CHAPTER 9: EMPLOYEE EMPOWERMENT AND INTERPERSONAL INTERVENTIONS

LEARNING OBJECTIVES

1. Recognize the need for employee empowerment interventions in an OD program.
2. Experience the dynamics involved in interpersonal communication.
3. Practice giving and receiving feedback on your personal communication style.
4. Describe career life planning and stress management as OD techniques.

CHAPTER SUMMARY

Employee Empowerment. Interpersonal interventions are based upon improving organizational efficiency by increasing the individual's involvement, motivation, and competence. Employee empowerment is a powerful technique for unleashing human potential in organizations.

Laboratory Learning. Although research on the effectiveness of laboratory learning programs shows mixed results, there is evidence suggesting that this technique can influence managerial behavior. OD practitioners often used it successfully in change programs in the past, but it is not used as frequently today.

Johari Window Model. The Johari Window provides a way of thinking about ourselves in relation to other people. It also provides two major ways of getting to know and understand others and ourselves: self-disclosure and feedback. The purpose of these two strategies is to enlarge our open areas as much as possible by reducing the blind or closed areas. To the extent that we gain clearer and more accurate perceptions of others and ourselves, we can improve our ways of communicating and working together.

Transaction Analysis. Transactional analysis is a technique for changing an organization's culture by getting people to think about their relationships with others and by providing a framework for improving their managerial style. One manager may assume that people are irresponsible and approach situations like a parent-critical, judgmental, and admonishing; another may act in ways that are dependent, powerless, or rebellious, like a child. Because the nature of the people in any organization is changing, the manager or OD practitioner needs to develop new skills in relating to others. These relational skills involve transactions with others, and the way you come across to others may well influence your effectiveness.

Career Life Planning. Career life planning provides activities that help individuals to reassess their life and career goals and to redirect their efforts toward new goals. Now or at some time in the future you may be at a career decision point where you will want to use this technique to examine your career or life plan.
Stress Management and Burnout. Stress and burnout are increasingly having an impact upon organization members. Stress management programs set up by organizations for their members include biofeedback, meditation, career life planning, training in stress management, wellness programs, and seminars on job burnout. The purpose of most of these programs is to help individuals increase their coping skills. One objective of OD programs is to improve organization situations that cause stress.

Choice. The idea of choice is an important notion regarding behavioral change. We often behave in certain ways that we find effective before we become aware of their consequences. Such behaviors are essentially habitual and not by choice. A choice is opened up as you begin receiving feedback on your blind spots and on how others react to your behavior. You can choose to continue behaving the same way and accept the consequences. Or you can choose to alter your patterns of behavior in the hope of changing the consequences to modes that are more effective. Either way, more authentic and effective behavior is possible once you recognize the choices and take responsibility for your actions.

REVIEW QUESTIONS

1. What are the objectives of laboratory training?

Answer: Laboratory training or learning provides insight into personal behavior and how one affects others. The goal is for participants to develop self-insight and awareness, to increase sensitivity to one’s effect on others, and to bring to the surface data on one’s blind spots and hidden areas. The laboratory provides a safe climate away from the work organization where participants can try new behaviors and receive candid feedback from others on the effectiveness of those behaviors. Participants can then take back to their work new ways of behaving and working with others.

2. Identify and explain the four areas of the Johari Window Model.

Answer:
The public area - includes behavior, thoughts, and feelings that both the person and others know.
The blind area - represents aspects of the self not known to oneself, but readily apparent to others.
The closed area - involves behavior, thoughts, and feelings known only to oneself but not to others. For others to become aware of this area, it must be disclosed by the person.
The unknown area - the behavior and feelings that are inaccessible both to oneself and to others.
3. **How can you use the Johari Window Model as a tool to understand interpersonal communications?**

   **Answer:** Most organizations find that poor communication is the most important problem preventing effectiveness. The model presents a technique for identifying interpersonal communication style. It shows an individual the extent they are willing to receive feedback and disclose information about themselves. By enlarging the public area, an individual behaves in less defensive ways and becomes more open and trusting. Others will tend to react toward him/her with increased openness and trust.

