CHAPTER ONE

Preview of the Book's
Next Generation
MD/OD Project

INTRODUCTION

What This Chapter Is About

Chapter One lays the groundwork for this book by outlining its next generation MD/OD program. It describes the basic design of the associated management education and development program and how it can be integrated into a consultant-guided organization development project.

First, the chapter provides an initial overview of the three main elements of the integrated MD/OD project: (1) the preparation phase; (2) the MD/OD program, which is comprised of topics grouped into seven training modules and the superior-subordinates discussion, OD application, and team-building sessions that follow the training portion of each program module; and (3) an organization planning project, which can follow the last program module. The chapter goes on to describe the project's elements in greater detail. Next, it discusses various considerations for designing an integrated MD/OD program: (a) applying strategies for integration of MD and OD; (b) using a synergistic approach; (c) conducting an entire program rather than ad hoc training; (d) covering a full (rather than limited) range of topics; (e) presenting topics in a sequence of building blocks; (f) covering topics adequately; (g) interrelating and integrating what people are learning; (h) immediately applying what is being learned; (i) scheduling regular sessions; (j) systematically involving participants from all possible organizational levels and units; (k) adapting the program to organizations that have already conducted considerable management training; and (l) using technology to conduct organization-wide programs in geographically dispersed facilities.

What Consultants, Trainers, and Facilitators
Can Get Out of This Chapter

Where do you start when launching an organization-wide change effort? Largely by building the management skills of the organization's managers and leaders, who are the real key to

success. This chapter provides initial perspectives that enable consultants, trainers, and facilitators to

- Identify ways in which the program design template, training materials, OD facilitation guidelines, and other resources provided by this book can assist in designing and conducting an integrated MD/OD project that is relevant to a unique organization
- Plan an initial orientation for the key managerial participants in the project who will be responsible for building the impetus for change
- Design an organization-specific management training program for developing the knowledge and skills necessary for managers and supervisors to participate in designing and implementing the OD aspects of the project
- Pinpoint key organizational issues that need to be addressed and plan how to customize change efforts as necessary

What Practicing Managers, Participants, or Students Can Get Out of This Chapter

After studying and discussing this chapter, the student or project participant should be able to understand the following:

- Where the book is going, how it is going to get there, and how it will help the reader
- How each chapter fits into the training program and the overall OD project, and how it prepares him or her for subsequent chapters and OD activities

How Instructors and Participants Can Use the CD-ROM's Supplementary Materials

The accompanying CD-ROM contains the following material for this chapter:

Chapter One Study Guide. This session preparation guide should be assigned to be completed by students or seminar participants prior to the chapter's training (class or seminar) sessions. It asks them to think about (a) what they are reading, (b) how it applies to them and their organization, and (c) how the task-related, organizational, individual, social, and external socio-technical factors under discussion may be influencing their motivation, attitudes, capabilities, practices, behavior, interpersonal interactions, and performance. Thinking about these phenomena and issues before class sessions enhances participants' learning, increases their participation in class sessions, and prepares them for the superior-subordinates discussion, OD application, and team-building sessions that should be conducted once all participants in the organizational MD/OD program have completed the educational and developmental materials in Chapters Two through Seven of Part 1.

OD consultants and other professionals who may be involved in designing and delivering an integrated MD/OD project can use the following items on the CD-ROM:

- *Comparison of OC (Organizational Change), OD (Organization Development), and MD/OD (Management Development/Organization Development) Projects.* This table is for project designers who are more familiar with the elements and steps of common consultant-conducted change management or OD intervention approaches (described in the Introduction) than they are with this book's integrated MD/OD approach. It helps them translate the steps of the other approaches into the steps of this book's approach.

• *MD/OD Project Preparation Phase Steps and Guidelines.* This document outlines how to conduct the preparation phase of the MD/OD project described in this chapter.

• *Climate (Attitude) Survey.* This document can be used to survey all personnel's attitudes about matters such as working conditions, pay and benefits, working relationships, organizational policies, and overall job satisfaction. The information collected can help consultants begin to identify what problems may exist, why, and how the organization might correct or improve factors affecting personnel's attitudes, motivation, interactions, behavior, and performance.

DESCRIPTION OF AN INTEGRATED MD/OD PROJECT

The Introduction briefly described the evolution of management training programs. It also described two consultant-conducted change management or organization development approaches that are commonly practiced in the United States and increasingly used in other countries' business enterprises. A phenomenon shared by both of those approaches is that they do not normally involve a concurrent management training program. Rather, they often involve designing management training programs that will be conducted following the OD intervention. This raises a key question: Given that training will eventually be conducted, why not leverage its benefits by using it as the core of an organization change or development process, to help improve personnel's inputs into that process?

