INTRODUCTION

The present investigation was undertaken to examine the Effectiveness and Outcome Analysis of Organizational Development Interventions of Bhilai Steel Plant (SAIL).

Over the years, Organizational Development (OD) has continued its growth and its orientation toward solving organizational problems. It is certainly an important way of changing and improving organizations. Organizational Development has been defined by Schein (1992) as "...a planned change process, managed from the top, taking into account both the technical and human sides of the organization..." With its roots in psychology and sociology, and an extensive work by various academic researchers, OD has been in existence for about 40 years, with a primary focus to understand organizations and the individuals within them.

Today, the practice of OD comprises of unifying concepts and practices based on divergent philosophical orientations; one discusses learning prior to change and the other discusses learning after change. Experts like Bennis (1989) and Blake & Mouton (1969), whose orientation was human process and human relations, shared the philosophy that "one must understand an organization in order to successfully change or improve it." The practice that evolves from this philosophical basis is a collaborative process among OD consultants and members of the organization. The practice that
evolves is one of analysis, problem solving, action planning, and evaluation.

Measurement and Evaluation of OD interventions effectiveness has also been given due importance by various practitioners. According to Burke (1982) “...Often we use interventions because they 'feel' good instead of using interventions with measured effectiveness.” An evaluation forces clarification of objectives and expected outcomes, and it provides specificity on how procedures and activities will be implemented. Such an evaluation helps signal potential problems and obstacles in the OD effort, and it facilitates planning next steps for organizational improvement and development.

Hence such an attempt has been made to study an important Public Sector Organization, the BHILAI STEEL PLANT, Bhilai. Bhilai Steel Plant (BSP), is situated at Bhilai, Dist. Durg (C.G.), is a leading steel industry of India, operational since last 55 years. The study was conducted on selected OD interventions for knowing the effectiveness and outcomes BSP has benefitted from these interventions.

The focus of this research was on OD interventions conducted in large scale organizations and what are the real outcomes and how the employees, organization and the society is benefited from these interventions.
LITERATURE REVIEW

Some 30 years ago came the birth of another discipline, called Organizational Development. It is in fact the subject of change management, which is of profound interest to management scholars as well as to organizational consultants who see organizational performance as the sum of individual performance.

Many studies have been conducted on how change management strategies and interventions help leaders of organizations to achieve desired business objectives, which may ultimately dictate a merger or acquisition, a downsizing, or similar systemic change in order to maintain the organization’s viability. OD practitioners are typically involved early in these types of intervention processes, working with senior management to incorporate change management techniques at all the level.

published a report on “Studies of Change in Organizations.” Pareek (1997) has developed tools to evaluate HRD and OD interventions in industries.

Bushe (1998) studied various teams by using Appreciative Enquiry models. Argote and Ingram (2000) studied how knowledge gets transferred from the experiences of others in the organizations.

As organizations continue to focus upon accountability and the efficiency of human performance interventions, there is a continuing interest in being able to account for the value or impact of such interventions. Despite years of talking about the importance of evaluating the organizational results of OD Interventions, Training and performance development programs and processes, this type of evaluation appears to be completed infrequently by practitioners (Catalenello & Kirkpatrick, 1968; Stevens, 1992; Twitchell, et.al., 2000).

Measurement of the organizational results of a training or other performance improvement OD interventions is one of four or five levels of evaluation depending on which model one refer ( Kirkpatrick, 1959; Hamblin, 1974; Kaufman & Keller, 1994, Phillips, 1994).

Esque and Patterson (1998) reviewed twenty-two case studies of performance improvement interventions in an effort to demonstrate best practice examples of achieving results from interventions. Of the
22 case studies presented, seven reported results at the organizational level, two reported impacts on the organization in terms of revenue, twelve reported improved job performance, three reported learning from training, and none reported reactions to training.

From the perspective of organizational innovation theory, results-oriented evaluation is considered a process innovation. Process innovations are defined as “new elements introduced into an organization’s production or service operations to produce a product or render a service” (Damanpour, F. & Gopalakrishnan, S., 2001).

