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ORGANIZATION
DEVELOPMENT
& *Change*

6TH
EDITION

ORGANIZATION DEVELOPMENT AND CHANGE

SIXTH EDITION

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ORGANIZATION DEVELOPMENT AND CHANGE

SIXTH EDITION

DEDICATION

To Gerald and Arlene Cummings

*To Al Worley, Pauline Hume, Gladys Ritchie,
Frank and Joan Drachman*

*And for those of you who wondered:
"Junior" turned out to be Samuel*

PREFACE

This is the sixth edition of a text about organization development (OD). OD is the application of behavioral science knowledge to improve organization performance and organization functioning. The distinction between performance and functioning is important. OD's behavioral science orientation traditionally resulted in more attention to functioning than performance. Armed with a set of humanistic values and concerned with the unintended negative social consequences of bureaucratic organizations, OD offered a *process* for making the organization more hospitable to people. But it usually stopped short of trying to improve performance; it was enough to say that the organization had become more human.

OD, in this context, was increasingly challenged as irrelevant. It often made people feel better, but questions lingered regarding its impact on organization effectiveness and performance.

The original edition of this text, authored by OD pioneer Edgar Huse in 1975, became a market leader because it addressed the relevance issue. It took an objective, research perspective and placed OD practice on stronger theoretical footing. Ed showed that, in some cases, OD did produce meaningful results but that additional work was still needed. Sadly, Ed passed away following publication of the second edition. His wife, Mary Huse, and West Publishing asked Tom Cummings to revise the book for subsequent editions. With the fifth edition, Tom asked Chris Worley to work with him in writing the text.

The third, fourth, and fifth editions had an important influence on the perception of OD. While maintaining the book's traditional strengths of even treatment and unbiased reporting, the new editions made even larger strides in placing OD on a strong theoretical foundation. The third and fourth editions broadened the scope and increased the relevance of OD by including interventions that had a *content* component. The fifth edition went one step further and suggested that OD had begun to incorporate a strategic perspective. This strategic orientation suggested that OD could be as concerned with performance issues as it was with human potential. Effective OD, from this newer perspective, relied as much on knowledge about organization theory as it did on the behavioral sciences.

Revisions to the Sixth Edition

Our goal in the sixth edition is to update the field once again. Although we have retained several features of the original text, we have made some important changes.

ORGANIZING AS A COMPETITIVE ADVANTAGE

Since the last edition, the concept of organization design has become an important feature of strategy implementation and competitive advantage. In line with this trend, we have revised and emphasized organization-level issues throughout the text. In Part II, the Process of OD, a chapter is devoted to diagnosing strategy and organization design. In Part III, coverage of large-group interventions that focus on organizationwide problems and issues has been expanded. In Part IV, the chapter on structural design has been renamed and completely

rewritten. The new Chapter 14, Restructuring Organizations, briefly describes traditional structures, more thoroughly covers network structures, and adds a new section on team-based or process-based organizations. In addition, and in response to feedback from users, the chapter now describes downsizing and reengineering interventions. The entire chapter is written with a strategic emphasis. Descriptions of other technostructural interventions, such as parallel structures, high-involvement organizations, total quality management, and self-managing teams, have been thoroughly updated. In Part VI, the chapter on organization transformation has received an important overhaul. The description of the culture change process has been greatly expanded, and there is a new section on organization learning.

AN EMPHASIS ON OD IN DIFFERENT SETTINGS

Several reviewers of the fifth edition commented on the growing influence of OD in international and nonprofit settings. We responded to these comments in several ways. First, we revised the chapter on international OD. Although much continues to be written about OD in cross-cultural settings, these writings' primary emphasis is on the diffusion of OD techniques to a particular country. There remains a dearth of research about how OD is actually practiced in different cultures. We distilled the available literature into a state-of-the-art description of how OD is actually practiced in three different contexts: OD in different countries and cultures, OD in organizations that operate on a worldwide basis, and OD in global social change organizations. Second, in the main body of the text, as each of the interventions is discussed, relevant international and nonprofit applications or research are referenced. Third, we completely revised the chapter about OD in nonprofit settings. The sections describing OD in health care and in educational institutions are new, and the section about OD in the public sector has been thoroughly updated.

