INDEX

A	Argyris, C., 255
"A" callouts, 437	ASTD's 2004 State of the Industry Report (Sugrue and
Abram, S., 295, 412	Kim), 2
Accounting budgets, 101	AT&T, 10, 28
Action learning, 415–416	AT&T Business Research Division, 93
Action plans: definition of, 92–93; methodological	Atkins, S., 253
planning steps for, 72	Attitudes: HT,HP managers, 271; improvement of mental
Action research, 415	facilities and, 264; problem solving/decision making
Action-oriented individuals, 119–120	improvement and, 302. See also Values
Active trial and error, 116	Authoritarian leadership style: "box" of considerations
Aggression, 315	used in, 53-54fig; organizational approaches to plan-
Agile Manufacturing Enterprise Forum, 81	ning by, 72-73; susceptibility to nonpersonal influ-
Ahlstrand, B., 64	ences, 236-237; task- and people-orientedness of,
Alderfer, C. P., 167	233fig-234; terms used to described, 40; Theory X on,
Ales, B. J., 143	7, 40, 173-176. See also HT, LP managers
Alexander, W., 123	Authoritarian organizations, 203, 204t, 205
Allen, L. A., 36, 37, 142	Authority: appropriate span of control by, 130;
Allport, G., 220, 225, 235, 319	determining decision making, 132; reviewing,
Allport, R. B., 319	modifying, delegating, 132-134
AMA (American Management Association), 142	Avery, G. C., 253
Analysis phase: analytic and knowledge management	Awareness of learning, 397, 399
tools, 55–63; basics of, 45–50; definitions related to,	
45-46; human limitations and compensation during,	В
50–55	"B" callouts, 437, 439
Analytic problem solving approach. See Problem solving	Balmer, J.M.T., 351
(analytic)	Banner, D. K., 128
Analyzing function: basic rules for effective, 47–50; basic	Bar (or Gantt) chart, 93fig
steps during, 46; definitions of, 45–46; described, 35,	Baxter Labs, 10
36fig; different model approaches to, 39; four major	Becker, W., 84
reasons for, 46–47; for jobs and units, 125–134	Behavior: changing, 270–271; defense mechanism, 315,
Anderson, D. R., 111	317fig, 318, 329; dysfunctional ego enhancement,
Appreciative inquiry (AI), 416	318–319; ego states, related life positions, and,
Arbitrator role, 340	322–327t; functional ego enhancement, 319;

Behavior: (Continued) the/system requirements for, 1-2; implementation interaction style and related, 332-338t; learning management functions on the, 122-123; on improving through overt, 406; social group, 339-344; which hurts problem solving and decision making, 286; initial peror makes one feel good, 315-316t, 317. See also spectives on management functions/processes on the, Interpersonal behavior; Managerial behavior 34; on interpersonal relations, 313; managerial and (personal influences) leadership style material on, 166-167; managing time Benchmarks: effectiveness of, 89; establishing, 82, 86 suggestions on the, 143-144; MD/OD Project Prepara-Benson, F., 253 tion Phase Steps and Guidelines on the, 21; MD/OD Berglas, S., 143 Project preview on, 18–19; on nonpersonal influences Berne, E., 322, 324 on managerial behavior, 196; on personal influences on Bidwell, A. C., 6, 184, 253 managerial behavior, 196; planning phase functions Blake, R. R., 6, 7, 11, 165, 182, 184, 212, 220, 253, 254, on the, 45; preparation for Module 2 using, 162-163; on 255, 256, 257, 259, 260 socio-technical influences and implications for MD/OD Blanchard, K. H., 6, 7, 165, 190, 191, 192, 212, 253, 256, project, 266-268; Study of Values Conversion Table on, 257, 260, 324, 444 228; on team think-work processes, 374-375; on Uni-Blank, W., 253 fied Practice of Management model, 430; on unifying Borchers, J., 311 contingency (or situational) theories, 254 Cecil, R. D., 35, 38, 60, 81, 216, 242, 244, 249, 255, 420-421 Bottom-up approach: organizational process using, 74-75fig, 76; planning using, 72, 73 Champty, J., 442 Boyett, J. H., 442 Chandler, A. D., 123, 444 Boyett, J. T., 442 Change: creating agents for, 24; difficulty of behavior, Braham, B., 143 270-271; group think-work processes and commitment to, 378; how organizations and life produce, 237-238; Brainstorming, 287 Budgeting: definitions related to, 95; described, 35, 36fig, planning, 134-135 94-95; methodological planning steps for, 70fig, 72; Change agents, 24 planning process role of, 95-102; purposes and benefits Change management: approach taken in, 5; new focus of, 95. See also Financial issues on, 3, 5; planning, 134-135; Unified Practice of Budgets: during annual planning process in manufactur-Management model on, 435 ing, 98fig-99fig; CD-ROM examples of, 95, 102; com-Checklists, 418-419 paring actual against budgeted results, 139; sample Chien, M. H., 395 marketing department operating, 140t Child ego state, 324, 327t Burnham, D. H., 167 Churchland, P. M., 108 Burns, T., 7, 189, 256 Churchland, P. S., 108 Burtt, H. E., 270 Class logic, 301 Business conditions, 209 Clown (or entertainer) role, 340 Business Week, 259 Clutterbuck, D., 442 Cognitive problem solving style, 295, 297t C Commitments to actions/results: Module 1 discussion "C" callouts, 439 on, 159; Module 2 discussion on, 278; Module 3 Cameron, K. S., 295 discussion on, 307; Module 4 discussion on, 368-369; Capabilities: descriptions of personal characteristics and, Module 5 discussion on, 391; Module 6 discussion on, 222t-225t; influences on, 217; task-related/ 424; Module 7 discussion on, 446 people-related, 215, 216, 217, 230; transforming Committed (waiting) time time, 147-148 available into applied, 231 Communication: analytic approach to, 359, 363; Capital expenditures, 98 CD-ROMs material on effective, 353; definitions, Carlson, B., 253 objectives, of, 353; managerial context of, 366fig; Cash budget, 95 modes of, 353, 354t; styles of, 359; symptoms of faulty, Caterpillar, 10 355-358; technological innovations affecting, 351; Causality: analytic problem solving and identification Unified Practice of Management model on, 438fig of, 292; of interpersonal conflicts, 345, 347t-348; Communication modes: definition of, 353; interpersonal multicausality principle of, 47-49; of wasted time, styles and relationship to, 360t-361t; types of, 354t 148-153 Communication process: basic symptoms of faulty, CD-ROMs: additional chapter-related materials on the, 14; 355-358; continually improving, 363-365; nonpersonal on better individual and organizational learning, 396; socio-technical influences on, 355; sender and receiver decision making materials on the, 104; on effective inputs to the, 353-355fig; sender and receiver responsicommunication, 353; examples of budgets provided on bilities of, 358; systematic approach to, 362t the, 95, 102; how all readers can get the most from this Comparison matrix, 111-112t, 113 book and the, 12-14; how MD/OD professionals can Compensation, 315 get the most out of this book and, 15-16; how to use Concept formation, 404

