OE COMMUNIQUÉ

ENVIRONMENT

MISSION

TECHNOLOGY

CHAIN OF COMMAND

COMMANDER

OFFICER/NCO & CIVILIAN

STRUCTURES

PERSONNEL

**The Organizational Effectiveness
View of the Total Organization**

U.S. ARMY TRAINING AND DOCTRINE COMMAND

ORGANIZATIONAL EFFECTIVENESS
CENTER AND SCHOOL

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 <u>Organization</u> <u>and</u> <u>Management</u> - <u>A</u> <u>Systems</u> <u>View</u>.

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 <u>commander</u> in his appropriate role at the center of the subsystems. It is deliberately represented as superimposed over the other subsystems because this is the place of the commander and his management structure - linking and influencing all the subsystems. Surrounding the commander is the <u>chain of command</u> subsystem comprised of the subordinate officers, noncommissioned officers and, in many cases, the civilians who hold leadership positions within the organization. The largest subsystem of an organization is the <u>environment</u> 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. <u>Mission</u> represents another subsystem. Included in this subsystem are goals and values which make up an organization and determine what it is and does. The <u>structural</u> 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 <u>personnel</u> 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 <u>technological</u> 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 data for articles for the

next issue of the COMMUNIQUE is

15 November 1977. All articles sub-

mitted for publication in the

COMMUNIQUE should be mailed to:

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

CONTENTS

This edition of the COMMUNIQUE is the first in a series of quarterly publications on organizational effectiveness to be published by USAOETC. It is my hope that every issue will be a pragmatic document that will assist the OESO in performing his or her mission.

To achieve this goal, we have established three specific objectives-- to keep you informed of the activities at OETC, to publish stimulating articles and usable workshops that will contribute to your professional development, and to provide a vehicle for input and feedback on OE activities in the field. Lessons learned are important to us all!

Each general section in the COMMUNIQUE has a specific purpose. The ARMY-WIDE UPDATE will provide you with information on OE activities in the MACOMs. The FEEDBACK FORUM will publish opinions on various topics as they relate to OE in the Army, as well as data on lessons learned by practicing OESOs. The ARTICLES OF INTEREST section will provide viewpoints on a wide variety of topics in OE, and ideally, generate new ideas and topics for discussion and investigation. The Evaluation plan is now prescriptive in nature. It can provide answers to any question you may have on OE. This information must be used in planning, policy making and operations. Information and follow-up data from OE Evaluation may be requested by using the form on page 61. The OE WORKSHOP section will offer a number of short(2 - 3 hours) and long (one or two day) interventions. SOURCES AND RESOURCES will include the publications and audio-visual materials relating to the field of organizational effectiveness. It is imperative that practicing OESOs stay abreast of what is available in the OETC library and that they use its resources. The COMMUNIQUE is so arranged that each section can be placed in a binder to serve as a handy reference source and workbook.

Additionally, the COMMUNIQUE is designed to benefit both the OESOs and OETC, to open up channels of communication, and to assist each of us in our endeavors to institutionalize OE in the Army. Your comments on the way this document is organized, and your recommendation on how this publication can be improved are requested. As stated earlier, it is our hope that it will be a professional publication that will help you do your job.

As most of you know, there are approximately 250 OESOs operating within the Army. This number, of course, includes personnel on the staff and faculty of OETC. The quantity and quality of the OESO appears to be now reaching the point where positive impact can be made in the Army. Please keep in mind, as we practice our OE skills, the value of credibility and its importance to the commanders for whom you work. OESOs must continue to maintain extremely high standards in appearance, conduct, and professional performance. Commanders who voluntarily request OE for their units deserve the best.

One more word of caution in the use of verbal communication. As you work with your superiors, subordinates, and peers remember that words have power. Words can construct or destroy, console or annoy, flatter or insult, inspire

or inhibit, protect or persecute, gladden or sadden those around you. Use
all means of communications wisely. Don't let jargon inhibit progress.
In the future, I intend to use this portion of the COMMUNIQUE to outline
in general terms what is happening at OETC and what future plans are in
the making that will impact on our mutually supportive roles for maintaining
quality control in all of our endeavors.

COL PALMER

Comments from the Commencement Address

Brigadier General John H. Johns, Director
Human Resources Directorate, DA DCSPER

Let me talk to you first of all from a commander's perspective. I have
just finished two years as an Assistant Division Commander. I want you
to understand something about how the Army looks to me and to command-
ers. Don't tell me that men and mission are equal. Mission accom-
plishment is the end result of everything I do as a commander. I know
that you have to consider the women and the men. We still use them in
accomplishing the mission. However, Mission is my overriding consid-
eration--mission accomplishment. You know, if I'm a division commander
and we go to war--and if to win the war my division and I must die,
every single man--including my sons in my division--the mission comes
first before the welfare of anyone. Now we all understand that. But
the reason you must always remember that is that when you are dealing
with a commander, that is what he is thinking and the things that are
most directly related to mission accomplishment are training and main-
tenance. Now, that demands most of their time and resources and the
commander looks at anything that drains or detracts from that as being
an irritant. So when you go to see a commander and you want to tell
him that you can do something for him but--that he must commit a lot of
resources, time and people--he's thinking "You've got to really convince
me that you've got something special to offer and remember--I've only
got eight months left in this Command, so I'm not concerned about what
you can do for me two years down the road. I have an ARTEP next week and
I'm going to have an IG inspection two months from now."

Now the reason I'm covering this with you is that having been an ADC
for the last two years, I want you to understand that if you sense this
attitude in commanders, it does not mean that they are Neanderthals,
that they resist change, that they are stubborn, hard headed, brown
shoe commanders. I'm just telling you what I dealt with for the
last two years and what went through my mind. I would say "look,
I'll do all these things you want me to do as soon as I get my head
above water. Soon as we get over this ARTEP, as soon as we.....and the
'as soon as' never ends." The train keeps moving--there's always some
new requirement coming up.

Keep in mind that when you run into situations like that, that probably
the most important personality trait of a change agent--which is what
you are--is patience and understanding. If you let either verbal or
nonverbal cues creep into your behavior, that you look down on this
commander in a condescending attitude--as an old brown shoe Neander-
thal--to the degree that it comes out, you are going to loose rapport.
I know you have been taught a lot of this, but I want you to know this
from the perspective of a commander. Don't write them off because
they seem to be resistant. Time is a precious commodity to commanders
and as OESOs you must always be aware of this.

Let me give you some other views about how you are going to be perceived. Sometimes when I sit down with a graduate of OETC, I hear statements such as: "Well, we might want to do this...or, we might want to do that...or, you might want to...," never making a flat statement. It's always qualified. Or, I'll hear... "Well, let's see where we are at," and "Where are you coming from?"

Two weeks ago I was having a team building session and my Deputy, Colonel Johnny Johnston, who was a brigade commander of mine at Ft. Riley, was present. When Mr. John Hallan said, "Let's see where we are at, and in a couple of words tell me where you are coming from." Colonel Johnston said "I'm at Ft. Ritchie, Maryland, and I came from Texas. What else do you want to know?" And he continued, "I keep hearing a major refer to Mike Plummer--and Mike Plummer is a colonel to the major--not Mike." Then he said, "We are all sitting here in civilian clothes. If you'll notice, we've got all the participants here with their sport shirts with one button unbuttoned. Two OE guys have two buttons unbuttoned and the other one a third button unbuttoned."

Let me lay something on you. If you want to use your credits up with a very resistant clientele in that way--then you do your thing with your jargon, your dress, and show that you are a relaxed member of the new breed. I dont't know what it is that makes some consultants unbutton their shirts down to their navel. But you can't afford that.

I recall another situation that is important because of the lessons we can learn from it. There was a group of facilitators presenting a series of workshops while I was at Ft. Riley. I decided that I would go to the workshop to see what was happening. I went in to hear them and there were seven of them present. One of my brigade commanders turned to me and said, "Sir, notice that six of them have moustaches." That was the first thing that he saw and not much else came across to him. You know, a lot of my company commanders at Ft. Riley had moustaches, but a company commander does not use up any credits by having a moustache. One of my hardest battalion XOs had the old twisted handlebar moustache--the old British style, and he looked like he came out of the 19th century British Emperial Army. He was tough--no credits used. But if an OESO goes in there with that same moustache, it will block communication. Now these are things that are just plain facts. It's reality. I was constantly confronting OESOs at Ft. Riley to be aware of how they presented themselves--of how they were coming across to the commanders.

Let me also address the first name issue. Do you know what you do when you use first names in referring to seniors? You confirm their worst fears that you represent an effort to break down the cast system, social distance and discipline in the Army. The average line

commander and NCO is terribly afraid that the Army is going very permissive, that we have no respect for the Chain of Command and rank, and that it is becoming a big social club. They become very uncomfortable when you start talking and using first names in referring to superiors. That is something that you must be very careful about.

There is one other issue I want to discuss with you--that is staying in touch with reality. You may not be aware of it, but something happens when you stay in the OE business too long. You start loosing touch with perspective of the commander. That's the reason we recycle OESOs every other tour to be back with the troops--to once again introduce you to the world of reality of the executive.

I wish you well. I personally believe that you are the wave of the future. You have developed some skills that will improve your professional life. And if you are a battalion or brigade commander someday, you are going to be a better commander because you have these skills. I greatly appreciate the opportunity to talk with you and I wish you the very best. Thank you.

DEPARTMENT OF THE ARMY DEFINITION OF
ORGANIZATIONAL EFFECTIVENESS

On 8 August the Chief of Staff of the Army approved a definition of Organizational Effectiveness. Since other staffing is complete, this means the Organizational Effectiveness AR will be distributed early in 1st Quarter FY 78. The approved definition of OE is as follows:

Organizational Effectiveness - Organizational Effectiveness (OE) is the systematic military application of selected management and behavioral science skills and methods to improve how the total organization functions to accomplish assigned missions and increase combat readiness. 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).

ARMY-WIDE OE UPDATE

DEPARTMENT OF THE ARMY

Organizational Effectiveness Plan

The Organizational Effectiveness Institionalization Plan, Army-wide, was received from the printers on 18 August and has been distributed to the MACOMs. The OE Plan provides milestones for implementation of the approved recommendations of the OE Study Group.

DEPARTMENT OF THE ARMY STAFFING

ODCSPER - LTC Mike Plummer assumed duties as Chief of the OE Division, ODCSPER, on 11 July 1977. With the arrival of some new faces and the departure of some old standbys, it has been necessary to realign responsibilities. The following list provides a general breakdown of the current structure of the division:

LTC Wayne Ploger	Education & Training (Army Schools) Evaluation and Research
MAJ(P) Dick James	Professional Training Information Management
Chaplain (MAJ) Harrell Hicks	Policy & Doctrine Operations Joint Service Actions
MAJ Fred Phillips	Structure & Staffing Assignment/Selection/Employment of OESOs Resources
Ms Mary Ann Tredale	Administrative Support
Mrs. Linda MacKissock	Administrative Support
MAJ(P) Jim Bushong	DCSPER OESO
AUTOVON	225-3353/227-3700

The Organizational Effectiveness Office, Office of the Chief of Staff of the Army.

The Organizational Effectiveness Office, Office of the Chief of Staff of the Army, headed by LTC Ben Hord, has the mission of providing OE consultant services to the Army staff. Working with LTC Hord are LTC Frank Burns, who has moved from ODCSPER and MAJ(P) Paul Hinds who was an OESO at Ft Carson, CO. MAJ Larry Smith, OESO at Ft Polk, LA will join the group in November. MAJ Fred Schaum is serving as Special Advisor for Organizational Effectiveness to the Chief of Staff of the Army.

TRADOC

MANAGING MANAGEMENT TIME - The eleven videotape cassettes on "Managing Management Time" made during a DA seminar conducted by Mr. William Drucker in July 1976 have been reproduced and distributed to all TRADOC and FORSCOM TASO in CONUS by the U.S. Army Training Support Center, Fort Eustis. The videotapes were mailed on or about 29 Aug 77. These video-tapes may be borrowed for local use, but may not be reproduced due to copyright considerations.

OE PLAN - The Department of Army Organizational Effectiveness Plan has been reproduced at HQ TRADOC and will be distributed to all TRADOC subordinate elements shortly. Subsequent to distribution of the DA OE Plan, TRADOC will publish and disseminate the TRADOC OE Plan. The TRADOC OE Plan will supersede the OE Plan, dated 23 December 1976.

OE BUDGET - The OE budget requests have been approved at HQ TRADOC and now await final congressional approval for FY 78 funding. Travel target allocations will be finalized after the FY 78 funding is authorized.

OE FUNCTIONS AT HQ TRADOC - HQ TRADOC is in the process of realigning and dividing staff responsibility for OE activities/functions. Presently, it is envisioned that DCSPER, DCST and DCSROTC will share responsibility. Upon determination of the appropriate alignment, a message will be pub-lished announcing the functional alignment/assignment for the staff.

OESOC CLASSES - MILPERCEN notified TRADOC on 1 September 1977 that the replacement cycle for TDY enroute seats will officially close six months prior to each class report date. Activities/organizations desiring seats in any class after the closing date must identify and nominate individuals within the command (TDY and return) for OESOC attendance. OESOC Class 1-78 is closed and Class 2-78 will close by mid-September 1977.

OE OPERATIONS IN TRADOC - With respect to providing internal consulta-tion support to the Headquarters and external support to TRADOC instal-lations, the OE Branch, DCSPER, is involved in numerous interventions. An assessment has been conducted in DCSCD and two action planning work-shops, one with MG Vinson and his key staff and the other with the Experimentation and Testing Directorate are scheduled later in the year. DCSROTC has been involved for the past four months in an extensive intervention.

An evaluation of the process is in progress at this time. A follow-on intervention with each of the four ROTC regions is scheduled for later this fall. Work is in progress with the Individual Training and Evaluation Directorate, Training Support Center. The assessment has been completed and follow-on actions are planned. The office of the TRADOC, Engineer and the Office of the TRADOC Chaplain have both been involved in interventions. The Engineer Office is reviewing the assessment data prior to conducting an action planning workshop and the OE Branch has assisted the Chaplain's Office in conducting several action planning problem solving and team building workshops. The OE Branch continues to conduct its series of Senior, Mid-Level and NCO Manager Workshops in an effort to continue to market OE within TRADOC. These workshops, in addition to seeding the headquarters with managers who understand OE and its purpose, produces numerous clients. External consultation efforts have been conducted with Redstone, Knox, Eustis and Jackson. All of these posts have utilized the services of our OESO and civilian consultant in a variety of interventions. OE is alive and well within TRADOC and is continuing to gain momentum.

FORSCOM

As this first edition of the Communique goes to press, over 70 OESOs and key OE managers are meeting in Atlanta, Georgia at the second Annual FORSOCM OESO Conference. The purposes of the conference are fourfold: 1) to allow an exchange of technical information among OESOs, 2) to provide attendees with a variety of professional developments and experiences, 3) to provide members of the OE community with a current status report of OE around the Army, and 4) to develop an action plan to guide OE policy formulation in FORSCOM.

The conference program provides an opportunity for OESOs to exchange technical information using the small group format and will focus the resources present at the conference on OESO selected "back home" issues. Professional development sessions will be presented by Warner Burke, Jim Farr, John Shirer, and Daryl Conner. A day-and-one-half of the conference will be devoted to developing an action plan to provide strategic direction of the OE program in FORSCOM for the next one to two years. Finally, attendees will participate in one of six OESO presented roundtable discussions on current OE issues. A complete conference report will appear in the next issue of the Communique.

USAREUR

Since the arrival of the first five OESOs in Europe in June 1976, USAREUR's OE capability has been steadily expanded and efforts are continuing toward the goal of institutionalization of OE throughout the command. With the arrival of graduates from Class 2-77, USAREUR will have a total of 47 OESOs assigned and working in OE positions. In addition, there will be three OESOs assigned to nonUSAREUR units, two to 5th Signal Command and one to 66th MI Group. The initial staffing

concept for USAREUR is 80 OESOs, which includes two per major command or division, one per separate brigade/equivalent, and one per major military community. Sixty-nine OESOs spaces have thus far been identified for documentation, validation, and personnel assignment, which will establish the required minimum OE capability for all USAREUR units. USAREUR OESOs are normally expected to serve a minimum of eighteen months in an OESO assignment. This policy allows those officers whose career needs dictate to serve their remaining eighteen months in other desired assignments. The responsibility for the decision to move after eighteen months rests with the OESO and his immediate commander.

Command support for OE continues to increase throughout USAREUR as more commanders become involved in the process. Experience has shown that OE is most successful when the goals are focused on improving combat readiness. Applied in this manner, OE has been extremely well received and numerous commanders have given unsolicited testimony to peers, superiors and subordinates as to their successful experience with OE. OESOs are becoming increasingly actively engaged in all phases of OE operations. In several instances, battalion-sized units are scheduled up to three months in advance for OE operation. Various interventions used to date include improved communications workshops, team building, conflict resolution, confrontation, goal clarification, and transition workshops. Client groups have ranged from small staff sections to major command sections involving all commanders and staff above the O5 level. Feedback from these, and other operations, has been extremely positive and reinforces the belief that OE properly applied is its own best seller.

An OE project began at HQ USAREUR in January 1977 is to run for one year. The project is well into the implementation phase in which significant activities are being conducted with the command groups, staff principals, and selected subordinate staff elements. Mr. William Curra, a civilian contracted consultant for Systems Development Corporation, is the resident leader of the team responsible for the project.

OE in Europe is "alive and well" and promises to become even more successful as staffing is completed and more experience is gained. It is important, however, to note that the individual credibility gained by the OESO, has been, and will continue to be, the most decisive factor in the institutionalization of OE. How well the OESO continues to succeed in this critical endeavor is the key to the ultimate success of OE in Europe.

ITEMS OF INTEREST

HQ VII CORPS

"The results of initial efforts in the development of Organization
Effectiveness (OE) as a technology are significant. Its capabilities
for improving units in the Army are such that positive steps must be
taken toward institutionalizing OE and integrating it into our every-
day management processes. These steps must be taken within the chain
of command to insure, (1) OE gets its due priorities and support,
and (2) confidence in the capabilities of OE grows from within. I
see OE as a vital part of our total readiness, something that will
strengthen the chain of command of every organization that chooses to
explore its potential."

"The Organizational Effectiveness Staff Officers at VII Corps have been
incorporated as a part of a new office -- Human Resources Development
Division, Assistant Chief of Staff, G1. They have been charged with a
vigorous education and training program for Corps nondivisional units and
are available to assist divisional OESOs as appropriate."

                                        DAVID E. OTT
                                        Lieutenant General, USA
                                        Commanding

OENCO COURSE

The selection of tasks to determine the role and functions of an OENCO
in the Army is currently underway at OETC. This task selection process
will lead to the development of a course of instruction for OENCOs.
When completed, the length, start date and student prerequisites for
the course will be determined.

The responses to the questionnaire from OESOs in the field has been
extremely helpful in this difficult process. To date, 112 question-
naires have been completed and returned to OETC. As expected, the
perception of the role and function of the OENCO have varied from one
OESO to another. At one extreme, an OESO stated that "it is a serious
mistake to include NCOs in a significant way in OE other than in office
management... and (in) enlisted MDCs." At the other extreme, an OESO
wrote"...the OENCO should possess the same qualifications and receive
identical training at OETC that the OESO receives." Another OESO
suggested that the OENCO should be utilized as "an equal team member"
with the OESO.

The vast majority of the OESOs have identified approximately 25 skills
in which an OENCO should be proficient. Included in this number are
counseling, facilitating small group activities, interviewing individuals
and groups, administering and preparing the GOQ for computer programming,
interpersonal communication skills, team building, L&MDC and Office Manage-
ment. The task selection is not yet completed, but when the role and

11

function of the OENCO is decided upon, the course of instruction will prepare him to perform those duties that have been recommended by OESOs as "OENCO Duties."

OE INSTRUCTION IN ROTC UNITS

In the future, Organizational Effectiveness instruction will be presented to ROTC students. To assist this effort, OETC has forwarded to TRADOC an OE instruction packet. This packet includes a complete three hour module of OE instruction to be presented to cadets during the third year of ROTC (MS III). This module consists of an overview of organizational effectiveness, its objectives, and methods of implementation in organizations.

Additionally, the packet contains an outline of a course of instruction (Team Leadership Course) that is recommended for inclusion in ROTC summer camp. It consists of 26 hours of experientially oriented instruction that will help institutionalize OE principles by demonstrating the practicality of OE.

If all goes well, this early exposure to OE will insure that the largest group of potential Army officers will see OE as an expected leadership/ management tool.

OE KEY MANAGERS' COURSE

OETC will conduct an intensive three week course of instruction to update and orient senior field grade officers who are assigned to key OE staff positions. The purpose of the course is to familiarize key managers with OE activities/capabilities and provide them techniques for organizing and managing OE resources. The objectives are to:

    a.   Update and orient key managers on the status of the OE effort.

    b.   Enhance understanding of various OE activities and management techniques.

    c.   Expand skills in implementing OE activities/strategies.

    d.   Examine and explore OE applications tailored for each attendees' organization.

The seminar will be structured around real life military OE applications. The program includes guest lectures, case discussions, dissemination of current evaluation data, and participative learning groups. The first course is tentatively scheduled for 28 November through 11 December 1977. OETC plans to conduct the seminar semi-annually for approximately 30 key managers each session. Travel and TDY lists for attendees will be the responsibility of the present organization.

12

ARI LIAISON OFFICER ASSIGNED TO OETC

The Army Research Institute for the Behavioral and Social Sciences has established a full time liaison officer at OETC. Dr. Otto Kahn who is filling this position is assigned to the Evaluation Directorate at OETC.

As Liaison Officer, Dr. Kahn is responsible to assure that the ARI research program of organizational effectiveness is well coordinated with OETC and that the results of the research are of practical value and that lines of communication are maintained with all elements of the research effort. Dr. Kahn will also provide scientific consultation, technical advice and support to the faculty and staff at OETC during the five year plan of research.

LEADERSHIP AND MANAGEMENT DEVELOPMENT TRAINERS

There is an ever increasing demand for L&MDC within the Army. To meet this demand, OETC has assisted the following sites in establishing their own L&MDC training capability by conducting an L&MDC Trainers Course (L&MDTC): 172nd Inf Bde, (AK), Ft Benning, Ft Bragg, Ft Hood, Ft Polk, Ft Riley, Ft Sill. In addition, 3 L&MDTC have been conducted at Ft Ord, CA thus giving Ft Belvoir, Ft Benjamin Harrison, Ft Campbell, Ft Carson, Ft Sam Houston, Ft Stewart and Red Stone Arsenal a limited training capability.

Plans for the future training program include L&MDTC at Ft Dix and Ft Ben Harrison and the possibility of one in USAREUR sometime during FY 79.

OETC tentatively plans to conduct 4 L&MDTC at Ft Ord. Each course will consist of 12 students. Student allocation and tasking for these will be handled through TRADOC. The dates are:

           17 Oct - 11 Nov 77
            6 Feb - 3 Mar 78
           17 Apr - 12 May 78
            7 Aug - 1 Sep 78

Prior to requesting L&MDTC for your site, it is recommended that you enroll at least one 2 man team to be trained at Ft Ord during one of the above mentioned time frames. This will accomplish two important functions: first, provide the commander with a practical application of the benefit L&MDC can have for his unit, and second, help identify students who possess potential as L&MDC trainers.

In the statistical department, 177 L&MDC trainers have been certified by OETC.

TRADOC RREO/EEO CONFERENCE REPORT

Otto Krueger
Consultant

Two lively sessions between the TRADOC Headquarters OE representative, Otto Krueger, consultant, and the RREO personnel highlighted the TRADOC EEO/RREO Conference in Columbia, SC, August 15-18.

Chief issues centered around: "What is OE?" Who is the OESO and how is his training different than RREO?" "Where and how does OE impact on and interface with RREO?" "Why can't the RREO be the OESO and vice versa?" "Why is OE taking all the RREO slots to do the OE job?"

A number of OESOs present at the conference defined the special nature of OE, the unique training at OETC, the issue of confidentiality, and where in the system the OESO belonged. The first session was entirely a question/answer period with the "job security slot" of the RREO being the center of focus.

After a few of the RREO people spoke of their own program and the fact that many other Army sections and programs are suffering a personnel cutback -- while OE is building up -- that the tension in the room subsided and the conference was then ready for a briefing as to the nature of OE and how it can and should interface with RREO.

The second session began with an OE Briefing by OESO MAJ Gerald Wetzel from nearby Ft Jackson. The remainder of that session was a healthy discussion of the potential of combined resources available to these two services and a "mini assessment"/report out of "what the current issues in RREO are" and "what, if they could, would the RREO people like to say to OE in the TRADOC OE Bulletin."

As the session concluded it became apparent that when an OESO concluded an assessment and began any action planning with a commander, combined resources would be a necessity for implementation. One such vital resource was the training and skills that Race Relations and Equal Opportunity specialists offered.

These sessions of the conference were lively, well attended and identified by the participants as very worthwhile.

UPDATE FROM THE TRAINING DIRECTORATE

1. Class 3-77 in-processed on 2 September and began class the same day. Graduation is scheduled for 15 December. The class numbers 43 persons, including our first Reserve (nonactive duty) officer. Several of the class are scheduled to remain at OETC as staff members on completion of the course.

2. Field training sites for Class 3-77 are Ft Rucker, Ft Hood, Ft Knox, Ft Carson, Ft Ord, and the Presidio of San Francisco. OESOs planning to invite FTX teams should consider some of the following questions:

    a. For what reasons (and whose) am I extending the invitation?

    b. How does an FTX at this time fit strategic planning for OE at this installation? in this MACOM? in the Army?

    c. Can this organization support MDC and how does that fit with my OE planning?

3. Training has welcomed 3 newcomers: Ms Sharon Gallatin, coming from the University of Kansas; LTC Gerry Pike, coming from MILPERCEN; and MAJ Andy O'Brien, 3-77.

4. Several graduates have sent tapes documenting their entrance into the assignment and early barriers and successes. I appreciate those efforts and have placed the tapes in the Library for students and faculty to hear. Send anything you think might be helpful in providing case material about real life situations.

5. Building 2825 will be renovated next month. Many of you will appreciate that announcement.

SERVICE SCHOOL MODULES

In May of 1977 USAOETC presented to TRADOC five courses of instruction designed to provide OE training and information throughout the TRADOC service school system. Tasked in January 1977 to develop Service School Modules of OE Instruction, Cdr, USAOETC hosted a concepts conference to determine direction and approach for instruction within the school system and formulated a 3 member task team to produce the modules. The task team drew upon resources available at USAOETC and CGSC to complete the task. At an OE Training Modules workshop held at HQ TRADOC, Dr. Spehn and MAJ Sawczyn presented the instructional packages to representatives of HQ DA, HQ TRADOC and 21 TRADOC Service Schools. Implementation strategy was developed and subsequently HQs TRADOC provided implementing instruction by msg 271800Z May 77 giving the following target dates:

    a. 15 Nov 77 - Terminal and Intermediate Learning Objectives presented in Service School POI/COI.

b.   15 Feb 78 - On the job evaluation of service school graduates to assess the degree to which skills and knowledges specified by the training objectives are demonstrated.

In Jun 77, the Chief of Staff, Army was briefed on the TRADOC efforts to date. He approved the plans and programs, expressed his strong personal interest and support, and emphasized that the instructional challenge was not merely to teach this new methodology, but to teach it effectively. To assist in this endeavor, HQ TRADOC will provide (upon request) an instructional support team to visit each school, review the OE instructional program, and provide assistance. This quality assurance review will be accomplished prior to implementation of OE instruction. Several learning objectives of the OE instructional modules require detailed understanding of OE methodology and can only be taught effectively by an OESO with experience in OE operations. An OESO will teach, as a minimum, those lessons pertaining to the role of the OESO, organizational processes, and OE implementation techniques.

The overall OE Service School Modules effort will have great impact on OE. It will insure that future graduates of service schools will have undergone a quality assured program of instruction and will arrive in the field with knowledge of OE principles, skills, attitudes and knowledges. They will have learned the systems view and the four-step process and will be familiar with the capabilities and responsibilities of the OESO. In all, the operating OESOs job will be made easier as the field will now have greater knowledge of what an OESO does, and more challenging as the field will now know what results are possible.

MAJ William Sawczyn
USAOETC Fort Ord

LEARNINGS FROM ONE FTX

The recent FTX provided two learning experiences which resulted from both positive and negative experiences by particular OESO teams.

One learning experience stemmed from the Battalion Commander's desire to have communication workshops conducted for his Officers and NCOs. The workshops were to include effective listening techniques and "I" messages. Due to the short time frame in which the team had to operate, they enlisted the help of an additional team. The unit was due to return to the field that week. There were to be four workshops, each conducted by an OESO. One group for Officers, one for Senior NCOs and the remaining two for E-5s and E-6s. The majority of the Junior NCOs had not been interviewed previously, nor had they been given the General Organizational Questionnaire (GOQ). The Officer and Senior NCO groups were concerned with preparations for movement to the field. However, those issues were quickly dealt with and the groups proceeded with the workshops. Both OESOs felt the learnings were not maximized due to other concerns of the participants.

16

The OESOs who conducted the Workshops for the Junior NCOs viewed the sessions as unsuccessful. Two hours were scheduled for the workshop. Twenty participants were present although twelve were expected. The workshops turned into sensing sessions. The participants had so many issues that the learning climate was not compatible with the purpose of the workshop. The major learnings from this effort were that an OESO should not agree to conduct a workshop or other implementation solely to meet the needs of the Commander. If the OESO feels that the particular implementation is not indicated, then the OESO should not conduct the implementation. Secondly, before conducting workshops, such as the Communications Workshop, described above, the OESO should insure that the participants are really ready for such learning. It is recommended that the participants take the GOQ or participate in a sensing session prior to the workshop so their attention can be focused on the intended subject.

Another learning experience occured in several of the units our OESO teams worked in. In each unit where a team operated, the Commander or activity director used the OESOs either to assist him or her in feeding the assessment data back to subordinate supervisors or asked the OESOs to provide the same or a similar assessment briefing to subordinate supervisors without the Commander present. In at least three of the units these feedback sessions proved to be powerful interventions in themselves. Several of the subordinates indicated that they were going to contact the post OE office for future interventions. The sessions with the subordinate supervisors served to clear up false impressions and perceptions and to straighten out crossed communications. The sessions pointed out to the participants the importance of checking their perceptions with others.

NATIONAL DRUG ABUSE PREVENTION WEEK

The national drug abuse prevention week has been scheduled for 16-22 January 1978. This is a change from the traditional October date. The basic theme for this week has not been announced.

It is recommended that commanders take maximum advantage of national and local publicity associated with this week to reinforce the DA Alcohol and Drug Abuse Prevention and Control Program, and to assist and cooperate with local civilian community efforts. OESOs are encouraged to assist in this important project as much as possible.

FEEDBACK FORUM

OESO Credibility and the Institutionalization of OE in the Army

Of great concern to those involved in and committed to OE are the twin
factors of OESO credibility and the institutionalization of the OE pro-
cess in the Army. Much discussion has centered around these topics, and
in the first feedback forum we are publishing the opinions of the grad-
uates of Class 2-77 to a brief questionnaire which addressed these
topics.

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

Personal integrity...professional (high standards) in all work and per-
sonal grooming and physical fitness...documented positive results in the
form of increased outputs of organizations using OE...one of the most
critical skills of OESOs is the ability to "sell his product" by ex-
plaining the "whys and hows" of OE...word of mouth advertisement about
the success of OE interventions...sensitivity in dealing with others...
Quality soldiers (i.e."Professionals")...Successful interventions...
genuine backing by senior officers...measurable success...ability to
share the concerns of the client--empathize with the commander...demon-
strate that professional methods are utilized in OE operations...uniform
policy on OE in the Army vice the differing FORSCOM/TRADOC and other
viewpoints..."Slow down the train"-- i.e., step back from cramming OE
down the throats of field commanders and let concrete experience sell the
program...clarification--hard and fast--of the OESOs position with regard
to being a staff member and a <u>consultant</u>...quality work in the field
well supported by OETC and the industry...case studies of real "here-and-
now" military cases which closely relate to commanders and/or directors
in the field in a "slick" commanders journal...not trying to prove to the
world that OE and OESOs are the best thing for the Army since OD paint.
Don't try too hard! Don't push the river. Zealots can kill the program.
We can't force it down their throats.

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

The ability to sell OE through knowledge, demonstration and proof of dedi-
cation to OE must begin as soon as the OESO hits the field. I think he
must be ready to hit the ground running, and have as much homework done as
possible...I think (the) fruits (of) personal integrity, sensitivity in
dealing with others and professionalism, cannot be instilled in 16 weeks.
The student must possess them upon arrival at OETC. I think DA is doing
a superb job student selecting and screening at the present time...by
using nondirective, helpful approach and by doing homework...DA selec-
tion process...OESO selection of interventions to guarantee success...
education of OESOs in how to brief and sell senior officers in what
results they can expect from OE...through a clear orientation on defining
the objective (of OE) and allowing for (the) dissemination of quantified

"success stories"...give OETC more <u>proponency</u> for OE in the Army--reduce DA involvement in some details...credibility will take time--5 years-- and cannot, in my opinion be legislated into the system...Field an OE publication that will be read, but keep it simple...I can't answer that... by the identification of both goals and acceptable means of measure- ment, during entry and post operation, for evaluation.

3.   What would be the criteria or the indicators that OE is insti- tutionalized in the Army?

Support in the form of "use of", not just "verbal support of" OE from senior officers--proof that senior commanders and managers believe in OE...knowledge of OE on the part of nonOE personnel to the point that they know what it is and what it can do...ability of Army personnel to accept the fact that every intervention may not work and therefore OE is not some new "miracle drug"...Respect for OESOs and other personnel connected with OE...perhaps a well designed questionnaire sent to <u>all</u> commanders in the Army (that will demonstrate) their familiarity and acceptance of OE to them individually...When most people start con- sidering it a necessary or normal function rather than something new and different...do commanders use OESOs for OE...Are commanders jealous of (the) OESOs time...are OESOs overcommitted...are commanders asking for more OESOs...do commanders use OE techniques on a daily basis... is the question "What is OE?" still being asked...when O-3s and above stop responding with the statement: "OE, what's that?" or similar statements...when commanders ask for OE assistance without pressure from the top...Increased effectiveness in work teams as measured by team tests ...increased staff effectiveness as measured by reduced meetings, paper- work and faster decision making at all levels...less detailed guidance from higher HQ with more decisions where the information is...Fewer "morale" problems - AWOLs, etc...Utilization of the OESO in organizational staffing decisions as the internal consultant concerned with organiza- tional processes...daily visible utilization by the top manager in the organization of the OESO and his assets...Maybe OE shouldn't be institu- tionalized--it might lose its fresh approach...

Comments to the above responses and opinions of the students of Class 2-77 are encouraged and will be published in the next edition of the Communique. Also, every OESO is asked to write his opinion to the same questions on the following page.

TO: EDITOR, ORGANIZATIONAL EFFECTIVENESS COMMUNIQUE, PO BOX 40, Ft Ord
CA 93941

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

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?

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

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

Tear out #1

SUBJECT: OE/OESO Efforts Updated

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

Tear out #2

SUBJECT: OE Lessons Learned

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

Tear out #3

THE DIFFICULTY OF MEASURING CHANGE

MAJ Walt Mikols
USAOETC, Fort Ord

Measuring change that results from an OE intervention is probably more complicated than one ever suspected.