As the field of OD evolves and grows, new intervention techniques are continually being developed and applied. Yet, little experimental information is available on the comparative impact of current popular approaches to OD. A notable exception is Bowers (1971), who attempted such a comparison in 23 organizations as part of the Michigan Inter-Company Longitudinal Study (ICLS). Although this study spawned much controversy and criticism (Torbert, 1973), it has not, as of this date, precipitated alternative studies to support or to contradict its findings. The research approach necessary to investigate the relative effectiveness of the various available OD techniques is both complex and cumbersome. An ideal research design involves large numbers of organizational units randomly assigned to strictly controlled intervention treatments studied over long periods of time using identical measurement techniques. It is
virtually impossible to achieve since OD interventions are typically organic, difficult to specify, and never exactly duplicated. It is little wonder that, with the exception of study by Bowers (1971), no systematic comparison of the efficacy of one OD technique over another is available in the literature.

**STATEMENT OF PROBLEM**

Many researches are still continuing in the said field in different dimensions, like how people and organizations function and how to get them function better, the major thrust given by Organizational Development Practitioners is on how to improve functioning of individuals, teams, and the total organizations and the another thrust is on to teach organization members how to continuously improve upon their own functioning. The systematic approaches adopted in framing the Organizational Development strategy have given multiple benefits to the organizations.

Enormous opportunity and potential exist for Organizational Development movement in the future. Organizations through out the world need the unique help to achieve effectiveness for which development of organizations is essential. Paradoxically neither exist too many case studies on Indian organizations, which is perhaps the need of the hour due to rapid globalization of Indian economy.

In the above back drop a study at this stage may focus the current status of Organizational Development practices in Indian
organizations, which will further enable to conduct in-depth study across organizations with in and across the industries.

**OBJECTIVES**

Following will be the major objectives of the study:

1. To find out Role Efficacy of Participants in Competency Mapping Interventions in Bhilai Steel Plant.

2. To find out the effectiveness of Multiskilling intervention in Bhilai Steel Plant by studying Role Stress.

3. To find out the outcomes of Customers Delight in Services Interventions by conducting a study on Rumination Analysis of Participants.

4. To find out the effectiveness of Micro Planning Intervention conducted by Bhilai Steel Plant by studying Organizational Learning Diagnostics.

The following Hypothesis were tested:

**Hypothesis I:**

Competency Mapping Intervention will have a positive impact in enhancing Role Efficacy.
**Hypothesis II:**

Customers Delight Intervention in services will have a positive impact in Dealing with Emotions (Rumination and Flow).

**Hypothesis III:**

Micro Planning Intervention will have a positive impact in enhancing Organizational Learning.

**Hypothesis IV:**

Multi skilling Intervention will have a positive impact in reducing Role Stress.

**METHOD**

The study was conducted at 2 phases before the starting of the interventions the data was collected (pre) from the participants and after the completion of the interventions then again from the same participants the data was collected (post) then the comparison and analysis was done to know the outcomes and effectiveness.

**SAMPLE**

It is neither feasible nor desirable to conduct the study of the entire population. Moreover, an accurate assessment of Organizational Development programs can not be done from any single department or individual. Moreover, for each Organizational Development
intervention people are involved at different level in different departments.

Therefore the 100 Employees in each intervention, who were directly a part of these interventions, were taken as samples and in Customers Delight in Services 50 employees were taken as samples as there were only 70 employees were there for these said interventions.

**TOOLS**

1. For Competency Mapping Interventions

**Role Efficacy:** measured by a role efficacy scale, designed by Udai Pareek, which is a structured instrument consisting of 20 triads of statements. A respondent marks the one statement in each triad that describes his role most accurately. It will be in the form of questionnaire.

2. For Multi skilling Interventions

**Role Stress:** This intervention was measured by a Organizational Role Stress Scale (ORS) designed by F. Buns, R. L. Gragg and Udai Pareek. ORS is a 5 point scale containing 5 items for each role stress and 50 statements.

3. For Customers Delight in Services

**Rumination Analysis:** It contains 7 items, three items are pairs the respondent is required to choose one item in each pair. The others
contain statements which the respondent were required to choose one item in each pair. This instrument is designed by R. Roskins, J. K. Pillai and Muthaiah.

4. For Micro Planning Intervention

**Organizational Learning Diagnostics of Bhilai Steel Plant:** This intervention was studied using a 5 point scale, designed by M. Alexander, M. Sashkin and S. B. Parry. Organizational Learning Diagnostics has 23 items.

The questionnaire was administered separately for pre and post result evaluation of the program to assess the above stated points.

