

Part V

MD and OD Implications

of Parts I through IV

for a

Next-Generation MD/OD Project

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MD-OD Implications of Parts I through IV and the Next-Generation, Integrated MD/OD Project

Introduction

This short booklet discusses the implications of Parts I through IV for the design of a next-generation management and leadership education/development program. It also describes how a management and leadership training program can be integrated into a consultant-facilitated organization development (OD) project.

First, the booklet provides an initial overview of the four main elements of the MD/OD project: (1) the Preparation Phase; (2) the MD/OD Program itself, which is comprised of topics grouped together into seven training modules; (3) the Superior-Subordinates Discussion, OD Application, and Team-Building Sessions that follow the training portion of each program module; and (4) an Organization Planning Project, which can follow the last program module.

Next, it goes on to describe the project's elements in greater detail. Then it discusses these various considerations for designing an integrated MD/OD program: (a) applying strategies involving MD and OD integration; (b) using a synergistic approach; (c) conducting an entire program rather than ad hoc training; (d) covering a full (rather than limited) range of topics; (e) presenting topics in a building-block sequence; (f) covering topics adequately; (g) interrelating and integrating what people are learning; (h) immediately applying what is being learned; (i) scheduling regular sessions; (j) systematically involving participants from all possible organizational levels and units; (k) adapting the program to organizations that have already conducted considerable management training; and (l) using technology to conduct organization-wide programs in geographically dispersed facilities.

Basic Description of a Fully Integrated MD/OD Project

The series's *Introduction* briefly described the evolution of management training programs. It also described two consultant-conducted change management or organization development approaches that are commonly practiced in the United States and increasingly utilized in other countries' business enterprises. A characteristic shared by both of those approaches is that they do not normally involve a concurrent management training program. Rather, they often involve designing such programs to be conducted following the OD intervention. This

raises a key question. Since training will eventually be conducted, why not leverage its benefits by using it as the core of a organization change/development process to help improve personnel's participation in and inputs to that process?

Figure 1 illustrates the three main elements of the MD/OD project. The shaded bar at the top indicates that, over the course of the project, at least three of the elements are conducted in their turn: (1) a preparation phase; (2) a seven-module MD/OD program, each module consisting of training sessions; (3) follow-up OD sessions; and possibly (4) a major organizational planning project.

The Preparation Phase

As shown in **Figure 1**, this phase involves these major activities:

- orienting personnel to what the program is designed to accomplish, what they will be asked to do, and how both they and the organization will benefit from it;
- researching information about the organization, conducting interviews with personnel at all levels in all units, and conducting an attitude survey throughout the organization in order to collect information, analyze it, and determine the organization's developmental needs; and
- having superiors work with their immediate subordinates to analyze their situation and plan how to design and conduct the MD/OD program so that it will effectively fulfill the developmental needs of individuals, work groups, units, and the entire organization.

This initial phase has several major purposes. The primary purpose is to set the stage for personnel's participation in the MD/OD project. Orienting personnel to the project serves a secondary but major purpose. Managers cannot successfully introduce, develop, and maintain a more functional organizational atmosphere without alleviating personnel's suspicions and apprehensions, increasing their understanding, receptivity, acceptance, support, and cooperation, and encouraging their participation in change processes. Another major purpose is to design an MD/OD program that is specially tailored to the organization's

Figure 1: A Next-Generation, Integrated Management/Leadership Training and OD Project

