

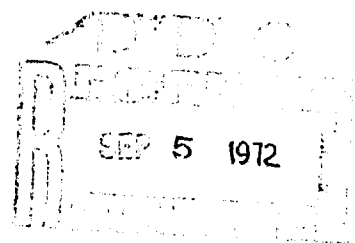
AD 747655

TECHNICAL REPORT

August, 1972

IMPROVING ORGANIZATIONAL FUNCTIONING: AN ANNOTATED
BIBLIOGRAPHY OF THE ORGANIZATIONAL DEVELOPMENT LITERATURE

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DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY (Corporate author) Institute for Social Research University of Michigan		2a. REPORT SECURITY CLASSIFICATION Unclassified	
2b. GROUP			
3. REPORT TITLE Improving Organizational Functioning: An annotated bibliography of the Organizational Development Literature			
4. DESCRIPTIVE NOTES (Type of report and, inclusive dates) Technical Report October 1, 1971 to October 1, 1972			
5. AUTHOR(S) (First name, middle initial, last name) Jerome L. Franklin			
6. REPORT DATE August 1972		7a. TOTAL NO. OF PAGES 193	7b. NO. OF ILLS
8a. CONTRACT OR GRANT NO. N00014-67-A-0181-0013, NR 170-719/7-29-68 6. PROJECT NO (Code 452)		9a. ORIGINATOR'S REPORT NUMBER(S)	
c d		9b. OTHER REPORT NO(S) (Any other numbers that may be assigned this report)	
10. DISTRIBUTION STATEMENT This document has been approved for public release and sale; its distribution is unlimited			
11. SUPPLEMENTARY NOTES		12. SPONSORING MILITARY ACTIVITY Office of Naval Research, Group Psychology Program	
13. ABSTRACT An annotated bibliography including subject and author indices is provided. The books and articles annotated herein cover a wide range of issues related to efforts aimed at improving organizational functioning.			

14 KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Change						
Communications						
Conflict/Conflict Resolution						
Diagnosis/Evaluation						
Feedback						
Group Development						
Group Processes						
Instrumentation						
Laboratory Training						
Leadership						
Management						
Motivation						
Organization						
Participation						
Problem-Solving						
Resistance to Change						
Sensitivity Training						
Socio-Technical Systems						
Survey Feedback						
T-Group						
Team Building/Development						
Training						
Transfer of Training						
Values						

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S/N 0101-307-6821

INTRODUCTION

The purpose of this bibliography is to assist interested persons gain access to materials relevant to efforts aimed at improving the functioning of organizations. The focus of the books and articles included is on the human aspects of organizational functioning. The term *organizational development* is often associated with such efforts in this area.

Included are works presenting (a) theoretical statements, (b) empirical analyses, (c) conceptual formulations, (d) case studies, and (e) descriptions of techniques commonly used in organizational change efforts.

Abstracts of each book and article contain summary descriptions of the major ideas and a listing of major topics. Table of Contents are listed for books and, where relevant, the abstract also includes a listing of contributing authors. Following the abstracts, author and topic indices are provided.

Alderfer, C.P. The organizational syndrome. *Administrative Sciences Quarterly*, 1967, 12, 440-460.

A study in one organization focuses on the effects of job enlargement on satisfaction. *"The major findings were: (1) Satisfaction with respect from superiors decreased as job complexity increased and as seniority increased. (2) Satisfaction with use of skills and abilities increased as job complexity increased."* Two explanations for the breakdown in superior-to-subordinate relationships are suggested. The first is that more complex jobs require levels of interpersonal competence not reached in the organization studied. The second explanation is that rapid growth and technological change results in career anxiety which puts strains on the superior-to-subordinate relationship.

TOPICS

- Job Enlargement
- Organization Growth
- Satisfaction
- Superior-Subordinate Relationships
- Technological Change

Alderfer, C.P. Organizational diagnosis from initial client reactions to a researcher. *Human Organization*, 1968, 27, 260-265.

Meetings were held with key organizational managers to discuss a field study in which organizational members were to participate. Behavior of the managers was used to predict behavioral (attendance at future meetings) and attitudinal (satisfaction with respect by superiors) differences in subordinates. Four types of managers were distinguished on the basis of the presence or absence of "threat" and "fantasy". The types are distinguished as follows:

<u>Type</u>	<u>Threat</u>	<u>Fantasy</u>
Pilot	Present	Present
Producer	Present	Absent
Checker	Absent	Present
Leveler	Absent	Absent

Attendance of subordinates at the first meeting was found to be related to perceived threat by the manager. Where threat was judged as being absent (Checker and Leveler) attendance was greater than where it was judged to be present (Pilot and Producer).

Satisfaction with respect by superiors was found to be related to fantasy. Departments headed by supervisors exhibiting fantasy (Pilot and Checker) were less satisfied with respect by superiors than those in which the supervisor did not exhibit fantasy (Producer and Leveler).

The author suggests that this study supports the notion that organizational resistance can be determined from initial interactions between the researcher and members of the organization to be studied.

TOPICS

Diagnosis/Evaluation
Fantasy
Resistance to Change
Threat

Anderson, J. Giving and receiving feedback. In G.W. Dalton, P.R. Lawrence, & L.E. Greiner (eds.), *Organizational change and development*. Homewood, Ill.: Irwin-Dorsey, 1970, 339-346.

Suggestions are presented for the use of feedback in a team laboratory. When giving feedback, the following criteria should be met to maximize its usefulness: (a) an intent of helpfulness should be present; (b) it should be given directly and with real feeling in an atmosphere of mutual trust; (c) descriptive information is preferable over evaluative feedback; (d) it should be specific and supported by clear and recent examples; (e) it should be given when the receiver is ready to accept it; (f) it should be checked with others to insure its validity; (g) it should include only things over which the receiver has some power to change; (h) it should be limited by what the person receiving the feedback can handle at any given time.

When receiving feedback one should (a) try not to be defensive; (b) try to help find relevant examples to clarify the point; (c) be sure he understands by summarizing what has been said; (d) explore feelings about the feedback; (e) reserve the right to evaluate and act upon the feedback.

TOPICS

Feedback
Team Development Laboratory

Argyris, C. *Personality and organization: The conflict between system and the individual*. New York: Harper & Row, 1957.

CONTENTS

1. Basic assumptions and viewpoints of the book
2. The human personality
3. The formal organization
4. Individual and group adaptation
5. Management's reaction and its impact upon the employees
6. The first-line supervisor
7. Decreasing the degree of incongruence between the formal organization
8. The development of effective executive behavior
9. Summary and conclusions

The basic argument of this book is that a mismatch exists between the principles of formal organization and the needs of healthy individuals. This incongruity increases "...as (1) the employees are of increasing maturity, (2) as the formal structure...is made more clear-cut and logically tight for maximum formal organizational effectiveness, (3) as one goes down the line of command, and (4) as the jobs become more and more mechanized." The results of the mismatch are conflict, frustration, and failure on the part of organizational members. Each of these negative results is decreased, however, through the informal organization. "...It is a basic conclusion of this analysis that the apparently incongruent behavior on the part of the employees coerced by the informal organization is necessary if healthy individuals are to maintain a minimum level of health and if the formal organization is to obtain optimum expression of its demands."

TOPICS

Adaptation
Adjustment
Formal Organization
Individual-Organization Interface
Informal Organization
Leadership

Argyris, C. Interpersonal competence and organizational effectiveness.
In C. Argyris, *Interpersonal competence and organizational effectiveness*. Homewood, Ill.: Irwin, 1962, 38-54.

According to the model presented, the following values of formal organizations lead to decreased organizational effectiveness:

- "1. The relevant human relationships are those related to the organizational objective."
2. Human relations effectiveness increases as behavior is rational, logical, and clearly communicated. Personal attitudes, feelings and values tend to decrease effectiveness.
3. Human relations are most effectively influenced through direction, coercions, and control as well as rewards and penalties that serve to emphasize the rational behavior and getting the job done."

Argyris notes that increasing interpersonal competence is a necessary but not sufficient step in increasing organizational effectiveness. Values also must be altered to support changes in organizational, technological, and interpersonal factors.

TOPICS

Formal Organization
Interpersonal Competence
Organization Effectiveness
Values

Argyris, C. T-groups for organizational effectiveness. *Harvard Business Review*, 1964, 42 (2), 60-74.

A rationale is presented for the use of T-groups as a means of improving organizational effectiveness. Basically, this method provides a supportive situation in which one is able to experience the ineffectiveness of old values and increase his abilities to use new values. The method is seen as especially effective because the method of teaching is congruent with the values being taught.

According to this author, a change cannot really be effective and permanent until the new values are accepted throughout the organization. In addition, he notes that the results of laboratory education are "individualistic". They are a result of a particular individual in a particular organization.

TOPICS

Laboratory Training
Organization Effectiveness
T-Group

Argyris, C. Interpersonal barriers to decision-making. *Harvard Business Review*, 1966, 44 (2), 84-97.

An incongruency is identified between the norms (innovation, risk-taking, flexibility and trust in the executive system) that top managers suggest are the basis for effective decision-making and actual behavior. The consequences of this lack of congruence include restricted commitment, subordinate gamesmanship, lack of awareness, the withholding of negative feelings toward superiors, distrust and antagonism, and poor interactions. These factors are seen as impeding good decision-making. It is suggested further that the forces operating against good decision-making operate most strongly when the most important decisions are faced.

TOPICS

Commitment
Decision-Making
Flexibility
Innovation
Management
Norms
Risk/Risk-taking
Trust

Argyris, C. On the future of laboratory education. *Journal of Applied Behavioral Science*, 1967, 3 (2), 153-187.

Issues of learning are discussed with special focus on the laboratory approach. The laboratory approach is distinguished from more traditional approaches by the emphasis placed on feelings, group maintenance, and student control. Argyris argues, however, that feelings are valuable only when valid, and not as ends in themselves. The validity of feelings is established through multiple perceptions by different individuals.

A danger of the laboratory approach is related to the artificiality of the situation. "Learning that is laboratory-bound is of interest, but it can be dangerous because the individual could leave, feeling that the only world that is a good one is the one in the laboratory." This feeling would not motivate the individual to increase his interpersonal competence in the "real" world.

Additional comments relate to learning in situations where psychological success, confirmation and essentiality are maximized or minimized; the value of here-and-now data; and the motives and needs of those attracted to laboratory education.

TOPICS

- Feelings
- Here-and-Now Data
- Interpersonal Competence
- Laboratory Training
- Motivation
- Transfer of Training

Argyris, C. Conditions for competence acquisition and therapy. *Journal of Applied Behavioral Science*, 1968, 4 (2), 147-178.

Competence acquisition and therapy are defined as learning processes that are distinguished from each other on several key dimensions. Basically, they differ with respect to the individuals who can be helped and the conditions deemed necessary for each to occur. Competence acquisition focuses on the development of interpersonal competencies. Therapy stresses survival.

"Competence acquisition requires psychological success, the giving and receiving of information that is directly verifiable, minimally evaluative, and minimally contradictory." Therapy requires "...indirectly verifiable knowledge, knowledge that is evaluative and can lead to psychological failure."

TOPICS

- Interpersonal Competence
- Learning
- Therapy

Argyris, C. *Intervention theory and method*. Reading, Mass.: Addison-Wesley, 1970.

CONTENTS

Part One THEORY AND METHOD

1. The primary tasks of intervention activities
2. Competent and effective interventions and organizations
3. Organizational entropy
4. The unintended consequences of rigorous research
5. Organic research
6. Effective intervention activity
7. The primary intervention cycle and levels of dialogue
8. Ineffective intervention activity
9. Cases of ineffective intervention activity

Part Two EFFECTIVE INTERVENTION ACTIVITIES: CASE ILLUSTRATIONS

10. Meeting with the prospective client system
11. Introductory sessions with two top management groups
12. Selecting a client system
13. Diagnostic activities
14. Diagnostic results of a top management system
15. Feedback of diagnosis
16. Terminating ineffective client relationships

Argyris describes interventions in human social systems and presents a series of case illustrations. Three basic requirements are suggested for effective interventions: (1) the generation of valid information, (2) the making of free, informed choices, and (3) internal commitment to the choices made.

Behaviors leading to system competence are described. System competence itself is defined in terms of six criteria: "(1) awareness of relevant information, (2) understanding by the relevant parts, (3) manipulability, (4) realistic cost, (5) leading to a solution that prevents recurrence of the problem without deteriorating, and (6) preferably increasing the problem-solving, decision-making, and implementing processes." The conditions necessary for achieving these criteria are presented.

In elaborating the advantages and disadvantages of mechanistic and organic research, the author clearly prefers an emphasis on the latter type.

Argyris sets forth those qualities he considers basic for effective activity on the part of the interventionist: (1) confidence in his own intervention philosophy, (2) an accurate perception of a stressful reality, (3) an acceptance of the client's attacks and mistrust, (4) a trust in one's own experience of reality, and (5) an investing of

stressful environments with growth experiences. The Interventionist behavior needed to produce effectiveness includes (1) owning up to, being open toward, and experimenting with ideas and feelings, (2) helping others to own up, be open, and experiment with ideas and feelings, (3) contributing to the norms of individuality, concern and trust, (4) communicating in observed, directly verifiable categories, with minimal attribution, evaluation, and internal contradiction.

TOPICS

- Attribution
- Commitment
- Conflict/Conflict Resolution
- Defensiveness
- Diagnosis/Evaluation
- Intervention
- Manipulation
- Mechanistic Research
- Organic Research
- Organization Entropy
- Resistance to Change
- System Competence/Effectiveness
- T-Group
- Termination
- Trust
- Valid Information

Aronoff, J. & Litwin, G.H. Achievement motivation training and executive advancement. *Journal of Applied Behavioral Science*, 1971, 7 (2), 215-229.

An experimental study describes the effects of achievement motivation training on promotions and raises of middle-level managers. Two partially matched groups were used. The 16 members of the experimental groups participated in a one-week motivation training course. Members of the control group participated in a four-week management development course.

Unusual rates of advancement (job level and salary) were examined two years after the courses were given. Five members of the experimental group were not available at this time. "The results...show that the relative performances of those executives who attended the Achievement training course evidence a significantly higher rate of advancement than the control group."

According to J.R. Hurley (see pages 230-233 of the same journal) the results are not clear. Several methodological problems are demonstrated which favor the authors' position.

TOPICS

Management Training/Development
Motivation Training
Need Achievement

Barnes, L.B. Organizational change and field experiment methods. In V.H. Yroom (ed.), *Methods of organizational research*. Pittsburgh, Penna.: University of Pittsburgh Press, 1967, 57-111.

This two-part chapter includes discussions of organizational change in terms of approaches, relationships, and processes as well as a review of field experiment methodologies as they might be used to study these issues. The first part summarizes the following: (a) Leavitt's (1965) article describing three approaches to change (people, structural, and technological); (b) Bennis' (1966) discussion of change styles other than "planned change" (indoctrination, technocratic, interactional, socialization, emulative, natural); (c) Greiner's (1965) identification of the most often used approaches to organizational change (decree, replacement, structural, group decision data discussion, group problem solving, T-group).

Individuals within organizations who support and resist changes are discussed and delineated into four types based on the following dimensions: Advocates, Resisters, Rational Objective, Emotional Subjective. The four types are defined as follows: (a) "Rational Advocates" are Advocates who are Rational Objective; (b) "Radicals" are Advocates who are Emotional Subjective; (c) "Rational Resisters" are Resisters who are Rational Objective; (d) "Traditionalists" are Resisters who are Emotional Subjective.

A further discussion regarding change processes includes Lewin's (1947) concepts of unfreezing, change, and refreezing; an expansion of these concepts as described by Schein (1961); and Greiner's (1965) findings of factors differentiating successful from unsuccessful change efforts.

The first part of this chapter concludes in caution: "The underlying dilemma exists for a behavioral scientist when he feels forced to identify himself *either* with the values of scientific inquiry or with the values of change advocacy."

Part Two elaborates problems inherent in applying classical research designs to studies of organizational change, focusing on alternative designs "...that could be worked out around *environmental alterations*, *subject involvement alterations*, and *experimenter involvement alterations*."

TOPICS

- Change Processes
- Change Strategy
- Research Designs
- Resistance to Change
- Support

Barrett, J.H. *Individual goals and organizational objectives: A study of integrating mechanisms*. Ann Arbor, Mich.: Institute for Social Research, 1970.

This study was conducted with data collected from 1,781 employees of a refinery using the Institute for Social Research's Survey of Organizations questionnaire. Integration was examined with regard to the three mechanisms of (a) accommodation, (b) socialization, and (c) exchange.

"The overall results...justify the conclusion that the degree of goal integration present is significantly related to the quality of an organization's functioning and the reactions of individuals to their membership in the organization."

"...the three models differ in the strength of their relationships to goal integration, the accommodation model showing the strongest relationships, with the socialization model in second place and the exchange model showing low and sometimes negative relationships to goal integration."

"Rather than calling for either (a) the universal application of participative practices and universal rejection of classical methods or (b) the use, in a given situation of *either* participative *or* classical practices, our data suggest a third alternative, namely the universal application of participative management practices, *supplemented* in particular situations by the use of some practices called for by classical theories."

TOPICS

Accommodation
Goals (individual/Organizational)
Participation
Socialization
Survey of Organizations

Bass, B.M. The anarchist movement and the T-groups. *Journal of Applied Behavioral Science*, 1967, 3 (2), 211-225.

Bass offers cautions regarding the use of T-groups in organizational development. Of special concern is that more "mature" individuals may make less effective organizations. The emphasis on freedom in T-groups does not seem to be matched by an equally necessary emphasis on individual responsibility.

A second major issue refers to the transfer of diagnostic skills and self-awareness to the organizational setting. According to Bass, participants must be taught for transfer if that process is to be effective. He suggests eight approaches (with examples) for increasing the transfer of T-group training. T-grouping without some supplementary activities is not deemed sufficient for organizational development.

TOPICS

- Diagnosis/Evaluation
- Self-Awareness
- T-Group
- Transfer of Training

Beckhard, R. An organization Improvement program in a decentralized organization. *Journal of Applied Behavioral Science*, 1966, 2 (1), 3-25.

A five-year project in an organization operating 26 hotel properties is reported during which the following series of events took place: (a) interviews; (b) 3-day off-site feedback meeting; (c) follow-up meeting; (d) 3 meetings held 6 months apart for feedback with hotel managers and their teams; (e) problem-solving conferences; (f) training laboratory for president, two vice presidents, several hotel general managers, and 2 or 3 staff directors; (g) 2-day planning conference to look at progress toward management by objectives or Theory Y; (h) management school to provide cognitive awareness regarding (1) the managers' own behavior, (2) concepts relevant to organizational development, and (3) management by objectives; (i) technical seminars to broaden technical skills; (j) team training for new hotels; (k) operations improvement committees; (l) cost reduction program.

