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ORGANIZING FOR CHANGE:
AN ASSESSMENT OF ORGANIZATION DEVELOPMENT
ACTIVITIES OF TRAINING CONSULTANTS

by
Katherine Waller

A dissertation submitted in partial fulfillment
of requirements for the degree of

Doctor of Education

1988

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Organizing for Change:
An Assessment of Organization Development
Activities of Training Consultants

Waller, Katherine, Ed.D. University of San Diego, 1988.

Chair: William P. Foster, Ed.D.

Organization development is little more than twenty-five years old and as such constitutes a field of endeavor which is still in the process of evolving. While organization development has obviously received widespread acceptance, especially in the United States, the specific nature of this acceptance and application is still unclear. Little up-to-date information exists to any degree of detail about organization development consultants in the United States and their training activities. Such information would be extremely helpful to corporate managers prior to their investing considerable sums of money in organization development efforts.

The purpose of this dissertation was to examine and analyze the background and training of consultants involved in organization development activities, the client organizations served by these professionals, the types of organization development interventions most commonly employed by the training consultants, and the resources utilized by internal and external consultants conducting

organization development activities.

The data were collected from a review and analysis of organization development research literature and from a descriptive survey questionnaire utilized to obtain information from a sample of 102 practicing consultants from a variety of institutional settings throughout the United States. Both qualitative and quantitative information from the training consultants was collected through the survey questionnaire. The descriptive information gathered by the survey was used to identify commonalities and patterns with regard to the background and professional preparation of organization development consultants, client organizations, interventions of choice, and professional resources. The data obtained by the closed questionnaire items were analyzed to determine the number and percentage of total response group selection. Tables and charts with numerical summaries were used to augment the written description of the results.

The findings of the study demonstrate that the field of organization development must come to grips with its fragmented rather than integrated identity and the overriding issue of organization development's productivity and cost effectiveness. The training consultants, themselves, come from diverse educational backgrounds, with the majority possessing advanced degrees in fields related to the practice of organization development. They employ a wide variety of interventions with teambuilding and survey feedback being highly favored as the interventions of choice for a multitude of organizational problems. Coursework in

organization development theory and practice, human relations, and leadership development are helpful for entering into practice as a consultant and for remaining abreast of developments in the field. Organization development trainers also find professional association workshops helpful for these purposes.

It is anticipated that the findings of this study will benefit corporate executives employing the services of organization development consultants, academicians developing curricula designed to train organization development practitioners, graduate students contemplating careers as organization development specialists, and finally, organization development consultants engaged in organization development activities.

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CHAPTER I

Statement of the Issue

Introduction

Organizations are an important element of the modern world, and endeavors to manage their environments, both externally and internally, have been diverse and numerous. One of the more recent approaches to this problem is organization development. Organization development is defined by the researcher as an evolving collection of concepts and techniques directed at improving organizational problem solving and innovation by means of effectively managing the organizational culture. In order to attain these ends, organization development focuses on the existing values, attitudes and relations among individual employees and teams of workers within the organization.

Organization development is little more than twenty-five years old and as such constitutes a field of endeavor which is still in the process of evolving. Today, the question is not whether it will survive, but rather what directions it will take in the years to come.

A survey of writers, researchers, practitioners, and managers of organization development programs in the United

States revealed that the respondents expected several themes to dominate organization development during the next two decades (Spier, Sashkin, Jones, & Goodstein, 1980).

System-wide interventions, long term change, power and influence, and the development of an adequate body of organization development theory were among the areas pinpointed as likely to receive increasing attention.

At the present time, organization development has found widespread application in a variety of forms in such countries as the United States, Canada, England, Norway, Sweden, Finland, Holland, Japan, the Phillipines, Australia, and New Zealand. Prominent corporations abroad utilizing organization development include J. Lyons and Company (England), Imperial Chemical Industries (United Kingdom), Royal Dutch Shell Group, Business Consultants, Inc. (Tokyo), and San Miguel Corporation (Manila).

Within the United States, companies of all sizes including numerous ones in the ranks of the Fortune 500 have embraced organization development techniques. Union Carbide and Exxon were among organization development's earliest proponents. More recently, these corporate giants have been joined by such companies as Digital Equipment Corporation, Proctor and Gamble, General Motors, Ford Motor Company, Bankers Trust Fund, IBM, Polaroid, Heinz Foods, and TRW, Inc.

TRW, Inc. has been particularly prominent in the emergence of organization development in the United States.

It has been within this organization that a variety of organization development techniques have been tested. Organization development efforts have included team building, intergroup team building, interface laboratories between departments and between company and clients, laboratory training, career assessment workshops, and organization redesign and restructuring for quality and productivity at the work site.

Aside from industrial applications, organization development has also been employed in a variety of other settings; social service agencies, health care institutions, police departments, the United States military, governmental units at the local, regional, and national levels, higher education institutions, primary and secondary school systems, and Native American tribal councils.

Professionally, the field of organization development has advanced during the past two decades. The major United States professional association, the Organization Development Network, today numbers over 2100 members. Most of these individuals have responsibility for organization development efforts in their corporations or are scholar-practitioners in the field.

Within academia, it is not uncommon to find universities and colleges offering masters programs with concentrations in organization development. Furthermore, many schools of business administration offer graduate courses focusing on organization development as part of

their M.B.A. curricula. Lastly, academic programs in organization development can also be found abroad, particularly in Canada, England, Australia, and New Zealand.

Origins of Organization Development Theory

As has already been alluded to, organization development is one of the more recent approaches utilized by corporate personnel to improve organizational effectiveness and at the same time to increase individual job satisfaction. Basically, it is an attempt to harmonize the needs of the organization with those of the individual. Organization development theory did not evolve in a vacuum. During the earlier part of the twentieth century there was an emphasis in the United States on human engineering or scientific management which attempted to obtain the most efficient use of the work force and thereby increase the production of goods and services. After World War II the climate changed, for workers had now begun to look to the organizational environment to help fulfill not only their needs for survival and security, but also some of their social wants. As a result, attention focused on employees' social needs within the organizational context and ways of satisfying them so that the workers' motivation and productivity might ultimately increase.

By the late fifties and early sixties further advances were being made to meet the demands of the times. It was

recognized that formally training individuals for positions of high responsibility within organizations was likely to be a constructive channel for helping to create effective managers. Consequently, it was at this time that numerous management succession and development programs were instituted in a variety of organizational settings.

From the mid-sixties until the present the emphasis has been on the total system and how to increase its efficiency by changing it along various dimensions. More sophisticated information systems are now being utilized within enterprises, and such attempts as organization development which focus on the human side of an enterprise have materialized to also aid in improving parts of systems and systems in their entirety.

A closer examination of the evolution of organization development reveals that its roots extend back to the years immediately following the end of the Second World War. During World War II, the critical shortage of manpower and resources resulted in a search by social scientists and managers for ways to maximize the use of individual and organizational resources. At this time, a great deal of attention was given to personnel training at all levels and to long term organizational planning. The first antecedent of organization development emerged in 1945 through the work of Leland P. Bradford of the Federal Security Agency. He was assigned the duty of establishing training programs for the departments of the Federal Security Agency and in doing

so introduced the idea of training as an integrated program of individual and organizational growth. He believed that it was inefficient to improve one part of an organization such as individual attitudes and behavior without taking into account the entire organization, that is, its culture, structure, and so forth. From such a pregnant idea came new directions in training methodology.

Innovations were not long in coming, and by 1946 the first concrete example of what came to be called T group training or laboratory training arrived upon the scene. Bradford along with two other social scientists, Ronald Lippitt and Kurt Lewin, served on the training staff of the Connecticut Interracial Commission, and at that time developed the technique of removing work groups of an organization to an off-site setting where new ideas regarding interpersonal skills, attitudes, and behavior were presented by the trainers and practiced by the participants.

Through the late forties and early fifties more sophisticated group methods were developed all within the framework of the original Connecticut program. However, evaluation of the method (Bradford, 1967; Marrow, 1967) revealed that the skills learned in a laboratory setting could be transferred by the participants back to their organization and community settings only with great difficulty, and over the long run the trained members showed less effectiveness than the untrained employees. This phenomenon was due to the fact that the new skills and

attitudes fostered by T group training were incompatible with the ways in which subordinates, superiors, peers, and the organization at large expected their members to perform. Thus, the trained participants were negatively reinforced for putting into practice what they had learned during laboratory training. This realization then led to a further search for ways to integrate training methodology with the organizational setting.

One advancement with respect to this problem was made by Floyd Mann, Rensis Likert, and Daniel Katz of the University of Michigan's Survey Research Center. They developed the embryonic stages of the system-wide survey feedback technique which relates data generated by individuals along different dimensions to the work setting through the use of attitude surveys and data feedback in workshop sessions. The real breakthrough in organization development at this time, however, was the creation in 1957 of a program with organization development theoretical underpinnings by the Esso Standard Oil Company. It was the first program of its nature to integrate individual and group training with organizational analysis as a device for generating organizational change. The laboratory training programs to alter individual and group attitudes and behavior were coupled with changes in the organizational structure. In this manner, behavior patterns which were learned in the laboratory setting were then transferred to more receptive organizational settings. From the positive

results of this program, organization development received the impetus to evolve further until it reached the point at which it is today.

Purpose of the Study

While organization development has obviously received widespread acceptance, especially in the United States, the specific nature of this acceptance and application is still unclear. Little up-to-date information exists to any degree of detail about organization development consultants in the United States and their training activities. Such information would be extremely helpful to corporate managers prior to their investing considerable sums of money in organization development efforts.

The purpose of this study was to examine and analyze the background and training of consultants involved in organization development activities, the client organizations served by these professionals, the types of organization development interventions most commonly employed by the training consultants, and the resources utilized by internal and external consultants conducting organization development activities. The data were collected from a review and analysis of organization development research literature and from practicing consultants from a variety of institutional settings throughout the United States.

The conclusions of this study should benefit corporate executives employing the services of organization development consultants, academicians developing curricula designed to train organization development practitioners, graduate students contemplating careers as organization development specialists, and finally, organization development consultants, themselves, engaged in organization development activities.

Research Questions

The following questions guided this study:

1. What is the state of the art of the field of organization development based on a literature review and analysis?
2. What are the prevalent backgrounds and training for consultants involved in organization development activities?
3. Which types of organizations utilize organization development interventions most often?
4. What are the most frequent organization development interventions of choice? Why are they frequently employed?

5. What are the professional resources of choice for consultants in upgrading and sharpening their organization development skills?
6. What major challenges will face the field of organization development in the year 2000?

Definition of Terms

The following terms were defined for the purposes of this study as follows:

1. Client: The person, group, or organization which is the object of change efforts by a consultant. The client may be in the same organization as the consultant/change agent, as in the case of a line manager who is the client of a staff organization development training group, or the client and the consultant may be in different organizations entirely.
2. Consultant (internal, external): An internal consultant is a member of the organization he or she is attempting to influence. An external consultant is not a member of the client organization in any sense of employeehip.

3. Environment: Used to refer to the physical and social context within which any client is functioning, be it a person, group, or organization.
4. Interventions: The range of planned, programmatic activities in which clients and consultants participate during the course of an organization development program. These activities are designed to improve the organization's functioning through enabling organization members better to manage their team and organization cultures.
5. Organization Development: An evolving collection of concepts and techniques directed at improving organizational problem solving and innovation by means of effectively managing the organizational culture. In order to attain these ends, organization development focuses on the existing values, attitudes and relations among individual employees and teams of workers within the organization.