THE EARLY PHASES OF OD

In this edition, we revised earlier chapters to emphasize the cyclical nature of the OD process. First, the chapter on theories of planned change has been thoroughly revised and placed immediately after the introductory chapter so that students get an immediate introduction to the process of change. In addition, the chapter has been updated to reflect the important work on more positive and participatory processes of change. Second, the chapters in Part II, the Process of Organization Development, now describe a complete cycle of change, from entry and contracting to evaluation and institutionalization.

Distinguishing Pedagogical Features

The text is designed to facilitate the learning of organization development theory and interventions. We have made some important changes in the format of the text to more closely match the OD process and to link OD practice with current issues.

ORGANIZATION

The sixth edition is organized into seven parts. Following an introductory chapter, Part I provides an overview of organization development. It discusses the fundamental theories that underlie planned change (Chapter 2) and describes the people who practice it (Chapter 3). Part II is an eight-chapter description of

the process of planned change. It describes how OD practitioners enter and contract with client systems (Chapter 4); diagnose organizations (Chapter 5); diagnose groups and jobs (Chapter 6); collect, analyze, and feed back diagnostic data (Chapters 7 and 8); design interventions (Chapter 9); manage change (Chapter 10); and evaluate and institutionalize change (Chapter 11). In this manner, professors can focus on the OD process without distraction. Parts III, IV, V, and VI then cover the major OD interventions used today according to the same classification scheme used in previous editions of the text. Part III covers human process interventions; Part IV describes technostuctural approaches; Part V presents interventions in human resource management; and Part VI addresses strategic change interventions. In the final section, Part VII, we cover special applications of OD, including international OD (Chapter 21) and OD in health care, schools, and the public sector (Chapter 22). We believe this new ordering provides professors with more flexibility in teaching OD.

APPLICATIONS

Within each chapter, we describe actual situations in which different OD techniques or interventions were used. These applications provide students with a chance to see how OD is actually practiced in organizations. To maintain the text's relevance, more than 60 percent of the applications are new. In response to feedback from reviewers, almost all of the new applications describe a real situation in a real organization (although sometimes we felt it necessary to use disguised names) that we have been involved with in our own OD practice or that has been described in the popular or research literature. In many cases, the organizations are large public companies that should be readily recognizable.

CASES

At the end of each major part in the book, we have included cases to permit a more in-depth discussion of the OD process. Eight of the sixteen cases are new to the sixth edition. In response to feedback from users of the text, we have endeavored to provide cases that vary in levels of detail, complexity, and sophistication to allow the professor some flexibility in teaching the material to either undergraduate or graduate students.

AUDIENCE

This book can be used in a number of different ways and by a variety of people. First, it serves as a primary textbook in organization development for students at both the graduate and undergraduate levels. Second, the book can also serve as an independent study guide for individuals wishing to learn more about how organization development can improve productivity and human satisfaction. Third, the book is intended to be of value to OD professionals, managers and administrators, specialists in such fields as personnel, training, occupational stress, and human resource management, and anyone interested in the complex process known as organization development.

Educational Aids and Supplements

To assist instructors in the delivery of a course on organization development, an instructor's manual is available from the publisher. The instructor's manual has been thoroughly revised in response to feedback from users. The manual contains

Preface

important material that can improve the student's appreciation of OD and improve the professor's effectiveness in the classroom.

CHAPTER OBJECTIVES AND LECTURE NOTES

For each chapter, summary learning objectives provide a quick orientation to the chapter's material. The material in the chapter is then outlined and comments are made concerning important pedagogical points, such as crucial assumptions that should be noted for students, important aspects of practical application, and alternative points of view that might be used to enliven class discussion.

EXAM QUESTIONS

A variety of multiple choice, true/false, and essay questions are suggested for each chapter. Instructors can use these questions directly or to suggest additional questions reflecting the professor's own style.

TRANSPARENCY MASTERS

A set of transparency masters are included with the instructor's manual for use in the classroom. Based on tables and figures used in the book, transparencies can greatly aid the integration of text material during lectures and discussions.

CASE NOTES

For each case in the text, teaching notes have been developed to assist instructors in preparing for case discussions. The notes provide an outline of the case, suggestions about where to place the case during the course, discussion questions to focus student attention, and analysis of the case situation. In combination with the professor's own insights, the notes can help to enliven the case discussion or role plays.

