

CHAPTER 5: THE DIAGNOSTIC PROCESS

LEARNING OBJECTIVES

1. Identify system parameters and recognize the symptoms, problems, and causes of organizational ineffectiveness.
2. Recognize the various techniques for gathering information from client systems.
3. Describe the major diagnostic models and techniques used in OD programs.
4. Apply a systematic diagnosis to organizational situations.

CHAPTER SUMMARY

Diagnosis. Organizational diagnosis is one of the most critical and difficult elements in the OD process. Diagnosis has this importance because it leads to problem-solving action. A weak or inaccurate diagnosis prevents the practitioner and the client from identifying underlying forces and multiple causalities that would enable them to specify the nature of the problem.

Data Collection. Intervention and data gathering take place throughout an OD program. Decisions about what information to collect and how it should be collected are difficult and important. No data-gathering method is right or wrong in itself; each method has its limitations as well as its strong points. The process of collecting information is an important step in an OD program because it provides a foundation for diagnosing problems and selecting change strategies and techniques. What must be determined is whether a given method is most appropriate for the specific objectives and climate of each unique situation.

Problem Solving. In diagnosing an organization's problems, the practitioner and the client try to specify the problems, determine the underlying causes, and identify the opportunities for change. The practitioner sorts out factual from nonfactual information and searches for multiple sources of the problem condition. The outcome is an explicit and specific diagnosis upon which to base change efforts.

Diagnostic Process. Diagnosis is not a simple process because it encompasses both the client's needs and the system problems. The diagnostic process involves identifying the problems and assessing the readiness for change in the client system. It requires an understanding of the client's viewpoint. The practitioner must apply a system's approach by specifying the interrelationships of various elements of the client system. This requires organizing the available data or evidence into meaningful patterns.

Diagnostic Models. Several diagnostic models have been described, including the analytical model, the emergent-group behavior model, the sociotechnical-systems model and the force-field analysis model. The practitioner uses these models to facilitate the analysis of client system problems. The important factors and models in the diagnostic process have been described. This stage provides the foundation for subsequent OD interventions.

Implementation. The practitioner needs maximum participation in the diagnostic process from members of the client system and needs to consider the impact of the diagnosis upon the relationship with the client. Since the practitioner may confront the client with unpleasant facts, the more objective the data and the more the analysis includes both strengths and weaknesses, the better the resulting OD program will be. During the diagnostic phase, the practitioner should be alert for danger signals or red-flag conditions.

REVIEW QUESTIONS

1. Describe the use of performance-gap analysis.

Answer: A method in the diagnostic process to determine the difference between what the organization could do by virtue of its opportunities and what it actually does. Data are collected on the actual state of the organization on a varying set of dimensions and also on the ideal or desired state. The difference is the gap which may be the result of ineffective performance from within the organization or because of competitive changes. A performance gap may also occur when the organization fails to adapt to changes in its external environment.

2. Compare and contrast the interview and survey methods of data collection.

Answer: Interviews are more personal, surveys are less so; interviews allow for more feedback, surveys more objective. Surveys are used to gather a large number of quantitative responses. The data generated from surveys tend to be impersonal and anonymous and often lack feeling and richness, but this method easily lends itself to quantitative analysis. The survey may lead the practitioner to problem areas which can be investigated more deeply through an interview. Interviews are more direct, personal, and flexible than surveys and are very well suited for studies of interaction and behavior. Interviews are flexible and can be used in many different situations. Interviewing also provides two-way communication.

3. List some possible types of organization data that you might find in your own organization or college that could be used in planning an OD program.

Answer: Pay policies, promotion possibilities, work environment, group interactions. There are many possible correct answers depending on the organization.

4. Explain the difference between symptoms and causes.

Answer: The symptom is the manifestation of some underlying problem. Cause is the reason for the problem. The client is often aware of the evidence of the symptoms of a

problem, such as declining sales or high turnover. Through data collection and analysis the practitioner tries to identify what factors are causing the problem, and therefore what needs to be changed to fix it.

