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An evaluation of the effectiveness of ITORP training with selected community college administrators from North Carolina.

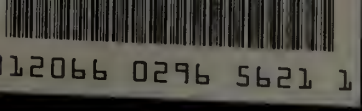
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AN EVALUATION OF THE EFFECTIVENESS OF ITORP* TRAINING
WITH SELECTED COMMUNITY COLLEGE ADMINISTRATORS FROM NORTH CAROLINA
*Implementing The Organization Renewal Process

A Dissertation Presented

By

JAMES MALCOLM KEMP

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

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July, 1972

Major Subject: Administration



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JULY, 1972

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An Evaluation of the Effectiveness of ITORP* Training
With Selected Community College Administrators From North Carolina
*Implementing The Organization Renewal Process

(July, 1972)

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ABSTRACT

ITORP is a management training program designed by Gordon L. Lippitt and Leslie E. This in 1970 to introduce organizational development (organization renewal) concepts and skills. This study, an exploratory cross-sectional survey, evaluates its effectiveness as a training design and its usefulness to eighteen North Carolina community college administrators and their institutions. These individuals and their institutions are considered to be representative of community colleges and, to a lesser degree, of other forms of higher education.

The study presumes a need for administrative practices compatible with the values and goals of higher education and which are also effective as means to achieve them. This need is substantiated from conclusions and recommendations of several task forces, commissions, and individuals relative to inappropriate administrative processes as a cause of campus conflict in the last decade. The assumption that organizational development (OD) represents an administrative model congruent with the

values and goals of higher education is supported by similarities between the goals of OD and the needs and goals of higher education as summarized by these investigations. This assumption is given further support by reviews of representative OD interventions in industry, public schools, and higher education in which satisfaction of individual and organizational needs and goals was sought. Several beneficial results are reported along with reservations concerning the use of OD. Further justification for the study is made by the lack of formal investigations into the efficacy of OD within higher education administration. Since ITORP is an OD training program and community colleges are a form of higher education, the study also draws implications concerning the usefulness of OD to higher education in general.

The literature cited reveals that evaluative studies of OD and management training programs are often done poorly, if at all. This study also contributes to the need for these types of investigations.

The results of three preliminary studies are presented. These provide a basis of comparison with conclusions of the main study.

The main study is based on evaluative opinions and judgments of the North Carolina group approximately six months after their training. These were obtained from responses to an experimental eighty-item questionnaire allowing five-point rating scales and write-in reactions. The small number of participants in the study (eighteen) and the absence of control groups or pre- and post-training test data precluded a definitive evaluation of ITORP's effectiveness and usefulness. Weighted averages, referred to as Effectiveness Indices or I.E.'s, are determined from the rating scales. Write-in responses are separated into general

categories and the number and per cent of each is shown.

Data gathered from the participants in this study indicate:

(1) ITORP was effective in reaching its stated objectives. (2) Most of its components contributed to these objectives. (3) Its greatest usefulness was to individual participants. (4) It was more useful than four other types of administrator training. (5) It satisfied expectations of participants to become more knowledgeable about organization renewal. (6) It was effective in changing participants' attitudes about organization renewal. (7) It has some carry-over value. (8) The implementation of ITORP in participants' institutions was inhibited by a lack of follow-up training, unreceptive institutional climates, ineffective collaborative strategies, and inadequate management skills of leaders. (9) ITORP'S goals and methods are reasonably compatible with those of higher education. (10) Based on the generally positive opinion of those community college administrators, ITORP might be assumed to have similar effects with administrators from other forms of higher education.

These main study conclusions confirm those which are drawn from the three preliminary studies. However, their validity cannot be substantiated without extensive testing of them in other investigations.

C H A P T E R I

NATURE AND BACKGROUND OF THE STUDY

Introduction

The campus conflicts during the middle and late 1960's revealed differences between the values and goals of higher education and the administrative methods used to reach them. Administrative models adapted by higher education from those of business, industry, government, and the military are frequently considered to be related to these disparities. They are based on goals of productivity and efficiency, achieved through use of human and material resources, whereas the primary goals of higher education are concerned with the development of the individual, utilizing the resources of the institution to achieve these ends. One result of this incongruence between the ends of education and its administrative means has been conflict between the needs and goals of individuals and those of their educational institutions.

This conflict was accentuated in the years 1970, 1971, and 1972 by other events having an impact on higher education administration: a declining economy, disillusionment with higher education by its sources of revenue in public and private sectors, reservations concerning the values of higher education, fluctuating learning and living styles of students, unpredictable variations in enrollments, and use of college facilities and services. The response of administrators has been, in many cases, increased use of bureaucratic and authoritarian methods focussed on the efficiency, productivity, and survival of the enterprise.

This study evolved from the investigator's search for organizational systems and methods which were compatible with the values and goals of higher education and which would satisfy the needs and goals of individuals as well as those of their institutions. Concepts and practices included within the organizational development (OD) rubric appeared to meet these criteria.

There is some evidence of successful applications of organizational development methods in industry and in public school systems. These successes include attention to humanistic concerns as well as productivity, effectiveness, and efficiency. Since there are similar functional problems in all types of organizations, the investigator assumed that organizational development might contribute to the resolution of higher education administrative problems as well. However, there is little evidence of OD applications to higher education administration.

An experimental presentation of ITORP (Implementing the Organization Renewal Process), an OD training program, was conducted in June 1971 for a group of North Carolina community college administrators and related personnel. Since community colleges are considered to be a subdivision of higher education, an assessment of this experimental program appeared to be a valid way to explore the usefulness of OD to this field. In addition, the investigator was interested in determining how effective the ITORP program was as a training design to introduce OD concepts and practices to higher education administrators.

ITORP was designed by Gordon L. Lippitt and Leslie E. This to present Lippitt's organization renewal concepts. It is an intense two

and one-half day training program and is not intended to be a complete OD effort.

It seemed particularly appropriate to conduct the evaluation at this time because of critical problems facing all of higher education and because of recent changes in the higher education programs of North Carolina. The community college system of this state has been operating under new guidelines for less than ten years. A number of new institutions and administrators have been added to it and the total system is in a period of rapid growth. The higher education program of the entire state was revised in 1971. Since organizational development has as one of its main concerns the introduction of planned change efforts, it was considered pertinent to explore how useful an OD program was in an environment of rapid change.

The ITORP program under study was sponsored by the Department of Adult and Community College Education, North Carolina State University, as part of its Community College Administration Program. ITORP is one of several seminars presented by this department for the benefit of practicing community college administrators, doctoral interns preparing for positions of this type, and the faculty responsible for the administration program.

The subject group of twenty-three administrators and related personnel were given ITORP training in early June 1971. They were selected from among administrators in community colleges and technical institutes of North Carolina and from interns and faculty of the Department of Adult and Community College Education. This group was considered by the investigator to be representative of administrators from community

colleges and, to a lesser degree, of higher education administrators in general. The actual investigation was an exploratory cross-sectional survey conducted approximately six months after the training was completed.

Purpose

The purpose of this study was to investigate the effectiveness of the ITORP program with twenty-three community college administrators and related personnel from North Carolina. The study was based largely upon their opinions and judgments. Recommendations were made for modifications and improvements in the program which might increase its effectiveness and usefulness with administrators from community colleges and other institutions of higher education.

In carrying out this investigation, five tasks were proposed:

1. Acquire a working knowledge of the ITORP program.
2. Develop and adapt instruments and methods which would provide evaluative data concerning: the effectiveness of the ITORP program; its usefulness to the subject group and their institutions; recommendations for improving its effectiveness and usefulness to the subject group, community college administration, and higher education administration in general.
3. Utilize these instruments and methods to obtain this data.
4. Analyze this data and draw conclusions and implications relative to the effectiveness and usefulness of the ITORP program with: the subject group, their institutions, community college administration, and higher education administration.

5. Recommend modifications and improvements in the ITORP program which may increase its effectiveness within community college and other forms of higher education administration.

Limitations

Organizational development, a relatively new branch of the applied behavioral sciences, is still in the process of being defined and appropriate evaluative instruments and techniques are in an early stage of development.

The ITORP program was only a year old at the time the study was initiated. Very little evaluative data existed concerning its effectiveness as an OD training program; none concerning its usefulness to the administration of community colleges or other forms of higher education.

The relatively small number of trainees (twenty-three) in the ITORP program under study was determined by the sponsoring agency, the Department of Adult and Community College Education, North Carolina State University. Eighteen of these participated in the evaluation. This small subject group size precluded a definitive evaluation of ITORP's effectiveness and usefulness.

No control group was available nor was there an opportunity to pre-test the subject group members relative to their opinions and perceptions of ITORP and OD.

Delimitations

The study was confined to an evaluation of ITORP as a training program for introducing OD concepts and skills to practicing administrators

and related personnel. It did not evaluate ITORP as an OD intervention into the community colleges represented by the participants.

Although the members of the subject group were considered to be representative of community college administrators and to a lesser degree of administrators from other forms of higher education, the study was limited to evaluations by representatives of the community college system of North Carolina.

Conclusions drawn in the main study were based on responses of participants to an experimental questionnaire (THE ITORP EVALUATION INVENTORY) approximately six months after their training was completed.

Those conclusions were based on the opinions and judgments of members of the subject group relative to the effectiveness of ITORP as a training design and its usefulness to them and their institutions (i.e., on internal criteria).

Need for the Study

Inappropriate Administrative Processes as a Cause of Campus Unrest

The period of 1967 to the present has been one of rapid change coupled with almost continuous dissent and conflict within institutions of higher education of the United States. As a result the need to increase the effectiveness of higher education administration, and to develop organizational models more congruent with the needs and goals of higher education has received considerable attention.

Gould envisioned the university of the future as far less structured and geared to fulfilling the needs of individuals.¹ Smith pointed

¹Samuel B. Gould. "Leadership in a Time of Educational Change." (Paper presented at the 22nd National Conference of the American Association for Higher Education, Chicago, March 7, 1967), pp. 9-11, (Mimeographed).

out that established patterns of campus governance were inadequate in their attempts to deal with continuous disorder and pressure for rapid change and that mobile decision-making processes were needed.² Stern, in a study of the relationships between campus environments and student unrest concluded that institutions stressing opportunities for personal growth had far fewer problems than those that did not.³ The effects of faculty motivational systems on campus unrest were examined by Bowen. He commented that students were the victims of processes that established research and scholarship among the faculty as the primary goal of both professors and their institutions.⁴ Spiegel concluded that the bureaucratic structure of colleges and universities with its inherent stratification of people and groups into positions of inferiority and superiority was a major cause of campus conflict.⁵

In Kerr's view the problems of higher education governance are so complex that no single solution is possible and no perfect or permanent solutions are likely. He suggests using a variety of forms matched to a variety of functions and, that academic governance is best conducted on a face-to-face basis within small communities.⁶

²Robert Smith. "San Francisco State Experience," in Agony and Promise, edited by G. Kerry Smith (San Francisco: Jossey-Bass, 1969), p. 93.

³George G. Stern. "Campus Environments and Student Unrest," in Agony and Promise, edited by G. Kerry Smith (San Francisco: Jossey-Bass, 1969), p. 130.

⁴Howard R. Bowen. "A New Era for Higher Education." (Paper presented at the 24th National Conference of the American Association for Higher Education, Chicago, March 4, 1969), p. 4, (Mimeographed).

⁵John P. Spiegel. "Campus Conflict and Professional Egos," Trans-Action, (October 1969), pp. 41-50.

⁶Clark Kerr. "Governance and Functions," Daedalus, Volume IC, (Winter 1970), pp. 108-121.

Recommendations for Revisions in Higher Education Administration

Several recent analyses of higher education have included recommendations that the processes of collegiate administration be more clearly defined and that they be more congruent with the goals of education.

Wingfield, in his contribution to the 1970 symposium, "The American University: A Public Administration Perspective," suggested that university administration, pointing out that universities often tolerate administrative ineptness. He recommended that better evaluative methods be developed to measure administrative performance.⁷ Heady, in the same symposium, suggested that American colleges and universities should undergo systematic analysis relative to their administrative methods.⁸

The report of the 1970 President's Commission on Campus Unrest (The Scranton Report) cited the importance of congruent goals in all parts of collegiate communities. It suggested creating a climate in which widely shared agreement on the mission and values of the university is achieved.⁹ This report also emphasized the need for administrative leadership. "Because faculties are often wedded to the status quo, university administrators must provide much of the leadership for reform."¹⁰

⁷Clyde J. Wingfield. "Campus Conflict and Institutional Maintenance: An Agenda for Public Administration," Public Administration Review, Volume XXX (March-April 1970), p. 100.

⁸Ferrel Heady. "The Role of the President Today," Public Administration Review, Volume XXX (March-April 1970), p. 117.

⁹"Report of Commission on Campus Unrest," The Chronicle of Higher Education, October 5, 1970, p. 20.

¹⁰Ibid., p. 22.

Similarly, The President's Task Force on Higher Education pointed out the need for effectiveness in college and university administrative methods which would reconcile improved management techniques with the desire for wider participation in decision-making.¹¹

Colleges and universities should make their governance system an educative experience for all those who are involved according to the Assembly on University Goals and Governance, a study group formed by the American Academy of Arts and Sciences. They also recommended that colleges develop unique models for academic governance rather than adopting those of business and public administration.¹²

The 1971 report of the American Association of Higher Education also included a large number of recommendations concerning collegiate administrative processes: enfranchise unrepresented or underrepresented constituencies, provide effective means for all constituencies to be heard, provide mechanisms for cooperative efforts, develop flexible processes which are capable of rapid and effective response to crisis.¹³ As a result of discussions with numerous leaders in higher education, this study noted:

Those presidents and other leaders seemed to have the greatest convergence of energy upon task(s) where their constituents stressed the sense of having their concerns respected, of being important members of the team effort, of being able to effectively get their

¹¹"Report of President's Task Force on Higher Education," The Chronicle of Higher Education, October 19, 1970, p. 4.

¹²"Assembly Lists 85 Theses to Stimulate Academic Reforms," The Chronicle of Higher Education, January 18, 1971, p. 7.

¹³Morris Keeton, Shared Authority on Campus, A Report on the Campus Governance Program of the American Association for Higher Education, (Washington, D.C., 1971), p. 36.

observations and interests heard and heeded and of sharing on their own terms in any gains that were being made through the institution's efforts.¹⁴

New Circumstances Affecting Higher Education Administration

Several new developments affecting higher education administration emerged in the late 1960's and early 1970's which were, in part, the products of the preceding period of campus unrest. Their impact has been accentuated by a coinciding decline in the national economy in 1969, 1970, 1971, and 1972. These situations have reinforced the need for greater effectiveness in administration.

A growing disallusionment with higher education by some of its traditional sources of revenue has developed. The effects of this trend on college finances is a prime concern of administrators. Hatfield highlighted this situation relative to federal government support in a 1970 address. He pointed out that one of the effects of student unrest has been an erosion of the image of higher education with the general public and that even alumni are withdrawing support from their alma maters.¹⁵

Several theses were advanced by McGrath relative to financial crises in independent liberal arts colleges. Most colleges cannot solve their financial problems through extra-mural sources. Federal and state governments alone cannot carry institutions through these crises, nor can increased support from traditional sources. The only solution

¹⁴Ibid., pp. 144-145.

¹⁵Mark O. Hatfield. "Public Pressures on Higher Education," in The Troubled Campus, edited by G. Kerry Smith (San Francisco: Jossey-Bass, 1970), pp. 75-76.

available to most colleges is an immediate rise in institutional productivity.¹⁶

More specific data was provided by Jacobson's comparison of higher education finances to a classic cost-price squeeze. According to Jacobson, 365 private colleges face bankruptcy and severe financial difficulties exist in 280 state colleges and universities. In private institutions of New York state, tuition rates increased by thirty per cent between 1966 and 1970, while their share of total enrollments dropped 8.7 per cent at the undergraduate level and 7.6 per cent at the graduate level between 1967 and 1970. The private share of total enrollments in Pennsylvania declined in the same period from seventy per cent to thirty-eight per cent.¹⁷

Enrollments are fluctuating year-by-year and even term-by-term. This makes the efficient prediction of academic and non-academic staffing and services for students an increasingly difficult administrative task. This situation is the combined result of a number of factors related to new living and learning styles of students.

The Report on Higher Education (1971), the work of an independent task force, noted a number of these student phenomena and categorized them as: the significance of dropping out, the effects of isolation, gliding past career choices, drifters, demand for the new life style, breaking the lockstep, and the need for continuing access. The drifter

¹⁶Earl J. McGrath. "Survival Kit for the Liberal Arts Colleges," The Chronicle of Higher Education, January 10, 1972, p. 8.

¹⁷Sol Jacobson. "The Cost-Price Squeeze in Higher Education." (Paper distributed to the membership of the Association of University Evening Colleges, January 1972), pp. 1-2.

phenomenon is of particular importance in its effect on attempts to accurately anticipate and adjust to new patterns of enrollment, (i.e., students transferring from campus to campus, particularly within large state systems). In one major state college system thirty per cent of the 1967 graduating class had attended three colleges and seventeen per cent had attended four or more.¹⁸

Concurrently, surplus of college facilities has also emerged. The Chronicle of Higher Education reported the nation's colleges and universities may have had as many as 110,000 unfilled student places in the fall of 1971, an increase of fourteen per cent over the previous year. More than half of these were at private four-year colleges. (Despite these data, however, the total undergraduate enrollment increased by 2.4 per cent. Public institutions increased by four per cent, private universities decreased by 1.5 per cent and private colleges remained unchanged).¹⁹ This article also noted shifts in curriculum preferences with resultant inefficiencies in faculty staffing patterns:

By discipline the largest decreases in undergraduate enrollment were in engineering, ethnic studies and education. . . . The largest increases. . . were in social work, nursing, forestry, urban studies, and the biological sciences.²⁰

One response to these finance-related problems has been a growing insistence by business officers that they be given a larger voice in academic decisions. The November 1971 meeting of the National Association of College and University Business Officers included recommendations

¹⁸Report on Higher Education, Frank Newman, Chairman (Washington, D.C.: Government Printing Office, 1971), pp. 2-8.

¹⁹"110,000 Openings Went Begging In Freshmen Classes This Fall," The Chronicle of Higher Education, December 13, 1971, p. 1.

²⁰Ibid.

that administrators, faculty members and students must consult with their business officers before making changes in educational programs, that the business manager must assume a much more aggressive role, and that governing boards constrain their presidents so that no financial decision could be made without first consulting the business manager.²¹

A central question which the business officers posed is whether the responsibility for college financial solvency and control should lie with non-academic financial specialists. If the consensus of these officers should prevail several other processes could result. Faculty members could increasingly be viewed as employees of the corporation rather than as the essence of the college. Efficiency in procedural techniques could take precedence over effectiveness in reaching educational goals. Increasingly larger parts of the total budget could be assigned to administrative control procedures at the expense of academic needs.²²

The Search for Alternate Models in Higher Education Administration

The period of 1967 to 1971 has been one of introspection and problem analysis by practitioners and students of higher education administration. The search has begun for solutions which will restore administrative effectiveness in terms of the achievement of educational goals, the survival of institutions, and utilization of available resources.

²¹Robert L. Jacobson. "Business Officers Seeking a Larger Role in Academic Decisions," The Chronicle of Higher Education, November 29, 1971, p. 2.

²²James M. Kemp. "Human Organizational Problems in Higher Education Administration," Newsletter for Educators (Springfield College, Springfield, Massachusetts, Winter 1971-72), p. 2.

One solution has been posed by the National Association of College and University Business Officers: to require that all administrators, faculty members, and students consult with their business managers before making changes in educational programs. A number of other alternates have also been suggested. Many of these share similar objectives with organizational development concepts and strategies.

Henderson discussed three models of university governance in a 1967 paper:

1. Governance as a Vertical Hierarchy of Power and Authority (the bureaucratic model widely used in business, government, and military organizations) in which decision-making and goal-setting occurs at the top, authority and responsibility is delegated to subordinates, and rewards and penalties are determined by management. Its wide use by colleges and universities has been often justified because it conforms to the legal structure, i.e., the university as a corporation with power legally vested in the governing body with this power delegated to the president and through him to subordinate levels of administration.²³
2. Governance as Mediation Among Subgroups assumes that a university is composed of subgroups: trustees, administration, faculty, and students, as well as colleges, departments and institutes. Each of these are conceived to have differing interests. Each needs to achieve power to advance and protect these interests before high productivity can be realized. This model requires the

²³Algo D. Henderson. "Effective Models of University Governance." (Paper presented at the 22nd National Conference of the American Association for Higher Education, Chicago, March 7, 1967), p. 1.

administration to negotiate with subgroups as well as to mediate between individuals and groups in order to reduce tensions and conflict inhibiting efficiency and effectiveness.²⁴

3. Governance Through Group Participation in Decision-Making assumes that a university is a goal-motivated organization composed of professional men and women and students who voluntarily associate because of commitment to the over-all goals. Henderson pointed out that colleges and universities have a strong tradition of collegial spirit and action, that the faculty in many senses are peers of the administration, and that students learn better when they participate in determining goals and methods. He concluded that the faculty and students should participate widely in determining goals, programs, and evaluation procedures, that the academic administrators should be members of the faculty, and that the president and dean should have leadership responsibilities within the faculty as well as the institution.

According to Henderson, authoritarianism (Model 1) is not compatible with the objectives or nature of educational institutions because their product is too intangible. He suggested that in education effectiveness in reaching desired goals should be the criterion of success. Neither, in his view, is the mediation model (Model 2) appropriate because it lessens organizational unity and emphasizes working conditions rather than educational goals. He concluded that the group participative model (Model 3) is preferable, given the complexity of individual and

²⁴Ibid., p. 2.

group interests in colleges and universities. This model shares many of the assumptions and components of organizational development.

Bennis and Slater suggested a generalized model for all large organizations dealing with continual change. In their view organization structures of the future will be adaptive, rapidly changing systems. Temporary task forces and project groups organized around problems to be solved, rather than permanent functional groupings will be used. Leadership tasks will include building a collaborative climate, encouraging participation in decisions, using individual talents, and establishing norms of openness and trust.²⁵

Martin suggested a number of changes to bring about his ideal academic community: groups small enough to be affected by individuals; autonomy in curriculum; leadership by a college council drawn from faculty, administrators, and students; rotating assignments for administrative personnel. He envisions an environment which includes both diversity and community and which encourages confrontation within this community.²⁶

Organizational Development as a Process to Increase the Effectiveness of Higher Education Administration

A number of goals and objectives for higher education administration were identified in the preceding sections: (1) Congruence in governmental form, administrative practice, and institutional goals; (2) A climate of community and commitment to common goals; (3) Wide participation

²⁵Warren G. Bennis and Philip E. Slater. The Temporary Society. (New York: Harper and Row, 1968), pp. 98-105.

²⁶Warren Bryan Martin. Alternative to Irrelevance. (Nashville and New York: Abington Press, 1968), pp. 121-133.

in determining goals and programs and in decision-making; (4) Effectiveness evaluated in terms of reaching educational goals; (5) Authority placed at the level where competence exists; (6) Administrative flexibility and responsiveness to crisis; (7) Norms of openness, trust and interdependence; (8) Open and reliable communication; (9) Utilization of the talents of individuals while fulfilling their needs.

These goals and objectives bear a close similarity to those frequently identified with organizational development (OD). For example, Bennis defined the goals of organizational development as:

1. To create an open, problem-solving climate throughout an organization.
2. To supplement the authority associated with role and status with the authority of knowledge and competence.
3. To locate decision-making and problem-solving responsibilities as close to the information sources as possible.
4. To build trust among persons and groups throughout an organization.
5. To make competition more relevant to work goals and to maximize collaborative efforts.
6. To develop a reward system which recognizes both the achievement of the organization's goals (profit or service) and development of people.
7. To increase the sense of "ownership" of organization objectives throughout the work force.
8. To help managers to manage according to relevant objectives rather than according to past practices or according to objectives which do not make sense for one's area of responsibility.
9. To increase self-control and self-direction for people within the organization.²⁷

²⁷Warren G. Bennis. Organization Development: Its Nature, Origins, and Prospects. (Reading, Massachusetts: Addison-Wesley, 1969), pp. 36-37.

This similarity between the identified goals and objectives of higher education and those which OD is presumed to satisfy suggests that an investigation centered on the usefulness of OD to higher education may be fruitful. A search of the literature reveals that no evaluative effort of this type has been conducted.

Organization development concepts and practices have already been found to have beneficial effects in other types of organizations. It seems reasonable to assume that similar results from OD efforts could accrue to higher education.

ITORP as an OD Model for Higher Education Administration

ITORP (Implementing the Organization Renewal Process) is a two and one-half day organizational development training program designed by Lippitt and This to initiate the process of organization renewal through training middle and upper management personnel. It presents ideas, methods, and skills by which organizational effectiveness can be improved. (Lippitt and This define organization renewal as, "the process of initiating, creating and confronting needed changes so as to make it possible for organizations to become or remain viable, to adapt to new conditions, to solve problems, to learn from experiences, and to move toward greater organizational maturity.")²⁸ As is the case with other OD programs, the applicability of ITO RP to higher education administration has not been formally determined. An evaluation of ITO RP's effectiveness with higher education administrators appeared justified as a means not only to determine its usefulness to higher education, but that of OD in general.