4. **What is the interrelationship between the Johari Window Model and laboratory learning?**

   **Answer:** The ideas of the Johari Window can be used with laboratory learning to help participants understand their effect on others (disclosure) and how their behavior comes across to others (feedback).

5. **Explain how transactional analysis can help you better understand your communication patterns.**

   **Answer:** TA is a way for people to understand themselves better and to improve their communication and interpersonal relation skills. TA provides a model for analyzing and understanding human behavior using terminology familiar to many people.

6. **Explain the steps in a career life planning program.**

   **Answer:**
   - **Step 1** Each person independently prepares a list of career life goals that usually includes career, professional, personal, and relational goals (list 1).
   - **Step 2** Working in pairs, the practitioner (partner) then goes through the list, reality testing (are goals realistic?), helping set priorities, and looking for conflicting goals.
   - **Step 3** Each person makes a list of important accomplishments or happenings, including peak experiences and satisfactions (list 2).
   - **Step 4** The practitioner then works through a comparison of the individual’s goals (list 1) with the list of achievements (list 2), looking for conflicts or differences between the two lists. The practitioner points out the differences to his or her partner. Each person prepares a new list of goals with relative importance of the goals (list 3) based on working with the practitioner.
   - **Step 5** Each person prepares a detailed plan of action specifying how to get from where he or she is to where the goals show that he or she would like to be.
7. **Identify and explain stress management interventions.**

**Answer:** A stress management intervention is any activity or program that attempts to reduce the cause of work-related stresses or helps individuals to cope with the negative outcomes of exposure to stress. Stress management interventions include:

- Wellness programs – physical fitness, nutrition counseling, and smoking cessation.
- Relaxation techniques - Biofeedback and meditation are commonly used relaxation techniques.
- Career life planning – usually a seminar or training program in a one-to-one or group session.
- Stress management training - may include instruction in time management, goal setting, delegation, counseling of subordinates, self-awareness, relaxation techniques, and conflict resolution.
- Seminars on job burnout - Seminars to help employees understand the nature and symptoms of job problems.

**CASE DISCUSSION**

**The Sundale Club (pg. 253)**

**I. Problems**

A. **Macro**
   1. Division within organization due to poor relationships among personnel.
   2. Lack of leadership and direction within organization.

B. **Micro**
   1. Johnson’s (reputed) behavior.
   2. Loss of members.
   4. Poor staff morale; treatment of Pat indicates problem.

**II. Causes**

1. No recognition/follow-through for staff. Pat overlooked for promotion.
2. Personal relationship between Chuck Johnson and Ted Ellis detracts from goals of organization and from staff morale.
3. Bob’s upcoming retirement detracts from interest in problems.

**III. Systems affected**

1. Structural - personal relationships and director’s lack of interest hurt chain-of-command effectiveness.
2. Psychosocial - low morale within staff due to favoritism, disinterest, loss of membership, lack of direction of system.
4. Managerial - organization’s purpose and source of money undermined by personal interests and lack of direction. Managers who had authority, such as Bob Watts, are unwilling to take action.

5. Goals and values – there is no sense organization goals among management or staff despite declining membership. Staff and even some managers are increasingly interested in protecting their jobs or finding another job elsewhere. Consequently, there is little concern for providing service to the membership.

IV. Alternatives
1. Leave as is.
2. Let Bob Watts retire; explain problem to new director.
3. Unite staff (as Carol has started); include in meeting with new director/board.
4. Carol Happ hire OD practitioner to intervene and unite staff, but this will be difficult as Watts seems to be “coasting” until retirement.

V. Recommendations
Realistically, not much can happen until Bob Watts retires. Before Watts retires, some of the staff could unite under the leadership of Carol Happ and meet with Bob. But this has definite risks, particularly for any staff under Ted Ellis. Approach Watts from viewpoint of helping increase memberships and how unity, etc., is needed for this to occur. If Happ and the staff can gain Watts’ support, hire an external OD practitioner.

