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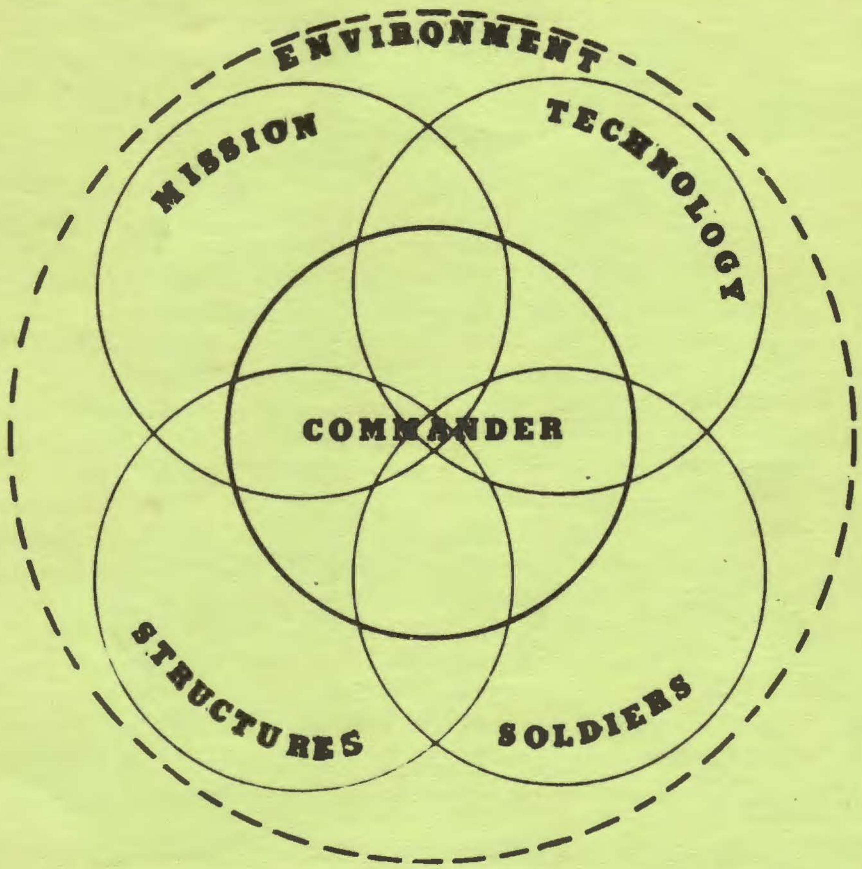

THE ORGANIZATIONAL EFFECTIVENESS VIEW OF THE TOTAL ORGANIZATION

U.S. ARMY TRAINING AND DOCTRINE COMMAND

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. 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 soldiers 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 1 March 1978. All articles submitted for publication in the COMMUNIQUE should be mailed to:

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This edition of the OE Communique is the first for 1978. I am using the Commander's comments in this issue to review the OE projects completed during 1977 and to present an overview of the programs and plans presently underway.

On April 1st, OETC became a member of the TRADOC school family and is now authorized a TDA of 77 personnel which includes 39 officers, 8 enlisted and 30 civilians. It is organized with five directorates as follows: Operations and Support, headed by CPT Wayne Armour, is primarily designed for the administration of OETC activities and support of the students attending courses. The largest directorate is the Training Directorate which is tailored to teach the resident 16-week OE course, as well as other training courses at various installations throughout CONUS. The Training Director is LTC Ancil Denzler. The Evaluation Directorate, headed by LTC Otis Jones, is primarily concerned with the five-phase evaluation plan designed to provide the Army with information as to the status of OE in the field. We have organized Concepts Development Directorate with LTC Gerald Pike as director. As you know, this is the "idea" directorate and is responsible for much of the coordination with various civilian agencies and military schools. Training Developments is also in operation, headed by Dr. Mel Spehn, and will soon be publishing training literature to benefit OESOs in the field. LTC Joseph Watt has been named Executive Officer of OETC.

The staff and faculty represents a cross section of the Army, including combat arms, combat support, and combat service support officers. Twenty-five percent of the civilian instructors have prior military service, and the educational level represents a total of 34 advanced degrees. Although educational levels alone are not the sole indicator of quality, there is substantial talent in the teaching staff and faculty at OETC.

As of the beginning of 1978, OETC has graduated 297 OESOs. We have also authorized the ASI 5Z for six additional individuals under the alternate procedure. In calendar year 1977, through your efforts, OETC was able to train approximately 1500 soldiers in L&MDC and 115 L&MDTC instructors at various locations throughout CONUS.

Major changes have taken place in the 16-week POI. As you know, many of these changes are directly related to the feedback received from the field based on the evaluation plan. Beginning with Class 1-78, all OESOs will be L&MDTC qualified. Not only will this benefit the Army, but it will be more cost effective in teaching this very important subject. Since the Army is a system, much more emphasis has been placed on the systems view of an organization. The section on workshop design skills has been modified to meet the needs of the commanders so workshops can be used in field environments and for a shorter duration.

OETC is continuing to concentrate on the implementation step of the four-step process to insure that the entire OE course is related to mission accomplishment for combat readiness of various organizations. In line with this, as you know, we now have OESOs working in TOCs, involved in REFORGER planning, and various other roles related to mission accomplishment. Specifically, we have redesigned the course to emphasize MACOM orientations and have tailored the course to meet the needs of those individuals assigned to the various MACOMs to include USAREUR.

Finally, quality control measures have been instituted to insure that we continue to have top quality officers representing the Army as OESOs and to maintain our credibility.

Now, for some courses that are currently under development. We are involved in a Command Refresher Course which will be presented to each brigade/battalion commander nominee. Our NCO course appears to be on track.

In September 1978, OETC is scheduled to begin teaching two pilot courses for NCOs with 45 students per class. We will also begin a pilot test on a drill sergeant school module at Fort Jackson where we will introduce a modified L&MDC for one week in their six-week POI.

OETC is presently preparing exportable video tape packages covering an Introduction to OE, Systems View of an Organization, and the four steps of the Four-Step Process. The package will consist of six tapes of 30 minutes duration each. We are also involved in a two-week Service School Instructor's Development Course which will be taught first at the SGMA beginning 30 January. Additionally, a Field Grade L&MDC is under development. In the area of training literature, a GTA is presently being printed at Fort Eustis which is designed to be used by the lower echelons (squad and platoon level) as well as by the Reserves and the National Guard. The OESO Handbook will be completed in January 1978 with automatic distribution to each OESO, and a Commander's Handbook will be completed within 90 days. Various school publications are also available for OESOs upon request from the OETC Library. During 1977 OETC was involved in the preparation of a 4-hour block of instruction on OE for an ROTC precommissioning course. The Key Managers Course, conducted during the period 5-16 December, is scheduled to be conducted each quarter. A computerized mark sense form has been prepared for use with the GOQ and is available upon request. Finally, of significance, OETC now has an ARI Liaison Officer on board working with the staff and faculty.

In summary, 1977 was a year of great progress and we expect 1978 to set new standards and be even more significant in what we accomplish. I close my comments with a personal request to all OESOs. We would like to receive reports from commanders who are users of OESOs giving concrete evidence of progress due to an OE operation; specifically, the area in which it was accomplished whether training, logistics, or maintenance. Comments signed by senior enlisted personnel stating results which they have noted are also requested. It is also imperative that any failures be mentioned so that we validate lessons learned and preclude recurrences. These letters should be forwarded to OETC for subsequent publication in the COMMUNIQUE.

I wish all of you a happy and successful new year.

COL Palmer

P.S. The "beads of perspiration" have arrived.

STATUS OF ORGANIZATIONAL EFFECTIVENESS IN THE ARMY

MAJ JAMES
DAPE-HRO

At the November 1976 Army commanders' conference the Chief of Staff of the Army discussed at length the goal of institutionalizing the Organizational Effectiveness (OE) process in the Army. The purpose of this paper is to discuss activities that have taken place since that time and to highlight current areas of interest in the development of an Army-wide OE capability.

On 17 November 1976, the Chief of Staff formed an Organizational Effectiveness Study Group (OESG), with a mission to assess the status of Army-wide OE activities and training, and to recommend an appropriate strategy and courses of action for the long-term development and sustainment of an Army-wide OE capability. The OESGs findings were presented to the CSA on 7 April 1977. The OESGs recommendations have been translated into specific taskings with milestones assigned, by the Organizational Effectiveness Plan, published by DCSPER in August 1977.

The general findings of the OESG showed a need for additional OE expertise and resources at the TRADOC schools and HQDA. Particular emphasis was on the development of OE policy and doctrine, education and training, and the selection, training and use of Organizational Effectiveness Staff Officers (OESOs), to be followed by expanded implementation efforts in MACOMs and the Reserve Components.

An eight-officer OE Division, with staff responsibility for management of Army-wide OE matters was established in ODCSPER, HQDA. A HQDA OE consulting capability was established as an element of the Management Directorate in OCSA. Concurrently, 17 manpower spaces were provided the Organizational Effectiveness Training Center (OETC) at Fort Ord, California, to expand its OESO training capability to five classes per year.

AR 600-76, "Organizational Effectiveness (OE) Activities and Training," is currently being printed with an effective date of 1 November 1977. AR 600-76 defines the objectives of Army OE activities, provides operating instructions, and establishes responsibilities. While the decision to use the OE process is the personal choice of the commander at all levels, commanders at separate brigade and higher levels have the mandatory responsibility to create and sustain an OE capability. This includes creating manpower spaces for OESOs, obtaining trained personnel to fill those positions, allocating funds to support OE functions, developing policy for the use of OE, and providing opportunities and/or funds for continuing professional education for assigned OE personnel.

Minimum OESO staffing requirements are defined by AR 600-76 as 2 OESOs at the division/installation level and 1 OESO at the separate brigade level. The experience of organizations which have actively used their OESOs indicates the optimal requirement at the division level to be 4-6 trained personnel (a mix of officers, NCOs and civilians). Refinement of requirements will be a continuing process.

Instructions for conversion of spaces for OESOs were provided to the field by DCSOPS message, 251310Z May 1977. MACOMs have identified 364 spaces for inclusion in the two-phase conversion with 247 spaces included in Phase I to be converted NLT 31 Dec 77. The remainder of the spaces is included in Phase II, which will be completed NLT 31 Dec 78. Distribution of spaces for final conversion is FORSCOM 81, TRADOC 95, USAREUR 80, DARCOM 30, other MACOMs from 2-13 each.

Priority of assignment for OESOs is currently TRADOC Service Schools in order to provide qualified manpower for training an increased number of OESOs, and more importantly, to develop and provide an appropriate level of OE education to the total Army leadership. Training modules have been developed for the presentation of OE instruction at all service schools. Courses are being developed for senior officers, key OE managers, and for inclusion in the Commanders Refresher Course. C&GSC and the Army War College will conduct OE weeks during the spring term. The National Defense University conducted similar seminars during the fall term.

The role of NCOs and civilians in OE continues to be examined as is the type training required, career impact/opportunities and position classification. A small number of NCOs and civilians have been trained at OETC and are assigned to positions where their performance and role is being monitored. There is also a recognized need for an OE capability in the Reserve Components. However, this is another area where study is required in order to better define the requirements.

The OE process has been most effective when applied to mission essential tasks and is applicable across the spectrum of the command's missions. The process has been effectively used at HQDA and MACOM levels in strategic, long-term, and far-reaching problem areas. Examples of activities which have capitalized on the long term application of OE are: the Test and Evaluation Systems Review, (DAS); the Army Staff Planning Conference, (CSA); Women in the Army Study (Ft. Carson). These examples show potential for expanded activities in areas such as installation management, and community development.

The value of using the OE process continues to be assessed and documented. OETC is conducting a 5-phase Evaluation Program directed at determining if OE is doing what it is supposed to do, and what is the cost of the program? The commander in the field will have the opportunity to provide input to this continuing evaluation.

TRADOC OE UPDATE

OE PLAN - The TRADOC OE Plan has been published as TRADOC Cir 600-1, dated 25 November 1977 and distributed to the field. This plan, which supersedes the TRADOC OE Plan of 23 December 1976, assigns responsibility for tasks listed in the DA OE Plan of 19 August 1977 and contributes to the effort of implementing organizational effectiveness within the Army.

OE PERSONNEL AT HQ TRADOC

COL D M Malone	ATCS Special Assistant to Chief of Staff for Organizational Effectiveness AUTOVON 680-2765
LTC R C. Bunting	ATTNG-OE Chief, OE Office, DCST
MAJ L B Hayward	OESO, OE Office, DCST
MAJ L H Powell	Special Actions, OE Office, DCST AUTOVON 680-4330/3398
MAJ F D Forestiere	ATPR-HR-OE Chief & OESO, OE Branch, HRD, DCSPER
MAJ L E Fesler	OESO, OE Branch, HRD, DCSPER
CPT W L Rollins	Special Actions, OE Branch HRD, DCSPER
SFC J D Askins	Special Actions, OE Branch HRD, DCSPER AUTOVON 680-3340/3316

OE FUNCTIONS AT HQ TRADOC (TRADOC Cir 600-1 provides specifics):

DCST

Monitor service schools OE training and education for quality assurance.
Sponsor OE research.
Manage OESOC quota system.
Monitor OE combat and training development activities.
Monitor OE evaluations.
Provide staff supervison of OETC.
Monitor leadership training related to OE in service schools.

DCSPER

Manage the OE program in TRADOC.
Develop and disseminate OE policy.
Provide technical assistance and consultation support.
Plan and allocate resources.
Conduct an OESO professional development program.
Publish an OE bulletin as relates to TRADOC information and policy.
Conduct OE operations at HQ TRADOC.
Interface between OE, leadership, EO and Human Services.

TRADOC Organizational Effectiveness Conference - This inaugural OE Conference was co-hosted by HQ TRADOC DCST and DCSPER at Hampton, Virginia, 26-28 October 1977. It addressed and assessed education, OE instruction and training, OE management, resources and policy matters and provided professional development. A detailed report of this conference has been prepared and will be distributed to the field in early December after final approval has been obtained. Significant conclusions/recommendations from this conference included:

1. An Organizational Effectiveness Conference is needed on an annual basis and the next conference should be co-hosted by FORSCOM and TRADOC.

2. Implementation of the TRADOC OE Plan is needed as soon as possible.

3. TRADOC installations/activities require a TRADOC supplement to the "draft" AR 600-76, "Organizational Effectiveness (OE) Activities and Training." (The effective date of 1 Nov 77 for the regulation has been changed to 1 Jan 78.)

4. Staff assistance visits are meaningful and worthwhile for TRADOC installations/activities.

5. TRADOC will publish an OE Bulletin in addition to the OE Communique from OETC to disseminate policy, doctrine and information.

6. TRADOC DCST will forward messages to the field to clarify concerns regarding the Quality Assurance Program and to specify attendance at the OE Key Managers and OESO Supervisors Courses.

OE OPERATIONS - The three OESO assigned to HQ TRADOC continue both micro and macro systems operations. With external consultant support provided by a civilian consultant, a wide variety of services has been made available to TRADOC activities. Currently, there are operations on going in three directorates and three divisions ranging from development of goals and objectives to whole scale reorganization of directorates.

OE IN FORCES COMMAND - UPDATE

Major Pat Emington

The Organizational Effectiveness Staff Officer Conference held in Atlanta for FORSCOM OESOs resulted in an Action Plan for institutionalizing OE in Forces Command. This plan is currently being staffed at HQ FORSCOM prior to distribution to the field.

HQ FORSCOM hosted a planning workshop for CONUSA OESOs and USAR representatives in December at Fort Sam Houston to develop recommendations to the FORSCOM staff for consideration in planning the institutionalizing of OE in the US Army Reserve. After the FORSCOM position is developed, a joint planning conference is anticipated involving CONUSA, FORSCOM, OCAR, TRADOC, and DA representatives.

Currently, FORSCOM has 87 authorized spaces for OESOs, 82 of which are on board. All five vacancies are programmed for fill by OETC graduates. Currently, FORSCOM policy on utilization of OESOs is 24 months.

HQ FORSCOM OESOs have been involved in planning a joint FORSCOM /TRADOC OE Conference tentatively scheduled for May 1978 (location and exact dates TBD).

Approximately 27 FORSCOM OESOs will participate in the C&GSC OE orientation to be conducted 27 Feb thru 1 Mar 78, and 13 will participate in a week-long seminar at the Army War College from 3 thru 10 Feb 78.

EO/OESO Efforts Updated

A 20 percent tank crew gunnery qualification improvement has been achieved through the use of seminars which provided the tank crew members and commanders an opportunity to provide their perceptions and recommendations about the qualifications program.

TANK GUNNERY SEMINAR

Goal: Examine current program and make recommendations on improving it.

Participants: Bn S-3
Co CDRS
Tank Crews

Agenda:

0900-0930	Introduction
0930-1130	ID Problems and Develop Recommendations
1130-1300	Lunch
1300-1500	Same as 0930-1130

Data was compiled, typed, and presented to BN, BDE, and DIV CDRS.

SQT SEMINAR

Goal: To examine SQT requirements and develop recommendations on how to get the troops ready.

Participants: CG
ADC (M)
DCSM
BDE CSMs
BN CSMs

Agenda:

1300	Introduction
1300-1600	Small groups problem ID and recommendations
1600-1700	Brief CG on small group recommendations

AWOL SEMINAR

Goal: To examine AWOL status and formulate positive measures to improve the picture.