O D P R O J E C T (Over time, includes Preparation Phase, each module's training and OD application sessions, and MD/OD aspects of a planning process)	
Time	MD / O D P R O G R A M
PREPARATION PHASE	MODULE 1
Orient employees to project	(Book's Part One) Management Functions & Process(es)
Research and analyze the organization	Study Materials: (Chapters 2 - 7)
Conduct individual interviews	Seminar or class sessions discuss:
Conduct attitude survey	Managerial Functions and Process;
Do unit and individual development planning	Relationships with problem solving and time management
# Training Days: 3 Days	3 Days
Cumulative Days:	3 Days
	After all participants have covered a particular module's training sessions, immediately conduct that module's top/down OD sessions
	MODULE 2
	(Book's Part Two) Managerial & Leadership Behavior
	Study Materials: (Chapters 8-12)
	Seminar or class sessions discuss:
	Analytic frames of reference on individual & organizational behavior;
	Factors that influence managerial & leadership behavior
	3 Days
	6 Days
	MODULE 3
	(Book's Part Three) Problem Solving & Decision Making
	Study Materials: (Chapter 13)
	Seminar or class sessions discuss:
	Basics of (individual) problem solving and decision making
	1 Day
	7 Days
	MODULE 4
	(Book's Part Four) Interpersonal Relations & Skills
	Study Materials: (Chapters 14 & 15)
	Seminar or class sessions discuss:
	Interpersonal relations;
	Effective communication;
	Conflict resolution
	1.5 Days
	8.5 Days
	MODULE 5
	(Book's Part Five) Team Think-Work
	Study Materials: (Chapter 16)
	Seminar or class sessions discuss:
	Guiding and participating in team think-work processes
	(Analyze problems)
	1.5 Days
	10 Days
	MODULE 6
	(Book's Part Six) Individual & Organizational Learning
	Study Materials: (Chapter 17)
	Seminar or class sessions discuss:
	Personal development principles and methods;
	Learning in organizations
	1 Day
	11 Days
	MODULE 7
	(Book's Part Seven) Summary and Synthesis
	Study Materials: (Chapter 18)
	Seminar or class sessions discuss:
	Summary and synthesis of program concepts, models, methods, practices
	0.5 Day
	11.5 Days
	PLANNING PROJECT
	Organizational Planning Project (Analysis and) (including OD and MD aspects)

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Socio-Technical factors addressed:

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specific developmental needs and culture. (It is assumed here that the necessary preliminary steps have been taken in order to, for example, get top management on board and either assign or hire one or more trainers, facilitators, and/or OD consultants.)

Those who require more detail in order to plan the preparation phase of their organization's project can refer to the "Preparation Phase Steps & Guidelines" document in folder 0-9 on the CD-ROM.

The MD/OD Program

As shown across the top of **Figure 1**, the program consists of these seven topical modules:

- Module 1: Managerial and Leadership (Integrative) Functions and Processes
- Module 2: Individual, Organizational, and Managerial Behavior and Development
- Module 3: (Individual) Problem Solving and Decision Making
- Module 4: Interpersonal Relations and Skills
- Module 5: Team Think-Work in Organizations
- Module 6: Individual and Organizational Learning
- Module 7: Summary and Synthesis (of Concepts, Models, Methods, Practices, Tools, and Skills)

Each of the modules is divided into two sections. First, training sessions (in the upper half of the figure) are conducted for all organizational personnel participating in the program. Then, the training sessions are followed by "Superior-Subordinates Discussion, OD Application, and Team-Building Sessions" (in the lower half).

Figure 1 shows each module's number followed by the corresponding module of the series and its title.

Training Sessions

As shown by the module titles above, the training program covers most of the general management topics. Similar or related topics have been grouped together into the seven modules. The modules are covered one by one in a "building block sequence." What is learned in early modules prepares participants to better understand and learn what is covered in later modules. And what is covered in later modules reinforces (through use) what was learned in earlier modules. (The last two points are major reasons for reading each booklet in its turn rather than jumping around in the series.)

Now note that the following are indicated in the box under a particular module's "Training" heading: the Study

Materials (chapters and other materials) that can be assigned to be read, and the topics that will be discussed during the class or seminar training sessions. The estimated number of training days required to cover each module's materials are indicated below the "Training" box, as are the cumulative days over the course of the training program.

It should also be noted that Folders 0_8 and 0_9 contain materials that explain (a) why the corresponding module is covered in the order it is, and (b) what can be accomplished during that module's post-training "superior-subordinates discussion, OD application, and team-building sessions."

The management and leadership training program in **Figure 1** corresponds to the program shown at the bottom of the pyramid in **Figure 1** on page 2 of the series' short *Introduction*. It is an *organization-wide*, "macro" program. (Later, the booklet entitled *Describing, Comparing and Reconciling "One Best Style" Theories and "Situational" Theories* discusses a "micro approach" that might be used by an individual manager to develop immediate subordinates when his or her organization either cannot or will not conduct an organization-wide program. That booklet also elaborates on various inputs to the developmental process.)