KEY WORDS AND CONCEPTS

Biofeedback - instruments take brain wave, heart, temperature and muscle readings which enable people to see and control nervous system reactions and stress. (pg. 237)

Career life planning - matching career and life goals. (pg. 233)

Complementary transaction – occurs when a message sent from one ego state receives an expected response from the other person’s appropriate ego state. (pg. 230)

Crooked stroke – has a double meaning. It transmits a message different from the words that a person uses. (pg. 230)

Crossed transaction - occurs when a message from one ego state receives a response from an inappropriate or unexpected ego state. (pg. 230)

Disclosure - used in Johari Window model to enlarge public area vertically. The process of communicating one’s feelings, thoughts, and candid feedback to others. (pg. 228)

Ego states - the three separate sources of behavior used in Transactional Analysis used to describe Parent, Adult, and Child feelings, attitudes, and behaviors. (pg. 228)
Empowerment - delegates power and decision making to lower levels and to engage all employees so that people develop in themselves a sense of pride, self-respect, and responsibility. Engages all employees to develop and responsibility. (pg. 223)

Fade out - occurs in laboratory learning programs when participants return to their work organizations. Back at work support is often lacking for participants’ new ways of behaving. (pg. 226)

Feedback - the behavioral process used to enlarge the public area horizontally allows one to reduce the blind area. (pg. 228)

Job burnout - emotional exhaustion and reduced accomplishment that can occur among individuals who do people work of some kind. A response to the chronic emotional strain of dealing extensively with other human beings who are troubled or having problems. (pg. 235)

Johari Window Model - a model for identifying communication style where four areas of knowledge about the self are identified: public, blind, closed, and unknown. (pg. 227)

Laboratory learning - simulated situations allowing for evaluation and reactions to others. Uses a group as a laboratory for experimenting, learning, and discovering cause-and-effect relations in interpersonal communication. (pg. 225)

Meditation - a commonly used relaxation technique where the user repeats a specific sound called a mantra during two 20-minute sessions a day. (pg. 237)

Negative strokes - sometimes called cold prickles in TA terms. Results in an unexpected, unreassuring response with a “You’re not OK” feeling. (pg. 230)

Positive strokes - in TA language, warm fuzzies. Transactions that provide an expected response and reassure a person’s worth, esteem, or competency: “You’re OK!” (pg. 230)

Psychological positions - feelings based on one’s previous experiences lead to positions toward oneself and others. The positions are I’m OK, you’re OK; I’m OK, you’re not OK; I’m not OK, you’re OK; and I’m not OK, you’re not OK. (pg. 231)

Psychosocial system - includes the network of social relationships and behavioral patterns of members, such as norms, roles, and communication. (pg. 224)

Stress - the interaction between an individual and the environment characterized by emotional strain affecting a person’s physical and mental condition. (pg. 234)

Stress management intervention - methods such as biofeedback, wellness, career counseling to help an individual deal with personal and work related stress. (pg. 236)

Stressors - events that create a state of disequilibrium within an individual. (pg. 234)
Stroking - a concept in TA theory referring to a form of recognition, including physical, verbal, or visual recognition, of one person by another. (pg. 230)

Structural analysis - used to understand the three ego states: parent, adult, and child. (pg. 228)

Transaction - an interaction between people involving a communication between their ego states. The basic unit of communication classified as complementary, crossed, and ulterior. (pg. 229)

Transactional analysis - (TA) an interpersonal relationship model that OD practitioners apply in organization change programs as a way for people to understand themselves better. (pg. 228)

Ulterior transaction - involves two ego states simultaneously: the literal words of the transaction, which may mean one thing, and the underlying intent, which may mean something entirely different. (pg. 230)

Wellness programs - stress reduction programs initially associated with physical fitness, nutrition counseling, and smoking cessation. (pg. 236)
CHAPTER 10: TEAM DEVELOPMENT INTERVENTIONS

LEARNING OBJECTIVES

1. Identify how team development techniques fit into an OD program.
2. Recognize team problems and why teams may not be operating at optimum capacity.
3. Experience the process of team development.

