
UNIT 1 DEFINITION, FACTORS TO BE CONSIDERED, NATURE AND CLASSIFICATION OF OD INTERVENTIONS

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1.0 INTRODUCTION

In this unit we will be dealing with organisational development. We start with Meaning of organisational development, definition, characteristics and process of OD. We then discuss the role of a consultant in organisational development. The next section deals with OSD interventions in which we start with definition and concept of of OD interventions. Then we discuss the various factors that are associated with OD interventions. Then the discussion passes on to the readiness for change and OD interventions. Whether the organisation has the capability to change and what the cultural contexts in which the OD intervention is to be taken up and how the cultural factors affect OD interventions. Then we take up the capabilities of the change

agent. Following this we deal with organisational issues, and the the implementation rules thereof. We then discuss the nature and classification of OD intervention and deal with human processes, the techno structural factors and the management of human resources. Finally we discuss the major aspects of the OD intervention activities

1.1 OBJECTIVES

After completing this unit, you will be able to:

- Define and give the meaning of organisational development;
- Describe the characteristics of OD;
- Explain the Process of OD;
- Analyse the role of consultant in OD;
- Elucidate the objectives and values of OD;
- Define and conceptualise OD Interventions;
- Delineate the factors of OD interventions;
- Analyse the readiness for change through OD;
- Discuss the organisational issues;
- Classify the organisational interventions; and
- Elucidate the major families of OD intervention activities.

1.2 MEANING OF ORGANISATIONAL DEVELOPMENT

Change has become a way of life for most organisations. Pressures from increasing competition, globalisation, technological developments and other forces have created an environment that rewards organisations that are capable of identifying trends and issues and responding quickly to them. The element of HRD that can best enable organisations to embrace and manage change is organisation development. It is not entirely clear as to who coined the term “Organisation Development” but in all probability it was Robert Blake, Herbert Shephard and Jane Mouton. The OD movement gained tremendous momentum by 70s and is increasingly applied throughout the globe in the present day. It has now been evolved into accepted field of study and professional practice. It has been estimated that in USA alone more than 5000 persons refer themselves as OD practitioners. Early OD efforts primarily addressed first order change that is, making moderate adjustments to the organisation, its people and its processes. Today the demands of the organisation are so great that the second order change is required in many instances. The fundamental nature of work and organisation is changing.

Organisation development most frequently referred to as OD is a systematic and practical approach to launching and defusing change in organisations. It is not a one time training or development program but is an ongoing and cycling process. It is a complex educational strategy which aims to bring about a better fit between human beings who work in organisations and expect things to take place as they visualise and the busy, unrelenting environment, with its insistence on adapting to changing times. OD is employed as “comprehensive strategy for organisation improvement”.

1.2.1 Definition of OD

Organisational development is a process that is an identifiable flow of interrelated events moving overtime towards goals of organisational improvement and individual development. It is a journey and not a destination. Organisational development is an effort planned, organisation – wide and managed from the top to increase organisation effectiveness and health through planned interventions in the organisation's processes using behavioural science knowledge (Beckhard, 1996). Organisational development is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values and structure of organisations so that they can better adapt to new technologies, markets and challenges and the dizzying rate to change itself (Bennis, 1969). OD can be defined as a planned and sustained effort to apply behavioural science for system improvement, using reflexive, self analytic methods. (Schmuck and Miles, 1971). The aims of OD are...enhancing congruence between organisational structure, processes, strategy, people and culture, developing new and creative organisational solutions and developing the organisations self renewing capacity. (Beer, 1980). OD is a systematic application of behavioural science knowledge to the planned development and reinforcement of organisational strategies, structures and processes for improving organisation's effectiveness. (Cummings and Worley, 1993). To sum up, Organisational Development is a long-term effort, led and supported by top management, to improve an organisation's visioning, empowerment, learning and problem-solving processes, through an ongoing, collaborative management of organisation culture – with special emphasis on the culture of intact work teams and other team configurations- using the consultant- facilitator role and the theory and technology of applied behavioural science, including action research.

The field of OD is so rapidly changing that in few years the label of OD may be applied to somewhat different set of activities. Every program is unique as every organisation has unique problems and opportunities. Organisational development is both a professional field of social action and an area of scientific inquiry. The practice of OD covers a wide spectrum of activities with a lot of variations. It emphasises both macro and micro organisational changes: macro changes are intended to ultimately improve the effectiveness of the organisation, whereas micro changes are directed at individuals, small groups and teams. The fundamental difference between organisational development and other organisation improvement programs is found in the OD consultant's role and relationship to clients.

1.2.2 Characteristic of OD

- 1) **Long Range Effort:** OD is not designed to solve short term temporary or isolated problems. It is long term approach meant to elevate the organisation to a higher level of functioning by improving the performance and satisfaction of organisation members.
- 2) **Broad Based:** OD is used broadly to describe a variety of change programs. It essentially deals with big picture – The Organisation.
- 3) **Dynamic Process:** OD includes the effort to guide and direct change as well as to cope with or adopt to impose change.
- 4) **System View:** OD utilises system thinking. It is based on an open, adaptive system concept. It recognises organisation structure and management performance are mutually interdependent. The organisation is treated as an interrelated whole and no part of the organisation can be changed without affecting other parts.

- 5) **Research Based:** Most OD interventions are research based, not just introspect employees rather collect data, evaluate and take decisions.
- 6) **Goal Setting and Planning:** Since OD is concerned with the entire organisation, the change agents define goals of the group and will see to it that together they all work to achieve the goal.
- 7) **Normative re-educative strategy:** OD is based on the principle that “norms found the basis of behaviour and change is re-educative process of replacing old by new ones”.

1.2.3 Process of OD

- 1) Plan the changes and the process of change, necessarily, in consultations with the trained and experienced consultants/behavioural experts by advising the top management and seek their approval. It is primarily initiated by the top management.
- 2) Change the attitudes and habits of individuals, particularly, in the areas of interpersonal behaviour.
- 3) Create a team culture in the organisation.
- 4) Work out appropriate new structures.
- 5) Solve short term day-to-day and long term problems involving external and internal change.

1.2.4 Role of a Consultant in Organisational Development

OD consultants establish a collaborative relationship of relative equality with the organisation members as they together identify and take action on problems and opportunities. The role of the OD consultant is to structure activities to help organisation members learn to solve their own problems and learn to do it better over time. They do not provide solutions to the problems but create learning situations in which problems are identified and solutions are developed. The aim of leaving the organisation members better able to solve their own problems is a distinctive feature of organisation development. As an organisational development consultant, the person is devoted to developing organisations and the people in them through planned change. This includes working with individuals, teams and large systems.

The organisational development consultant (OD consultant) can take a variety of approaches to the role ranging from expert to process consultant. They can operate from the process consultant model which means that the consultant partners with his clients to identify problems and create solutions. The point of this approach is to leave the client system more capable of diagnosing and solving its own problems in the future. Rather than foster dependency, the consultant's aim is to foster independence.

By its nature, OD consulting is fresh and unique to each client situation. Many organisations need outside help to continue or improve their operations. As an organisational development consultant, the person's role is to assist the company in determining what its main problems are, how to cope effectively with them, and how to manage any resistance to changes.

One of the first roles of an organisational development consultant is to identify, quantify, and accurately describe problems within the company. This is not as easy as it sounds. The issues often are complex, multifaceted, and intertwined with one

another. Observation and employee questionnaires are two tools consultants often use to determine areas of trouble.

Solving a company's problems is at the heart of organisational development consulting. After changes are recommended, consultants advise employers on the best way to implement them while causing the least amount of disruption to the business's day-to-day operations.

One of the greatest challenges faced by organisational development consultants is helping employees accept any changes that are recommended. Consultants should be encouraged to make employees part of the change process whenever possible, valuing the input they provide. Employees are less likely to resist changes that they helped implement.

1.2.5 Objectives and Values of OD

OD is way of looking at the whole humanistic side of organisational life. OD emphasises on the human dimension of an organisation consisting of main humanistic values: 1) Opportunities to people to function like human beings rather than be treated as mere inputs. 2) Opportunities for individual and the organisation to develop to their full potential. 3). Increasing the effectiveness of individual and organisation. 4) Creating an organisational environment that generates exciting and challenging work. Thus it focuses on the following objectives:

- 1) Improving mutual trust and emotional support among all the employees.
- 2) Promoting, in a healthy manner, incidences of intra-group and inter-group confrontations.
- 3) Creating a culture in which authority is based on knowledge and skills.
- 4) Encouraging open communication bottom up, top down, sideways and diagonally.
- 5) Increasing the level of enthusiasm and satisfaction among the employees.
- 6) Promoting problem solving culture.
- 7) Improving individual employee participation and group participation to plan and implement.
- 8) To find Synergistic solutions to problem with greater frequency.

Self Assessment Questions

- 1) What is the role of the consultant in Organisation Development Intervention?
 - a) Team building
 - b) Group Development
 - c) Structuring activities
 - d) Behaviour modification
- 2) OD objectives do not focus on which of the following?
 - a) Promoting problem solving culture
 - b) find synergistic solutions
 - c) open communication
 - d) Survey feedback
- 3) The organisation is treated as an interrelated whole and no part of the organisation can be changed without affecting other parts is _____
 - a) Sensitivity training
 - b) goal setting
 - c) Group development
 - d) Systems view

1.3 DEFINITION AND CONCEPT OF OD INTERVENTIONS

OD interventions are sets of structured activities in which selected organisational units (target groups or individuals) engage in a task or a sequence of tasks with the goal of organisational improvement and individual development. Interventions constitute the action thrust of organisation development. Behind every program is an overall game plan or intervention strategy. This plan integrates the problems or opportunity to be addressed, the desired outcomes of the program, and the sequencing and timing of the various interventions. Intervention strategies are based on diagnosis and the goals desired by the client system. The number of OD intervention is not small but they all vary in range and depth into the penetration into the organisational system and the purpose they serve. Most of the OD interventions are inherited from the predecessor – the Human Relation Movement. OD intervention is not a management development, not exclusively concerned with people, not a no fail formula, not aimed at simply making organisation more productive and efficient, not gimmick or Fad, not a separate discipline.

The different interventions are needed to serve different purposes in the organisation. It is difficult to classify OD interventions because of their overlapping and interrelated nature, for instance French and Bell designated 12 families of intervention. OD practitioner employs any one or range of these interventions depending on the nature of the problem. They are:

Diagnostic, Team building, Intergroup Activities, Survey Feedback Method, Education and Training Programs, Techno Structural Activity, Process consultation, The Management Grid, Mediation and Negotiation Activities, Coaching and Counseling and Career planning and goal setting activities.

1.3.1 Factors of OD Interventions

In OD, three major criteria define an effective intervention:

- 1) the extent to which it fits the needs of the organisation;
- 2) the degree to which it is based on causal knowledge of intended outcomes; and
- 3) the extent to which it transfers change-management competence to organisation members.

The first criterion concerns the extent to which the intervention is relevant to the organisation and its members. Effective interventions are based on valid information about the organisation's functioning; they provide organisation members with opportunities to make free and informed choices; and they gain members' internal commitment to those choices. Valid information is the result of an accurate diagnosis of the organisation's functioning. It must reflect fairly what organisation members perceive and feel about their primary concerns and issues. Free and informed choice suggests that members are actively involved in making decisions about the changes that will affect them.

It means that they can choose not to participate and that interventions will not be imposed on them. Internal commitment means that organisation members accept ownership of the intervention and take responsibility for implementing it. If interventions are to result in meaningful changes, management, staff, and other relevant members

must be committed to carrying them out. The second criterion of an effective intervention involves knowledge of outcomes. Because interventions are intended to produce specific results, they must be based on valid knowledge that those outcomes actually can be produced. Otherwise there is no scientific basis for designing an effective OD intervention. Unfortunately, and in contrast to other applied disciplines such as medicine and engineering, knowledge of intervention effects is in a rudimentary stage of development in OD. Much of the evaluation research lacks sufficient rigor to make strong causal inferences about the success or failure of change programs. Moreover, few attempts have been made to examine the comparative effects of different OD techniques. All of these factors make it difficult to know whether one method is more effective than another.

Despite these problems, more attempts are being made to assess systematically the strengths and weaknesses of OD interventions and to compare the impact of different techniques on organisation effectiveness. The third criterion of an effective intervention involves the extent to which it enhances the organisation's capacity to manage change. The values underlying OD suggest that organisation members should be better able to carry out planned change activities on their own following an intervention. They should gain knowledge and skill in managing change from active participation in designing and implementing the intervention. Competence in change management is essential in today's environment, where technological, social, economic, and political changes are rapid and persistent. They include the following are situational factors that must be considered in designing any intervention: the organisation's readiness for change, its change capability, its cultural context, and the change agent's skills and abilities.

1.3.2 Readiness for Change

Intervention success depends heavily on the organisation being ready for planned change. Indicators of readiness for change include sensitivity to pressures for change, dissatisfaction with the status quo, availability of resources to support change, and commitment of significant management time. When such conditions are present, interventions can be designed to address the organisational issues uncovered during diagnosis. When readiness for change is low, however, interventions need to focus first on increasing the organisation's willingness to change.

1.3.3 Capability to Change

Managing planned change requires particular knowledge and skills, including the ability to motivate change, to lead change, to develop political support, to manage the transition, and to sustain momentum. If organisation members do not have these capabilities, then a preliminary training intervention may be needed before members can engage meaningfully in intervention design.

1.3.4 Cultural Context

The national culture within which the organisation is embedded can exert a powerful influence on members' reactions to change, so intervention design must account for the cultural values and assumptions held by organisation members. Interventions may have to be modified to fit the local culture, particularly when OD practices developed in one culture are applied to organisations in another culture. For example, a team-building intervention designed for top managers at an American firm may need to be modified when applied to the company's foreign subsidiaries.

1.3.5 Capabilities of the Change Agent

Many failures in OD result when change agents apply interventions beyond their competence. In designing interventions, OD practitioners should assess their experience and expertise against the requirements needed to implement the intervention effectively. When a mismatch is discovered, practitioners can explore whether the intervention can be modified to fit their talents better, whether another intervention more suited to their skills can satisfy the organisation's needs, or whether they should enlist the assistance of another change agent who can guide the process more effectively. The ethical guidelines under which OD practitioners operate requires full disclosure of the applicability of their knowledge and expertise to the client situation. Practitioners are expected to intervene within their capabilities or to recommend someone more suited to the client's needs.

1.3.6 Contingencies Related to the Target of Change

OD interventions seek to change specific features or parts of organisations. These targets of change are the main focus of interventions, and researchers have identified two key contingencies related to change targets that can affect intervention success: the organisational issues that the intervention is intended to resolve and the level of organisational system at which the intervention is expected to have a primary impact.

1.4 ORGANISATIONAL ISSUES

Organisations need to address certain issues to operate effectively. These issues along with the OD interventions are intended to resolve them. It shows the following four interrelated issues that are key targets of OD interventions:

- 1) **Strategic issues:** Organisations need to decide what products or services they will provide and the markets in which they will compete, as well as how to relate to their environments and how to transform themselves to keep pace with changing conditions. These strategic issues are among the most critical facing organisations in today's changing and highly competitive environments. OD methods aimed at these issues are called strategic interventions. The methods are among the most recent additions to OD and include integrated strategic change, mergers and acquisitions, trans-organisational development, and organisation learning.
- 2) **Technology and structure issues:** Organisations must decide how to divide work into departments and then how to coordinate among those departments to support strategic directions. They also must make decisions about how to deliver products or services and how to link people to tasks. OD methods for dealing with these structural and technological issues are called techno-structural interventions and include OD activities relating to organisation design, employee involvement, and work design.
- 3) **Human resources issues:** These issues are concerned with attracting competent people to the organisation, setting goals for them, appraising and rewarding their performance, and ensuring that they develop their careers and manage stress. OD techniques aimed at these issues are called human resources management interventions.
- 4) **Human process issues:** These issues have to do with social processes occurring among organisation members, such as communication, decision making, leadership, and group dynamics. OD methods focusing on these kinds of issues

are called human process interventions; included among them are some of the most common OD techniques, such as conflict resolution and team building.

1.4.1 Rules for Implementation

There are rules for managing the implementation process.

- 1) Maximize diagnostic data: In general, interventions will provide data needed to make subsequent intervention decisions should come first.
- 2) Maximize effectiveness: Interventions should be sequenced so that early intervention enhances the effectiveness of subsequent interventions.
- 3) Maximize efficiency: Interventions should be sequenced to conserve organisation resources such as time, energy and money.
- 4) Maximize speed: Interventions should be sequenced to maximize the speed which ultimate organisational improvement is attained.
- 5) Maximize relevance: Interventions that management sees as most relevant to indicate problems should come first.
- 6) Minimize Psychological and organisational strain: A sequence of intervention should be chosen that is least likely to create dysfunctional effects such as and insecurity, distrust, dashed expectations, psychological damage to people, and anticipated and unwanted effects on organisational performance.

Self Assessment Questions 2

- 1) Interventions will provide data needed to make subsequent intervention decisions should come first to———.
 - a) Maximize efficiency
 - b) Maximize diagnostic data
 - c) Maximize relevance
 - d) Maximize speed
- 2) These —— are among the most critical facing organisations in today's changing and highly competitive environments.
 - a) Technology issues
 - b) Cultural issues
 - c) Human resource issues
 - d) Strategic issues
- 3) Issues that have to with social processes occurring among organisation members, such as communication, decision making, leadership, and group dynamics are———.
 - a) Human process issues
 - b) Technology issues
 - d) Cultural issues
 - d) Strategic issues

1.5 NATURE AND CLASSIFICATION OF OD INTERVENTIONS

Different interventions have different dynamics; they do different things because they are based on different casual mechanisms. It is important to know the underline casual mechanisms of interventions to ensure the interventions fit the desire outcome.

