CHAPTER-I
INTRODUCTION

An organization is a group of people intentionally organized to accomplish an overall, common goal or set of goals. Business organizations can range in size from two to tens of thousands of employees. There are several important aspects to consider about the goals of the business organization. These features are explicit (deliberate and recognized) or implicit (operating unrecognized, "behind the scenes"). Ideally, these features are carefully considered and established, usually during the strategic planning process. Later, we consider dimensions and concepts that are common to organizations.

Organizations have major subsystems such as departments, programmes, divisions, teams, etc. Each of these subsystems has a particular way of doing things and works along with other subsystems to achieve the overall goals of the organization. Often these systems and processes are defined by plans, policies and procedures. How one can interpret each of the above major parts of an organization depends very much on their values and nature. People can view organizations as machines, organisms, families, groups, etc. In the 1950s and 1960s a new, integrated approach originated known as Organization Development (OD): the systematic application of behavioural science knowledge at various levels (group, inter group and total organization) to bring about planned change.

Organization Development can be explained as collaborating with organizational leaders and their groups to create systemic change and root-cause problem-solving for improving productivity and achieving employee satisfaction through improving the human processes.

Effective leadership is a salient requirement in organization development where the knowledge worker is the key to developing as well as unlocking the resources and potential for sustainable competitive advantage in the knowledge economy. The management of the knowledge workers in today’s organization and society, where there are increased educational and learning opportunities, requires organizational leaders and policy planners to rethink and redefine their roles as “knowledge leaders” whose very duties and responsibilities are to develop a system of participative knowledge sharing in attempting to solve organizational problems,
accomplish mission and vision, carry out critical tasks, manage effectively and survive crisis and change. Many organizations are operating today in a complex and dynamic environment that is urging them to rethink and redefine their business strategies and the source of their competitive advantage. One understands this process as they describe three major barriers to knowledge-sharing: individual, organizational, and technological. Organizational capability affects the management of knowledge workers. Organizational capability simply refers to the capacity of the organization to act and change in pursuit of sustainable competitive advantage. It is believed that successful human resources planning (HRP) is a vital construct in increasing organizational capacity. Incorporating the knowledge worker needs and considerations into HRP practices will further help to integrate knowledge workers value into all other aspects of organizational-salient activities and programs. Organizational capabilities characterize the dynamic, nonfinite mechanisms that enable the firm to acquire, develop and deploy its resources to achieve superior performance relative to other firms.

According to a theory, organization development emerged from four major backgrounds namely a) Laboratory Training, b) Survey Research Feedback, c) Action Research and d) Productivity and Quality –of -work-life explained as follows:

a) Laboratory Training: The National Training laboratories (NTL), USA developed training groups known as T-groups. Laboratory Training began in 1946 when Kurt Lewin and his staff at the Research Centre for Group Dynamics at MIT, USA were asked by the Connect Interracial Commission and the Committee on Community Interrelations of the American Jewish Congress for help on training community leaders. A workshop was developed for the leaders to learn about leadership and to discuss problems. At the end of each day, the researchers discussed privately what behaviours and group dynamics they had observed. The leaders asked permission to sit in on these feedback sessions. Reluctant at first, the researchers finally agreed. Thus the first T-group was formed in which people reacted to information about their own behaviour.

b) Survey Research Feedback: Kurt Lewin formed the Research Centre for Group Dynamics at MIT in 1945. After he died in 1947, his staff moved to the University of Michigan to join the Survey Research Centre as part of the Institute for Social Research. It was headed by Rensis Likert, a pioneer in developing scientific approaches to attitude surveys.
c) Action Research: In the 1940s John Collier, Kurt Lewin, and William Whyte discovered that research needed to be closely linked to action if organizational members were to use it to manage change. Action research has two results: 1) organizational members use research on themselves to guide action and change, while 2) researchers were able to study the process to gain new information. Two noted action research studies was the work of Lewin and his students at the Hardwood Manufacturing Company (Marrow, Bowers & Seashore, 1967) and the Lester Coch and John French’s classic research on overcoming resistance to change (Coch & French, 1948).

d) Productivity and Quality-of-Work-Life (QWL): This was originally developed in Europe during the 1950s and is based on the work of Eric Trist and his colleagues at the Tavistock Institute of Human Relations in London. This approach examined both the technical and the human sides of organizations and how they are interrelated.

