

Organization Development

An Annotated Bibliography

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PREFACE

This bibliography is intended to facilitate the location of materials having as their focus the improvement of organizational performance. The books and articles cited herein emphasize the social aspects of organizational functioning. The term *organization development* (OD) is often associated with efforts in this area.

The materials included present (1) theoretical statements, (2) empirical analyses, (3) conceptual formulations, (4) case studies, and (5) 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. Where appropriate, the abstracts also include Tables of Contents and listing of Contributing Authors. Materials are arranged according to the alphabetical order of authors. Author and topic indices follow the abstracts.

Italics have not been added to quoted materials. Thus, when italicized materials appear within a quotation it is to indicate their original form.

Several persons helped prepare this monograph. Cindy Bunt, Jane Delaney, Carol Shirley, Edie Wessner, and Anne Wissler each helped edit and type early forms of the manuscript. Carrie Lewis typed the final manuscript.

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The editors of the *Journal of Applied Behavioral Science* kindly granted permission to include materials from that source.

I wish to thank each of the above for their help in this effort.

Alderfer, C.P. The organizational syndrome. *Administrative Science 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 Organisation*, 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.

The basic proposition 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.

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

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, coercion, 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.

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 expresses a preference for the latter.

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.

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

TOPICS

Attribution	Organic Research
Commitment	Organization Entropy
Conflict/Conflict	Resistance to Change
Resolution	System Competence/
Defensiveness	Effectiveness
Diagnosis/Evaluation	T-Group
Intervention	Termination
Manipulation	Trust
Mechanistic Research	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
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Barnes, L.B. Organizational change and field experiment methods. In V.H. Vroom (ed.), *Methods of organizational research*. Pittsburgh, Penn.: University of Pittsburgh Press, 1967, 57-111.

This two-part chapter includes discussion 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 accomodation 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

Accomodation
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), 211-226.

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/Attitude Change
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.

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

Beckhard, R. Optimizing team-building efforts. *Journal of Contemporary Business*, 1972, 1 (3), 23-32.

Four general purposes (other than sharing information) are suggested for group meetings: (1) establishing goals or priorities, (2) analyzing and distributing the work, (3) examining how the group works, and (4) examining the relationships among the group members as they work.

Beckhard notes that consultants and managers tend to rank-order these purposes differently in terms of importance. This situation is the cause of misused energy in team-building efforts. The proposed solution is to sort out the rank-orderings to select a single primary purpose. It is the responsibility of the team leader to select this purpose and the responsibility of the third-party consultant to facilitate the work within the limits of that purpose.

TOPICS

Consultant Leadership	Team-Building/Development Third-Party
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Beer, M. & Huse, E.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 behavior 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 (3), 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 pre-planned, 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.

The second part of this book wherein Bennis expands many ideas expressed in his previous writings (Bennis, 1963, 1965) is of special relevance to organization 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 as similar in the following ways: (a) acceptance of the centrality of work in our culture, (b) concern with organizational effectiveness, (c) focus on 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."

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

TOPICS

Attitude/Attitude Change

Bureaucracy

Change Agent

Change Goals

Change Strategy

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.

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; Schein, 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.

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

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.

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.

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

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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, ..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."

TOPICS

Conflict/Conflict Resolution

Merger Laboratory

Blake, R., Shepard, H., & Mouton, J. *Managing intergroup conflict in industry*. Houston, Texas: Gulf Publishing Co., 1964.

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 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."

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

TOPICS

Conflict/Conflict Resolution
Problem-Solving

Third-Party

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

Analysis of Personal Behavior
in Groups Questionnaire
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/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. OD techniques and their results in 23 organizations: The Michigan ICL study. *Journal of Applied Behavioral Science*, 1973, 9 (1), 21-43.

"Data collected by use of the Survey of Organizations questionnaire from more than 14, 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, Inter-Personal 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 as measured by the questionnaire.

The results indicate that Survey Feedback was associated with statistically significant improvement on a majority of measures, that Interpersonal Process Consultation was associated with improvement on a minority of measures, that Task Process Consultation was associated with little or no change, and that Laboratory Training and No Treatment were associated with declines. In addition, organizational climate emerges as a potentially extremely important conditioner of these results, with Survey Feedback appearing as the only treatment associated with substantial improvement in the variables of this domain."

