Any diagnosis constitutes an intervention in the organisation. The people that are interviewed and the questions that are asked and the fact that 'something is happening here' make a certain impact on the ongoing dynamics of the organisation. In this sense, our delinking the diagnosis phase from the intervention phase is somewhat arbitrary. We now proceed, however, to a narration of the interventions that were carried out subsequent to diagnosis.

Survey Feedback

As Argyris (1962) had noted, after diagnosis, the next step is to present the results of the diagnosis to the executives. The primary objectives of such a presentation would be:

1 To help them explore the meaning of the data. How do they view the data? Are the data valid or invalid? In which way are the data incomplete? What implications for action do the executives see?

2 To learn together such that the employees and the interventionists correlate their interpretations together.

A discussion of these issues might have at least two values to the executives: first, to help them take the first step toward effective action, namely, to make data-based diagnosis of their problems; second, to explore further with one another the impact
of their values, feelings, and problems, as well as the needs of the organisation, its problems, growth and development. Such explorations, if effective, could lead the executives to new depths of understanding and enlarge their scope of understanding. Thus, even if the executives rejected the results, they might have had an important experience in understanding themselves and the organisation.

It is possible to structure feedback so the executives will experience it not as an opportunity to place blame on various members of the organisation, but as an opportunity for them to solve real and meaningful issues and thereby begin to increase their sense of competence as an effective problem-solving team. The interventionist may find that one factor inhibiting achievement of this objective is as follows: if the diagnosis implies that the top management members did not understand the problem correctly, these members will tend to experience a sense of inadequacy. This sense of inadequacy can arouse anxieties and guilt feelings within topflight executives not accustomed to such experiences. If the data fed back are new and upsetting, the interventionist should not be surprised to find himself the object of covert or overt hostility. The hostility could be in the form of questions about the validity of the research methods, the sample used, and the conclusions. It could take the form of raising minor questions about grammatical accuracy, typing errors, clarity of presentation, and adequacy of reports; or the form of rejecting the analysis by insisting that times have
changed, the results are not new, more time is needed to study the results, and management finds the report excellent but wishes to give it more careful thought. Whatever the negative feelings about the diagnosis, it is important for the interventionist to create a climate in which they can be brought out. The interventionist can use management's defensiveness to help the members obtain the first set of difficult experiences that are usually necessary if research efforts are to be used effectively. Sometimes a client system will effectively seduce an interventionist into preventing its own growth by complimenting him on the diagnosis and then asking him for his recommendations. At this point the interventionist might suggest that if management is not able to offer recommendations, the diagnosis (assuming it is valid) has not been understood. If a valid diagnosis is thoroughly understood, one should be able to derive the prognosis from it. What can the interventionist do to help the executives fully understand the diagnosis so they can make their own recommendations? For the executives' sake, he will try to refrain from behaving as if he were in a line relationship. However, he will work hard to act as a resource person if they want him to help them to work through their prognosis.

Usually, two reactions occur. One is the expression by the executives of sorrow and dismay, if not disappointment. After all, supposedly the interventionist is a competent leader in the profession. He should have some positive suggestions. The one who makes the diagnosis should be responsible for making
recommendations. This reaction is understandable. Second, the diagnosis just fed back does not belong to the executives. They did not conduct it. Since the diagnosis is truly not theirs, one can understand that it is difficult for them to develop prognosis. If the interventionist is not going to provide recommendations, how are they to be developed?

These above considerations are presented to demonstrate the dilemmas of a researcher and interventionist.

The data on the Organisation Environment, Motivational Climate and Perceptions was presented to the Vice-President and the Executive Director alongwith the meaning, significance and nuances of the data. After looking at the data, they wanted it to be shared down the line.

