

UTTAR PRADESH RAJARSHI TANDON OPEN UNIVERSITY  
(Established vide U.P. Govt. Act No. 10, of 1999)

PGDHRD-02  
Organisational Design, Development  
and Change

FOURTH BLOCK  
Organisational Analysis



Indira Gandhi National Open University



UP Rajarshi Tandon Open University

UP Rajarshi Tandon Open University

Shantipuram (Sector-F), Phaphamau, Allahabad - 211013



Uttar Pradesh  
Rajarshi Tandon Open University

PGDHRD-02

# Organisational Design, Development and Change

Block

# 4

## ORGANISATIONAL ANALYSIS

### UNIT 8

Organisational Diagnosis—Tools and Techniques 5

### UNIT 9

Questionnaire as a Diagnostic Tool 13

### UNIT 10

Interview as a Diagnostic Tool 29

### UNIT 11

Workshops, Task-forces and other Methods 37

---

## **BLOCK 4 ORGANISATIONAL ANALYSIS**

---

An understanding of organisations and their nature is important to bring about any improvements in organisations. The various units under organisational analysis attempt to equip the reader with an understanding of organisations, including various elements and processes of organisations. The first unit aims at helping the reader to know about the various methods of diagnosing organisations. Second unit deals with Questionnaire measures of organisational phenomena in view of the large number of questionnaires available and their importance to the understanding of organisational phenomena.

The third unit deals with Interview as a diagnostic tool. Within a short span of period interview technique helps in understanding the issues involved in an organisation. The third unit deals with workshops, Task-forces and other methods. These methods also help in diagnosing instead of relying only on questionnaire and interview methods.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT  
5300 S. DICKINSON DRIVE  
CHICAGO, ILLINOIS 60637  
TEL: 773-936-3636  
WWW.PHYSICS.UCHICAGO.EDU

# UNIT 8 ORGANISATIONAL DIAGNOSIS TOOLS AND TECHNIQUES

## Objectives

After going through this unit, you must be able to understand:

- the concept and purpose of organisational diagnosis
- steps and methods of organisational analysis.

## Structure

- 8.1 What is organisational diagnosis?
- 8.2 Organisational analysis as first step in diagnosis
- 8.3 Illustrative list of organisational subsystems
- 8.4 Illustrative list of organisational processes
- 8.5 Purpose of organisational analysis
- 8.6 Organisational analysis perspectives
- 8.7 Methods of organisational analysis
- 8.8 Summary
- 8.9 Self-assessment Test
- 8.10 Further Readings

## 8.1 WHAT IS ORGANISATIONAL DIAGNOSIS?

In some ways organisations, their structure and functioning can be compared to structure and functioning of the human system. Just as an organism has several parts an organisation is also structured with several subsystems. Effective functioning of the human sub-systems depends on the effective functioning of all the constituent parts. When the human system is in trouble it is either due to a problem in a part that could be located or due to problems that affect the entire system. In any case when there is trouble the entire system gets affected.

Just as a doctor diagnoses the problem with the human system on the basis of the symptoms and analysis of the system using some tests (standard tests like pulse rate, BP etc. as well as special tests) an organisation facing problems could be diagnosed by an organisational specialist on the basis of noticeable (visible) symptoms and using tests to bring out what is not evident. The only difference is that the human organism normally functions as a whole as it has a single mind. An organisation has several parts each having its own independent minds and they may not always function in a fully unified way. So even when the top management think that there is a problem other systems may not think so or *vice versa*. Organisation has several minds and that is what adds to the complexity of the organisation.

Another parallel between the diagnosis of the human being and an organisation is the need to go through a diagnostic check up periodically even if there are no problems. Fitness tests are quite common for the human being. From the time a child is born there are periodic check ups that are conducted which are used as diagnostic instruments. The size, growth, activity level, heart rate etc. are all assessed. Even in the school it is common to put a child through fitness tests. As the person grows into his forties he is advised to get annual check ups done. Similarly an organisation can put itself through periodic check ups or diagnostic exercises to assess its growth, dynamism, strengths, weaknesses etc.

Thus organisational diagnosis is an exercise attempted to make an analysis of the organisation, its structure, subsystems and processes in order to identify the strengths and weaknesses of its structural components and processes and use it as a base for developing plans to improve and/or maximise the dynamism and effectiveness of the organisation.

Organisational diagnosis could be done as a periodic routine exercise like the case of periodic medical check up of an individual or may be undertaken whenever there is a cognizable problem that is affecting the functioning of an organisation.

Just as in the case of the medical sciences there is a lot more unknown about the human being and quite a few things cannot either be diagnosed or cured, management science also

has gaps and quite a few problems of organisations are not easy to diagnose or cure. But an equally good number of problems can be solved and the organisational effectiveness improved if the diagnosis is done well by competent people.

These units on diagnosis, development, and change are not intended to make the reader into an organisational specialist. Such a thing requires different training. These units are intended to develop a basic understanding about the organisational analysis, so that when a need or an opportunity arises the reader is aware of what is to be done and whom to approach. In addition when his organisation undertakes a diagnostic exercise he may be able to contribute better.

---

## 8.2 ORGANISATIONAL ANALYSIS AS A FIRST STEP IN DIAGNOSIS

---

Analysing the organisation, in terms of its components and their functioning is the first step in a comprehensive diagnosis.

Every organisation can be conceived as consisting of various subsystems or parts. Effective functioning of each of these parts is essential for effective functioning of the organisation. In addition the coordinated functioning of these subsystems also contributes to organisational effectiveness. For making organisational diagnosis the strengths, weaknesses and potential of each of the subsystems need to be examined. In addition the various processes that contribute to the effective functioning of the organisation as a whole need to be examined.

As emphasized by Bechard "The development of a strategy for systematic improvement of an organisation demands an examination of the present state of things. Such an analysis usually looks at two broad areas. One is a diagnosis of the various subsystems that make up the total organisation. These subsystems may be natural "teams" such as top management, the production department, or a research group; or they may be levels such as top management, middle management or the work force.

"The second area of diagnosis is the organisation processes that are occurring. These include decision-making processes, communication pattern and styles, relationships between interfacing groups, the management of conflict, the setting of goals and planning methods"

Thus organisational analysis may either focus on the structural aspects (subsystems, various components etc.) or on processes. The following is an illustrative list of the various subsystems of an organisation and the processes which could form a focus of diagnosis.