French Varney (1967) describes the history of organization development as emerging about 1957 and having at least three origins. Douglas McGregor's work with Union Carbide was an effort to apply some of the concepts from laboratory training to a large system.

A human relations group at the Esso Company began to view itself as an internal consulting group offering services to field managers, rather than as a research group writing reports for top managers. With help from Robert Blake and Herb Shepard, the group began to offer laboratory training in the refineries of Esso.

The years 1960-1970 were a period of rapid movement in high technology. Human Resource Development efforts increased with movement into project groups and task forces to cope with the challenge of new technologies. Behavioural science was brought into the workplace and a new term appeared, namely applied behavioural science. This provoked a term that became known as Organization Development, due in part to the reaction Human resource development programs appeared to be effective, but had little or no impact on the work place. That is, human resource development programs were based upon sound learning principles and people learned, but the learning often failed to be applied to the work place.

In the year 1995, a four stage spiral model of organizational learning was developed. This was done by differentiating concept of "tacit knowledge" from "explicit knowledge" and describe a process of alternating between the two. Tacit knowledge is personal, context specific,
subjective knowledge whereas explicit knowledge is codified, systematic, formal and easy to communicate. The tacit knowledge of key personnel within the organization can be made explicit, codified in manuals and incorporated into new products and processes. This process is called "externalization". The reverse process (from explicit to implicit) is called "internalization" because it involves employees internalizing an organization's formal rules, procedures, and other forms of explicit knowledge. The term "socialization" was also used to denote the sharing of tacit knowledge and the term "combination" was used to denote the dissemination of codified knowledge. According to this model, knowledge creation and organizational learning take a path of socialization, externalization, combination, internalization, socialization, externalization, combination . . . etc. in an infinite spiral.

In the year 2002, some experts empirically tested a model of organizational learning that encompassed both stocks and flows of knowledge across three levels of analysis: individual, team and organization. Results showed a negative and statistically significant relationship between the misalignment of stocks and flows and organizational performance.

Organization development continues to grow. Some of the first generation contributors include Chris Argyris (learning and action science), Warren Bennis (tied executive leadership to strategic change), Edger Schein (process approach) and Robert Tannenbaum (sensitize organization development to the personal dimension of participants’ lives). Second Generation contributors include Warner Burke (made organization development a professional field), Larry Greiner (power and evolution), Edward Lawler III, (extended organization development to reward systems and employee involvement), Newton Margulies and Anthony Raia (values underlying organization development) and Peter Vaill and Craig Lundberg (developing organization development as a practical science). Newest generation contributors include Dave Brown (action research and developmental organizations), Thomas Cummings (socio technical systems, self-designing organizations, and trans organizational development), Max Elden (political aspects of organization development) and Jerry Porras (put organization development on a sound research and conceptual base).

A closely related concept to organization development is Organizational Behaviour (OB) -- the study and application of knowledge about how people, as individuals and as groups, act within organizations. Experts not only recognized the mechanical and commercial parts of
manufacturing, but also added a third -- the human factor. It took quite a while for this "human factor" to become accepted. In addition, it often turned into paternalistic, do-good approach, rather than genuine recognition of the importance of workers.

In a real sense the organizations are systems. A system is an organized collection of parts that are highly integrated in order to accomplish an overall goal. The system has various inputs which are processed to produce certain outputs, which together, accomplish the overall goal desired by the organization. There is ongoing feedback among these various parts to ensure they remain aligned to accomplish the overall goal of the organization. There are several classes of systems, ranging from very simple frameworks all the way to social systems, which are the most complex. Organizations are, of course, social systems.

Systems have inputs, processes, outputs and outcomes. To explain, inputs to the system include resources such as raw materials, money, technologies and people. These inputs go through a process where they are aligned, moved along and carefully coordinated, ultimately to achieve the goals set for the system. Usually tangible results are produced by output processes in the system, such as products or services for consumers. Another kind of result is outcomes, or benefits for consumers, e.g., jobs for workers, enhanced quality of life for customers, etc. Systems can be the entire organization, or its departments, groups, processes, etc.

