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POETZINGER, JOHN FREDERICK, JR.

AN ORGANIZATIONAL DEVELOPMENT PROGRAM FOR ACADEMIC DEPARTMENTS AND DIVISIONS AT COMMUNITY AND JUNIOR COLLEGES

The University of North Carolina at Greensboro ED.D. 1981

AN ORGANIZATIONAL DEVELOPMENT PROGRAM FOR ACADEMIC DEPARTMENTS AND DIVISIONS AT COMMUNITY AND JUNIOR COLLEGES

by

John F. Poetzinger, Jr.

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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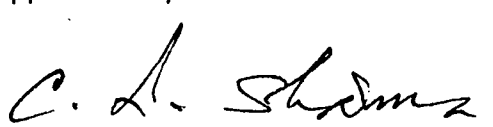

Dissertation Adviser

POETZINGER, JOHN F., JR. An Organizational Development Program for Academic Departments and Divisions at Community and Junior Colleges. (1981)
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The purpose of this study was to develop a conceptual framework for a comprehensive organizational development (OD) program to improve administrative and organizational functioning of academic departments and divisions at community and junior colleges.

The basic approach employed in designing the OD program was to synthesize data obtained by surveying educators at community and junior colleges with data obtained through a review of the literature concerning OD.

A questionnaire, Organizational Development Survey Instrument for Academic Departments/Divisions (ODSIADD), was administered to the membership of the National Council for Staff, Program, and Organizational Development (NCSPOD), an Affiliate Council of the American Association of Community and Junior Colleges. Two hundred ninety-one of 681 survey instruments were returned, representing a response rate of 42.7 percent. Respondents indicated a preference for an OD program for academic departments and divisions which would: (a) enhance the utilization of human resources; (b) reflect a normative value system encouraging humanistic treatment of individuals; (c) be action research oriented; (d) involve upper-level administrative units in conjunction with academic departments/divisions; (e) be continuous and ongoing; (f) use the services of an internal change agent (consultant); (g) select external change agents, if employed, from outside the college, rather than merely external to the academic department or division.

The design of the OD program consisted of a survey-research and feedback process to effect organizational changes over two academic years. It was recommended that an internal and an external change agent assist college personnel in the direction and coordination of the OD program consisting of several phases: (a) participation of college personnel from all administrative units in the design of a survey instrument; (b) administration of the survey instrument to all administrative units; (c) feedback of the data to administrators and faculty in a series of interlocking sessions to facilitate interpretation of the data and identification of problems; (d) formulation of intervention strategies (action plans) to address identified problems and weaknesses; and (e) readministration of the survey instrument to produce comparison measures of longitudinal changes in characteristics of organizational functioning.

The OD program utilizes a model of organizational functioning which should be collaboratively developed by the external change agent and college personnel. When formulating the model, participants identify those operating characteristics which contribute to improvement in administrative and organizational functioning. The model represents the ideal condition toward which members of the college wish to move by improving designated characteristics of organizational functioning over time. As such, the model serves as a conceptual road map as well as a motivating force toward the objectives of the OD program. College personnel are motivated to strive for improvement as the inferior nature of the present condition, indicated by the survey findings, is compared to the ideal condition depicted by the model.

A time frame for the entire survey-research and feedback process and detailed discussion of ten sequential steps for implementation are presented as part of the comprehensive OD program.

The study includes an extensive bibliography of the literature concerning OD as well as for the related topic of staff development.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser C. L. Sharma

Committee Members Joseph E. Bergesen

Richard H. Weller

Jan Kay Soon

E. William Noland

March 24, 1981
Date of Acceptance by Committee

March 24, 1981
Date of Final Oral Examination

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CHAPTER I

INTRODUCTION

Since their inception, community and junior colleges have accepted the mandate to meet the postsecondary educational needs of a diverse student body. Menefee (1973) describes these students as follows:

> Recent high school graduates and drop outs, young adults now at least ready to settle down to the business of getting and holding an education, middle-aged men and women seeking a second career, and assorted other students of all ages who would like to take a course once in a while. (p. 23)

Serving the various needs of these students necessitated unique organizational structures for two-year institutions. The following purpose statement of the North Carolina Community College System represents one state's implementation of this mandate:

> The technical institutes and community colleges offer academic, cultural, and occupational education, and training opportunities from basic education through the two-year-college level, at a convenient time and place and at nominal cost, to anyone of eligible age who can learn and whose needs can be met by these institutions. (1974-76 Biennial Report, p. 1)

Through the years, the educational goals of two-year institutions have changed to accommodate changing needs of students. As a result, frequent revision of educational programs and organizational structures has occurred. The necessity for change has resulted in conscious effort to formulate strategies for planned change. To adequately prepare for the future, community and junior colleges need to develop strategies for planned change which will:

1. shape the future directions of educational programs.

2. enhance the professional competency and personal development of educators.

3. improve organizational efficiency and effectiveness.

Primarily during the last decade, a new approach has been evolved which integrates the developmental needs of human resources and organizational concerns. This approach is called "Organizational Development." The principles, concepts, and philosophical rationale for organizational development have been derived from the behavioral sciences, primarily social psychology, psychology, and sociology (Schmuck & Miles, 1971).

The term "Organizational Development" is usually designated by the initials OD, a practice which will be followed in the remainder of this presentation. OD is a term that is relatively new in academic circles. The term's short tenure is illustrated by the fact that "Organizational Development" has only been used as a subject heading and descriptor by the Educational Resource Information Center (ERIC) since April, 1973 (Thesaurus of ERIC Descriptors, 1975).

Early applications of OD techniques originated in industrial and governmental settings in the mid-1950's. More recently, during the last ten years, OD programs have appeared in higher education. During this period the field has matured as evidenced by extensive research concerning its practice (Boyer & Crockett, 1973).

The universities have utilized OD programs more frequently and extensively than their sister institutions, the community and junior colleges. The literature search concerning OD reveals relatively few applications of OD programs or activities at two-year institutions. In addition, few, if any, community and junior colleges appear to have

developed comprehensive OD programs to revitalize the organizational effectiveness of their academic departments or divisions.

The primary objective of OD programs within educational institutions is to assist administrators, faculty, and staff members in the development of innovative planning strategies to improve the effectiveness of the entire organization or a sub-administrative unit (Boyer & Crockett, 1973).

The most important administrative units within community and junior colleges continue to be academic departments and divisions. This reality makes academic departments and divisions the logical initial target for OD interventions within any specific educational institution.

Statement of Problem

The purpose of this study is to develop a conceptual framework for a comprehensive OD program to improve administrative and organizational effectiveness of academic departments and divisions at community and junior colleges. Specific purposes that evolve from this general statement include:

1. Determination of the specific problem areas within academic departments and divisions where OD programs or activities could be of assistance.

2. Examination of the specific types of OD activities currently in use.

3. Investigation of the design and rationale of formal OD programs.

4. Identification of the specific roles of persons who are acting as change agents in OD interventions.

5. Collection of data essential for the formulation of a conceptual framework for a comprehensive OD program for academic departments and divisions.

The primary data for this study were obtained by surveying the membership of the National Council for Staff, Program, and Organizational Development (NCSPOD). This organization is an Affiliate Council of the American Association of Community and Junior Colleges. Most of the members are active practitioners of OD or related staff development techniques at two-year colleges. This group represents the most logical constituency to survey concerning OD as it relates to community and junior colleges.

Secondary data were obtained through a review of standard bibliographical references, such as Educational Resources Information Center (ERIC) documents, articles, and Dissertation Abstracts International (DATRIX). A computer search of the literature was conducted by the researcher. A formulation of a conceptual framework for a comprehensive OD program to improve the administrative and organizational effectiveness for academic departments/divisions at community and junior colleges was developed through a synthesis of the primary and secondary data.

Definition of Terms

To clarify the terminology and meaning used in this study, the following definitions are offered:

1. Organizational Development--a value-based process of self-assessment and planned change, involving specific strategies and technology, aimed at improving the overall effectiveness of an organizational system. (Margulies & Raia, 1978, p. 24)

2. Interventions--sets of structured activities in which selected organizational units (target groups or individuals) engage with a task or a sequence of tasks . . . related directly or indirectly to organizational improvement. (French & Bell, 1978, p. 102)

3. Change agent--an individual who helps bring about organizational changes; . . . commonly referring to outside consultants [external change agents] who are brought in to carry out OD interventions. (Hodgetts & Altman, 1979, p. 402)

4. Junior colleges--A two-year college, usually privately owned, which prepares students for transfer to a four-year institution. This study will not differentiate between privately and publicly supported junior colleges.

5. Community college--a comprehensive institution designed to serve the most diverse populations of youths and adults in all education; encompasses six main functions--preparation for advanced study, career education, guidance, developmental education, general education, and community service. (Medsker & Tillery, 1971, p. 53)

6. Academic departments/divisions--an instructional unit of a two-year institution in either credit or noncredit curricular programs.

In addition, definitions will be developed in the appropriate context of specific areas of the study, such as the review of the literature section.

Significance of the Study

The importance of academic departments/divisions as administrative units of an educational institution has already been cited. In fact, such departments/divisions are the pivotal organizational units through which the major objectives (teaching and learning) of the institution are accomplished.

OD programs attempt to enhance and develop existing human resources within academic departments/divisions, specifically those of the chairperson and faculty. A consultant, usually called a change agent, enters into a collaborative, long-range relationship with departmental members to improve their abilities in the following areas:

1. Development of new procedures and strategies for planning.

2. Improvement of problem-solving abilities.

3. Attainment of greater cooperation and promotion of team-building.

4. Creation of a climate of openness and trust.

5. Promotion of improved methods of communications.

6. Training in administrative and management techniques, such as budgeting and financial planning, principles of leadership, principles of personnel relations, and evaluation procedures. (Bergquist & Phillips, 1975a)

Most chairpersons are promoted from teaching positions within their departments/divisions. It is a rare situation when a chairperson has received formal training in administration. Faculty members likewise usually lack administrative expertise (Gaff, 1973). It is ironic that departments/divisions which teach management and OD principles often fail to implement such principles in the governance of their own affairs.

The potential benefits of improving the organizational effectiveness of academic departments/divisions can scarcely be overstated. A review of the literature reveals the absence of a conceptual framework for a comprehensive OD program designed specifically to meet the needs of academic departments/divisions at community and junior colleges. The development of a conceptual framework in this study holds the promise of making significant contribution to knowledge concerning OD and of providing assistance to academic departments/divisions at two-year institutions in improving their administrative and organizational effectiveness.

Organization of the Dissertation

Chapter II contains a review of the literature emphasizing the conceptual foundations of OD.

Chapter III provides a review of the literature concerning the application of OD in higher education, with special emphasis on application within academic departments/divisions.

Chapter IV describes the research methods and procedures utilized in the study.

Chapter V presents an analysis of the data.

Chapter VI develops a conceptual framework for a comprehensive OD program for academic departments/divisions.

Chapter VII presents the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF ORGANIZATIONAL DEVELOPMENT LITERATURE: CONCEPTUAL FOUNDATIONS

Chapter I pointed out that most of the early applications of OD took place in industry. Boyer and Crockett (1973) explain that although the application of OD in industry is adequately documented in the professional literature, documentation of OD applications in higher education is inadequate.

The literature on OD programs and activities at community and junior colleges remains extremely limited, reflecting the more recent application of OD to two-year institutions. One reason for this situation may be that community and junior colleges place primary emphasis on activities related to teaching and less emphasis on publication compared to four-year colleges and universities.

The review of the literature in this chapter will attempt to develop the conceptual foundations of the field of OD. To this end, the major topics will include (1) evolution of organizational development; (2) definitions of organizational development; (3) essential elements of the process of organizational development; (4) the role of the change agent; (5) implementing organizational development programs; (6) ethical considerations; and (7) other criticisms, problems, and issues.

Evolution of Organizational Development

The field of OD evolved from early attempts by behavioral and social scientist in the 1940's to test their theories through applied research involving individuals.

Early History of OD

There is a general agreement (Huse, 1975; Boyer and Crockett, 1973; and French and Bell, 1973) that OD evolved from the early work by Kurt Lewin in two related areas of research, "laboratory training" and "survey research and feedback" (French & Bell, 1973, p. 21). Both of these areas stemmed from Lewin's previous work spanning a number of years whereby he attempted to develop a field theory of social psychology (Boyer & Crockett, 1973).

Laboratory training. In the summer of 1946, Lewin, together with Kenneth Benne, Leland Bradford, and Ronald Lippitt, conducted the first laboratory training session at State Teachers College in New Britain, Connecticut, sponsored by the Connecticut Interracial Commission and the Research Center for Group Dynamics. The success of the initial session fostered another session the following summer at Bethal, Maine. This three-week session was financed by the National Education Association and the Research Center for Group Dynamics (Huse, 1975).

French and Bell (1973) report that the specific type of applied research used during these sessions became known as "T-group training" or "sensitivity training" (p. 142). These T-group sessions developed into a formal research organization, the National Laboratory (now NTL

Institute for Applied Behavioral Science), at Bethal, Maine. The Carnegie Foundation financed subsequent programs in 1948 and 1949 (Huse, 1975).

The major focus of the early sensitivity-training laboratories was on education of the individual to enhance personal growth and to improve effectiveness in group participation and in leadership of a group. Boyer and Crockett (1973) state that training was "used to create personal awareness, openness to others, readiness for change, interpersonal competence, and skills for collaboration" (p. 341).

Huse (1975) cites five goals for laboratory training as follows:

> (1) the development of a spirit of inquiry and willingness to experiment with one's role in the organization and the world; (2) an increased awareness of other people, and "expanded interpersonal consciousness"; (3) improved authenticity in relationships with others, including a reduction in the need to play a role; (4) greater ability to collaborate with supervisors, peers, and subordinates rather than use authoritative approaches; and (5) greater ability to resolve conflict through developing alternatives and problem-solving techniques as opposed to manipulation, coercion, or compromising. (p. 251)

The following description by French and Bell (1973) captures the essence of a typical sensitivity-training laboratory:

> A T-group is an unstructured, agendaless group session for about ten to twelve members and a professional "trainer" who acts as a catalyst and facilitator for the group members as they strive to create a viable society for themselves. Actions, reactions, interactions, and the concomitant feelings accompanying all of these are data for the group. The group typically meets for three days up to two weeks. Conceptual material relating to interpersonal relations, individual personality theory, and group dynamics is a part of the program. But the main learning vehicle is the group experience. (p. 142)

During the early years, the participants in laboratory-training sessions were usually from different organizations; therefore early T-group sessions were called "stranger" laboratories (French & Bell, 1973). The association of participants in small groups created an artificial social organization which facilitated the development of new patterns of behavior. Individuals, however, found it difficult to apply these new behavior patterns upon return to their respective work environments.

Miles (1974) states that the solution to the problem was to work with groups of persons from the same work group (family groups), such as the top management of a corporation or any other related group of people from the same organization. Intergroup laboratories, which came into being during the late fifties, enabled laboratory techniques to be applied across departmental and hierarchical lines in complex organizations. Individual growth and change now had evolved into group growth and change.

About this time, training laboratories were also established at on-site locations at individual business corporations.

The internal change agent, functioning like the behavioral scientist in the laboratory, first appeared in industry about the same time. French and Bell (1973) report that John Paul Jones of Union Carbide, who worked in industrial relations, became an internal behavioral-science consultant to other managers.

> At Esso [now Exxon], the headquarters human relations research division began to view itself as an internal consulting group offering services to field managers rather than as a research group developing reports for top management. (French & Bell, 1978, p. 23)

Survey research and feedback. As cited earlier, Kurt Lewin was instrumental in the development of a second aspect of OD, survey research and feedback. This process initially involved administering attitude surveys and reporting a summary of the results to the laboratory participants. Such a process, according to Schein and Bennis (1967), represents a type of applied research called "action research," as distinct from "exploratory research" (p. 243).

Havelock (1973) offers an excellent definition, stating that survey research and feedback involve:

> a systematic collection of data from the members of an organization on such questions as job satisfaction, supervisory behavior, work motivation, etc. This data is summarized and fed back to administrators and their subordinates as a means of confronting real perceptions and performance. The process helps to unfreeze the organization by revealing real but heretofore unspoken conflicts and problems. The client system is then able to generate an accurate self-diagnosis and specific remedial actions, with consultive help from social scientist change agents. (p. 172)

Lewin had been conducting experiments using attitude surveys and feedback for a number of years at the Research Center for Group Dynamics at Massachusetts Institute of Technology. Members of the senior staff at M.I.T. included Marian Radke, Leon Festinger, Ronald Lippitt, Douglas McGregor, John R. P. French, Jr., Dorwin Cartwright, and Morton Deutsch (French & Bell, 1973). These individuals formed the nucleus of early practitioners of OD and subsequently became the leading researchers and authors in this new, emerging field.

After Lewin's death in 1947, the senior staff at the Center merged with the Survey Research Center at the University of Michigan to form the Institute of Social Research (Huse, 1975).

Contemporary Developments in OD

During the late fifties there was a continued attempt to integrate the need for personal growth on the part of the individual with the task demands of that person's primary work group. One method used to enhance such growth was to involve the entire work group in team building exercises.

Team building. Team building exercises have become one of the most frequently used intervention techniques in all types of organizations. McGill (1978) provides the following definition of team building:

> a process of diagnosing and improving the effectiveness of a work group with particular attention to work procedures and interpersonal relationships within it, especially the role of the leader in relation to other group members. (p. 78)

Team members may be members of a specific work group, such as a department or division (family teams) or all those on the same level but from different functional areas, such as the heads of various departments or divisions (cousin teams). There are also "project" and "start-up teams" (McGill, 1978, p. 78).

Some team-building programs stress the improvement of work, setting priorities, and problem-solving techniques. Other team-building programs emphasize understanding group dynamics and the relationship of group members. In addition, the associated concerns of "conflict resolution" and "third-party peacemaking" (French, Bell, & Zawacki, 1978) are frequently an element of team building programs.

During the sixties, "the first 'team building laboratories' involving development with formal work groups were initiated by industrial concerns at TRW Systems [TRW, Inc.] and a research division of Esso [now Exxon]" (Boyer & Crokett, 1973, pp. 341,342).

Comprehensive OD approaches. During the late fifties and early sixties, one of the first comprehensive OD programs, the "Managerial Grid", emerged. The grid approach to OD developed out of the human relations research conducted by Robert Blake and Jane Mouton (1964) at the University of Texas.

This approach attempts to develop the entire organization by fostering planned change. Leaders at all levels throughout the organization are taught to optimize their concern for those they supervise (concern for people) concurrently with their concern for productivity (task accomplishment).

Specifically, the grid approach consists of six sequential phases of development as summarized below:

Phase I. The managerial grid is used as a theoretical framework for understanding the behavioral dynamics of the corporation's culture.

Phase II. In settings of actual work, organization teamwork is examined and tested against the grid model for the perfection of problem-solving methods.

Phase III. Interaction between organized units of the company is considered at points where cooperation and coordination are vital to success.

Phase IV. The top management team studies the properties of an ideal strategic corporate model necessary to bring corporate profitability logic to a maximum thrust condition across all teams in the organization.

Phase V. Implements the conversion of the corporation team from what it has been to what it will become under the ideal strategic corporate model.

Phase VI. Measures changes in conditions from pre-Phase I to Post-Phase V. (McGill, 1977, pp. 95-96)

The strategy takes three to five years for successful completion of the six phases.

Another comprehensive approach which is designed to foster change in the entire organization is Gordon Lippitt's (1960) "IORP" (Implementing the Organization Renewal Process). The IORP program consists of twelve "organizational renewal processes" designed to improve organizational effectiveness. Of the two comprehensive programs, the grid approach has experienced a much wider popularity.

This application of OD to the total organization was indicative of a shift in emphasis that began during the late sixties "toward a systems perspective: socio-technical systems analysis, open systems planning, and social systems redesign" (Boyer & Crockett, 1973, p. 342).

Socio-technical systems approach. As an OD strategy, the socio-technical systems approach is relatively new. The initial OD research on organization as socio-technical systems concerned the studies and consulting work done by the Tavistock Institute in England (French, Bell, & Zawacki, 1978). In the United States, consultants based at the University of California, Los Angeles, have been the most active proponents of this approach to OD (McGill, 1977).

The socio-technical systems approach attempts to achieve the optimum balance between the "two interlocking dimensions of any production system--the technical system and its accompanying social system" (McGill, 1977, p. 101). Both technical and social dimensions place limits on the efficiency and effectiveness of an organization. A summary of the three primary conditions thought to contribute most toward organizational performance are:

1. workers should experience a sense of completion by finishing a meaningful unit of work;

2. workers must hold some control over their work;

3. workers must have satisfactory relationships with others performing related tasks (McGill, 1977).

It is apparent that the socio-technical systems approach has the greatest application to industrial concerns, particularly in the area of production efficiency and effectiveness.

One major feature of this approach to OD is the emphasis placed on participation of workers in decision making concerning work rules, quality and performance standards, etc. Thorsud (1978) reports that participation of workers in Norwegian firms has reached a point where workers enjoy representation on their employers' boards of directors. The requirement of shared responsibility highlights a limitation to the application of the socio-technical systems approach: supervisors must be willing to share power and authority with workers and workers must be willing to assume added responsibility and self-direction.

Experimentation with "job enrichment" activities is usually also associated with the socio-technical systems approach. Attempts to enrich jobs are normally accomplished by either expanding the number of tasks performed (horizontal enrichment) or by increasing the worker's self direction and control (vertical enrichment) over the task performed (Gray & Starke, 1977).

Several alternative approaches or strategies for planned change have been discussed in the context of the historical development and evolution of OD. The approaches discussed to this point also represent those used most frequently by OD practitioners. Two other popular

approaches to OD, transactional analysis and process consultation will be examined in a later section which presents a classification system of intervention strategies.

Publications and Academic Programs

The first textbooks with the term "organizational development" in their titles appeared in the 1969 Addison-Wesley Series. By 1976, according to Pate, there appeared nine volumes in the series, including "Beckard (1969), Bennis (1969), Blake and Mouton (1969), Galbraith (1973), Lawrence and Lorsch (1969), Roeber (1973), Schein (1969), Steele (1973), and Walton (1969)" (p. 243). As of 1978, Margulies and Raia report approximately fifty books on the topic of OD.

The development of academic programs of study at major universities attests to the evolution of OD into an established field of study. Today a great number of colleges and universities, including Harvard, Massachusetts Institute of Technology, the University of California, Los Angeles, and Yale, offer both undergraduate and graduate courses in OD.

Herbert Shepard established the first doctoral program devoted to the training of OD practitioners in 1960 at Case Institute of Technology (now Western Reserve University, Cleveland, Ohio) (French & Bell, 1973).

