GBA (S6) 03
Exam. Code: OD

Organizational Development

(HRM Specialisation)

SEMESTER - VI

BUSINESS ADMINISTRATION

BLOCK - 2

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ORGANIZATIONAL DEVELOPMENT

(HRM Specialisation)

Block 2

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BLOCK INTRODUCTION

This is the second block of the course 'Organizational Development'. The Block is divided into 7 units which are related to the differnt concepts of Organizational Development and its various model.

This block comprises of the eight unit is about process organizational development following seven units:

The ninth unit introduces us to various types of model in OD like Transtheoretical Model (TTM), Process of Change, Burke-Litwin Model of Organizational Change,ADKAR Model,McKinsey 7s Model and Ronald Lippitt, Jeanne Watson and Bruce Westley Change Model

The tenth unit gives us a broad idea on the concepts of OD Interventions, Team Interventions, Inter-group Development Intervention,Third party peace-making Intervention, Comprehensive Intervention and Structural Interventions

The eleventh unit gives us an idea on the Concept of Role Playing, Sensitivity Training,Team Building Interventions, Transactional Analysis, Process Consultation Interventions, Third-Party Interventions, Role Analysis Technique, Job Evaluation and Job Redesign

The twelvlth unit will help us in knowing Concept of Meaning of Team, Importance of Team, Characteristics of a Team, Types of Team, Importance of Team Building and Managing effective team

The thirteenth unit gives us a broad idea on Sensitivity or T group training, Behavioural Modelling, Career Planning Intervention, Coaching and Mentoring.

The forteenth unit will help us in understanding the Organisational Consultants and the client system, Entry and Contracting, Consultant Client Relationship, Implication's for Consumer Behaviour, Dependency issue and Terminating the Relationship and Ethical Standards in O.D.

The fifteenth unit gives us an idea on Concept of Fundamental Strengths of OD, OD's Future, Leadership and Values, OD Training.

The Block is devided into eight units:

UNIT 8: Process of Organizational Development

UNIT 9: Organizational Development Models

UNIT 10: OD Interventions

UNIT 11: Process of OD Interventions

UNIT 12: Teams and Team Building

UNIT 13: Training Experiences

UNIT 14: Issues in Consultant-Client Relations

UNIT 15: The Future of OD.

UNIT 8: PROCESS OF ORGANIZATIONAL DEVELOPMENT

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Process of Organizational Development

8.4 Diagnosis Process

8.5 The Six-Box Model

8.6 Third-Wave Consulting

8.7 Phases of OD Programs

8.8 Model for Managing Change

8.9 Let Us Sum Up

8.10 Further Reading

8.11 Answers To Check Your Progress

8.12 Model Questions

8.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- learn the diagnosis Process
- explain the Six-Box Model
- describe the Phases of OD
- recognize the model for managing change

8.2 INTRODUCTION

In this unit you will get some idea about the process of Organizational development.Also you will get some idea on the diagnosis process of OD. All OD programs have three components: **diagnosis, action** and **program** management. We will also discuss in this unit Six-Box Model, the phases of OD and the model for managing change.

8.3 PROCESS OF ORGANIZATIONAL DEVELOPMENT

The process of OD refers to the way OD efforts work for a given objective. The OD process is complicated and it takes long time to complete the process.

The process of OD is composed of: a) Data gathering and organisational diagnosis, b) Action intervention, and c) Process maintenance.

Data collection and diagnosis are an extensive task in the OD process. It involves data collection pertaining to a problem area. Action interventions are the techniques which are appropriately chosen for use in implementation stage of the OD process. Process maintenance is a management component which ensures the on going progress to avail the OD benefits in future.

The process of OD consists of the following steps :

- **Initial Diagnosis :** If it is recognized that there are some inadequacies within organisation which can be corrected by OD activities, it is necessary to find out the professional and competent people within the organisation to plan and execute OD activities.The services of the outside consultants can also be taken to help in diagnosing the problems and developing OD activities. The consultants adopt various methods including interviews, questionnaires, direct observation, analysis of documents and reports for diagnosing the problem.
- **Data Collection :** Survey method is used to collect the data for determining organisational climate and identifying the behavioural problems creeping in the organisation.
- **Data Feedback :** Data collected are analysed and reviewed by various work groups formed for this purpose in order to mediate in the areas of disagreement or confrontation of ideas or opinions.
- **Selection of Interventions :** The interventions are the planned activities that are introduced into the system to accomplish desired changes and improvements. At this stage, the suitable interventions are to be selected and designed.

- I**mplementation of Interventions:** The selected intervention should be implemented. Interventions are to be implemented steadily as the process is not a one shot, quick cure for organisational malady. At the same time, it achieves real and lasting change in the attitudes and behaviour of employees.
- **Action Planning and Problem Solving :** Groups prepare recommendations and specific action planning to solve the specific and identified problems by using the collected data .
- **Team Building :** The consultants encourage the employees throughout the process to form into groups and teams by explaining the advantages of the teams in the OD process.
- **Inter-group Development :** The consultants encourage the intergroup meetings, interaction etc. after the formation of groups/teams.
- **Evaluation and follow up :** The organisation evaluates the OD programmes, find out their utility, develop the programmes further for correcting the deviations. The consultants help the organisation in this respect.

8.4 DIAGNOSIS PROCESS

OD is data-based activity. One of the characteristics of OD is the reliance on valid information about current problems and possible opportunities for improvement. The diagnosis provides a starting point (a set of current conditions) and the change objective (an ideal or desired set of conditions). The diagnosis is made of the various sub-elements that make up the organization. These include the division, departments, products, and the relationship between those interacting elements.

The second area of diagnosis is based on organizational process. These include communication networks, group problem solving, decision-making, leadership and authority styles, goal setting and planning methods, and the management of conflict and competition.

Diagnosis is a systematic approach to understanding and discussing the present state of the organization. The purpose of the

diagnostic phase is to specify the nature of the exact problems requiring solutions, to identify the underlying causal forces, and to provide a basis for selecting effective change strategies and techniques. The outcome of a weak, inaccurate, or faulty diagnosis will be a costly and ineffective program. Organization diagnosis then, involves the systematic analysis of data regarding the organization structure and culture with the intention of discovering problems and areas of improvement.

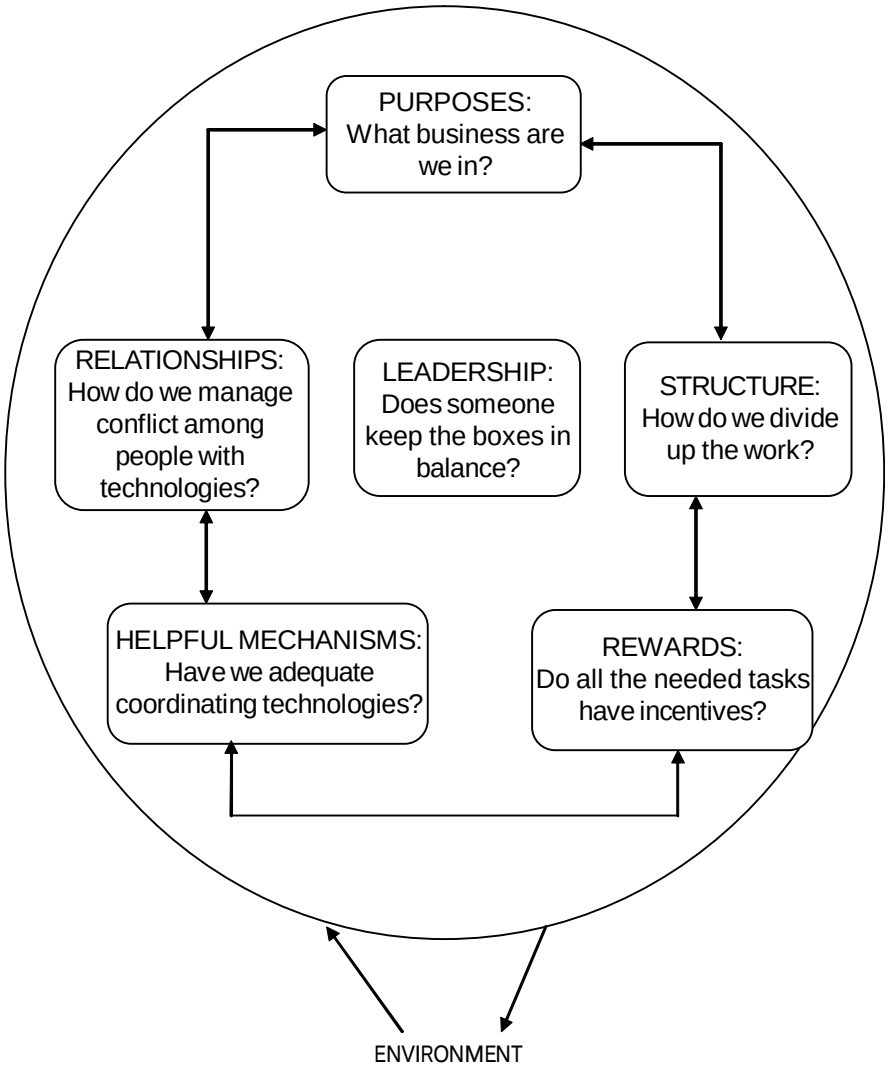
8.5 THE SIX-BOX MODEL

An important diagnostic tool is Marvin Weisbord's Six-Box Model, a diagnostic framework published in 1976, and widely used by OD practitioners. This model tells practitioners where to and what to look for in diagnosing organizational problems. As shown in Fig 3.1, Weisbord identified six critical areas – **purposes, structure, rewards, helpful mechanisms, relationships,** and **leadership** – where things must go right if the organization is to be successful. Practitioners use this model as a cognitive map systematically examining the processes and activities of each box, looking for signs of trouble.

Assume that an organization has problem with one of its products. These problems will have their causes in dysfunctional processes located in one or more of the six boxes in Fig 3.1 below. The problem could be caused by ill-advised structures, poor leadership, unclear purpose or purpose at variance with the product, lack of helpful mechanism, and so on. The six box model is a simple but powerful diagnostic tool.

According to Weisbord, the consultant must attend to both the *formal* and *informal* aspects of the box. The formal system defines the official way things are supposed to happen; the informal system is the way things really happen. The formal/informal distinction, that is, what's supposed to happen versus what is really happening, is a powerful element of OD practice theory and one of the secrets to understanding organizational dynamics. Weisbord recommends a thorough diagnosis, looking at multiple boxes, before choosing intervention.

Fig 3.1 The Six-Box Model





CHECK YOUR PROGRESS

Q 1: Fill in the blanks:

a. The Six-Box Model was developed by.....

b. OD is ..... based activity

c. The second area of diagnosis process of OD is based on..... process.

d. According to Weisbord, the consultant must attend to both the formal and ..... aspects of the Six-box Model.

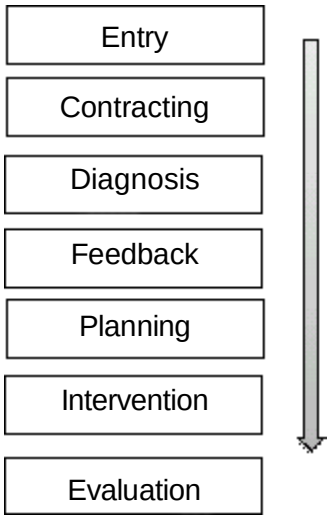
e. The formal system of Six-Box Model defines the ..... way of managing the things.

8.6 THIRD-WAVE CONSULTING

About ten years after the six-box model appeared, Weisbord wrote an article titled, "Toward third-Wave Managing and Consulting", in which he reconsiders diagnosis and intervention. "Third-Wave" refers to the assertion by the futurist Alvin Toffler that the world has progressed through the agriculture revolution (the first wave) and the industrial revolution (the second wave), and is poised on the brink of an information and technological revolution (the third wave), in which the hallmark will be rampant change in virtually all institutions of society. Weisbord believes that this requires new paradigms for managing and consulting. He no longer likes a problem-centered, "sickness" model of organizational diagnosis in which the diagnosis leads to a list of problems, and interventions are designed to cure the problems. Instead, he prefers to focus on "wellness", to help people achieve their desired future and to create workplaces that have meaning and community. Operationally, this means moving from a view of consultant as an expert on diagnosis and intervention, to a view of the consultant as a stage manager of events to help people do what they are trying to do.

8.7 PHASES OF OD PROGRAMS

OD programs follow a logical progression of events – a series of phases that unfolds over time. An important part of managing an OD program well is to execute each phase well. Waener Burke describes the following phases of OD program:



Entry represents the initial contact between the consultant and the client; exploring the situation that led the client to seek a consultant; and determining whether the problem or opportunity, the client and the consultant constitute a good match. ***Contracting*** involves establishing mutual expectations reaching agreement on expenditures of time, money, resources, and energy; and generally clarifying what each party expects to get from the other and give to the other. ***Diagnosis*** is the fact finding phase, which produces a picture of the situation through interviews, observations, questionnaires, examination of organization documents and information, and the like. ***Feedback*** represents returning the analyzed information to the client system; the client exploring the information for understanding, clarification, and accuracy. ***Planning Change*** involves the clients deciding what action steps to take based on the information they have just learned. Alternative possibilities are explored; plans for action are selected and developed. ***Intervention*** implements sets of actions designed to correct the problems or seize the opportunities. ***Evaluation*** represents assessing the effects of the program.

These phases are straightforward and logical in description, but in practice they often overlap a great deal and look more like an evolving process than a linear progression.



CHECK YOUR PROGRESS

Q 2: Name the different phases of OD.

.....

8.8 MODEL FOR MANAGING CHANGE

One way to think about managing OD programs is to ask the question: What are the key ingredients in successful change efforts? Cummings and Worley have identified five sets of activities required for effective change management (1) motivating change, (2) creating a vision, (3) developing political support, (4) managing the transition, and (5) sustaining momentum. These activities are shown in Fig 3.2

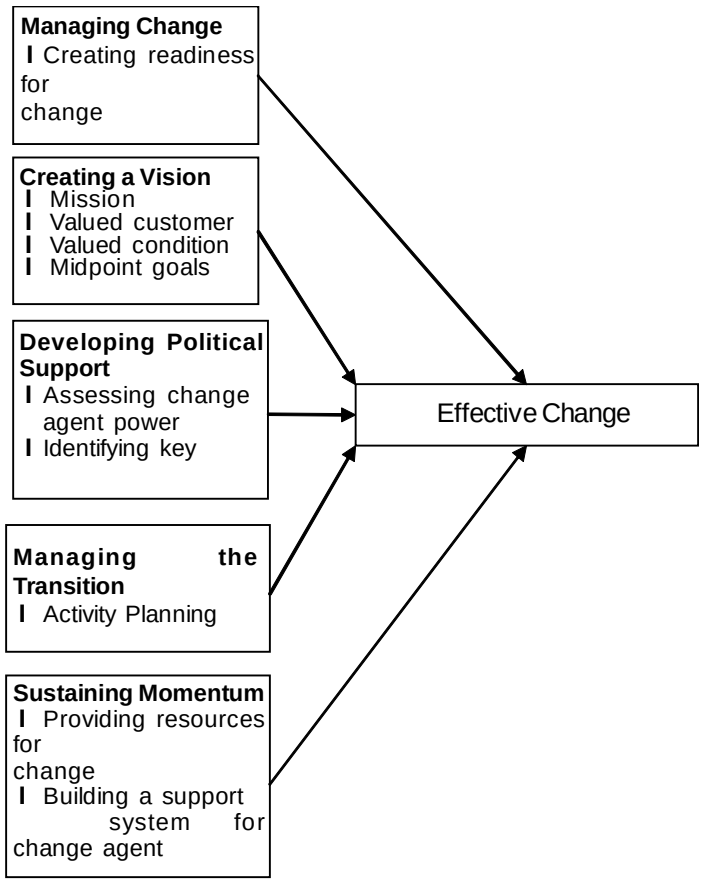


Fig 3.2: A Model for Managing Change

1. The first step is*, **creating readiness** to change*, that is, getting people to want to change, to believe change is necessary, and to commit to abandoning the status quo for an uncertain future. The next set of activities, *overcoming resistance to change*, is achieved through three methods: dealing empathetically with feelings of loss and anxiety, providing extensive communication about the change effort and how it is proceeding, and encouraging participation by organization members in planning and executing the change.
2. Creating a ***vision*** provides a picture of the future and shows how individuals and groups will fit into that future. The mission, values, and conditions provide tangible goals to which organization members can direct their energies.
3. ***Developing political support*** is critical in successful change efforts. Powerful individuals and groups must be convinced that the change is good for them or at least will not significantly harm them, or else they will resist and even sabotage the efforts.
4. Activities relating *to **managing the transition*** are also extremely important. Change effort move through three states: the current state, the transition state, and the desired future state and these three sets of activities needs to be managed properly.



8.9 LET US SUM UP

- The process of OD consists of : Initial Diagnosis, Data Collection, Data Feedback, Selection of Interventions, Implementation of Interventions, Action Planning and Problem Solving, Team Building, Inter-group Development , Evaluation and follow up
- Diagnosis is a systematic approach to understanding and discussing the present state of the organization.
- The purpose of the diagnostic phase is to specify the nature of the exact problems requiring solutions, to identify the underlying causal forces, and to provide a basis for selecting effective change strategies and techniques.

- Six-Box Model tells practitioners where to look and what to look for in diagnosing organizational problems.
- OD programs follow a logical progression of events
  a. Entry
  b. Contracting
  c. Diagnosis
  d. Feedback
  e. Planning Change
  f. Intervention
  g. Evaluation
- Cummings and Worley have identified five sets of activities required for effective change management (1) motivating change, (2) creating a vision, (3) developing political support, (4) managing the transition, and (5) sustaining momentum.



8.10 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.
3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.
4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.



8.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: a) Marvin Weisbord b) data
c) organizational d) informal e) Official

Ans to Q No 2: OD programs follows the following phases of events :
a. Entry
b. Contracting
c. Diagnosis

d. Feedback
e. Planning Change
f. Intervention
g. Evaluation



8.12 MODEL QUESTIONS

Q 1: What is meant by diagnosis process? Explain Weisbord's six-box model as a diagnostic tool.

Q 2: Explain the different steps in the process of Organizational development

Q 3: Discuss the various phases of OD program proposed by Burke.

Q 4: Describe the model of change management proposed by Cummings and Worley.

*** **** ***

UNIT 9 : ORGANIZATIONAL DEVELOPMENT MODELS

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Transtheoretical Model (TTM)

9.4 Process of Change

9.5 Burke-Litwin Model of Organizational Change

9.6 ADKAR Model

9.7 McKinsey 7s Model

9.8 Ronald Lippitt, Jeanne Watson and Bruce Westley Change Model

9.9 Let Us Sum Up

9.10 Further Reading

9.11 Answers To Check Your Progress

9.12 Model Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- learn the different models of behavioural and organizational change
- discuss the different phases of planned change in an organization.
- describe the major factors/ elements in the change process.
- know the elements get affected in the process of planned change.

9.2 INTRODUCTION

In this unit we discuss about the different types of organizational development models. We have already discussed about the concept of organizational development. Organization Development refers to the various ways and procedures to increase the productivity and effectiveness of an organization.Organization Development includes the various techniques which help the employees as well as the organization adjust to changing circumstances in a better way.

In this unit we will discuss the different phases of planned change in an organization, the factors/ elements in the change process and the elements get affected in the process of planned change.

Let us now discuss the models in the following sections.

9.3 TRANSTHEORETICAL MODEL

The Transtheoretical Model (TTM) of behaviour change was developed in early 1980s by Prochaska and Dillemente. This model describes how people change their behaviour. This model proposes that people transition through defined stages in the process of altering problematic behaviour patterns. This theory of change is an integrative theory that assesses an individual's readiness to act on a new healthier behaviour, and provide strategies or processes of change to guide the individual.