Participants:

ADC (M)	- 1	Section Chiefs	- 2
BDE CDR	- 1	Troops	- 4
BN CDRS	- 2	Chaplains	- 2
CO CDRS	- 4	SJA	- 1
CSM	- 2	AG	- 1
1SGTS	- 4	AWOL Soldiers	- 3
PLT SGTS	- 4		

Agenda:	0830	Introduction
	0845 - 0850	SJA - Legal Aspect of AWOL
	0850 - 0900	AG - Current Policy, Reporting
	0900 - 0930	AWOL Soldiers - Interview
	0930 - 1130	Problem ID and Solving (Small groups)
	1130 - 1300	Lunch
	1300 - 1500	Problem ID and Solving (Small gps)
	1500 - 1700	Large gp, Recommendations to CG
	1700 -	Brief CG

RAYMOND L. SCHAEFER
CPT, GS OESO
2d ARMD DIV

OE IN OTHER SERVICES

THE COAST GUARD LEADERSHIP AND MANAGEMENT SCHOOL

CDR R. J. Marcott
US Coast Guard

The Coast Guard Leadership and Management school will soon be one year old. Over five hundred students, including sixty-five senior officers, will have attended a resident course at either the Reserve Training Center, Yorktown, or the Training Center, Petaluma, in the first year. There are presently three resident courses--senior officers, junior officers, and senior petty officers. The Commandant gave birth to this effort in November 1975 when the Leadership Training Program Development Staff was selected and reported to Yorktown to develop the program.

We spent the first six months basically researching the state of the art. We reviewed existing programs, examined what our sister services were doing, and reviewed programs in business and industry, colleges and private consulting firms. Most importantly, we sent teams to the field to try to get a feel for the problems the operating Coastguardsmen were facing and to listen to ideas about leadership training. We met with nearly five hundred people, from flag officer to petty officer. Their many valuable contributions played a significant role in the development of our course.

One thing became obvious to us from our early research. If there is lack of management support for the objectives of any training program, particularly in the leadership field, full benefits will not be achieved. The first step in gaining that support comes through generating understanding what we are trying to do. Since our program is still young, I hope this article can provide a broad picture of what the Coast Guard Leadership and Management school is all about.

In the course of our research we discovered that many significant contributions have been made to our knowledge of human behavior, most of them within the last 20 years. We carefully studied the material relating to leadership and attempted to incorporate it into our course, both on a practical and a theoretical basis.

I'm sure there are many of us who consider ourselves professional leaders just by virtue of the status vested in our commissions or petty officer certificates. Douglas McGregor, one of the well respected authorities in this field, expresses some interesting thoughts about professionalism in his excellent book The Human Side of Enterprise (McGraw-Hill, NY, 1960):

> "Every professional is concerned with the use of knowledge in the achievement of objectives. He draws upon the knowledge of science and of his colleagues, and upon the knowledge gained through personal experience. The degree he draws upon the first two of these rather than the third is one of the ways in which the professional is distinguished from the layman."

McGregor goes on to state that one reason for management's failure to make effective use of current knowledge of human behavior is due to misconceptions of the nature of control. In engineering we adjust to natural law. We do not, for example, dig channels in the expectation that water will flow uphill. Control with respect to physical phenomena involves selection of means which are appropriate to the natural law. In the human field the situation is the same except that we often dig channels to make water flow uphill by trying to make people behave as we wish without regard for scientific knowledge about human behavior.

In addition, when our attempted leadership fails to achieve the results we desire, we tend to seek the cause everywhere but where it usually lies: in our choice of an inappropriate leadership style. The engineer does not blame water for flowing downhill rather than up. Yet when people respond to our leadership in an undesirable way, our normal response is to blame them; they are stupid, lazy, uncooperative, etc., etc.

CGLAMS Basic Concepts

The Coast Guard Leadership and Management School is trying to add to the knowledge of our leaders and let them evaluate it in light of their experience. We present no school solutions, no magic formulas, no "one way to act". We are attempting to add some new tools to the leadership bag and some test equipment to ascertain how they are working. Hopefully, if we can increase the student's ability to analyze a situation, he will be better able to pick an appropriate leadership style to handle it. In some situations his analysis confirms the use of a style he would have been inclined to use anyhow, but at least he knows its selection was based on sound principles and analysis rather than a lucky shot from the hip. Further, just because he had one successful experience, he doesn't become married to that style for all situations.

The underlying concepts of the resident courses are based on three basic principles:

1. Leadership is a relationship among several variables.

2. Leadership is situational.

3. Leadership requires flexibility on the part of the leader.

To say that leadership is a relationship is to recognize that there is a great deal more to a leadership situation than the personal attributes and characteristics of the leader. These are certainly included, but so are the human characteristics of the follower as well. The follower's ability to set goals, accept responsibility, his motivation and basic needs, his background training and experience are obvious parts of every interaction between the leader and himself.

In addition, the organizational climate within which the leader and follower must function is important. We are a military organization. That gives us some special tools and denies us others. Throughout the course student solutions must be arrived at in the context of the organization of the Coast Guard.

Lastly, leadership relationships must be formulated within the context of social, political, and economic milieu of the present day world. This is often not appreciated. Witness such phrases as "The kids don't think like we do", "What ever happened to the work ethic?", "I don't understand this permissive society."

All of the foregoing elements play an important part of the leadership relationship. A leader who ignores any of them is only looking at part of the problem.

Research reveals that any training that advocates the use of a single style of leadership is likely to be ineffective. Nearly every Coastguardsman realizes that there are times when it is appropriate to counsel a man, give him well deserved positive recognition, and let him participate in solving problems. There are also times when this does not work and a firmer more task directive style of leadership is called for. What this experience is telling us is that leadership is situational. As leaders we must remain flexible and alert to pick the most effective style for the situation. The importance of leadership style (which is no more than leader behavior) is easily seen if we examine Fig. 1.

	INTERVENING VARIABLES	
CAUSAL VARIABLES	HUMAN VARIABLES GROUP OR INDIVIDUAL:	END RESULTS
USCG REGULATIONS	NEED ORIENTATION	SHORT TERM PRODUCTION
COMMANDANT DIRECTIVES	MOTIVATIONAL FACTORS	LONG TERM PRODUCTION
COMMAND INSTRUCTIONS	EDUCATION/EXPERIENCE	AND
COMMAND POLICY	GOAL SETTING ABILITY	IMPACT ON HUMAN RESOURSES
LEADERSHIP STYLES	PERSONALITY	
	SENSE OF RESPONSIBILITY	

Figure 1

This is an adaptation of Rensis Likert's concept of the relationship between three classes of variables. Stimuli (causal variables), acting upon an organism (intervening variables), create certain responses (end results). How the leader behaves (leadership style) will have an effect on the end results--good or bad. If we accept the fact that we want the end results to be good; i.e., successful accomplishment of our task with long range effectiveness, and recognize that the intervening variables are properties of our followers, then it becomes obvious that the only thing we have control over, short of changing policy directives, is our leadership style.

If we can increase our knowledge and understanding of the intervening variables, perhaps we have a better chance of selecting an effective leadership style. In other words, if we know water won't flow uphill, we can make an appropriate adjustment.

The research efforts of the behavioral scientists have added considerably to our understanding of the intervening variables. Sharing this knowledge with the students is one of the major objectives of the school.

The Study of Groups

Since the Hawthorne Studies conducted at the Western Electric plant, there has been increased interest in the dynamics of groups and the effect that group pressure plays in leadership situations. It has been demonstrated time and again that group pressures are often as strong as individual needs. As practical Coastguardsmen, however, we often fail to consider the effect of the group on a situation. The students at CGLAM School are exposed to the difference between "content" and "process" and invited to note how failure to observe process in a work group can inhibit task completion. They are given opportunity to identify the three types of behavior necessary for successful completion of task over the long haul. They are aided in recognizing group norms and their importance and shown ways in which they can use these norms to advantage--as well as ways in which these norms may hinder group performance. The effect of cohesiveness within a group is discussed in depth, taking into account the impact that status has on group decisions.

During our initial research trips to the field, it became obvious (and probably has been since the days of Hopley Yeaton) that a leadership problem often arises because of conflict between a junior officer, his chief, and the work group. We feel this can be easily understood, quickly attacked and often solved with an understanding of what happens within the "triad". These three entity groups, or triads, are the foundation of many family theories and much of the recent work in group dynamics. The student gets an opportunity to develop and practice skills in resolving this conflict.

The Study of Individuals

Because every leadership situation is comprised of individuals with different sets of needs and desires, it is imperative that we understand why the men in our work group behave differently and what motivates them. The students are exposed to the theory that all behavior is need oriented, and that all needs vary in their relative strength. The differences between "movement" and "motivation" are discussed in conjunction with Herzberg's motivation-hygiene theory. The objective is to get the students, as practical leaders, to understand problems they can expect to encounter when hygiene factors alone are used to motivate Coastguardsmen. They are made familiar with job enrichment as a means of providing motivation. Job analysis in light of several key principles is a part of this process.

One of the often misunderstood theories in leadership is that of recognition. Transactional analysis is used to enable the student to better understand a person's need for recognition. The leader is exposed to the effects of giving recognition at appropriate and inappropriate times. He is aided in understanding people's varying capacity to collect feelings and trade these feelings in for "prizes" which can range from a guilt free depression to bar room brawls.

Communication is the link between our leadership style and the intervening variables. Communications has been identified by many leaders in our service today. Interpersonal communications receives a great deal of attention in the courses. The student is exposed to the communications process, types of communications both verbal and non-verbal, barriers that prevent understanding, active and passive listening, and feedback. He gets plenty of opportunity to practice communications skills in various counseling situations utilizing a knowledge of "ego states" in transactional analysis.

Situational Leadership

Our experience has shown that with an understanding of leadership as a relationship and having spent considerable time learning about the human characteristics of the follower, the students have generally increased their diagnostic skills considerably. Even with good analytical skills, however, a leader may not be effective unless he has the flexibility to adapt his leadership style to meet the demands of the situation. We examine this problem through the situational leadership model as espoused by Hersey and Blanchard in <u>Management of Organizational Behavior: Utilizing Human Resources</u> (Prentice-Hall, 1977). It is shown in Fig. 2. Looking at the diagram, the leader's behavior is shown in two dimensions: relationships behavior which is epitomized by socio-emotional support, recognition, interpersonal relations and two way communications; and task behavior which is exhibited by telling how, what, when, and where to do the job, provide check lists, and supervise closely. Obviously, you function on a continuum in each of these dimension, but for simplicity it is convenient to consider them in the four basic quadrants with various combinations of task and relationships behavior as shown.

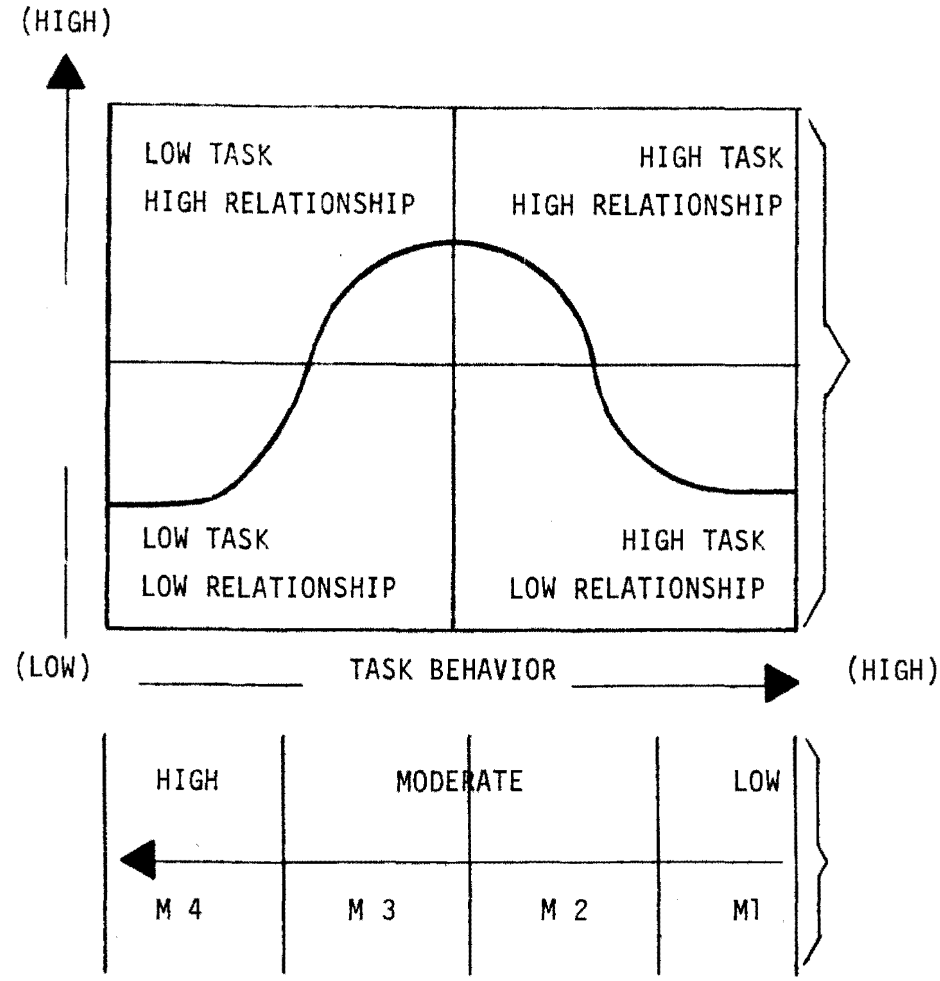

Figure 2

A totally flexible leader could function in any quadrant, although for most of us there are probably one or two that we feel more comfortable in. You could still be ineffective, however, if you are using the wrong style at the wrong time. Hersey and Blanchard have added an important element missing from many other models--the follower.

The line at the bottom of the grid represents the task relevant maturity level of the follower/s. Maturity is defined in situational leadership not in a total sense, but in terms of the specific job. It is a measure of the follower's ability to do the job with proper and adequate training and experience. It includes his willingness to do the job, accept responsibility for it, and set achievable goals with respect to it.

By superimposing the task relevant maturity line of the follower on the leader behavior grid as shown by the curved line, you have some guidelines as to what might be an effective leadership style in a given situation. If a follower has low maturity or training and experience, if he is basically unwilling and unable, and you are still going to get the task accomplished, you might be more successful with a high-task low-relationships style; i.e., telling him what, when, where, etc. to do and then supervise him closely, and not provide a lot of supportive relationships behavior while you're doing it. On the other hand, if your followers have a high task maturity and are basically willing and able, you might be more successful by adopting the more delegative style of low task-low relationships.

It is important to recognize that people generally mature on the job in a very logical fashion. As the maturity level increases in terms of accomplishing a specific task, the leader should begin to reduce task behavior and increase relationships behavior and let the group continue to mature. In fact, there is considerable evidence that you can foster their growth by such an approach.

This is obviously only a very simplistic explanation of situational leadership theory. The students at CGLAM spend a great deal of time understanding the impact of inappropraite leadership style and hopefully become better able to predict the consequences of their actions. They learn to use their new found knowledge of the intervening variables to analyze their followers' maturity level. This knowledge gives them a better feel for what might be an appropriate or inappropriate "relationships behavior" in a given circumstance.

Even with a thorough understanding of the latest leadership techniques, a leader must be able to effectively plan, schedule, and control projects in his work group. The Leadership and Management School utilizes a modified version of Critical Path Method, CPM, to aid him in organizing work back at his unit. He learns its value as a communications tool, its potential in job enrichment and its utility in handling people scheduling problems.

The foregoing has been a brief picture of what we do. Equally important is how we do it. We have excellent facilities. The classrooms are comfortable, well equipped, and designed for the teaching methodology. There is very little lecture. What little we have is participative in nature. There are small group sessions, workshops, case studies, role playing, and team teaching techniques are extensively utilized. These methodologies capitalize much more on the shared experience, and add to the realism and practicality of the course. All case studies are Coast Guard cases. If a junior officer's analysis of a case requires him to counsel a chief to be less task directive, he does it in a role playing session.

The Coast Guard, of course, is not unique in teaching situational leadership. The subject is included in many college curricula in management and industrial relations. Most of the other armed services are also teaching it, including such institutions as the Armed Forces Staff College and the Air War College. I think, however, that we have put the course together somewhat differently than most. While admitting that some degree of parochial pride may be involved, I do believe that our selection of related course material, sequencing, and teaching methodology has made the practical application of this somewhat remote theory more realistic than most similar courses.

This has been an exciting first year for the leadership staff. We look forward to the future as we move to new challenging projects. It has been rewarding to see the enthusiasm of the students. A senior officer remarked, "This is the first course I've taken where I've been given some real analytical tools for problem solving. I feel it came too late--but better late than never." A junior officer who said, "I was very apprehensive going to LORAN duty as CO, but I now have confidence in the sound principles I've learned here." A Master Chief Petty Officer said, "I've considered myself a 3.9 sailor all my life but I've learned more here than anything in the last ten years."

Application of the principles in the field is the real payoff. There are many former students who frequently call their instructors or drop them notes telling of an experience involving successful application of some principle or discussing problems they were encountering in trying to apply some of the material. It is through these contacts that we maintain a vitally needed perspective of the real operating world.

Since virtually the same material is being presented in all of our courses, the Leadership and Management school is a good communication tool in and of itself. Since it provides a common language and shared theory and experience, it can be an excellent counseling aid. I am personally convinced that as more and more Coastguardsmen have the opportunity to attend the school, many of our people problems--at all levels within the chain of command--will be solved. Better still, there may be fewer problems to work on.