Professional Associations in OD

Currently, there are a number of professional organizations which have formed a separate division dealing exclusively with OD. These include:

1. Organizational Development Division, American Society of Training Directors.

2. Division of Organization Development, Academy of Management.

3. The Industrial & Organizational Psychology Division, American Psychological Association.

4. Organization Development Division, International Association of Applied Social Scientists.

5. OD Network, NTL Institute for Applied Behavioral Sciences (Pate, 1976).

6. Organizational Development Commission, National Council for Staff, Program, and Organizational Development (NCSPOD, 1979).

To summarize, OD evolved out of the work of Kurt Lewin and his associates during the 1940's. The emphasis of these social scientists was on applied research as distinct from exploratory research. Since the earliest laboratory sessions, the focus of change has moved from the individual to the group, then to the intergroup, and finally to the systems level or the entire organization. During the last decade, the field of OD has approached maturity as evidenced by the development of professional associations, general theories, and publication of research findings (Boyer and Crockett, 1973).

Definitions of Organizational Development

Some individuals have a misconception concerning the true nature of OD. For example, many equate OD strictly with sensitivity training. As will be seen, the actual scope of OD is much broader. Others take too broad a view and include in OD any program, process, or activity contributing to improvement in an organization. The relative newness of this emerging field, coupled with the continuous development of new intervention strategies, accentuates the misconception.

As a result, there exists no single definition that will satisfy all OD practitioners and theorists.

Partin (1973) identifies two schools of thought concerning OD. The "Program-Procedure" school views OD in the broader context as "anything that develops the organization" (p. 2), including such activities as training programs conducted by the personnel department of a company. The other school, the "Systems-Process" school, is consistent with the conceptualization of the term embodied in the definitions that follow as well as with the meaning attributed to the term throughout this study.

One of the most comprehensive definitions that first appeared in a text by French and Bell (1973) and remains unchanged in its second edition (1978) is:

> Organization[al] development is a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organization culture--with special emphasis on the culture of formal work teams--with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research. (1973, p. 15; 1978, p. 14)

Margulies and Raia (1978) believe this definition is confusing because it contains ambivalent terms, such as "renewal" and "collaborative management" (p. 23). They also cite as confusing the attempt to integrate the "technology" and "characteristics" of OD with its "objectives" (p. 24) in a single definition.

Beckhard's (1969) definition is widely accepted:

> Organization development is an effort (1) planned, (2) organizationwide, and (3) managed from the top to (4) increase organization effectiveness and health through (5) planned interventions in the organization's 'processes,' using behavioral science knowledge. (p. 9)

This same definition is repeated in a later text (Beckhard & Harris, 1977). Some writers (Huse, 1975; Margulies and Raia, 1978) take issue with Beckhard's contention that OD must always be managed from the top. They believe that support by top management is not always essential to the success of an OD intervention strategy. Beckhard's definition is also ambivalent in that it emphasizes intervention into the organization's "processes" but does not distinguish among specific types of processes, including the organization's culture, structure, and technology.

Bennis (1969) stresses the response an organization must make to a changing environment and the need to educate organizational members as a prerequisite to change:

> Organization development (OD) is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself. (p. 2)

Bennis also appears to be primarily concerned with preparing the organization for adapting to new technologies. Other writers (Huse, 1975; Margulies and Raia, 1978) take more of a systems perspective, attempting to directly change the technology of an organization concurrently with interventions in the culture and structure.

Common Elements of Definitions

The three definitions presented above have a number of common elements. In all three the focus of change is the climate and culture of the organization as distinct from organizational members as individuals. Pfeiffer and Jones (1976) likewise stress "the organization's effectiveness, its capacity to solve problems, its capacity

to adapt, its capacity to do an effective job in creating a high quality of life for its employees" (p. 226).

Planning for orderly change and the ability of the organization, as a distinct entity, to renew itself are cited by several writers. Lippitt (1969) emphasizes the need for organizational renewal in terms similar to that of Pfeiffer and Jones as "the process of initiating, creating, and confronting needed changes . . . to become or remain viable, to adapt to new conditions, to solve problems" (p. 1). Argyris (1971b) also emphasizes organizational renewal in his description of the purpose of OD, stating "at the heart of organizational development is the concern for vitalizing, energizing, actualizing activities, and renewing of organizations" (p. ix).

A recent definition by Margulies and Raia (1978) perhaps best answers some of the limitations expressed concerning the definitions already presented. OD is "a value-based process of self-assessment and planned change, involving specific strategies and technology, aimed at improving the overall effectiveness of an organizational system" (p. 24). This definition is concise yet comprehensive enough to accommodate the evolving nature of the state of the art in OD. In addition, some of the restrictions embodied in the other definitions are eliminated. In particular, there is no restriction to the exclusive use of educational strategies as a vehicle for change or the behavioral scientist as the only viable type of change agent.

A closer examination reveals one of the major difficulties of formulating a workable definition of OD. OD is, in reality, a process of planned change designed to improve the functioning of an organization.

The process provides the vehicle enabling an organization to move from its present condition to some desired status. A change agent and the client organization collaborate to formulate a specific intervention strategy to bring about the desired change. There are literally dozens of intervention strategies from which an OD program can be structured. A typology of intervention strategies together with their most typical applications will be presented later in this chapter.

Each OD program and activities within the program are uniquely selected to solve a specifically felt need in that particular organization or subunit of the organization. In other words, it is difficult to define a process whose exact configuration depends upon the situational needs and unique environment of any specific organizational unit.

Clearly then, a definition of OD is inadequate if a comprehensive understanding of the process of OD is desired. What is needed is a clearer understanding of the process of OD.

Essential Elements of the Process of Organizational Development

There are a number of essential elements in the process of OD.

Interdisciplinary Basis of Organizational Development

All fields of study have a body of knowledge that serves as their theoretical foundation. The process of OD is based on an interdisciplinary body of knowledge, encompassing primarily the behavioral sciences but also drawing upon the management sciences.

Lippitt (1969) believes that practitioners of organizational change should ideally possess knowledge in each of the following behavioral and management sciences:

PSYCHIATRY. An understanding of individual dynamics, derivations, and the limits of training for the "average" and "normal."

GENERAL PSYCHOLOGY. An understanding of personality growth and development.

SOCIAL PSYCHOLOGY. An understanding of interpersonal relationships, leadership, group behavior, and change.

EDUCATIONAL PSYCHOLOGY. An understanding of learning research, method, and theory.

BUSINESS AND PUBLIC ADMINISTRATION. An understanding of the dynamics of organizations, systems, concepts, and the importance of policy formulation.

POLITICAL SCIENCE. An analysis of social systems, use of power, and conflict resolution.

SOCIOLOGY. An understanding of the forces in social systems and the role of an organization in the larger community.

ANTHROPOLOGY. An understanding of the function of a culture and the place of organizations as sub-cultures. (pp. 288-289)

Normative Value System

Despite the interdisciplinary nature of OD, there still exists a social philosophy of assumptions, concepts, and values that form a normative value system for the field. Most OD practitioners hold a humanistic perception concerning the nature of persons which evolved from the human relations movement.

The role of the human relations movement. The human relations movement had its origin in the late twenties and early thirties in a series of studies carried out by Elton Mayo and his associates at the Hawthorne Plant of the Western Electric Company. One experiment conducted in a plant operated in the scientific management tradition

was designed to determine the relationship between the intensity of illumination and the efficiency of workers as measured by their output.

The research, however, also focused attention on another area, the social and psychological aspects of work groups. The researchers were surprised to find that productivity of workers increased even when the illumination was decreased. The workers, reacting to the attention of the researchers as well as to the cohesiveness and other dynamics of their special experimental groups, increased productivity under all conditions (Kast & Rosenzweig, 1974).

Human relations became an important subject of academic study and was added to the subject matter in managerial training programs by industry. At numerous universities, social scientists continued to research and add important contributions to the literature (Margulies and Raia, 1978).

Of particular importance was A. H. Maslow's (1954) theory of a hierarchy of needs. Maslow hypothesized that individuals were motivated to satisfy five primary needs. In ascending order, starting with the most basic, they are physiological, safety, social, esteem, and self-actualization (Maslow, 1954).

Maslow's concept of the state of self-actualization toward which persons attempt to move and achieve became very popular both within the academic community and with industrial managers. Managers were pleased to have a simple and understandable model to explain the motivation of workers. Some organizations attempted to create a work environment providing self-actualizing opportunities for organizational members (Margulies & Raia, 1978).

Gradually a normative value system developed and was well articulated by "its seminal thinkers, including Chris Argyris (1962), Rennis Likert (1967), Douglas McGregor (1960, 1967), and Warren G. Bennis (1969)" (Gaff, 1975, pp. 77-78).

Building on the work of Maslow, the contrasting views of the nature of people embodied in McGregor's "Theory X" and "Theory Y" have become classical cornerstones of the OD literature. Meyers (1970) cites a summary of these contrasting views summarized by John Paul Jones as follows:

	Theory X	Theory Y
	People by nature:	People by nature:
1.	Lack integrity.	Have integrity.
2.	Are fundamentally lazy and desire to work as little as possible.	Work hard toward objectives to which they are committed.
3.	Avoid responsibility.	Assume responsibility within these commitments.
4.	Are not interested in achievement.	Desire to achieve.
5.	Are incapable of directing their own behavior.	Are capable of directing their own behavior.
6.	Are indifferent to organizational needs.	Want their organization to succeed.
7.	Prefer to be directed by others.	Are not passive and submissive.
8.	Avoid making decisions whenever possible.	Will make decisions within their commitments.
9.	Are not very bright.	Are not stupid. (p. 29)

The normative value system embraced by most OD practitioners results in their support of Theory Y rather than Theory X assumptions.

In reality, every OD practitioner formulates a personal system of values so that no single codified statement of values would be endorsed by everyone in the field. A list developed by Beckhard, as reported by Partin (1973), probably best serves as an explicit statement of human values:

1. Man is and should be more independent/autonomous.

2. Man has and should have choices in his work and in his leisure.

3. Security needs should be met. Man should be striving to meet higher order needs for self worth and for realizing his own potential.

4. If man's individual needs are in conflict with organization requirements, the man then perhaps should choose to meet his own needs rather than submerge them in the organization requirements.

5. The organization should so organize work that tasks are meaningful and stimulating, and thus provide intrinsic rewards plus adequate extrinsic (money) rewards.

6. The power previously vested in bosses is and should be reduced. With choices in work and leisure, managers should manage by influence (appropriate behavior), rather than through force or the giving or withholding of financial rewards. (p. 13)

The normative value system also influences the ultimate goal toward which the OD process is expected to move the culture and climate of an organization. Thus, those practicing OD speak of a Theory Y organization or a "Systems IV" organization (Likert, 1961; 1967). According to Miles (1974), characteristics of both these organizational conceptualizations are similar--widespread employee participation in goal setting and decision-making, self-direction, and monitoring based on collaboratively

defined goals and attempts to resolve conflicts. All such activities should be set in an environment conducive to enhancing personal growth and fulfilling the needs of all organizational members.

The normative value system also largely determines the leadership style chosen by supervisors. This leadership style is usually consistent with the organizational climate which prevails within the total organizational hierarchy.

Organizational Climate and Leadership

The term organizational climate takes on a specific meaning in the OD literature. Bennis (1969) defines the term as "a set of values or attitudes which affect the way people relate to one another, such as 'openness,' authority patterns, social relationships, etc." (p. 80). Measurement instruments have been developed by Likert (1961; 1967) and Argyris (1971) to identify the type of climate present in an organization.

The normative goals underlying most intervention strategies attempt to change the organizational climate from one characterized by a "mechanistic system" toward one characterized by an "organic system." French and Bell (1973) state that Burns and Stokes view mechanistic and organic types of organizations as being on opposite ends of a continuum rather than viewing the two types as a dichotomy. Any organization can be placed at some point along the continuum.

Bennis (1969) provides a concise summary of the contrast between these two organizational types:

Mechanical Systems	Organic Systems
Exclusive individual emphasis	Relationships between and within groups emphasized

Mechanical Systems	Organic Systems
Authority-obedience relationships	Mutual confidence and trust
Delegated and divided responsibility rigidly adhered to	Interdependence and shared responsibility
Strict division of labor and hierarchical supervision	Multigroup membership and responsibility
Centralized decision-making	Wide sharing of responsibility and control
Conflict resolution through suppression, arbitration and/or warfare	Conflict resolution through bargaining or problem-solving. (p. 15)

Neither a primarily organic nor a primarily mechanistic form of organization would be optimal under all circumstances. Most OD practitioners realize that a contingency approach is the best course to follow. The collaborative method of selecting specific intervention strategies is consistent with such a contingency approach. French and Bell (1973) refer to this point when they state "the thrust of OD activities is to be responsive to the data--not to impose an organic system. In the process, however, the organization is likely to become more organic" (p. 191).

The type of leadership style prevalent in an organization will normally be consistent with the existing organizational climate. Those in leadership roles who hold Theory X assumptions concerning the nature of workers will tend to supervise more closely and will be more directive, impersonal, and task oriented. By contrast, leaders who adhere to Theory Y assumptions will supervise less closely, show more concern for individual workers, and be more inclined to share

decision making responsibilities with subordinates. (McGregor, 1960) Thus we see that Theory X is more consistent with a mechanistic system and Theory Y more consistent with an organic system, each reflecting contrasting organizational climates.

No attempt is made in this section to present a comprehensive treatise on the topic of leadership. To do so would go beyond the scope and intent of this investigation; however, a few comments concerning the role of participation as a leadership style in the context of OD appear necessary.

The participative leadership style. The underlying social philosophy of most change agents leads them to show a preference for participatory approaches to problem solving. The very nature of the OD process calls for tapping human resources within organization.

A Systems Concept of an Organization

OD theorists hold a systems perspective concerning the nature of organization. This perspective evolved from general systems theory and is believed to have universal application to all types of organizations. As will be seen, viewing organizations as systems has meaningful implications for change agents as they choose an appropriate intervention strategy as well as the specific entry point for that strategy.

Systems are normally classified as being either open or closed. Closed systems must depend only on their internal resources for sustained performance and therefore have a tendency to move toward a "state of entropy" (a state of increasing disorder and randomness).

Open systems, on the other hand, can renew themselves because they draw upon new resources (inputs) from their external environments. These inputs are processed and transformed into useful products or services (outputs) (Kast & Rosenzweig, 1974). One of the objectives of OD programs is to increase the capacity or optimize this transformation phase.

Although a systems concept of an organization has particular relevance to the social sciences, it was first applied to the physical sciences. Chin refers to this point when he states:

> Psychologists, sociologists, anthropologists, economists, and political scientists have been "discovering" and using the system model. In so doing, they find intimations of an exhilarating "unity" of science, because the system models used by biological and physical scientists seem to be exactly similar. Thus, the system model is regarded by some system theorists as universally applicable to physical and social events, and to human relationships in small or large units. (Kast and Rosenzqeig, 1974, p. 106)

In 1956 Boulding classified all systems known to exist into a hierarchy of nine levels of ascending complexity. He identified the eighth level as consisting of the "social system" or systems of "human organization." The ninth level involves the "transcendental systems."

Huse (1975) cites a definition of a system as "a series of interrelated and interdependent parts, such that the interaction or interplay of any of the subsystems (parts) affects the whole" (p. 32). In the context of systems theory, the social organization is conceived as a series of subsystems that are interrelated and interdependent so that changes in one subsystem cause changes in all other subsystems.

Katz and Kahn (1978) identify six subsystems, including the technical, maintenance, supportive, institutional, adaptive, and managerial. An adaptation of the subsystems and their component elements, as conceived by French and Bell (1973, Chapter 7), are presented below as illustrative of an organizational theory based on a systems concept:

1. The goal subsystem consists of one or more (usually several) superordinate objectives or goals or mission statements, plus the subgoals of units and programs.

2. The technological subsystem consists of tools, machines, procedures, methods, and technical knowledge.

3. The task subsystem consists of the subdivision of the total work to be performed into those tasks and subtasks required to produce a product or service.

4. The structural subsystem is usually largely shaped by the technological subsystem and includes groupings of related tasks into work groups, departments, and divisions, etc.

5. The human-social subsystem consists of four aspects including a formal and informal subsystem, the skills and abilities of organizational members, and the philosophy and style of leadership.

6. The external interface subsystem consists of "data sensing" and gathering (marketing research); "resource procurement" (recruitment and selection, and purchasing); "output placement or exchanges of outputs for resources" (advertising and public relations); and responses to external demands (pollution control).

The entry point in organizations for most early OD interventions was in the human-social subsystem, working primarily with individuals and groups. Many OD theorists at that time held to the viewpoint currently held by Leavitt (1978) that changing behavior is a necessary precondition to changing task, structure, or technical subsystems.

During the last decade, more and more OD practitioners have developed a system-wide perspective with many intervention strategies directed at the total organization rather than at one of its subsystems. The fact remains that a change in any single subsystem may, of itself, cause changes in all other subsystems, thereby changing the entire organization in ways both intended and unintended (Gibson et al, 1979). More will be said concerning change strategies designed for the total organization in the section which presents a typology of intervention strategies.

As indicated earlier, a systems concept of an organization is interrelated with the process of change. The following section deals with the topics of change and planned change.

Change and Planned Change

Before discussing the topic of planned change as used in the context of OD, some comments on the general theory of social change seem appropriate. Discussion will be limited to theories of social and organizational change as distinct from theories of change relevant to other areas, such as technical theories of change.

Margulies and Raia (1978) believe that although there are numerous theories of social change, a "relevant and adequate" (p. 30) theory has not yet been developed. Huse (1975) reports a statement by Bennis that supports this viewpoint. "Such a theory does not now exist, and this probably explains why change agents appear to write like 'theoretical orphans' and, more importantly, why so many change programs based on theories of social change have been inadequate" (p. 92).

The record is much better in the applied area of social sciences in understanding the nature and development of the process of planned change. Lippitt, Watson, and Westly (1958) are generally recognized for initial development of a comprehensive process of planned change, building on Lewin's (1951) theories of social change. They make a distinction between unplanned change (described as "spontaneous" or "developmental," "fortuitous" or "accidental") and planned change. Planned change is purposeful in that it originates with a decision by an organization to improve itself by seeking the help of an outside change agent.

The work of Chin and Benne (see Bennis, Benne, & Chin, 1969) is also important in providing a classification system for all planned change strategies into three categories. The first category, "Rational-Empirical," assumes that as rational beings, persons will follow their own self-interest if given the rationale behind a specific change. The second category, "Normative-Reeducative," relies on the sociocultural norms and on the attitudes and value systems of individuals and groups. The hypothesis is that changes in attitudes and value systems will lead to changes in individual and group behavior. The third category, "Power-Coercive," relies on the application of power and authority to induce change (pp. 32-59).

The humanistic bent of most OD practitioners causes them to prefer a normative-reeducative approach to change over the rational-empirical approach and to reject outright the power-coercive approach. The remaining discussion of planned change refers to the normative-reeducative orientation. Such an orientation is consistent with the

fact that the entire process of OD is, in the words of French and Bell (1978), "a normative-reeducative strategy of changing" (p. 74).

Margulies and Raia (1978) feel that a reasonable consensus among social scientists exists as to the nature of planned change and offer the following definition:

> 1. Planned change involves a deliberate, purposeful, and explicit decision to engage in a program of problem solving and improvement. The critical words in this dimension are "deliberate" and "purposeful." Planned change is change which is intended.
>
> 2. Planned change reflects a process of change which can apply to a variety of human client systems. The notion of planned change can be used to implement change whether the client system is an individual, a group, an organization, or a community.
>
> 3. Planned change almost always involves external professional guidance. This dimension needs a bit more explanation. Planned change generally involves the intervention of someone who has professional skills in the particular technologies used to direct and implement the change. That change agent can be completely external to the system or, in fact, may be in some way related to the client system if that client system is a group, a community, or an organization. It is less critical, however, that such a change agent have some level of skill in the implementation of a change technology.
>
> 4. Planned change generally involves a strategy of collaboration and power sharing between the change agent(s) and the client system.
>
> 5. Planned change seeks utilization of valid knowledge of data to be used in the implementation of change. Planned change, then, is an extension of the scientific method. It is the conscious application of knowledge as an instrument or tool for examining and modifying existing practices, or simply in the solution of social problems. (p. 47)

The concept of planned change within an organization was heavily influenced by Lewin (1951), who viewed the process of planned change as consisting of three steps. The first step involves "unfreezing"

the present situation, especially the attitudes, beliefs and value systems of those in the organization. The second step involves procedures for moving to new "behavior" or "patterns" or "levels." The third step involves "refreezing" the organization at the new desired level.

Lippit et al. (1958) expanded Lewin's three steps into a seven-step process as summarized below:

1. The development of a need for change.
2. The establishment of the change relationship.
3. Diagnosis of the client system's problem(s).
4. Expanding alternative and goals of action.
5. Action implementation.
6. Generalization and stabilization of change.
7. Terminating the change agent's relationship and evaluation.

Huse (1975) explains that this seven-step model for change is based on two major principles. First, all information generated must be freely and openly shared between the change agent and the client. Second, the information is useful only when it can be directly and immediately translated into action.

Beckhard and Harris (1977) have developed detailed plans to manage changes in an organization during the transition from the existing condition to the desired status. Their comments point out the interrelationship between the subsystems of organizations and the process of complex change:

> At the basis of this latter perspective is the view of an organization as a complex set of interdependent subsystems--people, structures, technology, tasks--

> which are embedded in a dynamic environment and recognition of the need for developing and maintaining compatibility among these subsystems. The emphasis on systemwide technologies and the concept of the "transition state" represent the kinds of shifts in thinking about the process of change in complex systems which has been occurring in the recent years. (p. 6)

Action Research

Action research is an alternative strategy for change that is used in many different intervention strategies. The action-research process has a number of common elements with the process of planned change and is also very similar to the scientific methodology used in most research investigations.

Once again, Kurt Lewin (1951) was one of the first social scientists to use the action-research process in his experiments. He conceived the process as consisting of five elements: analysis, information gathering, action planning, action, and evaluation. The process was then repeated as many times as required.

The five-step process contains, in reality, only three basic stages: data collection, feedback of the data to organizational participants, and action planning based on the data (French & Bell, 1978). Over the years, the process has been refined so that today the action-research process, like the process for planned change, consists of seven steps:

1. Problem identification.
2. Consultation with behavioral consultant.
3. Data gathering and preliminary diagnosis by the consultant.
4. Feedback to key client or group.

5. Joint diagnosis of problems and action planning.

6. Action implementation.

7. Data gathering after action. (Huse, 1975, pp. 104-107)

The specific type of action research normally used in OD employs a participative approach. Such an approach relies on the development of a collaborative relationship between the consultant and the client in which the client actively participates in analysis of the problem, formulation of hypotheses, designing and executing research, and in planning and coordinating change strategies (Margulies & Raia, 1978).