Concern for People, 183fig, 184 Defensive tactic, 92 Concern for Productivity, 183fig, 184 Delegating: authority, 132-134; plans, 135; style of, 192 Delphi Group, 60 Concomitant learning, 405 Conflict interpersonal dimension, 322 Denial, 315 Departmental operating budgets, 101 Conflicts: group resolution of, 344, 376, 380; interpersonal, 344-350, 376; Unified Practice of Dependence interpersonal dimension, 320 Management model on, 435-436 Development goals, 85t Connection interpersonal dimension, 320-321 Development program ("A" callouts), 437 Consensus, 378-379 Diagramming situations, 419, 421 Consultant-led OD interventions, described, 5 Dolezalek, H., 3 Contingency theories. See Situational (or contingency) Drucker, P. F., 41, 73, 187, 442, 444 theories Dual-option syndrome, 115-116 Controlling function. See Guiding control functions Cooperrider, D., 416 Corporate balance sheet, 95 Eccles, J. C., 291, 403 Corporate profit (or loss) statement, 95 Economic conditions, 209 Corrective-preventive problem solving, 287 Effectiveness: benchmark, 89; factor-related ways to Cottrell, D., 103 improve problem solving, 295, 298fig-303; importance Country club style, 184 of efficiency over, 148-149; Managerial Effectiveness Covey, S. R., 444 Scale measuring, 245fig-247fig; Managerial Target CPM (Critical Path Method) network, 93 indications on leadership, 243-247fig; of motivator factors, 170-171; Unified Practice of Management Crainer, S., 442 Creative (or innovative) problem solving, 287 model on improving, 439, 442 Crises: overresponse to, 146; uncontrolled fire fighting Efficiency: importance over effectiveness, 148-149; over, 144, 145fig, 146 organizing guided by principle of, 123 Critical parents, 324 Ego: controlling, 240; dysfunctional ego enhancement Cultural limitations, 55 measures, 318-319; functional ego enhancement Customers (job organizing by), 128 measures, 319; life positions and related states of, Cutting through details approach, 288 322-327t; needs related to, 171, 314 Ego defense mechanisms: interaction "apparel" D illustration of, 317fig; listed, 315, 318 Dean, K. L., 93 80/20 rule, 146 Elam, J. J., 285, 373 Deci, E. L., 311 Decision making: activities for continually improving, Elenkov, D. S., 265 295-303, 298fig; analytic problem solving phase of, Emotional range interpersonal dimension, 321 293-294; CD-ROM material on improving, 286; Employees: appraising individual performance of, 139, definitions related to, 104; described, 35, 36fig; 141; developing (educating and training), 137-138; orienting new, 136-137; sets of work-related needs of, diagrammatic knowledge base used in, 60-63; goal setting and planning process, 76; group think-work 167-170; wasted time due to ineffectiveness of other, processes and commitment to, 378; KISS Principle 148. See also Jobs; Staffing function; Subordinates; (keep it simple, stupid), 42, 61; multiple-choice, Work teams 48fig-49; organizational impediments to, 114; personal Engineered standards, 88-89 impediments to, 113-114; QIB (qualitative information Environmental analysis tools, 55, 57fig-59 base) used in, 60; quantitative and qualitative criteria Environmental learning factors, 400 for, 106t; single-choice and multiple-choice, 107–108; Equipment/job organizing, 126 Unified Practice of Management model on, 438fig. Evaluation/follow-up: of Module 1 discussion, 160; of See also Problem solving Module 2 discussion, 279; of Module 3 discussion, 308; Decision trees, 110-111fig of Module 4 discussion, 369; of Module 5 discussion, Decision-making process: addressing common pitfalls of, 391; of Module 6 discussion, 425; of Module 7 114-120; description of, 105; determining job positions discussion, 446-447 and involvement in, 132; phenomena underlying Expectations interpersonal dimension, 320 Expense centers, 87 ineffective, 113-114; purposes and benefits of, 105; visualization tools used during, 108-113 Experience: as learning factor, 400; problem solving Decision-making situations: basic types of, 105, 107; using past, 288 multiple-choice, 108; quantitative and qualitative External factors: as decision making impediment, 114; environmental analysis tools, 55, 57fig-59; environcriteria for, 106t; single-choice, 107 mental learning, 400 Deductive logic, 301 Defense mechanisms: interaction "apparel," 317fig, 329; External managerial behavior factors: economic and

business conditions as, 209; marketplace conditions

listed, 315, 318

External managerial behavior factors: (Continued) compatibility/synergy among, 89-90; congruence with as, 208-209; societal or sociocultural norms as, 209; personal goals, 90; definitions and examples of, 68t, 85t; incentives for attaining, 90; individual think-work technologies as, 208 Extrinsic motivators, 170-171 consistency with, 377. See also Objectives Golden Rule, 431 Goldman**, 81 Facilitation: of Module 1 discussion, 159-160; of Gollwitzer, P. M., 311 Module 2 discussion, 278-279; of Module 3 discussion, Goodman, M. B., 351 307-308; of Module 4 discussion, 367, 369; of Gordon, L. V., 220, 319 Module 5 discussion, 391; of Module 6 discussion, Graciunas, V. A., 130 424-425; of Module 7 discussion, 446 Grand strategies, 92 Facilities: goals regarding, 85t; improvement of attitudes Gray, E. R., 351 and mental, 264 Green, P., 143 Fantasy, 315 Green, S. G., 253 Farrant, D., 143 Group processing, 375 Fears, 314–315 Groupthink, 375 "Feeling good" actions, 315, 316t, 317 Guest, R. H., 36 Fiedler, F. E., 7, 189, 256, 270 Guiding control functions: appraising individual "The fifth discipline," 415 performance, 139, 141; described, 37; guiding planned Financial budgets, 95 activities, 35, 36fig, 37, 138; measuring and evaluating Financial issues: goals regarding, 85t; responsibility unit results, 138-139; wasted time of ineffective, 150 centers related to, 87-88. See also Budgeting Guiding planned activities, 35, 36fig, 37, 138 Gulick, L., 35, 36 Financial resources, example, 94 Financial results, 101 5.5 style, 184 Hall, J., 253, 255 Fleisher, C. S., 44 Fleishman, E. A., 182, 270 Hammer, M., 442 Follow-up. See Evaluation/follow-up Hammond, J. S., 111 Followers role, 340 Harris, E. F., 182, 270 Forrester, J. W., 414 Harris, T. A., 322, 323, 324 Functional consensus, 378-379 Hergenhahn, B. R., 397 Future Shock (Toffler), 281 Hersey, P. G., 6, 7, 165, 190, 191, 192, 212, 253, 256, 257, 260, 324, 444 G Herzberg, F., 165, 167 Game theory, 108 Herzberg's hygiene (maintenance) and motivator factors, Gaming, 108-110 167 - 170Gaming diagram, 108-109fig, 110 Hierarchy of needs, 167, 168fig, 210 Gaming scenarios, 108 Hilgard, E. R., 402 Gantt (or bar) chart, 93fig Historical standards, 89 Gardner, H., 295, 412 Hoeltke, G. M., 412 Garnett, J., 351 Holmes, J. A., 42 General Motors (GM), 128 Honey, P., 412 Generalization formation, 404 Hoopes, J., 442 Geographic locations: MD/OD project design for facilities Horizontal integration: organizing by, 128; process in dispersed, 28; organizing jobs by, 128 of, 76 Gerken, M. A., 412 Horizontal job relationships, 130-131 Gibson, R., 442 Horne, J. H., 36 Gill, S. P., 311 HT,HP managers: adjustment to growth by, 206; Gleeson, K., 143 developing attitudes of, 271; developmental and Goal setting: analytic considerations of, 86-90; analytic participative aspects of, 261-264; effectiveness of, problem solving, 293, 299; decision making and role of, 244, 255, 260; influences on colleagues by, 203; 76; definitions related to, 81; described, 35, 36fig; MBA Managerial Target model on, 219-220; market influprogram education on, 84, 86; methodological ences on, 209; 9.9 style representing, 184; situational planning steps for, 70fig; properly stated goals used in, characteristics of approach, 257-258; susceptibility to 82-86; purposes and benefits of, 82; wasted time due nonpersonal influences, 242; synergistic approach to reinforce, 273; task- and people-orientedness levels of, to not, 149 Goal statements, 82, 84 238fig-240, 255; Theory Y on, 202, 207; Unified Goals: analytic considerations in formulating effective, Practice of Management model on, 431. See also 86–90; characteristics of well-written, 82, 83t; Participant leadership style; Theory Y