No clear measures of change were available; however, improvements in profits, turnover, performance (costs related to sales), and crisis management were reported.

Included in the article are several general notes on the phases and necessary conditions for effective planned change. In addition, Beckhard notes that priorities should be set among the various types of changes (attitudes, skills, climate) that can be sought.

TOPICS

- Attitude
- Change Phases
- Climate
- Feedback
- Interview
- Laboratory Training
- Management by Objectives
- Problem-Solving
- Skill
- Team Building/Development

Beckhard, R. The confrontation meeting. *Harvard Business Review*, 1967, 45 (2), 149-154.

Beckhard describes a technique developed to involve all levels of an organization in getting a rapid reading of its own health and setting action plans for improving it.

The method is deemed appropriate where the following conditions exist: "There is a need for the total management group to examine its own workings. Very limited time is available for the activity. Top management wishes to improve conditions quickly. There is enough cohesion in the top team to ensure follow-up. There is real commitment to resolving the issues on the part of top management. The organization is experiencing, or has recently experienced, some major change."

The technique includes the following components: (a) climate setting, (b) information collecting, (c) information sharing, (d) priority setting and group action planning, (e) organization action planning, (f) immediate follow-up by top team, and (g) progress review.

TOPICS

Climate
Confrontation Meeting
Diagnosis/Evaluation
Management

Beckhard, R. *Organizational development--Strategies and models*. Reading, Mass.: Addison-Wesley, 1969.

CONTENTS

Part One THE "WHAT," "WHY," AND "HOW" OF ORGANIZATIONAL DEVELOPMENT

1. The changing environment of change
2. Organization development: Planned environment change
3. Strategies, targets, and tactics of organization development

Part Two ORGANIZATION-DEVELOPMENT STRATEGIES AT WORK

4. A case of changing an organization's culture
5. A case of changing the managerial strategy
6. A case of changing the way work is done
7. A case of creative adaptation to a new environment
8. A case of changing communications and influence patterns
9. Conditions for failure and success in organization-development efforts

Part Three MANAGING CHANGE

10. The management of organization development
11. The theme of the seventies

Beckhard presents a concise view of organizational development in terms of goals, strategies and conditions leading to success or failure. Illustrations are made through a presentation of case studies focusing on change in five different aspects of organizational life: (a) culture, (b) managerial strategy, (c) the way work is done, (d) adaptation to a new environment, and (e) communication and influence patterns. In addition, the author explores four different types of interventions and a variety of possible contractual relationships between the organization and outside help.

TOPICS

Adaptation
Change Goals
Change Strategy
Change Success
Communications
Contractual Relationship
Culture
Environment
Influence
Intervention
Management

Beer, M. & Huse, L.F. A systems approach to organization development.
Journal of Applied Behavioral Science, 1972, 8 (1), 79-101.

An input-process-output model of organization is suggested as a useful basis for planned change efforts. Several strategies and technologies were used to change important dimensions included in the model. Generalizations are presented including the following: "(1) OD efforts must not always start at the top; (2) the organization itself is the best laboratory for learning; (3) structural and interpersonal changes must complement and reinforce each other; (4) adult learning starts with behavioral change rather than cognitive change; and (5) the selection of change leaders as initial targets for the change program is a useful OD strategy."

TOPICS

- Change Mechanisms
- Change Phases
- Change Strategy
- Change Technology
- Commitment
- Communications
- Feedback
- Influence
- Job Enrichment
- Laboratory Approach
- Learning
- Planned Change
- System Model
- T-Group

Benedict, B.A., Calder, P.H., Callahan, D.M., Hornstein, H.A., & Miles, M.A. The clinical-experimental approach to assessing organizational change efforts. *Journal of Applied Behavioral Science*, 1967, 2 (5), 347-380.

A model is presented for evaluating organizational change efforts calling for "...The separation of researcher and change-agent roles, the construction and testing of general and specific clinical hypotheses, thorough-going experimental design, and careful documentation of change-agent assumptions, plans, strategies and effects." The authors argue that "...data-collection activities must be both clinical and experimental. They should include a natural-history running account of events which occur before, during, and after the intervention, as well as preplanned, periodic measures."

The method was used in an attempt to assess changes in a school system resulting from a four-day off-site meeting with 32 members of the administrative staff. These same people also participated in a series of six meetings held over a six-week period. No changes were reported as a result of the change effort.

TOPICS

- Change-Agent
- Clinical-Experimental Approach
- Data Collection
- Diagnosis/Evaluation
- Researcher

Benne, K.D. & Birnbaum, M. Principles of changing. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart, & Winston, 1969, 328-335.

Lewin's model of change is presented including an analysis of change in terms of the use of situational forces to accomplish unfreezing, moving, and refreezing. Three general change strategies are suggested based on the following: (a) Increasing the driving forces, (b) decreasing the restraining forces, and (c) doing both 1 and 2.

Several principles of strategy for effecting institutional change are suggested, focusing on the following issues: (a) environmental influences, (b) system-wide change, (c) identification and evaluation of stress points, (d) identification of beginning points, (e) consideration of both informal and formal aspects of the organization, and (f) participant involvement.

TOPICS

- Change Processes
- Change Strategy
- Formal Organization
- Informal Organization
- Situational Forces
- Stress

Benne, K.D., Chin, R., & Bennis, W.G. Science and practice. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart, & Winston, 1969, 113-123.

Some problems of the social scientist in the role of a change-agent are explored. It is noted that for such persons the luxury of studying completed events is not presented. The change-agent is described as a person who must be able to diagnose and intervene in ongoing events in such a way as to "...maximize the valid human values implicit in the events."

Change agency is described as an artistic skill requiring the use of feelings and emotions in addition to conceptual frameworks.

TOPICS

- Change-Agent
- Diagnosis/Evaluation
- Intervention
- Skill
- Values

Benne, K.D. & Sheats, P. Functional roles of group members. *Journal of Social Issues*, 1948, 4 (2), 41-49.

Three groupings of member roles are identified and elaborated. Early NTL T-groups provided the population studied. The groupings are (a) group task roles, (b) group building and maintenance roles, and (c) individual roles. Each grouping includes several specific roles. Group task roles include (a) initiator-contributor, (b) information seeker, (c) opinion seeker, (d) information giver, (e) elaborator, (f) coordinator, (g) orienter, (h) evaluator-critic, (i) energizer, (j) procedural technician, and (k) recorder. Group building and maintenance roles include (a) encourager, (b) harmonizer, (c) compromiser, (d) gatekeeper and expeditor, (e) standard setter or ego ideal, (f) group-observer and commentator, and (g) follower. Individual roles include (a) aggressor, (b) blocker, (c) recognition-seeker, (d) self-confessor, (e) playboy, (f) dominator, (g) help-seeker, and (h) special interest pleader.

TOPICS

Group Roles
T-Group

Bennis, W.G. A new role for behavioral science: Effecting organization change. *Administrative Science Quarterly*, 1963, 8, 125-165.

Seven types of change programs are presented. The first six are as follows: "...(1) exposition and propagation, (2) elite corps, (3) psychoanalytic insight, (4) staff, (5) scholarly consultations, (6) circulation of ideas to the elite." The seventh type of change program is "planned change." "Planned change can be defined as a deliberate and collaborative process involving a change-agent and client system."

A framework for planned organizational change is set forth relating each change model to "selected aspects of change induction." These aspects include: (a) mechanisms for change, (b) target of change, (c) normative goals, (d) functions of management, (e) role of change-agents, (f) instrumentation of programs, and (g) the means of change.

TOPICS

- Change-Agent
- Change Goals
- Change Processes
- Change Strategy
- Management
- Planned Change

Bennis, W.G. Theory and method in applying behavioral science to planned organizational change. *Journal of Applied Behavioral Science*, 1965, 1 (4), 337-360.

Bennis discusses the emergence of an action role for behavioral scientists. He focuses on the "planned change" approach (Bennis, 1963).

"The process of planned change involves a *change agent*, a *client system*, and the collaborative attempt to apply *valid knowledge* to the client's problems."

The major portion of this article is an abbreviated version of materials discussed in *Changing organizations* (Bennis, 1966).

TOPICS

Change-Agent
Change Strategy
Planned Change
Valid Information

Bennis, W.G. *Changing organizations*. New York: McGraw-Hill, 1966.

CONTENTS

Part One EVOLUTIONARY TRENDS IN ORGANIZATIONAL DEVELOPMENT

1. The decline of bureaucracy and organizations of the future
2. Democracy is inevitable
3. Toward a "truly" scientific management: The concept of organization health
4. Changing patterns of leadership

Part Two PLANNING AND CONTROLLING ORGANIZATIONAL CHANGE

5. Applying behavioral sciences to planned organizational change
6. Planned organizational change in perspective
7. Change-agents, change programs, and strategies
8. Principles and strategies of directing organizational change via laboratory training
9. Some questions and generalizations about planned organizational change

The second part of this book wherein Bennis expands many ideas expressed in his previous writings (Bennis, 1963, 1965) is of special relevance to organizational development. Bennis states that present theories of social change are suitable only for observers, not for practitioners or participants. "They are theories of *change* and not theories of *changing*." Drawing on the ideas of Robert Chin, Bennis presents the necessary elements of a theory of changing.

Change-agents are viewed in the following ways: (a) acceptance of the centrality of our culture, (b) concern with organizational effectiveness, (c) concern with interpersonal and group relations as central factors in assessing organizational health, (d) interest in changing relationships, attitudes, perceptions and values of existing personnel rather than moving people to other situations, and (e) taking of the roles of researchers, trainers, consultants, counselors, teachers and, at times, line managers. In addition to these similarities, change agents have a set of normative goals which include the following: "1. Improvement in interpersonal competence of managers. 2. A change in values so that human factors and feelings come to be considered legitimate. 3. Development of increased understanding between and within working groups in order to reduce tensions. 4. Development of more effective 'team management,' i.e. the capacity for functional groups to work competently. 5. Development of more rational and open methods of conflict resolution. 6. Development of organic systems."

The laboratory method is suggested as an important means for instituting desired changes in organizations. "...Laboratory training provides the instrument whereby the normative goals and improvements set forth by theorists and practitioners of organizations can be achieved."

The necessary elements for implementation are described in the following manner: "1. The *client-system* should have as much understanding of the change and its consequences, as much influence in developing and controlling the fate of the change, and as much trust in the initiator of the change as possible. 2. The *change-effort* should be perceived as being as self-motivated and voluntary as possible. 3. The *change program* must include emotional and value as well as cognitive (informational) elements. 4. The *change-agent* can be crucial in reducing the resistance to change by providing consultation and psychological support during the transitional phase of the change."

TOPICS

- Attitude Change
- Bureaucracy
- Change-Agent
- Change Goals
- Change Strategy
- Change Theory
- Conflict/Conflict Resolution
- Democracy
- Interpersonal Competence
- Laboratory Training
- Leadership
- Management
- Organization Effectiveness
- Organization Health
- Planned Change
- Resistance to Change
- Team Building/Development
- Values

Bennis, W.G. *Organization development: Its nature, origins, and perspectives*. Reading, Mass.: Addison-Wesley, 1969.

CONTENTS

1. Organization development: What it is and what it isn't
2. The basic conditions which create the need for organization development
3. Questions and answers: Organization development (The Professionals)
4. Questions and answers: Organization development (The Practitioners)
5. The problem of "Sensitivity Training"
6. Reconsiderations

This book introduces a six-volume set on organizational development published by Addison-Wesley. (The other works in this set include the following: Beckhard, R., 1969; Blake, R. & Mouton, J., 1969; Lawrence, P. & Lorsch, J., 1969; Shchein, E., 1969; Walton, R., 1969.)

Bennis describes organization development as "...a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself." Four examples of organization activities are described: team building, intergroup conflict resolution, confrontation meeting, and data feedback.

The author sets forth a number of characteristics and goals of organization development. An emphasis is placed on viewing organization development as an educational strategy relying on experienced behavior and the use of collaborative relationships between external change agents and client systems. A further emphasis is placed on group interactions, and especially conflict resolution, as a focus for organization development activities. The major problems confronted in organization are indicated as follows: (a) integration, (b) social influence, (c) collaboration, (d) adaptation, (e) identity, and (f) revitalization. Each of these problems is elaborated.

As in previous writings (Bennis, 1966), the author focuses on laboratory training as a means of effecting organization development efforts. "Essentially, laboratory training is a small group effort designed to make its participants more aware of themselves and of the group process." Several propositions are presented with regard to the use of laboratory training in effecting social change. *"In undertaking any planned social change using laboratory training, the core of the target system values must not be too discrepant with the laboratory training values. ...The voluntary commitment of the participants may be a crucial factor in the success of the program. ...The legitimacy of interpersonal influence must be potentially acceptable."* Other propositions are presented with reference to social change in general. "...

Legitimacy for the change must be gained through obtaining the support of key people. ...The process of installing the change programs must be congruent with the process and goals of such programs. ...The employment security of the change agent must be guaranteed. ...The effects on the adjacent and interdependent subsystems relating to the target system must be carefully considered. ...The state of cultural readiness must be assessed."

Two potential weaknesses of organization development are mentioned. The first is that issues regarding power in organizations are avoided. The second is that little attention is focused on structural and technological aspects of organizations.

TOPICS

- Adaptation
- Change-Agent
- Change Goals
- Change Strategy
- Collaboration
- Commitment
- Conflict/Conflict Resolution
- Confrontation
- Laboratory Training
- Sensitivity Training
- Support
- Team Building/Development
- Values

Bennis, W.G., Benne, K.D., & Chin, R. (eds.), *The planning of change*.
New York: Holt, Rinehart, & Winston, 1969.

CONTENTS

Part One THE EVOLUTION OF PLANNED CHANGE

1. The roots of planned change
2. Current and emergent notions about planned change

Part Two ELEMENTS OF PLANNED CHANGE

3. The utilization of scientific knowledge
4. Collaboration and conflict
5. Related theories of change and influence
6. Systems in change

Part Three DYNAMICS OF PLANNED CHANGE

7. Change strategies
8. Instrumentation
9. Resistance

Part Four VALUES AND GOALS

10. Finding direction in planned change
11. Some value dilemmas of the change agent

This is the second edition of a large collection of readings on planned change. Each chapter contains from three to eight selections relevant to some aspect of this area. An introduction to each chapter is provided by the editors.

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TOPICS

Change Mechanisms
Change Strategy
Conflict/Conflict Resolution
Consultant
Diagnosis/Evaluation
Ethics
Opinion Change
Problem-Solving
Resistance to Change
Socio-Technical Systems
Survey Feedback
Values

Bennis, W.G. & Schein, E.H. Principles and strategies in the use of laboratory training for improving social systems. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart & Winston, 1969, 335-357.

This is an excerpt from a book previously published by the authors (Schein & Bennis, 1965). The article reiterates much of what Bennis has previously stated regarding the goals of change activities and those conditions which are appropriate for implementing planned social change.

TOPICS

Change-Agent
Change Goals
Change Strategy
Laboratory Training

Bennis, W.G. & Shepard, H.A. A theory of group development. *Human Relations*, 1956, 9, 415-437.

The theory presented is based on experience from T-groups. Group development is seen as involving "...the overcoming of obstacles to valid communication among the members, or the development of methods for achieving and testing consensus." Two major phases of group development are suggested: (1) dependence, and (2) interdependence. "...During the authority ('dependence') phase, the group moves from preoccupation with submission to preoccupation with rebellion to resolution of the dependence problem. Within the personal (or 'interdependence') phase the group moves from a preoccupation with inter-member identification to a preoccupation with individual identity to a resolution of the interdependence problem."

Each of the major phases consists of three subphases. Dependence includes: (a) dependence-flight, (b) counterdependence-flight, (c) resolution-catharsis. Interdependence consists of: (a) enchantment-flight, (b) disenchantment-flight, and (c) consensual validation.

TOPICS

Group Development
T-Group

Blake, R. & Mouton, J. *Building a dynamic corporation through grid organizational development*. Reading, Mass.: Addison-Wesley, 1969.

This is a presentation of organizational development based largely on Blake and Mouton's development of the managerial grid. They stress development as the process of closing the gap between what is and what should be. The gap is closed through systematic development. Six phases of development are suggested as necessary for fulfilling conditions seen as essential for systematic development.

The approach outlined stresses involvement by the participants in all phases. "The whole learning situation is based on a self-convincing approach. It is a process of self-discovery, self-testing, self-comparison, self-judgment, and self-evaluation."

The integration of the individual and the organization is a major theme. "Organization development has a major objective of strengthening the capacities of corporations to utilize people to permit the sound merging of self-interests with corporate interests. Corporate excellence is approached when this merger has been achieved." "Corporate excellence and the excellence of individuals are one and the same."

TOPICS

Conflict/Conflict Resolution
Goals (Individual/Organizational)
Grid Organizational Development

Blake, R., Mouton, J., Barnes, L., & Greiner, L. Breakthrough in organizational development. *Harvard Business Review*, 1964, 42 (6), 133-155.

The grid program was used in an attempt to change attitudes, values, and behaviors in a company employing 4,000 persons. An evaluation of the program was conducted by researchers not involved in effecting the change.

Organizational records and anonymous survey questionnaires were used to assess outcomes. Data collection procedures were begun after the first phase of the effort was completed. The results showed increased productivity per employee; decreased controllable costs; doubled profits; perceived improvement in group performance; promotion criteria changes; perceived improvement in intergroup and interdepartmental relationships; attitudes shifting to be more congruent with the grid 9,9 model.

TOPICS

Grid Organizational Development
Managerial Grid

Blake, R., Mouton, J., & Sloma, R. The union-management intergroup laboratory: Strategy for resolving intergroup conflict. *Journal of Applied Behavioral Science*, 1965, 1 (1), 25-57.

An account of an intergroup laboratory is presented with eight major phases identified and described: (a) orientation; (b) intragroup development of own image and its image of the other; (c) exchange of images across groups; (d) clarification of images; (e) intragroup diagnosis of present relationship; (f) exchange of diagnosis across groups; (g) consolidation of key issues and sources of friction; and (h) planning next steps.

The authors point out that long term conflicts are difficult to resolve. The real test of such a laboratory is "...when new issues and different problems arise in the relationship."

TCPICS

Conflict/Conflict Resolution
Merger Laboratory

Blake, R., Shepard, H., & Mouton, J. *Managing intergroup conflict in industry*. Houston, Texas: Gulf Publishing Co., 1961.