Feedback comes from, employees who carry out processes in the organization, customers/clients using the products and services, etc. Feedback also comes from the larger environment of the organization, e.g., influences from government, society and technologies. Each organization has numerous subsystems, as well. Each subsystem has its own boundaries of sorts and includes various inputs, processes, outputs and outcomes geared to accomplish an overall goal for the subsystem. Common examples of subsystems are departments, programs, projects, teams, processes to produce products or services. Organizations are made up of people who are also systems of systems of systems and on it goes. Subsystems are organized in a hierarchy needed to accomplish the overall goal of the overall system.

The organizational system is defined by, its legal documents (articles of incorporation, by laws, roles of officers, etc.), mission, goals and strategies, policies and procedures and operating
manuals. The organization is depicted by its organizational charts, job descriptions and marketing materials. The organizational system is also maintained or controlled by policies and procedures, budgets, information management systems, quality management systems and performance review systems.

How do systems have input, processes, outputs and outcomes? One of the common ways that people manage systems is to work backwards from what they want the system to produce. This process is essentially the same as the overall, standard, basic planning process. This process typically includes:

1. Establishing overall goals (it is best if goals are defined in measurable terms, so they usually are in terms of outputs) (the overall impacts of goals are outcomes, a term increasingly used in nonprofit organizations)

2. Associating smaller goals or objectives (or outputs?) along the way to each goal

3. Designing strategies/methods (or processes) to meet the smaller goals and objectives

4. Identifying what resources (or inputs) are needed, including who will implement the methods and by when.

In the process of management the key role is in the hands of human resources. Organizational development is in the hands of people to a greater extent. One cannot deny this fact. Organization’s success depends on individual development in the organization. Hence, Organization development means individual development along with the institutional development at the core of organization development is the concept of an organization, which is defined as two or more people working together toward one or more shared goals. Development in this context is the notion that an organization may become more effective over time at achieving its goals.

Organization development is a long range effort to improve organization's problem solving and renewal processes, particularly through more effective and collaborative management of organization culture-with specific emphasis on the culture of formal workteams-
with the assistance of a change agent or catalyst and the use of the theory and technology of applied behavioural science including action research.

Organization development is a complex strategy intended to change the beliefs, attitudes, values and structure of organizations so that they can better adapt to new technologies, markets, and challenges. It should be emphasized that organization development is not just "anything done to better an organization"; it is a particular kind of change process designed to bring about a particular kind of end result. Organization development involves organizational reflection, system improvement, planning and self-analysis.

The term "Organization Development" is often used interchangeably with the term organizational effectiveness, especially when used as the name of a department or a part of the Human Resources function within an organization. In organizational development, leadership development is the strategic investment in and utilization of the human capital within the organization.

Comparing Leadership and Leader development, leader development focuses on the development of the leader, such as the personal attributes desired in a leader, desired ways of behaving, ways of thinking or feeling. In contrast, leadership development focuses on the development of leadership as a process. This will include the interpersonal relationships, social influence process and the team dynamics between the leader and his/her team at the dyad level, the contextual factors surrounding the team such as the perception of the organizational climate and the social network linkages between the team and other groups in the organization. Both forms of development may mutually influence each other.

Typically, leader development has focused on 3 main areas - providing the opportunities for development, stimulating the ability to develop (including motivation, skills and knowledge for change), and providing a supportive context for change. Leadership development can build on the development of individuals (including followers) to become leaders. In addition, it also needs to focus on the interpersonal linkages between the individuals in the team.

In the belief that the most important resource that an organization possesses is the people that comprise the organization, some organizations address the development of these resources. Leadership development can encompass any number of developmental processes including:
talent identification and management, individual development planning, management development, 360-degree feedback, succession planning, mentoring and coaching.

Organizational communication, broadly speaking is the transactional, symbolic process in which the activities of a social collective are coordinated to achieve individual and collective goals. Today the study of communication interfaces/overlaps with areas such as business, organizational development, philosophy, languages, composition, theatre, debate, literary criticism, sociology, psychology, history, anthropology, semiotics, international policy, economics and political science, among others. The breadth and the primacy of communication in many areas of life is responsible both for the ubiquity of communication studies and for the resulting confusion about what does and does not constitute communication.