---

## 8.3 ILLUSTRATIVE LIST OF ORGANISATIONAL SUBSYSTEMS

---

Various departments/sub-units of an organisation (e.g. Production, Personnel, Materials, Marketing, Accounts, Maintenance, Training etc. or in an educational institution the various subject based units, the establishment section, library, hostels, examination unit, registrar's office etc. or in a bank the branches, regions, zones, headquarters etc.)

- Various levels in the organisation (e.g. top management, middle management, first level supervisors, skilled workers, unskilled workers etc. or gradewise like Grade I, Grade II, Grade IV etc. or designation based categorisation like officers, managers, executives, general managers, vice-presidents, directors, etc.).
- Geographic units (e.g. North, East, West, South Zones or Madras region, Calcutta region, Delhi region, Bombay region etc.).
- Functional background based subsystems (e.g. engineering services Vs. non-engineering group; teaching faculty Vs. research staff; line Vs. staff etc.).
- Experience and education based subsystems (e.g. new recruits Vs. experienced employees, or employees joined one year ago, two years ago, three years ago, five years ago, 10 years ago etc., undergraduates, graduates, post-graduates etc.).
- Division-based subsystems (e.g. product based division such as agricultural product division, chemicals division, automobile accessories division etc.).
- Personnel and HRD Policies (e.g. recruitment, rewards, induction, performance appraisals, promotions, training, job rotation etc.).

- Research and Development (e.g. interest in new technology and investments in R&D, structure of R&D, linkages with other subsystems).
- Stake holders and their contribution (share holders, unions, top management, board members, government employees etc.).
- Financial Management (e.g. sources of finance, investment decision who makes them and how they are made, accountability etc.).
- Marketing Management.

This is only an illustrative list and not an exhaustive list.

## 8.4 ILLUSTRATIVE LIST OF ORGANISATIONAL PROCESSES

### • Communication

- Is it one way or both ways (upward and downward)? How is the sharing of information?
- How much openness exists in communication?
- Who has information? Is it loaded in some pockets?
- How is the information used?
- How much of distortion takes place when messages are sent?
- What channels are used to send messages to people? How good are these?
- Do people who need information get it on time?
- Is it formal or informal?
- What kinds of information is shared?
- Are people's expectations met in terms of availability of information etc.?

### • Goal Setting

- How are goals set?
- Is there clarity of tasks and objectives?
- Who provides clarity? How frequently?
- What is the process of goal setting? Is it participative or autocratic?
- Does the process of goal setting ensure commitment to tasks?

### • Role Clarity

- Do employees know well what they are expected to do?
- Is there a discipline to plan their work?
- To what extent is there ambiguity of roles resulting in tensions, *ad hocism* etc.?
- Is there periodic dialogues between supervisors and their subordinates to increase role clarity?
- What is the extent of flexibility/rigidity in defining roles for employees? Is it functional or dysfunctional?

### • Culture

- What are the norms and values in the organisation that are widely shared?
- To what extent openness is valued?
- Do people trust each other generally?
- Is there general collaborative attitude among staff?
- Do people value experimentation, risk-taking and initiative?
- Is punctuality valued?

### • Management Styles

- Is the management bureaucratic or entrepreneurial or professional or conservative?
- What is the style of decision-making in relation to new investments, people, technology, structure and the like?

### • Conflicts and their Management

- How frequently do conflicts occur?
- How are they dealt with?

### • Management of Mistakes

- When people make mistakes how are they handled?

### • Organisational Learning Mechanisms

### • Teams and Team work

- (How much is team work valued? Are there committee systems? How do they function? What are the attitudes of employees to them? etc.).

- **Work Motivation**  
 Are people generally satisfied with work and their job?  
 What is the level of their involvement?  
 Do they take pride in what they do?  
 What is the level of loyalty to the organisation?

This is an illustrative list and the questionnaire measures described in the next unit provide more dimensions for organisational analysis.

---

## 8.5 PURPOSE OF ORGANISATIONAL ANALYSIS

---

Organisational analysis may be done for different purposes. These include:

- 1 Enhancing the general understanding of the functioning of organisations (i.e. educational or research purposes.)**  
 (The direct beneficiary is the researcher or the analyst rather than the organisation).  
 Such a study may aim at enhancing the understanding of human behaviour through a study of it in organisations, or to enhance the understanding of the society as reflected in organisational life.
- 2 Planning for growth and diversification**  
 An analysis or a diagnostic study may be necessary for planning growth, diversification, expansion etc. Organisational analysis may reveal the strengths that could be used for growth and diversification, weak spots that need to be removed in the new plans, the precautions to be taken, structural dimensions to be kept in mind etc. Several insights may be provided on structure, people, systems, styles, technology etc. that have implications for growth.
- 3 Improving Organisational Effectiveness or Planning General Improvements**  
 Organisational Analysis may be used also for improving the general efficiency of an organisation. On the basis of a diagnosis made out of the analysis action steps could be initiated in terms of toning up administration, introducing new management systems and processes, reduction of wasteful expenditure, introduction of time savers, change of personnel policies to enhance employee motivation, restructuring of some parts, training, elimination of unwanted structures and teasers, improvements in general health of the organisation etc.
- 4 Organisational Problem Solving**  
 Whenever some subsystems departments, units etc. fall sick or start creating problems a diagnosis may be undertaken with a view to identify the source of the problem and take corrective action. A sick unit, a bottleneck, a communication block, a poor performing department, frequently occurring conflict between two departments, repeated failures of a management system or an organisational process, a frequent violation of an organisational norm, fall in discipline, reduction in output absenteeism, increase in conflicts etc. can all lead to the need for an organisational diagnosis of a part of the organisation or the entire organisation.

---

## 8.6 ORGANISATIONAL ANALYSIS PERSPECTIVES

---

Organisations can be analysed with different perspectives in mind. The perspectives one takes depends both on the purpose for which the analysis is being done and the professional background of the people doing organisational analysis. The following perspectives could be used for analysing organisations:

- 1 Economics Perspective
- 2 Political Science Perspective
- 3 Sociology and Social Psychology Perspective
- 4 Management Perspective
- 5 Applied Behavioural Science or OD Perspective

### **Economic Analysis of Organisations**

The economic analysis focuses primarily on the use of money, allocation of resources, distribution and consumption patterns, pricing decisions etc. The following is a sample of questions that are usually asked in the Economic Analysis of an Organisations:



- How are the resources allocated?
- What is the market structure? (Is it competitive, monopolistic, oligopolistic? etc.)
- What is the organisation's market and its characteristics?
- Are the products and services in the industry homogeneous or differentiated?
- What is the nature of demand for organisation's services?
- What is the cost of making the product or service?
- How are the various elements in the process of making it related? Are there substantial economics of scale?

