1. Sensitivity Training:

Sensitivity training is also known as T-groups (T for training). This technique is based on the assumption that a manager's behaviour is not how he thinks he behaves but how others view his behaviour. The basic objective of sensitivity training is to change the behaviour of the people through unstructured group interactions. With this training a person understands how his behaviour affects others and his reaction to the behaviour of others. It is quite popular OD intervention. It is also known as laboratory training. Under this technique the employees in groups are asked to interact. The aim of sensitivity training is to help people understand each other and gain insight so that they feel free and become fearless.

Abraham Korman has rightly observed that, "the assumptions of sensitivity training procedure are that, if these goals are achieved, one will become defensive about himself, less fearful of the intentions of others, more responsive to others and their needs, and less likely to misinterpret others' behaviours in a negative fashion. Under this technique the different groups of employees are allowed to mix up with each other and communicate freely and build up interpersonal relationship. They learn the reflection of their behaviour and try to improve it.

In the words of Chris Argyris, "sensitivity training is a group experience designed to provide maximum possible opportunity for the individuals to expose their behaviour, give and receive feedback, experiment with new behaviour and develop awareness of self and of others.

The employees through this technique know others feelings and behaviour and the impact of their behaviour on others. It builds up openness, improves listening skills, tolerate individual differences and the art of resolving conflicts. It helps in reducing interpersonal conflicts in the organisation. It is up to the executives at the top level of management in the organisation to take decision regarding appropriateness of this technique but they must see that the objectives of organisational development are achieved with the help of this method.

However there is every likelihood that some culprits will exploit the opportunity to fulfill their vested goals at the cost of organisation's interests. There is one more serious drawback of the method that it may give rise to groupism in the organisation which will defeat the purpose of OD.

To make this technique effective and fulfill the purpose of OD, the selection of trainer must be cautiously made. He must be a man of integrity and responsibility and must command respect from the participating groups. He plays a crucial role in making the OD programme successful. He should maintain cordial atmosphere throughout the training programme. He must see that each member of the groups learn the behaviour of others and to be creative and get more exposure to group life.

T-4 Groups have the following characteristic features:

(i) Members (10 to 15 individuals) are brought together in a free and open environment, away from work places.

(ii) No formal agenda is provided for the meeting.

(iii) The participants discuss freely aided by a facilitator. The role of facilitator is to call attention from time to the ongoing process within the group.

(iv) The procedure tends to develop introspection and self examination, individual personality, and group interaction. Processes and relationships become the focus of discussion. The role of the facilitator is to create an opportunity for the members to express their ideas, beliefs and attitudes.

In short, the basic objectives of the T-groups are to provide the participants with increased awareness of their own behaviour and how others perceive them, greater sensitivity to the behaviour of others and increased understanding of group processes. Some of the T-Group Training institutions in India are the Indian society for applied behaviour source (ISABS), Aartha, Sumedha etc.

Benefits of T- Groups:

Sensitivity training represents a valuable psychological experience and a highly effective approach for improving of interpersonal relationships.

It offers the following benefits:

(i) People who are more open to feed back learn more about themselves in the lab sessions and acquire increased self awareness.

(ii) It develops insights into how the participants react to others and how others react to them.

(iii) It helps to understand group processes and inter-personal group relations and how to manage people through means other than power.

(iv) It helps to assess one's values and goals as a result of the analysis of direct experiences.

(v) These sessions have helped aggressive individuals to become friendly, timid persons to become more assertive and outwardly brusque managers to change their behaviours to exhibit more empathy.

Limitations of T-Groups:

(i) Critics point out that all the above positive effects are felt only during the training period. Away from the course, the individuals find themselves with the same traits which they possessed before participating in the sensitivity sessions.

(ii) The contribution of sensitivity training to individual and group performances is also questioned.

(iii) All the benefits accrued from the experiences are so short lived so as to make the experience a waste of time and money.

(iv) It forces many individuals to undergo a personality- humiliating and anxiety provoking experience from which they might not recover.

(v) It strips some people of defenses which they badly need and provides them with nothing to replace these defenses.

(vi) It encourages behavioral modes that are acceptable in the laboratory but unacceptable in most organisational settings.

(vii) It encourages and coerces individuals to reveal aspects about themselves that constitute an invasion of privacy, thus harboring resentment in participants.

