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Grid Organization Development: The Behavioral Significance of Systems Upon Effectiveness

Henry James Nix

Eastern Illinois University

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Grid[®] Organization Development

The Behavioral Significance of Systems Upon Effectiveness
(TITLE)

BY

HENRY JAMES NIX

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts in Political Science

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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To the human heart in conflict with itself.

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Jim Owens helped me to figure out how to use The Statistical Package For The Social Sciences and how to key-punch my research data on IBM cards. Scientific Methods, Inc., Box 195, Austin, Texas, granted me permission to reproduce the managerial grid figure and the word Grid which are registered service marks of Scientific Methods, Inc., as well as descriptions of Grid Organization Development and the Managerial Grid. Dr. Robert R. Blake, president of Scientific Methods, Inc., gave me an excellent explanation of theory, and advice on the weaknesses of my research design. Dr. Jane Srygley Mouton, vice-president of Scientific Methods, Inc., was always speedy and prompt in her responses to my requests for information. She knows the true meaning of concern and service. She understood my situation and let me attend a Managerial Grid Seminar at a student rate. Roy Richardson, a member of the Scientific Methods, Inc. staff, showed me great hospitality in New York City, in Fontana, Wisconsin, and in Oshkosh, Wisconsin. His advice, encouragement, and explanations of Grid Organization Development were invaluable to me. All of the members of my Grid work team (TAN) at the November 11-16, 1973, Managerial Grid Seminar helped to make the experience a moving and worthwhile learning experience. Two members of my work team deserve special recognition. Jack Williams let me share his accommodations at the Abbey during the Managerial Grid Seminar. This was a very kind gesture to me, and it greatly improved my living conditions. It made it much more convenient for me to participate in the Grid Seminar. His love of life and living increased my understanding of myself and the Grid. James Weakly and I had many epic battles during our

Grid Seminar. Our conflicts helped to create a deep feeling of friendship between the two of us. Rachael Richardson checked this thesis for grammar and usage. Her professional evaluation helped me to make the final corrections. Og Mandino's (1968) scrolls in The Greatest Salesman gave me the insights that I needed to deal with the bad habits of procrastination, laziness, and indifference. His Scroll Number 3 (pp. 63-67) in his book The Greatest Salesman--"I will persist until I succeed"--kept me on the track and motivated me to press onward to my goal. Now, I realize the value of persistence. I took to heart his principle of persistence (pp. 63-67):

. . . . I will try and try and try again, and if that be of no avail I will try again. . . . If I persist, if I continue to try, if I continue to charge forward, I will succeed. . . . The prizes of life are at the end of each journey not near the beginning, and it is not given to me to know how many steps are necessary in order to reach my goal. . . . Small attempts repeated will complete any undertaking. . . I will ignore the obstacles at my feet and keep mine eyes on the goals above my head. . . I must fail often to succeed only once. . . . Each obstacle I will consider as a mere detour to my goal. . . . So long as there is breath in me that long will I persist. For now I know one of greatest principles of success; if I persist long enough I will win. I will persist. I will win.

This principle gave me the peace of mind and determination to start and to finish each draft and each revision as I moved closer to my goal of thesis completion. Napoleon Hill's (1947) Think and Grow Rich principles gave me enlightenment and motivation: "Every adversity carries within it the seed of an equivalent or greater benefit. . . . Whatever the mind of man can conceive and believe it can achieve. . . . The man who wins is the man WHO THINKS HE CAN. . . ." And finally, let me give my special, heartfelt ~~thanks~~ to my loving fiancée, Toni Sue Todd. She

always gave me the emotional support and the unwavering faith that I needed to complete this thesis. She was and she is an inspiration to me, particularly in situations where new thought or creativity is required. Writing this master's thesis has been a rigorous, frustrating process for me. Many times my efforts were probably illogical, inefficient, and laughable. Everyone needs to be thanked for enduring my ignorance and my ineptitude in scholarly research and procedures.

THANK YOU ALL.

AUTHOR'S NOTE:

THE MASTER'S THESIS

How do the seeds of an idea develop? The seeds of an idea develop slowly. The process of developing an idea begins with jotting down a few random notes. At first, the pristine pages of the lined legal pad look as if they will never be filled. You toss and turn at night because the legal pad on the floor next to your bed is empty. You turn on a flashlight to jot down ideas that flash into your conscious mind, ideas that demand to be written down. You scribble down thoughts before sleep comes and after awaking each morning. And always, day and night, it is that one question. . . Which word?

The question and the answer provide the framework for the evolution of the idea. The evolution of the idea is a slow, hard, backbreaking, plodding process. It is plunging ahead with reckless abandon. It is marathon sessions at the typewriter. It is asking: Do I have the stamina, the ability, the knowledge, the desire, the determination, and the dedication to accomplish what I want to do? It is overwhelming challenge and countless temporary setbacks. It is a new path, an uncharted course, a rocky road. It is a goal that always seems to be just beyond your grasp--and yet so very far away. It is inching forward as if the first chapter is being dictated. It is surging forward

with ease, writing flowing words with or without continuity and coherence. It is soul-searching and doubt when the flow becomes a trickle. It is setting a goal and trying to get a certain number of pages completed each day. It is reading, reading, and more reading and then research, research, and more research. It is days when nothing seems to go right and the weight of the whole project seems too much to bear. . . days when you need the faith of another person to keep you going.

This is the master's thesis.

Seven Things No Writer Should Be Without

1. A patient, trusting family--or none at all.
2. One friend who believes in him.
3. At least the next three meals in prospect.
4. Pencil and paper.
5. A few postage stamps.
6. Faith in himself.
7. A thick skin.

I ran across these seven things in a journal article while the seeds of my idea were developing. Unfortunately, I neglected to copy down the source. My only remark is. . . . How true. . . . How true.

I have had a persistent burning desire to finish this "labor of love" for the past thirty-five months. I hope this thesis is less than idealistic and overly ambitious and more understandable and scholarly oriented than intended. Now I know why and when and where and how and what others did and had to do to complete research projects and studies.

CHAPTER 1

INTRODUCTION

Blake and Mouton (1964) in their book The Managerial Grid, imply that the most effective way to manage any organization is to adopt a style that fully integrates both concern for production and concern for people. They feel work teams should be the basic building blocks of an organization. They suggest that the implementation of their concepts will strengthen an organization's competitive position, increase its productivity, and change both individual and group behavior. In other words, it appears that the personal needs that workers most want fulfilled are those needs that facilitate organizational effectiveness.

Blake and Mouton (1975) in The Grid[®] For Supervisory Effectiveness (p. v) say, "The 9,9 style gets the best results, produces the greatest involvement and commitment, and leaves the fewest undesirable side effects." The 9,9 style integrates the two concerns mentioned in the preceding paragraph, i.e. concern for production and concern for people. Blake and Mouton (1975) in The Grid For Supervisory Excellence state (p. 9):

. . . . The 9,9 approach is acknowledged by supervisors as the soundest way to achieve excellent performance. This conclusion has been verified from studies throughout the U.S. and around the world. The 9,9 theory defines a model that people say with conviction they want, not only for a guide to their own conduct but also as a model

of what they want their organizations and agencies to become. . . . (p. 82) Those who have tried the 9,9 way of supervision have found it to be the key management style for today, tomorrow, and the years ahead whether the problem is a 1/0, 1/1 or 1/all situation.

Blake and Mouton (1968) in Corporate Excellence Through Grid Organization Development evaluate the research and field studies on the Grid, and their interpretation is that they lead to the conclusion that 9,9 is the best style of management.

Blake and Mouton (1968) in Corporate Excellence Through Grid Organization Development, (hereafter cited as Corporate Excellence), prescribe the ideal end-state an organization should achieve. They believe that they have accumulated important wisdom in the form of the managerial grid, and that the grid should be used not only in the private corporate world [as Blake and Mouton (1971) suggest in "A Behavioral Science Design for the Development of Society," Journal of Applied Behavioral Science (pp. 146-163)], but also in the public arena as well. They feel that their theory goes beyond hope and promises; it deserves the enthusiastic commitment and wholehearted support of top management. Properly committed leadership can motivate and enlist the support of workers by using their sound methodology, Grid Organization Development, (hereafter cited as Grid OD).

Blake and Mouton do not believe that trainees will use knowledge from a Grid Seminar to manipulate other people for self-serving ends, but rather believe that trainees will use knowledge from a Grid Seminar to fulfill the needs of other people. The Managerial Grid Seminar is part of Blake and Mouton's "grand master plan" introduced in their (1964) book The Managerial Grid. Blake and Mouton introduce five manage-

ment styles, [i.e. 9,9 9,1 5,5 1,9 and 1,1] in The Managerial Grid. [These five management styles will be summarized in a separate section in this chapter.] The Grid Seminar is part of a plan to make theory an operating reality in the daily work lives of people in organizations. Individuals meet challenges on positive ground with candor and critique. Management generates organizational and individual purpose through cooperation, commitment, involvement and participation. Effort is channeled towards reaching "what should be"--Blake and Mouton's dynamic corporation which maximizes concern for production and concern for people. People solve problems with their solution decision-making approach, correcting mistakes along the way with feedback and analysis. Individuals must have the courage to risk failure and the self-confidence to reach "what should be."

In light of the preceding claims Blake and Mouton's propaganda deserves close scrutiny. Scientific Methods, Inc. organized in 1961. It is headquartered in Austin, Texas. Dr. Robert R. Blake is president and Dr. Jane Srygley Mouton is vice-president. The firm has a professional staff to assist clients in applying Blake and Mouton's behavioral science strategies. The function of Scientific Methods, Inc. is to assist its clientele in achieving organization excellence that is measured through productivity, quality, profit and long term-growth. Seventy-five of the Fortune top one-hundred industrial companies in the U.S. are clients of Scientific Methods. Similar rates apply to companies in England, Germany and Japan. George Strauss (1973) in "Organizational Development: Credits and Debits," Organi-

zational Dynamics, Winter (p. 2) reports that Scientific Methods, Inc. (1969-70) had 45 clients from the top one-hundred U.S. corporations, conducted courses on every continent, and projected profits of \$1.1 million.

In a research report Harold M.F. Rush (1969) Behavioral Science Concepts and Management Application, Personnel Policy No. 216 (p. 65) says that of the 241 companies surveyed 33% said they used the Managerial Grid Seminars. In another survey Rush (1969) (p. 10) says 205 (68%) of the 302 respondents answered the question: "Have any particular behavioral scientists' writings, theories, teaching or research influenced you personally?" Fifty-two respondents said Blake and Mouton were among the top six behavioral scientists.

It appears that certain preconditions are necessary in the organization culture, the organization structure, the situation, the work, and the environment within which work is performed for Grid OD to increase productivity and change behavior. Blake and Mouton (1975) The Grid For Supervisory Excellence (pp. 111-112) say the desirable conditions that will bring about real change toward 9,9 are. (1) A supervisor must know theories of perfect and imperfect behavior. Grid theory allows him to see new options outside his field of vision and understand what he needs to do to change. (2) He must clearly see his actual self--the self that shows up in his behavior with other people. (3) He must see the gap between the way he supervises and the way he would like to supervise--a better way to supervise. (4) He needs the support of people around him in his work environment to help him to change.

He needs managers who know and value efforts toward becoming 9,9. His subordinates must respond to his support and contribute to teamwork.

Blake and Mouton have prescribed events and exercises to shape the direction and development of the group and participants in the exercises. Grid OD is heartening, and the theory behind it appears to be sound. Blake and Mouton's goals are laudable, but the achievement of desirable results probably requires environmental support characteristics: (1) an organization culture receptive to the idea of change, (2) an organization structure capable of directing a change effort, (3) top management commitment and involvement in the change effort, (4) work that permits the development of individual behavioral effectiveness characteristics, and (5) an environment (within which individuals work) that permits the development of individual behavioral effectiveness characteristics. [Note: Individual behavioral effectiveness characteristics are detailed in Chapter 3].

Blake and Mouton (January 1970) "OD--Fad Or Fundamental?" Training and Development Journal (p. 11) feel a significant turning point in a change effort is realized when 60% of an organization's members participate in Grid Organization Development. Expecting such support [over a period of three to five years] from the top management of an organization and its members in an economic setting may involve wishful thinking, since the business world is not a clinical setting by any stretch of the imagination. In the final analysis, it appears that the self-interest in making a living, the geographical and the

vertical mobility among executives, the turnover in an organization, and the perversity of human nature all combine to break down the cooperation Grid OD needs to work the way Blake and Mouton designed it to work.

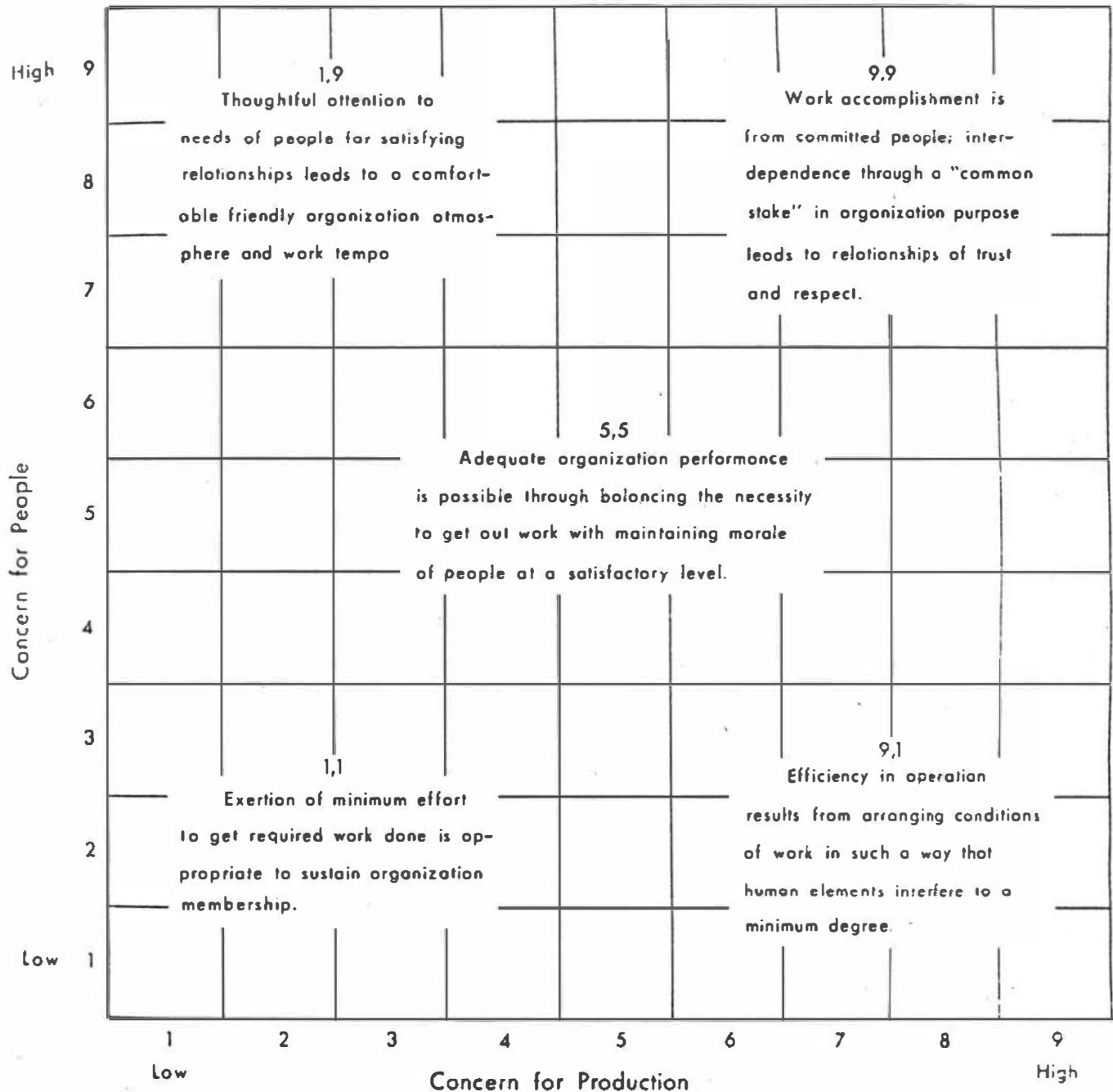
Moreover, the grid may be used as a means of channeling managers within the organization hierarchy according to their managerial ability, but this does not necessarily mean that it will be used for such a purpose. The 9,9 managerial style which maximizes concern for production and concern for people is an approach that may bring about an improvement in human relations.

This raises some interesting questions such as. How long can managers maintain the idealism and enthusiasm necessary for the environmental support of Grid OD? How many executives have the courage to experiment with a new approach to management, and the courage to take the personal and financial risks necessary for truly human growth and development in their organization? Can the Managerial Grid Seminar make people better managers? Does the use of Grid OD allow managers to be both effective and human in their intercourse with others?

The Managerial Grid

The managerial grid, depicted in Fig. 1 on the next page, is a framework for sorting out similarities and differences among theories of human performance and conduct. The horizontal axis indicates concern for production--the amount of emphasis supervisors place on achieving production. The vertical axis indicates concern for people--the productive unit of an organization.

Fig. 1

The Grid[®]

(Copyright: Robert R. Blake and Jane Srygley Mouton and Gulf Publishing Co., Houston, Texas from The Managerial Grid, 1964, p. 10. Reproduced by permission.)

The grid places many of the fundamental issues of behavior in the context of the organization. Three concepts are central to understanding the grid: (1) purpose, (2) people, and (3) hierarchy. These elements are universal to organizations and have an effect on employees from the top to the bottom levels of the organization hierarchy. Some grid theory governs the quality and character of a person's actions and emotions as he works with and through others, even though the person may be unaware of it, but a person may not always hold the same degree of concern.

Blake and Mouton (1964) in their book The Managerial Grid say that managerial behavior is not necessarily fixed or rigidly limited to any one theory. Each contrasting position on the grid is an alternative to each of the others. It appears that each manager has one theory that is "dominant" and another theory that is a "backup." The dominant style is the most characteristic managerial style of an individual, and the backup style is the managerial style to which an individual typically resorts when he is not getting the results he desires, or when he is facing difficulties that he cannot resolve by using his dominant style.

Blake and Mouton (1964) speak of other managerial patterns in Chapter 2 of The Managerial Grid: (1) The paternalistic manager who treats subordinates graciously in return for their compliance and obedience. He controls others with a 9,1 orientation, but also treats them with a 1,9 orientation on a separate-but-equal basis. (2) The 9,1 manager who attempts to get results, but fails. Then he feels depressed and withdraws into the neu-

trality and indifference of the 1,1 corner. (3) The "wide-arc pendulum" manager moves back and forth from 9,1 to 1,9. First, he strives for results, but then he finds out he is frustrating his people in the process. Thus he seeks to repair his relationships with 1,9 warmth, but then he probably finds himself behind on the production front, and swings back to the 9,1 corner.

The Managerial Grid[®] Seminar

At the Grid Seminar each work team develops a well-articulated written description of the individual behavior of each of its members. The Managerial Grid serves as the text for the parameters of these descriptions. Trainees learn the theory behind five major management styles and develop competence in identifying solutions for production and people problems, etc. The Grid Seminar is designed to show an individual the managerial style he is currently using and the behavioral skills he needs to develop to reach or move closer to the 9,9 management style.

The work teams at the Grid Seminar generate strong forces for individual change. The final exercise of the Grid Seminar allows the trainee to attempt to successfully use the 9,9 management style to solve problems. New work teams are formed, and trainees work with unfamiliar people. The trainee's use of the 9,9 management style, or the witnessing of other trainees successfully using the 9,9 management style may increase the likelihood that trainees will adopt the Grid value framework. If these values are adopted the Grid Seminar may have the overall effect of setting in motion sociological forces. These forces may ultimately create a 9,9 organization culture and climate.

Blake and Mouton's Five Management Styles

Henry James Nix (1974) in an unpublished article "Managerial Grid, Seminars THE NON-BELIEVER PHENOMENA: the 9,9 syndrome" (pp. 2-5) summarizes the five major types of managers described by Blake and Mouton (1964) in The Managerial Grid. The terms preceding each description of a manager are Blake and Mouton terms, and the page numbers are taken from The Managerial Grid. [Note: All of the following material is taken from The Managerial Grid; material enclosed in brackets has been added.]

9,1-----[Authority-Obedience Win/Lose Mgt.]-----

. . . . [The 9,1 manager (p. 43) is] "inner directed, tough-minded [and] hard hitting. . . . [p. 18] He drives himself and his people alike. . . . [p. 42] The 9,1 oriented person places a high value on making decisions that stick. . . In terms of convictions, he is ready to stand up for his own ideas, opinions, and attitudes and to press forcefully for their acceptance, even when others are pushing for their own against him. . . Once a conviction, opinion, or attitude is adopted, it is likely to be clung to tenaciously. . . He is oriented toward proving himself through performance or the validity of his position, even at the expense of friendly relations with people. . . He seeks to gain control by winning for his point of view, even if it results in stepping on toes. . . With a subordinate, the 9,1 approach to conflict and disagreement is to prevent it from occurring by suppressing disagreement. . . His temper can well up when things are not going according to his wishes. His humor, like his approach to conflict, is hard hitting. It tends to carry a sting. . . ."

1,9-----[Country Club Mgt.]-----

. . . . [The 1,9 manager (p. 75) is] "other-directed [and has] a friendly, likeable, orientation. . . . [p. 59] [As] a manager he gives warmth, acceptance, and understanding. His hallmark is to help. . . . [p. 75] The person with a 1,9 predisposition places high value on good relationships. . . . accepting the opinions, attitudes and ideas of others in preference to pushing his own. . . . He is rarely in an initiating role on issues which call for exerting positive leadership. . . . He rarely generates conflict, but when it does appear, either between himself and others, or between others, he tries to soothe bad feelings. When tensions between people do arise, his humor attempts to reduce them. He is patient and his temper is not easily triggered. . . ."

1,1-----[Impoverished Mgt.]-----

. . . . [The 1,1 manager (p. 101) is] "non-directed [and oriented to (p. 87)] minimum exposure and accountability. . . . [p. 102] He maintains the physical and functional appearances that put his behavior into conformance with that of the many others with whom he is associated. . . . [p. 105] by] being present, yet absent. . . . [p. 100] The person who adopts the 1,1 orientation goes along in a passive way. He does not respond positively and enthusiastically. . . . [p. 101] When disagreement arises as to course of action, a 1,1 approach avoids taking sides. . . . A person acting under 1,1 is likely to be described as colorless because he rarely expresses convictions and does not search out those held by others. . . . When conflict does arise, he tends to remain neutral and, to the degree possible,

to stay out of it. . . . Because of his neutrality he rarely gets stirred up. If he does participate with humor, it is likely to be seen by others as rather pointless". . . .

5,5-----[Middle-Of-The-Road/Status Quo Mgt.]-----

. . . . [The 5,5 manager (p. 133) has a flexible, bargaining] "tradition-directed orientation. . . . [(p. 116)] His goal is to be a little above 'average,' but to avoid getting known as 'gung ho'. . . . [(p. 125)] He remains tentative so that he can shift without being wrong and losing face or without being seen as inconsistent and vacillating. . . . He is likely to be seen by his boss as a person lacking character, integrity, and internal strength. . . . [(p. 131)] His realistic goals are to achieve workable solutions to problems that result, not in genuine gratification, but in good sound satisfaction. . . . When ideas, opinions or attitudes different from his own appear, he searches for compromise positions representing majority thinking that can relieve the impasse. . . . When conflict does arise, however, he tries to be fair but firm, to get a fair solution that is equitable to as many as possible. When operating on the basis of convention, he is secure to move ahead, he feels self-confident But he rarely moves out in front until a new direction has been established. When he does introduce humor into a situation it is the kind that either [sic] sells himself in terms of increasing his acceptance by others or the position he wants to get bought. . . ."

9,9-----[Team Mgt.]-----

. . . . [The 9,9 manager (p. 176)] is autonomously self-directed and [(p. 142)] "oriented towards discovering

the best and most effective solution to a given situation. . . .

[(p. 154) He] seeks to provide meaningfulness in work and to tap the creative resources of people and to mobilize their commitment under circumstances of cooperation and team play. . . .

[(p. 146)] Genuine understanding of organization economic health, of work goals, unity of effort and commitment arise out of discussion, deliberation and debate around major organization issues and by the mutual identification of sound objectives.

. . . [(p. 173) He] places high value on getting sound and creative decisions. . . He listens for and seeks out ideas, opinions, and attitudes different than [sic] his own. . . He is a real starter in the sense of initiating action, but he also follows through. Others tend to pick up his sense of confidence in an enthusiastic way. He is likely to have clear convictions of his own, though he responds to sound ideas by changing his mind. When conflict arises between himself and others, he tries to identify reasons for it and to resolve underlying causes by working them through. He rarely loses his temper, even when stirred up. His humor fits the situation". . . .

The preceding descriptions of the five major types of managers are not all inclusive. For a more extensive explanation of the research and rationale behind each of the five management styles, [i.e. 9,1 1,9 1,1 5,5 and 9,9] consult Blake and Mouton (1964) The Managerial Grid.

Grid_o Organization Development

Grid OD is a six-phase packaged instrumented training program set forth by Blake and Mouton (1968) in Corporate Excellence.

Grid OD proceeds according to Blake and Mouton (1968) in Corporate Excellence (p. 9):

Phases

Communication

1. Grid Seminar--Organization members learn theories of behavior on a one-to-one basis
2. Teamwork Development--Work teams apply Grid theories to increase their effectiveness
3. Intergroup Development--Organized units that must cooperate to achieve results apply Grid theories to increase effectiveness with which they coordinate effort

Planning

4. Developing and Ideal Strategic Model--Executive leaders specify in terms of business logic the intellectual foundations of the firm
5. Planning and Implementation--For each definable business segment, planning teams use management science and technology to design and the line organization to change its operation by implementing the operational specifications for each business segment
6. Systematic Critique--The total effort is evaluated in order to review and consolidate progress made and to plan next steps of development

In each of the six phases of Grid OD listed above, organization members participate in small group experiential exercises. After completing each exercise, trainees take short pencil and paper tests designed to enable them to describe and assess their own behavior and the behavior of the group. The forced choice items on each of the questionnaires are scored, and yield generalized descriptions of individual behavior and organizational behavior described by Blake and Mouton (1964) in The Managerial Grid.

Grid OD usually begins with members of top management attending a 5½ day Managerial Grid Seminar (Phase 1) away from their organization. After the Grid Seminar some of these members are trained to conduct in-house Grid Seminars, usually before

Phase 2 (Teamwork Development) of Grid OD begins.

Blake and Mouton (1968) in Corporate Excellence (pp. 241-243) explain what happens in Phases 2 through 6. In Phase 2 (Teamwork Development) organization work teams identify communication barriers, and make plans to resolve them. In Phase 3 (Intergroup Development) groups within an organization identify obstructions to the effective coordination of effort. By this time steps have been taken to remove the obstructions. Blake and Mouton (1968) in Corporate Excellence (p. 205) say:

[After]. . . . Phase 3, organization members are eager to move forward. They are alert and aware of fundamental discrepancies between what should take place and what actually is occurring. . . . They are prepared to take the steps essential for moving forward. . . .

Organization members know how to critique themselves, and realize the power of thinking in terms of models. Enough openness, candor and commitment exist for them (p. 205) "to want to challenge and correct on a self-convincing basis the business logic beneath their current business performance." In Phase 4 (Developing an Ideal Strategic Model) corporate top management designs an ideal strategic model--what the firm should become. The model is thought through and tested throughout the organization to insure its soundness and to develop support for it. Conditions should be right for sound planning at this stage. In Phase 5 (Planning and Implementation) the corporation utilizes all of its intellectual and emotional energies (pp. 242-243).

to shift from historically-based practices to ones that have been deliberately tested for soundness in the perspective of present and future conditions. . . . When members of an organization review and evaluate the properties of the ideal strategic model in comparison with what they are accustomed to, they often see a vivid contradiction between what is and

what should be. When managers see this, not only are they pulled toward changing things to what they should be, but they experience a heightened repulsion with things as they are. . . .

Blake and Mouton (1968) in Corporate Excellence (p. 244) state:

. . . . the wider the gap between the ideal strategic model and the properties of the existing corporation, the greater the motivation to change, providing that all managers: (1) see the contradiction between the actual and the possible, (2) see how the transition might be made, and (3) are encouraged and challenged to bring about the change.

After Phase 5, then, managerial grid theories should be in daily use and should be well understood throughout the organization, and most of the barriers to corporate effectiveness should be already eliminated. The primary activity of Phase 6 (Systematic Critique) is (pp. 267-268) to examine progress and to measure and evaluate its direction, quantity, quality, and rate. It is (pp. 267-268) "a review of progress and consolidation of gain . . . the basis for taking the first step beyond Grid OD since it permits planning of further development activities."

During the transition from the actual to the possible the corporation faces two dilemmas. The corporation must be kept running, and enthusiasm must be strengthened and maintained. Blake and Mouton (1968) in Corporate Excellence (pp. 244-256, 268-272, 315-355) supply administrative strategies to help overcome these two dilemmas.

Blake and Mouton's six-phase Grid OD approach is designed to bring a corporation to its highest stage of excellence. Its most appealing feature to businessmen is probably its packaged, planned, fixed cost. Another plus is that an organization can run its own Grid OD program with minimal assistance from Scienti-

fic Methods, Inc. The core of Grid OD is its educational program to enable a corporation to get better results. The more conventional ways of getting better organizational results are to pressure for more output, to tighten up accounting controls, to change the organizational structure, to replace leaders, etc.

The preceding material on Grid OD is only a short summary. For a more detailed explanation of each of the Phases of Grid OD and the empirical research on Grid OD consult Blake and Mouton (1968) Corporate Excellence.

Organization of the Balance of the Research Study

Chapter 2.--The theoretical and behavioral perspective used to examine the on-the-job behavioral effectiveness of Managerial Grid Seminar participants from the November 11-16, 1973, Grid Seminar, and the difference between statistical and behavioral significance. The rest of the chapter deals with the goal and focus of the study, the research problem area, the research methodology, the body of knowledge, the research propositions and the definition of terms.

Chapter 3.--An analytical perspective of some of the relationships between individual political and control systems, the environment and individual behavioral effectiveness. A model illustrates the patterning of 15 independent variables and 4 intervening variables with one dependent variable--individual behavioral effectiveness. Each of the variables is defined.

Chapter 4.-- An analysis and critique of Grid OD. The chapter includes Grid OD's use of Napoleon Hill's (1947) Think and Grow Rich principles of the "Master-Mind," "organized planning," and "specialized knowledge"; a rebuttal to parts of Larry Kirkhart's (1974) article "The Future of Organization Development"; brief analysis of The Managerial Grid; an in-depth analysis of the Managerial Grid Seminar based on participant-observation; a summary of the theory of "the 9,9 syndrome" from an unpublished article "Managerial Grid Seminars The Sixth Managerial Style: the 9,9 syndrome"; a summary of the theory of the focusing of individual consciousness from an unpublished article "THE POWER OF KNOWING: the key to focusing the energy of human consciousness"; the dangers of "shoulding"; and overall conclusions on Grid training.

Chapter 5.--The strengths and weaknesses of the research model and the research design.

Chapter 6.--An interpretation of the research data in relation to the research propositions.

Chapter 7.--A report of the broader issues raised by the text, the significance of the research findings, and recommendations for further study.

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CHAPTER 2

A BEHAVIORAL AND THEORETICAL PERSPECTIVE

The goal of this research study is to assess the impact of individual political and control systems upon individual behavioral effectiveness. It will focus on the creation and study of rare events and their results. (Note: See Ch. 3 for definitions of the above).

The research questions are: (1) Do Managerial Grid Seminar participants adopt specific practices that improve their on-the-job performance within the framework of their personal cognition and on-the-job environments after attending a Managerial Grid Seminar? (2) Can individual political and control systems within organizations making use of Grid OD increase individual behavioral effectiveness? (3) Does the Managerial Grid Seminar provide the pathway through which Managerial Grid Seminar participants discover their actual and ideal selves?

The Research Problem Area

The exploration of the preceding research questions requires a definition of (1) individual political and control systems (hereafter cited as individual systems), and (2) individual behavioral effectiveness. In addition, the development of useful propositions requires explanation of the relationships between individual systems (within organizations making use of Grid OD) and appropriate research variables.

The examination of these relationships requires a model

that corresponds as closely as possible with reality, and it requires the selection of individuals from organizations making use of Grid OD. It also requires the conceptualization of empirical data within a model to form a theory. The individual case may be especially crucial in the changing of a system, and it ought to be predictable.

The creation and study of rare events and their results may or may not be relevant to an individual or an organization, and accounting for the total variance within an environment makes it difficult to determine or infer causality. The core issues in examining individual behavioral effectiveness will form the framework of a theory in Chapter 3 of this study.

The Research Methodology

A behavioral methodology for the study of the impact of individual systems upon individual behavioral effectiveness within organizations making use of Grid OD, then, must attempt to account for the total variance within an environment. This research study will examine the behavioral significance of rare events and their impact upon the steady state of a system. The steady state of a system means the normal-balanced-environmental conditions of a system.

Chris Argyris (1970) Intervention Theory and Method (p. 120) says that certain criteria must be fulfilled for an event to be judged behaviorally significant:

First, it must be shown that the event was rarely, if ever, present in the steady state of the system before it occurred. But this is not enough. The empirical absence of an event could mean that the event was not relevant to the steady state of the

system. The second criterion, therefore, follows: the rarity of the event is a necessary condition for the steady state of the system; that is, the steady state of the system exists partially because the event rarely, if ever, occurs. This implies a third criterion. The existence of the event even though rare, tends to upset the steady state and produce a new one.

