

# OD TECHNOLOGY FOR THE FUTURE

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Knowing what sound principles are is a prerequisite for planned organization development (OD). Bringing sound principles into daily use calls for an explicit and systematic use of OD technology. Furthermore, this technology of change in itself must be consistent with sound principles of behavior and sequenced in a planned way. Disregarding these technical considerations hampers or prevents needed changes from occurring at all.

The analogy is of a planned community where a piece of undeveloped land is to be converted to 1,000 homesites. The infrastructure involves roads, telephones, electricity and sewage. When some homes have been occupied, additional services are required that are equally essential: garbage collection, mail services, schools and so on. When well designed, each of these elements of infrastructure and basic services are in place at the time they are needed. They provide the underlying physical

and living systems essential for the community. In the same way the details and sequencing of technology of the following are basic to sound change and development. Elimination, disregard or the incorrect sequencing of any of these, prevents change and development from occurring in an optimal way.

The following have been re-verified so many times that we now consider them to be basic.

## **1. The organization is the unit of change.**

An organization is almost certainly an OD unit when it contains the ultimate key executives, *i.e.*, chief executive officer, president and other senior executives; persons whose ultimate reporting responsibility is to a board of directors who themselves offer guidance rather than control. This organization is truly an OD unit because it contains within itself those persons with authority essential for setting direction.

Any "organization" that is led by persons who must get approval from above for any change in direction, where the approval is anything more than nominal, is not

an organization in the OD sense. Where the power to change does not reside within it, it cannot really engage in OD because it does not contain within itself the authority necessary to change from what it is to what it should become.<sup>1</sup> A typical incidence of this might be a plant or a factory.

A plant or factory may be sufficiently autonomous from its headquarters organization to be responsible for itself and therefore capable of introducing those changes necessary to shift it from what it is to what it potentially can become.

On the other hand, a department within a plant or factory might be inappropriate as an OD unit because what a given department does is conditioned by the other departments existing within the plant. In this instance, for example, a department concerned with receiving, packaging and shipping would be inappropriate for organization development because it can only change itself within the constraints that are imposed upon it by the broader, larger organization of which it is a



part. The same might be true for the personnel or operations departments. Any one of these is a subunit of a whole rather than a whole in and of itself. The necessity for OD is that the organization that engages in development be a whole entity rather than a component, a part, a section or a unit of something in which it holds membership.

**2. The effort must be top led, not just approved.**

The reason is that if the top is not itself actively engaging in rejecting its outmoded past or uncontrolled present and actively leading the organization's development, nothing of consequence is likely to happen. Leadership can be extended to others through shared participation but it cannot be delegated.

Many changes that OD brings forward constitute significant departures from the past; the kind of departures that only "top leadership" can decide upon. If the "top" is delegating, then the thinking and emotions of involvement that make changes imperative are not experienced by the top. The result is that needed decisions are not made. Since the top is not in a position to make the decisions, this is roughly equivalent to the abdication of responsibility for leadership.

**3. In order to engage participants in studying and changing itself, the effort needs to involve the entire human system of the organization.**

Sometimes those who participate in OD are merely representatives of the whole. It follows then that if only a part of an organization is aware of sound principles of behavior, others who are ignorant of them will be incapable of supporting the effort. It is for this reason that the entire organization membership needs to participate in OD rather than restricting it to pockets of interest.

This introduces the idea of critical mass as it relates to momentum of change. The momentum of change in organizations begins to accelerate when a certain amount of "saturation" has occurred. Experiments have been conducted

where the magnitude of the critical mass for producing initial tip-over effects appears to be in the area of 60 per cent.<sup>2</sup> Sixty per cent is the transition point and additional momentum results from 100 per cent participation in the change effort.

**4. The effort needs to be spearheaded and managed by the line rather than being centered in the training department, an OD specialist, outside experts or some combination of these.**

When line managers feel responsibility for utilizing what is being learned, then applications appear with dramatic emphasis.

**5. Learning of managerial theories in an intellectual and experiential way and under "safe" conditions is a first-change step for all managers within a given organization.**

Good and bad theories of how power and authority are exercised are studied during the first step of learning. They are studied in an intellectual and experiential way.

