OE COMMUNIQUÉ

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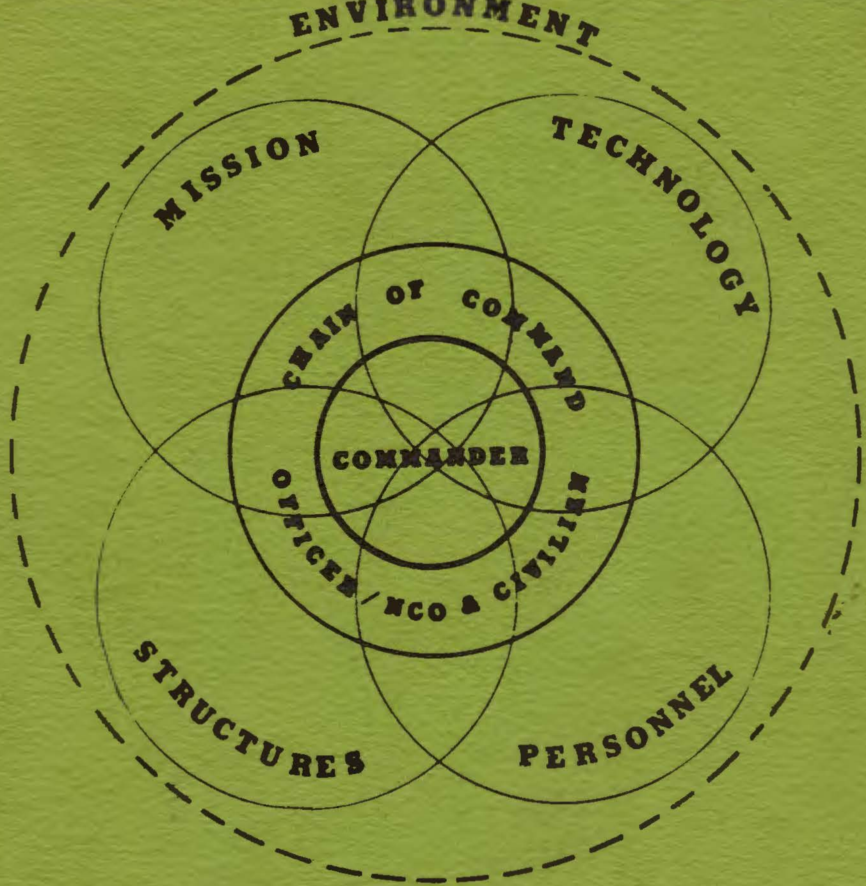


THE ORGANIZATIONAL EFFECTIVENESS VIEW OF THE TOTAL ORGANIZATION

U.S. ARMY TRAINING AND DOCTRINE COMMANDS

ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER

FORT ORD, CALIFORNIA

THE SYSTEMS VIEW OF THE TOTAL ORGANIZATION

Perhaps the most difficult and complex organization to manage and lead is the military. Central to the successful leadership and management of the military organization is an understanding of the interaction of the systems that comprise the organization. To assist in the leadership and management of the military organization, and to develop a view of the complexities of the organization, an understanding of the systems-view of an organization is essential. To graphically portray the systems view of an organization, we have adapted and utilized the writings of F. E. Kast and J. E. Rosenzweig's Organization and Management - A Systems View.

On the front cover of the communique is a visualization of the total system and the continual, mutual, interaction of the subsystems in military organizations. This simple model places the commander in his appropriate role at the center of the subsystems. It is deliberately represented as superimposed over the other subsystems because this is the place of the commander and his management structure - linking and influencing all the subsystems. Surrounding the commander is the chain of command subsystem comprised of the subordinate officers, noncommissioned officers and, in many cases, the civilians who hold leadership positions within the organization. The largest subsystem of an organization is the environment or climate. It is here that one can sense higher headquarters influencing the organization. The installation, as well as the local community, are two other elements that contribute to and influence organizational life. All of the subsystems are susceptible to and influenced by the environment in which it finds itself. Mission represents another subsystem. Included in this subsystem are goals and values which make up an organization and determine what it is and does. The structural subsystem is made up of two groupings: formal reporting relationships, such as TO&E and TDA, and the informal relationships of personnel within the organization. The personnel in an Army unit make up the real heart of the organization and we see them as individuals and in groups. Finally we have the technological subsystem which is represented by equipment, material, SOPs, tactics, and operations of a unit.

Inherent in the systems view of organizational effectiveness is the realization that no subsystem or element, of the organization can change without simultaneously changing all of the other subsystems in sometimes unexpected and unpredictable ways. The successful practice of organizational effectiveness hinges on this basic understanding of organizations. Organizational effectiveness operations view every organization from the total systems approach, and are directed towards improving the entire organization, leading ultimately to more effective unit performance and greater combat readiness.

Submission date for articles for the next issue of the COMMUNIQUE is 9 June 1978. All articles submitted for publication in the COMMUNIQUE should be mailed to:

Commander
USAOETC
ATTN: Editor, OE COMMUNIQUE
Fort Ord, California 93941

The opinions and conclusions herein, are the view of the individual contributors, and do not necessarily reflect the view, opinion or conclusion of the Commander, USAOETC. Reference to articles in this publication must include the above statement.

CONTENTS

COMMANDER'S COMMENTS

I would like to take this opportunity to update you on what has been happening here at OETC, some changes that have been made or are planned, and how we are progressing in the early stages of calendar year 1978.

The cover on this edition of the OE COMMUNIQUE reflects two recent changes that we have made in the model of the systems view of the total organization. A new subsystem entitled Chain of Command has been added. This subsystem serves as the interface between the commander and all of the other subsystems, and helps the commander or leader of an organization to balance the other subsystems as changes occur. The commander relies on the chain of command to inform and educate personnel and direct and coordinate the activities and changes that must be made in order to respond to the environment. As you can see, this subsystem includes the officers, noncommissioned officers, and civilians who are so important in the planning and implementation of organizational change. The addition of this subsystem will also assist us in our efforts to explain the interrelationship between organizational effectiveness, organizational leadership, and situational leadership. You will also note that the subsystem previously entitled "Soldiers" has been changed to read "Personnel". This is a broader term that does a better job of recognizing the civilian membership in many Army organizations.

OETC currently has two classes in session, classes 1-78 and 2-78. Class 1-78 conducts their FTX at six different locations. It is obvious from the composition of the classes that OE training is being emphasized by most of the major commands within the Army. We have in attendance Department of the Army civilians, noncommissioned officers, and a good breakout between male and female officers. Beginning with Class 3-78 in May, OETC will receive some additional noncommissioned officers who will remain at the close of that class as instructors and members of the staff and faculty. The OENCO program has been approved by DA with the first class beginning in the January-February 1979 time frame.

OETC now has an approved contract which will upgrade three of the existing buildings within the complex. We have moved the library into a one-story building and have greatly expanded it. This library is the most complete OE library in the country and is being widely used by both resident students and by OESOs out in the field. Please continue to maximize the use of this library and draw on its resources.

OETC is still involved in presenting the Key Managers Course. The second course, primarily designed for Key Managers in TRADOC, will be presented during the period 17-21 April. We are also involved in the preliminary stages of preparing instruction for the Pre-Command Course which will be conducted in the very near future. We will provide the OE training portion for those individuals selected for brigade and battalion command. In line with this, the Commander's Handbook is now at the printers and will be ready for distribution in late April. Each of you is requested to provide us with an estimate as to how many copies you will need for commanders at your various locations.

The OESO Handbook will also be ready for distribution in April as will the L&MDTC Instructors Manual. These publications will be distributed to the graduating members of Class 1-78 and are also available for issue to OESOs in the field upon request. The L&MDTC Manual is primarily designed to allow the OESOs to be able to teach the L&MDTC. Effective with Class 1-78, students will be qualified to teach the L&MDTC.

We are also bringing the Reserves and National Guard on board with OE. This will be a coordinated effort with TRADOC and FORSCOM and initially will start with the National Guard sending representatives to OETC for a three-day workshop in late April or early May.

The American Council on Education will visit OETC in April. The purpose of this visit is to review the course of instruction and make recommendations as to its equivalent academic credit. This recommendation will be published in a new edition of the GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES which will be distributed to every accredited college and university in the country. In this way, it is hoped that OESOs will receive appropriate academic credit for the training they receive at OETC. We will keep you posted as to the outcome of this visit.

An additional major activity underway is the field portion of the Phase III Evaluation. I would like to express my appreciation for all the support we are receiving from both TRADOC and FORSCOM OESOs in this major endeavor. In fact, the cooperative spirit and the mutual supporting roles of the TRADOC and FORSCOM OESOs has been quite evident all year long.

Finally, I would like to reiterate that one of the purposes of the COMMUNIQUE is to open two-way communication between OETC and OESOs in the field. We would certainly like to receive some feedback as to how this publication is being used, if it assists you in doing your job, and if you find the information pertinent. Feedback from OESOs is the only way we will find the answers to these questions.

COL Palmer

ARMY-WIDE OE UPDATE

OE AT DEPARTMENT OF THE ARMY

In the last issue of the Communique, we tried to cover "all you want to know about OE in the Army" in two pages. With all the activities that are currently underway, a substantive review would take on the dimensions of War and Peace. Consequently, this issue will be directed toward a general view of the DA effort and the individuals involved.

The DA consultant group, formally the OE Office, Office of the Chief of Staff of the Army, has been able to expand their activities with the arrival of new faces. In the past six months they have worked with virtually every primary element of the DA Staff as well as a multitude of special study groups and conferences conducted in the Washington area. Members of the OE Office are:

LTC(P) Ben Hord
LTC Frank Burns
LTC Wayne Ploger
LTC Paul Hinds
MAJ Larry Smith
Mr. Guy DeFuria
Ms. Kay Powers

The OE Division, ODCSPER, continues to march with its mission of implementing the DA OE Plan in 1-3 years and planning for the long term role of OE (8-10 years). The division's goals are:

1. Educate potential OE users.
2. Educate and expand the OESO base.
3. Develop feedback.
4. Fine tune as we go.
5. Begin developing 8-10 year plan.

Members of the OE Division and their primary areas of responsibility are:

COL Melville Drisko	Division Chief
LTC Mike Plummer	Budget Research/Evaluation OE Plan
LTC Jim Bushong	ODCSPER OESO

MAJ Morm Chung	SURVEY PA Surveys (GOQ/WEQ) OENCO Pilot Program Quality of Life Component Integrator
MAJ(P) John Gilbert	Education and Training of OESOs Service School Instruction Civilian OESOs CQ POC (AWC and C&GSC OE Weeks)
CH(MAJ) Harrell Hicks	AR 600-76 Interservice Coordination DRRI Interface
MAJ(P) Dick James	Professional Development Information Plan AERB Graduate Programs Civilian Consultants GOSC/RAPC
MAJ Fred Phillips	Structure/Staffing OESO Selection Procedures Resources (Manpower) Personnel Management
Ms Mary Ann Iredale (GS7)	Travel Coordinator Secretary
MS Linda Mackissock (GS6)	Conference Coordinator Secretary

Autovon 227-3700/7961

OE AT TRADOC

TRADOC Supplement to AR 600-76 is near completion. It is scheduled for distribution to the field by 31 Mar 78.

OE Personnel at HQ TRADOC

COL D. M. Malone	Special Assistant for Organizational Effectiveness ATCG-OE AUTOVON 680-2765
DCST (ATTNG-OE)	AUTOVON 680-4330/3398
LTC R. C. Bunting	Chief, OE Office, DCST
MAJ L. B. Hayward	OESO, DCST
MAJ L. H. Powell	Special Actions, DCST
DCSPER (ATPR-HR-OE)	AUTOVON 680-3340/3312
COL J. A. BIZZELLE	Chief, HRD, DCSPER
LTC J. F. Wood	Chief, OE Branch, DCSPER
MAJ L. E. Fesler	OESO, DCSPER
MAJ F. D. Forestiere	OESO, DCSPER
CPT D. E. Leslie	OESO, DCSPER
SFC J. D. Askins	Special Actions, DCSPER

OE Spaces in TRADOC. Identification and Documentation of Spaces for OESO. References:

a. TRADOC msg, ATRM-FM-OP, HIXON SENDS, 011912Z Jul 77

b. TRADOC msg, ATPR-HR-OE, 192339Z Jan 78

1. TRADOC installations/activities are documenting spaces in two phases. (Phase I--31 Dec 77) (Phase II--1 Oct 78)

2. Those installations/activities documenting spaces under Phase II should comply with reference b above to enable this HQ to complete the process in time to meet 1 Oct DA suspense.

Phase I Completed

Phase II In process

Joint TRADOC/FORSCOM OE Workshop. Final plans are being made to co-host with FORSCOM the 1st Annual OE Working Conference/Workshop to be held the week of 7-12 May 1978 at the Antler's Hotel, Colorado Springs, Colorado. Message announcing conference was released to the field on 7 Mar 78.

Lessons Learned at TRADOC Schools. An update has been completed by MAJ Hayward, DCST, outlining the "lessons learned" during the validation of the service school OE modules. The paper will be published in the next TRADOC OE Bulletin.

Civilian Consultant Contracting. Within TRADOC some OESOs have encountered difficulty with their local procurement offices when attempting to hire civilian consultants. The confusion centers around the authorization to hire consultants and the level from which the authorization must come. It is currently being studied at HQ TRADOC. The results will be provided to the field as soon as they are available.

ITEMS OF INTEREST

BOOK REVIEW

An Integration of Behavioral & Logical Processes for Decision Making

Raiffa, Howard, Decision Analysis - Introductory Lectures on Choices Under Uncertainty, Addison-Wesley, 1968.

The military profession, more than any other, is the profession of decisions. Some of those decisions, made in the heat of combat are dependent upon rapid rationality, the instinct for survival, and years of preparation and experience. No book, including this one, can prescribe a rigid methodology for decisions in combat.

Yet most of the decisions military leaders and managers make are amenable to careful thinking, logical analysis, and a certain amount of time. Unfortunately many of these decisions are made as if they were combat decisions with unfortunate long-term consequences.

Most decisions in the military environment share the common property of uncertainty; that is, no matter how well the decision is made there still remains doubt as to the outcome -- a lingering element of chance which is unamenable to human intervention.

The author of this short, readable book has taken the mathematical rigor of classical decision analysis and made it understandable to the nonspecialist. More importantly he has also incorporated the most important behavioral aspects of the "art" of decision making. Out of these formerly disparate viewpoints he has forged a cohesive and usable methodology for rational and consistent decision making.

OE offers many methods and techniques for getting at the qualifiers of the decision equation. Brain-storming, synectics, OMR, and many other components of the OESO's repertoire help surface details and guide decision making and often do it quite well. Where they sometimes fail is in analyzing and quantifying the consistencies in decision making styles, thereby not always allowing separate decisions to be internally consistent for the decision maker.

The author begins with an introduction the traditional decision probability tree. This concept of optimal decision making is well known and is often debunked for its simplistic stance and inability to incorporate the behavioral nuances that are so important to any decision, particularly those decisions involving human beings. But Dr. Raiffa takes us beyond this -- first he deals with utility functions, which allow outcomes to be behaviorally weighted in a consistent manner; later he tackles the problems of uncertainty and of group decisions, both the case where the members of the group have a common goal and those cases where the goals of each member may be incompatible.

In the final chapters the author reviews the field of decision analysis and gives equal time to its many detractors including Admiral Rickover's famous speech before the 80th Congress.

The book limits the mathematical sophistication required of the reader to high school algebra and arithmetic. There are a few sections somewhat more sophisticated in scope but they are marked and can be skipped with no loss of content.

The methods and philosophy outlined in this book can be particularly useful to the OESO with a slight quantitative bend. These techniques are fully compatible as extensions of current OE methods or can stand alone for large scale (MACOM-level) decision problems.

Even those OESOs who intend not to use these techniques will benefit from this book by gaining an increased understanding of the mathematical end of the management spectrum.

PROFESSIONAL MISCOMMUNICATION

JARGON TEST

Dr. Mel R. Spehn
Dir, Tng Development
17 March 1978

The following test will help you discover your ability to dejargonize behavioral science terms. Simply write down a plain common sense alternate expression opposite each jargon phrase.

Jargon	Alternate
1. Conduct a sensing session...	______________________________ ______________________________
2. Facilitate the group process...	______________________________ ______________________________
3. Contract with the client...	______________________________ ______________________________
4. I'd like to share this with you ...	______________________________ ______________________________
5. My sensing is ...	______________________________ ______________________________
6. The intervention I've planned for your unit ...	______________________________ ______________________________
7. Here's where I'm coming from ...	______________________________ ______________________________
8. I'm trained in the Behavioral Sciences ...	______________________________ ______________________________
9. I hear you saying ...	______________________________ ______________________________

Most successful professionals in our society must exercise a high quality of interpersonal communication. Doctors must communicate clearly and plainly to patients so they understand the nature of their disease and the requirements of their therapy. Clear, direct communication is also necessary with the hospital staff, other physicians, family of the patient, etc. Misunderstandings in the medical profession can literally be a matter of life or death. Likewise attorneys can enhance or jeopardize their clients welfare depending on how they get their points across to a judge and jury. Teachers, writers, salesman - all need clear, direct communication to do their work effectively. Even the craftsmen - carpenters, mechanics, etc. who deal with "things" must talk about their work with people: customers and co-workers, in order to effectively ply their crafts.

Some people indeed do not rely so much on interpersonal communication. A sculpture or painter might let his art "speak for itself." And others, notably mafia hit men and hermits would, I assume, just as soon not babble about their occupation. However, outside of these few exceptions, if a professional cannot or will not clearly tell you what and why he does what he does he weakens his credibility and even casts doubts on his ability.

The organization consultant, perhaps even more than most professionals, has a special need for direct, clear communication. The reason for this is that the consultant rarely can depend on instant credibility. He is a relative newcomer to the professional scene - unlike physicians, lawyers, etc. - he can't trace his "roots" back more than a generation or so. The new kid on the block must explain himself almost everywhere he goes. "Just what <u>do</u> you do?" "What kind of training do you need to do something like <u>that</u>?" are just a couple of the questions, often unspoken, in his listener's mind. And, if the consultants answers are clear, crisp and understandable his credibility is enhanced.

Also, unlike an offer of sex and money, the consultants' products do not trigger immediately universal needs. Workers will seldom threaten to strike unless management allows them to take a General Organizational Questionnaire. Nor will management pout because no one will teach them "I messages" or action planning. The consultant must package his products attractively and display them prominently for anyone to buy. Otherwise OE will just sit on the shelf unused.

This is not to say that a consultant can be a huckster. OE can be and sometimes has been oversold. To read some consultant and management training pitches you would think that one two-day workshop will prevent employee tardiness, unionization, bankruptcy, conflict, stress and have several hours left over to train mid-level managers in TA. Most managers don't need and therefore won't listen to such a snake oil pitch.

If, therefore, what the consultant does is not immediately evident or automatically desirable, clear direct communication becomes more than nice-to-have, it is a necessary tool in his survival kit.