HT,LP managers: effectiveness of, 244; Managerial positions and, 322-327; impact of interpersonal styles Target on, 232; 9.1 style representing, 184. See also on, 332-338t; need-related psychological phenomena and, 314-319; Seashore's dimensions of, 320-322, 330; Authoritarian leadership style Huczynski, A., 442 in social groups, 339-344; values relating to, 319-320. Human limitations: checklist of socio-technical factors See also Behavior influencing, 51, 52t-53; cultural limitation impact on, Interpersonal conflicts: causes of, 345, 347t-348; individ-55; limited knowledge of associated facts impact on, ual versus team think-work processes and, 344, 376, 54; limited time impact on, 55; mental constraints and 380; symptoms of, 345, 346t; types of, 345, 347t; their effects on, 53t; mind's oversimplication impact Unified Practice of Management model on, 435-436 on, 55; socio-technical system on, 50fig-51; values, Interpersonal relations: conflicts within, 344-350; interests, and goals impact on, 53-54 developing knowledge and skills of, 311-312; ego Human resources: examples of, 94-95; goals regarding, states, related life positions, and, 322-327t; environ-85fig mental influences on, 331-332; impact of interpersonal Human resources approach to management, styles on, 236, 332-338t; "interaction apparel" worn by 185-189, 260 approaches to, 317fig, 329; phases of, 328; traits Humble, J. W., 73 involved in development/maintenance phases of, Hurting actions, 315, 316t 329-331. See also Job relationships; Managers; Hyper-learning process, 442 Subordinates Interpersonal targets: expanded version of, 333fig; interpersonal styles, 236, 332-338t Iacocca Institute (Lehigh University), 81 Interpersonal values, 319-320 Iacocca, L., 442 Interruptions, 146 IBM, 10, 28 Intraorganizational relationships, 128-129 Identification defense mechanism, 315 Intrinsic motivators, 171 Illinois Bell, 10, 28 Investment centers, 88 Image reinforcement, 344 Imitation, 403 J Immediate span of control, 130 Jackson, B., 442 Implementation functions: controlling, 35, 36fig, 37, Jackson, J., 195 138-141; guiding planned activities, 35, 36fig, 37, 138; Jaeger, A. M., 7, 192 listed, 35, 36fig, 37; organizing, 35, 36fig, 37, 123-135; Job candidates, 136 staffing, 35, 36fig, 37, 135-138. See also Management Job descriptions: described, 88; finalizing, 134-135; qualifications and inputs on, 136 functions Improvement-oriented problem solving, 287-288 Job dissatisfaction, 170-171 Incentives for goals, 90 Job enrichment, 171 Incidental learning, 405 Job relationships: considering possible structural, 129; Individual think-work processes: advantages of, functional staff, 129; horizontal (with colleagues or 376-377; conclusion regarding use of, 381; disadvancoworkers), 130-131; intraorganizational and interorgatages of, 378-380; quality versus acceptance issue of, nizational, 128-129; vertical (superior-subordinate), 380-381. See also Team think-work processes; Think-130. See also Interpersonal relations work functions Jobs: combining tasks into meaningful, 125; functional Inductive logic, 301 relationships of staff, 129; identifying interdependen-Information: analytic problem solving and collection of, cies, work flow, workloads of, 125-126; interpersonal 292; developing checklist-based qualitative base of, relationships and, 331-332; mechanistic, 198t-199, 59-60; learning process and role of, 405-406; mental 201t; natures of managers' and supervisors,' 200, 202; capacity for handling, 55; operational advice and, organic, 198fig-200; organizing by specific aspects of, 263-264; procedural or methodological advice and, 126, 128-129; reviewing tasks of, 125; steps and con-263. See also Learning sideration in filling, 135-136; work groups, units, Information base: checklist-based qualitative, 59-60; QIB department categories of, 126. See also Employees; (qualitative information base), 60, 436 Tasks; Units Initiative interpersonal dimension, 320 John, C. R., 265 Insight, 403 Johnson, D. E., 190, 324 Intelligence types: cognitive orientations, 297t; learning Jones, D., 77 styles related to, 411t; theories on, 295, 300; thinking Juran, J., 146 orientations, 296t Interaction "apparel," 317fig, 329 Interorganizational relationships, 128-129 Karwan, M. H., 104 Interpersonal behavior: conflict resolution, 348-350; Kavanagh, M. J., 197 conflicts and, 344-350; ego states, associated life Kay, M., 444