5. Identify and give examples of the force-field analysis model.

Answer: It is a diagnostic technique that views organization behavior as a balance of forces that push for and restrain change. Restraining forces act on the organization to keep it stable and driving forces put pressure on the organization to change. If the forces for change and the forces against change are equal, the result is equilibrium and the organization remains stable. Change takes place when there is an imbalance between the two types of forces and continues until the opposing forces are brought back into equilibrium.

CASE DISCUSSION

The Old Family Bank (p. 141)

I. Problems

A. Macro

1. The lack of loyalty to the entire bank could affect the effectiveness (and profitability) of the bank.
2. The bank may have a poor process for setting pay policies.

B. Micro

1. Though the personnel in the computer services department have a strong team, they are not loyal to the larger organization.
2. Computer services personnel believe that management does not appreciate them, their skills, and contributions.
3. Computer services personnel may be underpaid when compared to similar workers in other companies.

II. Causes

1. The skilled workers in the computer services department do not recognize all of the factors that may affect pay and rewards.
2. The computer services personnel possibly have access to more company-wide information by virtue of the type of work their department does than do personnel in other departments. Consequently, they get a portion of the data without understanding how managers make decisions based upon that data.

III. Systems affected

The attitudes of the computer services personnel to the bank likely affect the entire bank's operations.

IV. Alternatives

1. H. Day gathers more data to confirm/disprove initial diagnosis.
2. Use a diagnosis model such as force-field analysis to understand better the problem. Working through the model may bring to light ways to change the situation in the computer services department.
3. Day checks on regional employment data to determine if computer services personnel are being paid competitively with similar workers in other companies. Adjust pay if warranted by the data.
4. Meet with the department and explain the bank's procedures and rationale for how pay levels are set.

V. Recommendations

All of the alternatives listed above can be undertaken by Day.

KEY WORDS AND CONCEPTS

Clique - in a sociogram, when three or more persons within a larger group select one another as a subgroup. (p. 124)

Closed questions - specific questions that can normally be answered either yes or no. (p. 125)

Data - unstructured, unformed facts. (p. 121)

Diagnosis - analysis of problem(s). (p. 118)

Diagnostic models - provide a conceptual framework to understand the organization, its many components, and how well they function as a system. (p. 127)

Differentiation and integration model - a diagnostic model that stresses the importance of a sound analytical diagnosis as the basis for planned change in organizations. (p. 127)

Directed interview - interview in which only specific information is sought. (p. 125)

Driving forces - opposite forces to restraining forces. Driving forces put pressure on the organization to change. (p. 129)

Equilibrium – a term used in the force-field analysis model that refers to the restraining forces and driving forces for change being equal or in balance. (p. 129)

Force-field analysis model - this model weighs forces for and against change. Restraining forces keep the organization stable and driving forces put pressure on the organization for change. (p. 129)

Hawthorne effect - the effect of the observer on the subject. The act of investigating or observing may influence the behavior of those being investigated. (p. 127)

Information - data that has structure and form. (p. 121)

Isolates – in a sociogram, it is those individuals within a group who are only chosen rarely by others. (p. 124)

Mutual choice - in a sociogram, when certain individuals within a larger group choose one another. (p. 124)

Nondirected interview - the interview direction is chosen by the respondent. There is little direction by the interviewer. (p. 125)

One-way choice - in a sociogram, when an individual in a group chooses another but is not chosen in return. (p. 124)

Open-ended questions - this type of question allows the respondent to be free and unrestrained and to direct the interview. (p. 125)

Performance gap - this is the difference between the desired and the actual performance of an organization. (p. 118)

Questionnaires - this method of gathering data is normally used for a large number of responses. Although this method is impersonal, it lends itself to quantitative analysis. (p. 123)

Restraining forces - these forces act to keep an organization stable. (p. 129)