CONTENTS

1. Foundations and dynamics of intergroup behavior
2. The win-lose orientation to intergroup disagreement
3. Win-lose power struggles in industrial life
4. Using third-party judgment to resolve intergroup disputes
5. Fate
6. Withdrawal, isolation, and indifference in intergroup relations
7. Peaceful coexistence as a condition of agreement
8. Compromise, bargaining and other forms of splitting the difference
9. Problem-solving: A third approach to agreement
10. Intervention into situations of intergroup conflict
11. Strategies for improving headquarters-field relations
12. Problem-solving interventions in setting of labor-management conflict
13. An intergroup problem-solving approach to mergers

The thesis of this book is that conflict resolved through problem-solving methods can lead to creative and innovative thinking. A framework for understanding intergroup conflict based on three assumptions concerning intergroup disagreement is presented. Nine possible solutions to conflict are suggested on the basis of the importance of the outcome. The outcomes include (a) win-lose power struggle, (b) third-party judgment, (c) fate, (d) withdrawal, (e) isolation, (f) indifference or ignorance, (g) peaceful coexistence, (h) splitting the difference, and (i) problem-solving. Each of these solutions is described and evaluated.

Problem-solving is suggested as the most constructive of the solutions. "...*Intergroup problem-solving emphasizes solving the problem, not accommodating different points of view. This problem-solving approach identifies the causes of reservation, doubt and misunderstandings between groups confronted with disagreement. Alternative ways of approaching conflict resolution are explored. In true problem-solving, the alternative solutions which emerge may not be ones held by either of the contending groups at the onset.*"

TOPICS

Conflict/Conflict Resolution
Problem-Solving
Third-Party Intervention

Bolman, L. Laboratory versus lecture in training executives. *Journal of Applied Behavioral Science*, 1970, 6 (3), 323-335.

The study involved four groups of business executives participating in a six-week program designed to increase their competence in dealing with interpersonal phenomena. For members of two groups (controls) one week of the program consisted of lectures, discussions and readings on human relations. Members of the other two groups (experimental) participated in T-group sessions during this period.

Each participant completed the Analysis of Personal Behavior in Groups questionnaire three times: (1) before arrival, (2) after the one-week session, and (3) at the completion of the six-week program. Tapes of discussions were also gathered at three different times: (1) during the human relations (one-week) program, (2) at the end of the program, (3) during the end of the six-week program. The questionnaire responses together with behavior scores taken from the tapes were used to judge changes.

"Both types of programs produced equal change in participants' stated beliefs about effective interpersonal behavior. Laboratory training showed greater effects on participants' perceptions of themselves and on their behavior as analyzed from tape recordings of case discussion meetings. However, there was evidence that the participants had difficulty transferring learning from the T-Group to other parts of the program and that there was considerable fade-out of the effects of the training."

TOPICS

- Change-Agent
- Change Processes
- Consultant
- Diagnosis/Evaluation
- Process Consultation
- Sensitivity Training
- T-Group
- Team Building/Development
- Team Development Laboratory
- Therapy
- Transfer of Training

Bowers, D.G. Three studies in change: An account of data-based organizational development activities in three continuous process firms. Technical Report to the Office of Naval Research, 1969. (Available from Defense Documentation Center, Cameron Station, Alexandria, Va.)

Change programs employing a variety of techniques are described. The major techniques are survey feedback, the managerial grid, and laboratory-type activities.

Implications drawn from the study include the following: "...positive sanction of top management is apparently necessary for the success of the program, either by its personal commitment and involvement, by its official power, or, at the very least by its willingness not to undercut the program. To the extent that these data indicate greater or less effectiveness of any particular form of sanction, they suggest that there is more to be gained by sanctioning through the power of office than by personal commitment alone...the findings suggest that a change program, to be effective, must be geared into the working system of the organization."

TOPICS

- Change Forces
- Change Strategy
- Laboratory Training
- Managerial Grid
- Survey Feedback

Bowers, D.G. Perspectives in organizational development. Technical Report to the Office of Naval Research, 1970. (Available from Defense Documentation Center, Cameron Station, Alexandria, Va.)

"A theoretical statement of problems in organizational development area, this report reviews aspects of change practice with major theoretical implications and formulates a series of researchable questions. It also covers the potential relevance of certain parts of clinical practice and learning theory to the problem of organizational development."

TOPICS

Attitude Change
Authoritarianism
Behavior Change
Change-Agent
Change Processes
Change Strategy
Cognitive Change
Consultation
Diagnosis/Evaluation
Learning
Organization Effectiveness
Organization Goal/Task
Planned Change
Resistance to Change
Sensitivity Training
T-Group
Therapy

Bowers, D.G. Development techniques and organizational change: An overview of results from the Michigan Inter-Company Longitudinal Study. Technical Report to the Office of Naval Research, 1971. (Available from Defense Documentation Center, Cameron Station, Alexandria, Va.)

"Data collected by use of the Survey of Organizations questionnaire from more than 17,000 respondents in 23 organizations which participated in the Inter-company Longitudinal Study are analyzed in terms of the organizational development treatments which intervened between pre and post-measures. Four 'experimental' treatments (Survey Feedback, Interpersonal Process Consultation, Task Process Consultation, and Laboratory Training) and two 'control' treatments (Data Handback and No Treatment) are compared to determine their comparative associations with improved organizational functioning. The results indicate that Survey Feedback was associated with a significant frequency of improvement, that Interpersonal Process Consultation was associated with questionable improvement, that Task Process Consultation was associated with little or no change, and that Laboratory Training was associated with significant deterioration in organizational functioning."

TOPICS

- Change Processes
- Change Strategy
- Change Technology
- Laboratory Training
- Process Consultation
- Survey Feedback
- Survey of Organizations

Bowers, D.G. Development techniques and organizational climate: An evaluation of the comparative importance of two potential forces for organizational change. Technical Report to the Office of Naval Research, 1971. (Available from Defense Documentation Center, Cameron Station, Alexandria, Va.)

"This technical report builds upon an earlier report [Bowers, 1971] and looks more closely at the relationships among development activities, organizational climate change, and change in work group behavior. Survey Feedback and Interpersonal Process Consultation emerge as beneficial treatments, Laboratory Training and Task Process Consultation as non-beneficial strategies."

TOPICS

- Change Processes
- Change Strategy
- Change Technology
- Climate
- Laboratory Training
- Process Consultation
- Survey Feedback
- Survey of Organizations
- Work Group

Bowers, D.G. & Franklin, J.F. Survey-guided development: Using human resources measurement in organizational change. *Journal of Contemporary Business*, 1972, 1 (1), in press.

The authors present a description together with the rationale and assumptions underlying an approach to improving organizational functioning based on the use of survey measurement. Surveys are presented as the basic measurement tool useful for (a) diagnosing organizational functioning including system properties of organizations, (b) providing information that serves as a basis for the feedback process, and (c) assessing changes produced by attempts aimed at improving organizational functioning.

In addition to providing a model of survey-guided development, the authors describe the change-agent role and the motivating processes inherent in this approach to organizational improvement.

TOPICS

- Change-Agent
- Change Goals
- Change Processes
- Change Strategy
- Diagnosis/Evaluation
- Feedback
- Human Organization
- Measurement
- Motivation
- Survey Feedback
- System Approach
- Therapy

Bowers, D.G. & Norman, R. Strategies for changing an organization. *Innovation*, 1969, 1, 50-55.

A plea is made for systematic organizational development efforts which take into account the necessity of compatibility between social and technical components of systems. "...A program of planned organizational change should avoid two mistakes. The first is changing one condition exclusively for all, or even for most groups. Second, the program should not ignore or deny the relevance of the system and its functioning in favor of producing 'better people'."

Solid information about the system to be changed as well as other systems is viewed as a necessary basis for change. "...Any change treatment should be based upon solid information about how other, more effective organizations function; second, research should be done into the nature of the organization to be changed." The authors strongly emphasize the need for "...measurement that is precise, accurate, conceptually sound and relevant."

The diagnostic and therapeutic process of a change effort are conceived as separate but related.

TOPICS

- Diagnosis/Evaluation
- Measurement
- Socio-Technical Systems
- Therapy

Bowers, D.G. & Seashore, S.E. Changing the structure and functioning of an organization. In W.M. Evan (ed.), *Organizational experiments: Laboratory and field research*. New York: Harper & Row, 1971, 185-201.

This chapter describes a multi-faceted change effort in a large packaging materials firm. The study undertaken in conjunction with the change project focused on several propositions concerning organizational improvement: "...an organization is likely to achieve its purposes better: (a) if there is an emphasis on the work group, rather than exclusively on the individual, as the unit supervised, (b) if there is a high rate of interaction and mutual influence among work group members, (c) if there is a high degree of participation in decision-making and control activities in the lower echelons of the organization, and (d) if supervisors provide to subordinates a high degree of supportiveness."

"In general, there is evidence supporting the validity of the propositions embodied in the study design, but this evidence is not so strong and well-controlled from confounding influences as to be conclusive."

TOPICS

- Change Strategy
- Control
- Decision-Making
- Group Processes
- Influence
- Participation
- Support
- Work Group

Bradford, L.P. & Mial, D.J. Human relations laboratory training. In R.L. Craig & L.R. Billel (eds.), *Training and development handbook*. New York: McGraw-Hill, 1967, 251-266.

A rationale is provided for the use of laboratory training as a means of achieving necessary aspects of management development. Laboratory training is said to meet the following conditions of learning: (a) exposure of behavior, (b) feedback, (c) atmosphere, (d) knowledge as a map, (e) experimentation and practice, (f) application, and (g) learning how to learn.

TOPICS

Feedback
Human Relations Training
Laboratory Training
Learning
Management Training/Development

Buchanan, P.C. Laboratory training and organizational development. *Administrative Science Quarterly*, 1969, 14 (3), 466-480.

A review is presented of studies from 1964 to 1968 using laboratory training in human relations programs to enhance the effectiveness of organizations.

The values of laboratory training are noted as follows: "(1) It facilitates personal growth and development, and thus can be of value to the individual who participates. (2) It accomplishes changes in individuals which according to several theories are important in effecting change in organizations and in effectively managing organizations."

The studies present a mixed picture of the effectiveness of laboratory training. "The evidence rather clearly indicates that laboratory training has a predictable and significant impact on most participants; yet it is also clear that from the standpoint of organizational improvement, laboratory training by itself is not enough."

TOPICS

Human Relations Training
Laboratory Training

Bunker, D. R. Individual application of laboratory training. *Journal of Applied Behavioral Science*, 1965, 1 (2), 131-147.

"Data are presented from a study of perceived behavior changes one year after participation in training. Participants are seen by co-workers as increasing significantly more than controls in cognitive openness, behavioral skill, and understanding of social processes. Long-range changes are correlated with learning measures at time of training."

Findings seem to indicate that "...the long-term outcomes of laboratory education tend to be increased capacity for adaptive orientation to their particular situation rather than the stereotyped enactment of an ideology. The roots of such behavior changes lie in improved methods of collecting and processing information about the organizational environment and increased personal freedom to act on the basis of that information."

"There is strong evidence that groups, individuals, and entire training programs have differential learning outcomes; but as yet there is no systematic evidence concerning the links between particular components and observed applications."

TOPICS

- Adaptation
- Data Collection
- Durability of Training
- Laboratory Training
- Transfer of Training

Bunker, D.R. & Knowles, E.S. Comparison of behavioral changes resulting from human relations training laboratories of different lengths. *Journal of Applied Behavioral Science*, 1967, 3 (4), 505-523.

Behavioral changes in back-home settings are reported for groups of persons who participated in two- and three-week human relations laboratories. Changes are reported by means of a Behavior Change Description questionnaire (Bunker, 1965) given 8 to 10 months after training. The questionnaire was completed by the subject and seven co-workers (superiors, peers, subordinates).

"Two interrelated measures of change were derived from the questionnaires: the 'total change score,' composed of the total number of different changes mentioned by a subject and his co-workers; and the 'verified change score,' composed of those behavior changes which are mentioned by two or more persons in a set of descriptions."

"Both the perceived change score and the verified change score reveal more changes made by the three-week sample...the three-week laboratory participants made more overt, pro-active changes, as opposed to the more passive, attitudinal changes made by the two-week sample."

TOPICS

- Attitude Change
- Behavior Change
- Behavior Change Description Questionnaire
- Human Relations Training
- Transfer of Training

Burke, R.L. & Bennis, W.G. Changes in perception of self and others during human relations training. *Human Relations*, 1961, 14, 165-182.

Participants in three-week human relations training groups completed the Group Semantic Differential instrument during the middle of the first week and the latter part of the third week. Each participant completed the 19 bipolar ratings for (a) self, (b) ideal, and (c) other.

A factor analysis of the instrument showed three factors that accounted for 86 per cent of the total variance: (a) friendliness-evaluation, (b) dominance-potency, and (c) participation-activity.

Significant changes over time were found in the perception of group members, as follows: profile similarity between perceived actual self and perceived ideal self increased; changes in perceived actual self were greater than changes in perceived ideal self; profile similarity between the individual's perceived actual self and mean perception of him by others increased; changes in the perception of the individual by others were greater than changes in the individual's perception of actual self; variance between members, in their perception of individuals on the participation-activity dimension, decreased.

TOPICS

Group Semantic Differential Instrument
Human Relations Training
Self-Concept

Burke, W.W. A comparison of management development and organization development. *Journal of Applied Behavioral Science*, 1971, 7 (5), 569-579.

In an effort to clarify the conceptualization and practice of organization development, management development and organization development are compared on six dimensions: (a) reasons for use, (b) goals, (c) typical interventions, (d) time frame, (e) staff requirements, and (f) values. (See also Burke and Schmidt, 1970)

TOPICS

Change Strategy
Intervention
Management Training/Development
Values

Burke, W.W. & Schmidt, W.H. Primary target for change: The manager or the organization? In W.H. Schmidt (ed.), *Organizational frontiers and human values*. Belmont, California: Wadsworth, 1970, 151-174

"This article's purpose is to present a way of comparing two basic approaches to the improvement of managerial effectiveness within a organization: (a) management development--the educational development of *individual* managers; and (b) organization development (OD)--the development of the *organizational* units of people."

Several issues emphasized in the article include: (a) the integration of the individual and organization, (b) the range of interventions used in development efforts, (c) the team as a basic organizational unit, (d) the necessity of a supportive climate, and (e) competencies required in a development staff (See also Burke, 1971).

TOPICS

- Action Research
- Change-Agent
- Individual-Organization Interface
- Management Training/Development
- Survey Feedback
- Team Building/Development

Burns, T. & Stalker, G.M. *The management of innovation*. London: Tavistock, 1961.

In the framework of "mechanistic" and "organic" systems, the authors describe changes in the electronics industry. The studies engaged upon concentrate on "...the management difficulties which seemed peculiar to firms engaged in rapid technical progress, and the particular problem of getting laboratory groups on the one hand (research--development--design) to work effectively with production and sales groups on the other."

"...The findings of this research can be put into two statements: Technical progress and organizational development are aspects of one and the same trend in human affairs; and the persons who work to make these processes actual are also their victims."

"As the rate of change increases in the technical field, so does the number of occasions which demand quick and effective interpretation between people working in different parts of the system. As the rate of change increases in the market field, so does the need to multiply the points of contact between the concern and the markets it wishes to explore and develop."

"The shift from mechanistic to organic procedures, therefore, makes considerable demands on individual members of an organization. In general terms, they are required to surrender the safe determinacy of a contractual relationship with the firm for one in which their obligations are far less limited, to replace a view of the firm as an impersonal, immutable boss by one which regards it as something kept in being by the sustained creative activity of themselves and other members, to cease being 'nine-to-fivers' and turn 'professionals'."

TOPICS

Innovation
Mechanistic Systems
Organic Systems
Technology

Campbell, J.P. & Dunnette, M.D. Effectiveness of T-group experiences in managerial training and development. *Psychological Bulletin*, 1968, 70 (2), 73-104.

"Research studies relating T-group experiences to the behavior of individuals in organizations are reviewed in depth. Attention is also devoted to summarizing the stated objectives of the method and its technological elements. In addition, speculation is offered about the nature and viability of implicit assumptions underlying T-group training."

(See also Dunnette & Campbell, 1970)

TOPICS

- Laboratory Training
- T-Group
- Transfer of Training

Carron, T. Human relations training and attitude change: A vector analysis. *Personnel Psychology*, 1964, 27, 403-424.

Supervisors from research, development, and engineering units of a chemical company participated in human relations training over a six-month period. Attitude change in this group was compared with change in 12 matched controls who had no training.

The Leadership Opinion Questionnaire and F-scale were used to measure structure, consideration and authoritarianism at four points in time: (a) before training, (b) at the end of training, (c) six months after the end of training, and (d) seventeen months after the training had ended.

Different analyses showed different results. Mean scores showed temporary changes on authoritarianism scales greater in the experimental group than the controls. The means after seventeen months showed no differences. A vector analysis showed significant change toward democratic attitudes in members of the experimental group but not in the controls.

TOPICS

- Attitude Change
- Authoritarianism
- Consideration
- Durability of Change
- F-Scale
- Human Relations Training
- Leadership Opinion Questionnaire
- Structure

Cartwright, D. Achieving change in people: Some applications of group dynamics theory, *Human Relations*, 1951, 4, 381-393. (Also in E.P. Hollander & R.G. Hunt (eds.), *Current perspectives in social psychology*. New York: Oxford University Press, 1967, 520-529.)

This article cites several important studies in support of a number of principles pertaining to the group as a medium and target of change.

TOPICS

Group Change
Group Influence
Group Processes

Chin, R. The utility system models and developmental models for practitioners. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart & Winston, 1969, 297-312.

"The purpose of this paper is to present concepts relevant to, and the benefits to be gained from using, a 'system' model and a 'developmental' model in thinking about human events." The system model includes the following elements: boundary, tension, stress, strain and conflict, equilibrium and "steady state," and feedback.

"By developmental models, we mean those bodies of thought that center around growth and directional change." Several assumptions of such models are presented.

Assumptions and approaches to three analytic models of change (system, developmental, intersystem) are presented.

TOPICS

- Change Models
- Change Processes
- Conflict/Conflict Resolution
- Developmental Model
- System Model
- System Theory

Chin, R. & Benne, K.D. General strategies for effecting changes in human systems. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart & Winston, 1969, 32-59.

Three strategies of deliberate change are illustrated in terms of historical development with regard to approaches to change and the persons associated with each strategy. The strategies are termed: (a) rational-empirical, (b) normative-reeducative, and (c) power-coercive.

In focusing on the normative-reeducative strategy, the range of change-agent interventions and the elements common to various aspects in this approach are examined.

TOPICS

- Change-Agent
- Change Strategy
- Feedback
- Planned Change
- Problem-Solving
- Socio-Technical Systems

Clark, J.V. A healthy organization. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart & Winston, 1969, 282-297.

"I consider an organization to be healthy if its members observe certain unstated but quite uniform codes of behavior which they accept as normal things to do, provided these codes produce behavior which allows all levels of the organization to meet two basic but diverse requirements--maintenance of the status quo, and growth."

