
UNIT 1 COMPONENTS OF ORGANISATIONAL DEVELOPMENT (OD) PROCESS

Structure

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- 1.1 Objectives
- 1.2 The Process of Organisational Development
- 1.3 Initial Diagnosis
- 1.4 Data Collection
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- 1.7 Implementation of Intervention
- 1.8 Action Planning and Problem Solving
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- 1.10 Inter-Group Development
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1.0 INTRODUCTION

In the Block 1 we have extensively discussed about organisational development. We described organisational development as a process of improving organisations. It can be explained as an effort, planned organisation wide and managed from the top to increase organisational effectiveness and health through planned interventions in the organisations process using behavioural science knowledge.

An organisation is a part and parcel of society at large and thus it has an external environment that is outside the organisation and an internal environment. Both these environment need to be taken in to consideration to promote organisational development. The success of organisational development thus will depend on the implementation of internal and external measures. Internal measures entails a paradigm shift in terms of reorienting all levels of personnel toward development goals the creation of a development office a high level of transparency collaboration, flexibility and creative thinking. In the external measures the process requires the implementation of highly integrated public relations, fundraising and advocacy plans. This integration of the internal and external measures comes as a core of an institution for its development.

The intervention strategies of organisational development lead to improved organisation performance through an improved decision making climate.

Organisational development experts work to improve relationship among interacting and interdependent organisational group and gather attitudinal data throughout the organisation and feed this data back to selected individuals and group. This information comes as a basis for planning and making needed improvements. The process of organisational development is long term and requires both commitment and positive attitude of those involved in it. It is not a one time training and development programme but is an ongoing and cyclic process.

In the present unit we will focus on the process of organisational development. We will discuss each stage of organisational development process one by one and try to understand their relevance.

1.1 OBJECTIVES

After reading this unit, you will be able to:

- discuss about process of organisational development; and
- explain each step involved in the process of organisational development.

1.2 THE PROCESS OF ORGANISATIONAL DEVELOPMENT

Organisational development can also be described as a process of changing people and other related aspects of an organisation. Thus it consists of many sub processes and steps. When the process of any organisational development starts it progresses through different stages and determines satisfactory progress made for additional involvement. The organisational development process is based on the action research model which begins with an identified problem or need for change. The process proceeds through assessment, planning of an intervention, implementing the intervention, gathering data to evaluate the intervention, and determining if satisfactory progress has been made or if there is need for further intervention. The process is cyclical and ends when the desired developmental result is obtained.

The organisational development process begins when an organisation recognises that a problem exists which impacts the mission or health of the organisation and change is desired. It can also begin when leadership has a vision of a better way and wants to improve the organisation. An organisation does not always have to be in trouble to implement organisation development activities. The process can be initiated to bring about overall change in organisational culture or just for enhancement of processes and structures in an organisation. The process may also be implemented keeping in mind the long term and aspirational goals of the organisation.

The process may also be launched when a member of an organisation or unit contacts an organisational development practitioner about potential help in addressing an organisational issue. The organisation member may be a manager, staff specialist, or some other key participant, and the practitioner may be an organisational development professional from inside or outside of the organisation. Determining whether the two parties should enter into an organisational development relationship typically involves clarifying the nature of the organisation's current functioning and the issue(s) to be addressed, the relevant client system for that issue, and the appropriateness of the particular organisational development practitioner. In helping assess these issues, the organisational development

practitioner may need to collect preliminary data about the organisation. Similarly, the organisation may need to gather information about the practitioner's competence and experience. This knowledge will help both parties determine whether they should proceed to develop a contract for working together.

Before we go on to discussing the organisational development process we will focus on two important terms, that of, entering and contracting. Entering and contracting involve defining in a preliminary manner the organisation's problems and opportunities for development and establishing collaborative relationship between the organisational development practitioner and a group of employees involved in the organisational development process, about how to work on those issues. Entering and contracting set the initial parameter for carrying out the subsequent paces of organisational development: diagnosing the organisation, planning and implementing changes and evaluating and institutionalising them. They help to define what issues will be addressed by those activities, which will carry them out, and they will be accomplished.

Entering and contracting can vary in complexity and formality depending on the situation. In those cases where the manager of a work group or department serves as his or her own organisational development practitioner, entering and contracting typically involve the manager and group members meeting to discuss what issues to work on and how they will jointly accomplish that. Here, entering and contracting are relatively simple and informal. They involve all relevant members directly in the process without a great number of formal procedures. In situations where managers and administrators are considering the use of professional organisational development practitioners, either from inside or from outside the organisation, entering and contracting tend to be more complex and formal. Organisational development practitioners may need to collect preliminary information to help define the problematic or development issues. They may need to meet with representatives of the client organisation rather than with the total membership; they may need to formalise their respective roles and how the change process will unfold.

The activities of entering an organisational development relationship are a necessary prelude to developing an organisational development contract. They define the major focus for contracting, including the relevant parties. Contracting is a natural extension of the entering process and clarifies how the organisational development process will proceed. It typically establishes the expectations of the parties, the time and resources that will be expended, and the ground rules under which the parties will operate. The goal of contracting is to make a good decision about how to carry out the organisational development process. It can be relatively informal and involve only a verbal agreement between the client and organisational development practitioner. A team leader with organisational development skills, for example, may voice his or her concerns to members about how the team is functioning. After some discussion, they might agree to devote one hour of future meeting time to diagnosing the team with the help of the leader. Here, entering and contracting are done together informally. In other cases, contracting can be more protracted and result in a formal document. That typically occurs when organisations employ outside organisational development practitioners. Government agencies, for example, generally have procurement regulations that apply to contracting with outside consultants.

Regardless of the level of formality, all organisational development processes require some form of explicit contracting that result in either a verbal or a written agreement. Such contracting clarifies the client's and the practitioner's expectations about

how the organisational development process will take place. Unless there is mutual understanding and agreement about the process, there is considerable risk that some once expectations will be unfilled. That can lead to reduced commitment and support, to misplaced action, or to premature termination of the process. The contracting step in organisational development generally addresses three key areas: what each party expects to gain from the organisational development process, the time and resources that will be devoted to it, and the ground rules for working together.

The different approaches to OD process but the typical process consists of seven steps, viz., initial diagnosis, data collection, data feedback and confrontation, action planning and problem solving, team building, inter group development and evaluation and follow up.

Self Assessment Questions

1) Discuss the meaning of organisational development relationship.

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2) How is organisational process cyclical?

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3) Explain developing contract as a part of process of organisational development.

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4) Explain the concept of entering.

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1.3 INITIAL DIAGNOSIS

Diagnosing organisation is a major aspect of organisational development. When diagnosis is done well, it clearly points the organisation and the organisational

development practitioner toward a set of appropriate activities that will improve organisational effectiveness.

Diagnosis is the process of understanding how the organisation is currently functioning and provides information necessary to design change interventions. It generally follows from successful entry and contracting, which sets the stage for successful diagnosis. They help the organisational development practitioners to focus on, how to collect and analyse the data to understand them, and how to work together to develop action steps from the diagnosis.

It is not necessary that initial diagnosis is conducted when the organisation faces certain problems as the process can be initiated to tackle the problem and improve the performance of the organisation. In order to do so initially the focus should be on identifying the parts of the organisation that requires to be changed. Once choice is made, condition may be further reviewed to understand the problem better. This review or in other words data collection is the second step in the process of organisational development and will be discussed later.

Diagnosis provides a systematic understanding of organisations so that appropriate interventions may be developed for solving problems and enhancing effectiveness. If executives recognise that there are inadequacies within organisation which can be corrected by organisational development activities, it is necessary to find out the professional and competent people within the organisation to plan and execute organisational development activities.

If competent people are not available within the organisation the services of an external agency may utilised. The consultants adopt various methods including interviews, questionnaires, direct observation, analysis of documents and reports, focused group discussions for diagnosing the problem. The methods can be selected on the basis of the initial diagnosis and then the organisation can move to the next stage of data collection.

Self Assessment Questions

1) Explain the stage of initial diagnosis.

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2) Discuss the relevance of initial diagnosis.

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3) When do we take the help of external agency?

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1.4 DATA COLLECTION

After the initial stage of diagnosis is complete it is necessary to carry out data collection in order to generate necessary information that will facilitate and enhance the process of organisational development. This stage may also be termed as need assessment as the development of intervention strategy will mainly depend on this stage. Various methods of data collection may be used for this purpose. A combination of methods may also be used as per the purpose of data collection. It can be done with the help of questionnaires, observations, interview methods etc. Focus group discussion is another method that can be used in order to collect data from the employees in an organisation.

The initial diagnosis will give certain idea about the impending problem in the organisation and depending on that a suitable method of data collection may be selected and data may be collected. Data can be collected to assess the organisational culture or climate or to understand any behavioural problems arising in the organisation. On the whole this particular stage is important so as to have a concrete proof of the problem or situation occurring in the organisation and to confirm the results of initial diagnosis. The data collection may be conducted by the personnel from the organisation or experts from an external agency may also be hired for the purpose.

However, encouraging participation of employees in this step can be of great help as it will promote their involvement. Also the goal and objective of data collection should be made clear in order to inform the employees about the overall purpose of the process and to ensure their cooperation and deal with any kind of insecurities in their minds.

Self Assessment Questions

1) Explain the relevance of data collection.

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2) How does initial diagnosis help?

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3) Why do we have to encourage employee participation in the data collection process?

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1.5 DATA FEEDBACK AND CONFRONTATION

During the stage of data feedback and confrontation, data collected is analysed and reviewed by the organisational development practitioners. This is mainly done to bring in to perspective the view points of various organisational development practitioners involved in the process and also to better understand the data collected. The data collected is to be systematically analysed and interpreted so as to have a concrete idea about the problem and situation in the organisation. The results obtained are discussed at a length by the practitioners or the experts involved in the process of organisational development. Again the participation of the employees at various levels may be of great help in this case. The data thus analysed is now ready in order to select and design suitable intervention strategy. Thus after the stage of data collection, feedback is sought from the experts or the organisational development practitioners and it is confronted or discussed at a length in order to interpret it correctly. This process is crucial in a way as with inputs from varied experts and employees the data collected can be meaningfully interpreted in order to make decisions with regard to the next step.

Self Assessment Questions

1) Explain the stage of data feedback.

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2) What is meant by confrontation here?

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1.6 SELECTION AND DESIGN OF INTERVENTIONS

Once the process of diagnosis including the initial diagnosis, data collection and feedback and confrontation is complete, then based on the interpretation and discussion, suitable intervention strategy may be selected and applied. During this stage goals are created on the basis information collected. Decisions with regard about suitable intervention strategy to be implemented and the way in which it is implemented is to taken at this stage. The interventions are the planned activities that are introduced into the system to accomplish desired changes and improvements. During this stage the suitable interventions are to be selected. In earlier blocks we discussed in detail about various intervention strategies that can be implemented in an organisation. We will now focus on some of the strategies.

