

*Management, Leadership,  
and Organization  
Development  
Series*

**Introduction**

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Second Edition

*R. D. Cecil and Company*  
Human Resources Development

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## INTRODUCTION

For reasons such as competitiveness, profitability, and other measures of organizational effectiveness or success, organizations around the world strive to significantly increase the performance of workers, supervisors, managers, units, and the entire organization. The following four scenarios are typical of the concerns of top management and the subordinate managers who are charged with improving personnel's performance-related knowledge, skills, motivation, attitudes, and behavior.

**Vignette 1:** The XYZ corporation is experiencing explosive growth. One limitation on future growth is the organization's ability to train a sufficient number of qualified people to serve as managers. The leaders of the organization prefer to promote from within. The question is how to establish a practical, long-term approach to management development to meet the organization's needs for trained managers. How should the leaders of the company meet this business need? What should the manager of the organization's management and organization development group recommend to top management?

**Vignette 2:** A newly hired training director in a medium-sized company has been asked to formulate and implement a practical management development program for the organization. The company's leaders have tried sending their people to public seminars and universities for various management and executive development programs, but they have not been satisfied with the rather insignificant and short-lived results. Some are keenly aware of the research that indicates that less than 10 percent of off-the-job training translates into changed behavior back on the job. Their concern is that the training must be practical and must transfer from short-term off-the-job learning experiences to long-term on-the-job results. What should the training director do?

**Vignette 3:** The vice president of human resources for a large company has been asked to establish and implement a leadership program that will meet the organization's needs for future talent. Research on the company's workforce indicates that about 40 percent of the senior executives and about 25 percent of the company's middle managers will be eligible for retirement over the next few years. At present, no formal training is offered to supervisors or middle managers in the company, and the company's approach to management development might best be characterized as "hit or miss" and "on again, off again." What should be done?

**Vignette 4:** Top management is concerned about not only improving performance throughout the organization, but also dealing with attitudes, structures, systems, and outside forces that also affect personnel's performance. Hav-

ing heard about management training, organization development, and change management programs, the executives are looking to their head of human resources to design and implement some project that "covers all the bases." What should that project involve?

Do these situations sound familiar? If so, your organization may need to adopt a more organized approach to management, leadership and organization development. How would you propose to solve the problems or deal with the issues posed by the vignettes? Your answers could very well depend on your own organization's needs, several of which this series is aimed at fulfilling.

### Unfulfilled Needs of Organizations

The series has been written as both a guide and a resource for those who directly influence the development of organizations and their personnel: management training program developers; management trainers; managers of management development (MD) and organization development (OD) groups; executive developers; OD consultants; and managers themselves. It addresses several of these people's unfulfilled or only partially fulfilled needs:

