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THE 1986 PROGRAM: WE NEED YOU TO TAKE PART NOW

by William A. Passmore

This year's program requires your participation to be successful. We are fortunate to have had excellent contributions by our members to this year's program. As a result, I am enthusiastic about the final program and am really looking forward to Chicago. Thanks to all of you who made my job as Program Chair rewarding and worthwhile.

This year's program will be innovative, breaking tradition in several ways. First, we have not one, but two distinguished speakers on the program, Ron Lippitt and Walter Nord. In addition, we have invited Mike Beer to share his work on the OD Chapter for the forthcoming Annual Review of Psychology. We are very fortunate to have gained the cooperation of each of these individuals, and I'm sure you are as anxious as I am to hear what they have to say.

Second, this year's program will include two different formats for paper sessions. The first format will be featured paper sessions, in which a few select papers will be given more time for presentation than usual to allow greater interaction between authors and attendees. Featured paper authors include Reed Nelson, Catherine Cauthorne, David Bowen and Larry Greiner, Alan Jensen, Roger Anderson, Barry Macy, R. J. Bullock, Anthony Cobb, and Peter Poole.

The second format for paper presentations will be totally new; we are calling it a "general paper session". In this session, there will be no formal presentations as such; authors will be available for one-on-one discussions with attendees who are interested in their paper topics. Obviously, this requires some preparation on your part to make the most out of the session. We are therefore asking you to look over the list of papers in the general paper session and to contact the authors to obtain copies of the papers you are interested in prior to the meeting. This will make the discussions in the general paper session much more meaningful. The titles, authors and first authors' addresses and phone numbers for the general paper session are listed as follows:

- "Labeling Stress in Instant Organizations: A Stress Reduction Intervention." Lawrence K. Williams & Debra Gash, 367 Ives Hall, New York School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14853.
- "Meta Analysis of Empirical Work Improvements and Organizational Change Experiments: Methodology and Preliminary Results." Barry Macy, Carolus Hurts, Larry Norton, Hiroaki Izumi, Robert Smith. Texas Center for Productivity and Quality of Worklife, Management Area, Texas Tech University, Lubbock, Texas 79409.
- "Organizational Countercultures: The Dark Side of Post Merger Integration." Anthony Buono and James Bowditch. Department of Management, Bentley College, Waltham, MA 02254.
- "The Alpha, Beta and Gamma Typology: The Response of an Invisible College." Christopher Tennis, Graduate School of Business Admin. University of Colorado, Boulder, Colorado, 80309.
- "OD Versus Policy and Technology Interventions: Time Series Effect on Nonlegitimate Absence." Michel Moore and Ian Miners, School of Labor and Industrial Relations, Michigan State University, East Lansing, MI 48824.
- "Difficulties in Making OD Part of Organizational Strategy." Aubrey Mendelow and S. Jay Liebowitz, Business Administration, Dequesne Univeristy, Pittsburgh, PA 15282.
- "A Process Model of Whole-System Change in Organizations." Charles Smith, School of Management, Syracuse University, Syracuse, NY. 13210.
- "Reducing Burnout at Work: Tracking the Effects of Multiple Interventions." Robert Golembiewski, Richard Hilles, and Dick Daly, University of Georgia, Baldwin Hall, Athens, GA 30602.
- "Manager-Subordinate Dominance Compatibility, Manager Behavior and Subordinate Performance." Andrew Couch, The Graduate School of Management, University of Melbourne, Parkville, Vic 3052, Australia.

Please contact authors now, so that you get their papers in plenty of time to read them prior to the meeting. We're hopeful that this process will make the discussion of these papers livelier than discussions of the past. Of course, we also have a number of excellent symposia on this year's program. In fact the OD division will sponsor or co-sponsor a total of 14 symposia, covering a diverse range of topics.

We will also repeat last year's successful distinguished speaker—executive committee forum, business meeting, social hour, format. The topic of the executive committee forum will be the future of the division and the field. Comp prepared to share your ideas on where we are or should be headed.

Again, my thanks to all of you for your help in making this year's program a success. I am looking forward to seeing you in Chicago.