Economic analysis of organisations is particularly helpful for the first three objectives mentioned earlier. It helps streamlining the organisational efficiency, eliminating wastes, and gives insight while planning for growth, diversification etc. However, when it comes to problems not all types of organisational problems can be answered by economic analysis.

### Political Analysis

Political analysis deals with the tactics and strategies employed by the individuals and groups in the organisation as well as the organisation itself in the quest for power. The following is a sample of questions asked in this analysis:

- Who is most influential in the organisation? (individuals, groups, departments, etc.)
- What is the power base of each of the categories of people in the organisation (Is it position based, competency based, collectivity based like in unions, is it because of closeness to top executive or ruling party? Is it due to the ability of the person to reward, hire and fire?)
- How is the power distributed among individuals, groups and departments? What strategies do people use in influencing or controlling each other?
- How is the power used? How much for organisational purposes? How much for expanding one's power base? etc.
- What are ideologies of different groups? What implications do these have for organisational functioning? Is there congruence with organisational goals?
- How much is there a commitment for organisational goals? Is decentralisation functional or centralisation useful?
- What kinds of control are needed to regulate the behaviour of people?

Like Economic analysis, political analysis of organisations is useful for understanding the organisation. Political analysis helps understanding many softer and strategic dimensions of an organisation:

However, it has limitations in providing guidelines for the planning of growth and diversification of an organisation. It helps immensely in understanding organisational dynamics. However, such an understanding may become one-sided unless it is enriched with other perspectives.

### Sociological and Social Psychology based Analysis

Sociological and social psychological perspective focuses on the social behaviour of individuals and groups in the organisation. The formation of groups, habits, norms and values of the organisation, the process of socialisation, conflicts, strikes, protest behaviour etc. issues are studied. The influence of the society on the organisation is also focused. The following is a sample of questions that are normally asked with sociological and social psychological perspectives:

- What is the nature of the work force and different categories of employees? Where do they come from and what personality, attitudes and values do they bring with them that influence organisational functioning?
- What are the groups? What interests do they serve? What binds them together?
- What are the formal and informal sources of socialisation? How are people being socialised? How is this affecting the organisation?
- What structural forces ensure stability and order in the functioning of the organisation? What causes disorder? What forces contribute to change?
- What forces bind different groups/departments/units together?
- What is the distribution of power and authority?
- What are the attitudes of people to work? What are the attitudes of people to each other?
- Is there alienation? What seems to contribute to it if it is there? How could it be reduced?
- How frequent are the strikes? What is the incidence of absenteeism, accidents, alcoholism, indiscipline etc. phenomena? What seems to cause it?

- How do members relate to each other outside work hours? How do their interactions affect their work behaviour?

Sociological and social psychological analysis helps in understanding organisations for research and study purposes, for planning growth and expansion (especially location decisions, recruitment, structural decisions, departmentation) and for organisational problem solving.

### **Professional Management Perspective in Organisational Analysis**

For a long time management was not accepted as a separate discipline. With rise of management schools all over the world a new class of people with professional management background and skills have emerged. With the availability of a large number of professionally trained managers and management scientists there is a professional management perspective that is emerging. This perspective focuses on various management dimensions of organisational life. Each branch of management can analyse a significant part of organisation's functioning. The branches normally include Business Policy and Strategy Management, Production and Operations Management, Personnel Management, Marketing, Finance and Accounting, Organisational Structures and Dynamics and Managerial Economics. The following are the sample questions that could be asked with this perspective for organisational analysis:

- What are the strengths, weaknesses, opportunities and threats facing the organisations with respect to its business and its functioning?
- What are the business goals? Is there a long term plan? What are the strategic considerations the organisation has in planning its business activities?
- Is the structure best suited for its goals?
- What is the technology being used? Are better technologies available? What are the problems in changing technology?
- How is the production planned? What is the capacity utilisation? How could it be improved? How frequent are the break-downs? What is the level of inventory? Are materials available on time? What is the rate of rejection of products? What is the wastage? How could it be reduced?
- How are people recruited? How are they trained? What attracts people to this organisation? What retains them? What reward and punishment system exist? Are there unions? How many? What are their attitudes? How satisfied are the people with the work? What are personnel policies? What is unique to this organisation? How do they suit the technology and business of this organisation?
- What is the financial position of the organisation? What are the sources of finance? How are the surplus used? What are the investments made by the organisation? What control systems exist?
- How are the products priced? What are the marketing strategies being used? How much of competition exists for the organisations products and services? What new products are planned to be introduced? What is the experience with the existing product? Has the organisation established its name in the market?
- Is the structure functional, divisional or matrix? Does it suit the organisation requirements? What are the characteristics of employees? How are the interpersonal relations? What is the source of conflicts? Do people take initiative and show leadership qualities? How is team work and collaboration?

Professional management perspective helps in a thorough analysis of an organisation. However, most often such exhaustive case studies may not be required of all functions. Normally organisation analysts are interested in some functions more than the others. A professional management perspective is the most useful perspective for overall improvements in organisation and for demonstrable results in terms of output, cost reduction, profits and the like. It helps besides for problem solving in designing organisations for future growth and diversification.