AUDIOVISUAL MATERIALS

Finally, a list is included of films, videos, and other materials that can be used to supplement different parts of the text, along with the addresses and phone numbers of vendors that supply the materials.

Acknowledgments

Writing a book is a glamorous, star-studded adventure . . . NOT! We are much more familiar with transferring files across the Internet than anyone should be; our fax machines need to be rebuilt; and we worry that our wives know more about the Federal Express and UPS driver's lives than our own. Frankly, we're tired of the question, "Is the book finished yet?" and we look forward to a more normal social life, free of creating, organizing, researching, drafting, revising, editing, and proofing.

On the other hand, it's also rewarding to finish, and we would be remiss if we did not acknowledge those who assisted us along the way. Although it is impossible to recognize everyone by name, we are deeply grateful to and for our families: Nancy, Sarah, and Seth, and Debbie, Sarah, Hannah, and Samuel. We would like to thank our colleagues and students at the University of Southern California and Pepperdine University for their comments on the previous edition and for helping us try out new ideas and perspectives. Many of them offered their organizations as examples, contributed an application, or made us

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Thomas G. Cummings
Palos Verdes Estates, California
Winter, 1996

Christopher G. Worley
Carlsbad, California

BRIEF CONTENTS

Preface xvii

CHAPTER 1 *General Introduction to Organizational Development* 1

PART I

THE PROCESS OF ORGANIZATION DEVELOPMENT 25

CHAPTER 2 *The Nature of Planned Change* 26

CHAPTER 3 *The Organization Development Practitioner* 46

PART II

THE PROCESS OF ORGANIZATION DEVELOPMENT 71

CHAPTER 4 *Entering and Contracting* 72

CHAPTER 5 *Diagnosing Organizations* 82

CHAPTER 6 *Diagnosing Groups and Jobs* 98

CHAPTER 7 *Collecting and Analyzing Diagnostic Information* 112

CHAPTER 8 *Feeding Back Diagnostic Information* 130

CHAPTER 9 *Designing Interventions* 141

CHAPTER 10 *Managing Change* 153

CHAPTER 11 *Evaluating and Institutionalizing Interventions* 171

PART III

HUMAN PROCESS INTERVENTIONS 211

CHAPTER 12 *Interpersonal and Group Process Approaches* 212

CHAPTER 13 *Organization Process Approaches* 239

PART IV

TECHNOSTRUCTURAL INTERVENTIONS 269

CHAPTER 14 *Restructuring Organizations* 270

CHAPTER 15 *Employee Involvement* 300

CHAPTER 16 *Work Design* 334

PART V

HUMAN RESOURCE MANAGEMENT INTERVENTIONS 369

CHAPTER 17 *Performance Management* 370

CHAPTER 18 *Developing and Assisting Members* 400

PART VI**STRATEGIC INTERVENTIONS 451**

CHAPTER 19 *Organization and Environment Relationships* 452**CHAPTER 20** *Organization Transformation* 475**PART VII****SPECIAL APPLICATIONS OF ORGANIZATION DEVELOPMENT 521**

CHAPTER 21 *Organization Development in Global Settings* 522**CHAPTER 22** *Organization Development in Health Care, School Systems, and the Public Sector* 555**GLOSSARY** G-1**NAME INDEX** I-1**SUBJECT INDEX** I-11

CONTENTS

Preface xvii

CHAPTER 1 *General Introduction to Organizational Development* 1

- What Is Organization Development? 1
- Why Study Organization Development? 4
- Application 1.1: Just Imagine 6
- A Short History of Organization Development 6
 - Laboratory Training Background 7
 - Action Research and Survey Feedback Background 8
- Application 1.2: Building the Customer Information System Team at Western Utility Company 9
- Application 1.3: Action Research at Balt Savings and Loan 11
 - Participative Management Background 11
- Application 1.4: Survey Feedback at Sound Disk-Tributors 12
 - Productivity and Quality-of-work-life Background 14
- Application 1.5: System 4 at General Motors' Lake-wood Plant 15
 - Strategic Change Background 15
- Application 1.6: Productivity and Quality of Work Life at AT&T Credit Corporation 16
- Application 1.7: Strategic Change at Union Pacific Railroad 17
- Evolution in Organization Development 17
- Overview of the Book 19
- Summary 22
- Notes 22