Interventions do different things; they cause different things to happen. One intervention's major result may be increasing interaction and communication between

parties. Other interventions' major results may be increasing feedback, or increasing accountability. These differential results are often exactly what is needed to produce change in the particular situations. There are some of the results one can expect from OD intervention: Feedback, Awareness of changing socio cultural norms or dysfunctional current norms, increased interaction and communication, Confrontation, education, participation, increased accountability, increased energy and optimism.

Following are some of the OD interventions given under four major classifications:

1.5.1 Human Processes

T group, process consultation, third party intervention, team building, organisational confrontation meetings, survey research.

1.5.2 Techno Structural

Formal structural change, differentiation and integration, cooperative union-management projects, total quality management, kaizen, quality circles, work design.

1.5.3 Human Resource Management

Goal setting, performance appraisal, reward systems, career planning and development, managing work force diversity, employee wellness.

Strategic: Integrated strategic management, culture change, strategic change, self designing organisations.

1.5.4 Interventions Based On the Underlying Causal Mechanisms

Robert Blake and Jane Mouton identified the following types of interventions based on the underlying causal mechanisms:

- 1) *Discrepancy intervention*, which calls attention to a contradiction in action or that then, leads to exploration.
- 2) *Theory intervention*, where behavioural science knowledge and theory are used as plain present behaviour and assumptions underlying the behaviour.
- 3) *Procedural intervention*, which represents a critiquing of how something is, be done to determine whether the best methods are being used.
- 4) *Relationship intervention*, which focuses attention on interpersonal relations (particularly those where there are strong negative feelings) and surfaces the exploration and possible resolution.
- 5) *Experimentation intervention*, in which two different action plans are tested for consequences before a final decision on one is made.
- 6) *Dilemma intervention*, in which an imposed or emergent dilemma is used to force examination of the possible choices involved and assumptions underlying them
- 7) *Perspective intervention*, which draws attention away from immediate actions and demands and allows a look at historical background, context and future objectives order to assess whether or not the actions are “still on target”.
- 8) *Organisational structure intervention*, which calls for examination and evaluation structural causes for organisational ineffectiveness.

- 9) *Cultural intervention*, which examines traditions, precedents, and practices- the of the organisation's culture- in a direct, a focused approach.

1.6 MAJOR “FAMILIES” OF OD INTERVENTION ACTIVITIES

The inventory of OD interventions is quite extensive. We will explore several classification schemes here to help you understand how interventions “clump” together terms of (1) the objectives of the interventions, and (2) the targets of the interventions. Becoming familiar with how interventions relate to one another is useful for planning the overall OD strategy. The major “families” of OD intervention activities are:

- 1) *Diagnostic Activities*: Fact finding activities designed to ascertain the state of the system. The status of a problem, the “way things are.” Available methods range from projective devices such as “build a college that represents your place in this organisation” to the more traditional data collection methods of interviews, questionnaires, surveys, meetings, and examining organisational records.
- 2) *Team Building Activities*: Activities designed to enhance the effective operation of system teams. These activities focus on the task issues, such as the way things are done, the skills and resources needed to accomplish tasks, the quality of relationship among the team members or between members and the leader, and how well the team gets its job done.
- 3) *Intergroup Activities*: Activities designed to improve the effectiveness of interdependent groups-groups that must work together to produce a common output.
- 4) *Survey Feedback Activities*: Activities that rely on questionnaire surveys to generate information that is then used to identify problems and opportunities.
- 5) *Education and Training Activities*. Activities designed to improve individual's skills, abilities and knowledge. Several activities are available and several approaches possible.
- 6) *Techno structural or Structural Activities*: Activities designed to improve the effectiveness of organisational structures and job designs. The activities may take the form of (a) experimenting with new organisation structures and evaluating their effectiveness in terms of specific goals or (b) devising new ways to bring technical resources to bear on problems.
- 7) *Process Consultation Activities*: Activities that “help the client to perceive understand and act upon process events which occur in the client's environment.” These activities perhaps more accurately describe an approach, a consulting mode in which the client gains insight into the human processes in organisation and learns skills in diagnosing and managing them.
- 8) *Grid Organisation Development Activities*: Activities developed by Robert Blake and Jou Mouton, which constitute a six phase change model involving the total organisations internal resources are developed to conduct most of the programs, which may take from to five years to complete.
- 9) *Third- party Peacemaking Activities*: Activities conducted by a skilled consultant (the third party). Designed to “help two members of an organisation manage their interpersonal conflict”.

- 10) *Coaching and Counseling Activities*: Activities that entail the consultant or other organisation member working with individual to help (a) define learning goals, (b) learn how others see their behaviour, and (c) learn new behaviours to help them better achieve their goals.
- 11) *Life and Career Planning Activities*: Activities that enable individuals to focus on their and career objectives and how to go about achieving them. Structured activities include producing life and career inventories, discussing goals and objective and assessing abilities, needed additional training and area of strength and deficiency.
- 12) *Planning and Goal Setting Activities*: that include theory and experience in planning and goal setting problem-solving models, planning paradigms, ideal organisations status real organisation “discrepancy” models, and the like.
- 13) *Strategic management Activities*: Activities that help key policymakers to reflect systematically on the organisation’s basic mission and goals and environmental demands, thrums and opportunity and to engage in long-range action planning of both a reactive and active nature.
- 14) *Organisational Transformation Activities*: Activities that involve large scale system change activities designed to fundamentally change the nature of the organisation.

Self Assessment Questions 3

- 1) Which of these is not labeled as Organisation Development Intervention?
 - a) Team building
 - b) Group Development
 - c) Process consultation
 - d) Behaviour modification
- 2) _____ is an intervention that helps to motivate people to contribute towards a future that is desirable.
 - a) Behaviour modifications
 - b) Visioning
 - c) Sensitivity Training
 - d) Survey feedback
- 3) Activities designed to improve the effectiveness of organisational structures and job designs are_____
 - a) Tecno structural activity
 - b) Team building activity
 - c) Coaching and counseling activities
 - d) Inter group activity

1.7 LET US SUM UP

Each of these families of intervention includes many activities. They involve both conceptual material and actual experience with the phenomenon being studied. Some families are directed toward specific, targets, problems or processes. Another way to classify OD interventions is by the primary target of the intervention, for example, individuals, dyads and triads, teams and group, intergroup relations, and the total organisational.

1.8 UNIT END QUESTIONS

- 1) “Organisational development has become imperative in view of dynamics of external environmental conditions and internal tensions and strain”. Justify this statement.
- 2) What is an OD Intervention? Discuss its concept and nature.
- 3) Describe the factors to be considered for OD interventions.
- 4) Discuss the types of interventions based on the underlying causal mechanisms given by Robert Blake and Jane Mouton.
- 5) Elucidate the major “families” of OD intervention activities.

1.9 SUGGESTED READINGS

Cummings, T.G. & Worley, C.G., *Organisational Development and Change*, Thomson: Singapore.

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UNIT 2 SELECTION AND ORGANISING OF INTERVENTION ACTIVITIES

Structure

2.0 Introduction

2.1 Objectives

2.2 Selection of Organisational Development Intervention Activities

2.2.1 Framework of OD Intervention Activities

2.2.2 Issues to be considered while Selecting OD Intervention Activities

2.2.2.1 Factors that Impact the Success of OD Interventions

2.2.2.2 Assumptions about the Nature and Functioning of Organisations

2.3 Designing of OD Interventions

2.3.1 Designing Interventions

2.3.2 Definition of Effective Interventions

2.3.3 Specific Roles

2.3.4 Steps in Designing the Intervention Strategy

2.4 Organising of OD Intervention Activities

2.5 Let Us Sum Up

2.6 Unit End Questions

2.7 Suggested Readings

2.0 INTRODUCTION

In this unit we are dealing with selection and organising of intervention activities. In this we first discuss the framework of Organisational Development intervention activities. Selection of organisational development intervention activities requires a framework of OD interventions which are presented in this section. Following this is the issues to be considered while selecting OD intervention. The next section deals with the factors that impact OD interventions and how to design OD interventions and the steps thereof are discussed in the next section. The next section deals with organising of OD intervention activities which involves guidelines in selecting the OD interventions, the work setting itself in which the programme will be introduced and the rewards system that goes to make the programme a success.

2.1 OBJECTIVES

After completing this unit, you will be able to:

- Define organisational development Interventions;
- Describe its characteristics;
- Explain the Selection of organisational development intervention activities;
- Elucidate the framework for OD intervention activities;
- Describe the different OD interventions;
- Elucidate the steps required to introduce OD interventions;
- Explain how to design OD intervention activities; and
- Describe the specific roles and steps in designing OD interventions.

2.2 SELECTION OF ORGANISATIONAL DEVELOPMENT INTERVENTION ACTIVITIES

An organisation development intervention is a sequence of activities, actions, and events intended to help an organisation improve its performance and effectiveness. Intervention design, or action planning, derives from careful diagnosis and is meant to resolve specific problems and to improve particular areas of organisational functioning identified in the diagnosis. OD interventions vary from standardised programs that have been developed and used in many organisations to relatively unique programs tailored to a specific organisation or department.

All OD programs have three basic components: diagnosis, action and program management. The diagnostic component represents a continuous collection of data about the total system, its subunits, its processes and its culture. The action component consists of all the activities and interventions designed to improve organisation's functioning. The program management component encompasses all activities designed to ensure success of the program. While diagnosing the state of the system, focusing on the client's concerns, strengths, problem areas, unrealised opportunities and discrepancy between vision of desired future and the current situation will give a valuable input for the correct selection made regarding the OD intervention activity. The selection of the OD intervention activity will also be influenced by the approach that is taken towards these components. It will also be determined by the framework of OD intervention activities that is used to obtain the diagnostic data.

2.2.1 Framework of OD Intervention Activities

While making a selection of the OD intervention activity two types of frameworks to classify interventions are identified: process models and content models. This also helps to choose the intervention which suits the requirements. *Process models* explain the intervention process or strategy. These models communicate the "do's" and "don'ts" or blueprints of interventions ranging from the early stages of diagnosis of the need of OD in the workplace, through conducting changes and evaluating the results. We find them to be potentially useful in helping organisations follow critical issues as interventions unfold. The process models have a distinctive focus on the approach or steps taken to institute interventions in the organisation. These process guides vary on the elements of focus in an intervention but they are all loosely consistent with models seen in the general management (e.g. decision making, change management) and health and safety literatures (e.g. risk assessment).

Content models or *taxonomies* on the other hand are more concerned with the elements of the job, person or organisation that need to change. These taxonomies use features that *characterise* the intervention such as the popular primary, secondary and tertiary classification of interventions. They are useful for listing any number of intervention strategies found in organisations (e.g., EAPs, Job design) but are seriously lacking in their ability to help organisations choose which type of intervention best deals with identified problems. The content models or taxonomies found in the literature represent the organisational, job, individual or other content areas in which changes can be brought. In their simplest form these models are a catalogue of such human resource techniques or programs (e.g., EAPs, Role Clarification, Job Design, and Relaxation). They vary on the characteristics by which they categorise the strategies. In some cases, the classification lends itself to reviewing the major types of interventions in the literature because of a focus on main differentiating (theoretical) elements of focus. Parkes and Sparkes (1998) divide interventions into two major types—

Socio-technical interventions and psychosocial interventions. In this scheme, the socio-technical interventions—which are also techno-structural—are primarily concerned with changes to objective/structural aspects of the work situation (e.g., staffing levels, work schedules, company mergers, work patterns, staff meetings) which have implications for the stress, health and job satisfaction among the personnel concerned”. They view these interventions as most likely to manipulate objective work conditions and therefore more readily amenable to systematic study. They might also be seen as consisting of mostly primary interventions focusing on the objectives.

To better guide research and interventions, we propose an *evidence-based framework* as a hybrid model. Evidence-based practices or interventions are quickly gaining momentum in numerous medical and social fields. Put simply, they prescribe interventions based on evidence. Such requires a clear explanation and evidence of the sources of problems (e.g. stressors) and their consequences so as to then propose and evaluate interventions that are expected to deal with the problem in its entirety. Within context, the framework communicates the evidence that exist for interventions relating to the problems. It is an improvement over the content models that simply list intervention methods with little to no reference to the problems as it intends to address, and requires that an account of the strength of existing evidence is taken. If interventions are bunched into a “broad” grouping, the limited research does suggest success for “Socio-technical” interventions. Interventions of this type center on objective changes in the work-environment which include elements related to job design in most instances. So changes in workload and schedules, for instances, seem to have important effects on well-being and performance. Evidence is mixed for psychosocial types of interventions. These are “approaches intended to change employees’ perceptions of the work environment through strategies such as increasing participation, communication and social support, reducing role ambiguity and conflict, and enhancing control over work tasks”.

2.2.2 Issues to be Considered while Selecting OD Intervention Activities

Organisational development interventions refer to the techniques (methods) created by OD professionals, coaches and mentors to help solve the pressing problems of organisations who seek their services. A single organisational consultant cannot use all the interventions available in his arsenal. It is always preferable to use interventions when the need arises. This therefore calls for an effective understanding of the organisation, its needs and the problems it is facing so as to make sure that the right intervention tools solve the right kinds of problems.

2.2.2.1 Factors that Impact the Success of OD Interventions

1) Factors relating to Change Situation

These relate to the environment of the organisation and include the physical and human environment.

Readiness for Change: Intervention success depends heavily on the organisation being ready for planned change.

Capability to Change: Managing planned change requires particular knowledge and skills including the ability to motivate change, to lead change, to develop political support, to manage transition, and to sustain momentum.

Cultural Context: The national culture within which an organisation is embedded

can exert a powerful influence on members' reactions to change, and so intervention design must account for the cultural values and assumptions held by organisation members.

Capabilities of the Change Agent (OD Consultant): The success of OD interventions depend to a great extent on the expertise, experience and talents of the consultant.

II) Factors Related to the Target of Change

These relate to the specific targets at which OD interventions are targeted. The targets of change can be different issues of the organisation and at different levels.

A) Organisational Issues

- 1) **Strategic Issues:** Strategic issues refer to major decisions of organisations such as what products or services to offer, which markets to serve, mergers, acquisitions, expansions, etc.
- 2) **Technology and Structure Issues:** These refer to issues relating to how organisations divide their work amongst departments and how they coordinate between departments.
- 3) **Human Resource Issues:** These issues are concerned with attracting competent people to the organisation, setting goals for them, appraising and rewarding their performance, and ensuring that they develop their careers and manage stress.
- 4) **Human Process Issues:** These issues have to do with social processes occurring among organisation members, such as communication, decision-making, leadership, and group dynamics.

B) Organisational Levels

OD interventions are aimed at different levels of the organisation: individual, group, organisation and trans-organisation (for example different offices of the organisation around the globe; or between organisation and its suppliers, customers, etc.) In addition to facing interrelated issues, organisations function at different levels—individual, group, organisation and trans-organisation. Thus, organisational levels are targets of change in OD.

For example, some techno-structural interventions affect mainly individuals and groups (for example, work design), whereas others impact primarily the total organisation (for example, structural design). Many OD interventions also have a secondary impact on the other levels. For example, structural design affects mainly the organisation level but can have an indirect effect on groups and individuals because it sets the broad parameters for designing work groups and individual jobs.

Again, practitioners need to think systemically. They must design interventions to apply to specific organisational levels, address the possibility of cross-level effects, and perhaps integrate interventions affecting different levels to achieve overall success. For example, an intervention to create self-managed work teams may need to be linked to organisation-level changes in measurement and reward systems to promote team-based work.

2.2.2.2 Assumptions about the Nature and Functioning of Organisations

There are many possible intervention strategies from which to choose. Several assumptions about the nature and functioning of organisations are made in the choice of a particular strategy. Beckhard lists six such assumptions:

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

2.3 DESIGNING OF OD INTERVENTIONS

2.3.1 Designing Interventions

An organisation development intervention is a sequence of activities, actions, and events intended to help an organisation improve its performance and effectiveness. Intervention design, or action planning, derives from careful diagnosis and is meant to resolve specific problems and to improve particular areas of organisational functioning identified in the diagnosis. OD interventions vary from standardised programs that have been developed and used in many organisations to relatively unique programs tailored to a specific organisation or department.

Behind every program is an overall game plan or intervention strategy. This plan integrates the problem or opportunity to be addressed, the desired outcomes of the program, and sequencing and timing of the various interventions. Intervention strategies are based on diagnosis and the goals desired by the client system. Designing OD interventions requires paying careful attention to the needs and dynamics of the change situation and crafting a change program that will be consistent with the previously described criteria of effective interventions. Current knowledge of OD interventions provides only general prescriptions for change. There is scant precise information or research about how to design interventions or how they can be expected to interact with organisational conditions to achieve specific results. Moreover, because the ability to implement most OD interventions is highly dependent on the skills and knowledge of the change agent, the design of an intervention will depend to some extent on the expertise of the practitioner. Two major sets of contingencies that can affect intervention success are: those having to do with the change situation (including the practitioner) and those related to the target of change. Both kinds of contingencies need to be considered in designing interventions.

2.3.2 Definition of Effective Interventions

The term intervention refers to a set of sequenced planned actions or events intended to help an organisation increase its effectiveness. Interventions purposely disrupt the status quo; they are deliberate attempts to change an organisation or subunit toward

a different and more effective state. In OD, three major criteria define an effective intervention:

- 1) the extent to which it fits the needs of the organisation;
- 2) the degree to which it is based on causal knowledge of intended outcomes; and
- 3) the extent to which it transfers change-management competence to organisation members.