Sociogram - this is a diagram of relationships and interactions within a group. (p. 123)

Sociometric approach – a technique for collecting quantitative data on work groups. The data enable the investigator to diagram the structure and patterns of group interaction. The result of the approach is a sociogram. (p. 123)

Sociotechnical-systems model - an organization has two systems that are interrelated—the social system and the technological system. This model determines how these systems interrelate and the feedback (or lack of it) between the subsystems. (p. 129)

Stars – in a sociogram, it is those highly chosen individuals. (p. 123)

Surveys - this method of gathering data is normally used for a large number of responses. Although this method is impersonal, it lends itself to quantitative analysis. (p. 123)

CHAPTER 6: OVERCOMING RESISTANCE TO CHANGE

LEARNING OBJECTIVES

1. Identify the forces within individuals and organizations that cause resistance to change programs.
2. Recognize strategies that can increase the motivation to change.
3. Diagnose the forces driving and resisting organization change.
4. Experience reactions to a change situation.

CHAPTER SUMMARY

Change. The process of change is made complex by the interaction of social, technical, and psychological factors. Both people and organizations have vested interests in the status quo. The advocates of change must deal with the possible resistance to change before implementing any OD strategy or technique.

Life Cycle of Change. The response to change tends to move through a life cycle. Five phases typical of change are (1) introduction of the change, (2) identification of the forces for and against the change, (3) conflict between the forces, (4) residual resistance to the change, and (5) establishment of change.

Factors Affecting Success. Major factors affecting the success of change include strong advocates of change, degree of change, time frame, impact on culture, and evaluation of change.

Driving Forces. These are forces that lead the organization to implement a change. The forces include the organization and its members being dissatisfied with the current situation, external pressures such as market forces, and encouragement and motivation by management.

Restraining Forces. Resistance to change is usually a reaction to the methods used in implementing a change rather than an inherent human characteristic. People tend to resist changes that do not make sense to them or that are forced upon them against their will. Certain factors, such as loss of security or status, lead to resistance to change. There are ways to reduce this resistance, including good communication and participation in the change process.

Strategies for Change. Acceptance of change can be improved when certain conditions are present that minimize the threat or discomfort of a proposed change. These conditions include careful planning and thorough communication of the change to the target individual, group, or system. The degree of acceptance also increases when others are allowed to participate in making a self-designed change program. The probability that a change will be accepted is increased if the manager can create a climate in which people feel free to change rather than coerced.

REVIEW QUESTIONS

1. Trace the life cycle of change in an organization or an event occurring in society (suggestions are smoking in public places, energy conservation, or driving smaller automobiles).

Answer: The answer will vary depending on the example chosen but it will generally follow the five phases discussed in the text.

2. What are major forces in the change process?

Answer: Forces can be driving and restraining. Driving forces are anything that increases the inclination of the client system to implement the proposed change program. Restraining forces hinder the development of the change program.

3. What strategies might be used in gaining acceptance for an OD program?

Answer: A systematic plan, inclusion of members, education and communication of proposed changes, managers creating a vision of the organization, recognition of resistance to change, providing support and a reward system for those involved, leadership of key managers, negotiation, explicit and implicit coercion, and power.

CASE DISCUSSION

The Hexadecimal Company(p. 167)

I. Problems

A. Macro

1. Company resistance to change.
2. “Us” versus “them” view of practitioners forms company’s viewpoint.

B. Micro

1. Professor/external practitioner ended too soon; did not provide direction or continuity.
2. “In-group” image perpetuated by OD group.
3. President too involved in details at beginning.
4. “Internal” consulting group was mostly outsiders and not accepted by the company at large.
5. OD group had little familiarity with nature of firm (except maybe George Kessler).
6. OD program too ostentatious and too costly for company.
7. Lack of unity in purpose and techniques within OD group.
8. Kay and Indar’s isolation from others and closeness to president had negative effects in OD group.
9. Budgeting not clarified at beginning.