Data presentation to each Level was thereafter carried out. Presentation of each segment of the data was preceded by an explanation of the methodology and the dimensions covered. On seeing the data, some of the groups attempted to ascribe the blame for the present state of affairs to the failure of the very "top" . On being confronted with the issue of "ownership" of the data, the mood underwent change. People expressed their feelings. They felt guilty about their contribution to the state of affairs. They seemed to veer around to owning the data and taking responsibility for the state of affairs. The groups seemed to agree that the data reflected and matched with their perception of reality.
On receiving the feedback, the concerns expressed by various groups are summarised in Table 6-1.

<table>
<thead>
<tr>
<th>People</th>
<th>Behaviour</th>
<th>Organisation</th>
<th>Reward System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing</td>
<td>Greater objectivity--analysis</td>
<td>Defining structure.</td>
<td>Make it more objective.</td>
</tr>
<tr>
<td>concern for</td>
<td>and corrective</td>
<td>Placing the manager as</td>
<td>Giving priority to</td>
</tr>
<tr>
<td>others.</td>
<td>action.</td>
<td>the focal point and</td>
<td>innovation</td>
</tr>
<tr>
<td>Communication</td>
<td>Spotting strengths and using</td>
<td>giving him the</td>
<td>and performance.</td>
</tr>
<tr>
<td>--removal of</td>
<td></td>
<td>strength and</td>
<td>innovation</td>
</tr>
<tr>
<td>social barriers</td>
<td></td>
<td>support.</td>
<td>and performance.</td>
</tr>
<tr>
<td>Enhancing</td>
<td>them as pillars for growth.</td>
<td></td>
<td>innovation</td>
</tr>
<tr>
<td>responsibility</td>
<td>Sharing</td>
<td>Covering more</td>
<td>and</td>
</tr>
<tr>
<td>for development</td>
<td>information.</td>
<td>clearly town,</td>
<td>performance.</td>
</tr>
<tr>
<td>Changing from</td>
<td>Enhancing planning and decision making</td>
<td>planning,</td>
<td></td>
</tr>
<tr>
<td>&quot;boss&quot; to</td>
<td>planning and</td>
<td>construction,</td>
<td></td>
</tr>
<tr>
<td>&quot;leader&quot;.</td>
<td>decision making</td>
<td>etc.</td>
<td></td>
</tr>
<tr>
<td>Increasing</td>
<td>as a group</td>
<td>Defining roles</td>
<td></td>
</tr>
<tr>
<td>emphasis on</td>
<td>activity.</td>
<td>and role</td>
<td></td>
</tr>
<tr>
<td>professional</td>
<td></td>
<td>relationships</td>
<td></td>
</tr>
<tr>
<td>excellence.</td>
<td></td>
<td>matching them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>with authority</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to perform.</td>
<td></td>
</tr>
</tbody>
</table>

Table 6-1. Areas of concern.
OD Group and OD Steering Committee

To spearhead and monitor the OD efforts, it was suggested by the consultants to constitute an OD Group (ODG) and an OD Steering Committee (ODSC).

The ODG comprised of all the members of Level 1 with a Chairman and Member-Secretary. The ED was also a member of the ODG. The role of the ODG was to:

- Provide leadership in OD.
- Set up various OD processes.
- Formulate OD policies and guidelines.
- Formulate OD action plans to overcome weak areas and consolidate strengths of the organisation so as to make OD a way of life.
- Periodically take stock of progress and other relevant issues.
- Actively involve individually and collectively in the dissemination of OD values and practices.

The ODG would take responsibility for:

- Individual development.
- System development.
- Group development.
- Creation of desired climate and culture.
- Formulation of policies on OD.

It was decided that the ODG would meet once in two months.
The ODSC was constituted as a sub-set of the ODG comprising of six members with a Chairman and ex-officio Secretary. Three of the six members would retire voluntarily after a period of six months and they would be replaced by three other co-opted members from the Level 1 group.

