

BALAJI INSTITUTE OF I.T AND MANAGEMENT KADAPA

ORGANIZATION DEVELOPMENT

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(17E00405) ORGANIZATION DEVELOPMENT

Objective :The objective of the course is to provide the students with the conceptual framework and the theories underlying Organizational Development.

1. **Organization Development** –Definition – Characteristics - Contributory Stems, Values, Assumptions, Beliefs in OD - Ethical issues in OD.
2. **Foundations of OD**- Systems Outlook- Third Wave Management and Organization Transformation.
3. **Diagnostic Process and Areas of Diagnosis** –Action Research- As a Process and Approach- OD
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5. **Consultant Issues** – System Ramifications – Power politics in OD – Future of OD.

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UNIT –III
DIAGNOSTIC PROCESS & AREAS OF DIAGNOSIS

3. ACTION RESEARCH:-

Action research is a cornerstone of organization development, underlying both the theory & practice of the field. It is the application of the scientific method of fact-finding & experimentation to practice, problems requiring action solutions to immediate problems & a contribution to scientific knowledge & theory. It provides both the theoretical underpinnings & the practical application of organizational change.

3.1 ACTION RESEARCH MODEL:-**1. PROBLEM IDENTIFICATION :-**

This stage usually begins when a key executive in the organization or someone with power and influence senses that the organization has one or more problems that might be solved with the help of an OD practitioner.

During this process, the consultant assesses:

The probability of relating with the client

The motivation and values of the client

The client's readiness for change

The extent of resources available

Potential leverage points of change

2. CONTRACTING (consultation with a behavioral science expert) :-

During the initial contact, the OD practitioner and the client carefully assess each other. The practitioner has his or her own normative, developmental theory or frame of reference and must be conscious of those assumptions and values.

The OD contract states three critical areas:

- a. What each expects to get from the relationship
- b. How much time each will invest, when, and at what cost
- c. The ground rules under which the parties will operate

3. DIAGNOSIS (Data gathering & preliminary diagnosis):-

This step is usually completed by the OD practitioner, often in conjunction with organization members. It involves gathering appropriate information and analyzing it to determine the underlying causes of organizational problems.

4 FEEDBACK (feedback to the key client (or) group):-

The feedback step, in which the group is given that information gathered by the consultant helps the group determine the strengths & weakness of the organization (or) the department under study. The consultant provides the client with all relevant and useful data.

5. PLANNING CHANGE (joint diagnosis of problem) :-

Next, the OD practitioner and the client members jointly agree on further actions to be taken. This is the beginning of the moving process (described in Lewin's change model). At this stage, the

specific action to be taken depends on the culture, technology, and environment of the organization; the diagnosis of the problem; and the time and expense of the intervention.

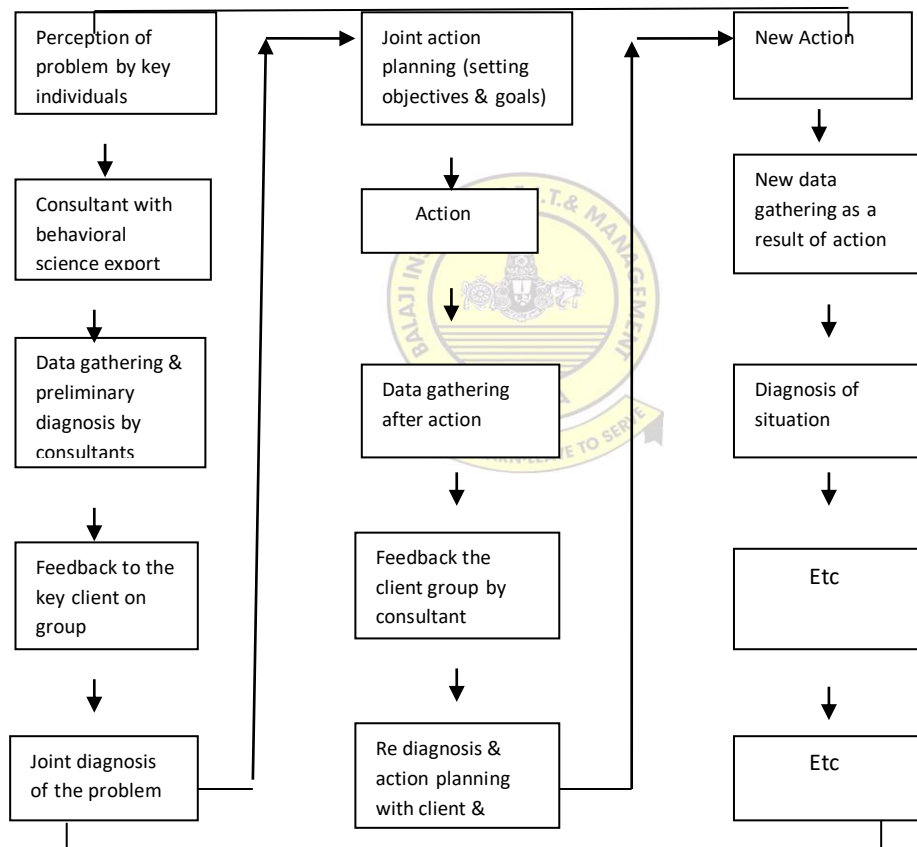
6. INTERVENTION (action):-

This stage involves the actual change from one organizational state to another. It may include installing new methods and procedures, reorganizing structures and work designs, and reinforcing new behaviors. Such actions typically cannot be implemented immediately but require a transition period as the organization moves from the present to a desired future state.