Figure 1.1 illustrates the overall OD project. The shaded bar at the top indicates that over the course of the project, at least two of the following three main elements are conducted in turn: (1) a preparation phase; (2) a seven-module MD/OD program in which each module consists of training sessions followed by OD sessions; and, possibly, (3) a major organizational planning project.

The Preparation Phase

As shown in Figure 1.1, the preparation phase involves these major activities:

- Orienting personnel to what the program is designed to accomplish, what they will be asked to do, and how both they and the organization will benefit from it

- Researching information about the organization, conducting interviews with personnel at all levels in all units, and conducting an attitude survey throughout the organization in order to collect information, analyze it, and determine the organization's developmental needs

- Having superiors work with their immediate subordinates to analyze their situation and plan how to design and conduct the MD/OD program so that it will effectively fulfill the developmental needs of individuals, work groups, units, and the entire organization.

While the basic purpose of this initial phase is to set the stage for consultants' and personnel's involvement or participation in the MD/OD project, it also has several more specific purposes. Orienting personnel to the project is the first. Managers cannot successfully introduce, develop, and maintain a more functional organizational atmosphere without alleviating personnel's suspicions and apprehensions; increasing their understanding, receptivity, acceptance, support, and cooperation; and encouraging their participation in change processes. Another specific purpose is to design an MD/OD program that is tailored to the organization's unique developmental needs and culture. (It is assumed here that the necessary preliminary steps have been

OD PROJECT (includes preparation phase, each module's training and OD application sessions, and MD/OD aspects of a planning process)

MD/OD PROGRAM

PREPARATION PHASE	MODULE 1 (Book's Part One) Management Func-tions and Processes	MODULE 2 (Book's Part Two) Managerial Behavior	MODULE 3 (Book's Part Three) Problem Solving and Decision Making	MODULE 4 (Book's Part Four) Interpersonal Relations and Skills	MODULE 5 (Book's Part Five) Team Think-Work	MODULE 6 (Book's Part Six) Learning and Other Skills	MODULE 7 (Book's Part Seven) Summary and Synthesis	PLANNING PROJECT
Orient employees to project	**Training**	**Training**	**Training**	**Training**	**Training**	**Training**	**Training**	Organizational Analysis and Planning Project
Research and analyze the organization	**Study materials:** Chapters 2–7	**Study materials:** Chapters 8–12	**Study materials:** Chapter 13	**Study materials:** Chapters 14–15	**Study materials:** Chapter 16	**Study materials:** Chapter 17	**Study materials:** Chapter 18	(including OD and MD aspects)
Conduct individual interviews	**Seminar or class sessions** discuss:	**Seminar or class sessions** discuss:	**Seminar or class sessions** discuss:	**Seminar or class sessions** discuss:	**Seminar or class sessions** discuss:	**Seminar or class sessions** discuss:	**Seminar or class sessions** cover:	
Conduct attitude survey	Managerial functions and process; Relationships with problem solving; Time management	Analytic frames of reference on individual and organizational behavior; Factors that influence managerial behavior	Individual problem solving and decision making	Interpersonal relations; Effective communication; Conflict resolution	Guiding and participating in group think-work processes (Analyze problems)	Personal development principles and methods; Learning in organizations	Summary and synthesis of program concepts, models, methods, and practices	
Do unit and individual development planning								

| **Number of training days:** | **3 days** | **3 days** | **1 day** | **1.5 days** | **1.5 days** | **1 day** | **0.5 day** | |
| **Cumulative days:** | **3 days** | **6 days** | **7 days** | **8.5 days** | **10 days** | **11 days** | **11.5 days** | |

After all participants have covered a particular module's training sessions, immediately conduct that module's top-down OD sessions