PART I

THE PROCESS OF ORGANIZATION DEVELOPMENT 25

CHAPTER 2 *The Nature of Planned Change* 26

- Theories of Planned Change 26
 - Lewin's Change Model 27
 - Action Research Model 27
 - Contemporary Adaptations to Action Research 30
 - Comparisons of Change Models 31
- General Model of Planned Change 32
 - Entering and Contracting 32
 - Diagnosing 33
 - Planning and Implementing Change 33

- Evaluating and Institutionalizing Change 34
- Different Types of Planned Change 34
 - Magnitude of Change 34
- Application 2.1: Planned Change at Curtice Burns Foods 35
 - Degree of Organization 37
- Critique of Planned Change 38
 - Conceptualization of Planned Change 38
- Application 2.2: Planned Change in an Underorga-nized System 39
 - Practice of Planned Change 42
- Summary 43
- Notes 44

CHAPTER 3 *The Organization Development Practitioner* 46

- Who Is the Organization Development Practitioner? 46
- Skills and Knowledge of an Effective Organization Development Practitioner 48
- The Professional Organization Development Practitioner 51
 - Role of Organization Development Professionals 51
- Application 3.1: Personal Views of the Internal and External Consulting Positions 54
 - Careers of Organization Development Professionals 55
- Professional Values 56
- Professional Ethics 58
 - Ethical Guidelines 58
 - Ethical Dilemmas 58
- Summary 61
- Application 3.2: Kindred Todd and the Ethics of OD 62
- Notes 63
- Appendix: Ethical Guidelines for an Organization Development/Human Systems Development (OD/HSD) Professional 65

PART II

THE PROCESS OF ORGANIZATION DEVELOPMENT 71

CHAPTER 4 *Entering and Contracting* 72

- Entering into an OD Relationship 73
 - Clarifying the Organizational Issue 73

Determining the Relevant Client	74
Selecting an OD Practitioner	75
Application 4.1: Entering the Charity Medical Center	76
Developing a Contract	77
Mutual Expectations	77
Time and Resources	78
Ground Rules	78
Summary	78
Application 4.2: Contracting at Charity Medical Center	79
Notes	81
CHAPTER 5 <i>Diagnosing Organizations</i>	82
What Is Diagnosis?	82
The Need for Diagnostic Models	83
Open Systems Model	84
Inputs, Transformations, and Outputs	85
Boundaries	86
Feedback	86
Equifinality	87
Alignment	87
Organization-level Diagnosis	87
Inputs	88
Design Components	89
Outputs	92
Alignment	92
Analysis	92
Application 5.1: Nike's Strategic Orientation	93
Summary	96
Notes	96
CHAPTER 6 <i>Diagnosing Groups and Jobs</i>	98
Group-Level Diagnosis	98
Inputs	98
Design Components	99
Outputs	100
Fits	100
Analysis	101
Application 6.1: Top-management Team at Ortiv Glass Corporation	102
Individual-Level Diagnosis	104
Inputs	104
Design Components	105
Fits	106
Analysis	106
Summary	110
Notes	110
Application 6.2: Job Design at Mot Surgical Corporation	107
CHAPTER 7 <i>Collecting and Analyzing Diagnostic Information</i>	112
The Diagnostic Relationship	112
Methods for Collecting Data	114
Questionnaires	115
Interviews	116
Observations	119
Unobtrusive Measures	119
Sampling	120
Application 7.1: Collecting Diagnostic Data in the Information Systems Division	121
Techniques for Analyzing Data	123
Qualitative Tools	123
Quantitative Tools	124
Summary	128
Notes	129
CHAPTER 8 <i>Feeding Back Diagnostic Information</i>	130
Determining the Content of the Feedback	130
Characteristics of the Feedback Process	132
Survey Feedback	133
What Are the Steps?	133
Application 8.1: Training OD Practitioners in Data Feedback	134
Survey Feedback and Organizational Dependencies	136
Limitations of Survey Feedback	136
Application 8.2: Operations Review and Survey Feedback at The Prudential Real Estate Affiliates	137
Results of Survey Feedback	138
Summary	139
Notes	140
CHAPTER 9 <i>Designing Interventions</i>	141
What Are Effective Interventions?	141
How to Design Effective Interventions	142
Contingencies Related to the Change Situation	142
Contingencies Related to the Target of Change	144
Overview of Interventions	146
Human Process Interventions	146
Technostructural Interventions	148
Human Resource Management Interventions	149