One way to unclear or indirect communication is simply not to communicate at all. And since there are times when noncommunication is of advantage we all have learned ways to noncommunicate. Silence is valuable in a poker game and when captured by the enemy in time of war. It is a way of confusing the enemy - say nothing that can be used against you.

We even have ways to miscommunicate to so confuse our listener that we cause him even more grief than with silence. Jargon accomplishes this neat trick, and is as popular as ever.

Jargon can be either saying too much and/or saying it in abstract terms. Howard Cosell is the premier jargoner in the "too much" sense (and a fair hand at the abstractions too). Cosellism overwhelms with sheer weight and size of phrases. Ironically, Howard who takes pride in "telling it like it is" is able to keep thousands of people guessing for a month of Monday nights as to just what he is trying to tell them.

An example of both too much length and vague, wooly, abstract words is a response made to Senator S. I. Hayakawa by the Senate Human Resources Committee. The Senator had simply inquired why the committee had asked for budget increases in <u>all</u> of the health, labor, education and welfare programs under its jurisdiction. A committee staff member replied:

> "The committee decision to recommend increases for its programs in my view represents judgments by members derived from previous consideration of these programs in the context of generic legislative responsibilities."
>
> "In this respect, the Human Resources Committee implements these activities on a continuing basis and each of our existing programs represents the current product of years of deliberation to establish the enabling legislation, carrying out oversight and implementing programs through reauthorizing legislation."

If it is possible to dejargonize these two sentences they appear to mean: The Senators asked for more money because they want more money.

It is a solid principle in psychology that we would not continue to do something that we need not do unless there is a "payoff" to it. The payoff or value of jargon is that it lets people know how smart we are when we can talk about things in a way that they don't understand.

The Senate committee member was probably trying to tell Hayakawa that he wasn't smart enough to understand all their complex reasons for their budget increases. It is doubtful whether Hayakawa with his background in semantics appreciated this intimation of his ignorance. I recall hearing a college teacher in a small college in upper Minnesota. His students were children of rural farmers and loggers. Once a year the teacher would change his ordinary simple teaching style to give a class in a way that let them know he was still smarter than they were. So, jargon has the ability to put the speaker in a top dog position, temporarily at least.

Another point to be made for jargon is that each discipline does indeed have its own language. If the ideas and realities differ between sciences and technologies then we can expect to talk differently about them. There are some computer terms that allow computer technicians to communicate together in a kind of convenient verbal shorthand.

It is, however, the sign of both sensibility to the listener and grasp of his field when a professional adapts his speech and dejargonizes as much as his discipline will allow. This effort at clear, direct communication will do much to establish OESO credibility. Doors that are presently closed may well open up when OESOs are able and willing to walk in, caring enough to say their very best.

POSSIBLE ALTERNATIVES TO THE JARGON TEST

1. Ask questions and get information from a group ...

2. Give guidance and monitor how the group is getting its work done...

3. Establish a memorandum of understanding on what the commander (manager) and I are both going to do during this OE operation.

4. I feel ... (think)

5. It appears to me that ...

6. The operation I recommend ...

7. My personal belief (bias, opinion) is ...

8. I'm trained in a variety of disciplines: management, counseling, psychology and so forth ...

9. Let me summarize ...

If these alternatives don't suit you, come up with your own solutions - please.

OE IN A HUMAN RESOURCES OFFICE

LTC Robert C. Stack, Jr.
Director, HRO
4th Inf Div (Mech)

1. In October of 1977 the Commanding General, Fort Carson and 4th Infantry Division (Mech), directed the establishment of the Human Resources Office (HRO). This office brought together, under a common director, the functions of Equal Opportunity (EO), Organizational Effectiveness (OE), and Leadership and Management Development Course (LMDC), and created a new activity, Organizational Diagnosis (OD). The purpose of the HRO is to create a comprehensive human resource development plan to increase the combat effectiveness of the 4th Infantry Division (Mech) and Fort Carson. Specifically, the office is charged with the following:

a. Deliver organizational effectiveness methods and techniques.

b. Insure equal opportunity for all personnel through the development of plans based upon an assessment of issues specific to Fort Carson.

c. Assess individual skills and formulate development plans to improve skills.

d. Train leaders in selected management and leadership skills.

2. In addition, HRO will measure the impact of human resource activities and systematically review all activities having implications on the development of human resources. The impetus behind this action was the need to integrate the human development activities (but not the human service organizations like ACS, ADCO, etc.) to eliminate duplication and provide a common focus for human resource development. The expectation is that this organization will align the objectives of EO and OE in a collaborative manner.

3. The diagnostic division was created to provide a comprehensive assessment of command-wide issues, measure the impact of HRO activities and operate an assessment center for individual leaders.

4. Though we are still somewhat embroyonic, we are starting to see payoffs. The EO program has been revitalized, OE activities are focused on strategic issues, LMDC is expanding and we are breaking new ground in evaluating OE. We plan to launch our assessment center this spring.

5. Questions? Ideas? Give us a call at AUTOVON 691-3092/2026/4097.

EXPANDING HORIZONS

Use of A Supporting Agency

MAJ C. L. Flanders, Jr.
HQ, 4th Inf Div (Mech)

In an attempt to further institutionalize Organizational Effectiveness at Fort Carson, the OE Division coordinated with the Main Post Library to have them purchase significant OE literature, journals and periodicals.

The rationale used to initiate this program was as follows: Such a program increases the community's awareness of the Organizational EFfectiveness Staff Officer's methods, allows for another agency to share in the cost of purchasing new OE books, allow greater access and availability of pertinent OE materials at a central location and allows for a professional care and control of these publications.

The Fort Carson OESO recommended to their clients specific literature and articles dealing with unit management and leadership theories, problems and/or solutions. The literature is located in a special area of the library set aside specifically for OE related materials. This provides for a convenient access to the literature for those wanting to read it as well as easier control for the library staff.

This agreement with the Main Post Library aids in meeting the Fort Carson OESO goals to further educate the military leaders at Fort Carson. It also provides the OESO with greater flexibility in budgeting - a problem plaguing all today.

THE WHOLE ELEPHANT

MAJ Bruce S. Coleman, Jr.
HQ, USAINSCOM

There is a legend in India about six blind men who set out to see an elephant to satisfy their curiosity about this creature they had heard so much about.

When they had located an elephant, one man stepped up to it and felt it's broad and sturdy side. He proclaimed to the others that it was much like a wall. The second man groped around until he grabbed the smooth, sharp tusk and as he stepped back stated that the elephant was like a spear. The third man reached out and felt the trunk, whereupon he told the others the elephant was similar to a snake. The fourth man reached out and grabbed a knee which convinced him that the elephant was like a tree. At that moment the fifth man was brushed with the elephant's tail and he proclaimed that the elephant was very much like a rope. As the sixth man reached out his hand, touched the elephant's flapping ear, he stated without a doubt that the elephant was like a giant fan.

And so the legend goes that these six blind men of India disputed loud and long, each in his own opinion, and all of them wrong.

I have had occasion to come into contact with numerous groups of people curious to know exactly what organizational effectiveness is all about. They have heard of it from many sources and some, like the six men in India, are blind. Their perceptions are reflected in such statements as: "OE is just good leadership," "It's management development training," "It's team building," "It's just a problem solving gimmick," "OE is a people program," and "OE is a four-step process by which organizations can improve mission accomplishment."

I tell these people that Organizational Development is like an elephant--the whole elephant.

This legend provides a good introduction into discussions on the systems approach to organizational management, the OE concept, and how OE techniques can be applied within the group being addressed and the larger organization they represent.

FEEDBACK FORUM

CPT DAN POPOV
USAOETC

QUESTION: What methods have shown themselves to be the most effective in enabling the OESO supervisor to evaluate the performance of the OESO?

ANSWER: Based on the data gathered during Phases I and II there is no absolute answer to that question. There are, however, a wide variety of methods that have been used successfully by OESO's to keep their supervisors informed sufficiently to allow an accurate appraisal of their performance.

What is needed with the rater/supervisor more than anything is a level of rapport and trust. This rapport is easier to establish when the rater/supervisor is another OESO. At some level within the OE staff channel this individual will not be an OESO, and then some obstacles present themselves. To assist in understanding these obstacles let's look at the non-OESO OE supervisor or "key manager".

1. Many key managers are not familiar with the OESO selection criteria.

2. Many key managers are not familiar with the OESO's training.

3. Many key managers are not familiar with the strengths and limitations of OETC graduates.

4. Most key managers are not sure of what a realistic OE operations consists of.

5. Most key managers do not know how to interpret reports from the OESO and OE users or how to prepare reports for command.

6. Many key managers are not familiar with the goals, philosophy or history of the OE effort.

7. Most key managers do not understand either the systems view or the methodology of OE operations.

8. Most key managers do not know how to interpret DA and MACOM policies, doctrine, and guidelines.

9. Many key managers are unaware of the Army-wide scope of the OE effort.

10. Many key managers are unsure as to how to acquire and use resources in the OE area.

11. Many key managers are unsure as to how to present and/or promote OE within their organizations.

12. Most key managers are unsure as to how best to manage or rate OESO's.

The question being addressed deals with item 12 but the problem involves the other 11 items as well. The lack of information indicated by these items makes it difficult to accurately appraise the work of an OESO.

OE raters/supervisors feel that they would be in a better position to manage/supervise/rate the OESO if they had:

1. A day to day awareness of the OESO schedule.

2. Standards for OESO performance.

3. Personal observation of OESO conducting an OE operation.

4. A more complete understanding of OESO's role and OE's goals.

5. An evaluation sheet completed by each user.

6. Informal reports from users.

7. Informal reports from chain of command.

8. Clear, complete, well documented case studies of the OESO's operations.

In response to these needs, OESO's in the field have:

1. Provided their supervisors with a comprehensive inbriefing on OE.

2. Conducted team building exercises with the OE staff and supervisors.

3. Encouraged their supervisors to attend outside OD workshops (UA, AMA, etc.).

4. Conducted an OE operation for their supervisors section.

5. Worked in more circumscribed ways to assist the supervisor to better perform their role (i.e., feedback on meetings, survey design, time management, etc.).

6. Kept their supervisors informed by:

a. Meeting with them 2-3 times a week.

b. Providing a weekly activity summary.

c. Giving supervisors priority when a question arises.

d. Provide general trend information briefings.

e. Involve supervisor in all OE planning.

f. Channel all external OE communications (incoming and outgoing) through supervisor.

g. Interpersonal involvement.

7. Allowed their supervisors to have personal involvement in OE operations by:

a. Involving them in the assessment phase of an OE operation.

b. Asking users to give feedback to him/her directly; good, bad, or indifferent.

c. Involving them in brainstorming sessions.

d. Discussing goals of OE operations and giving <u>honest</u> feedback on goals.

e. Publicizing OE "success" story.

8. Kept their supervisor abreast of OE/OD by:

a. Recommending books to read.

b. Forwarding suggestions and data about the way other commands are utilizing their OESOs.

c. Briefing them on OE evaluation results.

In general, the methods chosen by OESO's accomplish primary tasks. First, they bring their supervisors up to speed on OE, its purpose, methods, and potential. They form a good working relationship with their supervisor, based on openness, honesty, and trust.

Third, they make sure their supervisors are kept informed and involved in day to day OE operations at an appropriate level. Finally, they assist their supervisors to rate them in the fashion the supervisors desire by providing appropriate personal and performance input.

MAJ PETER B. DULCAMARA
HQ 1ST INF

QUESTION: What is it that will give the OESO credibility?

ANSWER:

1. Maintaining high personal standards (OESO).
2. Feedback from using commanders, to seniors and non-users, of successful OE Interventions.
3. Ability to provide superiors with meaningful information concerning OE Interventions while maintaining confidentiality.
4. Including all OESO's in the roster of OETC graduates.

QUESTION: How can the OESO establish credibility and when will it happen?

ANSWER: I have established credibility with <u>Commanders</u> by maintaining high standards of personal integrity, not compromising with anyone concerning confidentiality and utilizing OE Techniques as part of my daily routine.

QUESTION: What would be the criteria or indicators that OE is institutionalized in the Army?

ANSWER:

1. AR 600-76 is published and in the field.
2. Role of OESO, EOSO and other individuals involved in Human Resource Management is clarified.
3. Senior Command and Staff acceptance of OESO Consultant Role.

COMMUNIQUE TEAR OUT SHEETS

"Make it pragmatic. It must contain information--workshops--ideas--articles that OESOs can use to make OE work in the Army. That's the mission of the COMMUNIQUE."

These were the directions given to the editor of the first issue of the COMMUNIQUE by the Commander, OETC. And to this end, countless people have worked long hours.

However, to meet the needs of OESOs, we must know what you want--what you need--what would be most helpful--what you have learned. So, we have included OESO tear out sheets. There are three tear out sheets, each addressing a different topic.

The first tear out sheet addresses a simple but critical topic. What can we at OETC do to support your OE efforts? What kind of help do you want from us? How can we assist you? The second tear out sheet is one which provides an opportunity for you to discuss your OE efforts with other OESOs. It provides an opportunity for you to share innovative ideas--new workshops--new study projects--programs, whatever is working (when working) for you. The third tear out sheet is to talk about "lessons learned." A great body of knowledge about different types of interventions resides with OESOs. OESOs can profit from the lessons learned from those interventions as the information is presented to them through the COMMUNIQUE.

Why not spend some time right now and provide us with some much needed information which will be edited and included in the next issue of the COMMUNIQUE.

SUBJECT: OETC OESO Assistance

Editor
OE Communique
P. O. Box 40
Fort Ord, CA 93941

Tear out #1

SUBJECT: OE/OESO Efforts Updated

Editor
OE Communique
P. O. Box 40
Fort Ord, CA 93941

Tear out #2

SUBJECT: OE Lessons Learned

Editor
OE Communique
P.O. Box 40
Fort Ord, CA 93941

Tear out #3

ARTICLES OF INTEREST

CONFERENCE PLANNING:

A Simple Alternative to Muddling Through

MAJ TOM FAHEY
USAOETC

1. At OETC we teach two sets of design skills for implementation or training events. The first set enables an OESO to develop a single structured experience to assist workshop participants in achieving a particular learning objective. The second set of skills consists of the ability to put together an entire workshop consisting of a number of activities, over a period of time, to achieve a broader goal or set of goals.

2. Lately, I've come to realize that there is a third set of skills which are not taught at OETC but which are often required by a practicing OESO. This is the set of skills used to plan an event in which goals and objectives, or at least the guidance for them, are established by someone else; an event where participants come from varied organizations and positions bringing with them often conflicting expectations; where training resources are drawn from varied organizations, both civilian and military, and which requires more logistical support than a simpler workshop. For the purposes of this paper I'll call this third type of event a conference.

3. The purpose of this short article is to show you a simple tool I've developed for planning one of these events. Three major uses of this tool for me are:

a. It forces me to identify early the major tasks involved and their necessary sequencing. Awareness of these tasks and their deadlines helps me avoid the multiple eleventh hour crises I've experienced when I just muddled through by keeping these tasks cataloged in my head.

b. Support and logistical elements are alerted about their taskings far enough in advance to allow them to do their planning.

c. Finally, a major use is as an <u>educational</u> tool for developing a common vision with my boss, the sponsor of the conference, conference designer(s) and support elements in terms of the tasks involved in the conference.

The tool consists of a simple time-line and a list of the tasks involved. I've included an example of one I developed in a couple of hours. Two points about this particular example. First, it took less than a minute for this simple time line to graphically highlight the size and complexity of the conference to the manager I briefed. In this case it was certainly true that a picture was worth a thousand words. Second, I urge you to view the list of tasks for this particular conference as suggestive rather than conclusive.

4. If you do use this tool as a guide, I would appreciate hearing from you about it's usefulness and your own lessons learned.

SAMPLE

TASK LISTING: THE MAY COURSE

(NOTE: Action Agency/Officer Not Specified Yet)

A. Identify Tentative Course Outcomes or Objectives

B. Identify Participants

C. Develop Tentative Design

D. Identify and Notify Support Element of Course: Outcomes and Support Requirements

E. Select Training Site

F. Notify Participants of General Course Outcomes or Objectives

G. Interview Participants and Sponsors to Assess Their Expectations for:
   (1) Outcomes
   (2) Special Needs

H. Re-tool Outcomes and Sub-objectives in Design in Response to Assessment Data from Participants and Sponsors

I. Identify Civilian and Military Training Resources
   (1) Contract
   (2) Brief

J. Design in Detail

K. Develop and Deliver Pre-Course Information Packet (OE Pre-Reading and Admin Details)

L. Prepare/Plan On Site Admin and Logistical Support

-Lodging	-Phones
-Meals	-A-V Requirements
-Typing	-Charts, Newsprint, Etc.
-Reproduction	

M. "Core" Trainers Arrive On Site: Prepare and Team Build

N. "Support": Arrives On Site

O. Participants Arrive

P. Cocktail Party

Q. Conduct Course

R. Participants Evaluate Course

S. Trainers: (1) Critique Course

(2) Develop Lessons Learned

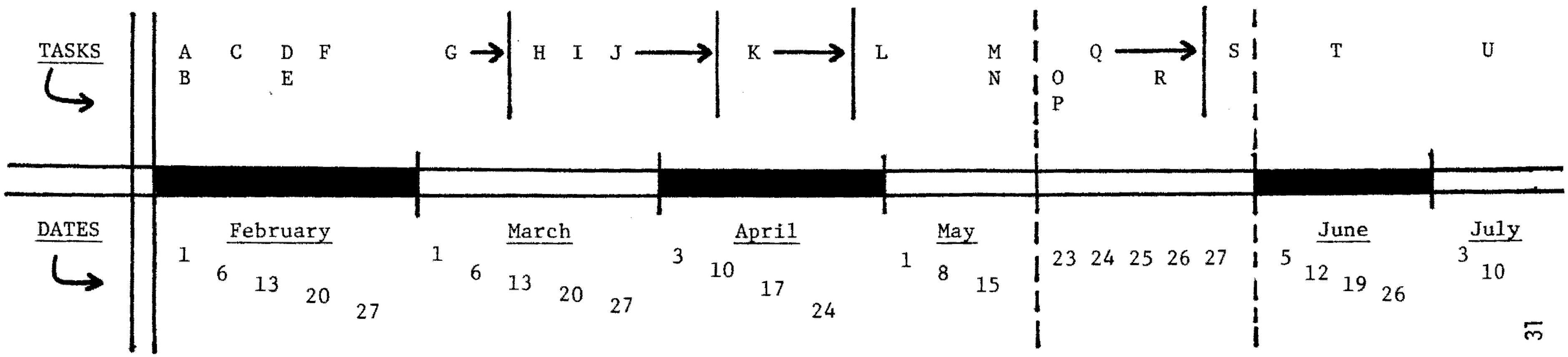
(3) Develop Follow-Up Evaluation Plan

(4) Do After Action Report

T. Send Out Follow-Up Evaluation

U. Collate (Synthesize Follow-Up Data and Write Final Report)

THE MAY COURSE: PLANNING FLOW



OE AND THE DAPP

CPT KIERAN E. McMULLEN
USAOETC

The main emphasis of this paper is to show that OESOs are not alone in their fight to improve the lot of the TDA unit.