To sum up, sensitivity training has both strong and weak points. It is essential for the management to take adequate steps to remove the deficiencies of sensitivity training. If used with care, it can be of great value in overcoming resistance and introducing change in the organisation.

2. Managerial Grid Training :

Blake and Mouton s Managerial Grid is one of the most important approaches to the concept of OD. The managerial grid, also known as the grid training aims at attaining much more than the development and growth of the individual managers. It is a technique which integrates individual, team and organisational development. This model depicts two prevailing concerns found in all organisations-concern for productivity and concern for people. Some managers are high in concern for productivity but low in concern for people. Managerial grid helps the managers in evaluating their concern for people and productivity. It also stresses the importance of team-management leadership styles. In grid OD, the consultant uses questionnaires to determine the existing styles of managers, help them to re-examine their own styles and work towards maximum effectiveness. This technique is developed by industrial psychologists duo Robert Blake and Jane Mouton. The concept of managerial grid identifies two major dimensions of management behaviour. They are people oriented and production oriented behaviours. Attempts are made to pay increased attention to both the variables.

The Blake Mouton Managerial Grid is based on two behavioral dimensions:

Concern for People: this is the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task.
Concern for Results: this is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task. Blake and Mouton defined five leadership styles based on these, as illustrated in the diagram below.
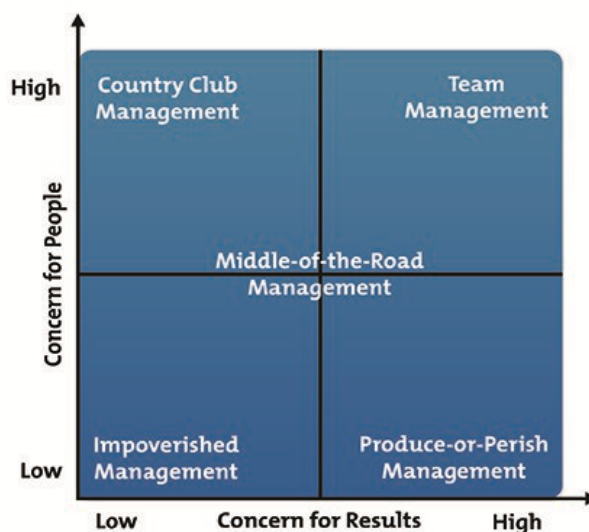
Impoverished Management – Low Results/Low People

The Impoverished or "indifferent" manager is mostly ineffective. With a low regard for creating systems that get the job done, and with little interest in creating a satisfying or motivating team environment, his results are inevitably disorganization, dissatisfaction and disharmony.

Produce-or-Perish Management – High Results/Low People

Also known as "authoritarian" or "authority-compliance" managers, people in this category believe that their team members are simply a means to an end. The team's needs are always secondary to its productivity.

This type of manager is autocratic, has strict work rules, policies and procedures, and can view punishment as an effective way of motivating team members. This approach can drive impressive production results at first, but low team morale and motivation will ultimately affect people's performance, and this type of leader will struggle to retain high performers.

Middle-of-the-Road Management – Medium Results/Medium People

A Middle-of-the-Road or "status quo" manager tries to balance results and people, but this strategy is not as effective as it may sound. Through continual compromise, he fails to inspire high performance and also fails to meet people's needs fully. The result is that his team will likely deliver only mediocre performance.

Country Club Management – High People/Low Results

The Country Club or "accommodating" style of manager is most concerned about her team members' needs and feelings. She assumes that, as long as they are happy and secure, they will work hard.

What tends to be the result is a work environment that is very relaxed and fun, but where productivity suffers because there is a lack of direction and control.

Team Management – High Production/High People

According to the Blake Mouton model, Team management is the most effective leadership style. It reflects a leader who is passionate about his work and who does the best he can for the people he works with.

Team or "sound" managers commit to their organization's goals and mission, motivate the people who report to them, and work hard to get people to stretch themselves to deliver great results. But, at the same time, they're inspiring figures who look after their teams. Someone led by a Team manager feels respected and empowered, and is committed to achieving her goals.

Team managers prioritize both the organization's production needs and their people's needs. They do this by making sure that their team members understand the organization's purpose , and by involving them in determining production needs.

