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OE COMMUNIQUE

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Readiness and
Strategic Deployment

U.S. Army Training and Doctrine Command

Organizational Effectiveness

Center and School

Fort Ord, California

OE Communique - Vol. 7, No. 1-1983

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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 evaluation methods for determining the contributions of OE to combat readiness. The *OE Communique* endeavors to develop closer ties with all OE Consultants and to provide a supplement to their continuing training. A major objective is to provide commanders and military and civilian leaders at all levels with practical and timely information for use in initiating and sustaining OE operations.

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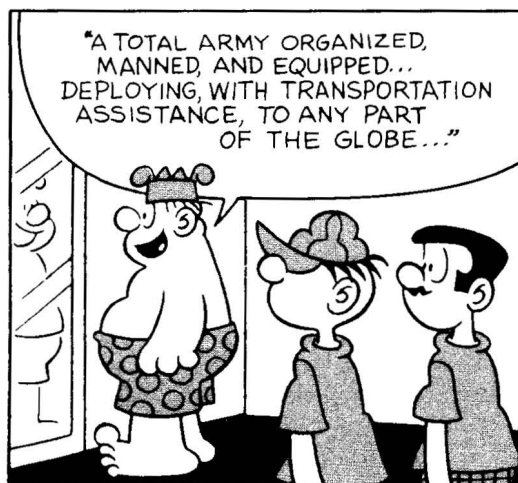
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Beetle Bailey—by Mort Walker



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Commandant's Comments

COL William L. Golden



"OE must contribute to the Army's readiness."

GEN Edward C. Meyer, 1980

"... primary mission of the Army is to field fighting forces that are ready and capable of doing their job."

GEN William R. Richardson, 1983

The complexity of the Total Army is rapidly increasing. We are employing high-technology, state-of-the-art weapon systems; the organizational structure of the Army is being totally revamped; tactical doctrine has been and is being revised with emphasis on such concepts as "initiative" and "intent"; mission requirements are steadily increasing while resources are limited. The goals that the new TRADOC Commander developed as the Deputy Chief of Staff for Operations and Training and outlined in this issue's article on Readiness address these challenges to moving the Army into the future. The massive change processes that are occurring in today's Army provide ample opportunity for you, as a consultant, to help achieve readiness at all levels. Your organization, wherever located and in whatever pursuit, has the obligation to support that readiness mission.

It is our business to stay in the "thick of things" in order to assist in managing the numerous transitions which are occurring. To be effective we must continue to be keenly aware of what is happening in the environment in which we work. We must know the implications of Force Modernization, study tactical doctrinal changes, and constantly reevaluate how we as consultants can help achieve greater degrees of readiness.

To maximize the contribution of organizational effectiveness,

keep your OE Consultant skills honed and active. Continually seek out new theories and methodologies and make them work for you. Use an OE mutual support system to learn new skills and to share yours. By doing so you will continue to develop a bank of knowledge that will enable you to address the many and everchanging concerns of units at all levels.

GEN Richardson has clearly indicated that there are many intermediate goals that must be reached to attain the ultimate goal of readiness. That all of these intermediate goals are interrelated is another reminder that you must unceasingly augment the Commander's systems view and integrating function when addressing organizational issues.

You continue to provide a unique staff function which no other staff member is able or is chartered to provide, combining an unparalleled capability to gather accurate and indepth information, a system-wide perspective comparable only to that of the Commander and his C/S, a boundary spanning integration orientation and the academic, practical and applicable knowledge of the organization development discipline. Your contribution of these attributes to enhancing Army readiness will in turn contribute to the Army's pursuit of excellence in 1983.

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UNCLAS ALARACT 003/83
SUBJECT: 1983 - Year of Excellence

We should all be pleased with the progress the Army has made during the past two years. I can state, with confidence and pride, that we are an Army fully capable of accomplishing any mission assigned to it. We must continue to improve. This year, 1983, will be dedicated to the pursuit of excellence in our Total Army—active, guard, reserve, and civilian force. Achieving this end requires that our efforts be keyed to the individual and the desire for self-improvement. Personal goals, actively sought, vigorously pursued, and encouraged by leaders will result in poor performers becoming good, the good becoming better, and the better becoming excellent. Collectively, these individual endeavors will enhance the professionalism and cohesiveness of our Army. The American people have vested great trust in us and deserve an Army of Excellence. It is our duty to give it to them—and we will.

Hon John O. Marsh, Jr.
Secretary of the Army

251517Z FEB 83 (U)
Meyer Sends for CDRS
SUBJ: OE Annual Command Summary

The overview of your 1982 OE Command Summaries indicates a continuing positive return on our OE investment. I am pleased that you are using this valuable management resource to achieve the Total Army Goals and achieve our Army of Excellence initiatives. The successful OE programs are characterized by commanders who use the consultant in assessing the present and orienting on the future. OE consultants are working at levels and on issues appropriate to their experience and training. They are making systems-wide contributions and are being challenged with the most complex issues confronting the Army. Our continuing use of Organizational Effectiveness will prove an integral factor in both achieving and maintaining an Army of Excellence.

GEN E.C. Meyer
DACs

Editorial Page

CPT Charles D. Marashian

Editor's Comments

RECOGNITION

As your new editor, I would like first to pay tribute to newly promoted **MAJ Larry Boice**. Larry will be going into an Infantry assignment in the 7th Infantry Division.



For the last two years Larry directed the development of the *Communique* into a highly respected and very informative professional journal. His intense dedication toward providing the readership with timely and relevant information must be commended. As Chief of the Training Literature and Media Division, Larry had three other major responsibilities. He served as the link with the DA Audiovisual Production Program (DAAPP), the Army Training and Doctrinal Literature Program (ATDLP), and the Army Correspondence Course Program (ACCP). He has produced a number of multimedia training development products that are being used to transfer the OE skills throughout the Army. Larry, you have set the standard. Thanks.

FUTURE DIRECTION

The *Communique* will continue to be a forum for communicating state-of-the-art OE skills and technologies to the Total Army. It is my sole intention to continue the momentum toward journalistic excellence by focusing on quality and applicability of content.

It is gratifying to me to continue this momentum by being able to publish articles from the ODCSOPS that emphasize some of the keystones of the Total Army—**Strategic Deployment** and **Readiness**.

EDITORIAL POLICIES

The *Communique* depends upon your quality input from the field. Please keep in mind the following guidelines when submitting articles.

1. Send an original and one copy.
2. **Both copies should be typed, double-spaced.**
3. All charts, graphs, tables, and references should be on separate pages, at the end of the article.
4. Inclose a short biographical sketch and a black-and-white photograph, if desired.
5. Send all submitted material to:

USA OECS
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Fort Ord, CA 93941

6. If you have any questions, please call
AV 929-7058/7059 or commercial (408) 242-7058/7059.

Letters to the Editor

Dear Editor:

Combat Support Company would like to subscribe to the *OE Communique*. Your publication has been beneficial to our unit. It is an informative journal that keeps our command aware of research and trends in OE. The articles have been a benefit in enhancing our combat readiness. Thank you.

C.C. Dowling
First Sergeant
Combat Support Company
3rd Battalion 33rd Armor
APO New York 09045

Dear Editor:

Thanks for continuing to send us the *OE Communique* for distribution to students enrolled in PL 388, Organizational Change and Development. The cadets' comments have been very positive and their primary attraction is that they can see some of this "theory stuff" in practice in their chosen profession. It really adds another dimension to their learning.

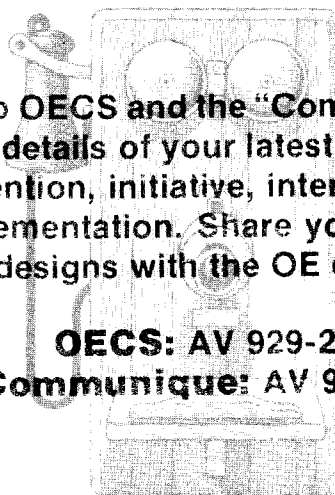
I hope to be sending you a contribution for the *Communique* shortly.

Bruce T. Murphy
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Communique Interview: General William R. Richardson

Commander, TRADOC

Conducted by LTC Mario A. Macaluso (OECS)

This interview was conducted on 18 January 1983, while General Richardson was DCSOPS, U.S. Army.

General William R. Richardson has had a distinguished and varied career following graduation from the U.S. Military Academy in 1951. His first assignment was as an infantry platoon leader in Korea. He then served at the Infantry School, Fort Benning, Georgia, and with the 28th Infantry at Fort Riley, Kansas. He returned to West Point for three years with the Department of Tactics. This was followed by a return to Korea in the Office of the G3 (Plans), Eighth U.S. Army.

In 1966 he activated the 3rd Battalion, 39th Infantry at Fort Riley and deployed with that unit to Vietnam where he also served as G3 of the 9th Infantry Division. He served in the Office of the Chief of Staff in 1969-70 and then returned to Vietnam to command the 198th Infantry Brigade and later served as Chief of Staff, Americal Division.

More recent positions have been Deputy Commanding General of the Training Center at Fort Leonard Wood, Missouri; Assistant Commandant of the Infantry School at Fort Benning; Commander of the 193rd Infantry Brigade in Panama; Director of Requirements in Headquarters, Department of the Army; Deputy Commanding General of the Training and Doctrine Command and Commanding General of the Combined Arms Center at Ft. Leavenworth; and Deputy Chief of Staff for Operations and Plans in Headquarters, Department of the Army. He assumed command of the Training and Doctrine Command on 11 March 1983.

General Richardson received a Master's Degree in Business Administration from George Washington University. He has attended numerous military schools including the Canadian Army Staff College and the U.S. Industrial College of the Armed Forces.



Special thanks to Major Larry Boice for his help in coordinating the interview.

COMMUNIQUE: In terms of the *Readiness Goal*, where is the Total Army now, and where will we be when that goal has been successfully implemented? How wide a gap needs to be bridged?

GEN RICHARDSON: The Readiness Goal applies to the Total Army. In determining how to frame our study of readiness, I found that this goal impacted on all the other Total Army goals. There was some overlap in determining things that needed to be done, framing a readiness posture for the Army, and then addressing readiness in terms of objectives.

The Readiness Goal was divided into several functional areas, namely, doctrine, force structure, manning, equipping/modernizing, training, mobilizing, and sustaining. The article that we have provided for the *Communique* (see article following this interview) lays out all of this, and it gives a pretty good capsulation of the posture the Army needs to look at under the rubric of

readiness. Consequently, I won't go into the details here, but will address the broader context of readiness.

Overall, I sense that today the Army is probably in a better posture as a peacetime Army ready to go to war than at any time in my career. This is in terms of the competence of the force, the capability of the force to execute its wartime mission, the orientation on wartime requirements, and a willingness to respond to wartime needs. We've got some shortages in people and equipment, but we are addressing those problems.

One of the gaps in readiness that needs bridging is our current low level of modernized equipment. This is equipment needed to improve the quality of our force as we match it against the Soviets, who do have a quality edge in several areas. Modernization of the Army is certainly a very significant aspect of readiness. Some people have said "you must push for either readiness or modernization." We don't look at it that way. Modernization is readiness. The modernized item of equipment is more capable, more maintainable, more supportable, and performs in a much better way than an older item of

equipment. By closing this gap we enhance the capability of our Army today. We will continue to close this gap over the next two or three years as we deliver modernized equipment such as the Abrams tank, the Bradley fighting vehicle, the DIVAD gun, and the Apache helicopter.

Readiness will also be enhanced by closing the gap that deals with getting the number of people with appropriate skills in the training base. Within the next six months we will have virtually solved our NCO shortage problem, especially in the combat arms. Improvements in the quality of training in the last two or three years have already begun to enhance readiness. Focusing on mission-oriented training, relating training to combat missions, and eliminating the marshmallow whip from the training program have given all of us a lead toward heightened readiness.

The biggest gap in total readiness is in another Total Army goal area—strategic mobility. We are not able to lift and to move our combat-capable Army quickly enough to respond to contingencies or even to provide timely reinforcement and support to the forward deployed forces in Europe. The responsibility for this is not solely ours. It is also the responsibility of the Department of Defense, the Air Force, and the Navy to provide that support.

Finally, the capability to sustain the force in combat is another gap. We need to improve our sustainability levels so that they match our objective force level requirements. We need enough money to buy the major items of war reserves, major secondary items, secondary repair parts, and the war reserve ammunition for the various theaters—Southwest Asia, NATO, and Korea.

Those are the areas of readiness in which we have some deficiencies. I reiterate, however, that we are in much better shape than I have ever seen us during peacetime.

COMMUNIQUE: How can OE best be utilized to help bridge that readiness gap? What do you see as some possible *roles for OE Consultants* (OECs) during each of the “three days of war” (to deter the day *before* war; to fight and win on the day *of* war; and to terminate conflict so that the day *after* war the United States and its allies have an acceptable level of security)?

GEN RICHARDSON: I see OE being used to increase efficiency in the utilization of resources—money, manpower, facilities, and time (quite often it is this last resource with which we have the most difficulty). Given the resource constraints we have, the question is how do we best utilize our force in peacetime to get it geared for war? I always come back to the business of preparing ourselves for wartime application and our ability in peacetime to bring our resources together.

OE can be of use to us in looking at our Army and determining those activities that don’t directly contribute to our ability to develop forces ready to go to war. Some examples might be programs that are superfluous, or organizational entities that don’t directly contribute to our ability to focus on organizing, preparing, training, and equipping our forces for war. OECs can assist commanders in bridging readiness gaps; solving the deficiencies that we see in the way we manage our resources, the way we manage our training programs; and correcting the disconnects we may find in overall force modernization.

In terms of the role of the OE Consultants during the “three days of war,” I certainly see their full participation in the preparation phase, the day before the war, as being the peacetime activities which I’ve just covered. Frankly, during the period of the second two days, my feeling is that commanders would probably take all their resources and apply them to positions that focus on actual warfighting operations. I do not see OE being an applicable element in wartime conditions. A commander short of resources would most probably use his OECs in their primary specialty. But OECs can be a valuable help to the commander in preparing for war so that when the time comes, he and his command are ready to go.

COMMUNIQUE: In terms of Strategic Deployment, what are the systemic challenges to be met in order to organize, man, equip, and transport the Total Army Force? How can OE Consultants best be used in implementing the *Strategic Deployment Goal* throughout the Total Army.

GEN RICHARDSON: The *Communique* article on the Strategic Mobility Goal which appears elsewhere in this issue describes what we are attempting to do in improving our capability for worldwide deployment. It reflects those things we have to do: from mobilization; through preparation of the training and support base in CONUS, definition of deployment requirements; to debarkation and onward movement of our forces on the opposite shore. I go back to an earlier point with respect to the importance that we attach to other services meeting our needs. Clearly, we do not have adequate airlift or sealift to move the Army to either Southwest Asia to meet the criteria of the Commander, Central Command, or to Europe to meet the needs of Supreme Allied Commander, Europe, in executing war plans. So we must continue to make the case that we need to have more lift to be able to meet the deployment requirements that are prescribed for us.

We also need to look internally at what we can do to shortstop or reduce encumbrances in handling the movement of people and units as we begin to mobilize and deploy to aerial and sea ports of embarkation. We can also be more efficient in using our limited resources and drawing on U.S. resources and host nation support on the other side. In short, we must be able to efficiently get the force embarked, get the force debarked, move the force onward within an operational theater, and make effective use of host nation support where our own capabilities are constrained.

The OE application is to examine the many elements that constitute the phases of mobilization, deployment, and employment that need to be synchronized to ensure that we’re not wasting time.

COMMUNIQUE: The theme of a recent *Communique* issue was *Force Modernization*. Recently, the Army Force Modernization Coordination Office (AFMCO) was placed under your operational control at ODCSOPS, where it merged with the Transition Planning Integration Group (TPIG). What impact is that organizational shift likely to have at DCSOPS and throughout the Total Army Force?

GEN RICHARDSON: I believe there has been a clear understanding both in the field and here in the Pentagon

that now there is one single agency exercising staff responsibility for force modernization. That agency is ODCSOPS Requirements Directorate, and part of it was in the Office of the Chief of Staff under AFMCO. Bringing AFMCO under the operational control of DCSOPS puts responsibility for the lead on Force Modernization right in the lap of the DCSOPS. That has been more efficient and we have made improvements in discharging that responsibility in a couple of ways. One way is through the promulgation of the Force Modernization Master Plan and the Army 90 Transition Plan, which combine the plans that lay out how we field new units and equipment and all the associated actions thereto. We gave those to the field for the field's knowledge and feedback to us, and we continue to integrate changes to these plans so that the field gets from this Headquarters the sort of guidelines it needs to execute full fielding of new weapons, equipment systems, and organizations.

A second way deals with what I call "Integrated Systems Support (ISS)." This is the umbrella under which all actions to field new systems fit. For example, Integrated Logistics Support (ILS) is one subset of ISS, as well as requirements for doctrine, training, manpower, force structure, and finally, the weapon system itself. What we in DCSOPS have done is take responsibility for that umbrella and see that all agencies, ourselves included, are doing the kinds of things that need to be done and that we all are solving disconnects in a coordinated manner.

We haven't done well in relating what we do on the Army Staff to what the two principle MACOMs—DARCOM and TRADOC—are doing. We have not done well in coordinating all efforts in the areas of personnel, manpower, and training for systems and organizational design, Basis of Issue Plans (BOIP), and the TOEs. We've spent too much time concerning ourselves with fielding with the weapon system itself and haven't taken proper cognizance of the other elements of the force modernization equation, such as training, facilities, manpower actions, the support base in the Reserve Components that supports the equipment, and the distribution of the associated and ancillary items of equipment that go along with the new items. We have made many improvements, but we still have a ways to go.

Finally, I think one of the more efficient applications of organizational effectiveness techniques within ODCSOPS has been in the Force Modernization arena. We are looking within the organization of ODCSOPS and tying together our Requirements and Force Management Directorates with AFMCO. This gives us a horizontal integration of Force Modernization along organizational lines to insure our people are looking not only at the M1 tank, for example, but are looking at the whole tank battalion of which the M1 is an important part.

COMMUNIQUE: At the recent AUSA Convention (11-13 Oct 1982, Washington, D.C.) you chaired the special panel on *"Contributions of the Reserve Components to National Defense."* Would you discuss briefly the outcomes from the panel discussion that might be of value to OE Consultants who are working with the Reserve Components? What systemic challenge faces the Reserve Components in the effort to implement the Total Army Goals?

GEN RICHARDSON: The Reserve Components (RC)

need to be psychologically and organizationally prepared to truly be integrated into the Army. We now have extensive Reserve Component integration in divisional forces as well as nondivisional forces in the Total Army. These RC units augment and round out divisional forces, either at brigade level (like the 48th National Guard Brigade and the 24th Mechanized Division) or all the way down to individual company, battery, and troop. With a limited end strength in the Active Army and the requirement for 16 active divisions, we find that we cannot fully man all the divisions and must use Reserve Components to fill them out.

The OE effort with the RC is best used in developing the effective relationship between the RC and the Active Army. We need to find the ways we can be most efficient using the resources that we've got to effectively meet our readiness requirements. We need to understand how to mesh the Reserve Components, who train only 38 days a year, with the Regular Army, who train all year. For example, tank gunnery should be conducted during weekend training periods instead of during the two weeks of active duty training. Units should then use the two-week active training period for tactical training as part of a larger force, to more efficiently use available resources and learn how to put it all together. If we can understand that individual training ought to be the essence of what takes place during weekend training, and that unit training is most effectively done during the two weeks of active duty training, I think we can strengthen the linkage in the organization between individual and unit training, and integrated active and reserve unit training.

CAPSTONE is relating to this quite well. The planning for wartime missions helps tie small unit training to larger unit wartime mission training. CAPSTONE is a very good linkage between what the Reserve Components are doing and the requirements of their gaining commands. The CAPSTONE program has helped the Reserve Components to understand the important role that they now have as part of the Total Army preparing itself to go to war.

Finally, the accompanying Readiness Goal article discusses a new organizational scheme that we are going to in the Army to enhance USAR command and control. The Army has decided to eliminate a layer of the command structure, that layer being the Army Readiness and Mobilization Regions (ARMR). Over a couple of years, we will eliminate all of the ARMRs and establish two more Continental U.S. Armies (CONUSAs) for a total of five. The RC Commander will have greater responsibility in training and mobilizing and in preparing for war. Increased full-time manning will assist the RC in this. **Thus, OECs can assist RC commanders with ideas on how to work into major force modernization matters as well as with major organizational initiatives. To me, OECs can be invaluable in helping us over the hurdles of organizational change—trying to find the best way to do something.**

COMMUNIQUE: What do you see as other *major challenges* facing you as the DCSOPS?

GEN RICHARDSON: The biggest challenge is ensuring that the Army is a balanced force. We have to argue frequently to ensure that the country has adequate conventional forces prepared to handle any type of conflict. That ranges through the full spectrum of

possibilities—from counter-terrorist type of operations all the way to strategic nuclear exchange. My responsibility is to try to build the right force, for whatever type of war we might have to fight ... and to ensure that we have the right balance, that they are in a high readiness state, and that we can deploy them overseas.

But even more important is making sure that there is adequate attention by the National Command Authority to the importance of conventional forces, not only in the Army but also in the Air Force and in the Navy. I fully understand that we must have a nuclear-capable force. But I would argue that there needs to be the right balance between our strategic forces and our conventional forces. History tells us that conventional forces should never be reduced or diminished to the point that they are an inadequate deterrent to our adversaries. Additionally, strong conventional forces provide a clear signal to our allies that we can handle likely contingencies anywhere in the world.

To do these things I must be sure that we have the right combat, combat support, and combat service support structure, and that this structure is stabilized. Therefore, it is necessary to keep us on a steady course in maintaining a viable force structure which we can man, equip, and train for war.

COMMUNIQUE: What are some examples, present and past, of your own employment of OE assets?

GEN RICHARDSON: My Directors and I have used the resources of the OE office in a wide range of activities. During earlier days, I used OE for action planning conferences. The goal was to take a crucial area of study using a two-day conference and ensure that we had the elements for analysis or discussion well portrayed. We then organized the conference so that we were able to conclude with the kinds of answers or problems that we needed to work on and then assign responsibilities to agencies.

More recently we looked at the readiness goal with assistance from OE folks. The basic challenge was how to get the community in here. How should we look at the readiness goal? What are the questions to ask? How can we develop the answers that would enable us to get at the heart of the problem? The OE folks have been helpful in these areas and also in analyzing our staff attitude survey trying to see what elements were useful to us.

A couple of our directors have had Leadership Transition Conferences and Performance Management Conferences with OE assistance. We have also asked the OE people to assess us in the Army Operations Center: to see how it is laid out; to determine how the information flow can be used for decision-making purposes; to establish a good data base; and to decide what operating procedures

ought to be improved. OECs have looked at two joint relocation exercises. We have worked with them on two of the Chief of Staff's Division Commanders' Conferences. Finally, personnel stress management advice has been obtained from OE.

In essence, OE has been used in DCSOPS to show us how our office should look at a particular problem, and then how we can structure our work to deal with that problem effectively.

COMMUNIQUE: Is there anything that you would like to convey to the *OE Communique* readership that has not been discussed so far during this interview?

GEN RICHARDSON: I know that the application of Organizational Effectiveness procedures and techniques can prove to be a valuable adjunct to a Commander's efforts to extract the highest degree of efficiency and effectiveness from his organization or unit. Those of you in the OE business must always keep in mind the primary mission of the Army—to field fighting forces that are ready and capable of doing their jobs. You must ensure that the tools, techniques and procedures developed by the OE community stand the test of applicability. You must also remember that in his initial guidance to the OE community, the Chief of Staff placed high priority on the transfer of OE knowledge and skills to the Army at large. That means training our leaders and managers how to be more effective and efficient in their respective jobs. It means we need to look at organizations and how they can best meet mission requirements. It means that OE techniques and skills must be directed toward the solution of force modernization problems.

OE skills are good skills—they are skills every officer should possess. The OE Community must resist mightily the temptation to “mystify” those skills and shroud them in impenetrable jargon. The best service those of you who have acquired these skills can do for your Army is to teach them to every leader/manager in the Army, so that your specialized knowledge becomes generalized throughout the Army—in effect, working your way out of a job.

At a time when we are short 3800 majors in the Army, I have difficulty in rationalizing to myself, as the person responsible for structuring the Army, the approximately 470 military and 81 civilian spaces now devoted to OE within our structure. Were the OE skills more widely held, we could probably do the same job, or even a better one, with fewer people. That is the challenge I leave with you. Do more with less—and better—through teaching.

Indeed, I see it as a challenge for TRADOC, as it is developing its leadership programs for the Army—now being accomplished at Ft. Leavenworth—to incorporate within the leadership instruction for officers and NCOs at all its service schools what the Army has learned from OE since its inception in the mid-70's. □

Total Army Readiness and Strategic Deployment Goals

Foreword

Achieving our Total Army Goals is the basis for assuring the continued successful accomplishment of the Army's traditional mission: to deter any attacks upon US national interests and, if deterrence fails, to engage and defeat any enemy in any environment.

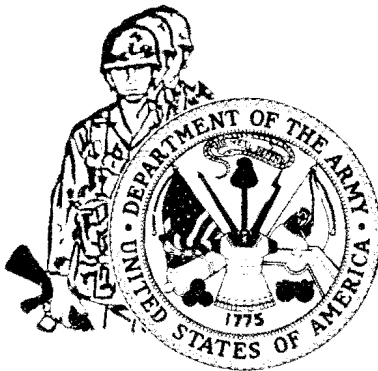
The Readiness and Strategic Deployment Goals are the nucleus of our actions to ensure a Total Army capable of projecting, worldwide, a force of adequate size, composition, and capability to protect threatened vital national interests.

The articles that follow provide an assessment of "where we are now", and provide direction for "where we must go". Our Army is on the move toward becoming the kind of land force this country needs to deter war, or if necessary to win it!

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The Readiness Goal

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READINESS

A TOTAL
ARMY
PREPARED
FOR THE
"THREE
DAYS
OF WAR"

1. DETER THE DAY BEFORE WAR
2. FIGHT AND WIN ON THE DAY OF WAR
3. TERMINATE WAR ON OUR TERMS

The Secretary and Chief of Staff of the Army are committed to building an integrated strategy to guide the Army's transition to the future. To assist in this endeavor, the Assistant Secretary of the Army (Manpower, and Reserve Affairs) and the Deputy Chief of Staff for Operations and Plans are responsible for developing objectives and identifying actions required to attain maximum Army Readiness.

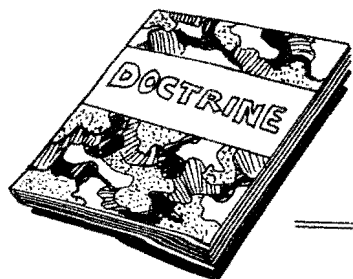
Readiness is an all-encompassing goal. Thus, to

effectively analyze Readiness, the goal is sub-divided into seven supporting goals (doctrine, force structure, manning, equipping and modernizing, training, mobilizing and sustaining).

**A
READY
US
ARMY**

- DOCTRINALLY SOUND
- ADEQUATELY SIZED...
FLEXIBLE and BALANCED
- PROPERLY MANNED
- EQUIPPED and MODERNIZED
- WELL TRAINED and LED
- PREPARED TO MOBILIZE
- SUSTAINABLE

While the supporting goals are identified and discussed separately, they are highly interdependent. Areas such as equipping and modernization, sustainability, and force structure are not only essential elements of readiness, they also are interdependent. For example, modernization supports equipping the Active and Reserve forces, and also improves readiness and sustainability through more capable and maintainable equipment. A synopsis of each of the seven supporting goals in terms of current status and direction follows.



Develop, Know, Practice HOW TO FIGHT

The first element of readiness is sound doctrine. The recent publication of our keystone manual, FM 100-5, *Operations*, represents a new doctrinal milestone. Our new doctrine, the AirLand Battle, is suited to the threat we face in Central Europe, Korea, and other contingency areas anywhere in the world. The doctrine's unifying concept is the defeat of numerically superior enemy forces. In the AirLand Battle we plan to synchronize the efforts of all the Services and means of support to attack enemy vulnerabilities and quickly seize the initiative. Our ongoing modernization process will provide the capabilities to implement our doctrine to its full potential. We are continuing to refine and expand our doctrine to develop the knowledge of "How to Fight" in highly mobile, flexible situations which cover the entire spectrum of conflict.



FORCE STRUCTURE



ACHIEVE A BALANCED TOTAL ARMY—EQUIPPED AND MANNED FOR SUSTAINED LAND COMBAT

In 1981 the Army made a fundamental choice between expanding its active force structure to cover a variety of contingencies, which would perpetuate a "hollowness" in personnel and equipment, or reducing its Active force structure and using the resultant resources to fill units with people and equipment. The Army's leadership chose the latter course. This resource strategy has led to a smaller Active force with appropriate Reserve Components roundout, but one which is today—and will be in the next few years—more fully manned, better equipped, and modernized to deal with a sophisticated Soviet threat.

Current intensive efforts to modernize exert a profound effect on Total Army capabilities. Our force modernization plan, entitled Army 90, provides the blueprint for integrating new doctrine, organizations, and modern equipment. Light division designs are being developed by the Army Development and Employment Activity at Fort Lewis, Washington. Division 86 involves reconfiguring heavy divisions, heavy brigades, and armored cavalry regiments under the Army 90 concept at wartime levels of organization. Design improvements provide for more companies, better tactical mobility, continuous operations, increased anti-tank firepower, and better command and control.

Special Operational Forces (SOF) are a necessary element of the Army's Total Force. SOF provide military capabilities to respond in a low-key, low-visibility manner to regional contingencies; contribute to projection of power and influence; and help demonstrate our resolve to protect US interest in Third World contingencies in which large

conventional responses would be premature, inappropriate, or infeasible. Challenges to US interests in the decade of the 1980s and beyond demand a broader role for SOF, new concepts for employment, and their full integration into the strategic equation.

The Army must achieve a balanced total force which is equipped and manned for sustained land combat. To accomplish this, support forces must be expanded and turbulence minimized. Concurrently, the Army must continue a smooth transition to Division 86 organizations, exploit advanced technology and enhance human effectiveness on the battlefield, and preclude creating hollowness.



