



MBA (HR)– II YEAR
DKU 25-ORGANISATIONAL DEVELOPMENT

Syllabus

Unit I

Introduction to organizational Development: Concepts, Nature and Scope of O.D. Historical perspective of O.D. underlying assumptions & Values Theory and practice on change and changing: The nature of planned change. The nature of client Systems: Group Dynamics, Inter group, Dynamics and Organisation as System.

Unit II

Operational Components of O.D. Diagnostic Action and Process – Maintenance – Components.

Unit III

O.D. Interventions: Team Interventions – Inter group interventions – Personal, Interpersonal and group process interventions – Comprehensive interventions – Structural interventions.

Unit IV

Implementation and Assessment of O.D. Implementation conditions for failure and success of efforts.

Unit V

Assessment of O.D. and change in organisational performance – The impact of O.D. Some key considerations and issues in O.D. – Issues in Consultant – Client relationship mechanistic & organic system: and contingency approach. The failure of O.D. – Some India Experience in O.D.

References:

1. Wendell L French and H. Bell, Jr – organisation development, PHI fourth edition.
2. French, Bell and Zawacki – Organisation development Theory, Practice and Research, Universal Stall 3rd Edition.
3. Rasabeth Moss Kanter, the change masters, simson & Schaster.



Unit no.	Contents	Page no.
1	Introduction to organizational development	3
	Historical perspective of organizational development	4
	Organizational change	12
	Group & group dynamics	23
2	Operational components of organizational development	33
	Diagnostic action & process	34
	Maintenance components	37
3	Team interventions	41
	Inter group interventions	42
	Comprehensive & Structural interventions	48
4	Implementation of organizational development	49
	Supporting of OD implementations	61
	Implementation conditions for failure & success in OD efforts	65
5	Assessment of OD	68
	Change in organizational performance	70
	Issues in consultant- client relationship	71
	Mechanistic & organic system	79
	Indian experience in OD	81



Unit I

INTRODUCTION TO ORGANISATIONAL DEVELOPMENT

With the changing of technology, market and environment faster and faster, and organization has to change the members' attitude, knowledge and its framework in order to adapt the various challenges. Organization development is a process that promotes the changes. The process of these changes can be considered as organization development. Organization development is a main technology which can change the quality of working relationship among the workers.

Concept of Organisational Development

The organization is an approach which believes people at all levels in and organization. In many cases, staffs are under-utilized and are capable, if given the opportunity, of taking on more responsibility for the work they do and of contributing further to the achievement of objectives. (Barbara Senior, 2002)

Organization development (OD) is a top-management-supported, long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative diagnosis and management of organization culture-with the assistance of a consultant-facilitator and the use of the theory and technology of applied behavioral science, including action research (French & Bell, 1990).

Organization development is a process by which behavioral knowledge and practices are used to help organizations achieve greater effectiveness, including improved quality of life, increased productivity, and improved product and service quality. The focus is on improving the organizations's ability to assess and to solve its own problems. Moreover, OD is oriented to improving the total system-the organization and its parts in the context of the larger environment that impacts upon them. (Cumming and Worley, 1997)

The aim of OD is to update and maintain organization so that the company can keep development in such a competitive environment. It is a manner of reeducate in order to carry out the changing strategy with and effective planning. It is not only the changes of knowledge and information, but also in changes of attitude, technology, human relationship and culture. Some of OD theories consider that it can lead the organizational members built a new behavior via organization development process and reeducate, consequently, the



strategically goal can be carried out.

Organization development has a clear goal and planning. It has top management support. The activities in OD process are all for making and carrying out the goals and planning. An advantage of a clear and idiographic goal is that it will motivate the productivity better. We cannot emphasize the importance of confirming a clear goal too much. It exerts potential of technology and human. According to above ideas, very important factor for OD must be confirming a long-range learning objective and operates the working skills.

Nature and Scope of O.D

OD is a lifelong built-in mechanism to improve immunity of organization's health to renew itself, often with the assistance of a "change agent" or "catalyst" and the use of enabling appropriate theories and techniques from applied behavioral sciences, anthropology, sociology, and phenomenology. More importantly, the terms "change agent" or "catalyst" are synonymous with the notion of a leader who is engaged in leadership-a transformative or effectiveness process-as opposed to management, a more incremental or efficiency-based change methodology.

Although behavioral science has provided the basic foundation for the study and practice of OD, new and emerging fields of study have made their presence felt. Experts in systems thinking and organizational learning, mind maps, body mind synchronicity, structure of intuition in decision making, and coaching (to name a few) have emerged as OD catalysts. These emergent perspectives see the organization as the holistic interplay of a number of systems that impact the process and outputs of the entire organization.

Historical Perspective of O.D

In a little over five decades, OD has evolved a complex and diverse body of knowledge and practice. Because this expertise derives mainly from helping organizations change and improve themselves, the history of OD can be understood in terms of the kinds of changes that organizations have implemented over this time period. These include changes aimed at: (1) social processes; (2) work designs; (3) human resources; and (4) organization structures. Although these changes are interrelated, each represents a distinct background in the growth of OD.

Social processes

The earliest applications of OD involved helping organizations improve social



processes including relationships among members, communication, group decision-making, and leadership. These process changes started in the early 1950s and were largely in response to emerging social problems that organizations experienced as they became larger and more bureaucratic. During the first half of the twentieth century, organizations grew increasingly large with numerous departments, levels of management, and rules and procedures. Management was largely responsible for commanding and controlling the enterprise typically in an authoritarian or paternalistic manner.

Over time, these organizational conditions generated a host of unintended social problems and members found it increasingly difficult to communicate both laterally and vertically, to resolve problems within and across groups, and to respond energetically to managerial directives. OD's response to these social problems started in the late 1940s with the work of Kurt Lewin and his colleagues in laboratory training. Bradford (1967) began with a training program for community leaders which included both cognitive learning about leadership as well as informal feedback about participant behavior. Unexpectedly, the feedback aspect of the training was found to be a rich source of leadership expertise. This led to the development of laboratory training, commonly called a T-group, where a small, unstructured group of participants learn from their own interactions about group dynamics, leadership, interpersonal relations, and personal growth.

Early OD applications were also guided by work on action research and survey feedback. Action research started in the 1940s with applied studies showing that research could be used in the service of organization improvement if it was closely tied to action. Action research is highly collaborative, involving both OD practitioners and organization members; it is cyclical with initial research guiding action, and further research directing additional action, and so on. Action research has become a key process in applying OD to organizations. Survey feedback also started in the 1940s and has become a major component of most company-wide OD interventions. It involves systematically collecting survey data about the organization and feeding them back to members so they can discover sources of problems and devise relevant solutions.

On survey feedback a variety of instruments resulted for assessing the attitudes of members towards organizations. It showed how feeding back that information to members can motivate and guide them to create meaningful change. This initial work in survey



feedback also directed attention to how organizations were managed. It provided evidence that participative systems of management were more effective than traditional authoritative or benevolent systems and encouraged the growth of participative management in organizations, which even today is evolving into popular interventions for enhancing employee involvement or empowerment at the workplace

WORK DESIGNS

This branch of OD history involves designing work to make it more motivating and fulfilling. Traditionally, work was designed to promote technical rationality, resulting in jobs that were highly specified, fragmented, and repetitive. In the 1960s, the benefits of such work designs came more and more under question. Employees complained that work was boring and meaningless; they felt alienated from their jobs and the organizations that employed them. Organizations experienced growing problems with absenteeism, turnover, quality, and productivity. These problems spawned widespread calls for government, labor, and business to work jointly to improve the quality of the work life of the employees. OD sought remedies for these problems in new work designs that were more geared to employee needs and aspirations than to traditional designs.

These interventions were based on the work of Eric Trist and his colleagues in socio-technical approach, which originated in Europe and Scandinavia in the 1950s, structured work to better integrate technology and people. It resulted in work designs that enhance both productivity and employee satisfaction. Socio-technical systems also showed that when tasks are highly interdependent and require significant decision-making, teams comprised of multi-skilled members who can make relevant decisions are the most effective work design. Today, such self-managed work teams are the cornerstone of work design in many organizations. Like socio-technical systems, job enrichment aimed to make work more productive and humanly rewarding.

It approached work redesign from a motivational perspective, showing how traditional jobs could be enriched to make them more motivating and satisfying. This required expanding jobs both horizontally and vertically by providing a greater variety of tasks to perform and greater amounts of discretion and decision-making. It also involved giving more direct feedback of results to job holders. Early success with job enrichment at such prominent companies as AT&T led to rapid diffusion of this OD intervention to work



redesign in business, government, and the military (Ford, 1969).

Human resources

This background of OD involves integrating people into organizations so they join, remain, and produce at high levels. Concern for human resources has traditionally been associated with the personnel function in organizations. OD's interest in human resource practices grew rapidly; many organizations faced serious global competition for the first time. They needed to produce at higher levels at lower costs. This placed heavy demands on human resources to achieve exceptional performance; however, organizations increasingly questioned whether their traditional human resource practices were up to the task.

Answers to this question showed that many practices were not performance driven, particularly the way organizations rewarded employees. Because people generally do those things for which they are rewarded, rewards can play a powerful role in promoting performance. Unfortunately, many of the reward systems in use at the time were not linked closely to performance; employees were typically paid for a particular job level, time at work, or seniority.

Based on the work of Lawler (1981), OD examines how rewards affect organization performance, this led to interventions aimed at making rewards more contingent on performance. One method that has grown in popularity over the past two decades is called, gain sharing. It involves paying organization members a bonus based on measurable gains in performance over some baseline standard. Gain sharing typically covers all members of a particular business unit and includes only performance measures that members can control. To achieve gains in performance, members are given the freedom to innovate and to discover more effective ways of working.

They are encouraged to work together because their personal rewards are based on the performance of the total business unit. Another reward system intervention that has achieved widespread application is skill-based pay. Traditionally, organizations pay members for the jobs they perform. Skill-based pay rewards members for the number of different jobs they can perform. This encourages members to learn new skills and to broaden their expertise. It creates a highly skilled, flexible workforce that is essential to high performance in today's rapidly changing environments.



Organization structures

The most recent applications of OD involve structuring organizations so they are better aligned with their strategy and environment. Such large-scale change has become more prevalent in the past two decades as organizations have increasingly faced complex, rapidly changing environments that often demand radical changes in how they compete and design themselves (Mohrman et al., 1989). To help organizations make these transformations, OD has expanded its focus to the total organization and its competitive environment. Drawing on a variety of perspectives in corporate strategy (Miles & Snow, 1978; Porter, 1980; Hamel & Prahalad, 1994; Grant, 1998), OD has created interventions. For assessing an organization's competitive situation and making relevant changes in strategy if necessary. This typically includes a so-called SWOT analysis where the organization's strengths and weaknesses are compared to opportunities and threats in its competitive environment. Then, a strategy is created to build on the strengths and to take advantage of the opportunities, while accounting for the weaknesses and threats.

OD has also generated applications for designing the various features of an organization so they promote and reinforce strategy. Based on a growing literature in organization design (Galbraith, 1977; Nadler et al., 1992; Galbraith & Lawler, 1993), OD has created new structures that fit better to today's situations than traditional bureaucratic designs. These include: high-involvement organizations that push decision-making, information and knowledge, and rewards downward to the lowest levels of the organization (Lawler, 1986); boundary less organization that seek to eliminate unnecessary borders between hierarchical levels, functional departments, and suppliers and customers (Ashkenas et al., 1995); and virtual organizations that focus on the organization's core competence while outsourcing most other functions to other organizations who do them better (Davidow & Malone, 1992).

All these structures are extremely lean and flexible; they enable organizations to respond rapidly to change conditions. Consistent with these new structures, OD has applied recent work on organization learning and knowledge management to organization change (Senge, 1990; Argyris & Schon, 1996; Davenport & Prusak, 1998). These interventions help organizations gain the capacity to continually learn from their actions and to make effective use of such knowledge. Teece, (1998) studied that learning capability is essential if



organizations are to continually change and renew themselves. It can provide strong competitive advantage in complex, changing environments.

VALUES, ASSUMPTIONS AND BELIEFS IN O.D

A set of values, assumptions, and beliefs constitutes an integral part of OD, shaping the goals and methods of the field and distinguishing OOD from other improvement strategies. Most of these beliefs were formulated early in the development of the field, and they continue to evolve as the field itself evolves

Beliefs:

A belief is a proposition about how the world works that the individual accepts as true: it is a cognitive fact for the person. Beliefs such as: trust and respect for individuals, the legitimacy of feelings, open communication, decentralized decision making, participation and contribution by all organizational members, collaboration and cooperation, appropriate use of power, authentic interpersonal relations were seldom espoused and rarely implemented in many organizations.

Values:

Values are also beliefs, and are defined as “Beliefs about what a desirable is or a good (e.g., free speech) and what an undesirable is or bad (e.g., dishonesty) values” OD values and assumptions developed from research and theory by behavioral scientists, and from the experiences and observations of practicing managers. OD values tend to be humanistic, optimistic, and democratic.

Humanistic Value

They proclaim the importance of the individual, Respect the whole person, treat people with respect and dignity. It assumes that everyone has intrinsic worth. It views all people as having the potential for growth and development. The humanistic values prompted a search for better ways to run organizations and develop people in them.

Optimistic Value

Optimistic values post that: people are basically good, that progress is possible and desirable in human affairs, and that rationality, reason, and goodwill are the tools for making progress.

Democratic Value

They assert the sanctity of the individual, the right of people to be free from arbitrary



misuse of power, fair and equitable treatment for all, and need for justice through the rule of law and due process. The democratic values prompted a critique of authoritarian, autocratic, and arbitrary management practices as well as the dysfunctions of bureaucracies.

The validity of these values and their supporting assumptions came from many sources:

- ✓ The Hawthorne studies,
- ✓ The human relations movement,
- ✓ The laboratory training movement,
- ✓ The clash between fascism and democracy in World War II,
- ✓ Increasing awareness of the dysfunctions of bureaucracies,
- ✓ Research on the effects of different leadership styles, and
- ✓ Greater understanding of individual motivation and group dynamics.