²⁸ITORP Participant's Resource Notebook, Washington, D.C., Organization Renewal, Inc., 1970, Preface i.

ITORP's experimental presentation in June 1971 to a group of community college administrators from North Carolina presented this opportunity.

Lippitt and This state that "ITORP is based on the assumption that effective individuals and groups operating within a realistic understanding of current organizational needs can improve organizational health."²⁹

The authors distinguish between recognizing the need for renewal and having the capability to initiate such a process. According to them, the key element in organization renewal is this ability to respond appropriately to specific situations (situational management) through effective utilization and development of individuals and work groups, confronting common concerns, mutual problem-solving, contributing to the development of the organization through progressive stages of growth, and being responsive to external forces of the organization's environment.³⁰

This interplay of internal and external forces is graphically illustrated by Lippitt as an Organization Development Model ("Situational Confrontation Model of Organization Renewal") in Appendix A.

Lippitt and This suggest organization renewal as one effective response to the several revolutions occurring in contemporary life; in particular, the anti-authority revolution. According to them, organizations should be flexible in responding to their changing environment. This flexibility is one of the goals of ITO RP.³¹

²⁹Ibid., Introduction i.

³⁰Gordon L. Lippitt and Leslie This. "Implementing the Organization Renewal Process is ITO RP," Training and Development Journal, Volume XXIV (July 1970), pp. 10-15.

³¹Ibid., p. 11.

The underlying conceptual model for ITORP is the use of real issues, problems, and situations for initiating renewal.³² These "situational confrontations" are presented in five main themes, which become the foci of the five half-day sessions: Understanding the Growth Potential of an Organization, Developing Communications for Improved Organizational Effectiveness, Developing Organizational Teamwork, Coping with Change, Implementing Renewal in an Organization. Two behavioral objectives are set for each theme³³ (see Appendix F, Items 1-10).

ITORP utilizes a variety of teaching-learning techniques including small-group processes, diagnostic instruments, short lectures, assigned tasks, a BNA film series based on Lippitt's concepts,³⁴ reprints, and recommended readings from the source text, Organization Renewal.³⁵ These, along with the content summarized above, make it an extremely concentrated and intense experience, given its two and one-half day time limits.

The ITORP program converts concepts and recommendations found in Lippitt's book, Organization Renewal,³⁶ to a training design for initiating these processes. Lippitt's views are within the general organizational development (OD) school of thought in their concern for satisfying

³²Ibid., p. 14.

³³"ITORP Participant's Resource Notebook," Washington, D.C., Organization Renewal, Inc., 1970, pp. 4-5.

³⁴The Lippitt Organization Renewal Film Series, Rockville, Maryland: BNA Films, 1970.

³⁵Gordon L. Lippitt. Organization Renewal. (New York: Appleton-Century-Crofts, 1969).

³⁶Ibid.

both individual and organization needs and goals, the inclusion of organic concepts of continuous organization growth, and the necessity for built-in change and adaptation processes. (The five main themes of the book are in a slightly different sequence and form than those found in ITORP: organizations as growing, interdependent social systems; organizations as people at work; the need for dialogue, confrontation, search, and coping in problem-solving; the necessity for changes in attitudes and perspectives, particularly by leaders; the role and qualifications of the "renewal stimulator."³⁷

The Need for Evaluative Studies of Organizational Development

A secondary objective of this study was to contribute evaluative data on the effectiveness of organizational development. Despite indications that OD may be promising as an administrative model for higher education, there is little objective data to support this assumption. Few evaluative studies of OD programs in any setting are found in the literature; none are found relative to the effectiveness of OD with higher education administrators. In many respects, this situation is similar to that of management training and development as well as laboratory education and sensitivity training. Although these procedures have been used much more extensively than OD, relatively few reliable evaluations of their effectiveness have been conducted.

D. Richard Albertson, Director, Center for Educational Systems, NTL Institute for Applied Behavioral Science, was contacted in the search

³⁷Gordon L. Lippitt and Warren H. Schmidt. "Crises in a Developing Organization," Harvard Business Review, Volume XLV (November-December, 1967), pp. 102-112.

for evaluations of OD programs involving college administrators as well as OD laboratories in general. (NTL has conducted a variety of OD programs during the last five years.) Questions raised were: How effective were these labs? How useful were they to participants in the "back-home" situation? Were studies conducted centered on these questions relative to college administrators as individuals or as a group?³⁸ In his response Mr. Albertson stated: "Unfortunately, there's no data in response to your request around laboratory effectiveness."³⁹

Schmuck and Miles confirm the dearth of evaluations dealing with the effectiveness of OD in educational systems. "The literature that reports systematic evaluation of OD interventions in school districts, aside from the studies in this book, is sparse and largely descriptive or speculative."⁴⁰

Belasco and Trice, in their review of evaluations of planned change efforts in training and therapy note the usefulness of evaluation as a means to understand the change process and only incidentally as a means of measuring its results. They also note that, "serious evaluation efforts have been few and far between,"⁴¹ and similarly, "probably

³⁸Letter from James M. Kemp to D. Richard Albertson, February 4, 1972.

³⁹Letter from D. Richard Albertson to James M. Kemp, February 14, 1972.

⁴⁰Richard A. Schmuck and Matthew B. Miles, eds. Organization Development in Schools. (Palo Alto, California: National Press Books, 1971), p. 231.

⁴¹James A. Belasco and Harrison M. Trice. The Assessment of Change in Training and Therapy. (New York: McGraw-Hill, 1969), p. 1.

ninety-nine per cent of all on-going training efforts still are not systematically evaluated."⁴²

Campbell, Dunnette, Lawler, and Weick, in their 1970 analysis of managerial behavior, performance, and effectiveness, refer to the lack of published, useful evaluations of management training and to the need for studies in this area.⁴³

Subject Group Background

Public Education in North Carolina

Public education in North Carolina includes public schools (elementary through secondary) community colleges and technical institutes, senior colleges, regional universities, the University of North Carolina. There are seventy-two institutions of higher education in the state. Thirty-one of these are public: sixteen senior colleges and universities, fifteen community colleges with baccalaureate parallel programs. Forty-one are private or church-related institutions: twenty-nine senior colleges and universities, twelve junior colleges.

The total student enrollment, public and private, was 140,485 in the fall of 1970. Sixty-six per cent of the total (92,597) are in public institutions, and thirty-four per cent (47,888) are in private institutions. In addition, forty-one post-secondary vocational and technical institutes enrolled 10,480 students not in "college parallel" programs.

⁴²Ibid., p. 9.

⁴³John P. Campbell, and others. Managerial Behavior, Performance and Effectiveness. (New York: McGraw-Hill, 1970).

Public Senior Colleges and Regional Universities

The status of six of the eight public senior colleges formerly offering only baccalaureate programs was changed in 1969. Four were designated as regional universities and two were made campuses of the University of North Carolina. There are currently nine regional universities with general purpose curricula. Prior to 1969, their primary purpose was the preparation of young men and women as teachers, supervisors, and administrators for the public schools of North Carolina, including preparation for the master's degree. After 1969, they acquired the power to confer the doctor's degree. Fall 1970 enrollment of these nine institutions totaled 35,273, 43.9 per cent of that of all public senior institutions.

The Consolidated University of North Carolina

In the fall of 1970, the consolidated university had an enrollment of 45,001 or 56.1 per cent of all public senior institutions. Legal responsibility to develop a coordinated system of higher education in North Carolina rests with the Board of Higher Education. However, despite administrative and statutory responsibilities, the Board's role remains essentially advisory to the Governor, the General Assembly, and the colleges and universities.

Reorganization of Higher Education

In January of 1970, Governor Scott implemented the 1968 recommendations of the Board of Higher Education, creating a single budget. This agency, known as the Board of Regents of the University of North Carolina System, was established in October, 1971, to be effective on

July 1, 1972. This Board's purpose is to coordinate the sixteen public senior institutions, each of which is to be governed by a separate board of trustees and to combine the best organizational and administrative features of the State Board of Higher Education and the Consolidated University of North Carolina.⁴⁴

Community College System

In 1957 the General Assembly enacted the Community College Act, relating the community colleges to the Board of Higher Education but limiting state support to college parallel programs and technical programs of college grade. The 1957 General Assembly also established a system of industrial education centers (vocational and technical) under the state Board of Education. In 1963 the assembly combined the previous community colleges and industrial education centers into a new community college system with vocational, technical, adult, and college parallel programs under a new State Department of Community Colleges. This system now consists of fifty-six institutions, forty-one technical institutes and fifteen community colleges. In the fall of 1970 these institutions enrolled a total of 39,298 students: 10,480 in college

⁴⁴North Carolina, 1971 Biennial Report, State Board of Higher Education, Raleigh, North Carolina, 1971. Chapter 1, "Higher Education in North Carolina," pp. 4-23, (Mimeographed). See also, North Carolina, An Act to Consolidate the Institutions of Higher Learning in North Carolina, Chapter 1244, House Bill 1456, 1971 General Assembly of North Carolina, Raleigh, North Carolina, pp. 1-37, (Mimeographed). Larry A. Van Dyne, "North Carolina Superboard, Created to End Classic Conflict," The Chronicle of Higher Education, November 8, 1971, pp. 1-2.

parallel programs, 18,903 in technical programs, 9,299 in vocational programs.⁴⁵

For purposes of this study, participating community colleges and technical institutes are grouped together (Table 1). This treatment has been endorsed by Dr. Ronald Shearon, faculty member of the Department of Adult and Community College Education, North Carolina State University, and sponsor, coordinator, and participant in the subject ITORP training program.

Summary

The campus conflicts of the 1960's combined with the financial crises of the early 1970's, accentuated the need in colleges and universities for administrative methods congruent with the values and goals of higher education and effective in terms of the achievement of organizational objectives. Organizational development shares many of the values and goals of higher education. Evaluations of its usefulness in industry and in public school systems indicate that it is an effective administrative process. It seemed reasonable to conclude that organizational development could satisfy higher education's need for compatible administrative processes which would also be effective in terms of goal attainment.

⁴⁵Ibid., pp. 8-9. See also, North Carolina Community College System Report, Department of Community Colleges, State Board of Education, Raleigh, North Carolina, 1970. Also, Progress Report of the Comprehensive Community College System of North Carolina, First Five Years 1963-1968, Department of Community Colleges, State Board of Education, Raleigh, North Carolina, 1969. Also, Public School Laws of North Carolina, General Statutes of North Carolina, Chapter 115A, "Community Colleges, Technical Institutes and Industrial Education Centers," Reprinted by the W. W. Holding Technical Institute, Raleigh, North Carolina, 1971.

No formal evaluations of the usefulness of OD in higher education administration have been published. (In addition, there are relatively few evaluative studies of OD in any setting.) The experimental presentation of Lippitt's ITORP program to a group of community college administrative personnel from North Carolina presented an opportunity to investigate the effectiveness of this OD program and to draw conclusions and implications relative to its usefulness to higher education administration.

TABLE 1

INSTITUTIONS REPRESENTED AT THE ITORP PROGRAM

Institution	Enrollment Fall--1969	Representative (s)	Participating In Study: YES NO	
			YES	NO
North Carolina State University	12,686	D. A. Adams--Assoc. Prof. R. W. Shearon--Ass't. Prof. D. Hessenflow--Intern L. Mayberry--Intern N. McLeod--Intern J. D. Moore--Intern	x x x x x	
Department of Community Colleges, State Board of Education, North Carolina	----	C. M. Barrett--Ed. Director	x	
College of the Albemarle	938	S. B. Petteway--President	x	
Cleveland County Technical Institute	394	J. Petty--President	x	
Edgecombe County Technical Institute	289	C. McIntyre--President		x
Gaston College	1,548	G. McSwain--Dean	x	
Johnston County Technical Institute	350	J. Tart--President		x
Lenoir Community College	1,381	J. McDaniel--President	x	
Person Technical Institute	----	C. H. Sumerell--President	x	
Pit Technical Institute	1,120	W. E. Fulford--President		x
Richmond Technical Institute	870	J. E. Nanney--President J. C. Lamm--Dean		x
Rockingham Community College	1,128	G. B. James--President		x
Sandhills Community College	1,184	R. A. Stone--President	x	
Sampson Technical Institute	530	J. E. Vann--President	x	
James Sprunt Institute	380	C. D. Price--Dean A. D. Wells--Dean	x x	
Mayland Technical Institute	----	O. M. Blake--President	x	

C H A P T E R I I

REVIEW OF THE LITERATURE

Introduction

A review of selected organization development programs with a longer history than ITORP, which had been used in a variety of organizations, provided insights into the processes used in OD. In representative cases, OD was applied with varying degrees of success. These results provided support for the assumption that organizational development in higher education might produce comparable benefits.

A few limited attempts have been made to utilize OD methods in higher education. In addition, some research and development organizations, as exemplified by the National Laboratory for Higher Education, are exploring the applications of OD and modern management methods to higher education. Reviews of these two types of experiments were made since their objectives were similar to those justifying the ITORP Program under study, i.e., to explore the applicability of OD to higher education administration.

Organizational Development is often equated with sensitivity training or T-groups, even though their goals are markedly different. Information on the distinctions between these two processes was presented in the interests of clarifying the mission of OD.

Similarly, OD is often assumed to be identical with management development and training. Again, to establish a more concise understanding

of the nature of OD, reviews of commentaries noting these distinctions were included.

The literature relative to evaluation studies of OD, laboratory education, and management training and development is for the most part critical of these efforts. However, it does provide information helpful in both the design and evaluation of these types of programs.

Finally, it was hoped that this review would encourage experimentation with a variety of OD models and strategies to determine their possible usefulness to higher education administration.

Organization Development Models

Blake's Managerial Grid Training Model

The Managerial Grid identifies five types of managerial behavior based on two key variables found in organizations.¹ One variable reflects concern for production or output; the other, concern for people.² For diagnostic and training purposes these two variables are shown on a grid. Each is expressed on a scale ranging from one, representing minimal concern, to nine, representing maximal concern. Five basic styles of management are identified from this analysis: one - one, minimal concern for production and for people; one - nine, maximal concern for production and minimal concern for people; nine - nine, maximal concern for both people and production; five - five, a middle of the road concern

¹R. R. Blake and J. S. Moulton. The Managerial Grid. Houston: Gulf Publishing Company, 1964. Chapter 13, "Organization Development and Performance," pp. 290-311.

²R. R. Blake, J. S. Moulton, L. B. Barnes, L. E. Greiner. "Break-through in Organization Development," Harvard Business Review, Volume XLII, (November, December, 1964), p. 135.

in both dimensions. The objective of grid training is to have participants work toward a nine - nine organizational climate.

Blake's grid program is designed as a long-range program occurring over a period of one to three years, with much of the responsibility for its continuance being transferred to line managers after a one-week introduction. It provides for implementation in the total system and follow-through steps lacking in many training designs. Since its introduction to large industrial plants in the early 1960's, its techniques, instruments, and developmental steps have been adapted for use with government agencies, military organizations, hospitals, schools, and service organizations.³

Beckhard's Survey-Feedback Model

Beckhard's approach to organization development places a heavy emphasis on a consultant's analysis of the state of the system, involving top management, and the development of an appropriate strategy. He suggests both the sub-systems of an organization and its processes as two major areas for diagnosis.

By sub-systems, Beckhard means the natural teams which evolve in any organization, (e.g., top management, the production department, or a research group) or the levels which are established, (e.g., top management, middle management, the work force). Organization processes analyzed include decision-making, communication patterns and styles,

³Robert R. Blake and Jane S. Moulton, Building a Dynamic Corporation Through Grid Organization Development, (Reading, Massachusetts: Addison-Wesley, 1969). See also, Robert R. Blake, Jane S. Moulton and Alvin C. Bidwell, "Managerial Grid" in Behavioral Science and the Manager's Role, Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969, pp. 167-174.

relationships between interfacing groups, management of conflict, the setting of goals, and planning methods.⁴

Beckhard has also designed The Confrontation Meeting, a brief action-oriented intervention for use in times of unusual stress or of major organizational change. In this, a management group drawn from all levels assesses the state of the organization's health and sets joint action plans for improving it. The meeting can be carried out in about five hours.⁵

Schein's Process Consultation Model

Process consultation, as defined by Schein, has similarities to Beckhard's view of organization development in its emphasis on the role of the professional OD consultant working closely with the top management of an organization. Although Schein distinguishes between the "expert" consulting mode and process consulting, his position encompasses some attributes of the consultant as an expert in diagnosing.⁶

Key assumptions underlying Schein's definition are that the client must learn to see the problem for himself, must share in the diagnosis, and should be actively involved in generating a remedy. The consultant helps to sharpen the diagnosis and provides alternative solutions, but the client makes the decision as to what remedy to apply.⁷ Process

⁴Richard Beckhard. Organization Development: Strategies and Models, (Reading, Massachusetts: Addison-Wesley, 1969), Chapter 3.

⁵Richard Beckhard. "The Confrontation Meeting," Harvard Business Review, Volume XLV, (March, April, 1967), pp. 149-153.

⁶Edgar H. Schein. Process Consultation: Its Role in Organization Development, (Reading, Massachusetts: Addison-Wesley, 1969).

⁷Ibid., p. 7.

consultation, as presented by Schein, starts with the assumption that the organization knows how to solve its particular problem or knows how to get help, but that it may not be able to use its own resources effectively. The process consultant helps the organization to learn from self-diagnosis and self-intervention.⁸

Organization Development Interventions
in Business and Industry

Maslow's Observations at Non-Linear Systems, Inc.

Maslow's journal, Eupsychian Management, represents one of the earliest comments on the effects of an OD approach to industrial management. It summarizes his thoughts during the summer of 1962 when he was a visiting fellow at the Del Mar, California plant of Non-Linear Systems, Inc.⁹

Three basic questions are posed by Maslow: How good a society does human nature permit? How good a human nature does society permit? How good a society does the nature of society permit?

Little specific information is given about Non-Linear Systems. However, in Maslow's opinion, it was practicing a participative, open-system, flexible, and problem-centered style of management which was responsive to change. It created an environment which developed the potential of individuals and working groups.

Subsequent to Maslow's residency, the company faced a contracting demand for its products along with increased competition for this

⁸Ibid., pp. 132-135.

⁹Abraham H. Maslow. Eupsychian Management, (Homewood, Illinois: The Dorsey Press, 1965).

contracting market. In these circumstances, the management exercised a more directive style with critical decisions affecting all departments made by the top management and with relatively less participation by lower echelons. Maslow concluded from this that a McGregor Y-style of management may hold primarily for good conditions ("fair weather efficiency"), but that a more directive style may be required for stormy weather in organizations ("foul weather efficiency").¹⁰

The Managerial Grid at the Sigma Plant

Greiner reported beneficial effects from Blake's Managerial Grid Program conducted in a large process industry plant (pseudonym-Sigma), from November 1962 to November 1963. During this period eight hundred managers and technical men completed the program.¹¹

In Greiner's opinion there is no really satisfactory way of identifying and measuring organizational change and development because too many variables are beyond control and cannot be isolated. However, he was able to identify several performance improvements during the period in which the training was in effect, e.g.: There was a marked decrease in controllable costs, participants perceived themselves as performing on a higher level than the year previous, a number of follow-up projects were initiated to implement a nine to nine style of management, and managers perceived improvements in boss-subordinate relationships within departments and between work groups.

¹⁰Ibid., p. 12.

¹¹R. R. Blake, J. S. Moulton, L. B. Barnes, L. E. Greiner. "Break-Through in Organization Development," Harvard Business Review, Volume XLII, (November, December, 1964), pp. 139-155. See also, L. E. Greiner, "Organization Change," Harvard Business Review, Volume XLV, (May, June, 1967), pp. 119-128.

From these results Greiner concluded that behavioral science and human relations education can assist with large-scale organization development under certain conditions: demanding but tolerant headquarters, an enthusiastic and involved top-manager and senior management group, an educational strategy that effectively and continuously builds teams problem-solving and mutual support into work-related issues, and an organization whose work requires some interdependent effort and common values.¹²

Collaboration of Internal and External OD Specialists at RCA

Two external consultants and two internal OD specialists collaborated in 1968 in the design of an intervention for a group of RCA managers. Their objectives were to increase transferability of learnings to the job and to facilitate the entry of OD staff specialists into the line organization.¹³ Their design included components of laboratory training, internal consulting, data collection and feedback, all within a single management and organizational framework. Approximately ninety RCA managers went through the change program which occurred over a period of one and one-half years.

These investigators reported that about twenty-five per cent of those who participated in the three laboratories involved had not continued any detectable OD efforts beyond the first meetings. Another fifty per cent continued to make OD efforts not considered totally effective. The remaining twenty-five per cent accomplished and are

¹²R. R. Blake, et al. Ibid., p. 155.

¹³William G. Dyer, et al. "A Laboratory-Consultation Model for Organization Change," The Journal of Applied Behavioral Science, Volume VI, (April, May, June, 1970), pp. 111-227.

continuing to work on organization change efforts that are considered to be significant improvements.

In those cases where no OD efforts were continued the following reasons were cited: the manager seemed not to benefit for personal reasons or because of anxiety about an open, leveling process with subordinates; certain parts of the organization culture do not support OD efforts; and inappropriate or mis-timed interventions were used by the trainer-consultant.¹⁴

The authors concluded that greater emphasis should be placed on small group processes as the place to influence the total organization. Furthermore, attention should be given to change strategies and to interpersonal, group, and organization learnings. In addition, managers need more skills in conducting confrontation meetings, data collection and feedback, process analysis, and team-building.¹⁵

OD Effort at TRW Systems

One of the earliest, most sustained and effective of the industrial OD efforts is that of TRW Systems, Incorporated. It placed a heavy emphasis on confrontation and the use of sensitivity training as part of the effort to improve the culture of the organization. It also focusses on the quality of working relationships between interdependent people and groups.

At the time of this report (1965), TRW employed about 13,300 people, about one-third of whom were professional engineers. Half of

¹⁴Ibid., pp. 222-223.

¹⁵Ibid., p. 227.

these had advanced degrees. Because of the nature of its business it had developed a matrix-type organization with many project offices and built-in interdependencies. OD became for them an effective resource for dealing with their complex organization. More than five hundred key people had attended sensitivity training laboratories. In addition, more than eight-five team development efforts were conducted.

Davis summarized qualities which seemed to have a direct bearing on TRW's success over the six-year period (1959-1965) which coincided closely with their OD effort. Many of these qualities represent OD objectives and accomplishments, e.g.: the individual employee is important; policies and procedures are a platform from which the individual operates rather than confining ground rules; there is a great deal of trust displayed in the individual; although there has been continuous and rapid change, the organization has been relatively stable; there is a great deal of direct confrontation; and there is a great deal of delegation downward.¹⁶

Organizational Development Interventions in Public Schools

Highland Park Junior High School Project

Schmuck and Runkel conducted a series of experimental organization development programs beginning in 1967, primarily in Oregon public school systems. Their best-known work was the Highland Park Junior High School Project in Beaverton, Oregon, conducted in 1967-1968, with

¹⁶Sheldon A. Davis. "An Organic Problem-Solving Method of Organizational Change," The Journal of Applied Behavioral Science, Volume III, (January, February, March, 1967), pp. 3-21.

periodic follow-up since that time. Their summary technical report, Organizational Training for a School Faculty, is a comprehensive report on every aspect of their planning: the total intervention, their evaluation, and conclusions.¹⁷

In undertaking this project, the authors assumed that future decision-making in school districts will make fuller use of teacher's resources instead of relying on hierarchical directives and involve a greater distribution of autonomy and power. These changes implied a need for more skills in interpersonal communications. The primary purpose of the Highland Park project became to improve the organizational problem-solving ability of a school faculty by improving communications skills.

As a key part of their design, the researchers used a modified laboratory method. Instead of working to improve an organization through sharpening the skills of its individual members, they intended to improve the school by increasing the communication skills of its groups, using existing working groups and their problems. Their targets were the administration, the faculty as a whole, its sub-groups and the entire school staff, including secretaries, the head cook, and the head custodian.¹⁸

¹⁷Richard A. Schmuck and Philip J. Runkel. Organization Training for a School Faculty, (Eugene, Oregon: University of Oregon Press, 1970). See Also, Richard A. Schmuck, Philip J. Runkel and Daniel Langmeyer, "Improving Problem-Solving in a School Faculty," The Journal of Applied Behavioral Science, Volume V, (October, November, December, 1969), pp. 455-481; Richard A. Schmuck, Philip J. Runkel, and Daniel Langmeyer, "Technology for Organizational Training in Schools," Technical Report No. 2, Center for the Advanced Study of Educational Administration, Eugene, Oregon: University of Oregon, October, 1969; R. A. Schmuck and P. J. Runkel, "Integrating Organizational Specialists into School Districts," (paper read at the NTL Invitational Conference on New Technology in OD, October, 1971, New York City).