- 1) **Techno structural approach:** As the name suggests this intervention mainly relates to technology and also task methods and processes. The main goal of the intervention is to match technology and social structure existing in the

organisation. A technological advancement in an organisation is often met with strong resistance from the employees. Technological advancement is necessary for organisational development as it will lead to less error rate and fast and improved production. But negative attitude and resistance from the employees will interfere with the whole process of technological advancement. Thus this intervention strategy can be used in order to help employees understand the relevance of the technological advancement and to put to rest their insecurities. This can be done when an alignment is created between the technological configuration and the social structure of the organisation.

- 2) **Process consultation:** This mainly focuses on the processes in the organisation and is mainly implemented in order to enhance these processes in order to make them faster and more effective. The processes may be related to communication, interpersonal relationship, problem solving, decision making etc. This intervention strategy has been discussed in detail in the earlier block.
- 3) **Team building:** Team work today is one of the most important aspects in an organisation. Organisations generate varied measures in order to encourage team work amongst their employees. Team work not only ensures effective dealing of complex problems faced by the organisations but also leads to efficiency in complex work activity. However putting a team together is a challenge and that is what is exactly covered under this intervention of team building. It mainly focuses on how a team can be created and discusses the stages of forming, norming, storming, performing and adjourning.
- 4) **Third-party intervention:** This is an intervention that is designed in order to improve inter group relationships through better communication and interaction between various groups that exist in the organisational setup. It also strives to reduce conflict, unhealthy competition, promoting interdependence and a spirit of team work and encouraging cooperation.
- 5) **Survey Feedback:** In this intervention a survey is conducted with help of a questionnaire. Information is collected with regard to the attitudes, perceptions and feelings of the employees. The data thus collected is then used to provide a feedback to the organisation so that they have an idea about their employees. The data thus can be used by the organisation to make the overall functioning of the organisation more effective and to develop satisfaction and organisational citizenship amongst their employees.

Self Assessment Questions

- 1) Discuss third party intervention.

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- 2) Describe techno structural activities.

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3) What is process consultation?

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4) Explain team building.

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1.7 IMPLEMENTATION OF INTERVENTION

During this stage the selected intervention is finally implemented. Intervention may take the form of training programmes, workshops, feedback of data to the employees, group discussions, written exercises, on-the-job activities, etc. Great care needs to be taken before the intervention is implemented to avoid any sort of negative impact. A huge amount of effort and financial investment goes in to the overall organisational development process and at this stage the whole process should not crumble just because no adequate care is taken at the time of implementation of an intervention strategy. The organisational development practitioners should identify before hand any negative attitudes and resistance on the part of the employees and that should be dealt with before the actual implementation. A conducive environment should be conducted in the organisation in order to ensure success and positive effect of the intervention strategy. This will also ensure real and long lasting change with regard to the problem. More than one intervention may also be employed at the same time.

1.8 ACTION PLANNING AND PROBLEM SOLVING

Based on the data collected and its interpretation the organisational development practitioners prepare recommendations and specific action plan in order to solve the specific and identified problem. The present stage of action planning and problem solving is required in order to ensure effective management of the problem or the situation faced by the organisation. The process of developing an action plan involves the identification of certain target variables and determination of techniques to deal with impending situation or problem. The action plan can be termed as another intervention strategy. It actually specifies the intervention strategy. As certain objectives are created that are to be achieved as part of the intervention strategy implementation process. Also planning is done about the people involved in implementation, time period required, assignment of responsibilities etc.

With regard to problem solving, the focus is mainly on understanding the nature of the problem, identifying a suitable solution and then trying to resolve the problem. Problem solving in an organisational set up does not merely focus on decision making with regard to suitable solution. It also includes identifying the problem and understanding it in a better way, deciding about the possible solutions and

implementing them. The process of problem solving also includes reviewing the outcomes after implementation of the solutions.

Thus the action planning and problem solving is an important stage that specifically focus on the problem in a systematic matter, that adds on to the effect of an intervention strategy.

Self Assessment Questions

1) Explain the stage of implementation of intervention.

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2) What is involved action planning and problem solving?

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3) Describe the process of problem solving.

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1.9 TEAM BUILDING

As discussed earlier in this unit and in earlier blocks, team building is a process of creating teams. Teams have always existed in an organisation. There are formal teams and there are informal teams. Formal teams are the part of an organisational structure. For example a particular department is a formal team that has various employees working together and who are interdependent to get their work activities successfully completed. An informal team on the other hand may be a group of employees from various departments that interact and have a common goal. In an organisational set up teams may be purposely created in order to deal with certain problems or issues or in order to promote innovations or to make certain decisions.

Organisations have long understood the relevance of teams and how they enhance the overall production process and lead to increased profits. However if a team is not effectively put together then it can lead to disastrous outcome. Employees are to be assigned to teams in a systematic manner after having a complete idea about their techniques, skills, personalities, behaviour, attitudes, values etc. Thus the whole process of team building is very crucial. The size of the team and its composition is also extremely important. This will again depend on the purpose for which the team is been built. The organisation should focus on a team right from

the first stage that of forming to the last stage of adjourning, when the team is dissolved after its purpose is achieved.

Team building as part of organisational development process is essential mainly for successful implementation of the process. During implementation of any intervention varied activities or tasks may be required to be performed; teams would help in effective conduction of these activities and tasks. Further the trust, interdependence and cohesiveness between the team members will promote efficient implementation of any strategy. However as mentioned earlier utmost care needs to be taken while building the teams.

1.10 INTER-GROUP DEVELOPMENT

Besides team building another important stage is that of intergroup development. There will exist various groups in organisation that can be categorized as formal and informal. One main objective of the organisational development practitioners should be to promote positive interaction and smooth communications amongst these groups. This in turn will again facilitate the implementation of intervention strategy. Inter- group development can be brought about by conducting meetings and workshops and constantly encouraging interaction amongst the members of various groups. This will lead to a positive relation between groups that will in turn lead to reduced conflict, better team work and overall effective functioning in the organisation.

The inter- group development will also take care of diversity amongst the employees in an organisation that results from employees belonging to different races, religion, culture, region and gender. It will promote acceptance and respect amongst various group members in the organisation leading to development of a harmonious environment.

1.11 EVALUATION AND FOLLOW-UP

This is the last stage of organisational development process, but can be termed as the most effective stage. During this stage organisational development practitioner tries to evaluate the whole process and impact of the process. At this stage it is necessary to evaluate each stage for their effectiveness and take necessary measures if the intended results are not obtained. Based on the evaluation of the whole process, follow up in terms of developing or selecting new intervention strategies or adopting other measure to rectify any shortcomings in process may be required. These two aspects are extremely important to mainly understand the impact and the degree of impact of the whole process. Further depending on the result of the evaluation suitable follow-up can be developed.

Self Assessment Questions

1) Describe team building.

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2) What is meant by inter group development?

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3) Explain evaluation and follow-up.

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1.12 LET US SUM UP

Organisational development can be defined as the process of working together with organisations, organisation leaders and organisation groups in bringing systematic change to the root problems and hence increasing productivity and employee satisfaction. Mainly organisational development offers three things, what we do, how we do and the results we get. By understanding these three aspects we can solve critical aspects of the organisation. It is a complex strategy that brings changes in every aspect of the entire organisation. It is designed in a way to produce a end kind of result. Ultimately it can be said that organisational development is a new field which also includes positive adult development and plays a major role in business profit.

Managing the organisational development programs is a constant concern and a continuous activity. Innovations are carried out to solve complex organisational problems through laboratory training, feedback methodology and action research. Second generation organisational development efforts revolved around organisational transformation visioning and virtual organisation. What one should understand is various objects of organisational development before the beginning is made. In other words it is the planned change to a company or organisation to enable growth in an effective way. It includes consulting with the organisation to improve effectiveness, the client and consultant relation, empowering individuals and team and developing capable managers.

A lot of planning needs to be done before the organisational development process is implemented. The success of organisational development process mainly depends on the members of an organisation, that is not only the top management but employees at hierarchical levels. This process calls for active involvement and participation of the employees. The attitudes of the employees are of extreme importance in this case. Any change is normally met by a negative reaction. Thus the employees should be given an idea about the problem and need for organisational development intervention. They also should be encouraged to participate in the overall process which will give them a feeling of involvement and will also reduce insecurities in their minds that result from anticipation of any kind of change in an organisation.

To conclude, the process organisational development is extremely important to

bring about a positive change and promote advancement in an organisation. An organisation should adopt it as a part and parcel of its functioning and make it an ongoing process.

1.13 UNIT END QUESTIONS

- 1) Discuss the role of initial diagnosis in understanding the problems of the organisation.
- 2) Discuss team building and state its relevance in the process of organisational development.
- 3) Which is the most important stage in the organisational development according to you? Give reason.
- 4) Describe the stages of action planning and problem solving.

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UNIT 2 DIAGNOSING THE SYSTEM, SUBUNITS AND PROCESS

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Definition and Concept of Diagnosis
- 2.3 Phases of Diagnosis
 - 2.3.1 Entry
 - 2.3.2 Data Collection
 - 2.3.3 Feedback
- 2.4 Organisational Processes to be Diagnosed
- 2.5 Marvin Weisbord's 'Six Boxes Model'
- 2.6 Let Us Sum Up
- 2.7 Unit End Questions
- 2.8 Suggested Readings and References

2.0 INTRODUCTION

In the previous unit we discussed about the organisational development process. In this unit we are going to specifically highlight one of the most important aspects in organisational development, that is, diagnosis. Diagnosis is the first step in the organisational development process and also one of the most crucial steps as the whole process depends on how this step is carried out and on outcome of this step. In this unit we will focus on diagnosing the system, sub units and processes in an organisation. Such a diagnosis will help identify any loopholes and develop suitable intervention strategies.

Diagnosis in organisational development is a structured work for the growth of the organisation. Since the development of organisational development, diagnosis has moved from behavioural to strategic and holistic approach. Organisational development and diagnostic phase of activities in particular is spreading from the occupational psychologists toward mainstream business. The analysis of an organisation's structure, subsystem and process in order to identify the strengths and weakness of its structural components and process is basic to development of plans to improve the organisation.

2.1 OBJECTIVES

By the end of this unit, you will be able to:

- Define and discuss the concept of diagnosis;
- Explain the phases of diagnosis;
- Discuss the organisational processes that need to be diagnosed; and
- Describe the Marvin Weisbord's 'Six Box Model'.

2.2 DEFINITION AND CONCEPT OF DIAGNOSIS

Development in any organisation will depend to a great extent on diagnosis. It is a planned change by the organisational development practitioners and plays an active role in gathering data from employees and management for diagnostic purpose.