Robert Tannenbaum listed these values in transition:

- Away from a view of people as essentially bad toward a view of people as basically good.
- Away from avoidance of negative evaluation of individuals toward confirming them as human beings.
- Away from a view of individuals as fixed, toward seeing them as being in process.
- Away from resisting and fearing individual differences toward accepting and utilising them.
- Away from utilising an individual primarily with reference to his or her job description toward viewing an individual as a whole person.
- Away from walling off the expression of feelings toward making possible both appropriate expression and effective use.
- Away from maskmanship and game playing toward authentic behavior.

Assumptions:

Assumptions are beliefs that are regarded as so valuable and obviously correct that they are taken for granted and rarely examined or questioned. Richard Bechard in his book described “several assumptions about the nature and functioning of organizations” held by OD practitioners:



1. The basic building blocks of an organization are groups (teams). Therefore, the basic unit of change is groups, not individuals.
2. An always relevant change goal is the reduction of inappropriate competition between parts of the organization and the development of a more collaborative condition.
3. Decision making in a healthy organization is located where the information sources are, rather than in a particular role or level.
4. Organizations, subunits of organizations, and individuals continuously manage their affairs against goals. Controls are interim measurements, not the base of managerial strategy.
5. One goal of healthy organization is to develop generally open communication, mutual trust, and confidence between and across levels.
6. “People support what they help to create”. People affected by a change must be allowed active participation and a sense of ownership in the planning and conduct of the change.

Implications of OD values

- Implications for dealing with individuals.
- Implications for dealing with groups.
- Implications for designing and running organizations.

Individuals

- Most individuals are naturally driven towards personal growth and development if provided with environment.
- Most people desire and are capable of making greater contribution towards attaining organization goals.
- Ask-listen-support-challenge-encourage risk taking- permit failure-remove obstacles-give autonomy and responsibility-set high standards-reward success.

Groups

- What occurs at the formal and informal levels, greatly influences feelings of satisfaction and competence.
- People wish to be accepted and interact co-operatively at least with one reference group.
- People are capable of making great contributions to a groups effectiveness.
- Let teams flourish-leaders should invest in groups-adopt a team leadership style.



Organisation

- Developmental outlook and opportunities in which people can experience personal and professional growth.
- Create organizations that on one hand are humane, developmental, and empowering and on the other hand are high performing in terms of productivity, quality of out-put and profitability.

Thus, values, assumptions, and beliefs are all cognitive facts or propositions, with values being beliefs about being good and bad, and assumptions being strongly held, relatively unexamined beliefs accepted as the truth. Values, assumptions, and beliefs provide structure and stability for people as they attempt to understand the world around them.

INTRODUCTION TO ORGANIZATIONAL CHANGE

Organizational change is defined as change that has an impact on the way the work is performed and has significant effects on staff. This could include changes:

- In the structure of an organization
- To organizational operation and size of a workforce
- To working hours or practices
- In the way roles are carried out
- To the scope of role that results in a change to the working situation, structure, terms and conditions or environment.
- Organizational change can have an impact irrespective of whether changes are viewed as large or small.

Features of Organisational Change

There are four key features of change management:

- Change is the result of dissatisfaction with present strategies.
- It is essential to develop a vision for a better alternative.
- Management has to develop strategies to implement change.
- There will be resistance to change.

Forces for change

Many factors drive change in a business. Lewin identified four forces. In Lewin's model there are forces driving change and forces restraining it. Where there is equilibrium

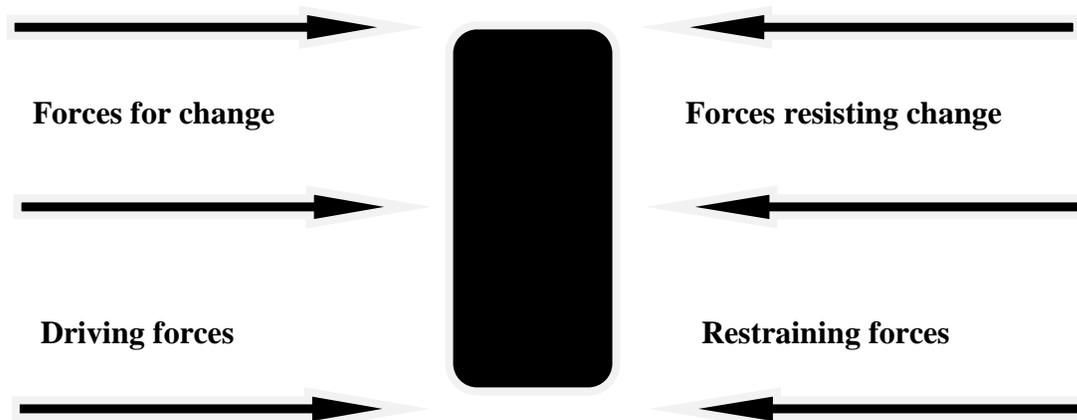


between the two sets of forces there will be no change. In order for change to occur the driving force must exceed the restraining force.

Lewin's analysis can be used to:

- Investigate the balance of power involved in an issue
- Identify the key stakeholders on the issue
- Identify opponents and allies
- Identify how to influence the target groups

Forces for change include:



Some examples of the forces that drive change include:

Internal forces

- ✓ Desire to increase profitability
- ✓ Reorganization to increase efficiency
- ✓ Conflict between departments
- ✓ To change organizational culture

External forces

- ✓ Customer demand
- ✓ Competition
- ✓ Cost of inputs
- ✓ Legislation & taxes
- ✓ Political
- ✓ Ethics & social values
- ✓ Technological change

**Nature of Planned Change:**

Planned change occurs when leaders in the organization recognize the need for a major change and proactively organize a plan to accomplish the change. Planned change occurs with successful implementation of a Strategic plan, plan for reorganization, or other implementation of a change of these magnitudes.

Organizational Development is directed in bringing about planned change in order to increase the organizations' preferences, also it is generally initiated and implemented by manager often with the help of an OD practice. Planned change can be used by organizations:

1. To solve problems
2. To learn from experience
3. To adapt to external environmental change
4. To improve performance
5. To influence future changes
6. To reframe shared perceptions

Change in the organization can be accomplished through these four steps:

1. Entering
2. Diagnosing
3. Planning and implementing
4. Evaluating and institutionalizing

In order for change to happen one must enter the common grounds of the organization to facilitate and see the problems and possibility for change. You understand the problems of the organization and determine possible solutions for it. Then, the diagnosing process is done. In this part of the process, one runs a diagnosis on the alternatives that will fit best according to the problems. You focus on how and why the problems occurred in order to have a better understanding of the problem. Data gathering is also done in this procedure.

The step of planning and implementing the alternatives follow after. They propose changes that will work best with their objectives and as well with their mission and vision. The last step is the evaluation of the alternatives implemented. It will be evaluated on how the alternatives fit with the policies and procedures of the organization. They will further decide if the changes done will be sustained or eradicated.



Change is fundamental in every organization and its something that its members should cope with. Change normally enables an organization to work better. Whether it is and incremental change, if it will increase the effectiveness of the organization, then they should consider these methods and procedures.

OD MODELS OF PLANNED CHANGE

Lewin Model of Change

Kurt Lewin proposed a three stage theory of change commonly referred to as Unfreeze Change, Freeze (or Refreeze). It is possible to take these stages to quite complicated levels but I don't believe this is necessary to be able to work with the theory. But be aware that the theory has been criticized for being too simplistic.

A lot has changed since the theory was originally presented in 1947, but the Kurt Lewin model is still extremely relevant. Many other more modern change models are actually based on the Kurt Lewin model. I'm going to head down a middle road and give you just enough information to make you dangerous...and perhaps a little more to whet your appetite!. So, three stages. Unfreezing, Change, Freezing. Let's look at each of these.

Stage 1: Unfreezing

The unfreezing stage is probably one of the more important stages to understand in the world of change we live in today. This stage is about getting ready to change. It involves getting to a point of understanding that change is necessary and getting ready to move away from our current comfort zone. This first stage is about preparing ourselves, or others, before the change (and ideally creating a situation in which we want the change)

The more we feel that change is necessary, the more urgent it is, the more motivated we are to make the change. Right? Yes, of course! If you understand procrastination (like I do!) then you'd recognize that the closer the deadline, the more likely you are to snap into action and actually get the job started!

With the deadline comes some sort of reward or punishment linked to the job. If there no deadline, then the urge to change is lower than the need to change. There's much lower motivation to make a change and get on with it. Unfreezing and getting motivated for the change is all about weighing up the 'pro's' and 'con's' and deciding if the 'pro's' outnumber the 'con's' before you take any action. This is the basis of what Kurt Lewin called the Force Field Analysis.



Force Field Analysis is a fancy way of saying that there are lots of different factors (forces) for and against making change that we need to be aware of (analysis). If the factors for change outweigh the factors against change we'll make the change. If not, then there's low motivation to change-and if we feel pushed to change we're likely to get grumpy and dig in our heels.

This first 'unfreezing' stage involves moving ourselves, or a department, or an entire business towards motivation for change. The Kurt Lewin Force Field Analysis is a useful way to understand this process and there are plenty of ideas of how this can be done.

Stage 2: Change – or Transition

Kurt Lewin was aware that change is not an event, but rather a process. He called that process a transition. Transition is the inner movement or journey we make in reaction to a change. This second stage occurs as we make the changes that are needed.

People are 'unfrozen' and moving towards a new way of being. That said this stage is often the hardest as people are unsure or even fearful. Imagine bungee jumping or parachuting. You may have convinced yourself that there is a great benefit for you to make the jump, but now you find yourself on the edge looking down. Scary stuff! But when you do it you may learn a lot about yourself.

This is not an easy time as people are learning about the changes and need to be given time to understand and work with them. Support is really important here and can be in the form of training, coaching, and expecting mistakes as part of the process.

Using role models and allowing people to develop their own solutions also help to make the changes. It's also really useful to keep communicating a clear picture of the desired change and the benefits to people so they don't lose sight of where they are heading.

Stage 3: Freezing (or Refreezing)

Kurt Lewin refers to this stage as freezing although a lot of people refer to it as 'refreezing'. As the name suggests this stage is about establishing stability once the changes have been made. The changes are accepted and become the new norm. People form new relationships and become comfortable with their routines. This can take time.

It's often at this point that people laugh and tell me that practically there is never time for this 'freezing' stage. And it's just this that's drawn criticism to the Kurt Lewin model. In



today's world of change the next new change could happen in weeks or less. There is just no time to settle into comfortable routines. This rigidity of freezing does not fit with modern thinking about change being a continuous, sometimes chaotic process in which great flexibility is demanded.

So, popular thought has moved away from the concept of freezing. Instead, we should think about this final stage as being more flexible, something like a milkshake or soft service cream, in the current favorite flavor, rather than a rigid frozen block. This way 'Unfreezing' for the next change might be easier.

Lewin's concern is about reinforcing the change and ensuring that the desired change is accepted and maintained into the future. Without this people tend to go back to doing what they are used to doing. This is probably what Kurt Lewin meant by freezing – supporting the desired change to make sure it continues and is not lost.

Burke-Litwin change Model

The Burke-Litwin change model revolves around defining and establishing a cause-and-effect relationship between 12 organizational dimensions that are key to organizational change. Let's take at how this change model can make the process easier.

- **Assessing Key Factors**

The Burke-Litwin change model strives to bring in change in the performance of a team or an organization by establishing links between performance and the internal and external factors which affect performance. This change model is based on assessing the organization as well as environmental factors which can be tweaked so as to ensure a successful change. The Burke-Litwin change model begins with outlining as framework.

Comprising the affecting factors which can be manipulated to guarantee a smoother transition from one phase of the change process or another. The most critical aspect here is establishing the links between the twelve dimensions of this change framework. Before we talk about these 12 dimensions. Here is a little insight into the basic philosophy on which this change model is based.

- **The Basic Philosophy of Burke and Litwin Change Model**

Here are some of the key points of this change model:



1. The most dominant factor that triggers organizational change is the external environment. It is the external environment that makes an organization to change its mission. Culture, leadership and its operating strategies.
2. The changes in the 12 key dimensions. As identified by the Burke and Litwin model. Bring about a series of changes in the structure. Practices and the system of the organization.
3. All the affecting factors put together affects the motivation level of the individuals in an organization, which in turn impacts the overall performance.
4. The 12 key dimensions of the change model interact with and affect each other. And understanding the linkage between these supportive pillars is the key to effective and smoother change.

The Twelve Dimensions

- 1. External Environment:** The key external factors that have an impact on the organization must be identified and their direct and indirect impact on the organization should be clearly established.
- 2. Mission and Strategy:** the vision, mission and the strategy of the organization defined by the top management should be examined in terms of the employees' point-of-view about them.
- 3. Leadership:** A study of the leadership structure of the organization should be carried out, which clearly identifies the chief role models in the organization.
- 4. Organizational Culture:** An organizational culture study should seek information on the explicit as well as the implied rules, regulations, customs, principles and values that influence the organization behavior.
- 5. Structure:** The study of structure should not be confined to hierarchical structure; rather it should be a function based structure focusing on the responsibility, authority, communication, decision making and control structure that exists between the people of the organization.
- 6. Systems:** Systems includes all types of policies and procedures with regards to both the people and the operations of the organization.
- 7. Management Practices:** This would entail a study of how well the managers conform to the organization's strategy when dealing with employees and the resources.



8. Work Unit Climate: It is a collective study of how the employees think, feel and what do they expect. The kind of relationships the employees share with their team members and members of other teams is also an important aspect of work unit climate.

9. Tasks and Skills: This involves understanding what a specific job position demands and the kind of skills and knowledge that an employee must have in order to fulfill the task responsibilities of that job position. It's important to see how well jobs and employees have been matched.

10. Individual Values and Needs: This dimension seeks to explore the employee's enrichment and better job satisfaction.

11. Motivation Level: Identifying the motivation level of the employees will make it easier to determine how willingly they would put in their efforts to achieve organizational goals. This would also involve identifying motivational triggers.

12. Individual and Overall Performance: This dimension takes into account the level of performance, on individual and organizational levels, in key areas like productivity, quality, efficiency, budget and customer satisfaction etc.