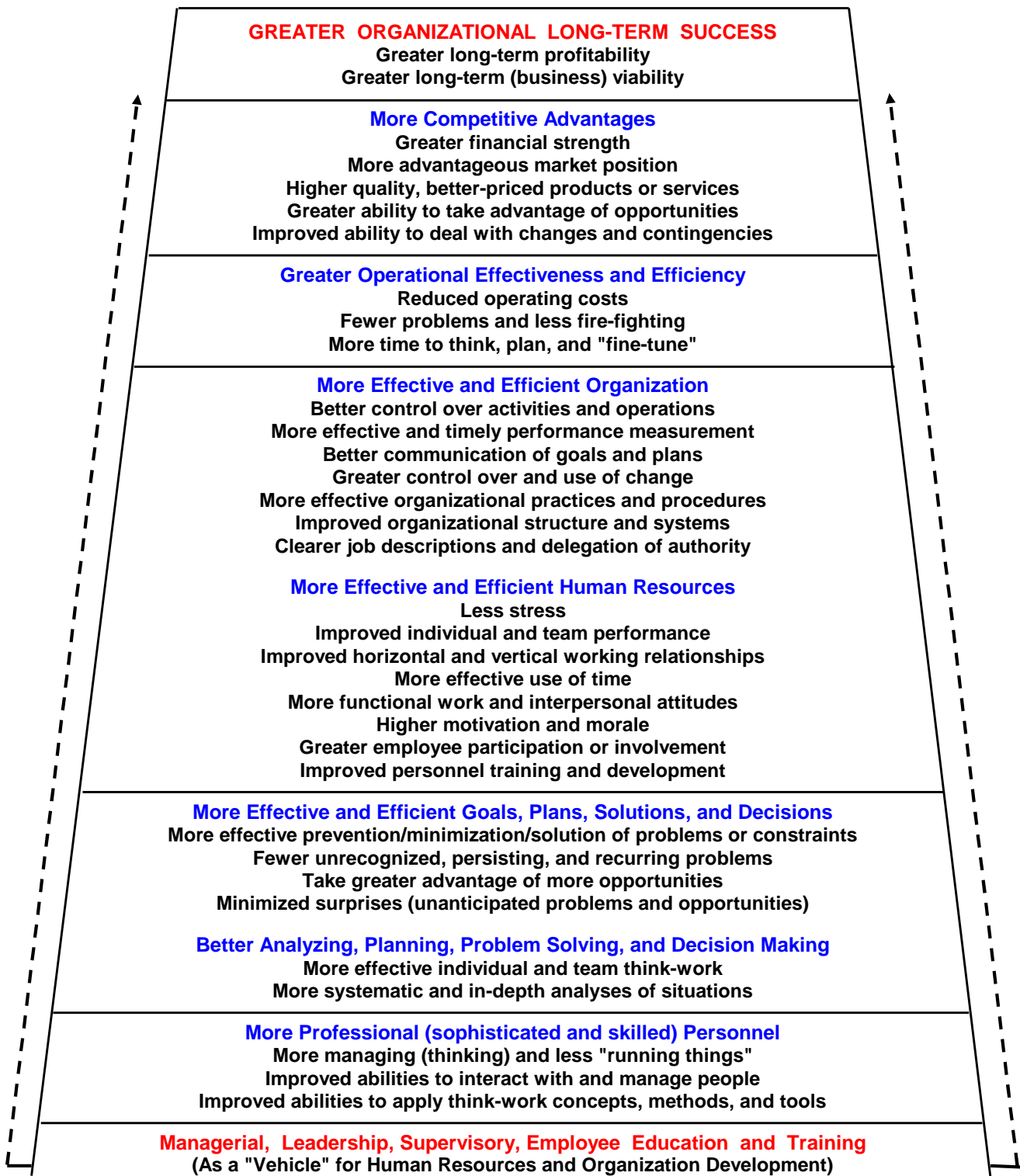
- More complete integration of "two worlds": management training/development programs and organization development/change projects
- A managerial style model that integrates aspects of various models
- Synthesis of the competing "one best managerial and leadership styles theories" with the "contingency or situational theories"
- More explicit integration of management concepts, processes, models, and practices

### More Complete Integration of "Two Worlds": Training/Development Programs and Change Management or Organization Development Projects

#### *The Management Training/Development World*

For many years, organizations have recognized that managerial development is important. Managers and leaders have an impact on organizational performance that goes beyond their own individual performance. What they do affects personnel throughout the organization, and their decisions impact the organization's ability to meet its strategic

Figure 1: Training Foundations of Long-Term Organizational Success



objectives—as demonstrated when stock prices fluctuate upon the naming of a new CEO.