CHAPTER SUMMARY

Team Development. Team development is a major OD intervention. It is a useful and successful vehicle for bringing about significant changes in a team. Team development includes outdoor experiential training, role analysis, and role negotiation. Team development is used to increase the communication, cooperation, and cohesiveness of work teams, resulting in increased organizational efficiency. It is important to remember that team development is only a part of an organization-wide change program that values participation, collaboration, and the maximization of the use of human resources.

When to Use a Team. Not all work situations require the use of a team. Simple situations can be solved by an individual. The use of a team in a simple situation could actually impede organizational success. However, where complex situations predominate in a group's work, team development would be highly desirable. The problem-oriented situations that a work group faces require a finely tuned team, and the work group would greatly benefit from team development.

Problems of Work Teams. Problems inevitably occur when a group of people are brought together to work on a common project. Common problems center on differences in member needs, goal disagreements, norms, divergent points of view, different decision-making methods, different leadership styles and ways of administering direction, and too many or too few members.

Groupthink. Work groups can benefit from cohesiveness, but too much cohesiveness can be dysfunctional. When the need for uniformity within a group is greater than the need for high-quality decisions, the situation called "groupthink" occurs. Groupthink is a type of thinking engaged in by members of a work group when they are highly involved in a cohesive in-group and their striving for unanimity overrides the motivation to realistically appraise different courses of action.

Team Development Process. Team development is a process of education for the work team where the team learns new and more effective ways of operating. Team development meetings focus on the processes of how the team operates rather than the product or work of the team.
Outdoor Labs. Outdoor experiential laboratory training has become a common technique used for team development. The labs permit work teams to engage in team training away from the work site and engage in activities like rock climbing and white water rafting, which are very different from work. These situations seem to hasten discussion surrounding leadership styles, teamwork, and interpersonal relationships.

Role Analysis and Role Negotiation. Role analysis allows the participants to clarify their roles and relationships with one another. Role negotiation encourages participants to negotiate and arrive at an agreement on what they expect from one another.

REVIEW QUESTIONS

1. Identify the characteristics of an effective team. Is a golf team really a team, or just a group?

   Answer: Characteristics included cooperation, teamwork, and effectiveness in accomplishing goals by involving participation from all. In effective teams, members are open and honest with one another, there is support and trust, there is a high degree of cooperation and collaboration, decisions are reached by consensus, communication channels are open and well developed, and there is a strong commitment to the team goals.

2. Identify and give examples of ways of increasing team effectiveness.

   Answer: Examples are open communication, clarity of goals, room for input from all, satisfaction of members. One major OD technique, termed team building or team development, is used for increasing the communication, cooperation, and cohesiveness of units to make them more productive and effective.

3. Identify the symptoms of groupthink. Explain how groupthink can be avoided through team development.

   Answer: Symptoms are illusion of invulnerability, rationalization, illusion of morality, shared stereotypes, direct pressure, self-censorship, illusion of unanimity, and mindguards. Groupthink can be avoided through team development by being aware of group processes, improved communications and relationships among members, encouraging dissenting opinions, identifying objectives, increasing respect for others, and improving problem-solving ability of groups.
4. Select an example of groupthink occurring in an organization and critique the results and consequences to that organization. This could be an organization that is familiar to you or one that you have researched.

*Answer may vary*

5. Identify the six steps in the team development process.

*Answer:* Initiate the team development meeting, set objectives, collect data, plan the meeting, conduct the meeting, and evaluate the process.

**CASE DISCUSSION**

Steele Enterprises (*p. 289*)

I. Problems
   A. Macro
      1. Lack of communication between departments and from the top down.
      2. Role conflict.
      3. Competition rather than cooperation.
   B. Micro
      1. How to resolve and prevent personal disputes between Dick and Donna.

II. Causes
   1. Dick and Donna do not seem to be aware of their respective assignments.
   2. Role ambiguity exists between Dick and Donna. There is a lack of clarification regarding roles and duties.
   3. Possible “personality conflict” between Dick and Donna.