MANNING

MAN THE ARMY WITH REQUISITE PERSONNEL—QUANTITY AND QUALITY, ACTIVE AND RESERVE MILITARY AND CIVILIAN

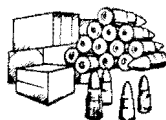
The Army must be manned with the requisite personnel in terms of quantity and quality, Active and Reserve, military and civilian. Challenges to be overcome include personnel turbulence, strength imbalance between combat arms and non-combat arms NCOs, retention, and maintaining unit integrity.

One of the most fundamental improvements in readiness has been in the quality of our soldiers. More than half of our recruits in FY82 were in upper mental categories, 86% were high school graduates, and a fair share are going to the combat arms. Not surprisingly, given these facts, our surveys find that officers and NCOs are upbeat about their new soldiers; statistics also show that drug abuse and crime rates are at their lowest points in years. We are improving as well in the area of NCO grade structure; shortages are reduced, but we still have a way to go.

We recognize a need to build on these gains and move further in certain areas. We are looking at a plan to tighten our drug and alcohol abuse standards and our discipline standards. We will further pursue our fitness initiatives, maintaining high standards here as well. We must continue to move towards complete alignment of our personnel inventory with manning requirements, and simultaneously provide more leadership training for our junior NCOs earlier in their careers.

EQUIPPING/MODERNIZATION

PROVIDE EQUIPMENT TO THE TOTAL ARMY FORCE—PROCURE AND DISTRIBUTE MODERN WEAPONS AND EQUIPMENT.



Today, portions of the Total Army are short large amounts of equipment, especially wheeled vehicles; support equipment; and command, control, and communications equipment, which are needed to bring units up to full strength and to fill war reserve stocks.

There are units—Active, National Guard, and Army Reserve—which simply do not have all of the equipment they should have. Reducing these shortages must take the highest priority since we do not know when, where, or how our nation might be militarily challenged. Our major concern is that our rate of progress has not been sufficient to provide our soldiers the equipment that is at least qualitatively equal to that held by the Soviets.

The Equipping Goal is: a Total Army equipped and sustained to win any land battle. This major effort began with analyses of modern threats and development of new battlefield concepts which describe an approach to developing new equipment. This concentrates resources based on doctrinal concepts for the future. To achieve our goals, we must focus efforts to redress quantity, quality, and age problems. Recent budget increases by the Congress have allowed the Army to take important steps toward resolving its equipment deficiencies—both shortages and obsolescence. Increased funding has also enabled the Army to stabilize the production rates of critical programs, the prime prerequisite to achieving cost control. We have not however, been able to provide 100% of equipment requirements due to the following detractors:

- Increasing requirements, such as for the Rapid Deployment Force.
- Equipment diversions to foreign governments.
- Increased Prepositioning of Materiel Configured in Unit Sets (POMCUS) requirements.
- Inadequate prior year investment.

The Army must procure and distribute modern weapons and equipment to satisfy current requirements and modernization programs. To accomplish this, the Army must capitalize on high leverage technology, insure efficient and stable procurement, emphasize total systems fielding and reduce the time required to field equipment.



TRAINING

**PROVIDE MISSION-CAPABLE
UNITS READY TO FIGHT
ANYWHERE, ANYTIME,
ANY WAR... AND WIN**

Another critical component of readiness is training. The National Training Center at Fort Irwin, California, is one of our most important training initiatives. It is there that we realistically simulate combat for Active CONUS and eventually for selected Reserve Component battalion task forces. Units are challenged in rugged training on an integrated, instrumented battlefield opposed by well-trained and equipped forces.

We have also moved forward on tougher individual and improved proficiency training for our soldiers and their leaders. Basic Training has been extended from 7 to 8 weeks. This has provided units with better trained, disciplined, and motivated soldiers. Physical training across the Army is also receiving necessary added emphasis. Leadership development is particularly important to us as we modernize our forces and face the complex demands of the future battlefield. Increased emphasis is being placed on tactical training in both our

schools and units. Officer and NCO training programs have been improved and expanded further.

Training facilities, ranges, and areas are a major problem, especially in USAREUR. Unit status reports continue to report this as a major training constraint. Resources are being provided, but a long term solution is needed. Along with intensive management efforts, we must rely more on devices and simulation.

To supply mission capable units ready to fight and win, the Army must maintain the momentum of training initiatives, to include training units to fight across the full spectrum of conflict, establishing an effective training evaluation process, improving the quality of training support and management, and sustaining the peacetime and mobilization training base.



SUSTAINABILITY

**CAPABILITY TO SUPPORT THE
TOTAL ARMY FORCE... WITH
LOGISTIC STRUCTURE, CONCEPTS
and DOCTRINE KEPT IN SYNC WITH
TACTICAL DOCTRINE**

We have shortfalls in many of our war reserve commodities. Although the nation has always risen to the challenge to provide supplies and CSS forces, we have also had time to build up our capability. Today we expect little warning time. We will find ourselves in a precarious position unless we build up both our materiel war reserves and the units who must issue them. These "war-stopping" deficiencies are receiving a great deal of attention.

Today, we are moving forward on all fronts with corrective actions to help improve our staying power. An example of such improvement relates to our fuel and ammunition systems. Our ability to distribute bulk fuels and ammunition to forces in Europe and other areas is inhibited by fuel and ammunition handling and distribution shortages. Moreover, there are shortages in bulk petroleum war reserves and deficiencies in our capability to deliver large volumes of petroleum over-the-shore in a bare base environment. Some key equipment for petroleum units will be prepositioned in Europe, and the United States Army, Europe is improving its petroleum general support base. Our FY 84-89 program provides for service and support units planned for activation and for improving ammunition handling and distribution.



MOBILIZATION

**A CREDIBLE PEACETIME
MOBILIZATION POSTURE TO SERVE
AS BOTH A DETERRENT TO WAR and
A WARTIME CAPABILITY**

Our ability to mobilize the Total Force is a crucial aspect of readiness. The Army has made substantial progress in preparing for mobilization. Our efforts can be categorized under three general headings: Reserve Components Management (Readiness Enhancing), Mobilization Base Expansion, and Industrial Base Expansion.

Under the provisions of the CAPSTONE program, the Army has aligned Active And Reserve Components units in organizational structures to support USAREUR and ARCENT (Army Component of CENTCOM) and RDF-A

operation plans. The CAPSTONE program, in concert with the Affiliation program which includes RC roundout of Active Component forces, has increased readiness through improved planning and realistic unit training. Planned initiatives call for the publication of CAPSTONE alignments for Korea and CONUS sustaining base, and consolidation of various related programs, including Affiliation, under the CAPSTONE umbrella.

Efforts to enhance our capability to meet anticipated mobilization station and training base requirements continue. Programs are being executed to provide basic computer support at mobilization stations for both base support operations and command and control. A mobilization construction program has been developed which reduces construction response time by 90 days by providing plans, design, and site adaptations for essential mobilization facilities. We continue to address equipment shortages, our most significant training base deficiency. Training base equipment requirements for full mobilization were further refined during the just completed mobilization exercise—PROUD SABER 83. Correcting this problem will require significant investment.

Although the United States has one of the strongest industrial bases in the world, by the sixth month after mobilization only about 25 percent of the Army's hardware items can be produced at rates equalling mobilization requirements. The Army has several initiatives, however, to lessen the magnitude of the problem. We have initiated a program to contractually obligate industry to produce certain types of equipment such as M198 howitzers, at surge levels of production. We are developing a method of comparing requirements with capabilities and determining the sensitivity of the industrial base to various external factors such as foreign supply of critical raw materials. We are seeking legislation which would provide the President authority to begin industrial base production of equipment necessary to provide items to forces under the 100,000 man call-up program. Funds have been provided for maintenance of reserve industrial production lines to accomplish deferred maintenance and reduce the time required to establish the lines after mobilization.

SUMMARY

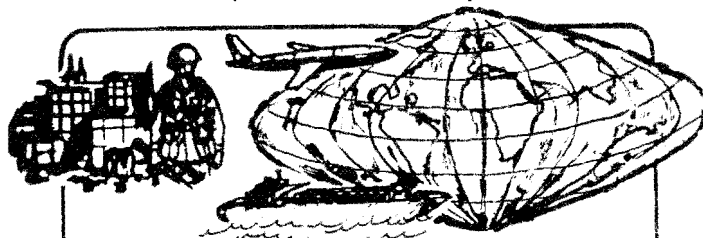
In Summary, the Army has made progress, and is embarked on a course which will improve the readiness of the nation's principal land forces in all its dimensions. With the resources currently programmed, we see readiness improvements in personnel, equipment, and training; increased days of supply needed to sustain our forces; and a much improved warfighting capability. Our overall readiness assessment is that forward deployed forces are ready to fight—now; early deployed reinforcements are ready to meet their deployment dates; and most of the later deploying units can be made ready to deploy, but with older equipment. Unit shortages in command, control, and communications equipment would pose the most serious deficiency. We can sustain combat in potential theaters of operations, but only through the early stages of a conflict.

Our Readiness Goal efforts represent the first of several iterative steps to insure that the Army is planning for and acting upon a common and thoroughly understood goal to optimize Army readiness. With the support of commanders

and leaders at all levels, accomplishing the Readiness Goal will lead to a more capable Army ready for sustained land warfare - anywhere, anytime.

The Strategic Deployment Goal

MAJ John G. O'Hara
(ODCSOPS, HQDA)



STRATEGIC DEPLOYMENT GOAL

A TOTAL ARMY ORGANIZED, MANNED, EQUIPPED AND TRAINED SO AS TO BE CAPABLE OF DEPLOYING, WITH TRANSPORTATION ASSISTANCE, IN A TIMELY MANNER TO ANY PART OF THE GLOBE TO COUNTER A SPECTRUM OF THREATS

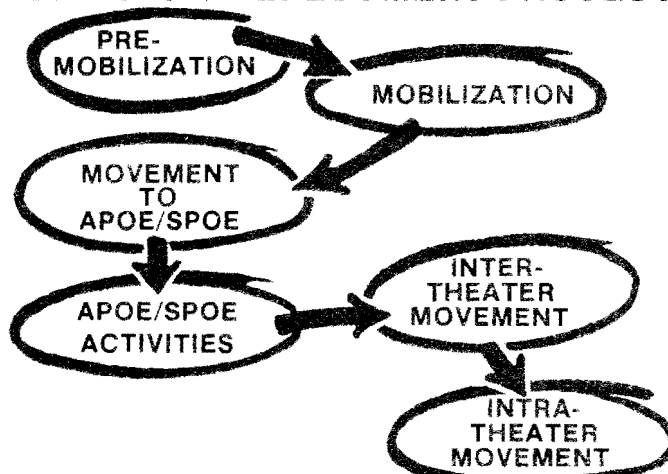
The development of the Strategic Deployment Goal represents an integrated effort by the Army Secretariat, Army Staff, MACOMs and selected deployment agencies. During development, the key task of the goal was, "To improve the Army's capability to deploy forces rapidly by strategic airlift and sealift wherever needed, and to improve the deployment capability needed to sustain them for the time required to execute U.S. military strategy."

Strategic Deployment is an aggregate process made from several separate, yet related, activities. To analyze this process effectively, the strategic deployment goal is divided into six areas:

- Premobilization or predeployment planning.
- Mobilization.
- Movement to aerial and seaports of embarkation.
- Aerial and seaport activities.
- Inter-theater movement.
- Intra-theater movement.

To properly address these areas, a number of objectives and corresponding actions have been developed for each.

STRATEGIC DEPLOYMENT PROCESS



Pre-mobilization includes those actions which are occurring during preparation for mobilization and deployment. An objective: improve equipment deployability by developing smaller, lighter equipment.

Mobilization, also addressed in the Readiness Goal, is central to the ability to execute deployment plans. Its role *in the strategic deployment process is critical*. An objective: obtain adequate installation outloading facilities and assets by insuring requirements are identified and shortfalls remedied.

Movement to Ports of Embarkation is a total CONUS transportation system requirement. Numerous mobility programs are being developed to improve the capability of the current systems. An objective: increase the CONUS movement system visibility by improving interface with the commercial transportation system.

Aerial and Seaport of Embarkation activities are complementary to the CONUS movement functions, as they provide for a more fluid intermodal interface. An objective: improve through-put by completing the programs presently under development to ease transit of cargo at CONUS sea ports.

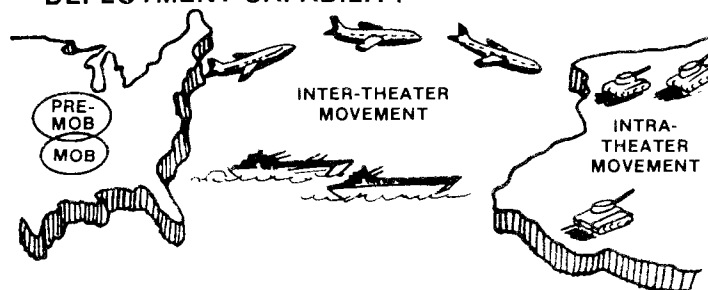
Inter-Theater Movements involve requirements and capabilities of strategic mobility-airlift, sealift and prepositioning. An objective: pursue advanced technology mobility assets through exploration of future technology.

Intra-theater requirements and capabilities involve reception and onward movement of units and supplies. These functions pose significant challenges, especially in Southwest Asia. An objective: establish a SWA prepositioning policy, then develop the plan and resource requirements.

Although Strategic Mobility is the major element normally associated with deploying the force, it has been expanded to a total mobilization and deployment process

including actions that range from improving Reserve Component training to resolution of the tactical airlift shortfall. The Army continues to make progress improving our deployability on this side of the ocean through increased deployment training. We have been working with the civilian sector to reduce the time required to acquire commercial rail, motor, bus and air assets to meet our deployment time requirements, as well as improve the domestic transportation system. The most obvious shortfall remains the lack of sufficient air and sealift assets to project forces worldwide in the time required. The Army will work closely with the Air Force and Navy to continue efforts in obtaining requisite airlift and sealift assets to meet our movement requirements.

**WE HAVE A LONG WAY TO GO
IN EACH STEP OF THE
STRATEGIC DEPLOYMENT PROCESS
ATTAINING THESE OBJECTIVES
WILL SIGNIFICANTLY IMPROVE THE ARMY'S
DEPLOYMENT CAPABILITY**



Realization of the Strategic Deployment Goal will require the completion of a series of actions leading to attainment of individual objectives identified within each step of the strategic deployment process. With the support of leaders and commanders at all levels, that goal can be realized. ☐

Creativity is the act of bringing something new into the world, whether a symphony, a novel, a supermarket or a new casserole. It is based first on communication with oneself, then testing that communication with experience and reality. —S.I. Hayakawa

Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself. —William Faulkner

The size of a man can be measured by the size of the thing that makes him angry. —J. Kenfield Morley

Every society honors its live conformists and its dead troublemakers. —Mignon McLaughlin

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Esprit de Corps and Morale— The Four Facets of the Soldier

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"Man, not men, is the important consideration." —Napoleon Bonaparte

Editor's note: The author has done an extensive review of the literature in the area of esprit and morale. Based on this research, he has formulated a working model to establish and to maintain morale and esprit of soldiers.

We intuitively know *what* esprit de corps and morale are. But *how* do we achieve and maintain this desired psychological state in *ourselves* and *our units*? This article will set forth a scientific process on *how* to achieve and maintain esprit de corps and morale.

The process is derived from a 20-year study of the great military captains' methods including, among other great leaders, Alexander the Great, Hannibal, Scipio Africanus, Julius Caesar, George Washington, Frederick the Great, Napoleon Bonaparte, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, T. J. "Stonewall" Jackson, Erwin Rommel, and George S. Patton (See *Military Review*, September, 1980, pp. 67-74).

Esprit de Corps?

Esprit de corps is "the spirit of the body". Patton called it *morale* and *elan*. Napoleon. . . *morale* and *the moral force*. Clausewitz...the *true military spirit*. Kipling... *the military soul*. Napoleon and Patton assigned a numerical value to its importance in military success:

"Morale makes up three quarters of the game. . . the morale is to the material as 3 to 1."

—Napoleon Bonaparte

"...an Army commander does what is necessary to accomplish his mission and...nearly 80 percent of his mission is to arouse morale."

—General George S. Patton

The Esprit de Corps Model

Figure 1 is the Esprit de Corps model derived from the study (*Ibid.*). While all seven principles are essential building blocks in the construction of esprit de corps, this article will focus on the three principles on which no explication and elaboration have been found. They are:

1. Belief and trust of the leader in the followers.
2. Belief and trust of the followers in the leader(s).
3. Belief and trust of the followers in each other.

The other four principles are addressed, directly and indirectly, in the *Military Review* article, cited above.

Figure 1

The Seven Principles of Esprit de Corps

1. Belief and trust of the leader in the followers.
2. Belief and trust of the followers in the leader.
3. Belief and trust of the followers in each other.
4. Belief and trust in the morality of the mission.
5. Belief and trust in the organizational structure.
6. Operational effectiveness, efficiency, and economy of the unit in relation to its mission.
7. Balance of work, rest, and recreation.

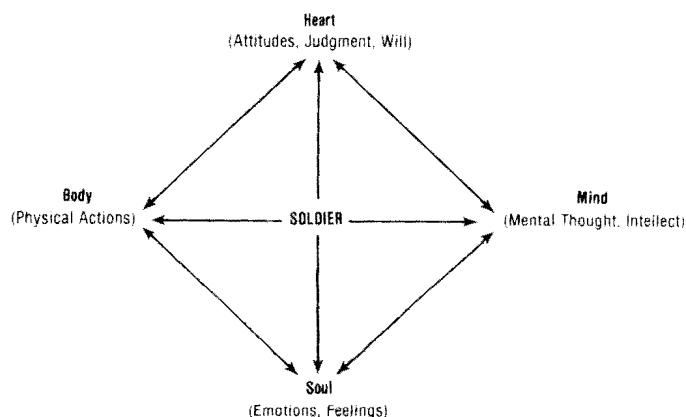
The Four Facets of the Soldier

Figure 2 depicts the four physical and psychological facets of the Soldier.

"...Man receives the strongest impulse to *action* through the *feelings*. . . and through the *heart* and *mind*" (italics supplied). —von Clausewitz

Each soldier's body, soul, mind, and heart facets have needs and desires. Each requires *tangible* "food" to *survive*: the body directly and the soul, mind, and heart indirectly. Each requires *intangible* "food" to *grow*: the soul, mind, and heart directly, and the body indirectly.

Figure 2
The Four Facets of the Soldier



Each facet, if its needs and desires are satisfied, can survive and grow, except for the body, until the time of death of the body; that is, each facet is *constant in existence*, but each *varies in value*, conceptually, from zero to 100 depending upon the quantity and quality of tangible and intangible "food".

Esprit de Corps and the Four Facets of the Soldier: The Relationship

The aggregate *value* of each of the four facets determines, *ceteris paribus*, the esprit de corps state of ourselves and our fellow soldiers. If the conceptual value of each of the four—body, soul, mind, and heart—is at or approaching 100, *this is the state of maximum esprit de corps for a soldier as an individual and as a member of a unit*. The leader's "esprit de corps" mission, then, is to achieve and maintain the highest possible and feasible values for each of the four facets of the soldier's personality through provision for each of his¹ tangible and intangible needs.

Satisfying Psychological Needs: "The Three Cs".

The soldier's needs are defined as including, but not limited to, the physical needs of food, shelter, and clothing and the psychological needs of collection, contact, and communication. Physical needs are self-explanatory. The psychological needs of the soldier as a social being are:

1. Collection. Collection means the *assembling* of soldiers at a given time and place by formal and informal leaders with transportation provided, if required, to and from the specified place.

2. Contact. Contact means the *opportunity* for "two-way" face-to-face communications, as opposed to 'one-way' or 'no communications', at the place at which soldiers are assembled.

3. Communication. Communication means *actuated* "two-way" communications between soldiers in on- and off-duty military camaraderie.

¹"His" is used in the generic sense throughout the article to include both male and female gender.

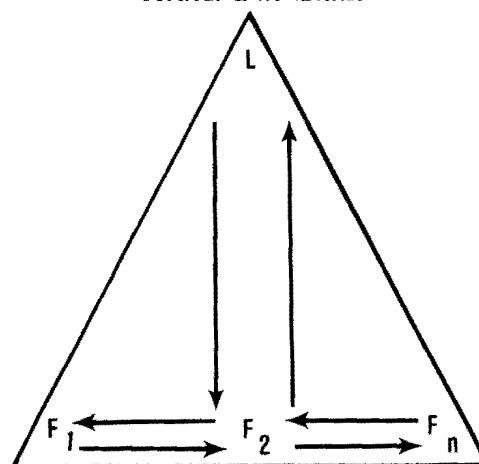
Application of "The 3Cs Model"

Military professional and social fellowships that allow two-way communications and are optimally supportive of the 3C standards include field training (unless silence discipline is imposed), bivouacs, range firing, organized or pick-up sports, unit parties, bull sessions in barracks, mess halls and clubs, and other comparable activities. "One way" communication meetings such as information briefings, and 'no communication' meetings such as theater or concerts, may be important, but the difference should be recognized in the leader's planning, decision, and actions.

Figure 3 depicts the Collection, Contact, and Communication (CCC) environment which is initiated, or responded to, by either the Leader or the Follower:

1. The Leader transmits the intangible food to his Followers (L to F);
2. The Followers, in turn, share it (F_1, F_2, F_n);
3. The Followers feedback to the Leader (F to L).

Figure 3
The 3Cs: Collection, Contact, and Communications
Vertical & Horizontal



1. Leader to Followers (CCC).

Esprit de Corps, in significant part, is determined by soldiers' belief and trust in their leader. That belief and trust, in turn, is developed and enhanced by the degree to which the leader uses CCC effectively. The wise leader, accordingly, will be aware that the "messages" he *sends* are being continually evaluated by his soldiers in three ways:

- (1) How he *looks*.
- (2) What he *does* (and how he *does* it).
- (3) What he *says* (and how he *says* it).

The five sources of the leader's communications are:

- (1) His bearing, appearance, attitude, etc.
- (2) His uniform or dress.
- (3) His actions or deportment.
- (4) His speech.
- (5) His written communications.

"A leader should be doubly careful about his dress, appearance, and deportment. . . . You are always on parade." —General George S. Patton

The leader is also aware that the "messages" received by his soldiers from him are evaluated in at least four ways:

- (1) What they *see*.
- (2) What they *hear*.
- (3) What they *hear* others say.
- (4) What they *infer* after their observations have been filtered through their own and the groups' judgments and attitudes.

Generally, the leader in his outgoing communications should feed the needs of the body, soul, mind, and heart facets of his soldiers through as many of their five incoming (receiving) channels as he can reach. To illustrate, the leader's *written communications* are received only by the *seeing* channel but a *personal visit* by the leader (listening to the soldiers, responding to their questions, extending handshakes when appropriate, recognizing their performance, such as, "I'm proud of you. Keep up your good work.") is received by the soldier's *seeing*, *hearing*, and *tactile* channels.

Even better, the leader's visit to the dining or mess halls (shaking hands, sitting...eating...listening...responding to his soldiers) is perceived through *all five* receiving channels, for the soldier perceptually integrates the entire physical and people environment, including food and beverage *smells* and *tastes*, into a combined optimal mix. This is a form of maximal appeal to the senses.

Even with this appeal, some soldiers tend to be more receptive than other soldiers. but, over time, the more receptive will horizontally and vertically contact and communicate with others who are harder to reach until, ultimately, most or all will be imbued with the spirit of military fellowship.

One caveat. Each of the soldier's five receiving channels is capable of receiving a different message. When all messages are consciously or subconsciously compared, soldiers make judgments about the leader's and fellow soldiers' being sincere or insincere, right or wrong, noble or ignoble. For example, if the soldier's seeing and hearing channels receive the same or similar messages from and about the leader, belief and trust in the leader will grow. If soldiers seeing and hearing channels receive conflicting messages (say, the leader's words are contradicted by the leader's actions), belief and trust will diminish.

"Each officer is weighed in the balance by his fellows. . . a man cannot successfully enact the part of a hypocrite or flatterer. . . his fellows will measure him. . . for what he is."

—General William Tecumseh Sherman

2. Followers to Leader (CCC).

Esprit de corps is also in significant part determined by the leader's belief and trust in his followers. The follower's outgoing communications upward can add to or detract from the leader's belief and trust in his followers. As followers evaluate the leader, so the leader evaluates his followers.

3. Followers to Each Other (CCC).

Esprit de corps is further determined in significant part by each soldier's belief and trust in his fellow soldiers. The principles of the vertical leader-follower CCC processes already described are equally applicable in the horizontal follower-follower CCC process.

Some Questions and Answers For The Leader In Applying "The 3Cs Model"

To support maximal esprit de corps and morale, every leader must continually ask the following specific questions of himself and, based upon the answers, make judgments and act:

1. Physical Sustenance?

What is the quantity and quality of my soldiers' food, water, housing or tentage, clothing, and medical support such as sick call and hospitals?

"He (the officer) must see that his men are cared for. . . must constantly interest himself in the rations. . . know his men so well that any sign of sickness. . . will be apparent to him."

—General George S. Patton

What is the quality of my soldiers' on- and off-duty training and exercise facilities and activities (gymnasiums, sports, games, organized and pick-up football, basketball, baseball, tennis, etc.)?

"...the best judges of the service have always been of the opinion that daily practice of the military exercises is much more efficacious towards the health of an army than all the art of medicine."

—Vegetius, Chronicler Roman Legions

2. Emotions Sustenance?

What is my knowledge and understanding of my soldiers' concerns? Do I demonstrate "I care" by systematically scheduling formal and informal visits with, or inspections of, my subordinate leaders and soldiers in the field, bivouac, barracks, mess halls, gymnasiums, and other?...Do I maximize *leader-listening* (I've come to listen, not talk. Share with me your views, your concerns...) ...*responding* briefly (You came to listen) ...*asking* their views on better ways to support them? ...my *recognition* of my soldiers' importance and contributions, by *oral praise*, *privileges* (passes, etc.) and, as earned, *awards and decorations*?

"All Officers...must be vitally interested in everything that interests the soldier. Usually you will gain a great deal of knowledge by being interested, but, even if you do not, the fact that you appear interested has a very high morale influence on the soldier."

—General George S. Patton

"The Commander should appear friendly to his soldiers, speak to them. . . visit them. . . ask them if they are well cared for, and alleviate their needs. . ."

—Frederick the Great

Do I block out on my calendar schedule an hour or more each week or weekend to visit my seriously injured or ill soldiers in the hospital?

"...it is very important to visit frequently hospitals containing newly-wounded men....Be sure to speak to all...who have been wounded, and ask...how they were wounded."

—General George S. Patton

Do I leave flexibility in my schedule for impromptu visits with my soldiers at the time of death of one of their closely-related loved ones, such as wives, children, fathers, mothers?

"Regard your soldiers as your children... look on them as your own beloved sons, and they will stand by you even unto death."

—Sun Tzu, Chinese Military Classicist

As military history evinces that patriotic music is an important food for the military soul, do I personally know the post band leaders and ask their continuing counsel on incorporating music as an integral part of our unit activities? Do I know the soldiers in my unit who have, in some degree, musical backgrounds and should I encourage and support an ad hoc unit band or combo for my soldiers?

3. Mental Sustenance?

What are the opportunities for my soldiers to grow to the level of their respective capacities? Do I provide pragmatic, enthusiastic trainers, including guest trainers, for variety? Do I encourage use of the post library and assure accessibility and transportation for all soldiers who may be interested? Do I have and encourage the use of a unit mini-library of the great books on war by the classical writers and the great captains for maximum convenience of my soldiers who might be interested.

"Peruse again and again the campaigns of Alexander, Hannibal, Caesar...Frederick. Model yourself upon them. This is the only means of becoming a great captain, and of acquiring the secret of the art of war." —Napoleon Bonaparte

"Keep troops informed. Use every means...to tell troops what they are going to do and what they have done." —General George S. Patton

4. Attitudes Sustenance?

Do I encourage religious and ethical values? In addition

to blocking out time on the unit schedule to allow my soldiers to attend religious services, am I a role model example in my attending individually, or with family, as applicable? Do I personally know all the chaplains on post and actively encourage them to informally visit, observe and, as appropriate, participate in my unit's activities? Do I set a proper example for my soldiers in my speech...and actions?

"The consummate leader cultivates the moral law." —Sun Tzu

"Let us then rely on the goodness of our cause, and the aid of the Supreme Being, in whose hands victory is, to animate and encourage us to great and noble actions."

—General George Washington

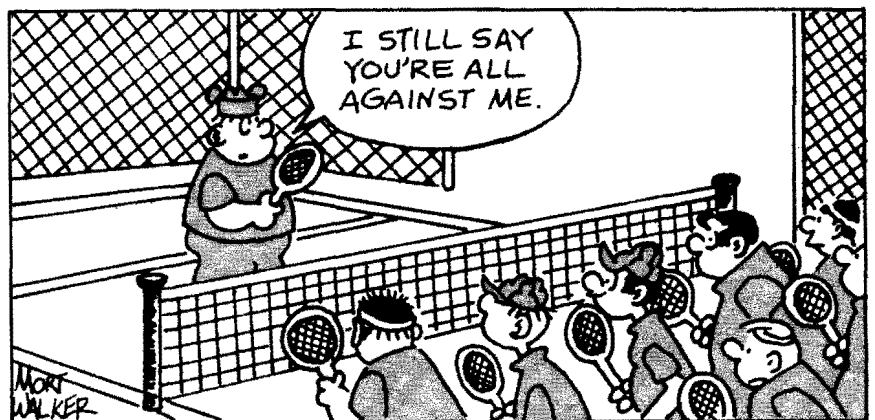
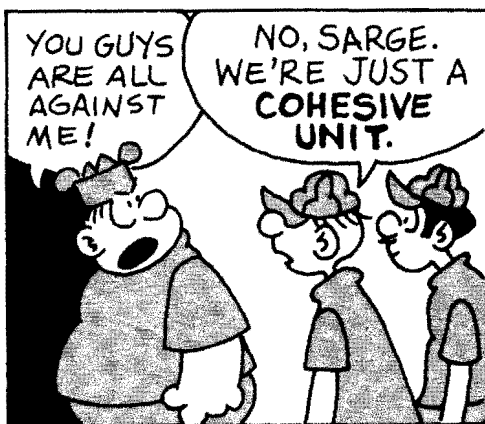
Conclusion

Our level of esprit de corps and morale, individually as a person and as a member of a unit, is determined by the four facets of our personality which, beyond our physical needs, is determined by our socio-psychological needs for positive contact and communication.