Superior-Subordinates Discussion, OD Application, and Team-Building Sessions

Once all participants have covered the training portion of a module, which prepares them to participate more effectively in that module's discussion/OD sessions, each superior (starting at the top) meets with his/her immediate subordinates, who then meet with their immediate subordinates—and so on down the organization. Each group "puts their heads together" to do all of the following:

- analyze what they are presently doing or not doing with respect to the concepts, methods, and tools covered;
- analyze how the socio-technical factors covered in the module are either positively or negatively influencing their attitudes, interactions, behavior, and performance;
- *identify* what they should be doing in terms of improving practices and dealing with influences on their performance;
- *plan* how to go about doing it;
- formulate discussion guidelines for successively lower levels' superior-subordinates discussions; and
- contract with each other regarding who is going to do what, what they will accomplish, and by when

—in order to assign responsibilities for activities and accountability for results.

The sessions are also important because they . . .

- improve and reinforce learning by actually applying or practicing what they have learned;
- give superiors greater responsibility for taking both leadership and facilitative roles concerning the development of their subordinates;
- enable participants to actually make use of what they have learned—during the program, not just after it has been completed, so that they see the results of their training and maintain the necessary level of interest in the program;
- promote the development of team working relationships—not only between superiors and their immediate subordinates, but also among colleagues at the same level;
- promote both horizontal and vertical integration of activities throughout the organization; and
- increase participants' ownership of, and motivation to carry out, the planned changes or improvements that will either directly or indirectly affect them.

Note in **Figure 1** that a particular module's discussion topics are listed in that module's "discussion box" in the lower half of the figure. The types of socio-technical factors being addressed during that module's sessions are also indicated. (These factors will be discussed further beginning in the booklet on *Organizational Behavior*. Their influences on organizational behavior are discussed further in the four booklets on *Managerial and Leadership Behavior*.)

Each superior and his/her immediate subordinates should set aside at least one half-day for each session. However, the amount of time to be devoted to such sessions is for the parties themselves to determine. If they think they need more time and will use it constructively to do the think-work that their jobs involve, they should take the necessary time to "do it right."

Doing the training before conducting these sessions has two related advantages over the change and OD projects mentioned earlier. First, it prepares participants to contribute much more significantly and effectively to OD analysis and planning activities, because it brings their knowledge closer to the level of the OD consultants or facilitators. Second, it also makes it easier for consultants or facilitators to "lead" groups to recognize all that might need doing, why, and how.

Once a module's discussion/OD sessions have been conducted, all participants go on to take part in the next module's training and OD sessions.

Organizational (Strategic) Planning Project

By the end of the seven-module project, participants have been extraordinarily well prepared to be directly involved in this important element. During a comprehensive and in-depth organizational analysis and planning process, continuing management and organization development needs should be analyzed, and plans for meeting those needs should be formulated (and subsequently implemented).

This process is described in considerable detail in the booklets on *The Think-Work Functions of Management and Leadership*. This process should place high emphasis on organization development, and should involve planning for on-going organization change and improvement.

Considerations for Designing a Highly Effective MD/OD Project

The following are considerations that influenced the development of the highly integrated MD/OD project that this series not only describes but *is*. They are all ways to do the following: (a) leverage management education and development to a greater degree; (b) use a management development program as an integral part of, and vehicle for, more effective organization development; and (c) both prepare and enable all personnel to "maximize the change ripples" from the bottom up to the top of **Figure 1** on page 2 of the *Introduction* booklet of this series.

Perspectives on Underlying Project Design Strategies

The basic strategy that underlies this MD/OD project's design is to use an organization-wide managerial, supervisory, and even workforce training program as a *vehicle for enabling more knowledgeable and effective participation in OD projects*. The following are several sub-strategies:

First, throughout the organization, train managers, supervisors, and workforce personnel in order to increase their knowledge and further develop their skills, thereby enabling them to:

- perform more effectively *as individuals*;

- work together more effectively as a team to improve many socio-technical/cultural influences on their attitudes, skills, behavior, interactions, and performance; and
- bring about the kinds of organizational improvements shown in successively higher tiers of the **Figure 1** pyramid in the series' *Introduction*.

Doing the above helps maximize organizational strengths. It also helps minimize if not alleviate many existing organizational problems—for example: (a) inherently unfulfilling jobs; (b) dysfunctional work group attitudes; (c) interpersonal and interdepartmental conflicts; (d) dysfunctional managerial, leadership, or supervisory behavior; (e) escalating costs; (f) constant, uncontrolled “fire-fighting”; and (g) physical and emotional stress.

Second, *use participation in the project as a developmental tool*. Involving managers and their subordinates in the discussion/OD sessions of each module helps them all further develop their thinking, learning, and interpersonal skills and their abilities to apply concepts, methods, and practices. Furthermore, it is a vehicle for developing more effective team-oriented interactions and relationships.