THE GENERAL THEORY OF ELVES AND THE SPECIAL THEORY OF HOBGOBLINS *by Herb Shepard*

An acquaintance of the great physicist Niels Bohr visited Bohr's home and was surprised to see a horseshoe hung above his door. "I would not have expected a scientist like yourself to believe in horseshoes," he said. Bohr replied, "I understand they bring you luck whether you believe in them or not."

It's much the same with elves. Bohr did not explain that the function of the horseshoe over the door is to protect the house from malicious spirits. But the elves to be described in this paper are friendly spirits and would be welcome in anyone's home, more or less.

There are, in the literature and the oral traditions of all cultures, thousands of types of spirits with as many different names. By no means are all of them well disposed towards people. Elves were selected for study because they do care about humankind and are dedicated to the improvement of institutions and lives.

A few years ago, when the TV show "Mork and Mindy" was at the height of its popularity, Rolling Stone interviewed Robin Williams. At the end of the conversation, the interviewer speculated about the causes of the show's instant popularity. He reasoned that, since all of America's institutions are in trouble and since the kind of trouble they are in

does not yield to rational problem solving, America needs an elf. Mork fits the role of elf because of his novel perspective on human affairs and his way of "coming in from left field" to influence people and events.

This speculation triggered my own interest in elves and led me to take them seriously-as seriously as possible when contemplating creatures who act purposefully but do not take themselves seriously. The following is an account of what I have learned about them.

ELF ESSENCE The elf is best visualized as a bundle of life-loving energy with a large array of marvelous potentialities. Each elf has a few unique talents, which differentiate it from its elf-fellows. And though the term "visualized" was used, the fact is that elves in their naked state, are invisible to human beings.

ELF ENERGY Elves resemble extroverts-people who are energized by interacting with others-in their management of energy. They become energized through energizing each other. It takes only a small number of elves to develop the critical mass of energy required for the accomplishment of any mission, large or small. Because the experience of being together is so delightful, the energy they generate is by definition life-loving energy, it is rare for an elf to take on any project single-handedly. Besides, elves recognize that a typical project requires a combination of many talents if it is to be executed with elegance.

ELF STRATEGY Folklore has it that "when it comes to elves, there's always more going on than meets the eye." Elves understand the Chinese principles of war for example, that no campaign can succeed without both a direct and an indirect strategy. "What meets the eye" might be thought of as the direct strategy simply because it is visible. Just as often it is one of the indirect strategies, designed to distract the viewer's attention from the direct strategy. Elves typically have multiple strategies based on a deep understanding of the inner workings of the institution they are bent on improving. They know what specific actions, in what sequence and in what parts of the institution can release the wisdom and positive energy need for improvement.

ELF COSTUMES Elves love costumes. Every elf has a large and varied wardrobe with another new costume in it every day. Each elf has a few favorite costumes, which it wears with unique grace, but it delights in learning to wear new ones. And if it puts a new costume on backwards by mistake, it laughs as much as its audience does. Much as they love them, elves do not really take costumes seriously. Well, they do and they don't. Elves regard the wearing of

costumes as an art form; and like any great actor or actress, they wear them to the hilt. But also like a great actor or actress, they wear a given costume only to accomplish a particular purpose; and when that purpose has been served, the costume is put back in the closet. Just as the actor knows that he is not the person he was portraying, so the elf knows that it is not its costume.

One of my friends, interested in trying to find some relevance in all this to human affairs, offered what may be a helpful metaphor: "Your elf is yourself without the 's' and the 's' stands for 'shit'. The elf's costumes do not get stuck to the elf the way person's costumes tend to get stuck to the person and become a self-image. Hence the elf has no problems of self-esteem, self-doubt, self-denial or self-centeredness to distort its vision or cripple its action. Like the human infant, the elf is simply a life-loving bundle of energy with a large array of marvelous potentialities, though the elf has a larger wardrobe than an infant does. Recalling that an elf without any costume on, a naked elf, is invisible to human eyes, you can imagine how costumes of various kinds combined with the capacity for being invisible can be used by a group of elves for learning about people and institutions and influencing them. Being visible permits an elf to learn certain things about an institution. Different costumes will permit it to learn different things from the people of the institution, but any costume will cause people to hide or be dishonest about some things. Invisibility enables the elves to make observations that greatly enrich their understanding of the inner workings of the institution, and hence can lead to the development of more powerful strategies. The elfish abilities demystify some other common beliefs about elves. The fact that elves are often observed as individuals operating alone is part of an elfin strategy. The other elves are present or nearby, but invisible. Elves appear to have an uncanny ability to appear at a given moment in a particular place and to do something "spontaneously" that makes a substantial difference in what's been happening. There is nothing uncanny or magical about this unexpected but timely event: they have been there all along, waiting for a moment like this.