Two of the similarities shared by planned change and action research are that both utilize the application of behavioral science knowledge in working with groups and both recognize that any specific intervention strategy may affect the total organizational system. Distinctions between these two processes of change are that the planned-change process often uses a preplanned change strategy, such as management-by-objectives or the managerial grid whereas the action research develops a unique change strategy out of the collaborative analysis of the data and diagnosis of the problem. Further, planned change does not always include evaluation of the results while evaluation is an integral part (step seven--data gathering) of action research. Taking action based on such data represents the feedback loop that enables an organization to repeat the cycle as many times as required (Huse, 1975).

According to Margulies and Raia (1978), action research can be thought as an intervention strategy by itself. In this context, the seven-step process represents a "holistic" model sufficient for managing

changes in an organization without the assistance of other interventions. On the other hand, additional interventions can be, and frequently are, used in conjunction with action research. In such situations, we can relate the use of action research in conjunction with other intervention strategies to the three conceptual elements of the action-research process cited earlier. Action research provides the data collection phase upon which the choice of a specific intervention program (the action planning phase) is based, and then action research provides the feedback of the data to the organization (Margulies & Raia, 1978).

The Intervention Process and Strategy

The term intervention has several different connotations as used in OD. According to French and Bell (1978), an intervention can be a single task, a sequence or series of related tasks, or a comprehensive plan to integrate the improvement activities that an organization might undertake over a number of years. In the latter context, the plan would be referred to as the intervention strategy of the OD program. As explained earlier, interventions are frequently used in conjunction with the process of planned change. In a broader sense, interventions represent the action implementation phase of the overall OD process.

Perhaps a definition will help to clarify the nature of interventions. "OD interventions are sets of structured activities in which selected organizational units . . . engage with a task or sequence of tasks where the task groups are related directly or indirectly to organizational improvement" (French & Bell, 1973).

The term "intervention strategy" is synonymous with OD approaches that were discussed in the section dealing with the historical evolution

of OD. To review, those approaches include laboratory training, survey research and feedback, team building, the managerial grid, implementing the organization renewal process, and the socio-technical systems approach.

A typology of intervention strategies. There are several typologies of OD interventions. One of the most popular methods of viewing interventions (French and Bell, 1978; Hodgetts and Altman, 1970; Margulies and Raia, 1978) is to classify them on the basis of the intended client, such as individuals, groups, intergroup relations, or the total organization. An adaptation of a listing of the most frequently utilized interventions in relation to the intended client (French and Bell, 1978, Chapter 9) would include:

Interventions designed to improve the effectiveness of individuals:

1. Life- and career-planning activities.
2. Role analysis technique.
3. Coaching and counseling.
4. T-group (sensitivity training).
5. Education and training to increase skills, knowledge in the areas of technical task needs, relationship skills, process skills, decision making, problem solving, planning, goal-setting skills.
6. Grid OD phase 1.
7. Some forms of job enrichment.
8. Gestalt OD.
9. Transactional analysis.

Interventions designed to improve the effectiveness of "dyads and triads":

1. Process consultation.

2. Third-party peacemaking.

3. Grid OD phases 1, 2.

4. Gestalt OD.

5. Transactional analysis.

Interventions designed to improve the effectiveness of team and groups:

1. Team building--Task directed
   --Process directed.

2. Family T-group.

3. Survey feedback.

4. Process consultation.

5. Role analysis technique.

6. "Start-up" team-building activities.

7. Education in decision making, problem solving, planning, goal setting in group settings.

8. Some forms of job enrichment and MBO.

9. Sociotechnical systems.

Interventions designed to improve intergroup relations:

1. Intergroup activities--Process directed
   --Task directed.

2. Organizational mirroring (three or more groups)
   Structural interventions.

3. Process consultation.

4. Third-party peacemaking at group level.

5. Grid OD phase 3.

6. Survey feedback.

Interventions designed to improve the effectiveness of the total organization:

1. Technostructural activities such as collateral organizations.
2. Confrontation meetings.
3. Strategic planning activities.
4. Grid OD phases 4, 5, 6.
5. Survey feedback.
6. Interventions based on Lawrence and Lorsch's contingency theory.
7. Interventions based on Likert's Systems 1-4.
8. Physical settings.

As can be seen, some interventions have applications in several different client groups.

Another typology is based on the depth of the intervention strategy (Lawrence and Lorsch, 1969), meaning the "degree to which the intervention strategy is directed toward valueladen, emotionally charged involvement of the individual" (Huse, 1975, p. 78). Sensitivity training and confrontation exercises would be two examples of emotionally charged interventions. French and Bell (1978) also use a classification system of interventions that make a distinction between interventions directed toward the tasks rather than the processes of an organization.

The following represents excerpts from one of the most helpful classifications of interventions developed by French and Bell (1978) based on the related procedure and process rather than the intended client:

Diagnostic Activities: fact-finding activities designed to ascertain the state of the system, the status of a

problem, the "way things are." Available methods . . . [include] traditional data collection methods of interviews, questionnaires, surveys, and meetings.

Team-building Activities: activities designed to enhance the effective operation of system teams. They may relate to task issues, such as the way things are done, the needed skills to accomplish tasks, the resource allocations necessary for task accomplishment; or they may relate to the nature and quality of the relationships between the team members or between members and the leader.

Intergroup Activities: activities designed to improve effectiveness of interdependent groups. They focus on joint activities and the output of the groups considered as a single system rather than as two subsystems.

Survey-Feedback Activities: These activities center around actively working the data produced by a survey and designing action plans based on the survey data.

Education and Training Activities: designed to improve skills, abilities, and knowledge of individuals . . . . For example, the individual can be educated in isolation from his work group (say, in a T-group comprised of strangers), or he can be educated in relation to his work group (say, when a work team learns how better to manage interpersonal conflict.

Technostructural Activities: activities designed to improve the effectiveness of the technical or structural inputs and constraints affecting individuals or groups. The activities may take the form of . . . experimenting with new organization structures . . . [and] devising new ways to bring technical resources to bear on problems.

Process Consultation Activities: activities on the part of the consultant "which help the client to perceive, understand, and act upon process events which occur in the client's environment."

Grid Organization Development Activities: activities . . . which comprise a six-phase change model involving the total organization . . . . The model starts with upgrading individual managers' skills and leadership abilities, moves to team-improvement activities, then to intergroup relations activities.

> Third-Party Peacemaking Activities: activities conducted by a skilled consultant (the third party), which are designed to "help two members or an organization manage their interpersonal conflict."
>
> Coaching and Counseling Activities: activities that entail the consultant or other organization members working with individuals to help them (1) define learning goals; (2) learn how others see their behavior; (3) learn new modes of behavior to see if these help them to achieve their goals better.
>
> Life- and Career-Planning Activities: activities that enable individuals to focus on their life and career objectives and how they might go about achieving them.
>
> Planning and Goal-Setting Activities: activities that include theory and experience in planning and goal setting, utilizing problem-solving models planning paradigms, ideal organization vs. real organization "discrepancy" models, and the like. (pp. 107-109)

There are literally dozens of separate interventions. Margulies and Raia (1978) state that the "interventional technology . . . is limited only by our ability to make changes in the application of existing techniques and by our ability to create new ones" (p. 143). It is not the intent of this presentation to describe each intervention process mentioned but rather to indicate the typical application or change desired on the part of the client group. Those who desire more information concerning the activities or process aspects of a specific intervention are encouraged to consult the basic texts on OD listed in the bibliography.

Knowledge of specific interventions and integrated intervention strategies is the domain of OD practitioners called change agents. The change agent is said to intervene into the organization's operations through the application of a strategy of change.

The Role of the Change Agent

Change agents are variously called consultants, OD practitioners, or OD consultants. Lippitt (1969) uses the term "renewal stimulator," consistent with the title of his book, Organizational Renewal. Argyris (1970) prefers the term "interventionist" used in conjunction with his text, Intervention Theory and Method. The term "process consultant" is associated with Schein's (1969) Process Consultation: Its Role in Organization Development. Regardless of which term is used, all perform the same function as consultants, facilitators, or stimulators of planned-change strategies within an organization.

The Client/Change Agent Relationship

OD practitioners take differing views of their role in relation to client organizations. More specifically, they disagree concerning the degree to which they should play the role of the expert as opposed to serving in a more collaborative manner in diagnosing problems, formulating action plans, and choosing intervention strategies.

Margulies and Raia (1978) have identified five distinct approaches or models of consulting, including the "medical," "doctor-patient," "engineering," "clinical," and "process" models (pp. 107-111). The first three models take the traditional view of the consultant's role as that of an expert, where the diagnosis and prescription are provided by the consultant and any action is the responsibility of the client. The clinical and process models stress the collaborative nature of the consultation process. Schein (1969) for instance, views a consultation mode as any intervention strategy or style in which the client is

assisted in developing insights into human processes of an organization and in developing skills in diagnosing problems and managing change strategies in the organization.

OD practitioners who adhere to the clinical and process models of consulting view the organization as possessing the capability of assisting in the solution of problems. A listing of specific assumptions and beliefs is provided by Margulies and Raia (1978):

> 1. Managers often do not know what is wrong and need special help in diagnosing what their problems actually are.
>
> 2. They do not know what kinds of help to seek. Consequently, they need help in this regard.
>
> 3. Organizations can be more effective if they learn how to diagnose their own strengths and weaknesses.
>
> 4. The consultant cannot hope to learn all he or she needs to know about the culture of an organization to suggest reliable solutions. Therefore, it is necessary to work jointly with organization members who do know.
>
> 5. Since the decision is the client's it is important that the client learn to see the problem clearly, to share in the diagnosis, and to be actually involved in generating solutions.
>
> 6. The consultant is an expert on how to diagnose processes and how to establish effective helping relationships with clients. Effective process consultation involves passing on both of these skills to the client system. (p. 111)

Many early OD theorists, including Beckhard (1969), Bennis (1969), and Schein (1969), appear to have adhered too stringently to the collaborative mode of consulting. The early writing of French and Bell (1973) seems to reflect this bias when they state that playing the expert is inconsistent with a major objective of OD--"to help the client system develop its own resources" (p. 174). They further state that

"giving substantive advice will tend to negate the OD consultant's effectiveness" (p. 193) by leading to dependency on the consultant for direction. One writer (Huse, 1975) feels that the collaborative mode was reinforced by the relatively narrow range of intervention activities available to early OD practitioners, limited primarily to process consultation, sensitivity training, and team-building exercises.

Bowers (1976) takes issue with the collaborative role prescription, which he calls the "catalytic" approach, because it assumes the client organization always "contains all of the capacity to cope with its own problems" (p. 55). In contrast, Bowers believes the client often lacks the ability to even identify the true problem and views the consultant as providng "linkage" in two ways: "(a) helping the client define the problem and (b) putting the client in contact with an outside body of resources appropriate to the situation" (p. 56). This viewpoint is supported by Lawrence and Lorsch (1969) who take the position that proper diagnosis of the problem is critical and may at times require the consultant to sacrifice a preference for a collaborative approach if the client lacks skills in this area.

Contemporary views (Huse, 1975; Margulies and Raia, 1978) on this issue stress the need for a contingency approach in that the situation may require either primarily an expert approach, primarily a collaborative approach, or some gradation between these two contrasting approaches. When using a contingency approach, the decision concerning the appropriate consultative stance would depend upon an assessment of the interaction of the experience, knowledge, and expertise of the consultant and client with the problem situation.

Educational Background and OD Approach

As indicated, some change agents show a preference for a specific style of consulting. This preference frequently evolves from the knowledge base of a specific academic discipline as well as from the knowledge and experience gained from using specific types of intervention activities. For example, when counseling psychologists find themselves in an OD consulting role, they show a tendency for a collaborative approach because the stance is consistent with the non-directive approach used in counseling. Howard (1977) reports an increasing trend whereby counseling psychologists are being used as OD consultants in "faculty renewal" programs which include an OD component.

In contrast, Huse (1975) reports that Gestalt oriented psychologists take a more directive approach when acting as OD practitioners by encouraging organizational members to give fuller expression to their directive and authoritarian impulses.

Different interventions ideally require a knowledge base from different disciplines. To illustrate, according to Margulies and Raia (1978), when the individual is the target of change, an understanding of psychiatry and psychology is required. Working with interpersonal and intergroup relations requires an understanding of social psychology and sociology. When the target of change is the entire organization the discipline base ranges from the behavioral sciences, including

> industrial psychology, to management science, including industrial engineering and operations research, to systems theory, with emphasis on open sociotechnical systems, to management and organization theory, to sociology and anthropology. (p. 118)

Due to the interdisciplinary knowledge base required, system-wide OD programs ideally should be conducted by teams of change agents representing various disciplines.

Internal and External Change Agents

The internal change agent is an employee of the organization for which services are performed. The external change agent is an independent consultant hired by the client organization in response to a recognized need for help. Both change agents frequently collaborate in directing a comprehensive OD program.

Some OD theorists believe an OD program can be successful without an internal change agent but feel an external change agent is essential. Gold and Moynihan (1972) report that Bennis believes the presence of an external change agent is especially critical during the early phase of an OD program because he can influence the power structure in a manner in which the internal change agent cannot. The internal change agent's influence is compromised because of employee status and the sanctions this gives the employer over his actions.

The number of internal change agents is increasing each year consistent with the increasing interest in OD. Most internal change agents devote only a portion of their time to OD activities. A number of larger corporations now employ full-time, internal change agents, including "General Electric, General Motors, TRW Systems [TRW, Inc.] Corning Glass Works, and Imperial Chemical Industries, Ltd. . . . (Huse, 1975. p. 315).

An overriding objective of many OD programs is the development of human resources and teaching client systems to cope with their own problems.

One method of accomplishing this objective is to train an internal change agent under the guidance of an external change agent. Huse (1975) cites a study by Lewis of pairs of change agents, where the development of the internal change agent took place in a "tutorial arrangement of joint diagnosis and intervention in the client system" (p. 316). In this regard, one definition of a successful OD program is to eliminate the client's dependency on the external consultant.

Special Client/Change Agent Issues

Several problem issues arise out of the relationship developed over time between the external change agent and the client.

Definition of the client. One of these problems involves identifying the specific entity by whom the change agent is employed and to whom the change agent is accountable. In other words, specifically who is the client? Margulies and Raia (1978) explain that, although most consultants sign a contract which specifies who their client is, this relationship often changes over time.

On this point, French and Bell (1973) explain that the typical situation is one in which, at the time of the initial entry point, a single manager is the client; but as a trusting relationship develops, the assignment is broadened to include the manager's total department, division, or organization. This increased domain of interest undoubtedly stems in part from the change agent's system-wide perspective and the interrelationship of change among subsystems.

Maintaining objectivity. Another problem concerns the ability of the consultant to maintain sufficient objectivity and not become overly influenced by the cultural norms and value systems of the client.

Margulies and Raia (1978) refer to this problem as maintaining "marginality" and stress the importance of this stance to an effective client/consultant relationship.

Overuse of a single approach. One author (Huse, 1975) cites an additional problem as being the tendency of some agents to use one approach for all situations. Speaking to this point, French and Bell (1973) state, "thus the T-group trainer may push participants in a team-building session into an intensive laboratory session, while the more pressing issue may have to do with goal setting or role expectations" (p. 175).

When a specific intervention technique is the personal creation of the OD practitioners, the temptation to overuse that technique is intensified. Ideally, the optimum intervention prescription should evolve from an accurate diagnosis of the problem.

The dependency issue. Another problem relates to the dependency of the client organization on the continuing services of the change agent. A state of dependency often develops out of the close working relationship between the consultant and client over an extended period of time.

According to Margulies and Raia (1978), the "therapeutic" nature of many intervention techniques increases the chances of the client's becoming dependent upon the consultant. Also cited as contributing to dependency were "the gratification of ego . . ., the money and prestige involved in professional work, the headiness that comes with success--all work to increase . . . overdependence by each party on the other" (p. 127).

External change agents need to monitor their relationships with the client continually to assess the extent of dependency on the part of either party. As indicated earlier, an overriding objective of most OD programs is to bring the client organization to a state of self-sufficiency which will lead to the termination of the consultant's services.

Implementing Organizational Development Programs

There are three primary considerations which largely determine the probability of conducting a successful OD program. These include the extent to which the organization is ready to participate in an OD program, the choice of the most appropriate entry point in the client's system, and a commitment to a sufficient time frame enabling the organization to move from the present condition to some desired status.

Overcoming Resistance to Change

Directly related to the receptivity of an organization to participate in an OD program is the attitude of organizational members, including individuals, groups, and managers, concerning change in general. At this point, a discussion of those factors that either enhance or impede the probability of receptiveness to change appears appropriate.

Factors increasing resistance to change. The following is a summary of those factors which Huse (1975) identifies as increasing the resistance to change:

1. Individuals will view change as threatening unless they perceive it as helpful.
2. A supervisor will view any change as a threat to his authority or prestige unless the change was personally requested.

3. Individuals or groups will oppose changes that affect them unless they requested the change.

4. The magnitude of the opposition to change on the part of individuals, groups, or supervision will be a direct reflection of the magnitude of change itself.

Factors decreasing resistance to change. On the other hand, those factors (Huse, 1975) that help decrease the resistance to change include:

1. Ideally, any change needs to take into account the basic attitudes, beliefs, and needs of individuals.

2. Resistance to change is reduced if individuals see some personal benefit to be gained.

3. The greater the supervisor's influence with workers, the greater chance of implementing change.

4. The greater the information provided that is relevant and meaningful, the greater the possibility of change.

5. Increased pressure for change can be brought to bear by fostering shared perceptions by group members of the need for change, thus tapping the pressure of the group in support of the change.

6. The more attractive group membership becomes, the greater the influence of the group over individual members.

7. Acceptance of change is enhanced if all relevant persons affected are provided information concerning the need for change, plans for change, and probable consequences of the change.

Pfeiffer and Jones (1978) use the term "OD readiness" to reflect the extent to which an organization is ready for an OD program. They believe those organizations which have had favorable experience with OD are more receptive to additional programs except where the number of programs becomes excessive. Organizations with stable environments

in most instances are not considered good candidates for OD programs; however, educational programs to create favorable attitudes toward OD may be successful. Pfeiffer and Jones (1978) have developed an "OD Readiness Check List" (pp. 225-226) which assesses personal and other general considerations thought to measure the feasibility of attempting an OD program.

Choosing an Appropriate Entry Point

Partin (1973) explains that at one time most OD theorists felt OD interventions should always start with the top management or administration of an organization and filter down to lower levels in the hierarchy. Pfeiffer and Jones (1978) refer to this approach as the "tops down" strategy which they believe is the best strategy whenever possible.

Beer and Huse (1972), after collaborating in an OD program, concluded: "change can and does begin at lower levels in an organization" (p. 83). Another OD theorist (Bennis, 1969) agrees that OD programs can begin at any level "so long as there is some kind of 'umbrella' protection from the next highest echelon" (p. 57) and so long as other subsystems of the organization are aware and supportive of the program.

Commitment to an Adequate Time Frame

Those unfamiliar with OD generally hold unrealistic expectations as to the time required to successfully work through an OD program. Managers and educational administrators are accustomed to thinking of plans and budgets for one fiscal or academic year rather than in longer time frames. Consequently they become impatient and frustrated to learn that successful OD programs sometimes require several years to complete.

According to Boyer and Crockett (1973), a typical OD program may extend from "two to five" (p. 34) years in order to institute any substantial and lasting change. Not less than three to five years are stressed by Buchanan (1972). Pfeiffer and Jones (1978) talk in terms of a minimum of three years, explaining that it usually took the organization considerable time to reach its present condition, so it appears reasonable to expect years of concentrated effort to "initiate and stabilize planned change" (p. 222). Owens (1976) reports that one comprehensive OD program in the public school system of New York City extended over seven years.

Ethical Considerations

A number of ethical issues remain unresolved in the field of OD. As will be seen, many of the shortcomings might be largely eliminated through adherence to a code of ethical conduct on the part of the OD practitioners.

Manipulation

Some OD change agents become overzealous to the extent that they manipulate participants in an OD program. Walton and Warwick (1973) define manipulation in the OD context as "deliberate attempts to change personal qualities or the structures of the physical or social environment without the knowledge of the individuals involved" (p. 691).

Huse (1975) explains that all behavioral change involves some degree of manipulation and control or, at least, "an implicit imposition of the change agent's values on the client" (p. 75), but there exists no method to totally eliminate this element. He believes the solution

to the problem lies in making participation in an intervention "as open as possible, with the free consent and knowledge of the individuals involved" (p. 75).

Coercion

Sometimes the atmosphere of free choice is difficult to establish. When top management or the administration has openly sanctioned the objectives of an OD program and has solicited the cooperation of organizational members, Walton and Warwick (1973) believe that at least subtle coercion exists. They also report a situation where individuals were pressured into participating in sensitivity-training sessions disguised as "problem solving workshops" (p. 688) without a full briefing and understanding of the technique.

Huse (1975) believes the solution to the coercion problem, as with manipulation, is freedom of choice. He states, "this is particularly true as we move into the deeper, more interpersonal levels of intervention, such as sensitivity training" (p. 74).

Misuse and Confidentiality of Information

In some intervention activities, self-disclosure can have therapeutic value for the individual or group. Some activities elicit venting of pent-up feelings, such as anxiety, hostility, and resentment. In these situations, Walton and Warwick (1973) warn against "seducing" individuals into making revelations they may later regret. In addition, they believe they must guard against the possibility of "overload" on the target of the hostility. Walton and Warwick recommend collaboratively established limits on self-revelation and pent-up emotions by the consultant and client.

Change agents often receive information tendered in confidence. Their effectiveness as consultants is based, in large part, on openness, trust, and leveling with clients. Huse (1975) cites a personal example of conducting a performance appraisal for a particular manager and subsequently being asked by that manager's superior to see the results. The solution to this apparent dilemma is accurate definition of the specific client served by the consultant within the organization.

Commercialism

External change agents are consultants for hire. Many OD practitioners are university professors that consult on a part-time basis. The problem of commercialism is intensified when the change agent earns a living entirely through consulting activities. Bowers (1976) believes this situation leads at times to "making exaggerated claims about appropriateness and payoff" (p. 54) of OD interventions.

A related problem involves prepackaged OD intervention activities in which a consultant has become skilled or prefers a specific intervention strategy. If the change agent develops and holds exclusive rights to use the intervention, the ethical problem is magnified. Griener (1977) refers to this situation as "getting the package before the situation" (p. 303) and suggests a more tailor-made approach to the selection of OD interventions designed for the needs of each client's problem situation.