Opportunities of self-examination are afforded and these aid participants to recognize their characteristic ways of exercising power and authority and to contrast these with a 9,9 orientation which embodies the nine principles discussed in Part 2 of this series (October). Learning sound concepts of behavior, testing the extent to which they describe one's own conduct and acquiring skills of shifting from how one has been managing work with and through other people to how one would prefer to do it is at the heart of organization change.

Even wage participation, though not absolutely necessary, is helpful and permits more rapid progress.

**6. The 9,9 orientation is the "one best way" of leading.**

The "one best way" versus the contingency or situationalism thesis needs to be confronted and resolved. It is such an area of confusion that it is important to offer whatever clarification might be had from the following. Any number of behavioral scientists might be quoted, and Gordon Lippitt comes to mind.<sup>3</sup> He says, "Experience and study, therefore,


have demonstrated to me that between the two extremes of guesswork and formula there is a middle ground on which most leaders operate. Here they recognize occasions which demand situational leadership — appropriately autocratic [9,1] or laissez-faire [1,1] — and other occasions which permit the integration of human resources [9,9] with conscious renewal process. Organization renewal can live quite comfortably and effectively in this middle ground." What Lippitt is saying is that the style of leadership is contingent on the particularities of situations, not on principle.

The situational thesis is unsound because of a failure to sort out and clarify differences between the behavioral *strategy* of managing and the *tactics* of managing. Strategy is equivalent with style, i.e., a 9,1 orientation is a coherent strategy for achieving results through people, as are 1,9, 5,5, 9,9, or a paternalistic orientation. Grid styles in real life tend to be consistent, yet many executives believe that managing by one style versus

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another, that is, to be consistent in employing a strategy for achieving production through people, is rigid. Therefore the situational option (to shift from one Grid style to another, depending on the demands of the situation) is preferred. This is equivalent to saying that there are no principles in terms of which we can identify and distinguish sound from unsound behavior.

The "one best way" of leading is leadership that brings the principles of behavior introduced earlier into daily use. This is the 9,9-Grid orientation.

From a scientific point of view the issue is that there are systematic principles that undergird sound behavior, just as systematic principles of physics undergird sound engineering. Violate principles of physics in the engineering of a bridge or a building and you get a disaster. Managers violate sound principles of behavior only at the heavy expense of sabotage, apathy, boredom, saluting, going along to get along and many other adverse reactions. Violating behavioral-science principles in the

extremes of various Grid styles has been found to be related to a variety of physical illnesses: heart attacks, asthma, migraine headaches and ulcers. These are referred to as diseases of civilization.<sup>4</sup> They were essentially unknown in historical times, and are not prevalent even in more primitive, preindustrial communities of the present day.

The issue of managerial *tactics* is different. How a person applies a 9,9 orientation is very different when he or she is working with a mature colleague than when working with an immature beginner. The *strategy* of a 9,9 effort to achieve production through the utilization of people remains constant but the *tactics*, in each case, involve quite different onsite behavior. Tactics are contingent. This thesis is developed in *The New Managerial Grid*.<sup>5</sup> The 15 tactical criteria identified there gives managers leads as to whether or not to deal with the problem by himself or herself, with one other person, with several or with an entire team. Tactics are contingent on the situation while pre-

serving a solid 9,9 orientation.

Follow the contingency formulation, as it applies to strategy, and what do you get? You get lying, cheating, wheeling and dealing, softness, hardness, weakness, strength, politics and facades, as any or all of these may be what the contingency manager judges best to fit the situation. Nothing is beyond limits except what a person thinks won't work.

Contingency writers<sup>6</sup> have no theory of change, but researchers who are "one-best-way" principles-oriented do; that is, if there is a 9,9 orientation for dealing with a situation, and subordinates are incapable of participating in it, then the boss's job is to help subordinates learn the skills of participation rather than the boss shifting, let's say, to a 9,1-oriented Grid style. The manager has to have a theory of change to bring subordinates up to the requisite level of effectiveness. The only option is "situationism."

### 7. Diagonal-slice learning groups, followed by family-team building, have not become central aspects of OD.

Yet even now many OD consultants fail to grasp why diagonal-slice learning creates dynamics that are not present in either vertical or horizontally organized learning situations.