The composite military leader will plan, decide, and act to assure that these needs are met. Being met, there will be esprit de corps and morale at some positive level, with the specific level determined by the specific states of the four physical and psychological facets of the soldier.

"Who could not conquer with troops such as these?" —General T.J. (Stonewall) Jackson □

Beetle Bailey—by Mort Walker



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DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FORCES COMMAND
FORT MCPHERSON, GEORGIA 30330

REPLY TO
ATTENTION OF

AFCG

3 December 1982

SUBJECT: Annual Command Summary, Forces Command Organizational Effectiveness Program

General Edward C. Meyer
Chief of Staff, United States Army
Washington, DC 20310

1. Use of organizational effectiveness in Forces Command has increased in scope and the level at which it is being used over the past year. Commanders see their organizational effectiveness consultants as valuable agents to identify specific issues in key functional areas and to develop programs for increasing unit combat effectiveness.
2. At corps, installation, and division level, the organizational effectiveness officers and noncommissioned officers are being used to focus on building goals and objectives that orient commands towards the most effective use of resources. Training, maintenance, force modernization, leadership development and community life support activities are receiving special attention. Efforts in these areas are paying big dividends.
3. At brigade and battalion level, the organizational effectiveness focus has been on unit training, maintenance, defining responsibilities, tactical exercises, leadership development, team-building, and interpersonal communications.
4. The organizational effectiveness staff at Headquarters, Forces Command has been involved in the major issues impacting on the entire command. A concentrated effort has been applied to the development of purpose, mission areas, goals, objectives and the supporting action plans that have defined the headquarters' role in supporting the Total Army Goals as they apply to Forces Command. Additionally, the OE staff has been directly involved in command level issues such as supporting the activation of Headquarters, Third United States Army and the Forces Command Information Resource Management System (FIRMS).
5. Both in this headquarters and throughout the command, OE officers and non-commissioned officers are continually involved in assisting the transition of commanders and key staff, conference design, and meeting management. A significant change in this year's effort has been the increased focus on using organizational effectiveness personnel to assist us in becoming more combat ready. Battle staff assessment and assistance on major exercises have been particularly productive. The role of OE in combat was submitted as a research need last year and is still not resolved. Until this doctrinal issue is resolved, it will continue to create problems in MTOE spaces.
6. The organizational effectiveness program is working in Forces Command, particularly where OE personnel have gained the trust and confidence of the immediate commander. They are making tremendous systems-wide contributions and are being challenged with the most complex issues confronting the Army. Our organizational effectiveness program is a valuable tool for making Forces Command more effective through innovative approaches targeted at mission accomplishment.



GENERAL RICHARD E. CAVAZOS

- 1 Incl
1. Supplemental Information

RICHARD E. CAVAZOS
General, U. S. Army
Commanding

A MAJOR SPIN OFF IS THE CONSTANT education of general officers and senior Cols. While difficult to quantify I see more and more general officers becoming an integral part of OE endeavors and the more they think its their ideas in action, the more effective OE becomes.

RD

Overview of FORSCOM Efforts in Developing Goals and Objectives

LTC Michael H. Adkinson

INTRODUCTION

At the 1982 Army Commander's Conference, the Chief of Staff, Army (CSA) said,

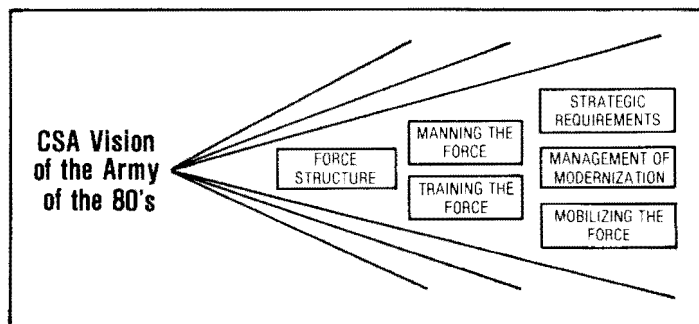
"The implementation of the seven Total Army Goals entails some basic changes to the way we have done things in the past. If we are to optimize our total system effectiveness, commands need to align their goals and objectives with HQDA."

Since early 1982, FORSCOM has been on a fast-moving train to align the command with the vision and direction of the Army of the future. With CG, FORSCOM guidance on hand, Headquarters, FORSCOM has developed and implemented a Performance Management Plan (PMP) which focuses on linking the total Army Mission and Goals with FORSCOM initiatives into a single, living management tool for the commander to measure staff progress in achieving what's important. In addition to this process, a concept plan was approved to develop goals and objectives for Forces Command.

As more players were assimilated into the implementing process, a need became apparent to provide briefings on past and current efforts by DA and FORSCOM to implement the Army Goals. This chronological overview responds to this need. Because HQ FORSCOM OE Office had played key roles in the development of the PMP and is currently charged with the responsibility of designing and initiating the concept plan to develop goals and objectives, this overview was prepared by members of the OE Office. A modified version was briefed at the 1982 FORSCOM Commander's Conference. This version should be useful to all who will participate in the development of goals and objectives and supporting plans. It is particularly useful for all OECs who will become involved in the process of developing initiatives at organizational level.

DA GUIDANCE

ARMY OF THE 80's. Army Goals were first published in 1977 and have gone through several revisions since then. They were part of the CSA White Paper published by General Meyer in February 1980 as his vision of the future for the Army of the 80's. With this publication, the direction of the Army was clear.



Note: Special thanks for support from the HQ FORSCOM OE Staff.

SEVEN ARMY GOALS. In May 1980, the Chief of Staff and the Army Staff met to develop procedures for accomplishing the goals and for tracking progress. Their planning addressed the near-term needs of the Army. In August 1981, another very important conference was conducted which resulted in a confirmation of the Seven Army Goals and Mission Statement for the Army.



MISSION OF THE ARMY

THE MISSION OF THE TOTAL ARMY IS TO DETER ANY ATTACK UPON U.S. NATIONAL INTERESTS AND, IF DETERRENCE FAILS, TO ENGAGE AND DEFEAT ANY ENEMY IN ANY ENVIRONMENT.

This Army effort was referred to as **Performance Management Army (PMA)**. This meeting built upon the previous year's efforts by combining the efforts of the Army Secretariat in concert with all agency chiefs in the Army Staff to affirm the **Total Army Goals** and to agree upon ways to operationalize them. One outcome of this meeting was assignment of responsibility for action and a concept for measuring actual versus planned progress. This meeting also provided a longer-ranged focus in time to allow for their efforts to become aligned with Planning Program Budget Execution System (PPBES) to gain more influence on the resources needed in the future. All of this planning then started getting firmly linked to a long-term process that could better support the Army mission.

In December 1981, the Secretary of the Army officially published the mission statement as a clear statement of why the Army exists. It serves as an explanation of purpose and as a guide for decision-makers at the highest level. From these discussions came the explanation of how the goals would be defined and statements of what that meant for the Total Army.

TOTAL ARMY GOALS

READINESS:

A Total Army prepared for the "Three Days of War": To deter the day before war; to fight and win on the day of war; and to terminate conflict in such a manner that on the day after war, the United States and its allies have an acceptable level of security.

HUMAN:

A Total Army composed of military and civilian professionals who loyally serve their nation in rewarding careers.

LEADERSHIP:

A Total Army whose leaders at all levels possess the highest ethical and professional standards committed to mission accomplishment and the well-being of subordinates.

MATERIEL:

A Total Army equipped and sustained to win any land battle.

FUTURE DEVELOPMENT:

A Total Army sensitive to innovative approaches to accomplish its mission.

STRATEGIC DEPLOYMENT:

A Total Army organized, manned, and equipped to be capable of deploying, with transportation assistance, to any part of the globe to counter a wide spectrum of threats.

MANAGEMENT:

A Total Army which efficiently and effectively uses the resources made available.

the process of reaffirming a direction for FORSCOM by providing his personal guidance to the command. These priorities were expressed as his key areas of emphasis, The Big Five:

- (1) training
- (2) mobilization and deployment planning
- (3) maintenance of equipment and facilities
- (4) force modernization
- (5) installation operations

All commands have now received a copy of these five letters.

FORSCOM CHARACTERISTICS. The next step was to analyze the requirements and information that were appropriate for affirming the direction of FORSCOM. From one of the first elements of information analyzed, Total Army Goals, these key words were chosen as having greatest application to FORSCOM:

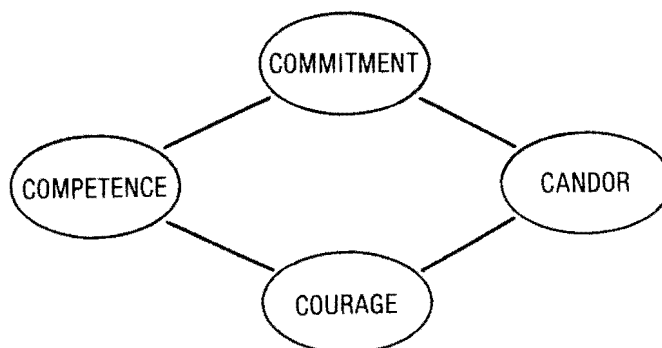
ARMY GOALS

KEY WORDS

READINESS	PREPARE FOR THREE DAYS OF WAR: FIGHT AND WIN
HUMAN	TOTAL ARMY: MILITARY & CIVILIANS WHO SERVE THEIR NATION—REWARDING CAREERS
LEADERSHIP	LEADERS POSSESS HIGHEST ETHICAL, PROFESSIONAL STANDARDS: COMMITTED TO MISSION
MATERIEL	EQUIPPED: SUSTAINED TO WIN
FUTURE DEVELOPMENT	SENSITIVE TO INNOVATIVE APPROACHES TO ACCOMPLISH MISSION
STRATEGIC DEPLOYMENT	ORGANIZED, EQUIPPED, MANNED: CAPABLE OF DEPLOYING
MANAGEMENT	EFFICIENTLY & EFFECTIVELY USE RESOURCES

After the goals analysis, each of the four qualities essential to all members of FORSCOM was considered—often referred to as the Four C's.

PROFESSIONAL SOLDIERLY QUALITIES



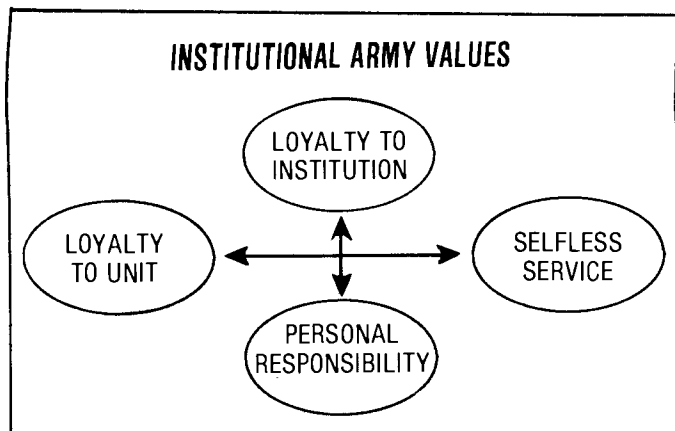
These qualities serve as a useful reminder of the characteristics that are most desirable for each individual of the Total Army Team. The same can be said for the institutional values that are fundamental to our profession of arms.

THE ARMY PLAN. The current status of efforts is reflected in the Army Plan. Received in October 1982, the Plan provides integrated strategy to attain Army Goals, links the Army mission and goals with a long-range resourcing program, and establishes a process that will effect annually reviewed progress toward these goals, emphasizing implementation. CSA devoted part of his 1982 Army Commander's Conference to a review of the MACOM's supporting actions.

FORSCOM DIRECTION

THE BIG FIVE. HQ FORSCOM has been actively analyzing, developing and planning the future requirements of the command. The guidance provided by the Army Goals was very useful. These Goals set a long-range direction of the Army and asked that others follow suit by identifying what needed to be done. However, these goals are not to be implemented exactly as stated.

Upon assumption of command, General Cavazos began



JULY '82 PURPOSE & MISSIONS. All guidance received from Secretary of the Army and CSA along with existing DA and DOD documents were important elements of information. All of this information, combined with the CG's stated priorities, was used to update and affirm the FORSCOM purpose and missions which were published in July 1982 as the direction of FORSCOM.

FORSCOM

PURPOSE

TO PREPARE ARMY FORCES FOR MOBILIZATION AND COMMITMENT IN SUPPORT OF NATIONAL POLICY.

MISSIONS

- I. COMMAND, CONTROL AND SUPPORT ASSIGNED FORCES.
- II. ORGANIZE AND MODERNIZE THE FORCE TO MEET WARTIME REQUIREMENTS.
- III. PREPARE THE FORCE FOR MOBILIZATION AND COMMITMENT TO PERFORM WARTIME AND OTHER MISSIONS.
- IV. TRAIN AND MOTIVATE INDIVIDUALS AND UNITS TO PERFORM ASSIGNED MISSIONS.
- V. PROVIDE AN ENVIRONMENT THAT WILL ATTRACT AND RETAIN THE PEOPLE REQUIRED TO SUSTAIN THE FORCE.

HEADQUARTERS' ROLE. The next step was to give specific identification to the top priority accomplishments that HQ FORSCOM could make to serve the missions of the command and to provide the most needed support to all forward units. A performance management process was used to formulate the CG's operational guidance to the staff. The first step was to develop the purpose and mission areas for the headquarters:

HQ PURPOSE

Advise and Assist the FORSCOM Commander in Executing his Responsibilities and in Attaining FORSCOM Goals and Objectives.

With a clearly understood statement of purpose, five mission areas were developed, with goals providing more clarity.

HQ FORSCOM MISSION AREAS & GOALS

TRAINING Soldiers and Units Prepared to Accomplish Organizational Missions without Inordinate Expenditure of Human and Materiel Resources

MOBILIZATION

AND DEPLOYMENT A Command Capable of Rapid and Effective Transition from Peace to War

FORCE

MODERNIZATION A Ready Force Modernized in a Planned and Controlled Manner

RESOURCE

MANAGEMENT Adequate Resources Needed to Accomplish FORSCOM Mission, Used Effectively and Efficiently

PEOPLE

- A Force of Disciplined, Dedicated, Motivated Soldiers Molded into Cohesive Teams Capable of Withstanding the Stress of War
- Adequate Quality of Life for the FORSCOM Community to Maintain a Professional Workforce

PERFORMANCE MANAGEMENT PLAN

STATING OBJECTIVES. HQ FORSCOM mission areas and goals were developed by involving all staff agency chiefs communicating through the Chief of Staff, followed by refinement and approval by the CG. This interaction responded to a message from the CG to the staff:

"These (mission areas and goals) identify the top priority efforts that I want you to make. Take initiatives, make staff-level decisions and work hard in ways that will assist this entire command to move closer to the conditions described here."

Recognizing that not everything could be done at once, the next step was to identify and give priority to the most important work to be done first.

Twenty-one performance objectives were developed to support the mission areas and goals. Of course, these 21 objectives do not represent all that has to be done, and there are many important actions that are not listed. If an objective could be accomplished by one staff agency, then it was not included in this plan. All 21 of these objectives require the integrated and coordinated support of several agencies. This approach seeks to attain a team effort supporting the missions of the command and the requirements of the forward units, while maximizing the effectiveness of limited resources. Like the goals, the objectives were formulated initially by the staff, then reviewed, assigned priorities, then approved by the CG. An example of goal-supporting objectives follows.

EXAMPLE OF A FORSCOM GOAL AND SUPPORTING OBJECTIVES

MISSION AREA: TRAINING

GOAL

Soldiers and Units Prepared to Accomplish Organizational Missions without Inordinate Expenditure of Human & Materiel Resources.

OBJECTIVE

Identify and Implement Initiatives to Enhance Time for Training by Decreasing Distractors.

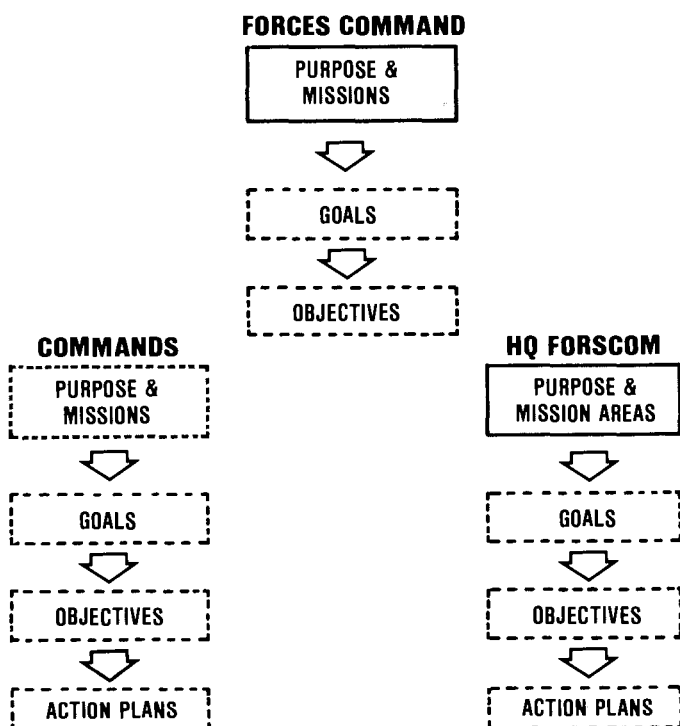
OBJECTIVE

Develop and Implement a System to Evaluate Effectiveness of Off-Post Training and Institute Change as Appropriate.

ACTION PLANNING. As matrix work groups, action officers from all supporting agencies began analysis and planning to develop coordinated action plans that would accomplish the 21 objectives. The planning efforts of these groups were reviewed by agency chiefs with the Chief of Staff. The procedures institutionalized for action plan review actually provide a way to coordinate major programs, integrate resources (especially information) and track progress of the headquarters team. The entire package is referred to as the **HQ FORSCOM Performance Management Plan (PMP)**. The action plans are intended to assist information exchange and coordination among the staff at this headquarters. This HQ PMP is a guidance system to integrate staff actions, exchange information and surface key decision requirements in a timely manner. It was developed entirely by the staff, managed by the Chief of Staff, and serves the Commander as a tool for setting priorities.

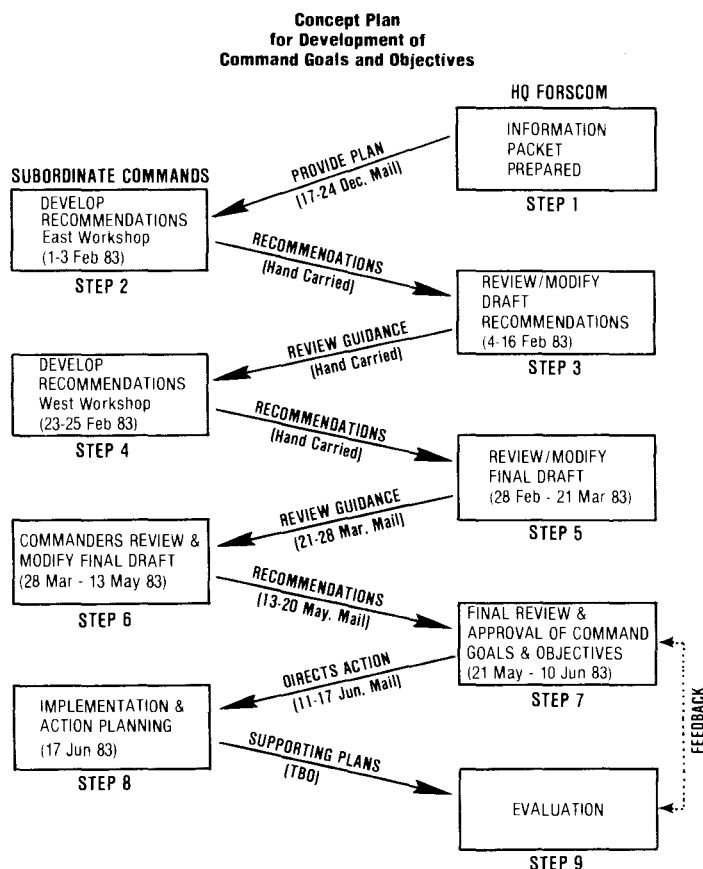
CLOSING THE LOOP. As shown below, the FORSCOM purpose and missions exist, as do purpose, mission areas, goals, objectives and supporting action plans still to be completed. Although some field commands do have goals and objectives, many, however, do not, and standardization is lacking among those that do. When FORSCOM goals and objectives are established, then headquarters and the command can align their goals and objectives appropriately.

The next step is developing goals and objectives for the command. This effort will provide a more standardized management system to support the current concept of centralized planning and decentralized execution. At the recent Commander's Conference, attendees were provided a brief discussion of the CG's concept for developing FORSCOM goals and objectives. Having field commands participate in developing draft statements of goals and objectives was emphasized. On 14 December, a message was forwarded to field commanders announcing workshop dates and organizations selected to attend.



CONCEPT PLAN

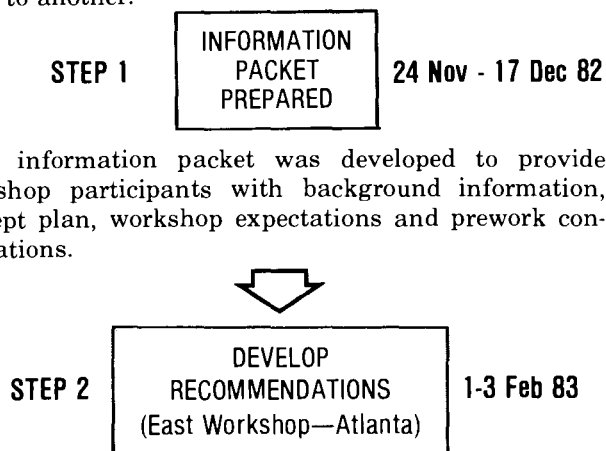
The concept plan for developing goals and objectives is a series of sequential and alternating steps. (See flow diagram and accompanying step-by-step details of major actions.) Two steps actually preceded Step 1 as shown in this concept plan: the CG's approval of this concept plan, and the brief orientation at the recent FORSCOM Commander's Conference.



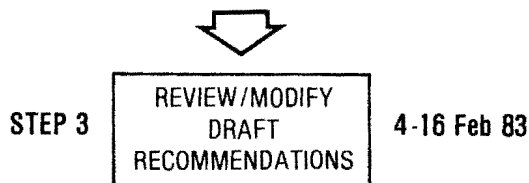
CONCEPT PLAN

Development of FORSCOM Goals and Objectives

Action steps to develop FORSCOM goals and objectives are outlined below. More specific information and instruction will be provided as the process moves from one stage to another.



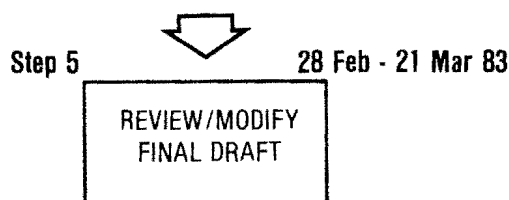
The first of two workshops convened to develop recommendations for FORSCOM goals and objectives. The workshop consisted of two groups: Group I - CONUSA and MTOE; Group II - Installations. Each group met for a day and a half (Group I, 1-2 Feb.); (Group II, 2-3 Feb.). This "split" workshop design allows recommendations to be more fully developed from different perspectives. Workshop attendees were provided a copy of the results to serve as a basis for backhome discussion with their commanders. Draft recommendations of command goals and objectives were reviewed by HQ FORSCOM before the second workshop (Step 4) in late February.



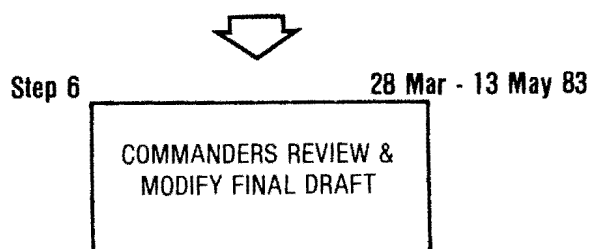
Recommendations of the first workshop were reviewed by HQ FORSCOM primarily to ensure compatibility with FORSCOM and DA regulatory and strategic guidance, and known long-range plans. This interim process provided FORSCOM leadership an opportunity to furnish additional guidance to the second workshop attendees, and modify the draft as necessary.



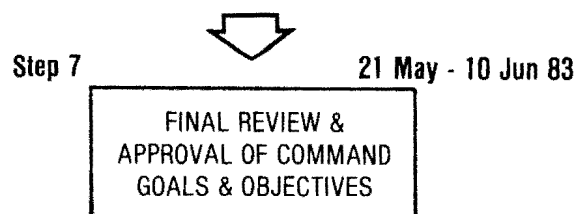
A second workshop was designed as outlined in Step 2 above, but for different attendees. Group I - CONUSA and MTOE met 23-24 Feb, and Group II - Installations 24-25 Feb. Using the results of the first workshop, with HQ FORSCOM modifications, attendees continued to develop draft command goals and objectives. Workshop results were provided to attendees.



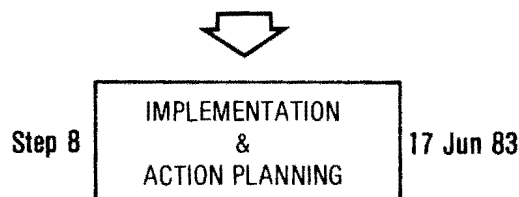
The draft command goals and objectives are now being reviewed by HQ FORSCOM. Additions/modifications made by the second workshop will go through the same process as described in Step 3. A final draft with review process instructions will be compiled for FORSCOM subordinate commanders.



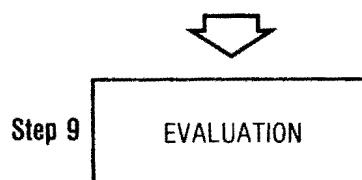
Field commanders will review and modify the final draft of FORSCOM goals and objectives. This step permits involvement of a higher level of experience and responsibility. Instructions for the review process will be provided by HQ FORSCOM.



Field commanders' modifications/recommendations will be compiled at HQ FORSCOM for staff review. A decision briefing will be developed for the Commanding General. Final, approved command goals and objectives, including guidance for implementation, will be mailed to FORSCOM units.



Upon receipt of the FORSCOM Commander's guidance, subordinate commands will analyze the command goals and objectives for implications to their particular organizations and assigned missions. Local management plans must be developed and include the purpose, mission areas, goals and objectives of the organization. Action plans with milestones for accomplishing the major tasks of the organization can then be developed. Suggestions for processes that may be helpful in developing subordinate command management plans will be provided.



Evaluation of progress to accomplish the command objectives and maintain FORSCOM direction will take several forms. Items of interest for IG inspections, command visits, PARR submissions, and dialogue at the Annual FORSCOM Commander's Conference are a few of the vehicles available for tracking progress. Course corrections will be made periodically as objectives are achieved, requirements of HQDA change, and opportunities emerge.

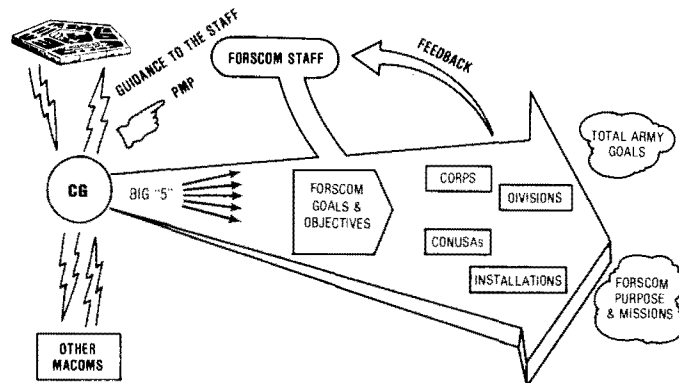
INFORMATION MANAGEMENT. In March 1982, HQ FORSCOM established an Information Resource Management Office (IRMO) responsible for long-range information as a resource throughout FORSCOM, the FORSCOM CG has approved establishment of the FORSCOM Information Resource Management System (FIRMS). This system includes development and maintenance of long-range information systems master plans, as well as establishment of IRM policy and a management system to ensure continuous planning, coordination, and assessment of activities related to information handling. FIRMS attempts to streamline and

integrate information flow for all levels of management and serves as the basis for the information system in support of the HQ FORSCOM Performance Management Plan and the FORSCOM Goals and Objectives now being developed.

FORSCOM INFORMATION RESOURCE MANAGEMENT SYSTEM (FIRMS)

- INFORMATION SYSTEM FOR MANAGEMENT
- PROGRESS CAN BE TRACKED
- SUPPORT FOR PERFORMANCE MANAGEMENT PLAN (DYNAMIC)
- INFORMATION SYSTEMS PLANNING (ISP) WILL DETERMINE NEEDS

All of these efforts that have been ongoing at HQDA, HQ FORSCOM and what is in process with the field will become an increasingly useful tool for Commanding, Controlling, Communicating and Coaching as FORSCOM continues to move toward the goals of the Army.



SUMMARY

FORSCOM has been moving aggressively through several stages to align the command in the same direction. It is important to note that these initiatives have not been executed in a force-fed manner. Extensive analysis and planning has to be done before executing each stage. From the onset, CG FORSCOM emphasized the importance and necessity of involving subordinate/user level in development and implementation processes. The above open-systems model depicts the thrust of this philosophy with inputs/outputs and feedback going to and from commands as they all chart their course toward the Army of the 80s. □

LTC Michael H. Adkinson, a special staff officer, is the Chief of Organizational Effectiveness, at HQ FORSCOM. He is responsible for providing internal consultation to the HQ Commander and Staff; managing an OE program in FORSCOM; and serving as an external consultant to FORSCOM organizations. LTC Adkinson was certified as an Organizational Effectiveness

Consultant in 1980. His past assignments have been combat arms—infantry, armor, and combat aviation. He holds a Bachelor's Degree in Aviation Management from Auburn University, and completed the Advanced Organizational Development Course at Columbia University. LTC Adkinson is also a graduate of the Command and General Staff College.