Code of Ethics

The potential for and existence of unethical conduct is inherent in all areas of consulting, not just among OD consultants. The typical

approach to correcting the problem has been the development and policing of code of ethics by professional associations.

Lippitt and Lippitt (1978) report that two professional organizations, the Academy of Management (Division on Organization Development) and the National Training Laboratory Institute of Applied Behavioral Sciences have developed a code of ethics for OD consultants. They enumerate the following relevant items from the code developed by the Division on Organization Development of the Academy of Management:

1. Place the needs of the client organization above their own and not let their own needs interfere in the consulting process;

2. Respect the integrity and protect the welfare and interests of client organizations;

3. Fully inform client organizations of aspects of the potential relationship that might affect the client's decision to enter the relationship;

4. Not misrepresent their own professional qualifications, affiliations, and purposes, or those of the organizations with which they are associated. (p. 64)

The establishment of a code of ethics is insufficient in itself to correct unethical practices unless there is some system of enforcement. Well-defined procedures for handling violations and assessing penalties are also necessary. There is also the problem of policing the actions of consultants who are not members of professional associations.

Other Criticisms, Problems, and Issues

There are other criticisms, problems, and issues in the field of OD. Some of these are the absence of sufficient short-term interventions; the hesitancy to face up to the role of power within organizations;

the deemphasis of interventions directed at the task, technical, and structural subsystems of an organization; and the lack of sufficient research to adequately measure results of OD programs.

Lack of Sufficient Short-Term Interventions

In another section of this presentation, the impatience and frustration of clients with the long time frame of most OD programs has been discussed. This identifies what French and Bell (1978) call one of the major shortcomings of OD--the lack of viable short-term intervention strategies. Burke (1971) shares this concern when he states "few [interventions] are relevant to short-term crisis, . . . [because] problems are often AD HOC in character. Much of the current technology of OD is irrelevant to many of the issues of importance to managers and their organizations" (p. 173).

Dealing with Power

Historically, OD practitioners have tended to ignore the political maneuvering or the role power plays in the interaction of individuals within an organization. OD theorists have not been altogether silent on the issue. For example, as early as 1958, Lippitt et al. expressed a need to take more of a "pragmatic" view concerning the issue of power.

Bennis (1969) elaborates this theme, explaining that OD practitioners rely exclusively on two sources of influence: "truth and love" (p. 77). These values are implicit in OD interventions based on mutual trust, openness, and collaboration. Golembiewski (1971) uses the term "love-warmth model" and states that the tendency of change agents to take this perspective makes it difficult for task or structure-

oriented consultants to "own OD programs" (p. 185). Other writers, including French and Bell (1978), Miles (1974), and Margulies and Raia (1978), have all expressed the need to face up to the issue of power in relation to OD.

Huse (1975) believes there is recent evidence indicating that OD practitioners are beginning to develop specific intervention strategies to deal with the power issue. He cites two papers containing models which consider power implications in OD presented at a conference in 1974 on "New Technologies in Organizational Development" (p. 69).

Deemphasis of the Structural Aspects

Throughout the development of the field of OD, one of the most serious "handicaps", according to French and Bell (1973), has been the overemphasis on the human and social subsystems "to the detriment of attending to the task, technical, and structural aspects and their interdependences: (p. 195). They quote Bennis on the point as follows:

> I have yet to see an organization development program that uses an interventional strategy other than an interpersonal one, and this is serious when one considers that the most pivotal strategies of change in our society are political, legal and technological. (p. 195)

Miles (1974) cites evidence in the literature of a system-wide perspective and the presence of both "technostructural change efforts" as well as "human-processual development approaches" (p. 184) used in OD programs. The socio-technical systems approach to OD discussed earlier has been developed relatively recently. Indicative of the contemporary concern for the technical aspects of OD is the increased

discussion in the literature. For instance, Bell and Zawacki (1978) devote one of ten parts of their text of readings on OD to "Sociotechnical Systems and Work Designs."

Need for Additional Research

Another problem is the lack of adequate research to serve as the foundation for the practice of OD. Clearly practice has run ahead of research in the field. Bowers (1976) warns that "professional practice is only as good as the knowledge base upon which it rests" (p. 60) and points to the need to add to the current base. According to Burke (1971), one of the major problems in conducting research is the difficulty of adequately measuring results. As in all research dealing with changes in human behavior, construction of suitable research designs is extremely difficult. There are countless variables so that attributing behavioral change to any single variable or combination of variables becomes highly problematical.

Huse (1975) stresses the need for improved research designs and the ability to generalize results from one organizational setting to another, when he states:

> if OD is to become a truly scientific discipline, new methods of arriving at solid, testable propositions must be developed. It is important to know whether or not a hypothesis developed in one organization is applicable in another organization and under what circumstances. For this, solid research, based on an appropriate, adequate research design is necessary. (p. 67)

A recent study conducted jointly by the Institute for Social Research (ISR) of the University of Michigan and the National Quality of Work Center (NQWC) in Washington, D. C. may serve as a model for future

research on organizational development and change. NQWC sponsored several "change implementation projects" at numerous industrial concerns around the country and IRS evaluated the projects in terms of processes and outcomes. The study was designed to test the following hypothesis:

> that when employees in any kind of organization, public or private, are provided expertly-structured opportunity to contribute to designing and implementing activities for organizational change, the organization will become measurably more effective, and the quality of working life for all employees will improve. (Quality of Work Program, 1975, p. 3)

CHAPTER III

REVIEW OF ORGANIZATIONAL DEVELOPMENT LITERATURE: APPLICATIONS IN HIGHER EDUCATION

The major aspects of the review of the literature concerning higher education include (1) the relationship between organizational development and staff development; (2) organizational development programs in higher education; and (3) organizational development programs for academic departments/divisions.

Relationship Between Organizational Development and Staff Development

A brief review of the staff development movement is presented at this point to place the topic in proper perspective.

Staff Development in Perspective

Faculty development and staff development are frequently used as synonymous terms, although, technically, the latter is the broader term encompassing development of all personnel within an educational institution, including the faculty. The point of emphasis in OD evolved historically from the individual, to groups, to intergroup relationships, and finally to the entire organization. In a similar manner, the point of emphasis in developmental activities in educational institutions broadened from inservice activities exclusively for faculty to institution-wide development of all staff, including administrators,

faculty, secretaries, clerks, and custodians. Today, most writers, including Claxton (1976), Hammons and Wallace (1978), O'Banion (1972b), Pezzullo (1978), and Zion and Sutton (1973) use the more inclusive term "staff development."

Mandate for development programs. A recognition of the need for training and development of community college personnel was reflected in the federal legislation, the Comprehensive Community College Act of 1969. O'Banion (1972b) reports that the Act placed a high priority on the establishment in each state of a comprehensive plan for staff development. North Carolina's response to the mandate of the Act is a Division of Staff Development within the North Carolina Department of Community Colleges. This division has developed a Comprehensive Staff Development Planning Model, which can be adapted to the specific needs of any of the technical institutes and community colleges in the state system.

Conceptual Models of Staff Development

An examination of the two most popular conceptualizations for a comprehensive staff development program reveals the common purpose and intent of OD and staff development.

One of these models was developed by Bergquist and Phillips (1975a and 1975b). The three components of their model, together with respective subcomponents, include:

I. Instructional Development
   - A. Evaluation
   - B. Diagnosis
   - C. Training: Traditional Methods
   - D. Training: New Methods and Technologies
   - E. Curricular Development

II. Organizational Development
   A. Team-Building
   B. Decision-Making
   C. Conflict-Management
   D. Problem-Solving
   E. Managerial Development

III. Personal Development
   A. Discussions about Teaching
   B. Career and Life Planning
   C. Interpersonal Skills Training
   D. Personal Growth
   E. Therapeutic and Supportive Counseling. (1975b, p. 258)

The second model is that developed by Gaff (1975). Gaff's model bears a close resemblance to the Bergquist and Phillips model:

I. Instructional Development programs focus on how the conditions of learning are designed particularly as they relate to courses. Such programs strive to improve student learning by such means as preparing learning materials, redesigning courses, and making instruction systematic.

II. Faculty Development programs focus on the faculty members themselves rather than on the courses they teach. Such programs strive to promote faculty growth by helping faculty members acquire knowledge, skills sensitivity, and techniques related to teaching and learning. Areas of emphasis would include knowledge about higher education, feedback about their own teaching behavior, teachers' affective development and awareness of other disciplines and the community.

III. Organizational Development programs focus on the organization within which faculty, students and administrators work. This approach strives to develop policies that support teaching improvement and create an effective environment for teaching and learning by improving interpersonal relationships and enhancing team functioning.

The types of activities generally used to implement Gaff's three components might include:

Faculty Development:	Seminars Workshops Teaching Evaluation
Instructional Development:	Projects to produce new learning materials or redesign courses, workshops on writing objectives, evaluating students.
Organizational Development:	Workshops for group leaders or team members, action research with work groups, task forces to revise organizational policies. (Gaff, 1975a, p. 9)

Both models contain an element that gives attention to OD. The rationale for including an OD component in each of the models is to support the activities in the other component areas of the respective models.

Faculty may participate in workshops and obtain new insights and sensitivities; however, unless the organizational climate and culture of the institution are also changed, they may revert to using their previous methods and approaches. Gaff (1975) discusses the problem, stating, "instruction is a social as well as an individual activity . . . (and) efforts to improve instruction must attend to group processes and institutional functioning as well as the more specific teaching and learning tasks" (p. 76).

In 1976 and 1978, Centra reported a study of the faculty development practices in 756 two- and four-year educational institutions. He found that a relatively small number of these institutions had actually developed comprehensive development programs paralleling the Bergquist and Phillips and Gaff models. His data reveal a picture of uncoordinated and

discontinuous developmental activities. Therefore, he refers to these popular models as "heuristic" rather than "empirical" (1978, p. 52).

In a review of the staff development literature since 1970, Pezzulo (1978) supports Centra's contention. Pezzullo concludes that, although descriptions of staff development activities at colleges reveal the need for development of all staff members, the bulk of the literature is weighted toward faculty development. In addition, the majority of what has been written about faculty development deals with instructional technology and methodology rather than the comprehensive approach suggested by the models.

Organizational Development Relationship with Staff Development

Both OD and staff development share a common objective of development of human resources. Both are concerned with changing behavior. However, the target of change is different. In staff development, the target is primarily the individual, while in OD, the target becomes interpersonal relationships, groups, intergroup relationships, and other subsystems of the organization. Realizing that personnel interact within an educational environment, staff development specialists have come to appreciate the need for establishing organizational goals, structures, and climates which are supportive rather than at cross purposes with staff development activities.

In 1978 Kozoll reported that one of the major findings of a University of Illinois project to plan staff development programs for three community colleges was "recognizing the link between staff and organizational development" (p. 10).

At Miami-Dade Junior College, Zion and Sutton (1973) explain, staff development evolved over the years from a series of workshops for a few

faculty members to a program of activities for all personnel of the college. Staff development became a coordinated program under the direction of four internal consultants in an "Office of Staff and Organizational Development (OSOD)" (p. 44). At Miami-Dade, staff development is:

1. For everyone--administrators, faculty, secretaries, clerks, and custodians.
2. An interactive process whereby individuals explore beneficial relationships with the organization.
3. The planned allocation of resources based on individual interests and institutional goals.
4. A response to the felt needs of all members of the organization.
5. A context for selecting strategies in relation to individual styles and institutional goals.
6. A way of capitalizing on the unique talents and professionalism of each member of the organization. (p. 42)

Organizational development as a paradigm for staff development. Staff development theorists view OD as a necessary component of a comprehensive program. Starting from a different perspective, a strong case can be made for using OD as a paradigm for conducting a comprehensive staff development program. Clearly, OD is a broader or more global concept. In other words, conceptually it appears more logical to include staff development as a component of a comprehensive OD program rather than to include OD as a component of a comprehensive staff development program.

The process of OD has potential for universal application to problem situations where there exists a need for planned change. Staff development represents such a situation. Specifically, an OD program,

using the action research process, could serve as the vehicle to deliver a well-conceived, formulated, and functioning staff development program complete with continuous feedback and the feasibility of monitoring results, taking corrective action, and maintaining control.

Richard Richardson (1975), President of Northampton County Area Community College, Bethlehem, Pennsylvania, stresses the contribution of OD to staff development, stating, "college administrators need to understand staff development as integral part of the total process of organizational development" (p. 303). He views OD as a cycle of six stages similar to those first developed by Blake, Mouton, Barnes, and Greiner (1964). According to Richardson, "the first two stages represent the staff development phase, including individual and small group learning experiences" (p. 308). The last four stages represent the organizational development phase, including:

1. Analysis and revision of the administrative and governance structure.
2. Establishing goals and priorities for the institution.
3. Individual goal attainment in relation to institutional goals.
4. Evaluation and feedback.

Organizational Development Programs in Higher Education

The application of OD to higher education is a relatively recent phenomenon. This situation is due in part to the relatively short tenure and development of the concept of OD. In addition, special conditions and forces in higher education create an environment which is frequently hostile to initial OD overtures. Further explanation of these conditions

as well as specific examples of OD programs and activities in higher education are presented under subsequent headings in this section.

Extent of Organizational Development Programs in Higher Education

As stated earlier, a review of the literature concerning OD reveals a meager application of OD programs in higher education as compared to the OD programs in the industrial setting. There have also been more OD programs in public schools than in higher education. OD programs in public schools have produced positive results in fostering improvements, such as "better communications, improved problem solving, more open and collaborative decision-making and shared power" (Corprew & Davis, 1975, p. 41).

Schmuck and Miles (1971) contend that institutions of higher education, being non-profit organizations, spend less on the development of human resources to improve their overall effectiveness in comparison with industry. There is evidence to suggest this situation may change. In this regard, Boyer and Crockett (1973) report that the Carnegie Commission on Higher Education suggested in 1972 that each educational institution "invest one to three percent of its annual operating budget on 'self renewal'" (p. 343).

Opposition to Organizational Development in Higher Education

Many conditions and forces within higher education generally oppose initial attempts to implement OD programs and activities. Some of these conditions, such as the factors that tend to resist change mentioned earlier, operate in any organization. Blumberg (1972) stresses the existence of cultural norms of the organization as a major factor causing

opposition to OD overtures. He includes in norms such things as patterns of decision making and communications, established work relationships, and attitudes toward collaboration.

In discussing collaboration, Grasha (1978) observes that faculty members and academic departments show very little interest in cooperative effort with colleagues or across disciplines and instead prefer independence and autonomy. Faculty members typically design, conduct, and evaluate their teaching in relative isolation, resulting in a pattern that more closely represents a collection of individuals rather than "an integrated team working toward a common set of educational goals" (Boyer & Crockett, 1973).

Perhaps a significant reason for the premium placed on autonomy by professors, according to Jones and Pfeiffer (1977), is that the goals of the professor and those of the institution are usually conflicting. Professors have a tendency to show a greater allegiance to their respective disciplines than to their college or university.

Jones and Pfeiffer also cite a "deep mistrust of applied behavioral-science approaches" which they attribute primarily to an "elitism which pervades such institutions", especially among "liberal-arts professors" who "look askance at professional school faculties" (p. 134). They also cite an anti-management bias which tends to hinder the implementation of management techniques, such as a management-by-objectives program.

Differences between industrial and educational organizations. Industrial and educational organizations have a number of distinguishing characteristics. According to Bennis (1973), industrial organizations are typically large, self-contained, have larger financial

resources, and produce a product or service which is more easily identifiable and measurable. By comparison, Boyer and Crockett (1973) describe educational institutions as typically having more diverse goals, a "much more pluralistic set of subsystems" (p. 343), with greater difficulty in measuring the quality of their efforts, and a higher dependency on their external environment, such as state legislatures and federal agencies.

Gaff (1975), recognizing these distinctive organizational characteristics, stresses the need to modify the application of OD programs to educational institutions to help them achieve their unique purposes and goals.

Examples of Organizational Development Programs in Higher Education

References in the literature to OD programs in higher education first appeared about ten years ago. In 1970 Lahti reported an OD program to assist in the implementation of a management-by-objectives (MBO) program. Another early application involved a comprehensive OD program for the college of social sciences in a western state university (Margulies, 1972) to help determine the direction and goals for the college, promote administrative leadership, improve student-faculty relationships, and improve interdepartmental relationships.

OD programs have also been used to help design a new governance structure at the University of New Hampshire (Jenks, 1973) and to assist in the improvement of instruction at Virginia Commonwealth University (Corprew & Davis, 1973). This latter application has the distinction of being the first OD program devoted solely to the improvement of instruction in higher education.

The literature contains several references to the use of OD for "team building," which is defined as a "systematic, long-range plan for the improvement of interpersonal relationships among those workers who are functionally interdependent" (Solomon, 1977, p. 181). Specific problems which impede the effectiveness of the group are identified; intervention strategies are formulated to address these problems.

One of the major undertakings in team building was reported by Sikes, Schlesinger, and Seashore (1973 and 1974) involving an OD program to train change agent teams on six campuses to identify problems and formulate change strategies in a wide variety of areas. The staff of the National Training Laboratory Institute Center for Creative Change in Higher Education served as an external change agent by conducting off-campus workshops to train the campus teams over a five-year period. Gaff (1975) cites shorter three-week workshops to develop campus teams sponsored by the Danford Foundation.

Team-building interventions have been used in a number of other specific areas, including those with architecture students and faculty members at the Massachusetts Institute of Technology (Plovnick, Steele, and Schein, 1973), those for the top administrative staff at Bellevue Community College in the State of Washington (Landerholm, 1975), and those to assist in the implementation of a management-by-objectives program at Brevard Community College, Cocoa, Florida (Brueder, 1977). (For an in-depth account of specific team-building exercise, Schmuck, Runkel, Saturen, Martell, and Derr (1972) offer a valuable resource.)

Two major universities which have served as OD consultants to other educational institutions are cited by Bergquist and

Shoemaker (1976) as having made extensive use of a team building approach. These are the Center for the Study of Higher Education, University of Michigan and the Center for Advanced Study of Educational Administration, University of Oregon.

Entry Points of Organizational Development Programs in Higher Education

Most OD theorists recommend a "tops down" approach as opposed to a "bottoms up" approach (Gaff, 1975, p. 83). However, according to Boyer (1974), both approaches have been used at the University of Cincinnati. During the late 1960's, an OD program to improve instruction began working with faculty and students, later worked with whole departments, and then with the administration. After Warren Bennis, a leading OD consultant, became President of the University in 1972, a "tops down" approach involving extensive training sessions for top administrators was instituted. "The 'bottoms up' or 'tops down' approach--rarely both--is found at increasing numbers of schools" (Gaff, 1975, p. 83).

Additional Potential Areas for Organizational Development Programs in Higher Education

Other areas where OD can make a contribution to the improvement of organizations in higher education are suggested by Boyer and Crockett (1973). These areas include increasing "decentralization and experimentation," "development of subunits," "institutional/environmental interface," "conflict management," and "crisis management" (pp. 345-346). Gaff (1975) sees the contribution of OD in higher education in similar terms, primarily in the following areas:

> Improving the functioning of work groups, training campus leaders, providing training in interpersonal relations, helping administrators learn how to facilitate faculty

> and instructional development, and developing supportive institutional policies are all efforts to make colleges and universities effectively functioning organizations. (p. 94)

Organizational Development Programs for Academic Departments/Divisions

Academic departments and divisions are the major, if not the most important, organizational subunits within institutions of higher education. As a result, academic departments/divisions, in contrast to the past, are becoming a more frequent target for OD programs.

Extent of Organizational Development Programs for Academic Departments/Divisions

The number of OD programs that have dealt solely with academic departments/divisions has been small in relation to comprehensive programs directed at the total institution or other subunits. There are several reasons for this situation.

The preference for a "tops down" approach mentioned earlier by Boyer (1974) has focused most programs on the top administrative subunit and away from lower levels in the institutional hierarchy. The fact that higher education has come to appreciate the benefits to be derived from OD only during the last few years also has contributed to this situation.

Need for Organizational Development Programs for Academic Departments/Divisions

The small number of OD programs designed specifically for academic departments or divisions in the past has not been due to a lack of need. On the contrary, numerous writers have cited examples of deficiencies and

evidences of inefficiency and waste of human resources in the manner in which academic departments/divisions function.

Specific problem areas. Bolton and Boyer (1973) believe that one of the most conspicuous aspects within academic departments/divisions is the lack of attention given to adaptive activities. They define adaptive activities to include "organizational planning, environmental analysis, innovation, and experimentation" (p. 354). They believe the objective of OD programs for academic departments/divisions is to improve their own capabilities for solving problems in the following areas:

1. Developing educational plans.
2. Improving allocation of resources.
3. Improving instruction.
4. Improving relationships between faculty and students.
5. Improving intradepartmental relationships and relationships with other organizational units of the institution.

In addition to the above areas, Bergquist and Phillips (1975a) cite the need for team building and conflict management exercises to enhance collaborative approaches to problem solving and improving harmony. In the area of personal development of faculty, they stress a need for career- and life-planning workshops as well as therapeutic and supportive counseling where needed.

Concern for adaptive activities implies a need for establishing both short-term and long-term goals and development of strategic plans of action. In contrast, Grasha (1978) reports that the typical academic department fails to anticipate or plan for the future, which results in management by crisis. Pfeiffer and Jones (1976) explain that faculty within a department historically have been content to

concentrate on teaching and research in their respective disciplines and to leave most administrative matters to the department or division chairperson or administrators.

The role of the department/division chairperson. Department/division chairpersons find themselves in an ambivalent situation, combining the duties and responsibilities of both teacher and administrator. As teachers, they have a peer relationship with other faculty in the department. In the role of chairpersons, they represent the front-line administrators of the institution.

Lombardi (1978, 1974a, and 1974b) is one of the leading writers on the position of the department/division chairperson at community colleges. His research (1974a) confirms that most chairpersons are selected from among the ranks within their respective departments/divisions and rarely have had formal training for their positions.

In addition, chairpersons normally retain primary allegiance to their disciplines rather than to their position. "Generally, the department/division chairpersons do not consider the chairmanship to be more than a temporary quasi administrative post with some new duties added to their teaching responsibilities" (Lombardi, 1974a, p. 5). Only upon promotion to the next higher level, do department/division chairpersons transfer allegiance to their administrative role.

According to Booth (1978), one-third of all faculty will serve as chairpersons at some point during their careers. Even with such a high prospect of serving as chairpersons, "strong traditions of faculty autonomy, political ideology and the emphasis on solo work rather than collaboration makes conscious attention to administration antithetical" (p. 75).