	Superior-Subordinates Discussion, OD Application, and Team-Building Sessions	**Superior-Subordinates Discussion, OD Application, and Team-Building Sessions**	**Superior-Subordinates Discussion, OD Application, and Team-Building Sessions**	**Superior-Subordinates Discussion, OD Application, and Team-Building Sessions**	**Superior-Subordinates Discussion, OD Application, and Team-Building Sessions**	**Superior-Subordinates Discussion, OD Application, and Team-Building Sessions**	**Superior-Subordinates Discussion, OD Application, and Team-Building Sessions**	
	Discuss and plan how to improve:	Discuss and plan how to:	Discuss and plan how to:	Discuss and plan how to deal with:	Discuss and plan how to:	Discuss and plan how to:	Discuss and plan how to:	
	Practices related to management functions; Goal-setting parameters	Establish partici-pative practices; Enrich jobs; Improve manage-rial styles through-out organization	Solve unit or work group problems; Clarify or reform-ulate responsi-bilities and authority within units	Sources of interdepartmental conflicts; Dysfunctional social norms	Solve (specified) organizational problems	Reinforce subordinates', colleagues', and superiors' developmental efforts	Establish organizational policies, practices, and procedures that reinforce development	
Socio-technical factors (in Figure 12.1) addressed:	Management func-tions and practices (task, organizational)	Superiors' and col-leagues' styles; Natures of tasks (organizational, task)	Unit relationships (task, organizational)	Interunit relationships; Social norms (organizational, social)	(any, including external)	Reinforcement of personal development; Organization development	All socio-technical factors as a system; Organization development	

Figure 1.1. A Next Generation Integrated MD/OD Project

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taken to get top management on board and to either assign or hire one or more trainers, facilitators, or OD consultants to the project.)

Those who require more detail in order to plan the preparation phase of their organization's project can refer to the "MD/OD Project Preparation Phase Steps and Guidelines" document on the CD-ROM.

The MD/OD Program

As shown in Figure 1.1, the MD/OD program consists of these seven topical modules:

Module 1: Management (Integrative) Functions and Processes

Module 2: Individual, Organizational, and Managerial Behavior and Development

Module 3: Individual Problem Solving and Decision Making

Module 4: Interpersonal Relations and Skills

Module 5: Team Think-Work in Organizations

Module 6: Learning and Other Managerial and Personal Skills

Module 7: Summary and Synthesis of Concepts, Processes, Models, and Practices

Each of the modules is divided into two sections. First, training sessions (in the upper half of the figure) are conducted for all organizational personnel participating in the program. The training sessions are followed by superior-subordinates discussion, OD application, and team-building sessions (in the lower half).

Training Sessions. As shown by the module titles, the training program covers most of the general management topics. Similar or related topics have been grouped together into the seven modules. The modules are covered one by one in a sequence of building blocks, so that what is learned in early modules prepares participants to better understand and learn what is covered in later modules. In addition, the material in later modules reinforces (through use) what was learned in earlier modules. (Again, the last two points are the major reasons for reading each chapter in its turn rather than jumping around in the book.)

Now note that in Figure 1.1, the box under a particular module's "Training" heading contains the following items: the study materials to be assigned and the topics to be discussed during the class or seminar training sessions. The estimated number of training days required to cover each module's materials are indicated below the "Training" box, as are the cumulative days over the course of the training program.

It should also be noted that the introduction to each part of the book explains (a) why the corresponding module is covered in the order it is and (b) what can be accomplished during that module's post-training superior-subordinates discussion, OD application, and team-building sessions.

The management training program in Figure 1.1 corresponds to the program shown at the bottom of the pyramid in Figure I.1 on page 4. It is an *organization-wide, "macro" program.* (Chapter Eleven discusses a "micro" approach that might be used by an individual manager to develop immediate subordinates when his or her organization either cannot or will not conduct an organization-wide program. Chapter Eleven also elaborates on various inputs to the developmental process.)

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

- Analyze what they are presently doing or not doing with respect to the concepts, methods, and tools covered
- Analyze how the socio-technical factors covered in the module are either positively or negatively influencing their attitudes, interactions, behavior, and performance
- Identify what they should be doing to improve practices and deal with influences on their performance
- Plan how to do that
- Formulate discussion guidelines for successively lower levels' superior-subordinates discussions
- Contract with each other regarding who is going to do what and what they will accomplish and by when—in order to assign responsibilities for activities and accountability for results

These sessions are important because they do the following:

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

Note in Figure 1.1 that a particular module's discussion topics are listed in that module's "discussion box" in the lower half of the figure. The types of socio-technical factors addressed during that module's sessions are also indicated. (Discussion of these factors will begin in Chapter Three. Their influences on organizational behavior are discussed in detail in Chapters Eight through Twelve.)

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

Doing the training before conducting these sessions has two related advantages over the change and OD projects described earlier. First, it prepares participants to contribute much more

significantly and effectively to OD analysis and planning activities, because it brings their level of knowledge closer to that of the OD consultants or facilitators. Second, it makes it easier for consultants or facilitators to lead groups to recognize what needs doing, why, and how.

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

Organizational (Strategic) Planning Project

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

This process is described in considerable detail in Chapters Two through Five but also involves information covered in Chapter Six. This process should emphasize organization development and should involve planning for ongoing organization change and improvement within the context of the operating goals and plans being generated during the strategic or annual planning process.