ELF ILLUSIONS Thus elves understand the power of illusion. And their use of it to influence humankind is best illustrated by "fairylands." A fairyland is a carefully designed illusion. The common visual description of a fairyland is a large, magnificently decorated and lighted room, filled with enchanting music and elves in beautiful costumes dancing. A person or group of people entering this unreal world will have experiences that are real in their consequences. The person or group may learn something that profoundly affects their lives and relationships in the real world. The elves use the setting they have created simply as an attractive environment within which events occur that human visitors get caught up in and become transformed in some way. Not in a random way, the elves design the

events to accomplish particular purposes. When the visitors leave, the fairyland is quickly dismantled or like and elf disrobing, suddenly disappears. As with their costumes, the elves take fairyland seriously as an art form but have no difficulty letting go of them.

ELF MISCHIEF Elves are notoriously "mischievous." They are everywhere and into everything. There's always more going on than meets the eye, and they change their costumes to suit their every and ever-changing purpose. They appear and disappear with an uncanny sense of timing and bring endless excitement, variety, terror, delight, and mischief into the lives of those who are fortunate enough to be linked to them. What appears to be simply "mischief" is the elves' way of startling or awakening people to a new vision, a different way of feeling about their own lives, a novel perspective on events or a more useful understanding of their situation. A "Fairy Market" is one place where people can have upsetting and enlightening experiences. The literature tells of a person who exchanged something of value in a fairy market and was given in return a sealed package with instructions not to open it before reaching home. On returning home, the package was found to contain only dead leaves, and he felt cheated. He left the open package on the kitchen table and the next morning the leaves had turned to gold. This case is a good illustration of the elves' tendencies to use indirection, ambiguity and puzzles and at the same time to use them strategically, carefully designed for a specific situation. The person in this case was neurotically pre-occupied with possessions, and the fairy market transaction was one of a series of events that, together, enabled him to transcend this limitation.

ELF LIMITS In their efforts to improve human institutions and live, the elves employ all the methods described above creatively and elegantly. But in trying to fulfill their purposes, there are certain kinds of actions they will not take. Startling and upsetting people into new awarenesses they see as legitimate and morally defensible. But if the means for improving lives and institutions would entail at some stage the use of cruelty, deceit, fraud, manipulation or force, elves would not employ those means. They would search for harmless ways, even if these were only partially effective or totally ineffective. Eventually, such cases are turned over to hobgoblins.

HOBGOBLIN ESSENCE Whereas elves are caring and innocent in their dealings with people, goblins are the most evil and malicious of all the spirits. A person may get a good bargain at the fairy market, but in a goblin market the goblins will try to feed the person poisoned fruit. Hobgoblins are the offspring of elves' mating with goblins. The elfin infusion causes the hobgoblin to be kindly disposed toward humankind. (the prefix "hob" means good.) However, they also have the goblin infusion, which might be thought of as the dark side of the elves. They know both good and

evil and are capable of both.

HOBGOBLIN WORK In their willingness to resort to evil means in order to reach good ends, hobgoblins are continually confronted with the task of assessing, weighing, balancing-in short, with a cost-benefit analysis. They would agree with the Chinese perspective on war, that the only good war is one in which nobody gets hurt. But they also know that things can get out of hand. They often have to deal with wars, among other things, in which some people will get hurt. They have to make some hard choices. Sending a care package is an elfin choice. Destroying a Vietnam village in order to save it is a goblin choice. Deciding which houses will be allowed to bur, in order to save the rest of the community is a hobgoblin choice. Trickery, fraud, deception and manipulation are readily used if the elves are capable of being tricky and manipulative as an extension of their love of mischief. But force is sparingly and reluctantly used. Some people believe that what is called "hobson's Choice" was originally "hobgoblin's Choice," for it is true that hobgoblins sometimes design situations in the form of "an offer you can't refuse."