### **O D or Applied Behavioural Science Perspective**

While applied behavioural science is a part of the Professional Management Perspective, with the availability of specialised knowledge in the field and the extent of human issues occurring in organisational life has made it a distinctive necessity. Most often when a managerial perspective is taken an analyst is tempted to focus on dimensions like the materials and money as they are easy to deal with and get concrete results. It is easy to talk of investment decisions, introduction of computers, streamlining information systems,

introducing performance budgeting, advertising, pricing decisions etc. There are so many such variables the human processes and up becoming one such set. In reality it is an important set because it is people who are behind these decision and who need to implement them. Fortunately a lot of technology and skills are available from the applied behavioural science field. The OD perspective focuses on the human process dimensions of organisation's functioning. These human process dimensions deal with the individual *per se*, the individual in relation to the role he is expected to perform, the team work, inter-team collaboration, organisational culture and health. The OD perspective primarily focuses on examining the attitudes, norms, values, systems, processes etc. that exist in the organisation. The question asked is "Are they facilitating the utilisation and development of human competence available individually or collectively in the organisation? Is the organisational culture facilitating people to contribute their best to the organisation?" Some of the questions asked in this perspective are as follows:

- What is the extent Openness, Collaboration, Trust, Autonomy, Pro-action, Authenticity, Confrontation characterising the organisations' culture?
- What is the profile of people who join the organisations? What values do they have? What is their view of the human being?
- What is the level of organisational health as reflected in communications, conflicts, role clarity, job-satisfaction, work motivation, team work, participative decision-making, goal setting, discipline, management of mistakes etc.?
- What is valued by most people in the organisation? Is it excellence, power, relationships, status, helping each other control or what? In what order are they valued?
- How much of creativity is there and is encouraged? Do people take initiative and risks? What processes encourage/prevent creativity and initiative?
- Are jobs defined clearly? What mechanisms are there to communicate expectations and difficulties? What mechanisms exist to solve problems?
- Do people experience a sense of growth?
- What processes seem to generate organisational identity and 'we feeling'? What processes create problems for team work?
- What characterises various groups and their functioning?

The OD perspective is essentially useful for organisational problem solving and organisational renewal. It is useful for every organisation to undertake periodic renewal exercises so that they can examine various organisational processes and strengthen the functioning of an organisation.

---

## 8.7 METHODS OF ORGANISATIONAL ANALYSIS

---

Of the various perspectives presented so far the Professional Management and the OD perspective encompass the Economic, Political and Sociological and Social Psychological perspectives. These are also more modern and are being more frequently used. Among these two of the professional management perspective is vast and covers the entire management field. Since the focus of this course is on Organisation Design and Development, the OD or the Applied Behavioural Science Perspective is more appropriate for discussion here. Hence in the subsequent part of this unit and subsequent unit more details are presented relating to the organisation development.

There are many ways of analysing and diagnosing organisations and their phenomena. The following are the most frequently used methods:

- 1 Questionnaires
- 2 Interviews
- 3 Observation
- 4 Analysis of records, circulars, appraisal reports and other organisational literature
- 5 Analysis of hard data of organisations and various units
- 6 Task forces and task groups
- 7 Problem identification/problem solving workshops
- 8 Seminars, symposia and training programme
- 9 Recording and examining critical incidents, events.

These methods are described in some detail in the subsequent units of this block. The purpose of the analysis is "Organisational Diagnosis". Diagnosis gives the state of the organisation or one or more of its subsystems and points out the scope for improvements that could be made for achieving organisational effectiveness. Hence the methodologies presented in the subsequent sections are limited to this goal.

---

## 8.8 SUMMARY

---

In this unit we understood that organisational diagnosis is a method which analyses an organisation, its structures, subsystems and processes, in order to identify their strengths and weaknesses and to improve the effectiveness of the organisation. Perspectives which could be used for analysing an organisation and different methods by which an organisation could be analysed were discussed.

---

## 8.9 SELF-ASSESSMENT TEST

---

- 1 Explain what is organisational analysis and organisational diagnosis. Why are they necessary?
- 2 In order to analyse an organisation what should one identify in an organisation?
- 3 What are the different perspectives of an organisation analysis? Discuss.
- 4 What are the different methods of an organisational analysis? Discuss.

---

## 8.10 FURTHER READINGS

---

P.N. Khandwala, *The Design of Organisations*, Harcourt Brace Jovanovich Inc., New York, 1977 (Specially chapters 1 to 4).

Harry Levinson, *Organisational Diagnosis*, Harvard University Press, Cambridge, Mass., 1972.

---

# UNIT 9 QUESTIONNAIRE METHODS OF ORGANISATIONAL DIAGNOSIS

---

## Objectives

After going through this unit, you must be able to understand:

- when to construct a Questionnaire
- how to construct a Questionnaire
- questionnaire is an important tool for analysing an Organisation

## Structure

- 9.1 Introduction
- 9.2 Dimensions Diagnosed through Questionnaires
- 9.3 Available Questionnaires
- 9.4 How to construct Questionnaires
- 9.5 How to administer and use them
- 9.6 Summary
- 9.7 Self-assessment Test
- 9.8 Further Readings
  - Appendix 1—Organisational Climate Questionnaire
  - Appendix 2—HRD Climate Survey

---

## 9.1 INTRODUCTION

---

Questionnaire, Interviews, Workshops and Task-groups are the most frequently used methods of organisational diagnosis in India. They are used separately or in combinations. Of the four, Questionnaires are more commonly used as they could be used with ease and by persons inside the organisation. In this section Questionnaire method is described in some detail.

There are a number of fairly standardised Questionnaire for Organisational diagnosis. It is also easy to develop Questionnaire to suit each organisation's requirements. A sample of standardised questionnaire are also described in this section. Choice of a questionnaire depends on the purposes of diagnosis and the indications available from a preliminary diagnosis of the dimensions needing in-depth study. Normally before the decision to use a questionnaire the person or the group, intending to use it should have identified the area of concern through interviews, complaints, observed symptoms or general opinions of interest expressed by the top management etc.

---

## 9.2 DIMENSIONS DIAGNOSED THROUGH QUESTIONNAIRE

---

There are many dimensions that could be studied through questionnaire. The following is a list of these dimensions more frequently studied for diagnostic purposes.

- **General Organisational Health**

The general well being of an organisation could be measured through Questionnaire. The general organisational health is indicated by a comprehensive index obtained through the measurement of perceptions of employees of the organisation. The comprehensive index deals with the health of the organisation on all possible variables (psychological, sociological, political, behavioural, managerial, organisational etc.) that affect the functioning of the organisation. These include the feelings of security, need-fulfilment, job satisfaction, scope for self-actualisation, extent of happiness with the organisation, power-distribution, working of groups, objectivity, favouritism, distortion of communications, trust, leadership, team spirit, tension in the organisation, conflicts,

prejudice, work-organisation, effectiveness of meetings, convenience of working hours and work atmosphere etc.

- **Organisational Culture**

The commonly shared attitudes, values, beliefs, norms and behaviour of employees in the organisation constitutes its culture. Organisational climate variables are similar to organisational health variables. Organisational culture is studied normally in a descriptive way whereas organisational health is studied in an evaluative way. Organisational health variables indicate functional and dysfunctional aspects of the organisational processes.