TOPICS

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

Bowers, D.G. & Franklin, J.F. Survey-guided development: Using human resources measurement in organizational change. *Journal of Contemporary Business*, 1972, 1 (3), 43-55.

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

Brown, L.D. "Research Action": Organizational feedback, understanding, and change. *Journal of Applied Behavioral Science*, 1972, 8 (6), 697-711.

The author focuses on a mutual exchange of information between researchers and clients as a critical element for diagnosing and affecting change in a system. A case study of organizational diagnosis and feedback in a school leads to the following conclusion: "... information sharing between investigator and respondent affects both the quality of relationship between them and the adequacy of the diagnosis."

An interactive model is presented suggesting that "The respondent's action is contingent on...his diagnosis of the investigator, which is based in turn on... the investigator's actions...and his diagnostic activities...." Action and research are viewed as being potentially synergistic in some situations even though they may be competitive activities in other situations.

TOPICS

Action Research
Diagnosis/Evaluation
Feedback

Self-Perception
Questionnaire
Time Series Questionnaire

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 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/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. The demise of organization development. *Journal of Contemporary Business*, 1972, 1 (3), 57-63.

Burke raises the question of whether current activities called Organization Development are actually planned efforts to change an organization's culture or are merely facilitating an adaptation to changes that occur in the organization's environment.

"What then is OD? It is a planned, sustained effort to change an organization's culture. From what type of culture to what other kind? From a closed culture, characterized by decision-making vested in authority of position; inflexibility or organizational structure; and one reward system...to a culture of openness; decision making as a function of authority of expertise, competence, and information; flexible organizational structures adaptive to changing needs and functions; and a variable reward system, in which employees have choices."

According to Burke, OD practitioners are overly "involved with bits and pieces of OD technology" helping organizations to adapt but not facilitating systematic efforts at planned change. He suggests that more emphasis is needed in the area of power confrontation. An exercise is cited as an illustration of the inadequacy of some OD practitioners in dealing with this area.

TOPICS

Adaptation
Culture

Power

Burke, W.W. & Hornstein, H.A. (eds.) The social technology of organization development. Fairfax, Va.: NTL Learning Resources Corp., 1972.

Twenty-one readings along with brief introductory comments from the editors comprise this volume. The majority of the readings are organized in sections according to the editors' classification of five major types of OD interventions: (1) team-building, (2) managing conflict, (3) techno-structural intervention, (4) data feedback, and (5) training.

CONTENTS

Section I OVERVIEW

What, Not Again! Manage People Better? *Marvin R. Weisbord*

Organization Development in Public Agencies: Perspectives on Theory and Practice. *Robert T. Golembiewski*

Some Reflections on the Organization Development and Consultation Process Within Religious Organizations. *James D. Anderson*

Successful Entry as a Key to Successful Organization Development in Big City School Systems. *C. Brooklyn Derr*

Section II TEAM BUILDING

Editors Overview

Team Building--One Approach to Organization Development. *William J. Crockett*

The Impact of Organizational Training Laboratories upon the Effectiveness and Interaction of Ongoing Work Groups. *Frank Friedlander*

Role Negotiation: A Tough Minded Approach to Team Development *Roger Harrison*

Section III MANAGING CONFLICT

Editors' Overview

The Union-Management Intergroup Laboratory: Strategy for Resolving Intergroup Conflict. *Robert R. Blake, Jane Srygley Mouton, and Richard L. Stoma*

Management of Differences. *Warren H. Schmidt and Robert Tannenbaum*

Third Party Roles in Interdepartmental Conflict. *Richard E. Walton*

Section IV TECHNO-STRUCTURAL INTERVENTION

Editors' Overview

Studies in Supervisory Job Design. *Louis E. Davis and Ernest S. Valfer*

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Properties of Organization Structure in Relation to Job Attitudes and Job Behavior. *Lyman W. Porter and Edward E. Lawler, III*

Section V DATA FEEDBACK

Editors' Overview

Understanding the Impact of Survey Feedback. *Clayton P. Alderfer and Ray Ferriss*