RECOMMENDATIONS ON DESIGNING A HIGHLY EFFECTIVE MD/OD PROJECT

The following recommendations reflect some of the major considerations that influenced the development of the highly integrated MD/OD project that this book not only describes but *is*. They are all ways to do the following: (a) leverage management education and development to a greater degree, (b) use a management development program as an integral part of and a vehicle for more effective organization development, and (c) both prepare and enable all personnel to maximize the change ripples from the bottom to the top of Figure I.1 (page 4).

Apply Several Major Strategies When Designing an Integrated MD and OD Project

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

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

- Perform more effectively as individuals
- Work together more effectively as a team to improve many socio-technical and cultural influences on their attitudes, skills, behavior, interactions, and performance
- Bring about the kinds of organizational improvements shown in the successively higher tiers of the pyramid in Figure I.1

This type of training helps maximize organizational strengths. It also helps minimize or alleviate many existing organizational problems—for example, (a) inherently unfulfilling jobs; (b) dysfunctional work group attitudes; (c) interpersonal and interdepartmental conflicts; (d) dysfunctional managerial, leadership, or supervisory behavior; (e) escalating costs; (f) constant, uncontrolled "fire fighting"; and (g) physical and emotional stress.

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

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

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

In other words, the two other approaches work "backward"—that is, they involve identifying problems and thinking backward to identify possible causes—and then formulating and implementing solutions. In contrast, this project's approach works "forward" by first analyzing a system of socio-technical factors, determining which factors could be remedied or improved, and then planning how to implement beneficial changes or improvements. This somewhat uncommon, more systemic and systematic approach can yield extraordinary results.

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

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

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

Use a Synergistic Approach

Chapters Eight through Eleven will discuss how various personal and nonpersonal socio-technical variables operating in organizations influence personnel's motivation, attitudes, interpersonal

interactions, behavior, and performance. Many need to be changed, improved, or further developed in order to bring about significant and permanent organizational improvement. Bringing about these improvements makes this project *synergistic* for three reasons. First, it is designed to deal with or improve a *comprehensive* group of personal and nonpersonal factors, many of which can undermine or override OD efforts if left unaddressed. (Thus, it advisable to deal with or improve as many as possible.) Second, it deals with this group of important variables in a *systematic and systemic* manner, so that they can all work together to mutually reinforce developmental efforts throughout an organization, thereby increasing the chances of success. Third, it involves both vertically and horizontally integrating the developmental activities and behavior of the entire managerial and supervisory team—and even those of the workforce.

Conduct an Entire Program Rather Than Ad Hoc Training

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

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

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

Cover a Full Range of Topics

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

- To refresh participants' thoughts concerning areas in which they have previously received training. When participants have fairly recently covered a particular topic, review the high points and provide fresh perspectives on the concepts, principles, methods, models, or tools involved. Most managers can benefit from a refresher.

- To bring those who have had little or no training in these areas up to speed.

- To crystallize participants' understanding of concepts and principles.

- To provide fresh and innovative perspectives on the topics covered.
- To provide insights into relationships among various management concepts, processes, methods, tools, and practices.
- To establish a comprehensive frame of reference that enables integration of all the major management concepts, methods, and practices into a single model. Our model, for example, shows how they are all related and can all be applied together in an integrated or synergistic manner that improves the effectiveness with which all are applied.
- To more fully develop the integrative and interpersonal knowledge, attitudes, and skills that are necessary for managing, supervising, or leading effectively.
- To establish a knowledge base that enables ongoing development, use, and reinforcement of advanced management practices and associated skills.

Sequence Areas and Subtopics Logically

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

For example, it makes little sense to cover guiding and participating in group think-work processes in Chapter Sixteen unless the following related areas have already been covered and the associated knowledge, skills, and other necessary inputs for conducting effective group processes have all been adequately developed: (a) the analytic approach to problem solving and planning (covered in Chapters Two through Seven); (b) analytic frames of reference for understanding individual, group, managerial, and organizational behavior (covered in Chapters Eight through Twelve); and (c) interpersonal relations, group dynamics, conflict resolution, and effective communication—all aimed at increasing interpersonal awareness, sensitivity, and skills (covered in Chapters Fourteen and Fifteen). Once all of these inputs have been acquired and can be used together, it is possible to maximize planning and problem-solving processes—not only during the superior-subordinates processes at the end of Module 5 but afterward as well.