My intent in this article has been to give a broad overview of the Coast Guard Leadership and Management School and an essentially "how goes it" report to the field. But I would be remiss if I did not end by reminding the reader that we don't have all the answers. We need the continued valuable input from the people who face leadership problems everday. We need the opportunity to share the combined knowledge of the many Coastguardsmen who have been successful leaders for many years.

There is a well known quotation we often repeat which assists us in maintaining a proper perspective: "All of you who think you know it all are damned annoying to us who do."

ABOUT THE AUTHOR

CDR Marcott--a '57 graduate of the CG Academy--holds a Masters Degree in Personnel Administration from George Washington University. He has had afloat tours on the ABSECON, CAPE KNOX, RESOLUTE and was CO of the CHILULA. He has accumulated over 12 years experience in the training business as an instructor in OCS, a tour in HQ-PTP, Training Officer at Alameda and in his present role as Chief, Leadership Training Program Development Staff.

ITEMS OF INTEREST

BOOK REVIEWS

CPT William R. Nuffer
Evaluation Directorate
USAOETC

Two books by Gerald Weinberg: One is to help the behaviorist make the technocratic interface, and the other to make general systems theory not only understandable but fun and useful as well.

Weinberg, Gerald M., The Psychology of Computer Programming, Van Nostrand Reinhold, 1971. One of the great wastelands of our time has been the no-man's-land between the sciences of technology and the sciences of behavior. In this volume, a soldier from the technocratic ranks ventures forth and knits the disciplines of computer programming and psychology together in a readable, entertaining, but most importantly, useful way.

The book is divided into four major sections, the first three of which are virtually essential to any OESO contemplating work with a MISO or other data processing organization. The first section takes a look at the product of a data processing activity in terms of the people who produce that product. The second section deals with programming as a social dynamics and understandably analyzes the mix of group dynamics and technocratic pressures ever present in the computer environment. The third chapter examines the individuals who chose to make programming and computer science their occupation and the management environment under which they best function. The fourth and last section (probably of less interest to the OESO) is a bold description for the redesign of computer systems to fit human needs.

This landmark work is more than a recipe for better data processing; it is a general prescription for the misunderstanding and frequent hostility which even now prevents technologists and behaviorists from making optimal use of each other's abilities and tools.

This book is, therefore, to be recommended to any OESO working or contemplating working with any organization possessing a strong technological base. Likewise, any OESO seeking to break his personal network and expand his horizons beyond behavioral bias and interpersonal immersion, would do well to read this to recognize the humanity in technology.

Weinberg, Gerald M., An Introduction to General Systems Thinking, Wiley-Interscience, 1975. Few areas of the OESO course have given rise to such vitriolic invective as the subject of systems theory. It is a complex area and one which sometimes seems to offer little applicability to the real world of group dynamics within which the fledgling OESO will soon be immersed. Following reentry into the real world, if systems is used or thought of at all, it is usually in terms of the Kast & Rosensweig model, a useful point of view, but lacking the power of a total systems approach.

In this book Gerald Weinberg manages to present the total power of general systems thinking in an unintimidating, entertaining, and meaningful fashion.

Starting from the assumption that for the study of general systems to be truly "general" they must be as useful to the carpenter and housewife as to the nuclear physicist, Weinberg builds a body of general principles with powerful applications.

Organized into seven chapters, the book explores the rationale for systems thinking, then enters into the areas of making and interpreting observations, breaking those observations down for their systems implication and, finally, as a way of describing and understanding behavior.

As the title would suggest, this book looks at systems as an overview of philosophy and techniques. However, the lucid style and useful insights are easily transferred to the more specific (yet general) area of organizational behavior and improvement.

Any OESO interested in expanding his mind-set and world-view would be well advised to read this book.

(NOTE: Both of these books are available from the OETC Library)

CONDUCTING INFORMATION-SHARING MEETINGS

1. Scheduling meetings to share information depends primarily on individual and/or organizational needs. The principle to remember is: Who needs what or how much information to complete or perform what tasks or responsibilities. This principle will assist the leader in identifying those persons who should be present at the meeting.

2. Information sharing meetings are not normally scheduled on a regular basis. The principle to remember is: When the leader has information to share, he schedules a meeting and invites only those who are directly involved. Thus, the attendees are determined by the nature and the content of the information. Others, however, may attend should the leader decide that their presence will be productive to the organization or the person.

3. The person sharing the information should be the most legitimate or the most reliable or informed source of information. The principle to remember here is: The person closest to the source of information will probably be the best resource for the information. This will enable a greater degree of clarification and understanding of the information to be presented. Thus, a leader may schedule and preside over the information sharing meeting, but not be the one who presents the information. Perhaps a subordinate would be the best source if he is the one who is the focus of information.

4. The agenda, the length of the meeting, and the time to be spent on each topic should be specified in advance. The principle to remember here is: the agenda should be specific and time-tied to topics to avoid misinterpretation of the meeting. Involvement and participation of attendees will increase.

5. Depending on the nature of the information to be shared, the agenda may be presented prior to the meeting, after the meeting begins, or as the meeting progresses. Presenting the agenda before the meeting begins will allow the attendees time to formulate questions and seek greater clarification of topics. It may also cause a predetermined attitude of boredom. Presenting the information at the meeting will provide a "road-map" of where the meeting is going. Presenting the information in topical segments may encourage greater interest in the meeting. Let the nature of the content be the focus for presentation.

6. Visual aids should vary with the nature of the content of the information. There may be times when the information should be reproduced with ample space for notes and questions. Other times, presenting the items on newsprint or a chalkboard may be as appropriate or productive. However, some device should be used to focus attention on the topic(s) being discussed.

7. Information sharing meetings are not a substitute for team building, role negotiation, problem identification and solution meetings, conflict resolution meetings, or data gathering meetings. Information sharing meetings should be information sharing meetings. However, if problems do arise, the leader should make a memo on the item and assure the group that a meeting will be scheduled to resolve the problem.

PRELIMINARY FINDINGS OF PHASE II OF USAOETC'S ORGANIZATIONAL EFFECTIVENESS EVALUATION PROGRAM

David A. Savard
Chief Evaluator

Phase II of the Evaluation Program was designed to address the training, preparation and assignment of OESOs, and how these factors impact on OE at all Army levels. These are examined from the same three perspectives as Phase I: Organizational Climate, OE Process and the OESO.

Data collection was accomplished during July and August 1977 by questionnaires and structured interviews. Responses from a total of 919 questionnaires and 290 interviews covering at least 50 military installations in CONUS, USAREUR, Hawaii and Korea were used to assemble the data for these preliminary findings.

This article presents highlights from these findings within the framework of the three perspectives indicated previously.

ORGANIZATIONAL CLIMATE

From the perspective of the "ORGANIZATIONAL CLIMATE" it appears that:

As familiarity with OE increases, command support also increases.

The OE effort is still seen in the field as a people program.

Levels of assignment and location, (installation MACOM), place different sets of demands on the OESOs in order for their potential to be realized.

There is a wide range of external resources which the OESO may draw upon; military resources are considered the most appropriate of these.

OE is presently at the stage where specific individuals have a large impact on its thrust and direction.

Military organizations do not ordinarily provide "ideal"conditions for OE operations.

OE can be applied in all types of military organizations; however, many specialized organizations expect the OESO to have training in their particular areas.

One of the needs seen by command for the OESOs is additional training in how to present and sell OE.

Some OETC trained OESOs are being used either full time or with a significant portion of their time in non-OE related positions or functions.

Other field personnel feel very strongly that OE should be used in poor or marginal units; however, the OESOs themselves indicate a reluctance to work with such units out of the conviction that OE is more appropriately applied in well functioning units.

The families of OESOs are affected, sometimes negatively so, by the training and assignment of the OESO.

The length of time an OESO is assigned can have an impact on his career and also on the outcome of the OE effort.

Professional and personal development are seen as very important and integral parts of the OESO role. Other OESOs are seen as the most relevant source of appropriate information for the professional and personal development of the individual OESO.

Other staff officers view OE as a fringe program and do not consider it to be in the main stream at this time.

The location of OE within the chain of command varies widely. The most common location is the G-1/DPCA; however, when placed in the G-1/DPCA, the effort tends to be seen as proving a minimal threat and being a people program.

Future promotability is seen by both the OESO and his supervisor as being impacted on by assignment as an OESO, sometimes negatively so.

OE PROCESS

From the perspective of the "OE PROCESS" it appears that:

There is very little agreement within the field as to what constitutes an effective military organization. At the time of the Phase II evaluation, most OE operations were confined to assessment and feedback.

The most frequently reported results of OE operations were in the areas of better communications, increased flexibility, and better team work; least frequently reported was increased mission accomplishment.

In terms of time spent in OE operations, the average operation covers a three month period. The typical OESO spent about 80 hours and required 51 man-hours of the using organization.

Most OESOs have a waiting list of potential users which will carry them from some four to six months. Once this waiting list has been established, active recruitment of potential users tends to drop off. Also, users on the waiting list and those most likely served from the waiting list are those already committed to the goals of OE.

When an OESO enters into a using organization, expectations for positive change on the part of subordinates of that organization are increased, the actual result of the OE operation is generally seen as neutral to minor positive.

One of the major disadvantages to senior commanders in evaluating the impact of the OE effort in their organization is a lack of systematic feedback on OE operations in subordinate units. Feedback is often blocked by the privileged information policy.

OESO

From the perspective of the OESO, it appears that:

In order for the OESOs to be accepted by the field in their OE role, there are some definite requirements to be met in terms of their training, personal attributes and experience. These requirements are different depending on the assigned MACOM and the level of assignment.

The skills and knowledge required of an OESO should be specific to the level of assignment.

There is a perceived need and desire on the part of key personnel in the OESO chain of command for information concerning the Army's OE efforts, techniques, goals, case studies and the roles and functions of the OESO.

The foregoing findings have been presented in briefings to policy makers at TRADOC, FORSCOM, DA and the DA Steering Committe. Findings related to the training of students at OETC and the POI have been presented to OETC personnel responsible for training and, as a result, modifications to the training program and the POI have been made.

The report covering the findings of the Phase II results, implications, conclusions, and recommendations is at the printers at the present time and will be distributed to the field shortly. Additional information concerning any of the foregoing may be obtained by calling the Evaluation Directorate at OETC, AUTOVON 929-7980/4574 or by writing to Evaluation Directorate, OETC, P. O. Box 40, Fort Ord, California 93941.

OE EVALUATION PLAN: AN OUTLINE FOR PHASE III

by LTC Otis D. Jones
Director, Evaluation

The OETC Evaluation Directorate has started Phase III of the OE Evaluation Plan. Phase III as overviewed in Figure 1 is technically quite different from the methods of Phases I & II. However, like Phases I & II it will require the cooperation of OESOs and units (selectively located) throughout the Army.

FOCUS: How best to implement OE to maximize the potential of a desired planned change.

OBJECTIVE: To develop a valid, reliable, command-oriented, mission-specific, OESO-useable, OE Assessment System that will:

A. Allow the assignment of a rating to those elements of an organization that impact on ability to accomplish assigned missions.

B. Potentially reflect changes in the organization's ability to accomplish its mission as a result of an OE operation.

C. Allow comparison of units with like missions in terms of their organizational effectiveness.

Portion of the Model to be Examined:

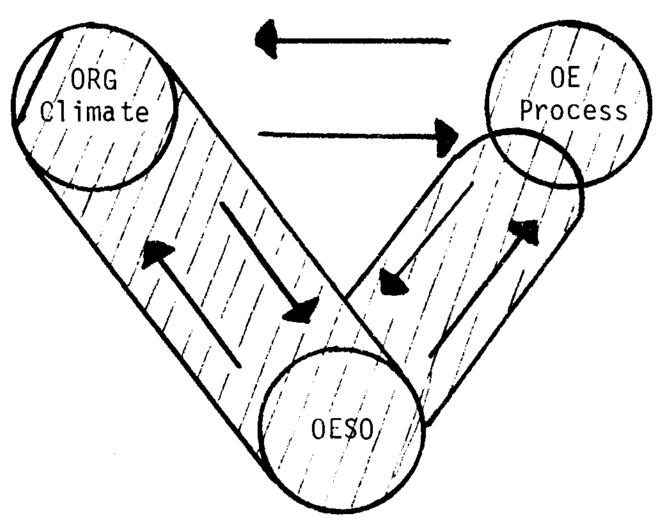

Figure 1

The planned end product of this phase will differ significantly from other measurement instruments (such as the GOQ) in that:

a. It is not a single instrument but rather a collection of surveys, structured interviews, and observation protocols.

b. It will measure both processes and outcomes.

c. It will emphasize mission effectiveness.

d. It will be tailorable to individual units.

The basic areas within which Phase III will concentrate are listed in FIGURE 2.

Phase III will begin to examine the OE Process portion of the model by developing criteria against which to measure an organization's effectiveness. Specifically, these criteria will measure the organization's ability to:

1. Monitor its own functioning.
2. Communicate openly.
3. Maximize effective/efficient use of resources.
4. Direct resources and behavior toward a goal.
5. Solve problems.
6. Correct or modify nonproductive approaches.
7. Recognize and respond to needs for change.
8. Open options and permit choice.
9. Enhance self-esteem.
10. Balance social exchanges.
11. Enhance individual commitment.
12. Enhance individual competence.

Figure 2

Within these areas not only will the typical process areas be examined (ala GOQ) but, through carefully designed interview strategies and observation protocols, such "hard" areas as command statistics and inspection reports will be dealt with.

Tentative planning dates for this phase are given in FIGURE 3.

PLANNING DATES

Preliminary Site Selection Research Proposal IPR	15 Dec 77
Site Selection Complete	27 Jan 78
Assessment Instruments	20 Feb 78
Reproduction	20 Feb-30 Mar 78
Training of Data Collectors/OESOs	20 Feb-30 Mar 78
Field Testing	1 Apr-30 May 78
Analysis Plan/Software Complete	30 May 78
Data Returned From Field	30 May 78
Final Briefing/Report	31 Jul 78
Phase IV	30 Apr 79
Phase V	31 Oct 79

Figure 3

It is hoped that those units and OESOs who choose to participate will benefit equally with OETC in the initial results of this phase. If successful, these efforts will provide those concerned with new benchmarks against which to integrate unit mission and OE.

The results of Phase III will provide the basis for the evaluation of OE's impact on unit effectiveness which is necessary in Phases IV & V.

Whatever the results, there is little doubt that this area will continue to be a source of legitimate concern within the OE community.

OPTICAL MARK ANSWER SHEET AVAILABLE FOR THE GOQ

TRADOC has recently approved the design of an optical mark answer sheet for use with the GOQ and the OE Survey Data Processing System.

GOQ responses recorded on the answer sheet can be rapidly and accurately transferred to punched cards by the SIDPERS scanner currently used at most installations to process personnel transaction forms. A manual on how to use the answer sheet and operating procedures for the scanner is available from OETC.

A modified GOQ booklet and a new control card deck for the SURVEY computer program are necessary for surveys administered with the optical mark form.

For more information, contact MAJ Mikols at OETC, AUTOVON 929-3588/4469.

FEEDBACK FORUM

OE LESSONS LEARNED

My mission as an OESO is to improve unit readiness and mission accomplishment. If my efforts are aimed at anything else, then I am not meeting the needs of my organization.

FAMILY UNIT DAY

Goals:
- To provide a useful communications link between the chain of command and the military dependent community.
- To establish relationships and a chain of concern for Army wives.

Participants: Husband and wife teams, Company or Battalion level, all ranks.

Resources:
- Two facilitators (LMDC, Chaplain, HREO, OESO) per group of 25-30.
- Support and committment of unit commander (it must be his program, not mine)
- Easels, butcher paper, markers, structured exercises.
- A full day's time 0900-1530
- Babysitting facility

Agenda:

0900 -	Introduction by unit commander
0910 - 0930	Exercise to establish low risk environment, to have some fun, and break large groups into smaller groups of 25-30, husband and wife teams.
0930 - 1000	Small group get acquainted exercise.
1000 - 1130	Small group exercise to reinforce group process and individuality.
1130 - 1230	Lunch on site if possible
1230 - 1500	Problem ID, discussion and solution (Note: It is not important to solve all the problems, it is important to accent the process of people working together to make recommended solutions. Remaining unresolved problems can be used as the need for the groups to get back together on their own and deal with existing issues.)
1500 - 1530	Large group - small groups report out to the large group the issues discussed and recommendations made.
1530 -	Closing comments by unit commander.

This program was designed and is used for battalion size units involved in Brigade 75, a 6 month unaccompanied rotation of battalion size units to Europe. It has application in the normal day to day life of any unit concerned about the welfare of Army dependents.

The reduction of family problems and military community concerns can only improve unit readiness for mission accomplishment.

RAYMOND L. SCHAEFER
CPT, GS OESO
2d ARMD DIV

LESSONS LEARNED

A battalion commander, after six months in command, requested OE assistance to focus on lack of adequate maintenance program in the battalion. The organization had experienced a great shortage of tools and equipment which impacted severely on the troop's ability to perform the routine maintenance functions. In addition, there was no specific or understandable delineation of duties and responsibilities among the members or the battalion staff or the maintenance supervision team. In some cases individual units in the Bn performed their own maintenance, though in a haphazard manner, and essentially bypassing the maintenance officer and his crew or the S4.