Organizational learning is a social process, involving interactions among many individuals leading to well-informed decision making. Thus, an organizational culture that learns and adapts as part of everyday working practices is essential. Adapting an idea must be rewarded at the time of its initial creation. Sharing knowledge to empower the organization must supersede controlling the employees. Organizational learning is an area of knowledge within organizational theory that studies models and theories about the way an organization learns and adapts. In organizational development, learning is a characteristic of an adaptive organization, i.e., an organization that is able to sense changes in signals from its environment (both internal and external) and adapts accordingly. Organization development specialists endeavour to assist their clients to learn from experience and incorporate the learning as feedback into the planning process. Several models have been proposed that facilitate understanding of organizational learning.

Comparing single-loop learning and double-loop learning, in single-loop learning individuals, groups or organizations modify their actions according to the difference between expected and obtained outcomes. In double-loop learning, the entities (individuals, groups or organization) question the values, assumptions and policies that led to the actions in the first place; if they are able to view and modify those, then second-order or double-loop learning has taken place. Double loop learning is the learning about single-loop learning.
Attempt was also made to link individual and organizational learning. In this model, individual beliefs lead to individual action, which in turn may lead to an organizational action and a response from the environment which may induce improved individual beliefs and the cycle then repeats over and over again. Learning occurs as better beliefs produce better actions. Clearly shifting from individual to organizational learning involves a non-linear transformation. Once someone learns something, it is available for their immediate use. In contrast, organizations need to create, capture, transfer and mobilize knowledge before it can be used. Although technology supports the latter, these are primarily social processes within a cultural environment and cultural change, however necessary, is a particularly challenging task. The work in organizational learning can be distinguished from the work on a related concept, the Learning Organization. This later body of work, in general, uses the theoretical findings of organizational learning in order to prescribe specific recommendations about how to create organizations that continuously and effectively learn.

Modern society and culture continues to become more fluid and dynamic. Factors contributing to this include the communications revolution, the global market and the ever-increasing specialization and division of labour. The net effect is that individuals are now required to work with many different groups of people in their professional as well as personal lives. Joining a new group and immediately being expected to get along with them is somewhat unnatural. Methods have been developed to help people adapt to the new requirements. All kinds of companies face the same difficulties. As yet there is no generally agreed solution to the problem - it may not even be possible given the thousands of years of cultural evolution that brought us to our present behaviour patterns. Thus has arisen the need for team building. The team building ingredients seen as important to the successful set-up and launch of a team include: a) Selection of participants, b) Establishing goals, c) Allocation of roles within the team harmonizing personality types, d) Training on how to work together, e) Support within the team, f) making effective use of resources and lastly g) communication between team members and leaders.

The first important ingredient for team building is the selection of participants to be involved in the activity. The team leader usually looks for specific things in his or her members in order to ensure success in the project. It is very important to have members who have
confidence and are able to build trust among the other participants. A participant must also break out of his or her shell and become a leader. Most importantly, the participant must have a positive attitude at all times. Sometimes it is helpful to have an assessment which each member has to fill out at the end of a team building experience to help in selecting participants in the future. As an example the authors of *When Teams Work Best* collected 15,000 assessments that team members had to fill out about their fellow teammates. In the assessment there were only two questions asked: a) what strengths does this person bring to the team? b) What might this individual do to contribute more effectively to the team’s success? The assessment revealed six factors to help distinguish between the effective and ineffective team members. The factors fell into two groups: working knowledge and teamwork. “Working knowledge consists of two factors: experience and problem-solving ability. Teamwork consists of four factors: openness, supportiveness, action orientation, and personal style”. If each member has these qualities, the outcome of the team building activity is likely to be successful.

Establishing goals within the team is essential in team building. It is important for the team leader to establish goals early so that the members understand their purpose for participation. If the goals are clarified, the participants are motivated to excel in the activities and develop trust in their leader. Goals give the team direction and provide a feeling of value and importance. It is very important for a leader to make sure the team knows how the work will be done and how they will accomplish their tasks. Without goals, the team has nothing to strive for, and many members may lose motivation. Keeping the goal simple and achievable will be very beneficial to the team always.