Behavioral significance differs from statistical significance in probability of occurrence. Chris Argyris (1970) Intervention Theory and Method (p. 119) says behavioral significance ". . . is a category that denotes that the significance of an event is independent of probability;" [whereas], ". . . an event is statistically significant when there is a high probability that it could not happen by chance." He also says (p. 119) that:

events are significant in that (1) they make a difference in the behavior and values of the individuals and (2) they may depart significantly from a previously defined steady state of a system (be it an individual, a group, or an organization).

The model of the impact of individual systems upon individual behavioral effectiveness in Chapter 3 may help to ascertain and to predict the rarity of an event, and the functional value of the systems in remaining rare. The methodological components of this model are (1) the individual internal political system, (2) the individual external political system, (3) the individual control system, (4) the intervening variables, and (5) the dependent variable--individual behavioral effectiveness. The intervening variables are productivity, morale, conformity and adaptiveness. The independent variables within the individual systems are (1) legitimacy, (2) conflict, (3) strategic decision-making, (4) tactical decision-making, (5) ideology (with congruence, priority and conformity), (6) co-optation, (7) autonomy,

(8) representation, (9) constituency, (10) sanctions (positive, negative and graded), (11) relationships (primary and secondary), (12) communication (vertical and horizontal), (13) communication (primarily instrumental, expressive, personal, formal and informal), (14) norms, and (15) coordination. These variables are defined in Chapter 3.

Obviously, in a research study a need exists for a model to account for the total variance within a system or environment in any direction. In real life, however, prediction is very difficult since so many variables can influence individual systems and individual behavior. Kurt Lewin (1951) "Comments Concerning Psychological Forces and Energies and the Structure of the Psyche," in David Rapaport (ed.), Organization and Pathology of Thought (p. 83) points out:

. . . The single individual case is sufficient, in principle, to prove or refute a proposition, provided that the structure of the conditions of the case in question is sufficiently well established.

The research methodology will use behavioral significance and individual behavioral effectiveness because of the following problems (1) lack of access to organizational data on productivity, (2) lack of access to organizational data on behavioral changes in practices, perceptions, attitudes and values, (3) lack of pre-tests before Grid training to compare with post-tests after Grid training (Note: post-tests immediately after Grid training usually produce the "halo effect" or bring out "good feelings" toward Grid training), (4) lack of a control group, (5) lack of a random sample, (6) lack of a mechanism to account for the indeterminate effects of historical antecedents prior to Grid training, (7) lack of a scientific method to account for

the total variance in a study of statistical significance, and (8) lack of an opportunity to generalize the research methodology beyond the original population under study.

These problems served as a catalyst for the creation of a behavioral methodology to produce data for the determination of the impact of individual systems upon individual behavioral effectiveness within organizations making use of Grid OD, and served as a catalyst for the creation of a behavioral methodology for the determination of the nature of the work and the nature of the environment within which Managerial Grid Seminar participants worked. The sample includes all of the Managerial Grid Seminar participants from the November 11-16, 1973, Managerial Grid Seminar. Scientific Methods, Inc., a behavioral science consulting firm headquartered in Austin, Texas, is the client system from which the sample of Managerial Grid Seminar participants is drawn.

The Body of Knowledge

This section examines Grid OD application studies, analyzing and summarizing their results and research designs. Grid OD has been applied in industrial, service and government organizations, medical services, and religious institutions. Appendix 1 contains an extensive survey of the literature on Grid OD. Conclusions on Grid OD applications are based on the pattern of the evidence investigated in Appendix 1. Studies on organizational effectiveness can be found under such labels as effectiveness, productivity, conformity, adaptiveness and institutionalization.

Studies on Grid OD Applications

Scientific Methods, Inc. Study (1961-1974)

The Scientific Methods, Inc., study compares the profitability of two matched corporations from 1961 to 1974. Corporation A is Grid Active and Corporation B is not. Scientific Methods says the Grid Active Corporation achieved a 400% increase in profitability in comparison with Corporation B which was not Grid Active. The reported results of this study are dramatic, but information on the research design and methodological techniques of the study are not available. Scientific Methods is not at liberty to reveal this type of information since the corporations involved in the comparison do not wish to make additional information public.

The Sigma Corporation Study (1962-1963)

The Sigma Corporation Study from 1962 to 1963 reports a 160% rise in Sigma profits, but management attributes 70% of the improvement to new equipment, mass layoffs, forced retirements and change in nonlabor costs. R. R. Blake, J. S. Mouton; L. B. Barnes, L. E. Greiner (Nov.-Dec. 1964) "Breakthrough in Organization Development," Harvard Business Review (pp. 133-135) credit the Grid with the rest of the savings.

During the period of this study, however, conditions were unique at the Sigma Corporation. Sigma's top management did reduce controllable costs, but a number of factors may have been responsible for this reduction such as (1) strong pressure from headquarters to cut costs and improve performance, (2) Sigma's history and the conditions prior to the Sigma study, and (3)

Robert R. Blake's influence as an outside consultant.

The Sigma study did not have a control group, and a large part of the data comes from retrospective self-reports. In short, the inference that Grid OD was the causal factor for the change at Sigma Corporation is difficult to accept, considering the number of extraneous factors and methodological weaknesses within the study.

The Forest Service (1965-1966)

The Forest Service Study from 1965 to 1966 by Larry Greiner (n.d.) "Evaluating a Pilot Program Using Management Grid for Organization Development in the U.S. Forest Service," an unpublished pamphlet from the U.S. Forest Service, is more elaborate in design and in measuring results than the Sigma study. Questionnaires administered soon after the Grid training program showed favorable results, but tests conducted after training that has any value at all will almost always yield favorable results. The evidence in this study suggests that a fadeout of information received from training occurs approximately six months after training. Greiner says that regional performance in the Forest Service possibly improved, but the data could be just as easily interpreted as showing no effects at all.

The Internal Revenue Service (1964-1967)

Larry Greiner, et. al., "The Simple Complexity of Organizational Climate in a Governmental Agency," in Renato Taguri and George Litwin (1968) eds., Organizational Climate (pp. 195-224) is considerably more rigorous than the preceding studies. It has a stronger research design than the preceding studies, and the find-

ings reveal very little change in the organization climate of the districts studied. This change could not be attributed to the Grid program.

The Alpha and Beta Study (1967)

Peter B. Smith and Trudie F. Honour (1969) "The Impact of Phase 1 Managerial Grid Training," Journal of Management Studies, vol. 6, no. 3 (pp. 318-330) compare the change in a Grid trained factory with an untrained factory. Smith and Honour take random samples from two organizations of similar size, under the same top management, and oriented towards slightly different markets. They use matched controls, and attempt to compare the Alpha factory with the Sigma Corporation in the Sigma study, but the two companies are so vastly different in size, situation, and technology that comparison is futile. The training was partially successful, but it is difficult to say which factors caused the Alpha environment to change. All in all, the questionnaire data confirms that the changes were of a small order. (Note: Beta is the control company in the study).

The ESB Study (1966)

Howard A. Hart (Sept.-Oct. 1974) "The Grid Appraised--Phase 1 and 2," Personnel (pp. 44-59) reports that the Phase 2 respondents in his study were statistically significant in their differences from all other respondents. Significant differences between Phase 1 respondents with Grid exposure and those with no Grid exposure, however, are few. Hart says a 300% increase in divisional profits occurred, but admits that market conditions, plant capacity, and the state of the economy all could have con-

tributed to the increase in divisional profits. He says that his Phase sample was "far-from-random." His "far-from-random" Phase 2 sample, thus, tends to cast his findings under a cloud. In spite of this Hart still claims that the statistically significant higher scores of Phase 2 respondents were significant at the .01 level, and claims that the Managerial Grid seemed to have had a definite positive effect on ESB performance.

Again the methodology has its problems since it looks backwards, and judgment of performance change comes from individuals whose performance is under investigation. ESB, nonetheless, was happy with its results, and the turnaround in the automotive division appears to have been more than a coincidence. It is highly probable that Grid training was the cause of the change that occurred at ESB.

The CIBA-GEIGY Study (1969-1971)

Thomas W. Campbell (Nov. 1971) in his Master's thesis "The Effect of Communication Change on Plant Operation," presented to the Graduate School of Corporate and Political Communication, Fairfield University, evaluates the effects of the Managerial Grid on communication in the McIntosh plant of CIBA-GEIGY Corporation. Again, conditions were ripe for change at the company under study. Study results are impressive.

Campbell reports that existing plant records showed a total direct substantiated savings of \$1,957,000 attributable to a procedural change involving a Grid investment of \$152,000. He says this is a satisfying return on an investment, and feels the Managerial Grid created an environment for change. It appears that

the Managerial Grid improved productivity and profitability, and changed individual and group behavior at the CIBA-GEIGY plant.

The Pi Study (1973)

James F. Guyot (1975) in a paper "Evaluating Management Training: Criterion Measures, Control Groups, and the Training Effect" presented to the American Society For Public Administration (ASPA) convention in Chicago April 2, 1975, evaluates a Managerial Grid program in the Pi organization. Guyot uses advancement up through 13 grades of the management ladder as a criterion for comparing Kepner-Tregoe trainees with Grid trainees by means of matched twins and control groups over a four year period. He also uses a retrospective analysis. He narrows down the populations under study by a series of limitations.

His results show that managers with Kepner-Tregoe training moved significantly ahead of their twins in terms of promotion pace within the four year period of the study. Grid participants were statistically indistinguishable from their non-trained twins in promotion pace after four years. Guyot combines the distributions to show the greater effectiveness of Kepner-Tregoe training over Grid training in advancing Pi managers. He says, though, that since the Grid is oriented toward group processes, a record of individual success among trainees could mask the real effect of Grid training on work performance.

This study, like the preceding studies, has the weaknesses that are inherent in the "quasi-experimental non-equivalent control group design" and selection procedure. The Pi study, however, permits a finer tuned analysis than the Alpha-Beta study,

since the Pi samples came from the same organization, in contrast the Alpha-Beta samples came from similar yet different organizations.

Major Companies Using the Grid

Business Week (Oct. 18, 1969) "Grid Puts Executives On The Griddle" reports that some 2,500 companies have paid "their hard-earned cash to Scientific Methods to conduct seminars on a management tool called the Managerial Grid."

The survey of literature in Appendix 1 of this study includes information on Grid OD applications in the following companies: American Airlines; Corning Glass Works; Genesco, Inc.; Hotel Corporation of America; The Raymond Corporation; Steinberg's Limited; Texas Instruments Inc.; Simmonds Precision; Canadian National Railways; Montgomery Wards; Signetics; British-American Tobacco; The Baytown Humble Oil and Refining Company; Reed Paper Company; Corinthian Broadcasting Corporation--and the banking industry.

The most significant studies in Appendix 1, as reported by Harold M. F. Rush (1969) Behavioral Science Concepts and Management Application, Personnel Policy Study no. 216, National Industrial Conference Board, Inc. (pp. 72-171) hereafter cited as Rush (1969) Conference Board book are the studies on Corning Glass Works and The Raymond Corporation.

Corning Glass Works, as reported in Rush (1969) Conference Board book (pp. 93-98), has undergone all six phases of Grid OD. Corning's research reportedly has shown organizational change was generally in the direction postulated by Grid theory.

The Raymond Corporation, as reported in Rush (1969) Conference Board book (pp. 113-121), feels the results of Grid training can be measured in work performance and subsequent upward mobility. The Raymond Corporation claims a sales increase from \$7.6 million to \$23 million, a net income increase from \$520,000 to \$1.2 million, and an earnings per share rise from 72¢ to \$1.31 in the first five years of the Grid program at an OD cost of around .3% of sales. They do not attribute their change purely to Grid training, and do not feel that the Grid is a panacea for any organization. Yet they do make extensive use of the Grid in many different areas of their company including interdepartmental task forces. They are totally committed to the behavioral science approach to management on a systematic planned basis.

Texas Instrument Inc. is conducting a "massive assault," according to Rush (1969) Conference Board book (pp. 139-156), using the Grid in selected divisions.

Anecdotal and testimonial material supports positive change in Simmonds Precision, Canadian National Railways, Montgomery Ward's, Signetics, British-American Tobacco, Reed Paper Company--and the banking industry. For a more detailed report of this material consult Appendix 1.

Blake and Mouton studies support significant change in attitudes in both union and management personnel after Grid training, significant differences as to what is believed to constitute sound supervision before and after training, and a high degree of similar cross-cultural understanding of Grid theory. For additional information on these changes consult Appendix 1 of this study.

Emerging Patterns

Two patterns seem to emerge from the survey of literature in Appendix 1. One pattern emerges from "successful" change efforts, and the second pattern emerges from "scientific-statistically-significant" research designs.

The Pattern of "Successful Change" Efforts

Larry Greiner (May-June 1967) "Patterns of Organizational Change," HBR (pp. 119-130) feels the important differences between a "successful" and an "unsuccessful" change effort are:

. . . . The successful changes. . . spread throughout the organization to include and affect many people; produce positive changes in line and staff attitudes; prompt people to behave more effectively in solving problems and in relating to others; result in improved organization performance. Significantly, the less successful changes fall short on all of these dimensions.

Greiner (1970) (pp. 122,125) says some very distinct patterns in the reportedly "successful" change studies emerge in the evolution of change:

. . . .(1) The organization, and especially top management, is under considerable external and internal pressure for improvement long before an explicit organization change is contemplated. Performance and/or morale are low. Top management seems to be groping for a solution to its problems. (2) A new man, known for his ability to introduce improvements, enters the organization, either as the official head of the organization, or as a consultant who deals directly with the head of the organization. (3) An initial act of the new man is to encourage a reexamination of past practices and current problems within the organization. (4) The head of the organization and his immediate subordinates assume a direct and highly involved role in conducting this reexamination. (5) The new man, with top management support, engages several levels of the organization in collaborative, fact-finding, problem-solving discussion to identify and diagnose current organization problems. (6) The new man provides others with new ideas and methods for developing solutions to problems.

(7) The solutions and decisions are developed, and found creditable for solving problems on a small scale before an attempt is made to widen the scope of change to larger problems and the entire organization. (8) The change effort spreads with each success experience, and as management support grows, it is gradually absorbed permanently into the organization's way of life.

In contrast Greiner (1970) "Patterns of Organizational Change" (p. 125) says the less successful organization changes have a singular lack of consistency:

. . . . (1) The less successful changes begin from a variety of starting points. This is in contrast to the successful changes, which begin from a common point--i.e., strong pressure both externally and internally. . . . (2) In the successful change patterns, we observe some degree of logical consistency between steps, as each seems to make possible the next. But in the less successful changes, there are wide and seemingly illogical gaps in sequence (3) In the successful cases, . . . shared approaches are used, i.e. authority figures seek the participation of subordinates in joint decision-making. In the less successful attempts, however, the approaches used lie closer to the extreme ends of the power distribution continuum. . . . a unilateral approach (decree, replacement, structural) . . . a delegated approach (data discussion, T-group) was applied. None of the less successful change studies reported the use of the shared approach.

Greiner's analysis provokes some interesting conclusions. Certain conditions in an environment are conducive to a "successful" change effort, and certain conditions in an environment can hamper or sabotage a change effort.

Grid OD is a change effort that appears to meet with some degree of success if certain environmental conditions exist. The degree of Grid OD success appears to hinge upon the number of phases of Grid OD an organization is committed to.

The Pattern of the Research Designs

It appears that the preponderance of the published evidence

swings the pendulum over to the side of the Grid OD advocates. The evidence suggests that Grid OD appears to improve productivity and profitability, change practices, behavior, attitudes and values, providing a common set of ground rules for organization members to insure the continuity of team management. Positive results regardless of the cause, cannot be disclaimed--no matter how unscientific the results may be; and whether or not behavioral change is statistically or behaviorally significant becomes a moot issue in light of increased profits, expanded markets, improved labor relations, improved company procedures, and improved company practices. Most companies do not pour out their hard earned cash for frivolous training programs that do not produce results, and they certainly are not interested in fishing expeditions to prove causality of improvements or changes.

Grid training may create a "placebo" or "training effect!" In other words, the mere fact that individuals have undergone training produces change, rather than the particular attributes of the training. If Grid training produces such an effect, and it is a catalyst for change, it would be unwise to abandon it. Even a placebo training program is worthwhile if it produces worthwhile changes, i.e. increased profits, improved labor-management relations, improved behavior, etc.

The preponderance of evidence, however, does not establish scientific proof of causality. The one-shot case study is still relatively useless for comparison purposes, and has little scientific value. The "quasi-experimental non-equivalent research design" that is used extensively in the literature on Grid OD, has a variety of weaknesses, and it prone to methodological

traps. Past Grid OD studies have not made it any easier to match samples from similar organizational subunits, to establish a random control group, to analyze and collect data before the planned change effort, and to refine matching procedures between experimental and control groups. In many organizations under study it simply is not feasible to assign individuals or organization units to training control conditions on a random basis to meet scientific criteria.

Most of the research congregates in the area of finding out how well trainees like a given program, and the information trainees retain after training. It is not hard to get positive responses to a training program immediately, or soon after its completion. The real problem is to determine whether or not changes in job behavior have come about as a result of a training program. At this point, the debate between statistical and behavioral significance takes on a new importance to both the trainer and the trainee. For instance, why should a company use its time, money, and energy to implement and maintain a training program if the program does not produce behavioral change? If a program cannot be shown to be responsible for reducing costs, improving the quality or quantity of work, or other tangible results, how can a company judiciously decide the relative value of a given program over another program?

Based on the survey of literature on Grid OD applications in Appendix 1, it appears that too many studies are subject to contamination by preconditions or historical trends prior to a Grid OD change effort, and too much of the data comes from retrospective analysis of people involved in the Grid OD change effort.

Scholarly research requires more than the enthusiastic statements of acceptance that are so prevalent in the literature on Grid OD. It requires proof of behavioral significance and change in many different organizations and environments over an extended period of time.

Propositions

The research propositions are. (1) Discovery of the actual self does not improve individual behavioral effectiveness. (2) Discovery of the ideal self does not improve individual behavioral effectiveness. (3) Discovery of the actual self does not prepare an individual for becoming his ideal self. (4) Discovery of a pathway through which an individual can be his ideal self does not improve individual behavioral effectiveness.

Definitions

1. Discovery according to Webster's Seventh New Collegiate Dictionary (1969) (p. 238) is the act or process of (1) making something known or visible, (2) obtaining the sight or knowledge of something for the first time, (3) bringing something forgotten or hidden to light, and (4) acquiring facts and information.
2. The actual self is the observable behavior or personality

that makes up the individuality or identity of a person within an environment with other people.

3. Does not improve means does not turn something into a better quality or condition, greater value or advantage, or more profitable or desirable state of excellence.

4. Individual behavioral effectiveness is the degree to which an individual's political and control systems (given certain resources and means) are able to fulfill his objectives without incapacitating his means or resources, and without placing undue strain upon his political and control systems or the individuals he interacts with within his environment.

5. The ideal self is the individual self or personality that is preferred by an individual in an environment with other individuals. It is the person that one would like to be--the best possible self that an individual can achieve.

6. Pathway means the 5½ day Managerial Grid Seminar with its prescribed events and exercises including Grid concepts, principles, practices, and theories.

Summary

This chapter discusses the behavioral and theoretical perspectives needed to view the on-the-job behavior of Managerial Grid Seminar participants from the November 11-16, 1973, Grid Seminar. The primary concern of this chapter is the impact of individual political and control systems upon individual behavioral effectiveness, and the behavioral significance of rare events upon the steady state of a system.

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CHAPTER 3

THE MODEL

This chapter presents a model to illustrate and explain the relationships between the internal political system, the external political system, the intervening variables, and individual behavioral effectiveness. The model on (p. 41) of this study is an adaptation of James L. Price's (1968) model in Organizational Effectiveness (p. 205).

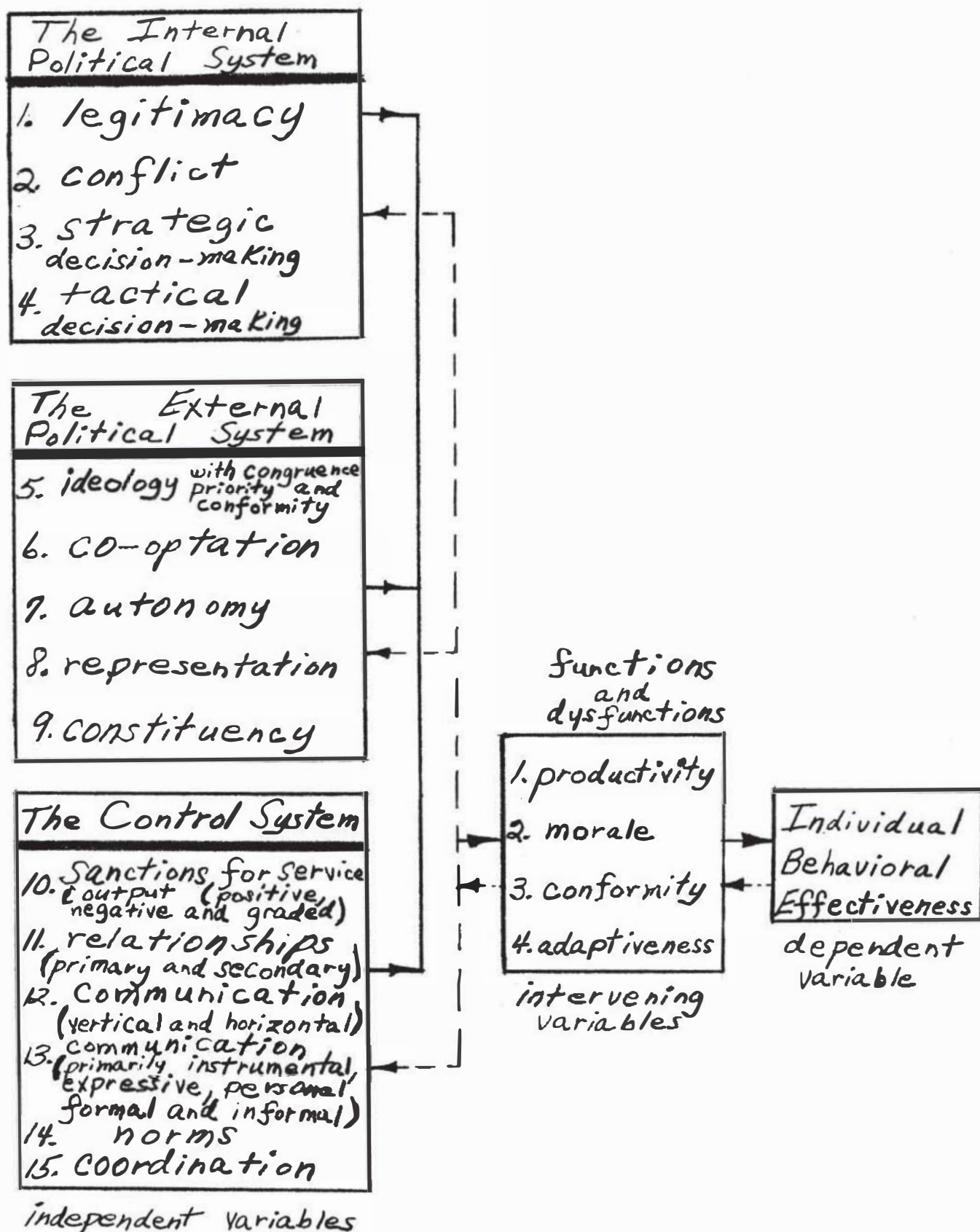
An individual's political system consists of the components of his social system. James L. Price (1968) Organizational Effectiveness (p. 47), hereafter cited as Price (1968), based on William C. Mitchell's (1962) The American Polity (pp. 3-25), says these components are responsible for decisions, and any attempts by the individual to obtain support for his decisions from his environment.

The individual political system has both an internal and an external component. The individual internal political system makes decisions and the individual external political system exerts efforts to increase the degree of institutionalization. According to Price (1968) (pp. 47-48), and based on Harry M. Johnson's (1960) Sociology (pp. 15-47), institutionalization is the degree to which the decisions of an individual's social systems are supported by the environment within an organization.

The behavioral significance of systems upon individual behavioral effectiveness is illustrated in Fig. 2 (p. 41).

Fig. 2

The Behavioral Significance of Systems Upon Effectiveness



The Individual Internal Political System

The individual internal political system consists of four independent variables: (1) legitimacy, (2) conflict, (3) strategic decision-making, and (4) tactical decision-making. For a discussion of legitimacy see Seymour M. Lipset (1960) Political Man (pp. 77-96). Price (1968) (p. 49) says LEGITIMACY is "the degree to which individual behavior is socially approved."

(Note: Each variable is typed in all caps for emphasis with the definition for each variable immediately following the variable typed in all caps). According to Price (1968) (p. 60), [see also Ralf Dahrendorf (1959) Class and Class Conflict in Industrial Society (pp. 133-136)] CONFLICT is an incompatible difference in goals. In Price (1968) (p. 61), and see also Alfred D. Chandler's (1962) Strategy and Structure and Philip Selznik's (1957) Leadership in Administration (pp. 29-64), STRATEGIC DECISION-MAKING is concerned with the long term health of the individual as a whole; TACTICAL DECISION-MAKING deals mainly with the day-to-day activities necessary for the efficient and smooth operation of the individual as a whole.

The Individual External Political System

The individual external political system is comprised of five independent variables: (1) an ideology with parts (a) concurrence, (b) priority, and (c) conformity; (2) co-optation; (3) autonomy; (4) representation; and (5) constituency. Price (1968) (p. 104), [see also Francis X. Sutton, Seymour E. Harris, Carl Kaysen, and James Tobin (1956) The American Business Creed (pp. 1-15)],

says an IDEOLOGY is made up of those individual "beliefs which are publicly expressed with the manifest purpose of influencing the orientation and action of others." In Price (1968) (p. 104) CONGRUENCE is "the degree to which components of [an individual] culture are compatible." Price (1968) says he got the idea of cultural compatibility from Kingsley Davis (1949) Human Society (pp. 247-249). The term "congruence" comes from Stuart N. Adams (Oct. 1953) "Status Congruence as a Variable in Small Group Performance," Social Forces (pp. 16-22). In Price (1968) (p. 104) PRIORITY is the degree of importance assigned to a component of an individual's culture; Price got the idea for the definition from Kingsley Davis (1949) Human Society (pp. 52-80). In Price (1968) (p. 110), [see also Philip Selznik (1953) TVA and the Grass Roots (pp. 3-16)], CO-OPTATION is the recruitment of members into an individual's environment with the goal of increasing institutionalization. Price (1968) based on Philip Selznik's (1953) TVA and the Grass Roots (pp. 29-37), says AUTONOMY is the degree to which a member of a social system has freedom to make decisions with respect to his environment. Price (1968) (p. 116) states that REPRESENTATION is the individual practice of joining other social systems with the goal of increasing institutionalization. Price (1968) (p. 124) refers to CONSTITUENCY as those "individuals outside a social system who directly benefit from the activities of a social system."

The Individual Control System

The individual control system includes five independent

variables: (1) sanctions for service and group output (a) positive, (b) negative, and (c) graded; (2) superior-subordinate and subordinate-superior relationships (a) vertical, and (b) horizontal; (3) communication primarily (a) instrumental, (b) expressive, (c) personal, (d) formal and (e) informal; (4) norms; and (5) coordination.

In Price (1968) (p. 138) SANCTIONS refer to "role performance, the primary significance of which is gratificational or deprivational"; the definition Price uses for sanctions comes from Neal Gross, Ward S. Mason, and Alexander W. McEachern (1958) Explorations in Role Analysis (p. 65). In Price (1968) (p. 138) a POSITIVE SANCTION is gratificational, and a NEGATIVE SANCTION is deprivational. According to Price (1968) (p. 154) a SANCTION SYSTEM is GRADED to the degree that service to the social system is positively sanctioned; and lack of service is negatively sanctioned; the idea for graded sanctions comes from Talcott Parson's (1954) Essays in Sociological Theory (pp. 34-49). Price (1968) (p. 146) says "a relationship is PRIMARY to the degree that it is diffuse, emotional, involved, biased, and governed by ascribed criteria. . . . A relationship is SECONDARY to the degree that it is specific, neutral and focused on achieved criteria"; . . . SERVICE is the contribution of the individual to the output of the organization of which he is a member. Price's (1968) definition of communication (p. 163) is adapted from Robert K. Merton, George C. Reader, and Patricia Kendall (1957) (eds.) The Student Physician (pp. 287-293); COMMUNICATION is the "transmission of information of a social system." In Price (1968) (pp. 167-168), based on Basil S. Georgopoulos and Floyd C. Mann (1962)

The Community General Hospital (pp. 531-535), VERTICAL COMMUNICATION is the transmission of information in a superior-subordinate relationship either up from subordinate to the superordinate or down from superordinate to subordinate; HORIZONTAL COMMUNICATION is the transmission of information among peers. Price (1968) (pp. 175-176) states that INSTRUMENTAL COMMUNICATION is the transmission of cognitive information; EXPRESSIVE COMMUNICATION [a dimension, based on Talcott Parson's (1951) The Social System (pp. 24-67) and Talcott Parson and Edward A. Shils (1954) (eds.) Toward A General Theory of Action (pp. 3-27)] "is transmission of normative and affective information." Price (1968) (p. 176) says PERSONAL COMMUNICATION is "the transmission of information by face-to-face interaction"; see also F. J. Roethlisberger and William J. Dickson (1955) Management and the Worker (pp. 525-548) for FORMAL COMMUNICATION which is defined as the official transmission of information, and INFORMAL COMMUNICATION which is defined as the unofficial transmission of information. NORMS are the assumptions, attitudes, beliefs, values and thinking that guide the behavior of an individual and motivate conformity. COORDINATION [as adapted from Basil S. Georgopoulos and Floyd C. Mann (1962) The Community General Hospital (pp. 305-364) and Price (1968) (p. 165)] is those organization processes through which functionally interdependent parts and activities in the system are articulated with one another so as to insure the system will operate effectively. Price (1968) (p. 165) sets forth thirteen variables obtained from the Georgopoulos and Mann data (1962) from The Community General Hospital (pp. 305-364) that increase coordination:

clarity of norms, conformity to norms, sharedness of expectations, complementarity of expectations, cooperation, conflict, working together to solve problems, promptness with which problems of working together are settled, top executives' awareness of problems faced by members, top executives' success in solving conflicts, openness of communication channels, adequate explanation of work decisions, and adequate communication from top executives to the professional staff.

Price (1968) (p. 137) says THE CONTROL SYSTEM is made up of those "components of a social system which motivate conformity to norms"; and according to Price (1968) (p. 42), based on a definition from William C. Mitchell's (1962) The American Polity (pp. 3-25), THE POLITICAL SYSTEM is made up of those "components of a social system which make decisions and which attempt to obtain support for those decisions from the environment."

The Intervening Variables

The intervening variables in the model are: (1) productivity, (2) morale, (3) conformity, and (4) adaptiveness. PRODUCTIVITY in Price (1968) (p. 17), [and see also John W. Kendrick's (1961) Productivity Trends in the United States (p. 3)], is "the ratio of output to input." The definition of morale in Price (1968) (p. 17) is taken from Chester Barnard's (1954) The Functions of the Executive (pp. 56-61); MORALE is defined as "the degree to which individual motives are gratified." In Price (1968) (p. 42), [based on a definition from Robert K. Merton's (1957) Social Theory and Structure (pp. 131-194)], CONFORMITY is defined as "the degree to which performance corresponds to the norms," (i.e. "The degree of discrepancy between the real and the ideal. . . The discrepancy between the factual

and normative orders¹⁾. In Price (1968) (p. 62), and see also Jerald Hage (Dec. 1965) "An Axiomatic Theory of Organizations," Administrative Science Quarterly, vol. 10, (p. 292), ADAPTIVENESS "is the degree to which a system is flexible."

The Dependent Variable

The dependent variable is individual behavioral effectiveness; in Ch. 2 of this study (p. 37) INDIVIDUAL BEHAVIORAL EFFECTIVENESS is defined as the degree to which an individual's political and control systems (given certain resources and means) are able to fulfill his objectives without incapacitating his means or resources, and without placing undue strain upon his political and control systems or the other individuals he interacts with within his environment.

Other Possible Research Questions

Is an individual who has the characteristics illustrated in the model (Fig. 2) (p. 41) more likely to be behaviorally effective than an individual who does not have the characteristics? Is an individual who has had Grid training more likely to be behaviorally effective than an individual who had not had Grid training? These questions cannot be answered within the methodological confines of this study.

Summary

This chapter lists and defines the probable variables influencing individual political and control systems and individual behavioral effectiveness. The model (Fig. 2) on (p. 41) of this

study illustrates the complexities of studying organizational and individual systems, but it does not account for the total variance within an individual's environment. It is a model of the behavioral significance of systems upon individual behavioral effectiveness.

This chapter also presents the operational definitions of the independent variables, the intervening variables, and the dependent variable of the model on (p. 41). The model depicts the patterning of these variables, and it includes three major systems: (1) the individual internal political system, (2) the individual external political system, and (3) the individual control system. Each of these systems has its own determinants of individual behavioral effectiveness. An individual who has the determinants within the model is probably more likely to have a higher degree of behavioral effectiveness than an individual who does not have the determinants. Each of the determinants influences individual behavioral effectiveness in a different way.