III. Systems affected
   1. Structural - there is a clear organization structure defining the Chemical and Mechanical departments.
   2. Psychosocial - the behavior of Dick and Donna is disruptive and may soon filter down to other people in their departments.
   4. Managerial - the management structure between Gene and his two subordinates, Dick and Donna, is degenerating into a fighting match with Gene as the referee.
   5. Goals and values – Dick and Donna do not give indications of valuing teamwork and seem to be more interested in competing with one another.

IV. Alternatives
   1. Gene can transfer either Dick or Donna so they will not be in contact with one another.
   2. Gene can make sure assignments given to Dick and Donna do not overlap. Also, Gene can reduce contact between the two.
3. Undertake team development training initially between Gene, Dick, and Donna. With time, bring in members of their departments. Perhaps consider an outdoor lab.

V. Recommendations
   Team development as explained in three above.

KEY WORDS AND CONCEPTS

**Group cohesiveness** - the attractiveness a group has for its members. *(p. 268)*

**Groupthink** - describes the problems of group cohesiveness. Refers to a mode of thinking that people engage in when they are deeply involved in a cohesive in-group and when the members striving for unanimity override their motivation to realistically appraise alternative courses of action. *(p. 268)*

**Interdependence** - situations where one person’s performance is contingent upon how someone else performs. *(p. 262)*

**Natural work team** - people coming together because of the related jobs or the structure of the organization design. *(p. 264)*

**Outdoor experiential laboratory training** - takes a group of people who work together, place them in an outdoor setting, and allows them to experiment and discuss leadership styles and teamwork. *(p. 273)*

**Role ambiguity** - the role incumbent’s being unaware of or lacking sufficient knowledge of the expectations of others. In other words, he or she does not fully know what others expect. *(p. 277)*

**Role analysis** - a team development method for clarifying role expectations. Role analysis is used to clarify such role discrepancies, leading to improved group cohesiveness and functioning. *(p. 276)*

**Role conception** - the person’s own ideas about appropriate role behavior. *(p. 277)*

**Role conflict** - discrepancy between role conception and others’ expectations. *(p. 277)*

**Role expectations** - the behaviors expected or prescribed for one member of the team by the other team members. *(p. 277)*

**Role negotiation** - an OD team building technique that is directed at the work relationships among group members. The technique involves a series of controlled negotiations between participants. During the role negotiation, managers discuss what they want from each other and explain why. *(p. 277)*
Team - a group of individuals who depend upon one another to accomplish a common objective. (p. 261)

Team building - also called team development. Is a data based intervention where a work group examines such things as their goals, structure, procedures, culture, norms, and interpersonal relationships to improve their ability to work together effectively and efficiently. (p. 262)

Team development – also called team building. See team building. (p. 262)

Teamwork- work done by members, all subordinating personal prominence for the good of the team. (p. 261)

Temporary task team- refers to groups meeting for limited periods of time to work on a specific project of problem, and after the solution of the problem they disband. (p. 264)
CHAPTER 11: INTERGROUP DEVELOPMENT

LEARNING OBJECTIVES

1. Identify problems of intergroup conflict and suboptimization.
2. Experience the negative effects of competition on organization effectiveness.
3. Observe and develop strategies for collaborative intergroup relations.
4. Diagnose the causes of cooperative versus competitive group relations.

CHAPTER SUMMARY

Conflict. Conflict is inevitable in organizations. Large organizations are divisionalized, departmentalized, and segmented to increase control and effectiveness. This creates boundaries between geographic areas or functional units, such as manufacturing, engineering, and marketing. Yet cooperation and collaboration among all units is essential to attaining objectives. The complexity and size of modern organizations often leads to competition or conflict between organization units. Large-scale organizations generate increased problems of dependence between groups that often result in suboptimization and lowered general efficiency. Such problems as intergroup conflict, power imbalance, or personal conflicts inhibit coordination between groups.

