

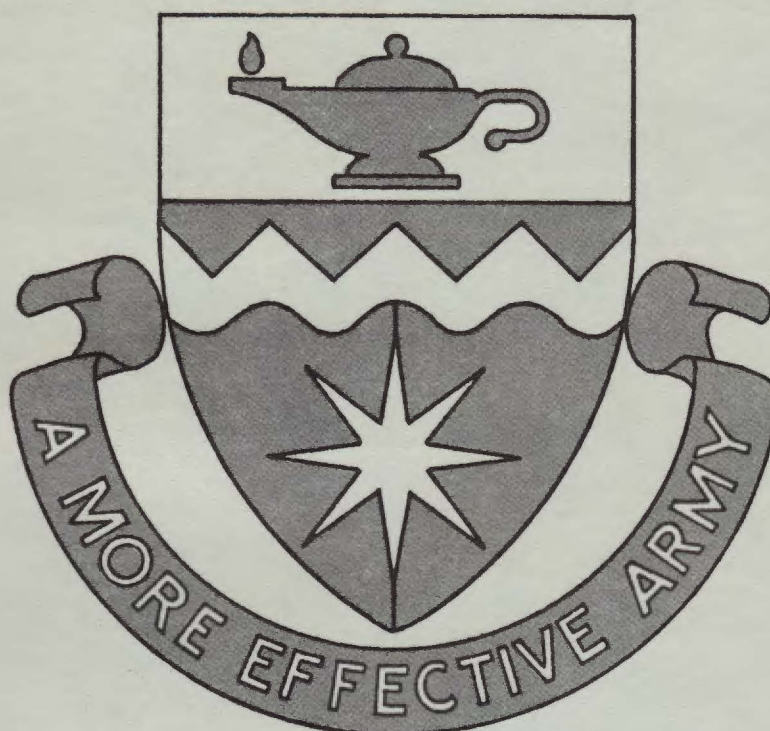
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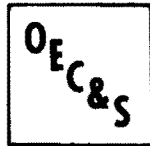
October 1979

The Professional Organizational Effectiveness/Development Publication of the U.S. Army



UNITED STATES ARMY
**Organizational Effectiveness
Center and School**

Fort Ord, California 93941



**US Army
Organizational Effectiveness
Center and School**

The OE Communiqué—October, 1979

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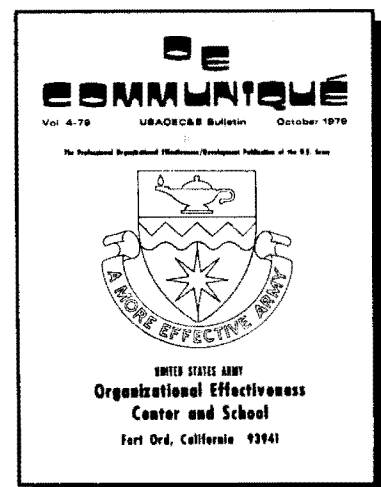
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ABOUT THE COVER

This issue of the "Communiqué" is a step toward a "new look" for the publication. An obvious difference from previous issues is the cover, which, this month, acts as a showcase for the design that has been recently approved by OEC&S as the distinguishing crest for the Center and School. Due to the prohibitive costs of printing in color, it has been reproduced as a simple line drawing, but will be red, white, blue, and green when it is produced for use in the field. The motto recognizes the OE process as another tool that can be used to make the Army a more effective organization. For more details, see inside back cover.



The OE Communique

Unless specifically stated, the opinions and conclusions expressed in the material contained herein are the view of the author and do not necessarily reflect official policy or thinking nor does it constitute endorsement by any agency of the US Army or Commander, USAOEC&S. Material may be reprinted if credit is given to The OE Communique and the author, unless otherwise indicated.

MISSION

The mission of the OE Communique is to provide state-of-the-art information on the application of the Organizational Effectiveness (OE) Process in units and organizations throughout the Army. The Communique seeks to provide a forum for the exchange of innovations and lessons-learned in the use of OE techniques and to foster the development of research and evaluation methods aimed at determining the contributions of OE to combat readiness. The Communique endeavors to develop closer ties with all OE staff officers and non-commissioned officers and to provide a supplement to their professional development. A major mission objective is to provide commanders and military and civilian leaders at all levels with practical and timely information for their use in initiating and sustaining OE operations.

CORRESPONDENCE

Direct correspondence with the OE Communique is authorized and encouraged. All inquiries, letters to the editor, manuscripts and general correspondence should be sent to: The OE Communique, US Army Organizational Effectiveness Center and School (USAOEC&S), Fort Ord, CA 93941. Telephone numbers for the OE Communique are: autovon 929-7058/7059 or commercial (408) 242-7058/7059.

Submission deadline for contributing material for the next issue of the OE Communique is 15 December 1979.

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Commandant's Comments

COL William L. Golden



This edition of the OE Communique will provide evidence to you of the beginning of the evolution of this publication into a more professional journal for professional OE people. If approved at DA level, the end product of that evolution will be a professionally-printed magazine which will better serve as a vehicle for the dissemination of information throughout the Army.

The first indication of that evolution is the cover of this issue which portrays the newly-authorized crest for OEC&S developed by the Office of Heraldry and soon to be in production. To follow will be the delivery of the OEC&S unit flag which is also authorized as a result of the change of designation from a Training Center to a U.S. Army Center and School. A second feature in this evolution is that the OE Communique will become a vehicle to present you with more usable information in the form of workshops and current thinking within the Army about OE and OE-related activities.

Internal Redistribution of OEC&S Personnel

On a number of occasions since assuming command in June, I have had the opportunity to tell audiences across the country that the act of changing our name to a Center and School was catalytic to our re-thinking about where OEC&S' energies should be concentrated. We have done that re-thinking through a series of open systems planning workshops. We have settled on a course of action which devotes a greater share of our energies to you in the field and to the Army in general. To accomplish that task, it has been necessary to redistribute a number of personnel within OEC&S. (An updated roster of assigned personnel, along with job titles and telephone numbers, is contained herein). The number of personnel within the Concepts Development Directorate has been increased for the purpose of doing more OE/OD research; upgrading the interface with other services, industry and academia to provide better and updated technology to you and to the on-going 16 week course; and devoting more energy toward conceptual projects throughout the OE community. Training Developments Directorate also is being increased in size so that we can provide you with more lessons learned, workshop designs and audio visual materials.

These changes come at the expense of the number of personnel assigned to Training Directorate. One should not conclude that this means a deterioration in the quality of the 16 week course and other educational activities

order to become a better educator; to be prepared to be detailed to various projects concerning OE around the Army; to be involved in professional development; and finally, to write for publication. Thus, should you visit OEC&S you might find instructors consulting, concepts project officers in the classroom, operations and support people writing for publication, or publications experts off on some other kind of project. We feel that the end result will be a more well rounded staff, a better 16 week course, and ultimately, a better service to you and to the Army. Our redistribution process is now being documented in a request for a change in the TDA.

The OE Staff Officers' Course

Because many of you in the field have been retained in your OESO position well beyond the envisioned 18 months, some as long as 36 months or more, there has not been a requirement to train your replacements; therefore, classes 2-79 thru 4-79 have ranged in size from 22 to 34 students. This relative lull has allowed us the time to work on long overlooked projects and to devote time and energy to re-thinking the goals and objectives of the Center and School. That time has been put to good use, and none too soon, because we anticipate that class 1-80 will see a student load of 54, our designed capacity.

The content of the course has been changed slightly to include macro-systems instruction in week 16 after the students return from the FTX. The content of that week was prepared by a task force of folks here at OEC&S and with the assistance of Warner Burke of Columbia University, who spent a week with us here at Fort Ord. (A short synopsis of Warner Burke's activities during his visit can be found in this issue). Another innovation which we have recently instituted as an adjunct to the OESOC is the opportunity for spouses of students in the class to attend a seven-day workshop which is a combination of L&MDC and individual weeks. It has been very well received.

Course and Graduation Speakers

This issue provides you excerpts of graduation speeches made by three general officers over the last six months. The major points which I gleaned from the remarks of these officers, all of whom are known OE supporters and users, are that OE should deal with major Army issues and operational problems, that we should not try to make OE be solely a people program, and that OESOs must develop good rapport with and support their bosses and eliminate their use of jargon. The recommendations of our graduation speakers were endorsed by commanders, managers and key supervisors who were interviewed by OEC&S personnel during recent evaluation trips.

Combat-Related OE

In an attempt to tie together some of the efforts being undertaken in various corners of the OE community concerning OE in combat, OEC&S recently hosted a mini-conference on that subject. A small and diverse group participated, including two Israeli OESOs who had done their work under fire, with the objective of trying to determine which direction we should go with this subject. An early determination of this group was that the term "OE in combat" was probably too restrictive and that the term "combat-related OE", seemed more appropriate. The latter term gave us more flexibility in dealing with the many issues related to combat readiness and facilitated our addressing the potential uses of OE during the preparation for, conduct of, and recovery after the battle. An executive summary of that mini-conference is included. I hope the summary will provoke some thoughts on your part which you will in turn forward to us for the benefit of all.

Pre-Command Course

A number of OESOs have asked for information concerning what OE-related information is provided to brigade and battalion commander-designees during the Pre-Command Course. A summary of that information is contained in this issue. Also included is a copy of an ethics workshop which is now being provided to those commander-designees and for which you may be called on to help facilitate.

The Battalion S1 Course and the Human Estimate of the Situation

Members of the OEC&S faculty have been engaged for some time assisting the U.S. Army Administration Center in preparing the soon-to-be-implemented Battalion S1 Course. We have been involved in preparing classes and getting ready to teach the first iteration of classes concerning assessment within a battalion. The assessment instruction will assist the S1 in his preparation of a Human Estimate of the Situation for the commander.

While reading some recent message traffic, I became concerned over the potential for confusion in the mind of a commander about whether or not his S1 would be qualified to serve as a quasi-OESO or even to act in the stead of a graduate from the OESOC. So that you are prepared to address any questions around this issue point, I have included in this issue a brief on the OEC&S position.

Performance Management

Upcoming implementation of the new officer evaluation and civilian appraisal systems provides all OESOs with an opportunity to be directly involved in a major change in the way business is done in the Army. So that you might better understand the import of this change, I have included

a message from Chief of Staff of the Army, as well as an article by LTC Frank Burns entitled, "Performance Management." To help equip you to assist in the implementation of this change, OEC&S is currently preparing a workshop which will be mailed to you upon completion.

Selection Of Faculty for OEC&S

One of my most significant responsibilities as commandant is to help ensure that the people selected for duty at the Center and School are of the highest caliber, and therefore, can make the most significant contribution to this organization, to you and to the Army. To this end, I have recently caused to be organized a faculty selection committee which is charged with locating the best qualified people available and advising me so that I can coordinate the possibility of their assignment with the Military Personnel Center. Should you be qualified for and desire an assignment to the faculty of OEC&S, take note of the information included in the Editor's Comments.

Professional Development Information Exchange

One of the duties of our newly appointed Human Resources Manager, LTC Bruce Bradford, is to develop and maintain a catalogue of professional development workshops and other opportunities. It will also include an assessment of the quality of those workshops which have been attended by OESO folks here at the Center and by you in the field. The benefit to you from this endeavor will be information concerning which professional development opportunities are best suited for your personal and organizational needs and which are of marginal utility. Your input to this information pool is solicited and your queries for information and advice will be promptly answered. As a manifestation of the activity, you will find included in the Sources and Resources Section of this issue three reports of professional development activities attended by members of the OEC&S faculty. We intend to include assessments of other professional development opportunities in subsequent issues of the Communique.

Forces Command OE Professional Development Workshop and Conference

Hearty congratulations are due to the folks at FORSCOM HQ who sponsored the recent professional development workshop in Atlanta. We attendees from OEC&S were much impressed with the thoroughness of preparation, quality of workshops, and dedication of attending OESOs. We appreciated the opportunity to interact with and receive input from those who are actively engaged in OE work and are looking forward to a similar experience at the October conference in USAREUR.

Call Upon Us

Part of the philosophy of life here is that OEC&S exists to serve you and the Army. I am dedicated to being receptive and responsive to your requests for information, assistance and support and to OEC&S providing the conduit through which we can all seek and receive the information and technology we need to better interact with each other and to better serve the Army. I trust you will join us in that endeavor.



Editor's Comments

MAJ Paul J. Rock

"So long as people value thought there will be a central place for the written word" ... ANON.

THE OE COMMUNIQUE

USAOEC&S continues to work toward upgrading the format, content and appearance of the Communique. The objective is to make it more informative with practical information set in a pleasing, readable design. Eventually the Communique will take on an appearance similar to the very attractive publications put out by other service schools.

The key to how the Communique will appear and what it will contain depends on its readership. We need your comments and suggestions to make the Communique do what you want it to.

The submission of articles for the Communique continues to be the overriding factor bearing on the continued existence of this publication. Your support is urgently needed. Manuscripts dealing with any facet of the practice and theory of OE related fields is welcome. Commander's indorsements of OE operations are particularly desirable.

Manuscripts should be written in the active voice. Acronyms, if used, should be used sparingly and not without explanation. Jargon peculiar to OE and the behavioral sciences should be eliminated where possible. Feedback indicates that some of the biggest turn-offs are: "client", "contract", and "intervention."

With few exceptions, articles need graphic support. Authors are requested to submit artwork or rough ideas that our illustrator can develop. Photographs would be ideal. Clear, sharp black and white photos that you don't want returned would greatly enhance your manuscript. A 50-75 word biographical sketch of the author will be included if submitted. A photograph (head and shoulder shot) will also be included if submitted.

All photos and manuscripts will be retained by the Communique unless otherwise requested.

Your participation is urgently requested. We would like to produce an attractive and professional journal that contains your by-line.

LETTERS TO THE EDITOR

If you're looking for a way to share some tidbit of information, voice a concern, give some feedback (positive or negative), or just ask a question, the "Letters to the Editor" section that is planned for the January 1980 issue of the OE Communique may be just the ticket.

While I'm on the subject of letters, why not approach the OE users that you work with and solicit their views on how they see OE benefiting their organizations. We'll be glad to print those also. In case you didn't know, copies of the Communique are provided to many senior commanders, policy and decision-makers at various levels throughout the Army. I'm sure that these folks would be more than a little interested to know how their contemporaries, as well as the rest of the Army, are using OE.

SELECTION OF FACULTY FOR OEC&S

OEC&S continually has a number of actual or projected vacancies which it is attempting to have filled with qualified personnel. Recently, we have heard from several OESOs/ex-OESOs who are seeking an assignment to the staff and faculty of OEC&S. If there are others of you who are similarly inclined, we would like to hear from you also.

What we are looking for are persons who: are excited about OE; want to see OE meet the needs of the Army; have had successful and extensive consulting experience; and have a graduate degree. If you are interested in applying, please send us a letter including such data regarding your consulting experience, special skills, the contribution you think you could make to OEC&S, educational background, the names of three other consultants who would recommend you, and your assignment eligibility date. Please feel free to include any other information you would like us to consider. Send one copy to the Commandant, USA OEC&S and the other copy to the OESO Assignment Officer (Commandant, USA MILPERCEN; 200 Stovall Street; Attention: DAPC-OPP-S; Alexandria, VA 22332).

I must hasten to add, however, that OEC&S cannot guarantee such an assignment. OEC&S reviews all such requests and forwards its desires in the form of a prioritized list to the OESO Assignment Officer at MILPERCEN. We enjoy no special priorities, but that list will represent OEC&S's input to the "Whole Person" assignment process.

REMEMBER YOUR (OE) HISTORY?

It is apparent that the written history of OE in the Army is incomplete. We are also cognizant that some of the people who were part of that history have already left the Army or have the potential of doing so in the near future. We are concerned that the history of OE will not be captured in writing before it becomes impossible to do so.

If you can remember the early days of OEC&S (OETC), you may be the one who could make a significant contribution to the compilation of that history. We, therefore, invite you to write down whatever facts you can remember and send them by 30 November 1979 to our project officer, Ms. Lynn Herrick, Librarian, OEC&S. Please include anecdotes, names of prime-movers and central characters, pioneering endeavors, early unit-specific interventions and any other pertinent or impertinent information. The return on your investment will be in the form of a historical volume distributed to you and the OE community. Names of other potential contributors whom we may have overlooked or identification of written documents would also be greatly appreciated.

Updates

TRAINING DEVELOPMENTS DIRECTORATE

I. REORGANIZATION

As a result of a recent reorganization at OEC&S, the Training Developments Directorate has added eight new spaces. These positions will be divided primarily between the Analysis and Curriculum Development Divisions of TD. These additions will vastly enhance our ability to accurately identify the tasks that OESOs and OENCOs should be taught to accomplish and will raise the quality of the content of our instructional programs.

II. TRAINING LITERATURE

The text of a new Correspondence Course entitled Conflict Management has been sent to the printer. It should be available for student enrollment before the next issue of the OE Communique. It will also be made available as a special text.

III. TV TAPES

The TV Tape, "What is OE?", TVT-120-68, has been completed and is being readied for submission to HQ TRADOC for approval and reproduction. Copies of the tape should begin arriving at your local TASC film libraries toward the end of November 1979. Work has been started on two more tapes dealing with Assessment and Implementation.

IV. MORE ON CORRESPONDENCE COURSES

If you're looking for ways to encourage people at your installation to enroll in OE Correspondence Courses, consider this: the revised promotion point worksheet, DA Form 3355, which will become effective with the October/November Recomputation periods, allows soldiers to earn one (1) promotion point for every five (5) credit hours of completed correspondence course work. This means that soldiers completing correspondence courses will earn three times as many promotion points as currently provided with the old worksheet. Students can enroll in correspondence courses by sending a Course Enrollment Application, DA Form 145, through channels to:

Army Institute for Professional Development
US Army Training Support Center
Newport News, VA 23628

OE courses currently available are:

OE 00001 The Management of Stress
OE 00002 Job Performance Counseling
OE 00003 Conducting Effective Meetings

V. TASK ANALYSIS OF OESOs

The task analysis of OESOs done in conjunction with ARI and McBer Corporation continues by use of interviewing and questionnaires to discover the knowledge and skills actually used in doing the most effective consulting. The analysis has nine months left but some indications should be appearing soon. The cooperation of the OE community has been outstanding to date.

VI. NEW TRAINING DEVELOPMENTS MEMBERS

LTC Bruce Bradford, OESO, formerly of Training Directorate, former Chief of Training Developments at the Defense Language Institute, now Chief of Curriculum Development Division. LTC Bradford is also serving in an even wider capacity as Human Resources Manager for the Center and School.

MAJ Dick White, OESO, formerly of Training Directorate, now Chief of Analysis Division.

MAJ Rosey Speed, OESO, formerly of Training Directorate, now Project Officer in Curriculum Development.

CPT Ron Sims, OESO from Fort Meade, working on a Ed.D dissertation in Education focusing on leadership, now RETO officer in the Analysis Division.

SSG Jerry McGuire, OESO, formerly of Training Directorate, now in Curriculum Division.

TRAINING DIRECTORATE

As usual, there are many things going on at the same time within the Training Directorate. The internal reorganization of the directorate into an Individual Skills Division, responsible for the first five weeks of the course and Consulting Skills Division, responsible for the second five weeks, has streamlined operations considerably. Bruce Bradford and Jerry Eppler have begun a Human Resource Management operation which has greatly improved faculty professional development. There was one point where we had faculty members at Harvard, MIT, and the University of Michigan at the same time. It is paying off with new ideas in the classroom.

Class 3-79 is the first to have received instruction in MACRO-SYSTEMS consulting which is presently being given in week 16.

Lynn Herrick and Gay Hatler have been running a spouse's MDC/Indiv Week Workshop which has received an excellent response. All student spouses are now given the opportunity to take this instruction.

Gay Hatler, Bill Langford and Randy Duke will be the principal instructors for the first iteration of Fort Ben Harrison's S1 Course, and we'll be sending a trainer to Fort Monmouth for some executive LMDC's.

Please let us know how we can be of help to you.

CONCEPTS DEVELOPMENT DIRECTORATE

Concepts Development Directorate (CDD) has physically changed its location as a result of the OEC&S strategic planning sessions. We are now located in Building 2821. We have a number of new people and tasks. I will mention our new people as I proceed with the update. CDD's tentative tasks are outlined below for your information:

- Develop and test new OE strategies and technologies.
- Provide advanced OE technology assistance to consultants throughout the Army.
- Plan for strategic development of OE.
- Manage Army-wide OE research.
- Forecast future OE applications to meet Army needs.
- Conduct advanced OE-related research projects.

These tasks still have to be negotiated among the directorates of OEC&S.

In order to accomplish the above tasks, we have organized ourselves into the concepts, research and external operation divisions. These divisions are headed by MAJ Jim Jackson, Dr. Allen Stanchfield, and LTC Jim Loomam, respectively.

Our external operations division provides us a capability to bring the latest concepts and technologies to bear on major Army issues/problems. Essentially, division personnel will respond to Army needs toward which the OE might have a significant impact. In addition, they will provide the field OESOs with lessons learned on these operations and help integrate those lessons into the OESOC. In essence, they will provide assistance to MACOM OE consultants where feasible. I should point out that in order for an OESO to request their services, the OESO must coordinate with his/her MACOM OESO office first. Our external operations support will not supersede the MACOM ability to provide this kind of service. This new capability will start operating in the October/November timeframe. Members of the external operations division are LTC Loomam, MAJ Mike Rodier, and CPT Randy Duke. The external operations division SOP will be published in a future OE Communique when finalized and approved by the Commandant.

MAJ Jim Jackson, in addition to being the Chief of Concepts Division, has replaced MAJ Dick White as the POC for combat-related OE applications.

The executive summary from the Pajaro Dunes conference is contained in this issue of the Communique. It should provide field OESOs with some of the latest thinking in this area. MAJ Jackson also has the task of introducing process performance of battle staffs to newly designated commanders at Fort Leavenworth. We have recently been informed that an active division has volunteered to test OE combat-related applications. Jim recently conducted an evening seminar on combat-related OE at the FORSCOM OENCO/OESO conference. The results of this session will be published in the next OE Communique.

Dr. Stanchfield's article, "The OESO/OENCO in Combat: Some Human Considerations," is included in this OE Communique. The article provides some excellent insights into the problems encountered by individuals whose garrison OE suddenly changes in wartime (when everyday OE assumptions become inapplicable) into some of the concomitant psychological stresses which the individual OESO/OENCO may experience. It provides insights and caveats regarding ways the OESO may prepare himself to cope with the highly unique problems of OE in combat.

CPT Hawks continues to work on the 3-10 year OE plan. He is our main liaison with the Project Delta Task Force. He recently worked on a workshop on performance management that ties into the new OER report. He accomplished this task with the assistance of LTC Frank Burns, LTC Wayne Ploger, and MAJ Lee Gragg. This workshop will be sent out to OESOs and should arrive towards the end of October. In addition to the above, CPT Hawks is in charge of our Human Research Need management program. In essence, he will be responsible for collecting all the OE HRNs and placing them in proper priority with the assistance of the MACOMs and submitting them through TRADOC to ARI.

Dr. Stanchfield is newly assigned from the Evaluation Directorate and will be responsible for establishing the OEC&S Research Center. The Research Center intends to provide an interface with "the world" in order that we get a handle on and effectively manage OE research in the Army. As visualized, the Center will proactively select issues in OE based on intermediate and long-range considerations, determine which OE technologies seem to have merit, and manage current and future information for ease and speed of access. The Research Center will handle such tasks as organization and appraisal of case studies, and the monitoring of external research efforts which center around OD/OE technology, including HRNs by ARI and contracted studies in academic and private sectors.

CPT John Price will be assisting SFC Bartlett in getting socio-tech applications into the OESO "kit bag." SFC Bartlett is currently attending the UCLA Quality of Life Workshop in Los Angeles. He will evaluate the conference and provide some lessons learned from this workshop in the next OE Communique.

ARI has contracted with scholars from Case Western Reserve University (Ohio), with backup from Purdue University, to do an operation on "socio-technical approaches of organization change in USAREUR." The nine-month study of a battery-sized unit, involving development and refinement of a model and practical recommendations for unit change, will be watched closely by CPT Price and SFC Bartlett. The operation is expected to widen our knowledge about the applicability of socio-technological methods.

EVALUATION DIRECTORATE

During the past quarter, the Evaluation Directorate has been busy collecting external evaluation data. Surveys were sent world-wide to OESOs and key managers. Additionally, field visits were made during September to OESOs, key managers, senior officers, and OE users at various locations of HHC, DARCOM, TRADOC, and FORSCOM; in October field visits will be made to USAREUR. All the data will be analyzed and the results will be briefed to the RAPC in November and simultaneously reports will be furnished to each of the major MACOMs with MACOM specific data. Smaller MACOMs will receive a report outlining Army-wide trends. The preliminary results from this external evaluation effort indicate that OE is alive and well at many locations and when found in this optimum condition, it is invariably traceable to the efforts of the OESO. In spite of many frustrations, OE is making a contribution in many commands, however, it must be realistically noted that for a variety of reasons, OE is not as vibrant at some locations. Continual assessments of program effectiveness by both the OESO and the key manager are essential in determining what needs to be done to improve the effectiveness of the program. The assistance provided to their effort by the field is much appreciated.

In an effort to assist OESOs in documenting their OE operations, a handbook is in the final stages of preparation and will be published and sent to the field by November. This handbook is, in effect, a "cookbook" in that it discusses the reasons why documentation is so important and gives samples of how to write a simple MFR concerning a completed OE operation. Additionally, instructions are provided on how to write a case study and how to obtain OE user feedback. Presently, students in the OESOC are being taught to document what happened during the operation. These documentation efforts are extremely important not only for evaluation aspects to determine what has been gained from OE efforts, but they form a valuable basis for new OESOs arriving at an installation to obtain quickly a realistic picture of what the nature and scope of OE efforts have been on that installation.

The directorate has also been working on the final draft of the semi-annual report required once the 3-10 year plan is implemented. This statistical report which will be furnished by MACOMs from input from OESOs through OEC&S to DA has as its major purpose an ongoing evaluation effort to determine semi-annually the status of OE throughout the Army. The draft report will be sent to the MACOMs for staffing in early October and will be presented to the RAPC in November.

OE forum

Relationship Between OESO and Battalion S1

OEC&S is involved in presenting instruction in the S1/BAO Course. It is important that OESOs understand the mutually supportive yet different roles and responsibilities they have vis-a-vis the S1 staff position. Such role clarity will pave the way for cooperation between these vital battalion staff officers.