7.EVALUATION (Data gathering after action):

Because action research is a cyclical process, data must also be gathered after the action has been taken to measure and determine the effects of the action and to feed the results back to the organization. This, in turn, may lead to re-diagnosis and new action.

3.2 ACTION RESEARCH MODEL DIAGRAM:-



4.ACTION RESEARCH AS A PROCESS& APPROACH:-

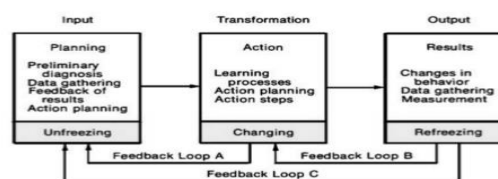
Action Research is a process which serves as a model for most OD interventions.

Def: French and Bell (1995) describe Action Research as a "process of systematically collecting research data about an ongoing system relative to some objective, goal, or need of that system; feeding these data back into the system; taking actions by altering selected variables within the system based both on the data and on hypotheses; and evaluating the results of actions by collecting more data.

The steps in Action Research process are:

- 1.Entry:** This phase consists of finding needs for change within an organization. It is also the time to quickly grasp the nature of the organization, identify the appropriated decision maker, and build a trusting relationship.
- 2.Start-up and contracting:** In this step, critical success factors and the real issues are identified. We link into the organization's culture and processes, and clarify roles for the consultant(s) and employees. A formal or informal contract will define the change process.
- 3.Assessment and diagnosis:** Here data was collected to find the opportunities and problems in the organization. This is the time for the consultant to make a diagnosis, in order to recommend appropriate interventions.
- 4.Feedback:** It should start with the executive, client and his/her team. Usually it is cascaded (to fall quickly and in large amounts) down through the organization to reach all who have participated. This provides an opportunity for the organization's people to be involved in the change process, to learn about how different parts of the organization affect each other, and to participate in selecting appropriate change interventions.
- 5.Planning Change:** In this step recommendations are distilled from the assessment and feedback. Alternative actions are considered as focus of the intervention(s). An implementation plan is developed that is based on the assessment data, is logically organized, results- oriented, measurable and rewarded.
- 6.Intervention:** It is important to follow the action plan, yet remain flexible enough to modify the process as the organization changes and as new information emerges.
- 7. Evaluation:** Successful OD must have made meaningful changes in the performance and efficiency of the people and their organization. An evaluation procedure to verify this success, identify needs for new or continuing OD activities, and improve the OD process itself to help make future interventions more successful is needed.
- 8.Separation:** It must recognize when it is more productive for the client and consultant to undertake other activities, and when continued consultation is counterproductive. The change should be monitored for its success possibly to plan for future change activities.

Action Research Process



5. ORGANIZATION DEVELOPMENT(OD):

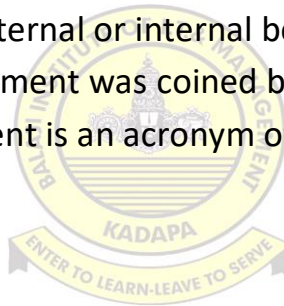
OD is an organizational improvement strategy. Organization Development is about how people & organizations function. OD programs are long-term planned, sustained efforts, such efforts being when a leader identifies an un-desirable situation & seek to change it. Kurt Lewin (1898–1947) is widely recognized as the founding father of OD .it is a response to change, a complete educational strategy intended to change

the beliefs, attitudes, values & structures of organizations so that they can better adapt to new technology, markets, and challenges. It strengthens of human process in organizations, which improve the functioning of the organic systems so as to achieve its objectives. It is the prescription for process of planned change in an organization in which the key perspective elements relates to.

- The nature of the effort or programmer
- The nature of the change activities
- The target of the change activities

It is particular kind of change process designed to bring about a particular kind of end result. OD is aimed not only at improving the organization effectiveness but also at enhancing the development of organizational members. Organization development is an ongoing, systematic process of implementing effective organizational change. It refers to a long-range effort to improve an organization's problem-solving capabilities and its ability to cope up with changes in its external environment with the help of external or internal behavioral-scientist consultants. The term organizational development was coined by Richard Beck hard in the mid-1950s. Organizational development is an acronym of two words i.e., organization and development.

Case Study – Automation company



What was the situation?

This technology automation company came to us because they were stuck to the same top line for over 8 years and wanted to create a breakthrough – in the market to increase their share, as well as improve efficiencies internally. They also wanted to morph from a Single business owner driven business to a professional setup.

What we did

After a detailed diagnosis of the current situation, we recommended a project wise consulting support, starting with revisiting their Business Strategy and Product and service portfolio. For the first time ever the Sales planning was introduced to bring in focused efforts acquire business and track Sales performance.

To strengthen the execution team and the support team, HR interventions were introduced.

This brought the clarity in the role and responsibilities of the staff. Performance management was implemented to bring in objectivity and neutrality in evaluating yearly performance and recommend increments and promotion. New talent from the market was hired and trained. All these interventions were introduced in a phase wise manner over 12 months, to ensure the management was available for implementing and changes were spaced out for employees to accept and follow them.

What it is now...

- ✚ Their top line has increased by over 80% in the immediate next financial year.
- ✚ The company attracted good talent from the market , which was earlier considered Impossible.
- ✚ New alliances for business acquisition were created, R&D was focused to generate cost
- ✚ Effective yet products that has the market demand.
- ✚ The same product and service was offered to other different Industries, which was earlier only thought of.
- ✚ Non performance at work is objectively dealt with in the monthly meetings.
- ✚ The company is in the process of setting up a manufacturing facility and expand its service portfolio.