Putting the Burke-Litwin Change Model to Effective Use

Burke-Litwin model provides an effective strategy to manage organizational change, but its effectiveness is subject to how well each of the twelve dimensions identified by it are explored and put to use. The other most critical aspect is how well the management and the staff collaborate to achieve the new strategies and goals as proposed in the change.

LEAVITT MODEL

Leavitt offered a new approach to looking at organizations, in which every organization consists of four interactive components. This approach is now widely used for making organizational change more effective. Keep reading to learn more about these components and their interactive behavior.

The Four Components

Leavitt's diamond proposes that every organizational system is made up of four main components: People, Task, Structure and Technology. It is the interaction between these four components that determines the fate of an organization.

This organization tool was conceptualized by Dr. Harold Leavitt, who served as a professor at two universities, Claremont University and Stanford University. He also



emphasized that any change in one of these elements will have a direct effect on all the other elements, and thus they will also need to be tweaked to accommodate the change. Leavitt's diamond is an integrated approach and is widely used for managing organizational change. Let's go deeper into each of the components of this diamond and how they interact with each other.

1. People

The people are the employees of the organization. When using this approach, you don't just look at employees as accountants, receptionist, managers, etc. Instead you also look at component will need to be modified with respect to changes in the other three components.

✓ Change in Tasks:

- Changes in how things are done. If you're planning to change the tasks, you will have to educate and train the employees to make them familiar with the new methods.

✓ Change in Structure:

- Change in structure would imply changing job roles. Here again the employees would need help to learn about their new job duties and responsibilities.

✓ Change in Technology:

- Shifting to a new technology requires extensive training, so that the employees can handle the new technology efficiently without causing any damage to themselves or the technology. This may even involve hiring new skilled employees to handle the new technology.

2. Tasks

This component can include goals in addition to tasks. Thus this component would include looking at two things-firstly how things are being done and secondly what are you trying to achieve. Here again, you focus more on the qualitative aspects of the tasks and goals rather than the actual tasks and goals. When looking at tasks think about their relevance and their benefits, and when looking at goals think about the yield and productivity. Now let's see how tasks are affected by change in other factors.

✓ Change in People:



- If you're changing you or manpower, you 'll need to modify the tasks or goals to make right and optimum use of their skills and knowledge. For instance, if you're employing a computer literate accountant, would you still keep going with you old style of manual bookkeeping?
- ✓ **Change in Structure:**
 - What happens if an organization decides to shift form a pyramid hierarchical setup to a flat organization, can it continue with the change without altering the tasks or processes? No, and the same is true for goals. If you're merging two department, into one or splitting a department into two, you cannot continue with the same goals.
- ✓ **Changes in Technology:**
 - Shifting to a newer technology would require making changes to the way things are done. Also, as you move on to more advanced technology, the goals must be raised to reap benefits and to cover the costs of the technology. In some cases the goals may need to be completely changed.

3. Structure

The structure component of Leavitt's Diamond includes not only the hierarchical structure, but also the relationships, communication patterns and coordination between different management levels, departments and employees. This would also include how authority and responsibility flow within the organization. The structure needs to be altered, when changes are made to any other component of the diamond.

- ✓ **Changes in people:**
 - If you're hiring more skilled and more qualified people, you won't need the same kind of supervision as is needed for less skilled and less qualified employees. This would mean cutting down the number of supervisory posts. Now, it's not just about hiring a fresh, the same would be true if you empower your existing employees through training. As we mentioned earlier, the approach is more focused on the qualitative aspects of each factor, so if you're simply replacing your receptionist with a new one, it doesn't count- and surely that wouldn't require any changes to the structure.
- ✓ **Changes in Tasks:**



- Let's say you decide to make your company more customer-centric. For this, you'll need to set up a new customer support department or you may need to have more people out in the field. That explains how the structure may need to be changed, with a modification in goals. When business processes are reengineered, the need for some of the job posts or even management levels may completely perish.

✓ **Changes in Technology:**

- Computerization or automation often requires revamping the organizational structure to benefit from the technology upgrade. New job posts may be created and old ones closed down to make best use of the new technology. And even if no changes are needed in the job posts. Changes may be needed in interdepartmental coordination or the communication pattern.

4. Technology

Technology is that component of the organization which aids or facilitates the people to perform the tasks. Computers, equipments, LAN lines, barcode readers, software applications, etc. Are all counted under technology. Technology too, like all the other components of the Leavitt's diamond, will need to be changed when modification are made to any other component.

✓ **Changes in people:**

- If you're hiring computer literate employees, you cannot ask them to work on typewriters. Similarly, if you're hiring engineers instead of mechanics, the old tools and equipment may not be enough. So, to take full advantage of your manpower, you'll need to change the technology in accordance with the change in the knowledge, qualifications and skills, of you or workforce. Even if you want your employees handle additional tasks, you may have to provide them with technology that helps them in this direction. For instance, if you want your programmer to make field visits to clients, you need to equip him with a laptop and a wireless internet data-card to help him perform the added.

✓ **Changes in Tasks:**



- Changes in tasks or goals may also compel you for a technological change. For instance, if you want to use your customer support center for order processing as well, you will need to replace your existing software with a new application which has customer service and order processing integrated into one.

✓ **Changes in Structure:**

- If you want to cut down staff from a particular department, you will have to automate some processes, to maintain the same level of production. Whether you're trying to shrink your organization structure or expand it, technological changes will be needed to support the new structure

GROUP AND GROUP DYNAMICS

Group is defined as minimum two or more than two individuals who come together to complete particular task(s) usually towards achievement of goal(s). These individuals normally related to each other by some organizational or social relationships. The behavior of individuals in a group may get modified to certain extent as compared their behavior when they are independent of the group. This is due to the interactions between the members of the group and their influence on each other.

Group Dynamics

Group dynamics is the study of groups. It is an important subject of organizational behavior (OB), particularly for the organizational groups.

- It studies group's
- Formation
- Structure
- Interaction and behavior
- Process.

Study of the group processes forms the most important core subject of the studies while looking at the group functioning. Due to this reason, many a time, people understand group dynamics and group process as one and the same.

Formation of Group

Individuals sharing common sentiments, purpose and activities start interacting and form a group. When individuals perceive that they can expect beneficial exchanges



explicitly or implicitly by forming the group, they do so and become part of the group. When individuals believe that they can get an identity, belongingness, self-esteem or prestige by affiliating to a particular or significant or prominent group, they do so.

Bruce Tuckman gave a five stage framework for formation and development of groups in 1960s. These five stages are given below:

1. Forming:

- Due to any one of the reasons enunciated.
- Normally, the group gets formed with an incomplete idea of its goals or purposes. So, at the beginning of formation, there is some confusing and uncertainty.
- Leadership of the group and the roles and tasks to be undertaken by the group do not emerge clearly. Thus, forming is an induction process through which members get to know each other and share expectations from the group.
- Members gradually learn the purpose of the group and the guidelines to be followed.
- Forming stage should not be rushed because trust and openness have yet to develop. These feelings strengthen in later stages of development.

2. Storming:

- In this stage, the group is likely to experience the highest level of disagreement and conflict as members may voice concerns and criticism.
- Members often question and challenge group goals.
- They also struggle for power or leadership.
- If members can ultimately achieve understanding and cohesiveness through collaboration and resolution, the group may continue as a group. Otherwise, the group may disband. However, if it still continues, it may remain ineffective and may not make progress to the subsequent stages.

3. Norming:

- In this stage, the members start recognizing their individual differences and also their shared expectations.
- Members may begin to develop a feeling of group identity and group harmony.
- Cooperative efforts may begin.
- Roles and responsibilities among members may get decided.



- They may also decide on how to evaluate progress of the group.

4. Performing

- At performing stage, group might have achieved maturity and there will be greater degree of harmony among its members.
- There is more mutual acceptance among the members now.
- Conflict can be managed and resolved more amicably through collaborative processes.
- Decision making takes place more on a rational basis aimed at achieving goals rather than highlighting the emotional issues.

5. Adjourning:

- All groups do not experience this stage at all. Many groups remain permanent.
- Some groups that complete their tasks and goals may decide on disbanding the group.
- This stage is characterized by the feelings of sadness normally associated with closure of any group and separation of the members.

Group Process

The major factors or elements of group process are:

- Extent of task focus (giving information, seeking information, summarizing, getting on etc) and extent of social focus (encouraging, harmonizing, drawing in, mirroring, pleasing, entertaining etc)
- Characteristics of communication, coordination, cooperation, support and collaboration
- Patterns of self-oriented behavior (silence, hurt feeling, withdrawal, tension, anxiety etc)
- Mix of influencing, convincing, dictating, bribing, cajoling, flattery etc
- Roles
- Relationships
- Patterns of dominance and submission
- Conflict management and conflict resolution
- Level of group effectiveness
- Team building and synergy



Types of groups

- Informal groups
- Formal groups

Informal Groups

These groups may get formed within an organization or outside an organization. They do not necessarily follow the rules and guidelines of the organization. They informally follow the guidelines of the informal; group. These groups are called interest groups, friendship groups, reference groups etc. Given below are a few examples of informal groups:

- Employees meet near water cooler and gossip
- Five secretaries from marketing department meet once a month for lunch to discuss mutual concerns and to seek relief from tedious aspects of their job
- Four computer programmers form a jogging club that meets three days per week to run five miles after office hours
- All employees of a section meet and discuss how to improve and beautify office layouts
- Seven workers of a production shop floor meet once a week to solve their technical problems

Formal Groups

These groups are formally created in an organization and follow the rules and guidelines prescribed by the organization. These are:

1. Command groups

They are explained by a formal organization structure and depicted on the organizational chart. A company's organization network starting with the chairman of board of directors through its various levels of managers right down to the workers is a typical command group example.

2. Task groups or task forces

People working together to achieve a common task form a task group or a task force. Members are grouped together either from the same department or cross-functionally to complete some specified goals on timeline. These task forces are appointed for a specified period and disbanded after the goals are achieved.



3. Functional groups

Functional group is created to carry out specific functions in an organization. These are normally on-going departments of an organization and are permanent till re-structuring of organization is undertaken.

Group Dynamics Theory

Kurt Lewin had a profound impact on thinking regarding Group Dynamics. Two key ideas emerged out of field theory that are crucial to an appreciation of group process: interdependence of fate, and task interdependence.

Interdependence of fate – Groups come into being when people realize their fate depends on the fate of the group as a whole. A group will contain individuals of very different character, but when an individual learns how much his own fate depends on the fate of the entire group he will proactively take responsibility for his part in the group's welfare. However, Lewin argued that Interdependence of fate can be a fairly weak form of interdependence in many groups.

Task interdependence – Lewin argued a more significant factor is where there is interdependence in the goals of group members. In other words, if the group's task is such that members of the group are dependent on each other for achievement, then a powerful dynamic is created. Task interdependence can be positive or negative. In negative interdependence – known more usually as competition – one person's success is another's failure. Positive interdependence results in the group being a dynamic whole.'

One of the most interesting pieces of Group Dynamics work concerned the exploration of different styles or types of leadership on group structure and member behavior. Three classic group leadership models we studied – democratic, autocratic and laissez-faire. The research concluded that there was more originality, group-aggression, hostility, scapegoating and discontent in laissez-faire and autocratic groups

Key points of Group Dynamic Theory

- Groups under conditions of positive interdependence were generally more cooperative and tend to be productive as compared to those working under negative task



- Democracy must be learned anew in each generation, and that it is a far more difficult form of social structure to attain and to maintain than is autocracy
- The difference in behavior in autocratic, democratic and laissez-faire situations is not, on the whole, a result of individual differences.
- Democracy cannot be imposed on people, but has to be learnt by a process of voluntary and responsible participation.
- Change and periods of transition needs to be facilitated and guided.
- Motivation for change must be generated before change can occur. Participants must be helped to re-examine many cherished assumptions about self, relationships and the group as part of the process.

Applying Group Dynamic Theory in an OD Intervention

1. Encourage the senior leadership team to be the same as any good teacher, becoming unnecessary, and allowing natural leaders to rise from the group during a period of transition.
2. Asking the Leader to change one or more of their characteristics or replace the leader with another person to harness the power of an informal group.
3. Systematically rotate out of the group its leaders and its key members in order to facilitate the emergence of a leader who has aims similar to the organization
4. Be alert to leaders sympathetic to the organizations objectives and use them toward the betterment of the formal groups effectiveness.
5. Locate the best person in the group who is the best position to facilitate the smooth flow of information among group members
6. Locate the best person in the group who is the best position to facilitate the smooth flow of information among group members
7. Encourage group discussion and decision-making, and ensure participants regardless of position, treat each other as peers.
8. Use a feedback activity to enable participants to engage in active dialogue about differences of interpretation and observation of the events by those who had participated in them.
9. Develop a creative tension in the learning environment, bringing together the immediate experiences of the participants and the conceptual models of the



- facilitators in an open atmosphere where inputs from each perspective could challenge and stimulate the other.
10. Observe the behavior patterns of the group through interviews and asking the group members to identify their own norms; as members become aware of negative norms they commonly reject them and seek to change their behavior.
 11. Create an environment in which values and beliefs can be challenged.
 12. Develop the group as students of OD tools, providing the group with models for organizing ideas through brief lectures, reading material. Handouts and experiential learning techniques.

Inter group Dynamics

Intergroup behaviour, or the way groups interact with other groups, is best examined in terms of the frequency and interaction type the groups engage in. Thomas (1976) elaborated on this concept by noting that the nature of intergroup interactions depends largely on the degree to which groups must interact to achieve their goals, and the degree of compatibility between the goals of different groups.

- **Accommodation** interaction is based on groups having similar goals and taking part in minimal to moderate mutual concession and cooperation to achieve them.
- **Avoidance** interaction is found between groups where there are different or conflicting goals and even minimal collaboration is not warranted. Both of these interactions are viewed as having no to low impact on successfully achieving each group's goals.
- **Collaboration** interaction is necessary when two groups must interact to meet specific goals that are vastly incompatible.
- **Competition** interaction usually occurs when two groups must interact to meet specific goals that are vastly incompatible.
- **Compromise** interaction occurs when two groups have a moderate need to interact to meet specific goals that are moderately compatible. In this interaction, the two groups may work together on a semi-regular basis to ensure they are on track to meet the overlapping goals.
- **Deindividuation** is a phenomenon that occurs when individuals of a group become less aware of their values.