OE, like the subject of leadership, is not just a people program, even though under the aegis of HRM. Although it certainly has application in the personnel area when that is the principal concern of the commander, it likewise has equal and possibly greater relevance and usage in the areas of training, logistics, total staff operations, interorganizational coordination, etc. So, care must be always taken when comparing the roles of the OESO and S1 to avoid the erroneous, historical impression in the minds of the uniformed that OE is a people program, lumped with DAAA and EO programs, at a time when it is crucial that the Army realize that the benefits to be accrued by OE are system-wide. The criticality of this concern was expressed recently by a prominent general officer OE user in his address to OEC&S graduating students: "One of the things that gets (us) confused is thinking that OE is a personnel problem ...in the personnel domain: the fact is if you keep it in that domain, we won't use you."

According to AR 600-76, the staff responsibility for organizational effectiveness within a battalion lies with the Organizational Effectiveness Staff Officer (OESO), who when called upon by the commander, acts as a primary, though temporary, staff officer for and reporting directly to that commander. Because the focus of the OESO is systems-wide and transcends staff boundaries, a direct working relationship between the commander and his OESO is critical to the success of the OE effort.

The instruction provides the S1 with valuable, though limited, capability in the fields of organizational climate, individual commitment, and group cohesion. This amounts to the equivalent of approximately nine days instruction from the 16 week OE Staff Officer's Course (plus three days of non OE info) and is limited to the personnel field and the S1's estimate of the situation. The S1 will not be exposed to non-personnel-related assessment nor to the planning, implementation, and evaluation steps of the trained OESO's four step process. Therefore, one should conclude that the S1 will not be capable of performing organization-wide as a para- or quasi-OE.

OEC&S has been enthusiastic about sharing OE-related skills with the S1/BAOs and stands ready to do the same for any Army function or agency that requests similar assistance.

It will never claim selfish ownership of any skills which can better serve the Army if distributed throughout the Army. OE-type training of the S1 should furnish the OESO with a valuable and informed staff ally. This training, properly understood, will also insure that OE will be accurately viewed as an organization-wide management technology for commanders/managers and best implemented with the assistance of a fully qualified OESO.

The OESO/OENCO in Combat: Some Human Considerations

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INTRODUCTION

The purpose of this paper is to stimulate discussion around an area which seems to be gaining more and more attention. Some ideas and statements about Organizational Effectiveness in Combat seem to be sensitive areas not gladly dealt with in public forum, areas which one may personally agree with yet choose not to support officially. If parts of the discussion activate ardent adversaries, their opinions need to be heard and discussed. Dialog on the ideas examined below will be helpful if based on realistic appraisals of humans and of combat environments rather than on what doctrine permits or on what others might like to hear, i.e., if we "go beyond ritualistic answers to pat questions" (Moskos, p. 137).

The mission of the U.S. Army includes supporting American national policies by being prepared and able to carry combat, if necessary, to a successful conclusion. The U.S. Congress expects the Organizational Effectiveness (OE) program to demonstrate that it improves combat effectiveness in order to justify funding and continuation of the program. Simulation of realistic battle situations shows Organizational Effectiveness Staff Officers (OESOs) do improve the effectiveness of battle staffs (Guide to . . . Process Performance . . . , RB 26-5, p. 10). But due to the fact that Viet Nam hostilities ceased years before the first OESO graduated, neither OESOs nor their Non-Commissioned Officer counterparts, OENCOs, have been tested in real combat. Nonetheless, clear lessons can be learned about behaviors of the OESO in combat. In 1973, the Military Psychology Unit of the Israel Defense Forces sent Field Psychologists, their equivalent of OESOs, into combat. Although anecdotal, stemming from a different culture, and seen by personnel whose specialty is psychology, the experiences of these OESOs provide combat-cogent insights which appear to have validity for Organizational Effectiveness in the U.S. Army at both the personal and the policy maker level.

The OESO/OENCO in wartime may be located anywhere from a headquarters far to the rear of the combat area to a headquarters or part of a unit actually on the line; combat itself can be differentiated into the period prior to combat, during the battle, and immediately after episodes of combat (including between battles). This paper will focus on the role and experiences of OE personnel virtually on the line or fairly close behind it, and immediately after battle or between battles. Thus the references to "during combat" or "in combat" do not refer to actual fire fights but rather to the periods before and after battle.

The exigencies of reality will likely prevent an OESO from having any professional role during the relatively fleeting periods of the actual fray. Any available individual, officer or NCO, in the life-and-death emergency of combat will likely be used to assist a commander in any

he sees fit until the emergency aspect of the situation is alleviated. But even if not used in a strictly combative capacity, there seems to be "little or no professional role" for the OESO/OENCO in actual combat (Burns, p.65; Greenbaum et al, pp. 15-16); each participant will have thoughts of immediate personal life chances, and perhaps group or unit survival uppermost in his mind. (There might conceivably be a role for the OESO in patrol operations such as occurred in Viet Nam where the potential of sudden enemy contact classifies an operation as real combat regardless whether weapons on either side get fired).

Immediately after the battle, or during lulls, the OESO/OENCO can attempt to regain his "consultant" role. His initial training in OE and subsequent experiences in applying it in garrison will shape the OESO's choice of approaches in attempting to improve organizational effectiveness in the combat environment. However, the emergency aspects of real combat and the fact that the OESO/OENCO is human will considerably modify not only the situation but the person. "Human beings, like plans, prove fallible in the presence of those ingredients that are missing in maneuvers" (Tuchman, The Guns of August, p.294). It is reasonable, therefore, to hypothesize that the American OESO in future combat will encounter problems similar to those experienced by Israelis in combat.

CONDITIONS IN COMBAT

Combat is a period of rapid movement of units and parts of units, continuing organizational crises, with leaders and individuals experiencing extreme stress (Babad & Salomon, p. 840). OE training at one time emphasized that such situations were to be avoided in favor of units experiencing only "normal" problems; currently, "units in trouble" also seem to be acceptable to work in. Despite OE emphasis that "troubled units" can be exceedingly dangerous, the OESO in combat will not have the option of rejecting such units and will have to accept whatever conditions exist in the unit he will be working with. The situation in combat, however, will so differ from peacetime that none of the ordinarily expected OE prerequisites with respect to commander or unit are likely to be met; the combat situation is so different that a new Emergency Organizational Development model has been proposed which takes the combat environment into account (Babad & Salomon, p. 841). Thus the OESO/OENCO who is to be successful in combat must be extremely adaptable and prepared to abandon all of his dependence on controllable OE methodology; the OE process in combat may depend mostly on "feel"--reliance on skills which have become an integral part of the OESO as a result of his past experience. The OESO should plan on not being able to stick with the rules he has come to expect on the basis of his training and garrison experience.

Each OESO/OENCO is strongly advised to spend serious time drawing up a "battle contingency plan" which suits his specific personality, his unique areas of strength in OE (level of sensing skills, techniques, workshop subjects, etc.) and his common-sense-based experience. This battle plan should be based on the expectations that 1) there will not be enough time to complete any aspect of the four-step process in the manners one has been trained to do, 2) there will be little or no chance of affecting

all relevant parts of an organization, 3) there will be no discretion in selection or rejection of the "commander/user" and for that matter it may be impossible to even clearly identify exactly who the user is, 4) the OESO will not be able to maintain emotional distance from the commander/user or the problems of the organization, and 5) the OESO will not get feedback on how well he is doing so as to allow him to modify his courses of action for the better (Babad & Salomon, p. 841).

INFLUENCES OF MOBILITY

Units of a fighting Army may be in constant locomotion, beset with confusion and experiencing a sense of emergency. It is unlikely that the OESO will know how much time he will be in contact with a unit before it is gone again. Groups will shift in and out of the OESO's reach, and some parts of the unit may not be accessible at all. Even the commander of a unit may not be accessible because he is too busy with operational, logistical, personnel and personal problems. He may reject spending time with the OESO when snowed under with reorganization, or with trying to get to know his unit in cases where he has replaced a dead or evacuated commander.

"Quick and Dirty" OE work will not be abnormal. The OESO may have an impact on part of a unit only and have no impact on other parts. The OESO in the combat environment must prepare to confidently proceed without consultations with the commander, and possibly even without directly obtaining the commander's express permission.

INFLUENCES OF TIME

In his encounters with the commander, the OESO must be serious, businesslike, unbiased, and direct to the point. The Time Factor may demand that any "ceremonial" aspects of OE (those which are carried on in order to make the OESO look better or clever) be chucked out the window. In combat the commander is concerned with life and death matters and has no time to waste playing ceremonial games or giving and receiving S. Time may not exist in which the commander can get to know and trust the OESO. Any prolonged "checking of one's credentials" must be foregone as a waste of valuable time. The OESO/OENCO must be prepared to function well even without reliance on various interpersonal techniques or on a slowly warming friendship between commander and himself.

OE is normally a relatively slow "education" of individuals and groups which permits commanders and unit members to "get insight" into unit problems. In combat there is neither time to allow for getting eventual insight, nor would it seem reasonable for an OESO to expend his energy "educating" personnel who may be dead the following day. Lessons that are normally learned through "the process" have to be foregone in favor of immediate results. (And damn the process!) The Israeli

Field Psychologists, for example, believe that psychological issues should be avoided during combat periods, and the goal of the OESO should be the improvement in functioning through procedural devices. The ceremonial behavior sometimes used by OESOs--waiting a suitable or "fitting" period of time before making recommendations--is also a luxury which cannot be afforded in a combat environment. The OESO/OENCO should be prepared to cruise around a unit asking and listening and observing, and come up with professional recommendations almost instantaneously, i.e., generally in no more than a couple of hours.

FATIGUE AND DECISION MAKING

The well-trained OESO, more recently arrived on the scene, is likely to be more able to be objective than a tired, worried, over-worked officer. Being considerably more rested than a commander and his staff members who have just gone through battle, the OESO can think without the pressure which may distort the thoughts of the commander. Being less biased (more disinterested in an arbitration sense) and able to be more deliberate, the OESO thus might be the best person to undertake unit reorganization, select replacement personnel, perhaps to restructure the remainder of the unit prior to the next battle.

The OESO has great potential value as a decision maker rather than simply as a "facilitator". Such a statement can be stressful and fraught with emotion among field and general grade officers, but the OESO's leadership potential cannot be overlooked. Each OESO is also a career officer with a protracted military background and a great deal of training; the need for his skills will be there! After he weighs various alternatives, the OESO is likely to quickly recognize which insights he would prefer the commander to reach with respect to some specific problem. The OESO/OENCO is trained to decline to state which decision is best, even when a commander tries to pass the responsibility on to him to make a choice. But in combat the OESO must expect situations to arise in which he weighs the alternatives silently and then, if expedient, presents only that decision he thinks the commander ought to make. In the stress of the combat environment the situation is no longer academic, and neither is the "consulting" role of the OESO. A situation which is real calls for the OESO's responsibility to be real as well. There is a high likelihood in combat situations that the erstwhile "consultant" will have to make decisions; he may even have to implement them. For example, try to deal emotionally with the idea of an OENCO forcefully "suggesting" that a commanding officer get some rest on the basis that the commanders' future fatigue could be more damaging to unit effectiveness than his perceived indispensability to the unit during regrouping; or visualize a relatively combat-inexperienced OESO reorganizing a unit which was cut up in battle while the commander of the unit sleeps.

DEALING WITH THE UNIT

Under garrison conditions, an OESO will try to deal with an entire unit and work toward improving common problems. The rapid mobility

and flux of troops from one area to another during combat, however, permits no time to gain access to an entire unit; the OESO/OENCO must deal with whatever parts of the unit are available.

But not all available parts of a unit are relevant! The OESO should provide assistance to the functioning parts of the unit. Regardless of the OESO's personality, his specific strengths, and his easy access to a part of the unit which could most benefit from assistance, the OESO must avoid expending energy to improve less functional parts of a unit. For example, to help the wounded with solace or teambuilding, or to assist a non-functional commander is a misdirection of the OESO's time and talents. Sympathy and empathy must be subordinated to the value of functionalism! (When various options exist, the functioning parts of the organization might also be prioritized as to how critical they are to combat effectiveness of the unit or in the overall battle picture).

DEALING WITH INFORMATION

The OESO/OENCO must learn to accept the fact that, in the life and death emergency of the combat situation, he must not do anything to cause trouble, and must do everything to alleviate it. For the OESO to tell commanders or staffs anything which they can do nothing about would be folly since this luxury of normal OE would "cause" trouble which cannot be dissipated in the short run. For the OESO to expect the commander to save up knowledge for later use or for eventual "insight" is actually dysfunctional to short-run effectiveness. When only the immediate present is available for problem solving and there is precious little time to implement solutions, concerns beyond the immediate present are no longer appropriate. (Israeli OESOs provide a rule that information should neither be related higher nor lower than it is needed--Salomon & Salomon).

MORAL RESPONSIBILITY--TO WHOM?

While "ceremonial" OESO behaviors are alright, maybe even called for in peacetime, more aggressive and independent behavior may be required of the OESO in combat. Since his sole function is to serve the unit, an OESO cannot afford to be held back by concern about an individual officer's career when it is balanced against continued functioning of the unit and the individuals in it (Salomon & Salomon). If it is functional to the unit, the OESO must take appropriate steps (as should any officer who perceives wanton disregard for men or mission) which will lead to the removal of a dysfunctional commander from his command. Thus, the OESO who feels strongly that military effectiveness will be seriously jeopardized if a specific individual is not removed from command before the next battle starts should provide the facts directly to whoever has the authority to do something about the information, skipping as far up the chain of command as necessary for action. The immediacy of need, and the concept that it is a waste of time to bother persons who can do nothing about a situation, logically preclude other actions. (This point has been emphasized by Israeli OESOs; in the American Army it smacks of insubordination and threat to authority, but the problem will not disappear because it is distasteful to

discuss). Realistically, unofficial ways are often found to protect the men and the mission against dysfunctional and unethical leaders, but this sensitive question of authority is one reason that the Organizational Effectiveness Center and School insists that the OESO will only support a commander and never propose or implement on his own. In wartime, however, there is a moral obligation to analyze the overall situation and identify the dangerous or inordinately weak commander, and then call attention to and provide protection against dangerous ineffectiveness. After all, who can assure that a Captain Bly or a Captain Queeg will not develop whose right to have authority conflicts with the goal of the mission, the Army or the country? Politically, this is a hot potato. The OESO/OENCOS, among others, will be wise to think about this problem privately and determine their position and the extent of their moral responsibility.

INFLUENCES OF STRESSES ON THE INDIVIDUAL

The foregoing has included various considerations of the OESO's combat role, but the personal needs and emotions of the OESO/OENCO in combat must also be considered. Having been trained to be committed to the principles of confidentiality about what he is discovering, perhaps having been selected for OE training initially because he has a stronger than usual human relations background, and having become instilled with a goodly dose of human caring during the OE course, the OESO in garrison will have both a need not to talk about what he is doing, and a need to "share with others" things that are important to him. As a result, even in garrison, the OESO may be relatively lonely, especially where other human-relations type individuals who professionally or otherwise "speak his language" are not to be found.

In the combat situation, the OESO/OENCO will probably be joining a unit already drawn together by a common history, by having undergone training together and by the common experience of battle. The unit personnel he is to work with and collect information from will see him as, and probably treat him as, an "outsider". If he has not gone through combat with the unit, the OESO will be dressed differently (at least be cleaner), appear less tired, and it will be obvious that he has not experienced the last battle. As an outside professional, the OESO may also be a threat to the in-group since his presence seems to indicate that the unit's combat performance was not up to par and he is now snooping to find out why: "How come we have one of these team-building, fixer-upper types pokin' around? I thought we did damn good, but it looks like somebody doesn't think so!" (Yair considers it very important that an OESO go through the actual combat experience with a unit in order to know what it felt like and to have better rapport with the troops--Burns, p. 65. Militarily seen, however, the OESO/OENCO will have no choice in the matter one way or the other).

The existence of a shooting war involving one's country generally arouses a personal need to participate usefully in the war effort. Thus, in addition to the fact that the OESO is a late-comer and outsider probably rejected by the group, is the likelihood that he will have feelings of guilt for not having participated in the actual fight. At the same time

that the OESO is experiencing fear, frustration and strong rejection, he will be experiencing a need to talk to someone as a human being rather than as a "facilitator". Yet he may find he is poking his nose where people want to be left alone or where they strongly want to be only with their own group. Lonely enough at times in garrison, the OESO/OENCO in combat may be even lonelier than usual.

Soldiers who have recently experienced combat will be mentally if not physically tired, anxious, under pressure, perhaps experiencing extreme emotional stress, will have only sporadic possession of usually incomplete information, and are aware that they are perhaps soon to continue fighting. To be rejected by such an "in-group" just at the time that the OESO has the strongest needs for inclusion is liable to result in some interesting personal responses by the OESO and OENCO. Battle is usually the logical culmination of military training, thus the OESO will likely experience a strong personal need to prove he is carrying his own weight and is doing his fair share during the emergency. This is most likely to express itself in the form of a personal need to show results and to solve problems quickly. Failure to show immediate results will likely make the OESO feel useless and quite superfluous; he would be in danger of rejecting himself.

Because his need to find problems and "do something" to show that he is helping may be quite strong, the OESO/OENCO is likely to project his own problems onto the situation; he may find himself inventing problems which in reality are not there! (Salomon & Salomon) The unit will already have enough problems with regrouping, preparation for battle, seeking of relevant information, etc. Additional information comprised of invented problems becomes excess information and is dangerous to and potentially detrimental to unit effectiveness.

Awareness of the above influences of stress should forewarn the OESO/OENCO of his human tendency to experience emotional problems and professional dilemmas and react less than optimally to them in the combat environment. Logically, then, he is forearmed and can deny his personal needs and use unemotional criteria to determine his behavior. Practically seen, however, the unique emergency conditions surrounding combat are such that even forewarning may be far from enough to ensure avoidance of many individual, personal problems and their effects.

LACK OF A BASE LINE FOR JUDGMENT

The idealistic peacetime goal of OE is to make a good unit better or improve upon organizational health of a unit. In combat, however, there is no base line of "normal" behavior. We are unsure what a "healthy" situation looks like; we don't know how a regrouping unit's time should best be used in preparation for further combat. We cannot differentiate between what is really unhealthy and what is simply imagined to be unhealthy. Thus, we cannot be sure that open communication is really the most desirable state between combat episodes, nor that repression of feelings and individual withdrawal from the group for a time are in any way under the circumstances unhealthy.

Babad and Salomon have in fact noted that, "It eventually became apparent that numerous behaviors considered "unhealthy" under non-emergency conditions . . . were very "healthy" in crisis, and vice versa" (p.841).

EMOTIONAL DISTANCE

In peacetime and in garrison, the OESO/OENCO can maintain emotional distance from the problems of his client or unit; in combat one is too close to the problem and the situation is too serious to be able to maintain this distance. Personal needs to feel part of what is going on and to show quick results exacerbate one's involvement. The bypassing of the incubation period for "insight", along with the likelihood that the OESO may directly propose actions and assume responsibility for them seem to eliminate the ability and possibly even the right to maintain personal distance from a situation. Not only is the OESO logically responsible for the results of advice he gives, he has become a "player" and may even become part of the problem.

THE FEEDBACK LOOP

Along with uncertainties about which is the right action to take or whether advice he gives is the best under the circumstances, the OESO will have no time to receive data feedback. It is highly likely that circumstances of time and mobility will prevent him from collecting data to support his actions and thus it is likely that he will never know whether advice he gave and actions he took during the contact he had with a unit were correct or incorrect. He may not even know if his advice to a commander was ever accepted or rejected. Unit mobility removes the source of the data suddenly and completely; advice which was obviously rejected by a commander at first may have had a delayed effect, eventually bringing the commander around to the OESO's point of view--without the OESO ever knowing that this happened.

Lack of positive feedback can raise stress levels and wreak havoc with any person's self image over time. The OESO/OENCO's need to prove his value in combat without ever seeing that he did have a positive impact could conceivably reduce his personal effectiveness to the extent that he is eventually of no use to anyone--just another "combat casualty"! The OESO/OENCO should temporarily be willing to forego aspects of Evaluation and reassessment. Whatever immediate feedback he can get may have to do until the emergency is over.

TWO SPECIFIC COMBAT ROLE OPPORTUNITIES FOR THE OESO

Although the picture of the OESO in combat may appear excessively bleak, it is not necessarily unrealistic. Preparatory, pre-combat self-assessment and mental preparation for the problems outlined above are called for. (Training emphasis could also serve a valuable function). But when the OESO/OENCO is actually in the combat environment, i.e., near the front and between battles, what can he do to ensure his own psychological survival? There will of course, always be many obvious OE activities which can be carried out and the OESO/OENCO will rapidly select that which comes naturally and easily to him. He will choose actions and

procedures which appear to be most effective with respect to the functioning and critical parts of the organization, which are adapted to the commander/user, which apply to whatever portion of a unit he can deal with, and can be used in whatever amount of time seems available.

But what can be suggested for the mature OESO with a strong need to "do something" when his course of action is unclear, when the situation is such that he can identify no real problems or unit "unhealthiness", perhaps because he is too sensible to react to criteria which appear to be most effective with respect to the functioning and critical parts of the organization, which are adapted to the commander/user, which apply to whatever portion of a unit he can deal with, and can be used in whatever amount of time seems available.

But what can be suggested for the mature OESO with a strong need to "do something" when his course of action is unclear, when the situation is such that he can identify no real problems or unit "unhealthiness", perhaps because he is too sensible to react to criteria which are valid only for "normal" situations, or perhaps because he is aware of his human tendency to invent problems the solutions for which could be more harmful than beneficial? Even when there is virtually nothing to do, the OESO/OENCO, for his self respect and even self preservation, still needs to do something.

OESO skills center around organizations, systems, and interpersonal relations, and his skills plead to be used to assist the functioning parts of a unit in combat. Any skills to be used, however, must be employed rapidly enough to be useful when little time is available, when contact with the unit members may be cut off at any moment; their efficacy must be independent of the size or the completeness of the group available. Two everyday skills areas possessed by OESOs seem to have such applicability under these rather limiting conditions: "Communication", and "Counseling". (These two serve as but a starting point with other possibilities yet to be raised and discussed along with their combat ramifications).

COMMUNICATION AND THE REDUCTION OF STRESS

In combat an important source of stress among troops as well as among commanders is the level of one's knowledge about the environment: What has happened recently, what is occurring now, and what is likely to happen next. The OESO/OENCO, in contrast to commanders and other leaders, is not burdened with between-battle concerns such as logistics, reorganization and equipment. (The potential is there, however, that a commander will make these the OESO's concerns, and that the OESO will become operational as well as emotional support for the commander. He may or may not be foregoing his OE role thereby, but would at least feel wanted, needed and useful). The OESO, with time on his hands and a need to keep busy, could effectively serve as an informal communication line between the commander or command group and various parts of the accessible unit. He could provide information to commanders regarding immediate troop morale and types of misinformation and apprehensions they are suffering; he might help alleviate

stress in the ranks caused by their lack of information or by misinformation of all kinds.

In the combat environment, some commanders will be reluctant to inform their troops in much detail; often commanders will consider themselves too busy to do so even though they are aware of the theoretical value of clearly communicating with the troops and of getting a feel for how troop morale is after battle and prior to the next battle. The OESO/OENCO could make it a point to provide the best available answers to such questions as, How did we do in the last battle, What is the current situation in general and How does it affect our unit, What is our mission now, When is the next contact with the enemy most likely to occur, etc.

Even information which does nothing more than assure that the unit leaders at this time do not know the answers will help to relieve a certain amount of stress since rumors, which abound during times of uncertainty, can at least be reduced to more reasonable limits. The OESO's ability to reduce stress levels of commanders and unit members, and to quash the extreme content of non-utilitarian rumors should, theoretically at least, make a unit more functional than it would otherwise be.

Practically seen, Moskos (p. 14) found front line combat soldiers to be very ready to discuss combat experiences. Greenbaum et al (p. 16) noted that Israeli soldiers also seemed to be willing to be interviewed or to answer questionnaires "even under the most stressful conditions", that the opportunity to express one's views and emotions constituted meaningful activity for the soldiers, and the activity of doing the asking provided meaningful activity for the OESO. Thus all individuals involved became "less subject to feelings of fear". (See Greenbaum et al for a model of OE activities before, during and after battle, pp. 15-19).

COUNSELING SUPPORT OF GROUPS AND INDIVIDUALS

The OESO/OENCO, of course, should not become an individual counselor; his goal is to most effectively, under serious time constraints, enhance as much of the group as possible. Groups, however, are composed of individuals who vary greatly from one another; preventing any sort of degradation or breakdown even among a few individuals can be beneficial to the combat effectiveness of the group. (Conversely, not being able to provide timely support or assistance to the appropriate parts of the group could result in decreased group effectiveness).

In addition to being adept at clearing up communication blockages, OE personnel are skilled in listening or "sensing", and in personal interaction. The act of talking things out with and listening to small or large groups prior to and after combat greatly alleviates fear and uncertainty and can definitely serve to counter the misconceptions of individuals that those strong emotions they are feeling or have felt are a sign of their weakness or lack of character. That such emotions are natural under combat circumstances should become clear in well-led discussions.

At every available moment in a unit, the OESO has great potential of bringing feelings and beliefs out into the open, of clearing the air, of thereby defusing as stressors those feelings of depression and guilt which are reactions of individuals who have lost their buddies but themselves survived, those feelings of shame for being afraid, or for not having behaved like a super-hero (i.e., how they are presumed or assumed to behave), or acted up to their own expectations of combat behavior, etc. Thus "counseling" (interviewing, group sensing, seminar leading) can work as a stress reducer and preventive of (future) ineffectiveness in fighting groups. Such OE interactions with groups should result in a smaller number of soldiers being unable to cope with combat-related personal problems (Greenbaum et al., p. 18)

Emphasis on the OESO dealing only with the functional parts of an organization is critical with respect to "counseling". Medical personnel (psychiatrists, psychologists, social workers) and chaplains are also trained to use interpersonal skills such as active listening in order to mitigate individual or group problems or concerns. Logically such personnel are available to provide the personal support needed in combat. Practically, however, mental health people and chaplains in combat are likely to turn their energies toward the least effective parts of the organization--the mental casualties, the wounded, the dying, and the dead. The natural tendency of the OESO/OENCO will be a desire to also help those groups who are most visible and most in need, but he must find the strength and rationalization to be able to turn away from needy but dysfunctional parts of an organization and trust their care to the appropriate specialist, whether or not he is actually present. The OESO/OENCO would be remiss in his duties should he fail to focus on those individuals and groups who have the greatest potential for further combat effectiveness. If the OESO has been referred to a unit he must remember why he was referred; his role is organizational effectiveness specialist, not therapist, confidant or all-around good Joe.