The tasks of the ODSC were to:

- Facilitate ODG functioning.
- Serve as a resource to the ODG.
- Obtain guidelines and policies from the ODG.
- Visualise, plan and design OD activities.
- Ensure process facilitation of OD activities.
- Create conditions for sustaining, reinforcing and ushering in customs and practices which facilitate building the desired organisational climate and culture.

The ODSC would be responsible for OD in the entire organisation. They would own the OD process mainly through their own initiative. They would endeavour to learn from their experiences and ensure that mistakes are not repeated. The ODSC would be accountable to the ODG as well as the ED.

The ODSC would endeavour to follow the OCTAPACE norms and values. As members of the ODSC, the participants would abdicate their formal power. Instead, as a collective body, they will utilise their power of perspective, knowledge, experience, leadership, vision and mission. It will be the power from within
and not the power derived from position which will form the basis of working.

The expectations from the ODSC voiced by the six members were:

- Create a wave of OD with a sense of immediacy and urgency.
- The ODSC should not become like any other committee. It should play a leading role in improving motivation as well as quality of work life.
- Achievement through Control should be replaced by an inner urge. Success was to be achieved not only through task and technology but also through attention to and facilitating the human process.
- OD should facilitate increase in productivity, and reduction in wastage.
- The ODSC should facilitate the development of managers so that they could take on the intra-organisational responsibilities leaving the Top Management free to handle policy and boundary management functions.
- The ODSC should function in such a way that it does not lead to cynicism or withdrawal amongst others.
- The ODSC would be a strategy group and would not take executive responsibility.

The ODSC would meet once a fortnight.

Any recommendations would be submitted to the ODG, and on getting their approval, the ODSC will submit them to the ED for his
consideration and suitable action. The executive authority will remain with the ED.

**Task Forces**

Following the constitution of the ODG and the ODSC, task forces were constituted to act as a staff group to the Top Management team. Each task force was to submit a report to the Top Management team, and after ratification by the Top team, the report was to be submitted to the ED for executive action. These task forces were meant to function for a limited period of three months, whereafter, having submitted their reports, they would be disbanded.

Based on the issues and concerns raised by the people after receiving the survey feedback as well as those areas requiring attention on priority as highlighted by the diagnostic data, the following task forces were constituted by an executive order of the ED. The task forces were on:

1. Future directions.
2. Structural reorganisation.
3. Decision making.
5. Recognition and rewards.
6. Training.

Each task force was headed by a chairman from Level 1 and was constituted with 10-12 members drawn from across the Levels as
well as across the collieries.

The task forces had a dual foci:

- Examine the process of group functioning as they worked together as members of a task force.
- Keep track of the content of their group's work culminating into a report.

The task forces worked as per the following framework:

1 Define the subject, i.e., the variables, components and elements involved, as well as their inter-relationships. Develop empirical data-base as well as measurable indicators.

2 Define the present state, i.e., what is actually happening as of now.

3 Develop the vision of the future state.

4 Bring out the gap between the future state and the present state.

5 Identify the blocks, the restraining forces that hinder movement towards the future state.

6 Recommend plans of action to help move in the direction of the envisioned future state.

Each of the six task forces submitted their reports. These were vetted by the ODG. The recommendations were divided into operational and policy related recommendations. The recommendations pertaining to the operational area which could be
acted upon almost forthwith were taken up for action. Appropriate executive orders were issued by the ED to give effect to these recommendations. Recommendations pertaining to policy issues were referred to existing committees involved with those areas to take cognizance of while reviewing policies.

These task forces had the effect of making a large number of Officers to think jointly about issues confronting them thereby enhancing their sense of involvement with the organisation and its problems; the foci of these task forces having emerged from the organisational diagnostic data, it also signalled to the Officers that the Top Management was interested and keen to take steps in ameliorating the existing state of affairs. All this seemed to help rebuild some of the lost trust and confidence in the Top Management and collaborative effort. People could visibly see that something had begun to happen.

