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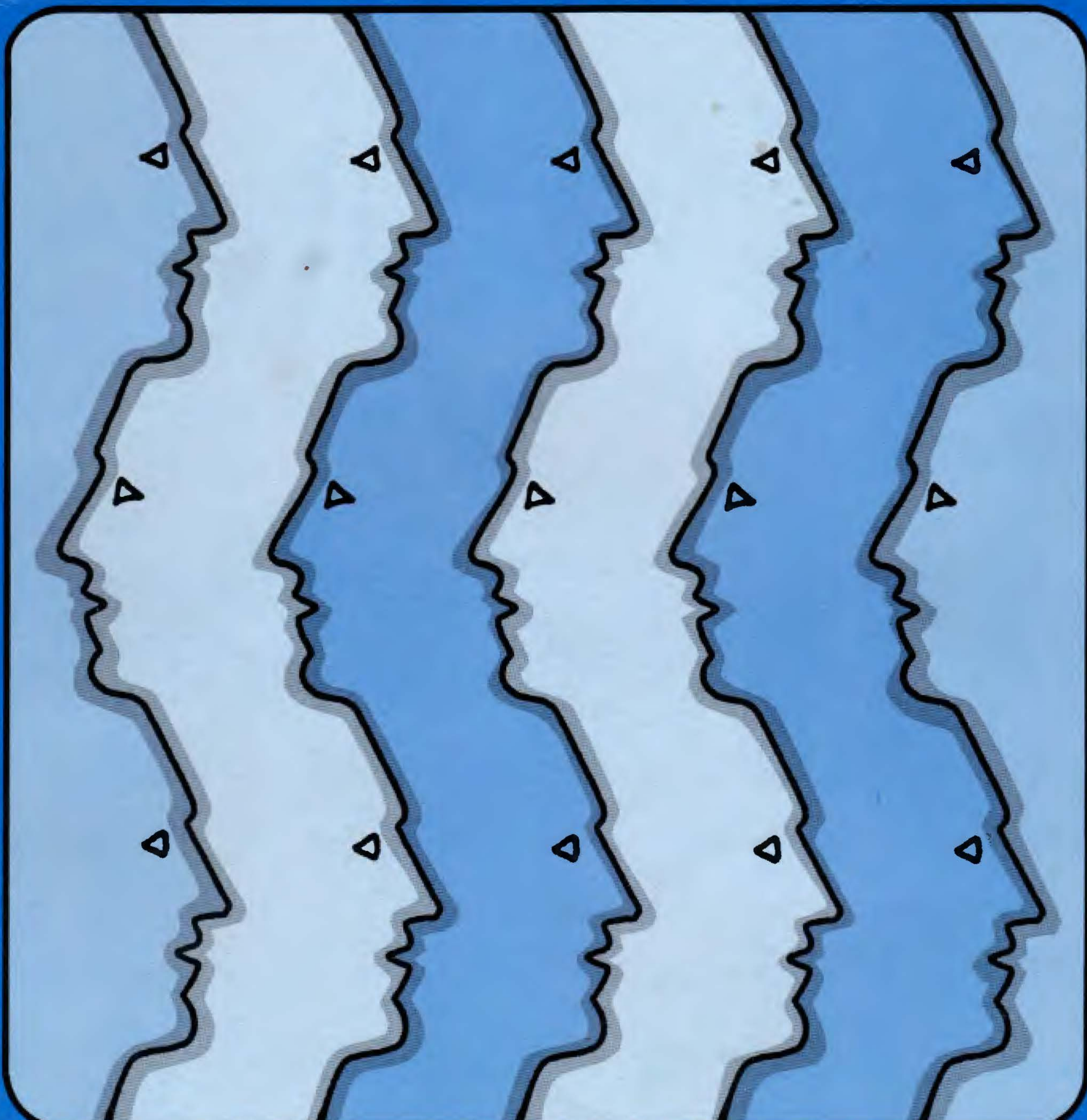

Military Leadership: A Leader is a Follower is a Leader.

The OE Communique Issue No. 3 - 1981

UNITED STATES ARMY
Organizational Effectiveness Center and School
Fort Ord, California

Vol. 5 - No. 3 - 1981

OE Communique

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

CORRESPONDENCE

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

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About the Cover

In the words of Warren Bennis, "... one can paraphrase Gertrude Stein by saying, 'a leader is a follower is a leader.'" As depicted on the front cover designed by Mr. Coy Brown, the organizational dynamic is wave-like: faces flow into reversed faces, recognizing that officers and NCOs at all levels have responsibilities toward both superiors and subordinates; rhythmic, ever-expanding waves shape — and are shaped by — not only other waves, but also the environment. Waves of sound, light, and water transform their respective environments; organizational leader/member interaction can have similar mutually influencing, transformational impact.

The Commanding Officer Can't Win

Reprinted from Infantry Magazine
July-August 1970

If he has just taken command, it will be some time before he gets to know the unit.

If he has commanded the unit for some time, it is time for a change.

If his previous assignment was staff duty, he has been away from troops too long.

If he has had a lot of command experience, he is in a rut and needs to go back to school.

If he is a five percenter, he is too green to carry his rank.

If he made his rank with his class, he is no genius.

If he questions the judgment of higher headquarters, he is fighting the problem.

If he concurs with higher headquarters, he is a bootlicker who lacks guts.

If he tries to make the system work for him, he is not practical and does things the hard way.

If he cuts corners, he will get is fingers burned if he hasn't already.

If he makes immediate decisions, he is impulsive and doesn't consider the ramifications.

If he studies before making a decision, he is indecisive.

If he supervises his subordinates closely, he doesn't trust them and has them running scared.

If he leaves his subordinates alone, he is not interested in their work and encourages them to goof-off.

If he requires his subordinates to work through the chain of command, he makes himself too inaccessible.

If he takes charge, he should delegate more authority.

If he delegates authority, he is a shirker.

If he emphasizes training, he neglects maintenance.

If he emphasizes maintenance, he neglects training.

If he supports his officers and NCOs, they have him snowed.

If he questions their judgment, he undercuts their morale.

If he has an open-door policy and makes himself accessible, he is probably allowing his personal feelings to interfere with his better judgment.

If he has a lengthy staff meeting to discuss details, he underestimates the intelligence of his staff and wastes their time.

If his staff meetings are brief, they are too general.

If his unit has a low court martial rate, the troops are getting away with murder.

If his unit has a high court martial rate, it is a reflection of his inability to command.

If he is a Spartan with his troops, he is a sadist.

If he is considerate of his troops, he coddles them.

If he . . . well, whatever he does, it is wrong, it's a miracle that he has been retained in the Army. He ought to retire while he is ahead. ■

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COL William L. Golden

Leadership/Followership/OE

The theme for this issue was chosen in recognition of leader-follower interaction as a key aspect of organizational effectiveness. The diversity of vantage points represented in the special feature section is intentional. No attempt is made in this issue to distinguish what is or is not leadership, managership, and/or commandership. In the larger context of what is or is not organizationally effective behavior, such distinctions may not be useful.

We adopt, rather, the approach advocated by Frank Burns, in the last issue:

> We chose "influenced" 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.[1]

In his article, Frank Burns borrows heavily from another Burns in advocating values-based transformational leadership. As James MacGregor Burns states it:

> The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.[2]

It is in that spirit, with emphasis on the leader's responsibility in development of subordinates, that this issue is compiled.

LMDC

The acronym "LMDC" appears in this issue in two distinct contexts. The article by CPT Ron Sims refers to the *Army's* Leadership and Management Development Course; Steve Ferrier's article makes use of those same letters to connote the *Air Force* Leadership and Management Development Center (the USAF equivalent of OECS), whose name has blurred leadership vs. management vs. organizational development/effectiveness distinctions. I applaud such a synergistic concept!

A few words about the Army's LMDC. It is an excellent workshop — so good that it probably is selfish for the OE community to attempt to hold it so closely to its chest. It is a most effective vehicle for developing personal/interpersonal awareness and skills. As such it is a foundation, but not the complete package, for training effective leaders, managers and other organizational members. Nevertheless, LMDC facilitation is not the best use of OE Consultants. OECS offers 8 four-week Trainers' Courses (LMDTC) per year to train others to do that job. It is important that we recognize the very capable but unique levels of expertise that OE Consultants *and* LMDTC graduates possess. Employ both most effectively. If LMDC is to be part of an implementation strategy, the OE Consultant should identify the need and the Trainer should conduct the training, freeing the OE Consultant to work at the level most organizationally beneficial.

Vignette Approach: Sue Dueitt, PhD, offered suggestions on how LMDC might best be tailored to a specific audience (see *OE Communique,* Issue #3-80, pp. 21-23). Let me add to that: Teach what fits; LMDC is not a pre-packaged cure-all. If a vignette such as performance counseling meets the organizational need, use *it* in lieu of imposing the entire workshop. Integrate what vignettes are needed into your overall implementation strategy. Aim them at specific desired organizational outcomes.

Systems Aproach: One final thought on LMDC. Like any other good thing, LMDC can be abused as well as used. Contemplate, as an example, the implications of omitting the OE systems context:

> If a leader is seriously mistaken about the systematic requirements of the organization or the demands of its environment, his or her interpersonal abilities may become organizational liabilities. To be wrong and influential is organizationally worse than being merely wrong. . . . Interpersonal skill and organizational perspective are different attributes of leadership and largely independent of each other.[3]

In terms of leadership development, LMDC is best viewed as a very key part of a much larger whole.

Competency

The development of OE Consultant competencies, with the help of Army Research Institute, is discussed in the article by Mel Spehn and Ron Tumelson. It is interesting to note that two recent distinguished visitors from the academic community commented that there might be as much as 80-90% overlap between the competencies of a successful OE Consultant and those expected of a successful leader/manager. I find that easy to accept, and I think it speaks well for the OE Consultant's skill-transfer potential during his/her career progression. □

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[1]Burns, Frank, "Introduction to High Performance Programming," *OE Communique* Issue #2-81, p. 25.

[2]Burns, James MacGregor, *Leadership,* p. 4.

[3]Katz, D. & Kahn, R., *The Social Psychology of Organizations,* 1978, p. 540.

Letters to the Editor

U.S. ARMY
ORGANIZATIONAL EFFECTIVENESS CENTER AND SCHOOL
FORT ORD, CALIFORNIA 93941

Dear Editor:

The OE Communique is an invaluable resource to me. However, I spend too much time stumbling through issues looking for what I need. Perhaps a reference guide could be compiled by you (the OECS) to help facilitate the locating of needed information. Please, give this idea some thought; such good material should not be so hard to find.

KATHRYN W. HETHERINGTON
HQ, US ARMY SUPPORT GROUP, NORDDEUTSCHLAND
Organization Effectiveness Technician

Thanks for the suggestion! An index of all previous OE Communique *articles is now being prepared. It will be published in issue #4-81. An annual index will be printed thereafter.* — **EDITOR**

Dear Editor:

I read with interest your winter, 1981 issue of *OE Communique.* Please add my name to your mailing list to receive this and other materials in the future.

Thank you.
Sincerely,

Leonard D. Goodstein, Ph.D.
President
University Associates, Inc.
8517 Production Avenue
P.O. Box 26240
San Diego, CA 92126

"I Believe OECS Has Run Amuck!..."

Dear Editor:

I believe OECS has run amuck! I am extremely upset over the removal of LMDC from the FTX. LMDC is **the** best management and leadership training conducted in the Army today. Conducting an LMDC during the FTX fulfills two purposes. First, it is the only place in the curriculum where the student can practice and enhance his group leadership skills as an intern. Second, it provides additional grounding in group development theory and practice, a skill which is invaluable for the OESO. Additionally, the OESO who is not conducting periodic LMDCs is missing a prime personal growth experience. I conduct one each quarter. It provides me with a basic skills refresher, helps develop teamwork with a partner I rarely have time to team build with, yet must rely on frequently, disseminates my skills to others in the unit, improves credibility and often opens doors to additional consulting opportunities. I strongly urge reconsideration of this decision. We cannot afford to sell ourselves short either in our image or our training.

ROGER W. PIETZ
CPT, CE
HQ, 18th ENGINEER BRIGADE
APO NEW YORK 09164

Your points are well taken. I direct your attention to both the Commandant's Comments and CPT Sims' article in this issue. Thanks for your article on Goal Setting, also in this issue. — **Editor**

Dear Editor:

I have found the *OE Communique* to be an excellent source of materials consistent with my approach to Organizational Development in the Canadian Military. Your publication was invaluable in aiding my preparation of OD lectures in the Organization/Behavior, and Personnel Management Courses I taught while on the staff with the Department of Military Leadership and Management, the Royal Canadian Military College (RMC), Kingston. I have most recently utilized the *OE Communique* as a discussion medium to encourage understanding of the purpose and process of OD/Organizational Effectiveness in the military context during a workshop that I conducted with the Advanced Personnel Selection Officers Course at RMC May 1980. The participants found the approach of the Organizational Effectiveness Center and School very applicable to the functions they provide at the base level. You will no doubt be receiving several requests to be placed on distribution of the *OE Communique* in the very near future.

I would be interested in submitting a manuscript for publication if such is acceptable to you. Please advise whether you are prepared to accept manuscripts from other than an American source.

MAJOR PHILLIP K. LeGRAD
For Base Commander
Canadian Forces Base Borden
Borden, Ontario

We welcome your manuscript, and applaud both the OE—Leadership/Management linkage and the international boundary span. — **Editor**

Dear Editor,

I want to express my sincere appreciation to Mr. Bob Britsch, your production assistant, for his invaluable assistance in helping me to establish a Division-wide *OE Communique* distribution plan. Last week, the first copies arrived within the Division to all battalion level commanders and above. This, coupled with Major General Vuono's enthusiasm for *OE,* will firmly entrench Organizational Effectiveness within this Division. Bob played a key role in this process. Thanks for a superb job.

ROBERT J. COOK JR.
Captain, Infantry
8ID(M) Consultant

Dear CPT Boice:

As part of your attempt to continue the upward trend of the Communique, how about returning to the past a little bit? One of the early requirements was to have holes punched so people could file the magazine in three ring binders, or remove individual articles and file them in the OESO Handbook.

The above is the only fault I can find with a magazine developed OJT — an excellent example of what a determined person can accomplish. The art work and layout by Coy Brown is superb.

Keep up the good work. Be sure and puncture the OE balloon regularly — OE will die if it ever takes itself as seriously as the rest of the Army.

Robert W. Brown
LTC, GS
Class 2-77

Thanks for the kind comments. I am more inclined to puncture the OE balloon than its professional journal. Hopefully, the journal has moved beyond the stage where holes would be appropriate. The **OE Communique** *(like OE itself) is to be* **lived,** *not hoarded. Therefore we keep the "hoarding holes" out to keep the journal in a form to pass from one excited user to another.* — **Editor**

Dear Editor:

The purpose of this letter is to inform you of the pending publication of a new periodical titled THE ARMY TRAINER and to solicit your support for this periodical.

Below is an item which we would like to have included in an upcoming issue of your periodical. Any input you may have for the editorial and photographic content will be greatly appreciated.

ROBERT C. REID
Colonel, GS
Chief of Public Affairs
HQ, TRADOC
Fort Monroe, VA 23651

THE ARMY TRAINER

The U.S. Army Training Support Center, Fort Eustis, VA, is starting a new publication aimed at helping to train the Army's trainers.

The new quarterly magazine, titled THE ARMY TRAINER, is targeted to those soldiers in grade E5-O3 who are involved in training — from platoon sergeants through company/battery commanders — along with training developers.

ARMY TRAINER's purpose is to provide an Armywide forum to identify, integrate and explain the use of the many and varied parts of the Army Training System.

The goals of the magazine are to improve training and combat readiness; publicize new training ideas, techniques and products; translate training policy into action; stimulate interest in the training system; and create a medium for the exchange of information and ideas.

THE ARMY TRAINER is anxious to receive articles dealing with unit/collective training, experience with new training methods/devices, and feature articles dealing with trainers, that its audience would find useful.

For further information, or to inquire about submitting articles, contact:

Editor, THE ARMY TRAINER
U.S. Army Training Support Center
ATTN: ATIC-AET
Fort Eustis, VA 23604

The telephone number is **(804) 878-4587/4605; AUTOVON 927-4587/4605.**

Correction

Page 94 of *Communique* issue #2-81 erroneously credits the journal which also published the article by SFC Ronald B. Konarik and SFC Wayne Reed, "Work Environment Improvement Teams: A Military Approach to Quality Circles." The correct entry should have read,

> This article also appears in the August issue of *The Quality Circles Journal,* International Association of Quality Circles (IAQC), Midwest City, Oklahoma.

Editor's Corner

"The difference is slight to the influence of an author, whether he is read by five hundred readers, or by five hundred thousand; if he can select the five hundred, he reaches the five hundred thousand."

— ***Henry Brooks Adams*** *(1838-1918)*

* To understand why the editor is standing in the corner, read the final article in the special feature section.

A reminder to readers not on our list and/or those who anticipate a job change/relocation: Please send us correct address — notify us if you choose to be continued on, added to, or deleted from the *OE Communique* mailing list.

Coming up in the next issue (#4-81, December):

- — Cumulative index of previous *Communique* articles
- — *Communique* Interview: Kast & Rosenzweig (architects of the "K & R" systems model)
- — Follow-on articles on the year's 3 previous Special Feature themes:
- • Emphasis on the Total Force (Active Army, National Guard and Army Reserve)
- • Focus on the Future: Systematic Foresight
- • Military Leadership: ". . . A Leader is a Follower is a Leader."
- — More specially-adapted Beetle Bailey cartoons
- — 1982 Fold-out: 12 month OE Planning Calendar

Effective Leaders, the LMDC, and the Critical Factor

Captain Ronald C. Sims

I must follow my people. Am I not their leader? — ***Benjamin Disraeli (1804-1881)***

There go my people. I must find out where they are going so I can lead them. — ***Alexandre Ledru-Rollin (1807-1874)***

As the cartoon says, "That's all, folks!" Leadership is no more complicated than the quotations indicate. Leaders in the Army lead as much or as little as their subordinates will let them. All you former platoon leaders can probably remember the pit in your stomach when you gave an order or directive that was highly distasteful to your platoon, and for a moment they balked! In that fraction of a second the platoon took back your authority over them and left you a highly priced private. So where is all this rambling going to lead us? Hopefully, to an increase in your awareness that leadership training is not a slow-moving boat, but a very fast train with constantly changing concepts, principles, and beliefs. The Army has a course, the Leadership and Management Development Course (LMDC), that slows the leadership train enough for leaders to look at their own and others' behaviors.

This course (LMDC) was originally designed as "an experience-based workshop for leaders and managers designed to increase their individual effectiveness in management performance ... [in order to] manage people in different situations to accomplish organizational goals and missions" (USAOETC ST 26-150-6-1, 1978). But, does the LMDC *really* produce such changes in leaders and managers? To be quite honest, there hasn't been enough research on this to make an accurate yes or no statement. Then, does this mean that the LMDC is a waste and doesn't have anything to do with training more effective leaders? What does this have to do with a platoon balking? All of these things are definitely related, and in time I will tie them all together.

To explain the relationship that LMDC has with traditional leadership theories, it is necessary to discuss the evolution of leadership theories from one-dimensional to three-dimensional models. From these models comes the "Critical Factor" necessary for training effective leaders.

One-Dimensional Leadership Theories

The most common methodology of examining leadership training has been through the leadership styles method. Beginning with Terman (1904) through Fiedler (1970) and his finding that experienced leaders are not necessarily the most productive (in terms of industrial output), leadership theorists have been trying to find a factor or factors that are common in successful leaders. Stogdill in his *Handbook of Leadership* (1948), reviewed over 250 studies in this century which have attempted to discover *"leadership traits."* Stogdill, simultaneously supported by Gibb (1947, 1954), discovered that leadership is more a combination of relationships, group dynamics, and situations, rather than a simple, leader-follower combination, and *"that the traits and abilities required of a leader tend to vary from one situation to another."*

Other studies (Carter and Nixon 1949; Hamblin, 1958; and Tupes, 1957) questioned the inherent trait theory of leadership. Beginning with the establishment of the Bureau of Business Research at Ohio State University around 1945, an attempt was made to study the leader's behavior while "he acted as leader of a group or organization" (Stogdill, 1974).

Two-Dimensional Leadership Theories

In the 1940's, the University of Michigan's Survey Research Institute first proposed the two dimensions of Production-centered and Employee-centered leader behavior (Reddin, 1970).

During the 1950's Hemphill was able (with the Ohio State Leadership Study staff) to develop, through factor analysis of 1,800 items, a description of leader behavior in two dimensions: initiation of structure and consideration. Structure deals with the mission or task, and consideration has to do with relationships.

From this came the first instrument to measure behavioral leadership factors (Consideration and Structure), which was later refined by Halpin (1959) into a 40-item questionnaire called the Leader Behavior Description Questionnaire (LBDQ). Later Fleishman (1957) developed the Leadership Opinion Questionnaire (LOQ) which measured the leader's self-perceived leadership style.

The LBDQ and LOQ have been applied extensively (Christner and Hemphill, 1955; Holloman, 1967; Newport, 1962; Skinner, 1969; Evans, 1970). Their research suggests that a leader could score high in one dimension and low on the other, and that the two dimensions were not positively correlated. The leader's (supervisor's) behavior thus could be described as a matrix of the two. Another study done at Harvard University recognized a style of the Task Leader behavior and the Socio-emotional leader (Reddin, 1970), as in structure and consideration. From these studies developed the Ohio State Leadership Model with its four quadrants.

All these models involved discussing a leader in terms of task orientation and relationship orientation. They polarized the study of leadership into an either/or situation. However, other researchers — spurred by McGregor (1960) and Tannenbaum and Schmidt (1958) — were beginning to recognize that leader behavior is not an either/or situation. Something else is involved in leader behavior.

Also, the Survey Research Center and Institute for Social Research at the University of Michigan and the Center for Leadership Studies were developing vast amounts of leadership material and conducting numerous leadership-related studies. For example, Blake and Mouton (1964) developed their now famous Managerial Grid and its later refined edition (1978). Theirs was an early attempt at explaining leader behavior via an attitudinal model, as compared to the Ohio State Model, which is more of a behavioral model that examines how the leaders' actions are perceived by their followers. Blake and Mouton developed leadership styles which they then taught to managers. However, both Blake and Mouton and the Ohio State Model still tended to have a "best" style (9,9 leader in the Managerial Grid and High Structure High Consideration in Ohio State).

Three-Dimensional Leadership Theories

Fiedler (1967) and Reddin (1970) began to examine a third variable to leader behavior and influence, *the situation*. Fiedler (1967), in his classic Leadership Contingency Theory, professed that leadership in an organization is affected by: (1) the personality of the leader, (2) the situation of the job, and (3) the leader-situation interaction. The leader is also affected by position power, task structure, and the leader/member relations. Fiedler felt that effective leadership is a balance between task orientation and people orientation, based on the style of the leader and the environment. Additionally, he theorized that leaders have a basic leadership style and are unable to change their style readily; therefore, effective leadership is "brought about by matching individual style to the appropriate circumstances" (Looram, 1976). Individuals should attempt to restructure their situation if it does not match their leadership style. It can also be argued that Fiedler's Contingency Model is only a two-dimensional model with subsets. The difference is that Fiedler recognized the situation as a third variable impacting on a leader.

Reddin (1970), in his 3-D Management Style Theory, recognized that the "something else" was also the situation leaders find themselves in. Most of the previous leadership models were concerned with a two-dimensional matrix with the leader being placed somewhere between task or relationship orientation, either behaviorally or self-perceived. Reddin applied the term "situational management skills" to explain that the leader may change the situation if necessary (like Fiedler); however, Reddin also recognized the leader's style flexibility. The leader, he felt, must integrate the concepts of leader style (task or relationship) with the situational demands. Thus the leader has an effectiveness dimension. Leaders are effective when they change their leader style to meet the needs of the situation (perferred method) or when they change the situation to meet their needs.

A more sophisticated three-dimensional model is the leadership model developed by Hersey and Blanchard (1974, 1977) in which they incorporated the flexibility dimension of Reddin's theories with a dimension indicating the leader's interaction with the environment. Hersey and Blanchard (1977) have indicated in several stages of the development of their model that the "difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of the behavior to the environment in which it is used." Their Tri-Dimensional Leader Effectiveness Model had the effectiveness dimension as a continuum, with effectiveness a matter of degrees. Their model differed from the Ohio State Model and Blake and Mouton's Managerial Grid in that Hersey and Blanchard did not depict a *best* style of leadership. However, the Blake and Mouton Managerial Model and the Hersey and Blanchard Tri-Dimensional Leader Effectiveness Model are both effective models for predicting leadership styles depending on the situation and maturity of the followers.

The commonality in the three-dimensional leadership models is that most of the authors recognized some form of leader-follower interaction as being very important in leadership development. Stogdill emphasizes this (1974) by stating that "followers tend to be better satisfied under a leader skilled in human relations than under one skilled in group task."

Also, research analyzed by Dyer (1978) has shown that, as opposed to less effective managers, effective managers spend less time supervising and more time involving themselves with interpersonal issues, delegating responsibilities, developing working relationships within their organizations, and developing cohesiveness which fosters pride and productivity. A study at Xerox Corporation conducted by Gumpert and Hambleton (1978) found that employees of less effective managers feel their managers exhibit more task-oriented behavior (giving direction) than relationship-oriented behavior (socio-emotional support) in their supervision of subordinates.

The US Army uses, in effect, a three-dimensional model in its leadership training. In its Leadership Monograph #8 (Clement and Ayres, 1976) four components of leadership are specified: task skills, organizational skills, personal skills, and interpersonal skills (which address an individual's relationship with others in regard to counseling, empathizing, reward and punishment, and social exchange). Task skills and organizational skills are the equivalent of one dimension, and personal skills and interpersonal skills are a second. Flexibility in the use of these leadership skills is the equivalent of a third dimension.

In short, effective leader behavior involves the learning of combinations of consideration/relationship orientations, task orientations, and situational factors and the understanding of their interrelationships. The Managerial Grid and Reddin's 3-D Management Style Theory appear to be attitudinal in their dimensions, feeling emotion toward something, while the Ohio State Model and Tri-Dimensional Leader Effectiveness Model have dimensions which measure how people behave on behavioral models

(Hersey and Blanchard, 1970). This suggests that behavioral models are more realistic in that ***leadership is behavior and behavior is believable.*** Fiedler (1967) recognized this approach (or conclusion) with his Least Preferred Co-worker Scale (LPC), but it still appears to be an attitudinal measure projecting the leader's attitude in order to obtain assumptions about behavior.

In summary, all these theories have concentrated on examining attitudinal, task-oriented and situational factors in exploring leadership. Instruments from the early beginnings of the LBDQ to the LEAD have addressed themselves to describing leader behavior in a matrix orientation. Most of the "Dimensional Theories" (Reddin, Fiedler, and Hersey and Blanchard) have the leader interacting with members of a work group, the results of which could be measured through self description or through the followers' perceptions.

The Critical Factor

In the fifties and sixties the *"Human Potential Movement,"* concerned with interpersonal and group competencies (Gibb, 1975), and the National Training Lab "T" Group techniques (Schutz, 1973) evolved in the world of training. Through the influence of Personal Growth Training (Weir, 1975) and the Tavistock Institute in England (Castrochon, 1975), human relations training became fully recognized as a vital ingredient in developing managers.

Hersey and Blanchard (1977) recognized that an important skill of an effective manager is the ability to get along with people. This relations behavior, in their theory, focuses on the extent to which leaders are "likely to maintain personal relationships between themselves and members of their group," while still accomplishing the group task.

The Ohio State Studies were very much concerned with the Consideration dimension of leadership or "behavior indicative of friendship, mutual trust, respect and warmth in the relationship ... [between] leader ... [and] staff" (Hersey, 1977). Blake and Mouton (1964) had their "concern for people" dimensions on their Managerial Grid. Tannebaum and Schmidt (1958) discussed their subordinate-centered leadership style, and Fiedler (1967) has his leader-member relationships. Even Lippet and White (1943) addressed the human relations concerns or non-concerns of an authoritative or democratic leader. Thus, the "Critical Factor" in the previous leadership theories appears to be the importance of the leader's interpersonal behavior or orientation.

Importance of the Critical Factor for Leaders

Training leaders is a complex, interdependent process. However, a general trend that prevails throughout all the leadership theories is that the more effective leaders/managers understand and possess basic interpersonal skills in dealing with people.

Regardless of whether the leadership theories are attitudinal (Blake and Mouton's Managerial Grid, Reddin's 3-D Management Style) or behavioral (Ohio State Studies, Hersey's Life Cycle Theory), the leaders still must provide, even if only on demand, some socio-emotional support.

Human relations research has resulted in a vast amount of personal-growth-oriented courses such as est workshops. Transcendental Meditation, Transactional Analysis, Gestalt therapy, and assertiveness training in order to provide training in the **Critical Factor.** Most appear to be "grasping" at something to help the managers understand their subordinates' needs and to provide a modicum of socio-emotional support. This was accomplished by having individuals understand their own behavior and its impact on others, and then learning about group behavior. From such a training combination, managers could be "in tune" with themselves and their subordinates.

According to Zemke (1978), this type of training also ranges from the American Humanistic Psychology programs of body massage, Rolfing and Sufi dancing to the structured Dale Carnegie courses in public speaking and human relations. The learning of interpersonal skills and the developing of awareness of how to interact with people have been strongly supported, in terms of developing better managers of people and achieving personal growth.

Additionally, as Hersey and Blanchard (1977) recognized, a leader's flexibility or style adaptability dimension depends on how much the manager is willing to try different styles of leadership. However, in spite of this recognition, not too much information is available as to how the leader can consciously adapt (internalize) a change in personal leadership style.

Basically, leaders need to examine themselves, their own interpersonal needs, and resultant behaviors before a change can occur in their leadership behavior. The plethora of human relations training has evolved to examine this field.

The Army's LMDC is a method whereby the "Critical Factor" in leadership is taught to military leaders. This process involves the blending of interpersonal awareness training through the development of human relation skills.

Evolution of the Leadership and Management Development Course

As a result of the turbulence in the US Army in the late 1960's and supported by an Army War College study in the 70's, the Department of the Army undertook to reexamine its existing leadership and management training programs.

The Army established an experimental program from 1972 through 1975 that examined the feasibility of introducing group dynamics training through the use of organizational development. During this time frame an experimental program, called the Leadership and Management Development Course (LMDC), was designed, developed and validated at Fort Ord. In July 1975 the US Army created the Organizational Effectiveness Training Center (now called OECS), which was chartered to train internal Army OD Consultants and to continue the LMDC program. The OD Consultants, called Organizational Effectiveness Staff Officers (OESOs), were trained to introduce the latest advances in the behavioral and managerial sciences to the commanders and leaders in the Army.

Beginning in late 1975 the LMDC emerged into a unique Army-wide course. The LMDC is a 44-hour course which can be taken by corporal or specialist fourth class through master or first sergeant and second lieutenant through captain and is designed to increase their individual effectiveness in management performance.

The civilians, officers, or non-commissioned officers who facilitate this course have been trained a minimum of four weeks and the OESOs up to 16 weeks. The course is highly structured in terms of learning objectives and outcomes.

The LMDC training assists leaders in diagnosing their leadership environment through a combination of teaching Schutz's (1958) FIRO theory of group dynamics and Jacob's (1970) formal exchange theory of leadership. This prepares leaders to recognize the leadership needs of their environment — as Braun (1979) indicated — to become aware of the "training needs analysis" and to be flexible enough to apply the correct leadership style as dictated by the situation. Additionally, the course causes participants to explore their own behavior and how it impacts on others (ST 26-150-6-2). The course is designed to increase the participants' self-knowledge and self-confidence (interpersonal areas).

The effectiveness of LMDC needs to be thoroughly evaluated through identifying and then analyzing the self-perceived interpersonal changes that it causes within its participants. Rigby (1979) and Stewart (1978) have explored the effects of this training on an outcome-based orientation. Stewart found that counseling skills increase along with communication skills. The earliest research in identifying interpersonal changes as a result of the LMDC was from the internal "awareness training" project which was the LMDC prototype course (7th Infantry Division memorandum, 1973). It found, without hard empirical data, that individuals were better able to counsel and communicate and became more self-confident and assertive and more aware of the need to guide their subordinates. However, the research at best was limited to "observable data" rather than statistically quantifiable data. Yet, I believe it trains leaders in the "Critical Factor," necessary for them to be more effective leaders.

LMDC And Its Evaluation

The Army's Leadership and Management Development Course was originally designed to help leaders understand situational appropriateness of various managerial styles; develop an understanding of work-teams; and introduce communications skills essential for effective mission accomplishment through people, which will make participants more effective as group managers and members (ST 26-150-6-2).

The LMDC presents "traditional leadership theory" and has participants experientially explore the relationships between a leader's orientation toward task and people and the situational factors affecting the total mission, by stressing interpersonal skills. By using Kirkpatrick's (1976) four steps of evaluating human relations training, the course has positive reactionary and learning evaluation data. A "halo effect" is measured at the end of the course with high positive emotional responses obtained from a simple questionnaire. Because of 26 learning objectives and an evaluation of their attainment by the course facilitators on each participant, some learning evaluation measures of debatable merit are also established.

Behavioral change, both interpersonally and other observed, has not fully been examined. Rigby (1979), however, has explored the job performance of a control and experimental group of drill sergeants at a southern Army post.

Thus, there is evidence that developing interpersonal skills is paramount to successful leadership. It is, therefore, important to examine the LMDC in order to discover and analyze what, if any, interpersonal skills are developed or changed as a result of participation in the course.

Behavioral Objectives of the LMDC

Dissertation research I conducted in 1980 and 1981 indicated that the course helps participants increase their self-knowledge and self-confidence and gain a better understanding of how their behavior impacts on others. This increased self-confidence manifests itself behaviorally in the participants' being able to:

1. Listen more effectively to their subordinates and superiors.

2. Initiate more meaningful interpersonal relationships with their subordinates and be more effective in counseling sessions.

3. Exhibit less desire to be controlled or to control others. They are more confident in their own abilities to lead.

4. Become more assertive in their own personal and business relationships. Interestingly, Stogdill (1975) considers this assertion to be a key managerial quality; the manager is able to protect subordinates by obtaining support from superiors.

Increased self-knowledge resulted behaviorally in the participants' being able to:

1. Make hard personal choices by having become aware that they have personal power and can control their own destiny.

2. Listen empathically. Because they are better able to understand their behavior and how others' behavior affects them, they became better listeners and counselors in dyadic situations.

Statistical analysis of the data derived from my research thus far seems to support the behavioral outcomes expected from LMDC participants. As my research progresses, more information in this area will be forthcoming.

Now let's get back to the very beginning of the article concerning the platoon leader and his platoon that balked. My assumption is that a subsequent direct order, backed by threat of legal force, still may not have motivated the platoon to perform, once it actually had refused to comply with a platoon leader's directive. That authoritarian response by the platoon leader would suggest that the officer has a basic style of "Task Leader" behavior — high in accomplishing whatever is attempted, but very low in understanding what makes the troops "tick."

However, even high people-oriented leaders may fail to motivate their soldiers. How can this be? My experience has indicated that most leaders, regardless of orientation, would have responded to resistance with a direct blast. This may have to do with the way we train our emerging leaders. Presently, we follow the Ohio State Leadership model and spend a great deal of time and money training officers to become technically, tactically, and branch proficient, or "Structure" oriented. We should continue to do so. Who wants an Armor platoon leader who doesn't understand armor tactics or what makes an M60A2 tank run? However, this training implants a reaction to solving problems that involves quick, or "snap" decisions. Sometimes, taking time to understand the person or persons, listening, and observing behaviors may be the best response. The platoon may have balked because of fear, not understanding the order, feelings of worthlessness, or whatever. The key is that leaders must be like a radar antenna: They have to pick up these behaviors, interpret them, and react accordingly. A boot in the rear may be an appropriate response, or letting the soldiers "get it off their chest" by listening may be best. This decision is one reason the leader gets more pay.

Unfortunately, present training tends to predispose leaders toward the "boot" in nearly every situation. Yet, according to the three-dimensional leadership theories, the more effective leaders possess a combination of skills in both task- and people-oriented dimensions and know when to use a balance of either orientation, based on the situation in which they find themselves.

Most leaders, to be more effective, need skills or training in the "Critical Factor" or "Socio-emotional" dimension to accomplish an organizational mission. Training in the Critical Factor usually involves learning how an individual's behavior affects others, how others' behavior affects the individual, and how groups affect each other. From this awareness comes an ability to stop the train if necessary, shift tracks, and use a different leadership style, because now leaders understand what makes their soldiers "tick."

The LMDC is very effective at creating this awareness in leaders and helping them to look at their own and other people's behavior. It is one of the few courses in the Army that focuses on the "Socio-emotional" or "Consideration" dimensions in leadership models, and trains leaders in that area. By examining behaviors, it trains the "Critical Factor."

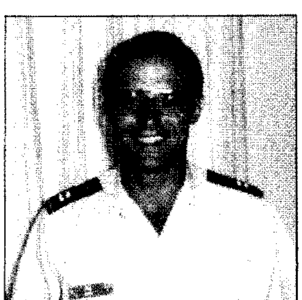
Without a doubt, as supported by Dyer and others, leaders trained in understanding people and possessing skills/knowledge in their area of expertise (task orientation), with the ability and motivation to combine the two, will be more effective Army leaders and will be victorious on the battlefield.

Conclusion:

The LMDC should be widely disseminated throughout the Army. It should not remain limited to the OE field or arena, but should become a normal training course in all service schools, under the auspices of leadership training. The sooner OE Consultants "let go" of the LMDC as a specific OE technology and promote it as a normal, routine, and non-OE program, the quicker the LMDC will be institutionalized.

Even in non-school situations, OE Consultants should actively promote the LMDC as an implementation strategy, but should avoid becoming LMDC trainers themselves. OE Consultants can assist LMDTC-qualified personnel in actively and aggressively promoting their program to Commanders. OE Consultants should look for LMDC opportunities in their assessments of organizations and recommend the use of LMDTC personnel to the Commander. For example, these folks could be used to conduct LMDCs as an implementation and training strategy for a Commander within his organization.

Finally, a word of caution. The LMDC should be used as *part* of a leadership training program. It is not a total package, nor is it intended to be. The LMDC concentrates on developing skills in only one of the dimensions (relationship) commonly referred to in leadership training today. Emerging leaders still need training in the traditional hard skill areas (tactics, logistics, etc.) that comprise the other half of leadership training. The combination of these traditional hard skills with the LMDC-learned behavioral skills will produce a leader who can react successfully to every leadership situation.



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Leadership: Is There One Best Approach?

W. Warner Burke

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Leader A: When facing a problem or new situation I talk with each of my subordinates individually — typically I go to their offices — to gather as much information about the problem or situation as I can. I pick their brains for as many facts as possible and I solicit their opinions. Once I have collected the information, sorted it out, and reflected on it, I come to a decision. I announce this decision to my people, and then begin the process of implementation, which, in my case, means making assignments according to the task requirements and the differing skills of my people. I feel that my greatest strength as a leader is that I am able to learn quickly the capabilities of my subordinates and use them appropriately.