As a result of the OE operation, the battalion commander had finally accepted overall ownership and responsibility for the battalion maintenance program. A maintenance management team was established including in its membership the Bn Cdr, individual unit commanders, the battalion S4, and the key members of the maintenance section. A major inventory of tools was conducted to determine specific shortages, and ordering of needed repair parts and other equipment was made through the supply system. A training program was established to train maintenance personnel in their MOSs. The end result was the realization of a viable maintenance program for a critical battalion on a training center installation.

A brigade commander requested assistance from OE to look into overall interface of supply system throughout the brigade and to establish a more responsive and smoother running S4 network. Much of the difficulty centered around the lack of an adequate supply SOP and the selfdirected nature of each subordinate supply section. The Deputy Commander was a singularly major force in the management system of the organization and was perceived by subordinate commanders as an obstacle to smooth flowing communications. The OE team was able to help the commander identify and separate the interpersonal dynamics from the more technical considerations impacting dysfunctionally on the overall organization and more especially, on the supply problem. Clear roles were established and responsibilities delineated for dealing with the supply issues. The S4's role was clarified, understood and accepted by the subordinate commanders, who also increased their trust level of the S4 and agreed to provide him the assistance needed in the future. The end result of this operation was a workable framework and commitment agreed to by all key personnel in the organization to focus in a more complete manner on the supply system to make it run more smoothly.

1. What is it that will give the OESO credibility?

- OE technical competence
- Specialty competence in branch field
- Putting OE technology in "client" terms

2. How can the OESO establish credibility and when will it happen?

3. What would be the criteria or indicators that OE is institutionalized in the Army?

- When commanders use OE technology without an OESO as part of the daily routine.
- When units develop their own training programs based on OE technology.

CPT D. R. KITCHENS, OESO
U.S. Army Trans. School
ATSP DT DMA
Fort Eustis, VA 23604

1. What is it that will give the OESO credibility?

Dedication to duty; reduced concern with his own importance; maintenance of knowledge and skill; establishing positive performance oriented goals for his part of the OE efforts in his organization; maintain a total systems perspective in all OE efforts.

2. How can the OESO establish credibility and when will it happen?

Read and heed BG John John's letter in the first OE Communique.
Don't be afraid to say "I don't know."
Speak to and deal with the Process, not the Content.

3. What would be the criteria or indicators that OE is institutionalized in the Army?

Who cares? It works and if we stop trying to institutionalize it and just use it, it will find its own permanent place in the Army.

RAYMOND L. SCHAEFER
CPT, GS OESO
2d ARMD DIV

OETC OESO Assistance

Maintain this Communique as a communications link, and keep it as informative and as useful as this issue.

Let the field OESOs know what you are sending to commander/commanders. OESOs don't like suprises either.

Do not dictate - coordinate (a minor point which you are seldom guilty of).

Remember each division/unit belongs to its commander and all OE efforts must be unit specific not global.

If I don't do it your way, don't be too quick to judge - assist me in evaluating, implementing, planning, and changing but do not put yourselves on a pedestal as the Judge.

RAYMOND L. SCHAEFER
CPT, GS OESO
2d ARMD DIV

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, this first issue is only a beginning. 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 EOSOs. 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

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OE Communique
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Tear out #1

SUBJECT: OE/OESO Efforts Updated

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Tear out #2

SUBJECT: OE Lessons Learned

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Tear out #3

ARTICLES OF INTEREST

THE IMPORTANCE OF CONTRACTING IN ORGANIZATIONAL EFFECTIVENESS

HENHOUSE NOTES FROM A CHICKEN FARMER OR -- CONTRACTING MAY BE THE DIFFERENCE BETWEEN A ONE-STEP AND FOUR-STEP PROCESS

COL Thomas K. Hobby

The literature describes OE/OD as a four-step process: Assessment, Action Planning, Implementation, and Follow-up. Yet, Army experience to date indicates that it is more often than not a one-step process--"assessment". There appears to be an inverse arithmetic progression in terms of steps achieved in interventions to date, i.e., assessments - 27; action planning - 9; implementation - 3; and follow-up - 1. Colonel Mike Malone, another struggling chicken farmer, has been beating me, the drum and everything else on the head for more full fledged four-step interventions.

I've discussed this with the chickens (OESOs) on many occasions to determine why so many one-step actions. If you have ever gone to the county fair you know by now that there are a lot of different kinds of chickens, i.e., Leghorns, Plymouth Rocks, Rhode Island Reds, etc. You probably also know them chickens lay different colored eggs, too. Knowing all of the above then, it should be no surprise to you when I tell you what all them chickens said was the problem with a one-stepper.

Case #1. The commander is terrified by the assessment feedback data; it confirms all of his worst fears and expectations. He thanks the OESO for this tremendous feedback data and tells him: "I know exactly what to do now" and/or "I'll study this a few days and give you a call." You never hear from him again. Some of us think that he then opens the safe, puts in the data, changes the safe combination while blind folded and slams the door. This way, not even he can see the data again, let alone anyone else.

Case #2. The OESO only has a short period of time to prove himself, i.e., 18 months. In industry it may take three to five years to do one four-step intervention. The OESO doesn't have that long and he must be able to show results "now". Hence, it is a built in "pressure cooker" that forces him to chalk up as many interventions as possible. You see, a one-step and a four-step intervention both count as "one" intervention. Needless to say, there is a great difference between them two "eggs".

Case #3. The client who agrees to everything prior to assessment, but becomes a reluctant rock of gibralter after feedback and no one quite seems to know why.

Suffice it to say that the above three cases are only a sample of the explanations given for so many assessments. The purpose of this article, however, is to share a working solution on how to get beyond assessment.

Like Major Pat Emington, I too am a recent graduate of a John Sherwood workshop. I must confess, though, that he confirmed mostly what we already know and/or are doing (which made all of us Army types feel good and thats not bad). However, his documentation provided as a handout is unsurpassed. It includes samples of some good contracts that are really worth the workshop fee.

When asked to write an article for the OE Communique, both Pat and I wanted to write on contracting. Having read Pat's article, I can now forge ahead without fear of contradiction/overlap. His points are well taken and needed to be said; but my focus is on getting to Step Two as well as providing for understanding, clarity, and definition of expectations between the OESO and the client.

Fort Carson OESOs, John Sherwood, and others have been advocating that not only does the client need to be prepared for possible content of the feedback data, but he must also contract to share the feedback with his key subordinates, if not all, from whom the assessment data was collected. This one seemingly simple element of the contract will ensure action planning. There is good evidence that no manager can fail to act upon data after it has been shared with his subordinates. The ramifications that could result from non-action after sharing appear to be numerous and mostly bad.

Contracting for sharing, however, must include details on procedures to be followed. One technique is to contract with the client that you will meet with him in his office at 0900 hours and brief him on the feedback data, answer any of his questions and then coach him in preparation for his sharing of the data immediately afterwards in a conference room with his subordinates. It is the client's data, not the consultant's. You can schedule the follow-on meeting for 1000 hours the same morning; which means the client can't back out after he has seen the data, as others are already assembled and waiting for his feedback to them. By having the client handle the feedback session with his people, you get both ownership and commitment clearly established. Always remember that the desired outcome is to improve the organizational competence. The consultant is not part of the organization and we do not want the organization to be dependent upon a consultant for organizational effectiveness; the organization must accept responsibility for improving its own effectiveness.

Action planning and own assessment feedback may be scheduled for the same session, depending on the situation. As a minimum, the time, the place, and a tentative agenda for the action planning session should be accomplished during assessment feedback.

P.S. I remember my earlier promise to you "chickens" that I would not get into the egg laying business if you would stay out of the chicken farmer business. Well, it should be apparent to you by now that I've just tried to tell you chickens how to lay an egg. Please forgive my audacity and rashness. I shall immediately return to my latest issue of the Farmers Almanac. I hope, however, that I can share observations with you again at some later date. Counterpoint replies are welcomed. Peace.

CONTRACTING - A SURVIVAL SKILL

MAJ Pat Emington

Surprises are really neat. They add excitement and challenge to what would otherwise be a routine series of smashing successes.

Having had what I considered to be more than a reasonable share of excitement and having been challenged to a point of near battle fatigue, I headed for a workshop by Dr. John J. Sherwood which covered the contracting phase of consulting.

Most of the nagging questions I've lived with through OE interventions would have been answered had I been skilled in locking in effective contracts. Do I know exactly where I am with a client and his top team all the time? Do I know for sure where they think we are and where we are going? Do I know exactly what my client expects and how he will measure the success of the OE effort? Does my client know what will happen next and what behavior on his part will best facilitate movement in the desired direction? Is my client comfortable enough with me to share his concerns as we go along? Am I "doing OE" to him or with him? Hou would he answer that?

Dr. Sherwood's approach to contracting precludes most of that confusion. Here are the concepts which I felt could benefit us as OESOs.

The Contract. Contracting is a process for managing expectations. The contract is the agreement between the client and the consultant which covers what we are going to do, how we are going to do it, when we are going to do it, who will be involved in it, and how we are going to measure the success or failure of the intervention.

The OE Team. This is the team which plans, guides and executes the OE intervention. It is composed of the client commander, the organization's top team and the OE Staff Officers. All must be involved for the effort to be a success. The problems are the organization's problems and the organization is going to have to solve them. The OESO is a skilled consultant, not a magician, not a guru, not a psychiatrist, not a battalion commander, and not an expert.

The Goals. What will be different when we are through and how will we measure it? There will be content and process issues. The content is the payoff. We will focus on process issues such as how people get along with each other only when that gets in the way of getting the job done. We're there to help the organization function more efficiently and get the maximum from the assets available to it--not to make everyone warm and fuzzy at the expense of the mission.

Ground Rules. In his article, "The Organization Development Contract", (OD Practitioner, Vol 5, No 2, summer, 1973) Marvin Weibord lists ground rules which are a part of his contract with a client.

"Ground rules speak to the process of our relationship. Sometimes I write them down, sometimes not. In any case, I try to get an understanding that includes these explicit agreements:

1. I supply methods, techniques, theory, etc., to help you understand and work better on your problems. You supply energy, commitment, and share responsibility for success. I do not study your problems and recommend expert solutions.

2. Part of my job is to raise sticky issues and push you on them. You have a right to say no to anything you don't want to deal with. If you feel free to say no, I'll feel free to push.

3. Tell me if I do something puzzling or irritating, and give me permission to tell you the same.

4. I have no special preferences for how you deal with others. Part of my job is to make you aware of what you do and what possible consequences your actions have for me and for the people around you. My job is also to preserve and encourage your freedom of choice about what, if anything, you should do.

5. My client is the whole organization. That means I intend not to be seen as an advocate for anybody's pet ideas, especially ones requiring your special expertise. However, I do advocate a certain process for problem solving, and recognize that some people oppose my process. I accept that risk.

6. Any information I collect and present will be anonymous. I will never attach names to anything people tell me. However, in certain situations (e.g., team building) I don't <u>want</u> confidential information, meaning anything which you are unwilling for other team members to know, even anonymously.

7. All data belongs to the people who supply it. I will never give or show it to anyone without their permission.

8. Either of us can terminate on 24 hours notice, regardless of contract length, so long as we have a face-to-face meeting first.

9. We evaluate all events together, face-to-face, and make explicit decisions about what to do next."

<u>OE</u>. In his book, <u>Organization Development for Operating Managers</u>, Michael E. McGill states that, "Operationally, OD (OE) is a normative process of addressing the questions: 'Where are we?' 'Where do we want to be?', 'How do we get from where we are to where we want to be?'. "This process is undertaken by members of the organization using a variety of techniques, often in collaboration with a behavioral science consultant." Defined in this way, the question of who owns and steers the OE effort looms less formidably.

It becomes obvious that contracting requires a great deal of work if it is to be done in such a way as to preclude surprises/disasters. We must educate the client in OE, how it might work, who does what to whom, how we steer the effort, who's in charge. We must gain his commitment to the effort and his ownership of it--therefore, we must have clarity on his role and ours. We must also know his perception of what it will look like when the OE effort has succeeded. The client must know what behavior on his part will be necessary for the activities envisioned (assessment, data feedback and beyond) to be a success.

The contracting activity is continuous. Everytime we meet with the client we review what we have agreed to do, share perceptions of how well we each feel we're doing, each of our expectations for the next activity and how we'll measure its success. Immediately following the activity, we spend a little time processing it with the client and planning the next activity. We leave knowing when we'll be back and what we'll do on that day.

The contract can be flexible but both consultant and client must discuss and agree on every step along the way.

THE USE OF ORGANIZATIONAL EFFECTIVENESS TO IMPROVE THE COMBAT READINESS OF AN AIR CAVALRY TROOP

MAJ William R. Fisher

In a recent article in Army Magazine, an infantry battalion commander wrote about taking over a unit with profound problems. His recital of the problems was grim. AWOL and nonjudicial punishment rates were among the highest in the division. Pay problems and promotions were not being addressed. Supply economy was a continual problem and morale was at rock bottom. As he continued in command, he started making progress, but still was not able to reach the standards that he had set. Then, after just passing the battalion on an Inspector General (IG) Inspection, the inspector closed the door to the commander's office and stated "If I didn't know how hard you've been trying all year, I'd give this battalion an unsatisfactory overall rating...sure, I know your statistical indicators have shown improvement, but you still have a long way to go. Your men have been busting their butts for you and that's the main reason you've passed this inspection; but you really ought to be doing more for them." When the commander protested indignantly that he often did so, the IG shot back, "Well, then listen better!"

The commander was stunned. Yet he knew that the IG was right. He noted to himself that since taking command he had stumbled from crisis to crisis and had lost his sense of perspective. He had concentrated on getting rid of the deadwood and focused too narrowly on training, pretty much assuming that other problems would solve themselves. He concluded that "true combat readiness means more than merely a well-trained unit that jumps when you crack the whip."[1] But what approach to try? In this case, the commander turned to Organizational Effectiveness (OE) for assistance and obtained positive results. However, this commander is not unique. As an Air Cavalry Troop commander, I experienced similar situations, obtained about the same results and I, too, turned to organizational effectiveness. Like the battalion commander, I reached the conclusion that in order to have an effective combat unit, it does take more than merely cracking the whip and stumbling from crisis to crisis. I also concluded that I wanted to use every means available to make myself a more effective leader and to influence the combat effectiveness of the unit.

This article discusses the methods utilized by an Organizational Effectiveness Staff Officer (OESO) team to assist me as an Air Cavalry Troop commander to improve the combat effectiveness of my unit. The two member OESO team applied the OE process to the unit over a three week period. The following is a discussion of the four major areas that required attention and the results obtained.

First: Unit Goals. I believe that the establishment of unit goals is the sine qua non of reaching and maintaining combat readiness. Developing goals is also one of the most critical and difficult tasks a commander faces. The manner in which I developed and established goals and their degree of understanding and acceptance was not clear. Furthermore, my method of setting priorities to meet these goals and the long and short-range objectives that I was establishing led to confusion. We were stumbling from crisis to crisis. I remember stating to my key officers that my goals were clear. I wanted to work toward insuring that the unit was combat ready, that we would concentrate on training, aviation maintenance, complete the ARTEP, maintain all flying requirements, pass the FORSCOM Aviation Management Inspection, pass the IG, perform all support missions and excel at the physical condition program. I also remember looking at each officer writing down my goals and shaking their heads in disbelief. One officer said, "Which one will have priority?" I responded sharply that, "...all have top priority, and I see no reason why we can't do it!" At this point I felt, as a commander, that I had done my job. I had stated my goals, tried to restate my commander's goals and thought that they were clear and understandable.

I was wrong. The OESOs took one look at what I was trying to do and suggested that I not only review each goal to insure that it was clear, but that it was agreed upon. At that point, I called in my officers and set goals as a team. We spent two weeks stating and restating each goal to insure that they were team goals; reachable by all, accepted and understood. This area alone helped me prioritize my effort and assisted in the combat readiness of the unit.

Results were almost immediate. I felt much clearer on what I wanted to accomplish. The platoon leaders felt that they could now set clear goals at their level and concentrate on major events as they occurred. Inspections were not only passed, but completed with outstanding results. Aircraft maintenance improved and the training program now had purpose and direction. For the first time, I was acting rather than reacting and we were reaching our planned objectives.

Second: Communications. This was one area in which I felt I was doing well. I worked hard to make sure that platoon leaders had information in a timely and relevant manner and that I was open to subordinates' suggestions, opinions and ideas. I thought that information was moving freely up and down the chain of command; but once again, I was wrong. Like the battalion commander, I quoted: I wasn't listening, nor was I informing. Communication channels were not always open and the troops, in many cases, were not free to discuss problems or move information upwards. In this area, the OESOs suggested workshops to improve communication skills and methods that I could use to be more responsive. Again, combat readiness was improved by keeping soldiers informed and obtaining the skills to maintain effective communications. In short, more honesty and openness was noticed in the troops.