Under these circumstances, inservice training after obtaining the position of chairperson is frequently provided. In 1976 Hammons reported on a national study of the developmental needs of public community college department/division chairpersons. A summary of the conclusions of the study indicates deficiencies in several areas:

1. Preservice preparation and inservice education of chairpersons is nominal or nonexistent.
2. Very little self-improvement through reading is attempted.
3. There is a critical lack of managerial skills.
4. There is a special need for training in personnel selection, evaluation, counseling, long-range planning, and budget preparation and administration.
5. There is a lack of knowledge and skill needed to oversee curriculum development and instructional innovation and change.

Department/division chairpersons need help not only in developing new skills, concepts, and techniques of management but also in perfecting their interpersonal relations skills. Gaff (1975) suggests programs to increase self-awareness and sensitivity to other people as a means of improving interpersonal skills.

Examples of Organizational Development Programs Conducted in Academic Departments/Divisions

Several examples of past OD programs designed for academic departments/divisions are presented to illustrate the specific types of intervention activities utilized and the types of problems addressed.

At the University of Cincinnati, the Institute for Research and Training in Higher Education worked with academic departments serving as a change agent in an action-research program involving "diagnosis,

planning, implementation, and evaluation of structures, leadership, and methods of operation" (Bolton & Boyer, 1973, p. 355). The authors report positive improvements in management and leadership skills, communication, decision-making, and problem-solving abilities.

Whitcomb (1975) served as a consultant in collaboration with counseling psychologists trained in OD. They worked with academic departments at the Long Beach and San Diego campuses of California State University to deal with the following aspects:

1. Mediation work on intra-departmental conflict.
2. Process consultation to improve the effectiveness of meetings.
3. Training in decision-making.
4. Team building to improve the communication.
5. Consultation regarding organizational renewal strategies and faculty development approaches.
6. Consultative services to provide middle-management training. (p. 184)

Other OD programs designed for department/division chairpersons were reported by Grasha (1978) as involving workshops dealing with promotion, reappointment, tenure policies, time management, conducting effective meetings, and tips on utilizing a secretary effectively. At a western university (Margulies, 1972), OD programs were used with departments responding to faculty desires to improve relations through team teaching and other interaction exercises. Gaff (1975) described an off-campus workshop at Virginia Commonwealth University for groups of department chairpersons which used a survey research and feedback approach.

Need for a Conceptual Framework for Organizational Development Programs for Academic Departments/Divisions

The application of OD to solve problems within academic departments/divisions is a relatively new undertaking. In 1973, Bolton and Boyer stated that theory and practice for OD application in educational institutions in general are not very well developed.

In large part, due to the longer tenure, the state of the art in the application of OD processes to solving specific problems is much more sophisticated in the industrial environment than in the educational environment. In industry, there has been sufficient time to reflect on which OD strategies were successful and which failed in relation to the specific organizational constraints and special environmental characteristics. A growing body of knowledge, as incorporated in the literature, developed out of this experimentation with numerous OD processes and approaches. The state of the art evolved to the point where a conceptual framework for comprehensive OD programs for subunits as well as entire organizations were developed for industrial concerns.

Presently, the time is right for a similar synthesis of the OD literature with primary data from practitioners who have worked with academic departments/divisions at community and junior colleges. What is sorely needed at this time is a conceptual framework for a comprehensive OD program especially designed for the unique environment of academic departments/divisions.

The following is a summary of the major findings from the review of the literature:

1. OD is a newly emerging field which presently has reached a level of maturity as evidenced by the increasing volume of theory and research reported in the professional literature.

2. Although the majority of applications of OD has been in the industrial setting, the number of applications in the educational setting continues to increase, especially at four-year institutions, and to a lesser extent, at community and junior colleges.

3. There is a demonstrated need for improvement in the administrative and organizational effectiveness of academic departments/divisions at community and junior colleges.

4. OD programs and intervention strategies have proven effective in improving the administrative and organizational effectiveness of academic departments/divisions.

5. There is a lack of consensus concerning the specific types of intervention strategies to be included in OD programs for academic departments/divisions.

6. Presently, there is a need for a conceptual framework for a comprehensive OD program to improve the administrative and organizational effectiveness of academic departments/divisions at community and junior colleges.

CHAPTER IV

RESEARCH METHODS AND PROCEDURES

The purpose of Chapter IV is to describe the research methods and procedures used in the study. The major topics to be discussed include: (1) the pilot study; (2) selection of the sample; and (3) final survey instrument.

The Pilot Study

A pilot study consisting of a trial administration of the survey instrument and analysis of data was conducted.

Subjects

Thirteen educators at Davidson County Community College, Lexington, North Carolina participated in the pilot study. These persons were chosen as representative of various areas of the college staff, including five faculty members, four administrators, two counselors, a librarian, and a tutoring coordinator. The subjects were also chosen because the researcher believed they possessed some knowledge concerning OD. Four subjects had completed a graduate course concerning OD within the last year. The other subjects reported having some understanding of the purpose of OD as applied to community and junior colleges.

The Survey Instrument

A review of the OD literature revealed that a survey instrument suitable for the purpose of this study did not exist. A survey instrument,

Organizational Development Survey Instrument for Academic Departments/ Divisions (ODSIADD), was designed by the researcher. A copy of this instrument appears in Appendix A.

The instrument has two major parts. Part I was designed to identify the specific problem areas which have been addressed by OD programs at community and junior colleges consisting of 17 statements requiring a response of either Yes or No and two comprehensive questions listing problem areas in a multiple-choice format.

Part II sought to elicit opinions as to an appropriate conceptual framework for, as well as the constituent elements of, a comprehensive OD program for academic departments/divisions consisting of a 25-item Likert scale. The scale requires a choice of expression among five responses: (1) strongly agree; (2) agree; (3) undecided; (4) disagree; and (5) strongly disagree. Item 51 is an open-ended question providing an opportunity for free expression.

The Likert scale has statements identified as positive or negative depending on whether the statement stem is designed to be positive or negative. According to Guilford (1954), the Likert scale has two major advantages: its high reliability and its ease of interpretation. Pfeiffer, Heslin, & Jones (1976) believe the Likert scale also has less ambiguity relative to other scales.

The following scoring procedure was used to record responses to statements in Part II of the survey instrument:

A	Positive Statements	Score
	Strongly Agree	5
	Agree	4

A	Positive Statements (Continued)	Score
	Undecided	3
	Disagree	2
	Strongly Disagree	1
B	Negative Statements	Score
	Strongly Agree	1
	Agree	2
	Undecided	3
	Disagree	4
	Strongly Disagree	5

Scores for each statement are totaled and mean scores computed. High mean scores would be an indication of support for the rationale suggested by the statements and conversely low mean scores would be an indication of lack of confirmation.

Research Procedures

The researcher delivered a copy of the ODSIADD to each subject participating in the pilot study. Each subject was also provided a copy of the transmittal letter which was to be sent to the actual subjects of the survey. Pilot subjects were asked to be especially alert to identify ambiguous terms, unclear directions, and confusing questions or statements.

Analysis of the Data

The Yes and No responses to the 17 statements in Part I of the pilot instrument were tabulated and proportions were computed. Frequency distributions of responses to questions 23 and 24 with the multiple-choice format were prepared.

Scores in Part II for each statement were totaled and mean scores were computed.

Revision and Modification

Suggestions by subjects in the pilot study prompted minor revisions and modifications in the content of the final survey instrument.

In Part I, subjects found that a No response to statement 12 made answering statement 13 unnecessary. Instructions were placed in parentheses to accommodate this situation. Statement 2 was reworded to improve clarity. Statement 3 was found to be redundant and was deleted. Statements 13 through 17 were reworded to change them to a statement format instead of a question format.

Five statements (32, 38, 42, 43, and 47) were deleted from Part II because subjects identified them as either ambiguous or redundant.

Selection of the Sample

The survey instrument was sent to the membership of the National Council for Staff, Program, and Organizational Development (NCSPOD). Rationale for the selection of this professional organization as the appropriate population to survey was presented in Chapter 1. A set of mailing labels for the membership as of June 1, 1980 was used to determine the sample size. NCSPOD, an Affiliate Council of the American Association of Community and Junior Colleges, was formed in 1977 and currently has approximately 740 members.

Fifty-nine members of the NCSPOD were found to be employed by four-year colleges or universities and were not included in the survey which dealt only with community and junior colleges. Surveying the entire

membership of NCSPOD affiliated with community and junior colleges served to enhance the reliability of the data and obviate the problems associated with sampling when less than the total population in a study is surveyed.

Final Survey Instrument

The survey instrument in its final form, Organizational Development Survey Instrument for Academic Departments/Divisions (ODSIADD), appears in Appendix B.

A detailed description of the two-part instrument was included earlier, in the section dealing with the pilot study. The minor revisions and modifications made after the pilot administration were also described in that section. The method of scoring responses on the Likert scale was retained.

Endorsement of the Study

Endorsement of the study was made by the Chairman of the Commission on Research and Evaluation of the NCSPOD in a letter to the membership encouraging them to participate in the survey. A copy of this letter appears in Appendix C.

Follow Up to Original Survey

The initial survey instrument was mailed June 4, 1980 with accompanying cover letter and business reply envelope. A follow-up letter was mailed June 27, 1980 with another appeal to participate in the study. Additional survey instruments and business reply envelopes were included with this subsequent mailing. A copy of the original cover letter appears in Appendix D and a copy of the follow-up letter appears in Appendix E.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of Chapter V is to present an analysis of the data obtained from surveying the membership of the National Council for Staff, Program, and Organizational Development (NCSPOD). Two hundred ninety-one of 681 survey instruments were returned, representing a response rate of 42.7 percent.

Almost all respondents were educators employed at community and junior colleges. The largest percentage (72.1 percent) were administrators, and fewer were faculty members (16.1 percent) or other staff members (11.8 percent).

The major topics to be discussed in this chapter include: (1) current utilization of organizational development; (2) problems addressed by organizational development within academic departments/divisions; and (3) a conceptual framework for organizational development.

Current Utilization of Organizational Development

The Organizational Development Survey Instrument for Academic Departments/Divisions (ODSIADD) has two distinct sections, Part I and Part II. An analysis of the data from each part will be discussed separately.

Analysis of Part I of Survey Instrument

Part I of ODSIADD was designed to assess the current utilization of OD among colleges where respondents were employed.

Table 1 shows the frequency and percentage distribution of the Yes and No responses to the first 16 statements in Part I. Exactly two-thirds (66.7 percent) of respondents reported utilizing OD programs or activities at their respective institutions. In almost two-thirds (63.7 percent) of these institutions, OD programs and activities were a constituent element of staff development programs rather than separate and distinct undertakings.

The stated purpose of almost all (86.5 percent) institutions utilizing OD programs was to improve the functioning and effectiveness of organizational units. Only a little more than one-fourth (28.3 percent) of the respondents indicated OD programs were preceded by an educational program involving a humanistic system of norms and values derived from the behavioral sciences.

In most OD programs (61.4 percent), the problem-solving techniques were action-research oriented. Approximately two-thirds (64.4 percent) of the OD activities were part of a continual, ongoing program as distinct from temporary, ad hoc activities.

Use of management by objectives (MBO) was evident at a large majority of the colleges, either as part of or separate from OD programs. MBO was a constituent element in less than one-half (46.7 percent) of all OD programs within academic departments/divisions. Approximately one-fourth (22.9 percent) indicated the use of MBO in other administrative units of the college rather than within academic departments/divisions. In addition, MBO was used within academic departments/divisions, but not as a constituent element of an OD program, by about two-fifths (40.8 percent) of the colleges participating in the survey.

TABLE 1

Frequency and Percentage Distribution of Responses to Statements in Part I of the ODSIADD

Statement	Number of Respondents	Number Yes	Number No	Percent Yes	Percent No
1. OD programs or activities have been utilized at our institutions.	291	194	97	66.7	33.3
2. The OD programs and activities conducted at this institution have been a constituent element of our staff development program rather than separate and distinct from our staff development efforts.	190	121	69	63.7	36.3
3. The purpose of our OD program and activities has been to improve the functioning and effectiveness of organizational units such as academic departments or divisions.	192	166	26	86.5	13.5
4. Internalization of a humanistic system of norms and values derived from the behaviorial sciences was a prerequisite to the implementation of our OD program and activities.	180	51	129	28.3	71.7
5. The problem-solving techniques employed in OD programs were action-research oriented.	184	113	71	61.4	38.6
6. OD programs and activities have been temporary, ad hoc activities.	186	89	97	47.8	52.2
7. OD programs and activities have been part of a continual, ongoing program.	188	121	67	64.4	35.6
8. A management by objectives (MBO) program has been a constituent element of the OD program within academic departments or divisions.	184	86	98	46.7	53.3

TABLE 1

(Continued)

Statement	Number of Respondents	Number Yes	Number No	Percent Yes	Percent No
9. MBO has been used within academic departments or divisions, but not as a constituent element of an OD program.	184	75	109	40.8	59.2
10. MBO has been used within other units of the college, but not within academic departments or divisions.	170	39	131	22.9	77.1
11. An external change agent was employed to direct and coordinate OD programs.	183	75	108	41.0	59.0
12. An internal change agent worked with the external change agent.	82	74	8	90.2	9.8
13. An internal change agent helped direct and coordinate the OD program without the assistance of an external change agent.	179	103	76	57.5	42.5
14. A comprehensive OD program (as distinct from isolated activities) has been developed for subunit(s) of our educational institution.	184	73	111	39.7	60.3
15. A conceptual framework for a comprehensive OD program has been developed for academic departments or divisions.	185	79	106	42.7	53.3
16. Our institution has developed a college-wide, comprehensive OD program.	188	77	111	41.0	59.0

Various approaches to the employment of internal and external change agents, either individually or cooperatively, to direct and coordinate OD programs were evident. An internal change agent directed and coordinated OD programs in the majority of cases (57.5 percent) without the

assistance of an external change agent. Some OD theorists (Goldman and Moynihan, 1972) believe an OD program can be successful without the participation of an internal change agent but the participation of an external change agent is almost essential, especially during the early phase of a program.

An external change agent was employed to assist with the direction and coordination of only about two-fifths (41.0 percent) of the OD programs. An internal change agent participated in almost all (90.2 percent) OD programs where an external change agent was employed. Evidently, community and junior colleges felt it was important to have their own staff member represent their interests in the development of the OD program. Only about one-third (30.7 percent) of the internal change agents devoted their full-time to the position. In a large number of colleges (72.1 percent), the persons functioning as the internal change agent was an administrator, less often a faculty member (16.1 percent) or other staff member (11.8 percent).

The relatively recent application of OD to problem areas at two-year educational institutions was cited earlier in Chapter III. The data obtained in the present study would tend to confirm this statement. Only about two-fifths (41.0 percent) of the colleges have developed a comprehensive OD program for their entire institution. Likewise, only about two-fifths (39.7 percent) of the colleges have developed comprehensive OD programs for specific administrative subunits of their respective institutions. Of those with comprehensive OD programs for administrative subunits, only a little more than two-fifths (42.7

percent) have formulated a conceptual framework for a comprehensive OD program for academic departments/divisions.

The initial entry point for OD interventions employed most frequently was with top-level administrators such as deans (74.0 percent). This is consistent with the preference among OD practitioners for starting at the top of an organization and working down through lower organizational units (the top-down approach as distinct from a bottom-up approach (Gaff, 1975).

The second and third most popular entry points for initial OD interventions also involved administrators: middle-level administrators such as department and division chairpersons (8.0 percent) and lower-level administrators such as directors (4.0 percent). The entire faculty, as a group, across departments was also mentioned by 4.0 percent and academic departments by only 2.0 percent.

Table 2 shows the frequency distribution of the responses for the approximate length of time required to complete a successful OD program. Over one-half specified the appropriate length of time as being two years but less than three years (22.5 percent) or more than three years (27.8 percent).

These findings appear consistent with the opinion of many OD theorists who suggest a minimum of two or more years to successfully complete a specific OD program (Boyer and Crockett, 1973; Buchanan, 1972; Pfeiffer and Jones, 1978; and Owens, 1976).

TABLE 2

Frequency of Responses Indicating
Length of Time Required to Complete a
Successful Organizational Development Program

Length of Time	Frequency	Cumulative Frequency	Percent	Cumulative Frequency
Less than six months	19	19	12.6	12.6
Six months but less than twelve months	23	42	15.2	27.8
Twelve months but less than two years	33	75	21.9	49.7
Two years but less than three years	34	109	22.5	72.2
More than three years	42	151	27.8	100.0

Problems Addressed by Organizational Development Within Academic Departments/Divisions

An additional purpose of the study was to identify the specific problem areas addressed by OD within academic departments/divisions at community and junior colleges for the benefit of faculty as well as department/division chairpersons.

Problem Areas Addressed for Faculty

Statement 22 of the ODSIADD was designed to identify specific problem areas within academic departments/divisions addressed by OD programs for the benefit of faculty. The possible responses (problem areas) to statement 22 were formulated through a distillation of the various applications of OD to problems within academic departments/divisions contained in the review of the literature (Chapter III).

Responses to statement 22 are presented in Table 3 which lists the

TABLE 3

Rank Order, Frequency, and Percentage of Responses Concerning Problem Areas Addressed by Organizational Development for Faculty

Problem Area	Order	Frequency	Percentage Frequency
Improving communications	1	104	36.2
Professional development	2	101	35.2
Characteristics of community college students	3	85	29.6
Understanding student advisement	4	81	28.2
Team building	5	79	27.5
Improving interpersonal relations	6	78	27.2
General knowledge of community/ junior college	7	72	25.1
Program planning techniques	8	64	22.3
Use of management by objectives	9	59	20.6
Conflict resolution	10	57	19.9
Strategies for effective change	11	55	19.2
Training in problem-identification and problem-solving techniques	12	53	18.5
Training in participative management	13	52	18.1
Rationale for open-door admissions policy	14	51	17.8
Vocational guidance for students	15	39	13.6
Long-range career planning	16	31	10.8
History of community/junior college movement	17	24	8.4
Others	18	6	2.1

rank order, frequency and percentage of responses concerning problem areas addressed for faculty by OD within academic departments/divisions. The top ten problem areas (see rank order) were mentioned by 19.9 percent

or more of all respondents. These ten problem areas all relate to the five general problem areas cited earlier in Chapter III which Bolton and Boyer (1973) believe OD programs should address within academic departments/divisions. These five general areas include:

1. Developing educational plans.
2. Improving allocation of resources.
3. Improving instruction.
4. Improving relationships between faculty and students.
5. Improving intradepartmental relationships and relationships with other organizational units of the institution.

Table 4 is designed to show the relationship between problem areas within academic departments/divisions stressed by Bolton and Boyer and rank-ordered responses to statement 22 from the ODSIADD. Five of the top 10 problem areas cited by survey respondents relate to improving interpersonal relationships between faculty and students, intra-departmental relationships and interdepartmental relationships with other organizational units.

Three of the top 10 problem areas (professional development, understanding student advisement, and general knowledge of the community/junior college) relate to improving instruction. Problem areas in the survey related to faculty and professional development were grouped under the general area, improving instruction.

Strategies for effective change and training in problem-identification and problem-solving techniques relating to developing educational plans were ranked eleventh and twelfth, respectively.

Those problem areas addressed least frequently by OD programs,

TABLE 4

Relationship Between the Problem Areas Stressed By Bolton and Boyer and Survey Respondents

Survey Problem Areas	Rank Order
Determining Educational Plans	
Program planning techniques	8
Strategies for effective change	11
Training in problem-identification and problem-solving techniques	12
Improving Allocation of Resources	
Use of management by objectives	9
Training in participative management	13
Improving Instruction--Faculty and Professional Development	
Professional development	2
Understanding student advisement	4
General knowledge of community/junior colleges	7
Rationale for open-door admissions policy	14
Vocational guidance for students	15
Long-range career planning	16
History of community/junior college movement	17
Improving Relationships Between Faculty and Students	
Characteristics of community college students	3
Improving Intradepartmental and Interdepartmental Relationships	
Improving communications	1
Team building	5
Improving interpersonal relations	6
Conflict resolution	10

ranking fourteenth through seventeenth, were related to the traditional staff development activities of improving faculty and professional development. The researcher speculates that these staff development concerns are not being neglected; rather, they are being addressed by programs taking a staff development orientation rather than with

distinct programs having an OD orientation. This conclusion is supported by the findings to statement 2 in Part I of the ODSIADD, where 66.7 percent stated OD programs and activities at their institutions were a consistent element of staff development programs rather than separate and distinct from such programs.

Bolton and Boyer specified problem areas which required solution using OD programs back in 1973. Data from this survey completed in 1980 show that many community and junior colleges have indeed used OD programs to address many of these problems. Evidently most of the applications of OD programs to these problems have not been reported to date in the professional literature. Educators employed at community and junior colleges do not emphasize publication to the same extent as educators at four-year colleges and universities.

Problem Areas Addressed for Department/Division Chairpersons

Statement 23 on the ODSIADD was designed to enable respondents to identify problem areas within academic departments/divisions for which OD programs or interventions were used to improve the administrative and management skills of chairpersons.

The specific problem areas which comprise the possible responses to statement 23 were drawn from the findings of a study conducted in 1973 by Hammons and Wallace (1977) to determine the inservice needs of chairpersons at two-year colleges. The responses of 1,100 chairpersons at 233 colleges (77.0 percent of colleges surveyed) indicated a serious need for additional inservice training in management and administrative skills and personnel matters. Other areas where the need for additional

inservice training was indicated included knowledge of the community college, curriculum and instruction, and student personnel services.

Table 5 presents the rank order and frequency and percentage distribution of responses to statement 23 of the ODSIADD of problem areas addressed by OD for chairpersons of academic departments/divisions. Table 5 also shows the percentage of respondents in the Hammons and Wallace survey who rated the need for inservice training in these problem areas "Medium to High." Alternate rating choices in the Hammons and Wallace survey were "Low Need" and "No Need."

Upon examining Table 5, it becomes apparent that OD programs were used more frequently to address problem areas relating to development of management and administrative skills (top six in rank order) than problem areas relating to personnel matters. Training in faculty and staff evaluation (seventeenth) and faculty orientation (eleventh) were the only two problem areas relating to personnel matters of the top 14 problem areas. Three additional problem areas relating to personnel matters (recruitment techniques, education in inservice training, and determining future staff needs) were ranked, fifteenth, sixteenth, and seventh, respectively.

The Hammons and Wallace survey, completed in 1973, merely identified problem areas where chairpersons believed inservice training was needed. The exact nature or type of inservice training was not specified. The findings of the present study, as summarized in Table 5, provide evidence that OD programs have been used to address these specific problem areas.