Leader B: When facing a problem or new situation I schedule a group meeting with my subordinates and we spend the time together that is necessary to understand the problem or situation and to decide what to do about it. I choose a group setting because I believe we can obtain the best analysis of the situation through discussion and interchange. Moreover, I prefer consensus regarding the action we shall take since a group decision is more likely to gain commitment and therefore implementation will occur more quickly and smoothly. I feel that my greatest strength as a leader is my ability to manage a meeting effectively — that is, to promote interchange among my people and to obtain decisions arrived at by consensus.

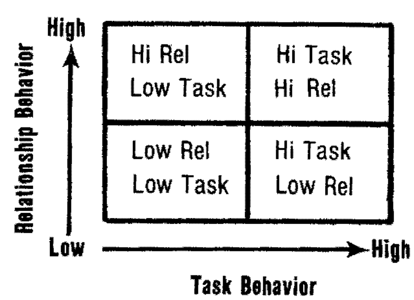
Which is the better approach to leadership? You might reply, "It really depends on the nature of the problem or situation." Many would agree with you. However, some would argue that Leader B's approach is better regardless of the situation. Debate between those who contend that there is one best style of leadership and those who contend that situations call for different styles has raged for years among theorists and researchers.

Past Evidence

The search for the most effective leadership style or styles goes back many years. Only in the 1950s, however, did researchers begin to study leaders in action to determine what effective leaders do as compared with those who are less effective. What emerged was the understanding that there are two primary dimensions to leadership. Some researchers have called them group task roles and group-building or maintenance roles; others have described these roles as task and socio-emotional, while some have called them initiation of structure and consideration roles. In the 1960s, Fred Fiedler renamed them task motivated and relationship motivated; Robert R. Blake and Jane S. Mouton called them concern for production and concern for people; and Paul Hersey and Ken Blanchard labeled them simply task and relationship behavior.

After examining all of the evidence, the late Roger Stogdill concluded in his book, *Handbook of Leadership* (1974), that both initiation of structure and consideration were required for effective leadership. Fiedler had argued earlier that the predominance of one style or the other depended on the specific situation. Hersey and Blanchard put the two dimensions into a chart (see Figure 1) and contended that effective leaders are those who adapt their style to fit each of the four quadrants with the same degree of adroitness. Effective leaders are flexible, they asserted, and can adapt their style according to the demands of the given situation. Blake and Mouton have argued against situational leadership. They contend that the best form of leadership involves a simultaneously high concern for production and concern for people. In other words, they would maintain that only Hersey and Blanchard's upper right quadrant represents an effective leadership style.

Figure 1
Task and Relationship Behavior



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Although these models of and positions about effective leadership contradict one another, all have been popular in management training and development — and still are. At face value, a situational or contingency model is appealing. After all, it is reasonable to suggest that leaders should modify their behavior to deal effectively with different situations. But should leaders behave as chameleons?

Recent Evidence

Recent evidence from four quite different domains suggests that there is at least one constant for effective leadership.

First, Jay Hall, in a series of studies using data on more than 11,000 managers from all hierarchical levels in a variety of organizations, has found certain patterns of behavior that appear to distinguish effective managers from those who are less effective. Effectiveness in these studies was defined only in terms of achievement. The higher one's managerial level in the organization and the younger in age, the more the manager had achieved. One can, of course, argue with this method of defining effectiveness. The evidence, nevertheless, is compelling. In brief, Hall's research shows that the higher a manager's achievement in the organization, the more likely he or she, when compared with those who have achieved less, will:

— Have a higher need for personal fulfillment.
— Emphasize this and other related needs in the management of others.
— Have subordinates who also rate themselves as possessing a high need for personal fulfillment.
— Have better interpersonal skills.
— Involve his or her subordinates more often in decision making.
— Have a participative style of management as rated by self *and* by his or her subordinates.

In addition to exhibiting a high degree of motivation and strong interpersonal skills, the higher-achieving managers tended to place an equal emphasis on task and people.

Second, Citicorp has been conducting for nearly four years a one-week "Managing People" program for their middle and top-level managers. The design of the program is based on a set of managerial practices used by some of the corporation's best managers. Top management selected managers whom they considered to have the greatest potential for leading the institution in the future. This select group of 39 was then compared with another group of 39 managers who were adequate but not as likely to ascend to the top levels in the managerial hierarchy. These two groups of managers were then rated by their subordinates on some 60 managerial practices stated in behavioral language — for example, "Your manager emphasizes cooperation as opposed to competitiveness among members of his or her work group." The more the subordinate perceived the manager to behave according to the stated practice, the higher the rating. From the original list of about 60 practices, the 39 high-potential managers were rated higher on 22 of them regardless of situation. The important fact is that most of the 22 practices are typical of participatory management, a style that emphasizes equally task accomplishment and people considerations.

Third, there is the Japanese leadership style — rooted in actuality rather than research. What accounts for the success of the Japanese? There are no doubt a number of reasons, most of which stem from their cultural values. But it should be noted that their style is largely participative.

Fourth, there is research that relates only indirectly to leadership.

Janet Spence and Robert Helmreich of the University of Texas have conducted studies on masculinity and femininity. Their primary hypothesis is that masculinity and femininity represent dual and perhaps parallel characteristics of personality and behavior rather than opposite ends of a single continuum. They define masculinity and femininity in terms of acquired characteristics of behavior rather than according to gender. Thus, they contend that each of us, regardless of sex, may be characterized as having different degrees of both masculinity and femininity. Their research findings have provided strong support for their contention.

Spence and Helmreich have conducted many such studies. For our purposes, I shall mention only three. A component of each study compared some criterion of success or accomplishment with a person's score on the androgynous part of the questionnaire. An androgynous person would be one who scored highly on both the masculine and feminine dimensions of the questionnaire. One study correlated grade point averages of MBA students with their androgyny scores. Another compared scientists' achievements as defined by the number of times they were noted in the *Science Citation Index* — an indication of how influential they have been in their respective disciplines. These citations were correlated with androgyny scores. A third study compared MBA graduates' annual incomes with androgyny. In all three studies, Spence and Helmreich found a significantly positive relationship between the particular index of achievement and androgyny scores.

Who's Right

Hersey and Blanchard have developed a situational model of leadership and argued that effective leaders remain flexible, adapting their styles by emphasizing task behavior, relationship behavior, or neither behavior, according to varying situational demands. Blake and Mouton have argued an opposing position, saying that the best way to lead is to emphasize task accomplishments and relationship behavior equally. Who's right? The weight of recent evidence supports the latter contention. Hall's findings are persuasive. The Citicorp experience certainly doesn't contradict these findings, nor does that of the Japanese. Concerning the Spence and Helmreich research, isn't task behavior essentially masculine and relationship behavior essentially feminine — at least as these concepts have been characterized in our culture? And the three research studies cited found that androgynous behavior, which emphasizes both masculine and feminine behavior, is most successful.

The evidence strongly suggests that both task and relationships are of equal importance regardless of the situation. Simply stated, a leader's job is both to provide direction and structure for the task at hand and to be considerate of the followers' needs. How direction is provided and how consideration is rendered will surely differ among leaders, and depending on different situations, should differ. A leader who manages a fairly structured situation — say a manufacturing process — with followers who generally are new in their jobs would provide a different kind of direction from a leader who manages the same type of manufacturing process but has highly experienced followers. That is, the degree of emphasis on task and relationships would be the same; only the type of emphasis would differ.

Returning to the two hypothetical leaders who described their approaches at the beginning, [we can see] the difference between them concerns the matter of control, the leader's use of authority. Leader B is more participative than leader A. Leader A might be described as a one-on-one manager, while B is likely to be more of a team leader. In general, B's approach will probably be more effective.

Several additional reasons support this contention: values, especially among younger people in the workforce, have changed; it is more difficult today in rapidly changing and complex organizations for leaders to know everything; and the more leaders involve their followers in making those decisions that will directly affect them, the more likely they as leaders will gain commitment on the part of their followers to implement the decisions.

I have not considered all of the evidence. I have been selective. But until someone shows me cumulative evidence and patterns to the contrary for a more effective approach to leadership, I shall continue to advise managers and leaders to set a developmental goal for themselves of learning more about the acquisition and use of participative management skills. □

Limits of Acceptable Leadership Behavior

Colonel Roger C. Bunting

This article is presented in a format called "structured writing." The format, designed to improve at-a-glance information accessing, is based on a Delta Force Concept Paper by Robert E. Horn. The article by LTC Frank Burns, *OE Communique,* issue #2-81, also models the "structured writing" format.

Purpose

The purpose of this article is
to describe and explain a model
which facilitates discussion
of the limits of acceptable leadership behavior.

Basic Premises

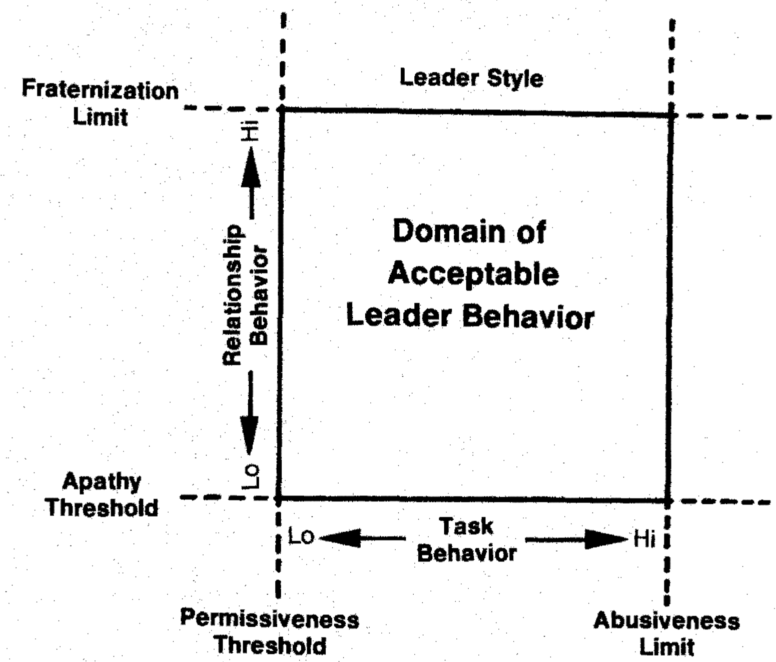
For leadership behavior to be effective
within the context of an organization,
that behavior must at least be acceptable to:

- the followers who are allowing themselves to be led.
- the other leaders, including seniors, peers, and subordinates,
  who share common organizational values and
  who have role expectations for leaders
  in that organization

There are behavioral limits
which circumscribe a domain
of acceptable leadership behavior.

Model — *See Figure 1*

Figure 1



Behavioral Limits

The behavioral limits exist in both the task behavior and relationship behavior dimensions of leader style.

Limits of Relationship Behavior

Relationship behavior has lower and upper limits:
Lower Limit: Apathy Threshold
Upper Limit: Fraternization Limit.

Definition

Apathy Threshold is a threshold of concern for the humanness of the followers, below which the leader has so little concern for them that he does not give them any socio-emotional support.

Examples Well Below Apathy Threshold

- "Don't bother me with your problems, Private; just get your fanny in gear and get moving!"
- "I don't give a ---- about your sick kid, Specialist, but I do want to get this truck loaded. Now stop whining and get busy!"

Definition:

Fraternization Limit is a limit of socio-emotional support beyond which the leader exhibits excessive involvement and intimacy with the followers, to a degree which is dysfunctional to the organization.

	Examples Well Beyond Fraternization Limit	• "Don't leave yet, Private Jones . . . You know, Barbara, you really turn me on! I want to get to know you *much* better. Let's get together for a drink after work tonight and talk about what we can do for each other." • "Sarah, you're doing a super job for me on this project. I can't *tell* you how much I appreciate what you're doing . . . so how about joining me in Las Vegas this weekend and letting me *show* you!"
Limits of Task Behavior		Task behavior has lower and upper limits: Lower Limit: Permissiveness Threshold Upper Limit: Abusiveness Limit.
Definition:		Permissiveness Threshold is a threshold of directiveness below which the leader provides so little direction that the followers are essentially doing what they want to do, when, where, and how they want to do it.
	Examples Well Below Permissiveness Threshold	• "Hey, you guys, the training schedule has been cancelled. You all bug out and don't come back until tomorrow morning's formation." • "Yeah, I let 'em decorate their rooms any way they want. I figure that's their home and they oughta be able to fix it up any way they like."
Definition:		Abusiveness Limit is a limit of directiveness beyond which the leader's authoritarianism is abusive to the human dignity or physical well-being of the followers.
	Examples Well Beyond Abusiveness Limit	• "You stupid, lamebrained numbskull! You can't do anything right! Get out of my sight, you scumbag!" • "You stay in that gas chamber until I tell you to come out! I'll show you who's boss, you dirtball!"
Domain of Acceptable Leader Behavior		The foregoing limits ot task behavior and relationship behavior provide the boundaries of the domain of acceptable leader behavior.

Successful and Effective Leader Behavior

Selection of the most appropriate combination of task behavior and relationship behavior, to have the highest probability of being both successful and effective in any given situation, is determined by application of
Situational Leadership Theory,
the Congruent Leadership Frame,*
or similar leadership models.

This model on the limits of acceptable leader behavior has various possible applications:

Applications

- Performance counseling of leaders.
- Leadership instruction.
- Definition, explanation, and discussion of issues such as
  fraternization,
  permissiveness,
  trainee abuse,
  and sexual harassment.
- Values-based performance management, to articulate the values and associated behavioral constraints within which leaders will be expected to function. □

*Editor's Note: COL Bunting will present his Congruent Leadership Frame in the next issue of the *OE Communique* (Issue #4-'81).

Colonel Roger C. Bunting is the Inspector General, Fort Ord. He holds a BS degree in engineering from UCLA and an MA in human resources management from Pepperdine University. He has been involved with the Army's OE program since 1973 when he participated as the client in the OE pilot study conducted at Fort Ord. He has served as the Chief, OE, Leadership, and Management Office, DCST, TRADOC, and was a participant in the formation of DELTA Force, in which he continues active involvement.

"Leadership is collective. One-man leadership is a contradiction in terms. Leaders, in responding to their own motives, appeal to the motive bases of potential followers." — **James MacGregor Burns**

"Anyone looking for the answers in leadership research invites disappointment from two sources. First, the answers are not to be found. Second, if leadership is bright orange, leadership research is slate gray." — **Lombardo & McCall**

We can teach people to become dynamic subordinates, and it's time that we started!

Dynamic Subordinancy

William J. Crockett

Our organizations are filled with subordinates, but few of us get much basic survival training for that role, not to mention training on how we might make those roles dynamic, synergistic and satisfying. But we spend a lot of time helping people to learn how to be effective leaders and in learning how to fulfill their leadership roles. **I believe that it's important for our organizatons to start giving some attention to the development of the concept and role of followership, because leadership is but one strand in the complex web of human relationships that holds our organizations together.**

Traditionally we have accepted the assumption that it's primarily the boss's job and responsibility to cause the work group to function well — and to take care of the people needs of subordinates so that the group is turned on and productive. Bosses have borne the chief responsibility in the past for the vitality of their relationships with the subordinates, and for the quantity and quality of their work.

But the successful and effective boss/subordinate relationship not only demands some things of bosses, it also demands some things of followers as well. Therefore, subordinates can and should be more than passive robots to be manipulated and used by bosses. They have the responsibility — as well as the opportunity — for making the situation a good one, win/win for themselves as well as for the boss.

Another very pragmatic reason for our wishing to achieve excellence in followership is that we often get rewarded or punished as a result of our "followership" effectiveness. Our success in effectively filling our subordinancy roles is the key to our here-and-now security as well as to our future promotion and success. People get fired because they are ineffective subordinates. From this standpoint alone, the vitality and worth of the relationship is more important to the subordinate than it is to the boss — because it is the subordinate who has the most at stake!

There are three overlapping areas or ways for looking at our followership role and for mapping strategies for making that role more fulfilling to us, as well as more effective.

The first of these areas is the job itself. This includes how well we understand its mission and its accountabilities as well as its opportunities and the skills and attitudes this requires of us.

The second way of looking at our jobs is in terms of our relationships and, most especially, our relationship with our bosses.

The third area for review is our own feelings about our jobs, our bosses, and ourselves. Just what is our trust level and what can we do to improve it?

This article deals with each of these three areas and helps us to think through where we stand in each. It helps us to find the means of taking charge of our work lives rather than passively accepting what comes our way.

Finally, it also helps us to formulate an action plan for doing something about each of these three areas, for it is only by taking action that we can start to become more dynamic in our followership.

The Job Itself

Being a subordinate is very much like being a steward, i.e. assuming the responsibility for the well-being of something that belongs to another. Like the Biblical story of the good and bad stewards (Matthew 25: 14-30), the stewardship role is not fulfilled when it is just passively done. The good steward is dynamic and risk-taking in attending to the work that he has been given to do.

However, in order for us to be dynamic and risk-taking in our jobs, we must work through some things for ourselves and then with our bosses. To risk blindly is the action of a foolish person, and it courts ruin as well as success. The dynamism I am talking about is that which has a high chance of ending with success for the subordinate as well as for the boss — a win/win situation for both.

In order for us to be genuinely dynamic, we must have a strong launch pad of basic understanding about the job and our boss on which to base our actions. There are three ingredients that make up this basic launch pad. These are:

1. Know What the Job Is

In a survey, a group of top-level businesspeople failed to agree upon the exact acts of subordinancy that would insure the success of their subordinates.

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But they did agree upon the point that the subordinate must know precisely what it is that his/her boss expects! Doing a number of things well will not suffice if the boss doesn't care about those things. Therefore, no amount of effort in these areas will make the subordinate succeeed if he/she fails to perform well in the one or two things that the boss holds dear.

Another area of potential misunderstanding around the job comes from ambiguity about the job itself. The more ambiguity there is in a job, the greater the danger in terms of the subordinate's not delivering what the boss really expects. The initiation of discussions with the boss about expectations for the tasks and responsibilities of the job is one of the first and most important responsibilities (and opportunities) of a subordinate.

It is absolutely essential that the critical success factors of the task, i.e. the boss's expectations, be known and understood by the subordinate. It is far too easy to overlook them in the first place, or to push them out of focus due to the multiplicity of non-essential tasks and loadings that the job (the subordinate) has acquired. The subordinates have the best opportunity to know these loadings because they have the first-hand data. Therefore, it is the subordinate's responsibility to initiate discussions with the boss to surface expectations about the job: its accountabilities, its goals, its content, its priorities, its methodology, its standards, etc. Boss/subordinate discussions around the context and meanings of the subordinate's job, when they are initiated by the subordinate's genuine concern for the boss and his/her best interest rather than from the subordinate's dissatisfaction, can be a dynamic and exhilarating experience for a subordinate. If subordinates will take the pains to be objective in documenting their case, and if they will present it in a genuine concern for the boss, then the subsequent discussion can be free from emotion, tension and acrimony.

One important piece of self-research we can do is to develop data about the job:

a. The accountabilities ... what end results am I accountable for?

b. The critical accountabilities ... the ones that have the most leverage if accomplished and those that have the most risk if not accomplished.

c. The ways I now spend my time and how that relates to No. 1 and No. 2 above.

2. Know How to Do the Job

The value that the boss places upon a subordinate is in relationship to how well the subordinate enhances the effectiveness of the boss's domain — how well the job is done. The short-sighted subordinate will conceive it to be the boss's responsibility to discover deficiencies, for training, to promote, to look after his/her career, and to help in the subordinate's success. And of course bosses do have some of these responsibilities.

One unyielding requirement for us if we are to be successful subordinates is that we can objectively look at ourselves and our skills in relation to the skills that the job requires. If we can do this, and can see our own deficiencies, then we can, through training and development, acquire the needed skills. This aggressive self-examination of our needs and our taking-charge of our own self-improvement is another way dynamic subordinates distinguish themselves from their more passive colleagues.

Dynamic subordinates don't wait. They soon take on that responsibility for their own professional development. They don't own their territory, for their boss can fire them at will. But the one thing that all subordinates do own, and which no one can take away, is their expertise — their professionalism. This is the most personal, most valuable, and most absolute territory a person can have. No one can hold capable people back. Their professionalism and talents will become known, will be needed, and will be requested — if not by their boss, then by others.

The wise subordinate is the learning, developing, experience-seeking person who becomes independent because he/she is a professional! The wise subordinate never uses the maddening excuse — "That isn't my job," but will seize upon every opportunity for learning something new and having a new experience.

3. Do the Job

The end product that a boss expects from a subordinate is a job well done — whatever it is that well done means to the boss. A subordinate succeeds, gets rewarded, and receives accolades and promotions based mostly upon successful fulfillment of his/her here-and-now duties.

Do the job! That's what the boss expects and that's what we are receiving our pay as subordinates to do. That's what will lead us to success and future.

It is said that there are three requirements for successful followership, i.e. for getting the job done. These are:

- **knowing *what* the job is**
- **knowing *how* to do the job**
- ***doing* the job.**

Knowing what the job is and having the required skills to do it with will not get the job done *if* the person is not motivated to do it with zest. One of the most powerful drags to productivity in America is lack of motivation.

To become de-motivated is the emotional result of all that we see happening to us in the work place. When we are demotivated we don't care whether or not we do the job or whether we do it well or badly. Or maybe we are so turned off and angry that our hidden objective is to really punish the organization and our boss! If we are in this frame of mind, then we have but two logical choices:

a. to pull ourselves out of this pit and rekindle our positive drive, or

b. to leave.

For the inevitable consequence of our staying in this negative frame of mind is sooner or later to be fired.

One plan of dynamic action that I can suggest for us if we are in this state is to make an objective (it's hard to be objective now) analysis of our entire situation:

a. search for and identify all of the negative emotonal producers;

b. search for and identify the positive emotional producers (there will surely be some of these);

c. carefully analyze and examine the impact of each of these negatives and positives upon us;

d. think through ways that we can unhook ourselves from our participation in the negative producers;

e. think of ways that we can create other positive producers and enhance those that now exist; and

f. make a plan of action.

This whole analysis ideally should be shared with a trusted friend who will tell us honestly what his/her reactions are and not just what we would like to hear.

Another potential reason for our demotivation may be our feeling that we have been given little or no freedom by our boss to get our job done. Freedom of action in getting our job done has these components:

- free to determine the substance (the what)
- free to determine the timing of when things will be done (the when)
- free to determine how the job will be done (the how)
- free to determine who will be responsible for doing the job (the who)
- free to determine the cost of doing it (the cost).

Sometimes bosses just don't give their subordinates enough freedom to enable them to feel worthwhile, trusted, and turned on.

We can analyze each of our major accountabilities on the preceding five dimensions to get an objective evaluation of our freedom. If our analysis demonstrates to us that we aren't being given enough freedom around an accountability, or on one or more of the above dimensions, we then have objective data to take to our boss for discussion. If this is the case, we need to carefully devise an action plan of how we will confront the boss as well as what we plan to confront him/her with.

The possibility exists that we subordinates can badly misread the realities about us and thereby we may have actively created our own demotivation out of nothing more than our own misperceptions. If this is the case, we'll need a *personal* action plan. On the other hand, of course, the possibility also exists that our analysis and our subsequent discussions with our boss only serve to confirm our worst fears and suspicions . . . the situation is a lost cause! If this is the case, then it will require a different kind of an action plan from us — a plan to leave!

One of the key dimensions to dynamic subordinancy is the psychological willingness and the professional capability of the subordinate to be independent of the boss and the job whenever I, the subordinate, want the end to come. When I find myself depressed and demotivated and I have done all that I could to change the conditions causing this, then it's time to think about leaving. When it becomes apparent to me that I can't respect my boss, don't approve of my boss, can't trust my boss, again, it's time to think about leaving. When I find myself wanting to punish my boss, feeling that I must compete with my boss, and am moved to badmouth and belittle my boss, then it's far past time for me to move on. To stay under such conditions is to prostitute myself for money with little sense of commitment and loyalty. To stay is to lose my self-respect as a human being. To stay is to eventually fail.

Perhaps our willingness to leave a situation whenever it no longer meets our needs, fulfills our values, turns us on, or challenges our expertise, is the most important single measure for insuring that we remain dynamic as a subordinate. This is the key to our own freedom and to our self-esteem.

Boss-Subordinate Relationships

Everyone knows that there is a lot more involved in a job than just getting the job done, no matter how well we do it from a substantive point of view. **One critical factor for success in any job is the quality of the relationship we have been able to create with our boss.**

This relationship, like all relationships, is a mutual responsibility to develop and to nourish. But since it has so much significance for the future growth and success of the subordinate, we must go to extra lengths to try to cause the relationship to become a good one. Some of the things we can do are:

1. Challenge

We must obey the legal demands of our bosses, but in doing so we do not have to lose our self-esteem nor take on the hangdog pose of the servant. We can become the trusted adviser to whom the boss comes to get the straight dope. No one, not even our boss, can be completely infallible. Humans at all levels will make mistakes occasionally. Most managers are thinly spread over wide stretches of important and diverse activities. As a result, they can be caught in trivial errors that take on more importance than they have in real substance. Wise subordinates will be alert to ways that they can rescue their boss from mistakes of commission and omission.

Most good bosses don't like subservience and don't trust "yes" people. Most bosses want subordinates who will challenge their ideas, differ with their decisions, give them data, put forward new ideas for doing things, and who will care to be uniquely themselves. But to get away with this kind of behavior requires that the subordinate come from a base of absolute trust and not from competitive counter-dependency. To gain this preferred role, a subordinate must have:

- Demonstrated absolute personal respect and loyalty to the boss in other situations.
- Gained the boss's admiration and respect for his/her professionalism, for the accuracy of his/her data, for the timeliness of his/her reports, and for his/her emotional maturity.
- Never publicly played win/lose games at the boss's expense.

• Gotten the boss's job done to the boss's expectations when the decision was finally made.

The role of loyal opposition or devil's advocate is an important one for all subordinates to learn — if they can also learn to use it from a solid base of trust. They must learn, when practicing it, to come across as caring rather than punishing, collaborative rather than competitive, probing rather than judging.

The way this is done — how it is done — is often far more important than what the substance is.

2. Inform

Closely associated with the concept of subordinancy is the irksome chore of accounting for our activities. Like obedience, most of us stopped accounting to anyone when we left home. And now that we are at work, we must once more account to someone — our hierarchic superiors.

The reason for this accountability to the boss is that no subordinate, no matter if his/her title is dishwasher or president, has final accountability. We are not the full owner of the territory that we occupy. We may feel like an entrepreneur, act like a king, and be a saint. But in the final analysis, we are but a steward in the "master's vineyard."

Through the process of delegation, each subordinate is given a job to do by the boss. Some bosses tell their subordinates little, and others tell them much — how, when, who, where, why, how much, how often, how deep, how wide, etc. But in the end, every subordinate must account to the leader for his/her stewardship of what was done with the thing the boss assigned. It is the subordinate's duty to give and the boss's right to request this accounting.

It is the boss's territory. It is the boss's right to know. The boss must be told because he/she is also a subordinate to another boss who is also looking for that same accountability. And so it works, forever upward! The effective subordinate will fully and cheeerfully perform this function of accountability. This, in reality, gives the subordinate a chance to put the boss at ease and create the first stirrings of trust.

A subordinate who, for whatever reason, elects *not* to account to the boss fully and honestly, can't win. Such actions on the part of the subordinate as withholding information, diverting data, giving half-truths, forgetting, falsely telling, etc., whatever the excuse or rationale, are examples of no-win nonprofessional subordinancy. The system doesn't condone such subordinate behavior — no matter what kind of a boss a subordinate may have or what the private rationale may be.

The dynamic subordinate will not only fully and cheerfully perform this function of accountability, but will initiate it! The subordinate's challenge is to be able to account to the boss about the job honestly and factually and still retain the feeling of personal freedom and dignity.

3. Invite Him/Her In

All of us have a feeling of personal territory. My desk, my car, my coat, my home, my job, etc., are mine and are important to me. They are my territory and no one had better encroach uninvited into my domain! All of us seem to possess and exercise this "territorial imperative," this personal ownership of the things that are ours, including our job.

There is one area, however, where a person cannot exercise such dominion with impunity — the job that *the boss has delegated. It is still the boss's territory* because the boss still has accountability upward for the success of the job. The subordinate has been given only a temporary lease. The subordinate is the steward for the boss and is working to fulfill the job in the best way possible on behalf of the boss.

Some bosses, of course, for whatever reasons, will sometimes elect to respect the subordinate's area and not intrude unasked into this domain. Other bosses make no bones about their right to tell the subordinate exactly how the boss wants the job to be done. Leaving out the psychological, motivational and productive consequences of such dominant boss behavior, there seems to be little question of the boss's *right* to do just that. The reason for this rests upon the rule of accountability — the person who is accountable has the right! And since the subordinate's boss is accountable upward, it is his/her right to have full access to the subordinate's area of responsibility.

So the dynamic subordinates will open wide the gates of their job to the boss. They will invite him/her in to visit frequently. They will proudly show him/her the situation, explain the improvements, ask for help on problems, and seek the boss's ideas for change.

The subordinate who can share his/her area of responsibility with the boss with unlimited and uninhibited trust, in turn, makes the boss his/her advocate — partner — and gains additional trust and freedom as a result. It's the win/win way to go! The challenge to the subordinate is in fulfilling his stewardship responsibilities to the boss without falling into the trap of claiming ownership of the territory that the subordinate has so skillfully created and built.

4. Ask For Feedback

The job that a person does is always emotionally loaded by the subordinate's perceived behavior of the boss — and most importantly, the subordinate's interpretation of the meaning of that behavior. Whatever the boss does or does not do in the course of a relationship, day after day, has implied (and sometimes overt) meaning for the subordinate about the boss's intentions and attitude.

For example, if the boss may seem to withhold important data that the subordinate believes is needed in order to do a job properly; if the boss doesn't invite him/her to the meetings that he/she thinks are important; if the boss looks at him/her in certain ways; if the boss appears at unusual times; and on and on, the subordinate may wonder *why*. In such cases, the subordinate supplies the reasons and the motives for the boss's behavior — and in many cases those reasons and motives, in the mind of the subordinate, may portray the boss's dissatisfaction.

This is the start of distrust, suspicion, ill will, disloyalty, and outright animosity on the part of the subordinate. Over time, these emotions can build to the point of causing the relationship to end.

The sad thing in our human relationships is that very often the subordinate's *perception* of the boss and the situation is entirely incorrect. And in such instances, subordinates again have the responsibility to act, because it is they who have the data, i.e., their perception of the boss's behavior and their inferences of the meanings of that behavior. So, it is the subordinate who has the burden of taking the matter up with the boss.

In such cases, wise subordinates will choose the time and place carefully. They will also take the responsibility for the feelings that they have and the way they express them to the boss. For example, don't start out by saying "you do so and so," but rather "I feel so-and-so." Usually the boss will ask "why," and then the subordinate can describe his/her perceptions of the behavior and his/her inferences of the meaning (impact) of that behavior. This can be the beginning of a very fruitful building process that may become ongoing.

This kind of dynamic behavior on the part of a subordinate will do much to keep the boss/subordinate relationship vital and unspoiled by the pollution of unfounded suspicions.

5. Help Give Feedback

The boss, also being human, will play the same game of perceptions and implied meaning that the subordinate plays.

The wise subordinate will be aware of two important facts:

- That the boss does indeed look at the subordinate's behavior and wonder at the implied meanings it may hold.

- That the boss may not have the guts to openly and directly confront the subordinate about the things that the subordinate does that the boss doesn't like. It may be the boss's tendency to "store up" resentments and irritations over little things without telling subordinates. And if this is so, this holds grave danger for the subordinate. the subordinate may be blissfully unaware of the deep resentment and irritation that some part of his/her behavior is stirring in the boss. The danger is that one little thing the subordinate may inadvertently do may wipe out the boss's perception of all the good things the subordinate has been doing. And in fact, these irritations may (can) result in the subordinate's dismissal. The explosion of a boss's pent-up emotions can be dangerous to all subordinates.

The dynamic subordinate will take the initiative to probe with the boss for these hidden reservoirs of resentment. One of the best ways of doing this is for the subordinate to get the boss's confidence, i.e. tell the boss of his/her hopes for success and to ask the boss for help — for coaching — for ideas — and for advice.

This may ease the situation so that the boss can feel free to express his/her feelings. And once this general base of expectations has been laid, then the subordinate should take the initiative to discuss the results of any major activity that he/she has fulfilled as to what went right, what went wrong, how the boss felt, etc. The process becomes *critique,* and not criticism.

Only the most constricted boss can fail to respond to the sincere searching of a subordinate for positive and helpful critique.

6. Share Your Needs

Subordinates also have needs, and wise bosses, realizing this, will attempt to understand and fulfill those needs. But — for whatever reasons — some bosses won't do this or are unable to start the process.

Dynamic subordinates will not elect to feel hurt when they find that the boss is not very aware of their needs. They won't sulk in their corner. They won't, first off, try to find another job. Instead, they will stop waiting to be chosen and will start letting the boss know what it is that they want. In reality, there is no way for another human being to actually know our needs unless and until we ourselves make them known. Oftentimes our needs do make sense to others, do fit in with higher goals and objectives, and can indeed be met. But it's the subordinate's resonsibility to take the risk of making them known. That's part of being dynamic.

7. Build Trust

The only relationship that is tenable for a subordinate to have is a constant, surging flow of two-way trust. Without such trust, nothing works well and the relationship is flat, unexciting and suspicious. There can be no real professionalism without trust.

Building trust is a mutual activity and is the responsibility of both the boss and the subordinate. But the subordinate must work at it harder, take the first initiative, and avoid the depletion of trust caused by ineffective behavior because the subordinate has so much to lose if the boss's trust is lost.

When the boss loses trust, the subordinate has lost all.

Trust is built in tiny increments of positive behavior around the things that have already been mentioned: obedience with grace, accounting with absolute honesty, exercising unselfish stewardship, initiating access, and challenging and confronting. It is built by day-by-day evidence that the subordinate puts the boss's interest first; does not upstage the boss; does not let the boss look bad; saves the boss from mistakes; rescues the boss from errors; and makes the boss believe that he/she is truly happy in second place. But getting the here-and-now job done on time, fully up to its standards and fully meeting the expectation that the boss has for it, is the single most powerful producer of trust. If a subordinate will do these things, one day his/her bank will overflow with trust!

Responsibility For Ourselves

Perhaps the greatest challenge of all for us is the opportunity we have for managing ourselves in ways that enable us to be proactive in our jobs and in our critical relationships. In my own experience, it has been neither an easy task nor a quick one. But it surely is one that is worthy of our consideration and hopefully, of our effort.

Self-management is taking charge of both our emotions and our behavior so that we are not just reactive robots to every emotional stimulus that becomes activated within us. Since our emotions are, potentially, powerful motivators of our behavior, then it seems to me that we need to learn a system that puts us in charge. But the fact that I may choose self-management as an option and the actual act of fulfilling that choice (i.e., making self-management an actuality in my life) are miles apart!

There follow some ideas on how we can make a start toward self-management.

1. Acquire Self-Awareness

Our first challenge is to be aware of our own behavior and the feelings it may trigger in others. Do we behave in ways that arouse feelings of anger, hatred, frustration, fear, insecurity, and distrust in others toward us? To the extent that we generate these feelings in others by our own behavior — and since feelings generally cause (motivate) dysfunctional or inappropriate behavior — then we are sometimes a direct catalyst of such behavior in others. Thus, in this sense our behavior is ineffective.

Since we each "own" our feelings and are responsible for our ways of reacting, we cannot "blame" others for our reactions. And when we hit someone's hot button (either deliberately or by accident), we are participating in and contributing to their inappropriate behavior, whatever it is. Therefore, our challenge is to become aware of the impact of our own behavior and to behave in such ways that we do not set in motion destructive and inappropriate chains of behavior in others — and most especially our bosses.

One important aspect of self-awareness is to examine our habit patterns of dress, of facial expression, of body language and of speech. Have we fallen into the trap of "you knowing" the end of every sentence? Do we interrupt? Do we listen? Are we cynical? Self-awareness requires eternal vigilance of ourselves by ourselves and, if possible, a trusted friend to insure that we are indeed fully positive.

2. Managing Our Feelings and Our Behavior

a. Managing the Way I Behave — One way we can cope with our feelings is through a process of self-disciplined control of our behavior. This requires that we remind ourselves that we are responsible for our own behavior and can shape it in a variety of ways. We can each develop a *range* of ways of behaving to different persons, in different situations, and for different results. This is to say that sometimes one deals with a bastard as a bastard deserves!

However, it is well to remind ourselves that certain roles "call for" certain behavior (and control). Thus, parents have an obligation for restraint toward their children, or a boss needs to consider what responsibilities are for the well-being of his/her subordinates who have been entrusted to him/her by the organization, and subordinates must consider the boss's need for respect and loyalty. This kind of self-restraint is not a denial of the feeling; it is an optional kind of behavior that we have selected for that person in that situation. Emotionally responsive behavior is not the only choice I have for coping with the way I feel. It's just one way, and all too often it's not the best way!

I believe that it's worth my effort to manage my behavior for two reasons. First, because it does save us from many a behavioral blunder. Our perceptions aren't always accurate enough in sensing the true feelings or motives of others, despite their overt behavior, for us to risk basing all of our behavior upon them. We cannot assume that we always make the correct evaluation of their intentions and interests toward us. And second, when we do succeed, it is a great psychic reward to us because of the increased "self-esteem" that flows to us from a successful encounter with ourselves. We *can* be responsible for our own behavior!

b. Managing the Way I Feel — My second option for self-management is harder even than the first. This is to embrace the concept that my emotions are also my own to deal with in just the same way as my behavior.

I know and accept the fact that no one can make me "feel motivated," "feel trust," "feel love," "feel happy," and so on, unless I, too, am a willing party to that process with another person. This does not mean a denial of the feeling once it is in being, but it does mean that I don't need to have the feeling in the first place unless I lay the feeling upon myself.

For example, someone does something which I interpret in a way that means to me that I have been snubbed. The frequent "human" emotional response to that would be either anger or hurt — or maybe some of both. (In my case, I probably would feel both.) A common rejoinder is that the other person made me feel these ways, and the behavioral response might be to *get even* in some way or other — to punish the person either by overt act or by withdrawal.

But my feelings (emotions) are *not necessarily an automatic reaction* to the behavior of another, unless *I myself let them be* (maybe even want them to be!). It's like turning on a light bulb. There is power in the line, but the bulb won't shine unless I turn it on. There is behavior (power) in the system (the way the person acted), but my emotions (the light bulb) needn't be (won't be) activated — turned on — unless I want them to be.

I like this view, and have experimented with it enough myself to know that it is viable — though it is *not* easy, and I fail about as much as I succeed.

c. Our Response to Personally Hurtful Behavior — If I do what others demand of me just because my boss, my subordinates, or others get angry — swear, pout, threaten, and abuse me — then I have become a participant to their process. I am partially responsible for what they are doing to me. Their behavior is effective for them because it does achieve their objectives with me!

The most telling (best) response to the personally hurtful behavior of anyone is to deny that person the achievement of his/her objective when he/she uses hurtful and inappropriate behavior toward us. (Workers in business and industry all over America are in reality doing this by their uncaring attitude about the job.) We all learn from our experience, and if our behavior doesn't get the results that we want, then we will change it pretty quickly!