¹⁸Schmuck and Runkel: Organization Training for a School Faculty, Ibid., p. 3.

In summarizing the outcome of the project the authors presented documented evidence of desirable organization changes at Highland Park. These included new roles for area coordinators, a new vice-principalship, new forms and uses of faculty meetings, a summer workshop in group processes, faculty-initiated meetings, expansion of team-teaching groups, numerous classroom innovations, and an extremely low faculty turnover for the year.

Their results demonstrated that communication and group problem-solving in a school faculty can be improved without changing the formal hierarchy of responsibility. The staff became more knowledgeable about existing communication channels, facilitating the wider use of staff resources and team-teaching groups. The persistence of many of these organizational changes two years after the initial training indicated that real organizational changes were produced by this intervention.¹⁹

Portland, Oregon High School Laboratory Project

In the summer of 1968 a two-week mixed OD and personal growth laboratory was conducted for the entire staff of a new Portland, Oregon high school prior to its opening the following September. They were all strangers to each other prior to the training program. For purposes of evaluation they were matched with the staff of another new Portland high school of almost identical size and grade levels which also opened in September, 1968. The training was designed and conducted by faculty

¹⁹Ibid., p. 101.

members of the Department of Psychology, University of Oregon. Periodic consultations with the staff continued through the school year.²⁰

Two desirable results were reported in the experimental school in comparison to the control school: "Teachers exhibited greater interpersonal openness and acceptance of conflict;" and "Students saw the faculty as more receptive, and themselves as more responsible and co-active, both in and out of the classroom."²¹

Several continuing problems were cited by both school personnel and the consultation staff; i.e.: "Students did not seem to have the skills to take full advantage of opportunities for self-government. . .;" "A number of students seemed not to have sufficient self-discipline to manage intelligently the amount of freedom they were given. . .;" "The faculty suffered a serious diminution of morale in late March and April; . . . attributed to the recognition of the above two problems."²²

COPEd (Cooperative Project for Educational Development)

COPEd was a three-year (1966-1969) experimental project involving twenty-five school systems and eight nearby colleges and universities; and coordinated by the National Training Laboratory (NTL). Through collaborative efforts of change agents in these school systems and behavioral scientists from the colleges, a number of programs were conducted to

²⁰ Carolyn S. Keutzer et al. "Laboratory Training in a New Social System: Evaluation of a Consulting Relationship with a High School Faculty," The Journal of Applied Behavioral Science, Volume VII, (October, November, December, 1971), pp. 493-501.

²¹ Ibid., p. 493.

²² Ibid., p. 500.

determine how change occurred in schools, to develop specific strategies of planned change, and to assist the schools to become self-renewing, innovative, problem-solving organizations. No definitive evaluations of these programs have been published as of this writing.²³

Organization Development in Higher Education

There is a dearth of documented OD interventions and of evaluated results of OD in higher education institutions. While a large number of individual faculty members, administrators, and students have attended public OD training programs, such as those offered by NTL and management training organizations, there is little evidence of internal OD efforts or of team-training for working groups. Because the sporadic exposure of individuals to OD concepts and practices has not really involved working task groups and systems, it has been largely ineffective as a change process. Individuals may have changed, but their home organizations have been largely unaffected.

An Informal Action Group at "Midwest University"

Grinnell reported on the activities of an informal action group called HATS in a large university with the pseudonym Midwest University. Although not planned as an organizational development intervention, the goals, strategies, and results of HATS had many similarities with those of OD.

²³Goodwin Watson (editor). Concepts for Social Change, (Washington, D.C.: NTL Institute for Applied Behavioral Science, 1967). See also Goodwin Watson (editor), Change in School Systems, (Washington, D.C.: NTL Institute for Applied Behavioral Science, 1967).

The original group of four (two faculty members, one administrator, and one graduate student) was expanded to nine, and, for a brief period, to fifteen. It existed for over five years, maintaining a mixture of faculty, administrators, and graduate students, and representing a cross-section of academic and administrative departments. Each of these individuals became a change agent in their department to initiate projects which HATS felt would improve the university, e.g.: revised academic plans and policies, organizational changes, an improved undergraduate program, assisting disadvantaged high school students entering college programs.

HATS also served as a personal support and development base for each member. A consistent sequence evolved in their meetings, i.e., a period of fellowship followed by agenda setting, data sharing and diagnosis, production of action ideas, and focussing on action persons and steps.

Grinnell concluded that the several successes of the HATS group can be credited in large part to the development of strong working relationships and efficient working processes which in turn were based on individual competences, shared goals, and shared values. Lack of success in some projects was attributed to not having a wider base of influence at Midwest and their difficulties in expanding the membership while retaining their effectiveness as a group.²⁴

²⁴Sherman K. Grinnell. "The Informal Action Group: One Way to Collaborate in a University," The Journal of Applied Behavioral Science, Volume V, (January, February, March, 1969), pp. 75-103.

An Organizational Development Workshop for a College

Sikes recently conducted a four-day OD workshop for thirty-two of the thirty-four full-time faculty members and administrators at an unnamed six-year-old college within a large university. He suggests this may be one way to "move educational institutions in directions which will make them more humane, learningful, serviceable and efficient."²⁵

Five primary interests were identified during a preliminary planning session involving Sikes and the training group: to work on interpersonal relations, to improve decision-making processes, to examine the role and function of the dean, to share and explore ideas about learning, to agree on an agenda of problems to be dealt with during the year.²⁶

Sikes summarized the consequences of this OD intervention as follows:

Within two months . . . according to the dean, the college was moving toward completing the new governance structures. . . . Collaborative patterns among faculty and administrators were still strong. Participants . . . indicated that maintaining the "spirit" born there was a desired goal. They continued to use process observer-reporters for most of their meetings The dean reported he felt comfortable with the new definition of his role.²⁷

National Laboratory for Higher Education

The National Laboratory for Higher Education (NLHE) in Durham, North Carolina works cooperatively with two-year and four-year colleges to develop, field test, and evaluate innovative and self-reviewing

²⁵Walter W. Sikes. "An Organizational Development Workshop for a College," Social Change, Volume I, (October, November, December, 1971), pp. 4-6.

²⁶Ibid., p. 4.

²⁷Ibid., p. 2.

approaches to organization, administration, and instruction. Its Administrative and Organizational Systems Programs (AOS) has three major foci: Organization Development, Institutional Research, and Information Systems.²⁸

NLHE also proposed that colleges appoint an Educational Development Officer (EDO) who "would work in a staff capacity to the president as his principal resource person. The EDO would also provide technical support to key administrative staff members and to all standing or ad hoc policy-making groups."²⁹ In essence he would be the resident internal OD change agent.

Working in cooperation with NLHE, over twenty community colleges in the Carolinas and Virginias have appointed EDO's. They have initiated learning-improvement projects and have conducted research leading to improved student achievement. EDO's working with NLHE have been instrumental in providing more than six hundred instructors in community colleges with training in the systems approach to instruction.³⁰

In a position paper providing a research and theoretical framework for the Administrative and Organizational Systems concept as well as that of the Educational Development Officer, Oscar Mink and Vicki

²⁸Planned Change in Higher Education. National Laboratory for Higher Education, Durham, North Carolina, 1971, p. i.

²⁹Ibid., p. 2.

³⁰James Shultz and Philip Winstead. The Educational Development Officer: A Catalyst for Change in Higher Education. National Laboratory for Higher Education, Durham, North Carolina, 1971. See also The EDO: New Man on Junior College Campus, National Laboratory for Higher Education, Durham, North Carolina, 1971.

Kessel of the NLHE staff explored the applications of open system theory and organizational development to higher education.³¹

Their conclusion was that colleges must function as open systems, incorporating into their structure a continuous process of responsive planned change. Their review of related research suggests that colleges, along with other modern organizations, can make the best use of their members by focussing on institutional goals and objectives, by sharing objective-setting and decision-making processes as much as possible, by integrating individual goals with organizational goals, and by devising methods for coping with breakdowns in communications and internal conflict.³²

The Use of Sensitivity Training As One Strategy in Organizational Development

Sensitivity Training (T-Groups) is one of the progenitors of organizational development. It is used in some form in many OD interventions and by many OD professionals. However, sensitivity training focusses primarily on the psychological health growth, and effectiveness of the individual person as a system, whereas organizational development is primarily concerned with the health, growth, and effectiveness of working groups as systems in which individuals are components. A number of studies have cautioned against the over-use of sensitivity training

³¹Vicki Kessel and Oscar Mink. The Application of Open Systems Theory and Organization Development to Higher Education: A Position. National Laboratory for Higher Education, Durham, North Carolina, 1971. See also Vicki Kessel and Oscar Mink, Organization Development in Higher Education, paper presented at the 26th Annual Meeting of the American Association of Higher Education, Chicago, Illinois, March 14-17, 1971.

³²Ibid., The Application of Open Systems Theory and Organization Development to Higher Education: A Position, p. 31.

in OD and against the presumption that increases in individual health and effectiveness result in increases in organizational health and effectiveness.

Joure and others, in a report on T-group programs resulting in failure or of questionable benefit, summarized several incidents of the use of T-groups in an OD effort. They concluded that beneficial group interactions and organizational changes cannot be attained for all groups or organizations through use of sensitivity training.³³

Similar conclusions were reached by Maugham in a British industrial case study reporting on an attempt to build more effective interpersonal relationships among members of a working unit, and to marry sensitivity training to objective setting and role clarification. The author pointed out the necessity to train the system rather than the individual in attempts to induce organizational change.³⁴

In his review of process-oriented management training results, including sensitivity training and organizational development, Wohlking cited considerable evidence that structural changes in organizations may be more effective than attitude changes in producing improvements in performance.³⁵

A comprehensive analyses of the effectiveness of T-group training in management training and development was conducted by Dunnette and

³³Sylvia A. Joure, et al. "Examples of Over-Use of Sensitivity Training," Training and Development Journal, Volume XXV, (December, 1971), pp. 24-26.

³⁴Iain Maugham. "Building and Effective Work Team," Training and Development Journal, Volume XXV, (January, 1971), pp. 20-29.

³⁵Wallace Wohlking. "Management Training: Where Has It Gone Wrong," Training and Development Journal, Volume XXV, (December, 1971), pp. 2-8.

Campbell in 1968. Their work was based on seventeen research studies of sensitivity training programs and explored the possible transfer of skills from T-groups to organizations. They found that a T-group, as ordinarily conducted with a focus on individual growth in a setting away from the job tasks, had little effect on organization development.³⁶

Organizational Development, Individual Change,
and Management Development

Two recent papers delineated differences between OD as a group-oriented strategy of organization change, individual-oriented methods, and management development.

Hornstein, Bunker, and Hornstein contended that social norms and standards are primary mediators of individual behavior in organizations. From this position they argued that OD strategies (which may include several individual change components, e.g., T-groups, Grid Laboratory diagnoses, coaching) are more effective in inducing organizational change than several other individual change approaches reviewed.³⁷ In reaching this position they draw on Lewin's conclusions:

As long as group standards are unchanged, the individual will resist change more strongly the further he is expected to depart from group

³⁶J. P. Campbell and M. D. Dunnette. "Effectiveness of T-group Experiences in Managerial Training and Development," Psychological Bulletin, Volume LXX, 1968, pp. 73-104. See also J. P. Campbell, M. D. Dunnette, E. E. Lawler, K. E. Weick Jr., Managerial Behavior, Performance, and Effectiveness, McGraw-Hill, 1970, pp. 287-326.

³⁷Harvey A. Hornstein, Barbara Benedict Bunker, and Marion G. Hornstein. "Some Conceptual Issues in Individual and Group-Oriented Strategies of Intervention into Organizations," The Journal of Applied Behavioral Science, Volume VII, (September, October, 1971), pp. 557-567.

standards. If the group standard is itself changed, the resistance which is due to the relation between individual and group standards is eliminated.³⁸

In the companion article, Burke pointed out several significant differences between management development and organizational development, demonstrated that they can complement each other, and indicated several instances where management development can be one of several interventions useful to OD. He noted that both share a common goal of improving organizational effectiveness. His main distinction between the two is that management development focusses on improving the individual's competency, whereas OD strives to improve some or all of the systems (groups) that constitute the total organization. He also reinforced the principle of OD as a planned process of cultural change, e.g., organization norms, procedures, and climate.³⁹

Evaluation of Organization Development, Laboratory Education, and Management Development

Several reviews of the objectives, methods, and results of evaluation, relative to OD, laboratory training, and management training and development, have been published. They are predominately critical of evaluative efforts to date and consistent in their recommendations for studies to determine the effectiveness of OD, laboratory training, and management training and development.⁴⁰

³⁸Kurt Lewin. "Group Decision and Social Change," In E. E. Maccoby, T. M. Newcomb, and E. L. Hartley (editors), Readings in Social Psychology. New York: Holt, 1958, p. 187.

³⁹W. Warner Burke. "A Comparison of Management Development and Organization Development," The Journal of Applied Behavioral Science, Volume VII, (September, October, 1971), pp. 569-579.

⁴⁰Brief references to some of those works were made in Chapter I.

Schmuck and Miles noted that although the use of OD grew significantly during the middle and late 1960's, thorough research on its impact in organizational effectiveness and productivity lagged behind practice. They remark that industrial organizations, for example, appear to have adopted OD more often on the basis of subjective impressions than on empirical evidence of its effectiveness.⁴¹

These authors reviewed the relatively few quantitative studies available on the effects of OD interventions. They limited their analysis to what they considered to be well-designed studies, usually including controls, and to programs designed to improve a system rather than individuals. Based on this survey, Schmuck and Miles concluded that the benefits claimed by OD advocates are not unwarranted.

Though the studies are meager and have many faults . . . they are plausible and are supported by case study testimony as well. OD can accomplish its hopes of creating self-renewing systems reflective of "Theory Y" if there is a clear commitment from top management and a sufficient investment of time and energy in OD work.⁴²

Belasko and Trice reached several conclusions pertinent to this study during their evaluation of the effectiveness of training and therapy as change processes.⁴³

They defined key differences in subjective and objective evaluations: Subjective evaluations, while involving less time, cost, personnel, and skill, yield only the trainee's self-report of feelings;

⁴¹Richard A. Schmuck and Matthew B. Miles, editors. Organization Development in Schools. (Palo Alto, California: National Press Books, 1971), pp. 5-6.

⁴²Ibid., p. 13.

⁴³James A. Belasco and Harrison M. Trice. The Assessment of Change in Training and Therapy. (New York: McGraw-Hill, 1969).

they do not substantiate any actual change within the individual or his organization. Objective evaluations attempt to identify the amount and specific kind of change that occurred, using subjects other than the trainee.

Several typical analytical methods were reviewed and found to be largely unsatisfactory in evaluating training, e.g.: before and after analysis of one group, two-group comparisons. In their view, "the act of evaluating can introduce intervening variables that can modify or even reverse the effects of training."⁴⁴

These authors suggest that training may serve two other purposes in organizations, a ceremonial and organizational support function to structure, validate, and stabilize collective action⁴⁵ and a role-passage function to facilitate the transfer of employees from one level to another.⁴⁶ They also suggested that one way to induce organizational change is to deliberately select and train "changers," people who are more affected by training. They confirmed the importance of the support of both top management and fellow work-group members for the changes sought by training.⁴⁷

These investigators concluded that changes directly associated with training are small. However, in their opinion, they discovered two related and potent change agents; the testing of trainees and the administration of questionnaires related to the training.⁴⁸

⁴⁴Ibid., pp. 15-16.

⁴⁵Ibid., p. 112.

⁴⁶Ibid., pp. 116-117.

⁴⁷Ibid., p. 121.

⁴⁸Ibid., p. 149.

Campbell, Dunnette, Lawler, and Weick, as part of their comprehensive analysis of management effectiveness, presented findings relative to the evaluation of training and development.⁴⁹

In examining the criteria by which to evaluate training they used the two general classes of H. O. Martin, i.e.: internal criteria, such as attitude scales and achievement tests to measure what the program intended to teach, and external criteria, such as performance ratings, economic indicators and grievance rates, designed to assess actual changes in job behavior.⁵⁰

In justifying the validity of clinical opinions of participants concerning the effectiveness of management development programs, they referred to the studies of K. R. Andrews in which he surveyed six thousand participants in Harvard University's general management programs. According to Andrews as summarized by these editors:

The best measures of a training program's worth are the opinions of the trainees; superiors, subordinates and peers bunched closely together in second place. . . . Although other measures may appear to be more objective and relevant, their own particular biases make them less useful than systematically gathered opinion. . . .⁵¹

Campbell and his associates noted that only a small number of available training techniques have been examined and that they have used predominantly internal criteria. For example, evaluations of human relations courses are over-represented whereas relatively little research has been done on multi-media programs, (e.g., ITORP). In their

⁴⁹ John P. Campbell, and others. Managerial Behavior, Performance, and Effectiveness. (New York: McGraw-Hill, 1970), pp. xi-xii.

⁵⁰ Ibid., p. 274.

⁵¹ Ibid., pp. 280-281.

view, the existing literature contributes little to an understanding of what kinds of knowledge and skills improve managerial effectiveness.⁵² The strongest criticisms of these authors are directed at "the almost exclusive reliance of management development research on internal criteria, and the lack of attention given to their linkage with the organization's goals."⁵³

Lee and Dean conducted a study of the responses of ninety-four managers who attended Virginia Polytechnic Institute programs in 1967-1968. Their purposes were to determine whether the programs actually improved the knowledge, skills, attitudes, and performance of participants, and secondly, whether the programs achieved the goals set for management development. (These goals were defined as to purposely change the manager's job behavior so as to increase his personal effectiveness in the organization.) The study was based on a questionnaire designed to obtain information about the manager's personal data and his attitudes toward various aspects of the management program, using for the most part four or seven-point rating scales.⁵⁴

The results and conclusions of this study provided useful information concerning both the design and evaluation of management training, e.g.: The participants felt the program had helped to improve their work performance, but did not appear to change their work procedure. The primary values of management training programs are learning new developments

⁵²Ibid., p. 325.

⁵³Ibid., p. 326.

⁵⁴Sang M. Lee and Charles C. Dean. "University Management Training Programs: An Empirical Evaluation," Training and Development Journal, Volume XXV, (January, 1971), pp. 32-37.

and new managerial techniques, gaining new perspectives about the job, and getting away from everyday routine. The most important variables are those which represent the improvement of job effectiveness due to the quality of the program in terms of its content and presentation. The actual benefits for the organization and for the individual manager are very hard to measure.⁵⁵

Summary

The objectives and methods of three well-known programs were reviewed as examples of typical processes used in organizational development: Blake's Managerial Grid emphasizing maximum concern for people as well as production, Beckhard's survey-feedback model stressing the relationships between the sub-systems of an organization, Schein's process consultation model encouraging organizational self-diagnosis and remedial action with the aid of an outside consultant.

In addition, representative examples of OD interventions in industry, public schools and higher education were summarized. Several beneficial results of these programs were reported, e.g.: increased performance coupled with decreased costs, an effective management system for complex organizations, desirable innovations in school administration and teaching, improved communications and problem-solving, greater use of individual's resources. A number of reservations concerning OD were also noted, e.g.: it may be less effective than directive management under adverse conditions, it is difficult to measure its

⁵⁵Ibid., pp. 36-37.

actual effects, top management support and effective follow-up measures are critical needs, considerable OD skills training for individuals and groups is required.

The distinct character of organization development, as compared to sensitivity training or management development, was emphasized, i.e., OD focusses on improving the effectiveness of working groups and systems, whereas sensitivity training and management development are primarily concerned with the effectiveness of individuals.

Evaluations of the effectiveness of OD, laboratory education, and management development are often ineffective, according to several authors cited. The opinion of trainees concerning a program's worth was confirmed as a reasonably valid index. However, there is a need for studies which assess the effects of programs in terms of changes in organizational and individual performance and their impact on organizational goals and objectives.

CHAPTER III

PROCEDURES FOR COLLECTING AND TREATING DATA

Introduction

This evaluation of the ITORP program was an exploratory cross-sectional survey, conducted with the participants in the program approximately six months after the training was completed. The chief instrument used was an experimental eighty-item questionnaire designed by the investigator. Three preliminary studies were conducted in addition to the main study.

The program under study was conducted as an experimental presentation of ITORP to assess its possible usefulness to higher education administration. No control group was available nor was there an opportunity to conduct a pre-test with the subject group.¹

The degree to which ITORP was considered effective by the subject group was assumed to be largely a result of its opinions, perceptions and judgments. The investigation sought to determine the degree to which those in the subject group perceived the program to be effective by their responses to both rating scale and write-in items. Hence, the investigation was designed to evaluate ITORP predominately by qualitative and subjective inquiries rather than by quantitative objective procedures.

¹As stated by Gordon L. Lippitt to J. M. Kemp in a discussion at Springfield, Massachusetts, May 30, 1971.

Other factors influencing the design of the study were: The ITORP program was less than one year old at the time it was presented to the subject group and little quantitative data existed concerning its effects, the subject group is the only one representative of higher education administration which has received ITORP training, the size of the subject group (twenty-three total; eighteen participating in the study) precluded valid quantitative analysis.

The design of the chief instrument, The ITORP Evaluation Inventory, as well as the total study was influenced by, and in part adapted from, the recommendations and practices of several authorities in social relations research and practice.

Belasko and Trice cite four major benefits of evaluation which were considered in the construction of this inventory: (1) To pinpoint needs which exist in an organization, (2) As a diagnostic tool for organizational analysis, (3) To record the results of change efforts, (4) To suggest methods to improve the effectiveness of change efforts.²

Selltiz, Jahoda, Deutsch, and Cook, in reviewing the advantages of questionnaires for social relations research, point out that their impersonal nature and their standardized wording, order of questions, and instructions ensure some uniformity in responses. Additional benefits cited are the greater confidence respondents have concerning their anonymity, resulting in more freely expressed views, and less pressure

²James A. Belasco and Harrison M. Trice. The Assessment of Change in Training and Therapy. (New York: McGraw-Hill, 1969), pp. 6-7.

on them for immediate responses.³ These authors also recommend the use of summated (Likert-type) rating scales.⁴

Similarly, Likert recommends and uses summated scales (Likert-scales) to obtain evaluative data concerning behavior, perceptions, reactions, attitudes, and similar variables.⁵

Argyris discusses the unintended consequences of rigorous research. He describes organic research as a preferred method in the social sciences and makes a number of suggestions for modifying research strategies which are pertinent to this study. He recommends using research methods based on observed categories and operational definitions,⁶ giving the respondent more control over the research activities, providing several data-gathering methods to increase the probability that one or more will fit the client's preferred style, and permitting opportunities not to reply or comment.⁷

Vail cautioned against the over-use of quantified techniques in determining the effects of OD programs. He states that measurement does not necessarily mean quantification, citing social tests in which we ask what involved parties think is happening in the OD program. He also introduced comments by Maslow which are critical of "means-centered

³Claire Seltiz and others. Research Methods in Social Relations. (New York: Holt, Rinehart and Winston, 1964), pp. 239-240.

⁴Ibid., p. 366.

⁵Rensis Likert. The Human Organization. (New York: McGraw-Hill, 1967).

⁶Chris Argyris. Intervention Theory and Method. (Reading, Massachusetts: Addison-Wesley, 1970), p. 104.

⁷Ibid., pp. 113-114.

scientists" who tend to fit their problems to their techniques rather than the contrary.⁸

By means centering, I refer to the tendency to consider that the essence of science lies in its instruments, techniques, procedures, apparatus and its methods rather than in its problems, questions, functions or goals.⁹

And,

One main danger of scientific orthodoxy is that it tends to block the development of new techniques.¹⁰

Uhl described his use of the Delphi technique (multiple application of similar questionnaires) to identify institutional goals for colleges and universities, using Likert-type five-point rating scales with optional comment sections. He applied this procedure in determining what the goals are and should be as perceived by students, faculty, administrators, alumni, trustees. According to Uhl, this type of questionnaire permits independent thought on the part of the participants.

Concerning the effectiveness of his questionnaire and its use in the Delphi technique Uhl noted:

An unusually high percentage of participants (seventy-five per cent) completed the three questionnaires. It is highly unlikely that this excellent participation would have been possible if the participants did not view the instrument as adequately measuring their goal perceptions and values.¹¹

⁸P. B. Vail. "Notes on the Measurement and Evaluation of OD Programs," (paper presented at the New Technology in Organization Development Conference, NTL OD Network, New York City, October 8-9, 1971), p. 1.

⁹Abraham H. Maslow. Motivation and Personality. (New York: Harper and Row, 1954), p. 13.

¹⁰Ibid., p. 20.

¹¹Norman P. Uhl. Identifying Institutional Goals. NLHE Research Monograph Number Two. (Durham, North Carolina: National Laboratory for Higher Education, 1971), p. 47.

In several respects Uhl's questionnaire (Institutional Goals Inventory, see Appendix B) became the model from which the investigator's ITORP Evaluation Inventory was constructed. The latter was examined prior to its use by several psychologists, administrators, and consultants from higher education and judged to be appropriate for the purposes of this investigation.¹² Dr. Lippitt and Mr. This, co-authors of the ITORP program, approved its use in evaluating their program.