The OESO, at the outset of their assignment at any major installation, should always seek out those organizations which can be of benefit both to themselves and, more specifically, to their client. Most OESOs are fully aware of both the Alcohol and Drug Abuse Program and the Race Relations Equal Opportunity Program; but how many are aware of the Department of the Army Productivity Improvement Program (DAPP)?

Never heard of DAPP? You are not alone. Most OESOs I've talked to haven't either.

Responsiveness and the ability to manage economically has been a paramount concern of the Department of Defense for many, many years. There has been a multitude of programs over the years, both formal and informal, stressing the urgency of getting the job done properly. An example of one such program is the Department of the Army Management Review and Improvement Program (DAMRIP) established in 1973.

DAMRIP was designed to end a tremendous amount of duplication of effort and interprogram competition, but was found to be too expensive.

Certain administrative changes were made to the DAMRIP program which resulted in the establishment of the DA Productivity Improvement Program in 1975.

The objectives of the DAPP are to:

a. Achieve optimum productivity improvement.

b. Reduce the overall cost of Army operations, supplies, and services.

c. Provide a capability for improving management and operating practices throughout the Army.

d. Stimulate the initiation of productivity improvement actions.

e. Attain the highest possible level of Army readiness with available resources.

Do some of the above objectives seem to have a familiar ring to them? They should. There are five different functional areas in the DAPP program:

1. Productivity Measurement and Evaluation

2. Methods and Standards

3. Value Engineering

4. Quick Return on Investment

r. Management Practices

As you can see, all these areas lead to an emphasis on motivating each employee to be alert to the development and application of better ways to manage day-to-day operations. This includes improvement of operating procedures and techniques and elimination of duplicative and unessential activities.

The DAPP comes under the direct auspices of the Comptroller at an installation. The comptroller is specifically tasked under FM 101-5 with the function of Management Analysis.

The Management Analysis functions include analyzing managerial and organizational systems and procedures and recommending improvements. The Management Analysis Team is also tasked with developing analytical techniques such as work simplification, work measurement, and operations research. This program is designed to give commanders full and efficient use of all of their available resources, be they materiel or personnel.

Part of this managerial mandate is spelled out in the various DA regulations in the 5 series. While it would first appear that this program is concerned with materiel and not personnel, this is not the case. Under the DAPP, the motivation of subordinates is of prime concern; getting personnel to perform their tasks because they enjoy their work, not because they were told to do it. The program tries to further a community of interest in the installation, closer working relationships, and esprit de corps through a higher sense of participation.

There is an attempt to standardize organizational structure, promote organizational stability, reduce orientation time required with the turnover of personnel, and improve communications.

The main functional area we shall now concentrate on is that of the Methods and Standards Program of the DAPP.

Methods and Standards (M&S) is the application of proven industrial and management engineering techniques. M&S is also an integrated, people-oriented activity that must show results in the form of increased productivity which is something that OE is still trying to measure, but is unable to.

The M&S teams analyze and improve existing methods and measure the work performed in accordance with the improved methods.

While the members of the DAPP are highly trained in the areas of industrial engineering, they are still concerned with motivation.

In fact, the central issue in increased productivity is motivating the individual to make a psychological commitment toward greater effectiveness and efficiency. Motivation, of course, is not just trying to get people to produce more. It also deals with how well they cooperate with both their superiors, subordinates, and co-workers. They should display initiative and there needs to be an alignment of the individual's goals with those of the organization. Positive enforcement of desired behavior rather than negative sanction of undesirable behavior should be the order of the day.

The M&S Team may also look into the system by which ideas are exchanged to insure that maximum benefit is received.

The M&S Team puts in a lot of work before they ever arrive at an organization. A typical study will start with an in-depth interview of the unit/organization supervisor. The supervisor's goals and the goals of the organization are discussed in relation to the assigned mission of the unit. The study is then continued by a careful look at the regulations governing that organization and the prescribed manning allocations as set down by DA.

An on site study then begins to determine how the area is to be measured. That is, how can the output of the organization be quantified?

The analyst will then start to work on evaluating the organizational chart in relation to the actual work flow. The layering of supervisory teams or members and the functions and usefulness of having these supervisory teams in their present configuration is analyzed. When the level of supervision required has been determined, it is important to look at the individual span of control the supervisor must maintain. Do too many people report to the supervisor or do too few?

Next we look at the actual utilization of personnel to determine if the individual is constantly, gainfully employed and if the talents of that particular individual are being used to the benefit of both the individual and the Army. This is usually done during the actual survey.

It is beyond the scope of this short paper to describe, in detail, the actual on site survey. Briefly, it is conducted in this way: After determining the different functions of the organization, the Analyst will use various measuring techniques such as work sampling, statistical data analysis, and technical estimates of workers. Data gained from this analysis is compiled in accordance with standard management engineering techniques. Standards for the different jobs are established and productivity is now measurable.

The Management Analyst will also explore the fragmentation of functions and possible consolidation of like functions. In other words, is there more than one agency on the same post doing the same job?

The Analyst also determines the proper placement of functions, the proper placement of locally generated requirements, and evaluation of functions.

And, finally, the most important part of the Methods and Standards is the teeth that it can show. The M&S program establishes the actual staffing that an organization can maintain, based on workload data and subjective evaluation.

OESOs then, have other allies in this rather nebulous world in which they work. It would be to the benefit of the entire OE program to use the vital skills that the members of the DAPP program have, especially those in the Methods and Standards field.

[1] AR 5-4, dtd Jun 76

OESO Responsibility for Union Contact

CH(MAJ) H. Harrell Hicks
DA, ODCSPER, OE Division

Paragraph 2-7 of Army Regulation 600-76, Organizational Effectiveness (OE) Activities and Training, indicates a requirement for commanders and OESOs to coordinate with employee labor organizations prior to implementation of OE activities when any of the assisted unit's civilian employees are members of a bargaining unit which has exclusive recognition rights. This reminder is intended to highlight that responsibility for OESOs and to provide some of the rationale for the requirement.

As OE activities expand in the Army, civilian employees will become more involved. In the course of such OE activities, changes in civilian personnel policies, practices and working conditions may be made. In cases where installations/organizations have exclusively recognized unions for civilian employees, it is necessary that union representatives be given a chance to be involved whenever changes in civilian personnel policies, practices and working conditions develop from OE activities. Experience has shown that union representatives are generally supportive of OE activities and significantly assist in the process of improving the organization. In addition, Executive Order 11491, "Labor-Management Relations in the Federal Service" (1975), as amended, mandates that changes in civilian personnel policies, practices, and working conditions be negotiated with exclusively recognized unions not only during original contract negotiations but also during the life of the contract. Failure to give union representatives the opportunity to be involved in OE activities that produce such changes could result in an unfair labor practice charge.

Examples of two such charges (neither involving OESOs) which have been filed against the Army in the past are summarized below. In the first case, it was determined that one military agency committed an unfair labor practice when it unilaterally changed certain terms and conditions of employment without first giving the union an opportunity to negotiate. The changes involved policies concerning tardiness, personal conversations in the work area during work time, clean-up time and similar matters. In the second case, another command committed an unfair labor practice by unilaterally issuing a local policy implementing an Army regulation on vehicle registration. In both cases, the propriety of the policy changes was less an issue than the failure of management to negotiate. The cases serve to highlight management's obligation to negotiate any new policies or policy changes which affect the personnel practices or working conditions of civilian employees.

Some proposed changes in policy and practices are obvious in their effect on employee's working conditions. Others may be less obvious, such as participative management efforts in which employees have an active role in developing organizational improvements. Such employee participation in the development of changes in policies and practices does not relieve management of the responsibility of fulfilling established commitments to negotiate such changes with recognized unions. OESOs need to be continually aware of these possibilities anytime they work with organizations employing civilians and either perform or have the commander/supervisor perform the necessary coordination with union representatives.

OE LESSONS LEARNED - EXECUTIVE LEVEL L&MDC

CPT GARY L. MILLSAP
MSG LARRY G. HIBBS
USADMINCEN

During the week of 5-9 Feb 78 the Organizational Effectiveness Staff Officers at Fort Benjamin Harrison, Indiana conducted a Leadership and Management Development course which differed somewhat from the normal design. This L&MDC was an executive level session comprised of all lieutenant colonel participants. Prior to this no participants above company level had attended, but, if the just concluded session is any indication, commanders and managers at all levels can benefit from attendance.

The commander of ADMINCEN has sponsored as a part of his overall organizational effectiveness implementation strategy a series of L&MDC's. Various two-day off-site workshops utilizing elements from the L&MDC design relating to specific concerns and topics for understanding have been conducted at the colonel level. The 5-9 Feb lieutenant colonel session may have been the first week long full design L&MDC for executive level managers in the Army.

As facilitators for this session we want to pass along to the entire OE community our preliminary concerns, the modified course design we planned, our perceptions about how the group progressed, and the lessons we learned as a result of this experience.

1. Preliminary concerns. Perhaps our biggest concern was <u>fear</u> of facilitating a group whose members were so much senior to us. Though we sought and received assurances from other local senior OE practitioners that this issue could be worked through, the fear persisted in various manifestations until about the third day. Another concern was that the L&MDC package was designed for stranger peer-groups. At Fort Harrison, a comparatively small installation, most senior level managers have established working relationships. And, finally we were uncertain about the possible dynamics of a group of nine 05's, one 03, and one E8.

2. Modifications to the design. We agreed that participants at the lieutenant colonel level might desire to delve deeper into some of the theory, but as facilitators we did not want to skip the group dynamics elements. Our design, therefore, represents an attempt to incorporate fuller instrumentation along with all the experiential material from the standard L&MDC design:

MONDAY AM		PM	
1.	Cash Register	6.	Learning Styles Inventory
2.	Admin procedures	7.	JOHARI Window
3.	Guidelines for Gp Learning	8.	"Present" impressions
4.	Expectations; "Tough Questions"	9.	Journal/Homework
5.	Self-Introductions		

a. During admin procedures the participants were given a wide range of possibilities for setting the hours for attendance. The only parameters imposed were that the group must meet every day, and that the total time per day must be at least 5 1/2 hours. The group decided to meet from 0800-1200, break until 1300, then conclude at 1500. This gave 6 hours/day for the group.

b. During participant expectations we entertained any "tough" question from any participant - ie. why are we here? What are the qualifications of the facilitators? etc. Some conflict surfaced at this early time, but it was constructive and instrumental in clarifying our role.

c. As an adjunct to the Experiential Learning Model we included the Learning Styles Inventory. Most participants were "caught" by the instrument. This was the first occurrence of a theme which ran throughout the week - "we want better self awareness of our managerial style."

d. We modified the "first names, first impressions" feedback exercise to "present impressions," thereby avoiding the name issue.

TUESDAY AM		PM	
1.	Journal/Homework	5.	Commo Modes
2.	Self-Reliance	6.	Effective Listening
3.	FIRO theory, graph	7.	"Win as much as you can"
4.	FIRO-B	8.	Homework

a. There was much energy around the homework readings, specifically their applicability in a military environment. We took this as a veiled discomfort that they might be challenged by a subordinate who was "into" Pates or Pfeiffer. In view of this negative energy around "awareness," we modified our design and proceeded with FIRO instead of "self-reliance." There was fascination with the I-C-A concept, and even more energy around FIRO-B, another "self-mirror."

b. Skipping commo modes, and effective listening, the whole afternoon was given over to the "win as much as you can" exercise. Again, there was great interest, and energy. For the first time the group had some fun, but the "game" left some real guilt feelings and introspection. For the first time, the experiential element of L&MDC was felt.

WEDNESDAY AM	PM
1. Homework	4. Work group development
2. Consensus seeking	5. Homework
3. Influence voting	

a. Again the homework discussion was persued vigorously, and this eventually led to a surfacing of the unfinished business around the "win game." This time it was the facilitators who had contrived and tricked the participants into reading into the "game" real world implications. Those who had "lost" the "game" quickly entered the discussion. Eventually the issue subsided, but prematurely, for it surfaced again later.

b. The consensus seeking exercise we chose was a rank-ordering of 13 images by a large population of black delinquent youth gang members, documented in <u>Group Process and Gang Delinquency</u>, by James Short and Fred Strodtbeck, University of Chicago Press, 1965. Against the dominant stereotype, this study found that gang members rank high such things as "works for good grades at school," and "likes to read good books" while such things as "gets his kicks by using drugs," and "knows where to sell what he steals" ranked low in the study. There was extended processing of this exercise, and one subgroup reached "synergy" in the rank ordering task.

c. The influence voting occupied all afternoon plus the first hour on Thursday.

THURSDAY AM PM

1. Influence voting structured exercise

2. L-P-A

3. Re-negotiation

a. By this time our preliminary design had been circumvented by the needs of the group. The L-P-A lecturette was the cohesive agent which solidified the group and vindicated the experiential elements of the design. It was helpful to distribute to each participant the 3 page lecturette notes from the L-P-A module. From this point on, ownership and commitment was maximized.

b. At this point we "re-negotiated" with the group about how we might best utilize the remaining two days. A list of structured experiences, instruments, and lecturettes was drawn up. The group wanted to do everything on the list starting with the instruments. The new agenda consisted of:

1. FIRO-F
2. Blake-Mouton
3. LEAD-Self
4. Motivational styles
5. Work Group Development
6. LEGO Man
7. "Trustworthiness"
8. Guest Speaker
9. "I" messages
10. Effective Listening
11. Performance/Personal Counseling
12. Back Home Application

13. Closure

c. Instruments took the remainder of the day, and the interest and involvement of the participants were exciting to witness.

FRIDAY. - Continue on new agenda

a. It was obvious that we could not address everything on the agenda, so the group decided to do "Work Group Development," "Lego man," and as another attempt at synergy the "Trustworthiness" structured exercise. The "Lego man" proved to be the most enlightening and thoroughly enjoyable activity of the week.

b. The ADMINCEN commander was the guest speaker.

c. Closure proved heartening to us as facilitators. The I-C-A dynamics were obvious.

3. Lessons learned:

a. An executive level L&MDC does not deviate significantly from other sessions in terms of FIRO theory.

b. Lieutenant colonel participants tend to be more involved and active in the conduct of each exercise.

c. There is great interest in self-awareness tools, such as FIRO-B, and the Blake-Mouton Grid as a vehicle for improving their proficiency.

d. The processing of the experiential learning is at a higher intensity than in a regular group.

e. It is imperative that the facilitators remain flexible and flow with the energy of the group. By Wednesday afternoon the group was facilitating itself - various participants were taking the lead in "running" the exercises and in explaining the theory behind the instruments. Commitment and ownership felt by the members is in direct proportion to their degree of participation.

4. Conclusion.

The executive level L&MDC proved to be both possible to conduct within the limits of the present design and facilitator skills, and productive to the participants. Further executive level L&MDC's are scheduled, and as word spreads about the first session, it is anticipated that more lieutenant colonels and majors here at ADMINCEN will attend. It is our hope that our favorable experiences can be shared by other practicing OESO's.

THE GROUP INTERVIEW

LTC Richard E. Powell
DARCOM

GENERAL

In this paper, I describe the group interview, or sensing session, which William S. Curra introduced in the HQ USAREUR OE Project. Bill is the lead consultant for the project, and is from System Development Corporation (SDC). We and five OE interns conducted 28 group interviews in February 1977 to collect data for the project's diagnostic, or assessment, phase. We interviewed 460 people - 25% of the headquarters. We believe the quality of the data - a function of the degree of openness of the interviewees - proved the effectiveness of this method of data gathering. This data, together with that obtained by other means, was the basis of the diagnostic report we fed back to the CINC and his Top Team in March.

I've found it essential, here, to go into considerable detail about the conduct of the group interview. Given the organizational and interpersonal conditions in which the interview is conducted, it is obvious that to be fully effective it must be handled quite carefully. A summary of some basic assumptions underlying this model may help one to appreciate the need for its delicate application. These assumptions are: (1) some degree of less than open communication and trust exists necessitating another means of identifying candid views, ideas and perceptions; (2) most people want to do their work well, and when given the chance, will responsibly attempt to help their organization function more effectively; (3) management is willing to listen to feedback about the organization and take action in response to it.

OVERVIEW

The interview runs from one and one-half to two hours. One interviewer (OD consultant, OESO or OE Intern) without assistant is used. Twenty-two people are invited to insure an average of 18 people per interview are actually on hand. Experience has proven that about 12 of these 18 ultimately will contribute vocal input. The number of interviews depends on the size of the organization, the complexity of its groups, and time and interviewers available. A sample size of 20-25% is sufficient for most size units to insure the major issues in the organization are identified. Groups are composed of horizontal and diagonal slices of the organization - no vertical slices are used.

THE INTERVIEW SITE

Conference rooms or classrooms are suitable sites provided they are away from distractions. Chairs are formed into an open circle. Setting up 15 chairs initially allows stragglers to pull up extra chairs to fill out a solid circle without empty chairs. This facilitates inclusion and comfort. Easel with chart pad, marker, tape, lined tablet on clip board, and pencils is standard equipment for the interviewer.

I have learned when the physical layout prohibits setting up an open circle, a conference table in the center may tend to contribute to the comfort of group members. This is especially so, if the members are a heterogeneous group of strangers. The table serves also as a writing surface for the interviewer.

FORMAT

The basic format is shown below:

Introduction	20 minutes
Listing issues	10 minutes
Elaboration	60-75 minutes
Data readback	10 minutes
Critique/processing	5 minutes

This format is used when the boss is not present; however, when the boss attends some variations are made. These are described later.

Now let's look in detail at each step of the model.

<u>Introduction</u> - This step is unhurried because most groups need some "settling in" time. The interviewer further facilitates a relaxed atmosphere by being enthusiastic, easy-going, yet business-like. Things to cover in the introduction are: self-introduction of the interviewer, background of the OE effort, for whom the data is being collected, how this group is one of several, random selection of each attendee, why this type of group, the interviewers task - to record information, the interviewees task - to provide information. This is followed by a detailed description of what to expect - the procedure to be used, which might go something like this:

> The first thing we'll do is to list topics in answer to the question, "What helps and what hinders your getting your work done in this organization?" We'll take about 10 minutes to build this list and then we'll elaborate on the items later. As you give me the topics I'll write them down on this chart and we'll tape them on the wall.

When that's done, I'll sit down and ask you to elaborate on the topics. I'll try to write down everything you say on this tablet. I'm not interested in who says something so I won't take any names. I want to protect the confidentiality of the sources of the information, but I can't insure this is done if any of you take notes. So I ask that you don't do that. Remember, my job is to gather information, not to help you solve problems. If you disagree with something someone else says please say so, because different opinions are important. At the end of about an hour we'll stop. At that time I'll read back to you what I've written down to make sure I've got it right. Finally, we'll spend a few minutes talking about how the interview went. What are your questions about this procedure?

This example assumes the interview is for general diagnostic purposes. When the group interview is used to sample views on other matters the basic question, of course, reflects that inquiry, e.g., "What are your thoughts about the new policy on...?"