Third: Performance Counseling. Improving this area had a major positive effect on my unit. At the troop level, we had specific requirements to counsel soldiers. The requirements that were of major import were:

reenlistment, OER and EER interviews. Armed with a graduate degree in counseling, I still had overlooked key issues and effective counseling techniques to assist subordinates. I feel that the reenlistment interview can influence a soldier to stay in the Army. A commander is required to fill out a reenlistment form and interview the soldier sixty days after he has joined the unit and 3-4 months before he is to be released from active duty or reenlist. Although I had the forms on each soldier, I did not take the time to properly set up the counseling interview. I didn't allow soldiers to feel at ease, stop the interruptions during the interview or provide him with career information. In sum, I violated every effective counseling technique in the book. I was also not assisting my officers and NCOs by providing feedback to them on their performance of duty or taking the time for discussing career concerns. I assumed that I was being effective and using helpful counseling techniques. In this case, the OESOs pointed out techniques to use when counseling, and because I started to provide timely feedback to my officers and men concerning their performance of duty, work performance greatly improved. I was not only talking to them; I was listening and providing useful information.

Acknowledging that I was the problem and working toward providing a more effective setting for counseling, and insuring that I talked with each soldier on a recurring basis increased my reenlistment rate, assisted some soldiers in continuing their education, and increased combat readiness by improving SQT performance.

Fourth: Conflict Management. One of the areas that can completely ruin a unit is suppressing or avoiding problems and conflict. In my unit, I had five senior captains as platoon leaders and the majority of warrant officers were senior CW2s and CW3s. The majority of officers had extensive military background and different opinions and solutions for everything. I was always confronted with interpersonal conflicts which reached across units and into the families of the officers and men. At times the conflict in the unit, no matter how small, had a devastating effect on completing our mission. This was very noticeable when the unit went to the field. I was assisted with this problem by simply being informed by the OESOs that "conflict is viewed as normal, natural and should be recognized as an opportunity to improve the organization." And that "conflict should not be suppressed or avoided." Well, I was not convinced that conflict could be instrumental in improving a unit, but was sure that suppressions and avoidance was not helpful. Again, a short workshop was developed for key leaders to understand this and to resolve problems as soon as possible. In this area, results were noticeable. We started to work more as a team and were able to better identify and recognize the factors and the people creating the conflict. This insight, I feel, paid large dividends for me in a short period of time, and I'm sure awareness of effective conflict management would be very helpful in combat situations.

In conclusion, organizational effectiveness provided me with a powerful leadership tool. In retrospect, I was aware that setting goals, communicating effectively, counseling, and resolving conflict were critical for any leader. But, in a fast moving command situation, it is difficult to stand back, notice, analyze and correct problem areas. In an Air Cavalry Troop with 170 officers and men, 26 helicopters, and 30 vehicles, I needed all the assistance I could find in identifying and improving profound problems. Organizational effectiveness provided that assistance and the results were positive.

It is hoped that this article has illustrated that the OE intervention, tailored to meet the unique needs of my unit, has met the goal of OE as defined by the Chief of Staff of the Army that "OE is the application ... of skills and methods to improve how the total organization functions to accomplish assigned missions and increase combat readiness." True combat readiness does require more than merely a "well-trained unit that jumps when you crack the whip."

[1] Twichell, Heath Jr., "First Battalion Shapes Up" ARMY, September 1977, pp. 18-27.

MANAGING AN ORGANIZATION EFFECTIVENESS EFFORT: THE FANTASY AND THE REALITY

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> "Two weeks ago I didn't even know what organization effectiveness was, now I have to help manage it, whatever it is."
>
> (Anonymous)

Three of the military services (the Army, the Navy and the Air Force) have embarked upon extensive and expensive efforts to improve the effectiveness of their respective organizations. These programs have been initiated at considerable cost to the services both in terms of actual resources invested as well as lost opportunities to use the resources elsewhere. To date this considerable expenditure of time, money, people, and materials seems to have been made largely upon the basis of the estimated potential for return and on the track record of organization development in the civilian sector. The results of early pilot testing of the military programs has given some weight to the decision to employ organization effectiveness technologies on a widespread basis.

The promise of system-wide utilization of organization effectiveness approaches is a military that better performs its assigned missions, has more satisfied personnel, and has an increased probability of survival as a viable structure. In more concrete terms organizational effectiveness approaches should favorably impact on the more traditional measures of military effectiveness such as combat readiness, retention, safety, discipline, material performance, and substance abuse.

The risk is that expectations will be generated that can't be realized and that the program costs will considerably outweigh its benefits. In an era of scarce resources the military services can ill afford to waste or achieve a poor return on their investment. Characteristically, organizational effectiveness program payoffs have been difficult to assess in terms of traditional economic accounting systems. The tendency has been to utilize input and process measures (e.g., numbers of units worked with, workshops given, and interviews conducted) rather than outcome measures such as impact on performance as the means of evaluating program success.

All this top management interest in organizational effectiveness seems to have generated a "ripple" effect throughout the military leadership structure. Commanders are becoming more involved in finding out just what this organizational animal is and whether or not it has anything to offer them. The relative newness of the organizational effectiveness concept has made it difficult for managers to separate fantasy and conjecture from reality and practice. The following table shows some popular current myths about organizational effectiveness contrasted to my perception of the reality.

OE MYTH TABLE

The Fantasy is:	The Reality is:
Organization effectiveness is a clear, widely understood concept.	Even the experts can't completely agree on what it means.
Organization effectiveness is a well developed scientific discipline.	The discipline is as much art as it is science; research generally lags practice.
There are precise, agreed upon measures for determining whether an organization is effective or not.	A wide diversity of yardsticks are in use, none of which seems to be completely satisfactory to everyone.
We know under what conditions organizational effectiveness efforts work best.	We're still trying to isolate what the critical conditions are.
Organizational effectiveness efforts are good for all types of units.	We don't know for sure whether organization effectiveness programs are worthwhile for everyone.
There is "one best way" to improve an organization's functioning.	Even standardized approaches show different results in similar types of units.
All the resources expended will pay off in an improved organization in the immediate future.	Organizational effectiveness efforts are generally geared for long-term (3-5 year) consequences but need to demonstrate short-term results to survive.

If you can't really define it operationally and it has a variety of methods for achieving its purposes--how can you ever possibly manage it? Isn't this something like if-you-don't-know-where-you're-going-any-path-can-lead-you-there type thinking. Fortunately, there do appear to be some themes and commonalities in organizational effectiveness theory and practice that permit some comparison across efforts. Focus on performance improvement, employment of trained consultants, a better organizational climate, use of deliberate planning processes, involvement of management, diagnostic efforts, and utilization of behavioral science knowledge are some examples of these themes.

In general terms organizational effectiveness programs are concerned with managing change--initiating, channeling and focusing change so that it results in an improved organization. Change pressures are constantly impinging on the organization from its environment. In return the organization itself both internally responds to these forces and produces change effects in the environment. In simple systems terms the organization can be considered to be made up of four subsystems: mission, structure, technology, and people. An alteration or change in one area will produce some change in all the others.

The central responsibility of an organization effectiveness operation then, is to consciously recognize, analyze, and control those changes which will result in improved organizational functioning. To achieve this outcome the effectiveness effort must be able to (1) detect differences between the existing and some wanted condition, (2) analyze the degree of discomfort that these differences are generating within the organization, and (3) determine if there is sufficient desire present within the management structure to act on changing the situation. In accomplishing the improvement result effectiveness programs typically employ a sequence of data gathering, analysis, planning, action steps, and evaluation phases. The prime task of managing an organization effectiveness effort, is managing the managers of change.

From the perspective of a commander concerned with initiating an organizational effectiveness effort in his or her unit addressing the following startup dilemmas should prove helpful. These basic issue areas have arisen out of the Navy's seven year experience with its organization development or organization effectiveness program. Taken together they can define the purpose and direction of the organizational effectiveness thrust.

	Issue area	Possible Range of Choices		
1.	Where to place emphasis in improving unit effectiveness	Task accomplishment Structural improvement Better usage of the technology Increased personal satisfaction		
2.	What is the main target for effectiveness improvement?	Individual	group	unit
3.	What is the time perspective for seeing results?	Short	Medium	Long-range
4.	Where should the focus of effectiveness effort be placed?	Meeting crises	Solving routine problems	Taking advantage of opportunities
5.	To what extent should top management be involved?	Sanctioning/ Monitoring	Resource support	Active participation
6.	Who should have functional control of the organization effectiveness program?	Line	Staff	Commander him/herself
7.	What type of program should be utilized?	Highly structured Allowed to emerge		Semi-structured
8.	At what management level should the effort priority be placed?	Top management Troops		Middle management

9.	How should participation in the effort be obtained?	Strictly voluntary / Commander encouraged / Mandatory
10.	On what basis should diagnostic data be handled?	Confidential at individual level / Confidential within unit / Full disclosure permitted
11.	Where should responsibility for results lie?	With consultant officer / With unit commanding / With overall commander
12.	Which effectiveness technologies should be employed?	Off the shelf / Consultant tailored / Situationally developed.
13.	How should organizational effectiveness resources be deployed?	As staff experts to unit commanders / Temporary assistants / Line advisers
14.	How to assess results?	Don't, too difficult to measure / Use objective Criteria / Use subjective estimates
15.	What kind of items should be measured?	Inputs / Processes / Outputs

The choices relating to the above issues are obviously not of the either/or variety but are illustrative of a spectrum of possibilities. Additionally, dilemmas presented are only a selected sample of those that are faced when developing an organizational improvement program.

In my experience managing an organization effectiveness program can be frustrating, exciting, rewarding, depressing, fulfilling, and enlightening. Ultimately, it involves being able to balance and blend between individual and organizational needs such that the consequences are both stronger people and a stronger organization. Perhaps, fantasy is not that far removed from reality after all.

ARMY ORGANIZATIONAL EFFECTIVENESS
AND
NAVY ORGANIZATIONAL DEVELOPMENT
A COMPARISON

JAMES W. RITTER
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The Army's relatively new venture into the area of organizational development has raised numerous questions commencing with "What is the program?" After one's questions concerning the "program" have been answered, the inevitable question arises, "How does it differ from Navy OD." This paper will briefly describe both Army organizational effectiveness and Navy organizational development and will attempt to determine similarities and differences. It is the intent of the writer to avoid biases in order to preclude an evaluation of either system.

DEFINITION:

Army: Organizational Effectiveness is the systematic military application of selected management and behavioral science skills and methods to improve how the total organization functions to accomplish assigned missions and increase combat readiness. It is applicable to organizational processes (including training in interpersonal skills) and when applied by a commander within the organization, is tailored to the unique needs of the organization and normally implemented with the assistance of an Organizational Effectiveness Staff Officer (OESO).

Navy: The organizational development in the Navy is currently called "Survey Guided Development" and relies upon a survey-feedback change strategy. It is primarily aimed at the development of individual units; uses internal consultants as the principal agents of change; emphasizes short and medium term changes, as well as long term payoffs; and strives toward a goal of increased organizational effectiveness.

CONTROL:

Army: Organizational Effectiveness (OE) is controlled by commanders and managers at a variety of levels throughout the Army--the Army General Staff, major command headquarters, installations, service schools, divisions, and separate brigades. Commanders at these levels are required to possess the capability to provide organizational effectiveness consulting within their organizations. However, the actual use of the consultants by subordinate elements of the organization is voluntary, with OE interventions strictly between the client and the consultant.

Navy: The Organizational Development (OD) program is under the direction and control of the Navy's senior line managers. The Navy has four regionally situated consulting centers reporting directly to various fleet commanders-in-chief, with a fifth center located in Washington, D.C. to serve the Navy's shore-based activities. The program is mandatory for Navy units, with fleet commanders responsible for organizational development efforts under their commands.

CONSULTANTS:

Army: Organizational Effectiveness consultants are almost totally officers, in grades O-3 and O-4, with a few O-5's. As of 1 January 1978, the Army will have trained approximately 300 consultants, of which only four have been senior noncommissioned officers. The OE consultants attend a 16-week training course at the United States Army Organizational Effectiveness Training Center, located at Fort Ord, California. Upon successful completion of the course, they are awarded a special skill identifier and may be assigned as an Organizational Effectiveness Staff Officer (OESO) to any of a number of positions Army-wide. The consultant normally can expect to work in that capacity for approximately two years, at which time he/she reverts to his/her basic branch for branch related duty. Repetitive consulting tours of duty are possible.

Navy: Organizational development consultants number approximately 400 and are about equally divided between officers (O-3 to O-5) and enlisted middle-grade (E-6 to E-9). They attend a 12-week course of instruction at the Human Resource Management School, located at Memphis, Tennessee. The consultants' normal tour of duty is for a three-year period followed by reassignment to regular fleet duty in their warfare or occupational specialty. Upon successful consulting duty, the consultants are given an organizational coding to indicate their expertise. This coding enhances the possibility of subsequent assignments in human resource management areas.

METHODS:

Army: Organizational Effectiveness interventions are conducted using the four-step process of assessment, planning, implementation, and evaluation/ follow-up. The assessment phase may include observations, interviews (both individual and group), various instruments (most notably the General Organizational Questionnaire, derived from the human resource management survey which was developed jointly by the Navy and the Institute of Social Research), and analyzation of historical documents pertaining to the organization. Although there are typical assessment designs, there is no set design that must be used. The techniques for assessment are mutually agreed upon by the client and the consultant.

The planning phase occurs once the assessment data has been reduced and fed back to the client. This is a joint effort between the client and the consultant, with all decisions for implementation made by the client. This phase is extremely critical to the success of the overall intervention.

Implementation follows the planning phase. Typical implementations might include workshops and various consulting services tailored to meet the needs of the organization. These services are normally provided in the work environment.

The intervention is evaluated and, if necessary, followed-up some months after the conclusion of the implementation phase. The evaluation/follow-up may occur six to eight months after the implementation.

An additional note of interest: the client has the option to terminate the intervention at any time. As mentioned earlier, OE is voluntary.

Navy: Organizational development for each client system in the Navy follows the same basic sequence: data gathering, diagnosis, intervention, and evaluation. Data gathering is accomplished primarily by administering the human resource management survey originally developed jointly by the Institute of Social Research and the Navy. This survey has been used Navy-wide in over 1,200 Navy commands. Results of the survey are analyzed, summarized, and fed back to the client. Data interpretations, client felt needs and consultant perceptions lead to formulation of the intervention.

The intervention is normally conducted during a unit's schedule five-day human resource availability period, and most often consists of workshops and consulting services tailored to the client's identified needs. These activities are normally provided at the consulting center for selected members of the client organization (typically ten to forty percent of its assigned personnel).

An evaluation is conducted with the client organization approximately eight to ten months after the five-day availability period. A second survey may be administered at this time to identify changes. Additionally, the client may request and contract for further consulting services.

USES OF DATA:

Army: All data generated within an organization during an OE intervention belong to the client. Results of the intervention are not reported to the client's commander, nor to anyone in the chain-of-command. The consultant may discuss general trends with commanders outside the client organization, but will not identify specific issues with specific organizations or individuals. There are no normative data maintained; therefore one organization cannot be compared to another, nor can there be Army wide comparisons.

Navy: Organizational development survey data are maintained and the aggregate data of subordinate elements are made available upon request to higher commanders in the chain-of-command. Selected organizational samples are used to develop normative data, which can be used by client organizations for comparison purposes. Communications at the consultant/client level are generally considered privileged information.

SIMILARITIES:

Both programs are relatively new, with the Navy program in existence slightly longer than the Army program. Both programs have essentially the same goals, that of increasing the effectiveness of organizations. Each service trains its own consultants, in what appears to be similar consulting techniques. Consultants in both services perform their OD/OE duties for a specified period of time and then are rotated back into their basic occupational specialty.

The methodology used by each service is essentially the same, only different words are used to describe the processes. OD/OE interventions are tailored for the needs of individual units in both services. A similar diagnostic instrument is used by each service--the General Organization Questionnaire for the Army, and the human resources management survey for the Navy.

Consulting services provided to Army and Navy units appear similar, and both services evaluate their respective OD/OE efforts some months following the intervention.

DIFFERENCES:

A flaring difference in the two programs is that the use of OE in the Army is voluntary, while OD is mandatory for Navy units. The Army OE program is more decentralized with units down to, and including, separate brigades having their own organizational effectiveness staff officer and responsible for their own OE efforts. The Navy OD program is controlled by senior line managers, but operates out of regionally situated centers and detachments.

The Army OESO operates primarily as an individual consultant within his assigned unit. The Navy Human Resource Management Specialist works as part of a consulting team and services a wide variety of Navy units.

Army OE consultants are almost totally officer personnel while Navy consultants are about equally divided between officer and senior enlisted grades. Army consultants are awarded a special skill identifier denoting their consulting expertise upon completion of a 16 week course. Navy consultants are awarded a special coding for their expertise only after completing a successful tour of duty as a consultant.

The Army relies upon a combination of interviews, observations, various instruments (frequently the General Organizational Questionnaire), and historical documents for its assessment phase. Critical to the Navy's data gathering phase is the human resource management survey, which is the primary instrument used in all OD efforts. The Navy maintains survey data and has computed normative data for comparison purposes. The Army maintains no such data and has no normative data.

SUMMARY

The Army OE program and the Navy OD program have similar names, definitions and goals, train their consultants in a similar manner and offer the same basic consulting services. However, the two programs differ markedly. While Army OE is voluntary for the user, OD is mandatory for Navy units. The Navy program is based primarily on survey data and comparisons with normative data although other data gathering techniques are also employed. The Army maintains no such normative data and surveys are not critical to the OE effort. Approximately one half of the Navy consultants are enlisted personnel while the Army has trained only four enlisted members (less than two percent of the total personnel trained) to be consultants.

Considering all the similarities and differences between Army OE and Navy OD, the two programs are closely related and appear to be accomplishing the same goal, that of improving the effectiveness of organizations.