Win-Win. Organizations can experience situations of win-win instead of win-lose. Win-lose involves intergroup competition and conflict. Though the condition, and opportunity for a win-win collaboration are often present, many inherent factors lead organizations to define the collaboration as a win-lose situation. The consequences of win-lose situations include less communication between groups, development of negative stereotypes, and hostility and distrust toward the other group. The net result is usually dysfunctional in terms of total effectiveness. The conflict between groups may escalate, with each group attempting to win by fair means or foul.

Intergroup Interventions. The OD practitioner deals with intergroup problems by seeking interventions that emphasize improved communication and relations between operating units. These interventions stress the evolvement of the individual and the members of the group in the relationship between what they do and what others are doing. The practitioner uses strategies that identify areas of commonality, increase communication, and emphasize meta goals. These interventions include third-party intervention, the organization mirror, and intergroup team building and provide mechanisms for getting collaboration between competing groups. The major objectives of intergroup interventions include a better way of working together, increased recognition of interdependence, less competition, and more collaboration.
REVIEW QUESTIONS

1. Identify major sources of organizational conflict.

   Answer: Limited resources, competition, power conflict, role conflict, role ambiguity, personality conflict, goal conflict, and suboptimization.

2. Many people approach conflict as a win-lose situation. Why is a win-win approach more likely to work?

   Answer: Research indicates cooperation in some situations promotes productivity; however, there is lack of evidence to support intergroup competition promoting productivity. In simple tasks, competition tends to be superior to cooperation as it provides incentive. Tasks that are more complicated require coordination and sharing of information which competition tends to discourage. A “win-win” approach encourages interaction and negotiation to increase frequency of communication that in turn promotes cooperation.

3. What are the anticipated behaviors of competitive conflict that occur in work teams?

   Answer: Competing groups see the best in itself and the worst in the other group. Communication decreases between groups and hostility increases toward the other group. The group becomes more cohesive, structured, and organized. Also within the group, concern for task accomplishment increases while concern for psychological needs of members decreases. Leadership styles become more autocratic and less democratic. After the groups complete the task and there is a winner and a loser, the winning group will become more cohesive but, with their self-image of being better than the other group, they will become complacent. The winning group will become more concerned for member’s psychological needs and less concerned for task accomplishment. The losing group denies the loss if the situation is ambiguous enough or rationalizes the loss by blaming it on bad luck or unclear rules. Initially the group splinters, tries to find someone to blame, and has less concern for member’s psychological needs. Over time, however, the loosing group usually learns more about itself because its preconceived ideas about being the best group are upset. The long-term result of the loss can have positive outcomes if the losing group realistically accepts its loss.

4. Identify and compare the five major conflict styles.

   Answer:
   Avoiding - low concern for both self and others.
   Obliging - low concern for self and high concern for others.
   Dominating - high concern for self and low concern for others.
   Compromising - moderate concern for self and moderate concern for others.
Integrating - high concern for self and others.

5. Compare and contrast the methods used in the different approaches to resolving intergroup conflict.

*Answer:*
Third-party consultation - one method of increasing communication and initiating intergroup problem solving through the use of a third party, usually an outside practitioner. In this process the parties directly engage each other and focus on the conflict between them.
Organization Mirror - a technique designed to give work units feedback on how other elements of the organization view them. This intervention is designed to improve relationships between groups and increase effectiveness.
Intergroup Team Building - an intergroup team building or confrontation technique where key members of conflicting groups meet to work on issues or interface. An interface is any point at which contact between groups is essential to achieving a result.

**CASE DISCUSSION**

The Exley Chemical Company (*pg. 313*)

I. Problems
   A. Macro
      1. Geographic separation of plants.
      2. Unclear delineation of responsibility; duplication of roles among departments.
      3. Competition, rather than cooperation, within and between departments.
   B. Micro
      1. Personal territoriality in departments.
      2. Lack of integration of efforts.