External Questions: (Old Question papers)

1. Elucidate action research process and brief how it supplements OD?
2. Enumerate the various diagnostic models of organization development?
3. Explain the interrelationship between action research and organization development?



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UNIT-IV

INTERVENTION CLASSIFICATION

Introduction:-

OD interventions are a set of *sequenced, planned actions or events* intended to help an organization to increase its *effectiveness*. It refers to the range of *planned, programmatic activities, clients and consultants* participate in during the course of an organization development program. These intervention activities are designed to improve the organization's functioning and enable managers and leaders to better manage their team and organization cultures. The intervention is the procedure, i.e. the OD consultant uses, after diagnosing an organizational situation and providing feedback to management, to address an organization problem or positive future.

Definition of OD intervention:-

Ayres defines "INTERVENTION" as follows: "to intervene is to enter into an ongoing system of relationship to come between (or) among persons, groups, (or) objects for the purpose of helping them.

1. TEAM INTERVENTIONS:-

A team is a form of group, but has some characteristics in greater degree than ordinary groups, including a higher commitment to common goals & higher degree of interdependency & interaction. "A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals."

1.1 Purposes:-

- A. To set goals & priorities.
- B. To analyze (or) allocate the way work is performed.
- C. To examine the way a group is working, its processes.
- D. To examine relationship among the people doing the work.

1.2 Characteristics of an effective team:-

- a) Clear purpose – defined & accepted vision, mission, goal, action plan.
- b) Participation – much discussion with every one encouraged to participate
- c) Listening – use of effective listening techniques like questioning, summarizing etc.
- d) Shared leadership- in addition to a formal leader, everyone share in effective leadership behaviors.
- e) Self assessment – periodic examination of how well the team is functioning
- f) External relation – the team pays attention to developing outside relations, resources.

1.1 types:-

A. Cross – functional team :-

Cross – functional (or multifunctional) teams are widely in organizations, & OD approaches have great utility in the formation & ongoing function of these teams. Cross – functional teams typically comprised individuals who have a functional home base Eg: manufacturing,

design, engineering etc, but worked regularly to solve ongoing challenges requiring inputs from a number of functional areas.

B.effective teams :-

Effective teams are relaxed, comfortable and informal.

C.high –performance teams :-

High performance teams have to same characteristics but to a higher degree.Katzenbach & smith say that store personal commitment to each other-commitment to the other's growth & success – distinguishes high performance teams from effective teams.Team & work groups are considered tro be fundaments units of organizations as well as key leverage points for improving the functioning of the organization.

2.INTERGROUP INTERVENTIONS:-

Inter-group interventions are integrated into Organizational Development programs to facilitate cooperation and efficiency between different groups within an organization. Intergroup OD interventions attempt to bring to the surface underlying problems to joint problem solving, to correct misperceptions between groups & to re-open channels of communication. Organization development method provides ways of increasing intergroup co-operative & communication. One set of activities developed by **Blake, Sheppard & mouton** is widely applicable to situation where relations between groups are strained (or) overtly hostile. The steps are

Step-i:The leaders of the two groups meet with the consultant & are asked, if they think the relations between the 2 groups can be better & are asked if they are willing to search for mechanism (or) procedures that may improve intergroup relations.

step-ii:The 2 groups meet in separate rooms & build 2 lists. In one list they give their thoughts, attitudes, feelings etc.In the second list the group tries to predict what the other group is saying about them.

step-iii:The two groups come together to share with each other & the information in the lists.Group A & B exchange their lists the consultant imposes a rule of no distinction of the items on the lists & limits questions to clarifying the meaning of the lists only.

step-iv:-The 2 two groups return to their separate meeting places & are given 2 tasks first they react to & discuss what they have learned about themselves & other group.After discussion the group is given 2 tasks to make a list of priority issues that still need to be resolved between the 2 groups. The list is generally much than the original list.

step-v:-The 2 groups come back together & share lists with each other. They set priorities on the items in terms of importance & immediacy "**who will do, what, when**" is agreed upon for the most important items.

3. THIRD PARTY PEACE MAKING INTERVENTIONS:

Conflict management can be major component in the professional life of the OD practitioner. Intermediaries (or "third parties") are people, organizations, or nations who enter a conflict to try to help the parties de-escalate or resolve it. **WALTON** has presented a statement of theory and practice for third-party peace making interventions that is important in its own right and important for its role in organization development. Confrontation refers to the proceeds in which the parties directly engage with each other & focus on the conflicts between them. WALTON has presented a statement of theory & practice for **third –party peace making interventions** that is important in its own right & important for its role in organization.

The goals OD such interventions include:

- ✓ Achieving increased understanding of the issue.
- ✓ Accomplish a common diagnosis.
- ✓ Discovering alternatives for resolving the conflict .Focusing on the common (or) met goals.
- ✓ The third party must know **how, when & where** to utilize confrontation tactics that exposes the conflict for examination.
- ✓ The third party must be able to diagnosis conflict situations & Walton presents a diagnostic model of interpersonal conflict based on basic elements.
- ✓ Mutual positive motivation (both parties are disposed to attempt to resolve the conflict).
- ✓ Balance in the situational power of the two principal (power parties is most conducive to success).
- ✓ Synchronization of their confrontation efforts (initiatives & readiness to confront should occur in conflict between the 2 parties)
- ✓ Reliable communication signs (making certain each can understand the other)
- ✓ Developing openness in communication
- ✓ The third party can help to established norms of openness provide reassurance & support & decreased the risks associate with openness.
- ✓ WALTON has presented a statement of theory & practice for third –party peace making interventions that is both important in its own right & important for its role in organization.