TABLE 5

Problem Areas Addressed by Organizational Development for Chairpersons, ODSIADD, 1980 Compared to Inservice Training Areas for Chairpersons, Hammons and Wallace Survey, 1973

Problem Areas	ODSIADD, 1980			Hammons & Wallace Survey, 1973
	Rank Order	Response Frequency	Percentage Frequency	Percentage Rating Need Medium to High
Determining and clarifying goals	(1)[a]	94	32.8	59
Effective use of time	(2)	93	32.4	61
Leadership training and styles of leadership	(3)	78	27.5	+
Planning, programming, budgeting systems	(4)	74	26.5	60
Effective use of MBO	(5)	63	22.0	45
Improving inter-departmental communications	(6)	63	22.0	+
Training in faculty and staff evaluation	7	61	21.3	72
Problem solving techniques	(8)	57	19.9	52
Grant and proposal writing	(9)	56	19.5	61
Improving intra-departmental communications	(10)	51	17.8	50
Faculty orientation	11	47	16.4	33
Strategies for effective change	(12)	46	16.0	64

TABLE 5

(Continued)

Problem Areas	ODSIADD Survey, 1980			Hammons & Wallace Survey, 1973
	Rank Order	Response Frequency	Percentage Frequency	Percentage Rating Need Medium to High
Techniques for motivating faculty	(13)[a]	41	14.3	72
Conflict identification and resolution	(14)	41	14.3	55
Recruitment techniques	15	37	12.9	41
Education in inservice training	16	30	10.5	45
Determining future staff needs	17	30	10.5	45
Greater knowledge of legal issues	(18)	25	8.7	62
Other	19	6	2.1	+

+Indicates no comparable category.

aThe parentheses indicate problem areas which relate to management or administrative skills. Numbers without parentheses indicate problem areas which relate to personnel matters.

A Conceptual Framework for Organizational Development

Part II of the ODSIADD was designed to elicit opinions as to a conceptual framework for, as well as the constituent elements of, an OD program for an academic department/division of a community or junior college.

Twenty statements (25 through 44) on the ODSIADD utilized the Likert

scale requiring a choice of expression among five responses: (1) strongly agree; (2) agree; (3) undecided; (4) disagree; and (5) strongly disagree. The present Likert scale makes use of statements that have either a positive or negative stem. The scoring procedure used for responses was described earlier in conjunction with the discussion of the pilot study.

Responses were totaled and mean scores computed for each statement. The range for mean scores is from 1.0 to 5.0. High mean scores indicate high agreement on the part of respondents with a statement. Correspondingly, low mean scores indicate low agreement with a statement. This relationship persists regardless of whether the stem of a statement was designed to be positive or negative. A percentage distribution of responses to each statement was also computed.

Table 6 presents the mean score, standard deviation, standard error of the mean, and variance of responses to statements 25 through 44. Table 6 also distinguishes between statements with a positive and negative stem. These 20 statements were designed to elicit opinions concerning the following topics relating to OD:

1. Understanding the purpose and procedures.
2. The role of external and internal change agents.
3. The appropriate entry point and level for OD programs.
4. The optimum length of time to complete a successful OD program.
5. The possession of a normative value system.

The significance of the mean scores presented in Table 6 is brought into sharper focus by distributing the 20 statements and respective mean

TABLE 6

Mean Scores, Standard Deviation, Standard Error of the Mean, and Variance for Responses to Statements 25 through 44 of the ODSIADD

	Statement	Number of Respondents	Mean Score	Standard Deviation	Standard Error of the Mean	Variance
25.	Problem-solving techniques employed in OD programs should be action-research oriented.	284	4.1	.72	.04	.51
(26)[a]	OD activities are a component of the broader term, staff development.	286	2.2	1.17	.07	1.37
27.	OD can be used as a paradigm to imple-a staff development program.	283	3.9	.78	.05	.62
28.	Internalization of a humanistic system of norms and values derived from the behavioral sciences should be a pre-requisite to the implementation of an OD program.	275	3.4	.95	.06	.90
29.	OD activities can enhance the utili-zation of human resources.	286	4.4	.58	.03	.33
(30)	Intermittent, dis-continuous OD pro-grams can be effective.	281	3.3	1.03	.06	1.07
31.	The same organi-zational norms and values are required when implementing either MBO or OD.	280	3.2	.95	.06	.90
(32)	OD is a management concept that has no relationship to staff development.	285	4.3	.63	.04	.40

[a]Parentheses indicate a negative stem for the statement. All other statements have a positive stem.

TABLE 6

(Continued)

	Statement	Number of Respondents	Mean Score	Standard Deviation	Standard Error of the Mean	Variance
33.	OD programs should employ external change agents.	276	3.2	.90	.05	.80
(34)	For OD programs within academic departments or divisions, the external change agent should come outside the college, rather than merely outside that specific department or division.	275	2.9	.91	.06	.83
(35)	MBO is a unilateral management practice employed to obtain increased productivity and accountability from employees.	279	3.2	1.12	.07	1.25
36.	The academic department or division is an appropriate initial entry point for an OD program within a college.	284	3.2	1.02	.06	1.05
(37)	Initial OD programs should involve the entire organization rather than a specific department or unit.	284	2.4	1.03	.06	1.07
38.	For an OD program to be fully implemented and operational, at least 18 months are required.	286	3.7	.93	.06	.87
39.	Man is essentially trustworthy.	277	4.0	.82	.05	.67

TABLE 6

(Continued)

	Statements	Number of Respondents	Mean Score	Standard Deviation	Standard Error of the Mean	Variance
40.	Individuals are capable of change and development.	285	4.4	.58	.03	.34
41.	The department or division chairperson can effectively serve as internal change agent for OD programs within his/her area.	279	3.6	.96	.06	.91
42.	In most organizational groups, the level of interpersonal trust, support, and cooperation is much lower than that which is desirable.	285	3.5	1.00	.06	1.00
43.	If most individuals are provided an environment that is supportive and challenging, they will strive for personal growth and development.	286	4.1	.66	.04	.43
44.	Most people want to make (and are capable of making) a higher level of contribution to organizational goals than most organizational environments permit.	287	4.1	.76	.05	.58

scores among the five topic areas presented above. Mean scores, representing the average score on a scale of 1.0 to 5.0, frequently conceal the true distribution of responses. For instance, when a mean score for a

statement is approximately 3.0, it is difficult to determine if most of the responses are concentrated in the undecided category or if the distribution of responses is evenly balanced on each side of the undecided category. For those statements where the variance scores are relatively high, indicating a wide dispersion of responses, it becomes important to examine the distribution of responses in addition to mean scores to arrive at an accurate interpretation of the data.

Table 7 presents the mean score and percentage distribution of responses to statements 25 through 44 by topic area. The next section of the study analyzes and interprets the significance of the data in relation to the topic areas contained in Table 7.

Understanding the Purpose and Procedure

The mean scores for the individual statements under the topic area, purpose and procedure, generally reflect a low to moderately high level of agreement with the rationale of these statements.

Several statements (26, 27, and 32) assess the understanding of the respondents concerning the relationship between OD and staff development. Respondents rejected statement 32 that OD is a management concept that has no relationship to staff development as reflected by the mean score (4.3) as well as by the large percentage of the respondents who either disagree (60.1) or strongly disagree (35.1). Statement 27 also assesses the degree of understanding of the relationship between OD and staff development. A moderately high mean score (3.9) as well as a high percentage of respondents (78.5) who chose to either strongly agree or agree indicate they believe OD can be used as a paradigm to implement a staff development program.

TABLE 7

Mean Score and Percentage Distribution of Response to Statements 25 through 44 by Topic Area

Statement No. and Topic Area	Mean Score	Responses in Percentages				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Purpose and Procedure						
25.	4.1	31.0	53.9	13.4	1.4	.4
26.	(2.2)[a]	30.4	43.0	9.1	11.2	6.3
27.	3.9	17.7	60.8	15.5	4.9	1.1
28.	3.4	11.6	35.6	34.5	16.7	1.5
29.	4.4	40.6	56.3	2.80	.1	.4
30.	(3.3)	.7	31.3	19.9	37.7	10.3
31.	3.2	5.7	38.6	30.4	22.9	2.5
32.	(4.3)	.4	1.8	2.5	60.4	35.1
35.	(3.2)	3.9	33.0	13.3	40.1	9.7
External/Internal Change Agents						
33.	3.2	2.9	38.0	35.5	20.3	3.3
34.	(2.9)	4.0	29.5	37.5	26.2	2.9
41.	3.6	12.2	52.0	19.0	14.7	2.2
Entry Point and Level						
36.	3.2	2.8	48.2	20.4	21.8	6.7
37.	(2.4)	19.4	43.7	15.8	20.8	.4
Length of Program						
38.	3.7	17.5	44.1	27.3	9.4	1.8
Normative Value System						
39.	4.0	24.5	58.1	9.7	7.2	.4
40.	4.4	43.9	53.3	1.8	.1	1.1
42.	3.5	13.0	50.2	14.7	21.1	1.1
43.	4.1	25.5	65.7	5.2	.1	3.5
44.	4.1	26.5	58.9	9.4	4.9	.3

[a]Parentheses indicate a negative stem for the statement. All other statements have a positive stem.

The mean score of 2.2 for statement 26 as well as the total percentage (73.4) of the respondents who agreed is not surprising in light of the other findings in this study. It appears that many respondents conceive of OD as a component of the broader term staff development. Such a

conceptualization is consistent with the comprehensive staff development models of Bergquist and Phillips (1972a) and Gaff (1975) as presented earlier in Chapter III. Another contributing factor may be that although all respondents are members of the NCSPOD, responses to question 21 in Part I of the ODSIADD suggest that a large majority (63.8 percent) identify more closely with the Commission on Staff Development than with the Commission on Program Development (16.1 percent) or the Commission on Organizational Development (11.8 percent).

Statement 26 was designed to determine the preference of respondents as to which term, staff development or organizational development, is the broader, more global term. In retrospect, the researcher believes the statement was poorly formulated to test for an understanding of the precise relationship between these two terms. Respondents were correct to accept the statement at face value. For these reasons, statement 26 should have been assigned a positive rather than a negative stem.

A very high level of agreement is indicated by the mean score (4.4) for the use of problem-solving techniques (statement 25) which are action research oriented.

Almost all (91.6 percent) of those surveyed believe OD activities can enhance the utilization of human resources as suggested by those choosing to strongly agree (40.6 percent) or agree (51.3 percent). These results are not surprising in that the development of human resources is a widely accepted objective of most OD activities.

Over one-third (34.5 percent) of the respondents to statement 28 were undecided as to whether the internalization of a humanistic system of norms and values derived from the behavioral sciences should be a

prerequisite to the implementation of an OD program. This is one of the cases where the mean score of 3.4 conceals the true distribution of responses in that a larger percentage (35.6) chose to agree or strongly agree (11.6) than those who chose to disagree (16.7) or strongly disagree (1.5).

Approximately one-fifth (19.4 percent) of those surveyed were undecided as to whether intermittent OD programs can be effective (statement 30). Responses of disagreement (37.7 percent) and strong disagreement (10.3 percent) as well as a mean score of 3.3 imply substantial confirmation of the statement assigned a negative stem.

Two statements (31 and 35) relate to the use of management by objectives (MBO) in conjunction with OD programs. Statement 35 was designed with a negative stem to assess the degree of understanding of the purpose of MBO programs. The mean score (3.2) could be interpreted to mean most responses were in the undecided category. The relatively high variable score for this statement (Table 6) suggests a wide dispersion of responses. A fairly even distribution of responses on each side of the undecided category is apparent (Table 7), yet a preference for disagreement (40.1 percent) over agreement (33.0 percent) must be interpreted as significant confirmation of a statement with a negative stem.

Statement 31 also concerns the relationship between MBO and OD by asking respondents if they believe the same organizational norms and values are required when implementing MBO and OD programs. Here again, the mean score (3.2) is misleading. Although a large percentage (30.4) chose the undecided category, upon examination of the distribution of all responses, one finds a cumulative percentage of 44.3 in agreement and only 25.4 in disagreement categories.

The distribution of responses to statements 31 and 35 must be interpreted to mean those surveyed possessed a better understanding of the purpose of MBO and the relationship between MBO and OD than indicated solely by the mean scores for these respective statements.

External/Internal Change Agents

Only low support for the employment of an external change agent in OD programs is indicated by the mean score (3.2) for statement 33. A very large percentage (35.4) of respondents chose the "undecided" category, yet the cumulative percentage shows almost twice as many respondents in agreement (40.9) as in disagreement (23.6) categories. The lack of strong support for this statement should be interpreted in light of responses to statement 11 in Part I of ODSIADD where only 40 percent stated an external change agent was employed at their respective colleges to direct and coordinate OD programs.

Those surveyed had difficulty deciding if the external change agent should come from outside the college or just outside the academic department/division for which the OD program was formulated. Statement 34 had the largest percentage (37.5) of respondents in the undecided category of all 20 statements in Part II of the survey instrument. Since this statement was assigned a negative stem, the mean score (2.9) as well as the cumulative percentage distribution of responses indicates more agreement (33.5) than disagreement (29.1)

The external change agent, as the term implies, usually but not always, comes from outside the organization for which consulting services are being provided. The researcher believes the external change agent can be either an administrator or other staff specialist employed by the

college implementing an OD program for academic departments/divisions rather than an independent consultant. This position was supported by only 29.1 percent of those surveyed.

Stronger support was expressed for a department/division chairperson serving as internal change agent for OD programs within their respective areas (statement 41) by a mean score of 3.6 and cumulative percentage of those in agreement representing almost two-thirds (64.2) of those surveyed.

Entry Point and Level

Although the mean score (3.2) for statement 36 indicates only low to moderate support for selecting an academic department/division as an appropriate initial entry point for OD programs within a college, the percentage of respondents in agreement (51.0) substantially exceeds that of those in disagreement (28.5). Responses to this statement represent opinions as to the appropriateness of selecting a subadministrative unit of a college as the initial entry point within that institution for OD activities.

Statement 17 in Part I of the ODSIADD asked respondents to specify where the initial entry point had occurred for OD interventions at their colleges. Only 4.0 percent specified academic divisions including several departments and a smaller percentage (2.0) specified academic departments as being the initial entry point for OD interventions. Over 86.0 percent of the OD interventions initially involved administrative groups such as deans, division and department chairpersons, and directors. The preference of respondents appears to be for OD to be applied

initially to top administrative units rather than to subunits at lower levels within their institutions.

Some OD theorists (Huse, 1975 and Margulies and Raia, 1978) believe it is appropriate to formulate initial OD programs for specific departments or other subunits of organizations rather than involving the entire organization in a comprehensive OD program. The mean score (2.4) for statement 37 reflects agreement to a statement with a negative stem rather than disagreement, which was anticipated. This may be interpreted to mean respondents preferred initial OD programs to involve the entire college rather than specific departments or other administrative units of the college. This preference is similar to the preference expressed in response to statement 36 for initial OD interventions involving top rather than lower administrative units of colleges.

Length of Programs

The mean score (3.7) as well as the total percentage (61.6) of responses in agreement with statement 38 represent strong support for the contention that a minimum of 18 months is required for OD programs to be fully implemented and successfully operational. Table 2, presented earlier, lends support to this time frame by showing that 50.3 percent believed more than two years were required to complete a successful program.

Normative Value System

The individual statements (39, 40, 42, 43 and 44) that comprise this topic area collectively represent a social philosophy of assumptions, concepts, and values which generally depict the normative value system

for the field of OD. This topic was developed in greater detail in Chapter III.

The extremely high mean scores for individual statements under this general topic area imply a substantial agreement with these statements. Acceptance of a normative value system that supports humanistic treatment of individuals might be expected on the part of a group of educators. This might hold true regardless of whether these educators supported or opposed the application of OD to solve problems at their colleges. The point to remember is that acceptance of a normative value system is usually considered a prerequisite to the willingness of individuals to participate in OD approaches to solving problems.

CHAPTER VI

AN ORGANIZATIONAL DEVELOPMENT PROGRAM FOR ACADEMIC DEPARTMENTS/DIVISIONS

The purpose of Chapter VI is to describe a conceptual framework for a comprehensive OD program for academic departments/divisions at community and junior colleges. The basic approach employed in designing an OD program will be to synthesize the primary data obtained by surveying educators at community and junior colleges (Chapter V) with insights gained through the review of the literature (Chapters II and III) concerning OD.

The major topics to be discussed in this chapter include: (1) purposes of the organizational development program; (2) objectives for the design of a program; (3) summary of data from the study; (4) conceptual framework for a program; and (5) design for the process and implementation.

Purposes of the Organizational Development Program

The general purpose of formulating an OD program is to improve the administrative effectiveness of chairpersons of academic departments/divisions as well as the organizational functioning of the administrative unit of a college. Evidence of improvement in effectiveness and organizational functioning will be obtained through repeated administrations of a survey instrument over time to test for positive changes in operating characteristics. These charateristics will be

determined by college personnel in collaboration with a consultant (external change agent).

An indication of the types of changes sought most frequently can be gained by summarizing specific purposes of previous OD programs for academic departments/divisions at colleges. OD programs have attempted to:

1. identify new procedures and strategies for planning.
2. improve problem-identification and problem-solving techniques.
3. attain a greater degree of cooperation and promote improvement in interpersonal relationships.
4. improve methods and channels of communication.
5. promote an organizational climate based on openness and mutual trust.
6. provide training in administrative techniques such as budgeting and financial planning, alternate styles of leadership, and personnel techniques.
7. enhance personal and professional growth of participants in the program.

Objectives for the Design of a Program

The design of any program represents a construct which contains implicit values, expectations, and objectives. Accordingly, the first step in designing an OD program should involve a period of introspection to identify implicit values and expectations concerning the program. The second step should consist of writing explicit statements concerning the objectives which largely determine the design of the OD program.

Some of these objectives may relate to special problems which are

unique to the educational environment of community and junior colleges. Other objectives may involve specific emphases (values and expectations) to be considered in the design of the program. Six objectives served as guidelines when designing the present OD program for academic departments/divisions as follows:

1. Formulate a comprehensive OD program to address problems faced by faculty and chairpersons.
2. Employ diagnostic methods that generate valid data.
3. Obtain the support and involvement of upper-level administrators.
4. Promote the internal commitment of program participants.
5. Capitalize on the legitimate leadership role of chairpersons of departments/divisions.
6. Assure college representatives have an opportunity to participate in the design of the survey instrument and selection or formulation of intervention strategies.

Summary of the Data from the Study

Part II of the Organizational Development Survey Instrument for Academic Departments and Divisions (Chapter V) was designed to elicit opinions from community and junior college educators concerning a conceptual framework for an OD program for academic departments/divisions. A summary of the findings of the study reflects the preference of respondents for OD programs with the characteristics set forth in seven statements. OD programs should:

1. enhance the utilization of human resources.
2. reflect a normative value system encouraging humanistic treatment of individuals.
3. be action-research oriented.

4. involve upper-level administrative units as well as academic departments/divisions.

5. be continuous and on going rather than discontinuous and intermittent.

6. use the assistance of an internal change agent.

7. select external change agents, if employed, from outside the college, rather than merely external to the academic department/division.

Conceptual Framework for a Program

This section will describe several elements which comprise a conceptual framework for an OD program. The rationale for selecting these elements as well as their interlocking relationship will also be explained. Specific elements give consideration to:

1. The structural and staffing aspects.

2. A model for organizational functioning.

3. The survey-research and feedback approach to OD.

4. The rationale for choosing the survey-research and feedback approach to OD.

5. A design for the process and implementation.

Structural and Staffing Aspects

The systems concept concerning an organization discussed in Chapter II is pertinent to the discussion of the structural and staffing requirements for an OD program. The interactive nature of administrative units (subsystems) at different levels within a college dictates structural and staffing designs for OD programs which accommodate rather than ignore this dynamic nature of

organizational functioning. When designing an OD program for an academic department/division, one must anticipate the interactive ramifications which changes in one administrative level will have on another administrative level.

In the OD program presented here, the change agents and others required to direct and coordinate the program were drawn from different administrative levels of the college as well as from outside the college. The selection of intervention strategies to be employed in the OD program will also consider the interactive relationship.

Figure 1 presents a structural and staffing design for an OD program for an academic department/division. It may be noted that most of the positions are external to the department/division because the consultant positions of internal and external change agents must maintain a posture of independence and objectivity.

State or consortium administrative level. In those states with a statewide system of community colleges, it is proposed that a new position, College Human Resource Consultant, be created (Figure 1). State funding should provide one consultant for every ten colleges in the system to function as an external change agent for OD programs within regions of the state on a rotating basis.

Private junior colleges or community colleges could adopt the same staffing procedure through formation of consortiums with other institutions within a given region.

External change agents. External change agents would collaborate with internal change agents to coordinate the activities of various administrative levels within the college in directing OD programs.

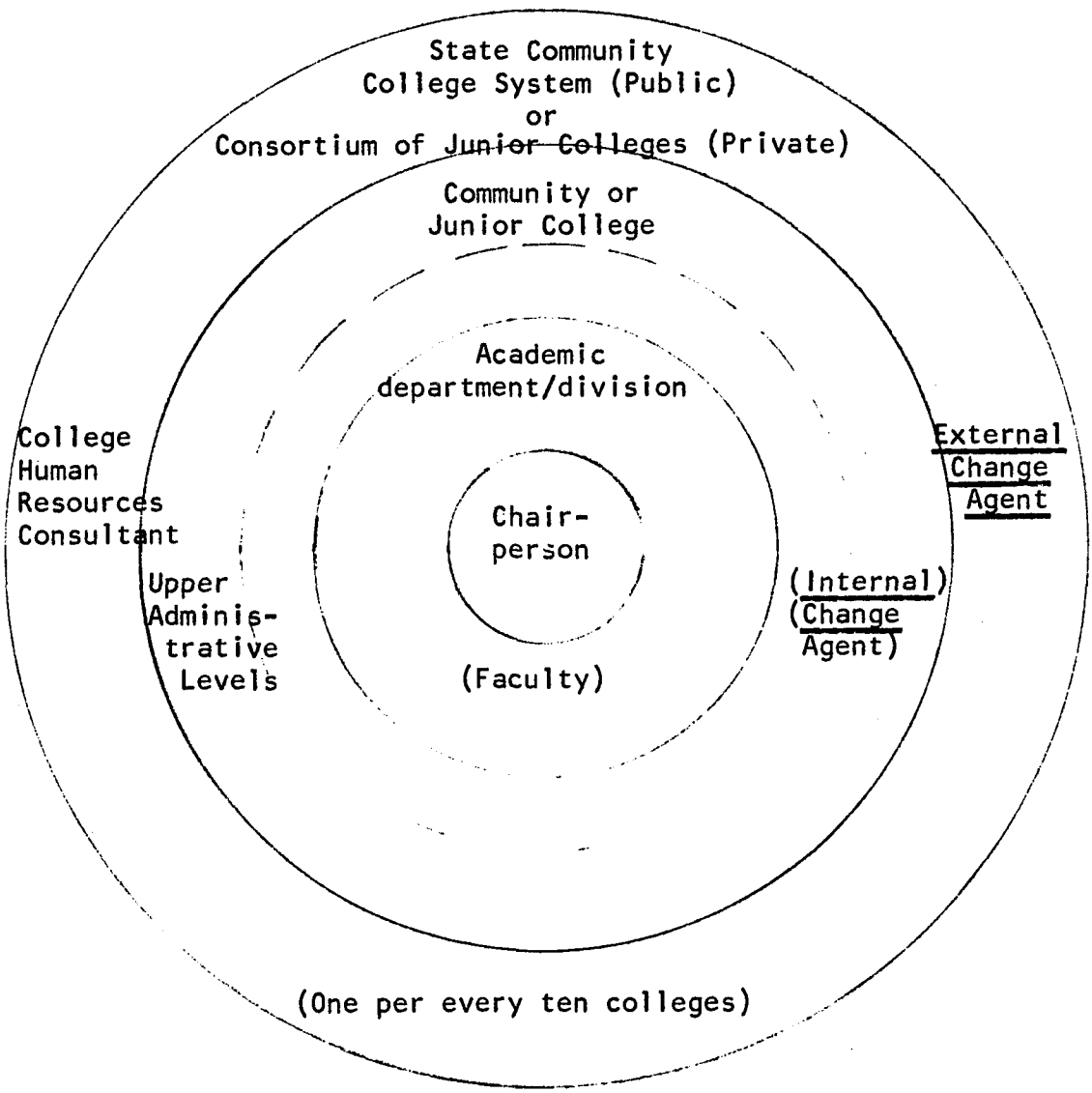

Figure 1. A structural and staffing design for an organizational development program for an academic department/division showing the interactive nature of administrative units at different levels.