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15. Ibid., p. 163. The definition of communication was adapted from Robert K. Merton and George C. Reader, and Patricia Kendall (1957) (eds.). The Student Physician (Cambridge, Mass.: Harvard University Press), pp. 287-293.
16. Ibid., pp. 167-168. The definition of vertical communication is based on Basil S. Georgopoulos and Floyd C. Mann (1962). The Community General Hospital (New York: MacMillan & Co.),

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19. Ibid., p. 165. The definition of coordination is adapted from Basil S. Georgopoulos and Floyd C. Mann (1962) The Community General Hospital (New York: MacMillan & Co.), pp. 305-364.
20. Ibid. The thirteen variables are obtained from the Georgopoulos and Mann data (1962). The Community General Hospital (New York: MacMillan & Co.), pp. 305-364. Price classified the thirteen variables as variables that increase effectiveness.
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25. Ibid., p. 42. The definition of conformity is based on a definition from Robert K. Merton (1957). Social Theory and Structure (Glencoe, Ill.: The Free Press), pp. 131-194.
26. Ibid., p. 62. For a definition of adaptiveness see also Jerald Hage (Dec. 1965). "An Axiomatic Theory of Organizations," Administrative Science Quarterly, vol. 10, p. 292.

CHAPTER 4

GRID OD

CRITIQUE AND ANALYSIS

This chapter critiques and analyzes Grid OD (Grid Organization Development), The Managerial Grid, and the Managerial Grid Seminar. It presents short summaries of the theory of a sixth managerial style, the theory of the power of knowing, and the application of these theories to Grid OD. In addition, it deals with the dangers of "shoulding," and presents a rebuttal to Larry Kirkhart's (1974) article--"The Future of Organization Development," Public Administration Review, March/April, (pp. 127-140.

Grid OD

One of the basic concepts in Grid OD is the 9,9 team management process of solving problems. This method of problem-solving makes use of three principles from Napoleon Hill's "Science of Personal Achievement"--a science developed from the philosophy of Andrew Carnegie.

The First Principle: the "Master Mind"

The first of these principles from Napoleon Hill (1945) The Master-Key To Riches (available in a revised edition 1965 copyright through Fawcett Publications, Inc., Greenwich, Conn.) (p. 87) is the "Master Mind" principle. Napoleon Hill defines the "Master Mind" as "an alliance of two or more persons blended in a spirit of perfect harmony and cooperating for the attainment

of a specific purpose." He says (p. 101) that the "Master Mind" principle "is the medium by which the individual may supplement the power of his own mind with the knowledge, experience and mental attitude of other minds." The application of this principle in Grid OD lies in the 9,9 team management concepts of participation, commitment, involvement, and critique--the harmonious coordination of effort directed towards definite shared goals. People work together for their mutual interests.

In addition, Napoleon Hill (1947) Think And Grow Rich (available in a revised edition 1960 copyright through the Napoleon Hill Foundation, A South Carolina Corporation, Box 437, Charleston, South Carolina, or through Fawcett Publications, Inc., Greenwich, Conn.) (pp. 169-170) says, "No two minds ever come together without, thereby, creating a third invisible, intangible force which may be likened to a third mind."

The human mind is a form of energy, a part of it being spiritual in nature. When the minds of two people are coordinated in a spirit of harmony, the spiritual units of energy of each mind form an affinity, which constitutes the "psychic" phase of the Master Mind. . . . A group of brains coordinated (or connected) in a spirit of harmony will provide more thought-energy than a single brain, just as a group of electric batteries will provide more energy than a single battery. . . . When a group of individual brains are coordinated and function in harmony, the increased energy created through that alliance becomes available to every individual brain in the group.

Blake and Mouton call this increased energy or output "**synergy.**"

The power of a spirit of common understanding and cooperation for the attainment of common goals in an organization cannot be underestimated. The power of the "Master Mind" stimulates the mind and results in a higher level of consciousness for those attuned to its vibrations. Napoleon Hill and E. Harold Keown

(1970) Succeed and Grow Rich Through Persuasion (p. 168) say if an entire group:

has met for the purpose of discussing a given subject, ideas concerning that subject will come pouring into the minds of all present, as if an outside influence were dictating them. The minds of those participating in the mastermind become magnets, attracting ideas and thought stimuli of the most highly organized and practical nature--from no one knows where.

Grid OD uses this principle in the development of the ideal strategic model in Phase 4, but it can be used by any Grid work team so long as they meet in a spirit of harmony with a definite purpose, and cooperate with each other to reach specific goals. Trainees in a Managerial Grid Seminar may experience the power of the "Master Mind" in the last exercise of the Grid Seminar in which trainees may find that the 9,9 team management style of problem-solving works, even with people that are not familiar with each other prior to the exercise.

The Second Principle: "Organized Planning"

The second principle inherent in Grid OD is Napoleon Hill's (1947) Think And Grow Rich (pp. 101-136) principle of "organized planning." It is (p. 101) a "definite, practical plan, or plans" for accomplishing goals. People need cooperation to accomplish goals that are set, and these goals should be the joint creation of the "Master Mind" group. Plans should be (p. 103) checked and approved by the members of the "Master Mind" alliance.

The Third Principle: "Specialized Knowledge"

The third principle of Napoleon Hill's (1947) Think And Grow Rich philosophy, of which Grid OD is an excellent example, is

the principle (pp. 75-88) of "specialized knowledge."

(p. 75) Knowledge is only potential power. It becomes power only when, and if, it is organized into definite plans of action and directed to a definite end. . . . (p. 79) Knowledge has no value except that which can be gained from its application toward some worthy end. . . .

Specialized knowledge, then, is of no use unless the imagination combines (p. 88) "specialized knowledge with ideas, in the form of organized plans."

Commitment

Napoleon Hill (1947) Think And Grow Rich (p. 32) states that "whatever the mind of man can conceive and believe in it can achieve." Faith is an essential ingredient in the accomplishments of men. (p. 47) . . . "The impulse of strong desire. . . backed by faith is . . . 'that something' which recognizes no such word as impossible, and accepts no such reality as failure." Blake and Mouton certainly would not object to this kind of commitment, desire, and faith towards and in Grid OD, but it is probably rare for such total commitment to exist in an entire organization.

The Kirkhart Rebuttal

Larry Kirkhart (1974) "The Future of Organization Development," Public Administration Review, March/April (pp. 127-140) says that Grid OD causes a focusing on "what should or could be" at the expense of the present or "what is." This is not the case. It is possible to get to where an individual wants to be or could be without jeopardizing the quality of an individual's

here-and-now situation. Appendix 3 of this study elaborates on how this can be done by using the vehicle of pinpointed human consciousness. The vehicle of human consciousness allows a human being to get to where he wants to go, and to become the person he wants to be or the person he could be. It allows him to achieve success. It allows him to make his dreams, ambitions and goals operational realities.

According to the theory of the power of knowing and the focusing of individual consciousness developed in Appendix 3, if a human being focuses the pinpoint of his conscious knowing into an arena that includes successful use of his perfected knowledge, he will in all likelihood experience a high degree of individual effectiveness and a high degree of individual achievement. If the human being experiences a high degree of individual effectiveness and individual achievement, he is also likely to be at a high level of individual growth and development. As the level of conscious human knowing increases, both individual effectiveness and individual achievement rise with it. In theory, then, the level of conscious human knowing determines the lack of individual effectiveness and individual achievement; conversely, the lack of conscious human knowing determines the lack of individual effectiveness and individual achievement. Thus, as an individual's ability to focus his conscious ~~energy~~ increases his knowledge increases, and the effective range of his vision within his world also increases.

Simply stated, nothing in this world can be enjoyed or appreciated unless it is known. This theory has application to

the managerial grid and Grid OD because it can also be used as a tool to increase individual awareness, thereby giving an individual the opportunity to increase his effectiveness and achievement.

The theory of the focusing of individual consciousness can be expanded to a theory of focusing of corporate consciousness. As a corporation's ability to focus the energy of its corporate consciousness, i.e. the energy of the consciousness of individuals within the corporation, increases, the effective range of corporate vision also increases--the higher the level of corporate consciousness the higher the level of corporate effectiveness and corporate achievement. Simply stated, a corporation is only as good as the individuals within it. Individuals determine the amount of effectiveness and achievement a corporation experiences by how well they focus the energy of their consciousness--the effective range of corporate vision is only as big as the individuals within the corporation.

Application of the pinpointed theory of individual focused consciousness may lead to both corporate and individual excellence. In a Grid OD change effort individuals can be committed towards "what is to come" without jeopardizing "what is." The individual mind does not have to be preoccupied with achieving future goals at the expense of the present. This is not to say that the phenomena does not occur--concentrating on the future at the expense of the present. It does occur, but it does not occur to a large degree in individuals or organizations making use of Grid OD. When it does occur there is more to the occurrence than just focusing on the future at the expense of the

present. Appendix 2 of this study describes the Grid training phenomena in the theory of a sixth managerial style--"the 9,9 syndrome."

The sixth managerial style has several different forms. An individual using it as a managerial style may or may not be aware of its existence. At the Managerial Grid Seminar several behavior formulations seem to exist: (1) The individual is not 9,9 and knows not that he is not 9,9 after a Grid Seminar, yet still believes that he is 9,9. (2) The individual is not 9,9 and knows he is not 9,9 after a Grid Seminar, but knows that he is something else, e.g. 9,1 5,5 1,9 or 1,1. (3) The individual is 9,9 and does not believe that he can become 9,9 after a Grid Seminar. (4) The individual is 9,9 and knows he is 9,9 after a Grid Seminar. (5) The individual is not 9,9 and is not aware that he is not 9,9 after a Grid Seminar, yet leads others to believe that he is 9,9. And (6) the individual is not 9,9 and knows that he is not 9,9 after a Grid Seminar, yet leads others to believe that he is 9,9. Appendix 2 describes and explains the individual behavior present in each of these formulations.

"The 9,9 syndrome," hereafter cited as "the syndrome style," is a facade--deceptive behavior--an individual uses to obscure his true intentions. It gives the impression of genuine integrity, good-will, and interest. "The syndrome" style exists in behavior formulations 1, 5, and 6 listed in the preceding paragraph. It is the hardest form of facade behavior to detect since it is the most convincing in terms of credibility. This is the case in the fifth and sixth formulations in the preceding paragraph. The existence of "the syndrome" style is quite obvious in the first formulation. It ranges in behavior from

ruthless, logical, disguised, argumentation perceived as open-mindedness to disguised, exploitive, manipulative, expediency perceived as selfless concern.

To overcome the behavioral problems inherent in "the syndrome" style individuals must first be made aware of its existence, and then they must be given a rationale for using an alternative style of management. Appendix 2 gives people the information to detect the existence of "the syndrome." If other people are aware of the existence of "the syndrome" they can also make individuals who are using "the syndrome" style aware of its existence, and give them a rationale for using an alternative style of management. The sixth managerial style theory ties in with the theory of the focusing of individual consciousness because only as an individual comes to know himself and his world can he hope to change his individual behavior, or the behavior of a group or an organization.

The theory of the focusing of individual consciousness, then, allows an individual or an organization to possess and to enjoy the present ("what is") and simultaneously reach out for the future ("what is to come" or "what could be"); the sixth managerial style--"the 9,9 syndrome"-- theory accounts for those instances when individuals focus on their future at the expense of their present. In these cases, though, individuals are actually focusing on becoming 9,9 team managers, and the desire to become a 9,9 manager in most cases breeds "the syndrome."

An individual who uses the 9,9 team management style always looks for the best solution to a problem. He probably tells himself that he ought to perform in a 9,9 team management manner at

all times. If he is not yet a truly integrated person, i.e. a person who can focus on his future without jeopardizing his present, his constant desire for integrated performance can drain his psyche. In this respect Kirkhart's analysis is correct. Any organization attempting to do the same thing could suffer the same destructive effects. Dr. Jerry Greenwald (1973) in his book Be the person you were meant to Be (pp. 88-89) says:

The compulsion to excel creates an attitude of hostility and enstrangement toward others and tends to trap the person into a limited, narrow focus on one aspect of his existence. The effect is further intensified by his neglect of other needs and potentials that must be fulfilled if he is to develop into a complete, integrated person. . . . Sustaining any idealized image drains the person's energies away from his pursuit of broader experiences and fulfillment of other needs. The self-poisoning effect of attaining (and maintaining) an idealized image is inherent in the simple fact that it is not a natural way of being. It is inevitably a facade. . . .

Focusing on developing some talent or ability inherent in an idealized image, then, at the expense of appreciating the present is toxic.

To avoid the consequences and ramifications of the toxic behavior described in the preceding paragraph, an individual can use a balanced integrated approach to his self-development. He lives in the here-and-now and recognizes what he wants to be and what he could be, but he does not focus all of his energies on becoming what he wants to become at the expense of appreciating and living in his present. He will be able to become what he wants to be and what he could be by concentrating on those things in his behavior in his here-and-now situation that are keeping him from getting to where he wants to go and where he could be. Through such a focusing in the here-and-now's

along the road to the future the individual can make the necessary changes to decrease the gap between his actual and ideal selves. This is one of the basic principles of Grid OD— acceptance of the actual self and recognition of what one should or could be. This creates a gap between the actual and ideal self thereby creating a desire for change. Most individuals who recognize the gap between their actual and ideal selves are motivated to tap and apply their energy reserves and resources towards becoming their ideal selves. A basic ingredient in such a successful change is a balanced focus of individual consciousness towards "what is" and "what is to come." If an individual is aware of what he is in the present or here-and-now situation he can make sure that he fulfills the needs required for his natural way of being. If he continues to do this and reaches out for his idealized self-image, that idealized self-image may become a reality.

Grid OD is designed to strengthen the corporate system by integrating people into the production and profit motives of the firm and by combining a concern for production with a concern for people. The goal of Grid OD is to develop the organization on the basis of valid facts and data, assessing present realities in the organization culture, and bringing problems into focus. This allows the corporate culture to move in the direction it wants to go.

Team management (9,9) suggests a fulfillment in the areas of reason and emotion. This fulfillment comes from integration of emotions and experience. Team management recognizes and accepts what is, while striving toward the possible. Commitment

to team management requires courage, and involves risk-taking, but Blake and Mouton feel the advantages far outweigh the risks. Team management can allow managers to step out of a current management style which they utilize but do not want to be--by offering them an alternative style of management. Grid OD, in most cases, does not cause an organization or an individual to focus on the future at the expense of appreciating and living in the present.

The Managerial Grid

The managerial grid provides a framework for five separate managerial mental sets. Each of these managerial styles is based on a behavior set. The grid is a practical way of assimilating "specialized knowledge." Blake and Mouton (1964) in their book The Managerial Grid organize, integrate and explain previous research, and provide a framework for developing new theory and research. Blake and Mouton's terminology in The Managerial Grid helps to clarify much of the conflicting information on management styles, and assimilates accumulated knowledge on management styles and managerial behavior into manageable and understandable proportions. Blake and Mouton have not only reduced the volume of information, but they have also improved upon its quality. They have not only formulated a new theory, but they have also created a methodology for the application of their theory--a feat that few theorists seem to have a knack for. It is one of the better known theories of organization development.

The Managerial Grid Seminar

Blake and Mouton realize that management styles and actions are to a large extent determined by habits. Their 5½ day Grid Seminar creates new patterns of action and lays the groundwork through which these new patterns can be learned through repetition and reinforcement. Without support and reinforcement new patterns will soon fade out, and old patterns will again become the dominant ones. During a Managerial Grid Seminar trainees may learn that their old methods of doing things do not work. Initially, they usually find the application of the 9,9 team management method of problem-solving to be difficult, and oftentimes a painful and time-consuming approach.

The Managerial Grid Seminar stages encounters through the use of prescriptive instruments designed to enable a person to reveal the deepest parts of his personality to other people in his work team. When other people hear these deep candid feelings expressed, they usually feel empowered to reveal their own deep candid feelings--self disclosure invites self-disclosure. The Grid Seminar may give individuals a more sensitive empathy towards other people.

The Dangers of "Shoulding"

Dr. Jerry Greenwald (1973) Be the person you were meant to be (pp. 224-225) says:

"Shoulding" is a finger-pointing attitude in which one person asserts that he knows better how the other person should be, how he should act, and even how he should think or feel. It is a statement to another person that his self-determining capabilities are inadequate or in some way defective. Furthermore, the finger-pointer insists that his own way is superior.

This type of behavior did occur at the November 11-16, 1973, Managerial Grid Seminar. (Appendix 2 covers a form of finger-pointing behavior--"the 9,9 syndrome").

Greenwald (1973) Be the person you were meant to Be (p. 224) goes on to say that:

when a person lives within a group, he must necessarily submit to some forms of authority or ~~else~~ risk alienation, isolation, or punishment by the group.

The authority at the Grid Seminar tends to be The Managerial Grid and the prescriptive instruments of the Seminar. When the participant returns home to his on-the-job work environment and even to his family life, he may find that many people are not familiar with the managerial grid or team management. If team management is not accepted as an authority or value system in his work environment, and if other people are not familiar with team management, problems may occur. In such a situation the individual will probably choose one of the following courses of action: (1) Keep his job and try to change his work culture. (2) Reconcile himself to his fate and blend into his work group. (3) Risk alienation, isolation or punishment from his work group by repeatedly attempting to change his work culture, and accept his role thereafter as an isolate or trouble-maker in the eyes of his work associates. Such a role carries with it the risks of punitive action, e.g. termination, cuts in salary, or reductions in rank. (4) Tell his work associates and other members of his work culture to forget it in no uncertain terms. Such a stand may give him only two alternatives: (1) termination as a result of his actions, or (2) quitting because the situation is no longer tolerable.

Greenwald (1973) Be the person you were meant to Be (p. 224)

says that an individual "cannot always be self-determining, and still function within society:"

In intimate relating, however, all shoulds are poison. Shoulds always imply an attempt at dominance and control by one person and a demand for submissiveness or compliance by the other. Any struggle for control in a relationship is toxic to intimacy. Shoulds also imply to the victim that he ought to be different--that in some way he is inadequate.

This type of "shoulding" did occur at the November 11-16, 1973, Managerial Grid Seminar. Trainees did try to prove to other trainees that they were 9,9 and not something else. Some trainees also refused to accept the fact that they were not 9,9, and resorted to "shoulding" in the early going.

Greenwald (1973) Be the person you were meant to Be (p. 224) says that in an ongoing relationship shoulds "establish an atmosphere of pressure and coercion in which the victim may feel he is being continually judged and evaluated." This was certainly the case at the November 11-16, 1973, Grid Seminar. Trainees did have the feeling of being continually watched by their Grid teammates for evidence of non 9,9 behavior or behaviors, and this feeling of being watched breeds "the 9,9 syndrome." "The syndrome" is a compensation mechanism that trainees use to combat the feeling and pressure of being watched. (p. 224) This feeling of being continually judged and evaluated encourages the individual "to deliberately watch himself--what he says and what he does."

(p. 224) When a person is dominated and oppressed, his resentment always festers until it finds some kind of expression. Usually, in should-ing games, the victim becomes a skillful saboteur and somehow always manages to undercut what the other wants from

him despite his "best intentions" to cooperate and please. . . . All ideals reflect an attitude of how one should be. An ideal usually expresses the expectations of someone else. . . . which the person has accepted as valid. Such ideals are particularly venomous when the individual believes that his worth as a person rests on achieving them. They are typically excessively demanding.

This type of "shoulding" behavior occurs in Blake and Mouton's 9,1 managerial style.

The idea of Grid training is to allow an individual to make his own choices as to what he wants to become. An individual finds out about himself by interacting with others through the use of the grid as a method of analyzing managerial styles, without directly criticizing or "shoulding" at other individuals. This allows each individual to discover his actual self without experiencing the destructive "shoulding" behavior of other people.

Overall Conclusions on Grid Training

One of the biggest losses of production in the corporate world comes from human friction. Blake and Mouton's team management approach may cut losses of production due to human friction. The theory of the focusing of individual consciousness is another way to achieve consensus and to unify individual effort around a common focal point within the context of team management. Team management does not eliminate conflict from a work culture. It uses a method of problem-solving that makes positive use of conflict.

If friction between human beings can be reduced then productivity and profitability curves ought to rise, and corporate operations ought to improve also. In short, men can accomplish anything if they cooperate in the production of goods and services.

References

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CHAPTER 5

THE STRENGTHS AND WEAKNESSES OF THE MODEL AND THE RESEARCH DESIGN

This chapter examines the strengths and weaknesses of the model presented in Ch. 3, and the research design presented in Ch. 2. Research designs and findings in the area of behavioral and attitudinal research raise a number of questions: (1) Do treatments, observations, and measurements make an adequate representation of broader abstract classes within a given environment? (2) Are specific operations within a research design valid translations of abstract concepts? (3) Do operational variables encompass the real world? (4) Are response measures reliable? (5) To what extent are research findings stretched to fit the particular application the researcher has in mind? (6) How valid are the independent variables? (7) Are the results generalizable to other types of subjects, stimuli or responses? (8) Can the same results be obtained under different but similar circumstances of testing? (9) How much confidence can the researcher have in the conclusions of attitude research?

The Model

The model of the behavioral significance of systems upon effectiveness in Chapter 3 (p. 41) probably does not completely represent all of the factors affecting individual behavioral effectiveness. The model incorporates a number of hypothetical situations and assumptions; it permits the study of related events, and the manipulation of interrelated variables.

Strengths

The model takes into account the dynamic quality and impact of environment upon individuals and individual values, and it allows for the derivation of new relationships. It includes variables observable in an organization culture, and takes into consideration rare events considered meaningful to a client system within an organizational culture.

The variables within the model do not overlap. The operational definitions of modular constructs may lead to diagnoses that produce action on specific organizational problems. The model gives the individual an opportunity to examine his individual behavioral effectiveness within his own organizational culture or system. Research supports the variable functions.

Weaknesses

The model may be too complicated for a systematic examination of the interconnections between the individual political system, the external political system, the individual control system, the intervening variables, and individual behavioral effectiveness. It does not account for the total variance with-

in an individual's environment within an organization culture.

The detail of the model could be increased by verifying and supporting the dysfunctions for each variable within the model with research; variables could be ranked in the model according to the degree that they increase individual behavioral effectiveness. An inventory of past measures of individual behavioral effectiveness could greatly bolster the development of a theory of individual behavioral effectiveness.

Uncontrollable Factors

In a research design many uncontrollable factors may cause differences in research results such as (1) pre-existing differences between respondents, (2) discrepancies between respondents perceptions of their environment and their actual environment, (3) the length of time taken by respondents to fill out the Grid Effectiveness Questionnaire, (4) the possibility of respondents interacting with other people while filling out the questionnaire, (5) the possible exposure of respondents to previously tested subjects included on the questionnaire, (6) differences in respondent involvement and commitment, (7) the primacy-recency effect in terms of the order of questions on the questionnaire, (8) the credibility and trustworthiness of the researcher, (9) attention to the message, (10) comprehension of questions, (11) specific motivations of the respondents for filling out the questionnaire, (12) the organization culture, (13) the structure, clarity, and vividness of the questions, (14) respondent intelligence, (15) relevant experiences of respondents, (16) the open-mindedness of respondents, and (17) the readiness of respondents to pass on information and to be tested.

Procedure

Strengths

Respondents were permitted to fill out the Grid Effectiveness Questionnaire at their own leisure. No pressure was applied to them to fill out the questionnaire at work or on the job. Thus, the probability of respondents filling out the questionnaire in a setting conducive to their best time and best mental set was increased.

The questionnaire employed a variety of questioning techniques including open-ended questions, yes-no answers, circling given choices, placing a check or an X by or through a choice.

Weaknesses

Three separate requests were made to get the respondents to fill out the Grid Effectiveness Questionnaire. These repeated requests may have evoked hostility on the part of the respondents, thereby distorting the results of the study. The first persuasive attempt to gain cooperation may influence the second attempt, and the second attempt may influence the third attempt, thereby influencing study results and individual behavior and reactions. Differences in results, then, may be the product of the amount of persuasion needed to get a respondent to fill out the questionnaire.

Execution

The research and questionnaire objectives were clearly defined and explained in the initial letter mailed to each of the

respondents. The Grid Effectiveness Questionnaire was mailed to 43 potential respondents. The distribution of the 43 potential respondents was: 11 completed the questionnaire, 1 had retired; 1 was too busy; 1 chose not to participate because he felt the questionnaire was too personal; 1 elected not to participate; 1 felt the questionnaire was garbage and the researcher should be stopped; 2 felt the researcher's request was most unusual; and declared their intention not to complete it; 1 did not attend the Seminar; 24 did not respond.

The response to the researcher's request for compliance was: 5 filled out the questionnaire following the initial mailing of the letter and questionnaire, and 1 said he had not attended the Seminar; 3 filled out the questionnaire after a postcard was mailed to them, and 2 declared their intention not to participate by sending the researcher a letter; 3 filled out the questionnaire after a Western Union Mailgram was mailed to them, and 24 did not respond to the mailgram--the final request.

The Research Design

The difficulty in the study of individual behavioral effectiveness lies in the extracting of ideas from individuals and then adequately representing and evaluating what has been extracted. The research design influences the degree of difficulty in extracting ideas from individuals, and the quality of the research design determines how adequately reality can be represented.

Strengths

The research design (1) focuses on a specific population and a specific client system, (2) produces behaviorally significant information on individual behavioral effectiveness, (3) checks respondent consistency by comparing responses to open-ended questions with similar closed-response questions, (4) includes participant-observation at a Managerial Grid Seminar, (5) permits an analysis of the different psychological sets of respondents, and (6) requires a working knowledge of the field of organizational and individual effectiveness for implementation. It was designed so that respondents would not give the researcher what they thought he wanted to know.

Weaknesses

The research design generates data largely from self-reports and self-analysis. Such reports are shaped more by intention than by action. A self-rating test may influence how respondents behave, and they may change their responses after they realize the purpose of questions in terms of measuring individual behavioral effectiveness. This effect was evident in the reaction of some of the respondents to the questions: (1) What is your reaction to this study? (2) What is your reaction to this questionnaire? [Note: The responses to the above questions are included in Appendix 5 in this study]. They represent a threat to

the internal validity of the research design, and a rigorous study of individual behavioral effectiveness and grid effectiveness.

The number of completed questionnaires does not permit statistical analyses with parametric statistics, e.g. correlation or regression analysis, etc. The sample is not random; it does not include a control group or a comparison group. No data was collected through post-participant-observation or follow-up interviews, and the research results were not replicated.

Since the respondents came from different companies and different environments, comparison on the basis of factors affecting behavioral and grid effectiveness is extremely difficult if not impossible. The individual case becomes the standard of methodological proof, in regards to behavioral and grid effectiveness.

Twenty-five per cent of the respondents completed the Grid Effectiveness Questionnaire, and forty-eight per cent of the respondents gave their overall reaction to the study and the questionnaire. This is not representative of the entire population of individuals from the November 11-16, 1973, Managerial Grid Seminar; and one Grid Seminar is certainly not representative of all of the participants from past Managerial Grid Seminars. Since the research design does not meet rigorous standards of methodological proof, the research findings cannot be generalized beyond the populations of Grid Seminar participants who responded to the questionnaire.

The research design relied upon a voluntary response from Grid Seminar participants, and the questionnaire was mailed.

Thus, the respondents were probably either from the more innovative sectors of a given organization, or ~~extreme~~ in their orientation to the questionnaire. Such subjects are probably not valid representations of the majority. Data collected from a non-random ~~research~~ design probably creates a distorted, watered-down version of the phenomenon of the problems under consideration. The research design also gives inadequate attention to the importance of productivity and the impact of structure in a work culture.

A final point can be made about the weaknesses of attitude surveys and studies. Philip Zimbardo and Ebbe E. Ebbesen (1970) Influencing Attitudes and Changing Behavior say that there is (pp. 61-62) a lack

of common methods for measuring attitudes, and similar confusion regarding the definition of attitudes. . . . The lack of a common definition of attitude, or of what constitutes a valid and reliable measurement of it is. . . reflected in the failure to use comparable attitude topics, communicate with similar structures, or even standardize the manipulation of independent variables.

In other words, a conflict in the results of attitude measurements and studies is not surprising with the great variety of operational definitions employed in attitude analysis. Consequently, different attitude measurements probably do not measure the same thing.

References

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CHAPTER 6

DATA ANALYSIS AND THE RESEARCH FINDINGS

This chapter analyzes some of the effects of the Managerial Grid Seminar upon individual behavioral effectiveness. It is organized around the research propositions set forth in Chapter 2 (p. 36) of this study.

Methodology

The data collected from the Grid Effectiveness Questionnaire, presented in Appendix 4, is summarized through the use of descriptive, nonparametric, qualitative statistics.

Eastern Illinois University's electronic data processing computer system was programmed for 327 cross-tabulations of 77 research variables by using the CROSSTABS program from the SPSS (Statistical Package For The Social Sciences) which was taken from Norman H. Nie, and others (1975) Statistical Package For The Social Sciences, 2d ed., Version 6, (pp. 222-243). The cross-tabulations of the 77 research variables can be used to interpret (1) the association, (2) the direction of association, (3) the degree of association, (4) the nature of association, and (5) the statistical independence of two variables.

This study will use the .05 significance level. This simply means that if an event occurs 5% of the time or less, by chance,

many researchers in the social sciences are willing to state that results are due to nonchance factors. In other words, the probability of an event occurring because of ~~chance~~ factors is 1 chance out of 20--5%.

The size of the sample (N) is 11, i.e. $N = 11$.

Measures of Association

Herman J. Loether and Donald G. McTavish (1974) Descriptive Statistics For Sociologists An Introduction (pp. 172-263) explain the measures of association for nominal and ordinal variables and the different uses of descriptive statistics. Gamma (G) is a symmetric measure of association for ordinal data-- [ordinal data indicates position in an ordered series but does not tell how much of a difference exists between successive positions.] It does not require all of the data to be concentrated in one diagonal of a table for a perfect association. It ranges in value from -1 to +1. Kendall's Tau-b (t_b) is a symmetric measure of association for ordinal data, ranging in value from -1 to +1. It is used for square tables. Somer's d (d_{yx}) is an asymmetric measure of association for ordinal data, ranging in value from -1 to +1. It is a PRE (Proportionate Reduction in Error) measure, i.e. knowledge of one variable improves the predictive power of another variable by reducing the chance for error.

Norman H. Nie, and others (1975) Statistical Package For The Social Sciences, 2d ed., Version 6, (pp. 222-243) explain additional measures of association for nominal and ordinal variables. Cramer's V (V) is a measure of association for

nominal data, i.e. nominal data consists of observations of unordered variables which serve to identify classes, but the data does not have quantitative properties. Nominal data usually consists of frequency counts of each class of the variable under study. Cramer's V ranges in value from 0 to +1, and it is interpreted in terms of magnitude. It is used for rectangular tables. Kendall's Tau-c (t_c) is a symmetric measure of association for ordinal data, ranging in value from -1 to +1. It is used for rectangular tables. Somer's d (d_{yx}) can also be used as a symmetric measure of association for ordinal data when no consideration is given to which variable is independent or dependent. It ranges in value from -1 to +1. It is a PRE measure. Chi-square (χ^2) is a test of statistical significance to help determine whether a systematic relationship exists between two variables--if two variables are independent or related. It does not tell how strongly related two variables are. Several statistics, [i.e. nominal and ordinal measures of association mentioned above] can be used, however, to adjust for the sample size and table size. Chi-square, thus, becomes a basis for assessing the strength of the relationship between variables.

Measurements of association range in value from 0 to 1 (if the sign is dropped). There are no set methods for categorizing values ranging from 0 to 1. In general, though, values ranging from 0 to 1 can be categorized: 0 to .29 represents a weak relationship; .30 to .59 represents a moderate relationship; and .60 to 1 represents a strong relationship. A value of 1 represents a perfect association, and a value of 0 represents no association. These are the values that will be used in the interpretation of the research data and findings in this study.

The Research Findings

In this section the research data is interpreted in relation to the propositions set forth in Chapter 2 (p. 36) of this study.

Proposition 1

Discovery of the actual self does not improve individual behavioral effectiveness.

The data supports this proposition. Close examination of the research data will make this conclusion more lucid.

At the Managerial Grid Seminar (hereafter cited as the Seminar) trainees determined their dominant and backup grid styles. [Note: For a definition of dominant and backup grid styles see (p. 8), and see (pp. 10-13) for a description of the five major grid styles.] On the Grid Effectiveness Questionnaire trainees were asked to answer the following questions: (1) What was your ~~dominant~~ grid style and your backup grid style as far as you were concerned before you attended the Grid Seminar? (2) What did your work team feel was your dominant grid style and your backup grid style at the end of the Grid Seminar? (3) What did you feel was your dominant grid style and your backup grid style at the end of the Grid Seminar? (4) What do you feel is your dominant grid style and your backup grid style at the present time? The results of these questions are depicted in Table 1 below. [Note: Before includes results from question #1, Work Team results from #2, At End results from #3, and Now results from #4. The value labels for the five major grid styles are: 1 = 1,1 2 = 1,9 3 = 5,5 4 = 9,1 and 5 = 9,9. The missing values are: 9 = does not apply; 8 = did not understand question; 0 = neglected to fill out the answer to the question].

TABLE 1. The Grid Styles of Grid Seminar Trainees

<u>Respondent Number</u>	<u>Before</u>	<u>Work Team</u>	<u>At End</u>	<u>Now</u>
24	5 4	4 5	4 5	5 4
33	5 3	0 0	4 5	5 4
35	3 4	4 3	4 5	3 4
31	5 4	4 5	4 5	4 5
40	5 3	3 4	3 4	5 4
37	3 4	5 4	4 5	5 4
30	4 3	4 5	2 5	4 5
42	3 2	3 2	3 2	3 2
03	4 5	4 5	4 5	5 4
34	4 0	4 0	4 0	4 0
09	5 4	4 5	4 0	3 4
	dom back	dom back	dom back	dom back

The most useful categories of information in the preceding table are the 9,9-dominant grid styles and the 9,1 dominant grid styles, i.e. 5 = 9,9 grid style and 4 = 9,1. [Note: In Table 1 dom = dominant grid style and back = backup grid style.] 9,9 and 9,1 are the dominant grid styles listed with the greatest frequency in Table 1.