Participants study together on work teams which (1) represent the full range of hierarchy, but (2) no boss-subordinate pairs are together in the same study team. The advantage of initial learning in diagonal-slice groups is that organization members who ordinarily do not associate with one another on a daily basis are put together for learning purposes. The result is that it becomes necessary for all members of the learning group to listen closely to what others are saying in order to help them learn and, in turn, to learn from them.

This is not so when the slice is horizontal, i.e., all managers of the same level participating as a learning group. When this happens, same-level managers share the same modes of thinking, the same kinds of problems, the same attitudes toward the organization.

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This is so because they share the same culture. The result is that they tend to rehash the same arguments, maintain the same fixed positions and emphasize the same points in their daily work interactions. They are not novel or "fresh" or new to one another. They are stale.

Sometimes it is additionally true that they experience animosities and antagonisms between one another which have a further adverse effect on learning.

A vertical-organized group for initial learning is equally unsound. When people who are working together have the same boss, the dynamics in that power/authority situation more often than not make this kind of initial learning difficult. Take the example of a 9,1-oriented boss in an initial-learning experience with his group of subordinates. The situation is likely to become one of the teacher-tell variety, with subordinates avoiding questions so as not to "appear dumb," or acting in other defensive ways to evade the boss's anger.

The diagonal slice brings an effective resolution to the problem of the composition of learning groups.

#### 8. The instrumented character of OD.

This issue is related to the learning methodology by which the person becomes familiar with managerial concepts and how he or she is aided to evaluate the fit between personal behavior and concepts.

The classical mode of learning is teacher-tell, with the expert communicating the ideas to be acquired and students listening, writing and studying in order to comprehend the concepts as presented. We all know this model from the classroom in grade school through the university.

Sometimes a classroom is supplemented by a laboratory in which a person has the opportunity to practice applying the concepts. In a course in physics, a person may learn about magnetic fields from a conceptual point of view but then he or she tests and refines understanding by doing experi-

ments in the physics laboratory. The same is true in chemistry, and almost everyone has had the experience in a biology laboratory of studying the biological systems of animals.

When human behavior is the subject matter, a quite different situation is created than is true for subject matters that are "outside" the person. The subject matter to which behavioral concepts apply is one's own behavior and conduct, that of one's associates and the premises about behavior that are built into the culture of the organization.

Becoming aware of how concepts clarify and explain one's own behavior and conduct calls for a very different kind of laboratory experience. It is one in which people engage in projects that "produce" behavior, and then it becomes possible for oneself, in collaboration with one's team associates, to examine that behavior in light of the concepts that have been presented. Then the individual is gaining feedback as to how con-

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cepts and his or her own behavior are interrelated. In this way concepts are concretized, blind spots are identified, rationalizations that discount how the concepts fit are eliminated and clearer perception results as to how the concepts apply in practice and what they imply for change.

Creating conditions under which people learn concepts and concretize them by investigating how those concepts fit their own behavior has led to what is referred to as "Instrumented Team Learning."<sup>7</sup> This new approach to learning was pioneered 20 years ago. It has been in a process of continuous refinement and development since that time.

Instrumented learning eliminates the teacher-tell mode of transmitting concepts and bypasses the traditional laboratory way of studying how concepts fit subject matter. The way that instrumented learning permits this to happen is based on the following.

Any concept can be used as the basis for making comparisons, and the drawing of conclusions from comparisons is basic to learning. Thus, how a concept is to be understood correctly can be compared with another statement that is a misunderstanding of the concept. The reader then makes a choice as to which of the two statements is the more correct. He or she can then consult an original source and evaluate whether his or her understanding of the concept was correct or wrong.

There are several important attributes of instrumented learning in this example. First of all, there is a concept. Secondly, there are statements that are accurate in the light of the concept and other statements that are inaccurate in the light of the concept. Next, the learner must make a discriminated choice as to which is right and which is wrong. Then the learner consults the original source to check him or herself out and, in addition, feedback is provided for why the judgment made was either correct or incorrect. No teacher is involved. This example describes instrumented Team Learning in at least a rudimentary way.

