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

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## **4.0 INTRODUCTION**

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

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## 4.1 OBJECTIVES

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After completing this unit, you will be able to:

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

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## 4.2 HUMAN PROCESS INTERVENTIONS

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

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

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

### 4.2.1 Characteristics of OD Programme

OD programmes usually share several basic characteristics. For instance,

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

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

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

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

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

#### **4.2.2 Individual and the OD Programme**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Self Assessment Questions**

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

## **4.3 TEAMS AND GROUPS**

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

### **4.3.1 Characteristics of Well Functioning Teams**

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

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

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

### **4.3.2 Team Building, Task Directed, Process Directed**

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

### **4.3.3 Gestalt OD**

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

### **4.3.4 Grids OD Phase 2**

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

### **4.3.5 Interdependency Exercise**

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

### **4.3.6 Appreciative Inquiry**

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

### **4.3.7 Responsibility Charting**

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

### **4.3.8 Process Consultation**

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

### **4.3.9 Role Negotiation**

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

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

#### **4.3.10 Role Analysis Technique**

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

#### **4.3.11 “Startup” Team-Building Activities**

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

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

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These intervention involve skill development

#### **4.4.1 Team MBO**

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

#### **4.4.2 Appreciations and Concerns Exercise**

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

### **4.4.3 Socio Technical Systems (STS)**

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

### **4.4.4 Visioning**

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

### **4.4.5 Quality of Work Life (QWL) Programmes**

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

### **4.4.6 Quality Circles**

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

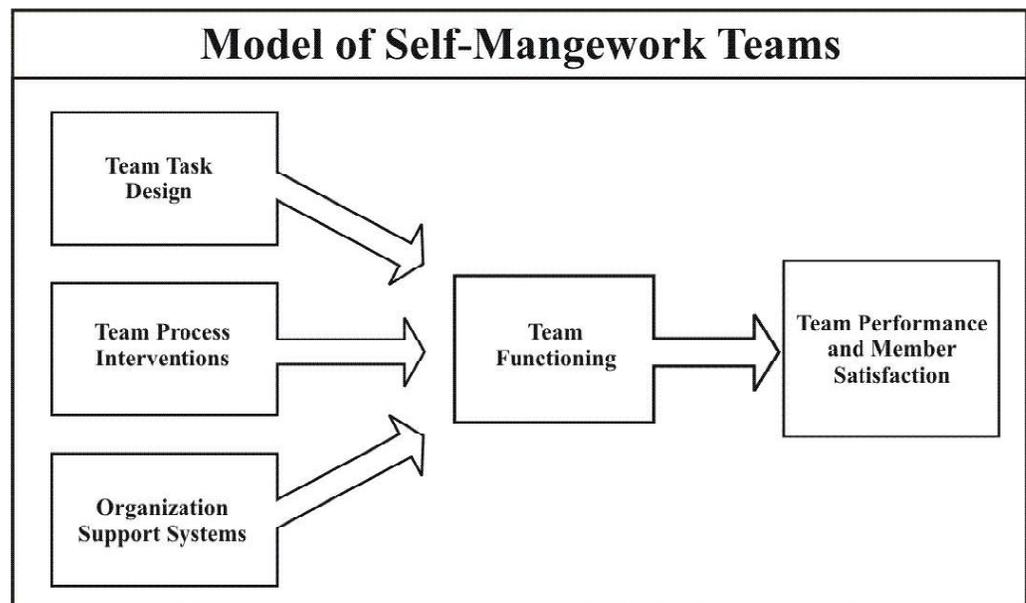
### **4.4.7 Force-Field Analysis**

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

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

#### 4.4.8 Self-Managed Teams

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




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## 4.5 INTERGROUP RELATIONS

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

### 4.5.1 Partnering

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

## 4.5.2 Third Party Peacemaking at Group Level

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

## 4.5.3 Grid OD Phase 3

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

## 4.5.4 Survey Feedback

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

### Self Assessment Questions

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

## 4.6 COACHING AND COUNSELING

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

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

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

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

#### 4.6.1 Executive Coaching

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

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

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

#### **4.6.2 Training**

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

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

#### **4.6.3 Behaviour Modelling**

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

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

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

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## 4.7 MENTORING

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

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

### **4.7.1 Accompanying**

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

### **4.7.2 Sowing**

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

### **4.7.3 Catalysing**

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

### **4.7.4 Showing**

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

### **4.7.5 Harvesting**

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

### **4.7.6 Mentoring Relationship**

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

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

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

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

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

#### **4.7.7 Mosaic Mentoring**

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

#### **4.7.8 New-Hire Mentorship**

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

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

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

### 4.7.9 High-Potential Mentorship

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

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

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

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

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## 4.8 MOTIVATION

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

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

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

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

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

Some of the basic principles guidelines to remember are:

- 1) Motivating employees' starts with motivating ourselves. Enthusiasm is contagious. If we're enthusiastic about our job, it's much easier for others to be, too. Also, if we're doing a good job of taking care of ourselves, we'll have much clearer perspective on how others are doing in theirs. A great place to start learning about motivation is to start understanding your own motivations. The key to helping to motivate your employees is to understand what motivates them.
- 2) Always work to align goals of the organisation with goals of employees.  
  
Employees can be all fired up about their work and be working very hard, however, if the results of their work don't contribute to the goals of the organisation. Therefore, it's critical that managers and supervisors know what they want from their employees. These preferences should be worded in terms of goals for the organisation.
- 3) Key to supporting the motivation of our employees is, understanding what motivates each of them. Each person is motivated by different things.
- 4) Recognise that supporting employee motivation is a process, not a task. Organisations change all the time, as do people. Indeed, it is an ongoing process to sustain an environment where each employee can strongly motivate themselves.
- 5) Support employee motivation by using organisational systems (for example, policies and procedures) — don't just count on good intentions. Don't just count on cultivating strong interpersonal relationships with employees to help motivate them.

Here are a few strategies to ponder while motivating employees:

#### **4.8.1 Provide a Nurturing Environment**

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

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

#### **4.8.2 Encourage Personal Growth**

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

#### **4.8.3 Empower Employees**

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

#### **4.8.4 A Top-Down Method**

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

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

#### **4.8.5 Incentives**

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

#### **4.8.6 Responsibility**

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

### **4.8.7 Pleasant Work Environment**

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

### **4.8.8 Interesting Work**

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

### **4.8.9 Listen**

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

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

### **4.8.10 Share Business Success**

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

### **4.8.11 Job Security**

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

### **4.8.12 Promotion / Growth**

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

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

### 4.8.13 Competitive Salary

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

#### Self Assessment Questions

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

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## 4.9 LET US SUM UP

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

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## 4.10 UNIT END QUESTIONS

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

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## 4.11 SUGGESTED READINGS

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## 4.12 ANSWERS TO SELF ASSESSMENT QUESTIONS

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

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

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