This is to be followed by some last moment relaxers such as an invitation to take off jackets, smoke if you wish, open that window, who's done this before, anyone can leave if you don't want to do this, etc. Repetition of the purpose, roles and procedures is essential as people split their attention between the interviewer and ponder the implications of their involvement.

Listing issues - This can be opened by saying, "Imagine you're on a long flight on an airplane and your boss (or the person for whom the data is being collected) sits down beside you and asks you, 'How's your job going?' What would you tell him/her? What's it like to work around here? What helps or hinders you in getting your job done?" The interviewer lists on the chart pad the topics which are presented. He asks a volunteer to post the charts as they are filled up. Elaboration is discouraged at this time. Writing rapidly, large, legibly, and using the respondents' words facilitates this. Silence is accepted behavior as people mull over the question. Usually, a list of 15 to 25 topics will be sufficient to capture the energy and the major issues of the group.

Elaboration - The interviewer then sits down in the circle and asks the group now to elaborate on these topics starting anywhere they would like. Incidentally, a tape recorder has a very inhibiting effect on the group and should not be used. The interviewer rapidly and cryptically writes what she/he hears so as not to interefere with the flow of comments. She/He should write on the pad in plain view of all even so the adjacent people can see and be seen taking a peek at what's being recorded. Facilitating skills are used such as active listening for clarification, polling on important perceptions, nonjudgemental responses, effective use of silence, time checks, mid-course inventory of completed topics, letting the group pick the topics, and intervening to move on when people belabor a topic or argue for a solution. It is not essential that the group cover every topic listed. It is more essential to wind up the interview on time.

Data readback - This is done quickly making changes as group members help correct the record.

Critique/processing - This is done to model the value of reflection, feedback and openness. Facilitating questions can be: How did we do? Did we get the job done? I feel ______ about this interview. How do you feel about it? The information you provided helped me get my job done. Thank you, etc.

Follow-up - When the interview is fresh in mind it is helpful to reduce the notes and the charted topics to a few typewritten pages.

VARIATIONS WHEN THE BOSS IS SCHEDULED TO ATTEND

The purpose for having the boss attend an interview is to provide an opportunity to hear some fairly open feedback about the organization. Groups of immediate subordinates tend not to be quite so open as others, especially when the boss or the group is new to OE. Therefore, the boss may wish to attend an interview of another type group. In this model, the boss arrives at the interview after issues have been identified and posted. He/She sits outside the circle and only listens to the elaboration of the topics. Instead of doing the data readback, the boss is asked to make any comments.

Training the Boss

To insure the boss listens requires that she/he be "trained" a day or two prior to the interview. During this 15 minute meeting, the interviewer clarifies the purpose of the interview - to collect data, not to solve problems; the time, location, date and type group attending; the fact that it is the interviewer's meeting; the job and role of the interviewer; and the boss' role - to listen. Then the interviewer describes in detail how the interview will proceed. This includes saying, "I'll tell the group that you will be arriving later. I'll tell them that I've talked to you and you have agreed to be a listener, but that your silence should not be taken to mean that you agree or disagree with what's been said." The boss should be cautioned that taking notes could stifle openness.

The interviewer describes the procedure of issue identification, then the interviewer tells the boss when asked to enter the room to enter and be seated outside the circle. The interviewer describes how she/he will welcome the boss, review the boss' role as listener, and will offer him/her a chance to comment after elaboration is finished. Then he/she describes the details of the remainder of the interview. Some encouragement to be a good listener may help, such as the fact that the CINC USAREUR successfully listened at an interview of lieutenant colonels at HQ USAREUR in March.

Conducting the Interview Which the Boss Attends

This is a matter of the interviewer doing what was described to the boss in "training." Before the interviewer invites the boss in, she/he encourages the group to continue the interview as if the boss is not there. After the boss enters the room and is seated, the interviewer should say, "Colonel ________, it's nice to have you here. I told the group that you and I had met and you had agreed to be in a listening role. I told them that your silence would not mean that you agree or disagree with what they say. When we're done I'll ask if you have any comments you'd like to make. My job is to gather information and keep the rules. Before you arrived, the group identified the topics on those charts. Now that you're here, they will elaborate on them."*

The elaboration step is conducted as usual. If the boss should interrupt (which is surprisingly rare if he's been trained well), the interviewer must assert himself by saying, "Excuse me, but since you have decided to talk at this time, I must suspend the interview until you are ready to listen again." When the interruption is over, the interviewer restates the roles and continues the interview. When elaboration time is up, the interviewer asks the boss if she/he cares to make comments.

Bosses may respond in many ways ranging from few words to long discussions and from supportive to defensive. The boss may attempt to solve problems or take action on the basis of this data. In this case the interviewer should remind him/her that this may not be appropriate to do at this time as other data needs to be gathered and the complete unit assessment made before planning can be effectively done.

Just before termination, a brief processing of the meeting is appropriate.

CONCLUSION

The group interview is a cost-effective technique which can be used as a primary or supplementary tool for data collection. It is indeed an intervention into the life of the organization. It capitalizes on the synergy of the group, identifies major issues, helps in understanding the feeling tone of the organization, helps identify the role and credibility of the OESO, raises expectations, opens upward communication with the boss, and allows the boss to experience feedback.

* On one occasion, I asked a high ranking boss if he wished to make any brief comments to the group at this time. I had coached him to encourage them to be frank and open and not be concerned about his presence. He commented very appropriately which helped open up the group. There was the risk that once he says something he might be more inclined to break his listener's role. In my experience this did not happen.

CONFRONTATIONS AND THIRD PARTY CONSULTATION: A MODEL

MAJ J. R. Carmack
MAJ C. L. Flanders Jr.

BACKGROUND

The OESOs were conducting a Role Clarification Workshop as an implementation strategy resulting from an assessment of a major service organization at Fort Carson. During the course of the workshop, a confrontation developed between two key members of the organization. It became apparent that the issues involved were detracting from the Role Clarification process and were of such a deep seated nature that it would be unproductive to attempt resolution in the larger group mode. The facilitators had the two members acknowledge that a conflict existed and through active listening determined that the desire existed to try to resolve the issues that divided the two. A commitment was obtained from the two to meet, without a third party, within a week and attempt to resolve their differences. The Role Clarification process then continued and the objectives of the Workshop were met. About a week following the workshop, the OESOs received a call from the principal's involved in the conflict. They stated that they had failed to meet and no action took place. They requested OESO assistance.

MODEL

The following model was used by two facilitators - one facilitator took the role of note taker and process observer, the second facilitated the meeting of the two parties. The meeting was held in a small conference room at the main post library.

I. Expectations Phase.

A. Consultant asks the two parties to state their expectations of the confrontation meeting.

B. Consultant restates expectations and outlines guidelines for conduct of meeting i.e., only one person will talk at a time, openness and honesty, etc.

II. Problem Identification Phase.

A. First party begins with statements of specific behavior/ perceptions of the second party that inhibits their effective working relationship. The facilitator insures that the second party understands the points raised by the first party. No interruptions are allowed. When finished, the second party can ask questions of clarification only.

B. The second party repeats the above process.

Comment: The basic idea of the above process is to allow both parties to describe the issues they perceive as dividing them and to express their feelings about each other. The process requires not only that the parties be allowed to state their views, but also that each be given some indication that the views are understood by the other party. It is important to allow by mutual agreement who begins the session - might try flipping a coin if all else fails and atmosphere is poor for a mutual agreement.

III. Problem Solving Phase:

A. Both parties engage in a problem solving phase to change whereever possible, the behaviors identified in the problem identification, for example: "I could get along with you better if you would _________, I will agree to _________." Something exchanged for something. They negotiate on their own to bring about changes in behavior that will allow for a greater working relationship on the job. The agreements are recorded as commitments to refer back to.

B. The facilitator should push both parties to get a commitment plan from them. Commitments such as "When I do something that bothers you, I expect you to give me immediate feedback" are helpful for both parties involved.

Comment: This process enables negotiation to be meaningful for both parties and positive problem solving techniques to be employed. It also enables identification of issues yet unresolved - maybe never to be resolved.

IV. Awareness Phase.

A. Both parties engage in a discussion where hopefully they can recognize and appreciate their similarities, acknowledge their common goals, express respect, and/or engage in other positive actions to manage their conflict.

Comment: The process enables participants to acknowledge and appreciate positive aspects of their working relationship and one another.

V. Follow-up Phase.

A. The facilitator seeks an agreement at the initial meeting to meet with both parties two weeks later. The facilitator does not communicate with either party during this two week interval. During the follow-up meeting the following questions are used as an evaluation of the initial session.

1. What was the overall impact on your behavior at work during the past two weeks?

2. What was your perception of the other persons behavior during the past two weeks?

3. Was any agreed on commitment difficult to follow through during actual daily work routine?

4. Is there any need for renegotiation from your point of view?

Comment: The follow-up phase is two fold: to allow the OESO to evaluate the effectiveness of the intervention and concurrently to allow the participants a chance to clarify any questions.

RESULTS:

From a personal point of view, these persons will never be friends. However, professionally they were able to arrive at a point where they can put personal feelings aside and deal with their professional differences in a manner that is healthy and productive to the overall functioning of their service agency. In a recent follow-up, about two months following the intervention, both parties indicated feeling less pressure in their professional dealings with one another.

Possible Hazards

1. Because of the format of positive feedback at the end of the session, there might be an absence of mutual understanding earlier in the session and could have the potential of negating any meaningful negotiation for change.

2. Facilitators should use discretion and caution to avoid being called in as the key problem solver for future disagreements between the two parties involved.

Recommendations

Tape all sessions. Taping allows for an accurate account of what occurred. It is also useful in pointing out to participants their dysfunctional listening and communicating skills.

ON ENSURING A WELL-INFORMED WALRUS

MAJ TOM FAHEY
USAOETC

The purpose of this short article is to describe a little trick I recently used to prepare a commander and his people for a feedback session of assessment data.

But first a little story by an unknown author.

--o--

THE ILL-INFORMED WALRUS

"How's it going down there?" barked the big walrus from his perch on the highest rock near the shore. He waited for the good word.

Down below, the smaller walruses conferred hastily among themselves. Things weren't going well at all, but none of them wanted to break the news to the Old Man. He was the biggest and wisest walrus in the herd, and he knew his business -- but he did hate to hear bad news. And he had such a terrible temper that every walrus in the herd was terrified of his ferocious bark.

"What will we tell him?" whispered Basil, the second-ranking walrus. He well remembered how the Old Man had raved and ranted at him the last time the herd caught less than its quota of herring, and he had no desire to go through that experience again. Nevertheless, the walruses had noticed for several weeks that the water level in the nearby Arctic bay had been falling constantly, and it had become necessary to travel much farther to catch the dwindling supply of herring. Someone should tell the Old Man; he would probably know what to do. But who? And how?

Finally, Basil spoke up: "Things are going pretty well, Chief," he said. The thought of the receding waterline made his heart feel heavy, but he went on: "As a matter of fact, the beach seems to be getting larger."

The Old Man grunted. "Fine, fine," he said. "That will give us a bit more elbow room." He closed his eyes and continued basking in the sun.

The next day brought more trouble. A new herd of walruses moved in down the beach, and with the supply of herring dwindling, this invasion could be dangerous. No one wanted to tell the Old Man, though only he could take the steps necessary to meet this new competition.

Reluctantly, Basil approached the big walrus, who was still sunning himself on the large rock. After some small talk, he said, "Oh, by the way, Chief, a new herd of walruses seems to have moved into our territory." The Old Man's eyes snapped open, and he filled his great lungs in preparation for-a mighty bellow. But Basil added quickly, "Of course, we don't anticipate any trouble. They don't look like herring-eaters to me -- more likely interested in minnows. And, as you know, we don't bother with minnows ourselves."

The Old Man let out the air with a long sigh. "Good, good," he said, no point in our getting excited over nothing, then, is there?"

Things didn't get any better in the weeks that followed. One day, peering down from the large rock, the Old Man noticed that part of his herd seemed to be missing. Summoning Basil, he grunted peevishly, "What's going on, Basil? Where is everybody?"

Poor Basil didn't have the courage to tell the Old Man that many of the younger walruses were leaving every day to join the new herd. Clearing his throat nervously, he said, "Well, Chief, we've been tightening things up a bit. You know, getting rid of some of the dead wood. After all, a herd is only as good as the walruses in it."

"Run a tight ship, I always say," the Old Man grunted. "Glad to hear that everything's going so well."

Before long, everyone but Basil had left to join the new herd, and Basil realized that the time had come to tell the Old Man the facts. Terrified, but determined, he flopped up to the large rock. "Chief," he said, "I have bad news. The rest of the herd has left you."

The old walrus was so astonished that he couldn't even work up a good bellow. "Left me?" he cried. "All of them? But why? How could this happen?"

Basil didn't have the heart to tell him, so he merely shrugged helplessly.

"I can't understand it," the old walrus said. "And just when everything was going so well."

MORAL: What you like to hear isn't always what you need to know.

--o--

Two of my fears prior to feedback sessions have been either that the boss would roar at the bad news and intimidate his people from saying more or that the people would be under the illusion that he'll roar and keep their mouths shut out of fear of awakening him. In either case, silence will destroy a critical element of the feedback session: discussion and ownership of the data by the people who generated it.

This article jumped out at me a couple of hours before the individual feedback session with a boss and I decided to use it as an experiment.

We opened the session by asking him to read the story. He did... with a smile. I then stated that I saw as part of my role, as well as the goal of the assessment, to make sure that the walrus was well informed about the bad news as well as the good news. He got the point and a fruitful session ensued.

Later, in coaching him for the feedback session with his team, I reminded him of the traits of a good walrus. He got the point on that one too.

Finally, we opened the feedback session by passing the walrus story out to the team. They too, read it with a smile. The only comment I made was that the best way they could harm the boss would to be less open with him about the data than they had been with the two of us when we collected it.

The climate for the next three hours was lively and sometimes heated, but open. Besides that, the herd didn't disappear.

Did that little story do the trick? You might try it out yourself and let me know what happened.

P.S. My thanks to the author of the story for the inspiration and my apologies for being unable to identify him or her.

ORGANIZATIONAL EFFECTIVENESS WORKSHOPS

NCO DEVELOPMENT TRAINING WORKSHOP

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This workshop was designed and presented at the request of a Combat Support Company Commander in an Infantry battalion. He identified certain conditions in his company that he felt could be properly approached through the use of OE techniques. In general terms, he felt that his company was handicapped by a shortage of experienced Senior NCOs, particularly platoon sergeants. In most cases, his platoon sergeants were staff sergeants, and the critical jobs of section leaders in the combat platoons were filled by inexperienced SP4s and SGTs.

Objectives to be accomplished during the course of the activity were: (1) improved intragroup communication; (2) improved working relationships; (3) identification of NCO duty requirements and appropriate performance standards; and (4) identification of resources required by the NCOs to better accomplish present duties. The entire activity was wrapped up by a feedback session in which the workshop participants presented to the company commander their own assessment of the condition of the unit. This assessment included perceived strengths and weaknesses, and resources they needed to enhance both duty performance and job satisfaction. A phenomenon that seemed to occur as a result of this activity was that the participants seemed to develop a deeper sense of commitment to themselves and to their unit.

The commander determined that thirty of his NCOs and SP4s in leadership positions would attend. The workshop was kicked off by a breakfast in the battalion dining facility where the commander introduced the OESOs and his expectations for the workshop. From there the group moved to the workshop location outside of the battalion area. Inclusion issues were minimal and the group readily bought into the training activity and the tasks to be performed. During the training, the large group was broken down into four eight man work groups. Periodically the large group reassembled to process the small group activity.

There was an interesting spin-off from involving all of the unit's Jr NCOs in a 2-day "leadership training activity." Company leadership positions were filled during those two days by subordinates who got their own first taste of dealing with company leadership issues. During a follow-up interview with the company commander six weeks after the training, he stated that he considered the training objectives to have been met. The design used was as follows:

A. TRAINING OBJECTIVES

Training Objective 1

TASK: Each NCO will participate in a structured experience designed to develop a compatible climate and readiness for interaction in a group through sharing personal experience.

CONDITION: Given a Group Conversation Starters Sheet, the participants will share experiences rather than opinions. Group Conversation is person and feeling-centered and is not to be confused with group discussion, which is problem-and-intellect centered. When groups exchange personally meaningful experiences, a warmth and closeness usually develops.

TRAINING STANDARD: The NCOs will share personally meaningful information as members of a unit work group resulting in a learning environment in which they will be receptive to ideas for improving leadership skills, identifying job characteristics, information sharing, collaboration and competition, consensus seeking, designing duties and establishing standards of performance.

"Group Conversation" is derived from University Associates, Volume II, Structured Experiences.

Training Objective 2

TASK: Each NCO and group facilitator will participate in identification and publication of personal expectations to be covered during the two-day workshop.

CONDITION: Each NCO and trainer will identify, and a trainer will publish expectations on newsprint. Expectations will be posted in training site and available for examination and renegotiation during the workshop.

STANDARD: Each group member will state and be prepared to qualify at least one personal objective to be accomplished or met during the course of the workshop.

Training Objective 3

TASK: Participants openly share perceptions of present duty assignment. Perceptions will be posted on newsprint by trainer, participants will be encouraged to describe their present duties, and to individually assess those characteristics which are beneficial and dysfunctional to duty performance.

CONDITION: As members of large group, participants will describe their present duties to their contemporaries. Care should be exercised so that present duties are described rather than evaluated. The objective is that participants will internalize and individualize those duties which are desirable and the reasons why. In summary, trainers will recap duties and generalize those conditions which are satisfying and those which are not. The supervisor's role in allowing satisfaction and emphasizing mission accomplishment are recognized.

STANDARD: Noncommissioned officers openly share their perceptions and feelings of present duty assignments. Participation of all members is desirable.

Training Objective 4

TASK: All participants will examine and recall that job and its associated characteristics, responsibilities, and authority which in their consideration was best and would be desirable in their present or successive duty assignments.

CONDITION: Large group divided into smaller group of 4-5. In small groups, participants determine desirable job characteristics, and publish them on individual newsprints. After small groups have completed their listings, each group rejoins large group and selects a spokesman to present its "best job" to the large group. Upon completion of small group lists, trainers generalize and reinforce group learning.

STANDARD: Workshop members participate in decision making process as members of small and large groups. Group members will defend and justify their descriptions of desirable duty characteristics. Participation by all group members is the objective.

Training Objective 5

TASK: To study how task-relevant information is shared within a work group; to explore the effects of collaboration and competition in a work group and to demonstrate the impact of various leadership styles on task accomplishment.

CONDITION: Trainer introduces "Pine-County: Information Sharing" experience as an exercise in problem solving. Trainer divides large group into 5 smaller groups, and announces the task--to select a director for the family counseling unit of the community action agency. Trainer emphasizes their only one correct solution and to reach their condition independently. Trainer then distributes Candidate Summary Sheets, briefing sheets, and individual data sheets to all participants. Groups are encouraged to believe they will reach a solution in thirty minutes.