Diagnosis in an organisation is a way of determining gaps between current and desired performance and also to understand ways in which the goals of the organisation can be achieved. Today diagnosis is one of the major aspects of organisational development rather than a mere technique. The main reason being, that the whole process of intervention depends on the results obtained after the process of diagnosis. Diagnosis in an organisation should be carried in a systematic fashion, with focus on the organisation and its structures. It should then focus on the changes that are required to be brought in in the organisation.

Diagnosis gives the state of the organisation or one or more of its subsystems and points out the scope for improvements that made for achieving organisational effectiveness. Effective diagnosis is require for the rapidly changing environment, new organisation forms must be developed more for more effective goal setting and planning process must be learned.

The importance of conducting diagnostic activities prior to change implementation is recognised in a variety of prescriptive theories of change implementation. The careful direction of change efforts through the use of diagnostic information is important because many change efforts fail to produce expected results.

According to Cummins and Worley diagnosis involves the systematic collection of data to determine the current state of an organisation allowing managers and consultants to enhance organisational effectiveness. This definition helps clarify that the diagnostic approach in organisational development is the understanding the organisation and enhancing its effectiveness.

According to Howard diagnosis involves developing road maps to guide and direct organisational change. That is, when any diagnosis is carried out in the organisation it leads towards changes on the overall aspect.

Beckhard states that in rapidly changing environment, forms must be developed, more effective goal setting and planning processes must be learned and practiced. Teams of independent people must spend real time improving their methods of working, decision making and communicating. Competing or conflicting groups must move towards a collaborative way of work. In order for these changes to occur and be maintained, a planned and managed change effort is necessary. This definition clarifies the importance of diagnosis for any good organisation change to work for one cause in a collaborative manner is necessary for the organisation development. The diagnosis phase in organisation is often regarded as an overall organisational development process, but commonly known as consulting process. The purpose of a diagnosis is to identify problems facing the organisation and to determine their causes so that management can plan solutions. This is a powerful conscious raising activity its main usefulness lies in the action that it induces.

In any organisation, effectiveness comes with its performance in the social field by their employees. It show the strength of the organisation ,the organisation should be diagnosed in a way of attempting ,gaps between current and desired performance and goals can be achieved. Diagnosis basically based on behavioural science theory for introducing in the human system, collecting valid data about

human experiences with the said system and feeding that information back to the system for promoting increased understanding of the system by its members. This diagnostic approach provokes human nature inevitably for change.

Robbins stated that organisational development should increase performance at organisational and individual level. This statement clarifies that, planned change through humanistic values aims to improve organisational effectiveness and wellbeing of the employee. The work in organisational diagnosis require professional to work within the organisation as a whole, including organisation environment relations, group inside and outside the organisation and individuals who are being shaped by the organisation and they are only in turn determine the nature of organisation. The development is an action programme based on valid information about current problems and opportunities which effects the goal achievement. The requirement for diagnostic activities designed to provide an accurate account of things which are really stems from two needs, first to know the state of things and second is to know the effects or consequences.

The diagnostic activities emphasised by Beckhard is a diagnosis of the various subsystem that makeup the total organisation and second are the process like decision making process, communication patterns and styles, relationship between interfacing groups, the management of conflict, setting of goals and planning methods. The major targets or subsystems in an organisation desire common methods of obtaining the information. Organisational consultant works from both the way targets to process the organisational development. They provide a means for protecting themselves from excessive and unproductive demands by clients. Continual diagnosis is a necessary ingredient of any planned change effort. Action plans are developed to close the gap, are continuously monitored to measure progress or movement toward the goal.

Further it can be said that organisational development programme are not only the results of diagnostic activities but how the information is collected and what is done with the information are significant aspects of the process. It is collaboration between organisation practitioner and the organisation members about issues what target groups are to be diagnosed. How the diagnosis is best accomplished, what process and dynamics should be analysed, what is to be done with the information, how the data will be worked with and how the information will be used to aid action planning. Therefore the diagnostic component and the action component are intimately related in organisation development.

Diagnosis can be carried out in an organisation for various purposes. Some of the purposes are discussed as follows:

- 1) **To develop an understanding of functions and processes in the organisation:** This is one of the purposes of diagnosis in an organisation. Diagnosis can help in developing better understanding about the various process and functions that are carried out in an organisation. For example the process of communication may be diagnosed in order to understand it in a better manner and also to find out any problems with regard to the process. In case if any problems are identified then suitable measure can be carried out in order to rectify them.
- 2) **To promote growth and development of the organisation:** Diagnosis may also be carried out with a purpose of promoting growth and development in the organisation. In this case diagnosis will be required to be carried out of

the structure, system and sub systems in the organisation to identify if any modifications or changes are required in them before the organisation plans its development strategy.

- 3) **To improve organisational effectiveness and increase productivity:** Diagnosis may further be carried out in order to improve organisational effectiveness and to increase productivity. This is one of the main goals of any organisation and in order to achieve it the employees have to perform at their best at the same time the structure, systems and process in the organisation should be conducive to promote growth and effectiveness in the organisation. Thus a diagnosis can be carried out to understand the situation and identify any possible problems with the organisational structure, process and systems in order to carry out necessary steps to promote organisational effectiveness and increase productivity.
- 4) **Enhance problem solving and decision making in organisational set up:** A systematic diagnosis will provide the organisation with relevant information about various aspects of the organisation, persistent problems and relevant situation. This information then can be used in order to solve problems effectively and also to make effective decisions.
- 5) **Develop suitable intervention strategy:** As we have discussed that diagnosis will help understand a particular problem in a better manner and then suitable intervention strategies may be developed and applied. Some of the intervention strategies that can be used are discussed in the previous units.
- 6) **Understand the organisational culture:** The diagnosis can also be carried out to understand the culture prevalent in the organisation. We have an idea that organisational culture is one of the most important aspects of an organisation as it has an influence on the employee performance, satisfaction and is thus related to the overall growth and development of the organisation. It is thus important to understand the organisational culture of an organisation so as to identify any deviations and take measures to modify or change it.

Further diagnosis in an organisational setup can be carried out from various perspectives. For example, the diagnosis can be carried out from perspective of economics that deals with distribution of resources human, monetary and non monetary. An organisation can be diagnosed from a political perspective that focuses on the power and politics prevalent in the organisation. Another perspective would be that of social, that mainly highlights the interaction between the groups and various members in the organisation that can be important for the overall functioning of the organisation. Management is another perspective that includes not only the roles played by the managers in an organisation but also focuses on the strengths and weakness of an organisation threats faced by it and opportunities available, goals to achieved, existing policies and so on. The last is the behavioural perspective which focuses on human process and behaviours through out the organisation. It is also concerned with values, attitudes and beliefs of the members or employees in the organisation.

Diagnosis can thus be carried from one or more of the above perspectives. The decision about which perspective to take will depend on the decision taken by the management depending on the problem arising in the organisation or depending on the goals of organisational development.

Self Assessment Questions

1) What is diagnosis in organisational development?

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2) Explain diagnosis according to Howard.

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3) What are the diagnostic activities emphasised by Beckhard?

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4) Highlight any two purposes of diagnosis in an organisation.

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5) Discuss various perspectives from which diagnosis in an organisation can be carried out.

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2.3 PHASES OF DIAGNOSIS

There are three main phases in diagnosis; they are entry, data collection and feedback. These three are discussed in detail as follows:

2.3.1 Entry

Entry is major primary objectives and is also the time to quickly grasp the nature of the organisation identifying the appropriate decision and build a trusting relationship. Entry phase determines which unit of the organisation will participate

in the diagnosis and whether researcher and respondent can reach agreement about their respective roles during data collection and feedback. In the entry the first encounter starts between concerned members of the organisation and consultant and conclude with the decision that whether they can jointly continue to complete the diagnosis.

This stage is also a time to collect data as consultant starts learning about the organisational system through observation and by studying documents. Consultants can be the members of the organisation who have their own vested interest in their organisations. Consultants establish some type of liaison system to manage the relationship between the consultant and those elements of the system where diagnosis takes place. Depending on the nature of the system the liaison system may be an individual, a series of individual or a group.

Entry is thus the initial phase of the diagnosis when the preparation to start the process takes place. The relationship need to developed during this phase and a conducive environment has to be created in order to facilitate the process of diagnosis. Also during this phase the consultant or the persons in charge of carrying out diagnosis need to foresee possible problems and obstacles that they may come across while carrying out the process. They also have to observe and study documents in order to develop better understanding of the organisation. The success of this phase will lead to effective implementation of other phases during the process of diagnosis.

2.3.2 Data Collection

The next step that follows after the phase of entry is that of data collection. The entry phase helps the consultant develop better idea about the organisation and he/she thus has some idea about the impending problems and situation in the organisation. Data collection can now be carried out in a particular direction depending on the information collected during the entry phase. Also the entry phase has paved a way and created a conducive environment for collection of data.

Data collection can be termed as a systematical way of gathering valid information. It is the information regarding the nature of the system in the organisation. Data collection begins with the aim when consultant prepares a methodology for eliciting information and contacts members of the system to implement the methodology and it ends when the consultant has analysed the data and is prepared to provide feedback.

In this process of eliciting the information through data collection from employees, consultant becomes more specific about kinds of data that will be useful. In the process of data collection the liaison system assists the consultant in determining what data to be collected and how to collect it. Effective liaison system helps the consultant with access to part of the system where data must be collected and aids the consultant in establishing credibility so that the data obtained will maintain its validity. Various methods can be used to collect data depending on the nature of the problem or the situation. Methods data collection like questionnaires, Interviews, Observation, focused group discussions can be used in order to collect data. Further records, circulars, appraisal reports and other organisational literature, hard data of organisations and various units can also be analysed to get an idea about the organisation and its aspects. Problem identification/problem solving workshops, seminars, symposia and training programme and recording and

examining critical incidents, events can also be carried out in order to collect data or to understand the problems and situations in an organisation in a better manner.

After the data is collected using suitable methods of data collection, the data is compiled and analysed. The data can be analysed with the help of various tools of statistics. It is then used to carry out the last phase, that is, feedback.

2.3.3 Feedback

Feedback consists of series of meetings between the consultant and members of the organisation during which the consultant presents the data analysis and the parties discuss and interpret the data. Effective feedback design relates the content of the feedback to the process by which the analysis is delivered. Content of feedback is the data analysis prepared at the close of the data collection phase. The process of feedback is the composition of feedback meetings, behaviour of the organisational system during feedback and the behaviour of the consultant within and between feedback meetings. The best known feedback design is built around the “family group” that consists of the supervisors and immediate subordinates. Conventionally structured organisation can be viewed as a series of interlinking family groups from top to bottom. The alternative design is called as “peer group-intergroup model”. In this people first meet in group of peers, which have no formal hierarchical differences among members, then the next step begins.

This peer group-intergroup depends upon how it has been managed effectively and the tendencies toward ethnocentrism that exist in all groups.