Preliminary Study Procedures

Three preliminary studies were conducted as a means to gaining greater familiarity with the ITORP program and as preliminary exercises in data analysis. One of them permitted a crude comparison between the participants' evaluation of ITORP immediately after training with that made approximately six months later (the main study). Conclusions based on these preliminary studies were compared to those from the main study.

Preliminary Study 1

This study was based on responses of seven of ten potential ITORP trainers, including the investigator, to the ITORP Participant's Evaluation Form (see Appendix C), at the conclusion of their training of June 24, 25, 26, 1971. Their responses, predominately YES-NO and written comments, were tabulated (see Appendix D).

¹²Dr. William Lauroesch, Dr. F. Thomas Clark, Dr. Kenneth H. Blanchard from the School of Education, University of Massachusetts. Dr. Lawrence Lobdell and Dr. Walter English from Springfield College. Dr. Gordon Lippitt and Mr. Leslie This, from Organization Renewal, Inc., Washington, D.C.

Preliminary Study 2

Responses to the ITORP Participant's Evaluation Form by fifteen of the twenty-three members of the subject group were used in this analysis. This data was obtained at the conclusion of their ITORP program (June 1, 2, 3, 1971). In addition to numerical tabulations percentages of YES-NO responses were computed for each item. Written comments were summarized by the main study categories (see Table 9). The results of this study are reported in Appendix E.

Preliminary Study 3

This study compared subject group responses to eight YES-NO items in the ITORP Participant's Evaluation Form (June 3, 1971), to their responses to eight similar rating scale items from the ITORP Evaluation Inventory (November-December, 1971). The November-December rating scale responses were converted to YES-NO responses for this purpose.

Paraphrasing the eight items from these two forms, the eight questions posed for these comparisons were:

1. Did ITORP meet participant's expectations?
2. Were the ITORP instruments effective?
3. How effective was the trainer?
4. How effective is ITORP in diagnosing organizations?
5. How effective was the ITORP training schedule?
6. Is follow-up ITORP training desirable for individual participants?
7. Is ITORP training desirable for other individuals from the same organization?

8. Is ITORP training desirable for teams from the same institution?

The results of this comparison, along with reservations concerning its accuracy, are reported in Appendix J.

Main Study Procedures

1. Acquire a Working Knowledge of the ITORP Program

The investigator met with Dr. Lippitt in late May, 1971 just prior to his presentation of the June 1 to 3 ITORP program to the subject group of North Carolina community college personnel. Dr. Lippitt indicated this was an experimental session to test the applicability of ITORP to college administration. He also expressed the desirability of an exploratory evaluation of this program and the general need for more evaluative data on ITORP's effectiveness. He consented to the conduct of such an evaluation by the investigator.

At the suggestion of Dr. Lippitt, the investigator attended a special session of ITORP, including an advanced workshop being conducted for potential ITORP trainers, June 24 to 27, 1971 in Washington, D.C. The program was conducted by Dr. Lippitt and Mr. This. The investigator summarized data generated by the ITORP Participant's Evaluation Form administered at the conclusion of the program. This analysis was conducted as Preliminary Study 1.

The investigator reviewed publications of Lippitt and This describing the ITORP program as well as selected other writings pertinent to this study.¹³ Interviews with Dr. Lippitt and Mr. This revealed that the program under investigation was the first application of ITORP to higher education administration.

Data generated by the ITORP Participant's Evaluation Form, administered at the conclusion of the North Carolina community college program, was summarized (Preliminary Study 2).

Comparisons were made between subject group responses to eight questions posed in the ITORP Participant's Evaluation Form administered on June 3, 1971 and their responses to eight similar questions from the ITORP Evaluation Inventory in November-December, 1971 (Preliminary Study 3).

2. Develop Evaluation Instruments and Methods

An experimental eighty-item questionnaire, the ITORP Evaluation Inventory (see Appendix F) was designed to obtain opinions from the subject group relative to: (1) The effectiveness of the ITORP program, (2) Its usefulness to them and their institutions, (3) Recommendations for improving its usefulness to them, their institutions, North Carolina community college administration, and higher education administration in general.

¹³Gordon L. Lippitt. Organizational Renewal, (New York: Appleton-Century-Crofts, 1969); "Conflict Can be Creative," Training and Development Journal, Volume XXIII (September, 1969), pp. 1-2; Team Building for Matrix Organizations, (Washington, D.C.; Project Associates, Inc.; Reprint Series, 1969); Gordon L. Lippitt and Leslie E. This, "ITORP," Training and Development Journal, Volume XXIV (July, 1970); Leslie E. This, Organizational Development: Fantasy or Reality, (Washington, D.C.: Project Associates, Inc., Reprint Series, 1970); ITORP Participant's Resource Notebook, (Washington, D.C.: Organization Renewal, Inc., 1970); ITORP Trainer's Guide, (Washington, D.C.: Organization Renewal, Inc., 1970).

Seventy-four items provided for five degrees of ratings of effectiveness from none to maximum (Likert-type summated scales). An optional comment space was provided for each item. Four items (68, 69, 70, 71), requested YES-NO responses. Two (72, 76) requested only write-in responses. Twenty-seven items solicited action-oriented write-in responses prior to the rating scales and optional comments (27-38, 42-53, 73-75).

The questionnaire was sub-divided into seven sections, corresponding to objectives of the study:

- I. The Degree to Which the Ten ITORP Objectives Were Met (Items 1-10).
- II. The Degree to Which Sixteen ITORP Components Contributed to the Achievement of the ITORP Objectives (Items 11-26).
- III. The Effectiveness of ITORP with Individual Participants (Items 27-38).
- IV. The Effectiveness of ITORP with Participant's Institutions (Items 39-53).
- V. Over-All Usefulness of ITORP, i.e., to Individuals, Their Institutions, North Carolina Community College Administration, Other Forms of Higher Education, Compared to Other Types of Learning (Items 54-65).
- VI. Recommendations to Increase ITORP's Effectiveness (Items 66-76).
- VII. The Effects of the Evaluation Questionnaire (Items 77-80).

The type of position held by each respondent was obtained to determine if patterns of responses were related to this factor, i.e., administrator compared to faculty (see Appendix M).

The over-all design provided flexibility through the large number of items and the three types of responses (rating scales, action write-ins, and comments), allowing respondents to evaluate the program in the most effective ways for them. Responses were not expected on

every item. One prime objective was to obtain the highest possible amount of feed-back, given the restraints of an instrument that participants could complete in less than one hour without reviewing their ITORP materials, and noting the inaccessibility of the participants to the investigator for supplemental interviews.

3. Data-Gathering

The objectives of the data-gathering procedures were to develop an interest in the evaluation among the subject group, to achieve as close to maximum participation as possible, to complete the data-gathering in a one-month to three month period, to approximate a similar level of recall among participants, and to provide a similar amount of time for implementing ITORP learnings.

A series of informational and request letters, including a Participation Response Form and a final follow-up telegram, were used to carry out these procedures (see Appendix G). Two visitations with the sponsors at North Carolina State University were completed, one prior to data-gathering, and one midway in the process. The communication schedule is summarized in Appendix H.

Interviews with each participant were not feasible. The unpredictable schedules of the administrators did not permit commitments to interview appointments. In addition, the dispersal of their institutions throughout North Carolina and their distance from the investigator's Massachusetts home precluded multiple trips to North Carolina to conduct on-site interviews.

4. Data Analysis

Following a review of the questionnaire results, the analysis was conducted in three categories based on the patterns of response used by the participants.

a. Rating scale items by weighted averages

Items	1-10	The degree to which the ten ITORP objectives were met (Table 2).
Items	11-26	The degree to which sixteen ITORP components contributed to the achievement of the ITORP objectives (Table 3).
Items	39-41	The effectiveness of ITORP with participant's institutions (Table 4).
Items	54-61	Over-all usefulness of ITORP to individuals, their institutions, community colleges, and other forms of higher education administration (Table 5).
Items	62-65	Overall usefulness of ITORP to individuals compared to other types of administrator education (Table 7).
Items	66-67	Compatibility of ITORP to higher education (Table 6).
Items	77-80	Effects of this evaluation (see Appendix I).

Weighted averages were determined for each questionnaire item and for each rating scale group above in the following manner:

- (1) The rating scales were converted to numerical equivalents, i.e.: no = \emptyset ; lo = 1; med = 2; hi = 3; max = 4.
- (2) The number of responses in each scale category was multiplied by its numerical equivalent.
- (3) The sum of these products was divided by the total number of responses to each rating category.

- (4) The product of this procedure is referred to as the Effectiveness Index (E.I.), for purposes of this study.¹⁴

Example: Questionnaire Item 4

no = \emptyset	x	\emptyset	=	\emptyset	
lo = 1	x	2	=	2	
med = 2	x	6	=	12	
hi = 3	x	9	=	27	
max = 4	x	1	=	4	
		<u>18</u>		<u>45</u>	÷ 18 = <u>2.5</u> (E.I.)

Example: Rating Scale Group; Items 1-10

no = \emptyset	x	1	=	0	
lo = 1	x	16	=	16	
med = 2	x	73	=	146	
hi = 3	x	77	=	231	
max = 4	x	13	=	52	
		<u>180</u>		<u>445</u>	÷ 180 = <u>2.47</u> (E.I.)

Effectiveness indices of less than 2.0 were considered to indicate below adequate effectiveness in varying degrees; an E.I. of 2.0 to indicate an adequate rating, and E.I.'s of greater than 2.0 to indicate above adequate effectiveness in varying degrees, up to a maximum effectiveness of 4.0.

The same procedure was followed in comparing the responses of the two sub-groups of ITORP trainees; administrators and faculty members

¹⁴This method for analyzing the numerical data was reviewed and endorsed as appropriate for the objectives of this study and the size of the subject group by Dr. Crayton Walker, professor and research statistician, School of Business Administration, University of Connecticut.

The weighted average procedure is identical to that used by Kenneth R. Andrews in reporting evaluations of university-sponsored executive development programs, ("Reaction to University Development Programs," Harvard Business Review, Volume XXXIX, [May, June, 1961], pp. 116-134); and similar to that of Sang M. Lee and Charles C. Dean in a related study; ("University Management Training Programs: An Empirical Evaluation," Training and Development Journal, Volume XXV, [January, 1971], pp. 32-37).

(see Appendix M). For purposes of this comparison the community college interns were considered to be faculty members by virtue of their part-time teaching assignments and their resident affiliation with the faculty at North Carolina State University.

The significance of differences was determined, at the ninety-five per cent confidence level, between the individual E.I.'s and the E.I.'s for the questionnaire section in which they are found. This analysis was conducted only with data from the total participant group (Tables 2-7).

The high and low limits (i.e. the range) of E.I.'s included in ninety-five per cent of the distribution of each total questionnaire category was determined. Individual E.I.'s which fell outside these limits were considered significantly different at the ninety-five per cent level of confidence. The formulas used for these computations, along with the resultant data, are presented in Appendix K. (This procedure was recommended in consultation with Dr. Fred D. Stockton, Associate Professor of Engineering and formerly of Computer Science, University of Massachusetts.)

b. Yes-No items by number and percentages

Items 68-71 are follow-up procedures needed to implement ITORP in higher education administration (Table 8). The number and percentage of Yes-No responses was determined for each of the four items, as well as the average number and per cent of Yes-No answers. This analysis was completed for the total participant group. It was also performed for the two sub-groups, administrator and faculty (see Appendix M).

c. Write-in items by response categories

Items 27-29	List one to three main expectations of ITORP you had prior to training (Table 10).
Items 30-32	List one to three most useful results of ITORP to you after training was completed (Table 11).
Items 33-35	List one to three least useful results of ITORP to you after training was completed (Table 12).
Items 36-38	List one to three changes in your attitudes, perspectives, or behavior which may have occurred as a result of ITORP (Table 13).
Items 42-44	Briefly describe one to three specific programs, projects, or other action steps you may have implemented partly as a result of ITORP training (Table 14).
Items 45-47	List what you consider to be the three most critical problems of your institution (Table 15).
Items 48-50	List one to three most useful results of ITORP to your institution (Table 16).
Items 51-53	List one to three least useful results of ITORP to your institution (Table 17).
Items 73-75	List one to three major blocks to implementing ITORP in your institution (Table 19).
Items 72-76	Recommendations for ITORP follow-up and improvements, combined with all recommendations from Section I-V comments (Table 20).

Write-in responses were summarized by the categories presented in Table 9, and in rank order. The number and per cent of each response category was determined. There was an insufficient use by respondents of the accompanying rating scales to warrant an analysis of this data. The verbatim write-ins are shown in Table 21.

This analysis was conducted for the total group only. Inconsistent patterns of responses from administrators or faculty in the write-in sections precluded a valid analysis by these sub-groups.

5. Conclusions

Conclusions were drawn from the rating scale and write-in data of the main study relative to the effectiveness of ITORP as an OD training program and its usefulness to the subject group as well as the administration of their home institutions. The first four sections of the ITORP Evaluation Inventory provided most of the information upon which these conclusions were based, i.e.: (I) The Degree to Which the Ten ITORP Objectives Were Met. (II) The Degree to Which Sixteen ITORP Components Contributed to the Achievement of the ITORP Objectives. (III) The Effectiveness of ITORP with Individual Participants. (IV) The Effectiveness of ITORP with Participant's Institutions.

The results of the three preliminary studies were compared with those of the main study relative to ITORP's effectiveness as a program, and its usefulness to the individual participants and their institutions.

6. Implications

Implications of the total study were presented relative to ITORP's potential usefulness to the administration of the North Carolina community college system, two and four-year colleges, and higher education in general.

7. Recommendations

Modifications and improvements in the ITORP program were recommended which may increase its effectiveness as an OD training design, and enhance its usefulness to future participants from higher education administration and the administration of their institutions. Most of

these were generated by Section VI of the questionnaire, and from recommendation-type comments made in Sections I to V.

Recommendations were also made concerning the need for additional studies to examine the tentative conclusions from this exploratory study relative to evaluation methods, evaluations of ITORP's usefulness within higher education administration, and the applicability of other OD programs to higher education administration. These recommendations were based on an assessment of the effectiveness of this study and the literature reviewed concerning higher education administration, organizational development, and evaluation methodology applicable to OD programs.

Summary

Three preliminary studies were conducted prior to the main study. These served to familiarize the investigator with the ITORP program. They also permitted limited comparisons between the effects of ITORP immediately after training and approximately six months later. The tentative conclusions from these were compared to those of the main study.

Primary objectives of the chief instrument, the ITORP Evaluation Inventory, were to obtain as much evaluative data as practicable, to permit flexibility in participant's responses, and to achieve a high rate of participation because of the small size of the subject group. Uhl's Institutional Goals Inventory was selected as the model from which the investigator's instrument was constructed since it achieved all of these objectives when used with much larger groups of college and university personnel.

Data from the ITORP Evaluation Inventory was analyzed with three techniques based on predominate types of responses by participants to different sections of the instrument: (1) Rating scale responses by weighted averages (Effectiveness Indices), (2) Yes-No responses by totals and percentages, (3) Write-ins by totals and percentages of response categories. Comparisons of administrator and faculty responses to rating scale items were made as a supplementary study.

Conclusions from the main study, presented in Chapter IV, were based on rating scale and write-in data, concerning the effectiveness of ITORP as an OD training program, and its usefulness to participants as well as the administration of their institutions. These conclusions were compared to those of the preliminary studies.

Implications were made relative to the potential usefulness of ITORP and other OD programs to other types of higher education institutions. Recommendations were directed at possible improvements and modifications in the ITORP program and at additional studies to test the tentative conclusions of this exploratory investigation. These implications and recommendations are presented in Chapter V.

C H A P T E R I V

DATA PRESENTATION AND CONCLUSIONS

Introduction

Organizational development (OD) is a relatively new branch of the applied behavioral sciences. In the opinion of this investigator, its current stage of development includes two critical dimensions:

(1) Taxonomy, in which variations in OD concepts and practices are still being developed, described and classified, e.g., Blake's Managerial Grid, Beckhard's Confrontation Meeting, Lippitt's ITORP. (2) Trial-and-error experimentation in which attempts are being made to introduce these programs in a variety of organizations and to develop appropriate evaluative instruments and techniques for measuring the results, e.g., Shmuck and Miles in public school systems, Greiner in the "Sigma" industrial plant. From this perspective, it may be premature to expect precise measures of effectiveness from this exploratory study of ITORP.

The intent of the investigator was to devise an experimental instrument and procedures which would generate evaluative data concerning the effectiveness of a specific OD program (ITORP) with a specific client group (community college administrators from North Carolina). The data presented and analyzed here, along with the conclusions, implications, and recommendations, are largely descriptive in nature. Their validity cannot be substantiated without extensive testing in future studies.

Shortcomings of previous studies concerned with the effects of OD programs, and of management development and training, were noted in Chapters I and II. In designing this study attempts were made to avoid or correct several of these.

1. The NTL Institute for Applied Behavioral Science, as well as other training organizations, has enrolled many individual faculty members, administrators, and students from higher education in OD-type programs. None of these are recorded as being conducted exclusively for higher education administrators.
2. Similarly, no evaluation of the effectiveness and usefulness of OD to higher education administrators and their institutions has been published.¹ This particular ITORP program, conducted exclusively for community college administrators, was evaluated with these shortcomings in mind.
3. Belasko and Trice remarked that few serious evaluations of planned change efforts have been conducted and that most training programs are not systematically evaluated.² A secondary objective of this study was to contribute to the need for these types of investigations.
4. These authors also noted that most evaluations of management training have emphasized changes in individuals rather than

¹Letter from D. Richard Albertson to James M. Kemp, February 14, 1972. See also Richard A. Schmuck and Matthew B. Miles, editors, Organization Development in Schools, (Palo Alto, California: National Press Books, 1971), p. 231.

²James A. Belasko and Harrison M. Trice. The Assessment of Change in Training and Therapy. (New York: McGraw-Hill, 1969), p. 1.

changes in their organizations.³ In respect to this criticism, the study obtained data on ITORP's usefulness to participant's institutions as a result of their ITORP training.

5. Relatively little research has been done on the effectiveness of multi-media programs in management development according to Campbell and others.⁴ Since ITORP is a multi-media program, the study included an assessment of this type of program design by obtaining participant ratings of sixteen program components.

The chief instrument for this study, the ITORP Evaluation Inventory, followed a principle of dividing evaluation areas into their component parts wherever practicable. It was assumed that this approach would provide more precise data as a basis for modifying and improving the program.

Three preliminary studies helped to acquaint the investigator with the ITORP program and served as exercises in the treatment of related data. They also provided a basis of comparison with the results of the main study.

The main study analyzed data generated by the ITORP Evaluation Inventory. Conclusions were drawn relative to the effectiveness of the program and its usefulness to the participants and their institutions. Implications concerning the usefulness of ITORP and OD programs in general to other types of higher education institutions, recommendations

³Ibid., pp. 15-16.

⁴John P. Campbell, and others. Managerial Behavior, Performance, and Effectiveness. (New York: McGraw-Hill, 1970),

for improving ITORP, and suggestions for additional studies are presented in Chapter V.

Preliminary Studies

Preliminary Study 1:

ITORP Program for Trainers, June 24, 25, 26, 1971

Ten potential ITORP trainers, including the investigator, attended this ITORP session presented by Dr. Lippitt and Mr. This in Washington, D.C. Seven of the ten completed the ITORP Participant's Evaluation Form at its conclusion. This study was based on their responses, predominately in the form of Yes-No items and written comments (see Appendix C).

Participants indicated an affirmative reaction to the program in terms of its value as a diagnostic process for individuals and organizations, its carry-over usefulness, interest generated in follow-up measures to implement organization renewal, and the high effectiveness of the trainers. Major reservations noted were that it was too short and concentrated, that pre-workshop materials and assignments were needed, and that sub-group assignments were not as effective as they could have been.

Preliminary Study 2:

ITORP Program for Twenty-Three North Carolina Community College Administrators and Related Personnel, June 1, 2, 3, 1971

This program was conducted in North Carolina by Dr. Lippitt as trainer. Fifteen of the twenty-three participants completed the ITORP Participant's Evaluation Form in whole or in part at its conclusion.

The analysis of their responses was conducted as another preliminary study (see Appendix D).

Similar to the results of the program for trainers, this group also indicated a positive reaction to ITORP immediately after training. Based on the two major types of data generated, Yes-No and write-in responses, the following tentative conclusions were drawn: (1) ITORP met the expectations of the subject group to a high degree (ninety-three per cent - YES). (2) The diagnostic instruments were highly effective for individuals (one hundred per cent - YES), as well as their organizations (one hundred per cent - YES). (3) The total ITORP program was an effective organizational diagnostic procedure (one hundred per cent - YES). (4) Dr. Lippitt was a highly effective trainer (sixty-seven per cent - EXCELLENT, twenty-seven per cent - VERY GOOD, seven per cent - GOOD, zero per cent - POOR). (5) The two and one-half day schedule may not be adequate (sixty-seven per cent - YES). (6) ITORP was considered to be useful after training (one hundred per cent - YES). (7) Most participants desired follow-up training (eighty-seven per cent - YES). (8) Participants would recommend ITORP to other members of their organization (one hundred per cent - YES).

Write-in responses strongly confirmed the opinion of participants that the program was too short. Write-ins also revealed: a desire for more guidance by the trainer in sub-group tasks, the opinion that some areas of the program were incompletely covered, a need to relate the program more directly to trainee's jobs.

Preliminary Study 3:

Comparative Evaluations of ITORP, June vs. November-December, 1971

Eight of the twelve items in the ITORP Participant's Evaluation Form, completed by the North Carolina community college personnel on June 3, 1971 (analyzed as Preliminary Study 2), permitted a comparison between this group's assessment of ITORP immediately after training and that of approximately six months later (November-December), as reflected in their responses to similar questions on the ITORP Evaluation Inventory. The November-December five-point scale ratings were converted to Yes-No responses. The resultant data is contained in Appendix J.

Assuming reservations concerning the accuracy of this comparison, several tentative conclusions were possible: (1) The ITORP program met the expectations of these participants to a high degree immediately after training and six months later (ninety-three per cent and seventy-seven per cent YES, respectively). (2) The diagnostic instruments were very effective at the conclusion of the program but much less so six months later (ninety-seven per cent vs. fifty-nine per cent YES). (3) The total ITORP program was a very effective diagnostic aid immediately after training but much less so six months later (one hundred per cent vs. fifty-nine per cent YES). (4) The trainer (Dr. Lippitt) was very effective (one hundred per cent and ninety-four per cent YES). (5) The ITORP schedule and time allotment was at least adequate immediately after training, and six months later (sixty-seven per cent and seventy-nine per cent YES). (6) Follow-up measures are needed to implement ITORP knowledge and skills in the back-home environment. These needs were rated high both immediately after training and six months later, i.e., needed for original participants (eighty-one per cent and

seventy-seven per cent YES), needed for other members of their organizations (one hundred per cent and seventy-one per cent YES), needed for teams from the same institutions (ninety-one per cent and seventy-five per cent YES).

Summary: Three Preliminary Studies

A number of tentative conclusions were drawn from the combined results of the three preliminary studies: (1) ITORP met the expectations of the participants to a high degree. (2) It was an effective diagnostic procedure for individuals as well as their organizations, both in terms of the specific diagnostic instruments and the program as a whole. (3) The program had carry-over usefulness to participant's home organizations. (4) Dr. Lippitt was a highly effective trainer. (5) More guidance and involvement in group tasks by the trainer was desired. (6) The program may be too short and too concentrated. (7) Sub-group assignments need clarification. (8) Materials used for illustrative purposes should be relevant to the jobs of participants. (9) Follow-up training is needed for participants and other members of their organizations.

Main Study

The main study was based on analyses of data generated by the ITORP Evaluation Inventory relative to ITORP's effectiveness as a program and its usefulness to the participants, their institutions, community college administration, and higher education in general. A participation request form and an explanatory letter was mailed in August, 1971 to the twenty-three trainees asking that they participate in the study.

Eighteen agreed to participate and completed the questionnaire in varying degrees. Three declined, and two did not respond to this request nor to subsequent inquiries.

The high percentage of those willing to participate (seventy-eight per cent) and the positive tone of their comments reflected strong interest in the ITORP program, and in the proposed evaluation, e.g.: "Your study should be very useful and contribute to the development of administration in higher education." "I have given considerable thought to this particular conference and will be happy to share my thinking with you."

Rating Scale and Yes-No Data Analyses

Weighted averages (Effectiveness Indices) were computed for questionnaire sections where rating scale analyses were warranted. Effectiveness Indices (E.I.'s) were interpreted as follows: (1) Less than 2.0 as below adequate effectiveness, (2) 2.0 as an adequate rating, (3) Greater than 2.0 as above-adequate effectiveness up to a maximum of 4.0. Percentages were determined for the section requesting Yes-No responses (Table 8). Tables 2 and 7 present the rating scale data in rank order of Effectiveness Indices (E.I.'s), including the average E.I. for each table. (Comparisons between the administrators (N-12) and faculty (N-6) as two sub-groups are presented as a supplementary study in Appendix M.)