KDB (diagrammatic knowledge base), 62-63 reinforcement of, 407, 409t; reservations and recom-Keen, P.G.W., 295 mendations regarding, 416-421; structured analytic Keeney, R. L., 111 approach to, 407, 408t-409t; styles of, 410t-411t, 412; Kennedy, C., 442 systems analyses of, 417-419; Unified Practice of Kerr, S., 182 Management model on, 438fig. See also Information; Knowledge base Kim, K-H., 2, 3 KISS Principle (keep it simple, stupid), 42, 61 Learning modes: generalization or concept formation, Knowledge base: analytic problem solving improvement 404; imitation, 403; incidental, 405; insight, 403; by improving, 299-300; developing diagrammatic, observation, 402-403; problem solving, 404; project 60-63; developing interpersonal skills and, 311-312; activity, 404; trial and success, 288, 403-404 group think-work processes and, 378; as learning Learning organization, 414-415 factor, 400; Unified Practice of Management model on, Learning processes: factors that influence, 397, 399-402; 436, 437, 439. See also Learning hyper-, 442; phases and steps in, 398fig; relationships Kolb, D. A., 295, 412 between problem solving, planning, and, 412, 413t, 414 Kopelman, R. E., 319 Learning pyramid, 402-403 Korman, A. K., 182 Learning styles: additional orientations or, 411t, 412; four basic, 405-406, 410t Kotler, P., 92 Koulopoulos, T., 60 Lefton, R. E., 253 Kouzmin, A., 351 Leidner, D. E., 285, 373 Kraft, 10 Leon, R. O., 36 Kulisch, T., 128 Level of results, 82 Lewin, G. W., 415 L Lewin, K., 415 Lampel, J., 64 Life cycle theory of leadership, 190 Lawrence, P. R., 7, 165, 189, 190, 209, 256 Life positions: ego states related to, 323fig, 324-327t; Le Blanc, P. M., 197 overview of, 322-324 LEAD instrument findings, 256-257 Likert, R., 7, 73, 165, 180-181, 182, 255, 353 Leadership style models: authoritarian, 7, 40, 53-54fig, Likert's System 1-2-3-4 model, 181-182, 255, 260 72-73, 173-176; Blake and Mouton's Managerial Grid, Lincoln, A., 42 Lindzey, G., 220, 225, 236, 319 7, 11, 183fig, 184-185; human resources approach to management, 185-189; Likert's four management Line units, 129 systems, 180–182; middle-of-the road style, 174t–175t, "Linking pin" process, 73 178t-179t, 180; nonmanagerial, 174t-175t, 178t-179t, Little, J.D.C., 108 Long-range strategic planning, 77, 78, 78fig-79fig 180; Ohio State studies' grid framework, 7, 182-183fig; participant, 72, 73, 178t-179t, 251fig; permission, 7, Lorsch, J. W., 7, 165, 189-190, 209, 256 LPC (Least Preferred Co-worker) questionnaire, 189 54, 72, 73, 174*t*–175*t*, 177–179*t*; synthesizing theories, 6-7; Tannenbaum and Schmidt's continuum of LT, HP managers: described, 232-234; effectiveness of, leadership styles, 180; Theory Z, 7, 192-193. See also 244; 1.9 style representing, 184. See also Permissive Theory X; Theory Y leadership style Leadership styles: basic frameworks for understanding, LT,LP managers, 233, 244 171-193; basics of motivation and, 167-171; concep-Luce, R. D., 108 tual comparison of five, 172fig-173fig, 174t-175t; Lupton, T., 36 definition of, 165; delegating authority and, 134; Lutz, W. C., 412 managerial behavior and influence of, 202-203; Managerial Target indications on effectiveness of, 243-247fig; relationships among personal influences McClelland, D. C., 167, 313, 314 underlying, 215fig-217; team-think, 387, 388t-389. See McGregor, D. M., 6, 7, 165, 173, 176, 177, 184, 253, 260 also Managerial behavior (nonpersonal); Managers McIntyre, J. M., 295, 412 Lean manufacturing practices (Toyota), 77 McKee, R., 253 Learning: action, 415-416; analytic problem solving McKenny, J. L., 295 improvement through, 299-300; appreciative inquiry Mackenzie, R. A., 35, 36, 37 (AI), 416; CD-ROMs on better individual and organiza-McManus, L. F., 253 tional, 396; using checklists to benefit, 418-419; defini-Madsen, S. R., 265 tions related to, 397; dysfunctional analysis of finite Malcom, P. J., 412 situations of, 419-421; factors that influence, 397-402; Malone, J., 397 Management: categories of activities related to, 34-35; in the managerial context, 422fig; methods of, 405-406; modes of, 402-405; participant experiential, 263; four scenarios on performance concerns of, 1-3; heart planning aspects of, 412; planning as primary situation of participative, 251fig; integration of concepts, for, 416-417; problem solving as major mode of, 291; processes, models and practices of, 7-8;

managing time, 82, 126, 142–163; MBO (management by objectives), 73, 77, 78fig–80fig, 86; wasted time due to ineffective, 149–150. *See also* Managers; Unified Practice of Management model

Management functions: POSDCORE categories of, 35; relationships between problem solving and, 37–40, 38t. See also Implementation functions; Think-work functions

Management tools: checklist-based qualitative information base, 59–60; diagrammatic knowledge base, 60–63; marketplace and environment analysis tools, 55–56t, 58–59; Strategic or Long-Range Planning Ring, 153, 154fig–155fig. See also Managerial Target model; Visual tools

Management training/development (T&D): bridging the gap between OD and, 5–6; current definition of, 3; importance of, 2–3; long-term organizational success through, 4fig

Managerial behavior (nonpersonal influences): authoritarian managers' susceptibility to, 236–237; external forces and factors, 208–209; HT,HP managers' susceptibility to, 242; nurse example of, 249; organizational factors, 202–206; social factors, 206–208; socio-technical factors influencing, 195–196, 197fig–198; subordinates' characteristics and behavior, 210–211; task-related or technological variables of, 198r–202

Managerial behavior (personal influences): how organizations/life can impact, 237–238; HT, HP underlying, 238–240; HT,LP, underlying, 233fig–234; Managerial Target on, 6, 11, 215–233, 243–250; motivation as, 231; personality traits as, 302–303; Theory X tendencies, 234–236; Theory Y tendencies underlying, 240–242. *See also* Behavior

Managerial context: of communication, 366fig; of learning, 422fig; of problem solving, 304fig
Managerial Effectiveness Scale, 245fig–247fig
Managerial Grid: combining situational theories with,
260; comparing Managerial Target and, 218–219fig;
conclusions derived from, 254–255; continued popularity of, 259; described, 7, 11, 184–185; illustration of,
183fig; leadership styles on, 219fig

Managerial (integrative) process: additional perspectives on, 41–42; compared to other models, 37–40; comparing problem-solving process to, 37–38t; illustrated diagram of, 36fig; implementation functions of, 35, 37; relationships between managing time, problem solving and, 152t; think-work functions of, 35–37, 42–43; of Unified Practice of Management model, 432fig–433fig, 434

The Managerial Process in 3-D model, 35, 36t Managerial Target model: assessment and estimated data filled on, 228fig; calculating task- and people-orientedness in, 232–233; comparing Managerial Grid to, 218–219fig; concepts underlying, 215fig–217; conclusions derived from, 254–255; described, 6, 11, 213; design of, 218fig–221fig; interrelationships with instructional illustrations, 440fig–441fig; leadership effectiveness indicated by, 243–247fig; Managerial Effectiveness Scale of, 245fig–247fig; on personal

characteristics/traits, 222*t*–228; perspectives on the usefulness of, 247–250; on values, 220; weights given to motives/capabilities in, 231–232; weights given to traits in, 228–231. *See also* Management tools

Managers: addressing common decision making pitfalls, 114–120; avoiding "Santa Clause effect" by, 141; basic inputs and activities for developing, 267fig–271; capabilities of, 215, 216, 217, 222t–225t, 230–231; as change agents, 24; conflict resolution styles of, 348–350; identifying appropriate span of control, 130; image of, 377; overresponse to crises, 146; satisficing versus optimizing by, 55, 116–117; in socio-technical system, 197fig–198; subordinates' influenced by characteristics of, 211; Unified Practice of Management model implications for, 435–442; vertical relationships of subordinates and, 130. See also Interpersonal relations; Leadership styles; Management; Subordinates; Superior-subordinates discussions