Stages of change

According to the TTM, individuals move through a series of stages of change. These stages have been found after more than two decades of intensive research and observation. The main stages of TTM model are briefly discussed below:

1) **Pre- contemplation Stage**: In this stage people are less interested in thinking seriously about changing their present behaviour and are least interested in taking help from others. At this stage people become very defensive about their existing behaviour and don't find any problem in it. At this stage they do not focus on quitting their negative behaviour and always try not to discuss it with others. Important characteristics of precontemplators are resistant, un motivated to discuss anything relating to their behaviour, lack of interest in sharing information and discussion related to targeted health behaviour.
2) **Contemplation Stage:** At this stage people become aware of the consequences of their negative behaviour and become more conscious about their behaviour and start to think about the problem. In this stage they analyse their behaviour in terms of pros and cons and evaluate whether to quit or modify their behaviour. Here they are aware about the

negative aspects of their bad habit and also know the disadvantages associated with it but are in doubt of the long- term benefits of the changed behaviour.

3) **Preparation Stage:** This is a positive stage where individuals take a step forward to move themselves away from the negative aspects of their behaviour towards positive aspects. Here people are motivated to bring change and do away with bad habits and become committed to bring the change.
4) **Action Stage:** At this stage people actively involve themselves in bringing change by adopting different techniques and steps. This is the shortest of all the stages. The amount of time people spend in action varies. This stage completely depends upon the will power of the person concerned. They show their highest commitment and will power in bringing change. At this stage, they also use short-term rewards to sustain their motivation, and their behaviour change efforts in a way that enhances the self confidence.
5) **Maintenance Stage:** Maintenance means maintaining the present positive behaviour and avoiding temptations to return to the previous



Fig:9.1 Transtheoretical Model (TTM) of behaviour change stages

Sourse: valenbv26.wordpress.com/

negative behaviour. The goal of this stage is to maintain a status quo. At this stage people become conscious and try to reformulate the rules of their lives and acquire new skills so that they can avoid the reoccurrence of the previous behaviour. The following is a diagramatic representation of the different stages of Transtheoretical Model (TTM) of behaviour change:

9.4 PROCESS OF CHANGE

The process of change is broadly divided into two categories. The whole process is divided into ten steps. The first five are known as Experiential Processes are primarily used in the early phase of transition. The last five are labelled as Behavioural Processes and are used in the later stage of transition. All the ten steps are discussed below.

i) **Consciousness Raising:** It is concerned with increasing the awareness about the reasons, results and remedial measures ore cures for particular problem behaviour. Measures that can increase awareness include education, feedback, confrontations, media campaigns etc.

ii) **Dramatic Relief:** It increases emotional experiences followed by reduced affect if appropriate action can be taken. Examples of techniques that can move people emotionally are role playing, grieving, media campaigns etc.

iii) **Environmental Re-evaluation:** Here an assessment is done to see how the presence or absence of a personal habit affects the social environment. Important techniques that can be used for such assessment are empathy training, documentaries, family interventions etc.

iv) **Social liberation:** This step is concerned with broadening the social opportunities or alternatives especially for the people who are relatively deprived or oppressed.

v) **Self Re-evaluation:** As the name itself implies, it is concerned with cognitive and affective assessment of one's self image with and without a particular unhealthy habit.

vi) **Stimulus Control:** Here factors for unhealthy habits are removed and prompts for healthier alternatives are added.

vii) **Helping relationships:** It combines caring, trust, openness and acceptance as well as support for healthy behaviour change.

viii) **Counter Controlling:** This step is concerned with adopting healthier behaviours which can stimulate problem behaviours.

ix) **Reinforcement management:** Reinforcement deals with the consequences which results for showing positive or negative behaviour. Healthier or positive behaviour may increase the frequency of positive reinforcement.

x) **Self liberation:** It is the belief that one can change and the commitment and recommitment to act on that belief. Motivation research indicates that people with two choices have a greater commitment than people with one choice.



CHECK YOUR PROGRESS

Q 1: What does the action stage in Transtheoretical Model (TTM) of behaviour change mean.

.....

Q 2: Write the steps in the process of change.

.....

9.5 BURKE-LITWIN MODEL OF ORGANIZATIONAL CHANGE

A useful model for understanding and analyzing organizational change process is the Burke Litwin Change Model. This model establishes the cause and effect relationship. In this model there are twelve organizational elements that determine the change within an organization. This model has been developed by two organizational change consultants, W. Warner Burke and George H. Litwin. The change management model helps in

understanding the different aspects of an organization from the perspective of change. The model reveals the different elements of change and all of them are interconnected and influence each other. It treats the organization as an open system. The different elements of the Burke- Litwin change model are discussed below:

1) **External Environment:** External environment or elements in the environment plays a crucial role in influencing the organization. Any change in the external environment has either direct or indirect influence upon the organization. Examples of external influences may be economic changes, changes in the political scenario, changes in legislation, laws, technology etc. It is important to identify the external environment factors as it can help in understanding its impact upon the organization. It is also important to note here that the organization has no control upon the external environment and must adapt to it.
2) **Mission and Strategy:** Mission is concerned with the organization's long term goals for which it strives to exist and strategy is concerned with the processes adopted for achieving the goals. The mission, vision and strategy of the organization are defined and formulated by the top level management. The management should always check whether its present mission, vision, goals and strategies are supporting each other and whether these suit the position of the employees.
3) **Leadership:** Leadership is concerned with taking initiative and giving direction to the organization. Here managers are responsible for developing, motivating and guiding the employees of the organization for achieving the objectives and facing the challenges. By having an insight and close look into key positions, this can be addressed in the event of a change.
4) **Organization Culture:** Organization culture is related to values, beliefs, assumptions of an organization which governs the behaviour of the people employed there. It includes both explicit and implicit rules, including regulations, practices, principles and manners.
5) **Structure:** Organization structure means the hierarchy of formal relationship that exist within an organization. It includes the authority-

responsibility relationship, communication process, decision centres and control process.

6) **Systems:** System deals with the whole network of mechanism, policy and procedures that help and support the employees in performing their activities in the organization smoothly. Examples of systems may be IT services, customer support services etc. It covers both employees and the organizational activities.
7) **Management Practices:** Management practices are concerned with the behaviour, attitude, initiative and zeal of the managers which helps in implementing the plans and the overall strategy of the organization. Management practices stresses on the way the managers leads the employees, utilisation of the resources at their disposal, relationship between the employees and the managers etc.
8) **Working Climate:** Working climate means the conditions that prevail in the internal environment among the employees. It is an inclusive term and includes mutual cooperation among the employees, comfortableness at work place, mutual relationship and organization's initiatives in making its employees happy.
9) **Tasks and skills:** Tasks and skills show the relationship between the right position and the right employees. It describes the tasks or the job description and the requirements of the job, i.e, job specification and shows whether the job fits with the skills and knowledge of the individual employee.
10) **Individual values and needs:** Individual values and needs are related to the demands and expectations that employees have including remuneration, promotional opportunities, career growth, roles and responsibilities entrusted etc. It is concerned with the opinion of the employees about their work.
11) **Motivational Level**: Motivation is the inner urge to achieve something. It is concerned with inspiring and stimulating the employees to achieve the goals of the organization. It is proven that the more motivated the employees are, the more they are willing to dedicate themselves to the organization.

12) Individual and Organizational performance: Here the performance of both individual employees and the departmental and organizational dimension are considered. It can be measured on the basis of productivity, quality, efficiency, customer satisfaction, turnover etc.

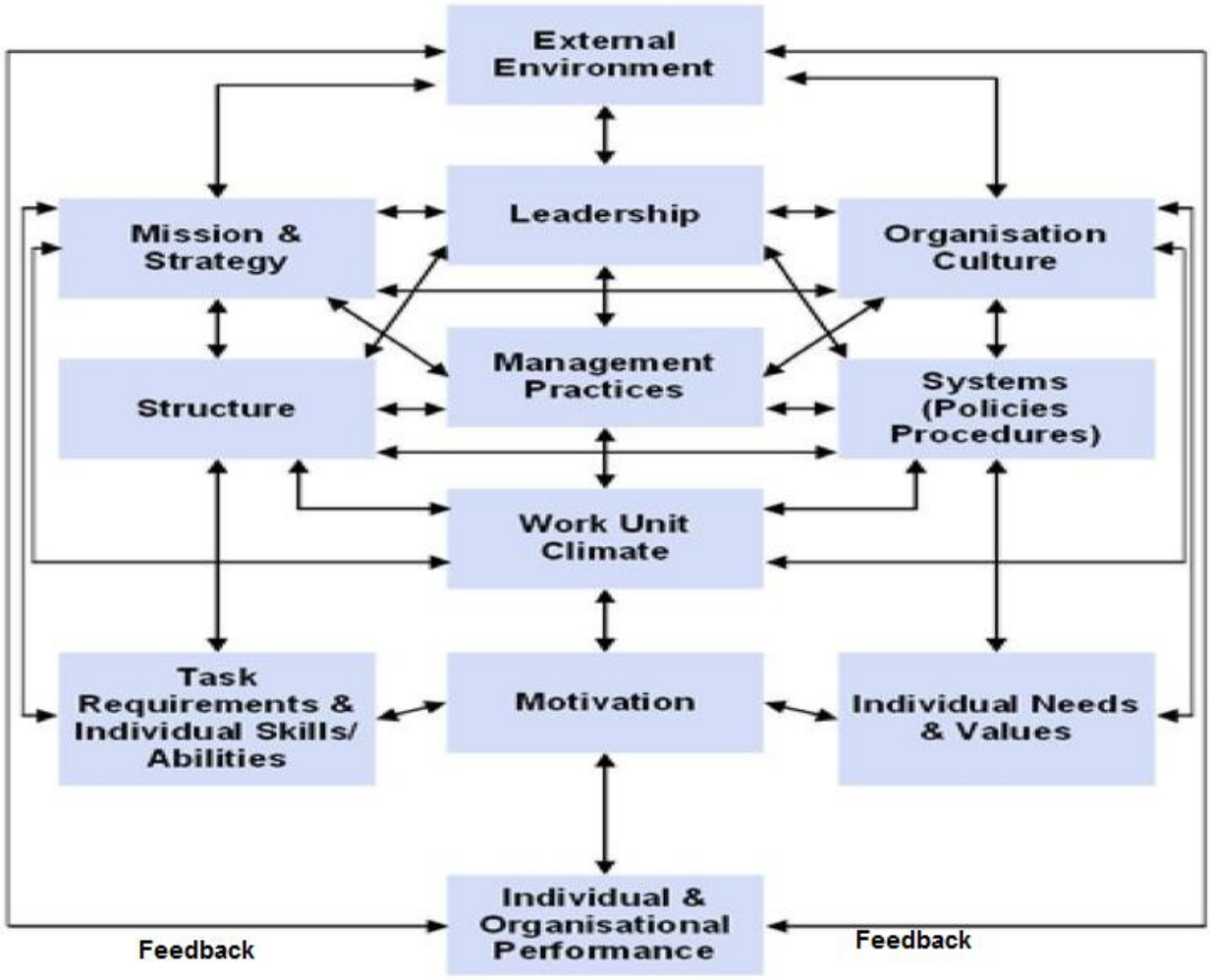


Fig: 9.2 The different elements of the Burke- Litwin change model (source: researchgate.net)

9.6 ADKAR MODEL

The ADKAR model was developed by Jeff Hiatt in the year 2003. The model of change management helps to identify why change is difficult and why some changes succeed while others are unsuccessful. ADKAR is an acronym and the letters stand for:

A- Awareness

D- Desire

K- Knowledge

A- Ability

R- Reinforcement

The ADKAR model was introduced in Prosci as a practical tool which is a renowned change management consultancy and learning centre.

According to the ADKAR model, it is important that when a change is introduced in an organization, everyone affected by the change must understand the reason for the change, as initial resistance towards any kind of change is natural. That is why it is essential that people try and understand the need for the change. Sound and extensive knowledge is the first and foremost precondition for bringing change. It is also necessary that after the change is introduced, it is sustained so that any lapse is prevented.

The major building blocks of the ADKAR model are as follows:-

i) **Awareness:** It is concerned with the employees' level of awareness and consciousness about the need for change.

ii) **Desire:** Desire deals with the level of interest with which the employees participate and support the change.

iii) **Knowledge:** Enhancement of knowledge base about the change and its impact both short-term and long-term helps the employees in understanding the ultimate objective of the change.

iv) **Ability:** Ability means the capacity of the employees to learn new skills and manage their behaviour so that they can adapt to change and accept it.

v) **Reinforcement:** Reinforcement is concerned with giving stimulation so that the positive behaviour is repeated. To sustain change reinforcement is a very essential condition.

Change in any organisation depends upon two pillars. The first one is the organization and the second one is the employees constituting the organisation. Change will be successful if it smoothly takes place in both

the dimensions. If vacuum exist in any of the one pillars, the change would not be successful.

The following diagrammatic representation of the major building blocks:



Fig: 9.3 Major building blocks of the ADKAR model (*Source: www.expertprogrammanagement.com*)

9.7 MCKINSEY 7S MODEL

McKinsey 7s Model was developed by Mckinsey consultants Tom Peters, Robert Waterman and Julien Philips in 1980s. According to this model, there are seven internal factors in an organization which needs to be aligned effectively in order to increase the effectiveness and the efficiency of an organization. The seven elements or factors mentioned in the model are Strategy, Structure, Systems, Shared values, Style, Staff and Skills which are closely knitted together and interconnected with one another.

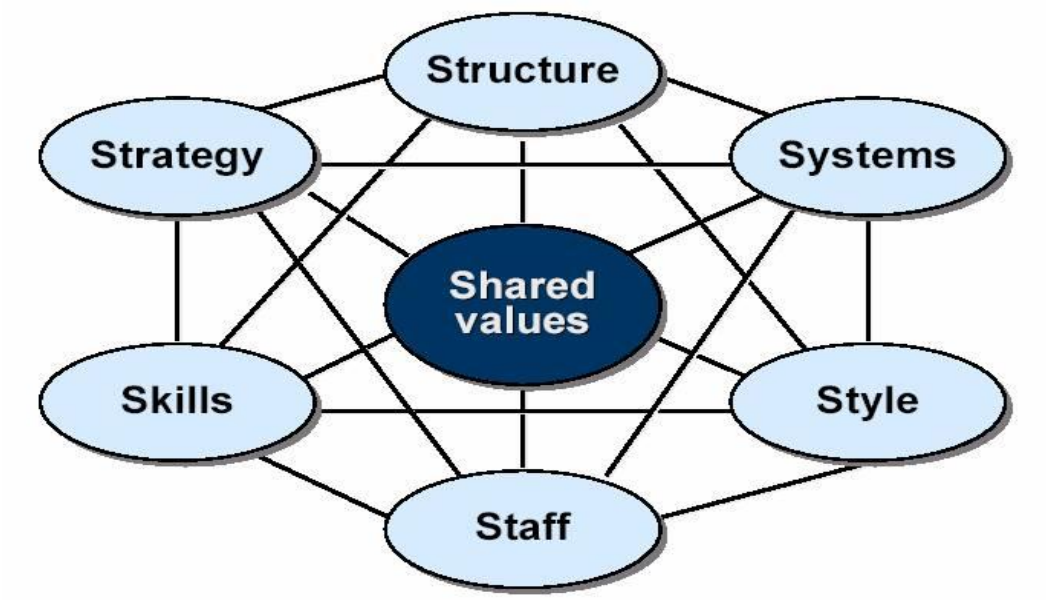


Fig: 9.4 The seven elements of McKinsey 7s Model (source:https:// www.valuebasedmanagement.net/)

In the McKinnsey Model, The seven internal elements of the organization are broadly divided into two areas, soft and hard areas. The soft areas include style, staff, and skills and shared values which are harder to manage but are the foundation of the organization and are more likely to create and sustain competitive advantage. The seven elements or factors of the model are discussed one by one.

1) **Strategy:** Strategy is basically a plan formulated by an organization to achieve competitive advantage and achieve its goals. For successfully competing in the market, formulation of effective and strong strategy is very essential. Strategy should be formulated keeping in mind the vision, mission and values of the organization. According to the 7s model even a well articulated; formulated and strong strategy will fail, if it is not well aligned with the other six elements of the model.
2) **Structure:** Structure deals with the formal hierarchy of relationship between various positions which exist in an organization. It shows the flow of communication and the information relating to who is accountable to whom. It is one of the most visible and easy to change elements in the framework.

3) **Systems:** It deals with the processes and procedures of the company which reveal business daily activities and how decisions are made. Systems are basically concerned with those areas which determine how business is to be done and what are the main focus areas and decision centres of the organization.
4) **Skills:** Skills are directly related to the human resources of the organization. It means the abilities, capacities, capabilities and competencies of the employees of the organization. During change process, the question often arises of what skill the company need to reinforce in its new strategy and structure.
5) **Staff:** The element represents the number and type of human resources in the organization. How they are recruited, selected, trained, motivated and rewarded by the organization.
6) **Style:** Style here refers to the management style of the organization's leaders or the leadership style. It is directly related to the way the managers lead their team, interact with the employees and the actions they take in managing their organization.
7) **Shared values:** This is the core element of the McKinsey's 7s model. Values are the foundation of every organization. They are the minimum norms and standards that guide the behaviour of the employees.

9.8 RONALD LIPPITT, JEANNE WATSON AND BRUCE WESTLEY CHANGE MODEL

This model was developed by Ronald Lippitt and his associates and the basis of the model is Lewin's three stage model of organizational change. This model expands Lewin's (1951) theory to a seven step change process and concentrates on the role of the leader or change agent in the change process. It emphasises the role of planning and problem solving in the process and adds the dimensions of the interpersonal aspects of the helping relationship by the change agent in the change process. This model identified seven stages of planned change which are discussed below:

1) **Diagnosing the Problem:** The first step in this model is to know about the need of change and evaluate the problem minutely. The need for change is then made known to other members of staff who will be affected and decide on issues as to how to move forward.
2) **Assessing the motivation and capacity for change in the system:** Step two is concerned with whether the organization and its members are willing to accept the change. It also deals with devising the possible solutions that will address all possible problems that may be encountered on the road to change. In this step everyone are motivated and encouraged to accept the change.
3) **Assessing the resources and motivation of the change agent:** Here an assessment is made whether the organization has the required resources for meeting and adapting to the change. The motivation and capacity of the external change agent hired is also assessed and examined to find if the agent would succeed in bringing the required changes and modifications into the organization.
4) **Establishing the change objectives and strategies:** At this step proper objectives should be set so as to, if the change is introduced, which goals or objectives will be achieved. For achieving those goals and objectives, plans and strategies should be formulated containing detail steps for achieving the objectives.
5) **Determining the role of the change agent:** Change agent is an individual responsible for bringing in change in an organization step by step. At this step the duties and responsibilities of the change agent should be fixed. Everyone in the organization should know the change agent and should be aware of the role the agent is going to play in the change process.
6) **Maintaining the change:** In this step the change process is monitored closely to see if it is going according to the plan. Here everyone involved in the change process communicate with each other to update themselves on the progress of their individual task.
7) **Gradually terminating the helping relationship as the change becomes part of the organizational culture:** When the organization

becomes habituated with the change, it is time to terminate the relationship with the change agent. At this stage the change is made permanent and becomes a part of the organizational culture by creating rules and policies that have to be followed.



CHECK YOUR PROGRESS

Q 3: Write the major building blocks of the ADKAR model.

.....

Q 4: Write the seven elements of McKinsey 7s Model.

.....