The small size of the participant group (eighteen) precluded valid statistical analysis. In addition, less than eighteen responses were received for some items. The range of item responses was thirteen

to eighteen. The significance of differences at the ninety-five per cent confidence level, between individual E.I.'s and the E.I.'s of their questionnaire sections was determined.⁴ With the few exceptions noted (Tables 2 to 7), these individual E.I.'s were found not to be significantly different from those of their questionnaire sections at the ninety-five per cent confidence level (see Appendix K).

Tentative conclusions, drawn from data presented in each table and from the total rating scale and Yes-No data, are directed at ITORP's effectiveness and usefulness as perceived by this group. Broader and more definitive conclusions are beyond the scope of this study.

Results: Rating Scale and Yes-No Sections

ITORP appears to have reached its stated objectives with an above adequate degree of effectiveness (Table 2), as reflected by the average E.I. of 2.47 and E.I.'s above 2.0 for each of the ten objectives. It was viewed as most effective in enabling participants to diagnose and understand the need for change in their organizations (E.I. = 2.89), and least effective in helping participants to understand and diagnose the growth potential of their organizations (E.I. = 2.17).

The ITORP components as a category (Table 3) were considered above adequate in their contributions to the program objectives (Average E.I. of 2.45). Fourteen of the sixteen components were rated as above adequate. The trainer-instructor (Dr. Lippitt) was considered the most effective single component (E.I. = 3.33). The articles provided for

⁴In consultation with Dr. Fred D. Stockton, Associate Professor, School of Engineering, University of Massachusetts.

TABLE 2

THE DEGREE TO WHICH THE TEN ITORP
OBJECTIVES WERE MET
(ITEMS 1-10)

	<u>n</u>	<u>E.I.</u>
Diagnose/understand need for change	18	2.89*
Model for understanding/applying organization renewal	18	2.67
Apply confrontation, search, coping to organization communication	18	2.61
Learn how to initiate/develop organization renewal	18	2.56
Function within an action approach to organizational leadership	18	2.56
Model to evaluate ability to confront, search, cope with change process	18	2.50
Ability to diagnose teamwork	18	2.33
Provide data to evaluate role as team member	18	2.22
Experience in diagnosing job-related change project	18	2.22
Understand/diagnose growth potential of organization	18	2.17
<u>Average: ITORP objectives group</u>		<u>2.47</u>

*Significant at the 95% confidence level

TABLE 3

THE DEGREE TO WHICH ITORP COMPONENTS
CONTRIBUTED TO OBJECTIVES
(ITEMS 11-26)

	<u>n</u>	<u>E.I.</u>
Trainer-Instructor	18	3.33*
Films as a group	18	2.72
Content material	18	2.67
Five-session format	18	2.67
Total-group meetings	18	2.61
Social time	18	2.56
Group effectiveness processes	18	2.50
Triad meetings	17	2.41
Diad meetings	14	2.36
Text (<u>Organizational Renewal</u>)	17	2.35
Sub-group meetings	18	2.33
Schematic OD Model	18	2.33
ITORP tasks	18	2.28
Instruments as a group	18	2.22
Alone time	15	1.73*
Articles as a group	17	1.65*
Average: ITORP components group		<u>2.43</u>

*Significant at the 95% confidence level

supplementary reading were the least effective and below adequate (E.I. = 1.65).

The participants perceived ITORP as only adequate in its effectiveness within their institutions (Table 4, Average E.I. of 2.06). It may have had a modest positive effect on participant's motivation to implement its concepts immediately following training and six months later (Average E.I.'s of 2.12). It was considered below adequate (E.I. = 1.94) as an aid in resolving problems.

The greatest usefulness of ITORP appears to have been to the individual participants (Table 5). It was rated above adequate in this regard (E.I. = 2.72). It was again considered only adequate in usefulness to participant's institutions (E.I. = 2.00) and of slightly above adequate usefulness to the North Carolina community college system (E.I. = 2.13).

This group viewed ITORP's goals and objectives and its methods to be reasonably compatible with those of higher education, (Table 6 Average E.I. of 2.56). Its goals and objectives (E.I. = 2.71) were ranked slightly higher than its methods (E.I. = 2.41).

ITORP was considered to be more useful to this group than the four other types of administrator training cited in Table 7, i.e.: graduate credit courses (E.I. = 2.33), other non-credit courses (E.I. = 2.44), professional association meetings and conferences (E.I. = 2.61), independent study and reading (E.I. = 2.67).

The need for follow-up procedures if ITORP is to be implemented was confirmed in Table 8 (Average of seventy-eight per cent YES). Periodic consultation by an ITORP instructor-trainer was rated as the greatest need (eighty-seven per cent YES).

TABLE 4
EFFECTIVENESS OF ITORP WITH PARTICIPANT'S INSTITUTIONS
(ITEMS 39-41b)

	<u>n</u>	<u>E.I.</u>
Motivated to implement ITORP immediately after training	17	2.12
Motivated to implement ITORP at present	17	2.12
An aid in diagnosing administrative problems	17	2.06
An aid in resolving administrative problems	17	1.94
<u>Average: effectiveness with institutions</u>		<u>2.06</u>

TABLE 5
OVER-ALL USEFULNESS OF ITORP
(ITEMS 54-61)

	<u>n</u>	<u>E.I.</u>
To you as an individual	18	2.72*
To administration of public higher education	13	2.23
To administration of private higher education	13	2.23
To administration of two-year colleges	16	2.19
To administration of the North Carolina community college system	15	2.13
To the administration of your institution	18	2.00
To administration of universities	13	2.00
To administration of four-year colleges	13	1.85
<u>Average: over-all usefulness</u>		<u>2.18</u>

*Significant at the 95% confidence level

TABLE 6
 COMPATIBILITY OF ITORP TO HIGHER EDUCATION
 (ITEMS 66-67)

	<u>n</u>	<u>E.I.</u>
ITORP goals and objectives	17	2.71
ITORP methods	17	2.41
<u>Average: compatibility of ITORP with higher education</u>		<u>2.56</u>

TABLE 7
 USEFULNESS OF ITORP TO ADMINISTRATORS COMPARED
 TO OTHER TYPES OF EDUCATION
 (ITEMS 62-65)

	<u>n</u>	<u>E.I.</u>
Independent study and reading in administration	18	2.67
Professional association meetings and conferences	18	2.61
Other non-credit courses in administration	18	2.44
Graduate credit courses in administration	18	2.33
<u>Average: usefulness compared to other education</u>		<u>2.51</u>

TABLE 8

ARE FOLLOW-UP PROCEDURES NEEDED TO IMPLEMENT ITORP
IN HIGHER EDUCATION ADMINISTRATION
(ITEMS 68-71)

	<u>n</u>	<u>YES</u>		<u>NO</u>	
ITORP training for more individuals from the same institution	14	10	71%	4	29%
ITORP training for teams from the same institution	16	12	75%	4	25%
Additional ITORP sessions for par- ticipants	13	10	77%	3	23%
Periodic consultation by an ITORP instructor-trainer	15	13	87%	2	13%
<u>Average: follow-up procedures group</u>		<u>45</u>	<u>78%</u>	<u>13</u>	<u>22%</u>

TABLE 9

ABBREVIATIONS:
WRITE-IN, COMMENT, AND RECOMMENDATION CATEGORIES

Di - Diagnosis	Mo - Model
GD - Group development	OR - Organization renewal, change, OD
HR - Human relations	R - Relevance to education
I - Incomplete coverage	SD - Self development
LT - Lippitt, trainer	So - Social
Mg - Management ability, skills	TS - Time and schedule
Mi - Miscellaneous	

Write-In Data Analysis

Write-ins were summarized (by the Table 9 categories) for ten parts of the questionnaire in which this was the predominate type of response. The numbers and percentages of each response category are shown in Tables 10 to 20. Table 21 summarizes all of the write-in data. The verbatim responses of participants to each questionnaire section are listed in Appendix L.

This analysis was conducted only for the total group. Inconsistent patterns of responses from administrators or faculty in the write-in sections precluded an analysis by these sub-groups.

Conclusions were drawn relative to the most distinctive effect or reaction to ITORP within each questionnaire section. Other important effects or reactions were noted, i.e., ten per cent or more of the total response. In sections where less than twenty write-ins were received, the number of responses are noted as well as the per cent of total responses.

The total write-in data was examined to determine the degree of interest in ITORP's primary focus: organization renewal, change, and organization development. Secondary interest areas were also determined from this summary.

As with the rating scale data, conclusions drawn were limited to the effectiveness and usefulness of ITORP as perceived by the subject group. Broader conclusions were beyond the scope of this study. The conclusions drawn from write-in data are tentative at best since both the number of responses and the number of participants contributing responses varied considerably between questionnaire categories. For

example, some participants contributed two or more responses to some items while others did not comment at all.

Results: Write-In Sections

The most common expectation (thirty-six per cent) participants had prior to training was to become more familiar with organization renewal, change, or organization development concepts and processes (Table 10). Other noteworthy expectations were: to improve their management ability and skills (twenty-five per cent) and self-development (fourteen per cent).

Participants apparently gained new or increased understanding of organization renewal, change, and organization development. This was the predominant useful result indicated in Table 11 (twenty-four per cent). Other useful results were: ITORP as a model (seventeen per cent), group development skills (twelve per cent), social exchanges with other participants (twelve per cent), self-development (twelve per cent), and ITORP as a diagnostic aid (twelve per cent).

Participants perceived relatively little (eleven responses) which could be classed as "least useful" to them as individuals (Table 12). ITORP may not have contributed significantly to some participant's management ability and skills (three responses, twenty-seven per cent), nor to their diagnostic ability (two responses, eighteen per cent).

ITORP appears to have been an effective instrument of change in participant's attitudes, perspectives, and behavior. The strongest influence noted (forty per cent) was relative to organization renewal, change, and organization development concepts (Table 13). ITORP may

TABLE 10
 EXPECTATIONS OF ITORP PRIOR TO TRAINING
 (ITEMS 27, 28, 29)

Categories	Responses	
	Number	Per Cent
OR - Organization renewal, change, OD	13	36%
Mg - Management ability, skills	9	25%
SD - Self-development	5	14%
GD - Group development	2	6%
LT - Lippitt, trainer	2	6%
Mo - Model	2	6%
Di - Diagnosis	1	3%
Mi - Miscellaneous	2	6%
TOTAL	36	100%

TABLE 11
 MOST USEFUL RESULTS OF ITORP
 TO INDIVIDUALS AFTER TRAINING
 (ITEMS 30, 31, 32)

Categories	Responses	
	Number	Per Cent
OR - Organization renewal, change, OD	10	24%
MO - Model	7	17%
GD - Group development	5	12%
So - Social	5	12%
SD - Self-development	5	12%
Di - Diagnosis	5	12%
LT - Lippitt, trainer	2	5%
Mi - Miscellaneous	2	5%
TOTAL	41	100%

TABLE 12
 LEAST USEFUL RESULTS OF ITORP
 TO INDIVIDUALS AFTER TRAINING
 (ITEMS 33, 34, 35)

Categories	Responses	
	Number	Per Cent
Mg - Management ability, skills	3	27%
Di - Diagnosis	2	18%
So - Social	1	9%
I - Incomplete coverage	1	9%
OR - Organization renewal, change, OD	1	9%
SD - Self-development	1	9%
R - Relevance to education	1	9%
Mi - Miscellaneous	1	9%
TOTAL	11	100%

TABLE 13
 CHANGES IN ATTITUDES, PERSPECTIVES OR BEHAVIOR
 AS A RESULT OF ITORP
 (ITEMS 36, 37, 38)

Categories	Responses	
	Number	Per Cent
OR - Organization renewal, change, OD	8	40%
Mg - Management ability, skills	5	25%
HR - Human relations	4	20%
SD - Self-development	3	15%
TOTAL	20	100%

also have induced changes in respect to management ability and skills (twenty-five per cent), human relations (twenty per cent), and self-development (fifteen per cent).

Relatively few action steps (eleven responses) were actually taken to implement ITORP in participants' institutions (Table 14). The most common step indicated was the development of new educational programs (five responses, forty-five per cent). Three other types of new programs were also credited in part to ITORP: management skills, group development, and organization renewal (two responses, eighteen per cent each).

Management ability and skills were noted as the most critical problem areas of participants' institutions (fifty per cent). The need for organization renewal (seventeen per cent) and for more effective relations between groups (eleven per cent) were also important problem areas according to these responses (Table 15).

ITORP apparently had a useful impact on several of the participant's institutions (Table 16). The most useful effects noted were relative to organization renewal processes (six responses, forty-three per cent). Improved skills in management, group effectiveness, and diagnosing were other useful results indicated (two responses, fourteen per cent each).

These participants perceived very little about ITORP which could be classed as "least useful" to their institutions (Table 17). The four responses received were directed at relatively minor technical improvements in the program.

TABLE 14
 ACTION STEPS IMPLEMENTED AS A RESULT OF ITORP
 (ITEMS 42, 43, 44)

Categories	Responses	
	Number	Per Cent
R - Relevance to education	5	45%
Mg - Management ability, skills	2	18%
GD - Group development	2	18%
OR - Organization renewal, change, OD	2	18%
TOTAL	11	100%

TABLE 15
 MOST CRITICAL PROBLEMS OF INSTITUTIONS
 (ITEMS 45, 46, 47)

Categories	Responses	
	Number	Per Cent
Mg - Management ability, skills	18	50%
OR - Organization renewal, change, OD	6	17%
GD - Group development	4	11%
R - Relevance to education	3	8%
HR - Human relations	2	6%
Mi - Miscellaneous	3	8%
TOTAL	36	100%

TABLE 16
 MOST USEFUL RESULTS OF ITORP TO INSTITUTIONS
 (ITEMS 48, 49, 50)

Categories	Responses	
	Number	Per Cent
OR - Organization renewal, change, OD	6	43%
Mg - Management ability, skills	2	14%
GD - Group development	2	14%
Di - Diagnosis	2	14%
R - Relevance to education	1	7%
TOTAL	14	100%

TABLE 17
 LEAST USEFUL RESULTS OF ITORP TO INSTITUTIONS
 (ITEMS 51, 52, 53)

Categories	Responses	
	Number	Per Cent
I - Incomplete coverage	2	50%
R - Relevance to education	1	25%
Mi - Miscellaneous	1	25%
TOTAL	4	100%

The development of effective groups (four responses, fifty per cent) and stronger consulting relationships with ITORP trainers (two responses, twenty-five per cent) were recommended as follow-up measures for ITORP (Table 18).

Participants perceived a number of major blocks within their organizations which would inhibit or prevent the implementation of ITORP (Table 19), e.g.: unreceptive to organization renewal, change, or organization development (twenty-six per cent), the level of management ability and skills in their institutions (twenty-two per cent), difficulty in relating ITORP to education (thirteen per cent), and lack of group effectiveness (thirteen per cent).

The predominant recommendations of this group concerning ITORP (Table 20) were: Its components should be revised to make them relevant to education situations when used with educational organizations (twenty-nine per cent). The program should either be longer or edited (twenty-seven per cent). The trainer-instructor should be used more effectively, particularly in respect to his consultant role (fifteen per cent). Follow-up measures are needed which emphasize the development of effective groups (ten per cent).

The ITORP program developed or contributed to a strong interest among these participants in its primary focal point, organization renewal, organization development, and change. Fifty-three of the 245 writings examined (twenty-two per cent) were in this category (Table 21). It also generated considerable interest in management ability and skills (eighteen per cent), group development (eleven per cent), and its relevance to education (eleven per cent).

TABLE 18
 FOLLOW-UP RECOMMENDATIONS
 (ITEM 72)

Categories	Responses	
	Number	Per Cent
GD - Group development	4	50%
LT - Lippitt, trainer	2	25%
TS - Time schedule	1	13%
Mi - Miscellaneous	1	13%
TOTAL	8	100%

TABLE 19
 BLOCKS TO IMPLEMENTING ITORP IN INSTITUTIONS
 (ITEMS 73, 74, 75)

Categories	Responses	
	Number	Per Cent
OR - Organization renewal, change, OD	6	26%
Mg - Management ability, skills	5	22%
R - Relevance to education	3	13%
GD - Group development	3	13%
Mi - Miscellaneous	6	26%
TOTAL	23	100%

TABLE 20
 OVER-ALL RECOMMENDATIONS
 (ITEMS 72, 76; AND COMMENTS, SECTIONS I-V)

Categories	Responses	
	Number	Per Cent
R - Relevance to education	12	29%
TS - Time schedule	11	27%
LT - Lippitt, trainer	6	15%
I - Incomplete coverage	5	12%
GD - Group development	4	10%
OR - Organization renewal, change, OD	1	2%
SD - Self-development	1	2%
Mi - Miscellaneous	1	2%
TOTAL	41	100%

TABLE 21
 TOTAL WRITE-IN RESPONSES BY CATEGORIES
 (ITEMS 27-38, 45-53, 72-76, PLUS RECOMMENDATIONS
 FROM COMMENTS, SECTIONS I-V)

Categories	Responses	
	Number	Per Cent
OR - Organization renewal, change, OD	53	22%
Mg - Management ability, skills	44	18%
GD - Group development	26	11%
R - Relevance to education	26	11%
SD - Self-development	16	7%
LT - Lippitt, trainer	12	5%
TS - Time and schedule	12	5%
Di - Diagnosis	10	4%
Mo - Model	9	4%
I - Incomplete coverage	8	3%
So - Social	6	2%
HR - Human relations	6	2%
Mi - Miscellaneous	17	7%
TOTAL	245	100%

Conclusions: Main Study

Several tentative conclusions can be drawn from the combined results of participant's rating-scale and write-in responses. These are summarized below, corresponding to the objectives of this investigation.

The Effectiveness of ITORP as a Program:

1. ITORP was perceived as effective in reaching its stated objectives.
2. Most of its components appear to have contributed appreciably to these objectives and to have effective instructional devices.

The Usefulness of ITORP to the Individual Participants:

3. The greatest usefulness of ITORP was perceived to be to the participants as individuals.
4. Participants considered it to be more useful to them than four other common types of administrator education.
5. They indicated that it satisfied their predominate pre-training expectation, to become more knowledgeable of organization renewal processes.
6. ITORP was also viewed as an effective instrument for changing these participant's attitudes, perspectives, and behavior relative to organization renewal.

The Usefulness of ITORP to Participants' Institutions:

7. ITORP training was considered to have some carry-over value to participants' home institutions.

8. Several factors appear to have inhibited or prevented the implementation of ITORP:
 - a. Post-training follow-up procedures are needed within the participants' home institutions, particularly those which would introduce ITORP to more individuals and working teams.
 - b. The climate of many of these institutions was viewed as unreceptive to organization renewal and change.
 - c. Existing strategies for collaboration between students, faculty, and administrators were considered to be ineffective.
 - d. The degree of management ability and skill among the leaders of these institutions may be inadequate.

The Usefulness of ITORP to the Administration of the North Carolina Community College System and other Two and Four-Year Institutions of Higher Education.

9. This group considered ITORP's goals, objectives, and methods to be reasonably compatible with those of higher education.
10. Since conclusions 1-9 above are based on the perceptions of North Carolina community college administrators and related personnel it seems reasonable to assume that ITORP might produce similar useful results for the administration of the total North Carolina community college system as well as other two and four-year institutions of higher education.

These main study conclusions confirm those which were drawn from the results of the three preliminary studies. However, their validity cannot be substantiated without extensive testing of them in other investigations.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Summary of the Study

This study evolved from the investigator's search for administrative concepts and practice compatible with the values and goals of higher education and effective as means to satisfy these values and goals. The need for administrative models meeting these criteria was substantiated in a number of investigations conducted by special commissions, task forces, and individual authorities into the causes of campus conflict over the past several years. The concepts and practices of organizational development (OD) appeared to meet these criteria. This assumption was supported by evidence of moderately successful applications of OD to industrial organizations and school systems. However, there is very little evidence documenting the use of OD in higher education administration.

Representative cases of OD interventions in industry and public schools, and the limited evidence of its use in higher education, reflected several beneficial results: increased performance coupled with decreased costs, effectiveness in managing complex systems, innovations in school administration and teaching, improved communications and problem-solving, and greater use of individual resources. These cases also indicate several reservations about OD: it may be less effective than directive management under adverse conditions, its effects are difficult

to measure, top management support and effective follow-up measures are critical to its success, extensive training in OD skills is required for individuals and groups involved in the process.

The distinctive character of OD in comparison to sensitivity training or management development was delineated in the interests of clarifying the mission of organizational development, i.e., OD focusses on improving the effectiveness of working groups or systems whereas sensitivity training and management development emphasize the effectiveness of individuals.

A review of the literature concerned with evaluations of OD, as well as management development and sensitivity training, indicated that these are frequently done poorly, if at all. A secondary purpose of the study was to contribute to the need for evaluative studies of OD.

There were several limitations inherent to the nature of the study. Organizational development is still being defined and evaluative methods to determine its effectiveness are in an early stage of evolution. ITORP was only a year old at the time the study was begun and little previous data existed concerning its effectiveness; none concerning its usefulness within higher education administration. The small size of the subject group precluded a definitive evaluation of ITORP's effectiveness. There was no opportunity to include a control group in the study, nor to pre-test the subject group.

The study was confined to an evaluation of ITORP as a training program for introducing OD concepts and skills, as perceived by representatives of the community college system of North Carolina. Conclusions were based on the opinions and judgments of this group, as expressed in

their responses to the experimental ITORP Evaluation Inventory, completed approximately six months after their training was completed.

The investigator wished to avoid or modify several short-comings of earlier studies concerned with the effectiveness of OD and management development and training, i.e.: no evaluation of the effectiveness and usefulness of OD to higher education administration has been published, most training programs are not systematically evaluated, most evaluations of management training have examined changes in individuals rather than in their organizations, little research has been done on the effectiveness of multi-media programs.

Lippitt's ITORP program (Implementing the Organization Renewal Process) was introduced to a group of twenty-three community college administrators and related personnel from North Carolina in June, 1971. This event presented an opportunity to evaluate a representative OD program as an administrative process for higher education. It also made possible an evaluation concerning the effectiveness of ITORP as a training design for introducing OD to higher education administrators.

Three preliminary studies were conducted to acquaint the investigator with the ITORP program and the type of data to be treated as well as to provide a basis of comparison with the results of the main study. They were based on: (1) The reactions of seven potential ITORP trainers to their ITORP session in late June 1971, (2) The reactions of fifteen of the twenty-three North Carolina trainees immediately after their ITORP program, (3) Comparisons of selected evaluation responses by the North Carolina group immediately following their training and approximately six months later.

The combined results of these three studies indicated that:

- (1) ITORP met the expectations of the participants to a high degree.
- (2) It was an effective diagnostic process for individuals and their organizations.
- (3) It had some carry-over value to participants' home institutions.
- (4) Dr. Lippitt was a highly effective trainer.
- (5) More guidance from the trainer was desired.
- (6) The program may have been too short.
- (7) Sub-group assignments needed clarification.
- (8) Instructional materials should be relevant to participants' jobs.
- (9) Follow-up training is needed.

The main study was an exploratory cross-sectional survey of the opinions, perceptions, and judgments of the North Carolina community college administrators relative to ITORP. It sought to determine the degree to which these participants considered the program effective as a training event and useful to them, their institutions, and other forms of higher education. Evaluative data was obtained from their responses to an experimental eighty-item questionnaire designed to allow flexibility in the type of response (rating scales, Yes-No reactions, write-ins), to obtain a maximum amount of evaluative feed-back, and to achieve a high rate of participation in the study (eighteen of the twenty-three subjects participated). The survey was conducted approximately six months after their training was completed.

Weighted averages, referred to as Effectiveness Indices or E.I.'s, were computed from the rating scales for questionnaire sections and items where this was the predominate type of response. They were interpreted as follows: less than 2.0, below adequate effectiveness; 2.0 adequate effectiveness; greater than 2.0, above adequate effectiveness. The small

size of the participant group (eighteen) precluded valid statistical analysis. With the few exceptions noted in the tables, these E.I.'s were not significantly different at the ninety-five per cent confidence level.

Total numbers and percentages were determined for items requesting Yes-No responses and for the write-in data. Write-ins were separated into the general categories presented in Table 9.

Tentative conclusions drawn from the main study data, limited to the effectiveness and usefulness of ITORP as perceived by the subject group, were: (1) It was effective in reaching its stated objectives. (2) Most of its components contributed appreciably to these objectives. (3) Its greatest usefulness was to the individual participants. (4) It was considered more useful than four other common types of administrator education. (5) It satisfied participants' predominant pre-training expectation to become more knowledgeable concerning organization renewal processes. (6) It was viewed as effective in changing participants' attitudes, perspectives and behavior relative to organization renewal. (7) It was considered to have some carry-over value to participants' institutions. (8) Several factors appear to have inhibited or prevented the implementation of ITORP, i.e.: the need for follow-up training in participants' institutions, institutional climates unreceptive to organization renewal concepts, ineffective strategies for collaboration within institutions, and inadequate management skill among institutional leaders. (9) ITORP's goals and methods were considered reasonably compatible with those of higher education. (10) Based on the generally positive opinion of ITORP's effectiveness and usefulness to higher education as expressed by this group of community college administrators,

it may be reasonable to assume that it might also have beneficial effects on the administration of the North Carolina community college system and other forms of higher education.