Limitations and Delimitations

The following factors posed limitations for this study:

1. All generalizations applied only to the National Organization Development Network membership.
2. The results and implications of this study were dependent on the willingness of the participants to respond truthfully and in a timely manner. The results were also dependent on the accuracy of the data provided in response to the survey questionnaire.

The following factors posed delimitations for this study:

1. The data collected were limited to that gathered by a survey questionnaire.
2. Only currently active members of the National Organization Development Network were eligible to be selected as participants for this study.

Organization of Dissertation

In Chapter I the researcher discusses the importance of

this study, its purpose, and its research questions. Definitions of specific terms and limitations and delimitations of the study are noted.

Chapter II consists of a review of the literature relevant to organization development and training consultant activities. It enables the reader to place the study within the context of prior research.

A detailed description of the research design and methodology as well as the data obtained in the study are provided in Chapter III. This is followed by Chapter IV in which the analysis of the data is presented, and the results discussed.

In Chapter V the researcher summarizes the study's conclusions and recommendations. The appendices containing materials employed during the conduct of the study are located after this final chapter.

CHAPTER II

Review of the Literature

Definition and Characteristics of Organization Development

Organization development, as of yet, is still an evolving field of theory and practice. Consequently, there is not absolute agreement among organization development theorists as to its definition and characteristics. Nevertheless, as will be seen, certain prominent traits do surface throughout the literature on this subject.

One organization development theorist, Beckhard (1969), describes organization development as a methodology which is planned, encompassing the entire organization, managed from the top, and designed to better the health and effectiveness of the client entity through the employment of planned interventions in the organizational processes. Such a change effort is planned in the sense that the client organization is diagnosed for likely problem areas which can be eliminated, and interventions are then chosen which can remedy these situations. Interventions are based upon behavioral science knowledge concerning individual

motivation, power, perceptions, cultural norms, problem solving, goal setting, interpersonal and intergroup relations, and conflict management. Some organization development intervention techniques are team building, intergroup conflict resolution, managerial grid, and survey feedback.

According to Beckhard, some of the operational goals of an organization development effort are (p. 9):

1. To develop a self-renewing, flexible system that can organize in a number of ways to meet the demands of the tasks at hand, rather than adapting the tasks to fit the existing organizational structures.
2. To optimally increase the effectiveness of the permanent (basic organization chart) and temporary (committees, projects, etc.) systems of the organization by utilizing built-in, continuous improvement mechanisms.
3. To increase cooperation and decrease competition among interdependent units.
4. To provide channels through which organizational conflict can be recognized and dealt with. Conflicts are inevitable in

complex organizations, and instead of wasting energy in attempting to ignore them, organization development helps the client system to confront such problems and resolve them.

5. To create an organizational atmosphere in which decisions are made by those best qualified to handle them, rather than solely by those who have the authority but possibly not the expertise to do so.

Lastly, Beckhard delineates those characteristics common to most organization development efforts (p. 9):

1. It is a planned program encompassing the entire target system.
2. The top levels of the organization endorse the organization development program and accept overall responsibility for its management.
3. It is directly linked to the organization's goals in that it attempts to create conditions which foster the achieving of the organization's mission.

4. It is a long term effort. The emphasis is on the development of permanent change, not just on short term effects.
5. Organization development activities result in organizational change and not simply in increased awareness or knowledge about the process of organizational improvement.
6. The focus is on attitude and/or behavior change. As people are the most important components of any organization, they are the major target of change in terms of their attitudes, behavior, and performance.
7. Experienced-based learning activities are heavily relied upon. If change is to materialize, it is necessary for the participants in an organization development program to examine their present behavior, experiment with alternatives, and begin to practice modified ways.
8. As it is at the group level that most tasks are performed in an organization, organization development efforts deal primarily with work

groups. Organization development theorists assume that groups and teams are the basic units of the organization to be changed in progressing toward system-wide health and effectiveness.

Bennis (1969) develops themes similar to those of Beckhard in describing his view of organization development. He defines organization development as an educational strategy utilized to create planned organizational change. In doing so, organization development focuses upon the values, attitudes and relations among individuals and teams of employees within an organization. The changes which are induced by various organization development strategies, tend to deal with such problem areas as communication dysfunctions, leadership issues, and intergroup conflict. The interventions, themselves, rely upon data and experience generated by the members of the given organization, and these strategies are usually monitored and directed by change agents or consultants from a behavioral science background. The consultants and clients, through a relationship of mutual trust and joint determination of objectives and means, seek to increase the overall effectiveness of the organization in terms of both collective and individual goals.

Burke and Goodstein (1980) contribute an additional perspective on organization development. They pinpoint the

commonly sought goals of organization development as (p. 5):

1. Improvement in interpersonal competence;
2. A shift in values so that human factors and feelings are seen as legitimate;
3. Increased understanding between and within working groups so that tensions can be reduced;
4. Development of more effective team management;
5. Development of improved methods of conflict resolution; and
6. Development of organic as opposed to mechanical systems.

Fullan, Miles, and Taylor (1980) unearth a multitude of variations and emphases. From their overview they derive their own definition of organization development in general by stating that it is comprised of various crucial elements; planned change over the long term; organizational improvement in problem solving, communication, collaboration, participation, trust, and uncovering and confronting conflict; a focus on human processes and

technostructural factors with the aim of improving both task accomplishment and the quality of the work life of the employees; the assistance of a change agent; and the utilization of behavioral science techniques to gather data about the organization in a reflexive, self-analytical manner. All these elements must be integrated into the organization development effort in a balanced fashion.

Lastly, a final view of organization development is provided by French and Bell (1984). They define it as "a top-management-supported long term endeavor aimed at improving organizational problem solving and renewal processes primarily through more effective management of the organizational culture" (p. 17). The methodology of organization development pays attention to prevailing attitudes, values, activities, and patterns of interactions of formal work teams within an organization; to the assistance that the internal or external consultant lends to the organization development effort; and to behavioral science theory and technology applicable to the target organization. Technologically, the primary model of an organization development effort is that of action research which consists of diagnosing the organization for problem areas, gathering data from the target groups of the organization development effort, providing data feedback to the client groups, having the client groups examine the data, and then having them implement a plan of action. As this process demonstrates, the end result of organization

development is research that materializes in the form of concrete action directed toward organizational improvement.

As can be seen by what these scholar-practitioners and others write (Albrecht, 1983; Beer, 1980; Dalton, Lawrence & Greiner, 1970; Huse, 1980; Margulies, 1973; Miles, 1975; Partin, 1973), certain commonalities appear throughout the organization development literature. It can be concluded that an organization development endeavor is a planned effort of carefully delineated actions and goals with the intended result of positive organizational change and design. This endeavor has the commitment of top management and emphasizes the organizational level at which work teams interact. Furthermore, the organization development program is not expected to produce instantaneous results, for time is an investment willingly made for the sake of producing permanent improvements in the organizational culture. Additionally, such advances may lead to further improvements and thus an evolving process of development for the organization. Lastly, direction and data for an organization development effort are generated by the groups involved in it as they strive to educate themselves about the values, attitudes, and interaction and communication patterns that are present in their midst.

Assumptions of Organization Development Theory

Organization development is based on various assumptions about humans as individuals, and as participants in groups and in total systems. Bartunek & Keys (1982), Beckhard (1969), Bennis (1969), French, Bell, & Zawacki (1983), Greiner & Barnes (1970), Lippitt, Longseth, & Mossop (1985), and Partin (1973) have all articulated the nature of the major organization development assumptions. With respect to people as individuals, it is believed that persons will strive toward personal growth and development if they find themselves within an environment that is both challenging and supportive of their growth. Furthermore, most individuals are capable of and would be willing to make a higher level of contribution to the attainment of organizational goals if only it were not for the failure of the organizational climate to encourage such efforts on the part of its membership.

There are numerous organization development assumptions about group participation. According to behavioral science most people desire to be accepted and to cooperate with at least one small reference group, be it a work group or the family. It should be noted that one of the most important reference groups for most is the work team, because it is from such a unit that feelings of satisfaction and competence can be derived. Then too, suppressed feelings in

a work group can result in suboptimal problem solving, less personal growth for the membership, and a lower level of job satisfaction. When attempts are made by the members to deal honestly with each other's feelings the degree of interpersonal trust among them can increase, and they can become more supportive of one another. Given all this, organization development theorists conclude that the solutions to many attitudinal and motivational problems within the organizational setting can be directly linked to the health of the interactions within the work group. Bettering such transactions can lead to the elimination of numerous problems.

Lastly, people in total organization systems exhibit several behavior patterns which are taken into account by organization development assumptions. Most basically, work groups overlap one another and whereas one manager may be a superior in one group, he or she may be a peer or subordinate in another group. Thus, it can be assumed that the manager's behavior in one group is likely to be influenced by the members of the other groups of which he is a member and vice versa. On a more general level, this results in having what happens in one subsystem tend to affect and be influenced by the other parts of the system. Due to the occurrence of this phenomenon, organization development tends to stress cooperative strategies for intra and intergroup behavior rather than the more costly "win-lose" approaches that so many organizations

allow to evolve among their work teams.

Action Model of Organization Development

Even though organization development employs a variety of interventions which will be discussed later, an organization development program's basic thrust is organizational change. It attains this goal through the use of the organization development action model. Lewin (1951) provided a working definition of organizational change as a process which occurs in three stages. During the first stage "unfreezing" occurs within the organization. That is, its members recognize and feel the need for change. Organization development interventions bring this about initially by causing the participants to focus on their actual behavior and existing organization problems. The second stage of this organizational process is termed "changing". At this point new methods and skills are introduced and applied to cause organizational change. The final stage, "refreezing", consists of the new behavior patterns being permanently incorporated into the organizational environment. In this fashion, the improvements which have been brought about by change mechanisms are integrated into the normal process of the organization.

At this juncture it should be noted that Argyris (1982) has offered a more sophisticated view of organizational and

individual change. He argues that within an organization, single-loop learning occurs when an error is detected and corrected without altering the source of the error or underlying values of the corporate culture. The preponderance of learning which takes place in organizations is single-loop in nature.

Ideally, double-loop rather than single-loop learning should be the organizational norm. Double-loop learning occurs when an error and its source are detected and corrected. This involves focusing not so much on the values espoused by the members of an organization but on the values governing and motivating their actual actions. Unfortunately, most individuals are not always aware of these underlying values and lack the skill to successfully identifying them. According to Argyris and Schon (1978) change interventions enabling organizational members to do so must begin at the highest level of the organization where the autonomy to implement learning exists. Secondly, the learning itself must occur at the individual level and subsequently spread to the broader system.

The basic components of the organization development action model as described by French and Bell (1984) are the diagnostic component, the action or intervention component, and the process maintenance component. The diagnostic component provides an accurate account of activities as they are really being carried on in the organization. This objective is achieved by collecting and analyzing data from

the total system, its subsystems, and its processes. The action component includes all the activities of the members and the change agent to improve the functioning of the organization. Intervention activities lead to planning of action steps, the implementing of these plans, and lastly, the evaluating of these actions. The third component of the organization development model is that of process maintenance. That is, once begun, the organization development process of organizational self evaluation and improvement must persist so that the client system continues to grow and adapt to the demands of the environment, internally and externally. Such mechanisms as data collection and feedback will aid in monitoring the system in order to ascertain where the system is functioning well and where further improvement needs to be effected.