The focus of this paper is on what is measured as a result of an OE experimental design. Basically, the term OE experimental design means a planned OE intervention which results from an assessment and is directed towards change. Hopefully the intervention will serve as a catalyst for change.

As OESOs, we are concerned about the following questions: Change for what; and change on what? Sometimes, these value laden questions get so technically handled that few, if anyone, understands why they were asked in the first place. OE interventions are value laden and are far less concerned with large systems change than with changing basic concepts of the quality of organizational life that should and can exist.

The following information is being provided for those OESOs who have reached the evaluation step of the four-step process and intend to answer the question: Change for what; and change on what? My intent is to provide some current research finding which may be of some help in understanding the measurement of change which results from an OE intervention.

The following discussion is based on the article entitled "Measuring Change and Persistence in Human Affairs: Types of Change Generated by OD Designs" by Robert T. Golembiewski, Keith Billingsley, and Samuel Yeager, The Journal of Applied Behavioral Science, Vol 12, No 2, 1976, pp 133-157.

DISTINCTION BETWEEN TYPES OF CHANGE

ALPHA CHANGE

Most OD/OE designs appear to recognize only alpha changes measured by participant's reports, using pretest/posttest designs usually without comparison groups. For example, an OESO may assess an organization using the GOQ, action plan, conduct an intervention and reassess the operation using the GOQ. This type of design uses GOQ indices and dimensions as criterion and estimates change by the fluctuations between pretest and posttest responses triggered by the intervention. Alpha changes, then, occur along relatively stable dimensions of reality that are defined in terms of discrete and constant intervals
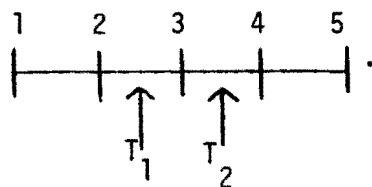
An overweight person attending a weight watcher meeting is interested in alpha change. His frame of reference is his weight between this visit and the preceeding one. The crucial measurement of change occurs within a relatively fixed system of stable dimensions of reality (our conventional concept of weight) as defined by indicators whose intervals are more or less constant (the calibrated marks on the scale against which the person is compared).

BETA CHANGE

Beta changes involve the recalibration of the intervals used to measure some stable dimension of psychological space, as in preintervention versus postintervention responses.

If beta change had occurred, a person could not know how much weight he or she lost or gained between visits to weight watcher meetings. It would not be meaningful to compare the two measurements because the intervals on the weighing scale had somehow changed.

A beta change on a scale for measuring weight is not very likely; however, an OE intervention can change the very instrument being used to measure the change. In effect, the OE experience may have encouraged participants to recalibrate the response intervals

1   2   3   4   5
|————+———+——————+———+   after the intervention in at least two
               ↑
              T$_2$ T$_1$
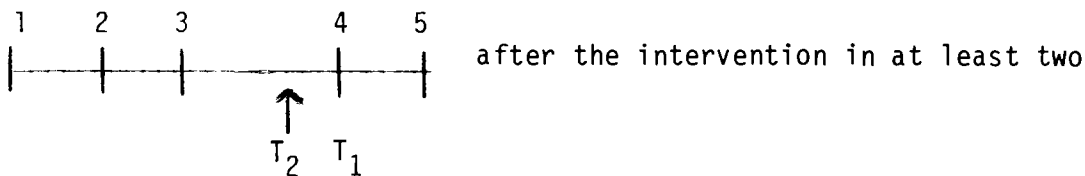
ways: 1) participants made different estimates of reality, given a clearer perception of what exists; 2) participants changed their intervals for measuring value loaded terms in the instrument such as somewhat agree, agree, and strongly agree.

Response intervals can become "rubber yardsticks", subject to expansion or contraction as personal and group standards are influenced by the OE intervention. Consequently, even though participants verbally report on improvement, the postintervention scores are lower than preintervention scores.

GAMMA CHANGE

Gamma change refers to a change from one state to another as contrasted with a change of degree or condition within a given state. Golembiewski et al, gives the following example of gamma change: "Freedom for blacks in 1960 may have been defined in part, as not having to ride in the back of the bus; by 1970, such freedom seems to have expanded to include success at lowering bus fares, increasing the number of black drivers, and

impacting on the design of urban mass transit systems." Thus measuring gamma change is extraordinarily difficult since the preintervention survey is no longer appropriate and the postintervention response is off scale.

The impact of gamma change, if it occurs as a result of an OE activity, is that interpretation of survey results is chancy at best.

The gamma phenomenon is currently being researched and it will probably be some time before it is properly understood. However, in the interim we as change agents should be aware of the impact the gamma change and beta change could have on our OE interventions and follow-up activities. As a precaution, organizational assessments and follow-up evaluations could be designed using interviews, group sensings and GOQ. Responses from interviews, group sensings, and observations could be used to validate GOQ results.

Currently, members of the OETC faculty are working on an improved version of the GOQ which includes a marked sense answer sheet. Answer sheets will be processed using the SIDPER scanner. This will fully automate the OE Survey System and decrease the turn around time between administering the survey and processing the data. Beyond improving the GOQ, the author intends to do some basic research to test for gamma and beta change. Results of the study will be reported in subsequent issues of the OE Communique.

MARKETING OE IN A MACOM

MAJ Ronald L. Walter
Fort Huachuca

In the early seventies, while Department of the Army was testing organization development concepts, the U.S. Army Communications Command (USACC) implemented a management by objectives system. In March 1977, USACC integrated Army concepts with its own experience to form our Organizational Effectiveness/Management by Objectives (OE/MBO) Office. Staffed at Fort Huachuca with two MBO advisors and two OESOs, we were charged with providing OE and MBO consulting services to USACCs world-wide elements.

As the Organizational Effectiveness Training Center continued product testing and design, we began concept development of our own brand of organizational effectiveness. As with any new product, the need for an overall marketing strategy was apparent.

In June 1977, we developed a strategy paper to guide the introduction of OE to USACC. Our strategy was based on a fundamental marketing objective and included consideration of market segmentation, market positioning, market entry, marketing-mix, and timing. This article summarizes that strategy.

Initially, we made several assumptions. First, we assumed a continuing dollar squeeze within Department of Defense would result in competition for OE manpower spaces. Second, we assumed our product, OE consultant services, would be unsought and that decisions relating to use of our services would involve either limited or extensive problem solving operations by potential customers. Finally, we assumed an initial budget of $200,000 with access to the full range of operational and administrative resources of the Headquarters, USACC, staff.

We knew that some values associated with the OE process might be perceived as incompatible with USACCs system of management and that behavioral science jargon could detract from adoption. But we assumed that divisibility of our product, the prerogative of the commander to select as much or as little OE as he wanted, would work to our advantage.

Our approach closely paralleled a concept of "professional marketing" developed by Kotler and Connor. It called for identification and cultivation of high potential prospective clients, contacting and practicing reciprocity in referrals with a broad network of other professionals, and development of a favorable awareness program for our services.[1] Our long-term objective was to develop resources to meet OE requirements of commanders and office chiefs at all levels of our world-wide organization.

In the short-run, we could simultaneously service no more than half a dozen collocated clients. So we had to promote that which we were not yet prepared to produce while producing as much as we could in support of promotion.

Our immediate objective was to develop a small market of influential customers during the next fiscal year in a manner which would facilitate broader acceptance of OE consultants. While servicing this segment of the command, we knew we must also identify requirements and assemble resources to service a broader market in FY 79.

One pressing task would be to design a market research plan. We needed to identify high potential prospective clients, assess our public image, forecast long--and short-range requirements, evaluate marketing efforts, and measure the perceived quality of our services. We had to develop a market intelligence system to keep us abreast of changing developments as we conducted more formal searches of our market through the use of surveys, observation, and interviews. In support, it would be necessary to continue reading professionally and to attend OESO conferences, devoting, we estimated, no less than 20% of our time to professional development.

To avoid overselling an underdeveloped product, we chose a local market for initial efforts. In segmenting our market we considered organizational and geographical bases, type consulting services desired, and readiness of potential customers to use the process. Our short-range target market was that group of early adopter commanders/staff office chiefs located at Fort Huachuca who sought solutions to job-related problems amenable to work group problem-solving.

We knew we must position our services so as to avoid overlap with existing human resources activities like human relations and alcohol and drug abuse programs. We were also aware of a proliferation of "expert" consultants in such areas as configuration management, value engineering, and the management sciences. We decided to place emphasis on the "process consultation" role of the OESO.

Branding our services also became an issue. The term "organizational effectiveness" was beginning to have Army-wide meaning, but it was difficult to determine just what perceptions existed with respect to "management by objectives." We decided to assess those perceptions in order to decide, among other things, if the office should be renamed Organizational Effectiveness Office.

With respect to packaging, our object of concern was the consultant. Since approximately 50% of the command are Department of the Army civilian employees, the standard military officer package may not always be appropriate. We felt an alternate consultant package had to be developed which would be more appropriate for civilian elements of the command.

Considering how best to get our services to the field, we were aware of some dissatisfaction with previous channel arrangements. Basically, the MBO advisory operation was administered from the command headquarters without subordinate advisory levels. While economical, the approach did not result in adequate customer service. The introduction of OESO middlemen was considered appropriate to accompany the office diversification. Additional OESOs would facilitate accomplishment of contact and personal selling functions.

Development of intermediate channels would require a dual strategy. First, we had to convince subordinate commanders to create organizational effectiveness offices and to staff those offices with qualified OESOs. Then, we had to develop contact agreements with other commands to enable supported USACC elements to draw consultative services from supporting command. Intermediate level OESOs would provide a valuable link in monitoring the quality of those services and in filling gaps when neccessary.

Promotion represented a crucial part of our marketing mix. We used a matrix proposed by John Maloney to create twelve separate themes to be used as possible messages.²

Expected Reward Types

Visualized Rewards	Rational	Sensory	Social	Ego-Satisfaction
Result-of-experience	Increased combat effective ness	Sense of improved openness & honesty	Enhanced teamwork	Increased confidence in supervisory styles
Product-in-use experience	Greater participation Improved communication	Overcoming of fears & inhibitions in group environment	Collaborative interaction	Positive feedback to and from subordinates
Incidental-to-use experience	Broader base for decision-making	Better feelings about each other and about organization	Broadened social interaction	Feeling of importance on part of subordinates

Advertising and sales promotion were squeezed out of our promotion mix. In the federal government, what would otherwise call for paid advertising could be produced as publicity through official publications. And the need for sales promotion was nullified by nature of the services. Clearly, personal selling would carry the weight of our promotional effort. The OESOs task would be to gain the personal trust of prospective clients so they could work mutually to improve organizations.

Promotional tools which would contribute to a favorable public image included public speaking and writing and the conduct of seminars designed to meet perceived organizational needs. We knew, however, that care must be taken to ensure exposure to the right target market.

Also, timing would be important. What emerged from our analysis of short-range objectives was the need for a concentrated, level pattern of promotional efforts geared toward development of a small market of opinion leader customers. For long-range objectives, a continuous, rising effort would be appropriate within each identified segment. The intensity of effort would need to increase in each area and reach a peak just after arrival of the graduating OESO. That OESO might then adopt his own concentrated, level promotional pattern targeted on an identified high potential segment.

Price appeared relatively insignificant within the federal government, but the concept of opportunity cost was important. Users of consultant services would invest a good deal of their time and effort in the OE process. And subordinate commanders with OESOs assigned to their staffs would have to allocate personnel and financial resources as well. We could not expect too much of the user, and we had to strive to keep his opportunity costs to a minimum. A high promotion, low price effort appeared to have the most likelihood of success in our situation.

The program we developed was sound. It was a professional marketing strategy designed to identify and cultivate high potential prospective clients while developing a favorable awareness program. It considered market segmentation, market positioning, market entry, marketing-mix, and timing. It was basically a preemptive penetration, introductory stage strategy which made use of early adopter theory.

The weakest link in our strategy was market research, but even so, provisions were made for use of scientific methodologies, research creativity, and multiple methods. The target market was measurable, accessible, and substantial. And the promotion mix was designed to capitalize on the unique aspects of a market where awareness was minimal and price sensitivity was high.

The heart of our long-rang marketing mix lay with the channel and sales force organization. The small territorial structured force of OESOs was designed to minimize travel and other administrative time while maximizing the contact function.

While not all aspects of our initial marketing strategy will prove feasible in USACC, we do believe that development of such an approach is critical to the establishment of a MACOM OE service. As we take note of our successes and failures, we will continue to evaluate our basic strategy and make changes where appropriate.

[1]Philip Kotler and Richard A. Connor, Jr., "Marketing Professional Services," <u>Journal of Marketing</u> (January 1977), 73.

[2]John C. Maloney, "Marketing Decisions and Attitude Research," <u>Effective Marketing Coordination</u>, ed. by George L. Baker, Jr., quoted in <u>Philip Kotler, Marketing Management: Analysis, Planning, and Control</u> (Englewood Cliffs, NJ: Prentice-Hall, 1976).

WOMEN IN THE ARMY

CPT Rick Sayre
Fort Carson

This article is the substance of the briefing the 4th Infantry
Division (Mechanized) presented to the Worldwide Symposium on Women
in the Army held at the Pentagon 11-12 April 1977. The 4th Infantry
Division was asked to study and make recommendations in regard
to the utilization of women in the Army. Specifically, we addressed
these items:

1.   Are female soldiers physically fit to do their job?
2.   Should female soldiers be used in combat?
3.   What is the impact of pregnant soldiers and sole parents on
      unit readiness?
4.   Problems associated with recruiting and retention of female
      soldiers.
5.   Are leaders adequately trained to supervise female soldiers?
6.   Are women able to defend themselves, their peers or their unit?

Our Division Commander, Major General Forrest, was exposed to these
problems in his previous assignment at ODCSPER, DA. Based on his
past experience, General Forrest believes that it is imperative
that the Army develop information on the perceptions of female
soldiers regarding their role in the Army. To do this, he directed
that we conduct a comprehensive assessment, to include a significant
input from female soldiers. Our assessment included:

1.   Interviews with commanders at the COL and LTC level.
2.   Interviews with company commanders with female soldiers.
3.   Interviews with NCO supervisors of female soldiers.
4.   Interviews with armor/infantry company commanders.
5.   Random survey of 343 female soldiers.
6.   Review of statistical data.

The first topic addressed was the physical qualification of female
soldiers. It is imperative that the Army have soldiers that are fit
to fight and physically qualified to perform their Military Occupational
Specialty (MOS). We recognized that physiological differences
prevent women from equalling the physical capabilities of men
but we found that we can and must demand more of our women. We have
experienced some difficulty with women being able to perform in certain
MOSs such as truck driver, field medic, and radio teletype
writer operator. These MOSs contain tasks that most women or small
men for that matter cannot perform. For example, our commanders
indicated that their female medics have difficulty in carrying litters
and radio operators have difficulty in starting pull start generators.
When a soldier is unable to perform these and other necessary

physical tasks, supervisors are reluctant to require female
soldiers to undertake additional physical training geared to correct
these deficiencies. This reluctance is partly due to a tendency
to assume that women are innately physically inadequate to
perform certain tasks. Our experience with female participation
in the Division physical training program does not support this
view. Though we find that women participate in PT as often as the men,
their performance varies from unit to unit. In some units women
run stride for stride with the men in a two mile run; in other units
women tend to fall out more often than the men, which reinforces
the attitude that women cannot perform. Our supervisors believe
that the standards for the female PT test are too low. Most of the
female soldiers we surveyed thought the standards were adequate but
not a valid measure of their ability to do their job. Our commanders
believe that physical proficiency standards should be determined by
the requirements of the MOS. Soldiers male or female must be able
to perform the same minimum physical skills in a given MOS. The
SQT concept which tests a soldier on performance oriented skills
without regard to the sex of soldier may be the vehicle used to insure
physical qualification. For example, if we determine that a
truck driver must be able to change a tire on a 5 ton truck then
that soldier should not be awarded that MOS until he or she demonstrates
this skill. Also there is considerable sentiment to eliminate
the double standard in the current physical proficiency test structure.
Our commanders believe that women should take the same physical
proficiency test, but scored under criteria appropriate for women.
The Army currently used this concept by adjusting the physical
proficiency test scores by age.

Our recommendations to the symposium were:

1. That DA develop clear and specific minimum physical require-
ments for each Military Occupational Specialty.

2. And that DA insure that every soldier meets the minimum physical
requirements for an MOS before the soldier is awarded that MOS.

Though this may be a very difficult task it is imperative to do
this if we are to have qualified soldiers. The PT program under
development by TRADOC will solve many of these problems we identified
concerning the physical qualification of female soldiers. This effort
by TRADOC is predicated on the concept that any physical training program
must support three categories of physical fitness.

The baseline or minimum level will be applicable to all personnel

male or female. The second level will be applicable to critical physical skills required of an individual in the performance of MOS duties. These skills will be component of SQT. The third level consists of the critical physical collective requirements of the unit mission.

The next items discussed were the problems associated with the current Army policy prohibiting the assignment of female soldiers to category I units. Implicit in addressing these problems, is the impact of the larger question: "what will be the ultimate role of women in combat in the United States Army?" This question has two related but independent aspects; first, should female soldiers be assigned to combat units? and second, should women be awarded a combat MOS? In our discussion, we consider currently designated category I units as "combat units" although there was significant sentiment that only Infantry and Armor Battalions and Cavalry Squadrons should be considered as combat units. We define a combat MOS as an MOS whose principal duties involve bringing direct fire on the enemy.

Our assessment showed significant if not overwhelming sentiment that soldiers, male and female, should be assigned to any unit that has a valid authorization for his or her MOS (to include combat units). While the surveyed female soldiers strongly believe that women should not be used in direct combat, the majority believe that women should be assigned to any unit requiring her MOS.

Commanders pointed out that the female soldiers who are assigned to the forward teams of a signal battalion or contact teams of a maintenance battalion are required to work well into the brigade area in the performance of their field duties. They ask, why then should not a female soldier be allowed to work as a clerk, or mechanic, or supply sergeant in the brigade or battalion trains area? In fact, commanders and supervisors were quick to point out that there will not be safe rear areas in the next war. Soldiers, male and female, are going to fight and die throughout the battle area.

The current assignment restrictions impose an imbalance of women in combat support units and inhibit quality distribution in certain combat support and combat service support units. Specifically, the concentration of women within the 71 career management field in category II and III units creates an imbalance of females in these units, while brigade and other major subordinate command headquarters continue to experience a shortage of skilled clerical soldiers. To correct this imbalance, Ft Carson instituted a type of reverse special duty program. A female clerk, MOS 71B, was "loaned" from the AG Company to the brigade and DIVARTY headquarters. This trial "kelly girl" project was extremely successful and all commanders

35

recommended an extension of the project.

There was significant reluctance at all levels to open the combat MOSs to female soldiers, that is those MOSs whose principal duties require bringing a direct fire on the enemy. There was no inherent reluctance to assign women to those non-combat MOSs currently excluded to women, for example, to artillery FDC or artillery survey sections. The determining factor in awarding these non-combat MOSs should be the physical requirements necessary for the MOS. All groups interviewed favored the expansion of available MOSs for female soldiers to include combat related but not direct combat MOSs.

In light of these findings, we recommended that Department of the Army authorize the assignment of female soldiers to brigade and DIVARTY headquarters. The Army should test the concept of assigning women to other category I units, to include Infantry, Armor and Cavalry units. While we do not have sufficient data to recommend the opening of specific MOSs to female soldiers, the Army should re-evaluate its list of female excluded MOSs.

Commanders and supervisors at all levels find that utilization of pregnant soldiers is the greatest source of dissatisfaction concerning women in their units. We normally find approximately 10% of our female soldiers pregnant at any one time. Fifty-four percent of our women surveyed agree with the Army policy on pregnancy however, 48% think that profile limitations support this view. There is a perception that pregnancy is used by female soldiers to avoid unpleasant tasks.

Supervisors believe that the Army loses an unacceptable amount of time with pregnant women. Unit readiness is degraded by the absence of pregnant women who must be slotted on the unit roster. No replacements may be requisitioned and other soldiers must do her job. Considerable sentiment exists that pregnant soldiers should be involuntarily separated on a case by case basis when they are not able to perform in their MOS. We found this situation of sufficient concern that we recommended that methods be developed to minimize lost time due to pregnancy and provide incentives for female soldiers to work as long as they are able.

Sole parents do not present as large a problem on a day to day basis. This situation could change considerably if we were to deploy in support of contingency plans. Though the DA policy clearly specifies that sole parents will deploy, there is considerable doubt by commanders that this would actually occur. Approximately 7% of our female soldiers are sole parents and another 8% of our female soldiers have children

and are married to a service member. Of this 15% of our female popu-
lation, approximately one half believe that their children would not
allow them to deploy. Or in other words 8 percent of our female
soldiers believe that their children would preclude their deployment.
Our only recommendation was to vigorously enforce the DA policy on sole
parents.

One of the significant findings in our survey of the female soldiers at
Ft Carson, was their disenchantment with the Army and their lack of
desire to continue a career in the Army. We found that women believe
that they are not prepared for the scope of their duties as required by
their MOS nor do they believe they are prepared for operating in a
tactical, field environment. One female soldier, MOS 63H, remarked on
the survey, "I admit I came into the Army under an MOS which I know that
I am not capable of doing the job, but when you ask to get in one where
you can be of service to your country, all you get is 'you wanted equal
opportunity.'" A second soldier remarks, "I am working in the MOS I
enlisted and went to school for, but I felt there should have been more
training, more tactical training. Mentally I was not prepared for field
exercises; at school they did not let us in on the total job."

We believe this lack of preparation for female soldiers as they are
awarded an MOS and are assigned to unit duties is a large contributor to
the female soldier's dissatisfaction with the Army. Only 12% of the
female soldiers expressed a desire to remain in the Army beyond their
current enlistment. Only 8% of the E3 and E4 female soldiers, the
soldiers closest to their initial re-enlistment decision, expressed the
desire to reenlist. Part of the problem can be resolved by adopting the
recommendations proposed previously in regard to a physical validation
before the award of soldiers MOS. Additionally, we recommended that
USAREC and DA insure that an adequate explanation of the full range of
duties, to include the field environment, be given for each MOS.

We find a compelling need to better educate and train our leaders to
supervise and train female soldiers. Fifty-four percent of the women
we surveyed did not believe that their supervisors understood regulations
concerning women. This is particularly true of uniform regulations. As
I mentioned, male supervisors tend to assume physical inadequacy or
become overly protective. Another example is·the tendency to allow
women to move from their nontraditional MOS to clerical duties. Fifty-
nine percent of our women believe that they find themselves doing more
clerical and administrative duties, than men of equal or lesser rank in
the same section. Part of the reason women are used in these clerical
duties are the operational augmentations required in the garrison
environment. Women tend to be more qualified or inclined towards these

jobs.   However, this is not always the case as indicated by the comments of several of our female soldiers. "Why is it that all Army males believe that all females know how to type and enjoy it. The Army paid for my schooling at Ft Lee for my supply MOS. I'd like to work in it." Another soldier remarked "I do not believe the Army utilizes its women to their fullest. Just because of my clerical ability I am forced to work in a situation that does not please me. I do not like being a clerk". We found cases where the tendency to assign female soldiers to clerical duties was being curbed. When the commander of our signal battalion discovered that his personnel administration center was heavily augmented with female soldiers, with signal MOSs, he immediately moved the excess soldiers back to their authorized positions. Unless all supervisors can develop this attitude, misutilization of female soldiers will be a problem throughout the Army.

Turning to the topic of additional duties we find the utilization of women is not consistent nor equitable in many cases. AR 600-3 requires commanders to insure that women perform additional duties on the same basis as men with the provision that weapons qualification and the environment and location of guard posts be considered. The implementation of this policy at local level ranges from no guard for women to complete integration in the guard roster. Commanders interpret the intent of this regulation differently but most commanders do not believe that women should receive any more consideration than men in assigning guard posts.

We at Ft Carson recognize our responsibility to better train and educate our male leaders. Our solution is first to undertake local initiatives to solve this problem, and secondly for DA to incorporate instruction within Army Service Schools on the training and utilization of female soldiers.

In our assessment, we attempted to determine the capability of female soldiers to defend themselves, their peers, and their unit. While the assessment indicates that the answer to this question is no on all three counts, these deficiencies cannot be attributed to an inherent shortcoming in the female soldier. Commanders and supervisors believe that this shortcoming is the result of a lack of fundamental combat skills training for female soldiers. Sixty-eight percent of the female soldiers believe that they have not been adequately trained to defend themselves in a combat situation. As one soldier remarked: "I feel there should be more training, to include all weapons men get trained with. If a woman is in a war situation, she would have no more of a problem than a man, depending on her training."

As mentioned earlier, the next war will create situations where soldiers will have to be able to defend themselves throughout the battle area. We can no longer think of moving women soldiers to a "safe" area in the rear. Women soldiers must be able to fight and kill to defend themselves and their unit. The Army must train all of its soldiers in the full range of defensive weapons, for example machineguns, hand grenades, the M203 grenade launcher, and the Claymore mine. The Army must also include training for women soldiers that develops their confidence and aggressiveness. This training should include the traditional combatives and confidence course exercises that are provided for male soldiers. We believe the recent Army decision to merge the male and female BCT programs is a positive approach to this problem.

In summary, we must undertake every effort to realize the full potential of our female soldiers. This is particularly crucial if we expand the number of female soldiers in the Army. We in the field must better train and educate our leaders to manage female soldiers. The Army must expand the opportunities for women to serve in more units. We must insure physical qualification based on MOS. And we must better manage our problems with pregnant soldiers. Finally, our commanders are very pleased with the performance of their female soldiers. If we accomplish those tasks set forth above, the Army will realize the full potential of its female soldiers.

ORGANIZATIONAL EFFECTIVENESS FOR THE GREENSUITER

CPT Michael R. Perrault
Fort Benjamin Harrison

Following the phone call from the branch assignment officer, I immediately informed my boss, a Lieutenant Colonel, that I would be attending the Organizational Effectiveness Staff Officer course at Fort Ord. His somewhat less than enthusiastic response was, "Mike, you're a good officer, don't let that touchy-feely stuff screw you up." It was with this thought in the back of my mind that I started the course. However, I soon learned that I was not the only student who harbored reservations with both the definition and role of OE in the Army. As I sat in class displaying a "show me" attitude, I soon identified those instructors I "tuned out" and those who seemed to have their heads screwed on right and talked my language. Their approach to OE seemed less lofty, more realistic and directly related to events I had experienced during my career. It was evident that I had previously missed the value of OE because of the jargon used by those in the program. It reminded me of those "touchy-feely hippie types" I had read about in Time and Newsweek articles during the late 60's and early 70's. The central thought that kept recurring during the initial phases of the course was that this was a healthy concept which may not gain acceptance by the majority of the Army because it is not being communicated properly to the soldier in the field.

My purpose in this article is to discuss the need for OE in layman's terms and to present a simple example of how OE might be employed in a battalion.

During the past thirty to forty years, there has been a dramatic upsurge in the amount of complex, technological equipment found in the typical Army battalion. The increased mobility, mechanization, and the introduction of direct communication with close air support elements has had a corresponding effect on the training and type of personnel in these units. Accordingly, the role of the company and battalion commander has expanded proportionately, a fact often overlooked in the day-to-day business of commanding a unit.

Recently, Lieutenant Colonel S. Yoram Yair of the Israeli Army, a graduate of the U.S. Command and General Staff College and veteran company commander in the 1967 War and battalion commander in the Yom Kippur War, addressed this very subject: "Compare the battalion or company commander of today with those of 20-30 years ago, in any Army. You will find his time spent on maintenance, administration, and training is four to six times greater than that of his counterpart 30 years ago. His range of knowledge has expanded; today, he must make use of the combined arms team, he must constantly integrate artillery fire, helicopter support, close air support from the Air Force, new missile systems, other electronic gear and night vision devices, to mention only a few."[1]

Morris Janowitz, the highly esteemed military author, has made numerous references to the changes occurring in the complexity of military commands: "Since the turn of the century, technological military developments have become so comprehensive that one can speak of an organizational revolution in the military, just as there has been an organizational revolution in industrial production."[2]

In his 1970 study entitled "Leadership and Exchange in Formal Organizations", T. O. Jacobs reaffirms both the trend to complex organizations in the military and the expanding role of the commander. "It is that the role of the superordinate in formal organizations can be extraordinarily complex, and that the complexity seems to increase as one moves from lower levels to higher levels. This complexity can to some extent be attributed to the existence of multiple responsibilities that compete for available time, and demands both a sense of timing and an accurate appraisal of real world priorities in the making of decisions."[3]

It must, therefore, be commonly accepted that, indeed, the competition for the battalion/company commander's time is more severe today than in the not too distant past. How much time does he now have to spend with personnel management, internal communication, and the career development of the various groups within his organization? The answer to this hypothetical question is unknown. However, it is important to recognize that the question arises at a time when the human factor in organizations is an ascending issue. As a result of the complex machinery of warfare, which has weakened the line between military and nonmilitary organization, the military establishment has come more and more to display the characteristics typical of any large-scale organization.[4] Technology, coupled with the human issues brought into the military with its recruits from the civilian society is bringing about a new set of needs that further compete for the commanders time. Military organizational authority in the past centered around discipline. However, Janowitz indicates the new doctrine seems to deal with human factors in combat and large-scale organization in a manner conforming to contemporary thought on human relations.[5]

Colonel Yair supported this thought when he stated "the commander must build upon the identification between himself, the NCO and the soldier and not use threat to run the unit. This is so because in combat, the threat mode is replaced by a far greater motivator."[6] Janowitz further comments:

> "In fact, the central concern of commanders is no longer the
> enforcement of rigid discipline, but rather the maintenance
> of high levels of initiative and morale. It is in this crucial
> respect that the military establishment has undergone a slow
> and continuing change. The technical character of modern war-
> fare requires highly skilled and highly motivated soldiers. In
> any complex military team, an important element of power resides
> in each member who must make a technical contribution to the
> success of the undertaking. Therefore, the more mechanized
> the military formation, the greater the reliance on the

team concept of organization. This hypothesis implies
that in order to accomplish his duties, the military
commander must become more interested and more skilled
in techniques of organization, in the management of morale
and negotiation. This is forced on him by the require-
ments of maintaining initiative in combat units, as well
as the necessity of coordinating the ever increasing num-
ber of technical specialists."[7]

It was recognized some time ago that a commander, in order to be more
effective, required a staff to monitor and operate certain functions.
Today, we routinely accept the staff concept (S-1, S-2, S-3, S-4) that
functions to relieve the time tension placed on a commander. The basic
staff has been complemented by other special staff officers. Addition-
ally, in recent years, numerous other efforts have been initiated to
further reduce the competition for the commander's time and to provide
him with external resources of technical competence. Some of these have
been referred to as MAIT, DAPMAT, PERMAS and in Europe, CAT.

The role of today's commander is more complex because of increased tech-
nology and rapidly changing human factors. Therefore, I submit that a
staff officer specially trained to assist the commander in both the
management of people and time might contribute significantly to the
overall effectiveness of the particular organization.

It is at this juncture that the rationale for an Organizational Effec-
tiveness Staff Officer (OESO) comes into focus. The OESO is a special
staff officer temporarily working for the commander, but dedicated to
him and performing all those common staff procedures with the exception
of making a final staff recommendation. The commander uses the OESO in
conjunction with his other staff officers. The following is an example
of how a commander might employ his staff and the OESO to improve an
unacceptable deadline rate in the motor pool. Initially, he might ask
the S-1 to review the distribution of personnel to ensure there is not a
shortage of mechanics, or to determine if any are hidden in other jobs.
He will also search for MOS mismatches and suggest personnel realign-
ments to remedy the situation. The S-3 may review the unit training
schedules to determine if sufficient time is devoted to motor stables or
he may recommend an expanded training program (OJT or otherwise) to
raise the performance of the mechanics. The S-4 might review the pro-
cedures of the TAMMS clerks, study the battalion cannibalization program
or look into the integration of supply procedures between the unit and
the direct support maintenance battalion. If missing tools or PLL is
the problem, the S-2 may get involved in tightening security at the
motor pool. Similarly, the OESO may research other aspects in the
battalion as follows:

     a.   How does the person in charge of the motor pool conduct
meetings? What is the frequency? Length? Content?

     b.   Do his subordinates specifically know what is expected of them?

     c.   Does the person in charge hold his subordinates responsible for their actions?

     d.   Does the person in charge delegate authority properly?

     e.   Is the talent of the motor pool being used most effectively?

     f.   Does the person in charge have an established list of priorities? Are they in the right order? Have they been coordinated with the other staff? Are his subordinates knowledgeable of those priorities?

     g.   Is the motor pool a team, working efficiently?

Through various techniques, the OESO may assist the commander to determine the answers to these questions. The OESO is also available, as are the other battalion staff officers, to aid the commander in developing a program designed to work within the chain of command to correct noted problems.[8]

As presented here, OE doesn't sound very "touchy-feely" because it isn't. For the commander, the function of the OESO can be critical because it offers processes designed to help him integrate the skills and personalities assigned to his unit, thus helping him to more effectively achieve his mission. A basic premise of OE is that commanders by education, training, experience, and talent are the leaders in the Army.[9] It believes, too, that if there are problems in a unit, the commander must and will handle them. However, the OESO is available to assist the commander to identify, isolate and resolve those problems. Properly instituted and sustained, it helps produce a climate in which the payoff is a strengthened chain of command, a more productive approach to problem solving and a greater degree of satisfaction and productivity among unit members.[10]

This paper demonstrates that the Army is neither insulated from nor immune to the changes that transpire in the civilian society and suggests that organizational effectiveness is a valuable process to assist the commander in adjusting to these changes. As there are numerous articles and publications available that provide both the historical development and definitions of OE, I have elected not to repeat those efforts, but have presented a realistic situation in which OE might be introduced. This example demonstrates that OE need not be thought of as mystical nor threatening to the commander.

[1] Yair, S. Yoram, Lieutenant Colonel, Israeli Army from a lecture to USAOETC, Class 2-77 at Ft Ord, CA   24 June 1977

[2] Janowitz, Morris, The Professional Soldier, New York, The Free Press, 1970, p.21

[3] Jacobs, T. O., "Leadership and Exchange in Formal Organizations", 1970, p. 262

[4] Janowitz, Morris, op cit, p.15

[5] Janowitz, Morris, op cit, p. 13

[6] Yair, S. Yoram, op cit.

[7] Janowitz, Morris, op cit, pp 9-10

[8] Looram, James, LTC, USA, Interview 6 July 1977

[9] Guido, L.C. PhD., Interview 3 July 1977

[10] Commander's Call, DA Pam 360-833, Action Leadership Through Organizational Effectiveness, May/June 1977, pp 5-7

ROLE AMBIGUITY: ITS COST TO THE COMMANDER
IN REDUCED EFFECTIVENESS AND SUGGESTED REMEDIES

MAJ Richard A. Wrona
USAREUR

The purpose of this article is to focus management attention on the adverse effects stemming from role ambiguity and to suggest specific remedies which will enhance perceptual clarity and thus contribute to individual and unit effectiveness. To achieve this purpose, this article includes a definition of terms; reviews recent behavioral science research for the effects of ambiguity; examines the success and failure of classical organization theory to meet the criteria of effectiveness; and identifies organizational activities which foster role ambiguity. Finally, three remedies are presented which can eliminate the source of role ambiguity among subordinates.

A "role" is defined as a set of expectations about behavior for a position in a social structure. These expectations are conditioned by an individual's experience and knowledge, values, perceptions, and specific experiences with a key individual. These expectations serve as our standards for evaluating the worth or appropriateness of behavior, and they tend to condition or determine such behavior.