These main study conclusions confirm those which were drawn from the three preliminary studies. However, their validity cannot be substantiated with the existing data. Extensive testing of them in other investigations would need to be conducted before more definite conclusions could be made.

Implications of the Study

Several implications can be postulated from the results of this investigation. Although they cannot be substantiated beyond the level of conjecture, still there is sufficient evidence, both from the literature cited and the studies conducted, to suggest they may be related findings.

1. Organizational development appears to have potential value as an administrative process to facilitate the achievement of higher education goals. This assumption is supported by the similarity between recommendations for administrative reform and the goals and processes of OD (as summarized in Chapter I). The apparent success of OD in improving the effectiveness of the several industrial organizations and public school systems noted in Chapter II lends further credence to this position.
2. ITORP as an isolated training experience appears to be of limited value in respect to increasing the effectiveness of organizations unless follow-up measures are taken to encourage its adoption within a working system. Much of the potential usefulness of

ITORP within institutions, as perceived by the subject group, appeared to be conditional upon follow-up measures with more individuals and working groups. It apparently was important to these participants that their organizational associates collaborate in implementing the program.

3. There is an apparent supplemental need for training leaders of higher education institutions in a variety of management skills (e.g., finance, personnel administration, planning, decision-making, communication, leadership). This need was indicated in several of the write-in sections of the questionnaire. It was cited as the most critical problem in participants' institutions. It was also the second most frequently mentioned block of implementing ITORP. This was revealed in their expectations prior to training and in the total write-ins analyzed.
4. The faculty may represent a more receptive body with which to initiate administrative reform than administrators as a group. Although the validity of the comparison is highly questionable, both because of the small size of the sub-groups and because this faculty group cannot be precisely defined, the so-called faculty sub-group consistently rated ITORP's effectiveness and usefulness higher than did the administrative sub-group (see Appendix M).
5. Brief and simple evaluation instruments may be of approximately the same value as complex instruments in assessing the effectiveness of training programs. (In addition, the use of brief forms may tend to encourage the sampling of larger populations for this purpose.) The similarity between the data and conclusions

from the three preliminary studies, using the ITORP Participant's Evaluation Form, and the data and conclusions from the main study, using the ITORP Evaluation Inventory, tends to support this assumption.

Recommendations

Two types of recommendations are made based on the results of this study: (1) Modifications and improvements in the ITORP program. (2) Further studies to test and extend the findings of this investigation.

Modifications in the ITORP Program

Using the main study data tables and analyses as diagnostic instruments to detect shortcomings in the ITORP program, several recommendations for its modification and improvement can be suggested.

1. Four prime interests elicited by ITORP within the North Carolina group are indicated in the summary of write-in responses (Table 21): (a) organization renewal, change, OD; (b) management ability skills; (c) group development; (d) relevance to education. It is recommended that the latter three be given more emphasis in future programs, as suggested in the recommendations of the participants. The first (organization renewal, change, OD) is apparently well satisfied by the program in its present form (re: Tables 2, 11, 13, 16).
2. Table 10 (pre-training expectations) indicates that participants did come to ITORP with reasonably well-defined learning expectations. It is recommended that a pre-training survey of participants'

- expectations be conducted and that the content, processes, and assignments of the workshop be altered where possible to assure satisfaction of these expectations. This may encourage a higher level of commitment to the program by virtue of participant involvement in its design.
3. Table 2 reveals some overlap and redundancy in the stated objectives of the program, i.e., two items refer to ITORP as a model, four state diagnostic objectives. The language of the objectives includes some words and phrases which reduce their clarity (e.g., growth potential, coping process, change projects, action approach). It is recommended that the number of objectives be reduced by combining similar items and that they be rephrased in briefer form using layman's language.
 4. It is recommended that the articles provided as related reading be dropped from the program design in view of their below adequate rating in Table 3. They, along with recommended reading from the text, Organization Renewal, might better be used as pre-workshop assignments. This would be in harmony with the recommendations and conclusions of the preliminary studies and the main study that the program is too short and should be edited if it cannot be lengthened.
 5. Tables 4 and 5 suggest that ITORP was only adequate in its carry-over value to participant's institutions. To strengthen its impact here it is recommended that more time be allotted to the analysis of on-the-job problems of participants and to the development of specific action plans to resolve them. In addition, more trainer-instructor time should be provided for consultation

relative to these problems and plans. Instructional materials adapted to the environment of trainees would improve the program in this respect.

6. A number of participant ratings and comments reflected a need for follow-up measures within participants' institutions as a pre-requisite to implementation of ITORP's principles and practices (e.g., Tables 8, 18, 20). It is recommended that the ITORP trainer-instructors seek ways to conduct follow-up training in participants' home organizations, to introduce ITORP to other individuals and working groups. In some cases the person previously trained could function as an internal change agent working with the external ITORP trainer in relating the program to the specific needs of the organization.

Further Studies Needed

This investigation produced some evidence that ITORP, as well as other organizational development programs, may be effective and useful administrative processes for higher education. Several types of follow-up studies are suggested to further test this assumption.

1. The same investigation, with some modifications, might be conducted with another group of North Carolina community college personnel. A minimum group size of fifty would be desirable, with sub-groups of twenty-five administrators and twenty-five faculty members. This would permit validation of the tentative conclusions drawn relative to ITORP's effectiveness and usefulness (as defined in the original study). It would also allow further testing of differences in administrator and faculty

- ratings and the implication that faculty may be more receptive to organization renewal than are administrators.
2. Essentially the same study could also be conducted with groups of approximately fifty administrators and faculty members from other segments of the North Carolina higher education system, i.e., the regional state colleges and the separate campuses of the University of North Carolina. The applicability of ITORP to the administration of other forms of higher education could thus be explored.
 3. In both of the recommendations above, external criteria for evaluating the usefulness of ITORP would lend needed credibility. (The present findings are based largely on internal criteria, i.e., the opinions and perceptions of the participants.) Evaluative data from peers, superiors, and subordinates relative to changes in ITORP participants' performance as well as the performance of their job units could partially satisfy this need for external criteria.
 4. Similar investigations might be conducted, using other OD models, to test their efficacy within several types of higher education institutions. This would allow more valid conclusions to be drawn relative to the usefulness of organizational development as an administrative model for colleges and universities. Such studies could include experimental applications of Blake's Managerial Grid, Schein's process consultation model, and Beckhard's survey feed-back model.

5. A longitudinal study would be desirable to examine the effects of ITORP or other OD programs on the administration of a college over a one-year period. Ideally, such an investigation would include the training of a large percentage of the institution's administrators and faculty members. It should establish both internal and external criteria for evaluating the results. A matched control college and performance criteria for comparing the two institutions following training would lend additional credibility to such a study.
6. It can be assumed that a large number of college and university faculty members and administrators have attended the Programs for Specialists in Organization Development (PSOD) conducted by the NTL Institute for Applied Behavioral Science. For the most part, these individuals have participated to develop themselves rather than to deal with specific problems of their home institutions. An investigation centered on the effects this training may have had in their institutions would supply data relative to the usefulness of OD in higher education. Both the perceptions of the participants and that of their job associates would be useful in this study.
7. Resistance to the concepts and processes organization renewal, change, OD was cited by the participants in the North Carolina study as a block to implementing ITORP in their institutions. If OD does represent a desirable administrative model for higher education then some method for lowering this resistance will need to be developed. One possibility would be to seek more agreement on the goals of the institution by a large part of its population.

This could be attempted through the multiple application of The Institutional Goals Inventory (see Appendix B). Previous applications of this procedure indicate that a convergence on mutual goals does occur and a concomitant willingness to collaborate in their achievement. If, as a number of studies of campus conflict suggest, the goals of colleges bear a close similarity to those of OD, then this investigation might facilitate the necessary collaboration to achieve those mutual goals.

The implications and recommendations presented here appear to be logical extensions of the North Carolina community college investigation. It is the hope of the investigator that this study, as well as the speculative comments above, may encourage further explorations into the compatibility of organizational development and higher education administration.

A P P E N D I X E S

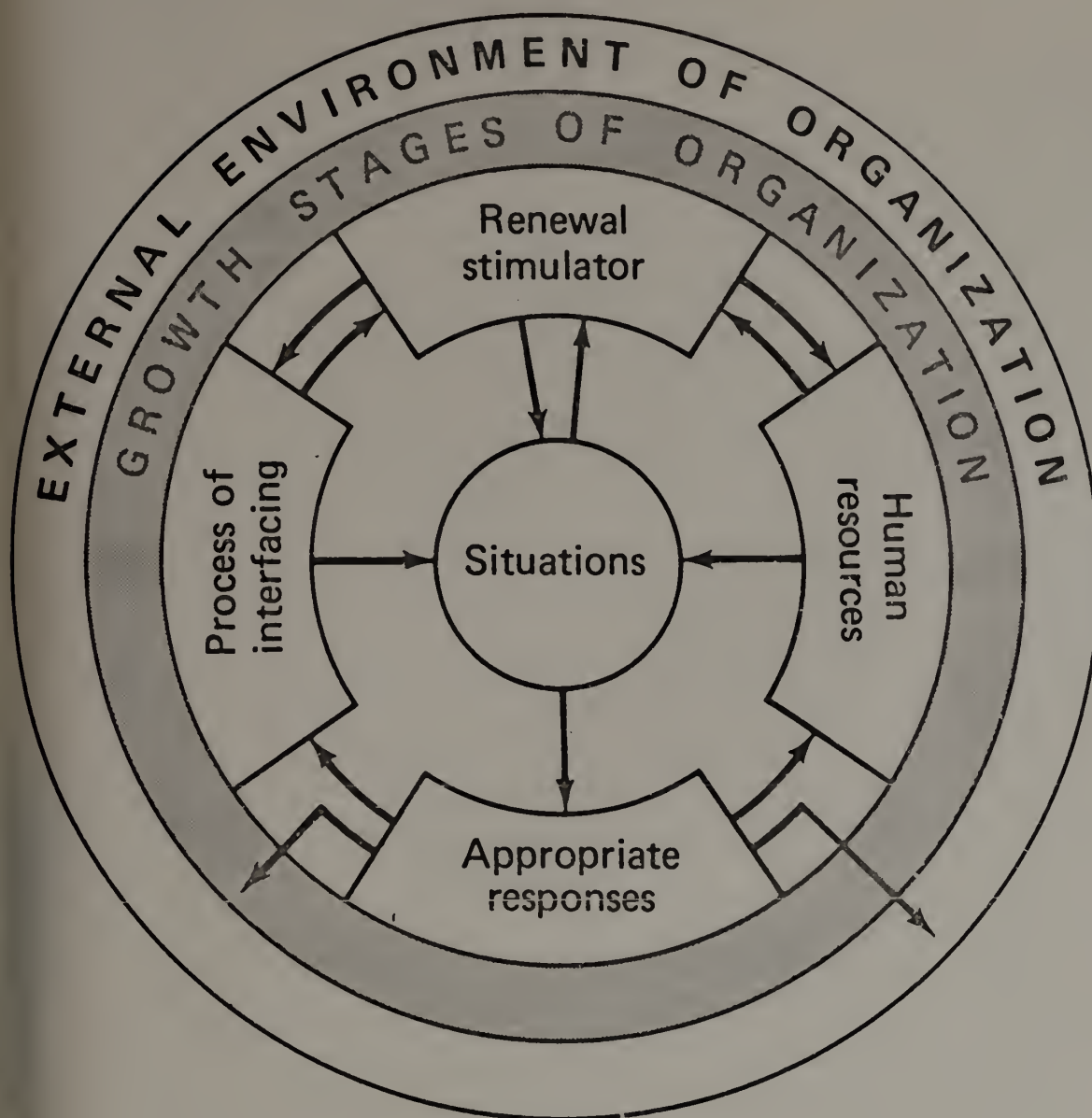
Please Note:

Page 114, Appendix
A: "Organization
Development Model,"
and pages 115-118,
Appendix B:
"Institutional
Goals Inventory,"
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APPENDIX A

ORGANIZATION DEVELOPMENT MODEL*



*This model is presented in the book ORGANIZATION RENEWAL by Gordon L. Lippitt published by Appleton-Century-Crofts, New York, N. Y., 1969.

Note: This model may not be reproduced without the express permission of the author.

Appendix B

INSTITUTIONAL GOALS INVENTORY

A preliminary form developed for research purposes by Educational Testing Service

INSTITUTIONAL GOALS INVENTORY

IGI—Preliminary Form (reduced in size)

This questionnaire is completely confidential. No one will see your responses except professional staff working on this project from the Educational Testing Service and the Regional Education Laboratory for the Carolinas and Virginia. All results will be summarized by groups; individual results will not be released. However, for purposes of monitoring questionnaire returns, we need your name and position. Please complete the following:

YOUR NAME: _____

YOUR POSITION(S): (Please indicate by checking appropriate space or spaces.)

Administrator _____ Alumnus _____ Community Leader _____

Department Chairman _____ Faculty _____ Student _____

Trustee _____ Other _____

NAME OF INSTITUTION BEING RATED: _____

Please give us below an indication of your familiarity with this institution. (Consider, for example, your familiarity with its programs, resources, history, and reputation):

VERY FAMILIAR _____ FAMILIAR _____ SLIGHTLY FAMILIAR _____ UNFAMILIAR _____

After completion of this questionnaire, please remember to return it in the enclosed envelope within 5 days to:

EDUCATIONAL TESTING SERVICE
MUTUAL PLAZA
DURHAM, N. C. 27701

INSTITUTIONAL GOALS INVENTORY (Preliminary Form)

INSTRUCTIONS

Colleges and universities serve a number of purposes, some of which may be regarded as more important than others. What do you consider to be the purposes of this institution? How important are these goals? Many of the more commonly mentioned goals of a college or university are listed on the following pages. Some may be thought of as "output" or "ultimate" goals (e.g., "to promote in students concern for the well-being of others"), while others are more appropriately classified as "support" or "maintenance" goals (e.g., "to experiment with new forms of instruction"). In this study, both types are considered relevant in identifying the goals of an institution.

Each goal statement in this questionnaire is presented once, but you will be asked to react in two different ways:

First — How important is the goal at this institution at the present time?
(Consider the institution as a whole in making your judgment.)

Then — In your judgment, how important *should* the goal be at this institution?

EXAMPLE

	of extremely high importance	of high importance	of medium importance	of low importance	of no importance
to assist students to prepare for graduate school	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	should <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the above example, the person has indicated that he believes the goal "to assist students to prepare for graduate school" is presently of low importance at this institution, but that it should be of high importance.

If you have extreme difficulty in responding to an item as it is worded, we would appreciate a brief indication of the problem in the "Comments" column. The questionnaire should not take longer than 45 minutes to complete. Do not spend undue time on any single item.

Page 3	GOALS	of extremely high importance	of high importance	of medium importance	of low importance	of no importance	COMMENTS	For office use only
	To intensify efforts to increase the institution's financial resources.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		51A
	To provide students with opportunities to develop lasting friendships.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		53A
	To increase the desire and ability of students to undertake self-directed study.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		55A
	To enable students to develop a set of principles to guide their behavior.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		57A
	To help students achieve positions of status and leadership in society.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		59A
	To teach students to espouse and defend a theological position.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		61A
	To provide a strong professional training in various areas (e.g., law, medicine, business, education, etc.)	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		63A
	To perform applied research for government, business, or industry.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		118
	To be responsive to the cultural needs of the local community.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		138
	To help formulate programs in a number of public policy areas such as pollution control, urban renewal, and health care.	is <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		158

Page 11	GOALS	of extremely high importance	of high importance	of medium importance	of low importance	of no importance	COMMENTS	For office use only
	To enable the student to see religious significance in all activities.	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		490
	To help students in the choice of a personally satisfying vocation.	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		510
	To help students develop the ability to synthesize knowledge from different sources.	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		530
	To provide a strong intramural athletic program.	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		550
	To apply cost criteria to curricular and instructional alternatives.	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		570
	In spite of the length of the above list, it is possible that we have not included goals which you believe are important at this institution. If so, please take this opportunity to correct us by writing them in below.							
	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	is <input type="checkbox"/>	should be <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

THANK YOU
Please use the enclosed, self-addressed, reply envelope to return this questionnaire.

ITORP PARTICIPANT'S EVALUATION FORM

Name: _____ Date of Institute: _____

Home Address: _____ Home Telephone: _____

Organization: _____ Title: _____

Address: _____ Office Telephone: _____

Name of organization running Institute: _____

Location of Institute: _____

QUESTIONS:1. Did the workshop meet your expectations? yes no

If no, please explain:

_____2. Were the instruments used in the Institute effective
in helping you to take a better look at

- yourself?

yes no

- your organization?

yes no

If no, please explain:

_____3. How would you evaluate the trainer's performance in
conducting the Institute?poor good very good excellent

Comments:

4. What suggestions do you have for improving the ITORP Institute?

5. Was the workshop effective in helping to diagnose some of your organization's ills?

yes no

6. Was the 2-1/2 day session enough time to accomplish the objectives of the Institute?

yes no

If no, what length of time would you prefer?

7. Will the participant's workbook be useful to you after the Institute?

yes no

If no, please explain:

8. What motivated you to come to the Institute:

- Your boss
 Your training director
 ORI advertising
 Advertising of ORI's local representative
 A friend in training
 Other _____

9. Would you be interested in attending a follow-up workshop on Organization Renewal/Organization Development? (Such a workshop could aid in developing the skills of the internal organization renewal stimulator, i.e., change agent.)

yes no

If yes, may we contact you in regard to any follow-up programs?

yes no

(The following questions are applicable when ITORP is offered as a Public Seminar)

10. Would you recommend the ITORP Institute to

a. Other members of your organization? yes no

b. Other units of your organization? yes no

If yes, which individuals, and which units

Individuals

Units

1)

1)

2)

2)

3)

3)

c. Other organizations? yes no

If yes, which ones?

11. What persons outside your organization do you feel would find the ITORP Institute a rewarding experience?

1. Name: _____

2. Name: _____

Address: _____

Address: _____

3. Name: _____

4. Name: _____

Address: _____

Address: _____

12. How did you hear about the ITORP Institute?

Advertising

ASTD Journal

ASTD

Wall Street Journal

Harvard Business Review

Direct local mail

APPENDIX D

EVALUATION SUMMARY: ITORP PROGRAM FOR TRAINERS

June 24, 25, 26, 1971

July 1, 1971

TO: ORI and Participants FROM: Jim Kemp, Participant

7 Evaluation Respondents
 Organization Types: 2 government agency, 2 college, 2 business-industry, 1 consultant
 Geographic Areas: 3 northeast, 3 mid-atlantic, 1 mid-west

Summary
 Yes-No Questions 1-12, excluding 4, 8, 11, 12. Some multiple response, some no response.

Question	YES	NO
1 Did the workshop meet your expectations?	7	0
2 Were the instruments used in the Institute effective in helping you take a better look at: (a) yourself? (b) your organization?	7	0
3 How would you evaluate the trainer's performance in conducting the Institute?	7	0
5 Was the workshop effective in helping to diagnose some of your organizations ills?	5E*	2VG**
6 Was the 2 1/2 day session enough time to accomplish the objectives of the Institute?	6	1
7 Will the participants workbook be useful to you after the Institute?	4	3
9 Would you be interested in attending a follow-up workshop on Organization Renewal? May we contact you in this regard?	6	1
10 Would you recommend the ITORP Institute to: (a) other members of your organization? (b) other units of your organization? (c) other organizations?	7	0
	7	0
	6	0
	4	1
	2	2

*E = Excellent
 **VG = Very Good

Motivated to come to the Institute by (Question 8):

Boss-1, training director-1, ORI advertising-2, G. Lippitt's reputation-2, previous exposure to ORI-1, search for OR information and techniques-1.

Heard about ITORP Institute from (Question 12):

ASTD Journal-1, ASTD Conference-1, Harvard Business Review-1, Direct Local Mail-2, Previous Contact with ORI-2, Friend-1.

Comment Summary

A. Time (length of institute)

Too concentrated to be fully grasped in 2-2 1/2 days. Suggest minimum of 3 days. More time needed, e.g., 5 days (1 per session). 2 days too short, 2 1/2 days o.k. Allow more time to deal with material presented.

B. Design--Content

Enjoyed challenge of being stretched to keep up with inputs, concepts, experiences. Tie in growth cycle as a conceptual base more completely early in program, prior to institute. More specific instructions and things to think about, e.g., a specific item to change in your organization. ITORP provided practical steps implementation. Will use ITORP instruments with slight revision. Needs pre-course study (materials, survey instruments). A lot of contact we couldn't react to before getting into task. Too much "hot media."

C. Design--Process

Suggest stand-by people to insure triad utilization. Set up task groups earlier so that they can build on some problem from different aspects. More "process" would help. More time needed in individual analysis via triads. Needs psychological closure at end of program. Enjoyed relaxed, informal atmosphere.

APPENDIX E

DATA SUMMARY FROM ITORP PARTICIPANT'S EVALUATION FORM

Administered to twenty-three North Carolina Community College administrators and related personnel at the conclusion of their ITORP training program June 1-3, 1971. Fifteen of the twenty-three participants completed the form partially or completely.

Item	Response	Per Cents
1 Did the workshop meet your expectations?	Yes-14 No-1	93% 7%
2 Were the instruments used in the institute effective in helping you to take a better look at:		
yourself?	Yes-14 No-0	100% --
your organization?	Yes-14 No-0	100% --
3 How would you evaluate the trainer's performance in conducting the institute?		
poor	0	--
good	1	7%
very good	4	27%
excellent	10	67%
4 What suggestions do you have for improving the ITORP institute? (summarized under "Comments")	--	--
5 Was the workshop effective in helping to diagnose some of your organization's ills?	Yes-14 No-0	100% --
6 Was the 2 1/2 day session enough time to accomplish the objectives of the institute?	Yes-10 No-5	67% 33%
7 Will the participant's workshop be useful to you after the institute?	Yes-14 No-0	100% --
8 What motivated you to come to the institute? (not applicable to this data summary)	--	--
9 Would you be interested in attending a follow-up workshop on Organization Renewal?	Yes-13 No-2	87% 13%
10 Would you recommend the ITORP institute to:		
other members of your organization?	Yes-13 No-0	100% --
other units of your organization?	Yes-10 No-1	91% 9%

ITORP PARTICIPANTS' EVALUATION FORM

June 3, 1971

Recommendations From Item 4 and "Comments"TS -- Time Schedule

Prefer 3 1/2 days. Prefer 5 days and 4 nights. 2 1/2 days not enough, but realistically is as long as a group will remain. Should be longer, i.e., one week. More time would have been helpful. Our sessions were too short. Eliminate night sessions. No night sessions. Have morning sessions and evening sessions, leaving more of afternoons for informal group sessions. Suggest instruction-lecture group work, more direct short time capsules, specific problems.

LT -- Lippitt trainer

When we break into groups have Dr. Lippitt go to one of the groups to listen and make comments at the end of the institute. Direct consultant involvement in small groups. More individual conferences of leader with groups and individuals. Dr. Lippitt has a remarkable sense of humor which facilitates the learning process. Lippitt should be included at least once in each separate group.

I -- Incomplete coverage

Expected more "how to do it" advice. Too much fun, not enough work. Suggest prior reading assignments.

R -- Relevance to Education

Instruments would be easier to relate to, with educational materials as opposed to profit-making organization materials. Have forms more related to educational institutions.

TO: _____

FROM: James M. Kemp, Director
 Division of Continuing Education
 Springfield College
 263 Alden Street
 Springfield, Massachusetts 01109

ITORP EVALUATION INVENTORY

This questionnaire is completely confidential. No one will have access to your responses except myself and clerical assistants. We do need your name for purposes of monitoring questionnaire returns. Also, position and institution data is needed to determine if patterns of responses are related to these factors. Address and telephone information will be helpful if we find a need to verify the intent of your comments or to conduct representative follow-up interviews by telephone with some respondents. All results will be summarized by groups; individual data will not be released.

Thank You,

James M. Kemp
 James M. Kemp
 September, 1971

PLEASE COMPLETE FOR VERIFICATION PURPOSES:

YOUR NAME: _____ TITLE: _____

YOUR INSTITUTION OR ORGANIZATION: _____

ADDRESS: _____

TELEPHONE _____

YOUR MAJOR ROLE: _____; ADMINISTRATOR _____; INTERN _____; FACULTY _____; OTHER _____

ITORP* EVALUATION INVENTORY
(Implementing the Organization Renewal Process)

PURPOSE:

The purpose of this inventory is to evaluate the post-training effectiveness of the ITROP program, based on the experience of a group of administrators and related personnel associated with the North Carolina Community College system. This group received ITORP training in June 1971.