**Internal Facilitator Development**

According to Gupta and Pareek (1982), "The success of OD depends on the effective use of and coordination between external consultants and internal change agentry function. Both the external consultants and the internal change agents are facilitators in the process of OD. The external and internal facilitators have specific functions to perform, some of which are common and some others supplement each other. To perform these various functions effectively the facilitator needs to go through sustained educational preparation and training for
professional development."

The objectives of the internal facilitator (IF) development programme were the following:

- To help individuals become facilitators by providing opportunities for their growth and development.
- To provide opportunities to individuals to reinforce their development as specialists in human processes and emerge as process consultants. In order to promote this growth, the emphasis in training would be anchored in personal growth on the one side, and perspective development on the other.
- To provide opportunities for learning more about the use and application of behavioural sciences for human development. For growth of the facilitator role, the training will emphasise a sequentially balanced exposure to cognitive inputs and group experience, understanding and application,
- To provide a framework of professionalism and a support system of a fraternity of facilitators subscribing to OCTAPACE values and norms.

The IFs were envisaged to continuously energise the OD movement and play the role of reinforcement agents in various collieries performing functions like:

- Vetting of various individual and group projects.
- Facilitating meetings so that these were conducted in the OD spirit.
Facilitating application of the concepts learnt in various development programmes. They would continuously do the follow-up work in their respective collieries, organise meetings of the persons who have attended such programmes, generate ideas for implementing concepts, identify bottlenecks and facilitate removal of these bottlenecks through the involvement of the people concerned.

They would also give feedback to the external facilitators regarding the programmes conducted and the projects undertaken with a view to facilitate continuous improvement in these. They would also be the eyes and ears of the Top Management of each colliery and give constructive feedback on the progress of OD in the colliery.

They would play this role over and above their normal call of duty and would be continuously involved in the activity.

The ODSC evolved the following criteria for the selection of the IFs.

- They should be bright people with high potential for growth.
- They should possess an untarnished image and be widely accepted in the organisation.
- They should be driven by the extension motive and should be interested in working with people.
- They should be able to devote sufficient time for this role.
- Locational and level balance ensuring proportionate representation was to be kept in mind while selecting the
IFs.

As a first cut, the ODG decided to select 20 IFs. After seeking the concurrence of each one of them, these names were forwarded to the ED, who after due deliberation issued executive orders inviting the proposed members to join as an If.

An L-Group was conducted for the IFs to help the participants become aware of their patterns of behaviour and their impact on others; to help improve their effectiveness in interpersonal interactions and derive a greater sense of satisfaction from them; recognise feelings, diagnose needs and improve their ability to deal with conflict, to help discover their potential to live life more fully and effectively. The L-group had the impact of transcending the organisational hierarchical levels and in knitting the IFs into a homogeneous group. In addition to this initial exposure, all the IFs were exposed to the various developmental programmes (described later) conducted in the organisation for different levels of Officers.

To supplement the exposure provided intra-organisationally to the IFs, they were nominated in phased batches of 2-4 to labs and programmes, including the Professional Development Programme conducted by the Indian Society for Applied Behavioural Science (ISABS).

Thus IF development was a theme pursued continuously throughout the period of OD intervention in the organisation.
Face Optimisation Centre Under Study

In order to improve the utilisation of a working face in a colliery, the ODG proposed the setting up of a Face Optimisation Centre Under Study (FOCUS) group. The idea was to take a socio-technical view of the colliery operation at the mining face and explore the technological, managerial and social aspects of the job in an integrated manner. The entire work was divided into two phases: (a) optimum utilisation of the mining face without work reorganisation, and (b) work reorganisation with amalgamation of jobs and multi-skill workers.

The operations involved in a typical face or section of a colliery are described in Figure 6-1.

Figure 6-1. Operations at a face/section
As a pilot project, it was decided to take one moderately performing section, comprising of 5 to 7 faces from each of the five collieries. Place five of the best Assistant Managers who will be the focal persons. The total team working at the face comprised of 10-11 persons including an Assistant Manager, an Overman, a Mining Sardar and multi-skilled, skilled and semi-skilled workers.