The first criterion concerns the extent to which the intervention is relevant to the organisation and its members. Effective interventions are based on valid information about the organisation's functioning; they provide organisation members with opportunities to make free and informed choices; and they gain members' internal commitment to those choices. Valid information is the result of an accurate diagnosis of the organisation's functioning. It must reflect fairly what organisation members perceive and feel about their primary concerns and issues. Free and informed choice suggests that members are actively involved in making decisions about the changes that will affect them.

It means that they can choose not to participate and that interventions will not be imposed on them. Internal commitment means that organisation members accept ownership of the intervention and take responsibility for implementing it.

If interventions are to result in meaningful changes, management, staff, and other relevant members must be committed to carrying them out. The second criterion of an effective intervention involves knowledge of outcomes. Because interventions are intended to produce specific results, they must be based on valid knowledge that those outcomes actually can be produced. Otherwise there is no scientific basis for designing an effective OD intervention.

Unfortunately, and in contrast to other applied disciplines such as medicine and engineering, knowledge of intervention effects is in a rudimentary stage of development in OD. Much of the evaluation research lacks sufficient rigor to make strong causal inferences about the success or failure of change programs. Moreover, few attempts have been made to examine the comparative effects of different OD techniques. All of these factors make it difficult to know whether one method is more effective than another.

Despite these problems, more attempts are being made to assess systematically the strengths and weaknesses of OD interventions and to compare the impact of different techniques on organisation effectiveness. The third criterion of an effective intervention involves the extent to which it enhances the organisation's capacity to manage change. The values underlying OD suggest that organisation members should be better able to carry out planned change activities on their own following an intervention. They should gain knowledge and skill in managing change from active participation in designing and implementing the intervention. Competence in change management is essential in today's environment, where technological, social, economic, and political changes are rapid and persistent.

2.3.3 Specific Roles

There are at least three distinct sets of roles that must be fulfilled when designing and implementing intervention strategy – the change manager, the change agent, and the roles played by individuals within the system that is being changed. The *change manager* oversees the design of the intervention strategy. This person would have

overall responsibility for assessing the need for change, determining the appropriate intervention activities, implementing the strategy and evaluating the results. The *change agent* assists the change manager in developing and implementing change strategy. This person should have knowledge of OD theories, concepts, practices and research results so that he or she can advise the change manager on implementing issues and the efficacy of different intervention strategies. For example, if during the initial stages of designing the intervention strategy, the change manager lacks understanding of some of the key concepts of planned change, the change agent may act as a trainer and educator to ensure that these concepts are understood. The change agent must address himself to all of these hazards and obstacles. Some of the things which will help him are:

- 1) A real need in the client system to change
- 2) Genuine support from management
- 3) Setting a personal example: listening, supporting behaviour
- 4) A sound background in the behavioural sciences
- 5) A working knowledge of systems theory
- 6) A belief in man as a rational, self-educating being fully capable of learning better ways to do things.

The roles of *individuals* within the system that is the target of the intervention strategy are determined by the change manager. Change committees or task forces are important for helping to collect data, develop team skills and define the emerging tasks and roles within the system. Therefore to design an intervention strategy, the change manager with the help of the change agent and others in the system, must be able to diagnose the existing environment for change, develop and implement a plan of action and evaluate the results of the intervention to determine if the desired behavioural changes have occurred.

HRD practitioners have two primary roles in the design of OD interventions; first they can serve as change agents and second can play role in the design and implementation of OD interventions. OD interventions and labour relations are inextricably linked. If an organisation wants to bring about lasting change in a unionised work environment, management must first attempt to make labor relations a more rational process. They must view union leaders as partners in change and emphasise that their commitment to long term goals for change is important.

2.3.4 Steps in Designing the Intervention Strategy

Consistent with system theory, organisational issues are interrelated and need to be integrated with each other. Organisation's need to match answers to one set of questions, with answers to other sets of questions to achieve high levels of effectiveness. For example, decisions about gaining competitive advantage need to fit with choices about organisation structure, setting goals for and rewarding people, communication, and problem solving. Thus, intervention design must create change methods appropriate to the organisational issues identified and diagnosed. Moreover, because the organisational issues are themselves linked together, OD interventions similarly need to be integrated with one another. For example, a goal-setting intervention that tries to establish motivating goals may need to be integrated with supporting interventions, such as a reward system that links pay to goal achievement. The key point is to think systemically. Interventions aimed at one kind of organisational issue will invariably

have repercussions on other kinds of issues. Careful thinking about how OD interventions affect the different kinds of issues and how different change programs might be integrated to bring about a broader and more coherent impact on organisational functioning are critical to effective intervention activity. Some of the steps involved in designing the intervention strategy / activities are:

Diagnose the environment: Diagnosing the environment is an assessment process that focuses on determining the readiness of the target group to accept change. Force field analysis is essential to analyse the driving and restraining forces. To determine the effectiveness of the intervention activity it is required that the change manager reduces the resistance.

Organisation of report: The report begins with an overview of the theoretical framework underpinning our conceptualisation of problem areas. This allows all readers, familiar or new to the topic, to develop a common bearing for the concepts and terminology. That section is followed by a brief methods section wherein the scope of literature search is discussed, for the purposes of this mandate. This search led to the development of the report's core elements contained in both the results and recommendation sections. The results section overviews basic frameworks, models and strategies with commentary and criticism on their utility. Then it is proposed how a framework might best "evolve" from this review for the purposes outlined in objectives. The results section will then end with a brief summary of evidence related to objectives. The final section of the report will close with recommendations meant to guide the efforts of research and practices. In a practical sense, those factors that will assist organisations and researchers to make changes that are likely to have a positive impact are recommended

Preparation of the report: A preliminary report to serve as a discussion piece during a consultative symposium with invited international, national and local experts is prepared. This symposium report hereafter includes commentary received from these participants.

Literature search: The literature review for this work is conducted over a six-month period. The main goal of this search is to uncover any papers, articles or reports that refer to studies conducted on the intervention in the workplace, any reviews of such studies and any conceptual or theoretical papers reflecting on the topic.

Results of literature search: Several frameworks have been proposed as a means of integrating intervention strategies. Over twenty-six years ago, Newman and Beehr (1979) conducted what is considered to be a first comprehensive review of the literature and at that time presented a way of classifying intervention types. Elements of that method are still in evidence today and used for practical purposes within more elaborated systems of diagnosis and action (e.g., Cox et al, 2000). In fact, its elements are arguably part of other frameworks or models proposed.

Development of an action plan: Involves identifying specific target variables and determining the techniques that will be used to bring about change. The action plan specifies intervention strategy

Analysis and evaluation of the intervention choice: The analysis focuses on a thorough examination of the project objectives through this existing literature, conceptual models and the several competent, detailed reviews recently conducted. It also throws light in context of the related literature for the choice, success or failure of intervention activities.

Therefore the following objectives get fulfilled:

Objective 1 calls for a meaningful framework that integrates intervention strategies. Accordingly, several frameworks are identified and are reviewed.

Objective 2 deals with evaluating the effectiveness and efficiency of organisational intervention strategies.

Objective 3 corresponds to the implications of findings for research and organisational practice regarding the intervention activities. In the recommendation and conclusion section, the implications are examined.

Thus considering the following framework, issues assumptions and guidelines the intervention strategies and activities are selected and designed to suit the organisation and the individuals within.

Self Assessment Questions

- 1) What is the role of the *change manager* in OD Intervention activities?
 - a) Team functioning
 - b) assessing the need for change
 - c) oversees design of intervention
 - d) determining appropriate intervention activities
- 2) Which of these is not a framework model for OD interventions?
 - a) Process model
 - b) evidence- based framework
 - c) content model
 - d) human resource model
- 3) Factors Related to the Target of Change include———
 - a) Strategic Issues
 - b) Human Process Issues
 - b) Technology and Structure Issues
 - d) Systems issues

2.4 ORGANISING OF OD INTERVENTION ACTIVITIES

“Interventions” are principal learning processes in the “action” stage of organisation development. Interventions are structured activities used individually or in combination by the members of a client system to improve their social or task performance. They may be introduced by a change agent as part of an improvement program, or they may be used by the client following a program to check on the state of the organisation’s health, or to effect necessary changes in its own behaviour. “Structured activities” mean such diverse procedures as experiential exercises, questionnaires, attitude surveys, interviews, relevant group discussions, and even lunchtime meetings between the change agent and a member of the client organisation. Every action that influences an organisation’s improvement program in a change agent-client system relationship can be said to be an intervention.

Interventions range from those designed to improve the effectiveness of individuals through those designed to deal with teams and groups, intergroup relations, and the total organisation. There are interventions that focus on task issues (what people do), and those that focus on process issues (how people go about doing it). Finally, interventions may be roughly classified according to which change mechanism they tend to emphasise: for example, feedback, awareness of changing cultural norms, interaction and communication, conflict, and education through either new knowledge or skill practice.

Michel Beer suggest some guideline for choosing and sequencing intervention activities such as maximize diagnostic data, maximize effectiveness, maximize efficiency, maximize speed, maximize relevance and minimize psychological and organisational strain. There are some ways to structure activities to promote learning and change are better and some are worse. To structure activities in better ways some points help practitioner such as:

- Structure the activity to include the relevant people, affected by the problem or the opportunity.
- Structure the activity so that it is (a) problem oriented or opportunity oriented and (b) oriented to the problems and opportunities generated by the clients themselves.
- Structure the activity so that the goal is clear and the way to reach the goal is clear.
- Structure the activity to ensure a high probability of success.
- Structure the activity so that it contains both experience- based learning and conceptual learning,
- Structure the climate of the activity so those individuals are freed up rather than anxious or defensive.
- Structure the activity so that the participants learn both how to solve a particular problem and learn how to learn.
- Structure the activity so that individuals learn about task and process.
- Structure the activity so that individuals are engaged as whole persons, not segmented persons.

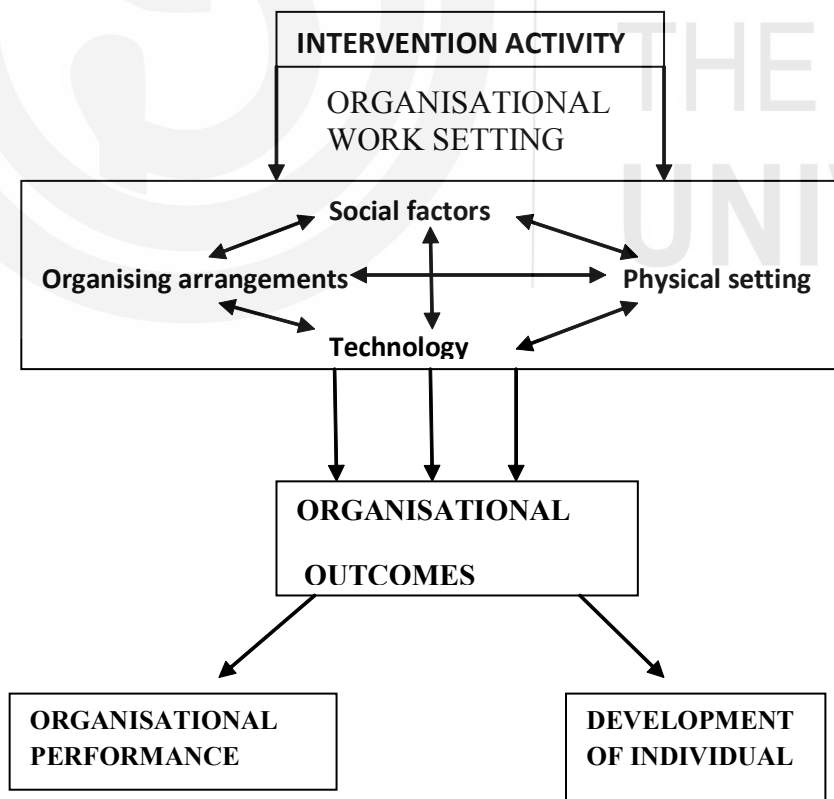


Fig. 1: Organisation and Implementation of Intervention for Organisational Development and Change

The figure above explains how the intervention activity will go through the organisational work setting and consider issues like social factors, physical setting, technology and

organising arrangements according to the requirements of the organisation to obtain organisational outcomes in the form of individual development and effective organisational performance.

Contingencies Related to the Change Situation: Researchers have identified a number of contingencies present in the change situation that can affect intervention success. These include individual differences among organisation members (for example, needs for autonomy), organisational factors (for example, management style and technical uncertainty), and dimensions of the change process itself (for example, degree of top-management support). Unless these factors are taken into account in designing an intervention, it will have little impact on organisational functioning or, worse, it may produce negative results. For example, to resolve motivational problems among blue-collar workers in an oil refinery it is important to know whether interventions intended to improve motivation (for example, job enrichment) will succeed with the kinds of people who work there. In many cases, knowledge of these contingencies results in modifying or adjusting the change program to fit the setting. In applying a reward-system intervention to an organisation, the changes might have to be modified depending on whether the firm wants to reinforce individual or team performance.

One of the most difficult tasks confronting the change agent is to help create in the client system a safe climate for learning and change. In a favourable climate, human learning builds on itself and continues indefinitely during man's lifetime. Out of new behaviour, new dilemmas and problems emerge as the spiral continues upward to new levels. In an unfavourable climate, in contrast, learning is far less certain, and in an atmosphere of psychological threat, it often stops altogether. Unfreezing old ways can be inhibited in organisations because the climate makes employees feel that it is inappropriate to reveal true feelings, even though such revelations could be constructive. In an inhibited atmosphere, therefore, necessary feedback is not available. Also, trying out new ways may be viewed as risky because it violates established norms. Such an organisation may also be constrained because of the law of systems: If one part changes, other parts will become involved. Hence, it is easier to maintain the status quo. Hierarchical authority, specialisation, span of control, and other characteristics of formal systems also discourage experimentation.

A few examples of interventions include team building, coaching, Large Group Interventions, mentoring, performance appraisal, downsizing, TQM, and leadership development.

The following are the different kinds of organisational development interventions:

- Sensitivity training
- Survey feedback
- Development discussion
- Goal setting and planning
- Team building and management objective.
- Managerial grid
- Job enrichment, participative management and quality circles.
- Process consultation intervention

- Inter-group Team-Building Interventions
- Third-Party Peacemaking Interventions
- Structural Interventions

These kinds of intervention can be used in various settings depending on the need of the organisation. Survey feedback intervention provides data and information to all the managers. Information related to the attitude, structure, working conditions will be included in the survey. Managers analyse the data pertaining to each and every employee and takes appropriate action. They try to analyse the problem, evaluate the result and correct the problem.

On the other hand, along the consultation process, the consultant meets all departments, work teams, and observes the interaction and skill levels of those working in those areas. Goal setting and planning goals are important for the overall strategic plans for the profitability of the organisation. Managerial grid identifies management behaviour on different ways. It looks into production-oriented factors as well as the employee-oriented factors and combines them to interact with each other. It also gives the structural view of the laboratory training. Managerial grid interventions also relate to the leadership skills.

Self Assessment Questions

- 1) To structure activities in better ways practitioner do the following_____
 - a) Structure activity for individuals to learn
 - b) Structure activity to ensure success
 - c) Structure day to day activities
 - d) Structure activity to include relevant people
- 2) Which of these is not an intervention activity?
 - a) Diagnostic process
 - b) Survey feedback
 - c) Development discussion
 - d) Sensitivity training
- 3) Survey feedback intervention provides data and information to all the managers about_____
 - a) attitude
 - b) structure
 - c) working conditions
 - d) all of these

2.5 LET US SUM UP

The growth of any organisation pulls its peoples to change their thinking toward organisational development interventions. People with planned and changed interventions can grow in organisations. An intervention forms the front view of any developed organisation. So it is important to follow and implement creative interventions. In implementing OD interventions, it is important to apply criteria to goals, experiment with alternative arrangements, establish inter unit task force, and identify key communicators and fire-able offenses.

An intervention forms the appropriate relationship between strategy and organisational development. So a development model is required to reflect the human resource management and structure to build the organisational development intervention. At

last an intervention makes a way for the effective business development with lots of competition.

2.6 UNIT END QUESTIONS

- 1) How can you ensure the success of the implementation of organisational development interventions in your organisation?
- 2) How will you know if you're using the right kind of intervention?
- 3) Why is the role of a manager critical to the success of the intervention?
- 4) Discuss the framework of OD intervention activities in context to the various related issues.
- 5) Describe the designing of OD intervention activities and the specific roles played at different levels by people in designing and implementing these activities.

2.7 SUGGESTED READINGS

Desimone, R.L., Werner, J.M. & Harris, D.M., *Human Resource Development*, Thomson: Singapore.