ELF LESSONS Learning from the elves is difficult and easy. Since they love ambiguity and indirection, they mostly present us with puzzles, conundrums, dilemmas, paradoxes and predicaments. They oblige us to learn by inventing our way out of the dilemmas, finding ways of turning unpleasant predicaments into pleasant ones, transcending the paradoxes and getting the insights whereby we can solve the puzzles. And the principles we may deduce from these adventures are as metaphorical as the elves.

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TOWARD AMELIORATING BURNOUT: A TOUGH NUT CRACKED, IN PART *by Robert T. Golembiewski*

Mounting evidence (e.g., Golembiewski, Munzenrider, and Stevenson, 1985) indicates that we now have a reliable, valid, and convenient way of estimating who has which degree of burnout. An eight-phase model distinguishes all respondents as high or low, based on norms from a large population (Golembiewski and Munzenrider, 1984) on each of these three sub-scales of the paper-and-pencil Maslach Burnout Inventory, or MBI (Maslach and Jackson, 1982):

Depersonalization, high scorers on show items think of human relationships in thing-like terms.

Personal Accomplishment (reversed), high scorers on which indicate they are doing poorly on a task that has little redeeming value.

Emotional Exhaustion, high scorers on which report being at or beyond their comfortable coping limits.

The phase model proposes only that the sub-scales are progressively virulent in the order above, and assignments follow this schedule:

Phases of Burnout

I II III IV V VI VII VIII

Depersonalization lo hi lo hi lo hi lo hi

Personal Accomplishment lo lo hi hi lo lo hi hi
(reversed)

Emotional Exhaustion lo lo lo lo hi hi hi hi

The good news? Five separate groups of investigators working with eight separate data-sets support what may be called the concurrent validity of the phase model. As the phases progress from I – VIII, regular and robust differences have been observed:

- Individuals increasingly report that defects or deficiencies characterize their worksite: participation and job involvement are low, job tension is high, and so on.
- Physical symptoms grow sharply greater
- Performance appraisals fall
- Productivity tends to be lower
- Social support drops sharply

- Work unit members report sharply different emotional tones and group properties: e.g., depression is far greater in phase VIII than I, and group cohesiveness is lower.

In general, consult Golembiewski, Munzenrider, and Stevenson (1985).

The bad news comes in the last three varieties. First, advanced burnout seems widespread. In 26 populations, phases VI through VIII contain an average of 45 percent of all respondents. Second, burnout seems to last for long periods, in general. In one population, about three-quarters retained their phase assignments, plus or minus one phase, over the period of a year. Third, the logic of the phase model contrasts pointedly with much OD theory and experience. Specifically, OD is long-and-deep in what may be called high-stimulus designs: Interpersonal confrontations, third-party conflict resolution, job enrichment, basic structural change, and so on. But the phase model suggests that such designs are not optimal for advanced burnout. Those in phases VI-VIII are already stimulated at or beyond their coping limits, and hence, seem vulnerable to stimulus overload. Relatedly, inoculation experiences like "stress management workshops" may fail even as they work. Such workshops variously employ cognitive knowledge (as in time management), meditation or relaxation, and exercise. Even successful inoculations avoid reducing stressors at the worksite, which seem the most important generators of advancing burnout.

So what to do? Research suggests two modes of each phase: active, or passive and withdrawn. More or less, 80 percent of those in phase I appear to be active, and 80 percent of those in phase VIII seem passive or withdrawn. Will those in advanced phases of burnout, active mode, respond well to conventional high-stimulus designs? An HR corporate staff provides our first test. Two thirds of the staff were initially classified in phases VI through VIII, while scoring above national norms on self-reported job involvement, autonomy at work, and task orientation (Moos, 1981). To make a long story short (Golembiewski, Hilles, and Daly, 1986), conventional high-stimulus designs sharply reduced the distribution of advanced phases of burnout, and maintained those reductions for at least 4 months after interventions ended. To illustrate, consider the 14 employees who remained over the full period of observation:

Phases of Burnout in Percent

I-III IV-V VI-VIII

Pre-test: Day 1 14.3% 21.4% 64.3%

Short-post Day 180 57.1 7.2 35.7

Long-post Day 310 50.0 35.7 14.3

Consistent changes occur among all other HR sub-populations employed for various intervals during the period of observation. In addition, HR turnover was reduced. It ballooned to three times the corporate average in the year before the interventions, and fell to approximately 30 percent above the corporate level in the year following. The conventional high-stimulus designs in this case included the early targeting of interaction through confrontative designs, as well as later emphases on policies and procedures via basic changes in recruitment and promotion policies (Golembiewski, Hilles, and Daly, 1986). So conventional high-stimulus designs seem to work for advanced phases of burnout, active mode. This active variant may reflect robust personality features. Or it may be a way station to becoming passive, in which case early diagnosis and intervention are critical.