10. Evaluation late - 1 year later and then almost a do or die evaluation.

II. Causes

1. Group too cohesive and creates images of “in-group.”
2. “Fancy” atmosphere perpetrated.
3. President too involved at first.
4. Company not prepared for OD and its needs and purposes.
5. OD groups consisted almost entirely of outsiders.

III. Systems affected

1. Structural - changing whom the OD group reports to will only confuse purpose and goals; Blake is not prepared.
2. Psychosocial - the OD group has caused at least as much antagonism as it has good results.
3. Technical - no reference to OD group’s effectiveness.
4. Managerial - too top-down thus far.
5. Goals and values – No indication that the company including top management (other than the OD group) knew or bought-in to the OD program. It was just a management training program.

IV. Alternatives

1. Keep as is.
2. Put under Blake.
3. Have professor help organize and budget for OD.

V. Recommendations

Alternative three with central contact person and clear budget. If size of Hexadecimal allows, make OD a separate department with its own vice president. Keep reporting to president but keep him personally removed from specific decisions. Also, make reports to the executive committee and gain their support. Bring several line employees into OD.

KEY WORDS AND CONCEPTS

Driving forces - anything that increases the inclination of the client system to implement the proposed change program. (p. 149)

Employee stock ownership plan (ESOP) -use various types of formulas to grant stock or stock options to a broad section of employees. (p. 157)

Gain sharing - a reward system used as a basis for calculating pay that recognizes the value of a specific group based on measurable characteristics. (p. 157)

Knowledge-based pay - a reward system based on the knowledge or skills a worker has. Sometimes called skill based pay. (p. 157)

Open-book management - opens the books to employees to see the company's financial records, expenses, and sources of profit. A major benefit is that employees are able to analyze and understand the problems for themselves. (p. 156)

Profit-sharing - uses the performance of the business to calculate employee pay. (p. 157)

Restraining forces - forces that block the implementation of a change program. (p. 151)

Vision - describes a desired future state for an organization and it can provide the members with a mental image of the future. (p. 154)

CHAPTER 7: OD INTERVENTION STRATEGIES

LEARNING OBJECTIVES

1. Identify and understand the range of major OD intervention techniques and how they can be applied.
2. Identify the way various interpersonal, team, and intergroup techniques fit into an OD program.
3. Understand the change strategies.

CHAPTER SUMMARY

This chapter examined some of the major organization development interventions. OD is a long-term effort to introduce planned change on a system-wide basis. Therefore, the selection of specific strategies and techniques is an important action step.

OD Strategy. The OD strategy involves the planning and direction of intervention activities. A comprehensive approach involves the way the organization is managed, the way jobs are designed, and the way people are motivated. The practitioner and the client determine the appropriate strategy to best attain the change objectives. There are also a number of possible OD techniques. Based upon the change strategy, specific action interventions that will best resolve problem conditions and increase organizational effectiveness are set in motion. A more detailed description of these techniques will be presented in the following chapters.

Basic Strategies. Three basic approaches to change are structural, technological, and behavioral. Structure provides the framework that relates elements of the organization. Technological strategies implement new technologies that bring an organization up to the state-of-the-art in machinery, automation, and job design. Behavioral strategies emphasize the use of human resources to improve an organization's performance. These units are engaged in some task or technological accomplishment and are bound together in an interrelated network of social and behavioral relationships.

Integration of Strategies. An organization must consider the interdependencies among its various sub-elements. Structural, technological, and behavioral change strategies do not exist in isolation of one another. A change in one subsystem will have some impact upon other elements of the system. A comprehensive approach needs to consider the system's technological and structural variables as well as its behavioral variables.

Stream Analysis. This is one method used in planning the implementation and analysis of behavioral, structural, and technological changes. Stream analysis identifies interventions that the organization can implement as part of the OD program. Interventions are scheduled to begin and end at specific times, and the relationships between the interventions are determined. A chart is made to better visualize the OD strategy. It shows the interventions plotted over time with arrows showing the relationship of interventions to one another.