"...On balance and over time the healthy organization is one in which its component parts--group and individual--somehow manage to achieve an optimal resolution of their tendencies toward equilibrium (maintenance, homeostasis, status quo or call it what you will) and their capacities for growth (elaboration, complication, differentiation, negative entropy, or what not)."

"...Any organization which was set up only to meet the needs of individuals to grow, or to participate, or to be creative, or what not, and which did not consider the needs of people to form into groups, or of the total organization to engage in satisfactory transactions with outside groups such as stockholders or customers, cannot be considered healthy."

Clark notes that neither humanism nor efficiency can be achieved if either is valued exclusive of the other.

TOPICS

- Goals (Individual/Organization)
- Group Processes
- Organization Effectiveness
- Organization Growth
- Organization Health
- Values

Clark, J.V. & Culbert, S.A. Mutually therapeutic perception and self-awareness in a T-group. *Journal of Applied Behavioral Science*, 1965, 1 (2), 180-194.

The first author trained a group of students in two two-hour sessions per week for 16 weeks. The group was studied to test two hypotheses: "(1) some members would show higher Problem Expression Scale (PES) ratings of samples of their speech near the end of their group experience than at the beginning, and (2) the members showing the most PES improvement will be those members who enter into the most interpersonal relationships in which the members perceive one another as high in level of regard, empathy, congruence, and unconditionality of regard."

Hypothesis 1 was supported: Two judges whose ratings were reliably correlated produced ratings which yielded positively significant changes for four Ss, nonsignificant change for five Ss, and a significant negative change for one S. The second hypothesis was supported by significant χ^2 s relating positive process scale changes to the number of dyadic relationships an S had in which both members perceived each other as high in therapeutic qualities."

The data suggest "...that the T-Group is a genuine therapeutic experience, although some have contended that T-Groups and therapy groups are different. Furthermore, the present research not only supports the theory that interpersonal *behavior* is the prime determinant of therapeutic growth; it goes on to suggest that untrained laymen, given the proper context, can and do act therapeutically toward one another."

TOPICS

Laboratory Training
Problem Expression Scale
Self-Awareness
T-Group
Therapy

Coch, L. & French, J.R.P. Overcoming resistance to change. *Human Relations*, 1948, 1 (4), 512-533.

This article reports a classic study in which participation was used as a means of solving problems caused by changing methods of production. The problems included high turnover, low efficiency, restricted output, and aggression against management.

Three groups of employees were matched for (a) change, (b) efficiency, and (c) cohesiveness. Each group participated to a different degree in the change. Members of one group were merely told about the changes and why they were needed ("Non-participation" group). Members of the second group chose representatives to participate in the decision-making process ("Representative-participation" group). All members of the third group participated in the decision-making process ("Total-participation" group).

It was found that "...the rate of recovery is directly proportional to the amount of participation, and that the rates of turnover and aggression are inversely proportional to the amount of participation."

TOPICS

Participation
Problem-Solving
Resistance to Change

Crockett, W.J. Team building--One approach to organizational development.
Journal of Applied Behavioral Science, 1970, 6 (3), 291-306.

The supervisor of a work group in the Department of State describes experiences and feelings during a two-day team-building meeting.

The event focused on the work relationships within a group of eleven persons. Data which had been previously gathered through interviews served as the basis for the meeting.

The author concludes from the experience that team-building is a useful activity and that the Theory Y style of management is a "tough-minded" approach.

TOPICS

Feedback
Management
Team Building/Development
Theory Y

Culbert, S.A. Accelerating laboratory learning through a phase progression model for training intervention. *Journal of Applied Behavioral Science*, 1970, 6 (1), 21-38.

A description of a method for affecting the pace of T-groups is presented. A weekend group composed of trainers' wives is described with reference to the phase progression model.

"The phase progression model contains four basic elements.... These elements are (a) explicit commitment to specific training goals, (b) specified phases for group progression, (c) technology for facilitating within-phase processes, and (d) a method for shifting the group's focus from one phase to the next."

At the end of each phase the trainer intervened with comments referring to (a) the past (previous) phase, (b) the present (current) phase, and (c) the future (next to evolve) phase.

TOPICS

- Group Development
- Group Processes
- Laboratory Training
- T-Group

Culbert, S.A. Using research to guide an organization development project.
Journal of Applied Behavioral Science, 1972, 8 (2), 203-236.

A case study is presented which describes how research was used in an organization development effort to help the clients move from a focus on specific problems to a focus on system-wide issues.

"The case includes (a) a discussion of the differences in problem-solving perspectives held by OD consultants and their clients, (b) a description of the specific consultant and client differences in the instance under study as well as the research and training design worked out to mediate between them, (c) a report on how research data were first analysed to address questions raised at the beginning of the study, and then re-analysed and used to suggest directions for future action and inquiry, and (d) a discussion of some generalizable lessons, derived from the case, for experimenting with change during times of organizational crisis."

TOPICS

Attitude Toward Renewal Questionnaire
Change-Agent
Change Strategy
Conflict/Conflict Resolution
Consultation
Data Collection
Diagnosis/Evaluation
Do's and Don'ts Questionnaire
Personal Relations Survey
Problem-Solving
Sensitivity Training
T-Group
Who Do You Know? Questionnaire
Who Knows You? Questionnaire

Dalton, G.W. Influence and organizational change. In G.W. Dalton, P.R. Lawrence, & L.E. Greiner (eds.), *Organizational change and development*. Homewood, Ill.: Irwin-Dorsey, 1970, 230-258.

A model of the influence process in organizational change is presented and elaborated. The model is based on progressions through the following stages:

- (a) *"Tension Experienced within the System"*
- (b) *"Intervention of a Prestigious Influencing Agent"*
- (c) *"Individuals Attempt to Implement the Proposed Changes"*
- (d) *"New Behavior and Attitudes Reinforced by Achievement, Social Ties, and Internalized Values--Accompanied by Decreasing Dependence on Influencing Agent"*

TOPICS

Change Phases
Change Processes
Influence

Dalton, G.W., Lawrence, P.R., & Greiner, L.E. *Organizational change and development*. Homewood, Ill.: Irwin-Dorsey, 1970.

CONTENTS

INTRODUCTION

Organization Change and Development, *L.E. Greiner & L.B. Barnes*

CASES

Dashman Company
Superior State Quarry, Parts 1 & 2
The Gordon Company
Battleship "Y"
The Metro Bottling Company
Randley Stores, Inc., A & B
Simmonds Precision Products
TRW Systems Group, A,B, & C
New England Mutual, A,B, & C
The Arrow Company

READINGS

How to Deal with Resistance to Change, *P.R. Lawrence*
Applied Organization Change in Industry: Structural, Technical, and Human Approaches, *H.J. Leavitt*
Patterns of Organizational Change, *L.E. Greiner*
A Psychologist Looks at Executive Development, *H. Levinson*
The Confrontation Meeting, *R. Beckhard*
Breakthrough in Organization Development, *R.R. Blake, J.S. Mouton, L.B. Barnes, & L.E. Greiner*
T Groups for Organizational Effectiveness, *C. Argyris*
Giving and Receiving Feedback, *J. Anderson*
Laboratory Education: Impact on People and Organizations, *M.D. Dunnette & J.P. Campbell*
Motivation and Behavior, *G.H. Litwin & R.A. Stringer, Jr.*
Suggested List for Further Reading in Organizational Change and Development

This book contains a series of case studies and readings which focus on organizational change. Many of the readings are partially or fully reprinted from previously published works.

CONTRIBUTING AUTHORS

Anderson, J.	Campbell, J.P.	Morton, J.S.
Argyris, C.	Dunnette, M.D.	Stringer, R.A.
Barnes, L.B.	Leavitt, H.J.	
Beckhard, R.	Levinson, H.	
Blake, R.R.	Litwin, G.H.	

TOPICS

Change Strategy
Confrontation
Feedback
Laboratory Training
Management Training/Development
Managerial Grid
Motivation
Organization Effectiveness
Resistance to Change
T-Groups

Davis, S.A. An organic problem-solving method of organizational change.
Journal of Applied Behavioral Science, 1967, 3 (1), 3-21.

An argument is presented against a "soft" interpretation of McGregor in the context of describing organizational development activities and general philosophies at TRW Systems.

An emphasis on confrontation is credited with helping to improve relationships between interdependent individuals and groups. "There is no real growth, there is no real development in the organization or in the individuals within it, if they do not confront and deal directly with their problems. They can get together and share feelings, but if that's all they do, it's merely a catharsis."

The use of task-related laboratories are seen as useful. Laboratories are described that involve three major elements: (a) pre-work orientation sessions to present some theory and rationale for using laboratories, questions and responses from trainers, and questions for participants to think about; (b) a three- or four-day laboratory; (c) three or four one-night sessions to discuss carryover of the laboratory experience to the job.

TOPICS

- Confrontation
- Laboratory Training
- Problem-Solving
- Team Building/Development

Davis, S.A. Building more effective teams. *Innovation*, 1970, 15, 32-41.

A distinction is made between team building and T-groups. T-groups are temporary and have as their main goal individual learning. Team building, on the other hand, is described as "...introspection among a group of people who work together more or less continuously."

For team building to be effective, three elements are necessary: (a) time, (b) participation by all members of the team, and (c) a consultant who is not a complete stranger to the group.

The consultant strives for two things in team building: (a) "One is getting the team members to really hear each other and to understand the issues in a relatively nondefensive way." (b) "The second...is a realization on the part of team members that there are alternatives to the present way of functioning."

TOPICS

- Change-Agent
- Consultant
- Group Development
- Group Processes
- T-Group
- Team Building/Development

Deep, S.D., Bass, B., & Vaughan, J.A. Some effects on business gaming of previous quasi-T group affiliations. *Journal of Applied Psychology*, 1967, 51 (5), 426-431.

Success in a business game is used as a means of judging the effects of familiarity, cohesiveness, and ease of communications between members of a working group.

The findings were contrary to expectations. The findings "...suggest that in groups called upon to make many complex decisions under considerable time pressure, the familiarity, cohesiveness, and ease of communications generated by common previous T-group experience may hinder rather than help generate adequate decisions."

TOPICS

Decision-Making
T-Group

Dunnette, M.D. People feeling: Joy more joy, and the "Slough of Despond."
Journal of Applied Behavioral Science, 1969, 5 (1), 25-44.

Dunnette states that even though there is general disenchantment with studies done on T-groups, they probably are effective in changing behaviors in back-home settings.

A major goal of T-groups is described as follows: "...to make perceivers more aware of their own perceptual filters, to help them know more fully how they are perceived by others, and to help them be more aware of and sensitive to the attributes of Specific Others in their social worlds."

A study is described that tested whether an increased ability to differentiate among others was developed in T-groups. The study contained both T-groups and control groups that met for the same periods of time but engaged in different activities. Paper-and-pencil instruments and tapes were used to assess changes.

"...greater empathy was developed in exactly those groups showing more and a higher quality of interpersonal interaction. Moreover, this increase is not a result of perceiver's adopting strategies of stereotypy or assumed similarity, but is instead a measure of their increased ability to differentiate accurately among Specific Others in their groups."

TOPICS

Empathy
Perception
T-Group

Dunnette, M.D. Should your people take sensitivity training? *Innovation*, 1970, 14, 42-55.

Six stages of T-group development are presented:

- "(1) Escaping from loneliness
- (2) Providing warmth and support
- (3) Learning sensory and emotional sensitivity and being able to tolerate anxiety
- (4) Understanding oneself and others
- (5) Learning to change interpersonal behavior
- (6) Resolving conflicts"

Stages One through Three are described as recreational stages. Four through Six are learning stages.

Several problems are suggested: (a) The leader fails to state his objectives. (b) The group fails to pass through early stages in an attempt to reach stage four. (c) Groups don't get past the diagnostic stages to behavioral reeducation. (d) Trainers are hung up at certain stages and can't take the group beyond them.

An argument is made against including people from the same organization in the same group.

TOPICS

Diagnosis/Evaluation
Group Development
Learning
Sensitivity Training
T-Group
Trainer

Dunnette, M.D. & Campbell, J.P. Laboratory education: Impact on people and organizations. In G.W. Dalton, P.R. Lawrence, & L.E. Greiner (eds.), *Organizational change and development*. Homewood, Ill.: Irwin-Dorsey, 1970, 347-376.

This is a result of the most complete review of the literature on laboratory training to date.

"By laboratory education we mean those personnel and organizational development and training courses which combine traditional training features --such as lectures, group problem-solving sessions, and role-playing-- with T-group or sensitivity training techniques.

"...There is little firm evidence of any significant change in attitude, outlook, orientation, or view of others as a result of T-group training."

"...Evidence in favor of any claims that laboratory education can increase or change interpersonal awareness, 'self-insight', or interpersonal sensitivity is very nearly nonexistent."

"...The evidence of training-produced changes in job behavior, though present, is severely limited by two major considerations we have mentioned. First, the many sources of bias constitute competing explanations for the results obtained. Second, none of the studies yields any evidence that the changes in job behavior have any favorable effect on actual performance effectiveness."

"In spite of...essentially negative results on objective measures, individuals who have been trained by laboratory education methods are more likely to be seen as changing their job behavior than are individuals in similar job settings who have not been trained. These reported changes are in the direction of more openness, better self- and interpersonal understanding, and improved communications and leadership skills."

(See also Campbell & Dunnette, 1968)

TOPICS

- Attitude Change
- Behavior Change
- Communications
- Laboratory Training
- Leadership
- Self-Awareness
- Sensitivity Training
- T-Group
- Transfer of Training

Dyer, W.G., Maddocks, R.F., Moffitt, J.W., & Underwood, W.J. A laboratory-consultation model for organizational change. *Journal of Applied Behavioral Science*, 1970, 6 (2), 211-227.

A case study of an organizational development effort focusing on the problems of entry and transfer is presented. *"The major feature of the project reported here...is an attempt to optimize both entry methods and transfer activities by a single developmental approach which includes the unique feature of using laboratory training to build a consulting relationship between internal consultants and their operating managers in an industrial organization."*

The design used included four parts: *"(a) laboratory training as an initiating vehicle, (b) the use of internal Trainer-Consultants, (c) the use of data collection and feedback, and (d) a single management and organizational conceptual framework."*

"Initial results from back-home application within the organization indicate that these design features have reduced the entry and transfer problems experienced in utilizing laboratory learnings in organization development. However, certain problems still exist in transfer of learning, namely: uneven skill on the part of the managers to implement laboratory learnings, some lack of skill on the part of the Trainer-Consultants to intervene effectively, and the existence of certain organization conditions that do not support change."

TOPICS

- Change-Agent
- Consultation
- Data Collection
- Entry
- Feedback
- Intervention
- Laboratory Training
- Resistance to Change
- Skill
- Trainer
- Transfer of Training

Elden, J.M., Goldstone, R., & Brown, M.K. The university as an organizational frontier. In W.H. Schmidt (ed.), *Organizational frontiers and human values*. Belmont, California: Wadsworth, 1970, 87-101.

Universities are presented as a model of knowledge-based organizations which are to become more significant in the future. "As society moves into the post-industrial era, knowledge-based organizations become increasingly significant. Post-Industrial society is above all a knowledge-dependent society. Its organizations are dependent on high levels of technical and professional expertise and information-handling capacities. As organizations function more on a knowledge base, they begin to function more like university organizations with shared power, highly mobile members, and non-operational goals."

Four major themes are discussed in terms of challenges for future organizational development efforts: (a) confronting the politics of change; (b) developing interorganizational linkages; (c) coping with rapid change; (d) expanding organizational development perspectives.

TOPICS

Expertise
Knowledge-Based Organization
Linkage
Politics of Change
University

Ferguson, C.K. Concerning the nature of human systems and the consultant's role. *Journal of Applied Behavioral Science*, 1963, 4 (2), 179-193.

"...A consultant does much the same thing whether he is working with one person, a small group, or a large organization. He uses himself to help a client system to externalize, to explicate 'nonfit' between interfaces or along boundaries. He uses himself to release forces that move toward balance or health in human systems of any size. He is always an aide or an instrument; he should not be a principal or an essential member party. He precipitates a process the substance of which comes from the members.

The consultant can do any of the following to fulfill his role: capture data, scan for troubled interfaces, promote psychological bonding, act as a linking agent, serve as communications conveyor, suspend animation and analyze process, clarify formulation of issues, release emotional pressures, make communication congruent, encourage feedback, serve as plumber and/or obstetrician, promote a spirit of inquiry, analyze on-going process, coach and build teams, assist in the management of conflict, promote a proper psychological climate, take calculated risks.

TOPICS

- Change-Agent
- Communications
- Conflict/Conflict Resolution
- Consultant
- Feedback
- Linkage

Fink, S.L., Beak, J., & Taddeo, K. Organizational crisis and change.
Journal of Applied Behavioral Science, 1971, 7 (1), 15-37.

"...the article describes a four-stage model, beginning with an initial period of Shock, then a period of Defensive Retreat, followed by Acknowledgement, and finally, by a process of Adaptation and Change. The four phases are presented as they apply to the individual in crisis and then are extended to incorporate organizational parameters."

The phases are described in terms of the following: (a) interpersonal relations, (b) Intergroup relations, (c) communication, (d) leadership and decision making, (e) problem handling, (f) planning and goal setting, (g) structure.

TOPICS

Communications
Crisis
Decision-Making
Group Development
Intergroup Processes
Leadership
Problem-Solving
Structure

Fordyce, J.K. & Well, R. *Managing WITH people*. Reading, Mass.: Addison-Wesley, 1971.

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What's Going On?

1. What people want
2. What's wrong with our organization?
3. A symptomatology of organizational illness and health
4. Organizational development
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 - 3. Hearing
 - 4. Positive feedback
 - 5. Making deals (out on the table)
 - 6. Likes and reservations
 - 7. Nonverbal encounters

This volume is basically a handbook of techniques useful for various purposes in organizational development efforts. The techniques together with a series of case studies provide a view of specific activities engaged upon by managers and those facilitating organization development efforts.

TOPICS

- Action Research
- Change Technology
- Confrontation
- Diagnosis/Evaluation
- Feedback
- Goals (Individual/Organizational)
- Interview
- Management
- Role Playing
- Sensitivity Training
- Team Building/Development
- Third-Party Intervention

French, J.R.P., Israel, I., and Aas, D. An experiment on participation in a Norwegian factory. *Human Relations*, 1960, 13 (1), 3-19.

This reports an attempt to replicate a previous study on participation (Coch & French, 1948) in another culture.

The hypotheses stated that there is "...a positive relationship between participation and ... (i) production; (ii) management-worker relations; (iii) job satisfaction."