Role conflict is defined in terms of situations where incompatibility exists between: 1. an individual's internal standards or values and his required role behavior; 2. time, resources or capabilities and the defined behavior; 3. the behavior required by an individual forced to assume different roles; and 4. expectations and organizational demands in the form of conflicting policies, conflicting requests from superiors and incompatible standards of evaluation.

Role ambiguity may be understood as the: 1. lack of predictability in the outcome or response to one's behavior, especially with respect to the desires of the supervisor; and 2. the nonexistence or vagueness of behavioral requirements, often in terms of environmental inputs, which serve as a guide and provide knowledge that the behavior is appropriate. Role ambiguity is therefore the lack of clarity about duties, authority, allocation of time, and interpersonal relationships. It involves the absence of guides, directives and policies; and it includes the inability to predict sanctions as the outcomes of behavior.[1]

Role ambiguity and conflict are important to our understanding of the dynamics within an organization because they act as critical intervening variables between the superior's leadership practices and the subordinate's response. House and Rizzo (1972)[2] postulated that the formal (task) and supportive (relationship) styles exhibited by superiors do not directly affect the dependent variables of organizational effectiveness, subordinate job satisfaction, anxiety-stress, and the propensity to leave the organization. Rather, these dependent variables are conditioned by the subordinates's experience of ambiguity and conflict.

Until recently, role ambiguity and conflict were viewed as inseparable in their effect on individual effectiveness. Furthermore, until 1972 the majority of research and literature, although recognizing the existence of ambiguity, emphasized the management of role conflict. Rizzo, et al., demonstrated that ambiguity and conflict were separately identifiable and independent. Their research also indicated that ambiguity appeared to be the dominant intervening variable in terms of adversely affecting job satisfaction and that it positively correlated with an individual's anxiety-stress and his propensity to leave the organization.[3]

Role ambiguity has subsequently been confirmed as dysfunctional by Lyons (1971),[4] Johnson and Graen (1973),[5] Hamner and Tasi (1974),[6] Miles (1975),[7] and Ivancevich and Donnelly (1975).[8]

More immediate concern to military managers are the results of three studies, conducted amongst military officers, which identified role ambiguity and correlated it with dissatisfaction, anxiety-stress, and the propensity to leave the organization.

Wrona (1973)[9] concluded that: 1. role ambiguity was experienced by company grade officers in one selected army division; 2. the experienced ambiguity adversely affected the officer's job satisfaction; 3. the officers valued less a position which involved role ambiguity than one which involved role conflict; and 4. an officer's need for independence tends to moderate role conflict more than role ambiguity. Stinson and Johnson (1975),[10] reported that role ambiguity acted as an intervening variable between leader behavior and subordinate satisfaction, and they further reported survey results which indicated that an individual's need for achievement moderated the relationship between ambiguity and satisfaction.[11] Current research therefore confirms role ambiguity to be dysfunctional to the individual, and through the individual it adversely impacts on organizational effectiveness.

Classical organizational theorists have long recognized the need for clarity and harmony within the organization and military managers have applied these principles to the Army. Thus, the military organization is structured to emphasize specialization and the division of labor; scalar orientation with respect to authority, responsibility and accountability; attention to a leader's span of control; and a clear differentiation between line and staff relationships.[12] We value these organizational principles to such a high degree that two of them, unity of command and chain of command, are included in our Principles of War.

An organization such as the military, structured along classical lines may also be characterized as "mechanistic". Burns and Stalker (1967)[13] and Lawrence and Larsch (1967)[14] use this term to describe an organization which possesses a tight hierachical structure that is emphasized by explicit (usually written) directives, job description, goal definitions, and programmed approaches to problem solving. Personnel in such an organization are encouraged to pledge their primary loyalty to the superior and to the organization. A mechanistic organization may also display evidence of a low mutual trust among its members; an orientation toward conflict resolution via win-lose bargaining strategies; and communication which is topdown.

In operational areas our concern for clarity and harmony has been generally successful. Certainly within the military the "operations order" is a superior example of our intention to preclude conflict and doubt. Our regulations, manuals, bulletins, orders and general correspondence although sometimes faulty in a specific instance, meet their objectives and have served us well. It is in our interpersonal relations, as evidenced by Human RRO studies, race relations training, personnel surveys, and letters to the editors of service oriented publications, that our reliance on the classical organization principles have proven to be less than effective. Furthermore, the identification of role conflict and ambiguity as intervening variables in the leader-subordinate relation and the dominance of role ambiguity as the dysfunctional variable in terms of satisfaction, anxiety-stress, and a desire to leave the Army is of major importance when viewed in terms of the decreasing monetary and personnel resources available to military commanders.

Role ambiguity appears to exist as a result of an organizational setting which is characterized by: 1. a size and complexity that exceeds an individual's span of comprehension; 2. rapid organizational growth accompanied by frequent reorganizations; 3. frequent changes in technology which in turn impact on the social structure; 4. frequent personnel changes

which disturb established interdependence; 5. changes in the environment such that new demands are placed on organizational members; 6. management philosophies which restrict information flow;[15] 7. personnel practices where recognition is inconsistent with evaluation, and 8. an organizational climate which is Machiavellian in the negative sense of the term.

Of the preceding eight organizational situations, three, restricted information flow, rewards inconsistent with evaluation, and a Machiavellian organizational climate appear to be of prime importance to military managers concerned with increasing role clarity among subordinates because they generally have the power to institute policies which will mitigate role ambiguity.

Information and its flow throughout the organization have been the subject of numerous studies and the object of many corrective actions. Yet, all too often the initial step, recognizing a need for improvement, is lacking. Trust between superiors and subordinates is implicit in good communications. If a subordinate perceives that unpleasant information may be dangerous to his security when communicated honestly to his superior, he may omit facts or hide them in a summary. Consequently, a perceived or real threat to subordinate security will adversely affect a superior's knowledge of his environment and his ability to effectively deal with reality. Communication and clarity will be enhanced when information is allowed to follow the demands of the work situation. Thus, communication should result from job demands and should follow information requirements rather than result from an organization structure. Finally when upward communication is received by the superior, it should result in timely, clear, and non-threatening response to the subordinate. Trust and confidence is therefore generated in the individual, his role in the organization becomes more clear and his effectiveness is improved.

The second situation identified rewards (and punishments) as inconsistent with evaluations, thus they contribute to ambiguity and hence to ineffectiveness. Here the obvious remedy is to ensure that good work and its performer are rewarded, or at least recognized, and that unsatisfactory performance is corrected. A subtle aspect of this remedy is the timing of the response and its honesty. Waiting six days or six weeks to cite initiative (or poor performance) does little to encourage positive growth in a subordinate. If the evaluation is negative and it comes late, it may have a deeper and unhealthy effect on the individual in that he may feel that a "case" is being put together against him. For any award to be effective it must clearly follow the act which elicited it and it must be consistent with the circumstances. Honest, timely and congruous evaluation

48

is therefore important to clarity and ultimately to satisfaction and effectiveness.

The third organizational setting which tends to foster role ambiguity is best described as Machiavellian. Here conflict and competition rather than cooperation directed toward mission accomplishment is the organization norm. A Machiavellian organization is generally blame oriented and its personnel actions are perceived to occur in secret and without input from the person concerned. Errors are treated with hostility rather than as a learning experience, and personal success strategies become important and are implemented without regard to loyalty or the unit mission. This particular situation is too complex a problem for a specific remedy; however, with the advent of the Army's Organizational Effectiveness program progress in reducing ambiguity can be accomplished and unit effectiveness increased.

Organizational Effectiveness is a management policy which utilizes the technology and principles of the behavioral and management sciences to strengthen the chain of command, improve individual and unit effectiveness, and ultimately to enhance the quality of life in an Army community. Organization Effectiveness is implemented by using a specially trained staff officer who serves as a management consultant (Organizational Effectiveness Staff Officer - OESO) to all commanders within the organization. Organizational effectiveness is not a substitute for good leadership nor is it leadership under another name. Leadership connotes a personal characteristic and implies an interaction between the superior and the subordinate. Organizational effectiveness focuses on the unit, its subsystems (psychosocial, management, technical, structural, and goals-values) and their interaction. The OESO concentrates his efforts toward identifying and clarifying how people interact and communicate within the unit and what motivates their actions. He uses as his plan of action, but only with the concurrence and active involvement of the commander, a strategy designed to assess the unit in terms of what is occurring among the unit members and why. Once sufficient data has been generated during the assessment, it is presented to the commander for his evaluation. If the data reveals a less than satisfactory situation and if the commander has the time and desires to implement an OE program, the OESO can design a plan of action directed toward improving those specific aspects of the organization that are of primary interest to the commander. Action Plan for OE is formulated in a manner that will involve the· unit personnel on whom it will impact. The plan may involve lectures dealing with management techniques and leadership behavior that have been indentified as of interest

49

to personnel, or it may involve recommendations for changing the procedures that control meetings. The action-plan may focus on aligning the goals of superiors and subordinates such that they compliment the unit's mission and contribute toward the reduction of role conflict and ambiguity. Some effort will probably be directed toward building better work teams so that competition and aggression can be replaced by cooperation and assertiveness. Finally, an evaluation of the implementation and progress would be undertaken as the program continues so as to modify or conclude activities as necessary. In general terms, an Organization Effectiveness program is directed toward the people problems that adversely affect a unit. It seeks to cure the negatives while improving the positives.

In summary, role conflict and ambiguity should be viewed by military managers as symptoms of an organizational illness that can be controlled and treated. No attempt is made here to contradict the concept that the best managers are those who can work through ambiguity to achieve organizational objectives, but this attribute of a "good" manager should not justify role ambiguity and conflict as healthy and as positively contributing to unit effectiveness. Of primary importance to the manager is the knowledge that role ambiguity and role conflict are dysfunctional to the individual and to the organization and that both can be reduced with some effort. In fact, role ambiguity would be significantly reduced if commanders and leaders would practice those normal procedures associated with the concepts of good leadership learned early in our military concern. Unfortunately, we all too often forget the basics as we advance to greater responsibilities. Therefore, the availability of a managerial consultant, who is unrelated to the organization, provides the commander with singular opportunity to get back to the basics of good leadership and management without loss of effort in the daily functions of the organization. Role ambiguity is a stumbling block to team effectiveness, it exists in all organizations to some degree and it can and should be reduced.

REFERENCES

1. Rizzo, John R., House, Robert J. & Lirtzman, Sidney I. "Role Conflict and Ambiguity in Complex Organizations." Administrative Science Quarterly, 1970 (Jan), Vol 15 (2) 150-163.

2. House, Robert J. and Rizzo, John R. "Role Conflict and Ambiguity as Critical Variables in a Model of Organization Behavior." Organizational Behavior and Human Performance, 1972, 7, 467-505.

3. Rizzo, et al 150-163.

4. Lyons, Thomas F., "Role Clarity, Need for Clarity, Satisfaction, Tension and Withdrawal."

5. Johnson, Thomas W. and Graen, George. "Organizational Assimilation and Role Rejection." Organizational Behavior and Human Performance, 1973 (Aug), Vol 10 (1) 72-87.

6. Hamner, Clay W. and Tasi, Henry L., "Relationships of Role Conflict and Role Ambiguity to Job Involvement Measures." Journal of Applied Psychology, 1974 (Aug), Vol 59 (4), 497-499.

7. Miles, Robert H., "An Emperical Test of Causal Inference between Role Perceptions of Conflict and Ambiguity and Various Personal Outcomes." Journal of Applied Psychology, 1975 (Jan), Vol 60 (3), 334-339.

8. Ivancevich, John M. and Donnelly, James H., "A Study of Role Clarity and Need for Clarity for Three Occupational Groups." Academy of Management Journal, 1975 (Mar), Vol 17 (1), 28-36.

9. Wrona, Richard M., "Role Ambiguity and Its Effects on Junior Army Officers." Unpublished MBA Thesis, Ohio University, 1973.

10. Stinson, John E. & Johnson, Thomas W., "The Path-Goal Theory of Leadership: A Partial Test and Suggested Refinement." Academy of Management Journal 1975 (June), Vol 18 (20, 242-252).

11. Johnson, Thomas W. & Stinson, John E., "Role Ambiguity, Role Conflict, and Satisfaction: Moderating Effects of Individual Differences." Journal of Applied Psychology, 1975 (June), Vol 60 (3), 329-333.

12. Kast, Fremont E. & Rosenzweig, James E., Organization and Management, New York: McGraw-Hill, 1970, 206-242.

13. Burns, T. & Stalker, G. M., The Management of Innovation, London: Tavistock 1967, 12, 479-500.

14. Lawrence, P. R. & Larsch, J. W., Organization and Environment. Division of Research, Graduate School of Business Administration, Harvard University, 1967.

15. Kohn, Robert L., Wolfe, Donald M., Quinn, Robert P., Snock, J. Diedrick, and Rosenthat, L. Robert. Organizational Stress. New York, Wiley, 1964.

TEAM BUILDING IN MILITARY ORGANIZATIONS

CPT Harry K. Rice Jr.
Japan

This article deals with team building and its application to military organizations. It gives an overview of the different types of "teams" or work groups found in organizations and discusses some facilitation techniques. Perhaps the most important part in the paper is highlighting my thoughts on a key team in a military organization, the Battalion Commander and his staff, and the need to explore the applications of team building to this work group.

This article will attempt to explain the many applications of "team building" within military organizations. I feel that this is one of the most important tools available to an Organizational Effectiveness Staff Officer (OESO) when involved with the implementation phase of the Organizational Effectiveness four (4) step process model. At every level of a typical military unit, whether it be Squad, Platoon, Company, Battalion or higher, the idea of working as a "team" is paramount to having a successful unit. This is true because the function of each "team", no matter what the level, in the organization is to interact within the team and with other teams to set and accomplish "goals." This is the keystone of getting the job done and accomplishing the ultimate goal of having an effective unit that can accomplish its assigned mission.

I would like to outline what I intend to cover in this article. First, I would like to clarify the different types of "teams" or work groups found in an organization, or more specifically, the kinds of "teams" or work groups found in every military organization. This is important to understand the different dynamics involved in the various kinds of "teams". I would also like to explain the different areas that can be concentrated on within the team to improve overall team effectiveness followed by a discussion of some of the models and facilitation techniques available to assist this improvement. Finally, I would like to discuss the value of team building in relationship to the overall "system" of the organization.

Team building interventions can focus on the "family group", an intact, permanent work team composed of a superior and his subordinates. This type of team in a military organization is probably best exemplified by a Battalion Commander and his primary staff. Interventions can also focus on "special groups" such as "project" teams, "start-up" teams, "committees" or other groups created for the accomplishment of one specific task, normally over a relatively short period of time. These types of groups are present in military organizations in the form of boards (e.g. promotion, awards and decorations, medical), special staffs, project teams for new equipment or groups formed for planning a particular training exercise.

The "family group" team building intervention has the goal of improving the team's effectiveness through better management of task demands, relationship demands and group processes. It is an inward look by the team at its own performance, behavior, and culture for the purpose of eliminating dysfunctional behaviors. Normally, the group critiques its own performance and analyzes why it does things the way it does and attempts to improve its functioning. The "special teams" team building intervention has basically the same goal as the "family group" but normally the emphasis is placed on defining relationships, especially interunit or interpersonal conflict, role clarification and responsibility clarification. These team building interventions are normally directed toward four major areas: diagnosis, task accomplishment, team relationships and team processes.

However, they usually focus on two major areas. One of the types of activities used is helping the team understand the "processes" by which the team gets things done. This activity concentrates on the development of the teams working relationships and problem solving skills. The other focuses on the tasks of the team which help to clarify goal setting and planning. Normally, these activities are based on a logical sequence of actions within the intervention. This sequence is a collection of data, feedback of data and discussion/planning based on that feedback. This format is useful as a basic guideline and is applicable to either task or relationship focused team building efforts. Normally, the consultant (OESO) gathers information by interviewing members of the team prior to the team building exercise and by gathering data on the overall organization on which the decisions of the particular team have an effect.

The information is categorized and displayed on flip charts or other similar media. A discussion with the OESO and the "boss" prior to the team meeting may be desirable to possibly iron out areas to be highlighted. The group meets and discusses the issues or categorized information, ranks them in terms of their relative importance, examines the underlying dynamics of the problems and begins to work on solutions. Then some positive action steps are planned to bring about any changes that are deemed necessary. A further follow-up meeting is often planned to review the situation and chart the progress of the team toward these particular changes. As you can see this is a basic format and may have many variations according to the team and circumstances. The team building session may be directed toward problem solving for task accomplishment or improving interpersonal relationships as mentioned previously and, in fact, it may be that one of these issues is the principal reason for holding the team-building meeting.

The format I have described above is very applicable to military organizations. "Teams" at all levels within this organization can benefit from team building and have significant outcomes. These outcomes may be clarifications of expectations, agreement on areas of responsibility, improved planning skills, improved problem solving skills and getting to know and work better with other members of the team. I would like to

highlight the last outcome on the list: <u>Know and work better with other members of the team</u>, for it is my contention that this is perhaps the <u>most</u> important area when dealing with team building in a military organization.

I would like to use a Battalion Commander and his staff as a typical team to highlight this contention and because I feel that these will be the team an OESO will come in contact with the most. In my experience a Battalion Staff will generally be highly task directed and somewhat goal oriented although sometimes the goal gets lost in the "tasks". Each member of the team is somewhat similar in that they are all officers, college graduates, usually graduates of one or more advanced military courses and/or graduate programs and are highly motivated. However, I have observed that along with these attributes they tend to be fiercely competitive, somewhat isolated in their respective job (i.e., administration, intelligence, operations, supply) and sometimes narrow in their perspective of both the overall mission and the team's function in the overall system of the battalion. I submit that these attributes are not a natural phenomenon but a result of the training, personnel policies and competitive environment within the military system. Generally, because of the training and motivation, task accomplishment is generally only hindered by the process or interpersonal relationships within the team. This lack of interpersonal relationships, in my opinion, is caused both by lack of training and competitiveness among the team members. Team building focused on knowing and working better with other members of the team, in this case, can lead not only to improved specific task accomplishment but also realization of many of the other significant objectives of team building such as clarification of expectations, agreement in areas of responsibility, improved planning and improved problem solving.

I have outlined team building in general and some of its applications within military organization. I highlighted an example of a battalion commander and his staff and gave my thoughts on the validity of the team building concept in this situation. This is not to say every battalion staff is in need of team building but in my experience this would be a starting point to look at the functioning of the entire unit.

UTILIZING AVAILABLE RESOURCES

MAJ Joseph Mangino
Fort Leonard Wood

At Fort Leonard Wood a spirit of cooperation exists among the helping services. Several conjoint efforts with chaplains, social workers, psychiatrists, and the OESO have been conducted. The OESO, a social worker and a chaplain were the prime movers in establishing this spirit of cooperation.

During August 1976 a conjoint training planning session was held among the various helping services to establish an agenda for the year. The organization adopted the name of Ozark Institute for Clinical Training. The purpose of the institute is to conduct professional development workshops utilizing the resources available amongst the participating agencies in order to meet the professional needs of the participants - both from the standpoint of sharing common problems and stretching one's knowledge. The workshops are conducted once a month with a maximum of 25 participants. The following organizations participated in the Institute:

> Department of Psychiatry, US General Leonard Wood Army Hospital
> Social Work Service, Fort Leonard Wood
> Center for Clinical Pastoral Education, Fort Leonard Wood
> Mental Hygiene Consultation Service, Fort Leonard Wood
> Drug and Alcohol Program, Fort Leonard Wood
> Truman Education Center Counselor, Fort Leonard Wood
> Army Community Services
> Area Confinement Facility Counseling Section, Fort Leonard Wood
> Community Health Nurse Section
> American Red Cross
> Local counselors from the town's school district
> The local county's department of social services

The OESO has conducted two of the twelve workshops. The topic areas of those workshops were "guided interview techniques" and "helping clients determine goals and life planning needs."

From this common bond the OESO has been able to work with these helping services in many projects. The OESO, a social worker and two chaplains have conducted two top management workshops for field grades/GS-11s and above. The three-day workshops were held on site and conducted in accordance with the adult learning model. The purpose of the voluntary workshop was to enhance the managerial effectiveness of the participants. The workshop was tailored to the needs of the participants in that it was designed on the basis of participants' anonymous surveys. Several battalion commanders attended as well as a brigade commander and a G-level director.

In addition, the OESO has worked with MEDDAC social workers in conducting an individual skill building workshop for a battalion who requested assistance in improving its counseling skills. The two three-day workshops were a tremendous success.

Through this spirit, the OESO and the Post Chaplain were able to facilitate two very successful commanders' workshops; one, the prevention of barracks larcenies and one on the prevention of AWOLs. The results were astounding -- a 52% decrease in the installation's AWOL rate during the first seven months of CY 77 as compared to the same time period of CY 76; and there has been a 55% decrease in this installation's number of barracks larcenies during the ten months following the Commanders' Seminar as compared to the same ten month period the previous years.

This pooling and sharing of knowledge and skills has produced a group of "helping" professionals who work in a very cooperative way. Every helping service looks to fit with its peers and this is done in a very noncompetitive fashion. We all respect one another's abilities and territory; yet we work toward a common goal -- the improvement of mission effectiveness and the quality of community life here at Fort Leonard Wood.

SOME THOUGHTS ON HOW TO BEST
UTILIZE EXTERNAL CONSULTANTS

Lieutenant Commander Ray Forbes, PhD
Associate Professor NPGS

1.   Determine for yourself what your problem is that requires outside help. Be sure you have looked inside your own group first for what you need. Be honest with yourself: if time is a crunch or the expertise inside is lacking, say so.

2.   Be well prepared for your first meeting. Consultant time is usually very expensive, so, get your thoughts down on paper and assemble all the materials and references that you think you'll need.

3.   Let the consultant know from the beginning, what you want and how you will utilize the consultant services (problem solver, information giver, process observer, role clarification, team building). Be as clear as you can on this: it's not very effective if you plan to utilize a high powered sledge hammer (the consultant) to drive a tack (a minor organizational difficulty).

4.   Before you first get together, do an empathy thing. Put yourself in the consultants place. What would you want to know about the situation if you were the consultant. My experience indicates consultants are interested in such items as:

   a.   How do I get to where you are?

   b.   Are there special complications involved in getting to you (i.e., gate passes, people to get cleared through, no parking available, escort, etc.)?

   c.   How much time will we have together?

   d.   Who else will be there? (Especially other consultants)

   e.   Is there anything (materials, equipment) I need to bring besides myself?

   f.   How do I get paid (what's the system)?

   g.   Are there some things you can send me in advance so that I can be more fully prepared for my visit? (Briefing information, history of the problem, information on key people involved).

   h.   What plans, if any, are there for meals? (Business lunch? Meet others in the organization? Work through meal hours?)

   i.   How did you find me? (Why me?)

5.   Once the consultant is in your clutches, how can you best make use of the time? I find it useful to visualize the end of the day and what I would like to have happened. This might be a problem clarified, additional resources identified, or some insights into my groups process. From here I can look backwards and say to myself, what can I do to help that visualization happen? A little creative daydreaming on company time might do wonders for you and your organization!

6.   To obtain your desired outcome with the consultant's time, you might consider using your time with the consultant to:

     a.   Exchange expectations of desired results.

     b.   Talk about what each of you can bring to bear on the situation at hand.

     c.   Bring the consultant up to speed on the situation (historical background, personalities involved, perceived blocks to progress).

     d.   Plan a written agenda together for the time available. Include what you want to have accomplished by the end of the time period.

     e.   Utilize the last 15-30 minutes of consultant time to recap for you what has been significant. This should do a couple of things for you such as fix in your mind what the consultant has perceived as the important elements of the situation, provide a review, and give you some judgmental data on the worth of the services to you.

7.   Before the consultant leaves, be sure you are both clear on future involvement. When, where, and what time (if ever) will you meet again? How will each of you be prepared (completed prework) for the next meeting.

For me, the best consultants I have seen do two basic things well:

     a.   They say and do things that make a difference that I can recognize. (A difference is only a difference, unless it makes a difference).

     b.   They are able to put structure (meaning) into ambitious situations; they bring some order into the organizational world.

A number of concerns relating to the questionnaires used in Phase II
of OE Evaluation Plan have been raised. These concerns revolve
around two main themes: technical criticisms of the questionnaire(s)
and territorial infringements.

Most technical concerns dealt with either questionnaire length or the
seeming diversity and complexity of the questions and their answer
formats. The evaluation plan represents a new and unique approach to
evaluation research: an approach that taxes both researcher and sub-
ject alike. In return for the effort, both researcher and respondent
have access to a comprehensive data base and systematizing procedure
which offers the most complete information available on OE - its status,
environment and techniques. To do this, questionnaires were designed
to gather the maximum amount of information on as many areas as pos-
sible. This implies that the patience limit of the respondent will be
approached, and in some individual cases, exceeded. The questions
themselves were each designed to extract the maximum amount of
descriptive or perceptual information. Because of these dual infor-
mation goals the questionnaires often gave a disjointed appearance -
and it is expected that some, if not many of the questions, were
inapplicable to some portion of the respondent population.

Perceived territorial infringements have been expressed as being the
result of the numerous questionnaires, surveys, and other data requests
that OESOs and others have been subjected to in the past twelve months.
Several have felt this quantity to be an unnecessary invasion of their
time and effort, and of the time and effort OE users as well. Most
respondents who share this sentiment generally failed to respond. A
few reacted by responding with cogent arguments against the gathering
of data in an area as sensitive as OE. The complexity of this issue
is further complicated by the current confusion surrounding the con-
cepts of confidentiality, anonymity, and nonattributality. None the
less, the effort to gather this information, at the well recognized
costs of time and effort on the part of the respondents, continues for
the ultimate benefit of those same respondents. Many programs have
been less successful than they could have been for lack of a viable,
timely, and accurate source of feedback from the field. The OE charter
requires that those pitfalls be avoided. In return for the cost of
providing information, respondents benefit from decisions made at
higher levels on the best possible information: decisions, therefore,
possessing a much greater probability of having the desired impact.
These same data are available to the respondents for their own decision
making needs, should this data be requested.

The need for rational decision-making requires that the OE Evaluation
Plan continue until October 1979. Feedback is necessary but oftentimes
painful at both the person-to-person and at the system-wide level.
Involvement will continue to be solicited from as many members of the
OE community as possible. It is hoped that a maximum number will con-
tinue to provide their honest and valuable perceptions.

Detailed descriptions (both technical and nontechnical) of the OETC Evaluation Plan have been circulating in the field since summer of 1976. Additionally, a Phase I report was disseminated to a wide professional audience during May 1977. The scope of this article does not allow for a detailed description of either intent or methodology. However, more detailed literature will be furnished upon request made to the Evaluation Directorate, OETC (AUTOVON 929-7980/ 4574).

USAOETC EVALUATION DIRECTORATE FOLLOW-UP REQUEST FORM

QUESTION:_____

_____

_____

FROM THE PERSPECTIVE OF:

_____IN GENERAL   _____OESO USER

_____COMMAND   _____OESO USERs SUBORDINATE

_____OESO SUPERVISOR   _____WORKERS IN RELATED FIELDS

_____OESO   _____USAOETC FACULTY/STAFF

DETAILS:_____

_____

_____

_____

_____

_____

YOUR NAME:_____   Mail to: USAOETC
                                            Evaluation Directorate
ADDRESS_____   P.O. Box 40
                                            Fort Ord, CA   93941

_____

AUTOVON NO._____

For further information call AUTOVON 929-7980/4574

Use this form to state a question for which you would like further
detailed analysis. Also, check the perspective(s) from which you
would like your question analyzed. For example: What is the effect
of rank on the credibility of the OESO from the perspective of the
OESO supervisor, OESO, OESO User, and USAOETC Faculty/Staff?

FEEDBACK: WHAT OE USERS SAY

LTC Otis Jones
Director, Evaluations
USAOETC

When an OE user says an OE intervention has worked for his unit, that is a key measure of success. From Europe to the Pacific and CONUS-wide, satisfied commanders and staff heads are speaking out on OE successes. This article recaps some of those candid statements.

As a result of an OE intervention, a Fort Leonard Wood Battalion Commander had these words concerning the effect of the OE effort: "Improved coordination. Better defined executive officers' responsibilities. Established better counseling of company commanuers as to where they stand. Exposed perceptions which were erroneous that we were able to correct." Through team building and role clarification, a good unit was able to make itself better. This was reinforced by comments from the Chief of a Military Personnel Office (MILPO) at a Texas installation who said: "Helped in team building at "first-team" level. Identified problems of worker force which for the most part have been reduced/eliminated." What the OESO had done in each case was provide to the command and staff chief, tools that they could use themselves to improve their units.

The assistance being provided by OESOs in opening communication channels is receiving considerable positive feedback. A Director of Industrial Operations in the Pacific had these comments concerning a Communication Workshop put on by the OESOs: "Highly effective - opening of communication and creating an air of honesty and openness within organization. All training has been more or less tailored to the needs and desires of the agency."

His perceptions are reinforced by a Fort Jackson Battalion Commander who stated: "Overall effect was better communication. The OESO provided a forum for openness, and a great many items emerged to "make the battalion better."

A Brigadier General, Division Engineer, wrote concerning the integration of a Communication Workshop into a unit generated project. He had this to say: "Most valuable service was to aid supervisors in our ongoing MBO Program. Techniques taught were good; helped my people to be able to come out of their shells and work with their people without fear of vulnerability."

Another OE tool that is receiving wide acclaim is the Transition Model. A Fort McClellan Battalion Commander made this comment: "Provided the incoming battalion commander an understanding of unit strengths and weaknesses; attitudes and perceptions of unit personnel; job satisfaction; morale and unit climate. Helped to identify areas of concentration and

command emphasis." We have received numerous other comments from commanders who state that this OE intervention has saved them from two to six months in getting on board in their new commands.

The comments provided in this article were received in connection with the OE Evaluation Plan. They reinforce the positive impact that OE is having in the field. These perceptions in the words of users themselves, is a measure of success. Over time, more refined criteria may be developed, but there is nothing more important than a satisfied customer. OESOs are doing just that.

OE IN THE ISRAELI ARMY

Interview with LTC S. Yoram Yair, Israeli Army.

MAJ Kennith Burns
OETC Fort Ord, CA

LTC S. Yoram Yair is 34 years old, has fourteen years of service as an
officer in the Israeli Army and participated in both the 1967 and 1973
wars. LTC Yair served as company commander in the 1967 war and as both
deputy battalion commander and battalion commander in the 1973 war. He
has also served as an instructor at the Israeli Basic Officer Course,
the Commandant of the Israeli Advanced Officer Course and has recently
graduated from the United States Command and General Staff College.

The Organizational Effectiveness Training Center has concentrated its
efforts primarily with the OE/OD theory, concepts and application in
the United States Army. So when LTC Yair visited the OETC, he was asked
to participate in a video tape interview with students and faculty to
solicit his views of the OE/OD consultant in the Israeli Army. What he
has offered, LTC Yair explains, is a picture as he sees it, of the simi-
larities between the OESO and the Israeli Field Psychologist, and his
experiences and interactions with the Field Psychologist.

The interviewing panel consisted of MAJ Kenneth R. Burns (OETC faculty),
LTC Neil Lang (OESO Course 2-77 class leader) and MAJ Mario Macaluso
(OETC Course 2-77 student).

QUESTION: LTC Lang: LTC Yair, would you explain what the Field Psychol-
ogist's (Israeli OESO) role is in the Israeli Army?

ANSWER: There is a vital necessity for the Field Psychologist, or
what you call the OESO, in the Israeli Army. The amount
of problems the present day commander is faced with as com-
pared to those of twenty or thirty years ago is astounding;
i.e., the advent of electronic devices, mechanized equipment
and missles. The commander is expected to be knowledgeable
in all these fields and to be able to effectively manage
them as well as manage and perform personnel maintenance.
The amount of time devoted to establishing a good relation-
ship, good working atmosphere, opening channels of communi-
cation, and team building has been drastically reduced, even
though they are not any less important! The Field Psycholo-
gist has given the commander an extra, specialized staff
officer with the capability to identify and organize resources
to deal with problems, and to help solve those problems which
he might not otherwise have been able to concentrate on with-
out the assistance of the Field Psychologist. The main
function is to HELP the commander and give him some insight
into problem areas.

QUESTION: MAJ MACALUSO: How are the Field Psychologist consultants
           selected and trained?

ANSWER: For the most part, the Field Psychologists are graduate
           psychology students with only minimal military training and
           background. I, personally, think the best ones are the few
           which are veterans. That is, they have served in the Israeli
           Army as platoon leaders or company commanders and then studied
           psychology at the University. They have then gone back into
           the Army as Field Psychologists. Then, there are the reserve
           officers who are on active duty for a short period of time
           and they generally serve only as supervisors and provide some
           support to the younger active duty Field Psychologist.

QUESTION: LTC LANG: We are taught a four-step process here at OETC.
           Would you explain how the program is run in the Israeli Army?

ANSWER: The Field Psychologist uses basically the same model as yours;
           the only noticeable difference is we have thirteen years as
           opposed to your four. Concentrated attention is given to the
           inprocessing phase with the commander. Essentially, what
           the Field Psychologist is attempting to do is establish a
           common language with the commander and quell any thoughts that
           the Field Psychologist is going to act as a spy for anyone in
           a higher position. It is essential to establish a good rapport
           between the Field Psychologist and the commander early on in
           the operation.

QUESTION: MAJ MACALUSO: Please define the Field Psychologist's role in
           combat.

ANSWER: Their main role is really before and after combat. Before com-
           bat, the Field Psychologist concerns himself with helping the
           commander create a cohesive unit that will function effectively
           as a team in a combat situation.

           After combat, the Field Psychologist often assists the commander
           in rebuilding the unit that experienced difficulties in combat.
           There is no role for the Field Psychologist in actual combat,
           but, it is very important for him to simply "be there" with the
           soldiers. He does not leave five minutes before the battle and
           then return five minutes after the battle, clean shaven and
           refreshed. It is important to participate and to be involved
           with the soldiers and live the same terrible experiences with
           them. Then you will know and understand what the soldiers are
           talking about. You will not have to ask them, "What was it
           like?" because you were there.

QUESTION: MAJ BURNS: What is the role of the Field Psychologist in post
           war activities?

ANSWER: The Field Psychologist does not work with the families of soldiers KIA. The important task he has is one of helping the individual soldiers and the units to get back on their feet after the war is over. He helps reduce tension and gets the soldiers back to normal functions.

In many instances, soldiers do not want to get back to administrative procedures, but simply want to relax. Oftentimes during a combat situation, officers and soldiers share the same foxhole and fight alongside each other. This naturally develops a very close, friendly relationship between them. Then when the fighting is over, it is difficult for the soldier to go back to saluting the same officer and concentrating on noncombat activities. It is in this transition phase that the Field Psychologist can be very helpful.

QUESTION: LTC LANG: What is the role of women in the Israeli Army as Field Psychologists?

ANSWER: There is no place for women in a fighting role, but they do function as team members with a male Field Psychologist and together they work before and after combat.

QUESTION: MAJ MACALUSO: How do you measure the success of the Field Psychologist?

ANSWER: It is very difficult to measure his success, and it is oftentimes months before you can see any results. I, personally, think all commanders have some OE in them! What I mean is that they may not have all the tools, technical vocabulary or be able to identify the problems in psychological terms, but there is some competency inherent in commanders.

Perhaps one measure of success is how well the Field Psychologist markets his product and how well the NCOs and Officers are accepting him. If they reject him, let's face it, he has failed!