Thus during the feedback phase, the members of the organisation are given an idea about the information collected through the process of data collection. This information can then be used in order to develop suitable intervention strategies or to carry out various other steps in the process of organisational development. Charts, graphs and various other modes of presentation can be used in order to present the feedback to the members of the organisation. It is important that the feedback is given in a systematic and clear manner in order to facilitate the understanding of the persistent problem or situation in the organisation. A well compiled feedback will help the organisation to take suitable measures in order to implement the intervention strategies.

Thus care needs to be taken at each phase of the diagnosis so that the whole process is carried out in a systematic manner in order to provide the organisation with reliable and valid information.

- 1) What are the phases of diagnosis in organisational development?
- 2) Discuss the first phase in diagnosis of an organisation.
- 3) Discuss the phase of feedback.

2.4 ORGANISATIONAL PROCESSES TO BE DIAGNOSED

- 1) **Communication pattern, styles and flows:** This mainly focuses on the most important aspect in an organisation that is the communication process. This will mainly highlight issues like who talks to whom how long about what, who initiates. Is communication directed upward or downward or both are they filtered why in what way?

The methods used for data collection may be observations, questionnaire, interviews and discussions with groups

- 2) **Goal setting:** Goal setting is yet another important function in an organisation. Setting task objectives and determining criteria to measure accomplishments of objectives is the main focus with regard to diagnosis here. The questions that arise in this context are Do they set goals how is done? Who participates in goal setting? Do they possess the necessary skills.

Questionnaires, interviews and observation can be used for data collection with regard to collecting information about goal setting.

- 3) **Decision making, problem solving and action planning:** It is important to diagnose the decision making, problem solving and action planning in an organisation as these functions will directly lead to achievement of goals in an organisation. Also evaluating alternatives and choosing a plan of action are integral function for most organisation members. Questions asked in this regard are who makes decisions? Are they effective? Are all available sources utilised?

With regard to methods of data collection, observation of problem solving meetings at various organisational levels can be used.

- 4) **Conflict resolution and management:** In this regard Conflict interpersonal, intrapersonal and intergroup frequently exists in organisations are taken in to consideration. Questions that arise are where does conflict exist? Who are the involved parties? How is it being managed?

Interviews, third party observations and observation meetings are some of the methods that can be used in this context.

- 5) **Managing interface relations:** Interfaces represent the situations wherein two or more groups face common overlapping problems. The questions highlighted here are what is the nature of the relations between two groups? Are goals clear is responsibility clear?
- 6) **Superior subordinate relations:** This mainly focuses on the formal hierarchical relations in organisations dictate that some people lead and other follow. This relationship is again important for goal achievement and smooth functioning of an organisation. The questions that arise here are what are the extant leadership styles? What problems arise between superiors and subordinates?

Questionnaires can be used to collect data here.

- 7) **Technological and engineering systems:** All organisations rely on multiple technologies for production and operations for information processing and thus diagnosing technological and engineering systems is of utmost importance. Some important questions here are, are the technologies adequate for satisfactory performance?

Interviews and group discussions focusing on technology are among the best ways to determine the adequacy.

- 8) **Strategic management and long range planning:** Monitoring the environment, adding and deleting products, predicting future events and making decisions are some of the functions that fall under this process. Who is

responsible for looking range decisions? Do they have adequate tools and support? are some of the questions highlighted in this context.

Interviews of key policy makers' group discussion and examination of historical records may be used to collect relevant data.

- 9) **Organisational learning:** This diagnosis is mainly concerned with the learning climate in an organisation. The questions that arise are what are our strengths problem areas? What observation ideas suggestions are available from all organisational members?

Interviews, questionnaires, group methods of diagnosis examination of assumptions and culture can be used to collect information in this regard.

2.5 MARVIN WEISBORD'S 'SIX BOX MODEL'

Marvin Weisbord's "Six Box Model" is a diagnostic tool in order to understand the effectiveness of an organisation. This model also helps understand management of change in an organisational set up. Weisbord identified six areas in which things should go right and be internally consistent for an organisation to be successful. The six box in this model are described as follows:

- 1) **Purpose:** When we speak about purpose as one of the boxes we mainly focus on the objective of the organisation and reason why the said objective was developed. What is the purpose behind the overall functioning of the organisation and understanding it is of utmost value under this. Diagnosis of the purpose or goal will definitely help develop suitable intervention strategy in order to achieve the goals of the organisation. Further if the purpose is not suitably derived, the process of goal setting can be repeated.
- 2) **Structure:** The work activity in order to achieve the organisational goal needs to be divided or structured for its smooth achievement. Under this box the work activity may be categorized in a systematic manner. The structure is diagnosed for any changes that are required to be made based on the external environment, changes in technology and so on.
- 3) **Relationship:** Interpersonal relationship between employees and between the employees and management is extremely important and thus under this box with the help of varied techniques the relationship in the organisation needs to be enhance. This will lead to reduction in conflict and effective performance amongst the employees. Diagnosis of relationships and also communications is extremely relevant as an y problems diagnosed in this area may be dealt with at the earliest in order to avoid any complications and obstacles in the organisational processes.
- 4) **Rewards:** To work towards change process and towards organisational development some kind of driving force is required. An appropriate reward system will serve as a suitable driving force. Diagnosis of reward system is also important in order to find out whether they are suitable and on par with the work activity and performance displayed by the employees.
- 5) **Leadership:** All the boxes that we discussed are crucial but an effective leader is required not only to supervise the whole activity but also to maintain integrity and balance. Diagnosis has to be carried out with regard to the effectiveness of leadership in an organisation so as to develop suitable

intervention and training programmes in case if the leadership is not found to be effective in an organisation.

- 6) **Helpful mechanism:** Various mechanisms, like technological support, help from experts and other facilities should be available to facilitate the whole process of managing change. Diagnosis in this area will help the organisation update their technology and also develop various other facilities.

This model will also be discussed in the context of managing change.

Self Assessment Questions

- 1) Discuss relationship as one of the boxes in the model suggested by Weisbord.

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- 2) Discuss the box pertaining to helpful mechanism.

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2.6 LET US SUM UP

The purpose of organisational diagnosis is to establish a widely shared understanding of a system and based on that understanding to determine whether change is desirable. Diagnosticians attempt to change an organisation as its necessary to accomplish the purpose of diagnosis change in one part of the system affects the other part. Organisational development focuses to improve the organisational capacity to handle its internal and external functioning and relationships. It should also include the things like improved interpersonal and group process with effective communication, enhanced ability to cope with organisational problems of all kinds etc. It also includes improved skill in dealing with destructive conflict and higher levels of trust and cooperation among members of the organisation. These all objectives stem from a value system based on an optimistic view of the nature of man that man in a supportive environment is capable of achieving higher levels of development. This all process should be carried out more scientifically by testing the hypothesis and continual reviewing of results. The diagnostic component and the action component are intimately related in dual way in development of the organisation.

This unit highlights that diagnosis is a conceptual and collaborative process involving both managers and consultant. It aimed at discovering the cause of specific problems and directed in assessing the departments of the organisation. The organisation is viewed as open system to coordinate the behaviours of its department. As open system organisation are hierarchically ordered and composed of groups. It consists of environmental inputs, a set of design components called a strategic orientation and a variety of outputs. Diagnosis thus involves understanding each of the parts and then to assess how the strategic orientation starts with each other.

In today's world of growing competition and globalization, any organisations needs to carry out diagnosis of its structure, systems, sub systems and processes in order to understand them in a better manner and to further carry out changes and modifications.

Thus in the present unit we discussed about the concept of the diagnosis in an organisational set up and further discussed about the purposes and perspective of diagnosis. We also highlighted the three phases of organisational development namely, entry, data collection and feedback. Then we explained various organisational processes that may be required to be diagnosed in order to promote organisational effectiveness. Lastly we discussed the Marvin Weisbord's 'Six Box Model' that helps us understand the diagnosis in an organisation in a better manner with the help of the six boxes namely, purpose, structure, relationship, rewards, leadership and helpful mechanisms.

2.7 UNIT END QUESTION

- 1) Discuss in detail the concept of diagnosis and its relevance in an organisational set up.
- 2) Explain any two phases of diagnosis in an organisation.
- 3) Discuss the purposes to carry out diagnosis in an organisational set up.
- 4) Discuss various organisational processes that need to be diagnosed.
- 5) Describe the Six Box Model.

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UNIT 3 MODELS FOR MANAGING CHANGE (Including Six Boxes Organisational Model)

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 The Concept of Change
- 3.3 Preparation before Implementing Change
- 3.4 Resistance to Change
- 3.5 Strategies for Change
- 3.6 Models of Change
 - 3.6.1 Lewin's Change Model
 - 3.6.2 Kotter's Eight Step Plan for Implementation of Change
 - 3.6.3 Marvin Weisberg "Six Box Model"
 - 3.6.4 Greiner's Model
 - 3.6.5 Cumming and Worley Model
 - 3.6.6 Burke and Litwik Model of Organisation Change
 - 3.6.7 John Fisher Change Model
- 3.7 Let Us Sum Up
- 3.8 Unit End Questions
- 3.9 Suggested Readings and References

3.0 INTRODUCTION

In the previous units we discussed a great deal about the organisational development process. In the present unit we will be highlighting another important aspect of organisational development that is managing change. Why do we speak about managing change? And what is the relevance of the topic? These are some of the questions that may come to your mind.

Change is something that is permanent. As we discussed in one of the earlier blocks, that organisation is a part of parcel of society at large and thus there are two environments with regard to an organisation. One is external to the organisation and the other internal to the organisation. Both these environments can be influenced by numerous factors and thus will lead to change in various aspects of an organisation. A change can be planned or unplanned. A planned change is systematically brought about by the human resource managers or the management. However an organisation should always be prepared to face the changes that they have not planned but that can have an impact on the overall functioning of the organisation. Change and organisational development are greatly related as to develop meaning to change in a positive direction. In fact the modern approach to the management of change and the development of human resource is called organisation development.

3.1 OBJECTIVES

By the end of this unit, you will be able to:

- Discuss the concept of change;
- Discuss the preparations to be made before implementing change;
- Explain resistance to change;
- Highlight strategies for change; and
- Describe the models of change.