Our conservative strategy dictates going slow with advanced burnout, passive mode, because high-stimulus designs might precipitate overload. However, a two-track approach seems indicated. Various low-stimulus designs might first moderate burnout somewhat by time-off, job rotation, flexible work hours, or gentle role negotiation experiences. Subsequently, traditional high-stimulus designs might be employed – confrontations with supervisors, basic changes in job design or workflow, and so on.

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INGREDIENTS FOR ACHIEVING CHANGE

by William G. Dyer

In the thirty years I have been working with management and organization development, I have been trying to make sense out of the following kinds of incidents:

1. Manager A goes to a management training program. He receives back some feedback prepared for him from his boss, peers, and subordinates. At the program he also receives clear feedback from other participants on aspects of his interpersonal style. He develops a set of plans for improving performance back on the job. However, when he and his colleagues are interviewed six months later, almost no change is reported.
2. A Participant in an intense training program, later reports that the biggest change came in the family setting-not at work.
3. A team building expert is invited to present a day-long seminar to a company's upper echelon managers. She clearly goes over step-by-step how to get a team building program started. Every manager present agrees that team building is important and that the organization needs this process. A survey three months later indicates that not a single manager started building the work team.
4. Company B did a major climate-attitude survey at great expense of time and money. The results were shared throughout the company but no changes were observed or reported.
5. Manager C comes back from an organization development workshop. She immediately begins to try and implement some of the recommended actions and gets no cooperation from anyone and finally gives up the attempt.

I have concluded that in order for change to be successful, there has to be some balance in the following combination or cluster of ingredients: power, commitment, skill, support and luck. Let me discuss these roughly in order of importance:

1. Commitment. The experiential and research data agree on this point that until *someone* has a *need* or *hurt* strong enough to create personal commitment to do something, change will not occur. Gene Dalton has documented rather well the importance of someone having a felt need intense enough to lead to a commitment to take action. (1) I have been involved in team building for almost twenty years; and I wrote the following after assessing successes and failures during this period: In my judgment, the most critical factor in lack of success (in team building) has been the lack of commitment of the unit manager and/or members in truly wanting to build a better work team. I have become very wary of working with a work group on team building if the leader is suspicious, unconvinced, half-hearted, or engaging in the activity because of pressure from above. I want to hear the manager say something like, 'I want this work group to be as good as it can be. There are some things that go on that keep us from being as effective as we could be. That disturbs me, and it disturbs me that I may be part of the problem. But I am willing to spend my time, energy and resources to make this group as effective as possible, and I am willing to make needed changes.' (2) Long ago, Max Weber identified the charismatic leader as the major agent of change. This is a person with enough commitment and personal appeal to mobilize the efforts and interests of others to make a break with the traditional ways of doing things. The more recent work on changing organization culture also emphasizes the importance of the strong, committed leader who is willing to energize a change.
2. Power. I have also observed that commitment, or felt need, by itself is usually not enough. A second part of the cluster is power – the ability to influence people. Power means having a quality or set of qualities available that others recognize and will respond to. Common power bases are: position, reward, punishment, expertise, relationship (trust, love, caring,) knowledge, charisma, emotionality, vision, and reasoning or rationality. There are those who are committed to, or desire a change but either have little or no power or do not know how to use the power they have (this gets into skill to be discussed later). Over and over again I have watched manager try to create a change but come up against organizational constraints – incompatible policies or procedures or informal norms, or a reluctant boss or subordinates and cannot mobilize enough power to deal with these constraints. This is why people can often experience greater success in creating change at home where they have power, than at work where they have little or low power. There are those who have power but are reluctant to use it. One manager with the best track record in getting subordinate managers to engage in team building was able and willing to use power. He said clearly, "You are expected to engage in some real team building this year. There will be no raises or promotions for anyone unless there is clear evidence that

team building has successfully been initiated!" The more recent work on leadership by Warren Bennis points out that impactful leaders are those who can create a vision that influence others. This power base – which also includes some skill – has long been recognized but no management program I know of has a segment on " How to create a vision for others." A few years ago we did some research with M.B.A. students on the kinds of power they expected to use in their careers. It was abundantly clear that most expected to use expert power, knowledge or information, position power and rationality. Some felt they could develop relationship or referent power but almost none identified charisma, vision, or emotionally as expected power bases. They were especially leery of emotions, tended to avoid confrontations and found it difficult to deal with people with strong emotions – particularly people who could express anger, disappointment, displeasure or love and intimacy.