Five trainees (45.5%) listed 9,9 as their dominant grid style before they attended the Seminar, but Seminar work teams gave only one trainee (10%) a 9,9 dominant grid style rating, and in this case, respondent number 37, the trainee did not rate himself as a 9,9 dominant before he attended the Seminar. Thus, the percentage of trainees with a 9,9 dominant grid style rating actually drops from 45.5% before the Seminar to 0% according to the Seminar work teams. Table 1 shows that the trainees were in complete agreement with the lack of 9,9 dominant grid style ratings they received from Seminar work teams since 0% of the

trainees felt they had a 9,9 dominant grid style at the end of the Seminar. Further comparison of the data on the grid styles of trainees shows that 80% of the trainees gave themselves the same dominant grid style that their work teams gave them at the end of the Seminar, and 77.7% of the trainees gave themselves the same backup grid style that their work teams gave them at the end of the Seminar.

In addition the data shows a dramatic change in the dominant grid style self-ratings of trainees 18 months after the Seminar. The number of 9,9 dominant grid style self-ratings jumps from 0% at the end of the Seminar to 45.5% 18 months later, ~~it is~~ now. It appears that most trainees tend to regress to the grid style self-ratings they gave themselves before the Seminar, even though they had previously agreed with the ratings they received from their work teams at the Seminar 18 months earlier.

An examination of the 9,1 dominant grid style frequencies also uncovers some interesting facts. Of the trainees, 27.3%, felt they were 9,1 (dominant) before attending the Seminar. This number, however, jumps to 70% when the Seminar work teams give the dominant grid style rating. Amazingly, 60% of the trainees were in agreement with the 9,1 dominant ratings given to them by their work teams at the end of the Seminar, with 72.7% of the trainees rating themselves as 9,1 dominant at the end of the Seminar. This number, however, drops to 18.2% 18 months later, with the total number of 9,1 dominant ratings dropping down to 27.3%.

It appears that a dramatic change in the dominant grid styles of trainees has occurred 18 months after the Seminar. This is

possible, but highly improbable. A better explanation for this dramatic shift in trainee self-ratings probably lies in the attitudes of the trainees. It is probably not too far-fetched to infer that this dramatic change in ratings represents a fading-out of the information trainees receive on their actual selves at the Seminar--an unlearning or "selective forgetting" of the discovery of the actual self at the Seminar. The ratings of the Seminar work teams appear to have a higher degree of accuracy than the self-ratings of trainees. Thus, the discovery of the actual self at the Seminar does not appear to improve individual behavioral effectiveness 18 months after the Seminar, since most trainees tend to ignore the facts and information they receive from their Seminar work teams on their actual selves. The SPSS crosstabulation of the discovery of the actual self at the Seminar with goal achievement (the dependent variable in this research study), depicted in Table 2 below, supports this conclusion.

TABLE 2.

Crosstabulation
Discovery of the Actual Self at the Seminar (DISCACSELF)
With
Goal Achievement (GOALACHIEV)

	Count Tot Pct	Yes	No	Row Total
		(DISCACSELF)		
Helped		5 50.0	1 10.0	6 60.0
Helped & Hindered		1 10.0	0 0	1 10.0
Hindered		0 0	0 0	0 0
Does not apply		1 10.0	2 20.0	3 30.0
	Column Total	7 70.0	3 30.0	10 100.0

The data shown on the preceding page in Table 2 yields a raw chi-square = 2.85714 with 2 degrees of freedom, and a significance = .2397. This is not significant at the .05 level since .2397 falls above the .05 level. Cramer's V = .53452. This represents a moderate relationship between discovery of the actual self at the Seminar and goal achievement.

In the final analysis, it appears that the discovery of the actual self at the Grid Seminar will not improve individual behavioral effectiveness unless the facts and information trainees receive at the Seminar on their actual selves are retained and used towards the achievement of the 9,9 grid style.

Proposition 2

Discovery of the ideal self does not improve individual behavioral effectiveness.

The data supports this proposition.

Although 70% of the trainees reported that they had discovered their ideal self at the Seminar [see Table 3 (p. 70)] and 72.7% of the trainees reported that they had gotten all the facts and information they needed on their ideal self at the Seminar, statistical analysis of the research data reveals no significant difference between the goal achievement of trainees who discovered their ideal self at the Seminar, and trainees who reported they were their ideal self 18 months after they attended the Seminar. The comparison of the SPSS crosstabulation [the discovery of the ideal self at the Seminar with goal achievement] (the dependent variable in this research study) depicted in Table 3 (p. 70), with the SPSS crosstabulation [are you your ideal self with goal achievement] depicted in Table 4 (p. 70) supports this conclusion.

TABLE 3.

Crosstabulation

Discovery of the Ideal Self at the Seminar (DISCIDSELF)
 With
 Goal Achievement (GOALACHIEV)

	Count Tot Pct	Yes No (DISCIDSELF)		Row Total
Helped		5 50.0	1 10.0	6 60.0
Helped & Hindered		1 10.0	0 0	1 10.0
Hindered		0 0	0 0	0 0
Does not apply		1 10.0	2 20.0	3 30.0
	Column Total	7 70.0	3 30.0	10 100.0

TABLE 4.

Crosstabulation

Are You Ideal Self (AREYOUIDSELF)
 With
 Goal Achievement (GOALACHIEV)

	Count Tot Pct	Yes No (AREYOUIDSELF)		Yes/No	Row Total
Helped		4 36.4	3 27.3	0 0	7 63.6
Helped & Hindered		0 0	1 9.1	0 0	1 9.1
Hindered		0 0	0 0	0 0	0 0
Does not apply		1 9.1	1 9.1	1 9.1	3 27.3
	Column Total	4 45.5	5 45.5	1 9.1	11 100.0

The data shown on the preceding page in Table 3 yields a raw chi-square = 2.85714 with 2 degrees of freedom, and a significance = .2397. Table 4 yields a raw chi-square = 4.19048 with 4 degrees of freedom, and a significance = .3808. The data in Table 3 and Table 4 is not significant since .2397 and .3808 fall above the .05 level.

In Table 3, Cramer's V is = .53452--a moderate relationship between discovery of the ideal self at the Seminar and goal achievement. In Table 4, Cramer's V is = .43644--a moderate relationship between are you your ideal self and goal achievement.

Thus, if trainees were actually their ideal selves a significant difference between the crosstabulation in Table 3 and the crosstabulation in Table 4 probably would be evident; the data, however, shows that there is no significant difference between these two crosstabulations. The data does not reflect an increase in the strength of relationship, i.e. Cramer's V, in Table 4. According to the data Cramer's V decreases from .53452 in Table 3 to .43644 in Table 4. The inference then, is that the data supports the proposition.

Proposition 3

Discovery of the actual self does not prepare an individual for becoming his ideal self.

The data supports this proposition.

Although 70% of the trainees reported that they had discovered their actual self at the Seminar [see Table 2, (p. 68)] only 45.5% of the trainees reported that they had received all of the facts and information they needed on their actual self at the Seminar [see Table 5, (p. 72)].

TABLE 5.

Crosstabulation

Getting Information on Actual Self (GTINFOACSELF)
 With
 Goal Achievement (GOALACHIEV)

	Count Tot Pct	Yes (GTINFOACSELF)	No	Row Total
Helped		3 27.3	4 36.4	7 63.6
Helped & Hindered		1 9.1	0 0	0 9.1
Hindered		0 0	0 0	0 0
Does not apply		1 9.1	2 18.2	3 27.3
	Column Total	5 45.5	6 54.5	11 100.0

The data shown in the above Table yields a raw chi-square = 1.39683 with 2 degrees of freedom, and a significance = .4974. This is not significant since .4974 falls above the .05 level. A Cramer's V = .35635 shows a moderate relationship between trainees getting all the facts and information they needed on their actual self at the Seminar with goal achievement.

The research data in Table 5 suggests that the 5½ day Seminar helps most of the trainees to discover their actual self, i.e. 70%, but over one-half (54.5%) do not feel 5½ days gives them a complete and full picture of their actual self. If the discovery of the actual self prepares individuals for becoming their ideal self a larger percentage of trainees probably would have reported that they were their ideal self.

The data shows that 70% of the trainees reported that they had discovered their actual self at the Seminar, but only 45.5% of the trainees reported that they were their ideal self 18 months after the Seminar, and as pointed out earlier in the analysis of the data connected with Proposition 1, the 45.5% figure is itself of questionable validity. Thus, the data must be interpreted as supporting the proposition.

Proposition 4

Discovery of a pathway through which an individual can be his ideal self does not improve individual behavioral effectiveness.

The data does not support this proposition.

It would appear that the Seminar was a favorable experience for all of the trainees since 100% of the trainees reported that the Seminar increased their expectations towards human beings interacting with each other within the framework of organizations, and 63.6% reported that they felt 9,9 was the best form of management, yet only 45.5% of the trainees reported that 9,9 was their dominant grid style. Interestingly enough 72.7% of the trainees said they were satisfied with their own personal development. If 72.7% of the trainees are satisfied with their own personal development, and 100% of the trainees reported increased expectations as a result of the Seminar, a larger percentage than 45.5% of the trainees probably should have reported that 9,9 was their dominant grid style. This, however, is not the case. The 45.5% figure stands in sharp contrast to the 0% figure given to trainees by their Seminar work teams in regards to 9,9 dominant grid style ratings. These findings are contradictory.

One explanation for this apparent contradiction would be

that 45.5% of the trainees achieved a 9,9 dominant grid style rating 18 months after the Seminar. As pointed out earlier in the research findings, this is probably not likely, since 70% of the trainees received 9,1 dominant grid style ratings from their Seminar work teams at the end of the Seminar.

Moreover, 81.8% of the trainees reported that they were able to use 9,9 team management in their work environment, and 80% said that Grid training was still being used in their organization 18 months after the Seminar. If the trainees were actually using 9,9 team management in their work environment a large percentage of trainees probably should have reported that conditions in their work environment had improved since they attended the Seminar. [Note: Blake and Mouton feel that 9,9 team management should bring about an improvement in a work environment if the conditions for change are right.] In addition, if the trainees were actually using 9,9 team management in their work environment similarly large percentages of trainees should probably have reported that certain factors that are an essential part of 9,9 team management, e.g. communication, planning, candor, participation, commitment, etc., had helped their on-the-job behavioral effectiveness. Also trainees probably would be able to better recognize those factors which hinder on-the-job behavioral effectiveness after attending a Seminar. [Note: These factors are emphasized at the Seminar.] The data suggests that such a phenomenon occurred.

Trainees reported that conditions of their work environment since the Seminar had changed: 63.6% reported improved conditions, 9.1% reported improved and worsened conditions, 18.2% reported no change in conditions, and 9.1% reported worsened conditions.

(Note: Table below shows the distribution of trainee responses to the question: In terms of your work environment(s) since November 11-16, 1973, which of the factors listed below do you feel have helped, hindered, helped and hindered, or do not apply to your on-the-job behavioral effectiveness? (X = helped, XO = helped and hindered, and 0 = hindered).

	X	XO	0	not apply
right to issue commands	5	0	2	4
social approval of associates	9	0	0	2
superiors who demand respect	1	1	1	8
cooperation	9	1	0	1
long-term decision-making	8	0	1	2
organizational flexibility	6	1	1	2
individual productivity	8	2	1	0
morale	8	1	1	1
communication	8	2	0	1
superior-subordinate relationships	6	2	1	2
subordinate-superior relationships	6	2	1	2
planning	7	1	0	3
critique	7	0	1	3
leadership	9	0	1	1
profit and loss consciousness	7	0	1	3
candor	9	0	1	1
getting results	8	0	1	2
sense of individual purpose	8	1	1	1
sense of duty to follow commands	3	3	1	4
superiors who command respect	5	0	1	5
rules, regulations and procedures	2	3	2	4
struggle for power	1	2	3	5
day-to-day decision-making	3	2	1	5
goal achievement	7	1	0	3
group productivity	7	1	1	2
similarity of goals and values	4	2	0	5
freedom to make decisions in your work environment	8	0	1	1
compatibility of the members of your organization	7	2	0	2
new members of your work environment	5	2	0	4
negative sanctions (taking away something you want)	0	2	1	8
positive sanctions (giving you something you want)	6	1	1	3
coordination of decisions made by your organization	6	2	0	3
support for decisions made by your organization from its members	5	2	1	3
control factors motivating conformity to norms)	5	1	1	4
compromise	4	2	1	4
creativity	6	2	0	3
participation	7	2	0	3
goal setting	7	2	0	3
expression of ideas	7	0	0	3
conflict	3	3	3	5
commitment	7	0	0	3
other	11	14	0	0

Most of the trainees selected factors (listed in Table 6) that they felt helped their on-the-job behavioral effectiveness. All of the factors listed in Table 6 were crosstabulated with goal achievement--the dependent variable in the research study. Those crosstabulations that were significant at (or below) the .05 level are listed in Table 7 below.

TABLE 7.
Crosstabulations
Factors with Goal Achievement
Significant at or Below .05 Level

Factors	Raw χ^2	df	Sig.
control (factors motivating conformity to norms)	12.57143	6	.0504
subordinate-superior relationships	12.39683	6	.0537
morale	14.14286	6	.0281
sense of individual purpose	14.14286	6	.0281
planning	11.02494	4	.0263
getting results	11.52381	4	.0231
right to issue commands	11.78571	4	.0190
negative sanctions (taking away something you want)	12.17857	4	.0161
day-to-day decision-making	15.71429	6	.0154
leadership	13.85185	4	.0078
cooperation	13.85185	4	.0078
candor	13.85185	4	.0078
group productivity	17.51020	6	.0076
superior-subordinate relationships	17.63492	6	.0072
critique	14.01814	4	.0072
goal setting	14.01814	4	.0072
profit and loss consciousness	14.01814	4	.0072
expression of ideas	14.01814	4	.0072
commitment	14.01814	4	.0072
long-term decision-making	17.41667	4	.0016

(Note: Raw χ^2 = raw chi-square; df = degrees of freedom; Sig. = significance).

All of the above listed factors were statistically significant in their relationship with goal achievement.

The factors listed in Table 6 (p. 76) can also be assessed in terms of strength of relationship by using Cramer's V and interpreting it in terms of magnitude (see Table 8 next page).

TABLE 8.

Crosstabulations
(Factors)
With a Cramer's V of 6 or Greater
Along With Gamma Scores

Factors	Cramer's V	Gamma
superior-subordinate relationships	.89531	.76923
group productivity	.89214	.84000
long-term decision-making	.88976	.91667
day-to-day decision-making	.84515	.84000
sense of individual purpose	.80178	.57895
morale	.80178	.47368
critique	.79824	.73913
goal setting	.79824	.73913
profit and loss consciousness	.79824	.73913
expression of ideas	.79824	.73913
commitment	.79824	.73913
candor	.79349	.76471
cooperation	.79349	.76471
leadership	.79349	.76471
control	.75593	.39130
subordinate-superior relationships	.75066	.50000
negative sanctions	.74402	.37500
*superiors who demand respect	.74402	.37500
right to issue commands	.73193	.92593
getting results	.72375	.44444
*organizational flexibility	.71824	.76000
planning	.70791	.15789
*sense of duty to follow commands	.66368	.84615
*rules, regulations and procedures	.66368	.76923

(Note: * indicates that the factor affecting trainee on-the-job behavioral effectiveness is not significant at the .05 level).

All of the above listed factors had a Cramer's V of 6 or greater. This means that there was a strong relationship between all of the above named factors and goal achievement.

Cramer's V scores can be ranked in terms of how strong the relationships are, i.e. factors are ranked in this manner in Table 8 above. The research data presented in Table 8 shows that 20 out of 39 factors affecting trainee on-the-job behavioral effectiveness were statistically significant at (or below) the .05 level, and 24 out of 39 factors were strongly related--in both tables of crosstabulations goal achievement is the dependent

variable. There is some loss of information in Table 8 when Cramer's V is used since it is a measure of association for nominal data, and the data in Table 8 is ordinal. The Gamma scores in Table 8 show the relative preponderance of like (unlike) ranked pairs among pairs ranked differently on both variables.

It is not possible to establish a clear-cut cause and effect relationship between discovery of a pathway through which an individual can be his ideal self and the improvement of individual behavioral effectiveness. Analysis of SPSS crosstabulations of [the use of 9,9 team management in a work environment, the use of Grid training in an organization, the conditions of the work environment, the satisfaction or dissatisfaction with the nature of the work environment, and a job allowing a person to be his ideal self] with factors affecting on-the-job behavioral effectiveness tends to, ~~establish~~ a pattern that suggests that discovery of a pathway through which an individual can be his ideal self may improve individual behavioral effectiveness, e.g. on-the-job behavioral effectiveness.

TABLE 9.

Crosstabulations
The Use of 9,9 Team Management in a Work Environment
With
Factors Listed Below

Factors	χ^2	df	SL	b	c	G	d_x	d_y
getting results	11.000	4	.0266	.8098		1.000	.947	.692
freedom to make decisions in work environment	11.000	4	.0266	.6298		.777	.736	.538
participation	11.000	4	.0266	.7300		1.000	.947	.562
cooperation	11.135	4	.0251	.4763		.818	.476	.476
candor	11.135	4	.0251	.4763		.818	.476	.476

TABLE 9. CONT'D

Factors	χ^2	df	SL	b	c	G	d_x	d_y	V
leadership	11.135	4	.0251	.4763		.818	.476	.476	.707
individual productivity	11.305	4	.0233	.3599		.666	.421	.307	.716
communication	11.305	4	.0233	.3599		.666	.421	.307	.716
group productivity	15.888	6	.0144	.5591		.777	.736	.424	.849
morale	22.000	6	.0012	.8388		1.000	1.000	.703	1.000

TABLE 10.

Crosstabulations

The Use of Grid Training in an Organization
With
Factors Listed Below

Factors	χ^2	df	SL	b	c	G	d_x	d_y	V
struggle for power	10.000	3	.0186		.1600	.250	.250	.121	1.000
sense of individual purpose	10.000	2	.0067		.6400	1.000	1.000	.941	1.000

TABLE 11.

Crosstabulations

The Conditions of the Work Environment
With
Factors Listed Below

Factors	χ^2	df	SL	b	c	G	d_x	d_y	V
superior-subordinate relationships	17.285	9	.0444	0		0	0	0	.723
subordinate-superior relationships	18.857	9	.0264	.1412		.185	.151	.131	.755
profit and loss consciousness	14.517	6	.0244		.1239	.238	.151	.161	.812
goal achievement	14.517	6	.0244		.1239	.238	.151	.161	.812
goal setting	14.517	6	.0244		.1239	.238	.151	.161	.812

TABLE 11. CONT'D

Factors	χ^2	df	SL	b	c	G	d_x	d_y	V
critique	14.891	6	.0211		.1487	.250	.181	.193	.822
planning	14.891	6	.0211		.1487	.250	.181	.193	.822
commitment	14.891	6	.0211		.1487	.250	.181	.193	.822
expression of ideas	14.891	6	.0211		.1487	.250	.181	.193	.822
group productivity	20.653	9	.0143	.0606		.076	.060	.060	.791
long-term decision-making	16.107	6	.0132		.0991	.200	.121	.153	.855
individual productivity	16.107	6	.0132		.0991	.200	.121	.153	.855
sense of individual purpose	22.392	9	.0077	.1675		.238	.151	.181	.823
getting results	18.562	6	.0050		.1735	.280	.212	.269	.918
morale	26.812	9	.0015	.2010		.230	.181	.222	.901
candor	22.000	6	.0012		.0743	.157	.090	.157	1.000
cooperation	22.000	6	.0012		.0743	.157	.090	.157	1.000
leadership	22.000	6	.0012		.0743	.157	.090	.157	1.000

TABLE 12.

Crosstabulations

Satisfaction/Dissatisfaction with the Nature of Work Environment
With
Factors Listed Below

Factors	χ^2	df	SL	b	c	G	d_x	d_y	V
support for decisions made by your organization from its members	8.119	3	.0436		.4628	.538	.500	.341	.859
struggle for power	8.839	3	.0315		.464	.481	.464	.317	.481

TABLE 13.

Crosstabulation
Job Allowing a Person to Be His Ideal Self
With
Factors Listed Below

Factors	χ^2	df	SL	b	c	G	d_x	d_y	V
communication	6.588	2	.0371		.4403	.647	.458	.423	.773
individual produc- tivity	6.588	2	.0371		.4403	.647	.458	.423	.773
participation	6.678	2	.0355		.1983	.333	.250	.187	.779
coordination	6.798	2	.0334		.0330	.052	.041	.027	.786
new members of your work en- vironment	6.966	2	.0307		.1322	.200	.166	.105	.795
negative sanctions (taking away something you want)	11.000	2	.0041		.7933	1.000	.000	.923	1.000

Note: χ^2 = chi-square; df = degrees of freedom; SL = significance level; b = Kendall's tau b; c = Kendall's tau c; G = Gamma; d_x = Somer's d (asymmetric) with Y as dependent variable; d_y = Somer's d (asymmetric) with X as dependent variable; V = Cramer's V.

In Tables 9, 10, 11, 12, and 13 there is a loss of information since the data is ordinal and Cramer's V and chi-square are designed for nominal data. The data in these tables shows a strong relationship between the independent variables, i.e. the table headings in Table 9, 10, 11, 12, and 13, and the factors listed in each of the aforementioned tables. The data in these tables in most cases also reflects a substantial improvement in prediction with knowledge of the independent and dependent variables. This is evident in the scores in Table 9, 10, 11, 12, and 13 under the Somer's d headings.

The research data related to proposition 4 of the research

study suggests that most trainees feel the Seminar is a pathway through which the ideal self can be discovered. The Seminar increased their expectations towards human beings interacting with each other within the framework of an organization. In addition, most trainees felt that 9,9 team management was the best form of management; they reported that they were able to use 9,9 team management in their work environment. They also reported that 9,9 was being used in their organization, that conditions in their work environment had improved since the November 11-16, 1973, Managerial Grid Seminar, and that many of the factors emphasized at the Seminar, i.e. communication, planning, candor, participation, commitment, etc., had helped their on-the-job behavioral effectiveness. Most of the trainees also seemed to be able to better recognize those factors which would hinder on-the-job behavioral effectiveness.

In the final analysis, it appears that the research data establishes a pattern that suggests that the data does not support the proposition. It appears that the discovery of a pathway through which an individual can be their ideal self improves individual behavioral effectiveness, i.e. on-the-job behavioral effectiveness--goal achievement.

Overall Conclusions

It appears that trainees, for the most part, react quite favorably to Managerial Grid training. Trainees seem to be more satisfied with the facts and information they receive on their ideal self at the Seminar, than the facts and information they receive on their actual self. The research data suggests that trainees

tend to regress to the grid style ratings they gave themselves before attending the Seminar, and that conditions within the work environment of trainees seem to have a strong influence on whether or not knowledge acquired at a Seminar is retained and continually applied.

The research data in this study is subject to response bias and distortion. This study suffers from a lack of controls, comparability weaknesses, and many uncontrollable factors. Since the sample was far from random the results must be confined to the population of 11 trainees from the November 11-16, 1973, Managerial Grid Seminar. The 11 trainees who completed the Grid Effectiveness Questionnaire tended to skew their responses on the positive or favorable side of the continuum--ranking themselves in the best manner possible. Nonetheless, the questionnaire did show a full range of possible responses, and the study results do have some validity if they are confined to the population of 11 trainees. Because of the limited nature of this study, it was not possible to establish a clear-cut cause and effect relationship between discovery of the actual self and the ideal self, and increased individual behavioral effectiveness.

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CHAPTER 7

BROADER ISSUES

SIGNIFICANCE OF FINDINGS

RECOMMENDATIONS FOR FURTHER STUDY

Earlier in this study in Chapter 2 (p. 20), three research questions were raised. The survey of literature in Appendix 1 supports the idea that Grid Seminar participants adopt specific practices and behaviors within the framework of their personal cognition and on-the-job environments after attending a Grid Seminar. The problem of research in this area is not so much in determining whether or not specific practices and behavior have been adopted as in explicating the nature of concern for people and concern for production. How can a change agent increase or decrease concern for people and concern for production? If these concerns can be explicated and subsequently increased or decreased, how can a change agent know if attempts at increasing or decreasing concern for people and concern for production have in fact worked? What does a change agent need to know to induce the specific amount of change desired? How does a change agent get such information, assuming it is available? These are some of the broader issues raised by the text that are derived from the research questions introduced in Chapter 2 (p. 20).

The model of individual behavioral effectiveness in Chapter 3 (p. 41) sets forth a theory of the behavioral impact of systems upon individual behavioral effectiveness. Available research supports

the idea that certain determinants may have an impact upon organizational effectiveness. A similar body of research is not available to support the idea that certain determinants have an impact upon individual behavioral effectiveness, i.e. the determinants illustrated in Fig. 2 (p. 41) of this study.

Most of the research concentrates upon determinants of organizational effectiveness. This research raises a question. Would the quality of research be better with an individual focus on the determinants of individual behavioral effectiveness? With such a focus each individual case within an organizational culture could be examined with respect to its strengths and weaknesses; each case could then be put together to formulate a "big picture" of the actual and ideal organizational culture. Such a focus might yield more fruitful information than an organizational focus. It appears that individual political and control systems probably do increase individual behavioral effectiveness, or decrease individual behavioral effectiveness, depending upon the mix of factors in a given individual environment. The problem in researching the impact of systems upon behavioral effectiveness lies in the area of attempting to measure accurately actual behavioral change.

Much of the value of this research study probably was derived by the researcher in the knowledge that was gained in the procedures involved in scholarly research, writing, data-processing, and key-punching techniques. Any further study in the area of individual behavioral effectiveness probably should employ a random, stratified sample, and the research design probably should be expanded to include more than one Seminar population.

EPILOGUE

Galsworthy once said, "One's idealism grows in direct proportion to one's distance from the problem." I now realize, that it is easier for me to say what I think should be done than to do what I think should be done in the area of individual behavioral effectiveness. Moreover, I wonder what the impact of the use of 9,9 team management would be, if the average man used it in his everyday life?

This M.A. thesis has been my constant companion for almost three years--a nagging, persistent project that at times seemed to have human-like qualities and proportions. At times this thesis was a labor of love, and at times a nauseous labor of futility. In a strange way I shall miss this project. Perhaps we have grown too familiar. I regret saying goodbye to it, but I am also filled with joy over the completion of a burdensome project.

A strange "camraderie" has existed between me and this master's thesis research project since the seeds of my idea first developed. This task will no longer greet me each day. I now realize that the greatest value of any work comes from the experience of directing one's own mind towards specific ends. This I have learned and this I have done, and now my thoughts are tangible black and white matter. The task has been completed. It stands on its strengths and its weaknesses. The time for alibis and excuses has passed. . . It is over. . . .

APPENDIX 1

A SURVEY OF THE LITERATURE ON GRID ORGANIZATION DEVELOPMENT

APPLICATIONS:

Critique

Analysis

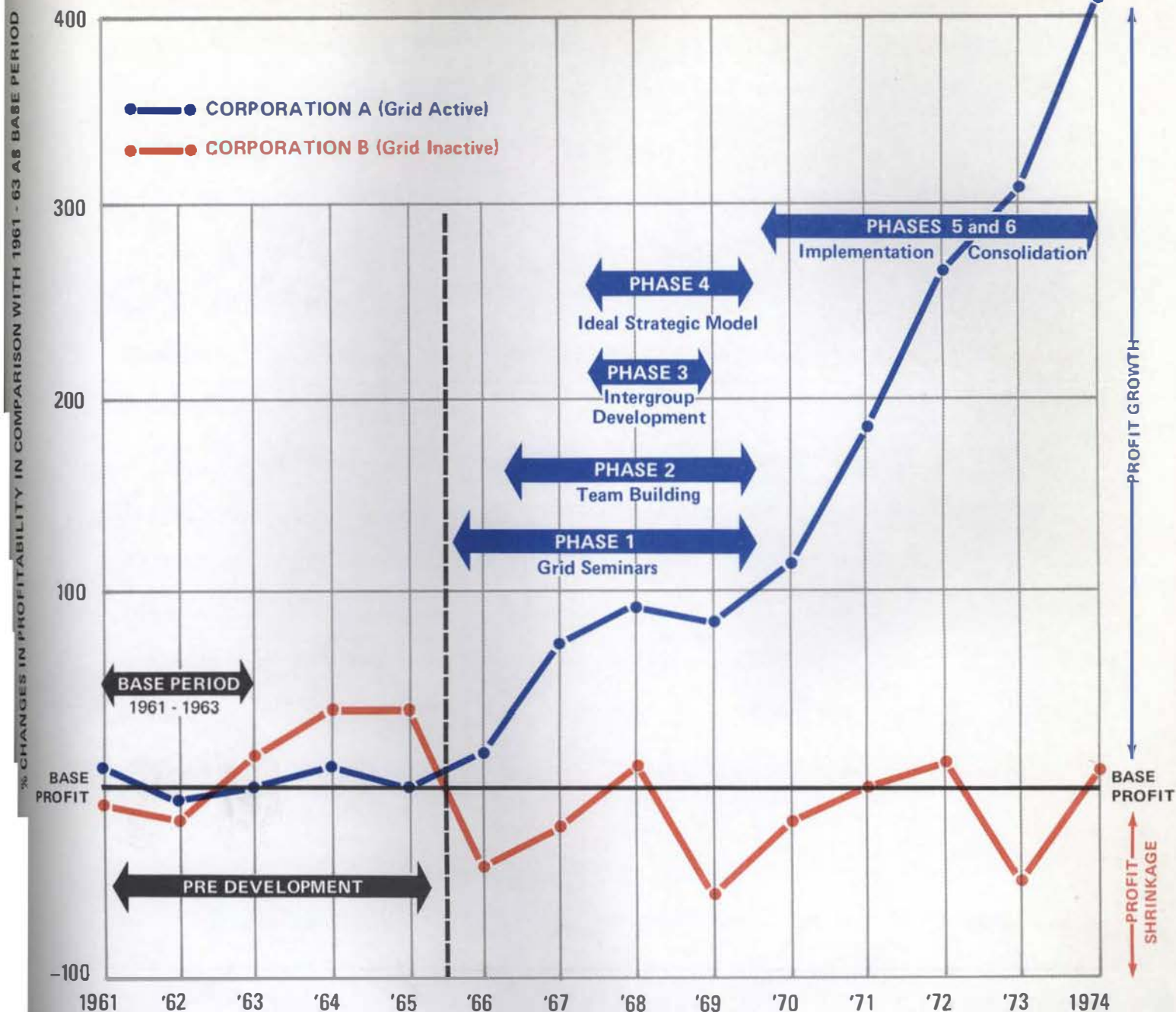
and

Summary

This Appendix includes a survey of materials on numerous Grid OD applications. For the purposes of order the materials are divided into four arbitrary categories. The first section deals with the major empirical studies on Grid OD application projects, and includes an ongoing critique of the research design and methodology used in the respective studies. The second section presents case studies on major companies making use of the Grid. The third section includes anecdotal and testimonial materials on the effect and impact of the Grid in the areas of both the organization and the individual. The fourth section lists and briefly summarizes some of Blake and Mouton's articles on different aspects of Grid OD, and some of the other articles on Blake and Mouton and Grid OD.

COMPARISON OF THE PROFITABILITY OF TWO MATCHED CORPORATIONS;

Corporation A involved in Grid Development, but not Corporation B



RESULTS FROM GRID DEVELOPMENT IN ORGANIZATIONS

These are two autonomous corporations operating nationwide on opposite sides of an international border. They are owned by the same parent located in a third country, engage in similar businesses, and face the same competition in comparable markets. From 1961 to 1963, the base period, they were both about equally profitable. Then Corporation A got into Grid Development in 1965. Corporation B did not. Corporation A completed Strategic Corporate Modeling, Phase 4, by 1968. Phases 5 and 6 have been in continuous implementation since that time.

Comparison of the performance of the two corporations is provided in terms of profitability. The comparison starts in 1961, five years before the introduction of Grid Development and is continuing. The difference in performance between the Grid-active corporation and the Grid-inactive corporation tells a vivid and dramatic story. Corporation A, the Grid-active corporation, has achieved a 400% increase in profitability in comparison with Corporation B, which has not quite managed to hold its own over the entire fifteen-year period.

For further information about Grid Development please contact:

SCIENTIFIC METHODS, INC.

Box 195, Austin, Texas 78767, U.S.A.

(512) 477-5781 Cable: GRID. Austin, Texas, U.S.A. Telex 776443

Scientific Methods, Inc.

The preceding graph shows a study of two matched corporations. Scientific Methods, Inc. is not at liberty to reveal any additional information on this study.

The results of this study have not been made public because the respective corporations involved do not want to share their secrets with the public. Scientific Methods cannot be faulted for respecting the wishes of their clients, when such respect is vital to the maintenance of trust with their clientele. However, the publishing of such results would do much to squelch the criticism on the scarcity of good, scientific studies on Grid OD applications beyond Phase 3 that can be found in the literature. Without such information researchers cannot evaluate the validity of the comparison between Corporation A and B and the validity of the research design, methodology, statistical techniques, criterion measures (both external and internal), indicators, controls, and amount of unexplained variance. The rationale behind not publishing the results can be well understood from the point-of-view of the respective corporations, but researchers in the area of Grid OD still have a need for good, sound, scientific research that is readily accessible and can be found in the literature.

The Sigma Corporation Application 1962-1963

The results of the Sigma application of Grid OD can be found in R. R. Blake, J. S. Mouton; L. B. Barnes, L. E. Greiner (November-December 1964) "Breakthrough in Organization Development," Harvard Business Review, (pp. 133-155) and Robert R.