Competition may be introduced by posting the time used by each small group to reach a solution.

After all groups have reached a solution, trainers indicate a discussion of the problem solving process focusing on the strategies employed, the effects of collaboration and competition, noncontributing participants, and the importance of the information sharing process. Solution sheets are distributed.

Pine County is derived from University Associates, Volume IV, Structured Experiences.

STANDARD: Each group will select a candidate to be director of Pine County Family Counseling Unit based upon the provided data sheets.

NOTE: Occasionally, a group will be unable to solve the problem within time constraints. If this occurs, it is important that the trainer intervene and initiate a discussion of the experience. If a correct solution is not agreed upon, members will often behave defensive and attack trainer for "manipulating" them, or presenting the task so that the group had to fail. However, participants were provided no false, misleading, or conflicting information. The facilitator should not attempt to direct the problem solving process used by the group. The group attack of facilitators may be a defense used to keep from dealing with the behavioral feedback generated by the exercise.

Training Objective 6

TASK: To teach the effectiveness of consensus-seeking behavior in task groups through comparative experiences with both individual decision making and group decision making. Also to explore the concept of synergy in reference to the outcomes of group decision making.

CONDITION: Larger group broken down in four - five smaller groups. Individual "Lost at Sea" worksheets are distributed by trainers, and fifteen minutes are allotted for individual work to complete worksheets. Subgroups are then given group work sheets with instructions to reach consensus on the correct order without averaging answers or using majority rule. Individual and group worksheets are scored. Answer sheets are presented. Subgroups are allowed a short time to process the rationale behind the answer sheets. Facilitator leads a discussion of comparative individual work and group consensus ranking. Questions for discussion are:

1. What behaviors helped or hindered the consensus seeking process?

2. Who were the influential members and how were they influential?

3. How did the group discover and use its information resources? Were these resources fully used?

4. What consequences might such a process produce in the groups attitudes?

STANDARD: Individuals rank order most important items independently, then as group members, strive to seek consensus in arriving at a small group rank ordering of importance. Group work should score higher than individual work.

"Lost at Sea" is derived from University Associates 1975 Annual Handbook for Group Facilitators.

Training Objective 7

TASK: To assess current missions in the unit involving "on duty" activities and establish standards for measuring effectiveness of task performance.

CONDITION: 1. As members of a large group, participate in a "brainstorming" exercise to list any number of mission related activities.

2. Upon completion of "brainstorming", members vote to determine which missions will be given to small groups of 4-5 to be more fully developed, including development of standards.

3. Small groups complete their individual mission statements/ standards, then back-brief reassembled large group. Differences of value and opinion resolved during back-brief.

STANDARD: All group members will actively participate in brainstorming to get as many different inputs as possible to mission list. All members have three votes to use in determining issues to be worked by the small groups. Small groups determine how to back-brief large group. upon completion of back-brief, the large group critiques and resolves issues. All groups then prepare and present their suggested list of missions and standards to the unit commander at conclusion of workshop.

Training Objective 8

TASK: To assess current duty related responsibilities and identify resources needed to optimize performance of duty and move toward more potential for satisfaction on the job.

CONDITION: As members of large group, participants will brainstorm the present duty responsibilities, and then identify resources, tangible or intangible, that they need in order to better meet requirements on the job. Facilitators will direct group energy into those areas. The company commander would be most likely to have the assets to implement change. Trainers will post group ideas on newsprint.

STANDARD: All members will participate in order to personalize learning and develop synergy needed to explore areas where the unit commander would most likely be able to assist the noncommissioned officers in improving their duty performed.

Training Objective 9

TASK: To explore for the commander the strengths and weakness of the company.

CONDITION: As members of the large group, participants will brainstorm a list of strengths and weaknesses of the company as seen by this group of NCOs. Trainers will post lists.

STANDARD: To achieve maximum input from all members and to focus on positive and restraining forces in the company.

Training Objective 10

TASK: To present feedback to the company commander on perception of duty in this company, statements of missions and standards, statements on needed assistance for better duty performance and strengths and weaknesses in this unit.

CONDITION: Spokesman will be selected by the large group to present feedback to the company commander on the four major areas covered. The newsprint charts may be used. Presentations will be made to the commander in presence of trainers and other workshop participants.

STANDARD: Presentations will be made to the commander for his information. Focus will be on conditions as they exist now that the company commander has power and authority to influence or change.

B. INTERMEDIATE TRAINING OBJECTIVES: None.

C. Training aids: Structured Experience, Vol II, University Associates, 1974; Structured Experiences, VOL IV, University Associates, 1973; The 1975 Annual Handbook for Group Facilitators, Jones & Pfeiffer, 1975.

D. SEQUENCE OF ACTIVITY	ESTIMATED TIME
1. "Group Conversation" structured experience	30 minutes
2. Publish expectations for workshop	30 minutes
3. Sharing and discussion of perceptions of present duty assignment	120 minutes

4.	Brainstorming activity of "best job" experience	150 minutes
5.	"Pine County" information sharing structured experience	120 minutes
6.	Process learnings of first day	45 minutes
7.	"Lost at Sea" structured experience--consensus seeking	90 minutes
8.	Brainstorming of duty requirements and standards	150 minutes
9.	Brainstorming of resources or help (training) needed to do my job better	60 minutes
10.	Brainstorming of strengths and weaknesses in present unit	60 minutes
11.	Information feedback to commander	60 minutes
		915 minutes
		11 sessions

TRANSITION WORKSHOP

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1. A transition workshop is conducted for the purpose of managing the change caused when commanders or supervisors are changed. The assumption of command by a new commander involves much concern for the unknown, not only on the part of the incoming commander but especially for his subordinates. Some of the more common issues are routinely treated during orientation briefings, however, many policy concerns are left to second guessing and/or are dealt with on a trial and error basis at the expense of efficient mission accomplishment.

2. The need for information concerning the new commander and his policies is usually great enough that people engage in clandestine intelligence gathering about both prior to the new commander's arrival. New commanders often gather information about their key subordinates through basically the same means. This information gathering usually provides biased information, ambiguity and cause for further concerns. One of the greatest problems that is almost always overlooked during a command change is that the command is still operating under the "old commander's" policies and programs, until such time as the new commander gets his feet on the ground and replaces them with his policies and programs. This is not to say that the old policies and processes are bad; the point is, however, that when the new commander starts imposing his leadership style it creates organization difficulties as his subordinates perceive his directions as changes which in many cases may be resisted. Generally it takes a new commander four to six months to get settled in his new position; the same holds true for subordinates in adjusting to their new commander. The OE transition workshop is a tool which can be used to reduce this time lapse, minimize a dip in combat readiness, and reduce resistance to change. The specific design, as well as time needed to conduct the workshop, is determined by the new commander in conjunction with his OE Staff Officer (OESO). It can take from four hours to two days depending upon the desires of the commander and the issues that are surfaced/addressed during the meeting.

3. This workshop focuses on both the old and new procedures, relationships, purposes, rewards, and structure of the organization. No one seems to realize that the new commander is coming in "clean" and is not familiar with the previous commander's policies. On the other hand the new commander fails to appreciate that his subordinates will react to old policies until he makes his own known. The various types of briefings and visits scheduled for new commanders rarely give them the kind of in-

sight needed into their new command. The new commander brings with him norms which also need to be made known and understood by immediate subordinates for them to perform as he would like. This aspect of the workshop contributes significantly to reducing second guessing on both the part of the commander and his subordinates.

4. At Inclosure 1 is a conceptual activity flow chart and a conceptual agenda for a transition workshop which has been used successfully at division, battalion and general officer staff director level. Experience with this design does not include the outgoing commander. The design allows for the outgoing commander to participate if he so desires.

5. Everywhere it says commander, it can also be read as supervisor, Division Chief, Agency Head, etc.

6. Bde and higher level commanders who are responsible for policy matters will probably have a better transition <u>without</u> the old commander being present. This will keep the new commander from being obligated or tied to the old policies. These transitions are best when held <u>after</u> the normal visits and briefings have been completed for the new commander's orientation, i.e., two weeks or so after command. During this orientation process he and his key subordinates will generate some concerns, which will give them energy for participation; although you can announce it as far in advance as you desire.

7. Transition between commanders of organic battalions and companys will probably assure greater "continuity" and less turmoil if "both" commanders are present for the initial phase of the workshop. This does not mean that you must have both commanders present; sometimes it's not possible and on other occasions it's just not desired.

TRANSITION WORKSHOP FOR NEW COMMANDERS

OBJECTIVES

I. To provide new commander an introspective look of the organization - strengths and weaknesses.

II. To get acquainted - clarify expectations and concerns.

III. To clarify objectives and priorities.

IV. To identify policies/procedures that get in the way of doing a better job.

V. To out-process the old commander and in-process the new commander.

VI. To facilitate implementation of changes.

WORKSHOP PARTICIPANTS

Immediate subordinate commanders and principle members of the staff.

TIME REQUIRED

Four hours to two days.

STEPS

I. Commander and OESO discuss the following:

a. Goal of workshop.

b. Time available.

c. Participants.

d. Workshop design.

II. OESO presents commander with workshop agenda and modifies as necessary.

III. Commander announces workshop to participants (normally at a regularly scheduled meeting or in writing) and explains purpose of workshop. Commander also asks participants to think about the items identified in objectives portion above prior to the meeting.

IV. Conduct of the workshop:

a. Opening remarks by commander:

(1) States objectives.

(2) Sets climate for candor.

(3) Explains parameters of issues.

(4) Explains agenda and role of OESO.

b. OESO discusses theory behind transition workshop.

c. Participants are engaged in some activity which might include some of the following:

(1) Discussing what they think they are supposed to be doing.

(2) Discuss best/worse meeting outcomes.

d. Sub-group participants by functional - peer roles, i.e., brigade commanders, staffs, etc. A facilitator should work with each group. Minimum group size should be four.

e. Sub-group work/tasks:

(1) Identification of following organizational issues:

(a) Strengths and weaknesses of organization.

(b) Priorities and objectives.

(c) Policies/procedures that get in way of doing a better job.

(d) Old commander's priorities and objectives.

(e) Changes that should be made.

(2) Identification of following command relationships matters:

(a) What participants would like the new commander to know about them and what they would like to know about the new commander.

(b) What participants think the new commander should expect from them and what they expect from the new commander.

(c) Role expectations.

(3) Preparation for discussion of Item e.(1) and e.(2):

(a) If needed, reduce information generated by general consensus.

(b) Select briefer.

f. Discussion (commander runs this portion):

(1) Convene large group.

(2) Each group briefs commander on answers to questions in para e above.

(3) Clarification of questions asked by commander.

(4) Commander responds to all information generated.

(5) Analysis of information:

(a) Identify trends

(b) Problem identification

(c) Deletion of those issues not open for change.

(6) Free-flowing discussion

g. Termination:

(1) The following may occur as part of termination phase:

(a) Selection of issues/trends that should be worked on at a future problem solving meeting.

(b) Establishment of a work group to address specific issues.

(2) Evaluation of meeting.

(3) Commander adjourns meeting.

BENEFITS

- This design provides a maximum of information to both the new commander and his subordinates and provides an opportunity to clarify concerns and reduces the tendency for participants to attempt to give the "right answers".

- By participants working together with their new commander at the task of bringing him on board expedites the welding of a strong team.

- Helps set the atmosphere for working relationships.

- Provides a comprehensive understanding of each individual's expectations and obligations.

- Issues are identified for work at a future meeting.

- Concerns on the part of the new commander and subordinates are made public and discussed. This aids in reducing second guessing and the time and effort expended by subordinates trying to figure out their new commander and vice-versa.

- Subordinates may be more receptive to changes implemented by the new commander.

LIMITATIONS

- The meeting will be unproductive if the new commander does not set an atmosphere of open communication or is not willing to move in that direction.

- If issues raised are not addressed and/or dealt with there will be cause for continued and increased concern on the part of subordinates.

- A transition workshop is not a problem solving meeting.

OPERATING HINTS

Candor: The new commander must set the standard for workshop participants to be honest in expressing themselves.

Responsibility: The commander must accept responsibility for the meeting and be willing to deal with organizational issues surfaced.

Caution: A transition workshop should not be used to deal with interpersonal issues or to put anyone in a defensive role.

Follow-up: Any progress made during this meeting will be lost unless some attention is given to follow-up.

VARIATIONS

I. The information generated in the sub-group tasks could be collected prior to the meeting and presented to the new commander. This information would be collected through group interviews, questionnaires, individual interviews, and process observations.

II. Separate meetings could be held with staff members and commanders.

III. After the data is analyzed in the discussion phase, the meeting could be turned into an action planning meeting. CONSIDERATION - If this is done, the meeting is no longer a transition workshop; however, this is useful if there is enough time available and the commander agreed to exercise this option prior to the meeting. The meeting should not move in this direction unless all the established objectives of the transition workshop have been accomplished.

NOTES FOR OE STAFF OFFICERS ON THE USE OF THIS TRANSITION WORKSHOP DESIGN.

1. During the contracting step with the new commander, the goal of the workshop must be clarified and there should be an understanding of what the commander expects to get out of the workshop.

2. After the workshop is designed and the agenda is established, the commander must have an opportunity to provide input and/or deletions. It should be understood by the commander that this is his meeting and that the OESO is there to help him. At this point, the OESO should coach the commander, if required, as to his role in the workshop.

3. One of the reasons for waiting until the commander has had his in-briefings is that if the transition workshop goes well he will get information he did not get as part of his briefings and will get the kind of insight into the command that normally takes four to six months to develop. This is why it is critical that when the information is being generated that considerable attention be given to developing information related to the implicit norms of the organization.

4. This transition workshop design offers an excellent opportunity for setting the stage for following it up with an action planning/team building meeting. This would be an excellent pay-off.

5. Generally, commanders are quite concerned about their time cost for the meeting. This design can be modified so that it will cost the commander approximately one hour meeting with all participants and the participants approximately three hours. While these minimal times may not be ideal, if the objectives of the meeting are accomplished, the potential for following the transition workshop with an action planning/team building meeting is increased and can result in a more productive meeting using OE technology.

6. In that there is a tendency to be task oriented, the temptation does exist to go into problem solving during a transition workshop. The primary consideration before moving in this direction is that if the objectives of the transition workshop have not been achieved, the potential does exist for not reaching any objectives except for possibly a lot of people talking and then nothing happening afterwards. Additionally, this would also turn away some potential users for OE.

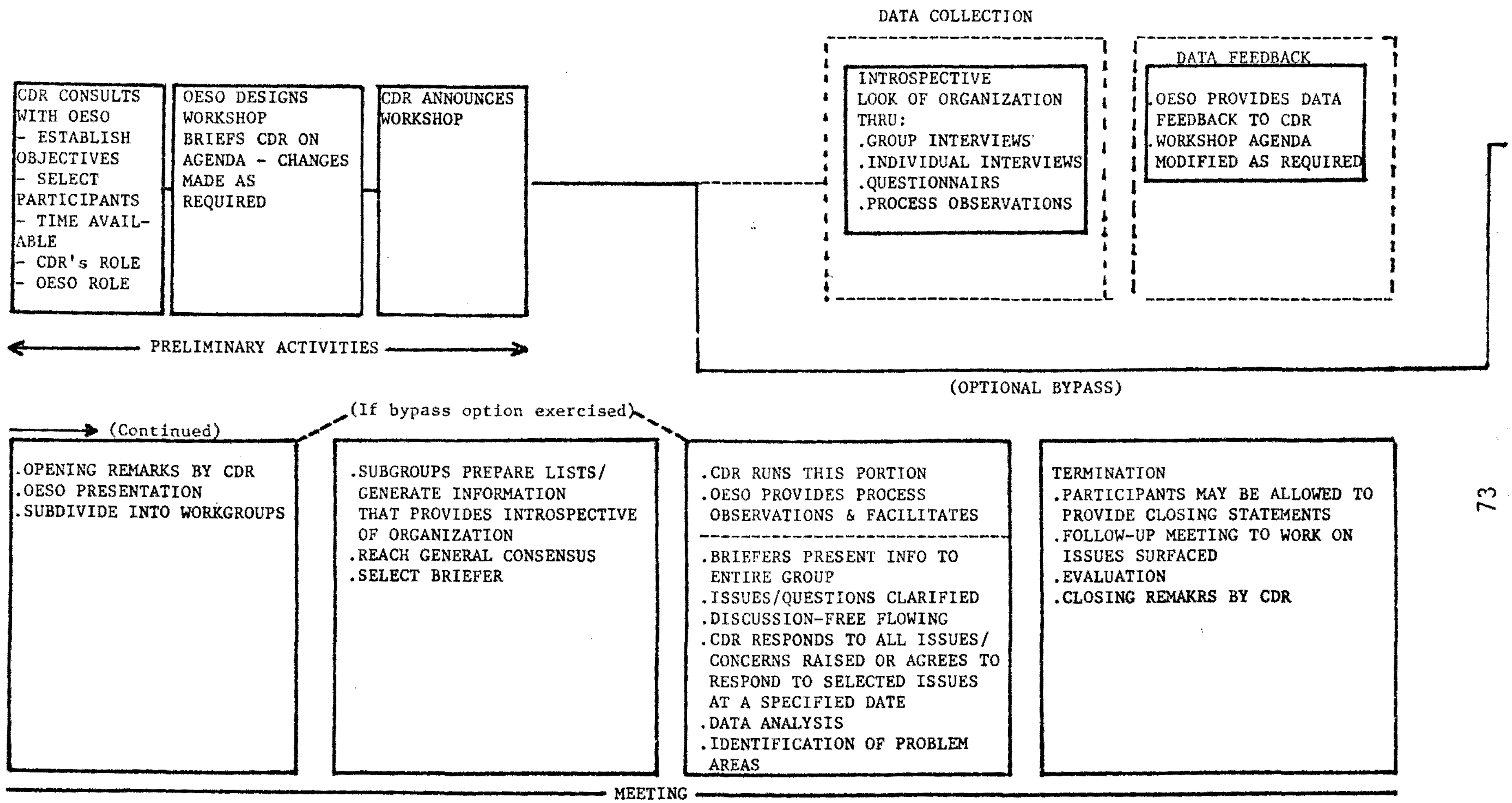
TRANSITION WORKSHOP
(Activities Flow-Chart)

	PRELIMINARY ACTIVITIES	MEETING		
		START-UP PHASE	PCSing OUTGOING CDR	CDR's MEETING
NEW CDR	MTG WITH OESO .DETERMINE OBJECTIVES .SELECT PARTICIPANTS .TIME AVAILABLE .OESO ROLE .CDR's ROLE MEETS WITH OESO .DISCUSS AGENDA ANNOUNCE MEETING	OPENING REMARKS	SUBDIVIDES GROUP AND ASSIGNS TASKS COMPARES INFO PRESENTED - OUTGOING CDR & UNIT MEMBERS	MAKES APPROPRIATE COMMENTS ASGNS TASKS TO SUB-GROUPS RECEIVE FEEDBACK CLARIFICATION QUESTIONS RESPONDS TO ISSUES CONCERNS RAISED FACILITATES PROBLEM IDENTIFICATION TERMINATES MEETING .FOLLOW-UP .EVALUATION .CLOSING REMARKS
OUTGOING CDR	MTG WITH NEW CDR AND OESO MEETS WITH NEW CDR & OESO PREPARES TO ADDRESS THE FOLLOWING: .PRIORITIES .POLICIES/PROGRAMS THAT SHOULD NOT BE CHANGED .GOALS OBJECTIVES ACCOMPLISHED/NOT ACCOMPLISHED .GENERAL COMMENTS	ATTENDS MEETING	ADDRESSES ENTIRE GROUP PROVIDES GENERAL COMMENTS, INSIGHTS, AND DEPARTS	
UNIT MBRS	PREPARE TO ATTEND MEETING	ATTEND MEETING	GENERATE DATA AROUND: .OUTGOING CDR's -PRIORITIES -OBJECTIVES NOT ACCOMPLISHED -ACCOMPLISHMENTS .POLICIES/PROGRAMS THAT SHOULD NOT BE CHANGED .GEN OBSERVATIONS .SELECT BRIEFER .SELECT RECORDER RECORDER(S) TAKES NOTES BRIEFER PRESENTS DATA GENERATED INFORMATION PRESENTED BY GROUP(S) & OUTGOING CDR IS COMPARED	DEVELOP INTROSPECTIVE LOOK OF ORGANIZATION REACH GENERAL CONSENSUS SELECT BRIEFER BRIEFER PRESENTS INFO TO CDR & ENTIRE GROUP CLARIFICATION ASK QUESTIONS DATA ANALYSIS PROBLEM IDENTIFICATION EVALUATE MEETING
OESO(s)	MTG WITH CDR(s) -EXPLAIN WORKSHOP DESIGNS WORKSHOP BRIEFS CDR(s)	BRIEF PRESENTATION	FACILITATES DATA GATHERING FACILITATES DISCUSSION PROCESS OBSERVATIONS	FACILITATES SUB-GROUPS IN DATA GATHERING FACILITATES DISCUSSION PROCESS OBSERVATIONS ASSISTS CDR ASSISTS IN EVALUATION PROVIDES PROCESS OBSERVATIONS

. Can take from four hrs to two days.