EO AND OE WITHIN THE ARMY

MARK R. OLSON
CPT, ADA

The Army's Equal Opportunity Program (EO) and Organizational Effectiveness Program (OE) are two programs adopted and modified from civilian programs to increase effectiveness within the Army. This paper will show one way to coordinate the efforts of the personnel working in these positions to eliminate much of the duplication of effort and misunderstanding that presently exists. This will be accomplished by examining historically the Army's Equal Opportunity Program, comparing the two utilizing the Kast and Rosenzweig Systems model, and finally coordinating them through the use of the Outcomes, Methods, and Resources planning model.

The Department of Defense, after reviewing the Kerner Report, commissioned a study to examine the racial climate within the Uniformed Services. This commission discovered that the young soldiers who were being drafted and enlisting were professing many of the same viewpoints that had resulted in racial conflict within the civilian communities. The study group assessed an immediate need for racial awareness education. They suggested that this could be best accomplished in the seminar mode of education. The final result was the establishment of the Defense Race Relations Institute (DRRI) at Patrick Air Force Base, Florida. The school was established to train seminar group facilitators. The content of early classes focused on intrapersonal growth, building a basic knowledge of minorities' history, sensitivity to current minority feelings and goals, and interpersonal communication skills.

The students of these early DRRI classes were volunteers, hard chargers, and extremely well screened. The graduates went out into the field with knowledge and skills possessed by very few others within the military. The initial results, in USAEUR especially, were dramatic. Seminar participants were receiving new information, techniques, and skills that they could use to assist improving efficiency within their work groups. This barrage of information was suppose to change attitudes, but it was quickly realized that attitudes could not begin to change within an eighteen hour seminar. The realistic goal became the alteration of outward behavior to conform to the acceptable norms. The DRRI graduates became recognized as experts and were in high demand. This was benefical to the individual facilitator, but detrimental to the program as a whole because some program planners thought that the only way to achieve racial harmony was to train many more facilitators. DRRI did not have the facilities to expand to meet this perceived need, so offshoot programs were developed. The USAEUR Race Relations School in Europe and a two week seminar leaders course at some stateside installation are two examples. With this push for numbers, quality suffered and the screening process became very loose. A corollary of the drop in quality of some facilitators was the drop in the quality of some of the seminars. Also at this time, there was a shift in the scope of EO. It changed from being just an awareness and education to a program that also incorporates surveys, sensing interviews, and observations. Many of the facilitators were not prepared to handle those aspects and continued to march with their old orders. Also by this time, the positive results were not as dramatic. In an effort to quantify the results of their respective equal opportunity programs, many commands became concerned only with numbers and percentages. This stage was also not quite as fulfilling for the facilitator.

The third stage is the present Army Equal Opportunity Program. The emphasis is no longer on the facilitators conducting seminars. They are now available to advise and assist the commander in the preparation of his/her own seminar. The Equal Opportunity staff personnel are finding themselves with less to do and considerably fewer funds to to it with. In many cases, their only functions have become preparing annual updates to the Affirmative Action Plan and collecting and submitting periodic numerical reports. Positive results from their actions are hard to determine. Therefore, the self-esteem of the facilitator often suffers and the position is sometimes seen as terminal.

The Kast and Rosenzweig Organizational Model depicts an organization as being five subsystems; goals and values, technical, structural, psychosocial, and managerial subsystems interacting within the environment suprasystem. Accepting this as a method for looking at the Army or the suborganizations within, it follows that EO has historically concentrated its efforts within the psychosocial subsystem. Perhaps the major shortcoming of the Army's Equal Opportunity Program has been its reluctance to admit that change within the psychosocial subsystem impacts on the other subsystems and the environmental suprasystem. Failure to do this impedes the desired changes and may result in the eventual return to the previous condition. Organizational Effectiveness recognizes the interplay and interdependence of the subsystem within organizations. This approach is more conducive to effecting meaningful and permanent change.

It is readily apparent that both programs have similar goals. The desired, stated outcomes are to increase efficiency and combat effectiveness. Since the outcomes are the same, it would seem only logical to examine the methods employed by both programs to reduce duplication and optimize the employment of the limited resources available. The initial stumbling block to this is the misperceptions of each other's goals and capabilities.

The recent TRADOC RR/EO/EEO conference pointed out a number of areas involving the Organizational Effectiveness Program with which the personnel within the Equal Opportunity Program were concerned. The increased emphasis of OE by the Army Chief of Staff is seen as a de-emphasizing of

EO. Personnel to staff the Organizational Effectiveness Office must come from existing personnel allocations. The impression many of the Equal Opportunity people have is that these spaces will come out of their authorizations. Another concern is the lack of NCOs within OE. A de-emphasis of EO could seriously impair the career progression of many of the NCOs currently working the the Equal Opportunity field and leave them stranded with few acceptable alternatives. There is a definite attitude of mistrust and misunderstanding towards OE on the behalf of many EO personnel. The same mistrust and misunderstanding is present in many OESOs and students at the Organizational Effectiveness Training Center (OETC) towards EO. Many of those people view EO as a program that has fallen from grace and they do not want to become linked to or associated with it for fear that their program will also be dragged down. The other concern revolves around the issue of confidentiality. Many OESOs view the Race Relations Instructors (RRI) and Equal Opportunity Staff Officers (EOSO) as inspectors who must report back to their supervisors every detail of what they saw. These are stereotypes and as is true with most stereotypes, there probably is a factual basis. An initial sensing interview would do much to acquaint both parties with the responsibilities and parameters of the programs and the capabilities of the personnel associated with them. With the initial groundwork laid, it would be easy to develop a team building session to resolve a specific issue.

The Equal Opportunity Program has already done much to increase efficiency and combat effectiveness. It has reduced overt personnel racism, increased the level of racial awareness resulting in decreased unintentional personal racism, and allowed the Army to start looking at institutional discrimination. That is what EO has done. What particular problems involving efficiency and combat effectiveness are presently facing the Army that could be decreased or eliminated through the use of the special skills of the RRIs or EOSOs? There is still a very real need for sexism seminars within the Army. The number of women within the Army is increasing rapidly and many of them are now being assigned to positions that have never been filled by women. This can create serious problems for the supervisors who have stereotypical views of women. A one or two day sexism seminar would allow the supervisor and subordinates the opportunity to express their expectations, goals, and abilities in a low risk atmosphere. Another continuing need is for equal opportunity training at the entrance level for both enlisted and officer personnel. Personnel entering the Army are coming from many varied backgrounds with different levels of awareness. A basic seminar thusly assures a minimum level of awareness within the Army as a whole. The final continuing need is a head start type program to assist soldiers and their dependents to adapt to the cultural shock of living in a new country. Two or three days taken immediately after arrival within the country will relieve a lot of anxiety and make the transition into the new command smoother and more efficient. The previous three needs are missions that are well within the capabilities of the Equal Opportunity Office. The result of the successful completion of these missions would be rewarding to the Army and the Equal Opportunity Personnel.

The present role of OE is clearly defined. The OESO will provide assistance to the commander to improve the efficiency and combat effectiveness with his/her organization. The key issues are that the assistance must be voluntarily requested and that confidentiality will be maintained.

How does this interface with EO? OESOs are trained to assess the organization as a total system. During this assessment, issues may be identified that the Equal Opportunity personnel may be more qualified to handle. The OESO must be prepared to explain the benefits of using this additional resource to the commander. The opposite is also true. Many times the EOSO is called into a unit in response to a serious incident report or military police report of a "racial incident". An in-depth assessment of the unit often reveals that this was just a symptomatic response to frustration and anger brought about by poor leadership. At this point the EOSO must be prepared to brief the commander as to how Organizational Effectiveness can help his unit. It is evident that the two programs have many similarities. Through an exchange of information, the resources of both programs can reinforce each other. A clear understanding of the other facilitators' strengths and weaknesses and the willingness to call upon those strengths is imperative. This appears to be one of the biggest stumbling blocks to coordinating the programs because it is viewed by many facilitators as showing weakness. Pride in the program and the facilitator's personal skills are built-in factors. The reality is that no one program is the panacea for all the problems of the Army. The choice need not be made between EO and OE. There is a definite need for both.

AN EXAMINATION OF THE ACTIVITIES OF ORGANIZATIONAL EFFECTIVENESS STAFF OFFICERS AND INSPECTORS GENERAL

CPT Joseph R. Riley

Inspector General (IG) activities are oriented around their traditional role of serving as the "eyes and ears" of the Commanding General (CG). In order to accomplish that mission, three distinct methodologies are utilized.

1. IGs inspect units, critically evaluating the degree of compliance with directives and rendering subjective evaluations on overall mission accomplishment of those units.

2. Their second role is that of being the receiver of complaints from members of the command.

3. They are confidential investigators for their CG.

In all instances, specific reports are forwarded to the Commanding General for his information and action as determined.

The Organizational Effectiveness Staff Officer (OESO) is also a member of the general staff, but has no traditional role. He has access to the CG, but does not render specific reports nor identify problem areas within specific units in the command. The OESO works for the member of the command who requests his services, be that a noncommissioned officer (NCO) or a commissioned officer. These services revolve around information gathering and interpretation concerning the perception of unit members of the function or dysfunction of internal organizational processes. The OESO can also assist the requesting member in planning for the correction of dysfunctional processes which have been identified. In all instances, the information surfaced remains the confidential property of the requesting member.

HISTORY

New OESOs reporting to their first assignments frequently detect confusion on the part of service members as to what the real functions of the OESO in the organization are. They are often directly or indirectly faced with clarification of statements of this nature: 1) "The OESO is simply another name for the IG." 2) "Organizational Effectiveness (OE) and IG same, same." 3) "One general staff officer is the same as another."

In order to properly clarify the confusion associated with the OE/IG issue, it is necessary to understand the peculiar aspects of both functions. It then becomes possible to finely delineate similarities and differences.

GENERAL OVERVIEW

Inspector General activities traditionally revolve around their primary role of being the confidential advisor to a commanding general (IG). IGs are in essence the "eyes and ears" of their particular general officer. They owe their loyalties to no other person in their respective chains of command. The lowest level of assignment for a detailed inspector general is a separate brigade commanded by a general officer. In most instances, IGs make frequent, detailed reports to their commanders on all aspects of their activities.

The activities of OESOs have no traditional pattern or role. OESOs are theoretically assigned at the general staff level with personal access to the Chief of Staff and/or CG. They make periodic reports to their superiors as required by local directive. The reports are very general in nature, indicating neither the personnel for whom they have worked, nor the exact nature of the problems encountered. Their services are available to the entire command upon request.

SPECIFIC FUNCTIONS

One mission of the IG is to evaluate and report on the states of economy, efficiency, morale, and mission accomplishment in subordinate units. In order to fulfill that requirement, the IG performs annual technical inspections of all units and nonappropriated fund activities within the command. The nature of those inspections can be announced, unannounced, or a combination of both. The actual evaluations are conducted by a team of experts physically assigned to the office of the IG. On occasion, outside expertise is drawn on for a specific inspection. In all instances, the evaluators are external to the inspected unit. Their primary effort is directed at the assessment of the unit's compliance with directives originating in higher headquarters. Deficiencies noted are consolidated in the form of a report of inspection and classified for "Official Use Only". This report is then forwarded through the chain of command to the inspected unit. Upon receipt of the report, the inspected unit is required to correct all deficiencies and endorse said corrective action back through the same channels to the IG. The IG evaluates the adequacy of the corrections and forwards the entire report to the CG for his information.

The characteristics of the entire transaction are external--external evaluation by external inspectors resulting in a report of correction forwarded for external approval. The fact that the outcome of the inspection has the potential of being extremely detrimental to the careers of the entire subordinate chain of command tends to emotionally charge the entire experience.

Conversely, OESOs have a mission to offer their services to all members of the command. They do not enter a unit except at the specific request of its commander. An informal contract is formulated at the time of initial entry whereby the OESO temporarily provides staff services to that commander/service member. In essence, the OESO becomes a member of the unit. The actions of the OESO in this context could include any or all of the following, as determined by the specific needs of the unit and desires of the commander: assessment, action planning, observation, impartial data evaluation, data reduction and feedback, workshop design and facilitation, interviewing, and counseling. All unit-specific detailed reports resulting from an OESOs evaluation are presented to the commander who requested the service. The assessments mentioned are made of organizational processes such as communications flow, information generation, leadership interaction, decision making, conflict management, etc. Only the OESO and his assistants are involved in the assessment process. The evaluative effort is directed at the internal perception of unit functioning. It is holistic in nature, indicating perceptional strengths and weaknesses. The commander is briefed on the evaluation results and determines what, if any, additional actions are required.

The entire nature of an OE action is internally oriented. The commander invites the OESO to work for him. The OESO assesses the internal perception of internal organization functions. The unit-specific evaluation results remain with the commander/service member who requested it. He has the option to initiate further action in order to alter internal interaction or to do nothing at all. Any possible career threatening aspects are therefore minimized.

A second IG function is that of receiving complaints or requests for assistance from service members. That process entails the service member presenting a written complaint which is then referred to the appropriate action agency for resolution and response back to the IG. In most instances, the proper agency is the commander of the service member. In nearly all instances, the individual presenting the complaint is identified to his commander.

The only comparable function performed by OESOs is that of individual and group sensing interviews; however, the orientation and function of these interviews are entirely different. First of all, the OESO goes to the service members, at the request of the commander, in order to ascertain the attitudes and concerns of his soldiers. The OESO performs that function in a manner which is designed to produce anonymous information for feedback to the commander. The commander has no reporting requirement and may use the information as he sees fit.

The third function the IG performs is that of an investigator for the CG. In this mode, an IG may take sworn testimony and interrogate witnesses under oath. A summary of investigation is submitted to the CG for his information and possible action. There is no comparable investigative function performed by OESOs.

SUMMARY

From the point of view of the inspected unit, IG functions are primarily externally oriented, focusing on detecting noncompliance with technical requirements. The resulting reports are judgmental in nature and are referred to powerful individuals superior to the commander of the inspected unit.

OESOs typically focus on assessing and describing the nature of internal organizational function. Their reports are given only to the commander requesting the action. The commander then uses the assessment to determine the need for additional OESO assistance in the forms of action planning, workshop design, data interpretation, etc. The OESO becomes a member of the unit describing the interaction of its subcomponents.

The IG is a management tool of the commanding general used to oversee subordinate unit activities. Specifically, he is a quality control mechanism directed at subjectively determining overall unit mission performance levels. The focus is on the degree of compliance with written procedural directives originating at a higher HQ.

The OESO, on the other hand, is a resource of the unit commander/ service member. He is employed as an unbiased information source providing the unit commander with an anonymous and confidential data base directed at unit self-evaluation. He also assists in information interpretation, action planning, implementation and evaluation as determined by the unit commander.

TEAM BUILDING WORKSHOP

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LT R DOWNING   LTJG L JOLLS

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COMMAND DEVELOPMENT DEPARTMENT

HUMAN RESOURCE MANAGEMENT CENTER

PEARL HARBOR

TEAM BUILDING WORKSHOP

FOREWORD

1. The Team Building Workshop was designed with the general objective to improve the overall capability of fleet teams.

DESIGN ASSUMPTIONS

1. Design assumptions and supporting rationale for design of the Team Building workshop are as follows:

a. The target population for the Team Building workshop is basically any established team or any group that may be required to function as a team within a Naval Unit/Command.

b. Participants would attend as a result of a need that surfaced in a client/consultant relationship.

c. Participants would attend with expectations that the workshop would improve their overall capability to function as an effective team.

d. The workshop would be 4 hours to 4 days in length with 10 to 20 participants and is designed to achieve behavior change on the part of the participants.

e. The workshop is designed with maximum flexibility to satisfy both facilitator and participant needs. Maximum flexibility is considered essential due to the many types of Teams that units are comprised of and the availability of all team members.

f. Facilitator Skill Requirement. Due to the fact that the majority of teams which utilize this training will come from Fleet Units, it is strongly recommended that the facilitator have a moderate amount of Fleet experience and personal exposure to various teams and the functions of team members in order to be able to relate on the lowest level of abstraction.

SPECIFIC OBJECTIVES

1. The following specific objectives from Beckhard's "Optimizing Team Building Efforts" were adopted for this workshop.

a. Set goals and/or priorities.

b. Analyze or allocate the way work is performed.

c. Examine the way a group is working--its processes, decision-making and communications.

d. Examine the relationships among the people doing the work.

2. In addition, the basic design theory of the team building workshop was developed by viewing Team Building as an activity within the Kolb Frohman model. The PROCESS DESIGN for the workshop itself is Margolis' "Training by Objectives" and the CONTENT adapted from Beckhard's "Optimizing Team Building Efforts."

3. Tab A is the graphic display showing the integration of the three models and is submitted to assist you in your evaluation.

WORKSHOP STRATEGY/SEQUENCE OF EVENTS

1. SCOUTING - During client/consultant relationship, a team building need is surfaced and recognized by the CO. It is very easy for team building efforts to be seen by team members as a punishment for mediocre performance. A waterfall effect should help to eliminate this syndrome. This could be achieved by the Wardroom being the "first team through" with the CO as team leader.

2. ENTRY - Initial contact is made with the team leader (hereafter T.L.). Consultant determines T.L.'s feelings on whether team building efforts are needed or wanted and tries to get agreement on general objective. Hopefully T.L. will see this as an opportunity to improve the operation of his team and make better use of his own time. The consultant should be very flexible during this phase and give the T.L. the feeling that the workshop will satisfy his needs. One of the most important things to achieve during this phase is a building of the trust level and degree of openness between the CO, the T.L., and the consultant. If the workshop is seen as needed and wanted, then contract for diagnosis, planning, action, evaluation and confidentiality.