9.9 LET US SUM UP

- The Transtheoretical Model (TTM) of behaviour change was developed in early 1980s by Prochaska and Dillemente. The main stages of TTM model are : 1) Pre- contemplation Stage, 2) contemplation Stage 3) Preparation Stage 4) Action Stage 5) Maintenance Stage
- The ten steps in process change are: i) Consciousness Raising, ii) Dramatic Relief iii) Environmental Re-evaluation iv) Social liberation v) Self Re-evaluation vi) Stimulus Control vii) Helping relationships viii) Counter Controlling ix) Reinforcement management and x) Self liberation
- A useful model for understanding and analyzing organizational change process is the Burke Litwin Change Model.The different elements of the Burke- Litwin change model are:1) External Environment 2) Mission and Strategy 3) Leadership 4) Organization Culture 5) Structure 6) Systems 7) Management Practices 8) Working Climate 9) Tasks and skills 10) Individual values and needs 11)Motivational Level and 12) Individual and Organizational performance.
- The ADKAR model was developed by Jeff Hiatt in the year 2003. The model of change management helps to identify why change is difficult

and why some changes succeed while others are unsuccessful. Major building blocks of the ADKAR model are: i) Awareness, ii) Desire iii) Knowledge iv) Ability v)Reinforcement

- McKinsey 7s Model was developed by Mckinsey consultants Tom Peters, Robert Waterman and Julien Philips in 1980s. According to this model, there are seven internal factors in an organization which needs to be aligned effectively in order to increase the effectiveness and the efficiency of an organization. The seven elements or factors of the McKinsey 7s Model are: 1) Strategy 2) Structure 3) Systems 4) Skills 5) Staff 6) Style 7) Shared values
- Ronald Lippitt and his associates developed achange model on the basis ofLewin's three stage model of organizational change. This model expands Lewin's (1951) theory to a seven step change process and concentrates on the role of the leader or change agent in the change process. It emphasises the role of planning and problem solving in the process and adds the dimensions of the interpersonal aspects of the helping relationship by the change agent in the change process.

9.10 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.
3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.
4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.

9.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: At action stage people actively involve themselves in bringing change by adopting different techniques and steps. This is the shortest of all the stages. The amount of time people spend in action varies.

This stage completely depends upon the will power of the person concerned. They show their highest commitment and will power in bringing change. At this stage, they also use short-term rewards to sustain their motivation, and their behaviour change efforts in a way that enhances the self confidence.

Ans to Q No 2: The ten steps in process change are: i) Consciousness Raising, ii) Dramatic Relief iii) Environmental Re-evaluation iv) Social liberation v) Self Re-evaluation vi) Stimulus Control vii) Helping relationships viii) Counter Controlling ix) Reinforcement management and x) Self liberation

Ans to Q No 3: Major building blocks of the ADKAR model are: i) Awareness, ii) Desire iii) Knowledge iv) Ability v)Reinforcement

Ans to Q No 4: The seven elements or factors of the McKinsey 7s Model are: 1) Strategy 2) Structure 3) Systems 4) Skills 5) Staff 6) Style 7) Shared values



9.12 MODEL QUESTIONS

Q 1: Discuss the Transtheoretical Model (TTM) of behaviour change

Q 2: Explain the ten steps in process change

Q 3: Explain Burke Litwin Change Model.

Q 4: Write a short note on the ADKAR model

Q 5: What is McKinsey 7s Model ?

Q 6: Explain Ronald Lippitt and his associates change model.

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UNIT 10: OD INTERVENTIONS

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 An overview of OD Interventions

10.4 Team Interventions

10.5 Inter-group Development Intervention

10.6 Third party peace-making Intervention

10.7 Comprehensive Intervention

10.8 Structural Interventions

10.9 Let us Sum Up

10.10 Further Reading

10.11 Answers to Check Your Progress

10.12 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- learn the concept of OD interventions
- discuss team interventions and Inter-group development intervention
- describe the third party peace-making intervention and structural interventions
- discuss the comprehensive intervention

10.2 INTRODUCTION

In this unit we are going to discuss the OD interventions and the other important interventions to know theOD interventions is the important because interventions are the medium for causing change.

After discussing team interventions and Inter-group development intervention the unit will focus on the third party peace-making intervention, structural interventions and comprehensive intervention with an analysis of each.

10.3 AN OVERVIEW OF OD INTERVENTIONS

The term OD intervention refers to the range of planned programmatic activities in which clients and consultants participate during the course of an OD program. OD interventions are sets of structural activities in which selected organizational units (targets, groups, or individuals) engage with a task or a sequence of tasks where the task goals are related directly or indirectly to organizational improvement.

In selecting a specific OD technique, the consultant and the client consider a number of factors, including the nature of the problem, the objectives of the change effort, the cultural norm of the client system, and the expected degree of resistance. One way of classifying OD intervention is in terms of size and complexity of the client group. For example, the client group may consist of (a) individuals, (2) dyads or triads, (c) intact work team, including the formal leader, (d) inter-group configuration or (e) total organization.

Personal and interpersonal interventions are aimed at improving the personality, communication ability, interpersonal skills, and managerial behaviour of organizational members. Some of these include Laboratory training, career planning, managerial grid etc.

10.4 TEAM INTERVENTIONS

Work teams may be of ***two*** basic types. The first type, the **natural work team**, refers to people joining together because of related jobs or the structure of the organization design. The second type, the **temporary work team**, refers to groups meeting for limited period of time to work on specific project or problem, and after the solution to the problem, they disband.

Probably the most important single group of interventions in OD is the team-building activities, the goals of which are the improvement and increased effectiveness of various teams within the organization. The team-building interventions are typically directed towards ***four*** major substantive areas: diagnosis, task accomplishment, team relationships, and team and organization process. Some of the major team-building interventions are:

- **Family Group Diagnostic Meetings**
- **Role Negotiation Technique**
- **Process Consultation**

Now Let us discuss these interventions:

1. **Family Group Diagnostic Meetings:** This technique allows the work group to get away from the work itself and gather data about its current performance and to formulate plans for future action. The immediate supervisor of a work group discusses the concept with the process consultant; if both agree that there is a need for such an approach, the idea is discussed with the group to obtain the member's reaction.

If reactions are favourable, the leader may ask the group, prior to the meeting, to consider the areas in which performance is good and the areas that need to be improved upon. The consultant may, in advance of a general meeting, interview some or all members of the work group to gather preliminary data. Then, the group assembles for a meeting that may last an entire day. The diagnostic data is made public in this meeting. This data can be presented in a number of ways. One way is to bring the total group together for a discussion; another way is to break the group into small groups in which more intensive discussion can take place and have the subgroups report back to the larger group. A third way is to pair-up the individuals, discuss their ideas and report back to the entire group. Finally, the consultant can feedback to the group his or her diagnostic data and determine whether they are correct and relevant.

Next, the group begins to develop action plans. The primary objective of the family group diagnostic meeting is to bring the problems and issues that need to be worked on to the surface. Taking specific action is usually reserved for a later time.

The advantage of the family group diagnostic meeting is that it allows a group to participate in generating the data necessary to identify its own strength, weaknesses and problem areas. A key issue is to ensure that the participants recognize that their primary objective is to identify problems rather than to solve them.

2. **Role Negotiation Technique:** Role negotiation is directed at the work relationship among the group members. The technique basically involves a series of controlled negotiations among the participants. In the course of role negotiation, managers frankly discuss what they want from each other and explain why. The steps of the role negotiation include the following:

a. **Contract Setting:** Each member prepares a list of each other members with three headings, (i) things to do more, (ii) things to do less, and (iii) things to do the same.

b. **Issue Diagnosis**: Each member writes out a master list combining the lists written about him or her and this list is posted on the wall. Members are then asked to clarify any items that need explanation.

c. **Role Negotiation**: After clarification, members decide which items they want most and then they sit down in pairs to negotiate, usually with a third party to assist in the process.

d. **Written Role Negotiation Agreement**: The outcome of the role negotiation is a set of written agreements spelling out the agreements and concessions, which each party finds satisfactory.

3. **Process Consultation:** Process consultation represents an approach or a method for intervening in an ongoing system. A fundamental assumption underlying process consultation is that the group is the building block of the organization. Groups are the basic units of change. The group may be either permanent or pulled together temporarily for a special purpose. Secondly, some group conflicts may be appropriate at times, although at other times it may be inappropriate and need to be reduced or eliminated. Thirdly, a skilled party can help the group in joint diagnosis and problem solving so that the group will eventually become more adept at using its own resources to identify and solve problems. Such problems may involve the task the group is to perform, the process by which it accomplishes the task, or interpersonal conflict between two or more group members.

Schein defines process consultation as “a set of activities on the part of the consultant, which help the client to perceive, understand and act

upon process events, which occur in the client's environment".

The process consultant does not offer expert help in the sense of giving solutions to problems as in the doctor-patient model. Rather, the process consultant observes groups in action and helps them diagnose the nature and extent of their problems and to work together by learning to solve their own problems.

The following types of behavioural improvement and change are possible through the intervention of process consultant:

a. owning up to or accepting responsibility for personal ideas and feelings,
b. being open to the ideas and feelings of others and to one's own feelings,
c. experimenting with new ideas and feelings; and
d. helping others to open up – to be open to experimenting, with their own ideas and feelings.

The stages of process consultation follow those described for action research: entering, defining relationship, selecting an approach, gathering data and making a diagnosis, intervening, reducing the involvement, and terminating the relationships. However, when used in process consultation, their stages are not as clear-cut, since any one of the steps constitutes an intervention. Merely by conducting some preliminary interview with group members, the process consultant has intervened. By being interviewed, the members may begin to see the situation in a new light.



CHECK YOUR PROGRESS

Q 1: What are the two basic types of Work Teams?

.....

Q 2: Name the major team-building interventions

.....

Q 3: What do you mean by Process Consultation?

.....

10.5 INTER-GROUP DEVELOPMENT INTERVENTION

One key area in the improvement of organizational effectiveness involves the relation between operating groups or department. Complete organization tends to create situations of interdependence, where the performance of one group is contingent upon the other group. Because of these contingencies, one of the most important dimensions in organization development is the interface between operating groups.

Each organization is a system formed of subsystems: divisions, functions, departments, and behaviour, and their forces contribute to the cohesiveness and morale of the group. When two groups are highly inter-dependent, misunderstanding, low coordination, or low conflicts can develop between them. Such groups may be very dysfunctional for the organization. When groups are in conflict, a high degree of group effort, time and energy is directed towards the conflict rather than towards goal achievement.

Inter-group OD interventions attempt to bring to the surface the underlying problems to use joint problem solving, to correct misperceptions between groups, and reopen channels of communications. There seems to be increasing awareness of conflicts in organizations. The influx of women and minorities into the workforce has resulted in new problems that cannot be resolved by the old structures. The increasing popularity of decentralized structure and matrix organizations, in which many organization members end up reporting to two or more bosses, has reduced the executives' reliance on authority and increased the reliance on interpersonal conflict management skills. More recently, the emergence of boundaryless organization has added to the confusion all the more because of the inability of the members to understand their role positions in the organization.

Anthony Downs has suggested a law of inter-organizational conflict: "Every group or organization is in partial conflict with every other group it deals with". Inter-group conflict, including staff and line conflict, interdepartmental battles, and union-management disagreements, are very common. By dealing with such conflicts openly it is possible to manage tensions creatively, whereas the unresolved conflicts tend to erode away

the effectiveness of an organization. To deal with inter-group conflicts, OD practitioners seek interventions that increase interaction, negotiation and the frequency of communication between groups.

OD inter-group techniques seek to identify areas of commonality and mega-goals – the super-ordinate organization goal. They attempt to apply strategies that encourage interaction and negotiation and to increase frequency of communication. These techniques are aimed at avoiding the 'win-loss" situations while emphasizing the "win-win" aspect of the situations. One of these techniques is third party consultation.

10.6 THIRD PARTY PEACE-MAKING INTERVENTION

One method of increasing communication and initiating inter-group problem solving is the intervention of a third party, usually an outside consultant, although the person may also be a superior, a peer, or a representative from another unit. One basic feature of this technique is confrontation. Confrontation refers to the process in which the parties directly engage with each other and focus on the conflicts between them. The goals of such interventions include:

a. Achieving increased understanding of the issue.
b. To accomplish a common diagnosis.
c. Discovering alternatives for resolving the conflict.
d. Focusing on the common or mega-goals – the super-ordinate goals.

The third party attempts to make interventions aimed at opening communication, leveling power, and confronting the problems, these includes:

a. Ensuring mutual motivation: Each party needs some incentives for resolving the conflict

b. Achieving a balance in situational power: If the situational power of the parties is not approximately equal, it is difficult to establish trust and maintain open lines of communication.

c. Coordinating confrontation efforts: One party's positive overtures must be coordinated with the other party's readiness to reciprocate.

d. Developing openness in communication: The third party can help to establish norms of openness, provide reassurance and support, and decrease the risks associated with openness.

e. Maintaining an appropriate level of tensions: If the threat and tensions are too low, the incentive for change is minimal, if they are too high, the parties may be unable to process information and see creative alternatives. The third party, then, provide an objective interventions as a means of confronting or resolving issues between two disputing parties, since conflicting situations are often tense and emotion-laden. Diagnostic insight is provided that is non-evaluative and a source of emotional support and skills. The third party also aids in identifying conflict factors and then helps facilitate some change in the relationship.



CHECK YOUR PROGRESS

Q 4: State True or False:

a. OD inter-group techniques seek to identify areas of divisionalty. (True /false)

b. One method of increasing communication is the intervention of a third party. (True /false)

c. When two groups are highly inter-dependent understanding or high coordination can develop between them. (True /false)

d. When groups are in conflict, a high degree of group effort is directed towards the conflict. (True /false)

10.7 COMPREHENSIVE INTERVENTION

Comprehensive intervention or system-wide interventions are the change program that are aimed at improving process like organizational problem solving, leadership issues, policy formulation or task accomplishment either for one major sub-system of the organization or for

the entire organization. There are various types of interventions under this category which include:

a. Confrontation Meeting
b. Survey Feedback
c. Learning Organizations
d. Reengineering

Let us discuss it :

1. **Confrontation Meetings:** This technique helps to solve the major problem of either a sub-system or the whole organization by encouraging members to identify and confront pressing issues. This concept was developed by Beckhard and can be used any time for solving problems in organization but is typically useful when the organization is in stress and where there is major gap or divide between the top management and the rest of the organization.

   The major steps involved in conducting a confrontation meeting involve:

i. **Setting up the climate**: A climate of open and honest discussion has to be set up by the top management for the rest of the members of the organization. A talk by the consultant can be arranged to acquaint the members with the goals of the meeting and with an assurance of no punishment for open confrontation.

ii. **Collection of Information**: The members are divided into groups of 7 or 8 members without any formal reporting relationship. All members of the group have equal standing and position. Each group is a heterogeneous group comprising of members from different functional areas. They are asked to carry out discussion in different areas organizational health like the “obstacles in performance, poor procedures and policies, ambiguous goals, negative attitude” etc. They are also asked to think about the strategies by which organization could be made more effective. In the end, they are required to make a report of all the discussion.

iii. **Sharing of Information**: All the data from various groups are collected and put on news board. Different teams are clubbed into major categories of problem like “communication problem”, “motivation

problem", "relationship issues", or "problems with physical facilities".

iv. **Priority Setting and Group Action Planning**: During this stage, the groups are reformed with members of a functional unit becoming a part of one group. For example all marketing personnel from one group, sales people in another group and so on. The unit is headed by a department head. They are then required to discuss their areas of concern. These concerns are to be prioritized according to their importance in the near future. The issues which are required to be paid attention by the top management have also got to be identified.

v. **Action Planning**: The small groups come back and form a larger group and share their areas of concern with all other members. The priority areas are disclosed to the top management and commitment is sought to implement the action plan. Strategies to communicate the results of the meeting to the subordinates are also discussed.

vi. **Immediate Follow-up by Top Management**: The top management team is required to plan the first follow-up and report to total management group within few days.

vii. **Progress Review**: After 1-2 months of implementation of action plan, a review of the progress is done to find out its success.

The overall health of the organization improves as a result of effective confrontation meeting. This becomes obvious with indicators like open communication, honest expression of feelings and thoughts, real dialogue between the management and the members, high sense of ownership amongst members of the organization. Collaborative goal setting is practiced, corrective actions are taken by the top team and there is a heightened trust and confidence among top management and colleagues.

2. **Survey Feedback:** Survey feedback is a technique in which data is collected and feedback into the organization with the help of a survey instrument. The object is to analyze this data to diagnose any problem that the organization may be experiencing and identifying intervention strategies to deal with the problems. It is very powerful technique as it can be used with the entire organization with the help of the questionnaire

used. Traditionally, this technique was used to collect information about the attitude of the employees, but later on it was found this information could be supplemented with other techniques like interviews and other measures such as rate of absenteeism, turnover, and productivity.

Survey feedback could also be combined with other OD interventions such as structural changes, work design and inter-group relations.

The process of survey feedback involves the following steps:

i. **Preliminary Planning of Survey**: During the planning phase, every member of the organization must be involved in the process. The objectives of the survey and unit level of analysis should be clearly discussed. Each member of the department of the organization should have clarity about the diagnostic framework being used for collecting the data. There has to be a sense of ownership for the entire process. Survey can be conducted with the help of the standardized instruments available or else a survey instrument can be developed internally depending upon the requirement which needs to pre-tested to ensure that it has been constructed accurately.

ii. **Administering the Instrument**: The instrument can be administered to the entire population if possible. In situations of constraints of cost and time, a representative sample can be given to fill up the questionnaire. The sample size should be large enough to maintain the motivation level at the time of feedback session.

iii. **Analysis of Data**: The process of data feedback begins at the top-most level to be filtered down the managers and successively to lower levels. Data can be feedback in two manners. One is a 'water fall' approach which happens as discussed above. The information passes from top to bottom with each level discussing the data dealing with their particular group. The other approach is the 'bottom-up' approach. The data is first discussed at the lower level and tries to focus on the issues that can be resolved at their level. Similarly, all the groups working at their own levels collate the entire data and give a feedback to the managers who review the data and recommend action. In this way, the

people who most likely will carry out the recommended action get the first chance to propose suggestions.

iv. **Feedback Meetings**: At each of these meetings, members discuss and interpret their data, diagnose problem areas and develop action plans. OD practitioners here can facilitate the group discussions to develop an accurate understanding and help the groups to formulate effective action plans.

Survey feedback has been extensively used in business organization, hospitals, schools, and government organizations. It has the strongest impact on the measure of attitude and perception at work place.

3. **Learning Organizations:** Learning organizations build on a number of ideas and philosophies of organization development and has its root in OD. It uses the concept of action research, systems approach, organization culture, continuous problem solving, self managed work team, participative leadership and effective interpersonal relationships. The learning organization is a system wide change program that emphasizes the reduction of organization layers and involvement and participation of all members in a self directed learning that helps achieve positive changes, growth and effectiveness for the individuals, teams and the entire organizations.

A learning organization is one in which everybody is engaged in identifying and solving problems, enabling the organization to continuously experiment, change and improve. Thus, increasing its capacity to grow, learn, and achieve its purpose. The essential idea is problem solving as opposed to the traditional organizations designed for efficiency.

4. **Reengineering:** Reengineering, also called as, business process reengineering is a system wide change approach focusing on basic process of the organization. It is defined as a fundamental rethinking and radical redesigning of business process to achieve drastic improvement in organizational performance. For reengineering to be implemented, organizations have to begin with a blank sheet of paper. In such a situation, members of the organization can begin to have a

totally newer and different perspective of operating an organization rather than taking help of something that was done earlier. The process of reengineering focuses on:

a. Design of work activities or processes
b. Accomplishment of tasks
c. Making process more efficient by combing, eliminating or restructuring tasks
d. Emphasis on product, customer satisfaction, improvement in process and creation of value
e. Large or quantum leap in performance.

In radically changing the business process, reengineering frequently utilizes the concepts of latest information technology. Different technologies used for the purpose of reengineering include teleconferencing, expert system, shared databases and wireless communication. But often existing technology can act as a deterrent to the process of reengineering. The system may not allow interdependent departments to interface with each other. With the help of popular software system SAP, all information can be integrated from different parts of the business and linked together. This makes the process smother and effective.

Reengineering is also linked to downsizing, restructuring and work design. It helps to perform production and delivery functions with fewer people and fewer layers of management.



CHECK YOUR PROGRESS

Q 5: Fill in the blanks:

a. Comprehensive intervention is also called..... interventions
b. ..... feedback has been extensively used in hospitals, schools, and government organizations.
c. ..... is linked to downsizing, restructuring and work design.

d. The ..... organization is a system wide change program.

Q 6: What are the various types of interventions under comprehensive interventions.

.....

.....