. Workshop can be conducted without outgoing cdr.

TRANSITION WORKSHOP
(Activities Flow-Chart)



PRODUCTIVE GROUP PROBLEM SOLVING

Dr. Jack W. Collier
HQ FORSCOM

Group problem solving has been criticized over the years in terms of quality and quantity. We have all heard the story of the camel being a racehorse designed by a committee. There is a great deal in the literature about the quality of group problem solving and there are numerous structured experiences which can reinforce the fact that group problem solving generally produces synergism.

An area that has received less emphasis than quality of decisions by groups has been the quantity of their decisions. While trying to retain the quality aspect of group problem solving, I have tried a new procedure to increase the quantity of solutions. I call this "Productive Group Problem Solving" and have written it up in the format of structured experiences published by University Associates. I have used this procedure and the traditional group problem solving models with the same group as a part of the action planning process and have not found one person participating in both who did not prefer the productive group problem solving model. The time pressure, active involvement of all participants, and the movement from group to group keeps the interest and energy levels high.

The persons who have participated in this process have expressed to me overwhelming support of it as being more interesting, more productive, and better in quality than any other group problem solving procedure they have been involved in.

PRODUCTIVE GROUP PROBLEM SOLVING

GOALS

A. Generate problem statements from issues or concerns.

B. Produce a large number of alternative solutions to each problem from which to select preferred solutions.

C. Provide all participants an opportunity to make input to all problem statements.

D. To select a preferred alternative solution for each problem statement generated.

GROUP SIZE

Ten to thirty members

TIME REQUIRED

One and one-half to two hours

MATERIALS

A. Newsprint, felt-tipped markers, and masking tape.

B. Paper and pencil for each participant.

PHYSICAL SETTING

A private room capable of accomodating five subgroups.

PROCESS

A. Facilitator presents a listing of topics, issues, or con- concerns for the groups to solve problems around. (Participants could generate the list.) The listing is prioritized by the group to identify the top three, four, or five according to the number of subgroups to be formed. Prioritizing can be done by providing each person an opportunity to vote for the top two topics they would like to work on and arrange them according to number of votes. Consensus may be sought if the group is small enough.

B. Divide group into three to five subgroups (see suggested group sizing) around the prioritized subjects. (Each subgroup is organized around a different topic. (ten minutes)

C. Each subgroup generates a problem statement around their topic. (ten minutes)

D. Facilitators explains procedures. A number of rounds are conducted equal to the number of subgroups formed. (Each subgroup constitutes a station.) During each round, one person from each subgroup stays at their station to be a recorder while other members go to other stations to be a resource to them. The person who is the recorder is changed after each round so that each person gets a chance to record at least once and visit each station once. Subgroups organize for remainder of exercise around who will be at what station for each round. (ten minutes)

E. Round one. Each person except recorder(s) visits another station. Recorder at each station reads problem statement to visitors. Each visitor presents an alternative solution to the problem. After each visitor has presented an alternative solution, the recorder(s) ask clarifying questions seeking information for use later in evaluating alternatives. (ten minutes)

F. Rounds two through five are repeats of round one using different recorder(s). (ten minutes for each round)

G. Subgroups meet to share suggested alternatives received by the various recorders, evaluate alternatives, and select the preferred alternative. (15 minutes)

H. Each subgroup shares the results of their effort with the total group. (5 minutes for each subgroup)

VARIATIONS

A. Entire process can be used to generate data of a brainstorming nature by substituting questions for problem statements.

B. After round one, the subgroup generating the problem statement could meet to quickly evaluate the data they are getting and make adjustments as appropriate to their problem statement.

* Developed from a cybernetic's exercise presented by John Jones at Experiential Training Design Workshop, Atlanta, GA 28-30 Oct 77.

SUGGESTED GROUP SIZING

GROUP SIZE	SUB GROUP 1	SUB GROUP 2	SUB GROUP 3	SUB GROUP 4	SUB GROUP 5
10	3	3	4		
11	3	4	4		
12	4	4	4		
13	4	4	4		
14	4	5	5		
15	5	5	5		
16	4	4	4	4	
17	4	4	4	5	
18	4	4	4	5	
19	4	5	5	5	
20	5	5	5	5	
21	5	5	5	6	
22	5	5	6	6	
23	5	6	6	6	
24	6	6	6	6	
25	5	5	5	5	5
26	5	5	5	5	6
27	5	5	5	6	6
28	5	5	6	6	6
29	5	6	6	6	6
30	6	6	6	6	6

STRESS MANAGEMENT WORKSHOP

LTC JAMES LOORAM, PH.D.
MAJ(P) WILLIAM R. FISHER, M.A.
DR. JERRY EPPLER, PH.D.
USAOETC

PURPOSE

This workshop is designed to provide a framework for participants to better understand stress. This article will provide information to assist you in conducting various workshops concerning stress management.

THE NEED

Stress has been called the emotional virus of the 70's. It can be highly contagious and it affects most of us every day. Yet, surprisingly enough, few recognize what stress does to us or know that it can be made to work in our favor. In organizations, concerns for the impact of stress on the health of workers and productivity is increasing. Managers are becoming aware, both in financial and human terms, of the cost of their fast paced, deadline oriented ways of operating. The pace of change and daily pressures of life in general serve to compound the pressures of work--often with costly results.

For example, the United States clearing house for mental health information recently reported that U. S. industry has had a $17 billion annual decrease in its productive capacity over the last few years due to stress induced mental dysfunctions. Similarly, other studies estimate even greater losses arising from stress induced physical illnesses. Between $10 and $20 billion are lost annually due to lost workdays, hospitalizations and deaths caused by stress.

Fifteen firms in New York City including Mobil, Exxon, Chase Manhattan and Time Inc., pay $500/person for a cardiovascular fitness program.

The center for Applied Behavioral Sciences in Topeka, Kansas conducts 50 seminars a year for 1200 client companies at $1500 per executive.

STRESS DEFINED

Dr. Hans Salye, a premier stress researcher has defined stress as "the body's nonspecific response to any demand placed on it, whether that demand is pleasant or not." Stated another way stress is your body's physical, mental and chemical reactions to circumstances that frighten, excite, confuse, endanger or irritate you. The cause of stress - the stressor, or stressful event - can be good or bad. It can range from combat, promotions, suspense dates, ARTEPS to marriage, changing jobs, or a host of other things.

Some of your stress reactions are so subdued that you are not even aware of them. Others show themselves clearly in sweaty palms, loss of appetite, heavy breathing, a racing heart.

Others are totally unknown to you and not even thought of as stress - such as your body's reaction to invading disease germs.

It is impossible to go through life without stress. And you wouldn't want to, because stress is what prepares you to handle things you are unfamiliar with, or things that appear to threaten you.

Handled well, stress is a friend that strengthens us for the next encounter. Handled poorly, or allowed to get out of hand, stress becomes an enemy which can cause diseases like hypertension (high blood pressure), ulcers, arthritis, etc. Unbridled stress can also contribute heavily to heart disease and the weakening of other organs in the body.

The workshop modules discussed in this article will address dealing with stress effectively and provide the framework to assist clients in the management of stress.

WORKSHOP GOALS

1. Define stress in personal terms and gain an understanding of the causes of stress.

2. Measuring stress and understanding the bodies stress mechanisms.

3. Identify your personal stressors. (Stressors are causes-things that lead to stress or stressful events.)

4. Recognize the early signs of stress and control stress levels.

5. Develop a personalized stress management program.

GROUP SIZE:

Desirable for up to 50 members

TIME REQUIRED:

Varies with module or modules selected

MATERIALS:

1. Newsprint, felt-tipped markers, and masking tape.

2. Paper and pencil for each participant.

3. The booklet titled "Stress" published by the Blue Cross Association, Editorial Office: 840 North Lake Shore Drive, Chicago, Illinois 60611. The booklet is free, contact your local Blue Cross office.

PHYSICAL SETTING:

A private room with wall space for posting.

OVERVIEW

1. Figure 1 provides a general description of 7 modules model to assist you in your development of a stress management workshop. The modules can be used together or separately depending on time and need. Module II (appendix 1) is an indepth example of a 2 day stress management workshop that can be developed from 1 of the 7 modules to illustrate the flexibility of the 7 module model.

The initial overview (Module 1) describes the stress management model and the subsequent small group sessions allow individual participants to identify how the model applies to their situation (Module II and III). A complete Module II workshop design is provided at Appendix 1. As of this point in the design, facilitators and students have identified "how things are." A strategy for managing stress is described (Module IV) and specific stress management skills are taught (Module V). Students are then given an opportunity to develop a personalized stress management program: "How it should be."

2. The general 7 module stress management model will be described in this paper in some detail. Many of the supporting modules are simply outlined since facilitation skills, rather than content material are required.

STRESS MANAGEMENT MODEL

1. In simplest terms, the stress management model focuses on the physiological aspects of stress since it is precisely these aspects that have a direct impact on productivity. Figure 2 described this physiological aspects of stress since it is precisely these aspects that have a direct impact on productivity. Figure 2 describes this physiological process.

Each of us are stressed by different stimulus. What is stressful for me is not necessarily stressful for you. However, once we have in fact identified a stimulus as a stressor for us, our response to that stressor is physiologically the same. The brain center automatically prepares the body for fight or flight.

The physiological functions listed are not damaging in themselves. It is only when these functions are maintained over a long period (extended-unrelieved stress) that damage occurs. The damage itself (strokes, cancer, etc.) differs from person to person depending upon a variety of factors. Essentially, the weakest parts of our system (determined by heredity, resistance, etc.) will give in first . Once we suffer physiologically, the impact on our effectiveness in terms of time lost, dollars lost, etc., is obvious. The objective of any stress management program therefore, is to inhibit this physiologically degenerative pattern.

Figure 3 describes only a few of the stress reducers that fall under the three categories of organizing, controlling, and discharging. The organizing and controlling functions attack stress at the identification phase. If we manage our time better, knew what our goals were, resolved conflict between different role demands (family and home), had a sound system for breaking down the elements of a stressor (blitzing), and could effectively use others to help solve our problems, in many cases we would stop defining certain stimuli as stressors to begin with. If we don't identify it as a stressor, then the automatic physical responses will not follow.

The discharging methods which are listed are after-the-fact measures which can be taken to reduce the physiological effects of stress. Exercise, diet, self-rescue techniques and a variety of relaxation techniques all serve this purpose.

3. Unfortunately, most of us react to stress by using disorganizers, control losers and accumulators which just make the situation more stressful. Figure 4 describes only a few of these.

In every instance, this approach either causes us to identify more stimuli as stressors or causes the physiological dysfunctions to become worse.

4. You manage stress simply by replacing dysfunctional responses with functional responses. The stress management workshop, therefore, introduces participants to this model, has them identify their stressors, and the functional and dysfunctional ways they react to them. They are provided with an arsenal of functional techniques with which to manage stress. They are then given the opportunity to develop a personalized stress management plan.

DESCRIPTION OF MODULES

The 7 modules are described below and follow the workshop pattern just described. An indepth lesson outline for Module II is provided at Appendix 1. However, once the basic stress management strategy has been explained, the sequencing and content of any particular module should be determined by the facilitation skills and content expertise of the individuals conducting the workshop.

Module I (1 hour - General Session) Introduction

A.	Outline of two days	-general introduction to model -chronological flow
B.	Physiology of Stress	-physiological stress model -ultimate goal is productivity

-intermediate focus is physiological

Module II (3 hours - Small Groups) Assessment of Individual Participants

A 2 day Module II workshop is provided at Appendix 1

A.	Assessment of Individual	-introductory exercise
		-"Type A" personality inventory
		-general Stress and Tension level
		-physiological stress points
B.	Identification of Stressors	-Type A, B, and C Stressors

C. Group identifies individual behaviors that reduce stress and those that increase stress.

D.	Preparation	-for general session

Module III (1 hour - General Session) Presentation and Elaboration of Complete Stress Reduction Model

A. Identification of specific organization, controlling and discharging methods to reduce stress.

B. Identification of dysfunctional crutches which increase stress.

C. Adding group generated data to existing model.

Module IV (1/2 hour - General Session) Stress Management Strategy

A. Discussion of the stress reduction strategy of replacing crutches with functional stress reducers.

B. Description of Modules to follow.

Module V (9 hours - Round Robin Groups) Description of Specific Organizing, Controlling, and Discharging Techniques (hours are variables depending upon the number of one-hour sessions that are selected)

A. Priority Goal Setting

B. Time Management

C. Decision Making

D. Creative Problem Solving

E. Exercise and Diet

F. Self-Rescue

G. Relaxation Responses

H. Role Conflict Resolution

Module VI (1 hour - Small Groups) Developing Inidividual Stress Management Programs

A. Individual replacement of crutches with specific assisting behaviors.

B. Sharing individual stress management programs with group members.

Module VII (1 hour - General Session) Review and Closure

CONCLUSION

Participants are provided with some additional stress management tools. Most importantly, however, they have learned a model for both analyzing the phenomena of stress and a continuing strategy for coping with it.

Figure 1

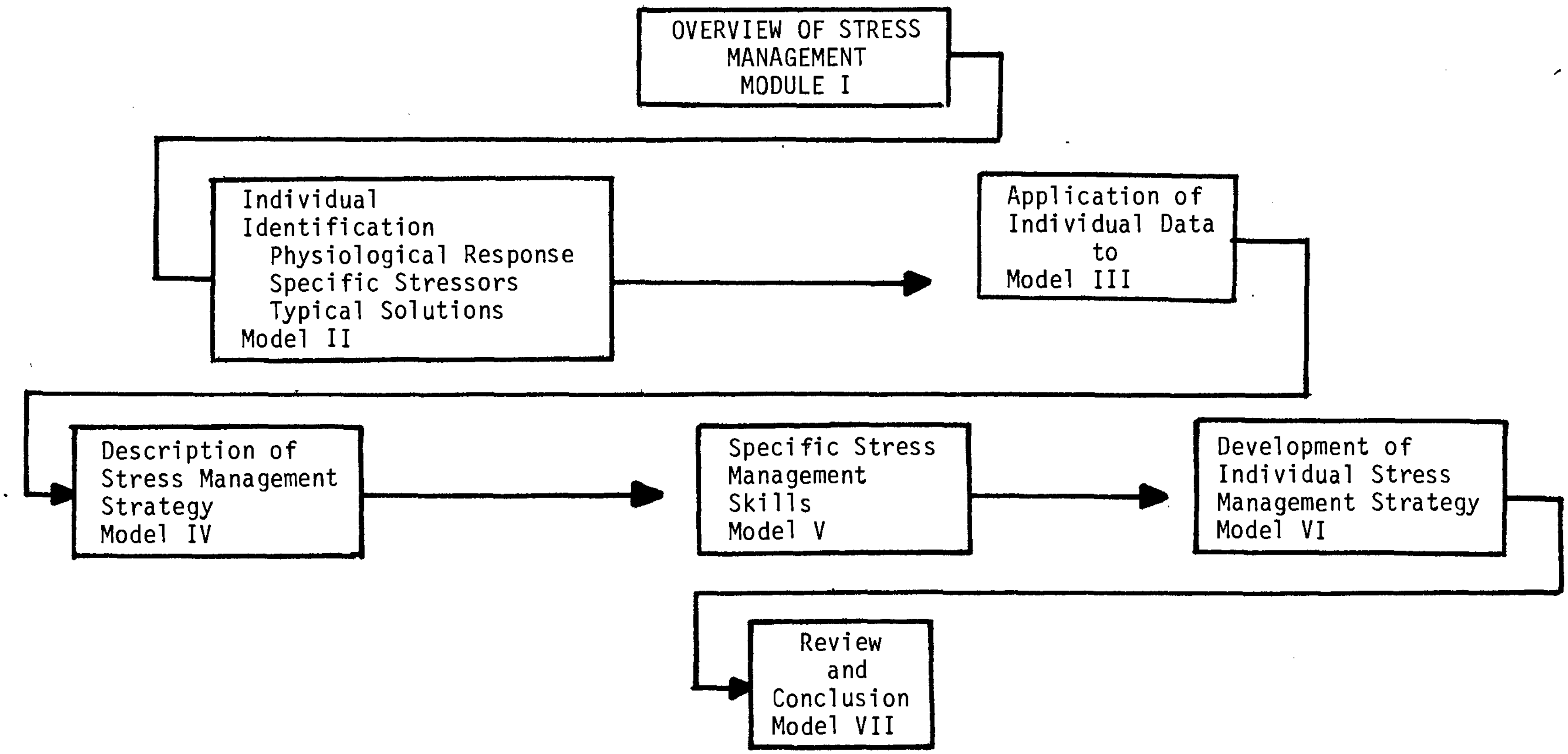

OVERVIEW OF STRESS MANAGEMENT MODULE I
Individual Identification
Physiological Response
Specific Stressors
Typical Solutions
Model II
Application of Individual Data to Model III
Description of Stress Management Strategy Model IV
Specific Stress Management Skills Model V
Development of Individual Stress Management Strategy Model VI
Review and Conclusion Model VII