Blake (Winter, 1968), "A Second Breakthrough in Organization Development," California Management Review, XI, (pp. 73-78). The first article provides some evidence that there was an improvement in the relationship between the Sigma Corporation and the parent company as well as improved union and community relations. Additional evidence is provided which leads the authors to ~~believe~~ that Sigma's organization development program was responsible for at least several million dollars of savings in controllable costs and profit increases, and also responsible for sizeable increases in employee productivity during its first year of implementation. They also feel that there is some evidence that there were changes in practices ~~behavior, attitudes, and values among Sigma managers,~~ and improved boss-subordinate, group and intergroup relations were reported by ~~Sigma~~ managers. Analysis of this study, however, shows that it does not provide scientific proof that Sigma's Managerial Grid OD program was the causal factor in the improvement of the overall performance of the Sigma Corporation. The second article points out that the Grid OD program was extended to lower level, non-managerial employees. Anecdotal information and testimonies are provided to substantiate the value of the Grid OD program.

Blake and Mouton; Greiner and Barnes (1964) "Breakthrough in Organization Development," Harvard Business Review, (p. 142), hereafter cited as the Sigma study, point out the difficulties of drawing cause and effect conclusions about the Grid OD program and Sigma's operating performance:

There were significant increases in productivity and profits during 1963, when the organization development program was in effect. . . . Total production rose somewhat (with fewer employees), and profits more than doubled. At first glance, it would seem that Sigma had struck gold, that its worries were over, and the development program had been highly effective. But this in itself would be a gross oversimplification.

To begin with, Sigma's business involves widely fluctuating market prices, raw-material costs, and other noncontrollable factors. Possibly higher revenues or lower materials costs would explain profit increases. In addition, new automatic machinery and new plant equipment investments might be sufficient cause for the reduced labor force and increased profit picture in 1963, particularly if the increased overtime costs (at time-and-a-half) had been spread over the remaining work force. These possibilities make it difficult to draw simple cause-effect conclusions about Sigma's development program and operating performance. . . .

The problems mentioned above compound the problem of assessing the impact of the Grid OD program, and make it extremely difficult if not impossible to determine the relative impact of each of the above named factors. There are many extraneous variables that could have jeopardized the internal validity of this study. Further analysis will shed more light on the weaknesses and limitations of this study.

In the Sigma study a number of techniques are used to try to sort out the effects of the various factors. A card sorting technique was used to determine which value best represented the predominant values held by managers prior to 1958. Larry E. Greiner (1967) in "Antecedents of Planned Organization Change," The Journal of Applied Behavioral Science, vol. 3, no. 1, (pp. 56, 60) in regards to this card sorting technique and the influences on the content of internal values and practices says:

The content of the cards. . . reveals the likely influence of early environmental constraints on Sigma's organizational system. . . the content. . . also suggests the probable effect of these outside constraints on the underlying value structure at Sigma. . . .

Greiner points out the importance of not overlooking the historical precondition prior to the Managerial Grid OD program.

Greiner (1967) "Antecedents of Planned Organization Change,"

The Journal of Applied Behavioral Science, (pp. 52-53) remarks:

While the findings eventually revealed that Grid training had many intrinsic merits which contributed to improved performance, there was also a clear indication that historical events established important preconditions which enhanced the ultimate effect of Grid training. Without these prior conditions, it is entirely possible that Grid training might have been a "flop" at Sigma. . . .

.
In looking at history, however I found it immensely difficult to be "scientific," because the data were based on reflections, the variables were numerous and complex, and there was no control organization to compare against Sigma's. . . .

Greiner speaks of the implications of the research

(pp. 80-83):

. . . The Sigma data suggest that when organization change is the subject for investigation, history is indeed an important variable to consider and measure, particularly in terms of the developing relationship between an organization and its environment. . . .

.
We know, from the Sigma example, that its unique history and culture had a great deal to do with the way in which the organization eventually responded to the consultant and his change program. Sigma was "ripe" for change before the consultant arrived; managers there were aroused and anxious to find a way out of their dilemma, and the consultant obviously made use of this condition in enhancing his own influence. Thus we know from these data that the planned aspects of the Managerial Grid Program were not the only, or even necessarily the most important, source of organizational change at Sigma.

This analysis of the Sigma study cannot be taken lightly.

Another serious problem in the Sigma study is the research design employed. Donald T. Campbell and Julian C. Stanley (1963) Experimental and Quasi-Experimental Designs For Research (pp. 6-7) deal with the one-shot case study:

. . . A single group is studied only once, subsequent to some agent or treatment presumed to cause change. . . . Such studies have such a total absence of control as to be of almost no scientific value. . . . Any appearance of absolute knowledge about singular isolated objects, is found to be illusory upon analysis. Securing scientific evidence involves making at least one comparison. . . . Such studies often involve tedious collection of specific detail, careful observation, testing, and the like, and in such instances involve the error of misplaced precision. . .

Larry Kirkhart (Feb. 1973) Ph. D. dissertation "Organization Development in a Public Agency: The Strategy of Organization Devolution" (Univ. of Southern California) in the same critical vein of the preceding paragraph says that since the Sigma study (p. 89) did:

. . . not involve a control group there is simply no way to know if the changes in Sigma Corporation were unique to it or were the result of widespread phenomena that affected all organizations similar to Sigma. Historical developments are a plausible explanation of Sigma's remarkable profitability; given the research design, there is simply no way to refute this possibility. And, since the research team did not gather data before the Grid program was implemented, there is no respectable way to assess change in attitudes or other economic measures.

James F. Guyot (1975) in a paper "Evaluating Management Training: Criterion Measures, Control Groups, And The Training Effect," presented to the American Society for Public Administration Convention at Chicago on April 2, 1975 raises the possibility (pp. 18-20) that:

Some of the effects on managerial behavior that research finds attributable to the training experience may be a result of the "training effect," that is, they may be consequences produced simply by the fact that the

tation, (Univ. of Southern California School of Public Administration), "Organization Development in a Public Agency: The Strategy of Organization Devolution" (hereafter cited as Kirkhart's OD in a Public Agency) (pp. 90-92) says a number of different features of organizational performance were studied including:

(1) organization performance (managerial evaluations, output, costs), (2) behavior (boss-subordinate relations, individual job practices), (3) attitudes (satisfaction, recognition, loyalty) and (4) values (work group norms). . . . Data . . . collected at the conclusion of . . . the one-week Grid seminars. . . predictably, . . . showed that the participants regarded the training as an important learning experience.

Anyone who have ever seen training evaluations of this type--immediate post-reactions--knows it is extremely rare, especially if the program lasted three days or more, for participants to rate the value of the training low. . . . These data are not, therefore, very useful indicators or predictors of how the training will affect behavior back in the organization. . . .

While these data may be helpful in determining whether the training program achieved its learning goals, they are of little relevance compared to on-the-job measure. In addition, there is no basis of comparison involved in the post-training data because there were no control groups.

The balance of the material in the study rests on a much firmer foundation. The research design incorporates three experimental groups . . . and four control groups. . . . did not receive training . . . and . . . a segment of the Forest Service . . . was not in any way exposed to Grid training. . . .

Greiner (n.d.) cited by Kirkhart in "OD in a Public Agency" says Greiner (p. 92) "administered a questionnaire to the trainees which was designed to assess the impact the program had on job behavior," and reported "that significantly more managers saw their bosses changing their behavior than did the control populations that did not receive training." Kirkhart says that the worth of this finding is doubtful since it is based on response from one item of the questionnaire Greiner administered, and the question itself was vaguely worded.

Kirkhart in "OD in a Public Agency" says that Greiner used (p. 94) "an elaborate evaluation effort called the 'judges project' to assess the effects of Grid training on organizational performance. . . . In relation to the regions," Greiner (n.d.) "Evaluating a Pilot Program using Management Grid for Organization Development in the U.S. Forest Service in an unpublished pamphlet from the U.S. Forest Service (cited by) Kirkhart in "OD in a Public Agency" says:

. . . The Grid program possibly contributed to improved overall regional performance. This is the most positive indication of Grid program effects on performance, since forests and ranger districts do not show similar improvements.

Kirkhart in "OD in a Public Agency" (p. 94) says the tentativeness of Greiner's conclusion was probably fully warranted, based on the material produced by the "judges project." (p. 94) The project results took the form of overall performance rankings and were displayed by Greiner with bar graphs which could easily be interpreted as showing no effects at all.

The Internal Revenue Service Application 1964-1967

Larry E. Greiner, et. al., "The Simple Complexity of Organizational Climate in a Governmental Agency," in Renato Taguri and George Litwin (1968) eds., Organizational Climate, (pp. 195-224), cited by, Kirkhart in "OD in a Public Agency" (pp. 94-97) says that "the IRS study is considerably more rigorous than either the Sigma study or the Forest Service study. Eight district offices were involved in the research design. Six received training and two did not. Kirkhart evaluates the research design (p. 95): "This is quite clearly the

strongest of the research designs. . . Data were gathered with a questionnaire. This particular questionnaire seems to have been especially well designed and is far superior to the instruments used in other studies."

Kirkhart in "OD in a Public Agency" (p. 96) says that Greiner, et. al.:

predicted that the implementation of the Grid program would produce greater emphases on Integrating (high levels of concern for production and for people) and this change would occur and be greatest during the second year of the program.

Greiner, et. al., "The Simple Complexity of Organizational Climate in a Governmental Agency," pp. 195-224 in Kirkhart "OD in a Public Agency" (p. 96) says Greiner, et. al. reached the basic conclusion in every area they explored without exception:

Our findings revealed very little change in the climates of the eight districts over a three-year period. Moreover, those climate changes which did take place could not be attributed to the Grid program.

Kirkhart "OD in Public Agency" (p. 96) states that the "interpretation of the research data was unavoidably and surprisingly consistent. Only in one or two cases were any changes in climate found and these occurred simultaneously in both the experimental and the control districts." According to Kirkhart "OD in a Public Agency" (p. 97) Greiner's, et. al. "findings were largely attributable to the role of National IRS headquarters, which dictated the operations of the various parts of the organization to a very high degree." Kirkhart (p. 97) feels that, to a large extent, the effectiveness of Grid OD is determined by the dilemma faced by many modern,

complex organizations in finding ways to reconcile the need for consistency on some issues, and the need to promote flexibility around other issues at the same time.

The Alpha and Beta Application--1967

Peter B. Smith and Trudie F. Honour (1969) "The Impact of Phase 1 Managerial Grid Training," Journal of Management Studies, Vol. 6, No. 3 (p. 318) say despite the popularity of the Managerial Grid as a form of management training;

There has so far been rather little published evaluation research as to the effects of such training. . . .

There are consequently two urgent needs in developing our knowledge of the consequences of managerial grid training. Firstly, data are required indicating whether changes found after training are also found among untrained controls within similar situations. Secondly, we require studies from a wide range of organizations to indicate whether the effects found were dependent on the specific situations at Sigma. . . .

The study examines changes within a British factory after Phase 1 of Managerial Grid training, comparing these changes with concurrent changes at a second untrained factory within the same organization. A random sample was drawn along with approximately matched controls. Attempts were made to use the same type of questions as used in the Sigma study for the purposes of comparison.

Smith and Honour (1969) report the comparison and results (pp. 328-330):

. . . . Sigma was a large petrochemical plant, subject to merger three years before training, with an over expanded labour force, and with a top management group who were strongly committed to the implementation of grid training programme as a whole. Almost half the management were college graduates and the plant was situated somewhere in the United States.

In contrast, Alpha was a medium size factory, only one-twentieth of Sigma's size, with no recent history of major reorganization and a chronic labour shortage. The Alpha management although favouring the grid programme, committed themselves only to the conduct of Phase 1. There was a more cautious wait-and-see attitude. The technology at Alpha is predominantly batch production. Only twenty-three per cent of Alpha management had degrees or H.N.C. It is not possible to say anything about which of the above factors may have been more important in determining the relative impact of training until a range of studies becomes available.

The data derived from interviews and from the questionnaire were in agreement as to the restrictive nature of the change found.

In the words of Smith and Honour (1969) (pp. 327-328):

The training at Alpha was only partially successful, although management certainly did not regard it as a failure. . . . Interview data . . . indicated that communication became more free and open, particularly in meetings but also to a lesser extent in one-to-one relationships. The questionnaire data confirm that changes were of small order. . . . In terms of Blake and Mouton's 6-phase model of grid training some of the preconditions for organizational change had certainly been established, but it seems unlikely that taken by itself the Phase 1 training would have a lasting effect, such as would be reflected by economic indicators of organizational performance.

The problem of comparison is aptly described by

Donald T. Campbell and Julian C. Stanley (1963)

and Quasi-Experimental Designs For Research (p. 7):

. . . . The many uncontrolled sources of difference between a present case study and potential future ones which might be compared with it are so numerous as to make justification in terms of providing a bench mark for future studies also hopeless.

The Alpha study fits in this category as does the Sigma study.

Smith and Honour's own admission that many factors may have been important in determining the relative impact of Grid training, along with the differences in size, situation, and technology between Sigma and Alpha, make comparison futile.

The ESB Application--1966

Howard A. Hart (September-October 1974) "The Grid Appraised--Phase 1 and 2," Personnel, (pp. 44-59) reports of the positive results obtained at ESB Incorporated with the Managerial Grid. (p. 44) Hart says, "it can be assumed that the Managerial Grid would not be so well established and accepted as an organizational development (OD) tool if it hadn't produced positive results in its application". . . .

ESB has had extensive experience with Phase 1 and 2 of Grid OD, and limited experience with Phase 3. Hart verifies results with data collected from a questionnaire on job habits and work performance administered to three groups of managers. One group of managers had no exposure to the Grid, one group had gone through Phase 1, and one group had been exposed to Phase 1 and 2.

2. Hart (1974) (p. 48) says:

In late 1966. . . . top management . . . recognized that there were problems stemming from inadequate planning and control. Expression of creativity was discouraged and decisionmaking was too often on a "back against" basis. In addition, the organizational climate inhibited openness and candor among many of the managers.

To help rectify the problem, ESB instituted a series of Grid Seminars. To date, over 1,400 managers drawn from almost every ESB division, have attended in-house or public Phase 1 seminars. . . . Phase 2 has been left up to the divisions, and so far 320 persons from the automotive division and 88 from the other divisions have attended.

(p. 50) Hart says ESB did not determine the reactions of participants to Phase 2 with a formal instrument. The word-of-mouth evaluations were positive in both Phase 1 and 2. Most participants after completing a Phase 2 wanted to schedule a Phase 2 for themselves and their subordinates. And, Hart does

not feel that participants would want to repeat an experience that was not easy, unless they found it to be a meaningful experience.

Hart (1974) (p. 50) reports that most of the evidence after Phase 1 of the Grid was anecdotal, falling under the "good feelings" about Grid experiences category, and was scattered. He was looking for solid evidence in regards to the effectiveness of Grid OD in the division where Phase 2 had been implemented.

Hart (1974) (p. 50) designed a questionnaire to measure and compare the impact of the Grid, with questions on work culture, attitudes, performance, results and actions. Samples were selected at random within the Phase 1 and control populations. Hart (1974) does not say how the sample drawn from the Phase 2 population is selected beyond saying, (p. 50) it was a "far-from-random selection...justified by the importance of determining just how effective Phase 2 had been in the area where it was most pervasive and presumably being implemented."

Hart (1974) (p. 50) gives the distribution of his samples according to functional areas and management levels, but does not say how his Phase 2 sample may have differed from his other two samples. Yet, he reports that Phase 2 respondents were statistically significant in their differences with all other respondents; there were few statistically significant differences between his Phase 1 respondents with Grid exposure and those with no Grid exposure. Thus, the Phase 2 sample tends to be obscure.

Hart (1974) (p. 52):

. . . The period of Phase 2's implementation in the automotive division coincided with a 300 percent increase in divisional profits--a significantly better

profit improvement than that of the rest of the domestic organization--even though we concede that other factors, such as market conditions, expanded plant capacity, the state of the economy, and so on may have contributed to the improvements in profits. Still, top management believes that Phase 2 and the striking turnaround in the automotive division were more than a coincidence, that Phase 2 made a substantial contribution to the performance picture, even though it was impossible to measure precisely.

Hart (1974) (p. 58) states the Grid study at ESB:

included face-to-face interviews, telephone conversations, and letters and memos, but most important were the statistical analyses of the questionnaire. These included chi square analyses and multiple linear regressions. Based on the computer printouts and detailed analysis, the results showed that statistically significant higher scores registered by Phase 2 participants could be due to "chance" in only 1 out of 100 instances. While it is always difficult to establish an irrefutable causal relationship, the Managerial Grid does seem to have had a definite positive effect on ESB's performance... . Additional phases of the Grid design are being considered, as well as the Sales Grid and other related developments. In short, the Managerial Grid works at ESB, especially where Phase 2 has been adopted as a way of life. . . We expect to see further evidence of organizational excellence at ESB.

The criticism of this study could center around the unknown selection process used in drawing the Phase 2 sample. Since the Phase 2 sample was the only sample that differed significantly from the other samples, the "far-from-random selection" tends to cloud the findings in this area. Hart also delegates responsibility for performance change judgements to those individuals whose performance was under investigation. Some discount for response bias must thus be made. Self-reports or word-of-the-mouth evaluations are by no means scientific in any sense of the word. In addition looking backward does have its problems, and establishing random controls often is not organizationally feasible. Until something better is

devised researchers will probably have to use Donald T. Campbell and Julian C. Stanley (1963) Experimental and Quasi-Experimental Designs For Research (pp. 47-50), number 10, Nonequivalent Control Group Design, a design in which "the control group and the experimental group do not have pre-experimental sampling equivalence." In this design use of controls is certainly crucial in avoiding errors of causal inference. James F. Guyot (1975) in a paper "Evaluating Management Training: Criterion Measures, Control Groups, And The Training Effect," presented to the American Society for Public Administration Convention (ASPA) at Chicago on April 24, 1975, says, (pp. 14-15) "the most severe weakness of the nonequivalent control group design is the likelihood that differences in selection of members for the training groups and the control group will explain differences in subsequent performance. . . . There are real limits on how refined a match can be made between members of the experimental and control groups. Matching thus begins with those variables that theory or previous studies tell us could influence variation in the desired outcome behavior". . . .

The CIBA-GEIGY Corporation Application--1969-1971

Thomas W. Campbell (November, 1971) in his Master's thesis, "The Effect of Communication Change on Plant Operation," presented to the Graduate School of Corporate and Political Communication, Fairfield University evaluated the effects of the Managerial Grid on communication in the McIntosh plant of CIBA-GEIGY Corporation in southern Alabama. 350 managers and supervisors were exposed to the Managerial Grid. The cost

of the program to the plant according to Campbell (1971)

(pp. 93, 95, 97-98):

excluding salaries, is estimated at \$400 per student for each phase, or a total of \$152,000. The total direct substantiated savings attributable to a change in procedure was approximately \$1,957,000. Other savings included reduction in maintenance costs, overtime, outlay of small tools, cost of safety supplies, reduction in forklift maintenance, reduction in pallet expenses. . . . Other results stemming from the program included: improvements in grievance procedures; reduction in frequency and severity of accidents; better reporting of safety performance, improved working relationships between people and departments, and approval of a new three-year contract by employees. . . . The Managerial Grid did, in fact, create an environment for change. . . . The net result of these changes can be reckoned in terms of documented, direct savings to the plant of \$1,957,000, but the net benefit to the plant is even more significant when considered in the light of improved labor relations and community relations. . . . Using communication techniques provided by the Grid, the managers at McIntosh demonstrate an ability to improve interpersonal relationships that, in turn, enable them to increase performance, reduce costs, promote safety, improve attitudes, and the path for successful labor negotiations.

In this study as in the Sigma study conditions were ripe for change. Campbell (1971) (pp. 92-93) says the plant had general strikes in 1960 and 1968, and were very much interested in growth and production. CIBA-GEIGY up until 1970 did not have a community relations or employee communications program that most large industrial plants of its kind did have, and the plant was forced to endure adverse public opinion when an accidental chemical spill in 1969 brought about a trial against the plant for pollution. Campbell (1971) (p. 93) says, "Other problems which existed in 1969 and which prompted management to attempt their solution through communication, were: excessively high hourly maintenance costs; unreasonable demands for overtime maintenance; a high incidence of waste of

safety equipment and other tools; a poor safety record; and distorted safety reporting. . . . Aware of the need for improvement, and facing what at that time appeared to be the inevitability of another strike in 1971, the plant management chose the Managerial Grid as the vehicle for change."

The results of this study are quite impressive. The total of the direct, substantiated savings attributable to a procedural change according to existing plant records was \$1,957,000. Campbell (1971) (p. 95) says, "This is a satisfying return on an investment in Grid training of approximately \$152,800." Other additional direct savings not counted in the savings above came about as a result of industrial accidents that did not occur and a strike that was averted. In addition, Campbell (1971) (p. 97-98) says plant management was firmly committed "to do whatever was necessary to improve conditions at their plant. Consequently, changes were made--in management style, in plant policies and in operating procedures." The vehicle used for the change was the Managerial Grid. It is probable that any program that could have created an environment for change under such conditions, and under such conditions a program creating the environmental conditions for change would have worked. The point here, however, is not what other programs might have worked in this situation, but the point is that the Managerial Grid program did in fact work, and did in fact improve productivity and profitability, and change practices and behavior, attitudes and values so as to insure the continuity of effective management. Campbell (1971) (p. 92) says the management style at McIntosh was "centralized and authoritarian, isolating the

plant from the community, the managers from each other, and salaried from hourly-paid employees." The environmental conditions, the organizational climate, and the work culture at the McIntosh plant brought about the need for change, but something else had to provide the methodology for bringing about and sustaining the change. Without the help of Grid concepts, theories, and techniques in problem-solving it is highly likely that the plant would have experienced another strike, union and management relations as well as community relations would have worsened, profits would have decreased as a result of a strike and continued poor management practices and behavior, etc. In the final analysis, it appears the McIntosh plant was in a dilemma, and the Managerial Grid program provided them with the necessary knowledge, tools and techniques to work their way out of their dilemma, and solve their own problems together in a vastly different organizational structure, situation, climate and culture.

The Pi Application--1973

James F. Guyot (1975) in a paper "Evaluating Management Training: Criterion Measures, Control Groups, And The Training Effect" presented to the ASPA convention in Chicago on April 2, 1975 evaluates a Managerial Grid program in the Pi organization, a large engineering and construction firm with seven to eight thousand members. Guyot (1975) (p. 5) says the Pi organization "has a heavy weighting of managerial and professional personnel. . . It carries a strong reputation for profitability, innovation, and professionalism." There was (p. 6) an

"extensive immersion of employees at all levels in a variety of training programs. By the spring of 1973 over 200 of the managerial, professional and supervisory employees had been inducted into Phase 1 of the Managerial Grid, while 450 had undergone Kepner-Tregoe training.

Guyot (1975) (pp. 6-7) states that:

an evaluation of management training programs was initiated as part of an overall study of management effectiveness and in anticipation of a period of reduced income. The Grid and K-T were singled out as both extensive and expensive and as programs which might be compared in terms of some common criterion despite their orientations toward different immediate objectives. One such criterion is the record an individual makes in his advancement up through thirteen grades of the management ladder. This was chosen as the most available and commensurable single indicator of variations in organizationally relevant behavior.

Since the study was a retrospective one, there was no opportunity to assign individuals randomly to training and control groups. Instead, a control sample was drawn randomly selecting for each K-T and Grid trainee an untrained twin of the same current grade level and departmental location. The populations under study were narrowed down by a series of limitations. Only those in the management ranks at the time of training were considered, leaving out a large number of first line supervisors who had taken K-T. A couple of dozen individuals who experienced both K-T and Grid were excluded in order to sharpen the analysis. An additional 17-18% of each group or trainees were too recently returned to the firing line to have established a differential post-training performance record. In all, 52 K-T and 31 Grid pairs were compared for grade advancement over a four year span, with a backup comparison of 86 K-T and 119 Grid pairs who had been back in service at least two years after training.

Guyot (1975) (pp. 7, 7A, 7B, 8) reports the results of the comparison of K-T with the Grid by means of matched control groups (Note: K-T is the abbreviation for Kepner-Tregoe):

The results showed that managers with K-T training had within four years, moved significantly ahead of their twins, advancing on the average 1.19 grades to their twins' average of 0.88 grades. ($P < .0475$, one-tailed, Wilcoxon matched-pairs signed-ranks test.) Four years after the event Grid participants were statistically indistinguishable from their non-trained twins in their promotion pace, with advances averaging 0.774 and 0.77 respectively. ($P > .674$, two-tailed because opposite the expected direction.) A comparison of larger twin populations over a shorter period of time showed the same pattern.

The relation between the four-year promotion pace of training participants and that of their non-trained twins is shown in graphic fashion for Kepner-Tregoe in Figure I and for Managerial Grid in Figure II. We combine these two distributions in Figure III to show the greater effectiveness of K-T over Grid training in advancing its Pi managers. ($P < .18$ two-tailed, Mann-Whitney U.) Note that here we are not comparing K-T trained managers to Grid trained managers directly, but rather by means of matched control groups. . . . Differences in effectiveness that could be attributed to differences between the kinds of employees that are selected in the first place for one type of training or the other are, hopefully, controlled out. . . .

Guyot (1975) elaborates on the weaknesses and methodological problems of the Pi study (p. 12). In the Pi study promotion pace is used as a nonreactive criterion measure, and the judgment of the promotion pace is delegated to organization members within the regular flow of organizational events. It is based on organizationally relevant standards of evaluation, but this does not mean (p. 12) "it is the most appropriate measure of the kind of behavior the training is supposed to induce:"

Since Managerial Grid in particular is oriented toward group processes, a record of the organizational success of individual trainees could mask a very real effect that Grid training had on work unit performance. Indeed, the great weakness of institutional records as criterion measures is that they are borrowed instruments which were developed for a different purpose, like a window that is being used as a mirror. The usual consequence of using such instruments is to

increase the probability . . . of not seeing something that is actually there. . . .

Guyot (1975) (p. 13) establishes a control group retrospectively, but admits that "the most severe weakness of the nonequivalent control group design is the likelihood that differences in ~~selection~~ of members for the training group and the control group will explain differences in subsequent performance." And, (p. 14):

A secondary weakness of studies of ~~matched~~ groups is that the results can, strictly speaking, be generalized to only groups which have characteristics the same as those which were matched, which may turn out to be a very unique set if the matching process is carried out very far.

One of the advantages of the Pi study according to Guyot (1975) (pp. 15-16) was that the Pi samples were matched for functional areas and grade level on a "twin" basis within a single organization, while Simth and Honour (1969) took their control group sample from the Beta factory "which was of similar size, under the same top management, and oriented toward a slightly different market" but not from the same organization. Thus, the Pi study permits a more refined analysis than the Alpha-Beta study. The Pi study did not control for all the important variables (p. 16) because of the absence or restricted availability of data. Guyot (1975) (p. 16) says that many of these problems could be reduced by an improved management system.

Guyot (1975) (p. 17) says in the Pi study:

. . . The question was Where do managers go? while the question answered was Where do managers come from? In the Pi case the methodological distortion results in an understatement of whatever differential upward mobility is found since members

of the more advanced group are compared only to those of the less advanced group who made it to the same level. . . . What to match for depends on both our theories about which variables may have an influence on the criterion measure and what kinds of data may be developed from the organization's information system. How to interpret the bias imparted to our findings by factors which could not be controlled for by matching becomes the crucial question and one for which theory is also helpful.

Case Studies on Companies Using the Grid

Harold M. F. Rush (1969) Behavioral Science Concepts and Management Application, Personnel Policy Study No. 216, National Industrial Conference Board, ~~Report~~ ~~thereafter~~ cited as Rush (1969). ~~Conference Board Book~~ includes Grid case studies.

American Airlines

Rush (1969 Conference Board book (p. 77) reports that American Airlines uses "the Managerial Grid philosophy and its implications for intergroup relations" as an exercise in their Managerial Learning Laboratory. (p. 82) Twenty-seven, of the senior vice-president's ~~for operations at corporate headquarters,~~ top managers have attended Grid labs, and more than 100 of his middle managers have attended the company's Managerial Learning Laboratory seminar. (p. 82) The senior vice-president explains:

The grid tends to stereotype people, and often people spend too much time trying to identify with a spot on the Grid and not enough energy is spent on the change that's needed. It's important to know what operating style you're using and to understand its impact on the problem at hand, but if any development experience is to be relevant to the group it must be spontaneous and related to problems they can see and solutions they can believe in. It's too easy to get bogged down with Grid exercises to the point that method takes precedence over content. . . .

Corning Glass Works

Rush (1969 Conference Board book (p. 96) reports that "Corning Glass Works has used the Managerial Grid widely within the corporation, but unlike many firms who have adopted it, Corning felt that it needed to research the effect of the Grid on its own managers' behavior and managerial styles". . . . to see "if the Grid proved as powerful an instrument for organizational change as its proponents claim". . . . (p. 96)

Although at least one plant within Corning has undergone all six phases of the Grid and there is ongoing research on subsequent phases, the research initially sought to evaluate only the week-long Phase 1 laboratory training. Participants in this study were 230 salaried employees, the total managerial and professional work force of one division of the company. . . .

Corning's hypothesized organizational effects of the Grid do not all agree completely with those of the Grid's developers, Blake and Mouton. For example, Blake and Mouton list commitment as a process variable, but Corning's model views commitment as an output, since commitment is considered a worthwhile goal, in and of itself. Furthermore, productivity may be viewed partially as a results of employee commitment, but commitment may also take into account other factors.

While it is not possible to give the complete details of the research design, the experimental manipulation, and the final results, Corning's research showed that significant changes did occur in managerial behavior, particularly as it affected the use of groups and participation. The research also revealed that the manager's perception of their own responsibility and authority was changed. Prior to the seminar they perceived their responsibility and authority as being at fairly low levels; afterwards, both were perceived as increased. And the manager, in turn, delegated more to their subordinates. In addition, there was a measurable increase in concern for both people and production--a prime objective of the Grid. Intergroup relations improved at both plants; and at one of the plants communication and group process showed significant improvement.

In short, the research showed that organizational change was generally in the direction postulated by Grid theory.

Genesco, Incorporated

Rush (1969) Conference Board book (pp. 101-102) reports that Genesco, Incorporated whose principal products include apparel (manufacturing, wholesale, retail) with a work force of 68,000 employees, makes use of the Managerial Grid. The company's use of the Grid so far has been limited to Phase 1. Genesco may try Phase 2 within the company, but so far it has no definite plans in this direction.

Hotel Corporation of America

Rush (1969) Conference Board book (p. 110) reports that Hotel Corporation of America makes use of the Managerial Grid along with other behavioral science techniques. (p. 110)
 "One of the most notable examples of the use of Grid training was in the Motor Hotel division, in which the management of a large motor hotel went through the basic Phase 1 laboratory and subsequent team-building sessions before they were assigned to work together in opening and running the new facility."

The Raymond Corporation

Rush (1969) Conference Board book (pp. 116-119) reports, that the Raymond Corporation whose principal products are materials handling equipment, electric industrial fork lift trucks, and automated systems, first arranged an off-site confrontation meeting in 1963. Raymond Corporation has 850 employees, and its OD program has involved a variety of primarily laboratory centered techniques. The principal program includes T-group labs, the Managerial Grid, and in-house team building labs.

The company adopted the Managerial Grid because they felt it was a lower risk experience than sensitivity training, and the Grid program could be managed internally. At least 282 persons have gone through the in-house Phase 1 experience. About one-third of Raymond's nonexempt office and factory workers have had Grid-lab training to date, and participants have included all corporate officers, all middle management, and all first-line supervisors. At Raymond Corporation Grid training participation is mandatory for management personnel. The Raymond Corporation plans continued use of Grid training for nonexempt, as well as exempt, employees because management feels the atmosphere of leveling and openness of the Grid training experience, carries over into the daily performance of the job, whether it be managing or working with peers.

Rush (1969) Conference Board book (pp. 118-121) reports that Raymond feels:

The people who have been to a lab generally get along better with other people on the job, they tend to do a better job and produce more, and they develop ways of dealing with problems that are more creative and more responsible, reports one manager. The company reports that the results of Grid training are measurable in terms of work performance and subsequent upward mobility. They cite as examples: of the 282 persons who have had some Grid training, 259 are still with the company. Of the 259, 19 have been promoted to a group leader or specialist positions; 6 who were already managers have been promoted to higher management jobs; and 57 other in the non-exempt ranks have had promotions or transfers within their job classifications. . . Periodically the company surveys all its employees about the results of the lab experience and its effect on work habits. Employees are asked questions about their own performance, as well as about the performance of their peers, their supervisors, and their subordinates. Also fed into the survey is a question about whether or not Grid training should be continued in the organization. Each survey has yielded an almost

unanimously favorable response. . . Raymond figures that the results of lab training can be measured in more concrete ways than by listening to isolated comments, such as the one just quoted, or through subjective opinion surveys the company runs, and even in more substantive ways than in citing upward mobility of lab "graduates" within the company. . . In the first five years of the organization development program (1963-1968), sales increased from 7.6 million to \$23 million, net income from \$520,000 to \$1.2 million, and earnings per share from 72¢ to \$1.31. The president comments, "This growth is even more dramatic when you consider it in the light of our increasing R & D, which drained off some of the profits on a short-range basis, plus the actual cost of the OD program--about .3% of sales." There is yet another basis of comparison: a small company trying to compete with industrial giants in the same field, Raymond's rate of growth over the past five years has ranged from 10% to 15% more than the growth rate of the industry as a whole. . . While attributing the growth trend to its behavioral science applications, Raymond does not attribute it purely to Grid training. . . . Nor does the company take the Grid as a panacea for any organization. . . The young chief executive officer explains, "The Grid is the best program that we know of--if you want a packaged program--but it is only the beginning, an eye-opener, that helps to open up the organization's culture". . . .