3.2 THE CONCEPT OF CHANGE

The term “change” refers to any alteration which occurs in the overall work environment of an organisation. According to Robbins change means making things different. Change in an organisation includes adapting to change, controlling change and effecting change. It can also be described as a shift in the external situation is situational and happens at a given time in space. Four main areas in an organisation need special focus when we discuss about change in an organisational set up, they are as follows:

- 1) **Changing Organisational Structure:** With globalization, competition and technological advancements, it becomes necessary that changes are made in the structure of the organisation. Thus this one of the most important changes that can be brought about in an organisation and the one that will call for planning and a lot of effort and involvement of management and employees at all levels.
- 2) **Changing Technology:** Technology is fast changing and the organisation has to keep pace of it in order to remain in business and survive strong competition. Thus new machinery has to be bought or existing machinery has to be updated in the organisation. This is a major change as, as per the technological advancements other changes like changes in structure, job positions, training programmes etc. have also to be made.
- 3) **Changing Work Environment:** Work environment is fast changing due to various reasons, as a result of diversity in the organisation, changing technology, changes in job market etc. A launching of new product or merger or acquisition may also call for certain changes in an organisation. Thus the organisation has to keep track of such changes and develop measure to deal with them.
- 4) **Change with regard to People in the Organisation:** Changes also occur with regard to people in the organisation, due to attitudes, values, beliefs. Changes can also be as a result of new recruitment, promotions, demotions, transfers etc. may also take place and they are to be effectively dealt with.

Change can be explained with help of the following points:

- 1) **Change Results from the Pressure of Forces, which are both Inside and Outside the Organisation:** As discussed earlier various factors from

within the organisation and external to it may bring about some kind of change in an organisation. The external forces like technology, nature of work, economic shocks, competitions, social trends and politics necessitate change in the internal organisation like machinery, equipment, relationships, leadership and decline in profitability etc. This organisational change is the alteration of work environment in organisation which implies a equilibrium between different components of the organisation.

- 2) **The Whole Organisation Tends to be Affected by the Change:** In some way or the other change influences the whole organisation as the sub units or various departments in an organisation are interrelated and interdependent.
- 3) **Change Takes Place in All Parts of the Organisation but in its Own Rates of Speed of Significance:** Different sections or different departments of an organisation are influence by change differently and this influence may vary in its speed and degree.

Usually there are many changes occurring simultaneously in an organisation. An effective management technique is thus required in order to deal with the changes.

Changes in an organisation depend on various aspects. These are the aspects of an organisation that facilitate change.

These aspects can be discussed as follows:

- 1) **Genuine and Hard Working Employees:** Change will depend on the commitment of the employees to the functioning of the organisation.
- 2) **The Willingness of the Employee to Develop:** The employees should have an intrinsic motivation to develop and become fully functional. This will create a positive attitude in them to readily accept change.
- 3) **Effective Leadership: Effective Leaders Will Ensure Effective Management Of Change In An Organisation:** The leaders in an organisation play most crucial role in implementation of the change as they are the ones who are in regular touch with employees and have great influence over them.
- 4) **Effective Diagnosis of Need for Change:** In order to effectively implement change effective diagnosis about need for change is also required. In the previous blocks we have discussed about diagnosis and we now understand how relevant the topic is. The strategy to be employed for implementation of change will depend on the diagnosis.
- 5) **Commitment of Leaders in the Organisation to Diagnosis, Implementation and Evaluation:** As we discussed about effective leadership in the same way the leaders should be committed and participate fully in the process of diagnosis, implementation and evaluation of change process.

Change agents also play an important role in the whole process of managing change. They are the ones who anticipate possible need for change and suggest strategies to manage them. According to Robbins change agents are individuals who act as catalyst and assume responsibility for change management activities. Change agents are required in order to ensure smooth implementation of change process.

Self Assessment Questions

1) Explain changing organisational structure and changing work environment.

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2) Highlight any two aspects that facilitate change.

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3) Discuss the relevance of change agents in the process of change.

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3.3 PREPERATION BEFORE IMPLEMENTING CHANGE

The following care needs to be taken before implementing change in an organisation:

- 1) **Ensure Effective Participation of the Employees:** For the success of any change process, the effective participation of the employees is of utmost importance. This will ensure commitment to the change process and lack of resistance.
- 2) **Plan Effectively:** Effective planning is required before the change process is initiated in order to foresee the possible problems like resistance from the employees and negative attitudes. Planning needs to be carried out not only for smooth implementation of change process but also in order to develop suitable intervention to deal with certain obstacles and problems.
- 3) **Employee's Interest should be Considered:** While bringing out change the employee's interest should be foremost as they are the most important unit of an organisation and the overall development of an organisation depends on them.
- 4) **Focus on Group Dynamics:** In any organisations there are various groups, both formal and informal. While implementing change the group dynamics in such groups should be identified.
- 5) **Systematic Implementation of Change:** Caution and patience should be maintained while implementing change. Also it should be implemented in a systematic fashion in order to avoid any negative outcome.

- 6) **Motivation:** The employees and also the management should be motivated in the direction of change in order to ensure its successful implementation.
- 7) **Highlighting the Benefits Of Change:** In order to ensure the commitment and interest of the employees in the change process, the benefits of the change should be highlighted. This will discourage the employees from resisting to change and will ensure their cooperation.
- 8) **Training and Developmental Activities:** Any change will require the employees to develop new skills and techniques. Thus training and other developmental programmes should be organised for the employees. This will also take care of any insecurity amongst the employee that occurs due to lack of skills required after implementation of change.
- 9) **Understanding the Purpose of Change, the Risks and Benefits involved and Communicating the Same to the Employees:** An open communication should be promoted during the change process where the employees have complete idea about the risks and benefits of the change. Once employees understand the purpose of the change and its benefits then it would be easier to ensure their cooperation.
- 10) **Anticipating Possible Reasons for Resistance to Change and Making Suitable Preparation:** During the planning stage, the change agents should take to consideration the possible reasons for resistance that may arise and plan suitable interventions for the same.
- 11) **Constantly Focusing on the Process of Change:** The change process should be constantly focused on in order to identify any obstacles and take suitable measures.
- 12) **Interacting with Leaders/ Supervisors in the Organisation:** Leaders and supervisors play an utmost important role in the change process as they are the ones who are constantly interacting with the employees. Thus the change agents should keep in touch with the leaders in the organisation, seek their cooperation and suitably train them to encourage and support employees through the change process.

Self Assessment Questions

- 1) Highlight any two preparations to be made before implementation of change.

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- 2) Discuss the relevance of leaders in the organisation during the change process.

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- 3) Which is the most important aspect during preparation for implementation of change according to you? Give reason.

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3.4 RESISTANCE TO CHANGE

Change no matter how dynamic and constant a phenomenon is often received with resistance from the employees. This is mainly due to the insecurities and lack of clear idea about the consequences of change. Some of the factors that cause resistance to change are as follows:

- 1) **Economic Factors:** Economic fear may be one of the major factors for resistance. There is fear amongst the employees that they may lose their jobs as a result of change in technology and due to lack of skills to work with the new technology. This insecurity that they may be demoted, or may not be able to perform their jobs and that they may even lose their jobs as a result of this can create resistance towards change in minds of the employees.
- 2) **Psychological Factors:** Different psychological factors like ego defensiveness, status quo, lack of trust, low tolerance, unknown fear etc. This makes the person to defend their ego and resist change. The change is perceived as an instrument for exposing the weakness of the people. The reason behind is people don't want to get disturbed in their existing equilibrium of life and work, and they try to avoid it. This shows that people have very low level of tolerance for change and ambiguity as compared to others. When people have low degree of confidence then person also fears for unknown and show resistance to change efforts.
- 3) **Social Factors:** People desire to maintain existing social interaction and feel satisfied. If there is any change, their existing social interactions are also likely to change which people do not want and therefore resist for change.
- 4) **Group Resistance:** Group dynamics like forces in the group who determines behaviour of its members. An employee may resist change just to maintain the conformity of the group and not because he/ she really wants to resist change.

Change in an organisation is the vital need for its functioning and going profit in varied terms. It becomes the responsibility of the change agent or the organisational development expert to implement the changes and provide interventions so that weak areas are improved in a phase manner. Resistance may be possible not only from employees, but even manager may resist changing due to above reasons.

Self Assessment Questions

- 1) Discuss economic factors as reason for resistance change.

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- 2) Describe psychological factors that lead to resistance to change.

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3.5 STRATEGIES FOR CHANGE

Strategies for change are discussed as follows:

- 1) **Shaping the Future:** This is the first strategy for organisational change. It creates scenarios for the future of the business. The strengths and weakness of the organisation are considered with respect to how well or poorly prepared for implementation of the proposed changes. The responsibility of the organisational change lies on, how much clear sense the organisation has and how it leads to set the stage for second level.
- 2) **Selecting Core Competencies:** In this, management identifies the strength and weakness of that organisation. Analysis of opportunities and threat also complete in preparation for defining the organisation may assume that the future will mirror the past. Others may have been involved with working in the framework of the organisation existing mission statement and not given the freedom to refine and revise the mission.
- 3) **Making Structural Changes:** This strategy takes the form of transformational change. It is radical in nature and involves big picture changes. This stage also comes as a reengineering for organisational process. This aims at improving productivity and satisfaction.
- 4) **Changing Work Process:** The fourth and final strategy of organisational change involves incremental changes. It tends to be risk averse and tends to underestimate how much organisation change is actually require. The levels of changes can become unsuccessful if the small changes are not supported throughout the organisation.

Self Assessment Questions

- 1) Explain shaping the future as a strategy for change.

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- 2) Highlight changing work process as a strategy for change.

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3.6 MODELS OF CHANGE

Managing change may be described as adoption of a new idea or behaviour by an organisation. Organisations need to continuously adapt to new situations if they are to survive and prosper. Also constant change keeps organisations agile and is an indicative of learning organisations.

Change at all times involve and agree support from people within system and understand the organisation. Managing organisational change is the process of planning and implementing change in organisation in a way as to minimize employees' resistance and cost to the organisation, at the same time maximizing the effectiveness of the change. A systematic approach of dealing with change should focus on both the perspective of an organisation and on the individual level. Thus change is not on micro level but on a macro level. It is generally expected from the management of the organisation to manage change in a systematic and effective manner. The responsibility of organisation is to develop adaptability to change otherwise it will either be left behind or be swept away by the forces of change.

Change calls for the organisation and the employees to make new adjustments. This can give rise to insecurity and anxiety amongst the employees. Change can reactive or proactive. Proactive change is the change that is planned and a whole lot of preparation goes in that process to achieve the anticipated outcome. A reactive change is an automatic or planned response to change occurring in the environment. In the proactive change, change is not a response to a particular problem or a situation. But it is initiated in order to further develop the organisation. With regard to reactive change, it is in response to some kind of problem or situation that arises in the organisation.

Change management can be described effectively with the help of following models:

3.6.1 Lewin's Change Model

The process of change was first put forth by Kurt Lewin. He proposed three stage model of the change process for any organisation development.

- 1) **Unfreezing:** To move people from this "frozen" state, to unfreeze them and to make them "change ready" significant effort is required. This stage mainly focuses on creating motivation and readiness to change amongst the employees.

The managers as a change agent have to assume the responsibility to break open the shell of complacency and self righteousness among their subordinates. Manager has to identify the background factors contributing to resistance. Subordinates may resist change for economic social or personal reasons. The interplay among the several factors are responsible for resistance have to be isolated. Manager need to discuss with his or her subordinates, explain them the problem and need for change. This is a process of mutual learning between the manager and the subordinates. Unfreezing basically cleans the slate so that fresh behavioural pattern, customs, traditions can be imprinted which becomes a new way of doing things.