Therefore, investing in the development of management talent is clearly worthwhile. This is well substantiated by ASTD's (once called American Society for Training & Development) 2004 *State of the Industry Report*, authored by Brenda Sugrue and Kyung-Hyun Kim. It states that "increases in retention and employee satisfaction were most often attributed to executive, management, and career development programs, and tuition reimbursement" (p. 18). It also notes the following: "The employee group receiving the largest percentage of learning expenditure in 2003, as in 2002, was customer service employees with an average of 18 percent of the budget, followed by middle managers and production employees, both with 11 percent of the budget. An average of 28 percent of learning budgets went to managerial training, including first-line supervisors, middle managers, senior managers, and executives. An average of 10 percent of learning budgets went to executives and senior managers" (p. 9). In fact, according to *Training* magazine's 2005 *Industry Report* by Holly Dolezalek (p. 5), a total of about \$21.1 billion was spent on training executives and exempt managers (up from \$19.8 billion in 2004). And there is also this quote from ASTD's updated 2005 Report by Sugrue and Kim (2005): "If we combine Managerial and Supervisory and Executive Development into one management category, then management becomes the area with the most learning content devoted to it . . ." (with 17% in 2004 and 18% projected for 2005) (p. 13).

All these surveys' data indicate that organizational leaders invest money in developing the talent they believe will have the greatest impact on organizational performance, and managers are very often close to topping the list.

As a result, organizations have relied on developing their managers and supervisors so that they can better improve *workers' performance* through more effective motivation, training, and supervision. More recently, however, *management development* has come to be defined more broadly as any organized approach for preparing individuals to assume responsibility for either supervisory oversight of hourly workers, middle management oversight of supervisors, or executive oversight of middle managers.

Over roughly forty years, Management Training and Development (T&D) has evolved from "first generation" half-day to two-day courses—to "second generation" programs that are more comprehensive, more modular, and last three to five days—to "third generation" programs that not only cover topics "from A to Z," but are very often conducted in-house and top-down.

**Figure 1** illustrates what organizations hoped that these types of programs could accomplish. Note at the very bottom of the model that "managerial, supervisory, and employee education and training" is the foundation for developing "more professional (sophisticated, skilled) personnel," who, in turn, will (hopefully) bring about improvements in each successively higher level of the pyramid—as in a series of upward-rippling causes and effects.

However, even the third-generation programs were not really designed to prepare participants to collaborate more effectively in an OD or change project being conducted *during* the T&D program. Neither were they designed to help participants deal with other influences on their motivation, attitudes and behavior during their training. These and other factors led to partially effective training and rather disappointing organizational results.

### *The Change Management and Organization Development World*

Over time, practitioners and academicians came to realize that a significant percentage of T&D dollars were being wasted because efforts to develop managers, supervisors and workers were being undermined and even negated by dysfunctional influences exerted by many major socio-technical variables that the training itself could not directly improve. Among these factors are: *task-related/technological factors* such as the "mechanistic" (simple, routine, unfulfilling) natures of workers' jobs; *individual variables* such as low work motivation and underdeveloped job knowledge, attitudes and skills; *organizational variables* such as authoritarian managerial styles and hierarchical organizational structures and systems; *social phenomena* such as dysfunctional social norms (expected attitudes and behavior) in work groups; and *destabilizing outside forces* such as rapidly evolving technologies and constantly changing marketplaces.

As a result, "OD" emerged and consultants began performing either change management projects or consultant-guided OD interventions, both of which are aimed at better dealing with socio-technical influences either directly or indirectly. For those who may not be familiar with one, the other, or both of these approaches, they can be briefly described as follows.

**Change management projects** are often conducted by large consulting firms for very large companies or organizations. They essentially involve *consultants* acting as the experts and "change agents." They collect and analyze information and ideas elicited from appropriate organizational personnel, and then feed back observations, conclu-

sions, and recommended solutions—much as doctors do for their patients.

This approach has one great advantage. It most often involves the collection and analysis of information concerning all major functional areas: marketing, R&D, operations/production, systems, finance, and human resources. In other words, it involves the kinds of analyses that should be inputs to a strategic/long-range planning process. It has two underlying assumptions:

First, there are not only identified problems, but there are also many unidentified problems and many unrecognized opportunities to improve numerous operational variables. Second, detailed analyses and planning regarding major operating units should be performed first—and then should be used as inputs for (a) (re-)designing supportive organizational structures, systems and processes, and (b) improving motivational, attitudinal, behavioral, interactional, and performance factors that influence operational effectiveness and efficiency.