The total team was involved in diagnosing technical as well as process related issues, evolving plans of action and implementing them.

In order to measure the progress of FOCUS activities, the following criteria were evolved by the ODG.

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
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<tbody>
<tr>
<td>Production and productivity</td>
<td>Ventilation</td>
</tr>
<tr>
<td>Cost</td>
<td>Down time</td>
</tr>
<tr>
<td>Support</td>
<td>Breakdowns</td>
</tr>
<tr>
<td>Number of accidents</td>
<td>Tonnage lost</td>
</tr>
<tr>
<td>Violation of statutes</td>
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</tbody>
</table>

The activities of the FOCUS group had their impact. The morale of the teams working at the mining face went up. Involvement of the Overmen and the Mining Sardars increased their enthusiasm. They found the OD efforts (which according to them meant a systematic way of working) useful. For example, in one of the
sections where production was at a level of 110 tons of coal per day, and whose planned and rated capacity was 170 tons per day, began to produce consistently around 220 tons per day over a period of six months, much to the surprise and joy of all involved including the ED himself. Spurred by the success of the pilot groups, the ODG suggested dissemination of similar efforts across the collieries.

Role Efficacy and Role Negotiation

Pareek (1987) defines role efficacy as the potential effectiveness of an individual occupying a particular role in an organisation, or in other words, role efficacy is the potential effectiveness of a role. Role efficacy has several aspects. These aspects can be classified into three groups or dimensions. The more these aspects are present in a role, the higher the efficacy of that role is likely to be.

One dimension of role efficacy is called "role making" contrasted with role taking. The first is an active attitude towards the role (to define and make the role as one likes), whereas the second is a passive attitude (mainly responding to others' expectations). The aspects in the second dimension are concerned with increasing the power of the role, making it more important. This can be called "role centering" which can be contrasted with "role entering" (accepting the role as given, and reconciling oneself to its present importance or unimportance). The third dimension is called "role linking" (extending the relationship of
the role with other roles and groups), contrasted with "role shrinking" (making the role narrow, confined to work-related expectations).

The different aspects of role efficacy are summarised below:

Dimension 1: Role making (contrasted with role taking).
1 Self role integration (vs role distance): Integration between self-concept and role demands.
2 Proactivity (vs reactivity): Initiating action
3 Creativity (vs routinility): Experimenting and trying out new ideas/strategies.
4 Confrontation (vs avoidance): Facing problem to attempt their solution.

Dimension 2: Role centering (contrasted with role entering).
5 Centrality (vs peripherality): Feeling important or central in a system.
6 Influence (vs powerlessness): Feeling that one occupying a role can make some impact in the system.
7 Growth (vs stagnation): Feeling that one occupying a role grows and learns in the role.

Dimension 3: Role linking (contrasted with role shrinking).
8 Inter-role linkage (vs isolation): Linkage of one's role with other roles.
9 Helping relationship (vs hostility): Giving and receiving help amongst roles.
10 Superordination (vs deprivation): Linkage of one's role with
The members of the ODG were exposed to a programme on role efficacy. They were asked to write an essay of about 500 words on My Role in the Organisation encompassing how they perceived their role, how they felt about it, and how they operated in their role. They were free to cover whatever other aspects they thought were relevant. They were encouraged to be spontaneous and write whatever they perceived as being significant about their role.

Subsequently, the dimensions of role efficacy were explained to them as well as the system of scoring the essays. They scored their essays in triads. The group on the whole was found to be high on the dimensions of Centrality, Linkage and Proactivity, moderate on Integration, Help, Creativity and Influence, and low on Superordination, Growth and Confrontation. This was followed by an exploration of the ways of enhancing one's efficacy.