- 2) **Movement:** A change process that transforms the organisation from the status quo to a desired end state. Helping the employees to see, feel, judge things. After unfreezing moving means incorporating change begins. The employees undergo cognitive restructuring. This is done with the help of compliance, identification and internalisation. Compliance is achieved by

introducing rewards and punishments. Under identification, employees are psychologically impressed upon to select their role model and modify behaviour. Internalization involves internal changing of individuals thought process in order to adjust to a new environment.

- 3) **Refreezing:** Putting down roots again and establishing the new place of stability. This relates to integrating the new behaviour into persons personality and attitude. It also refers to as stabilization. This stage comes when new behaviour takes a new form of normal way of life. New behaviour replaces the old on permanent basis.

Simultaneously Lewin also introduced force field analysis for analysis for implementing change. This analysis identifies what forces required to push the change what forces are likely to restrain. Lewin perceived change as occurring due to two forces, those internal to an employee and external forces that are imposed by the environment. He also categorized external forces in to driving forces and restraining forces. The equilibrium can be changed by strengthening the driving forces or by weakening the restraining forces.

3.6.2 Kotter's Eight Step Plan for Implementation of Change

John P Kotter's attempted to give his own point of view for change model. Kotter suggested eight steps which are as follows:

- 1) **Establishing a Sense of Urgency by Creating A Compelling Reason for why Change is Needed:** A Sense of urgency can be created amongst the employees by informing them about the reasons for requirement to bring about a change. This will to some extent help the organisation deal with resistance expressed by the employees.
- 2) **Form a Coalition with Enough Power to Lead the Change:** Once the employees are convinced with regard to the need for change then a strong coalition can be created that will ensure successful implementation of change. The coalition can be amongst the employees or it can be between employees and the management. The informal group leaders may also be involved in this.
- 3) **Create a New Vision to Direct the Change and Strategies for Achieving the Vision:** A goal or an objective has then to be creates and the organisation as a whole should work towards it.
- 4) **Communicate the Vision Throughout the Organisation:** This vision or goal or an objective once created should be informed to all the employees in the organisation.
- 5) **Empower Others to Act on the Vision by Removing Barriers to Change and Encouraging Risk Taking and Creative Problem Solving:** Once the objectives are set and the employees are communicated about it, then suitable training programmes should be organised in order to help the employees achieve the goal. Basically the employees should be encouraged and helped to develop suitable skills in order to achieve the objectives.
- 6) **Plan for Create and Reward Short-Term "Wins" That Move the Organisation toward the New Vision:** The overall vision or objective to bring about change may further be divided in to smaller goals and achievement of these goals may be rewarded.

- 7) **Consolidate Improvements Reassess Changes, and Make Necessary Adjustments in the New Programs:** The whole process of bringing about change should be continuously assessed and necessary changes should be made to the strategy of change process from time to time.
- 8) **Reinforce the Changes by Demonstrating the Relationship Between New Behaviours and Organisational Success:** Change can be encouraged by highlighting its positive outcomes. So as to ensure the employees that change is necessary and leads to enhances work activity and environment.

3.6.3 Marvin Weisberg “Six Box Model”

Six box model by Marvin Weisberg is a diagnostic tool of organisational development that highlights the effectiveness of an organisation. Weisberg identified six areas in which things should go right and be internally consistent for an organisation to be successful. The result of diagnosis should proceed towards change process.

This approach outlines the organisational structure and design. It focuses on issues like planning, incentives and rewards, the role of support function like personnel, internal competitions among organisational units, standards for remuneration, partnerships, hierarchical and the delegates of authority, organisational control, accountability and performance assessment. The six box in this model are described as follows:

- 1) **Purpose:** When we speak about purpose as one of the boxes we mainly focus on the objective of the organisation and reason why the said objective was developed. What is the purpose behind the overall functioning of the organisation and understanding it is of utmost value under this.
- 2) **Structure:** The work activity in order to achieve the organisational goal needs to be divided or needs to be structures for its smooth achievement. Under this box the work activity may be categorized in a systematic manner.
- 3) **Relationship:** Interpersonal relationship between employees and between the employees and management is extremely important and thus under this box with the help of varied techniques the relationship in the organisation needs to be enhance. This will lead to reduction in conflict and effective performance amongst the employees.
- 4) **Rewards:** To work towards change process and towards organisational development some kind of driving force is required. An appropriate reward system will serve as a suitable driving force.
- 5) **Leadership:** All the boxes that we discussed are crucial but an effective leadership is required not only to supervise the whole activity but also to maintain integrity and balance.
- 6) **Helpful Mechanism:** Various mechanisms, like technological support, help from experts and other facilities should be available to facilitate the whole process of managing change.

The above model is basically easy to understand and to visualize. It reflects the important activities in an organisation and successfully implemented to assist in changing the organisation. This model offers superficial strategic and financial analysis. The strategy is assumed to be constant and require a capable leadership for rebalancing the six boxes.

3.6.4 Greiner's Model

Organisational change also requires management of growth which measures the organisational development. Greiner has developed a theory of change by considering growth as a factor for change. He identified different problems in each stage of evolution. The solution to the problem brings change. At the starting growth is achieved through creativity of a founder of the organisation but sometimes it creates a problem of leadership. In order to tie-up with problem of leadership higher level managerial personnel take charge of the situation. But after a period of time it is noticed that excessive leadership creates a situation of concentration of power in organisation and subordinates have to wait for the decision. Thus the change is necessitated that leads to delegation of authority to subordinates. Greiner said that each organisation moves through five phases of development as it grows. Each phase contains a calm period called as evolutionary phase and ends with a management crisis marked by a substantial amount of internal turmoil. Each evolution period is characterised by dominant problems and solved so that the growth continues. The age of an organisation is critical because problems and decisions are rooted in time. The phases in organisational growth and change are discussed as follows:

- 1) **Growth through Creativity:** This first phase and it emphasises on creativity in the organisation with regard to the products, marketing and sales strategy etc. As the organisation grows in size and complexity the need for greater efficiency cannot be achieved through informal channels of communication. Thus many managerial problems emerge and the first revolutionary period begins. These problems can be dealt with adequately by coming up with creative and innovative solutions.
- 2) **Growth through Direction:** When there is a leadership crisis for power to professional managers, organisation growth is achieved through direction. In this phase the professional managers and key staff takes most of the responsibilities for instituting direction and lower level supervisors are treated as functional specialist than autonomous decision making managers. Thus directive management technology enables the organisation to grow. Further as low level supervisors become more knowledgeable, they begin to demand more autonomy and thus the growth moves toward delegation.
- 3) **Growth through Delegation Stage:** Crisis resolution for autonomy is through powerful top managers relinquishing some of their authority and certain amount of power equalisation. When any organisation reaches the stage of growth through delegation, it usually begins to develop a decentralised organisation structure which heightens motivation of the lower levels. This crisis leads to the next phase of coordination stage.
- 4) **Growth through Coordination:** Coordination is the most effective method for overcoming crisis of control. This phase needs to have more formal system for achieving greater coordination with top management as the watch dog. The new coordination system proves useful for achieving growth. Procedure takes precedence over problem solving, the organisation becomes too large and requires to be managed through formal programmes and rigid systems.
- 5) **Growth through Collaboration:** This stage involves more flexible and behavioural approaches to the problems of managing a large organisation.

Greiner observed that while the coordination stage was managed through formal systems and procedures, the collaboration stage emphasis greater spontaneity in management action through teams and skillful confrontation of interpersonal differences.

This model shows the variety of stages through which organisation is likely to go during its growth period. The overall potential issues and problems between stages are highlighted. The major problem is seen as managerial behaviour that needs to be overcome with help of suitable training programmes and workshops.

3.6.5 Cumming and Worley Model

This model suggested five areas for change that can be discussed as follows:

- 1) **Motivating Change:** It is important that the leaders of organisation must create readiness to change amongst their employees. The motivation is achieved through sensitizing people about the pressure of change, highlighting advantage of change, creating pains in the minds of the employee and involving employee's right from the beginning of change.
- 2) **Creating a Vision:** This is visualizing that how the future will look. Vision shows the reality. It need to be beneficial to the majority of people in the organisation and should be attainable. With these desired vision organisation need to have mission backed up by the values and making available the inputs require for achieving the essence of change.
- 3) **Developing Political Support:** It is suggested that the practitioner assess his or her own power. Individual need to identify the key players whose support is require for success of implementing change. Individuals who wedge power in the organisation need to associate with the change efforts.
- 4) **Managing the Transition:** Unfreezing of present state, that the transition to the new future, attainment of desired goals and refreezing the outcome. This involves checklist preparation of various activities, sequence of events and people responsible for various activities. Commitment planning is important for managing the transition.
- 5) **Sustaining Momentum:** It needs to have regular meetings to review progress of the work done, solving problem, ensuring the resources available and close interaction with the specialist. To maintain sustainment it is necessary for highlighting the gains, and reminding the employees to make a change effort in group.

1.6.6 Burke and Litwik Model of Organisation Change

The model strives to bring in change in the performance of a team or an organisation by creating a link between performance and internal, external factors. It begins with outlining a framework, comprising the affecting factors which can be manipulated for smooth transition of one phase changing process to another. The 12 dimension in this structure, practices and the system of the organisation are discussed as follows:

- 1) **External Environment:** It is the key factors that have an impact on the organisation must be identified. The direct and indirect impact on the organisation is clearly established.
- 2) **Mission and Strategy:** The mission and strategy of the organisation is defined by the top management and examined from employees' point of view.

- 3) **Leadership:** The leadership structure in the organisation is carried out which identifies the chief role models.
- 4) **Organisational Culture:** It seeks information on the explicit as well as the rules, regulations, customs and principles implied that influence the organisational behaviour.
- 5) **Structure:** The structure should be function based focusing on the responsibility, authority; decision making that exists between the people of the organisation.
- 6) **Systems:** It includes all types of policies and procedures in regard to both the people and the operations of the organisation.
- 7) **Management Practices:** This entail a study that how well manager can conform to the organisation strategy and deal with employees and resources.
- 8) **Work unit Climate:** It is a collective study of how the employees think, feel and what they expect. The kind of relationships the employees share with their team members and other.
- 9) **Tasks and Skills:** This involves understanding the job position its demand. This also includes the kind of skills and knowledge that employees have to fulfill the responsibility.
- 10) **Individual Values and Needs:** This dimension seeks to explore employees opinion about their work, identify quality factors which result in job enrichment and better satisfaction.
- 11) **Motivation Level:** Identifying the motivational level makes it easier to determine the willingness to be put in their effort to achieve organisational goals
- 12) **Individual and Overall Performance:** This dimension takes into account the level of performance on individual and organisational levels in different key areas like productivity, quality, efficiency etc.