10.8 STRUCTURAL INTERVENTIONS

One of the key issues facing organizations today is the way in which they respond to an environment of "World Class Competition". OD interventions leading to improved productivity, efficiency and quality have evolved to help organization to meet these challenges. The interventions are aimed at improving organizations effectiveness through changes in the task, structural and technological subsystems. This class of intervention including changes in the overall work of the organization is divided into units, who reports to whom, methods of control, the spatial arrangement of equipments and people, work flow and procedures, and role definitions. Some of these interventions include:

a. Job Design
b. Quality of Work Life
c. Quality Circles
d. MBO and Appraisal

A. Job Design: The scientific management tended to break a job down into its smallest and simplest task in order to reduce the human error, the training, and the skill required to accomplish the task. Through time and motion studies, it was expected that productivity would increase. There was little regard for the human element other than to make sure that it was adequately controlled and supervised. More recently, organizations are discovering there is often a high price today in the form of absenteeism, turnover, apathy, poor work quality, or even sabotage, when the human element is not considered.

The current trend is to redesign jobs to improve workers satisfaction and productivity. Some of the approaches to redesign the jobs are:

1. **Job Enlargement Theory**: Job enlargement expands the job horizontally. It increases job scope; that is, it increases the number of different operations required in a job and the frequency with which the job cycle is repeated. It increases task variety by adding new tasks of similar difficulty to a job.

   Efforts at job enlargement have met with less than enthusiastic results. This is so because, while job enlargement attacks the lack of diversity in overspecialized jobs, it has done little to provide challenges or meaningfulness to a worker's activities.

2. **Job Enrichment Theory**: Job enrichment, as it is currently practiced in industry, is a direct outgrowth of Herzberg's two factor theory of motivation. It is, therefore, based on the assumption that in order to motivate personnel, the job itself must provide opportunities for achievement, recognition, responsibility, advancement and growth. Job enrichment tries to embellish the job with factors that Herzberg characterized as motivators: achievement, recognition, increased responsibilities, opportunities for growth, advancement and increased competence. There is an attempt to build into jobs a higher sense of challenge and achievement, through vertical job loading.

   Job enrichment has four unique aspects:

a. It changes the basic relationship between employees and their work and can be a source of employee satisfaction
b. It changes employee behaviour in ways that gradually lead to more positive attitudes about the organization and a better self-image.
c. It helps the employer bring about organizational change easily, securing employee cooperation and commitment.
d. Job enrichment can humanize an organization – individuals are encouraged to grow and push themselves.

3. **Job Characteristics Theory**: This model attempts and develops objective measures of job characteristics, which can directly affect employee attitudes and work behaviour. According to this model, work

motivation and satisfaction are affected by five core job dimensions: (a) skill variety; (b) task identity; (c) task significance; (d) autonomy; and (e) feedback.High score in skill variety, task identity, and task significance result in an employee experiencing meaningfulness in the job, such as believing the work to be important, valuable and worthwhile. A high score in the autonomy leads to an employee feeling personally responsible and accountable for the results of the work he or she performs. And a high score in the job feedback is an indication that the employee has an understanding of how he or she is performing the job.

B. Quality of Work Life (QWL): Quality of Work Life (QWL) attempts to improve the quality of life for the worker. Industrialized life has traditionally placed its emphasis upon technological advancement, productivity and growth. The worker explicitly or implicitly, was relegated to the role of a 'factor of productivity', together with land and capital. QWL is trying to meet the needs of an increasingly alienated worker.

The current view of QWL is that "it is a philosophy of managing the enterprise in general, and human resource in particular". QWL is not limited to changing the context of the job; it also includes humanizing the work environment in order to improve worker dignity and self-esteem.

Richard Walton (1973) has identified eight major conditions of employment that constitute desirable QWL. These include:

1. **Adequate and fair compensation**: Does the income from full-time employment meet society's standard or the worker's standard? Is the pay compatible with other types of work?
2. **Safe and healthy working conditions**: Are the work conditions physically safe? Reasonable hours of work?
3. **Opportunity to use and develop human capacities**: Does the work allow the use of a wide range of skills? Does the work allow autonomy and self-control? Is relevant and meaningful information available in the work ?
4. **Future opportunity for continued growth and security**: Does the work permit growth of a person's capacity? Are there advancement

opportunities to use newly acquired skills or knowledge? What is the employment of income security?

5. **Social integration in the work organization**: Is there freedom from prejudice? To what extent does the organization rely on status symbols and the hierarchy? Is there upward mobility? Is there interpersonal openness between members and support for each other?
6. **Constitutionalism in work organization**: Do the members have a right to personal privacy? Can member speak out without fear of reprisal from high authority? Is there equitable treatment of members? Is there due process for grievances and complaints?
7. **Work and total life space**: Does the organization allow the members to have other life roles? What are the overtime requirements, travel demands and geographical moves?
8. **Social relevance of work life**: How does the worker perceive the social responsibility of the organization: products, waste disposal, employment practices, attitude to laws and so on?

C. Quality Circles (QC): Quality Circle (QC) is basically a participative management technique normally applied in production-line situations. QC uses the suggestion of small work group with common interests as the vehicle for bringing about improvement in product quality. Quality circles are voluntary group of employees who met together periodically (normally weekly or monthly) to discuss, analyze, and propose solutions to mutually shared quality problems. There are normally 3 elements in a QC, the members, group leader and a facilitator. Generally there are 3 to 15 volunteers who are either from the same work area or have similar jobs, thus having a common set of problems. A regularly scheduled meeting is generally preferred to holding a meeting only when there is a problem. The meetings are held on the company time and the length and the number of meetings vary with organizations but it is normal to meet once a month for four hours or once a week for one hour. The members receive training in group process, communication skills, problem solving, statistical techniques, and quality control.

The leader (who may be a supervisor or an informal leader of the team) acts as a moderator and directs the activities of the QC. The leader receives special training in participative leadership techniques, motivation, communications, and group process. The facilitator is employed by the company as an expert consultant and is not a member of the QC. The facilitator trains the QC leaders and members, helps solve internal group problems, leads the initial meetings, acts as a liaison with upper management and other QC teams, and encourages the QC process. The facilitator may also serve as a resource person by helping the team locate information within the organization and provide special skill training to the members. Middle and upper management are involved by providing their support and approving and implementing the proposals made by the QC team.

Organizations that have QC process normally have implemented them only in selected areas. Large corporations in product areas where there is special concern about quality control; and in industries plagued by productivity and quality control problems. The QC process normally has been implemented on the production line, with line workers and first-line supervisors as members. Middle and upper management are not members of a QC team.

D. MBO and Appraisal: Management by objective(MBO) process evolve from a collaborative organization diagnosis and systems of joint target setting and performance review designed to increase a focus on objectives and to increase the frequency of problem solving discussions between supervisors and subordinates and within work team. An MBO program should include the following ingredients:

1. A collaborative diagnosis of organizational problems from which it is concluded that a collaborative MBO effort would be functional.
2. Increased skills in interpersonal communications and group process.
3. Real subordinate participation, in team configuration and in setting goals.
4. A team approach to reviewing individual and group targets and their achievements.

5. Ongoing individual and team problem-solving discussions with supervisors.
6. A continuous helping relationship within teams and in supervisor-subordinate relationship.
7. Attention to personal and career goals in a real effort to make these complementary to organizational goals.

The central focus of any MBO program is the development of agreement between supervisors and subordinates about setting objectives and targets. MBO may be described as a process consisting of a series of interrelated steps:

Step1: The subordinate proposes a set of goals for the upcoming time period. This proposal sets forth specific goals and performance measures.

Step 2: The subordinate and supervisor jointly develop specific goals and targets. These goals must be specific, measurable objectives for each area of responsibility, and subordinates and supervisor must mutually agree them upon. The major responsibility lies with the subordinate. These objectives should include both performance goals and personal development goals.

Step 3: A period of performance in which actual performance of the individual involved is measured against his or her individual goals.

Step 4: The feedback of results to the individual and appropriate rewards for performance. This individual performance review involves an appraisal of accomplishment and variance of overall performance compared with targets and is discussed by subordinates and supervisor.

Step 5: The outcome of the performance review provides the basis for setting new performance goals and recycling of the goal setting process. Therefore, in organization goal setting, performance review processes should have a team thrust and should be both participative and transactional, not just an appraisal of subordinate's performance.



CHECK YOUR PROGRESS

Q 7: What do you mean by Quality circle?

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Q 8: What do you mean Job Enrichment Theory?

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10.9 LET US SUM UP

In this unit we have discussed the following:

- OD intervention refers to the range of planned programmatic activities in which clients and consultants participate during the course of an OD program.
- Work teams may be of two basic types. The first type is the natural work team and the second type is the temporary work team.
- Inter-group OD interventions attempt to bring to the surface underlying problems to use joint problem solving, to correct misperceptions between groups, and reopen channels of communications.
- The method of increasing communication and initiating inter-group problem solving is the intervention of a third party, usually an outside consultant, although the person may also be a superior, a peer, or a representative from another unit.
- Comprehensive intervention or system-wide interventions are the change program that are aimed at improving process like organizational problem solving, leadership issues, policy formulation or task accomplishment either for one major sub-system of the organization or for the entire organization.

10.10 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.
3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.
4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.

10.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: a. Natural work team b. Temporary work team

Ans to Q No 2: Some of the major team-building interventions are:

a. Family Group Diagnostic Meetings

b. Role Negotiation Technique

c. Process Consultation

Ans to Q No 3: Process consultation represents an approach or a method for intervening in an ongoing system

Ans to Q No 4: a) False b) True c) False d) True

Ans to Q No 5: a) system-wide b) survey c) re-engineering d) learning

Ans to Q No 6: There are various types of interventions under comprehensive interventions which include:

a. Confrontation Meeting b. Survey Feedback

c. Learning Organizations d. Reengineering

Ans to Q No 7: Quality Circle (QC) is basically a participative management technique normally applied in production-line situations

Ans to Q No 8: Job enrichment is based on the assumption that in order to motivate personnel, the job itself must provide opportunities for achievement, recognition, responsibility, advancement and growth.

10.12 MODEL QUESTIONS

Q 1: Identify the variables that may lead to redesigning of the jobs in organizations.

Q 2: What is the importance of job redesign? Discuss different approaches that are used to redesign the jobs in the organization.

Q 3: It is said, "QWL is trying to meet the needs of an increasingly alienated worker". Discuss the relevance of this statement in the context of different criteria for analyzing QWL.

Q 4: Discuss QC in terms of its application in improving the effectiveness of the organization.

Q 5: How does MBO as an OD intervention relate to goal setting and performance review? Discuss the steps comprising MBO.

Q 6: What are the goals of team development OD intervention? Discuss the issues involved in implementing team development intervention.

Q 7: Discuss the issues in role negotiation technique.

Q 8: Evaluate process consultation – when should it be used and how does it apply to organization development.

Q 9: Discuss and exemplify the relevance of inter-group development OD intervention in the organization.

Q 10: What are the objectives of third party intervention?

Q 11: Why comprehensive interventions are also referred to as system wide interventions? What are their objectives? Discuss with examples.

Q 12: What are the major steps in the process of confrontation meetings? Discuss the possible advantages and disadvantages of the meetings.

Q 13: How does survey feedback as an intervention strategy help to enhance the effectiveness of the organization? Outline the process of survey feedback.

Q 14: Discuss the main aspects of a learning organization.

Q 15: List and discuss the steps of re-engineering process.

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UNIT 11: PROCESS OF OD INTERVENTIONS

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Role Playing

11.4 Sensitivity Training

11.5 Team Building Interventions

11.6 Transactional Analysis

11.7 Process Consultation Interventions

11.8 Third-Party Interventions

11.9 Role Analysis Technique

11.10 Job Evaluation

11.11 Job Redesign

11.12 Let Us Sum Up

11.13 Further Reading

11.14 Answers to Check Your Progress

11.15 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able:

- learn about team-building interventions and their importance
- discuss the various types of interventions
- discuss about Role Playing, Sensitivity Training, Team Building Interventions, Transactional Analysis, Process Consultation Interventions, Third-Party Interventions, Role Analysis Technique, Job Evaluation and Job Redesign

11.2 INTRODUCTION

In the earlier units we discussed about the various aspects related to the concepts of organisational development, process of OD, values and ethics in OD. In this unit, we shall discuss the team building interventions.

We know that, *Organizational Development Interventions* are structured program designed to solve a problem, thus enabling an organization to achieve the goal. These *intervention* activities are designed to improve the organization's functioning and enable managers and leaders to better manage their team and organization cultures. An effective team develops ways to share leadership roles and ways to share accountability for their work products, shifting the emphasis from the individual to several individuals within a team.

In this unit we will discuss the team-building interventions, role playing, sensitivity training, transactional analysis etc interventions.

Let us now discuss these interventions in following sections.

11.3 ROLE PLAYING

Role playing technique is used for OD. Its objective is very narrow i.e. to increase the trainee's skill in dealing with others. It can be used in human relations training and sales training because both these involve dealing with others.The steps involved in this method are as explained below:

(i) A conflict situation is artificially created and two or more trainees are assigned different roles to play. No dialogue is given beforehand.

(ii) The role players are provided with either a written or oral description of the situation and the role they are to play.

(iii) After being given sufficient time to plan their actions, they must act their parts spontaneously before the class.

Role playing has a number of advantages such as:

(i) It provides an opportunity for developing human relations understanding and skills and to put into practice the knowledge they have acquired from text books, lectures, discussions etc.

(ii) It is learning by doing. The interview may be recorded to provide the trainees a chance to listen to their performance and note their strengths and weaknesses.

(iii) The knowledge of results is immediate because the trainees as well as the observers analyse the behaviour of the role players.

11.4 SENSITIVITY TRAINING

Sensitivity training is also known as T-groups (T for training). This technique is based on the assumption that a manager's behaviour is not how he thinks he/she behaves but how others view his behaviour. The basic objective of sensitivity training is to change the behaviour of the people through unstructured group interactions. With this training a person understands how his behaviour affects others and his reaction to the behaviour of others.

T- Groups have the following characteristic features:

(i) Members (10 to 15 individuals) are brought together in a free and open environment, away from work places.

(ii) No formal agenda is provided for the meeting.

(iii) The participants discuss freely aided by a facilitator. The role of facilitator is to call attention from time to the ongoing process within the group.

(iv) The procedure tends to develop introspection and self examination, individual personality, and group interaction. Processes and relationships become the focus of discussion. The role of the facilitator is to create an opportunity for the members to express their ideas, beliefs and attitudes.

It offers the following benefits:

(i) People who are more open to feed back learn more about themselves in the lab sessions and acquire increased self awareness.

(ii) It develops insights into how the participants react to others and how others react to them.

(iii) It helps to understand group processes and inter-personal group relations and how to manage people through means other than power.

(iv) It helps to assess one's values and goals as a result of the analysis of direct experiences.

(v) These sessions have helped aggressive individuals to become friendly, timid persons to become more assertive and outwardly brusque managers to change their behaviours to exhibit more empathy.

11.5 TEAM BUILDING INTERVENTIONS

Team Building is a method of organisation development.In any organization, teams are the most important element as the success of an organization depends on the smooth functioning of its teams. This method is specifically designed to make improvement in the ability of employees and motivating them to work together. It is the organisation development technique which emphasizes on team building or forming work groups in order to improve organisational effectiveness.

A team is a small group of people with complementary skills, who share a common goal or purpose and hold themselves mutually accountable for their actions. Most of the works in organizations are done by teams so the OD techniques for understanding and improving team processes are very important interventions to improve the effectiveness of various teams within an organization. The team building interventions mainly concentrate on four areas which are diagnosis, achievement of tasks, team relationships and team and organization processes. These interventions helps the teams to improve the way they achieve their tasks, help the members to improve their interpersonal and problem-solving skills and increase the performance of the team.

This technique is an application of sensitivity training to the teams of different departments. They undergo group discussion under the supervision of an expert trainer usually a supervisor. The trainer only guides but does not participate in the group discussion.



CHECK YOUR PROGRESS

Q 1: Define Role Playing

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Q 2: Define Sensitivity training

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Q 3: Write any two benefits of sensitivity training

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11.6 TRANSACTIONAL ANALYSIS

Transactional analysis, a theory that combines elements of psychology into a therapeutic approach, can benefit a workplace. In an organization, people need better communication to break down barriers between managers and employees and between competing departments. Using transactional analysis to develop communication among workers helps the organization become more focused and higher-achieving.

This approach originates from psychology and psychoanalysis, but with useful implications for organizational development. Organizations use transactional analysis for training and developing employees. According to its founder, Dr. Eric Berne, transactional analysis gives participants more autonomy, or control over their own destiny, including the elements of spontaneity, intimacy and awareness.

The transactional analysis approach cannot work unless there is a contractual relationship involving different parties. An organization arranges training and therefore becomes a party in a contractual relationship with employees and trainers. Employees can participate in transactional analysis to learn more about themselves and increase their autonomy. As parties to such a transaction, employees will have rights and responsibilities that they accept in the beginning of the training process.

Transactional analysis rests on analyzing interactions between at least two people. People will interact using one of the three ego states. The Child ego state acts according to emotions, such as fear and anxiety. The Adult ego state describes rational thought processes including problem-solving. The Parent ego includes rules learned about society and life in the early part of life; a person accepts rules without question.

A trainers can use transactional analysis to help participants

understand how we communicate in dysfunctional patterns such as from a Parent or Child ego state instead of an Adult ego state. When people become more aware, they can communicate more openly at work. This awareness on the part of many individuals promotes functional communication and eradication of dysfunctional behavior patterns. Following transactional analysis, professionals can work together to identify organizational needs and problem-solving methods.

11.7 PROCESS CONSULTATION INTERVENTIONS

As defined by Schein, Process Consultation is a set of activities on the part of the consultant, which help the client to perceive, understand and act upon process events which occur in the client's environment. It is a method for intervening in an ongoing system. In this approach, a skilled third party (consultant) works with individuals and groups to help them learn about human and social processes and learn to solve problems that arise from process events. A few examples of important organizational processes are decision-making process, communication process etc. Process consultant helps teams to diagnose the nature and extent of their problems and to work together by learning to solve their own problems.

The process consultation intervention may be of the following types-

(a) Agenda-setting interventions which includes-

- Questions which direct attention to interpersonal issues
- Agenda review and testing procedures
- meetings devoted to interpersonal processes

(b) Feedback of observation or other data which includes-

- Feedback to groups during process analysis or regular work time
- Feedback to individuals after meetings or data-gathering sessions

The consultant in order to give feedback to group must observe relevant events, ask proper questions and make sure that the feedback is given in a proper way so that it is useful.

(c) Coaching or counselling of individuals or groups which can help them to learn to observe and process their own data and identify their own problems.



CHECK YOUR PROGRESS

Q 4: Define Transactional analysis

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Q 5: Write the differnt types of process consultation intervention

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11.8 THIRD PARTY PEACE MAKING INTERVENTIONS

We have already discussed this in the previous unit.

Third party peacemaking as the name suggests, focuses on the interventions by a third party to resolve the conflicting situations. It is aimed at the analysis of involved processes, diagnoses the conflict's causes and with the assistance of a third party consultant resolves the conflict effectively.

Richard Walton suggests that in third party peacemaking, the fundamental concept is that the consultant will make the two disagreeing parties to confront or to face upto the fact that a conflict does exist and it is impairing the effectiveness of both. The consultant will use the right intervention techniques for facilitating the significant issues involved in the conflict to surface.

As per Walton, a third part usually an outside consultant can help to increase communication and solve intergroup problems. A main feature of this intervention is confrontation- the two parties must agree to confront the fact that conflict exists between them. The third-party must be able to diagnose conflict situations. This technique involves achieving increased understanding of the issue and discovering alternatives for resolving the conflict.

The third party tries to resolve conflicts between two parties through negotiations and discussion between the groups by providing reassurance and support and ensuring the following points-

- Ensuring that each party is motivated to resolve the conflict
- Balancing the situational power of both the parties
- Coordinating the confrontation efforts i.e. readiness to confront must occur at the same time for both parties
- The third party must provide reassurance and support and decrease the risks linked with openness.

11.9 ROLE ANALYSIS TECHNIQUE

The role analysis intervention is designed to clarify role expectations and obligations of team members to improve team effectiveness(French & Bell, 1978).Role is the set of behaviours or attitudes linked with a particular position in a group. Individuals in an organization occupy different specialized roles in which they show certain behaviours. But the role incumbent may not have an idea of the behaviours expected from his role by others or what others can do to help the role incumbent fulfil his role effectively. So, the role analysis technique suggested by Dayal and Thomas helps to solve this problem in which role incumbents along with team members define role requirements through a series of steps. This intervention is based on the belief that consensual agreement about group members role will result in more effective teams.