- **Diffusion of responsibility** is the tendency for group members to feel diminished responsibility for their actions when surrounded by others who are behaving in a similar manner. Intergroup behaviour is influenced by factors beyond interaction types. Examples of these include Interdependence, Organizational Culture, Past History, and Organizational Social Network.
- **Interdependence** is the degree to which group depend on each other and is determined by the type of group tasks (i.e., simple versus complex), organization structure, and the organizational authority system). Interdependence may occur in one of three common forms:
 - **Pooled interdependence:** The combined efforts of largely separate groups positively contribute to the organization.
 - **Sequential interdependence:** The effort or output of one group is used as the input for another group.
 - **Reciprocal interdependence:** A series of mutual exchanges between groups, requiring a high degree of continuous interactions.
- **Organizational culture** and its shared norms, values, and power structure, often dictate the frequency and degree to which intergroup interactions and collaborations occur.
- **Past history with intergroup relationships** also impact interdependence behaviour. The influence of this factor is directly connected to the past interaction experience between groups. Whether the interaction was positive or negative, new group members may be influenced in the direction of the group's previous experience.
- **Social networks in organizations** are another vital factor when considering intergroup behaviour. Cordial individual group member interaction is believed to greatly impact the quality of intergroup relationships.

Organisation as System

A system is a whole made up of parts. Each part can affect the way other parts work and the way all parts work together will determine how well the system works. This is a fundamental challenge to traditional management thinking. Traditionally we have learned to manage an organization by managing its separate pieces (sales, marketing, production, logistics, service, etc.) in essence, the systems perspective emphasizes that everything is



connected to everything else and that it's often worth while to model businesses and processes in terms of flows and feedback loops. Systems thinking stresses linkages and relationships and flows. It emphasizes that any given employer unit of activity is part of a larger entity and that ultimately those entities, working together, are justified by the results they produce. To effectively, nimbly, and proactively adapt to the demands of a rapidly changing environment, all system components – inputs, processes, outputs, and feedback – must be managed.

Systems theory was first introduced by Van Bertalanffy (1950) and was introduced into the organizational setting by Katz and Khan (1966). Systems theory is an approach to organizations which liken the enterprise to an organism with interdependent parts, each with its own specific function and interrelated responsibilities. The system may be the whole organization, a division, department or team; but whether the whole or a part, it is important for the OD practitioner to understand how the system operates, and the relationship the parts of the organization have.

The emphasis in OD is that that real systems are open to, and interact with, their environments. And it is possible to acquire new properties through emergence, resulting in continual evolution. Rather than reducing an organization to the properties of its parts or elements, systems theory focuses on the arrangement of and relations between the parts which connect them into a whole.

1. The organization is an open system, which interacts with the environment and continually adapting and improving.
2. The organization influences and is influenced by the environment in which it operates
3. If an organization is to be effective it must pay attention to the external environment, and take steps to adjust itself to accommodate the changes in order to remain relevant
4. All parts of the organization are interconnected and interdependent; If one part of the system is affected, all parts are.
5. It is not possible to know everything about the system, but if you look hard enough there are plenty of clues.



Applying Systems Theory in an OD intervention

1. Use mixed groups to achieve a rich understanding how the change is seen from different perspectives.
2. Generate a holistic view of what must be done to give the organization a secure future.
3. Use diagnostic events to enhance people's understanding of important interdependencies and to support them in devising a way forward.
4. Help different sub-systems to work well together in independent areas.
5. Use processes that will increase collaboration across units.
6. Honour the primacy of relationship between different groups.
7. Where possible bring in outside bodies/data to stimulate the organization to think about the issues.
8. Expose people to the outside world in which the organization operates.
9. Ensure the organization stays externally sensitive and not insulated in their perspective.
10. Help the leadership team understand that they don't have all the data required to manage change the organization desires.



UNIT – II

OPERATIONAL COMPONENTS OF O.D

An OD Program starts with diagnosing the system and Its Processes to provide an accurate account of things as they really are. The objective is to acquire valid information about the status quo, current problems, and opportunities, and effects of actions as they relate to goal-attainment.

Diagnostic components of OD

It means Continuous collection of data about total system, its subunits, its processes, and its culture. Diagnosis is a collaborative process between organizational members and the OD consultant to collect pertinent information, analyze it, and draw conclusions for action planning and intervention.

Two Areas analyzed:

- (1) The Various Subsystems that make up the total organization.
- (2) The Organization Processes

The OD Practitioner may work with one subsystem and move to another subsystem, and then extend to the total organization. The initial focus could be in the total organization and then move to selected subsystems. In practice, the OD practitioner work simultaneously both in the specific target group and in the processes found in that group. At this point, it is important to consider how the information is collected and handled. To accomplish the goals of OD, activities in the client system called intervention are employed. These interventions are sets of structural activities in which selected organization units (target groups or individuals) engage in tasks which are directed towards organizational improvement.

The essential parts of most OD interventions are:

- Planning Actions
- Executing Actions, and
- Evaluating the consequences of actions

OD interventions activities have two-fold goals:

- Learning Goals
- Educational Goals

In most OD interventions, the participants usually formulate a three-year strategy plan for



the organization.

Weisbord identifies six critical areas where things must go right if organization is to be successful. According to him, the consultant must attend to both formal and informal aspects. This model is still widely used by OD practitioners

- Purpose
 - Structure
 - Reward
 - Relationships
 - Helpful mechanisms
 - Leadership
 - Purposes: What Business Are we in?
 - Helpful Mechanisms: Do we have adequate technologies?
 - Rewards: Do all needed tasks have incentives?
 - Structure: How do we divide up the work?
 - Relationships: How Do we manage conflict Among people? With technologies?
- Environment

Action components of OD

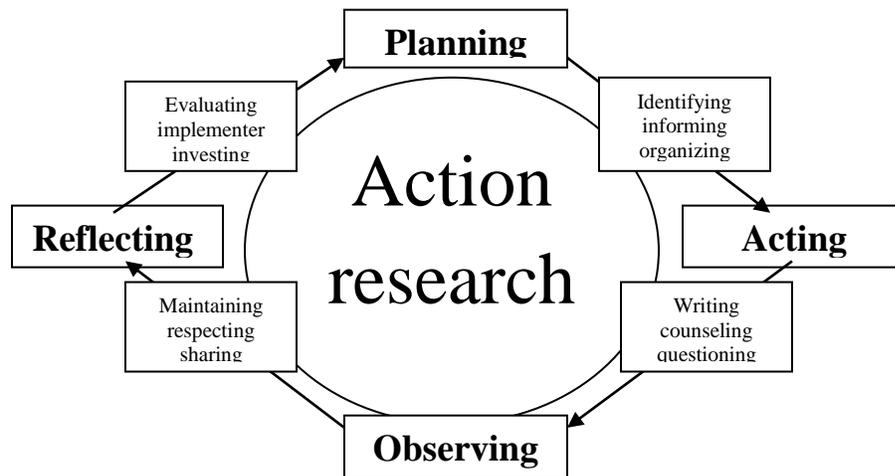
Interventions are the actions taken to produce desired changes. Action plans are OD interventions specifically tailored to address issues at individual, group, inter-group, or organizational levels as well as issued related to selected processes.

- Four conditions that give rise to the need for OD interventions:
- The organization has a problem(corrective action-to fix it)
- Organization sees an unrealized opportunity(enabling action-to seize the opportunity)
- Features of organization are out of alignment(alignment action to get things back ‘in sync’)
- Yesterday’s vision is no longer good enough(action for new vision – actions to build necessary structures. Processes and culture to make new vision a reality)

Intervention strategies are based on results of the diagnostic process and the specified goals of the client system.



Action Research Model



This action research model is a cyclical process. As I've learned in class, this process is based on research in order to expand their knowledge about the problem. Their awareness of the problem will help them solve and improve the things that do not go well with the organization based on their research or past experiences.

“Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. Action research focuses on specific situations and localized solutions. It is usually used to identify issues to do with practice and to improve ones service. The primary purpose of action research is to provide the means for people to engage in systematic inquiry and investigation to ‘design’ an appropriate way of accomplishing a desired goal and to evaluate its effectiveness, usually by a means of qualitative research. Action research is a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems. It does not resolve all problems but provides a means for people to get a handle on their situations and formulate effective solutions to problems they face in their public and professional lives (Stringer 1999).”

Action research process involves these steps

1. Identifying the problem with discussions with the client.
2. The OD practitioner then settles on what information should be gathered through the use of interviews, questionnaires, performance data and process observation. Then



- they further make a diagnosis on this through observation. The diagnosis will be then presented to the group to identify what part of the research needs improvement.
3. After everything has been approved by the client, the planning and action process is done. The implementation of new rules and procedures, work behaviors, and others will take place.
 4. Since it is a cyclical process, data will be gathered even after the implementation. This procedure will be done if there are still problems or mistaken diagnosis present in the findings.

This action research model is commendable since this process scrutinizes and examines every flaw present in the organization. The collaboration within the OD practitioner and the client helps a lot because both their opinions matter the most. The evaluation procedure in this model is vital since errors and miscalculations can still be present in the organizations. They should evaluate and diagnose if the proposed solution is the preeminent solution of all.

Process components of OD

Program Management Cummings and Worley identified 5 sets of activities

- Motivating Change
- Creating a Vision
- Developing Political Support
- Managing the Transition
- Sustaining Momentum

John P. Kotter's 8-stage process for managing organizational change:

- Establishing a sense of urgency
- Creating a guiding coalition
- Developing a vision and strategy
- Communicating the change vision
- Empowering a broad base of people to take action
- Generating short term wins
- Consolidating gains and producing even more change

Maintenance components of OD



This component is concerned with self-analysis and self-reflection as a means to self-improvement. Action research principles are observed in goal-setting and feedback mechanisms to monitor and evaluate actions. Organization members acknowledge the ownership of interventions and of the entire OD program. The Process – Maintenance Component models the ability to cope with problems and opportunities in the internal and external environments. This component tests the effectiveness and relevance of interventions. It insures that the intended consequences do not obviate the organization and the OD program’s goals.



UNIT – III

INTRODUCTION OD INTERVENTIONS

OD interventions refer to various activities which a consultant and client organization perform for improving organizational performance through enabling organizational members better manage their behaviour, their work group, and organizational culture, OD interventions are also referred as OD techniques or OD strategies as they are designed to accomplish specific objectives.

Organization Development Interventions (ODI) techniques are the methods created by OD professionals and others. Single organization or consultant cannot use all the interventions. They use these interventions depending upon the need or requirement. The most important interventions are,

1. Survey feedback
2. Process Consultation
3. Sensitivity Training
4. The Managerial grid
5. Goal setting and Planning
6. Team Building and management by objectives
7. Job enrichment, changes in organizational structure and participative management and quality circles, ISO, TQM

Categories of OD interventions:

The following interventions deal with interpersonal relationships and group dynamics.

- **T Groups:** The basic T Group brings ten to fifteen strangers together with a professional trainer to examine the social dynamics that emerge from their interactions.
- **Process Consultation:** This intervention focuses on interpersonal relations and social dynamics occurring in work groups.
- **Third party interventions:** This change method is a form of process consultation aimed at dysfunctional interpersonal relations in organizations.



- **Team Building:** This intervention helps work group become more effective in accomplishing tasks.

The following Interventions deal with human processes that are more system wide than individualistic or small-group oriented.

- **Organization Confrontation Meeting:** These change methods mobilize organization members to identify problems, set action targets, and begin working on problems.
- **Intergroup relations:** these interventions are designed to improve interactions among different groups or departments in organization.
- **Large-group Interventions:** These interventions involve getting abroad variety of stake holders into a large meeting to clarify important values, to develop new ways of working, to articulate a new vision for the organization, or to solve pressing organizational problems.
- **Grid Organization Development:** This normative intervention specifies a particular way to manage an organization.

Techno-Structural Interventions

These interventions deal with an organization's technology(for examples its task methods and job design)and structure(for example, division of labor and hierarchy).

These interventions are rooted in the disciplines of engineering, sociology and in the applied fields of socio-technical systems and organization design. Practitioners place emphasis both on productivity and human fulfillment.

- **Structural Design:** This change process concerns the organization's division of labour –how to specialize task performances. Diagnostic guidelines exist to determine which structure is appropriate for particular organizational environments, technologies, and conditions.
- **Downsizing:** This intervention reduces costs and bureaucracy by decreasing the size of the organization through personnel layoffs, organization redesign, and outsourcing.
- **Re-engineering:** This recent intervention radically redesigns the organization's core work processes to create tighter linkage and coordination among the different tasks.
- **Parallel Structures**



- **High-involvement Organizations(HIO's)**
- **Total Quality Management**
- **Work design:** This refers to OD interventions aimed at creating jobs, and work groups that generate high levels of employee fulfillment and productivity.

Human Resource Management Interventions

- **Goal Setting:** This change program involves setting clear and challenging goals. It attempts to improve organization effectiveness by establishing a better fit between personal and organizational objectives.
- **Performance Appraisal:** This intervention is a systematic process of jointly assessing work-related achievements, strengths and weaknesses.
- **Reward Systems:** This intervention involves the design of organizational rewards to improve employee satisfaction and performance.
- **Career Planning and development:** It generally focuses on managers and professional staff and is seen as a way of improving the quality of their work life.
- **Managing workforce diversity:** Important trends, such as the increasing number of women, ethnic minorities, and physically and mentally challenged people in the workforce, require a more flexible set of policies and practices.
- **Employee Wellness:** These interventions include employee assistance programs (EAPs) and stress management.

Strategic Interventions

These interventions link the internal functioning of the organization to the larger environment and transform the organization to keep pace with changing conditions.