Yet the OESO, too, must maintain his own maximum effectiveness in combat; he too must survive mentally as well as physically by reducing his own personal stress. He must keep busy and believe that he is doing everything possible to have an immediate effect on improvement of overall organizational effectiveness. Stress on one system in the individual (e.g., physical stress) can help to relax another system (e.g., mental stress); complete inaction can have extremely detrimental psychological effects on the OESO and result in his becoming a combat casualty. Therefore, if there really seems to be nothing else he can do at the moment, the OESO/OENCO should also be prepared to work one-on-one and not feel guilty about it, realizing that his own survival is also worthwhile and will in the long run be to the benefit of overall combat effectiveness.

RECAPITULATION

We are uncertain what forms America's next combat situation will take, and we cannot know in advance whether OE personnel will be assigned to units where they are well-known or to stranger units, whether assignment will be when combat begins or referral to the neediest units as they become apparent. But the sudden changes which combat will bring to the OESO's activity require him to prepare, mentally, for a situation where "none of the regular OE assumptions can be met". The OESO/OENCO may have been considered by others, and even occasionally by himself no doubt, to be a somewhat extraordinary, almost super-human person. Thus, for the OESO/OENCO to deal consciously well in advance with his own frailties, likely to be greatest when he can least afford to be frail, is a form of personal "training" that we cannot afford to overlook. The OESO must be fully prepared to "permit himself" to live with his own personal needs and to understand what is involved should he temporarily deny them in exchange for the good of the unit or the group. The OESO must be thoroughly sensitized to aspects of coping as a Professional in an environment where simply surviving may be the best one can hope for. If the time comes, the OESO/OENCO will need to have been pre-conditioned in order to effectively handle what could be the shock of a lifetime.

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EXECUTIVE SUMMARY OF CONFERENCE ON COMBAT-RELATED OE

held at

Pajaro Dunes, California

15 - 17 August 1979

PURPOSE:

The purposes of the Conference on Combat-related OE were to explore the role of the OESO in the battle environment, determine the present status of combat-related OE, construct a road map of where combat-related OE might go in the future, develop a combat-related OE model, and accomplish strategic planning for the integration of combat-related OE activities. A secondary objective was to determine the feasibility of conducting an Army-wide symposium on combat-related OE for OESOs and key personnel in mid-October. In essence, OEC&S brought a small group of policy makers, field OESOs, and experts together to develop a strategy for assisting commanders in dealing with their most critical requirements: combat readiness and effectiveness on the battlefield.

ATTENDEES:

Conference attendees included representatives from OEC&S faculty, Project Delta, Israeli Army, Army Research Institute, Army War College, field OENCO/OESOs, DA, and MACOMs. LTC John Gilbert, ODCSPER, was the Conference facilitator. There was an expectation among the participants that OESO skills and techniques could be effectively used to increase the combat potential of active Army Forces.

COMBAT-RELATED OE:

An early realization in the Conference was that the phrases "OE in combat" and "combat OE" tended to constrain thinking. Combat OE connoted using OESOs and OE applications only during the battle while the term combat-related OE broadens the focus of OE operations to four probable timeframes: preparing for war, transition from peace to war, during the battle, and post battle recovery and preparation for further battlefield commitment. Combat-related OE consists of developing those OE applications necessary to prepare the force for combat, maximizing its combat potential, and sustain it on the battlefield. Thus, conferees adopted the term "combat-related OE" for subsequent use.

CONCEPTUALIZATIONS OF COMBAT-RELATED OE MODELS

Gavriel Salomon, Israeli OESO, presented a conceptual model intended to serve as a starting point for small group development of models/ideas around OE in combat. His model consisted of the continuous circle of events

(from training, mobilization, alert, combat preparation, combat, post combat to return-to-normal) for various sizes of units (from division down through brigade, battalion and staff command post) for each of a number of issues (decision making, trust, uncertainty, teamwork, cooperation, etc.).

The farther in time the organization is from combat, the larger the organizational issues focused on by the OESO. Visualized as the preventive maintenance expert for a specific unit or set of units, the OESO discerns unit weaknesses. He would "inoculate" the unit against these weaknesses before combat stresses occur, feed critical information to the commander during battle, and check the unit for structural weaknesses after the combat period is over. From Salomon's basic conceptualization of the combat-related timeframe, small groups of participants developed additional models for perceiving combat-related OE. The models which were devised are discussed in the after-action report on the Conference on combat-related OE and may be obtained upon request from the Training Development Directorate at OEC&S.

STRESS IN COMBAT:

LTC(P) Plummer recounted the story of the 1/7th at the IaDrang (1965). He discussed how a unit that had all the good indicators of morale and had trained together for two years fell apart under the initial shock of combat. He stressed that what happens in the first 24 hours in combat is critical to success of units. LTC William Fisher made a presentation on stress management in peacetime and combat. He stated, "Good OE is a great stress reducer for a commander, either in peace or war." Attendees agreed that OEC&S needs to research individual and organizational reaction to combat stress.

Lessons Learned by Israelis

Battle fatigue, shell shock and low morale are directly related to:

- Trust in commanders.
- The soldier's knowledge of his unit's mission.
- The soldier's perception of mission importance.
- Trust and understanding of their fellow soldiers.
- Cohesiveness of the field group.
- Trust in the decisions of the higher command groups.
- Cohesiveness of higher command group.

The more cohesive the unit prior to combat, the better able it is to absorb the shock and accelerated occurrences of combat.

FEASIBILITY OF CONDUCTING COMBAT-RELATED OE CONFERENCE:

The initial purpose of having a combat-related OE conference was to get commanders to understand the functions of OE in a combat environment. Attendees were concerned about educating the "gate-keepers" before we have actually produced the OE capability. It was agreed that OEC&S should initiate activities to energize and unfreeze the system in the direction of combat-related OE. Initiatives discussed were:

- A completed, pragmatic package of combat-related OE to field OESOs prior to distributing combat-related OE materials to commanders.
- Development of an educational package for commanders.
- Inform the field through various Army media what is being done about combat-related OE.
- Unfreeze the system (get OESOs thinking about opportunities).
- Introduce combat-related OE at FORSCOM and USAREUR OENCO/OESO conferences.
- Infuse combat-related OE integrated instruction into service schools.
- Introduce combat-related OE (process performance of battle staffs) into the Pre-Command Course at Fort Leavenworth.

All participants agreed that it was premature to conduct the Army-wide conference in October/November timeframe.

TEST COMBAT-RELATED OE APPLICATIONS:

It was suggested that OEC&S should develop a concept of combat-related OE and request TRADOC to task a division to test the concept (OEC&S has been informed by DA-HRD-OE that an active Army division has volunteered to test combat-related OE methods). In the meantime, field OESOs should take advantage of scheduled exercises to test and reinforce combat-related OE applications. It was pointed out that Europe probably has the most innovative OE applications in this area. OEC&S needs to establish a closer liaison with USAREUR in order to stay abreast of new developments in combat-related OE applications.

DEVELOP AN EDUCATIONAL PACKAGE FOR COMMANDERS:

A package would provide us a method of informing commanders what we are doing in this vital area. The package would consist of a status report on combat-related OE activities, field tested ideas, lessons learned, and historical examples. The OE applications should relate directly to the "commander's pain" - i.e., SQTs, TPIs, ARTEPs, AGIs, EDREs, training management, etc. If OE methods can be used to improve Army organizations in these areas, then it can have a definite impact on increasing combat readiness.

COMPONENTS OF COMBAT-RELATED OE PLAN:

Attendees listed out the components of a combat-related OE supplement to the 3-10 Year Plan. Components consisted of the following:

- Research.
- Evaluation.
- Training development linkage to training.
- Exportable package development.
- How to test combat-related OE applications and tests.
- Development of plan to change OESO orientation from people to combat-related OE applications.
- Education of OESO and user.
- Development of combat-related OE applications.
- Strategy to develop strategies to integrate combat OE into entire school system.
- Realignment of the present OESO focus into areas that can assist the commander in dealing with his immediate pain - in essence, transition from a narrow (people) focus to a broader operational focus.

CONCLUSION:

Attendees concluded that a variety of new factors which impact significantly enough on the organization to affect the organizational environment arise, not only while a unit is engaged in combat, but also during preparation, movement and deployment of the unit into combat. Many factors, ranging

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from the soldier's separation from family to fear of combat, are involved. Effects of such factors on the unit, in addition to organizational changes, personnel changes, disruptions between and interface with other units all tend to impact adversely upon organizations. Activities of the OESO during peacetime to minimize these disruptive influences and otherwise prepare the unit for combat are important; they become crucial during wartime when his role is continued assistance during the most adverse of conditions. Therefore, OESOs should be deployed with units so as to be immediately available to assist the commanders of deployed units with necessary changes or implementation of actions required to improve unit effectiveness in the combat environment. The need to realign the OESOs' present focus onto areas which will actually assist commanders with their pains (combat/force readiness) is immediate. Combat-related OE concepts provide OESOs with a transition from the strictly human dimension to operation organizational dimensions so as to more effectively meet the needs of the Army.

General Officers Launch Three OEC&S Graduating Classes

The students of the United States Army Organizational Effectiveness Center and School continued to benefit from the wisdom and advice of a distinguished array of professional soldiers.

On 26 April 1979, OESO Class 1-79 had the privilege of hearing from Major General Maxwell R. Thurman. MG Thurman is currently serving as Director, Program Analysis and Evaluation, Office, Chief of Staff, United States Army. He offered the OESO graduating class some well-considered advice on developing the correct kind of consulting attitude and the need for continued professional development.

OESO Class 2-79 was honored by an address given by Brigadier General Robert H. Forman on 28 June 1979. BG Forman was Acting Commander of Fort Leonard Wood at the time of his visit to OEC&S. Since then he has assumed the duties of Deputy Commandant, USA Command and General Staff College, Fort Leavenworth, KS. The General provided the class with the kind of valuable insight that can only come from someone who has been, like himself, an ardent user of OE techniques. BG Forman discussed his use of OE and his OESO and outlined some of the value that he extracted from the OE Process.

Brigadier General Robert M. Elton participated in making a bit of OE history as he spoke to the second pilot course of OE Non-Commissioned Officers. BG Elton took time out from his busy schedule as the Director of Officer Personnel Management at the US Army Military Personnel Center to make some very astute observations about the kinds of challenges that lie in wait for the OENCO.

In order to extend the benefits from these remarks to the entire OE Community, we have included excerpts from all three speeches.

GRADUATION ADDRESS OESOC Class 1-79 MG Maxwell R. Thurman

The following are excerpts of the key points presented by MG Thurman in his remarks to OESOC graduating class 1-79 on 26 April 1979.

"... I guess one of the questions one might have is, is OE alive and well, where does it go when the Army Chief of Staff goes to Europe? Well, as I look down the road at the 1981 - 1985 timeframe, I see courses included in Army programs in the Organizational Effectiveness lexicon. So don't fret, be of good cheer, OE will continue to exist..."

Determining the true worth and measure of Organizational Effectiveness or whatever one wants to call it, is going to be largely in your hands, not in mine. I can put money to it, I can put the people's faces to it and I can keep a smooth system going; making it work is up to you.

"... There are some things that I have come to learn about OE that might be useful to you as you go out to work in different organizations..."

My introduction in this business came with General Jack Forrest, who is now the Deputy Commander of Forces Command, ... At that time he was the Assistant Division Commander of the 82d. He held a "training seminar", he didn't hold an Organizational Effectiveness Seminar, he held a "training seminar".

"... One of the problems that I have, with OE people, is that they don't identify their tool kit. You see, if I knew what the tool kit was, then I would know how to apply the tools in words other than organizational effectiveness. If you want to turn somebody off, just say let's hold an OE session.

General Forrest ordered a session called "let's all go out and have a little training seminar at a place away from the division". ... We had a very nice seminar and changed ... all of the division's training schedules for the next year and a half in a day and a half. What process did he use? He used OE but he called it a training seminar. What I'm telling you is that the boss set the style and had the process operating although we didn't know it.

So one of the things I will leave with you is, understand the style of the leader with whom you work; understand that you are going into uncharted waters ... so learn to use the tools of the environment in which you find yourself and you will be perfectly alright.

...Don't raise expectations and then fail to produce...once you embark on an enterprise you've got to produce..if you have committed yourself to achieving a goal you cannot let it alone. You have to go back three months, six months, nine months or whatever to insure that you finished.

One of the things people get confused is thinking that OE is a personnel problem; in the personnel domain. It's not in the personnel domain, the fact is if you keep it in that domain we won't use you. ... What I am saying is to watch the personnel endeavor because it is highly subjective. You want to start out with something that has hard, cold facts. Hard, cold facts are what you synthesize and then use to come up with alternative ways to do things and ways to measure what is achieved. If you start this way you'll begin to get your tool kit sharpened up and begin to gain confidence ...

... Learn the tricks of the trade, learn the tool kit ... you have learned to use a particular tool kit that will be useful to the Army. When you get ready to embark on an endeavor, embark on something in which you have great personal confidence, that you are fairly competent in. Don't walk into the unknown to the extent that you are having to suffer yourself through an unknown enterprise where you are expected to produce. Once you get some exciting successes behind you, then you can go on to any process you want or any field of endeavor that you want and be very successful at it, because you will have sharpened your skills on something in which you are very confident. You can use that process on anything and you will have a high propensity for success in that endeavor.

... Be careful as you go out, don't over-promise what you can deliver. You will know you've arrived when people come to you asking you to do things for them.

... Don't hesitate to lay the facts down but don't get antagonistic with the people you are working with because you will defeat yourself.

... You'll know you were a success when those people come around and say, "You were dead right, how about helping me with this problem."

GRADUATION ADDRESS
OESOC Class 2-79
BG Robert H. Forman

It is good to be here and it's good to talk about leadership and Organizational Effectiveness because I am a strong advocate of OE.

... I find an interesting and rather strange dilemma in this Army of ours; we talk a lot about leadership and a lot about organizations, but we do very little to prepare our officers at every level to really lead effectively...we must do more to prepare officers to really understand motivation; self-discipline; how organizations function; organizational change and some of the many things that I know that you have been studying for the last sixteen weeks.

Now does everyone feel the same that I do about OE? I can tell you that they do not...there are some senior officers who believe that a good leader does not need OE and there are others who are threatened by it... Last year it was my pleasure to go the Army War College during the week they were trying to develop an understanding on the part of the student body about OE; I came away realizing that there were many skeptics in that student body...often what comes through is the jargon and methodology. You ought to remember that as you go out...there are still many of us who are a little turned off by the jargon...it bothers me when OESOs talk about their "client". You know that the guy is not a client, he's a commander. Sometimes the methodology gets dysfunctional

on the part of the commander that you are going to assist. So I think you have to read who you are helping to make sure that your actions don't become dysfunctional to your efforts...

I am convinced that there are about three factors that make OE successful in an organization. First, having a boss that is supportive or at least neutral and not anti-OE; secondly, you need a competent OESO; finally, the commander that you are going to assist must be receptive to your efforts. Your boss can assist with this last one...if he doesn't believe in OE or is neutral, you will have a tougher time but it doesn't make it impossible...because if you are really competent...you can develop an appreciation on the part of the commanders at both levels, the one you are assisting and your boss.

I'd like to talk a little bit about Fort Leonard Wood...We got our first OESO nearly three years ago and since then he's conducted almost two hundred distinct OE operations of some sort...we now have a basis to conduct our L&MDCs...my OESO helped me develop a seminar that I use with trainees...to get a feel for the leadership that's been provided to them.. I wish the entire Army would take the time to do this because...we don't measure very well the effectiveness of our leadership.

I often call my OESO in with some notions and talk to him a little about my ideas. Through techniques that he has learned, he helps me focus my attention on the effort and direction we need to go...in my view, one of the most important aspects of OE is a competent OESO...one that can take the ideas of a commander and give them some direction and provide accurate information upon which to design a plan.

Another model that we use at Leonard Wood is the Company Commander's Seminars and, again, it was my OESO who helped to develop it for me...It is rather simple in design, but the results have been rather profound... We discuss AWOLs, barracks larcenies, training ethics and whatever else we think is appropriate...we have the company commanders develop the techniques to deal with these issues. Their battalion commanders and other resources are available to them but they choose the techniques and solve the problem...as I look back, it was the wisdom of the OESO and the techniques that he learned here, at OEC&S, that helped us develop a program that's had a rather profound impact upon a lot of young company commanders who are struggling to learn how to lead.

I think the biggest problem we have in insuring a good future for OE is our inability to quantify what OE does for us...It's hard for the Army to quantify the payoff for all the efforts we make in this...this is the age of Quantifiable Differences in determining payoffs because of real resource constraints....

In closing, I would like to quote from a book called On Watch by Admiral (Ret) Zumalt: "It is self-deception to feel a program is a reality; it is not". "No program promulgated by any Chief of Naval Operations can really change an attitude". "We must not administer programs, we must lead many men".

That's your task as you go out; you are not to administer programs; you become a very special staff officer who has great expertise and leadership and you can provide commanders at every level with a capability they never had in the past.

GRADUATION ADDRESS
OENCO Class 2-79
BG Robert M. Elton

I'd like to start by offering my genuine congratulations to all of you on your achievement. You are marking the beginning of a new era in our Army's awareness and understanding of the vital applications of OE... I would also like to congratulate the commanders who placed their confidence in you and sent you to this course knowing that you are going to do a great deal more for the Army as an OENCO...I've seen some of your records and they're outstanding. Your continued contributions to our Army will increase in scope as a result of the last few weeks.

...The manner in which you establish credibility among your peers is going to be of central importance to the success of establishing OE as being viable among the NCO Corps...Your professional credentials are impeccable and I have every confidence in your ability to insure that it continues...

...As a team, you and your OESO must serve as a catalyst for improving the human and organizational climate...to be effective, you must work within the framework, the personality and the leadership styles of your commander, and you've got to assist him at every turn to improve his organizational climate.

There are five areas of challenge which you may face and which I feel the Army desperately needs to improve. The first is the quality of life... Planning, managing and directing responsive human services support in a timely and resource-effective manner is going to be one of the key areas in which you can work.

Another key area, the subject of women in the Army, continues to be a subject of major importance to all of us...The problems of fraternization, sole-parenthood, and pregnancy are near term issues that must be addressed in every single unit...but more importantly, we have to wrestle with and decide upon the correct number of women and in what MOSs should they be employed.

A third key area is "Division 86". This project is aimed at developing the kind of division structure which will successfully integrate the new weapons and mobility systems which are coming into our Army in the early 80's...Aside from the tactical modifications we must deal with, the implications for specialty skills for the soldiers who must operate the new XM-1 tank and the Division Artillery Gun..we must also decide on the proper span of control for leaders of all ranks and the proper rank structure that is needed to provide the flexibility and responsiveness that we need to implement the active defense.

Another area which some of you may come into contact with is the revitalization of the National Guard and reserve components. The problem is one of deciding on how to insure that they are adequately trained, properly equipped, and sufficiently manned.

Finally, one other area. We're aware that our success on the European battlefields rest on complete inter-operability with our allies. There are five nations lined up along the border and we're not going to make it unless we all know what we're going to do. We must know their tactics, organization, language and logistic systems...I see from your up-coming assignments that many of you have an opportunity to work in this challenging area.

There are many problems...an important point is that we've got to solve them within the structure of the chain-of-command. Your OESO/OENCO will be a key to that effort. I want to tell you very sincerely that we from MILPERCEN, from DA, and from all the commanders everywhere, we are behind you, we want your counsel, we have complete faith. God bless you in your work.

Visit of W. Warner Burke to OEC&S

LTC James Looram
Faculty, OEC&S

W. Warner Burke spent three days at OEC&S speaking to class 3-79 just before their departure on FTX, taking a good hard look at our existing 16 week course, evaluating our plan to teach macro systems, and, finally, consulting with us concerning the open systems planning that the top team has been doing.

Dr. Burke has recently joined the Columbia faculty and is a key member of the instructional staff for Columbia's executive program in OD and HRM. Because of his extensive experience as both an independent consultant and as a trainer of consultants at NTC, he was asked to come out here to evaluate our efforts.

His reaction to the 16 week course was that the design was excellent and should not be changed. He felt it was important that basic students (16 week course) be thoroughly grounded in process skills and saw the course as doing that.

He emphasized that when teaching macro systems, it is important to focus on diagnostic tools which identify both structural properties and processes. He was also very helpful in consulting with the top team concerning the internal reorganization that resulted from open systems planning. He demonstrated the need to use Beckhard's Transaction Management Concept during the next few months. His final comment after a very intense three days was that OEC&S certainly knows how to get the most out of a consultant's time!

Speaking Properly Means Never Having To Say "Input" or "Feedback" or "Bottomline"

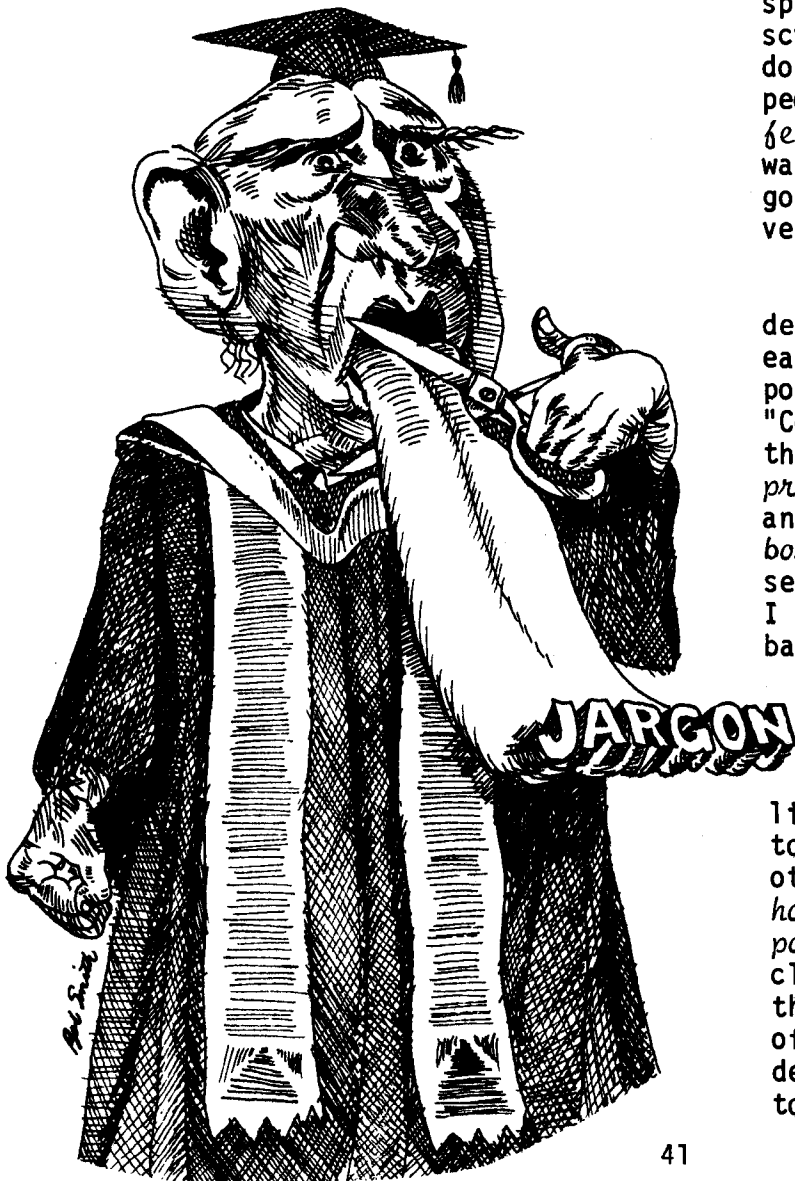
by John McCall

A few months ago I started a campaign to clean up campus language at the University of Cincinnati. In a memo to college deans and other officers, I asked for fines of twenty-five cents for any use of *input* or *feedback* apart

from appropriate technical usage. Each office was to appoint a collector to deposit the income in the Library Book Endowment.

Although it may seem silly to assess charges against language litter, the idea has caught the fancy of many people. Some have voluntarily paid for slips in speech as well as writing, and one scrupulous dean has contributed a dollar in conscience money. Some people have hooted at *input* and *feedback* during meetings, and one wag has suggested that we use gongs or buzzers to punctuate verbal faux pas.

Since the program calls for designating a few "dirty words" each month, suggestions have come pouring in. In addition to the "Coming Attractions" listed in the original announcement--*proactive*, *facilitate*, *utilize* and *bottom line* (or is it *bottomline*?)--contributors have sent a load of other items that I am keeping in large plastic bags.



Interface leads everyone's list: Whatever we say or do has to interface with something or other. I had thought that *hopefully* was dying (like at this point in time), but my informers claim that they step or slip on the word all the time in contexts of utter hopelessness, absolute despair. "Out of the depths I cry to thee *hopefully*," and so forth.

Apparently people are no longer thinking when they can *ideate* and no longer effecting or affecting anything when they can be *impacting*. Boundaries and limits are coming down, and *parameters* are being set up everywhere. (Although I am not sure why *parameters*, like *linkages*, always appears as plural; perhaps this happens so that we can *plug into* them from any direction.)

The overused and empty words pile up--boring, colorless, puffy and apparently damned important. They are an odd lot, but they have one thing in common: They cannot be tasted or smelled. They appear to none of our senses except sight: *to maximize*, *to interact*, *to be viable* and so forth. And, among other uses, *viable* is always needed to prop up *alternatives*. These junk words fill pages and pages of dead prose, yet they have an attractiveness, for to use them or to nod knowingly at their appearance means that you are part of the crowd.

When I became a department head a few years ago, one of my first jobs was to create a long-range plan, also called long-range-plan or LRP. Thinking it best to adopt the lingo of planners and budget makers and to show that I knew my business, I asked a kind colleague, "How do I spell *prioritize*?" The answer came back with a sad shake of the head, "No, John. You don't." I didn't, and I haven't, but the temptation to master jargon and to sound officious or official can be very strong. In fact, jargon can be a big help on the job. Pages of it can be compiled as *output* without any thought at all. Indeed, a good jargon *REQUIRES* that there be no thought.