- **Motivational Climate**

Organisations could be diagnosed in terms of the prevailing motives that characterise the organisation's function. Does concern for excellence characterise its culture or control? or relationships? or dependence? or expert power? or helping each other? etc.

- **Role Oriented Variables**

There are many "Role" related variables that influence the organisation's functioning. These include Role Efficacy, Role Ambiguity, Role Overload, Role Erosion, Inter-role linkages and the like. Some of these variables are explained later with illustrative examples of questionnaire.

- **HRD Climate**

HRD climate questionnaire deal with the extent to which a development oriented climate or learning climate exists in an organisation. Openness, collaboration, trust, proaction, authenticity, confrontation, risk-taking etc. are normally characterised as facilitating development culture. Performance appraisals, training, feedback, counselling, job-rotation, group meetings, career development plans etc. are considered as instruments to facilitate change.

- **Leadership and Supervisory Styles**

The human resources management philosophy as believed and practiced by the supervisory and managerial staff determines also to a large extent the motivation and morale of people and thereby influences the organisational functioning. The general philosophy, beliefs, and behaviours can be measured through questionnaires. The variables measured may include Theory X Versus Theory Y Orientation; or task-centred and people-centred supervision; or authoritarian versus participative management; or benevolent, critical and developmental styles, etc.

- **Job-Satisfaction, Work Motivation and Work Commitment**

With the decline of work ethic in some organisations, many diagnostic efforts are being focused on studies on job-satisfaction, work-motivation, job-involvement and the like. The variables measured give insights into the existing patterns as well as sources giving rise to dysfunctional behaviours. Questionnaire to measure elimination, work attitudes also fall in this category.

- **Specific Variables**

In addition to these general variables the diagnostic questionnaire may focus on specific variables depending on the need of the organisation. For example, if communication is perceived as an issue there could be questionnaire to deal with all aspects of it. If team work is perceived as a problem there could be questionnaire developed to deal with. Thus any organisational process or human processes in organisational life can be taken up for diagnosis depending upon the preliminary investigations or need felt by the organisation.

In the subsequent section of this unit details are presented about some of the questionnaire available.

## 9.3 SOME QUESTIONNAIRES AVAILABLE

### Organisational Climate Questionnaire

A typical organisational climate diagnostic questionnaire is given in Appendix 1. This questionnaire has 60 items. Each item has 5 alternative responses. The respondent is required to give his assessment of the organisational climate as it exists at the time of his answering it as well as the desired climate. The gap between the "actual" and "desired"

indicate the dissatisfaction level or scope for improvement. Smaller the gap more healthy the organisation is. This instrument reproduced in full because it gives a fairly comprehensive coverage of all the organisational variables that could be considered under organisational climate or organisational health.

The best way to learn about the variables used in this Questionnaire is for the reader to answer that Questionnaire. After answering the Questionnaire find out the gap between the actual and desired scores for each item by converting the ratings into a 5 point scale. You can assign a score of 5 points to alternative E, 4 to D, 3 to C, 2 to B, and 1 to A for positively worded items i.e. where A is least desirable and E is most desirable. For the asteriked items assign a score of 5 to A, 4 to B, 3 to C, 2 to D and 1 to E. For each item find the difference (ignore the sign while calculating difference). Add the differences on each item and calculate the overall difference on all the 60 items. It will give the overall index of dissatisfaction with organisational climate. There is no hard and fast rule about what can be considered as desirable or undesirable. A gap of 30 may be a tolerable gap as it may mean marginal variation between the actual and desired in 30 items or noticeable variation (about 2 points) on 15 items. A difference score of 30 can be obtained in many ways.

Total organisational climate score can also be obtained by adding the scores (A=5, B=4, C=3, D=2, E=1 respectively for asteriked items and A=1, B=2, C=3, D=4, and E=5 for other items) on the "actual" dimension. A maximum score of 300 is possible. Scores above 240 (i.e.  $60 \times 4$ ) indicates a healthy organisational climate. Scores between 180 and 240 indicate a moderately good organisational climate with some scope for improvement. Scores below 180 indicates substantial scope for improvement.

This questionnaire can be administered to a large sample of employees in an organisation (at least 10% in large organisations employing several thousands of people or for the entire population in smaller organisations employing only a few hundreds). Item-wise scores can be tabulated. Those questions or items on which there are low scores and high degree of consensus (low variations) could be taken up for working out corrective mechanisms.

#### **HRD Climate Questionnaire**

With the recent emphasis on Human Resources Development, many organisations are focusing their attention on HRD culture of their organisations. The Centre for HRD at XLRI Jamshedpur have developed a simple diagnostic questionnaire to diagnose HRD climate. This questionnaire is presented as Appendix 2 in this unit.

The HRD climate of the organisation is characterised as consisting of the following tendencies on the part of the organisation:

- A tendency at all levels starting from the top management to the lowest levels to treat people as the most important resource.
- A perception that developing the competencies of employees to the job of every manager/supervisor.
- A belief that employees can change and acquire new competencies at any stage of life.
- A tendency on the part of all employees be open (encouraging free expression of ideas, opinions and even feelings) trusting, encouraging experimentation, collaborating, authentic and pro-active.
- Team spirit.
- Tendency to discourage stereo-types and favouritism.
- Supportive personnel policies and HRD practices including performance appraisals, job-rotation, training, reward administration, career planning etc.

This questionnaire consisting of 38 items can be modified to suit the requirements of any organisation intending to use it. The Centre for HRD at XLRI has data on a large number of organisations. These data are available for organisations interested in comparing themselves with others.

The questionnaire uses a 5 point scale. The overall HRD climate score can be obtained by adding the scores on all the 38 items. Scores between 152 ( $38 \times 4$ ) and 190 ( $38 \times 5$ ) indicate a good HRD climate existing in the organisation. Scores less than 152 but higher than 114 ( $38 \times 3$ ) indicate a moderate HRD climate with some scope for improvement and scores less than 114 indicate poor HRD climate with substantial scope for improvement. Norms for comparison purposes are available from published sources given at the end of this chapter (Rao and Pereira, 1985).