The evaluation includes sections on ITORP's objectives, components, effectiveness with individual participants as well as their institutions, over-all usefulness within higher education, recommendations, and the effects of the evaluation itself.

INSTRUCTIONS:

The degree to which ITORP was considered effective is assumed to be largely the result of the opinions, perceptions, and judgments of the subject group. Most of the items request scaled ratings based on these.

Space is provided for optional comments at the discretion of the respondents. Comments are not expected on every item, only on those which need further clarification of your rating.

Please base your response on current recall of ITORP, that is do not review ITORP materials provided to you prior to completing the inventory. It is expected that no rating may be possible with some items. This kind of response is provided for.

Similar questions, from different perspectives, are asked in different sections. Please respond for each of these.

Some items request brief write-in responses. Please use single words or phrases; clarify or elaborate under "comments," if needed.

ITORP EVALUATION INVENTORY

RATING SCALE:

<u>no</u>	=	none; not at all	<u>hi</u>	=	high
<u>lo</u>	=	low	<u>max</u>	=	maximum possible
<u>med</u>	=	medium	<u>nc</u>	=	no comment, not applicable not covered or don't recall

Indicate your rating by circling the appropriate response.

EXAMPLE:

EFFECTIVENESS OF ITRP FOR INDIVIDUAL PARTICIPANTS
Respond from your perceptions as an individual.

List 1 to 3 main expectations of ITRP you had prior to training. Rate the degree to which each was met

EXP 1
Learn how to diagnose administrative problems

RATING

/no/lo/med/hi/max/nc/

EXP 1
Need more practice with real, specific situations

COMMENTS

THE INVENTORY SHOULD TAKE LESS THAN ONE HOUR TO COMPLETE. DO NOT SPEND UNDUE TIME ON ANY SINGLE ITEM.

Please return your completed inventory in the enclosed, self addressed envelope as soon as possible.

ITORP EVALUATION INVENTORY

I. ITORP OBJECTIVES	RATINGS	COMMENTS
Rate the degree to which these objectives were met:		
A. To present participants with a model for understanding and applying the concepts of organizational renewal.....	/no/lo/med/hi/max/nc/	1
B. To help participants understand and diagnose the growth potential of their organization.	/no/lo/med/hi/max/nc/	2
C. To provide participants an opportunity to apply the confrontation, search and coping process to organization communication.....	/no/lo/med/hi/max/nc/	3
D. To give the participant a model in which he can evaluate his own ability to confront, search and cope with the change process.....	/no/lo/med/hi/max/nc/	4
E. To further the participant's ability to diagnose team work by direct experience, analysis and observation.....	/no/lo/med/hi/max/nc/	5
F. To provide the participant with data by which he can evaluate his role as a member of a team.....	/no/lo/med/hi/max/nc/	6

COMMENTS

RATINGS

I ITORP OBJECTIVES (continued)

Rate the degree to which these objectives were met:

- G. To provide an experience in diagnosing and planning a change project related to the participant's on the job situation..... /no/lo/med/hi/max/nc/ 7
- H. to enable the participant to diagnose and understand the need for change in his organization..... /no/lo/med/hi/max/nc/ 8
- I. To learn how to initiate and develop organization renewal in an organization..... /no/lo/med/hi/max/nc/ 9
- J. To further the participant's appreciation for, commitment to, and confidence to function within an action approach to organizational leadership.... /no/lo/med/hi/max/nc/ 10

COMMENTS

RATINGS

II ITORP COMPONENTS

Rate the degree to which these components contributed to the achievement of ITORP objectives:

- A. INSTRUMENTS*, as a group..... /no/lo/med/hi/max/nc/ A. 11
- *(i.e.: Analysis Form For Evaluating Your Organization; Organization Inventory; Multiple-Role Effectiveness Self-Development Inventory; Team Effectiveness Analysis Form; Analysis Form For Evaluating Your Organization)

RATINGS

COMMENTS

II ITORP COMPONENTS (continued)

Rate the degree to which these components contributed to the achievement of ITORP objectives:

B.	FILMS**, as a group.....	/no/lo/med/hi/max/nc/	B.	_____12
C.	ARTICLES***, as a group.....	/no/lo/med/hi/max/nc/	C.	_____13
D.	TEXT..... (i.e.; Organization Renewal, by Gordon L. Lippitt, 1969)	/no/lo/med/hi/max/nc/	D.	_____14
E.	ORGANIZATION DEVELOPMENT MODEL (i.e.; Lippitt's concentric circles schematic diagram)	/no/lo/med/hi/max/nc/	E.	_____15
F.	TRAINER-INSTRUCTOR..... (i.e.; lectures, briefings, clarifying, facilitating, summarizing, etc.)	/no/lo/med/hi/max/nc/	F.	_____16
G.	TOTAL-GROUP MEETINGS.....	/no/lo/med/hi/max/nc/	G.	_____17
H.	SUB-GROUP MEETINGS..... (i.e.; two halves of total group)	/no/lo/med/hi/max/nc/	H.	_____18

** (i.e.; Growth Stages: Of Organizations; Confrontation, Search And Coping; Individuality and Teamwork; Coping With Change; How Organization Renewal Works)

*** (i.e.; Situational Confrontation Model Of Organization Renewal, by G. Lippitt; ITORP, by G.Lippitt and L. This)

II. I TORP COMPONENTS (continued) RATINGS COMMENTS

Rate the degree to which these components contributed to the achievement of I TORP objectives:

- I. TRIAD MEETINGS.....
(i.e.; groups of three people) /no/lo/med/hi/max/nc/ I. _____ 19
- J. DIAD MEETINGS.....
(i.e.; groups of two people) /no/lo/med/hi/max/nc/ J. _____ 20
- K. SOCIAL TIME.....
(i.e.; coffee breaks, social hour) /no/lo/med/hi/max/nc/ K. _____ 21
- L. ALONE TIME.....
(i.e.; time for individuals to be by themselves) /no/lo/med/hi/max/nc/ L. _____ 22
- M. I TORP TASKS.....
(i.e.; focusing on completion of assigned work/tasks) /no/lo/med/hi/max/nc/ M. _____ 23
- N. GROUP EFFECTIVENESS.....
(i.e.; focusing on development and maintenance of effective group processes) /no/lo/med/hi/max/nc/ N. _____ 24
- O. CONTENT.....
(i.e.; presentations of factual, theoretical material and concepts) /no/lo/med/hi/max/nc/ O. _____ 25
- P. FIVE-SESSION FORMAT.....
(i.e.; I TORP presented in 5 separate sessions, each dealing with a distinct topic) /no/lo/med/hi/max/nc/ P. _____ 26

III

EFFECTIVENESS OF ITORP WITH INDIVIDUAL PARTICIPANTS

Respond from your perceptions as an individual.

COMMENTS

RATINGS

A. List 1 to 3 main expectations of ITORP you had prior to training. Rate the degree to which each was met.

Exp. 1

Exp. 1

/no/lo/med/hi/max/nc/

27

Exp. 2

Exp. 2

/no/lo/med/hi/max/nc/

28

Exp. 3

Exp. 3

/no/lo/med/hi/max/nc/

29

B. List 1 to 3 most useful results of ITORP to you after training was completed. Rate the degree of usefulness of each to you.

Result 1.

Result 1.

/no/lo/med/hi/max/nc/

30

Result 2.

Result 2.

/no/lo/med/hi/max/nc/

31

Result 3.

Result 3.

/no/lo/med/hi/max/nc/

32

EFFECTIVENESS OF ITORP WITH INDIVIDUAL PARTICIPANTS (cont.) RATINGS

COMMENTS

Respond from your perceptions as an individual.

C. List 1 to 3 least useful results of ITORP to you after training was completed. Rate the degree of usefulness of each to you.

Result 1.

/no/lo/med/hi/max/nc/

Result 1.

33

Result 2.

/no/lo/med/hi/max/nc/

Result 3.

34

Result 3.

/no/lo/med/hi/max/nc/

35

D. List 1 to 3 changes in your attitudes, perspectives, or behavior which may have occurred as a result of ITORP. Rate the degree of change for each.

Change 1

/no/lo/med/hi/max/nc/

Change 1

36

Change 2

/no/lo/med/hi/max/nc/

Change 3

37

Change 3

/no/lo/med/hi/max/nc/

38

EFFECTIVENESS OF ITORP WITH PARTICIPANT'S INSTITUTIONS

RATINGS

COMMENTS

Respond relative to the institution or organization in which you spend the greatest amount of time...

A. Rate the degree to which ITORP was effective as an aid in diagnosing administrative problems in your institution.

/no/lo/med/hi/max/nc/ 39

B. Rate the degree to which ITORP was effective as an aid in resolving administrative problems in your institution.

/no/lo/med/hi/max/nc/ 40

C. Rate the degree to which you were (are) motivated to implement ITORP in your institution:

- 1. immediately following ITORP training.....
- 2. at present.....

/no/lo/med/hi/max/nc/ 41
/no/lo/med/hi/max/nc/

D. Briefly describe 1 to 3 specific programs, projects or other action steps you may have implemented partly as a result of ITORP training.

Action Step 1

Action Step

Action Step 2

/no/lo/med/hi/max/nc/ 42

Action Step 2

Action Step 3

/no/lo/med/hi/max/nc/ 43

Action Step 3

/no/lo/med/hi/max/nc/ 44

44

Respond relative to the institution or organization in which you spend the greatest amount of time

E. List what you consider to be the 3 most critical problems of your institution. Rate the degree to which ITORP could contribute to their solution.

Problem 1

Problem 1

Problem 2

Problem 2

Problem 3

Problem 3

F. List 1 to 3 most useful results of ITORP to your institution. Rate the degree of usefulness of each.

Result 1

Result 1

Result 2

Result 2

Result 3

Result 3

/no/lo/med/hi/max/nc/ 45

/no/lo/med/hi/max/nc/ 46

/no/lo/med/hi/max/nc/ 47

/no/lo/med/hi/max/nc/ 48

/no/lo/med/hi/max/nc/ 49

/no/lo/med/hi/max/nc/ 50

IV EFFECTIVENESS OF ITORP WITH PARTICIPANT'S INSTITUTIONS (cont.) RATINGS COMMENTS

Respond relative to the institution or organization in which you spend the greatest amount of time

- G. List 1 to 3 least useful results of ITORP to your institution. Rate the degree of usefulness of each.

Result 1

Result 1

/no/lo/med/hi/max/nc/

Result 2 51

/no/lo/med/hi/max/nc/

Result 3 52

/no/lo/med/hi/max/nc/

COMMENTS

RATINGS

V OVER-ALL USEFULNESS OF ITORP
Rate the over-all usefulness of ITORP to:

- A. you as an individual.....
- B. the administration of your institution.....
- C. the administration of the North Carolina Community College system.....
- D. administration of 2-year colleges in general.....
- E. administration of 4-year baccalaureate degree colleges

/no/lo/med/hi/max/nc/

A. 54

/no/lo/med/hi/max/nc/

B. 55

/no/lo/med/hi/max/nc/

C. 56

/no/lo/med/hi/max/nc/

D. 57

/no/lo/med/hi/max/nc/

E. 58

V OVER ALL USEFULNESS OF ITORP (cont) RATINGS COMMENTS

Rate the over-all usefulness of ITORP to:

- F. administration of universities with undergraduate and graduate programs..... /no/lo/med/hi/max/nc/ 59
- G. administration of public institutions of higher education..... /no/lo/med/hi/max/nc/ 60
- H. administration of private institutions of higher education /no/lo/med/hi/max/nc/ 61

I. you as an administrator, compared to:

- 1. graduate school credit courses in administration /no/lo/med/hi/max/nc/ 62
- 2. other non-credit programs in administration you may have attended..... /no/lo/med/hi/max/nc/ 63
- 3. professional association meetings and conferences /no/lo/med/hi/max/nc/ 64
- 4. independent study and reading in administration /no/lo/med/hi/max/nc/ 65

VI RECOMMENDATIONS RATINGS COMMENTS

- A. Rate the degree to which you feel ITORP goals and objectives are compatible with those of higher education..... /no/lo/med/hi/max/nc/ 66
- B. Rate the degree to which you feel ITORP methods are compatible with those of higher education /no/lo/med/hi/max/nc/ 67

VI RECOMMENDATIONS (cont) RATINGS COMMENTS

C. Are follow-up procedures needed to implement ITORP in higher education administration. If yes, what types; e.g.:

- 1. additional ITORP sessions for participants? yes/no 68
- 2. ITORP training for/individuals from same institution? yes/no 69
- 3. ITORP training for teams from same institution? yes/no 70
- 4. Periodic consultation by an ITORP instructor-trainer yes/no 71
- 5. other follow up recommendations: 72

D. List 1 to 3 major blocks to implementing ITORP in your institution? Rate the degree of blocking of each.

- Block 1 73
- Block 2 74
- Block 3 75

VI RECOMMENDATIONS (cont) RATINGS COMMENTS

E. What other modifications and improvements do you recommend to increase ITORP's usefulness to higher education administration?

RECOMMENDATIONS

76

VII EFFECTS OF THIS EVALUATION RATINGS COMMENTS

As a result of completing this evaluation, to what degree:

- A. was your interest in ITORP renewed..... 77
/no/lo/med/hi/max/nc/
- B. did you review your ITORP materials..... 78
/no/lo/med/hi/max/nc/
- C. are you re-motivated to implement ITORP..... 79
/no/lo/med/hi/max/nc/
- D. was your opinion of ITORP changed (explain under "comments")..... 80
/no/lo/med/hi/max/nc/

Preliminary Letter with Response Form

SPRINGFIELD COLLEGE

SPRINGFIELD, MASSACHUSETTS 01109

DIVISION OF CONTINUING EDUCATION

August 23, 1971

Mr. James Petty, President
 Cleveland County Technical Institute
 118 N. Morgan Street
 Shelby, North Carolina 28150

Dear Mr. Petty:

Through the courtesy of Dr. Gordon L. Lippitt, Organization Renewal, Inc., and Dr. Ronald W. Shearon, North Carolina State University at Raleigh, I have learned of your participation in Dr. Lippitt's ITORP program, June 1-3, 1971.

I plan to evaluate the ITORP program as an organizational development process for higher education administration. This project will be a major part of my doctoral dissertation, through the Higher Education Center, School of Education, University of Massachusetts. Both Dr. Lippitt and Dr. Shearon have endorsed this evaluation project, and suggested that I contact you.

I should greatly appreciate your help in this evaluation because of your experience and interest in higher education administration, and in ITORP. It is my hope that this study will contribute to the practice of higher education administration.

My procedures will include a questionnaire relative to the degree to which the ITORP objectives were met, and concerning the effects of the program on you and your organization. I also hope to conduct an interview of 1 to 2 hours in length with as many of the participants as possible.

I request that you indicate your response on enclosed form. A stamped return envelope is also enclosed. If you are able to participate, I will mail my questionnaire to you in about one month. In addition, I will contact you during October concerning a possible interview date.

Sincerely,

James M. Kemp, Director
 Division of Continuing Education
 Springfield College

P. S. I would appreciate receiving your institution's catalog.

JK/n

Participation Response Form

TO:

FROM: James M. Kemp, Director
Division of Continuing Educ.
Springfield College

SUBJECT: ITORP PROGRAM EVALUATION

Can you participate in the questionnaire portion of this
evaluation? Yes _____ No _____Can you participate in the interview portion of this
evaluation? Yes _____ No _____

May I mail you the questionnaire? Yes _____ No _____

May I call you for an interview appointment? Yes _____ No _____

COMMENTS: _____

Thank you.

J. M. Kemp
August, 1971

Cover Letter for questionnaire

SPRINGFIELD COLLEGE

SPRINGFIELD, MASSACHUSETTS 01109



DIVISION OF CONTINUING EDUCATION

October 5, 1971

Mr. O. M. Blake, President
Mayland Technical Institute
Northwestern Bank
147 Oak Street
Spruce Pine, North Carolina 28877

Dear Mr. Blake:

Thank you for agreeing to participate in my post-training evaluation of the ITORP program. I have enclosed my questionnaire; ITORP EVALUATION INVENTORY.

I do not plan to conduct extensive interviews as originally indicated. However, I may telephone for verification of the intent of some responses.

I shall send each participant a summary of the data, and my conclusions based on them.

As noted in the instruction page, the questionnaire has been designed for completion in about one hour. This assumes responses will be made based on current recall of ITORP, and without spending undue time on any item.

Please return your completed inventory in the self-addressed envelope attached. I have enclosed an extra copy for your file.

Thank you again for your interest and assistance.

Sincerely,

James M. Kemp, Director
Division of Continuing Education
Springfield College
Springfield, Massachusetts 01109

JK/nb
enc.



First Follow-up Letter

SPRINGFIELD COLLEGE

SPRINGFIELD, MASSACHUSETTS 01109

DIVISION OF CONTINUING EDUCATION

November 5, 1971

Mr. James Petty
President
Cleveland County Technical Institute
118 N. Morgan Street
Shelby, North Carolina 28150

Subject: My post-training evaluation of Lippitt's program.

Dear Mr. Petty:

I appreciate your participation in this evaluation of the post-training effectiveness of ITORP with the North Carolina Community College group. I would like to obtain all the responses within approximately the same time period.

I have enclosed another copy of my ITORP EVALUATION INVENTORY in the event the copy sent to you in early October was not delivered or has been misplaced. A stamped, self-addressed envelope for its return is also enclosed.

The inventory should take about one hour to complete. Your present recall of ITORP is what is requested. No review of training materials is desired or necessary.

Sincerely,

James M. Kemp, Director
Division of Continuing Education
Springfield College
Springfield, Massachusetts 01109

JK/n
enc. 1

Second Follow-up Letter



SPRINGFIELD COLLEGE

SPRINGFIELD, MASSACHUSETTS 01109

DIVISION OF CONTINUING EDUCATION

November 23, 1971

Dr. George McSwain
Dean
Gaston College
Dallas North Carolina 28034

Subject: ITORP EVALUATION INVENTORY

Dear Dr. McSwain:

To assure the validity of the evaluation of Lippitt's ITORP program, the inventory should be completed by participants by November 30. Because of the small size of my sample, I would very much appreciate your participation if at all possible.

As indicated earlier, the inventory should take approximately one hour to complete, based on your current recall of the program. So that I may conclude my data-gathering, I would appreciate your returning the response below.

Please call collect to myself or Mrs. Nell Beaudry (413 787-2070) if you need further information or materials.

Sincerely,

James M. Kemp, Director
Division of Continuing Education
Springfield College

JK/n
enc. 1

ITORP EVALUATION INVENTORY

I HAVE COMPLETED AND RETURNED THE INVENTORY YES _____ NO _____
I WILL COMPLETE THE INVENTORY BY NOV. 30.
AND RETURN TO YOU. YES _____ NO _____

I CANNOT COMPLETE THE INVENTORY _____
COMMENT _____

SIGNED _____

DATE _____

Final Follow-up Telegram

December 15, 1971

Re: ITORP EVALUATION INVENTORY, (LIPPITT'S PROGRAM).

Your participation critical due to small size of sample. Completion date extended to Dec. 31. If complete analysis not possible, please use rating scales only - without comments or write-ins. (est. time 30 min.).

Call collect if added form needed (413 787-2070)

J.M. Kemp, Director
Division of Continuing Education
Springfield College
Springfield, Massachusetts 01109

Appendix H

COMMUNICATION SCHEDULE

Mid-July 1971, The names, positions institutions and addresses of participants obtained from the roster of Dr. Lippitt, program trainer, and confirmed by Dr. Shearon, program sponsor at North Carolina State University. Their endorsement and support for the evaluation was re-confirmed by telephone and letter.

August 23, 1971, Preliminary letter to participants outlining the objectives of the study, confirming the endorsement of Dr. Lippitt and Dr. Shearon, and requesting their participation. The Participation Response Form and a stamped, self-addressed envelope were provided.

September 9, 1971, Visitation to North Carolina State University, Department of Adult and Community College Education; i.e., Dr. Shearon, program sponsor, other faculty members, three interns participating in the study. Explain procedures and objectives of the study.

October 5, 1971, Cover letter with two copies of the questionnaire, notification that data summary will be supplied, notification that interviews not planned; with stamped addressed return envelope.

October 15, 1971, Visitation to North Carolina community college administrators' seminar and dinner at the invitation of Dr. Shearon, ITORP program sponsor. This presented an opportunity to meet several members of the

subject group, and to gain further insights into their community college programs.

November 5, 1971, First follow-up letter, enclosing another copy of the questionnaire and another stamped, self-addressed envelope.

November 23, 1971, Second follow-up letter, requesting that the questionnaire be completed by November 30, suggesting a collect telephone call if more information or materials were needed, and including a Yes-No check form concerning their participation.

December 15, 1971, Final follow-up (telegram), requesting completion of rating scales if complete response not possible.

December 30, 1971, Personal thank-you notes sent to all respondents.

APPENDIX I

EFFECTS OF THIS EVALUATION (ITEMS 77-80)
BY E.I.--EFFECTIVENESS INDEX

These four items represent an attempt to assess possible changes in participants' opinions of ITORP as a result of completing the evaluation. The data summarized below is considered to be questionable, since these questions could be misinterpreted and they presume the raters can compare their opinions before and after the evaluation.

With these reservations, it appears that the process of evaluation may have had these effects: (1) It did create some renewed interest in ITORP; (2) It was, for the most part, completed without reviewing ITORP training materials; (3) It had some effect as a remotivator to implement ITORP; (4) It had almost no effect on participants' previous opinion of ITORP.

	<u>n</u>	<u>E.I.</u>
Was your interest in ITORP renewed?	17	2.12
Did you review your ITORP materials?	16	0.69
Are you re-motivated to implement ITORP?	16	1.88
Was your opinion of ITORP changed?	14	0.28

APPENDIX J

COMPARATIVE EVALUATIONS OF ITORP:
June vs. November-December, 1971
(Preliminary Study 3)

Eight of the twelve items from the ITORP PARTICIPANT'S EVALUATION FORM, completed by fifteen participants at the conclusion of their training (June 3, 1971), had some value in comparing the responses of eighteen participants to eight similar items from the ITORP EVALUATION INVENTORY approximately six months later (November-December, 1971).

Paraphrasing the specific language of items on each questionnaire, the eight areas of comparison were stated as: (1) Did ITORP meet participant's expectations? (2) Were the ITORP instruments effective? (3) How effective was the trainer? (4) How effective is ITORP in diagnosing organizations? (5) How effective was the ITORP training schedule? (6) Is follow-up training desirable for individual participants? (7) Is ITORP training desirable for other individuals from the same organization? (8) Is ITORP training desirable for teams from the same institution?

Although this comparison yielded indications of how the participants' evaluations and recommendations were sustained or changed during the intervening five to six months it was a questionable accuracy because: The June evaluation items were Yes-No questions, while those taken from the November-December instrument were predominately five-point scale ratings. The June instrument had only twelve items; the November-December instrument had eighty items. Although the questions selected were directed at similar categories of information, they were phrased differently.

The composition of the evaluating groups was not identical.

Given these reservations, responses to eight questions from each instrument were compared under the categories above. The November-December five-point scale ratings were converted to Yes-No responses for this purpose, i.e.:

no + lo + 1/2 med ratings = No

hi + max + ratings = Yes

Following this operation, the June vs. November-December comparison was made on the basis of Yes-No percentages, based on the total number of responses to each item on the two questionnaires. (The procedure for converting scaled ratings to Yes-No ratings was recommended by Crayton Walker, University of Connecticut statistician).

The results of these comparisons are summarized in the following tabulation.

	<u>Yes</u>	<u>No</u>
1. <u>Did ITORP meet participants' expectations?</u>		
June '71: item 1		
"Did the workshop meet your expectations?"	<u>14</u> (93%)	<u>1</u> (7%)
Nov. - Dec. '71: items 27-29		
"Rate the degree to which 1 to 3 main expectations were met."	<u>18.5</u> (77%)	<u>5.5</u> (23%)
2. <u>Were the ITORP instruments effective?</u>		
June '71: item 2		
"Were the instruments used in the institute effective in helping you take a better look at : yourself, your organization?"	<u>29</u> (97%)	<u>1</u> (3%)
Nov. - Dec. '71: item 11		
"Rate the degree to which Instruments as a group contributed to the achievement of ITORP objectives"	<u>10</u> (59%)	<u>7</u> (41%)
3. <u>How effective was the trainer?</u>		
June '71: item 3		
"How would you evaluate the trainer's performance in conducting the institute?"	<u>15</u> (100%) (high)	<u>0</u> (0%) (low)
Nov. - Dec. '71: item 16		
"Rate the degree to which the Trainer-instructor contributed to the achievement of ITORP objectives."	<u>16</u> (94%)	<u>1</u> (6%)

4. <u>How effective is ITORP in diagnosing organizations?</u>	<u>Yes</u>	<u>No</u>
June '71: item 5	14(100%)	0(0%)
"Was the workshop effective in helping to diagnose some of your organization's ills?"		
Nov. - Dec. '71: item 39	9.5(59%)	6.5(41%)
"Rate the degree to which ITORP was effective as an aid in diagnosing administrative problems in your institution."		
5. <u>How effective was the ITORP training schedule?</u>		
June '71: item 6	10(67%)	5(33%)
Was the 2½day session enough time to accomplish the objectives of the Institute?"		
Nov. - Dec. '71: item 26	13.5(79%)	3.5(21%)
"Rate the degree to which the five-session format contributed to the achievement of ITORP objectives."		
6. <u>Is Follow-up ITORP training desirable for individual participants?</u>		
June '71: item 9	13(81%)	3(19%)
"Would you be interested in attending a follow-up workshop?"		
Nov. - Dec. '71: item 68		
"Are follow-up procedures needed to		

Yes No

10(83%) 2(17%)

implement ITORP, i.e., additional ITORP sessions for participants?"