Managing time: analytic approach to, 153; goal/goal statement time frame, 82; group think-work processes and improving, 379; importance of effective, 142–143; issues of wasted time, 144–153; organizing job by time, 126; relationships between problem solving, managerial process, and, 152*t*; Strategic or Long-Range Planning Ring on, 153, 154*fig*–155*fig*; Unified Practice of Management model on, 435

Manev, I. M., 265
MAP wheel, 212
Marketplace analysis tools, 55–56t, 58–59
Marketplace conditions, 208–209
Marquis, D., 43
"Martyr complex," 239
Marvin, P., 37, 142
Maslow, A. H., 165, 167, 313, 314
Maslow's hierarchy of needs, 167, 168fig, 210
Massey, M., 270
Matrix: comparison, 111–112t, 113; organization, 127fig, 128
Mayo, E., 270

MBO (management by objectives): criticism of, 86; strategic planning process used in, 77, 78fig–80fig; top-down/bottom-up participative approach used in, 73

MD/OD module 1: analysis phase, 44–63; decision making, 103–120; discussions, applications, sessions following, 20fig, 22–23, 157–160; implementation functions, 121–141; introduction to management functions/processes, 33–43; managing time, 142–156; planning phase functions, 64–102

MD/OD module 2: discussions, applications, sessions following, 163, 276–279; managerial and leadership styles, 165–194; nonpersonal influences on managerial behavior, 195–211; personal influences on managerial behavior, 212–252; socio-technical influences for MD/OD project, 265–275; unifying contingency (or situational) theories, 253–264

MD/OD module 3: discussions, applications, sessions following, 305–308; improving problem solving/decision making, 285–304fig

MD/OD module 4: analytic approach to communication, Mencken, H. L., 61 359, 362*t*-363; communication basics, 353-358; Mental abilities. See Thinking abilities Mental trial and error, 116 communication in the managerial context, 366fig; communication styles, 359, 360t-361t; continually Merrill, D. W., 253 improving communication processes, 363-365; discus-Methodological planning steps: described, 69, 72; sions, applications, sessions following, 367-369 resulting outputs at organizational level, 70fig-71fig. MD/OD module 5: comparing individual and team think-See also Plans/planning work processes, 376-381; discussions, applications, ses-Meyer, C., 103 sions following, 390-391; faulty team-think processes, Middle-of-the road managers: description of, 174t-175t, 381-387; quality versus acceptance issues of, 380-381; 178t-179t, 180; effectiveness of, 244 team think-work processes definitions, 375-380 Middle-of-the-road organizations, 205 MD/OD module 6: discussions, applications, sessions Miles, R. E., 165, 185, 188, 254, 255 following, 423-425; factors influencing learning, Miller, D., 265 397-402; learning styles, planning approaches to Miller, G. A., 42, 55 learning, 412-421; managerial context of learning, Mind's oversimplication, 55 422fig; methods of learning, 405-407; modes of learn-Mintzberg, H., 35, 39, 42, 64, 142 ing, 402-405; structured analytic approach to learning Mnemonic devices, 406 and skill development, 407-411t Modules. See MD/OD program modules MD/OD module 7: discussions, applications, sessions Morgenstern, O., 108 following, 445-447; implications of model for man-Motivation: analytic problem solving and role of, 289; agers, 435-442; management gurus contributions to Herzberg's hygiene (maintenance) and motivator model, 442-444; management-related process of factors on, 167-170; as learning factor, 399; Maslow's hierarchy of needs on, 167, 168fig; as personal influthe model, 432fig-433fig, 434; Unified Practice of Management model description, 429, 431-434 ence on behavior, 231 MD/OD program modules: formal education and training Motivator factors: effectiveness of, 170-171; Herzberg's phases of, 272; listed, 20fig, 21; organizational hygiene (maintenance) and, 167-170 (strategic) planning project following, 23; Mouton, J. S., 6, 7, 11, 165, 182, 184, 212, 220, 253, 254, training sessions of, 20fig, 21 255, 256, 257, 259, 260 MD/OD project: analysis phase of, 44-63; aspects for MT,MP managers: effectiveness of, 244; 5.5 style single unit, 261; aspects for unit and organizationrepresenting, 184; nonpersonal influences on, 249 wide, 261, 263-264; description of integrated, 19-23; Multicausality principle, 47-49 development of subordinates in unit, 262fig; Multiple-choice decision, 48fig-49 interrelationships among instructional illustrations Multiple-choice decisions, 108 and, 440fig-441fig; managerial (integrative) process Mumford, A., 412 of, 35-43; planning phase of, 35, 36fig, 58fig, Murphy, C. J., 182 66-102; preparation phase of, 19-20fig, 21, 272; Myers, M. S., 237 recommendations on designing, 23-28; socio-technical influences/implications for, 265-275. See also OD N (organizational development); Unified Practice of Naisbitt, J., 442 Management model Needs: basic drives and, 313-314; ego, 171, 314; MD/OD project design: adequate coverage of topics, 26; Maslow's hierarchy of, 167, 168fig, 210; psychological applying what is being learned immediately, 27; basic phenomena related to, 314-319; team think-work strategy underlying, 23-24; building-block sequencing issues relating to, 380-381; work-related, 167-170. of topics, 26; conducting entire program versus See also Organizational needs ad hoc training, 25; covering full range of topics, New group members, 344 25-26; for geographically dispersed facilities, 28; New parameters, 89 interrelating/integrating what is being learned, 26-27; Newborough, G., 254 for organizations with continuing development 9.1 style, 184 programs, 28; review of considerations in, 272-273; 9.9 style, 184, 253, 255, 257 scheduling regular sessions, 27; socio-technical Non-engineered standards, 89 considerations in, 273-275; using synergistic approach Nonfinancial budgets, 95 to, 24-25, 273; systematic involvement of all Nonmanagerial leadership style, 174t–175t, 178t–179t, participants, 27 Meaningfullness of material, 400 Norms: organizational, 206; social group, 340-343; Mechanistic tasks/jobs, 198t-199, 201t societal/sociocultural, 209 Mediating learning method, 405-406 Norris, W. R., 253 Meeting time wasters, 147 Norton, B., 442 Memory aids, 406 NTL Institute, 402 Memory patterns, 402 Nurturing parents, 324