"There was no difference between the experimental and control groups in the level of production." "With respect to worker-management relations, there was support for the hypothesis that the effects of participation hold only for subjects who experience at least as much participation as they consider *legitimate*. There was equal support for the hypothesis that the effects of participation increase with decreasing *resistance* to the participation methods."

TOPICS

Participation
Resistance to Change
Satisfaction

French, J.R.P., Sherwood, J., & Bradford, D.L. Change in self-identity in a management training conference. *Journal of Applied Behavioral Science*, 1966, 2 (2), 210-218.

Two two-week human relations training conferences were used to test hypotheses regarding the effects of feedback on self-identity. "...The amount of feedback (communicated objective public identity--COPI) was systematically varied and was related to responses on questionnaires asking about self-perception."

Information collected at the beginning, half-way point, end-point and ten months after the end supported the propositions "...that a person's self-identity is influenced by the opinions that others have of him which they communicate to him and that the more that is communicated, the more change there is in self-identity. The data also suggest that the state of the individual plays a part as well--for the more he is dissatisfied with his present self-perceptions, the more likely he is to change them."

TOPICS

Feedback
Human Relations Training
Self-Concept
T-Group

Friedlander, F. The impact of organizational training laboratories upon the effectiveness and interaction of ongoing work groups. *Personnel Psychology*, 1967, 20, 289-307.

Four of the work groups participated in organizational training laboratories and eight were used as comparison groups.

Improvements were sought in six dimensions: (a) group effectiveness, (b) approach to vs. withdrawal from the leader, (c) mutual influence, (d) personal involvement and participation, (e) intragroup trust vs. intragroup competitiveness, (f) general evaluation of meetings.

The Group Behavior Inventory given before training and six months after training was used to assess changes in the four experimental groups. The Inventory was given at two times separated by a six month period for the comparison groups.

"Significant changes occurred in training groups in the following three dimensions: group effectiveness, mutual influence, and personal involvement. No significant changes occurred in leader approachability, intragroup trust, or in the evaluation of group meetings."

The author concludes that "...significant improvements in effectiveness and interaction processes of work groups do occur as a result of participation in organizational training laboratories. These improvements take place in areas which are of direct personal and organizational relevance to members of the ongoing work groups and endure for a period of at least six months beyond the training experience."

This article reports one aspect of a study carried out with twelve family work groups from a 6,000 member R&D facility of the armed services. (See also Friedlander, 1968, 1970).

TOPICS

- Competition
- Durability of Training
- Group Behavior Inventory
- Group Development
- Group Effectiveness
- Influence
- Leadership
- Organizational Training Laboratory
- Participation
- Problem-Solving
- Trust

Friedlander, F. A comparative study of consulting processes and group development. *Journal of Applied Behavioral Science*, 1968, 4 (4), 377-400.

"Results indicate that the success of the development programs could be much better explained by whether there were prelaboratory and postlaboratory consultant activities than by variations in trainer role and behavior or by differences in content and climate of training sessions."

An approach which integrated pre- and post-laboratory work and utilized internal consulting groups to facilitate data gathering and action steps resulted in outstanding group growth.

This is a partial report of a study in a 6,000 member R&D facility of the armed services. Twelve work groups were involved. (See also Friedlander, 1967, 1970).

TOPICS

Consultant
Group Development
Organizational Training Laboratory
Trainer

Friedlander, F. The primacy of trust as a facilitator of further group accomplishment. *Journal of Applied Behavioral Science*. 1970, 6 (4), 387-400.

"The purpose of the current study was to explore...the extent to which intragroup trust is a necessary prerequisite to further group accomplishment."

"Results indicate that prelaboratory trust is a key predictor of eventual group accomplishment, although trust itself did not increase as a result of an isolated laboratory training experience. Furthermore, and as a function of training, the trainee's postlaboratory concept of trust merged with his concept of an effective group and an effective group meeting."

The author suggests that efforts must be made to build trust prior to a laboratory experience in order to facilitate increases in group effectiveness. (See also Friedlander, 1967, 1968, and J.R. Gibb, 1964).

TOPICS

- Group Development
- Group Effectiveness
- Group Processes
- Laboratory Training
- Organizational Training Laboratory
- Trust

Frohman, M.A. & Sashkin, M. The practice of organizational development: A selective review. Technical Report to the Office of Naval Research, 1970. (Available from Defense Documentation Center, Cameron Station, Alexandria, Va.)

The authors present a review of various approaches to organizational development. Among those discussed are the managerial grid, survey feedback, sensitivity training, and the socio-technical systems approach.

The following observations are offered: "Systemic observations: (1) The support and involvement of top management is a prerequisite for successful O.D. change. (2) Organizations are complex systems with a variety of interrelated parts. Thus, the entire system must be exposed or at least potentially open, to the efforts of the change agent. (3) There must be an 'inside linker' as well as an external source of change. (4) If O.D. is to continue as an ongoing process within a system internal change resources must be developed. Clinical observations: (1) The system involved in change must be the source, target, and agent of change. (2) The change agent must be familiar with a variety of conceptual orientations toward change. (3) The change agent needs a flexible approach in both diagnosis and treatment. He should be able to use a variety of methods to uncover problems in the system as well as to provide corrective steps."

TOPICS

- Change-Agent
- Change Processes
- Diagnosis/Evaluation
- Managerial Grid
- Sensitivity Training
- Socio-Technical Systems
- Support
- Survey Feedback
- Treatment

Gibb, J.R. Climate for trust formation. In L.P. Bradford, J.R. Gibb, & K.D. Benne (eds.), *T-group theory and laboratory method*. New York: John Wiley, 1964, 279-309.

Gibb hypothesizes four modal concerns affecting all social interactions. "...Group formation occurs as a continuing set of solutions to the problems deriving from the four focal concerns of acceptance, data, goal and control."

A model is presented based on (a) the four primary modal concerns, (b) derivatives of the modal concerns, (c) symptoms of unresolved concern, and (d) symptoms of resolved concern.

(See also Friedlander, 1970)

TOPICS

Group Development
Trust

Ginzberg, E. & Reilley, E. *Effecting change in large organizations*.
New York: Columbia University Press, 1957.

CONTENTS

1. The challenge of change
2. The balance sheet for change
3. Psychological factors in change
4. Preparing the plan
5. The initial stage of implementation
6. New behavior patterns
7. The process of change

General ideas are presented concerning change in large organizations involved in the process of decentralization. The focus is on behavior change at the top level of the organization. "...The success of a plan of change hinges on the extent to which a management is able to help the key members of the organization alter their behavior."

TOPICS

Anxiety
Change Processes
Communications
Decentralization
Feedback
Learning
Management
Resistance to Change

Golembiewski, R.T. Planned organizational change: A major emphasis in a behavioral approach to administration. In R.T. Golembiewski & A. Blumberg (eds.), *Sensitivity training and the laboratory approach*. Itasca, Ill.: F.E. Peacock, 1970, 361-390.

The laboratory approach to organizational change is emphasized. Topics discussed include (a) types of interventions, (b) necessary skills and values, (c) limitations, and (d) a description of three applications.

According to this author, the laboratory approach may be used for three major purposes: "(1) Modify the problem-solving perspectives of individuals on work-related issues; (2) Modify organizational styles by inducing changes in inter-personal and group behavior; and (3) Modify the attitudes of individuals in organizations so as to develop attitudes favorable to more effective performance."

TOPICS

- Attitude Change
- Intervention
- Laboratory Approach
- Problem-Solving
- Skill
- Values

Golembiewski, R.T. & Blumberg, A. Confrontation as a training design in complex organizations. *Journal of Applied Behavioral Science*, 1967, 3 (4), 525-547.

A three-day confrontation experience was used as part of a week-long workshop which was, in turn, part of a long-range management and organizational development effort. Three-D Images ("How we see ourselves; How we see the other group; How we think the other group sees us") were generated by functionally related departments including several hierarchical levels.

The results reported included indications of positive attitudinal changes toward members of other work groups.

"...the experience supports the claim that relatively short time-periods spent in a confrontation design can prove useful in handling substantial unfinished business and in freeing-up relations among individuals in complex organizations. In sum, a non-T-Group technique can generate much learning commonly associated with that technique."

TOPICS

Attitude Change
Confrontation
Management Training/Development
T-Group

Golembewski, R.T. & Blumberg, A. *Sensitivity training and the laboratory approach*. Itasca, Ill.: F.E. Peacock, 1970.

CONTENTS

1. What is a T-group? Descriptions and reactions
2. What happens in a T-group? Perspectives on processes and outcomes
3. Who leads a T-group and how? Perspectives on trainer and member roles
4. What concerns are there about T-groups? Goals, methods, and results
5. Where can T-group dynamics be used? Applications in the home, school, office and community
6. How can T-group dynamics be studied? Conceiving and executing research

Each chapter of this large collection of readings begins with an introduction by the authors. The 37 articles included in the volume cover a wide range of issues discussed by virtually all of the major authors contributing to this area.

CONTRIBUTING AUTHORS

Argyris, C.	Hampton-Turner, C.M.	Mouton, J.S.
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TOPICS

Change-Agent	Laboratory Approach
Collaboration	Leadership
Conflict	Managerial Grid
Confrontation	Self-Concept
Defensiveness	Sensitivity Training
Diagnosis/Evaluation	Trainer
Feedback	Transfer of Training
Group Development	

Golembiewski, R.T. & Carrigan, S.B. Planned change in organization style based on the laboratory approach. *Administrative Science Quarterly*, 1970, 15 (1), 79-93.

"This study reports the design and results of an effort to change the organization style of a sales unit in a business organization."

"Change in organization style were measured with Likert's profile of organizational characteristics. A one-week learning experience helped induce significant changes in self-reports by managers about the style of interpersonal and intergroup relations in the organization...."

"The entire managerial population was exposed to the learning design, so that there was no control group. Therefore, the changes in self-reports can only be tentatively attributed to the experimental design, rather than to random factors or the passage of time."

TOPICS

Influence
Intergroup Processes
Interpersonal Processes
Laboratory Approach
Organization Style

Greiner, L.E. Antecedents of planned organizational change. *Journal of Applied Behavioral Science*, 1967, 3 (1), 51-86.

"This article reports findings describing the history of an organization and its management prior to a decision to begin a Managerial Grid organization development program." The company in question had been in a very stable environment and, upon finding itself in a new environment, had encountered problems adapting.

Greiner identifies two stages preceding the beginning of the change activities: (a) Arousal-and-Search, (b) Recognition-and-Decision. During the first stage, "...members of that organization will (a) perceive the new demands as threatening and feel resentful and unable to cope with these demands, and (b) they will behave defensively to resist the new demands while searching for a way out of their dilemma, so long as the environment continues to press its original demands upon the organization." During the second stage, "...members of that top group will (a) perceive that they indeed have serious organization problems and feel a desire to solve these problems, and (b) they will behave by seeking advice from the expert and will decide to attempt a major organizational change, so long as the environment relieves pressure and the outside expert furnishes a program of action."

TOPICS

Adaptation
Antecedents to Change
Change Processes
Environment
Managerial Grid
Resistance to Change

Greiner, L.E. Patterns of organizational change. *Harvard Business Review*, 1967, 45 (3), 119-130.

From a review of 18 studies of organizational change, Greiner concludes that "power redistribution" within the structure of an organization is basic to successful development. The author identifies three major approaches to the induction of change: (a) unilateral action, (b) sharing of power, and (c) delegated authority.

Six phases of successful change efforts are also noted. Each phase involves (a) a stimulus on the power structure, and (b) a reaction from the power structure.

Suggestions for future attempts at organizational change are presented. These include a plea for efforts focusing at the top as well as lower organizational levels; a deemphasis of the use of "unilateral and delegated approaches to change;" and less parochical viewpoints on the part of "managers, consultants, skeptics and researchers."

TOPICS

Change Processes
Power Redistribution
Power Structure

Greiner, L.E. & Barnes, L.B. Organizational change and development.
In. G.W. Dalton, P.R. Lawrence, & L.E. Greiner (eds.), *Organizational
change and development*. Homewood, Ill.: Irwin-Dorsey, 1970, 1-12.

This chapter serves as an introduction to a volume edited by Dalton,
Lawrence and Greiner (1970).

The two overarching objectives of organizational change as described in
this chapter are "(1) changes in an organization's level of *adaptation*
to its environment, and (2) changes in the internal *behavioral patterns*
of employees.

Four common denominators are seen as cutting across all approaches to
organizational change; (a) Plan (from structured to unstructured),
(b) Power (from unilateral to delegated), (c) Relationships (from
impersonal to personal), (d) Tempo (from revolutionary to evolutionary).

The authors delineate four areas of decision-making for the involved
manager: (a) diagnosing problems, (b) planning for change, (c) launching
the change, and (d) following up to assess what has happened.

TOPICS

Adaptation
Behavior Patterns
Change Processes
Diagnosis/Evaluation

Hampton-Turner, C.M. An existential 'learning theory' and the Integration of T-group research. *Journal of Applied Behavioral Science*, 1966, 2 (4), 367-386.

A theory is presented to integrate findings from studies evaluating learning in T-groups. Three such studies are integrated with the theory.

TOPICS

Learning
T-Group

Herzberg, F. One more time: How do you motivate employees? *Harvard Business Review*, 1968, 46 (1), 53-62.

The author states his basic ideas regarding motivators and hygiene factors. The hygiene factors include supervision, work conditions, salary status, personal life, relationships with subordinates, relationships with supervisors, relationships with peers, and company policy and administration. Motivators include recognition, achievement, the work itself, responsibility, advancement and growth. "The only way to motivate the employee is to give him challenging work in which he can assume responsibility."

TOPICS

Horizontal Job Loading
Hygiene Factor
Job Enrichment
Motivation
Vertical Job Loading

Hornstein, H.A., Bunker, B.B., Burke, W.W., Gindes, M. & Lewicki, R.J.(eds.)
Social intervention. New York: The Free Press, 1971.

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1. T-groups for organizational effectiveness
C. Argyris
2. T-group for a work team
A.H. Kuriloff and S. Atkins
3. Effectiveness of T-group experiences in managerial training and development
J.P. Campbell and M.D. Dunnette
4. Comparison of behavioral changes resulting from human relations training laboratories of different lengths
D.R. Bunker and E.S. Knowles
5. From Learning for leadership
A.K. Rice
6. Some effects of managerial grid seminar training on union and management attitudes toward supervision
R.R. Blake and J.S. Mouton
7. Developing decision makers
C.H. Kepner and B.B. Tregoe
8. MRP: A technique for training large groups of supervisors and its potential use in social research
N.R.F. Maier and L.F. Zerfoss

Part Two TECHNO-STRUCTURAL STRATEGIES OF SOCIAL INTERVENTION

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F. Torbert
12. The confrontation meeting
R. Beckhard
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F.E. Fiedler
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R. Sommer
15. Physical settings and organizational development
F.I. Steele

Part Three DATA-BASED STRATEGIES OF SOCIAL INTERVENTION

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37. Conflicts: Productive and destructive

M. Deutsch

38. Freedom rides: A social movement as an aspect of social change

V.M. Olds

This book contains an introductory chapter and six major sections. Each section includes introductory comments by the editors and selected readings focusing on a major strategy of social change.

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TOPICS

Action Research

Attitude Change

Behavior Change

Change Processes

Conflict/Conflict Resolution

Confrontation Meeting

Data Collection

Decision-Making

Feedback

Individual Change

Laboratory Approach

Management

Managerial Grid

Participation

Resistance to Change

Socio-Technical Systems

Structural Change

Survey Feedback

T-Group

Team Building/Development

Technological Change

Value Change

House, R.J. Management development is a game. *Harvard Business Review*, 1963, 41 (4), 130-143.

The author suggests that many efforts at management development have failed to improve operational results because of (a) a lack of understanding regarding the nature of the needed changes, (b) unwillingness of change on the part of superiors, and (c) an environment that is resistant to change.

Measurement techniques are suggested as a way "...to identify development needs, to predict results, and to choose the proper methods."

TOPICS

Management Training/Development
Measurement
Resistance to Change

House, R.J. T-group education and leadership effectiveness: A review of the empiric literature and a critical evaluation. *Personnel Psychology*, 1967, 20 (1), 1-32.

A review of the T-group literature is presented. Special emphasis is given to issues of (a) the effective use of groups, and (b) ethical concerns inherent in the T-group approach.

TOPICS

Ethics
Leadership
T-Group

Jenks, S.R. An action-research approach to organizational change.
Journal of Applied Behavioral Science, 1970, 6 (2), 131-148.

The development and usage of an organizational Q-sort instrument is described.

"The application of the instrument in an organizational field setting is examined and evaluated in terms of (a) the usefulness of the instrument, (b) the extent to which it is a meaningful part of an organizational change and development project, and (c) the results obtained."

TOPICS

Action Research
Diagnosis/Evaluation
Feedback
Q-Sort

Katz, D. & Kahn, R. Organizational change. In D. Katz & R. Kahn, *The social psychology of organizations*. New York: Wiley, 1966, 390-451.

This chapter includes a useful conceptual framework for understanding approaches to organizational change as well as an excellent summary of some of the most important studies in the area.

Seven approaches to organizational change are suggested together with examples. The approaches include (a) information, (b) individual counseling and therapy, (c) influence of the peer group, (d) sensitivity training, (e) group therapy, (f) feedback, and (g) systemic change. Systemic change is considered the most powerful approach by these authors.

TOPICS

- Change Strategy
- Counseling
- Feedback
- Influence
- Sensitivity Training
- Systemic Change
- Therapy

Kelman, H.C. Process of opinion change. *Public Opinion Quarterly*, 1961, 25 (1), 57-78.

Three processes of opinion change are identified and elaborated. "*Compliance* can be said to occur when an individual accepts influence from another person or from a group because he hopes to achieve a favorable reaction from the other." "*Identification* can be said to occur when an individual adopts behavior derived from another person or a group because this behavior is associated with a satisfying self-defining relationship to this person or group." "...*Internalization* can be said to occur when an individual accepts influence because the induced behavior is congruent with his value system."

Comparisons are made between the three processes focusing on antecedents and consequents associated with each.

TABLE

Compliance
Identification
Influence
Internalization
Opinion Change

Kolb, D.A. & Boyatzis, R.E. On the dynamics of the helping relationship.
Journal of Applied Behavioral Science, 1970, 6 (3), 267-289.

An attempt is made to describe the type of individual who makes an effective helper. *"We defined an effective helper as one who, in an environment where giving help is seen as appropriate (the T-Group), attempts to help others while the others see this help as significant and important to them."*

"A conceptual framework of helping relationships is presented which includes the nature of the task, the helper, the receiver of help, the environment and psychological climate of the relationship, and the information feedback which occurs during the relationship."

The authors studied eight T-Groups of the "self-directed change" type. Each participant had a change goal and the task of helping others achieve their personal change goals.