3. Our Responsibility to Confront — We subordinates are enmeshed in a web of intricate and conflicting human relationships. We often feel that we are the pawns of powerful forces that use us, direct us, and sometimes discard us, at will. Perhaps the thing that is the most important for us to learn, to accept and to practice, is to assume full responsibility for ourselves, for our professional growth, and for our behavior. This means that we must learn to attain a high degree of self-management. This means that we do not delude ourselves as to what we wish for any situation, and that we know what we want to have happen for ourselves as well as for our bosses. This means that we keep ourselves close to the realities of our relationship and not let ourselves be carried away by our emotional fantasies.

Finally, this means that we have the internal personal security to take whatever risks there may be for insuring that all facets of our jobs and relationships are indeed dynamic. Perhaps the greater risk is not risking. The status quo may be the ultimate indignity.

Thus, our own self-discipline, self-management and professionalism become the underlying forces that fuel our dynamic subordinancy. We are indeed responsible for ourselves and for our own behavior. To me, this means that if I honestly have done all the foregoing, then I take the risk of telling the boss my perceptions of the situation — my degree of psychological pain and my solutions for changing the situation. If the boss, for whatever reason, can't change either his/her own behavior or the situation, then I can exercise my final and ultimate freedom — I leave! I owe it to myself to do exactly this — not as a threat and not in anger, but for my own long-run self-esteem.

Edgar Friedenberg has said, "All weakness corrupts, and impotence corrupts absolutely." The traditional state of subordinancy is powerlessness and dependency. But as we make people dependent, we increase their capacity to hate. As we make people powerless, we promote their capacity to violence.

The thing we must learn as bosses is how we can grant people freedom despite all of the demands that the work situation puts upon us.

The challenge we have as subordinates is to secure for ourselves an enhanced self-image, a sense of potency, and a feeling of significance without resorting to the ultimate power — violence! If all of us don't learn how to achieve this for ourselves and how to teach others to achieve it for themselves, then our organizations are in for a continuing era of violence — not because people are bad, but because they hurt so much around the deprived condition of their human needs. □

"A major theme, dominant in setting the tone, was the assertion that we need to rediscover the phenomena of leadership; the pursuit of rigor and precision has led to an over-emphasis of techniques at the expense of knowing what is going on in a direct, human way." — **James Lester**

"We need to understand the reality around us — the reality of the whole. The best social science reporting comes from journalism, not from researchers. Norman Mailer's **'Of a Fire on the Moon'** *is an excellent example of someone's immersing himself in and trying to understand a large complex system, rather than fragmenting it."* — **Peter Vaill**

Subordinate Development: A Key Part of Leadership

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Leadership and Management Development Center
United States Air Force

In several decades of leadership research and theory building, many ideas and suggestions have been forwarded as to what makes a "better" leader. Research conducted at the Leadership and Management Development Center (LMDC)*, located at Maxwell Air Force Base, Alabama, has also identified several important issues in leadership. One of the most important of these issues is furthering the professional development of subordinates.

This subject has been the focus of recent analyses conducted by LMDC. Such analyses focus on data collected as a part of the consulting process by use of the Organizational Assessment Package (OAP). The OAP is a 109 question survey developed jointly by the Air Force Human Resources Laboratory and LMDC to aid the LMDC in its mission to: (a) provide management consulting services to Air Force commanders upon request, (b) to provide leadership and management training, and (c) to conduct research on Air Force systemic issues from information within the accumulated data base.

Administration of the survey is an important part of the data gathering step in the consultation process. The survey is given to a stratified random sample of the organization to which LMDC has been invited. The results are handled in a confidential manner between LMDC and the organization. After approximately five to six weeks for analysis, feedback of data is then provided to commanders and supervisors within the organization.

When specific problems are identified, interventions are designed and completed, and the consultant and supervisor develop a management action plan designed to maintain progress and resolve the problem at that level of the organization. Within six months, the consulting team returns to re-administer the survey instrument as a means to help assess the impact of the consulting process.

The data from each consulting effort are stored in a cumulative data base for research purposes. These data are aggregated by work group codes developed for this instrument. The data may be recalled by demographics such as personnel category, age, sex, Air Force Specialty Code (AFSC), pay grade, time in service, and educational level. Through factor analysis, the 93 attitudinal items are combined into 24 factors which cover job content measures and various types of supervisory and organizational climates.

The importance of the professional development issue was underscored by an analysis of 9571 officer, 49972 enlisted, 10634 General Schedule civilian, and 4583 Wage Grade civilian responses to the OAP item "To what extent are you being prepared to accept increased responsibilities?" The results were surprising.

Among the officers, more than 24 percent said they were being prepared to a small extent or not at all; 18 percent were neutral or believed they were being prepared only to a moderate extent. Approximately 48 percent of the enlisted members saw themselves as moderately prepared or less, and about 8 percent replied they were not being prepared at all. For General Schedule (white collar) civilian workers, 40% believed they were being prepared to a small extent or not at all; 18% were neutral or believed they were being prepared only to a moderate extent. Approximately 55% of the Wage Grade (blue collar) civilian workers saw themselves as being moderately prepared or less, with 16% of this group replying they were not being prepared at all. **The findings take on even more importance in light of the fact that individuals' perceptions of their supervisors' efforts to help in professional development are related to perceptions of how productive they are, their morale, and ultimately, their retention in an organization.**

With these results in mind, therefore, what can be done to improve professional growth of subordinates? From other analyses including a matched file of supervisor/work group pairs, LMDC has identified several issues that appear important to both groups. All of the following issues seem to contribute to a shared perception by both supervisors and their people that professional development is taking place.

Know Your People. Know them both personally and professionally. Information about a person's family situation, possible problems, etc., can be very important in determining what projects to assign and when. Also, it is very important to look carefully and *objectively* at each person's capabilities. Tasks must be challenging, yet within the person's limits. It is safe to say that maximum growth and skill development occur when people work to their maximum but also have the supervisory support, training and motivation to do the job.

Watch the Stress Level. Much current research

**Editor's note: "LMDC" as used throughout this article is not to be confused with Army use of the same acronym, which appears throughout this issue.*

on occupational stress points to the fact that stress is positive up to a point, and becomes harmful only *after* it reaches an optimum. The implication is clear: either too much or too little stress results in a decrease in performance and professional growth. Each person likely has a different level of *"best stress"* and will respond accordingly. Don't shy away from assigning jobs that can be stressful, but don't overdo a good thing, either.

Delegate as Appropriate. Most supervisors the LMDC has surveyed have a common problem: the "do it myself" trap. This is the time-tested notion that if something must be done right, I have to do it myself. The supervisors who try to do their jobs *and* all others in that work group cannot be successful. **People the LMDC has surveyed have negative comments about their supervisor's technical competence much less often than about their supervisor's leadership competence.** Stated another way, most supervisors don't fail as technicians; they fail as leaders. Don't be afraid to delegate; it helps all concerned.

Be Clear About What is Expected. The willingness and ability of the supervisor and subordinate to mutually understand common goals is perhaps the most critical element we have found in effective and productive working relationships. **Let your people know what *you* expect.** Discuss at length what, why, when and how. Tell them what is necessary to do the job and provide the necessary support. Be *specific* about the task, *why* it is important, *when* it must be completed. Provide guidelines about *how* the job *should be done,* including the *limits* of their authority. Then let your people know you are confident that they *can* and *will* achieve the desired results. The old adage "You get what you expect" is true.

Give Feedback. The importance of feedback has been a part of leadership "wisdom" for years. LMDC data support this notion; feedback is very important to a lot of people. Much has been written on the subject, so just a few key summary points are in order. Remember that *feedback must be constructive.* It is the crucial mechanism that keeps a person on course — on target. Without feedback, the course may change and performance may well miss the mark. To be most effective, feedback should be balanced (both positive and negative), specific, timely (close to performance), frequent (especially early in training), and personal.

Give Your People Time. It isn't likely they will be as polished or expert as you are; they need time to develop skills and confidence. Many people have chuckled (or have they!) at the difference between ***visibility*** and ***exposure.*** Help your people to be visible in the positive sense, not just to be exposed. Be patient. Don't place anyone in a "make or break" position the first time out. If necessary, take a risk — selectively. This is when feedback and support become so important, while performance is improving and being shaped.

Risky? Time consuming? Possibly, yes. Worth the effort? Definitely. In fact, we see two other choices. First, leaders can leave their people to their own devices to do the best they can and develop in a haphazard way. Second, leaders can let their people remain where they are and never develop needed skills and abilities. Both of these options are unacceptable. **By sharing your knowledge, teaching your skills, and allowing your people an opportunity to succeed or fail, you, as today's leader, are fulfilling perhaps the most important role of leadership: *furthering the professional development of tomorrow's leaders.*** □

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"Leaders and followers may be inseparable in function, but they are not the same. The leader takes the initiative in making the leader-led connection; it is the leader who creates the links that allow communication and exchange to take place." — **James MacGregor Burns**

". . . and one can paraphrase Gertrude Stein by saying, 'a leader is a follower is a leader'." — **Warren Bennis**

"Research on training for leadership is a different matter. This work appears to have been done largely by individuals whose value commitments induced them to avoid using research designs that would provide any critical test of the effect of training. It is not to demonstrate that training for leadership produces behavior change and attitude change. Change in the leader is significant only if it produces an impact on the follower group." — **Stogdill**

The U.S. Air Force Management Consulting Program: Implications for Army OE

Dr. Steve Ferrier

OECS wishes to thank **USAF MAJ L. Short of LMDC, Maxwell AFB,** and **MAJ R. Bossart of the OE Office, AF HQ, Washington, D.C.,** for their assistance during the preparation of this article.

The Air Force Program

Location and Size: The Air Force's Management Consulting program is centered at Maxwell Air Force Base in Alabama. There are 44 consultants (mostly Captains, Majors, Lieutenant Colonels, and senior NCOs) located at this installation who are part of an organization entitled "Leadership and Management Development Center" (LMDC). ***(Editor's Note: "LMDC" as used throughout this article, is not to be confused with Army use of the same acronym, which appears elsewhere in this issue.)*** The consolidation at Maxwell AFB of the Squadron Officers School, LMDC, Air Command Staff College, and Air War College enhances formulation and dissemination of doctrine, sharing of expertise, and more efficient use of resources.

Mission: The mission of the Leadership and Management Development Center is to (a) provide management consulting services to Air Force commanders upon request, (b) provide leadership and management training, and (c) conduct research on Air Force systemic issues from information within an accumulated data base.

Methodology: Participation in the Air Force's Management Consulting program is voluntary. Requests for assistance are usually initiated by *wing* commanders (who have a span of control similar to that of the Army's battalion-through-brigade commanders) and most consulting operations are conducted at the wing (battalion to brigade) level. In the past, consultants assigned to LMDC were specialized in certain types of interventions (e.g., job enrichment or team building). Recently, however, the Air Force has moved toward using general consultants who are able to deliver the full range of technologies. Upon receipt of a consulting request, the LMDC dispatches a 4 or 5 person consulting team to the requesting organization as quickly as the visit can be scheduled (For the Management Consultant Process, see Figure 1). This team is responsible for conducting an organizational assessment which usually involves the following procedure:

1. Administration of the Organizational Assessment Package (OAP) to all identified work groups within the client organization. The OAP is a 109-question survey designed jointly by the Air Force Human Resources Laboratory and LMDC (See Figure 2). Standardization elements of the OAP are periodically reassessed to assure maximum efficiency and consistency of the instrument as both a consultation and evaluation tool. A recent reassessment of factor by

MANAGEMENT CONSULTATION PROCESS

The LMDC Management Consultation Process consists of gathering organizational data from a variety of sources, conducting an in-depth analysis to determine possible problem areas from a leadership and management perspective, providing specific feedback, accomplishing solution-oriented planning and finally, following up several months later to determine the results of the process.

The entire consultation process is illustrated below:

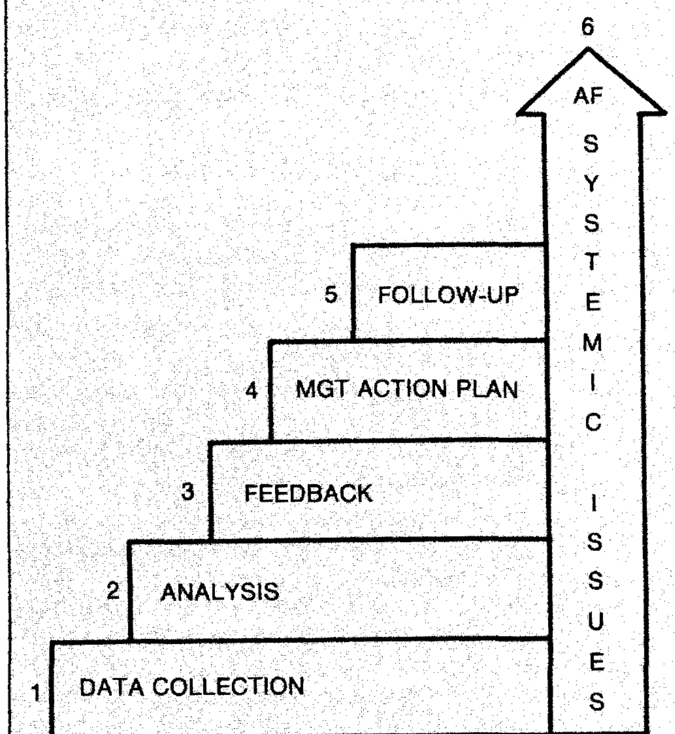

Figure 1

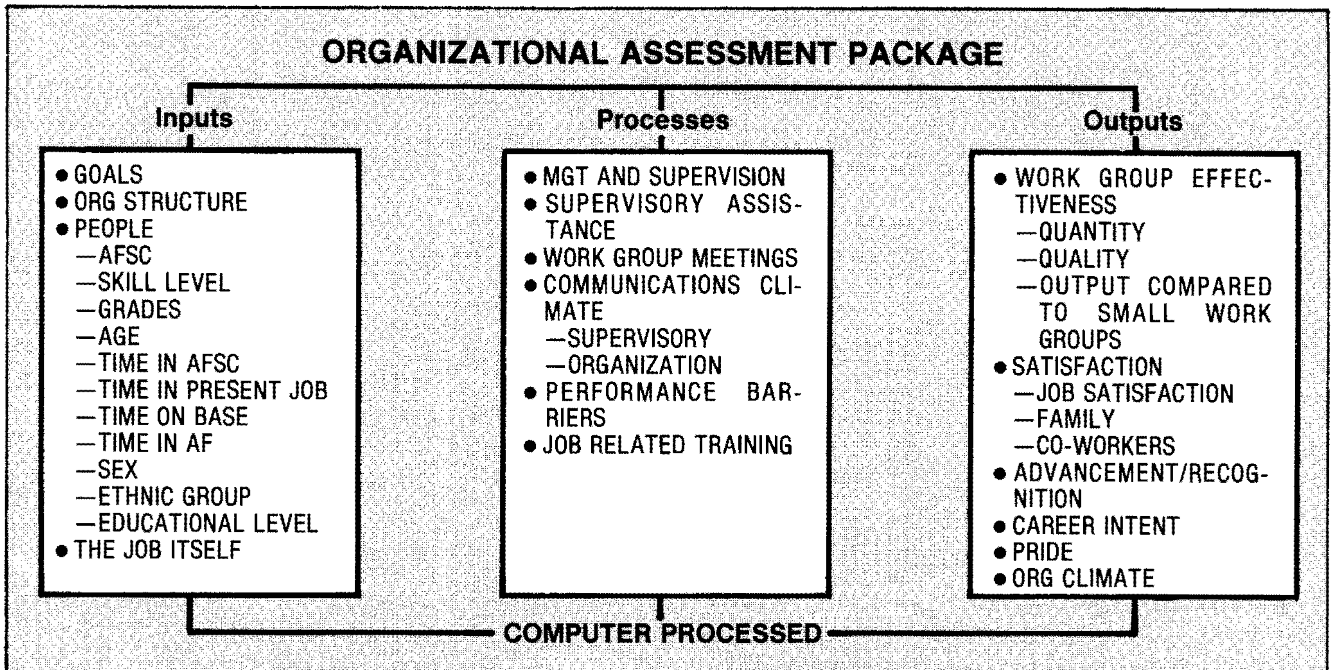

Figure 2

factor reliability showed results very internally consistent and stable for both six-week and six-month intervals.

2. Administration of a Supervisory Assessment Package to supervisors in the client unit, whenever appropriate. This was done more often during the developmental stage of the program.

3. Interviews with supervisors and key people at all organizational levels.

4. Collection of "other relevant data" (e.g., unit historical data) that might be useful in either organizational assessment **or** evaluation of the particular intervention. The Air Force emphasizes the multiple-measurement evaluation of all consulting operations.

Once the data are collected, they are taken to the LMDC for computer processing. The data are incorporated into a management consultation data base, with the client organization receiving computer printouts which include normative data, demographic data, and tests for statistical significance.

Data in the data base are aggregated by work group codes developed for organizational assessment and diagnosis (See Figure 3). The data may be recalled by demographics such as personnel category, age, sex, Air Force Specialty Code (AFSC), pay grade, time in service, and educational level. Through factor analysis, the 93 attitudinal items are combined into 24 measures which cover job content factors and various types of supervisory and organizational climates. Information from more than 100,000 cases have been accumulated in the data base.

In about four to six weeks, when the diagnostic results are available, a larger team returns to the client organization to feed back assessment results and implement interventions "tailored" to the organization. A management action planning session is then conducted, and specific intervention strategies are identified for future implementation in all work groups where problem issues have been identified.

The visiting consulting team, consisting of 8 to 10 people, usually works in the client system for two to three weeks. Commonly employed at this time are interventions for individuals, such as coaching and counseling; for small groups, such as process consultation or third party conflict resolution; for work groups, such as team building and survey feedback; for activities between groups, such as job enrichment and survey feedback; and finally for the entire organization, such as macro management action planning, expanded survey feedback and/or job enrichment. In addition, a full range of workshops and seminars is offered. Examples include: (a). Workshops: action planning, conflict resolution, job enrichment, problem solving, and communication; (b). Seminars: communication, recognition/motivation of enlisted personnel, delegation of responsibility, leadership style,

A post-organizational assessment is conducted 4-6 months after the completion of previously planned interventions. The resulting data are then used to *evaluate the effectiveness* of the intervention and may be used in planning subsequent follow-up activities.

Selection and Training: LMDC consultants are selected based on outstanding performance in their functional area. Selection is accomplished by means of special application, personal interview, and recommendations.

Consultant training begins with a formal five-week training course offered in both classroom and self-paced formats. The course is formally evaluated with established content validity. Instructor resources come from LMDC and Air University, supplemented where possible by leading authorities in the consulting field. The course begins with a block on Perspectives on Leadership and Management, which provides the theoretical background necessary for consulting work. The second phase, Organizational Development, provides theoretical and experiential introductions to entry and contracting, data gathering, diagnosis, feedback, intervention and evaluation. The final phase presents a case study which serves as a consulting practicum for students. Following the course, students must complete the Academic Instructor Course or equivalent and be certified by an LMDC board as an instructor/presenter. Finally, the student consultant must prepare for and make two complete consulting visits as part of a supervised consulting internship before being certified as a consultant. The entire process is a very demanding six to nine months of training.

Differences Between The Army OE And Air Force Management Consulting Programs

Major differences between the Army and the Air Force programs include the following:

- **The Air Force appears to be oriented toward techno-structural interventions, while the Army utilizes an eclectic process consultation philosophy.** Recent communication with the LMDC indicates the Air Force LMDC consultation process is now primarily aimed at the task (job) itself, job satisfaction, perceived productivity, various facets of supervisory effectiveness, inter- and intra-group communication, and several levels of organizational climate. (The Air Force philosophy also might be called "eclectic" in its approach, with primary emphasis on "leadership problems.") Rarely do consultants become actively involved with organization re-design issues.

- **Air Force consultants are geographically centralized at the LMDC and are thus physically far removed from the client's chain-of command.** Conversely, Army OE Consultants are usually located near the client organization and usually share similar chain-of-command elements with the client system.

- **Since all data gathering techniques have advantages and disadvantages, LMDC personnel use all four major methods during a visit, although major emphasis is generally placed on survey assessment.** The Organizational Assessment Package is typically administered to all client organizations. The Army's standard survey instrument (GOQ) appears to be used less frequently; most OE Consultants prefer face to face interviews.

- **Data obtained from administration of the Air Force's Organization Assessment Package are incorporated into a cumulative data base.** The Army does not have a comparable system, but an ARI contract has recently been let (to Arthur Young Associates) to examine the feasibility of developing such a system.

- **The Air Force emphasizes the multiple-measurement evaluation of all management consulting at a centralized level.** Having recognized the inadequacy of "satisfaction questionnaires" given alone, LMDC has become actively involved in con-

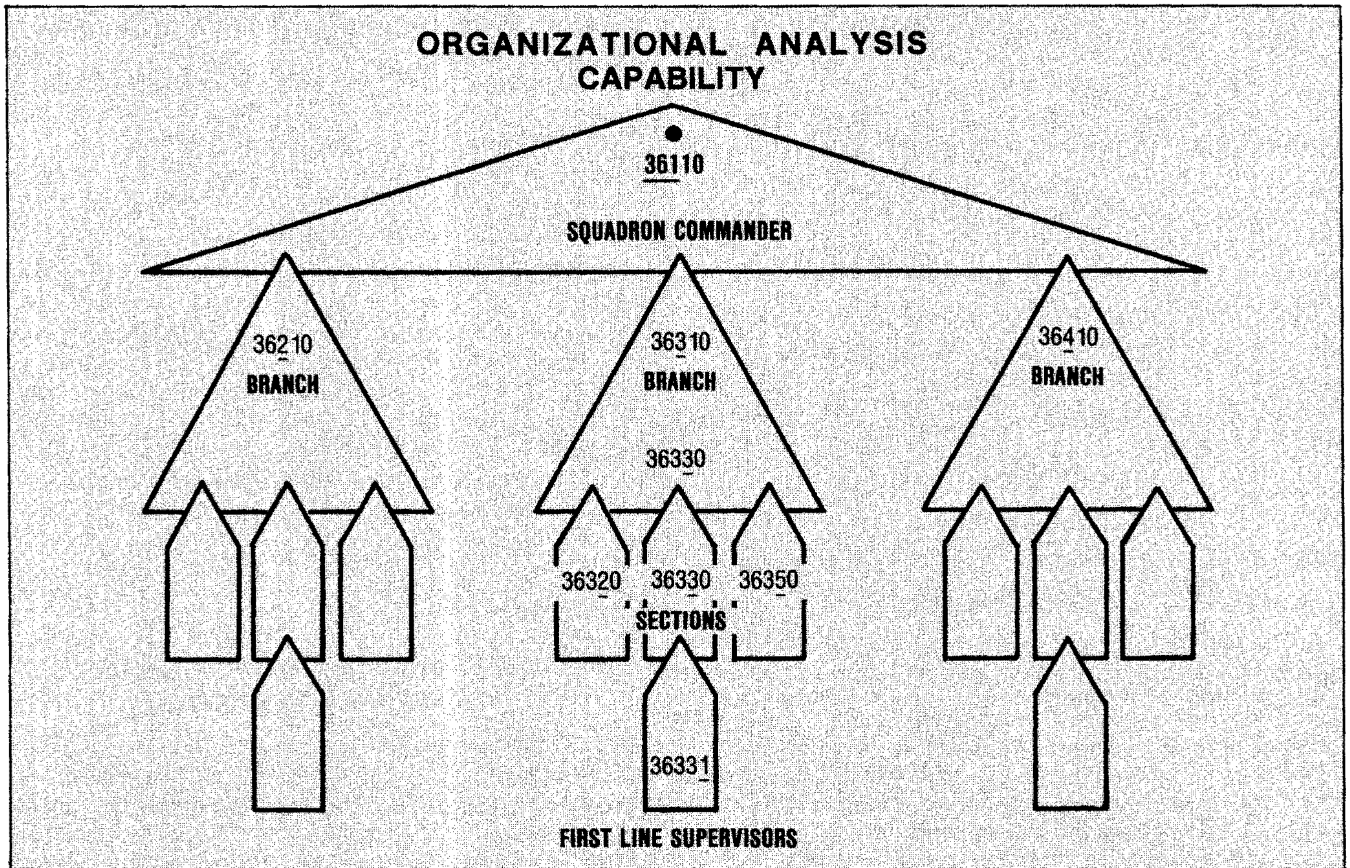

Figure 3

sulting evaluation design and methodology. Recent evaluation designs have included non-equivalent control group and multiple time series designs using both attitudinal and performance data. In addition, effort is being focused on evaluation issues such as the elimination of bias in both measurement and interpretation of change scores. Future plans include implementation of a true experimental design to evaluate change due to consulting. Results of evaluation studies to date as well as a theoretical discussion of evaluation methodologies will be available in the LMDC Technical Report Series by December 1981.

The Army relies primarily on local OE Consultants to conduct their own evaluation, and data from the OECS Evaluation Directorate reveal "client comment" and "user satisfaction" as the most commonly used measures of OE efforts, although ARI has conducted an external evaluation for OECS. Presently OECS is refining a centralized OE Decision Information System which will include some standardized feedback system to OECS emphasizing cost benefit evaluation data. OECS Evaluation Directorate has attempted two coherent, comprehensive evaluations of OE operations Army wide.

- **The Air Force uses the cumulative results of the Organizational Assessment Package, compiled in the data base, in total-system planning efforts.** For example, data are used to support USAF leadership and management education programs by assisting in curriculum development to enhance instructional effectiveness. The Army, unlike the Air Force (and Navy), does not yet systematically collect assessment data for evaluation of results at a centralized level. (Editor's Note: See "Army Organizational Effectiveness and Navy Organizational Development: A Comparison and Contrast," by Dr. Steve Ferrier in Communique Vol. 5, No. 1, Winter 1981.)

- **The military consultant effort of the Air Force Program is significantly smaller (approximately one eighth the size) than that of the Army (or the USN).**

- **The Army's training program is a formally resourced, well-established and institutionalized operation.** The Air Force has a much more recently established operation with a more formal validation program.

Potential Army Applications of Selected Air Force Consulting Experience

Aspects of the Air Force Program which might be considered for modification and adoption by the Army include:

- **Addition of a Small, Highly Skilled Mobile Cell:** Consultation at the large, complex-system level may require a small pool of consultants who are skilled in more sophisticated technologies. Location of these consultants at a centralized organization, like LMDC, may be a cost necessity. A more detailed discussion of considerations involved in this possible application is developed later in this article.

- **Specific Emphasis on Socio-Technical Approaches:** The Army has limited experience with techno-structural interventions. The Air Force appears to have made much heavier use of such technologies as job enrichment, and the Army may be able to benefit from this experience.

- **Management Consultant Data Base:** The Air Force has experience in developing a complex Management Consultation data base. An ARI contract has recently been let to determine the feasibility of developing a similar system for the Army, and the Air Force's experience may be valuable in this effort.

- **Evaluation Data Bank for Cost Benefit Analysis:** The Air Force appears to have captured more definitive evaluation data on the effects of the consulting operations than has the Army. Because of the status of the Army's OE program as a Defense budget-line item, studying the Air Force's experiences in program evaluation may be of value.

- **Narrow-Focus Leadership and Management Training Programs:** The Air Force has recently identified a need to use management consultants to train junior officers (e.g., 2LTs) in managing NCOs and enlisted personnel. Similar training programs may be needed within the Army and, if so, the workshop designs developed by the Air Force may be of assistance. (The OECS-designed Leadership and Management Development Course is widely used, but is without a narrow focus. OECS also is tasked with developing packages in several leadership and management skills for Army-wide officer training.)

- **Organizational Redesign Activities:** Reports indicate that the Air Force's Organizational Assessment Package is useful in identifying organizational subsystems needing techno-social redesign. The 3-10 Year OE Plan calls for involvement in organizational design/redesign, and the Army might be able to apply Air Force experiences to identify potential areas needing techno-social restructuring.

- **Technologically Intensive Systems Introduction:** The Air Force is typically characterized as a more technologically intensive organization than is the Army. During the 1980s the Army plans to introduce numerous technologically sophisticated command and control weapons systems. The experiences of Air Force consultants may assist the Army OE community in responding to organizational needs resulting from the requirement to adapt to such systems.

Considerations Inherent to Centralization of Consulting Teams

Examination of the centralization aspects of the USAF approach to Management Consulting (and that of the USN) tends to reinforce the idea that certain types and levels of Army OE operations might benefit from added centralization in OE. Important, positive or augmenting aspects of the USAF (and to some extent the USN) program include: (1) a centralized pool of available experts; (2) close quality control over

Table 1

AUGMENTING ASPECTS OF USAF MANAGEMENT CONSULTING PROGRAM	ADVANTAGEOUS ASPECTS OF ARMY ORGANIZATIONAL EFFECTIVENESS
1. Centralized pool of experts available to every part of the service.	1. OE Consultants continually in the field are always there to make quick consultations, and sudden changes in scheduling are easy and thus not costly.
2. High level of quality control over the experts who actually do the consulting.	2. No limits to flexibility of OE Consultants other than what they feel skilled at doing. Continued contact with the unit keeps OE Consultant feeling responsible for what occurs over prolonged period of time.
3. Experts become very experienced in data acquisition, reduction (manipulation), processing and assessing.	3. Army OE program is extensive and intensive due to the number of Consultants at field locations. Little cost is incurred in the way of TDY.
4. Base line information (data bank) available to permit comparisons.	4. Field OE Consultants remain in contact with unit and its environment and receive unofficial feedback (by grapevine, social functions, etc.) regarding what is occurring. On this basis, OE Consultants can elect to ask unit Commanders if they would like a follow-up visit, make helpful suggestions, etc.
5. Program is relatively cheap in that it is small and limited to fixed implementation time. USAF may have access to cheap air transportation which reduces TDY costs.	5. OE Consultants attempt to transfer OE skills to unit whenever possible so they will not be needed as often, but so the OE influence will continue to be felt. Consultant is on site to provide "quick fix" workshops, observe behaviors and reinforce client unit's efforts to carry on its own OE program.
6. Installation manpower and physical plant expenses may be minimized since personnel will only need to be supported and resourced when they are actively consulting.	6. OE Consultants stationed in the field are not saddled with debilitating TDY and can recuperate at home even when under demanding time schedules.
	7. Local OE Consultants are able to control the length of breaks between clients and the types of interventions they are physically and mentally prepared to make. This should help delay burnout. Pressure could partially be removed from expert mobile force in that local OE Consultants can accomplish much of the preliminary work required before expert mobile force arrives.

these experts; (3) expertise in automated data acquisition, manipulation (reduction), processing and assessment; (4) a data bank permitting comparisons of units with base-line data, (5) lower cost involved in running a smaller program from central locations, and (6) ability to form multi-disciplinary teams or a focused single-discipline team as appropriate* (See Table 1, Column 1).

A systemic analysis of the relationship between a unit and the larger organization of which it is a subsystem evidences several potentially limiting aspects of any centralized consulting program. **Before deciding that these advantages mandate adoption of a centralized approach, the Army must be aware of the following considerations:**

* *Recent communication with the USN HRM Center in San Diego indicates that its consulting teams have been restructured into focused functional teams.*

1. Ramifications of the External Nature of the Consultant.

- **Initiating Contact.** Most potential users of OE often prefer that initial contacts with a consultant be an "off the record," non-committal, exploratory "feeling out" session. Having to make a request through channels for external assistance might be viewed as suggesting that the implied need has in fact been verified and that some commitment has been made to use the team when they arrive. The user of an internal consultant has the opportunity to test the compatibility of personality styles and values of the consultant with those of the user and the staff before committing the unit and the expert team to the use of time and personnel resources. In addition, while this expert team is unavailable to the rest of the military community, the Army or Air Force at large must suffer.

- **Ownership and Sustainment.** The consultant normally feels more responsible for — and values meeting the needs and norms of — his own unit and its parent service. The needs and norms of the user command will not necessarily be viewed from the most appropriate point of view if the consultant is not an organic member of that command. After the consulting team leaves the user unit, the loosening of user-consultant ties reduces likelihood of meaningful sustainment of positive changes initiated during the operation.

• **Tactical Flexibility.** Although the more experienced and more highly trained centralized consultant may be more skilled in recognizing the systemic underpinnings of symptomatic problems, time constraints imposed by a prearranged schedule might dictate use of less than optimal implementation strategies and reduce tactical flexibility.

• **Potential for Transfer of Organizational and Management Development Skills.** Because centralized teams leave the site, there is less likelihood of the transference and periodic reinforcement of Organizational Development or Management Development skills among members of the assisted unit and thus less institutionalization of OE within the parent service.

• **Use of Time and Personnel.** Transporting the consultant team to and from their centralized location will invariably cause loss of work time. The requirements of relatively tight work schedules, however, should force each team to plan and budget the time for their operations much more effectively. These more carefully planned operations should focus OE operations more closely upon the task-accomplishment phases.

Careful budgeting of time and scheduling of operations may also be used to minimize the likelihood that critical team members may burn out as a result of having to be ceaselessly on the road addressing unit difficulties.

Implementation of an expert mobile force in addition to the present decentralized system would enable local OE Consultants to be exposed to appropriate superior role modeling and to be kept in touch with the most current doctrine and Army-wide expertise. During assistance visits by the mobile team, local consultants would receive valuable on-the-job training and thus form part of a pool of potential expert force members.

2. Effect of Identified Trends and Normative Data.

A centralized team with ongoing access to service-wide norms and profiles might tend towards a mindset less flexible in recognizing and responding to unique characteristics of a unit's organizational climate and the command team member's idiosyncratic responses for effectively meeting its mission. The non-centralized OE Consultant, however, may frequently be unaware as to what the organizational norm is for the type of unit he is assisting.

3. Diversity of Methodologies.

The mobility of a centralized consulting team has the potential for enhancing each consultant's exposure to a wide variety of organizational situations. However, the Army's present decentralized approach with its larger number of consultants at multi-level geographical locations world-wide must provide the total OE program with a broader scope of organizational issues and concommitant change strategies. The addition of a centralized, mobile team would enable the Army to take advantage of the positive aspects of both the centralized and non-centralized approaches.

Suggested Characteristics and Goals of a Centralized OE Group

The advantages of adding a centralized team of experts to the current situation of numerous, widely distributed OE Consultants are worth considering. The current OE set-up in the Army seems to be working very well (as shown by Column 2 of Table 1), but the USAF has certain advantages of centralization (Column 1 of Table 1) which the Army might be wise not to overlook.

This centralized, highly experienced mobile team of specifically trained OE Consultants would consist of members characterized by the following:

• They should have ASI5Z and possess practical field OE experience of at least one year.

• They should have been identified as being among the top third of the successful field-experienced OE Consultants.

• They should have special skills complementary to the skills of the other team members.

• They should have received advanced training (e.g., four weeks) beyond the level of the Enhanced Skills OE Course.

• They should work well within a team framework.

• They should respond well to the demands of being highly mobile.

• They should have outstanding interpersonal communication skills.

• They should be sufficiently self-directed to continue their development of advanced OE knowledge.

Additional support considerations that should be given a centralized team of OE experts include the following:

• They should have access to major computer facilities and appropriate technical support personnel.

• They should be located in an area which provides opportunities for continued professional development.

Possible goals of this expert mobile team might include the following:

• To provide assistance to any Army organization needing expert OE services which are not available through local OE Consultants or OE personnel at the MACOM level.

• To raise the level of skills of the local OE Consultants who will work with the team while it is at their installation.

- To systematically collect consistent data which is satisfactory for being added to a data bank designed to provide information for training program design.

- To amass quality data which can provide the Army with base-line data for objective program evaluation and cost-effectiveness studies and a functional organizational-assessment feedback system.

- To test the feasibility and viability of a centralized OE program as an effective way to augment the skills, abilities and knowledge of regular graduates of the OE Center and School.

Conclusion

In essence, the Army's OE program is comparatively large, highly developed and geographically spread out in force, as is appropriate for a complex organization with many large installations. The configuration of Army units clearly justifies this condition. The USAF has a system of Management Consultants involving several centralized groups that travel to widespread and considerably smaller installations. The Air Force configuration justifies this approach.

However, since the Army eventually intends to deal with much more complicated technologies in the OE area — technologies which demand a great deal of expertise as well as experience — it is possible that mobile groups of centrally located experts could enhance Army OE.

The function of such groups would be substantively different from that of the present OE Consultants, who act as local assets for their installation or unit Commander. They are a Commander's consultants and as such are key members of the management team; their successful contributions have paved the way for increased use of OE at the higher levels of command, levels that sometimes demand expertise such as centralized mobile teams would provide. (Similarly, recognition of the value of the program by MACOM Commanders could lead to sustained staffing of the mobile expert force which the teams comprise.)

The majority of Army OE Consultants must continue to remain local assets, but Commanders of complex systems should have a more experienced expert team available to turn to when organizational redesign or major implementation strategies might be needed. In addition to experienced senior OE Consultants at MACOM HQ, there are at present two clusters of notable OE experts — External Operations Division (EOD) in the Concepts Development Directorate at OECS and the consulting cell at DA. The small number of EOD personnel have concept development commitments to OECS and cannot meet all the requests for external assistance. The consulting cell at DA likewise has a variety of DC area commitments and duties and is not resourced to meet Army-wide requests.

Clearly, the scope of missions of these two groups is currently different from that anticipated for the mobile group of experts being considered.

Although such a group might not make Army OE any less expensive, it might very well make a more technologically oriented Army more effective. □

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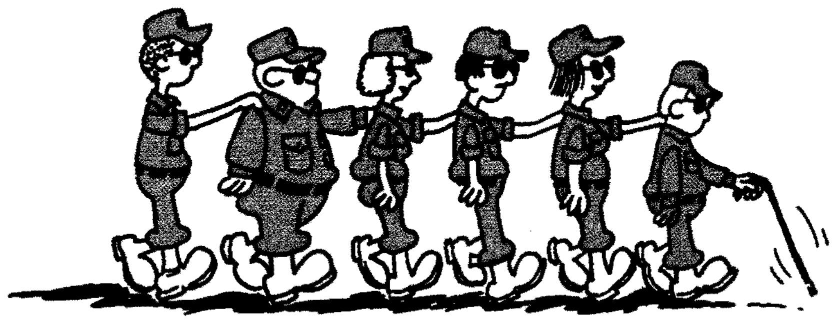
"A teacher affects eternity; he can never tell where his influence stops." — **Henry Brooks Adams**

"As the free press develops, the paramount point is whether the journalist, like the scientist or scholar, puts truth in the first place or in the second." — **Walter Lippmann**

The Conference Attendees and the Elephant(s)

Re-told* by CPT Lawrence R. Boice

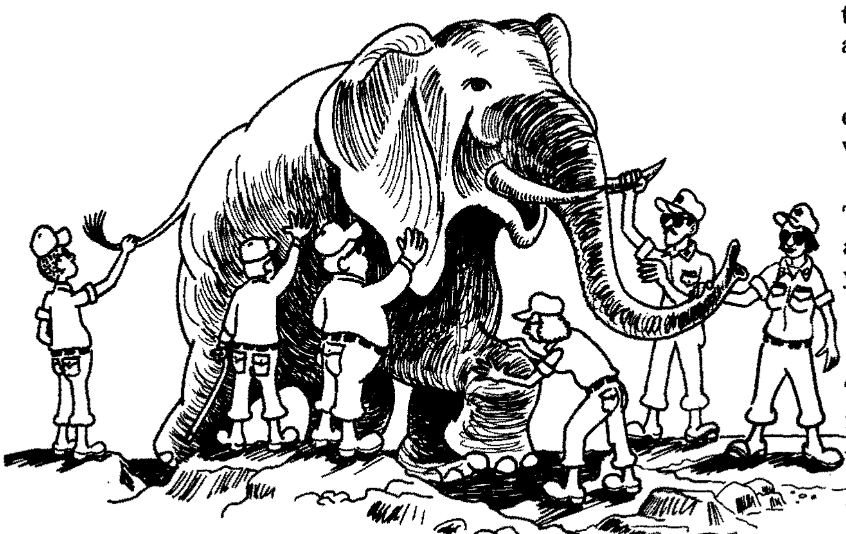
Illustrated by Mr. Coy J. Brown



Long ago in Militaria, several confirmed conference-goers were discussing elephantship. They often had heard about elephants, but because they were blind, they had never seen an elephant.