For diagnostic purposes the questionnaire should be administered to a representative sample of employees and organisation wide scores should be computed on each items. Items that show low scores indicate areas for intervention or corrective action. There are organisations that have changed their HRD policies and practices and improved their HRD culture after getting to know their HRD climate diagnosis.

## 9.4 HOW TO CONSTRUCT QUESTIONNAIRE

Ready made questionnaire have some limitations and some advantages. One advantage is that they are normally standardised and data from other organisations (norms etc.) may be available for interpretation and comparison purposes. The main disadvantage is that they may not suit the needs of an organisation seeking diagnosis. For example, most of the available questionnaire are developed in business settings and hence may be of limited value to educational and such other organisations. Secondly an organisation may be interested in having a look at a few specific aspects than studying everything outlined in the questionnaire.

In such cases it is useful to construct separate questionnaire exclusively for a given organisation/situation. The following are some considerations that could be kept in mind while preparing the questionnaire.

- Questionnaire for organisational diagnosis normally measure the perceptions of employees or participants in an organisation. It is the aggregate of these perceptions that indicate the organisational strengths and short-comings.
- The employees/participants of an organisation sometimes are in a good position to provide dimensions/variables on which questionnaire can be framed. For example, to diagnose the organisational health of an agriculture university a group of scientists of that university were assembled and requested to make statements about what in their opinion is good and bad in the university. All their statements were collected, edited and a questionnaire was made. Subsequently it was administered to all the scientists in that university. Thus interviews/group discussions/meetings/workshops help in developing questionnaire.
- Another form of developing a questionnaire is to sample test any standardised questionnaire on a group of respondents. The respondents could be asked to indicate variables/items that should be used for diagnosis.
- In preparing a questionnaire, structured questionnaire are more easy to analyse data and for providing statistical information.

## 9.5 ADMINISTERING AND USING QUESTIONNAIRE

Since organisational diagnosis questionnaire measure perceptions of employees, and in giving their perceptions employees are giving sensitive data care should be taken to prevent distortions in data collection. Employees may distort data depending on their perceptions of those who collect data and the purposes for which data are being collected. The following points may be kept in mind for collecting data.

- When the respondent knows the purpose the quality of data he gives will be better. Hence it is important to explain the purpose (in the questionnaire itself or through other media).
- If the respondent trusts the person(s) collecting data and subscribes to the purposes for which data are being collected, the quality of information he supplies may be better. Hence it is important to use consultants, teams, individuals or firms that are 'known' and trustworthy for organisational diagnosis. Partly such trust can be built by proper use of data and taking action on the basis of diagnosis. If an organisation or the top management keep on diagnosing and take no action the employees may lose faith in such exercises.
- If the respondents have any fear of identification they are not likely to express opinions freely. Hence it is useful to collect data without the respondent having to reveal his identity. Sometimes organisations may find it important to collect some basic information about the respondent like his Grade, Educational Qualifications, years of service with the company, department, section etc. Such details are useful for a meaningful analysis of the diagnostic data. For example it is useful to know if organisational health or work motivation or distortion of communications etc. are high in some departments than others. Similarly, it is useful to know if the organisation is perceived as healthy by the senior employees rather than juniors. Therefore, for such comparisons it is useful to



collect some minimum background information from the respondents. However, the designer of the questionnaire has to give sufficient thought before deciding on what information to collect. It is useful to test out the thoughts on some employees to ensure that no identity data is obtained that distorts responses.

- Another dimension that affects the quality of data is the length of the questionnaire. It is useful to have questionnaire that could be completed by a respondent before fatigue sets in. Questionnaire that take more than an hour are normally perceived by respondents as fatigue setting. It is preferable to have questionnaire that could be completed in less than an hour.
- The administration of questionnaire becomes easy in groups than individually. Respondents could be gathered in small groups and administered the questionnaire. It also provides an opportunity for those conducting the diagnostic study to explain in detail the purposes of the study.
- Timing of administering the questionnaire is another factor that should be kept in mind. If questionnaire are administered immediately after a significant event has occurred in the organisation, to some extent the perceptions may get distorted. It is useful to administer the questionnaires after their impact settles down.

Use of diagnostic data obtained from questionnaire also require some skills. As will be explained in the subsequent units "Survey Feedback" is a frequently used OD intervention. The tabulated data when fed back to the respondents in an aggregate form and an opportunity is provided to discuss the data and their implications already the seeds get sown for the change process.

In analysing and presenting data it is useful to focus on every single item of the questionnaire rather than aggregate score. Total scores often conceal a lot than reveal. Hence item-wise analysis is more useful. Even while analysing item-wise responses, computing percentage or respondents giving extreme responses on each item reveal more about that variable rather than mean scores.

Wherever qualitative responses are sought content analysis and categorisation of responses is necessary. The use of diagnostic information partly depends upon the way it is presented. Hence attention should be paid to the analysis and presentation aspects even at the time of designing the questionnaire.

---

## 9.6 SUMMARY

---

Questionnaire is a very useful diagnostic tool. There are several questionnaire developed by organisational scientists in our country that are useful for diagnostic purposes. These questionnaire could be used with appropriate modifications to suit the diagnostic needs of each organisation. It is advisable to develop organisation specific questionnaire for diagnosing problems unique to the organisation. Comparative data may be available if standardised questionnaire are used for general diagnosis purposes. Participative methods of developing questionnaire enhance the quality of questionnaire through increasing the organisational relevance of items. Survey feedback, maintaining organisational health profiles, designing other interventions are some of the useful purposes served by questionnaire. Care should be taken to ensure getting good quality data through proper administration (clarifying purposes, maintaining anonymity of respondents, administering in groups etc.) of questionnaire.

---

## 9.7 SELF-ASSESSMENT TEST

---

- 1 What are the dimensions which could be diagnosed through Questionnaire?
- 2 How do you construct a Questionnaire? Discuss this with reference to your Organisation?
- 3 How is Questionnaire an important tool for Organisational diagnosis?

---

## 9.8 FURTHER READINGS

---

D.A. Nadler. *Feedback and Organisation Development: Using Data-Based Methods*. Addison Wesley Publishing Company, Inc. 1977.

# APPENDIX I. ORGANISATIONAL CLIMATE QUESTIONNAIRE

Sixty statements are given below about organisations. With each statement are given 5 alternatives. Read each statement and select one of the alternatives which describes most accurately your organisation. Write down the letter of that alternative (a, b, c, d, or e) under A (i.e. actual). Then choose an alternative which in your opinion is desirable for your organisation. Write down the letter of the alternative under D (i.e., desirable). Against each statement complete both A and D columns.