**DATA ANALYSIS AND RESULTS**

The objective of the present investigation was to study the effectiveness of Organizational Development interventions, and how it has helped BHILAI STEEL PLANT (SAIL), BHILAI to grow effectively keeping pace with globalization, world class manufacturing practices and effective Human Resources Development.

This study was mainly focused on finding the effectiveness and outcomes a huge organization like Bhilai Steel Plant achieves by initiating and administering systematic organizational development interventions.
The data was analyzed comparing the pre and post status of the participants by using ‘t’ test and other statistical methods, which was be relevant for the data.

The obtained data was analyzed Hypothesis wise:

**COMPETANCY MAPPING – ROLE EFFICACY**

**Hypothesis I:**

Competency Mapping Intervention will have a positive impact in enhancing Role Efficacy.

From the obtained results it is evident that the Role Efficacy Index in the pre-intervention stage was low (M=66.16) than the Role Efficacy Index in the post-intervention stage (M=71.16). The t-score was found to be significant (t=3.964, p=0.027) indicating that the Competency mapping Intervention had significant impact on enhancing Role Efficacy. Hence, the hypothesis stated as “Competency Mapping Intervention will have a positive impact in enhancing Role Efficacy” is accepted.

**Hypothesis I (1):** Competency mapping Intervention will lead in enhancing Centrality.

From the obtained results it is evident that the Centrality score in the pre-intervention stage was low (M=2.57) than the Centrality score in the post-intervention stage (M=2.69). But the t-score was found to be insignificant (t=1.421, p=0.158) indicating that the Competency mapping Intervention will lead in enhancing Centrality.
mapping Intervention had insignificant impact on Centrality aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Centrality” is rejected.

**Hypothesis I (2):**

Competency mapping Intervention will lead in enhancing Integration.

From the obtained results it is evident that the Integration score in the pre-intervention stage was low (M=1.43) than the Integration score in the post-intervention stage (M=1.86). But the t-score was found to be insignificant (t=1.633, p=0.106) indicating that the Competency mapping Intervention had insignificant impact on Integration aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Integration” is rejected.

**Hypothesis I (3):**

Competency mapping Intervention will lead in enhancing Proactivity.

From the obtained results it is evident that the Pro-activity score in the pre-intervention stage was low (M=1.34) than the Pro-activity score in the post-intervention stage (M=1.67). But the t-score was found to be insignificant (t=1.421, p=0.159) indicating that the Competency mapping Intervention had insignificant impact on Pro-activity aspect of Role Efficacy. Hence, the hypothesis stated as
“Competency mapping Intervention will lead in enhancing Pro-
activity” is rejected.

**Hypothesis I (4):**

Competency mapping Intervention will lead in enhancing Creativity.

From the obtained results it is evident that the Creativity score in the
pre-intervention stage was low (M=2.26) than the Creativity score in
the post-intervention stage (M=2.88). The t-score was found to be
significant (t=3.859, p=0.026) indicating that the Competency
mapping Intervention had significant impact on enhancing Creativity
aspect of Role Efficacy. Hence, the hypothesis stated as “Competency
mapping Intervention will lead in enhancing Creativity” is accepted.

**Hypothesis I (5):**

Competency mapping Intervention will lead in enhancing Inter-Role
Linkage.

From the obtained results it is evident that the Inter-Role Linkage
score in the pre-intervention stage was low (M=1.69) than the Inter-
Role Linkage score in the post-intervention stage (M=1.91). But the t-
score was found to be insignificant (t=1.080, p=0.283) indicating that
the Competency mapping Intervention had insignificant impact on
Inter-Role Linkage aspect of Role Efficacy. Hence, the hypothesis
stated as “Competency mapping Intervention will lead in enhancing
Inter-Role Linkage” is rejected.

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**Hypothesis I (6):**

Competency mapping Intervention will lead in enhancing Helping relationship.

From the obtained results it is evident that the Helping relationship score in the pre-intervention stage was low (M=2.43) than the Helping relationship score in the post-intervention stage (M=2.76). But the t-score was found to be insignificant (t=1.480, p=0.142) indicating that the Competency mapping Intervention had insignificant impact on Helping relationship aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Helping relationship” is rejected.

**Hypothesis I (7):**

Competency mapping Intervention will lead in enhancing Super-ordination.