Not far from the aspiring attendees lived an OE Consultant, who served as a resource for all of the people of Militaria. Near the office of the OE Consultant, there were many elephants. "Let us hold a conference there," said one of the confirmed conference-goers. "Yes, let's," said the others.

It was a hot day, but the attendees walked to the conference site. They walked one behind the other. The smallest attendee was the leader. The second attendee put her hand on the shoulder of the first. Each attendee put his hand on the shoulder of the one in front. The conference host met them at the conference site, which was near the office of the OE Consultant. An elephant was standing outside the lobby.



*This parable is a parody, loosely based on an old children's fable, *The Blind Men and the Elephant*. It is offered in the spirit of "uses metaphors and analogies," a consultant competency.

The attendees touched the elephant with their hands. The first attendee put out his hand and touched the side of the elephant. "How smooth! An elephant is like a wall."

The second attendee put out her hand and touched the trunk of the elephant. "How round! An elephant is like a snake."

The third attendee put out his hand and touched the tusk of the elephant. "How sharp! An elephant is like a spear."

The fourth attendee put out her hand and touched the leg of the elephant. "How tall! An elephant is like a tree."

The fifth attendee reached out his hand and touched the ear of the elephant. "How wide! An elephant is like a fan."

The sixth attendee put out his hand and touched the tail of the elephant. "How thin! An elephant is like a rope."

The host of the attendees led them to the conference room. The conference attendees were tired. It was a hot day.

"Wait here. I shall bring you something to drink." They sat down at the conference table. "You must not adjourn to the cocktail lounge until you have resolved your differences," he said.

The conference attendees talked about elephants.

"An elephant is like a wall," said the first attendee. "A wall?" said the second. "You're wrong. An elephant is like a snake."

"A snake?" said the third. "You're wrong. An elephant is like a spear."

"A spear?" said the fourth. "You're wrong. An elephant is like a tree."

"A tree?" said the fifth. "You're wrong. An elephant is like a fan."

"A fan?" said the sixth. "You're wrong. An elephant is like a rope."

The conference attendees could not agree. Each one shouted.

"A wall!"

"A snake!"

"A spear!"

"A tree!"

"A fan!"

"A rope!"

The conference host came back with something to drink.

At the same time, the OE Consultant was attracted by the shouting. He looked inside the conference room and saw the conference attendees. "Stop!" called the OE Consultant.

The attendees stopped shouting. They knew that the OE Consultant was a perceptive person. They listened to him.

The OE Consultant spoke in a facilitative voice. "Elephants are large, complex animals. Each of you touched only a part, and is therefore speaking from a limited frame of reference, using an impoverished model. Some of you address *theoretical* elephantship, others of you address *applied* elephantship. We must actively design a *new* frame of reference. We must put all the parts together — develop a more *enriched* model — to find out what elephants are like. We must describe the desired organizational *outcomes* common to all types of elephantship. The result can be called "Transformational Elephantship."

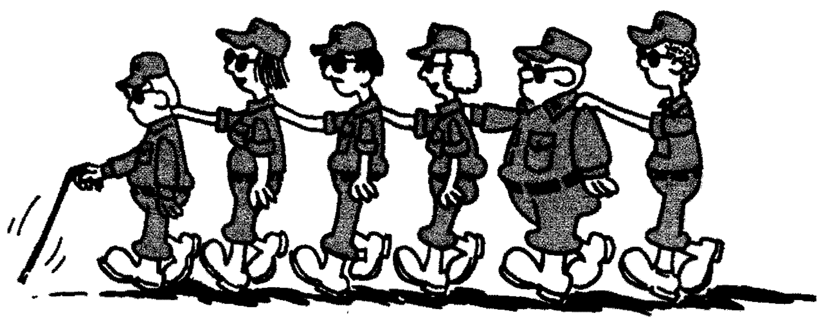
The conference attendees listened. They drank the cool drinks as they relaxed around the conference table. They talked quietly.

"The OE Consultant is right."

"Each one of us knows only a part."

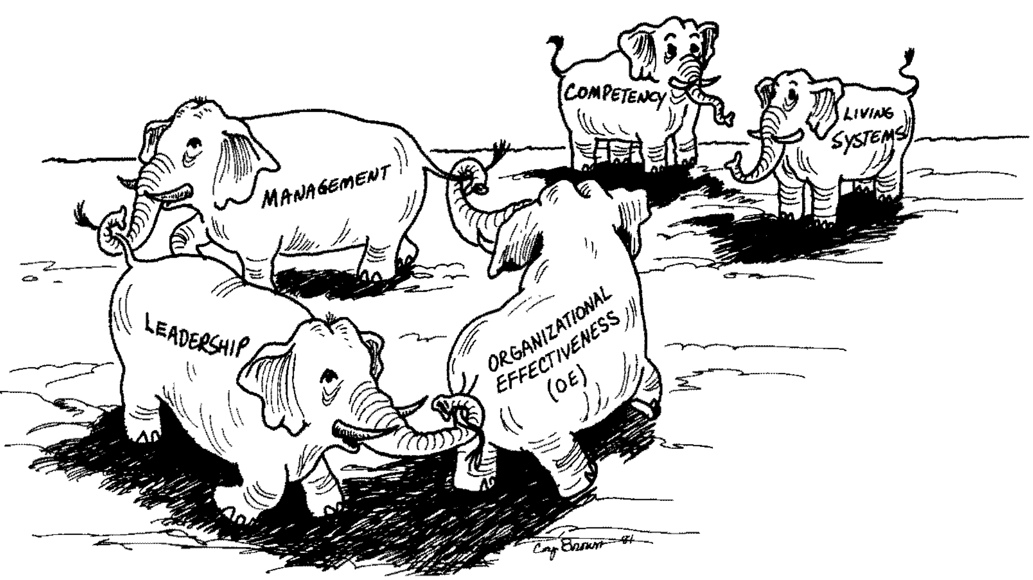
"To find out the whole truth, we must put all the parts together."

The attendees departed the conference. The smallest attendee led the way. The second attendee put her hand on the shoulder of the first. Each attendee put his hand on the shoulder of the one in front. They walked home, one behind the other. □



Captain Larry Boice is a division chief in Training Developments Directorate, OECS. He is a graduate of the Infantry Officer Advance Course and OE Staff Officer Course, Class 3-80. He holds an MS degree in Industrial/Organizational Psychology from Purdue University. He was commissioned from USMA in 1971.

Mr. Coy Brown is the visual information officer, GS-12, for the Training Developments Directorate, OECS. He is a graduate of the University of Kentucky, where he received a Master's degree in Communication. He also holds a BA in Art, with a teaching credential, from Eastern Kentucky University, and is trained as a commercial artist in advertising design and illustration.



An Interview with COL Dandridge M. Malone

(Conducted by LTC Jim Bryant, CAC, and CPT Ron Sims, OECS)

The following Communique interview was conducted on 10 June 1981, at the conclusion of the Leadership conference at the Army War College, Carlisle Barracks, PA. During his distinguished career, Colonel Dandridge M. Malone has taught leadership and psychology at the Army War College and at West Point, commanded in combat at both company and battalion level, and served as Chief, Systems Doctrine Office, TRADOC. A prolific writer, he is author of "X=H," a Delta Force concept paper which addresses the need for "growed-up OE."

Until his recent retirement, he served as Director, Organizational Dynamics and Management Theory, Army War College.

Communique: How can we maintain a pool of leadership experts for training and research in the service schools?

COL Malone: When you are talking about resources, you are talking about people. I am talking about lives. How much trouble would it be first to find out who knows what about leadership, to maintain a register of who knows what about leadership? There should be about 250 guys that could be linked together like a Delta Force.

What we haven't done well is to go to the boss of an expert on leadership and say, "I want 10 percent of this guy's time." The boss usually says, "You can have 10 percent of his time, and I'll take the other 110 percent of his time." We have not learned how to accommodate a guy. In the future we will.

Right now it is a physical problem. Say the guy is going to work for me; conceivably he could sit out in the yard and, thru a computer, work for eight people. A guy worked three jobs at Leavenworth. He had three desks and was working from 0800 to 1000 at one desk; he would go to another desk to work until 1400, and then from 1400 to 1700 at another desk. He would take off right in the middle of a sentence. The secretary always knew where he was. We've never figured out how to do this.

It would do a lot just to be able to identify these people and use them for research in leadership. Pick a select group and start working with them. These guys don't work for any one person; they work for the Army. We have students coming here all the time, and have for years, being used as one-third students and two-thirds resources, or two-thirds students and one-third resources. You couldn't do that with everybody, but we have guys at Leavenworth with leadership and master's degrees right out of West Point. We have all kinds of resources lying around — Captains, Majors, going to school. Develop a register — do all sorts of things — get a different perspective.

These aren't new ideas, but it is how you would approach it. It depends upon how much freedom your Commandant will allow you to use. There are so many guys out there, it is hard to keep track of them.

Communique: How do you see the new competency-based training system as a leadership-training methodology?

COL Malone: I see the competency stuff as the last stage of the organizational leadership matrix. There is a gap there. Somewhere out there, there is a link between Living Systems theories and competencies.

"Somewhere out there, there is a link between Living Systems theories and competencies."

Something will happen. Maybe it will be like what we have now — the ideas look like a popcorn popper. Maybe competency defines what leadership actually is. You can start by laying out a 15-year track that would begin with developing information-processing competencies and then linking these into leadership competencies; this is not necessarily the only track to go down, but it gives us a way to check a guy out for leadership potential.

Another need is for a translator that *translates* the Living Systems theory and research. Most of the field Commanders won't listen to Living Systems. If we could get the Leadership/Living Systems community together, it would make sense.

Communique: Where do we go after the competency theory?

COL Malone: We know eventually we will go to Living Systems, but how do we get there? That's the problem. Last year the Industrial College of the Armed Forces did something different. The Air Force came in and said, "We are establishing a theme for this year. The theme is mobilization. We will go ahead with the regular curriculum, but we are going to have mobilization everywhere. Put our whole effort into mobilization. Research will be pointed that way, and class will be pointed that way. For a year the theme is mobilization." COL Golden might want to try that at OECS. Instructors get all excited, and the developers, researchers, the library and everyone else concentrate on this theme for a year.

Communique: What are your thoughts on Dr. Miller's Living Systems Theory?

COL Malone: Miller's book is not yet applicable; it is a scientific book — like Masters and Johnson's book on sexuality. Hard-core scientific data. I spent 20 years looking at this field in Army organizations —

if I could, I would put all my stock and my savings account into general systems theories. They — systems theories — speak about training the manager in systems to manage relationships within the organization.

"... if I could, I would put all my stock and my savings account into general systems theories."

Also, some of the folks in the Army schools tell me that the folks who come over to talk with them about putting systems theory into the basic course see the instructors as the link between OE systems and the Living Systems.

Living Systems Theory (LST) has an application at a high level, and it works with the whole organization. Part of the problem on the OECS side of the thing is the division in the OE community between process and systems orientation and on interpersonal approach to OE. I don't think systems theory, right now, occupies much of the attention of the OE Consultants or OECS.

The other problem is communication. You talk about having trouble translating — the crew that got data about the Living Systems are researchers and scientists and one Army guy, a Major, who is a researcher, the best I've ever run into. He doesn't do interpersonal relations at all. It is difficult to understand scientists. They can communicate with other scientists, but they come across to the OECS guys as hard-nosed people who only think of numbers. They don't care about interpersonal communications; they just communicate with computers. The problem is a communication problem between the hard-core, hard-nosed researchers and others.

Dr. Miller (author of *Living Systems*) rides herd on all that stuff; he's Nobel class and a world-class intellect. He asked me one time how everything was going and I said, "Fine"; he said, "What do you mean, *fine?*" He doesn't deal in generalities. He doesn't want any B.S. He wants facts. Getting a hand on the Living Systems, a little bit. He is talking now about something called "a leadership."

I suggested to the Major that he take a cross level of the Living Systems and fill out the high level hypotheses that Miller laid out there and try to put them in Army talk to see if they would make sense to the battalion Commander. If those cross-level hypotheses put into Army talk made sense to *those* guys, then I suggested he might then have the core of the authentic approach to leadership.

The next step would be to go to the other subsystems with the information and tabulate it. The other subsystems begin in the Information Process. If that works and seems to be making sense, then go through the high-level hypotheses and other subsystems, put them in Army terms, and send them to the Army Commander. Put them in Army terms the battalion Commander could logically be expected to understand. If it works, then you have a chance to use the other information processes.

If you get into the Living Systems Theory, leadership pertains to the information-processing system, while management refers to the materiel-processing system. I've got a feeling that despite all of the ways we define leadership and all the ways we define management — the two seem to fit into those two critical processes the best. Management sort of runs modern energy subsystems. Leadership pertains to people and management to things — put the two together to get a job done.

Communique: Since you were involved in the initial design, development, and publication of the 1970 Leadership Monographs, how do you view their use today?

COL Malone: They were not written for the guy on the street. They were written for folks who have been off to school or who have worked in the leadership field long enough to know the theories. The monographs communicate to people not only just out of school but also with experience in the leadership field.

"We can then make a clear separation between leadership and management, and in about ten years beyond that, I can see leaving all this stuff for a general systems comprehensive theory, such as Dr. Miller's Living Systems Theory."

The guys who have the background to understand the Leadership Monographs could be the translators — that would be their main job. The developers and instructors could take the concept from these leadership guys and, in three or four more years, change the matrix to competency and learn more about that. At the end of about five years, we will begin knowing enough about systems and processes to deal with information. We can then make a clear separation between leadership and management, and in about ten years beyond that, I can see leaving all this stuff for a general systems comprehensive theory, such as Dr. Miller's Living Systems Theory. □

***LTC Jim Bryant** has been a member of the Leadership Group, Department of Command, CGSC, since November 1980. He was commissioned as a military police officer in 1965 as a distinguished military graduate from Howard University's ROTC program. He served in military police, infantry, aviation and recruiting assignments prior to attending the OESO Class 1-77. LTC Bryant's assignment following his graduation from CGSC in June 1979 was in the Combined Arms Training Development Activity (CATRADA), Professional Development Directorate, prior to his present assignment.*

*At the time this interview was conducted, **CPT Ronald Sims** was the RETO/Leadership officer at OECS. A more complete bio sketch accompanies his article in the Special Feature section.*

OE Consultant Competency Model: Development and Uses

Dr. Mel Spehn
LTC Ronald A. Tumelson

STOP
OE Consultants should read "Interested in Self-Assessment?" on page 82 before continuing.

In 1979 OECS was faced with the dilemma of evaluating the kind of OE Consultants it had been turning out since its first class in July 1975. There were now enough graduates in the field and the 16-week course was fairly well established, and so the time was right to evaluate the effectiveness of the OE Consultants — and in effect OECS itself.

How could this evaluation be accomplished for such a far-flung, diverse group? We had already tried the traditional job/task analysis. With clipboard in hand, we had shadowed some OESOs, making careful notes on the things they did. We tallied the number of phone calls made and received, interviews conducted, reports written, etc. Yet, we knew this laundry list of tasks did not reflect the things that really made an effective consultant.

There had to be a better way to examine consultants because their success seemed to rely more on the kind of people they were than on the tasks they actually did. Consultants performing the same tasks produce vastly different results. In short, what consultants *do* to a great extent is what they *are*. But how could OECS evaluate *that?*

We were excited about solving this dilemma when the Army Research Institute (ARI) arranged a contract for OECS with McBer and Company of Boston, Massachusetts, experts at studying occupations to find out the characteristics of the individual that underlie effective work performance. They even claimed the ability to discriminate the competencies of superior performers from those of ordinary performers in a particular job. They had done such research for the State Department, the Navy, banks, sales firms, and the American Management Association. (After working with OECS, McBer has developed a model of competencies of junior officers for the Army.)

The model-building methods McBer used were thorough. First came a complete search of literature concerning consultants, their roles, characteristics, interventions, and methodologies. They then searched for ideas directly concerning the competencies themselves, namely those personal trait characteristics and skills explicitly related to job performance. They discovered little of value from all these studies, beyond showing that consultants do make a difference in organization improvement efforts (as opposed to video tapes or survey data alone).

The kind of consultant that makes a difference would have to be shown through empirical studies by going into the field and finding what successful, as opposed to unsuccessful, consultants actually do on the job. There were five stages in the process of creating a complete competency model based on real job needs.

Stage 1

The first stage, taken in July 1979, was to assemble two "expert panels," one composed of OECS Staff and Faculty and the other made up of twelve practicing OE Consultants, to brainstorm a list of knowledge, skills, abilities or individual characteristics thought to be related to outstanding performance in the OE Consultant's job. The combined output of the two expert panels produced 115 performance characteristics.

Stage 2

Three hundred practicing OE Consultants were then sent this list and asked to rate these characteristics regarding their importance for success on the job. This second model-building stage refined the data, but the characteristics were still only "expert" hypotheses. They would have to be validated by identifying a group of individuals considered outstanding practitioners and by discovering what knowledge, skills, abilities or other characteristics do indeed distinguish the group from their less effective counterparts.

Stage 3

In the third stage, top performing consultants were sought through a variety of techniques: self-evaluation, OECS faculty nominations, and peer nominations. Calculations were made to eliminate any biased effects that high visibility and high rank might have in the selection process. Eventually, 38 OE Consultants representing both ends of the performance spectrum were identified.

Stage 4

In the fourth stage, all 38 OE Consultants were interviewed by a team of ten McBer professionals and two specially trained OECS staff. The method used is called the **behavioral event interview**. During these 2 to 3 hour individual sessions, the interviewees were guided to recall very specific descriptions of high and low points in their consulting careers: "What were some successes? Some failures? What did you really say? What did you actually do?" An entire consulting situation would be walked through in detail. Without overguiding the responses, the interviewer in behavioral event interviewing presses to discover **actual behavior** performed on the job.

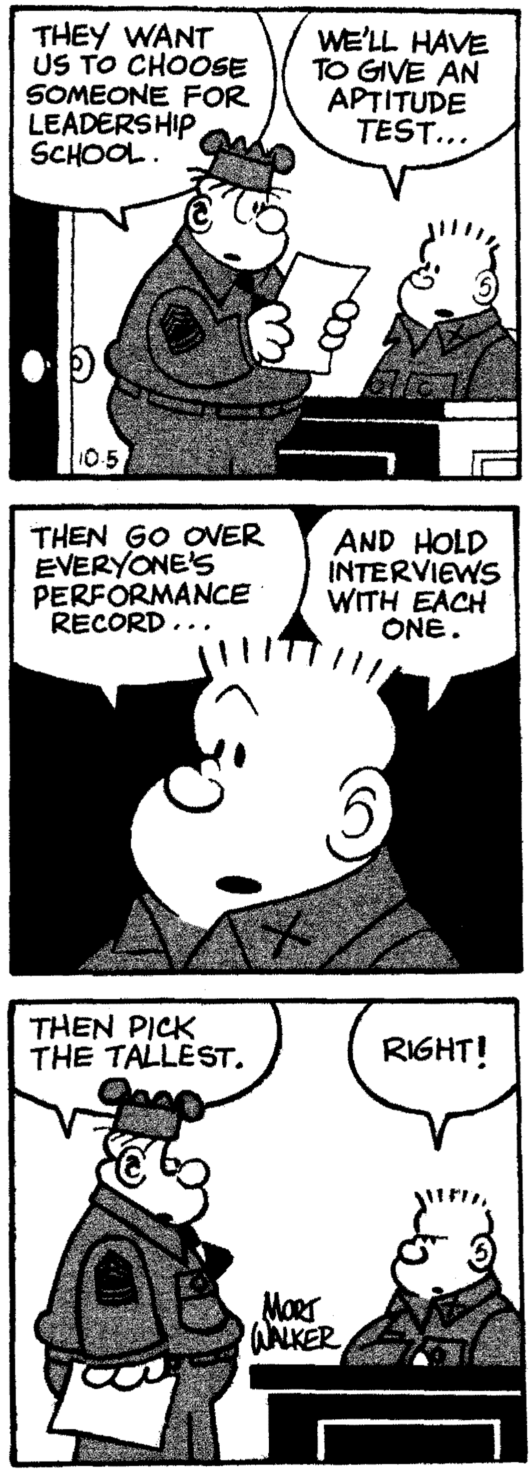
Stage 5

These job behaviors are called "performance indicators," and the analysis of them to find out their correlations and overlap is what happened during the last stage of the model building. This analysis was done by teams of experts using data from the expert panels and surveys as starting points from which to look at all the interview data. Raters separately coded the interviews and then came together frequently to ensure that there was cross-coder reliability in all cases. The 115 hypothetical characteristics became 130 field-verified behaviors.

The performance indicators coalesced into natural groups called competencies (with 3 to 8 indicators per competency). The competencies themselves showed similarities that allowed them to be clustered into larger categories. In the case of OE Consultants there were 130 performance indicators, 33 competencies, and 9 **competency clusters** (See Figure 1 for complete categories).

Some competencies were found in high-performing consultants and not as frequently or intensely in lower performers. For instance, "results orientation" seems to be a key discriminator. High performers constantly press for a difference or a change in the client system. They have a "bottom line" mentality in their work. This orientation will be balanced by other competencies (e.g., "exercises restraint") so that eventually high performers are seen to be those who might not possess all competencies but do have a high number of them in the right combinations.

The uses of the competency model are many but necessarily moderated by the goals and nature of the OE Consultant program in the Army. Ideally if we know the characteristics and abilities of an effective consultant, we would select the appropriate people for training. Army personnel policy has not yet attained that kind of sensitivity in selection. Therefore, it is in the area of training and development that the competency model is of greatest and primary utility.



Even within the training and development function, however, not all competencies can or should be trained. For instance, though "self-confidence" is an important competency, the trainability of such a personal characteristic in a 16-week Army course is very doubtful. Hence, 18 of the 33 competencies were selected as the "core" of the trainable OE Consultant model.

At present the development of measurable training standards for the trainable competencies is underway. How much "results orientation" is needed? When and how is a student able to demonstrate "tactical flexibility"? Once these types of questions are answered, training priorities can be made and classroom performance can be tracked. These behaviorally specific standards can also furnish a far more valid basis for deselection of students than is currently available.

Other, secondary uses for the competency model can be: a guideline for continued professional development/continuing training of OE Consultants, a basis for studying competencies of senior consultants engaged in complex system consulting, baseline target for assessment center exercises, a philosophy for competency-based management courses, and a model for competency-based training of other Army occupations. This last aspect is quite appropriate since perhaps 80 to 85% of the competencies could be common to many leadership roles. For example, "tactical flexibility" is an important trait in Commanders, military police, inspectors general, and dozens of other Army occupations.

Hopefully, OECS Class 1-82 will be able to experience the full sequence of competency training (See Figure 2) which takes them through bare acquaintance to full accomplishment in those traits, skills, attitudes, and other personal characteristics essential to high-performance consulting. Other tasks will be learned, technical knowledge and skills developed. But from now on OECS will be far more certain that it is training to excellence and turning out the consultants the Army needs in the work they actually perform.

Figure 1

Competency Cluster I
Functional Knowledge

Defined: Knowledge of OE theory and demonstrated ability to relate that theory to organizations.

	Performance Indicators
Competency I-A **Knowledge of OE Theory**	1. Uses theoretical concepts. 2. Mentions specific theoretical references. 3. Seeks new theories and concepts for application.
Competency I-B **Knowledge of the User Organization as a System**	4. Identifies key environmental impacts on user organizations. 5. Identifies user organization's subsystems and describes their interrelatedness. 6. Mentions formal and informal organization hierarchy of user. 7. States functions or operations of user organization. 8. Identifies people who are functionally responsible for handling key issues. 9. Uses formal and informal organization in the consulting process. 10. Actively collects information on potential user organizations.

Competency Cluster II
Strong Self Concept

Defined: Trusts self, training, and ability to take action: hears another's point of view and puts aside own agenda. Has low fear of rejection, exercises restraint and accepts responsibility for failure.

Competency II-A **Self-Confidence**	11. Accurately and honestly assesses and understands own strengths and weaknesses. 12. Compares self favorably to others. 13. Describes self as an expert. 14. Sees self as a catalyst for change and innovation. 15. Interacts with superiors comfortably; rank and position are not inhibitors. 16. Uses knowledge to gain personal power and make things happen.

Competency II-B

Low Fear of Rejection

17. Confronts conflict between self and others.
18. Demonstrates more concern for being effective versus being liked.
19. Establishes ground rules for own/other involvement.
20. Does not personalize negative judgement by others.
21. Explicitly disagrees with superior/user on significant issues.

Competency II-C

Perceptual Objectivity

22. Explicitly articulates both sides of an issue.
23. Acknowledges legitimacy of viewpoints opposite to own.
24. Doesn't force own agenda on others.

Competency II-D

Exercises Restraint

25. Controls impulsive behavior or remarks.
26. Controls anger.
27. Decides not to become involved when OE outcomes/results are questionable/marginal.
28. Says "NO" to non-consultive roles/responsibilities within user organization.

Competency II-E

Accepts Responsibility for Failure

29. Critically evaluates own consultant role behavior in a failure.
30. Explicitly accepts responsibility for failure.
31. Mentions own possible role in a failure.
32. Talks openly about mistakes.

Competency Cluster III

Professional Self-Image

Defined: Presents self to others as expert resource, has a realistic sense of what an OE Consultant can/cannot do, draws on other resources and works to develop others.

Competency III-A

Recognizes, Understands and Works to Overcome the Limits of Own Expertise

33. Recognizes limits of own expertise.
34. Calls in colleagues/professionals for assistance, augmentation or critique.
35. Develops and uses an informal support network within organizations.

Competency III-B

Sees Self as Substantive Expert

36. Presents self to others as a resource.
37. Encourages being consulted by others.
38. Makes substantive as well as process recommendations/observations.
39. Devises and tests OE technologies.
40. Clarifies role of OE Consultant.
41. Solicits and reinforces feedback from program managers, users and/or chain-of-command.
42. Writes cases, reports, articles, etc.
43. Publishes and disseminates OE technologies.

Competency III-C

Develops Others Through Skill Transfer and Behavior Modeling

44. Works to develop and transfer knowledge and skills in user organizations.
45. Coaches others in specific OE skills and behaviors.
46. Selectively trains others in specialized consulting roles.
47. Acts as consultant to other OE Consultants.
48. Demonstrates OE knowledge and skills thru own behaviors.

Competency Cluster IV
Develops Common Understanding

Defined: Seeks clarity among user, user system and self regarding the issues, environment and OE process.

Competency IV-A
Establishes Professional Rapport

49. Uses OE capabilities with a blend of social skills and military/professional courtesy.
50. Establishes climate to discuss serious/sensitive issues.
51. Focuses on relevant organizational/environmental issues.
52. Assists user in discussing and clarifying serious/sensitive issues.
53. Gains user commitment and support.

Competency IV-B
Concern for Clarity

54. States expectations for own/other's performance or role.
55. Emphasizes need for specificity and concrete documentation.
56. Asks questions to clarify issues.
57. Transcends symptom description to get to systemic core problems/issues.
58. Addresses other's perception of consultant as a catalyst or initiator for organizational change.
59. Causes organizational members to take responsibility for initiating change.
60. Ensures user role clarity throughout entire action research process.
61. Uses Memo of Understanding to document and clarify OE process.

Competency IV-C
Values User Input

62. Considers user wants and needs.
63. Matches OE Consultant effort/capabilities with user's commitment to time, personnel, and resources.
64. Involves user actively in design and leadership of intervention activities.
65. Consults user before taking action.
66. Willingly renegotiates contract to meet organizational needs.

Competency IV-D
Identifies Key Concerns and Issues Not Identified by User

67. Raises and discusses sensitive/tough problem areas with user.
68. Monitors contract agreements and questions deviations from initial OE Consultant/user contract.

Competency Cluster V
Personal Influence

Defined: Uses appropriate influence strategies to gain acceptance of an idea, plan or activity while being sensitive to own interpersonal style and opportunities for high personal impact.

Competency V-A
Creates Positive Image

69. Projects a positive self-image.
70. Recognizes and exploits opportunities to create a positive image.
71. Demonstrates concern to others for how they feel about consultant's presence in their organization.
72. Documents and publicizes success.
73. Uses success and publicity as keys to gain access to organizations and to get points across.

Competency V-B

Uses Interpersonal Influence Strategies

74. Plans influence strategy in advance; rehearses when appropriate.
75. Demonstrates awareness of people's attitudes and motives and appeals to them.
76. Uses strategies with great care to avoid the label of manipulator.
77. Co-opts others; takes action to persuade others, resulting in a desired response.
78. Influences environment or circumstances so others behave in desired fashion.

Competency V-C

Demonstrates Concern for Impact

79. Capitalizes on opportunities having high personal impact.
80. Makes unsolicited offers of help and assistance.
81. Influences others to get things done.
82. Subordinates own needs to impact on user organization.

Competency V-D

Communicates Ideas Clearly, both Orally and in Writing

83. Speaks in a crisp, unhesitant, articulate manner.
84. Writes clear, understandable reports and briefings.
85. Uses graphics, colors, models and diagrams to enhance communications.

Competency V-E

Understands, Addresses and Clarifies Own Impact on Others

86. Addresses organizational member's expectations as a perceived catalyst for organizational change.
87. Demonstrates sensitivity to how own actions, attitudes and behavior are perceived and when and how to enhance or soften their impact.

Competency V-F

Uses Unilateral Power to Manage and Control OE Consultant Resources

88. Makes decisions, sets goals and develops plans (while managing and controlling own OE resources).
89. Manages subordinates, controls tasks and keeps the focus on outcomes (while managing and controlling own OE resources).
90. Uses one-way influence: tells and directs (while managing and controlling own OE resources).
91. Takes control of meetings and insists upon following design and/or initial objectives (while managing and controlling own OE resources).

Competency Cluster VI
Diagnostic Skills

Defined: Collects and organizes information gathered from different organizational sources; analyzes and provides that data to the user in a meaningful manner.

Competency VI-A

Recognizes and Obtains Multiple Perspective on Situations/Problems

92. Collects information from different levels within the organization and from its environment.
93. Seeks additional perspectives and advice from colleagues or other professionals.

Competency VI-B

Uses Theories and Concepts to Develop and Articulate Diagnosis

94. Constantly clusters small events into larger ones to identify trends, themes and root causes.
95. Uses a variety of theories and concepts to understand and explain a situation.
96. Uses several systems models to determine and illustrate interrelationships among data.

Competency VI-C

Demonstrates Rapid Pattern Recognition in an On-going Situation

97. Quickly senses emerging trends, problems or opportunities.
98. Rapidly classifies information into immediately usable concepts.

Competency VI-D

Effectively Uses Metaphors and Analogies

99. Uses concrete metaphors and analogies to enter another's frame of reference.
100. Facilitates understanding of a situation by presenting it as similar to another situation which is more easily understood.
101. Sets people at ease by reducing use of OE jargon.

Competency Cluster VII
Problem-Solving Skills

Defined: Recognizes root causes of problems and recommends or helps user identify solutions; understands, identifies and uses the formal and informal power and influence structure of the organization.

Competency VII-A

Demonstrates Cause and Effect Thinking

102. Thinks in terms of why things happen as they do.
103. Analyzes events in terms of cause and effect.
104. Develops a series of inferential "if X, then Y" statements; anticipates consequences.
105. Develops contingency plans and alternative courses of action for anticipated consequences.

Competency VII-B

Identifies Key Themes in Data

106. Analyzes and distills data; identifies key components of a situation while isolating issues/groups and/or people causing the problems.
107. Has clear idea of what key themes mean and specifically addresses those meanings in feedback.
108. Uses tangible data to support and provide focus for key themes.

Competency VII-C

Identifies and Uses Influence Patterns

109. Attunes to the formal and informal patterns of influences; continually refines perceptions.
110. Identifies influential others and gains their support.
111. Understands political implication of others' behavior or action.

Competency Cluster VIII
Tactical Flexibility

Defined: Recognizes and uses alternate courses of action to overcome barriers and achieve desired outcomes.

Competency VIII-A

Recognizes and Conforms to User Expectations and Organizational Norms

112. Matches own behavior and modes of communication (verbal, nonverbal, symbolic and written) with user expectations and organizational norms.

Competency VIII-B

Uses Problem-Focused Adaptation of Techniques and Procedures

113. Designs/adapts techniques or procedures to respond to user's desired outcomes.
114. Modifies operational design to meet emergent needs or expectations of others.
115. Makes on-line adaptation and generates alternatives.
116. Understands limits of redesigning an activity to avoid its mutilation.

Competency VIII-C

Assumes and Differentiates Among Multiple Roles

117. Adopts multiple/separate roles for different situational demands and employs partner/user in complementary role when necessary.
118. Establishes multiple roles for two or more consultants.
119. Changes roles without seeming odd or manipulative.

Competency VIII-D

Takes Advantage of Opportunities

120. Responds selectively and rapidly to ongoing or upcoming activities which are opportunities for OE.
121. Links OE to organizational mission or internally/externally imposed demands.
122. Displays tactical flexibility by taking advantage of opportunities thru linking one OE operation to another.
123. Takes risk even with the possibility of failure.

Competency Cluster IX
Results Orientation

Defined: Conducts OE operations to achieve timely, concrete, measurable outcomes.

Competency IX-A

Demonstrates Concern For Measurable Outcomes

124. Emphasizes outcomes based on specific tangible measurements.
125. Works with user to develop outcomes in terms of concrete performance measurements.
126. Establishes specific milestones to assess progress.
127. Determines, documents and evaluates net results of operations.

Competency IX-B

Heightened Sense of Time as a Resource

128. Uses effective time management techniques.
129. Allocates time for maximum payoff.
130. Discusses time as a cost with user.

Figure 2

Sequence of Competency Based Training

(1) Presentation of Overview of the objectives of the module (with reference to the terminal and intermediate learning objectives).

(2) Introduction of the classroom-specific performance indicators, or proficiency criteria, which will be used to observe whether students have demonstrated the competency and to what extent.

(3) The Recognition component, usually a case study to compare the presence of a competency in a given situation with a situation in which the competency was absent.

(4) The Understanding component, usually a lecture presenting a model and background information about the competency.

(5) The Self-assessment component, usually some form of self-rating to enable students to determine whether, or to what extent, they possess the competency.

(6) The Skill Development component, usually a practice exercise and a debriefing, in which students can experiment with the new behavior, "get the feel of it," or otherwise apply it to their own use, measured against proficiency criteria.

(7) The Job Application component, usually a simulation, role play, or direct performance or a job-related activity, in which students apply the newly learned skill to an actual job situation, measured against proficiency criteria.

(8) Follow up activities, usually including a review of the individual's performance during the module (video-taped or otherwise), goal setting and action planning, in which the student assesses the learning and makes a plan to improve upon it.

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Goal Setting — Two Approaches

MAJ Robert Brace
CPT Roger W. Pietz

The setting of goals has always been a challenge for the manager and the Organizational Effectiveness Consultant. The current Officer Efficiency Report (OER), DA Form 67-8, with accompanying support form, has increased the impetus to set goals. As we mature, both individually and organizationally, we perceive a greater need for goals or at least a sense of direction. But how can we set goals effectively?

This article provides two models, both designed for use in a team situation, representing an evolutionary process that spanned an 18-month period. The first method presented is most applicable to clients who want to set goals and are willing to manage through them. The second method evolved from the first and is tailored specifically for managers who say they do not have time to set goals or time to use them as a management tool. Both methods use the process of goal setting to develop a statement of what it is that we, as an organization, want to accomplish, both in a personal and in a professional sense. Both methods also strive to link with the OER and its personal performance management objectives and to provide a detailed map of how we expect to attain the stated accomplishments.

Goal Setting I

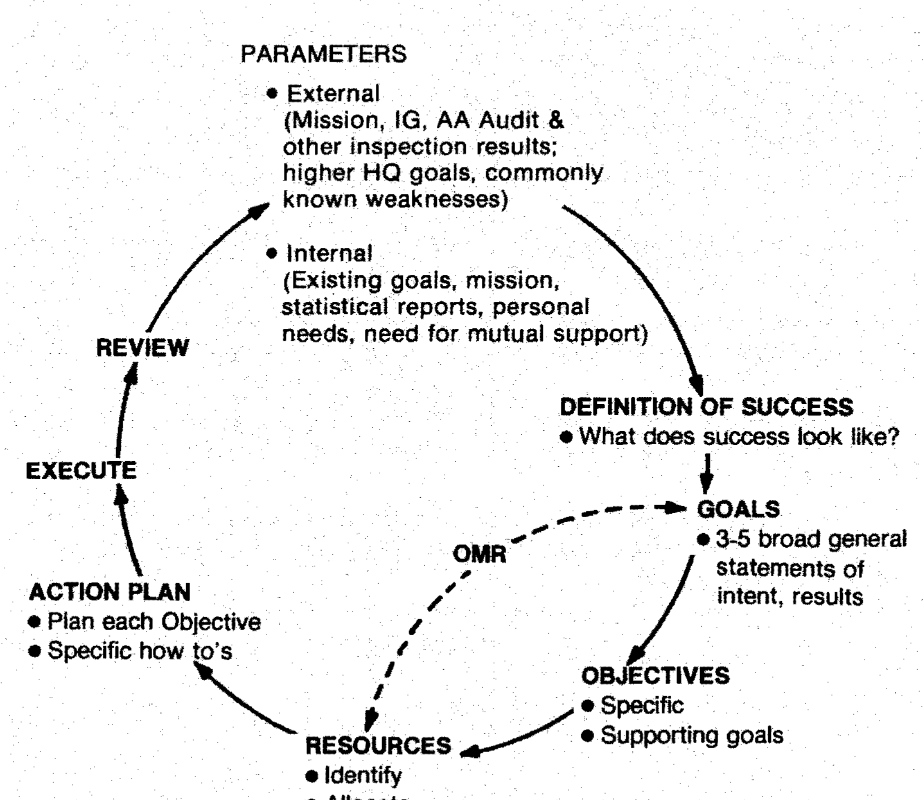
A relatively quick search of OE-related literature will turn up numerous references to the necessity of goals, management through goals, and the qualities of a good goal. On the other hand, trying to find a reference on how to set goals is difficult at best. The first model (See Figure 1) arose out of the frustration of not being able to find an adequate, existing method of goal setting. This model is straightforward and practical, despite the number of steps involved.