There is another attraction as well: We can invent our own jargon, spread it around and then enjoy watching it crawl home. Last week, for example, a friend wrote to me about a sloppy, new verb, *redecal* (a term intended to mean the renewal of campus parking stickers). "I only recently came across this in a communication from the (also questionably named) Parking Services. I can't resist wondering who it was who *decaled* me in the first place, since the word implies that that had happened. Its conjugation would be entertaining: 'He, she, it *redecal*ed me' or 'By January, I shall have been *redecal*ed.' I wonder if it works only in the passive, or can I say, 'I *redecal* him' (not to be confused with 'I ridicule it')."

Ridicule may actually be our best means of temporary survival. Certainly we should not hope for salvation, because jargon is a familiar and perpetual problem, but we can and should rally forces from time to time in behalf of clear thinking, plain English, some logic and perhaps a glimmer of understanding. We might even enjoy making each other aware of our barbaric verbal ornaments. I suspect, for example, that the department head who wrote to me last month that his program is *result-oriented* did not mean what he said. He would never have used such language in front of his children, and he would appreciate a warning lest he slip again.

It is easy to ridicule people who are going out of their way to impress others with their language. It may be only pleasant and educational, but it might even be necessary for the preservation of "professional ethics."

Consider the following scene described by a correspondent who had worked with psychologists and social workers, counseling alcoholics. "After the patient had laid all of the garbage - the grief-stricken, guilt-ridden problems -- at the feet of the *specialist*," she says, "he would hear something like this:

'I hear you saying that you don't feel that you can identify with your peers, and I know where you're coming from when you express your lack of communication in relationship with your input when you attempt to reach a bi-lateral decision with your siblings. I hear you saying that you feel a need for feedback, but for you to know where your head is, I feel you must cease this power struggle within yourself and identify as a recidivist.'

After that, who wouldn't head to the nearest bar for a belt of courage or a grip of sanity?"

Professionals who depend on jargon can be dangerous, and as part of their education they should be taught some manners. They should learn to talk right and behave themselves, so that their words are not the equivalent of a wet baby in one's arms or a dog's "mistake" on the carpet.

It is one thing to agree with Edwin Newman and to cheer *The Underground Grammarian*. If someone on the NBC Television News uses the word *pre-select*, as happened this morning, we should flood our local stations with complaints. Foul obscenity! *Pre-select*, indeed! Whoever chose something after the fact?

And the next time you receive junk mail stuffed with *meaningful* nonsense, return it to the sender with a mark--X-rated--and ask the feds to investigate. □

John McCall is Senior Vice-President and Provost of the University of Cincinnati and a professor of English there. His book, *Chaucer Among the Gods*, will be published later this year by the Pennsylvania State University Press.

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carried aboard Allegheny Airlines."

Art by Bob Smith

==== Theory and Practice =====

OE Assistance in Implementing the New OER

BACKGROUND

The new Officer Evaluation Report System (OERS) will be implemented throughout the Army on 1 November 1979. This system has several features which may trigger requests from commanders for OESO assistance. The purpose of this section of the Communique is to provide OESOs with material that may help in responding to such requests.

The OERS incorporate several new features which have not been included in previous officer evaluation reporting systems. OESOs will want to become thoroughly familiar with these new features. DA Pam 623-105, which was sent to each officer by MILPERCEN, provides a brief explanation of the new system, including how to use the new forms and procedures. OESOs will also find it useful to review AR 623-105 which provides more detailed information on the system.

The system requires that each rated officer clarify his or her significant duties and responsibilities and major performance objectives with his or her rater at the start of the rated period. These performance expectations are recorded on DA Form 67-8-1 (OER Support Form). This requirement to clarify performance expectations at the start of the rated period is intended to strengthen the linkage between the performance of individuals and the performance of the units they serve.

ISSUES RELEVANT TO OE AND OESOs

The new OERS will trigger new emphasis throughout the Army on the skills required to do effective performance counseling. No Army-wide training program was conducted to support the new OERS, so commanders may ask their OESOs to help set up skill training workshops on performance counseling for their officers at the local level. OESOs should work closely with their local MILPO in responding to such requests. Using a team approach, the MILPO representative can teach the specifics about the new forms and procedures and the OESO can conduct skill practice sessions in objective-setting and performance counseling.

As officers begin to use the new OER Support Form, they will probably realize that many units do not have unit objectives that are clearly understood by their personnel. It is likely, therefore, that OESOs will also receive requests from commanders for assistance in setting and/or clarifying unit objectives.

RESOURCES

Two items are provided in the following pages which OESOs may find useful in assisting commanders to implement the new OER System. The first item is a reprinted copy of General Meyer's remarks to Army leaders on the subject of the new OERS. The second item is a copy of the article referred to by General Meyer in his remarks titled "Performance Management: Implementing the New Officer Evaluation and Civilian Appraisal System." General Meyer's remarks and the "Performance Management..." article may be freely reproduced for distribution at the local level if desired.

OEC&S Job Performance Counseling, special text (ST 26-150-2) is an excellent subcourse that provides many performance counseling "how-to's."

Up-to-date information on the New Officer Evaluation Reporting System (OERS) is available through a correspondence subcourse developed by the US Army Administration Center. The objective of this subcourse is to familiarize officers with the Army's officer performance counseling/coaching and evaluation reporting system. The 8-credit hour subcourse includes information on the functions of the (OERS), rules for establishing rating schemes, and the importance of performance counseling/coaching sessions. The subcourse also explains how to complete DA Form 67-8 (OER), 67-8-1 (OER Support Form), and 67-8-2 (Senior Rater Profile Report). Most importantly, it explains the role of the rated officer and the role of the rating officer in completing these forms.

A Performance Management conference for large organizations is being designed to assist executives and managers satisfy the outcomes that were discussed in the article "Performance Management" by LTC Frank Burns. The design is future-oriented, values-based, and behavior anchored. It is three working days long. It will be issued to each certified OESO upon completion of field testing. Further information on this workshop design is available from LTC Burns (695-1825), CPT Ron Sims (929-7058), or MAJ Lee Gragg (284-9837).

A hands-on performance management workshop is being designed and field tested. It will be for troop level units and one or one and one half days long. Its purpose will be the immediate preparation of soldiers to participate in the new OER by learning and practicing the skills necessary to write useful performance objectives. This workshop design will be sent to OESOs at the end of October. POC is CPT Sims (929-7058).

Linking Individual and Organizational Performance Objectives

The following is a message from remarks made by the Chief of Staff of the Army concerning the implementation of the new Officer Evaluation Report System (OERS). The article by LTC Frank Burns which follows immediately is referred to by General Meyer in the text of his remarks.

The new officer Evaluation Report System (OERS), scheduled for implementation on 1 November, holds great promise for changing the way we do business within the Army. It provides the opportunity to develop a meaningful development program for all of our officers. In deciding to implement the new system, I have very carefully considered its costs in terms of the added administrative burden it imposes. I believe its potential value to be worth those costs. The system supports my belief that we must focus the attention of the Army and its officers on the essential tasks which we need to accomplish and cut out the nonessential. I know of no better way to do this than by disciplining the leadership to relate individual performance objectives and expectations to the performance objectives of the unit, and then to make both these sets of objectives clearly known to our subordinates. Establishing such linkages should be routinely part of effective military leadership. Too often we have flown by the seat of our pants. There is a time for that, but it should not be our customary mode. Leaders and subordinates need to understand expectations. The leader also needs to take into account the time, men, and other resources available to the subordinate to carry out the leader's standards.

In this regard, we have to be careful not to slip into a set of overly formalistic procedures that turn what is a leadership opportunity into a management nightmare. A free flow of ideas and views through the vertical strainer can take place if the system is implemented properly.

We have not planned a formal training program to teach our officers goal setting and performance counseling. Instead, I'm relying on the chain of command to guide our officers through the implementation of the OER. I ask that each of you see to this within your organization. There are two areas in particular that you may wish to discuss with your officers. First, we cannot reduce everything to numbers and percentages in setting unit objectives. Second, we need to be realistic and sensible in the level of detail we use in setting individual performance objectives.

DA Pamphlet 623-105, which explains the OER briefly and provides instructions to both the rating and rated officers, has been mailed to each officer. In addition, you may wish to make use of the inserted

article. It contains suggestions on the linkage question and raises several issues on OER implementation and on training programs which you might direct to enhance the objective-setting and performance-counseling skills of officers in your command.

In summary, each of us has a significant role to play in implementing this system. While the new version is not perfect, it is clearly innovative and offers us a powerful tool with which to both lead and manage the officer corps. Prior to 1 November, we have a lot to do to ensure that this critical program gets off the ground properly. It cannot succeed without the total support of our Army leadership. I expect that!

E.C. MEYER
General, United States Army
Chief of Staff

Performance Management

Implementing the New Officer Evaluation and Civilian Appraisal Systems

LTC Frank L. Burns
Organizational Effectiveness Office, OCSA

Introduction

The initial requirements of the Civil Service Reform Act of 1978 must be implemented soon by the Department of the Army. We are also preparing to implement a new Officer Evaluation Report System. Although these new systems are viewed primarily as efforts to improve the management of individuals and were designed to serve two different populations, both systems do have something in common. Both systems have been designed to strengthen the connection between the performance of individuals and the performance of the teams and organizations they serve.

Thoughtful and effective leaders at all levels will realize that this common feature of both systems is both an exciting opportunity and a challenging responsibility. No longer will the evaluation reports and appraisals we complete on our subordinates at the local level just feed the needs of the personnel management systems. We now have new tools that directly serve our needs at the level of the team and the organization. If we use these new tools wisely we'll see dual outcomes: improved individual performance and improved organizational performance.

The purpose of this paper is to outline several issues that senior commanders and staff managers will want to consider in managing the implementation of these new evaluation and appraisal systems. Information on the systems themselves -- the forms and procedures -- is not included here and should be obtained from the official documents that are already published.

Integrating Individual and Organizational Performance:

Both the new Officer Evaluation Report System (OERS) and the new appraisal process mandated by the Civil Service Reform Act (CSRA) require us to clarify the expectations we have of our subordinates' performance at the start of the rated period and whenever these expectations change during the rated period. To do this effectively we must clarify how the individual's performance is expected to contribute to that of the team or the organization. For this we need to clarify what we want the team and the organization to accomplish. In deciding what we want the team or organization to accomplish we need to know what kind of future we want. And to determine the kind of future we want we need to know what we value.

The logic outlined above is sound. All of us know the satisfaction of serving an organization that clearly knows what it's doing and why. But as leaders, all of us have also known the difficulties we've run into as we've worked at building the kind of individual commitment and unit cohesion we value. The new OER and civilian appraisal systems will help us achieve the kind of unity of purpose we want, but not if we work on our individual subordinates' objectives alone.

We certainly want our individuals to have a clear understanding of what they're expected to accomplish. But we can't start there. We need to build clarity in a rational order -- starting first with deciding what future condition would be valuable for our organization, then deciding how our organization can most effectively achieve this desired future, and then deciding how individuals should contribute to the organization's achievement.

Clarity Is Critical:

In choosing our organization's future by clarifying our values and the behavior they imply, we anchor ourselves to a foundation of continuity that strengthens everything else we do. But organizational values themselves cannot be ordered into existence. We can't just announce them. The process of clarifying our individual and organizational values must be interactive. We need to talk about them openly with our subordinates, hear their interpretations, and work through any apparent differences we may have on the surface until we've discovered a clear way of expressing our commonalities. In doing this we strengthen the linkage between our personal values and those values that are rooted in our organization, in our profession of soldiering, and in our tradition of service. We can discover clear ways of speaking to each other about such core values as cohesion, teamwork, integrity, trust, fulfillment, and competence. And we can speak clearly -- in simple, straightforward language -- about the individual and organizational behavior these values imply.

Clarity of understanding as to our values provides us the footing we need in clarifying the role and mission of our organization. We all have -- already given -- some sort of a mission statement. But too often, particularly in our TDA organizations, our given mission is merely a statement that describes the intended function of our organization instead of clarifying what we're supposed to accomplish. Our mission statement should describe the special nature of our organization -- and what outcome in the larger system is intended as a consequence of what we do.

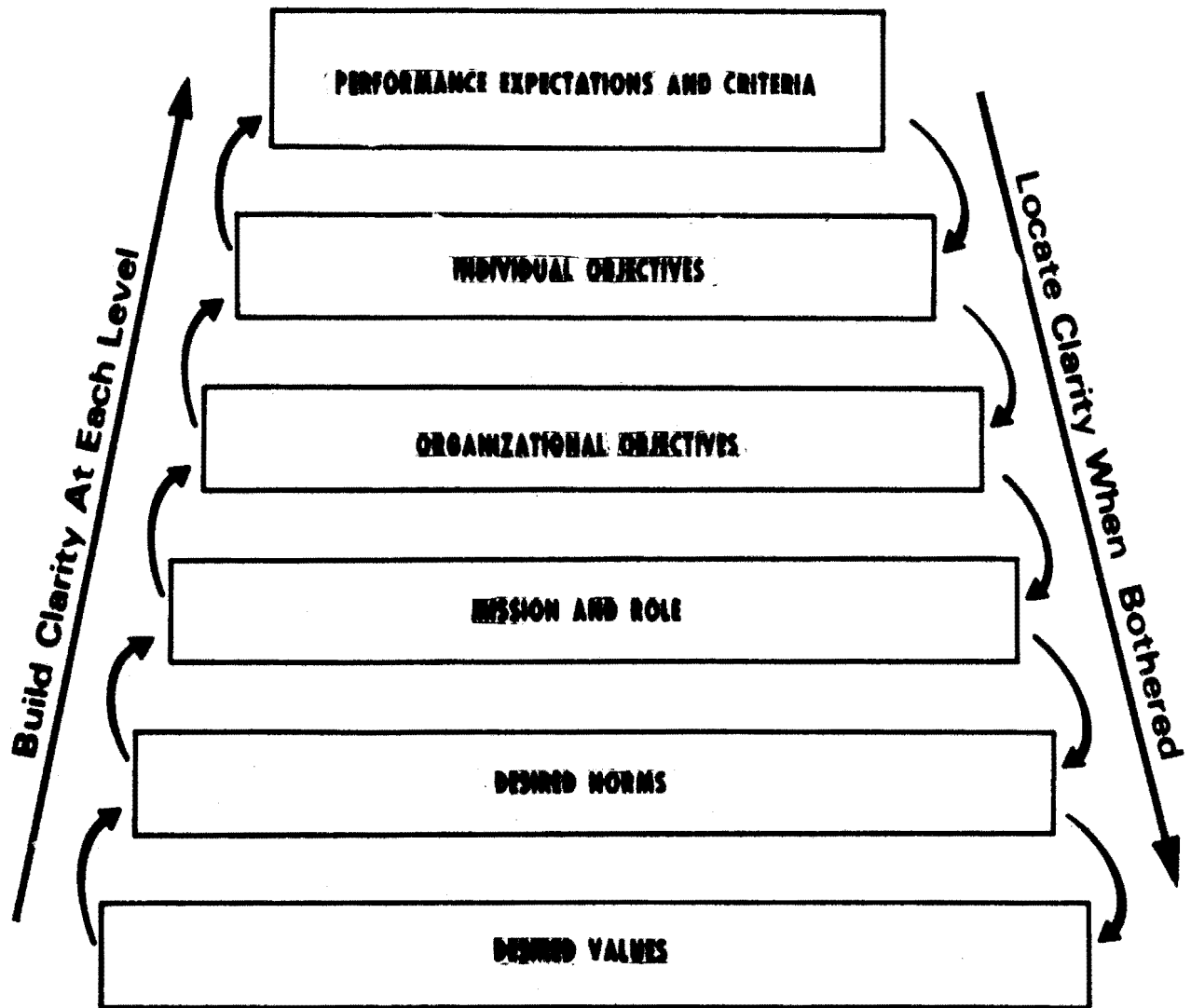
Once we have a clear understanding of our organization's mission, we can develop organizational objectives that support that mission. Each objective should describe results or outcomes -- not merely list the organization's functions or activities.

After clarifying the mission and the objectives we intend to use as benchmarks in tracking our progress, we can then determine what contributions are needed by individuals and develop the performance criteria and standards needed to guide them in their efforts.

This model portrays the above process in graphic form.

Managing Performance Objectives and Expectations

CLARITY IS CRITICAL



A Values-Based Model for Setting Organizational and Individual Objectives.

We build clarity of understanding at each level. And whenever we -- or our subordinates -- suspect or conclude that "we're not seeing eye to eye," or "we're not singing off the same sheet of music," or "we're not marching to the same drummer," we can quickly drop down a level at a time until we rediscover our clarity of vision, single sheet of music or one drummer.

Building Clarity:

Clarity at any of the above levels can never be presumed or taken for granted. We must carefully maintain and protect our feedback loops. At the practical level, this means we must actively set an example of open communication in all our interactions and contacts with superiors, peers and subordinates. We need to pay special attention to every hint that we might not have a meeting of the minds. The problem that most of us have with feedback based on the idea of open communication is that we already are suffering from a serious overload of information. We get too many phone calls, attend too many lengthy meetings, and receive more papers and printouts than we can possibly digest. We're justifiably opposed to any pronouncements about open communications if the implication is that we'll have to contend with even more information than we already have. Therefore, to establish and support the conditions that breed effective feedback we need to promote the type of open communication that ruthlessly cuts down on the continuing flow of inconsequential babble and emphasizes instead the surfacing of vital truth.

Another difficult task for each of us is to stay carefully focused on the organizational level we are assigned to influence. A division commander, in war or peace, must command his division as a total system and not just a collection of battalions. Therefore, the organizational objectives of a division or brigade cannot be mere collections that recapitulate the organizational objectives of the subordinate units. The reverse order is proper. Unit objectives should be derived from the objectives of the parent organization.

This problem of maintaining an accurate focus on the organization as a total system is particularly complicated in TDA organizations at the installation and higher staff agency level. Heads of major staff agencies in our MACOM's and at HQDA have -- in good faith -- sometimes initiated MBO-type management systems that attempt to collect and track, at agency level, all of the accumulated division, branch and team-level objectives. Such systems invariably get so bogged down in details that they soon get shuffled "off line" into a special team or staff element set up to manage them. Such systems then tend to complicate the formulation of agency-level objectives, lose their pertinence to long term priorities and have little relation to day-to-day realities. We can't quarrel with the spirit of MBO. After all, we've been a mission-oriented Army for a couple hundred years. But setting realistic objectives and

tracking performance must remain firm responsibilities of the chain of command, and our objectives must help us maintain a practical focus on the organizational level we are charged with leading, directing or commanding.

Further, we need to set aside programmed time for meetings with our subordinates to work on these processes. No time in our organizations can be more wisely spent than in making sure we know our values, where we're going, how we're getting there, and who's doing what to help us.

Training and Development:

HQDA is conducting centralized training for Senior Executive Service officials and their supervisors affected by CSRA. MILPERCEN briefing teams are traveling throughout the Army informing officers about the new OERS procedures and a pamphlet describing the OERS is being mailed to all officers. These efforts will get us properly launched into the new evaluation and appraisal systems. But most of us know that we can always improve our skills in setting objectives, coaching our subordinates, etc. Local command-sponsored training programs may be useful, particularly during this coming year as we accustom ourselves to the processes of setting organizational objectives and linking them to individual performance standards. Where conducted, such programs should focus on the behavioral skills that can actually be practiced in the training setting. Particular emphasis should be placed on avoiding such common pitfalls as specifying individual performance objectives in such detail that initiative is stifled -- or the reverse, stating them in such vague terms that the individual is left rudderless.

Commanders and staff managers who do decide that special training in performance management skills is needed by their subordinates probably will want to involve themselves personally in the same training. No training will significantly alter the patterns of interaction that develop as a natural product of our day-to-day contact with our superiors and subordinates. We model our behavior on the example set by our seniors and our own behavior sets a powerful example for our subordinates. We obviously don't want to train our subordinates in skills that we fail to reinforce or support in our own behavior. The need for training itself will be diminished to the extent that we practice, within the chain of command, those communications and leadership skills needed to build clear understanding, mutual respect and cohesion.

Conclusion:

In conclusion, implementation of our new evaluation and appraisal systems is an opportunity as well as a responsibility. With careful and thoughtful attention we can use these tools to orient our units and leaders on the future and remain grounded on those values that have served us well in the past.

The Management of Stress in Peacetime or War

LTC William R. Fisher
Faculty, OEC&S

INTRODUCTION

The need for commanders and organizational consultants to be aware of stress management is increasing. However, as I continue to teach and consult with commanders and consultants, it is obvious that little is being done, at all levels, to train people to cope with stress or to realize how destructive stress can be to an organization in peacetime or war. Therefore, the purpose of this article is to provide the reader with information that will assist you in helping commanders in developing programs for personnel to cope with stress at work, at home, or in combat.

OVERVIEW

The stress of life is inescapable. No matter what we do we cannot entirely avoid it. When society was less complex and life slower paced, it was unnecessary for most people to set out to avoid stress. The stress of earlier times was not a serious threat to health and happiness.

However, times have changed. The technological developments of the last 50 years have created a world in which stress is a danger to each of us. The alarming statistics show not only a rise in the level of psychological tension and anxiety, but also a dramatic increase in the incidence of such stress related diseases as hypertension and coronary disease. These diseases were relatively uncommon only half a century ago.

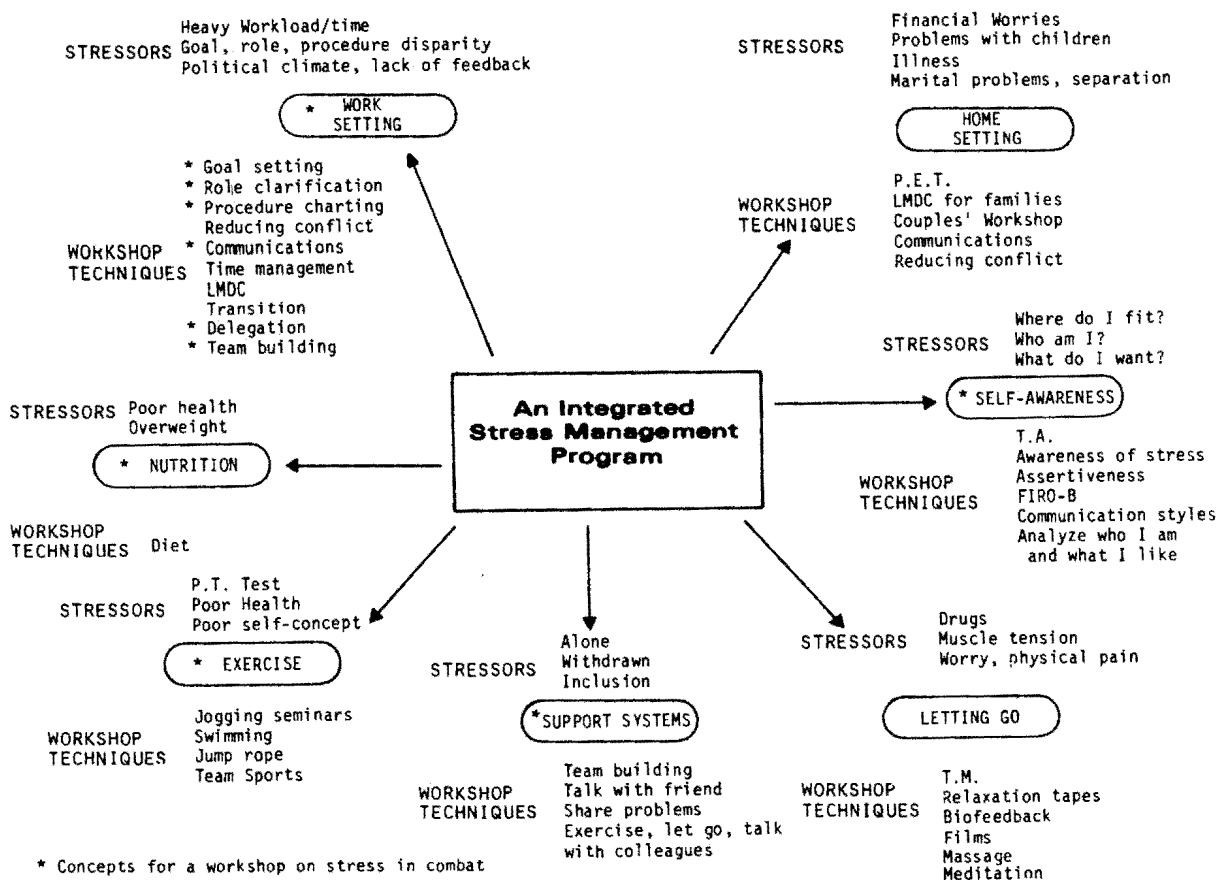
Most of us have learned to live with, accept, and adapt to stress in such a way that we are no longer even aware of its effect on our health and sense of well-being. Some people are bothered by stress and some are not. Chronic stress can cause ulcers, allergies, headaches, and many more health problems.

Stress in the military may cause not only illness but ineffective behaviors such as losing equipment, AWOL, frustration, depression, loss of faith in leadership, and many more.

The effects of stress are well known. The question is what can be done to assist commanders? Looking at research, a study by Illinois Bell provided insight into personality and stress. The research team selected 161 males from 837 executives of a large firm. All had undergone intense stress, but 86 had remained quite healthy while 75 had high rates of illness. The 86 who had two personality traits - positive attitude toward work and strongly oriented attitude toward change, remained healthy. Those who tended to be negative and avoided stimulation and change had a high

illness rating. Needless to say, this study illustrates that people who are involved in themselves, believing they have control over their lives and perceive change as an opportunity or challenge rather than as a threat can remain healthy.

Other research has shown that workshops do work to reduce stress. The following model can be used in designing a two or three day or a series of workshops.



As you can see by the model, Organizational Effectiveness is a great stress reducer. With focus on the work setting, and doing standard OE workshops, you are indeed reducing stress. That is how I market the workshop and the benefits of OE. Lastly, I have had more success by starting at the bottom of the organization and working across rather than in work groups with different ranks. Further, if you require workshop members to bring a colleague from work you can model the concept of support system.