Dwivedi, R.S., *Human Relations And Organisational Behaviour: A Global Perspective*, Macmillan: ND

French, Wendell L & Bell, Cecill H Jr.: *Organisational Development: Behavioural Science Interventions For Organisational Improvement*, Pearson ND (LDA)

UNIT 3 TYPOLOGY OF INTERVENTIONS BASED ON TARGET GROUPS

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Typology of Interventions
- 3.3 Classification of OD Interventions Based on Target Groups
 - 3.3.1 Information Based Interventions
 - 3.3.2 Consequence Based Interventions
 - 3.3.3 Design Based Interventions
- 3.4 Description of OD Interventions Based on Target Groups
 - 3.4.1 Interpersonal Interventions
 - 3.4.2 Group Interventions
 - 3.4.3 Intergroup Interventions
 - 3.4.4 Rotating Membership Interventions
 - 3.4.5 Comprehensive Interventions
- 3.5 Interventions Related To Total Organisations
 - 3.5.1 Socio Technical System (STS)
 - 3.5.2 Structural Change Interventions
 - 3.5.3 Parallel Learning Structures
 - 3.5.4 MBO (Participation Form)
 - 3.5.5 Cultural Analysis
 - 3.5.6 Confrontation Meetings
 - 3.5.7 Visioning
 - 3.5.8 Strategic Planning /Strategic Management Activities
 - 3.5.9 Real Time Strategic Change
 - 3.5.10 Grid OD 4, 5, 6
 - 3.5.11 Interdependency Exercise
 - 3.5.12 Survey Feedback
 - 3.5.13 Appreciative Inquiry
 - 3.5.14 Search Conferences
 - 3.5.15 Quality of Work Life (QWL) Programme
- 3.6 Total Quality Management
- 3.7 Let Us Sum Up
- 3.8 Unit End Questions
- 3.9 Suggested Readings

3.0 INTRODUCTION

This unit deals with typology of interventions based on target groups. We start with defining what is typology of interventions. We describe the various dimensions related to typology of interventions and we discuss the results that will be obtained from OD interventions. Then we take up classification of interventions and discuss the classifications in terms of information based interventions, consequence based

interventions and design based interventions. Then we present the target groups like individuals etc. and the related typology of organisational development (OD) interventions. Then we take up description of OD interventions based on target groups in which we discuss interpersonal interventions, group interventions, intergroup interventions and comprehensive interventions. This is followed by the section in which we discuss interventions related to total organisations. In this we discuss socio technical systems, parallel learning structures, cultural analysis etc. Then we deal with characteristics of OD practitioners role.

3.1 OBJECTIVES

On completing this unit, you will be able to:

- Define and describe typology of interventions;
- Describe the various dimensions of interventions;
- Describe target groups and the typology of interventions;
- Explain OD interventions based on target groups;
- Analyse different types of OD interventions in terms of the target groups; and
- Elucidate the characteristics of OD practitioners.

3.2 TYPOLOGY OF INTERVENTIONS

Blake and Mouton have continued to refine the nature of interventions and proposed a theory and typology for the entire consultation field. The typology called the Consulcube is a hundred/ cell cube depicting virtually all consultation situations. The cube is built on three dimensions.

- i) The first is what the consultant *does*, that is, which of five basics types of intervention the consultant uses – *acceptant* (the consultant gives the client a sense of worth, value, acceptance, and support); *catalytic* (the consultant helps the client generate data and information to restructure the client's perceptions); *confrontation* (the consultant point out value discrepancies in the client's beliefs and actions); *prescriptions* (the consultant tells the client what to do to solve the problem); and *theories and principles* (the consultant teaches the client relevant behavioural science theory so the client can learn to diagnose and solve his or her own problems).
- ii) The second dimension is the *focal issues* causing the client's problems. Blake and Mouton identified four focal issue categories: power/authority, moral/cohesion, norms/standard of conduct and goals/objectives.
- iii) The third dimension of the cube is the unit of change that is the target of the consultation. Five units are proposed: individual, group, intergroup, organisation, and larger social systems such as a community or even a society. Blake and Mouton's Counsulcube represents a major contribution to developing a theory of consultation and intervention.

Interventions do different things; they cause different things to happen. One intervention's major result may be increasing interaction and communication between parties. Another intervention's major result may be increasing feedback, or increasing accountability. These differential results are often exactly what are needed to produce change in the particular situation.

The results one can expect from OD interventions are:

- Feedback referring to learning new data about oneself, others, group processes or organisational dynamics;
- Awareness of changing Sociocultural Norms or dysfunctional current norms helps people modify their behaviour, attitudes and values accordingly;
- Increased interaction and communication between individuals and groups;
- Confrontation with differences in beliefs, feelings, attitudes, values etc.;
- Education activities upgrade knowledge and concepts, beliefs and attitudes and skills.
- Participation in problem solving, goal setting and generating new ideas;
- Increased accountability, energy and optimism.

Interventions ‘clump’ together in terms of (1) the objectives of the interventions and (2) the targets of the interventions.

3.3 CLASSIFICATION OF OD INTERVENTIONS BASED ON TARGET GROUPS

The interventions include many activities involving both conceptual material and actual experience with the phenomenon being studied. Some families are directed toward specific targets, problems or processes. One way to classify OD interventions is by the primary target of the intervention e.g. individuals, dyads and triads, teams and groups, intergroup relations and the total organisation. Another way is on the basis of the content of the intervention i.e. Information- based, consequences based and design based.

3.3.1 Information-Based Interventions

- 1) **Interventions that define :** Activities that specify or clarify the vision, mission, purpose, process, products, services, market position, roles, relationships, responsibilities, outcomes, expectations, and so on. Examples: holding sessions to create vision statements; confirming market direction and market niche; mutually setting performance goals. This intervention is delivered when people are unclear, disagree, or have different expectations; there are conflicting objectives; or people do not have a shared understanding.
- 2) **Interventions that inform:** Activities that communicate goals, objectives, expectations, results, discrepancies, and so on. Examples: producing internal newsletters; holding debriefing sessions; giving feedback. This intervention is delivered when information has changed, the people have changed, or the people are uninformed, and the consequence is poor performance; or people don't get the information they need.
- 3) **Interventions that document:** Activities that codify information (to preserve it and make it accessible. Examples: setting up libraries; creating manuals, expert systems, job aids, and decision guides. This intervention is delivered when information is not accessible over time or is too complex; job aids, manuals, help screens, and so forth are lacking or inadequate, inaccurate, or hard to access.

3.3.2 Consequences-Based Interventions

- 1) **Interventions that reward:** Activities and programs that induce and maintain desired behaviours, eliminate undesirable behaviours, and reward desired outcomes. Examples: holding public ceremonies and annual recognition events; paying for performance. This intervention is delivered when current incentives either reinforce the wrong behaviours or ignore the desired behaviours; or there are few incentives for people to do better, more, or differently.
- 2) **Intervention that measure:** Activities and systems that provide metrics and benchmarks so people can monitor performance and have a basis to evaluate it. Examples: developing a scorecard; tracking means and variance in performance over time. This intervention is delivered when people don't know what criteria are being used to judge productivity, performance, value, and so on, and they could better control their own performance if they knew what the criteria were; measures of good performance are lacking; or measures are inappropriate.
- 3) **Interventions that enforce:** Activities that actualise consequences and achieve compliance. Example: policing; reviewing; double-checking; suspending; removing; withholding pay. This intervention is delivered when consequences for poor performance or unacceptable behaviour are hidden or not enforced.

3.3.3 Design Based Interventions

- 1) **Interventions that organise:** Activities that change the structure or arrange business units, reporting relationships, work processes, jobs, and tasks. Examples: reengineering processes; merging functions; reorganising responsibilities. This intervention is delivered when the current structure is inefficient, results in redundancy, adds excess costs, overly burdens cycle times, and hides accountability.
- 2) **Interventions that standardise:** Activities that systematise or automate processes and standardise tasks, tools, equipment, materials, components, or measures. Examples: adopting ISO 9000; implementing uniform standards. This intervention is delivered when deviations in equipment, materials, specifications, procedures, common practices, and so on add extra costs; result in low yields, and cause variance in the quality of work.
- 3) **Interventions that (re) design:** Activities that result in useful, easy-to-use, safe, and ergonomically designed environments, workplaces, equipment, and tools. Examples: building in safety features; designing for ease of installation, service, maintenance, and upgrading. This intervention is delivered when the current work space, equipment, tools, or materials encumber, result in non-value adding activity, or put employees health and safety at risk.
- 4) **Interventions that reframe:** Activities and programs that generate new paradigms so that people can experience new perspectives, find creative solutions, integrate new concepts into their behaviour, and manage change. Examples: challenging assumptions; engaging in dialogue/ entering into new alliances; brainstorming; creating alternative futures. This intervention is delivered when old attitudes about work are preventing innovation or growth.
- 5) **Interventions that counsel:** Activities and programs that help individuals, either singularly or collectively, deal with work, personal, career, family, and financial issue. Examples: offering on-site daycare, retirement seminars, on-site

physical fitness canters, and employee assistance programs. This intervention is delivered when people are preoccupied with or distracted by personal and career issues, and this is limiting productivity or adding unnecessary costs.

Typology of Interventions Based on Target Groups

- 6) **Interventions that develop:** Activities and programs that expand skills and knowledge. Examples: offering training, coaching, and structured on-the-job experiences. This intervention is delivered when current performance is suffering or future performance will suffer because people lack skills and knowledge.
- 7) **Interventions that align:** Activities and programs that work toward congruency between purpose and practice. Examples: setting up cross-functional teams; soliciting customer (internal and external) feedback. This intervention is delivered when current messages, behaviours, systems, structures, or environments do not support the organisations goals. Figure 1 shows the Typology of OD interventions based on Target groups:

Individual	Life and career planning activities Coaching and counseling T-group (sensitive training) Education and training to increase skills, knowledge in the areas of technical task needs, relationship skills, process skills, decision making, problem solving, planning, goal-setting skills Grid OD phase 1 Work redesign Gestalt OD Behavior modeling
Dyads/Triads	Process consultation Third party peacemaking Role negotiation technique Gestalt OD
Teams and Groups	Team building-Task directed-Process directed Gestalt OD Grid OD phase 2 Interdependency exercise Appreciative inquiry Responsibility Charting Process Consultation Role negotiation Role analysis technique “Startup” team-building activities Education in decision making, problem solving, planning, goal setting in group settings. Team MBO Appreciations and concerns exercise Sociotechnical systems (STS) Visioning Quality of work life (QWL) programs Quality circles Force-field analysis Self-managed teams

Intergroup relations	Intergroup activities- Process directed -Task directed Partnering Process Consultant Third party peacemaking at group level Grid OD phase 3 Survey feedback
Total Organisation	Sociotechnical system (STS) Parallel learning structures MBO (participation forms) Cultural analysis Confrontation meetings Visioning Strategic planning/strategic management activities Real-time strategic change Grid OD 4,5,6 Interdependency exercise Survey feedback Appreciative inquiry Search Conferences Quality of Work life (QWL) programs Total quality management (TQM) Physical settings Large scale systems change

Fig. 1: Typology of OD Interventions based on Target Groups

Self Assessment Questions 1

- 1) Which of these is not a part of the individual Organisation Development Intervention?
 - a) Work redesign
 - b) Grid OD phase 1
 - c) Team building
 - d) Behaviour modification
- 2) a) Activities and programs that generate new paradigms so that people can experience new Interventions that reframe
 - b) Interventions that standardise
 - c) Interventions that enforce
 - d) Interventions that organise
- 3) Which of these is not the dimension of Blake and Mouton's proposed theory and typology for the entire consultation field called Consulcube?
 - a) What consultant does
 - b) Focal issues
 - b) Target groups
 - d) Humanistic view

3.4 DESCRIPTION OF OD INTERVENTIONS BASED ON TARGET GROUPS

The OD interventions discussed represent the major organisational development methods used.

A set of persons who serve as the focal point for a particular program or service is a target group. This is a smaller sample than the target population. It can be individuals, dyads, triads, teams or groups, or the organisation in total. Interventions are conducted with an aim to focus on the problems associated with the target group as every intervention will be target group specific and designed accordingly.

OD interventions are plans or programs comprised of specific activities designed to effect change in some facet of an organisation. Numerous interventions have been developed over the years to address different problems or create various results. However, they all are geared toward the goal of improving the entire organisation through change. In general, organisations that wish to achieve a high degree of organisational change will employ a full range of interventions, including those designed to transform individual and group behaviour and attitudes. Entities attempting smaller changes will stop short of those goals, applying interventions targeted primarily toward operating policies, management structures, worker skills, and personnel policies. Typically, organisation development programs will simultaneously integrate more than one of these interventions. A few of the more popular interventions are briefly described below:

3.4.1 Interpersonal Interventions

Interpersonal interventions in an OD program are designed to enhance individual skills, knowledge, and effectiveness. This type of program utilises group dynamics by gathering individuals together in loosely structured meetings. Subject matter is determined by the group, within the context of basic goals stipulated by a facilitator. As group members try to exert structure on fellow members, group members gain a greater awareness of their own and other's feelings, motivations, and behaviours. Other types of interpersonal interventions include those designed to improve the performance review process, create better training programs, and help workers identify their true wants and set complementary career goals, and resolve conflict.

3.4.2 Group Interventions

OD group interventions are designed to help teams and groups within organisations become more effective. Such interventions usually assume that the most effective groups communicate well, facilitate a healthy balance between both personal and group needs, and function by consensus as opposed to autocracy or majority rule.

Group diagnostic interventions are simply meetings wherein members of a team analyse their unit's performance, ask questions about what the team needs to do to improve, and discuss potential solutions to problems. The benefit of such interventions is that members often communicate problems of which their co-workers were unaware. Ideally, such communication will spur problem-solving and improved group dynamics.

3.4.3 Intergroup Interventions

Intergroup interventions are integrated into OD programs to facilitate cooperation and efficiency between different groups within an organisation. For instance, departmental interaction often deteriorates in larger organisations as different unit's

battle for limited resources or become detached from the needs of other units. Conflict resolution meetings are one common intergroup intervention. First, different group leaders are brought together to secure their commitment to the intervention. Next, the teams meet separately to make a list of their feelings about the other group(s). Then the groups meet and share their lists. Finally, the teams meet to discuss the problems and to try to develop solutions that will help both parties. This type of intervention, say supporters, helps to gradually diffuse tension between groups that has arisen because of faulty communication.

3.4.4 Rotating Membership Interventions

These are used by OD change agents to minimize the negative effects of intergroup rivalry that arise from employee allegiances to groups or divisions. The intervention basically entails temporarily putting group members into their rival groups. As more people interact in the different groups, greater understanding results. OD joint activity interventions serve the same basic function as the rotating membership approach, but these involve melding members of different groups to work together toward a common goal. Similarly, common enemy interventions achieve the same results by finding an adversary common to two or more groups and then getting members of the groups to work together to overcome the threat. Examples of common enemies targeted in such programs include competitors, government regulation, and economic conditions.

3.4.5 Comprehensive Interventions

OD comprehensive interventions are used to directly create change throughout an entire organisation, rather than focusing on organisational change through subgroup interventions. One of the most popular comprehensive interventions is survey feedback. This technique basically entails surveying employee attitudes at all levels of the company and then disseminating a report that details those findings. The employees then use the data in feedback sessions to create solutions to perceived problems. A number of questionnaires specifically for such interventions have been developed.

3.5 INTERVENTIONS RELATED TO TOTAL ORGANISATIONS

These interventions involve getting a broad variety of stakeholders into a large meeting to clarify important values, to develop new ways of working, to articulate a new vision for the organisation, or to solve pressing organisational problems. Such meetings are powerful tools for creating awareness of organisational problems and opportunities and for specifying valued directions for future action.

3.5.1 Socio Technical Systems (STS)

These interventions focus on an organisation's technology (for example, task methods and job design) and structure (for example, division of labor and hierarchy). These change methods are receiving increasing attention in OD, especially in light of current concerns about productivity and organisational effectiveness. They include approaches to employee involvement, as well as methods for designing organisations, groups, and jobs. Techno-structural intervention are rooted in the disciplines of engineering, sociology, and psychology and in the applied fields of socio-technical systems and organisation design, practitioners generally stress both productivity and human fulfillment and expect that organisation effectiveness will result from appropriate work designs and organisation structures.

3.5.2 Structural Change Interventions

Structural change interventions are used by OD change agents to implement organisational alterations related to departmentalization, management hierarchy, work policies, compensation and benefit incentive programs, and other cornerstones of the business. Often, the implemented changes emanate from feedback from other interventions. One benefit of change interventions is that companies can often realise an immediate and very significant impact in productivity and profitability (provided the changes are warranted and implemented appropriately).

Sociotechnical system design interventions are similar to structural change techniques, but they typically emphasise the reorganisation of work teams. The basic goal is to create independent groups throughout the company that supervise themselves. This administration may include such aspects as monitoring quality or disciplining team members. The theoretic benefit of sociotechnical system design interventions is that worker and group productivity and quality is increased because workers have more control over (and subsequent satisfaction from) the process in which they participate.

3.5.3 Parallel Learning Structures

Generally this consists of a steering committee and a number of working groups that study what changes are needed in the organisation, make recommendations for improvement, and then monitor the resulting change efforts. Use is made of facilitator role, data gathering, data feedback and process consultation. It is used across a wide array of change programs. These have included quality of work life (QWL) programs, sociotechnical systems, work redesign efforts, open systems etc.

3.5.4 MBO (Participation Forms)

The concept of 'Management by Objectives' (MBO) was first given by *Peter Drucker* in 1954. It can be defined as a process whereby the employees and the superiors come together to identify common goals, the employees set their goals to be achieved, the standards to be taken as the criteria for measurement of their performance and contribution and deciding the course of action to be followed. The essence of MBO is participative goal setting, choosing course of actions and decision making. An important part of the MBO is the measurement and the comparison of the employee's actual performance with the standards set. Ideally, when employees themselves have been involved with the goal setting and the choosing the course of action to be followed by them, they are more likely to fulfill their responsibilities.