Dealing with Dysfunctional Organization Myths. *Leland P. Bradford and Jerry B. Harvey*

An Action-Research Approach to Organizational Change. *R. Stephen Jenks*

Section VI TRAINING

Editors' Overview

The Process of Organizational Renewal--One Company's Experiences. *Seymour Levy*

Improving Organizational Problem Solving in a School Faculty. *Richard A. Schmuck, Philip J. Runkel, and Daniel Langmeyer*

A Laboratory-Consultation Model for Organization Change. *William G. Dyer, Robert F. Maddocks, J. Weldon Moffitt, and William J. Underwood*

Section VII EPILOGUE

Editors' Overview

Durability of Organizational Change. *Stanley E. Seashore and David G. Bowers*

TOPICS

Action Research
Attitude/Attitude Change
Change Strategy
Conflict/Conflict Resolution
Job Enrichment

Laboratory Training
Survey Feedback
Team Building/Development
Third-Party

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 an 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/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.

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, non-significant change for five Ss, and a significant negative change for one S. The second hypothesis was supported by significant X²s 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 trainer 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 analyzed to address questions raised at the beginning of the study, and then re-analyzed 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.

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.

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

CONTRIBUTING AUTHORS

Anderson, J.
Argyris, C.
Barnes, L.B.
Beckhard, R.

Blake, R.R.
Campbell, J.P.
Dunnette, M.D.
Leavitt, H.J.

Levinson, H.
Litwin, G.H.
Morton, J.S.
Stringer, R.A.

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 not 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, 16, 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 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 stereotype or assumed similarity, but is instead a measure of their increased ability to differentiate accurately among Specific Others in their group."

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 non-existent."

"...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 change 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/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 Behavior 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	Laboratory Training
Consultation	Resistance to Change
Data Collection	Skill
Entry	Trainer
Feedback	Transfer of Training
Intervention	

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	Linkage
Knowledge-Based	Politics of Change
Organization	University

Ferguson, C.K. Concerning the nature of human systems and the consultant's role. *Journal of Applied Behavioral Science*, 1968, 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, the 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 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 ongoing 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. & Weil, R. *Managing WITH people*. Reading, Mass.:
Addison-Wesley, 1971.

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.

CONTENTS

Part One MOVE OVER!

What's Going On?

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Summary observation
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Summary observations
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3. Hearing
4. Positive feedback
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6. Likes and reservations
7. Nonverbal encounters

TOPICS

Action Research
Change Technology
Confrontation
Diagnosis/Evaluation
Feedback
Goals (Individual/
Organizational)

Interview
Management
Role Playing
Sensitivity Training
Team Building/Development
Third-Party

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 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. 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 consul-

tant 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 intra-group 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

Gibb, J.R. TORI theory: Consultantless team-building. *Journal of Contemporary Business*, 1972, 1 (3), 33-41.

"TORI theory is a view of social systems that is derived from both laboratory experimentation and field research." A statement of TORI theory as it applied to the development of business organizations is presented along with a description of consultantless team-building programs and a summary of results from such programs.

Results indicate (1) such programs are judged by participants to be more useful than those planned and conducted by consultants; (2) when the focus is on operating problems team effectiveness is improved better than when the focus is on process and personal issues; (3) managers come to gain an increased appreciation for their own ability to influence the system through such programs.

TOPICS

Consultant
Laboratory Training

Team Building/Development
TORI

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

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/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/Attitude Change
Confrontation

Management Training /
Development
T-Group

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

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.

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

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TOPICS

Change-Agent
Collaboration
Conflict
Confrontation
Defensiveness
Diagnosis/Evaluation
Feedback
Group Development

Laboratory Approach
Leadership
Managerial Grid
Self-Concept
Sensitivity Training
Trainer
Transfer of Training

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." "Changes 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 involved (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 parochial 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

Hackman, J.R. & Lawler, E.E. Employee reactions to job characteristics. *Journal of Applied Psychology*, 1971, 55 (3), 259-286.