WORKSHOP DESIGN (two days)

Identifying stress at work and home - in pairs or small groups

Self-awareness instruments

DAY 1 Letting go/exercise

 Nutrition

 Problem solving stress

 Problem identified on Day 1

DAY 2 Self-defeating behavior

 Film by Dr. W. Dyer

 Communications

 Support Systems

 Stress in Combat

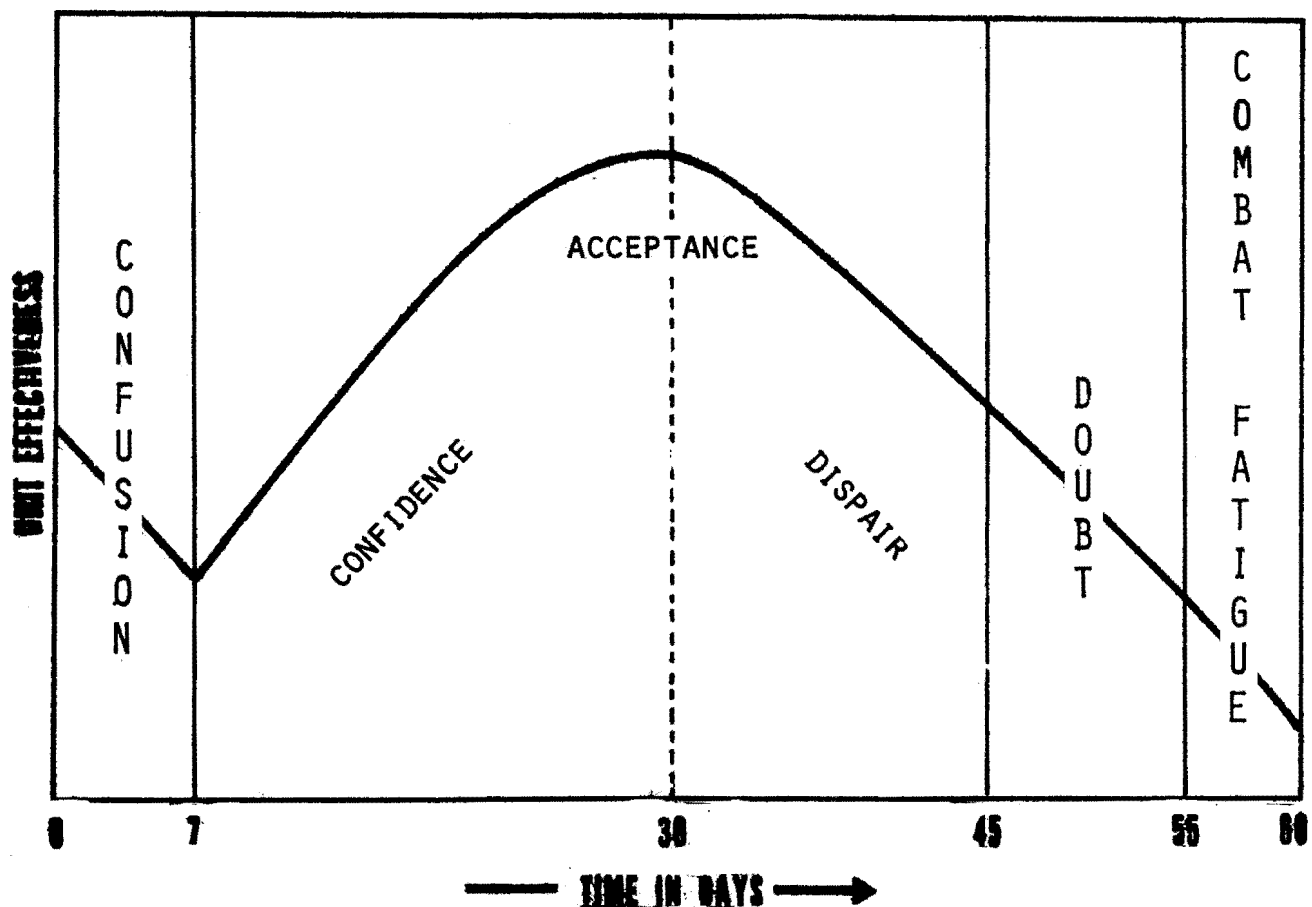
TRAINING FOR COMBAT

The effects of stress on units in combat and implications for training must be presented to commanders. LTC Michael Plummer has stated that, "Modern warfare presents a complex pattern of stresses to be considered in training for combat. Present-day concepts require that troops be prepared not only to fight, but to perform specialized technical activities in combat and to do so under a wide range of unfamiliar and difficult conditions. Technical and tactical developments have intensified the demands on the efficiency of the individual's reactions and mental functionings during combat. There is also the question of the impact that chemical, biological, and nuclear warfare could have on the effectiveness of combat soldiers and our units. Aside from the potential problem of mass casualties, the severe psychological stress associated with the threat of mass destruction would make it very difficult for men or units to continue to perform effectively even

though they were physically able to do so. The possibility that such conditions may have to be faced places a premium on the quality of pre-combat preparation for resistance to stress. An understanding of stress and effect on individuals and units also is necessary to determine the training and leadership requirements, adequacy of new weapons systems and organizational structure, value of HRD programs, and a whole host of other individual and organizational questions."

During a recent conference on OE in combat, I presented my views on this subject and suggested that OESO's should consider training managers to better deal with stress and provide information on copying what history has shown works in combat. For example, the concepts for stress in peacetime or combat are about the same. However, there are some valuable insights as how to improve the individual's and organization's capability to cope with the stress of combat. The following chart shows the phases that a unit will go through during combat. Combat in the Middle East has shown that the period from confusion to fatigue is much shorter.

COMBAT STRESS CYCLE Level of Unit Effectiveness



SOME MAJOR FINDINGS ON STRESS IN COMBAT

1. Soldiers who performed most effectively in combat had:
 - a. Several buddies.
 - b. Closer parental ties/a good home life.
 - c. Strong athletic/social background.
 - d. High level of self-confidence.
2. Groups who performed most effectively had:
 - a. Strong cohesion.
 - b. Well established standards.
 - c. High level of confidence in each other
 - d. Good communications between members.
3. Groups that coped best with fear had:
 - a. Confidence in weapons, leaders, buddies.
 - b. Cohesion--primary group, the buddy.
 - c. Discipline--maintain standards, quickly administered justice.
 - d. Leadership--instill trust. maintain communications/information, balance mission and men.
4. Organizational tools to build individual resistance to stress:
 - a. Assessment--select soldiers with high levels of childhood experiences that build confidence (sports, social involvements).
 - b. Job training--build confidence in weapons, equipment, peers, leaders.
 - c. Build cohesion--reduce turbulence, team replacements, team training.
 - d. Train for stress--realistic training, place teams in risky situations, adventure training, accept some injuries.
 - e. Group acceptance--it is a primary leadership responsibility to ensure that new members are incorporated into the group so that maximum levels of cohesion can be gained. FIRO theory, the importance of socialization.

5. Building group resistance to stress:

- a. Educate small unit leaders on stress and what they can do to reduce it (fire team leader/squad leader, platoon leader).
- b. Educate commanders on the effect of stress and stress symptoms.
- c. Reduce turbulence--stabilized teams.

6. Training. In order to improve team/group ability to cope with the effects of combat stress, the following types of activities could be included in training:

- a. Leader training in developing acceptance of new soldiers in the unit, maintaining two-way communications, building confidence and cohesion, understanding the importance of maintaining standards, and a quick action reward/punish response.
- b. Leader training in the combat stress cycle of groups.
- c. Leader training in the recognition of the combat stressors and their cumulative nature.
- d. Leader training in recognizing stress symptoms/ineffective behavior.

7. Organization. In order to improve unit/organizational ability to cope with the effects of combat stress, the following training could be used:

- a. How to determine present stress levels (individual and organizational).
- b. How to manage individual and organizational stress.
- c. How to determine what combat stress phase the unit/organization is in.
- d. How to use process performance feedback to improve organizational efficiency/effectiveness.

Improvements in training with the goal of increasing stress resistance cannot render the individual organization immune to the effects of combat stress. They may, however, make individuals and organizations less vulnerable to the stress period initial exposure and to increase effectiveness over a long period of time.

The point to be made is that in peacetime or combat, OE techniques/skills do have a place in training commanders in this critical area. In my view, this is another step in understanding the full potential of OE and using OE to help improve combat readiness.

Developing an Organization

A Six Month Plan

JAMES W. CARMACK, II
OESO

COMMANDER'S PREFACE by LTC W. F. Reilly Jr.

I was asked by Major Jim Carmack to express my thoughts in some sort of a preface regarding the reasons behind and the execution of an exciting Organizational Effectiveness (OE) Operation conducted in my battalion.

Here goes:

The name of the game was, "Do a hell of a lot more with no additional resources." Have you heard that before? My initial assessment of the battalion was: It has all the earmarks of a typical TDA school support battalion. The battalion is understaffed, never thanked, and totally without an overall prioritized sense of urgency. When you combine this assessment with a task oriented brigade commander, very TOE attuned, and immovably fixed to thinking in terms of supervisory depth in the chain of command, something had to give. The thought entered my mind of going for more people. In this day and age, I rejected this except for normal manpower reviews on a cyclical basis.

Another approach I considered was, "circling the wagons", or in other words, bringing the diversified elements of this school battalion (five subordinate elements - each doing something different) into a closer geographical location, thus maximizing our Personnel Administration Center (PAC) and Supply Administration Center (SAC) operation. We have been 40% successful in this regard, and I estimate 90% by the end of the year. However, the key to the success this battalion now enjoys was found in the adage, "Work smarter, not harder." Four factors all came together at the same time which enabled us to pull off this trick:

1. A staff of totally dedicated, professional commissioned and warrant officers who were willing to learn.
2. A communication environment which absolutely screamed for correction.
3. An OESO staff at Fort Rucker which I consider the best I have ever seen.
4. An understanding and cooperative group of Senior NCO's, Soldiers, and dedicated Department of Army Civilian's (DAC's) who understood and accepted a hard driving battalion commander who would not say "NO".

I contacted Major Jim Carmack of the OE Office, and thus initiated one of five subsequent meetings during which we established our dialogue, isolated the problems, and developed a workable plan to solve the problems. For the next six months, this plan was executed flawlessly. In retrospect what seemed like an insurmountable task is now common place in this unit. The three goals I established as expectations from the OE operation were:

1. Improved communication between commissioned and warrent officers of the battalion.
2. Improved problem solving abilities.
3. Development of means to measure our progress toward mission accomplishment - in other words, "Work smarter, not harder."

The basic vehicle we used was a series of formal and informal workshops all woven together and reinforced by actual exercises, problem solving, and assessment procedures in our day-to-day activities.

To say that the target audience was skeptical at the outset was an understatement, but with an OESO like Major Jim Carmack and a battalion chaplain like Major Clyde Northrop (a communicator and counselor, par excellence), and at least the professional cooperation of the officers, success was born.

During the last six months, the officers in this battalion have covered in-depth subjects such as the O-M-R model, the N-E-A-T meetings, Situational Leadership, and a myriad of educational films addressing such subjects as listening, value systems, time management, stress and the like. Three distinct phases were noted during this six-month period:

1. Phase I - Chaos and lack confidence.
2. Phase II - Noticeable dip in efficiency when it seemed the world was crashing down around us while we were having meetings.
3. Phase III - A very obvious, almost vertical, upswing wherein those personality barriers and lack of teamwork have been overcome. Problems were identified quickly and workable solutions generated at minimum.

The biggest payoff that I have noticed is the willing acceptance of new officers into the battalion at the level of interpersonal relations and part of the team - sort of instant maturity.

In summary, if your organization has the earmarks of success, yet seems to lack that magic of teamwork, open communications and the ability to identify and solve problems quickly, give OE a chance. Modify it to

suit your need, and in spite of internal and external pressure, (yes, Virginia, there are still non-believers), do not give up. This battalion did it and is better for it.

As a reminder to raters, the degree of success the new Officer's Evaluation Report process (which begins this year) will enjoy, is directly related to the communication efforts within the organization.

- 0 -

INTRODUCTION

The following is a summary of an Organizational Effectiveness Operation conducted in the 6th Battalion, 1st Aviation Brigade, Fort Rucker, Alabama. The battalion consists of five companies - two warrant officer candidate training companies, two officer student companies, and an allied student company. Permanent party personnel assigned to the battalion are: 10 officers, 16 warrant officers and 42 enlisted personnel.

The Commander of the 6th Battalion, LTC W. F. Reilly, Jr., requested a meeting in January 1979. The stated purpose of the meeting was to provide him information about the OE capability at Fort Rucker. He further stated at the meeting that he was interested in how OE could be used to develop the communications and problem solving skill of the officers and warrant officers in his battalion. The first meeting centered around information sharing about OE and the 6th Battalion. LTC Reilly appeared to be very knowledgeable about organizational development techniques and seemed very eager to initiate an operation in his battalion.

A second meeting was scheduled the next week to identify specific goals for the operation and to negotiate administrative requirements. At the beginning of the second meeting, the commander was introduced to the N-E-A-T meeting format and the O-M-R model. I suggested that these models be used to guide our meetings.

The commander seemed to like the structure and the N-E-A-T format was used. The primary item on the agenda was to develop what he wanted as an outcome for OE involvement in his battalion. He developed the following goals to work toward for a six-month period:

1. To improve interpersonal communication between the commissioned and warrant officers of the 6th battalion.
2. To improve the problem solving abilities of the commissioned and warrant officers of the 6th battalion.
3. To develop a means through which the commissioned and warrant officers may review their progress toward mission accomplishments.

Although the battalion commander was aware of the more conventional OE operation (using interviews and group sensing to provide assessment data), he felt that some kind of interpersonal and problem solving training implementations necessary to produce his stated goals. I must admit, at first I was reluctant to undertake a long-term project that seemed to deviate from the 4-step process. However, after further discussion, I became more confident in his assessment skills and motivation and elected to put further thought into the commander's idea.

I met with the commander the next week with my proposal and presented him with a "straw-man" for the development of his officers.

The outline consisted of six, one-month periods, divided into three types of activities: (1) OE workshop, (2) battalion support activities, and (3) supplemental reading. I proposed that during the six-month time frame the battalion commander and I would design monthly workshops to develop the interpersonal skills of the battalion officers and warrant officers. The following general topics were presented as a focus for the OE workshops: (1) Introduction, (2) Personal Development, (3) Communications, (4) Group Dynamics, (5) Problem Solving, and (6) Action Planning (one for each month). In addition, I recommended that the commander hold a battalion meeting between each workshop to supplement the OE workshops. Finally, I suggested that outside reading materials to supplement group activities be provided to the group.

The commander concurred with my concepts and we proceeded with a letter of agreement that outlined the above goals, as well as roles and responsibilities. He and I agreed to meet monthly to plan each month's activities and decide upon handout materials.

PLANNING

I looked forward to each of the monthly planning sessions, as I found the commander was full of enthusiasm, open to new ideas, and willing to try different approaches. LTC Reilly's open and progressive attitude was not only refreshing for me but key in my development as an OESO and officer.

Each month we met to share perceptions and plan our next steps. Although the planning atmosphere was very informal, we were careful to utilize our time as effectively and efficiently as possible. I developed a tentative agenda which we usually modified to meet our specific needs. We were both careful to do our homework prior to the meetings in order to expedite the planning process. Action plans were developed and followed for each month's action.

We stuck to the original design until after the second workshop (second month), at which time we elected to use the interim meetings to expand the scope of the operation and to accelerate learning. New topics were introduced that LTC Reilly felt would have immediate impact on the battalion, such as Situational Leadership and Time Management. Additionally, LTC Reilly enrolled and lead his battalion through the Performance Counseling and Stress Self-Study Programs.

We found the battalion chaplain was excellent resource to assist the commander with the conduct of the battalion support activities, and I took advantage of his expertise as a planner and facilitator for some of the OE workshops.

At the beginning of the fifth month, we felt that the commissioned and warrant officers were ready to pursue their goals and action plans of their own. During that period, I maintained contact with LTC Reilly, and he and I processed the session that he had conducted.

During the sixth month, the battalion continued to action plan, focusing on the stated goals of the brigade commander as well as those they had refined during the fifth month.

The General Organizational Questionnaire (GOQ) was administered toward the latter part of the sixth month. This was done to give the officers and warrant officers a current picture of the organization and to provide up-to-date data for them to work on in the future. LTC Reilly and I felt that the battalion could use the progress made on their action plans as well as the objective data reflected in future GOQ's to measure organizational progress.

IMPLEMENTATION

1. First Month.

a. A four-hour introduction workshop was conducted with the following objectives:

- (1) To provide an overview of OE.
- (2) To introduce the six-month training program.
- (3) To allow participants to experience the methodologies which would be used.
- (4) To identify the participants' predominant style of learning.
- (5) To introduce the experimental learning model.
- (6) To demonstrate how decision making is improved.
- (7) To explore the impact that assumptions have on decision making.
- (8) To increase awareness about the process of interpersonal interactions.

b. The officers and warrant officers viewed the film, "What You Are is Where You Were When," by Dr. Morris Masses (OESO provided the film).

2. Second Month.

a. A four-hour Personnel Development Workshop was conducted with the following objectives.

- (1) To allow participants to reflect on personal values.
- (2) To allow participants to express verbally who they are.
- (3) To increase individual's awareness of the importance of life goals.
- (4) To develop an action plan to achieve stated life goals.

b. The officers and warrant officers attended a communication workshop conducted by the battalion commander and chaplain (OESO provided resource material and consultative support).

3. Third month.

a. A four-hour Situational Leadership Workshop was conducted with the following objectives:

- (1) To present the development of leadership theory.
- (2) To measure the participants' self-perceptions of their leadership behavior.
- (3) To present Situational Leadership Theory.
- (4) To allow participants to practice using the Situational Leadership Theory (Situational Leadership Simulator).

b. The officers and warrant officers attended a Time Management Workshop conducted by the battalion commander and chaplain (OESO provided resource material and consultative support).

4. Fourth month.

a. A four-hour, Problem Solving Workshop was conducted with the following objectives.

- (1) To introduce the Nominal Group Technique (NGT), the Force Field Analysis, and other techniques to evaluate alternatives.
- (2) To allow unit warrant officers to generate alternatives to current organizational problems using the NGT.

b. The commissioned and warrant officers viewed the film, "Managing Stress," by CRM, McGraw Hill Films (OESO provided film).

c. The battalion commander, executive officer, and company commanders took the Myers-Briggs Personality Inventory and shared the results with each other (battalion chaplain provided instrumentation and administrative support).

d. The commissioned and warrant officers started the OE self-study correspondence course, "Stress Management".

5. Fifth Month.

a. The battalion commander, executive officer, and company commanders conducted a meeting to further reduce and specify the battalion goals.

b. The officers and warrant officers started the OE correspondence course, "The Management of Stress".

6. Sixth month.

a. The evaluation questionnaire was administered to all participants.

b. The GOQ was administered to all commissioned, warrant and key noncommissioned officers in the battalion.

c. The battalion, executive officer, and company commanders conducted a meeting to action plan battalion and brigade goals.

d. The officers and Warrant officers started the OE self-study correspondence course, "Performance Counseling".

7. Future Actions Planned:

a. The battalion commander will feed back the GOQ data to the participants.

b. The organization will develop action plans to address the GOQ issues.

c. The battalion commander will request another GOQ for the battalion in approximately four to five months.

EVALUATION

1. Commissioned and Warrant Officer Evaluation:

a. Stated goals of the OE Operation were accomplished. (N=20)

(1) Strongly Disagree	-5%
(2) Somewhat Disagree	-5%
(3) Neutral	-20%
(4) Somewhat Agree	-55%
(5) Strongly Agree	-15%

b. The time devoted to the OE Operation was worthwhile. (N=20)

(1) Strongly Disagree	-5%
(2) Somewhat Disagree	-15%
(3) Neutral	-10%
(4) Somewhat Agree	-40%
(5) Strongly Agree	-30%

c. I am a better commander for having gone through the OE Operation (ask only of commanders, N=4).

(1) Strongly Disagree	-0%
(2) Somewhat Disagree	-0%
(3) Neutral	-0%
(4) Somewhat Agree	-50%
(5) Strongly Agree	-50%

d. The OE Operation will assist me in doing my job in the future. (Ask of all except commanders, N=6).

(1) Strongly Disagree	-12.5%
(2) Somewhat Disagree	-6.3%
(3) Neutral	-12.5%
(4) Somewhat Agree	-56.3%
(5) Strongly Agree	12.5%

e. I would like to see continued OE involvement in this organization. (N=20).

(1) Strongly Disagree	-20%
(2) Somewhat Disagree	-5%
(3) Neutral	-20%
(4) Somewhat Agree	-30%
(5) Strongly Agree	-25%

f. I would like to see OE involvement in my next organization. (N=20)

(1) Strongly Disagree	-10%
(2) Somewhat Disagree	-0%
(3) Neutral	-15%
(4) Somewhat Agree	-45%
(5) Strongly Agree	-30%

NOTE: Subjective comments have been excluded.

2. Comanders Evaluation.

- a. Stated goals of the OE Operation were accomplished.
Strongly Agree.
- b. The time devoted to the OE Operation was worthwhile
Strongly Agree.
- c. I am a better commander for having gone through the OE Operation.
Strongly Agree.
- d. I would like to see continued OE involvement in this organization.
Strongly Agree.
- e. I would like to see OE involvement in my next organization.
Strongly Agree.

3. OESO Evaluation.

The indicators I used to measure the outcome of the operation were the above evaluations, the subjective comments of the participants, the commander's subjective comments and my observations of the battalion's progress.

My interpretation of the evaluations is that the operation accomplished the goals specified by the commander as well as stimulated interest for future OE involvement in the organization.

I observed this organization develop from a reactive, "quick-fix" oriented group of sub-elements into a productive goal oriented team. Although the organization still has many issues to overcome, for the most part they deal with their problems using open and honest dialogue while applying problem solving and planning techniques. Organizational issues are no longer emotionalized or personalized to the extent I observed at the beginning of the operation. All in all I would say the operation was very successful.

CONCLUSION

This approach once again reaffirmed for me the importance of developing, at the outset of OE involvement, the interpersonal maturity and problem solving skills of the individuals in an organization. The length and subject matter of the developmental phase can be tailored to the organization, but they must have the basics in order to deal with organizational issues effectively. I believe that this approach will help to maximize and sustain the positive benefits of an OE intervention.

Problem Identification Workshop

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OESOs, 2nd INF DIV

I. BACKGROUND

The Division OE team has the opportunity to brief all incoming Battalion Commanders and Major Subordinate Commanders (MSCs) before their assumption of command. This briefing highlights OE activities that have been conducted in the Division and provides an overview of the OE implementation that is available to the new commander.

Recently, during one of these briefings, a future MSC stated that he would like to have a transition workshop immediately after he assumed command. He further stated that due to future mission commitments he would only have a limited amount of time to devote to this effort. His concern was that he needed to get an immediate understanding of the problems and issues that would be impacting upon his future commanders. Specifically, he wanted to get a sense of direction that he should take in the immediate future, but was not interested in action planning at the initial meeting.

Time was the major limiting factor (the future commander's desire to expend no more than one hour) that caused the Division OE team to hesitate before accepting this challenge. The fact that a one hour transition meeting had great possibilities for failure and only a slight chance of success proved to be too much of a challenge to refuse. Additionally the Division OE team accepted the mission, because any work that can be accomplished at this level of command must, at least, be initiated.

II. EXECUTION

Within three hours after the change of command the Executive Officer and Battalion Commanders assembled in the Brigade Commander's office. The new Brigade Commander kicked off the meeting with a three minute introduction stating his expectations and then the following workshop was conducted.

INTRODUCTION - - (3 Min) conducted by the senior OESO using the NEAT meeting model as an outline for the workshop.

NATURE - This is a problem identification workshop designed to provide your commander with a prioritized list of your concerns pertaining to what must be changed to improve the command's ability to accomplish its mission.

EXPECTATIONS - At the conclusion of this workshop the commander will know the issues and concerns which are affecting his command.

AGENDA/TIME

15 Minutes - Each attendee writes his own prioritized list of issues and concerns.

15 Minutes - With OE assistance attendees will consolidate their list into one prioritized list.

5 Minutes - OESO explains the K & R model.

10 Minutes - With OE assistance attendees insert into the K & R model those items which were consolidated into the prioritized list.

10 Minutes - OESO explains the impact of these items upon the command with the aid of the K & R model.

5 Minutes - New commander reviews comments, asks questions for clarification and summarizes the information.

III. CONCLUSION

The new commander had received several days of Division level briefings. These briefings gave him a birds eye view of the total picture of the Division. This problem identification workshop met the expectations of the new commander by providing him the brigade's view of the Division. Comments and feedback from the participants indicated that they considered the effort expended to be worthwhile. The meeting followed closely the time schedule that was established by the agenda.

a. Advantages of this meeting:

1. Expedient with little wasted time and effort.
2. Met the commander's needs immediately.
3. Participants appreciated the short commitment: particularly, when time away from their unit is critical. (Real world threat environment).
4. The time restraint enhances task oriented behavior from the participants.

b. Disadvantages of this meeting:

1. No problem solving was accomplished.
2. Little inter-directed problem identification (Problems generated by the environment as opposed to internally generated problems).

c. Observations:

1. This workshop is for experienced OESO's (not experienced in OE as much as experience in knowledge of the units involved, and in-depth knowledge of the activities of the Division).

A feel for the concerns of the MSC in general should be known to the OE team ahead of time. External consultants, even military, should be used.

2. This is a door opener and can lead to future contracts; particularly, if the MSC is pleased with the results.

Transition of Commanding General Letterman Army Medical Center

LTC JOEL SEVERSON, BROOKE AMC
CPT WILLIAM BUTKOVICH, HQ, HSC
OESOS, FT. SAM HOUSTON, TX

The Commanding General, Brooke Army Medical Center (BAMC), Ft Sam Houston, Texas was notified in June 1978 that he would be transferred in the middle of July and assume command of Letterman Army Medical Center (LAMC), Presidio of San Francisco, California. He subsequently contacted us to assist him in the transition.

The following design was developed after several planning sessions:

1. Change of command transition meeting with the CG and his key staff.
2. An assessment of a large cross section of the total organization utilizing the GOQ, individual and group interviews.
3. Feedback sessions on the total organization to CG and his key staff and individual feedback sessions to division chiefs.
4. Time permitting, OESOs would assist the staff in getting started on action planning.

A project officer at LAMC was appointed and planning was accomplished via telephone and mail.

During the week of 17-21 July 1978, the two of us accomplished the following:

1. Twenty (20) individual interviews of the key staff in preparation for this transition meeting.
2. Administration of the GOQ to approximately 1,100 personnel.
3. Ten group interviews of a cross section of the organization (each group being composed of 10-12 people from various sections in the center).