0 making final decision/contracting with subordinates Objectives: communication, 353; definition of, 81; MBA about plans, 134-135; phase V: implementing program education on, 84, 86; MBO (management by organizing and plans, 135 objectives), 73, 77, 78fig-80fig; of Module 1 Ouchi, W. G., 7, 165, 192, 193 discussions, 157; of Module 2 discussions, 276; of Outcomes: active versus mental trial and error, 116: Module 3 discussions, 305; of Module 4 discussions, analyzing favorable and unfavorable, 139; group 367; of Module 5 discussions, 390; of Module 6 think-work processes and successful, 379; identifying all advantages/disadvantages, 118; identifying various discussions, 423; of Module 7 discussions, 445. possible, 117; measuring and evaluating unit, 138-139; See also Goals O'Brien, R. T., 253 Module 1 discussion and commitment to, 159; Observation, 402-403 Module 2 discussion and commitment to, 278; "Occam's razor," 61 Module 3 discussion and commitment to, 307; OD (organizational development): bridging the gap Module 4 discussion and commitment to, 368-369; between T&D and, 5-6; long-term organizational Module 5 discussion and commitment to, 391: success and, 268. See also MD/OD project Module 6 discussion on commitment to, 424; Odiorne, G. S., 73 Module 7 discussion and commitment to, 446; testing possible solution, 292-294 Oettingen, G., 311 Offensive (or attack) tactic, 92 Overcommitted time, 144, 145fig Ohio State model, 7, 182, 183fig Overlearning, 406 Ohmae, K., 444 Overt behavior, 406 Olson, M., 397 Oncken, W., Jr., 143 Paper-related time wasters, 147 1.1 style, 184 1.9 style, 184 Parameters: considerations in setting goal, 86-88; quali-Operating statement, 95 tative and quantitative, 82, 83t; setting performance, Operational improvements, 24 82, 83t Optimizing behavior, 55, 116-117 Parent ego state, 324, 326t-327t Organic tasks/jobs, 198fig-200, 201t Pareto principle, 146 Organization charts, 135, 140t Pareto, V., 146 Organizational factors: manager colleague styles, 203; Participant leadership style: compared to other models, organization growth, 205-206; organizational nature, 178t–179t; heart of, 251fig; top-down/bottom-up 203-204t, 205; superiors' styles, 202-203; types of team planning, 72, 73. See also HT,HP managers organizations, 205 Participants: experiential learning by, 263; Miles's Organizational needs: integration of training, develophuman resources approach to management on, ment, and change management, 2-6; listed, 2; 185-189; project discussion between managersynthesis of leadership and situational/contingency subordinate, 20fig, 22; systematic involvement theories, 6-8. See also Needs of all, 27 Organizational (or corporate) budgets, 101-102 Participating style of management, 191-192 Organizational process steps: top-down/bottom-up, Participative organizations, 203, 204t 74-75fig, 76; types of, 73-74 Participative situational (socio-technical) approach, 258 Organizations: basic inputs and activities for developing, Parts to whole learning method, 405 267fig-271; external factors affecting, 57t-59; growth Pascale, R. T., 429 of, 205-206; impediments to effective decision making Past experience problem solving approach, 288 within, 114; industry and marketplace variables affect-People-orientedness: authoritarian tendencies and, ing, 55–56t; learning, 414–415; matrix (program or 233-234; described, 171, 172fig, 173fig; of HT,HP project), 127fig, 128; as multicausal human systems, managers, 238fig-240, 255; as interaction style, 415; natures of, 203-204t, 205; orientating new staff in, 334fig-335, 337t-338t; Managerial Target calculations 136-137; strategic planning "forest" of variables by, on, 232-233; Managerial Target model on, 215fig-218, 58fig; thought- and action-oriented individuals in, 229-230; Managerial Target weights given to, 118-120; Type Z, 7, 192-193; types of, 205; 243-247fig; Theory Y tendencies and traits underlying, unfulfilled needs of, 2-8 234-236. See also Task-orientedness; Theory Y Organizing: considerations of think-work process, Performance: analyzing past, 149; appraising individual, 123-124; described, 35, 36fig, 37, 123; as learning 139, 141; four scenarios on concerns related to, 1–3; factor, 400; process steps of, 124-135; wasted time goals regarding, 85t of ineffective, 150 Performance parameters: considerations in goal setting, Organizing process steps: phase I: analyzing situation 86-88; described, 82, 83t and formulating goals and plans, 124; phase II: analyz-Performance standards: described, 82, 83t; goal setting

and considerations of, 88-89; Module 1 discussion on,

159; wasted time of not establishing, 149

ing jobs and units, 125-134; phase III: planning how to

implement organizational changes, 134; phase IV:

Permissive leadership style: bottom-up participative planning approach by, 72, 73; "box" of considerations used in, 54; compared to other models, 174t–175t; described, 177–179t; theories on, 7. See also LT, HP managers

Permissive organizations, 203, 204t, 205

Personal Inventory Form, 214

Personality traits. See Traits

PERT (Program Evaluation and Review Technique) network, 93–94fig, 110

Peters, T., 442, 444

Peterson, K., 195

Physiological needs, 314

Planning (or programming) phase: basics of formulating plans, 91–93; budgeting during, 35, 36fig, 70fig, 72, 94–102; definitions related to, 66–67; delegating, 135; described, 35, 36fig; "forest" of variables used in, 58fig; goal setting during, 35, 36fig, 70fig, 76, 81–90; methodological planning steps during, 69–72; organizational approaches to, 72–73; organizational process steps during, 73–76; for organizing and delegating, 134–135; purposes and benefits of, 67, 69; strategic planning process during, 77–81; tools used for visualizing planning details, 93fig–94fig

Plans/planning: analytic problem solving and, 293, 299; decision making and role of, 76; definitions and examples of, 68t; methodological approach to, 69–72; as primary learning situation, 416–417; relationships between learning, planning, and, 412, 413t, 414; Strategic or Long-Range Planning Ring tool for, 153, 154fig–155fig; top-down, bottom-up, or team organizational approaches to, 72–73; wasted time of poor, 149. See also Methodological planning steps Platinum Rule, 431

Policies: described, 67; establishing, 35, 36fig; individual think-work consistency with, 377; methodological planning steps for, 70fig-71fig

Porter, M., 442

POSDCORB management activities: described, 35; management education on, 37–38

Prasad, S. Y., 104

Pratt, J. W., 111

Preemptive tactic, 92

Preiss**, 81

Preoccupation (wasted time), 148

Preparation phase: during each module's sessions, 20fig; major activities of, 19–21; review of, 272

Preventive problem solving, 287

Primary learning, 405

Pro forma operating, 95

Probabilities: assessing tainted rather than realistic, 117–118; decision making, 110; identifying various possibilities and, 117

Problem solving: analytic approach to, 289–295; basic analytic steps in, 46; CD-ROM material on improving, 286; comparing managerial process to process of, 37–40, 38t; conflict resolution, 348–350; diagrammatic knowledge base used in, 60–63; factor-related ways to improve effectiveness of, 295, 298fig–303; as learning

mode, 404; less effective approaches to, 288–289; managerial context of, 304fig; Module 1 discussion on, 158–159; Module 2 discussion on, 277–278; Module 3 discussion on, 306–307; multiple-choice decision in, 48fig–49; poorly (unsystematic), 147; QIB (qualitative information base) used in, 60; relationships between learning, planning, and, 412, 413t, 414; relationships between managerial process, managing time, and, 152t; styles and orientations of, 295–297t; Unified Practice of Management model on, 438fig. See also Decision making; Solutions

Problem solving (analytic): phase I: prepare, 289, 291; phase II: analyze to define and reduce problem situation, 291–293; phase III: planning alternative (solutions), 293; phase IV: making decisions, 293–294; phase V: implement chosen solutions, 294–295; summary of phases and steps in, 290*t*