All participants completed a semantic differential instrument and a six-picture TAT. At the conclusion of each session, each group member completed a form describing feedback given and received.

Statistically significant differences "...suggest that ineffective helpers are differentiated from effective helpers and nonhelpers by very high *n* Achievement and *n* Power scores and very low *n* Affiliation scores. In this experiment none of the three motives significantly differentiates effective helpers from nonhelpers."

TOPICS

Change-Agent
Feedback
Helper
Self-Change
Semantic Differential
T-Group
TAT
Trainer

Kolb, D.A., Winter, S.K., & Berlew, D.L. Self-directed change: Two studies. *Journal of Applied Behavioral Science*, 1968, 4 (4), 453-471.

Graduate students participated in four T-groups run on a self-directed change model. The groups participated in three different experimental conditions which varied in (a) the period (but not total time) of the group activities, (b) the presence or absence of feedback, and (c) sensitization to the issue of commitment.

Based on self-reports and trainers' ratings it was determined that (a) "...the highly committed subjects...felt as though they changed more (and) also showed more observable changes in behavior than did low-commitment subjects." (b) "T-Group feedback relevant to an individual's change project facilitates self-perceived change." (c) "While degree of change is not related to the amount of feedback in the first half of the T-Group, it appears to be positively related to the amount of feedback given in the second half of the T-Group...."

TOPICS

Commitment
Feedback
Self-Change
T-Group

Kuriloff, A.H. & Atkins, S. T-group for a work team. *Journal of Applied Behavioral Science*, 1966, 2 (1), 63-94.

A case history is presented documenting the use of T-Group training in a small manufacturing company. A day-by-day account is provided with excerpts from each of the five days.

Findings "...suggest that effective results in a T-Group for a work team may be attained by (1) a prior level of trust in the boss, (2) presence of the boss in all T-Group sessions, (3) intensive and consecutive sessions followed by immediate application of learning on-the-job, (4) emphasis on improving individuals' inter-personal competence primarily for the sake of the business, (5) confronting of each person as seen by others, and self-disclosure of personal feelings between people."

TOPICS

- Confrontation
- Interpersonal Competence
- Self-Disclosure
- T-Group
- Team Building/Development
- Transfer of Training
- Trust

Lakin, M. & Carson, R.C. Participant perception of group process in group sensitivity training. *International Journal of Group Psychotherapy*, 1964, 14, 116-122.

"This study was undertaken with the aim of establishing whether from the participant's frame of reference, a standard recurring developmental sequence was experienced in sensitivity training groups over the total training experience."

"Our findings do not support a notion of group development which is standard experience. Instead, our data lead to the conclusion that group experience may be no less unique than is individual experience."

TOPICS

Group Development
Group Processes
Sensitivity Training

Lawrence, P.R. How to deal with resistance to change. *Harvard Business Review*, 1969, 47 (1), 4-12, 166.

This is a reprint of an earlier article with added comments by the author.

Change, according to Lawrence, has both technical and social aspects. "The *technical* aspect of the change is the making of a measurable modification in the physical routines of the job. The *social* aspect of the change refers to the way those affected by it think it will alter their established relationships in the organization."

This author argues that it is the social aspect that affects resistance to change more than the technical aspect. Two studies are cited as support for this idea.

TOPICS

Resistance to Change
Social Change
Technological Change

Lawrence, P.R. & Lorsch, J.W. *Organization and environment*. Homewood, Ill.: Irwin, 1967.

CONTENTS

1. Background and approaches to the study
2. Organizations in a diverse and dynamic environment
3. Resolving interdepartmental conflict
4. Environmental demands and organizational states
5. Additional perspectives on resolving interdepartmental conflict
6. High-performing organizations in three environments
7. Traditional organizational theories
8. Toward a contingency theory of organization
9. Implications for practical affairs

The authors report a study of ten industrial organizations in three environments. Comparisons are made between more and less effective organizations with regard to the dimensions of "integration" and "differentiation."

Integration is defined as "...the quality of the state of collaboration that exists among departments that are required to achieve unity of effort by the demands of the environment." Differentiation is defined in terms of "...the difference in cognitive and emotional orientation among managers in different functional departments."

These two concepts provide a basis for the development of a contingency theory of organization. Basically, the theory proposes that successful organizations in a relatively stable environment will not be highly differentiated and will not include elaborate integrating mechanisms. Successful organizations in rapidly changing environments, on the other hand, will be highly differentiated and, thus require elaborate integrating mechanisms.

A central emphasis is given to the role of conflict resolution in organizations. "Our analysis...identified three distinct modes of actually handling conflict in these six organizations: *Confrontation*, or problem-solving; *smoothing-over* differences; and *forcing* decisions."

TOPICS

Collaboration
Conflict/Conflict Resolution
Confrontation
Differentiation
Environment
Integration
Intergroup Process
Organization Effectiveness
Problem-Solving

Lawrence, P.R. & Lorsch, J.W. *Developing organizations: Diagnosis and action*. Reading, Mass.: Addison-Wesley, 1969.

CONTENTS

1. Introduction
2. Concepts for developing organizations
3. Organization-environment interface
4. The group-to-group interface
5. The individual-and-organization interface
6. Conclusions

Using concepts from systems analysis, three interfaces are explored with reference to organizational development activities. "...The criteria we use for determining whether a particular change will lead to the development of the organization at any one or all of these interfaces is whether the change will lead to either a better fit between the organization and the demands of its environment and/or to a better fit between the organization and the needs of individual contributors."

As was the case in a previous volume (Lawrence & Lorsch, 1969), the manner by which organizational members deal with conflict is emphasized as a crucial aspect of organizational effectiveness.

A model is presented that suggests the relative proportion of cognitive to emotional aspects of a change method decreases as the change target changes from one of modest to fundamental behavior change.

TOPICS

Behavior Change
Change Processes
Change Strategy
Cognitive Change
Conflict/Conflict Resolution
Emotional Change
Environment
Individual-Organization Interface
Organization-Environment Interface
Systems Analysis

Leavitt, H.J. Applied organizational change in industry. In J.G. March (ed.), *Handbook of organizations*. Chicago: Rand-McNally, 1965, 1144-1170.

Distinctions are made between structural, technological, and people approaches to change. The people approach is further divided into the "manipulative" and "power-equalization" (PE) approaches. The latter is emphasized in this chapter. "Besides the belief that one changes people first, these power-equalization approaches also place major emphasis on other aspects of the human phenomena of organizations. They are, for example, centrally concerned with affect; with morale, sensitivity, psychological security. Secondly, they value evolutionary, internally generated change in individuals, groups, and organizations over externally planned or implemented change. Thirdly, they place much value on human growth and fulfillment as well as upon task accomplishment; and they often have stretched the degree of causal connection between the two. Finally...the power-equalization approaches...shared a normative belief that power in organizations should be more equally distributed than in most existent 'authoritarian' hierarchies."

The PE approaches are further described with reference to (a) goals, (b) communication, (c) group pressure, group cohesiveness, conformity, and (d) decision-making.

Power-equalization practices are seen as most applicable where creativity and flexibility are needed rather than in more highly programmed task areas.

TOPICS

- Change Goals
- Change Strategy
- Cohesion
- Communications
- Conformity
- Consensus
- Creativity
- Decision-Making
- Flexibility
- Group Processes
- Manipulation
- Power-Equalization
- Scanlon Plan
- Self-Change
- Structural Change
- T-Group
- Technological Change

Lewin, K. Frontiers in group dynamics: Concept, method and reality in social equilibria and social change. *Human Relations*, 1947, 1, 5-41.

The force field approach to the analysis is presented. Lewin suggests that to effect change, one can increase forces toward change or decrease the forces against change. In any change effort, the whole force field must be considered.

The group as a force for and against individual change is examined. "As long as group values are unchanged the individual will resist changes more strongly the farther he is to depart from group standards. If the group standard itself is changed, the resistance which is due to the relation between individual and group standard is eliminated."

Three stages of successful change are described. These are "unfreezing" the group from its present level, "moving" to a new level, and "freezing" group life at the new level.

TOPICS

- Change Phases
- Change Processes
- Force Field
- Freezing
- Group Processes
- Resistance to Change
- Unfreezing

Likert, R. *New patterns of management*. New York: McGraw-Hill, 1961.

CONTENTS

1. Introduction
2. Leadership and organizational performance
3. Group processes and organizational performance
4. Communication, Influence, and organizational performance
5. The effect of measurements on management practices
6. Some general trends
7. Effective supervision: An adaptive relative process
8. An Integrating principle and an overview
9. Some empirical tests of the newer theory
10. Voluntary organizations
11. The nature of highly effective groups
12. The interaction-influence system
13. The function of measurements
14. A comparative view of organizations
15. Looking to the future

Likert presents a theory of organization focusing on effective management practices. The theory is based upon an integration of social science research conducted primarily at the Institute for Social Research, Ann Arbor, Michigan.

At the core of the organization suggested as being most effective is a system of reciprocal influence between organizational levels. Likert states with respect to the development of such systems that "...there is not a large body of systematic knowledge nor are there well-developed procedures for dealing with the problem of building the kind of effective interaction-influence system called for by the newer theory."

The importance of obtaining accurate measurements of critical variables is a central theme. Organizational improvement is partially viewed as the result of feeding back information regarding successes and failures through short feedback cycles.

TOPICS

Communications
Conflict/Conflict Resolution
Decision-Making
Feedback
Group Processes
Human Resources
Influence
Interaction-Influence System
Interpersonal Skill
Leadership
Management
Measurement
Performance

Likert, R. *The human organization*. New York: McGraw-Hill, 1967.

CONTENTS

1. New foundations for the art of management
2. A look at management systems
3. Productivity and labor relations under different management systems
4. The interdependent, interacting character of effective organizations
5. Time: A key variable in evaluating management systems
6. Improving general management by better fiscal management
7. The need for a systems approach
8. Measurement
9. Human Asset Accounting
10. Achieving effective coordination in a highly functionalized company and elsewhere
11. The next step.

Likert expands and elaborates the theory of organization presented in an earlier work (Likert, 1961). Emphasized in this work are various management systems, especially "System 4." Also emphasized is the importance of human resources in organizations.

TOPICS

Causal Variables
Communication
Decision-Making
End-Result Variables
Feedback
Group Processes
Human Asset Accounting
Influence
Interaction-Influence System
Intervening Variables
Leadership
Management
Measurement
Productivity
Scanlon Plan
System Approach
Trust

Lippitt, G.L. & Schmidt, W.H. Crises In a developing organization. *Harvard Business Review*, 1967, 45 (6), 102-112.

Six critical stages in the life of organizations are proposed: (a) creation, (b) survival, (c) stability, (d) pride and reputation, (e) uniqueness and adaptability, and (f) contribution. According to these authors, it is during the fifth stage that organizational development efforts take place.

TOPICS

Change Processes
Organization Life

Lippitt, R., Watson, J., & Westley, B. *The dynamics of planned change*.
New York: Harcourt, Brace, & World, 1958.

CONTENTS

1. Our orientation to the phenomena of planned change
2. Diagnostic orientations toward problems of internal relationships
3. Diagnostic orientations toward problems of external relationships
4. Motivation of the client system
5. Various aspects of the change agent's role
6. The phases of planned change
7. Initiating planned change
8. Working toward change
9. The transfer and stabilization of change
10. Some unfinished business
11. The scientific and professional training of change agents

The authors draw heavily from the therapeutic model in formulating their conceptions of planned change. The role of the change agent and the relevant forces that support and resist change are extensively emphasized.

TOPICS

Change-Agent
Change Forces
Change Phases
Change Processes
Diagnosis/Evaluation
Motivation
Planned Change
Resistance to Change

Lubin, B. & Zuckerman, M. Level of emotional arousal in laboratory training. *Journal of Applied Behavioral Science*, 1969, 5 (4), 483-490.

The relative level of stress created in T-Groups was evaluated through a study including the participants of four one-week groups and participants of a study on perceptual isolation.

An adjective checklist was developed and used to determine anxiety, depression, and hostility. Since members of the T-Groups were found to be different from those of the perceptual isolation study, analysis of covariance procedures were used.

The level of stress was found to be less in the members of the T-Groups (none of the participants reached a level considered to represent unusually high stress) than in those participating in the perceptual isolation study (35% reached the level of high stress).

TOPICS

Laboratory Training
Stress
T-Group

Luft, J. *Group processes*. Palo Alto, Calif.: National Press Books, 1970.

CONTENTS

1. Group processes: An introduction to group dynamics
2. Elements of laboratory methods for studying group processes
3. The Johari Window: A graphic model of awareness in interpersonal relations
4. Basic issues in group processes
5. Interaction patterns and metacommunication
6. Group processes and organizational behavior
7. Group processes and clinical psychology
8. The teacher and group processes
9. Current trends

This short volume presents a brief review of many aspects of group processes. The author draws from the work of a variety of persons but places major emphasis on the laboratory approach to studying group dynamics.

TOPICS

Group Development
Group Processes
Johari Window
Laboratory Approach
Leadership
Metacommunication Theory
Transfer of Training

McGregor, D. *The human side of enterprise*. New York: McGraw-Hill, 1960.

CONTENTS

Part One THE THEORETICAL ASSUMPTIONS OF MANAGEMENT

1. Management and scientific knowledge
2. Methods of influence and control
3. Theory X: The traditional view of direction and control
4. Theory Y: The integration of individual and organizational goals

Part Two THEORY Y IN PRACTICE

5. Management by integration and self-control
6. A critique of performance appraisal
7. Administering salaries and promotions
8. The Scanlon Plan
9. Participation in perspective
10. The managerial climate
11. Staff-line relationships
12. Improving staff-line collaboration

Part Three THE DEVELOPMENT OF MANAGERIAL TALENT

13. An analysis of leadership
14. Management development programs
15. Acquiring managerial skills in the classroom
16. The managerial team

The major emphasis in this book is on managerial strategies, especially the assumptions and consequences related to two distinct strategies--Theory X and Theory Y. It is the latter of these that is, according to McGregor, associated with effective managerial behavior.

Additional topics include (a) some general notions regarding learning, especially learning through T-groups, and (b) characteristics of efficient and inefficient groups.

TOPICS

Goals (Individual/Organizational)
Group Processes
Leadership
Learning
Management
Participation
Scanlon Plan
T-Group
Theory X
Theory Y

Mann, F.C. Studying and creating change: A means to understanding social organization. *Research on industrial human relations*. Industrial Relations Research Assoc., Publication No. 17, 1957.

A description is provided of the survey feedback process developed at the Institute for Social Research, The University of Michigan.

Classroom learning is compared to the feedback process on the following dimensions: (a) objectives, (b) setting, (c) informational content, (d) method, (e) who are the trainees, (f) training unit, (g) who is the change agent, (h) how the pace is set, (i) length of the process, (j) amount of tension, (k) assumptions about attitudes, (l) measurement of effectiveness.

TOPICS

Attitude
Change-Agent
Learning
Survey Feedback

Mann, F.C. & Neff, F.W. *Managing major change in organizations*. Ann Arbor, Mich.: Foundation for Research on Human Behavior, 1961.

CONTENTS

1. Preparing an organization for change: Case I
2. Establishing behavioral objectives of change: Case II
3. Maintaining change momentum: Case III
4. Completing and stabilizing changes: Case IV
5. Conference Insights
 - A new role: The change catalyst
 - A new technique of involvement: The controlled explosion
6. Toward an understanding of the management of change

The authors present a series of case studies together with several generalizations about major change efforts. The generalizations include comments regarding (a) the extensiveness of the change effort, (b) the effects of self-concept, (c) feedback, (d) the effects of group support, (e) the "change catalyst" role, and (f) involvement in problem-solving as a motivator for change.

TOPICS

Change Catalyst
Change Goals
Change Processes
Feedback
Group Processes
Involvement
Motivation
Problem-Solving
Self-Concept

Margulies, N. Organizational culture and psychological growth. *Journal of Applied Behavioral Science*. 1969, 5 (4), 491-503.

"The study reported here explores the degree in which 'sociotechnical systems architecture' influences individual psychological growth. Its major hypothesis is that a specific organizational culture, defined in terms of a specific set of values, attitudes, and behavioral norms, can contribute to the degree in which persons can actualize themselves."

An experiment with four departments at Non-Linear Systems is reported in which two departments took part in changes consisting of (a) "...eliminating the routine, standardized assembly line and creating small cohesive workgroups as the basis for organization" and (b) changing attitudes in the direction of Theory Y. The remaining groups continued to function in the more typical assembly line manner.

A variety of data collection methods (interviews, observations, special surveys, generally used surveys) were used to tap (a) work values, (b) attitudes, (c) behavioral norms, and (d) psychological growth.

The data indicated the following: (a) "...there does seem to be a positive relationship between value-orientations and self-actualization. The more intrinsic the value-orientation, the more psychological growth. For the department, the more the environment can encourage intrinsic satisfaction, the more likely can that environment facilitate psychological growth." (b) "...Higher self-actualizing groups do exhibit more awareness of the interconnectedness between task achievement and social need satisfaction." (c) "The behavior of the more self-actualizing groups is less determined by formal structure, formal role prescriptions, or by Formal Authority...the behavior of SA individuals is determined more by internalized values than by Formal Authority or Group ideology."

The authors suggest that "...overspecialization need not be an inevitable consequence of mass production."

TOPICS

- Attitude
- Environment
- Group Processes
- Individual Growth
- Mass Production
- Norms
- Overspecialization
- Self-Actualization
- Socio-Technical Systems
- Values

Margulies, N. & Raia, A.P. *Organisational development: Values, processes, and technology*. New York: McGraw-Hill, 1972.

CONTENTS

Part One INTRODUCTION

1. Organizational development in perspective

Part Two THE COMPONENTS OF ORGANIZATIONAL DEVELOPMENT

2. Key elements in organizational development

Part Three THE PROCESS AND TECHNOLOGY OF ORGANIZATIONAL DEVELOPMENT

3. The collection of data
4. The diagnostic phase
5. Intervening in the system

Part Four EMERGING ISSUES IN ORGANIZATIONAL DEVELOPMENT

6. Problems and challenges in organizational development

Part Five CASE STUDIES IN ORGANIZATIONAL DEVELOPMENT

7. The practice of organizational development

This book is divided into five major parts and several sub-sections. Each section includes the editors' comments and selected readings reprinted from other sources.

CONTRIBUTING AUTHORS

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TOPICS

Change-Agent
Change Phases
Change Processes
Change Technology
Conflict/Conflict Resolution
Consultant
Data Collection
Diagnosis/Evaluation
Intergroup Processes
Intervention
Laboratory Approach
Managerial Grid
Motivation
Resistance to Change
Sensitivity Training
T-Group
Team Building/Development
Values

Marrow, A.J. Managerial revolution in the state department. *Personnel*, 1966, 43 (6), 8-18.