The steps in role analysis technique are as follows-

a. **Analysis of the main role (role incumbent):** In this step, the main role (role incumbent) is defined along with its duties, behaviours as perceived by the role incumbent. Other group members add or delete duties and behaviours from the list until both role incumbent and group members are satisfied with the role definition.
b. **Role incumbent's expectations of others:** Here, the role incumbent's expectation of others is examined. The incumbent list his expectations of other roles in the group that affect his performance. The expectations are discussed and modified till everyone agrees.
c. **Role expectation of other members:** In this step, the group members describe what they expect and want from the role incumbent in the

main role. These expectations are discussed, modified and agreed upon by the role incumbent and others.

d. **Role Profile:** Here, the role incumbent takes the responsibility of making a written summary of the role called a role profile.

e. **Follow up:** The written role profile is reviewed in following meetings as up gradation may be necessary.

This intervention is a very useful technique to increase team effectiveness as mutual demands, expectations and obligations of interdependent team members are openly discussed and agreed upon. It reduces role uncertainity and leads to increased commitment to the role.

11.10 JOB EVALUATION

Job evaluation aims at evaluating the job and not the person. It is a process of evaluating and determining the value of the job for an organisation. The evaluation is always in relative and not absolute terms. The idea is evaluate a certain job against other jobs in the organisation so that a fair compensation system against various bands or levels can be established.

Organisations use various ways to evaluate jobs for arriving upon a compensation scheme. They vary with the size of the organisation and the kind of industry they operate in. Job ranking, pair comparison and benchmarking are the various ways of evaluation.

The simpler or the easiest to perform is the job ranking method. In this method the jobs are taken as a whole and ranked against each other. The jobs are ordered according to perceived seniority. Such method is easier to apply in a small organisation but gets complicated once used for large corporations.

The other method is the pair comparison method where jobs are compared in pairs. It is more structured approach to comparing jobs. Yet another method is benchmarking where certain jobs are slotted and then examined in detail. These are then used as benchmarks in evaluating various jobs.

In addition Point Factor Analysis is also used to evaluate various jobs. The method is an old and tested one. In this method jobs are broken down into various factors such as skills required, experience, education required. A set of questions is framed against each factor and the response determines the score. Each factor is allotted a certain weight.

Principles of Job Evaluation

Definition: Jobs must be clearly defined such that they are identifiable and easily distinguishable. These jobs must then be part of the job description.

Evaluation: A job evaluation scheme must be arrived upon and used as a standard and all jobs in the organisation must be evaluated as per that scheme only.

Job Understanding: Job evaluators need to have deep insights into the job design process. They must have a methodical understanding of various tasks involved.

Concern: Job evaluation must be concerned with the job and not with the person. i.e. it is the job that has to be evaluated and not the person

Assessment: The assessment has to be carried out in an acceptable manner and by competent people. Further, it is based on judgement and is not scientific but can however be used to make objective judgements if used correctly.

11.11 JOB REDISIGN

Job redisgn is the restructuring of the elements a job that includes tasks, duties and responsibilities of a specific job in order to make it more encouraging and inspiring for the employees or workers is known as job redesigning. The process includes revising, analyzing, altering, reforming and reshuffling the job-related content and dimensions to increase the variety of assignments and functions to motivate employees and make them feel as an important asset of the organization. The main objective of conducting job redesigning is to place the right person at the right job and get the maximum output while increasing their level of satisfaction.

The following are the advantages Job Redesigning

- Enhances the Quality of Work-Life: Job redesigning motivates the employees and enhances the quality of their work life. It increases their on-the-job productivity and encourages them to perform better.
- Increases Organization's and Employees' Productivity: Altering their job functions and duties makes employees much comfortable and adds to their satisfaction level. The unambiguous job responsibilities and tasks motivate them to work harder and give their best output. Not only this, it also results in increased productivity of an organization.
- Brings the Sense of Belongingness in Employees: Redesigning job and allowing employees to do what they are good at creates a sense of belongingness in them towards the organization. It is an effective strategy to retain the talent in the organization and encouraging them to carry out their responsibilities in a better fashion.
- Creates a Right Person-Job Fit: Job Redesigning plays an important role in creating a right person-job fit while harnessing the full potential of employees. It helps organization as well as employees in achieving their targets or goals.

Therefore, the purpose of job redesigning is to identify the task significance and skill variety available in the organization and reallocating the job-related tasks and responsibilities according to the specific skills possessed by an employee.



CHECK YOUR PROGRESS

Q 6: What is the third party peace making intervention?

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Q 7: Write any two advantages of Job Redesigning

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Q 8: What is role analysis technique

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11.12 LET US SUM UP

- Role playing technique is used for OD. Its objective is very narrow i.e. to increase the trainee's skill in dealing with others. It can be used in human relations training and sales training because both these involve dealing with others.
- Sensitivity training is also known as T-groups (T for training). This technique is based on the assumption that a manager's behaviour is not how he thinks he behaves but how others view his behaviour.
- Team Building is a method of organisation development. The team building interventions mainly concentrate on four areas which are diagnosis, achievement of tasks, team relationships and team and organization processes.
- Transactional analysis, a theory that combines elements of psychology into a therapeutic approach, can benefit a workplace. In an organization, people need better communication to break down barriers between managers and employees and between competing departments. Using transactional analysis to develop communication among workers helps the organization become more focused and higher-achieving.
- Process Consultation is a set of activities on the part of the consultant, which help the client to perceive, understand and act upon process events which occur in the client's environment.
- Third party peacemaking as the name suggests, focuses on the interventions by a third party to resolve the conflicting situations. It is aimed at the analysis of involved processes, diagnoses the conflict's causes and with the assistance of a third party consultant resolves the conflict effectively.
- The role analysis intervention is designed to clarify role expectations and obligations of team members to improve team effectiveness.

- Job evaluation is a process of evaluating and determining the value of the job for an organisatio.
- Job redisgn is the restructuring of the elements a job that includes tasks, duties and responsibilities of a specific job in order to make it more encouraging and inspiring for the employees or workers is known as job redesigning.



11.13 FURTHER READING

1) Anderson, D.L. (2013).*Organization Development: The Process of Leading Organizational Change*, Sage Publishing,London.
2) Ramnarayan, S and Rao,T.V.(2008). *Organization Development: Interventions and Strategies,* Response Books, India.



11.14 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Role playing technique is used for OD. Its objective is very narrow i.e. to increase the trainee's skill in dealing with others. It can be used in human relations training and sales training because both these involve dealing with others.

Ans to Q No 2: Sensitivity training is also known as T-groups (T for training). This technique is based on the assumption that a manager's behaviour is not how he/she thinks he behaves but how others view his behaviour.

Ans to Q No 3: The two benefits of sensitivity training are:

(i) People who are more open to feed back learn more about themselves in the lab sessions and acquire increased self awareness.

(ii) It develops insights into how the participants react to others and how others react to them.

Ans to Q No 4: Transactional analysis is a theory that combines elements of psychology into a therapeutic approach, can benefit a workplace. In an organization, people need better communication to break down barriers between managers and employees and between competing departments. Using transactional analysis to develop communication

among workers helps the organization become more focused and higher-achieving.

Ans to Q No 5: The process consultation intervention may be of the following types-

(a) Agenda-setting interventions

(b) Feedback of observation or other data

(c) Coaching or counselling

Ans to Q No 6: Third party peacemaking as the name suggests, focuses on the interventions by a third party to resolve the conflicting situations. It is aimed at the analysis of involved processes, diagnoses the conflict's causes and with the assistance of a third party consultant resolves the conflict effectively.

Ans to Q No 7: The following are the advantages Job Redesigning:

- Enhances the Quality of Work-Life
- Increases Organization's and Employees' Productivity

Ans to Q No 8: The role analysis technique is designed to clarify role expectations and obligations of team members to improve team effectiveness. In this method a key role is selected for analysis and the role incumbent and team members discuss their expectation from that role and how to make that role more effective.



11.15 MODEL QUESTIONS

Q 1: Discuss the importance of team building interventions in organization development

Q 2: Discuss a few team building interventions.

Q 3: What is the difference between role analysis technique and role negotiation technique?

Q 4: Explain the process of role negotiation intervention.

Q 5: Discuss the importance of intergroup interventions. Explain a few intergroup interventions.

Q 6: What is organization mirror intervention? Explain its advantages.

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UNIT 12: TEAM AND TEAM BUILDING

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Meaning of Team

12.4 Importance of Team

12.5 Characteristics of a Team

12.6 Types of Team

12.7 Team Building and its Importance

12.8 Managing effective team

12.9 Let Us Sum Up

12.10 Further Reading

12.11 Answers To Check Your Progress

12.12 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- learn about the meaning and importance of Team
- outline the types of Team
- describe Team Building and managing effective Team

12. INTRODUCTION

In this unit we will discuss about team and team development. Employees are the assets of every organization and its success is directly proportional to the hard work every employee puts in. An individual cannot perform all tasks on his own. He/she needs the support as well as guidance of others to be excellent in whatever heshe does. As a matter of fact, groups and teams have central part of everyday human lives. At any given time, we are members in many different groups or teams, such as, our family, student club, work groups, sport clubs, professional associations, and political parties.

In the end of this unit, we will come to know about the team building and manageing effective teams.

12.3 MEANING OF TEAM

A team comprises a group of people or animals linked in a common purpose. Teams are especially appropriate for conducting tasks that are highly complex and have many interdependent subtasks.

A group in itself does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize his or her strengths and minimize his or her weaknesses.

For example, teams of sports players can form (and re-form) to practice their craft. Transport logistics executives can select teams of horses, dogs or oxen for the purpose of conveying goods.

A team is a group of individuals, all working together for a common purpose. The individuals comprising a team ideally should have common goals, common objectives and more or less think on the same lines.

Understanding group and team:

A group is not necessarily a team. A group can have individuals with varied interests, attitude as well as thought processes. It is not necessary that the group members would have a common objective or a common goal to achieve.

A team must have individuals with a common objective to achieve. They should all work together and strive towards the achievement of a common goal.

12.4 IMPORTANCE OF TEAM

As we have alrteady discussed that teams are formed when individuals have a common taste, preference, liking, and attitude come and work together for a common goal. Teams play a very important role in organizations.

1. Team work is essential in corporates for better output and a better bonding among employees.
2. Tasks in an organization are accomplished at a faster pace when it is done by a team rather than an individual.
3. In a team, the other team members can perform and manage the work in the absence of any member and hence work is not affected much.
4. Competition is always good for the employee as well as the organization as every individual feels motivated to perform better than his other team member and in a way contributing to his team and the organization.
5. Team work is also important to improve the relations among the employees.
6. Team members can also gain from each other. One feels motivated to work hard in a team and to live up to the expectations of the other members.

12.5 CHARACTERISTICS OF A TEAM

Success in the workplace depends on your ability to build a team, as well as to interact with others on that team. Together, people are able to accomplish what one person alone can not. This is known as synergy. Following are the characteristics of a Good/Effective team:

- **A clear, elevating goal:** This is a goal which has been communicated to all.
- **A results-driven structure:** The goal has been jointly decided by all the team members. They are fully committed towards achieving it.
- **Competent members:** Each team member has the required skill set in order to achieve the team objectives.
- **Unified commitment:** There is nothing happening in silos. With the total commitment from team members, achieving organizational goals becomes easier.

- **A collaborative climate:** Commitment from team members and a good leadership leads to a collaborative team with a productive work environment.
- **Principled leadership:** Leadership defines a team. An able-bodied leadership can chart the team's path to success.
- **Team goals are clearly understood by all:** Communication is vital for achieving successful completion of any project.

  Individual members have thought about creative solutions to the team's problem.
- **Each team member trusts the judgment of others:** Mutual trust and respect is highly important for the team. This is the only way to achieve the organization goals.
- **The team has to be willing to take risks:** Risk taking is an attitude which comes with confidence. Confidence on yourself as well as on the team, besides the ability to face all consequences.

12.6 TYPES OF TEAM

The four most common types of teams are: Problem-solving teams, Self-managed work teams, Cross-functional teams, and Virtual teams.

1. **Problem-solving Teams:** If we look back 20 years or so, teams were just beginning to grow in popularity, and most of those teams took similar form. They were typically composed of 5 to 12 hourly employees from the same departments who met for few hours each week to discuss the ways of improving quality, efficiency, and the work environment. These groups are called Problem-solving teams.

In problem-solving teams, members share ideas or offer suggestions on how work processes and methods can be improved, although they rarely have the authority to unilaterally implement any of their suggested actions. For instance, Merrill Lynch created a problem-solving team to specifically figure out ways to reduce the number of

days it took to open up a new cash management account. By suggesting cuts in the number of steps in the process from 46 to 36, the team was able to reduce the average number of days from 15 to 8.

2. **Self-managed Work Teams:** Problem-solving teams were on the right track but they didn't go far enough in getting employees involved in work-related decisions and processes. This led to experimentation with truly autonomous teams that could not only solve problems but implement solutions and take full responsibility for outcomes.

Self-managed work teams are groups of employees (typically 10 to 15 in number) who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors. Typically, this includes planning and scheduling of works, assigning tasks to members, collective control over the pace of work, making operating decisions, taking action on problems, and working with suppliers and customers. Fully self-managed work teams even select their own members and have the members evaluate each other's performance. As a result, supervisory positions take on decreased importance and may even be eliminated.

3. **Cross-functional Teams:** A team can be made up of employees from production, planning, quality, tooling, design, engineering, and information systems to automate a function on a company's special programme. The team's findings may result in drastically reducing cycle time, cost, and improved quality on the special programme. Such a team is called cross-functional team. These are teams made up of employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task.

Cross-functional teams are an effective means for allowing people from diverse areas within an organization to exchange information, develop new ideas and solve problems, and coordinate complex projects.

4. **Virtual Teams:** The above three types of teams do their work face-to-face. Virtual teams use computer technology to tie together

physically dispersed members in order to achieve a common goal. They allow people to collaborate online – using communication links like wide-area networks, video conferencing or e-mail – whether they are only a room away or continents apart.

Virtual teams can do all the things that other teams do – share information, make decisions, complete tasks. And they can include members from the same organization or link an organization's members with employees from other organizations, such as suppliers or joint partners. They can convene for a few days to solve a problem, a few months to complete a project, or exist permanently.



CHECK YOUR PROGRESS

Q1: Define Team

.....

Q2. Fill in the blanks.

a) In problem-solving teams, members …….. ……..on how work processes and methods can be improved

b) Self-managed work teams are groups of employees who perform highly …….. jobs and take on many of the responsibilities of their former ……..

c) Virtual teams use …….. to tie together physically dispersed members in order to achieve a ……..

12.7 TEAM BUILDING AND ITS IMPORTANCE

Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. Team Building activities are of utmost importance as they help in the overall development of the team members and in turn improving the team's performance.It also strengthens the bond among

the employees and they feel motivated to work and achieve the targets. Some kind of team building activities must be undertaken from time to time to encourage the team members to work hard and realize their dreams.Team work and Team Building are essential in any organization to make it a better place to work.The following are some of the importance of team buliding:

- Team Building activities bring employees closer and one feels happy to go to work daily.
- Team Building activities improve the relations and strengthen the bond among the employees.
- Team Building activities also reduce the chances of confusions, misunderstandings and in a way making the communication effective. Individual is very clear about his goals and objectives and what exactly is expected from him.
- Team Building exercises also increase the trust factor among the employees.
- The productivity increases when individuals work as a team. They tend to divide work among themselves and hence the objectives are achieved at a much faster pace.
- Individuals feel more positive and confident at work.

12.8 MANAGING EFFECTIVE TEAMS

Team building consists of activities designed to construct, develop and sustain groups of people who are working together to achieve common goals with a commitment to take collective responsibility. In order to develop and manage teams effectively, the managers should follow the following tips :

1. **Balanced Roles:** People with different work preferences must gain entry into teams rather than like-minded people.
2. **Open communication:** Communication should be open, flexible and capable of building trust between people.
3. **Handling Stress:** Working with others in close proximity can itself

be stressful. Additionally, we tend to react differently to various work pressures. The key skill which effective teams develop is the ability to recognize when either the individual or the collective stress is becoming a problem and to reduce it altogether.

4. **Team Choices:** These choices must be made explicit. Once the range is known, alternatives could be ascertained. Suppose someone from the team says, "I think teams are good in principle, but in practice they can be a complete waste of time", Once a response like this come out, the team can begin to deal with it.
5. **Team Goals:** Teams make sense only when there is a common goal, which requires collective action. Defining the team's purpose is vital. This, then, gives the team members a focus for their energy and action. It is also helpful to set some short-term goals to create gains, which sustain the team as it pursues long-term goals.
6. **Review Mechanism:** For a team's success, there must be proper control over team's activities and outcomes. A periodical review is needed to keep everything on track. If it is missing, teamwork will become just another 'flavor of the mouth'.
7. **Shared Leadership:** Teams need different forms of leadership at different times. Both the leader and the members must be willing to exchange roles, depending on the situation.
8. **Facilitation Skills:** Ensure that team meetings are well organized, allowing enough room for all to express their feelings and thoughts openly.
9. **Consensus:** Team decisions need to be based on consensus, so that all members can agree with and be committed to implementing important decisions. Consensus building does not imply 100 percent agreement on the part of the members. It only indicates the willingness of a member to support the decisions on reaching a certain stage or point.



CHECK YOUR PROGRESS

Q 3: State the activities involved in Team Building

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.....

Q 4: Define team building

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.....



12.9 LET US SUM UP

- A team is a group of individuals, all working together for a common purpose. The individuals comprising a team ideally should have common goals, common objectives and more or less think on the same lines.
- Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. Team Building activities are of utmost importance as they help in the overall development of the team members and in turn improving the team's performance.
- The four most common types of teams are: Problem-solving teams, Self-managed work teams, Cross-functional teams, and Virtual teams. Team building consists of activities designed to construct, develop and sustain groups of people who are working together to achieve common goals with a commitment to take collective responsibility.



12.10 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.

2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.

3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.

4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.

12.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Team is a Cooperative unit

Ans to Q No 2: a) Share ideas and offer suggestions

b) Related or independent

c) Computer Technology, common goal

Ans to Q No 3: Balanced role, Open communication, handling stress, Team choices, Team goals, Review mechanism, Shared leadership, Facilitation skills, Consensus.

Ans to Q No 4: Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. Team Building activities are of utmost importance as they help in the overall development of the team members and in turn improving the team's performance.

12.12 MODEL QUESTIONS

Q 1: What do you understand by team?

Q 2: Describe the most common types of teams.

Q 3: Describe the activities necessary to construct, develop and manage an effective team.

Q 4: Define Team Bulding.

Q 5: Write short notes on;

a. Cross-functional Teams

b. Virtual Teams

c. Problem-solving Teams

Q 6: Explain the charateristics of a Team.

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UNIT 13: TRAINING EXPERIENCE

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Sensitivity or T group training

13.4 Behavioural Modeling

13.5 Career Planning Intervention

13.6 Coaching and Mentoring

13.7 Let Us Sum Up

13.8 Further Readings

13.9 Answers To Check Your Progress

13.10 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- describe training experiences in organisation
- discuss the concept of Sensitivity or T group training
- learn the Behavioural Modeling approach
- explain the Career Planning Intervention
- discuss coaching and mentoring programmes

13.2 INTRODUCTION

In this unit, we are going to discuss some of the training experiences used in organizations. A number of training or educational experiences aimed at individuals have utility in the successful evolution of an OD effort. These OD interventions can be complementary and reinforcing to the OD process. Many different kinds of seminars and workshops can be of assistance to individuals, depending upon their experiences to date and problems faced by the organization. The three training interventions which will be discussed in this unit are: Sensitivity or T group training, BehaviouralModelling and Career Planning Intervention. Then we will discuss the importance of

coaching and mentoring in training.