Problem-solving situations: defining and reducing, 291–293; described, 286–287; types of, 287–288, 375–376

Problems: dysfunctional analysis of finite situations and, 419–421; ineffective dealing with, 147; unanticipated or unrecognized, 147

Procedures: described, 67; establishing, 35, 36fig; individual think-work consistency with, 377; methodological planning steps for, 70fig–71fig

Procrastinating, 148
Productivity: Managerial Grid on concern for, 183fig, 184; Theory Y's emphasis on people and, 255. See also Task-orientedness

Products/job organizing, 126, 127fig, 128

Profit centers, 88

Programs: budgeting for, 97–101; definition of, 92; matrix organization of, 127fig, 128

Project activity learning, 404

Projection, 315

Projects: budgeting for, 97–101; definition of, 92; matrix organization of, 127fig, 128

Propositional logic, 301

Psychological fears, 314–315

Psychological hurts, 315, 316t

Q

QIB (qualitative information base), 60, 436 Qualitative parameters, 82, 83*t* Qualitative (subjective) decision-making criteria, 106*t* Quantitative (objective) decision-making criteria, 106*t* Quantitative parameters, 82, 83*t*

R

Rahman, A. A., 265

Raiffa, H., 108, 111

Rashid, Z. A., 265

Rationalization, 315

Receivers: communication improvement guidelines for, 365; communication inputs by, 353–355fig; communication responsibilities of, 358

Regression, 315

Reid, R. H., 253

Reinforcement of learning, 407, 409t Lorsch's, 189-190; participative situational (socio-Relationships. See Interpersonal relations; Job relationships technical) approach, 258; several reservations about, 256-259 Repression, 315 Resource management budgets, 101 Skinner, D., 143 Resources: allocating, 95; budgeting to establish bases Slavin, R., 397 for controlling, 95; examples of, 94-95 Sloan, A. P., 128 Resources interpersonal dimension, 321 "Smarts." See Intelligence types Responsibility centers, 87-88 Smith, C., 442 Results. See Outcomes Social factors, 206-208, 269 Revans, R., 415 Social group behavior: dynamics of group formation, Revenue centers, 87-88 339; maintenance phenomena of, 344; membership Rishell, M., 84 phenomena, 339-340; norms and sanctions for, Robinson, D. M., 291 340-343 Social leader role, 340 Roos, D., 77 Ross, G., 444 Social needs, 313 Rothwell, W. J., 5 Societal/sociocultural norms, 209 Socio-technical factors: basic inputs/activities for devel-Rovenpor, J. L., 319 oping managers and organizations, 267fig, 268-271; Rubin, I. M., 295, 412 Rules: described, 67; establishing, 35, 36fig; CD-ROMs material on, 266-268; of communication, methodological planning steps for, 70fig-71fig, 72 355; MD/OD project design consideration of, 273-275; Rvan, J., 253 Module 1 discussion on, 157-158; Module 2 discussion Ryan, R. M., 311 on, 276-277; Module 3 discussion on, 305-306; preparation phase and, 20fig; subordinates' tasks, 269; support of, 264; wasted time due to, 150 Safety needs, 314 Socio-technical system: checklist of factors influencing St. John, C. H., 84 organization, 52t; DKB wall diagrams illustrating, Sambasivan, M., 265 61-62; human limitations explained using, 50fig-51; Sanctions, 206-207, 340-343 nonpersonal influences on managers from, 195-196, "Santa Clause effect," 141 197fig-198; participative situational (socio-technical) Santalainen, T., 82 approach and role of, 258 Satisfaction goals, 85t Socrates, 162 Satisficing behavior, 55, 116-117 Solutions: formulating criteria for testing, 292-293; Saunders, C., 143 group think-work processes and commitment to, 378; Schlaifer, R., 111 implementing chosen, 294-295; testing possible Schmidt, W. H., 7, 165, 180, 387 outcomes of, 293-294. See also Problem solving Schriesheim, C. A., 182 Sorenson, P., 253 Sears, 10 Span of control, 130 Seashore, C., 320 Spencer, B., 82 Seashore's interpersonal dimensions, 320-322, 330 Spinello, R., 60 Self-actualization needs, 314 Staff jobs, 129 Staff units, 129 Self-confidence, 303, 402 Self-disclosure interpersonal dimension, 320 Staffing: orientating new, 136-137; wasted time of Self-orientedness, 332-333fig, 336t, 338t. See also Task-orientedness Staffing function: described, 37, 135; orientating new Self-sufficiency, 303 hires, 136-137; steps and considerations in filling jobs, 135-136. See also Employees Selling style of management, 191 Senders: communication improvement guidelines for, Stalker, G. M., 7, 189, 256 363, 365; communication inputs by, 353-355fig; Status interpersonal dimension, 321 communication responsibilities of, 358 Stavros, J. M., 416 Senge, P., 414, 415, 444 Sternberg, R., 397 Sensory impressions, 402 Stogdill, R. M., 182 Service jobs, 127fig Strategic or Long-Range Planning Ring, 153, Simpson, D. T., 253 154fig-155fig Singh, R., 92 Strategic planning process: long-range, 77, 78, Single-choice decisions, 107 78fig-79fig; overview of, 77 Situational (or contingency) theories: combining Strategies: described, 91; grand, 92; tactics versus, 92 Managerial Grid model with, 260; continued popular-Stress (wasted time), 146 ity of, 259-260; development of, 7; Fielder's, 189; Study of Values Conversion Table, 228 Hersey and Blanchard's, 190-192; Lawrence and Sublimation, 315