- **Integrated Strategic Change:** It argues that business strategies and organizational systems must be changed together in response to external and internal disruptions. A strategic change plan helps members manage the transition between a current strategy and organization design and the desired future strategic orientation.
- **Trans organization development:** This intervention helps organizations to enter into alliances, partnerships and joint ventures to perform tasks or solve problems that are too complex for single organizations to resolve.



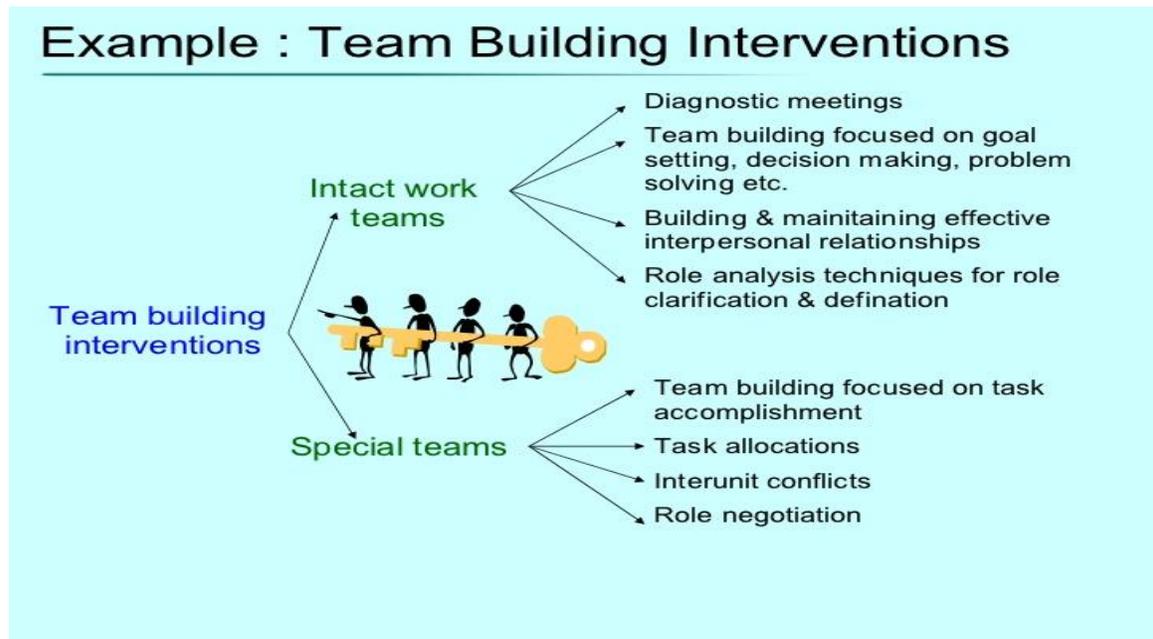
- **Manager and Acquisition Integration:** This intervention describes how OD practitioners can assist two or more organizations to form a new entity.
- **Culture Change:** This intervention helps organizations to develop cultures (behaviours, values, beliefs and norms) appropriate to their strategies and environments.
- **Self-designing organizations:** This change program helps organization the capacity to alter themselves fundamentally. It is a highly participative process, involving multiple stakeholders in setting strategic directions and designing and implementing appropriate structures and processes.

Team Intervention:

OD intervention are the techniques and methods designed to move an organization form 'here' to 'there' or 'from where it is' to 'where it want to be' the interventions are aimed at improving individual and team activities and efforts so that they may better accomplish their targets goals in accordance with the organization's envisaged vision and strategy. The interventions also assist to change the culture of the organization. The purpose of this team is to help Employees/ Members of the team that are struggling in some way. This usually refers to performance but can include emotional/behavioral/social concerns. Work teams exert influence on individual work behavior. In turn, individuals also influence. OD is concerned with the different types of techniques or interventions that contribute to "team effectiveness".

Most important single group interventions on OD are team-building activities, the goals of which are the improvement and increased effectiveness of various teams within the organization. The interventions focus on different types of groups those that are more enduring and more permanent such as the role-set(superior-subordinate and colleagues), the others which are created for a specific purpose and hence are less enduring(such as specific task teams constituted to facilitate mergers, acquisitions or organizational restructuring). The team building interventions are typically directed towards four major substantive areas: diagnosis, task accomplishments, team relationships and team and organization processes.

Varieties of team building interventions:



Intergroup Intervention:

Often two or more independently working groups have to coordinate tasks, on either a temporary or permanent basis, to achieve the required organizational goals. This could give rise to disagreement and conflict among groups affecting group morale and productivity. Where there is competition among groups. It may give rise to tension and conflict and each group may perceive the other as an 'enemy'.

To resolve such intergroup conflicts many strategies are adopted in our organization:

- Increasing the interaction and communication among the groups (increased interaction under favorable conditions enhances positive feelings and sentiments)
- Identifying a 'common enemy' (another group that both groups dislike, which brings the groups closer together).
- Finding a super ordinate goal (a goal that both groups desire to achieve but that neither can achieve without mutual support)
- Rotating the members of the groups and instituting some forms of training.

Personal, interpersonal and group process intervention:

The central theme of these interventions is learning through an examination of underlying process. In process consultation, which is generic to OD intervention, the focus



is exclusively on the diagnosis and management of personal, interpersonal, and group processes. Third-party peacemaking focuses on interpersonal conflict and the dynamics of cooperation and competition among groups. Sensitivity training typically yields learning's about self, interpersonal relations, and group dynamics. Transactional analysis(TA)can be a form of psychotherapy. TA has also been used as a technique for team building. Behaviour modeling is a training technique designed to increase the effectiveness of the problematic interpersonal situations. Life and career planning interventions are less process oriented than the other interventions and reflect more a systematic approach to a substantive area.

The following interventions deal with interpersonal relationships and group dynamics.

- **T Groups:** The basic T Group brings ten to fifteen strangers together with a professional trainer to examine the social dynamics that emerge from their interactions.
- **Process Consultation:** This intervention focuses on interpersonal relations and social dynamics occurring in work groups.
- **Third Party Interventions:** This change method is a form of process consultation aimed at dysfunctional interpersonal relations in organizations.
- **Team Building:** This intervention helps work groups become more effective in accomplishing tasks.

Sensitivity Training/T-Groups:

Sensitivity training involves such groupings as – T groups (T for training), encounter groups, laboratory training groups, and human awareness groups are all names usually associated with what is known as sensitivity training.

Procedure of Sensitivity Training

Sensitivity Training Program requires three steps:

1. **Unfreezing the old values** – It requires that the trainees become aware of the inadequacy of the old values. This can be done when the trainee faces dilemma in which his old values in not able to provide proper guidance. The first step consists of a small procedure:

- An unstructured group of 10-15 people is formed.
- Unstructured group without any objective looks to the trainer for its guidance
- But the trainer refuses to provide guidance and assume leadership



- Soon, the trainees are motivated to resolve the uncertainty
- Then they try to form some hierarchy. Some try assume leadership role which may not be liked by other trainees
- Then they started realizing that what they desire to do and realize the alternative ways of dealing with the situation.

2. **Development of new values** – With the trainer’s support, trainees begin to examine their interpersonal behavior and giving each other feedback. The reasoning of the feedbacks are discussed which motivates trainees to experiment with range of new behaviors and values. This process constitutes the second step in the change process of the development of these values.

3. **Refreezing the new ones** – This step depends upon how much opportunity the trainees get to practice their new behaviors and values at their work place.

In one way Sensitivity training is the process of developing emotional intelligence, which means “the mental ability an individual possesses enabling him or her to be sensitive and understanding to the emotions of others as well as being able to manage their own emotions and impulses”

Team Building Interventions:

Team building is an organizational development intervention that includes planned activities to enhance functioning of existing and integrated teams. The focus is primarily on tasks, but also deals with interpersonal and affective components of group work. Roles of group members group decision-making processes, individual functions, intra group and intergroup communication, and influence tactics used by team leaders are analyzed

Team building is often used in conjunction with other conflict management techniques (see the Resolving Conflict page for more or to make groups more cohesive.

Three types of Team Building:

- Focus on individual. An example would be helping a newcomer adapt to the team environment and learn his/her role in the overall group.
- Focus on the relationship between the existing team and the organization it is part of, often as a response to intergroup conflict within the organization.



- Focus on behavior of the group as a whole. This is the most common, and it often involves changing task behavior, diagnosis of group mood, and interpersonal interventions aimed at improving communication processes.

When to Use Team Building:

- Groups are faced with complex, unstructured, and interdependent tasks
- Group communication problems are interfering with group effectiveness.
- Increased quality of work atmosphere (a more positive working environment) and interpersonal interactions are desired.
- There is a need to build consensus for team decision making and goal-setting.
- There is a need to accelerate group member socialization.

Models of Team Building:

Most of these models consider the context the team exists in, how long the team has been together, establishment of ground rules and other structural components for the team building intervention itself, and categorization of the team based on its primary functions (e.g. service team, management team).

- **Traditional Team Building Model involves 6 steps:**
 1. Background research and data collection. Involves establishment of goals, including empowering the team.
 2. Start-up. An outside consultant meets, with the team, established ground rules for future interactions and a trusting atmosphere.
 3. Group problem solving and process analysis. Involves exercises to improve decision-making planning, and delegation skills.
 4. Open feedback. Discussion of what has been inhibiting team performance based on the exercises.
 5. Action planning. Team develops an action plan and assigns tasks to its members in order to complete the action plan.
 6. Leader of the team ensures that group members are performing the actions they committed to during the team building exercises.

Team Compilation Model

Based on the type of interdependence of group members, which can be any of the following:



1. People interdependence: no need to coordinate with other team members. Each person makes a discrete, additive contribution.
2. Sequential interdependence: each person makes a discrete contribution, but tasks must be done in a fixed, serial order.
3. Reciprocal interdependence: individual contributions are bidirectional.
4. Intensive interdependence: work is simultaneous and parallel, and can include all of the conditions for the 3 other types.

Phases of the Team Compilations Model include:

1. Team formation: addresses interpersonal uncertainty of a recently formed team or a newcomer joining an established team.
2. Task compilation: addresses task performance uncertainty.
3. Role compilation: individuals become aware of how their tasks and interpersonal behaviors affect other members of the team.
4. Team compilation: the team is now a network where in each member knows his/her role and how it links to all other team members.
the group as a whole, and the organization.

• **Integrated Model of Group Development has 5 stages:**

1. Dependency, Inclusion, and Pseudo-work: social interaction, including simple chit-chat, which lays the foundation for an effective team.
2. Counter dependency and fight: first team interaction characterized by conflict.
3. Trust and structure.
4. Work
5. Impending termination: end of a temporary team.

This model is based on the early team building model developed by Tuckman, which had these 4 phases:

Forming (same as Dependency, Inclusion and Pseudo-work above)

Storming (same as Counterdependency and fight above)

Norming (same as Trust and Structure above)

Performing (same as Work above)

• **Woodman and Pasmore's Model:** Focuses on group decision-making in the context of an organization, so it will only be briefly mentioned here. Its elements include:



Directioning: determining what needs to be accomplished.

Organizing: agreeing on how to use group resources to complete a task.

Exploring: exploring alternative ways to perform the work.

Converging: deciding on the best approach or solution.

Executing: completing the work.

Third-Party Peacemaking Interventions

It should be undertaken only by professionals. It is used when two persons are in conflict. The third party should have the potential to control/ contain the conflict or resolve it. A basic feature is confrontation of the conflict. There are four basic elements in interpersonal conflicts:

- The conflict issue
- The precipitating circumstances
- The conflict-relevant acts of the principals.
- Consequences of conflict

For accurate diagnosis, it is essential to know the source of conflicts could be

- Substantive
 - Disagreements over policies/ practices/competitive bids over the same resources/differing conceptions of roles & role relationships
 - Requires problem-solving & bargaining behaviours between the principals
 - Emotional
 - Involves negative feeling between the parties
 - Requires restructuring perceptions & working through negative feelings. The tactic consists of structuring confrontation & dialogue between the principals.

Process consultation Intervention:

Process Consultation (PC) is a method for intervening in an ongoing system. In this approach, a skilled third party(consultant) works with the individuals and groups to help them learn about human and social processes and learn to solve problems that stems from process events. This is an often used approach by many OD consultants and practitioners.

The process consultant helps our organization to solve its problems by making it aware of organizational process, of the consequences of these processes and of the mechanisms by which they can be changed. It is to enable the organization to address its problems by itself.



In this the consultant works with the organization, in work teams and helps them to develop the skill necessary to diagnose and solve the process problems that arise. The organizational processes that are important to be dealt with, include communications, clarifying the roles and functions of group members, group problem solving and decision making, group norms and group growth, leadership and authority, and inter group cooperation and competition.

Comprehensive Interventions:

The confronting meeting: it was developed by Richard Beckhard, is one-day meeting of the entire management of an organization to take a stock of the organization's major problems and sets a schedule for the remedial work. The confrontation meeting is a quick, simple and reliable way in which to generate data about an organization and to set action plans for organizational improvement. Strategic management activities: Strategic management refers to the development and implementation of the organization's "grand design" or overall strategy in relation to its current and future environmental demands. According to Schedule and Hofer six major tasks comprise the strategic management process: 1) goal formulation ; 2) environmental analysis 3) strategy evaluation 4) strategy implementation and 6) strategic control. "The six components of the process are related to each other.

Structural Intervention:

This refers to invention or change efforts aimed at improving organization effectiveness through changes in the task and structural and technological subsystems. This class of interventions includes changes in the division of overall work of the organization into units, reporting relationships, work flow and procedures, and role definitions, methods of control, and spatial arrangements of equipment and people, etc.



Unit –IV

INTRODUCTION IMPLEMENTATION OF OD

OD is the main tool to develop and manifest an organization's culture and it is the culture of the organization that sustains how the organization executes, embraces change, manages customer focus, creates new value and integrates new team members. Implementation of OD can be at the two levels. One at the team structure and another one at the organisation structure.

IMPLEMENTATION OF OD

Implementation OD at the level of team structure and function

- New Team Start-up
- Team Transitions
- Team Building
- Issue Consensus
- Multi-team Mirror
- Inter-team Team Building
- **New Team Start-up**

Objectives:

- To accelerate the process by which individual team members coordinate their efforts and become an efficient and effective team.
- To make explicit, and practice, the desired norms for the team's interactions.