3. Support. In looking at support, there are two facets to consider – people support and organization support. People support means the acceptance of the change and cooperation by those above, beside, and below the person trying to initiate the change. Much of the research and writing on change has centered on this particular dimension looking at factors that reduce support and increase resistance or conversely, build a willingness to move in new directions. A person desiring change can do much to increase or decrease people support. People will generally resist changes they don't understand that will cause them to feel threatened in their world, that do not lend to any pay off or reward that they can see, and are imposed on them without allowing them to participate in or influence the plan or outcomes. Organizational support refers to the reinforcement of the change by other aspects of the organization. It is very difficult to initiate and maintain a change if the performance review system and the pay and promotion systems all ignore the new activity. Some are bound to ask, "Why should we work to change if nobody officially pays any attention to what is done?" Much of the research data on training has shown that training programs are not implemented back on the job. The new behavior was not supported by either people or the organization.
4. Skill. Skill – effectively carrying out our goals or intentions – runs through the first three. There are those people with high commitment and power whose lack of skill in presenting the commitment or using the power alienates people and reduces their support. It is difficult to pin down all of the elements of skill, for it involves doing the right thing, the right way, at the right time. Intruding into the skill picture is the matter of one's own personality or behavioral style. This very deep, basic part of ourselves which includes our needs, habits, attitudes, and learned responses of all kinds, probably shapes much of what we can do behaviorally. A person whose personality or "style" is one of high control, domination or being autocratic, may find it difficult to be skillful in building support which may include listening to people, accepting their points of view, compromising,

and letting them assume responsibility. In an interesting study on why executives fail or get derailed, (3) the researchers at the Center for Creative Leadership found that executives who were derailed had some serious problems. They were seen as being cold, aloof, arrogant, unable to build a team, intimidating, insensitive, and overly ambitious. Are these style elements or skill deficiencies? Can a person learn to be skillful in relating to others and not come across as arrogant or insensitive? This research clearly shows that these abrasive behaviors make it difficult for the manager to build the necessary support and seems to render one's power ineffective. It could easily be argued that high interpersonal skill is a power base and one has more power if one can skillfully interact with others. The interconnections between the first elements are clear – if one has interpersonal skill one broadens one's support base and this tends to increase one's power as the person is seen as having a network of support in the organization. Skill may need to include technical, interpersonal and administrative skills depending on a person's level in the organization. The higher one moves up the organization generally the more one moves away from the need for technical skills and the interpersonal and administrative skills (planning, organizing, directing) come into play. Can you teach a person new skills? Millions of dollars are spent each year under the assumption that new skills can be learned, but even the best training programs will fail if the person has low commitment or need to develop the new skills, feels powerless to do anything, or lacks the people or organizational support to behave in more skillful ways.

5. Luck. Included in this ingredient are a set of situational factors that are often difficult to control and if they happen to get just right, the person trying to make change is lucky and may probably be successful. I have observed change programs fail for the following reasons: a key manager was transferred, quit or dies; the company fell on hard economic times; there was a cutback in personnel, putting heavy demands on everyone; the company went through a merger; there was an accident, a fire, a crisis of one kind or another; a new leader was appointed with a different vision; and on and on. No one can control all of the forces that possibly can impact a change effort. One plans as well as one can against contingencies, but situational factors will still come into play and a little luck is a dandy ingredient to have.

I don't know exactly the balance of these ingredients for any specific change program. But I feel they make up a cluster and each ingredient should be recognized, and as much as possible, taken into account. Planned change, in this cluster concept, really begins with an individual with enough commitment, power, support, and skill and luck to get something started and then stays with it until completion. There are those in organizations who like to start changes but get bored too soon and leave the implementation to others who do not have an appropriate cluster.