The change of command transition meeting was conducted with the CG and his key staff on 24 and 25 July 1978 (a pre, post and follow-up evaluation questionnaire were administered). The OESOs then returned to their home station (Ft Sam Houston) to process the GOQ data and prepare for the feedback sessions. Due to the workload at the home station, the OESOs did not return to LAMC until 27 August. There, feedback sessions were conducted in the hospital's auditorium. Results of individual

interview data were consolidated, put on chart paper and posted along with the data collected during group interviews. The GOQ results were annotated and analyzed. Our first feedback session was with the command group. They were asked to review all data and list the key issues. We then compared their list of key issues with ours and further analyzed the data by reviewing a casual path model and a force field analysis. The following day we followed the same format with the key staff. Based upon a comparison and a consensus of key issues, the CG appointed committees composed of key staff members to start action planning to resolve the issues. The remainder of the time was used to give individual feedback on the GOQ to division chiefs.

Since our last visit to LAMC, the CG and his staff have completed action planning and are now in the implementation phase. He has also received his own OESO who is assisting with the process.

This next section highlights some of the lessons learned while working within a medical center as external OESO. In general:

1. A briefing on OE to the key staff prior to completion of the pre-transition meeting interviews would have been helpful (only a few key staff personnel were familiar with the OE process).
2. Interview data for the transition meeting ties in well with the assessment phase.
3. We were very sensitive to time during the transition meeting and would have liked more time to explore, in depth, key issues which surfaced.
4. Large blocks of time must be allowed to accomplish the clerical tasks and complete machine processing of the data.
5. More support (OESO) to accomplish the task, especially in timely analysis of the data.
6. Staff involved in action planning of the key issues found the review of all raw data helpful in their tasks.
7. Analysis of the three questionnaires to evaluate the transition meeting was most helpful.

Working within a medical center:

1. It is possible but very time consuming to do an assessment of a total medical center. (An entire Army medical treatment facility has never been done before.)

2. Change the format of the GOQ and put the demographic information first with complete instruction on how to fill it out. (Had difficulty with this as many individuals physically worked in one department but command and control of the individual resided with another department.)
3. Due to the large amounts of data collected, diversity of tasks and many different organizational elements, some difficulty was experienced in analyzing the data.
4. Make sure that key staff i.e. division chiefs, receive feedback on the data collected on their departments as well as the complete organization. It provides them with an opportunity for comparison and they are better prepared to integrate their internal action plans with those for the entire organization.

Working as external OESO:

1. The logistical problems were handled effectively, however, it did add another degree of difficulty to the task.
2. There is an absolute need for a spacious, private office for the OESO to prepare charts, analyze interview data and complete other projects and associated tasks.

Open Systems Workshop Design

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Open systems planning is neither particularly new nor particularly profound, however, it is becoming more popular with senior officers as they become exposed to it. Over the past twenty-one months or so, I have used a basic design which I have constantly modified and now am fairly satisfied with. I do not intend to expound upon the theory of open system planning since there is enough of that. My intent is to share an approach to performing it.

I use this design for a change of command transition, goal setting, executive strategy review, management review or for just about any workshop where the commander/manager wants to analyze his organization, identify problem areas, and/or develop a future course of action or direction for his organization.

I use this in lieu of the standard transition workshop design because it allows the organization to diagnose the key areas that impact the most on the organization and which the commander/manager should be made aware of. It also builds an important information data bank which is necessary before the individuals can perform effective problem solving/action planning.

After reviewing the outline it will become obvious that the ideas aren't new, however, how the ideas are put together and practiced may be. The concept is also very structured and requires the OESO's to be a little more of a task master than some might prefer. However, I believe that is an acceptable trade-off since my experience with O-6's and General Officers is that, in general, they initially welcome structure and expect me to be management and business oriented.

Finally, a big lesson learned is getting as much work done during pre-meeting interviews as possible. As far in advance as possible, each meeting attendee is given a number of questions to answer and bring with him to the meeting (the questions will be identified in the meeting outline). This is a great time saver and facilitates a rapid approach to the various areas under discussion during the meeting.

PHASE I: INTRODUCTION AND GENERAL ORIENTATION

DAY 1

0800-0835 Opening Remarks
 General Orientation

PHASE II: MAJOR ORGANIZATION GOALS AND ISSUES

0835-0945

PHASE III: IDENTIFICATION OF THE DEMAND SYSTEM (ENVIRONMENT)

0945-1400 Present Demand System
Ideal Demand System
Differences/Discrepancies

PHASE IV: MISSION STATEMENT

1400-1600 Informal Meaning
Core Mission

PHASE V: IDENTIFICATION OF MAJOR CONCERNS/ISSUES

1600-1800

PHASE VI: ACTION PLANNING/PROBLEM SOLVING

DAY 2

0800-1400 Defining the Problem
Ideal Situation
Force Field Analysis
Goal Statements
Action Steps/Performance Objectives

PHASE VII: CONCERNS ABOUT THE COMMANDER/MANAGER

1400-1545 (Transition Workshop)

PHASE VIII: CLOSURE AND EVALUATION

1545-1615

DAY 1

PHASE I: INTRODUCTION AND GENERAL ORIENTATION 0800-0835

- (0800-0820) A. Opening remarks by the commander/manager:
Brief comments which should include as a minimum:
1. Why he considers the meeting important.
 2. That he expects each individual to be open and candid regarding all issues.
 3. The goals and priorities he hopes to accomplish in his job.

NOTE: I use this last area 3 as an ice breaker and not the one outlined in the standard transition model. I have had better results getting the commander/manager to "expose" himself first to the group rather than starting off with the attendees. I might add that I spend as much time as needed with him during the pre-meeting phase to insure he is well coached, has a clear understanding of his present goals and priorities and understands the importance of being open and candid in his comments since this will influence the attendees. Expectations are addressed in the pre-meeting interviews as a time saver.

- (0820-0835) B. General Orientation. The OESO explains:
1. Roles and responsibilities of the OESO's and the meeting attendees. (Standard information).
 2. The meeting agenda.

PHASE II: MAJOR ORGANIZATIONAL GOALS AND ISSUES 0835-0945

- A. Selected commanders and staff supervisor will have 7 minutes to brief on pre-meeting Question #1 which is provided to them during the pre-meeting interviews.

"Question #1, Major Organization Goals and Issues"

1. My organization's major goals and/or priorities for the next six months to a year are.
 2. Anticipated problems in carrying out the goals and/or priorities are.
 3. My organization's major strength and weaknesses are.
 4. The changes that could help my organization are.
- B. The main purpose is to provide the commander/manager and others with information. Approval or disapproval of any matter is not expected.

NOTE: This is the first step in building a data bank of information to draw from during the action planning phase. Who reports will depend on the action you are dealing with and the number of people at the meeting. Each report is recorded on butcher paper and posted after presentation.

PHASE III: IDENTIFY THE DEMAND SYSTEM (ENVIRONMENT) 0945-1400

A. Attendees are divided into function work groups.

NOTE: This depends upon the number of attendees and the organization structure. If I am working with a high level organization such as the Adjutant General of a State National Guard, I will place the Adjutant General, his Division Commander, Deputy Commander, Chief of Staff, etc., into one "executive group" so that they don't overly influence the other personnel. The other other groups may be comprised of individuals from the various units, the primary staff and the special staff.

(0945-1045) B. Present Demand System.

1. The purpose is to get a picture of the present state of being by asking who is making demands of the organization and what are they asking.
2. Individuals share their answers to pre-meeting Question #2,a, (provided to them during the pre-meeting interview).

"Enumerate in order, the most important organizations and/or individuals that make demands on your organization. Be specific, i.e., name the agency or the actual individual making demands. Consider the following areas as a minimum in your answer:"

- a. The civilian community or political system at the city, state and federal level.
- b. Higher military headquarters outside of your organization.
- c. Subordinate and lateral units that place demands on your organization. For example, you must coordinate with or on their behalf over mission related issues, provide them with some product or service, provide direct control and supervision, etc.
- d. What are the goals and priorities of your Command element that your organization is presently working toward.

3. Through general consensus their answers are consolidated into one list and prioritized into a top 20%, mid 40% and lower 40% of importance. (You can expect to get a large number of individuals or organizations which is very difficult to manage. This 20, 40, 40 concept is Pareto's Law sometimes referred to as the ABC concept or the 20-80 principle. Very simply the individual in the top 20% provides 80% return on investment. Managers should identify that top 20% and concentrate their time in that area and let their subordinates worry about the remaining 80% which only provide 20% ROI.
4. Once the above is completed, concentrate on the top 20% and refer to pre-meeting question #2,b (provided in the pre-meeting interview).

"For each of the top four individual and/or organizations you identified list the two most important demands each is making."

NOTE: Question #2,b, zeroes in on only the top four individual/units and their two most important demands. I add this restriction only if there is a large number of attendees with many different areas of responsibilities. The restrictions can be omitted when dealing with a smaller and less complicated unit. At this point each work group will have identified, on one worksheet, a present demand system (who) prioritized into a 20%, 40%, 40% level of importance and on a second worksheet the specific demands (what) that the top 20% group is making. If the specific demands of the top 20% group is very large, you might consider breaking this list into a 20%, 40%, 40% bracket.

(1045-1115) C. Identify the Ideal Demand System.

1. The purpose is to get a picture of an ideal environment and compare that to the actual environment.
2. Using the present demand system as a point of reference, each work group will refer to Question 2,c and develop an ideal demand system. This will be done by any combination of:
 - a. Adding or deleting individuals/groups from the present demand system.
 - b. Modifying the actual demands of those individuals/groups in the top 20%
 - c. Changing the priority of an individual/organization.

NOTE: Pre-meeting Question 2,c. "If you had the power to change anything regarding those making demands and the demands they are making, what would you change and what would it look like when changed." I have left out developing a "business as usual" demand system, i.e., if no changes were made on the present demand system what would it look like a year from now. This is strictly a value judgment on my part since I needed time to examine the units mission statement which I have added to this format. Past workshop evaluation comments indicated identifying a "business as usual" demand system is overkill and laborious.

- (1115-1200) D. Compare the present and ideal demand system and identify any major differences between the two. Determine how amenable or vulnerable they are to change and how important it is for changes to occur.

NOTE: For this I use a modified Beckhard format for prioritizing. Each work group uses this for their report format when briefing the reassembled groups. Assign weights on a 1-5 scale (1 low/5 high) to aid in priority determination.

DIFFERENCES		*I		**M		***p
ACTUAL	IDEAL					
1.	1.	3	X	4	=	12
2.	2.	4	X	2	=	8
3.	3.	5	X	3	=	15
ETC	ETC			ETC		

*I. Importance or criticalness that the difference be changed.

**M. How manageable, amenable, vulnerable is it to change from the actual to the ideal.

***P. Overall priority or total weight.

1200-1300 LUNCH

- (1300-1400) E. Work Groups Reassemble for Individual Reports.

1. Each group will have 5 minutes to report on the actual and ideal demand system along with the difference identified.
2. Only clarification questions are allowed.
3. Time permitting, through general consensus, all reports will be consolidated into one prioritized ideal demand system.
4. If time is very short concentrate on obtaining consensus upon the top 20% of the ideal demand system. Post the ideal demand system for later reference.

PHASE IV: MISSION STATEMENT 1400-1600

- A. Non-functional/related work groups are identified.
- (1400-1430) B. Informal meaning.
 - 1. Individuals share their answers to pre-meeting Question #3,a (provided in the pre-meeting interviews) and obtain consensus on its meaning.

"With your focus directed at the commander and the organization as a whole, explain in your own words what formal mission statement means."
 - 2. The purpose is to breakdown the formal mission statement for the organizations so that:
 - a. All stated and implied tasks are identified and understood, and
 - b. Generalities such as "provide assistance", "increase effectiveness", "provide military assistance to", "optimum employment", "combat readiness", etc., has the same meaning to all individuals.
- (1430-1500) C. Core Mission
 - 1. Individuals share their answer to pre-meeting Question #3.b.

"The formal mission statement may contain a number of stated and implied tasks for the organization. Examine these and identify the one most important task."
 - 2. The purpose is to identify the one most important task within the formal statement.

NOTE: This is one area where the OESO will earn his money. If you are dealing with a large organization with many different areas of interest you will observe a lot of "turf protecting" among the individuals. Also be alert for very broad generalities such as "maintain or improve combat readiness" a favorite with senior officers. One example of this was with a General Officer Command that identified their core mission as "increase combat effectiveness through training assistance." When the organization was forced to closely examine this, two major areas were considered that had not been previously. One was that with their limited resource they were treating all of their units with the same priority, however, their mobilization plan identified certain units who would deploy in a D to D+60 time frame while others would deploy at a much later date. Their emphasis shifted to the D to D+60 units. The second area was "training assistance."

Did this mean "Training Assistance Teams would train the unit" or did it mean "train select personnel within the units so that they could eventually train their own unit personnel." The latter was selected, however, prior to this the organizations training assistance teams were focused differently from each other. Beckhard provides a good example of the "Core Mission" in his Organization Transitions: Managing Complex Change.

- (1500-1600) D. Work Groups Reassemble for Individual Reports.
1. Each group will have 5 minutes to report on the informal meaning and what they considered the Core task to be.
 2. Only clarification questions are allowed.
 3. General consensus is obtained regarding the informal meaning of the mission statement and the Core mission. This is then posted along with the goals/issues and the demand system.

PHASE V: IDENTIFICATION OF CONCERNS/ISSUES 1600-1800

- (1600-1645) A. The last work group configuration is maintained.
- B. A short review is made of the key issues previously identified regarding organizational goals/issues, the demand system, and the mission statement.

NOTE: At this point the organization has generated a great deal of information about itself. The commander has identified what he hopes to accomplish (Phase I), present organizational goals and issues (Phase II), the environment (Phase III), and its mission (Phase IV). This review is used to see how congruent each is with the other. For example, does the commander's goals correspond with the present goals his subordinates are working toward. Do these correspond with the demands of the environment and do all of these support the mission. Are all phases working in harmony with one another or is there a major difference between anyone of these. Question #4 is used to address this and additionally, any other matters not previously covered.

- C. After the review the individuals will consolidate their responses to pre-meeting Question #4.

"What issues/concerns should the commander be aware of in order to maintain or improve the effectiveness of the organization during the next year."

Besides the issues previously identified, this is also the time to address any issues or concerns that the commander should be made aware of that have not been previously covered.

Examples may be:

1. Something the organization should be doing that it is not doing.
2. Something the organization should not be doing that it presently or will be doing.
3. Something that the organization is doing now, but could be done better with more or less emphasis.
4. After brainstorming, all concerns and issues are prioritized as follows:
 - a. If a small, manageable list has been generated use the format below:

Assign weights on a 1-5 scale (1 low/5 high) to each of these criteria.

CONCERNS/ISSUES	*F		**I		***M		****p
1.	2	X	4	X	4	=	32
2.	3	X	3	X	5	=	45
3.	5	X	5	X	1	=	25
ETC							

- *F: Frequency, predominance or prevalence.
 **I: Importance, seriousness or criticalness.
 ***M: Manageability or solvability; how amenable or vulnerable is it to solution or change.
 ****P: Overall priority or total weight.

2. If the list is large, break it down into a top 20%, mid 40%, and lower 40%. Concentrate on the top 20% and prioritize as in 1 above.

(1645-1800+) D. Work Groups Reassemble for Individual Reports.

1. Each work group has 7 minutes to report.
2. All reports are consolidated through consensus into one prioritized list (top 20%, mid 40%, lower 40%) and posted.

3. At this time the commander will:
 - a. Identify one very important issue for all work groups to work on during the action planning phase (least desirable) or,
 - b. Identify an important issue for each work group to work on during the action planning phase (most desirable).
4. Work group configurations may be influenced by the issues identified for action planning.
5. The commander will then provide any guidance he feels necessary concerning the issues identified for action planning.

1900 DINNER

DAY 2

PHASE VI: ACTION PLANNING/PROBLEM SOLVING 0800-1400

- (0800-0830) A. Defining the Problem.
1. Each group will develop a problem statement (present situation), being as specific as possible for their assigned issue. In developing this statement the following areas should be considered:
 - a. Are there multiple causes vs a single cause (more than one problem).
 - b. What is being violated.
 - c. Is it a short range and/or long range problem.
 - d. Who is directly involved with the problem.
 - e. Insure there are no implied solutions in the statement.
 - f. Don't confuse symptoms of the problem with the problem itself.

(0830-0900)

B. Ideal Situation.

1. After consensus is obtained on the problem statement each individual is given a few minutes to consider the following question: "Consider the problem statement and choose one aspect of that statement that you would change if it were in your power to do so."
2. After each individual presents his answer to 1 above, they then write a specific statement of the situation as they would like it to be (no longer a problem). Consensus on the ideal situation statement is obtained and is recorded next to the problem statement for later reference.

PROBLEM STATEMENT	STATEMENT OF THE IDEAL SITUATION

3. Review:

- a. Is the final statement clear and specific?
- b. Is it manageable?
- c. If the desired change is accomplished, will the "problem" be solved?

(0900-0945)

C. Force-Field Analysis.

1. Force-field analysis will be performed on the ideal situation statement to identify the factors that influence the problem situation.
2. Write the ideal situation statement across the top of a work sheet and then divide the sheet into two columns. On the left column "Driving or Facilitating Force", list the forces that promote movement toward the ideal situation. Under the right column "Restraining or Inhibiting Force", list the factors that make it difficult to move toward the ideal situation.

STATEMENT: <u>(IDEAL SITUATION)</u>							
DRIVING OR FACILITATING FORCES	* I	** M	*** P	RESTRAINING/ INHIBITING FORCES	* I	** M	*** P
1.	X	=		1.	X	=	
2.	X	=		2.	X	=	
3.	X	=		3.	X	=	
ETC				ETC			

3. After the driving and restraining forces have been identified assign weights on a 1-5 scale (1 is low/5 is high) to each force to aid in priority determination.

a. *I: Importance, seriousness or criticalness of the force.

b. **M: How manageable or amenable is the force.

c. ***P: Priority or total weight of the force.

(0945-1200)

D. Goal Statements.

1. Select a management number of high priority factors and formulate a goal statement for each that contains:

a. What will be accomplished?

b. How it will be measured?

c. When will it be accomplished

2. Use the following worksheet format.

GOAL STATEMENT (FORCES FOR WHICH ACTION STEP IS PLANNED)	ACTION STEPS	PERSON(s)/GROUP(s) RESPONSIBLE FOR ACTION STEPS	ACTION STEP TIME TABLE	
			START	END
A.	1. 2. 3. ETC			
B.	1. 2. 3. ETC			
ETC				

3. Action steps.

- a. For each goal (forces), list concrete and specific action steps that can be taken to reduce the restraining force and/or increase the driving force. Identify who is responsible for the action step and its time frame.

NOTE: The focus is primarily on results, not how the results are to be obtained. Also, the focus is on quantitative vs qualitative results. During this phase the OESO should consider the "ripple effect" these action steps may have in other areas. Use the K&R model to determine this effect.

b. After completing the above exercise ask:

1. Do you believe the action steps will resolve or provide better management of the problem? If so, then;
2. Determine how you will monitor and evaluate your program in reaching the desired outcome.

NOTE: A complex issue may require the development of a PERT chart or something similar at a later date. This is another area where the OESO can continue his services to the organization.

1200-1300 LUNCH

(1300-1400) D. Work Groups Reassemble and Present Action Plan to the Commander.

1. 10 minute presentation for each group.
2. Clarification questions are allowed.
3. The Commander is not expected to approve or disapprove any action plan at this time. He may:
 - a. Comment on the action plans.
 - b. Indicate that he will look at each of them separately and make decisions on which one to take action on.
 - c. That he needs more data.
 - d. That his thinking was reinforced, etc., etc.

PHASE VII: CONCERNS ABOUT THE COMMANDER 1400-1545

- (1400-1430) A. The participants are divided into groups where they have the opportunity to direct questions/statements at the new commander concerning:
1. What they think he needs to know about them.
 2. What they need from the commander to maintain or improve their effectiveness on the job.
 3. What they would like to know about the new commander.
- (1430-1500) B. Work group reassemble and present their list of questions and statements.
- (1500-1545+) C. Commander's Remarks. At this time the commander can choose to address one or more of the following:
1. Answer the questions generated in "A" above.
 2. Reputation of the unit based on incoming briefing.
 3. Clarification of issues raised during the day.
 4. Personal policies.
 5. His priorities.
 6. Things in general that the group should know about him.
 7. Others as desired.

PHASE VIII: CLOSURE AND EVALUATION OF WORKSHOP 1545-1615

NOTE: If the workshop is not used for a transition, Phase VII, "Concerns About the Commander" is deleted. The time may then be devoted to additional problem solving, developing PERT charts, responsibility charting or just open it up for general discussion concerning any matters of interest prior to closure.

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4. Jayaram, G. K. "Open Systems Planning", in Bennis, Benne, Chin and Corey, The Planning of Change, Holt, Rienhart and Winston, 1976.
5. Kast, Fremont E. and Rosenzweig, James E., Organization and Management A Systems and Contingency Approach, McGraw-Hill, 1979.
6. Kaufman, R. A., Educational Systems Planning, Prentice-Hall, 1972.
7. Smith, Larry J. (Maj), Meeting Management: A Booklet of Useful Material, 1979.
8. Change of Command Transition Model, USA, OETC, 1978.

Pre-Command Course for Battalion and Brigade Commanders

1. Field OESOs have asked for info on the OE-related content of the Pre-Command Course for combat arms branch commanders, grades colonel and lieutenant colonel.
2. The Fort Leavenworth portion of the course contains:
 - a. What is OE and how does the OESO work?
 - b. Transition model to include testimony of an incumbent commander who has done it.
 - c. Introduction to systems thinking (COL Malone - TRADOC).
 - d. OESO-facilitated ethics workshop (see below and following).
 - f. Beginning with the September class, exposure to assessment of organizational processes of battle staffs during their participation in the Combined Arms Tactical Training Simulator (CATTS) exercise.
 - g. Optional time-management workshop.
3. This instruction, conducted by OEC&S faculty, is becoming more warmly received with each succeeding class, perhaps reflecting more OE involvement by these folks in previous assignments. The same instruction will be afforded combat support and combat service supports as well as TRADOC command-designees beginning in January 1980.
4. Professional Ethics Workshop: The workshop described in the following pages has been experienced by recent command designees during their Pre-Command Course at Fort Leavenworth. Effective immediately, course participants will be provided a packet containing a copy of the workshop for use in their units and an additional reminder copy will be forwarded to them after they have been in command approximately six weeks. OESOs can expect to be called upon to work with commanders to assist in the use of this packet.

ETHICS

eth ic/'eth-ik n 1: The discipline dealing with what is good and bad with moral duty and obligation.
2a: A set of moral principles or values.
2b: A theory or system of moral values.
2c: The principles of conduct governing an individual or group.

1. At the Pre-Command Course, Fort Leavenworth, Kansas, you participated in an ethics workshop. The objectives of this workshop were:

a. To increase sensitivity to things ethical which you will encounter during your command tour.

b. To lay the groundwork for your future discussions of ethical considerations with your subordinates. It is with the sincere hope that you do plan to discuss this crucial subject with your subordinates that this packet is provided.

2. Included in this packet are:

a. Copies of the transparencies used in the ethics class. There are no copyrights on this material and any or all of it may be used by you when addressing ethics with your subordinates. (Incl 1)*

b. A collapse of the data generated by PCCS 79-3, 79-4 and 79-5 which can be used as catalyst for discussions of things ethical. (Incl 2)

c. An outline and explanation of a workshop, similar to the one in which you participated which you can use with your subordinates. (Incl 3)

* This enclosure (copies of the transparencies) is too bulky to be included in the Communique, but interested OESOs can obtain this material by writing or calling OEC&S, Training Development Directorate, Fort Ord, CA 93941, autovon 929-7058/7059.

ETHICS

TIME LINE CATEGORIES

Command Related Ethics

Change of Command

1. Change of command of your superior.
2. My assumption of command.
3. Change of command party-mess hall support.
4. Policy conversions of previous commander.
5. My going away gift.

VIP Visits

6. My first VIP briefing, visit.
7. Boss's visit - honest responses.
8. Initial briefing to superior.
9. My ownership of boss's policies.

Standards

10. Fair handling of UCMJ.
11. Initial setting of standards.
 - Can I follow up?
 - Are they too high?
12. Selective disobedience of regs.

Training

13. Major exercises.
14. ARTEP/TPI/NSI.
15. Grading another unit (ARTEP).
16. EDRE
17. When to say no to Reserve Component affiliation.
18. PT test results.
19. SQT, EIB and Arms qualification.
20. SQT
21. AGI
22. Last minute preparation for inspections.

Resource Ethics

23. Allocation of resources (intentional overcommitments, mismanagement).
24. Budget submission and administration.
25. Property Accountability Inventory.
26. Misuse of government equipment (jeep, pick-up at quarters, etc.).
27. Handling of excess equipment.
28. Ration accountability.
29. Officers misutilization of dining facility.
30. Use of leftover holiday foods.
31. Inflating priorities on requisition.
32. End of tour coverup.

Reports/Guidance Ethics

33. Validity of all reports.
34. Readiness type reports.
35. Training attendance recordkeeping.
36. Reporting of incidents.
37. Report of survey.
38. Record screening for survey program, etc.
39. Personnel reporting (AWOLs, etc.).
40. New OER.
41. Old OER closeout.
42. Statistical reporting.
43. Reenlistment.
44. UCMJ policy - as affects reenlistment.
45. "Paper" vs real counseling.
46. Counseling sessions.
47. Elimination of personnel.
48. Complaints (e.g., subpar soldier complaining about good senior NCO).
49. Internal personnel assignments.
50. Policy on release of personnel (Civ schooling, etc.).
51. Policy on fraternization.
52. Policy on weight control.
53. My reaction to first failure of subordinate.

Personal Ethical Conduct

54. Known violations of ethical behavior.
55. TDY trips - conduct.
56. Accepting blame or taking undue credit.
57. Protection of people--over commitment.
58. Reluctance to open Pandora's box.
59. Setting standards of conduct (Korea - downtown).

Non-Mission Activities

60. Non-mission-related requirements (personnel/equipment).
61. Fund drives.
62. Slush funds.
63. Social events.
64. Membership in organizations/clubs.
65. Responsibility and obligations to Bn. Dependents.

Relationship With Superiors

Ethical Climate

66. Boss's establishment of ethical climate.
67. Loyalty to Army-wide ethics.
68. Boss's unethical behavior (covering, tolerating, reporting).
69. Boss's guidance/policy on excess equipment.