"A conceptual framework specifying the conditions under which jobs will facilitate the development of internal motivation for effective performance was developed and tested. The Ss were 208 employees of a telephone company who worked on 13 different jobs. Primary independent variables were: (a) a measure of strength of desire for the satisfaction of "higher order" needs (e.g., obtaining feelings of accomplishment, personal growth); and (b) descriptions of jobs on four core dimensions (variety, autonomy, task identity, feedback). It was predicted and found that when jobs are high on the four core dimensions, employees who are desirous of higher order need satisfaction tend to have high motivation, have high job satisfaction, be absent from work infrequently, and be rated by supervisors as doing high quality work."

"...Results of the present research suggest that the substantial motivational potential of jobs can be realized only when the psychological demands and opportunities of jobs mesh well with the personal needs and goals of employees who work on them."

(See also Lawler, E.E., Hackman, J.R., & Kaufman, S., 1973).

TOPICS

Autonomy
Feedback
Job Enlargement

Motivation
Performance
Satisfaction

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.

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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3. Effectiveness of T-group experience 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*
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TOPICS

Action Research
Attitude/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

Ivancevich, J.M. A longitudinal assessment of Management by Objectives. *Administrative Science Quarterly*, 1972, 17 (1), 126-138.

A review of the available empirically based literature focusing on Management by Objectives (MBO) programs lead the author to conclude that long term effects of MBO are unknown. Longitudinal data are presented from a study examining the effects of MBO programs in two medium-sized firms.

"The findings suggest that an active participation role by management in the design and implementation of MBO can have a significant impact on improving the overall job satisfaction of managers. The crucial point is that some form of reinforcement of what was learned and practiced in the training sessions is necessary."

Results also suggest that time is a critical variable in assessing the impact of such programs. In this study short-run results lead to different conclusions than long-run results. The author concludes that the ability of MBO programs to improve organizations in the long-run is in doubt. "Until more tightly controlled research is conducted, organizations will have to assume that MBO is or is not an effective procedure for improving job satisfaction and/or performance."

TOPICS

Management by Objectives
Motivation
Performance

Porter Job Satisfaction
Questionnaire
Satisfaction

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

Kahn, R.L. The work module -- A tonic for lunchpail lassitude.
Psychology Today, 1973, 6 (9), 35-39, 94-95.

The establishment of work modules -- "...a time-task unit -- the smallest allocation of time that is economically and psychologically meaningful" -- is suggested as a means of humanizing work. Humanized work " (1) should not damage, degrade, humiliate, exhaust, or persistently bore the worker; (2) should be interesting and satisfying; (3) should utilize many of the valued skills the worker already has, and provide opportunity to acquire others; (4) should enhance, or at least leave unimpaired, the worker's ability to perform other life roles -- as spouse, parent, citizen, and friend, for example; (5) should pay a wage sufficient to enable the worker to live a comfortable life."

According to the author, the establishment of a system of work modules would increase worker satisfaction "self-utilization (use of one's skills and abilities) and self-development (acquisition of new skills and abilities)." Generally the system is viewed as improving the fit between the individual and his job.

Costs and other organizational constraints associated with the implementation of a work module system are also discussed.

TOPICS

Absence
Autonomy
Job Enrichment

Satisfaction
Turnover
Work Module

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 consequences associated with each.

TOPICS

Compliance
Identification
Influence

Internalization
Opinion Change

Klein, S.M., Kraut, A.I., & Wolfson, A. Employee reactions to attitude survey feedback: A study of the impact of structure and process. *Administrative Science Quarterly*, 1971, 16 (4), 497-514.

"This study examines the impact of attitude survey feedback on recipients' attitudes toward the feedback process and their perceptions of survey utilization. Two populations were examined in a natural experimental setting: manufacturing employees and manufacturing managers. Independent variables were of two classes:

structure and process. It was hypothesized that each class would be positively associated with the dependent variables. In the main, however, the process variables were more powerful predictors of the dependent measures. Analysis disclosed that structure facilitates process and is its natural antecedent. A model of information dissemination was posited whereby the relationship between structural variables and attitudes was moderated by process variables. This was supported by the data. In addition it was found that the process variables were of two classes: communication and involvement, the former predicting better to satisfaction with survey feedback and the latter predicting better to perceived utilization of the survey's results. Finally, it was found that the management group perceived utilization and satisfaction as highly related, probably because of the decision-making orientation of this group."