Whenever a new production change is about to be effected in the organization, all the persons involved in implementing the project meet off-site for a type of Grid, Phase 2, that is modified and geared to the company's own needs. In these sessions individual differences are aired and dealt with, in the spirit of a T-group, and each member's responsibilities are defined. Participants are urged to voice any objections they may have about what is required of them in the working team, as well as any interpersonal problems they may anticipate in working with the team and any of its component members. These sessions are completely run for and by company personnel. . . The company is increasingly using interdepartmental task force teams that cut across organizational boundaries and encompass people at all levels of the organization. The company conceptualizes these "working family teams" as "floating task groups" that are superimposed on its traditional organization (pyramidal) structure. That is, each member remains in his allocated spot to perform his usual duties, while he also belongs to the task group that functions as a temporary system. . . . George Raymond Jr., views the company as totally committed to the behavioral science approach to the behavioral science approach to managing, and he anticipates further involvement with behavioral science applications in the future on a systematically planned basis.

Steinberg's Limited

Food Topics Magazine (Part II) (July 1967) "Steinberg's: People Are the Pulse," reports how the Grid was used in Steinberg's Limited--Canada's fourth largest supermarket chain. Some 800 people had gone through at the time of this article. Food Topics Magazine (Part II) (July 1967) (p. 9) says that for the most part Steinberg employees reacted positively to the Grid, and even those individuals critical of the program, were caught up in its philosophy.

Steinberg's Limited in Food Topics Magazine (July 1967) said that they were able to work better together, and attributed this to Grid training since the change was so uniform in Steinberg's department. According to Steinberg the company has agreed collectively on a set of ground rule--9,9 rules--among themselves, and as long as this common tie holds, everyone can perform to full capacity within Steinberg's Limited. Steinberg reports that the:

Grid began to give individuals a new outlook on goals, to give individuals a new outlook on goal setting, and a clear-cut understanding that if one department loses, the others had to make up the difference in Phase II. They now ask the question before they do something: "Is it good for the company."

Steinberg's employees air conflict, and the questions they raise must be answered. If they cannot answer them it is because there is no answer available. They are not foolish enough to believe that habits can be changed overnight, but Levine says, "We've certainly seen enough to encourage us to continue what we're doing. If we're right--and we feel we are--then watch us move". . . .

In another report on the Grid at Steinberg's Limited, Rush (1969) Conference Board book (pp. 128-129) reports, that Steinberg's Limited whose principal product and services included the manufacture and sale of food products, and departments store retailing with a work force of 18,000 employees, had to date, sent 2,000 employees through the Phase 1 Grid Seminar, and of these, 325 had participated in Phase 2.

Rush (1969) Conference Board book (pp. 129) reports:

... The Miracle Mart division, which now uses the power-structure exercises as its principal organization development tool, had previously used Grid training. Today, there is widespread discontent with the Grid in this division. An organization development specialist explains, "It appears as if the Miracle Mart managers expected the Grid laboratory to be a panacea and effect massive behavioral change which didn't occur, although the Grid promoters do not posit appreciable behavioral change following Phase 1." The vice-president of personnel adds, "The real problem is probably that two years had elapsed between Phase 1 and Phase 2, so it was unreasonable for us to expect that attitudes and behavior would remain the same for so long without the logical follow-up with team building in Phase 2". . . . The company is continuing Grid OD into Phase 3 . . . in other parts of the company, and it has been engaged in an experiment of intergroup building between management and union. . . . In an attempt to improve neighborhood relations . . . in ghetto areas . . . and not . . . to improve the company's business, Steinberg's invites community leaders to enter into a face-to-face dialogue with store management. Together they explore how the stores may better serve the community and its customers not only in providing goods and services but in community affairs as well. The dialogues also give community representatives the opportunity to air complaints about the service given by Steinberg's personnel. . . .

Texas Instruments Incorporated

Rush (1969) Conference Board book (p. 146) reports, that Texas Instruments Incorporated whose principal products are

electronics and military, first began using the Grid in mid-1968. Texas Instrument's has a work force of 48,000 employees. Rush (1969) Conference Board book (p. 146) says:

. . . . Among the first managers to attend the in-company Grid seminars were the president and the three group vice-presidents who head the major operations groups. By design, the process was begun at the top and extended to successively lower levels of management. So far, all but one of the ten division heads have been through at least Phase 1 of the Grid, and the technique is being used in all 11 of the divisions, including overseas operations. Complete Grid coverage throughout the organization is a time-consuming undertaking. For this reason, the company TAP for the Grid calls for a "massive assault" on certain parts of the organization, rather than having a sprinkling of managers from many organizational units attend the seminars. This "massive assault" includes using the Grid in selected divisions, with all managers down to foreman level in attendance. As of spring of 1969, approximately 2,000 managers at Texas Instruments had been through Phase 1 and it is expected that virtually the entire managerial staff will eventually participate. All sessions have been conducted by operating managers. Phase 2 Grid training, teamwork development, is already under way, and plans are being made to carry out Phase 3 to improve intergroup problem-solving in some areas.

In Phase 2 sessions, the development group is a natural work group--the team leader or "boss" and those reporting to him. A major task in the team-development sessions is the identification of conflict and other impediments to effective team action. Once these are brought into the open and worked through some of the "win-lose" atmosphere is reduced. Replacing "win-loses" is a greater sense of cooperation and open communication.

TI views these team-improvement exercises as an integral part of the company's task-and goal-oriented management systems.
 Further evidence of Texas Instrument's attempts to use the Grid as an integrating device is to be found in the Equipment Group. This group has set up three study groups, headed by vice-presidents, to identify organizational problems and to report their findings to the president. (These study groups include both exempt and nonexempt employees to provide a more comprehensive picture of any problem from the perspective of several levels of employees.) In order to penetrate even deeper into the organization, there is a study group for each of the eight departments in the Government Products division. . . .

Anecdotal and Testimonial Material on the Grid

Simmonds Precision

Geoffrey R. Simmonds (January-February 1967) "Organization Development: A Key to Future Growth," Personnel Administration (pp. 21-22) says Simmonds Precision received advantages from the Grid:

. . . . We have a better understanding that preparation for meetings in industry is poor. . . . We learned that in a group, people with the most seniority, or those who talk the most, do not necessarily possess the most knowledge. . . . We have a better understanding that a good manager asks questions more than he makes statements. . . . We found that, in order to achieve maximum team effectiveness, we all need to learn to talk in a nonargumentative and non-attacking way; and to listen in a non-defensive way. . . . We learned that conflict between individuals or within a group should not be suppressed, smoothed over, buried or avoided. . . . Bosses and subordinates increasingly recognize that when opinions are wrapped in hierarchy too often they are accepted too fast. . . . Bosses have a better understanding that one-alone and one-to-one problem-solving is not always best and that one-to-all under certain conditions is the right approach. . . . We have a better understanding of the importance of planning. . . . We are learning to measure our progress against where we are going, not from whence we came. . . . Compromise is increasingly rejected as a way of reaching business decisions. . . .

Simmonds (1967) (pp. 22-23) says the Grid has disadvantages:

. . . . It quite time consuming. . . . It is certainly not inexpensive, about \$225 per man the way we did it. . . . A substantial number of key management people are taken off their jobs simultaneously. . . . Some individuals who are too talkative, too aggressive, or too opinionated may leave the way they arrive. . . . Perhaps 30 percent of the people at the lowest level of management . . . find difficulty in working with people who have college degrees, a much larger vocabulary, think more quickly, and are more articulate. . . . Sometimes family problems . . . make it very difficult to get key people away for a continuous week's education. . . .

Simmonds Precision, though, feel that the advantages outweigh the disadvantages, and that (p. 23) the demise of

sacred cows will save nearly \$1 million in operating costs for the company over a period of 12 months. All in all Simmonds Precision feels they have learned how to work smarter, not harder, and Grid OD will allow them to harness the latent resources of the many minds in the corporation, because people are learning how to think and behave differently. In so doing they are able to achieve things (p. 24) "they never believed possible either for themselves or for their companies."

Canadian National Railways

William Robertson (September 1965) "The Managerial Grid," Monetary Times (p. 3) points out that "several Canadian companies including Dominion Tar & Chemical, Bell Telephone, Canadian National Railways, and Lever Bros., are currently exposing large groups of their managerial and supervisory starts to Grid programs. Some departments of the Canadian federal government are also using Managerial Grid to improve departmental managerial effectiveness."

Robertson (1965) (p. 4) feels that the large increase in profits for the Humble Oil and Refining Company in the Sigma study, could be traced directly to changes in attitudes brought about by the Grid program. (p. 4) "The Managerial Grid is more than just a theory in human behavior. It is a tested system that has been successfully applied in industry and has contributed significantly to increased profits and improved union-management relations". . . .

Robertson (1965) (p. 11) reports that over 1200 people from the Canadian National Railway's Great Lakes Region are

participating in the OD program using the Managerial Grid, from vice-president down to front-line supervisors.

Robertson (1965) (p. 13) reports that CNR's Douglas Gonder said in regards to the Grid program: "I don't know of any other development that is as effective in promoting communication". . . . And, (p. 14) Ralph Gray, coordinator of the Grid Seminar for CNR says, "I feel that the program up to the present time has been a great success. . . . However, it's still too early to evaluate results from this basic orientation, but I'm very pleased by the reaction of the participants. . . . (p. 15) In spite of the seemingly insurmountable problems inherent in trying to change the deeply ingrained managerial attitudes, habits and practices of such an enormous corporation, there's no doubt a new feeling of vitality and strength is sweeping through the managerial ranks of CNR's Great Lakes Region as a result of the program. . . . meaning the Managerial Grid.

Montgomery Ward's

Georgette Foster (December 1966), "The Managerial Grid in Action at Ward's," Stores, the NRMA Magazine. According to Foster (1966) (p. 1) Montgomery Ward's Grid program started in the Oakland house. P. J. Lombardi, personnel program development manager, Corporate Personnel Division in Chicago, and director of the Grid program reports that (p. 3):

People are reporting back to us that individuals who went through the Grid conduct themselves differently at meetings now. They disagree more and are more willing to take a position. They are more committed to saying what they think and what they feel and are using their experience from this training to make a contribution. . . . Most men feel they have had almost immediate application in their family relationships.

and other social relationships. The benefits are certainly not confined just to the workplace. . . Ward's tentative plans for next year include putting more than 1,500 through Phase # 1 and an additional number through Phases # 2 and some # 3 and # 4 situations. The numbers still only apply to managers. However, we are doing some research on how this program could apply to non-exempt and time-card help. . . We make no pretense about evaluating the results in profit and loss at this point. Although we fully expect to see improvement in productivity and improvement in effectiveness just from what we believe about Grid. But if a company believes that such on-the-job characteristics as being candid, open, inviting conflict rather than running away from it, being willing to confront the boss or the boss's boss. . . If a company believes these are contributing qualities in management, then we see these things already beginning to happen.

Signetics

Thomas J. Frampton (August 16, 1973) "Challenges To The Engineer Who Manages," Electronic Design 17, (p. 76) says, "The approach we're using at Signetics is the managerial grid seminar." He used it to work out some problems in his engineering groups, by letting conflict surface for three hours. Frampton (p. 78) feels gains can be made from confrontation and candor. He says he learned how to use humor, and learned about conviction and how to establish his own conviction. He learned about 9,1 and gained insights into other people. He uses the Grid to spot managerial talent and for performance reviews as a justification for promotion and openness of communication. Frampton (1973) (p. 79) feels that the "Grid offers a common base for communications. . . Successive company surveys have indicated that the approach has helped--a bit more each time--especially with communication and in coordinating activities." Approach refers to team-building and group interface approach of the managerial grid.

British-American Tobacco

A. D. McCormick (June 1967) "Management Development at British-American Tobacco, Management Today says BAT used Blake's method to help answer questions and take a good look at their culture and management practices. Over 450 managers and staff at all levels have attended seminars, and McCormick, the Personnel Director at BAT, says the response was very favorable on every occasion.

Alan Parker (November (1967) "Dr. Blake's Prescription for B.A.T.," The Director says that after an initial period of confusion in the Grid seminar: "Normal social constraints

. . . . Normal social constraints breakdown and remarks become embarrassingly and perhaps upsettingly frank, although there is a growth of mutual sympathy at the same time. Everybody goes away knowing himself far better. . . . The managers are not expected to discuss their personal relationships as human beings. And their discussions are "structured." They are given something to talk about. They have to bite their teeth on a series of simulated business situations. . . . Only some 580 of them have been through the grid so far. . . . B.A.T. has staked a great deal of management time on "Blake," and British industry has good reasons to be grateful for its massive pioneering effort. If nothing else, it ought to reveal whether this almost unprecedented attention to the need to improve the human side of management is really worthwhile. . .

The rest of the article gives a good description of some of the behaviors that take place at a Grid Seminar.

Reed Paper Company

Alan Marsh (n.d.) "An Introduction to the Managerial Grid," Industrial Welfare says that the managerial grid has been validated by study results in two large American companies that were operating under strongly competitive conditions.

Marsh is the group training officer for the Reed Paper Company. He says that his work team at the grid seminar learned a great deal:

How to cope with and use conflict, clarify objectives, communicate more openly and freely, and working with each other creatively without losing their individual identities, discovered that 9,9 produced better results than the other style. . . In general, the seminar provided me with a lot to think about as a manager working with a small team needing high creativity, and as a training officer, made me very enthusiastic about a refreshing and useful way of combining training and managing. . . The evidence that this can work in America is irrefutable. I see the Grid as the only really proven way of integrating training in my company. . . To me it is the freshest and most original training concept to appear since I've been a training officer. I'm convinced and need to convince my company.

The Banking Industry

Robert R. Blake, Jane S. Mouton, and Emmett Wallace (Summer 1966) "Use of the Managerial Grid to Increase Bank Management Effectiveness," The Bankers Magazine, Vol. 149, No. 3, (p. 6) describe how the Managerial Grid ~~ability~~ increases the ability of bank officers to motivate the people ~~they supervise there~~ they supervise thereby increasing the banks efficiency.

Important changes in organization effectiveness have come about through the use of Managerial Grid Organization Development that have been observed and measured by university research teams. They have found improvement in organization profitability, changes in perspective, and in managerial values, improvement in teamwork, both within work groups and on an across-the-board basis between departments. Managerial Grid Organization Development has been used in various kinds of business organizations, including a number of banking institutions. The results in banks have paralleled those in industry.

A Large Canadian Company

Bernard Portis (Summer 1965) "Management Training for Organization Development," The Business Quarterly, The University of Western Ontario School of Business Administration, vol. 30, no. 2, (pp. 44, 55) says: (reference here to Grid OD)

One large Canadian company faced problems in organization development and undertook an extensive program of management development in one of its operating regions. . . . The company asked a research team from the School of Business Administration, University of Western Ontario, to evaluate the effects of this program in one region before undertaking it in other regions. The laboratory training in the first phase of the program has succeeded in increasing managers' demands for the future and making them more critical of the present. . . . It is still too early in the training program and research to estimate how much managers have done to secure the integrative management which they desire. The evidence presented here indicates that managers have become better able to distinguish integrative management from compromise or polarized approaches to problems. . . .

Blake and Mouton and Others on Grid OD

In this section several of Blake and Mouton's articles and studies are briefly summarized for their content and conclusions. Some are merely listed for the purpose of reference. This is by no means an all inclusive list of Blake and Mouton's entire work, since they have written countless articles and studies on the topic of Grid OD and OD in general.

Robert R. Blake and Jane Srygley Mouton (January 1970) present eight sets of assumption about the field of Organization Development in "OD Fad or Fundamental?" Training and Development Journal (pp. 9-16). They feel these eight assumptions help in

defining OD, and that any approach meeting the suggested requirements will be highly likely to be successful in raising the organizational level of excellence in performance.

Those eight sets of assumptions (pp. 11-15) are:

. . . . The more the organization recognizes and provides for eliminating barriers to effectiveness that stem from the corporate culture, the greater the chance of OD success. . . . The greater the use of systematic development for change instead of reliance on evolutionary or revolutionary approaches, the greater the chance of OD success. . . . The more the behavior and operations aspects of organization problem-solving are welded together in a deliberate change process, the greater the chance of OD success. . . . The closer education and training are interwoven for understanding of concepts and ability to apply them, the greater the chance of OD success. . . . The more the organization recognizes the interrelated aspects of thinking and emotions and provides for increasing man's insight and skill in maintaining clear thought, even in the presence of emotion-arousing events, the greater the chance of OD success. . . . The nearer the participants in a boss-subordinate relationship can arrive at a level of candor for straightforward, man-to-man dealing, the greater the chance of OD success. . . . The greater the line manager's reliance on his own initiative and individual responsibility for bringing about change, the greater the chance of OD success. . . . The greater the use of concepts and skills for bringing about involvement and participation with understanding and agreement as the basis for communication, coordination, and control, the greater the chance of OD success. . . .

Robert R. Blake and Jane S. Mouton (1966) "Some Effects of Managerial Grid Seminar Training on Union and Management Attitudes Toward Supervision," The Journal of Applied Behavioral Science, vol. 2, no. 4, (p. 387) report that "results showed significant differences in beliefs as to what constitutes sound supervision both before and after training. Significant changes in attitudes by both groups occurred as a result of the Seminar training. . . . (p. 395) Both union and management attitudes change as a result of the Seminar."

Robert R. Blake and Jane Srygley Mouton (April 1970)

"Change By Design, Not By Default," Advanced Management Journal deals with the soundness of systematic development and change in theory.

Robert R. Blake and Jane S. Mouton (May, 1965) "International Managerial Grids," Training Directors Journal tested the differences in reactions to the Managerial Grid Seminar between participants from American, Asian, and South American backgrounds and found (p. 10) that "in terms of use of Grid concepts, understanding of personal managerial styles and improvement of team action skills, the impact of the learning situation was for the most part similar for members from all cultural backgrounds represented. That is, the Grid approach, which has been found useful in American industry, is just as useful in both foreign locations where the majority of participants were from quite different backgrounds"

Business Week (October 18, 1969) "Grid Puts Executives on the Griddle," reports that Geoffrey R. Simmonds, president of Simmonds Precision Products, Inc. "is an enthusiastic supporter of the grid." "C. Wrede Petersmeyer, chairman and president of Corinthian Broadcasting Corp., sent all his top executives through phase one, and says, "We thought we got 90% of the value of the grid in phase one." A. W. Holland, manager of corporate training and development at Texas Instruments, Inc., disagrees. He says Texas Instruments has run 2,200 managers, including its president and top officers, through phase one. Holland says, after experimenting with phase two, "the payoff is five times as great". . . . Sometimes when

executives come face to face with the reality of their corporate environment, they begin resigning in droves. "This happens in very poorly managed companies where it seems impossible that changes can be made," says Blake. "We had one company where a very large percentage of the executives left almost as soon as they went through the grid. This is a limitation, in that we didn't sufficiently motivate these guys to stay and try to rectify the situation!.....~~Blake~~ cites one top manager who forced himself to ~~axca~~ construction division and "designed nine 9,9 ways to help separated employees connect with other companies."

Eugene H. Hunt, Ed.D. (March 1975) "Expanding Your Repertoire of Managerial Behavior," Management World (p. 18) says the results of 9,9 management, with its high concern for both production and people, are synergistic.

Other articles by Robert R. Blake and Jane S. Mouton include:: (October 1965) "Initiating Organization Development Considerations of Startup Decisions for Applying Managerial Grid Concepts," Training Directors Journal; R. R. Blake, Jane S. Mouton and B. M. McCann (1970) "International Research on Managerial Behavior: Understanding and Application of Behavioral Science Concepts and Value Preferences by Managers in Four English-Speaking Cultures," Interpers. Developm., Vol. 1, (pp. 48-53).

William Robertson (September 1965) "The Managerial Grid," Monetary Times (pp. 9, 10) reports Robert R. Blake's reply:

To critics who say this new employee relations method is too soft, he points to GM's Alfred P. Sloan as the

best example of an effective applier of Grid psychology . . . To those who ask if it is truly practical, he points to companies that have seen profits rise 300 per cent after applying the complete Managerial Grid concept

.
 Profits come in right across the board. Where projects have been going for some years, the measured increase in profits due to the program has ranged from 30 to 300 per cent according to these companies' own estimates. . . . In a large oil company that had over 100 tankers coming into port every month to be unloaded, one of the applications of the Grid was to get better attitudes between the marine people and the people on the dock. By ironing out their differences and integrating their efforts in a 9,9 way, they together reduced the average discharge time for each tanker from 14 to 9 hours. This meant that the change in attitudes alone caused five hours of keel time to be taken off each vessel. The profit savings from the time of savings due to the change in attitude ran up to over \$200,000 within six months. . . .

A. P. O. Williams (1971) "The Managerial Grid: Phase 2,"

Occupational Psychology, vol. 45, (pp. 253-272) is another published study on the Grid which was not available to the researcher in his survey of the literature on Grid effectiveness and Grid OD applications.

APPENDIX 2

Managerial Grid[®] Seminars

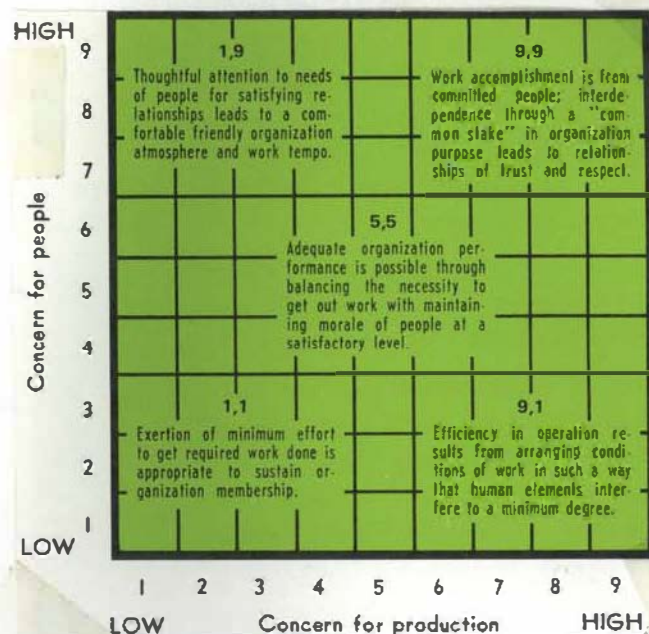
The Sixth Managerial Style: "the 9,9 syndrome"

Robert R. Blake and Jane Srygley Mouton (1964) in their book The Managerial Grid introduce just five major managerial styles. Nonetheless, a sixth managerial style does exist. It has several different forms, and an individual who makes use of this managerial style may or may not be aware of its existence.

The existence of a sixth managerial style was discovered by the author at a Managerial Grid[®] Seminar which he attended November 11-16, 1973. (Note: Special thanks must go to Ann McClone who served as the catalyst for the inspiration and subsequent creation of the theory of a sixth managerial style.) At the Grid Seminar, participants learn the theory behind five major management styles and develop competence in identifying solutions for production/people problems, etc. The five major management styles can be found in Blake and Mouton (1964) The Managerial Grid, including descriptions of the different kinds of managerial behavior present in each style, and their impact upon human effectiveness. These five managerial styles are depicted in Figure 5 on the next page as it appears in The Managerial Grid (p. 10). At the Grid Seminar each work team develops a well-articulated, written description of the individual behavior of the members of that work team. The Managerial Grid serves as the text from which the parameters of these descriptions are drawn.

The Managerial Grid[®]

Fig. 5



(Copyright, R. R. Blake & J. S. Mouton and Gulf Publishing Co., Houston, Texas from The Managerial Grid, 1964, p. 10. Reproduced by permission.)

The managerial grid is a framework for sorting out similarities and differences among various theories of human performance and conduct. The horizontal axis indicates concern for production--the amount of emphasis supervision places on achieving production. The vertical axis indicates concern for people--the productive unit of an organization. On the managerial grid (1) represents minimum concern and (9) stands for maximum concern on both axes. There are 81 possible mixtures of these two concerns.

The grid places many of the fundamental issues of behavior in the context of the organization. Three concepts are central to understanding the grid: (1) purposes, (2) people, and (3) hierarchy. These elements are universal to organizations and have an effect on employees from the lowest to the top levels

of the organization hierarchy. Some grid theory governs the quality and character of a person's actions and emotions as he works with and through others, even though the person may be unaware of it, but a person may not always hold the same degree of concern.

The Grid Seminar is designed to show an individual the managerial style he is currently using, and the behavioral skills he needs to develop to reach or move closer to the "9,9 style." The "9,9 style" maximizes concern for production and concern for people. It is described by Blake and Mouton (1964) in The Managerial Grid. [Note: All of the following material is taken from The Managerial Grid; material enclosed in brackets has been added].

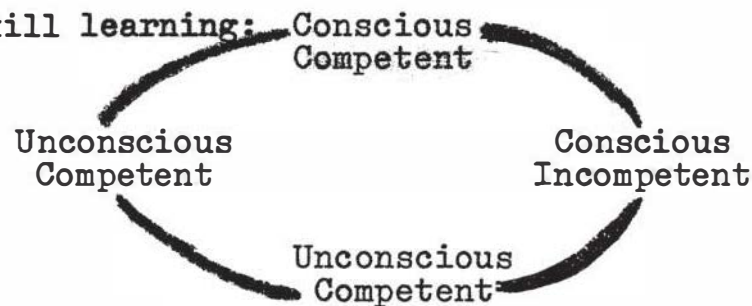
. . . . [The 9,9 manager (p. 176)] is autonomously self-directed and [p. 142] oriented towards discovering the best and most effective solution to a given situation. . . . [(p. 154) He] seeks to provide meaningfulness in work and to tap the creative resources of people and to mobilize their commitment under circumstances of cooperation and team play. . . . [(p. 146)] Genuine understanding of organization economic health, of work goals, unity of effort and commitment arise out of discussion, deliberation and debate around major organization issues and by the mutual identification of sound objectives. . . . [(p. 173) He] places high value on getting sound and creative decisions. . . . He listens for and seeks out ideas, opinions, and attitudes different than [sic] his own. . . . He is a real starter in the sense of initiating action, but he also follows through. Others tend to pick up his sense of confidence in an enthusiastic way. He is likely to have clear convictions of his own, though he responds to sound ideas by changing his mind. When conflict arises between himself and others, he tries to identify reasons for it and to resolve underlying causes by working them through. He rarely loses his temper even when stirred up. His fits the situation. . . .

The five major managerial styles shown in Figure 5 on the managerial grid are described by Blake and Mouton:

1,1 impoverished management, 1,9 country club management, 9,1 authority-obedience/win-lose management, and 9,9 team management.

The Developmental Stages of Grid Seminar Participants

The Wilson Learning Corporation (1972) in their sales training program Counselor Selling Helping Others To Become As Much They Can Be (p. 4) of the orientation manual sets forth the different stages of skill learning:



The four stages of skill learning shown above can be combined with ~~words~~ taken from an Arabian proverb to yield the the following developmental stages of Grid Seminar participants:

1. The "unconscious incompetent". . .knows not and knows not that he knows not; he is a fool, shun him.
2. The "conscious incompetent". . .knows not and knows that he knows not; he is simple, teach him.
3. The "unconscious manipulator". . .knows not and knows not that he knows not, yet he leads others to believe that he he knows; he is unaware, make him aware.
4. The "conscious manipulator". . .knows that he knows not, yet he leads others to believe that he knows; he is the worst kind of manipulator, beware of him.
5. The "unconscious competent". . .knows and knows not that he he knows; he is asleep, wake him.

6. The "conscious competent". . . knows and knows that he knows; he is wise, follow him.

The "unconscious competent" is closed-minded, accept the fact that he will probably not change. He will not change unless he discovers a need for change, can learn to accept himself for what he actually is, and can receive the support he needs to make the change.

The "conscious incompetent" finds out at a Grid Seminar that he is not 9,9 but rather 9,1 5,5 1,9 or 1,1. He sees a gap between what he actually is and what he could be, and has a strong desire for change. He knows how to get to where he wants to be.

The "unconscious manipulator" is unaware that he is using the sixth managerial style--"the 9,9 syndrome." It is a facade or a form of deceptive behavior he uses to obscure his true intentions. He is unaware that his drive for personal mastery, control and dominance of others involves strategies of manipulation and deception of others.

The "conscious manipulator" is aware that he is a ruthless, logical, exploitive, expedient, creative opportunist. He uses the front of prudence, reason and selfless-concern to gain and maintain the genuine, whole-hearted support of others. His manipulatory strategies are deliberate, conscious, and well planned with one eye kept on the future, ever ready to make needed changes to maintain his beyond-reproach image, while the other eye is on the past to bolster his starving ego. He knows that if others knew his true intentions they would probably see him as a shrewd, unethical, immoral, unconsciousnable, hypocrite and manipulator, who is and has been out to get what he wants at

the expense of others. He has a persistent, burning obsession to achieve personal mastery, control and dominance of others. He constantly strives to increase the scope of his power. The most chilling proposition is that he might remain completely undetected.

The "conscious competent" fits Blake and Mouton's description of the 9,9 style set forth on p. 144. He is a 9,9 team manager.

Conclusion

"The 9,9 syndrome" exists in the "unconscious incompetent," the "unconscious manipulator," and the "conscious manipulator." In all three of these developmental stages Grid Seminar participants are obsessed with the idea of being or appearing to be 9,9, when in actuality they are not.

The sixth managerial style--"the 9,9 syndrome"--is used by the "conscious manipulator" to get the results that he desires, while the "unconscious incompetent" and the "unconscious manipulator" are not consciously aware of their use of the sixth managerial style. A "conscious competent" team manager, then, may use a confrontation approach to try to help the "unconscious incompetent" or the "unconscious manipulator" to become aware of the impact of their behavior upon others. Such an approach will probably not work with the "conscious manipulator" since he is already aware of the impact of his behavior upon others. Moreover he will always possess the necessary knowledge of how to maintain and enhance his drive for personal mastery, control and dominance of others. Consequently, even if he is discovered and confronted with his manipulation and deception, he will

probably renew his use of the sixth managerial style elsewhere. In order for change to occur he must be convinced and shown that he can get equivalent or better results by using the "conscious competent" team manager approach.

*NOTE: The following is a conscious awareness exercise developed in conjunction with the theory of the power of knowing mentioned in Ch. 4, pp. 55-56.

APPENDIX 3

THE POWER OF KNOWING:

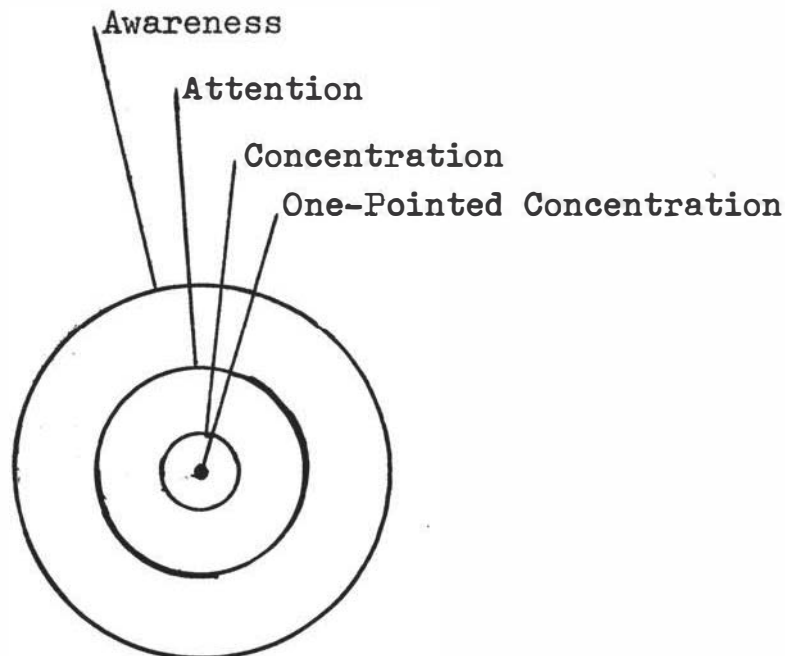
the key to focusing

the energy of human consciousness

The power of knowing is the key to all human achievement--past, present, and future. The power of knowing lies within the energy of human consciousness. Human consciousness can be focused at four distinct levels: (1) awareness, (2) attention, (3) concentration, and (4) one-pointed concentration. These four levels of human consciousness are depicted in Fig. 6 below.

Fig. 6

The Focusing of Human Consciousness



[Source: W. Timothy Gallwey (1974). The Inner Game (New York: Random House), p. 98.]

In Fig. 6 the first outer circle represents awareness. Awareness is the consciousness within you through which you can discover your untapped resources and potential. The second circle represents attention. Attention is focused consciousness; it comes to know places when it is allowed to rest in one place. The third circle represents concentration. Concentration is the further focusing of consciousness. The small dot or aperture in Fig. 6 represents one-pointed concentration. One-pointed concentration is the final focusing of consciousness. Consciousness is "the light" energy in the human mind that makes all things and events knowable. Each level of human consciousness, then, is a different level of knowing, and each successive focus of human consciousness is a further focusing of "the light" energy of consciousness in the human mind. This process of the focusing of human consciousness is hereafter cited as the "double-ACO" theory of focused consciousness (AACO), with the first A standing for awareness, the second A for attention, C for concentration, and O for one-pointed concentration.