The goal-setting process begins with a consideration of the parameters within which we must operate. This environmental scan includes external and internal factors and defines the existing situation. An OE assessment may be included in the scan.

The parameters are set aside and a definition of success is created. As part of this step, these questions

Figure 1

GOAL SETTING I



should be considered:

1. **If our organization is successful, what will it have done?**
2. **How will our unit be functioning?**
3. **What will we be doing differently from our current mode of operating?**

The difference between where we are (parameters) and where we want to be (definition of success) will give rise to those areas on which we should focus our attention, our third step. These areas should be written down as broad, general statements of what we intend to do. These goals should focus on results.

The broad goal statements define general direction but provide little information on exactly what it is we are going to do or how we are going to do it. The fourth step, objectives, remedies this by leading to a detailed map of how each goal will be attained. The objectives should be specific and should support the goals. This is an ideal point in the goal-setting process to link unit goals with the individual objectives developed through OER Support Form, DA Form 67-8-1. The methodology is shown in the implementation section of this article. **This particular approach has been used with excellent results as a follow-on to battalion-level transitions.**

The next step is to balance the goals with the resources, the available or required expertise, time, equipment, raw materials, money, etc., used in accomplishing a task. It is helpful to use the Outcomes, Methods, Resources (OMR) Problem-Solving Cycle to identify and allocate resources. *(Editor's note: See USAOECS Special Text 26-150-7, "Effective Planning," pp. 4-5.)*

A goals and objectives document may be prepared at this point. A recommended format is shown in Figure 2. Each goal is listed separately, along with its supporting objectives. For each objective, an individual is designated who can either be directly responsible for the objective or have a coordinating function. In the last column are listed timing for each objective and an indication, on a periodic basis, of such things as when to start or stop an event, whether it is continuing, when it will be reviewed, etc.

Figure 2

GOALS/OBJECTIVES DOCUMENT

	OBJECTIVE	RESPONSIBILITY	TIMING
GOAL 1	a.		
	b.		
	•		
	•		
GOAL 2	a.		
	b.		
	•		
	•		

The remainder of Goal-Setting Model I is concerned with implementing the goals. The action-planning step is best completed by the team member either as an individual or with the help of a subordinate team. Just as each set of objectives shows how a particular goal will be accomplished, the action plan shows how each objective will be accomplished.

Goal setting is a continuous process, just as the environment is continuously changing. Therefore, the parameters within which we set our goals are continually changing. Additionally, we make progress and achieve some of our goals, necessitating a review of our remaining goals and the setting of new ones.

Goal Setting II
(An Alternative Approach)

"I don't have time to set goals" is something we have frequently heard from managers who are frustrated and seeking our help. After being confronted about this statement, they usually counter with: "Every time I try to set goals and manage by them, I'm overtaken by the crisis of the day." More resistance! Following further discussion of the matter, it usually comes down to, "I don't know enough about the future to set goals; there are just too many unknowns." Here is the typical client who is content to suffer through a crisis rather than abandon the security of the status quo by making the effort needed to achieve goals.

In a blinding glimpse of the obvious, it occurred to us that it was possible to capitalize on this orientation. If we start with time as the basis for our goal setting, we eliminate the first argument. Add to that a means of accommodating crisis, and we eliminate argument two. Finally, combine time with what is known about the future to build a framework for the goals, and the last argument is eliminated. Voila! An alternative approach to goal setting!

The critical question then becomes: How can we use time to our advantage rather than allow time to use us? The process is depicted in Figure 3.

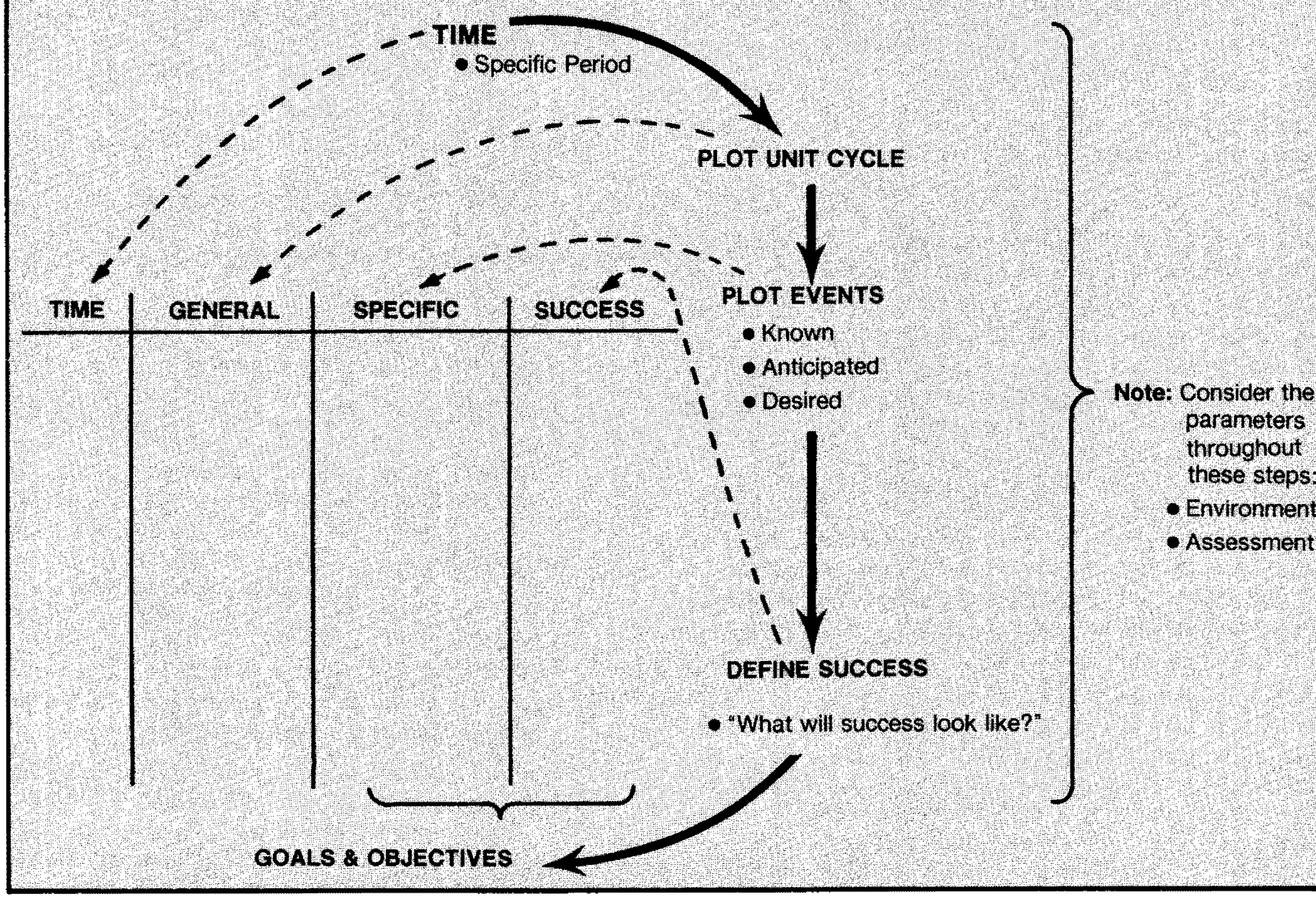
First, a specific block of time is identified. Since most organizations run on a cyclical basis, the time frame selected may either accommodate this cycle or lead to a specific event. This time frame is broken into working segments of time, such as months.

Next the cycle through which the unit/organization will go is defined. For example, the training, evaluation, operation, inspection, etc., blocks of events are plotted on the time frame. A consideration of the various phases of the unit's cycle will lead to a statement of goals.

Specificity is then added to this cycle by plotting the key events or activities which will occur. These events can be either known, anticipated, or desired. Some examples of known events are ARTEPs, IGs, key training or operational events. Anticipated events include MTOE changes and personnel changes. Desired events might be holidays for which we want to do something special, special projects we want completed, and organizational changes we want implemented.

Figure 3

GOAL SETTING II



Defining successful completion of each event plotted on the time frame is the next step. When the stated time frame has elapsed, how will we know we have done a good job? Another way of looking at this is to focus the organization on tangible outputs. When we have completed this task, what will we have? We should be specific in defining success. A consideration of the specific events and the definition of success will lead to a statement of objectives.

Shown in the model is a procedure straddling the plotting of events and the defining of success. This procedure is the same as our earlier description of the definition of parameters. Less importance is placed on this step than in the previous model. Generally the organization is now more critically aware of the environment and its impact on operations. However, the review of the parameters cannot be neglected, as the organization must be fully cognizant of the environment.

A tool to help organize the steps of this model is included in Figure 3. The time frame is broken into convenient periods, usually months, and listed at the left. The key events are plotted in the *general* column. The *specific* column is used to identify and list all the detailed steps leading to successful completion of each key event.

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Figure 4

Goal Setting I Workshop Agenda

3-5 days in advance	**Prework**	The workshop is announced and all participants are assigned the task of preparing a chart that discusses the challenges facing them in their individual areas, the specific future events we must prepare for, the objectives they would like to see for the future and the resources they need. Announcement includes the Commander's view of the parameters.
Day of workshop		
0800-0815	**Introduction**	Client outlines purpose and own expectations. OE Consultant uses "NEAT" model to start meeting and sets ground rules. **N = Nature** **E = Expectations** **A = Agenda** **T = Time**
0815-0845	**Warm-Up Exercise**	Any warm-up exercise that focuses on decisions, goals, leadership, etc., can be used.
0845-0900	**Lecturette**	OE Consultant describes the goal-setting process and discusses the characteristics of good goals.
0900-0920	**Commander's Guidance**	Client sets basic guidelines, outlines own vision of success, discusses the parameters and other input as appropriate.
0920-0940	**Break**	
0940-1115	**Individual Presentations**	Individuals present own pre-made chart.
1115-1145	**Goal Synthesis**	A brainstorming technique is used to reduce all of the data presented to 3-5 broad goal statements.
1145-1345	**Individual Work/Lunch**	Participants are provided a blank DA Form 67-8-1 (Support Form) and directed to complete the objectives portion during the lunch period. They are instructed to consider all previous presentations.
1345-1545	**Objective Setting**	OE Consultant gathers objectives from participants and posts them under the appropriate goal. Each goal should be placed on a sheet of chart paper. Responsibility and timing can be added either at this time or later to prepare the goals and objectives document.
1545-1600	**Lecturette**	OE Consultant provides an action planning format such that each participant can complete the planning on each goal.
1600-1630	**Closure**	Begin closure by discussing the barriers to setting goals. Then focus on today's accomplishments, potential changes in the working environment, and what the participants see happening as a result of today.

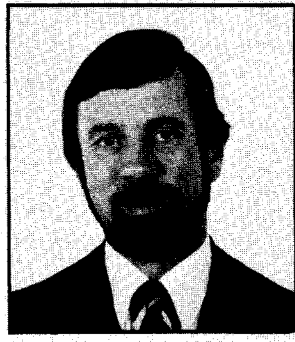
Implementation

The two goal-setting processes described in this article can be implemented in a variety of ways. A workshop design that works well with the first process is shown in Figure 4.

The alternative approach to goal setting is even more flexible in terms of workshop designs. A technique that has worked is to hand a blank calendar for every month in the time frame to every team member with the instructions to fill it out and define success. These are collected in the planning format. The plan is completed individually as a team.

Summary

The *power* of these two goal-setting processes *is in the end results.* Goals are developed as a team, in a usable format, following an easily understood process. We think this is a significant step toward a results-oriented technology that will not only prove the worth of OE in general, but also move our organizations in the direction they need to go. Happy goal setting! □



Robert R. Goodfellow

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.

The Executive Conference: An Approach to Meeting Design

Bob Goodfellow

One of the skills which OE Consultants have used to their advantage over the past few years is the design and facilitation of meetings. Michael Doyle states that in 1965 over 17.5 million meetings were conducted daily in the United States.* By now that figure is considerably higher and the Army has a large share in that statistic.

OE Consultants have used the NEAT model (Nature-Expectations-Agenda-Time), the Interaction Method, and other approaches to facilitate the conduct of meetings in their organizations, and the feedback is usually positive. Comments like "Meetings here are much shorter and a lot more productive now" are commonplace whenever OE assists with meeting-management techniques.

N = Nature
E = Expectations
A = Agenda
T = Time

Because conferences are often little more than extended meetings (although the outcomes are often of considerably greater significance), it is natural that meeting facilitation skills be applied to these larger events. This, too, has met with considerable success, and the format is generally similar from one conference to the next. A conference chairperson is assisted by a consultant/facilitator who manages the process. The work of the conference is divided among subgroups which are often assisted by facilitators, process observers and/or recorders. Conference room walls are replete with butcher paper. Spokespersons report out on the accomplishments of their subgroups. The lead facilitator helps tie the whole thing together and ultimately, a final report is generated.

The process is simple, is usually efficient and works well as long as it is acceptable. But what happens if that procedure is not acceptable? What does the consultant do when asked to assist with a conference under ground rules of no facilitators, no small group work, no butcher paper, none of the typical tools of the consultant?

This was the task for a two-day conference attended by some 80 military and civilian participants. Eighteen principals, mostly general officers or senior executive service civilians, accompanied by one or more staff assistants, represented all the uniformed services and several agencies of the Department of Defense. The conference, chaired by a major general, was called to address a number of long-standing problems and issues surrounding a program in which the participants and their agencies had strongly vested interests. While all were interested in problem resolution, each had a service or agency point of view, often different from the rest, which indicated that it might be difficult not just to *solve* problems, but even to *define* them to mutual satisfaction.

Initially, the consultants, assisting with the conference planning, helped identify the critical issues. Four major topic areas finally evolved as central themes. While a great deal of staff work was devoted to the development of fact sheets, talking papers and presentations to support the major themes, a structured interview was developed to obtain input from the principal attendees, and OE colleagues from around the country were asked to assist with the data collection effort by conducting individual interviews with the principal conference participants. These data, integrated into the staff work already accomplished, led to the development of a pre-conference package which was provided to each principal attendee one week prior to the conference. The package contained a summary of each of the four issues in normal staff-study format with supporting fact sheets. Also, the

* From a presentation by Michael Doyle, of Interaction Associates, at the U.S. Army Organizational Effectiveness Center and School's *Advanced Skills Conference*, Monterey, California, 8-14 June 1980.

package contained a summary of pre-conference interview data pertaining to each of the issues, as well as administrative information concerning the conference.

Designing the process for the conduct of the conference necessitated an abandonment of some old ways of doing business. It took a long time for the consultants involved to free themselves from the tight grip of "standardized" technology (butcher paper, stand-up facilitation, problem-solving groups, and the like). Once done, however, new methods evolved.

The initial problem was seating. How can 80 people be managed without using small groups? The solution was a seating arrangement similar to that in Figure 1. The conference was conducted in a hall containing a stage at one end. The 18 principal attendees were seated at a U-shaped main table in front of the stage. Rear screen projectors were used to show 35mm slides and overhead transparencies when required. Seated to the rear of each person at the main table was a knowledgeable staff assistant from his headquarters. Although these assistants did not participate in the conference discussions, they did provide input to their bosses as necessary during the proceedings. Additional attendees were situated throughout the room in an observer status.

Each person at the head table was provided a packet which indicated the process to be followed during the proceedings. The four issues were summarized on a separate page, along with the recommended courses of action pertaining to the issue (Figure 2). The form also contained formatted space to make notes on points of agreement and disagreement with the issue content and each of the recommended courses of action. A summary form was provided (Figure 3) on which to list consolidated comments pertaining to each issue. Finally, each packet contained a sample Action Plan format (Figure 4).

A key pre-conference decision was to have each participant depart the conference with a completed action plan which summarized decisions and commitments made as a result of the discussions. Much of the pre-work at the host organization headquarters was in support of this outcome. Since the work of the conference had been divided into four major issues and recommended courses of action had been developed

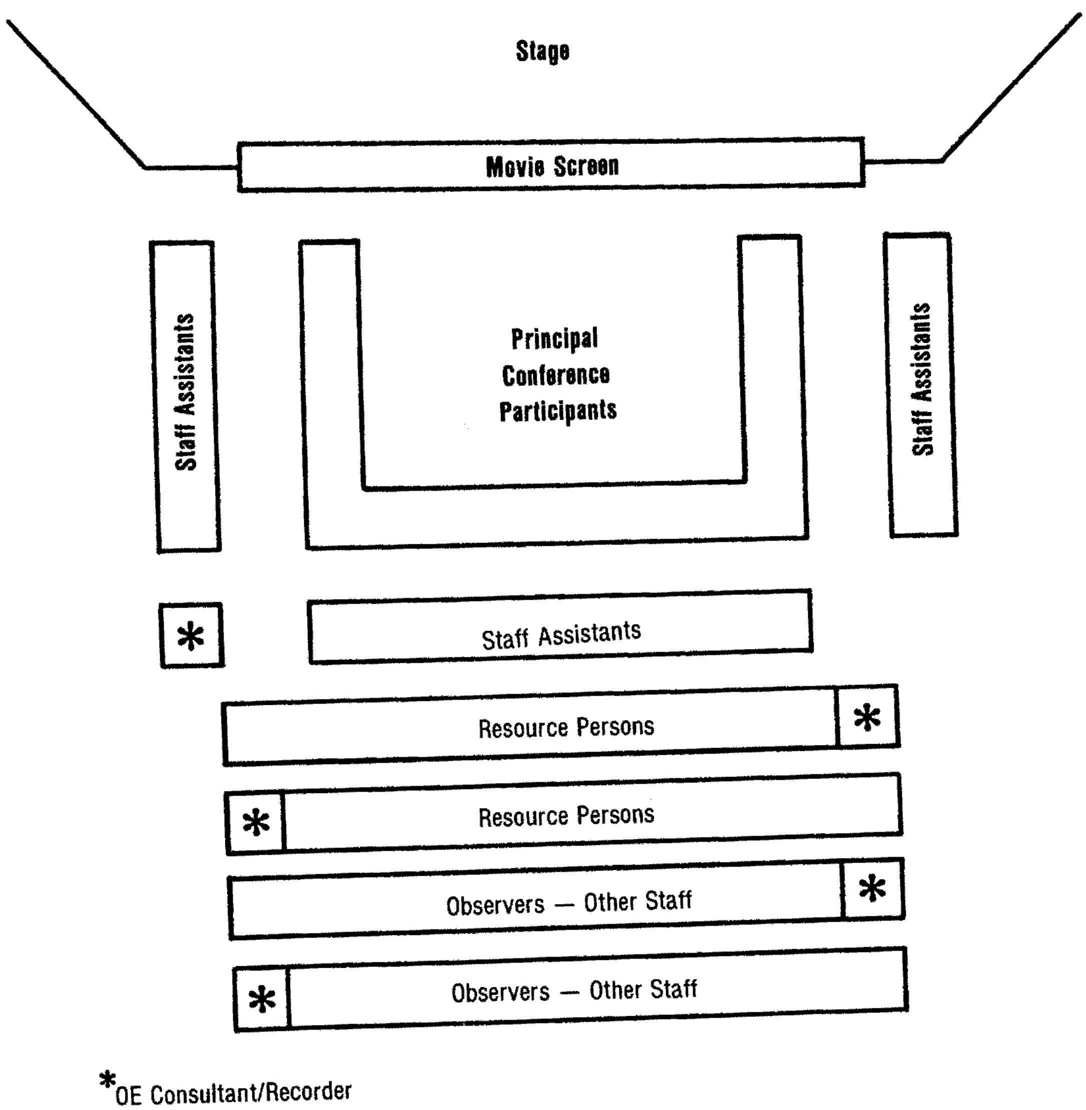


Figure 1

Figure 2

Issue No. 1: Title of Issue

A short, one- or two-sentence summary of the issue being discussed. Required amplification of the issue is provided in a 5-10 minute overview briefing supported by advance-issue fact sheets provided in a pre-conference package.

Recommended Courses of Action

1. A listing of courses of action as developed during conference pre-work by the staff of the headquarters sponsoring the conference.

2. Courses of action considered input developed from pre-conference interviews.

3. Recommended courses of action are provided to attendees in the pre-conference package.

	Points of Agreement	Points of Disagreement
Issue in General		
Course of Action 1		
Course of Action 2		
Course of Action 3		

Issue No. ______ Course of Action No. ______

Points of Agreement	Points of Disagreement

Figure 3

Figure 4

ACTION PLAN

Issue No. ______ Course of Action No. ______

Specific Actions To be Taken	Responsibilities		Coordination Required	Approving Agency	Schedule	
	Initiating Action	Involvement			Start	Complete

for each issue, an assumption of concurrence with each recommendation was made. This allowed the preparation of a completed "strawman" action plan containing specific actions, responsibilities, support and scheduling. Although this "strawman" was founded on a number of assumptions, it was viewed by the consultants as a starting point from which changes could later be made.

Following introductory comments by the conference chairperson and a briefing by the host unit commander, each issue was addressed in sequence. Initially, a member of the host organization made a 5-10 minute presentation which addressed the issue in detail. The presentation ended with an enunciation of the recommended courses of action, all of which were displayed on the screen using an overhead projector. Attendees used the summary forms provided to make notes during the presentations. When the formal presentation concluded, the chairperson led a discussion of the issue and each of the recommended courses of action. Because each of the principals had knowledgeable action-officer assistants immediately available, discussion could be in sufficient detail to achieve resolution. The "bottom line" was that decisions were made on each point raised.

As the discussions took place, several consultants situated around the conference hall made notes of the proceedings, changes in wording to any of the recommendations, and decisions reached. During breaks and meal periods the consultants met to review and consolidate these notes and then provided them to a typist as summary statements (Figure 5). These were typed in draft form, reproduced for later issue to conference attendees and also reproduced on transparencies. In addition, data from these summary papers were used to modify the previously prepared

Figure 5

SUMMARY

Issue Number 1 — Title of Issue

Course of Action Number 1: State the course of action as it was presented during the conference discussion of the issue.

Conference Action: Here is recorded the action taken by the conferees. Entries here may include such statements as concur; concur with reservations (state the reservations); concur as amended (state the amendments); non-concur; etc. Include sufficient information to clearly describe the results of the conference discussions.

Course of Action Number 2: Continue, listing separately each course of action discussed during the conference.

Conference Action: For each course of action discussed during the conference, describe action taken and decisions reached.

"strawman" action plan. This information was also reproduced in hard copy and transparency format. The host unit OE Consultant utilized break time to confer with the conference chairperson to make process observations as appropriate. This procedure continued until discussion had been completed on each of the agenda issues.

Shortly after lunch on the afternoon of the second day, when discussion on the last issue ended, participants began patting themselves on the back for a productive session and began talking about departure. Here, close coordination between the host consultant and the conference chairperson paid off. The chairperson had accepted a recommendation that the work of the conference be reviewed and a detailed action plan completed prior to conference end. So, at this point the issue summary papers (Figure 5) were made available to each principal attendee, and, as each page was projected onto the screen, each recommendation and course of action was reviewed for accuracy and concurrence. Following this, the previously prepared "strawman" action plan was distributed, reviewed and completed in detail. This provided the major payoff because, in a number of cases, specific, firm commitments previously had not been made by key individuals or agencies. By reviewing and completing the action plan, the conference chairperson obtained the required commitments, thus setting into motion follow-up actions based upon decisions reached during the two-day meeting.

Throughout the review process, corrections, changes, additions and deletions were made to the projected transparency copies; individuals were encouraged to modify their copies as appropriate. Therefore, by conference closure, each attendee had a consensually agreed-upon record of the proceedings, including actions to be taken following the conference.

The conference closed on a high point. A large amount of work had been accomplished in a short period of time and the attendees had a product to take home with them. But the work was not complete. Prior to the conference the host OE Consultant had obtained copies of all of the summary briefings with accompanying slides and furnished these to the printing shop for reproduction. Following the conference, copies of the introductory remarks, conference summary sheets, the completed action plan and several other items were also furnished to the printer. All of these were assembled into à bound summary report which, as a result of detailed pre-planning, was completed and in the mail to attendees within a week after the conference.

Several important OE lessons-learned (or **re**learned/**re**inforced) resulted from this conference. First, and one which often gets lost in the process, was the importance of continual focus on *outcomes.* At the outset, the outcomes of the conference were unclear but by the OE Consultants' constantly questioning key participants, and also suggesting some possible outcomes, clear definitions of desired results were obtained. Were it not for the constant focus on the necessity for defining and publishing clearly stated outcomes, such might not have occurred.

A greater learning, from this particular conference, was the necessity to pay close attention to process outcomes. Normally, when an OE Consultant facilitates a conference, the design is structured to allow processes to occur which enhance the accomplishment of content outcomes. As a trained facilitator, the consultant obtains agreement on the sequence of agenda items, introduces each in order, works to maintain the discussion on the issue being addressed while capturing salient points on newsprint, and summarizes as necessary to insure clarity. When all relevant discussion is completed, the consultant then assists in action planning so that the work of the conference does not end upon adjournment.

In this case, however, the politics of the situation did not allow an OE-trained person to be in charge of the conference as a highly visible stand-up facilitator. A general officer was to be clearly in charge, and no OE Consultants were to be directly involved in conference activities. How then, do we create a process to assist, to assure that the participants stay on track, that input is recorded, that action planning occurs and that outcomes are achieved?

The formats which the consultants designed were the process tools. Introduction of these formats (Fig. 2-5) led to subject matter being discussed in detail and provided for a flow to insure reviewing at the end for clarity. Careful and frequent coaching of the conference moderator assisted in keeping the working sessions focused. And finally, a great amount of behind-the-scenes work by several OE Consultants insured that the work of the participants was documented and made available to them when required for decision purposes.

Another lesson learned (or **re**learned) is what a considerable contribution OE Consultants can make when wearing their *staff-officer* hat. In this case, the consultants played a major behind-the-scenes role in working with task forces, helping with the planning process, coordinating activities, and assisting with publication of the pre-conference package and the summary report.

The pre-conference package was the major factor which allowed accomplishment of a significant amount of work at the conference site in a short period of time. Providing this advance information allowed participants, who represented widely divergent points of view, to review in detail the four issues and the asociated specific recommendations proposed by the sponsoring headquarters, and to have information pertaining to the views and concerns of other principal attendees as developed during the pre-conference interviews. This provided the opportunity to prepare carefully for the work of the meeting.

The availability of a *"strawman"* greatly facilitated the development of a summary action plan. Without the *"strawman"* to use as a starting point, the final action plan might not have been produced.

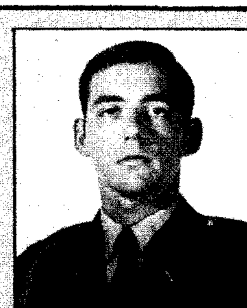
The OE Consultant must be willing to "let go" of old designs, of comfortable ways of doing things. Once done, resistant or reluctant managers are afforded the opportunity to see what OE can do when their norms or "comfort zones" are not breached. Said another way: design your activity to fit *the client/organization/user* — don't try to force the organization to fit *your* design.

All in all, the conference produced a new and viable process which OE Consultants can easily apply to conferences organized around high-ranking officers and civilians who are uncomfortable with the OE meeting technology which we practitioners have become accustomed to use. The process outlined in this article has been successfully used on several subsequent occasions. Although this process requires the consultant to "let go" of some standard practices, the ***outcomes*** are the important consideration. If OE can help achieve the desired outcomes, then ***any*** process which helps the consultant get there, *while satisfying the desires of the client or the attendees,* is worthy of attention. □

Battle Staff Assessment: A Real-World Perspective

CPT(P) William Frayne

CPT(P) William L. Frayne was commissioned in Infantry after receiving a Political Science degree in 1970 from the University of Illinois. Following assignments in Europe and TRADOC as a platoon leader, company executive officer, motor officer, company commander and brigade S1, he attended OESO class 2-79. Following graduation from OECS in June 1979, he was assigned to his present position as the OE Consultant for the 5th Infantry Division (Mech) at Fort Polk, Louisiana. CPT Frayne has consulted at all levels of the division and installation structure and was recently awarded a Master's degree in Human Resources Management from Pepperdine University.



As I initially struggled to write this article, I reflected on both my successful and unsuccessful OE operations involving Battle Staff Assessment. From these experiences evolved several lessons learned which I feel are essential to the application of Combat-Related OE. In addition, I have become convinced that the Battle Staff Assessment (BSA) is the single most important Organizational Effectiveness tool available to improve a unit's combat readiness.

I realize that is a strong statement; however, my reasoning is as follows. First, since our Army's mission is to defeat the enemy while holding our own casualties to an absolute minimum, then there must be effective command and control within the command group, in order to maximize the effect of our firepower and maneuver elements. The key to effective command and control is the communication and coordination within and between Tactical Operation Centers (TOCs). It has been my experience, both in USAREUR and in CONUS, that Commanders will spend an incredible amount of time preparing to train their individual soldiers, squads, platoons and companies for the CPX or FTX, but will neglect the training of those personnel who should be monitoring the battle and making certain decisions, the battle staff within the unit TOC. Think about it! How many times have you seen the jump TOC forward in an exposed position? How many times have you observed the Commander and his S-3 operating out of quarter-tons well forward into the battle area? Frequently, the Executive Officer (XO) is back in the trains area. With all these command and control elements spread so thin, the burden of communication and coordination falls heavily upon the battle staff within the TOC. How well trained in communication and coordination is that staff? Well, with the present shortage of captains, the TOC probably has a cast of one Advanced Course graduate waiting to take a company and several combat support or combat service support representatives, usually in their first troop assignments. If that unit is fortunate enough, it may have an experienced operations NCO. It always amazes me that a Commander will leave his battalion or brigade in the control of those who often know *what* to do but not necessarily *how* to do it.

I believe that the training of the staff is as vital to combat readiness as is the training of the platoon leader and the company commander. The ideal mechanism to assist the Commander in that endeavor is the Battle Staff Assessment. I say *assist,* since Commanders always retain the responsibility of training their personnel. The OE Consultant is there to help in detecting dysfunctional processes which prevent Commanders from optimizing their training.

Utilization of Battle Staff Assessment, with the aid of an OE Consultant, enables a Commander to boost combat power, but what is the most effective method for OE Consultants to enhance their own ability to successfully perform an assessment? Let me detail some of those painfully learned lessons from my own experiences with Combat-Related OE.

The first stage is to talk the Commander/client into allowing you to perform an assessment of the battle staff. This involves salesmanship, and, as with any sales experience, the toughest step can be getting through the door. After trial and error, I have evolved what I call the "Battle Staff Hard-Sell." Leave the OE terminology at home. Talk to the Commander or XO face-to-face in the language of the combat arms officer. Talk about improving the unit's readiness to fight. Talk about defeating OPFOR units by improving the communication and cooperation/coordination within the staff. Talk positively about your own training background, yourself, and what you can offer to assist them. The most effective sell is to keep it *simple* and *mission-oriented.*

I have one horror story in this regard. Once I contacted a battalion to talk with the Commander about Battle Staff Assessment. Inevitably, I had to justify my request by talking with the Bn XO. When asked what I could do for the Commander, I replied, "Identify dysfunctional procedures within this unit." The response to that was, "Well, if we have any dysfunctional procedures in this unit, we'll kick 'em in the ass and get rid of them." From that experience, I resolved to avoid OE jargon completely!

Battle Staff Assessment need not be an isolated intervention. From my experience it is exceptionally useful to perform the BSA as part of an overall assessment of the entire unit. Don't let the upcoming FTX or CPX postpone any ongoing or planned OE operation. If you are already in the unit on an assessment, try performing a BSA as part of that overall effort. From my experience, a unit that displays less than effective procedures in garrison will exhibit the identical symptoms while in the field. In fact, inexperienced personnel, vague role clarification and interpersonal conflict will surface more quickly in a tactical environment, and stand out like a red flag for the OE Consultant using well-developed observation skills.

Any employment of Battle Staff Assessment should take the form of the traditional four-step process. The BSA should be thoroughly planned in advance, and a commitment should be concluded during contracting with the Commander/client as to what can occur during and after the exercise. Neither assessment, planning, implementation, nor evaluation/follow-up can be ignored in the original plan. My experience is that without a solid commitment to the mutually agreed-upon plan, the assessment and feedback data will be ignored or discounted upon return from the field. The "immediate urgency" of garrison living (i.e., maintenance, SQT, etc.) will co-opt the Commander in the absence of a firm, immediate commitment.

I usually work for the Bde/Bn Executive Officer. The staff is the XO's responsibility. From my observations, the XO may be resentful if the OE Consultant sells the assessment directly to the Commander. Contact the XO and sell the project there first. The unit Commander will usually listen to and approve any attempt by the XO to improve subordinate performance.

While your time in the TOC observing the battle staff can be considered your assessment phase of the four steps, there should always be a pre-assessment before going to the field. No matter how many times you may talk with the Commander/XO, you should get down to the unit prior to move-out time and converse informally with the personnel involved, to make certain they are aware of who you are and what you are doing. This naturally takes time, but it is well worth the effort. I consider my first operation of this kind a complete failure. It failed because I neglected to talk with that lineup of secondary staff officers and senior NCOs prior to meeting them in the field. As a result of my lack of foresight and poor planning, this first operation was the subject of considerable suspicion and hostility. I was never able to work through this hostility while in the field. Even if the Commander/XO takes ownership for the intervention and vows that everyone will be briefed, you should take Murphy's Law into full account: "If anything can go wrong, it will." You can trust your OE user and still inconspicuously random sample the staff to determine the extent to which the word got out.

Employ the motto "Behavior is believable." Don't believe anything you hear second-hand; use only what you see with your own eyes. Once OE Consultants have established a rapport with the personnel being observed, they must preserve it, especially in the eyes of the client. In my experience, the easiest way to lose it is to rely upon what you heard someone else has done or said. For feedback purposes, concentrate only on your own observations. There is no substitute for thoroughness and specificity in the assessment of battle staffs. Again, I am speaking from personal experience; one particular feedback session was attended by that same group of hostile secondary staff officers that I had earlier ignored during the pre-assessment. Luckily, I dealt in specifics and was able to emerge with a mutually successful situation.

Resist the temptation to immediately pull something out of your repertoire in order to solve the unit's problems in the field. Team building, conflict resolution or role clarification requires careful planning and undisturbed isolation. That is relatively difficult to accomplish in the TOC. Also, personnel who are on shift in the TOC don't have the time to listen to you. The personnel who are coming off shift are usually too tired to listen. In addition, the OE Consultant may be leaving the user out, or, in fact, violating the agreement between client and consultant. Rather than attempt to implement in the field, when first meeting with the Commander/XO, emphasize the effectiveness of implementation immediately upon return to garrison. Too often, there are frequent personnel changes upon completion of exercises, which will affect the implementation if you let it. Any material you may have gathered in the course of the assessment naturally retains its potency in inverse proportion to the length of time it remains unused. I strongly recommend that, in the initial contracting phase, the OE Consultant push for an implementation date and hold the OE user to it.

Keep your feedback simple; don't try to dazzle the unit with all that you know. Placing your feedback in terms of "dysfunctional procedures, neurological blocks or communication disconnects" is to talk a foreign language to the unit personnel. Remember, you want to return to this unit for further assessment/training to help make them be as good as they can become. Therefore, follow the axiom "Keep it simple, stupid," and keep it honest. Don't BS and don't expose anyone within the staff to hostile fire. I utilize the Adaptive-Coping Cycle as a framework to report the development of the exercise as I observed it. Keep the theory to a minimum, and relate it to what you personally observed.

The all-important stage is follow-up. My concept of an OE Consultant within a TO & E Division is to "make the rounds" like an old country preacher. After an operation with a particular unit, I continue to maintain friendly contact with the principals (X0, S1, S3, S4, Oprns NCO) for two reasons. First, I want to continue working with that unit. Therefore, I consciously avoid irritating anyone. Second, I find that talking in plain, common-sense terms with the officers and NCOs of that unit where I have worked results in the most valuable feedback to me. Again, avoid the behavioral science terms in favor of common language. Be open to all feedback in order to improve yourself for the next operation. There is no doubt that this will consume considerable amounts of time. However, I have found that at any one time only a certain number of Commander/XOs are receptive to Combat-Related OE. Therefore, through repetition you may discover that the OE Consultant develops informal working relationships in several units within a Division but not necessarily in every unit.

The final observation I have is that the Battle Staff Assessment is extremely important to the future of Organizational Effectiveness in the Army's Total Force. Any Commander's realization that here is an effective tool to aid the unit in preparing for combat will promote OE further than any other OE contribution possibly could. I think that a complete Battle Staff Assessment is an exceedingly effective method to relate OE to combat readiness. And that, in the final analysis, is what the Army and Organizational Effectiveness are all about: Providing effective leaders who can maximize unit effectiveness in accomplishment of *our* mission.

BATTLE STAFF ASSESSMENT TIPS

1. Gain the support of the Executive Officer *before* approaching the Commander.
2. Use "Battle Staff hard-sell."
3. Perform the BSA as part of an overall assessment of the entire unit.
4. Use the entire traditional four-step process.
5. Make your pre-assessment and personal contacts before going to the field.
6. Employ the motto "Behavior is believable."
7. Push for a commitment to an implementation date.
8. Keep your feedback simple.
9. Continue to maintain positive relationships throughout the command.

Explaining OE Using a Combat Analogy

MAJ Eddie Mitchell

Major Mitchell was commissioned in 1970 following graduation from West Point. He also graduated from the Armor Advance Course and OECS. His overseas tours were in Alaska and Korea. He received an MS in Operations Research/Systems Analysis (ORSA) from the Naval Post Graduate School, and is currently the Chief of the External Division in the Evaluation Directorate, US Army Organizational Effectiveness Center and School, Fort Ord, California.

During the last three years I have interviewed OE Consultants, OE Program Managers, OE users and OE non-users stationed in CONUS, Europe and Panama. That experience has led me to recognize that many consultants fail at successfully explaining *what* OE is.

The major cause for this communication failure is that the consultant, even while employing active listening and applying neuro-linguistic programming, still does not use the same language the Commander speaks. The Commander hears the words but may not understand the meaning of the gibberish.

What language is the Commander speaking? It is a tongue based on years of experience in Command and General Staff College, in the War College and in divisional units. The basis of this language has two parts. One part is a set of tactical words or phrases which have been developed and tested in combat. These words have been used by the Commander for fifteen years or more and are familiar and automatic. They allow a common frame of reference between the Commander and any other soldier with a combat mission.