Enriching the Service Experience in the U.S. Army

Captain Anthony M. Coroalles

A few years ago the Army's recruiting slogan "The Army Wants to Join You" was not only a slogan but a philosophy that permeated the entire structure of the Army. An attempt was made to mold the Army around the individual. Basic training was made less strenuous, individual rights of the soldiers were given preference over the unit mission, and there arose an obsession with making the soldier's life as pleasant and as comfortable as possible. As a result, discipline deteriorated and the individual began to perceive the Army as just another job. As a consequence of being perceived as just another job, the Army began to have the same problems other jobs had: high turnover, apathy, and low motivation.

The Army had focused all of its collective efforts on satisfying the lower needs of the soldier. Pay was increased, barracks were made to look like condominiums, working hours were civilianized, and post exchanges took on the appearance of malls. The result was an Army that no one liked very much. The soldiers were not dissatisfied by the working conditions but neither were they satisfied with their jobs. Clearly something was wrong—the individual's higher order needs were not being addressed.

Enhancing Cohesiveness

Recognizing this problem, the Army in 1980 set out to correct it by instituting an American Regimental System. Under this concept an individual soldier enlists in the Army and is assigned to a Regiment in his geographic region of the country. He will serve in this regiment throughout his career with only short breaks for schooling and other priority assignments. Instead of individuals rotating overseas, the Regimental System rotates battalion-sized units with their entire families. Although more costly in terms of required management effort than the current individual replacement system, the Army believes that this effort will go far in enriching an individual's service experience and meeting the soldier's previously neglected higher order needs.

By assigning an individual to one unit for his entire career, personal bonds and ties are developed which would be impossible under our current system. A soldier serves with his friends for his entire career thereby nurturing a feeling of security, affiliation, and belonging. His strengths and weaknesses are known by all and he knows everyone else's. Such a socialized system allows an individual to compare his performance to that of his peers throughout his career. Furthermore, it allows superiors to quantitatively judge contributions over the long run rather than the short.

Historical accounts of combat show cohesiveness to be an integral part of combat effectiveness on the battlefield. S.L.A. Marshall in his fine study of human behavior in combat, *Men Against Fire*, states that men under fire risk death not because of a sense of patriotism or other esoteric value but, rather, because of the strength of bonds and affiliations within their primary group. It is the fear of letting his peers down or of being thought a coward by the

men he lives with and admires that drives a soldier to risk losing his life.¹ The adoption of a Regimental System is a realization of this fact and an attempt to capitalize upon it.

"To fully reap the benefits of higher unit cohesion, I believe two other initiatives need to be implemented in addition to the Regimental System. The first of these is to eliminate the "up or out" system, and the second is to institutionalize an operational system based on initiative and responsibility."

The Regimental System will go a long way towards addressing an individual's need for affiliation and belonging, but it does not address the more important aspects of quality of work-life in the Army. Without further efforts toward this goal the benefits brought about by the Regimental System will never be fully capitalized upon.

To fully reap the benefits of higher unit cohesion, I believe two other initiatives need to be implemented in addition to the Regimental System. The first of these is to eliminate the "up or out" system, and the second is to institutionalize an operational system based on initiative and responsibility.

Promotion and Job Dissatisfaction

The "up or out" system is a major cause of job dissatisfaction and directly leads to good soldiers leaving the service. Under this system a soldier has to make the next higher grade within a specified period of time or leave the service. An example will serve to illustrate just how self-defeating this system is:

A man enlists in the service to be a truck driver. He is trained to be a driver and sent to a unit to be a driver. He performs excellently in this capacity and is subsequently promoted to E-4. His next promotion, E-5, will take him out of being a driver and make him a sergeant supervising other drivers. This soldier now has two choices—he either leaves the service or he accepts the promotion and becomes a sergeant even though he neither wants the responsibility nor has the ability to supervise.

The results are predictable. He does a poor job of managing his personnel, thereby making them miserable; and he is personally unhappy because he doesn't like supervising and can't do what he likes (drive). This is a good example of institutionalized "Peter Principle." Fein believes that:

Some [workers] prefer to remain in highly repetitive, low-skill jobs even when they have an opportunity to advance to higher skill jobs. . . .²

¹ S.L.A. Marshall, *Men Against Fire*, [Gloucester: Smith, 1978], pg. 43

² M. Fein, "Job Enrichment: A Re-evaluation," *Sloan Management Review*, Winter 1974, pg. 82-83

Lawler adds that what we need:

...are ways of running organizations that recognize the importance of treating people differently and placing them in environments and work situations that fit their unique needs, skills and abilities.³

A solution would be a step-system that allows soldiers such as the one in our example to be drivers for their entire careers. An individual then would not be forced to choose between promotion or job satisfaction. If he wants to stay a driver he could do so. On the other hand, if by nature he is inclined to seek responsibility and advancement, this route of upward mobility is also open to him. Hulin and Blood assert that:

At least two groups of employees may exist: one group may desire the satisfaction of lower level needs and actively seek routine jobs; another group of employees may be characterized by a need for jobs that are challenging and offer opportunities for personal growth and advancement.⁴

Instituting such a step-system would result in a more satisfied subordinate, receiving good leadership and free to do what he enjoys doing (driving). The institution gains in several respects. First, fewer drivers need to be trained annually; second, the quality of drivers is increased because of greater experience levels; and third, greater satisfaction is generated which leads to better work. Hulin and Blood further add that:

Because many organizations offer jobs in which lower-level needs can be easily satisfied, it could be suggested that major job redesign efforts should be directed toward employees with higher order needs.⁵

This requirement—to give willing subordinates greater responsibility and freedom to use their initiative—is the second necessary element in making the military experience valuable to the individual.

Putting Initiative into Decision Making

The “zero defects” mentality which has permeated the Army system has undermined this concept. Because superiors have been held responsible for the mistakes of their subordinates, over-supervision and micro-management have become the rule at all levels. This directly inhibits growth, experimentation, and initiative by subordinates. It also centralizes responsibility and freedom of action. The result has been individuals who work in narrowly defined boxes with little latitude. This is not only destructive to the individual but also to the organization in times of war.

In an unpublished manuscript entitled *Patterns of Conflict*, Colonel [Retired] John Boyd has observed that in

³ Edward E. Lawler III, “For A More Effective Organization Match the Job to the Man,” *Organizational Dynamics*, Summer 1974, pg. 19-29

⁴ Szilagyi, A.D., and Wallace, M. J. *Organizational Behavior and Performance*, [Santa Monica: Goodyear 1980] pg. 161

⁵ C.L. Hulin and M.R. Blood, “Job enlargement Individual Differences, and Worker Responses,” *Psychological Bulletin*, 1968, pg. 41-55
Op. Cit. *Organizational Behavior and Performance*, [Szilagyi and Wallace, Goodyear Publishing Co., Santa Monica, CA], pg. 161

all conflict situations [to include industry], opposing parties go through repeated cycles of observation—orientation—decision—action. A situation or opportunity is observed or perceived; the commander then orients this opportunity with perspective to his overall situation; he decides on a course of action; then implements that action. The potentially successful party is the one with an observation-to-action loop consistently quicker than the opponent. As the quicker party repeatedly cycles faster than his opponent, the opponent begins losing control of the situation. Because of the opponent's longer observation-to-action time, his counter measures are overcome by the rapidly unfolding events and cannot effectively cope with each new situation.⁶

In most organizations, command or direction is exercised through orders or directives from higher to lower echelons. These orders are then executed with favorable or unfavorable outcomes, and new orders are issued according to these results. It has already been noted that the more quickly orders are given and executed, the greater the loop advantage. It should also be noted that the party which can consistently operate the longest without new directives will inevitably have a great advantage over an opponent awaiting orders after every action.

The goal, therefore, is to have subordinates who are trained to operate within the intent of their superiors and execute without orders what the situation calls for. This type of war-winning behavior is not fostered by over-supervision and micro-management. It can only be developed by demanding initiative at every level, tolerating honest mistakes, and giving and taking responsibility. Individuals and organizations that are to thrive and grow require these conditions.

Structure and Decision-Making

The Army's primary mission is to win wars. Through experience we have designed the structure and organization of the Army to accomplish just such a task. However, because wars are few and far between, the Army as an organization operates mostly during peacetime. During these times of peace the Army bureaucracy is driven by budget fights, interservice squabbles, and cost-effective behavior. It operates in a basically stable and predictable environment very different from the fluid and chaotic environment of combat. Lawrence and Lorch have postulated that the greater the degree of environmental certainty, the more formalized or rigid the structure tends to be.⁷ Such a bureaucracy is the opposite of what is required to win wars. This type of bureaucracy is rigid, procedure bound, and slow. It is not the type of organization that can cycle inside an opponent's decision-to-action loop (unless the opponent's bureaucracy is worse). Thompson believes that this type of organization fosters self-perpetuating rigid behavior. Superiors follow rules and established procedures to the letter because such behavior protects them from making wrong decisions.⁸

This “safe” behavior is very prevalent in our Army bureaucracy. It is so because as an institution we have

⁶ John Boyd, *Patterns of Conflict*, unpublished, Washington, DC, June 1982

⁷ Paul R. Lawrence and Jay W. Lorch, *Organization and Environment*, Homewood, Illinois: Irwin 1969

⁸ Victor Thompson, *Modern Organizations*, New York: Knopf, 1961 pg. 154

punished persons that have shown initiative and innovativeness while failing, yet have promoted individuals who have played it safe hiding behind rules, regulations and easy jobs. To solve this problem we must realize as an institution that such bureaucratic behavior is destructive to war-winning missions. We must recognize this institutional tendency towards rigidity and make a concerted effort at all levels to encourage and give individuals the latitude to experiment and fail without repercussion. It should be the man who participates, tries new methods, and at times fails, who should be rewarded.

Conclusion

The Regimental System will go far in addressing the higher order needs of affiliation and belonging—yet, in my opinion this will not be enough. We need to also address the needs of soldiers who desire the satisfaction of lower level

needs by remaining in routine jobs and we need to provide the climate and structure that is conducive to individual innovation and initiative. The elimination of the “up or out” system will take care of the first and the implementation of the latter will go far in providing an environment to foster war-winning behavior. □

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When a man is in earnest, and knows what he is about, his work is half done.

—Comte de Mirabeau

We need to teach our children that they can't cheat. There is no way to pull it off. You can't lie to life. You may deceive your teacher about what you know, but you can't deceive life. What you haven't learned leaves a hole that nothing but that learning can fill and no amount of covering over can disguise.

—Edward R. Sims

In America, the young are always ready to give to those older than themselves the full benefit of their inexperience. —Oscar Wilde

Civilian Contracts: An OE Challenge

MAJ Craig Geis and CPT Richard Bell

Editor's Note: This article is based on the work done by the authors with a Director of Industrial Operations (DIO) organization at a FORSCOM installation.

One only has to look around to be aware of the complicated structure of the support activities designed to provide a service to FORSCOM and TRADOC units. The combination of a military, civil service, and wage grade work force similar to that found in the Directorate of Industrial Operations and Facilities Engineer, must be managed effectively if these organizations are to compete with civilian contractors bidding on the work. A primary challenge facing the Army in the 1980's is how to effectively utilize our available funds. We are all aware that the military budget has been steadily increasing for the upgrade and addition of new hardware and weapons systems. But how do we cope with the steady or decreasing dollars appropriated for supply and services?

In the past, Army managers have spent what was necessary to perform the mission and requested additional funds for critical areas left uncovered. This was the case because it was usually possible to get additional funds to cover these areas. A recent area of interest for Army and civil service managers has been the takeover of government operations by civilian contractors. Why, after so many years of building an effective civil service system, are we now not able to compete on a cost effective basis? When a service can be provided at less cost to the government we must certainly ask the question "Why are we still doing the job?" If we are indeed serious about doing the work with our available assets, we must address what can be done to reduce our costs. Before we look at our organizations, let's see what interests a civilian contractor when he looks at our job.

CIVILIAN CONTRACTOR CHALLENGE

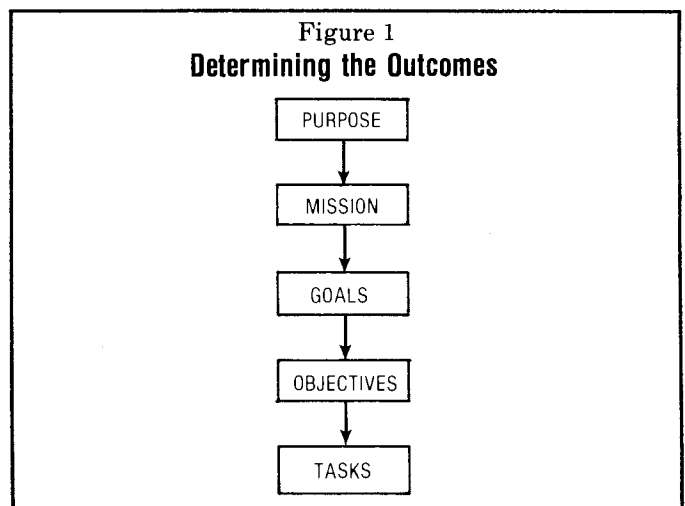
When a civilian contractor prepares to bid on a contract, he asks the basic question, "What is the mission I am being asked to perform?" This information provides the contractor a list of outcomes from which to plan his methods on building the most cost effective operation. With a proposed structure in place he analyzes his resources to insure mission accomplishment and adjusts his methods appropriately. "A simple application of the OMR model," you say. Then why can't we look at ourselves that way?

For years we have never faced this challenge. The question, "What would you do differently if you had to make a profit?" was unheard of. We must now look at our budget the same way a civilian contractor looks at his revenue. Spending our entire budget means we have not made a net profit and are prime candidates for a civilian contractor to do the same job for less. We must now think in terms of a net profit, or having part of our budget left at the end of the fiscal year. This type thinking creates a new challenge for managers and organizational effectiveness consultants (OECs) who must totally relook at present organizational structures. We often hear that next year we will have 5 million dollars and 150 employees to do the mission. We immediately say "How are we going to do it?"

"A classic example of resources plus outcomes driving methods." Right. As OECs don't we hear this all the time though?

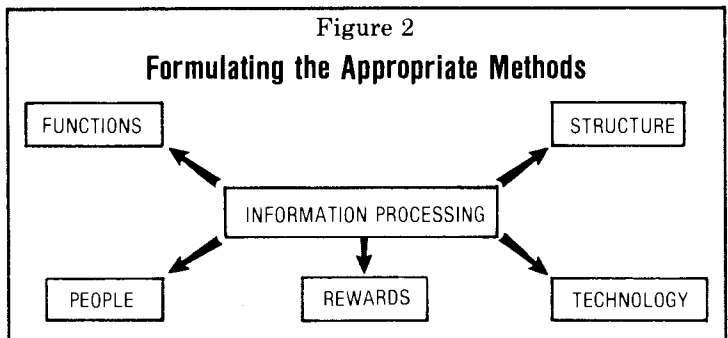
OUTCOMES

A good starting point for the OEC is to insure a total review is conducted of the organization's stated purpose and mission. The organization's mission is usually **published as a list of stated outcomes** in the installation's Organizations & Function's Manual. We will find in many cases these are written to reflect the *Director's individual goals* and **not** the *organization's desired outcomes*. It is the OEC's job to assist in rewriting these so they reflect a general nonspecific, nonmeasurable statement which will focus and direct the efforts and energy of the organization. Using this as a starting point, the various sub-elements of the organization will develop goals, objectives, and tasks within the framework of their organization's operating ethics (Figure 1).



METHODS

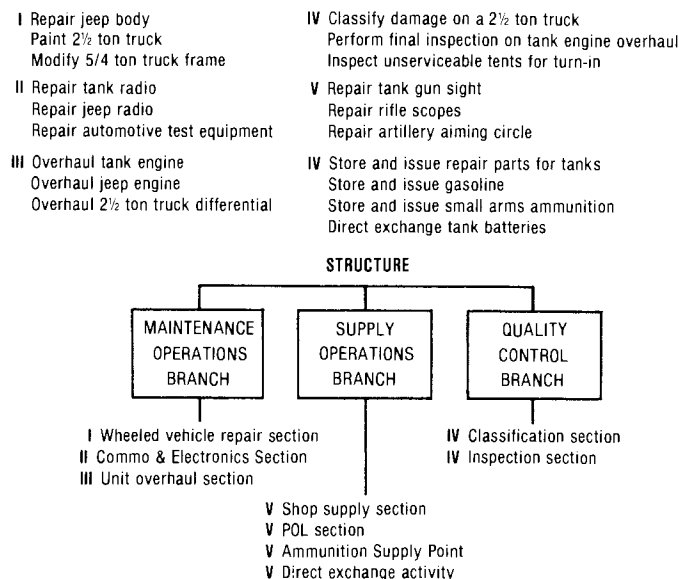
When clear *outcomes* are approved and published, the OEC should address what **methods** will be used to accomplish the desired outcomes. A systematic process which looks at the interaction of functions, structure, technology, information processing, rewards, and people should be utilized (Figure 2).



The next step at hand will be to carefully arrange the tasks which naturally "hang" together or "fit" into a category of functions. These functions are then logically

arranged and grouped together into a category which contributes to the prescribed objectives. At this point a new organizational structure will emerge. This structure will provide the basis for a new organization "wiring diagram." **Do not** just overhaul the old structure. Design a new structure which will support the organization's mission (Figure 3).

Figure 3
An Example of Outlining Functions



It is essential that the mission of the organization is clear and attainable. The clarification of mission statements offers a threefold benefit. First, it lets the organization know exactly what their stated outcomes are. Second, it lets the customer know exactly what services they will receive. Third, it provides the interested contractor with an exact list of tasks which will have to be accomplished. It is crucial at this time to identify any out-of-mission tasks that are being performed so that the organization is prepared to negotiate these with its customers. The new mission statements must then be staffed with all customers so additions and deletions can be made. Out-of-mission tasks which are still identified should be included in the mission statement or handled on a special request basis. This will permit them to be recorded and available for scrutiny by a civilian contractor.

Available and proposed technology is then looked at to come up with the best fit in the new organization structure. It is important to remember that knowledge and skills of the work force are technologies which often remain untapped. Within the confines of technology, an information processing system should be set in place.

Traditionally, information processing systems have been relegated the task of tracking the output (product) of the organization and insuring that information for decisions come from the appropriate sources. To effectively compete, we must set up a system which will analyze required versus available capacity, establish job priorities, initiate production effort, provide follow-up status, estimate future demands, develop meaningful and accurate costs of relevant variables, and review plan results and feasibility.

To stop and look at our system now, the OEC might find

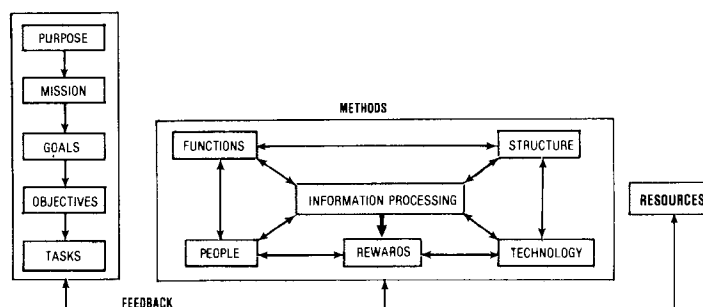
the work force does not feel ownership in the organization. Lines of authority are unclear, decisions are not being made at the appropriate level, information flow is hindered, and morale is low. These problems can be avoided if we design a people-oriented operation during the methods phase. People must understand how their efforts contribute to the organization's mission. The best way to accomplish this is to insure the workers participate in the decision making process from the beginning. It makes no difference whether this comes about as a result of supervisors asking for suggestions, quality circles, or decentralized control. The crux of the matter is that they are included. A well functioning system will reward the individual for his accomplishments. The ultimate reward for many workers is personal achievement and realization of individual goals. We should set up our reward system to coalign with the organizational goals before we look at our resources.

RESOURCES

Assuming we have carefully laid out our mission, objectives, and tasks and effectively planned our methods for accomplishing these, we will now be competitive with a civilian contractor. **Resources** will now be the deciding factor on whether the work remains within the organization or goes to a civilian contract. Resources include people, raw materials, information, technology, equipment, space/buildings, time, and money required to accomplish the mission.

The OEC must now assist the organization in determining the manning requirements for the new organization structure. This is the area where the contractor begins to leave us behind. If we have determined that only 150 of the 160 persons assigned are needed, we often feel a need to create new slots for the excess. In addition, we often find our upper grade management structure is now imbalanced for our needs so we end up with an excess of intermediate supervisors. A contractor will insure he has only the number of workers needed to perform the mission. Additionally, control will be decentralized to where the need for intermediate supervisors will be minimal. Organizations must be prepared to use only the number of workers needed to perform the mission. Multiphase job descriptions and decentralized control are just two of the ways this problem may be approached. Other problems may surface. The workers' complaints may trigger a confrontation with the union. Civilian personnel may claim this causes an imbalance in the post grade structure. Yes, this will all happen. But, you now see the need for including these individuals early on in the process.

Figure 4
OMR MODEL ADAPTATION



We must remember that if the contractor wins the bid he will eliminate and downgrade positions, the union will have a less sympathetic "boss" to deal with, and the civilian personnel office won't have any civil service grades to worry about. If brought into the planning process early and kept up to date, these "stakeholders" will assist you in keeping the work within the organization.

The remaining resources must now be analyzed to insure our methods are appropriate and our outcomes can be met. It is obvious that this process must be reviewed constantly and feedback provided throughout the process (Figure 4).

This brief approach by no means covers all the problems that will surface and only after you begin an operation of this magnitude will you begin to see the benefits and risks involved. The risks are great. The OEC must be willing to act almost entirely as an expert consultant, spending a great deal of time researching the organization before starting the case. The organization must be willing to carry out its day-to-day operations amid the turmoil of reorganization and workers must understand that this approach to efficiency may lead to many slots being consolidated or abolished. These risks are necessary and all parties must take them if we are to compete with civilian contract bids.

MUST DOs

- ☐ Outline the mission, goals, objectives and tasks of the organization within the framework of its purpose and operating ethics.
- ☐ Carefully arrange tasks which naturally "hang" together or "fit" into a category/function.
- ☐ Logically arrange the functions so they can be grouped together into a structure contributing to the prescribed objectives.
- ☐ Develop a wire diagram of the organizational structure which details who is needed to do what.

☐ Set up an information processing system which satisfies the needs of the new organization.

☐ Insure that all workers and supervisors have had the opportunity to provide input into the new organization's structure.

☐ Set up a reward system which will permit personal achievement and realization of individual goals that are coaligned with organization goals.

☐ Analyze resources to insure outcomes can be accomplished.

☐ Modify outcomes and methods as appropriate based on resources.

☐ Evaluate the efficiency of the new organization and modify as needed. ☐

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Captain Richard T. Bell is an Organizational Effectiveness Consultant at Ft. Benning, Georgia. He is presently completing an MA in Personnel Management from Troy State University, Troy, Alabama. He has served as a Rifle Platoon Commander in Hawaii and an Infantry Company Commander at Ft. Benning, Georgia. He is a graduate of OECC #4-82.

Marketing Keys: Willingness, Versatility, and Teamwork

LTC David W. Rector

I have been in the Organizational Effectiveness business in one way or the other over the past four years. As a student and as a new consultant I worried about marketing OE. How would I tell potential clients what we do so they would use me? Like most of us, I had a prepared "What OE Is" pitch which I presented a few times in my early days. I can't remember the last time I tried to explain OE to a potential client.

We live and work in a results oriented culture. Leaders at every level seek the assistance of people who can produce results, who can make a difference. They have some notions about OE, some accurate and some distorted depending upon their experience. It has been my experience that very few leaders are closed to OE regardless of their predisposition about it. They are willing to listen. The key is to show them how we can help on an issue. They may not want much esoteric discussion of how we work but rather a gut level feeling that we can help.

One of the games we play among ourselves is comparing our commander's openness to OE. If we can convince ourselves that we have a closed commander it can become our crutch for a less than all out OE effort. Using the so called "closed commander" may be an excuse for our own shortcomings. In the past four years I have never heard of a commander who out and out created a bad situation for OE and anyone who used it. There are plenty who are not disposed to seek OE assistance. However, this type of commander rarely condemns the use of OE by subordinates. Commanders by nature, as I've said, are results oriented. They care about people who produce results.

MG John Galvin, in an "OE Communique" 2-81 interview, said some things that apply to the point of this article:

"When I first talk to an OESO. ... I may not be clear in my own mind about how he can assist. ... I was not sure of the potential of OE to contribute, and I felt this conference too important to risk the use of routine OE methodology at least as I knew it. ... I want an OE Consultant to spend time to get to know the environment of the problem, if you can call it that, and something of the people involved (including me, his client). ... He should get to know the boss as an individual, to know how he works and how he thinks. Where appropriate, he should use his OE training to help his boss (client) gain clarity concerning an issue or project facing him and then seek his guidance and ideas on how it should be accomplished. ... Your flexibility, or better your versatility, in approaching a problem may well be your most important asset; if you have a solid grasp of professional OE methodologies, you are then well prepared to seek variations and innovations that will fit the specific problem environment."

I know, as I sit here, that I can *create* all the OE work I want. It won't come to me, because only a handful of Army leaders have internalized OE to the extent that they call an OEC every time they have a tough issue to face. But if our office is alert and keeps its "ear to the ground" by attending staff meetings, briefings, etc., we'll know about those issues and can offer assistance. Sometimes we may not know *how* we are going to help, but, as MG Galvin said, we *can* help the client *gain clarity* and from that a role may develop for OE. At other times we may have a very definite idea as to how we can help and make a very direct proposal which will go as suggested or be modified to meet the client's needs, not ours. Some accept and some decline, but all are impressed with the helpful attitude. We make friends.

"...only a handful of Army leaders have internalized OE to the extent that they call an OEC every time they have a tough issue to face."

In our office we put a high premium on visibility and availability. We move around the organization a lot. The people know us and talk to us. In this way we do a lot of "hallway consulting." I have come to believe that "hallway consulting" is a valuable part of the service we provide to the organization. I believe that in the hall we can have an effect on leaders who would never conduct a "formal" OE operation. LTC(P) Jim Channon once referred to us as *organizational monks*. At the time I wasn't sure what he meant. In the past year or so I've come to understand that some of the monk's role revolves around activity like "hallway consulting."

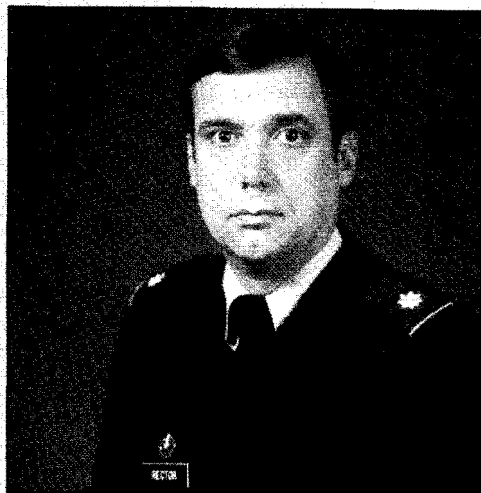
We have a tendency to be self-righteous. This may be a negative aspect of our *monkhood*. One thing I'm real clear about is that I don't have to implement anything that I help create as a consultant. I may assist, but it is ultimately the client's responsibility. It is easy for me to sit in my ivory tower and criticize what the client does with my consultation. There is a saying that goes something like: "Those who can, do; those who can't, consult." Maybe we need to use this as an antidote for a case of self-righteousness. As a matter of fact, at times we are not only self-righteous but at the same time hypocritical. We think we have a corner on the market of behavioral flexibility and are quick to point out the inflexibility of our clients and client systems. Yet many of us suffer from a "kit bag" mentality which allows us very little flexibility in the way we do business. We expect clients to adapt to us and our methods when, in fact, it is we who should be adapting. As MG Galvin points out, we need to know the client and "seek his guidance and ideas on how it should be accomplished." It is this versatility that makes us useful to an organization and produces the results that will give us plenty of business.

Being a member of the team makes a difference. Doing "normal" staff work can have a positive effect. For example, until just recently our office had staff responsibility for the Performance Management System.

We were more than consultants; we were the keepers of the product. LTC Mike Adkinson, Chief of OE at FORSCOM, in briefing their new Performance Management Plan at a recent RAPC, indicated that his office had staff proponency for the plan. He stated that that was OK because it was more important to have an effective plan than to get hung up trying to maintain a pure consultant function.

A recent example of staff work in our office was the development of a speech/briefing for our commanding general. We had no content knowledge of the subject, but the CG felt we could apply communications techniques that would enhance its impact. While the content was developed by a task force, the primary author was MSG Pete Bartlett of the OE office. He received an "impact" Meritorious Service Medal for the effort. Was it OE work? I don't know, but it did a lot for the image of the office as full members of the team, not just fringe players. Being full members of the team helps us to better understand the organization and its leaders. We know more about the content which I believe makes us more effective consultants.

The keys to marketing, then, are to show a willingness and ability to help, versatility in providing the help, and to be full members of the organizational team. It is easy to stay in the ivory tower and judge. It is a hell of a lot more fun and productive to climb down and participate. □



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He is a graduate of the Command and General Staff College and holds a Bachelor's Degree in Government from the College of William and Mary and a Master's Degree in Education Administration from Purdue University.

OPM Conference

The Performance Improvement Center, U.S. Office of Personnel Management, Southwest Region, is sponsoring its ninth **Annual Conference on Human Resource Development (HRD-83)** which will be held in Dallas on September 13-15, 1983.

The purpose of the Conference is to provide trainers, managers, and other interested individuals an opportunity to further develop their knowledge of current systems, models, techniques, and methodologies which will enhance the development of human resources in public organizations.

Information regarding the Conference, as well as the pre-Conference workshop and film festival which will be held on September 12 and September 16, respectively, may be obtained by contacting **Gwen Breaux** at (214) 767-8218 or FTS 729-8218.