Within the world there are five realities: (1) space, (2) energy, (3) matter, (4) time, and (5) intelligence--the human mind. These realities become knowable through "the light" energy of human consciousness. Human effectiveness is dependent upon how well this "light" is focused, and human achievement is determined by the effectiveness with which human beings use the different focuses of "the light" shown in Fig. 6.

Use your awareness to focus your attention on the words you are now reading. Concentrate your attention on the words in each sentence as you are reading them, and seek to understand them.

You will be given a story about a light in a forest which will make your power of knowing--your consciousness--more understandable to you. While you are reading, visualize the light in the forest in your mind. Visualize the situation as it is given to you through the words in each sentence of the analogy. Fig. 6, should be used to help you visualize each different situation in your mind as you are reading the story. Use each of the circles in Fig. 6 to pinpoint your consciousness while you are reading the story about a light in the forest, as it appeared in W.

Timothy Gallwey (1974) The Inner Game (p. 98):

Consider this analogy. Consciousness is similar to an electric lamp shining in a dark forest. Let's say that this lamp has the power of 1000 watts. By virtue of this light it is possible to see and know the forest within a certain radius. The closer an object is to the light, the more it will be illuminated and the greater the detail that will be visible. Objects farther away can be seen only vaguely. But if we put a reflector around one side of the lamp, preventing the light from shining there, all the light energy will be available to illuminate what is front of it. Those objects that were seen previously will now appear with much greater clarity, while those that were previously invisible will now be knowable. This is the power of attention, or the focusing of conscious energy. Concentration is analogous to focusing all 1000 watts through an ever-decreasing aperture. When all 1000 watts are focused through one point, the light will have the maximum power. Whatever one chooses to learn can be known with the benefit of total illumination. No shadows, no secrets; all is revealed.

Gallwey (1974) The Inner Game (p. 98) says higher consciousness is nothing more than seeking more of what is already there.

The Journey Through Human Consciousness

Would you be interested in a model that would show you how to become your best possible self--a model that would show you how to utilize the five realities of the world to your best

advantage? If you are not interested in something like this, please, do not read any further because a small elf will take you on a journey through human consciousness. He will show you how to utilize the five realities of the world to your best advantage. He will show you how to become your best possible self. He will show you how to concentrate your power of knowing--your consciousness--into an opportunity that will allow you to reach your goals, to achieve success, and to go beyond your highest ambition and your fondest dream. This small elf will show you how to focus "the light" energy of your consciousness. With this "light" you will be able to pick and choose that which you wish to illuminate in your world.

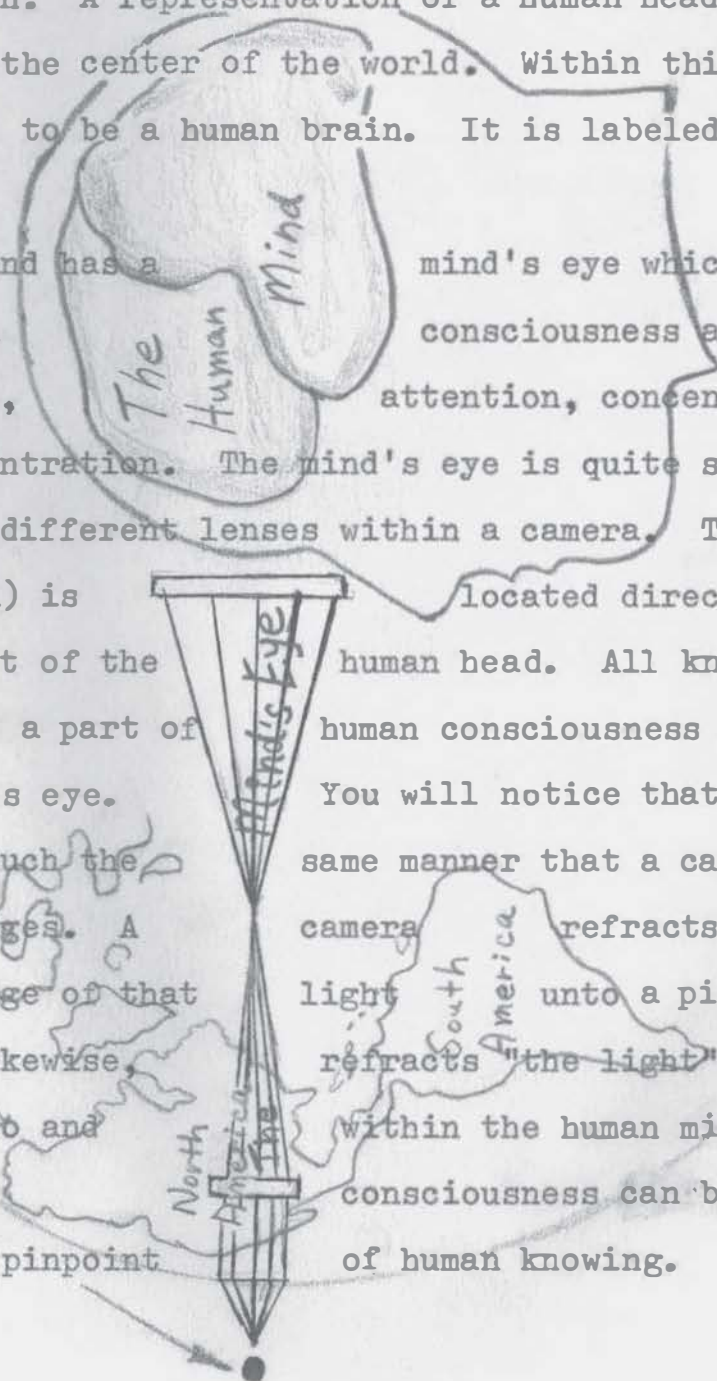
At this point you may be saying to yourself that this is absurd--that the previous statements are sheer folly. Don't forget, though, that sometimes simple truths are overlooked because, on the surface, they appear to be too simple. And sometimes complicated truths are tossed aside, because on the surface, they appear to be too complicated. Only you can extract the true secrets behind truths. Before you start on your journey take heed of the following instructions. Do not move on to a new section until you can see within your mind each segment of the model of THE POWER OF KNOWING--the key to the focusing of the energy of consciousness. Have a pleasant journey, but don't forget to visualize each "road sign" as you go along so that you will be able to understand your "power of knowing" at the end of your journey. Take your time. It will pay off large dividends for you, immediately. The small elf will "greet" you at the end of your journey at the "road sign" marked Total Comprehension.

Putting The Model Together

The model begins with the world as a whole. The continents of North and South America are clearly visible. Turn the model until these continents are on your left. On planet earth there are human beings made up of energy and matter, utilizing but not controlling time, and controlling their respective minds--intelligence--if they so desire.

The human mind is located in the portion of the human head known as the brain. A representation of a human head is located approximately in the center of the world. Within this human head lies what appears to be a human brain. It is labeled "the human mind."

The human mind has a mind's eye which is capable of focusing human consciousness at four distinct levels--awareness, attention, concentration, and one-pointed concentration. The mind's eye is quite similar in operation to the different lenses within a camera. The mind's eye (in the model) is located directly in front of and to the left of the human head. All knowable events and things become a part of human consciousness by entering through the mind's eye. You will notice that the mind's eye focuses, in much the same manner that a camera's lenses do upon light images. A camera refracts light and transfers the image of that light unto a piece of film. The mind's eye, likewise, refracts "the light" energy of consciousness into and within the human mind. "The light energy of human consciousness can be "refracted until it forms a pinpoint of human knowing.

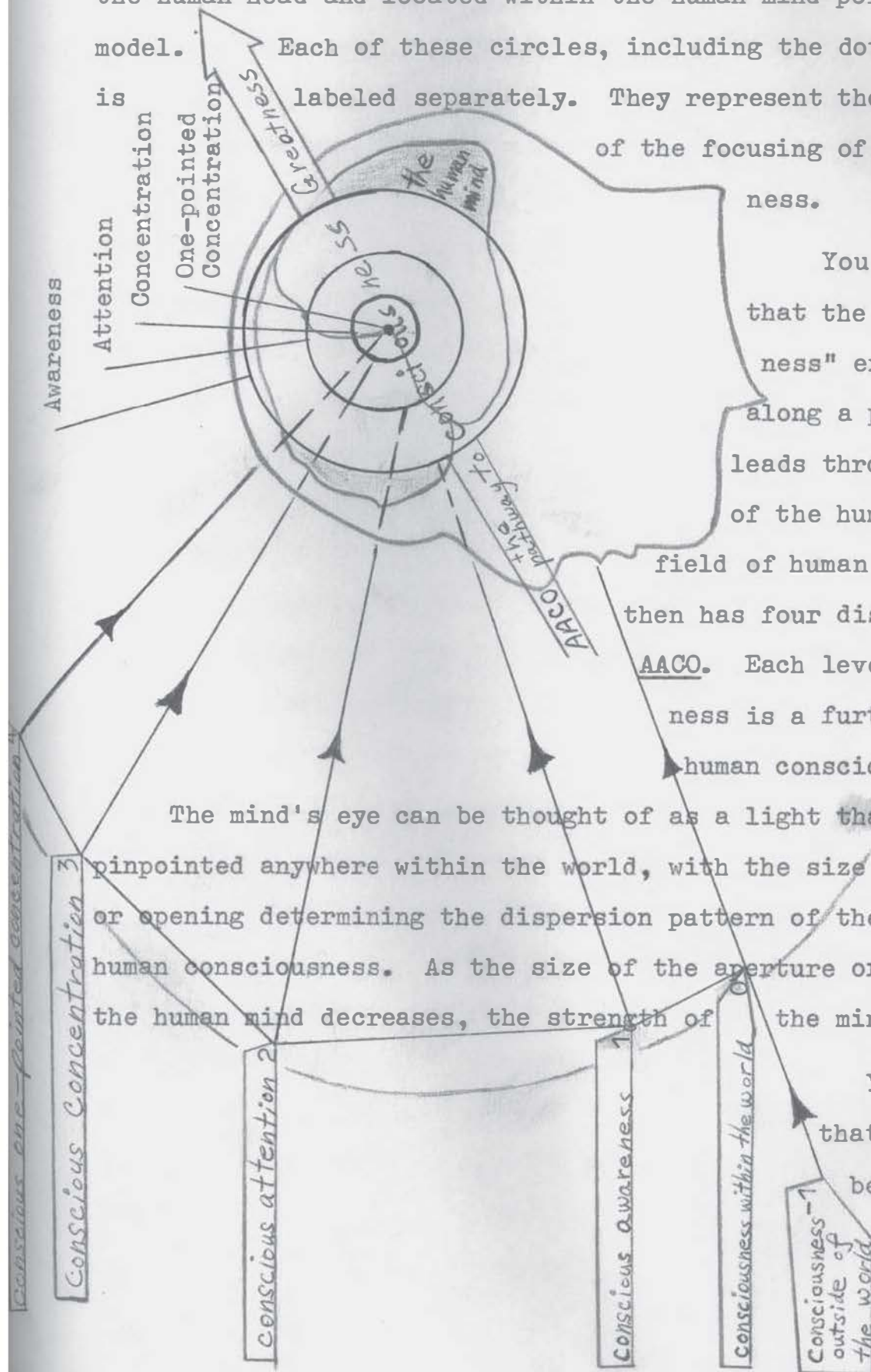


You will notice that there are three concentric circles with a small dot or aperture in the innermost circle inside of the human head and located within the human mind portion of the model. Each of these circles, including the dot or aperture is labeled separately. They represent the AACO process of the focusing of human consciousness.

You will notice that the word "consciousness" extends upward along a pathway that leads through and outside of the human brain. The field of human consciousness, then has four distinct levels--AACO. Each level of consciousness is a further focusing of human consciousness.

The mind's eye can be thought of as a light that can be pinpointed anywhere within the world, with the size of the aperture or opening determining the dispersion pattern of the energy of human consciousness. As the size of the aperture or opening to the human mind decreases, the strength of the mind's eye increases.

You will notice that there are numbers from -1 to 4 in the model.



These numbers form a pyramidal shaped figure on the left side of the model in front of the human head, illustrated on the preceding page. Each number has a line with an arrow pointing inwards. The number -1 stands for human experience outside of human consciousness outside of the world. The number 0 stands for human experience outside of human consciousness within the world. The number 1 stands for the human experience of conscious human awareness. The number 2 stands for the human experience of conscious human attention. The number 3 stands for the human experience of conscious human concentration. And, the number 4 stands for the human experience of conscious, one-pointed concentration.

A human being can use the mind's eye by focusing it within the patterns of 1, 2, 3 or 4. Since -1 and 0 are outside of human consciousness a human being cannot be consciously aware of their existence. This is not to say that a human being cannot be consciously aware of experience that falls within consciousness pattern -1 or 0. A human being could be aware of experience in these consciousness patterns if he focused his mind's eye on the consciousness that lies within or outside of the world, and if he focused his mind's eye in at least the pattern of conscious human awareness of #1. If a human being, however, knew about events or things within the pattern of -1 or 0, such events or things would not longer fit into the pattern of a -1 or a 0. Such events or things would then be either a 1, 2, 3, or 4, according to the focus of the mind's eye at that time.

Human experience, then, is nothing more than the events or things that a human being knows by virtue of his conscious awareness. He chooses the pattern of his human experience, and he decides which level of consciousness he will use to cope with his world. It is he who picks and chooses those events which he will pay attention to and concentrate on.

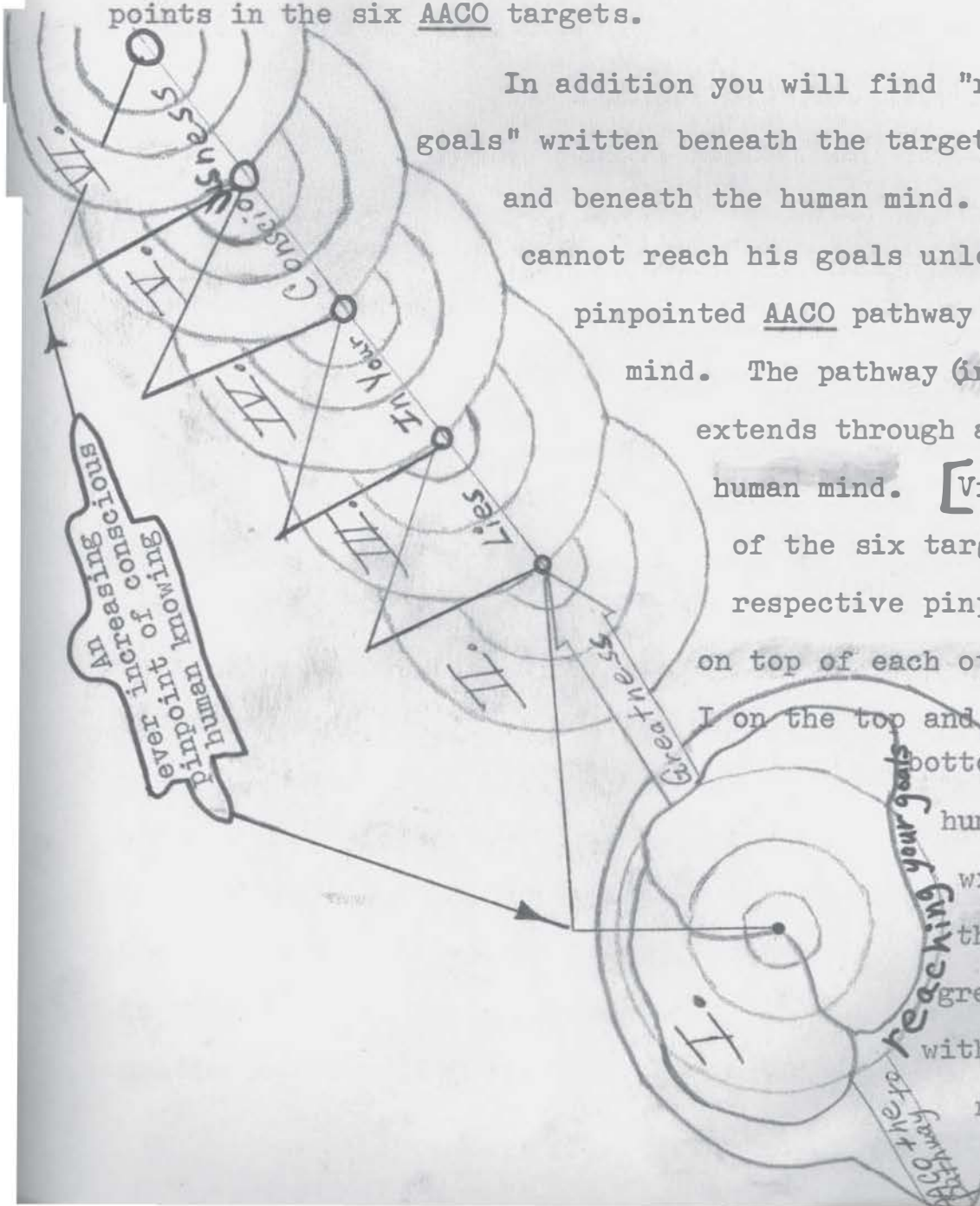
What are you going to do with your mind? As a human being you consciously or subconsciously decide what you are going to do with your mind once you are aware that your mind does exist.

In the model you will notice that the human mind is located approximately in the center of a rectangular box; this box has two imaginary wheels. All that it takes to get "the vehicle of human consciousness" rolling is desire. With desire, the vehicle of human consciousness can roll as a result of a conscious or subconscious decision. A decision must be made by the human mind, be it conscious or subconscious, to get the wheels of "the vehicle rolling. The great majority of human beings grossly neglect and thereby abuse the tremendous capabilities of "the vehicle of human consciousness." "The vehicle" can literally be taken anywhere on earth. All that is necessary for movement is the initial impetus of desire to get the vehicle rolling, and then the focusing of the mind's eye to guide and direct the movement of the vehicle. The ease of the vehicle's movement depends upon the level at which the mind's eye is focused within the arena of human consciousness.

Take a short pause to think about these concepts and then move on.

You will notice that there are six targets with each consisting of a single dot or aperture and three concentric circles. Each of these targets has the same awareness (A), attention (A), concentration (C), one-pointed concentration (O) focusing pattern of human consciousness. Each of these targets bears a Roman Numeral from I to VI. Each of the six targets represents a different level of pinpointed human conscious knowing created by the mind's eye. A pathway, labeled "AACO the pathway to greatness lies in your consciousness" connects each one of the respective (O) pinpoints in the six AACO targets.

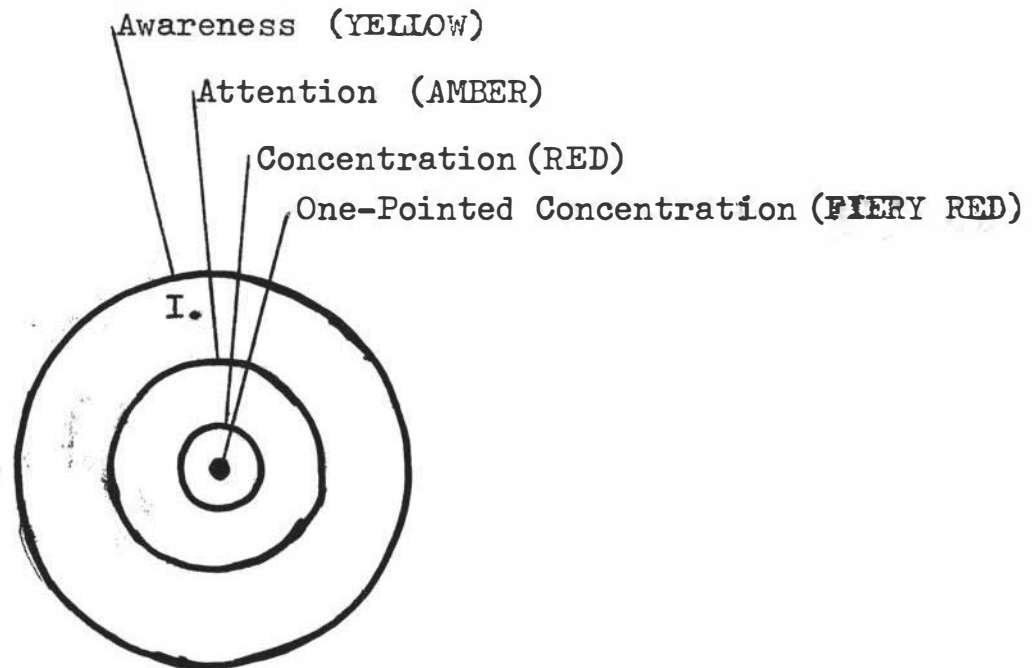
In addition you will find "reaching your goals" written beneath the target numbered I, and beneath the human mind. A human being cannot reach his goals unless he uses the pinpointed AACO pathway via the human mind. The pathway (in the model) extends through and beyond the human mind. [Visualize each of the six targets and their respective pinpoints stacked on top of each other, with target I on the top and target VI on the bottom, within the human mind, and you will have visualized the AACO pathway to greatness that lies within your consciousness].



In other words, the mind's eye focuses inwards (within the human mind) forming an ever increasing higher pinpoint of conscious human knowing.

AACO target I

Refocus your attention, now, back to AACO target I.



You will notice that each of the concentric circles in AACO target I has a color label. The conscious focusing of human consciousness puts the human mind in a state of cautious awareness; this state of the mind's eye within the human mind bears the color code yellow. When the mind's within the human mind bears the color code amber the human mind is in a state of attentive readiness. At this level of human consciousness, information about human experience is gathered which may cause the mind's eye within the human mind to bear the color code red. At this stage of human consciousness the human mind is in a smoldering, ever increasing concentrated state of knowing.

This level of consciousness continues to increase at an ever increasing rate until the mind's eye within the human mind forms a pinpoint of conscious human knowing.

You will notice that AACO target I, (shown on the preceding page), does not have an aperture or an opening. This pinpoint of human consciousness forms the first pattern of conscious human knowing. There is no aperture or opening in AACO target I because the conscious human knowing has been focused into a pinpoint and that is all that the mind's eye has done. If the human mind stops the mind's eye at this point, nothing else will take place. At this point the pinpoint of conscious human knowing requires (1) expansion, (2) displacement, (3) reduction, or (4) maintenance.

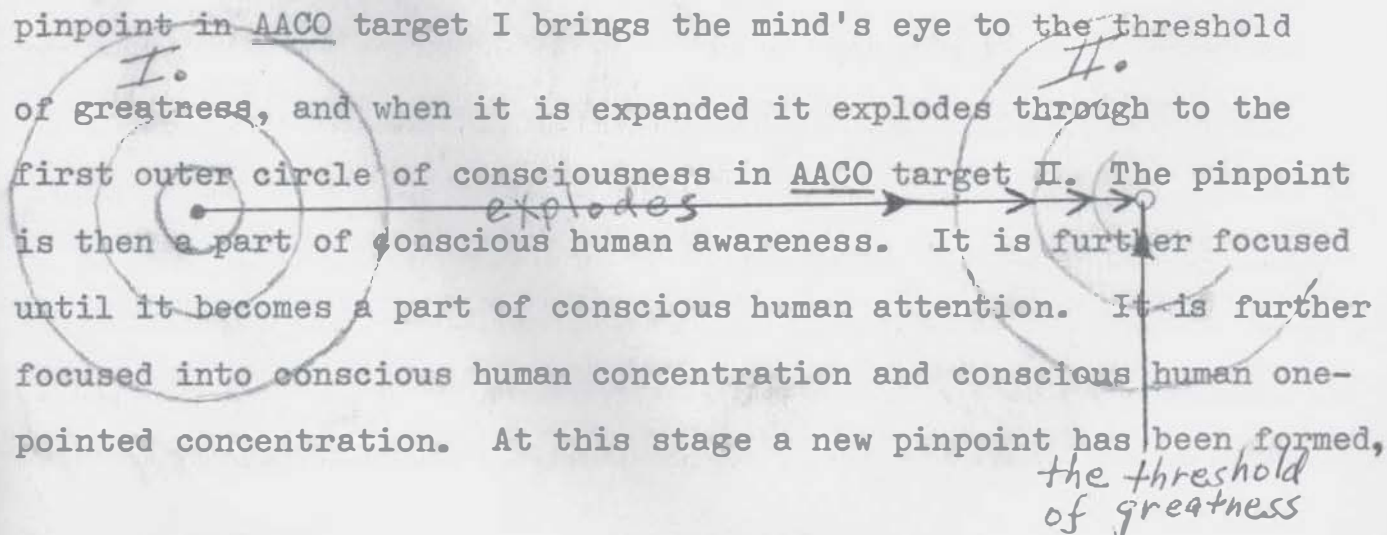
Most human beings find it extremely difficult to pinpoint their concentration on one focal point of their conscious knowing for an extended period of time. Consequently, it is highly likely that the human mind will consciously direct its mind's eye to displace or forget the pinpoint of conscious human knowing it is concentrating upon, or direct its mind's eye to expand the pinpoint of conscious human knowing into other patterns of conscious human knowing--targets II, III, IV, V, or VI. If the pinpoint of conscious human knowing is expanded it will follow one of the patterns of these five targets. If it is displaced or forgotten the mind's eye will focus outward from the pinpoint in AACO target I until the pinpoint of conscious human knowing is outside of human consciousness, and thereby no longer in existence as far as the human mind is concerned. If it is further reduced in size, the mind's eye will produce a pinpoint-

pinpointing effect, but the pinpoint will still be closed and not aperture or opening will be forming. To expand in size the pinpoint must have an aperture or opening that it can "jump" through.

The mind's eye can pinpoint conscious human knowing. Theoretically the number of pinpoint-pinpointings is infinite, but the mind's eye usually stays within the realm of the six pinpoint-pinpointing patterns previously illustrated in AACO targets I to VI. The assumption is that the mind's eye can continue to expand each pinpoint of conscious human knowing. As each subsequent pinpoint is pinpointed, the effect of the pinpointing is thus cumulative, with the expansion of the arena of conscious human knowing, increasing the size of the pinpoint.

You will notice that the pinpoints get larger in each AACO target with the largest pinpoint being in AACO target VI. Yet, each successively larger pinpoint is also open unlike the pinpoint in AACO target I that is closed.

Proceeding with the assumption that the pinpoint is being expanded you will find that the pinpoint in AACO target I is maintained until the mind's eye produces a spark of conscious human knowing that creates an explosion of human knowing. The pinpoint in AACO target I brings the mind's eye to the threshold of greatness, and when it is expanded it explodes through to the first outer circle of consciousness in AACO target II. The pinpoint is then a part of conscious human awareness. It is further focused until it becomes a part of conscious human attention. It is further focused into conscious human concentration and conscious human one-pointed concentration. At this stage a new pinpoint has been formed, the threshold of greatness



combining the conscious human knowing from AACO target I and AACO target II $[\bullet + \circ]$. This process of further focusing conscious human knowing through each of the four levels of human consciousness is hereafter cited as "AACO'ing," or the pinpoint was "AACO'ed."

The explosive focusing of the mind's eye in AACO target I brings the mind's eye to the threshold of greatness--the portal opening or taking-off point through which a human being can achieve his goals, dreams, or ambitions. This will be clearer after all six patterns of pinpointed conscious human knowing are explained and illustrated. The threshold of greatness is the point at which a human being can use his mind's eye to take a "mental step" forward or a "mental step" backwards through each level of consciousness until the original catalyst which caused the pinpoint to explode is no longer within the consciousness of a human being.

A Power of Knowing Trial Run

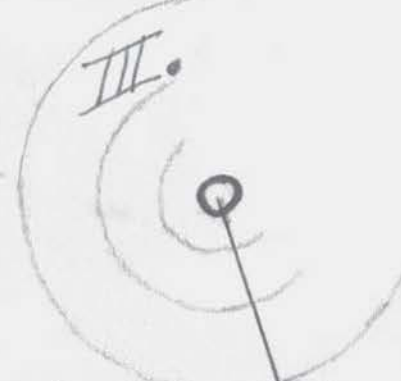
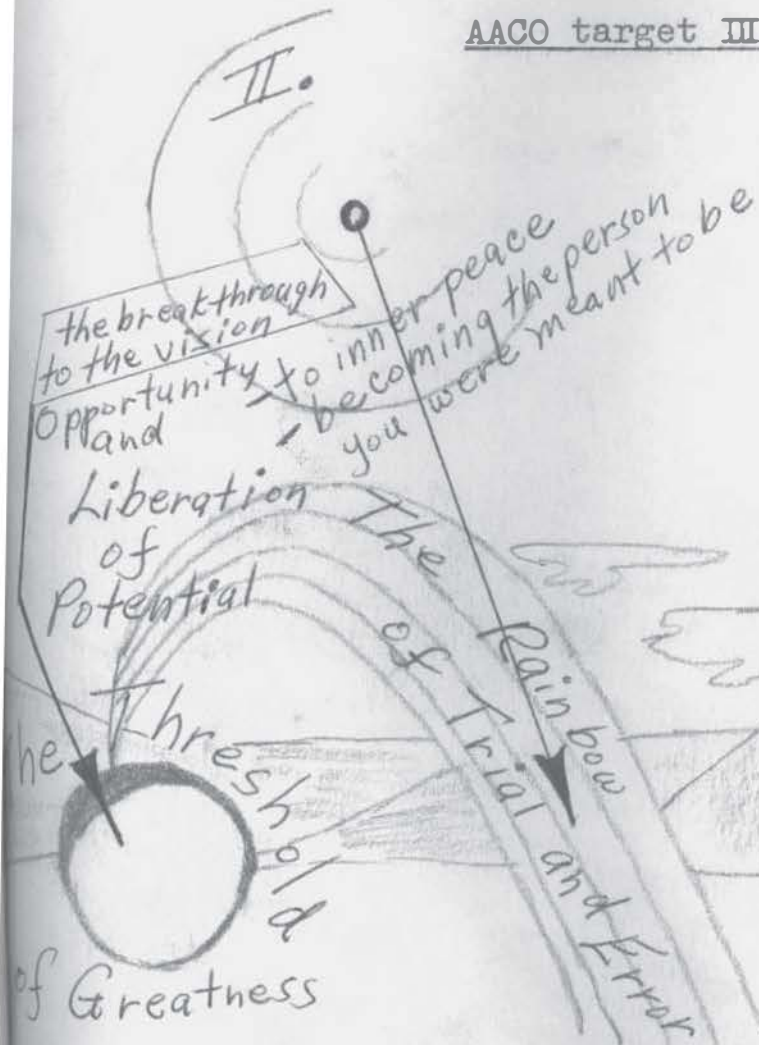
AACO target II

If the mind's eye directs the combined conscious human knowing from AACO target I and AACO target II to "jump" through the hole in AACO target II, the pathway to greatness can be clearly marked by the mind's eye. The pathway, however, will not be free from peril or strife. The mind's eye must continue to pinpoint conscious human knowing through "the rainbow of trial and error"--those events or things the mind's eye must go through to perfect the pinpoint of conscious human knowing. After the human mind directs its mind's eye to "jump" through "the threshold of

greatness" or the hole in AACO target II a human being may experience an overwhelming sense of inner peace since he has made it through "the rainbow of trial and error." You will notice that there is an arrow descending down from the pinpoint of conscious human knowing in AACO target II to the stage of conscious human knowing marked "the rainbow of trial and error."

AACO target III

The mind's eye must continue to stay on the pathway to greatness to reach the pinpoint of conscious human knowing in AACO target III. When the mind's eye reaches this pinpoint of conscious human knowing it has perfected the pinpoint of conscious human knowing, and the panoramic focus of "the vision" has been revealed.

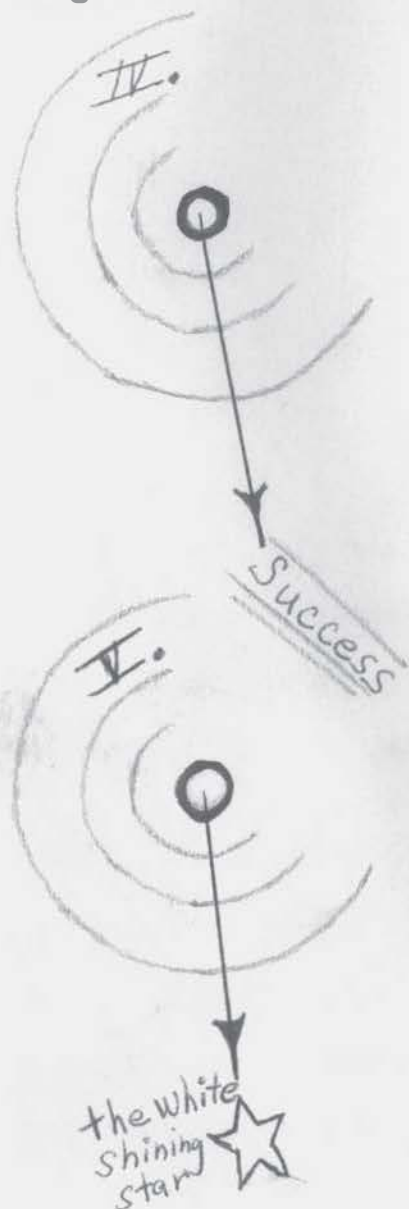


"The vision" is the pattern of pinpoints which are believed to be needed to achieve "success." "Success" is simply a perfected pattern of pinpoints which have resulted in a human being achieving his given goals. When a human being reaches the "threshold of greatness" in AACO target III, "perfection" is a part of his conscious knowing reality.

His pinpoint of knowing will reap rewards if he continues to stay on the pathway of greatness to the pinpoint in AACO target IV.

AACO target IV

If the mind's eye reaches the threshold of greatness in AACO target IV, it has successfully used the perfected-trial-and-error pinpoint of conscious human knowing. If it continues to stay on the pathway to greatness it can AACO the pinpoint of conscious human knowing to the threshold of greatness in AACO target V.