Interventions

There are numerous organization development interventions which can be used as the action component of an organization development program. Firstly, such an intervention can be described as a planned, programmatic activity in which clients and consultants participate during the course of an organization development program. The intervention is designed to improve the organization's functioning through enabling organization members to better manage their team and corporate cultures.

French and Bell (1984, pp. 126-128) have developed a useful typology of the major families of organization development interventions:

1. Diagnostic Activities: Fact-finding activities designed to ascertain the state of the system, the status of a problem, the "way things are." Data collection methods include interviews, questionnaires, surveys, and meetings.
2. Team-building Activities: Activities designed to enhance the effective operation of system teams. They may relate to task issues, such as the way things are done, the needed skills to accomplish tasks, the resource allocations necessary for task accomplishment; or they may relate to the nature and quality of the relationships between the team members or between members and the leader.
3. Intergroup Activities: Activities designed to improve the effectiveness of interdependent groups. They focus on joint activities and the output of the groups considered as a single system rather than as two subsystems.

4. Survey Feedback Activities: Related to and similar to the diagnostic activities mentioned earlier in that they are a large component of those activities. However, these activities center on actively working the data produced by a survey and designing action plans based on survey data.
5. Technostructural or Structural Activities: Activities defined as the broad class of interventions or change efforts aimed at improving organization effectiveness through changes in the technological or structural aspects of subsystems.
6. Process Consultation Activities: These activities embody a consulting mode in which the client is given insight into the human processes in organizations and taught skills in diagnosing and managing them. Attention is directed at communications, leader and member roles in groups, problem solving and decision making, group norms and group growth, leadership and authority, and intergroup cooperation and competition.

7. Grid Organization Development Activities:

Activities invented and franchised by Blake and Mouton (1964), which constitute a six-phase change model involving the total organization. Internal resources are developed to conduct most of the programs, which may take from three to five years to complete. The model begins with improving individual managers' leadership skills, moves to team improvement activities, then to intergroup activities. Later phases include corporate planning, developing implementation tactics, and concluding with an evaluation phase assessing change in the organization culture and looking forward toward future directions.

8. Life and Career Planning Activities:

Activities that enable individuals to focus on their life and career objectives and how they might go about achieving them.

9. Planning and Goal Setting Activities:

Activities that include theory and experience in planning and goal setting, utilizing problem solving models, planning

paradigms, ideal organization versus real organization "discrepancy" models, and the like. The goal of all of these activities is skill development at the levels of the individual, group, and total organization.

10. Strategic Management Activities:

Activities that help key policymakers reflect systematically on their organization's basic mission, goals, environmental demands, threats, and opportunities and engage in long range action planning of both a reactive and proactive nature.

In drawing conclusions about the overall effectiveness of organization development techniques or about the value of one technique as opposed to another, it must be recognized that most of the research findings only demonstrate that organization development methods have been responsible for positive, and sometimes negative, change in some but not all areas of organizational life. For example, Porras and Berg (1978) reviewed 35 studies of organization development interventions published between 1959 and 1975. Each study described realistic situations in which organization development techniques were employed. Porras and Berg focused on outcomes such as performance satisfaction and

process effects such as openness and self-awareness. They found that organization development interventions were associated with positive organizational change approximately 50 percent of the time. Specifically, worker efficiency and performance were more apt to improve than job satisfaction. Furthermore, task-oriented laboratory training, managerial grid, and survey feedback techniques tended to be perceived as more effective than process-oriented laboratory training. Lastly, moderately intense interventions (participant involvement of 16 to 20 days and consultant activity of 13 to 24 months) generally resulted in the highest levels of change and improvement.

Nicholas (1982) utilizing criteria such as employee turnover, profits, and efficiency, evaluated the effectiveness of 65 interventions. Similar to Porras and Berg, his investigation of techno-structural, human process, and mixed approaches revealed that organization development led to significant increases for 45 to 55 percent of the performance measures. However, unlike Porras and Berg, he found that process-oriented laboratory training proved more effective than such interventions as team building and survey feedback.

Sashkin, Burke, Lawrence, and Pasmore (1985) pinpointed the 10 most widely used organization development approaches as the laboratory method, survey feedback, action research, process consultation, contingency theory, sociotechnical systems, grid organization, management by objectives, and

survey-guided development. Furthermore, they argued that the three most relevant organization development approaches today are process consultation, contingency theory, and sociotechnical systems, for each approach focuses on managing the fit between human needs and the technological needs of the organization.

After an extensive review of the literature documenting successful and unsuccessful organization development efforts, Fullan, Miles and Taylor (1980) concluded that an effective organization development effort tends to have certain key characteristics. These are; support for and involvement in the organization development effort by the upper and lower levels of the organization's management, the utilization of internal change agents, the employment of organizationally focused techniques such as the survey feedback method, a focus on specific rather than general organizational problems, and the use of participative and collaborative modes of organization development interventions.

On a less favorable note, after examining 52 studies of organization development interventions conducted between 1965 and 1980, Terpstra (1981) concluded that the more carefully a study was done, the less likely it was that the organization development intervention was found to be effective. He observed that the studies which showed positive results for organization development techniques also had more methodological shortcomings than those studies

which showed mixed or negative results for organization development interventions.

Given the conflicting findings of the research reviewed so far, it should come as no surprise to learn that Bass in 1983 argued that organization development interventions due to their inherently process-oriented nature simply do not lend themselves to rigorous evaluation. In fact, such evaluation can interfere with their effectiveness.

Fiedler and Garcia's (1985) conclusion regarding organization development interventions seems to be the most plausible. They contended that organization development does work in some organizations and under some conditions. While the ability of the organization development internal or external consultant plays a major role in the success or failure of the organization development effort, other unknown factors may also play a critical role. Fiedler and Garcia pointed out that theorists and practitioners alike still need to further identify under what specific conditions organization development works and under what other conditions alternative remedies need to be sought.

What then is organization development's impact on the corporate environment? Clearly, organization development is still evolving and is not yet as exact as it may become in later years. As it becomes more precise, so too will the research connected with it, and eventually an in-depth assessment of all the different organization development interventions will be generated.

The Organization Development Consultant

Burke (1987), Dyer & Dyer (1986), Fiedler & Garcia (1985), and McLean, Sims, Mangham, & Tuffied (1980) have all pointed out the crucial role of the skilled consultant who facilitates the transformation of basic beliefs and values within an organization in order that the organization development effort can result in deep, pervasive change. This is not an easy task. Unfortunately, the literature is extremely sparse with regard to the actual professional preparation of such an individual and the nature of the role that he or she serves. In addition to having some feel for the organization development interventions of choice, decision makers in all types of settings, if they are anticipating involvement in organization development efforts, need to have some knowledge of what can be expected of an organization development consultant in terms of professional preparation as well as resources.

One researcher, Greiner (1980), has addressed the changing orientation of organization development consultants. During the late 1950's consultants or change agents were primarily academicians who strove to convert corporate managers away from authoritarian values towards increased openness, the use of constructive feedback, and personal change within a T group design (Bennis, 1969).

The early to mid-1960's saw the continuation of the selling of organization development to organizations.

Practitioners emphasized the integration of individual and organizational change within a context of teamwork. The change agent was often a professional consultant with his or her own business specializing in organization development.

By the late 1960's and early 1970's practitioners were not as optimistic as they had been about organization development in previous years. Few studies showed good bottom line results (Campbell & Dunnette, 1968). Organization development efforts became more pragmatic, that is, if an approach was not tried and proven, it was not employed. Change agents came to share management's concern for the bottom line.

During the late 1970's and first half of this decade, organization development has found renewal in that its practitioners have expanded its breadth to include new efforts to cope with societal forces affecting people and organizations. Quality-of-work-life issues, equal opportunity, managerial stress, and career development have all found a place under the organization development umbrella (Golembieski, Hilles & Kagno, 1977). The change agent's role has become that of experimenter/evaluator but still with a concern for the bottom line with regard to changes in human outcomes in terms of absenteeism, productivity, morale, stress, and legal compliance.

Burke, Clark, and Koopman (1984) in a survey of 245 organization development consultants with an average of 10 year's experience in the field found factors for success and

failure with regard to the consultant role in an organization development project. Basically, for internal organization development practitioners, process consultant and joint problem solver were the roles most frequently associated with the successful undertaking of an organization development project. For the external consultant, it was critical to the success of the organization development project for the practitioner to assess early and continually the match between the client needs and requirements and the consultant capabilities and competencies.

Finally, Lippitt, Lippitt, and Lafferty (1984) solicited the opinions of 300 organization development practitioner colleagues about the future professional development of organization development consultants during the next decade. Based on their findings, the researchers predicted that organization development professionals in the future will need to have in their repertoire of skills the ability to:

1. Understand the impact of culture on morale, productivity, competence, and overall organizational health.
2. Work with complex client systems to integrate group development, organization development, human resource development, technical and

financial systems, and total resource utilization.

3. Facilitate managers' reviewing their organization's mission, values, and functions and assessing their organization's balance between centralization and decentralization.
4. Facilitate increased sharing, collaboration, cooperation, and support among organizational units and organizations in order to meet the challenge of limited resources and increased organizational complexity of organizations of the future.
5. Effectively manage conflict and its resolution.

Conclusion

As is apparent from this review of the literature, only time will reveal how organization development will evolve as a viable means for organizations to deal with their environments, both externally and internally. Its future will depend on such factors as the degree to which organization development efforts accurately reflect the

interests and goals of their participants and the extent to which research demonstrates that the benefits of the various interventions justify investing time, energy, and money in organization development programs.

In an effort to contribute to the body of research about organization development, this study was designed specifically to investigate the actual nature and extent of activities of organization development practitioners and their training. This knowledge should in turn enable decision makers to make productive choices with regard to organization development programs and thereby increase the likelihood of those efforts meeting the needs of the client organization at both the individual and organizational level. The research methodology chosen for this investigation included an analysis of current organization development research literature as well as the administration of a survey instrument for organization development practitioners. This methodology will now be described in detail in Chapter III.

CHAPTER III

Research Design and Methodology

Introduction

In Chapters I and II, the purpose of the study was stated, the research questions were identified, and the relevant research literature was reviewed in order to lay a foundation for the study. As was mentioned earlier, despite organization development's widespread acceptance in the United States, the specific nature of its acceptance and application is still unclear. This study shed additional light on organization development consultants and their training activities. The design and methodology which were utilized to achieve this objective are described in Chapter III. Specifically, the design, sample, instrumentation, procedures of investigation, data analysis procedures and ethical considerations are discussed in that order.

Design

In addition to a review and analysis of organization development research literature, this study utilized a

descriptive survey questionnaire (Appendix A) to obtain information about the background and training of consultants involved in organization development activities, the client organizations served by these professionals, the types of organization development interventions most commonly employed by training consultants, and the resources utilized by internal and external consultants conducting organization development activities.

The descriptive survey questionnaire method was deemed appropriate for this investigation, because such an approach has been utilized successfully by behavioral researchers in gathering information about a given area of research, identifying problems, and obtaining data on which to base future investigations (Borg & Gall, 1983; Warwick & Lininger, 1975).

Sample

The sample of organization development practitioners was selected from the National Organization Development Network's roster of 2100 members. Rossi, Wright, and Anderson (1983) in summarizing the sample sizes of 300 surveys, found that the typical sample size of survey recipients for a national survey was 200 to 500 subjects. Sudman (1983) recommends that in a national survey with no subgroups there should be at least 100 subjects in the sample. A systematic, random sample of 200 consultants was

obtained by choosing every tenth person off the Network's membership list, after the list had been reduced to 2000 entries due to the elimination of outdated or duplicate addresses. The starting point for this sampling procedure was selected randomly from among the first ten names on the list. The telephone number and address of each subject was verified by telephone during the process of pre-contacting the sample subjects. Pre-contact telephone calls have been found to be most effective in identifying the investigator, discussing the purpose of the study, and requesting the respondents' cooperation (Fowler, 1984; Linsky, 1975).