Subordinates: avoiding "Santa Clause effect" on, 141; 380-381; superior-subordinate discussions about, as change agents, 24; determining authority of, 133; 390-391; symptoms and management of faulty, 381-387. See also Individual think-work processes; influence on managerial behavior by, 210-211; influenced by characteristics of managers, 211; MD/OD Think-work functions development of unit, 262fig; nonpersonal influences on Technologies factors: communication, 351; managerial managers and relations with, 198t-202; socio-technical behavior and, 208 factors of tasks of, 269; Theory X on treatment of, 210, Telling style of management, 191 259-260; vertical relationships of superior and, 130. Testing: formulating problem solving criteria for, 292-293; possible outcomes of decisions, 293-294 See also Employees; Interpersonal relations; Managers; Superior-subordinates discussions Theory X: authoritarian managers' susceptibility to Sugrue, B., 2, 3 nonpersonal influences, 236-237; comparing organic Sullivan, R., 5 practices to, 202; described, 7, 40; on leadership style, Superior-subordinates discussions: Module 1 recommen-173-176; on manager colleagues' styles, 203; on dations for decision making, 20fig, 22-23, 157-160; mechanistic jobs, 199; norms of, 206-207, 209; per-Module 2 recommendations for leadership style/ sonal characteristics and tendencies of, 234-236; managerial behavior, 163, 276-279; Module 3 recomspirit and intent of, 188-189; Systems 1 and 2 corremendations for problem solving, 305-308; Module 4 spondence with, 181; task-orientedness emphasis by, recommendations for communication, 359, 362t-363; 171, 172fig, 173fig, 215fig-218; on technologies fac-Module 5 recommendations for team think-work tors, 208; views about subordinates influenced by, 210, processes, 390-391; Module 6 recommendations for 259-260. See also Leadership style models; learning, 423-425; Module 7 Unified Practice of Task-orientedness Management model recommendations for, 445-447. Theory Y: described, 7; emphasis on people and produc-See also Managers; Subordinates tivity by, 255; on HT,HP managers, 202, 207, 219-220; Suppression, 315 on leadership style, 173-177; on manager colleagues' Swanson, R. A., 44 styles, 203; norms of, 207; people-orientedness traits Sweeney, D. J., 111 and tendencies of, 234-235; spirit and intent of, 188, Synergistic approach, 24-25 189; System 4 correspondence with, 181; underlying Synergistic ego state, 325–327 traits and tendencies of, 240-242. See also Leadership System 1-2-3-4 model, 181-182, 255, 260 style models; People-orientedness Systems thinking, 414-416 Theory Z, 7, 192–193 Think-work functions: analyzing, 35, 36fig, 39, 45–50; Т basic obstacles to effective, 42-43; decision making, Tactics, 92 35, 36fig, 42, 48fig-49, 60-63, 103-120; listed, 35-37, Tannenbaum, R., 7, 165, 180, 387 36fig; mental constraints and effects on, 53t; Module 1 Tannenbaum, S. I., 197 discussion on, 159; organizing processes of, 123-124; planning, 35, 36fig, 66-102; Unified Practice of Man-Tasa, K., 285, 373 agement model on improving, 439, 442. See also Task leader role, 340 Task structure, 189 Individual think-work processes; Management Task-orientedness: authoritarian tendencies and, functions; Team think-work processes 233-234; described, 171, 172fig, 173fig; of HT,HP Thinking abilities: cognitive orientations, 297t; managers, 238fig-240, 255; Managerial Target calculadevelopable, 301; intelligence types and, 295, 300; tions on, 232-233; Managerial Target model on, as learning factor, 400-401; thinking orientations, 296t 215fig-218, 229-230; Managerial Target weights given Thinking problem solving style, 295, 296t to, 243-247fig; Theory X tendencies and traits underly-Thomas-Kilmann, K. W., 253 ing, 234-236. See also People-orientedness; Thorndike, E. L., 402 Productivity; Self-orientedness; Theory X Thought-oriented individuals, 118-120 Tasks: combined into meaningful jobs, 125; general Time contact interpersonal dimension, 321 natures of, 198t; job relationships tied to, 131fig; Time issues: of goal/goal statement, 82; group thinkmechanistic, 198t-199, 201t; nonpersonal managerial work processes, 379; organizing job by, 126; Strategic behavior related to, 198t-202; organic, 198fig-200; or Long-Range Planning Ring tool for, 153, 154fig-155fig; Unified Practice of Management model reviewing, 125; socio-technical factors of subordinate, 269; wasted time of doing other people's, 146; wasted on, 435; wasted time, 144-153 Toffler, A., 281 time of uncompleted, 144, 145fig. See also Jobs Tavistock Institute of Human Relations (London), 50, 197 Toms, W. D., 60 Team think-work processes: advantages of, 378-380; Top-down approach: organizational process using, CD-ROMs material on, 374-375; conclusions regarding 74-75fig, 76; planning using, 72-73 use of, 381; definitions related to, 375-376; disadvan-Total span of control, 130

Toyota, 77

Tracey, J. B., 197

tages of, 376-377; mangers' team-think styles and,

387, 388t-389; quality versus acceptance issue of,

Training: conducting entire program versus ad hoc, 25; Values-oriented traits, 226t-227t long-term organizational success foundation of, 4fig Van Breukelen, W., 197 Training magazine, 3 Van Dierendonck, D., 197 Traininghouse, 6, 212 Van Slyke, C., 143 Traits: descriptions of personal, 222t-225t; interaction Vecchio, R. P., 253 style and related, 332–338t; involved in interpersonal Vernon, P., 220, 225, 235, 319 relationship phases, 329-331; as learning factor, Vertical integration: organizing by, 128; process of, 76 401-402; Managerial Target weights given to, 228-230; Virtual organizations, 128-129 problem solving/decision making improvement and, Visual tools: decision-making, 108-113; diagramming 302-303; Theory X tendencies and underlying, situations, 419, 421; organization charts, 135, 140t; 234-236; Theory Y tendencies and underlying, planning, 93fig-94fig. See also Management tools 240-242; values-oriented, 226t-227t Vogel, D. R., 143 Trial-and-success method, 288, 403-404 Von Neuman, J., 108 Triandis, H. C., 311 Vroom, V., 387 Trist, E. L., 50 2004 State of the Industry Report (Sugrue and Kim), 2 2005 Industry Report (Dolezalek), 3 Wagner, A., 325 Types of intelligences, 295 Waiting time, 147-148 Walgreens, 10 Wass, D., 143 Uncontrolled fire fighting, 144, 145fig, 146 Wasted time: emotional and physical stress due to, 146; Undoing, 315 major causes of, 148-153; symptoms of, 144-146; ways that result in, 146-148 Unified Practice of Management model: basic description of, 11, 429, 431-434; CD-ROM material on, 430; impli-Waterman, R. H., 444 cations for managers, 435-442; integrated processes Weitzel, J. R., 253 and models of, 432fig-433fig, 434; management gurus Welch, J., 442 Wetmore, D., 143 contributing to, 442-444; superior-subordinates discussion on, 445-447. See also Management; Whetten, D. A., 295 MD/OD project Whitney, D. L., 416 Units: aspects of MD/OD program for single, 261; aspects Whole to parts learning method, 405 of MD/OD programs for entire organization and, 261, Whole versus parts learning method, 405 263-264; combining specialized jobs into, 126; identi-Whyte, G., 285, 373 fying interdependencies of work flow and, 129; line William of Occam, 61 versus staff, 129; MD/OD development of subordinates Williams, J. D., 108 in, 262fig; measuring and evaluating results of, Williams, T. A., 111 138-139. See also Jobs Williams, W., 397 Unity of command, 130 Winer, L., 82 Unity of purpose, 123 Womack, J., 77 Unproductive long hours, 144, 145fig Wong, S. S., 395 Urwick, L., 35 Work flow: identifying interdependencies related to, U.S. Army Command and General Staff College, 10, 28 125-126; identifying interdependencies of units and, 129 U.S. Naval Academy, 10, 28 Work teams, 128. See also Employees U.S. Navy Human Resource Management School, 10 Work-related needs, 167-170 Workload interdependencies, 125-126 Valued matters, 319 Y Values: benevolent influence of, 241; comparison of pro-Yaeger, T. F., 253 files of, 235fig; as learning factors, 401; Managerial Yetton, P. W., 387 Target on, 220; problem solving/decision making improvement and, 302; relating to interpersonal behav-Z ior, 319-320; Study of Values Conversion Table, 228; Zionts, S., 104 task-related, 239. See also Attitudes Zoll, A. A., 253