From the obtained results it is evident that the Super-ordination score in the pre-intervention stage was more (M=2.95) than the Super-ordination score in the post-intervention stage (M=2.56). The t-score was found to be insignificant (t=1.818, p=0.072) indicating that the Competency mapping Intervention had insignificant impact on Super-ordination aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Super-ordination” is rejected.
**Hypothesis I (8):**

Competency mapping Intervention will lead in enhancing Influence.

From the obtained results it is evident that the Influence score in the pre-intervention stage was low ($M=2.43$) than the Influence score in the post-intervention stage ($M=2.76$). But the t-score was found to be insignificant ($t=1.480, p=0.142$) indicating that the Competency mapping Intervention had insignificant impact on Influence aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Influence” is rejected.

**Hypothesis I (9):**

Competency mapping Intervention will lead in enhancing Growth.

From the obtained results it is evident that the Growth score in the pre-intervention stage was more ($M=1.53$) than the Growth score in the post-intervention stage ($M=1.22$). The t-score was found to be insignificant ($t=1.777, p=0.079$) indicating that the Competency mapping Intervention had insignificant impact on Growth aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Growth” is rejected.

**Hypothesis I (10):**

Competency mapping Intervention will lead in enhancing Confrontation handling.
From the obtained results it is evident that the Confrontation score in the pre-intervention stage was low (M=2.59) than the Confrontation score in the post-intervention stage (M=3.87). The t-score was found to be significant (t=8.288, p=0.034) indicating that the Competency mapping Intervention had significant impact on enhancing Confrontation handling aspect of Role Efficacy. Hence, the hypothesis stated as “Competency mapping Intervention will lead in enhancing Confrontation handling” is accepted.

CUSTOMERS DELIGHT IN SERVICES - DEALING WITH EMOTIONS

**Hypothesis II:**

Customers Delight Intervention in services will have a positive impact in Dealing with Emotions (Rumination and Flow).

**Hypothesis II (1):**

Customers Delight Intervention in services will have a positive impact in Dealing with Emotion by reducing Rumination.

From the obtained results it is evident that the rumination score in the pre-intervention stage was more (M=49.70) than the rumination score in the post-intervention stage (M=49.37). But the t-score was found to be insignificant (t=0.381, p=0.705) indicating that the customer delight intervention had no significant impact on the Rumination aspect of Dealing with Emotion. Hence, the hypothesis
stated as “Customers Delight Intervention in services will have a positive impact in Dealing with Emotion by reducing Rumination” is rejected.

**Hypothesis II (2)**

Customers Delight Intervention in services will have a positive impact in Dealing with Emotion by increasing Flow.

From the obtained results it is evident that the Flow score in the pre-intervention stage was less ($M=51.21$) than the Flow score in the post-intervention stage ($M=55.27$). The $t$-score was found to be significant ($t=2.847$, $p=0.006$) indicating that the customer delight intervention had significant impact on the flow aspect of Dealing with Emotion. Hence, the hypothesis stated as “Customers Delight Intervention in services will have a positive impact in Dealing with Emotion by increasing Flow” is accepted.

**MICROPLANNING - ORGANIZATION LEARNING DIAGNOSTICS**

**Hypothesis III:**

Micro Planning Intervention will have a positive impact in enhancing Organizational Learning.

**Hypothesis III (1):**

Micro Planning Intervention will lead to enhancement of Innovation phases of Organisational Learning.
From the obtained results it is evident that the Innovation score in the pre-intervention stage was low (M=62.94) than the Innovation score in the post-intervention stage (M=72.09). The t-score was found to be significant (t=14.459, p=0.036) indicating that the Micro Planning Intervention had significant impact in enhancing the Innovation aspect of Organisational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will lead to enhancement of Innovation phases of Organisation Learning” is accepted.

**Hypothesis III (2):**

Micro Planning Intervention will lead to enhancement of Implementation phases of Organisational Learning.

From the obtained results it is evident that the Implementation score in the pre-intervention stage was low (M=66.64) than the Implementation score in the post-intervention stage (M=73.71). The t-score was found to be significant (t=8.992, p=0.033) indicating that the Micro Planning Intervention had significant impact in enhancing the Implementation aspect of Organisational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will lead to enhancement of Implementation phases of Organisation Learning” is accepted.
**Hypothesis III (3):**

Micro Planning Intervention will lead to enhancement of Stabilization Phases of Organisational Learning.