Each subject was asked to respond to a survey questionnaire. Accompanying the questionnaire was a cover letter (Appendix C) from the researcher urging the recipient to respond and reminding the individual that the findings of the study would be available to be shared with him or her at the conclusion of the investigation.

It was anticipated that the response rate would be significantly influenced by the salience of the questionnaire to the respondents. Heberlein and Baumgartner (1978) found that the response rate for studies salient to the participants averaged 77 percent, 66 percent for studies that were possibly salient, and 42 percent for those that were non-salient, that is, the respondents had little specific knowledge about the information solicited by the survey. With regard to the questionnaire utilized in this study, the data requested was directly related to the

knowledge and experience of organization development professionals. Furthermore, the results of the study provided information valuable for their practice of organization development. In short, the survey had practical application and professional relevancy for the participants.

The potential subjects for this study were identified through the national membership of the professional association of organization development practitioners. The researcher recognized that the limitation existed for a potentially biased sample in that not all organization development practitioners are members of the National Organization Development Network, and of that group those respondents who voluntarily responded to the survey may have had different characteristics and motivations than their non-respondent counterparts. While both of these considerations posed limitations to the study, no comprehensive list of organization development practitioners exists on a local, regional, or national level. Thus, it can only be recognized that these limitations existed and that they may have impacted the generalizability of the study's findings. It is worth noting that ultimately 102 or 51% of the 200 recipients of the questionnaire chose to participate in the study. While this constituted a good response rate, it was disappointingly low for a survey questionnaire generating information salient to its recipients. This reality is acknowledged as a limitation of

the study.

Finally, it should be mentioned that prior to conducting the research, the dissertation proposal was submitted to the University of San Diego Committee on Protection of Human Subjects. The Committee reviewed the proposal to ascertain whether the study subjects would be "at risk" of mental, physical, or social injury as a result of participating in the investigation. It was determined that the subjects would not be "at risk".

Instrumentation

The survey consisted of four parts: the background and professional preparation of consultants, organization development interventions of choice, the professional resources of consultants, and present and future challenges to the field of organization development. The consultant background and professional preparation survey questions addressed such issues as salaries, academic training, work week activities, corporate titles and responsibilities, and organization development clients. Those survey questions focusing on interventions examined the organization development concerns most often confronted by consultants as well as the interventions of choice employed in dealing with them. Survey questions about the professional resources of organization development consultants attempted to pinpoint not only those resources which enable them to remain abreast

of their field, but also the major challenges confronting them as professionals. The final survey questions asked the respondents to identify the key challenges currently facing the field of organization development and the challenges which are likely to confront the field in the year 2000. The survey topics and questionnaire items were derived from a review of the literature which surfaced key areas of concern with regard to the practice of organization development.

The survey instrument was first reviewed by the dissertation committee and was subsequently adapted to incorporate the suggestions which were made. Additionally, any needed clarifications in language and terminology were made at this time.

The questionnaire was accompanied by a cover letter which explained the purpose and nature of the study. It also requested cooperation on the part of the recipient of the questionnaire. The survey instrument and the cover letter were reviewed for validity by seven University of San Diego and San Diego State University faculty members whose field of expertise is organization development. Each individual received a packet from the researcher which contained a copy of the questionnaire, the survey transmittal letter, and an additional letter (Appendix B) addressed to the faculty member explaining his or her role in the validity study. Each reviewer had one week to assess the questionnaire and survey transmittal letter. They paid

particular attention to whether the survey items were relevant to the topics being investigated and whether each item was clearly phrased.

It was the consensus of the reviewers that both the survey transmittal letter and the questionnaire items were valid and complete. The majority of the examiners also felt that the survey's open form question items were more appropriate for the type of information that was being collected by the questionnaire. Fowler (1984) and Warwick and Lininger (1975) point out that open response questions are useful in exploring certain qualitative aspects of a problem, in determining the range of responses which can be elicited by a given set of questions, and in allowing for freedom and spontaneity in generating a variety of responses. Given the nature of the topics under investigation, all of the benefits listed above were perceived by the reviewers to be applicable in the case of this investigation.

A pilot study was conducted with the assistance of 20 members of the local Organization Development Network. Rossi, Wright, and Anderson (1983), Sudman (1976), and Warwick and Lininger (1975) all state that a pilot group of between 12 and 50 cases is sufficient to discover any major problems with a questionnaire before its employment in the actual study. The test-retest procedure was utilized for reliability. The participants in the pilot study were asked to fill out the survey twice two weeks apart. Their answers

were then checked for consistency over this period of time. Rossi, Wright, and Anderson (1983) and Fink and Kosecoff (1985) recommend this procedure. The subjects' responses did not vary between the first and second administration of the questionnaire. Furthermore, no ambiguous survey items surfaced during the pilot study.

As neither the validity nor reliability review revealed any major flaws in the questionnaire, it was determined that it was ready to be employed as the final survey instrument. In its final form, the questionnaire included 18 items. The initial ones were descriptive in nature having to do with the educational training of the respondent, whether he or she was an internal or external consultant, organizational affiliation and so forth. The next section dealt with organization development concerns and appropriate interventions for dealing with these challenges. The third section addressed issues critical to the actual profession of organization development consulting, and the final section solicited information about the present and future trends in the field of organization development.

Data Collection Procedures

A timeline was established for the initial mailing of the questionnaire, the follow-up mailing, response deadlines, and additional procedures for administering the survey. Two hundred packets were prepared for the first

mailing. Each packet contained a letter to the participant, the survey questionnaire, a return postage paid envelope for the completed questionnaire, and a return addressed postcard for requesting a copy of the survey results. Anonymity was guaranteed to all subjects, as was confidentiality of responses. Each recipient of a packet, however, was assigned a number coded on the return envelope in order to identify non-respondents for follow-up purposes.

Two weeks after the initial mailing, a follow-up mailing of a second packet was sent to non-respondents. This approach is recommended as an effective means of increasing response rates (Dillman, 1978). In fact, this proved to be the case with regard to this mail survey. Seventy-eight recipients responded to the first mailing. Twenty-four more participants responded to the follow-up mailing. Thus, 102 or 51% of the 200 recipients of the questionnaire packets participated in the study. Lastly, as the postcards requesting a summary of the survey results were returned, a master list of subjects requesting the summary was developed. Ultimately, 86 participants (84%) requested the summary of the survey results.

Data Analysis Procedures

Both qualitative and quantitative information from practicing training consultants was collected through the survey questionnaire. The descriptive information gathered

by the survey was used to identify commonalities and patterns with regard to the background and professional preparation of organization development consultants, client organizations, interventions of choice, and professional resources.

The data obtained by the closed questionnaire items were analyzed to determine the number and percentage of total response group selection. Tables and charts with numerical summaries were used to augment the written description of the results.

Ethics

As was mentioned earlier, the University of San Diego Committee on Protection of Human Subjects addressed the ethical considerations of this investigation. As participation in this study was voluntary and investigation results were available by respondent request only, the risk to the participants was minimal. Furthermore, there was little risk in completing the questionnaire. Documents were coded for follow-up purposes only. Confidentiality was safeguarded even in this procedure. The only master list that was maintained, was the one of participants requesting the summary of survey results on a postcard mailed back separately from their questionnaire responses.

Conclusion

To summarize, the descriptive survey questionnaire method was deemed appropriate for this particular study, because such an approach has been utilized effectively by behavioral researchers in gathering information about a given area of research, identifying problems, and obtaining data on which to base future investigations (Borg & Gall, 1983; Warwick & Lininger, 1975).

A pilot study was conducted with the assistance of the local chapter of the Organization Development Network. No major problems were discovered with the questionnaire, and it was subsequently employed in the actual study. A mass mailing of survey packets was undertaken to 200 organization development training consultants throughout the United States. This mailing and its subsequent follow-up resulted in 102 or 51% of the recipients participating in the survey.

The data collected during this investigation will now be reported and analyzed in Chapter IV. Additionally, the project's overall results will be addressed.

CHAPTER IV

Analysis of Data

Introduction

The analysis of the data reported in this chapter addresses the research questions identified in Chapter I. The investigator developed an 18 question descriptive survey instrument to obtain the data from practicing organization development consultants situated in a variety of institutional settings across the United States. The survey instrument was divided into the following parts: background and professional preparation of consultants, interventions of choice, professional resources of consultants, and the field of organization development.

In Chapter IV the researcher presents, sequentially, the responses to each of the questions posed in the survey instrument. The data are analyzed and, where appropriate, tables are utilized to present the data.

Part 1: Background and Professional
Preparation of Consultants

This part of the survey was designed to acquire information about the background and professional preparation of organization development consultants.

Survey Question 1

This question requested optional demographic data from the questionnaire respondents. All 102 participants chose to respond to this question. As is evident from comparing Tables 1 and 2, there were clear differences in salary between the male and female organization development consultants participating in the questionnaire survey. Males received an average annual salary of \$71,180, while females averaged \$48,780 annually. In other words, the male consultants earned 46% more than their female counterparts. The mean age of the males was 46 and that of the females was 41 (see Tables 1 and 2).

Survey Question 2

This question requested information about the highest degree obtained by each of the respondents. It should be noted that 96 respondents (94.1%) had at least a college

Table 1

Descriptive Characteristics of OD Consultants

	<u>n</u> (102)	<u>%</u> (100)
Gender		
Male	72	70.6
Female	30	29.4
Race		
Caucasian	98	96.1
Black	3	2.9
Hispanic	1	1.0
	<u>n</u>	<u>Mean</u>
Age	102	44
Salary	102	\$62,175

Table 2

Descriptive Characteristics of OD Consultants By Gender

Male Characteristics	<u>n</u>	<u>%</u>
	(72)	(100)
Race		
Caucasian	69	95.8
Black	3	4.2
Hispanic	0	0
	<u>n</u>	<u>Mean</u>
Age	72	46
Salary	72	\$71,180

Female Characteristics	<u>n</u>	<u>%</u>
	(30)	(100)
Race		
Caucasian	29	96.7
Black	0	0
Hispanic	1	3.3
	<u>n</u>	<u>Mean</u>
Age	30	41
Salary	30	\$48,780

degree, while 78 respondents (76%) had advanced degrees (see Table 3). Furthermore, the most prevalent area of degree specialization was industrial/organizational psychology (31.4%). Organization development (12.7%) was second followed closely by a number of other areas; business administration (9.8%), education (8.8%), management (7.9%), and organizational behavior/organizational theory (6.9%). Academically, there is some overlap between industrial/organizational psychology and organization development, as industrial/organizational psychology specializations, more often than not, include coursework in organization development. The Table 4 category of "other" includes the responses of 14 participants (13.7%) encompassing the following specializations; chemistry, chemical engineering, English, health administration, history, hotel administration, philosophy, planning, social science, social work, sociology, statistics, and theology (see Tables 3 and 4).