External change agents would also have primary responsibility for formulating and articulating a model of organizational functioning for colleges to OD participants. This topic will be discussed further in a separate section.

Internal change agents. Each community or junior college would establish one full-time staff position of Organizational Development Officer. This person, functioning as an internal change agent, would report to the president or an upper-level administrator. For example, if the college organizationally has a Dean for Human Resources, the internal change agent might report to that administrator.

The job description would reflect a staff as distinct from a line position regarding the extent of authority and responsibilities. The parentheses around the position (Figure 1) are meant to indicate internal change agents are not considered upper-level administrators.

Internal change agents will work closely with department/ division chairpersons and other administrators as resource persons possessing expertise in OD processes such as data collection and analysis, problem diagnosis, and design or selection of intervention strategies.

Upper-level administrators. Upper-level administrators would include academic deans or higher-level administrators. Examples of specific positions might include Dean of Occupational Education, Dean of College Transfer Program, Dean of Instruction, and Vice President for Academic Affairs.

Upper-level administrators would participate in two important stages of the OD program, in supplementary interviews and in administrative feedback sessions. These two stages are described in greater detail in the section concerning the design and implementation of the OD program.

Chairpersons of academic departments/divisions. The OD program would capitalize on the legitimate leadership role of chairpersons of academic departments/divisions as directors of crucial administrative units of colleges. Chairpersons would play a pivotal role by participating in feedback sessions of survey data for administrators and then in leading feedback sessions involving faculty in their respective administrative units. These activities are described later in another section.

The Survey-Research and Feedback Approach

Almost all OD programs use some method of data collection and analysis. A diagnosis of the existing condition of an organization logically should precede prescription of OD interventions designed to correct identified weaknesses.

A survey-research and feedback approach was selected as the most appropriate method of data collection and analysis for an OD program involving community and junior colleges. The rationale for this decision is presented in a separate section.

The survey-research and feedback process. Harvey and Brown (1976) defined survey-research and feedback as "a process in which outside change agents and members of an organization collaboratively collect data and use the data as a basis for changing organization relationships" (p. 311). The process, frequently referred to simply as survey feedback, was originally developed by Floyd Mann at the Survey Research Center of the Institute for Social Research, University of Michigan in the 1950's (McGill, 1977).

A survey instrument (questionnaire) was used to measure various dimensions relating to organizational functioning, such as the types of leadership styles used by management, communication patterns, decision-making approaches, problem-solving techniques, and degree of job satisfaction (French & Bell, 1978).

A widely used instrument for the collection of data in survey-feedback studies is the "Survey of Organizations Questionnaire" which has been tested and refined in OD programs since 1966. The instrument was designed by the Organizational Development Research Program, Institute for Social Research, University of Michigan. Bowers and Franklin (1977) cited strengths of the "Survey of Organizations Questionnaire" as "its theoretical base, coverage of relevant domain, normative data based on extensive usage, and statistical properties" (p. 67).

Some OD practitioners prefer to construct their own survey instruments in collaboration with representatives of the client organization. This procedure is preferred by change agents who believe that participation in the design of a survey instrument contributes to increased commitment to the purposes and objectives of an OD program.

The feedback phase is based on the premise that organizations are hierarchically structured in a pyramid of "organizational families." Starting with the president, each "family" is composed of one supervisor and his subordinates. These subordinates are in turn supervisors who also have subordinates forming "link-pins" (a member of one family is the head of the next lower family).

The data from the survey is presented first to the head of one organizational unit and then to his "family." Then the "family members" take the data to the next lower family unit of which they are "heads" (French & Bell, 1978, p. 155). Floyd Mann, who originated the process, is reported to have described this process as "a series of interlocking conferences or meetings" (Harvey & Brown, 1976, p. 312)

These family groups represent the basic organizational units. The data tabulated across each group can be critically examined to determine weaknesses in the internal functioning (process aspects) as well as provide a basis for identifying, understanding, and solving problems. Group members then collectively formulate action plans to rectify identified problems.

Academic departments/divisions of community and junior colleges represent the primary administrative or family units within these institutions. The largest percentage of personnel employed at colleges are located organizationally within adademic departments/ divisions.

Due to the relatively flat organizational structure (few hierarchical levels) of these colleges, a survey-feedback program designed primarily for an academic department/division should involve only one or possibly two administrative units at a higher level. There is no administrative unit below the department/division level.

The survey-feedback process to be employed in the present OD program will consist of the following seven phases:

Phase 1. Involvement of all administrative units (academic departments/divisions up through

higher-level administrative units) in the design of a survey instrument in collaboration with an internal and external change agent.

Phase 2. Administration of the survey instrument by the College Human Resources Consultant (external change agent).

Phase 3. Summarization of the data by the internal and external change agents after extensive quantitative and qualitative analysis.

Phase 4. Administrative feedback sessions conducted by change agents to interpret the data to administrators at various levels in the college hierarchy, including department/division chairpersons.

Phase 5. Department/division chairpersons feedback the data to faculty within their administrative areas.

Phase 6. Academic departments/divisions formulate intervention strategies to address identified problems and weaknesses.

Phase 7. Readministration of the survey instrument as a basis for measuring longitudinal changes in operating characteristics within academic departments/divisions.

The survey-feedback process described above serves a larger purpose beyond data collection and analysis. The process also contains an action phase, in keeping with the action-research orientation which is an integral part of most OD programs. As a result, the survey-feedback process can be used alone as a complete change strategy, although it generally is used in conjunction with other intervention strategies (Bowers & Franklin, 1977).

A Model for Organizational Functioning

Most survey-feedback approaches to OD are based on a model of how an organization functions. A model developed by Rensis Likert (1967)

called "Systems 4 Management" is frequently adopted as the ideal model for organizational functioning to be used in conjunction with the survey-feedback process.

Likert's "Systems 4 Management" model was based on studies from hundreds of different organizations conducted over a period of thirty years at the University of Michigan's Institute for Social Research. The most comprehensive treatment of Likert's research appeared in two volumes (1961, 1967) where he identified four general styles of leadership as follows:

System 1. exploitative--authoritative

System 2. benevolent--authoritative

System 3. consultative

System 4. participative.

These four systems can be depicted on a continuum, with "autocratic, task centered leadership at one end and democratic, participative, employee-centered leadership at the other" (French & Bell, 1978, p. 154). Likert's research has consistently found that organizations with System 4 characteristics operate at higher levels of effectiveness than organizations possessing System 1 or System 2 characteristics based on positive changes in eight operating dimensions: (1) leadership, (2) motivation, (3) communication, (4) interaction-influence, (5) decision making, (6) goal setting, (7) control, and (8) performance goals.

French and Bell paid tribute to the contribution of Likert to the field of OD by stating:

> We believe that Likert's theory is basically correct, that it can be translated into organization development interventions and programs, and that it represents a significant contribution both to management theory and the theory of planned change. A theory-guided approach to organization development allows organization members and practitioners alike to have a cognitive map of the change process and change goals. (French & Bell, 1978, p. 157-58).

The "Survey of Organizations Questionnaire" described earlier was designed specially to test for the presence or absence of System 4 characteristics within an organization. A custom-designed survey instrument similar to the "Survey of Organizations Questionnaire" will be employed in the present survey-feedback program.

Motivational properties of a model. The model of organizational functioning serves as the ideal condition which the organization attempts to obtain. Since the characteristics representing the ideal condition are built into the design of the survey instrument, discrepancies between the present condition and the ideal condition are readily identified. Bowers and Franklin (1977) believed "motivation is created by the realization that the actual state differs from the accepted model (i.e., a discrepancy exists between that which is desired and that which exists" (p. 13).

Rationale for Choosing the Survey-Feedback Approach

In general, the survey-feedback approach was chosen as the change strategy for this OD program because it appeared suitable for an academic institution and appeared capable of solving those problems unique to academic departments/divisions at community and junior colleges.

Congruency with an academic environment. Many OD programs are designed primarily for industrial organizations and are unsuitable without substantial modifications for application to educational institutions. In comparison with industrial concerns, organizational structures of community and junior colleges are not as elaborate and have fewer hierarchical levels. In addition, fewer problems arise in the technical subsystems of colleges.

Community and junior colleges are essentially people-oriented organizations serving a student population. The priority placed on autonomy by faculty create problems that call for people-focused approaches to engender more collaborative methods of problem solving. The survey-feedback approach represents an OD strategy with the potential for universal application to both industrial and educational organizations (Harvey and Brown, 1976).

Recently, Hellriegel and Slocum (1980) reviewed eleven organizational change approaches in terms of the impact they have on major system variables (people, technology, and structure) as well as the relative affective, cognitive, and trusting behaviors required by the client organization for successful implementation of each approach. They suggested the survey-feedback approach as appropriate for situations requiring an OD approach which focuses on people as distinct from the technology or structure of an organization.

Their findings also indicated that the need to establish trusting behaviors is only moderate and emphasis on the "affective/emotional" area is only low to moderate in survey-feedback approaches to OD. This would suggest that the survey-feedback approach might be less

threatening to the faculty and administrators than other OD approaches requiring a higher level of involvement and interpersonal commitment.

Compatibility with the objectives of the program. The present survey-feedback process was custom-designed with an eye toward accomplishment of the objectives originally established for the OD program.

Effectiveness of survey-feedback programs. In 1973 Bowers reported a longitudinal study concerning the effects of four different OD approaches employed in 23 different organizations. Of these four, survey feedback was found to be a more effective change strategy than interpersonal process consultation, task process consultation, or laboratory training. The survey-feedback method is also a less costly approach compared to other OD approaches, a fact which would appeal to educational institutions experiencing budgetary constraints.

Design for the Process and Implementation

The sequential steps presented in this section for implementing an OD program are patterned after suggestions by Bowers and Franklin (1977) for conducting survey-feedback, which they call "survey-guided development." Major modifications were made by redesigning an appropriate number and sequence of steps as well as a time frame for the completion of the program to fit the special constraints of a college over two academic years.

The most significant change in the sequence of steps involved scheduling the training of college personnel as to an ideal model

of organizational functioning before rather than after administration of the survey instrument. Another important difference is that a custom-designed survey instrument was employed while Bowers and Franklin used a standardized form.

Ten sequential steps are required to implement the present OD program using a survey-feedback approach. These steps include planning for the:

1. Orientation and planning sessions.
2. Internalization of the organizational model.
3. Construction of the survey instrument.
4. Administration of the survey instrument.
5. Conducting supplementary interviews.
6. Administrative feedback sessions.
7. Faculty feedback sessions.
8. Formulation of the intervention strategies.
9. Readministration of the survey instrument.
10. Reassessment of the data and future planning.

Orientation and Planning Sessions

A series of orientation and planning sessions would be attended by heads of all administrative units of the college, including department/division chairpersons, and the internal and external change agents. The purpose of these sessions would be to negotiate working relationships in several areas concerning the OD program. Expectations of college personnel concerning possible objectives, benefits, and the time frame for the OD program would be clarified.

The external change agent would explain the rationale for the

use of the survey-feedback approach and provide an overview of the sequential steps in this type of program. Specific policies would be collaboratively established to insure confidentiality of individual responses to survey questions and for information tendered during personal interviews.

The preliminary sessions would also enable the external change agent to assess the extent of commitment to participate in the OD project. If sessions are held to a maximum of two hours, approximately three to five of the orientation and planning sessions would be sufficient.

Time frame for the program. Figure 2 summarizes the timing and duration of the sequential steps in the survey-feedback program. The entire OD program would extend over two complete years and part of the third academic year. It would be advisable for the orientation and planning sessions to commence in the early part of a school year. The training required to instruct college personnel concerning the model of organizational functioning would begin about three months later and extend over approximately four months.

The first administration of the survey instrument would be scheduled toward the end of the school year to insure inclusion of faculty who do not teach during the summer. The administrative and faculty feedback sessions would be held in the beginning of the second academic year.

The design and deployment of intervention strategies may take place approximately 15 months after the initial meetings. In nine additional months, a second administration of the survey instrument would be scheduled, followed by a reassessment of the data to measure

Sequence of Events	Number of Months From Initiation of Program							
	1	3	6	7	9	12	15	24
1. Orientation and planning	x							
2. Internalization of Model		x	x					
3. Construction of survey instrument				x				
4. Administration of survey instrument					x			
5. Supplementary interviews					x			
6. Administrative feedback sessions						x		
7. Faculty feedback sessions						x		
8. Formulation of intervention strageties							x	
9. Readministration of survey instrument								x
10. Reassessment of data and future planning								x

Figure 2. Timing and duration of the sequential steps in the survey-feedback process.

changes in operating characteristics. The second administration would take place in the early part of the third academic year.

Internalization of the Organizational Model

The central role which the model for organizational functioning plays in a survey-feedback program has already been mentioned. A major segment of the training would consist of imparting Likert's (1961, 1967) theory of "System 4 Management." Theories of other leading

behavioral scientists would also be included in a formalized course, including the research findings of Maslow (1970), McGregor (1960, 1967), Argyris (1964, 1970, 1971), Herzberg (1966), McClelland (1953), and Katz and Kahn (1966). Three additional topics related to OD which would be included in the training program are transactional analysis, management by objectives (MBO), and leadership theory. Hersey and Blanchard (1977) have developed a "situational leadership theory" based on the relative maturity level of those persons the leader is attempting to direct. The theory is comprehensive in that it also serves as an integrating framework for theories of other behavioral scientists as their work relates to differing styles of leadership.

It is essential that college personnel be more than merely exposed to theories of motivation and organizational behavior; they must thoroughly understand or internalize these concepts if they are to comprehend the significance of the organizational characteristics which the survey instrument will attempt to measure. For this reason, the training would take the form of a course granting graduate credit and would be taught by the internal and external change agents in affiliation with some university in the area. Figure 2 shows that approximately four months would be required to complete the course.

Construction of the Survey Instrument

The external change agent, based on professional preparation and experience, would be familiar with most standardized survey instruments suitable for college organizational and administrative units such as academic departments/divisions. The availability and

distinctions among several standardized instruments would be made known to college personnel.

The "Survey of Organizations Questionnaire" has already been described. Another widely used instrument is Likert's "Profile of Organizational Characteristics" (1969). There are perhaps a dozen similar standardized instruments designed to measure various characteristics of organizational functioning.

After familiarizing administrators with the array of organizational characteristics measured by standardized instruments, a determination of the specific characteristics to be measured by the survey instrument uniquely designed for the college can be undertaken. The internal and external change agents would draw upon their expertise in survey design and construction as preparation for this task.

Using a custom-designed instead of a standardized survey instrument is consistent with one of the objectives established earlier for the OD program. A custom-designed instrument would give college personnel a feeling of participation in the design of the instrument and enhance their commitment to the OD program.

Administration of the Survey Instrument

The survey instrument is to be administered to college personnel representing all administrative units of the college by the external change agent. To protect the confidentiality of individual responses, administrators or other college personnel would not assist in administering the instrument or in summarizing the data.

After an exhaustive quantitative and qualitative analysis of

the data, tables and summary reports would be prepared in readiness for the feedback sessions for administrators and faculty within academic departments/divisions.

Conducting Supplementary Interviews

Key persons within the college who appear to possess an objective viewpoint concerning the manner in which the institution functions would be identified. These persons may be administrators but could also include faculty or other staff members.

Personal interviews with individuals would be conducted by the external change agent to gain insight helpful when interpreting data from the survey. For instance, the extent to which an informal organization exists and either enhances or impedes organizational functioning can be ascertained. An additional purpose for these interviews would be to assess the validity of the data obtained in the survey.

Administrative Feedback-Sessions

The administrative feedback-sessions are to be conducted jointly by the internal and external change agents for all heads of an administrative unit including chairpersons of academic departments/divisions. The sessions would provide training in three areas.

The first area would present background information concerning survey-feedback methodology. Typical topics would include the purpose of survey-feedback programs, the rationale for the design and construction of the survey instrument, the methods used to summarize data across administrative units, and quantitative and qualitative procedures.

The second area of training would include an interpretation of the data by the change agents for the benefit of administrators. Participants would be given an opportunity to compare and verify their personal interpretations of the significance of the data with the viewpoints of others present at these sessions.

The third area of training would consist of instruction in conducting feedback sessions. Simulation and role-playing exercises would be conducted to prepare administrators to lead feedback sessions with their respective administrative groups. Videotaping these exercises would facilitate critical analysis of the data.

Faculty Feedback Sessions

Having received training in techniques for conducting feedback sessions, chairpersons would be prepared to lead similar sessions for faculty within their respective departments/divisions. The internal change agent would be present at these sessions to provide technical information or support in any area the chairperson may request.

In addition, the internal change agent would function as a consultant to evaluate group interaction in the process of interpreting the data, identifying problem areas, and formulating actions plans to solve these problems. To assist in the analysis of the process, meetings would be videotaped, if equipment is available, or at least recorded.

Formulation of Intervention Strategies

An analysis of the data from the survey would permit a comparison of

measures of organizational functioning with the ideal contained in the model. Specific problem areas would be identified and strategies formulated to solve these problems. As a result, the prescription for remedial action would be diagnostically based to help assure selection of the appropriate intervention strategies to address identified weaknesses.

The responsibility for deciding whether or not to take any action concerning specific problems would rest with college representatives rather than with the change agents. College personnel may require assistance from the internal change agent as to alternative intervention strategies available and the relative appropriateness of a specific strategy in relation to a specific problem.

Although the specific problems which may be identified in the survey-feedback process cannot be anticipated in advance, some insights into the most common problems within academic departments/divisions at community and junior colleges may be obtained by examining OD programs conducted at other colleges. Chapter V reported on those problems areas encountered most frequently in OD programs at community and junior colleges.

Readministration of the Survey Instrument

The readministration of the survey instrument represents the posttest, providing a comparison of measurements of the characteristics of organizational functioning. Readministration would not be undertaken prematurely in that the intervention strategies

instituted to solve specific problems must be given sufficient time to effect positive changes in measures of organizational functioning. In the present survey-feedback process, 15 months would be allowed to elapse between the first and second surveys.

Reassessment of Data and Future Planning

The data from the readministration of the survey instrument would be analyzed by the internal change agent, employing the same methods and procedures used during the first assessment of the data. The internal change agent is solely responsible for the analysis of the data at this point, having been trained during the initial analysis by the external change agent.

Feedback sessions would be held again for the administrators and faculty. No training would be necessary for heads of administrative units who would conduct feedback sessions in their respective areas since they would now be experienced in the process.

It the measurements of individual organizational characteristics show sufficient positive gains, as reflected in improved organizational functioning to a level approximating the norms specified in the model, corresponding intervention strategies may be terminated. Continuing intervention strategies or newly formulated action plans may be required to effect additional improvement in selective organizational characteristics.

Attention would be given to several future planning considerations at this point in the survey-feedback program. Plans would be made to repeat the survey-feedback cycle at specified intervals, such as every five years.

Also, arrangements would be made to orient new personnel of the college to the survey-feedback purpose and methodology. This may be accomplished by requiring new staff members to complete within one year the credit course used to acquaint college personnel with the model of organizational functioning and behavioral science theories. The course could be taught by the internal change agent or an audio-tutorial, self-paced course could be designed to facilitate independent study of the material.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to develop a conceptual framework for a comprehensive organizational development (OD) program to improve administrative and organizational functioning of academic departments/divisions at community and junior colleges.

The basic approach employed in designing the OD program was to synthesize primary data obtained by surveying educators at community and junior colleges with secondary data obtained through a review of the literature. A questionnaire, Organizational Development Survey Instrument for Academic Departments/Divisions (ODSIADD), was administered to the membership of the National Council for Staff, Program, and Organizational Development (NCSPOD), an Affiliate Council of the American Association of Community and Junior Colleges.

Summary

The summary will include a brief discussion of the salient findings from the survey and a brief description of the major features of the conceptual framework for an OD program.

Summary of Findings from the Survey

The opinions of members of the NCSPOD as to a conceptual framework for an OD program for academic departments/divisions can be summarized in seven statements. OD programs should:

1. enhance the utilization of human resources.

2. reflect a normative value system encouraging humanistic treatment of individuals.

3. be action-research oriented.

4. involve upper-level administrative units in conjunction with academic departments/divisions.

5. be continuous and ongoing rather than discontinuous and intermittent.

6. use the services of an internal change agent.

7. select external change agents (consultants), if employed, from outside the college, rather than merely external to the academic department/division.

Major Feature of the Organizational Development Program

The design of the OD program consisted of a survey-research and feedback approach to effect organizational changes over two academic years. An internal and external change agent assisted college personnel in the direction and coordination of the program consisting of several phases. These included:

1. Involvement of college personnel from all administrative units, including academic departments/divisions, in the design of a survey instrument.

2. Administration of the survey instrument to all administrative units.

3. Feedback of the data to administrators and faculty in a series of interlocking sessions to facilitate interpretation of the data and identification of problems in the organizational functioning of academic departments/divisions.