Cover Topics Adequately

Cover topics thoroughly, so that participants learn all they need to know in order to apply concepts, methods, and tools effectively. Many seminars cover these areas in too little time and therefore in too little depth or breadth to train people in all they actually need to know in order to apply what they have learned successfully. There is an example of this point on page 84 of Chapter Four, where training in goal setting is discussed.

Interrelate and Integrate What Is Being Learned

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

Indeed, the leverage and synergy that can be gained from understanding how to apply interrelated concepts is one of the major reasons that this book was written. The sequence of chapters demonstrates how topics can be covered in a building-block sequence. In addition, the

chapters contain models that show how concepts and models can be interrelated (a) as a particular module or subtopic is covered and (b) as one progresses from each module to the next. Perhaps most important, at the end of the book Chapter Eighteen interrelates many of the major concepts, processes, and models into the Unified Practice of Management model. This capstone model shows how and when the concepts and practices can be used in conjunction with one another to maximize the effectiveness of various management-related processes. As mentioned earlier, this synergy cannot be achieved when managers participate in the more traditional ad hoc courses and seminars—especially those conducted off-site, but even those conducted in-house.

Apply What Is Being Learned Immediately

As will be discussed in Chapter Seventeen, during training or seminar sessions as well as during superior-subordinates discussions, it is advisable to have participants practice applying concepts, principles, methods, and tools in order to reinforce their knowledge and further develop their skills. Using what has been learned can involve role-playing, assessments, or small-group assignments, all of which increase involvement, attention, and motivation and reinforce learning. Such practice is more directly beneficial to the organization when it is aimed at analyzing systems of factors, identifying opportunities to make improvements, and solving previously unrecognized problems that directly concern the participants.

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

Outside courses and seminars rarely apply what is being learned in this manner. And only a few internal courses or seminars even come close to accomplishing the integration of material that is described in the preceding section.

Schedule Regular Sessions

For each level of organizational personnel involved, schedule seminar sessions to be held regularly over an appropriate period of time. Although a half day during each week of the program would be most beneficial, schedule at least a half day every other week. This keeps participants thinking about, talking about, and applying what they are learning. Regularly scheduled sessions also help participants schedule their workload around training sessions.

Systematically Involve Participants from All Managerial Levels and Organizational Units

As explained in much greater detail in Chapters Eight through Twelve, many socio-technical variables affect all personnel's motives, attitudes, behavior, interactions, and performance. Among these variables are superiors', colleagues', and subordinates' attitudes and behavior. In order to solve organizational problems and improve individuals' and groups' performance most effectively, the entire team must work together. Each person, group, and level must mutually reinforce the learning or development that others are experiencing and must work together to solve the problems or otherwise improve the variables that are hindering the maximization of individual, group, and organizational performance.

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

Many organizations have either provided considerable training to their employees or have a continuing management development program. Can such organizations conduct an integrated MD/OD program just like the one we have described? Not really. But they can conduct a program very similar to it. The following are recommendations on how to design a modified program. They deal mostly with program design steps that should be taken prior to the preparation or orientation phase.

1. Have MD/OD managers and selected staff members read this book, familiarizing themselves with the concepts, models, and practices discussed.

2. Have a consultant or a management trainer conduct a two-day mini-program for MD/OD managers, the top manager or leader, and his or her immediate subordinates (who head the major units of the organization). Ask these participants to note which topics, concepts, models, or important insights they and lower levels of personnel have and have not covered, then do a gap analysis to identify what should be intensively covered or briefly reviewed during a training program that is at the heart of an OD project.

3. On a third day, have the same group work together to rough out a refresher MD/OD program that (a) covers the high points and major models in this book, especially the Unified Practice of Management™ model and the illustrations leading up to it; (b) covers what was not previously covered; and (c) ties together the major concepts, models, principles, methods, and practices at the end.

4. Subsequently, have the MD/OD staff do program implementation planning, which may involve outlining more detailed training program topics and modifying the placement and content of superior-subordinates discussion sessions as appropriate for the organization.

Conducting an Organization-Wide Program When Facilities Are Geographically Dispersed

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

CONCLUDING REMARKS

The project illustrated in Figure 1.1 prepares participants to use all of their increased knowledge, improved attitudes, and further developed thinking, learning, and interpersonal abilities to participate in an integrated MD/OD project and, subsequently, to conduct an extraordinarily effective organizational planning project. What they learn and develop helps them (a) delve more deeply into problems and issues, (b) deal with more finite causal or influential variables, (c) measure the developmental progress achieved, and (d) formulate more effective operating and organization development goals and plans.

Following the preparation phase shown in Figure 1.1, the management training program begins with Chapter Two on managerial (integrative) functions and the process they constitute.