When teams are created, it is important to have balanced skill sets. One way to achieve this is by having experts in different fields. If some members provide their technical skills and other members provide their theoretical skills, the outcome of the project will likely be successful. For example, individuals that are knowledgeable about the course materials are confused about the technology part of it. On the other hand, individuals may feel that the technical side of the problem is more comprehensible than the theoretical side of it. By combining both types’ strengths, the team can come up with a solution that benefits everyone. Balancing skill sets can be one of the most challenging things to achieve, but it is very important to do to ensure the success of any team.
Assigning roles to team members helps them to know their place on the team. Each member should be assigned a role that is clearly defined and relates to his or her personality. Advantages of defining roles among team members are that it makes assignments more straightforward, helps to understand the decision-making process and assures the task will be completed. In most undergraduate projects there are three roles: project leader, chief architect and documentation leader. It is important to clarify each of these roles at the very first meeting, so that the members know exactly what they have to do. Making a list of everyone’s skill sets, preference, work experience, courses taken and interests would help in assigning the roles. From this list it should be determined who is best suited for what role. If there is conflict in the process, team members can always share the responsibilities. Otherwise the leader can perform a quick lottery to decide who gets what role. However, participants may not have an interest in the role that they were unwillingly assigned to. A serious problem that may occur is that a specific role may have too little or too much work, which may cause resentment between the members. Productivity may also be lost. All team members must always be ready to adjust to their new roles and be prepared if assigned to a new one. Members must be willing to move beyond their roles and help others in order to practice good teamwork and get the job done.

The personality of a team leader plays a big factor on how the team performs. A leader must understand the kind of personality the team members need to have in order to gain the respect from his or her members. Many studies have been made to see if personality affects working environments. In a 1985 study of ineffective managers at the departmental stores chain Sears in USA, it was found that almost all of the managers had a “personality defect” of some sort. A 1996 study also found four personality traits of ineffective managers. The four traits were poor interpersonal skills, unable to get work done, unable to build a team, and unable to make the transition after promotion. The personality traits that these managers portrayed were proven to negatively affect the working environment. It is imperative for leaders to have a positive and effective personality to gain respect among their team members.

A team must know how to work together in order to be productive and successful. If a team can work together, it will be able to identify and resolve issues that are standing in the way of accomplishing a goal. Working together may not come easy at first, but with proper training the team will be able to adapt quickly. The training may include the instruction on how to
communicate better, manage conflict, or understand the skills and talents that everyone brings to the table. A full assessment of the team’s needs is recommended before the training. To encourage team members to work together, many companies provide workshops on communication skills, meetings management, listening, assertiveness, conflict resolution, goal setting, and other topics that help in being an effective team player. If people are working together effectively rather than working by themselves, a lot more work will be accomplished.

Another important ingredient for team building is supportiveness. Supportiveness is the aspiration to help others succeed. Someone who shows supportiveness is dedicated to the team’s success and wants what is best for the team, works behind the scenes to aid the team, willing to pitch in whenever necessary, always willing to help out, willing to take on more responsibility, very easy to work with and listens well to others’ ideas. In a comprehensive model of team support, it was concluded that team support is a multidimensional concept that includes four types namely emotional support, informational support, instrumental support, and appraisal support. Someone who provides a shoulder to cry on, encouraging words and is sympathetic of others’ pain is said to be a team emotional support. A person that provides team informational support exchanges necessary information about a certain thing to their peers. The person who is actually “doing the support” provides team instrumental support. The last type is appraisal support. This type is the help individual team members can provide to aid in making sense of a particular problem. Team building will be successful if the team members can cover each of these types of team support.

Effectively using resources is essential for the success of team building. In the business-world companies are very serious on how they use their resources. Many companies use team techniques in systems development to effectively use their resources. During group sessions, non-technical end users and information systems staff meet on a common ground to hammer out systems solutions that truly meet the needs of everyone, especially the needs of end-user management. To ensure system requirements are on target, companies like Cigna Company in Philadelphia, CNA Insurance Company in Dearborn, Michigan and Chase Manhattan Bank in New York are all using group design techniques. All of these companies believe in the same thing namely effective goal setting, listening, facilitation skills, consensus building and a willingness to communicate. These team techniques in systems development not only make
effective use of resources, but they also result in measurable benefits. Resources are essential to team building and they must be used wisely and efficiently.