Figure 2

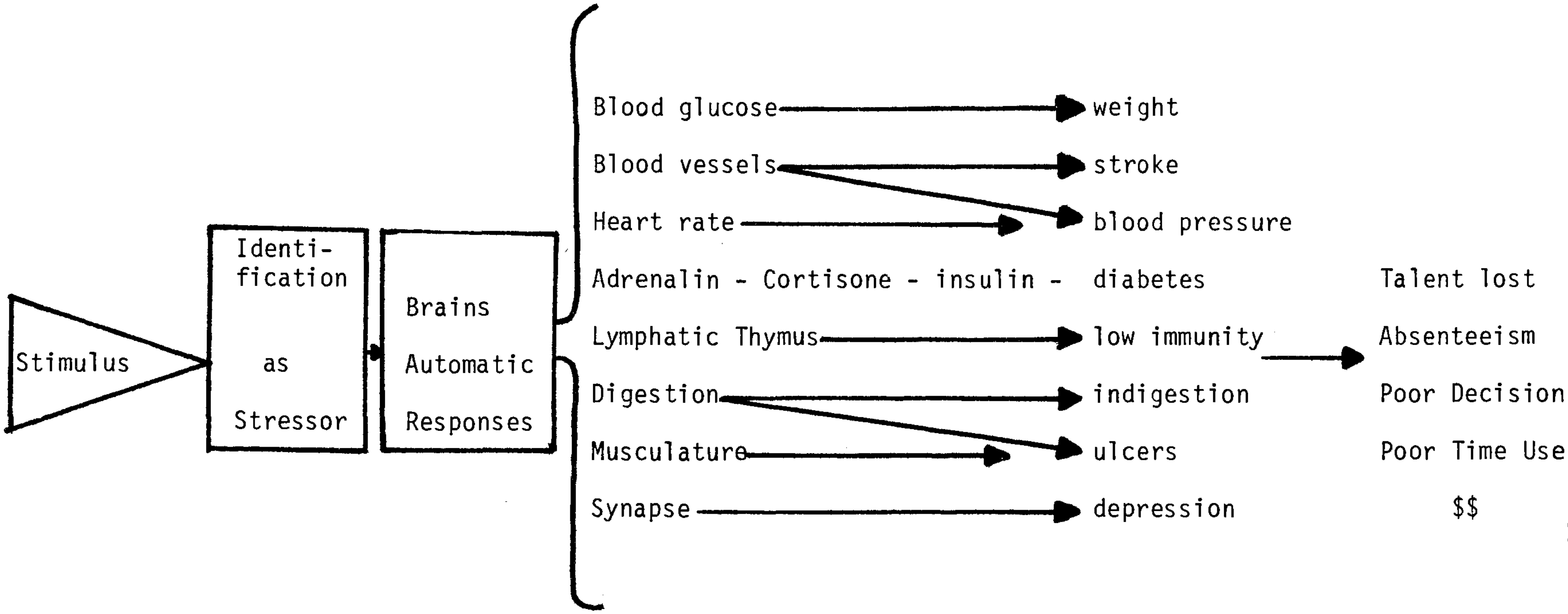

Stimulus
Identi-
fication
as
Stressor
Brains
Automatic
Responses
Blood glucose
weight
Blood vessels
stroke
Heart rate
blood pressure
Adrenalin - Cortisone - insulin -
diabetes
Lymphatic Thymus
low immunity
Digestion
indigestion
Musculature
ulcers
Synapse
depression
Talent lost
Absenteeism
Poor Decision
Poor Time Use
$$

Figure 3

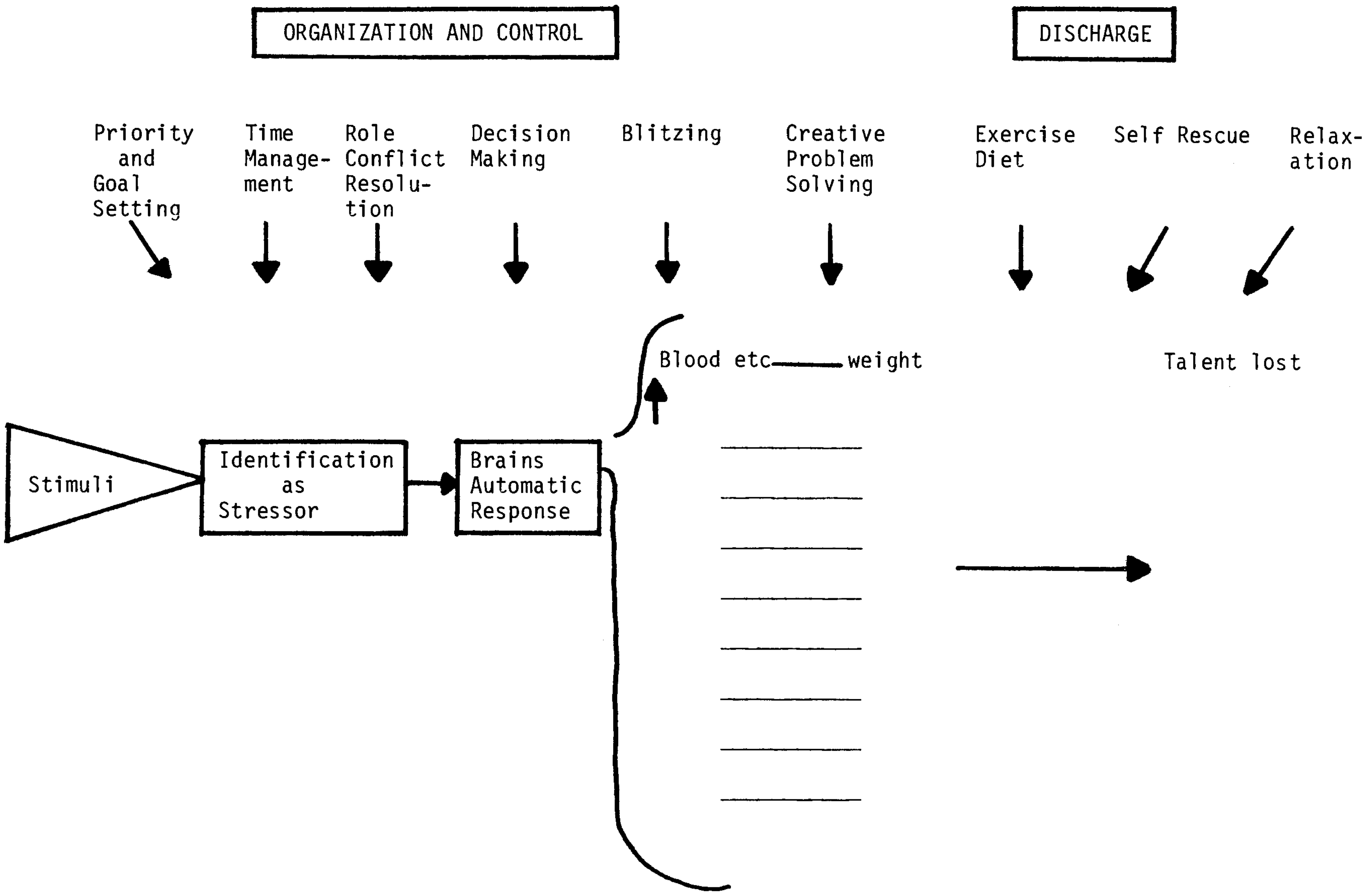
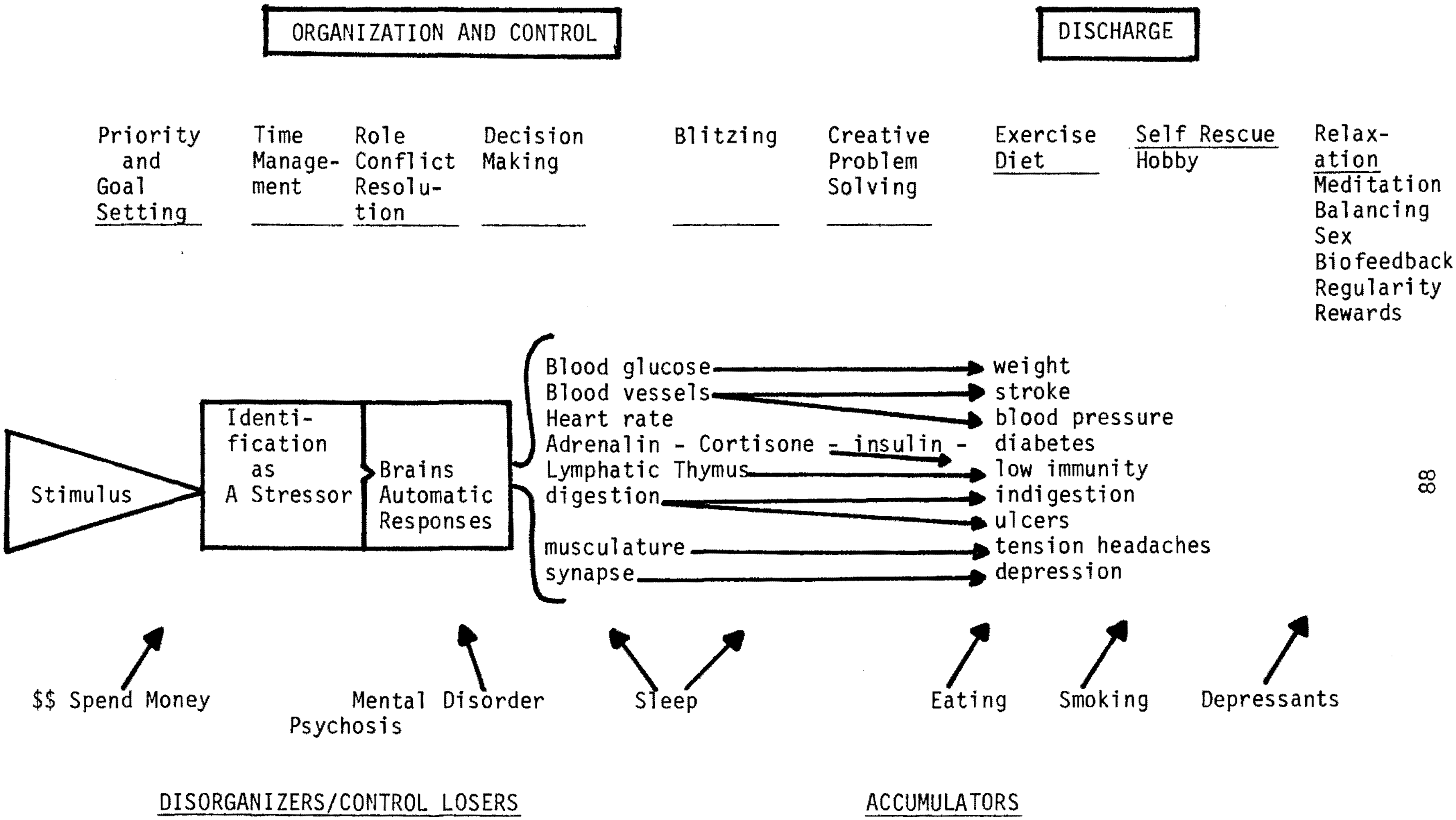

ORGANIZATION AND CONTROL
DISCHARGE
Priority and Goal Setting
Time Manage-ment
Role Conflict Resolu-tion
Decision Making
Blitzing
Creative Problem Solving
Exercise Diet
Self Rescue
Relax-ation
Blood etc
weight
Talent lost
Stimuli
Identification as Stressor
Brains Automatic Response

Figure 4


ORGANIZATION AND CONTROL
DISCHARGE
Priority and Goal Setting
Time Management
Role Conflict Resolution
Decision Making
Blitzing
Creative Problem Solving
Exercise Diet
Self Rescue Hobby
Relaxation Meditation Balancing Sex Biofeedback Regularity Rewards
Stimulus
Identification as A Stressor
Brains Automatic Responses
Blood glucose
Blood vessels
Heart rate
Adrenalin - Cortisone - insulin -
Lymphatic Thymus
digestion
musculature
synapse
weight
stroke
blood pressure
diabetes
low immunity
indigestion
ulcers
tension headaches
depression
$$ Spend Money
Mental Disorder
Psychosis
Sleep
Eating
Smoking
Depressants
DISORGANIZERS/CONTROL LOSERS
ACCUMULATORS

Appendix 1

Module II

STRESS MANAGEMENT

PURPOSE

This module II stress workshop is designed to provide a framework to better understand stress that will focus on the individual within a given situation. The design will provide information to assist you in conducting a 2 day workshop on stress.

WORKSHOP

GOALS

1. Define stress in personal terms and gain an understanding of the causes of stress.

2. Identify your personal stressors. (Stressors are causes-things that lead to stress or stressful events.)

3. Measuring stress and understanding the bodies stress mechanisms.

4. Recognize the early signs of stress and control stress levels.

5. Effective communication under stress, and

6. Turn stress into an ally.

GROUP SIZE:

Desirable for up to 50 participants

TIME REQUIRED:

2 days. A minimum of one day.

MATERIALS:

1. Newsprint, felt-tipped markers, and masking tape.

2. Paper and pencil for each participant.

3. The booklet titled "Stress" published by the Blue Cross Association, Editorial Office: 840 North Lake Shore Drive, Chicago, Illinois 60611. The booklet is free, contact your local Blue Cross office.

4. Tape recorder

PHYSICAL SETTING

A private room with wall space for posting.

SUGGESTED WORKSHOP OUTLINE

a. 0800-0930. Warm-up exercise and workshop orientation. An excellent warm-up exercise and one that will illustrate stress is to have each participant, in turn, introduce group members that preceeded them in the group. For example, the facilitator starts by giving his or her name, (Bill Fisher) the next participant either to his or her left or right, states his name and all of the names introduced before him/her. I'm Jerry Eppler, and this is Bill Fisher, and so on until all group members are introduced. This exercise is a way to make introductions and places stress on group members. In a large group, remembering names under pressure can be very stressful. Participants are now asked to share how they experienced stress. Following this exercise, a short lecture can be presented on what stress is. There is an excellent resource material on stress in the Blue Cross booklet that can be used for this lecture.

b. 0930-1200. This session should be designed to list and discuss what the participants' personal stressors are and the situations that cause that stress. Participants should list on paper their 3 top stressors. They are then instructed that for the remainder of the workshop, these 3 stressors would be the focus of their study of stress. As an addition to this design, you may want to invite a physician to discuss the physiology of stress mechanisms and how you can measure stress levels.

c. 1300-1600. The afternoon session should be started with some type of relaxation exercise. The purpose of conducting a 15-30 minute relaxation training is to introduce the participants to methods to cope with stress. The February 1978 issue of Soldiers Magazine has an excellent article on meditation which is an effective method of relaxing.

At the conclusion of the relaxation exercise, the facilitator will help participants develop a list of "Assisting Behaviors" (things they do to cope with stress in a positive way - such as, relaxation, recreation, jogging, sleep, etc.) and a list of "Crutches" (things they do to cope with stress in negative ways - such as, excessive eating, more hard work, alcohol, smoking, withdrawing, etc.). After the list is developed by the group, have the group work in pairs to discuss their behaviors and then, have each participant develop a plan to assist them in dealing with stress with assisting behaviors rather than crutches. For example, "jogging" rather than "overeating" when under stress. In review of the first day, the following points should have been covered:

(1) Definition of stress

(2) Identifying personal stressors

(3) Understanding the physiology of stress mechanisms

(4) Listing assisting behaviors and crutches

(5) Making firm plans to deal with stress with assisting behaviors.

In concluding the day, the group should be given the opportunity to provide feedback on the day and to process the day's activity. End the day with a short physical activity or brief rest with music.

0800-1130. The morning session is recognizing and controlling stress, and communicating effectively in stress. Begin the day with a relaxation exercise. Have the participants list at least 3 early warning signs of stress. They should use as a reference their 3 primary stressors developed the first day. List and discuss this information in the group. Participants should share this information in pairs to gain a deeper understanding of their behaviors and how they control themselves in stress.

In understanding controlling stress, participants should list 3 favorite "crutches" when they are under stress and 3 things that most assist them in reducing stress. Again they should make plans to use assisting behavior when under stress. An excellent technique when working with participants who are in the same organization is to ask participants to discuss their behaviors that they use when they are under stress. Then to make an informal contract with the members of the group to assist each other in recognizing the early signs of stress in others on the job. By providing feedback on behavior under stress it will help the individual in controlling stress levels and in communicating more effectively under stress. Again end this session with a short relaxation exercise.

1300-1600. This session deals with transforming stress into an ally. The goal is to clarify and resolve problems by sparking imaginations and to mobilize for task/stressful situations which appear overwhelming or which you have failed at in the past. Most problem solving techniques will work to assist in finding ways to better deal with stress, however, this procedure called blitzing may be useful. The following steps are:

(1) Ask: "What is stressing me the most right now?"

(2) Take 3 minutes to write down <u>everything</u> that comes to mind, whether it seems reasonable or not.

(3) Take 1 minute to review your list. You may edit and/or add new ideas, too.

(4) Take 2 minutes to select the top 3 priorities. Mark your top stressor as "A". The second biggest stressor as "B" and your third biggest stressor as "C".

(5) Using the "A" stressor, ask the question: "What do I want to have happen instead of "A"? Repeat steps #2, #3, and #4 above.

(6) Using the "A" answer from #5, ask the <u>action</u> question: "What can I actually do to have "A" happen?" Repeat steps #2, #3, and #4.

(7) Ask participants to take action on their ideas to deal effectively with the stressor.

Transforming stress into an ally requires an understanding of what stress is, the stressor that you have, recognizing early signs of stress, sharing your behaviors under stress with someone and communicating effectively under stress. Depending on the background of the group, you may want to present a lecture on effective communications.

End the workshop with a relaxation exercise and solicit feedback on the 2 days.

FACILITATION CONSIDERATIONS

1. The design is extremely structured. This structure provides a suggested format; subject matter lectures should be short to allow for open discussion as the group begins to deal with issues on its own momentum.

2. Open discussion on stress and stressful environments is critical. Participants should select personal stressor and make plans (take action) to use assisting behaviors to deal with stress.

3. You may want to invite someone from the community mental health activity to assist you with the planning of the workshop, to present lectures or co-facilitate. At the very least this type of workshop should be coordinated with local mental health personnel. Ideally, the workshop should be conducted off site. Also relaxation is a major concept of any stress workshop. Therefore the workshop should be relaxing and very informal.

CONCLUSION

Handled poorly, stress can cause illness, emotional turmoil, poor performance on the job and trouble at home. Handled well, stress can strengthen us and actually increase our sense of well-being. This workshop will emphasize learning and practicing stress management techniques workshop participants can use at home and on the job.