The second part is a problem-solving technique. Example phrases and words are *objective, control measures,* and *METTS (Mission Enemy Troops Time and Space).* The problem-solving technique is used to establish an objective to be captured, pick

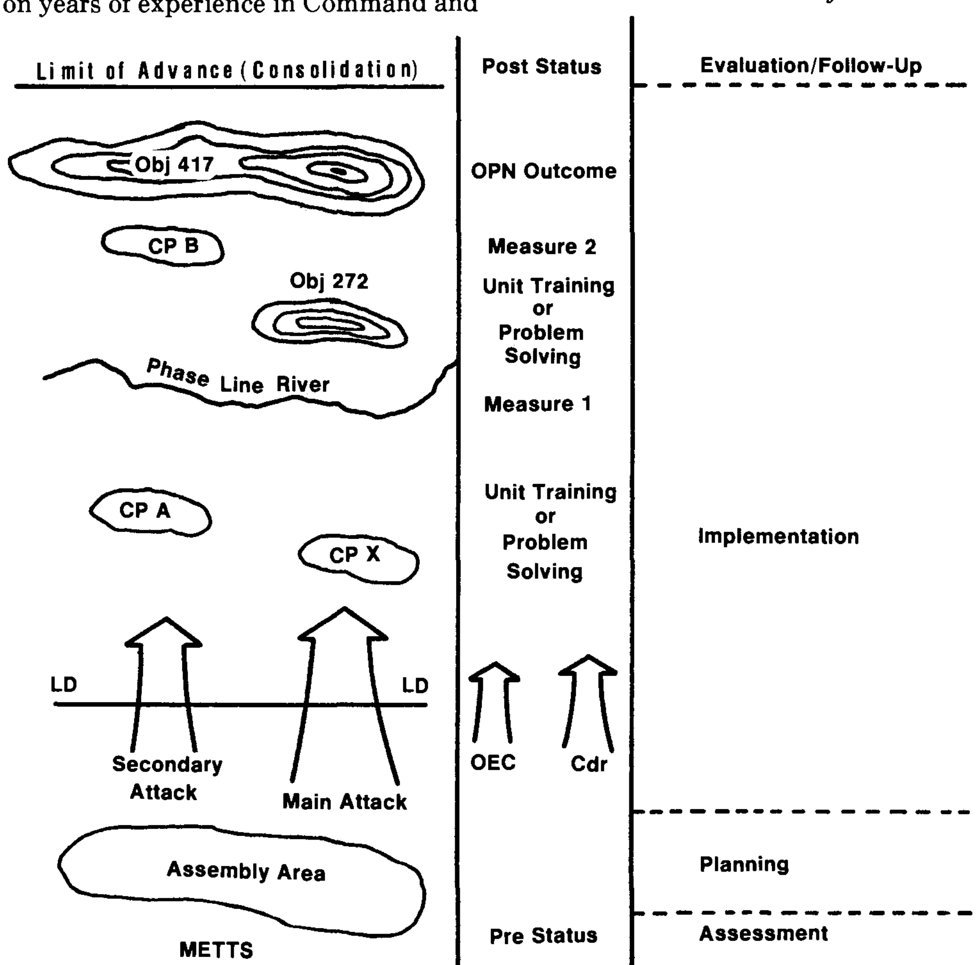


Figure 1

control measures to guide the unit to success, designate who has the main and supporting attacks, and execute planning and preparation prior to jumping off on the attack.

What language do OE Consultants often use? Numerous times I have observed Army consultants answering a Commander's "What is OE?" by using OE words and phrases and by describing the four-step APIE problem-solving technique. The OE language is not the same as the Commander's; thus, ineffective communication occurs.

The solution is simple. OE Consultants need only explain the OE process by using Commander language. This can be done by use of a tactical analogy (see Figure 1). The response to a Commander's "What is OE?" might go something like this:

"Sir, in order to answer your question I would like to use a combat analogy. Let's say your unit is to conduct an attack. First, you as Commander identify a clearly definable objective. Next, you pick a method of seizing that objective. That method will normally include intermediate objectives and a battle formation such as a main and secondary attack force. Furthermore, you establish control measures such as check points, phase lines and a line of departure to insure that your force, and you as Commander know whether you are successfully following your plan or are deviating from it.

"This method of attack is probably based on your assessment of METTS. This is a combat-proven way of ensuring that you lead your unit to victory.

"Well, Sir, the OE process is exactly the same. You as Commander identify a problem area to be cleaned up and that becomes the unit's objective. You and your unit are the main attack force. You solve your own problem. The method used to approach the problem uses more support than a frontal attack. The OE Consultant is your direct support element — to conduct unit training or other problem-solving work with you or parts of your unit. Also, you establish control measures such as milestones (phase lines), to alert you that your plan is either on target or going astray. You base your plan on information gathered by the OE Consultant on your unit's present performance procedures and attitudinal indicators.

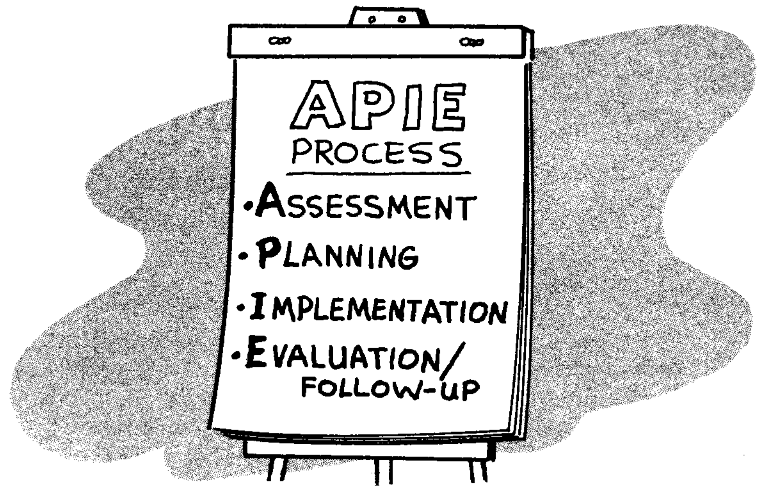


Figure 2

"As an OE Consultant, I call this the **APIE** process. **A** stands for *Assessment* or the process of gathering information about your unit's present status. **P** stands for *Planning* and corresponds to unit planning and preparation activities done in the assembly area. **I** stands for *Implementation,* which represents the unit main attack and the OE Consultant's support of that effort to improve things — that is, reach your objective. **E** stands for *Evaluation/Follow-up,* and corresponds to the practical measures you develop to ensure that the plan is being executed as you wanted. It includes consolidation on the objective and preparation for the next mission."

The above analogy uses Commander language to explain OE. It allows Commanders to fit OE into their experiential reference frame and understand that it is not something strange, "touchy feely" or even different. It helps Commanders realize they have nothing to fear from OE. They can do it and can control it. In summary, OE Consultants should speak the Commander's language — "In Rome do as the Romans do." □

The following address was delivered to class 1A-81 of the Organizational Effectiveness Center and School during graduation ceremonies at Fort Ord, CA, 29 May 1981.

OE: A Commander's Endorsement

A Speech by Major General Joseph T. Palastra, Jr.

Commander, Fifth Infantry Division, Fort Polk

It takes a safari to get from Fort Polk to anywhere, and so you may wonder why a crusty Infantry Division Commander would come all the way to Fort Ord to talk to graduates of a 16-week course in Organizational Effectiveness. I am going to answer that question for you very clearly by using my personal experience with your product as an indicator of what, I feel confident in saying, an awful lot of people just like me expect of you very shortly.

COL Golden has already given you, as graduating Organizational Effectiveness Staff Officers, some excellent advice. Sitting in the front row is MAJ Pat Longan, the Operations Officer here at OECS; in December of 1978 when I took over the 5th Division, he was my OE Staff Officer, a young man who dragged me, kicking and screaming, and said, "Come on in; the water is fine." **The way in which that office and the people who work there and the 5th Division in Fort Polk have evolved and improved over two and a half years would provide a pretty good case study in how you can use the techniques taught here to improve — and not just improve on the margin but *radically* improve — the organization that you are supporting.**

But in order to do that, there is one thing that you have to keep very firmly fixed in the back of your mind, regardless of what organization it is that you are seeking to improve — whether it is one of the Army's 16 active major combat formations, one of the divisions, a major headquarters, a training center or school or whatever; keep in mind that the effectiveness of the organization is aimed ultimately at a very basic, often brutal, fact. The overall organization is being prepared so that it can function effectively at its primary job, which is being able, on order, to go kill people in large numbers and do it very efficiently. It is very easy, the more removed you get from the people who are prepared to do that every day for a living, to lose sight of that essential fact which dictates everything else we should be doing. **If you do lose sight of that fact, then you may be a master of the techniques and a master at convincing people to use the techniques, but you will never improve the effectiveness of an organization — which is, after all, what you are in business for.**

When I joined the 5th Division, they had been conducting some classic goal-setting conferences, and six months or therabout later, they would conduct a goal-validation conference. As soon as I took over, I must have looked at three or four hundred different performance criteria. That is when I hollered for my OE Staff Officer and said, "OK, Pat, let's try this stuff out." Now, no one has ever accused me of being democratic or participatory in my approach to commanding units, but I was willing to give it a try.

The first inkling I had that these techniques and this Organizational Effectiveness staff section could work well for me came immediately during the transition. I had them set up the classic transition sessions. In three consecutive afternoons during one week, I sat down with the Division general and special staff in one session, with the Post staff (Directorate staff) in another session, and with my major subordinate commanders in a third session. **For me it was an amazingly easy transition. I found out more in three afternoons than I could have found out on my own in several months.** Primarily, the transition sessions were successful because, instead of trying to come up with some very fancy application of techniques that he learned at this school of applied magic, Pat and his people had engaged in some old-fashioned hard work, a lot of homework, a lot of good staff work. They had prepared questions, exhaustively examining which questions to ask, how to pitch them, and in what sequence to ask them — very important points that a lot of people lose sight of. They had done the preliminary preparation work with the three groups that I was going to get together with, and as a result, that transition was amazingly smooth.

As I say, I quickly got a very good grasp of who I had working for me, their strengths and weaknesses, and the fact that while there might have been some semblance of a direction of effort, it was not really as well defined as a lot of people thought. It was the classic situation — an awful lot of people working as hard as they knew how to work, but not everyone in charge of a piece of that work could have told you precisely where he was aiming and how his aiming point was contributing toward the overall aiming point of the Post and Division.

Shortly thereafter I began the first of three goals conferences — that is what I called them and will now, although I have changed the terminology, and **terminology is very important;** I'll get to that in a second. The OE staff did an awful lot of work on the conferences. They prepared the questionnaires and ran the sample surveys — a 10% sampling of the people that I needed to get a feel from, soldiers of all grades and their dependents. After all their preliminary work, I literally took over and ran the goals conference. I moved my 90 to 95 "movers and shakers" about 50 miles away from Fort Polk, where their telephones could not interrupt them, put them in very casual clothes (one of the best techniques that you have learned), and put them into small groups. I gave them enough guidance ahead of time to let them get fairly well focused in general terms and had the OE staff doing an awful lot of work — from 180 days in advance on down to the actual conference. As a result, our goals conference turned out to be a very effective tool to articulate precisely where the 5th Division and Fort Polk had to go and, in measurable terms, how we had to get there. We also laid out very clearly for everybody exactly what the priorities were. These are very important functions.

I could have done it, I assume, without the aid, counsel or support of the professional consultants, the OE staff. But I submit to you that it would not have been done as well or as smoothly. And when I say not done as well, I mean literally not done as well *by several orders of magnitude.* There is much talent available in any organization, an awful lot of brainy, talented people, military and civilian, and it is the ability to bring all of those elements together in a focused fashion that you have been given the techniques for over the past 16 weeks.

Now, where does all this lead? Three or four years ago, two years ago, one year ago, Fort Polk prepared its annual command operating budget just the way most other posts do. We used the best guess that we could come up with, the best estimate based on past experience. But somehow there was always a disconnect between what it was 18 months down the road we had to get done and the resources that were allocated to us based on our prior inputs. The resources were not always synchronized with the goals, objectives, the tasks, the performance criteria that we had set ourselves. And those things were far from synchronized with what we were teaching our soldiers who are, remember, actually the ones involved with the basic work of the Army.

Much more importantly, the people who have the biggest job in the Army, the young Lieutenants and Captains who command our companies, batteries, and troops, were learning to do things in one mode, with one set of terminology and one set of objectives. All of their bosses were speaking in terms of goals, objectives and performance criteria. The two were not in sync. We were preparing the command operating budget to provide the resources for all of this, and that was not in sync.

That is the task I set my Organizational Effectiveness staff to correct, and they did correct it — not by themselves, but they did the basic work. We now set missions, goals, and objectives at our goal-setting conference. That is a slight change in terminology, done because what we teach our soldiers from battalion level right down to the squad and tank crew is to look at everything in terms of mission, goals, and objectives and to learn tasks performed under very specific standards and conditions. **What is essential in the Army is to make sure what you are doing and the terminology that you are using fit with what the Army is doing and the terminology *it* is using, or you will be passing like trains in the night, no matter how well you do your work.** That was a mistake we learned at Fort Polk.

When we finished our most recent goals conference, we came up with a very coherent statement of two missions: priority number one, "Be combat ready" and number two, "Improve the quality of life." **For each mission we stated the specific goals that we had to aim for in order to assure mission accomplishment. And for each of those goals, we made very specific, measurable, reportable, objective statements in order to assure accomplishment of those goals.**

I then took the performance criteria idea that the OE Staff put out in the form of a command performance summary — the statistical mass of data that is provided for an organization to see how they are doing in different measurable areas — and made sure that it conformed precisely to what we had set out at the goals conference. I then put together the command operating budget, using precisely the same terminology and subdivisions that we had arrived at during the goals conference. A lot of work was being done with OE, with the staff of the OE section, with the Director of Resources Management, with the G-3 Director of Plans and Training, and with the Commanders.

Then I sat down and ran Battalion Training Management System (BTMS) training sessions — OE training sessions if you want to call them that; they were a combination — with my senior Commanders and their operations officers to make sure that what we had come up with at the goals conference could be translated by them into terminology to be used by the Battalion Commander. This terminology must enable the young Company Commander, when he looks at the 12-month period at everything he is required to do, the training and the support, to see where the resources are coming from and to have a clearly defined statement of the priority of effort, so that he does not have to try to do 63 front-burner items at the same time.

I do not know of another Division or Post that is doing that right now. **I mention it because to me it is indicative of how far around one organization can swing, based on the impact of one small staff section, the staff section that you all are going to be a part of throughout the Army.** That is my primary charge to my Organizational Effectiveness Staff. I also keep them busy doing a number of other things, including setting up and facilitating transitions for my commanders. I have not gotten to the point where I will force a subordinate major unit or Battalion Commander to do that, but I suggest very strongly that they might want to try it!

I also have my OE Staff looking at units in which I detect problems. We used to have two or three brute-force techniques for problem units. We would either relieve the Commander and pick up the pieces and go in a different direction, or we would send the Inspector General down and scatter debris everywhere, or we would go down and have a command inspection ourselves and scatter things even farther.

Well, now I use the OE section to look into such units, and very often what they find within a troubled unit are blocked lines of communication — and that is one thing that your techniques have made you really masters at taking care of. I also use the OE Staff section to train my middle managers in leadership techniques. Again, it is largely a matter of teaching people how to communicate — how to listen, how to absorb without losing control, and how to very efficiently get people to do what the Commander, director, or section chief wants done, in such a way that the people he wants to do something will feel that they are indeed part of the task and not being driven by somebody else.

Underlying all of that is a tremendous contribution on the part of the OE Staff section to a continual improvement in the standards of discipline and the overall effectiveness of both the Division and non-Division units, and the Post at Fort Polk. Because I set and demand extremely high — old-fashioned high — standards of discipline at Fort Polk, I depend, to a great extent, on how well all the people in the chain of command — the junior corporals, the shift leaders and Director of Industrial Operations, the straw bosses and Director of Facilities and Engineering — know how to get directives across, set standards, and enforce compliance. All that boils down to effectively communicating. That is how I use my OE Staff.

I said at the beginning that I feel confident that I am fairly typical of the kind of Commander that you are going to deal with. I was not, two and a half years ago, one of the Army's proponents of Organizational Effectiveness. When I was still a Brigade Commander in the 101st, back in early 1976, I saw my first OE Staff Officer; he walked in and proceeded to tell me how he was going to tell me all the things I was doing wrong that I could do better. I kicked him out of my office. That was the end of OE, as far as I was concerned — until I got to Fort Polk.

Then what got my attention, and got me to using OE, every day, is the fact that the people I had working for me in that staff section were, first of all, very obviously solid, professional soldiers who were not afraid of hard work, who talked my language, and who were oriented toward not substituting for but rather strengthening the chain of command in the organization.

That is why I said at the outset that you as graduating OE Staff Officers have got to keep very firmly fixed in mind what it is you are trying to improve as far as the effectiveness of the organization. You are trying to improve an organization of soldiers, and soldiers' business is very basic when you strip away all the folderol around it. Keeping that fixed in your mind will help keep you on the right orientation and will also, incidentally, help open up the lines of communication between you and the Commander you have to sell.

I am now one of the Army's foremost proponents of Organizational Effectiveness, but it was not that way two and a half years ago. I applaud you for what you have learned in the past 16 weeks and for the potential you represent to the Army. **I would encourage you to keep in mind the fact that I represent just a typical Commander — fortunately for me and for my OE Staff, a success story for OE at Fort Polk.**

That success story can be repeated anyplace you go — anyplace. You have the tools to do it, and I would urge you to use them and, if you get rebuffed at the first approach, keep on trying. Flanks are always open; you can always sneak up on them.

Thanks for letting me come out here and talk to you. I appreciate it. Thank you, COL Golden, for the opportunity. And congratulations to all of you on graduating, and good luck! □

Organizational Effectiveness Managers Course — Past and Present

LTC William R. Fisher
MAJ Dave Leslie

In July 1981 during his first days on the job, BG Victor J. Hugo, Jr., Director of Management, Office of the Chief of Staff, Army, took advantage of the opportunity to observe the OE Managers Course (OEMC) in progress. His visit perhaps indicates the importance the course has achieved to OE and the Army as it has changed, as has the training of OE Consultants, in response to new programs and refinement of OE goals. The purpose of this article is to provide an update on the evolutionary progress of the OE Managers Course.

The course began in 1977 as the OE Key Managers Course to meet the need of many OESO Managers to understand the required programatic elements of OE better. The course was designed by OECS, offered at various locations, and conducted three times a year.

It was then observed that participants were asking for more than the mechanics of implementing the OE program; they wanted to become more involved in the process of improving the effectiveness of organizations at their home stations. The course began to change — additions were made to accelerate the manager's understanding of the complexity of organizational consulting, the development of results-oriented evaluation techniques, and the roles available to the OE Managers.

As the course scope broadened, the title was changed to OE Program Managers Course and eventually to its present OE Managers Course, to reflect its revised purpose more accurately.

Response from attendees (approximately 350 from 1977 to 1981), OE Consultants, and MACOM OE Managers was quick and positive. OE Managers and their consultants were working as teams, to the installation's and the Army's benefit. The course was on target.

Today, the OE Managers Course is offered four times a year — three in CONUS and one in USAREUR. Locations traverse the United States to provide easy access to an increasing number of OE Managers and other interested personnel. Its present curriculum lists the following objectives: (1) to understand OE; (2) to understand the role, functions, and capabilities of the OE Consultant; (3) to understand the Army OE program and the interface between DA, and MACOM, and the respective Army organizations; (4) to understand the role, functions, and capabilities of the OE Manager; (5) to consider the role of the OE Manager in the development of an organizational OE program/plan; and (6) to provide an opportunity to expand individual management skills.

The three-and-a-half day course follows a tightly orchestrated schedule beginning and ending with general officer speakers who can attest to the strategic contributions made by their OE Consultants and interact with the participants on a variety of topics such as gaining maximum benefit from limited consulting resources, management techniques, and priorities.

Included as speakers at past OE Managers Courses were MG Elton J. Delaune, Jr., MG Benjamin E. Doty, MG Berwyn Fragner, MG John Galvin, and MG Thomas U. Greer.

At the July 1981 OEMC held in Washington, D.C., MG James S. Welch, Director of Materiel Management, HQ US Army Materiel Development and Readiness Command, during his closing address told the participants, concerning OE Consultants and their role, "They are a unique resource. Since OE is a *pull*-together system, that is, it's supposed to be asked for, the OE Consultant must operate differently from other staff elements . . . Many of you have had experience with OE people acting as facilitators. They are good at that, but the real payoff is to use them in a consultant role. Bounce ideas off them, include them in preliminary discussions of major events, and have them design the event." Additionally he commented on the OE Managers Course, saying, "When I was DESCOM Commander, I demanded that the Depot Commanders or their executive assistants attend this course. My reason was to influence the top of my subordinate commands because I'm convinved that the higher in the structure an [OE] Consultant is used, the more efficient he/she will be." And from his own frame of reference he observed, "My experience is that OE Consultants are dedicated, hard working, and know the right questions to ask. . . ."

The OE Managers Course has been so well received that MACOM quotas have been established. Courses are announced from HQ DA through the MACOMs,

LTC William R. Fisher *is Director of Training at OECS. He has overall responsibility for the conduct of the Organizational Effectiveness Managers Course. He received his B.A. degree from Colorado College, M.S. degree in Counseling from Dominican College, M.A. degree in Psychology from Psychological Studies Institute. He is now completing a Ph.D. in Clinical Psychology from Psychological Studies Institute. He is a 1977 graduate of the OE Consultant Course.*

Major Dave Leslie *is on the faculty at OECS. He is also Course Director for the Organizational Effectiveness Managers Course. He has served as a consultant at TRADOC HQs for the past 3 years. He received his B.A. degree in Economics from King College. He is a 1977 graduate of the OE Consultant Course.*

and those interested should advise their MACOM OE offices of their desire to attend. OE Managers are urged to attend the course as soon as possible upon assumption of OE responsibilities.

The next course will be in November 1981 in CONUS, and another in USAREUR in February 1982. The OECS point of contact is MAJ Leslie, AV 929-2889, course director.

An instrumental part of the Army OE Program might well be the appropriate characterization of the 1981 OE Managers Course. It presents relevant topics to key players in an interactive way, leading to higher performance throughout the Army. □

UPDATES

Update of Recent Events in OE at HQDA

MAJ(P) Lew Flanders

Farewell to MG Greer, Director of Management, OCSA, who retired on 30 June 1981 after 31 years of service. He will be heading to South Carolina for "retirement life." Welcome to the new Director of Management, **BG Victor Hugo.** BG Hugo joins us from the 38th Artillery Brigade (AD), EUSA. Also, we welcome **LTC Al Coke** and **MAJ(P) Mike Rodier** who join the DA Consulting team. Congratulations are in order for promotables **LTCs (P) Bob Lander** and **Tom Johnson** and **MAJ(P) Lew Flanders** of the HQDA, OE Office.

Annual Command Summary (ACS). A synopsis of the 1980 OE Command Summary was given to all MACOM commanders and each, in turn, responded to four management issues. (1) On OE Consultant skills, nearly all MACOMs emphasized the need for training in planning and implementing complex systems change. (2) Most MACOMs favor an OE team (a cell) capable of providing support to their field organizations as well as to the headquarters. About 65% state that consultants should be assigned no lower than installation/division/comparable level. Further, about 70% favored a general increase in grade level. (3) Most MACOMs favored a specialty code, however, did not commit themselves on the relative costs and trade-offs. (4) Nearly all the MACOMs emphasized "results" as the best way to disseminate OE knowledge and encourage use. Another major issue emphasized was the need to export and share new or advanced technology — timely. In general, the command responses provide useful information to make data-based decisions in managing OE.

Specialty Code for OE? A clear implication of the 3-10 Year Plan, FY 80-86, which has been echoed by field commanders, is that OE Consultants ought to have repeat assignments to take advantage of experience as they work at higher organizational levels. Repeat assignments within an ASI may, of course, be career damaging because of the emphasis on maintaining proficiency, and thus promotability, in two, not three, specialties. Currently, the coding of OE spaces and the distribution of grades in those spaces — MACOM responsibilities — do not lend themselves to a specialty code. To have a specialty, you must have an adequate grade distribution structure to preclude changing an existing ASI into a dead end specialty — one with no room at the top for 06 promotions. Right now, there are too many 03's, too few 06's. Furthermore, an OE personnel management system could involve a mixed model of ASI (for initial entry) and specialty code (for advanced consultants). We are working this complex issue, and need MACOM support and decisive action to answer the fundamental question — "What 06/05 positions are commanders willing to trade off to get an OE manager?" Without strong support from the field, there can be no specialty. The continued reutilization of people with ASI5Z must therefore contain this caveat. "Caution: reutilization could be hazardous to your career."

Followup to Secretariat and Army Staff Meeting. As part of an overall leadership transition effort for HQDA, the Secretary of the Army and Chief of Staff, Army, hosted a one-day meeting of Secretariat and Army Staff principals. Purposes of the meeting were to: educate new Secretariat members on key challenges confronting the Army; inform attendees on how the Secretariat and Army Staff work together on important issues; and, lay the groundwork for a two-day Goal Setting/Team Building conference scheduled for August. Based on guidance from this meeting, HQDA consultants will help design and conduct the August Goal Setting/Team Building which should result in clear Army goals, strategies, accountabilities, and roles for these key leaders.

Career Management and Planning Seminar. Prompted by results of the 1979 and 1980 HQDA Attitude Survey, a 2½ day Career Management and Planning Seminar for HQDA Civilian Administrative Personnel has been developed. The seminar is presented in conjunction with the Civilian Personnel Office at least once each calendar quarter and is designed to help each participant better manage his/her career within the structure of the existing personnel system. The seminar is designed around skill analysis, interviewing skills, preparing resumes and job applications, and improving communication with supervisors. □

MACOM Roundup

FORSCOM

LTC Michael Adkinson

High Performance Programming (HPP): General Shoemaker invited FORSCOM general officer commanders of Active, Reserve and selected National Guard units to attend a one-day HPP seminar. Offered regionally (Atlanta, 20 July; San Antonio, 3 Aug; Presidio of SF, 31 Aug) the seminars were designed to explain the core concepts of the HPP model. Training seminars for OE Consultants were also offered at the regional sites on the succeeding days. A hearty thanks goes to **LTC Frank Burns, Dr. Linda Nelson, LTC Lee Gragg** and **Mr. Bob Klause** for their tireless efforts in making these seminars a success.

OE is "Hot" at Fort Irwin: Although the temperature is really up there, the National Training Center (NTC) at Fort Irwin, CA is buzzing with activity. The entire organization is operating at high speed. The newly formed command is working hard on the multitude of issues/projects that must be accomplished to assist units as they arrive to train in the vast high desert region. An opportunity for OE? — You bet. Since no trained OE assets were at Fort Irwin, our external cell provided two consultants early on to evaluate and help improve the system for inprocessing expected increases in new arrivals. Reinforcements in the form of **CPT Mike Clark,** OEC, Fort Ord, **MAJ Mario Macaluso** and **Mr. Bob Goodfellow, OECS,** arrived on the scene to assist in developing a long-range management plan for integrating a post support CITA contract (Boeing Services Intl.) into the center's operations. FORSCOM is grateful for their excellent work and professional dedication.

FORSCOM Supports OE FTX's: Ten FORSCOM installations extended invitations to 114 OE Consultant Course students during the year. The installations did their best to provide meaningful, challenging FTX experiences to the new consultants. Getting ready for this type of support is a big task. A mighty tip of our hat goes to the OE Consultants, staffs and clients at Forts Carson, Lewis, Campbell, Polk, McPherson, Riley, Hood, Richardson, and Devens.

FORSCOM's "OE FILOSOPHER" Newsletter: Everything you always wanted to know about OE Program Management and Trends but were afraid to ask: That's what we hope the *OE FILOSOPHER* will do for you. Produced quarterly, the *FILOSOPHER* provides the latest information to help manage your program. As a "linking pin" with OECS, DA, MILPERCEN, and other MACOMs, we (FORSCOM HQs) want to keep the flow of information going to those who make the system work.

If you are not familiar with the *FILOSOPHER* or have not seen one lately, call or write our office. AV 588-3537/3538/3220, HQ FORSCOM, ATTN: AFOE, Fort McPherson, GA 30330.

FORSCOM OE Consultants Professional Development Workshop (Short Title: "OE '81"). Forces Command will host OE '81 in Atlanta, GA on 18-24 October 1981 at the Harley Hotel. The purpose of the workshop is to provide professional development/continuing training and information to practicing OE Consultants. The agenda has been designed to focus on short and long range training needs of field consultants. The courses, which vary in length, (½ day to 2 days) will be presented by recognized experts. Additional times have been planned for informal presentations from practicing OE Consultants, MACOM gatherings and opportunities for influencing agencies to inform or gather data from the OE community. Some highlights include daily "eye opener" presentations from noted authorities, evening film festivals that will permit all to review some of the most current training material that is available.

A government contract has been approved for funding of rooms and meals thereby reducing initial cost and allowing for greater participation. Hotel and class registration procedures were mailed in late August. As an addition, a three-day seminar on the New Patterns of Influence will be presented on 26-28 October. The workshop will be held at the hotel. (Seats will be limited.) A government contract will not be in effect for this event.

You won't want to miss this one — see ya there!

POC for additional information is **Bob Hamilton, AFOE, AV 588-3538/3537.**

Management of Performance (MOP). The MOP workshops conducted at HQ FORSCOM have been well received and are paying big dividends according to feedback received thus far. The MOP, which is our localized form of the Performance Management Course (PMC), allows managers not only to determine purpose, set values-based goals and objectives, but also to tie it all together with stated performance objectives for their employees. Today, with the new OER system and the requirements of the Civil Service Reform Act for stated performance objectives/standards, managers find the MOP process to be a valuable tool. If you need more information call the FORSCOM OE Office. If you already do MOP workshops but need some one-site assistance, give us a call.

OENCO's Have a Friend at FORSCOM. MSG(P) John Gilson, a graduate of class 1A-81 is now with the HQ FORSCOM OE Office. In addition to consulting at the headquarters and Fort McPherson, John will monitor OENCO career progression and utilization throughout the command. He serves as the single point of contact on all FORSCOM OENCO-related activities.

TRADOC

LTC Bob Radcliffe

All the best from TRADOC Headquarters. As many of you may know there is a new team at Fort Monroe. **LTC Bob Radcliffe** arrived 9 July to assume duties as TRADOC Program Manager and Chief of the consulting effort, joining **MAJ Mary Mudd** and **MSG Ike Curry.** The arrival of **CPT Howard Brosseau** in October will complete the team. It is our intent to be more active in the program management area and to increase our dialogue with the field. We visualize this section of *Communique* as being very helpful in that endeavor. We are open to suggestions on how to best use this column. Our goal is to expand these notes in the future. Let us know your thoughts.

We are delighted to see the organizational outcomes common to both OE *and* Leadership addressed in this issue. Service school instructors take heed: Is your OE instruction closely integrated with the leadership instruction?

Although one of our long range goals is to host a TRADOC Professional Development Conference, that is not in the cards for the near future. Accordingly, we encourage each of you to attend the FORSCOM Conference in October. Hope to see you all there where we can sit down and discuss the direction we should take with the TRADOC program overall.

USAREUR

MAJ Howerton

Since the summer of 80, the USAREUR OE program has been struggling to focus its energy on USAREUR-wide issues relating to readiness. This had been a switch from the previous emphasis on battalion-level programs to the more demanding arena of complex organizations with their broadly-stated missions and multi-tiered staffs. **It became quite evident that the OE program in USAREUR was making significant progress in this refocusing effort when the CINC and his principal staff officers received the OE inprocess review presented by six USAREUR OECs and LTC(P) Johnson from HQDA.** Most of the cases related to the CINC involved large complex organizations, with the results of these operations contributing positively to USAREUR readiness. This briefing was well received and emphasis on these larger type operations is continuing.

A comparison profile of the USAREUR officer/NCO and OE office fill is shown below comparing 1980 to 1981. As can be seen, the program is nearly fully manned, yet the demand for OE-type services continues to exceed our capability.

	Total offices	Offices closed	Officers assigned	NCOs assigned	
Aug 80	53	16	47	(24)	pilot
Aug 81	53	3	63	16	(24 total by May 82)

Professional development is undoubtedly the most frustrating part of OE operations in USAREUR simply because of the limited opportunities for it. At the **August 3-8 USAREUR conference,** we attempted to get the latest on some of the newer approaches to organizations. Our conference main topics and instructor list looked like this:

- Programmed High Performance — Dr. Linda Nelson
- Performance Management Conference — LTC(P) Bob Lander
- Transition Management — LTC Jim Berg
- Implication Wheel — MAJ(P) Mike Rodier
- Complex System — LTC Jim Berg
- Strategic Planning — MAJ(P) Mike Rodier

Performance Management conferences are scheduled for August and September. The training at our August Professional Development Conference will be put to immediate use. We are expecting to have attendees at the FORSCOM OE conference in October. As the saying goes, *OE is alive and well in Europe.*

DARCOM

LTC Robert L. Gragg

The Beckley Blowout (otherwise known as the DARCOM OE Professional Development Workshop) was a resounding success. Participant evaluations included:

> "The most productive, enjoyable five days I've spent." **MAJ Gary Lacher, HSG**
>
> "It was excellent and challenging." — **Dr. Pricilla Ransohoff, DARCOM**
>
> "The best OE workshop/event I have ever been connected with." — **LTC Fred Jefferds, FORSCOM**
>
> "Finally, I've seen an over-all strategy for OE in the army that makes sense, lets make it happen." — **CPT Burt Frandse, TRADOC**

We appreciate those comments and many more like them. Our hope is that everyone will use the skills and apply the High Performance model to **Do Good Work.**

Editor's Note: *Cut-off dates for material to be included in future "MACOM Roundups" are as follows:*

Issue #	Submission Cut-Off Date
4-81 (Dec)	28 Oct 1981
1-82 (Mar)	27 Jan 1982
2-82 (Jun)	28 Apr 1982
3-82 (Sep)	28 Jul 1982
4-82 (Dec)	27 Oct 1982

OECS Updates

Operations and Support Directorate

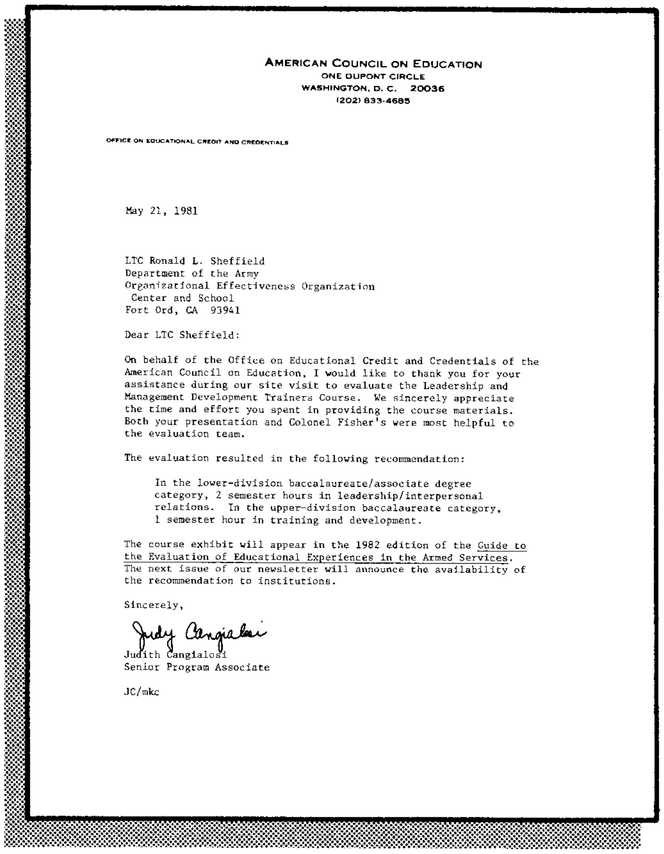
College Credit for the Leadership and Management Development Trainer's Course

Following their visit to OECS in April, the American Council on Education (ACE) evaluated the L&MDTC and makes the following recommendation for the course:

> In the lower-division baccalaureate/associate degree category, 2 semester hours in leadership/interpersonal relations. In the upper-division baccalaureate cateogry, 1 semester hour in training and development. (See ACE letter, published in this issue.)

Hails

OECS welcomes the following new additions who recently joined the staff and faculty. **Chaplain (COL.) Marion D. Pember, MAJ Pete Bradley, MAJ Bert Bridges,** and **SFC Dorothy Maney** have



AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036
(202) 833-4685

OFFICE ON EDUCATIONAL CREDIT AND CREDENTIALS

May 21, 1981

LTC Ronald L. Sheffield
Department of the Army
Organizational Effectiveness Organization
Center and School
Fort Ord, CA 93941

Dear LTC Sheffield:

On behalf of the Office on Educational Credit and Credentials of the American Council on Education, I would like to thank you for your assistance during our site visit to evaluate the Leadership and Management Development Trainers Course. We sincerely appreciate the time and effort you spent in providing the course materials. Both your presentation and Colonel Fisher's were most helpful to the evaluation team.

The evaluation resulted in the following recommendation:

In the lower-division baccalaureate/associate degree category, 2 semester hours in leadership/interpersonal relations. In the upper-division baccalaureate category, 1 semester hour in training and development.

The course exhibit will appear in the 1982 edition of the Guide to the Evaluation of Educational Experiences in the Armed Services. The next issue of our newsletter will announce the availability of the recommendation to institutions.

Sincerely,

Judy Cangialosi

Judith Cangialosi
Senior Program Associate

JC/mkc

joined the Training Directorate as instructors. **Ms. Cindy Graham** is now the secretary. **Ms. Connie Cannon** and **Ms. Jannie Beasley** have joined the administrative support division, Operations and Support Directorate. The newest face in Evaluation is **MAJ Mike Murnane.**

Graduation Speakers

Any OE Consultant who knows a general officer who would be interested in serving as a guest speaker for graduation could help us immensely by checking with the general and giving LTC Sheffield a call.

Upcoming OE Consultant Courses

Class #4-81 is scheduled to report on 20 Aug 81 and be over 60 strong. FY 82 classes are currently scheduled as follows:

1-82:	Report 7 Jan 82	Graduate 14 May 82
2-82:	Report 11 May 82	Graduate 2 Jul 82
3-82:	Report 6 May 82	Graduate 3 Sep 82
4-82:	Report 8 Jul 82	Graduate 29 Oct 82
5-82:	Report 12 Aug 82	Graduate 3 Dec 82

Actual College Credits for OE Courses

As reported in Issue 2-1981 of the *Communique,* the American Council on Education recommendation for the sixteen week course is 16 graduate credit hours. In actuality, various colleges around the country offer different numbers of semester hours for the course as substitutes for requirements for their degrees. We often receive calls asking which college offers what. Request OE Consultants call or write MAJ Longan about the number of semester hours granted by various institutions. When a good list is compiled, we'll publish it in a future issue.

Concepts Development Directorate

Two officers have recently joined the Concepts Development Directorate. **LTC Joe D. Black,** class of 1-79, has joined as the Director of the Directorate. LTC Black's most recent assignment was as Chief, Human Affairs Division, Assistant Chief of Staff, J1, US Forces Korea. **CPT Elwyn (Bubba) Hopkins** also joined CD after 18 months in the Training Directorate at OECS.

MSG Bartlett was the conference coordinator for the third in a series of specialty conferences. This conference during 17-20 August 1981 was designed as a workshop for OE user and OE Consultant teams to plan the management of change in large organizations. **Linda Ackerman** served as external consultant, and together with EOD members, presented the participants the theoretical background and technology to more effectively manage their change efforts. If you have suggestions for future topics and presenters, please notify **CPT Bill Barko** or **CPT Bubba Hopkins.**

SFC Wayne Reed and **MAJ Mark Olson** conducted initial training of pilot Work Environment Improvement Teams. (WEIT is the military application of Quality Circles theory.) Participant reaction to the training was favorable. The training design is being modified to incorporate lessons learned. An in-process-review will be conducted during September with the final audit scheduled for December.

