
UNIT 3 TYPOLOGY OF INTERVENTIONS BASED ON TARGET GROUPS

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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 basic 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 Consulcube 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.

- 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

OD Interventions

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 interventions 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.

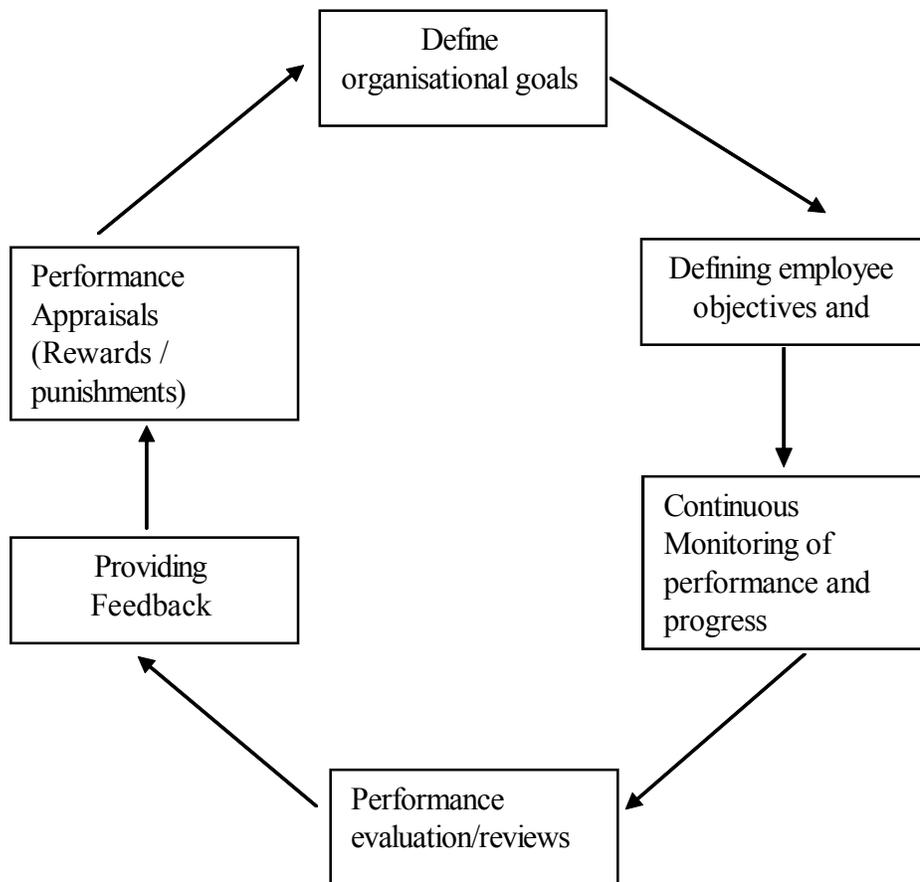


Fig. 2: Management by Objectives (MBO) Process

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

Characteristics of the OD Practitioners' Role

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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