When people are committed to, and have a stake in, the organization's success, their needs and production needs coincide. This creates an environment based on trust and respect, which leads to

high satisfaction, motivation and excellent results. Team managers likely adopt the Theory Y approach to motivation, as we mentioned above.

A grid OD programme has the following six stages:

(i) Training: In the first stage, the managers learn about grid concepts and how they are applied, They assess their own managerial styles and work on improving such skills as team development, group problem solving and communication.

(ii) Team Development: This is an extension of the first stage. Members of the same department are brought together to discuss how they are going to attain result. In this stage, what was learned in the training stage is applied to the actual organisational situation. The second phase gives more stress on team development. Through this they learn how to develop smooth relationship with their subordinates and to develop communication skill with other members of the organisation.

(iii) Intergroup Development: Whereas the first two stages are aimed at managerial development, this phase marks the beginning of overall organisational development. There is a shift from micro level of individual and group development to a macro level of group to group organisational development. The main focus is on improving co-ordination and co-operation among work groups. Intergroup tensions are dealt with openly and joint problem solving procedures are adopted. The third phase is intergroup development for improving coordination between different departments of the organisation.

(iv) Organisational Goal Setting: In the manner of management by objectives, in this stage, the participants contribute to and agree upon the important goals of the organisation. A sense of commitment and self control is instilled in the participants as the managers and subordinates work together throughout the organisation.

The fourth phase deals with the creation of ideal models organisation. Managers and their immediate subordinates sit together, set the goals, test and evaluate them. Superiors acquired knowledge through reading of books. They prepare ideal strategy for the organisation.

(v) Goal Attainment: In the stage, the participants attempt to accomplish the goals which they set in the fourth stage. Each subunit examines how their activities should be carried out in order to achieve excellence and they proceed to take whatever corrective actions are necessary.

The fifth phase deals with goal accomplishment. The teams of various departments make survey of the resources available in the departments or which can be procured to accomplish the goals of the organisation.

(vi) Stabilisation: In this stage, all the efforts from stage I to stage V are evaluated and critical analysis is made. The analysis will bring about the shortcomings that may be there. In this light, various programmes may be redesigned.

The sixth deals with evaluation of the programmes and to see if necessary alteration or adjustment can be made for execution. The managerial grid technique is quite complicated and its benefits cannot be visualized immediately, hence its evaluation can be done after pretty long time.

3. Survey Feedback:

Survey feedback is one of the most popular and widely used intervention techniques in the field of OD. This approach was first developed at the institute of Social Research of University of Michigan. The main aim of this technique is to get teams in the organisation to plan better processes for handling the issues facing them.

Information is collected through survey method. This is the most popular and widely used method of data collection. The managers use this information collected through survey for making decisions. The wide range of data is collected regarding working conditions, quality of work, working hours, wages and salaries, attitude of employees relating to above.

These data are then analyzed by the team of managers. They find out the problem, evaluate the results and find out solutions. Information is collected from all the members of the organisation. Managers conduct meetings with their subordinates and discuss the information, allow subordinates to interpret the data. After this plans are prepared for making necessary changes. This procedure is followed at all levels of management involving all the employees of the organisation.

Survey Feedback involves two basic activities:

(i) Collecting data about the organisation through the use of surveys and questionnaires

(ii) Conducting feedback meetings and workshops in which the data are presented to organisational members.

Using standardized questionnaires, data are collected from organisational members about individual attitudes, organisational climate and the general health of the enterprise. The questionnaires are distributed to all the members of the organisation, completed and returned to the change agent for tallying and analysis.

These data are then fed back to the top management and other participating groups down through the hierarchy. During the final step of the process, organisational leaders conduct group meetings with the change agent, help in when the questionnaire results are discussed, problems are identified and corrective strategies are developed.

Survey feedback is useful in the following situations:

(i) It helps in bringing about changes in attitudes and perceptions of participants.

(ii) When used along with team building, the impact of survey feedback is more positive.

(iii) It is most effective in improving teams whose members already possess a high degree of conceptual skill and are dealing with long term issues.

This approach is less useful with teams which are concerned essentially with day to day activities and short term results.

4. Process Consultation:

According to Edgar Schein, "Process consultation includes a set of activities on the part of a consultant which helps the client to perceive, understand and act upon process events which occur in the client's environment."