When a change effort fails, it might be useful to see which of the ingredients was inadequate or perhaps it was just a wrong mix. At the present time, planned change is still not a science, nor is it just a creative art form. It is a conscious, intelligent process that the right plan with the right person just might prove successful.

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PREDICTING SUCCESS OF A CHANGE PROGRAM

by William G. Dyer

How ready and able are you to achieve an organizational change you have in mind? The following questions will help you see your strengths and shortcomings.

1. Are you able to clearly describe the change you desire and the benefits that will be achieved?

1 2 3 4 5 6 7

Not too able

I can describe this to anyone.

2. How committed are you to achieving the desired change?

1 2 3 4 5 6 7

Not too committed

Highly committed-my highest priority.

3. How committed to the change are other people who will be affected by the change?

1 2 3 4 5 6 7

Not too Committed Highly committed – it is their highest priority.

4. Are you willing to stand up to your boss and go to bat for the change project?

1 2 3 4 5 6 7

Not too willing Very willing to stand up to my boss.

5. Are you able to get the necessary time, people, or resources needed to achieve the change?

1 2 3 4 5 6 7

Not too able I can get all I need.

6. How supportive of the change are the key people who must support the change if it is to be successful?

1 2 3 4 5 6 7

Not too supportive All of the key people are very supportive.

7. How sure are you that you have all the necessary skills needed to move the project ahead?

1 2 3 4 5 6 7

Not too sure Absolutely confident I have the skills.

8. How easily are you discouraged if success does not come right away?

1 2 3 4 5 6 7

Very easily

Almost never

9. Do you feel you know how to get the support you need to achieve this change?

1 2 3 4 5 6 7

Not sure I know how I know exactly what must be done to get support.

10. Do people trust you and feel willing to work with you in this change project?

1 2 3 4 5 6 7

Trust level is low People trust me implicitly & will work with me.

11. Will you and others who support you get appropriate rewards and recognition if your change succeeds?

1 2 3 4 5 6 7

Not sure we will get rewards The organization will give all the rewards needed.

12. If you run into snags or resistance, do you feel you will be able to cope with them-to know what to do and how to do it?

1 2 3 4 5 6 7

Not very sure I know how to cope I feel confident I will know what to do and how to do it.

13. Add up your score for all the items. If you have a score between 65 and 84, you should feel confident you can move ahead with your change program. If your score is between 40 and 64, you should probably get more training or consulting help before you begin the change. If your score is below 40, your chances of achieving

the change are poor.

ARTICLES BY MEMBERS

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Portis, Bernard; Ingram, Paul R. & Fullerton, David J. "Effective Use of Quality Circles." The Business Quarterly, (Univeristy of Western Ontario) Fall 1985, 50, (3).

Roberts, Nancy. "Transforming Leadership: A Process of Collective Action." Human Relations, 1985 38, (11), P.1023-1046.

BOOKS BY MEMBERS

Cooper, C.L. and Higley, P. Stress and the Nurse Manager. London & New York: John Wiley & Sons, 1986.

Cooper, C.L. and Robertson, I. International Review of Industrial and Organizational Psychology. New York & London: John Wiley & Sons, 1986.

Cooper, C.L. and Sloan, S. Airline Pilots Under Pressure. London: Rouledge, Kegan & Paul, 1986.

Ronen, Simcha. Comparative and Multinational Management. John Wiley, 1986.

Slevin, Dennis P. Executive Survival Manual. Innodyne, Inc., Pittsburgh, Pa. 1985.

NEWS ABOUT MEMBERS

The Newsletter should not with reverence the passing away of Gordon Lippitt, a friend and a founding father of OD, on November 26, 1985 of cancer. – submitted by Kenneth L. Murrell

Cary L. Cooper – Univ. of Manchester, UK will be taking a visiting chair in the Colgate Darden School of Business, University of Virginia, from September 1986 for at least one year.

Dr. Kenneth L. Murrell – spent 5 weeks this summer in Somacia, East Africa on a consulting project for the UNDP (United Nations Development Program) and the World Bank. He examined the institutional and management capacity of the Soacia agricultural sector.

Nancy Roberts – is now an Associate Professor of Organization Behavior, Naval Postgraduate School, Monterey, CA. 93940.