13.3 SENSITIVITY OR T-GROUP TRAINING

It is a technique for learning about one's self and others by observing and participating in a group situation. The T-group (T stands for Training) is a small group of 10 to 12 people, assisted by a leader who acts as a catalyst and trainee for the group. These small groups may meet for two hours or more daily for a period of a week or longer, usually off the job site. There is no specified agenda. The leader merely creates an opportunity for the group members to come out openly and express their ideas freely.

In an agenda less discussion, the group members tend to be frustrated and often do not understand why they are 'wasting' their time. One of the participants may even say, 'I don't like to waste my time like this'. Another may immediately retort, 'What do you mean by that?' A third one may reprimand the first one, 'Are you mad?' These remarks enable the first participant to realize gradually that a large part of the group disagrees with him. In this way, he is learning about people he has not known before. He is forced to re-examine his behaviour and integrate with the expectations of others in the group. The basic purpose of sensitivity training is to increase the participant's insight into his own behaviour and the behaviour of others by encouraging an open expression of feelings, in the trainer-guided T-group laboratory. It says 'Open your eyes. Look at yourself. See how you look to others. Then decide what changes, if any, you want to make and in which direction you want to go'. The basic features of T-group training may be stated thus:

- T-Group consists of 10 to 12 persons.
- A leader acts as a catalyst and provides a free and open environment for discussion.
- There is no specified agenda.
- Members express their ideas freely and openly.
- The focus is on behaviour rather than on duties.
- The aim is to achieve behaviour effectiveness in transactions with one's environment.

- **Advantages and Disadvantages of T-group Training:** The following are some of the advantages of T-group training helps participants to learn about themselves especially their own weaknesses and emotions. They develop insights into how they react to others and how others react to them. They get an opportunity to discover the functioning of groups and diagnose human relations problems. They learn to behave more effectively in a group situation.

The following are some of the disadvantage of T-group training may create frictions among the group members. Members who are criticized or ridiculed may react negatively. The group situation, instead of promoting friendliness and cooperation, may actually create frustration and resentment among the members. Not many people in the group may take the unjustified invasion on their private worlds in a light manner. In addition to direct attacks on the emotions of people, T-group forces the members to bring out the hidden and private feelings of an individual. The negative remarks about the working of departments, policies, etc., may go against the interests of members at times. Further, even though people may be changed by the training, the sponsoring organization may not always benefit from the changes in the employees, if they do not apply the changes to their jobs.

- **Pre-requisites for T-group Training:** The following are necessary pre requisites for the success of T-group training.
  - The trainee must sincerely want to improve the human-relation skills.
  - He must be willing to look into his blind spots and mend his ways.
  - There must be permissive atmosphere where a member, exposing
  - himself, is not ridiculed or criticized.
  - The leader must be genuinely interested in helping people improve their interpersonal effectiveness.
- **Where T-group Training is Suitable:** T-group is an excellent learning and change intervention, particularly for the personal growth and development of the individual. It is particularly suitable and appropriate in the following situations:

1. In organic organizations where openness, trust and willingness to work cooperatively are essential features.

2. Where a climate of psychological safety is there in the organization. For instance, the person would feels safe to reveal himself in the group, to expose his feelings, drop defenses, and try to find new ways of interacting.
3. Where the group's feedback is articulate and meaningful in the organization



CHECK YOUR PROGRESS

Q 1: Define T-group training

Q 2: State true or false for the following statements:

i) There is some specified agenda to conduct T-group training.

ii) T-Group consists of 10 to 12 persons

iii) T-group training helps participants to learn about their own weaknesses.

iv) T-group training is suitable for a rigid organization.

13.4 BEHAVIOURAL MODELING

Behavioural modeling is a training technique designed to improve interpersonal competence. For improving interpersonal skills, behaviour modeling is an important training option.It is an approach to training systems design which has a strong conceptual base in social learning theory.

The steps involved in behavioural modeling are simple. First determine the most pressing problems facing a target group, say, first-line supervisors. These usually consist of such issues as counseling the poor performer, correcting absenteeism, encouraging the average performer, correcting unsafe work behaviour, and so forth. Training modules for each of such problems are developed, the core of which are videotapes showing a person (model) correctly handling the situation. The specific behaviours exhibited by the model that causes success are highlighted as "learning points" – typically these are the behavioural skills. Weekly training sessions

of four hours are scheduled for each module for groups of approximately ten participants.

At the training sessions the problem situation is announced and briefly discussed. Participants then observe a videotape in which the model (who looks similar to them) successfully solves the problem by enacting specific behavioural skills. The trainees discuss the behavioural skills and then *role-play the situation* receiving *feedback from the group and the trainer* in their performance. Role-playing continues until each participant successfully masters all the specific skills. Participants then commit to practicing the new skills on the job in the coming week. At the beginning of the next session, participants report on how their new skills worked on the job. If necessary, additional practice is held to ensure mastery of the skills. Then a new problem is addressed, the model is observed on videotape, and role-playing and feedback occur until all participants learn how to solve the new problem.

In training based on modeling and social learning, care is given to facilitating three processes in the trainees:

- Attention — making sure the trainees attend to the pertinent aspects of the behavior being modeled;
- Retention — helping the trainees remembers the original observation points in the form;
- Reinforcement and motivation —using practice and positive reinforcement to translate observational learning into skilled performance.

LET US KNOW



"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

-Albert Bandura, **Social Learning Theory**, 1977

The social learning theory proposed by Albert Bandura has become one of the most influential theories of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning.

His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.

13.5 CAREER PLANNIG INTERVENTION

OD is aimed at shifting organizational climate to increase the integration of organization and individual goals.Also the career development aspirations of the individual member are an important element of O.D.

Career may be defined as "a continuing process through which a person engages in a sequence of development of tasks necessary for personal growth in occupational life". The purpose of such career planning is to develop and promote high potential employees in channels where the abilities will be utilized to the fullest. One recent form of career development is called **career life planning**. This involves the application of laboratory-learning technique to career development. Career life planning is the process of choosing occupation, organization, and career paths.

Steps in Career Life Planning

Career life planning involves the following issues:

1. Determine where you are now;
2. Decide where you want to be; and
3. Developing a plan for getting where you want to be.

The basic intervention involves a sequence of steps which are discussed as follows:

Step 1: Prepare a set of career life goals. This consists of a list that usually includes career, professional, personal, and rational goals (List 1).

Step 2: Your consultant (partner) then goes through the list, reality

testing, determining priorities, and looking for conflicting goals.

Step 3: Make a list of important past accomplishments or happenings, including peak experiences, things that have made you feel happy or satisfied or times when you felt most alive or real (List 2).

Step 4: Your consultant then works through a comparison of individual list (List 1) with the list of past achievements (List 2), looking for conflicts or incongruence between the two lists. The consultants point out the incongruence to his or her partner.

Step 5: The outcome of step 4 is set of firm goals with relative priorities. Then a detailed plan of action is prepared specifying how to get from where you are to where your goals indicate that you should be.

Career planning method may take one day, one week or several weeks. These activities involve generating data about oneself, analyzing the data both individually and in groups, and formulating clear goals and action plan to achieve them. The application of this method requires the help of a consultant to test and compare the individual's goals, but it may be done on an informal basis at any particular point in time. Such activities are usually recommended for people at some decision point in their lives and careers. This technique can be helpful to the individual and may also aid in improving organization system where such career concern may be blocking job activities or inhibiting the development of individual potential.

13.6 COACHING AND MENTORING

Coaching and mentoring are one of the most important parts of training. While coaching is done by an employee's immediate superior usually focuses on job performance, mentoring is usually much broader and focuses on general career and personal development. The mentor role is generally filled up by a person of higher rank from outside the employee's department. They help the employee in adjusting with new environments.

Mentoring, coaching, counseling and consulting skills can be enhanced significantly by T-group training. A number of Indian organisations

have institutionalized the practice of providing mentors to their new employees as this helps in bringing a sense of belongingness in the organisation. One of such example is Tata Consultancy Services where intensive training is provided to the mentors in order to make this practice successful.



CHECK YOUR PROGRESS

Q 3: Define Behavioural modeling

Q 4: Fill in the blanks with appropriate words:

i) For improving ..... skills, behaviour modeling is an important training option.

ii) For career life planning, one needs to prepare a set of career life.....

iii) Coaching is done by an employee's .....



13.7 LET US SUM UP

- In this unit we have discussed different training experiences. A number of training or educational experiences aimed at individuals who have utility in the successful evolution of an OD effort. Three training interventions which are discussed in this unit are stated below:
- T-group training: It is a technique for learning about one's self and others by observing and participating in a group situation. The T-group (T stands for Training) is a small group of 10 to 12 people assisted by a leader who acts as a catalyst and trainee for the group. The aim of this training is to achieve behaviour effectiveness in transactions with one's environment
- Behavioural modeling is a training technique designed to improve interpersonal competence. For improving interpersonal skills, behaviour modeling is an important training option.

- Career life planning is another training option which involves the following issues:
  1. Determine where you are now;
  2. Decide where you want to be; and
  3. Developing a plan for getting where you want to be.
- The application of this method requires the help of a consultant to test and compare the individual's goals, but it may be done on an informal basis at any particular point in time. Such activities are usually recommended for people at some decision point in their lives and careers. This technique can be helpful to the individual and may also aid in improving organization system where such career concern may be blocking job activities or inhibiting the development of individual potential.



13.8 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.
3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.
4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.



13.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: It is a technique for learning about one's self and others by observing and participating in a group situation.

Ans to Q No 2: i) False ii) True iii) True iv) False

Ans to Q No 3: Behavioural modeling is a training technique designed to improve interpersonal competence.

Ans to Q No 4: i) interpersonal ii) goals iii) superior

13.10 MODEL QUESTIONS

Q 1: What is OD intervention and how does it fit into the organization development process? What are the key considerations while deciding on an intervention?

Q 2: Identify different approaches to classify OD interventions. Discuss and give examples of OD interventions for various target groups.

Q 3: What is "T-Group"? Discuss the basic objectives of T-group. How is T-group used to improve the effectiveness of the organization?

Q 4: Discuss the concept of behavioural modeling.

Q 5: Discuss the value of career planning for the organization. What are the issues involved in career planning and how can these is achieved through the career planning activities?

Q 6: How coaching and mentoring helps an employee?

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UNIT 14: ISSUES IN CONSULTANT CLIENT RELATIONS

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Organisational Consultants and the client system

14.4 Entry and Contracting

14.5 Diagnostic Skills

14.6 Consultant Client Relationship

14.7 Implications for Consultant's Behaviour

14.8 The dependency issue and Terminating the Relationship

14.9 Ethical Standards in O.D.

14.10 Let Us Sum Up

14.11 Further Readings

14.12 Answers To Check Your Progress

14.13 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- learn the client system in organization
- discuss the entry and contracting system
- explain the diagnostic skills
- discuss the implication's for Consumer Behaviour
- describe the dependency issue and Terminating the Relationship
- outline the ethical Standards in O.D.

14.2 INTRODUCTION

In this unit we will discuss some specific issues in consultant and client relations. Today the greatest challenge for the organization leaders is to manage change. We all know that change is inevitable. Evolutionary change has been on for millenniums, revolutionary change occurs from

time to time, but to bring about change in a planned way is a difficult proposition.

For sometime now, professionals in applied behavioural science all over the world have been actively involved in facilitating individual, group, intergroup, organizational and community change. Although, so much is going on in this area, very little is known about the way professional consultants facilitate change at different levels of human systems. It is important to articulate the values, assumptions and approaches of consultants working with different client systems and to get an insight into kinds of relationship they share. It is also necessary that all innovations and experimentations be known widely so that the range of alternatives, choices and options are available to those managing change in organizations.

14.3 ORGANISATIONAL CONSULTANTS AND THE CLIENT SYSTEM

- **Organizational Consultants:** Professionals applying behavioural science know-how in organizations are known by various titles. Some of these are: consultants, trainers, facilitators, catalysts, action researchers, counselors and change agents.

An organizational consultant is a professional, internal or external to the client system, who applies behavioural science knowledge in an ongoing organization with the explicit objectives of managing change and improving its effectiveness. He engages a wide variety of activities often called interventions. The type and choice of intervention and relationship a consultant establishes with the client system often defines the approach and style of consultants.

"Management consulting is an advisory service contracted for and provided to organizations by specially trained and qualified persons who assist, in an objective and independent manner, the client organization to identify management problems, analyze such problems, and help, when requested, in the implementation of solutions" (Greiner and Metzger, 1983).

- **The Client System:** A client may be an individual from an organisation

or it may be the management team. The question of who the client is quickly becomes an important issue in consultant-client relationships. A viable model is one in which, in the initial contact, as single manager is the client, but as trust and confidence develop between the key client and the consultant, both begin to view the manager and his or her subordinate team as the client and then the manager's total organization as client.

14.4 ENTRY AND CONTRACTING

Entry and contracting is the first and beginning phase of the OD process, which sets the stage for the following diagnosis, intervention, evaluation and termination phases. During the initial face-to-face discussion, the consultant explores with the potential client some of the deeper aspects of the presenting problem. If communications between managers aren't as thorough and as cordial as they ought to be, the consultant asks for example to get a better fix on the nature of the problem and its dynamics. Almost inevitably several interrelated problems surface.

Entry:

The goals of the entry process are to begin building the client-practitioner relationship, to identify the client(s), and to explore the work to be achieved. This is accomplished by engaging the client in a process that allows the client to fully express what really "matters," their desired client/ practitioner relationship, and the outcomes for the work. Effectively managing the entry process and relationship issues helps create conditions for trust, credibility, and predictability that are essential to contracting and to the overall success of the engagement. During the entry stage, the practitioner's focus is on building an effective interpersonal relationship with the client.

Furthermore, in the first meeting, the consultant and the client begin to sort out what group would be the logical starting point for an OD intervention. For example, for a particular manufacturing organization it might be important to focus on the top management team of eight people; in a

government organization it might appear careful to include 20 key people, which would involve the chief manager, assistant managers and all the department heads. Considerable thought must be given to exactly who is to be included – and thus who is to be excluded – in the first intervention. The exclusion of key people in particular, can be a serious mistake.

All kind of nuances can arise in this discussion. In addition to problems of who can and who should attend a workshop other matters concern when and where it could be held, whether members of the management group can be away from their offices for the desired period, whether the top person is to be briefed about interview themes prior to the workshop, the extent of confidentiality of the interviews, and so on. An overriding dimension in this preliminary discussion is the extent of mutual confidence and trust that begin to develop between the consultant and client.

The more formal compensation aspects of the initial contract are also important and need to be clarified for the peace of mind of both client and consultant. One course of action is to have an oral arrangement for an hourly or daily fee, with no charge for a brief telephone discussion, and usually no charge for a longer first exploration. Thereafter, a bill might be sent for time spent, or a bill might be submitted for the total agreed-upon price for the particular project.

Contracting:

The goal of the contracting process is to develop a clear, mutually agreed-upon contract— either formal or informal. This contract is fundamental to the success of any change initiative. Through contracting, the energy in the client system is harnessed and brought into focus for the purpose of defining a plan of action that will sustain the change that is sought. The contracting process brings needed form and structure to the relationship. It sets clear expectations. It balances feelings and provides a sense of assurance that the consultation is going somewhere solid, trustworthy.

The outcomes of entry and contracting are a solid working relationship between the client and the OD practitioner, a joint decision about whether to go forward with the consultation, a written contract for the

consultation, and a solid foundation for the remaining phases of the OD process.

It is relatively straightforward to describe and understand the stages of the entry and contracting process (pre-entry, entry, contracting, transition) designed to achieve these outcomes. However, completing the tasks of each stage with the many dynamics (i.e., trust, fear, dependency, vulnerability, motivation, resistance, misunderstandings, etc.) possibly at play creates a challenge for even the most experienced OD practitioner.

The dynamics each have their own energetic valence. The practitioner needs to be aware of the dynamics at all levels (intrapersonal, interpersonal, group, systems) and then to be wise, intentional, and skillful in engaging that energy – all in service to the client's desired outcomes.



CHECK YOUR PROGRESS

Q 1: Define Client system.

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Q 2: Who are the organizational consultants?

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14.5 DIAGNOSTIC SKILLS

OD starts with diagnosing an organization or department to understand its current functioning and to discover areas for further development. OD practitioners need to know how to carry out an effective diagnosis, at least at a rudimentary level. They should know how to engage organization members in diagnosis, how to help them ask the right questions, and how to collect and analyze information. A manager, for example, should be able to work with subordinates to determine jointly the organization's or

department's strengths or problems. The manager should know basic diagnostic questions some methods for gathering information, such as interviews or surveys, and some techniques for analyzing it, such as force-field analysis or statistical means and distributions. In addition to diagnosis, OD practitioners should know how to design and execute an intervention. For establishing priorities for action, the OD practitioner has to diagnose the client organization's difficulties, in collaboration with organization's key members. Sometimes the OD practitioners and the key actors are confronted with low motivation and energy level for initiating and implementing diagnostic work, possibly because organizational members believe that the problems are too pervasive or too fundamental to be remedied. This feeling of helplessness and defeatism could also manifest itself in hostile rejection of all diagnostic interpretation. The challenge, then, is to overcome extreme inaction, and generate openness and willingness to take a fresh look at the organizational difficulties.

Diagnosis requires attention to four basic elements:

- client's felt problems,
- his/her goal,
- his/her resources, and the
- OD practitioner's resources.

The client's felt problem means much more than the initial formulation or description of the issues by a few key members. It involves appreciating the organization's culture and language so that one can see events the way the client see them. This empathy enables the OD practitioners to meet the client's needs and ensures the client organization involvement in the diagnostic phase.

The second step is to define the goals and priorities of the client organization. If goals are well defined, they can place the problem in the context of the organization's total development, and facilitate emergence of meaningful and lasting solutions to the problems. The third and the fourth elements assessed in the diagnostic process are the client's and practitioner's resources for improving the situation. The motivation and readiness for change on the part of both the client system and the OD

practitioner are particularly important. The practitioners should especially look for resources internal to the client organization which can be developed and utilized to solve problem. In this way, the development of internal resources is accelerated and dependency on the practitioners is reduced.

There are several conceptual frameworks that are useful for aiding diagnosis. One such framework given by Marvin Weisbord (1976) called as **six-box model** for diagnosis is widely used by OD practitioners were described in earlier unit.

14.6 CONSULTANT-CLIENT RELATIONSHIP

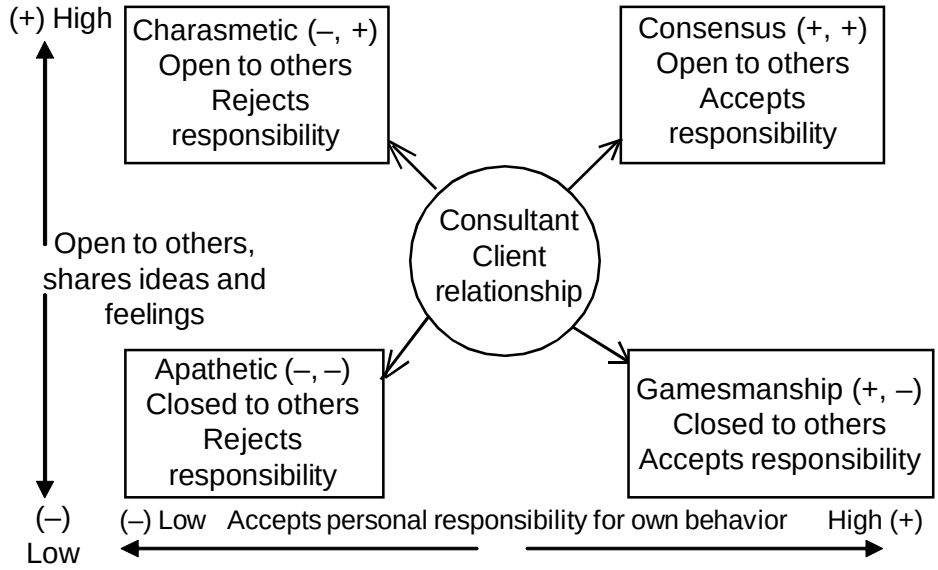
One of the major concerns of the organizational consultants is to create an effective relationship with the client system. Most of the consultants and clients, on entering mutual contract, wonder what kind of influence and freedom they would have with each other, who will define the boundary of activities of both the consultant and the client.