Survey Question 3

Survey Question 3 asked the respondents what percent of their work weeks were devoted to "training", "organization development", and "other" activities. All 102 survey participants responded to this question. Table 5 shows the average percent of time spent on the three categories of activities by the consultants. On the average, they spent 34% of their time on training. Training was defined for the

purpose of the survey as any activity in which the consultant served as an "expert" in instructing or advising organizational members on specific topics requested by client organizations. The consultants spent 47% of their work weeks engaged in organization development activities. Organization development was defined for the purpose of the survey as any activity in which the consultant was asked by a client organization to help gather data and diagnose a perceived problem, and to help develop action plans to alleviate the problem. Finally, the survey respondents spent 19% of their work weeks in activities which they placed under the category of "other". The activities cited under "other" were marketing and general administration (see Table 5).

Table 3

Terminal Academic Degrees

	<u>n</u> (102)	<u>%</u> (100)
Doctorate	37	36.3
Masters	41	40.2
Bachelors	18	17.6
High School Diploma	6	5.9

Table 4

Areas of Degree Specialization

	<u>n</u> (102)	<u>%</u> (100)
Industrial/Organizational Psychology	32	31.4
Organization Development	13	12.7
Business Administration	10	9.8
Education	9	8.8
Management	8	7.9
Organizational Behavior/ Organizational Theory	7	6.9
Communications	5	4.9
Personnel/Industrial Relations	4	3.9
Other	14	13.7

Table 5

Division of Work Week

	<u>%</u> (100)
Training	34
Organization Development	47
Other (Marketing and General Administration)	19

Survey Question 4

This item asked each survey participant to state how many years he or she had been involved in consulting that included both training and organization development activities. The average number of years per consultant was 13 (see Table 6).

Table 6

Duration of Involvement in Consulting

	<u>n</u>	<u>Mean</u>
Number of Years per Consultant	102	13

Survey Question 5

Survey Question 5 asked whether the respondent was primarily an internal or external organization development consultant. Of the total 102 survey participants, 49 (48%) were internal consultants, while 53 (52%) were external consultants (see Table 7).

Table 7

Internal/External Consultants

	<u>n</u>	<u>%</u>
	(102)	(100)
Internal Consultant	49	48
External Consultant	53	52

Survey Question 6

This question was directed solely at those survey participants who were primarily internal consultants. It solicited information about the number of years the respondent had worked as an internal consultant, his or her current job title as stated by the survey participant, the corporate setting in which she or he worked, the size of the corporate workforce, and the size and responsibilities of the corporate training and organization development staff.

The average number of years that each of the 49 respondents had spent as an internal consultant was seven. The two titles of the internal consultants receiving the highest number of citations were manager of training (20.4%) and training specialist (18.4%). Both of these titles indicate a broad focus on general training rather than on simply organization development. Finally, it is worth noting that those titles indicating functional supervision; manager of training (20.4%), director, organization development (12.2%), manager, organization development (10.2%), director, human resources (8.2%), director of training (6.1%), and manager, human resources (4.1%) comprised 55.1% of the titles held by the internal consultant respondents (see Table 8).

As is evident from the data in Table 9 and Table 10, the corporate settings of the internal consultants were heavily skewed towards large businesses or corporations

(69.4%) with sizeable workforces of more than 1000 employees (87.8%).

The average size of the corporate training and organization development staff of which the internal consultants were members, numbered 10 persons. As is shown in Table 11, these staff personnel handled a variety of responsibilities. With regard to response frequency, organization development (26.6%), management training and development (25.3%), and professional training and development (17.7%) headed the list.

Table 8

Job Titles of Internal Consultants

	<u>n</u>	<u>%</u>
	(49)	(100)
Manager of Training	10	20.4
Training Specialist	9	18.4
Director, Organization Development	6	12.2
Organization Development Specialist	6	12.2
Manager, Organization Development	5	10.2
Director, Human Resources	4	8.2
Training Officer	4	8.2
Director of Training	3	6.1
Manager, Human Resources	2	4.1

Table 9

Corporate Settings of Internal Consultants

	<u>n</u>	<u>%</u>
	(49)	(100)
Large Business/Corporation	34	69.4
Government	4	8.2
(Federal, State, or Local)		
Educational Institution	4	8.2
Health Care	3	6.1
Not-For-Profit	3	6.1
Other: Public Utility	1	2.0

Table 10

Corporate Settings: Number of Employees

	<u>n</u>	<u>%</u>
	(49)	(100)
More than 1000	43	87.8
500 - 999	2	4.1
100 - 499	2	4.1
Less than 100	2	4.1

Table 11

Corporate Training Staff Responsibilities

	<u>n</u> *	<u>%</u>
	(79)	(100)
Organization Development	21	26.6
Management Training	20	25.3
and Development		
Professional Training	14	17.7
and Development		
Executive Training	7	8.9
and Development		
Teambuilding	5	6.3
Technical Training	5	6.3
Succession Planning	3	3.8
Organization Diagnosis	2	2.5
Strategic Planning	1	1.3
Organization Structure	1	1.3

n*= Total number of responsibilities cited.

Survey Questions 7 through 10 were directed at those 53 survey respondents who were primarily external consultants.

Survey Question 7

This item solicited information from the survey participants about the number of years each had worked as an external consultant, his or her primary organizational affiliation, and his or her current job title. The average number of years that each of the respondents had spent as an external consultant was 10 (see Table 12). All 53 external consultants' primary organizational affiliation was that of a consulting firm (see Table 13). Within such a setting, they held various titles and positions. Specifically, over half of the respondents (54.7%) held the title and position of "president" (see Table 14).

Table 12

Individual Duration of Involvement as an External Consultant

	<u>n</u>	<u>Mean</u>
Number of Years per Consultant	53	10

Table 13

Primary Organizational Affiliation of
External Consultants

	<u>n</u> (53)	<u>%</u> (100)
Consulting Firm	53	100
University	0	0
Other	0	0

Table 14

Job Titles and Positions of External Consultants

	<u>n</u> (53)	<u>%</u> (100)
President	29	54.7
Consultant	10	18.8
Associate	6	11.3
Vice President	3	5.7
Manager	2	3.8
Partner	2	3.8
Principal	1	1.9

Survey Question 8

Survey Question 8 asked the external consultants to check those types of organizations with which they had consulted in the area of organization development. Some respondents (22%) mentioned large businesses and corporations as clients. However, government agencies (18.5%) and small businesses (18.5%) were also well represented among the responses of the survey participants (see Table 15).

Table 15

Client Organizations of External Consultants

	<u>n</u> *	<u>%</u>
	(222)	(100)
Large Business/Corporation	48	22.0
Government	41	18.5
(Federal, State, or Local)		
Small Business	41	18.5
(500 Employees or Less)		
Educational Institution	34	15.0
Health Care	29	13.0
Not-For-Profit	29	13.0

n*= Total number of organizations mentioned.

Survey Question 9

This question was related to the previous one in that it requested the respondents to designate the type of organization with which they most frequently consult. As Table 16 illustrates, large businesses or corporations (56.6%) clearly head the list, with government (20.7%) also being well represented in terms of frequency of mention.

Table 16

Primary Client Organizations

	<u>n</u>	<u>%</u>
	(53)	(100)
Large Business/Corporation	30	56.6
Government	11	20.7
(Federal, State, or Local)		
Small Business	5	9.4
(500 Employees or Less)		
Health Care	3	5.7
Educational Institution	3	5.7
Not-For-Profit	1	1.9

Survey Question 10

The last item directed specifically at the external consultants ascertained how they established the majority of their consulting contacts. Word-of-mouth referrals were most frequently reported by 32 consultants (60.5%) as the primary means of acquiring contacts and ultimately clients (see Table 17).

Table 17

Establishment of Consulting Contacts

	<u>n</u>	<u>%</u>
	(53)	(100)
Word-Of-Mouth Referrals	32	60.5
Networking	7	13.2
Cold Calls	5	9.4
Personal Contacts	4	7.5
Presentations, Seminars	4	7.5
Chance	1	1.9

Part II: Interventions of Choice

The second part of the survey dealt with the topic of organization development interventions. This section consisted of only one question.

Survey Question 11

Survey Question 11 addressed both the organization development concerns most often confronted by consultants as well as their interventions of choice in dealing with them. Ten areas of organization development concerns were consistently cited by the survey respondents; intergroup conflict, communication problems, organizational cultural change, teambuilding, management development, organizational restructuring, productivity problems, management transition, long range planning, and leadership development. It should be noted that while the questionnaire asked for three concerns to be pinpointed by each respondent, most specified only one. Furthermore, "teambuilding" was designated as both an organization development concern as well as an intervention. Finally, intergroup conflict (15.2%), communication problems (14.6%), organizational cultural change (14.6%), and teambuilding (12.8%) ranked as the four most frequently mentioned organization development concerns (see Table 18).

Table 18

Organization Development Concerns of Consultants

	<u>n</u> (164)	<u>%</u> (100)
Intergroup Conflict	25	15.2
Communication Problems	24	14.6
Organizational Cultural Change	24	14.6
Teambuilding	21	12.8
Management Development	16	9.8
Organizational Restructuring	15	9.2
Productivity Problems	13	7.9
Management Transition (Mergers)	10	6.1
Long Range Planning	9	5.5
Leadership Development	7	4.3

With regard to interventions of choice in dealing with organizational concerns, the respondents chose a variety of approaches such as teambuilding, survey feedback, and training groups (see Table 19). It is worth noting that with the exception of the organization development concern of leadership development, teambuilding was suggested as an

intervention of choice for each of the other nine concerns. Teambuilding was the only intervention which received such widespread mention by the survey respondents.

Table 19

Interventions of Choice

Intergroup Conflict	<u>n</u>	<u>%</u>
	(55)	(100)
Teambuilding	15	27.3
Survey Feedback	14	25.5
Confrontation Meeting	12	21.8
Third Party Peacemaking	8	14.5
Training Group	6	10.9

Communication Problems	<u>n</u>	<u>%</u>
	(34)	(100)
Teambuilding	16	47.1
Survey Feedback	10	29.4
Training Group	8	23.5

Table 19-Continued

Organizational Cultural Change	<u>n</u>	<u>%</u>
	(34)	(100)
Survey Feedback	13	38.2
Teambuilding	10	29.5
Structural Design	8	23.6
Action Research	1	2.9
Management Coaching	1	2.9
Visioning	1	2.9

Teambuilding	<u>n</u>	<u>%</u>
	(34)	(100)
Teambuilding	14	41.2
Survey Feedback	10	29.4
Role Analysis Techniques	6	17.6
Training Group	4	11.8

Management Development	<u>n</u>	<u>%</u>
	(17)	(100)
Training Group	7	41.2
Teambuilding	5	29.4

Table 19-Continued

Implementation of	3	17.6
Management by Objectives		
Assessment Centers	2	11.8
Organizational Restructuring	<u>n</u>	<u>%</u>
	(25)	(100)
Job Design	9	36.0
Structural Design	7	28.0
Survey Feedback	5	20.0
Teambuilding	4	16.0
Productivity Problems	<u>n</u>	<u>%</u>
	(38)	(100)
Survey Feedback	10	26.3
Teambuilding	7	18.4
Job Design	7	18.4
Structural Design	6	15.8
Implementation of	6	15.8
Management by Objectives		
Deming Statistical	2	5.3
Process (Quality) Control		

Table 19-Continued

Management Transition	<u>n</u>	<u>%</u>
	(18)	(100)
Teambuilding	6	33.3
Survey Feedback	4	22.2
Structural Design	4	22.2
Job Design	3	16.7
Counseling and Coaching	1	5.6

Long Range Planning	<u>n</u>	<u>%</u>
	(29)	(100)
Strategic Planning	17	58.6
Teambuilding	4	13.8
Structural Design	4	13.8
Survey Feedback	2	6.9
Training Group	2	6.9

Leadership Development	<u>n</u>	<u>%</u>
	(9)	(100)
Role Analysis Techniques	4	44.5
Training Group	3	33.3
Management Coaching	2	22.2

Part III: Professional Resources of Consultants

The next part of the survey questionnaire, Survey Questions 12 through 17, focused on the professional resources of organization development training consultants. Resources which helped the consultants prepare for their profession as well as those which currently enable them to remain abreast of the field were explored. Given these resources, the consultants were asked to pinpoint the major challenges confronting them as organization development professionals.