4. Formulation of intervention strategies (action plans) to address identified problems and weaknesses.

5. Readministration of the survey instrument to produce comparison measures of longitudinal changes in characteristics of organizational functioning.

The program made use of a model of organizational functioning by identifying those operating characteristics which contribute to improvements in organizational functioning. A custom-designed rather than a standardized survey instrument was collaboratively developed by college personnel and the change agents to measure changes in these characteristics of organizational functioning over time.

A time frame for implementation of the survey-feedback process was developed consisting of ten sequential steps. These steps included:

1. Orientation and planning sessions.
2. Training in the model of organizational functioning.
3. Construction of the survey instrument.
4. Administration of the survey instrument.
5. Supplementary interviews.
6. Administrative feedback sessions.
7. Faculty feedback sessions.
8. Formulation of intervention strategies.
9. Readministration of the survey instrument.
10. Reassessment and future planning.

Conclusions

This section will present conclusions relating to the survey findings as well as the proposed OD program.

Conclusions Relating to the Survey Findings

Several conclusions appear appropriate concerning the findings from surveying the membership of NCSPOD.

A misconception concerning the exact nature of OD is evident from an analysis of many responses to individual statements on the survey instrument, ODSIADD. Many of those surveyed appear to conceive of OD in the narrow context of a constituent element of a comprehensive staff development program, consistent with the models of staff development offered by Bergquist and Phillips (1975a and 1975b) and Gaff (1976).

OD instead is a field of study or body of knowledge based on the behavioral sciences. In the applied area, OD is also a process with strategies for planned change (interventions) capable of enhancing development of human resources concurrently with fostering improvements in organizational functioning. As such, OD is a much broader concept than depicted by the Bergquist and Phillips models for staff development.

The design of the survey instrument could have been improved in two respects. First, technical language from the field of OD should have been removed where possible. Respondents might not have understood the precise meanings which OD theorists attribute to terms such as intervention strategies, action research, and change agents.

Second, where precise terminology was necessary, additional definitions might have facilitated understanding. In particular, the definition provided for the term, organizational development, could have been more lengthy and exact in its wording.

Conclusions Relating to the Proposed Organizational Development Program

The development of a conceptual framework for a comprehensive

OD program for an academic department/division proved to be a difficult and frustrating experience. The most difficult aspect was the necessity to create a coherent framework where all the phases were compatible and capable of being implemented in sequential steps. Several statements in the form of heuristics proved useful in this endeavor as guidelines for the design of an OD program.

> Heuristic one. An OD program cannot be designed in isolation; one must consider the interactive nature which changes made in one administrative unit have on other administrative units.

The survey-research and feedback approach to OD was chosen because this process of data collection and feedback in a series of interlocking sessions was uniquely suited to the interactive nature of academic departments/divisions with upper-level administrative units.

> Heuristic two. A model of organizational functioning serves as a conceptual roadmap as well as a motivating force for participants in an OD program.

The model depicts the ideal condition toward which the members of the organization wish to move by improving designated characteristics of organizational functioning. The model also serves as a motivating force toward the objectives of the program as the inferior nature of the present condition is compared with the ideal condition.

> Heuristic three. The OD program should provide for valid measurements of improvement in organizational functioning.

The readministration of the survey instrument after 15 months would provide comparison measures of changes in characteristics of organizational functioning.

Hueristic four: Provision of a definite time frame and sequential steps for the implementation of the OD program is crucial to its success.

Definite sequential steps and a time frame extending over two academic years were formulated as guidelines to assist in the implementation of the program.

Significance of the Findings

The academic department/division is one of, if not, the most important administrative units at community and junior colleges. Organizationally, departments/divisions contain the largest percentage of total college personnel in comparison to other administrative units.

There is a demonstrated need for improvement in the administrative and organizational functioning within academic departments/divisions. The present study has proposed a conceptual framework for a comprehensive OD program designed to address the problems encountered within this crucial administrative unit.

The OD program described in Chapter VI holds the potential for making a contribution to knowledge concerning OD as applied to the problems faced by educators at community and junior colleges within academic departments/divisions.

Recommendations

Several recommendations should be cited concerning research procedures as well as topics for additional or related research.

The pilot study, consisting of a trial administration and

analysis of data, which preceded surveying the membership of the NCSPOD, was inadequate in that too few subjects (thirteen) participated. In addition, the pilot study should have surveyed a small sample of the same population as the subsequent survey instead of involving persons from a single community college.

The survey instrument was designed by this investigator because no suitable instrument could be found. For this reason measures of reliability and validity do not exist.

In the field of OD, practice has usually preceded rather than followed empirical research. Although the proposed program was formulated partially on principles suggested by OD theorists, additional research is needed to assess the extent to which the program can foster positive changes in characteristics of organizational functioning.

Also, one must ask whether the organizational characteristics which are collaboratively designated by college personnel and the change agent are the causal characteristics which contribute to organizational functioning. Could there be other characteristics which have unknowingly been omitted from the construct which are also determinants of organizational functioning? Research is needed to test for other possible characteristics. The pretest-posttest nature of the two administrations of the survey instrument in the survey-feedback process at least provides comparison measures of organizational characteristics.

If community and junior colleges were to formulate OD programs utilizing the conceptual framework proposed in this study, research

could subsequently be undertaken to compare results based on differences in size and type of institution (community or junior college), governance system, funding (public or private), and many other demographic characteristics.

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APPENDIXES

Appendix A

ORGANIZATIONAL DEVELOPMENT SURVEY INSTRUMENT FOR ACADEMIC DEPARTMENTS (ODSIAD)

This section of the survey instrument is intended to assess the extent to which organizational development (OD) programs and activities have been utilized at your institution. The term organizational development is defined as:

> Organization development is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health. Operationally, OD is a normative process of addressing the questions: 'Where are we?' 'Where do we want to be?' 'How do we get from where we are to where we want to be?' This process is undertaken by members of the organization using a variety of techniques, often in collaboration with a behavioral science consultant.

Please indicate your answer to each questions by circling either "Yes" or "No."

1. OD programs or activities have been utilized at our institition. Yes No

   (In answer to question 1 is "No", please skip to question 25 and complete the survey instrument.)

2. The OD programs and activities conducted at this institution have been a constituent element of our staff development program. Yes No

3. OD programs and activities have been separate and distinct from our staff development program. Yes No

4. The purpose of our OD program and activities has been to improve the functioning and effectiveness of organizational units such as academic departments. Yes No

5. Internalization of a humanistic system of norms and values derived from the behavioral sciences was a prerequisite to the implementation of our OD program and activities. Yes No

6. The problem-solving techniques employed in OD programs were action-research oriented. Yes No

7. OD programs and activities have been temporary, ad hoc activities. Yes No

8. OD programs and activities have been part of a continuous, ongoing program. Yes No

9. A management by objectives (MBO) program has been a constituent element of the OD program within academic departments.

10. MBO has been used within academic departments, but not as a constituent element of an OD program. Yes No

11. MBO has been used within other units of the college, but not within academic departments. Yes No

12. Was an external change agent employed to direct and coordinate OD programs? Yes No

13. Did an internal change agent work with the external change agent? Yes No

14. Did an internal change agent help direct and coordinate the OD program without the assistance of an external change agent? Yes No

15. Has a comprehensive OD program (as distinct from isolated activities) been developed for any subunit of your educational institution? Yes No

16. Has a conceptual framework for a comprehensive OD program been developed for academic departments? Yes No

17. Has your institution developed a college-wide, comprehensive OD program? Yes No

Please circle the letter(s) representing your choice as the best answer(s) in the following questions: (When answering some questions, circling more than one response may be appropriate.)

18. The initial entry point for OD interventions was
    a. with top-level administrators (deans and above)
    b. with middle-level administrators (division and department chairpersons)
    c. with lower-level administrators (directors)
    d. with academic divisions including several departments
    e. within academic departments
    f. with entire faculty across departments
    g. with supportive personnel (counselors, librarians, clerical)
    h. with maintenance personnel
    i. with others (specify) _____

19. The position of internal change agent was
    a. part time
    b. full time

20. The person filling the position of internal change agent was a(an)
    a. staff member
    b. administrator
    c. faculty member
    d. other (specify) _____

21. The approximate length of time required to complete a successful OD program is
    a. less than six months.
    b. six months but less than twelve months.
    c. twelve months but less than two years.
    d. two years but less than three years.
    e. more than three years.

22. To which of the three areas of the Council for Staff, Program, and Organizational Development do you most closely identify?
    a. staff development
    b. program development
    c. organizational development

23. Circle the letters representing those OD activities that have taken place at your institution within academic departments to enhance the contribution of the faculty to organizational effectiveness.
    a. general knowledge of the community/junior college
    b. rationale for open-door admission policy
    c. characteristics of community college students
    d. history of community/junior college movement
    e. understanding student advisement
    f. vocational guidance for students
    g. team building
    h. conflict resolution
    i. training in problem identification and problem-solving techniques
    j. program planning techniques
    k. improving communications
    l. use of MBO
    m. improving interpersonal relations
    n. long-range career planning
    o. professional development
    p. training in participative management
    q. strategies for effective change
    r. others (specify) _____

24. Circle the letters representing those OD activities that have taken place at your institution within academic departments to improve the administrative and management skills of the chairperson.

a. leadership training and styles of leadership
b. effective use of MBO
c. techniques for motivating faculty
d. strategies for effective change
e. effective use of time
f. determining and clarifying goals
g. planning, programming, budgeting systems
h. conflict identification and resolution
i. problem-solving techniques
j. improving interdepartmental communications
k. training in faculty and staff evaluation
l. education in inservice training
m. determining future staff needs
n. recruitment techniques
o. faculty orientation
p. grant and proposal writing
q. greater knowledge of legal issues
r. other (specify) _____

25. Please list your educational degrees and specific major on the lines provided

	Degree	Major
Undergraduate	_____	_____
Master	_____	_____
Doctor	_____	_____

This section of the survey instrument is designed to identify the specific problem areas within academic departments which an OD program should ideally address. In addition your suggestions as to the appropriate constituent elements of an OD program are elicited.

Please indicate your degree of agreement with each of the following statements by circling the number that best represent your feelings.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26. Problem-solving techniques employed in OD programs should be action-research oriented.	1	2	3	4	5
27. OD activities are a component of the broader term staff development.	1	2	3	4	5
28. OD can be used as a paradigm to implement a staff development program.	1	2	3	4	5

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29.	OD is a management concept that has no relationship to staff development.	1	2	3	4	5
30.	Internalization of a humanistic system of norms and values derived from the behavioral sciences should be a prerequisite to the implementation of an OD program.	1	2	3	4	5
31.	OD activities can enhance the utilization of human resources.	1	2	3	4	5
32.	OD programs should be continuous and ongoing.	1	2	3	4	5
33.	Intermittent, discontinuous OD programs can be effective.	1	2	3	4	5
34.	The same organizational norms and values are required when implementing either MBO or OD.	1	2	3	4	5
35.	MBO is a deceptive management practice employed to obtain increased productivity and accountability from employees.	1	2	3	4	5
36.	OD programs should employ external change agents.	1	2	3	4	5
37.	For OD programs within academic departments, the external change agent should come from outside the college, rather than merely outside that specific department.	1	2	3	4	5
38.	When an external change agent is used, an internal change is not necessary.	1	2	3	4	5

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39.	The academic department is an appropriate initial entry point for an OD program within a college.	1	2	3	4	5
40.	Initial OD programs should involve the entire organization rather than a specific department or unit.	1	2	3	4	5
41.	The department chairperson can effectively serve as internal change agent for OD programs within his/her department.	1	2	3	4	5
42.	The internal change agent should hold a staff or advisory position rather than a line or administrative position.	1	2	3	4	5
43.	The position of internal change agent should be full time rather than part time.	1	2	3	4	5
44.	For an OD program to be fully implemented and successfully operational takes at least 18 months.	1	2	3	4	5
45.	Man is essentially trustworthy.	1	2	3	4	5
46.	Individuals are capable of change and development.	1	2	3	4	5
47.	Suppressed feelings adversely affect problem solving, personal growth, and job satisfaction.	1	2	3	4	5
48.	In most organizational groups the level of interpersonal trust, support and cooperation is much lower than that which is either necessary or desirable.	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
49. If most individuals are provided an environment that is supportive and challenging, they will strive for personal growth and development.	1	2	3	4	5
50. Most people want to make (and are capable of making) a higher level of contribution to organizational goals than the organizational environment permits.	1	2	3	4	5

51. Please feel free to add any comments, suggestions, reflections, etc. concerning the survey instrument on the topic organizational development.

52. I would like to receive a summary of the results of this survey. Yes No

Appendix B

ORGANIZATIONAL DEVELOPMENT SURVEY INSTRUMENT FOR ACADEMIC DEPARTMENTS/DIVISIONS (ODSIADD)

Part I of the survey instrument is intended to assess the extent to which organizational development (OD) programs and activities have been utilized at your institution. Definitions to clarify the specific meanings attributed to two key terms follow:

> Organizational Development--a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency and effectiveness. Operationally, OD is a normative process of addressing the questions: 'Where are we?' 'Where do we want to be?' This process is undertaken by members of the organization using a variety of techniques, often in collaboration with a behavioral science consultant.
>
> Academic departments/divisions--an instructional unit of a two-year institution in either credit or non-credit curricular programs.

Please indicate your answer to each question by circling either "Yes" or "No."

1. OD programs or activities have been utilized at our institution. Yes No

   (If your answer to question 1 is "No," please skip to question 24 and complete the survey instrument.)

2. The OD programs and activities conducted at this institution have been a constituent element of our staff development program rather than separate and distinct from our staff development efforts. Yes No

3. The purpose of our OD program and activities has been to improve the functioning and effectiveness of organizational units such as academic departments or divisions. Yes No

4. Internalization of a humanistic system of norms and values derived from the behavioral sciences was a prerequisite to the implementation of our OD program and activities. Yes No

5. The problem-solving techniques employed in OD programs were action-research oriented. Yes No

6. OD programs and activities have been temporary, ad hoc activities. Yes No

7. OD programs and activities have been part of a continual, ongoing program. Yes No

8. A management by objectives (MBO) program has been a constituent element of the OD program within academic departments or divisions. Yes No

9. MBO has been used within academic departments or divisions, but not as a constituent element of an OD program. Yes No

10. MBO has been used within other units of the college, but not within academic departments or divisions. Yes No

11. An external change agent was employed to direct and coordinate OD programs. Yes No

(If your answer to question 11 is "No", skip to question 13.)

12. An internal change agent worked with the external change agent. Yes No

13. An internal change agent helped direct and coordinate the OD program without the assistance of an external change agent. Yes No

14. A comprehensive OD program (as distinct from isolated activities) has been developed for subunit(s) of our educational institution. Yes No

15. A conceptual framework for a comprehensive OD program has been developed for academic departments or divisions. Yes No

16. Our institution has developed a college-wide, comprehensive OD program. Yes No

Please circle the letter(s) representing your choice as the best answer(s) in the following questions as they relate to your institution. (When answering some questions, circling more than one response may be appropriate.)

17. The initial entry point for OD interventions was
    a. with top-level administrators (deans and above)
    b. with middle-level administrators (division and department chairpersons)
    c. with lower-level administrators (directors)
    d. within academic divisions including several departments
    e. within academic departments
    f. with entire faculty across departments
    g. with supportive personnel (counselors, librarians, clerical)
    h. with maintenance personnel
    i. with others (specify) _____

18. The role of internal change agent was
    a. part time
    b. full time

19. The person filling the position of internal change agent was a(an)
    a. administrator
    b. faculty member
    c. staff member other than administrator or faculty member

20. The approximate length of time required to complete a successful OD program was
    a. less than six months
    b. six months but less than twelve months
    c. twelve months but less than two years
    d. two years but less than three years
    e. more than three years

21. To which of the three areas of the Council for Staff, Program, and Organizational Development do you most closely identify?
    a. staff development
    b. program development
    c. organizational development

22. Circle the letters representing the various problem areas at your institution within <u>academic departments or divisions</u> for which OD programs or interventions have been used to assist <u>faculty members</u> in addressing these problems.
    a. general knowledge of the community/junior college
    b. rationale for open-door admission policy
    c. characteristics of community college students
    d. history of community/junior college movement
    e. understanding student advisement
    f. vocational guidance for students
    g. team building
    h. conflict resolution
    i. training in problem-identification and problem-solving techniques
    j. program planning techniques
    k. improving communications
    l. use of MBO
    m. improving interpersonal relations
    n. long-range career planning
    o. professional development
    p. training in participative management
    q. strategies for effective change
    r. others (specify) _____

23. Circle the letters representing the various problem areas at your institution within academic departments or divisions for which OD programs or interventions were used to improve the administrative and management skills of the chairperson.
    a. leadership training and styles of leadership
    b. effective use of MBO
    c. techniques for motivating faculty
    d. strategies for effective change
    e. effective use of time
    f. determining and clarifying goals
    g. planning, programming, budgeting systems
    h. conflict identification and resolution
    i. problem-solving techniques
    j. improving interdepartmental communications
    k. improving intradepartmental communications
    l. training in faculty and staff evaluation
    m. education in inservice training
    n. determining future staff needs
    o. recruitment techniques
    p. faculty orientation
    q. grant and proposal writing
    r. greater knowledge of legal issues
    s. other (specify) _____

24. Please list your educational degrees and specific major on the lines provided.

	Degree	Major
Undergraduate	_____	_____
Master	_____	_____
Doctor	_____	_____

Part II of the survey instrument is designed to solicit your ideas as to an appropriate conceptual framework for, as well as the constituent elements of, an organizational development program for an academic department or division of a community or junior college.

Please indicate your degree of agreement with each of the following statements by circling the number that best represents your feelings.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25. Problem-solving techniques employed in OD programs should be action-research oriented.	1	2	3	4	5
26. OD activities are a component of the broader term, staff development.	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
27.	OD can be used as a paradigm to implement a staff development program.	1	2	3	4	5
28.	Internalization of a humanistic system of norms and values derived from the behavioral sciences should be a prerequisite to the implementation of an OD program.	1	2	3	4	5
29.	OD activities can enhance the utilization of human resources.	1	2	3	4	5
30.	Intermittent, discontinuous OD programs can be effective.	1	2	3	4	5
31.	The same organizational norms and values are required when implementing either MBO or OD.	1	2	3	4	5
32.	OD is a management concept that has no relationship to staff development.	1	2	3	4	5
33.	OD programs should employ external change agents.	1	2	3	4	5
34.	For OD programs within academic departments or divisions, the external change agent should come outside the college, rather than merely outside that specific department or division.	1	2	3	4	5
35.	MBO is a unilateral management practice employed to obtain increased productivity and accountability from employees.	1	2	3	4	5
36.	The academic department or division is an appropriate initial entry point for an OD program within a college.	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
37.	Initial OD programs should involve the entire organization rather than a specific department or unit.	1	2	3	4	5
38.	For an OD program to be fully implemented and successfully operational, at least 18 months are required.	1	2	3	4	5
39.	Man is essentially trustworthy.	1	2	3	4	5
40.	Individuals are capable of change and development.	1	2	3	4	5
41.	The department or division chairperson can effectively serve as internal change agent for OD programs within his/her area.	1	2	3	4	5
42.	In most organizational groups, the level of interpersonal trust, support, and cooperation is much lower than that which is desirable.	1	2	3	4	5
43.	If most individuals are provided an environment that is supportive and challenging, they will strive for personal growth and development.	1	2	3	4	5
44.	Most people want to make (and are capable of making) a higher level of contribution to organizational goals than most organizational environments permit.	1	2	3	4	5

45. I would like to receive a summary of the results of this survey. Yes No

46. Please feel free to add any comments, suggestions, reflections, etc., concerning the survey instrument and/or the topic, organizational development.

Appendix C

Commission on Research and Evaluation
National Council of Staff, Program and Organization Development

14 May 1980

Dear Participant:

The Research and Evaluation Commission of the National Council for Staff, Program, and Organizational Development encourages your participation in Mr. Poetzinger's study.

The dearth of solid research in the area of Organizational Development is significant and regrettable. Our need for data is substantial and continuing if Organizational Development is to come into its own as an instrumentality and strategy for change in Higher Education. Mr. Poetzinger's work will supply researchers and practitioners alike with important new knowledge, and thus we encourage the fullest possible participation and response in his study.

Thank you for assistance, both to Mr. Poetzinger's work and to the field of Organizational Development.

Sincerely yours,

T. H. Smith Wallace

T. H. Smith Wallace, Chairperson
Commission on Research and Evaluation
National Council for Staff, Program and
Organizational Development

DAVIDSON COUNTY COMMUNITY COLLEGE
Intersection of Old Greensboro Road and Interstate 85
LEXINGTON, NORTH CAROLINA 27292

Appendix D

P. O. BOX 1287

TELEPHONES:
LEXINGTON AREA CODE: 704-249-8186
THOMASVILLE AREA CODE: 919-475-718

June 4, 1980

Dear Fellow Member of NCSPOD:

Recently you received a letter from T. H. Smith Wallace, Chairperson of the Commission on Research and Evaluation, National Councils for Staff, Program and Organizational Development.

As Mr. Wallace indicated, the need for additional research in the area of organizational development is critical. Individually, you possess a wealth of knowledge and practical experience concerning the topic of this study--organizational development within academic departments/divisions at community and junior colleges.

Your knowledge and experience should be compiled, summarized, and shared with the NCSPOD membership. This can be accomplished if you will take just twenty minutes from your busy schedules to complete the enclosed survey instrument.

A business reply envelope is enclosed for your convenience. Thank you for your valuable contribution to this study and the research on organizational development.

Sincerely,

John F. Poetzinger

John F. Poetzinger

pb

Enclosures

DAVIDSON COUNTY COMMUNITY COLLEGE
Intersection of Old Greensboro Road and Interstate 85
LEXINGTON, NORTH CAROLINA 27292

P. O. BOX 1287

TELEPHONES:
LEXINGTON AREA CODE: 704-249-8186
THOMASVILLE: AREA CODE: 919-475-7161

Appendix E

June 27, 1980

Dear Fellow Member of NCSPOD:

One of the purposes of the National Council for Staff, Program, and Organizational Development (NCSPOD) is to foster research of mutual concern to the membership.

Recently you were given the opportunity to participate in a survey concerning organizational development within academic departments at community and junior colleges. This survey carries the endorsement of the Commission on Research and Evaluation of NCSPOD.

The success of the study depends on your sharing your experience concerning organizational development at your institution. Please take a few minutes and complete the survey instrument. A business reply envelope is enclosed for your convenience.

If you have already returned the survey instrument, please be assured that your contribution and assistance are greatly appreciated.

Sincerely,

John F. Poetzinger

John F. Poetzinger
Researcher

pb