Third, place more emphasis on improving many aspects of operations than on just solving one or more problems. As discussed in the introduction to this booklet, the two common consultant-oriented change/development approaches revolve around solving *identified* problems. As discussed in more detail later, this can result in (a) unrecognized problems remaining unidentified and unaddressed, and (b) overlooked opportunities to make significant operational improvements. The approach described in this series places greater emphasis on making operational *improvements*. It involves . . .

- identifying and analyzing a number of key factors that exert the greatest influences on personnel's motivation, attitudes, behavior, interactions, and performance;
- identifying whether the situation with respect to each factor is functional or dysfunctional for organizational performance and success;
- formulating plans for improving specified factors or variables; and
- choosing the most appropriate set(s) of solutions, which will improve operations, help solve identified problems, and begin alleviating previously unidentified problems.

In other words, the two other approaches work “backward”—that is, they involve identifying problems and thinking backward to identify possible causes—and then formulating and implementing solutions. This project's

approach works “forward” by first analyzing a system of socio-technical factors, next determining what factors could be improved (or perhaps remedied), and then planning how to implement beneficial changes or improvements. This somewhat uncommon, more systemic and systematic approach can yield extraordinary results.

Fourth, help managers and leaders shoulder their responsibilities not only for further developing themselves, but also for developing their subordinates and guiding the team's improvement of both internal (organizational) and external (outside) influences on their motivation, attitudes, behavior, interactions, and performance. In other words, *make managers—and also their subordinates—change agents*.

Fifth, encourage managers to put greater emphasis on their roles as *leaders*, and encourage leaders to put greater emphasis on their roles as *managers*.

The following is a useful analogy for describing the program in very general terms to a top executive: “Imagine that your organization is a fishbowl sitting on one corner of your desk. Because of competitive pressures and many market, technological, economic, governmental, and social changes, you have become dissatisfied with the fishbowl's (your organization's) position. What's more, you recently noticed that all your fish (your personnel) seem to be swimming in different directions. It has occurred to you that you would like to move the bowl to a much better position on your desk and also end up with all the fish swimming in the same direction. This OD project is the means for helping you to accomplish both ends.”

Use a Synergistic Approach

The four booklets on *Managerial and Leadership Behavior* will discuss how various personal and non-personal “socio-technical” variables operating in organizations influence personnel's motivation, attitudes, interpersonal interactions, behavior, and performance. Many must be changed, improved, or further developed in order to bring about significant and permanent organizational improvement. Bringing about these improvements makes this project “synergistic” for three reasons. First, it is designed to deal with or improve a *comprehensive* group of personal and non-personal factors, many of which can undermine or override OD efforts if left unaddressed. (Thus, it is advisable to deal with or improve as many as possible.) Second, it deals with the group of important variables in a *systematic and systemic* manner, so that they can *all work together synergistically* to mutually reinforce developmental efforts throughout an organization. This increases the chances of any such MD/OD program's success. Third, it involves

both vertically and horizontally integrating the developmental activities and behavior of the entire managerial/supervisory team—and even those of the workforce.

Conduct An Entire Program vs. Ad Hoc Training

When many people hear the words “management training,” they think of “ad hoc” half-day, one-day, two-day, or three-day outside seminars or in-house courses, each often covering a different general management area at a different time. Or they think about rather finite, unsequenced and unintegrated e-learning course modules. Although such courses and seminars can improve knowledge and skills to some extent, they simply cannot bring about significant and permanent attitude and behavior changes for the host of reasons discussed throughout this series. In fact, most trainers are aware that, after “quickie” seminars, participants quickly forget what they learned. And many are aware that, since participants’ superiors, colleagues, and subordinates were not also involved, all those individuals’ behavior—and many other unchanged factors—will continue to influence participants to feel, think, and behave in the same ways as before, thereby overriding most benefits of the training they received. As a result, many organizations are actually wasting a significant amount of their management and leadership training dollars.

Quickie half- to three-day courses/seminars are common because they are the easiest to sell to (and within) organizations, and are trainers’ bread and butter. However, organizations usually need much more; and many need major surgery rather than band-aids. Therefore, we believe that the profession should at least try to convince prospective clients that they must deal with a number of personal and non-personal socio-technical variables in a systemic manner. This can be best accomplished by implementing a managerial, leadership, and organization development program that facilitates more successful OD by both preparing and enabling personnel to collaborate in improving major socio-technical influences over time.