Survey Question 12

The first question in this section of the survey asked the respondents to list two or more courses taken during their formal educational studies which had been especially useful to them in their work in organization development. Not everyone was able to remember two courses, but all were able to specify at least one. As can be seen from the results tabulated in Table 20, not surprisingly, organization development theory and practice, as well as human relations training head the list with the former receiving 15.6% of the citations and the latter receiving 13.1%. Most of the courses mentioned; organization development theory and practice, human relations,

Table 20

Coursework of Organization Development Consultants

	<u>n</u>	<u>%</u>
	(160)	(100)
Organization Development		
Theory and Practice	25	15.6
Human Relations	21	13.1
Organizational Behavior	16	10.0
Systems Theory	15	9.4
Organizational Design		
and Structure	15	9.4
Organizational Change	15	9.4
Group Dynamics	13	8.1
Organizational Psychology	10	6.3
Communications	10	6.3
Research Methodology	6	3.7
Strategic Planning	5	3.1
Organizational Diagnosis	5	3.1
Negotiation Skills	3	1.9
Theory of Leadership	1	.6

organizational behavior, systems theory, organizational design and structure, organizational change, group dynamics, and organizational psychology, are traditionally found in organization behavior/industrial relations specializations of management programs at colleges and universities (see Table 20).

Survey Question 13

Survey Question 13 was slightly different from the previous one in that it requested the consultants to list two or more informal educational experiences which had been particularly helpful in their organization development consultation. Once again, all cited at least one experience. National Training Laboratory courses were mentioned the most frequently as beneficial informal educational experiences. Overall, National Training Laboratory courses accounted for 25.3% of the informal educational experiences cited. These were followed by University Associates workshops (15.3%), Organization Development Network meetings and seminars (14.4%), and American Society of Training and Development meetings and workshops (13.5%) (see Table 21).

Table 21

Informal Educational Experiences of Organization
Development Consultants

	<u>n</u> (111)	<u>%</u> (100)
National Training Laboratory		
Courses	28	25.3
Practical Skills of		
OD Workshop (20)		
OD Internship (2)		
Training Theories and Practice (2)		
Group Dynamics (1)		
Human Interaction (1)		
Advanced Human Interaction (1)		
Organizational Diagnosis Workshop (1)		
University Associates Workshops	17	15.3
Laboratory Internship		
Program (7)		
Tools of		
Organizational Development (6)		
Consulting Skills (2)		
Organizational Design Skills (1)		
Teambuilding (1)		

Table 21-Continued

Organization Development Network		
Meetings and Seminars	16	14.4
American Society of Training and Development		
Meetings and Workshops	15	13.5
Working with Other Consultants	10	9.0
Teaching Part-time at Universities	5	4.5
Beckhard Workshop:		
Leadership Development	4	3.6
Peters Workshop: Leadership	4	3.6
Oshry Workshop: Power and Systems	2	1.8
American Management Association		
Workshop: Concepts of Management	2	1.8
American Psychological Association Organizational Psychology Division		
Workshops	2	1.8

Table 21-Continued

Ackoff Workshop: Future Planning		
and Design	2	1.8
Blanchard Workshop:		
One Minute Manager	2	1.8
Deming Workshop: Productivity	1	.9
UCLA Workshop on		
Socio-Technical Systems	1	.9

Survey Question 14

Survey Question 14 asked the survey participants to list those professional organizations which have been most helpful to them in their organization development practices. As the sample for this survey was drawn from the national membership of the Organization Development Network, it is not surprising that this organization was preferred by numerous respondents (37.9%). Strong survey participant interest was also evidenced in the American Society for Training and Development (32.6%) and the American Academy of Management (24.2%) (see Table 22).

Table 22

Professional Organizations of Consultants

	<u>n</u> (132)	<u>%</u> (100)
Organization Development Network	50	37.9
American Society for Training and Development	43	32.6
American Academy of Management	32	24.2
American Psychological Association	4	3.0
Certified Consultants International	2	1.5
American Society of Quality Control	1	.8

Survey Question 15

This item asked the respondents to share how they became involved in organization development consulting. Twenty-nine or 28.4% of the respondents stated that they had attended graduate school in preparation for a career in organization development and thereafter entered the field. Over half of the respondents (54.9%) initially became involved in management training and development and subsequently branched into organization development (see Table 23).

Table 23

Paths of Entry into Organization Development Consulting

	<u>n</u>	<u>%</u>
	(102)	(100)
Involvement in management training and development led to an organization development employment opportunity	56	54.9
Preparation in graduate school led to an organization development employment opportunity	29	28.4
Networking in Organization Development Network and with other professionals led to organization development consulting assignments	7	6.9

Table 23-Continued

Respondent's classes, conference papers, and articles led to organization development consulting opportunities	5	4.9
Accidentally entered into organization development consulting	5	4.9

Survey Question 16

Survey Question 16 requested that the respondents identify the major challenge they currently face as organization development consultants. The foremost concern among the survey participants (30.4%) was that of being able to show measurable organization development results and, moreover, ones which favorably impact the profitability of the corporate bottom-line. The consultants argued that being able to produce such results increased their credibility as professionals (see Table 24).

Table 24

Challenges Confronting Organization Development
Consultants

	<u>n</u> (102)	<u>%</u> (100)
Producing measurable organization development results which favorably impact corporate bottom- line profitability	31	30.4
Meeting client needs	17	16.7
Staying abreast of the field	13	12.7
Marketing of self as an organization development consultant	12	11.8
Selecting and implementing appropriate organization development interventions	8	7.8

Table 24-Continued

Time management	7	6.9
Overcoming corporate resistance to change	6	5.9
Generating more revenue for consulting services	5	4.9
Problem-solving from a systems perspective	3	2.9

Survey Question 17

The last question in this part of the survey asked each respondent to describe the one piece of advice that each would share with someone considering a career in organization development consulting. The consultants (29.4%) most often recommended that the prospective organization development practitioner first obtain the appropriate educational training in systems, management, and organization development theory, and then continue to update himself or herself in order to remain abreast of the field.

Other recommendations included; obtaining line management experience first prior to entering organization development consulting (17.6%), clarifying one's own values with regard to organizational change and development (13.7%), and persevering despite encountering resistance to change at the organizational or individual level (11.8%) (see Table 25).

Table 25

Advice to Prospective Organization Development
Consultants

	<u>n</u>	<u>%</u>
	(102)	(100)
Obtain appropriate educational training in systems, management and organization development theory, and then remain updated and abreast of the field	30	29.4
Obtain line management experience first prior to entering organization development consulting	18	17.6

Table 25-Continued

Clarify one's own values with regard to organizational change and development	14	13.7
Perservere despite encountering resistance to change at the organizational or individual level	12	11.8
Understand people and become expert in working effectively with them	8	7.8
Strive to obtain long term organizational results	7	6.9
Become knowledgeable about a variety of organization development interventions	7	6.9
Learn how to market one's organization development expertise	6	5.9

Part IV: The Field of Organization Development

The final section of the survey questionnaire consisted of a two part question addressing the current and future development of the field of organization development.

Survey Question 18a

This item asked the respondents to identify the major challenges currently facing the field of organization development. It is worth noting that in both Question 16 and Question 18a the foremost challenge both to the individual consultant and to the field in general was that of being able to produce measurable results which favorably impact corporate bottom-line profitability. Forty-two (41.2%) of the consultants responded in this fashion to Question 18a. The responses to Question 18a also revealed a concern for the field of organization development becoming fragmented, obsolete in terms of its interventions, and ultimately unable to cope with rapid organizational change (see Table 26).

Table 26

Current Challenges to the Field of
Organization Development

	<u>n</u> (102)	<u>%</u> (100)
Producing measurable organization development results which favorably impact corporate bottom-line profitability	42	41.2
Maintaining a cohesive identity as a field	16	15.7
Increasing the professionalism of the field through the certification of its practitioners	13	12.7
Effectively coping with rapid organizational change	12	11.8

Table 26-Continued

Replacing current organization development interventions as they become obsolete	9	8.8
Successfully addressing cross-cultural corporate environments	6	5.9
Generating organization development approaches which address transformational cultural change	4	3.9

Survey Question 18b

Survey Question 18b had the respondents focus on the major challenges facing the field of organization development in the year 2000 A.D. The responses to this question varied from those of Question 18a only in their overall rankings. Once again the challenge of the theory and practice of organization development being able to

deliver measurable results which favorably impact corporate bottom-line profitability headed the list of concerns. Thirty-four (33.3%) consultants surfaced this consideration. Furthermore, the respondents as a whole perceived that the issues of the globalization of business in general, the outmoding of organization development practices by rapid corporate change, and the maintenance of a cohesive identity as a field will come to the forefront in importance for the field of organization development at the turn of the century (see Table 27).

Table 27

Challenges to the Field of Organization

Development in 2000 A.D.

	<u>n</u>	<u>%</u>
	(102)	(100)
Producing measurable organization development results which favorably impact corporate bottom-line profitability	34	33.3
Replacing current organization development interventions as they become obsolete	14	13.7

Table 27-Continued

Addressing the globalization of business	14	13.7
Effectively coping with rapid organizational change	12	11.8
Maintaining a cohesive identity as a field	11	10.8
Increasing the professionalism of the field through the certification of its practitioners	9	8.8
Generating organization development approaches which address transformational cultural change	8	7.9

Summary of Survey Instrument Results

Background and Professional Preparation of Consultants

To summarize, the survey instrument was designed to acquire information about organization development consultants and their training activities. The results suggest that these individuals come from diverse educational backgrounds, with the majority of them possessing advanced degrees in fields related to the practice of organization development. The consultants do more "organization development" than "training". They typically have spent 13 years in consulting activities spanning both training and organization development. Those who are internal consultants are most frequently associated with large businesses or corporations with workforces of more than 1000 employees. Their corporate training staffs on the average number 10 persons. Those practitioners who are external consultants are most frequently affiliated with consulting firms with large businesses or government agencies as their primary clients. Word-of-mouth referrals are the principal means of acquiring accounts.

Interventions of Choice

The consultants employ a wide range of organization development interventions. Teambuilding and survey feedback, although among the earlier interventions to be included in the organization development repertoire of

interventions, are still highly favored for a multitude of organizational problems. The organizational concerns most commonly addressed by these practitioners are intergroup conflict, communication problems, organizational cultural change, and teambuilding.

Professional Resources of Consultants

The results of the survey provide valuable information for those interested in developing or broadening their organization development skills. The respondents reported that courses in organization development theory and practice as well as human relations are most helpful and relevant to their consulting work. Additionally, National Training Laboratory workshops were frequently cited as informal educational experiences that are useful for honing one's consulting skills.

The primary path of entry into the field of organization development for the survey respondents was involvement in management training and development with subsequent participation in organization development. The major professional challenge facing consultants is that of being able to produce measurable, documented organization development results favorably impacting corporate profitability.