3.6.7 John Fisher Change Model

As per the model stated by John Fisher, an employee operates within a multitude of environments within an organisation. During the changes we go through the stages which are more complex. The speed of transition depends on the employees self perception, locus of control and other past experiences all this combine and create their anticipation of future events.

According to Fisher transition effectively need to understand for the perception of past, present and future. The stages move from Anxiety, Happiness, Fear, Threat, Guilt, Depression, Disillusionment, Hostility and ends with Denial. The overall changes in the employees passes through all stages and he or she experience the new way of dealing in the organisation. The organisation in this way also gains and the development curve emerge.

Self Assessment Questions

- 1) Explain in detail Lewin's change model.

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2) Highlight Marvin Weisberg “Six Box Model”.

3) Discuss the 12 dimensions in Burke & Litwik model of Organisation Change.

3.7 LET US SUM UP

Thus in the present unit we mainly focused on managing change. We initially discussed about the concept of change as we see it in an organisational set up and then highlighted the preparation that has to be made before implementation of change, resistance expressed by the employees towards change process. We further discussed the strategies and models for change.

Change is an important part of an organisational process. Any human resource manager needs to be aware about the need for change in an organisation and also should be prepared to deal with unplanned change. As discussed during the change process planning is the most important function and at the same time it is important to encourage the employees to participate and involve in the change process right from the start.

3.8 UNIT END QUESTIONS

- 1) Explain in detail the concept of change.
- 2) Discuss the preparations that are to be carried out before implementation of change
- 3) Highlight the strategies for change.
- 4) Discuss any two models of change.

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UNIT 4 PROGRAMME EVALUATION PROCESS IN ORGANISATIONAL DEVELOPMENT

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Definition and Concept of Programme Evaluation
- 4.3 Types of Evaluation
- 4.4 Stages in Programme Evaluation
- 4.5 Models of Programme Evaluation
 - 4.5.1 Donald Kirkpatrick Model
 - 4.5.2 Jack Philip ROI Model
 - 4.5.3 CIPP Model
 - 4.5.4 Kaufman's Five Levels of Evolution
 - 4.5.5 CIRO Model
- 4.6 Let Us Sum Up
- 4.7 Unit End Questions
- 4.8 Suggested Readings and References

4.0 INTRODUCTION

In the previous units we focused on topics like the organisational development process, diagnosing the system and models of managing change.

Understanding these topics is extremely important in order to successfully carry our organisational development in an industry or organisation.

In the present unit we will highlight yet another important aspect of organisational development, that is, programme evaluation. Programme evaluation is a systematic method for collecting, analysing, and using information to the gaps in the programmes. It focuses particularly about the effectiveness and efficiency of a particular programme.

In both the public and private sectors, stakeholders want to know if the programmes which are being funded, implemented, voted for are actually having the intended effect. With the changes all over the world, organisations are facing competition. It is not only about delivering a quality product for customers but an art of surviving in the markets and making profits. To exist as a perfect competitor one has to go in for constant evaluation and introspection of the organisation. In this kind of situation to survive and develop the organisations have to keep an eye on their programmes and projects.

In the unit we will further discuss about the concept of programme evaluation, its significance and methods that can be used while conducting evaluation.

4.1 OBJECTIVES

At the end of this unit, you will be able to:

- Discuss the definition and concept of programme evaluation;
- Explain the types of evaluation;
- Discuss the stages in programme evaluation; and
- Describe the models of programme evaluation.

4.2 DEFINITION AND CONCEPT OF PROGRAMME EVALUATION

Patton defined programme evaluation as a systematic collection of information about the activities, characteristics and outcomes of programme to make judgments about the programme, improve programme effectiveness and or inform decisions about future programming.

Programme evaluation may also be defined as a evaluative inquiry that is an ongoing process for investigating and understanding critical organisational issues. It is an approach to learning that is fully integrated with an organisation's work practices. This definition specifically highlights that programme evaluation is an ongoing investigation and makes new learning in the organisational setup.

Programme evaluation can also be defined as a systematic acquisition and assessment of information pertaining to a programme to provide useful feedback about the organisation. This emphasises all works collecting and shifting through data, making judgments about valid information and of inferences we derive from it.

Generally the goal of the programme evaluation is to provide useful feedback, which would act as a facilitator in decision making. It is a methodological area that is closely related. Programme evaluation is broader in sense and encompasses the most general groups. It goes on continuously rather than on periodic basis and thus allows progress and effective monitoring at the same time.

Organisation's programme evaluation measures compare and analyse the coherence between results and specific objectives, between specific objectives and between general objects of institutional projects. Programme evaluation is an important aspect of improving the administration in any organisation. This plays a very important role in helping the managers to improve the efficiency and effectiveness in their operations. Programme evaluation in any organisation generates reliable information which then becomes a valuable experience and is very useful for planning the future, establishment of priorities and resource allocation. With the help of programme evaluation, organisations solve their internal conflicts. Conflicts in any organisation are inevitable but it is the skill of the management as to how they integrate those conflicts and difference in opinion in an efficient manner. This helps the evaluation team to learn more about an employee's motivational level in the organisation. This approach poses a major facilitator to any organisation for assessing their internal conflicts or disagreement and helps the organisation to rebuild. The situation greatly increases the importance of developing ways to help organisations assess their work, examine what's working and what is not and learn how to strengthen the organisations and increase their impact.

Programme evaluation is thus an integral part to determine the effectiveness of the organisation. It is needed for training interventions with regard to learning, transfer and organisation impact which involves a number of complexity factors.

The programme evaluation process demands clarity of purpose and the answers to the questions which will yield a guiding framework for the measurement process. If evaluation lacks clear purpose then it tends to wander aimlessly and results in findings which are devoid of organisational relevance. Specifically it will be used to address the appropriateness of the learning objectives and the length of the course and also assessing the effectiveness of the overall programme in terms of the performance needs which is design to address. For example in any organisation which have faced with financial cutbacks or a rigorous budget setting process, evaluation would be utilised to measure the extent.

Through this process of evaluation the net result could be achieved, but it needs rigorous planning. This planning will help the organisation to sustain in the market and also would facilitate to maintain the credibility.

With the help of programme evaluation managers and employees of an organisation becomes continually aware of their achievements and objectives. External opportunities and threat and internal strength and weakness represent the basis of current strategies are continually monitored. Failure to make satisfied result toward the accomplishment of long term objectives signals a need for corrective actions.

Some of the major strategies used in programme evaluation are as follows:

- 1) **Scientific experimental models:** This is the most dominant strategy especially in social sciences. This prioritizes on the desirability of impartiality, accuracy, objectivity and the validity of the information generated about a particular programme. It is scientific in nature and focuses on the objectivity of the study. This is one systematic approach that can be used in order to evaluate programmes.
- 2) **Management oriented systems models:** This is widely used method for programme evaluation. It studies the problems related with management group in terms of controlling, managing and organising the work. In this process gaps may be present which this system evaluates.
- 3) **Qualitative model:** This model emphasises the importance of observation; the need to retain the phenomenological quality of the programme evaluation. It values the subjective human interpretation in the programme evaluation process.
- 4) **Participant oriented models:** It emphasises the central importance of the interacting with participants, specially clients and users of the programme in order to evaluate the programme.

Thus we understand that programme evaluation plays a significant role in the overall process of organisational development and is an extremely important tool in order to achieve organisational goals and objectives.

Self Assessment Questions

- 1) What is programme evaluation?

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2) Highlight the any two strategies that can be used in programme evaluation.

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3) Which strategy would be most effective in programme evaluation according to you? Give reason.

4.3 TYPES OF EVALUATION

There are various types of evaluation used in organisations. As stated earlier the type of evaluation selected will mainly depend on the demands of the problem or situation in an organisation. Some of the types of evaluation are discussed as follows:

- 1) **Formative evaluation:** It improves the situations which is being evaluated and helps by examining the delivery of the program and the quality of its implementation and also by assessing the organisational context. The purpose of the formative evaluation is to make sure that the programme is well developed. This uses methods like stakeholders consultation, need assessment, collaborative group process etc. It facilitates group discussion with stakeholders interviewing stakeholders about the program implementation and reporting about the development and determines who needs the program, how much it is needed and what might work to meet the need.
- 2) **Implementation evaluation:** This monitors the fidelity of the program. It sees how effectively the program is being delivered. Review of past research literature and experience-It reviews what is already known about the type of program or intervention being used and using this to improve the outcomes model for the program. Monitoring and evaluation of data collected-new data collected their protocols need to be put in a place for further evaluation otherwise it will have its impact on the outcome.
- 3) **Summative evaluation:** In contrast to the former ones, this examines the effects or outcome of some situation. It describes what happens subsequent to delivery of the program, assessing the caused outcome and determining the overall impact of the causal factor. Beyond it the only immediate target outcomes and estimating the relative costs associated with the situation. This may be further categorized in to the following:
 - a) **Outcome evaluation:** Which investigate the program caused demonstrate effects on specifically targeted outcomes.

- b) **Impact evaluation:** This is broader in sense and assess the overall effects, intended or unintended of the program as a whole.
- c) **Cost effectiveness and cost benefit:** It focus on the questions of efficiency by standardizing outcomes in terms of their costs and values.
- d) **Secondary analysis:** Secondary analysis reexamines the existing data to address new questions and use new methods which are previously used.
- e) **Meta analysis:** It integrates the outcome estimates from multiple studies and arrive at an overall judgment on an evaluation question.

Even though evaluation is a potent and necessary tool considered for measuring the development phenomena in the organisations. Impact of all evaluation can only be perceived with the organisational output. There must be a continuous loop that links organisation to performance gap identification to the final evaluation of the programme.

Self Assessment Questions

- 1) Explain formative evaluation.

- 2) Highlight various categories of summative evaluation.

4.4 STAGES IN PROGRAM EVALUATION

Programme evaluation is carried out at through various stages by using data derived from the policing plan priorities and objective performance gap identification, job profiles, capacity building design and existing capacity building programme. Each of these represents a starting point for evaluation and generates a wealth of data to guide and structure the measurement process. The process of programme evaluation involves four basic stages that will be discussed as follows:

- 1) **Needs:** When we focus on this stage of programme evaluation, we mainly discuss about the purpose of programme evaluation including expected impact and outcome of the programme. During this step it is also important to identify the focus group or participants or stakeholders in the programme, financial requirement and the time period required for the programme.
- 2) **Planning:** As we have discussed in previous unit, planning is an important aspect in the overall process of organisational development. In a similar manner, in programme evaluation also planning is of extreme importance.

During this stage it is necessary to determine objectives of the programme, gather relevant information and evaluate the planning to identify any loop holes.

- 3) **Collection of data:** After needs are identified and planning is accordingly carried out, the next stage is collection of data. During this stage a suitable model or method for programme evaluation is selected. Also methods for data collection are finalized based on the objectives, budget and time period.
- 4) **Finalization of the report:** The data collected in the above stage is then analysed and findings are reported to the competent authority for further application.