Interventions. There are many possible intervention techniques that may be used in organization development. Although these techniques differ, they aim at the same basic goals: (1) to improve the functioning of the client system, (2) to increase the organization's adaptive capability toward a more anticipative system, and (3) to enhance the development and potential of the individual members of the organization.

Major OD Interventions. Intervention techniques may be classified in terms of the target system. The intervention may focus on organizational levels, ranging from the individual, team, and interteam levels to the total organizational system. The aspect of the organization that is being changed and the problem conditions will determine the type of intervention that is selected.

REVIEW QUESTIONS

1. Compare and contrast the basic OD strategies.

Answer: Structural - changes that affect the way that the elements of an organization relate to one another.

Technical - changes that bring an organization up to the state of the art in machinery, methods, automation, and job design.

Behavioral - changes that improve the level of morale, motivation, and commitment of members.

Each of these three change strategies cannot be isolated from one another as a change in one area usually affects other areas, sometimes in unpredictable ways.

2. Identify and give examples of OD interventions for various target systems.

Answer: Individual or interpersonal level - job design and enrichment, goal setting, career planning, stress management.

Team or group level - team building, job design and enrichment, role negotiation, role analysis.

Intergroup level - intergroup development, third-party intervention, organization mirror.

Total organizational system level - goal setting, survey feedback, action research, Likert's System 4.

3. Explain how stream analysis can be used in an OD program.

Answer: Stream analysis is a method used in planning the analysis and implementation of behavioral, structural, and technical changes. It helps the practitioner and client diagnose and plan the interventions and keeps track of their progress once the change

program is underway. The information may be used to redesign the change program or to schedule time appropriately.

4. Describe an integrated approach to change.

Answer: A change oriented toward dealing with the total organization through an integration of behavioral, structural, and technical strategies. After the consultant and the client determine the major strategy, they then decide upon the specific OD techniques to implement in the change effort.

5. Explain three factors that should be considered in selecting a technique.

Answer: (1) The potential results of the technique. Will it solve the basic problems? Does it have any additional positive outcomes? (2) The potential implementation of the technique. Can the proposed technique actually work in a practical application? What are the actual dollar and human costs of this technique and the impact of costs upon the client system? How do the estimated costs of the technique compare with the expected results (costs versus benefit)? (3) The potential acceptance of the technique. Is the technique acceptable to the client system? Is the technique adequately developed and tested? Has the technique been adequately explained and communicated to members of the client system.

CASE DISCUSSION

The Farm Bank (pg. 194)

I. Problems

A. Macro

1. Client system unprepared for change.
2. Client system unfamiliar with and unprepared for MIS.

B. Micro

1. Top-down approach (Swain's) excluded staff from decision and preparation for MIS.
2. Survey should have preceded, not followed, MIS.
3. Hassler not assertive enough to fulfill Swain's goals by keeping Swain informed.
4. Particulars in MIS need to be changed (limit info after determining needs, change format, etc.).
5. Wyatt has been charged by Swain to make survey but her boss, Hassler, has told her not to give the report to Swain.

II. Causes

1. Conservative nature of firm (and age of staff).
2. Lack of education regarding MIS.
3. Lack of planning regarding functions MIS would perform for managers and firm.
4. Hassler more interested in personal security than in fulfilling purpose for which he was hired.

III. Systems affected

1. Structural - Chain of command prohibited Wyatt from improving MIS through using results of report.
2. Technical - MIS needs new form and new limitations. These are not being carried out.
3. Behavioral – Wyatt’s “fulfillment” and satisfaction of job well done are restricted. Other staff’s expectations brought on by survey are frustrated by lack of follow-through. Swain hopes are not fulfilled. Hassler knows he is not fulfilling his role. Managerial decisions company-wide are not being made in the best possible way, since information is not being managed in the most effective way possible.
4. Managerial – Hassler is uncomfortable about taking things up the chain. Possibly the president, Swain, has intimidated subordinates in the past. Or Hassler does not want to rock the boat, has a “full plate”, or maybe is lazy. It is difficult to access motives of managers.
5. Goals and values – Excellence and organization improvement does not seem to be valued by most managers except possibly Wyatt.