The Field of Organization Development

With regard to the present and future status of the

field of organization development, the consultants are primarily concerned with organization development's ability to produce "bottom-line" results. They are also quite circumspect about the possible fragmentation of the field and its theory. Finally, they predict the growth of the field of organization development in multinational and multicultural settings.

In this chapter, the responses to the study's descriptive survey instrument have been reported and analyzed. Discussion of the analysis, conclusions of the research, and suggested areas of continued investigation follow in Chapter V.

CHAPTER V

Discussion and Recommendations

Introduction

The purpose of this research was to examine and analyze the background and training of consultants involved in organization development activities, the client organizations served by these professionals, the types of organization development interventions most commonly employed by the training consultants, and the resources utilized by internal and external consultants conducting organization development activities. As a study of this nature had not been undertaken and as such an investigation would help clarify the acceptance of organization development in the United States, the undertaking was deemed both valid and credible.

A review of the literature was conducted in order to lay a foundation for the study and to ascertain the state of the art of the field of organization development. In addition to the review of the research literature, the study utilized a descriptive survey questionnaire to obtain up-to-date information about organization development

consultants in the United States and their training activities. The results of this research project will now be discussed.

Section I: The State of the Art

The first research question which the study addressed was: "What is the state of the art of the field of organization development based on a literature review and analysis?". The review of the research literature relevant to organization development in Chapter II made it evident that the field is very much alive as the year 2000 approaches. Nevertheless, further analysis revealed that there are numerous considerations and issues which researchers of organization development still need to address.

Integration of Organization Development Theory and Practice

A major challenge facing the field of organization development is its identity. Numerous researchers have already volunteered definitions of organization development (Beckhard, 1969; Bennis, 1969; Burke & Goodstein, 1980; French & Bell, 1984); another one is not what is needed. The multiplicity of definitions which this review of the literature and others (Fullan, Miles & Taylor, 1980) have already surfaced, speaks to the fundamental problem

confronting the field. Organization development, today, encompasses everything from professional development to sociotechnical systems to organizational cultural change to management consulting. More work needs to be done with regard to developing a more accurate and descriptive assessment of the values and the theoretical and practical aspects of organization development. This would ultimately lead to an integration of the field as a whole or to a recognition that organization development is inherently a field which is destined to have many diverse strands embracing the ideas of a multitude of organizational theorists. Graduate schools with organization development curricula provide a logical starting point for an assessment of organization development in general. As several survey participants noted, it is within this context that theorists/consultants can combine efforts to develop curricula which address organization development at both a theoretical and applied level.

Effectiveness of Organization Development

Very much related to the need for grappling with organization development's theoretical and practical aspects, is the question of the field's overall productivity and cost effectiveness. It is not readily apparent to line managers, especially those who are in decision-making positions, that such techniques as delegation and consensual decision-making favorably impact overall productivity and

the "bottom-line". As is evident from the review of the literature, high quality research about the effectiveness of organization development in this arena is scarce. As a result, little is known definitively about the actual outcomes of organization development. Furthermore, the development of a substantive body of organization development theory has been slow in materializing due to the complexity of organizations and their change processes as well as the diverse nature of present organization development theory and practice.

Organization development researchers, such as Bennis (1969) and French and Bell (1984) show a strong belief in organization development's efficacy. However, given the reality of leadership dynamics and organizational politics, more attention in the research should be given to organization development consultants as facilitators of organizational change rather than as change agents. Within any given corporate setting, it is generally the line managers who have the authority to initiate organizational change and take responsibility for the process which will bring it about. Any organization development practitioner who lacks this line authority is better suited to be a facilitator of change rather than an agent of it.

The research of Argyris (1982) regarding single and double loop learning provides another avenue for further research addressing organization development's effectiveness. Specifically, one fruitful area of

investigation would be the examining of the dynamics of enabling organization development clients to identify and understand the relationship between overt behavior, such as organizational norms, and underlying values. Over the long term, research shedding additional light on the evaluation of organizational values and related or unrelated behaviors may contribute more towards the ability of organization development consultants to affect the well-being of organizational members and the corporate "bottom-line" than anything else.

It should also be mentioned that it is all very well and good to improve effectiveness in terms of the internal dynamics of an organization. However, various researchers have also addressed the issue of organizational change in the context of the institution's external environment (Alderfer, 1976; Aldrich, 1971; Pfeffer, 1973). Herein lies another avenue of organization development research and application. The credibility of organization development as a field will be further enhanced by additional research which focuses on the capability of organization development to enable organizations to effectively deal with their external environments in the arena of power, politics, and conflict. Today, most organizations experience external pressure as a fact of organizational life. Therefore, it seems overly optimistic to assume that organization development interventions such as teambuilding can be employed in a corporate setting without any consideration of

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how external pressures as well as internal ones may affect the success of the intervention's implementation. Power, conflict, and politics as internal organizational variables should be taken into account when implementing organization development programs. These same variables as pressures exerted from the external environment should also be considered by the consultant when designing corporate organization development interventions.

Conclusion

The potential of organization development to serve as a viable means for organizations to interface with their environments, both externally and internally, has yet to be fully exploited. Thus, any on-going endeavors to continually synthesize and assess the various highly diverse research contributions to the evolving field of organization development will only encourage the realization of organization development's potential.

Section II: Background and Professional Preparation of Consultants

The results of this study shed light on the second and third research questions: "What are the prevalent backgrounds and training for consultants involved in organization development activities?" and "What type of organizations utilize organization development interventions the most?". Numerous

observations can be made, and various conclusions can be drawn about a variety of topics revealed by the responses of the survey participants.

Turning initially to those raised by the second research question, there are several points worth mentioning. First, the salary differential of \$22,400 between male and female organization development consultants is not surprising. It reflects a situation which exists throughout organizational America (Stromberg & Harkness, 1978). Generally, men outdistance women in terms of salary by an average of 30%. This differential is attributed to such factors as patterns of socialization, education, life cycles, and mobility in organizational hierarchies.

A second observation can also be made about the backgrounds of organization development consultants. Although a variety of educational backgrounds were represented among the survey participants, judging from their responses, the majority of the participants were caucasian in terms of their ethnicity (96.1%) and had at least a college degree (94.1%). Individuals of other groups, especially blacks, Hispanics, Native Americans, and Pacific Islanders are yet to be represented proportionately among the ranks of the affluent in the United States. As such is the case, they will continue to lag behind the rest of the population in terms of access to higher education and the professional opportunities such an experience affords. Organization development as a field with its highly educated

practitioners at this time presents problems of access to, entry of, and persistence in professional training for minorities lacking the financial and other resources required to obtain such advanced professional training.

Another consideration raised by the survey responses is that the entrepreneurial aspects of the external organization development consultant's profession are evidenced by the typical division of activities during such an individual's work week. Nineteen percent of the activities of any given week are devoted to marketing and administration. This speaks to the reality that regardless of an external consultant's expertise, his or her skills must still be marketed to prospective clients. In this respect, external organization development professionals are similar to small business entrepreneurs. External consultants have a certain degree of independence but at the same time pay for this independence with the constant challenge of generating sufficient business. One of the incentives for organization development consultants to become affiliated on a full-time basis with an organization is the personal economic security that such an arrangement can offer.

Lastly, the heavy reliance by external consultants on word-of-mouth referrals for establishing consulting contacts provides evidence of the need for these organization development professionals to be constantly attentive to the fact that their actions and results, today, will affect

their present and future flow of business. In the case of external consultants, the cushioning effect of a monthly corporate paycheck does not apply.

The survey responses also contributed much information with regard to the third research question: "What type of organizations utilize organization development interventions most?" With respect to internal consultants it is worth noting that it is primarily large corporate employers who tend to retain organization development professionals. Such organizations are more likely than their smaller counterparts to have the financial resources to support a comprehensive training program and staff. Nevertheless, the titles of those survey respondents, who are internal consultants, reflect a more general focus on training than specifically on organization development. In other words, organization development is not seen as being all encompassing in terms of addressing organizational training challenges as some of its proponents argue (Burke & Goodstein, 1980; French & Bell, 1984). Rather, it is perceived as one component of a comprehensive training effort which can include, more often than not, additional foci such as professional development or technical skills training.

A similar pattern manifested itself with regard to the client organizations of external consultants. Large businesses or government agencies were frequently mentioned by the survey respondents as clients not only for

organization development consulting but for consulting in general. These organizations possess the resources to more readily avail themselves of the services of external consultants. It should be noted, however, that smaller businesses also provided part of the client base of external consultants in the arena of organization development. Although organization development lends itself well to the needs of smaller organizations, it does not seem feasible financially to build an entire consulting practice on such accounts.

Section III: Interventions of Choice

The next questions which the study addressed were: "What are the most frequent organization development interventions of choice?" and "Why are they frequently employed?" Although the questionnaire respondents reported that they employ a wide variety of organization development interventions, teambuilding and survey feedback are still highly favored as interventions of choice for a multitude of organizational problems. On a speculative note, this decided preference on the part of the respondents for more traditional interventions rather than innovative ones may reflect a perceived difference among organization development interventions with regard to overall effectiveness or it may be indicative of a fundamentally conservative orientation towards the practice of

organization development in general.

Finally, the responses of the survey participants with regard to organizational concerns commonly confronted by them proved to be promising. In addition to intergroup conflict, communication problems, and teambuilding, cultural change was mentioned as an organizational concern frequently addressed by the external and internal consultants. Deep, pervasive cultural change is one of the foremost challenges confronting any modern organization seeking to remain vibrant and self-renewing. If organization development consultants can successfully facilitate change of this nature, they will dramatically impact the organizational life of corporate America.

Section IV: Professional Resources of Consultants

The fifth research question of this study was: "What are the professional resources of choice for consultants in upgrading and sharpening their organization development skills?". The survey responses indicated that courses in organization development theory and practice as well as human relations are helpful for consulting work. Informal educational experiences such as National Training Laboratory workshops are also relevant. The primary path of entry into the field of organization development is involvement in management training and development with subsequent participation in organization development. Lastly, the

major professional challenge facing consultants is that of producing organization development results which favorably impact corporate profitability. Several considerations are raised by these results.

The survey participants recommended that prospective consultants first obtain the appropriate educational training in systems, management, and organization development theory before entering the field. However, not all of them could remember two or more courses taken during their formal educational training which had been especially useful to them in their work. It is likely that these organization development consultants perceive academic credentialing as a means of increasing the professionalism of their field. In terms of their own academic training, the survey participants are only generally aware that specific academic disciplines are professionally applicable to the practice of organization development. This lack of awareness is probably a function of the number of years since the graduation of the individual organization development practitioner.

The survey respondents readily acknowledged the importance of remaining abreast of developments in their field. However, beyond reading widely and cultivating an informed organization development perspective, the crucial challenge to practitioners is to constantly attempt to integrate organization development theory and practice at the worksite. It is tempting to leave the integration

between the covers of textbooks and within the confines of academia. If such is allowed to occur, organization development's productivity and cost effectiveness will remain unproven in the workplace, and the field will never earn the credibility its practitioners so ardently desire it to receive.

Lastly, it is a hopeful sign that a number of survey respondents cited leadership development as an important area of training for future practitioners. Organization development consultants need to be technically expert in order to be successful in today's competitive environment. This means that organization development consultants must have some knowledge of such basics as work design and evaluation processes, organizational structures, group and intergroup dynamics, goal setting procedures, and motivation and satisfaction theories. More importantly, however, these professionals, if they are to be effective over the long term, need to augment this foundation of expertise with a sophisticated understanding of organizational political realities, cultural dynamics, and transformational processes. Training in these areas requires an interdisciplinary approach of studying organizations from a leadership not managerial perspective.