**ACTUAL DESIRED**

1. How often do you feel that an employee's career is

harmed in the organisation?

A. Almost always

B. Usually

C. Sometimes

D. Rarely

E. Almost never

2. How are the targets set in this organisation?

A. Orders are issued with no

opportunity to raise questions

or give comments.

B. Orders are issued and explained

and then an opportunity is given

to ask questions.

C. Orders are drawn up, but are

discussed with subordinates

and sometimes modified before

being used.

D. Specific alternative objectives

are drawn up by supervisors and

subordinates are asked to discuss

and choose the one they prefer.

E. Problems are presented to those

persons who are involved and

objectives are then set up by the

subordinates and the supervisors

jointly by group participation

and discussions.

3. "Serious anomaly does not exist in the way benefits

are awarded to persons in the organisation". To what

extent do you agree with the statement?

A. Strongly disagree

B. Disagree

C. Neither agree nor disagree

D. Agree

E. Strongly agree

4. For important decisions to be taken regarding any work, the tendency here is to pass the files on to somebody else for making the decisions. How often does it happen here?

A. Almost always

B. Usually

C. Sometimes

D. Rarely

E. Almost never

5. To what extent do the superiors and the knowledgeable colleagues take pains to help an employee who wants to learn more about his job?

A. Almost always

B. Usually

C. Sometimes

D. Rarely

E. Almost never

ACTUAL DESIRED

- A. To a great extent  
 B. To a considerable extent  
 C. To some extent  
 D. To a little extent  
 E. Not at all
6. Attempts to do things in better ways are encouraged in this organisation. How often does it happen here?  
 A. Almost never  
 B. Rarely  
 C. Sometimes  
 D. Usually  
 E. Almost always
7. Do people here get an opportunity to develop their skills further to do their jobs?  
 A. Almost all the people  
 B. Most of the people  
 C. Some of the people  
 D. A few people  
 E. Almost none
8. How often do the employees here try to do things better than what they have done last time?  
 A. Almost never  
 B. Rarely  
 C. Sometimes  
 D. Usually  
 E. Almost always
9. How much do you agree with the statement that this organisation is better than other similar organisations in the country to work in?  
 A. Strongly agree  
 B. Agree  
 C. Neither agree nor disagree  
 D. Disagree  
 E. Strongly disagree
10. How often are your ideas for change given a good hearing?  
 A. Never  
 B. Sometimes  
 C. Often  
 D. Almost always  
 E. Always
11. Is it true that remaining busy is not enough in this organisation? One has to show results?  
 A. Yes, it is true here to a very great extent  
 B. Yes, it is true here to a great extent  
 C. Well, it is true to a negligible extent  
 D. No, it is not quite true  
 E. No, it is not true at all
12. To what extent do you agree that quite often a subordinate here has to attend to orders issued by more than one person at a time.

	ACTUAL	DESL
A. Strongly disagree	.....	.....
B. Disagree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Agree	.....	.....
E. Strongly agree	.....	.....
13. To what extent do you think that when decisions are being made about certain work that you are to do, you are asked for your ideas?		
A. Almost never	.....	.....
B. Rarely	.....	.....
C. Sometimes	.....	.....
D. Usually	.....	.....
E. Almost always	.....	.....
14. Somebody says, "There is so much work to do here every day that I have to do it somehow, and I don't have the time to think about how the quality of the work can be improved." How much would you agree with the statement?		
A. Strongly disagree	.....	.....
B. Disagree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Agree	.....	.....
E. Strongly agree	.....	.....
15. To what extent do you receive correct information about your work, duties etc?		
A. Not at all	.....	.....
B. To a very little extent	.....	.....
C. To some extent	.....	.....
D. To a considerable extent	.....	.....
E. To a very great extent	.....	.....
16. "There is a general feeling here that grievances of the employees are handled properly." To what extent do you agree with this statement?		
A. Strongly agree	.....	.....
B. Agree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Disagree	.....	.....
E. Strongly disagree	.....	.....
17. Do you agree that almost everyone here knows who is working under whom in this organisation?		
A. Strongly disagree	.....	.....
B. Disagree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Agree	.....	.....
E. Strongly agree	.....	.....
18. To what extent do people in your department encourage one another in work?		
A. Not at all	.....	.....
B. To a little extent	.....	.....
C. To some extent	.....	.....
D. To a considerable extent	.....	.....
E. To a very great extent.	.....	.....
19. How frequently do you think it is true that in this organisation it is easier to deal with those things that have a precedence?		
A. No, it is not true in any case	.....	.....

	ACTUAL	DESIRED
B. Yes, in some cases	.....	.....
C. Yes, in many cases	.....	.....
D. Yes, in most of the cases	.....	.....
E. Yes, in almost all the cases	.....	.....
20. Is the organisation receptive to new ideas?		
A. It is never receptive	.....	.....
B. It is sometimes receptive	.....	.....
C. It is often receptive	.....	.....
D. Almost always receptive	.....	.....
E. Always receptive	.....	.....
21. "The general feeling here is that people do not get fair hearing from those who are higher up". How much do you agree with it?		
A. Strongly agree	.....	.....
B. Agree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Disagree	.....	.....
E. Strongly disagree	.....	.....
22. How adequate is the amount of information you get about what is going on in other departments and units of this organisation?		
A. Very inadequate	.....	.....
B. Inadequate	.....	.....
C. Neither inadequate nor adequate	.....	.....
D. Adequate	.....	.....
E. Very adequate	.....	.....
23. To what extent do you feel that the employees here are allowed to make decisions to solve their problems without checking them with their superiors at each stage of the work?		
A. To a very great extent	.....	.....
B. To a great extent	.....	.....
C. To some extent	.....	.....
D. To a little extent	.....	.....
E. Not at all	.....	.....
24. Is there a general feeling amongst the employees of your level that anybody can be removed from his job at any time?		
A. Almost all the employees feel so	.....	.....
B. Most of the employees feel so	.....	.....
C. Some of the employees feel so	.....	.....
D. A few employees feel so	.....	.....
E. None of the employees feel so	.....	.....
25. How often are the rewards (such as raise in salary and promotions) given strictly on the basis of valid reasons?		
A. Almost always	.....	.....
B. Usually	.....	.....
C. Sometimes	.....	.....
D. Rarely	.....	.....
E. Almost never	.....	.....
26. "In order to stay here, one just can't perform work somehow: work has to be well done." To what extent do you agree with it?		
A. Strongly agree	.....	.....
B. Agree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Disagree	.....	.....
E. Strongly disagree	.....	.....