TOPICS

Attitude/Attitude Change
Communication
Decision-Making
Process

Satisfaction
Structure
Survey Feedback

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.E. 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

Kurilloff, 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 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

Lawler, E.E., & Hackman, J.R. Impact of employee participation in the development of pay incentive plans: A field experiment. *Journal of Applied Psychology*, 1969, 53 (6), 467-471.

"A study of effects of employee participation in the development of pay incentive plans. The Ss were part-time workers who clean buildings in the evenings. Three autonomous work groups developed their own pay incentive plans to reward good attendance on the job (Condition A). These plans were then imposed by the company on other work groups (Condition B). There were two groups of control Ss: One talked with Es about job attendance problems but received no additional experimental treatment, and the other received no treatment. A significant increase in attendance followed only Condition A. Possible reasons cited: (a) participation caused Ss to be more committed to the plan; (b) Ss who participated in the development of their plan were more knowledgeable about it; and (c) participation increased the employees' trust of the good intentions of management with respect to the plan."

(See also Schefflen, Lawler & Hackman, 1971).

TOPICS

Attendance
Commitment
Participation

Pay Incentive
Trust

Lawler, E.E., Hackman, J.R., & Kaufman, S. Effects of job redesign: A field experiment. *Journal of Applied Social Psychology*, 1973, in press.

Thirty-nine female employees of a telephone company participated in a job enrichment program. Changes were made which "increased the amount of variety and the decision making autonomy in the...job." "However, no change in work motivation, job involvement or growth need satisfaction occurred as a result of the changes; instead, the changes had a significant negative impact on interpersonal relationships. After the changes, the older employees reported less satisfaction with the quality of their interpersonal relationships, and those supervisors whose jobs were affected by the changes reported less job security and reduced interpersonal satisfaction."

The data reported suggest "that any positive motivational effects that might have accrued as a result of the increases in variety and autonomy in the directory

assistance job were more than counteracted by the negative effects the changes had on the attitudes and behavior of the [service assistants]." A suggested reason for the negative reactions is the lack of participation by those involved in planning the job redesign.

(See also Hackman, J.R. & Lawler, E.E., 1971).

TOPICS

Autonomy
Job Enrichment
Motivation

Participation
Satisfaction

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.

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."

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

TOPICS

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

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

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 contributions."

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.

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

TOPICS

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

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

Lawin, 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 an 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.

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.

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

TOPICS

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

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

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.

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.

TOPICS

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

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 adapta-

bility, 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.

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.

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

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.

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.

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

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.

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.

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

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/Attitude Change
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.

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.

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

TOPICS

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

Margulies, N. Organizational culture and psychological growth. *Journal of Applied Behavioral Science*. 1969, 5 (4), 491-508.

"The study reported here explores the degree in which 'sociotechnical systems architecture' influences individual psychological growth. Its major hypothesis is that a specific organisational 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/Attitude Change
Environment
Group Processes
Individual Growth
Mass Production

Norms
Overspecialization
Self-Actualization
Socio-Technical Systems
Values

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

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.

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

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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.

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).

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

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TOPICS

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

Attitude/Attitude Change.
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 result 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.

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 (38%), 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

Mouton, J.S. & Blake, R.R. Behavioral science theories underlying organization development. *Journal of Contemporary Business*, 1972, 1 (3), 9-22.

The Managerial Grid is used as a framework for comparing a variety of theories which have contributed to the field of organization development. Contributions are noted in a variety of areas by different individuals. Those noted for their emphasis on Production are Max Weber, Henri Fayol, and Fredrick W. Taylor. An emphasis on people is attributed to Elton Mayo, Roethlisberger & Dickson, Chester Barnard and Kurt Lewin. Those emphasizing production through people include E. Trist & K.W. Bamforth, F. Herzberg, R. Likert, D. McGregor, C. Argyris, and A. Etzioni. The roots of organization development as it is known today are attributed to work done at Esso Standard Oil Company in 1956 by R. Blake, H. Shepard and J.S. Mouton.

The following conditions are suggested as necessary for systematic development: (1) involvement of the whole organization, (2) leadership in the effort from those who head the organization, (3) initiation and guidance from within the organization, (4) the employment of systematic ways of thinking and analysis, and (5) an effort which proceeds in a sequential and orderly way.