NOTE: The video cassette interview with LTC Yair is available to OESOs through normal installation TASO channels. The proponent is the Fort Ord TASO and the video cassette number is V/921-075-0314-B.

LEADERSHIP AND MANAGEMENT CONSULTATION
IN THE UNITED STATES AIR FORCE

MAJ Joel T. Champion
LtCol Fred A. Petty

ABSTRACT

The Air Force's approach to managerial consultation
is described here. A brief background of the Air
University's Leadership and Management Development
Center is presented, and the process of and ra-
tionale for base-level consultation are discussed.
Also presented are some criteria for evaluating
the LMDC Consultation Teams' success.

The primary objective of leadership and management consultation in
the United States Air Force (USAF) is to enhance combat readiness.
To achieve this objective, management consultants of the Air Univer-
sity's Leadership and Management Development Center (LMDC) travel
world-wide, carrying the message that top management is concerned not
only with mission effectiveness but also with the resolution of "people"
problems and quality of life issues affecting service members.

LMDC consultants assist the air Force Chief of Staff by making highly
visible the philosophy that effective leaders focus on both concern
for the mission and concern for people. Many Air Force leaders recog-
nized long ago that complex missions, often performed under stress
using sophisticated equipment, could not be accomplished without well
trained people. Further, experience revealed that performance was
enhanced when people were reasonably well satisfied with their work
and its environment and when they were committed to the organization's
objectives. The Air Force has been highly successful in training its
members to meet technological requirements of their jobs. Increased
efforts are now being made to complement the technical skills with
more effective leadership and supervision practices--an especially
crucial effort in today's environment of rising expectations and
aspirations.

The purposes of this article are (1) to explain briefly the history
and mission of the Leadership and Management Development Center, and
(2) to discuss the process of LMDC managerial consultation and the
rationale and operating concepts which guide these efforts within the
U.S. Air Force today.

Background

In mid 1975, the United States Air Force Management Improvement Group
(AFMIG) examined many nontechnical aspects of Air Force life and work.
This ad hoc working group administered a 150-item questionnaire to more
than 58,000 randomly selected Air Force members, a sample of approxi-
mately 11 percent of the Air Force population at that time. The purpose
of the survey was to determine attitudes associated with a variety of

quality of life issues. Respondents were asked how they felt about their economic standards, economic security, equity, work, leadership/supervision, personal growth, free time, personal standing, and health. The analysis of the data revealed that Air Force personnel were reasonably well satisfied with the great majority of issues explored.

One area, however, did cause particularly high concern. When asked about the importance of good leadership and supervision, 81 percent responded that it was highly important. Alternatively, when asked their opinions of the quality of Air Force leadership, 72 percent rated it average to poor. Specifically, 26 percent responded excellent or above average, 41 percent chose average, and 31 percent rated it below average or poor. The remaining respondents had no opinion. This finding, coupled with other more extensive data relating to this perception, prompted the AFMIG to recommend, among other things, that an organization be created to revitalize leadership and management training for Air Force supervisors.

Based upon these recommendations, General David C. Jones, the Air Force Chief of Staff, directed the creation of the Leadership and Management Development Center to be part of the Air University located at Maxwell Air Force Base, Alabama. The Chief of Staff further specified that management consultation field teams be formed to travel to Air Force organizations world-wide. The teams were to conduct leadership and management education seminars for supervisory personnel at all levels within the host organizations. Further, they were to provide management consultation services to the host commanders and their subordinate commanders, managers and supervisors.

The first LMDC Consultation Team was formed in December 1975 and began its education-consultation efforts in January 1976. Early team efforts focused primarily on the leadership seminars with consulting activities limited, in general, to broad but simple leadership problems.

By September, a second team had been formed, the teams' credibility had been established, and invitations from field commanders for visits filled the schedule through March 1977. In October, in response to the growing demand for LMDCs services, three ten-member teams were formed and began making visits world-wide. Consultant training continued during this expansion period.

The ten-member Consultation Teams are composed of officers and senior noncommissioned officers. Each team has a lieutenant colonel Team Chief and three or four other officers. Each team member was carefully selected for this assignment. Most have had extensive formal education and training, and each has brought with him or her many years of experience in one or more of the many Air Force functional career fields. For example, team members come from such fields as air operations, aircraft or missile maintenance, personnel, security police, civil engineering, communications operations, education and training, and many others. Many of the officers have previously served as commanders, and all of the noncommissioned officers have had important supervisory responsibilities.

68

The primary purpose of the pre-visit is to insure that the sponsor understands the type and scope of the LMDC services to be provided by the team and the nature of the team-client-sponsor relationship.

Additionally, the advance person coordinates many other aspects of the visit with the host project officer--such as determining the number and schedule of seminars and arranging for suitable classroom facilities.

The Pre-Briefing

Approximately one week before a scheduled visit, the Team Chief and the advance person brief the assembled team members concerning the upcoming visit. Conducted in the "home office," the prebriefing establishes the framework for coordination of all the team's activities for the coming visit...travel and lodging arrangements, teaching and consulting schedules, and consulting assignments. In addition, the host organization's mission, size, location, work force composition, and other pertinent factors are discussed to help prepare the team members for their roles during the visit.

The Visit

Although each visit is tailored to the specific needs of the client organization, most visits follow a pattern as described below. The dual approach--leadership and management instruction and consultation services-- is used in virtually every visit. Normally, visits last one week; some, however, may be scheduled for two weeks or longer.

The In-Briefing. On the morning of the first day, the Team Chief meets with the sponsor to establish their personal relationship and to discuss any relevant topics which either wishes to raise. This initial contact is usually followed by a meeting with the assembled subordinate commanders and key staff members. The meeting is intended to communicate to all the key leaders on the base the nature, scope and limitations of the team's visit. Further, this meeting provides the forum for the host commander to visibly demonstrate his support for the LMDC team's efforts. Cooperation between the team consultants and unit level supervisors is established more quickly and productive results are more readily obtained when the sponsor publicly endorses the program.

Following the presentation of the introductory information, this group of key personnel usually participates in the first of the seminars scheduled for the week.

The Seminars. Normally, eighteen four-hour seminars are scheduled throughout the week to provide opportunities for all base supervisors to attend. Several special seminars are usually conducted for specific groups; for example, for unit Commanders and their First Sergeants,

for the assigned Chief Master Sergeants as a group, and for the "Top Three" grade noncommissioned officers as a group.

The seminars focus on topics such as human motivation, communications, the problems of differing attitudes and values among groups, and other relevant leadership and management concerns. The seminars consist of a professional quality "lecturette," supported by attractive visual aids, followed by questions and discussion. Participants not only find these programs educational, but also find them very stimulating and enjoyable.

The seminars are presented to achieve several purposes. First, they provide an opportunity to acquaint supervisors with important leadership and management concepts and techniques which may have direct, beneficial application in their daily jobs. Second, they are designed to raise to the level of awareness the importance of "people" considerations in daily supervisory practices. And third, they help to create a common frame of reference among supervisors at all levels to facilitate discussions of leadership and mangagement issues throughout the organization. Discussions of this type often enhance problem-identification and problem-solving efforts within and among groups.

Additionally, through the seminar programs, supervisors from all base units become acquainted with the consultants, all of whom conduct some of the seminar sessions. Frequently, after a session, supervisors contact the consultants, request assistance in their units, and reveal one or more problems which they face in their jobs. This is one of the valuable sources of information gathered during the visit.

Consultation. Current LMDC consultation activities focus primarily on data gathering and diagnosis, followed by the feedback of descriptive and prescriptive information. Working simultaneously within units at various organizational levels, consultants identify leadership and management problems through personal interviews, meetings with groups, nonparticipant observation, and the use of small specially designed surveys. At team meetings during the week, consultants compare their perceptions. After leadership and management problems have been diagnosed, discussed and validated, a description of the "perception" and several suggested management options are provided verbally or in writing to the supervisors at those organizational levels where the problems can most effectively be solved. Whether or not a unit-level problem is reported to managers at higher levels within the client organization depends upon its seriousness, potential impact, and probable growth trend. The Team Chief is ultimately responsible for determining the final level of problem reporting up to, but not higher than, the installation commander (sponsor).

LMDC consultants do not become deeply involved with organizational problems which are purely functional or technical in nature or which

are unique to a particular career area, operation or location. Problems of these types require the attention of technically current functional "experts" who have the authority to address and the capability to solve these problems.

Problems relating to inadequacies of organization structure, manpower authorizations or personnel assignment policies or practices are also the concerns of specific, established USAF agencies. When consultants encounter problems such as these, they refer the client to the proper source of assistance. However, consultants may document problems of these types as contributing factors to other problems with which supervisors are concerned. With this type of LMDC support, supervisors may be better able to obtain the necessary staff assistance to solve the problem.

A "referral action" is also the appropriate response to an individual with a "personal" problem. In these cases, consultants use their judgement to determine the extent of their personal involvement. Frequently, a consultant may let the person "get it off his chest," then suggest a course of action using organizational resources to solve the problem. The chaplians, medical personnel, and social actions specialists are only a few of the many professionals who stand ready to help base personnel at all times. If an individual indicates, however, that he has tried these avenues to no avail, then the consultant must reevaluate the probable scope and seriousness of the problem. Further investigation may reveal that a significant organizational problem exists.

The types of concerns most appropriate for LMDC consultants' attention are those which traditionally are classified as leadership problems, particularly those which focus on interpersonal processes and intergroup relations. Problems which can be described in terms of communications, recognition, delegation, cooperation, supervision, leader-member relations or morale--all of these are special areas of concern for LMDC consultants. These problems can be either within or between work groups, functions, squadrons, or other units. They can be real or imagined. But, in the final analysis, they must be judged to have some adverse effect on mission accomplishment.

At the end of the week's visit, three important final activities remain. The sponsor's trip report must be prepared and approved; the client supervisors must be advised of problems discovered in their areas of responsibility and of the perceptions to be reported to the sponsor; and finally, the sponsor must be "out-briefed."

The Out-Briefing. After final preparation of the report, the Team meets with the sponsor to present their documented perceptions and discuss the visit. During this meeting, the problems are put into perspective and suggested management options may be reviewed. The acceptance and use of these options are always the prerogative of the sponsor. Normally, the

report also recognizes people and groups who have made superior contributions to the team's efforts or to the host organization's mission accomplishment.

Only a few copies of the team's report are prepared: one or two are given to the sponsor and the others are filed at LMDC. The LMDC policy of "reasonable confidentiality" precludes passing specific, unit associated information up the chain of command beyond the sponsor, unless highly unusual and compelling justification exists. To date, LMDC has never violated this confidential relationship.

Summary data which has been disassociated from the units of origin is used later to analyze and evaluate the nature and scope of problems occurring throughout the Air Force. When systemic problems surface from these analyses, they are reported to the appropriate USAF agency for force-wide resolution.

The Post-Briefing

Upon return to the Leadership and Management Center, the Consultation Teams brief the LMDC Commander, their director, the other teams, and other interested LMDC personnel. The briefing focuses on the lessons learned and upon the process and content of the visit. Sharing information about visits helps the members of each team to become aware of the issues being raised and addressed at other locations and to learn additional ways to enhance the effectiveness and professional conduct of future visits.

Criteria for Evaluating Team Effectiveness

In lieu of quantifiable indices of effectiveness, clients and team members judge the success of a visit using one or more of several subjective criteria. One criterion addresses the "depth" of the intervention--that is, the seriousness of the problems identified, the number of people and resources affected, and the probable growth trend if not resolved. The larger the magnitude of the issues resolved, the greater the contribution to increased mission effectiveness.

A second criterion concerns the number of organizational levels affected by the team's efforts. This criterion acknowledges that organizational "health" is more readily influenced by those in positions of formal leadership. Therefore, the higher the organizational level where problems are identified and solved, the more likely it is that benefits will cascade downward to many people.

Next, two closely related criteria are applied to each team perception and its associated suggested management options. How completely will the problem be solved and how longlasting are the solutions likely to be? Rather than just treating symptoms, solutions are sought which treat basic causes and are relatively independent of changing personalities and other situational variables. Thus, the criteria of appropriateness and potential durability are applied.

The professional manner in which the visit is conducted is also impor-
tant. LMDC consultants attempt to set an example for the client super-
visors; therefore, their performance and the team's operation must be
flawless. This fifth criterion serves in part to remind team members of
the importance of factors such as logistics support, transportation sched-
ules,audiovisual equipment reliability, etc.--factors which could be
taken for granted too easily in the excitement of a visit, but which
could cause embarrassment and create a less-than-professional impression.

Finally, and most importantly, the host commander's evaluation of the
team's contribution to increasing the organization's effectiveness deter-
mines whether or not the effort will be a success. The intervention can-
not succeed unless top level leaders support the effort and follow through
with appropriate actions. This criterion also determines the future accep-
tance and credibility of the Leadership and Management Development Center.
If host commanders are disappointed by LMDC Teams, the Air Force "grape-
vine" will operate with characteristic efficiency--invitations will no
longer be received.

How have we been doing? During the period from January 1976 through
March 1977, LMDC Consultation Teams visited 76 installations in the
Continental United States, Alaska, Europe and the Pacific. More than
56,600 Air Force supervisors have attended the 1123 on-site seminars con-
ducted during this period. The increasing number of invitations indicates
that the LMDC approach is working. Almost every Air Force installation
has requested LMDC managerial consultation services and several bases have
already made their requests for second visits. Testimonials are con-
stantly being received which cite improved morale, increased satisfaction,
greater commitment, and improved interpersonal and intergroup relations--
all essential ingredients contributing to the bottom line--increased
combat readiness and production effectiveness.

Leadership and Management Development

From the above description of the LMDC managerial consultation process,
it can be seen that managerial consultation "LMDC-style" differs signi-
ficantly from "Process Consultation" or from "Organizational Development,"
as they are typically defined. For one thing, insufficient time is avail-
able to provide the training or coaching assistance necessary to fully
impart diagnostic and problem-solving skills to unit-level supervisors.
Further, time constraints preclude extensive assistance in goal-setting,
program development, or action planning. Nevertheless, LMDC consultants
do employ many concepts and procedures found both in process consultation
and in organizational development efforts. The sponsor or client retains
full responsibility and accountability for any decision made based upon
a consultant's recommendations. The concerns addressed focus primarily
on general process-oriented issues rather than on specific functional or
technical problems. The relationship between the sponsor and the team
is temporary, and the very presence of the team in the organization tends

74

to create change. Although the USAF managerial consultation process embodies many concepts and techniques common to other intervention strategies, the ends to be achieved and the particular combination of means to achieving them are sufficiently unique as to justify a different name. At the Center, USAF managerial consultation process is called "Leadership and Management Development" (LMD).

Conclusion

Less than two years ago, Air Force leaders sought ways to enhance the quality of leadership and management throughout the service. One of the initiatives resulting from that quest led to the creation of the Leadership and Management Development Center in October 1975. After one full year of operation, the results of the LMDC Consultation Teams' efforts have far exceeded expectations in complying with the Chief of Staff's direction to "make a good service better."

THE NAVY AND ORGANIZATIONAL EFFECTIVENESS

Lieutenant Commander Raymond L. Forbes Jr., PhD

The U.S. Navy has been involved in a massive organization development effort for the past six and one-half years. Begun as the outgrowth of an internal action study group, The Human Resource Management Pilot Program, the Navy effort has now reached system-wide proportions. Enjoying the support of top management, it has currently involved almost 100% of the Navy's first line operational units, and is just beginning to engage senior level staff. In its present configuration the program is called "Survey Guided Development" and principally 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. It is also a highly structured, time-bounded, mandatory program managed by the line structure of the Navy. The desired program outcomes broadly fall into categories of improved mission achievement and increased human satisfaction among the organization's membership.

Outcome measures related to mission accomplishment include a higher state of operational readiness, improved communications at all command levels, chain of command involvement in efforts to increase the productivity and effectiveness of its human assets, and a reduction in the incidence of adverse overseas incidents. Anticipated achievements in the region of human satisfaction are: a better awareness of the Human Goals Credo (a Department of Defense document concerned with promoting equal opportunity and recognition of individual human worth and dignity), an improved image of the Navy as a professional organization, better leadership and human resource management practices at all organizational levels, insurance of equality and uniformity in disciplinary and administrative practices, an increased level of satisfaction with foreign duty assignments, better understanding of the need for high standards of individual conduct, an increased organizational ability to recognize and combat substance abuse problems, improved retention of quality personnel, and the development of a human goals action plan by all Navy units.

Navy organizational development work utilizes the same basic sequence of events (data gathering, diagnosis, intervention, and evaluation) with each client system. Typically, the sequence involves fairly intensive consultant involvement for about eight to twelve weeks within an assigned total possible time frame of eighteen to twenty-four months. New clients generally occur for each consultant team at the rate of one per month. The work contains elements of uniqueness in that a large proportion of the activities which occur with the client are tailored to its particular needs.

The program is only one component of a larger human resource management support system which is also concerned with the areas of equal opportunity/ race relations (including women's rights), substance abuse (drugs and alcohol) education and rehabilitation, overseas diplomacy, and leadership

management training. The program is under the direction and control of the Navy's senior line managers. Its principal operating elements, within a comprehensive worldwide network, are four regionally situated consulting centers reporting directly to various fleet commanders-in-chief. A fifth center located in Washington, D.C., is tasked to serve the Navy's large shore establishment; the Medical Corps and the formal educational system are responsible for staffing and operating their own human resource programs.

The principal work role is that of the human resource management (organization development) specialist which combines some aspects of both the traditionally defined external and internal consultant roles. Specialists, organized into human resource management support (organization development consultation) teams, are assigned by human resource management center commanding officers to particular clients. Clients are made available to centers on a mandatory regularly scheduled assignment basis by the fleet commanders. Specialists work with client commanding officers in the primary role of temporary staff assistants. The specialist is responsible both to his or her commanding officer and to the client commanding officer for the quality and completeness of the organization development effort.

Within the semi-flexible constraints imposed by the human resource management cycle the specialists are free to operate as their training and experience levels dictate. They are bound, however, by stringent information disclosure rules that are designed to protect the confidentiality of client generated data at both the level of the individual respondent and the total client organization.

Communications at the consultant-client level are generally considered privileged information. Each consultant strives to establish an open, free flow of data with the client systems he or she serves. Communications flow within many centers is encouraged by case sessions in a diagnostic clinic type format during which the analysis of a particular client effort is presented for peer review.

Responsibility for implementing the organization development program for a particular client is vested in the individual practitioner with a small amount of monitoring by the command structure at each center. Management responsibility for the total systematic effort is located at the apex of the line management hierarchy, in the office of the Chief of Naval Operations. The actual day-to-day program responsibility is assumed by a senior staff officer, the Assistant Deputy Chief of Naval Operations for Human Resource Management (a Rear Admiral). Fleet commanders take responsibility for the organization development efforts under their immediate cognizance.

Authority for conducting the organization development program resides in the written directives of the Chief of Naval Operations. Each center has a written charter that outlines both its responsibilities and authority.

77

Decision making at the level of the individual client is usually a shared proposition between the assigned specialist and the client's commanding officer. Human Resource Management Center commanding officers operate as semi-autonomous decision makers in the areas of budgeting, resource expenditures, consultant operations, public affairs, client loading, and other locally determined matters.

There are approximately 700 people involved full time in active consultant, administrative, and support positions, including a small percentage of civilians. Of these about 400 are specialists assigned to a human resource management center or detachment. The specialists are about equally divided between middle grade officers (0-3 to 0-5) and senior enlisted ranks (E-6 to E-9) and include in their membership ethnic minorities and women. They are products of a formal twelve week Human Resource Management School conducted under the jurisdiction of the Chief of Naval Education and Training. The school is located at Memphis, Tennessee, and provides basic instruction in both organization development and content and process areas as well as Navy program specifics.

The usual tour of duty as a specialist is for three years followed by a reassignment to regular fleet duty in their warfare or occupational specialty. The source of specialists is via the routine personnel assignment process although individuals may voluntarily request this type of duty. Successful consultants are given an organizational coding indicating their consultant expertise which increases the likelihood of a reassignment to human resource management work at a subsequent point in their Navy careers.

The diagnostic instrument in use in the Navy program is an eighty-eight question third generation human resource management survey originally developed jointly by the Institute of Social Research and the Navy. It is organized around a causal flow model of organizational functioning and provides Likert-scaled responses in six categories: command climate supervisory leadership, peer group leadership, work group processes and end results. To date over 300,000 individual surveys have been given in over 1,200 Navy commands.

Once the survey is given, it is computer scored and consultant analyzed. The summarized survey information is fed back to the client organization in a series of meetings with ever descending levels of leadership hierarchy. The data is interpreted by the client organization for relevancy and meaning. Problem and opportunity areas are identified. Data interpretations, along with client felt needs and consultant perceptions, are utilized as inputs to formulate an intervention design.

The design most often takes the form of workshops and consulting services tailored to the client's identified needs. These activities are normally provided by a consultant team during the unit's scheduled five-day human resource availability period. Selected members of the client unit, typically 10-40% of its assigned people, usually travel to the consulting center to participate in these consultant designed activities.

78

Follow-on services are provided on a mutually agreed upon basis between
consultant and client in the time period following the one week's sched-
uled events. A short, approximately half-day, evaluation session is
scheduled with the client unit at about eight to ten months following
the availability period. At this time additional services may be con-
tracted for by the client, including a second survey administration, to
identify changes.

Aggregated survey data for collective subordinate units are also avail-
able upon request to higher echelon organizational commanders to assist
in the assessment of their own performance. Normative data, based upon
selected organizational samples, are also available to client units for
comparative purposes while making their own information based organiza-
tional diagnoses.

The Navy's organization development consultants may also employ specialized
technologies such as management by objectives, team building, process
consultation, conflict management, leadership style analysis, time manage-
ment, organizational action planning, communications training, adult
learning training, participative management techniques, group decision
making facilitation, collaborative problem solving, job enrichment, role
clarification, and transactional analysis in the normal course of their
work.

The Navy Personnel Research and Development Center in San Diego, Cali-
fornia, has been tasked with the responsibility for evaluating the
effectiveness of the Navy organization development effort. This activity
has initiated survey correlational studies into such diverse organiza-
tional variables as operational status reporting systems, maintenance
and material control, safety, occupational health, performance awards,
unauthorized absences and desertions, and substance abuse. In many
cases researcher investigation determined that correlations were
impossible due to instabilities and inconsistencies in the measurement
of the selected variables themselves.

In general, the future of organization development in the Navy looks like
a time for evolution and not revolution; a period of increasing maturity
and acceptance. It should also be a time in which the personnel and
technical priorities of the Navy reach an equitable balance; a time when
the interdependence of task, structure, people, and technology becomes
an acknowledged reality

ORGANIZATIONAL EFFECTIVENESS
WORKSHOPS

MISSION CENTERED TEAM DEVELOPMENT

IMPROVING EFFECTIVENESS

IN

ARMY TEAMS

Lawrence C. Guido Ph.D.
USAOETC

TABLE OF CONTENTS

PREFACE

The focus of this workshop is on increasing the effectiveness of team leaders* and their immediate subordinates. It is designed to be conducted by OESOs and has been developed around the four-step organizational effectiveness process. It centers on the interaction of the processes of organizations. To achieve the design objectives of the workshop, it is necessary to follow the sequencing of activities as outlined. The flow diagram (page 6) is a visual model that will enable the team leader and members of the top team to understand the manner in which the separate activities of the workshop mesh together.

The initial briefing with the team leader is most critical. This briefing must be understood as a time when the operation is explained and examined in its entirety. It is a time when the content and methodology to be utilized in the workshop is fully understood by the team leader. The complete support of the team leader is essential if the workshop is to succeed. He must have ownership of the workshop and participate fully in each one of the activities. His thorough understanding of the workshop cannot be overemphasized. If there are areas where he has little or no understanding, it will be difficult, if not impossible, for him to participate fully.

Additionally, he must recognize the potential strengths and limitations that are present. The fact that conflict may errupt or hidden issues come to the surface must be thoroughly examined. A surprise to the team leader would be embarassing and disastrous. This is not to suggest that problems are not to be confronted. Rather, it means that the team leader has been prepared in advance for what he may not have known.

A caution about OESO skills and competency. While the instructions are as complete as possible, and the framework highly structured, if the expertise of the OESO is not developed to the extent that he is comfortable with and competent at facilitating and confronting conflict, it is better to stay with structured experience until a higher level of skill sophistication is achieved. It is better to leave a team functioning at their present level - wherever that may be - than to leave no team at all. An OESO must have in-depth experience in facilitating a wide variety of workshops before attempting one of this nature.

Finally, this workshop should not be seen as an end in itself. It can be a beginning of many organizational effectiveness operations. There may be a number of activities that result from this workshop. However, the main thrust in the design is to assist the team leader and his top subordinates to function more effectively and efficiently in the day-to-day execution of their responsibilities.

*Team leader, as used in this workshop, refers to any person who is in a key management or leadership role.

83

ASSUMPTIONS ABOUT ARMY TEAMS

Army teams want to function at top efficiency and effectiveness.

Army team leaders want to learn skills that will enhance the effectiveness of their team.

Army teams have constant turnover among personnel.

Army teams in most instances have some degree of history; that is, they have been functioning together.

Army team members have differing degrees of authority, status, power, accountability and influence.

Army teams must be aware of the larger organization and environment of which their team is a part.

Army team development must focus on areas or activities over which the team has some control.

Army team members must depend on each other's skills, experience, loyalty and commitment to meet the unit's mission.

WORKSHOP OBJECTIVES

1. To develop a more complete understanding of each team member's role, their interdependence to each other and to the unit's mission.

2. To increase communication among team members concerning issues, priorities and objectives that affect their efficiency and effectiveness.

3. To develop more effective means of working through problems together by increasing collaboration and decreasing competition.

4. To understand how differences of opinion and conflict can be used in a creative way to achieve innovation and creative solutions to problems and issues.

5. To learn the steps of decision making, problem solving and action planning.

Strengths of the Workshop

Identifies the priorities of the command.

Develops a common vision regarding the objectives of the command.

Emphasizes the common mission concept among team members.

Utilizes team member strengths to resolve unit weaknesses.

Open up communication.

Focuses on real, day-to-day issues and concerns.

Limitations of the Workshop

May be seen as a cure-all for unit problems.

May create unreal expectations for quick solutions to understanding issues and problems.

Assumes that team members are open to feedback and have a willingness to change.

Assumes team members see themselves as a team and desire/expect to function as such.

```
              1                                    2

┌─────────────────────┐            ┌─────────────────────┐
│ BRIEFING THE        │            │ BRIEFING THE        │
│ COMMANDER           │───────────▶│ TOP TEAM            │
│                 1   │            │                 2   │
└─────────────────────┘            └─────────────────────┘
          │                                  │
          ▼                                  ▼
┌─────────────────────┐            ┌─────────────────────┐
│ DISCUSSION OF       │            │ DISCUSSION OF       │
│ ASSUMPTIONS OF      │ ─ ─ ─ ─ ─▶ │ ASSUMPTIONS OF      │
│ ARMY TEAMS      1.1 │            │ ARMY TEAMS      2.1 │
└─────────────────────┘            └─────────────────────┘
          │                                  │
          ▼                                  ▼
┌─────────────────────┐            ┌─────────────────────┐
│ DISCUSSION OF       │            │ DISCUSSION OF       │
│ WORKSHOP OBJEC-     │ ─ ─ ─ ─ ─▶ │ WORKSHOP OBJEC-     │
│ TIVES           1.2 │            │ TIVES           2.2 │
└─────────────────────┘            └─────────────────────┘
          │                                  │
          ▼                                  ▼
┌─────────────────────┐            ┌─────────────────────┐
│ DISCUSSION OF       │            │ DISCUSSION OF       │
│ STRENGTHS AND       │            │ STRENGTHS AND       │
│ LIMITATIONS         │ ─ ─ ─ ─ ─▶ │ LIMITATIONS         │
│ OF WORKSHOP     1.3 │            │ OF WORKSHOP     2.3 │
└─────────────────────┘            └─────────────────────┘
          │                                  │
          ▼                                  ▼
┌─────────────────────┐            ┌─────────────────────┐
│ DISCUSSION OF       │            │ DISCUSSION OF       │
│ ORGANIZATIONAL      │ ─ ─ ─ ─ ─▶ │ ORGANIZATIONAL      │
│ PROCESSES       1.4 │            │ PROCESSES       2.4 │
└─────────────────────┘            └─────────────────────┘
          │                                  │
          ▼                                  ▼
┌─────────────────────┐            ┌─────────────────────┐
│ DISCUSSION OF       │            │ DISCUSSION OF       │
│ SURVEY              │ ─ ─ ─ ─ ─▶ │ SURVEY              │
│                 1.5 │            │                 2.5 │
└─────────────────────┘            └─────────────────────┘
          │                                  │
          ▼                                  ▼
┌─────────────────────┐            ┌─────────────────────┐
│ DISCUSSION OF       │            │ ESTABLISH DATE FOR  │
│ FURTHER INVOLVE-    │            │ INDIVIDUAL INTER-   │
│ MENT            1.6 │            │ VIEWS           2.6 │
└─────────────────────┘            └─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ IDENTIFICATION OF   │
│ TOP TEAM            │
│                 1.7 │
└─────────────────────┘
```

```
┌─────────────────────┐         ┌─────────────────────┐
│ COLLECT SURVEY      │         │ SYNTHESIZE DATA     │
│                     │────────▶│ AND DEVELOP         │
│                     │         │ DISPLAYS            │
│                  3  │         │                  4  │
└─────────────────────┘         └─────────────────────┘
                                           │
                                           ▼
                                ┌─────────────────────┐
                                │ DESCRIPTION OF WHAT │
                                │ THE TOP TEAM SHOULD │
                                │ BE DOING            │
                                │                 4.1 │
                                └─────────────────────┘
                                           │
                                           ▼
                                ┌─────────────────────┐
                                │ PERCEPTION OF       │
                                │ PRIORITIES          │
                                │                     │
                                │                 4.2 │
                                └─────────────────────┘
                                           │
                                           ▼
                                ┌─────────────────────┐
                                │ OBJECTIVES TO IN-   │
                                │ CREASING TEAM       │
                                │ EFFECTIVENESS       │
                                │                 4.3 │
                                └─────────────────────┘
                                           │
                                           ▼
                                ┌─────────────────────┐
                                │ OBSTACLES TO        │
                                │ INCREASING TEAM     │
                                │ EFFECTIVENESS       │
                                │                 4.4 │
                                └─────────────────────┘
                                           │
                                           ▼
                                ┌─────────────────────┐
                                │ IDENTIFICATION OF   │
                                │ NEEDED SUPPORT      │
                                │                     │
                                │                 4.5 │
                                └─────────────────────┘
```

WORKSHOP FLOW DIAGRAM

5

| FEEDBACK DATA TO COMMANDER | 5 |

6

| CONDUCT WORKSHOP | 6 |

| REVIEW/DISCUSS DATA | 5.1 |

| DISCUSSION OF WHAT THE TOP TEAM SHOULD BE DOING | 6.1 |

| IDENTIFY ISSUES TO BE ADDRESSED IN WORKSHOP | 5.2 |

| ESTABLISH COMMON VISION OF TEAM PRIORITIES | 6.2 |

| ESTABLISH DATE FOR WORKSHOP | 5.3 |

| DISCUSS WAYS TO INCREASE TEAM EFFECTIVENESS | 6.3 |

| NOTIFY MEMBERS OF TOP TEAM OF DATE FOR WORKSHOP | 5.4 |

| CONDUCT DECISION MAKING PROCESS | 6.4 |

| CONDUCT PROBLEM SOLVING PROCESS | 6.5 |

| CONDUCT ACTION PLANNING PROCESS | 6.6 |

| NEGOTIATE SUPPORT NEEDED TO BECOME A MORE EFFECTIVE TEAM | 6.7 |

```
┌──────────────────────────────┐        ┌──────────────────────────────┐
│ PREPARE AND DISTRIBUTE       │        │ IMPLEMENT WORK-              │
│ WORKSHOP OUTCOMES TO         │───────▶│ SHOP OUTCOMES               │
│ EACH MEMBER OF TEAM          │        │                              │
│                            7 │        │                            8 │
└──────────────────────────────┘        └──────────────────────────────┘
```

90

```
┌─────────────────────────┐        ┌─────────────────────────┐
│ EVALUATE WORKSHOP       │        │ FOLLOW-UP AND           │
│ OUTCOMES               │───────▶│ FURTHER OPERATIONS      │
│                         │        │                         │
│                      9 │        │                     10 │
└─────────────────────────┘        └─────────────────────────┘
```

91

ORGANIZATIONAL PROCESSES

Organizations accomplish their tasks and achieve their mission and objectives through "processes." These processes, when functioning effectively, can lead to organizational effectiveness. However, processes are dynamic, and need the attention and understanding of all organizational members if they are to be utilized for optimum results.

The diagram below views an organization as a simple open system, and depicts the relationship of processes to organizational input (resources) and outcomes (objectives).

INPUTS/RESOURCES	PROCESSES	OUTPUTS
Men	Communications	Mission
Material	Problem Solving	Objectives
Money	Decision Making	Goals
Time	Setting Goals and Objectives	
	Evaluation	
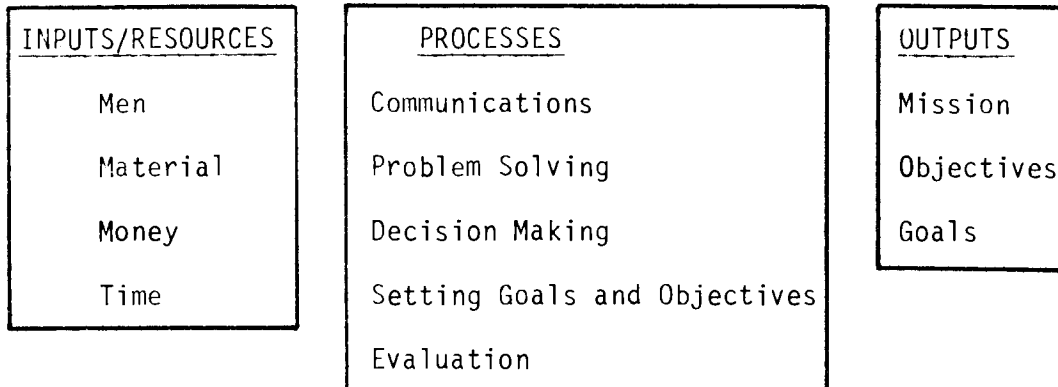
An organization may have adequate inputs (or resources) and understand and be working toward its mission, but if the processes are not functioning effectively, the mission will be impaired or less effective than what it could be. That is why leaders must focus on outcomes first, methods second, and inputs last. The focus must always be on outputs or outcomes. Identified below are nine organizational processes for you to consider and the descriptions for each of them represent an "ideal" or "effective" state.

1. Communication: There is an adequacy of upward as well as downward communication. Superiors, peers and subordinates are receptive to ideas, concepts, suggestions, and opinions. Downward communication is timely, relevant, credible, and adequate. Communication channels are always open and organizational members are free to discuss and describe personal positions about issues and concerns without fear. There is ample communication between system elements. Rules, roles, relationships and responsibilities are clearly understood by all concerned.