External Operations Division (EOD)

The External Operations Division is beginning to settle back to a steady state of operation again following several personnel changes over the summer months. **LTC Jim Berg** has moved from the Training Directorate to become Chief of EOD. **Majors Warren Klein** and **Mario Macaluso** join **MAJ Mike Rodier** and **Mr. Bob Goodfellow** to round out the EOD team.

Recent EOD activities have been divided between consulting and conference presentations, with an overall focus on strategic planning, organization design and transition management. Consulting operations include the Defense Language Institute; activation of I Corps at Fort Lewis, WA; MILPERCEN (organizational redesign as a result of a pending, new manning system and advanced ADP technology); and the National Training Center at Fort Irwin, CA (interface with civilian contractor who is assuming responsibility for base operations).

In addition to teaching complex systems to OE Consultant Course students, EOD has made presentations at the recent DARCOM OE conference, the OE Managers Course (OEMC) and the USAREUR OE conference. All of EOD participated in the design and presentation of the Management of Change in Large Organizations workshop conducted in the Monterey area in August.

As EOD continues to develop and refine new ideas for consulting in complex systems, those ideas will be disseminated to the field through the *Communique.*

Indications are that more and more field consultants are working in complex systems and we would like to hear about what you are doing and about what you are learning from your experiences. And, if we can be of assistance to you, please give us a call (Autovon 929-7886/7106).

Evaluation Directorate

Throughout the year the directorate provided education to combat unit OECs on the Combat Related OE theory. This effort consisted of informing OECs on CROE through the 16 week course (beginning with Class 1-81) and through liaison visits to 14 FORSCOM posts.

The Evaluation Directorate completed field interviews with OECs in Combat Arms units.

MAJ Mitchell and **MAJ Klein** have been accepted to present at the 1981 ODN Conference in Seattle. Their presentation will be on **Results Oriented OE (ROOE).**

Combat Related OE will be presented at the October FORSCOM OE Conference by **MAJ Mitchell.**

The Directorate has continued its research and development of Battle Staff Assessment with the National Training Center. A spinoff benefit to the OE community will be continued refinement of the BSA model by the National Training Center, Fort Irwin, California.

Throughout the year directorate personnel co-trained GOQ, survey writing, ROOE, and CROE as well as continuing to monitor class instruction.

Training Directorate

OE Consultant Course (OECC). This year has been busy. To date in 1981 we have trained 214 officer, NCO, and civilian consultants, and there are 60 more students in Class 4-81, which started 24 Aug 81. We should have even more students next year, since we will be offering five OECCs.

In the area of curriculum changes, the impact of the new OE Competency Model should soon be felt; its performance indicators of consultant competency will enable us to improve our student evaluation, update our curriculum to teach the critical competencies more effectively, and redesign the course to meet our overall training objectives. The following selected competencies are considered to have high training potential and will be applied to Class 4-81: knowledge of OE theory, perceptual objectivity, concern for clarity, professional self-image, diagnostic skills, planning using cause-and-effect thinking, tactical flexibility, and results orientation.

Knowing the critical learning objectives is a major step in improving the training of professional consultants. We are now implementing proficiency criteria and content tests to evaluate students. Also, to support the competency model, instructional methods will be re-evaluated. In addition, instructors will be trained to observe behaviors that validate the competencies.

We already have an excellent course, and the competencies will make it even better. McBer and Company, which provided the model, concluded their report by saying,

> The work of the OECS and the training they provide prospective OECs are a signficant contribution to the profession of organizational consulting, particularly when viewed in the larger perspective of existing consultant-training programs. Some business schools and schools of education provide course work and practice in organizational effectiveness. Private businesses, such as University Associates, produce valuable training and materials. The OECC, however, is virtually alone in providing the opportunity for a structured, comprehensive program of consultant training. It is the hope of the authors of the McBer report that the competency research will provide the means to strengthen that program even more (McBer and Company, 1980).

To meet the needs of our students, we will also expand interviewing skills, systems, and design work and will continue to conduct our FTX efforts at the highest organizational levels possible.

The Training Directorate has increased its faculty with experienced military personnel returning from field assignment and two civilians who are attending Class 3-81. The following diagram shows the current faculty and staff:

TRAINING DIRECTORATE
OECS

OPERATIONS
SFC YOUNG
SP4 BLAYDE

DIRECTOR OF TRAINING
LTC FISHER

SECRETARY
MISS GRAHAM

LIBRARY/LEARNING CENTER
MS. HERRICK
MS. McLAUGHLIN

HUMAN BEHAVIOR DIV
CH(COL) PEMBER
MAJ PRITCHETT
CPT HAWKS
DR. EPPLER
MR. VIERECK
MS DAY
SFC PIERRE
SFC STUYT
SFC MANEY

CONSULTING SKILLS DIV
LTC ARNOLD
MAJ LESLIE
MAJ EDWARDS
MAJ FOWLER
MAJ BRADLEY
MAJ BRIDGES
DR. GUIDO
MR. McDUFFY
SGM CATO
SMG CHERRY

OE Managers Course (OEMC) The OEMC conducted in Washington, D.C., in July went well. The course is interesting and useful, and we are planning to offer it again in November 1981. An article on the OEMC elsewhere in this issue provides an update on the program. MAJ Dave Leslie is the Course Director, AV 929-4021/3519.

Leadership and Management Development Trainers Course (LMDTC) We plan to conduct eight classes in the LMDTC Program this year and eight more in 1982. The Leadership and Management Development Course is a viable workshop in some locations and supports the overall OE objectives well. Those interested in this training should contact TRADOC OE for program dates or SFC Pierre at OECS, AV 929-3411.

Training Developments

New members of TD include **MAJ Bill Hink, CPT Al Roach** and **Ms Carol Sabo.** MAJ Hink, special projects officer, has made several Quality Assistance visits to service schools in order to keep OE instruction abreast of ever-evolving OE technology. **CPT Roach** replaced **CPT Ron Sims** as the RETO/Leadership officer. (**CPT Sims,** whose article appears in this issue, will join the USMA faculty as a Behavioral Science and Leadership instructor upon completion of his doctorate). Ms. Sabo is the secretary/typist for the Training Literature and Media Division, helping to finalize *Communiqué* manuscripts. **Mr. Max Smith** spent the summer at OECS as writer/assistant editor for Training Literature and Media. His article also appears in this issue. During the school year, he is a professor of English and linguistics at Benedict College, South Carolina.

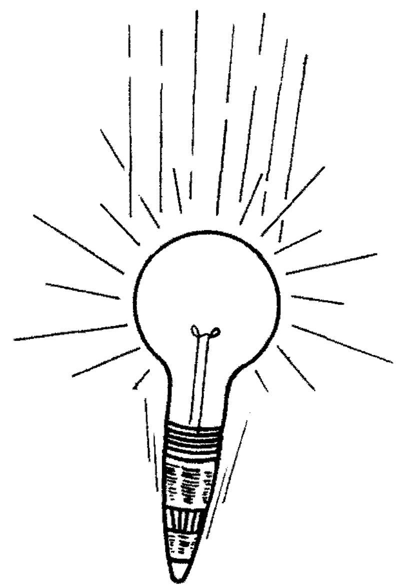
MAJ Paul Rock and **SFC Dick Belasto** conducted Battle Staff Assessment (BSA) training for the Field Observer/Controllers (FOCs) at the National Training Center, Fort Irwin, California, 3-10 August. **CPT Al Roach** and **Dr. Steve Ferrier** represented OECS at the Leadership Conference in Kansas City, 1-4 September.

The illustration for the cover of *Communiqué* issue #1-81 ("Emphasis on the Total Force"), designed by **Mr. Coy Brown,** TD visual information specialist, was adapted by TRADOC for use in the booklet "TRADOC: Preparing for the Future." Coy's illustration appears on p. 16 of that booklet.

TD continues its efforts toward course development and redesign based on identified OE competencies. (See article by **Dr. Mel Spehn** and **LTC Ron Tumelson** in this issue). □

Incoming! Outgoing! — And Ongoing!

Max D. Smith



Ideas are like bombs: their explosive potential demands our attention and respect, for they can have a profound impact on our destinies. Those individuals and organizations that play a role, real or potential, in shaping the course of history must therefore be free traffickers in ideas.

The faculty, staff and students at OECS have benefitted greatly this past year from the exchange of ideas with various visiting dignitaries, including the following:

Visitor	Purpose
LCDR Thomas E. Bernard, US Coast Guard	briefing to see how OE could be better used in Coast Guard
MG John B. Blount, Chief of Staff, TRADOC	to keep updated and to participate in the OECS Strategic Planning Conference
Mr. Jerry Bory, Stirling Institute	familiarization with OECS and exchange of information on senior executive level leadership training.
Dr. Meyer M. Cahn of Cahn-Douglas Associates and Editor of JABS (Journal of Applied Behavioral Science)	briefing on Results Oriented OE
Ms Judy Cangialosi, Office of Educational Credit and Credentials, American Council on Education (ACE)	evaluation of LMDTC Course
MAJ Jim Cary, Special Assistant to TRADOC for Living Systems	to brief OECS on the Living Systems Theory Process Analysis Evaluation of Army Battalions
Dr. James V. Clark, Carmel, CA, consultant and an originator of open systems planning	briefing on OECS and discussion of ways he may be of assistance to OECS
CSM James B. Craft, TRADOC CSM	familiarization and orientation
Mr. Bob Donlan, Assistant Vice President, Organizational Management Effectiveness, Fireman's Fund Insurance Companies	overview of OECS
Dr. Harry Evarts, Director of the American Management Association's master's degree program	to discuss AMA's experience with competency-based training
MG John R. Galvin, ADCST TRADOC	participation in the OECS Strategic Planning Conference
BG Charles E. Getz, ADCS OPS, FORSCOM	briefing on OECS
Mr. Henry Gillow, OD/HRM Consultant with the Swedish Government	orientation and information exchange on trends and directions in European OD applications

Dr. William K. Graham and **Mr. William F. Kieckhacfer**, Hooper-Goode, Inc.	to present the status of their research project and draft handbook for organizational diagnosis (ARI contract)
Mr. Fritz Hall, Supervisor, Los Padres National Forest	briefing by EOD on large systems
MG Warren D. Hodges, Adjutant General of the State of Maryland	participation in the OECS Strategic Planning Conference
Dr. Fremont E. Kast and **Dr. James E. Rosenzweig**, authors of *Organization and Management; A Systems Approach*, and Management Professors at the Graduate School of Business Administration, the University of Washington	orientation and familiarization; interview for *OE Communiqué*
Mr. Mike Marker, Proctor and Gamble	to share OD concepts
CAPT (USN) Donald Martin, Director of Human Resources Management and Personal Affairs for the Department of Navy, and Dr. Carson Eoyang, Navy Military Personnel Center	orientation and information-exchange
Mr. Mack Moore, Training Officer for the US Forest Service in California	orientation
BG John T. Myers, DCG USACC, Fort Huachuca, Arizona	guest speaker for the 1-81 class graduation
Mr. Seppo Nyman, Deputy Director, National Institute of Defense Organization and Management, Sweden	update on evaluation and new concepts
MG Joseph T. Palastra, Jr., CG 5th Infantry Division and Fort Polk	guest speaker for the 1A-81 class graduation
MG Brian M. Poananga, Chief of the General Staff, New Zealand Army	orientation on OECS and US Army OE Program
Dr. Jerry J. Porras, Professor at Stanford Graduate School of Business	to conduct a one-day seminar on developing and implementing evaluation strategies of organizational effectiveness within the Army
CSM Gordon Schulthies, CSM of CAC and Fort Leavenworth	briefing and orientation
Dr. Eugene Sullivan, Office on Educational Credit and Credentials, American Council on Education (ACE)	evaluation of the OESO course
BG Guthrie L. Turner, Jr., CDR, Madigan Medical Center	participation in the OECS Strategic Planning Conference and guest speaker for the 4-80 class graduation
Dr. Peter Vaill, Management Arts, Inc., Arlington, Virginia	to conduct a three-day course on instructing and implementing strategic planning methodologies and principles
Mr. Larry Wieman, Stockton District Director, and Bill Todd, CALTRANS	orientation and update on OE techniques
Mr. Glenville Yardley, Corporate Consultant, and Mr. Steven Targett, Assistant Personnel Manager, both of Imperial Chemicals Industries, Ltd., London	briefing on OECS
LTC Bob Yavis, **Paul O'Leary** and **Jerry Liesk**, Sacramento Air Logistics Center	to discuss implementation of the transition model and to exchange ideas on possible follow-up activities
Dr. Joseph Zeidner, Technical Director, Army Research Institute, and **Mr. Ulysses S. James**, Project Officer, Arthur Young and Co.	update

But not all of the discussion-provoking ideas this past year were incoming; in fact, many at OECS were themselves the visiting dignitaries and experts to 35 other agencies, military and civilian, American and foreign. The individuals involved benefitted personally and professionally, and the Army received valuable validation and updating.

Victor Hugo stated that "There is one thing stronger than all the armies in the world: and that is an idea whose time has come." Certainly those at OECS recognize the potential of timely thoughts and eagerly enter into an exchange of ideas in order to strengthen *our* Army. At Fort Ord, idea cultivation is not, however, just incoming or outgoing; it is ongoing. □

***Max D. Smith** is an associate professor in English and linguistics at Benedict College, Columbia, S.C. He was a writer-editor at OECS as a 1981 participant in the Department of the Army's Program for Summer Employment of Faculty Members of Historically Black Colleges. He received a B.S. from Purdue University and an M.A. from the University of Michigan. He pursued doctoral studies at the University of Texas at Austin and has done additional graduate work at Ball State University, the University of Oklahoma, and Purdue University.*

OECS Sendoff: LTC James Looram

The following interview was conducted for the *OE Comminique* by **CPT William F. Barko.**

Until **LTC James Looram** retired from the Army on 30 June 1981, he was Chief of OECS's External Operations Division (EOD) which provides consulting services to general officer clients in the field on request. As EOD's first Chief, LTC Looram was instrumental in the development of complex systems consulting in the Army. Since joining the OECS faculty in 1977 he also had instructed in every portion of the sixteen-week OE Consultant Course and had served as Director of Training. LTC Looram holds a PhD degree in organizational behavior from New York University and is a graduate of the Columbia University Executive Development Program in advanced OD and HRM.

Since his retirement, LTC Looram has remained in the Monterey area, where he is developing a private consulting business. He also serves as the co-ordinator for Chapman College's Master of Science program in Organizational Behavior and Human Resource Management.

COMMUNIQUE: Based on your years of association with OE, what is this business really about?

LTC LOORAM: OE is really clearing away the fog for managers, the way a good staff officer clears away the fog for his Commander. There is no magic about it. What distinguishes us from others is that it takes a lot longer to learn our trade and we tend to deal with a lot more unknowns. You really have to go with your instincts. First you need to find out what the client needs, then decide at what level you need to work. The organization you work with may solve their problems through the reduction of individual stress or more effective time management. They may have to concentrate on organizational processes that interfere with what the Commander wants to achieve. It is on carrying out these types of efforts that the OE Consultants can focus their work effort. We really know very little about how to tinker with organization design problems.

COMMUNIQUE: In the past you've used the term *marginal men and women*. What do they mean to the OE Consultant?

LTC LOORAM: These persons must strike the balance between being committed to their client's organization but never allowing themselves to belong to that organization. The rewards for their work must come from somewhere besides their client organization, in order for each marginal man or woman to maintain his/her objectivity. The first three weeks of the OE Course especially help in performing that role.

COMMUNIQUE: You have been on the faculty of OECS for over four years. What changes have you seen take place in the OE program?

LTC LOORAM: In 1977, OE was generally mistrusted and we also mistrusted our abilities. This was a difficult and unrewarding time to be in OE. The grief this faculty took from every student in class was just unbelievable. Skepticism and hostility were the most common student characteristics. Then the OE Consultants began to see that they had something that could be very powerful. There was resistance in the beginning from many Commanders, for they could sense the power in OE and were afraid of it. Today's Army leaders see the power as in the hands of committed soldiers. Thanks to a lot of strongly committed OE Consultants in the field, we began to see support grow rapidly.

Between 1977-79, I saw the groundswell. What we have now is general acceptance throughout the whole Army. There are many things now that we and our clients know we can do very well. We handle groups very well: team building, meeting management, and conflict resolution. We handle individuals very well: establish good client relationships and strong relationships with Commanders. We are now developing ways to function in complex systems and impact on the numerous critical issues facing today's Army.

In any regard, thanks to a lot of individual missionary efforts by our earlier graduates that were successful, OE eventually began to be respected throughout the Army. The beachhead has been very well established and secured. I see this through a number of indications. Starting a few years back, students began arriving at OECS ready to learn and already aware of the fact that what they would learn would tremendously increase their ability to contribute to the Army. As officers moved on who had used OE successfully, they began to spread their appreciation for OE to other installations. There will always be those who will not use it; however, they appear to be increasingly in the minority. I think we have entered into the *Golden Age of OE.*

COMMUNIQUE: What does the Golden Age of OE look like to you?

LTC LOORAM: First of all, it's a period where we have some breathing space. We are not constantly threatened with survival. We have many very sound interventions that are time tested and generally accepted. There are operations in which both the consultant and the client have a lot of confidence.

It now gives us the breathing space in which to step back and look at where we should be going next. We have had the space to do a lot of experimental work around complex systems. The DA consulting cell independently developed a very fine performance management package. The MACOMS are developing new ideas and field testing them while continuing to do the basic work that is so necessary.

We need, however, to fully take advantage of this Golden Age. In the past OE has depended upon individuals to further the cause. Although these individuals were important to this initial effort, it is no longer appropriate to rely strictly on their efforts. We are truly at a point where we can institutionalize OE in the Army. I think it can best be done by writing. We have all got to start writing down, in a disciplined way, what we know. We need to publish an FM on OE. We need to publish handbooks for Commanders on a wide variety of subjects, and we need to publish articles in a wide variety of journals. To my mind this will institutionalize the OE process by moving this knowledge, presently retained by a number of experienced individuals, into a common permanent written pool of knowledge that can be used by younger and smarter folks who enter the existing OE system. The time has come for far more discipline than would have been appropriate earlier.

COMMUNIQUE: What do you see in the more distant future for OE?

LTC LOORAM: I think we have been very privileged to have been a part of this effort. I think Marilyn Ferguson's *Aquarian Conspiracy* best describes what we have been about. It at least clarifies for me why I have been in this business and will continue to be for a while to come. What we have been doing is raising people's levels of consciousness. We have helped others — and ourselves — become more aware of what in fact is happening around us personally in terms of values. We have helped people better understand how they deal with others. We have certainly raised people's levels of consciousness about what goes on in groups and more recently allowed people to see organizational processes more clearly. This is very important work, because what all this means to me is that we are contributing toward better evolved human beings — human beings with raised levels of consciousness. Being basically an optimist, I think that the more involved we become, the more aware we become, the better off the world will be. I think people will always be in this business. We may not call it OE or OD, but it will continue to be the very important business of raising consciousness levels, and well worth the occasional grief it gives us. □

Sources and Resources

Lynn Dixon Herrick
Librarian, USAOECS

Feedforward

One measure of the viability of a discipline is the number and quality of professional organizations associated with that discipline. The prestigious Academy of Management has an OD Division, currently chaired by W. Warner Burke of Columbia University.* As one of its activities, the Division publishes an informative newsletter. For information about the Academy and the OD Division, write Dr. Charles R. Kuehl, Director of Membership, School of Business Administration, University of Missouri, 8001 Natural Bridge Road, St. Louis, Missouri, 63132. The Organization Development Institute also publishes a newsletter as well as a registry of OD professional and sponsors conferences such as the second OD World congress in October 1981. The OD Institute may be contacted at 11234 Walnut Ridge Road, Chesterland, Ohio, 44026. Additional organizations are listed in section A of the OE RESOURCE BOOK (RB 26-2).

Recently I did a partial literature search to identify succinct definitions of organization development and organizational effectiveness. The result is included as the first portion of this section. That activity reminded me once again of the evolutionary nature of consulting in organizations.

For example, ten short years ago a major interest was team building; today it is quality circles. Team building began and frequently ended with the human sub-system of an organization. The quality circle concept has far-reaching implications for all elements of the organizational system and deserves appropriate consideration. Even the most enthusiastic proponents of the quality circle concept caution against "quick-fix" expectations, advising that success depends on careful prework. But then we all knew that, didn't we?

To this end, the last portion of this section is a collection of resource information chosen to be useful in considering that applicability of the quality circle concept to individual organizations. For the many OE Consultants already involved in the implementation of the quality circle concept, the resources may provide additional information about this dynamic process.

OECS is directly involved in the implementation of the quality circle concept in selected elements of the Army and is very interested in the activities of OE Consultants in this area. Point of contact at OECS is SFC Wayne Reed, whose address follows in the

**Editor's note: An article by W. Warner Burke is reprinted in the Special Feature section of this issue.*

collection of quality circle resource information.

Finally, a thought to brighten your day: "The best way to learn about an organization is to try to change it" (W. Warner Burke quoting Kurt Lewin).

Definitions of Organization Development/Organizational Effectiveness

"Organization Development is an effort (1) *planned,* (2) *organization-wide,* and (3) *managed* from the top, to (4) increase *organizational effectiveness* and *health* through (5) *planned interventions* in the organization's 'processes,' using *behavioral-science* knowledge." — **Beckhard: Organization Development: Strategies and Models,** c 1969, p. 9. This is one of the most frequently cited definitions of OD. It is expanded on pp. 9-19.

"Organization development (OD) is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values and structure of organizations so that they can better adapt to new technologies, markets, and challenges and the dizzying rate of change itself." — **Bennis: Organizational Development: Its Nature, Origins and Prospects,** c 1969, p. 2.

"Organization development is an educational process by which human resources are continuously identified, allocated, and expanded in ways that make these resources more available to the organization, and therefore, improve the organization's problem-solving capabilities." — **Sherwood: "An Introduction to Organization Development,"** in ORGANIZATION DEVELOPMENT IN PUBLIC ADMINISTRATION, edited by Golembiewski & Eddy, c 1978, p. 205.

"Using knowledge and techniques from the behavioral sciences, organization development (OD) is a *process* which attempts to increase organizational effectiveness by integrating individual desire for growth and development with organizational goals. Typically this process is a planned change effort which involves a total system over a period of time, and these change efforts are related to the organization's missions." — **Burke & Schmidt: "Management and Organization Development: What is the Target of Change?"** in ORGANIZATION DEVELOPMENT: THEORY, PRACTICE, AND RESEARCH, c 1978, p. 40.

"Organization development is essentially a systems approach to the total set of functional and interpersonal role relationships in organizations . . . The focus of organization development . . . is usually on change and is directed toward improving organizational effectiveness." — **Marguilies & Raia: Organizational Development: Values, Process, and Technology,** c 1972, p. 2.

"Organization development is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health." — **McGill: Organization Development for Operating Managers,** c 1977, p. 3.

"At the heart of organization development is the concern for the vitalizing, energizing, activating, and renewing of organizations through technical and human resources." — **Argyris: Management and Organizational Development: The Path from XA to YB.** c 1971, p. ix.

"Organization development is an approach to handling and managing change through knowledge. It is, of course, one of many approaches to change, but it is the one that seeks to maximize human as well as organizational resources." — **Huse: Organization Development and Change,** c 1975, p. v.

"Organization development is a process of planned change — change of an organization's culture from one which avoids an examination of social processes (especially decision making, planning, and communication) to one which institutionalizes and legitimizes this examination, and from one which resists change to one which promotes the planning and use of procedures for adapting to needed changes on a day-to-day basis." — **Burke & Hornstein: The Social Technology of Organization Development,** c 1972, p. xi.

". . . Organization development is a long-range effort to improve an organization's problem solving and renewal processes, particularly through a more effective and collaborative management of organization culture — with special emphasis on the culture of formal work teams — with the emphasis of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research." — **French & Bell: Organization Development: Behavioral Science Interventions for Organization Improvement,** 2nd ed, c 1978, 1. 14.

"Organizational Effectiveness (OE) is the systematic military application of selected management and behavioral science skills and methods to improve how the total organization functions to accomplish assigned missions and increase combat readiness." — **AR 600-76, para 1-5.**

Quality Circles

Organizations

(The organizations listed below are involved in consulting and training; several produce training materials which are available with or without their training programs.)

Development Dimensions International
Development Dimensions Plaza
1225 Washington Pike, Box 13379
Pittsburgh, PA 15243
(412) 257-0600

International Association of Quality Circles
P.O. Box 30635
Midwest City, OK 73140

J.F. Beardsley and Associates, International
4998 Harmony Wa
San Jose, CA 95130
(408) 866-1306

Quality Circle Institute
1425 Vista Way
Airport Industrial Park
P.O. Box Q
Red Bluff, CA 96080
(916) 527-6970

Quality Control Circle, Incorporated
Higgins and Root Building, 2nd Floor
400 Blossom Hill Road
Los Gatos, CA 95030
(408) 867-4121

USA Organizational Effectiveness Center & School
ATTN: Concepts Development Directorate
(SFC Reed)
Fort Ord, CA 93941
(408) 242-7106
Autovon 929-7106

Selected Journal Articles

"Honeywell Imports Quality Circles As Long-Term Management Strategy," *Training/HRD,* August 1980, pp. 91-92, 94-95.

Konarik, Ronald B., and Reed, Wayne, "Work Environment Improvement Teams: A Military Approach to Quality Circles," *The OE Communique,* Vol. 5, No. 2, 1981, pp. 94-101.

Law, Joe M., "Quality Circles Zero in on Productivity at the Norfolk Naval Shipyard," *Management,* Summer 1980, pp. 2-5.

Yager, Ed, "Examining the Quality Control Circle," *Personnel Journal,* October 1979, pp. 682-684, 708.

Yager, Ed, "Quality Circle" A Tool for the 80's," *Training and Development Journal,* August 1980, pp. 60-62.

Additional Resources

Publications:

(1) *"Quality Circles: Answers to 100 Frequently Asked Questions,"* by Donald L. Dewar. Single copies available for $3.25 from Quality Circle Institute (see organization list for address). Bulk rates available.

(2) *"Participative Work Improvement Circles (PWIC): Team Member Manual,"* prepared for U.S. Army DESCOM, ATTN: DRSDS-HP, Chambersberg, PA 17201.

(3) *Quarterly newsletter,* free on request to Quality Control Circles, Inc. (see organization list for address).

(4) *Quality Circles Journal,* published by International Association of Quality Circles (see organization list for address).

Videocassettes: Copies of the following may be requested from Norfolk Naval Shipyard, Central Video Library, Photographic Arts Staff (240.03), ATTN: Paul Michels, Portsmouth, Virginia, 23709. For each videocassette requested, by title and index number, you must provide one 30-minute color Sony or Scotch brand ¾ inch videocassette.

(1) *"Quality Circles at Norfolk Naval Shipyard"* (Index #TV-5-80-79)

(2) *"A Time for People Building and Management Support"* (Index #TV-2-81-1010)

CONTINUING TRAINING

Marketing vs Advertising

A need has been identified, both at the 1981 Review and Planning Conference (RAPC) and during external evaluation visits by OECS, for sharing successful OE marketing strategies. Marketing is more than mere advertising; it has to do with the strategies by which the OE Consultant

- *capitalizes* upon each opportunity that arises
- proactively *creates* opportunities to influence the action at the level where the organizational impact will be greatest.

Anecdotes, lessons-learned, tricks of the trade along these lines are invited for future publication in this section.

— **Editor**

Professional Development = Continuing Training

LTC Ronald A. Tumelson

One of the gnawing irritants on OE Consultants in the field is continuing professional development. In the early days of the OE program, attendance at professional workshops was very much a function of what the individual consultants were aware of and could convince their manager was needed. While many honestly sought to obtain training which would benefit the organization, unfortunately, a few abused the system. All in all, the knowledge of what workshops were available was at best limited, and the quality, in terms of depth and usefulness of information, varied considerably. Consultants sometimes found, after they attended their once-a-year training, that someone else had attended the workshop a previous year and found it of low quality.

In an effort to improve the flow of information, the OE Review and Planning Conference (RAPC) in 1978 initiated a change to AR 600-76 to require reporting of professional development training attended. The concept was strengthened with the publication of the DA OE 3-10 Year Plan in 1980. The term "professional development" was changed to "continuing training" and TRADOC was tasked to "Establish a capability to maintain and disseminate information on the availability, cost and instructional scope of applicable OE/OD training programs by organizations other than Department of the Army. These courses will be evaluated on the basis of their ability to meet continuing training requirements identified by MACOMs."

The position of Human Resources Manager (HRM) at OECS was established to perform the functions required by the tasking of the 3-10 Year Plan. The responsibilities of the position also included monitoring the continuing training of OECS-assigned personnel plus performing several other in-house functions.

The following information was obtained from the After Action Reports sent to the OECS HRM and is provided for the use of OE Consultants, program managers, MACOM representatives, and any other interested personnel. The recommendations are those of OE Consultants who attended the workshops and do not constitute an endorsement or criticism by the Department of the Army or any other governmental agency. Large, multi-workshop conventions such as ODN, Training, ASTD, etc., are not covered in this article because of the extremely wide range of subjects and their potential one-time nature; After Action Reports on such conferences are maintained at OECS, and information concerning them may be obtained by calling the HRM at AV 929-5919/4882.

The flow of information back to the field on continuing training is totally dependent upon workshop attendees' providing reports as required by regulation. For convenience, a simple form is provided with this issue on page 79. Please make as many copies as necessary, complete and mail to the address indicated. The quality and frequency of this type of information in the *Communique* will be dependent upon these reports. Information on upcoming training is maintained by subject and presenting organization.

One method for determining what kind of continuing training is needed is through a self-assessment of strengths and weaknesses. The **competency performance indicators** found elsewhere in this issue can be very useful to assist in answering the following questions: What am I really good at? What do I avoid doing? Another alternative is to look at organizational needs. What trends do I see? Which ones can I effectively deal with? Which ones will I do and which ones avoid? What is the cause of the avoidance behavior? The answers to this series of questions may point out particular areas for needed improvement. The final step is to find a workshop/training session that will provide the needed skills or knowledge.

COURSE TITLE: Consulting for Organizational Effectiveness

PRESENTING ORGANIZATION: Organizational Consultants, Inc.

PRESENTER: John J. Sherwood

COST: $495. (3 days)

SYNOPSIS: Process consultation, issues in entry and contracting; Break-Through Project Models, Action Research Model; The interview as an interpersonal event; How to turn a training request into an organizationally focused effort; Third party consultation, attitude survey; Open systems planning model and role procedures.

RECOMMENDATION:
Highly recommended particularly for techniques, Break-Through Project Model, Action Research Model; Turn training request into Organizationally focused effort and the attitude survey as a survey feedback project.

COURSE TITLE: Advanced OE Consulting

PRESENTING ORGANIZATION: University Associates

PRESENTERS: Drs. Leonard Goodstein, Anthony Reilly and Peggy Morrison

COST: $300. (3 days)

SYNOPSIS: Focused on participant case studies in consultant roles, styles and strategies; exposure to Catalytic Action Test.

RECOMMENDATION:
Very high potential for consultant who has been functioning for 12-18 months. Excellent contact with OD consultants with 3-5 experience.

COURSE TITLE: Advanced Facilitation Training

PRESENTING ORGANIZATION: Interaction Associates, Inc.

PRESENTER: Michael Doyle

COST: $600. (4 days)

SYNOPSIS: Facilitating skills in process management in various-sized groups and problem-solving situations. Includes role-playing mini-lecture, informal discussions, process analysis, demonstrations and small group exercises.

RECOMMENDATION:
Applicable in all work and personal situations. Significant increase in awareness of old habits with means to overcome ineffective ones with new, comfortable skills and techniques.

COURSE TITLE: Diagnosing Your Organization, the Six Box Model in Action

PRESENTING ORGANIZATION: Block, Patrella and Weisbord

PRESENTER: Marvin Weisbord

COST: Not reported

SYNOPSIS: Focused on ability to reduce major problems of organizations into manageable data. Six box method similar to K&R with addition of rewards and consideration of impact of environmental issues.

RECOMMENDATION:
For those not trained in model, an easy, step-by-step method of diagnosing a unit. Useful instruction.

COURSE TITLE: Designing the More Productive Organization

PRESENTING ORGANIZATION: Kellogg Graduate School of Management, Northwestern University

PRESENTER: Prof. Robert Duncan and Robert Dewar

COST: $1,275. (five days, includes meals and lodging)

SYNOPSIS: Information on diagnosis of organizations and strategies for organizational design changes, basic information on group process, quality of work life, communications and unionism.

RECOMMENDATION:
Course delivered at manager level. Not a course for advanced consultants.

COURSE TITLE: Management Work Conference

PRESENTING ORGANIZATION: NTL Institute

PRESENTER: Drs. Herman Dorsett and Dorothy Tucker

COST: $550. (tuition - 7 days)
$475. (room and board)

SYNOPSIS: T-Group interaction; interpersonal communication skills, self awareness and personal growth.

RECOMMENDATION:
For those new to the OE program, good introductory vehicle for understanding group process. For reentry personnel could be used to resharpen/refresh skills.

COURSE TITLE: Manage Your Meetings: The Interaction Method

PRESENTING ORGANIZATION: Interaction Associates, Inc.

PRESENTER: Michael Doyle and George Long (OECS 2-77)

COST: $375. (two days)

SYNOPSIS: Contrast of parliamentary meeting procedure with interaction method; issues of power, participation, building agendas, problem solving examined and exercised.

RECOMMENDATION:
Two days well invested. Benefits can be measured in our client system — both internally and externally.

NOTE: This training is available tuition free at OECS on a space available basis during regular 16 week course.

COURSE TITLE: Team Building and Interteam Relations

PRESENTING ORGANIZATION: University Associates

PRESENTER: Tony Reilly

COST: $600. (5 days)

SYNOPSIS: Experiential overview of FIRO, team development and interteam relations.

RECOMMENDATION:
Basic concepts and theory not new. Expertise of facilitators was renewal in good techniques. Not valuable to consultants with wide range of team building experience, but helpful to a consultant new at team building; a rehash of basic principles.

COURSE TITLE: Training the Trainer — Making the Training Process Work

PRESENTING ORGANIZATION: University of Colorado

PRESENTER: Dr. Michael S. Feldman

COST: $550. (3 days)

SYNOPSIS: Newest insights into systematic approach to training, understanding adult learning styles, development of a successful training style, principles and techniques for effective learning, training methods and strategies, getting the most out of training aids, and appraising a training program.

RECOMMENDATION:
Strongly recommended for Management Consultants. Quite beneficial.

COURSE TITLE: New Patterns of Influence

PRESENTING ORGANIZATION: Quest

PRESENTER: Frank Burns and Robert Klaus

COST: $295.

SYNOPSIS: Leadership implications and applications of

SUBJECT: Continuing Training After Action Report

Commandant
USA OECS
ATTN: ATXW-RMA-HRM
Ft. Ord, CA 93941

IAW change 1, AR 600-76, the following items are reported:

a. Course title:

b. Presenting organization:

c. Presenter(s):

d. Tuition cost:____________ (Number of days:______)

e. Synopsis:

f. Level of training: Refresher ☐ Basic ☐ Advanced ☐ New concept ☐ Old concept ☐

g. Use:
Self development ☐
Organizational need ☐

h. Specific recommendation(s):

Neuro-linguistic Programming®; incorporates important elements in Living Systems Theory, Operations Research, Transformational Leadership, Evolutionary Management and Human Functional Effectiveness.

RECOMMENDATION: High potential value for Army participants; consultants who recognize their role and responsibility as a change agent and want more positive control of their actions will benefit significantly from the workshop.

COURSE TITLE: Managing Stress and Change

PRESENTING ORGANIZATION: Fred Pryor Seminars

PRESENTER: Ron Barnes, Ed.D.

COST: $125. (length not reported)

SYNOPSIS: Sources of stress (non-personal and interpersonal); stress and our personalities; understanding and managing stress (morale curve model — most useful), Type A & B behavior, fight and flight reactions; joys and stress of the aging process; stress reducing exercises; developing a support system to manage stress and change.

RECOMMENDATION: Minimal potential value for cost except for personnel who have had no prior training or exposure to stress education.

COURSE TITLES: Metaphors

PRESENTING ORGANIZATION: Not Ltd, Division of Training and Research

PRESENTER: David Cordon

COST: Not reported

SYNOPSIS: Focused on process involved in creating metaphorical communication. Brochure stated "... an explicit model which specifies how to generate appropriate metaphorical environments and how to structure and use those environments to direct an individual towards some desired or useful change."

RECOMMENDATION: Not Recommended.

COURSE TITLE: Leadership and Management Training

PRESENTING ORGANIZATION: University Associates

PRESENTER: Dr. Tina Nolan and Mike Talbot

COST: $600. (5 days)

SYNOPSIS: Experiential learning in management skills, managing organizational change and stability, effective communication theory and practice.

RECOMMENDATION: Very basic level. Environment for relearning or practicing skills in group of professionals.

COURSE TITLE: Situational Leadership

PRESENTING ORGANIZATION: University Associates

PRESENTER: Dr. Paul Hersey

COST: $495 (2½ days)

SYNOPSIS: In-depth understanding of situational leadership concepts including power bases of leader. Linked to several other theories and models.

RECOMMENDATION: Highly recommended for those needing a strong background in concept.

COURSE TITLE: Quality Circle (QC) Facilitation Training Course

PRESENTING ORGANIZATION: Quality Circle Institute

PRESENTER: Donald L. Dewar, Roy P. Twyman, Bernie Perry

COST: $795.

SYNOPSIS: Basic training in instituting quality circles in an organization; introduction and overview of QC; case study and problem prevention techniques; organizing the steering committee; brainstorming; data collection techniques; selling QC to the organization; data collection formats; selecting and training QC leaders; recruiting QC members; decision analysis; techniques to maintain enthusiasm; implementation plan; group dynamics; problem analysis (basic and process); potential problems; plus other techniques.

RECOMMENDATION: Applicable for organizations with operating QC or high potential for QC use.

COURSE TITLE: Quality Circles (QC)

PRESENTING ORGANIZATION: Quality Circle Institute, Red Bluff, CA

PRESENTER: Mr. Don Dewar

COST: $795. (5 days plus materials)

SYNOPSIS: Sequential presentation of eight action steps for operation of successful QC through lectures, audio-visual presentations, case studies, and experiential learning.

RECOMMENDATION: The QC concept has potential for Army-wide application.

COURSE TITLE: Training for Trainers; Interaction Method

PRESENTING ORGANIZATION: Interaction Associates

PRESENTER: Mike Doyle and Dave Straus

COST: $1,500.

SYNOPSIS: Most-used problem solving tools available to facilitators and consultants today. Background material relating to each module and the transition rationale connecting modules 1-10.

RECOMMENDATION: Highly useful if the Interaction Method is going to be taught in detail to participants. □

ORGANIZATION DEVELOPMENT: STRATEGIES FOR THE FUTURE

Lynda McDermott
1980 Program Chairperson
Organization Development Division
American Society for Training and Development

Excerpt from introduction to "Organization Development: Strategies for the Future" (Collected papers from 1980 ASTD Conference), Kris Schaeffer, Editor.