Eric H. Neilson (1978) has identified several basic dimensions in the client-consultant relationship which can be used as indications of the climate for change. In order to collaboratively change the organization's culture:

1. Members need to share their assumptions, perceptions and feelings; and
2. Members need to accept personal responsibility for their own behaviour.

Based upon these two dimensions, Eric H. Neilson has identified four possible models in the client-consultant relationship (see Fig 14.1).

Fig 14.1: Four Consultant-Client Relationship Mode





Skepticism: doubt about the truth of something.

(a) The Apathetic Mode: Members keep their true ideas about self-fulfillment and organization effectiveness to themselves. They assume that sharing this information will not make any difference, so why bother. In general, they follow established solutions and avoid accepting responsibility for their actions. They simply do as they are told by others. They tend to relate with the consultant in the same manner by assuming that the higher authority has sanctioned the change, but viewing it with ***skepticism***.

(b) The Gamesmanship Mode: Members keep their true feelings about self-fulfillment and organizational effectiveness to themselves, under the assumption that sharing information may threaten personally desired outcomes. Members make their own decisions about how to behave, thus taking responsibility for their behaviour. This may include conforming outwardly to any decision-making procedure, while manipulating strategic factors to gain personal goals. Members may favour change if they see ways in which it can serve their personal interest.

(c) The Charismatic Mode: In this mode, there is open sharing of ideas and feelings between a limited number of members and the rest, based on the perception of leadership. The followers are looking for cues from

their leaders, so that responsibility is low for most members. Members view the change process as desirable, if the leader approves. However, they rely on the leaders to interpret the results.

(d) The Consensus Mode: Members continuously share perceptions and feelings openly, both on self-fulfillment and organizational effectiveness. Decisions are made through the sharing of viewpoints and differences are worked through. This process involves both sharing of data and maintaining one's responsibility for action. Members see the OD process as consistent with their way of operating and find the results interesting and useful.

There are a **set of assumptions** about initial relationship between clients and consultants and their implications for consultants' behaviour. These are the following.

(i) There is likely to be some dependency by the client on the consultants: The client is likely to feel the need for expert help with whatever problem he is bringing to the consultant. Most managers see themselves as needing to be competent in managing organization and human affairs in organizations. Therefore the 'dependency' on the 'expert' to assist them is a two sided coin – on one hand they want some help and guidance; on the other hand they resent that they need it. With outside consultants, this 'ambivalence' is likely to take the form of over-dependence – getting the consultant to take decision, so that if something goes wrong, the client knows who to blame. With inside consultants, it is likely to take the form of "prove that you are more competent than I am about this problem or situation".

(ii) There is likely to be some suspicion of the consultant's motives or competence or both: It produces a real dilemma for the consultant; whether to prove that he does have skills and competence, or induce same client anxiety, by not immediately behaving in ways that show his 'competence'.

(iii) There is likely to be some threat to existing traditions, ways of work, relationships and rewards: The very need for change probably

means that some kind of well established forms, norms, ways of doing things must be replaced. The 'client' probably knows this, but also finds it somewhat threatening. If the threat is great, there is likelihood that he will transfer the 'threat' to the consultant, implying that the consultant represents 'new' or 'different' ways of work.

(iv) There is likely to be pressure for early results: This is an important dynamic which can subvert any change effort, particularly if there is a budget consequence. There may be strong needs on the part of the entry client to prove either to his bosses or his colleagues or subordinates, the worth of investment in the change effort. Many complex change programs require pilot projects or experiments.

(v) There is likely to be some confusion around the amount of perceived power a consultant has and/or should have: Depending upon the consultants outside reputation, track record, access to other parts of the organization, the entry client may see him as all powerful. There is a need for clarifying at every stage the client's perception, the consultant's perception, and the likely perceptions of other key people in the organizational system about the consultant's roles and influence.

(vi) There is likely to be unrealistically low expectation by the organization leaders of the requirement for their own personal investment of time and energy in the change effort: Entry client frequently assume that by bringing in a consultant, they can delegate the 'management' of the change effort to the specialist or expert; and their role is to be permissive and supportive of activities. It is incorrect to assume that the top of the organization can avoid significant commitments of their personal energy towards managing the change effort.

14.7 IMPLICATIONS FOR CONSULTANT'S BEHAVIOUR

1. **He must find ways of reducing dependency**: He must somehow deal realistically with the client, meeting enough of the dependency needs

to not loose the connection, but resisting some of it and moving the client towards independence and ownership.

2. **He must find ways of exposing both his motives and his competence**: He must find some way of communicating to the client 'where he is' and 'what he wants'. He is faced with very major value or ethical choice or dilemma; to what degree, in this relationship, does the consultant wish to be an advocate and to what degree is he is methodologist.
3. **He must find some ways of dealing with threat**: He must find some ways of communicating to the client that the change will involve costs and upsets; and that there is a great need for both of them to keep this explicitly in mind throughout the relationship.
4. **He must find ways of helping the client to develop a realistic and practical time frame**: The consultant needs to help the client look at the consequences of immediate superficial success and over expenditure of massive energy too soon.

14.8 THE DEPENDENCY ISSUE AND TERMINATING THE RELATIONSHIP

If the consultant is in the business of enhancing the client system's abilities in problem solving and renewal, then the consultant is in the business of assisting the client to internalize skills and insights rather than to create a prolonged dependency relationship. An issue of personal importance to the consultant is the dilemma of working to increase the resourcefulness of the client versus wanting to remain involved, to feel needed, and to feel competent. A satisfactory solution to this dilemma is gradual reduction in external consultant use as an OD effort reaches maturity. In a large organization, one or more key consultants may be retained in an ongoing relationship, but with less frequent use. If the consultants are constantly developing their skills, they can continue to make innovative contribution. Another dimension of the issue arises, however, when the consultant senses that his or her assistance is no longer needed

or could be greatly reduced. For the client's good, to avoid wasting the consultant's own professional resources, and to be congruent, the consultant should confront the issue.

14.9 ETHICAL STANDARDS IN OD

Ethical problems and dilemmas faced by OD practitioners may leave OD's scientific and professional progression in a disadvantageous position unless agreement can be reached as to the types of ethical dilemmas and the points at which they are likely to be encountered. 'Ethical Dilemmas' are the results of behaviours and inappropriate actions or roles on the part of both consultant and the client systems. Ethical problems and dilemmas are therefore a mutual responsibility of change agents and client systems, depending largely on the nature of their specific relationship. The following are the major types of ethical dilemmas in OD practice which tend to be observed and described by practitioners.

a. Choice of Intervention: Critical to the success of any OD program is the selection of an appropriate intervention, which depends, in turn, on a careful diagnosis of the organization or department. Selection of an intervention is closely related to a practitioners own values, beliefs, and norms. In solving organizational problems, many OD practitioners tend to emphasize a favorite intervention technique, such as team building, survey feedback, or job enrichment. They let their own values and beliefs dictate the change method. This may have disastrous consequences both for the organization and practitioner. The intervention chosen must be appropriate not only to the problem, but also to the context in which it exists. This context is influenced in parts by the political climate within the organization, and by the organization's perceived readiness for change. Unless all these factors are considered in the diagnosis of the problem and subsequent choice of an intervention, the change effort is likely to be unsuccessful.

b. Use of Information: A key issue concerns the large amount of information practitioners invariably obtains. Although most practitioners

value openness, trust, and leveling, it is important that they be aware of how such data are used. A human tendency can exist to use the data to enhance a power position. Openness is one thing but leaking information can be harmful to individuals and to the organization as well.

This dilemma or choice situation requires the consultant or client system to decide what information is used and how it is used. Misuse of data in OD occurs when the voluntary consent or confidentiality of the client system is violated or abridged. Misuse of data as a breach of ethics in OD also may occur in other ways. It may occur when data are distorted, deleted or not reported by either the client system or the consultant, or when data are used to assess persons or groups, punitively, resulting in personal, professional, or organizational harm. Data concerning personality traits, career interest and market information are frequent examples.

c. ***Withholding Services***: An important practical issue for OD consultants is whether or not a practitioner is justified in unilaterally withholding services from an organization or department in need. Assuming that some kind of change is going to occur anyway, doesn't the consultant have a responsibility to try to guide the change in the most constructive fashion possible? This question may be of greater importance and relevance to an internal consultant or to a consultant who already has an ongoing relationship with the client.

d. ***Client Dependency***: One of the dilemmas facing the practitioner is caused by the helping relationship, which creates a condition of dependency. Those who need help are dependent on the helpers. Thus, the client can either be counter dependent or over dependent, especially at the early stages of the relationship. There are a number of possible actions a practitioner can take. One is to openly and explicitly discuss with the client how to handle the dependency problem, especially what is expected of one another. Another approach is to focus on problem finding. Usually, the client is looking for a solution to a perceived problem. The consultant can redirect the energy to improved joint diagnosis and ensure that both work jointly on problem identification and solving. This action moves the energy of the client away from dependency.

e. Choosing to Participate: People should have the freedom to choose to participate in OD interventions if they are to gain self-reliance to solve their own problems. In team building, for example, team members should help decide whether they want to become involved in the intervention. Management should not unilaterally decide team building is good for members. However, freedom to make a choice implies knowledge about OD. Many organization members have little information about OD interventions, what they involve, and the nature and consequences of becoming involved with them. For example, some people have been coerced to join T-Groups and then became victims of manipulation and other subtle tactics that forced them to speak against their will.

With the demand for the acceptance of OD programs and practitioners increasing rapidly, the ethical issues surrounding OD's practice should now receive increased attention. If OD is ever to be accepted as a legitimate science as well as a profession, then principles guiding the actions of those providing OD services must no longer be ignored.



14.10 LET US SUM UP

In this unit we have discussed some issues in consultant client relations.Today the greatest challenge for the organization leaders is to manage change.It is important to articulate the values, assumptions and approaches of consultants working with different client systems and to get an insight into kinds of relationship they share.

- Here we have discussed about **organizational consultant,** who is a professional, internal or external to the client system, who applies behavioural science knowledge in an ongoing organization with the explicit objectives of managing change and improving its effectiveness.
- The client system: The manager and his or her subordinate team as the client and then the manager's total organization as client.
- Consultant-client relationship:One of the major concerns of the organizational consultants is to create an effective relationship with the

client system. Most of the consultants and clients, on entering mutual contract, wonder what kind of influence and freedom they would have with each other, who will define the boundary of activities of both the consultant and the client.

- The dependency issue and terminating the relationship: If the consultant is in the business of enhancing the client system's abilities in problem solving and renewal, then the consultant is in the business of assisting the client to internalize skills and insights rather than to create a prolonged dependency relationship.
- implications for consultant's behavior:

1. He must find ways of reducing dependency
2. He must find ways of exposing both his motives and his competence
3. He must find some ways of dealing with threat
4. He must find ways of helping the client to develop a realistic and practical time frame

- The following are the major types of ethical dilemmas in OD practice which tend to be observed and described by practitioners.
  a) Choice of Intervention
  b) Use of Information
  c) Withholding Services
  d) Client Dependency
  e) Choosing to Participate



14.11 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.
3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.
4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.

14.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: A client may be an individual from an organisation or it may be the management team.

Ans to Q No 2: An organizational consultant is a professional, who applies behavioural science knowledge in an organization with the objectives of managing change and improving its effectiveness.

14.13 MODEL QUESTIONS

Q 1: What are the advantages and disadvantages of using an internal change agent to bring about change in an organization?

Q 2: How does the process of diagnosis help to discover problems and areas of improvement regarding organization structure and function?

Q 3: Weisbord identifies six places(box) to look for troubles in organizations. How does a practitioner diagnose the problem of an organization with the help of this approach?

Q 4: Discuss the role of consultant. Identify the possible modes through which consultant and client relate to each other.

Q 5: What are the possible assumptions in the initial relationship between the consultant and client?

Q 6: Identify the issues that need to be considered while developing the effective client-consultant relationship.

Q 7: What are ethical dilemmas? Discuss the relevance of ethics in OD.

Q 8: Identify and discuss the types of ethical dilemmas in OD practices as experienced by practitioners.

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UNIT 15: THE FUTURE OF OD

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Fundamental Strengths of OD

15.4 Future of OD

15.4.1 Leadership and Values

15.4.2 OD Training

15.4.3 Interdisciplinary Nature of OD

15.4.4 Diffusion of Techniques

15.4.5 Integrative Practice

15.4.6 Mergers, Acquisitions and Alliances

15.5 O.D. in India

15.5.1 Evolution of O.D. in India

15.6 Experiences of Indian Organizations with Various O.D. Interventions

15.6.1 Training as an OD intervention

15.6.2 Action Research as an OD Intervention

15.6.3 Survey feedback as an OD Intervention

15.6.4 HRD and HRD Audit as an OD Intervention

15.6.5 Role focused interventions

15.6.6 Person focused interventions

15.6.7 360 Degree Feedback Based Interventions

15.6.8 Achievement Motivation labs

15.7 Let Us Sum Up

15.8 Further Reading

15.9 Answers To Check Your Progress

15.10 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- discuss strengths and future of OD

- describe the evolution of OD in India
- learn the experience of Indian organisation with OD interventions.

15.2 INTRODUCTION

The environment in which organizations operate is increasingly turbulent in an era of global, national, and regional commercial competitiveness. Alliance, consortia, merger, and acquisition are all common. Production and communication technology are changing at an exponential rate. Furthermore, dislocation of people through downsizing and restructuring is rampant. Simultaneously, a profusion of business startups is taking place. Yesterday's strategies are not likely to work in tomorrow's workplaces.

In large part the organizational paradigm is dying. It does not work well in this emerging environment. Top-down, autocratically directed, rigidly hierarchical, fear-generating organizations is giving way to something new. The new paradigm proclaims that the most innovative and successful organizations will be those that derive their strength and vitality from adaptable, committed team players at all levels and from all specialties, not from the omniscience of the hierarchy. Increasingly, organizations will be flatter, with smaller central staffs and with more delegation to small groups and units.

OD will be a major player in assisting organizations to shift to and sustain this new paradigm and to help invent even more effective paradigms in the future.

15.3 FUNDAMENTAL STRENGTHS OF OD

The following are the fundamental strengths of O.D.

1. The central strength of OD is that the processes include involvement of people in diagnosing the strengths and weaknesses of their organizations and making action plans for improvement; focusing on team and other interdependent configurations; redesigning work so that it is more meaningful and motivating; explicitly training people; and using

qualified third parties. These and other characteristics of OD have created a powerful and durable process for organization improvement.

2. The second fundamental strength is that OD is highly compatible with democratic governmental structures and processes that are well established in many parts of the world and emerging elsewhere. Indeed OD approaches promote and help sustain democratic processes.
3. Third, almost everywhere organizations are recognizing the need for assistance in getting the right people together for developing processes for making organizations better.

In the light of these pressing needs, the OD field clearly has an enormous and vital role to play in the foreseeable future.

15.4 FUTURE OF OD

How large a role OD will play in the constantly changing organizational, political, and economic milieu of the future will depend upon a number of interrelated conditions. The conditions have to do with

- leadership and values
- OD training
- the interdisciplinary nature of OD
- diffusion of techniques
- integrative practice
- merger, acquisition and alliances

15.4.1 Leadership and Values

For OD to flourish, top-management – CEOs, board of directors, top executives, including the human resources executive – and OD consultants must place high value on strong individual, team, and organizational performance coupled with people-oriented values. OD consultants should have strong orientations toward organizational effectiveness coupled with democratic and humanistic values.

The OD process will take root and flourish in direct

proportion to the prevalence of this dual set of values – profitability and humanistic objectives. These value decisions must be coupled with strong leadership skills. The OD practitioner can play a major role in this leadership.

15.4.2 OD Training

Training is one of the most important parts of O.D. The future will hold a need for availability of different need based training, like, T-group training – as a training intervention, not as an organizational intervention – particularly for both aspiring OD practitioners and managers. One can not overlook the utility of T-group training for any or all organizational members, including first-line supervisors. (We have already discussed in details about T group training in HRM)

15.4.3 Interdisciplinary Nature of OD

OD's future, to a significant extent, is related to other disciplines. Historically, OD has been a highly interdisciplinary, eclectic field. It has been built from theory, research, and practice in social psychology, adult education, general system theory, anthropology, philosophy, counseling, and general management, social work, human resource management and other fields.

15.4.4 Diffusion of Techniques

OD techniques and approaches have been widely disseminated in society. However, at least two problems may be lurking around the edges of this wide dissemination of technique. One problem is that techniques may be used without sufficient understanding of their theoretical, research, and/or historical foundation. The consequences may be misapplication and, in turn, unnecessary resistance on the part of clients. The other problem is the possibility of a gradual diffusion of the OD field across other specialties, with

the resultant loss of some of its integration of values, theory, research, history, and practice. If OD becomes anything and everything, then what is it? Perhaps solution lie in the availability of and support for quality training and research in OD and in the careful selection of consultants.

15.4.5 Integrative Practice

It would be a challenge for any one person to develop skills in all of the interventions plus to couple OD skills with the growing number of broad structural interventions. Total quality management (TQM), quality of work life (QWL), and reengineering programs, in particular. The emphasis in terms of TQM and QWL makes OD a natural partner in these efforts. The lack of emphasis on participative approaches in reengineering efforts makes OD practitioners involvement less likely, but no less necessary.

OD practitioners need to be as knowledgeable as possible about such structural interventions and these integrations. At the same time, the experts in the technological aspects of these fields also need to be knowledgeable about OD. An ideal arrangement may be for OD professionals to join with such experts on consulting teams.

15.4.6 Mergers, Acquisitions and Alliances

As the tempo of business transactions worldwide increases, the phenomena of acquisitions, mergers, and alliances will also become more evident. Interventions that have grown out of the OD field can be highly relevant in helping two or more organizational cultures meld and in ameliorating the potential dislocation and pain that can occur when organizations are combined. Such interventions will require a high degree of interpersonal, political, and cultural skill of the consultant or consulting team – even more so when more than one country and/or language is involved.



CHECK YOUR PROGRESS

Q 1: State true or false for the following statements:

(i) One of the fundamental strength of O.D. is that it works for the improvement of the organisation. (True/False)

(ii) The future of O.D. does not depend on the leadership quality in the organisation. (True/False)

(iii) The future of O.D. is related to other discipline also. (True/False)

15.5 O.D. IN INDIA

In today's highly turbulent business environment, 'change' has become an inevitable part of life. Organizations that do not change when needed or are not sensitive to the need for change do not survive long. The revolution in the form of IT is reshaping the core competencies needed in a knowledge environment. Organizations, in order to be successful, need to place a high priority on proactivity and systematic understanding of organizational issues and on responding to current and future external customer needs. Workforce mobility and diversity are creating new employee needs along with new expectations about the work culture, and these needs, too, have to be systematically understood and responded to. HR leaders are challenged to become effective strategic partners in the creation of world class learning culture.

Indian organizations are no exception to these compulsions. Today, they face numerous challenges and complexities, operating, as they do, in a highly volatile political and economic environment. For decades, the Indian mindset that has governed Indian organizations is less systems-driven and more people and relationship-oriented. With the opening up of the economy, standing up to global competition with borrowed technologies & insecure and relationship-driven employees, organizations need to bring in change rapidly; and hence the acute need for O.D. in Indian organizations.

15.5.1 Evolution of O.D. in India

In India, O.D. and planned change started in the early 1960s. A group of Indian professionals trained at the National Training Laboratories (NTL) at Bethel, Maine, USA, brought out a good deal of O.D. technology in India. Grid programs were initiated and widely used in the Small Industries Extension Training (SIET) Institute, Hyderabad, State Bank of India and in the Indian Institute of Management (IIM) programs in the mid 1960s. Unfortunately these remained isolated efforts and did not take O.D. to its logical conclusions.

In the mid-1970s, O.D. was first introduced in India in Larsen and Toubro as a formal and structured part of the HRD department. It was expected that the change process would get institutionalized and more O.D. specialists would be developed. Unfortunately, this did not happen as the corporate sector in the country has a very protected and secure environment and there were very few compulsions to change. Hence O.D. remained mostly in academic institutions - the forte of a few specialists and largely limited to T-group training and other training based interventions. That it has a slow growth is indicated by the fact that even after 25 years of existence, the Indian Society for Applied Behavioral Science (ISABS), an associate of NTL, produced less than 100 process specialists in the vast country.