The approach also has a widely recognized disadvantage: Since personnel do not actually participate in consultants' analytic and planning processes, they often do not buy into consultants' recommendations. As a result, they often do not adopt or implement those recommendations enthusiastically and conscientiously—as if they were “their own babies.”

**Consultant-led OD interventions** are often conducted for the mid-size and smaller organizations that cannot really afford full-blown change projects. Often believing that they themselves have already identified the basic problems, and suspecting that those problems are somehow being caused by people and their relationships with the organization, executives hire an outside OD consultant to lead a problem-solving intervention. Although process steps are virtually the same as in change projects, there are at least two basic differences between the two approaches. First, although the consultant is the “primary change agent,” he or she emphasizes engaging all personnel in a *jointly-owned effort* to solve organizational problems. Second, the OD consultant generally focuses on organizational and behavioral phenomena. Sometimes, however, he or she will also conduct the change management consulting firms' in-depth, business-oriented analyses that are inputs to better organizational goal-setting and planning. (For a more thorough description of this type of project, see the recent book by William J. Rothwell and Roland Sullivan (2005).)

Nonetheless, while both types of projects involve managerial, supervisory, and even workforce personnel to varying extents, they usually recommend that the project be *fol-*

*lowed* with—rather than being designed around—a managerial/supervisory/leadership education and training program.

So, up to this point, there have essentially been management training programs on one hand and consultant-performed organization development or change management interventions on the other.

*Need:* A project that bridges the gap between T&D and OD by fully incorporating a managerial/supervisory/leadership development program into an organization development/change project, thereby creating a more effective, “integrated MD/OD Project.” This book contains a “**next-generation MD/OD project**” which fulfills that need by presenting a management education/development program that serves as the centerpiece of, and vehicle for, more effective overall organization development and change.

### **A Managerial Style Model that Integrates Aspects of Various Models**

Many managers are confused about managerial/leadership styles because various management theorists have described and explained managerial behavior in these and other different ways: Douglas M. McGregor (1957) in terms of two different types of perceptions of subordinates—X perceptions and Y perceptions; Robert R. Blake, Jane S. Mouton, and Alvin C. Bidwell (1962) in terms of combinations of levels of the concern for productivity and the concern for people; Traininghouse division of HRD Press in terms of task-related competencies and people-related competencies; and Paul G. Hersey and Kenneth H. Blanchard (1969) in terms of combinations of levels of task behaviors and people behaviors. In other words, some have dealt only with motivational aspects, some have dealt only with competencies or capabilities, and others have dealt only with behaviors. And virtually all have described and explained styles in terms of *only two dimensions*.

However, managerial, leadership, and supervisory styles cannot be most effectively described and explained without referring to all three elements—motives/attitudes, capabilities (or competencies), and behavior patterns. Examples: Regardless of their levels of people-related competencies, managers tend *not* to perform well in people-related areas *unless* they have relatively high levels of the motivating people-oriented concerns or attitudes (underlain by people-oriented values and personality traits) that prompt them to actually *apply* their capabilities. Conversely, if they have the people-oriented motivation but not the requisite people-related skills, they will not (cannot) be fully effective when dealing with people. One reason for this situation is that researchers have had some difficulty

using “trait theory” (from clinical psychology) to explain managerial/leadership styles. Even today, the author is not aware of *any* business school programs where styles are discussed in terms of *all* these traits: needs/drives, values, personality traits, and competencies. Therefore, very few management trainers and OD consultants can fully (a) appreciate how difficult it is to change people’s styles, (b) understand why managers frequently revert to their old styles regardless of intensive training, and (c) understand how to influence managerial styles throughout an organization more successfully. If they do not, they cannot design, deliver, and guide the most effective management and organization development projects.

*Need:* To help better describe, explain, understand, and further develop or improve the behavior (styles) and performance of managers, supervisors, and leaders throughout an organization, a model that deals with all three elements would be very useful. Such a model, The Managerial Target,<sup>®</sup> is described in this series. In fact, it was the first model to relate particular managerial or leadership styles to *four trait-related dimensions*: task-oriented motive/attitudinal traits; task-related capabilities and behaviors; people-oriented motive/attitudinal traits; and people-related capabilities and behaviors.