TOPICS

Change Strategy

Managerial Grid

NTL 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

NTL Institute for Applied Behavioral Science. What 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

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

After pointing out the future needs for management, Odiorne 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.

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

TOPICS

Goals (Individual/
Organizational)
Leadership
Management

Management by Objectives
Measurement
Responsibility

Odiorne, G.S. The trouble with sensitivity training. In R.T. Golembiewski & 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 effect 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

Peck, B. (ed.), *An action research program for organizational 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.

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TOPICS

Action Research
Competition
Feedback

Intergroup Processes
Laboratory Training
Management Conference

Peiz, 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

Communications
Individual Growth

Interpersonal Processes

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

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.

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?

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.

"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.

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

TOPICS

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

Schefflen, K.C., Lawler, E.E., & Hackman, J.R. Long-term impact of employee participation in the development of pay incentive plans: A field experiment revisited. *Journal of Applied Psychology*, 1971, 55 (3), 182-186.

"In an earlier study Lawler and Hackman examined the effects of worker participation in the development of pay incentive plans. In the original study, three work groups developed their own incentive plans to reward high attendance, and

identical plans were then imposed by company management in two other work groups. A significant increase in attendance was found during the first 16 weeks following implementation of the plans only in the groups where the plans were participatively developed. Data reported in the present study cover a 12-week period beginning 1 year after the original plans had been installed. After the data reported in the earlier study had been collected, the incentive plans were discontinued by company management in two of the three participative groups. The present results show that attendance dropped below pretreatment levels in these two groups, and that attendance continued high in the third participative group. An increase in attendance was found after 1 year in those groups where incentive plans had been imposed by company management."

(See also Lawler & Hackman, 1969)

TOPICS

Attendance
Commitment
Durability of Change

Participation
Pay Incentive

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

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.

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

TOPICS

Attitude/Attitude Change
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 response 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 organisational change through group methods*. New York: Wiley, 1965.

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.

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

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Hanson, P.G.	Miles, M.B.	Rothaus, P.
Harrison, R.	Morton, R.B.	Tannenbaum, R.

TOPICS

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

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

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.

CONTENTS

Part One AN OVERVIEW, *W.H. Schmidt*

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, *C.R. Price*

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, *J.V. Lindsay*
8. Is it always right to be right? *W.H. Schmidt*
9. Urban North America: The challenge of the next thirty years, *E.L. Trist*
10. The university as an organizational frontier, *J.M. Elden, R. Goldstone and M.K. Brown*
11. Student protest as a resource for corporate planning and development, *S.A. Culbert and J.M. Elden*
12. American management: Everybody's business, *H.M. Williams*
13. Values, man, and organizations, *R. Tannenbaum and S.A. Davis*
14. Primary target for change: The manager or the organization? *W.W. Burke and W.H. Schmidt*

Part Four LOOKING FURTHER

15. Review at the frontier, *W.H. Schmidt*
16. Seventy probably major domestic, nonmilitary trends and events in 1980, *G.A. Steiner*
17. Annotated bibliography, *Jean-Marie Toulouse*
18. Bibliography on organization development

TOPICS

Behavioral Science
Crisis
Future Organizations
Leadership

Management
Protest
Values

Schmuck, R.A., & Miles, M.B. (eds.), *Organization development in schools*.
Palo Alto, California: National Press Books, 1971.

"The essential purposes of this book are to encourage wider diffusion of organization development in schools and to stimulate and strengthen scholarly research on it."

"In the field of professional education proper, this book is intended for five specific audiences: (1) educational administrators, department heads, unit leaders, and teachers concerned with enhancing the effectiveness of their schools; (2) school psychologists, curriculum specialists, and counselors who in one way or another must deal with systemic variables; (3) state department of education personnel concerned with improving the performance of local school districts; (4) specialists working in regional educational laboratories and professors of

education involved in the redesign of pre-service and in-service training programs as organizations and the dynamics of educational change."