Ethical Climate (con't)

70. Boss setting standards which cause subordinates to lie, cheat, or steal.
71. His command influence.
72. Pressure by boss to relieve or appoint subordinates.
73. Pressure on admin. of Law and Order.
74. FRAT. (pressure to interpret policy same as boss).
75. Pressure to fill unrealistic reenlistment quotas (unqualified personnel).
76. Reenlistment: Does he want quantity or quality?
77. Boss's view of ARTEP...Tool or Evaluation.
78. Dishonesty ("Yes Sir, we did accomplish it").
79. "Eye wash" for boss.
80. Pleasing the boss - trivia vs important things

Disagreement/Loyalty Ethics

81. Disagreement with the boss on OERs, etc.
82. Don't allow OER to get in your way.
83. Boss's unethical behavior - when to confront.
84. Disloyalty (support/priorities).
85. Derogatory statements about boss (making, condoning, stopping).
86. Overprotection of your subordinates from the boss.
87. Honesty on workload (overload).
88. Serving as buffer for my key subordinates.

Reporting Ethics

89. Selective omission of data on incidents.
90. Practicing selective neglect.
91. What statistics do I keep? Their accuracy?
92. Desire to keep upward trend in statistical reporting.
93. AWOL Reporting.
94. AGI - honesty reporting of corrective action.
95. Honesty in ARTEP, EDRE, SQT, WPN Qual reporting.
96. Perceived pressure to inflate readiness reporting.
97. Requesting additional guidance from boss to eliminate unofficial loopholes.
98. Reporting "failure to comply".
99. Pressure on OERs.
100. New OERs.

Relationship With Subordinates

Ethical Climate

101. Early establishment of ethical climate.
102. Ownership of controversial higher headquarters decisions.
103. Covering unethical behavior caused by my guidance.
104. Coersion which causes subordinates to lie, cheat, steal.
105. Misuse of command influence.
106. Accepting blame or accepting undue credit.
107. My acceptance of departure gifts.
108. Using the organization for short term personal gain at the expense of long term benefits.
109. Asking subordinates to do something I can't or would not do myself.
110. Living up to your promises.
111. Grading other ARTEP-set poor ethical example.
112. "Kill the messenger" on SIRs etc.
113. Substance Abuse - my setting an example, e.g., happy hour.
114. Overlooking substance abuse to insure success.
115. My actions about excess equipment.
116. Address why certain units get advantage, benefit.
117. Favoritism of subordinates (distribution of tasks).
118. Purpose of all announced and unannounced inspections.
119. MOS mismatch and malutilization.
120. Fair administration of Military Justice, e.g., CMG, LT, NCO, PVT, good vs bad soldier.
121. Uniform treatment (awards and punishments).
122. Enforcing moral standards.
123. Equal opportunity standards within context of policy.

Reporting/Guidance Ethics

124. My influence on readiness reporting.
125. OERs, fair to both the individual and the Army.
126. Establishing senior rater norm at expense of subordinates (New OER).
127. AWOL reporting.
128. Your insistence on honesty in statistical reporting.
129. My guidance on the AGI.
130. My purpose of ARTEP: train or evaluate.
131. Reenlistment - do I push for quantity or quality?
132. "Tell it like it is" counseling.
133. Fraternization - my standards within context of policy.

Subordinate Relations/Delegation Ethics

134. My obligation to train subordinates vs my desire to excel.
135. Unqualified personnel - when to: fine, reduce, bar, reclassify, or retain.
136. The signature: bending the regulation on reg to show trust in subordinate, trust subordinate's signature allowing him to disagree (to a point).
137. Willingness to accept failure.
138. The overweight subordinate.

Relationship With Peers

Competition vs Cooperation Ethics

- 139. Competition vs cooperation.
- 140. Open, honest, lateral communication.
- 141. Going away gifts to superior (competition with peers).
- 142. Competition between Bn's from readiness reporting, AGI's, ARTEP, etc.
- 143. Finding loopholes in directives to outshine peers.
- 144. Backstabbing, to include subtle undermining.
- 145. Statistical one upmanship.
- 146. Arrogance when you know your unit is the boss's No. 1.
- 147. One upmanship in fund drives.
- 148. OER - pressure of competitive inflation/deflation.
- 149. Demonstrating expertise and competency above peers.

Sharing

- 150. Maintaining excess equipment to compete against peers.
- 151. Sharing of personnel resources.
- 152. Sharing of material resources.
- 153. Sharing "G-2" on AGI, etc.
- 154. Borrowing equipment.
- 155. Peer's willingness to provide assistance.

Personal Conduct Ethics

- 156. Peer unethical conduct, covering, tolerating, reporting.
- 157. Abuse of friendship.
- 158. Reciprocal evaluation of sister units.
- 159. Intentional FISCAL mismanagement.

ETHICS WORKSHOP

1. This ethics workshop outline is provided for your use with your subordinates. The design is such that you may elect to facilitate the workshop yourself or have the local organizational effectiveness staff officer assist you. The format is quite similar to the one in which you participated at the Pre-Command Course. The added dimensions are that both principals in the subordinate/superior relationship will be present. When your subordinates discuss things ethical which involve their superior, they'll be addressing you, and in most cases will expect a response from you. You and whomever you use as a facilitator should be aware of some potential problems which could occur in this setting. The following should be considered:

a. Members of the group may use this workshop as an opportunity to get policy statements from you, the commander. Unless you are ready to announce your position on the issue at hand, don't allow yourself to get cornered into making hasty decisions.

b. Members of the group may view this workshop as an appropriate place to attack your past policies, statements, or behavior which they see as unethical. You are the one who sets the tone for this workshop in your introduction. If you've established a setting which allows this sort of confrontation, attempt not to get defensive, and certainly don't take any action against those who openly express their feelings.

c. Members of the group may clam-up completely. This is possibly because they are uncomfortable in a setting in which honest, open exchanges with the boss are permitted and encouraged. Good facilitation can help bring those members into the discussions.

d. The group may tend to get very idealistic or unreal in their comments. When too many super "goodie goodie" or "Abe Lincoln" statements are heard, your workshop may not be accomplishing anything productive; the participants are trying too hard to say the right things in front of the boss. Again, skillful facilitation can overcome this potential problem.

2. The following design allows for approximately 2-½ hours. It is suggested that participants include at least the principle staff and company level commanders. The design can easily be shortened, lengthened, and the participant list expanded as far as you desire. For example, you may want to address ethics with all your officers at a 2 hour officer's call. What is important is that the time, location, and number of participants fit with your desired outcomes.

3. Workshop Design

Introduction by Commander (large group) (05 min)

(Include purpose, set the tone, explain your own commitment to the subject).

Time Line Exercise (2 or more groups) (30 min)

(Groups should be heterogeneous, mixing commanders and staff, mixing ranks. The purpose of this exercise is to identify events/issues which will occur during a year in your unit which will involve things ethical. This is primarily a list generation/sensitizing with discussion being limited to that necessary to clarify the ethical issue).

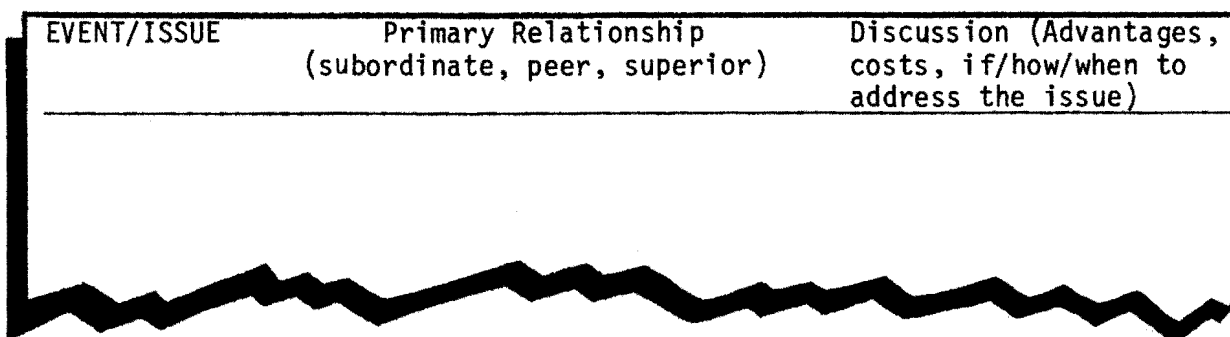
Report Out (large group) (15 min)

(Small groups report out, avoiding redundancy as much as possible).

Break (10 min)

Relationships/Action, discussion (small groups) (1 hour)

Commanders or other facilitators guide discussion, moving the events/issues identified on the time line exercise through primary relationships, (superior, peer, subordinate), advantages, costs, appropriateness of addressing this subject with other persons in the primary relationship, and how/when to address. The capture of this discussion on newsprint can probably be best accomplished as follows:

EVENT/ISSUE	Primary Relationship (subordinate, peer, superior)	Discussion (Advantages, costs, if/how/when to address the issue)
		

REPORT OUT (Large Group)

(15 min)

(Redundancy in reporting out can be precluded by various methods:

a. Commander visits each group and identifies events/issues recorded on newsprint which he wants presented.

b. One group can report on those issues/events whose primary relationship was with superiors, while another group reports on events whose primary relationship was with peers, etc.).

DISCUSSION, COMMANDER'S COMMENTS

(15 min)

(Commander facilitates open discussion on subject of ethics. Closes with emphasis on this being an on-going effort and invites feedback at any time on the workshop or on individual initiatives taken on ethical issues.).

The Personnel Administration Center Assessment Process

ROBERT W. HAYES, JR.
1LT, IN, 82nd ABN DIV

Ever since administration was moved from the company orderly room to the consolidated Personnel Administration Center (PAC), the battalions in my division have been seeking ways to enable the PAC to better handle the tremendous burdens placed on it. Not only is there a need for high efficiency within the PAC, but there is also a need for the PAC's mission and capabilities to be understood throughout the battalion. A constant problem within most battalions is a conflict between the PAC and the companies. Members of the PAC often feel that they are not getting adequate support from Company Commanders and 1SGs, and Company Commanders and 1SGs often feel the same about the PAC.

In November 1978, the Organizational Effectiveness Office of my division was asked by a battalion within the division to conduct a PAC Assessment to help determine the strengths and weaknesses of the PAC and recommend actions to be taken to improve it. I assisted in conducting the assessment. As the assessment took place, a successful process evolved which I feel is a unique form of the OE Process. Since the first assessment six PACs have been assessed, and there are many more which would like to be assessed. I feel the PAC Assessment Process would be extremely helpful to division level OESOs because it is effective, simple, economical in both time and cost, and it is greatly needed by the battalion Personnel Administration Centers. In the following paragraphs, I will go over the process step by step.

The first step is to meet with the Battalion Commander to explain the process and insure the assessment has his/her support. Next, the OESO meets with the Battalion Adjutant (S1) who has staff responsibility for the PAC. At this first meeting, the OESO should explain the process to the S1 and get a list of questions from the S1 which he/she feels would be good to ask the individual members of the PAC in order to determine the strong and weak areas. The OESO should already have some good questions to offer the S1, since coming up with good questions on short notice is not easy. A sample of questions that could be asked is attached.

The OESO next takes these questions and interviews each member of the PAC individually, to include the PAC Supervisor. The OESO asks the PAC member the questions and then writes down the response. The OESO must stress that in no way will the PAC member's response be held against that member. Each interview should take about 20 minutes, depending on the number of questions and the verbosity of the PAC member being interviewed. After the interviews are complete, the OESO should take a brief tour of the PAC work area, noting such things as the working conditions, quality and quantity of equipment, morale of the PAC members while at work, and the organization within the PAC. Finally, the OESO should ask the PAC Supervisor to draw a schematic of how the PAC is organized.

Next, the OESO takes the results of the interviews, his or her observations of the PAC work area, and the schematic of the PAC organization and analyzes them. From this analysis the OESO comes up with a PAC Assessment which has four parts: (1) Perceived Strengths and Weaknesses, (2) General Observations, (3) Interview Results (by question), and (4) a copy of the interview questions.

The next step in the process is to provide the results of the assessments to the Commander to determine what further action is needed. Generally (in all my assessments) a conference is needed. The two forms of conferences are (1) Internal and (2) External. If the major perceived weaknesses of the PAC are internal to the PAC organization, then an internal conference with only the PAC members and the S1 is needed. If, on the other hand, the major problem areas are perceived to be external to the PAC (conflict with Company Commanders, too much work from the Battalion Staff, etc.), then an external conference is needed. An external conference should be attended by the key personnel from the following: The PAC, the Battalion Staff (the Commander, Executive Officer, S1, and the CSM are a must), and each and every company (the Commander and 1SG).

Once the decision has been made as to the type of conference, the OESO and the S1 then determine when and where the conference should take place and the activities that should be conducted at the conference. The conference should take place outside the battalion area (NCO Club for example). Some activities that have proven effective for me are as follow: (1) Expectations Exercise; (2) Problem Solving Exercise; (3) Goal Setting Exercise; and (4) Responsibility Charting.

The expectations exercise consists of different groups listing expectations they have of other groups. This is effective for an external conference because it gives the key people in the PAC the opportunity to let the Battalion Staff and Companies know exactly what they expect and vice versa. The problem solving exercise takes the problems which were brought out in the assessment and assigns one or two of these problems to different groups at the conference to solve. The solutions the groups come up with for their assigned problem(s) should be in the form of the following action steps: "Who, Does What, By When?" This activity is good for both internal and external conferences. The goal setting exercise lets each individual (or group) come up with goals (specific not general) for the PAC. This activity is best for an internal conference because by letting each member of the PAC take part in setting goals for the PAC, the individual members are very likely to internalize the final product as their own and work hard to support it. Responsibility charting consists of listing all the functions of the PAC and then listing beside each function who has primary responsibility and who has secondary responsibility. This activity is best for internal conferences for it is effective in showing weak areas in the internal organization. The total conference should take three hours whether it is internal or external. Three hours usually allows time for two activities.

Once types of activities are determined, the OESO then prepares an agenda. The OESO should insure that this agenda meets the approval of the S1. Enough copies of the agenda should be made to insure that each conference attendee has a copy in his or her seat when he or she arrives at the conference.

The OESO should insure that the meeting facility is reserved well ahead of time and that all needed equipment is provided, such as butcher paper, magic markers, masking tape etc. The OESO should arrive at the conference location at least thirty minutes ahead of time to insure that the room is set up properly. "Murphy's Law" should be remembered and counted upon throughout this phase of the operation.

The OESO should not be in charge of or run the conferences. In the case of the internal conference, the S1 should run the show. The Battalion Commander or the Executive Officer should run the external conference. The OESO should be called upon to explain the OE Process and help with the exercises, but he or she should remain in the background throughout the conference, as much as possible.

Following the conference, all butcher paper solutions to the exercises should be turned over to the S1 so that he/she can come up with an implementation plan. At this point the OESO should terminate the PAC Assessment Process until it is time for the In-Process Review which should take place around six months after the conference. At this In-Process Review it will be determined if the ideas brought out in the conference were in fact acted upon. If they were, the review will serve to reenforce the OE Process. If the ideas were not acted upon, or the actions were wrong, the review will serve to encourage proper actions to be taken.

In conclusion, the PAC Assessment Process is merely (1) Interviews, (2) Conference, and (3) In-Process Review. It has been successful in the past, and by successful I mean the clients at the battalion level have given very positive feedback as to the improvements that can be attributed in a great part to this process. It is to be noted that at all times the OESO lets the PAC and the Battalion have ownership for the success or failure of the process. Also, the OESO must stress the positive as well as the negative throughout the process to insure that the members of the PAC do not become defensive. I highly recommend the PAC Assessment Process to other division level OESOs.

INTERVIEW QUESTIONS

INDIVIDUAL INTERVIEWS, PAC _____ BN

PERSON INTERVIEWED _____

RANK _____

DATE _____

1. Number of months: In PAC _____
 In HHC _____
 In Battalion _____
 In Division _____
2. Number of months left: In PAC _____
 In Division _____
3. What is your job?
4. Are you satisfied with your job? Why or why not?
5. How much of your job do you understand?
6. Who is your immediate supervisor?
7. Does your supervisor assist you when you have questions?
8. What are the strengths of the PAC?
9. What are the weaknesses of the PAC?
10. What one word describes your boss?
11. Do you get the word?
12. On a scale of 1 to 10 (10 being the highest) rate the PAC.
13. What are the goals or priorities of the PAC as you see them?
14. What is one word that describes the PAC?
15. Do you get credit from your boss on a job well done?
16. If you were PAC NCOIC, what one action would you take to improve the PAC?
17. Has the PAC improved much recently? Why or why not? Who is the person more responsible?

18. How is the morale in the PAC? Why?
19. Would you rather be doing another job in the battalion?
20. Do you believe the PAC concept works?
21. If you were the battalion SI, what changes would you make to improve the PAC?
22. Do you feel that you receive adequate cooperation from unit ISG's and Company Commanders?
23. General Comments.

Sources, Resources and Professional Development

Sources and Resources

- Murphy's Laws and Parkinson's Law have proved themselves to have wide application to Real Life. Here are a few more you might want to test.
- Berra's Law (Yogi Berra): You can observe a lot just by watching.
- Boren's Laws of the Bureaucracy (John H. Boren): (1) When in doubt, mumble. (2) When in trouble, delegate. (3) When in charge, ponder.
- Meskimen's Laws of Bureaucracies (John K. Meskimen): (1) When they want it bad (in a rush) they get it bad. (2) There's never time to do it right, but always time to do it over.
- Walter's Law of Management (Roy W. Walters): If you're already in a hole, there's no use to keep digging.
- Zymurgy's First Law of Evolving System Dynamics (source unknown): Once you open a can of worms, the only way to recan them is to use a larger can.

Loans to the Field

Ecology is a hot topic these days. If you've seen Morris Massey's film WHAT YOU ARE IS WHERE YOU WERE WHEN..., you might remember that he introduced his bicycle-spoke-stomping episode by saying that bicycles appeared on his campus "on a wave called ecology." Ecology might be termed doing more with less. Or improving what we do without spending a mint doing it.

That's what the OEC&S Library service of "loans to the field" is all about. In one central location we have gathered OE/OD resources and we make the book collection available to practicing OESOs in the field.

The OE RESOURCE BOOK (RB 26-2) is the main index to these resources. Granted, it lists audiovisual materials, periodicals and instruments that we're not equipped to loan out. Those listings are for your information in developing your own internal collections. We are equipped to loan all books in our collection. And that's where we contribute to ecology.

If you have a one-time need for some information and you don't find it close at hand, why not use the OEC&S Library "loans to the field" service? If you have only a general subject area need and don't know specific authors or titles, we'll do our best to supply you with appropriate information.

On the next page is a request form that you can copy as you need it. If time is short, call the Library on Autovon 929-7228.

Lynn
Librarian, OEC&S

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

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Professional Development

An Experience: Harvard and Organizational Effectiveness

Dr. Jerry M. Eppler
Staff & Faculty, OEC&S

Would you believe that Harvard is teaching OE to Presidents, Vice Presidents and General Managers of major corporations like Westinghouse, Exxon, Honeywell, Time Incorporated, and many other large corporations within the United States and Europe. Dick White and I made sure the Harvard faculty understood that the term OE came originally from the US Army!

The primary teaching method was the case study approach and it was very effective. Now, I would like to mention some changes in my own personal growth. I went to school with my peers from 8:00 AM to 5:00 PM, six days a week, and did my homework from 7:00 PM to 1:00 AM. I learned about case analysis, macro systems, interventions, how to read corporation financial statements (my checkbook has not been balanced for 21 years), and generally hard core management consulting strategies geared toward the systems and consulting arena of OE. That, my friends, represents change for a 100% process oriented consultant. Not once during this seminar could I ask how anyone felt!! My reputation has been clouded. However, I plan to come back strong under the guise of "spiritual power" and "psychic consulting". Look for a new format regarding individual week.

Seriously, I was very impressed with the quality of instruction and the personal and professional nature of the professors. The content areas included Organizational Design, Interpersonal Process (nothing like I teach), Organizational Change, Human Resources and the concept of community. Via the case study method, we learned about the concept of "integrators". That's another word for OESOs in the civilian community. They emphasize the use of the integrator in large organizations, i.e., Exxon with top management. The bottom line is civilian consultants are emphasizing macro systems interventions dealing with top management. The faculty also placed a great deal of emphasis on organizational transitions and what happens to people during the process. As you well know, the potent variable regarding people during any change is pain. What I, as an OE consultant, am focusing on is the notion of adaptability and emphasizing the people's capacity to be committed to the organization during significant changing times.

The class also spent some time discussing "support systems", and a notion that I advocated four years ago again surfaced in the right hemisphere of my brain. The idea is to simply create consulting cells within specific geographical locations around the world ... eight to ten OESOs

would work out of these mini consulting firms rather than placing one OESO in a Division and two more OESOs in Army schools. As a center and school, we need to proactively develop support systems for our people.

Let me paint a picture of an ideal consulting cell/mini consulting firm in the field. For example, at Fort Lee there are four OESOs and one OENCO. Presently, the consolidated OESO firm receives operational guidance from the CG semi-annually. This guidance is applied to the client load resulting in work tasking/priorities for the above mentioned timeframe. For the next six months, the LOG Center would have priority for consulting-type activities, and the QM School will have priority for transition workshops due to projected key management turnovers. This type of operational guidance allows the command to input priorities resulting from their understanding of the broad organization spectrum. It also allows the OESO flexibility in tailoring the program for maximum impact. Under this concept, the centralized office services the entire community with certain OESOs being tasked as primary interface with various organizational elements. For example, the OESO assigned to ALMC would become another member of the consulting firm at Fort Lee. ALMC would, of course, have priority input for his services. His responsibilities would be as follows: He would be the prime mover for establishing personal relationships (credibility) with the commander/staff at ALMC. His job would include the tailoring of specific OE programs for that organization's specific needs. The consolidated office would reinforce his efforts by providing additional OE manpower on those projects requiring more than one OESO. MAJ Joe Riley states the same concept can be applied Army-wide, including European commands. It is designed to maximize synergistic effects characterized by successful OE programs.

In summary, our Center and School will become stronger by developing a series of OE meccas throughout the world...In my opinion, OE will not survive if OE is not where the action is and that's "where the rubber meets the road" (that's a term I learned at OEC&S) which is, of course, where the troops are. Isolation is our worst enemy in this respect. This notion was supported by presidents and vice presidents from major corporations throughout the United States. They related having experienced placing one or two consultants here and there and paying a big dollar price for it in terms of "burn-out". Their feedback strongly supports the idea of building consultant communities throughout the Army system. MAJ Jim Gesner is currently staffing a cell concept similar to the one I have just illustrated.

My experience at Harvard was valuable in two respects: I realized that a personal power advocate could actually learn something from management; and it became clear that I am dust and into dust I shall return.

Professional Development

The American Management Associations

-A Rewarding Experience

MAJOR ERNIE LENZ
TRAINING DIRECTORATE
OEC&S

The purpose of this article is twofold. First, I would like to tell you about a specific American Management Associations (AMA) course that I recently attended and to suggest to you some ideas acquired in that training that may be of use to OESOs in the field. The second purpose is to suggest that you might find the AMA a rich source for your own professional development.

The particular course that I attended was titled "Improving Your Managerial Effectiveness". The course is designed to assist registrants to improve their individual effectiveness. This goal is accomplished by a series of self-analysis exercises and by participation in small group tasks that are managerially oriented. The course also includes presentations on behavioral science theories relating to improving managerial effectiveness. The emphasis on improving individual management skills suggested many techniques that OESOs could adopt to their own operations since Organizational Effectiveness begins with Individual Effectiveness. While the course employed many of the same methods that are used to train OESOs, much of the instrumentation and many of the actual techniques were new to me.

Perhaps the most striking of the new techniques was our exposure to the work of Dr. Max E. Kostick; especially his perception and preference inventory ("The Kostick PAPI"). The PAPI measures twenty traits consisting of ten needs and ten roles. This self description inventory provides rich data for an ongoing dialogue between the person filling out the PAPI and his or her supervisor or peers. Important human and work characteristics can be raised and verified in this dialogue which can be used to address real problems in the work setting. Some of the problems that can be addressed are inappropriate self-perceptions that act as barriers to interpersonal relations, incompatibilities between a person's perception of self, work requirements, and the organizational climate, resistance to change within the person and the organization that limits growth and productivity.

The PAPI can also be used in a group setting to examine various interpersonal relationships that impinge on Organizational Effectiveness. An immediate application that comes to mind is the use of the PAPI to promote dialogue between the participants of a Transition Operation.

The OEC&S is presently studying the feasibility of having personnel trained in the use of the PAPI and the incorporation of the instrument into the OE armamentarium. I will report on the outcome of this study in a future Communique article.

Another valuable technique used in the seminar was an "in-basket" situation. For those of you not familiar with this term, the exercise consists of assuming a managerial position due to some "emergency" and then having to make decisions based on limited information supplied by memos, letters and other papers in an "in-basket." The particular exercise used in this instance provided a number of varied and interlocking administrative problems. An In-Basket exercise is incorporated into many assessment centered operations both for selection and development. An OESO in the field may want to look into the use of this technique for his or her operations.

Many additional techniques were presented in this seminar. Among these were ways to deal with managing conflict and change constructively, to understand organizational dynamics, and to develop subordinates for improved performance.

The instruction was of the highest caliber. The trainer for this session was Dr. Robert F. Pearce. Dr. Pearce is Professor of Behavioral Sciences in the Boston University School of Management. A unique part of Dr. Pearce's background is that he had been a Personnel Director and Director of Management and Organizational Development. Thus, he was able to provide practical "how-to" experience along with theory. Dr. Pearce is the author of a number of publications including "How to Recognize Executive Ability When You See It" and "Developing Engineers into Executives."

One of the most reinforcing features of an AMA experience is the opportunity to meet and interact with your fellow registrants. This particular seminar drew persons from all types of companies and at all levels of responsibility who wanted to compare their leadership effectiveness with professional management concepts. All of the forty-some registrants appeared to be winners in their own right. They ranged from the vice president of a banking complex to highly successful sales and production managers to persons recently promoted to managerial responsibilities. An international flavor was provided by registrants from several foreign nations. This was an excellent opportunity to compare and contrast management philosophy and styles.

The American Management Associations offer courses throughout the nation. The course I attended was at AMA Headquarters in New York City. The Big Apple provided an exciting background for the study of management. The AMA does everything possible to assure a good learning experience. Every detail is carefully considered and attended to by the staff. An especially valuable feature is the on-site luncheons that offer an excellent opportunity to get to know other registrants even better.