How instrumented learning becomes implemented for gaining insight into behavior is more complex than what has been pictured here, but it conforms to the basic outline, with two additions. One is that a person engages in projects that require him or her to behave, i.e., he or she does something with others toward achieving some result. In the process of doing something with others toward achieving a result, behavior is produced that he or she can observe by reflection and that others in the situation also can observe. In this way, others become part of the total learning situation since they offer feedback to the person whose behavior is under examination as to how the behavior that he or she was characterized by fits the concepts that are being used to evaluate it.

The example of instrumented learning just described can be applied for examining any aspect of behavior or experience which can be interpreted in the light of concepts.

The Managerial Grid is a framework of concepts for understanding human behavior and conduct in the context of achieving production with and through others. Instrumented learning of the Managerial Grid can be applied to aiding an individual to learn how to decode his or her own behavior in the light of the Grid. It can be used to investigate teamwork between a boss and several others. It can be used to investigate relationships between organized components and subcomponents of an organization, and it can be used in many other settings as well, studying how salespeople deal with customers and how social workers relate to their clients.

## 9. Instruments are "authority-free" and self-motivating.

When we began using instrumented-teaching strategies, we saw that instruments activated self-help motivation and participants seemed far more involved in learning. A well-designed instrument is able to provide managers with a sense of direction for how to change without diminishing their motivation or setting up manipula-



tive relationships between the manager and the consultant, as often happens.

**10. Another conclusion is that Instrumented Team Learning leads to an entirely different character of relationship between the "expert" and the manager.**

This is important in understanding the success of Grid OD and the "stuckness" of other approaches that are more deeply rooted in the conventional or medical method of the expert-doctor working with the "sick" manager.

Instrumented Team Learning creates conditions that are optimal for learning. The manager is not the passive recipient or even a collaborator (but fundamentally dependent) person in the learning situation, as is true when a consultant is physically in charge, whether an outsider or internal OD specialist. Argyris has described this dependency, in tape recordings, whereby the group operates more effectively when the trainer is present and effectiveness decreases when the trainer is ab-

sent.<sup>8</sup> The trainer draws a different conclusion from the demonstration that "good" behavior occurs when the consultant is in and that good behavior disappears when the trainer is absent, only to reappear again upon the trainer's return. The conclusion is that the trainer-consultant is indispensable to change and development.

Interpretation is that the trainer or the consultant is an important, often an authority figure, and that managers often behave in ways that gain them the security which comes from being accepted by an important person.

In our view this trainer dependency dynamic is eliminated by relying on the systematic methods of change and development made possible by Instrumented Team Learning. It is this fundamental insight that has led many of us away from trainer-directed to instrument-centered learning, though, there are many other lines of evidence that suggest why this transition away from the expert is underway on a very widespread

basis.

**11. Managers as self-helpers in the context of a group-centered change effort.<sup>9</sup>**

Creating self-help motivation is consistent with managers taking responsibility into their own hands for increasing their effectiveness, the theme of "you are responsible for yourself." This is but an example of a larger movement toward self-help throughout society; there being some 550 self-help groups in the United States. Alcoholics Anonymous is the most widely known, but Parents Without Partners is another example. There are self-help groups for gamblers, obese people, etc.

Have people in trouble gone in droves to self-help groups because they wanted to? No, they have taken this route because of the failure of experts to be able to bring about improvement results. The expert psychiatrist, social worker, minister and consultant sets up an authority-dependency relationship that is so strong that self-responsibility is weakened.

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**12. Instruments are "paraprofessionals" in the sense of self-help strategies in the following way.**

The paraprofessional in many situations, such as drug abuse, or in social work and in psychiatry, as well as in some approaches to weight control, is a person who has no specialized training, but has the knowledge that comes from having lived with, suffered through and conquered the problem at hand. The paraprofessional knows all the tricks of the trade and the ways in terms of which people who don't really want to solve a problem seek to escape from doing so. Since the paraprofessional knows the excuses, rationalizations, and points of weakness, he or she can anticipate and help prevent them from having adverse effects. Even without the cloak of expert authority, paraprofessionals are in an excellent position to help others, who, like themselves in the past, are grappling with the problem, but unlike the paraprofessional, do not have the encouragement that

comes from knowing in a personal way that resolution is possible.