The principle behind Management by Objectives (MBO) is to create empowered employees who have clarity of the roles and responsibilities expected from them, understand their objectives to be achieved and thus help in the achievement of organisational as well as personal goals. Some of the important features and advantages of MBO are: Clarity of goals. With MBO, comes the concept of SMART goals i.e. goals that are: Specific, Measurable, Achievable, Realistic and Time bound. The goals thus set are clear, motivating and there is a linkage between organisational goals and performance targets of the employees. The focus is on future rather than on past. Goals and standards are set for the performance for the future with periodic reviews and feedback.

Motivation involving employees in the whole process of goal setting and increasing employee empowerment increases employee job satisfaction and commitment. Better communication and Coordination, Frequent reviews and interactions between superiors

and subordinates helps to maintain harmonious relationships within the enterprise and also solve many problems faced during the period.

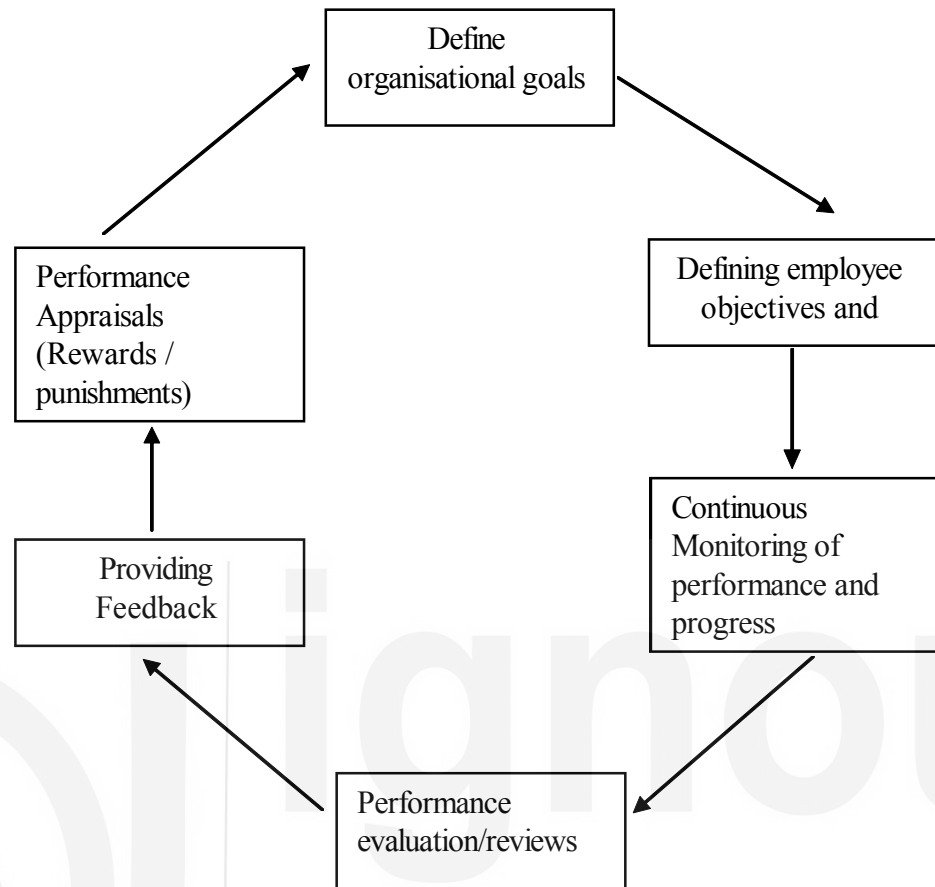


Fig. 2: Management by Objectives (MBO) Process

3.5.5 Cultural Analysis

This intervention helps organisations develop cultures (behaviours, values, beliefs, and norms) appropriate to their strategies and environments. It focuses on developing a strong organisation culture to keep organisation members pulling in the same direction. As a discipline, cultural analysis is based on using *qualitative research* methods of the social sciences, in particular *ethnography* and *anthropology*, to collect data on *cultural phenomena*; in an effort to gain new knowledge or understanding through analysis of that data. This is particularly useful for understanding and mapping trends, influences, effects, and affects within cultures. There are four themes to cultural analysis:

- 1) **Adaptation and Change:** This refers to how well a certain culture adapts to its surroundings through the use of its culture. Some examples of this are foods, tools, home, surroundings, art, etc. that show how the given culture adapted. Also, this aspect aims to show how the given culture makes the environment more accommodating.
- 2) **How culture is used to survive:** How the given culture helps its members survive the environment.
- 3) **Holism, Specificity:** The ability to put the observations into a single collection, and presenting it in a coherent manner.
- 4) **Expressions:** This focuses on studying the expressions and performance of everyday culture

3.5.6 Confrontation Meetings

This change method mobilizes organisation members to identify problems, set action targets, and begin working on problems. It is usually applied when organisations are experiencing stress and when management needs to organise resources for immediate problem solving. The intervention generally includes various groupings of employees in identifying and solving problems.

3.5.7 Visioning

This generates a common goal, hope, and encouragement. It offers a possibility for fundamental change, and gives people a sense of control. It gives a group something to move toward and generates creative thinking and passion. People in the organisation are asked to visualise how they will like their organisation to be in the future or a span of five to twenty years. All the employees can be involved in deriving the vision of the organisation. Based on the vision certain missions are set along with specific goals or targets to make it more concrete.

3.5.8 Strategic Planning/Strategic Management Activities

Interventions that link the internal functioning of the organisation to the larger environment and transform the organisation to keep pace with changing conditions are among the newest additions to OD. They are implemented organisation wide and bring about a fit between business strategy, structure, culture, and the larger environment. The interventions derive from the disciplines of strategic management, organisation theory, open—systems theory, and cultural anthropology.

3.5.9 Real Time Strategic Change

Robert Jacobs's real time strategic change is a process congruent with search conferences and strategic management activities. "Real- Time" refers to simultaneous planning and implementation of individual, group and organisation wide changes. A critical mass of organisational members sometimes hundreds comes together for a three day meeting to discuss organisation wide issues. This process requires a great deal of planning and a great deal of facilitator's assistance. Extensive follow up is essential.

3.5.10 Grid OD 4, 5, 6

This normative intervention specifies a particular way to manage an organisation. It is a packaged OD program that includes standardised instruments for measuring organisational practices and specific procedures for helping organisations to achieve the prescribed approach. In the Grid OD 4 the focus shifts to corporate strategic planning, with the goal being to learn the concepts and the skills of corporate logic necessary to achieve corporate excellence. Using the comparisons of ideal corporate logic the top management team is better able to recognise what aspects of the culture must be changed to achieve excellence. Grid OD phase 5 involves implementing the ideal strategic model. Logical components of the corporation are designated. Each component appoints a planning team whose job is to examine every phase of the components operations. In Grid OD phase 6 systematic critiquing, measuring and evaluating leads to knowledge of what progress has been made, what barriers still exist and must be overcome and what opportunities have developed that may be exploited.

3.5.11 Interdependency Exercise

A shortened version of this technique can be used in a large group of say 60 people, if clusters of ten people interview each other, each having a different question. Each cluster has the same assignment and the same question. The participants interview each other participant and then the consultant forms a new group of ten people again. This procedure is a rapid way to gather great deal of data for diagnostic purpose.

3.5.12 Survey Feedback

In globally competitive environments, organisations are seeking information about obstacles to productivity and satisfaction in the workplace. Survey feedback is a tool that can provide this type of honest feedback to help leaders guide and direct their teams. Obstacles and gaps between the current status quo and the desired situations may or may not be directly apparent. In either case, it is vital to have a clear understanding of strategies for diagnosis and prevention of important organisation problems. If all leaders and members alike are clear about the organisational development and change, strengths, weakness, strategies can be designed and implemented to support positive change. Survey feedback provides a participative approach and enables all members to become actively engaged in managing the work environment.

Survey process steps: Identify project plan and objectives; Brief team leaders and employees about the process; Administer survey; Conduct interviews and focus groups; Train leaders on facilitating team discussions; Analyse the data and construct a report; Provide feedback to leaders; Team leaders conduct feedback action planning and meetings; Leaders present reports on progress and results to Senior Management; Follow-up by senior leadership to ensure progress and accountability.

Once the data has been collected and observations have been clarified, it becomes the leader's responsibility to familiarise the team with the findings. Next the leader involves the team in outlining appropriate solutions and strategies that members can "buy into" and support over the long-haul. When leaders can facilitate collaborative teaming and become an organisational development and change agent, people in the team will contribute creative ideas to enhance their work environment. It is important for leaders to not underestimate the time and facilitation skills needed to pass on the information and foster an action-oriented environment. The initial meetings and communication sessions are just the start of a development process, not a single event. If the survey feedback is to be effective, it must be implemented into a comprehensive strategy that includes goals, responsibilities, time frames, revisions, and reviews. Prior to the action meetings, leaders need to gain a full understanding of the survey data and begin to structure a plan for the first meeting. Once the meeting begins, the leader should guide the group's evaluation of the results and development of solutions. Following the initial meeting, a summary should be documented and action plans circulated. Follow-up meetings are necessary to coordinate and evaluate changes and progress. Action plans are the means of fully utilising the survey feedback, without it we simply have a snap shot of where the organisation is, with no plan for positive change. If the team feedback meeting is poorly handled, there will be low front-end commitment on the part of the team.

Of course group dynamics will be unique in every situation, and the leader will need to consider this as the survey data is disseminated. Tailoring sessions to meet the group characteristics will provide for a more effective discussion. In any case, consider a few of these ideas: Be optimistic and excited about the information and how it can

be used to better the organisation; Verbally express positive points; Ask for participation by all members and reinforce their openness and contributions; Invite them to explore with you the areas that need improvement; Be supportive and clear about action and follow-up plans; Establish a clear commitment to utilise the survey feedback long-term and seek further feedback from the group. Most importantly, help the group understand the purpose and mission of the survey feedback as a leader feast on the opportunity of having clear data and truly listen and involve members in your organisational development and change endeavor.

3.5.13 Appreciative Inquiry

Appreciative Inquiry is an *organisational development* method that seeks to engage all levels of an organisation (and often its customers and suppliers) in its renewal, change and improved performance. It may be particularly applicable to organisations facing rapid change or growth. The method is based on the fact that questions tend to focus attention. Excessive focus on dysfunctions can actually cause them to multiply or become intractable. By contrast, when all members of an organisation are motivated to understand and value the most favourable features of its culture, it can make surprisingly rapid improvements. Strength-based methods are now commonly used in the creation of organisational development strategy and implementation of organisational effectiveness tactics. The practice emphasises learning how to perceive organisations as entities that are alive, vital, and dynamic. The appreciative mode of inquiry often relies on interviews to explore the life of an organisation. It seeks to enable members to inquire deeply into the essentials of an organisation's experience and its potential. The objective is to create an understanding of the assets and personal motivations that are of fundamental value to the particular organisation. The following sequence describes some of the distinctions between Appreciative Inquiry and more traditional approaches to organisational development. Appreciative Inquiry employs a particular way of asking questions and envisioning the future that fosters positive relationships and builds on the basic goodness in a person, a situation, or an organisation. In so doing, it tends to enhance a system's capacity for collaboration and change. Appreciative Inquiry utilises a cycle of 4 processes focusing on:

- 1) Discover: the identification of organisational processes that work well.
- 2) Dream: the envisioning of processes that would work well in the future.
- 3) Design: planning and prioritising processes that would work well.
- 4) Destiny (or deliver): The implementation (execution) of the proposed design.

The basic idea is to build organisations around what works, rather than trying to fix what doesn't. It is the opposite of problem solving. Instead of focusing on gaps and inadequacies to remediate skills or practices, AI focuses on how to create more of the exceptional performance that is occurring when a core of strengths is aligned. It opens the door to a universe of possibilities, since the work doesn't stop when a particular problem is solved but rather focuses on "What is the best we can be?" The approach acknowledges the contribution of individuals, in order to increase trust and organisational alignment. The method aims to create meaning by drawing from stories of concrete successes and lends itself to cross-industrial social activities. There are a variety of approaches to implementing Appreciative Inquiry, including mass-mobilized interviews and a large, diverse gathering called an Appreciative Inquiry Summit (Ludema, Whitney, Mohr and Griffin, 2003). Both approaches involve bringing very large, diverse groups of people together to study and build upon the best in an organisation or community.

Appreciative Inquiry was adapted from work done by earlier action research theorists and practitioners and further developed by David Cooperrider of Case Western Reserve University and Suresh Srivastva in the 1980s. Cooperrider and Srivastva say that an *organisation is a miracle to be embraced* rather than *a problem to be solved*. According to them, inquiry into organisational life should have the following characteristics: Appreciative, Applicable, Provocative and Collaborative. The basic philosophy of AI is also found in other positively oriented approaches to individual change as well as organisational change. As noted above, “AI ...fosters positive relationships and builds on the basic goodness in a person, or a situation” The principles behind A.I. are based in the rapidly developing science of Positive Psychology. The idea of building on strength, rather than just focusing on faults and weakness is a powerful idea in use in mentoring programs, and in coaching dynamics. It is the basic idea behind teaching “micro-affirmations” as well as teaching about micro-inequities.

3.5.14 Search Conferences

According to Emery and Purser ‘the search conference is normally a two-and- a-half day event usually held off-site in a retreat like setting. Ideally twenty to thirty-five people are selected to participate based on such criteria as their knowledge of the system and their potential for taking responsibility for implementation. The consultant meet with a voluntary committee, participants are assigned tasks and they generate data focusing on the past, present and future factors as well as the action steps. Volunteers agree to document the meeting and communicate with others.

3.5.15 Quality of Work Life (QWL) Programme

Quality of work life (QWL) is viewed as an alternative to the control approach of managing people. The QWL approach considers people as an ‘asset’ to the organisation rather than as ‘costs’. It believes that people perform better when they are allowed to participate in managing their work and make decisions. This approach motivates people by satisfying not only their economic needs but also their social and psychological ones. To satisfy the new generation workforce, organisations need to concentrate on job designs and organisation of work. Further, today’s workforce is realising the importance of relationships and is trying to strike a balance between career and personal lives. Successful organisations support and provide facilities to their people to help them to balance the scales. In this process, organisations are coming up with new and innovative ideas to improve the quality of work and quality of work life of every individual in the organisation. Various programs like flex time, alternative work schedules, compressed work weeks, telecommuting etc., are being adopted by these organisations. Technological advances further help organisations to implement these programs successfully. Organisations are enjoying the fruits of implementing QWL programs in the form of increased productivity, and an efficient, satisfied, and committed workforce which aims to achieve organisational objectives. The future work world will also have more women entrepreneurs and they will encourage and adopt QWL programs.

3.6 TOTAL QUALITY MANAGEMENT (TQM)

OD intervention that became extremely popular during the 1980s and early 1990s is total quality management (TQM). TQM interventions utilise established quality techniques and programs that emphasise quality processes, rather than achieving quality by inspecting products and services after processes have been completed.

The important concept of continuous improvement embodied by TQM has carried over into other OD interventions. Sometimes called continuous quality improvement, is a combination of a number of organisation improvement techniques and approaches including the use of quality circles, statistical quality control, statistical process control, self-managed teams and task forces and extensive use of employee participation. The quality imperatives include; primary emphasis on customers, daily operational use of the concept of internal customers, an emphasis on measurement using both statistical quality control and statistical process control techniques, competitive benchmarking, continuous search for sources of defects with a goal of eliminating them entirely, participative management, an emphasis on teams and teamwork, a major emphasis on continuous training and top management support on an ongoing basis. TQM invites a major culture change of the organisation.

- 1) **Physical settings:** Some consultants have been active in working with clients and in conceptualising about how to make physical setting congruent with OD assumptions and OD process. Physical settings are an important part of organisation culture that work groups should learn to diagnose and manage and about which top management needs input in designing plants and buildings. If physical settings are not at par with the requirements then it interferes with effective group and organisational functioning. Consultants pay attention to the physical arrangements for team building sessions where participative diagnosis is a prerequisite.
- 2) **Large scale systems change:** When a number of OD and other interventions are combined to create major changes in the total culture and operations of an organisation, the term large scale change is used.

Self Assessment Questions

- 1) Which of these is not the part of the cycle of four processes focusing in Appreciative Inquiry?
 - a) Dignity
 - b) Destiny
 - c) Discover
 - d) Dream
- 2) Which of the following Intervention considers people as an 'asset' to the organisation rather than as 'costs'?
 - a) TQM
 - b) QWL
 - c) Large scale systems change
 - d) Survey feedback
- 3) _____ say that an *organisation is a miracle to be embraced* rather than *a problem to be solved*.
 - a) Cooperrider and Srivastva
 - b) Mohr and Griffin
 - c) Peter Drucker
 - d) Morgan and King

Meta level characteristics	Marginal position relative to client system Collaboration through facilitating or assisting clients with exploring issues, problems, actions and strategies Continuum of directive to non directive role areas
Practitioner's role	Provider of expert advice in methods or approaches to change Diagnostician by gathering, analysing, and summarizing information and drawing conclusions Trainer-educator, primarily in behaviour science tools and techniques Objective problem solver using problem solving approaches Surfacer of alternatives for approaching organisational issues Process specialist with attention to interpersonal and intergroup dynamics Observer or coach acting as a neutral sounding board.
Example role activities and behaviours	Assisting clients to describe and clarify situations and issues Assisting clients to understand and express their own views and developing measures of success and understanding of risks. Assisting clients with information gathering and understanding Challenging client thinking Collaboratively developing a course of action Offering theories to increase understanding Teaching and modeling problem solving approaches
Contingent role	Range of available role areas linked to the needs of the client system at any given time Role dependent on stage of organisational development intervention

3.7 LET US SUM UP

Each of these families of intervention includes many activities. They involve both conceptual material and actual experience with the phenomenon being studied. Some families are directed toward specific, targets, problems or processes. Another way to classify OD interventions is by the primary target of the intervention, for example, individuals, dyads and triads, teams and group, intergroup relations, and the total organisational.