Process consultation assumes that an organization's effectiveness depends upon how well its people relate to one another. Being not a member of the organisation, the external consultant is in a better position to suggest remedies to the problems being faced by the organisation by adequately diagnosing the same on the basis of better understanding of the external environmental factors affecting the organisation.

Major concern areas of process consultation are:

(i)   Inter group processes
(ii)   Group problem solving and decision making
(iii) Communication
(iv)   Group norms and growth
(v)   Functional roles of group members
(vi)   Leadership and authority

The assumptions underlying the process consultation model are :

(i) Managers often need special diagnostic help in knowing what is wrong with the organisation.
(ii) Most managers have constant desire to increase organisational effectiveness, but they need help in deciding how to achieve it.
(iii) Managers can be effective if they learn to diagnose their own strengths and weaknesses without exhaustive and time consuming study of the organisation.
(iv) The outside consultant cannot learn enough about the culture of the organisation, to suggest new reliable courses of action. He should, therefore, work jointly with the members of the organisation.
(v) The client must learn to see the problem for himself, understand the problem and suggest a remedy. The consultant should provide new and challenging alternatives for the client to consider. However, the decision making authority on these alternatives about organisational changes remain with the client.
(vi) It is essential that the process consultant is an expert in diagnosing and establishing effective helping relationships with the client. Effective process consultation involves passing those skills to the client.

The various stages, suggested by Schein in the process consultation technique are explained as follows:

(i) Initiate Contract: This is where the client contacts the consultant with a problem that cannot be solved by normal organisational procedures or resources.

(ii) Define the Relationship: In this step, the consultant and the client enter into both a formal contract, spelling out services, time and fees and a psychological contract. The letter explains the expectations of results on both the clients and consultant's sides.

(iii) Select a Setting and a Method: This stage involves an understanding of how and where the consultant will do the job that needs to be done.

(iv) Gather Data and Make a Diagnosis: Through a survey, using questionnaires, observations and interviews, the consultant makes a preliminary diagnosis. This data gathering occurs simultaneously with the entire consultative process.

(v) Intervene: Agenda setting, feedback, coaching and/or structural interventions are made in the process consultation approach.

(vi) Reduce Involvement and Terminate: The consultant disengages from the client organisation by mutual agreement but leaves the door open for future involvement. This technique helps a lot in solving intergroup and interpersonal problems faced by the organisation. Though help is taken from the external consultant, that help is indirect. Generally, the organisations help themselves. The biggest drawback of this method is that the participant's involvement in the process is not that sharp and important and more over a span of 2-3 years is required which needs lot of commitment and cost.

5. Likert's Four Systems of Management

Definition: Rensis Likert along with his associates in Michigan University, USA conducted research to study the patterns and styles of managers over three decades, across 200 organizations and developed a four-fold model of the management system that helped in understanding the leadership behavior.

(i) Exploitative Authoritative System: In this type of management system, the responsibility lies with the people in higher positions in the hierarchy. Here, the subordinates are not involved in the decision-making process. The superior has no trust and confidence in his subordinate and imposes decisions on him leaving no room for further discussions. In this system, the communication flows downwards, i.e. from the superior to the subordinate and hence there is a lack of communication and teamwork. The management is only concerned with the completion of work; it uses any means or threats to get the work completed through the subordinates.

(ii) Benevolent Authoritative System: Like exploitative authoritative system, here also the responsibility lies with the people at the upper echelons of the hierarchy and the only difference is that the motivation is based on the rewards, not on fear and threat. The superior has that much trust and confidence in his subordinates which is required in a master-servant relationship.In this system, the subordinates are given rewards for their participation and the communication may flow upwards i.e. from subordinate to superior, but restricted to what the superior wants to hear. Thus, in the benevolent authoritative system also, the subordinates do not feel free to discuss job-related issues with the superior. This results in the lack of communication and a little teamwork.

(iii)Consultative System: In this management system, the superior has substantial but not complete, trust and confidence in his subordinates and constructively uses the views and opinions given by them. Here, the motivation is based on rewards and the amount of the individual's involvement in the decision-making process.The consultative system is characterized by a great flow of information both horizontally and vertically. The subordinates feel free to discuss job-related issues with the superiors and hence, the upward flow of communication is more into the consultative system than a benevolent system. But still, the decisions are made by the senior people in the hierarchy.