IV. Alternatives

1. Wyatt could convince Hassler it’s in his best interest to show Swain results of survey.
2. Wyatt could go along with Hassler’s inaction.
3. Wyatt could go around Hassler and tell Swain.

V. Recommendations

Wyatt needs to submit the report to Swain since this is the person who assigned her to do the survey. She needs to explain tactfully to Hassler the importance of her giving Swain the report. Once the report is sent to Swain, The Farm Bank needs to embark on a strategy of solving the problems identified in the survey. The approach should be an integrated one involving the people who use the MIS with then identifying specific problems and the steps to correct the problems. Hassler needs to be involved in making the changes as well as Wyatt.

KEY WORDS AND CONCEPTS

Behavioral strategies - places emphasis on the use of human resources.(pg. 178)

OD intervention - the range of actions designed to improve the health or functioning of the client system in an OD program.(pg. 183)

OD strategy - a plan for change using structural, technical, and behavioral methods.(pg. 175)

Parkinson's Laws - summarizes the problems of inefficient practices in organizations: (1) the law of multiplication of subordinates and (2) the law of multiplication of work.(pg. 183)

Second-order consequences - indirect consequences that result from a change action.(pg. 180)

Stream analysis - a method useful in planning the changes that plots the interventions over a period of time.(pg. 181)

Structural strategies - alters the framework that relates elements of the organization to one another.(pg. 176)

Technological strategies - changes in machinery, methods, automation, and job design.(pg. 177)

Virtual teams – teams and their meetings occur electronically over telecommunications lines and in some cases over the Internet. The need for face-to-face meetings is reduced. (pg. 179)

CHAPTER 8: PROCESS INTERVENTION SKILLS

LEARNING OBJECTIVES

1. Understand the key OD process skills and determine how they can be applied.
2. Practice using OD process skills.
3. Identify and gain insights into your OD style.

CHAPTER SUMMARY

OD Process Interventions. This chapter has presented an overview of process interventions, one of the most used OD skills. Process interventions are often utilized to develop more effective teams. They are used to assist work groups in diagnosing and solving their own problems and to increase the functioning of work groups by helping team members work together.

Own Solutions. One of the major characteristics of process interventions is that people learn to identify problems and then initiate their own solutions. Process interventions help individuals and teams to diagnose and solve their own problems.

Group Process. The foundation of process interventions is the study of how groups and the individuals within groups behave. Five areas crucial to effective organization performance are communication, member roles and functions, group problem solving and decision making, group norms and growth, and leadership and authority.

Types. The types of process interventions that may be used include clarifying, summarizing, synthesizing, generalizing, probing, questioning, listening, reflecting feelings, providing support, coaching, counseling, modeling, setting the agenda, feeding back observations, and providing structural suggestions. Interventions should be as brief and crisp as possible. The concern is how the group is going about accomplishing its task.

Interventions. Managers must examine several factors in deciding upon an intervention. They must determine not only the depth of the desired intervention but also the relative advantages and disadvantages of various possible interventions. Process interventions can often be used to enhance team functioning and performance.