Another advantage of a paraprofessional is that he or she can review with the expert the problems being experienced in giving help. This is the psychiatrist, social worker, minister, etc. Insights gained into his or her own behavior and the behavior of those to whom he or she is seeking to help can be gained from the professional orientation of the expert. These two factors, i.e., the paraprofessional's having "been there," plus the paraprofessional's access to the expert, appear to be what has caused the paraprofessionalism movement to gain the momentum that it has.<sup>10</sup>

By a curious analogy, instruments serve line managers in a paraprofessional sense. The self-help motivation is strongly present, and instruments serve the purpose of assisting members to deal with their own attitudes and behavior. But because the confrontations created by the instruments come from colleagues who

are learning, the punishment or reward-effect, to acceptance or rejection by an expert, is lacking.

We have taken the more literal meaning of the paraprofessional one step further, particularly in "Phase 2 Team Building." The Phase 2 instrument organizes the sequence of activities essential for strengthening teamwork. In addition, a lateral colleague of the boss, someone of the same rank but from another team, and often from a different segment of the company, often sits with the group as a "process" observer. This observer is no expert in the technical sense, but his or her own team has successfully completed team building so he or she "knows" what is possible and the barriers necessary to overcome.

The issue of the paraprofessional as it relates to the effectiveness of OD, and change in other settings as well, is analyzed and dealt with elsewhere.<sup>11</sup>

**13. The instrumented character of OD as a "package" is frequently criticized for standardization.**

This issue can be focused in the following way.

It is important to distinguish the idea of a "package" as an organized, systematic, coherent, comprehensive way of approaching learning from a gimmick or "exercise." The training field is now saturated with gimmicks, from the NASA problem to handbooks of structured exercises, including any number of publishers who make available theory-free modules that can be applied almost anywhere under almost any conditions and for almost any "purpose."<sup>12</sup> To confuse a package with a gimmick is narrow-sighted, and likely to confuse the sound ways of solving the trainer-dependency problem with unsound ways of increasing it. When trainers use gimmicks, they are not used in the Instrumented Team Learning way of transferring responsibility for learning fully to participants themselves. Rather, the trainer remains in control and the gimmick is used to arouse interest and involvement. The trainer, in the latter part of the experience, often unwittingly, draws attention through

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a teacher-centered classroom-centered way, helping participants to voice their feelings, aiding in generalizations, or even more often, prescribing conclusions participants are expected to listen to based upon what they experienced.

Management training and development carried out under the guise of OD has regressed over the past decade. It is now more fragmented and more watered down, more gimmicks, more exercises, more trivia, more tool kits, "trinket training," more junk — and less dynamic, less organic, less fundamental. It may be necessary to go through the "trinket" and junk training, in order for training and development professionals to find that it does not work, and before professional standards can emerge.

#### 14. The diagnostic orientation of Grid OD.

Without diagnosis of the actual problem, no amount of effort applied to the situation will help it or improve it. The dilemma is, "How can you have organizations

with unique problems and yet use the same OD approach with all of them?" The issue is that what you treat is contingent on the problem you diagnose.

Now for an analogy. Imagine the construction industry operating by hunch and intuition, reinforced by the wisdom of ages, but without any awareness, through engineering and technology, of principles of physics, or, through mathematics of measurement. This is comparable with the state of human management at the present time, where hunch and intuition is combined with historical wisdom, but without awareness, through applied social psychology, anthropology, and personality theory of fundamental behavior principles that day-by-day management may be ignoring.

How would you use diagnosis problems in the field of construction under these conditions? Would you carry a diagnosis out at each "unique" building site and discover the presence of the same weaknesses time after time, or would

you conclude that the same kinds of problems preventing better construction are universal to the industry? The latter is a sounder way, for then it becomes possible to offer the construction industry the kind of basic learning necessary to resolve its problems.

Grid OD is geared to such a proposition within the field of human effectiveness. It undercuts surface differences between one company and another of the kind that a shallow diagnostic approach might emphasize, searching out underlying causes of real problems. These are present everywhere. They are the "universal" management problems of our time: teamwork, conflict resolution, goal-setting, involvement dynamics and strategic formulation of ideal possibilities in planning models.