An important contribution a team leader can make is to ensure a climate that enables team members to speak up and address the real issues preventing the goal from being achieved. A leader with good communication skills must be able to speak the truth and deal with problems openly. His goal should be to promote listening, to understand different viewpoints and to work towards a resolution. It is important for a team leader to make team members feel comfortable enough to express their needs and their wants. Members may want to know what is going on at all times and would always like to be informed about things such as plans, priorities, and progress the group is making. Some ways to communicate are by email, online messengers, telephone or face-to-face methods. The most important part of communication is not so much the tools chosen, but the dedication of each member of the team to use the chosen tools regularly. As team performance reflects on management, managers and even coaches sometimes feel the need to take part in constructing and fostering teams. As with many activities, the methodology and effectiveness of team building programmes can run a full gamut.

In organization development, the term team building can refer generally to the selection and motivation of teams or more specifically to group self-assessment in the theory and practice of organizational development. When a team in an organizational development context embarks upon a process of self-assessment in order to gauge its own effectiveness and thereby improve performance, it can be argued that it is engaging in team building although this may be considered a narrow definition. To assess itself, a team seeks feedback to find out its current strengths as a team and also its current weaknesses. To improve its current performance, a team uses the feedback from the team assessment in order to identify any gap between the desired state and the actual state and next design a gap-closure strategy.

As teams grow larger, the skills and methods managers must use to create or maintain a spirit of teamwork change. The intimacy of a small group is lost and the opportunity for misinformation and disruptive rumors grows. Managers find that communication methods that once worked well are impractical with so many people to lead. In particular, leaders encounter difficulties based on Daglow's Law of Team Dynamics: "Small teams are informed. Big teams infer." The change referred to in this context includes a broad array of topics. From an individual
perspective, the change may be a new behaviour. From a business perspective, the change may be a new business process or new technology. From a societal perspective, the change may be a new public policy or the passing of new legislation.

Successful change, however, requires more than a new process, technology or public policy. Successful change requires the engagement and participation of the people involved. Change management provides a framework for managing the people side of these changes. The most recent research points to a combination of organizational change management tools and individual change management models for effective change to take place. The evolution of the change management field stems from psychology, business and engineering. Hence, some models are derived from an organizational development perspective whereas others are based on individual behavioural models. For this reason, this topic is divided into two sub-categories: Individual Change Management and Organizational Change Management.

An early model of change described change as a three-stage process. The first stage is called unfreezing. It involved overcoming inertia and dismantling the existing mind set. Defense mechanisms have to be bypassed. In the second stage the change occurs. This is typically a period of confusion and transition. People are aware that the old ways are being challenged but do not have a clear picture to replace them with what yet. The third and final stage is called refreezing. The new mindset is crystallizing and one's comfort level is returning to previous level. It is found that the combination of organizational dissatisfaction, vision for the future and the possibility of immediate tactical action must be stronger than the resistance within the organization in order for meaningful changes to occur.

The ADKAR model for individual change management was developed with input from more than 1000 organizations from 59 countries. This model describes five required building blocks for change to be realized successfully at an individual level. The building blocks of the ADKAR Model include:

1. Awareness – of why the change is needed
2. Desire – to support and participate in the change
3. Knowledge – of how to change
4. Ability – to implement new skills and behaviours

5. Reinforcement – to sustain the change

Organizational change management includes processes and tools for managing the people side of the change at an organizational level. These tools include a structured approach that can be used to effectively transition groups or organizations through change. When combined with an understanding of individual change management, these tools provide a framework for managing the people side of change. Management's first responsibility is to detect trends in the macroenvironment as well as in the microenvironment so as to be able to identify changes and initiate programs. It is also important to estimate what impact a change will likely have on employee behaviour patterns, work processes, technological requirements and motivation. Management must assess what employee reactions will be and craft a change program that will provide support as workers go through the process of accepting change. The program must then be implemented, disseminated throughout the organization, monitored for effectiveness and adjusted where necessary.