Strategic Interventions 150

Summary 151

Notes 152

CHAPTER 10 *Managing Change* 153

Overview of Change Activities 153

Motivating Change 155

Creating Readiness for Change 155

Overcoming Resistance to Change 156

Creating a Vision 157

Application 10.1: Motivating Change at Johnsonville Sausage 158

Describing the Desired Future 159

Energizing Commitment 160

Application 10.2: Describing the Desired Future at AFG Industries 161

Developing Political Support 160

Application 10.3: Energizing Commitment through a Vision Statement 162

Application 10.4: Using Social Networks to Implement Change in a Consumer Goods Company 165

Managing the Transition 165

Sustaining Momentum 166

Application 10.5: Transition Management at St. Anthony Hospital System 167

Summary 168

Application 10.6: Sustaining Momentum for Change at Eastern Occupational Center 169

Notes 169

CHAPTER 11 *Evaluating and Institutionalizing Interventions* 171

Evaluating Organization Development Interventions 171

Implementation and Evaluation Feedback 172

Measurement 175

Research Design 180

Institutionalizing Interventions 182

Application 11.1: Evaluating the Effect of Outdoor-based Experience Training on an Organization's Culture 183

Institutionalization Framework 184

Summary 189

Application 11.2: Institutionalizing Structural Change at Hewlett-Packard 190

Notes 191

SELECTED CASES

- It's Your Turn 193

- Planned Organizational Change at the U.S. Naval Air Development Center 195
- Sunflower Incorporated 199
- The NoGo Railroad 200
- The Torenton Mine (A) 203
- The Torenton Mine (B) 207

PART III

HUMAN PROCESS INTERVENTIONS 211

CHAPTER 12 *Interpersonal and Group Process Approaches* 212

T-Groups 212

What Are the Goals? 213

What Are the Steps? 213

The Results of T-groups 213

Application 12.1: Unstructured Strangers

T-Group 214

Process Consultation 215

Group Process 215

Basic Process Interventions 219

When Is Process Consultation Appropriate? 220

Results of Process Consultation 220

Application 12.2: Process Consultation at Apex Manufacturing Corporation 221

Third-Party Interventions 222

An Episodic Model of Conflict 223

Facilitating the Conflict Resolution Process 224

Team Building 225

Application 12.3: Third-party Intervention in a Government Agency 226

Team-Building Activities 227

Types of Team Building 231

The Manager Role 233

Application 12.4: Team Building with the PAL Management Team 234

When Is Team Building Applicable? 235

The Results of Team Building 236

Summary 237

Notes 237

CHAPTER 13 *Organization Process Approaches* 239

Organization Confrontation Meeting 239

What Are the Steps? 240

Application 13.1: A Work-Out Meeting at General Electric's Medical Systems Business 241

Results of Confrontation Meetings 241

Intergroup Relations Interventions 242

Microcosm Groups 242

Resolving Intergroup Conflict 244

Application 13.2: Intergroup Relations at Canadian-Atlantic 247

Large-Group Interventions 248

What Are the Steps? 249

Results of Large-Group Interventions 251

Grid Organization Development: A Normative Approach 251

Application 13.3: The Seventh American Forest Congress 252

The 1,1 Managerial Style 254

The 1,9 Managerial Style 254

The 9,1 Managerial Style 255

The 5,5 Managerial Style 255

The 9,9 Managerial Style 256

Phase 1 - The Grid Seminar 256

Phase 2 - Teamwork Development 256

Phase 3 - Intergroup Development 256

Phase 4 - Developing an Ideal Strategic Organization Model 257

Phase 5 - Implementing the Ideal Strategic Model 257

Phase 6 - Systematic Critique 257

Application 13.4: Grid Organization Development at the Sigma Plant 258

Summary 259

Notes 259

SELECTED CASES

- The Metric Division Case 261
- Exley Chemical Company 266

PART IV

TECHNOSTRUCTURAL INTERVENTIONS 269

CHAPTER 14 Restructuring Organizations 270

Structural Design 270

The Functional Organization 271

The Self-contained-unit Organization 273

The Matrix Organization 274

Process-based Structures 277

Network-based Structures 279

Application 14.1: Bancroft-Whitney's Team-based Structure 280

Downsizing 283

Application 14.2: Working the Network Structure at MCI 284

Application Stages 286

Results of Downsizing 288

Application 14.3: The Strategic Downsizing Process at Arizona Public Service Company 289