3. DIAGNOSIS - The purpose of this phase is to identify the problem area that the T.L. is most interested in working on in the workshop. It is difficult to think of a team building problem that falls outside the scope of the four specific objectives for the workshop, so it would probably be useful to relate the team problems, as the T.L. sees them, to the 4 specific objectives. If the T.L. can't recognize or own problems that can be related to the 4 objectives, then it will be necessary to help him design a survey/diagnosis tool. It is recommended that the tool designed have team member input and be approved by the CO before administering. If T.L. wants to come up with action programs on his own after the survey is given and diagnosis made, then termination is in order. If not, recontract about the details of the remaining four steps. In guiding the T.L. through this phase, it will probably be beneficial for the consultant to have the key elements of Optimizing Team Building Efforts firmly in mind.

3. If Team Leader picks <u>Specific Objective</u> "C" as primary objective:

a. Mirroring exercise.

b. Role/behavior negotiation.

c. Paraphrasing.

d. The Navy game.

e. Have Team describe how decisions are made.

(1) Give (facilitate) theory input on quality and acceptance decisions.

(2) Have Team negotiate how they would like to make decisions.

f. Have the Team list their norms:

(1) Give (Facilitator) theory input on pivotal and peripheral norms.

(2) Have them analyze their norms.

4. If Team Leader picks <u>Specific Objective</u> "D" as primary objective:

a. Mirroring.

b. Behavior negotiation.

c. Bomb shelter exercise.

d. List strengths and weaknesses of Team individually.

e. List own strengths and weaknesses. What I would like others to help me with.

f. Leader asks what he needs to know to do his job better and what he needs to do to make their jobs easier.

g. Empathy exercise.

As the consultant/facilitator and the Team Leader design the workshop, it is suggested that the format below be utilized, as it can be used for a workshop guide once it is filled out.

UNIT - (See suggested activities)

UNIT OBJECTIVE: i.e. to establish good learning climate, etc.

MATERIAL REQUIRED: As needed.

FACILITATOR ACT/OBJ	TEAM LEADER ACT/OBJ	PARTICIPANT ACT/OBJ
Entries in this column should support the following overall objective for the facilitator: act as a process consultant to the team building effort. Team Leaders as primary client.	Entries in this column should support the following overall objective for the Team Leader: to draw his team together and define his role as Team Leader.	Entries in this column should support the following overall objective for the participants: to aid in the team building effort to make their team more efficient, and establish their role on the team.

PRECAUTIONS

1. Success of the workshop is primarily established during the scouting/entry phase (see Workshop Strategy/Sequence of Events). A consultant who does not establish good relations/credibility during these crucial phases could become involved in a workshop that meets no defined action program.

2. If the Team Leader can not recognize or own problems, the consultant must be prepared to help him design a survey/diagnosis tool to which the members will provide input. This survey should be approved by the CO before administering. The Team Leader must then be committed to these defined/surfaced "needs."

3. The consultant and Team Leader design the workshop together. If the Team Leader comes up with action programs on his own after action in para 2 above has been taken, the consultant should recontract on expectations; or consider termination.

4. If workshop design criteria is established, it is recommended that the form be:

a. Objective

b. Team leaders behavior in workshop.

c. Team members behavior in workshop.

d. Facilitator behavior in workshop.

This is the Team Leaders workshop and should build/contribute to Team Leader's positional authority. Consultant acts as process observer.

When designing a workshop it is important to have an understanding of the learning processes that occur. Generally, the course content of a workshop must start at the general/theoretical level to create an intellectual awareness and emotional interest in the participant. As the participant develops a dissatisfaction with his past behavior, he develops a need to analyze the problem and begins selecting new styles of behavior. As this dissatisfaction develops, the course content must become more specific/practical and the methods of learning in the workshop must become more experiential in order to be meaningful.

In addition, the more a workshop is oriented toward a small, homogeneous work group, the more the course material must be oriented toward practical, on the job applications. Conversely, the more a workshop is aimed at a diverse set of people from heterogeneous work groups, the more the workshop is oriented toward an intellectual, theoretical management development approach.

Objectives for any workshop can range from:

a.	AWARENESS ———	UNDERSTANDING ———	APPLICATION
b.	THEORETICAL———	———	PRACTICAL
c.	INTEREST———	VALUES———	ATTITUDE
d.	GENERAL———	———	SPECIFIC
e.	PASSIVE———	———	ACTIVE
f.	MANAGEMENT DEVELOPMENT ———	———	ORGANIZATIONAL DEVELOPMENT

This flow from left to right should coincide with the depth of course content, the composition of the workshop participants, and the dynamics of workshop learning.

CONTENT AREA RESOURCE

1. Team Building - (Paper) - Alban B., Pollitt I.
2. How to Solve It - Polya, G.
3. Industrial Dynamics - Forrester, J. W.
4. Learning to Work in Groups - Miles, M.
5. Optimizing Human Resources - Lippitt, This, Bidwell.
6. Motivation and Productivity - Gellerman, S. W.
7. Managing with People - Fordyce, Weil.
8. Organizational Psychology - Workbook and Book of Readings - Kolb, McIntyre, Rubin.
9. Managerial Psychology - Leavitt, H.
10. Nature of Organization Development - Bennis.
11. Strategies of Organization Development - Beckhard.
12. The Navy N Man.
13. Pfeiffer and Jones - Volumes 1, 2, 3.
14. Step I Workbook.
15. Optimizing Team Building Efforts - Beckhard, R.
16. The Planning of Change - Bennis, Benne, Chin.
17. Leadership and Organization - Tannenbaum, Weschler, Massarik.
18. The Motivation to Work - Herzberg, Mausner, Snyderman.
19. Herzberg's Satisfiers - Dissatisfiers - An Overview for Navy Management (Paper by Kernaghan, B.).
20. The Leader Looks at Group Effectiveness – Lippitt and Seashore.

CROSS REFERENCE

The Team Building workshop was designed to meet "here and now needs" and to improve overall capability of fleet teams. Depending on the "needs" surfaced by C.O.s and Team Leaders, this workshop could meet all or any of the general objectives for workshop design.

The Team Leader is involved in design, types of exercises, and ownership of problems the workshop will work on. Suggested activities are included as a guide to what might be useful in assisting the Team Leader reach his goals.

Based on above, all readings and exercises listed could apply to objectives, content areas.

TAB A

MARGOLIS T.B.O. SUMMARIZED

Step 1. Preliminary planning - should the training be done?

Step 2. Establishing objectives - general (in foreword) and specific.

Step 3. Plan the session - plan how to:

a. Establish good learning climate.

b. Reach goal agreement.

c. Achieve specific objectives.

d. Evaluate the session.

Step 4. Do the session - a thru d in order.

Step 5. Evaluate the session.

Step 6. Follow up after the training.

Step 7. Evaluate the training.

INTEGRATION

K-F	Margolis (numbers refer to steps above)	Beckhard
Scouting	1, possibility of team building need surfaces in relations with C.O.	Margolis' steps 2 thru 4 are done in line with Optimizing Team Building Efforts
Entry	1 and 2, contact is made with team leader and general objective is discussed. Termination could result.	

Diagnosis	2, diagnosis is done so team leader can prioritize the specific objectives.
Planning	Consultant and team leader do 3A-D.
Action	Consultant and team leader do 4 and 5.
Evaluation.	5 and 7 - more team building efforts or
Termination.	Termination is contracted.

RESOURCES

1. 3 Chart boards
2. Newsprint
3. Chalk board and chalk
4. Coffee/cups
5. Marking pens
6. Exercises to meet specific objectives
7. Seminar room
8. Pencils/paper
9. Ashtrays

JOB CLARIFICATION WORKSHOP

MAJ Walter V. Mikols, Jr., Ph.D
USAOETC

"Job Clarification" is a technique useful in resolving differences and conflicts between managers and subordinates, between coworkers, and between groups in an organization. The process involves changing, by means of negotiation with other interested parties, the roles which an individual or group performs in the organization. This technique makes one basic assumption: most people prefer a fair, negotiated settlement to a state of unresolved conflict. This workshop was developed from Roger Harrison's "Role Negotiation: A Tough Minded Approach to Team Development" model, The Social Technology of OD by Burke & Hornstein, University Associates, 1972.

WORKSHOP

GOAL
Clarify individual jobs within a work team through negotiation.

GROUP SIZE
Desirable for up to ten numbers.

TIME REQUIRED
A minimum of six (6) hours.

MATERIALS
1. Newprint, felt tipped markers, and masking tape.
2. Issue diagnosis forms (see Incl 1).

PHYSICAL SETTING
A private room with wall space for posting.

PROCESS

PRE-WORK
Diagnosis - Spend time thinking about the way business is conducted between yourself and the others in the work group. Make notes on the questions listed below. Your notes will be used during the workshop. Optimally, Pre-work should be given the day before the workshop.

1. What things would you change?
2. What things would you keep as they are?
3. Who and what would have to change in order to improve things?

NOTE: Focus especially on the things which might be changed to improve your own effectiveness. These are the things you will discuss and negotiate later.

LECTURETTE

The following terms need to be explained/discussed with the participants (10 minutes).

Role - Includes formal job description and all the informal understandings, agreements, expectations and arrangements with others which determine the way one person's work effects, or fits in with, another's.

Basic Assumption - Most persons prefer a fair, negotiated settlement to a state of unresolved conflict.

Fear - Losing power and influence, or losing freedom and becoming more controlled by others?

Role Negotiation - Tries to deal with problems directly and to identify and use constructively those areas of mutual advantage where both parties can benefit from discussion and agreement.

Role Ambiguity - Work group member does not clearly understand what other work group members expect of him/her.

Role Conflict - Member understands others expectations but they conflict with one another and or his/her own expectations.

GROUND RULES

The Consulting Contract - Get clear between the group and consultant what each member expects from the other (5 minutes).

a. I will not press or probe anyone's feelings. We are concerned about work: Who does what, how and with whom.

b. Openness and honesty about behavior is expected and is essential for the achievement of results.

c. No expectation or demand is adequately communicated until it has been written down and is clearly understood by both sender and receiver.

d. When a member of the group makes a request or demand for changed behavior on the part of another, the consultant will always ask what quid pro quo (something for something) is he willing to give in order to get what he wants?

e. The change process is one of bargaining and negotiating in which two or more members each agree to change behavior in exchange for some desired change on the part of the other. Process is not complete until the agreement can be written down in terms which include the agreed upon changes in behavior and makes clear what each party is expected to give in return.

f. Threats and pressures are legitimate - Realize consequences of this type of behavior (may breakdown negotiation). The boss has the last word.

WORKSHOP - PHASE I

a. Review your pre-work notes (5 minutes).

b. Hand out Issue Diagnosis Forms (See Incl 1).

c. Fill out one issue diagnosis form for each member listing those things you would like to see the other person: (20 minutes)

1. Do more of or do better.

2. Do less of or stop doing.

3. Keep on doing or maintain unchanged.

NOTE: Key messages to increasing sender's own effectiveness in doing his/her own job.

d. Exchange lists.

e. Each member makes a master list for himself on a piece of butcher paper. (10 minutes).

f. Post butcher paper so that entire group can read and refer to each list. (10 minutes).

g. Members can question the others who have sent messages about their behavior, querying the What? Why? and How? of their requests, but no one is allowed a rebutal, defense or even a yes or no reply to the message he has received. (30 minutes).

STRATEGY - Change energy from sharing of demands and expectations into successful problem solving and mutual influence. No hostile stuff.

WORKSHOP - PHASE II

Negotiation - After each member has had an opportunity to clarify the messages he has received, proceed to the selection of issues for negotiation. Review with participants the ground rules of the workshop.

a. Remember quid pro quo.

b. Select one or more issues on which you particularly want to get some change on the part of another.

c. Select one or more issues on which you feel it may be possible for you to move in the direction desired by others. Mark your paper and those of another member.

d. Ask for two volunteers who want to negotiate issues, this can be prearranged with client and another work group member.

e. Negotiation Process.

1. Make contingent offers to each other "If you do X, I will do Y."

2. End when both parties are satisfied.

3. Request agreement be formalized by writing down specifically what each party is going to give and receive in the bargain.

4. <u>Discuss</u> what sanctions can be applied in case of nonfulfillment of the bargain by one party or another.

5. All agreements are published to the entire group and questioned by the consultant and members to test good faith and reality orientation.

6. Where agreement proves impossible, consultant and other members help parties find further incentives which they may bring to bear to encourage agreement. Try not to go further than members feel is reasonable.

7. After demonstration, members are asked to select other issues they wish to work on. Continue negotiation process with pairs until all members have completed negotiation process.

WORKSHOP - PHASE III

<u>Follow-up</u> is extremely important. Prepare workgroup for follow-up.

a. Suggest that the group test the firmness of agreements they have negotiated by living with them for a while before trying to go further.

b. Obtain committment to get together later to review agreements and renegoiate ones which have not held or which are no longer viable. Continue team development process by dealing with new issues.

c. Group sets who, what, where for next meeting.

ISSUE DIAGNOSIS FORM

Messages From:____________________ To:________________________

1. If you were to do the following things more or do them better, it would help me to increase my own effectiveness.

2. If you were to do the following things less, or were to stop doing them, it would help me to increase my own effectiveness.

3. The following things which you have been doing help to increase my effectiveness, and I hope you will continue to do them.

Incl 1. Issue Diagnosis Form

TRANSITION OF COMMAND, BATTALION LEVEL

MAJ Larry E. Stuart
CPT David Z. Freeman

1. The OESOs were requested by a new battalion commander to conduct a transition of command after his initial briefing on OE. The battalion commander had heard of this model while enroute to Europe. Having a masters degree in Organizational Development, he felt he could save himself and his organization the frustration of accepting each other and enhance the combat readiness of the organization without any loss of time. The workshop took place after the old CO had departed.

2. Contracting. Following the initial contact, during which the new commander expressed an interest in a Transition of Command, OESOs interviewed the battalion CO in his office to establish a firm contract. The actual contracting session lasted for approximately 1 1/2 to 2 hours. Discussions centered around objectives, preparation of participants, who would participate, and location and length of workshop. OESOs also used this session to gather some preliminary data on the new CO's concerns and perceptions of issues. A primary concern of the new CO was the length of the workshop and agreement was finally reached on a one-day workshop with somewhat limited objectives. Objectives were:

a. To gain an insight into the personalities of company commanders and staff, and provide the CO a means to assess their relative strengths and weaknesses as perceived by the new CO.

b. To identify concerns, issues, and perceived priorities.

c. To provide his staff and subordinate commanders with an insight as to his management style, his priorities and concerns.

d. To open up or increase the flow of communications between and among staff and commanders. While these objectives were not published per se, it was generally agreed that these were the maximum that could be attempted in a one-day workshop. Based on hindsight, it would seem to be best to reach agreement on and publish specific objectives.

3. Preparations for the workshop. Date for the workshop was established based on input from the staff and each participant. They were told by the CO the general nature of the workshop and administrative details as to date, time, and place. Due to battalion commitments, a date almost 3 weeks subsequent to the contracting sessions was set for the one-day workshop. OESOs used this 3-weeks to interview each participant and gather data for the workshop. These interviews were also useful in dealing with participants' personal concerns regarding openness, candor, and efficiency report concerns.

4. The workshop took place during one entire duty day. It began with the battalion commander presenting a brief introduction and his objectives concerning the workshop. The battalion CO left after this to write up his list of goals, hopes, concerns, priorities, and recommended changes. The two OESOs began by trying to assist participants in establishing some guidelines for participant behavior. Many participants seemed to have developed "cold feet" about the workshop and began questioning the workshop's objectives, how open they could be and in some cases directly attacking the two OESOs. Because of the energy around these concerns, guidelines were set aside and OESOs tried to assist participants in working through individual concerns. The participants then began to write up their lists based upon the following questions:

a. What does the new commander need to know about me?

b. What do I need to know about him?

c. What do I need from him to do my job?

d. What does he need to know about my job?

e. My primary concerns right now are.

5. The participants informed the two OESOs that they were not going to open up, but would say what they felt the commander would want to hear. Listmaking was done individually at first, followed by discussion in dyads. This portion took about an hour to accomplish. The commander returned and the participants began to publish their lists. The first to publish was an individual whom OESOs perceived to be one who could model openness and candor. It was somewhat of a surprise to the OESOs that the participants began flowing with information when they were so against doing so. This took the rest of the morning to conduct. The participants broke for lunch at this time.

6. The afternoon schedule began with each participant coming up with individual lists addressing the following questions:

(1) What does this organization do best?

(2) What does this organization do worst?

(3) What programs/policies I would like to see changed?

(4) What programs/policies I would want to see continued/not changed?

(5) The priorities in this organization as I see them are_______.

This took about an hour and then the participants were formed into two groups to reach concensus on a set of answers to present to the other group. This took approximately one hour. Subgroups then presented their answer to each other. Following the subgroups' presentation to each other, the large group was reformed and given an hour to reach concensus and select a spokesman for a presentation to the battalion commander. While this was taking place, the battalion CO had developed his own list to present to the group. Publication of lists took about one hour and one half to accomplish.