AACO target V

The pinpoint of conscious human knowing in AACO target V is "the white shining star." "The white shining star" is simply a goal held by a human being that has been AACO'ed in such a fashion that the human being has enjoyed a great deal of success over an extended period of time with a given pinpoint of conscious human knowing. It is a dream or an ambition that has been realized and experienced.

When the mind's eye reaches the threshold of greatness in AACO target V, it can continue on the pathway to greatness to the pinpoint of conscious human knowing in AACO target VI.

AACO target VI

The pinpoint of conscious human knowing in AACO target VI is conscious human knowing "beyond" "the white shining star." It is achievement above white shining star achievement. It is a new level of conscious human knowing that has resulted in an increased level of excellence and a new standard of perfection.



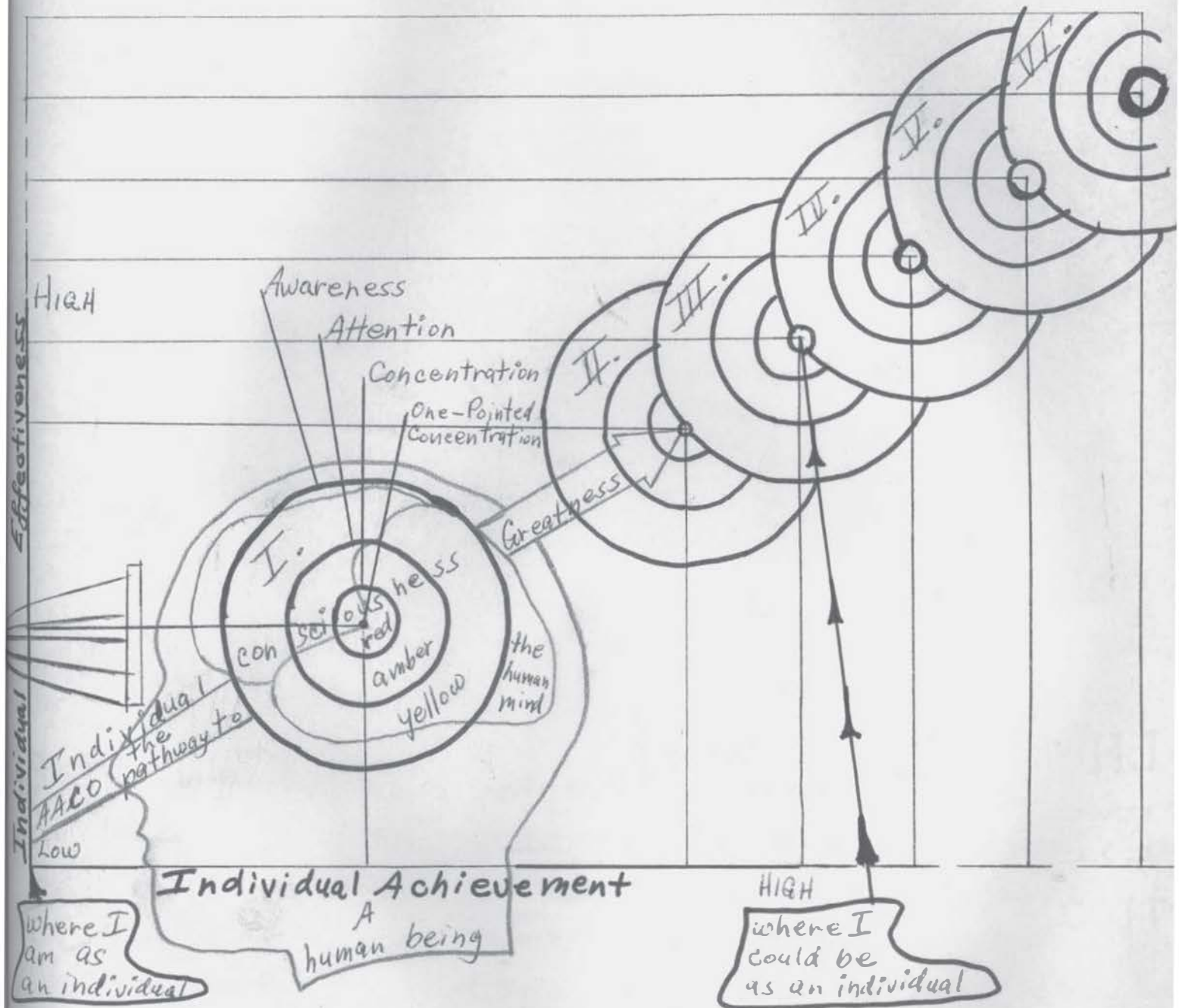
A human being could direct his mind's eye to continue to focus on higher levels of achievement thereby reaching a higher level of perfection and success, realizing new white shining stars.

It is not necessary to illustrate these higher levels of conscious human knowing since most human beings do not go beyond their white shining stars, but these higher levels do exist and do result in the formation of higher AACO targets of consciousness.

Individual Effectiveness--Individual Achievement

When a human being has focused his mind's eye to the pinpoint in AACO target V, he is in all likelihood at the point in his growth and development of conscious knowing where he has experienced very high individual effectiveness and very high

individual achievement. As the level of conscious human knowing in the model rises, both individual effectiveness and individual achievement rise with it.



In theory, then, the level of conscious human knowing determines individual effectiveness and individual achievement.

For the human being the pinpoint in AACO target III represents the point where the human being being thought he could be. If he had not stayed on the AACO pathway to greatness in his conscious-

ness while making his pinpointed journey to perfection he would probably still be where he thought he was prior to making his journey. If he stays at the level of conscious human knowing that he thinks he is experiencing, he will not break through to his vision. He will not have the opportunity to liberate his untapped resources and the potential of his mind through the aperture of the threshold of greatness. His lack of effectiveness and achievement will bear a strong relationship to the operative level of his focused consciousness.



"I am the small elf.
I have something for you,
but before I let you see it,
I want you to concentrate."

CONCENTRATE on the words in the next sentence. As your ability to focus the light energy of your consciousness increases the effective range of your vision increases. I hope you are now able to understand your "power of knowing." As a final test of your comprehension of the model of THE POWER OF KNOWING--the key to the focusing of the energy of consciousness I am going to give you a scroll. Use it in any manner that you so desire. It holds the key to your power of knowing--the key to focusing the conscious energy of your conscious knowing. You will find this scroll on the next page. Look at it, and then turn to the next page because I have something more to say."

In your mind's eye picture "the double-ACO" target with its three concentric circles and the dot or aperture that is in the center of the three concentric circles.

You can now see the target with its three concentric circles and the dot or aperture in the center of the target. The outermost circle in your mind's eye is yellow. It is now a part of your awareness. The second circle is amber. It is now a part of your attention. The third circle is red. Concentrate. Concentrate. CONCENTRATE. . . on that red circle. It is getting brighter, brighter. . . much brighter. . . It is starting to glow. . . It is getting very warm. . . It is fiery red now. YOU NOW PINPOINT the fiery red warmth of your conscious energy. A magnifying glass is beginning to appear in your mind's eye. . . It is coming, coming. . . Now it is very clear. . . And it is turning, turning towards the target. . . It is locked upon the target in the center of that fiery red circle. The fiery red circle is now growing fainter and fainter. The rays of your concentration are first inside of that small red circle and then they center within it. . . The center of that red circle is smoldering, slowly smoldering. . . It has burst into flames now . . . You see an explosion. . . You can see a small hole in that target with a yellow, an amber, and a red circle. . . And you can see a small elf sitting on the lower half of that small hole in the target. You cannot distinctly make out his features, but you can see a small banner blowing in the wind. He is holding it with his right hand. You cannot make out the letters that are on the banner that he is holding. You move in closer. Now, you can see his face. You can read the letters on the

banner. The letters are A A C O. He is still sitting in the lower half of that small hole in the target. He is looking at you now. He is staring at you now. The banner that he is holding in his right hand is unfurled in the wind now. You can read the letters on the banner clearly now. The letters are AACO. You can see the small elf. His lips are moving, but you cannot hear what he is saying. You move in closer to the target. Your face is directly in front of him now. . . He looks you straight in the eye. . . He says, "I concentrated my power of knowing, my consciousness on and into an opportunity. I knew I could do it. I knew I could not fail. I knew I was a winner."

The elf jumps down from the small hole in the target. He falls flat on his face, but he gets up and dusts himself off. He throws his head backwards. Again, he looks you straight in the eye. He is shouting at you now. You can hear him now. He says, "I'm a winner. I can do it. I jumped through the threshold of greatness. I can't fail because I have caught the vision. I can see that beautiful, white shining star up there in the big, blue sky. I made it through the rainbow of trial and error. I achieved perfection. Success is mine. My white shining star is right here in my left hand. I am what I wanted to be, but I am dissatisfied now. I want to go beyond my white shining star. I must keep my vehicle rolling. I can do it. My vehicle rolls with desire. . . . As my ability to focus the light energy of my consciousness increases the effective range of my vision increases."

You shout down to the elf: "Hey, man! You're crazy! You are out of your ever-lovin' mind." The small elf is still

looking up at you. He says, "I know I'm crazy. . . Ain't it great!" You tell him. "Look! I do not know what is wrong with you, or what you are doing, but I do know that it will not work." The elf stands up on his tiptoes; he is straining so hard that his neck is stretching. He motions to you with the forefinger of his left hand. He wants you to bend over. You bend over to get closer to the elf. He waves his banner across your face. You are looking at him now. He has your attention. He looks you straight in the eye, but this time he speaks very softly to you. It is just barely above a whisper. You have to concentrate to hear what he is saying. The elf says, "I'm a winner. . . Oh! Yeah! . . . I'm a winner. . . There ain't no way I can fail. . . O-O-O-H. . . 'cause. . . I learned how to focus my consciousness. I have caught the vision. I have been through the rainbow of trial and error. I have achieved perfection. My white shining star is in my grasp. I will never let go of my white shining star. . . SEE my white shining star!" You can see a small white shining star in the palm of his left hand. He blows his white shining star out of the palm of his left hand with a gust of breath. A thin wand unrolls out of the palm of his left hand as his white shining star goes up into the air. His white shining star has a glow around it. The elf says, "I have given you a scroll. It holds the power of knowing-- the key to focusing the energy of consciousness. Use wisely your power of knowing. You have great potential. Liberate your potential and breakthrough to your vision."

A First Person Challenge

You probably realize now, as W. Timothy Gallwey (1974) says in his book The Inner Game (p. 10), that you can seem to see things which are invisible. You did see that small elf. You can seem to see the thoughts of others, the past, or the future in your mind's eye. Can you really see these things? Yes. . . you can. You know you can. The key to seeing these things lies in your consciousness. You can use the AACO pathway to greatness to realize your goals, your dreams, and your ambitions in this life within this world. When you seem to see things that are invisible you are actually only seeing what is already there. You are seeing only that which is already visible to you because YOU CAN FOCUS THE ENERGY OF YOUR AWARENESS.

As W. Timothy Gallwey (1974) The Inner Game (p. 98) says, "The value of concentration becomes clear as we grow to understand that nothing can be enjoyed or appreciated if it cannot be known." Peace cannot be enjoyed unless it can be known. Love cannot be enjoyed unless we know it. Truth cannot be enjoyed unless we know it. To know it--that is very important. You cannot enjoy yourself; you cannot appreciate yourself if you do not know yourself. Gallwey (1974) The Inner Game (p. 98) says, "By increasing the effective power of awareness, concentration allows us to throw more light on whatever we value knowing, and to that extent enables us to know and enjoy it more."

The pathway to greatness, the pathway to inner greatness, the pathway to inner peace, the pathway to your being the person you were meant to be lies in your consciousness. Listen. I did not say become the person you were meant to be--that lies

in your uncertain future. I did not say to be the person you once were that lies in your certain past. Quite the contrary, I said be the person you were meant to be. Start being the person you were meant to be today, in the here-and-now. Don't live in the past or the future. Why wait until tomorrow to become the person you were meant to be when today YOU CAN be what you were meant to be?

Many times pain and frustration are necessary for change. Listen, and feel your pain and agony. Allow it to exist. Listen to it. Feel it. Think about it. Understand it. And act upon it with solutions. Use it as an opportunity.

Talk about the opportunity. . . that's what awareness is. . . . It's an endlessly available opportunity. Awareness offers you the possibility of new discoveries of who you are and what you are not. This unlimited potential to experience the joy and excitement of knowing (learning) about yourself and your world can make life. . . can make a life a meaningful adventure for everyone. Discover those negative things in you life that are draining your energy and liberate that enormous amount of energy that you have within your own mind. Use your mind's eye for your own creative and gratifying purposes.

To do this you have to prepare yourself. You have to practice. You do need some methodologies to give you the sound conscious knowing that you need to get you where you want to be and where you want to go. I recommend the following books: Robert R. Blake and Jane Srygley Mouton's (1964) The Managerial Grid will provide you with the theory of the behavioral science

of human effectiveness; Blake and Mouton's (1968) Corporate Excellence Through Grid Organization Development will give you a sound methodology for achieving corporate effectiveness. Napoleon Hill's (1947) Think and Grow Rich (available in paperback through Fawcett Publications, Inc., Greenwich, Conn., or through the Napoleon Hill Foundation, a South Carolina Corp., Box 437, Charleston, South Carolina) will give you the secrets of great men's achievement; it will show you how to learn, to know, and to apply the techniques of individual achievement. If you master these secrets, your vision can come true. You can reach your white shining star, and you can be the person you want to be and the person you were meant to be. Napoleon Hill's (1945) The Master-Key To Riches (available in paperback through Fawcett Publications, Inc., Greenwich, Conn.) will give you the Andrew Carnegie's Science of Personal Achievement.

Combine the science of human effectiveness with the Science of Personal Achievement; focus your conscious human knowing on the AACO pathway to greatness; establish a definite plan for your life with definite goals; use the impetus of your desire to get the AACO vehicle rolling; believe in these things. Do this, and I dare you to fail. I challenge you to concentrate the full power, the full force, the full focus of your consciousness on your goals, and I dare you not to reach your goals. I challenge AACO pinpointed conscious knowing to fail. I believe in these things. You see. . . I believe that I can discover more effectively for myself what the solutions to my problems are, than anyone else in the world could possibly do for me. Who else in the whole world knows me as well as I do myself?

Who else in the whole world knows you better than you do yourself? The only reason for your not being the person you want to be and the person you were meant to be is your failure to face up to yourself and to see yourself as you really are through your mind's eye. The only reason for ~~your~~ failure is your failure to pinpoint the energy of your conscious human knowing on the things that you want.

Give to others what they need to receive and you will receive that which you need to become a fuller, more effective, more fulfilled human being. Find that inner spark, that personal warmth within you, and as they say in a popular song, "pass it on," because it only takes a spark to get a fire going. Remember. It takes only a spark to create the explosion of your vision.

That's how it is. Once you've experienced the power of knowing--the real theory of consciousness and concentration--you want to "pass it on." You want to spread it to everyone. . . You want to pass it on.

You have been given the key to consciousness. With this key you can experience the real power of knowing. Perfection lies in the upper right hand corner of the vehicle in the model. Perfection is achievable. You can achieve perfection. All it takes is desire to become the person you want to be and the person you were meant to be. I know you have the desire to become what you ~~want~~ to become. I know you have the desire to be the person you want to be. So, why don't you be the individual that you want to be, and why don't you get to where you want to go?

Question

If you pinpoint "the light" energy of your consciousness with the same power that you have in the past just when will you reach your goal, your dream, your ambition, your white shining star?

Conclusion

Pinpoint your concentration on your here-and-now situation, and try to forget about your past, or there will probably not be any future for you. Go ahead and sprint around that yellow circle, jog around on the amber one, and walk around on the red one, and then stop, and look and listen to your world. Be aware of your world. Give it your undivided attention; concentrate on your world. Use the AACO theory to focus the light energy of your consciousness and something inside of you will say: "Behold I stand on the pathway to greatness. I have reached the threshold of greatness. I have caught the vision. I have liberated my untapped resources and potential. I have walked through the rainbow of trial and error. I have achieved perfection. Success is mine, and my white shining star is a living reality. I have walked through the threshold of greatness with my head held high, with self-confidence, desire, dedication, and determination, with persistence, forcefulness and faith. I have channeled my dissatisfaction down the AACO pathway to greatness. I have used the power of knowing to unlock the doors to my consciousness."

That focused pinpoint of conscious human knowing is the product of your mind's eye. Your mind's eye is your mind. Your

mind does not know how to fail when you tell your mind it can't. You see. . . . the mind does not know how to fail when it is told it can't. So focus your awareness. Focus your attention. Focus your concentration, and pinpoint your concentration on the things that you want and you will get the things that you want. Use the AACO pathway to greatness and you will be able to utilize the five realities of the world. Your mind is the only thing that you can control. With the slightest suggestion, the mind is ~~capable of directing the focus of your consciousness~~ from one thing to another. What are you going to do with it, right now? Thank-you for your attention.

APPENDIX 4

MATERIALS MAILED TO RESPONDENTS THE GRID EFFECTIVENESS QUESTIONNAIRE

This appendix presents the materials mailed to respondents for the research study. A letter and Grid Effectiveness Questionnaire were mailed to 43 potential respondents from the November 11-16, 1973 Managerial Grid Seminar on August 27, 1975. Each respondent received an explanatory letter of the purpose of the research study, a Grid Effectiveness Questionnaire, and a self-addressed stamped envelope for the return of the questionnaire.

On September 21, 1975 postcards were mailed to 38 of the potential Managerial Grid Seminar participants who had not yet returned the questionnaires. The postcards served as a reminder and an encouragement to the respondents to fill-out the questionnaires.

Western Union Mailgrams were sent to 33 of the potential Managerial Grid Seminar participants as a final reminder and a follow-up to the postcards and original letters.

The letter, Grid Effectiveness Questionnaire, postcard, and Western Union Mailgram are self-explanatory. They are included in this study for reference purposes, and actual proof of the research effort.

August 27, 1975

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Dear Managerial Grid Seminar Teammate:

On November 11-16, 1973 I participated in a Managerial Grid Seminar at the Abbey on Lake Geneva in Fontana, Wisconsin along with you. My express purpose was to find out all that I could about Scientific Methods, Inc., Blake and Mouton, and the Managerial Grid. I am not now nor have I ever been in the employ of Blake and Mouton or Scientific Methods, Inc. I have put together a study to examine some of the effects of Managerial Grid training following the November 11-16, 1973 Grid Seminar. This study is for my Master's thesis research and it is entitled "Grid Organization Development THE BEHAVIORAL SIGNIFICANCE OF SYSTEMS UPON EFFECTIVENESS." I completed all of my course work for my M.A. in June 1974. This study is the final requirement I must meet to get my Master's degree. You will have the opportunity to see how a study of this nature is put together and make up your mind as to the validity of the techniques and data analysis of this study.

The objective of the enclosed questionnaire is to measure the behavioral effectiveness of individuals who have received Grid training within the context of their political and control systems. The overall effectiveness of the various Grid teams from November 11-16, 1973 will be studied. This questionnaire is designed to produce data for the purpose of prediction and analysis of both a comparative and individual nature. The overall effectiveness of each of the Grid teams will be examined within the respective work environments of each of the Grid Seminar participants. The individual results of this questionnaire will remain confidential and each individual participant in this study will remain completely anonymous. Your cooperation in this study will be greatly appreciated. You have the opportunity to participate in a study designed to measure the effectiveness of Grid training in a variety of different companies from different areas in the U.S. and Canada. If you participate in this study the results of this study will be mailed to you in the form of an abstract. Again, the necessity of your cooperation in filling out this questionnaire cannot be stressed enough.

It will be interesting to see how the different Grid teams have fared? Which Grid team will come out on top? Will it be PURPLE, ORANGE, TAN, GREEN, RED, OR BLUE. Just how candid are you going to be about your grid training experience? Candor today will be just as important in regards to final results as it was in determining your final results within your respective Grid teams at the Grid Seminar.

Remember the value of team cooperation and team problem-solving! I have a problem. I must complete my Master's thesis research. To solve this problem I need your help. I truly want my Master's thesis to be a good one. This goal, however, cannot be reached without your wholehearted and honest cooperation. The quality of my thesis is literally resting in your hands. A poor response rate would severely jeopardize the predictive power of this study.

Since the November 11-16, 1973 Grid Seminar I have worked as a graduate assistant in the Political Science Department at Eastern Illinois University, helped assemble liners in trailers at a Trailmobile plant, a Division of Pullman, Inc., worked as an Assistant Manager of a K-Mart Men and Boy's Wear Department, and served as an Acting District Manager for Frontier Tower Life Insurance Company, a subsidiary of International Mercantile Association. I am presently in the market for a new job. If you are interested in me personally for a job opportunity with your company, I will gladly forward you a current resume upon your request.

This study has taken me to New York City for Blake and Mouton's first Consultations Skills Seminar, to Oshkosh, Wisconsin for a Grid Instructor Development Seminar, and to the Abbey on Lake Geneva in Fontana, Wisconsin for a Managerial Grid Seminar. I have the materials for a Grid Organization Development Seminar, and the Organization Diagnostic 6-Pak. In short, I am serious about this study, and I have gone to great lengths and expense to gather information and facts on the Managerial Grid and Grid Organization Development, as well as Blake and Mouton's philosophies. I have studied Blake and Mouton's works from the point of view of a layman and a political scientist, and a manager in the real world. Some questions still remain unanswered. You can help answer these questions by filling out the enclosed questionnaire.

The Grid Seminar was a very rewarding and trying experience for me. I went to the Grid Seminar feeling that I was 9,9. I tried my "darndest" to prove to my fellow TAN teammates that I was 9,9. They were not fooled, however. You may recall that the TAN team was the work team that was unable to complete a critique because of 9,1 impasse and deadlock. After much inner turmoil and external struggling within our work team I found out that I was a 9,1 with a 9,9 backup. It was especially gratifying to me to find out that I had a dominant 9,9 in the sense of humor category. At least I could say to myself that I had a 9,9 sense of humor. I will never forget the emotional high I experienced when we switched work teams at the end of the Grid Seminar. I was amazed to find out that different types of managers 1,9 9,1 5,5 9,9 or 1,1 could work together using 9,9 as a means of getting work done in a simulated work environment. The real problem becomes how one performs in his work environment back home. Many factors enter into the picture at this juncture. The type of technology, the nature of the work, the type of organization, the environment within which the work is performed, the type of boss one has, and the associates one works with all have their peculiar and singular impact upon job performance.

In closing, just let me say that the exercise of your personal responsibility in this matter is of the utmost importance to me, and I will not be able to thank-you enough or probably repay you in kind for your cooperation. I only hope that the results of this study of which you will receive a copy upon its completion, will be sufficiently enlightening to you to be rewarding. Again, let me extend a sincere and heartfelt thank-you to you for helping me out in an examination of the effectiveness of Grid training. Just fill out the enclosed questionnaire, put it in the self-addressed stamped envelop, and drop it in the mail, today.

HJN:hjn

Enclosures

Researcher: Henry James Nix

For: M.A. thesis study

GRID EFFECTIVENESS QUESTIONNAIRE

Fill in the blanks with the first thing that comes to your mind. For example: I regret not having time to read more.

The happiest time _____.

I want to know _____.

What annoys me _____.

People _____.

I feel _____.

My greatest fear _____.

I can't _____.

Other people _____.

I failed _____.

My mind _____.

The future _____.

I need _____.

I am best when _____.

I am very _____.

The only trouble _____.

I _____.

My greatest worry _____.

My purpose _____.

I see myself as _____.

My job _____.

I believe _____.

My boss _____.

My work environment _____.

My associates at work _____.

The nature of my work _____.

My company _____.

What was the color of your work team at the Managerial Grid Seminar? _____.

What was your dominant grid style and your backup grid style as far as you were concerned before you attended the Grid Seminar? dominant _____ backup _____.

What did your work team feel was your dominant grid style and your backup grid style at the end of the Grid Seminar? dominant _____ backup _____.

What did you feel was your dominant grid style and your backup grid style at the end of the Grid Seminar? dominant _____ backup _____.

What do you feel is your dominant grid style and your backup grid style at the present time? dominant _____ backup _____.

Are you satisfied with your dominant grid style at the present time? Yes _____ No _____.

Are you satisfied with your backup grid style at the present time? Yes _____ No _____.

Since the Grid Seminar have the conditions of your work environment improved, worsened, or stayed the same? (Circle only those choices which apply. All three choices may apply).

1234567890 1234567890

If the conditions have improved (explain)? _____

If the conditions have worsened (explain)? _____

If the conditions have stayed the same (explain)? _____

Are you making all the money you want to make right now? Yes _____ No _____
 Do you believe you can do anything you think you can? Yes _____ No _____
 How much do you feel you are actually worth, given no constraints or limitations on your own personal worth?... (How much do you feel you should be paid this year in your own heart although you may not be getting paid that amount at this time)? _____

Where would you like to be 1 year from today? _____

5 years from today? _____

10 to 15 years from today? _____

Are you now engaged in a job or occupation which allows you to be the person you would like to be? Yes _____ No _____
 Did you discover the person you would like to be at the Grid Seminar? (Yes _____)
 Did you find out the person you actually were at the Grid Seminar? (No _____)
 Yes _____ No _____

What valuable insights did you gain about yourself and other people from your Managerial Grid training? (about yourself) _____

(about other people) _____

Has Managerial Grid training increased or decreased your expectations towards human beings interacting with each other within the framework of organizations? increased _____ decreased _____
 If they have increased or decreased your expectations explain why you feel they have? increased(why) _____

decreased (why) _____

Are you dissatisfied or satisfied with your family, your friends, your own personal development, the nature of your work, the nature of the environment within which you perform your work, none of these, other? (If you are satisfied with a choice draw a circle around the choice. If you are dissatisfied with a choice draw an X through the choice). If your answer is none of these or other (explain) _____

Do you feel there is a mystical aura or quality that surrounds Managerial Grid training? Yes _____ No _____

Of the three classifications listed which one of the three types of productive technology most closely fits your organization?

- () Unit and Small Batch--This type of technology depends upon self-contained units that make products according to customer specifications, prototypes, and fabrication of large equipment in stages.
- () Large Batch and Mass--This type of technology is characterized by mass production of large batches of goods. A moving assembly line is typically employed.
- () Process--This type of technology facilitates the intermittent production of chemical or continuous flow production of such substances as liquids, gases or crystals.
- () Other (explain, why) _____
- () None of these (explain, why) _____

Do you feel Grid training gave you all the facts and information that you needed to make an intelligent decision about the kind of manager you actually are? Yes _____ No _____ the kind of manager you would like to be? Yes _____ No _____

Although Blake and Mouton never explicitly state that 9,9 management is the best form of mgt, they certainly imply that it is. Do you agree with the statement that 9,9 is the best form of mgt.? Yes _____ No _____

If you agree, why do you feel 9,9 is the best? _____

If you disagree, why do you feel 9,9 is not the best? _____

Are you able to use 9,9 team mgt. in your work environment? Yes _____ No _____

If you are unable to use 9,9, why is this so? _____

Is Grid training still being used in your organization? Yes _____ No _____

If it is not being used when was Grid training abandoned? _____

If it is still being used at what stage is your organization now? _____

Which people in your organization have or are being trained? Managers _____ Employees _____

What is your present occupation? _____

Are you still working at the same job that you had before you attended the November 11-16, 1973 Grid Seminar? Yes _____ No _____ If you have changed jobs please list the number and types of jobs you have had since the November 11-16, 1973 Grid Seminar? _____

If there have been any change(s) in jobs what were the reasons for these changes (promotions, relocations, more opportunity, better pay, better working conditions, etc.)? _____

Are you the person you would like to be? Yes _____ No _____

If you are not the person you would like to be what steps or plans have you taken, or what steps or plans are you now using to become the person you would like to be? _____

If you are the person you would like to be what steps or plans did you take to get there and how are you making sure you stay there? _____

If you are not the person you would like to be what do you feel has kept you from making the transition from the actual person you are to the person you would like to be? _____

right to issue commands____ sense of duty to follow commands____
social approval of associates____ superiors who command respect____
superiors who demand respect____ rules, regulations and procedures____
cooperation____ struggle for power____
long-term decision-making____ day-to-day decision-making____
organizational flexibility____ goal achievement____
individual productivity____ group productivity____
morale____ similarity of goals and values____
freedom to make decisions in your work environment____
compatibility of the members of your organization____
new members of your work environment____
negative sanctions (taking away something you want)____
positive sanctions((giving you something you want)____
communication____ coordination____
support for decisions made by your organization from its members____
control (factors motivating conformity to norms)____
superior-subordinate relationships____
subordinate-superior relationships____
planning____ compromise____
critique____ creativity____
leadership____ participation____
profit and loss consciousness____ goal setting____
candor____ e pression of ideas____
getting results____ conflict____
sense of individual purpose____ commitment____
other (please list)____,____,____,____,____.
What is your reaction to this study?_____

What is your reaction to this questionnaire?_____

What is your overall reaction to Grid training?

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RESOURCEFULNESS TO FIND A WAY TO COMPLETE MY GRID EFFECTIVENESS
QUESTIONNAIRE TODAY.

"SMALL ATTEMPTS REPEATED WILL COMPLETE IN THE UNDERTAKING."

YOU CAN PERSIST UNTIL YOU SUCCEED.

YOU CAN ACT NOW.

I WILL TRY, AND, TRY AGAIN AND IF THAT IS OF NO AVAIL I WILL TRY AGAIN.

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OCTOBER 6TH, 1975, I HAVE FAITH AND CONFIDENCE IN YOUR ABILITY AND
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YOU CAN PERSIST UNTIL YOU SUCCEED.

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CHARLESTON, ILL.
61920



Charles Thomson

Patriot



U.S. Postage 7¢

NAME

ADDRESS

September 21, 1975

Dear Charles:

I mailed you a Grid Effectiveness Questionnaire dated August 27, 1975. I would be extremely appreciative if you would take a few minutes to complete this questionnaire. Take a full minute to put this post-card away. Review why you have been putting off filling out this questionnaire, and try to come up with a better way for solving our dilemma. Please, decide to fill out the questionnaire, now. Do it the best you can, and why not enjoy yourself. Feel free to write any of your gripes or bitches down at the end. Your cooperation is greatly appreciated. Take enough time to consider the situation carefully. Th

APPENDIX 5

RESPONDENT REACTION

TO THE

RESEARCH STUDY

AND

GRID EFFECTIVENESS QUESTIONNAIRE

Respondents to the Grid Effectiveness Questionnaire were asked to answer the questions: (1) What is your reaction to this study? (2) What is your reaction to this questionnaire? This Appendix includes the respondent reaction to these two questions. The responses to these two questions were varied. [Note: In the following responses a (1) represents an individual's response to question #1, and a (2) represents an individual's response to question #2; a / separates each 1 & 2 answer set].

Responses to Questions #1 and #2

(1) "I like your idea of follow-up and would like to see a copy of your thesis when you finish." (2) "I have been on the road so much that I have not taken time

to finish it. I apologize. I like your interest."/ (1) "Waste of time." (2) "Waste of time."/ (1) (Note: missing observation). (2) "Don't really see what it will accomplish."/ (1) "This is designed to generate data for research purposes--findings have to be questionable as regards to merit of grid learning." (2) (Note: missing observation)"/ (1) "Since I am not oriented to this type of study I do not see how any of it is pertinent." (2) "I hope it has some value. It does appear to cover a lot of ground."/ (1) "My first reaction was to reject doing it, but then I reconsidered." (2) "Very little reaction."/ (1) "It appears to be a thorough evaluation from a source other than scientific methods." (2) "It is the best way to obtain feedback, but perhaps it is a little risky."/ (1) "Very confusing. Grid did not have so large [sic] of an impact." (2) (Note: missing observation)./ (1) "Question purpose --not fully explained. I wonder how the questions can be related to the Grid; is my effectiveness or lack of it shown in my answer --if so, is it my own?" (2) "Behavioral development that would have occurred without the grid?"/ (1) "This study is very interesting and I believe the results should be published--In any event I would like a copy." (2) "Too lengthy and somewhat overly ambitious--More should have asked regarding actual results or the lack of results of grid applications."/ (1) "I wonder if it will accomplish its objectives." (2) "Interesting--Maybe too long."

Some individuals, who did not fill out the questionnaire, did respond by letter: "I am retired and anything that I might say would not be pertinent."/ "Mr. X is very sorry that he cannot complete the 'Grid Effectiveness Questionnaire' you sent him to fill out. His work schedule is a very busy one. His work sched-

ule for the next few months is such that filling out this questionnaire would not be conclusive enough for your benefit. Mr. X thinks your M.A. thesis is quite a worthwhile project and wishes you success."/ "Although I can understand your personal objective in the Grid Survey, I have chosen not to participate. The questionnaire as designed is largely a psychological and behavioral evaluation of the person completing it. I am not interested in sharing this type of information with people other than my closest associates."/ "Your Grid Effectiveness Questionnaire and subsequent postcard were received. The study appears to be ambitious and complex. At this time I elect not to participate in your project, but wish you success in your undertaking."/

"The questionnaire. . . is drawing some ire from members of the November 11-16, 1973, Seminar members ". . . X and I have received copies of this. Neither of us intend to complete it. It is a most unusual request."/ "'Are you aware that this kind of garbage is making the round? This guy should be stopped!'"

"I think you should take very seriously these kind of reactions, as they indicate an adverse attitude toward the kinds of questions that you have posed. Furthermore, they must be evaluated as indicating that the sample you draw will be distorted and biased; therefore your project will lack utility, even if it were not stimulating this kind of negative reaction. I think it important for you to take these kinds of criticisms with utmost sincerity, and to terminate the project without trying to carry it further. I am sorry about this, but these are the facts of the situation that you now confront."/

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