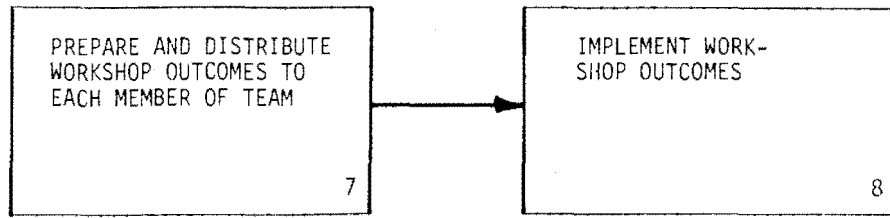2. Goal Setting and Developing Plans/Objectives: Manner of establishing goals and developing plans and their degree of understanding and acceptance is widely accepted, clearly understood and agreed upon. Long range goals are clearly specified and described. The relationship of priorities to goals - short range, intermediate and long range - is well known, recognized and respected.

3. Decision Making: Input to decisions concerning policies programs, priorities come from the proper source(s). Decisions are made based on timely and adequate and reliable information. The decisions that are made are supportive of all systems/elements in the organization, and are made in the best interests of the organization. Decisions made concerning subordinates are specified in detail before decision is implemented or acted upon.

4. Problem Solving: Problems are solved when and where they occur. Members of the organization are encouraged to demonstrate their initiative and creativity in resolving matters in their specific domain. Organizational members at all levels work well together as a team to resolve their problems. Problems and problem solving is shared actively.

5. Resource Management: Money, equipment, space, time utilization of personnel and availability of spaces are managed with discretion. Personal and professional skill development is recognized to be a contributing factor to organizational success.

6. Delegating: Accountability and responsibility are equal to performance expectations. Priorities are established and time frames specified within reasonable limits.

7. Support: Members of the organization work together with each other in support of the organizational members. Morale and esprit is high and is evidenced in cooperative working relationships. High standards of performance are encouraged and maintained by the members themselves. All systems are seen as working together toward common objectives.

8. Evaluation: Performance, individual and organizational, is measured against standards set in advance at regular, specified intervals.

9. Conflict Management: Conflict is viewed as normal, natural and neutral and is recognized as an opportunity to improve the organization. Conflict is not suppressed or avoided, but confronted at its locus and resolved by those involved. Factors and sources creating conflict are identified and recognized for their significance to and impact on the organization.

Often times managers expend enormous amounts of energy putting out flash fires rather than identifying the process issues involved and seeking long-term solutions. For example, a manager may respond to immediate emergencies such as repeated equipment failures. To deal repeatedly with these situations is dealing only with the symptoms rather than the cause. The long-term solution may in fact lie in maintenance management, personnel shifts, training, or some other process related solution.

93

The processes then are those things which the top team can influence to attain maximum, long-term organizational effectiveness. These processes are the basic, root characteristics within an organization which impact directly on the "how" and "what" the organization accomplishes.

This lecturette has provided a framework for viewing the makeup of organizations and an understanding of some of the types of processes within the organization which are basic to organizational success.

WORKSHOP INSTRUCTIONS

Phase I: Briefing The Team Leader   Time: 90 Minutes

At the initial meeting with the team leader the entire process of the workshop is to be thoroughly explored. Every question that the team leader has must be considered significant and worthy of careful examination.

Every answer that the OESO gives must be thorough, straightforward and readily understood. There must be a thorough understanding about every aspect of the workshop. At the first meeting with the team leader, the following topics must be addressed:

> Assumptions about Army teams
> Objectives of team development
> Strengths and limitations of the workshop
> Team Processes
> Flow diagram of workshop
> Improving Team Effectiveness Survey

1. The first area to be addressed with the team leader is the assumptions about Army teams. This positive approach to viewing an Army team will establish a frame of reference from which the team leader, and eventually his top team, will be able to measure their level of effective functioning. Furthermore, it will enable him to focus in on the reality and dynamics of teams and team members. Each assumption should be explored individually and the meaning and implications discussed. It would be good to ask the team leader to express his views about them, and then as the OESO, you can expand on his concepts and perceptions. As you will note, they confront some delicate issues early on and will prepare the commander for some of the interpersonal issues that may arise and that must be dealt with.

2. The objectives of the workshop express what the team leader can expect as a result of the workshop. Thus, at this point, the OESO is assisting the team leader to establish his expectation--the goals he wants to achieve. The more ownership he has of the expectations, the greater will be his personal participation and the assurance of a successful workshop will be enhanced. ——————

3. The strengths and limitations of the workshop are to be seen for what they are. No one workshop can do everything. But this one will do some things. They should be understood and recognized. The limitations must also be addressed.

4. Team processes either enhance the team or limit the team's effectiveness. The team leader must understand them and see how they impact on the working relationships. Understanding the process dimensions of the team will provide the team leader with a conceptual framework and can lead to an understanding of what it is that will lead to organizational effectiveness. To the same degree that the processes are functioning effectively will the top team function effectively.

95

5.   The survey questions, which the team leader and members of the top team will complete must be carefully addressed. The team leader must not only understand the questions but the implications of the questions and the types of answers that may be given by his subordinates. As the team leader considers each statement and/or question, it will assist him in formulating his own responses and he will thereby become more familiar with the workshop process.

6.   After he clearly understands the survey, the DATA WORKSHEETS should then be addressed. It is at this point that anonymity of information is to be discussed. While the information will be anonymous it will be presented for all members of the top team to discuss, comment on and take action. The OESO must be assured by the team leader that names will not be revealed unless the team member is willing to do so. However, in the section on team members needs, it will be imperative to identify "who" needs "what" from "whom". The team leader should also understand that the information the members submit, except #1 and #2, will be synthesized and placed on newsprint.

This is a "choice point" for the team leader and the OESO. If the team leader is reluctant to assure anonymity, or is not ready for this type of a workshop, it is the point at which either the team leader or the OESO may choose to go separate ways or develop another type intervention. If the team leader chooses to go on at this time, he should then select whom he perceives to be his top team, and a subsequent briefing scheduled with them.

7.   The flow diagram will provide a "map" for the team leader. It is a way for him to know what happens when and will assure him that the OESO knows where he's going, what he will be doing on the way, and what has to happen to get him where he's going. This structure will assure him that there are to be no surprises--nothing left to chance.

Phase II: Briefing The Top Team   Time: 10 Minutes

The briefing of the top team should essentially be the same as the one presented to the team leader. The content and method of the presentation will follow the same format and be done in a thorough, candid manner also. However, there are several notable additions.

At this meeting, the team leader should introduce the OESO and emphasize four (4) major points:

(1)   The team leader's support of the workshop.

(2)   The team leader's commitment to the workshop.

(3)   The team leader's purpose for wanting a team development workshop.

(4)   The team leader's desired outcomes for the workshop.

It will greatly enhance the significance of the workshop and the potentially positive results of the workshop if the top team realizes and understands the team leader ownership of the workshop and senses his desire for the success of the endeavor. This must not be left to chance. It is essential for the OESO to thoroughly prepare the team leader for the briefing with his top team.

After explaining the entire process (as was done with the team leader) and answering all questions, the date when the Team Effectiveness Survey will be collected should be announced. It will be necessary for the OESO to schedule an appointment with the team leader and each member of the top team to meet with them individually and review their responses. Meeting with each participant individually will prepare them to participate more openly in the workshop. Also, it will further clarify any points that have developed as a result of completing the survey, and help the OESO to gain a greater in-depth knowledge of the issues and concepts.

Phase III: Preparing and Presenting the Data

The information generated by the survey is first presented to the team leader and subsequently to the top team (Reference Data Work Sheets). The data for the team leader should be typed. The data presented to the top team will follow the same format, but will be presented on newsprint.

A.   PREPARING THE DATA FOR THE TEAM LEADER

1.   The first section of the data will be verbatim statements taken from the first item on the survey. The heading on the first page is identical to the first item of the survey:

Descriptions of what our team should be doing to function effectively.

Under this heading should follow the verbatim statements of the team leader and the members of the top team. It will be more effective if these statements are grouped together under specific or general themes. However, those statements which do not naturally fall together should receive equal attention because of their importance to the member of the team who submitted it. The frequency of specific items and issues will reveal the amount of interest and/or energy that surrounds them, and should appear first on the page.

2.   The second section of the data will be that which deals with priorities. The heading of the second sheet will read:

Perceived Priorities of Team Members.

The individual responses of the team leader and each member of the team are to be entered as they were submitted. For example, the statements

of the team leader should appear grouped together in one area of the sheet. This will be the same form for each team member's response.

3. The third section of the data will contain the responses to item 3 as they relate to organizational functioning--the blocks and barriers that impinge on effective team work. When possible, the data should be synthesized. There is no need for each response to appear individually unless there was only one issue submitted or unless the issues cannot be synthesized.

4. This is where anonymity will no longer be possible. For here there is a beginning of role negotiation. Therefore, the members of the team must be open to declare, in specific terms, what they need from other members of the team to do their job. However, this should be addressed in the individual sessions with the members of the team and even prior to this when the survey is handed out. So when the data is prepared, each team member could have his "needs" grouped together so they can be addressed at the appropriate time.

B. PRESENTING THE DATA TO THE TEAM LEADER

1. In presenting the data to the team leader, the OESO must be careful not to do so in a manner that will cause him to become defensive. One way to ease into the feedback session would be to have him discuss his perceptions of the responses; i.e., "What do you believe the responses were?" Each statement or question could be addressed in this manner, and when his remarks correspond to the information that was submitted, the OESO could facilitate the statement as to its implications and significance. After this process has been completed, the OESO should present him with the data worksheets and go over any additional statements, and process them also. It would be good to have two copies of the data at this time, one for the team leader and one for the OESO to retain.

2. At this time it will be necessary to ask the team leader if there are any statements which he does not want addressed in the workshop. If there are, he has the right to eliminate them. However, he must also be reminded that the team members had some expectations about their responses, and somehow they should be addressed. One way of doing this would be for the team leader to make a statement at the beginning of the workshop that some items submitted will be addressed at a later date. This point must be made very clear, or it will have a negative impact on the workshop itself.

3. At the conclusion of this session, a date should be established for the workshop, and announced to the top team members.

Phase IV: Preparing and Presenting the Data to the Members of the Top Team

As mentioned in the initial paragraph in Phase III, the data display for the TOP TEAM will be the same as utilized for the team leader except

98

that it will be displayed on newsprint. If there were some issues which the commander <u>did</u> <u>not</u> want addressed, they should have been eliminated from the display. Only those issues which the team leader wishes to address should be considered. However, the team leader should state that the issues which were eliminated will be addressed at a later time, or that he chooses not to address them. Some mention must be made about them or there will be a loss of credibility and commitment.

1.   The first section of the survey to be addressed is what top team believes to be the "ideal" state or condition of a top team. The frequency of specific items and/or issues will reveal the amount of interest and/or energy that surrounds them. The OESO must be careful to identify the significant issues and direct the attention of the team leader and the top team to them first. Each category should be explored and addressed thoroughly.

As mentioned earlier, the statements or descriptions should represent what the top team believes to be the "ideal state or condition" of a top team. The rationale for this statement appearing first in the survey is to get the top team committed to the kinds of behavior that they want to see going on among themselves in order to function effectively. Further, it will provide a frame of reference for the interaction process of the workshop by establishing, hopefully, the direction toward which the top team will work.

If there are some areas that are key items or characteristics of highly functioning teams which have been omitted, the OESO may want to bring them up at the appropriate time. This may be accomplished by statements such as:

a.   There are one or two characteristics which seem to have been omitted and I would like to mention them.

b.   I wonder if anyone considered these characteristics. These items could then be added to the newsprint.

In processing the data there are several key questions which should be addressed. These include, but are not limited to the following:

a.   I would like to hear this item addressed further.

b.   Would someone clarify this issue for the top team?

c.   I wonder how many feel the same way.

d.   How does this item affect the top team in its day-to-day operations?

e.   What are the implications of this statement?

All issues/statements should be addressed and clarified for each partici- pant. The sheet of newsprint, and any additional, pertinent comments

that have been added should then be posted in a conspicuous place where it can be quickly referred to for establishing workshop and top team norms.

2.   The second section of the survey is to be presented in a similiar fashion under the heading on the newsprint.

PERCEIVED PRIORITIES OF TEAM MEMBERS

The individual responses of each team member should be grouped together and presented as they were reported (See Data Worksheet Number II). For example, all of the team leader's statements should appear together in one area of the newsprint. Of course, no one will be identified by name unless he chooses to be.

Since the priorities of the top team are the prerogative of the team leader, the rationale for this section of the workshop is to clarify them for the top team members. It is the responsibility of the OESO to facilitate this, and to make them clearly understood by the members of the top team through careful discussion. However, through the discussion process, the priorities may change. The critical point is that there must be a common vision as to what the priorities are if the top team is to function effectively. After the priorities have been clarified, they should be transferred to a clean sheet of newsprint and posted in a conspicuous place. These, like the first section, will become a focal point on which the remainder of the workshop hinges. Whatever decisions are made, plans developed or problems solved, must be aligned with the priorities. It may be wise to print the mission of the organization with the top priorities underneath it so all may see how they are related.

3.   The third section of the data display, in essence, deals with block and barriers to team effectiveness (Data Display Worksheet Number III). The data display will contain three columns.

     a.   What can be done to increase the effectiveness of the operations of our team.

     b.   What are the obstacles to achieving effectiveness?

     c.   The action necessary to achieve effectiveness?

Columns one and two are to be verbatim statements compiled from the survey. As each issue is addressed, it should be further elaborated and clarified. Then, after there has been full discussion on the item, the OESO should ask the group the following questions for each item or statement:

     (1) Is this a problem to be solved?

     (2) Is this a decision that needs to be made?

(3) Are there some plans that need to be developed to address this?

(4) Are there clear lines of responsibility for this issue?

(5) Are there some matters that need to be clarified or communicated concerning this item?

Not all of the questions will apply to all of the issues. The OESO, through careful, prior planning, will know which question or other additional questions should be applied to which issue, and use the appropriate question to facilitate the team to the appropriate course of action. As the team decides upon the appropriate course of action, it is to be recorded in the third column and at the appropriate time, transferred to the appropriate action worksheet.

After the appropriate courses of action have been decided upon, the list of issues should be reviewed and prioritized. The prioritization of the issues is to be based on those issues which have the greatest potential impact or total team effectiveness.

At this time the team should be given a break, and the issues transferred to the appropriate action worksheets. For this workshop there are three different action worksheets; one each for problem solving, decision making and action planning (see appropriate worksheets).

Each issue should then be addressed, and the appropriate action described and recorded.

4. The fourth section of the data display addresses the support that members of the top team need from each other. This is a section or role negotiation and each member of the team must have his concerns addressed. So, beginning with the team leader, each item should be addressed and clarified to the satisfaction of both parties. After both parties have the issue/need clarified, a notation should be made that agreement and/or understanding was achieved.

In the "general" category, the same process should be followed so that each item is addressed, clarified and resolved.

Phase V: Concluding the Workshop

The conclusion of the workshop should be a critique. A way to approach this would be to address the following questions:

1. What was most helpful about the entire effort?

2. What was least helpful about the entire effort?

3. If we were to repeat the process again, what could we do to improve our team development?

These questions, or similiar ones, should be printed on newsprint and the responses from the team members recorded.

After they have made their input, the data should then be recorded, typed and brought to the team leader for his record, along with a copy of all of the actions taken from the action worksheets and provided for each member of the top team.

TEAM EFFECTIVENESS QUESTIONS

Team effectiveness in Army units depends on each team member's skills, loyalty, cooperation and commitment to common objectives as they relate to successful mission accomplishment. Every team member has in mind the kinds of activities that need to occur if his team is to function at its optimum level.

With the preceding statements as the point of departure, and being as specific as possible, please answer the following questions on the next four pages.

1. What do you believe your team should be doing to function more effectively to accomplish its mission?

2.   What is your perception of the top five priorities of your commander? Please be as precise as possible.

3. What can be done to increase the effectiveness of your team?

4. What are the obstacles to achieving this?

5. What types of support from other members of your work group do you need to function more effectively?

SPECIFIC NEEDS:

a. I need _____ from _____ to

do _____.

b.

c.

d.

e.
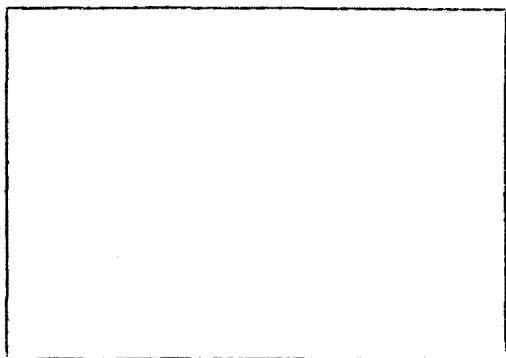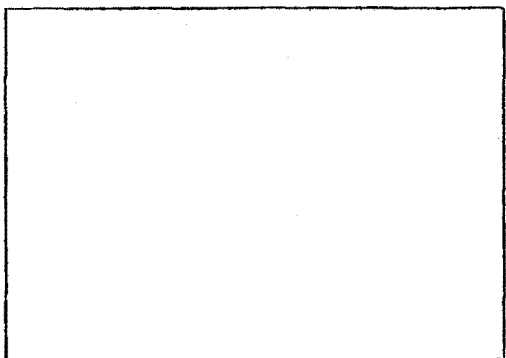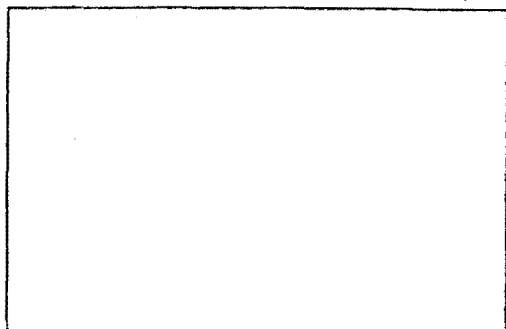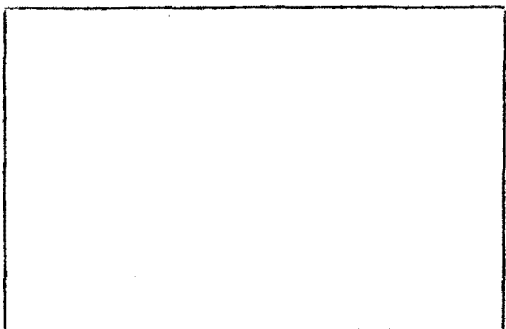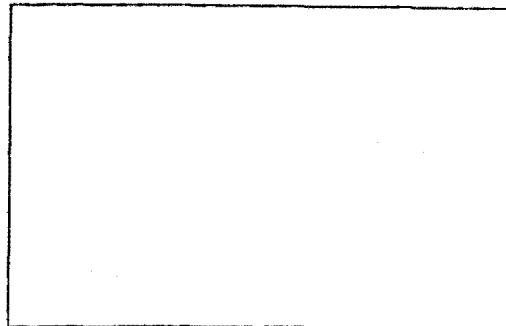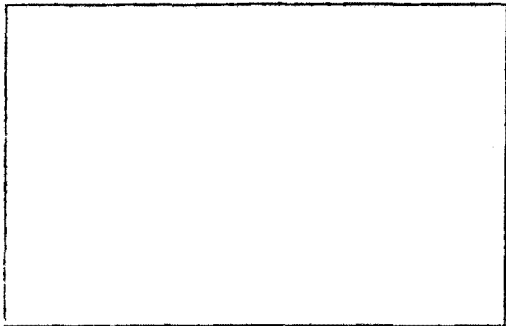
f.

GENERAL NEEDS:

DATA WORKSHEET NUMBER I

DESCRIPTIONS OF WHAT THE TEAM SHOULD BE DOING TO FUNCTION
EFFECTIVELY

DATA WORKSHEET NUMBER II

PERCEIVED PRIORITIES OF TEAM
MEMBERS

DATA WORKSHEET NUMBER III

3. What can be done to increase the effectiveness of our team?	4. What are the obstacles to achieving this?	Action Needed

PROBLEMS THAT NEED TO BE SOLVED	PERTINENT INFORMATION - ISSUES/ DATA/FACTS - RELATIVE TO PROBLEM

NOTE: There are several
questions that need to be
asked here.

1) What are the effects
of not solving the problem?
2) What are the benefits
to be gained from solving
the problem?
3) What are the costs
involved with solving the
problem?
4) What are the risks as-
sociated with attempting to
solve problem?

OPTIONS AND ALTERNATIVE SOLUTIONS	EXPECTED RESULTS	RECOURSES REQUIRED
NOTE: Solutions/Options should be generated freely with no evaluation made until the list is complete. After list is completed, select three. An initial evaluation can be made in this selection process.	For each of three options, determine the expected results.	After the three solutions have been selected, identify the necessary recourses for each one.

WORKSHEET

POSITIVE ASPECTS/STRENGTHS SUPPORTING FACTORS	CONSTRAINTS/WEAKNESSES OPPOSING FACTORS

Evaluate the top three solutions for their strengths/
weaknesses. That one with the greatest strengths and/
or least weaknesses should be the best solution.

SOLUTION SELECTED	IMPLEMENTATION DATE	HOW TO PROMULGATE	WHO IS RESPONSIBLE	FEEDBACK CRITERIA

DECISIONS THAT NEED TO BE MADE	BY WHOM	DECISION OPTIONS
NOTE: There are several questions that need to be asked here: 1) What are the effects of not making the decision? 2) What are the benefits to be gained from making the decision? 3) What are the costs involved in making the decision? 4) What are the risks associated with the decision?		NOTE: Options should be generated freely with no evaluation made until the list is complete. After list is completed, select three. An initial evaluation can be made in this selection process.

RECOURSES REQUIRED	EXPECTED RESULTS

After the three solutions have been made, identify the necessary recourses for each one.

For each of the three options, determine the expected results.

WORKSHEET

POSITIVE ASPECTS/STRENGTHS SUPPORTING FACTORS	CONSTRAINTS/WEAKNESSES OPPOSING FACTORS

Evaluate the top three solutions for their strengths/
weaknesses. That one with the greatest strengths and/
or least weaknesses should be the best solution.

DECISION SELECTION	IMPLEMENTATION DATE	WHO IS RESPONSIBLE	HOW TO PROMULGATE	FEEDBACK

PLAN OR OBJECTIVE THAT NEEDS TO BE DEVELOPED	PERFORMANCE GOALS NECESSARY FOR UNITS TO ACHIEVE TERMINAL OBJECTIVE
TERMINAL OBJECTIVE: DESIRED OUT-COME; WHAT HAS TO BE ACCOMPLISHED	(WHAT NEEDS TO BE DONE TO MEET THE TERMINAL OBJECTIVE)
	Differentiate "absolutes" from "nice-to-haves." Identify abso-lutes with an asterick *

119

WAYS TO ACHIEVE PERFORMANCE GOALS	OBSTACLES	HOW TO REMOVE OBSTACLES	WHO SHOULD DO IT
Generate list Evaluate, Select best			

GUIDE

WHAT RESOURCES ARE REQUIRED FOR EACH PERFORMANCE GOAL	OBSTACLES	HOW TO REMOVE OBSTACLES	WHO SHOULD DO IT?

SEQUENCE OF PERFORMANCE GOALS

Who_____

Does What_____

When_____

Who_____

Does What_____

When_____

After all performance goals have been identified, they should be sequenced in order of activities that lead to the terminal objective or plan.

BIBLIOGRAPHY

Alban, Billy T. and Pollitt, L. Irving. "Team Building." In OD - Emerging Dimensions and Concepts. Edited by Thomas H. Patten, Jr. Madison, Wisconsin: American Society for Training and Development, 1973.

Beckhard, Richard. Organization Development: Strategies and Models. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1969.

Crockett, William J. "Team Building - One Approach to Organization Development." In The Social Technology of Organization Development. Edited by W. Warner Burke and Harvey A. Hornstein. Fairfax, Virginia: NTL Learning Corporation, 1972.

Fordyce, Jack K. and Weil, Raymond. Managing With People: A Manager's Handbook of Organization Development Methods. Reading, Massachusetts: Addison-Wesley Publishing Company, 1971.

French, Wendell L. and Bell, Cecil H., Jr. Organization Development: Behavioral Science Interventions for Organization Improvement. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Harrison, Roger. "Role Negotiation: A Tough Minded Approach to Team Development." In The Social Technology of Organization Development. Edited by W. Warner Burke and H arvey A. Hornstein. Fairfax, Virginia: NTL Learning Resources Corporation, Inc., 1972.

Hershey, Paul and Blanchard, Kenneth. Management of Organization Behavior: Utilizing Human Resources. Third edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Koppes, Donald L. "Organization Development in an Aluminum and Chemical Setting." In Current Perspectives in Organization Development. Edited by J. Jennings Partin. Reading, Massachusetts: Addison-Wesley Publishing Company, 1973.

Lehner, George F. J. "Team Development Trainers Workshop." Public Administration Review, March-April 1974, pp. 124-129.

Reilly, Anthony J. and Jones, John E. "Team Building." The 1974 Annual Handbook for Group Facilitators. Edited by J. William Pfeiffer and John E. Jones. La Jolla, California: University Associates Publishers, 1974.

Schein, Edgar. Process Consultation: Its Role in Organization Development. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1969.

Sherwood, John L. and Glidewell, John C. "Planned Renegotiation: A Norm-Setting OD Intervention." In Contemporary Organizational Development: Conceptual Orientations and Interventions. Edited by W. Warner Burke. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1972.

Walton, Richard E. Interpersonal Peacemaking: Confrontations and Third
    Party Consultations. Reading, Massachusetts: Addison-Wesley Publish-
    ing Company, Inc., 1969.

ROLE CLARIFICATION WORKSHOP

MAJ Walter Mikols
USAOETC

This workshop is designed to clarify role expectations and obligations of team members to improve team effectiveness. It can be conducted in a minimum of two hours with a work team of ten members, however, it may require more time depending on the maturity of team members and the degree of role specificity desired by team members. Formal work teams, composed of a supervisor and all those persons reporting directly to that supervisor, as well as task work groups composed of a supervisor and those persons from different functional areas who directly or indirectly report to him/her can be accommodated by the proposed workshop design.

Two assumptions are made at the outset:

     1.   Role incumbents (team members) may not have a clear idea of the behaviors expected of each other surrounding a particular task/mission.

     2.   Team members often do not know what to expect from each other in support of their roles (What can I expect from my team members to help me fulfill my role)?

Role clarification interventions are predicated on the belief that consensual determination of role requirements for team members, consisting of joint building of requirements by all concerned, leads to more mutually satisfying and productive behavior. This workshop provides a framework for clarifying role expectations and obligations of team members directly related to task/mission accomplishment.

A typical role clarification exercise might center around clarifying the roles and responsibilities of company commanders and battalion staff officers for a future AGI.

WORKSHOP

GOALS:

     1.   To clarify expectations that team members have of other's roles (role expectation).

     2.   To clarify one's own role within a work unit (role conception).

     3.   To negotiate role responsibilities and readjust roles within a work team.

GROUP SIZE:

Desirable for up to ten members.

TIME REQUIRED:

A minimum of two hours.

MATERIALS:

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

2.   Paper and pencil for each participant.

PHYSICAL SETTING:

A private room with wall space for posting.

PROCESS:

1.   The facilitator presents a lecturette on role conflict and ambiguity.

a.   Define role as the sum total of expectations that an incumbent and other work group members have about a particular position/job.

b.   Explain concept of roles having two components: discretionary tasks, self-imposed tasks, and prescribed tasks, externally imposed tasks.

c.   Explain term role set as the combination of expectations from self and from other work relationships (peers, supervisors, subordinates and others relationships which influence incumbent). Role incumbent integrates these expectations into a coherent, meaningful whole.

d.   Explain that "role ambiguity" occurs when a work group member doesn't clearly understand what other work group members expect of him/her.

e.   Explain that "role conflict" occurs when a work group member understands these expectations, but they conflict with one another and/or his/her own expectations. Consequently, he/she cannot satisfy role demands. Role ambiguity and conflict are negatively related to perceptions of organizational effectiveness and satisfaction. Role ambiguity and stress are positively correlated.

f.   Explain that work members react to excessive role conflict and/or ambiguity by: (1) becoming more aggressive and hostile (increased irritability or impatience); and (2) withdrawing (not participating, listening and quitting).

126

g.   Facilitator briefly discusses the goals of the activity, informs participants that they will be asked to write a set of notes which will be posted and they will be expected to talk about what they write.

2.   The facilitator instructs work team members to make notes about their roles as they relate to a specific work team task. For example, in a work team composed of the Bn Cdr and staff and company commanders, a specific task might be conducting training for ARTEPS. As a Company Commander, I would note what I thought my role was concerning training for ARTEPS. (15 minutes)

3.   The facilitator calls for a volunteer who wants to clarify his/her role within the work team. After a volunteer has surfaced, group members are instructed to make notes as to their understanding of the volunteer's responsibility for a given task. (10 minutes)

4.   While the volunteer listens, other work team members describe what their expectations of him/her are and the facilitator lists the key points on newsprint. (Only questions of clarification are permitted from volunteer and team members.)

5.   Volunteer discusses his/her own role expectations while facilitator makes notes on newsprint. (Only questions of clarification are accepted.)

6.   The facilitator conducts a negotiation session in which the volunteer makes a contract with the other team members.

7.   Steps 3 through 6 are repeated for another volunteer.

8.   The facilitator discusses the importance of having the role expectations published and that each work team member be given a copy. He emphasizes the need to renegotiate expectations periodically.

VARIATIONS:

1.   Step 2 can be assigned as prework to the workshop.

2.   Subgroups instead of persons can be used to clarify roles/ norms, e.g., battalion staff versus company commanders.

3.   The process can be used in a third-party intervention, e.g., in a supervisor subordinate relationship or in co-worker relationships.

COMMUNICATION MODEL DESIGNS

LTC Gerald Pike
USAOETC Ft Ord, CA

The communication model designs were developed in MILPERCEN during the initial OE test period. These designs have been used successfully in division and company size elements. The overall objective of the models is to increase the interaction of one level of management with another (upward communication). The purpose of increased interaction is to enhance the planning, integrating, and controlling functions as they are applied to an organizational unit.

Design I Work Group Staff Meeting.

The communication model of a regular staff meeting applies two group dynamic techniques (1) joint agenda setting by the management team, and (2) feedback at the end of the meeting as to how well the group members worked together. A series of steps should be taken before the meeting design is attempted.

Exploratory Interview

The OESO should explore with the manager of the organizational unit the purpose and key dynamics of the activity. This holds true even when the manager has asked the OESO to help install the model. The manager may be responding to favorable comments made by someone else without fully understanding the activity. The key issue is to determine whether the manager is willing to modify his own behavior and use the design in his own staff meeting. The OESO should be cautious about the manager who wants the communication model for his subordinates but not for himself. In some organizations it is generally wise not to make agreements with such managers. The second key issue is to establish a time frame during which the model will be tested. If the manager holds weekly meetings, 5 or 6 weeks should be a minimum commitment. Ten to 12 weeks is a more appropriate time frame. The first meetings are not always productive because it takes time for people to get accustomed to the process and work out their skepticism about the design.

The third issue for the OESO to clarify is the importance of implementing the model in a consistent manner. One way to assure consistency is to use an OESO with experience. After 4 or 5 meetings the OESO can normally disengage from the activity.

The fourth issue is whether the manager should explore the meeting design with his subordinates. In the case of the family group meeting, a superior and his immediate subordinates, a special session may not be necessary. This group meets anyway and the superior tends to own the process. However, before attempting a new meeting design he should explain why he is doing it and identify the goals.

The final issue is to clearly spell out the goals. Five basic goals can always be identified.

    1. To improve communication flow; downwards, upwards, and laterally.

    2. To improve goal setting and problem solving.

    3. To improve morale by increasing the involvement of people in issues associated with their work.

    4. To increase teamwork within the organizational unit.

    5. To increase the productivity of meetings.

In summary, the exploratory interview should cover the following points:

    1. Explain purpose and key dynamics.

    2. Establish set time frame.

    3. Assure consistent implementation of the model.

    4. Determine how subordinates will be involved.

    5. Establish clear goals.

Conducting the Meeting

The meeting design uses two group dynamic techniques; joint agenda setting and feedback. There are a number of nuances around setting an agenda jointly. One is that the first five minutes be set aside to establish the agenda. A chart pad or blackboard is a critical feature of the design. As items are identified they should be listed. The chart pad or blackboard establishes a spacial view. Everyone can see the items and be thinking of their importance. None of the issues are hidden or controlled by any one person. The technique helps to establish an open climate. Many staff meetings are controlled by the superior who raises one issue at a time for the group. When he is finished he may ask for additions from other people. By this time, the people are normally anxious to terminate and frequently will not raise new issues. Setting the agenda openly lets everyone know where they are going and what they have to cover. Using a chart pad or blackboard keeps the issues visible to all the participants so that everyone becomes responsible for managing time and avoiding tangents or deviations. The people are involved from the very beginning.

Another important factor is to legitimate the issues that involve the superior passing on information. One purpose of a staff meeting is for the manager to inform his subordinates on things he was told by higher levels in the organization. This is a legitimate function, but not the only function. As a strategy we suggest that the superior save his issues

129

until other staff members have identified their items. He can then add his as the final part of the agenda. This strategy assures that the group is active from the beginning. The issues should not be worked as they are identified, but they should be clarified so that everyone knows the meaning of the agenda item.

After the issues are listed priorities can be set. Some issues are frequently eliminated by an exchange of information within the group. Others may be identified as less critical or not appropriate for the group to spend time on. Tentative time frames can be set for each issue and even if the time frames are not strictly adhered to, they will assist the group in managing its time effectively. A couple of criteria are important to establish. One is that the issues should be relevant to most if not all of the group members. Issues that interest only one or two members probably belong somewhere else in the organization; such as, at a lower level or to one or two specific functional areas. The second is that staff meetings are nor normally meant for group problem solving. They are primarily for problem identification and also for identifying what resources in the system should be utilized to solve the problem. If the group chooses to problem solve, it should be a conscious decision based on the awareness that they represent the best resource in the organization to work on the particular issue. When the communication model is first introduced, there may be a tendency to overload the agenda. This may result in some long meetings. It is also a signal that there have been unworked issues beneath the surface which the meeting design is allowing to come out. After a few meetings, it should not be difficult to stay within a 30-45 minute time frame. At times, it may be appropriate to carry some items over to the next meeting.

Feedback. The final 10 minutes should be set aside for the group members to examine how well they conducted the meeting. Questions such as the following should be asked. Did they set the agenda jointly? Did they conduct the meeting within the time frames allotted? If not, were the time frames adequate? Did they stray from the subject and waste time? Are they all clear on what decisions they made and on what action steps each has to take? Did they listen well to each other? Were they open with each other? Were there any individual behaviors which some members of the group found difficult? All the questions don't have to be discussed every week but they provide a way to examine the group dynamics which are key to developing an effective working team.

In summary, the communication model covers the following points:

1. Build agenda jointly.

2. Use chart pad or blackboard.

3. Encourage superior to identify his concerns after other group members.

4. Establish priorities and time frames.

5. Discuss issues which are relevant to majority of group.

130

6.   Normally, avoid intensive group problem solving.

7.   Final ten minutes for feedback and discussion of group process.

Evaluation

When the time frame agreed upon in the exploratory interview has elapsed, the consultant should arrange to meet with the manager and his subordinates. The purpose of the meeting is to evaluate whether the communication model is achieving its objectives. The meeting should consist of discussion and sharing perceptions about the meetings. A goal attainment questionnaire can be administered to measure overall impact. While the manager should commit himself to a minimum of 6 meetings, 10 to 12 is a much better time frame before an evaluation session is conducted. This allows for a number of meetings to be conducted without a third party, so that the technology is institutionalized before evaluation occurs. After the evaluation the managers have full ownership of the technology.