(iv) Participative System: In the participative system, the management has full confidence in his subordinates and encourages them to participate actively in the decision-making process. Here, the subordinate feels absolutely free to discuss any issue related to a job with his superior. This system is characterized by a good teamwork and teams are linked with people, who are the members of more than one team and such people are called as "linking pins". The subordinates get motivated through rewards for their participation in the decision-making process.

With these four systems of management, Likert studied seven variables Viz. Leadership, motivation, decision-making process, communication, interaction-influence, control process and goal setting.

6. Management by Objectives (MBO):

MBO is a technique of management development which was put forward for the first time by Peter Drucker in 1954. It is a method of achieving organisational objectives and a technique of evaluation and review of performance. Under this method objectives of the organisation are fixed and responsibility to achieve them lie on the managers and results are expected from them. Program begins with the top management providing clear statement of organizational purpose or mission so that individual member can align their goals with critical organizational objectives. This statement can then serve as a guide for developing long range goals and strategic planning. Departmental and individual goals can then be derived from organizational goals.

Achievement of organisational objectives is considered as the joint and individual responsibility of all managers. It also provides a perfect appraisal system. Performance of the managers is measured against the specific objectives. It is result oriented technique.

George Odiorne observed that MBO is, "a system wherein superior and subordinate managers of an organisation jointly identify its common aims, define each individual's major areas of responsibility in terms of the results expected of him and use these measures as guides for operating the unit, assessing the contribution benefits of its members."

According to D D White and D A Bednar, "MBO is a technique designed to (1) increase the precision of the planning process at the organisational level and (2) reduce the gap between employee and organisational goals."

Organizational Development through MBO approach generally involves the following stages:

(i) **Formulating Long Range Goals:** Guided by the organization's mission statement, senior management defines critical long term objectives and determine how available resources will be used to accomplish these goals. This process then leads to strategic planning activities which describe how the organization will cope with its changing environment.
(ii) **Developing Specific Objectives:** In this step, broad organizational objectives are translated into specific measurable outcomes with clearly stated time-frames. Although organizational objectives may include areas such as profitability, market share, and quality, all objectives must be stated in clear terms.
(iii) **Developing Departmental Objectives**: Once organizational objectives are clearly specified, each division or department must develop a set of specific goals that will enable the organization to achieve its objectives. Again, these departmental goals must be clearly stated in terms of measurable outcomes.

(iv) **Setting Group and Individual Goals:** This step is focused on developing and implementing group and individual level goals in a coordinated manner. This process encourages vertical and horizontal communication in the organization since individual's must clarify their roles and take responsibility for specific results. Individuals goal setting is done in a collaborative manner and will include both, personal and professional development objectives. Research indicates that individual goals produce the most positive results when they are challenging and specific.

(v) **Formulating and Implementing Action Plans:** Although clearly stated goals provide a precise description of desired outcome, action plans are needed to provide a way of attaining goals. Action plans systematically identify the methods, activities and resources required to accomplish objectives.

(vi) **Reviewing Goal Progress**: Finally, mangers must review progress towards achieving the goal by meeting with subordinates in a group or individually. During these meetings, managers and subordinates discuss problems and difficulties involved in completing the goals and evaluated individual performance based on degree to which targeted goals were actually achieved. These meetings may also provide an opportunity to review and modify goals that have become outdated or unobtainable. Once this assessment is complete, the focus shifts from past performance to planning future goals and action plans. Together, mangers and subordinates develop mutually agreed upon goals and formulated a strategy to achieve them.

The main benefits of MBO are as follows:

(i) **Improved Planning:** MBO involves participative decision-making which makes objectives explicit and plans more realistic. It focuses attention on goals in key result areas. MBO forces managers to think in terms of results rather than activities. It encourages people to set specific pleasurable goals instead of depending on hunches or guesswork. An integrated hierarchy of objectives is created throughout the organization. Precise performance objectives and measures indicating goal accomplishment are laid down. There is a time bound programme.