Cost: 3-Day Conference	_____	\$130
Pre-Conference Workshop	_____	\$ 85
Film Festival	_____	Free for Conference Participants, \$25 for Others

Measuring the Quality of Communication

CDR Robert A. Persell, Jr., U.S. Navy

Measuring the quality of communication is like quantifying the unquantifiable. The very words suggest that it can't be done!

Yet, it is important for us, as consultants, to measure how effectively we communicate because communication is an essential element of organizational effectiveness. Granted, OE itself is not an exact science and results often cannot be measured precisely, if at all. Nevertheless, numbers talk, and it is in our best interest to measure and document the results of our interventions.

Gathering the Data

The method of measuring the quality of communication presented here is based on an OE team's assessment of a Force Modernization Office (FMO) at a large Army installation. Because a great deal of the staff officers' time was spent coordinating and cooperating with other organizations, the FMO Director was very concerned about the quality of communication between his office and those with whom he interacted.

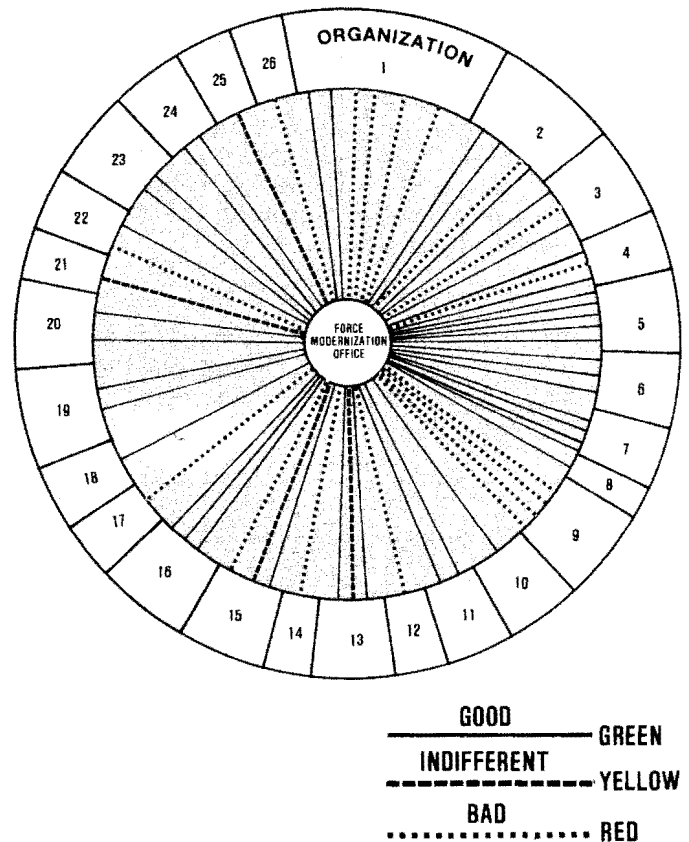
To create a data base, the OE team interviewed staff officers, who first identified the organizations dealt with, and then rated these dealings as "good", "bad", or "indifferent." Rather than responding 'yes' or 'no' to an oral checklist of organizations, each officer was asked to name the organizations dealt with. This approach assumed that only those organizations with whom the officer had significant dealings would be named, thus providing the most useful data.

Charting Communication

After gathering the raw data, it was then presented graphically as a wheel, with the Force Modernization Office at the hub and the communication lines radiating outward like spokes (see illustration). Around the rim of the wheel, areas were marked to represent the organizations involved in communication. The spokes were then color-coded to represent the rating: green for good communication, yellow for indifferent, and red for bad. (*Communique* rendition uses patterns to identify ratings.)

The number of lines and colors going to the various organizations can vary. This occurs because although all the FMO data were aggregated, there is a spoke to represent each time an officer characterized a communication channel. For example, say four officers said they interacted with organization #2, and three of the four officers characterized the communication as "good" while one characterized it as "bad." Four spokes would connect the hub to organization #2: three green spokes

and one red. In this way, trouble areas are immediately identifiable, and the commander knows where to exert effort for improvement.



By quantifying the data graphically, we get an idea of the quality of communication. But, how do we quantify it? One way would be to simply count the lines in each category before intervention, and then count them afterwards, noting the changes. Although this is a quantification, we can be somewhat more sophisticated and develop a more useful model.

We'll use a scale of positive numbers. Although any scale would work, we will use +6 for good communication, +3 for indifferent, and 0 for bad. For further refinement, we might assign a weighting factor to each of the communication channels based on importance relative to the accomplishment of the FMO's mission. For simplicity, however, each channel in this example is assumed to be equally important, thus having a weighting factor of 1.

Now we total the numerical values around the wheel. Let's assume there were 41 "goods", 18 "bads", and 4 "indifferents", totaling 258 ($41 \times 6 = 246$ and $3 \times 4 = 12$). To find the maximum possible score, we count the number of spokes and multiply by six. The total possible score is 378 (6×63), and the actual score is 258. By one measurement, then, our organization was communicating at 68% effectiveness ($258 \div 378 = .6825$).

Next, we measure the change after corrective action has occurred. The method is the same: interview all the staff officers and reconstruct the wheel. Some uncertainty may

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enter the process at this point because the nature of business may have changed, or the number of spokes may have changed, or even some organizations with whom business is done may have changed. However, if the evaluation phase takes place from three to six months after the original assessment, the nature of business will probably not have changed very drastically. By using the percentage measure of effectiveness (MOE), as opposed to an absolute number, we can compensate for the fact that the number of spokes may change. But we still get an MOE for the organization's communication—and that's what we're looking for.

Finally, we can compare the two measures of effectiveness. If the assessment phase, for example, indicated 50% effectiveness, and the evaluation phase indicated 75%, we can divide the second by the first to see that communication is better by a factor of 1.5 ($75 \div 50 = 1.5$). That's an improvement of 50%.

Finding the Dollar Value

The obvious question is : "How much is it worth to improve communication by 50%? The answer depends on the particular situation.

Assume that there are 10 staff officers involved in communication, related to coordinating position papers and similar duties, with other organizations. Further assume that each work-year is worth \$30,000. The total value, then, for 10 years of effort is \$300,000. If 1/5 of the officers' time is spent coordinating/communicating, we are, in a sense, spending \$60,000 a year on this effort. If we improve our MOE by a factor of 1.5, we could accomplish the equivalent communication for \$40,000 ($60K \div 1.5 = 40K$).

So, it is not unreasonable to assign a dollar value of \$20,000 to the results of organizational effectiveness intervention. This figure is conservative, in that only the staff officers' time is taken into account. Because the timeliness and quality of the intervention itself may be worth many times this amount, the estimate is, indeed, extremely conservative.

Although the fine points of this method may be argued, this is merely one approach to quantifying the unquantifiable. Think about it, accept it, modify it, or reject it. This is not a panacea, but food for thought. I feel it is important for those of us in the organizational effectiveness business to share our ideas as we search for ways to determine just how effective we are. □

OE Reference Network

OE Reference Network, a quick guide for OECs, is a compilation of people who have expertise in a particular area of OE and want to share it with others. We strongly encourage you to be a part of the network by sending your

name, autovon number, and area of expertise to the editor. (If you feel you are an expert resource in any of the already listed areas, also send your name and autovon number).

AREA	NAME	AUTOVON
AirLand Battle 2000	MAJ Hopkins	929-7886
Battle Staff Process Performance	MAJ Bridges/SGM Cherry	929-2889
Combat Related OE	MAJ Bridges	929-2889
Change of Command Transition	CPT(P) Barko	929-7886
Computer Assisted Instruction	Dr. Ferrier/MAJ Smith	929-6019
Conference Management	CPT(P) Barko	929-7886
Data Reduction and Feedback	Mr. Nolan	929-4574
Organizational Design/Redesign	MAJ Hopkins	929-7886
Management of Organizational Transitions	Mr. Roberts	
	LTC Berg	929-7886
	LTC Klein	
	LTC Macaluso	
Performance Management Conference	MAJ Leslie	929-4021
Quality Circles/Work Environment	MAJ Olson	929-7886
Improvement Teams		
Socio-Tech	MAJ Olson	929-7886
Stress Management	CPT LeRay	929-7886

Knowing Leadership Theory Isn't Enough . . . You Have To Apply It!

CPT(P) George T. Selin (HQ, FORSCOM)

Leaders from throughout our ranks for the past several years have compared today's Army to the "good old days," and concluded we're in sad shape. And I totally agree with those who hold that opinion!

However, where I disagree is in pinpointing the causes of our present dilemma. Most who speak out would have you believe the Army is going downhill because of the substandard quality of young men and women who've been allowed to enlist over the past several years. Others can clearly relate it to our practices during the Vietnam era. And still others claim that today's laxness is a direct result of the recent modern volunteer Army.

But these are not the actual causes, they're merely a reflection of the times we've been—and are going—through. The real cause is centered around leadership.

I agree, it's not nice to look at. And it would be much easier if we could write it all off to poor quality soldiers, Vietnam, or some other phenomenon. But the fact is we're not doing well in leadership. Yes, we do an adequate job of teaching leadership in our schools, yet it rarely gets translated into positive action and effective results in the units, where it counts.

To illustrate this point, we'll use a common sense approach to applying leadership in an organizational environment. Keeping it simple, just mark 'true' or 'false' for each of these statements:

	TRUE	FALSE
• The process of setting standards should start when an individual arrives in the organization.	_____	_____
• People should be informed of what is expected of them, and what they can expect from their leaders.	_____	_____
• It's important for people to understand how their job fits into the big picture.	_____	_____
• Performance objectives should be agreed to by both the subordinate and the leader.	_____	_____
• Subordinates should understand the expected standards of performance and how they'll be enforced.	_____	_____
• Leaders should hold people to task by enforcing standards of performance consistently and swiftly.	_____	_____
• Leaders should establish adequate and timely reward systems to recognize above average performance.	_____	_____
• Subordinates deserve periodic feedback (both positive and negative) on their performance.	_____	_____
• Feedback on performance should be based on pre-established performance standards.	_____	_____
• Informal "pats-on-the-back" are a good method of recognizing deserving subordinates.	_____	_____

It should be obvious that all of these statements are true. If 80% of your answers are 'true', you would rate "above

average" in leadership theory. However, this quiz has little to do with applying the principles of common sense leadership. James McGregor Burns said it very well: "Leadership is one of the most observed and least understood phenomena on earth." Our major problem today is we "know leadership" . . . but we don't "do it" as well or as often as we need to.

Still skeptical? Go back through the quiz and answer these same questions as they might apply to the last three units you were assigned to. If you want to be very introspective, review them a third time and hear the reply *your* subordinates would give if they were given the same quiz.

Certainly I've not been in every organization in the Army—far from it! But I've been in enough of them to be convinced that units routinely practicing those principles are head and shoulders above the majority who don't. This opinion has been reinforced over the last few years as an OE consultant, having observed a wide variety of organizations in operation. From a tactically deployed company in Europe to a four-star MACOM staff, there are some glaring common denominators.

- Standards are infrequently set and rarely enforced.
- Most people are unclear about what is expected of them.
- A majority of worker-level people have no idea how their efforts fit into the big picture.
- Performance objectives (DA Form 67-8-1) are rarely completed or followed before the evaluation is due. Performance standards (GPAS) for civilians are perceived as meaningless. We ignore the concept totally with NCOs and soldiers.
- Most people are not held to task because it is difficult to confront other people.
- Feedback by informal counseling is predominately negative.
- Rarely do counseling sessions focus on pre-determined performance standards.
- The most frequent complaint is "no one ever says we do well, but they're always jumping on us for screwing up."

These symptoms don't come out of a book on how not to practice leadership. They're for real . . . and they're not unit specific. While talking with a group of fellow consultants recently, one remarked, "You know, I keep running into the same leadership problems; I could almost write that section of the report before even talking to the people." Not happily, a lot of my colleagues agreed.

Although I doubt that any of you answered more than one quiz question as 'false', I also believe just as many of you recognize the common problems depicting lack of good leadership. The answer to these problems is not another new idea like Management By Objectives or Theory Z. The answer is more application of what you already know is needed . . . the common sense application of leadership and taking care of people.

□

From Concept to Discipline: Getting There

COL Tom Johnson and LTC(Ret.) Joe Momorella

Within the past year and a half, we have observed the coming and going of new ideas. Considering the present day dynamics of our profession, we see the need for a systematic process that would capture the useful ideas and allow the others to pass. The recent phenomenon of High Performance Programming (*Communique*, 2-81) emphasized this need.

"There is nothing so practical as a good theory"

—Kurt Lewin

This is a paper with two parts. The paper itself has a purpose as does each of its parts.

Purpose of the Paper:

Describe a way to make:

- good ideas better
- better ideas useful
- useful ideas teachable discipline

Purpose of the:

1st Part: Describe a process to do the above.

2nd Part: Demonstrate the proposed process using High Performance Programming (HPP) as an example.

Part I

A Model for Concept Development

This model portrays such a process — a decision making process — that enables a raw idea to become a useful technique for OE. It describes a sequence of events through which a newly found idea passes and is transformed into a valuable technology that will serve the purposes of OE.

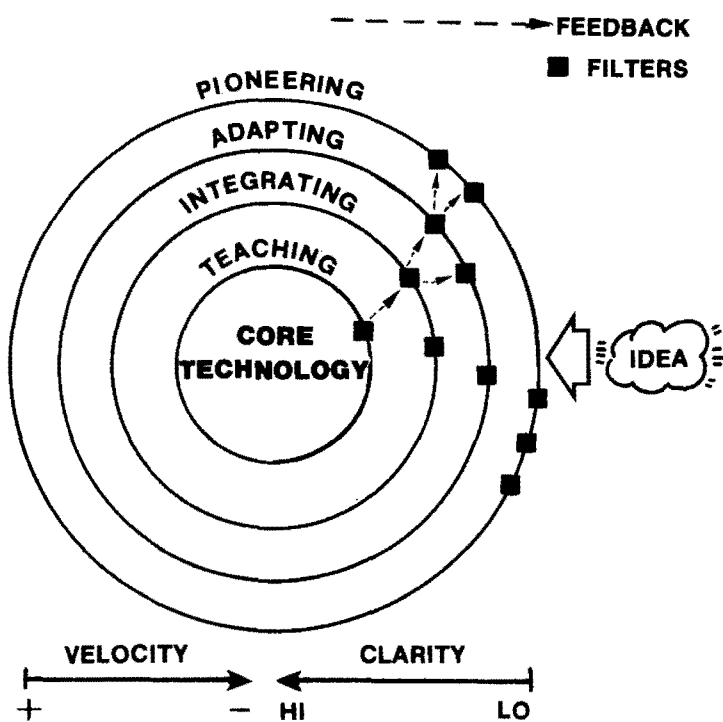
Picture, then, a set of concentric rings or gears (Figure 1).

The outermost ring is bounded by the environment, where "everything" is. Inside the innermost ring is the core. There are two rings in between. Each ring graphically represents a proportionately smaller area than its outer neighbor. To further the physical description, the circular velocity of the rings increases from the center, which is relatively slow, to the outermost ring which is high speed.

Now plug in the conceptual structure which this physical description represents. The outer ring contains all ideas, new thought, untried or once tried, untested, and of unproven applicability to OE. The inner ring represents what is taught and practiced as OE technology.

Before an idea can be effectively placed into the core, it should travel through each of the rings. Conceptually, the new idea is passed through a logical sequence involving examining and testing on to its destination—useful technology. As the model implies, everything cannot fit—nor should it; searching for new ideas is uncontrolled, as it should be; the process is gradual and not forced, as it should be; and the functions which take place in the two middle rings allow *freedom* in the outer ring and *stability* in the inner while the critical adaptive process is taking place. As the data passes through the two middle rings, they are slowed down a bit to allow questioning and testing while continuing to operate. The functions which take place in these two rings do not impede or restrict activity in the outer nor do they cause the inner ring to accept unuseful data. The crossover takes place through a series of filters located at the ring's edge. There are many filter points on the outer ring, very few on the inner.

Figure 1 *



* We would like to acknowledge and thank Bruce Bradford for the notion of this model.

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LTC(Ret.) Joe Momorella was a program manager in the OE Office, Management Directorate, Office of the Chief of Staff of the Army, HQ DA. His primary responsibility was the evaluation of OE in the Army. He served in numerous field artillery and operations positions in Germany, Vietnam, Korea, Greece, Fort Sill, and Fort Knox. He joined the OE Office in August 1979, after a two year assignment with the National Military Command Center, OJCS. LTC(Ret.) Momorella holds an MA degree in Behavioral Science, a BA in Management, and is a graduate of Command and General Staff College.

We label the rings with the function they perform and describe roles for the people who operate in these functions (Figure 2).

We emphasize their *relation* to highlight their *dissimilarity*. The disparate "dominant modes of thought" of the pioneer and teacher, for example, make it difficult for the two to deal directly with each other. The teacher wants tested, workable techniques; the pioneer goes after only new and exciting ideas. Each expects the other to do the adaptation and integration.

The pioneers generate ideas. They pursue new ventures and usually are self-rewarding. Their ideas come from anywhere. They operate in the high-speed ring. Pioneers will rarely adapt or test their ideas. We should not even ask them to, lest we run the risk of clouding their filters, slowing them down, or limiting their scan.

Adapters take two or more ideas from any pioneer source and check for applicability. They emphasize *applicability* more than *newness*. The characteristics of neighboring roles (i.e., pioneer and integration) are evident more in the adapter than in any other role. Adapters must be able to operate in both worlds. The adapter function is the critical first step: the initial gearing down. What is to take place here is questioning, analysis, testing, re-tooling, other applications—all reasons for the "gear-down." These activities must take place in the adapter ring or the idea will be either (1) cast off into the wilderness with the pioneer or (2) ground mistakenly into the core in the wrong shape, blunted, or watered down.

Actually, the adapter could be a process not a person(s). The function could be done by the pioneers or integrators. But experience has shown that pioneers, by their nature, won't do it and integrators are too overworked to be effectively selective.

The integrators' problem is too much volume and not enough time. They are required to operate within the slow bureaucratic structure if they expect any ideas to be accepted by the teachers. The role is a utility screen. Although integrators have some traits of the adapter, they work more like the teacher. The concern to get the idea into the system creates the focus on evaluation and demonstration of value. Integrators can jump in and out of the adapter role, and could do it rather effectively, if there

were enough of them.

Teachers need to take the technology and break it down into teachable parts and present it in an understandable fashion to the practitioners. Teachers feel a sense of responsibility for their students and, therefore, expect that whatever is being taught does, in fact, work. Trainers and training developers are in this category. They need few of the characteristics of the pioneer or adapter when operating in the teacher role. Yet, teachers can be pioneers, and some are. Few pioneers teach, however.

To continue in the metaphor, the "new ideas" must be made to mesh without losing any of their sharp points; those same points which caused the ideas to be effective for the pioneers. An untested idea forced directly into the teacher's core will yield a dysfunctional grinding. For example, other and perhaps more useful technology would be cast out to make room for the new.

Feedback is the mechanism to keep the process operating toward its primary purpose. Feedback to pioneers concerning the *applicability* (not utility) of their ideas keeps the pioneers operating in this universe. The integrator and adapter are in best position to give effective feedback, continuously recoding filters and reorienting direction of scan.

What we believe to be important is the *process*—a systematic process. People in the business have to be aware of it. When it is understood that a person is operating in the role of pioneer, then adapters, integrators, and teachers will listen for applicability (the first step) and not be so quick to judge, or to look for evaluative proof. By the same token, when persons are really *pioneers*, we should not perceive them to be *teachers*. Understanding the process and more importantly seeing that the adaptive sequence takes place are critical to developing technology. Who are the pioneers, the adapters; and *when* are they pioneering, adapting? Pioneers need identification; we know who a few are; we could train some more. OECS teaches, integrates, and often pioneers. We need adapters. Perhaps all of us, "the community," can be adapters—using professional journals, seminars, etc. We'd like to take a stab at adapting by gearing down the High Performance Programming "idea" (*OE Communique*, issue #2-81, pp. 25-40).

Figure 2

TITLE	PRIMARY ROLE	FILTER CHARACTERISTICS	DOMINANT MODE OF THOUGHT	KEY QUESTION
Pioneering (Outer ring)	Generates ideas, tries new forms, searches, pursues.	Open, wide scan, focus on ideas not uses, newness, long-term orientation	Expanding; Inductive reasoning	"Is this thing new? exciting?"
Adapting (inner ring)	Identifies and links together ideas from pioneers that may apply. Gives to integrator. May be a process, not a human being.	Focus on applicability: wide perspective; flexible to operate in pioneer or integrator mode; moderate to long term time perspective	Balanced between expansive and analytic thinking	"Does this idea apply?"
Integrating (inner ring 2)	Receives applicable ideas; determines utility and passes to teacher through the "system."	Relatively narrower scan; focus on utility; biased by "rules of the system," "suspense date" orientation; getting the refined concept through all the gates on schedule	Analytic	"What is the value of this concept ?" (How can it get into system?)
Teaching (core ring)	Transmits useful technology to others; present time orientation.	Narrow scan; focus on teachable ideas; present time orientation	Deductive; analytic/reductionistic	"Will this technology work in the field?"

Part II

Moving a New Idea to the Inner Rings (Adapt and Integrate)

First Step

"What is this thing?" We have to ask that question of any new idea—to understand it.

"What is it and where do we go with it?" For this paper we've chosen the work of Burns, et al, on High Performance Programming (HPP), but the adapting process can be the same for any new idea. The work of Doyle and Straus, for example, had to go through some sort of utility screen before it was integrated into the core. A variation of the Performance Management Model called "I Will" (by John Lasagne) is another likely candidate for the adapting process. Our hope is that we will show there are advantages and disadvantages of doing business as we have. Burns, et al, have achieved, and richly deserve, prominence as pioneers. They have broken the OD mindset and contributed an attractive frame of reference for our consideration. Despite Burns' disclaimer that HPP is not research theory, it must eventually be subject to research. Peter Vaill cautioned, "If you forego testing, you run the risk of artificial reification of the concept" (Vaill, 1980).

What is/is not HPP?

High Performance Programming has been called: "a new cognitive model," a "diagnostic framework," a "self-refining roadmap," a set of "nested paradigms," a "new way for OE," "not OE," a "metastrategy" and "just a new way of thinking."

Is HPP a model?

A model is a graphic representation of reality showing relationships between those aspects of reality. What are the relationships between the HPP notions of "reactive" and "responsive"? More fundamentally, what is a paradigm dimension? Do organizations *move* through these frames of reference? Are the frames arranged in a hierarchy? Does HPP assert that one level becomes prepotent when the "lower" level is achieved? Can organizations be at all levels at once?

To be more useful, we should define terms and specify relationships between those terms as causal or correlational so that predictions can be made. If we could tighten some of the language, we would give HPP more power.

Is HPP a Theory?

A theory is systematically organized knowledge devised to analyze, predict, or otherwise explain the behavior of the specified set of phenomena. Normally, a scientist deduces hypotheses from theory and tests them against reality. Confirmation of the hypotheses supports the validity of the theory. Theories are constructed, tested, and eventually displaced by new theories.

If HPP is a theory, then where is the systematically organized body of knowledge? Where are the testable hypotheses? If HPP is not capable of predicting or even explaining behavior, then it is not a theory.

A Definition of HPP

"A way of thinking"—comes closest to what we believe HPP to be. A way of thinking doesn't work or not work; it just is. The "outframes" are descriptive. In our view, HPP

is a taxonomy—a classification of descriptive, value-laden terms arranged in an implicit hierarchy. Its primary value at present is that it stresses expansionistic rather than reductionistic thinking. And it offers a common vocabulary to talk about organizations. HPP is creative and eclectic. If we can fill in some of the gaps, we will have a better idea of its value.

Some of the Holes

- Basically HPP lacks parsimony in its formulation. By being too elaborate, the authors have created a grab-bag of good ideas but, in so doing, have obscured their meaning.

- The language is vague, even slippery. As mentioned, terms and relationships should be spelled out.

- Assumptions ought to be explicit not cloaked as fact. Example — "...our organizations are in a state of disorganized chaos." Besides being overstated, it is an assumption — not fact.

- The programming mechanisms which cause organizations to move through the frames are unclear.

What's Next?

The genesis of HPP is complex. It would be useful to delve into that history but such is not our purpose here. In our introduction we referred to HPP as a *phenomenon* — specifically we mean the process of HPP's introduction, development, and current state, is the phenomenon. With the advantage of hind-sight, we see that the HPP developmental process had these side effects:

- the concept developed rapidly.
- its dissemination created wide, high-level interest.
- many people have perceived HPP to be "*many things*."

Editor's note: Mr. Edwin Newman included; see NY Times, 14 Mar 82, p. EY 25 or "Commandant's Comments," OE Communique, issue #1-82).

The last of these effects is potentially damaging. Most of those "*many things*" are what HPP is *not*. Therein lies the "*pinch*." Just *what* is being accepted, by some accounts, on faith? Is the real essence (and usefulness) of HPP being understood? accepted? Is it understandable? acceptable? Questions will not be answered unless they are asked. As the authors state, "...circulation of the (HPP) model will enable its refinement." This is an attempt at refinement—an effort to make a good idea better.

Post Script

Once composed, a new idea needs to be subjected to a systematic developmental process by adapters and integrators, and not by pioneers alone. As we pointed out in part one, the filters and thought processes of different players are, to some extent, mutually exclusive. Asking pioneers to record successes and failures is like asking the foxes to count the chickens.

This is the work for adapters and integrators. Pioneers can let go of the concept and search for new ideas. But it is we (the OE "community") who must now determine value and applications. What we have in a new idea such as HPP, is too promising to allow it to race about in the "outer ring." It may evaporate, and that would be unforgivable.

□

The Army 2000: Implications for the Organizational Effectiveness Consultant and the Army Psychologist

CPT Jacklyn E. Hungerland

Editor's Note: This article is adapted from a paper presented at the AMEDD Psychology Symposium, DDEAMC, Fort Gordon, Georgia, Nov. 15-19, 1982.

In support of its seven goals, the U.S. Army is currently moving toward an "Army of Excellence" in which each individual and unit will reach an extended potential of performance. Commanders at all levels look to their management and Organizational Effectiveness Consultants (OECs) to facilitate transition management and development and implementation of strategies for dealing with organization redesign.

In a recent article, Robert Dudley (1982) presents a succinct overview of the Army's new directions in relation to tactics, weapons, mobility, structure and personnel. Dudley's is not an all-inclusive statement about where the Army is in relation to its "cutting edge" philosophy, but it's good reading and encompasses some of the major trends and directions in Army thinking, planning and action. In the concepts of DIVISION 86 and AIRLAND BATTLE 2000 there may be a pressing need for inter-disciplinary cooperation between OECs and Army psychologists. While the OECs deal with management of change (especially in the face of Force Modernization and Battlefield OE), the psychologist may be called upon to: develop strategies for facilitating psychological reconstitution under conditions of continuous operations; teach personnel how to deal with "walking dead"; and (among other things) facilitate the selection and integration of "super fighters" into units that are undergoing immense individual and organizational stress as a result of Force Modernization and the introduction of High Technology materiel and individuals. Clinicians have already begun to see the results of "turbulence-in-the-service-of-the-future-force" as reflected by strain in individuals, families and units. Psychologists need to be more aware of technology in order to anticipate and deal with what will happen to people because of that technology.

Because psychologists are concerned with people, and organizations comprise people, this article presents information on new directions the Army is taking and some of the resulting problems that may arise. It also presents some implications for the interface between psychologists and OE consultants within the context of the Army and the battlefield of the future.

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The USAOECS and The New Direction, New Technology Army

To provide information and some perspective on current trends, some current OECS projects are discussed here.

Force Modernization. During the '80s and '90s the Army will be facing change at unprecedented rates, as exemplified by the fielding of more than 400 new or improved weapons systems. By 1990, DIVISION 86, the High Technology Test Bed, Corps 86, and the COHORT studies will be having their impact. This means that there will be comprehensive and radical changes occurring in the Army's equipment and organizational structures. The study of large-scale complex change has led to the outlining of new procedures and technologies known as transition management--techniques whereby a commander can institute a lot of change and still maintain a high level of readiness.

New Organization Training Teams (NOTTs). As Force Modernization proceeds, NOTTs (relatives of the New Equipment Training Teams fielded during 1981 and 1982) will be formed to provide units with planning capabilities that will allow them to adapt successfully to the many changes they face. Combined with knowledge about transition management, the NOTT will provide the potential for uniformly successful transition throughout a command. The OEC will play a key role in the NOTT, as the facilitator to transition management.

Battlefield OE. Basic study of OE technologies and their application to units under stress has been ongoing since 1979 and has included the use of OD by the Israeli Army in the 1973 war and studies of the German Army in WWII by Janowitz (1971). One technique that has proved itself over time is the battle staff effectiveness training the OECS has conducted since 1977. This training provides observation of a battle staff as it functions in a battle simulator and furnishes information to the commander and his staff about how well the staff is functioning.

A second technique in Battlefield OE is the problem-solution focus, aimed at helping members of the unit learn from their battle experiences. A third focus has been on the adaptation of various OE technologies that are aimed at building group cohesion. These technologies focus not only on the mission and planning of the unit, but also on the levels of cohesion in groups of the unit, their morale, their interpersonal relationships and the levels of trust and the support the group provides its members.

Manning the Force: Recruit 2000 and Soldier 2000. The AIRLAND BATTLE 2000 requires soldiers who can fight almost continuously using conventional and unconventional strategies and tactics to gain the initiative and defeat an enemy who may possess greater numbers and have technological parity with the United States.

Because of the maximum physical and psychological stress that will be placed on these soldiers as a result of demanding day and night battles, it has been suggested that the soldiers of AIRLAND BATTLE 2000 must possess the characteristics of "super fighters." Environmental and developmental impacts on the potential recruit pool between now and the year 2000 will have profound influence on those characteristics and the capabilities required to become warrior soldiers. Identifying potential environmental and developmental impacts on the currently 0- to 2-year-old potential recruit pool is an ongoing area of interest. Characteristics of the "ethical" warrior soldier are drawn largely from work previously accomplished by the Israeli Army (DA 1976).

