PART TWO

INDIVIDUAL, ORGANIZATIONAL, AND MANAGERIAL BEHAVIOR AND DEVELOPMENT

CONTENTS OF PART TWO

Part Two describes how managers or leaders behave, why, and what the implications are for managerial, leadership, and organization development.

Chapter Eight provides perspectives on managerial and supervisory behavior by describing managerial or leadership styles identified by a number of experts in the field.

Chapter Nine describes *nonpersonal* influences on managerial and leadership behavior. It explains how a number of nonpersonal socio-technical variables can affect managers' and leaders' behavior.

Chapter Ten describes *personal* influences on managers' and supervisors' behavior. It focuses on understanding how four groups of personal traits can lead to two (of five) distinct managerial or leadership styles. It also introduces The Managerial Target®, a model that relates levels of groups of personal traits to managers' and leaders' tendencies to use particular styles.

Chapter Eleven first deals with the question, "Is there one best management style, or does it depend on the situation?" It then discusses how to reconcile and synthesize the "one best style" and situational theories.

Chapter Twelve discusses the implications of Chapters Eight through Eleven for management development and organization development. It further explains how the MD/OD project presented in this book has been designed and why.

HOW PART TWO FITS INTO THIS BOOK AND TRAINING PROGRAM

While problems in organizations can be brought about by poor integrative think-work and implementation, they can also be caused or at least exacerbated by "people problems." Part Two covers concepts and terminology that describe behavior in organizations—especially managerial and supervisory behavior—and many of the socio-technical variables that influence it. Together with the concepts, principles, and practices covered in Part One, the behavioral concepts of Part Two are major inputs for understanding all subsequent training modules. Behavioral topics should be covered as soon as possible after Part One in order to expand participants' repertoire of behavioral information, enabling them to begin observing and thinking about their own and others' behavior in terms of influences that they may never have noticed, understood, or thought about before. By better understanding what is going on and why in their organization and by storing an increasing amount of such information in their memory, participants accumulate knowledge and insights that will be significant inputs to think-work discussions during later modules. In short, all this knowledge improves their interpersonal sensitivity, social intelligence (awareness and understanding), and, consequently, their effectiveness in problem solving and conflict resolution.

PREPARATION FOR PART TWO USING BOOK AND CD-ROM MATERIALS

Socrates said, "Know thyself." One of the most important things that students and seminar participants can get out of reading this book is a deeper insight into and greater understanding of themselves. This insight will help each of them view himself or herself as a complex system of specific, interacting characteristics instead of a collection of a few vague or ambiguous traits. To assist participants in their process of acquiring self-knowledge, instructors should take the following steps before beginning Chapter Eight.

1. Administer a battery of psychological instruments (assessments) that measure the various values and personality traits (and possibly other traits) that are on the CD-ROM's Personal Inventory Form (found among the materials for Module 2). Some of the instruments that measure traits covered in this book are listed in Table 10.2 on pages 226–227. Whichever tests are used, they should be administered before step 2 is taken. For the sake of privacy, and to alleviate participants' anxiety about other personnel seeing their scores, we recommend that instructors pledge to participants that their scores will not be made available to superiors or to anyone else in their organization—and that they scrupulously honor that pledge.
2. Have participants read the descriptions of personal characteristics in Table 10.1 on page 222. As they read the definition or description of each trait, have them record their own estimated level of that trait on the Personal Inventory Form. Do not let participants read the trait definitions before taking the psychological tests, because knowledge of the definitions could influence their answers on the personal assessments.
3. Have a test administrator or professional psychologist convert participants' raw scores on the measurement instruments into adult percentile levels (compared to an adult population). The Study of Values Conversion Table on the CD-ROM is for converting raw scores from the Study of Values assessment instrument into adult percentile levels. Record the percentile levels on the Trait Assessment Feedback Form (provided on the CD-ROM with materials for Module 2).
4. Once participants have taken step 2 and test administrators have performed step 3, participants' raw scores and percentile levels can be fed back to them on the Trait

Assessment Feedback Form. To help them understand their scores, we suggest that the administrator or psychologist conduct one or more special class sessions to discuss trait definitions, their intercorrelations, and how they tend to influence each other as an interacting system of characteristics. The Study Guide for Module 2 Introduction on the CD-ROM can be used to help prepare participants for these discussions.

5. The administrator or psychologist should meet privately with each participant for at least half an hour to discuss the assessment scores, how those scores compare with the person's self-image on the Personal Inventory Form, and what the person's scores and self-image tend to indicate about him or her.

The importance of these steps cannot be overemphasized. Not only do they constitute an extremely beneficial exercise for developing greater self-awareness, but they also provide important inputs to Chapter Ten, which explains various managerial styles in terms of levels of *groups* of specific underlying personal traits. In addition, these traits are mentioned in various contexts throughout the book. For example, a knowledge of trait definitions is necessary in order to understand their relationships with personal problem solving and decision making (Chapter Thirteen), interpersonal styles (Chapter Fourteen), communication (Chapter Fifteen), conducting and taking part in group think-work processes (Chapter Sixteen), and learning (Chapter Seventeen). Furthermore, when participants have their standardized scores (percentile levels) for various values and personality traits, they can better consider the implications of their own personal motives, attitudes, and behavioral tendencies with respect to managerial or leadership styles, interpersonal styles, and thinking and learning behavior and practices.

Quotations on Personal Life and Quotations on Personal Motivation are additional materials on the CD-ROM that can be read by participants in preparation for or in conjunction with Part Two.

MODULE 2'S SUPERIOR-SUBORDINATES DISCUSSION, OD APPLICATION, AND TEAM-BUILDING SESSIONS

Chapters Eight through Twelve (Module 2) prepare participants to more effectively take part in (a) identifying what organizational behavior, structures, systems, and other factors need changing or improving; (b) planning how to make those changes or improvements; and then (c) working together as a team to do so.

Immediately following the end of Chapter Twelve are several pages of recommendations for OD consultants or facilitators to use in conducting this second series of discussion, OD application, and team-building sessions. Again, the recommendations cover (a) general information; (b) objectives; (c) preparation steps; (d) discussion topics; (e) commitments regarding actions and results; (f) facilitation of sessions; (g) evaluation of sessions and following up on activities and results.