Variations and Alternatives

There are a number of variations and alternatives that can be very helpful. We suggest that they be occasionally scheduled in an overall communication plan.

Design II Fish Bowl Staff Meetings.

In the fish bowl staff meetings the manager and his subordinates meet in an inner circle while others sit in an outer circle and observe.   This is an excellent design if managers wish to educate people to what goes on in a staff meeting. It reduces secrecy and creates openness. At the end of the meeting the observers can be invited to make inputs or ask for clarification. People in the organization who normally would not go to staff meetings are highly responsive to such a meeting. Some will object that the managers will be acting rather than being themselves. There is some artificiality at the beginning, but it diminishes quickly once the meeting begins. The evidence of such skepticism indicates that the openness of such a design might help and could not hurt. The fish bowl is a technique that can quickly create an open climate.

Design III Delegate Staff Meetings.

The delegate staff meeting allows each subordinate to bring a subordinate with him. The design facilitates vertical and lateral links with key resources of the organization. With increasing technology such links become more important.

Design IV All Hands Staff Meetings.

The entire organization meets. Many managers have had such meetings in MILPERCEN. The problem is one of design. Many all hands meetings turn into one way lectures by the superior. A carefully designed meeting using subgroups can be highly participative even though it involves large numbers. The objectives should be carefully analyzed before calling an all hands meeting.

Summary

Meeting designs should be used strategically to achieve specific objectives. The staff meeting design can be permanently built in as an ongoing element of a communication plan. Except for the all hands meeting, all of the above can utilize joint agenda building and feedback. The consultant should be aware of the many psychological factors and nuances associated with each design. If he can help the managers create the appropriate climate, all the designs can improve communication within the organization.

THE TRANSITION MEETING DESIGN

LTC Gerald Pike   LTC James Looram, Ph.D.

1.   The transition model was originally developed at Kaiser Aluminum by
Mr. Mike Mitchell, an internal OE consultant. Kaiser Aluminum found that
it normally took a new manager approximately six months to become fully
productive. Kaiser decided that they could not afford the luxury of
allowing new managers this much time to get settled in their positions.
The model was specifically designed to reduce the amount of organizational
"down time" spent in the managerial succession process. It was first used
in the Army by Colonel O'Leksy when he completed his tour as Chief, HQ
DA Personnel Systems Div., MILPERCEN, in May 1976. A copy of his After
Action Report is at Appendix 1 for reference. Since then it has been
successfully implemented by OESOs in a variety of military organizations
throughout the Army. An excellent background article on the transition
model, conducted by the 1st Bn (ABN) 505th Infantry, is contained in the
March issue of Army Magazine.

2.   This model has special relevance to military organizations because
of the regularity and frequency of change of command. New Commanders
expend a great deal of energy and resources during their early months of
command, attempting to identify those things that need to be improved.
It is important that this effort be targeted in the proper direction to
maintain or improve the organization's readiness. Transition designs can
also be used for bringing new key staff personnel into organizations.

3.   The transition meeting is appropriate when the following conditions
exist:

      a.   Incoming Commander/Manager is unknown.

      b.   Breaks in organization continuity are unacceptable.

      c.   Little time for sorting and identifying problems.

      d.   Incoming Manager has a reputation.

      e.   Outgoing Manager has a hard act to follow.

      f.   Leadership style differences between old and new Commander/
Manager.

4.   Objectives

      a.   To get acquainted.

      b.   Clarify concerns and expectations.

c.   To reach a clear and shared understanding of the major priorities/goals of the organization in the next six to nine months.

d.   To determine some realistic improvement actions to achieve these goals(working with internal resources) and

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

5.   Preparation Necessary

In order to have the most productive transition meeting, it is essential to have the support of the incoming commander. All participants should be interviewed and briefed on the meeting, objectives, procedures and desired outcomes. These interviews will help assist the OESO in making contact with the participants and altering the design, if necessary, to fit the specific organization. Participants should be given adequate time to prepare themselves. 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.

In addition, one responsibility every subordinate has is to learn to manage his supervisor in order to get whatever the supervisor can provide that helps get the job done. Participants should give some thought to what they need from the new Commander/Manager in order to maintain or improve their effectiveness. It should be clear to all participants that this session is focused on management issues. It is not designed to produce interpersonal closeness, nor at blaming others for present diffi-culties, rather it is an opportunity to identify, discuss, and remedy issues in the transition in a straight forward manner.

6.   Suggested Procedure

The following design has recently been used for a successful transition meeting of a brigade sized unit.

a.   0800-0830, General Orientation. The facilitator discusses the theoretical foundation for the transition meeting and reviews the design. The orientation should include the following points:

(1) Organizations become less effective during transitions because it takes a few months for the new commander and his subordinate commanders and staff to build a team. The transition meeting is designed to provide a concentrated period of time to build this team.

(2) Normally, the new commander does not understand:

-subordinates' priorities

-subordinates' major problems

-strengths/weaknesses of each unit

-concerns during transition

-personality of subordinates

-subordinates expectations of the new CO

(3) Subordinates do not understand the personality of the new CO and the new COs priorities.

(4) The success of the transition meeting will depend upon the extent to which the issues in 2 and 3 above are identified and discussed openly and honestly. The responsibility for this success rests squarely with the team members.

b. 0830-0900, Warm-Up Exercise. Any standard warm-up exercise is suitable which permits each team member to become comfortable in addressing the group. For example, individuals may be asked to describe themselves in terms of the following kinds of statements:

-I am _____.

-My chief responsibility is_____.

-The word that best describes me as a person is_____.

-The word that best describes me on the job is_____.

-My chief strengths as a person are_____.

-My chief limitation as a person is_____.

-Currently, on the job my morale is_____.

-The way I feel about this meeting is _____.

The facilitator should model this exercise and encourage participants to reply only to those statements with which they feel comfortable.

c.   0900-1000, Identification of individual job concerns. Each team member is asked to consider the following questions concerning his jobs (Bn CO, Bde S-3, etc):

(1) What are my priorities for the next 30 days?

(2 (What are my units strengths and weaknesses?

(3) What gets in the way of my doing a better job?

(4) What changes are needed to help me?

They are then asked to describe their job in terms of those questions, listing key points on an individual piece of butcher paper. Each team member is limited to a four minute presentation.

d.   1000-1030, Discussion. A brief discussion of the data presented provides an opportunity for individuals to seek clarification of the issues presented. At the completion of the discussion each piece of butcher paper is placed on the wall.

e.   1030-1130, Identification of Team Concerns. The focus now shifts to the management team which includes subordinate commanders and staff. Each participant is asked to describe the team, listing key points on a piece of butcher paper. Once again, they are limited to a four minute presentation. The following questions provide a guide for preparing this presentation.

(1) What problems do we share that we can work on?

(2) What are our strengths/weaknesses as a team?

(3) What opportunities should we be taking advantage of?

(4 (What are the transition problems?

(5) How are our relationships?

This is a very crucial phase in the transition meeting in that it is where the real concerns of the management team should be identified for the new commander.

f.   1130-1200, Discussion.

g.   1200-1300, Lunch.

h.   1300-1400, Identification of Themes. Based on the data generated in the morning session, the team creates a list (10-15 items (of issues that the team needs to address. These issues may range from staff/line coordination or supply procedures to assignment of personnel or meeting procedures.

i.   1400-1500, Prioritizing Issues. From the list of issues just generated, three separate priority lists are generated.

(1) The staffs priorities

(2) The commander's priorities

(3) The old commander's priorities

Each of the three lists is described and the new commander selects the item from the lists that the team will work on for the rest of the day.

j.   1500-1630, Action Planning. Both the staff group and the commander's group do problem solving around the item selected by the new commander. Both commanders float between these groups as resource personnel and observers.

k.   1630-1730, Recommendations. Both groups present their findings/recommendations.

l.   1730-1800, Old Commander's Estimate. Throughout the day, the old commander has had the opportunity to make observations. He uses this time to make any additional observations he feels appropriate, and addresses the following kinds of issues:

(1) His priorities were he to remain in command.

(2) Programs/policies which he considers important that should remain in effect.

(3) Goals that were not achieved during his command.

(4) General comments.

m.   1800-1930, Supper. The old commander departs after supper and prior to the evening session.

n.   1930-2030, The team's concerns about the new commander. The team members have the opportunity to tell the new commander what they think he needs to know about them personally; what they need from the CO to do their job; and what they would like to know about the new CO.

o.   2030-Completion. The new commander's remarks. At this point the new commander can choose to be very brief or spend considerable time on the following issues:

(1) Reputation of unit based on incoming briefings.

(2) Answers to questions generated in "n" above.

(3) Clarification of issues raised during the day.

(4) Establishment of priorities.

(5) Personal policies.

(6) Action Planning.

The meeting is adjourned by the new commander.

7. Facilitation Considerations

a. The design presented is extremely structured and provides little time for free discussion. This structure provides a guide only, and should be released as soon as the group begins to deal with the issues on its own momentum.

b. The actual process should be very simple. The team should first identify the real issues and then do some work around solving those issues. It is not anticipated that everyone will address every question presented, but that the questions will trigger the group to move along this very simple process of problem identification and problem solving.

c. If the proper momentum can be maintained by an open discussion, there is no need to have individual butcher paper presentations. Go with the energy of the group.

d. Should this meeting be expanded to two days, instead of one day and a night, more time may be devoted to the problem solving phase so that one or more issues may be thoroughly addressed.

e. The role of the old commander is to give insights into each issue as it is discussed. He is an invaluable resource to the facilitator, both because of his own knowledge concerning each issue and because of his ability to draw out of others valuable contributions. He is an accurate barometer to assess whether all the real issues have been identified frankly by the group.

f. The afternoon session provides a different atmosphere because the team begins to work in subgroups. Of particular significance is the likelihood that the priority lists developed by the staff, the subordinate commanders and the old commander will be different. The differences in themselves are excellent data which may be the subject of further discussion. As a minimum, the new commander should be alerted to the possible differences.

g. Although personalities will become evident during the morning session, they will become even more clearly defined as intragroup and intergroup interactions take place during the afternoon.

h. There is very limited time to do very much problem solving in the one day design. The meeting is designed principally to expose the new commander to personalities, issues and concerns. Although problem solving

138

and action planning are included, there is no real expectation that many issues will be resolved. It is important that participants understand this so that the limited problem solving does not create frustration.

i.   Ideally, the meeting should be conducted off site and all individuals should be expected to share their meals together. This provides a chance for individuals to interact with one another and the new commander under more informal circumstances and generates additional data in itself. In addition, more private, one-on-one conversations can occur which may trigger additional input for the next session.

j.   Throughout the entire meeting, it is very appropriate for the facilitator to make process observations (i.e., concerning the communication processes observed, nonverbal behavior, etc.).

8.   Conclusion.

When used, the Transition Meetings have met with generally favorable results. The success of the meeting is primarily a function of the extent to which participants are willing to candidly address the issues at hand. When this is done, the new commander is brought on board rapidly, and there is very little reduction in the organization's effectiveness during the transition.

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 many cases, full order information has been listed so that
materials can be ordered through your local Procurement Office.

This issue contains the following info:

    I.   Basic Reference Library for OESOs

    II.   OESO Address Book

          A.   Periodical and Journal Resources

          B.   Book Publishers and Distributors

          C.   Professional, Training and Research Organizations

          D.   Audio-Visual Materials

    III.   OESO Loan System (borrowing books from the OETC Library)

    IV.   Book Lists -- OETC Library Resources (Arranged by subject)

In order for information in future issues to be responsive to YOUR
needs, feedback from the field is absolutely essential!!!! The next
sheet can be used to give both your comments on the present section
and your suggestions for additional information that would be useful
to you. Why not fill it out and mail it in NOW?

                LYNN DIXON HERRICK
                Librarian, OETC

FEEDBACK

SOURCES AND RESOURCES SECTION

OE COMMUNIQUE

1. Reactions to information provided in "Sources and Resources" section of the October issue of the OE COMMUNIQUE. (Was it useful? Did it include too much or too little detail? Was the arrangement understandable? etc.)

_____

_____

_____

_____

2. Suggestions for future "Sources and Resources" information.

_____

_____

_____

_____

3. Would selected and annotated booklists on specific topics be useful to you? If so, please indicate what subject(s).

_____

_____

_____

4. Other comments: _____

_____

_____

Please send this sheet to USAOETC
                             ATTN: Library (Lynn)
                             P.O. Box 40
                             Fort Ord, CA 93941

BASIC REFERENCE LIBRARY FOR

ORGANIZATIONAL EFFECTIVENESS STAFF OFFICERS (OESOs)

This list of books was compiled with the assistance of the Training Staff of the Organizational Effectiveness Training Center in order to provide a summary of the basic resources necessary to support the mission of the OESO.

BIBLIOGRAPHIES

Clayton, Bruce and others, compilers

THE SOURCE AND RESOURCE DIRECTORY, COMMUNITY DEVELOPMENT DIVISION, 1976 (Annotated bibliography of materials in community related areas. Includes print and audio-visual materials.)

> Publisher: Community Development Division
> American Society for Training and Development
> P.O. Box 5307
> Madison, WI 53705
> Price: approximately $4.50 for ASTD members, $5.50 for nonmembers

Massarik, Fred, compiler

BIBLIOGRAPHY ON HUMAN RELATIONS TRAINING AND RELATED SUBJECTS, 1976 (Author/title listing of books coded by subject areas.)

> Publisher: NTL Institute for Applied Behavioral Science
> P.O. Box 9155, Rosslyn Station
> Arlington, VA 22209
> Price: approximately $3.00, paperbound

Murrell, Kenneth and Vaill, Peter B., compilers

ORGANIZATION DEVELOPMENT: SOURCES AND APPLICATIONS, c1975 (Bibliography of books and periodical articles, many with annotations, which deal with OD and related fields. Best single bibliography.)

> Publisher: American Society for Training and Development
> P.O. Box 5307
> Madison, WI 53705
> Price: approximately $4.50 for ASTD members, $5.50 for members

U.S. Department of the Army

THE EXECUTIVE; PHILOSOPHY, PROBLEMS, PRACTICES. 1975 edition (Annotated bibliography of books and periodical articles with particular application to the interests of the military manager.)

> Source: local pinpoint distribution system (request DA Pam 600-10-1)

THEORY AND BACKGROUND INFORMATION

Hersey, Paul and Blanchard, Kenneth

MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES, 3rd edition, c1977
(Summary of leadership and management theories; development of a model of situational leadership.)
        Publisher: Prentice-Hall, Incorporated
                 Englewood Cliffs, NJ 07632
        Price: approximately $7.00, paperbound

Huse, Edgar

ORGANIZATION DEVELOPMENT AND CHANGE, c1975
(College-level text for theory with practical application and implementation strategies.)
        Publisher: West Publishing Company
                 50 West Kellogg Blvd., P.O. Box 3526   or   311 California Street, Suite 700
                 St. Paul, MN 55165   San Francisco, CA 94104
        Price: approximately $15.00, hardbound

Kast, Fremont and Rosenzweig, James E.

ORGANIZATION AND MANAGEMENT; A SYSTEMS APPROACH, 2nd edition, c1974
(Text on systems theory as it relates to management; coverage of the psychosocial system.)
        Publisher: McGraw-Hill Book Company
                 1221 Avenue of the Americas   or   8171 Redwood Highway
                 New York, NY 10026   Novato, CA 94947
        Price: approximately $14.00, hardbound

Leavitt, Harold J.

MANAGERIAL PSYCHOLOGY, 3rd edition, c1972
(Coverage of major categories of personnel problems in organizations.)
        Publisher: University of Chicago Press
                 5801 Ellis Avenue
                 Chicago, IL 60637
        Price: approximately $5.00, paperbound

Luthans, Fred

ORGANIZATIONAL BEHAVIOR, 2nd edition, c1977
(Basic text on the current theories of the organizational behavioral approach to management.)
        Publisher: McGraw-Hill Book Company
                 1221 Avenue of the Americas   or   8171 Redwood Highway
                 New York, NY 10026   Novato, CA 94947
        Price: approximately $14.00, hardbound

Margulies, Newton and Raia, Anthony P.

ORGANIZATION DEVELOPMENT; VALUES, PROCESS AND TECHNOLOGY, c1971
(Authoritative general textbook, particularly useful in its coverage of assessment.)
        Publisher: McGraw-Hill Book Company
                 (see address above)
        Price: approximately $13.00, hardbound

McGill, Michael E.

ORGANIZATION DEVELOPMENT FOR OPERATING MANAGERS, c1972
(Introduction to OD techniques, specifically oriented to management personnel.)
        Publisher: AMACOM (Division of American Management Associations)
                 135 West 50th Street
                 New York, NY 10020
        Price: approximately $15.00, hardbound

Schein, Edgar H.

ORGANIZATIONAL PSYCHOLOGY, 2nd edition, c1970
(Brief, informative presentation of a general theory of organizational behavior.)
        Publisher: Prentice-Hall, Incorporated
                 Englewood Cliffs, NJ 07632
        Price: approximately $5.00, paperbound

U.S. Army War College

ARMY COMMAND AND MANAGEMENT; THEORY AND PRACTICE, 1976
(Reference text for curriculum of Department of Command and Management.   Revised edition due Fall 1977.)
        Source: U.S. Army War College
                    Department of Command and Management
                    Carlisle Barracks, PA   17013

U.S. Military Academy

A STUDY OF ORGANIZATIONAL LEADERSHIP, c1976
(Outstanding collection of articles by military and civilian experts.)
        Publisher: Stackpole Books
                    Cameron & Keller Streets
                    Harrisburg, PA   17105
        Price: approximately $9.00, paperbound

PRACTICAL APPLICATIONS

Addison-Wesley Series on Organization Development:

  Beckhard: ORGANIZATION DEVELOPMENT; STRATEGIES AND MODELS, c1969
  Beckhard and Harris: STRATEGIES FOR LARGE SYSTEMS CHANGE, c1977
  Bennis: ORGANIZATION DEVELOPMENT; ITS NATURE, ORIGINS AND PROSPECTS, c1969
  Blake and Mouton: BUILDING A DYNAMIC CORPORATION THROUGH GRID ORGANIZATION DEVELOPMENT, c1969
  Dyer: TEAM BUILDING; ISSUES AND ALTERNATIVES, c1977
  Galbraith: DESIGNING COMPLEX ORGANIZATIONS, c1973
  Lawrence and Lorsch: DEVELOPING ORGANIZATIONS; DIAGNOSIS AND ACTION, c1969
  Nadler: FEEDBACK AND ORGANIZATION DEVELOPMENT, c1977
  Roeber: THE ORGANIZATION IN A CHANGING ENVIRONMENT, c1973
  Schein: PROCESS CONSULTATION; ITS ROLE IN ORGANIZATION DEVELOPMENT, c1969
  Steele: PHYSICAL SETTINGS AND ORGANIZATION DEVELOPMENT, c1973
  Walton: INTERPERSONAL PEACEMAKING: CONFRONTATION AND THIRD-PARTY CONSULTATION, c1969

    (Short monographs by experts in the field.)
        Publisher: Addison-Wesley Publishing Company
                    Jacob Way   or   2725 Sand Hill Road
                    Reading, MA   01867   Menlo Park, CA   94025
        Price: approximately $5.00 each, paperbound

Blake, Robert R.   and   Mouton, Jane Srygley

  CONSULTATION, c1976
  (Synthesis of consultation theory and practice; development of the Consulcube model.)
        Publisher: Addison-Wesley Publishing Company
                    (see address above)
        Price: approximately $16.00, hardbound

Burke, W. Warner   and   Hornstein, Harvey A., editors

  THE SOCIAL TECHNOLOGY OF ORGANIZATION DEVELOPMENT,c1972
  (Collection of case studies and research reports of practical applications of OD.)
        Publisher: University Associates, Incorporated
                    7596 Eads Avenue
                    La Jolla, CA   92037
        Price: approximately $9.00, paperbound

Fessler, Donald R.

  FACILITATING COMMUNITY CHANGE; A BASIC GUIDE, c1976
  (Introductory material for planning community development activities.)
        Publisher: University Associates, Incorporated
                    (see address above)
        Price: approximately $7.00, paperbound

Fordyce, Jack L. and Weil, Raymond

MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT METHODS, c1971
(Source book of OD techniques. Useful in explaining OE operations to commanders.)
        Publisher: Addison-Wesley Publishing Company
                    Jacob Way   2725 Sand Hill Road
                    Reading, MA 01867   or   Menlo Park, CA 94025
        Price: approximately $8.00, paperbound

French, Wendell and Bell, Cecil H., Jr.

ORGANIZATION DEVELOPMENT: BEHAVIORAL SCIENCE INTERVENTIONS FOR ORGANIZATION IMPROVEMENT, c1972
(Source book of concepts and practices for OD. Useful in explaining OE operations to commanders.)
        Publisher: Prentice-Hall, Incorporated
                    Englewood Cliffs, NJ 07632
        Price: approximately $6.00, paperbound

Harvey, Donald F and Brown, Donald R.

AN EXPERIENTIAL APPROACH TO ORGANIZATION DEVELOPMENT, c1976.
(Simulations useful in all phases of the four step OE process, especially implementation.)
        Publisher: Prentice-Hall, Incorporated
                    Englewood Cliffs, NJ 07632
        Price: approximately $8.00, paperbound

Herman, Stanley M. and Korenich, Michael

AUTHENTIC MANAGEMENT: A GESTALT ORIENTATION TO ORGANIZATIONS AND THEIR DEVELOPMENT, c1977
(Introduction to organization development techniques founded in Gestalt theory.)
        Publisher: Addison-Wesley Publishing Company
                    (see addresses above)
        Price: approximately $8.00, paperbound

Kast, Fremont E. and Rosenzweig, James E.

EXPERIENTIAL EXERCISES AND CASES IN MANAGEMENT, c1976
(Practical exercises to augment the authors' ORGANIZATION AND MANAGEMENT. Useful in action planning.)
        Publisher: McGraw-Hill Book Company
                    1221 Avenue of the Americas   or   8171 Redwood Highway
                    New York, NY 10026   Novato, CA 94947

Kolb, David, Rubin, Irwin M., and McIntyre, James M.

ORGANIZATIONAL PSYCHOLOGY; AN EXPERIENTIAL APPROACH, 2nd edition, c1974
ORGANIZATIONAL PSYCHOLOGY; A BOOK OF READINGS, 2nd edition, c1974
(How-to resources for background and concepts of management psychology. Source of Learning Style
 Inventory.)
        Publisher: Prentice-Hall, Incorporated
                    Englewood Cliffs, NJ 07632
        Price: approximately $18.00 for the two books, both paperbound

Levinson, Harry

ORGANIZATIONAL DIAGNOSIS, c1972
(Applies a case study process to the assessment and evaluation phases of OE/OD interventions.)
        Publisher: Harvard University Press
                    Cambridge, MA 02138
        Price: approximately $8.00, paperbound

Boshear, Walton C. and Albrecht, Karl G.

  UNDERSTANDING PEOPLE; MODELS AND CONCEPTS, c1977
  (Compilation of models useful in the understanding and description of human behavior.)
        Publisher: University Associates, Incorporated
                  7596 Eads Avenue
                  La Jolla, CA 92037
        Price: approximately $10.00, paperbound

Edwards, Allen L.

  STATISTICAL METHODS, 3rd edition, c1973
  (Reference for use in analyzing and feeding back data.)
        Publisher: Holt, Rinehart and Winston, Incorporated
                  383 Madison Avenue
                  New York, NY 10017
        Price: approximately $10.00, hardbound

Ingalls, John D.

  HUMAN ENERGY: THE CRITICAL FACTOR FOR INDIVIDUALS AND ORGANIZATIONS, c1976
  (Insightful description of behavioral forces at work in individuals and in organizations.)
        Publisher: Addison-Wesley Publishing Company
                  Jacob Way   2725 Sand Hill Road
                  Reading, MA 01867   or   Menlo Park, CA 94025
        Price: approximately $14.00, hardbound

Ingalls, John D.

  A TRAINERS GUIDE TO ANDRAGOGY; ITS CONCEPTS, EXPERIENCE AND APPLICATION, revised edition, 1973
  (Guide to theories and practical applications of adult education. Useful in development of workshops.)
        Publisher: Superintendent of Documents
                  U.S. Government Printing Office
                  Washington, D.C. 20401
        Price: approximately $3.50, paperbound (request publication number HE 17.8:AN2/973)

Lakein, Alan

  HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE, c1973
  (Material useful in determining individual priorities and in developing time management workshops.)
        Publisher: New American Library
                  P.O. Box 999
                  Bergenfield, NJ 07621
        Price: approximately $1.75 (in advance), paperbound

Mackenzie, R. Alec

  THE TIME TRAP: MANAGING YOUR WAY OUT, c1972
  (Time management information, including use of a time log. Useful in action planning activities.)
        Publisher: McGraw-Hill Book Company
                  1221 Avenue of the Americas   or   8171 Redwood Highway
                  New York, NY 10026   Novato, CA 94947
        Price: approximately $4.00, paperbound

Mager; Robert F.

  PREPARING INSTRUCTIONAL OBJECTIVES, 2nd edition, c1975
  (Useful in writing organizational objectives for OE operations.)
        Publisher: Fearon Publishers, Incorporated
                  6 Davis Drive
                  Belmont, CA 94022
        Price: approximately $4.00, paperbound

Pfeiffer, J. William and Jones, John

  ANNUAL HANDBOOK FOR GROUP FACILITATORS ('72 - '77) (new edition published each January)
  HANDBOOK OF STRUCTURED EXPERIENCES (Volumes I - VI) (new edition published each January)
  REFERENCE GUIDE TO HANDBOOKS AND ANNUALS, 2nd edition (new edition published periodically)
  (Standard resource collections of practical training materials. References to other works are included.)
        Publisher: University Associates, Incorporated
                  7596 Eads Avenue
                  La Jolla, CA 92037
        Price: ANNUAL HANDBOOK, approximately $12.00 each, paperbound
                  STRUCTURED EXPERIENCES and REFERENCE GUIDE, approximately $5.00 each, paperbound

Pfeiffer, J. William, and others

  INSTRUMENTATION IN HUMAN RELATIONS TRAINING, 2nd edition, c1976
  (Guide to surveys, questionnaires, etc. Information includes source and price.)
        Publisher: University Associates, Incorporated
                  (see address above)
        Price: approximately $10.00, paperbound

Shaw, Marvin E.,

  GROUP DYNAMICS: THE PSYCHOLOGY OF SMALL GROUP BEHAVIOR, 2nd edition, c1976
  (Text dealing with the formation and interaction processes of groups.)
        Publisher: McGraw-Hill Book Company
                  1221 Avenue of the Americas   8171 Redwood Highway
                  New York, NY 10026   or   Noyato, CA 94947
        Price: approximately $14.00, hardbound

This, Leslie E.

  THE SMALL MEETING PLANNER, c1972
  (Practical info for planning and conducting meetings, workshops and training activities for fewer
  than 100 participants.)
        Publisher: Gulf Publishing Company
                  Book Division, Box 2608
                  Houston, TX 77001
        Price: approximately $10.00 hardbound

Tubbs, Stewart L. and Moss, Sylvia

  HUMAN COMMUNICATION, 2nd edition, c1977
  (Presents a process model useful in the assessment of organizational communication patterns.)
        Publisher: Random House
                  457 Hahn Road
                  Westminster, MD 21157
        Price: approximately $11.00, hardbound

PERIODICAL AND JOURNAL RESOURCES

Periodicals and journals listed below were chosen for their coverage of the subject areas of management and human behavior.   In addition, many of them review books and audio-visual materials recently published. Not all of the periodicals and journals may be necessary to each job -- choices can be made by comparing usefulness. Some titles may be available in local technical or recreation libraries.   Many publishers will send a sample copy of their publications upon request.

ARMY ADMINISTRATOR (bi-monthly -- no charge)
     Editor, Army Administrator
     US Army Administration Center
       ATTN: ATZIO
     Fort Benjamin Harrison, IN   46216

GROUP & ORGANIZATION STUDIES (quarterly--$20/year subscription)
     University Associates, Inc.
     7596 Eads Avenue
     La Jolla, CA 92037

HUMAN BEHAVIOR (monthly--$14/year subscription)
     Manson Western Corporation
     Subscription Department, Human Behavior
     P.O. Box 2810
     Boulder, CO 80302

HUMAN RESOURCE MANAGEMENT (quarterly--$10/year subscription)
     Office of Publications
     Graduate School of Business Administration
     University of Michigan
     Ann Arbor, MI 48104

JOURNAL OF APPLIED BEHAVIORAL SCIENCE (quarterly--$19/year subscription)
     NTL Institute for Applied Behavioral Science
     P.O. Box 9155, Rosslyn Station
     Arlington, VA 22209

MANAGEMENT REVIEW (monthly--$16.50/year subscription)
     AMACOM (Division of American Management Associations)
     Saranac Lake, NY 12983

MILITARY REVIEW (monthly--$8/year subscription)
     US Army Command and General Staff College
     Fort Leavenworth, KS 66027

THE OD PRACTITIONER   (quarterly -- available only to members of OD Network--
                      back issues can be ordered on individual basis)
     OD Network
     1011 Park Avenue
     Plainfield, NJ   07060

OE Communique   (periodically -- no charge)
     USAOETC
     P.O. Box 40
     Fort Ord, CA   93941

OE FORUM   (periodically--no charge)
     US Army FORSCOM
     Office, Deputy Chief of Staff, Personnel
     Human Resources Division
     Fort McPherson, GA   30330

ORGANIZATIONAL DYNAMICS
     AMACOM   (Division of American Management Associations)
     135 West 50th Street
     New York, NY   10020

PERSONNEL   (bi-monthly -- $17/year subscription)
     AMACOM   (Division of American Management Associations)
     Saranac Lake, NY   12983

THE PERSONNEL AND GUIDANCE JOURNAL   (monthly -- $20/year subscription)
     American Personnel and Guidance Association
     1607 New Hampshire Avenue, NW
     Washington, DC   20009

PSYCHOLOGY TODAY   (monthly -- $12/year subscription)
     CRM/McGraw-Hill
     ATTN: Psychology Today
     P.O. Box 2990
     Boulder, CO   80302

TRAINING AND DEVELOPMENT JOURNAL   (monthly -- $20/year subscription)
     American Society for Training and Development
     P.O. Box 5307
     Madison, WI   53705

TRAINING--THE MAGAZINE OF HUMAN RESOURCES DEVELOPMENT   (monthly-- $12/year)
     Lakewood Publications, Incorporated
     731 Hennepin Avenue
     Minneapolis, MN   55403

BOOK PUBLISHERS AND DISTRIBUTORS

Listed below are major publishers and distributors in the subject areas of management and behavioral science. (There are, of course, many other publishers less active in these fields.) Publishers will usually send current catalogs of their publications upon request.

ADDISON-WESLEY PUBLISHING COMPANY, INC.
    Jacob Way   or   2725 Sand Hill Road
    Reading, MA   01867   Menlo Park, CA   94025

AMACOM
    (Division of American Management Associations)
    135 West 50th Street
    New York, NY   10020

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT (ASTD)
    P.O. Box 5307
    Madison, WI   53705

BROOKS/COLE PUBLISHING COMPANY
    540 Abrego Street
    Monterey, CA   93940

DEVELOPMENT PUBLICATIONS
    5605 Lamar Road
    Washington, D.C.   20016

HARPER & ROW PUBLISHERS, INC.
    Keystone Industrial Park
    Scranton, PA   18512

HOLT, RINEHART & WINSTON, INC.
    383 Madison Avenue
    New York, NY   10017

HUMAN SCIENCES PRESS   (formerly BEHAVIORAL PUBLICATIONS, INC.)
    72 Fifth Avenue
    New York, NY   10011

IRWIN, RICHARD D., INC.
    1818 Ridge Road
    Homewood IL   60430

INSTITUTE FOR SOCIAL RESEARCH
    University of Michigan
    P.O. Box 1248
    Ann Arbor, MI   48106

150

MASTERCO PRESS
    P.O. Box 382
    Ann Arbor, MI   48107

MANAGEMENT RESOURCES, INC.
    (Subsidiary of the Psychological Corporation)
    757 Third Avenue
    New York, NY   10017

McGRAW-HILL BOOK COMPANY
    1221 Avenue of the Americas   8171 Redwood Highway
    New York, NY   10026   or   Novato, CA

MONROE-DAVIES
    4605 Lankershim Boulevard, Suite #311
    North Hollywood, CA   91602

NTL / LEARNING RESOURCES CORPORATION
    7594 Eads Avenue
    La Jolla, CA   92037

PRENTICE-HALL, INC.
    Englewood Cliffs, NJ   07632

SAGE PUBLICATIONS, INC.
    275 South Beverly Drive
    Beverly Hills, CA   90212

SCIENCE AND BEHAVIOR BOOKS, INC.
    P.O.Box 11457
    Palo Alto, CA   94306

SCOTT, FORESMAN AND COMPANY
    1900 East Lake Avenue
    Glenview, IL   60025

UNIVERSITY ASSOCIATES, INC.
    7596 Eads Avenue
    La Jolla, CA   92037

VAN NOSTRAND REINHOLD COMPANY
    300 Pike Street
    Cincinnati, OH   45202

JOHN WILEY & SONS, INC.   (also WILEY-INTERSCIENCE)
    605 Third Avenue
    New York, NY   10016

PROFESSIONAL, TRAINING, AND RESEARCH ORGANIZATIONS

AMERICAN MANAGEMENT ASSOCIATIONS   (AMA)
    135 West 50th Street
    New York, NY   10020
    Tel: (212) 586-8100

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION
    1225 Connecticut Avenue, NW
    Washington, DC   20062

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT   (ASTD)
    P.O. Box 5307
    Madison, WI   53705
    Tel: (608) 274-3440

ASSOCIATION FOR CREATIVE CHANGE
    P.O. Box 437
    Wilmette, IL   60091

ASSOCIATION FOR HUMANISTIC PSYCHOLOGY   (AHP)
    325 Ninth Street
    San Francisco, CA   94103

CENTER FOR LEADERSHIP STUDIES
    Ohio University, Copeland Hall
    Athens, OH   54701

CONTINUING MANAGEMENT EDUCATION
    Georgetown University
    RCA Building -- Education Center
    1901 North Moore Street
    Rosslyn, VA   22209

DEFENSE DOCUMENTATION CENTER   (DDC)
    Defense Supply Agency
    Cameron Station
    Alexandria, VA   22314

EFFECTIVENESS TRAINING
    531 Stevens Avenue
    Solana Beach, CA   92075

HUMAN RESOURCES RESEARCH ORGANIZATION   (HumRRO)
    300 North Washington Street
    Alexandria, VA   22314

INSTITUTE FOR BUSINESS AND COMMUNITY DEVELOPMENT
    University of Richmond
    601 North Lombardy Street
    Richmond, VA   23220

INSTITUTE FOR SOCIAL RESEARCH
    University of Michigan
    P.O. Box 1248
    Ann Arbor, MI   48106

NATIONAL ASSOCIATION OF SOCIAL WORKERS   (NASW)
    1425 H Street, NW, Suite 600
    Washington, D.C.   20005

NATIONAL TECHNICAL INFORMATION SERVICE   (NTIS)
    U.S. Department of Commerce
    5285 Port Royal Road
    Springfield, VA   22161

NTL / LEARNING RESOURCES CORPORATION
    7594 Eads Avenue
    La Jolla, CA   92037

NTL INSTITUTE
    P.O. Box 9155
    Rosslyn, VA   22209
    Tel: (703) 527-1500

OD NETWORK
    1011 Park Avenue
    Plainfield, NJ   07060
    Tel: (201) 561-8677

SOUTHEAST INSTITUTE
    P.O. Box 2183
    Chapel Hill, NC   27514

UNIVERSITY ASSOCIATES, INC.   (UA)
    7596 Eads Avenue
    La Jolla, CA   92037
    Tel: (714) 454-8821

UNIVERSITY OF CALIFORNIA AT LOS ANGELES
    UCLA Extension
    P.O. Box 24902
    Los Angeles, CA   90024

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES   (ARI)
    1300 Wilson Boulevard
    Arlington, VA   22209

Many colleges and universities have active programs of research and/or
training in the areas of management and human relations.