3.8 UNIT END QUESTIONS

- 1) Discuss the classification of OD Interventions on the basis of the content of the intervention.
- 2) Describe the typology of OD Interventions based on target groups.

- 3) Discuss Management by Objectives and its process as an important participative OD Intervention
- 4) What do you understand by Survey feedback? Why is it in extensive use these days in organisations?
- 5) Discuss the characteristics of the OD practitioner's role in conducting OD Interventions.

3.9 SUGGESTED READINGS

Judith Hale, *The Performance Consultant's Fieldbook: Tool and Technique for Improving Organisations and People*, Jossey Bass Publication. explorehr.org/articles/.../Types_of_OD_Intervention.html

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UNIT 4 HUMAN PROCESS INTERVENTIONS: INDIVIDUAL GROUP AND INTER-GROUP, COACHING, COUNSELING, TRAINING, BEHAVIOURAL MODELING, MENTORING, MOTIVATING ETC.

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Human Process Interventions
 - 4.2.1 Characteristics of OD Programme
 - 4.2.2 Individuals and the OD Programme
- 4.3 Teams and Groups
 - 4.3.1 Characteristics of Well Functioning Teams
 - 4.3.2 Team Building, Task Directed, Process Directed
 - 4.3.3 Gestalt OD
 - 4.3.4 Grid OD Phase 2
 - 4.3.5 Interdependency Exercise
 - 4.3.6 Appreciative Inquiry
 - 4.3.7 Responsibility Charting
 - 4.3.8 Process Consultation
 - 4.3.9 Role Negotiation
 - 4.3.10 Role Analysis Technique
 - 4.3.11 “Start up” Team Building Activities
- 4.4 Education in Decision Making, Problem Solving, Planning, Goal Setting in Group Settings
 - 4.4.1 Team MBO
 - 4.4.2 Appreciations and Concerns Exercise
 - 4.4.3 Socio Technical Systems (STS)
 - 4.4.4 Visioning
 - 4.4.5 Quality Work Life (QWL) Programmes
 - 4.4.6 Quality Circles
 - 4.4.7 Force Field Analysis
 - 4.4.8 Self Managed Teams
- 4.5 Intergroup Relations
 - 4.5.1 Partnering
 - 4.5.2 Third Party Peace Making At Group Level
 - 4.5.3 Grid OD Phase 3
 - 4.5.4 Survey Feedback

4.6 Coaching and Counseling

- 4.6.1 Executive Coaching
- 4.6.2 Training
- 4.6.3 Behaviour Modelling

4.7 Mentoring

- 4.7.1 Accompanying
- 4.7.2 Sowing
- 4.7.3 Catalysing
- 4.7.4 Showing
- 4.7.5 Harvesting
- 4.7.6 Mentoring Relationship
- 4.7.7 Mosaic Mentoring
- 4.7.8 New Hire Mentorship
- 4.7.9 High Potential Mentorship

4.8 Motivation

- 4.8.1 Provide a Nurturing Environment
- 4.8.2 Encourage Personal Growth
- 4.8.3 Empower Employees
- 4.8.4 A Top Down Method
- 4.8.5 Incentives
- 4.8.6 Responsibility
- 4.8.7 Pleasant Working Environment
- 4.8.8 Interesting Work
- 4.8.9 Listen
- 4.8.10 Share Business Success
- 4.8.11 Job Security
- 4.8.12 Promotion / Growth
- 4.8.13 Competitive Salary

4.9 Let Us Sum Up

4.10 Unit End Questions

4.11 Suggested Readings

4.12 Answers to Self Assessment Questions

4.0 INTRODUCTION

In this unit we will be dealing with Human Process Interventions: Individual, Group and Inter-group, Coaching, Counseling, Training, Behavioural modeling, Mentoring, Motivating. We begin with human process intervention followed by teams and groups and the interventions thereof. We discuss here the many OD interventions such as Gestalt OD, Responsibility charting etc. This is followed by education in decision making, problem solving etc. in which we discuss the team management by objectives, the socio technical systems, visioning and so on. The next section deals with intergroup relationships in which we discuss partnering, third party peacemaking etc. Then we take up coaching and counseling in which we deal with executive coaching, training and behaviour modeling. Mentoring is the next section which deals elaborately with what is mentoring and what are all involved in it. This is followed by how to motivate employees in the organisation and the various measures that could be taken up are considered.

4.1 OBJECTIVES

After completing this unit, you will be able to:

- Define and describe human process interventions;
- Explain the various intervention in teams and groups;
- Elucidate the techniques involved in education in decision making, problem solving etc.;
- Describe the intergroup relations and bring out the important aspects of the same;
- Describe coaching and counselling and mentoring;
- Delineate the various aspects of mentoring;
- Elucidate the types of mentoring;
- Define motivation of employees; and
- Describe the various methods to motivate employees to perform at the highest level.

4.2 HUMAN PROCESS INTERVENTIONS

Organisational development (OD) is an application of behavioural science to organisational change. It encompasses a wide array of theories, processes, and activities, all of which are oriented toward the goal of improving individual organisations. Generally speaking, however, OD differs from traditional organisational change techniques in that it typically embraces a more holistic approach that is aimed at transforming thought and behaviour throughout an entity. Definitions of OD abound, but they are all predicated on the notion of improving organisational performance through proactive activities and techniques.

It is also worth noting that organisational development, though concerned with improving workforce performance, should not be mistaken for human resource development. “Organisation development is the planned process of developing an organisation to be more effective in accomplishing its desired goals,” wrote Rima Shaffer in Principles of Organisation Development. “It is distinguished from human resource development in that HRD focuses on the personal growth of individuals within organisations, while OD focuses on developing the structures, systems, and processes within the organisation to improve organisational effectiveness.”

Although the field of OD is broad, it can be differentiated from other systems of organisational change by its emphasis on process rather than problems. Indeed, traditional group change systems have focused on identifying problems in an organisation and then trying to alter the behaviour that creates the problem. But Margaret Neale and Gregory Northcraft observed in “Organisational Behaviour: A Management Challenge”, that OD initiatives focus on identifying the behavioural interactions and patterns that cause and sustain problems. Then, rather than simply changing isolated behaviours, OD efforts are aimed at creating a behaviourally healthy organisation that will naturally anticipate and prevent (or quickly solve) problems.

4.2.1 Characteristics of OD Programme

OD programmes usually share several basic characteristics. For instance,

- They are considered long term efforts of at least one to three years in most cases.

- OD stresses collaborative management, whereby managers and employees at different levels of the hierarchy cooperate to solve problems.
- OD also recognises that every organisation is unique and that the same solutions cannot necessarily be applied at different companies.
- OD programs have an emphasis on the value of teamwork and small groups.
- OD systems use small teams or even individuals as a vehicle to implement broad organisational changes.

Organisation development initiatives do not automatically succeed. The benefits of effective OD programs are myriad, as many executives, managers, and business owners will attest. But OD interventions that are pursued in a sloppy, half-hearted, or otherwise faulty manner are far less likely to bring about meaningful change than those that have the full support of the people involved. Ownership and all involved personnel needed to be genuinely and visibly committed to the effort. People involved in OD have to be informed in advance of the nature of the intervention and the nature of their involvement in it. The OD effort has to be connected to other parts of the organisation; this is especially true of such areas as the evaluation and reward systems.

The effort has to be directed by appropriate managers and guided by competent change agents. The intervention should be based on accurate diagnosis of organisational conditions. Owners and managers should show their commitment to OD at all stages of the effort, including the diagnosis, implementation, and evaluation.

Evaluation is a key to success, and should consist of more than asking people how they felt about the effort. Owners and managers need to show employees how the OD effort relates to the organisation's goals and overriding mission.

4.2.2 Individual and the OD Programme

These include individuals as their target group. It can be given on one to one basis as well. These interventions focus on people within organisations and the processes through which they accomplish organisational goals. These processes include communication, problem solving, group decision making, and leadership. This type of intervention is deeply rooted in the history of OD. It represents the earliest change programs characterising OD, including the T-group and the organisational confrontation meeting. Human process interventions derive mainly from the disciplines of psychology and social psychology and the applied fields of group dynamics and human relations. Practitioners applying these interventions generally value human fulfillment and expect that organisational effectiveness follows from improved functioning of people and organisational processes.

Some of the programmes include (i) Life and career planning activities (ii) T-group sensitivity training (iii) Education and training (iv) Work redesign (v) Gestalt OD (vi) Project consultation (vii) Third party peace making and (viii) Role negotiation technique. These are being dealt with in detail below.

- Life and career planning activities:** The intention of a life and career planning exercise is to provide individuals with time for reflection, so that they can identify important aspects of their life and work. It then provides with an opportunity to consider other approaches to life and work which may better meet their needs. The exercise involves mainly individual work, and discussion in pairs.

There is no requirement that you discuss more than you want to. The important

part is the individual work. Pair discussion merely makes it easier for most people to consider the issues more deeply. The most effective way of doing this exercise is as part of a larger group. The size does not matter all that much, though between 12 and 24 is easily manageable. We don't really need the larger group after the initial screening process. If we have ample time (the workbook is presently intended to occupy about half a day) we may decide to compare notes during some of the later stages too. This can be an advantage, as people can learn from each others' ideas and experience.

Edgar Schein has provided the concept of career anchors and hypothesized five basic career anchors i.e. technical/ functional competence, managerial competence, creativity, security or stability and autonomy. Career anchors are the patterns of self perceived talents, motives and values that serve to guide stabilize and integrate the person's career.

- ii) **T-group (sensitivity training):** This traditional change method provides members with experiential learning about group dynamics, leadership, and interpersonal relations. The basic T-group brings ten to fifteen strangers together with a professional trainer to examine the social dynamics that emerge from their interactions. Members gain feedback about the impact of their own behaviours on each other and learn about group dynamics.

The T- group has high relevance for developing skills of importance in the unfolding of an OD effort and for personal growth and development. T-group is essentially unstructured, agendaless group session for about 10 to 12 members and a professional trainer who acts as catalyst and facilitator for the group. The data for discussion is the data provided by the interaction of the group members as they strive to create a viable society for themselves. The actions, reactions, interactions and the feelings accompanying them are the data for the group. The group meets for three days to upto two weeks. Learning from T-group varies from individual to individual.

- iii) **Education and training:** to increase skills, knowledge in the areas of technical task needs, relationship skills, process skills, decision making, problem solving, planning, goal setting skills.

Grid OD Phase 1: Robert R. Blake and Jane S. Mouton designed Grid organisational development. Basic to the Grid OD program are the concepts and methods of the Managerial Grid a two dimensional schematic for examining and improving the managerial practices of individual manager. The organisation selects managers' part of the first Phase or Grid seminar. In this Phase a Grid seminar conducted by in company managers is given to all managers of the organisation.

The focus of the training: Attention is given to assessing an individual's managerial styles; problem solving; critiquing and communication skills are predicted; skills of synergistic teamwork are learned and practiced, managers learn to become 9,9 managers.

- iv) **Work redesign:** Richard Hackman and Greg Oldham have provided an OD approach to work redesign. Extensive use of the facilitator role in team development is recommended. They used five core job characteristics i.e. skill variety, task identity, task significance, autonomy and feedback from job and then redesign jobs to maximize employee motivation. The first three are related

to experienced meaningfulness of the work; job autonomy related to experienced responsibility for the outcomes of the work; feedback related to the knowledge of the results of work activities. The expected outcomes are high work motivation, high job satisfaction, high work effectiveness and growth.

Human Process Interventions:
Individual Group and Inter-
Group, Coaching, Counseling,
Training, Behavioural
Modeling, Mentoring,
Motivating etc.

Dyads / triads: Two individuals or units regarded as a pair are known as dyads and a group of three individuals or units is known as triads. Some interventions in organisations include dyads and triads depending on the type of situation and problems.

Self Assessment Questions

- 1) _____ intervenes directly in the relationships of power, authority and influence within the group.
 - a) Team building
 - b) Group Development
 - c) Role negotiation technique
 - d) Behaviour modification
- 2) _____ is based on the belief that persons function as a whole and each person possesses positive and negative characteristics that must be owned up to and permitted expression.
 - a) Gestalt Therapy
 - b) Third party peacemaking
 - c) Open communication
 - d) Survey feedback
- 3) The traditional change method provides members with experiential learning about group dynamics, leadership, and interpersonal relations.
 - a) T-Group training
 - b) Gestalt OD
 - c) Work redesign
 - d) Grid OD

4.3 TEAMS AND GROUPS

Rensis Likert and McGregor identified some characteristics of well functioning, effective groups/ teams. McGregor's list of characteristics is as follows:

4.3.1 Characteristics of Well Functioning Teams

- 1) The atmosphere tends to be relaxed, comfortable and informal.
- 2) The group task is well understood and accepted by the members.
- 3) The members listen well to each other.
- 4) There is a lot of task relevant discussion in which most members participate.
- 5) People express both their feelings and ideas.
- 6) Conflicts and disagreement are present but are centered around ideas and methods not personalities and people.
- 7) The group is conscious of its own operation.
- 8) Decisions are usually based on consensus, not majority vote;.
- 9) When actions are decided upon, clear assignments are made and accepted by the members.

According to McGregor when these conditions are met the team is likely to be

successful in accomplishing its mission and simultaneously satisfying the personal and interpersonal needs of its members. So, teams and work groups are considered to be the fundamental units of organisations as well as key leverage points for improving the functioning of the organisation.

4.3.2 Team Building, Task Directed, Process Directed

This intervention helps work groups become more effective in accomplishing tasks. Like process consultation, team building helps members diagnose group processes and devise solutions to problems. It goes beyond group processes, however, to include examination of the group's task, member roles, and strategies for performing tasks. The consultant also may function as a resource person offering expertise related to the group's task. Human process interventions that are more system wide (than those related to Interpersonal and Groups) typically focus on the total organisation or an entire department, as well as on relations between groups.

4.3.3 Gestalt OD

Robert Harman lists the goals of Gestalt Therapy as awareness, integration, maturation, authenticity, self-regulation and behaviour change. One must come to terms with oneself, must accept responsibility for one's actions, must experience and live in the 'here and now' and must stop blocking off awareness, authenticity and the like by dysfunctional behaviours. Stanley Herman applies a Gestalt orientation to organisation development, especially in working with leader-subordinate relations and team building. The objective here is not to provide instructions on making the organisation culture safer, more pleasant or easier for the individual, but rather to help the individual recognise, develop and experience his own potency and ability to cope with his organisation world whatever its present condition. People must be able to express their feelings fully, both positive and negative. They must 'get in touch' with 'where they are' on issues, relations with others and relations with selves. The Gestalt OD practitioner fosters the expression of positive and negative feelings, encourages people to stay with transactions, structures exercises that cause individuals to become more aware of what they want from others and pushes toward greater authenticity for everyone.

4.3.4 Grids OD Phase 2

Team work development: The focus of this phase is work teams in the organisation. The goal is perfecting teamwork in the organisation through analysis of team culture, traditions and the like and also developing skills in planning, setting objectives and problem solving. Additional aspects of this phase include feedback given to each manager about his or her individual and team behaviour; this allows manager to see his or her strengths and weaknesses in the team's working.

4.3.5 Interdependency Exercise

This is a useful intervention if team members have expressed a desire to improve cooperation among themselves and among their units. This exercise is also useful for assisting people in getting better acquainted, in surfacing problems that may be latent and not previously examined and in providing useful information about current challenges being faced in others' areas of responsibility. It works well with up to approximately ten people, but can become too cumbersome and time consuming if more than that number are involved. This exercise requires the participants' cooperation and assumes no serious conflict situations. Serious intense conflict situations require a different structure and more time.

4.3.6 Appreciative Inquiry

An intervention developed by Frank Barrett and David Cooperrider and refined by Gervase Bushe. This intervention is based on the assertion that the organisation 'is a miracle to be embraced' rather than 'a problem to be solved'. The central interventions are interviews and then discussions in small groups or organisation wide meetings. Questions include 'What have been the peak moments in the life of this organisation?', 'What do staff members value most about themselves, their tasks and the organisation as a whole?' One of the important aspects that the approach seems to generate is more attention by the consultant and the client organisation to the strengths of the organisation and its member. AI can be productively combined with other OD approaches.

4.3.7 Responsibility Charting

This helps to clarify who is responsible for what on various decisions and actions. It is a simple, relevant and effective technique for improving team functioning. The first step is to construct a grid; the types of decisions and classes of actions that need to be taken in the total area of work under discussion are listed along the left-hand side of the grid, and the actors who might play some part in decision making on those issues are identified across the top of the grid. Then the process is one of assigning a behaviour i.e. responsibility, approval required / right to veto, support and inform, to each of the actors opposite each of the issues. A fifth behaviour is noninvolvement of a person with the decision; this is indicated on the chart with a dash (-). Responsibility charting is usually done in a work team context. Each decision or action is discussed and responsibility is assigned. Then approval-veto, support and inform functions are assigned. This can quickly identify who is to do what on new decisions as well as help to pinpoint reasons why old decisions are not being accomplished as desired. It helps to improve task performance of team work.