(ii) **Coordination:** MBO helps to clarify the structure and goals of the organization. Harmony of objectives enables individuals at various levels to have a common direction. Every individual knows clearly his role in the organization, his area of operation and the results expected of him. Interlinking of corporate, unit and individual objectives helps in the decentralization of authority and fixation of responsibility. MBO result in clarification of organizational roles and structure. It promotes and integrated view of management and helps interdepartmental co-ordination.

(iii) **Motivation and Commitment:** Participation of subordinates in goal setting and performance reviews tend to improve their commitment to performance. The corporate goals are converted into personal goals at all levels to integrate the individual with the organization Timely feedback on performance creates a feeling of accomplishment Job enrichment and sense of achievement help to improve job satisfaction and morale. Improved communication and sense of involvement provides psychological satisfaction and stimulates them for hard work Conversion of organizational goals into personal goals helps to integrate the individual with the organization. MBO ensures performance by converting objective needs into personal goals and by providing freedom to subordinates.

(iv) **Accurate Appraisals:** MBO replaces trait based appraisal by performance based appraisal. Quantitative targets for every individual enable him to evaluate his own performance. Performance under MBO is innovative and future oriented. It is positive, more objective and participative. Emphasis is on job requirements rather than on personality. MBO is not a

scapegoat approach rather it involves constructive criticism to assess why operations have failed or lagged behind and suggests remedial actions like organizational restructuring, better communication systems, more effective incentives to motivate executives, etc. MBO provides an objective criterion for evaluation of actual performance. "Indeed one of the major contributions of MBO is that it enables us to substitute management by self-control, for management by domination."'Control becomes more effective due to verifiable standards of performance. Subordinates know in advance how they will be evaluated.

(v) **Executive Development:** The MBO strategy is a kind of self-discipline whereby shortcomings and development needs are easily identified. It stresses upon a long term perspective and self-development. MBO releases potential by providing opportunities for learning, innovation and creativity. It encourages initiative and growth by stretching capabilities of executives. MBO makes possible a high degree of self- control by individual managers and increases decentralization of authority.

(vi)**Organizational change and Development:** MBO provides a frame work for planned changes. It enables managers to initiate and manage change. It helps to identify short-comings in organizational structure and processes. In this way, MBO improves the capacity of the organization to cope with its changing environment. When an organization is managed by objectives, it becomes performance-oriented and socially-useful.

Originally MBO was developed for business organizations but now it is being used by social welfare organizations also. But MBO might not be very successful in welfare organizations because of the abstract nature of the values to be measured in specific and quantified terms, general unwillingness on the part of personnel to subject their efforts to precise evaluations and lack of measuring instruments which could generate valid and reliable data. MBO has special significance in the areas of long range planning and performance appraisal.

Limitations of Management by objectives Process

(i)   It sometimes ignores the prevailing culture and working conditions of the organization.
(ii) More emphasis is being laid on targets and objectives. It just expects the employees to achieve their targets and meet the objectives of the organization without bothering much about the existing circumstances at the workplace. Employees are just expected to perform and meet the deadlines. The MBO Process sometimes do treat individuals as mere machines.
(iii) The MBO process increases comparisons between individuals at the workplace. Employees tend to depend on nasty politics and other unproductive tasks to outshine their fellow workers. Employees do only what their superiors ask them to do. Their work lacks innovation, creativity and sometimes also becomes monotonous.

7. Team Development:

Team development is a process of diagnosing and improving the effectiveness of a work group with particular attention to work procedures and interpersonal relationships within it, especially the role of the leader in relation to other group members. A team building programme deals with new problems on an ongoing basis. It is an effective technique by which members of a group diagnose how they work together and plan changes that will improve their effectiveness. This method is specifically designed to make improvement in the ability of employees and motivating them to work together. These teams consist of employees of the same rank and a supervisor. This technique is an application of sensitivity training to the teams of different departments. The teams or work groups are pretty small consisting of 10 to 15 persons. They undergo group discussion under the

supervision of an expert trainer usually a supervisor. The trainer only guides but does not participate in the group discussion.

This method of team building is used because people in general do not open up their mind and not honest to their fellows. As they does not mix up openly and fail to express their views to the peers and superiors. This technique helps them express their views and see how others interpret their views. It increases the sensitivity to others' behaviour.

They become aware of group functioning. They get exposed to the creative thinking of others and socio-psychological behaviour at the workplace. They learn many aspects of interpersonal behaviour and interactions.