### **Synthesis of the Competing “One Best Managerial/Leadership Style Theories” and “Contingency/Situational Theories”**

Many managers are also confused as to which managerial/leadership style(s) is/(are) most effective. Early managerial style theorists essentially said that there is one best style. McGregor proposed Theory Y (over Theory X). Robert Tannenbaum and Warren H. Schmidt (1958) asserted that a “middle road style” provided a reasonable balance between the authoritarian style (at one end of a spectrum) and the permissive style (at the opposite end). Most theorists came to believe that a best or most effective style is one that emphasizes both productivity and people (a participative or team style), as did Blake and Mouton (with the “9,9” style on their Managerial Grid<sup>®</sup>). Similarly, Rensis Likert (1975) proposed System 4, and William G. Ouchi (1981) and Ouchi and Jaeger (1978) proposed Theory Z (and Type Z organizations). Many others basically agreed.

However, largely influenced by research regarding the natures of people’s tasks (ranging from mechanistic at one end of a spectrum to organic at the other end), contingency theorists began to assert that there is no one best style, and that one must use different styles to deal with different situations. Among the first were Tom Burns and G.M. Stalker (1961), Fred E. Fiedler (1963), and Paul R. Lawrence and

Jay W. Lorsch (1967). The Ohio State model, another two-dimensional model, eventually led to Hersey and Blanchard’s (1969) development of their widely used Situational Leadership model.

*Need:* Provide a framework for reconciling “one best style” theories with “situational/contingency” theories. It would help resolve confusion as to which of the two points of view is superior if the best aspects of both could be integrated. Put another way, merge the two separate tracks onto one coherent track. A model in this series has been designed to accomplish just that.

### **More Explicit Integration of Management and Leadership Concepts, Processes, Models, and Practices**

Management theories, concepts, models, methods, techniques, and practices—all meant to help managers better solve problems and plan—have been proliferating for years. But all these “pieces of the management puzzle” have been piling up willy-nilly. Today, managers and those who educate them are virtually drowning in management information because they have no framework for interrelating all the pieces and “putting humpty-dumpty back together.” Without such a framework, how are managers to apply what they have learned in anything but a relatively piecemeal and ineffective manner? And how are management educators and the managers, supervisors, and workers they teach going to recognize that more effectively dealing with mountains of problems, managing change, managing time, and just plain managing *all* involve using the analytic approach to planning and problem solving within a team or participative atmosphere? Indeed, very few managers have been shown that (a) planning, problem solving, decision making, managing change, managing time, communicating, and learning are all essentially the same process (if done really well), and (b) when we are performing one process, we are also performing several if not all of the others. Neither have they been shown how to maximize the effectiveness of these processes by using what they have learned about each to improve, integrate, leverage, and maximize them all.

*Need:* Managers—and certainly practitioners in management and organization development—need a framework that finally fits all the disjointed jig-saw pieces together into a “big picture.” In effect, they need a visual model that helps them interrelate, integrate and apply what they already know, and then helps them better assimilate and apply whatever else they may subsequently learn. This series describes what a number of individuals in the academic and business communities have said is the first high-

ly integrated or *unified* model that shows how to use many major pieces (individual concepts, processes, models, and practices ) either together or in sequence so as to maximize their benefits.

## Basic Description of the Series and Its Purposes

This series aims to fulfill all four of the major needs described above in a smoothly integrated manner—the needs for (1) a roadmap or template for designing more integrated MD/OD projects; (2) a managerial style model that integrates aspects of many different models; (3) a more synthesized approach for managing people; and (4) greater integration and synthesis of many important management concepts, models, methods, and practices.

### The Contents and Their Structure

The core of the series is a comprehensive, innovative, fully integrated management education and training program that has been used with extraordinary success and has earned in-house program participants as many as twelve college credits and credits toward MBAs. It is organized as follows, with modules occasionally alternating between think-work processes and behavioral phenomena.