Reengineering 291

What Are the Steps? 292

Results from Reengineering 295

Application 14.4: Reengineering Schlage Lock Company 296

Summary 297

Notes 298

CHAPTER 15 Employee Involvement 300

Employee Involvement: What Is It? 300

Evolution of the Quality-of-Work-Life Movement 301

A Working Definition of Employee Involvement 304

How Employee Involvement Affects Productivity 305

Employee Involvement Applications 307

Parallel Structures 307

Application 15.1: Union-Management Cooperation at GTE of California 312

High-involvement Organizations 317

Application 15.2: Quality Circles at HEB Grocery Company 318

Total Quality Management 321

Application 15.3: Chrysler Corporation Moves toward High Involvement 322

Application 15.4: Total Quality Management at L.L. Bean 328

Summary 330

Notes 330

CHAPTER 16 Work Design 334

The Engineering Approach 334

The Motivational Approach 335

The Core Dimensions of Jobs 336

Individual Differences 338

What Are the Steps? 338

Barriers to Job Enrichment 341

Results of Job Enrichment 341

Application 16.1: Job Enrichment at the Travelers Insurance Companies 342

The Sociotechnical Systems Approach 343

Conceptual Background 344

Self-managed Work Teams 345

Application Steps	349
Application 16.2: Moving to Self-Managed Teams at ABB	351
Designing Work for Technical and Personal Needs	355
Technical Factors	355
Personal-need Factors	356
Meeting Both Technical and Personal Needs	358
Summary	359
Notes	360
SELECTED CASES	
● Gulf States Metal, Inc.	363
● The Lizard Lick Fine Paper Mill	366

PART V

HUMAN RESOURCE INTERVENTIONS 369

CHAPTER 17	<i>Performance Management</i>	370
A Model of Performance Management		371
Goal Setting		372
Characteristics of Goal Setting		373
Application Steps		374
Management by Objectives		374
Effects of Goal Setting and MBO		376
Application 17.1: The Performance Enhancement Process at Monsanto		377
Performance Appraisal		378
The Performance Appraisal Process		379
Designing a Performance Appraisal Process		380
Effects of Performance Appraisal		382
Reward Systems		382
How Rewards Affect Performance		382
Application 17.2: Performance Appraisal in New York City		383
Pay		385
Application 17.3: Skill-based Pay at Sola Ophthalmics		387
Promotions		392
Benefits		394
Reward-system Process Issues		395
Summary		396
Notes		397
CHAPTER 18	<i>Developing and Assisting Members</i>	400
Career Planning and Development Interventions		401

Career Stages	402
Career Planning	403
Application 18.1: Career Planning Centers at Pacific Bell	405
Career Development	406
Application 18.2: Linking Career Planning, Human Resource Planning, and Strategy at Colgate-Palmolive	407
Application 18.3: Realistic Job Preview at Nissan	410
Application 18.4: Assessment Center for Employee Selection at Hamilton-Standard	412
Organizational Decline and Career Halt	417
Work-Force Diversity Interventions	418
Age	420
Gender	420
Disability	421
Culture and Values	422
Sexual Orientation	423
Application 18.5: Denny's Diversity Turnaround	424
Employee Wellness Interventions	425
Employee Assistance Programs	425
Application 18.6: Johnson & Johnson's Employee Assistance and Live for Life Programs	429
Stress Management Programs	429
Summary	436
Application 18.7: Stress Management at Metropolitan Hospital	437
Notes	438
SELECTED CASES	
● Ring and Royce Electronics	441
● Precision Instruments (A)	443
● Precision Instruments (B)	446

PART VI

STRATEGIC INTERVENTIONS 451

CHAPTER 19	<i>Organization and Environment Relationships</i>	452
Organization and Environment Framework		453
Environments		453
Environmental Dimensions		454
Organizational Responses		455
Open Systems Planning		457
Assumptions about Organization-Environment Relations		457
Implementation Process		458
Guidelines for Implementing Open Systems Planning		459