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Strategies for the Future

Just as organizations are changing, so are the strategies that are used to manage them. OD practitioners must continue to reevaluate their strategies and skills to meet the changing needs of organizations and their managers.

What will be the OD strategies for the 80's? The following are my predictions:

- OD practitioners will demonstrate less concern and interest in defining and explaining the term Organization Development versus just doing it and worrying about calling it something later.
- OD techniques will be called upon and packaged as programs for improving productivity and profitability.
- OD techniques will be increasingly used in diverse organizational settings.
- OD practitioners will become more skilled in applying "hard" and "expert" interventions, e.g., strategic planning and socio-technical analysis.
- OD practitioners will continue to develop managers' use of OD skills, primarily processing and analytical skills.
- OD practitioners and the managers they assist will become increasingly concerned about implementation—determining what works well under what conditions, and how to make organization change last.
- OD practitioners, traditionally operating out of the Human Resources Department, will interface more with other parts of the organization, such as Business Planning and MIS, to help orchestrate organization change.

Summary

I am excited about the future for OD practitioners. I see us moving away from the periphery of organizational life where we need to explain, defend, and justify our mission, if not our existence! We're being invited into the front offices and boardrooms, and called upon to help solve business problems and strategize for the future. Our new roles will demand both the more traditional individual and team-oriented OD skills and techniques, and the increasing use of macrosystem interventions.

This year's OD Program in Anaheim provided us with opportunities to prepare for using the strategies which will be required in the future. Featured topics included those dealing with process-oriented and expert-oriented OD techniques, with the use of OD in various organization settings, and with both the theory and application of OD. The program reflected the diversity and nature of the organization development field. Conference participants ranged in experience from novice trainers to seasoned practitioners, and all of us came for a different, yet similar purpose: to learn how to creatively design strategies for helping organizations move into the future.

Interested In Self-Assessment?

How do you measure up as an OE Consultant? Are you exceptional or do you have some "weak spots" in your consulting skills? If you want to find out, then take time to answer the following proposed self-assessment questionnaire. You will benefit more from the assessment if you are not influenced by the information in the article. After you take the self-assessment, the article will furnish you the background, development and uses of the OE competencies. Especially by comparing the various behaviors with Figure 1, you will better understand the intent and meaning of the competency clusters and each of the explicit indicators. You may also gain a personal awareness of how the instrument reflects your performance *relative* to the clustered behaviors.

Consultant Competency Questionnaire

Dr. Mel Spehn (July 1981)

The following performance statements comprise the behaviors of organizational management consultants. To discover a profile of your own aptitude in consulting, please circle the number that designates your present capability in each of these behaviors. Just reading through the items should be a sobering reminder to you of the many skills and abilities needed by consultants. If you wish to find out how you compare with a large group of OE Consultants, Xerox/photocopy the questionnaire and mail it in (anonymously) to the Editor of the *Communique*. He will publish a profile of the respondents in a future issue of the *Communique*.

The best attitude to have as you answer the items is, of course, that there are no "right" or "wrong" answers but just the way you are here and now and not even as you might wish to be, were in the past or hope to be in the future. **The focus is on *capability* in that if you were a tumbler would you be filled to the brim with a particular capability (5 - Extremely capable), half full (3 - Moderately capable), practically empty (1 - Barely capable), or somewhere else in the measuring cup scale?**

Work rapidly, but try to recall incidents involving each behavior if at all possible. (Circle one)

	Barely Capable		Moderately Capable		Extremely Capable
1. Uses theoretical concepts.	1	2	3	4	5
2. Mentions specific theoretical references.	1	2	3	4	5
3. Seeks new theories and concepts for application.	1	2	3	4	5
4. Identifies key environmental impacts on user organizations.	1	2	3	4	5
5. Identifies user organization's subsystems and describes their interrelatedness.	1	2	3	4	5
6. Mentions formal and informal organization hierarchy of user.	1	2	3	4	5
7. States functions or operations of user organizations.	1	2	3	4	5
8. Identifies people who are functionally responsible for handling key issues.	1	2	3	4	5
9. Uses formal and informal organization in the consulting process.	1	2	3	4	5
10. Actively collects information on potential user organizations.	1	2	3	4	5
11. Accurately and honestly assesses and understands own strengths and weaknesses.	1	2	3	4	5
12. Compares self favorably to others.	1	2	3	4	5
13. Describes self as an expert.	1	2	3	4	5
14. Sees self as catalyst for change and innovation.	1	2	3	4	5
15. Interacts with superiors comfortably; rank and position are not inhibitors.	1	2	3	4	5
16. Uses knowledge to gain personal power and make things happen.	1	2	3	4	5
17. Confronts conflict between self and others.	1	2	3	4	5
18. Demonstrates more concern for being effective versus being liked.	1	2	3	4	5
19. Establishes ground rules for own/other involvement.	1	2	3	4	5
20. Does not personalize negative judgement by others.	1	2	3	4	5
21. Explicitly disagrees with superior/user on significant issues.	1	2	3	4	5
22. Explicitly articulates both sides of an issue.	1	2	3	4	5
23. Acknowledges legitimacy of viewpoints opposite to own.	1	2	3	4	5
24. Doesn't force own agenda on others.	1	2	3	4	5

	Barely Capable		Moderately Capable		Extremely Capable
25. Controls impulsive behavior or remarks.	1	2	3	4	5
26. Controls anger.	1	2	3	4	5
27. Decides not to become involved when OE outcomes/results are questionable/marginal.	1	2	3	4	5
28. Says "NO" to non-consultive roles/responsibilities within user organization.	1	2	3	4	5
29. Critically evaluates own/consultant role behavior in a failure.	1	2	3	4	5
30. Explicitly accepts responsibility for failure.	1	2	3	4	5
31. Mentions own possible role in a failure.	1	2	3	4	5
32. Talks openly about mistakes.	1	2	3	4	5
33. Recognizes limits of own expertise.	1	2	3	4	5
34. Calls in colleagues/professionals for assistance, augmentation or critique.	1	2	3	4	5
35. Develops and uses an informal support network within organizations.	1	2	3	4	5
36. Presents self to others as a resource.	1	2	3	4	5
37. Encourages being consulted by others.	1	2	3	4	5
38. Makes substantive as well as process recommendations/observations.	1	2	3	4	5
39. Devises and tests OE technologies.	1	2	3	4	5
40. Clarifies role of OE Consultant.	1	2	3	4	5
41. Solicits and reinforces feedback from program managers, users and/or chain-of-command.	1	2	3	4	5
42. Writes cases, reports, articles, etc.	1	2	3	4	5
43. Publishes and disseminates OE technologies.	1	2	3	4	5
44. Works to develop and transfer knowledge and skills in user organizations.	1	2	3	4	5
45. Coaches others in specific OE skills and behaviors.	1	2	3	4	5
46. Selectively trains others in specialized consulting roles.	1	2	3	4	5
47. Acts as consultant to other OE Consultants.	1	2	3	4	5
48. Demonstrates OE knowledge and skills thru own behaviors.	1	2	3	4	5
49. Uses of OE capabilities with a blend of social skills and military/professional courtesy.	1	2	3	4	5
50. Establishes climate to discuss serious/sensitive issues.	1	2	3	4	5
51. Focuses on relevant organizational/environmental issues.	1	2	3	4	5
52. Assists user in discussing and clarifying serious/sensitive issues.	1	2	3	4	5
53. Gains user commitment and support.	1	2	3	4	5
54. States expectations for own/other's performance or role.	1	2	3	4	5
55. Emphasizes need for specificity and concrete documentation.	1	2	3	4	5
56. Asks questions to clarify issues.	1	2	3	4	5
57. Transcends symptom description to get systemic core problems/issues.	1	2	3	4	5
58. Addresses others' perception of consultant as a catalyst or initiator for organizational change.	1	2	3	4	5
59. Causes organizational members to take responsibility for initiating change.	1	2	3	4	5
60. Ensures user role clarity throughout entire action research process.	1	2	3	4	5
61. Uses Memo of Understanding to document and clarify OE process.	1	2	3	4	5
62. Considers user wants and needs.	1	2	3	4	5
63. Matches OE Consultant effort/capabilities with user's commitment to time, personnel and resources.	1	2	3	4	5
64. Involves user actively in design and leadership of intervention activities.	1	2	3	4	5
65. Consults user before taking action.	1	2	3	4	5
66. Willingly renegotiates contract to meet organizational needs.	1	2	3	4	5

	Barely Capable		Moderately Capable		Extremely Capable
67. Raises and discusses sensitive/tough problem areas with user.	1	2	3	4	5
68. Monitors contract agreements and questions deviations from initial OE Consultant/user contract.	1	2	3	4	5
69. Projects a positive self-image.	1	2	3	4	5
70. Recognizes and exploits opportunities to create a positive image.	1	2	3	4	5
71. Demonstrates concern to others for how they feel about consultant's presence in their organization.	1	2	3	4	5
72. Documents and publicizes success.	1	2	3	4	5
73. Uses success and publicity as keys to gain access to organizations and to get points across.	1	2	3	4	5
74. Plans influence strategy in advance; rehearses when appropriate.	1	2	3	4	5
75. Demonstrates awareness of people's attitudes and motives and appeals to them.	1	2	3	4	5
76. Uses strategies with great care to avoid the label of manipulator.	1	2	3	4	5
77. Co-opts others; takes action to persuade others, resulting in a desired response.	1	2	3	4	5
78. Influences environment or circumstances so others behave in desired fashion.	1	2	3	4	5
79. Capitalizes on opportunities having high personal impact.	1	2	3	4	5
80. Makes unsolicited offers of help and assistance.	1	2	3	4	5
81. Influences others to get things done.	1	2	3	4	5
82. Subordinates own needs to impact on user organization.	1	2	3	4	5
83. Speaks in a crisp, unhesitant, articulate manner.	1	2	3	4	5
84. Writes clear, understandable reports and briefings.	1	2	3	4	5
85. Uses graphics, colors, models and diagrams to enhance communications.	1	2	3	4	5
86. Addresses organizational member's expectations as a perceived catalyst for organizational change.	1	2	3	4	5
87. Demonstrates sensitivity to how own actions, attitudes and behavior are perceived and when and how to enhance or soften their impact.	1	2	3	4	5
88. Makes decisions, sets goals and develops plans (while managing and controlling own OE resources).	1	2	3	4	5
89. Manages subordinates, controls tasks and keeps the focus on outcomes (while managing and controlling own OE resources).	1	2	3	4	5
90. Uses one-way influence: tells and directs (while managing and controlling own OE resources).	1	2	3	4	5
91. Takes control of meetings, and insists upon following design and/or initial objectives (while managing and controlling own OE resources).	1	2	3	4	5
92. Collects information from different levels within the organization and from its environment.	1	2	3	4	5
93. Seeks additional perspectives and advice from colleagues or other professionals.	1	2	3	4	5
94. Constantly clusters small events into larger ones to identify trends, themes and root causes.	1	2	3	4	5
95. Uses a variety of theories and concepts to understand and explain a situation.	1	2	3	4	5
96. Uses several systems models to determine and illustrate interrelationships among data.	1	2	3	4	5
97. Quickly senses emerging trends, problems or opportunities.	1	2	3	4	5
98. Rapidly classifies information into immediately usable concepts.	1	2	3	4	5
99. Uses concrete metaphors and analogies to enter another's frame of reference.	1	2	3	4	5
100. Facilitates understanding of a situation by presenting it as similar to another situation which is more easily understood.	1	2	3	4	5
101. Sets people at ease by reducing use of OE jargon.	1	2	3	4	5
102. Thinks in terms of why things happen as they do.	1	2	3	4	5
103. Analyzes events in terms of cause and effect.	1	2	3	4	5

	Barely Capable		Moderately Capable		Extremely Capable
104. Develops a series of inferential "if X, then Y" statements; anticipates consequences.	1	2	3	4	5
105. Developes contingency plans and alternative courses of action for anticipated consequences.	1	2	3	4	5
106. Analyzes and distills data; identifies key components of a situation while isolating issues/groups and/or people causing the problems.	1	2	3	4	5
107. Has clear idea of what key themes mean and specifically addresses those meanings in feedback.	1	2	3	4	5
108. Uses tangible data to support and provide focus for key themes.	1	2	3	4	5
109. Attunes to the formal and informal patterns of influence; continually refines perceptions.	1	2	3	4	5
110. Identifies influential others and gains their support.	1	2	3	4	5
111. Understands political implication of others behavior or action.	1	2	3	4	5
112. Matches own behavior and modes of communication (verbal, nonverbal, symbolic and written) with user expectations and organizational norms.	1	2	3	4	5
113. Designs/adapts techniques or procedures to respond to user's desired outcomes.	1	2	3	4	5
114. Modifies operational design to meet emergent needs or expectations of others.	1	2	3	4	5
115. Makes on-line adaptation and generates alternatives.	1	2	3	4	5
116. Understands limits of redesigning an activity to avoid its mutilation.	1	2	3	4	5
117. Adopts multiple/separate roles for different situational demands and employs partner/user in complementary role when necessary.	1	2	3	4	5
118. Establishes multiple roles for two or more consultants.	1	2	3	4	5
119. Changes roles without seeming odd or manipulative.	1	2	3	4	5
120. Responds selectively and rapidly to ongoing or upcoming activities which are opportunities for OE.	1	2	3	4	5
121. Links OE to organizational mission or internally/externally imposed demands.	1	2	3	4	5
122. Displays tactical flexibility by taking advantage of opportunities thru linking one OE operation to another.	1	2	3	4	5
123. Takes risk even with the possibility of failure.	1	2	3	4	5
124. Emphasizes outcomes based on specific tangible measurements.	1	2	3	4	5
125. Works with user to develop outcomes in terms of concrete performance measurements.	1	2	3	4	5
126. Establishes specific milestones to assess progress.	1	2	3	4	5
127. Determines, documents and evaluates net results of operations.	1	2	3	4	5
128. Uses effective time management techniques.	1	2	3	4	5
129. Allocates time for maximum payoff.	1	2	3	4	5
130. Discusses time as a cost with user.	1	2	3	4	5

Voice from the Past

This newly created section is intended to provide space for selective reprinting of past articles from the *OE Communique* and/or from other pertinent sources. *Communique* readers are encouraged to suggest articles for reprint in "Voice from the Past." The following book review is reproduced, in edited format, by special permission, from the July 1976 issue of *Academy of Management Review*. Although the book is now 6 years old, it appears to be prophetic in terms of current developments in the areas of leadership, management and organizational effectiveness. — *Editor*

Stafford Beer. *Platform for Change* (New York: John Wiley & Sons, 1975)

This is a landmark book about management that calls for, justifies, and documents revolutionary change.

Stafford Beer has given a four-legged, stump-footed, tusked, trunked, flap-eared, warm-blooded critter to the community of management scholars and not only are they blind but their vocabulary lacks the word "elephant." How shall they communicate about this beast?

Platform for Change is about people and, more specifically, about people who manage, and their preparation. It is about the function of management and the character of the organizations within which management functions. It pertains to thought which falls in the category of how man organizes to approach life. The topic of computer utilization is treated.

Technology receives broad consideration, but the blind man who exclaims "technology" to his colleagues has only a portion of the elephant. It is about the culture that is made up of organizations and institutions, and the interactions between them. It is about the entire cultural fabric and the likelihood of that culture's survival. Yet, while it is about all of these things, it is specifically not about any of them.

Platform for Change is not about the parts of the elephant; it is about the elephant itself, which is a whole greater than the sum of its parts. To talk about the elephant takes words and concepts more encompassing and more systemic than to discuss its parts. Beer urges consideration of a set of lenses by which one can see the forest instead of singular trees, the elephant, the herd and the ecology, instead of the parts. With those lenses come new insights and new vocabulary. But the message of *Platform* is neither about elephants nor about language.

Beer utilizes a general systems perspective. There are books about systems theory and a few about *general* systems theory. Some authors utilize a systems perspective to develop their argument, but very few authors utilize a general systems perspective from the outset. This book looks at the world through the "daring" lenses of general systems theory and then proceeds to formulate eight thesis statements.

The first thesis deals with mental models which provide the lenses through which reality is viewed — stereotypes which focus on "things" rather than the stuff which begs to be managed, complexity. Mental models limit one to organizing and coping approaches which are inadequate to the systems they are applied to.

Hand-in-glove with simplistic conceptualizations is a language structure which persistently traps people into stupifying paradoxes. "In what language does a Pope infallibly declare himself fallible?" (p. 405). Only in the past 100 years have human cognitive processes included awareness of "system." People are thus faced with the immense task of "debugging" the human mind of dysfunctional images inappropriate to the world with which it must now deal.

Beer's third thesis pertains to organizations and institutions, and the need to (a) think metasystemically, (b) reconstitute models of reality, and then (c) cybernetically redesign the institutional world. The elephant, in this case organizations, is sick and may soon topple on us. Time is wasted debating the virtues of centralization when not pressing the virtues of decentralization, or was it vise versa? It doesn't matter; the same calisthenic will be re-run under the title of "product vs. function." (Editor's note: or "leadership vs. management.")

The hierarchical organization was designed ". . . to suit the matters with which they had to deal at the time" (p. 35). Now exorbitant prices are paid to maintain them as inappropriate entities.

Platform for Change is about the organization of organizations and thus strikes to the very core of management knowledge and education. Systems have been designed and are in operation that are dysfunctional to the point of being ludicrous.

Some may conclude that the message of the book is the need to make organizations more efficient. Horrors. They are already "efficient." They are prodigious matter-energy processors bespoiling the landscape while their feeble cognitive systems hardly take notice of the world around them. Instead of the deft processing of information, to provide some semblance of an institutional intelligence, they make up a bureaucracy which is ". . . a vast incursion into personal liberty, a huge apparatus of invigilation, and a proliferation of systems for obtaining conformity" (p. 357). To design viable organizations, we must apply cybernetic laws; ". . . cybernetics can do the job better than bureaucracy" (p. 425). There are other thesis statements beyond those reviewed above, but they are only parts of the elephant.

To discern Beer's message, one might anticipate the impact of the book on managerial education. In a word, Beer is scathing. Education is a "left luggage office" (p. 87). He rightfully admonishes those who have produced *Acceptable Man,* that manager who: "... operates smoothly and effectively within a small and esoteric group. He is the heir-apparent; he is imitative of the elders; he is competent in tribal lore. And he reflects the consensus" (p. 58). In place of the rites of passage called education, Beer suggests a new outline (pp. 415ff.) designed for programing people to live in the world that exists rather than one long gone by.

Part of a new educational thrust will be an end to constituting institutions on authority. In using authority as the central organizing idea, "rather than from superior information and higher order logic" (p. 317), an incredible paradox has been developed. Metasystems have been conceived as: "... higher authorities which cannot conceivably exert that authority in a free society. We have invented a self defeating machine, a machine conceived to be unworkable. And we have called it Liberty" (p. 317).

If Beer's counsel is taken, managerial education will concern itself with values — the values of organizations and the values of persons who build and maintain them. While proclaiming freedom, law, and justice, people have engineered cultures which result in the contrary. Liberty must move from being a concept to being a system output. With the emergence of an ethic, based on human well being, proportional changes will need to occur in much of the philosophical silliness which people insist on perpetuating.

By all means, read the book. At its end, ask, what is the message? Have we impending peril to face? Beer asks: "How long shall we pretend that everything is all right, and wait for action from those who have first hand knowledge of the fact that everything is all wrong?" (p. 36). But, suppose the malcontents fail to take action; we'll be safe then, won't we? Mother Nature and the march of time will iron these wrinkles out. Beer states: "The laws of ecosystem are not answerable to a criterion of success which necessarily includes the survival of man" (p. 310).

The book has its faults. For example, the book calls for and develops a new mind-set or cosmology. Consequently, it would be advantageous to read it at the beginning of one's education before conceptual development is contaminated by traditional perspectives. But the book requires a high level of sophistication and the neophyte would flounder. Conversely, the person with years of study has his or her die already cast and may fail to make the necessary translations.

Beer urges new world views but fails to provide an adequate taxonomic framework for articulating that perspective (see p. 147). Cosmologies always presuppose a set of pigeon holes for tidying away the "facts" of life. To urge a cosmology without taxonomic categories leaves the reader trying to fit old square pegs into a proposed new game board and being confounded when it has round holes.

As Beer states, consensus is an intellectual and cultural mustard plaster which hides evil spirits and beauty simultaneously. "The consensus simplifies, distorts and makes trivial the real problems of complexification which are inherently too different for *all* to understand" (p. 49). Some people are created more equal than others with respect to the horsepower of mentation. But Beer's statement smacks of the justifications for herding the sheep who don't understand by those who do. The point is incongruous in a book which shows the author to have a sense of liberty, justice, and self-determination of an order higher than practiced anywhere on earth at this time.

The criticisms listed above are miniscule relative to the issues of the book. In order to be picky, one has to move well out of scale.

The message of the book is not found in the words of this review. It is not found in the arguments and explanations which constitute the parts of the book. Rather the book itself, that whole which somehow *is* greater than the sum of its parts "... exists to say what I actually meant" (p. 4). Beer notes, "I think I may have gotten the message myself" (p. 457). Let us hope the reader does, and that the reader is a manager, lest the next nightfall be permanent: "I do not know how birds evolved from reptiles. But today's managerial man, flaunting his computer, makes me think of a lizard with one feather proudly sprouting from its head — and hoping to make it to the treetops by nightfall" (p. 36).

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The reviewer, Dan Duncan, has an M.A.in Industrial Education from Michigan State University. He has held positions as Assistant Dean of the School of Business Administration, University of Wisconsin-Milwaukee, and as Manager of Human Resources Consulting Services, Arthur Young & Company, Milwaukee. Presently, he is Vice-President of Schwarzkopf Consultants, Inc., Milwaukee.

He is currently involved in looking at organizations as Living Systems. His most recent proposal is entitled "An Initial Application of Living Systems Theory to Officer Training in the United States Army."

Leadership is action, not position. — **Donald H. McGannon**

"Much of what commonly passes as leadership — conspicuous position-taking without followers or follow-through, posturing on various public stages, manipulation without general purpose, authoritarianism — is no more leadership than the behavior of small boys marching in front of a parade, who continue to strut along Main Street after the procession has turned down a side street toward the fairgrounds." — **James MacGregor Burns**

Eight suggestions on how to sell ideas to others

Coming up with an idea is simple compared to getting something done about it, contends Thomas J. Attwood, managing director of Cargill Attwood International, a British management consultancy. "People tend to feel that anything that undermines an existing situation undermines them," says Attwood. "Those who have the best ideas seldom have the special abilities needed to sell them."

Attwood offers some helpful hints on how to do so:

- *Never assume that people want innovation merely because they say so.* What they may want is something that looks like an innovation but isn't, something that pleases everybody without changing a thing.
- *Don't think others think the way you do.* If they did, they probably have had your idea. Unless you are careful, what you say and what they see may differ so much that you will never get through. The innovation they turn down won't be yours, but their idea of your idea, which may be very different.
- *Decide whether you want your innovation accepted or whether you want the credit.* The two propositions are often opposed to each other. Seldom will you get both praise and action.
- *Gain approval prior to a meeting.* Seek support from people beforehand. Also find out why some may oppose your idea. That enables you to answer objections before they are raised.
- *Be relaxed.* Clinical detachment is a big help. So long as you don't seem to care whether your innovation is accepted or not, you've reduced the joy that people take in shooting it down. You can even point out some snags and get others to iron them out.
- *Sometimes it pays to throw out decoy ideas.* You may be able to succeed by putting up decoy ideas to be shot down. Only when the blood lust of a group has been satisfied is your real idea brought forward. This requires a keen sense of reaction and timing.
- *Don't overstress originality.* The more original your innovation, the less you should stress the fact. Mention similar-sounding ideas that have worked. Give people plenty of time to get used to the thought.
- *Give your idea a warm emotional appeal.* Get an unpopular person to oppose it. Dislike for an individual gives support for your viewpoint. Or mention the possibility of competitors getting in first with it. ■

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ROSTERS

Organizational Effectiveness Managers Course

Attendees

1981

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RG Snelling

LTC Robert Sausser
7th Inf Div.

LTC Michael E. Ball
6th Cav Bde (AC)

LTC Gerald Shapre
18th FA Bde

LTC Jose Raul DeVarona
USAJFKCENMA

COL Don M. Stotser
RG Redstone

Mr. Vernon R. Fagley
Ft Huachuca

COL Richard A. Jones
RG Presidio of San Francisco

COL Perryman DuBose
RG Los Angeles

COL Harry B. Stoudemire
RG Patrick

LTC Robert Johnston
ARMR IV

MAJ Frank S. Graham
RG Stewart

LTC Henry Erbe
RG Devens

LTC(P) John M. Lenti
HQ TRADOC

MAJ David N. Schwantl
PM School

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USA FAS

LTC(P) Frank D. Alexander
USAADCENFB

MAJ Gary E. Shumaker
Aberdeen Proving Grds

LTC Patrick W. Merten
Ft Rucker

Mr. Morris G. Johnson
New Cumberland Army Depot

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COL Richard E. Moss
NGB

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MAJ Paul R. Harper
Ft. Sill

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Ft. Lee

Mr. William S. Shallman
USAMETA

Mr. Dale F. Kenney
DESCOM

LTC Gary L. Keefer
Corpus Christi Army Depot

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INSCOM

COL George E. Chapin, Jr.
Ft Detrick

MAJ David A. Crittenden
MILPERCEN

CDR Schneider
Navy HRD

LCDR Hayes
Navy HRD

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SETAF

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66th MI Gp

MAJ David A. Neyses
1st Inf Div (Fwd)

MAJ Don R. Carfagna
56th FA Bde

LTC Arturo Rodriguez
72d FA Bde

COL Willie F. Wright
USMCA-Bamberg

LTC Robert T. Powell
USMCA-Geoppingen

LTC P.J. Volk
21st SUPCOM

MAJ Harold B. Stanley
USAFSA

LTC Ronald R. Primmer
130th Engr Bde

COL Jessie E. Stewart
12th Aviation Group

LTC H.C. Crouch
USMCA-Pirmasens

LTC George R. Higgins
HQ USMCA-Mannheim

COL William T. Rives, Jr.
USMCA-Zweibruecken

LTC Joe Moffett
USA Support Group, NDL

COL Philip G. Kelley, Jr.
59th Ordnance Brigade

COL William J. Weafer
USMCA-Wiesbaden

MAJ Karl Lagle
2d Armored Division (Fwd)

1980

COL John P. Brown
USAG, Vint Hill Farms Station

COL Eugene P. Flannagan
US Army Armament Command

COL Stanley Hyman
Annandale, VA

COL Stanley G. Kozlowski
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COL Booker T. McManus
USATSAMRC

COL James Piner, Jr.
Cdr, 7th Trans Gp

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LTC Larry B. Lathem
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COL Richard W. Brown
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COL Thomas Geer
William Beaumont Army Medical Center

COL Clark L. Kershner
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COL Dalvd K. Lyon
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Mr. Dale Koestler
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MAJ Boone Emmons
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COL R.H. DuPont
Chief, Readiness Group Denver

COL Cecil N. Neely
5th Inf Div (Mech) & Ft Polk

COL Joseph R. Vivaldi
Chief, Readiness Group (Ft Knox)

LTC Martin A. Brown
ARR II

LTC James L. Estep
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LTC Larry M. Lewis
Fort Sam Houston

MAJ William C. Pendleton
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COL Donald W. Jones
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COL Howard Snyder
Fort George G. Meade

COL Sheldon E. Wood
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172d Inf Bde (Alaska)

LTC Charles K. Flint, III
75th Field Artillery Gp

LTC Marvin McDonald
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LTC Charle R. Schmidt
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COL Karl Mielke
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COL N. Roache
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ARMR III

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194th AR Bde

LTC Clayton Pratt
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LTC Gary G. Banks
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LTC Paul K. Riley
89th Military Police Group

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COL Clovis B. Proulx
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COL William Holt
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LTC Carl O. Magnell
20th Engineer Bde (Abn)

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Fort Richardson

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COL John Canonico
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Activity	OE Consultant	Office Symbol	AUTOVON
HQ HSC, Ft Sam Houston, TX	LTC Joel Severson	HSP-HO	471-6843
HQ HSC, Ft Sam Houston, TX	CPT Carrick Troutman	HSPE-HO	471-2767
Brooke Army Medical Center Ft Sam Houston, TX	CPT Paul Robertus Mr. Jerry Kanter	AFZG-MPZ-OE	471-5406
Academy of Health Sciences, US Army Ft. Sam Houston, TX	CPT Michael O'Brien MSG David Rolfe	HSA-HIC	471-3955
Walter Reed Army Medical Center WASH DC	MAJ Paul Brenner Mr. Kai Peter Koenig SFC Julius Sanders	HSWR-OE	291-3785
Fitzsimons Army Medical Center Aurora, CO	CPT Hurshel Nance	HSF-OE	943-3719
US Army Garrison, Ft Detrick Frederick, MD	MAJ Gary Lacher	HSD-PE-OE	343-7539
Madigan Army Medical Center Tacoma, WA	CPT James Patterson	AFZH-MD-OE	357-6317
Letterman Army Medical Center San Francisco, CA	LTC Tom Fahey	AFZM-MDOE	584-4291
Tripler Army Medical Center Honolulu, HI	MAJ Richard Rosenbaum	HST-OE	433-6376
USA MEDDAC, Ft Hood, TX	CPT Gary Adkison	AFZF-MDA-OP	737-6480
USA MEDDAC, Ft Benning, GA	CPT James Davis	ATZB-MA	784-1554
Wm Beaumont Army Medical Center El Paso, TX	Mr. Roy Ball	ATZC-MD-OE	797-2385

OECS DESK REFERENCE

SUBJECT AREA	POINT OF CONTACT	PHONE NUMBER
A.C.E. Visit (College Credits)	LTC Sheffield MAJ Longan	2606/4882 2775/7297
Assessment Center Technology	SFC Stuyt Dr. Guido	3411/2889 2889/4021
AV Material Development and Distribution (TV tapes/Videodisc)	CPT Boice	7058/7059
Budget, Course Costs	Mrs. Joe	6796/2566
Case Studies File	MAJ Mitchell MSG Cudger	4574/4312 4574/4312
Civilian Personnel Alternate 5Z Status	Mr. Neumann	2775/7297
Combat Related OE/Battle Staff	MAJ Rock MAJ Edwards MAJ Mitchell MAJ Olson	7058/6014 5308/4021 4574/4312 7106/7108
COMMUNIQUE:		
Submission of Articles	CPT Boice	7058/7059
Request for Copies	Mr. Britsch	7058/7059
Mailing List	Mr. Britsch	7058/7059
Format and Design	Mr. Brown	7058/7059
Competencies	MAJ Smith	7058/7059
Computer Aided Instruction (CAI)	Dr. Ferrier	7058/7059

SUBJECT AREA	POINT OF CONTACT	PHONE NUMBER
Consulting Assistance, External	MAJ(P) Rodier MAJ Macaluso Mr. Goodfellow	7106/7108 7106/7886 7106/7108
Consulting Skills, Instruction	LTC Arnold	4021/3519
Correspondence Course Materials	CPT Boice	7058/7059
Course Instruction:		
Data Reduction and Feedback	MAJ Fowler	4021/3519
Evaluation and Documentation	MAJ(P) Klein	4574/4312
GOQ and Survey Data Processing	SGM Cato Mr. Nolan	4021/3519 4574/4312
Individual Skills	LTC(P) Pember	2889/3588
Interviewing	Mr. McDuffy	4021/3519
Interaction Method	Dr. Eppler	3588/2889
Survey Data Processing	CPT Plourde SGM Cato Mr. Nolan Mr. Stanchfield	4574/4312 4021/3588 4574/4312 7886/7108
Survey Design	SGM Cato SFC McFarland	4021/3588 4312/4574
Results Oriented OE	MAJ Mitchell	4574/4312
Systems:		
Complex Systems	LTC Berg MAJ(P) Rodier CPT Barko Mr. Goodfellow	7108/7106 7108/7106 7886/7108 7108/7106
Living Systems Theory (LST)	CPT Hopkins Dr. Ferrier	7886/7108 7058/6014
Workshop Design/Facilitation	Mr. McDuffy	4021/3519
Evaluation (OE Program)	LTC Forsythe	4312/4574
Internal Evaluation	MAJ Mitchell	4312/4574
External (Field) Evaluation	MAJ Mitchell	4312/4574
Human Resources Management	LTC Tumelson	2606/4882
IG Course	Dr. Ferrier	7058/7059
Industrial/Academic Interface with OE	MAJ Olson CPT Barko Dr. Ferrier	7886/7108 7886/7108 7058/6014
Job/Task Analysis	MAJ Rock CPT Roach	7058/7059 7058/7059
Leadership/LMDC Research	Dr. Ferrier	7058/7059
LMDTC	SFC Pierre	3411/4675
Library (Reference and Loan)	Ms. Herrick	7228/6075
Management Analysis	MAJ Longan	2775/7297
Management Information Systems (MIS)	MAJ Mitchell	4312/4574
National Training Center (NTC)	MAJ Rock	7058/7059
Neurolinguistic Programming™ (NLP)	LTC Fisher	3519/4021
OD/OE Interservice Issues	Dr. Ferrier	7058/6014
Officer Common Tasks (RETO)	CPT Roach	7058/7059
OE Reference Materials:		
Development	CPT Boice	7058/7059
Distribution	Mr. Britsch	7058/7059
OE Research	MAJ Olson Mr. Stanchfield	7886/7108 7886/7108

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OE Service School Instructor's Conference	MAJ Smith SFC Morris	7058/7059 7058/7059
OE Courses (Admin)	MAJ Longan	2775/7297
OE Course (Training)	LTC Fisher	4021/3519
OE Manager's Course	MAJ Edwards MAJ Leslie	5308/4021 5308/4021
Organizational Design/Redesign	MAJ(P) Rodier Mr. Goodfellow	7106/7108 7106/7108
Performance Management	CPT Roach	7058/7059
Personnel Actions	MAJ Longan	2775/7297
Planning:		
3-10 Year Plan	MAJ Olson CPT Barko	7106/7108 7106/7108
Strategic Planning	LTC Looram MAJ(P) Rodier CPT Barko Mr. Goodfellow	7106/7108 7106/7108 7106/7108 7106/7108
Open Systems Planning	MAJ (P) Rodier CPT Barko Mr. Goodfellow	7106/7108 7106/7108 7106/7108
POI/COI	SFC Belasto	7058/7059
Professional Development/Continuing Training	LTC Tumelson	2606/4882
Quality Assurance Visits to Service Schools	MAJ Smith SFC Morris	7058/7059 7058/7059
Quality of Work Life	SFC Reed	7886/7106
Quality Circles (Work Environment Improvements Work)	SFC Reed	7886/7106
RETO/Leadership Study	CPT Roach	7058/7059
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Socio-Tech Applications	CPT Barko MSG Bartlett	7886/7106 7106/7108
Stress Management	LTC Fisher CPT Barko	3519/4021 7886/7108
Student Load; OE Consultant Statistics	MAJ Longan	2775/7297
Surveys, External	MAJ Mitchell SFC McFarland	4574/4312 4574/4312
Thesis Research	MAJ Mitchell	4574/4312
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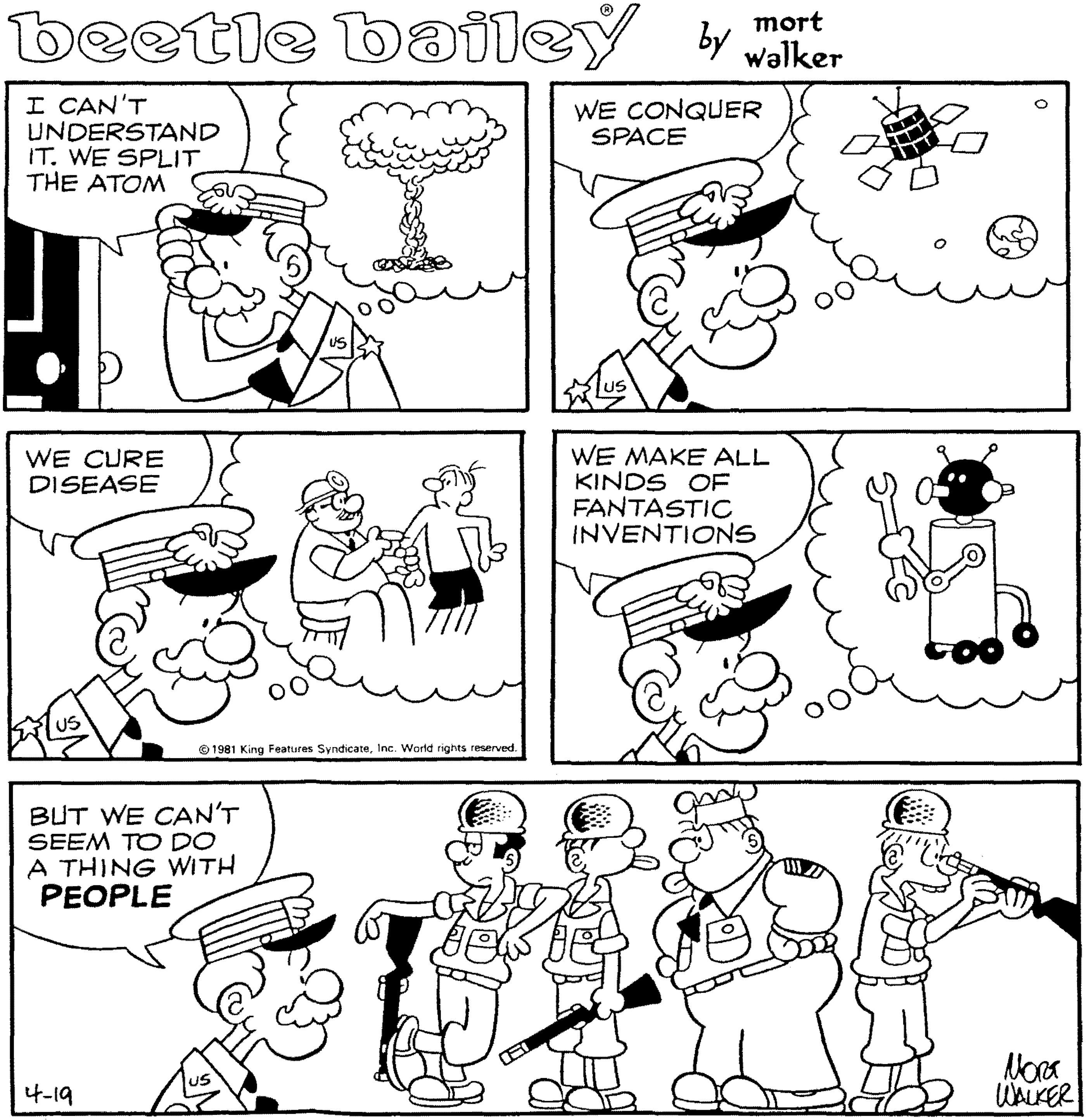

beetle bailey
by mort walker
I CAN'T UNDERSTAND IT. WE SPLIT THE ATOM
WE CONQUER SPACE
WE CURE DISEASE
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WE MAKE ALL KINDS OF FANTASTIC INVENTIONS
BUT WE CAN'T SEEM TO DO A THING WITH **PEOPLE**
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