AUDIO-VISUAL MATERIALS -- 16mm MOTION PICTURE FILMS and VIDEO CASSETTES

BNA COMMUNICATIONS, Inc.

   9401 Decoverly Hall Road
   Rockville, MD 20850

BNA FILMS

   3460 Wilshire Boulevard
   Los Angeles, CA 90010

STEPHEN BOSUSTOW PRODUCTIONS

   P.O. Box 2127
   Santa Monica, CA 90406

CALLY CURTIS COMPANY

   111 North Las Palmas Avenue
   Hollywood, CA 90038

CREATIVE MEDIA

   820 Keo Way
   Des Moines, Iowa 50309

CRM / McGRAW HILL FILMS

   Del Mar, CA 92014

NATIONAL EDUCATIONAL MEDIA, Inc. (NEM)

   15760 Ventura Boulevard
   Encino, CA 91436

RAMIC PRODUCTIONS

   58 West 58th Street
   NY, NY 10019

SALENGER EDUCATIONAL MEDIA

   1635 Twelfth Street
   Santa Monica, CA 90404

UNIVERSITY OF CALIFORNIA

   Extension Media Center
   Berkeley, CA 94720

Motion pictures are usually available from producers on a rental basis, as well as for sale.

An additional source for the rental of motion pictures is the film library of many state universities and other large institutions of education. Contact the college or university nearest you for information, or ask the reference librarian of a large library to look up addresses of film rental sources in a special directory.

The U.S. Army has produced many training films and has purchased usage rights to many commercially produced motion pictures. All are 16mm and most are in color. The films are listed, with brief synopses, in DA Pamphlet 108-1.

These motion pictures can be borrowed, at no cost, from the regional Training Aids Services Office (TASO) which supports the OESO's installation.

The Army has also produced video cassettes for training purposes. The cassettes are listed, with brief summaries, in TRADOC Pam 350-34. Video cassettes can also be borrowed from the TASO.

ADDISON-WESLEY PUBLISHING COMPANY

Jacob Way
Reading, MA 01867   or   2725 Sand Hill Road
                                          Menlo Park, CA 94025

AFFECTIVE HOUSE

P.O. Box 35321
Tulsa, OK 74135

AMACOM

(Division of American Management Association)
135 West 50th Street
NY, NY 10020

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

P.O. Box 5307
Madison, WI 53705

DEVELOPMENT DIGEST

P.O. Box 49938
Los Angeles, CA 90049

UNIVERSITY OF CALIFORNIA

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

E.F. WONDERLIC & ASSOCIATES, Inc.

P.O. Box 7
Northfield, IL 60093

Producers and distributors of audio-visual materials will send current catalogs
of materials upon request. The catalogs will indicate whether the materials
are available for sale only, or whether rental is possible. Indication also
will be made as to whether the materials can be previewed at little or no cost
before a desision to purchase the materials is made.

DEPARTMENT OF THE ARMY

TRAINING AND DOCTRINE COMMAND

ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER

FORT ORD, CALIFORNIA 93941

ATXW-RMA

SUBJECT: OESO Loan System

OESOs in the Field

1.   The OETC Library will loan Library books to practicing OESOs to support expressed mission-related needs of the individual OESOs. Priority for the use of OETC Library materials will be given to the staff and students of OETC. Use of appropriate substitution on requests from the field will enable more requests to be met.

2.   OESOs will endeavor to locate needed titles at local libraries before contacting the OETC Library. If a loan from the OETC Library is required, the OESO will complete a Request to Borrow Books (DA Form 2496, copy enclosed) and mail it to the OETC Library. In cases of urgent need, telephone requests will be filled. A written request must also be sent, however, to serve as back-up documentation for the loan.

3.   Upon receipt of a Request to Borrow Books, the OETC Library will notify the requesting OESO by mail of action which will be taken on the request. The Library will mail available titles immediately. Appropriate substitutions will be made if so requested by the borrower.

4.   A limit of three books at any one time will be on loan from the OETC Library to any one OESO. The loan period will be 10 days from the date of receipt. Instructions for returns will be mailed with the books. Successful operation of the OESO loan system depends on the prompt return of borrowed books. Late returns will be cause for the suspension of borrowing privileges.

5.   Feedback on the loan system would be appreciated. Please address comments and suggestions to USA OETC, ATTN: Librarian, P.O. Box 40, Fort Ord, CA 93941.

1 Incl
as

GEORGE E. PALMER
COL, Inf
Commanding

OETC - Form Ltr #3
May 77

156

DISPOSITION FORM

For use of this form, see AR 340-15, the proponent agency is TAGCEN.

REFERENCE OR OFFICE SYMBOL	SUBJECT
	Request to Borrow Books

| TO USA OETC Library
P.O. Box 40
Fort Ord, CA 93941 | FROM | DATE | CMT 1 |

1. Request that I be sent the following OETC Library book(s) to be used by me for a period not to exceed 10 days:

Book Title   Author

_____   _____

_____   _____

_____   _____

2. The books are needed for the following purpose _____

_____

_____

Substitutions of appropriate materials may / may not be made. (Please indicate.)

3.   I understand that materials to support my request may be unavailable at this time. My needs would be met if books were sent at any time between now and the following date: _____ .   I understand that after that date no action will be taken on this request.

Incl 1   157

AUTHOR	TITLE	# COPIES
Bowers	SYSTEMS OF ORGANIZATION: MANAGEMENT OF THE HUMAN RESOURCE, c1976	2
Buckley	SOCIOLOGY AND MODERN SYSTEMS THEORY, c1967	1
Chapanis	MAN-MACHINE ENGINEERING, c1965	4
Churchman	THE SYSTEMS APPROACH, c1968	1
Forrester	PRINCIPLES OF SYSTEMS; TEXT AND WORKBOOK, c1968	1
French	ORGANIZATION AND DEVELOPMENT: BEHAVIORAL SCIENCE INTERVENTIONS FOR ORGANIZATIONAL IMPROVEMENT, c1972 (pp 54-56, 74-83)	21
Gibson	ORGANIZATIONS: STRUCTURE, PROCESSES, BEHAVIOR, c1973 (pp 20-158)	10
Goodman	STUDY NOTES IN SYSTEM DYNAMICS, c1974	1
Harris	ORGANIZATIONAL DYNAMICS; AN INSTRUCTOR'S MANUAL FOR HUMAN RESOURCES SPECIALISTS, c1973 (pp 127-131)	3
Harvey	AN EXPERIENTIAL APPROACH TO ORGANIZATION DEVELOPMENT, c1976 (pp 305-322)	20
Hicks	THE MANAGEMENT OF ORGANIZATIONS, 3rd edition, c1976 (pp 553-571)	1
Hunt	INTERPERSONAL STRATEGIES FOR SYSTEM MANAGEMENT: APPLICATIONS OF COUNSELING AND PARTICIPATIVE PRINCIPLES, c1974	11
Huse	BEHAVIOR IN ORGANIZATIONS: A SYSTEMS APPROACH TO MANAGEMENT, 2nd edition, c1977	4
Huse	ORGANIZATION DEVELOPMENT AND CHANGE, c1975 (pp 30-60, 119-177)	70
Johnson	THE THEORY AND MANAGEMENT OF SYSTEMS, 3rd edition, c1973	11
Kast	EXPERIENTIAL EXERCISES AND CASES IN MANAGEMENT, c1976	10
Kast	ORGANIZATION AND MANAGEMENT: A SYSTEMS APPROACH, 2d edition, c1974	90
Katz	THE SOCIAL PSYCHOLOGY OF ORGANIZATIONS, c1966	6
Kaufman	IDENTIFYING AND SOLVING PROBLEMS; A SYSTEM APPROACH, c1976	10
Kepner	THE RATIONAL MANAGER: A SYSTEMATIC APPROACH TO PROBLEM SOLVING AND DECISION MAKING, c1965	5
Kingdon	MATRIX ORGANIZATION: MANAGING INFORMATION TECHNOLOGIES, c1973	1
Koontz	MANAGEMENT: A SYSTEMS AND CONTINGENCY ANALYSIS OF MANAGERIAL FUNCTIONS, 6th edition, c1976	2
Laszlo	THE SYSTEMS VIEW OF THE WORLD, c1973	1
Lawrence	DEVELOPING ORGANIZATIONS; DIAGNOSIS AND ACTION, c1969	9
Leavitt	THE ORGANIZATIONAL WORLD, c1973	59
Likert	THE HUMAN ORGANIZATION: ITS MANAGEMENT AND VALUE, c1967	3
Lippitt	OPTIMIZING HUMAN RESOURCES: READINGS IN INDIVIDUAL AND ORGANIZATION DEVELOPMENT, c1971 (pp 84-126)	7
Lippitt	ORGANIZATION RENEWAL: ACHIEVING VIABILITY IN A CHANGING WORLD, c1969	3
Lippett	VISUALIZING CHANGE: MODEL BUILDING AND THE CHANGE PROCESS, c1973	15
Miles	SYSTEMS CONCEPTS: LECTURES ON CONTEMPORARY APPROACHES TO SYSTEMS, c1973	4
Schein	ORGANIZATIONAL PSYCHOLOGY, 2nd edition, c1970 (pp 104-116)	25
Silvern	SYSTEMS ENGINEERING APPLIED TO TRAINING, c1972	1
USAWC	ARMY COMMAND AND MANAGEMENT; THEORY AND PRACTICE, Volume 1, 1976	3
Washburn	OPEN SYSTEM ASSESSMENT FOR MANAGERS; DESIGN OF MANAGEMENT REVIEW, 1976	4
Weinberg	AN INTRODUCTION TO GENERAL SYSTEMS THINKING, c1975	8
Wymore	SYSTEMS ENGINEERING METHODOLOGY FOR INTERDISCIPLINARY TEAMS, c1976	1

AUTHOR	TITLE	# COPIES
Blank	CONFRONTATION: ENCOUNTERS IN SELF AND INTERPERSONAL AWARENESS, c1971	1
Boshear	UNDERSTANDING PEOPLE; MODELS AND CONCEPTS, c1977	12
Buber	I AND THOU, c1970	1
Ellis	A NEW GUIDE TO RATIONAL LIVING, c1977	2
Etzioni	SOCIAL PROBLEMS, c1976	1
Fabun	THREE ROADS TO AWARENESS, c1970	5
Frankl	THE WILL TO MEANING: FOUNDATIONS AND APPLICATIONS OF LOGOTHERAPY, c1969	5
Frankl	THE DOCTOR AND THE SOUL; FROM PSYCHOTHERAPY TO LOGOTHERAPY, c1955	1
Freedman	SOCIAL PSYCHOLOGY, c1974	7
Gardner	SELF-RENEWAL: THE INDIVIDUAL AND THE INNOVATIVE SOCIETY, c1964	1
Hoper	AWARENESS GAMES: PERSONAL GROWTH THROUGH GROUP INTERACTION, c1975	5
Ingalls	HUMAN ENERGY: THE CRITICAL FACTOR FOR INDIVIDUALS AND ORGANIZATIONS, c1976	11
Jourard	THE TRANSPARENT SELF, c1971	6
Jourard	HEALTHY PERSONALITY; AN APPROACH FROM THE VIEWPOINT OF HUMANISTIC PSYCHOLOGY, c1974	6
Laing	SELF AND OTHERS, c1969	1
Lair	"I AIN'T MUCH, BABY -- BUT I'M ALL I'VE GOT." c1972	2
Leavitt	MANAGERIAL PSYCHOLOGY: AN INTRODUCTION TO INDIVIDUALS, PAIRS, AND GROUPS IN ORGANIZATIONS, c1972	60
Levinson	PSYCHOLOGICAL MAN, c1976	1
McClintock	EXPERIMENTAL SOCIAL PSYCHOLOGY, c1972	1
Maslow	THE FARTHER REACHES OF HUMAN NATURE, c1971	2
Maslow	MOTIVATION AND PERSONALITY, c1970	3
Maslow	TOWARD A PSYCHOLOGY OF BEING, c1968	3
May	MAN'S SEARCH FOR HIMSELF, c1953	1
Moustakas	LONELINESS, c1961	1
Ornstein	THE PSYCHOLOGY OF CONSCIOUSNESS, c1972	1
Pleck	MEN AND MASCULINTIY, c1974	4
Prather	NOTES TO MYSELF: MY STRUGGLE TO BECOME A PERSON, c1970	1
Rose	GROWING UP HUMAN, c1974	2
Shostrom	FREEDOM TO BE, c1972	1
Shostrom	MAN, THE MANIPULATOR: THE INNER JOURNEY FROM MANIPULATION TO ACTUALIZATION, c1967	2
Spitzer	TIDINGS OF COMFORT AND JOY: AN ANTHOLOGY OF CHANGE, c1975	4
Stevens	AWARENESS; EXPLORING, EXPERIMENTING, EXPERIENCING, c1971	1
Tillich	THE COURAGE TO BE, c1952	3
Watts	THE BOOK: ON THE TABOO AGAINST KNOWING WHO YOU ARE, c1966	1

INDIVIDUAL SKILL DEVELOPMENT -- VALUES and GOALS

AUTHOR	TITLE	# COPIES
Hall	THE DEVELOPMENT OF CONSCIOUSNESS: A CONFLUENT THEORY OF VALUES, c1976	1
Kirschenbaum	ADVANCED VALUE CLARIFICATION, c1977	3
Raths	VALUES AND TEACHING: WORKING WITH VALUES IN THE CLASSROOM, c1966	2
Rokeach	THE NATURE OF HUMAN VALUES, c1973	2
Simon	VALUES CLARIFICATION; A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, c1972	5
Smith	A PRACTICAL GUIDE TO VALUE CLARIFICATION, c1977	3

INDIVIDUAL SKILL DEVELOPMENT -- CREATIVE THINKING / PROBLEM SOLVING / CONFLICT RESOLUTION

AUTHOR	TITLE	# COPIES
Adams	CONCEPTUAL BLOCKBUSTING: A GUIDE TO BETTER IDEAS, c1974	1
Aram	DILEMMAS OF ADMINISTRATIVE BEHAVIOR, c1976	2
Bartsch	EFFECTIVE PERSONAL AND CAREER DECISION MAKING, c1976	1
Biondi	THE CREATIVE PROCESS, c1972	1
Biondi	HAVE AN AFFAIR WITH YOUR MIND, c1974	1
Block	MASTERY LEARNING; THEORY AND PRACTICE	1
Bourne	THE PSYCHOLOGY AND PHYSIOLOGY OF STRESS, WITH REFERENCE TO SPECIAL STUDIES OF THE VIET NAM WAR, c1969	1
Byrd	A GUIDE TO PERSONAL RISK TAKING, c1974	1
DeBono	LATERAL THINKING: CREATIVITY STEP BY STEP, c1970	1
Fabun	THREE ROADS TO AWARENESS, c1970	5
Ford	A LIFE PLANNING WORKBOOK FOR GUIDANCE IN PLANNING AND PERSONAL GOAL SETTING, c1972	2
Ford	PLANNING YOUR FUTURE: A WORKBOOK FOR PERSONAL GOAL SETTING, c1976	3
Fry	INDIVIDUAL AND GROUP PROBLEM-SOLVING WORKSHOP, STUDENT MANUAL, 1974	1
Gordon	SYNECTICS: THE DEVELOPMENT OF CREATIVE CAPACITY, c1961	2
Jandt	CONFLICT RESOLUTION THROUGH COMMUNICATION, c1973	1
Kaufman	IDENTIFYING AND SOLVING PROBLEMS; A SYSTEM APPROACH	10
Kirn	LIFEWORK PLANNING TRAINER'S MANUAL, c1974	2
Kirn	LIFEWORK PLANNING WORKBOOK, c1974	2
Lee	SYMPOSIUM ON CONSCIOUSNESS, c1976	1
Levinson	EMOTIONAL HEALTH IN THE WORLD OF WORK, c1964	1
Levinson	EXECUTIVE STRESS, c1975	1
Maier	PROBLEM SOLVING AND CREATIVITY IN INDIVIDUALS AND GROUPS, c1970	3
Ornstein	THE PSYCHOLOGY OF CONSCIOUSNESS, C1972	1
Parnes	AHA! INSIGHTS INTO CREATIVE BEHAVIOR, c1975	1
Parnes	CREATIVE BEHAVIOR GUIDEBOOK, c1967	1
Tedeschi	CONFLICT, POWER AND GAMES; THE EXPERIMENTAL STUDY OF INTERPERSONAL RELATIONS, c1973	3

INDIVIDUAL SKILL DEVELOPMENT -- ASSERTIVENESS / POWER

OETC Library print resources as of 15 May 1977

AUTHOR	TITLE	# COPIES
Alberti	YOUR PERFECT RIGHT: A GUIDE TO ASSERTIVE BEHAVIOR, c1974	3
Blau	EXCHANGE AND POWER IN SOCIAL LIFE, c1964	5
Castaneda	TALES OF POWER, c1974	1
Cotler	ASSERTION TRAINING: A HUMANISTIC-BEHAVIORAL GUIDE TO SELF-DIGNITY, c1976	12
Lange	RESPONSIBLE ASSERTIVE BEHAVIOR: COGNITIVE/BEHAVIORAL PROCEDURES FOR TRAINERS, c1976	12
McClelland	POWER: THE INNER EXPERIENCE, c1975	12
Tedeschi	CONFLICT, POWER AND GAMES: THE EXPERIMENTAL STUDY OF INTERPERSONAL RELATIONS, c1973	3

INDIVIDUAL SKILL DEVELOPMENT -- TRANSACTIONAL ANALYSIS

OETC Library print resources as of 15 May 1977

AUTHOR	TITLE	# COPIES
Berne	GAMES PEOPLE PLAY: THE PSYCHOLOGY OF HUMAN RELATIONSHIPS, c1964	1
Harris	I'M OK -- YOU'RE OK, c1969	4
James	BORN TO WIN: TRANSACTIONAL ANALYSIS WITH GESTALT EXPERIMENTS, c1971	4
James	THE OK BOSS, c1975	3
Jongeward	EVERYBODY WINS: TRANSACTIONAL ANALYSIS APPLIED TO ORGANIZATIONS, c1976	4

INDIVIDUAL SKILL DEVELOPMENT -- TIME MANAGEMENT

OETC Library print resources as of 15 May 1977

AUTHOR	TITLE	# COPIES
Bliss	GETTING THINGS DONE: THE ABC's OF TIME MANAGEMENT	2
Dayton	TOOLS FOR TIME MANAGEMENT: CHRISTIAN PERSPECTIVES ON MANAGING PRIORITIES, c1974	5
Lakein	HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE, c1973	75
Mackenzie	THE TIME TRAP, c1972	8
Webber	TIME AND MANAGEMENT, c1972	11

AUTHOR	TITLE	# COPIES
Auger	HOW TO RUN BETTER BUSINESS MEETINGS: A BUSINESSMAN'S GUIDE TO MEETINGS THAT GET THINGS DONE, c1972	3
Boyd	SUPERVISORY TRAINING; APPROACHES AND METHODS, c1976	2
Bradford	HUMAN FORCES IN TEACHNING AND LEARNING, c1972	2
Bradford	MAKING MEETINGS WORK: A GUIDE FOR LEADERS AND GROUP MEMBERS, c1976	2
Briggs	HANDBOOK OF PROCEDURES FOR THE DESIGN OF INSTRUCTION, c1970	1
Brown	HUMAN TEACHING FOR HUMAN LEARNING: AN INTRODUCTION TO CONFLUENT LEARNING, 1971	1
Burke	CONFERENCE PLANNING, c1970	3
Burke	THE SOCIAL TECHNOLOGY OF ORGANIZATION DEVELOPMENT, c1972	100
Butler	INSTRUCTIONAL SYSTEMS DEVELOPMENT FOR VOCATIONAL AND TECHNICAL TRAINING, c1972	1
Carney	EXPLORING CONTEMPORARY MALE/FEMALE ROLES; A FACILITATOR'S GUIDE, c1977	12
Craig	TRAINING AND DEVELOPMENT HANDBOOK; A GUIDE TO HUMAN RESOURCE DEVELOPMENT, c1976	5
Davis	WORKSHOPS, c1974	1
Espich	DEVELOPING PROGRAMMED INSTRUCTIONAL MATERIALS; A HANDBOOK FOR PROGRAM WRITERS, c1967	
Goldstein	TRAINING; PROGRAM DEVELOPMENT AND EVALUATION, c1974	8
Gordon	P.E.T. -- PARENT EFFECTIVENESS TRAINING, c1975	1
Gordon	T.E.T. -- TEACHER EFFECTIVENESS TRAINING, c1974	2
Havelock	TRAINING FOR CHANGE AGENTS: A GUIDE TO THE DESIGN OF TRAINING PROGRAMS IN EDUCATION AND OTHER FIELDS, c1973	4
Ingalls	A TRAINERS GUIDE TO ANDRAGOGY, 1973	60
Kirkpatrick	EVALUATING TRAINING PROGRAMS, c1975	2
Kidd	HOW ADULTS LEARN, c1973	1
Knowles	THE ADULT LEARNER: A NEGLECTED SPECIES, c1973	5
Knowles	THE MODERN PRACTICE OF ADULT EDUCATION: ANDRAGOGY VERSUS PEDAGOGY, c1970	1
Lippitt	LEADERSHIP FOR LEARNING: TRAINING AND DEVELOPMENT IN THE 70's, c1970	2
Mager	DEVELOPING ATTITUDE TOWARD LEARNING, c1968	4
Mager	DEVELOPING VOCATIONAL INSTRUCTION, c1967	4
Mager	GOAL ANALYSIS, c1972	2
Mager	MEASURING INSTRUCTIONAL INTENT, OR, GOT A MATCH?, c1973	2
Mager	PREPARING INSTRUCTIONAL OBJECTIVES, c1975	6
Maier	THE ROLE-PLAY TECHNIQUE: A HANDBOOK FOR MANAGEMENT AND LEADERSHIP TECHNIQUES, c1975	20
Miles	LEARNING TO WORK IN GROUPS, c1959	1
Nylen	HANDBOOK OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING, c1967	5
Olmstead	THEORY AND STATE OF THE ART OF SMALL GROUP METHODS OF INSTRUCTION, 1970	1
Otto	THE MANAGEMENT OF TRAINING; A HANDBOOK FOR TRAINING AND DEVELOPMENT PERSONNEL, c1970	1
Pfeiffer	INSTRUMENTATION IN HUMAN RELATIONS TRAINING, c1976	3
Rauch	PRIORITIES IN ADULT EDUCATION, c1972	1
Robert	ROBERT'S RULES OF ORDER, no date	1
Rogers	FREEDOM TO LEARN: A VIEW OF WHAT EDUCATION MIGHT BECOME	8
Schindler-Rainman	TAKING YOUR MEETINGS OUT OF THE DOLDRUMS, c1975	4
Schmuck	GROUP PROCESSES IN THE CLASSROOM, c1975	2
Silvern	SYSTEMS ENGINEERING APPLIED TO TRAINING, c1972	1
Taylor	MANAGEMENT DEVELOPMENT AND TRAINING HANDBOOK, c1975	4
Thayer	AFFECTIVE EDUCATION: STRATEGIES FOR EXPERIENTIAL LEARNING, c1976	2
This	THE SMALL MEETING PLANNER, c1972	3
Tracey	DESIGNING TRAINING AND DEVELOPMENT SYSTEMS, c1971	1
Trice	EVALUATION OF TRAINING; STRATEGY, TACTICS AND PROBLEMS, 1974	2
Univ Associates	ANNUAL HANDBOOKS FOR GROUP FACILITATORS	
Univ Associates	HANDBOOKS OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING	
Weiss	EVALUATION RESEARCH: METHODS FOR ASSESSING PROGRAM EFFECTIVENESS	1

INTERPERSONAL RELATIONS / SMALL GROUP DYNAMICS

AUTHOR	TITLE	# COPIES
Aram	DILEMMAS OF ADMINISTRATIVE BEHAVIOR, c1976	10
Bales	PERSONALITY AND INTERPERSONAL BEHAVIOR, c1970	1
Benne	THE LABORATORY METHOD OF CHANGING AND LEARNING; THEORY AND APPLICATION, c1975	6
Bennis	INTERPERSONAL DYNAMICS; ESSAYS AND READINGS ON HUMAN INTERACTION, c1964	3
Berscheid	INTERPERSONAL ATTRACTION, c1969	5
Blank	CONFRONTATION: ENCOUNTERS IN SELF AND INTERPERSONAL AWARENESS, c1971	1
Boshear	UNDERSTANDING PEOPLE; MODELS AND CONCEPTS, c1977	12
Bradford	GROUP DEVELOPMENT, c1974	2
Bradford	T-GROUP THEORY AND LABORATORY METHOD: INNOVATION IN RE-EDUCATION, c1964	3
Burke	THE SOCIAL TECHNOLOGY OF ORGANIZATION DEVELOPMENT, c1972	100
Cartwright	GROUP DYNAMICS; RESEARCH AND THEORY, c1968	1
Cohen	THE CRITICAL INCIDENT IN GROWTH GROUPS; THEORY AND TECHNIQUE, c1976	5
Cohen	THE CRITICAL INCIDENT IN GROWTH GROUPS; A MANUAL FOR GROUP LEADERS, c1976	5
Cooper	THEORIES OF GROUP PROCESSES, c1975	2
Davis	GROUP PERFORMANCE, c1969	4
Dyer	INSIGHT TO IMPACT: STRATEGIES FOR INTERPERSONAL AND ORGANIZATIONAL CHANGE, c1976	4
Dyer	MODERN THEORY AND METHOD IN GROUP TRAINING, c1972	1
Egan	ENCOUNTER: GROUP PROCESSES FOR INTERPERSONAL GROWTH, c1970	6
Egan	FACE TO FACE: THE SMALL-GROUP EXPERIENCE AND INTERPERSONAL GROWTH, c1973	10
Etzioni	SOCIAL PROBLEMS, c1976	1
Fisher	SMALL GROUP DECISION MAKING: COMMUNICATION AND THE GROUP PROCESS, c1974	7
Freedman	SOCIAL PSYCHOLOGY, c1974	7
Fry	INDIVIDUAL AND GROUP PROBLEM-SOLVING WORKSHOP, STUDENT MANUAL	1
Gergen	THE PSYCHOLOGY OF BEHAVIOR CHANGE, c1969	4
Golembiewski	SENSITIVITY TRAINING AND THE LABORATORY APPROACH; READINGS ABOUT CONCEPTS AND APPLICATIONS, c1970	1
Hastorf	PERSON PERCEPTION, c1970	4
Hoper	AWARENESS GAMES: PERSONAL GROWTH THROUGH GROUP INTERACTION, c1975	5
Ingalls	HUMAN ENERGY: THE CRITICAL FACTOR FOR INDIVIDUALS AND ORGANIZATIONS, c1976	11
Ingalls	A TRAINERS GUIDE TO ANDRAGOGY, 1973	60
Kiesler	CONFORMITY, c1969	5
Kolb	ORGANIZATIONAL PSYCHOLOGY; A BOOK OF READINGS, c1971	34
Kolb	ORGANIZATIONAL PSYCHOLOGY; AN EXPERIENTIAL APPROACH, c1974	32
Laing	SELF AND OTHERS, c1969	1
Lakin	INTERPERSONAL ENCOUNTER: THEORY AND PRACTICE IN SENSITIVITY TRAINING, c1971	8
Lassey	LEADERSHIP AND SOCIAL CHANGE, c1971	14
Leavitt	MANAGERIAL PSYCHOLOGY: AN INTRODUCTION TO INDIVIDUALS, PAIRS, AND GROUPS IN ORGANIZATIONS, c1972	80
Luft	OF HUMAN INTERACTION, c1969	1
Luft	GROUP PROCESSES: AN INTRODUCTION TO GROUP DYNAMICS, c1964	55
McClintock	EXPERIMENTAL SOCIAL PSYCHOLOGY, c1972	1
Maier	THE ROLE-PLAY TECHNIQUE; A HANDBOOK FOR MANAGEMENT AND LEADERSHIP PRACTICE, c1975	20
Miles	LEARNING TO WORK IN GROUPS; A PROGRAM GUIDE FOR EDUCATIONAL LEADERS, c1959	1

AUTHOR	TITLE	# COPIES
Porter	READING BOOK FOR HUMAN RELATIONS TRAINING, 1976 edition	5
Rogers	CARL ROGERS ON ENCOUNTER GROUPS, c1970	1
Satir	PEOPLEMAKING, c1972	1
Schein	PERSONAL AND ORGANIZATIONAL CHANGE THROUGH GROUP METHODS: THE LABORATORY APPROACH, c1965	4
Schein	PROCESS CONSULTATION: ITS ROLE IN ORGANIZATION DEVELOPMENT, c1969	85
Schmuck	GROUP PROCESSES IN THE CLASSROOM, c1975	2
Schutz	ELEMENTS OF ENCOUNTER, c1973	1
Schutz	THE INTERPERSONAL UNDERWORLD (FIRO), c1966	12
Shaw	GROUP DYNAMICS: THE PSYCHOLOGY OF SMALL GROUP BEHAVIOR, c1976	19
Smith	SENSITIVITY TRAINING: THE SCIENTIFIC UNDERSTANDING OF INDIVIDUALS, c1973	2
Tedeschi	CONFLICT, POWER AND GAMES: THE EXPERIMENTAL STUDY OF INTERPERSONAL RELATIONS, c1973	3
Univ Associates	ANNUAL HANDBOOKS FOR GROUP FACILITATORS	
Univ Associates	HANDBOOKS OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING	
Vaughn	PROGRAM OF EXERCISES FOR MANAGEMENT AND ORGANIZATION BEHAVIOR, c1975	1
Vriend	COUNSELING EFFECTIVELY IN GROUPS, c1973	1
Zimbardo	INFLUENCING ATTITUDES AND CHANGING BEHAVIOR; A BASIC INTRODUCTION TO RELEVANT METHODOLOGY, THEORY AND APPLICATIONS, c1970	4

CROSS CULTURAL CONSIDERATIONS

AUTHOR	TITLE	# COPIES
Blixt	THE NATURE OF PREJUDICE	1
Carney	EXPLORING CONTEMPORARY MALE/FEMALE ROLES; A FACILITATOR's GUIDE, c1977	12
David	THE BLACK SOLDIER; FROM THE AMERICAN REVOLUTION TO VIETNAM, c1971	1
Foner	BLACKS AND THE MILITARY IN AMERICAN HISTORY, c1974	1
Ford	READINGS IN MINORITY-GROUP RELATIONS, c1976	5
Fromkin	INTEGRATING THE ORGANIZATION; A SOCIAL PSYCHOLOGICAL ANALYSIS	2
Fromkin	INTERGROUP AND MINORITY RELATIONS; AN EXPERIENTIAL HANDBOOK, c1976	5
Gordon	BRINGING WOMEN INTO MANAGEMENT, c1975	2
Hall	THE HIDDEN DIMENSION, c1966	2
Heyer	AM I A RACIST?, c1969	2
Katzell	WOMEN IN THE WORK FORCE, c1972	1
Kidder	THE PSYCHOLOGY OF INTERGROUP RELATIONS: CONFLICT AND CONSCIOUSNESS, c1975	3
King	WHERE DO WE GO FROM HERE: CHAOS OR COMMUNITY	2
Jones	PREJUDICE AND RACISM, c1972	4
Pleck	MEN AND MASCULINITY, c1974	4
Terry	FOR WHITES ONLY, c1970	1

COMMUNICATION SKILLS DEVELOPMENT

AUTHOR	TITLE	# COPIES
Buening	COMMUNICATING ON THE JOB; A PRACTICAL GUIDE FOR SUPERVISORS	1
Coffin	THE COMMUNICATOR	1
Fabun	THREE ROADS TO AWARENESS	5
Fast	BODY LANGUAGE	2
Griffin	BASIC READINGS IN INTERPERSONAL COMMUNICATION; THEORY AND APPLICATION, c1976	11
Griffin	FUNDAMENTALS OF INTERPERSONAL COMMUNICATION, c1976	11
Hall	THE HIDDEN DIMENSION, c1966	2
Hall	THE SILENT LANGUAGE, c1959	4
Jandt	CONFLICT RESOLUTION THROUGH COMMUNICATION, c1973	11
Kleinke	FIRST IMPRESSIONS: THE PSYCHOLOGY OF ENCOUNTERING OTHERS, c1975	10
Majors	COMMUNICATING THE JOY, PAIN AND EVERYTHING: INSIGHTS AND EXERCISES FOR COMMUNICATION IN RELATIONSHIPS, c1976	3
Sereno	FOUNDATIONS OF COMMUNICATION THEORY, c1970	9
Tubbs	HUMAN COMMUNICATION; AN INTERPERSONAL PERSPECTIVE, c1974	1
Zunin	CONTACT: THE FIRST FOUR MINUTES, c1972	50

DATA COLLECTION AND PROCESSING SKILL DEVELOPMENT (includes interviewing)

AUTHOR	TITLE	# COPIES
Andrews	A GUIDE FOR SELECTING STATISTICAL TECHNIQUES FOR ANALYZING SOCIAL SCIENCE DATA, c1974	1
Babbie	SURVEY RESEARCH METHODS, c1973	3
Benjamin	THE HELPING INTERVIEW, c1969	5
Bennett	EVALUATION AND EXPERIMENT: SOME CRITICAL ISSUES IN ASSESSING SOCIAL PROBLEMS, c1975	1
Bisco	DATA BASES, COMPUTERS, AND THE SOCIAL SCIENCES, c1970	1
Blackman	INTRODUCTION TO DATA MANAGEMENT IN THE BEHAVIORAL AND SOCIAL SCIENCES, 1971	4
Bollens	A GUIDE TO PARTICIPATION: FIELD WORK, ROLE PLAYING CASES AND OTHER FORMS, c1973	2
Byham	THE USES OF PERSONNEL RESEARCH, c1968	1
Chun	MEASURES FOR PSYCHOLOGICAL ASSESSMENT: A GUIDE TO 3,000 ORIGINAL SOURCES AND THEIR APPLICATIONS, c1975 (reference copy)	1
Crano	PRINCIPLES OF RESEARCH IN SOCIAL PSYCHOLOGY, c1973	3
Davis	ELEMENTARY SURVEY ANALYSIS, c1971	4
Downie	BASIC STATISTICAL METHODS, c1974	2
Drake	INTERVIEWING FOR MANAGERS: SIZING UP PEOPLE	1
Edwards	STATISTICAL METHODS, c1973	3
Forsythe	COMPUTER SCIENCE; A FIRST COURSE, c1975	2
Frankel	INFERENCE FROM SURVEY SAMPLES; AN EMPIRICAL INVESTIGATION, c1971	2
Galbraith	DESIGNING COMPLEX ORGANIZATIONS, c1973	4
Glock	SURVEY RESEARCH IN THE SOCIAL SCIENCES, c1967	4
Gordon	INTERVIEWING; STRATEGY, TECHNIQUES, AND TACTICS, c1975	1
Hirschi	PRINCIPLES OF SURVEY ANALYSIS, c1973	1
---	INTERVIEWER'S MANUAL, c1976	2
Isaacson	MARKOV CHAINS; THEORY AND APPLICATIONS, c1976	1
Janda	DATA PROCESSING; APPLICATIONS TO POLITICAL RESEARCH, c1969	1
Kingdon	MATRIX ORGANIZATION: MANAGING INFORMATION TECHNOLOGIES, c1973	1
Knuth	THE ART OF COMPUTER PROGRAMMING, c1973 (3 volumes)	1
Lansing	ECONOMIC SURVEY METHODS, c1971	1
Leavitt	THE ORGANIZATIONAL WORLD, c1973 (pp. 57-120)	60
Levinson	ORGANIZATIONAL DIAGNOSIS, c1972	1
Martin	COMPUTER DATA-BASE ORGANIZATION, c1975	1
Mendenhall	ELEMENTARY SURVEY SAMPLING, c1971	3
Morgan	THE INTERVIEWER'S MANUAL, c1973	2
Moursund	EVALUATION: AN INTRODUCTION TO RESEARCH DESIGN, c1973	7
Nasatir	DATA ARCHIVES FOR THE SOCIAL SCIENCES; PURPOSES, OPERATIONS AND PROBLEMS c1973	1
Nie	SPSS: STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES, c1975	2
O'Leary	INTERVIEWING FOR THE DECISIONMAKER, c1976	1
Patchen	SOME QUESTIONNAIRE MEASURES OF EMPLOYEE MOTIVATION AND MORALE: A REPORT ON THEIR RELIABILITY AND VALIDITY, c1965	1
Payne	THE ART OF ASKING QUESTIONS, c1951	1