Networking. Trying to keep a "handle" on the immense amount of information available for sensing is a nearly impossible task. Electronic and face-to-face networking are two approaches commonly employed by the staff of OECS. These activities allow the staff to maintain contact with the past and present, and better sense the future for the Army. Currently, several OECS staff members are actively involved in the Army's Delta Force, which is headquartered at the Army War College and serves as the conceptualizing arm of the Army. Several electronic communications networks are active daily at OECS, such as the Deltanet, OEnet, ForceMod net, OD net, and Deltateach. Communication by these networks precludes the limitations of time differentials and the delays of written communications (not to mention the often inadequate Autovon network, which is not—as many assume—cost free). Topics of broad scope and interest are discussed and, occasionally, in-depth reviews of new, pertinent literature are provided by a participant. The programs for these networks provide for public discussion as well as private communication and personal data files.

Preventive Management. With few exceptions, management tends to react to system distress (problem symptoms) rather than attending to the use of primary prevention measures to insure maintenance of healthy system operations. Methods and techniques are being explored currently at OECS to assess the feasibility of moving from a model of crisis management to one of preventive management. The objective is to develop procedures for effecting primary prevention for organizations in the same way primary prevention is practiced in medical and psychological areas. Of particular interest in this arena is the forecasting and forestalling of organizational stress (i.e., stress on the organization, as opposed to stress on the individual).

Human Dimension in the Battlefield. In response to concerns stated recently about the lack of emphasis in Army doctrine on the human dimension in battle, the OECS staff prepared a brief concept paper to guide Division and Corps commanders of the future (e.g., Command and General Staff College attendees) in considering and integrating needs on the human dimension in their staffing and planning. The need to address the human dimension at the individual, unit, organizational and system levels is discussed in this OECS paper which was provided to the Combined Arms Center. In addition, leadership problems unique to the Corps and Division commander, consideration of the human dimension in combat planning, enhancing the organization, leadership and personal dimension in

combat were addressed. Cited in this paper was the presentation of Lieutenant General Paul Gorman (July, 1982) in which he presents numerous ways the human dimension is being considered by and having impact on research and operations in the military setting. Of additional interest is a recent article (Hopkins and Barko 1982) that addresses the integration of soldier potential, leadership potential and system potential.

The AMEDD Psychologist and The New Direction, New Technology Army

The previous section presented several areas of involvement by OECS with the new directions being taken by the Army. By now, you might have asked "What does that have to do with Army Psychology?" Perhaps the answer lies in the psychologist's particular orientation. Making this assumption, the following sections address the issues from different professional perspectives, albeit in broad categories.

Social Psychology. As the Army, or any complex organization, moves through a rapid succession of changes, it seems appropriate that social psychologists bring to bear their traditional expertise in the dynamics of the facilitation of change. This issue is related to the preventive management concept, in which middle management (in Army terms, senior NCOs and junior officers) holds the key to successful change operations. Under discussion are such relevant topics as clear and undistorted channels of communication, dissemination of information, trust and transition management. Participation of psychologists in the formulation of procedures to facilitate the process of change would have positive impact not only on the institution of change, but it might also lessen the strain experienced by the organization and by individuals during the process.

Child/Developmental Psychology. A critical area for developmental psychologists is the formulation of concepts about just what the Recruit 2000 will be like, given the runaway technological explosion and the projected social and psychological impacts. Envision, for example, the 2- year-old of today (who will be 20 in the year 2000 and, therefore, within the recruit pool). As he develops keen hand-eye coordination to beat Pac-Man, what other positive and negative effects might there be? One might imagine, for example, that these youngsters will develop a delicately tuned power of concentration which would be an enabling factor in their learning techniques for the purpose of combating the effects of jet-lag or stress or fatigue. These are qualities required by the "super fighters". What will be the long-term effects of social isolation caused by high technology impacts on the social and educational systems? What might we expect in terms of recruiting, training and sustaining the force when that force (or at least its entry-level personnel) has evolved from the "hi-tech" generation?

Clinical/Community Psychology. Of paramount importance seems to be the involvement of clinical/community psychologists in the area of preventive management. Taken literally, this concept encompasses the social, developmental, organizational and clinical factors that might cause strain on the organization and on individuals and groups within the organization. Preventive management, as a primary

prevention, reaches beyond the active duty Army to the interface of family/community with the active duty population. Who better to develop methods of identifying or forecasting psychological effects of change and/or turbulence than the clinician? And, having forecast such effects, the clinician, in conjunction with multidisciplinary teams is best prepared to develop the technology for forestalling anticipated problems or "systemic viruses".

A specific example of the need for the involvement of clinicians in current planning is evident in the integration of "Cohesion Technology" in the scenario of DIVISION 86. Considerable energy has been invested in forming and tracking cohesive units. Little consideration has been given to the effects of fragmentation or termination of these units. Clearly, there is a need for input from the clinical community regarding the effects of separation and the resultant deterrents to re-integration.

Research and Organizational Psychology. These orientations are, perhaps, most closely in touch with the Army's new directions, having participated in the formulation and evaluation of many of the new concepts. The only caution proposed to AMEDD psychologists in these orientations is that they focus on the applied and practical aspects rather than the esoteric and, perhaps, academic approaches. Rhetoric has no place on the battlefield. Current DOD guidelines orient behavioral and management science concepts toward improving productivity, motivation and the quality of work life throughout DOD. In viewing organizations as socio-technical systems, the field of organization design provides a balanced approach between social and technical aspects in the study of organizational issues.

Discussion

The OE Consultant and the AMEDD Psychologist

This article has attempted to specify some of the ways in which the OE consultant has access to information and action channels in areas of growth and evolution of the Army and some of the ways in which AMEDD psychologists might execute constructive input to these areas. It is possible that psychologists and OECs must expand their horizons and recognize the fact that they are extant to serve an organization, and that organization is the U.S. Army. To serve it well and appropriately, we must look to its developmental and mental health rather than addressing ourselves solely to the symptoms of individual or organizational disease which present themselves, for one reason or another, in the clinic or in the OE office.

It is suggested here that as two professions within the same organization, there is a need for alliance in the interactive mode (Ackoff 1974). As we all know, at least

intellectually, cooperation is the key to survival. As professions within the organization, we do share an important dimension---we have been through the same uphill battle for survival. Two orphans do not necessarily make a scion. However, because of our training as OECs or as psychologists, we are able to deal with the challenges of cooperation perhaps better than any other specialties.

The major point is that in order to mobilize a cooperative, interactive effort, there must be contact and communication between the OEC and the psychologist. Different individuals in different locations might react/interact at different levels of cooperation. We must, however, keep sight of the fact that the local OE office has information and expertise to share with the psychologist, and psychologists have expertise that is of tremendous importance to the effectiveness of the shared organization, the Army. There is a need to establish contact, and then trust, and then (with luck and success) a cooperative relationship.

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Organizational Effectiveness Through Corporate Fitness

LTC Alfred M. Coke

How does a consultant guide an organization toward Corporate Fitness? By helping the organization picture itself as a dynamic system of individuals, work teams, and total group—all of whom deal daily with various kinds and amounts of stress.

SMILE is a model for stress analysis. An acronym for **S**tress **M**odels **I**ntegration and **L**inkage **E**fforts, SMILE is an assimilation of available research and literature on stress (Coke & Mierau 1982). It shows what happens to a system between the extremes of stress sources and stress reactions.

Although sources of stress are clearly categorized in the literature, there are transitional greys where individual stress cannot be sorted from occupational stress. While keying to the source of stress is important, it is absolutely critical to recognize that for an individual to get better, or become less stressed, no one else has to change. And, just as an individual is totally responsible for one's own behavior, so is the organization responsible for its managerial behavior.

Formula for Corporate Fitness

The Corporate Fitness of an organization depends on two factors: Individual Wellness and Organizational Wellness. Individual Wellness (IW) is a measure of both the physiological and psychological dimensions of a person, and Organizational Wellness (OW) is a measure of how efficiently an organization uses its resources.

Using systems theory to effect Corporate Fitness reveals that stress found in the smallest system, the individual, is reflected in the largest system, the organization. Whereas the organization might be imbalanced to the point of dysfunctional stress in any or all of its subsystems, Corporate Fitness intervention yields exacting techniques to rebalance a system under siege from stressors. Thus, the formula for Corporate Fitness,

$$IW + OW = CF$$

represents an organization that is in balance. The organization is doing the right things, and doing things right!

A paradigm was created to facilitate balancing the organizational system by looking at five dimensions (Figure 1):

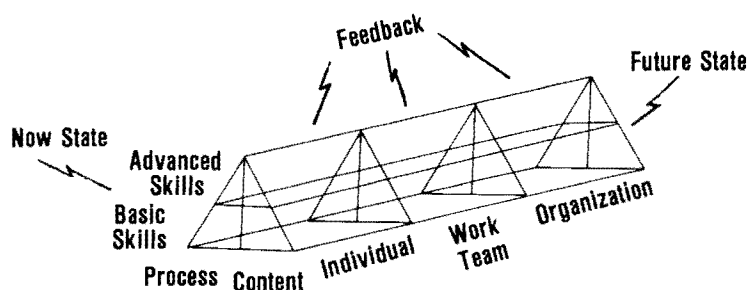


Figure 1.

Corporate Fitness Paradigm



LTC Alfred M. Coke serves as an Organizational Effectiveness Consultant in the Office of the Chief of Staff, U.S. Army, Pentagon, Washington, DC. He has a BS degree in Geology, an MS in Adult and Occupational Education, an MA in Human Resources Management, an MBA and a PhD in Organizational Development. Previous assignments include: Leadership Instructor with the Infantry School; faculty member, USAOECS; and Associate Professor and Internal Consultant at the Armed Forces Staff College, Norfolk, VA.

Flow State

Organizations are in a constant state of motion, beginning with the "now state" or present, heading for the "future state." This process must be manipulated by proper input at critical leverage points to prevent the organization from moving in random direction.

Systems Theory

Corrections made for individual behavior can be projected to organizational behavior.

Hologram

As any piece of a hologram may be used to reconstruct the entire image (Pribram 1971, Toben 1975), evaluating the individual allows translation of that learning to the organization. Organizational change processes likewise follow a simple-to-complex sequence.

Process/ Content

Process and content must track together. Often the focus is fixed on the task, or "what to do," with very little attention on "how to do it."

Basic/Advanced Skills

Because basic skills training for stress management isn't enough to promote long-term change, mini-interventions are used to lead the organization through advanced awareness.

The Process

Guiding an organization to Corporate Fitness involves five task areas:

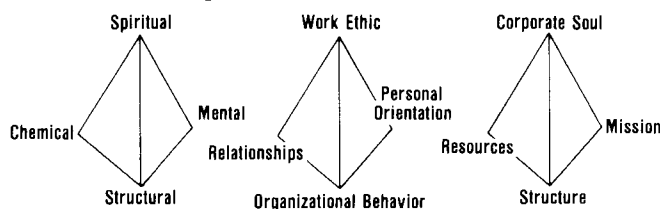
Organizational Survey	A special survey is being developed to use with this training model. Often, however, a client has existing survey data that may be helpful.
Evaluation	Before training, all personnel have a voluntary physical examination to determine their current state of health.
Training	Three one-day workshops and a cluster of interventions: <i>1st day</i> deals with individual wellness, from Chief Executive Officer to lowest ranking person. Assumption is that a manager can't begin to deal with the stress of others until he has his own behavior under control. To promote support systems, spouses are encouraged to attend. <i>2nd day</i> deals with occupational stress management, workaholic behavior as it relates to managers. Existing work teams are evaluated for how they work, not what they do. <i>3rd day</i> decision managers focus on organizational stress and do operational, managerial, and strategic planning.
Reinforcement	Techniques used when training has begun, such as lectures to support individual learning; topics include diet, exercise, Type A behavior, and meditation.
Intervention	Performed as followup to third-day planning sessions, tying loose ends.

The Content

To achieve CF awareness, the organization studies itself as a system of interacting subsystems. The pyramid in Figure 1 shows how the subsystems relate to each other; Figure 2 characterizes special aspects of subsystems that must be in balance.

Figure 2.

Individual, Occupational, and Organizational Systems



When events and conditions upset the balance of a system, too much or too little stress is occurring. Imbalance, in fact, is caused neither by the stressors that impact the subsystems nor by the resulting behaviors. Stress *is* imbalance. Personal illness and organizational dysfunction both result from constant imbalance; they are the same reaction to stress. Because a system tends to right itself to regain balance, imbalance can be effectively

managed. The key to maintaining balance is to find the appropriate amount of stress to be productive, alive, and happy.

How Much Stress?

Any system has a certain tolerance for stress and each has its comfort zone, "the range of stimulation that is comfortable and healthy" (Shafer 1978). Too much or too little stress can kill both individuals and organizations. The Tolerance-for-Stress scale in Figure 3 is a hypothetical vertical scale, on the opposite ends of which is death (Seyle 1976, Cherry 1978). The scale has three categories of stress:

Distress - inappropriate

Eustress - appropriate

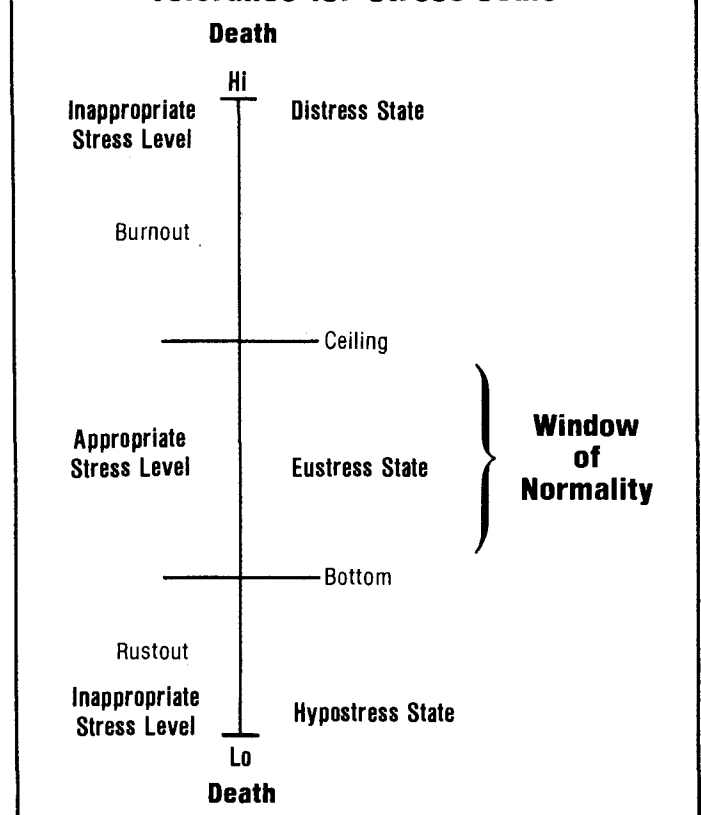
Hypostress - inappropriate

Between the extremes of high or low stress is the Window of Normality, a space representing how capable a system is at dealing with stress. The Window is low on the scale because most people do not operate from a position of flexibility, but rather from a pattern of routine low-risk options.

The key to maintaining balance in the organization is to find the appropriate amount of stress to be productive, alive and happy ... and to change behavior patterns so that the individual, work team, and total group function harmoniously.

Although we are born with a stress credit-account of unknown size, we make a withdrawal every time we warp our system with too much or too little stress. The problem becomes the unknown balance. Some creative tension in our lives is healthy and necessary. But some people burn the candle at both ends by using up their credits too fast. CF awareness teaches the technique of cutting the large

Figure 3.
Tolerance-for-Stress Scale



withdrawals down to medium, and medium ones to small. Participants begin to focus on enriching life by making it less stressful, yet extending it to its fullest capacity.

Shaping Future Events

The grand finale, as with any stress management training, is the action plan to change unwanted behavior. This is done for both the individual and the organization by constructing a time line of events and conditions from

The fit corporation achieves wellness by doing a good job of managing stress in all organizational systems.

the past that produce unwanted effects. Following a cause-effect-cause-effect sequence, the root cause is determined, then hooked up to the hierarchy of needs for the individual (Maslow 1954) or a management principle for the organization (American Management Association 1982). When enough of these events are analyzed, a pattern of behavior can be established. Looking at the future side of the time line, events and conditions similar to the past can be predicted to recur.

Using stress management techniques, all organizational subsystems can learn to make informed decisions about their behavior. And the individual, work team, and organization can all function with precision to produce balance and harmony. The fit corporation achieves wellness by doing a good job of managing stress in all organizational systems.

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Make yourself necessary to somebody. —Ralph Waldo Emerson

No one knows what he can do till he tries. —Publilius Syrus

The game is never over until it's over. —Yogi Berra

Coping With Stress Is A State, Not A Trait

CPT Robert N. LeRay

Perhaps the most harmful stress in our lives does not come from the environment, but from ourselves. Although external sources of stress are the more commonly acknowledged, internal stressors also exist. An old adage says that 95% of the things we worry about don't happen, and that the 5% of our worries that do come to pass are not the most serious. In fact, we spend an inordinate amount of energy in negative fantasy, or as Dr. Albert Ellis says, "awfulizing."

We can reduce the amount of stress we generate for ourselves by focusing on and changing our self-defeating behaviors, dysfunctional attitudes, and misinterpretation of events. The way we interpret an event affects how we feel and behave.

Although many of us think of thoughts and feelings as being the same, they are distinctly different. And this difference is essential. As a result of learning, we have developed automatic thoughts which are a habitual pattern of thinking and which evoke feelings that greatly influence our behavior. Because these cognitions are automatic, habitual and believable, we rarely assess their validity. Many of our cognitions result from past experience, and while they may have been quite functional previously, for instance in childhood, they are not functional now, in adulthood. These dysfunctional cognitions lead to emotions that are stressful.

COGNITIVE RESTRUCTURING

Using a process called cognitive restructuring, we assess the validity of our *thoughts*, including the *feelings* that result from those thoughts, and the *behavior* that follows. If we find that the thoughts are invalid or result in emotions and behavior that are not in our best interest, then it is to our advantage to change these automatic statements and evoke more functional emotions.

The process works this way. First, identify the event; then, identify the self-statements (what am I saying to myself about the event?). What emotions are being evoked by the self-statements, and what behavior follows? Will emotions and behavior change the situation? If the answer is no and the emotion is stressful, it may be in your best interest to change it.

To bring about change, identify other self-statements you can make that are more valid and result in less stressful emotions. Consider, for example, a situation that most of us have found ourselves in at one time or another. You are on your way to work and tied up in heavy traffic. A typical way of responding may be as follows:

Automatic Self-Statements

Boy, I'm dumb to be in traffic now.
Why does everyone drive so poorly?
Our highway system is terrible.
I'll be late for work.

Feelings

Frustrated
Angry

Behavior

Clinching the steering wheel
Blowing the horn

By the time you get to work you already ruined your day for yourself. What are your options in a situation such as this? Next time, try this:

Alternate Statements

What a beautiful day!
I'll use this time to review the day's activities.
Why am I upsetting myself?

Feelings

Relaxed
Pleasant
Tranquil
Confident
Self-assured

Behavior

Comfortable posture
Courteous to other drivers

Experiment with this technique when you find yourself becoming stressed. The following will happen:

- You interrupt your automatic thoughts.
- You take time to evaluate the situation.
- You put automatic responses on hold.

This model is quite simple in theory, but difficult in practice. Remember, you are changing *thoughts*, *feelings* and *behavior* that have become ingrained over many years. However, with practice you will be generating new, more adaptive automatic statements. Like anything else, the more you practice the better you become. There is a proactive benefit to this technique as you soon find that you remain calm in situations that were formerly stressful.

SELF-HYPNOSIS

Self-hypnosis is also a stress-coping mechanism. Historically, people have had a bias toward hypnosis, believing erroneously that it is used to control minds or to render a person unconscious. In reality, hypnosis focuses attention to achieve a state of awareness in which the individual is receptive to suggestions both from without and within.

Each of us, it is believed, experiences hypnotic trance at least once every ninety minutes. But we describe the trance as daydreaming or mind wandering. We can, however, use these periods and with practice achieve this hypnotic state at will.

Experiment with this technique. In a quiet place allow your attention to become focused, either externally (a spot on the wall) or internally (your breathing). Slowly allow your body to become more and more relaxed. If you use an external focal spot, allow your eyes to close when they become tired. When your eyes close, let that be a sign for you to become even more relaxed. Then count backwards from ten to one as you exhale, becoming more and more relaxed each time the air leaves your lungs. When you have allowed yourself to become as relaxed as you wish, give yourself suggestions which will be beneficial, perhaps to completely visualize a successful golf stroke or delivering a successful presentation. You may wish to use it to eliminate your headache, or simply relax. There are many uses for this technique, and there is nothing mysterious about it. It is a learned skill that can be very beneficial both at work and at home.

All of us have a need to cope with stressors in our daily lives. Combining self-hypnosis with cognitive restructuring can be the most powerful tool you have available to take control of your life and be healthier, happier and more productive. □

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"CLEARING HOUSE" FOR MILITARY USERS OF PERSONAL COMPUTERS

The 175th Medical Brigade, California Army National Guard has formed a "clearing house" for Military Users of personal computers. The unit has established an Apple II software library of military applications as well as a data base of personnel and units who are using ANY personal computer. Anyone interested may feel free to contact MAJ Jack L. Espinai, the clearing house project officer at:

CALIFORNIA ARMY NATIONAL GUARD
Headquarters 175th Medical Brigade
3250 Meadowview Road, Sacramento, CA 95832

I am part of all that I have met. —Alfred, Lord Tennyson

He has half the deed done, who has made a beginning. —Horace

Good health and good sense are two of life's greatest blessings. —Publilius Syrus

COMBAT STRESS

Captain Steven C. German

To experience stress is something common to all individuals. In certain situations stress can be a positive force; for example, an athlete improving on his/her best performance under the pressures of competition. At other times stress can be a negative factor that prevents an individual from being completely effective. Military combat confronts an individual with one of the most stressful of all situations. It becomes a challenge to military leaders at all levels to manage soldiers under this most difficult of conditions. Being able to do this effectively can help produce the maximum effort from the soldiers in one's command.

The Nature of Stress

Stress is experienced by different individuals in different ways. Some of the more typical signs are loss of sleep, rapid heartbeat, increased frequency of urination, increased irritability, perspiration, shaking, etc. An individual under stress may experience any or all of these symptoms. Hans Selye is a Canadian scientist, world-renowned for his research and writings on the topic of stress. According to Selye, stress can be defined as the "non-specific response of body to any demand placed on it." Many changes take place in the body as a reaction to a stressful situation. These include an increased amount of sugar, adrenalin, and serum cholesterol in the blood, a speed-up in heartbeat, increased blood pressure, etc. These and other reactions of the body are the body's way of preparing itself to deal more effectively with whatever is producing the stress.

Selye points out that individuals react to stress by passing through three stages. During the first stage there is an "alarm reaction" during which the individual has a general wariness to his/her surroundings. An individual may be more sensitive and alert to what is happening around them. If the

stressful situation continues and the individual cannot manage it, the reaction will progress to a second stage, the "stage of resistance." At this point the body's defenses are used to a greater degree than in the previous stage. The person may be irritable, extremely sensitive and be losing sleep. In addition, some symptoms of potential psychiatric problems may begin to appear.

If stressful conditions continue in a manner which cannot be controlled, an individual can pass into the "stage of exhaustion." At this point an individual is unable to function, and frequently experiences a loss of control. The individual may become incoherent and trembling, may lose the will to live, or may become uncontrollably violent or fall into a stupor. There have also been reports of troops mutilating themselves in this stage. In battle situations, this final stage has been referred to by a number of terms including shell shock, combat exhaustion, battle fatigue, combat stress or war neurosis. The terms "stress reaction" and "combat reaction" are the terms currently being used to describe this condition.

Effective Stress Management

It is easier for the leader to manage stress during non-combat situations because of the absence of the obvious impact of combat situations as well as the greater ability to control factors. Competent leadership, good listening skills and sound human relations skills are important ingredients to use in effective stress management under these conditions and in combat situations as well. *Prevention of stress reaction in combat situations, as much as is possible, is a critical task of the military leader in order to maintain adequate numbers of available and ready soldiers.* Research studies show that combat produces surprisingly many psychiatric casualties, a result of stressful conditions, which

need to be removed from the fighting force. For example, reports from certain World War II battles show that psychiatric casualties among American soldiers have amounted to as many as 54 percent of the wounded.

Several factors and conditions appear to be related to the development of stress reaction in the combat soldier. These appear to increase the chances of this reaction occurring. Some of them can be controlled by the leader. For example, the presence of a good esprit de corps and of a loyalty to the group are conditions needed to reduce the impact of stress on the soldier. Belief in the cause for which one is fighting, and confidence and respect in one's leaders are important conditions.

An important factor is the strangeness of the combat situation. Alerting the soldiers in one's command as to what to expect may reduce some of the stress produced by strangeness. Another factor, that of having nothing to do can be avoided by having tasks to keep soldiers busy, thereby giving them a sense of control. Still another influential factor on the possible development of a stress reaction is the feeling that a soldier has towards killing others. A willingness and readiness to discuss these concerns with the soldiers in one's unit can help the leader to reduce some of the stress which develops from this factor. Other factors, less subject to leader management, are the general mental and physical health of the individual. These will influence the overall ability of the soldier to adapt to stress. Closely related to an individual's mental health is an individual's maturity and family background.

Seeking to manage as many of the aforementioned factors as possible will certainly help to increase the effectiveness of one's unit during a combat situation. Learning to manage one's own stress is important for the leader as well.

Leaders should be sensitive to the early signs of stress reaction indicated previously. The realities of war, with the loss of buddies and the fear of one's own death or injury, loom in the background to create enormous stress. Stress reactions to combat pose a real problem to a military unit as men need to be removed from the fighting force as psychiatric casualties. As pointed out earlier, research shows that the number of psychiatric casualties from combat can become quite high.

Treatment of Stress

Treatment of the stress reaction from combat involves several things. First, it is important to keep the treatment of the affected soldiers as close to the front lines as is realistically possible. If the combat soldier is treated near the combat zone, recovery is more likely. Second, it is critical that the victim of combat stress reaction receive treatment immediately to hasten recovery. Treatment will ideally consist of opportunities to discuss feelings surrounding battle experiences. Such feelings typically include grief, loss, guilt, remorse, etc. The focus of the treatment is on gaining an understanding that the soldier's reaction to combat is a normal reaction to a highly stressful situation. Indeed, the image portrayed in the movies of the soldier in combat not showing fear or signs of nervousness is not accurate. In addition, treatment focuses on looking ahead to the future and returning to battle. During treatment a message reinforced is that the soldier is expected to maintain the standards of a soldier, and is expected to eventually perform his/her duties and to return to battle.

Return to one's original, or a newly formed unit, can be a difficult experience for a soldier who has recovered from a stress reaction. Besides the transition back to a combat situation, facing one's peers after psychiatric problems can also be difficult. For the leader to be aware of this difficulty and to deal with the individual can help the leader to ease the soldier's return to a unit. Doing this would help to create a more effective soldier. Preparing the unit for the reentry of a psychiatric casualty, and creating an atmosphere of understanding, can help to create a more effective team.

An important role of a military leader is effective management of individual soldiers as well as the entire unit. The management goal is to obtain maximum performance from individuals and the entire unit. Stress is something that can interfere with maximum performance. Learning to manage stress gives the leader an extra tool for dealing with the soldiers, especially during combat situations. □

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Recognition is given to Dr. Richard Carboneau, Colonel, USAR, for serving as an inspirational force in this article being written.

SELECTED FINDINGS OF THE 1982 EXTERNAL EVALUATION OF OE IN TRADOC

Each year the Organizational Effectiveness Center and School at Fort Ord, California, evaluates its training of OE Consultants by examining the work they do in the field. For 1982, the focus was on OE in the TRADOC community. The Evaluation Directorate, OECS, mailed a census survey to all known OE Consultants in TRADOC, 84% of whom responded. Then, during the spring of 1982, teams of evaluators went to 12 TRADOC installations. The sites were chosen to sample combat arms, combat support arms, and combat service support centers and schools. At each site, team members interviewed their managers and supervisors, some of their clients, service school students, and non-users of OEC services. This evaluation examined the present TRADOC environment and addressed three questions:

1. Are OE Consultant Course graduates satisfactorily prepared to influence mission accomplishment?
2. What is OE doing to increase mission accomplishment?
3. What are the emerging environmental demands on OE in TRADOC Centers and Schools?

Here are some of the findings we think might be of particular interest to you as practicing field consultants.

- TRADOC installations are very complex systems characterized by rank-heavy, understrength, directorate structures and a large civilian population. These directorates have overlapping missions. "We-vs-they" attitudes surface frequently.
- TRADOC centers and schools are having to change the programs of instruction in response to the technological and structural changes facing the Army of the 80's.
- Most OECs are in the personnel directorates (DPCA, HRM). These are normally consolidated offices with both teaching and consulting responsibilities. They are often co-located with the Equal Opportunity Offices in remote corners of the post. The remaining OECs work either in the leadership department of the school, or for the post commander.
- OECC graduates are recognized as generally superior staff officers with special knowledge. They also have well developed interpersonal skills which help them to become highly regarded as platform instructors.
- OE is well received by Army service school students when the instruction gives them something practical that they can relate to in their next assignment. The instruction is least accepted when there are no tangible benefits discussed and when students don't accept the contention that OE data is confidential and anonymous and that OE is a voluntary process.
- OECs are most often used by the various directorates and subordinate agencies outside of training to conduct transition workshops, training activities, and workgroup improvement, all of which have come to be misleadingly labeled as "OE sessions."
- A small number of potential OE users do not use OE at all. Either they see no practical benefits, or they had bad experiences with OE previously due to perceived violations of confidentiality and anonymity.

Bringing the New OEC on Board

John Romaine

As a civilian OEC since 1979, I have witnessed the in-processing of several OECs into OE offices. It has become obvious to me how crucial this time is for the new OEC and the continuity of the OE mission. If handled properly, the transition allows the incoming OEC adequate time for usual adjustments and professional growth, and at the same time permits unbroken development for the OE program.

We all know that it is common experience for Army personnel to find themselves in a new job with little or no job orientation and no overlapping time with the outgoing personnel. In the OE business, this can devastate a fine OE program with ongoing projects, important established relationships with significant persons in the OE environment, and confidential client-consultant relationships which often revolve around sensitive issues. Without an adequate transition process when OE staff turnover occurs, the new staff has to virtually start all over again. This is neither organizationally effective nor professionally ethical for persons in the consulting business.