From the obtained results it is evident that the Stabilization score in the pre-intervention stage was low (M=52.06) than the Stabilization score in the post-intervention stage (M=58.69). The t-score was found to be significant (t=9.724, p=0.027) indicating that the Micro Planning Intervention had significant impact in enhancing the Stabilization aspect of Organisational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will lead to enhancement of Stabilization phases of Organisation Learning” is accepted.

**Hypothesis III (4):**

Micro Planning Intervention will lead to enhancement of Experimentation mechanisms of Organisational Learning.

From the obtained results it is evident that the Experimentation score in the pre-intervention stage was low (M=62.95) than the Experimentation score in the post-intervention stage (M=72.48). The t-score was found to be significant (t=21.575, p=0.024) indicating that the Micro Planning Intervention had significant impact in enhancing the Experimentation aspect of Organisational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will
lead to enhancement of Experimentation mechanisms of Organisation Learning” is accepted.

**Hypothesis III (5):**

Micro Planning Intervention will lead to enhancement of Mutuality mechanisms of Organisational Learning.

From the obtained results it is evident that the Mutuality score in the pre-intervention stage was low (M=62.29) than the Mutuality score in the post-intervention stage (M=70.08). The t-score was found to be significant (t=13.837, p=0.033) indicating that the Micro Planning Intervention had significant impact in enhancing the Mutuality aspect of Organizational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will lead to enhancement of Mutuality mechanisms of Organisation Learning” is accepted.

**Hypothesis III (6):**

Micro Planning Intervention will lead to enhancement of Planning mechanisms of Organisational Learning.

From the obtained results it is evident that the Planning score in the pre-intervention stage was low (M=61.35) than the Planning score in the post-intervention stage (M=69.58). The t-score was found to be significant (t=11.933, p=0.037) indicating that the Micro Planning Intervention had significant impact in enhancing the Planning aspect of Organisational Learning. Hence, the hypothesis stated as “Micro
Planning Intervention will lead to enhancement of Planning mechanisms of Organisation Learning” is accepted.

**Hypothesis III (7):**

Micro Planning Intervention will lead to enhancement of Temporary Systems mechanisms of Organisational Learning.

From the obtained results it is evident that the Temporary Systems score in the pre-intervention stage was low (M=63.04) than the Temporary Systems score in the post-intervention stage (M=70.04). The t-score was found to be significant (t=7.155, p=0.028) indicating that the Micro Planning Intervention had significant impact in enhancing the Temporary Systems aspect of Organisational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will lead to enhancement of Temporary Systems mechanisms of Organisational Learning” is accepted.

**Hypothesis III (8):**

Micro Planning Intervention will lead to enhancement of Competency Building mechanisms of Organisational Learning.

From the obtained results it is evident that the Competency Building score in the pre-intervention stage was low (M=61.54) than the Competency Building score in the post-intervention stage (M=72.50). The t-score was found to be significant (t=16.250, p=0.039) indicating that the Micro Planning Intervention had significant
impact in enhancing the Competency Building aspect of Organisational Learning. Hence, the hypothesis stated as “Micro Planning Intervention will lead to enhancement of Competency Building mechanisms of Organisational Learning” is accepted.

**MULTISKILLING – ROLE STRESS**

**Hypothesis IV:**

Multi skilling Intervention will have a positive impact in reducing Role Stress.

**Hypothesis IV (1):**

Multi skilling Intervention will lead in reducing Inter-role distance.

From the obtained results it is evident that the Inter-role distance score in the pre-intervention stage was more (M=4.76) than the Inter-role distance score in the post-intervention stage (M=3.98). The t-score was found to be significant (t=8.835, p=0.036) indicating that the Multi skilling Intervention had significant impact in reducing the Inter-role distance aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Inter-role distance” is accepted.

**Hypothesis IV (2):**

Multi skilling Intervention will lead in reducing Role stagnation.
From the obtained results it is evident that the Role stagnation score in the pre-intervention stage was more (M=4.55) than the Role stagnation score in the post-intervention stage (M=2.62). The t-score was found to be significant (t=15.865, p=0.038) indicating that the Multi skilling Intervention had significant impact in reducing the Role stagnation aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role stagnation” is accepted.

**Hypothesis IV (3):**

Multi skilling Intervention will lead in reducing Role Expectation Conflict.

From the obtained results it is evident that the Role Expectation Conflict score in the pre-intervention stage was more (M= 5.09) than the Role Expectation Conflict score in the post-intervention stage (M=4.21). The t-score was found to be significant (t=10.732, p=0.026) indicating that the Multi skilling Intervention had significant impact in reducing the Role Expectation Conflict aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role Expectation Conflict” is accepted.