A strategic implementation plan was developed for a culture transformation programme which is largely based on primary research. The first phase 'strategic planning and design' includes a series of steps; back to the drawing board to revisit the company purpose, form the strategic management team to oversee implementation, create programme vision and define strategy, organize the workforce and design the core programme and cultural embedding mechanisms that will support it. The second phase 'strategy implementation' includes these steps; communicate vision and roll-out, manage the human landscape plus maintain momentum and solidify ground made. The final phase 'evaluation and readjustment' focuses on the measuring of results and also planning for the future.

Appreciative Inquiry, one of the most frequently applied approaches to organizational change, is partly based on the assumption that change in a system is instantaneous. Theory U describes a process in which change strategies are based on the emerging future rather than on lessons from the past.

Referring to "The Constructionist Principle " , the map is not the territory: The map/territory relation is proven by neuroscience and is used to signify that individual people do
not have access to absolute knowledge of reality, but in fact only have access to a set of beliefs they have built up over time about reality. It has been coined into a model called the Ladder of Inference. As a consequence, communication in change processes needs to make sure that information about change and its consequences is presented in such a way that people with different belief systems can access this information. Methods that are based on the Map/Territory Relation help people to: become more aware of their own thinking and reasoning, make their thinking and reasoning more visible to others, and inquire into others' thinking and reasoning. Some methodological frameworks that are based on this principle are: Neuro-linguistic programming (NLP), an eclectic school of psychotherapy; Circular Questioning and other techniques basically developed in Systemic Family Therapy.

Gestalt Psychology, a theory of mind and brain that proposes that the operational principle of the brain is holistic, parallel and analog, with self-organizing tendencies. In organizational development, the related field of training and development deals with the design and delivery of learning to improve performance within organizations. In some organizations the term Learning & Development is used instead of Training and Development in order to emphasise the importance of learning for the individual and the organization. In other organizations, the term Human Resources Development is used.

PROFILE OF BHEL AND THE RANIPET UNIT OF BHEL

BHEL or Bharat Heavy Electricals Limited is a multifaceted public sector enterprise in India. It is one of the nine large Indian Public Sector Undertakings known as navratnas or 'nine jewels'. Some of its manufacturing units are located in Bhopal (Madhya Pradesh), Haridwar (Uttarakhand), Hyderabad (Andhra Pradesh), Jhansi (Uttar Pradesh), Trichi and Ranipet (Tamil Nadu) and Bangalore (Karnataka). BHEL is a key player in power sector through erection, commissioning and servicing of power plants all over the world. BHEL is an engineering conglomerate, offering a wide spectrum of products and services for core sectors like Power Generation, Transmission and Distribution, Industry, Transportation, Oil & Gas, etc. besides supply of Non Conventional Energy Systems. Over 65% power generated in India is through the use of BHEL supplied equipment.
**BHEL** is one of the largest engineering and manufacturing enterprises in India in the energy-related/infrastructure sector, today. **BHEL** was established more than 40 years ago, ushering in the indigenous Heavy Electrical Equipment industry in India - a dream that has been more than realized with a well-recognized track record of performance. The company has been earning profits continuously since 1971-72 and paying dividends since 1976-77.

**BHEL** manufactures over 180 products under 30 major product groups and caters to core sectors of the Indian Economy viz., Power Generation & Transmission, Industry, Transportation, Telecommunication, Renewable Energy, etc. The wide network of **BHEL’s** 14 manufacturing divisions, four Power Sector Regional Centres, over 100 project sites, eight service centres and 18 regional offices enables the company to promptly serve its customers and provide them with suitable products, systems and services efficiently and at competitive prices. The high level of quality and reliability of its products is due to the emphasis on design, engineering and manufacturing to international standards by acquiring and adapting some of the best technologies from leading companies in the world, together with technologies developed in its own R&D centres.

**BHEL** has acquired certifications to Quality Management Systems (ISO 9001), Environmental Management Systems (ISO 14001) and Occupational Health & Safety Management Systems (OHSAS 18001) and has also implemented Total Quality Management.