7. Is ITORP training desirable for other individuals from the same organization?

June '71: item 10 a

"Would you recommend the ITORP Institute to; a. other members of your organization?"

13(100%) 0(0%)

Nov. - Dec. '71: item 69

"Are follow-up procedures needed to implement ITORP, i.e., ITORP training for more individuals from same institution?"

10(77%) 3(23%)

8. Is ITORP training desirable for teams from the same institution?

June '71: item 10 b.

"Would you recommend the ITORP Institute to other units of your organization?"

10(91%) 1(9%)

Nov. - Dec. '71: item 70

"Are follow-up procedures needed to implement ITORP i.e. ITORP training for teams from same institution?!"

12(80%) 3(20%)

APPENDIX K

DATA SUMMARY FOR WEIGHTED AVERAGES (E.I.'S):

DISTRIBUTION OF RATINGS 95% CONFIDENCE LEVEL DETERMINATIONS

$$\sigma^2 = \frac{\sum f \times^2 - \frac{\bar{X}^2}{n}}{n-1}$$

$$R(\bar{X}) = \bar{X} \pm Z \sigma_m \quad Z = \frac{\bar{X} - \bar{X}}{\sigma_m} \text{ or } 1.96$$

for 95% confidence level

Objectives (Items 1-10)

Items	no (0)	lo (1)	med (2)	hi (3)	max (4)	$\sum f=n$	$\sum fx$	$\sum fx^2$	$\bar{X} = \frac{\sum fx}{n}$
1	-	-	6	12	-	18	48	132	2.66667
2	-	4	7	7	-	18	39	95	2.16667
3	-	-	8	9	1	18	47	117	2.61111
4	-	2	6	9	1	18	45	123	2.50000
5	1	1	9	5	2	18	42	114	2.33333
6	-	2	10	6	-	18	40	96	2.22222
7	-	4	7	6	1	18	40	102	2.22222
8	-	-	6	8	4	18	52	160	2.88889*
9	-	1	8	7	2	18	46	128	2.55556
10	-	2	6	8	2	18	46	130	2.55556
GROUP TOTAL	1	16	73	77	13	180	445	1197	2.47222 (\bar{X})

$$\sigma^2 = .54112$$

$$\sigma^0 = .73561$$

$$\sigma^m = .17338 \dots \dots \dots R(\bar{X}) = .(2.13240, 2.81204)$$

*Significant at the 95% confidence level

Components (Items 11-26)

Items	no (0)	lo (1)	med (2)	hi (3)	max (4)	$\Sigma f=n$	Σfx	Σfx^2	$\bar{X} = \frac{\Sigma fx}{n}$
11	-	4	6	8	-	18	40	100	2.22222
12	-	1	7	6	4	18	49	147	2.72222
13	-	7	9	1	-	17	28	52	1.64706*
14	-	4	5	6	2	17	40	110	2.35294
15	-	3	7	7	1	18	42	110	2.33333
16	-	-	2	8	8	18	60	208	3.33333*
17	-	1	6	10	1	18	47	131	2.61111
18	-	3	8	5	2	18	42	112	2.33333
19	-	3	6	6	2	17	41	113	2.41176
20	-	2	5	7	-	14	33	85	2.35714
21	-	3	5	7	3	18	46	134	2.55556
22	1	3	10	1	-	15	26	52	1.73333*
23	-	3	8	6	1	18	41	105	2.27778
24	-	1	8	8	1	18	45	121	2.50000
25	-	1	5	11	1	18	48	136	2.66667
26	-	-	7	10	1	18	48	134	2.66667
GROUP TOTAL	-	39	104	107	27	278	676	1850	2.43165 (\bar{X})

$$\sigma^2 = .74443$$

$$\sigma_0 = .86280$$

R (\bar{X})

$$\sigma_{m_{18}} = .20336 \dots (2.0331, 2.8302)$$

$$\sigma_{m_{17}} = .20926 \dots (2.02101, 2.84180)$$

$$\sigma_{m_{15}} = .22277 \dots (1.99503, 2.43165)$$

$$\sigma_{m_{14}} = .23059 \dots (1.97970, 2.87762)$$

*Significant at the 95% confidence level.

Effectiveness - Institutions
(Items 39-41b)

Items	no (0)	lo (1)	med (2)	hi (3)	max (4)	$\Sigma f=n$	Σfx	Σfx^2	$\bar{X} = \frac{\Sigma fx}{n}$
39	1	4	5	7	-	17	35	87	2.05882
40	1	4	7	5	-	17	33	77	1.94118
41a	1	5	2	9	-	17	36	94	2.11765
41b	1	4	4	8	-	17	36	92	2.11765
GROUP TOTAL	4	17	18	29	-	68	140	350	2.05882 (\bar{X})

$$\sigma^2 = .92186$$

$$\sigma_0 = .96014$$

$$R (\bar{X})$$

$$\sigma_m = .23287 \quad . \quad . \quad . \quad (1.60239, 2.51525)$$

Over-All Usefulness
(Items 54-61)

Items	no (0)	lo (1)	med (2)	hi (3)	max (4)	$\Sigma f=n$	Σfx	Σfx^2	$\bar{X} = \frac{\Sigma fx}{n}$
54	-	-	8	7	3	18	49	143	2.72222*
55	1	4	8	4	1	18	36	88	2.00000
56	1	3	4	7	-	15	32	82	2.13333
57	-	6	2	7	1	16	35	93	2.18750
58	2	2	5	4	-	13	24	58	1.84615
59	2	2	3	6	-	13	26	68	2.00000
60	-	4	2	7	-	13	29	75	2.23077
61	-	5	1	6	1	13	29	79	2.23077
GROUP TOTAL	6	26	33	48	6	119	260	686	2.18487 (\bar{X})

*Significant at the 95% confidence level.

$$\sigma^2 = .99943$$

$$\sigma_0 = .99972$$

$$R (\bar{X})$$

$$\sigma_{m18} = .23504 \quad . \quad . \quad . \quad (1.72410, 2.64546)$$

$$\sigma_{m16} = .24930 \quad . \quad . \quad . \quad (1.69242, 2.67350)$$

$$\sigma_{m15} = .25746 \quad . \quad . \quad . \quad (1.68022, 2.68952)$$

$$\sigma_{m13} = .27657 \quad . \quad . \quad . \quad (1.64286, 2.72695)$$

Compared To Other Education
(Items 62-65)

Items	no (0)	lo (1)	med (2)	hi (3)	max (4)	$\Sigma f=n$	Σfx	Σfx^2	$\bar{X} = \frac{\Sigma fx}{n}$
62	-	2	10	4	2	18	42	110	2.33333
63	-	1	8	9	-	18	44	114	2.44444
64	-	1	5	12	-	18	47	129	2.61111
65	-	1	5	11	1	18	48	136	2.66667
GROUP TOTAL	-	5	28	36	3	72	181	489	2.51389 (\bar{X})

$$\sigma^2 = .47868$$

$$\sigma_0 = .69187$$

$$R(\bar{X})$$

$$\sigma_m = .16307 \quad . \quad . \quad . \quad (2.19426, 2.83351)$$

Compatibility to Higher Education
(Items 66-67)

Items	no (0)	lo (1)	med (2)	hi (3)	max (4)	$\Sigma f=n$	Σfx	Σfx^2	$\bar{X} = \frac{\Sigma fx}{n}$
66	-	1	5	9	2	17	46	134	2.07059
67	-	3	4	10	-	17	41	109	2.41176
GROUP TOTAL	-	4	9	19	2	34	87	243	2.55882 (\bar{X})

$$\sigma^2 = .61765$$

$$\sigma_0 = .78591$$

$$R(\bar{X})$$

$$\sigma_m = .19061 \quad . \quad . \quad . \quad (2.18522, 2.93242)$$

APPENDIX L

WRITE-IN RESPONSES BY CATEGORIES

Expectations (Items 27, 28, 29)

OR: Organization Renewal, Change, OD

Develop new insight into renewal process. Organization renewal. Understand renewal. Learn to identify blocks to OD. A possible renewal process. Theory of Organization Renewal. Apply renewal to target group. Understand renewal process. Learn to effect organization change. Ability to create change. Techniques for implementing process. Learn to deal effectively with blocks to OD. Learning experience in organization renewal.

Mg: Management Ability, Skills

Management philosophy. Decision-making. Improve management ability. Leadership potential. Personnel problem discussion. Problem-solving. Ability to up-grade my organization. Communication. Information on how to become a more effective administrator.

SD: Self-Development

Personal renewal. Relate to a variety of organizations. Ideas from others. Ability to apply to other organizations with genuine effectiveness. To evaluate my ability to work as an individual within a group.

GD: Group Development

Group task approach. Increase interaction.

LT: Lippitt, trainer

Get to know Dr. Lippitt better. To benefit from face-to-face dialogue with Lippitt in small conversation groups.

Mo: Model

Model as a guide. To encounter an organization model.

Di: Diagnosis

Analyze learning event design of an expert.

Mi: Miscellaneous

To observe my peers as they worked with people and specific tasks. Learn more of community college system of North Carolina.

Most Useful Results To You (Items 30, 31, 32)

OR: Organization Renewal, Change, OD

Awareness of change. Organization renewal. A possible plan for renewal. Provided tools for step-by-step analysis toward organization renewal. Stimulator for organization leadership possibilities. Survey of organization renewal precepts. Cope with organization change. Initiation of renewal effort. See change occur. Gained insight into organization renewal process.

Mo: Model

Helpfulness of a model. Learning event design analysis. Training format. Training methods. Model for work group activity. Could apply Lippitt's model to Loomis, etc. Model development.

GD: Group Development

Training in group effectiveness. Group problem-solving. Achieve group cohesion. Feeling we are not alone with our problems. Work within organization.

So: Social

Got to know eighteen people better and understand their problems. Discussing problems of community colleges with the administrators in one-to-one situations as during coffee breaks. Social contacts. Better acquaintance with persons in similar organizations. Association with others.

SD: Self-Development

Helped me better to see my role in my own organization. Greater insight into myself as a person. Awareness. Motivation. Has helped in my studied. Will be of help when I return to work.

Di: Diagnosis

Able to identify administrative problems. Instruments to evaluate self and organization analysis. An appreciation for consultants and bringing in "outsiders" to look at ourselves. Problem diagnosis. Presented me with a new way of looking at organizations.

Mi: Miscellaneous

Materials, book, etc. Use of theories. Research evidence to reinforce lectures.

LT: Lippitt, trainer

Exposure to the lectures and personality of Lippitt. Lippittology.

Least Useful Results To You (Items 33, 34, 35)

Mg: Management Ability, Skills

Most of this was already known, but would be good for review, or new administrators. Ability to make discriminating choices as to priority factors in decision-making. Ability to recognize true leadership qualities in others.

Di: Diagnosis

Develop evaluation criteria. It is difficult to diagnose when not directly involved in an organization.

So: Social

New friends.

GD: Group Development

Improve group communications.

I: Incomplete Coverage

I couldn't apply what I had learned except in classwork.

OR: Organization Renewal, Change, OD

Learned to initiate organization renewal.

SD: Self-Development

Feeling of security about my own ability as a leader; no difference.

R: Relevance to Education

Job-oriented problem experiences.

Mi: Miscellaneous

Vocabulary

Changes in Attitudes, Perspectives, Behavior
(Items 36, 37, 38)

OR: Organization Renewal, Change, OD

Greater appreciation for the problems involved in change. Better understanding of necessity of following proper steps in change processes. Organization-centered approach as opposed to individual. Motivation towards OR. Faith in organizations for change rather than status-quo procedures. Belief that involvement of total organization is necessary for organizational renewal. More optimistic about future of organization life. See the benefit of a renewal stimulator in helping an organization.

HR: Human Relations

Appreciation of other's point of view. Greater appreciation of the human factors (or human frailty). Human beings are important again. Have greater appreciation for importance of involvement of all members of our organization.

Mg: Management Ability, Skills

Compromise. Use of conflict as opposed to control. Greater ability to perceive situation through signal problem. Goal-directed behavior for organizations. Greater appreciation toward CONFRONTATION.

SD: Self-Development

Become more open. Very little. Awareness.

Action Steps You May Have Implemented Partly As A
Result Of ITORP Training (Items 42, 43, 44)

R: Relevance To Education

Recommended course in consumer education for all high schools. I used Lippitt's aids in a class. Serving as a member of Advisory Council and evaluation team for federal programs. Serving now as a member of a curriculum study committee. Presented a report to institution formerly associated with concerning workshop.

Mg: Management Ability, Skills

Organized total organization for policy and decision-making purposes. Used ideas in workshop on problem-solving.

GD: Group Development

Allow more active part to subordinates. Encourage group participation.

OR: Organization Renewal, Change, OD

Used renewal ideas with committees I am on. Organizational renewal was topic for a paper I wrote in relation to needs.

Most Critical Problems of Institutions
(Items 45, 46, 47)

Mg: Management Ability and Skills

Personnel. Internal communications. External communications. Communications. Communication barriers. Public information. Better public image. Money. Operating funds. Autocratic leadership. Lack of leadership. Structure. Too highly structured. Lack of understanding of job motivation. Inadequate use of human resources. Coordination.

OR: Organization Renewal, Change, OD

Innovations. Lack of the organization view. Innovation. Planning for up-dating curriculum without upheaval. Organization identity. Lack of full understanding of OR.

GD: Group Development

Too many splinter groups within organization. Group change. Lack of systematic linkage among sub-groups. Non-active participation.

R: Relevance to Education

Offering courses that address themselves to contemporary issues. Using teaching methods that get results for today's students.

Mi: Miscellaneous

Creativity. Practiced avoidance. Student overload.

HR: Human Relations

Lack of trust. Human relations among all employees.

Most Useful Results To Institutions
(Items 48, 49, 50)

OR: Organization Renewal, Change, OD

At least one person is more aware of processes of renewal: other may already be aware. Provided a more orderly system for bringing about changes, better innovations. I saw how this type of planning session could revitalize the one we have. Appreciation of renewal process of organization growth. Generally a faithful feeling toward organization renewal.

Mg: Management Ability, Skills

Better training in use of certain skills and techniques. Greater communication.

GD: Group Development

Group interaction. Modified our committees.

Di: Diagnosis

Effective way to look at organization problems. Gave opportunity to compare approaches to problems.

R: Relevance to Education

Have used these ideas in class, committee meetings, etc.

SD: Self-Development

Stimulator to the members who attended.

Least Useful Results Institutions
(Items 51, 52, 53)

I: Incomplete Coverage

Problem situations set up were too superficial to achieve depth in problem-solving. Attitude toward renewal was already present; too little substance for those who are already "ready."

R: Relevance to Education

Not enough persons from my institution to work on a real problem.

Mi: Miscellaneous

Greater creativity.

Follow-Up Recommendations (Item 72)

GD: Group Development

Similar sessions for administrative teams. We need eventually to take all members of the organization through this process. Include faculty and students. Train faculty and administration within same institution.

LT: Lippitt, trainer

Trainer may need to serve as consultant at every meeting. We need a consultant to work with on a continuing basis.

TS: Time Schedule

More lenient pace so information will have a chance to sink in.

Mi: Miscellaneous

Follow-up for new administrators.

Blocks to Implementing ITORP
(Items 73, 74, 75)

OR: Organization Renewal, Change, OD

ITORP not that impressive. Lack of desire to change. Individual goals vs. institutional goals. Basic disbelief in any real improvement. Lack of understanding in total organization of processes needed for renewal. Lack of interest in real change and working together for change.

Mg: Management Ability, Skills

Communications. A highly structured top administrator. Strong top leadership control. I'm not in an administrative position. Time and money.

R: Relevance to Education

Right now I'm too removed, but my return can't be coupled with immediate renewal process. Maintenance of effort. Transfer from workshop to work situation. Not directly applicable to educational institutions.

GD: Group Development

Other staff members not informed. Not willing to open-level.
Others not familiar with purpose.

Mi: Miscellaneous

Lack of training. College cannot afford the luxury of special sessions for staff. Too much a two-sided organization; one side theory, the other practical. Pig-headedness. Complexity of relationships to other units. Lack of administrator interest and commitment.

Over-All Recommendations
(Items 72, 76 and Comments, Section I-V)

R: Relevance to Education

More examples in films and instruments on higher education problems. Revision of all materials to make them directly applicable to junior and senior colleges. Difficult at times to relate to specific organization. Work more with North Carolina variables. More practical application needed. Instruments did not apply well to target group. Instruments would rate higher if directly related to education. Films in an education setting would help. Needed to be related more to participants. It should be designed for educators when used with educators. In some cases could have been related to educational institutions.

TS: Time and Schedule

Get rid of those long films; they're dull. More time for practical application. Need more time to consider and reflect. Workshop should be developed into a quarter or a semester course. More time needed. Some of the practical experiences seemed to drag. Not enough time to go deep enough. Not enough time. Need more alone time. Too short. More lenient pace so info will have a chance to sink in.

LT: Lippitt, trainer

G. Lippitt is the drawing card; he could have made a real contribution to the small groups, but he wasn't there. He should have been more available to us. Cut back on Lippitt's comics and get the participants more involved. I think Gordon is great, but almost overwhelming in "HOT DAMN," that bit. His ideas, book and other program characteristics are very positive; I kept asking, "Is he serious?" More involvement of instructor with individuals for consultation and evaluation. Trainer may need to serve as consultant at every meeting. We need a consultant to work with on a continuing basis.

I: Incomplete Coverage

Prior study of material. More formal structure, assignments, evaluation of participants, etc. Too many variables not considered. Incomplete follow-up (on tasks). Too often tasks were too vague to evaluate.

GD: Group Development

Similar sessions for administrative teams. We need eventually to take all members of the organization through this process. Include faculty and students. Train faculty and administration within same institution.

OR: Organization Renewal, Change, OD

When enough people have read the book and ITORP sessions have been around longer, it should implement itself.

SD: Self-Development

Self-evaluation was not stressed.

Mi: Miscellaneous

Follow-up for new administrators.

APPENDIX M

COMPARATIVE RESPONSES OF ADMINISTRATORS AND FACULTY
TO RATING SCALE ITEMS

The total group of eighteen was composed of North Carolina Community College administrators and related personnel. A division of the total group into two sub-groups was possible--twelve full-time administrators and six faculty members. The latter was composed of members of the Department of Adult and Community College Education, North Carolina State University, i.e., two faculty members who also had some administrative duties, and four doctoral interns in administration with prior administrative experience.

The following tables indicate that the faculty sub-group (N = 6) rated ITORP higher than did the administrators (N = 12) on all but two of the forty-four rating scale items. Administrators rated the achievement of one objective higher than did the faculty: "Learn how to initiate and develop organization renewal" (E.I.'s of 2.67 vs. 2.33). Administrators and faculty rated ITORP equally compared to graduate courses (E.I. = 2.33).

Speculative explanations for the higher ratings by faculty include:

1. Faculty may tend to have more confidence in training programs as instruments for improving institutions than do administrators.
2. Faculty may have reflected a vested interest in formal instructional processes, i.e., ITORP.
3. Administrators may have reflected a vested interest in preserving present administrative processes.
4. Faculty may be more aware of and receptive to the need for administrative change than are administrators.

THE DEGREE TO WHICH THE TEN ITORP OBJECTIVES WERE MET
(ITEMS 1-10) BY E.I. - EFFECTIVENESS INDEX

	Administrator	Faculty
A model for understanding/applying organization renewal	2.58	2.67
Understand/diagnose growth potential of organization	2.17	2.17**
Apply confrontation, search, coping to organization communication. . .	2.50	2.83
A model to evaluate ability to confront, search, cope with change process	2.42	2.67
Ability to diagnose teamwork.	2.00**	2.33
Provide data to evaluate role as team member.	2.25	2.33
An experience in diagnosing job-related change project.	2.17	2.33
Diagnose/understand need for change	3.08*	2.50
Learn how to initiate/develop organization renewal.	2.67	2.33
To function within an action approach to organizational leadership	2.33	3.00*
<u>Average: ITORP objectives group</u>	<u>2.41</u>	<u>2.52</u>

* Highest Rating
** Lowest Rating

THE DEGREE TO WHICH ITORP COMPONENTS CONTRIBUTED TO OBJECTIVES
(ITEMS 11-26) BY E.I. - EFFECTIVENESS INDEX

	Administrator	Faculty
Instruments, as a group	2.17	2.33
Films, as a group	2.67	2.83
Articles, as a group.	1.50**	2.00**
Text, (<u>Organization Renewal</u>).	1.92	2.83
Schematic OD model.	2.25	2.50
Trainer-Instructor.	3.00*	3.67*
Total-group meetings.	2.42	2.83
Sub-group meetings.	2.18	2.60
Triad meetings	2.18	2.83
Diad meetings.	2.00	2.75
Social time.	2.58	2.50
Alone time	1.60	2.00**
ITORP tasks	2.08	2.67
Group effectiveness processes	2.42	2.83
Content material.	2.50	3.00
Five-session format	2.50	3.00
<u>Average: ITORP components group .</u>	<u>2.25</u>	<u>2.69</u>

* Highest Rating

** Lowest Rating

EFFECTIVENESS OF ITORP WITH PARTICIPANT'S INSTITUTIONS
(ITEMS 39-41b) BY E.I. - EFFECTIVENESS INDEX

	Adminis- trator	Faculty
As an aid in diagnosing administrative problems	1.75	2.80
As an aid in resolving administrative problems	1.83*	2.50**
Motivated to implement ITORP immediately after training	1.73**	2.83*
Motivated to implement ITORP at present	1.73**	2.83*
<u>Average: effectiveness with institutions</u>	<u>1.76</u>	<u>2.74</u>

* Highest Rating

** Lowest Rating

OVER-ALL USEFULNESS OF ITORP (ITEMS 54-61)
BY E.I. - EFFECTIVENESS INDEX

	Adminis- trator	Faculty
To you as an individual	2.58*	3.00*
The administration of your institution	1.75	2.40**
The administration of the North Carolina community college system	1.80	2.80
Administration of 2-year colleges	1.80	2.83
Administration of 4-year colleges	1.29**	2.50
Administration of universities	1.57	2.50
Administration of public higher education	1.86	2.67
Administration of private higher education	1.86	2.67
<u>Average: over-all usefulness</u>	<u>1.81</u>	<u>2.67</u>

* Highest Rating

** Lowest Rating

COMPATIBILITY OF ITORP TO HIGHER EDUCATION
(ITEMS 66-67) BY E.I. - EFFECTIVENESS INDEX

	Administrator	Faculty
ITORP goals and objectives	2.54*	3.00*
ITORP methods	2.36**	2.50**
<u>Average: compatibility of ITORP with higher education</u>	<u>2.45</u>	<u>2.75</u>

* Highest Rating
** Lowest Rating

USEFULNESS OF ITORP TO ADMINISTRATORS COMPARED TO OTHER TYPES
OF EDUCATION (ITEMS - 62-65) BY E.I. - EFFECTIVENESS INDEX

	Administrator	Faculty
Graduate credit courses in administration	2.33	2.33**
Other non-credit courses in administration	2.25**	2.67
Professional association meetings and conferences	2.42	2.83*
Independent study and reading in administration	2.58*	2.83*
<u>Average: usefulness compared to other education</u>	<u>2.40</u>	<u>2.67</u>

* Highest Rating
** Lowest Rating

ARE FOLLOW-UP PROCEDURES NEEDED TO IMPLEMENT ITORP IN HIGHER EDUCATION ADMINISTRATION
(ITEMS 68-71)

	Administrator		Faculty	
	Yes	No	Yes	No
Additional ITORP sessions for participants	6 - 86%	1 - 14%*	5 - 83%	1 - 17%
ITORP training for more individuals from the same institution	6 - 75%	2 - 25%	4 - 67%	2 - 33%**
ITORP training for teams from the same institution	7 - 70%	3 - 30%**	5 - 82%	1 - 18%
Periodic consultation by an ITORP instructor-trainer	7 - 78%	2 - 22%	6 - 100%	0 - 0*
<u>Average: follow-up procedures group.</u>	26 - 76%	8 - 24%	20 - 83%	4 - 17%

* Highest Rating
** Lowest Rating

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