Hopefully this series will give MD and OD managers more ammunition for convincing their superiors to fund synergistic (integrated, systematic, and systemic) MD/OD programs.

Cover a Full Range of Topics

Covering the full range of management topics is advisable for the following reasons:

- To refresh participants’ thoughts concerning areas in which they have previously received training.

Where participants have already (recently) covered a particular topic, review the “high points” and provide fresh perspectives on the concepts, principles, methods, models, or tools involved. Most managers can benefit from a “refresher.”

- To bring those who have had little or no training in these areas up to speed.
- To crystallize participants’ understanding of various concepts and principles.
- To provide fresh and innovative perspectives on the topics covered.
- To provide insights into relationships among various management concepts, processes, methods, tools, and practices.
- To establish a comprehensive frame of reference that enables the integration of all the major management concepts, methods, and practices into a single model. Our model, for example, shows how they are all related and can all be applied together in an integrated or synergistic manner that improves the effectiveness with which all are applied.
- To more fully develop the necessary integrative and interpersonal knowledge, attitudes, and skills.
- To establish a knowledge base that enables the ongoing development, use, and reinforcement of advanced management practices and associated skills.

Sequence Areas (and Sub-Topics) Logically

Cover the basic areas and associated specific topics in a building-block rather than ad hoc sequence so that coverage of each topic prepares participants to better understand and assimilate subsequent topics, and coverage of subsequent topics continually reinforces what was learned previously.

For example, it makes little sense to cover *Guiding and Participating in Group Think-Work Processes* in **Module 5** unless the following related areas have already been covered and the associated knowledge, skills, and other necessary inputs for conducting effective group processes have all been adequately developed: (a) the analytic approach to problem solving and planning (covered in **Modules 1 and 3**); (b) analytic behavioral frames of reference for understanding individual, group, managerial, and organizational behavior (covered in **Module 2**); and (c) interpersonal relations, group dynamics, conflict resolution, and effective communication—all aimed at increasing interpersonal awareness, sensitivity, and skills (covered in **Module 4**). Once all of these inputs have been acquired and can be used together, it is possible to maximize planning and problem-solving processes—not

only during the superior-subordinates processes at the end of **Module 5**, but afterwards as well.

Cover Topical Areas Adequately

Cover topics thoroughly, so that participants learn all they need to know in order to apply concepts, methods, and tools effectively. Many if not most seminars cover these areas in too little time, and, therefore, in too little depth or breadth to train people in all they *really* need to know in order to apply what they have learned *successfully*.

Interrelate and Integrate What Is Being Learned

As these various topics are each covered in a logical, preparatory and reinforcing sequence, relate each concept, model, method, tool, or skill to those previously covered. This enables participants to begin to see how they are all interrelated and can be used in conjunction with each other for greater managerial and leadership effectiveness.

Indeed, that is one of the major reasons this series was written. The sequence of booklets demonstrates how topics can be covered in a building block sequence. In addition, the booklets contain models that show how various concepts and models can be interrelated as (a) a particular module or sub-topic is covered, and (b) one progresses from each module to the next. Perhaps most important, the last booklet of the series interrelates many of the major concepts, processes and models into the “Unified Practice of Management™” model. This capstone model shows how and when the concepts and practices can be used in conjunction with each other to maximize the effectiveness of various management-related processes. As mentioned earlier, *this cannot be accomplished when managers participate in the more traditional, “ad hoc” courses and seminars*—especially those conducted off-site, and even those conducted in-house.

Apply What Is Being Learned Immediately, So As to Benefit Both Individuals and the Organization

As will be discussed in the booklet on *Individual and Organizational Learning*, it is advisable—during training/ seminar sessions as well as the superior-subordinates sessions—to have participants practice the application of concepts, principles, methods, and tools. In the process, they begin reinforcing their knowledge and further developing their skills. Using what has been learned can involve role-playing, assessments, and small group assignments, all of which increase involvement, attention, motivation, and

reinforcement of learning. Such practice is more directly beneficial to the organization if it is aimed at analyzing systems of factors, identifying opportunities to make improvements, and solving previously unrecognized problems that directly affect participants’ performance.