"Following an introductory chapter which deals with background, we present nine studies of organization development in schools. We have chosen recent studies that are based in theory, explicit about training techniques, and inclusive of evaluative research data. Before each chapter we have included brief comments on its most notable elements: its theory, technology, measurement methods, place in the literature, relationship to other studies, and unique features. The concluding chapter summarizes the work done and suggests areas for further investigation. Unsolved issues are usually most interesting, and our review of them, it is hoped, will give direction to the future of organization development in schools."

CONTENTS

1. Improving schools through organization development: An overview, *M.B. Miles and R.A. Schmuck*
2. Improving classroom group processes, *R.A. Schmuck*
3. Using group problem-solving procedures, *R.A. Schmuck, P. Runkel, D. Langmeyer*
4. Changing classroom interaction through organization development, *R.C. Bigelow*
5. Starting up a new senior high school, *F. Fosmire, C. Keutzer, and R. Diller*
6. Using survey feedback and consultation, *C.T. McElvaney and M.B. Miles*
7. Entering and intervening in schools, *D.G. Lake and D.M. Callahan*
8. Using teams of change agents, *M.R. Goodson and W.O. Hagstrom*
9. Changing schools through student advocacy, *M.A. Chesler and J.E. Lohman*
10. Developing teams of organizational specialists, *R.A. Schmuck*
11. Needs and prospects, *R.A. Schmuck and M.B. Miles*

TOPICS

Change-Agent	Group Processes
Change Strategy	Interpersonal Processes
Collaboration	Power
Communications	Problem-Solving
Conflict/Conflict Resolution	Role Playing
Confrontation	Sensitivity Training
Consultation	Survey Feedback
Durability of Change	T-Group
Encounter Group	
Feedback	

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.

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

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

TOPICS

Change-Agent	Defensiveness
Change Phases	Diagnosis/Evaluation
Change Processes	Environment
Commitment	Leadership
Conflict/Conflict Resolution	Resistance to Change
Consultant	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	Organization Growth
Administrative Structure	Power
Cost	Prestige
Environment	Profit
Flexibility	Risk/Risk Taking
Goals (Individual/ Organizational)	Security
Management	Self-Realization
Motivation	Stability
Organization Age	Survival
Organization Development	

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."

Steele 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.

TOPICS

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.

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

Taylor, J.C. & Bowers, D.G. *Survey of organizations: A machine-scored standardized questionnaire instrument*. Ann Arbor, Mich.: Institute for Social Research, 1972.

"This monograph represents the summarized evidence which the Organizational Development Research Program [Institute for Social Research, University of Michigan] has concerning the Survey of Organizations questionnaire." The volume is a test manual providing detailed information regarding the development, composition, reliability, and validity of the instrument.

CONTENTS

1. Introduction: The origin of a standard questionnaire
2. The machine-scored core questionnaire
3. Question stem reversal and position response bias
4. The effect of various questionnaire modifications on responses
5. Revisions of the machine-scored questionnaire

6. Core questionnaire measurement of leadership
 7. Measurements of organizational climate
 8. The satisfaction and group process areas
 9. Validity of the instrument
- Appendix A -- 1967, 1968, 1969, 1970 forms of the questionnaire
 Appendix B -- Survey administration procedures

TOPICS

Climate	Satisfaction
Diagnosis/Evaluation	Survey Feedback
Group Processes	Survey of Organizations
Leadership	

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	Open-System
Closed-System	Organization Goal/Task
Environment	Socio-Technical Systems
Leadership	Supervision
Management	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
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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	Laboratory Group
Conflict/Conflict Resolution	Role
Emotionality	T-Group
Group Development	Task
Group Processes	Therapy

Valliquet, 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/Attitude Change	Interpersonal Processes
Change Goals	Laboratory Training
Collaboration	Management Training/Development
Diagnosis/Evaluation	Self-Awareness
Environment	Stranger Laboratory
Family 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	Process Analysis
Group Processes	Regression
Laboratory Training	Sensitivity Training
Overcompensation	Transfer of Training
Problem-Solving	

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

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.

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

TOPICS

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

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 (Alcan). 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	Laboratory Training
Confrontation	Lecture
Family Laboratory	Role Playing
Interface Laboratory	T-Group
Intergroup Laboratory	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/Attitude Change
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

AUTHOR INDEX

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