Often the outgoing OEC has experienced transformational growth, both personally and professionally. He has developed powerful contact within the community and has had a dynamic impact throughout the command. The experienced OEC has his "kit bag" bursting with tried and proven tools which he has learned to use with skill and ease. Into his polished world comes the new OEC, fresh out of school, his "kit bag" neatly organized but yet untried by the fire of actual practice. Does the outgoing OEC think that there can be an effective transition of the OE program to the new OEC, or does he shake his head in disbelief as he considers the new OEC's lack of maturity?

The new OEC is probably very different from the acting OEC, but nonetheless has unique abilities and potentials. In due time the new OEC will experience the same kind of success as the previous OEC. Outgoing OECs need to recall their early experiences and remember the opportunities that allowed them to grow and mature. The sooner the incoming OEC is given these opportunities, the sooner he will gain the sense of self-confidence needed as a consultant.

To help bring the new OEC on board, I've developed some "Do's" and "Don'ts" to stimulate and motivate my fellow OECs. After all, providing good transition for the new OEC is one of the most critical OE projects we can ever undertake.

Do's

- Be timely in planning personnel replacements to insure overlap.
- Tell the new OEC about OE program history and current status.
- Design a staff meeting to discuss teambuilding, role clarification and strategic planning.
- Introduce new OEC to appropriate installation personnel and significant OE contacts.
- Allow new OEC adequate time to get settled and organized.
- Provide a desk and supplies for new OEC.
- Plan some social event for the whole staff.
- Ask for feedback from the new OEC's Ft. Ord training experience, such as new concepts, specific learning.
- Assess the new OEC's personal skills, strengths and weaknesses.
- Team the new OEC with an OEC who will be complementary.
- Plan appropriate, increasing responsibilities.
- Show confidence by including the new OEC in planning, teaching, and consulting.
- Give the OEC some guidance on the first project.

Don'ts

- Thrust the OEC alone into a macro operation.
- Overwhelm the OEC with your awesome abilities of public speaking, group facilitation, data analysis, etc.
- Delegate some meaningless task in the office to the new OEC.
- Think the new OEC will never make it (this person will probably be at least as successful as you have been).

□

Sources and Resources

Betsy Martin Tumelson

INFORMATION OVERLOAD

"Information Overload" has recently become a popular topic at the OE Library. An Army Chief of Staff special study group, senior and other Service Schools, and Consultants alike have submitted numerous search requests as they look to the future of organizational excellence.

Even now, decision makers are ready to address some common information problems, such as delay, distortion, and irrelevancy. But the broader picture reveals that when individuals receive more information inputs than they can process, problems begin to surface throughout the organization. Although individuals have different levels of tolerance for information overload, those who suffer react by working harder and working longer hours. They make more errors, are forgetful, absent-minded and easily frustrated. The effects of information overload stress filter down the organization, impairing decision-making ability and work relations necessary for organizational effectiveness.

Technologies associated with successful management of information come from consultants and their understanding of process. OE Consultants know accurate, clear information makes for better decisions, which in turn lead to more effective organizations. They know specifically about data overload in data reduction and feedback. Better understanding of Human Information Processing (HIP) will broaden consultants' knowledge base to understand processes for becoming more personally effective, and assisting organizations toward excellence.

I gladly pass along to you the results of the OE Library search. In keeping with the intent to reduce information overload, these resources are short journal articles on the subject and related topics. Although only a few of these articles are available at the OE Library, you can get copies at your local library or, if necessary, by inter-library loan from larger libraries.

INFORMATION OVERLOAD

"Beyond the analytic manager." H.J. Leavitt, *California Management Review*, Spring 1975, 17, 5-12. (a)

"Beyond the analytic manager: Part II." H.J. Leavitt, *California Management Review*, Sum. '75, 17, 11-12. (b)

"Dealing with information overload." M.H. Rader, *Personnel Journal*, May 1981, 60:373-5.

"Effect of information-processing ability on processing accuracy." W.A. Henry, bibl, *Journal of Consumer Research*, June 1980, 7:42-8.

"Human information processing, decision style theory, and accounting information systems." Michael J. Driver and Theodore Mock, *Accounting Review*, 1975, 50:490-508.

"Individuals and information overload in organizations: is more necessarily better?" C.A. O'Reilly, 3d. bibl, *Academy of Management Journal*, December 1980, 23:684-96.

"Information processing model of organizational perception, strategy and choice." F.D. Tuggle and D. Gerwin. bibl tabs, *Management Science*, June 1980, 26: 575-92.

"Information overload controversy: and alternative viewpoint." N.K. Malhotra and others, bibl tabs, *Journal of Marketing*, Spring 1982, 46:27-37.

"Information in organizations as signal and symbol." Martha S. Feldman and James G. March, *Administrative Science Quarterly*, June 1981, 26:171-86.

"Planning on the left side and managing on the right." H. Mintzberg, *Harvard Business Review*, July-August 1976, 54:49-58.

"Managerial information processing: a research review." G. Rivera and others. bibl, *Administrative Science Quarterly*, March 1981, 26:116-34.

"Minds and managers: on the dual nature of human information processing and management." W. Taggart and D. Robey. bibl, *Academy of Management Review*, April 1981, 6:187-94.

"Modeling decision-specific stress: some methodological considerations." Morris B. Holbrook and Michael J. Ryan, *Administrative Science Quarterly*, June 1982, 27:243-58.

"Using information processing theory to design marketing strategies." A.M. Tybout and others, *Journal of Marketing Research*, February 1981, 18:73-9.

"Variations in decision makers' use of information sources: the impact of quality and accessibility of information." Charles A. O'Reilly, *Academy of Management Journal*, December 1982, 756-71.

VISUAL INFORMATION: A MEANS TO REDUCE INFORMATION OVERLOAD

It has been said that good planners emphasize left hemisphere strengths and excellent managers emphasize right hemisphere strengths. Visual information enhances right hemisphere conceptual understanding. To reduce overload, information need be prepared for managers emphasizing their process strengths. OECS's Visual Information Specialist, **Coy Brown**, collaborated with me in compiling the following resource list of books consultants may want to add to their collection to increase skills necessary to reduce, prepare and deliver information through symbols, images, graphs, and models.

VISUAL INFORMATION

Albrecht, Karl

BRAIN POWER: LEARN TO IMPROVE YOUR THINKING POWER

Prentice-Hall, c1980

Adams, J.
CONCEPTUAL BLOCKBUSTING
Stanford Alumni Association, c1974.

Arnheim, Rudolf
VISUAL THINKING
Berkeley U. of CA press. c1971.

Assagioli, Roberto
PSYCHOSYNTHESIS: A MANUAL OF PRINCIPLES
AND TECHNIQUES
The Viking Press, c1965.

Ball, Geoff
USING GRAPHICS WITH GROUPS
315 Bryant Street, Palo Alto, CA 94301, c1978.

Boshear, Walton and Karl Albrecht
UNDERSTANDING PEOPLE: MODELS AND
CONCEPTS
University Associates, Inc., c1977.

Bry, Adelaide
VISUALIZATION: DIRECTING THE MOVIES OF
YOUR MIND
Barnes & Noble, c1976.

Buzan, Tony
USE BOTH SIDES OF YOUR BRAIN
E.P. Dutton, c1974.

Edwards, Betty
DRAWING ON THE RIGHT SIDE OF THE BRAIN: A
COURSE IN ENHANCING CREATIVITY
AND ARTISTIC CONFIDENCE
J.P. Tarcher, Inc. c1979.

Halprin, Lawrence and Jim Burns
TAKING PART: A WORKSHOP APPROACH TO
COLLECTIVE CREATIVITY
The MIT Press, c1979.

Hurlburt, Allen
LAYOUT: THE DESIGN OF THE PRINTED AGE
Watson-Guptill, c1977.

Jung, Carl G.
MAN AND HIS SYMBOLS
Doubleday & Company Inc., c1964.

Lippitt, Gordon L.
VISUALIZING CHANGE: MODEL BUILDING AND
THE CHANGE PROCESS
University Associates, Inc., c1973.

McKim, Robert H.
EXPERIENCES IN VISUAL THINKING Second edition
Brooks/Cole Publishing Co., c1980.

Russell, Peter
THE BRAIN BOOK
Hawthorn Books, Inc., c1979.

Samuels, Mike and Nancy
SEEING WITH THE MINDS EYE: THE HISTORY,
TECHNIQUES & USE OF VISUALIZATION
Random House, c1975.

Schmid, Calvin F.
HANDBOOK OF GRAPHIC PRESENTATIONS
Second Edition
John Wiley & Sons, c1979.

Sibbit, David
I SEE WHAT YOU MEAN: A WORKBOOK GUIDE TO
GRAPHIC FACILITATION OF GROUPS
544 6th Ave, San Francisco, CA 94118, c1980.

White, Jan Victor
GRAPHIC IDEA NOTEBOOK
Watson-Gaptill.

□



Book Reviews

EXECUTIVE HEALTH: A Complete reference for Physical and Mental Stress Management by Philip Goldberg. McGraw-Hill, 1978.

Reviewed by Chaplain (COL) Marion D. Pember (OECS).

You can find all you ever wanted to know about the physical and mental aspects of successful stress management in *Executive Health*. It is an excellent and quite comprehensive book for achieving good mental and physical fitness.

In the words of the author, "An estimated 80% of all modern disease has its origins in what has come to be called stress." Goldberg promotes the idea that the best way to manage stress is through attention to physical and mental health. This book helps you define stress, provides guidance on recognizing its effects, and recommends programs for treatment and prevention.

If you are already taking care of mind and body, this book will help you fine-tune your program. If you are aware that stress is having a personal impact and you want to do something about it, this book is a valuable resource. It describes the most common stressors; provides self-evaluations to help you look at your habits, priorities and life style; and gives excellent guidance on developing a program tailored to meet your own individual needs, telling you what to do and when to do it.

Quite impressive, but possibly of lesser value to those under the military health care system, are the numerous listings of organizations, clinics and agencies devoted to working with various health problems. If nothing else, it emphasizes the interest, energy and money being devoted to the whole area of mental and physical fitness.

I stop short of calling this a book on holistic health. Although excellent in dealing with the mental and physical, it does not provide the same in-depth look at the spiritual. With the growing holistic emphasis on man being made up of body, mind and spirit, this book only gets you two-thirds of the way there. You need to get the spiritual someplace else.

Goldberg gives a clear message that the ultimate responsibility for your health is you, and you are better equipped than anyone else to look after yourself. This book gives you guidance on how to do it. □

CORPORATE CULTURES: The Rites and Rituals of Corporate Life by T.E. Deal and A.A. Kennedy. Addison-Westley, 1982.

IN SEARCH OF EXCELLENCE: Lessons from America's Best-Run Companies by T.J. Peters and R.J. Waterman, Jr. Harper and Row, 1982.

Jointly reviewed by Dr. Benjamin J. Roberts and CPT(P) William F. Barko (OECS, Concepts Development Directorate).

Because the authors of *Corporate Cultures* and *In Search of Excellence* are associated with each other and share much of the data base from their work at McKinsey and Company, it is not surprising to find that the works are extremely complementary. Both works represent a refreshing shift away from the emphasis on Japanese management practices, while questioning the utility of continual reliance on the rational style of management.

Deal and Kennedy do an excellent job of raising the reader's curiosity and level of awareness about what goes on within successful corporations. Then Peters and Waterman carry out this process and close inspection with more academic vigor, suggesting a major paradigm shift. In each case, smallness and service orientation are emphasized, and both works incorporate these attributes in proposing organizational forms for the future. Deal and Kennedy provide a more interpretable model of the organization of the future, while the Peters and Waterman organization for the 1980s is more theoretical and less operational.

Corporate Cultures focuses on successful American companies and the concepts and ideas that made them great. Strong corporate cultures are seen as the common links to success, encompassing a system of internal rules that spell out how people are to behave most of the time. While "values" distinguish what matters in providing a sense of common direction, "heros" provide lasting human influence within the organization.

Four distinguishable cultures are portrayed, each based on the degree of risk associated with the company's activities, and the speed at which people in the company get feedback on whether decisions or strategies are successful. In the "tough guy, macho culture", individualists take high risks and get quick feedback, while the "work hard, play hard" employees take few risks with quick feedback, thus encouraging more of the same. Cultures with big-stakes decisions where years pass before

employees know whether decisions have paid off depict "bet-your-company" cultures. Situations with little or no feedback where it is hard to measure productivity, as in many bureaucracies, are "process cultures."

Strong company cultures are those that artfully blend the best elements of all four cultural types. As well as talking about how to manage the various aspects of each culture, the authors, also address reshaping the cultures and managing the change.

The book ends with an interesting treatment of the cultures of the future. Characterized by extreme decentralization and the conspicuous absence of middle management, these slowly evolving "atomized organizations" are represented by today's franchises.

By researching America's top companies, the authors of *In Search of Excellence* have identified eight key attributes of excellence. Both entertaining and scholarly, the book relates numerous vignettes, myths and legends told by many of America's key corporate founding fathers and executives. The authors conclude that by the eight simple attributes, excellent companies have elicited astonishing contributions from tens of thousands of people.

Underlying this work is a penetrating attack on present management's functioning as well as the curriculum and output of today's leading business schools. The authors believe that business management techniques have overemphasized the rational-man model. The use of detached, analytical justification for all decisions has superseded all other criteria for management. Technical jocks are still the dominate force in big business, as witnessed by the regular increase in numbers of presidents

with a predominantly financial and legal focus.

These comments cut deeply into the corporate boardroom and would surely arouse the ire of many executives. But are the authors' views valid? We think so. Even today's OD consultants, with their heavy background in the social and behavioral sciences, have fallen victim to the rational model. Having developed numerous, detailed planning models and strategies, they are now responsible for the development of permanent planning boards, volumes of strategic planning documents and millions of structured meetings. Often, these may squeeze what little creativity and impromptu ideas key organizational leaders have developed. The emphasis placed on management basics by Peters and Waterman must be lauded, and will certainly be useful in the future development of management theory and practices.

This book is a gem that can be viewed from many perspectives. Its application as a text and reference in management courses should be seriously considered. Consultants should be faulted if they do not make this book mandatory reading. Organizational psychologists will find a wealth of information for future discussion and research.

In both of these books, the respective authors accomplish with great facility what they set out to accomplish. In *Corporate Cultures* the authors present a sociological and anthropological analysis of the rites and rituals of corporate life. Reflecting these orientations Peters and Waterman in *In Search of Excellence* are identifiably more psychological and social-psychological in their presentation. □

Editor's Note: This is based on a more elaborate book review on these books that will appear in December, 1983 issue of the *Journal of Applied Behavioral Sciences*.

Visitors' File 1982 - 83

12 Jul 82

Dr. Margaret Scheffelin, Member of the DACOWITS—Department of the Army Committee on Women in the Services.

Purpose - Orientation and discussion of OE application to male/female relationship problems.

19-20 Jul 82

LTC Fred Barthmus, Chief Operations, Plans and Evaluation Division, USACGSC and **COL Robert C. Waldron**, Reservist on active duty with that division.

Purpose - Discuss SC 54A Task Analysis Project.

5 Aug 82

CSM James B. Craft, CSM HQs TRADOC.

Purpose - Update.

9 Aug 82

Ms Karen Stasser, Corps of Engineers San Francisco District and **CPT Jeff Stasser**, Graduate Student in OD at Stanford.

Purpose - Discuss reorganization of SF Engineer District to reduce number of spaces.

25 Aug 82

MG James E. Moore, Jr., Commander, 7th Inf Div & Ft. Ord.

Purpose - Orientation.

22-24 Sep 82

Patsy Staub, OEC for Depot Systems Command.

Purpose - Update.

27 Sep - 1 Oct 82

Bill Masters, OEC, HQs DA.

Purpose - Discuss Research Management, Force Modernization and other subjects.

12 Oct 82

Seppo Nyman, OD Consultant, The National Institute of Defense Organization and Management, Stockholm, Sweden.

Purpose - Orientation/Update.

25 Oct 82

Arthur Lloyd, Chief of Large Information Systems, Honeywell Corp, Phoenix, Ariz.

Purpose - Exchange information on large information systems.

28 Oct 82

Warren Bullock, Director of Personnel, Bureau of Government Financial Operations, Department of the Treasury and **June Allen**, Personnel Supervisor.

Purpose - Determine if the OECC would meet training needs of the Treasury for consultants.

29 Oct 82

MG Kenneth C. Dohleman, CDR ARMOR IX Presidio of San Francisco, Calif.

Purpose - Graduation speech to OECC 4-82 and update on current projects.

3 Nov 82

MG Frederic J. Brown, DCS Training, TRADOC.

Purpose - Update.

8 Nov 82

COL J. Klugh, Deputy Director, Officer Personnel Management, MILPERCEN.

Purpose - Orientation and discussion of officer fill.



US Army TASC Photo by Bob Britsch

Left to right: LTG Jack N. Merritt, Dr. Mel R. Spehn, LTC Tom Forsythe, and LTC Ron Tumelson.

1 Dec 82

Robert Tannenbaum, Author/Lecturer Carmel, CA.

Purpose - Orientation on Army OE Program.

6 Dec 82

William Tapp, Command Sergeant Major, USA DARCOM.

Purpose - Orientation and discussion of role of OE NCO.

7-10 Dec 82

COL Bill Landgraf, HQs DA

Purpose - Discuss future purpose and direction of OE.

8 Dec 82

CPT (USN) Claude Vernon, CDR, Human Resource Management School, NAS Memphis.

Purpose - Analyze course materials for possible use in Navy Training Program.

22 Dec 82

Dr. Marcia Palitz-Elliot, Centertek, Santa Cruz, Calif.

Purpose - Orientation.

3 Feb 83

MG Henry J. Schumacher, CDR, USA Signal Center and Ft. Gordon/COMDT, USA Signal School.

Purpose - Orientation and discussion of proponentcy.

3 Feb 83

COL Reb Ketchum, CDR, AIT Brigade, Ft. Gordon.

Purpose - Orientation.

9 Feb 83

LTG Jack N. Merritt, Deputy CDR, TRADOC and CDR, USA Combined Arms Center and Ft. Leavenworth.

Purpose - Orientation and update.

10 Feb 83

MG John B. Blount, Chief of Staff, TRADOC.

Purpose - Update.

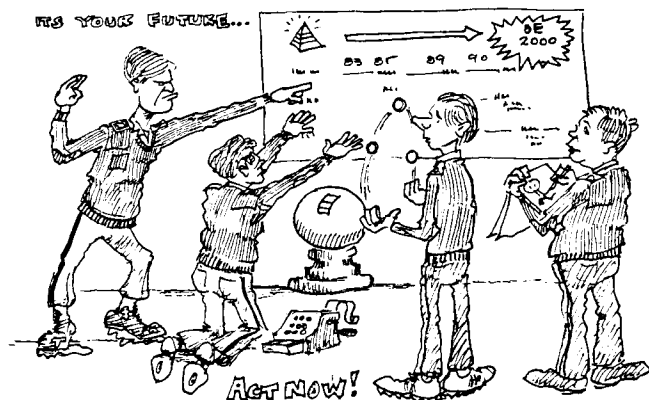
ORGANIZATIONAL EFFECTIVENESS UPDATES

HQDA Updates

Update of recent OE events at HQDA

LTC Lew Flanders
8-227-3700

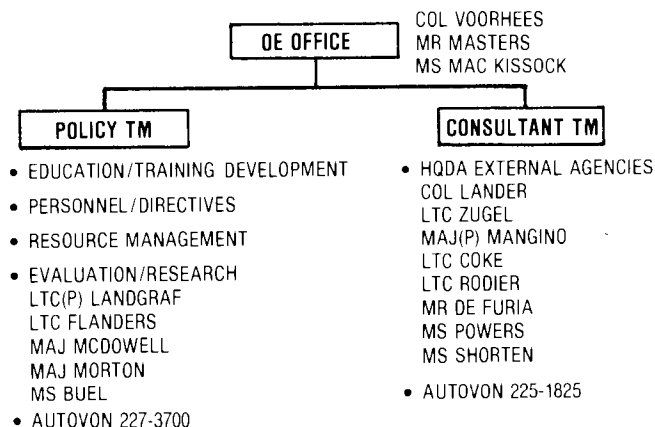
OE, Future Planning. A steering group met at Beckley, WV, 15-19 November 1982, attended by participants from HQDA (Policy & Consultant Team), TRADOC, FORSCOM, MILPERCEN, First Army, DARCOM, OECS and NGB.



Based on the results of the RAPC '82, an OE "Future" draft plan for the 90's was developed. The plan included 32 desired outcomes which are time-phased to be completed by 1992. The draft plan has been formally briefed to: MG Hugo, Director of Management, OCSA; MG Blount, Chief of Staff, and BG Edmonds, Director Training, TRADOC; DCSOPS, HQDA; Commandant & Directors of OECS; the OE MACOM Program Managers in the Washington, DC area; and MILPERCEN OE career managers.

The "OE Future" draft plan will be discussed at the IPR, RAPC in Williamsburg, VA in March '83 then forwarded to the field in April for staffing and MACOM input.

HQDA OE Office. The DA OE office has its full complement of personnel for the first time in over a year. The following personnel are currently assigned.



Total Army Goals Integration Center has been functioning at HQDA for the past several months. Members include the coordinator for each goal, representing the goal keeper (3 star), with their respective OEC from the Army Consulting Cell; members of Management Directorate and Program Analysis and Evaluation Directorate of OCSA; and a member of the Office of Chief, Public Affairs. The center members meet monthly to discuss activities, coordinate efforts and improve processes for evolving the Performance Management Army (PMA) process across the ARSTAF and Secretariat.

Performance Management Army (PMA). In January, LTG Thurman, DCSPER, reported progress on the Leadership Goal objectives to the Army Policy Council (APC). This was the initial report-out, in the PMA process, on the seven Total Army Goals. Subsequent reports by the "goal keepers" are scheduled February through May. The APC intends to review the whole PMA effort later this spring.

OE Annual Command Summary. Input for the 1982 OE assessment has been received from all MACOMs. Analysis of the input was complete in January '83. A summary of current OE consulting techniques and command OE trend data will be forwarded to all MACOM commanders following a review by the Army Chief of Staff.

World-wide OE Planning Calendar. The following calendar of major OE training and special events scheduled for 1983 has been forwarded to all MACOM HQs for information and advanced planning. This office encourages productive use of this long-range planning information; please contact sponsoring agencies about listed events.

OECC 1-83	06 JAN - 29 APR	FTX 29 MAR - 26 APR FT. ORD
OECC 2-83	24 FEB - 17 JUN	FTX 17 MAY - 14 JUN FT. ORD
OECC 3-83	05 MAY - 26 AUG	FTX 26 JUN - 23 AUG FT. ORD
OECC 4-83	23 JUN - 14 OCT	FTX 13 SEP - 11 OCT FT. ORD
OECC 5-83	18 AUG - 09 DEC	FTX 08 NOV - 06 DEC FT. ORD
LMDTC 1-83	11 OCT - 05 NOV	FT. SILL, OK
LMDTC 2-83	29 OCT - 26 NOV	FT. ORD, CA
LMDTC 3-83	07 JAN - 04 FEB	FT. EUSTIS, VA
LMDTC 4-83	11 FEB - 11 MAR	FT. ORD, CA
LMDTC 5-83	25 MAR - 22 APR	FT. GORDON, GA
LMDTC 6-83	13 MAY - 10 JUN	FT. ORD, CA
LMDTC 7-83	08 JUN - 05 AUG	FT. STEWART, GA
LMDTC 8-83	26 AUG - 23 SEP	FT. ORD, CA
OEMC 1-83	24 - 27 JAN	BAD DUKHEIM, GERMANY
OEMC 2-83	14 - 17 MAR	WILLIAMSBURG, VA
OEMC 3-83	06 - 09 JUN	SAN DIEGO, CA
OEMC 4-83	26 - 29 SEP	WILLIAMSBURG, VA
HQDA RAPC	15 - 19 AUG	BECKLEY, WV (MACOM OE Mgrs only)
HQDA RAPC	11 - 12 MAR	WILLIAMSBURG, VA (MACOM OE Mgrs only)
DARCOM CONF.	04 - 08 APR	BECKLEY, WV (By Invitation only)
TRADOC CONF.	17 - 21 JAN	MONTEREY, CA (By Invitation only)
FORSCOM	mid APR (tentative)	ATLANTA, GA (By Invitation only)
USAREUR PRO DEV	01 - 06 AUG	TBD (EUROPE OECs)

CSA CMD CONF.	12 - 18 OCT	WASHINGTON, DC (Commanders only)
EUSA	APRIL	KOREA (In-country OECs)
RSRCH MGMT		
CMT	APRIL	(Committee Members)
OECIS MEETING	TBA	(Committee Members)

OTHER INFO DATES THAT MAY BE USEFUL TO OECs:

American Management Association	21-23 MAR	DALLAS, TX Annual Convention
Human Resources Development (HRD 83)	19-24 JUN	WASHINGTON, DC Annual Convention
Association of Training Development	23-25 MAR	SAN FRANCISCO, CA Conference
OD Network	OCT	LOS ANGELES, CA
TRADOC OE Teleconference	MAR and OCT	Selected invitation from outside TRADOC location VA

Civilian Information. A bit of structure is on the horizon for our heretofore rather laid-back approach to civilian vacancies. The new guidance formally recognized HQDA as a clearing house which will maintain files of interested personnel and provide courtesy lists to managers with OE vacancies. To do this well, we need to know when you have a vacancy so we can make sure the word gets around. We'll also provide telephone guidance to folks who may approach you requesting job information.

MACOM Roundup

FORSCOM

**LTC MATA, MAJ SELFE, CPT(P) SELIN, SGM DAVIS,
SFC(P) OLIVER, DR. COLLIER, MR. HAMILTON, MR. FLAHERTY,
MS. L. BRAGG AND MS. L. RAY.
[OE TEAM] AV 588-3537/3538**

CONCEPT PLAN TO IMPROVE FORSCOM MANAGEMENT

At the November FORSCOM Commander's Conference, the Commanding General announced his decision to develop an improved management system. Essential to that system is the development of command goals and objectives, which the CG will elicit from subordinate commands using a Concept Plan.

The Concept Plan (see article by LTC Adkinson, on page 19) is a series of steps or actions, over time, that alternate between Headquarters, FORSCOM and the field. The Plan is designed to involve key organization representatives and commanders in recommending core guidance for the entire command. Regulatory and planning considerations will be reviewed periodically by staff and command group at Headquarters, FORSCOM before final approval by the Commanding General.

After command goals and objectives are approved, the subordinate commanders will be directed to establish their own organization management plans which support the direction of FORSCOM. It is understood that many FORSCOM organizations have already taken action in the past, or are now working to establish internal management plans. The process to establish FORSCOM goals and objectives is not intended to undo those good efforts, but rather to supplement them by providing a clear central plan for subordinate commands to work from.

The FORSCOM OE Office, will design and conduct workshops to draft recommended command goals and

objectives. Field OE consultants are being told about ongoing actions and will be invited to attend an OE conference in Atlanta, GA, 18-23 April 1983. At the conference, we will develop and practice intervention techniques which will help subordinate commands develop or refine their management plans.

"MAINTAIN SUFFICIENT STRENGTH IN RESERVE TO INFLUENCE THE BATTLE"

Believing this axiom to be true, we have brought forward **LTC Juan M. Mata**, an Individual Ready Reserve (IRR) member of the USAR to bolster our increasing workload. LTC Mata, a 1977 graduate of OECs who joined us in November 1982 for 179 days, contributes insight, experience and a unique approach to significantly help accomplish our mission.

CHANGE

On 31 March, **LTC Mike Adkinson** will retire from active duty. The Army will lose a top-notch soldier and the OE community a real pacesetter. His contributions during the nearly three years he served as Chief, FORSCOM OE office, will continue to benefit the Army well into the future. Under his innovative leadership and coaching, OE attained increased credibility throughout FORSCOM. Although he would deny personal credit, LTC Adkinson was responsible for consolidating the OE functions at HQ FORSCOM into a Special Staff Section under the Chief of Staff. This permitted easier access to the total Headquarters and increased consulting opportunities. He always got the Commanding General personally involved in our annual command summaries rather than handle them as staff actions. He submitted new, innovative and meaningful suggestions for conducting the FORSCOM Commander's Conference. This created a climate of normal acceptance of OE support to meetings and conferences; much of this was behind-the-scenes support. Using the Total Army Goals as a starting point, he guided the development of a performance management process that has been institutionalized in the Headquarters and is being used as a framework for establishing command-wide goals and objectives. As **LTC Stowell**, our new Chief, comes aboard, we bid LTC Adkinson a final farewell and thank him for creating a climate in which we can "be all that we can be." (The Team)

III Corps and Fort Hood, Texas

**LTC Tomas F. Hartford
AV 737-5218/6242**

Fort Hood has developed a "Unit Training and Maintenance Profile and Unit Climate Profile Questionnaire" consisting of 55 questions that may be used as a unit-diagnostic tool to provide company-sized unit commanders a means of acquiring a working knowledge of junior enlisted soldier's perceptions, attitudes, and concerns. Its principal value is that it can be administered and manually scored within a unit thereby providing timely information to the interested company commander. The results of the questionnaire, which focuses on trends and perceptions rather than specifics, must be evaluated in conjunction with other information and data available to the company commander to provide a picture of the current unit status, evaluate the unit's needs, and assist in identifying courses of action.

The questionnaire will also be administered as an integral part of the Command Inspection program to aid the IG in identifying strong and weak areas within the inspected company-sized units, but the results will be returned only to the senior inspector and company commander. Data derived from command questionnaires, which are computer scored, is used to develop Corps and type unit (combat, combat support, and combat service support) profiles which are available to users for comparison purposes.

This questionnaire does not replace the General Organization Questionnaire (GOQ) or the Commander's Unit Analysis Profile (CUAP) but supports the philosophy of the Corps Commander, LTG Walter F. Ulmer, Jr., to provide timely and confidential results to a unit commander that are meaningful, workable, realistic, and statistically manageable. More information will be forthcoming as the program is used and evaluated at Fort Hood.