SOURCES AND RESOURCES

SOURCES AND RESOURCES

This section of the OE COMMUNIQUE is designed to provide current information about resource materials of interest to the practicing OESO. Many OESOs and OESO students have expressed an interest in building on-site collections of materials for use on a daily basis. Some installations have already budgeted for this purpose and others are preparing budget requests for FY79. The next step is to develop a system for tapping into the vast network of available resources. This installment of "Sources and Resources" gives some specific information on that subject.

The first article in this section deals with the mechanics of identifying and ordering OE related resources for inclusion in an OESO office collection. The second deals specifically with sources of audiovisual materials, which are often more difficult to isolate than are sources of printed information.

In order for information in future issues of the OE COMMUNIQUE to be responsive to YOUR needs, feedback from the field is essential

PLEASE WRITE !!

Lynn
Librarian, OETC

BUILDING AN OESO OFFICE COLLECTION

The two most frequent questions regarding resources for OESOs seem to be "How can I keep current on what's available in the fields of applied psychology, behavioral science and OE/OD?" and "How can I order materials for permanent retention by my office?" These are perplexing questions, particularly for individuals new to these fields and/or unfamiliar with military procurement practices. Fortunately there are several relatively straightforward ways to begin developing procedures, which are outlined below.

The key is to use the concept of support systems as it is outlined in the OESO course. Your support systems include the OETC Library, publishers and distributors of printed and audiovisual materials, and the individuals at your installation who request and control funds.

Keeping current in any field requires some effort, particularly in a developing field such as OE. New materials appear on the market on a daily basis. But that fact only helps you if you're aware of their existence.

It may be a help to know what books are included in the OETC Library collection, and for that reason once a year this section of the OE COMMUNIQUE will print a list of that collection, arranged by subject. The first list was in the October 1977 COMMUNIQUE. That list could be considered as a starting point and can be updated by OESOs using the lists of new books included in the OETC Library's newsletter THE LINK. If you decided to order any of the books listed, you could obtain full order information by consulting a current edition of BOOKS IN PRINT at your local library. Use the volumes marked "Titles," which also give publishers' addresses.

Publishers of books and audiovisual materials are eager to include potential customers on their mailing lists. All it takes is a post card. You'll find suggested addresses in the October 1977 COMMUNIQUE and in the "OESO Resource Book" that is given to OESO students. Reading reviews in four or five business or behavioral science periodicals will also give you some solid leads. Periodicals and journals themselves contain much information that eventually ends up in book form, so OESOs may also want to consider ordering subscriptions to several at the same time they order books. A selected list of periodicals, with complete order information, is in the (you guessed it) October 1977 COMMUNIQUE.

If you follow the above steps, you then will have many leads and will be itching to get orders placed. That's when your local support system comes into the picture.

The first order of business is to locate a source of funds from which you can order. There should be someone in the section or directorate for which you work who controls the funding for the organization and who can give you the details on how much is available for your use and what procedure to use in ordering.

The actual procedure may vary from installation to installation, but basically, it goes like this. Each organization submits a Purchase Request and Commitment (DA Form 3953) to the installation Procurement Office, which actually places the order with the vendor. Orders will be processed much more quickly if full information about each item is included on the order: title, author (if there is one), price, and address of a publisher or other source from which the item is available, including a telephone number if possible. Your organization will know that an order has been placed when it receives a copy of the Order for Supplies or Services (DD Form 1155) from Procurement. Do not (repeat, NOT) assume that the order has been placed until you receive the DD 1155. If you have not received it within a reasonable period of time, contact Procurement and use all your OE communication skills.

Eventually, the long awaited goodies will arrive. The only things that remain to do are to label them conspicuously as belonging to your office and to begin using them. Enjoy!!

AUDIOVISUAL MATERIALS AND THE OESO

(subtitled THE GOOD NEWS AND THE BAD NEWS)

First, the bad news. The OESO Loans-to-the-Field service of the OETC Library was set up to loan only books, and not materials from the audiovisual collections. The reason the A-V materials aren't loaned is that, with a very few exceptions, we don't have duplicates and if we sent them out they would not be available for use by OETC staff and resident students.

Aah, but now for the good news.

Most of our A-V materials are available from commercial producers and could be ordered by individual OESOs in the same way books are ordered. Better yet, some are available at no charge through Army channels.

The Army operates Training Audiovisual Support Centers (TASC) at over forty locations, some of which have the responsibility of supporting wide geographical areas. If there is a TASC office at your installation, contact them directly to determine what audiovisual support they can give you. If your installation is supported by a TASC at another location, contact the local Chaplains Office or Civilian Personnel Office to find out how they get support and take it from there.

The TASC system provides standard Army training materials (16mm films, TEC programs and video cassettes), most of which have little or no application to the OE program. They also, however, have available for loan a selection of 15mm films that are "adopted commercial films." Some of these are the same films used in civilian management training programs and might be useful in conducting OE related workshops.

The catalog you can use to determine what 16mm films are available through the TASC system is DA Pamphlet 108-1, INDEX OF ARMY MOTION PICTURES AND RELATED AUDIOVISUAL AIDS, dated January 1977. It groups films by subject areas and gives a brief synopsis of each film. The three most useful subject areas for OE related films are the 16-series (Chaplain), the 61-series (Supervision, Office Operations, Management, ADP) and AFIF (Armed Forces Information Films).

A selected list of TASC films with potential use in local OE programs follows this article.

There are a number of commercial sources of audio cassette materials which could be used as resources by the OESO. Some could possible be incorporated into workshops, but the majority would be most useful as professional development resources for the OESO.

TASC 16mm MOTION PICTURE FILMS -- SELECTED LIST FOR OESOs

MF 16-5868 thru 5875	Series of 8 films on Transactional Analysis
MF 16-5894	TRANSACTIONAL ANALYSIS (emphasis on applications of TA to management)
MF 61-5277A thru 5277I	Series of 9 films on Saul Gellerman's theories of motivation and productivity
MF 61-5529A thru 5529E	Series of 5 films starring Peter (Mr. Management) Drucker
MF 61-5612	MEETING IN PROGRESS (dramatization of a typical management meeting, with suggestions for improving effectiveness)
MF 61-5694	A MEASURE OF UNDERSTANDING (how to bridge the communication gap)
MF 61-5760	WELCOME ABOARD (how not to bring a new employee on board)
MF 61-5764	TIME TO THINK (methods of controlling details of daily operation)
MF 61-5813	MANAGEMENT BY PARTICIPATION (principles of participative management in action)
MF 61-5831	YOU PACK YOUR OWN CHUTE (strong motivation film)
MF 61-9894	PROBLEM SOLVING IN GROUPS (lecture on group problem solving techniques)
AFIF 257	IS IT ALWAYS RIGHT TO BE RIGHT? (animated presentation of basic conflict origins)

Another point of consideration for audio cassettes is that they can easily be shared by all OESOs at an installation or mailed from one OESO to another. In that way a pool of information can be made available at relatively little cost. At approximately $10 per audio cassette, the outlay is considerably less than a TDY trip to a conference or a workshop!

A selected list of commercial audio cassette sources follows this article. Suggest that each OESO office send a post card to each address requesting to be included on the company's mailing list. Catalogs can be tucked away in a file folder and referred to when needed.

Now for the ultimate in cost effective audiovisual materials, the do-it-yourself variety. By preparing your own materials, whether audio cassette, video cassette, 35mm slides or overhead transparencies, you can be sure that the information and the format are tailored to your specific needs. As an aid in preparing, storing and using your audiovisuals, the Kodak Company publishes a free newsletter titled "Audiovisual Notes from Kodak" (available on request from Kodak Motion Picture and Audiovisual Markets Division, 1187 Ridge Road West, Rochester, NY 14650). Kodak also publishes a number of inexpensive pamphlets on various aspects of A-V production and presentation. The ASTD monthly journal TRAINING AND DEVELOPMENT JOURNAL (subscriptions available from the American Society for Training and Development, PO Box 5307, Madison, WI 53705 at the rate of $20 per year) often prints articles summarizing techniques for the use of audiovisual materials in training situations.

And as long as you're thinking of making your own A-v materials, don't forget that the OETC Learning Center is always happy to receive word from the field. Several OESOs have already sent audio cassettes for our collection, all of which have been well used by OESO course students. So, if you have a special project or insight into OE that you'd like to share with others, please take the time to make that cassette!

PSYCHOLOGY TODAY CASSETTES

P.O. Box 278 Pratt Station
Brooklyn, NJ 11207

(interviews and lectures on various aspects of the behavioral sciences)

UNIVERSITY OF CALIFORNIA

Extension Media Center
ATTN: Sales -- Audio Cassettes
Berkeley, CA 94720

(offerings include presentations made at UCLAs semi-annual Ojai Leadership Labs)

E. F. WONDERLIC & ASSOCIATES, INC.

820 Frontage Road
Northfield, IL 60093

(business and sales oriented cassettes, many of which deal with aspects of Management by Objectives)

ROSTERS

UNITED STATES ARMY ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER
STAFF AND FACULTY

NAME	RANK	OFFICE
PALMER, GEORGE E.	COL	Commander
BRADFORD, WILLIAM B.	LTC	Training Directorate
BROWN, ROBERT W.	LTC	Training Developments
DENZLER, ANCIL L.	LTC	Training Directorate
JONES, OTIS D.	LTC	Evaluation Directorate
LIBBY, BILLY W.	LTC	Training Directorate
LOORAM, JAMES F.	LTC	Training Directorate
MACK, OSCAR C.	LTC	Evaluation Directorate
PIKE, GERALD D.	LTC	Concepts Development
VAN EYNDE, DONALD F.	LTC	Training Directorate
WATT, JOSEPH F.	LTC	Opns & Support Directorate
KAHN, OTTO	GS-14	ARI Liaison Officer
GUIDO, LAWRENCE C.	GS-13	Training Directorate
SAVARD, DAVID A.	GS-13	Concepts Development
SPEHN, MEL R.	GS-13	Training Developments
BURNS, KENNITH R.	MAJ	Training Directorate
COKE, ALFRED M.	MAJ	Training Directorate
DULIN, STANLEY L.	MAJ	Training Directorate
FAHEY, THOMAS E.	MAJ	Training Directorate
FISHER, WILLIAM R.	MAJ (P)	Training Directorate
JAMES, CARL A.	MAJ	Concepts Development
MIKOLS, WALTER V., JR.	MAJ	Training Directorate
O'BRIEN, ANDREW J.	MAJ	Training Directorate
OMPHROY, RAYMOND A.	MAJ	Training Directorate
RITTER, JAMES W.	MAJ	Concepts Development
ROCK, PAUL J.	MAJ	Training Developments
SAWCZYN, WILLIAM	MAJ	Concepts Development
WHITE, RICHARD	MAJ	Concepts Development
DITSLER, DALE E.	GS-12	Concepts Developments
EPPLER, JERRY M.	GS-12	Training Directorate
FERRIER, STEVEN	GS-12	Training Developments
GALLATIN-JAMES, SHARON K.	GS-12	Training Developments
GOODFELLOW, ROBERT	GS-12	Training Directorate
MAROVICH, MICHAEL	GS-12	Training Directorate
ZACKRISON, RICHARD E.	GS-12	Training Directorate

NAME	RANK	OFFICE
ARMOUR, WAYNE T.	CPT	Opns & Support Directorate
BEST, PAUL R., JR.	CPT	Evaluation Directorate
BRANDT, TERRY W.	CPT	Opns & Support Directorate
COOPER, FRED D.	CPT(P)	Evaluation Directorate
DUKE, JOHN R.	CPT	Training Directorate
HAWKS, THOMAS R.	CPT	Concepts Development
MCGRANN, THOMAS J., JR.	CPT	Training Directorate
MCMULLEN, KIERAN E.	CPT	Training Developments
NUFFER, WILLIAM L.	CPT	Evaluation Directorate
PIERET, SHIRLEY C.	CPT	Training Directorate
PLOURDE, STEVEN	CPT	Evaluation Directorate
POPOV, DAN	CPT	Evaluation Directorate
BRITSCH, ROBERT B.	GS-11	Training Developments
STANCHFIELD, ALAN D.	GS-11	Evaluation Directorate
BALAKIAN, MARY	GS-9	Opns & Support Directorate
HERRICK, LYNN D.	GS-7	Training Directorate
DEGUCHI, WILLIAM S.	SFC	Opns & Support Directorate
STEVENSON, FLOYD C.	SFC	Training Directorate
PIERRE, LOUIS	SSG	Training Directorate
RAMSAY, MARY E.	GS-6	Command Section
RODGERS, TERRY	SP5	Training Directorate
VILLAGRA, JORGE L.	SP5	Opns & Support Directorate
DIAZ, DONALD W.	SP4	Opns & Support Directorate
ROSHINSKY, MICHAEL E.	SP4	Opns & Support Directorate
BYRD, JUDY	GS-4	Opns & Support Directorate
COMPTON, AMY	GS-4	Training Developments
LAMBERT, VIRGINIA	GS-4	Training Directorate
MOREHEAD, LINDA	GS-4	Evaluation Directorate
VANDERPOOL, LOUISE M.	GS-4	Opns & Support Directorate
VOORHEES, MARIANNA	GS-4	Concepts Development
CLARK, JAN	GS-3	Opns & Support Directorate

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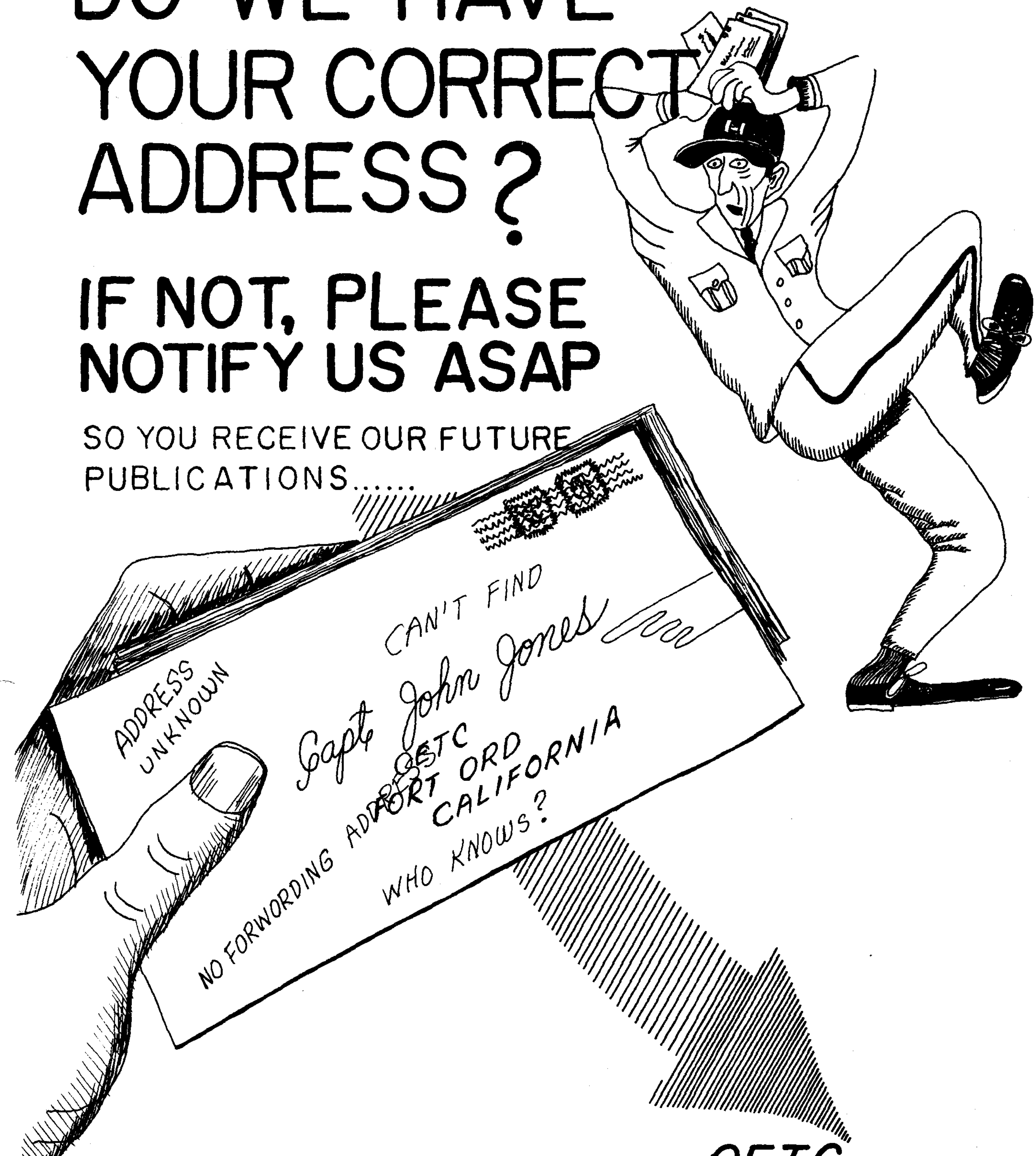

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A DESCRIPTION OF THE FOUR-STEP PROCESS

Organizational effectiveness is a four-phased process which seeks to improve the functioning of an organization, or unit, through planned, systematic, long-range efforts by applying selected management and behavioral science skills and methods to the total organization. The four steps are:

Assessment. The OESO has been trained to make assessments by using several different methods. They may include observation, interviews, group interviews, questionnaires, surveys, or a combination of all of these methods. The OESO tailors the assessment technique to gather data based on the concerns of the commander. Once the information has been gathered, it is fed back to the commander. This is what you asked me to look at, and here is what I found. In addition, I found these other items that may be of interest to you. The objective of the assessment is to set the gap; i.e., determine where the commander wants the unit to be in the future (changes he desires) and find out where it is now.

Chain of Command Action Planning. Based on the assessment, the commander and the OESO work together to plan what actions should be taken to resolve or reduce problem areas. Sometimes these actions may be solely the commander's. Other times it may involve the OESO as a workshop or meeting facilitator. In every case, the commander decides what is to be done. Once the "what to do" issues are resolved, they attack the "how to" problems: If a 2-day workshop for company commanders and battalion staff officers is agreed on, when can the time be afforded for it?

Implementation. As a result of this planning, the commander initiates those actions that will produce the changes desired. They might be nothing more than a change in office arrangements or training or living facilities, or they may include such things as a workshop on developing/improving problem solving techniques, communication skills, counseling skills, techniques for conducting more productive meetings, etc. OESOs are also trained to facilitate team building and transition of command workshops.

Evaluation/Follow-up. The evaluation that follows an OE operation is not for the purpose of evaluating the unit. Is is oriented toward evaluating the effects, good or bad, of the previous efforts. The follow-up portion of this phase addresses appropriate corrective action to rectify something that either happened or failed to happen due to the previous three steps. Follow-up may well lead into a new assessment, thereby making the OE process continuous and long term, as well as systematic.

Because Organizational Effectiveness is an ongoing process, it should not be looked at as a one-shot, quick fix solution to organizational problems. Each step in the process is taken individually and utilized ultimately to improve the total organization in its day to day operations which results in improved readiness.

THE FOUR STEP ORGANIZATIONAL EFFECTIVENESS PROCESS