The booklet, *Initial Description of the Next-Generation MD/OD Project*, provides an overview of the OD project that has been built around and integrated with a management development (MD) program such as presented in this series. All the booklets in this series comprise an extraordinarily comprehensive and integrated management education/development program.

**Module 1:** The booklets in this module deal with the *Managerial and Leadership Think-Work and Implementation Functions* that are the most basic responsibilities of managers and leaders. It provides an overall framework or context for covering topics in the remaining modules of the series. The short *Introduction* booklet presents an overview of the managerial and leadership process and its component functions. It contains a model that actually constitutes the common denominator for tying together management, problem-solving, decision-making, communication, and learning processes and practices into a “Unified Practice of Management” model at the end of the series. The introduction is followed by booklets on these think-work functions: *Analyzing*; the *Planning Phase* (in general); *Goal Setting*; *Planning*; *Budgeting*; *Formulating Policies, Rules, and Procedures*; and *Decision Making*. Next are booklets on the implementation functions: *Organizing*; *Staffing*; *Guid-*

*ing Activities*; and *Controlling* (reporting and evaluating results).

The next booklet, *Time Management*, uses what was covered in the previous booklets to explain how performing management functions more effectively is key to the more effective use of time.

**Module 2** consists of booklets on behavior in organizations: The first, *Individual Behavior*, discusses how personal characteristics influence how a person feels, thinks, and behaves. The second, *Organizational Behavior*, describes the many factors that influence personnel’s attitudes, interactions, behavior, and performance. The next booklets specifically discuss managerial and leadership behavior. The first, *Managerial and Leadership Styles*, presents various concepts and models for describing and explaining different styles (which can be defined as different ways of behaving toward and interacting with subordinates in the process of carrying out managerial and leadership functions). The second, *Non-Personal Influences on Managerial and Leadership Behavior*, describes how task-related, organizational, social, and outside factors can affect managers’ and leaders’ behavior. The third, *Personal Influences on Managerial and Leadership Behavior*, describes how capabilities, drives, values, and personality traits can affect managers’ and leaders’ behavior. The fourth, *Describing, Comparing, and Reconciling “One Best Style” and “Situational” Theories*, discusses an approach for synthesizing the two viewpoints. And the fifth is essentially an earlier booklet, *Initial Description of the Next-Generation MD/OD Project*, which describes how to deal with nonpersonal and personal influences on managers and leaders (and all other personnel) in a manner that maximizes both their own personal development and organization-wide development.

**Module 3** consists of the booklet on (Individual) *Problem Solving and Decision Making*. It builds on Module 1 by more specifically covering principles and practices for improving individual think-work.

**Module 4**, which uses many of the behavioral concepts covered in Module 2 to discuss Interpersonal Relations and Skills, consists of three booklets. *Interpersonal Relations Parts 1 and 2* provide a number of ways for looking at and understanding interpersonal interactions. The booklet on *Effective Communication* presents principles and practices for improving communications in interpersonal situations.

**Module 5** consists of the booklet entitled *Effective (Team) Think-Work in Organizations*. It builds on the problem-solving and decision-making methods and practices in the Module 3 booklet on individual think-work. It also



uses the behavioral principles and perspectives in Modules 2 and 4 to help managers and leaders combine various knowledge factors and skills so that they can better analyze and begin to solve unit and organizational problems.

**Module 6** consists of the booklet, *Individual and Organizational Learning*. The principles and practices it covers can help participants to better develop their attitudes, knowledge, and skills.

**Module 7** consists of the booklet, *A Unified Practice of Management*. It fits all the major concepts, principles, processes, models, methods, and practices covered in this series into one single model—a model that shows how they all are interrelated, fit together, and can be used more synergistically and powerfully than ever before.

While comprehensive, *this is not just any management program that simply covers a wide range of topics*. Developed over more than forty years, it is a “next-generation” program in two important respects.