Section V: The Field of Organization Development

The final research question of this study was: "What

major challenges will face the field of organization development in the year 2000?". The respondents pinpointed organization development's future credibility in terms of "bottom-line" results, the possible fragmentation of the field's theory and practice, and organization development's applicability in multinational and multicultural settings as the major challenges confronting the field at the turn of the century. However, the fundamental issue for the field as a whole is its identity. Organization development cannot afford to include everything from management consulting to visioning. A field that attempts to be so all encompassing runs the risk of becoming too general to have any clear focus and meaning. Integration of the field, not its fragmentation, is what is needed for organization development to face the twenty-first century. Both the survey responses and the review of the literature reflect this.

Finally, the growth in corporate multicultural and multinational settings has a serious implication for organization development. The theoretical and practical underpinnings of the field in the future must take into account the political, cultural, and social dimensions which differentiate organizations not only within national boundaries but beyond them.

Implications of the Study's Findings for Organization Development Consultants

As the research project focused on organization development activities of training consultants, it is worthwhile to consider the implications of the study's findings for organization development practitioners.

They are:

1. Organization development practitioners need to become expert in enabling managers to evaluate their organization's mission, values, and functions, as well as assessing the impact of their corporate cultures on morale, productivity, competence, and overall organizational health. Most importantly, within this context consultants must be able to assist managers in taking a leadership role in facilitating positive corporate cultural change.
2. The integration of organization development theory and practice needs to occur in organizations rather than simply remaining within the confines of the classroom. Therefore, it is incumbent on practitioners to educate themselves about organization development and to facilitate its implementation

in the actual environments in which they work.

3. Practitioners must become more evaluation-oriented in order to address the issue of organization development's "bottom-line" profitability. Consultants can better justify their activities by designing evaluation components into their organization development projects.
4. Organization development is a changing field of practice, and consultants must take responsibility for remaining up-to-date in their knowledge and skills.
5. Organization development practitioners must be proactive. They must determine the course of the field. To fail to do so will spell the field's eventual demise.

Recommendations for Future Research

Based on the findings of this study, the following recommendations are made for further research in the arena of organization development and the training of its professionals.

1. Both the review of the literature and the responses of the survey participants showed a concern for the effectiveness and persistence over time of organization development programs. Future research endeavors focused on case studies of successful organization development programs and the reasons for their persistence as well as case studies of failed organization development programs and the reasons for their discontinuance would be highly beneficial in addressing this concern.

2. This study revealed a similarity among external and internal organization development consultants with regard to their goals and training activities. One area of fruitful research focusing on this topic would be an in depth analysis of the roles of external and internal consultants, the demands placed on each type of consultant, and the advantages and disadvantages of their respective roles. Further research might study situations of collaboration between external and internal consultants in successful organization development programs.

3. The survey responses of the internal organization development consultants about their positions and training responsibilities suggest possible avenues of research about the nature of institutionalized organization development programs in general. For example, empirical analysis can be undertaken about intra-organizational indicators of management support for organization development with regard to such factors as decision-making processes and structural mechanisms. Furthermore, studies can examine the evolution of institutionalized organization development programs. Much can be learned about these programs by focusing on the pre-conditions for them, the steps necessary for implementing them, and the on-going maintenance and improvement of them.
4. Consultants, especially external organization development professionals, deal with a variety of organizational clients. These consultants would be greatly assisted by the development of criteria for organizations, that when met, would indicate a readiness

on the part of the corporate client for the introduction of organization development.

5. If the field of organization development is to remain viable, it must be able to deal effectively with rapid organizational change. Specifically, this means that organization development methodologies and interventions must be replaced with new ones as they become obsolete. Therefore, studies of alternative, innovative organization development approaches including the testing of them for their applicability under a multitude of conditions and settings are definitely in order.

Conclusion

This study was undertaken to acquire information about the consulting activities of organization development professionals and about the field of organization development. The results suggest that the field must come to grips with its fragmented rather than integrated identity and the overriding issue of organization development's productivity and cost effectiveness. These challenges currently confront the field and are not likely, in the opinion of numerous survey respondents, to diminish in the

future until they are resolved.

With respect to organization development training consultants, the study's findings further indicate that they come from a variety of educational backgrounds, with a majority of them possessing advanced degrees in fields related to the practice of organization development. Male organization development professionals significantly outdistance their female counterparts with regard to salary. External organization development consultants must be entrepreneurial in terms of the marketing of their skills. In particular, they must rely heavily on word-of-mouth referrals for establishing consulting contacts. Primarily large businesses and government agencies retain organization development professionals whether on an in-house, full time basis or as independent contractors.

Organization development training consultants employ a wide variety of interventions with teambuilding and survey feedback being highly favored as the interventions of choice for a multitude of organizational problems. Intergroup conflict, communication problems, and corporate cultural change are the organizational concerns most commonly confronted by organization development professionals.

Lastly, coursework in organization development theory and practice, human relations, and leadership development are helpful for entering into practice as an organization development consultant and for remaining abreast of developments in the field. Organization development

trainers also find professional association workshops helpful for these purposes.

This research project surveyed the state of the art of the field of organization development and its practitioners in the 1980's. While the findings provide the basis for a hopeful prognostication for the future of organization development and the practices of organization development consultants, it is one which is qualified. As has already been stated, organization development as a field must address the fundamental issue of cost effectiveness and productivity. Its practitioners must be able to deliver measurable, documented organization development results favorably impacting corporate profitability. For this issue to be successfully resolved, both organization development theorists and practitioners must combine efforts to extend the interaction of the field's theory and practice beyond the cutting edge of their current development. This study has attempted to facilitate progress in this direction, but as the suggestions for future research indicate, much still remains to be done.

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APPENDIX A

SURVEY OF THE OD ACTIVITIES OF TRAINING CONSULTANTS

As you fill out this questionnaire, please keep in mind the following definitions:

Training: Any activity in which you as an "expert" have instructed or advised organizational members on specific topics requested by the client organization.

Organization Development: Any activity in which you have been asked by an organization to help gather data and diagnose a perceived problem, and to help develop action plans to alleviate the problem.

Background and Professional Preparation of Consultants

1. (Optional) Gender: _____ Age: _____
 Race/Ethnicity: _____ Current Salary: _____

2. What is the highest degree you currently hold?

<u>Degree</u>	<u>Area of Degree Specialization</u>
_____	_____

3. What percent of your work week is devoted to:

_____ Training	_____ Organization Development	
_____ Other		

4. How many years have you been involved in consulting activities that include both training and OD activities?
 _____ Years

5. Are you primarily an _____ internal or an _____ external consultant? If you are primarily an internal consultant, go to Question #6. If you are primarily an external consultant, go to Question #7.

INTERNAL CONSULTANT ONLY

6. If you are primarily an internal consultant, please respond:

Number of years as an internal consultant _____

Current Job Title _____

APPENDIX A-CONTINUED

Corporate Setting: (Check one)
 Large Business/Corporation _____
 Government (Federal, State, or Local) _____
 Small Business (500 employees or less) _____
 Health Care _____
 Not-For-Profit (Red Cross, Y.M.C.A.) _____
 Educational Institution _____
 Other _____

Number of employees:
 Less than 100 _____ 100 - 499 _____
 500 - 999 _____ More than 1000 _____

Corporate Training and OD Staff:
 Number of Personnel _____
 Major Areas of Responsibility: _____

 EXTERNAL CONSULTANT ONLY

7. If you are primarily an external consultant, please respond:

Number of years as an external consultant _____
 Primary Organizational Affiliation:
 Consulting Firm _____ University _____
 Other _____

Current Job Title: _____

8. With which of the following types of organizations have you consulted in the area of organization development?

Large Business/Corporation _____
 Government (Federal or State) _____
 Small Business (500 employees or less) _____
 Health Care _____
 Not-For-Profit (Red Cross, Y.M.C.A.) _____
 Educational Institution _____

9. Of those organizations checked above, with which type do you most frequently consult?

10. How are the majority of your consulting contacts established?

APPENDIX A-CONTINUED

Interventions of Choice

11. Please list the three most prevalent OD concerns that you deal with on a regular basis. Next to each concern list your intervention(s) of choice in addressing that concern.

Intervention

- a. Survey Feedback
- b. Training Group
- c. Team Building
- d. Structural Design
- e. Job Design
- f. Implementation of Management By Objectives
- g. Third Party Peacemaking
- h. Role Analysis Techniques
- i. Life and Career Planning
- j. Confrontation Meeting
- k. Sensitivity Encounter Group
- l. Organizational Mirroring
- m. Transactional Analysis
- n. Grid Organization Development
- o. Gestalt Organization Development
- p. Other _____

OD Concern

Intervention(s)

Ex: Poor Communicationa,c(1)(2)(3)

Professional Resources of Consultants

12. List by title two or more courses taken during your studies which have been especially useful to your consulting work in organization development.

13. List two or more informal educational experiences such as professional workshops which have been particularly helpful in your OD consultation.

APPENDIX A-CONTINUED

14. List those professional organizations which have been most helpful to you as an OD consultant.

15. How did you become involved in OD consulting?

16. What is the major challenge you face as an OD consultant?

17. If you met someone considering a career in OD consulting, what one piece of advice would you give this individual?

The Field of Organization Development

18a. What is currently the major challenge facing the field of organization development?

18b. What will be the major challenge facing the field of organization development in the year 2000?

Thank you very much for taking the time to fill out this questionnaire. Please return it in the enclosed envelope to: Katherine Waller, 5446 Rebolla Lane, San Diego, Ca. 92124.

APPENDIX B

PRELIMINARY STUDY COVER LETTER

Dear:

I am working on a University of San Diego doctoral dissertation surveying organization development activities of training consultants. The enclosed survey instrument solicits information about the background and training of consultants involved in organization development activities, the client organizations served by these professionals, the types of organization development interventions most commonly used by training consultants, and the professional resources utilized by change agents.

This preliminary survey instrument has been sent to you to fill out and to make comments and criticisms. Because you were suggested to me as an expert in organization development, I would appreciate your help in strengthening this questionnaire, if necessary, before it is used in a national survey.

Thank you not only for your time, but also for your assistance in helping to make this survey of value to organization development consultants throughout the United States.

A stamped envelope is enclosed for your reply. It would be appreciated if you would return this by June 1, 1987.

Thank you,

Katherine Waller
5446 Rebolla Lane
San Diego, California 92124
(619) 260-4586 work
(619) 292-1253 home

APPENDIX C

SURVEY TRANSMITTAL LETTER

Dear:

The enclosed questionnaire is concerned with the organization development activities of training consultants. This study is being conducted on a national level to satisfy the requirement for a doctoral dissertation at the University of San Diego. When completed, the results of this survey will be available to you, the respondent. The questionnaire solicits information about the background and training of consultants involved in organization development activities, the client organizations served by these professionals, the types of organization development interventions most commonly used by training consultants, and the professional resources utilized by change agents.

This questionnaire has been reviewed and revised so that it should take no more than 20 minutes of your time to complete.

It would be appreciated if you could complete this survey by September 1, 1987, and return it in the enclosed stamped envelope. If you would like a summary of the results of this study, please submit the enclosed postcard.

Thank you very much for taking the time to participate in this survey.

Sincerely,

Katherine Waller
5446 Rebolla Lane
San Diego, California 92124