II. Causes
   1. Poor communication.
   2. Poor planning.
   3. Lack of shared objectives.

III. Systems affected
   1. Structural - responsibilities overlap without coordination of people involved.
   2. Managerial - managers sometimes operate at cross purposes to one another. Other managers tend to drop the ball if they are not given specific authority for an area.
   3. Psychosocial - Some departments (for example, Exley’s research person in charge of polymers) see the need for better teamwork on the projects. Without direction from corporate headquarters, managers seem to identify more with their departments than the entire organization.
   4. Technical - the ability to develop new products is being hindered.
5. Goals and values - each department identifies with their own goals and not the meta or organization-wide goals of Exley.

IV. Alternatives
1. Intergroup development including third-party consultation, organization mirror, and intergroup team building.
2. Get rid of product development division and create teams of involved employees to head-up the development, introduction, manufacturing, and sales of products.
3. Return to traditional method used before the creation of the product development division.

V. Recommendations
A combination of alternatives 1 and 2. Make all affected divisions responsible for new products. This will require a high degree of intergroup development.

KEY WORDS AND CONCEPTS

Avoiding Style - a style of managing conflict that avoids conflict by withdrawing. *(pg. 300)*

Boundaryless - a term used by General Electric that refers to reducing conflict between divisions and departments (i.e., there are no boundaries between departments). *(pg. 296)*

Compromising style - a style of managing conflict that tends to seek out compromise between conflicting parties. *(pg. 301)*

Confrontation - the process in which the parties directly engage each other and focus on the conflict between them. *(pg. 302)*

Dominating style - a style of managing conflict that attempts to attain personal objectives and often ignores the needs of others. *(pg. 300)*

Integrating style - a conflict style where there is high concern for self and others. This style is concerned with problem solving; uses openness, sharing of information, and the examination of differences to reach a consensus solution. *(pg. 301)*

Interdependence - situations where the performance of one group is contingent upon another group. *(pg. 296)*

Interfaces - meeting point between groups. *(pg. 296)*

Intergroup competition - A condition causing intergroup problems which involves groups with conflicting purposes or objectives. This condition emerges when a group desires or pursues one goal while directly opposing values that exist in another group. *(pg. 298)*
Intergroup interventions - OD interventions that attempt to increase cooperation among organization subsystems. (pg. 297)

Intergroup team building - An OD intervention technique where key members of conflicting groups meet to work on issues or interface. (pg. 303)

Meta goals - the superordinate organization goals. (pg. 302)

Obliging style - a style of managing conflict that is concerned with people satisfactions and smoothing over conflicts. (pg. 300)

Open loop - elements of an organization such as departments operating without feedback. There is no mechanism for corrective action to take place. (pg. 297)

Organization mirror - a technique designed to give work units feedback on how other elements of the organization view them. This intervention is designed to improve relationships between groups and increase effectiveness. (pg. 303)

Suboptimization - when the goals of operating divisions are interdependent, optimization by one group may result in decreased goal attainment for other groups and the organization. Occurs when a group optimizes its own subgoals but loses sight of the larger organization goals. (pg. 298)

Team interdependence - the performance of one group is contingent upon another group. (pg. 294)

Third-party interventions - method of increasing communication and initiating intergroup problem solving using a third party, usually an outside practitioner. In this process the parties directly engage each other and focus on the conflict between them. (pg. 302)
CHAPTER 12: GOAL SETTING FOR EFFECTIVE ORGANIZATIONS

LEARNING OBJECTIVES

1. Recognize how goal setting can be used as part of an OD program.
2. Apply the major findings of the research on goal setting to develop organizational and personal goals.
3. Describe how management by objectives (MBO) can be applied as a management system.
4. Experience and practice goal-setting approaches.

CHAPTER SUMMARY

Goals. Goals can have very beneficial results for both individuals and organizations. A goal is what an individual or organization is trying to accomplish, and goals drive behavior.

Goal Setting. Goal-setting programs are more effective if the goals are difficult, specific, measurable, and achievable. The managers of an organization that introduces goal setting should provide feedback to the employees. Commitment by the individual employees is crucial; participation in designing the goal is an effective way to ensure acceptance.