First, it is far more integrated than most if not all other programs. After interrelating major concepts and models from module to module, in the end it ties together approximately sixty of them into a powerful, state-of-the-art management **system**. It thereby puts what people have learned (or are learning throughout the series) into an overall perspective that (a) enables instructors to teach management concepts and practices more effectively, and (b) helps managers and leaders use them more powerfully in their efforts to maximize both individual and organizational development and performance.

Second, it has been specifically designed to be used as a vehicle for enabling both managers and their subordinates to participate much more significantly and effectively in OD processes.

### The Series' Objectives

The *ultimate aim* of the series is to help managers and leaders improve organizational long-term viability and success through systemic, organization-wide managerial, leadership, supervisory, and work group training and development.

Major program *objectives*—including *quantifiable (percentage) results* that have been documented using surveys administered before, during and after previously conducted projects—have included:

- + At least a 50% improvement in individual and team performance of management functions and processes
- + The development of a team atmosphere (and working relationships) within one to two years
  - 100% to 200% improvement in interdepartmental interactions
  - 50% to 100% improvement in boss/subordinate working relationships
- + Increased accountability for performance and the development of oneself and one's subordinates
- + Increased on-the-job satisfaction and morale all throughout the organization
- + More significant and permanent results
- + High benefit/cost ratio (the program pays for itself many times over)

### Benefits to Two Audiences

Written to serve two distinct but related audiences, the series is first and foremost a professional resource—a program development guide for management professors, executive developers, management trainers, management training program developers, managers of MD/OD functions, and OD consultants. This first group can also use the series as a teaching resource and take-away manual for the second audience—students or participants in general management education and skills development courses or seminars.

### Benefits to Educators and MD/OD Practitioners

The materials developed and programs conducted over many years have evolved into this professional “how to” resource for MD/OD professionals. As a matter of fact, materials in this series have already been used to train management and leadership trainers, training program developers, and MD/OD managers for some of the largest organizations in the world—organizations such as IBM (Executive Development Center), AT&T, Kraft, the U.S. Naval Academy and Navy Human Resource Management School (for Navy trainers and consultants), Baxter Labs, Walgreens, Sears, Caterpillar, Illinois Bell, and the U.S. Army Command and General Staff College. Quite a few of those participants have remarked that these descriptions and explanations of managerial, leadership, and organizational behavior phenomena are so clear and insightful that they often work them into their own programs.

As the series describes an integrated MD/OD project, it also accomplishes several other innovative and useful things.

First, by describing *what* can or should be taught and *how*, the series is a program design example or template. It either demonstrates or explains how management trainers/instructors, training program developers, and OD practitioners can do the following:

- develop more integrated training programs from scratch;
- arrange existing training topics or materials into a building-block sequence, so that what people learn in earlier modules is (a) used to prepare them for subsequent topics, (b) constantly reinforced throughout the program, and (c) interrelated and synthesized with what is covered in subsequent modules;
- add materials to existing programs to make them more OD compatible;
- design MD/OD projects that more effectively integrate managerial/supervisory development practices with OD consulting practices; and
- *leverage T&D dollars* by conducting integrated MD/OD projects that increase participants' abilities to modify many influential socio-technical forces so that those forces will all work together to reinforce all personnel's development, foster change, and improve operations.

Second, it provides many fresh and innovative instructional insights, perspectives, models, tables and exhibits that are specifically designed to help instructors better explain, illustrate, interrelate, summarize, and integrate the concepts, processes, models and practices being covered.

Third, the series introduces The Managerial Target,<sup>®</sup> which basically shows what Blake and Mouton's Managerial Grid<sup>®</sup> shows, but also provides insights into the four groups of underlying motive/attitudinal traits and capabilities/behaviors. This helps managers (a) identify their own and their subordinates' managerial or leadership style tendency(ies), (b) better understand and more successfully develop, influence, or otherwise improve their own and their subordinates' managerial, supervisory and leadership behavior; and (c) estimate their own and their subordinates' possible levels of longer-term managerial and leadership successfulness. In addition, the model helps explain what to look for when hiring managers and what to develop in managers so that they can actually behave in a highly participative, team-oriented manner. The preferred personal traits and behaviors that companies use to evaluate performance can be substituted for many Target traits in order to gain organizationally relevant insights into personnel's developmental needs.