walton’s outline for productive confrontation (process of addressing conflict

- ✚ Mutual positive motivation.
- ✚ Balance of power. Synchronization of confrontation efforts.
- ✚ Conditions that promote openness should be created.
- ✚ Reliable communicative signals.
- ✚ Optimum tension in the situation

4. STRUCTURAL INTERVENTATION:

This class of intervention includes changes in how the overwork of the organization is divided into units. Work flow arrangement. The interventions are aimed at improving organization effectiveness through changes in the task structural & technological subsystem. It is called as **techno structural interventions**. This class of interventions includes changes in how the overall work of an organization is divided into **units, who reports to whom, methods of control, the arrangement of equipment and people, work flow arrangements** and changes in communications and authority. As a result, change in any one subsystem of the organization, can have effect throughout the organization, because all subsystem are related

The organization consist of five primary components

The structural subsystem: this includes formal designs, policies, producers etc. it is usually set forth by the organization chart & includes division of work & pattern of authorities.

The technical subsystem: this includes the primary function, activities & operations, including the techniques, equipment etc. used to produce the output of the system.

The psycho-social subsystem: this includes the network of social relationship behavioral pattern of members like norms, roles & communication.

The goal subsystem: this includes the basic mission of the organization such goals might include profits, growth (or) survival & are often taken from the larger environmental.

The managerial subsystem: this subsystem spans the entire organization by directing, organizing & co-coordinating all activities towards the basic missions. the managerial function is important in integrating the activities of the other subsystem.

4.1 Types of structural intervention:

1. structural design

It is largely associated with experiments attempted to create better fit among the technology, structure and social interactions of a particular production unit. Effective work system must jointly optimize the relationship between their social and technical parts.

2. self-managed teams

A self-managed team has total responsibility for its defined remit. That remit might be a specific project. A self-managed team thrives on interacting skill sets, on shared motivation and shared leadership.

3. quality of work life (qwl)

- Voluntary involvement on the part of employees .
- Union agreement with process and participation.
- Assurance of no loss of job .
- Training for team problem solving.
- Use of quality circles .participation in forecasting, work planning .
- Regular plant and team meetings.
- Encouragement for skill development.
- Job rotations.

5. COMPREHENSIVE INTERVENTIONS:-

These are the interventions that are comprehensive in terms of the extent to which total organization is involved and /or the depth of cultural change addressed. Comprehensive interventions are those in which the **total organization** is involved and depth of the cultural change is addressed. Comprehensive interventions are used to directly create change throughout an entire organization, rather than focusing on organizational change through subgroup interventions.

5.1 GETTING THE WHOLE SYSTEM IN THE ROOM

Getting all the key actors of a complex organization or system together in a team building for future planning kind of session. Managers of all of the functional areas in a business. Representatives of top management, a cross section of employees from all levels, and supplier and customer representatives. Directors of all of the social service agencies in a community. This concept has a long venerable history, including the art & science of conference planning & running large meeting. Future search conference comprises one version of “**getting whole system in the room**”. The system is conceptualized as a total organization (or) as several organizations in interaction.

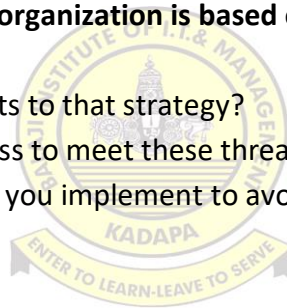
Strategic planning activities with organization is based on 4 questions.

What is your present strategy?

What are the opportunity & threats to that strategy?

What are your strength & weakness to meet these threats & opportunities?

What kind of future policies must you implement to avoid the threats & maximize your strengths?



5.2 BECKHARDS CONFRONTATION MEETING

The confrontation meeting is developed by **Richard Beckhard**, is one day meeting of the entire management of an organization, in which they take a reading of their own organizational health. In a series of activities, the mgt group generates information about its major problems, analyzes the underlying causes, develops action plans to correct the problems, and sets a schedule for completed remedial work. This intervention is an important one in OD. It is quick, simple, and reliable way in which to generate data about an organization and to set the action plans. Involving **top management**, in the case of smaller organizations, the entire management group like **survey feedback** is an important and widely used intervention for OD.

The steps involved in confrontation meeting are as follows:

Climate setting (45-60 min): The top manager introduces the session by stating his or her goals for the meeting, citing the necessity for free and open discussion of issues and problems, and making it clear that individuals will not be punished for what they say.

Information collecting (1 hour): Small groups of 7-8 members are formed on the basis of heterogeneity of composition that is maximum mixture of people from different functional areas and working situations compose each team. The total list of items is listed, into few major

categories that may be based on type of problems (e.g.. *Communication problems*), type of relationships (e.g.. *Troubles with top management*), or type of area (e.g. **problems with the accounting dept.**) The only rule is that bosses and subordinates cannot be put together on the same team.

Information sharing (1 hour): Reporters from each small group reports the group's complete findings to the total group, which are placed on newsprint on the walls. The total list of items is characterized usually by the meeting leader, into few major categories that may be based on type of problems (e.g.. *Communication problems*), type of relationships (e.g.. *Troubles with top management*), or type of area (e.g. *problems with the accounting deptt.*)

Priority setting & Goal Action Planning (1 hour and 15 min.): This step typically follows a break during which time the items from the lists are duplicated for distribution to everyone. In a 15 min general session, the meeting leader goes to the list of items. The groups are asked to do three tasks. **First** they are to **identify the problems** they think should be the priority issues for top mgt. **Second** to find the **solutions** to the problems. **Third**, they are to **determine how they will communicate** the results of the confrontation meeting to their subordinates . This activity completes the confrontation meeting for all the managers except for the top mgt. group.