7. The closure was conducted by the OESOs covering the process that was observed concerning the workshop.

8. Conclusions:

a. The time allotted was not sufficient to fully develop and work through all of the issues presented.

b. Both OESOs agreed that they should have been more direct and confronting in their facilitation style in the workshop.

c. OESOs should be prepared for anything to happen because if it can, it will.

d. Workshop objectives were achieved.

e. There were too many participants for a one-day workshop. Problems with amount of air time and energy levels were experienced as the workshop progressed. Participants included:

New Battalion CO	Maint Off.	Commo Off.
Bn XO	Company COs	CSM
S4	S2	Asst S3 (Soon to be Company CO)
PBO	S3	

f. Clarification of roles was a big issue, particularly with respect to the XO and the CSM. They agreed in the workshop to defer full discussion of role-related issues. The commander desired to have all of these individuals at the workshop and OESOs did not try to dissuade him.

9. A follow-up conference with the battalion commander was conducted three weeks later by the two OESOs. The commander felt the workshop was extremely worthwhile and accomplished his objectives. He estimated that he was, in his words, "at least 3 1/2 to 4 months ahead of where he would have been without the workshop." He also stated that the workshop had significantly improved communications and coordination within the battalion. He invited the OESOs to attend a staff and commander's meeting to process observe and share relevant comments with the group. The new CO has also expressed an interest in workshops such as time management, etc.

TRANSITION OPERATION WITH A MAINTENANCE BATTALION

CPT Robert Layton 3-77
CPT Charles Engstrom 3-77
MAJ Walter V. Mikols, Jr.
FTX Supervisor

On 9 Nov 77, our student OE team was notified that for our FTX assignment we would be going to a maintenance battalion. The battalion commander, having just returned from a staff assignment in Korea, was aware of several successful transitions conducted there. He specifically requested that an OE team come into his organization to facilitate a transition meeting to assist him in coming on board in his new command.

"The Transition Meeting Design" by LTC Gerald Pike and LTC James Looram in Vol 1-77 of the OE Communique was used at the basic design and was modified to meet the exigencies of the situation since the previous battalion commander was not available. The participants were the battalion commander, seven company commanders and all the principal staff officers. All participants were provided the agenda and some pre-work in advance of the meeting (see incl 1 & 2). The method used to collect assessment data prior to the transition meeting was personal interviews with the individuals who would participate in the transition meeting.

The following is a chronological sequence of events:

0800 - 0830

The battalion commander opened the meeting with a few remarks indicating that he had requested the transition meeting. Next the OESOs reviewed the objectives of the transition model and the agenda for the day. Then the OESOs solicited the expectations from the participants and posted these on newsprint on the wall.

0830 - 0900

A warm up exercise consisting of a self introduction was conducted. The OESOs modeled the openness and honesty which was desired in the self introduction. The battalion commander had not previously been coached to allow the participants to proceed in random sequence so he directed them to proceed in order. After this exercise the battalion commander was coached to allow the group process to occur naturally.

0900 - 0915

The OESOs posted all of the assessment data which had been presented to the battalion commander the previous evening.

0915 - 0945

A piece of newsprint paper and felt tip marker were provided to each participant and the participants were asked to list their individual job concerns. At this time all the assessment data was removed from the walls by the OESOs.

0950 - 1230

The battalion commander was the first to post his individual job concerns. Since there was much concern regarding his priorities as the new battalion commander, he asked if he could expand on them at this time. The participants urged him to do so, and the OESOs concurred, so a lengthy dissertation followed. The rest of the participants followed in random sequence. The majority of them were unable to keep within the four minutes allowed.

1230 - 1315

Lunch.

1315 - 1430

Discussion of team concerns. The group was instructed prior to lunch to be considering common team concerns. These team concerns were discussed verbally and when concensus was attained on an issue, the OESOs listed it on newsprint as a theme. A list of twelve themes was developed.

1430 - 1515

The participants were separated into two groups, both groups consisting of an equal number of staff officers and company commanders, and instructed to prioritize the list of themes according to which was most important to work in first. At this time the battalion commander floated between the two groups to observe them. He also was asked to prioritize the list and pick the top five he would like to have his staff and commanders do some action planning around.

1515 - 1600

The participants were reunited and the two groups explained their priority lists. Then the battalion commander revealed his priority list. The OESOs then explained that the participants would be doing action planning on the battalion commanders top priorities. Since the top priority item involved role expectations, the OESOs urged the battalion commander to have the participants consider only the top item; the battalion commander wanted action planning in at least the top three items.

1600 - 1700

The participants were again divided into two groups: one consisting entirely of staff officers and the other of company commanders. The battalion commander was free to go between the two groups. The groups were instructed to do action planning/problem solving around the top three items of the battalion commander's priority list of themes. However, there was only sufficient time to list the role expectations, as this was the top priority issue. The two groups listed on newsprint their expectations of each staff section and the company commanders in relationship to that staff section.

1700 - 1815

The participants were reunited and the two groups explained their role expectation charts. Discussion was limited to clarification of ambiguous points.

1815 - 1830

The battalion commander's closing remarks.

1830 - 1840

The OESOs reviewed the objectives of the transition meeting and the participants' expectations which had been posted that morning. The participants were asked to identify any expectation which had not been satisfied during the meeting.

1840 - 1940

Cocktail hour with spouses/dates.

1940 - 2200

Dinner with spouses/dates.

Inclosure 1 Transition Meeting LOI

SUBJECT: Transition Meeting

TO: SEE DISTRIBUTION FROM: Commander Date: 23 Nov 77

1. This is to inform you that there will be a Transition Meeting held from 0800-1800 hours, 29 Nov 77.

2. The objectives of this meeting are:

a. for the commanders and key staff members of the battalion to become better acquainted.

b. to clarify concerns/expectations of all participants.

c. to develop a clear, shared understanding of the priorities and goals of this battalion for the next six to nine months.

d. to engage in action planning that is both realistic and within the capabilities of organizational resources.

e. to examine the organization's internal management procedures and identify issues for improving overall effectiveness.

3. The proposed agenda follows:

0800-0830	Opening Remarks
0830-0900	Introductions
0900-1000	Identification of Individual Job Concerns
1000-1030	Discussion
1030-1130	Identification of Team Concerns
1130-1200	Discussion
1200-1300	Lunch
1300-1330	Publishing of Themes
1330-1400	Prioritizing of Issues
1400-1500	Action Planning
1500-1600	Recommendations
1600-1700	Role Clarification
1700-1800	Cdr's Remarks
1800-1900	Cocktail Hour
1900-	Dinner

4. Attire for the day's activities will be casual civilian clothes.

5. Participants are encouraged to have their spouses/dates join us for the evening cocktail hour and dinner.

Incl 1

TRANSITION MEETING PREPARATION

Each participant should prepare notes on:

a. His/her concerns about the transition.

b. The major goals of his organization/staff element in the next six to nine months.

c. List actions necessary to make those goals a reality.

d. What things can be done to improve the organization's internal management procedures and practices.

e. Anticipated problems in carrying out their actions, with whom, and over what issues.

Incl 2

SOURCES AND RESOURCES

This section of the OE COMMUNIQUE is designed to provide current information about resource materials of interest to the practicing OESO. In order for information in future issues to be responsive to YOUR needs, feedback from the field is welcome. Please write!

The first two bibliographies in this section deal with popular subjects for the implementation phase of the four step process or for door-opening activities used by OESOs to gain acceptance in cases where some resistance to OE is being met: time management and conducting meetings. The narrative bibliography grew out of my own desire for more reading in the area of small group facilitation.

In October 1977, I had the good fortune to attend the Leadership and Management Development Trainers Course (L&MDTC) #6-77. It was quite an experience to be a member of a group of people who were committed to becoming L&MDC trainers and who shared an intensive three week preparation for that purpose. At times our valiant trainers, MAJ Andy O'Brien and CPT Tom McGrann, may have doubted that we would make it. At other times they may have doubted that <u>they</u> would make it. But in the fourth week we all cofacilitated our first L&MDC groups and we were TRAINERS!!

In subsequent periods of reflective observation (RO), often surrounded by the book collection of the OETC Library, I've developed the following suggestions for reading that might be useful to other L&MDC trainers. There were many instances during my training week that I wished I had read some of these books as reinforcement of the classroom activities. So, for others who learn by abstract conceptualization (AC), here is some input for active experimentation (AE) in preparation for your next L&MDC concrete experience (CE).

May your FIRO always be in Level III and may all your Prisoners' Dilemmas be little ones...

Lynn
Librarian, OETC

TIME MANAGEMENT -- BIBLIOGRAPHY

USAOETC	LIBRARY AND LEARNING CENTER	1 Jan 1978

Bliss, Edwin C.

GETTING THINGS DONE: THE ABCs OF TIME MANAGEMENT. Scribner's, c1976.
(Advice for developing effective patterns of time use in a business setting.)

Dayton, Edward

TOOLS FOR TIME MANAGEMENT: CHRISTIAN PERSPECTIVES ON MANAGING PRIORITIES. Zondervan Publishing House, c1975.
(Time management principles with emphasis on individual goals and values.)

Lakein, Alan

HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE. New American Library, c1973.
(Popularized guide to managing and controlling personal and professional time. Main emphasis is on a system for establishing priorities.)

Loen, Raymond O.

MANAGE MORE BY DOING LESS. McGraw-Hill, c1971.
(Bridges gap between time management and delegation by making the distinction between managing and doing. Offers specific advice on planning, directing and controlling management activities.)

Mackenzie, R. Alec

THE TIME TRAP. AMACOM, c1972.
(Readable and practical strategies for increasing individual productivity. Includes details for using a time log.)

McKay, James T.

THE MANAGEMENT OF TIME. Prentice-Hall, c1959.
(Techniques for increasing output by reducing distractions and expanding insights into the future.)

Webber, Ross A.

TIME AND MANAGEMENT. Van Nostrand Reinhold, c1972.
(Emphasizes the development of a philosophy of time and management.)

CONDUCTING MEETINGS - BIBLIOGRAPHY

USAOETC	LIBRARY AND LEARNING CENTER	1 Jan 1978

Auger, B. Y.

HOW TO RUN BETTER BUSINESS MEETINGS: A BUSINESSMAN'S GUIDE TO MEETINGS THAT GET THINGS DONE. AMACOM, c1972.
(Detailed information on how to set up, run and/or participate in meetings or committee activities.)

Bradford, Leland P.

MAKING MEETINGS WORK: A GUIDE FOR LEADERS AND GROUP MEMBERS. University Associates, c1976.
(Behavioral science approach to the dynamics of meetings including process observation techniques.)

Burke, W. Warner and Beckhard, Richard, editors

CONFERENCE PLANNING. University Associates, 2nd edition, c1970.
(Collection of papers by experts in business management; useful to fill in information in other books.)

Davis, Larry Nolan and McCallon, Earl

PLANNING, CONDUCTING AND EVALUATING WORKSHOPS. Learning Concepts, c1974.
(Readable, rather folksy approach with many planning worksheets and checklists.)

Morrisey, George

EFFECTIVE BUSINESS AND TECHNICAL PRESENTATIONS. Addison-Wesley, 2nd edition, c1975.
(Applies MBO approach to the process of presenting briefings at meetings.)

Prince, George M.

"Creative Meetings through Power Sharing." Harvard Business Review, July-August, 1972. Reprint #72410
(A win-win suggestion for the manager who wants to achieve better productivity.)

Schindler-Rainman, Eva and Lippitt, Ronald

TAKING YOUR MEETINGS OUT OF THE DOLDRUMS. University Associates, c1975.
(A practical book about the workings of meetings, rather than the technical aspects.)

This, Leslie E.

THE SMALL MEETING PLANNER. Gulf Publishing Company, c1972.
(Excellent guidebook for the planning of meetings, seminars, workshops, conferences and training activities for 100 or less participants.)

RULES FOR MEETINGS

by LTC George C. Wallace

"During the past five years, I estimate that half the time I spent in meetings has been wasted," wrote LTC George C. Wallace in the Army Logistician magazine, It was later published in the U.S. Army Recruiting and Career Counseling Journal, August 1976 issue, from which we borrowed it.

LTC Wallace provided these rules to Army Logistician and added a postscript in which he reveals, "This list was outlined while attending a two-hour meeting that should have lasted not more than 30 minutes."

Don't have a meeting unless it's necessary. Perhaps the information can be exchanged through phone calls.

Determine the purpose of the meeting. Will it produce a decision or provide information?

Prepare a specific agenda of key issues and distribute it in advance.

Invite only those individuals necessary to accomplish the purpose of the meeting.

Determine who will chair the meeting. One person cannot control the meeting and actively particpate at the same time.

Never schedule a meeting for the last hour of the working day unless absolutely necessary.

Make administrative arrangements. Should it be a sitdown or standup meeting? (Standup meetings save a lot of time!) Should it be a roundtable discussion or classroom lecture? Have handouts and guidelines available if necessary.

Start on time. Latecomers will get the message.

Conduct the meeting in a firm business-like manner. Maintain control, summarize frequently, and cut off long-winded speakers when they have made their points.

At the end, sum up the conclusions, decisions, and follow-up actions, and circulate copies of the minutes if available.

Reprinted from ARMY ADMINISTRATOR, October 1976

RO on AC for AE of a CE (*)
(or READING SUGGESTIONS FOR L&MDC TRAINERS)

The major emphasis of this bibliography will be techniques and skill building, but first, I'll strongly recommend reading at least one book on the overall theory of group development. The classic text used at OETC is GROUP DYNAMICS: THE PSYCHOLOGY OF SMALL GROUP BEHAVIOR by Marvin E. Shaw (McGraw-Hill, 2nd edition, c1976), which synthesizes a mass of research data and applied knowledge on the subject. Joseph Luft has authored the more specialized GROUP PROCESSES: AN INTRODUCTION TO GROUP DYNAMICS (Mayfield, 2nd edition, c1970) in which he details, among other things, everything you ever wanted to know about the Johari Window. For a solid explanation of the FIRO theory of group development, see William Schutz's ELEMENTS OF ENCOUNTER (Bantam, c1973.)

There are several excellent sources of general information regarding the conducting of a small group experiential workshop. At the top of the chart is Gerard Egan's FACE TO FACE: THE SMALL GROUP EXPERIENCE AND INTERPERSONAL GROWTH (Brooks/Cole, c1973), a short book which is packed with examples and suggestions with direct application for the trainer. A similar book, but less useful for our purposes, is INSIGHT TO IMPACT: STRATEGIES FOR INTERPERSONAL AND ORGANIZATIONAL CHANGE by William G. Dyer (Brigham Young University, c1976). Dyer's book is more oriented to organizational consulting; Egan's speaks directly to the L&MDC trainer.

There are also several informative books dealing with consultant styles and orientations. For a solid discussion of the functions and concerns of a process consultant, see Edgar H. Schein's PROCESS CONSULTATION: IT's ROLE IN ORGANIZATION DEVELOPMENT (Addison-Wesley, c1969). Although the book is primarily aimed at organizational change agents, many of its suggestions apply directly to small work groups and hence, to L&MDC groups. For trainers who are stronger in content delivery than in process skills, this could be an invaluable book! Another consulting approach is dealt with in a definitive manner by Stan Herman and Michael Korenich in their book, AUTHENTIC MANAGEMENT: A GESTALT ORIENTATION TO ORGANIZATIONS AND THEIR DEVELOPMENT (Addison-Wesley, c1977). Gestalt techniques are both interesting and applicable, but perhaps difficult to grasp without some experiential training. Read Schein first.

Time to discuss skill building. A basic book is READING BOOK FOR HUMAN RELATIONS TRAINING, edited by Porter & Mill (NTL Institute, 1976). This helpful collection of articles/lecturettes deals directly with many techniques employed in small group workshops, such as experiential learning, group norms and feedback. I found it particularly useful in reviewing learning from the L&MDTC. Another book with general coverage is Boshear & Albrecht's UNDERSTANDING PEOPLE: MODELS AND CONCEPTS (University Associates, c1977), which contains brief descriptions of a number of models which summarize theories of human behavior.

For communication skills and methods of changing win-lose situations in interpersonal relationships, I heartily recommend PET, PARENT EFFECTIVENESS TRAINING by Thomas Gordon (New American Library, c 1975). Dr. Gordon will publish LET, LEADERSHIP EFFECTIVENESS TRAINING in 1978, but till then, use PET. It is not only a book for trainers, but also one that can be used by participants in L&MDCs who wish to take the skills they are acquiring into their family relationships. The series of ANNUAL HANDBOOKS FOR GROUP FACILITATORS, published by University Associates, contain many lecturettes dealing with communication and problem solving skills. In the 1973 ANNUAL there are articles on "Synergy and Consensus Seeking" and "Thinking and Feeling." In the 1974 ANNUAL, see "Hidden Agendas" and "Conflict-Resolution" and in the 1977, "Constructive Conflict in Discussions."

An excellent, simplified explanation of personal counseling skills (and pitfalls) is Robert R. Carkhuff's THE ART OF HELPING: AN INTRODUCTION TO LIFE SKILLS (Human Resource Development Press, c1973). It's a good reminder of basic "rules" such as the problem belongs to the counselee; and it defines techniques such as supportive interaction. Personal and performance counseling are both well covered in FM 22-101 "Leadership Counseling."

*Abbreviations for methods of learning as assessed by the Learning-Style Inventory, found in ORGANIZATIONAL PSYCHOLOGY by Kold, Rubin and McIntyre.

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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. It 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.

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THE FOUR STEP ORGANIZATIONAL EFFECTIVENESS PROCESS