Fourth, it describes a *Synergistic Managerial or Leadership Approach* (model) that reconciles, and synthesizes the best aspects of, "one best style" theories and "contingency or situational" theories.

Fifth, the *Unified Practice of Management*<sup>™</sup> model provided at the end shows MD and OD professionals, practicing managers, and students how the many "parts" covered in the series—including specially designed instructional illustrations and various management schools of thought, concepts, models, functions, processes, and practices—all fit together into a consistent, coherent, enlightening "whole" (or meta-construct made up of a number of constructs). It also enables managers to subsequently integrate any new concepts, methods, or practices that they might learn into a more meaningful over-all mental picture. Since the model has significant implications for general management, management and organization development, learning organizations, action learning, planning, knowledge management, change management, and related areas, it also shows managers how to *use* what they have learned in the most synergistic and powerful manner possible.

Business schools already tie together information on functional areas such as marketing, production, finance, and human resources by using computerized business games or simulations. Now, using this series' concepts, illustrations, and "unified model," they can also develop capstone course modules to tie together the general management concepts, models, processes, practices, methods, and tools that they also teach.

Sixth, for those in both human resources and information technology areas, the series also describes two innovative learning and think-work tools that help the knowledge workers in twenty-first century organizations more effectively manage and use information. The first is a Qualitative Information Base (QIB) for collecting, protecting, formatting, and better utilizing the qualitative or more subjective (tacit) information in personnel's heads. The second is a Diagrammatic Knowledge Base<sup>™</sup> (DKB) that enables managers and their subordinates to effectively analyze fifty to one hundred times more qualitative and quantitative information during planning, problem-solving, and decision-making processes.

### **Benefits to Students, Seminar Participants and Practicing Managers or Leaders**

Because this series is an example of what can be taught and how, it can also be used by course and seminar instructors as a comprehensive, balanced manual for students and seminar participants to study and discuss. In fact, various editions of the original four books and six booklets of this series have been used as college texts and onsite, top-

down training materials to train thousands of students and managers, supervisors, and leaders in many types of organizations.

Students and seminar participants can benefit more from this series than from many other courses and seminars for two reasons. First, it is essentially a not-too-textbookish survey course that covers most of the really important elements of effective management and leadership. Second, it discusses, interrelates and integrates a number of innovative insights and models that have been introduced publicly in just the last few years.

After reading about, studying, and practicing the concepts, models, methods, principles, tools, and practices discussed in the series, these individuals should be able to do the following:

- Describe, define, analyze, and understand the following in specific rather than vague or generalized terms: self, subordinates, the managerial role, managerial activities, and what is occurring within the organization and why.
- With respect to major management functions (such as analyzing, planning, decision making, organizing, staffing, motivating and guiding people, evaluating results, and problem solving), identify what one is doing right, and why—in order to do it better purposefully; and, identify what one could be doing better, and how.
- Increase the probability that one will stop to think what he or she is doing so that he or she will very consciously and purposefully use various principles and methods most appropriately and effectively.
- Be more sensitive to, better understand, and relate more effectively with others in the process of managing, supervising, leading, and collaborating.
- Improve one's own and subordinates' development, productivity, and job satisfaction by further developing one's own and subordinates' abilities to conceive of and adapt to change, make better use of time, and be more creative.
- Further develop one's own and subordinates' abilities to learn, handle, retain, and recall information.
- More readily recognize important problem-solving and learning situations.
- Improve capabilities for both thought and action, and effectively balance both orientations in problem-solving and decision-making situations.
- More effectively contribute to management and organization development programs by reinforcing one's own and subordinates' further development on the day-to-day basis necessary for more effectively and permanently improving knowledge, skills, attitudes, behavior and performance.