Explorations in role efficacy were followed by role negotiations where each member of the ODG became a focal person turn-by-turn. All the related role senders were asked to write down their expectations from the role of the focal person. These expectations were shared and were followed up with mutual negotiations leading to greater clarity of one's role.

The exercise on role efficacy helped the focal person design and negotiate his role incorporating elements that would enhance his efficacy and effectiveness.
In order to promote a climate of Achievement, Expert influence and Extension, programmes on Achievement Motivation were conducted for all the Officers of Levels 1, 2 and 3.

Following McClelland's (1953) definition of motivation as "an affectively toned cognitive network" the programmes were designed to stimulate emotional arousal as well as help the participants think about managing and doing things in a better way.

The programme covered the administration of the Thematic Apperception Test (TAT), reflection on life goal, concept of work, risk and challenge, characteristics of people with high need for Achievement, concept of motivation, different kinds of motivations, concept of achievement imagery and the sub-categories of the achievement syndrome, scoring and interpretation of the participants' TAT stories, the role of pygmalion in management, and finally culminating in an individual achievement project.

Emphasis was laid on the development of achievement motivation through the processes of goal setting, speaking the language of achievement, developing cognitive and group supports and encouraging the participants to create an achievement mystique.

Specific attention was paid to issues like:

- Are we building achievers?
- Are we pygmalsions?
- What processes do we generate?
- What kinds of cultures have we created?
- Do we need to do something else?

In addition, in order to create an achieving culture and sustain it, the following issues were addressed:

- What would be the role of managers?
- What are we doing that are dysfunctional?
- What are we doing that are functional?
- What supportive structures are necessary?

Each participant had drawn up an achievement project which was followed up by the IFs and ODG periodically. This created a fair amount of stir in the climate. For instance, target-setting became more achievement-oriented with many a manager adopting a participative bottom-up approach.

**Team Building**

Any organisation depends on the cooperation of a number of people if its work is to be done effectively. Consequently, groups or teams of people come together on a permanent or temporary basis to accomplish work. Temporary teams can function for a matter of days or weeks, permanent teams, over a long period of time. Teams can work together in functional or dysfunctional ways; if the teams work is dysfunctional, there are ways of improving its
effectiveness. Team building may be defined as any planned event with a group of people who have or may have common organisation relationships and/or goals which are designed to improve the way in which work gets done by them in some way or another.

Teams can be categorised as follows: (1) groups reporting to the same hierarchical supervisor; (2) groups involving people with common organisational aims; (3) temporary groups formed to do a specific, but temporary task, (4) groups consisting of people whose work roles are interdependent; and (5) groups whose members have no formal links in the organisation, but whose collective purpose is to achieve tasks they cannot accomplish as individuals. Just as there are various types of teams, there are a number of factors that affect the outcomes of a specific team-building activity: the length of the time allocated to the activity, the team's willingness to look at the way in which it operates, the length of the time the team has been working together, the permanence of the team, etc. Consequently, the results of team building activities can range from comparatively modest changes in the team's operating mechanisms, e.g., meeting more frequently, gathering agenda items from more sources, to much deeper changes, e.g., modifying team members' behaviour patterns or the nature and style of the group's management or developing greater openness and trust.

In general, the results of team building activities can be classified into three main areas: (1) results specific to one or
more individuals; (2) results specific to the group's operation and behaviour, and (3) results affecting the group's relationship with the rest of the organisation. Usually, the results of a specific team building activity will overlap these three classifications.

Team building efforts are improved by a number of factors, including the people involved, the perceived relevance of the activity to personal and organisational problems, the timing, and the degree of freedom the team has to make necessary changes. The people involved, especially the boss or senior authority figure are crucial to the success of this type of activity. Not only should the boss be supportive, but the individual team members must want to be involved. An outside process consultant is usually needed to keep the team on the track and to act as an objective, relatively detached observer, since it is extremely difficult for a member of a team to be simultaneously a participant and an observer. In addition, the process consultant can gather data in advance of the team building sessions(s) to help the group understand and diagnose its own problems.