A description is presented of an organizational development effort that brought together many outside resources to facilitate efforts in the following areas: (a) management by objectives, (b) laboratory training, (c) team building, and (d) problem-solving.

TOPICS

Change Strategy
Laboratory Training
Management by Objectives
Problem-Solving
Team Building/Development

Marrow, A.J., Bowers, D.G., & Seashore, S.E. *Management by participation*.
New York: Harper & Row, 1967.

CONTENTS

Part One THE WELDON COMPANY, 1962

1. Harwood buys Weldon
2. The Weldon plant and organization
3. The Harwood organization
4. Weldon vs. Amalgamated Clothing Workers
5. Weldon and Harwood compared

Part Two THE CHANGE PROGRAM AND THE CHANGE AGENTS

6. Planning the changes
7. The technical change program
8. Operator training
9. Building cooperation and trust
10. Work relations on the shop floor
11. Managers and supervisors in a changing environment

Part Three THE OUTCOME: WELDON, 1964

12. Organizational performance
13. Operator performance
14. Employee attitudes, motivations, and satisfactions
15. The new organizational system
16. Implications for managing organizational change
17. The human organization

This book reports one of very few experiments in the organizational change area. The change effort involved the resources of managers, engineers, and behavioral scientists. The chapters of this volume report the effort and its outcomes from several points of view.

Assessments of the affects of various aspects of the effort were conducted by persons not directly involved in implementing the changes. Various portions of the total gains attributed to the effort were determined to be related to specific changes. "...The earnings development program with individual operators was the most potent of the steps undertaken, contributing perhaps 11 percentage points of the total gain of 30 points. Next in order of influence were the weeding out of low earners...and the provision of training for supervisors and staff in interpersonal relations, each contributing about 5 percentage points to the total gain. The group consultation and problem resolution program with operators appears to have contributed about 3 percentage points. The balance of 6 percentage points can be viewed as arising from miscellaneous sources or from the combination of the several program elements."

(See also Seashore & Bowers, 1970, for a follow-up report.)

CONTRIBUTING AUTHORS

Bowers, D.G.
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TOPICS

Attitude
Change Processes
Change Strategy
Communications
Earnings Development Program
Feedback
Human Organization
Interpersonal Processes
Management
Motivation
Performance
Problem-Solving
Satisfaction
Technological Change
Trust

Marrow, A.J., & French, J.R.P., Jr. Changing a stereotype in industry.
Journal of Social Issues, 1945, 1 (3), 33-37.

The authors report a study in which an attempt was made to change attitudes toward older female workers through participation of management in research and supervisors in group discussion and decision.

The authors conclude from the study that "...through a process of guided experiences which are equally his own, a person may be reoriented so that he gradually takes on within himself the attitudes which he would not accept from others."

TOPICS

Attitude Change
Participation
Stereotype

Maslow, A.H. *Eupsychian management: A journal*. Homewood, Ill.: Irwin-Dorsey, 1965.

This volume is a journal of ideas recorded by Maslow, based on his experiences during a period of time spent at Non-Linear Systems in California. He touches on a great variety of topics related to the central theme of good psychological management.

TOPICS

Attitudes
B-Values
Creativity
Eupsychian Management
Group Processes
Individual Growth
Leadership
Management
Psychological Health
Regression
Self-Actualization
Self-Concept
Synergy
T-Group

Miles, M.B. Changes during and following laboratory training: A clinical experimental study. *Journal of Applied Behavioral Science*, 1965, 1 (3), 215-242.

The experimental subjects in this study were 34 elementary school principals who participated in two-week NTL laboratories. Controls (148) consisted of a group of randomly chosen elementary school principals and another group selected through peer nominations.

A series of instruments were administered to all participants (a) before the laboratories, (b) three months after the laboratories, and (c) eight months after the laboratories. Measures were also taken during the laboratories to determine (a) sensitivity, (b) diagnostic ability, and (c) action skills.

"Substantively, we have found valid experimental-control differences as a results of a human relations training experience; the gains by participants were primarily predicted by variables connected with actual participation in the treatment--unfreezing, active involvement, and reception of feedback. The personality variables studied--ego strength, flexibility, and need affiliation--did not affect laboratory outcomes directly, but did seem to influence behavior during training. Finally, the organizational variables studied--personal security, autonomy and power, and organizational problem-solving adequacy--had less impact on the participants' stance at the beginning of training than expected, but did appear to affect their subsequent use of learnings on the job."

TOPICS

- Autonomy
- Diagnosis/Evaluation
- Feedback
- Flexibility
- Human Relations Training
- Laboratory Training
- Participation
- Power
- Problem-Solving
- Security

Miles, M.B., Calder, P.H., Hornstein, H.A., Callahan, D.M., & Schiavo, R.S. Data feedback and organizational change in a school system. In R.T. Golembiewski & A. Blumberg (eds.), *Sensitivity training and the laboratory approach*. Itasca, Ill.: F.E. Peacock, 1970, 352-361.

This article provides a good description of the use of data feedback in an organizational change program.

"Survey feedback is a process in which outside staff and members of the organization collaboratively gather, analyze and interpret data that deal with various aspects of the organization's functioning and its members' work lives, and using the data as a base, begin to correctively alter the organizational structure and the members' work relationships."

The various components (presentation of data, meetings, analysis of process) of survey feedback are described as are the possible effects. It is noted that the data may cause any one or combination of the following to occur: (a) confirmation of previously held feelings, (b) contradiction of beliefs, and/or (c) encouragement of an inquiry focusing on why people responded as they did to the survey.

TOPICS

Diagnosis/Evaluation
Feedback
Group Processes
Survey Feedback

Morse, N. & Reimer, E. The experimental change of a major organizational variable. *Journal of Abnormal and Social Psychology*, 1956, 52, 120-129.

This article describes a field experiment in which an attempt was made to change satisfaction and productivity by changing the level of decision-making processes in a clerical organization.

As expected, individual satisfaction was increased with a lowering of the decision-making process and was decreased when local decision-making was decreased. Contrary to expectation, it was found that costs decreased more in the program which raised the level of decision-making than in those areas where the decision-making process was lowered.

TOPICS

Decision-Making
Productivity
Satisfaction

Morton, R.B. & Bass, B.M. The organizational training laboratory.
Training Directors Journal, 1964, 18 (10), 2-18.

The authors describe a technique used (a) "...to provide trainees with the concepts and methods for learning through group process" and (b) "...to help build a climate that supports learning."

The Organizational Training Laboratory is composed of intact work groups and includes a week of training about intragroup and intergroup processes and three days devoted to the application of these learnings to actual organizational problems.

A study based on self-reports indicated that participants showed favorable attitudes toward the technique. Ninety-seven participants reported 359 critical incidents showing "...improved working relations (28%), personal improvement (35%), conflict reduction (6%), difficulties in applying [the] training (17%) and unfavorable comments (1%)."

TOPICS

- Conflict/Conflict Resolution
- Group Processes
- Intergroup Processes
- Organizational Training Laboratory
- Transfer of Training
- Work Group

NIL Institute for Applied Behavioral Science. What is OD? In R.T. Golembiewski & A. Blumberg (eds.), *Sensitivity training and the laboratory approach*. Itasca, Ill.: F.E. Peacock, 1970, 342-345.

"Using knowledge and techniques from the behavioral sciences, organization development attempts to integrate individual needs for growth and development with organizational goals and objectives in order to make a more effective organization."

Descriptions are presented of (a) "...the behavioral science findings and hypotheses underlying the theory and method of OD..." (b) the objectives of OD, and (c) the technology associated with OD.

TOPICS

Change Strategy
Goals (Individual/Organizational)
Individual-Organization Interface

NIL Institute for Applied Behavioral Science. Want to observe in a T-Group. In R.T. Golembiewski & A. Blumberg (eds.), *Sensitivity training and the laboratory approach*. Itasca, Ill.: F.E. Peacock, 1970, 86-90.

Various types and levels of interactions deemed significant in T-Groups are briefly summarized. Included are issues of (a) content and process, (b) communications, (c) decision-making procedures, (d) task, maintenance and self-oriented behavior, and (e) emotional issues.

TOPICS

Communications
Content
Decision-Making
Group Processes
Maintenance
Process
Self-Oriented Behavior
T-Group
Task

Neff, F. Survey research: A tool for problem diagnosis and improvement in organizations. In S. Miller & A. Gouldner (eds.), *Applied sociology*, New York: Free Press, 1965, 23-38.

Ideas are presented regarding the use of survey feedback in organizational improvement efforts. Neff has based this work on the experiences of Floyd Mann and other researchers from the Institute for Social Research, the University of Michigan.

Emphasis is given to the desired involvement of organizational members as well as researchers in the survey feedback process. According to this author, it is important that organizational members have a good understanding of the questions in the instrument and that they are active in making the diagnosis.

TOPICS

Diagnosis/Evaluation
Involvement
Problem-Solving
Survey Feedback

Odlorne, G.S. *Management by objectives*. New York: Pitman, 1965.

CONTENTS

1. The new look in management
2. A flight from capitalism?
3. The decline of risk bearing
4. The system of management by objectives
5. installing the system
6. Measuring organization performance
7. Setting routine and emergency goals
8. Setting creative goals
9. Setting personal development goals
10. How much subordinate participation in goal-setting?
11. Relating salary administration to Management by Objectives
12. The problem of the annual performance review
13. Assessing potential

After pointing out the future needs for management, Odlorne describes the system of Management by Objectives. "Management by objectives provides for the maintenance and orderly growth of the organization by means of statements of what is expected for everyone involved, and measurement of what is actually achieved."

The system is envisioned as an aid toward overcoming the following problems: (a) measuring the true contribution of managerial and professional personnel, (b) defining common goals, and (c) defining areas of responsibility. In addition, Management by Objectives is designed to (a) eliminate the need for people to change their personalities, and (b) provide a means of determining each manager's span of control.

TOPIC

Goals (Individual/Organizational)
Leadership
Management
Management by Objectives
Measurement
Responsibility

Odiorne, G.S. The trouble with sensitivity training. In R.T. Colembiewski & A. Blumberg (eds.), *Sensitivity training and the laboratory approach*. Itasca, Ill.: F.E. Peacock, 1970, 273-287.

Odiorne presents a negative evaluation of sensitivity training as a useful training technique. More specifically, he attacks what he views as a failure to define desired terminal behaviors. He adds that, since these behaviors are not clear, it is impossible to establish the logical steps essential to good training or to evaluate the success of such training.

TOPICS

Behavior Change
Organization Goal/Task
Sensitivity Training
Value Change

Oshry, B. & Harrison, R. Transfer from here-and-now to there-and-then: Changes in organizational problem diagnosis stemming from T-group training. *Journal of Applied Behavioral Science*, 1966, 2 (2), 185-198.

The study focuses on changes in the participants' abilities to diagnose interpersonal work problems in organizational settings.

Forty-six middle-level managers participated in two-week T-groups. Each participant completed the Problem Analysis Questionnaire on the first and the second-to-last day of training.

The results indicate that as the manager prepares to return home from the training "(1) His work world seems to him to be more human and less impersonal. (2) He sees clearer connections between how well interpersonal needs are met and how well work gets done. (3) He sees himself clearly as the most significant part of his work problems. (4) He sees no clear connection between his new perceptions and how he translates these into action."

The authors note that they have not determined the affect that "seeing things differently" has on organizational behavior.

TOPICS

Diagnosis/Evaluation
Interpersonal Processes
Perception
Problem Analysis Questionnaire
T-Group
Transfer of Training

Paul, W.J., Robertson, K.B., & Herzberg, F. Job enrichment pays off.
Harvard Business Review, 1969, 47 (2), 61-78.

A summary is presented of five studies in job enrichment. Using a variety of criteria to fit the various participants, the authors conclude that job enrichment programs enhance job performance (but not necessarily job satisfaction) in a variety of settings. It is suggested that satisfaction is a result of performance and therefore may change more slowly.

TOPICS

Job Enrichment
Performance
Satisfaction

Peek, B. (ed.), *An action research program for organisational improvement*. Ann Arbor, Mich.; Foundation for Research on Human Behavior, 1960.

A description is presented of work done at Esso Standard Oil Company. Among the development techniques discussed are (a) off-site management conferences, (b) development groups, (c) data feedback, and (d) laboratory training.

The elements of an Action Research Model are presented as well as information regarding intergroup competition.

CONTRIBUTING AUTHORS

Blake, R.R.
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TOPICS

Action Research
Competition
Feedback
Intergroup Processes
Laboratory Training
Management Conference

Pelz, D.C. Influence: A key to effective leadership in the first-line supervisor. *Personnel*, 1952, 29 (3), 209-217.

The results of a study conducted at Detroit Edison Company indicate that influence is a key variable in determining the effect that leadership behaviors will have on subordinates.

"...The supervisory behaviors of 'siding with employees' and 'social closeness to employees' will tend to raise employee satisfaction only if the supervisor has enough influence to make these behaviors pay off in terms of actual benefits for employees."

TOPICS

Influence
Leadership
Satisfaction

Psathas, G. & Hardert, R. Trainer intervention and normative patterns in the T-group. *Journal of Applied Behavioral Science*, 1966, 2 (2), 149-169.

In a study of seven two-week T-groups the authors isolated several categories of normative dimensions into which trainer interventions can be reliably classified. These categories include (a) analyzing group interaction or process, (b) feelings, (c) feedback, (d) acceptance concern, (e) participation, (f) goal and task concern, (g) trainer membership--authority problems, (h) leadership behavior, (i) structure concern, (j) behavior experimentation, and (k) decision-making. The first four categories received the most emphasis in the groups studied.

TOPICS

Decision-Making
Feedback
Group Processes
Intervention
Leadership
Norms
Participation
T-Group
Trainer

Rogers, C. Interpersonal relationships: Year 2000. *Journal of Applied Behavioral Science*, 1968, 4 (3), 265-280.

Rogers suggests that in the future industries will be devoting as much attention to "the quality of interpersonal relationships and the quality of communications" as is now given to technology. This will (particularly result from) the recognition that organizational growth and development can be realized only through a facilitation of individual growth and fulfillment.

TOPICS

Communication
Individual Growth
Interpersonal Processes

Rogers, C. *Carl Rogers on encounter groups*. New York: Harper & Row, 1970.

CONTENTS

1. The origin and scope of the trend toward "Groups"
2. The process of the encounter group
3. Can I be a facilitative person in a group?
4. Change after encounter groups: in persons, in relationships, in organizations
5. The person in change: The process as experienced
6. The lonely person--and his experiences in an encounter group
7. What we know from research
8. Areas of application
9. Building facilitative skills
10. What of the future?

Rogers touches upon several aspects of encounter groups including (a) theoretical bases, (b) reasons for their increased acceptance, (c) typical stages and processes, and (d) the use of this technique for the purpose of changing individual behavior and the functioning of institutions.

TOPICS

Encounter Group
Group Development
Group Processes
Trainer

Rush, H.M.F. *Behavioral science concepts and management application*.
National Industrial Conference Board, Studies in Personnel Policy,
No. 216, 1969.

CONTENTS

1. The world of work and the behavioral sciences: A perspective and an overview
2. Behavioral scientists: Their theories and their work
3. Human behavior learning: Three approaches
4. Company experience: A survey and an analysis

"This report examines the interdisciplinary field that is concerned with human behavior in social settings. Specifically, it examines behavioral science concepts as they evolve from theory to laboratory experiments, to developmental research, and finally to on-the-job applications in managing human resources.

"A brief exposition of the characteristics of behavioral science, of the current state of the art, and of its relevance to modern business organizations is followed by a capsule review of the theories and contributions of five of the most influential behavioral scientists [McGregor, Maslow, Herzberg, Argyris, Likert] and a description of three most prevalent techniques [sensitivity training, managerial grid, Menninger Foundation seminars] in company applications.

An analysis of a broad survey of company interest in, and experience with, behavioral science provides a backdrop to more detailed descriptions of behavioral science applications in ten firms [American Airlines, Armstrong Cork Co., Corning Glass Works, Genesco, Inc., Hotel Corporation of America, Raymond Corp., Steinberg's Ltd., Snytex Corp., Texas Instruments Incorp., The Systems Group of TRW, Inc.] of varying sizes and industries.

"A selected bibliography of behavioral science theory and philosophy completes the report."

Excellent summaries are presented of the major ideas of the behavioral scientists included in the report. The descriptions of the techniques are also good but do not provide a complete picture of the techniques currently available.

TOPICS

Individual-Organization Interface
Management
Managerial Grid
Menninger Foundation Seminar
Motivation
Need
Science-Based Management
Sensitivity Training
Theory X
Theory Y

Schein, E.H. *Process consultation*. Reading, Mass.: Addison-Wesley, 1969.

CONTENTS

Part One DIAGNOSIS

1. Introduction
2. Human processes in organizations: An overview
3. Communication processes
4. Functional roles of group members
5. Group problem-solving and decision-making
6. Group norms and group growth
7. Leadership and authority
8. Intergroup processes

Part Two INTERVENTION

9. Establishing contact and defining a relationship
10. Selecting a setting and a method of work
11. Gathering data
12. Intervention
13. Evaluation of results and disengagement
14. Process consultation in perspective

The role of process consultation in organizational development efforts is described. The primary focus of this volume is on group processes and interactions between the process consultant and the client group.

TOPICS

Attitude
Authority
Change-Agent
Communication
Competition
Cooperation
Counseling
Decision-Making
Diagnosis/Evaluation
Feedback
Group Processes
Group Roles
Intergroup Processes
Intervention
Leadership
Norms
Problem-Solving
Process Consultation
Skill
Values

Schein, E.H. The mechanisms of change. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart, & Winston, 1969, 98-107.

Schein presents a theoretical discussion of change based on Lewin's model which includes the stages of unfreezing, changing, and refreezing. Mechanisms are suggested for implementing each stage in the change process. Unfreezing may come about through "... (a) Lack of confirmation or disconfirmation, (b) Induction of guilt-anxiety, [and/or] (c) Creation of psychological safety by reduction of threat or removal of barriers." Changing occurs through the mechanism of cognitive redefinition (either Identification or Scanning). Refreezing occurs through "... (a) Integrating new responses into personality, [or] (b) Integrating new responses into significant ongoing relationships through reconfirmation."

An analysis of two types of identification (defensive and positive) are also presented. The analysis focuses on (a) conditions for the processes, (b) psychological processes involved, and (c) outcomes.

TOPICS

- Changing
- Change Phases
- Change Processes
- Identification
- Refreezing
- Unfreezing

Schein, E.H. & Bennis, W.G. *Personal and organizational change through group methods*. New York: Wiley, 1965.

CONTENTS

Part One WHAT IS LABORATORY TRAINING?