The work group problems may be of two types:

(i) Task Related Conflicts: The task related conflicts can be streamlined by changing the ways things are done, by redirecting the resources to be utilized and by re-examining the work processes.

(ii) Personality Conflicts: The interpersonal relationships within the team can be improved by creating an environment which is open and trustworthy. In this atmosphere, members can freely communicate their feelings and thoughts; leadership evolves on the basis of respect and functional excellence and where conflicts are resolved on the basis of mutual understanding.

As a technique of OD, team building requires the help of a skilled consultant to increase the effectiveness of the group's tasks and maintenance roles. Feedback is another important component of team building which is provided by the consultant during or after the meeting to increase the effectiveness of both the group as well as the members.

There are three approaches to team development explained as follows:

(i) The consultant will interview members of the team individually to know their feelings, attitudes and perceptions of team effectiveness. After that, the consultant will arrange a meeting of group away from the organisation and provide them feed-back data which will be discussed in detail. The set of priorities will be worked out and action plan will be formulated for resolving the problem.

(ii) In this approach, each team member will discuss with another member his perceived roles and also team feeling, so as to make more meaningful and productive contribution. This exercise will help in removing most of misunderstandings existing between team members and also ensure that each team member accepts his role as well as the role of other team members.

(iii) The consultant will regularly attend the team meetings. He will observe how the team is accomplishing the group tasks and maintaining roles.

Thus, he will concentrate on the process rather than the contents. After that he will suggest the steps to improve the effectiveness of the working of the groups. Team building is both a time consuming and exhausting intervention technique, but very useful if managed skillfully.

8. Third Party Peace Making:

Third party peacemaking as the name suggests, focuses on the interventions by a third party to resolve the conflicting situations. It is aimed at the analysis of involved processes, diagnoses the conflict's causes and with the assistance of a third party consultant resolves the conflict effectively.

Richard Walton suggests that in third party peacemaking, the fundamental concept is that the consultant will make the two disagreeing parties to confront or to face upto the fact that a conflict does exist and it is impairing the effectiveness of both. The consultant will use the right intervention techniques for facilitating the significant issues involved in the conflict to surface.

These techniques may be:

(i) Wisely choosing the place

(ii) Selecting the proper environment

(iii) Using effective intervention strategies

(iv) Setting an appropriate agenda for the meeting

(v) Helping the parties in conflict to own upto their problems and find solutions.

Where the issues involved in the conflict are of a substantive nature, the peace maker will concentrate on the parties engaging in problem solving through rational bargaining behaviours. On the other hand, if the conflict is emotional in nature, the consultant might have to work hard at restructuring the perceptions and facilitate understanding between the parties involved.

9. Role Playing:

Role playing technique is used for human relations and leadership training. Its objective is very narrow i.e. to increase the trainee's skill in dealing with others. It can be used in human relations training and sales training because both these involve dealing with others.

The steps involved in this method are as explained below:

(i) A conflict situation is artificially created and two or more trainees are assigned different roles to play. No dialogue is given beforehand.

(ii) The role players are provided with either a written or oral description of the situation and the role they are to play.

(iii) After being given sufficient time to plan their actions, they must act their parts spontaneously before the class.

Advantages:

Role playing has a number of advantages such as:

(i) It provides an opportunity for developing human relations understanding and skills and to put into practice the knowledge they have acquired from text books, lectures, discussions etc.

(ii) It is learning by doing. The interview may be recorded to provide the trainees a chance to listen to their performance and note their strengths and weaknesses.

(iii) The knowledge of results is immediate because the trainees as well as the observers analyse the behaviour of the role players.

10. Structural Techniques:

The OD techniques discussed till now are behaviourist in nature. In addition to these, there are structural approaches too, for OD programme.

These approaches may include the following:

(i) Change in the organization's formal structure
(ii) Job redesigning
(iii) Job enlargement
(iv) Job enrichment
(v) Management by objectives
(vi) Training and career development
(vii) Modifications of the organisational culture.

Depending upon the circumstances, the organisations can use any of the above mentioned OD techniques for enhancing the opportunities for growth and development of individuals, groups and the organisational system itself. Organisations should also subscribe to certain values so as to make OD effective.