4.3.8 Process Consultation

PC represents an approach or a method for intervening in an ongoing system. Process consultation consists of many different interventions it is not any single thing the consultant does. The job of the process consultant is to help the organisation solve its own problems by making it aware of organisational processes, the consequences of these processes and the mechanism by which they can be changed. The PC consultant works with the organisation, typically in work teams and helps them to develop the skills necessary to diagnose and solve the process problems that arise. Schein describes the kinds of interventions he believes the process consultant should make agenda-setting interventions, feedback of observations or other data, coaching or counseling of individuals and then give structural suggestions.

4.3.9 Role Negotiation

The first step in role negotiation is contract setting. Here the consultant sets the climate and establishes the ground rules starting with what you want others to do more of or do better, to do less of or stop doing or maintain unchanged; all demands and expectations must be written. The next step is issue diagnosis. Individuals think about how their own effectiveness can be improved if others change their work behaviours. Then each person fills out an issue diagnosis form for every other person in the group. The next step is the influence trade or negotiation period, in which two individuals discuss the most important behaviour changes they want from the other and the changes they are willing to make themselves. Then the group breaks into

negotiating pairs, when the negotiated agreements have been made and written down, the influence trade is concluded with a follow up meeting thereafter.

4.3.10 Role Analysis Technique

Role analysis technique (RAT) is used to help employees get a better grasp on their role in an organisation. In the first step of a RAT intervention, people define their perception of their role and contribution to the overall company effort in front of a group of coworkers. Group members then provide feedback to more clearly define the role. In the second phase, the individual and the group examine ways in which the employee relies on others in the company, and how they define his or her expectations. RAT interventions help people to reduce role confusion, which can result in either conflict or the perception that some people are not doing their job. A popular intervention similar to RAT is responsibility charting, which utilises a matrix system to assign decision and task responsibilities.

4.3.11 “Startup” Team-Building Activities

Team building interventions are typically directed toward four main areas: diagnosis, task accomplishments, team relationships and team and organisation processes. Major approaches to team building or work groups are diagnostic meeting, the formal work group team-building meeting, process consultation and Gestalt OD, as well as a number of techniques and exercises used within team building sessions to address specific issues.

4.4 EDUCATION IN DECISION MAKING, PROBLEM SOLVING, PLANNING, GOAL SETTING IN GROUP SETTINGS

These intervention involve skill development

4.4.1 Team MBO

MBO (Management by Objectives) programs evolve from a collaborative organisation diagnosis and are systems of joint target setting and performance review designed to increase a focus on objectives and to increase the frequency of problem solving discussions between supervisors and subordinates and within work teams. MBO programs are unilateral, autocratic mechanisms designed to force compliance with a superior's directives and reinforce one-on-one leadership mode. Likert and Fisher describe a participative team approach to MBO in use in a retail division of a consumer products organisation and in an automobile plant. They report impressive increase in contribution to corporate profits in the retail sales division and substantially increased productivity and reduced scrap and rejects in the automobile plant. They call the approach Management by Group Objectives (MBGO).

4.4.2 Appreciations and Concerns Exercise

Appreciations and concerns exercise is appropriate if interview data suggest that one of the deficiencies in the interactions of members of a group is lack of expression of appreciation and that another deficiency is the avoidance of confronting concerns and irritations. The facilitator asks each member of the group to write the appreciation and concerns relative to each member of the group. And then these are discussed one by one to make improvements accordingly. If substantial conflict exists within the group members then this exercise does not prove to be fruitful.

4.4.3 Socio Technical Systems (STS)

This change process concerns the organisation's division of labor—how to specialise task performances. Interventions aimed at structural design include moving from more traditional ways of dividing the organisations overall work (such as functional, self-contained-unit, and matrix structures) to more integrative and flexible forms (such as process-based and networkbased structures). Diagnostic guidelines exist to determine which structure is appropriate for particular organisational environments, technologies, and conditions. These interventions focus on an organisation's technology (for example, task methods and job design) and structure (for example, division of labor and hierarchy). These change methods are receiving increasing attention in OD, especially in light of current concerns about productivity and organisational effectiveness.

4.4.4 Visioning

This is a term used for an intervention, in which, group members in one or more organisational groups, develop and describe their vision of what they want the organisation to be like in the future. The time frame may be anywhere from six months to five years in the future. The concept of visioning is credited to Ronald Lippitt. It starts with writing down the characteristics they will like to see this organisation have from one or two years in future, characteristics are made visible on a flip chart paper and displayed, clarifications pertaining to questions are made, subjects then extract themes from individual reports and report them to the total group. Visioning uses mental imagery or cognitive maps to describe the organisation.

4.4.5 Quality of Work Life (QWL) Programmes

This Program *has* been applied to a wide variety of organisational improvement efforts. The common element seems to be an attempt to restructure multiple dimensions of the organisation and to institute a mechanism which introduces and sustains changes over time. Aspects of the change mechanism are usually an increase in participation by employees in shop floor decisions and an increase in problem solving between the union and management. It includes voluntary involvement on the part of employees, union agreement with the process and participation in it, assurance of no job loss, training of employees in team problem solving, use of quality circles, work team participation in forecasting, work planning and team leader/member selection, regular plant and team meetings, encouragement of skill development and job rotation, skill training and responsiveness to employee concern.

4.4.6 Quality Circles

Quality circle concept is a form of group problem solving and goal setting with a primary focus on maintaining and enhancing the quality of the product. Quality circles have been extensively used in Japan. It consists of a group of seven to ten employees from a unit who have volunteered to meet together regularly to analyse and make proposals about product quality and other problems. Supervisors who have volunteered to participate are trained by quality control experts and facilitators. Favourable results have been reported through the use of cross- functional quality circle teams.

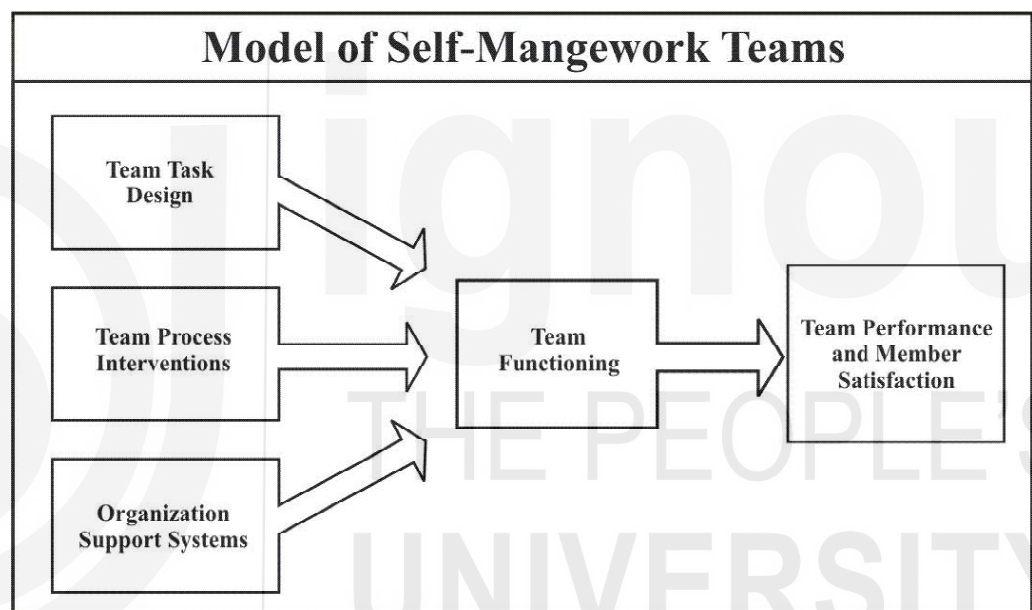
4.4.7 Force-Field Analysis

Force- field analysis *is* a device for understanding a problematic situation and planning corrective actions. The technique was first proposed by Kurt Lewin. It is essentially vector analysis an analytical tool. It involves deciding upon problematic situation,

describing the desired condition, identifying the factors and forces operating in the current force field, examine the forces, strategies to move the equilibrium from current conditions to desired conditions, implement the action plans and describe what actions must be taken to stabilize the equilibrium at the desired condition and implement those actions.

4.4.8 Self-Managed Teams

Several problems are encountered in moving toward the use of self managed teams. The first problem is what to do with the first-line supervisors who are no longer needed as supervisors. Another is that the managers that are now one level above the teams will likely oversee the activities of several teams and their roles will change to emphasise planning, expediting and coordinating. Team members need to develop new skills in running and participating in the team meetings as well as planning, quality control and budgeting.



4.5 INTERGROUP RELATIONS

These interventions are designed to improve interactions among different groups or departments in organisations. The microcosm group intervention involves a small group of people whose backgrounds closely match the organisational problems being addressed. This group addresses the problem and develops means to solve it. The inter-group conflict model typically involves a consultant helping two groups understand the causes of their conflict and choose appropriate solutions.

4.5.1 Partnering

Partnering is productive in situations, in which, two or more organisations are likely to incur unnecessary conflict. It is a variation of team building, intergroup team building and strategic planning having the objective of forming 'an effective problem-finding/ problem- solving management team composed of personnel from both parties, creating a single culture with one set of goals and objectives for the project'. Participants report better results than on non-partnered projects.

4.5.2 Third Party Peacemaking at Group Level

A basic feature of third party peace- making intervention is confrontation: the two principals must be willing to confront the fact that conflict exists and that it has consequences for the effectiveness of the two parties involved. The third party must be able to diagnose the conflict situations. A major distinction is drawn between substantive and emotional conflict. This distinction is important for the third party consultant. Intervention tactics for the third party consist of structuring confrontation and dialogue between the principals. The third party will intervene directly or indirectly in facilitating dialogue.

4.5.3 Grid OD Phase 3

The focus of this phase is intergroup relations and the goal of this phase is to move groups from their ineffective, win-lose actual ways of relating between groups toward an ideal model of intergroup relations. The dynamics of intergroup cooperation are explored. The phase consists of teams convening in twos to work on the previously stated issues. Only the selected members of the teams take part in the exercises and activities.

4.5.4 Survey Feedback

The process of systematically collecting data about the system and feeding back the data for individuals and groups at all levels of the organisation to analyse, interpret meanings and design corrective action steps. It has two major components – the use of a climate or attitude survey and the use of feedback workshops – are called survey feedback. The steps involved are organising top level members of the hierarchy for preliminary planning, collecting data, feedback to top executives, each superior discusses the data with subordinates and give feedback in presence of the consultant. Survey feedback has shown as an effective change technique in OD.

Self Assessment Questions

- 1) Process consultation Intervention was developed by which of these practioners?
 - a) Stanley M. Hermann
 - b) Kurt Lewin
 - c) Edgar Schein
 - d) Peter Drucker
- 2) _____ identified characteristics of well –functioning, effective groups/ teams.
 - a) Rensis Likert and McGregor
 - b) Kurt Lewin
 - b) Edgar Schein
 - d) Stanley M. Hermann
- 3) _____ concept is a form of group problem solving and goal setting with a primary focus on maintaining and enhancing the quality of the product.
 - a) Quality circle
 - b) Socio-technical systems
 - b) Quality of Work Life
 - d) Systems view

4.6 COACHING AND COUNSELING

Counselors and therapists were not in the vanguard of the coaching movement. However, as coaching becomes more popular and more counselors discover it, more counselors are found in various coach-training programs, and are either including coaching as one of the services they offer or transitioning from a counseling practice to a coaching practice. These activities frequently grow out of team- building and

intergroup interventions. In the aftermath of a team –building session an individual may seek some attentive listening away from the group setting. Individuals may also want feedback from the consultant or help in looking at optional behaviours that might be more effective. Coaching, with a professional coach, is the practice of supporting an individual, referred to as a client, through the process of achieving a specific personal or professional result. Coaching is differentiated from therapeutic and counseling disciplines

Coaching is performed with individuals and groups, in person, over the phone and online. The facilitative approach to coaching in sport was pioneered by Timothy Gallwey; hitherto, sports' coaching was (and often remain solely a skills-based learning experience from a master in the sport). Other contexts for coaching are numerous and include executive coaching, life-coaching, emotional intelligence coaching and wealth coaching. The basic skills of coaching are often being developed in managers within organisations, specifically to up-skill their managing and leadership abilities, rather than to apply in formal one-to-one coaching sessions. These skills can also be applied within team meetings and are akin then to the more traditional skills of group facilitation. Instructing, coaching and mentoring differ. Instructors disseminate knowledge. Coaches help clients build skills. Mentors shape mental attitudes. Alternately, instructors train to immediate tasks, coaches accompany achievements, and mentors provide whole-life shaping.

In organisations today, coaching refers to a method of *personal development* or *human resource development* (HRD). This field of coaching is becoming a distinct area of practice for individuals and in organisations. A casual business practice of coaching is the act of providing positive support and positive feedback while offering occasional advice to an individual or group in order to help them recognise ways in which they can improve the effectiveness of their business. Coaching is an excellent way to attain a certain work behaviour that will improve leadership, employee accountability, teamwork, sales, communication, goal setting, strategic planning and more. It can be provided in a number of ways, including one-on-one, group coaching sessions and large scale organisational work. Many corporations are instilling the practice of 360 degree consulting before providing coaching, which permits employees to utilise their own life or professional experiences in a positive way to create team participation attitudes even with superiors. Coaching is not a practice restricted to external experts or providers. Many organisations expect their senior leaders and middle managers to coach their team members toward higher levels of performance, increased job satisfaction, personal growth, and career development.

4.6.1 Executive Coaching

This can be grouped separately from business coaching, as there is a common understanding that business coaching can be the equivalent of business planning, or consulting, but the coach takes the lead in running the business process. Executive coaching is the one-to-one relationship between a coach and a client, based around the intrapersonal goals of the client within the organisational context. *Global Executive coaching* deals specifically with the unique set of challenges created from crossing cultures following an international or domestic relocation. *Personal coaching* is a process which is designed and defined in a relationship agreement between a client and a coach. It is based on the client's expressed interests, goals and objectives. A professional coach may use inquiry, reflection, requests and discussion to help clients identify personal and/or business and/or relationship goals, develop strategies, relationships and action plans intended to achieve those goals. A coach provides a place for clients to be held accountable to themselves by monitoring the clients'

progress towards implementation of their action plans. Together they evolve and modify the plan to best suit the client's needs and environmental relationships. Coaches often act as human mirrors for clients by sharing outside and unbiased perspectives. Coaches may teach specific insights and skills to empower the client toward their goals.

Clients are responsible for their own achievements and success. The client takes action, and the coach may assist, but never leads or does more than the client. Therefore, a coach cannot and does not promise that a client will take any specific action or attain specific goals. Professional coaching is not counseling, therapy or consulting. These different skill sets and approaches to change may be adjunct skills and professions. Further, *counseling* is the professional practice of behaviour analysis is one domain of behaviour analysis: others are *behaviourism*, *experimental analysis of behaviour* and *applied behaviour analysis*. The professional practice of behaviour analysis is the delivery of interventions to consumers that are guided by the principles of behaviourism and the research of both the experimental analysis of behaviour and applied behaviour analysis. Professional practice seeks maximum precision to change behaviour most effectively in specific instances. Behaviour analysts are *mental health professionals* and are licensed as *licensed behaviour analysts*. The professional practice of behaviour analysis is a hybrid discipline with specific influences coming from counseling, psychology, education, special education, communication disorders, physical therapy and criminal justice. As a discipline it has its own conferences, organisations, certification processes and awards.

4.6.2 Training

Self diagnostic surveys are widely used in human relations training and in laboratory training settings. They can be also useful for team building. For a successful training session the consultant must have expertise in the use of a particular instrument. When shared in a group whose members have relatively high trust in each other and relatively high communications skills, this self-disclosed information can further tolerance and understanding between members, can be used by individuals to enhance strengths in deficient areas and in some instances can be useful in sorting out team assignments. Using a questionnaire, participants can plot on a two- dimensional grid where their practices appear to be in terms of 'concern for production' and 'concern for people'.

Workshops focusing on diagnosed styles can be a springboard for developing more effective leadership and team behaviours. The advantage of using self- diagnostic instruments are probably greater in the context of training programs involving strangers or persons from different units than in the context of team building. Some of the dysfunctional consequences might be: Using the results to label or stereotype others, distorting responses so that scores produce results assumed to be 'socially acceptable', focusing on the analysis of behaviour rather than on addressing and solving more fundamental issues facing the team and fostering overdependence on the OD consultant. One of the dysfunctional aspects of using instrumented training techniques is OD happens when an OD consultant lets his or her 'kit bag' of diagnostic surveys drive the selection of interventions. The consultant must make an informed judgment as to what intervention would be particularly useful to the client group at a given time. Yet, a self diagnostic survey might or might not be appropriate at times.

4.6.3 Behaviour Modelling

This *is* a training technique designed to improve interpersonal competence. It is an effective tool for problems of interpersonal relations in organisations. Based on Albert

Bandura's Social Learning theory has been shown excellent way to make first-line supervisors more effective to improve organisational performance. The basic premise of Social Learning theory is that for persons to engage successfully in a behaviour, they must perceive a link between certain behaviour and their outcomes must desire those outcomes and must believe they can do it. It starts with behaviour description, justification to explain the impact of the observed behaviour, active listening of content and feelings, participative problem solving and positive reinforcement to compliment other sincerely. It teaches the skills and behaviours needed to deal with interpersonal problems. For improving interpersonal skills behaviour modeling is an important training option. Many first line supervisors find it difficult to discipline employees.