There have been several efforts to apply O.D. approach and associated techniques in India but it has not created the desired impact. According to Srinivas (1994), one plausible explanation for this is that O.D. as it has emerged to date is culture specific, that it cannot be simply applied to locations outside the US. The issue of non-transferability of OD technology to cultures such as India has arisen because of the fear or distrust of its techniques of confrontation. The general practitioner or the change agent style of informality and an attitude of openness is also not suited to the Indian context. However, a deeper examination of values embedded in

Indian religion and psycho-philosophy suggests that the cultural values are indeed largely supportive of organizational renewal and change. The rich cultural heritage also contains a paradigm of change, based on which new approaches and designs of O.D. interventions may be possible. And such designs are likely to be accepted more readily in the country.

Because of the number of applied behavioral scientists and T-group trainers, the HRD movement and establishment of HRD departments, contributions of multinationals in India and the influence of Western educationthe scenario has changed. Professional bodies such as ISABS (Indian Society for Applied Behavioral Sciences), Indian Society for Individual and Social Development (ISISD), Indian Society for Training & Development (ISTD), and the HRD Network, and academic institutions such as the IIMs (Indian Institute of Management) have further facilitated this. In the post liberalization period, every one has been forced to seek change. As a result, the application of O.D. technology has increased.

15.6 EXPERIENCES OF INDIAN ORGANIZATIONS WITH VARIOUS O.D. INTERVENTIONS

Among available O.D. interventions and tools, the most prevalent ones and those that have met with reasonable success in effecting the desired change are:

- Training
- Action research
- Survey feedback
- HRD and HRD Audit
- Role focused interventions
- Person focused interventions



CHECK YOUR PROGRESS

Q 2: Write the full form of the following:

(i) NTL : .....

(ii) SIET : .....

(iii) ISABS : .....

15.6.1 Training as an O.D. Intervention

Training, today in organization is viewed as continuously evolving, dynamic networks of interactions between different participants and interest groups within and around the organization. This doctrine is very much different from the past perception of training as a static and mechanistic activity to address deficiencies. Training raises the consciousness of participants, makes people aware of the gaps between reality and ideals, provides a common language to articulate shared problems and difficulties generates ideas for change, and creates greater energy for change. As a consequence of such dynamic and multifaceted approach, training has proved to be an effective O.D. intervention. One finds that inhouse training programs are commonly held at various levels of the hierarchy, whether or not the organization has formally launched any O.D. efforts.

The various reasons why training can be used as an efficient O.D. intervention have been summarized below:

- It provides a medium of participation and involvement
- It allows greater personal learning and insight about organizational problems
- It facilitates acceptance of the diagnosis since it emerges in a setting of common language & symbols
- It facilitates the establishment of trust and collaboration among the participants & between the participant and the trainers

A number of organizations essentially use training as an intervention. All training based interventions are not O.D. interventions. When training is taken up in a planned way to initiate change it is classified as an O.D. intervention. A large number of organizations and management professionals have been using training as a method of change at the unit level. For example the Aditya Birla Group has embarked on a large scale cultural change to make their units more professional, entrepreneurial and effective. The change was initiated through a world wide survey of the organizational culture of their units. The survey results were presented and a number of areas were identified for improvement. A series of training programs are being conducted to orient or reorient their top level managers in terms of their leadership roles, styles, delegation and other competencies. Simultaneously, attempts are also being made to introduce Assessment Centers for identifying and developing talent among the current employees for future roles. In all these, training is being used as a focal intervention.

In most companies that use Performance Management Systems, training in identification of Key Performance Areas, conducting performance review discussion is a common intervention. These organizations assume that such training in performance planning, performance coaching etc. will bring cultural change.

15.6.2 Action Research as an OD Intervention

Action research is a data based problem solving model that replicates the steps involved in the scientific method of inquiry. As an O.D. intervention, action research has pointed out to more efficient resolution of practical problems, better understanding of ground realities by social scientists and generation of new insights for theory building. How it can be used as an intervention to initiate change is explained in the case below:

Case 1:

The Indian Chemical Company (ICCL) was facing a serious problem of conflict between the materials department and the user department. The senior managers were particularly concerned about increased downtime of equipment, uncontrolled increase in inventory levels, long lead times in procuring items, large number of pending indents and intense mutual hostilities between the materials departments and the user departments. The consultants decided to undertake preliminary data collection. A task force was formed which worked with the consultants to identify the information needs, undertake a data collection and analyze it to understand the problems. Analysis of the preliminary data collection highlighted the following issues:

- Aging of plants resulting in equipment breakdown
- Poor coordination between the user departments leading to increase it the number of indents (total of 3000 indents pending, it took 17-41 weeks for the user department to receive the materials from the date of indent)
- No change in the structure and functioning of the materials department over the last five years despite increase it the quantum of work as well as change in the user requirements
- Raising of indents much before actual requirements arose leading to user departments having their own mini-stores
- Pile up of inventories
- Interpersonal relations were used by managers to get things done
- High degree of mutual hostility and lack of cooperation even between stores and purchase personnel.

The above observations, lead to the following recommendations:

- The data suggested system failure rather than incompetence of personnel. Hence it was decided to target the system and setting it right. The solution was to create the position of an integrating person who will be responsible for all the

requirements of a particular user department & interface with the procurement executives in the materials department which would lead to better responsiveness to customer needs.

- Responsibility of purchase of low value materials was decentralized to the user department themselves. Making them responsible would then reduce the complaints about inordinate delays and allow the materials department to devote attention to high value items
- It was envisaged that computerization of the work system could considerably reduce the work burden of materials personnel and make their functioning more efficient
- Appointment of department level work force was recommended to monitor the changes being implemented. On the basis of the above recommendations, the departments were asked to prepare detailed action plans. A period of 7 months was assigned for implementation and then a follow-up of the results was done by the consultants. Following were the findings of the follow-up:
- Number of pending indents had dropped down to less than 250
- Inventory level showed a marked decrease
- Procurement system by user department was functioning smoothly
- Complaints from user departments has reduced considerably
- Formation of multiple task forces had helped increase feelings of involvement among lower level employees.

While the above observations, indicate a near fairytale ending to the ICCL problem, computerization had produced less than desired results. Users had not adapted well and there was considerable resistance to the change. The task force then realized that it was time to tackle this issue and formed specific action plans aimed at securing maximum benefits from the computerization process.

Thus action research, as an O.D. intervention served in cultivating a climate of increased collaboration, participation and

involvement, increasing interdepartmental interface. As the employees became self reflective, meaningful solutions arose for practical concerns & problems, but more importantly there was a development of self-help competencies to deal with problems of the future.

15.6.3 Survey Feedback as an O.D. Intervention

Although survey feedback was recognized as a potential O.D. tool for a long time, corporate India used it only from mid 1970s onward as an important part of HRD function. The survey feedback has been used extensively by T. V. Rao, in a various capacities:

- As a sensing instrument
- For organizational improvements
- For strategic shifts in structure, styles & personnel policies
- For team building
- For initiating cultural changes
- For developing motivating climate

(i) Among Indian organizations that use survey feedback as a sensing instrument are Crompton Greaves and Larsen & Toubro (L & T). While L & T started its HRD activities in a systematic way in 1975 and has been using organizational climate survey, Crompton Greaves used the same in 1982. Both organizations experienced climate surveys as critical tools to provide insights into areas requiring improvements. On the basis of initial experience, Crompton Greaves has even made this survey research an institutionalized biannual affair.

(ii) Voltas, in 1988-89, decided to initiate organizational improvements using survey feedback. As a part of this study, a survey of the HRD climate was conducted in the company. The interview survey focused on all subsystems of HRD including organizational structure, employee satisfaction, communication meetings, appraisals, training, promotion policies, etc. The

survey led to extensive strengthening of the HRD system in the organization.

(iii) The cultural change & leadership development experience of the Mafatlal group is very illustrative of the use of survey feedback for O.D. This group had five divisions - each headed by a unit head. Since the leadership styles were somewhat different, each of the units was perceived to have a different style. As the company strove to establish a high degree of quality consciousness, it saw that certain leadership styles were conducive , while others had not created a very positive impact. The issue was then to help the unit heads to recognize the impact they were having on the organization. They then decided to use survey feedback to bring about change in the entire top team. Accordingly a team of consultants was commissioned to survey the organizational culture at various locations and through the feedback assist the participants to recognize the relationship between their style and the culture they were building. The following areas were studied with the help of questionnaires:

- Present strength of the division relative to what it was three to five years back
- Satisfaction level of the employees on various aspects such as decision making, autonomy, role clarity, job satisfaction and team spirit.
- Conflict resolution mechanisms used
- Organizational learning
- HRD climate
- Style of corporate management

Additional questionnaires were developed to study managerial effectiveness, leadership styles, influence style, change agent traits and excellence standards of top management.

The consultants then analyzed the data obtained through the workshop. The top management was given detailed training on conceptual issues. Detailed feedback on various organizational

issues was provided which further helped the top team to develop a collaborative culture and implement innovative and efficient systems leading to overall organizational effectiveness.

15.6.4 HRD and HRD Audit as an O.D. Intervention

Perhaps India is the first country to formally establish a totally dedicated HRD (Human Resources Development) Department separated from the Personnel Department. This was designed in the year 1974 when the term HRD itself was not very popular in the USA. Two consultants from the Indian Institute of Management, Ahmedabad Dr. UdaiPareek& Dr. T V Rao after reviewing the effectiveness of the performance appraisal system and training in Larsen &Toubro recommended an Integrated HR System to be established and the department dealing with development issues be separated out from the personnel department and be called the HRD department. Thus the first HRD department was established. It was followed in the banking sector by the State bank of India and its Associates to start a series of new HRD departments. By late seventies, the concept of HRD and the need for having separate HRD departments picked up momentum. In Pareek and Rao's model of HRD department the objective of this department is to facilitate learning and change in the organizations. This department is supposed to have learning specialists who facilitate change process. In their model, O.D. was conceived as one of the main tasks of the HRD department. Thus an attempt was made to institutionalize O.D. through HRD departments. As the departments picked up momentum a lot of O.D. work had begun to be done through the HRD departments. In fact most change interventions have been and are being made by the HRD departments (as differentiated from the Personnel departments). The HRD Managers in India do undertake a number of interventions which may be classified as O.D. interventions. The nature of interventions undertaken by the

HRD departments includes:

- Ø Cultural change through new performance management systems
- Ø TQM based interventions (in most cases these are undertaken also by a separate group of professionals)
- Ø Survey Feedback
- Ø Role clarity and Role negotiation exercises
- Ø Training
- Ø Career Planning and Succession exercise
- Ø AssessmentCenters and promotion policies
- Ø Visioning and value clarification exercises
- Ø Performance coaching workshops
- Ø Team building interventions

The Academy of Human Resources Development has come up with a concept of IOAC (Individual and Organizational Assessment Center) which is becoming popular as an intervention by the HRD departments. In this concept the HRD department establishes an Assessment Center with the purposes of assessing and developing the competencies of individuals as individuals, individuals in relation to their current and future roles, dyadic relationships, teams, interteam collaboration and work and organizational climate and synergy.

A great deal of work has been done in India regarding the use of HRD Audit as an O.D. intervention and is a unique feature of Indian organizations. Practical experience of researchers in initiating O.D. with the aid of HRD audit has shown the following results:

1. The audit in several organizations resulted in establishing several organizational systems and processes such as potential & performance appraisal, career planning, training, mentoring, etc.
2. Formulation of clear cut policies including promotion policy, communication policy, reward and recognition policy, etc.
3. Helped in developing trust, collaboration, team work,

4. Human Orientation gets injected into the business process with opportunities for growth and development provided to all employees
5. More role clarity and direction to the employees in terms of their work leading to higher level of role efficacy.

The above consequences indicate that HRD Audit is cost effective and can give many insights into a company's organizations. While various methods like individual & group interviews, workshop, questionnaires and observation can be used as tools, the success of the audit as an intervention depends on the efficiency of implementation in the post-audit phase

15.6.5 Role Focused Interventions

A large number of organizations have used role based interventions. Whenever there is a restructuring exercise, "role clarity" becomes an issue. Many organizations in India keep conducting role clarity and role negotiation exercises. The role negotiation exercises normally are between departments. Indian managers tend to differentiate themselves fast and develop departmental loyalties too soon. As a result, some times the organizational goals suffer and interdepartmental conflicts increase. Role negotiation exercises, therefore, have been a very common practice to build a collaborative and synergistic culture. UdaiPareek's book 'Managing Organizational Roles' is a classic book and is widely used in India.

Role efficacy lab (REL) is a short process oriented program to diagnose the level of role efficacy in a group of employees in the organization and take steps to raise that level. The objective of such an intervention is to enable understanding of individual and group commitments with the top management, creating an opportunity to get moral support and reinforcement from the top management and providing a forum for top management to comment on the managers' expectations and accordingly prepare action plans. RELs are also

very common in India. They are normally done as a part of training or restructuring interventions. As a training tool it aims at enhancing role efficacy. Role efficacy as a concept was formulated by UdaiPareek in the mid-seventies.

Role Stress comes to play in a relationship oriented culture where people who are required to play multiple role get subjected to additional stress. Also dual reporting in matrix structures creates newer issues. Role stress programs are also conducted by Indian O.D. practitioners.

15.6.6 Person Focused Interventions

All people focused interventions focus on individuals working in organizational context and have great relevance to various HRD subsystems like training, performance development, counseling, etc. These interventions can be mainly classified as mainly:

Participant active interventions: encounter groups, role playing, instrumentation, self study & reflection and awareness expansion.

These are used largely as training interventions. However organizations are increasingly using instrument based feedback. Use of MBTI, FIRO-B, 16 PF and such other instruments is a common. There are a number of Handbooks of Psychological and Social Instruments published in India. Notable among these are the one by Pareek (1997) and Pareek and Rao (1975), and Pestonjee (1982). Self assessment through Feedback on Instruments (SAFI services) was an organizational intervention to promote self assessment for managerial effectiveness in late seventies. A few organizations have established such centers but they have not taken off due to lack of trained manpower and sustainable interest of HRD departments.

Facilitator Active Interventions: psychodynamic methods, motivation approach, training, feedback and coaching & mentoring.

15.6.7 360 Degree Feedback Based Interventions

In the recent past some of the Indian organizations are using multi-rater assessment methods to initiate change process. The first systematic program using this method was initiated at the Indian Institute of Management Ahmedabad in 1987. A number of CEOs participated in this program. They were provided feedback on their Management Styles, Leadership Styles, Leadership Roles, Delegation, and other competencies. Experiences with this methodology were limited to the India Institute of Management till early nineties. As 360 Degree feedback became popular there is a renewed interest in using this methodology to bring change in the styles and effectiveness of top level managers. This intervention is beginning to gain momentum.

15.6.8 Achievement Motivation labs

Experiential programs intended to develop achievement and power motives among the participants. The first set of Achievement Motivation Development programs was conducted by David McClelland and team in midsixties to develop local entrepreneurs in India. The success of this experience was reported in their book on Motivating Economic Achievement by David McClelland and David Winter in 1967. Subsequent efforts to build entrepreneurs in India using AMT as a main tool were found to yield good success rate and were known as the Gujarat model. A number of those who worked with McClelland and were associated with his original work in India have been conducting Achievement and Power Motivation labs to develop change agents in organizations. A good number of organizations have successfully used AMTs either to build a culture of competitiveness or a culture of excellence in their companies. Organizations like Larsen & Toubro, Deepak Nitrite, Crompton Greaves, etc. have used the AMT interventions extensively. UdaiPareek and SomnathChattopadhyay have developed an

instrument to measure the motivational climate of organizations using the six motive model: Achievement, Expert Power, Dependence, Control, Affiliation and Extension. (Of these six motives the concept of extension motivation was formulated by UdaiPareek in mid-sixties. Extension motivation was proposed as the main driver for social change in developing countries. Since then the concept of Extension Motivation has gained popularity and Extension Motivation labs are being conducted in the country. They are very popular interventions for NGOs and the social services sector.) This tool to measure the Motivational climate is used as a diagnostic tool and on the basis of the diagnosis training workshops are normally conducted to help the top management or senior managers of a company to examine and change the motivational culture. Some of these interventions essentially deal with enhancing or changing the motivational profiles of individuals and through them the culture of the company. Hence they are mixture of individual and organization interventions.



CHECK YOUR PROGRESS

Q 3: What is 360 degree feedback based intervention?

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Q 4: Name any two companies which have used survey feedback method as O.D. intervention in India.

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15.7 LET US SUM UP

Enormous opportunity and potential exists for the OD movement in the future. In this unit we have discussed the following:

- Fundamental strength of O.D. lies in
  (a) Improvement in the organisation
  (b) OD promotes highly sustainable democratic process.
  (c) It provides assistance to people for making organisation better.
- The future of O.D. depends on following conditions:
  - leadership and values
  - OD training
  - the interdisciplinary nature of OD
  - diffusion of techniques
  - integrative practice
  - merger, acquisition and alliances
- Evolution of OD in India starts from 1960s. In the mid-1970s, O.D. was first introduced in India in Larsen and Toubro as a formal and structured part of the HRD department.
- O.D. intervention tools used in India are
  - Training
  - Action research
  - Survey feedback
  - HRD and HRD Audit
  - Role focused interventions
  - Person focused interventions



15.8 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.
3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.
4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.

15.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (i) True (ii) False (iii) True

Ans to Q No 2: (i) NTL : National Traning Laboratories

(ii) SIET : Small Industries Extension Training

(iii) ISABS : Indian Society for Applied Behavioral Sciences

Ans to Q No 3: A 360^0 feedback is a multi-rater assessment methods to intiate change process.

Ans to Q No 4: Crompton Greaves Co. and Larsen & Toubro Co.

15.10 MODEL QUESTIONS

Q 1: What are the fundamental strengths of O.D.?

Q 2: Describe some of the interrelated conditions on which depends the future role of OD.

Q 3: What is the O.D. intervention tools used in India?



REFERENCES

1. Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.
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6. Mee-yan Cheung-judge & Linda Holbeche (2011), *"Organization Development: A Practitioner's Guide for OD and HR"* , Kogan Page
7. Dipak Kumar Bhattacharyya (2011), *"Organizational Change And Development"*, Oxford University Press India
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10. French (1999), *"Organizational Development, 6ed, French"*, Prentice-hall Of India Pvt Ltd.

Name of the Paper: **Course Code:**

Centre for Internal Quality Assurance (CIQA)
Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06

Learner's Feedback on Course

Dear Learner,

Regarding the course as mentioned above, we would like to know your opinions and comments so as to improve the quality of self learning materials in future. Please respond to the following statements by ticking the number you feel most reflect your opinion. After completion of the additional comments, please detach the page and send/mail the same to us at the address given below.

The Director, Centre for Internal Quality Assurance, KKHandiqui State Open University
Housefed Complex, Dispur, Guwahati- 781006
(E-mail id: ciqa@kkhsou.in)

1. Approximately how many hours did you spend for studying the units in the course? | | | |
2. Please give your opinions (by √ mark) to the following items based on your reading of the block:

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.	The SLMs of the course fulfil the learning objectives set out in the beginning of each unit					
II.	The units of the SLM could satisfy my academic needs and expectations					
III.	The Unit writers have excellent knowledge about the course contents					
IV.	Language and contents of the units were presented at a level which I could readily understand					
V.	Ample opportunity for participation in the activities provided in the units					
VI.	Used enough Illustrations (Diagrams, tables etc.) for conceptual clarity					
VII.	Quality of content is engaging, relevant, and up-to-date					
VIII.	The self check questions are very helpful					
IX.	The Possible/model questions and the answers to check my progress have benefited me a lot					

Additional Comments: *(Please feel free to provide your open comments)*

1. Which aspects of the SLM, according to you, worked well?

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2. What sort of changes/improvements do you feel KKHSOU could implement to improve the overall quality of the SLM?

Thank you for taking the time to complete this form.

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