Self Assessment Questions

- 1) What are the starting points to initiate the programme evaluation process.

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- 2) Discuss the relevance of planning as one of the stages of programme evaluation.

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- 3) Highlight collection of data as one of the stages in programme evaluation.

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4.5 MODELS OF PROGRAMME EVALUATION

An important decision that the management has to take during implementation of the process of evaluation is about which model to choose. The choice of a single model will mainly depend on the nature of the problem or the situation in an organisation. However an integrative approach using more than one model may also be used.

Before implementation of any of these models and before the actual process of evaluation starts it is important to make suitable preparations and create a conducive environment in the organisation for successful conductance of the evaluation. The following points are to be taken in to consideration before and at the time an evaluation is carried out in an organisation:

- Evaluation needs identification and setting of objectives by the organisation
- Planning, design and preparation of the programmes.
- Pre-course identification of people with needs and completion of the preparation required by the evaluation programme.
- Provision of the agreed evaluative programmes.
- Pre-course briefing meeting.
- Completion of end-of-programme Learning Questionnaire or Key Objectives Learning Questionnaire.
- Completion of Action Plan.
- Post-course debriefing meeting.
- Review meetings to discuss progress of implementation.
- Final implementation review meeting.

Some of the models of programme evaluation are discussed as follows:

4.5.1 Donald Kirkpatrick Model

This model mainly focuses on programmes that are related to learning and training. Learning/ training evaluation is a widely researched area. Learning lies at the core of human resource development and is a key to organisational development. Any organisation would value an effective training programme as it will update the skills of their employees and make them more efficient.

The four levels of learning/ training evaluation introduced by Kirkpatrick are as follow:

- 1) **Reaction:** Reaction evaluation is how the employees felt about the training or learning experience. 'Happy sheets', feedback forms. Verbal reaction, post-training surveys or questionnaires can be used in order to find out about the reactions of those employees who participated in the training programme. This is of utmost importance as the reactions will not only provide information about the effectiveness of the training programme and whether to repeat it, but it will create an impression on the employees that the organisation is genuinely concerned with the individual development of the employees. This will increase the morale of the employees in general.
- 2) **Learning:** Learning evaluation is the measurement of the increase in knowledge. That is the status of knowledge before and the status of knowledge after the training programme. The reaction evaluation will provide information about the feeling of the employees towards the training programme. The learning evaluation on the other hand will provide information about the effectiveness. This can be done by comparing the skills and knowledge of the employees before and after the training programme. Interview or observation can also be used.
- 3) **Behaviour:** Behaviour evaluation is the extent of applied learning back on the job - implementation. This is again very important as, what ever learned by the employees during the training programme has to be implemented. For this the training programme should be effective enough to encourage and

promote transfer of learning at the same time the environment in the organisation should be conducive to transfer of learning.

- 4) **Results:** Results evaluation is the effect of training on the business or environment. Once the training programme is conducted it should be related to the outcome in the organisation. Whether it led to increase in production, reduction in absenteeism, increase in profits and so on.

Thus training programmes in an organisation can be evaluated effectively with the help of this model.

4.5.2 Jack Philip ROI Model

ROI means Return on Investment. As the name suggests the model focuses on whether the returns or outcome of a particular programme really match the investment made in them. This is extremely important as investment without positive outcomes is a loss to an organisation and thus to be avoided. Thus this model can help us understand ROI in context of a particular programme.

In the process of ROI analysis begins with deliberate attempts to isolate the effects of training on the data items. The ROI model requires a variety of data collection tools ranging from questionnaires and surveys to monitoring on the job performance. Different strategies have been used to accomplish the ROI calculation. The ROI formula is the annual net programme benefits divided by programme costs, and net benefits are the monetary value of the benefits minus the costs of the programme. It is as follows:

$$\text{ROI (\%)} = \frac{\text{Benefits} - \text{Costs}}{\text{Costs}} \times 100$$

This model also recognises that there would be intangible benefits that will be presented along with the ROI calculation organisations. Several common strategies began to emerge that can be considered best practices for calculating an ROI in training and development. The process of establishing evaluation targets has two important advantages.

- 1) It provides measurable objectives for the training staff to clearly measure progress for all programs or any segment of the process.
- 2) Adopting targets focuses more attention on the accountability process, communicating a strong message to the training staff about the commitment to measurement and evaluation.

This model consists of five levels, they are discussed as follows:

- 1) **Reaction and Planned Action:** This level is similar to that of the Reaction level we discussed in Donald Kilpatrick Model. The reaction of the participants is recorded to understand the effectiveness of the programme. Besides the reaction the planned action or the way the participants intend to apply whatever learned by them is also taken in to consideration.
- 2) **Learning:** In this level stock is taken of the kind of learning or enhancement of knowledge occurring due to the programme.
- 3) **Job Applications:** This mainly focuses on whether the participants are applying what they learned while carrying out their job activity.
- 4) **Business Results:** This level is mainly concerned with whether the earlier step that is job application had produced any business results or positive outcomes for an organisation.

- 5) **Return on Investment:** At this stage the formula can be applied to find out whether the outcome has exceeded the investments in terms of finances and other resources.

4.5.3 CIPP Model (Context, Input, Process and Product)

This model was developed by Stufflebeam et al in 1960s as a result of their experience of evaluating education projects for the Ohio Public Schools District. As the title suggests the model focuses on the four aspects of context, input, process and product. The model can be termed as decision-focused approach to evaluation. It emphasises the systematic provision of information for management and operation of a programme. This information in turn can be helpful in making certain decisions.

This model mainly focuses on linking programme to decision making in order to ensure effective implementation of a programme. This is mainly done with the help of four aspects that is, context, input, process and product. These aspects are discussed in details as follows:

- 1) **Context:** In context the main focus is collecting data in order to conduct a needs assessment to determine goals, priorities and objectives of a particular programme. A context is created in order to understand the future course of action. The decision involved here is mainly with regard to planning.
- 2) **Input:** This deals with what is required for the programme to be successful, resources and strategies required for successful management of the programme. The decision here mainly focuses on the structure.
- 3) **Process:** This mainly highlights the actual process of implementation of the programme. Whether it is been implemented as per the plan and if there are any obstacle that need to be dealt with. The decision thus focuses on implementation.
- 4) **Product:** This aspect focuses on the outcome and whether the whole process of programme implementation was successful or not. Based on this decision can be taken with regard to the future course of action.

4.5.4 Kaufman's Five Levels of Evaluation

Kaufman, Keller & Watkins (1996) promoted an assessment strategy called the Organisational Elements Model (OEM) which involves four levels of analysis. Since the introduction of Kaufman's four-level OEM model, it has been widely used for evaluation. Kaufman, et al. (1996), for example, later added levels of impact that go beyond the traditional four-level, training-focused approach which they felt did not adequately address substantive issues an organisation faces. Such modification to the model resulted in the addition of a fifth level, which assesses how the performance improvement program contributes to the good of society in general as well as satisfying the client. This model is mainly developed to evaluate a program from the trainee's point of view Let us discuss the five levels of analysis:

- 1) **Input and Process:** This analysis is based on inputs, and focuses on reductions of cost. This analysis can be divided in two parts, the first part focuses on the resources, financial, human resource and so on and the second part highlights the actual process and the reaction of the participants in the programme in order to understand the effectiveness of the programme.

- 2) **Acquisition:** This analysis focuses on the potentiality of the participants involved in the programme to grasp or acquire.
- 3) **Application:** This is in a way related to the previous analysis of acquisition. In this the actual application of knowledge and skills acquired is focused on.
- 4) **Outputs:** This relates to the products or services that are delivered to external clients.
- 5) **Outcomes:** This analysis highlights the value of the outputs (the aggregated products or services) delivered to external clients and their clients and ultimately to society.

4.5.5 CIRO Model (Content, Input, Reaction and Outcome)

The CIRO model was developed by Birdet al. The main elements of this model are Content, Input, Reaction and Outcome. It is very similar to the CIPP model. The main advantage of the CIRO model is that the objectives (context) and the training equipment (input) are taken in to consideration during the evaluation. The main elements of the model are discussed as follows:

- 1) **Context evaluation:** This evaluation is concerned with factors such as the effective identification of training needs and the setting of objectives with focus on organisation's culture and climate. The context in which the programme is to be implemented is given utmost importance.
- 2) **Input evaluation:** This evaluation is concerned with the design and implementation of the training activity.
- 3) **Reaction evaluation:** It focuses on collecting and using information about the quality of trainees' experiences.
- 4) **Outcome evaluation:** It highlights the achievements gained from the activity. The activities are assessed at three levels: (a) immediate, (b) intermediate, and (c) ultimate evaluation. The focus is on the end results of the evaluation. Immediate evaluation attempts to measure changes in knowledge, skill, or attitude before a participant returns to the job. Intermediate evaluation refers to the impact of training on job performance and transfer of learning on the job. And ultimate evaluation attempts to assess the impact of training on departmental or organisational performance in terms of overall results.

Third Wave Consulting

After ten years of Weisbord six box model the new concept of third wave managing and consulting was introduced by him, in which Weisbord reconsidered the issues of diagnosis and intervention. Third wave indicates that the world has progressed through the agricultural revolution (first wave), industrial revolution(second wave) and information and technological revolution (third wave).Weisbord did not believe in problem centered model to help people in achieving the desired organisational diagnosis, instead he preferred wellness to achieving the desired outcome. The third wave consultant focuses on assessing the potential for action, getting the whole system in the room, focusing on the future and structuring tasks that people can do for themselves. This optimistic goal oriented view helps the organisation in the evaluation process.

Self Assessment Questions

1) Describe Kirkpatrick's model of evaluation?

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2) Discuss Kaufman model.

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3) What is third wave consulting?

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4.6 LET US SUM UP

With the help of this unit we discussed the concept of programme evaluation and also described its relevance in an organisational set up. We discussed about the type of evaluation, stages of programmes and more importantly the various models of programme evaluation.

A programme is often taken in an organisation in order to enhance productivity or profitability. A huge investment in terms of finance, human resource, time and efforts is made in order to make a particular programme successful. Thus with this kind of investment systematic planning, management and evaluation of these programmes is very important in order to ensure success of the programme and also in order to make decisions about programmes to be conducted in future. The organisation thus needs to focus and prioritize programme evaluations in their setup.

4.7 UNIT END QUESTIONS

- 1) Discuss the concept programme evaluation in organisational development.
- 2) Describe various types of evaluation.
- 3) Highlight the stages of programme evaluation.
- 4) Discuss how the Kirkpatrick's model is more effective for programme evaluation in organisation development?
- 5) Highlight Kaufman's Five Levels of Evaluation.
- 6) Compare CIRO and CIPP model for evaluation.

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