To learn this behaviour they must see a link between successful disciplining and desired outcomes. We tend to describe behaviour, explain the impact of an observed behaviour on individual, the observer, or the organisation, actively listen to accurately reflect the content and feelings of another's communication, participative problem solving and provide positive reinforcement in an authentic manner in behaviour modeling. But we need to determine the most pressing problem, design training modules for each of about ten problems, specific behaviours exhibited by the model that cause success are highlighted and then weekly training of four hours each are scheduled for each module for groups. At training session the problem situation is announced and briefly discussed. Participants then observe a videotape in which the model successfully solves the problem by enacting specific behavioural skills. The trainees discuss the behavioural skills and then role play the situation receiving the feedback from the group and the trainer on their performances. Role playing continues until each participant successfully masters all the specific skills. At the beginning of the new session participants report how their new skill worked on the job. Thus behaviour modeling works better with any kind of interpersonal skills.

4.7 MENTORING

Mentor is a trusted friend, counselor or teacher, usually a more experienced person. Some professions have "mentoring programs" in which newcomers are paired with more experienced people, who advise them and serve as examples as they advance. Schools sometimes offer mentoring programs to new students, or students having difficulties. Today mentors provide expertise to less experienced individuals to help them advance their careers, enhance their education, and build their networks. Mentorship refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. The person in receipt of mentorship may be referred to as a *protégé* (male), a *protégée* (female), an *apprentice* or, in recent years, a *mentee*. Mentoring" is a process that always involves communication and is relationship based, but its precise definition is elusive. One definition of the many that have been proposed, is 'Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)".

The focus of mentoring is to develop the whole person and so the techniques are broad and require wisdom in order to be used appropriately. A 1995 study of mentoring techniques most commonly used in business found that the five most commonly used techniques among mentors were:

4.7.1 Accompanying

This is actually making a commitment in a caring way, which involves taking part in the learning process side-by-side with the learner.

4.7.2 Sowing

Mentors are often confronted with the difficulty of preparing the learner before he or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it.

4.7.3 Catalysing

When change reaches a critical level of pressure, learning can jump. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.

4.7.4 Showing

This is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behaviour.

4.7.5 Harvesting

Here the mentor focuses on “picking the ripe fruit”: it is usually learned to create awareness of what was learned by experience and to draw conclusions. The key questions here are: “What have you learned?”, “How useful is it?” Different techniques may be used by mentors according to the situation and the mindset of the mentee, and the techniques used in modern organisations can be found in ancient education systems, from the Socratic technique of harvesting to the accompaniment method of learning used in the apprenticeship of itinerant cathedral builders during the Middle Ages. Leadership authors Jim Kouzes and Barry Posner advise mentors to look for “teachable moments” in order to “expand or realise the potentialities of the people in the organisations they lead” and underline that personal credibility is as essential to quality mentoring as skill.

4.7.6 Mentoring Relationship

There are two broad types of mentoring relationships: formal and informal. Informal relationships develop on their own between partners. Formal mentoring, on the other hand, refers to a structured process supported by the organisation and addressed to target populations. In business formal mentoring is part of talent management address to populations such as key employees, newly hired graduates, high potentials and future leaders. In formal mentoring, matching of mentor and mentee is done by each choosing the partner in order to avoid creating a forced and inauthentic relationship.

There are formal mentoring programs that are value-oriented, while social mentoring and other types focus specifically on career development. Some mentorship programs provide both social and vocational support. In well-designed formal mentoring programs, there are program goals, schedules, training (for both mentors and protégés), and evaluation. There are many kinds of mentoring relationships from school or community-based relationships to e-mentoring relationships. These mentoring relationships vary and can be influenced by the type of mentoring relationship that is in effect. That is whether it has come about as a formal or informal relationship. Also

there are several models that have been used to describe and examine the sub-relationships that can emerge. For example, Buell describes how mentoring relationships can develop under a cloning model, nurturing model, friendship model and apprenticeship model.

The cloning model is about the mentor trying to “produce a duplicate copy of him or her.” The nurturing model takes more of a “parent figure, creating a safe, open environment in which mentee can both learn and try things for him-or her.” The friendship model are more peers “rather than being involved in a hierarchical relationship.” Lastly, the apprenticeship is about less “personal or social aspects... and the professional relationship is the sole focus”.

Davis and Garrison, undertook to study successful leaders of both genders and at least two races. Their research presented evidence for the roles of: cheerleader, coach, confidant, counselor, developer of talent, “griot” (oral historian for the organisation or profession), guardian, guru, inspiration, master, “opener of doors”, patron, role model, pioneer, “seminal source”, “successful leader”, and teacher. They described multiple mentoring practices which have since been given the name of “mosaic mentoring” to distinguish this kind of mentoring from the single mentor approach.

4.7.7 Mosaic Mentoring

This is based on the concept that almost everyone can perform one or another function well for someone else — and also can learn along one of these lines from someone else. The model is seen as useful for people who are “non-traditional” in a traditional setting, such as people of color and women in a traditionally white male organisation. The idea has been well-received in medical education literature. There is also mosaic mentoring programs in various faith-based organisations.

4.7.8 New-Hire Mentorship

In newcomers to the organisation (protégés) are paired with more experienced people (mentors) in order to obtain information, good examples, and advice as they advance. It has been claimed that new employees who are paired with a mentor are twice as likely to remain in their job as those who do not receive mentorship.

These mentoring relationships provide substance for career growth, and benefit both the mentor and the mentee. For example, the mentor gets to show leadership by giving back and perhaps being refreshed about their own work. The organisation receives an employee that is being gradually introduced and shaped by the organisation’s culture and operation because they have been under the mentorship of an experienced member. The person being mentored networks, becomes integrated easier in an organisation, gets experience and advice along the way. It has been said that “joining a mentor’s network and developing one’s own is central to advancement” and this is possibly why those mentored tend to do well in their organisations.

In the organisational setting mentoring usually “requires unequal knowledge”, but the process of mentorship can differ. Bullis describes the mentoring process in the forms of phase models. Initially, the “mentee proves himself or herself worthy of the mentor’s time and energy”. Then cultivation occurs which includes the actual “coaching...a strong interpersonal bond between mentor and mentee develops”. Next, under the phase of separation “the mentee experiences more autonomy”. Ultimately, there is more of equality in the relationship, termed by Bullis as Redefinition.

4.7.9 High-Potential Mentorship

This is used to groom up-and-coming employees deemed to have the potential to move up into leadership roles. Here the employee (protégé) is paired with a senior level leader (or leaders) for a series of career-coaching interactions. A similar method of high-potential mentoring is to place the employee in a series of jobs in disparate areas of an organisation, all for small periods of time, in anticipation of learning the organisation's structure, culture, and methods.

A mentor does not have to be a manager or supervisor to facilitate the process. *Mentorship in education* is offered to support students in program completion, confidence building and transitioning to further education or the workforce. There are also many mentoring programs designed specifically to bring under-represented populations into science and engineering. The *blended mentoring* is a mix of on-site and online events, projected to give to career counseling and development services the opportunity to adopt mentoring in their ordinary practice. In the *reverse mentoring* situation, the mentee has more overall experience (typically as a result of age) than the mentor (who is typically younger), but the mentor has more knowledge in a particular area, and as such, reverses the typical constellation. Examples are when young internet or mobile savvy Millennial Generation teens train executives in using their high end Smart Phones. They in turn sometimes offer insight in business processes.

In Business mentoring the concept of mentoring has entered the business domain as well. This is different from being an apprentice; a business mentor provides guidance to a business owner or an entrepreneur on the entrepreneur's business. An apprentice learns a trade by working on the job with the "employer". The experience of the mentor can help the mentee overcome hurdles in business easily, given that the mentor has faced similar situations in business himself.

Business professionals with a lot of experience and successful entrepreneurs are lending their time to help others in business.

4.8 MOTIVATION

A major function of leaders is to support the motivation of other individuals and groups. There are approaches to motivating people that are destructive, for example, fear and intimidation. While these approaches can seem very effective in promptly motivating people, the approaches are hurtful, and in addition, they usually only motivate for the short-term. There are also approaches that are constructive, for example, effective delegation and coaching.

These constructive approaches can be very effective in motivating others and for long periods of time. Different people can have quite different motivators, for example, by more money, more recognition, time off from work, promotions, opportunities for learning, or opportunities for socialising and relationships.

Therefore, when attempting to help or motivate people, it's important to identify what motivates each of them. Ultimately, though, long-term motivation comes from people motivating themselves. Motivating people is a myth. People cannot be motivated by others. They are motivated from within. Leaders can however, set up an environment in which people are able to motivate themselves. To set up an environment that enables employees to be motivated, leaders need to understand what the motivational needs of individuals and groups are. Determining the "what's in it for me" for individual employees and workgroups that is consistent with goals and strategies of the organisation is the key to improving motivation for individuals and groups of employees.

A base for understanding what motivates human beings is found in the theories by Maslow and Herzberg. When applying these theories, leaders must understand some of the personal circumstances of the individuals and groups to develop the environment that allows individuals and groups to motivate themselves and provide an overall approach that reinforces the desired motivation. For employees whose basic needs are fulfilled, it may be necessary to understand whether delegation of responsibility and authority will cater to their self esteem needs. For example, giving them projects for which they are accountable and have the resources and competence to complete. Care has to be taken with processes and policies.

Processes and policies which are in contradiction of people's motivators will depress motivation. A study of Herzberg dis-satisfiers reveals that administration and policy has the highest impact on motivation being a dis-satisfier on 36% of occasions. However, processes and policies which motivate individuals may not be aligned to an organisation's strategy and objectives. Further, a robust performance management system that recognises and rewards people in a way that fits their motivators is necessary for developing an environment that allows individuals and groups to motivate themselves. Developing an environment that improves employee's motivation is hard work. There is no one size fits all solution, as motivation is driven by "what's in it for me".

Some of the basic principles guidelines to remember are:

- 1) Motivating employees' starts with motivating ourselves. Enthusiasm is contagious. If we're enthusiastic about our job, it's much easier for others to be, too. Also, if we're doing a good job of taking care of ourselves, we'll have much clearer perspective on how others are doing in theirs. A great place to start learning about motivation is to start understanding your own motivations. The key to helping to motivate your employees is to understand what motivates them.
- 2) Always work to align goals of the organisation with goals of employees.

Employees can be all fired up about their work and be working very hard, however, if the results of their work don't contribute to the goals of the organisation. Therefore, it's critical that managers and supervisors know what they want from their employees. These preferences should be worded in terms of goals for the organisation.

- 3) Key to supporting the motivation of our employees is, understanding what motivates each of them. Each person is motivated by different things.
- 4) Recognise that supporting employee motivation is a process, not a task. Organisations change all the time, as do people. Indeed, it is an ongoing process to sustain an environment where each employee can strongly motivate themselves.
- 5) Support employee motivation by using organisational systems (for example, policies and procedures) — don't just count on good intentions. Don't just count on cultivating strong interpersonal relationships with employees to help motivate them.

Here are a few strategies to ponder while motivating employees:

4.8.1 Provide a Nurturing Environment

If one is only concerned about production and not about the people who can produce, chances are, they will not produce. Motivating employees properly means

caring for more than just bottom-line results; this can often present a problem for you. Many supervisors believe that it is not their job to nurture their employees - that nurturing is something that should be done at home. Those supervisors are wrong. When employees feel genuinely cared for, then you are motivating employees to increase productivity. Being a motivating supervisor means assessing what your employees need. Some people may just need to work with other people who care about them. However, as your organisation grows you may need to consider providing counseling or pastoral care. There is a direct correlation between the health of your employees and the health of your organisation.

**Human Process Interventions:
Individual Group and Inter-
Group, Coaching, Counseling,
Training, Behavioural
Modeling, Mentoring,
Motivating etc.**

4.8.2 Encourage Personal Growth

This is important for you and your employees. This can be difficult for many motivating supervisors because it is not something that can be measured. Have employees write down their thoughts in the following areas: First, their priorities and what is important to them; Second, their goals and dreams for the future; Third, how you as a supervisor can assist in motivating employees to meet each of their goals. In addition, offer training and development in areas that will improve personal growth as well as increase their effectiveness. When employees feel good about themselves, they will perform. Encouraging personal growth is imperative for motivating employees.

4.8.3 Empower Employees

Employees need to be trained, and then empowered to make good decisions. Trusting the people that report to you can help towards motivating employees to take on more responsibilities. When people take on more responsibility they begin to take ownership. This is a good thing. People do not like to be micromanaged. If we have provided the proper training, we must trust our employees to use it.

4.8.4 A Top-Down Method

These are some of the essential strategies and skills possessed by a motivating supervisor. It is up to them to start being proactive and implementing methods towards motivating employees. It is important to remember that motivation is a top-down method.

When considering ways to motivate employees keep in mind that each individual is different and therefore everyone is motivated by different things. While one employee may be motivated by money another may be motivated by working with supportive coworkers. One way to find out what motivates your employees is to discover their wants and needs. One way to do this is by performing surveys or questionnaires. Below are several factors that can motivate employees.

4.8.5 Incentives

Incentives are one of the most common ways of motivating employees. Employee incentives can be money, gift cards, gifts, vacation trips, etc. The best way to decide what incentive to use to motivate employees is by asking them what they would like. You may be surprised that it's not always money that an employee seeks.

4.8.6 Responsibility

Show your employees that you trust them by giving them responsibilities. Employees usually like having some control and making choices. It makes them feel as if they are a necessary part of the business.

4.8.7 Pleasant Work Environment

If an employee is working in an environment where there is a lot of negativity between management and employees this can diminish his/her motivation. An employee will be more motivated if he/she is working with supportive co-workers and management.

4.8.8 Interesting Work

Performing the same tasks everyday will become boring and repetitive for employees unless they enjoy what they do. Find out what tasks your employee is good at and enjoys doing. Providing your employee with a task he/she enjoys can prove to be an effective method of motivating employees.

4.8.9 Listen

Listen to your employee's concerns and take them seriously. Employees can become more motivated when they discover that you care about their concerns and problems.

Reward Good Work- Acknowledge employees who put in the extra effort. You can have an "Employee of the Month" or Certificates of Appreciation. Employees like to feel that their hard work is being acknowledged. Even a simple Thank You can show appreciation and improve employee morale.

4.8.10 Share Business Success

Making employees feel like they are part of a bigger team can be a great tool for motivating employees. Provide business performance reviews to let the employees know how the business is doing. Encourage employees to strive to achieve success and growing figures for the business. Reward the whole team when the business reaches its goals and beyond.

4.8.11 Job Security

When motivating employees, job security is essential. If employees feel they might be fired or laid off they are more likely not to put their best efforts into the job.

4.8.12 Promotion / Growth

Most employees have a natural wanting to improve. Everybody has dreams of where they wish to be in the future. If there is no goal or growth to be achieved, there is nothing to motivate them to work harder.

In addition to the above, one must be flexible and positive. Flexible means that one should not make their employees come to work when they are sick. They should not be penalised for emergency situations. If it's possible be flexible with the employee's schedule. For example give them the option of choosing the day of the week they want off. By doing this you show employees that you care and this will be appreciated. As for positive attitude, as a manager and leader it is important to have a positive attitude. Something as simple as a negative tone in your voice can be enough to reduce employee morale. Increasing positive managerial behaviour and reducing negative managerial behaviour will go a long way towards improving employee engagement. When talented employees are engaged, they are able to perform spectacularly and build and improve winning business.

4.8.13 Competitive Salary

Though money is not always an employee's main motivation, a competitive salary can help an employee feel that they are receiving what they deserve for their job description. If an employee is under-paid they will often go searching for other jobs that offer competitive salaries.

Human Process Interventions:
Individual Group and Inter-
Group, Coaching, Counseling,
Training, Behavioural
Modeling, Mentoring,
Motivating etc.

Self Assessment Questions

- 1) Helping to identify the skills and capabilities that are within the person, and enabling them to use them to the best of their ability – and by that increasing the independence within the individual, and reducing reliance is _____
 - a) Mentoring
 - b) Behaviour modification
 - c) Managing
 - d) Coaching
- 2) Behaviour Modeling is based on Theory of _____
 - a) McGregor
 - b) Albert Bandura
 - c) Hertzberg
 - d) Abraham Maslow
- 3) Mentoring based on the concept that almost everyone can perform one or another function well for someone else — and also can learn along one of these lines from someone else is _____
 - a) High-potential mentorship
 - b) New hire mentoring
 - c) Mosaic mentoring
 - d) Blended mentoring

4.9 LET US SUM UP

OD efforts basically entail two groups of activities: “action research” and “interventions.” Action research is a process of systematically collecting data on a specific organisation, feeding it back for action planning, and evaluating results by collecting and reflecting on more data. Data gathering techniques include everything from surveys and questionnaires to interviews, collages, drawings, and tests. The data is often evaluated and interpreted using advanced statistical analysis techniques. Action research can be thought of as the diagnostic component of the OD process. But it also encompasses the intervention component, whereby the change agent uses action plans to intervene in the organisation and make changes, as discussed below. In a continuous process, the results of actions are measured and evaluated and new action plans are devised to effect new changes. Thus, the intervention process can be considered a facet of action research.

4.10 UNIT END QUESTIONS

- 1) What are the OD Interventions conducted for Individuals to bring about improvement in their functioning?
- 2) Discuss the Group / Intergroup Interventions in brief and critically analyse their role in Organisation Development.
- 3) What are self-managed teams? Describe their role and functioning in the organisations.
- 4) Discuss the importance of mentoring in today's organisations.
- 5) What is Motivation? Discuss the guidelines for the practioners to motivate the employees.

4.11 SUGGESTED READINGS

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4.12 ANSWERS TO SELF ASSESSMENT QUESTIONS

SAQ 1: (1) c (2) a (3) a

SAQ 2: (1) c (2) a (3) a

SAQ 3: (1) d (2) b (3) c