5.3 Usefulness Of BCM(Beckhards confrontation meeting)

- a) There is a need for the total management group to examine its own workings
- b) Very limited time is available for the activity
- c) Top management wishes to improve the conditions quickly
- d) There is enough cohesion in the top team to ensure follow-up
- e) There is enough real commitment to resolving the issue on the part of top management
- f) The organization is experiencing or has recently experienced some major changes

6. TRAINING EXPERIENCE, OTHER INTERVENTIONS

6.1 T-GROUP:-

T-group training group is a form of group training where participants learn about themselves through interventions with each other. The group typically meets for **3 days up to 2 weeks**. The t-group is a powerful learning laboratory where individuals gain insights into the meaning and consequence of their own behavioral, the meaning & consequence of other behavior and the dynamics & process of group behavior. The t-group can give individual the basic skills necessary for more competent action taking in the organization. Laboratory programmed normally focus on the development of behavioral skills to support better integration of intentions & actions. **In 1947, in national training laboratories institute began in Bethel**, the T-group was a great training innovation which provides the base for what we know about team building. **The t-group provides participants with opportunities to learn about themselves.**

While the emphases, styles and specific goals of the multitude of sensitivity training programs vary, there does seem to be some consensus as to general goals. **These include:**

- ✚ Increased understanding, insight, and self awareness about one's own behavior and its impact on others, including the ways in which others interpret one's behavior.
- ✚ Increased understanding and sensitivity about the behavior of others, including better interpretation of both verbal and nonverbal clues, which increases awareness and understanding of what the other person is thinking and feeling.
- ✚ Better understanding and awareness of group and intergroup processes, both those that facilitate and those that inhibit group functioning.
Increased diagnostic skills in interpersonal and intergroup situations. For the authors, the accomplishments of the first three objectives provide the basic tools for accomplishing the fourth objective.
- ✚ Increased ability to transform learning into action, so that real life interventions will be more successful in increasing member effectiveness, satisfaction, output, or effectiveness.
- ✚ Improvement in individuals' ability to analyze their own interpersonal behavior, as well as to learn how to help themselves and others with whom they come in contact to achieve more satisfying, rewarding, and effective interpersonal relationships.
- ✚ Different sensitivity programs may emphasize one or more of these goals or may neglect some. However, they are goals that are common to most T groups.

6.2 Objectives of T-Group Learning

1. Increase your understanding of group development and dynamics.
2. Gaining a better understanding of the underlying social processes at work within a group (looking under the tip of the iceberg)
3. Increase your skill in facilitating group effectiveness.
4. Increase interpersonal skills
5. Experiment with changes in your behavior
6. Increase your awareness of your own feelings in the moment; and offer you the opportunity to accept responsibility for your feelings.
7. Increase your understanding of the impact of your behavior on others.
8. Increase your sensitivity to others' feelings.
9. Increase your ability to give and receive feedback.
10. Increase your ability to learn from your own and a group's experience.
11. Increase your ability to manage and utilize conflict.

7.BEHAVIOURAL MODELLING:-

Behavioral modeling is a training technologies designed to improve **interpersonal competition**. For improving **interpersonal skills, behavior modeling** is an important training option. Behavioral modeling works, it teaches the **skills & behavior** needed to deal with interpersonal problem simple problem solving model indexless nest behavior modeling training porous & sights describe it as follows. The problem – solving approach rather stragies forwards one consisting of 3 phases – 1.problem identification,2. problem solving, 3. implementation. The ability to describe behavior of sled other unspecific concrete terns & to avoid generalizes drawn observed behavior. The trainers' discuss the behavior skills &

then role –play the situation receiving feedback from the group & the trainer in their performed. **Role-playing** continues until each participated successfully masters all the specific skill. Beginning of the next session, participants report on how their new skills worked on the job. The specific behavior exhibited by the model that cause success are highlighted as “**learning points** “, typically these are behavioral skills.

Behavior Modeling involves:

1. Showing candidates the correct way of doing something
2. Letting them practice
3. Giving them the feedback

The process of Behavior Modeling is:

1. Modeling: Candidates watch live or videos examples that shows the correct behavior in a problem situation.
2. Role Playing: Candidates rehearse and practice on some of the problem situation in a simulated environment.
3. Feedback: The supervisor provides constructive feedback to all the candidates.
4. Execution: Candidates are encouraged to apply their newly acquired skills when they are back on their jobs.

7.1 Advantages& Disadvantages

1. Cost of behavior modeling is low as compared to other training methods.
2. It focuses on real behavior rather than theories.
3. Positive behavior modeling can have positive impact on the workplace and improve individual success and reach organizational desired results.
4. It helps employees to engage in positive manner in any problem situation.

Disadvantages

1. Although behavior modeling has been applied in many organizations successfully, there are still weaknesses as it lacks adequate theory.
2. Lack of incorrect behavior examples which often lead to imperfect understanding.

8.LIFE & CAREER PLANNING:-

Career is defined as a **person’s course or progress** through life. Career Planning is a **continuous life long process of developmental** exercise. It defines **life, career, abilities, and interests of the employees**. It can also give professional directions, as they relate to career goals. It helps individuals develop skills required to fulfill different career roles. Career planning encourages individuals to explore and gather information, which enables them to syn-thesize, **gain competencies, make decisions, set goals and take action**. It is a crucial phase of human resource development that helps the employees in making strategy for work-life balance.