AUTHOR	TITLE	# COPIES
Siegel	NON-PARAMETRIC STATISTICS FOR THE BEHAVIORAL SCIENCES, c1956	4
Simon	BASIC RESEARCH METHODS IN SOCIAL SCIENCE: THE ART OF EMPIRICAL INVESTIGA-TION, c1969	1
Sonquist	MULTIVARIATE MODEL BUILDING; THE VALIDATION OF A SEARCH STRATEGY, c1970	1
Sudman	REDUCING THE COST OF SURVEYS, c1967	4
Taylor	SURVEY OF ORGANIZATIONS; A MACHINE-SCORED STANDARDIZED QUESTIONNAIRE INSTRUMENT, c1972	3
Taylor	TECHNOLOGY AND PLANNED ORGANIZATIONAL CHANGE, c1971	1
Univ Assoc	ANNUAL HANDBOOKS FOR GROUP FACILITATORS	
Univ Assoc	HANDBOOKS OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING	
Warren	STUDYING YOUR COMMUNITY, c1955, 1965	1
Webb	UNOBTRUSIVE MEASURES: NONREACTIVE RESEARCH IN THE SOCIAL SCIENCES, c1966	1
Weiss	EVALUATION RESEARCH: METHODS FOR ASSESSING PROGRAM EFFECTIVENESS, c1972	1
Wylie	THE SELF-CONCEPT, vol I, c1974	1
Zedeck	FOUNDATIONS OF BEHAVIORAL SCIENCE RESEARCH IN ORGANIZATIONS, c1974	2

MANAGEMENT AND ORGANIZATION DEVELOPMENT -- Theories and Skill Development

AUTHOR		# COPIES
Adams	NEW TECHNOLOGIES IN ORGANIZATION DEVELOPMENT:2, c1975	9
Argyris	MANAGEMENT AND ORGANIZATION DEVELOPMENT: THE PATH FROM XA TO YB, c1971	4
Beckhard	ORGANIZATION DEVELOPMENT; STRATEGIES AND MODELS, c1969	18
Bennis	ORGANIZATION DEVELOPMENT; ITS NATURE, ORIGINS, AND PROSPECTS, c1969	18
Blake	BUILDING A DYNAMIC CORPORATION THROUGH GRID ORGANIZATION DEVELOPMENT, c1969	10
Blake	CORPORATE EXCELLENCE THROUGH GRID ORGANIZATION DEVELOPMENT, c1968	6
Blake	THE MANAGERIAL GRID: KEY ORIENTATIONS FOR ACHIEVING PRODUCTION THROUGH PEOPLE, c1964	5
Borst	MANAGING NONPROFIT ORGANIZATIONS, c1977	5
Bowers	SYSTEMS OF ORGANIZATION: MANAGEMENT OF THE HUMAN RESOURCE, c1976	2
Boyd	SUPERVISORY TRAINING; APPROACHES AND METHODS	2
Brown	THE MANAGEMENT LIBRARY, c1972	1
Burke	NEW TECHNOLOGIES IN ORGANIZATION DEVELOPMENT:1, c1975	7
Burke	THE SOCIAL TECHNOLOGY OF ORGANIZATION DEVELOPMENT, c1972	100
Desatnick	INNOVATIVE HUMAN RESOURCE MANAGEMENT, c1972	1
Drucker	THE EFFECTIVE EXECUTIVE, c1967	5
Drucker	MANAGEMENT; TASKS, RESPONSIBILITIES, PRACTICES, c1974	10
Eckles	SUPERVISORY MANAGEMENT: A SHORT COURSE IN SUPERVISION, c1975	3
Fordyce	MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT, c1971	18
French	ORGANIZATION DEVELOPMENT: BEHAVIORAL SCIENCE INTERVENTIONS FOR ORGANIZATION IMPROVEMENT, c1972	20
Friedlander	PURPOSE AND VALUES IN O.D.: TOWARD PERSONAL THEORY & PRACTICE, c1976	75
Fry	DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF LEADERSHIP/MANAGEMENT TRAINING WITHIN ARMY BATTALIONS, 1975	1
Galbraith	DESIGNING COMPLEX ORGANIZATIONS, c1973	4
George	THE HISTORY OF MANAGEMENT THOUGHT, c1972	9
Gibson	ORGANIZATIONS; STRUCTURE, PROCESSES, BEHAVIOR, c1973	10
Gibson	READINGS IN ORGANIZATIONS; STRUCTURE, PROCESSES, BEHAVIOR, c1973	10
Gordon	BRINGING WOMEN INTO MANAGEMENT, c1975	2
Hallen	SUMMARY OF ORGANIZATION EFFECTIVENESS (OE) ON THE ARMY STAFF, 1977	2
Harris	ORGANIZATIONAL DYNAMICS: AN INSTRUCTOR'S MANUAL FOR HUMAN RESOURCE SPECIALISTS, c1973	3
Harvey	AN EXPERIENTIAL APPROACH TO ORGANIZATION DEVELOPMENT, c1976	20
Herman	AUTHENTIC MANAGEMENT: A GESTALT APPROACH TO ORGANIZATIONS AND THEIR DEVELOPMENT, c1977	10
Hersey	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES, c1977	20
Heyel	THE ENCYCLOPEDIA OF MANAGEMENT, c1973 (reference copy)	1
Hicks	THE MANAGEMENT OF ORGANIZATIONS, c1976	1
Huse	BEHAVIOR IN ORGANIZATIONS: A SYSTEMS APPROACH TO MANAGEMENT, c1977	4
Huse	ORGANIZATION DEVELOPMENT AND CHANGE, c1975	95

AUTHOR	TITLE	# COPIES
Kast	EXPERIENTIAL EXERCISES AND CASES IN MANAGEMENT, c1976	10
Kast	ORGANIZATION AND MANAGEMENT; A SYSTEMS APPROACH, c1974	90
Kazmier	PRINCIPLES OF MANAGEMENT; A PROGRAMMED INSTRUCTIONAL APPROACH, c1974	2
Kepner	THE RATIONAL MANAGER: A SYSTEMATIC APPROACH TO PROBLEM SOLVING AND DECISION MAKING, c1965	5
Killiam	HUMAN RESOURCE MANAGEMENT, c1976	1
Kolb	ORGANIZATIONAL PSYCHOLOGY; A BOOK OF READINGS, c1974	30
Kolb	ORGANIZATIONAL PSYCHOLOGY; AN EXPERIENTIAL APPROACH, c1974	30
Koontz	MANAGEMENT: A SYSTEMS AND CONTINGENCY ANALYSIS OF MANAGERIAL FUNCTIONS, c1976	2
Lawrence	DEVELOPING ORGANIZATIONS; DIAGNOSIS AND ACTION, c1969	9
Lawrence	ORGANIZATION AND ENVIRONMENT; MANAGING DIFFERENTIATION AND INTEGRATION, c1967	3
Leavitt	MANAGERIAL PSYCHOLOGY: AN INTRODUCTION TO INDIVIDUALS, PAIRS, AND GROUPS IN ORGANIZATIONS, c1972	75
Leavitt	THE ORGANIZATIONAL WORLD, c1973	60
Lievegoed	THE DEVELOPING ORGANIZATION, c1969, 1973	1
Likert	THE HUMAN ORGANIZATION; ITS MANAGEMENT AND VALUE, c1967	3
Likert	NEW PATTERNS OF MANAGEMENT, c1961	1
Lippitt	OPTIMIZING HUMAN RESOURCES: READINGS IN INDIVIDUAL AND ORGANIZATIONAL DEVELOPMENT, c1971	7
Lippitt	ORGANIZATION RENEWAL: ACHIEVING VIABILITY IN A CHANGING WORLD, c1969	3
Luthans	ORGANIZATIONAL BEHAVIOR, c1977	2
McGill	ORGANIZATION DEVELOPMENT FOR OPERATING MANAGERS, c1977	1
McGregor	THE HUMAN SIDE OF ENTERPRISE, c1960	7
McGregor	THE PROFESSIONAL MANAGER, c1967	1
Margulies	ORGANIZATION DEVELOPMENT; VALUES, PROCESS AND TECHNOLOGY, c1971	80
Marrow	FAILURE OF SUCCESS, c1972	1
Maslow	EUPSYCHIAN MANAGEMENT; A JOURNAL, c1965	25
Massie	ESSENTIALS OF MANAGEMENT, c1971	6
Miner	THE CHALLENGE OF MANAGING, c1975	1
Moore	AMA MANAGEMENT HANDBOOK, c1970	8
Myers	EVERY EMPLOYEE A MANAGER: MORE MEANINGFUL WORK THROUGH JOB ENRICHMENT, c1970	8
Newman	THE PROCESS OF MANAGEMENT; CONCEPTS, BEHAVIOR, AND PRACTICE, c1977	6
Patten	OD - EMERGING DIMENSIONS AND CONCEPTS; A COLLECTION OF PAPERS, c1973	15
Pfeiffer	THE SUPERVISION OF PERSONNEL: HUMAN RELATIONS IN THE MANAGEMENT OF MEN, c1964	1
Pigors	MANAGEMENT OF HUMAN RESOURCES, c1973	2
Porter	BEHAVIOR IN ORGANIZATIONS, c1975	5
Roeber	THE ORGANIZATION IN A CHANGING ENVIRONMENT, c1973	19
Rosen	SUPERVISION: A BEHAVIORAL VIEW, c1973	1

MANAGEMENT AND ORGANIZATION DEVELOPMENT   (continued)

AUTHOR	TITLE	# COPIES
Scanlan	MANAGEMENT 18: A SHORT COURSE FOR MANAGERS	3
Schein	ORGANIZATIONAL PSYCHOLOGY, c1965	25
Steele	PHYSICAL SETTINGS AND ORGANIZATION DEVELOPMENT, c1973	7
Steele	THE OPEN ORGANIZATION: THE IMPACT OF SECRECY AND DISCLOSURE ON PEOPLE AND ORGANIZATIONS, c1975	1
Strauss	PERSONNEL: THE HUMAN PROBLEMS OF MANAGEMENT, c1972	7
Tagliere	PEOPLE, POWER & ORGANIZATION, c1973	3
Tead	THE ART OF ADMINISTRATION, c1951	2
This	A GUIDE TO EFFECTIVE MANAGEMENT; PRACTICAL APPLICATIONS FROM BEHAVIORAL SCIENCE, c1974	4
USAWC	ARMY COMMAND AND MANAGEMENT; THEORY AND PRACTICE, 1976 (vols 1-3)	3
USDA	ORGANIZATION DEVELOPMENT. Technical report No. 5: Institutionalizing the process of change, 1975	2
Vaill	THE PRACTICE OF ORGANIZATION DEVELOPMENT, 1971	2
Varney	AN ORGANIZATION DEVELOPMENT APPROACH TO MANAGEMENT DEVELOPMENT, c1976	8
Washburn	OPEN SYSTEM ASSESSMENT FOR MANAGERS; DESIGN OF MANAGEMENT REVIEW, 1976	4

Also see lists for PSYCHOLOGY OF WORK and MBO / PERFORMANCE COUNSELING

170

PSYCHOLOGY OF WORK, including LEADERSHIP and MOTIVATION theories

OETC Library print resources as of 1 September 1977

AUTHOR	TITLE	# COPIES
Aram	DILEMMAS OF ADMINISTRATIVE BEHAVIOR, c1976	10
Argyle	THE SOCIAL PSYCHOLOGY OF WORK, c1974	10
Argyris	INCREASING LEADERSHIP EFFECTIVENESS, c1976	3
Argyris	INTEGRATING THE INDIVIDUAL AND THE ORGANIZATION, c1964	3
Barrett	INDIVIDUAL GOALS AND ORGANIZATIONAL OBJECTIVES: A STUDY OF INTEGRATION MECHANISMS, c1970	1
Bennis	THE TEMPORARY SOCIETY, c1968	1
Bennis	THE UNCONSCIOUS CONSPIRACY: WHY LEADERS CAN'T LEAD, c1976	5
Brown	THE EXECUTIVE LIBRARY, c1972	1
Boyd	SUPERVISORY TRAINING; APPROACHES AND METHODS, c1976	2
Campbell	MANAGERIAL BEHAVIOR, PERFORMANCE AND EFFECTIVENESS, c1970	3
Culbert	THE ORGANIZATION TRAP AND HOW TO GET OUT OF IT, c1974	2
Davis	HUMAN BEHAVIOR AT WORK, c1977	1
Deci	READINGS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, c1971	3
Dunnette	WORK AND NON-WORK IN THE YEAR 2001, c1973	2
Ellis	EXECUTIVE LEADERSHIP; A RATIONAL APPROACH, c1972	1
Fabun	THREE ROADS TO AWARENESS, c1970	5
Fiedler	A THEORY OF LEADERSHIP EFFECTIVENESS, c1967	2
Gellerman	MANAGEMENT BY MOTIVATION, c1968	1
Gellerman	MANAGERS AND SUBORDINATES, c1976	1
Hersey	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES, c1977	20
Herzberg	THE MOTIVATION TO WORK, c1959	6
Jacobs	LEADERSHIP AND EXCHANGE IN FORMAL ORGANIZATIONS, c1970	13
Katz	THE SOCIAL PSYCHOLOGY OF ORGANIZATIONS, c1966	6
Kolb	ORGANIZATIONAL PSYCHOLOGY: A BOOK OF READINGS, c1974	30
Kolb	ORGANIZATIONAL PSYCHOLOGY: AN EXPERIENTIAL APPROACH, c1974	30
Lassey	LEADERSHIP AND SOCIAL CHANGE, c1971	14
Lawless	EFFECTIVE MANAGEMENT: SOCIAL PSYCHOLOGICAL APPROACH, c1972	6
Leavitt	MANAGERIAL PSYCHOLOGY: AN INTRODUCTION TO INDIVIDUALS, PAIRS, AND GROUPS IN ORGANIZATIONS, c1972	75
Leavitt	THE ORGANIZATIONAL WORLD, c1973	50
Levinson	EMOTIONAL HEALTH IN THE WORLD OF WORK, c1964	1
Levinson	THE EXCEPTIONAL EXECUTIVE: A PSYCHOLOGICAL CONCEPTION, c1968	1
Levinson	THE GREAT JACKASS FALLACY, c1973	1
Levinson	PSYCHOLOGICAL MAN, c1976	1
Luthans	ORGANIZATIONAL BEHAVIOR, c1977	2
McConkey	NO-NONSENSE DELEGATION, c1974	1
Maslow	EUPSYCHIAN MANAGEMENT: A JOURNAL, c1965	25
Maslow	MOTIVATION AND PERSONALITY, c1970	8

171

AUTHOR	TITLE	# COPIES
Moore	COMPENSATING EXECUTIVE WORTH, c1968	1
Myers	EVERY EMPLOYEE A MANAGER: MORE MEANINGFUL WORK THROUGH JOB ENRICHMENT, c1970	8
Nierenberg	THE ART OF NEGOTIATING: PSYCHOLOGICAL STRATEGIES FOR GAINING ADVANTAGEOUS BARGAINS, c1968	1
Passett	LEADERSHIP DEVELOPMENT FOR PUBLIC SERVICE, c1971	1
Patchen	PARTICIPATION, ACHIEVEMENT AND INVOLVEMENT ON THE JOB, c1970	3
Porter	BEHAVIOR IN ORGANIZATIONS, c1975	5
Reddin	MANAGERIAL EFFECTIVENESS, c1970	1
Sayles	HUMAN BEHAVIOR IN ORGANIZATIONS, c1966	1
Sibson	INCREASING EMPLOYEE PRODUCTIVITY, c1976	5
Schein	ORGANIZATIONAL PSYCHOLOGY, c1965	25
Skinner	BEYOND FREEDOM AND DIGNITY, c1971	2
Steers	MOTIVATION AND WORK BEHAVIOR, c1975	6
Steinmetz	THE ART AND SKILL OF DELEGATION, c1976	2
Stoghill	HANDBOOK OF LEADERSHIP: A SURVEY OF THEORY AND RESEARCH, c1974	10
Sutermeister	PEOPLE AND PRODUCTIVITY, c1969	2
Tannenbaum	SOCIAL PSYCHOLOGY OF THE WORK ORGANIZATION, c1966	3
This	A GUIDE TO EFFECTIVE MANAGEMENT: PRACTICAL APPLICATIONS FROM BEHAVIORAL SCIENCE, c1974	4
USAWC	ARMY COMMAND AND MANAGEMENT; THEORY AND PRACTICE, 1976 (vols 1-3)	3
USMA	A STUDY OF ORGANIZATIONAL LEADERSHIP, c1976	5
Uris	THE TURNED-ON EXECUTIVE: BUILDING YOUR SKILLS FOR THE MANAGEMENT REVOLUTION, c1970	1
Von Kaas	MAKING WAGE INCENTIVES WORK, c1970	1
Vroom	WORK AND MOTIVATION, c1964	3
Weick	THE SOCIAL PSYCHOLOGY OF ORGANIZING, c1969	4
FM 22-101	LEADERSHIP COUNSELING	10

MANAGEMENT BY OBJECTIVES (MBO)   and   PERFORMANCE APPRAISAL

OETC Library print resources as of 15 June 1977

AUTHOR	TITLE	# COPIES
Batten	BEYOND MANAGEMENT BY OBJECTIVES, c1966	1
Beck	MAKING MBO/R WORK, c1976	1
Beck	A PRACTICAL APPROACH TO ORGANIZATION DEVELOPMENT THROUGH MBO; SELECTED READINGS, c1972	
Fry	MANAGEMENT BY OBJECTIVES WORKSHOP, STUDENT MANUAL, 1975	1
Fry	PERFORMANCE MANAGEMENT WORKSHOP, STUDENT MANUAL, 1975	3
Humble	HOW TO MANAGE BY OBJECTIVES, c1973	3
Hunt	INTERPERSONAL STRATEGIES FOR SYSTEM MANAGEMENT: APPLICATIONS OF COUNSELING AND PARTICIPATIVE PRINCIPLES, c1974	3
Kellog	WHAT TO DO ABOUT PERFORMANCE APPRAISAL, c1975	1
McConkey	MBO FOR NONPROFIT ORGANIZATIONS, c1975	4
Mager	GOAL ANALYSIS, c1972	2
Mali	HOW TO MANAGE BY OBJECTIVES, c1975	2
Martin	PROJECT MANAGEMENT; HOW TO MAKE IT WORK, c1976	1
Morrisey	MANAGEMENT BY OBJECTIVES AND RESULTS, c1970	4
Morrisey	MANAGEMENT BY OBJECTIVES AND RESULTS IN THE PUBLIC SECTOR, c1976	5
Odiorne	MANAGEMENT BY OBJECTIVES; A SYSTEM OF MANAGERIAL LEADERSHIP, c1965	3
Odiorne	MANAGEMENT DECISIONS BY OBJECTIVES, c1969	1
FM 22-101	LEADERSHIP COUNSELING	10

CONSULTATION AND CHANGE IMPLEMENTATION SKILL DEVELOPMENT

AUTHOR	TITLE	# COPIES
Adams	NEW TECHNOLOGIES IN ORGANIZATION DEVELOPMENT: 2, c1975	8
Argyris	INTERVENTION THEORY AND METHOD; A BEHAVIORAL VIEW, c1970	10
Basil	THE MANAGEMENT OF CHANGE, c1974	4
Beckhard	ORGANIZATION DEVELOPMENT; STRATEGIES AND MODELS, c1969	18
Bennis	THE PLANNING OF CHANGE; READINGS IN THE APPLIED BEHAVIORAL SCIENCES, c1969	12
Blake	CONSULTATION, c1976	6
Blau	EXCHANGE AND POWER IN SOCIAL LIFE, c1964	5
Boshear	UNDERSTANDING PEOPLE; MODELS AND CONCEPTS, c1977	12
Burke	THE SOCIAL TECHNOLOGY OF ORGANIZATION DEVELOPMENT, c1972	100
Dyer	INSIGHT TO IMPACT: STRATEGIES FOR INTERPERSONAL AND ORGANIZATIONAL CHANGE, c1976	4
Fordyce	MANAGING WITH PEOPLE: A MANAGER'S HANDBOOK OF ORGANIZATION DEVELOPMENT, c1971	18
French	ORGANIZATION DEVELOPMENT: BEHAVIORAL SCIENCE INTERVENTIONS FOR ORGANIZATION DEVELOPMENT, c1972	20
Friedlander	PURPOSE AND VALUES IN O.D.: TOWARD PERSONAL THEORY & PRACTICE, c1976	75
Fuchs	MAKING THE MOST OF MANAGEMENT CONSULTING SERVICES, c1975	1
Galbraith	DESIGNING COMPLEX ORGANIZATIONS, c1973	4
Grossman	THE CHANGE AGENT, c1974	1
Harris	ORGANIZATIONAL DYNAMICS: AN INSTRUCTOR'S MANUAL FOR HUMAN RESOURCE SPECIALISTS, c1973	3
Harvey	AN EXPERIENTIAL APPROACH TO ORGANIZATION DEVELOPMENT, c1976	20
Havelock	TRAINING FOR CHANGE AGENTS: A GUIDE TO THE DESIGN OF TRAINING PROGRAMS IN EDUCATION AND OTHER FIELDS, c1973	4
Herman	AUTHENTIC MANAGEMENT: A GESTALT ORIENTATION TO ORGANIZATIONS AND THEIR DEVELOPMENT, c1977	10
Hersey	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES, 3rd edition, c1977	20
Hornstein	SOCIAL INTERVENTION; A BEHAVIORAL SCIENCE APPROACH	1
Hunt	INTERPERSONAL STRATEGIES FOR SYSTEM MANAGEMENT: APPLICATIONS OF COUNSELING AND PARTICIPATIVE PRINCIPLES, c1974	3
Huse	ORGANIZATION DEVELOPMENT AND CHANGE, c1975	90
Ingalls	HUMAN ENERGY: THE CRITICAL FACTOR FOR INDIVIDUALS AND ORGANIZATIONS, c1976	11
Ingalls	A TRAINERS GUIDE TO ANDRAGOGY; ITS CONCEPTS, EXPERIENCE AND APPLICATION, 1973	62
Kolb	ORGANIZATIONAL PSYCHOLOGY; A BOOK OF READINGS, c1974	30
Kolb	ORGANIZATIONAL PSYCHOLOGY; AN EXPERIENTIAL APPROACH, c1974	30
Lassey	LEADERSHIP AND SOCIAL CHANGE, c1971	14
Lippitt	CONSULTING PROCESS IN ACTION: EXAMINING THE DYNAMICS OF THE CLIENT-CONSULTANT WORKING RELATIONSHIP, 1975	1
Mager	PREPARING INSTRUCTIONAL OBJECTIVES, c1975	6
Maier	THE ROLE-PLAY TECHNIQUE; A HANDBOOK FOR MANAGEMENT AND LEADERSHIP PRACTICE, c1975	20
Margulies	ORGANIZATION DEVELOPMENT; VALUES PROCESS AND TECHNOLOGY, c1971	80

AUTHOR	TITLE	# COPIES
Patten	CHARACTERISTICS AND PROFESSIONAL CONCERNS OF ORGANIZATION DEVELOPMENT PRACTITIONERS, c1973	1
Patten	OD -- EMERGING DIMENSIONS AND CONCEPTS: A COLLECTION OF PAPERS, c1973	15
Perrow	ORGANIZATIONAL ANALYSIS; A SOCIOLOGICAL VIEW, c1970	2
Roeber	THE ORGANIZATION IN A CHANGING ENVIRONMENT, c1973	18
Schein	PERSONAL AND ORGANIZATIONAL CHANGE THROUGH GROUP METHODS: THE LABORATORY APPROACH, c1965	4
Schein	PROCESS CONSULTATION; ITS ROLE IN ORGANIZATION DEVELOPMENT	85
Seashore	CHANGING THE STRUCTURE AND FUNCTIONING OF AN ORGANIZATION: REPORT OF A FIELD EXPERIMENT, c1963	1
Steele	CONSULTING FOR ORGANIZATIONAL CHANGE, c1975	8
Steele	THE OPEN ORGANIZATION: THE IMPACT OF SECRECY AND DISCLOSURE ON PEOPLE AND ORGANIZATIONS, c1975	1
Taylor	TECHNOLOGY AND PLANNED ORGANIZATIONAL CHANGE, c1971	1
Tolbert	INTRODUCTION TO COUNSELING, c1972	1
Univ Assoc	ANNUAL HANDBOOKS FOR GROUP FACILITATORS	
Univ Assoc	HANDBOOKS OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING	
Vaill	THE PRACTICE OF ORGANIZATION DEVELOPMENT, 1971	2
Varney	AN ORGANIZATION DEVELOPMENT APPROACH TO MANAGEMENT DEVELOPMENT, c1976	8
Vriend	COUNSELING EFFECTIVELY IN GROUPS, c1973	1
Walton	INTERPERSONAL PEACEMAKING: CONFRONTATIONS AND THIRD-PARTY CONSULTATION, c1969	15
Zaltman	INNOVATIONS AND ORGANIZATIONS, c1973	5

Also see list for INTERPERSONAL RELATIONS / SMALL GROUP DYNAMICS

AUTHOR	TITLE	# COPIES
Abrahamsson	MILITARY PROFESSIONALIZATION AND POLITICAL POWER, c1972	1
Bourne	THE PSYCHOLOGY AND PHYSIOLOGY OF STRESS, WITH REFERENCE TO SPECIAL STUDIES OF THE VIET NAM WAR, c1969	1
Bradford	THE UNITED STATES ARMY IN TRANSITION, c1973	4
David	THE BLACK SOLDIER; FROM THE AMERICAN REVOLUTION TO VIETNAM, c1971	1
Foner	BLACKS AND THE MILITARY IN AMERICAN HISTORY; A NEW PERSPECTIVE, c1974	1
Goldman	THE SOCIAL PSYCHOLOGY OF MILITARY SERVICE, c1976	2
Hallen	SUMMARY OF ORGANIZATION EFFECTIVENESS (OE) ON THE ARMY STAFF, 1977	2
Harries-Jenkins	THE MILITARY AND THE PROBLEM OF LEGITIMACY, c1976	1
Harris	COUNSELING THE SERVICEMAN AND HIS FAMILY, c1964	1
Henderson	HUMAN RELATIONS IN THE MILITARY; PROBLEMS AND PROGRAMS, c1975	1
Janowitz	MILITARY CONFLICT, c1975	2
Janowitz	THE NEW MILITARY; CHANGING PATTERNS OF ORGANIZATION, c1964	3
Janowitz	THE PROFESSIONAL SOLDIER; A SOCIAL AND POLITICAL PORTRAIT, c1960, 1971	10
Janowitz	SOCIOLOGY AND THE MILITARY ESTABLISHMENT, c1974	4
Lang	MILITARY INSTITUTIONS AND THE SOCIOLOGY OF WAR: A REVIEW OF THE LITERATURE WITH ANNOTATED BIBLIOGRAPHY, c1972 (reference copy)	1
Little	HANDBOOK OF MILITARY INSTITUTIONS, c1971	1
McCubbin	FAMILIES IN THE MILITARY SYSTEM, c1976	2
Moore	BUILDING A VOLUNTEER ARMY; THE FORT ORD CONTRIBUTION, c1975	5
Moskos	THE AMERICAN ENLISTED MAN: THE RANK AND FILE IN TODAY'S MILITARY, c1970	3
Moskos	PUBLIC OPINION AND THE MILITARY ESTABLISHMENT, c1971	2
Oppenheimer	THE AMERICAN MILITARY, c1971	2
Sarkesian	THE PROFESSIONAL ARMY OFFICER IN A CHANGING SOCIETY, c1975	1
USAWC	ARMY COMMAND AND MANAGEMENT; THEORY AND PRACTICE, 1976	3
USDA	ORGANIZATION DEVELOPMENT. Technical report No. 5: Institutionalizing the process of change, 1975	2
USMA	A STUDY OF ORGANIZATIONAL LEADERSHIP, c1976	5

AUTHOR	TITLE	# COPIES
Baker	THE DESIGN OF HUMAN SERVICE SYSTEMS, c1974	5
Bennett	EVALUATION AND EXPERIMENT: SOME CRITICAL ISSUES IN ASSESSING SOCIAL PROBLEMS, c1975	1
Biddle	THE COMMUNITY DEVELOPMENT PROCESS: THE REDISCOVERY OF LOCAL INITIATIVE, c1965	2
Bollens	A GUIDE TO PARTICIPATION: FIELD WORK, ROLE PLAYING CASES, AND OTHER FORMS, c1973	2
Clayton	THE SOURCE AND RESOURCE DIRECTORY, c1976 (reference copy)	1
Demone	A HANDBOOK OF HUMAN SERVICE ORGANIZATIONS, c1974	3
Dyer	INSIGHT TO IMPACT: STRATEGIES FOR INTERPERSONAL AND ORGANIZA-TIONAL CHANGE, c1976	4
Etzioni	SOCIAL PROBLEMS, c1976	8
Fessler	FACILITATING COMMUNITY CHANGE; A BASIC GUIDE, c1976	14
Fox	THE HUMANIZED FUTURE; SOME NEW IMAGES, c1973	2
Freedman	SOCIAL PSYCHOLOGY, c1974	7
Harris	COUNSELING THE SERVICEMAN AND HIS FAMILY, c1964	1
Henderson	HUMAN RELATIONS IN THE MILITARY;PROBLEMS AND PROGRAMS, c1975	1
Kramer	READINGS IN COMMUNITY ORGANIZATION PRACTICE, c1975	6
Lassey	LEADERSHIP AND SOCIAL CHANGE, c1971	14
Linowes	STRATEGIES FOR SURVIVAL: USING BUSINESS KNOWHOW TO MAKE OUR SOCIAL SYSTEM WORK, c1973	5
McConkey	MBO FOR NONPROFIT ORGANIZATIONS, c1975	4
McCubbin	FAMILIES IN THE MILITARY SYSTEM, c1976	2
Nierenberg	THE ART OF NEGOTIATING: PSYCHOLOGICAL STRATEGIES FOR GAINING ADVANTAGEOUS BARGAINS, c1968	1
Schindler-Rainman	THE VOLUNTEER COMMUNITY: CREATIVE USE OF HUMAN RESOURCES, c1971	2
Warren	STUDYING YOUR COMMUNITY, c1955, 1965	10

UNITED STATES ARMY ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER
STAFF AND FACULTY

NAME	RANK	OFFICE
PALMER, GEORGE E.	COL	Commander
JONES, OTIS D.	LTC	Evaluation Directorate
LIBBY, BILLY W.	LTC	Training Directorate
LOORAM, JAMES F.	LTC	Training Directorate
PHARES, RAYMOND E.	LTC	Opns and Support Directorate
PIKE, GERALD D.	LTC	Training Directorate
GUIDO, LAWRENCE C.	GS-13	Training Directorate
SAVARD, DAVID A.	GS-13	Evaluation Directorate
SPEHN, MEL R.	GS-13	Developments Directorate
EPPLER, JERRY M.	GS-12	Training Directorate
GALLATIN, SHARON K.	GS-12	Training Directorate
GOODFELLOW, ROBERT	GS-12	Training Directorate
MAROVICH, MICHAEL	GS-12	Training Directorate
ZACKRISON, RICHARD E.	GS-12	Training Directorate
BROWN, ROBERT W.	MAJ	Developments Directorate
BURNS, KENNITH R.	MAJ	Training Directorate
FAHEY, THOMAS E.	MAJ	Training Directorate
JAMES, CARL A.	MAJ	Training Directorate
MACK, OSCAR C.	MAJ	Developments Directorate
MIKOLS, WALTER V., JR.	MAJ	Training Directorate
O'BRIEN, ANDREW J.	MAJ	Developments Directorate
SAWCZYN, WILLIAM	MAJ	Developments Directorate
DITSLER, DALE E.	GS-11	Training Directorate
STANCHFIELD, ALAN D.	GS-11	Evaluation Directorate
BEST, PAUL R., JR.	CPT	Evaluation Directorate
BRANDT, TERRY W.	CPT	Opns and Support Directorate
DULIN, STANLEY L.	CPT	Training Directorate
LINDSEY, SHIRLEY C.	CPT	Training Directorate
McGRANN, THOMAS J., JR.	CPT	Training Directorate
McGUIRE, JERRY M.	CPT	Training Directorate
NUFFER, WILLIAM L.	CPT	Evaluation Directorate
OMPHROY, RAYMOND A.	CPT	Training Directorate
POPOV, DAN	CPT	Training Directorate
BALAKIAN, MARY	GS-9	Opns and Support Directorate
CHINN, PHYLLIS H.	GS-7	Opns and Support Directorate
DEGUCHI, WILLIAM S.	SFC	Opns and Support Directorate
STEVENSON, FLOYD C.	SFC	Training Directorate
RAMSAY, MARY E.	GS-6	Command Section
BYRD, JUDY	GS-4	Opns and Support Directorate
LAMBERT, VIRGINIA	GS-4	Training Directorate
MOREHEAD, LINDA	GS-4	Evaluation Directorate
VANDERPOOL, LOUISE M.	GS-4	Opns and Support Directorate
VOORHEES, MARIANNA	GS-4	Developments Directorate
CLARK, JAN	GS-3	Opns and Support Directorate
WALSH, DEBBIE	GS-3	Opns and Support Directorate
VILLAGRA, JORGE L.	SP5	Opns and Support Directorate
DIAZ, DONALD W.	SP4	Opns and Support Directorate
SANDERS, ANTHONY R.	SP4	Opns and Support Directorate

TEMPORARY

NAME	RANK	OFFICE
HERRICK, LYNN D.	GS-5	Training Directorate
QUITUGUA, ROSITA	GS-3	Training Directorate
WELDY, CARROL D.	GS-3	Training Directorate
TORRES, MARGARITO S.	WG-2	Training Directorate

A DESCRIPTION OF THE FOUR-STEP PROCESS

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

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

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

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

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

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

THE FOUR STEP ORGANIZATIONAL EFFECTIVENESS PROCESS