Developmental Focus:

- The collective vision and mission for the team.
- Individual roles and responsibilities.
- The coordination of strategies, plans and measures of success for the team.
- Methods for conflict resolution.

Participants

- All members of a newly formed group (project team matrix organization new business start-up etc.) Including managers and possibly close external stakeholders.

Benefits:



- An atmosphere is established for dealing openly with team membership issues.
- Team members are provided with an opportunity to work together on understanding their vision, mission, roles and interaction processes.

When to Implement:

- When the team is first brought together to begin the process of developing its goals and objectives.

Timescale:

- Three to four days, depending on the ambiguity and complexity of the team's mission.

Team Transitions**Objectives:**

- To provide the opportunity for a team to analyse the impact of and plan its adjustment to, a new team leader.
- To give a newly appointed team leader the opportunity to become familiar with group activities, goals and team member resources.
- To allow both the incoming team leader and the team members the opportunity to share and explore working styles and preferred practices.

Developmental Focus:

- The team's goals, tasks, methods and priorities.
- The team's structure and operating procedures.
- Team member's roles and contributions to the team's performance.
- The incoming team leader's experience, priorities and goals.
- Leadership, communication and decision-making styles.
- Role conflict and ambiguity, and resistance to change.

Participants:

- All members of an existing team and the incoming team leader.

Benefits:

- All participants are given the opportunity to analyse the team's performance and use of resources.



- Heightened awareness of teamwork needs during the period of transition.
- Open affirmation or re-affirmation, of the team's goals, priorities and norms.
- Assistance in accelerating the path through forming, storming, norming and performing.

When to Implement:

- Suitable for a group that has never experienced an OD intervention before.

Timescale:

- Three to five days, depending on group size and information-collection methods.

Team Building**Objectives:**

- To review and improve the team's effectiveness.
- To provide an opportunity for the team to analyse its processes, performance, strengths and weaknesses.
- To identify problem areas of team behaviour and corrective actions to be taken.

Developmental Focus:

- Team performance
- Individual contributions to performance.
- Team goals, long and short term strategies, goal-setting processes.
- Specific plans for individuals connected to team goals.
- Team composition, structure, operating procedures and efficiency.
- Team norms, culture and feedback processes.

Participants:

- The team leader and all team members (from three to fifteen for practical purposes).

Benefits:

- The process provides a setting for a realistic self-appraisal of team processes and team member relationships.



- The use of anonymous, topic-related information facilitates problem-centered rather than person-centered analysis.
- The team leader has an opportunity to model the type of behaviour preferred for effective team working.
- Team work is enhanced as team members get to know each other better, particularly with regard to work-style preferences and in the context of current work pressures and priorities.

When to Implement:

- Usually not the first step for a team unless its members are familiar with OD interventions.
- Useful as an early step for the senior management team in an organization, prior to a more comprehensive OD effort throughout the organization.
- The initial session(s) to be followed by a session 3 to 9 months later to evaluate progress on action plans.

Timescale:

- Five to seven days, depending on team size.

Issue Consensus**Objectives:**

- To examine and improve the effectiveness of a hierarchical organizational system.
- To identify key issues undermining effectiveness.
- To explore ways to resolve priority issues.
- To generate specific goals and action commitments.

Developmental Focus:

- Organizational goals, priorities, long and short term strategies, and related goal setting procedures.
- Organizational performance.
- Organizational structure, operating procedures and efficiency.
- Specific plans for achieving organizational objectives.

Participants:



- The entire organization if possible. If not, representatives from all organizational levels.
- Participation should only be limited by the constraints of time and the ability to deal with the processing of the information.

Benefits:

- The intervention emphasizes honest organizational self-appraisal in an open setting with all organizational levels being present.
- Improved communication, a better understanding of organization-wide issues, and a related action plan that enhances commitment among top, middle and front-line staff.

When to Implement:

- This intervention should follow other OD activities, i.e. not be an initial intervention.

Timescale:

- Approximately three days depending on group size.

Multi-team mirror**Objectives:**

- To review the interactions of three or more interdependent teams with an emphasis on improving the effectiveness of the team that is designated as the 'host' team.
- To provide an opportunity for these teams to share individual and mutual goals.
- To provide an opportunity for these teams to share their perceptions of each other in term of the contributions each make to the others effectiveness.
- To identify areas for improvement in the host team's relationship with each of the other team, and develop action plans for addressing these areas.

Developmental Focus:

- The performance of the host team as it interacts with each of the other, interdependent, teams.
- Each team's contribution to overall performance.



- Goals and strategies for improving each interacting team's relationship with the host team.

Participants:

- All members or representatives of at least three interacting teams (the host team plus at least two others selected by either the host team or as a result of needs assessment).

Benefits:

- The host team receives constructive feedback on its activities with interacting teams.
- All involved teams have the opportunity to think through and analyse their working relationships.
- The emphasis on positive improvement prevents a defensive reaction on the part of the host team.

When to Implement:

- This intervention should follow other OD activities, i.e. not be an initial intervention.

Timescale:

- Between 3 and 4 days, depending on the number of participants.

Inter-team Team Building**Objectives:**

- To examine and improve the total effectiveness of two interdependent teams.
- To identify problem areas and corrective actions for each team and for joint remedies.

Developmental Focus:

- Team performance (considered separately and together.)
- Team goals, long-and short- team strategies, and goal setting processes.
- Specific plans for individuals in connection with team and inter-team roles.
- Inter-team operating procedures and efficiency.

Participants:

- All members of two interacting teams.

**Benefits:**

- The teams engage in an honest appraisal of their interactions.
- Teamwork is enhanced when team members become better acquainted, especially in terms of work-style preferences and particular working conditions and pressure.
- Inter-team planning takes place.

When to implement:

- Usually follows other OD interventions, i.e. may not be suitable as a first intervention.

Timescale:

- Three to four days.

Implementing OD at the level of organization structure and function

- Strategic Planning
- Survey-guided Development
- Team Goal Setting
- Job Development
- Role Development
- New Division Start-up
- **Strategic Planning**

Objectives:

- To identify strengths and weaknesses, both current and future, in relation to accomplishing the mission of the organization.
- To identify environmental factors that presently influence the organization's effectiveness forecasting their future impact.
- To generate specific strategies, plans, goals and objectives to which the organization is committed to ensure that the problems identified are resolved.

Developmental Focus:

- The team's awareness of future issues and factors likely to affect performance.
- The team's goals, long and short term strategies, and goals setting processes.



- Specific plans and objectives for individuals, departments and functions as they relate to team action plans.
- Development of contingency plans and solutions to forecasted problems.

Participants:

- All members of the organization`s management if possible. If not, representatives from all levels of management.

Benefits:

- Effective medium-to long-term strategies can be developed with the maximum involvement of those who are expected to commit themselves to their implementation.
- Minimizes time-wasting digressions during planning by separating facts from assumptions
- Allows manager to develop effective change plans by examining constraints and environmental contexts that will affect their organization.

When to Implement:

- An excellent starting point for an OD intervention.

Timescale

- Three to five days.

Survey-guided Development**Objectives:**

- To improve organizational performance by surveying all employees feeding back resulting information through individual teams, and developing analysis and problem solving plans in response to the information obtained.
- To take a measurement of an entire organization.

Developmental Focus:

- Information that covers organizational effectiveness across the whole span of its operations.
- Patterns in information that reveal particular strengths and weaknesses.



- The development of solutions to problems affecting the whole organization.

Participants:

- The entire organization.

Benefits:

- Allows organizational climate to be assessed at a particular point in time.
- The survey method offers a relatively quick, efficient method of gathering information on attitudes.
- All teams, including the least influential, are given the opportunity to review information that is relevant to them, to interpret the information for themselves and to assess how they compare with the overall organization. They can then develop their own requests, recommendations and plans.

When to Implement:

- Provides an indication of areas of concern that may be addressed by localized OD interventions. As such, it can be useful as a first step towards OD assuming the organization has not previously misused attitude surveys.
- Useful as a follow - up to initial skill building activities.

Timescale:

- Six to ten days.

Team Goal Setting**Objectives:**

- To generate goals and a related action plan to which a team is committed.
- To clarify the team's mission and related accountabilities, focusing group energy and reducing role confusion.

Developmental Focus:

- Team mission, structure, accountabilities and procedures.
- Team goals, objectives and processes.
- Specific plans for accomplishing goals, including individual action plans.



- An analysis of the related facts, assumptions and potential problems associated with team objectives.

Participants:

- A full team (team leader and all members), but ideally between three and twenty for practical purposes.

Benefits:

- Provides teams with the essential component of clear goals to ensure they focus their energies, ownership and commitment.
- Helps avoid dysfunctional competition and ensure cooperation.
- Increases commitment to team goals.
- Reviews the inter-relationships between individuals and allows these to be improved through planned actions.

Timescale:

- Approximately two days.

Job Development**Objectives:**

- To systematically redesign an existing job such that the conditions for motivation are improved along with attendant performance.
- To identify the components of a job that under-utilize talent.

Developmental Focus

- The impact of job content on performance.
- The impact of technology on job content and process.
- The motivational potential of an existing job.
- The sources of variance in desirable vs. actual performance.
- The specific conditions that create the conditions for motivation.

Participants:

- A job-design intervention team consisting of all employees in the organization who hold the job in question as well as their line managers. Typically six to eight participants.

Benefits:



- Those best qualified to redesign jobs are those doing the jobs along with their line managers.
- Employees will more readily accept changes when they are involved in, or are represented in, change development.
- Both psychological and technical needs must be addressed in an effective re-design of work.

When to Implement:

- When evidence suggests the development or emergence of a problem related to job content.

Timescale:

- Typically half-day sessions weekly for two to three months, depending on job complexity.

Role Development**Objectives:**

- To clarify the definitions and expectations of a specific role.
- To identify the obligations of the interdependent members of a work group.
- To resolve conflict associated with role confusion and ambiguity.

Developmental Focus:

- The clarification of a target role.
- The expectations of others regarding the behaviour associated with the target role.
- The development of a consensus regarding individual accountabilities and related authorities.

Participants:

- All members of the target team and members of interacting teams as desired.

Benefits:

- Minimizing role conflict with a team.
- Addressing interpersonal tensions and conflicts that are often the result of role ambiguity.



- Promoting a more supportive environment for the target job, as team members gain a clear understanding of that job.

When to Implement:

- Likely, to follow other OD interventions that have revealed role conflict or role ambiguity as a key issue.
- An excellent follow-up to OD interventions for new-team start-up, transition planning, new division start-up and job development.

Timescale:

- Two to three days.

New Division Start-up**Objectives:**

- To ensure the implementation of a comprehensive organizational plan to meet identified start-up goals.
- To develop, amongst employees, a high level of ownership and commitment to organization principles that are likely to meet technical, social and cost/profit objectives.

Developmental Focus:

- Overall organizational performance as a function of design.
- Long-and short-term organizational goals and priorities.
- Organizational structure, operating procedures and performance efficiency.
- Individual and group performance planning and implementation.

Participants:

- All managers, if possible. If not representatives from as many functional groups and organizational levels as practical.
- All members of other groups participating in the start-up.

Benefits:

- Organizational members can best develop in, and become behaviorally committed to, a system that they themselves have designed.



- Joint planning, shared expectations and the development of teams that are aligned with the development of systems that will meet goals related to cost, quality and productivity.

When to Implement:

- During the planning and implementation of a new division.

Supporting OD Implementations**The OD seminar****Objectives:**

- To provide managers with information on the objectives and methods of OD.
- To assist managers in making decisions regarding the use and potential of OD in their organization.
- To clarify the types of organizational issues and problems that can be addressed by OD.
- To increase the potential for OD being implemented for legitimate reasons.

Developmental Focus:

- Organizational analysis (including climate).
- Management style and philosophy.
- Systemic thinking.
- Norms, values and inter-group dynamics.
- Consulting approaches, skills and sources.

Participants:

- The entire management system if possible. If not, representatives from all levels of management. No more than twenty for maximum effectiveness.

Benefits:

- Managers are provided with a common base of knowledge about OD.
- A setting is provided for a candid appraisal of the potential for OD before activities are initiated within the organization.



- The seminar process helps to ensure that managers implement OD in a rational, appropriate manner.
- Realistic outcomes for OD are discussed.

When to Implement:

- Usually a first step in a situation in which the organization is new to OD and/or when interventions are likely to affect the entire organization in a relatively short period of time.
- Conducted several times in a large organization, starting with senior management and proceeding through the hierarchy.

Timescale:

- One evening plus two full days.

Team-skills training**Objectives:**

- To introduce a range of team work concepts.
- To develop knowledge, skills and competencies in group dynamics, group influence, personal leadership style, self-assessment and interpersonal awareness in individual and group relationships.

Developmental Focus:

- Strategy and goal setting.
- Problem solving and creativity.
- Resource utilization and coordination.
- Influencing.

Participants:

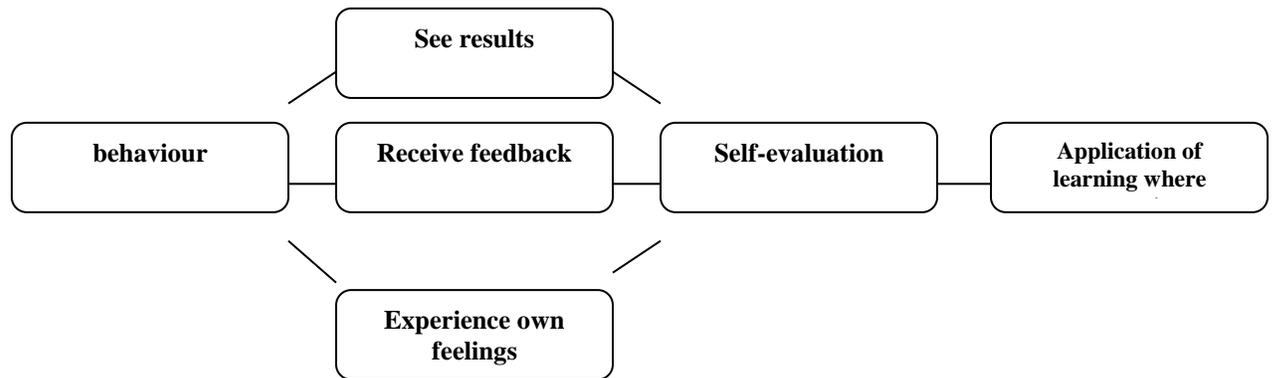
- Members of a single work group or peers from a range of groups, but no more than sixteen for maximum effectiveness.