For example, during each module of an MD/OD program, a consultant can facilitate participants’ use of their developing think-work skills and growing behavioral knowledge to (a) analyze in great depth what is going on and why in the organization (using a large wall diagram), and (b) identify how to correct or improve various situations. This is one of the most powerful and beneficial things that can be done for an organization, because it is fairly certain (based on forty years of experience) that personnel will never again analyze their organization in such detail and gain so many insights into dysfunctional phenomena and what to do about them.

Outside courses and seminars rarely apply what is being learned in this manner. And only a few internal courses or seminars even come close to accomplishing what has been described above.

Schedule Regular Sessions

For each level of the managerial/supervisory/worker team involved, schedule seminar sessions to be held regularly over some appropriate period of time. Although one-half day during each week of the program would be most beneficial, at least schedule one-half day for every other week. This keeps participants thinking about, talking about, and applying what they are learning. Regularly scheduled sessions also help participants schedule their workloads around training sessions.

Systematically Involve Participants From All Organizational Levels and Units

When people from as many levels and units as possible are involved, there are more people who can mutually reinforce the knowledge and skills that they are all learning. (The booklets on *Managerial and Leadership Behavior* provide more rationale for this point.)

Conducting an Integrated MD/OD Project Where an Organization Has Already Done or Is Doing Considerable Training

Many organizations have either done considerable training and/or have a continuing management development program. Can they still conduct an integrated MD/

OD program just like the one described above? Not really. But they can conduct a program very similar to it. The following are recommendations concerning how to design a modified program. They mostly deal with program design steps that should be taken prior to a Preparation/Orientation Phase.

1. MD/OD managers and selected staff members read this series, familiarizing themselves with the concepts, models, and practices discussed.
2. Conduct a two-day “mini program” for MD/OD managers, the top manager/executive/leader, and his or her immediate subordinates (representing the major functional units of the organization). Ask these participants to note which topics, concepts, models, or important insights they and lower levels of personnel have or have not covered, and then do a “gap analysis” to identify what should or could be either *covered in depth* or *briefly reviewed* during a training program that is at the heart of an OD project;
3. On a third day, work together to “rough out” a “refresher MD/OD program” that . . .
 - covers the “high points” and major models in this book—particularly the Unified Practice of Management™ model and the illustrations leading up to it;
 - covers what was not previously covered; and
 - ties together the major concepts, models, principles, methods, and practices at the end.
4. Subsequently, the MD/OD staff “fills in the details,” by:
 - designing a training program (perhaps around the topics covered herein); and
 - modifying the placement and content of superior-subordinates sessions as appropriate for the organization.

A modified program might, for example, involve the following:

- At least one-half day (but not much more than one full day) devoted to the training sessions in most modules. Sessions would review “high points” of previously-covered materials. They would go on to cover new concepts, models, insights, and perspectives found in this resource.

- Superior-subordinates sessions would be conducted as suggested in this series.

Conducting an Organization-Wide Program Where Facilities are Geographically Dispersed

If an organization is really serious about managerial, leadership, supervisory, organizational, and team development, it should seriously consider implementing a project much like the one described in this series. Based on years of experience, the author is absolutely convinced that it is many times more effective and beneficial than traditional or ad hoc half- to three-day management courses or seminars. Indeed, when the underlying concepts and models have been outlined to management trainers and program developers from organizations such as IBM, AT&T, Illinois Bell, the Army, and the Navy, many have remarked that this program is the most systematized and integrated, and the closest to an “ideal design,” that they have ever seen. But in several instances they added this qualification: It would be difficult for their far-flung organizations to implement such a program organization-wide (as recommended). Having geographically dispersed facilities would make it difficult to present the program concurrently at all locations, because it would stretch the training staff too thin. However, those reservations were expressed before the advent of e-learning capabilities. Now even large organizations can conduct concurrent training, module by module, using the internet, an organizational intranet, or distributed training program CDs.

Concluding Remarks

The project illustrated in **Figure 1** prepares participants to use all their increased knowledge, improved attitudes, and further developed thinking, learning, and interpersonal abilities to participate in an integrated MD/OD project and to subsequently conduct an extraordinarily effective organizational planning project. What they learn and develop helps them (a) delve more deeply into problems and issues, (b) deal with more finite causal or influential variables, (c) measure the developmental progress achieved, and (d) formulate more effective operating and organization development goals and plans.

Following the preparation phase shown in **Figure 1**, the management/leadership training program itself begins with Module 1’s booklets on *The Think-Work Functions of Management and Leadership*.