In addition to the resident courses, the AMA offers a path to professional enhancement via their Extension Institute. The Institute offers a series of management courses. These are highly sophisticated and are patterned after the case method of instruction used at major graduate business schools. The self-study courses range from Transactional Analysis for Managers to Quantitative Aids for Decision Making. A feature that might be of great interest to OESOs in the field is the certificate in Business Management Program. This program is designed for those managers who seek proficiency in the duties of a top-level executive.

Information about any of the AMA offerings can be obtained by writing to:

American Management Association
135 West 50th Street
New York, New York 10020

Perhaps they have just the Professional Development Program you are looking for!

Professional Development

The University of Michigan

LTC WILLIAM R. FISHER
FACULTY OECS

The purpose of this article is to inform you of some of the concepts, ideas and organizational development techniques that I obtained from a University of Michigan Management Seminar on Organizational Development.

The main objectives of the seminar were to provide:

1. An understanding of the underlying theory of organization change and intervention.
2. Presentations of varied approaches and technologies of Organizational Development by practicing consultants. Faculty included: Charles Bisanz, Philip Mirvis, Jay Nisberg, Ernesto Poza and James Shonk and instructors from the Institute for Social Research.

The following ideas may help you update or broaden your skills in this rapidly changing field.

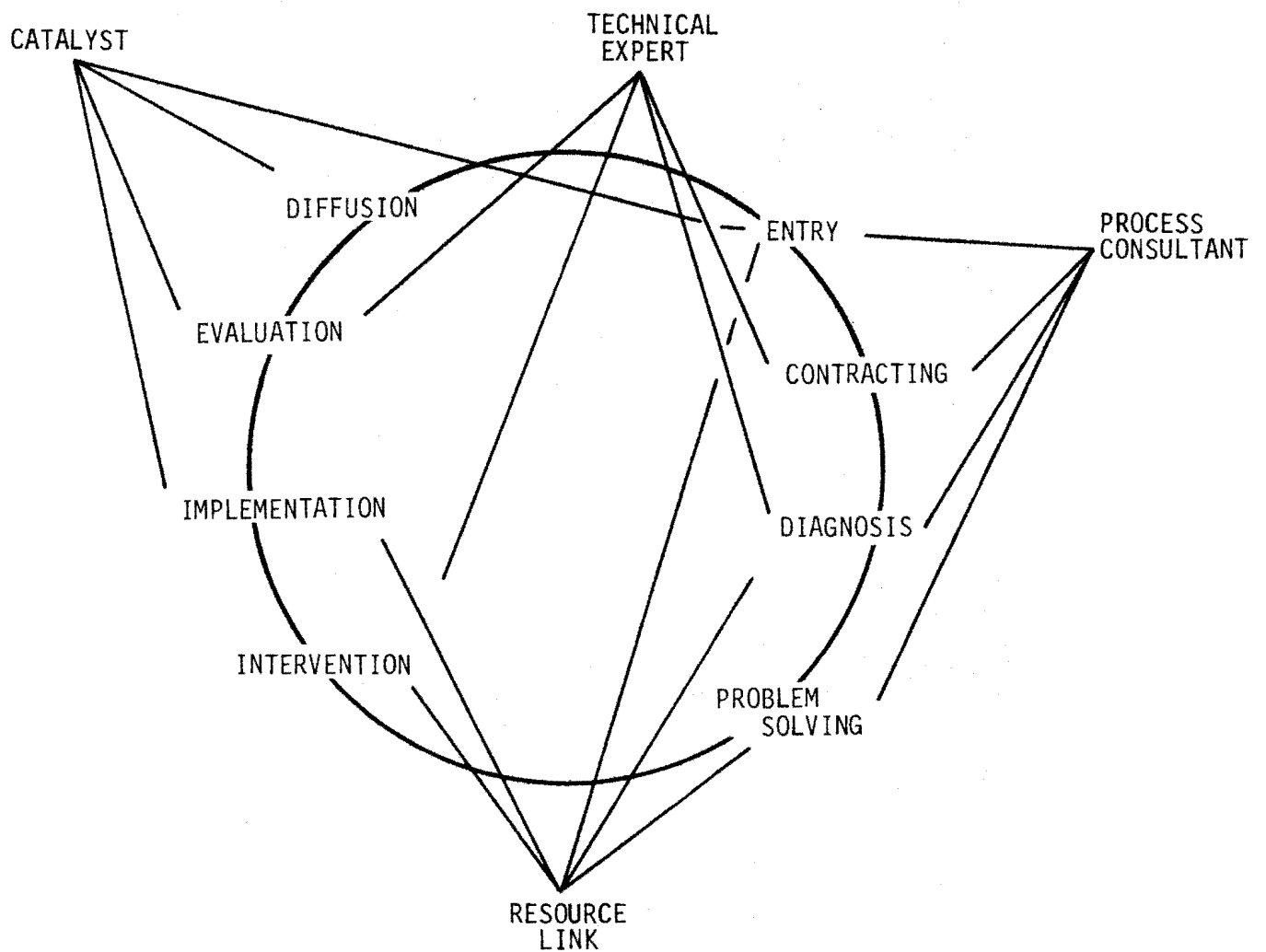
Entry and Contracting

Their view of Entry and Contracting is about the same as we teach at the Organizational Effectiveness School. However, there are some additional points to keep in mind.

- (1) The entry of a new person into a social system always poses some degree of threat. The more closed the system, the more the threat.
- (2) As you enter you have your first opportunity to influence the nature of your relationship with the client. NOTE: Some consultants feel that entry is an implementation.
- (3) Perhaps a better way to enter an organization is to establish a liaison committee from various levels in an organization. This technique has been successful in large organizations.
- (4) In large organizations consider entering at mid-level or lower levels in a system then keep the boss informed with briefings or progress reports.
- (5) Contracting is more than just defining expectations and roles BUT, specifying the scope of the change effort and future programs to bring about change is critical.

Consultant Roles

An interesting model that illustrates consultant roles is presented at Figure 1.



Change Agent Roles in OD

Figure 1

The major idea is that it may be important to change your role during phases of the operation and to plan to diffuse Organizational Effectiveness within the total organization e.g. to disseminate the results, establish a strategy for entering other subsystems and diffusing Organizational Development throughout the system. In my view most OESO's fail at evaluation and diffusion.

ORGANIZATION DIAGNOSIS.

Three major ideas are worth noting:

(1) Surveys are extremely helpful and brief surveys looking for specific information can be very effective. The GOQ is fine, but there are many surveys that are now available. For example, reenlistment, stress, worker perceptions, group processes, leadership, etc.

(2) I know that everyone has a systems model (remember K & R) or some diagnostic framework. The model at Figure 2 may be useful. It provides direction and relationships that I find useful and managers can understand the fit between boundaries.

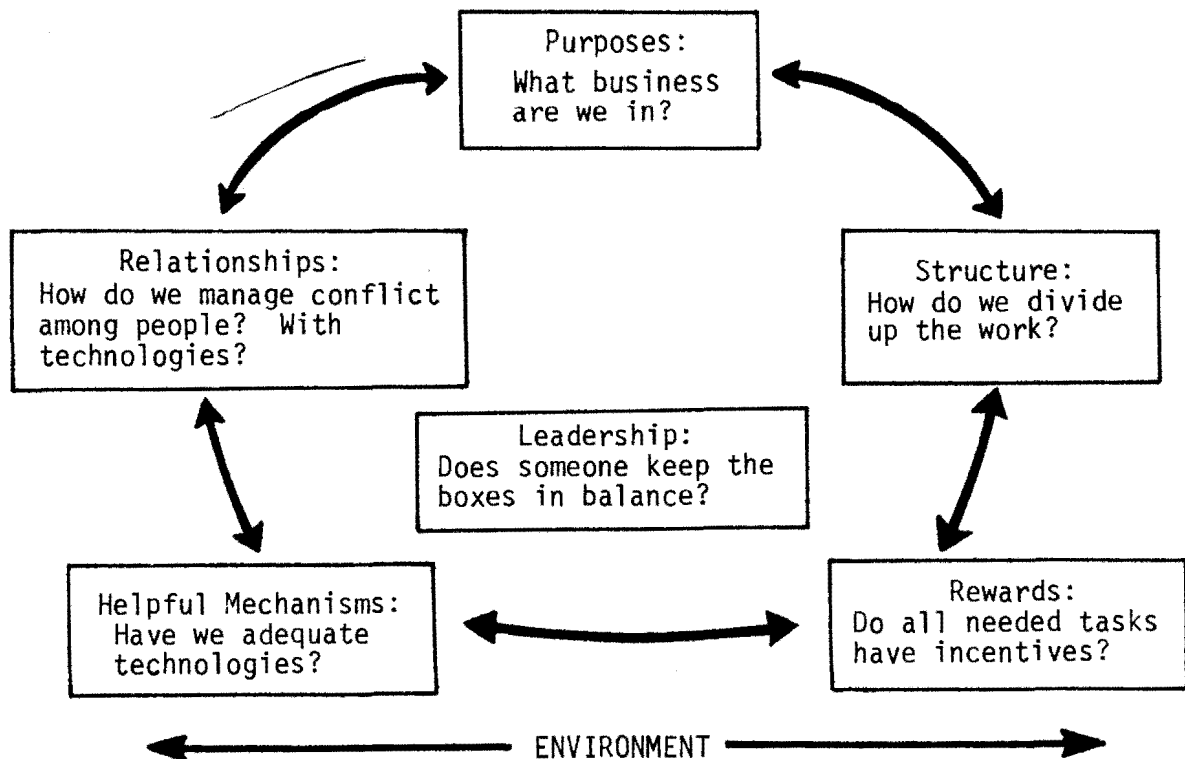


Figure 2. The Six-Box Model
by Marvin Weisbord

(3) The following model (Figure 3) is extremely effective in working at organizations or team building. The idea is that you must start with structure, then goals (what), Rules (who), procedures (How) are then interpersonal. If the above list is not followed as listed then working interpersonal issues is a waste of time. Also issues need to be addressed on a Lateral level, not just vertical. I have found that the more the coordination across an organization the better.

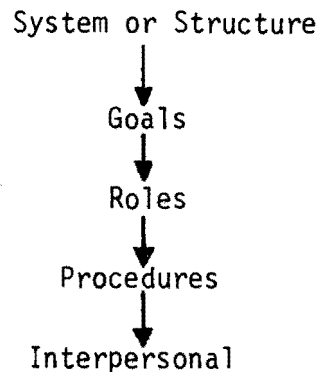


Figure 3. System Levels model for Large System Change

The ideas presented here were provided by Ernesto J. Poza, a consultant in private practice. He states that:

"As professional large system change consultants we cannot afford to consider all organizational categories nor to weigh them all equally. Some categories are undoubtedly worth more study than others. We need to ask the right questions or what we find may not be all that important to the specific situation. What follows reflects what, from my large system change experience, I consider key categories to look out for in diagnosing an organization."

"Organization development has traditionally supported the assumption that the "fit" between individual and organization can be improved in most work places. Much organization development methodology has aimed at creating opportunities for people to increase their competence and self-esteem while enabling the organization to do a better job of producing goods and services. Open systems theory and some of Lawrence and Lorsch's work while not minimizing the need for individual-organization fit emphasize the need for organization-environment fit; after all, they argue, the organization cannot do a better job without knowing clearly what job it should do to meet a need in its environment."

"Two key elements to diagnose in large system change then are organization-environment "gap" and the individual-organization "gap". In determining these "gaps" there are three system levels I am primarily concerned with: individual, group/team, and organization. Unlike personal development or management development where the individual system is the focus of any diagnosis and intervention, large system change efforts present a complex array of possibilities and consequences in all three system levels and their environment."

"It is important in diagnosing such a system then to bound the focal system, determine its system level and while focusing the diagnosis at that system level bring into the "radar screen" adjacent system levels. (See Figure 4).

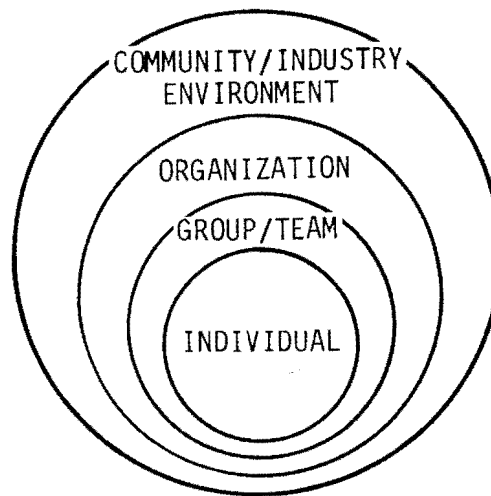


Figure 4.

Or put a little differently, once the system level has been determined (e.g., a consumer electronics division of a large corporation is an organization level system) I go one system level up and one system level down and include a look at those levels in my diagnosis. (In the case of the consumer electronics division I would include the environment-headquarters office, competition, etc. and the group/team level-top management team of the division, as foci of the diagnosis).

Mr. Poza concludes that it is variances ("gaps") in performance or effectiveness that will usually trigger the request for a diagnosis. Given such a variance, there are at the various system levels key action levers I consider for intervention: Other consultants feel that it is dissatisfaction or pain that triggers a request for Organization Effectiveness.

At the individual level

If performance, output or results present a "gap" with the organization's goals, consider:

1. Task variety on job.
2. Job wholeness (including related, auxiliary and preparatory tasks).
3. Clear standards and feedback on results vs. standards available to the individual from a) the job itself; b) the supervisor.
4. Job is commanding of respect and status in company and/or community.
5. Rewards (intrinsic and extrinsic).
6. Career potential and personal development associated with the job.
7. Control, influence, power over the significant variables on that given job.
8. Environment: relevant groups, organization, other individuals, family and community.

At the group level

If performance, output or results present a "gap" with the organization's or the individual's goals, consider:

1. Task interdependence.
2. Goal Clarity.
3. Commitment to goals and to team effort.
4. Role clarity.
5. Rewards: conducive to group or individual effort?
6. Conflict management and resolution - how are disagreements handled? Are boss practices challenged, confronted?
7. Meeting effectiveness.
8. Decision-making.
9. Involvement, participation.
10. Energy and participation.
11. Environment: individuals, organization, community.

At the organization level

If results (productivity, sales, profit and loss, etc.) present a "gap" with environmental demands (from suppliers, customers, competition, etc.) consider:

1. Purposes: what business are we in?
2. Direction strategies.

3. Goals: output
4. Structure: how does work get done?
5. Rewards.
6. Helpful mechanisms: coordination and feedback methods; e.g. policies and procedure, management information systems, meetings, budgets.
7. Relationships.
8. Leadership and management.
9. Environment: government, competition, unions, suppliers, customers, headquarters.

Team Building

There is a tremendous amount of material on team building. However, the following strategies or type of approaches used by teams, written in an entertaining way may be of use to you. I simply hand this format to a team and ask them to pick one or two, then proceed to build the team to be more effective. The material presented here is by James H. Shonk.

STRATEGIES FOR TEAM DEVELOPMENT by J. Shonk.

Type of Approaches:

- A. "Religious": given enough time, things will work out

let's take a "retreat"

Pros/Cons (notes):

- B. "Submarine": put in a limited, constrained, and controlled environment for a long period of time, conflicts will surface and get worked through

Pros/Cons (notes):

- C. "Red Cross": infusion of new blood (personnel)

Pros/Cons (notes):

- D. "Status of Liberty": Training/Personnel says 'send all your weak and weary'

individual education

Pros/Cons (notes):

- E. "Educational": let's learn how to do something as a group
create classroom/educational climate for team
as a whole

Pros/Cons (notes):

- F. "Task-Oriented": let's focus on the "nitty-gritty"
let's fix our mistakes
get results - then reflect on why, how

Pros/Cons (notes):

Managing Organizational Development and How to be Successful.

The following ideas listed here were presented by Jay N. Nisberg. Jay has some useful ideas on what an Organizational Development survival kit might work like:

1. Start where the client is - not where you are.
2. Focus on organization problems - not on selling an overall Organizational Development project.
3. Be action oriented versus theoretical.
4. Obtain a solid theoretical background, but don't make that the basis for relationship with managers.
5. Be able to provide change designs. (Here is where the OESO can recommend)
6. Insist on evaluation.
7. Think in terms of phases. (Stop and rethink points.)
8. Be a straight arrow - when you get manipulative, you are dead.
9. Build open, trusting and congruent relationships.
10. Be willing to confront - anybody.
11. Be prepared to bail out versus selling your soul.
12. Keep an updated resume handy!!

At Figure 5 is an example of how to record your Organizational Effectiveness work effort. You might find this simple technique very useful in justifying what, when and who is doing the work in your office.

O.E. PROJECTS

Elements Units	Diagnosis	Manpower	Change to be Introduced	Target Population Focus	Organization Responsibility	Results Indica- tors	Time Estimate	Limits
C. Co 157 Eng	GOQ Survey Fba to People	2 OESO's	Team Building	PLT Leaders	Set up Meeting Facilities	Reduce Conflict	6 months	Non-voluntary basis. No technical changes structured
2d Bde	GOQ Survey Fba Interviews	2 OESO's	Structure Goals	Bde Staff	Rooms	Attain goals	1 year	Voluntary No external groups
Hospital	Interviews	1 OESO	Stress Reduction	Nurses	2 days Per Month	Lower Illness rate	Continues On-going No Time	Voluntary basis

Figure 5.

In sum, Michigan has an excellent Organizational Development program. It is hoped that the ideas, techniques and models presented here, will be helpful. If you have any question give me a call or write. As I continue to teach, attend professional development and consult, I'm finding that an effective consultant is one that keeps updating him or herself on new skills in this rapidly changing field. I'm also aware of the need to have a model for increasing motivation for change commanders need data and the OESO must help him or her to recognize the problem(s) and then take action. Equally important is vision building. The commander needs your education. He can use these techniques to manage. This helps the client to see possible future ideas. In the future I plan to concentrate on helping commanders develop training programs around the data presented after assessment and help him evaluate and diffuse Organizational Effectiveness within the entire command. For me MARCO planning and Organizational Effectiveness in Combat (managing stress) is the next step.

Finally, I strongly recommend that you read Failures in Organization Development and Change: Cases and Essays for Learning-Editor - Philip H. Mirvis. This new book will provide you with a wealth of useful information.

Rosters

TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS CENTER AND SCHOOL
TELEPHONE DIRECTORY
1 OCTOBER 1979

AUTOVON: 929-XXXX

TITLE	NAME	PREFERRED	OTHER NUMBERS		
<u>OFFICE OF THE COMMANDER</u> ATXW-RMA BLDG. 2843					
Commander	COL Golden	5919	4882	2606	
Executive Officer	LTC(P) Van Eynde	5919	4882	2606	
Command SGM	SGM Hewitt	5919	4882	2606	
Secretary	Ms. Spry	5919	4882	2606	
Human Resources Manager	LTC Bradford	7058	6014	6019	
ARI Liaison Officer	Dr. Otto Kahn	2606	4882	4716	
<u>OPERATIONS AND SUPPORT DIRECTORATE</u> ATXW-RMA-OS BLDG. 2843					
Director	LTC Sheffield	5919	4882	2606	
Operations Officer	MAJ Armour	3549	2775	7297	4716
Operations Clerk	SP5 Suafoa	2775	7297	3549	
Admin Officer	Ms. Chinn	3549	2775	7297	4716
Word Processor	Ms. E. Greene	3549	2775	4716	
Word Processor	Ms. Riley	3549	2775	4716	
Word Processor	Ms. McClain	3549	2775	4716	
Budget Analyst	Ms. Joe	6797	7911		
Supply Technician	Ms. D. Green	7911	6797		
NCOIC	MSG Tufono	3549	2775	7297	4716
Unit Clerk	SP5 Smith	3549	2775	7297	
Sidpers Clerk	SP4 Donaldson	2775	7297	3549	
Clerk/Driver	PFC Paxston	3549	2775	4716	
Maintenance Engineer	Mr. Baker	3549	2775	4716	
<u>EVALUATION DIRECTORATE</u> ATXW-RMA-E BLDG. 2843					
Director	LTC Watt	4574	4312	6013	
Secretary	Ms. Moorehead	4574	4312	6013	
NCOIC	SFC Cudger	4574	4312	6013	
Chief Design/ Collection Division	MAJ Cooper	6013	4312	4574	
Evaluation Officer	CPT Plourde	4574	4312	6013	
Computer Programmer	Mr. Nolan	4574	4312	6013	
Chief Survey & Measure Division	Mr. Savard	4574	4312	6013	
ORA Officer	CPT Mitchell	4574	4312	6013	

TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS CENTER AND SCHOOL
TELEPHONE DIRECTORY

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TITLE	NAME	PREFERRED	OTHER NUMBERS
<u>TRAINING DIRECTORATE</u> ATXW-RMA-T BLDG. 2844			
Director	LTC Fisher	3519	4021
Secretary	Ms. Crouch	2889	3588
Clerk Typist	SP4 Brown	3588	4021
Librarian	Ms. Herrick	7228	6075
Instructional Material Specialist	SP4 Jones	4021	3519
Training Officer and PreCommand Course Coordinator	LTC Bahm	3519	4021
Chief, Individual Skills Division	MAJ Lenz	3619	4021
Training Officer	Dr. Guido	2889	4021
Training Officer and Human Resources Manager	Dr. Eppler	3588	2889
Training Officer	Dr. Milano	2889	4021
Training Officer	MAJ Hatler	4021	2889
Training Officer	CPT M. Hawks	3588	4021
Training Officer	CPT Pieret	4021	3519
Training NCO	MSG Svestka	4021	3519
Training NCO	SFC Pierre	3588	2889
Training NCO	SFC Morris	4021	3519
Training NCO	SFC Belasto	4021	3519
Chief, Consultant Skills Division	Mr. Goodfellow	4021	2889
Training Officer	LTC Berg	4021	2889
Training Officer	MAJ Fowler	4021	2889
Training Officer	MAJ James	3796	4675
Training Officer	MAJ Smith	3519	4021
Training Officer and Key Manager Course Coordinator	MAJ Kniker	3519	4021
Training Officer	Mr. McDuffy	2889	4021
Training Officer	CPT(P) Langford	4021	3519
Training NCO	SGM Cato	4021	3519
Training NCO	SFC Konarik	4021	3519
Training NCO	SSG Dunn	4021	3519

TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS CENTER AND SCHOOL
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PAGE 3

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Director	LTC Pike	7886	7885	7108	7106
Secretary	Ms. Voorhees	7886	7885	7108	7106
Chief, External Operations Division	LTC Looram	7886	7885	7108	7106
Project Officer	MAJ Rodier	7886	7885	7108	7106
Project Officer	CPT Duke	7886	7885	7108	7106
Chief, Concepts Division	MAJ Jackson	7886	7885	7108	7106
Project Officer	CPT Price	7886	7885	7108	7106
Project NCO	SFC(P) Bartlett	7886	7885	7108	7106
Sociologist	Mr. Stanchfield	7886	7885	7108	7106
Chief, Research Division	(Proposed)				
Officer	(Proposed)				
Officer	(Proposed)				
Project Officer	(Proposed)				
<u>TRAINING DEVELOPMENT</u> ATXW-RMA-TD BLDG. 2864					
Director	Dr. Spehn	7058	6014	6019	7059
Secretary	Ms. McKinney	7058	6014	6019	7059
Chief, Curriculum Development	LTC Bradford	7058	6014	6019	7059
Project Officer	MAJ Speed	7058	6014	6019	7059
Project NCO	SSG McGuire	7058	6014	6019	7059
NCOIC	SFC Hines	7058	6014	6019	7059
Chief, Literature and Media Division	MAJ Rock	7058	6014	6019	7059
Visual Information Specialist	Mr. Brown	7058	6014	6019	7059
Writer/Editor	Mr. Britsch	7058	6014	6019	7059
Writer (Proposed)					
Chief, Analysis Division	MAJ White	7058	6014	6019	7059
Project Officer	CPT Sims	7058	6014	6019	7059
Education Specialist	Dr. Ferrier	7058	6014	6019	7059

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FT EUSTIS, VA 23604

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FT BLISS, TX 79916

BACHMAN, RICHARD J. SSG
HQ 72D FA GP
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BROWN, MELTON L. SFC
HHC 3RD LOGISTICS SUPCOM
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APO MIAMI 34007 (CANAL ZONE)

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CRAWFORD, CLOYCE D. II SFC
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ENNIS, JAMES R. SFC
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SAN FRANCISCO, CA 94129

FURTH, DONALD E. SGM
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GRAHAM, THOMAS A. MSG
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GRAVES, PERRY G. SFC
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FT BENNING, GA 31905

GREEN, WARREN D. SFC
HHT, 11TH ACR
APO NY 09146 (GERMANY)

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MANLEY, JOHN R. PSG(P)
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MARSH, BEN JR. SGM
HQ 82D AIRBORNE DIV
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MASSIE, JERRY SFC
HHT 6TH CAV BDE
FT HOOD, TX 76544

MAURICE, NORMAN W. SSG
USA AVN CEN
FT RUCKER, AL 36362

MCGRONE, JAMES L. 1SG
USA INF, SCHOOL OE
FT BENNING, GA 31905

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PAQUETTE, JOHN SGM
HHC 9TH INF DIV
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PETERSEN, MILTON A. SGM
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PIERRE, LOUIS SFC
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HQ SPECIAL ACTIVITY
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SCOTT, CORNELIUS D. SGM
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WEST, LONNIE E. SFC
CO A 1ST BN USAICS
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HUMAN RESOURCES DIV (DPCA)
FT SHAFTER, HAWAII 96858

OESO COURSE

3-79

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OFFICIAL
DISTINGUISHING CREST
FOR
USA ORGANIZATIONAL EFFECTIVENESS
CENTER AND SCHOOL

BLAZON

SHIELD: Per pale azure and gules, a fess dancetty to chief and wavy in base argent above a mullet of eight rays of the like; on a chief of the last a lamp of knowledge vert, flammant of the second.

MOTTO: On a blue scroll, doubled white, the following inscription in white letters:
"A MORE EFFECTIVE ARMY."

SYMBOLISM

Red, white and blue are the National colors. Red is also the color for action and leadership, blue refers to courage and fairness, and white alludes to knowledge and perception. The lamp of knowledge is a traditional symbol for a place of learning, and green is the color of "Academia." The divided field is indicative of the emphasis on the practical application of management and the behavioral sciences. The rays of the star, a symbol for guidance and effectiveness, relate to the specific training aspects in the areas of unit efficiency and effectiveness through better use of human resources, team building, survey feedback, communications training, group problem solving, job enrichment, design and conduct of unit leadership and management training activities. The fess, indented at the top and wavy in base, alludes to the rugged hills and wavy plains of Fort Ord, home area and present location of the training center.



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