8.1 Objectives:

- a) Attract and retain talent by offering careers, not jobs.
- b) Use human resources effectively and achieve greater productivity.
- c) Reduce employee turnover. Improve employee morale and motivation.
- d) Meet the immediate and future human resource needs of the organization
- e) To identify positive characteristics of the employees.
- f) To develop awareness about each employee’s uniqueness.
- g) To respect feelings of other employees.
- h) To attract talented employees to the organization.

- i) To train employees towards team-building skills.
- j) To create healthy ways of dealing with conflicts, emotions, and stress.

9.2 Career Planning Process

A. Identifying individual needs and aspirations:-

Most individuals do not have a clear cut idea about their **career aspirations, anchors and goals**. The human resource professionals must help to an employee by providing as much information as possible showing what kind of work would suit the employee most, taking his skills, experience, and aptitude into account. Such assistance is extended through workshops/seminars while the employees are subjected to *psychological testing, simulation exercises, etc.* The basic purpose of such an exercise is to help an employee form a clear view about what he should do to build his career within the company. Workshops and seminars increase employee interest by showing the value of career planning. They help employees set career goals, identify career paths. These individual efforts may be supplemented by printed or taped information. To assist employees in a better way, organizations construct a **data bank** consisting of information on the **career histories, skill evaluations and career preferences** of its employees (known as skill or talent inventory).

B. Analyzing career opportunities:

Once career needs and aspirations of employees are known, the organization has to provide career paths for each position. *Career paths show career progression possibilities clearly.* They indicate the various positions that one could hold over a period of time, if one is able to perform well. Career paths change over time, of course, in tune with **employee's needs and organizational requirements**. While outlining career paths, the claims of experienced persons lacking professional degrees and that of young recruits with excellent degrees but without experience need to be balanced properly.

C. Aligning needs and opportunities:

After employees have identified their needs and have realized the existence of career opportunities the remaining problem is one of alignment. First, identify the *potential employees* and then undertake career development. Programmers with a view to align *employee needs and organizational opportunities*. Through performance appraisal, the potential employees can be assessed to some extent. Such an appraisal would help reveal employees who need **further training**, employees who can take up **added responsibilities**, etc. After identifying the potential employees certain developmental techniques such as **special assignments, planned position rotation, supervisory coaching, job enrichment, understudy programs can be undertaken to update employee knowledge and skills.**

D. Action plans and periodic review:

After initiating the above steps, it is necessary to review the whole thing now and then. This will help the employee know in which direction he is moving, what changes are likely to take place, what kind of skills are needed to face new and emerging organizational challenges. From an organizational standard point also, it is necessary to find out how employees are doing, **what are their goals and aspirations, whether the career paths are in tune with individual needs and serve the overall corporate objectives, etc.**

Case Study:**Senior Management Team Intervention****The problem:**

Linda, the CEO of a global software development company, knew she needed to have a tough conversation with her senior management team about how they were working together – or, more precisely, how they were not working together. Communication on the team had broken down because different team members had varying perspectives on important issues, and were not finding productive ways to address them. Some were angry but silent, while others were fighting openly – and loudly. The team knew they needed to discuss how to communicate across departments, how to make decisions together as a team, and how to manage the hand-off from the Sales department to Engagement Management once a new client had been signed on, a process that had been historically unclear and was getting more and more fraught with confusion over time.

The underlying problem: We conducted our initial round of diagnostic interviews with each member of the 6-person senior management team. We discovered that there was a long-running history of miscommunications and turnover on the leadership team that contributed to the current difficult team dynamics. In particular, two members of the team represented opposite views from one another on a series of topics facing the team. These two team members, the Chief Marketing Officer and the Chief Technology Officer, had very different perspectives on how certain decisions had come to be made, and how those should now change.

The solution: After the initial interviews, we helped the CMO and the CTO explore the nature of their relationship, their different roles in the company, as well as their different management styles and personalities. We enabled them to listen to one another, and to share their own perspectives, reasoning and interests. While they still disagreed on some topics, they discovered that some of their initial disagreements had been the result of misinterpretations and stylistic communication differences. This helped them give one another the benefit of the doubt more readily than before, and to agree on two major decisions that had previously been deadlocked and were holding up the team. They recommended those decisions to the CEO.

As the relationship between the COO and CTO improved, we facilitated a series of team-wide meetings. We put the thorny issues facing the team on the table for discussion, one by one. The team discussed its communication and decision-making processes and the hand-off from Sales to Engagement Management: how did these happen at the company today? What worked, and what didn't? How did this team want these to work going forward?

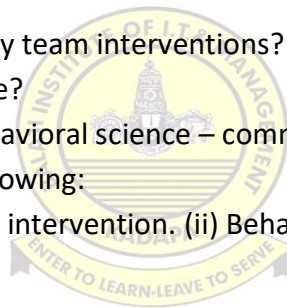
Results: Through the team-wide meetings, each of the officers made a series of commitments for actions to take in the next 3 quarters to follow up on the solutions the team had generated. The CEO committed to being more proactive when disagreements on the team arose, and to tracking everyone's commitments over time. Over the next few months, the senior management team identified how best to make decisions going forward, how to communicate in good times as well as under stress, and they resolved the

Sales/Engagement Management hand-off. As a result, the company's overall bottom line improved by 25% and the working relationships and satisfaction of the senior management team members increased significantly.