**BHEL**'s operations are organized around key business sectors, namely Power, Industry including Transmission and Distribution, Transportation, Telecommunication & Renewable Energy and Overseas Business. This enables **BHEL** to have a strong customer orientation, to be sensitive to customers’ needs and respond quickly to the changes in the market. The company is striving to give shape to its aspirations and fulfill the expectations of the country to become a global player.

The greatest strength of **BHEL** is its highly skilled and committed 42,600 employees. Every employee is given an equal opportunity to develop himself and grow in his career. Continuous training and retraining, career planning, a positive work culture and participative style of management – all these have engendered development of a committed and motivated workforce setting new benchmarks in terms of productivity, quality and responsiveness.
Ranipet (Ranipettai in Tamil) is a town in Vellore District of Tamil Nadu state in southern India. It is a medium-sized community located about 100 kilometers from Chennai, the fourth largest urban area in India. It is a main junction in the Chennai-Bangalore National Highway. There are a number of small scale industries in Ranipet. These industries are mostly engaged in chemical, leather and tool making. These industries are the major lifeline for otherwise dry, uncultivable land. The Boiler Auxiliaries Plant (BAP) of BHEL [Bharat Heavy Electricals Limited] which is the subject organization of our study is situated in Ranipet. Despite facing stiff competition from India and abroad, the Boiler Auxiliaries plant (BAP) of Bharat Heavy Electricals Limited (BHEL) at Ranipet has performed exceedingly well in the last financial year with profits of Rs 1260 crores and also has clocked a sales turnover of Rs 4210 crores with shop production crossing the one lakh metric tonnes benchmark.

Measures taken to reduce material consumption, increasing manpower efficiency, reduction of cycle time through e-procurement and techno commercial MoU initiatives and implementation of over 500 productivity improvement projects had resulted in achieving stupendous results. It has bagged the “Best Productive Unit “ Trophy in competition with all the other BHEL units in the country in the last financial year. The Ranipet plant designed and erected for the first time the tallest 80-metre steel chimney at Indian Oil Corporation's refinery in Barauni in the last financial year. A salient feature of the BAP's performance in the last financial year was the in-house development of large-size air pre-heaters (APH) for 660 MW super critical thermal sets. In a bid to grow quickly, the plant is planning to go into manufacture of wind energy generation equipment besides enlarging production of water treatment and pollution abatement equipment.

**Scope and Limitations of the Study:**

The on-going exploration of the term organization development is important to any scholar, practitioner or participant interested in the field. Historically, organizational development authors have provided commentary on the everyday workplace environment as well as the theoretical and practitioner based concepts that support the field. This thesis begins with an introduction of organizational development definition and their related dependent variables and summarizes the organizational development aims to achieve overall development of the organization. The present study is focused on exploring the personal factors and organizational
factors’ role in the organization and also the influence of these factors on job satisfaction in a formal work place. The study is focused on a particular unit namely the Boiler Auxiliaries Plant (BAP) of Bharat Heavy Electrical Limited at Ranipet, Tamil Nadu.

No study is free from certain limitations and the present study is also not an exception. The present study has chosen only one particular unit of a single organization, namely Bharat Heavy Electricals Limited located at Ranipet, Tamil Nadu and in the southern part of India. The total sample size is 256. Due to restrictions in the data collection since the organization is a public sector undertaking, the data sheets used are reviewed by the management and given to the researcher. The organization structure varies from one to another organization, therefore results arrived in this study may not be readily applicable to other organizations and may need some interpretations or modifications. Only two dimensions were taken for the purpose of study namely personal factors and organizational factors.

**Need for the study:**

Economic and financial reforms since 1991 brought a drastic change in the economic and industrial environment of India. Liberalization triggered cut-throat competition among industries across various sectors. In this scenario how government owned companies should cope with the global competition and to strive in the international market place has become a hot topic; government owned companies have experienced human resources with high potential. Recognition and tapping of this potential is the key requirement. But to bring out the human resources potential in public sector enterprises, we have to analyze and identify what factors prevent the employees in such organizations to come out with their full potential. In this direction, the present study is taken up to identify the role of personal factors and organizational factors in organizational development. The study also focuses on establishing the relationship between the personal factors and organizational factors besides analyzing the factors affecting job satisfaction and the other related aspects of organization.