TRADOC

AV 680-3312/3316

Office Update: The TRADOC OE Office will be growing in the near future with the addition of **SFC Walter Edmundson** (May 82) (assigned to our office against the Ft. Monroe Post TDA), and **SGM Bill Rodden** (Sep 83) assigned into **MSG Ike Curry's** position which has been upgraded to E-9. MSG Curry will remain with the office at least through September of 1983. **MAJ Dan Goodman** is now on duty full-time, having completed the long move from Korea to Ft. Monroe with his family on 17 January.

Consulting: The high point of consulting operations is our continuing support to the TRADOC staff in analyzing TRADOC's roles supporting Total Army Goals. These roles are being aligned under the TRADOC Goals as objectives, with tasks, performance indicators and milestones being developed. The process has been designed and executed by resource management personnel with OE consultation and assistance. The major advantages to this approach are that resource implications and needs are being considered during the process, a management structure is already in place as the evaluation tool (with modification), and a common management direction is evolving. The programming (PARR) process recently submitted, was based on the results to date of the goals process, and all future programming, budgeting, and management processes are likewise scheduled to be based on the TRADOC objectives. Spinoff activities are occurring, with some staffs using the same process to develop their own direction, management system, and top-down input to military and civilian support forms.

OE Instructor's Conference: During the week of 17-21 January, nineteen TRADOC Service School instructors attended the TRADOC Service School OE Instructor's Conference, hosted by OECS in Monterey. The course was extremely well received by all. Major events in the POI included an exchange of training methodologies, discussion of service school evaluations, integrated training of OE skills, an orientation on "Superlearning," and familiarization with competency interactive video training.

Teleconference: The second TRADOC OE Teleconference is now scheduled for sometime during 28

March - 1 April. Subjects covered in the conference will be based primarily on the desires of the field, as solicited by message during February.

USAREUR

LTC Dave Windom
(2121) 7087/7286

During the upcoming WINTEX 83, the USAREUR OE network has a unique, first-time opportunity to contribute to the improvement of the USAREUR Command and Control Information System (UCCIS). We will be evaluating the usage of this system which consists of data terminals positioned throughout the Theater Army that link units and agencies together. Evaluators (primarily OECs, assisted by some Army Reserve personnel on active duty) will be trained on the use of the system and related hardware, data collection techniques and forms as well as Battle Staff Process observation analysis that will be used extensively to determine the effect of this system and the information it can provide on decision-making within the Theater Army. We anticipate that this effort will provide a very thorough evaluation and demonstrate the practical value of OE under wartime conditions.

By the time this issue of the *Communique* is on the street, USAREUR will have had its fourth OE Managers Course and, at submission time, it promised to be a "whopper" with over 40 managers attending and bringing over 55 OECs with them. The conference was to be opened by **LTG Paul S. Williams, Jr.**, CG V Corps, followed by **MG Thomas D. Ayers**, USAREUR Chief of Staff on the second day, and closed by **MG Carl E. Vuona**, CG 8th ID. Such an obvious and outward show of support indicates that the USAREUR OE network is finally achieving the legitimacy that will be needed to address the complex issues of tomorrow.

Speaking of tomorrow, **LTC Jim Berg** from OECS will be taking over the USAREUR network when I return to CONUS in late May. For the third year in a row, the USAREUR OE Professional Development Conference will start the day after the German Gran Prix on 8 August 1983. We have established a new and very popular tradition by inviting our CONUS instructors as well as USAREUR OECs to the Formula One race prior to our conference.

USAREUR continues to need experienced OECs to fill some very important positions. If you are a candidate for reutilization and would like to be considered for a position in the fastest moving, most demanding OE network in the Army, contact the HQ USAREUR office at Heidelberg Military (2121) 6286/7286/8924. For those of you who have supported me during a very exciting and fast-paced 3 years, I say "Thanks" and ask that you give that same outstanding support to Jim Berg.

MILPERGEN

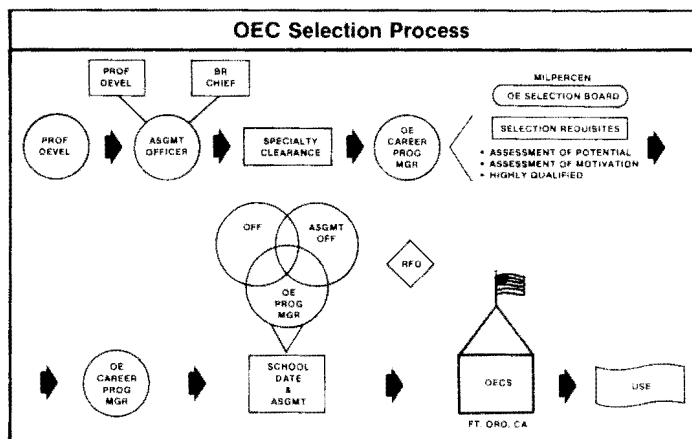
MAJ Hall
AV 221-8151/8152

This update serves a dual purpose: to review the requirements to be an OEC, and to outline the replacement system for OECs.

The OE Program encourages personnel from all occupational specialties to take part as OE consultants. Basic selection standards for attending the US Army Organizational Effectiveness Center and School (OECS)

require officers in grades of Captain and above, graduate of their officer Advanced Course, college graduates, 6 years AFS, and troop experience; NCOs must be E-7 or above (waiverable to E-6), 2 years of college, 10 years AFS, troop experience, and be interviewed by an OE officer and recommended by their commander.

Applicants who meet the selection criteria may apply for the program by submitting an application to HQDA, MILPERCEN, ATTN: (Appropriate Assignment Branch). Branch approval is required and will be followed by a MILPERCEN OE Selection Board to thoroughly assess potential and motivation to perform an OE assignment.



Initial OE assignments must be as full time OE consultants or in validated OE positions. Upon completion of an OE tour, the OEC can expect assignment in his or her initial or additional specialty.

OEC tours vary, depending on individual replacements, and the needs of the Command. OEC tours of 18 to 24 months **minimum** are expected (AR 5-15).

There should be a valid, authorized position for an OEC (if none exists, see your manpower/force development people). For Officer positions, ODP (Officer Distribution Plan) support is critical and must be coordinated with the servicing military personnel office (MILPO).

Requisitions for replacement of officer OECs should be submitted one (1) year prior to desired replacement arrival dates. (Four (4) months of OE School (OECS) training is required.) Requisitions should be coordinated closely with the serving MILPO to insure that they are: submitted prior to the normal requisition cycles; coded type 5; require the ASI 5Z; and include trailer card data specifying OECS training at Fort Ord, CA, in route. NCO requests (Requisitions) should be submitted directly to the MILPERCEN NCO OE program manager.

TDY and return monies are also available from MILPERCEN. A command may identify an in-house asset for OE training, and MILPERCEN will fund the TDY to OE school and return to serve as the command's OEC.

The OEC comes from existing command resources, quality is known, and ODP is not an issue. TDY and return applicants are nominated to the MILPERCEN OE program managers who insure that selection criteria are satisfied and that MILPERCEN branch clearance, insuring assignment stability, is obtained.

OE inquiries should be directed through MACOM OE program managers and the MILPERCEN OE Career Management Office. The MILPERCEN OE Career

Program Managers are myself and MSG John Frye. They are co-located at 221-8151/2 or 0327, commercial (202)325-8151/2 or 0327; Room 7S37, Hoffman II; USA MILPERCEN, ATTN: DAPC-OPA-C (OE), 200 Stoval Street, Alexandria, VA 22332. Our mission is to ensure that the Military OEC positions world-wide are filled in a timely manner. We also manage the OE selection board process, assign all OE school seats, control the TDY and return program, monitor OEC trends and demographics, and serve the OEC and the OE manager in the field.

We coordinate daily with HQDA, MACOM program managers, MILPERCEN Distribution Division (creators of requisitions and monitors of ODP), MILPERCEN Assignment Branches, OECs, OEC applicants, and OE management people on a daily basis.

WESTCOM

AV: 438-1958/2419

NEW WESTCOM OE CHIEF

We bid "Aloha!" to CPT(P) Nancy L. Freebairn. CPT(P) Freebairn left Hawaii on 8 Jan 83 for duty in the Office of the Chief of Engineers. CPT(P) Freebairn raised the focus and structural placement of this office from that of an installation-level projects/training office to a MACOM staff office that is concentrating primarily on systemic consulting at the highest organizational levels. Good luck, Nancy in your new assignment.

WORK ENVIRONMENT IMPROVEMENT TEAMS (WEIT) IN HAWAII

CPT(P) Freebairn and SFC(P) John Tantlinger recently conducted the WEIT training package, Members' and Leaders' Courses, to help a TO&E Engineer Battalion install the Army's version of Quality Circles in that organization. We *think* this is the first use of the WEIT concept by a TO&E battalion anywhere. Feedback please! POC is SFC(P) Tantlinger.

HAWAII MILITARY OD PRACTITIONERS' NETWORK

WESTCOM sponsored the first of what is hoped will be many more meetings of an inter-service/civilian network of OD practitioners. It was a resounding success when measured against the day-long meeting's purpose and objectives as stated in our last "MACOM Update." Keynote speaker was Dr. Irwin M. Rubin, developer of the Learning Styles Inventory (LSI), author of a number of books on OD including *Task-Oriented Team Development*, founder of Situation Management Systems, Inc., and formerly of the Sloan School of Management at Massachusetts Institute of Technology. Others attending included representatives of Creative Analysts, Inc., Straub Clinic and Hospital, Inc., Hawaii State Dept. of Defense, U.S. Navy Human Resources Management Center (Pearl Harbor), Tripler Army Medical Center and 25th Infantry Division.

MANAGEMENT SYSTEM DEVELOPMENT UPDATE

Phase III, determining Information Requirements, was scheduled for completion in early 1983. A full time Information Systems Planning Task Force was formed under the executive sponsorship of the DCG in September '82. The final report is expected to identify major information systems design, implementation priorities for

subsystems, and a recommended means of managing the long-term implementation program.

The methodology being used is the Information or Business Systems Planning (ISP/BSP) model pioneered by IBM. A considerable investment in time is required to define the organization's "key product" and to consider the decision processes and activities that occur over the life cycle of both products and resources. These considerations lead to an assessment of decision related executive interviews.

Using a matrix of processes and data classes, a design for information systems emerges. Advantages of this model are that the resulting design will remain relatively stable throughout changes in organizational structure and personnel, and there will be high acceptance due to the participation of managers and leaders. POC: Bob Walls.

National Guard Bureau

LTC Lee Gragg
AV 289-1041

The National Guard OE community is looking forward to a new year of expanding productivity. The use of OE technology by the several states seems to have blossomed in 1982 and the quality and level of work requests are on the rise.

The Eastern Regional Center is quite busy. **Mike Stark, Ron Lattanzi, and Darry Eggleston** are conducting strategic planning workshops for three State Headquarters. In addition, Eastern Region is involved in

assessment of organizations from Battalion to State Hq level in several states.

The Central Regional Center has become increasingly successful in crossing state boundaries by working with division groups or wing affiliates that have units in multiple states. Their work with CAPSTONE continues and has allowed them to work with a variety of USAR and active component commands. The result is an increasing network of OE consultants—Guard, Reserve and Active—who are sharing information and assisting one another. Consultants from Central are also involved in WINTEX, assisting commands and states in combat OE (battle staff assessments). Central also seems to be leading the way into Air National Guard territory. They report an increase in requests for quality circle work, transitions and organizational assessments. Two additional thrusts are bearing fruit. First, an LMDC, was conducted for all Sergeants Major in a state. Second, an effort to train the trainers is ongoing in the areas of leadership, meeting management, LMDC, performance counseling, communication & OMR.

The Western Regional Center is into second- and third-iteration work at Brigade, Division and State Headquarters level in several instances. This allows them to not only build on whatever improvements have been made, but to thoroughly evaluate their previous work as well. About half of their effort is at the TAG level and the preponderance of the other half is with immediate response combat arms organizations. A good deal of effort is being spent in planning sessions focused at doing full-blown strategic

Health Services Command

LTC Joel Severson
AV: 471-6843/3378

This roster is a current list of OECs serving at various installations and activities.

Installation/Activity	Name/Rank	Office Symbol	Autovon
Health Services Command, Ft. Sam Houston, TX 78234	Severson, Joel LTC *Greene, Lapercell MAJ **Quiroz, Abundio MSG	HSPE-HO	471-6843/3378 6843/3378 6843/3378
Academy of Health Sciences, Ft. Sam Houston, TX 78234	Rolfe, David MSG Rice, James SFC	HSA-ZOE	471-6890/2336 6890/2336
Brooke Army Medical Center, Ft. Sam Houston, TX 78234	Robertus, Paul CPT Kanter, Jerry GS-9	AFZG-MDZ-OE	471-5406 5406
Walter Reed Army Medical Center, Wash DC 20012	Flores, Henry CPT Longey, Suzanne GS-11 Hutchins, Gerald SFC	HSHL-OE	291-3785/3786 3785/3786 3785/3786
William Beaumont Army Medical Center, El Paso, TX 79920	Ball, Roy GS-11	ATZC-MO-OE	979-2385/2644
Fitzsimons Army Medical Center, Aurora, CO 80045	Nance, Hurshel CPT	HSBG-OE	943-3898
Madigan Army Medical Center, Tacoma, WA 98431	Patterson, James MAJ	AFZH-MD-OE	357-6317/6879
USA MEDDAC Ft. Benning, GA 31905	*Armstrong, Ralph CPT	ATZB-MAH	784-1554
US Army Garrison Ft. Detrick, MD 21701	Lacher, Gary MAJ	HSD-PE-OE	343-2475

* Individual will complete OEC training at OECS in April 83.

** Individual will complete OEC training at OECS in June 83.

planning down the road. Other efforts include: working with several organizations to prepare for the Wounded Warrior exercise; developing a 70-question National Guard employee survey, done in conjunction with the Evaluation Directorate at OECS; and assisting in the development of the SIXTH Army LOE conference which will serve to further network western-based OECs from National Guard, Reserve and Active forces. Western is also having great success in working with the key NCOs in two states.

Here at Bureau we are looking forward to the new year with expectations of new work. Our most recent Center chiefs' meeting was a productive event focused on systemic issues related to the Guard, with Force Modernization and Mobilization receiving priority. **Wally Davis** has been involved with the Mobilization Readiness Division at Bureau. **Lee Gragg** has been working with the Army Directorate and Chief NGB.

We have two new folks, both going to Central Region: **SFC Nancy Reutner**, the new Admin NCO, and **MAJ Darrell Putman**, from Maryland National Guard, currently at OECS soaking up knowledge.

OECS Updates

Operations and Support Directorate

MAJ Longan

AV: 929-5919/4882

Future NCO graduates won't have Bldg 3039 to tell war stories about. Many of you former students have perhaps not *fond* but nevertheless *lasting* memories of life in Bldg 3039. A recent change in housing priorities for TDY personnel at Fort Ord means that most NCOs attending the OECC in the future will not live in 3039. Instead, they will be housed in the Parker Flats area with the officers and civilians. Two members of the first class (1-83) to move out of 3039 didn't want to move—they said that they "had come to like" 3039.

Operations and Support Directorate welcomes **Mr. Jack Painchaud** as the Management Assistant. He is hard at work improving administrative operations in word processing, records management and several other areas. Another welcome addition is **Ms. Donna Garcia**, budget assistant. OECS will no longer be in danger of coming to a dead stop when **Ms. Bette Joe**, the budget analyst, goes on leave or TDY. Other new personnel are **PFC Mike Zambrano**, postal clerk, and **PVT Keith Ragsdale**, clerk/driver.

Training Developments Directorate

Dr. Mel R. Spehn

Av 929-7058/6014

The fifth annual TRADOC service school OE Instructors Conference was held in Monterey, California, 17-21 January 1983. This year's conference had more service schools represented (16 of 18) than previous conferences. The group shared ideas on improving instruction. DA, TRADOC, and CGSC provided future updates and guidance for attendees. **LTC Joe Galloway** and **MAJ Bill Hink** presented the "OE Integrated Instruction Model." Feedback on the utility and applicability of the model will form the core of Quality Assisted visits during 1983. The conference provided

orientation to the attendees in the areas of Superlearning and Interactive Video.



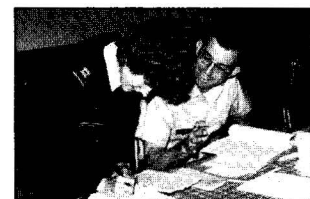
SFC Gilbert, LTC Galloway and MAJ Hink.



The Interactive Video presentation held everyone's attention.



Some attendees of the OE Instructors Conference.



WEIT manuals are now being distributed on a limited basis (1 per OE office). Whenever possible, we ask OE offices to reproduce the **WEIT** on local basis and send 50 to 100 copies to OECS, ATTN: ATXW-RMA-TD for further distribution.

TD is in the process of revising and updating the OE Brochure (in color). We are asking our readers to be on the lookout for *quality color prints* which depict OE in action and can be used in the new pamphlet.

Please send photos to Editor, *OE Communique*, Training Developments, Ft. Ord, CA 93941. Prints cannot be returned. If there are any questions, call Mr. Britsch at 8-929-7058/59.

We welcome the following personnel to the TD staff:

SFC(P) David Smith	Curriculum Design Division (POIs, ITPP)
SFC John Gilbert	Curriculum Design (Service School QA Visit Program)
Ms. Patti Benson	Training Literature and Media Division, Technical Writer/ Editor
Ms. Linda Underwood	TD Secretary/Stenographer

Congratulations to **MAJ Larry Boice** on his promotion on 1 February 1983.



Newly-promoted Major Larry Boice accepts congratulations from Dr. Mel Spehn.



Larry and Meg Boice with their children at Larry's promotion ceremony.

US Army TASC Photos by Bob Britsch

Photos by Coy Brown

Training Directorate
CH(COL) Marion D. Pember
AV: 929-3519/4021

OECC

Classes 1-83 and 2-83 are presently in residence. FTX sites for Class 1-83 are Ft. Eustis, Ft. Campbell, Ft. Polk, ERADCOM, and Defense Language Institute. One major curriculum improvement for this year is in the BOI on surveys. Emphasis is being placed on the development and design of surveys tailored to an organization or user's needs. The BOI on systems was improved throughout 1982 and now does an excellent job of preparing students to look at an organization through a systems perspective.

Two new members have joined the faculty since the last publication: **MSG Anthony H. Love-Gonzalez**, coming from Ft. Devens, Mass. (Class 1-81); **Carol Johnson, Ph.D.**, GS-12 Instructor (Class 2-83), **Barry Bauer, Ph.D.**, GS-12 Instructor (Class 2-83).

LMDTC

Four LMDTCs remain for FY83. Dates and locations are:

5-83	Ft. Gordon, Georgia	25 Mar - 22 Apr 83
6-83	Ft. Ord, California	13 May - 10 Jun 83
7-83	Ft. Benning, Georgia	8 Jul - 5 Aug 83
8-83	Ft. Ord, California	26 Aug - 23 Sep 83

The OECS POC for the LMDTC is **MSG Warren Green**, AV 929-4021/2889.



LTG Jack N. Merritt shakes hands with CH(COL) Marion Pember.



Major General John B. Blount, with a class at OECS.

OEMC

The first OEMC of 1983 was held in Europe during January. It was well received, with 42 attending. With AR 5-15 requiring that OE Managers attend the course,



US Army TASC Photo by Bob Britsch

OECS personnel chat with Major General Blount. Left to right: Major Bert Bridges, Major Jim Carmack, and Major General John B. Blount, Chief of Staff, TRADOC.

interest in the course has increased considerably. In addition to OE Managers, it is also appropriate for individuals directly charged with complex systemic responsibilities (CG, DCG, CofS, etc.) to attend. The remaining schedule for 1983 is as follows:

2-83	14 - 17 Mar 83	Williamsburg, Virginia
3-83	6 - 9 Jun 83	West Coast
4-83	26 - 29 Sep 83	East Coast

For information on the OEMC, contact **MAJ James Carmack**, AV 929-2889/4021. For attendance, contact your MACOM OE office.

Evaluation Directorate

LTC Tom Forsythe
AV: 929-4574/4312

Internal Evaluation Division:

The results of the internal evaluation of the five OECCs conducted in 1982 were briefed to the Training Directorate in December of last year. A full report of these results has been published and distributed throughout OECS. In general, the data were very positive, reflecting a high quality training program. In 1983, each OECC will be evaluated four times and results will be reported through procedures similar to those used in 1982.

External Evaluation Division:

A survey item pool consisting of survey questions that conform to organizational models was designed and forwarded to DA for use in the OE Information System, which will soon be prototyped.

The external evaluation report for 1982, which focused on OE in TRADOC, was briefed to the Director of Training and TRADOC Service School instructors. Copies of the report were sent to HQ TRADOC and distributed throughout OECS; highlights appear in this *Communique*.

In 1983, the external evaluation effort will be focused on OE in DARCOM and Health Services Command in accordance with the OECS six-year evaluation plan. Due to travel fund limitations in 1983, the usual 10 to 15 visits will be severely reduced. We will make every effort to visit as many sites as possible, however, through military hops, use of FTX supervisors, and local trips.

If you need help designing evaluation plans around

conferences or training programs, we would be glad to lend some assistance; call us at 929-4312/4574.

Project Viable:

The Army's current project to replace IBM 360 computers in the base operating information system environment (called project VIABLE) will necessitate the changeover of the OE survey system to that program. **Mr. Lloyd Nolan** went to Fort Meade, Maryland in February to insure the successful accomplishment of the changeover.

Concepts Development Directorate

LTC Joe Black
AV: 929-7886/7106

US Army TASC Photo by Bob Britsch



Dr. Donald Beck with LTC Joe D. Black.

Major Hopkins is completing a *Commander's Guide to Force Modernization* and has draft copies available. If you would like a copy, contact him at Concepts Development Directorate, Autovon 929-7106/8. The Guide is intended to be an operator's manual for commanders that describes the problems and solutions in Force Modernization. Using this sourcebook will enable commanders to plan and implement Force Modernization with minimum confusion and maximum effectiveness.

CPT(P) Barko gave a day-long workshop on sociotechnical systems design at the Naval Postgraduate School's Advanced Human Resource Management program. He is now working with a group of consultants to set up a Quality of Work Life network in the San Francisco area.

CPT Hungerland's paper, *The Army 2000: Implications for the Psychologist and the Organizational Effectiveness Consultant*, was presented at the AMEDD psychology symposium held at the Dwight D. Eisenhower Medical Center. A version of this paper appears in this issue of *OE Communique*. CPT Hungerland also prepared and conducted two management seminars for senior and mid-level managers at Womack Army Hospital.

Mr. Stanchfield recently completed the follow-up evaluation of the OECS training workshop on "Approaches to Organization Design and Redesign" held in February 1982.

The new year started out with a bang as the External Operating Division (EOD) defused its title to External Consulting Division (ECD). However, the mission remains the same, and from our continued consulting to complex systems has evolved the Strategic Management Model, a methodology for strategic planning and the continuing

management of that plan. Four continuing operations (TCATA, ERADCOM, Corps of Engineers MX Program Agency, and the San Francisco Engineer District) are affording us the opportunity to test and fine-tune the Strategic Management Model. The first write-up of the model will be in the next issue of the *OE Communique*.

ECD continues work on High Performance One (HP1), a workshop for combat leaders. The participant handbook has been completely revised and updated, and the same is in progress for the trainer manual. The third iteration of HP1 will be trained at Fort Hood, Texas, in March. A description of this dynamic training for battalion officer cadre will be in the next issue of the *OE Communique*.

LTCs Berg, Klein and Macaluso, and Mr. Goodfellow made a half-day presentation to the Navy Advanced Human Resource Management course at the Naval Postgraduate School.

Congratulations to **LTC Macaluso** on his recent promotion. **LTC Berg** departs in April for Germany to assume the duties of USAREUR OE Program Manager. He will be greatly missed by ECD, CD and OECS. Congratulations also to **CPT(P) Barko** who has been selected to attend the postgraduate fellowship program in El Paso, Texas. He will leave OECS this summer.



LTC Mario A. Macaluso receives his silver oak leafs from COL Bill Golden.



Mario and Becky Macaluso with their children at Mario's promotion ceremony.

US Army TASC Photos by Bob Britsch

In November 1982 representatives from HQDA, TRADOC, FORSCOM, ARI, and HSC gathered at TRADOC Headquarters for a meeting of the OE Research Management Committee (RMC). This meeting was chaired by the Director of Concepts Development Directorate, OECS. Based on the work from this meeting, the RMC developed purpose and mission statements:

PURPOSE:

Coordinate and support organizational research to enhance Army organization.

MISSIONS:

- Coordinate and integrate organizational research activities and information.
- Encourage the use of organizational research results (in developing more effective organizations).

In the near future a charter for the committee will be complete. □

**U.S. ARMY ORGANIZATIONAL EFFECTIVENESS CENTER & SCHOOL
ORGANIZATIONAL EFFECTIVENESS CONSULTANT COURSE
FORT ORD, CALIFORNIA 93941**

CLASS 5-82

GRADUATION - 10 DECEMBER 1982

MAJ Charles S. Abell
HQs 3rd Armored Division
APO NY 09039

CPT Collin E. Arrington
HQ USA ORD CTR & SCH
Aberdeen Proving Ground, MD 21005

CPT Terry Blockett
Co D, 1st BN TRP BDE
Ft. Benjamin Harrison, IN 46216

SFC John Bowles III
BTRY A, USAFACFS
Ft. Sill, OK 73503

MAJ Charles J. Braymiller
HQ 7th Corps
APO NY 09227

CPT Paul G. Brewer
Repl Det Worms
APO NY 39356 (Germany)

SSG(P) Sherry L. Burke
Co A, 4th Bn, 1st Bt Bde
Ft. Jackson, SC 29207

SFC Richard W. Coomes
HQ USATC & Ft. Dix
Ft. Dix, NJ 08640

CPT Gary T. Greening
HQ USAR MR4
Ft. Gillem, GA 30050

MSG Paul E. Holt
USA MIL Community Activity
APO NY 09696

CPT Theodore W. Holzmam
Btry A, STU Bn, USAADS
Ft. Bliss, TX 79916

MAJ Rodney J. Hooks
HQ 5th US Army
Ft. Sam Houston, TX 78234

SFC William J. Huckins II
HHC, USAG
Ft. Campbell, KY 42223

SFC Ronald P. Irving
HHC 2nd Armor Div
Ft. Hood, TX 76546

CPT Milton E. Johnson
HQ 4th INF DIV
APO NY 09358

MSG Dwight A. Jones
HHC 13th SUPCOM
Ft. Hood, TX 76544

MSG Robert E. Kellum
19th AG Repl Det
Ft. Bragg, NC 28307

SSG Sue E. Keown
HHC USMCA-NBG
APO NY 09696

CPT Richard P. Kerivan
HQ Readiness Group
Ft. Lewis, WA 98433

CPT Mary P. Klee
USMCA-Karlsruhe
APO NY 09164

MAJ Emil K. Kluever
HHC 2nd AD
Ft. Hood, TX 76546

MAJ Dorothy A. Martin
HHC 3rd SUPCOM
APO NY 09757

MAJ Michael J. Murphy
HQ Command
Ft. Ord, CA 93941

CPT Manuel Pinto Jr.
USAFS Kunia, Wheeler AB
HI 96854

MAJ James E. Prewitt
HQs USA Western Command
Ft. Shafter, HI 96858

CPT Peter J. Redding
Logistic Management Center
Ft. Lee, VA 28301

CPT John S. Richard
3rd Armor Div
APO NY 09039

CPT James D. Rodgers
USAEDCA, Northwest Pacific
APO SF 96238 (Japan)

SFC Edward L. Saltzgiver
Btry A, USAFACFS
Ft. Sill, OK 73503

MSG Edward Scott Jr.
Readiness Group Atlanta
Ft. Gillem, Ga 30050

CPT Alfred J. Simon
HHC 7th ATC
APO NY 09114

SSG Charles E. Slade
USAG Ft. Bragg
Ft. Bragg, NC 28307

LTC Carl F. Stout
HQ USA TECOM
APG, MD 21005

SFC Robert L. Sweet
UD, ROTC INSTR GP
Dayton, OH 45469

SFC Alvin L. Travis
SCH BDE USAMMCS
Redstone Arsenal, AL 35807

SFC Robert G. Turner
HQ USAECFB
Ft. Belvoir, VA 22060

CPT Jacqueline J. Tyler
US MIL Community Activity
APO NY 09169

SSG(P) Jose J. Vegamojica
HQ 11th Armor Cav Regt
APO NY 09146

SSG William A. Wheeler
USA ADC
Ft. Bliss, TX 70016

MSG Preston White Jr.
USA CDEC
Ft. Ord, CA 93941

SSG Robert G. White
DLI Presidio of Monterey
Monterey, CA 93940

MAJ Thomas H. Whitley
HHC 1st AD
APO NY 09326

CPT Stephen G. Whitworth
HQ III Corps
Ft. Hood, TX 76522

SFC Elwood A. Young
HQ 1st Inf Div
APO NY 09137

OEMC 1-83
USAREUR
24-27 Jan 83
MANAGERS ROSTER

MG Stephen E. Nichols
 Deputy Commanding General
 V Corps, Frankfurt

MAJ Don R. Carfagna
 Brigade G-1
 56th FA Brigade, Schwaebisch Gmuend

CSM Delmar Williams
 Command Sergeant Major
 Field Station - Augsburg

CSM William Davis
 Community Command Sergeant Major
 USMCA Augsburg

SGM Douglas L. Conley
 G-1 Sergeant Major
 HQ 3d Infantry Division, Wuerzburg

LTC Robert Riviello
 Deputy G-1
 SETAF, Italy

COL Fred Butler
 Deputy Brigade Commander
 130th Engineer, Hanau

COL Claude Clark
 Special Assistant to CG
 7ATC, Grafenwoehr

CSM William Harden
 Community Command Sergeant Major
 USMCA, Wiesbaden

MAJ Jerry Mauldin
 G-1
 2d Armd Div (Fwd)
 Garlstadt

COL Ronald Bellows
 Chief of Staff
 4th TRANSCOM, Camp King

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