1. Introduction
2. What is laboratory training: Description of a typical residential laboratory
3. Overview of laboratory training

Part two THE USES OF LABORATORY TRAINING

4. Variations in laboratory training
5. The design of one-week laboratories
6. Sensitivity training and being motivated
7. The uses of the laboratory method in a psychiatric hospital
8. A 9,9 approach for increasing organizational productivity
9. Sensitivity training and community development
10. Principles and strategies in the use of laboratory training for improving social systems

Part Three RESEARCH ON LABORATORY TRAINING OUTCOMES

11. Research on laboratory training outcomes
12. Learning processes and outcomes in human relations training:
A clinical experimental study
13. The effect of laboratory education upon individual behavior

Part Four A THEORY OF LEARNING THROUGH LABORATORY TRAINING

14. A general overview of our learning theory
15. Organizational forces that aid and hinder attitude change
16. The laboratory as a force toward learning
17. Some hypotheses about the relative learning impact of different kinds of laboratories
18. Our questions about laboratory training

Schein and Bennis have included both their own conceptualizations and those of others concerned with laboratory training. Descriptions are provided of the assumptions, objectives, processes and outcomes of this educational strategy.

CONTRIBUTING AUTHORS

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Rothaus, P.
Tannenbaum, R.

TOPICS

Adaptation
Affect
Attitude
Change-Agent
Changing
Cognition
Collaboration
Communications
Diagnosis/Evaluation
Feedback
Group Processes
Here-and-Now Data
Human Relations Training
Interpersonal Competence
Laboratory Training
Learning
Refreezing
Role
Sensitivity Training
Self-Awareness
Skill
T-Group
Unfreezing

Schmidt, W.H. (ed.) *Organizational frontiers and human values*. Belmont, Calif.: Wadsworth, 1970.

CONTENTS

Part One AN OVERVIEW

1. View at the frontier
2. The revolutionary 1970s
3. The new organizational frontiersman: The leader-learner

Part Two SUMMARY OF THE ORGANIZATIONAL FRONTIERS SEMINAR

4. Between cultures: The current crisis of transition
5. Living through the transition
6. Managing organizations in a time of crisis

Part Three SELECTED READINGS

7. Assessment and perspective
8. Is it always right to be right?
9. Urban North America: The challenge of the next thirty years
10. The university as an organizational frontier
11. Student protest as a resource for corporate planning and development
12. American management: Everybody's business
13. Values, man, and organizations
14. Primary target for change: The manager or the organization?

Part Four LOOKING FURTHER

15. Re-view at the frontier
16. Seventy probably major domestic, nonmilitary trends and events in 1980
17. Annotated bibliography
18. Bibliography on organization development

The major focus of this book is the nature of organizations as they will be in the future. The variety of organizations discussed includes schools, corporation, and societies.

CONTRIBUTING AUTHORS

Brown, M.K.	Lindsay, J.V.
Burke, W.W.	Price, C.R.
Culbert, S.A.	Steiner, G.A.
Davis, S.A.	Tannenbaum, R.
Elden, J.M.	Toulouse, J.
Goldstone, R.	Trist, E.L.
	Williams, H.M.

TOPICS

Behavioral Science	Leadership
Crisis	Management
Future Organizations	Protest
	Values

Schutz, W.C. & Allen, V.L. The effects of a T-group laboratory on interpersonal behavior. *Journal of Applied Behavioral Science*, 1966, 2 (3), 265-286.

Focusing on changes in Interpersonal relations, this study involved 71 persons participating in two-week human relations training laboratories and 30 university students as controls.

The FIRO-B instrument was administered (a) before the laboratory began, (b) immediately after the laboratory had terminated, and (c) six months later. In addition, an open-ended questionnaire was used during the last data collection period.

Results from these instruments "...supported the hypothesis that the training laboratory changes people selectively, depending on their initial personality, the overly dominant becoming less dominant, the overly affectionate more discriminating, and so on. The hypothesis was also supported that change after a period of six months is in a positive direction with respect to the participant's self-concepts and behavior and feelings toward other people, as well as the behavior toward the participant."

TOPICS

- Durability of Change
- FIRO-B
- Human Relations Training
- Interpersonal Processes
- Laboratory Training
- Self-Concept
- T-Group

Seashore, S.E. & Bowers, D.G. The durability of organizational change.
American Psychologist, 1970, 25 (3), 227-233.

A report is presented of a 1969 survey used to evaluate the long-term effects of an earlier change effort (Marrow, Bowers, & Seashore, 1967). Lasting changes are reported.

Three possible explanations are offered to account for the durability of the changes: (a) the breadth of the changes across domains (psychological, organizational, technical), (b) "...legitimization of concern about organizational process, and (c) inherent merit of the participative organizational model."

TOPICS

Change Processes
Change Strategy
Durability of Change
Participation

Shepard, H.A. Changing Interpersonal and Intergroup relationships in organizations, In J.G. March (ed.) *Handbook of organizations*. Chicago, Ill.: Rand McNally, 1965, 1115-1143.

Shepard describes the assumptions and dimensions of the concepts of "primary" and "secondary mentalities" and the relationship between these concepts and organizational effectiveness.

Several aspects of interpersonal and intergroup relations are discussed with reference to ways of improving them. Various forms of laboratory training are suggested as techniques for changing these relationships.

"The most powerful educative experience presently known for inducing rapid movement from internalized primary assumptions to internalized secondary assumptions is the so-called laboratory method of training--in particular the T-group.

"The main point of this chapter is that a more humanistic organization theory than we have known in the past is required, and that it is realizable in practice."

TOPICS

- Change-Agent
- Collaboration
- Conflict/Conflict Resolution
- Diagnosis/Evaluation
- Family Laboratory
- Group Processes
- Intergroup Processes
- Interpersonal Processes
- Laboratory Training
- Management
- Primary Mentality
- Problem-Solving
- Risk/Risk Taking
- Secondary Mentality
- Stranger Laboratory
- T-Group
- Work Group

Simmonds, G.R. Organization development: A key to future growth.
Personnel Administration, 1967, 30 (1), 19-24.

A company president describes experiences encountered when his organization used the Managerial Grid and T-Groups in a development program. A favorable picture is presented emphasizing the "latent mental resources" that are available but seldom used in industry.

TOPICS

Human Resources
Managerial Grid
T-Group

Sofer, C. *The organization from within*. London: Tavistock, 1961.

CONTENTS

Part One THREE CASE STUDIES

1. An industrial setting: The Davidson Company
2. A medical setting: The James division and research unit
3. An educational setting: The Helmsley department of management and production engineering

Part Two THEORETICAL ANALYSIS

4. Therapeutic and research components of the work
5. Regularities and principles in social consultancy
6. Processes of organizational change

The final chapter of this book concentrates on organizational change. Generalizations are drawn from experiences in three different types of organizations (industrial, medical, education).

TOPICS

Change-Agent
Change Phases
Change Processes
Commitment
Conflict/Conflict Resolution
Consultant
Defensiveness
Diagnosis/Evaluation
Environment
Leadership
Resistance to Change
Structure

Starbuck, W.H. Organizational growth and development. In J.G. March (ed.) *Handbook of organizations*. Chicago, Ill.: Rand McNally, 1965, 451-533.

Studies which emphasize organizational growth and development are reviewed. "...Growth is defined as change in an organization's size when size is measured by the organization's membership or employment; development is defined as change in an organization's age."

The major sections of this chapter explore four issues: (a) motives for growth, (b) adaptation and growth, (c) models of growth, and (d) administrative structure and growth.

Three types of change are distinguished: (a) ultimate goals, (b) task structure, (c) social structure.

TOPICS

- Adaptation
- Administrative Structure
- Cost
- Environment
- Flexibility
- Goals (Individual/Organizational)
- Management
- Motivation
- Organization Age
- Organization Development
- Organization Growth
- Power
- Prestige
- Profit
- Risk/Risk Taking
- Security
- Self-Realization
- Stability
- Survival

Steele, F.I. Consultants and detectives. *Journal of Applied Behavioral Science*, 1969 5 (2), 187-202.

Potential dangers inherent in the consultant role are described. These dangers relate to satisfying attributes of the consultant's role which can impede attainment of the major goal of improving the capabilities and functioning of the client system. These attributes include "1. The temporary nature of involvement in a system 2. The focus on gathering evidence and trying to solve the puzzles which it represents 3. The potential for 'dramatics' 4. The potential action orientation and the excitement it contains 5. The stance of 'expert' in behavioral science 6. The stimulation of working on several 'cases' at once."

Steel suggests that demands placed upon the consultant can help guard against the potentially negative consequences of these attributes. These demands are "1. Promoting consciousness of self 2. Avoiding incorporation into the client system 3. Arranging for some collaborator or sounding board with whom to check perceptions, ideas, and feelings 4. Using intuition as one means of generating ways to understand the situation 5. Being wary of the tendency to lump people into the oversimplified categories of 'good' and 'bad.'"

TOPICS

Change-Agent
Consultant
Diagnosis/Evaluation
Valid Information

Stock, D. A Survey of research on T-groups. In L.P. Bradford, J.R. Gibb, and K.D. Benne (eds.), *T-group theory and laboratory method*. New York: Wiley, 1964, 395-441.

A review of pre-1964 T-group studies provide the basis for an exploration of several issues including (a) the course of development in the T-group, (b) the effects of group composition, (c) the character of T-groups as described by members, (d) the role of the trainer, (e) individual behavior in the T-group, (f) members' perceptions of one another, and (g) the impact of the T-group on individual learning and change.

TOPICS

- Group Composition
- Group Development
- Group Processes
- Individual Change
- Laboratory Training
- Learning
- T-Group
- Trainer

Tannenbaum, R. Organizational change has to come through individual change. *Innovation*, 1971, 23, 36-43.

The importance of interpersonal competence (social sensitivity and behavioral flexibility) is emphasized as the basis for organizational improvement.

TC, ICS

Change-Agent
Individual Change
Individual Growth
Interpersonal Competence

Tannenbaum, R., & Davis, S.A. Values, man, and organizations. In W.H. Schmidt (ed.), *Organizational frontiers and human values*. Belmont, Calif.: Wadsworth, 1970, 129-149.

This article describes a shift in values that the authors suggest is taking place in organizational settings. Generally, the shift is attributed to a movement away from bureaucratic organizational forms and toward forms of organization that recognize individuality.

TOPICS

- Collaboration
- Competition
- Confrontation
- Feedback
- Individuality
- Organization Forms
- Power
- Process Work
- Risk/Risk-Taking
- Status
- Trust
- Values

Taylor, J.C. *Technology and planned organizational change*. Ann Arbor, Mich.: The Institute for Social Research, 1971.

CONTENTS

1. The problem: Technology and social change
2. The model and hypotheses
3. Methodology
4. Results
5. Discussion of results
6. Advanced technology and work group behavior in a setting of planned social change: A replication study
7. Summary and conclusions

Taylor focuses on the level of technology as a critical variable in efforts to gain approval of changes toward more participative and responsible activities in organizations.

The studies involve an analysis in various companies exposed to a variety of change activities. Survey data was gathered at least twice in each group studied.

The data indicate that "...sophisticated technology...not only will facilitate change efforts which are in a direction consonant with that determined by the technology, but sophisticated technology will aid in resisting change efforts which are in a direction opposed to that determined by the technology."

TOPICS

Resistance to Change
Technology

Trist, E.L. On socio-technical systems. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart, & Winston, 1969, 269-282.

Trist states that a shift has occurred away from thinking of organizations as closed social systems and toward a view based on open-systems thinking, emphasizing the fit between the social and technical systems.

One result of this newer approach is a notion that group autonomy should not be maximized in all productive settings. The author suggests that there is an optimal level of autonomy that is determined by the requirements of the technological system.

TOPICS

- Autonomy
- Closed-System
- Environment
- Leadership
- Management
- Open-System
- Organization Goal/Task
- Socio-Technical Systems
- Supervision
- Technology

Trist, E.L. & Bamforth, R. Some social and psychological consequences of the long wall method of coal-getting. *Human Relations*, 1951, 4 (1), 3-38.

A case is reported in which increases in productivity of coal miners is partially attributed to increases in group-relatedness following changes in mining techniques.

TOPICS

Group Processes

Socio-Technical Systems

Tuckman, B. Developmental sequence in small groups. *Psychological Bulletin*, 1965, 63 (6), 384-399.

A review is presented covering 50 articles on groups in four settings: (a) therapy groups, (b) T-groups, (c) natural groups, (d) laboratory groups.

Developmental stages of groups are identified in both the social and task realms.

TOPICS

- Cohesion
- Conflict/Conflict Resolution
- Emotionality
- Group Development
- Group Processes
- Laboratory Group
- Role
- T-Group
- Task
- Therapy

Valiquet, M.I. Individual change in a management development program.
Journal of Applied Behavioral Science, 1968, 4 (3), 313-325.

The study described focuses on the adaptation of behavioral changes to organizational settings. The methodology follows that of Bunker (1965) with the exception that family groups were used in this study and stranger groups were used by Bunker.

Results indicate that *Participants are seen by co-workers as increasing significantly more than controls in effective initiation and assertiveness, in capacity for collaboration and operational skill in interpersonal relations, and in diagnostic awareness of self and the ability to fulfill perceived needs.*"

It is noteworthy that "...the greater number of significant changes observed in this study occurred in the overt, operational categories rather than in the inferred, attitudinal categories, as was more the case in Bunker's study." The author attributes this difference to the nature of the groups (i.e., stranger vs. family groups), the program goals, and the environment of change.

TOPICS

- Attitude Change
- Change Goals
- Collaboration
- Diagnosis/Evaluation
- Environment
- Family Laboratory
- Interpersonal Processes
- Laboratory Training
- Management Training/Development
- Self-Awareness
- Stranger Laboratory
- Transfer of Training

Wagner, A.B. The use of process analysis in business decision games.
Journal of Applied Behavioral Science, 1965, 1 (4), 387-408.

The article describes a study in which a four-day sensitivity training laboratory was included as the second part of an executive development conference. At the end of the training the participants played a business game.

The game consisted of several segments, each concluding in participant analysis of the process by which decisions were made.

The author identifies three stages of group development executed by participants in decision-making processes: (a) regression, (b) overcompensation, and (c) realistic problem-solving.

It is suggested that the use of gaming techniques may be a way to build bridges to the back-home environment.

TOPICS

- Gaming
- Group Processes
- Laboratory Training
- Overcompensation
- Problem-Solving
- Process Analysis
- Regression
- Sensitivity Training
- Transfer of Training

Walton, R.E. *Interpersonal peacemaking: Confrontations and third party interventions*. Reading, Mass.: Addison-Wesley, 1969.

CONTENTS

1. Introduction
2. Bill--Lloyd: Negotiating a relationship
3. Mack--Sy: Confronting a deeply felt conflict
4. Fred--Charles: Searching for an accomodation
5. Diagnostic model of interpersonal conflict
6. Confrontations and strategic third-party functions
7. Third-party interventions and tactical choices
8. Third-party attributes
9. Summary and conclusions

In this volume Walton describes the role of a third-party, who helps members of an organization manage interpersonal conflict.

Three case studies provide the basis for a series of generalizations regarding frameworks, activities, and attributes of the third-party consultant.

TOPICS

Change-Agent
Conflict/Conflict Resolution
Confrontation
Consultation
Diagnosis/Evaluation
Innovation
Interpersonal Processes
Motivation
Norms
Risk/Risk Taking
Role
Third-Party Intervention

Watson, G. Resistance to change. In W.G. Bennis, K.D. Benne, & R. Chin (eds.), *The planning of change*. New York: Holt, Rinehart & Winston, 1969, 488-498.

Forces in personality and social systems provoking resistance to change are cited. Resistance in personality results from the following forces: (a) homeostasis, (b) habit, (c) primacy, (d) selective perception and retention, (e) dependence, (f) superego, (g) self-distrust, (h) insecurity, (i) regression. Forces causing resistance to change in social systems include (a) conformity to norms, (b) systematic and cultural coherence, (c) vested interests, (d) the sacrosanct, and (e) rejection of outsiders.

Change situations in which resistance will be low and means for reducing resistance where it exists are discussed.

TOPICS

Resistance to Change

Winn, A. Social change in industry: From insight to implementation. *Journal of Applied Behavioral Science*, 1966, 2 (2), 170-183.

The author traces 30 years of change efforts in a major company (Aican). The sequence of change efforts includes lectures (in the 1940's), case studies and some role playing (in the 1950's), T-groups (in the 1960's), and family and interface (intergroup) laboratories.

Emphasis is given to the nature of laboratory training and the comparative advantages and inherent risks in using each type described.

TOPICS

- Commitment
- Confrontation
- Family Laboratory
- Interface Laboratory
- Intergroup Laboratory
- Laboratory Training
- Lecture
- Role Playing
- T-Group
- Transfer of Training

Zand, D., Steele, F. & Zalkind, S. The Impact of an organization development program on perceptions of interpersonal, group, and organization functioning. *Journal of Applied Behavioral Science*, 1969, 5 (3), 393-410.

The authors describe a study conducted to evaluate the effects of participation in five-day cousins laboratories on 120 middle-level managers. The managers were members of a large research and engineering company that had a development program including (a) stranger laboratory experiences for the president and vice-presidents, (b) team development sessions, (c) consultation from outside consultants, and (d) the cousins laboratories noted in this study.

Four self-report paper-and-pencil questionnaire instruments were used to gather data at three points in time: (a) before the laboratory experience, (b) after the laboratory experience, and (c) one year after the beginning of the effort.

The results indicate "(1) The immediate effect of attending a relatively unstructured laboratory seemed to be to alter the *standards* a participant used to evaluate various dimensions of his relations with others. In particular, there were declines in perceptions of one's trust of others, openness in communication, seeking and accepting of help, and receptivity of one's superior to the ideas of others which could be attributed to the use of more stringent standards of behavior. (2) A year later there were significant increases (for participants compared with nonparticipants) in perceptions of the extent to which managers were facing up to conflicts and were seeking help. (3) Ratings by other members in the same T-Group of one's behavior and learning at the laboratory seem to be useful as a predictor of the likelihood that a manager will be involved in follow-up activities with his work team. (4) [Participants] held what might be called 'socially correct' attitudes to start with, and these were not affected by the program."

TOPICS

- Attitude
- Communications
- Conflict/Conflict Resolution
- Cousins Laboratory
- Durability of Training
- Interpersonal Processes
- Laboratory Training
- Management
- Openness
- Perception
- Stranger Laboratory
- Team Building/Development
- Transfer of Training

Zeitlin, L.R. A little larceny can do a lot for employee morale.
Psychology Today, 1971, 5 (1), 22, 24, 26, 64.

The author advocates controlled stealing as a form of job enrichment.

TOPICS

Job Enrichment
Morale

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 - Cognitive Change
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 - Group Change
 - Individual Change
 - Opinion Change

Change (cont.)

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