**Hypothesis IV (4):**

Multi skilling Intervention will lead in reducing Role Erosion.
From the obtained results it is evident that the Role Erosion score in the pre-intervention stage was more (M= 5.84) than the Role Erosion score in the post-intervention stage (M=4.73). The t-score was found to be significant (t=15.652, p=0.040) indicating that the Multi skilling Intervention had significant impact in reducing the Role Erosion aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role Erosion” is accepted.

**Hypothesis IV (5):**

Multi skilling Intervention will lead in reducing Role Overload.

From the obtained results it is evident that the Role Overload score in the pre-intervention stage was more (M= 4.37) than the Role Overload score in the post-intervention stage (M=3.46). The t-score was found to be significant (t=10.807, p=0.030) indicating that the Multi skilling Intervention had significant impact in reducing the Role Overload aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role Overload” is accepted.

**Hypothesis IV (6):**

Multi skilling Intervention will lead in reducing Role Isolation.

From the obtained results it is evident that the Role Isolation score in the pre-intervention stage was more (M= 5.20) than the Role Isolation score in the post-intervention stage (M=4.34). The t-score was found...
to be significant \((t=15.117, p=0.024)\) indicating that the Multi skilling Intervention had significant impact in reducing the Role Isolation aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role Isolation” is accepted.

**Hypothesis IV (7):**

Multi skilling Intervention will lead in reducing Personal Inadequacy.

From the obtained results it is evident that the Personal Inadequacy score in the pre-intervention stage was more \((M=5.24)\) than the Personal Inadequacy score in the post-intervention stage \((M=4.34)\). The \(t\)-score was found to be significant \((t=13.349, p=0.037)\) indicating that the Multi skilling Intervention had significant impact in reducing the Personal Inadequacy aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Personal Inadequacy” is accepted.

**Hypothesis IV (8):**

Multi skilling Intervention will lead in reducing Self-Role Distance.

From the obtained results it is evident that the Self-Role Distance score in the pre-intervention stage was more \((M=4.85)\) than the Self-Role Distance score in the post-intervention stage \((M=4.59)\). The \(t\)-score was found to be significant \((t=4.130, p=0.028)\) indicating that the Multi skilling Intervention had significant impact in reducing the Self-Role Distance aspect of Role Stress. Hence, the hypothesis
stated as “Multi skilling Intervention will lead in reducing Self-Role Distance” is accepted.

**Hypothesis IV (9):**

Multi skilling Intervention will lead in reducing Role Ambiguity.

From the obtained results it is evident that the Role Ambiguity score in the pre-intervention stage was more (M=4.32) than the Role Ambiguity score in the post-intervention stage (M=3.89). The t-score was found to be significant (t=5.904, p=0.021) indicating that the Multi skilling Intervention had significant impact in reducing the Role Ambiguity aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role Ambiguity” is accepted.

**Hypothesis IV (10):**

Multi skilling Intervention will lead in reducing Role Inadequacy.

From the obtained results it is evident that the Role Inadequacy score in the pre-intervention stage was more (M=3.96) than the Role Inadequacy score in the post-intervention stage (M=3.05). The t-score was found to be significant (t=12.079, p=0.018) indicating that the Multi skilling Intervention had significant impact in reducing the Role Inadequacy aspect of Role Stress. Hence, the hypothesis stated as “Multi skilling Intervention will lead in reducing Role Inadequacy” is accepted.
CONCLUSION

The main findings of this research work are:-

1. Competency Mapping Intervention will have a positive impact in enhancing Role Efficacy. It was also found that it will not have a major impact on Centrality, Integration, Pro-activity, Inter-Role Linkage, Helping Relationship, Super-ordination, Influence and Growth. It will enhance creativity and confrontation handling aspects of Role Efficacy.

2. Customers Delight in services intervention will have a positive impact in Dealing with Emotions (Rumination and Flow). It reduces Rumination and increases flow.

3. Micro Planning Intervention will have a positive impact in enhancing Organizational Learning. It enhanced innovation, implementation, stabilization, experimentation, mutuality, planning, systems and competency building.

4. Multi skilling Intervention will have a positive impact in reducing Role Stress. This intervention has reduced inter role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self role distance, role ambiguity, role in adequacy.