REVIEW QUESTIONS

1. **Explain how process interventions can be used in an OD program.**

Answer: Process interventions can help a group look at how it is solving its problems and making decisions. The objective is for the group to become more effective. The OD practitioner can use process interventions such as feeding back observations, coaching,

clarifying, summarizing, synthesizing, probing, questioning, listening, reflecting feelings, providing support, counseling, modeling appropriate behavior, setting the agenda, and making structural suggestions

2. What is the difference between group task functions and group maintenance functions?

Answer: Members of existing groups take on roles that can be categorized as group task functions and group maintenance functions. Group task functions include member behaviors that directly help the group solve its task. These behaviors include initiating and suggesting what the goal of the group should be, how the group can proceed to accomplish its goal, seeking opinions and information, giving opinions and information, asking questions of clarification, summarizing, and testing for group consensus. Group maintenance functions include behaviors that help the group grow and improve its members' interpersonal relationships. Maintenance functions also include harmonizing, compromising, and encouraging behaviors.

3. Identify and explain the communication processes that a manager can use in a work group.

Answer: The communication process largely follows process interventions. The manager can make statements that clarify what a person has said and summarize the group's position. When the team needs to explore additional ideas, the manager may seek more information and ask questions. At times it may help to pull several ideas together. The manager can reflect back what a speaker has said from both a content and feeling point of view. The manager can practice empathy by trying to see the world from the speaker's point of view. The manager can often communicate best by encouraging others to talk and express their ideas. Listening is one of the more important communication processes. Listening is an active process that includes making eye contact and nodding of the head. Listening also involves hearing the entire message including the feelings of the speaker, which are communicated nonverbally (tone of voice, facial expressions, and body posture.)

CASE DISCUSSION

The OD Letters(p. 217)

I. Problems

A. Macro

1. Lack of clear objectives.
2. Little evidence of top management support.

3. XRS Laser does not seem interested in more than a weekend low-involvement training program.

B. Micro

1. If Ryan accepts the assignment, what training programs should he implement?

II. Causes

1. John Everet does not set an example of commitment to the employees.
2. There is little evidence that top management is interested in an OD program. If there are management problems, they are not aware of them or are not interested in solving them.

III. Systems affected

1. Structural - John Everet's attitudes and behaviors permeates through the levels of the organization.
2. Psychosocial - personal commitment to change is not in evidence.
3. Technical - none apparent.
4. Managerial - managers key off John Everet as shown by decreasing attendance at the training sessions.
5. Goals - no indication that change goals have been set.

IV. Alternatives

1. Ryan rejects training offer.
2. Ryan accepts training offer but is prepared for this to be a low-level, one-time relationship.
3. Ryan meets with John Everet before going on the trip to determine what the goals and motivation of John are. Mutual expectations are explored and defined.
4. Ryan accepts training offer. In the training sessions Ryan confronts behaviors through process observation skills. This may at times be confrontational but Ryan's demeanor is calm.

V. Recommendations

Combinations of alternatives 3 and 4.

KEY WORDS AND CONCEPTS

Agenda setting interventions - a type of process intervention that sets aside time when process issues will be specifically discussed apart from content issues. Agenda-setting interventions do not include determining the task items to be discussed. (pg. 205)

Empathy - a process intervention where the listener tries to see the world from the speaker's point of view. (pg. 204)

Group building and maintenance functions -include behaviors that help the group grow and improve its members' interpersonal relationships. (pg. 201)

Group consensus - a decision made by a group that all members can support. Decision making by consensus is the ideal technique though it is the most difficult to obtain. (pg. 202)

Group content - the task or what a group does. (pg. 200)

Group process - how the group goes about accomplishing its task. (pg. 200)

Group task functions- functions include member behaviors that directly help the group solve its task. (pg. 201)

Individual functions - behaviors of group members that satisfy individual needs and are inconsequential to the group's task and maintenance. (pg. 202)

Member roles- functions that individual members play in a group. The roles can be broadly categorized as group task, group maintenance, and individual. (pg. 200)

Norms - the organized and shared ideas regarding what group members should do and feel. (pg. 202)

Process interventions - those specific practitioner interventions whose concern is how the group is going about accomplishing its task. Types of interventions include summarizing, synthesizing, questioning, listening, reflecting feelings, coaching, modeling, setting the agenda, feeding back observations and structural suggestions.(pg. 199)