Process results: Through this experience, each of the team members also learned how to more authentically listen to other people's viewpoints and how to calmly and more effectively express their own. They learned that sometimes what drives other people's behavior is not what it seems on the surface. The CMO and CTO in particular learned that people's viewpoints are impacted as much by the role they play in the organization as by their personality. They used this knowledge to minimize jumping to conclusions before trying to understand the other person's motivations and perspective

External Questions: (Old Question papers)

1. Define T-groups. Discuss about inter-group team building and self-managed team development?
2. Discuss intergroup interventions. What are the various steps involved in intergroup interventions?
3. Describe how and when T-group method can be used as an OD intervention. Support with example?
4. What do you understand by team interventions? Explain the various types of team interventions with example?
5. OD is an application of behavioral science – comment?
6. Write briefly about the following:
(i) Third party peacemaking intervention. (ii) Behavior modeling.





(17E00405) ORGANIZATION DEVELOPMENT

Objective: The objective of the course is to provide the students with the conceptual framework and the theories underlying Organizational Development.

- 1. Organization Development** –Definition – Characteristics - Contributory Stems, Values, Assumptions, and Beliefs in OD - Ethical issues in OD.
- 2. Foundations of OD-** Systems Outlook- Third Wave Management and Organization Transformation.
- 3. Diagnostic Process and Areas of Diagnosis** –Action Research- As a Process and Approach- OD.
- 4. Interventions classification** – Team Interventions – Intergroup Interventions- Third party peacemaking intervention, Structural Interventions- Comprehensive Interventions and Training Experience, Other Interventions- T- Groups, Behaviour Modeling, Life and Career Planning.
- 5. Consultant Issues** – System Ramifications – Power politics in OD – Future of OD.

Text Books:

- Organization Development and Transformation, French, Bell &Zawacki, TMH.
- Organization Development,French&Bell,Pearson

References:

- Organisation Change and Development,Kavita Singh: Excel.
- Organization Development,Daniel Robey & Steven Actman,Macmillan.
- OrganisationDevelopmentChange,Cummins&Worley,Thomson/Cengage.
- Organisation Development Interventions&Strategics, S. Ramnarayan, T.v Rao &kuldeepsingh,Response.

UNIT –V

CONSULTANT ISSUES

1.SYSTEM RAMIFICATIONS

Ramification means “A development or a consequence growing out of and sometimes complicating a problem, plan or a statement”. An extensive ripple effect occurs as OD interventions begin occur in an organization. These effects or implications arising from the occurrence of the OD interventions are known as **system ramifications**.

1.1 Types of system ramifications

a.HR, leadership & involvement: *OD efforts & hr policies & practices are interdependent.*

These efforts have implications for staffing, rewards, training & development, industrial relations, & other broad hr processes. These efforts and HR policies are inevitably interdependent. Also OD practitioners typically report to senior HR executive. Furthermore, in some organizations, **HR professionals are expected to have or develop expertise in OD**

b.resistance to change efforts: whenever employees perceive possibility of loss of position or status, inequitable treatment or loss of use- present competencies or they have experienced duplicity or futile (**incapable of producing any useful result**) extra work in past change efforts, resistance is likely to emerge. The management should reassure people as clearly as possible about those.

c.leadership & leadership styles: *both effective leadership & management* are essential if organizations are to be successful for the long term. The leadership behavior is crucial to maintaining the momentum of a continuous improvement effort. Training is essential to develop competencies for the new assignments precipitated by major organizational change. Leadership involves **establishing direction, aligning people, motivating and inspiring** which requires appealing to basic, often untapped human needs, emotions and values.

d.rewards: organization improvement process that depend upon the **co-operation, teamwork, creativity** & intensified effort of organizational members; the organization must pay attention to the allocation of rewards, if the process is to be sustained & if dysfunctional consequences are to be minimized. Vice-versa, when OD efforts are supported by recognition of individual and team efforts, and by financial rewards consistent with goal attainment, OD efforts are likely to be sustained.

e.constructive feedback: employees should be taught to give & receive feedback, which is constructive, it should be solicited, immediate & specific.

1. Immediate after the event.
2. Specific.
3. Nonjudgmental.
4. Given in private or supportive atmosphere.
5. Given in the spirit of mutual give and take.
6. Given in context of sharing appreciations as well as concerns

f.career development & progression: *career development is essential, for the employees. it should also see their own growth along with the growth of the organization. the organization should believe in internal recruitment for all its senior positions involve in selection, both the **team leader & team members orientation & assimilation, introduce the new employee into the new culture.***

g.manpower requirements: The very first step in staffing is to plan the manpower inventory required by a concern in order to match them with the job requirements and demands. Therefore, it involves forecasting and determining the future manpower needs of the concern. *Recruitment-* once the requirements are notified, the concern invites and solicits applications according to the invitations made to the desirable candidates. This is the screening step of staffing in which the solicited applications are screened out and suitable candidates are appointed as per the requirements.

h.orientation and placement: once screening takes place, the appointed candidates are made familiar to the work units and work environment through the orientation programmes. Placement takes place by putting right man on the right job. **Training is a part of incentives** given to the workers in order to develop and grow them within the concern. Training is generally given according to the nature of activities and scope of expansion in it. Along with it, the workers are developed by providing them extra benefits of in-depth knowledge of their functional areas. Development also includes giving them key and important jobs as a **test or examination** in order to analyze their performances.