Benefits:

- An analysis of group behaviour is actively achieved.
- Individual assessment of behaviour and results is achieved by:
 1. Active learning;
 2. The analysis of a range of activities in terms of their relevance to the working context;



3. Encouraging individual and group feedback;
4. Allowing participants to share responsibility for their learning;
5. Drawing effectively on the model for experiential learning illustrated below.



Model of Experiential Learning

When to Implement

- A key first step in situations where the organization is new to OD. Where conflict or non-cooperative behaviour is evident.

Timescale

- Two to three days.

Leadership style analysis

Objectives:

- To provide an opportunity for leaders to examine their own personal preferences, tendencies and values concerning leadership style.
- To increase understanding of the strengths associated with different leadership styles.
- To help leaders explore different ways of developing their leadership styles and effectiveness.

Developmental Focus:

- Personal awareness of the nature, tendencies and strengths associated with various leadership-behaviour styles under both favourable and unfavourable work conditions.



- Exploring the impact of various leadership styles on staff and work environments.
- Broadening behavioral option through exposure to alternative leadership styles.

Participants:

- Leadership peers.
- Management teams.
- Board of directors.
- No more than sixteen for maximum effectiveness.

Benefits:

- Improved organizational effectiveness through the improved application of leadership by those in positions of influence and control.
- The creation of an environment for supportive self-analysis.
- Increased self-awareness and ability to employ appropriate situational leadership.

When to Implement:

- A good initiating or follow-up event for team-skills training, team building or inter group team building.

Timescale:

- Three full-day sessions over a period of three weeks.

Diversity awareness training**Objectives:**

- To examine diversity issues as well as opportunities at work to improve the climate for the assimilation, upward mobility and full utilization of human resources.
- To foster a proactive approach to diversity as a way of life in the organization.

Developmental Focus:

- Individual and group awareness of the nature and consequences of diversity issues at



- Understanding diversity as it relates to individual effectiveness, team performance and organizational policy.

Participants:

- An existing team, including manager.
- HR personal from outside the team.

Benefits:

- A setting is provided for supportive and realistic discussion, self-appraisal and feedback concerning the negative consequences of discrimination in the organization.
- A constructive, controlled environment is needed to raise awareness and facilitate discussion of diversity at work.
- Members of staff who may be exposed to the negative consequences of poor approach to diversity can best explore issues about career development discrimination, stereotyping and attitudes towards diversity by exchanging perceptions, sharing ideas and exploring solutions with each other.
- The climate for, and ownership of, diversity and full human resource utilization will eventually be enhanced as people with different experiences develop objectives.

When to Implement:

- Either as an initiating or a follow-up event for affirmative action on diversity.

Timescale:

- One or two days.

Implementation Conditions for Failure in Organization Development Efforts

1. A continued discrepancy between top management statements of values and styles and their actual work behaviour.
2. A big program of activities without any solid base of change goals. Some organization leaders install activities such as management laboratories, a piece of a Management Grid program, or a 'packages' of goal-setting activities and assume this



- to be an OD program. They do not have a personal commitment to the systematic setting of goals and plans for achieving them to providing responsible leadership in organization improvement.
3. Short time framework: Most top managers are action-oriented; they are result oriented and impatient. One condition that can doom OD efforts is an unrealistic expectation of short term results. Even if dramatic short-run changes do occur they are not a valid measure of real organization improvement. Three to five years is realistic time frame in which an OD effort may be expected to show meaningful result.
 4. No connection between behavioral-science-oriented change efforts and management-services/operations-research-oriented change efforts. There are a number of systematic efforts to change the operations of organization that are not coordinated at the staff level. These produce inefficiencies and competition between staff and do not take advantage of the synergy that is possible in a joint effort to systematically plan and conduct a change in the organization.
 5. Overdependence on outside help: With the increasing complexity of organizations and of the demands of the environment, it is easy to let consultants or specialists 'solve the problem'. In organization development efforts this is not a long-term useful strategy. The management of the organization must have a continuing personal commitment of the problems and to their solutions.
 6. Over dependence on inside specialists.
 7. A large gap between the change effort at the top of the organization and efforts in the middle of the organization. Frequently, the top –management group will engage in major effort to improve its functioning, operations and work. This takes time and energy. During the time of this effort, there may well be an increase in communications problems and social distance between the top are not communicated and transferred to the next layer of organization, it is difficult to achieve and integrated organization-development effort.
 8. Trying to fit a major organization change into an old structure : Some OD efforts towards participatory health care need a radical restructuring of the doctor-based hospital structure.



9. Confusing 'good relationships' as an end with good relationships as a condition: Some behavioral-science organizations change programs imply that when effective, open, trusting relationships exist among the people the organization, you have organization health. They imply that an end goal of such a program is to establish this type of climate and relationships. They do not indicate that the effective healthy organization in addition to good relationship has clear goals and definite plans for achieving them and that the sub organizations are also working against goals. Good relationships are an important condition in an effective organization but they are not an end state.
10. The search for 'cookbook' solutions: There are still many managers who will try anything that will provide a quick solution to improving the organization's effectiveness. Real organization health is not subject to cookbook solutions.
11. Applying an intervention or strategy inappropriately: There are a number of cases that have been sighted where in a particular intervention or change strategy which was effective in one organization or under one set of conditions, which without any diagnosis as to is a form of cookbook solution and it tends to produce failure rather than success.
12. Too rapid changeover in top posts, and new people not interested in OD: Change in key posts takes place before OD takes roots
13. In many hospitals, management gave more importance to financial solvency than to OD interventions.
14. Striving for high technology when community oriented health care needed managerial or technical function.
15. Inability to see health care change as a political act rather than as a mere managerial or technical function.
16. Fear among some doctors and others to move away from the herd.
17. Lack of courage and willingness of top management to call a spade a spade, in relation to strategy, task, relationship, and concrete achievements.
18. Lack of process-consultation skills among key members of the organization.

Implementation Conditions for Success in Organization Development Efforts

1. There is a pressure on the top management which induces some arousal to action.



2. There is some form of intervention at the top, either a new member of the organization, or a new staff head in organization development. This induces some reorientation in looking at international problems.
3. There is diagnosis of the problem areas and this induces an analysis of specific problems.
4. There is an invention of some new solutions to problems and this produces some commitment to new courses of action.
5. There is some experimentation with new solutions and this produces a search for results with the experiments.
6. There is reinforcement in the system from positive results and this produces acceptance of the new practices.
7. There is pressure from the environment, internal or external for change.
8. Some strategic person or people are 'hurting'.
9. Some strategic people are willing to do a real diagnosis of the problem.
10. There is leadership and inspired vision among key people.
11. There is collaborator problem identification between people in the organization.
12. There is some willingness to the risks in trying new forms or relationships.
13. There is a realistic long-term time perspective.
14. There is a willingness to face the data of the situation and to work with it on changing the situation.
15. The system rewards people for the efforts of changing and improvement, in addition to rewarding them for short-term results.
16. There are tangible.



Unit – V

INTRODUCTION ASSESSMENT OF OD

Many times because of the unfamiliarity with the organization development methods, clients try to put the consultant in the role of expert, such as on personnel policy or business strategy. The OD consultant should be prepared to describe in broad outline what the organization might look if it were to go very far with an OD effort. Burns and Stalker propose two contrasting forms of management systems to suit different conditions. These are called as mechanistic and organic forms.

Assessment of OD

Assessment is concerned with providing feedback to the practitioner and organisation members about the progress and the impact of OD interventions. Assessing OD interventions involves judgments about whether an intervention has been implemented as intended and if so, whether it is having desired results. Managers investing resources in OD efforts increasingly are being held accountable for results-being asked to justify the expenditures in terms of hard, bottom-line outcomes.

More and more, managers are asking for rigorous assessment of OD interventions and are using the results to make important resource allocation decisions about OD, such as whether to continue to support the change program, to modify or alter it, or to terminal it and try something else. In order to undertake and OD assessment program it is necessary to identify the basic components of OD assessment. They are as follows:

Objectives: it is synonymous to mission, goals or aims. The objective of an assessment at the initial stages of the main change program is to gain knowledge and insight the efficacy and design of the main change program.

Worth or value: for the focal variables which can be individual, object, situation or a program.

Measurement: the technique of measurement of social variables is done through psychometric tests. It is the quantitative dimension of the variable. Estimation of worth can also be made by other methods which are qualitative like interviewing, observational methods, simulation and projective techniques.



Comparison: The data obtained from the measurement can be compared from the data measured from other reference.

Conclusion: it is arriving at a judgment after comparison is made.

Changes in Organisational Performance

When it comes to change and organizational performance, we understand that employees, managers and leaders are the best source of sustainable competitive advantage and performance in today's global marketplace. Without them on board, even the best strategies have little impact. We also understand the impact and implications of change and organizational performance at both Board and trench level and the layers in between, across complex markets and multi-stakeholder environments and cultures, the short and the long-term. So, we partner with you to provide the services that will give your organisation the most value from planning to implementation. Specifically, we commit to improving your organizational performance in for business areas;

- Organisational communications
- Employee Engagement and Commitment
- Change Communication
- Employer Branding

Issues in Consultant-Client Relationship

Consultant

One definition to consider for consultants is “those who provide general management advice within strategic, organizational, or operational context, and who are institutionally organized in firms” (Canback, 1998). That is not sufficient, however, to capture some key points about management consultancy. A more comprehensive definition is: Consultant is an advisory contracted for and provided to organizations to help in an objective and independent manner, the client organization to identify management problems, analyse such problems, and help, when requested, in the implementation of solutions (Greiner and Metzger, 1983).

This is an important elaboration upon the earlier definition. For example, it emphasizes that management consultants would not take the place of staff within the organization. Nor would they have direct clout in an organization. Kubr (1996) notes that “objective and independent” implies a financial, administrative, political and emotional



independence from the client. Further, there is an implication that the resources of a firm typically back the management consulting activities, i.e. it is typically more than a simple individual.

Role of consultant

Schein (1990) has identified three broadly accepted models of consultation: purchase of expertise, doctor-patient, and process consultation:

- (1) Purchase-of-expertise suggests that clients are looking for consultants to provide independent perspective to bear on specific challenges hand. There is no expectation to focus on the client relationship per se, but rather to provide expertise in a detached manner.
- (2) The doctor-patient model has consultant focusing on using a diagnostic approach to examine the client organization's problems. From their distinct experience, knowledge and diagnostic abilities the consultants identify strategic and organizational problems. This model emphasizes the importance of building a strong relationships and developing trust between the client and the consultant.
- (3) The process consultation model considers the consultant as a facilitator with the client actually providing much of the relevant expertise. There is a clear distinction of roles and tasks. In the end the client chooses what to do about the problem. The consultant provides more of the framework and methodology for defining the problem and the best possible alternatives.

Alternatively, **Nees and Grenier (1985)** propose five categories of consultants:

- (1) The mental adventurer analyses truly intransigent problems such as long-term scenarios for country development, by applying rigorous economic methods and leveraging his or her experience base.
- (2) The strategic navigator bases his or her contribution on a rich quantitative understanding of the market and competitive dynamics, and then recommends courses of action without too much regard of the client perspective.
- (3) The management physician derives his or her recommendations from a deep understanding of the internal dynamics of the client organization, often willing to sacrifice some objectivity to gain a realistic perspective on what is achievable.
- (4) The system architect impacts his or her clients by helping redesign processes, routines, and systems-always in close cooperation with the client.



(5) The friendly co-pilot counsels senior managers as a facilitator rather than as an expert, and has no ambition to provide new knowledge to the client (Nees and Grenier, 1985).

Nees and Grenier's model shows many similarities to Schein's (1990) study, for example the mental adventurer can be considered similar to the expert, the strategic navigator, management physician and system architect correlate with the "doctor- patient" model and the friendly co-pilot aligns with the process-consultation model. Institutionally organized strategy consultants are found primarily in the strategic navigator and management physician segments. In any event, consultant engagements beyond simply purchasing expertise require the development of a relationship between the consultant and the client. Turner (1982) proposed a continuum with eight categories of client-consultant relationships. His framework used a hierarchy of tasks to illustrate the level of extent of a client's involvement with a consultant. The eight task categories of client-consultant relationships. His framework used a hierarchy of tasks to illustrate the level of extent of a client's involvement with a consultant. The eight task categories identified are;

- (1) Providing information to a client:
- (2) Solving a client's problem:
- (3) Making a diagnosis, this may necessitate redefinition of the problem;
- (4) Making recommendations based on the diagnosis:
- (5) Assisting with implementation of recommended actions:
- (6) Building a consensus and commitment around a corrective action:
- (7) Facilitating client learning: and
- (8) Permanently improving organizational effectiveness.

Turner argued that until the late 1970s, consultants tended to work more as suppliers to the client. Increasingly relationships in consulting engagements have evolved to build more of a partnership of mutual respect aimed at fundamentally improving the client's

In a review of the consultancy literature, Can back proposed the following trends:

- Management consultants increasingly address critical, long term issues and are a critical part of the intellectual agenda of executives.
- Consultants add value by addressing both content and process issues based on expertise, methodology and general problems solving skills.



- Management consultants work together with their clients in a complicated and fluid relationship characterized by a high degree of mutual trust; and
- Management consultants are best organized in independent, specialized firms with unique characteristics and success factors.

As management consultants focus on higher order task categories, the relationships with their clients are potentially becoming increasingly complex.

Client

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, a 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 the client.