Specifics that are unique to situations are not ignored but are dealt with as part of the larger strategy. After managers have learned to use a diagnostic orientation in their basic situation, they

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are then assisted to solve an endless variety of local difficulties by methods that honor the self-help principle. Examples of specifics that may be unique to one setting include safety, tool management, stealing, early quitting and absenteeism at lower levels; and delegation, time management, strategic planning, manpower reductions and new plant openings at higher levels.<sup>13</sup>

**15. Sometimes OD, because it advances through a series of phases, is believed to be "rigid" and proceeds in an invariant sequence.**

This also needs to be reevaluated in the light of actual practice.

This is another example of failing to distinguish strategy and tactics and to appreciate that OD *tactics* are contingent in character. The Baytown project started with a vertical Phase 3 type intergroup confrontation between the manufacturing department in Houston headquarters and the top team at the Baytown Refinery. It was only after that conflict had been over-

come that it became possible to talk about other basic aspects of OD and to start into Phase-1 Grid-Seminar training.

There are indeed many examples that involve a variant sequence and even of phases not utilized when they are not pertinent to the situation.

The six phases of Grid OD, and the sequence in which they are arranged, constitute the strongest recommendation for a strong OD effort, one which is sound for most organizations. Where distinctive circumstances exist, Grid OD is altered to the requirements and to the outstanding dilemmas facing each specific organization.

Laundry-listing the fundamentals of OD technology is possible, but it is not the point. None of the fundamentals of OD formulated here is new since publication of *Corporate Excellence Through Grid Organization Development* in 1968. The point is that a large majority of "OD" people do not know these principles or, if they do, fail to give them appropriate consideration. As a result of this violation of fundamentals, OD has become stuck. Line managers have come to withhold cooperations from so-called OD activities because they can see no prospect of bottom-line impact from them. This is not a repudiation of OD but of the exercise approach to OD.

#### The OD Delivery System

When the organization is the unit of change, the logistics of change and development present some practical difficulties. Significant attention needs to be given to the following dilemma, which it has yet to receive, in much of the OD literature.

An organization is regarded as a membership group with members, as individual persons, being carriers of traditions, precedents, and past practices and who, within limits, make decisions, solve problems, fabricate plans and design models within these traditions. Then it follows that the entire membership must be actively involved in thinking through how the organization has been performing and what is needed for the organization to perform in a more excel-

lent manner. If members are not involved, at best they can implement change to which they may not be committed; at worst, they can resist the introduction of needed change in a thousand ways.

The dilemma is that of designing an OD delivery system that involves the organization's entire human mass.

If an organization is larger than, say, 100 or 200 people, which nonetheless defines a very small organization, it can be seen, when viewed logistically, that the involvement of the organization's entire mass by expert-centered change efforts is next to impossible. There simply are not enough experts to go around, particularly if one conceives that the most progressive organizations, in terms of seeking OD, are the largest ones in terms of utilization of people. Multiply the number of experts who would be needed by the number of experts available by the number of different kinds of interventions required to progressively deepen the change impact on the organization, and the logistics difficulties are insurmountable.

The situation is different and the technology feasible when one turns away from expert-centered OD toward instrument-oriented OD. The use of instruments to learn theories and then to apply them to team building and later to intergroup development; for designing an ideal strategic-corporate model; and finally for implementation and consolidation of that model as the organization's operational blueprint, is entirely feasible. There are no inherent limitations in the technology itself.

#### The Unchallenged Use of the OD Consultant

The expert-centered approach to change inevitably results in piecemeal, fragmentary and partial interventions of opportunity rather than the systematic, programmatic, sequential steps of intervention that can be brought into use by virtue of the fit between logistic requirements and organization size.

The OD consultant is virtually rendered obsolete in the sense of



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the "consultant" methodologies now being employed in expert-oriented strategies of change. The medical model derived from the doctor-patient relationship remains in vogue even though it has outlived its usefulness. OD people cling to it and the question is, "Why?"

The first fully-instrumented laboratory brought the answer vividly home. It took place at Bella Vista, Arkansas, where all groups from the very beginning were engaged in Instrumented Team Learning.<sup>14</sup> The laboratory commenced on a Sunday evening at 7:00 with a brief general session. This did little more than identify the objectives of the seminar and to assist participants to become acquainted with the color team in which they would be members.