2.POWER POLITICS IN OD: Power & politics indisputable facts organization life, must be understood if one is to be effective in organization. **Power is “the ability of those who possess power to bring about the outcomes they desire. Power based on the ability of the power holders to reward another i.e. to give something valued by the other.** Power belongs to those persons who control (or) mediate desired communities. The basis condition for the exercise of power is coupled with **some sources (or) basis (or) power,** The expenditure of energy in a politically skillful way. Power is access to those who have power based on our bases. An organization has many potential influences like boards of directors, the managers, the top executives, the employees, the unions etc.

2.1role of power & politics in od: The nature of OD in relation to power politicizes can be examined from several perspectives, its strategy of change, its interventions its values & the role of OD practitioners. All OD interventions promote problem solving. OD values are consistent with the positive face of power, but not with the negative face of power. Organization development practitioners operate from a potentially strong power base they can use to advantage. If the OD group is strong internally, it will be strong externally. If the OD group is cohesive and free of internal discussion, it will gain power.

Key points

- 1) Power is a key element of organizational life
- 2) Knowing how power is distributed will help you get things done
- 3) Organizational morale may be impacted by feelings of powerlessness, OD can create a context in which permission is given for the disenfranchised to be empowered
- 4) Authority of knowledge is just as important as the authority of role in organizational decision making
- 5) OD practitioners are perfectly placed to help shift the organization from negative to positive forms of power, building a healthy and effective organizational system

3.FUTURE OF OD:

The following concerns remain constant for leaders and OD practitioners.

How do we: –

- 1) Build a sustainable high-performance organization in which individual workers take an active part in achieving the required output?
- 2) Appropriately build engaged, proactive, empowered staff when there are limited reward levers organization can pull while needing to hold staff accountable?
- 3) Solve the problems of aligning and integrating diverse cultural elements?
- 4) Help organizations to be externally sensitive and internally agile?
- 5) Build organizational climates that will release human potential and creativity at work and foster continuous learning and renewal culture within organizations?

Flexibility of time and local positioning as well as compatibility of profession and private life are predominantly on top. People not only want flexible conditions in their profession but also would like to live and work in a self determined way. Adaptable working hours and locations as well as individual self organization are not only for the highly mobile generation Y of prime relevance but equally so for the elder sector. The awareness grows, that the lack of trust is a main reason for a low level of performance. „New Work“ means amongst others, to adress unpleasant issues, to give clear and immediate feedback, to be able to have difficult conversations. Companies should let people know, that they can express their views and get involved in constructive conflicts. Trust is the result from transparency, authenticity and integrity in the sense that the action suits the word. Fear and trust rule each other out to the greatest extent. Organization development is a responsible profile in which one has to examine or investigate the studies in the context of past, present, and future. On the basis of all contexts, they can provide the better outcome of results.

3.1 Job role of an Organizational Developer

A.Consistency of Work: In organizational development, the reputed organizations will teach you how you can provide **consistent and complex** free situations in the organization. *The consistency of work is very important* in any of the company for the growth and improvement of an organization. Therefore, an organization developer should know the ways how can trend the future of organizational development.

b.Human Interactions:An organization developer should also know how to interact with others. Interaction and communication both are the important requirements for an organizational development course.

d.Organizational Change: **Organization leader can only help the company to change or modify according to the pros and cons of the industry.** Whatever is suitable for the company, they can schedule a meeting to discuss the same and at last, can come up to a point for a change in the organization.

e.Organization Performance: There are different seminars or meetings scheduled for the same to examine the performance of employees from the past to the present. Accordingly, **he can deal with the performance of the employees in the organization.**

F.Human Behavior and Motivation: It depends upon the human behavior during the office premises and working hours. *Employees' job structure, his performance and communication and motivation can help to know the human behavior and motivation in the organization.*

Case Study :

Challenge

High turnover in any employment structure comes with a high cost. Studies estimate that when an employee leaves a job, it costs six to nine months of that employee's salary to replace them. One of our clients, a leading convenience store chain in the Eastern United States, confronted this reality during some recent changes to its business model. These changes made it necessary to have more leadership in each store at any given time, and the rapid transition was starting to cause recently promoted supervisors and managers to leave while still in the management onboarding process. They needed to bridge the skill gap for those moving into leadership positions to keep them confident, engaged, and employed. They also needed an innovative and compelling program that could be completed in a short timeline.

Solution

The company partnered with Allen Comm to create training for new supervisors and managers who lacked previous management experience and didn't have strong leadership skills. The customized training mixed narrative videos with motion graphics and simulations, creating an accessible competency path that not only built procedural and technical skills, but helped the learners believe that they could be leaders. Small, easily digestible training modules kept learners from feeling overwhelmed, and fun simulation exercises focused on real-life activities employees would find on the job. Celebrating milestone achievements along the way gave the learners confidence and increased motivation to continue with the training process.

Results

Allen Comm's training solution engages the learner quickly and early on, providing them with the skills they need to become confident managers or supervisors. As more employees have completed the on boarding process, the direct result was higher employee retention and satisfaction, which saved this expanding convenience store chain the high cost associated with employee turnover.

External Questions: (Old Question papers)

1. Brief the managerial implications of power and politics in organization development?
2. Analyze the future of OD in constantly changing organizational, political and economic environment?
3. Outline the likely changes in OD consultancy in the next five years.
4. Explain the OD challenges in the global context?
5. How can corporate services improve the results of organizational development consulting? Explain?
6. OD by its nature is political – Critically evaluate this statement focusing power and politics in OD?
7. Brief the managerial implications of power and politics in organization development?

SPECIALIZATION --HR-FIN, HR-MRTG, HR-SYSTEMS.

(OD-HR –PAPER)

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