Role of client

In discussing consultancy, it is important to clarify the concept of client. Schein points out that any helping or change process always has a target or a client (Schein, 1997). There is an assumption, for instance, that the client is always clearly identifiable, when in reality the question of the client actually is can be "ambiguous and problematic". There can be complicated dynamics around this very issue. Schein proposes a simplifying model to understand types of clients and types of client relationships. In Schein's model, six basic types can be distinguished:

- (1) Contact clients-the individual(s) who first contact the consultant with a request, question, or issue.
- (2) Intermediate clients-the individuals or groups who or which get involved in various interviews, meetings, and other activities as the project evolves.
- (3) Primary clients-the individual(s) who ultimately "own" the problem or issue being worked on; they are typically also the ones who pay consulting bills or whose budget covers the consultation project.
- (4) Unwitting clients-members of the organization or client system above, below and laterally related to the primary clients who will be affected by interventions but who are not aware they will be impacted.



(5) Indirect clients-members of the organization who are aware that they will be affected by the interventions but who are unknown to the consultant and who may feel either positive or negative about these effects

(6) Ultimate clients-the community, the total organization, an occupational group, or any group that the consultant cares about and whose welfare must be considered in any intervention that the consultant makes (Schein, 1997).

Thus, concept of client is not straightforward. Different types of clients may well have different needs, expectations, influence and degrees of participation in the consultancy. The consultant, in fact the team, has to be clear as to who the client actually is at all times in the project. It is important to consider experiences from the clients' and consultants', in more detail, to understand the nature of these relationships initially from the client's point of view, and then the consultant's.

HOW CONTRACTS ARE MADE

An OD consulting contract can be occur in various ways. For example, an executive has some concerns about his or her organization and the consultant has been recommended as someone who could help. After a brief discussion of some of the problems and a discussion of the extent to which a consultants expertise is a reasonable fit for the situation, an arrangement is made to pursue the matter in next meeting.

During the face to face meeting, 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 examples to get a better fix on the nature of the problem and its dynamics. Almost inevitably several interrelated problems surface. Or if the potential client says "I want to move to self managed teams in Plant B" the rationale and objectives for such a programme are explored.

Furthermore, the consultant and the client in the first meeting, probably begin to sort out what group will be the logical starting point for an OD intervention. For example, in a manufacturing organization it might be important to focus on the top management team of eight people or in a city government it might appear prudent to include 20 key people, which would involve the city manager, assistant city managers and the department heads. Considerable thought should be given to exactly who is to be included – and thus who is to



be excluded – in the first interventions. The exclusion of key people, in particular, can be a serious mistake.

If the problems appear to lend themselves for OD interventions, the consultant describes how he or she generally proceeds in such circumstances. For example, the consultant might say, “If I were to undertake this assignment, here’s how I would probably want to proceed. First I would like to get the cooperation of the top management group to set aside, say, two and a half days for an offsite workshops and to participate in interviews in preparation for the workshop. I would then like to have individual interviews with the entire group, ask each what’s going well with the top management team, what the problems are, and what they like things to be like, I would then extract themes from the interviews. These themes would be reported to the group at the workshop and the problem areas would become the agenda for our work together.

All kinds of nuances can arise in this discussion. In addition to problems of who can and who should attend the workshop other matters concern when and where it could be held, whether members of the management groups can be away from their offices for the desired period, whether the top person is to be briefed about the 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 begins to develop between 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.

The nature of consultant’s expertise

Many times because of the unfamiliarity with the organization development methods, clients try to put the consultant in the role of expert, such as on personnel policy or business strategy. The OD consultant should be prepared to describe in broad outline what the organization might look if it were to go very far with and OD effort. Central to his or her role the OD consultant must be an expert on process and naturally wants to be perceived as



competent. The consultant therefore, gets trapped into preparing reports or giving substantive advice, which if more than minimal, will reduce his or her effectiveness.

There are four good reasons to encourage the OD consultant to avoid for the most part the “expert role”.

1. The major objective of an OD effort is to help the client system to develop its own resources. The expert role creates a kind of dependency that typically does not lead to internal skill development.
2. The expert role almost inevitably requires the consultant to defend his or her recommendations. Finding oneself in the expert role and defending one’s advice tends to negate a collaborative, developmental approach to improving organizational processes.
3. One of the reasons for avoiding expert role has to do with trust. Any impression that the consultant is making recommendations inimical to members of client groups puts the consultant in the role of an adversary. For example, the disclosure that the consultant has made a secret recommendation that the number of divisions and vice presidents be reduced from 16 to 8 is likely to be met with widespread alarm and immediate distrust of the consultant.
4. Expectations can also turn out to be a major reason. If the consultant goes very far in the direction of being an expert on substance in contrast to process, the client is likely to expect more and more substantive recommendations, thus negating the OD consultant’s central mission which is to help with the process.

There are some exceptions to the above reasons though. For example, it is usually desirable and necessary to give advice on the design of a workshop or the design of a questionnaire. Such advice is usually facilitating, providing that the consultant is open to modifications of his or her suggestions by members of the client system.

Another exception consists of providing a range of options open to the client. For example, if issues include how a unit or organization should be structured in terms of consultant can be helpful by presenting some optional forms and discussing the possible implications of each. However, such an intervention should be ordinarily presented in a team situation so as not to be misinterpreted must be timely in terms of its relevance and acceptability and should be essentially perspective-enlarging rather than prescriptive. Even



the presenting of options can be overdone. If the consultant's idea becomes the focal point for prolonged discussion and debate, the consultant has clearly shifted away from the facilitator role. This should be avoided at all costs.

The consultant as a model

Another important issue is whether the change agents are willing and able to practice what they preach. In the area of feelings, for example the consultant may be advocating a more open system in which feelings are considered legitimate and their expression important to effective problem solving and at the same time suppressing his or her own feelings about what is happening in the client system. In particular, this problem can be a frequent one for the less experienced practitioner.

The more one learns to be in touch with one's feelings, the more spontaneous one can be and the greater the options open for interventions. However, the client system is not the appropriate ground for working out any problems the consultant may be currently experiencing. On the other hand, being too aloof emotionally will tend to minimize the possibilities of helping the client.

As another example of modelling behaviour, the OD consultant needs to give out clear messages—that is the consultant's words and apparent feelings need to be congruent. The consultant also needs to check on meanings, to suggest optional methods of solving problems, to encourage and support, to give feedback in constructive ways to accept feedback to help formulate issues, and to provide a spirit of enquiry.

The dependency and termination of client consultant 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 effective managerial skills and insights rather than to create a prolonged dependency relationship. This issue tends to be minor but if the consultant and client work out the expert versus facilitator issue described earlier and if the consultant subscribes to the dependency and more client growth than the traditional consulting modes, and the notion of a shared technology leads to learning on the part of the client.

The latter notion that if the consultant intervention is to be helpful in an ongoing sense, it is imperative for client to have 'free informed choice'. And to have this free choice



the client requires a cognitive map of the overall process. Thus the consultant will have to be quite open about such matters as the objectives of the various interventions that are made and about the sequence of planned events. The OD consultant should continuously be part educator as he or she intervenes in the system

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 can 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 contributions. Furthermore, they can serve as a link with outside resources such as universities and research programmes, and more important, they can serve to help keep the OD effort at the highest possible professional and ethical level. Their skills and insights should serve as a standard against which to compare the activities of internal change agents. Some of the innovative and successful OD efforts on the world have maintained some planned level of external consultant use.

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.

OD efforts frequently flounder because of internal power struggles that have not been sensed early enough by the consultant or understood well enough for anyone to intervene constructively. For example, some relatively powerful person or group may be fearful of losing status or influence and may be mobilizing support for the status quo through such tactics as distorting information or discrediting whoever is seen as the threat. The threat may be the practitioner or the OD effort or the threat may be wholly unrelated to the OD process. But if people in the organization get caught up in the political power maneuvering, the OD effort may be immobilized.

It would seem that such a situation, if sensed, need to be surfaced and confronted head on. Such shadowy struggles are usually dysfunctional whether or not an OD effort is underway, and the remedy may need to be a prompt description of reality by the chief



executive officer. While a long term OD effort, should replace most such convert maneuvering with an open working through of issues, these situations can and do occur while an OD effort is under way. Sometimes the organization may be temporarily overloaded by externally imposed crises occupying the attention of key people. Under such conditions; The best strategy maybe one of reducing or suspending the more formalized aspects at a later date.

Mechanistic and Organic System

Burns and Stalker propose two contrasting forms of management systems to suit Different conditions. These are called as mechanistic and organic forms. A mechanistic management system is considered appropriate to stable conditions while the organic form is suitable to changing conditions.

It is observed that organic systems are not hierarchical in the same way as mechanistic systems and they remain stratified based on expertise. Also, people's commitment to the cause of the organization is supposed to be more in organic than mechanistic systems. In an organic form the hierarchic command gives way to consensus based commitment. The two forms of systems represent two ends of a continuum than being dichotomous.

The relation of one form to the other is elastic and an organization may oscillate from one end (mechanistic) to the other end (organic) as the transition occurs in its conditions from relative stability to relative change We have considered different types of organization structures which have evolved over time. In response to complex, changing requirements. The continuum of structures range from centralization to decentralization, vertical to horizontal, mechanistic to organic and product to function. The predominant mode is decentralization with centralized control and a certain type of matrix in complex organizations. Each form has its own set of advantages and disadvantages. Compromises are possible in the context of organization's environment, technology, culture and aspects of human behavior.



Mechanistic	Organic
Individual specialization: Employees work Separately and specialize in one task	Joint Specialization: Employees work together and coordinate tasks
Simple integrating mechanisms: Hierarchy of authority well-defined	Complex integrating mechanisms: task forces and teams are primary integrating mechanism
Centralization: Decision-making kept as High as possible.	Decentralization: Authority to control vertical.
Organisation is a network of positions, Corresponding to tasks.	Organization is network of persons or teams.

Contingency Approach:

Contingency approaches challenge the view that there is “one best way”. The style of change or the path of change will vary, depending upon the circumstances, including:

- the scale of the change
- the receptivity to change of organizational members
- the style of change management
- the time period
- the performance of the organization

Huy’s Contingency Approach categorizes change into 4 ideal types:

- The commanding intervention
 - Short-term and rapid
 - Senior executives
 - Downsizing, outsourcing, divesting
- The engineering intervention
 - Medium-term and relatively fast
 - Analysts
 - Changing work design and operational systems
- The teaching intervention
 - Long-term and gradual
 - Participative experiential learning, self-monitoring
 - Democratic organizational practices



Contingency approaches remain less common than change management approaches.

Suggested reasons include

- Achieving “fit” may be difficult due to differing perceptions of the conditions in which the fit is sought
- Contingency approaches require greater analysis and decisions by managers: the prescriptiveness of change management models may be attractive to managers
- Contingency approaches focus on leadership style rather than a specific set of actions
- The use of different change styles at different times may raise questions in the minds of staff as to the credibility of senior management.
- There is a question about “what” is contingent to managing change

INDIAN EXPERIENCE IN O.D

Following issues are given by the Indian experience for change and organizational development

- ❖ In traditional methods of managing change, there is no participation of those affected by it during the phases of diagnosing, action planning, action taking, evaluating and specifying learning. Also actions, if taken are rarely explained to the employees; data shared is minimal. All these factors lead to frustration and alienation among employees. Therefore, interventions should be chosen such that the approach goes beyond superficial participation and attempts to tap employees’ competencies for their greater O.D. is based on the human processes approach, focusing on interpersonal relationships during the course of interventions. Such an approach may not be feasible in the Indian context.
- ❖ There should be clarity with respect to the ultimate change goals and identification where the organization is headed for. The “pull” effect of future aspirations works much better than to “push” people through change. Also it is important to sustain the enthusiasm of those involved even after the excitement associated with initiation and accomplishment of some early wins.
- ❖ Another important theme concerns the role of leadership, articulating the visioning process & sharing the vision, establishing and articulating purpose: developing change initiatives and programs to guide implementation: communicating with and



- listening to people, dealing with questions and frustrations; generating feelings of empowerment in organizational members during times of significant change.
- ❖ In India, the role of the government in regulating the activities of an organisation is considerable, particularly in the public sector and to some extent in the private sector as well. While initiating the any O.D. effort, the influencing role of the government cannot be ignored.
 - ❖ In O.D. based change effort in the Indian context, it is sine qua non to take into consideration the prevailing cultural norms, attitudes, etc. and leverage the functional ones for making the change effort a success.
 - ❖ An issue of concern primarily in Indian organizations is initiating through O.D., structure and processes particularly making functioning flexible and less bureaucratic, decentralizing, but at the same time strengthening accountability: developing a collaborative culture and reorienting people and roles to make them more adaptive.
 - ❖ Change of any nature is highly likely to be an intensely political process. One needs to understand the power issues and ensure that the change process does not get dysfunctional caught up in political conflicts.

Challenge faced by organizational development in India at present

- ✓ In India, managing change of any kind requires a great deal of perseverance and patience. The organization, may not always be changing in the desired pace and direction, but nevertheless, it is changing. O.D. practitioners should respect this and learn to observe and facilitate the process with appreciation & tolerance.
- ✓ The O.D. practitioner should be mentally and emotionally prepared for problems he may encounter along the way. This requires a combination of creativity, patience productivity and motivational ability when the pace slackens.
- ✓ The practitioner should also focus attention on the timing of interventions. The organisation may be most ready for unfreezing and implementing changes when it experiences the most difficult times.
- ✓ The most crucial task that the practitioner needs to perform is that of a creating. A learning culture in the organization. This should be done by assisting the



organizational members reflect on its mindset, its consequences, learn its ways towards the new mindsent and this process has to closely facilitated.

- ✓ A very important aspect of the O.D. intervention that the practitioner needs to focus on is communication. The objectives of the O.D. intervention undertaken, the changes desired, the action plans formulated by discussion with the top management should all be clearly communicated across the organization. Communication systems and information flow should be well established and transparent
- ✓ O.D. practitioners should bear in mind that the success of any intervention depends on several factors such as prevalent mindset, existing work identities, the kind of media and forum available for unfreezing actions and resources available and should estimate the time for change to take place the basis of these critical aspects.

Prepared by

Dr. A. JAFAR SATHIC

Assistant Professor,

Department of Business Administration,

Manonmaniam Sundaranar University College,

Sankarankovil-627 756