A series of team building workshops were conducted for the ODG. The foci of these workshops were on building mutual trust and interdependence, building skills of listening, confrontation and problem-solving with special emphasis on diagnosis (both process and content), generating alternatives and a collaborative work ethos.
These workshops were restricted to the Top Management team as it was thought that this team's functioning effectively would serve as a model for others to emulate.

**Personal Effectiveness**

As is evident from chapter 4, the maximum gap on the dimensions of Organisational Environment was in the area of Personal Development. In order to address this need, a series of programmes on Personal Effectiveness were conducted across the different Levels of Officers.

Personal growth could be visualised as a quantitative increase in one's knowledge and abilities, while personal development may be seen as a qualitative unfolding and maturing of a person's potentialities. Being engaged in continuous routine work, people tend to ignore their needs for growth and development, and instead, develop a sense of ennui, internal stagnation and fossilisation.

A good part of personal growth and development can take place on the job in relation to a person's knowledge, attitudes and skills that he uses or is required to use to make himself more effective. Hence a programme was designed focusing on self-awareness, interpersonal competence, group process awareness and skills, problem-solving and leadership. Each programme revolved around the participant's work-related problems and issues and culminated in a plan of action which they were to implement in
their work setting. These action plans were followed up periodically ensuring the evolution of some revised norms and practices in managing themselves, their people and their work.

**Supervisory Development**

Most of the efforts in OD had been directed essentially towards the development of the managerial cadres with an aim to direct their attention to re-examining the prevalent systems, norms and values governing organisational life and bringing about necessary changes for moving the organisation towards a sense of stable excellence.

The supervisors (Overmen and Mining Sardars), who in a sense were the real backbone of the underground operations, had not had any exposure to concepts and practices of management which could help them enhance their effectiveness as leaders of groups of people, where the substantive part of the real work lay. The supervisors were undoubtedly a critical link in the whole chain. Their ability to manage or otherwise was likely to have telling consequences on the effectiveness of the total operation of the collieries.

Recognising the significance of the role that the supervisors played in the whole situation, a meeting was held with a group of 15 supervisors, three from each of the five collieries. Some members of the ODG as well as the external consultants were present.
Based on the discussions with the supervisors, the analyses of their tasks and activities, and the pivotal role that the supervisors played in the total operation, developmental needs in the areas of knowledge, attitudes and skills were identified. The broad objectives of the development programme evolved were to:

- Maintain and develop the sense of identification with the company.
- Help technological upgradation and prepare the ground for introducing technological change.
- Bridge the gap between the managerial cadres and the supervisors.
- Reinforce the self-image of the supervisors by enhancing their technical competence, their ability to manage groups of people, and by encouraging meaningful contribution from them at work and in their community.

Based on the above objectives, three modules on Company Orientation, Technical Orientation and Behavioural Orientation were developed and conducted for all the supervisors across the collieries. This had a vitalising affect with supervisors responding enthusiastically not only to the programmes but also implementing many a change at their work place.

In addition to the conduct of these modules, these development programmes were utilised as an informal opportunity to establish, develop and maintain rapport and linkage with the supervisory
cadres by the Management. Members of the ODG were invited to meet the participants informally over a cup of tea, lunch or dinner and share as well as listen to the views and opinions of things happening in and around the organisation, and their effects on the people.

Over and above these interventions, the ED initiated a Management Employee Communication meeting organised once a month where the members of the ODG met groups of employees and entered into a face-to-face dialogue about issues concerning the people and the organisation.

One running theme that needs to be highlighted was the focus on personal growth and development throughout the different phases of the intervention activity. Almost all programmes and workshops culminated in personal action projects with a dual foci—one on self and the other on application in the sphere of work. These action projects and plans were followed-up and monitored by the group of IFs on a continuous basis to lend stability to the changes being ushered in and to encourage the efforts for further improvement.