cudger	4312	4574	5013
Secretary	Ms. Greene	4574	4312	6013
Chief Design Coll Div	CPT Plourde	5013	4312	4574
Evaluator	SFC McFarland	4574	4312	5013
Chief Analysis Div	MAJ Klein	4574	4312	6013
ORSA Officer	CPT Mitchell	4574	4312	6013
Programmer	Mr. Nolan	4574	4312	6013
Data Transcriber	Ms. Toler	4574	4312	6013
CONCEPTS DEVELOPMENT (ATXW-RMA-CD) BLDG 2821				
Director	LTC Looram	7886	7108	
Secretary	Ms. Voorhees	7886	7108	
Chief, EOD	MAJ Rodier	7886	7106	
Consultant, EOD	MAJ Macaluso	7886	7106	
Consultant, EOD	Mr. Goodfellow	7886	7106	
Project NCO	SSG Reed	7886	7106	
Chief Concepts Div	CPT Olson	7886	7108	
Chief Research Div	CPT Price	7886	7108	
Project Officer	CPT Barko	7886	7108	
Sociologist	Mr. Stanchfield	7886	7108	
Project NCO	MSG Bartlett	7886	7108	
Research Project NCO	SFC Konarik	7886	7108	
TRAINING DIRECTORATE (ATXW-RMA-T) BLDG 2844				
Director	LTC Fisher	3519	4021	
Secretary	Ms. Crouch	4021	3519	
Operations NCO	SFC Young	4021	5308	
Chief Ind Skills	LTC Arnold	2889	3588	
Tng Officer	MAJ Hatler	2889	4021	
Tng Officer	MAJ Pritchett	2889	4021	
Tng Officer	CPT Hawks	2889	4021	
Tng Officer	CPT Hopkins	2889	3588	
Tng Officer	Dr. Eppler	3588	2889	
Tng Officer	Dr. Guido	2889	5308	
Tng Officer	MAJ Leslie	2889	4021	
Tng NCO	SGM Cherry	4021	3588	
Tng NCO	SFC Pierre	4675	3411	
Chief Cons Skills	LTC Berg	4021	2889	
Tng Officer	MAJ Fowler	3588	2889	
Tng Officer	MAJ Lenz	4021	3519	
Tng Officer	MAJ Edwards	4021	2889	
Tng Officer	Mr. McDuffy	4675	3411	

TITLE	NAME	TELEPHONE NO (Preferred)	ALTERNATE(S)
Tng NCO	SGM Cato	4021	3588
Tng NCO	SFC Stuyt	4675	3411
Librarian (Bldg 2824)	Ms. Herrick	7228	5075
Librarian Aide	Ms. McLaughlin	6075	7228
Admin Clerk	PFC Issac	2889	4021

TRAINING DEVELOPMENTS DIRECTORATE (ATXW-RMA-TD) BLDG 2864

TITLE	NAME	TELEPHONE NO (Preferred)	ALTERNATE(S)
Director	Dr. Spehn	7058	7059
Secretary	Ms. Cunha	7058	7059
Chief, Curriculum Development	LTC Tumelson	7058	7059
Chief, Tng Analysis	MAJ Rock	7058	7059
Chief, Tng Lit & Media	CPT Boice	7058	7059
Project Officer	MAJ Smith	7058	7059
Project Officer	CPT Sims	7058	7059
NCOIC	SFC Morris	7058	7059
Project NCO	SFC Belasto	7058	7059
Education Specialist	Dr. Ferrier	7058	7059
Visual Info Specialist	Mr. Brown	7058	7059
Writer/Editor	Mr. Britsch	7058	7059
Visual Info Asst	PVT Lanagan	7058	7059