The general session then broke for individual groups. Participants found the prospect of the group situation very natural and went on their way, leaving us in the General Session room. We had created a dilemma. If we were to offer help, we would be violating the very norm that we had already introduced; if it were needed but not provided we would be seen as irresponsible. The groups assembled in their meeting rooms, took the tasks and the instruments in hand, and immediately went to work, producing their own self-help centered learning, without incident. A disturbing aspect to us, however, was unanticipated. When the team sessions were over at 9 p.m., participants returned to the General Session room for a generalization session, they passed us in the hall and either ignored us by virtue of being tied up in their own discussions or acknowledged our presence in a nominal way.

The dramatic alteration from being an "important" trainer to being the managers of a learning seminar told us how deeply rewarding it is to trainers to position themselves in groups as has become traditional, and how self-reducing it can be when the trainer expects the accolades of group members, but, not acting as a trainer, does not set up the environment in which such re-

wards come his or her way.

Was this reaction of feeling "un-needed" unique to us, or did it exemplify a much deeper "need" of academic professors, more generally considered? We think the latter, and we found the following quotation particularly pertinent in this regard.

The goal of being in a position of authority such as the presidency is to have power. "I would even suggest that the man who does not relish the power that accompanies such responsibilities will be very uncomfortable in the exercise of administrative authority."

The following very perceptive comment was also made about professors. ". . . I have known as many teachers who are in the classroom because they like a feeling of power, of displaying their vastly superior knowledge before a vastly inferior audience, as I have deans and presidents who respond to comparably base motives."<sup>15</sup>

This quote reaffirms why Instrumented Team Learning has provoked such resistance in academic

settings. For professors to embrace this approach requires them to give up "power."

### The Catalytic Mode of Consultation

Based on frequency of articles in the literature, the single most widely applied consultant-oriented way of OD intervention relies on catalytic strategies. This is documented in *Consultation*, where what this means is demonstrated in dynamic terms. It means the consultant accepts the client's status quo and works within it as a facilitator to help accelerate the rate of movement. The consultant challenges nothing, and limits the interventions to (1) data gathering, sometimes via a client-designed questionnaire, a survey-research questionnaire, or a client-approved interview format and then summarization, leaving it to the client to diagnose meanings and invent actions; and (2) procedural help, ". . . would it be better to do this or that . . . ?" Thus, the catalytic strategy deals with felt needs, not with latent needs that an expert

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should be able to bring to the client's attention (an advantage even if the other negative implications were absent).

Viewed from the consultant's point of view, this approach is (1) "safe" because he or she is exposing none of his or her own thinking, and (2) profitable because it keeps the client busy having meetings for digestion, planning and process evaluation.

The catalytic mode of intervention is adverse for the client for reasons already mentioned and because it also leads to patching up the status quo in the name of change or development, rather than rectifying the real problems which are most often inherent in the status quo itself.

### To Sum Up . . .

Consultants continue to retain control in the consultant-present context, and in this way they persist in dampening the potential-change effects that can be introduced by Instrumented Team Learning. If they were to rely on instruments, then the highly sig-

nificant personal rewards of being important to others would be diminished to the point where they would not feel useful. As we see it, the OD professionals would rather stay in control and be ineffective, than to release control to instruments, and in this way generate the self-help dynamics essential for constructive change to come about.

Incidentally, universities are pretty generally "stuck" on this same teacher-centered classroom design, and until professors and teachers learn something of their own motivations for being "important to their students," not much change is likely to occur. Professors are blocking the progress of education by insisting that they be located in central "authority" relationships with their students. This is so no matter how disguised the lessening of control may appear through the use of teaching assistants, films or small discussion groups with or without teaching assistance, and so forth. Regardless of the ancillary teaching devices employed, the professor remains central to the situation and in control of it, with the result that real self-help motivations are unlikely to appear.

The OD movement will become significantly more "stuck" and fragmented before it overcomes the horrendous hurdles of politics and selfish interests, reliance on gimmicks and exercises, the professional narcissism of consultants, etc., that are currently keeping the catalytic approach in its "stuck" condition. The kinds of issues discussed here are ones that must be resolved if a sound principles-oriented basis for bringing excellence into organization performance through organic OD is to come about.

The Grid approach which adheres to these principles and technologies has enjoyed continuous growth, demonstrating that it is not the OD movement that is stuck but rather approaches that limit themselves by violating fundamentals and sound technology.

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