MBO. MBO is widely used in organizations but with mixed success. The failure of MBO programs is due in part to unrealistic expectations by management and in part to improper implementation. Despite some negative reports, MBO incorporates very sound techniques and should not be overlooked as an OD goal-setting technique.

REVIEW QUESTIONS

1. Identify and discuss the major factors in effective goal setting.

   Answer: Goals should be difficult and specific, but they should not be impossible to attain. Frequent, relevant, and specific feedback is important. Goal setting can be successful regardless of the education level, position in the organization, or seniority of the participant. Support from management is critical.

2. Discuss the role of participation in goal setting.

   Answer: Participation, though not mandatory, tends to lead to participant commitment. Commitment is a crucial ingredient in effective goal setting. Management should also participate in a goal program by providing timely and specific feedback.
3. Describe Locke and Latham’s goal-setting model.

Answer: The first three factors in the goal-setting process are determining the goal, achieving goal commitment, and overcoming resistance to goal acceptance. The following goal attributes or characteristics tend to work best in setting goals. Goals should be difficult and challenging but not impossible to accomplish. They should be specific and measurable and they should be compatible with goals formulated at higher levels of the organization. The next step is a period of performance. The results of the employees’ performance can be beneficial or negative. Higher performance and pride in achievement of successes can be expected. Negative consequences can be expected, particularly when the goals are not achieved.

4. What are the typical steps in an MBO program?

Answer:
Step 1 - The subordinate proposes to his/her manager a set of goals for the upcoming time period that are formulated to be congruent with goals set at the next higher level.
Step 2 - The subordinate and the manager jointly develop specific goals and targets.
Step 3 - A period of performance in which the individual involved is attempting to accomplish the individual goals.
Step 4 - The manager feeds back results to the subordinate and gives appropriate rewards for performance.
Step 5 - The outcome of the performance review provides the basis for setting new performance goals and recycling of the goal-setting process.

5. Compare and contrast the factors that make for successful and unsuccessful MBO programs.

Answer: Mutual goal setting is not always possible; MBO may be expensive and time consuming; managers may resist required changes in style. If participative and clear, it is more likely to be successful.

CASE DISCUSSION

Valley Wide Utilities Company (pg. 337)

I. Problems
A. Macro
   1. Difficulty in setting standards
   2. Low morale, resistance to measurement.
   3. Goals don’t appear to be mutually set.
4. MBO set for the purpose of evaluating department managers, not as a method of setting goals.

B. Micro
1. Not enough input from below; too top-down.
2. “Management by exception” doesn’t allow for causes; too numerical, not enough human factor.

II. Causes
1. Rewards overlooked; failure emphasized; too negative.
2. No employee input.
3. Standards not agreed upon.

III. Systems affected
1. Structural – Givens and Hirsh seem to be staff managers. Yet they are imposing goals on line and operational units.
2. Psychosocial – people not truly committed to goals, lack of personal involvement in setting goals.
3. Technical – repairs to lines and other emergency situations may not be corrected in future if people blindly adhere to the goals.
4. Managerial – lack of flexibility. Managers may become “robot-like” if MBO goals are imposed without consideration for unforeseen problems and situations.
5. Goals and values – the goals of Valley Wide can suffer as there is no clear policy and procedures regarding goal setting. Goal setting and MBO was tried briefly, didn’t work immediately, and quickly dropped. This could create a precedent for future programs to improve the organization.

IV. Alternatives
1. Team and interteam development.
2. MBO with team input.
3. Role clarification.

V. Recommendations
All of the alternatives can be used with a revised MBO goal setting program.

KEY WORDS AND CONCEPTS

Goal - what an individual is trying to accomplish and is the object or aim of action. (pg. 320)

Goal setting- a process intended to increase efficiency and effectiveness by specifying desired outcomes toward which individuals, teams, and organization should work. (pg. 319)

Management by objectives (MBO)- a specific technique used by organizations for setting goals. It is a system of management set up to help in planning, organizing, problem solving, motivating, and other important management activities. (pg. 324)