- B. Yes, it is usually the case here
- C. Yes, it is sometimes the case here
- D. No, it is rarely the case here
- E. No, it is almost never the case here

..... Always

35. If someone of your colleagues does his job in a more improved way than it is usually done, does he get proper recognition for it?
- A. Almost never
  - B. Rarely
  - C. Sometimes
  - D. Usually
  - E. Almost always

36. Which of the following best describes the manner in which problems between departments are generally resolved?
- A. The problems are worked out at the level, where they appeared, through mutual effort and understanding.
  - B. Very few of them feel happy to leave this organisation
  - C. Some of them feel happy to leave this organisation..
  - D. Most of them feel happy to leave this organisation
  - E. All of them feel happy to leave this organisation

37. How much do you think the top management of this organisation is aware of the working condition of its employees?
- A. Not at all aware
  - B. Very little aware
  - C. Somewhat aware
  - D. Much aware
  - E. Very much aware

38. How often are the employees in this organisation helpful to each other?
- A. Almost never
  - B. Rarely
  - C. Sometimes
  - D. Usually
  - E. Almost always

39. How much do you think your organisation has interest in the welfare of the employees?
- A. They are not at all really interested
  - B. They are not very much interested
  - C. Only in certain ways they are interested
  - D. They are somewhat interested
  - E. They are very much interested

40. In some places, anybody can go to anybody else to discuss any problem he faces. In your opinion, how often does it happen here? .....
- A. Almost never
  - B. Rarely
  - C. Sometimes
  - D. Usually

	ACTUAL	DESIRED
E. Almost always	.....	.....
41. Do you agree that in this organisation the capabilities of its employees are fully utilised		
A. Strongly agree	.....	.....
B. Agree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Disagree	.....	.....
E. Strongly disagree	.....	.....
42. How often do you think the professional jealousies obstruct the performance of duties in this organisation?		
A. Almost always	.....	.....
B. Usually	.....	.....
C. Sometimes	.....	.....
D. Rarely	.....	.....
E. Almost never	.....	.....
43. Do the employees here work with a team spirit?		
A. Team spirit does not exist at all	.....	.....
B. Team spirit exists in a few members	.....	.....
C. Team spirit exists in quite a few members	.....	.....
D. Team spirit exists in many members	.....	.....
E. Team spirit exists in almost all the members	.....	.....
44. Are there things around your working environment (people, policies, conditions) that discourage you from working hard?		
A. Yes, practically everything around here discourages me from working hard	.....	.....
B. Yes, a great many things around here discourage me from working hard; only a few do not discourage me	.....	.....
C. About as many things discourage me as encourage me to work hard	.....	.....
D. No, most things around here encourage me to work hard	.....	.....
E. No, practically everything around here encourages me to work hard.	.....	.....
45. Considering the busy schedules and workload here, the employees seldom find time to share their concerns with each other. How much do you agree with it?		
A. Strongly agree	.....	.....
B. Agree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Disagree	.....	.....
E. Strongly disagree	.....	.....
46. How often do superiors invite their subordinates for an informal discussion?		
A. Almost never	.....	.....
B. Rarely	.....	.....
C. Sometimes	.....	.....
D. Usually	.....	.....
E. Almost always	.....	.....
47. How much influence do you think your colleagues have in deciding what should be done in this organisation?		
A. Very much	.....	.....



	ACTUAL	DESIRED
B. Much	.....	.....
C. Some	.....	.....
D. Little	.....	.....
E. Not at all	.....	.....
48. To what extent do you have confidence in the people you work with?		
A. Not at all	.....	.....
B. To a very little extent	.....	.....
C. To a some extent	.....	.....
D. To a considerable extent	.....	.....
E. To a great extent	.....	.....
49. How often do the employees here trust one another?		
A. Almost always	.....	.....
B. Usually	.....	.....
C. Sometimes	.....	.....
D. Rarely	.....	.....
E. Almost never	.....	.....
50. Are suggestions often solicited from employees here?		
A. Yes, from senior officers only	.....	.....
B. Yes, from some officers only	.....	.....
C. Yes, from all the officers only	.....	.....
D. Yes, from all the employees except Class IV	.....	.....
E. Yes, from all the employees	.....	.....
51. How often does a person in this organisation receive credit and appreciation if he finds out a different way of doing things which nobody has ever done before?		
A. Almost always	.....	.....
B. Usually	.....	.....
C. Sometimes	.....	.....
D. Rarely	.....	.....
E. Almost never	.....	.....
52. How much is your job important in this organisation?		
A. Very much	.....	.....
B. Much	.....	.....
C. Somewhat	.....	.....
D. Little	.....	.....
E. Not at all	.....	.....
53. This organisation facilitates the self-improvement of its employees. Do you agree with this statement?		
A. Strongly disagree	.....	.....
B. Disagree	.....	.....
C. Neither agree nor disagree	.....	.....
D. Agree	.....	.....
E. Strongly agree	.....	.....
54. How often is a conscientious attempt made to consider the views of people concerned?		
A. Almost never	.....	.....
B. Rarely	.....	.....
C. Sometimes	.....	.....
D. Usually	.....	.....
E. Almost always	.....	.....

# APPENDIX II HRD CLIMATE SURVEY

Organisation.....  
 Designation.....

B. Much  
 C. Some  
 D. Not at all

Any organisation that would like to be dynamic and growth oriented has to pay attention to the development of its human resources. People must be continuously helped to acquire capabilities for effective performance of new roles/functions/tasks that may arise in the process of organisational growth and change in the environment. Thus HRD becomes crucial for organisational dynamism and growth. In the recent past, mechanisms like performance appraisal, counselling, OD, potential appraisal, job enrichment have been introduced in various organisations. A minimal positive developmental climate is essential for the success of these programmes. This survey is to find out the extent to which such developmental climate exists in your organisation.

We propose to combine the responses received from several employees of your organisation and prepare profiles of developmental climate for your organisation. As these profiles may form the basis of your organisation taking further step with regard to its HRD practices, we would appreciate your frank responses.

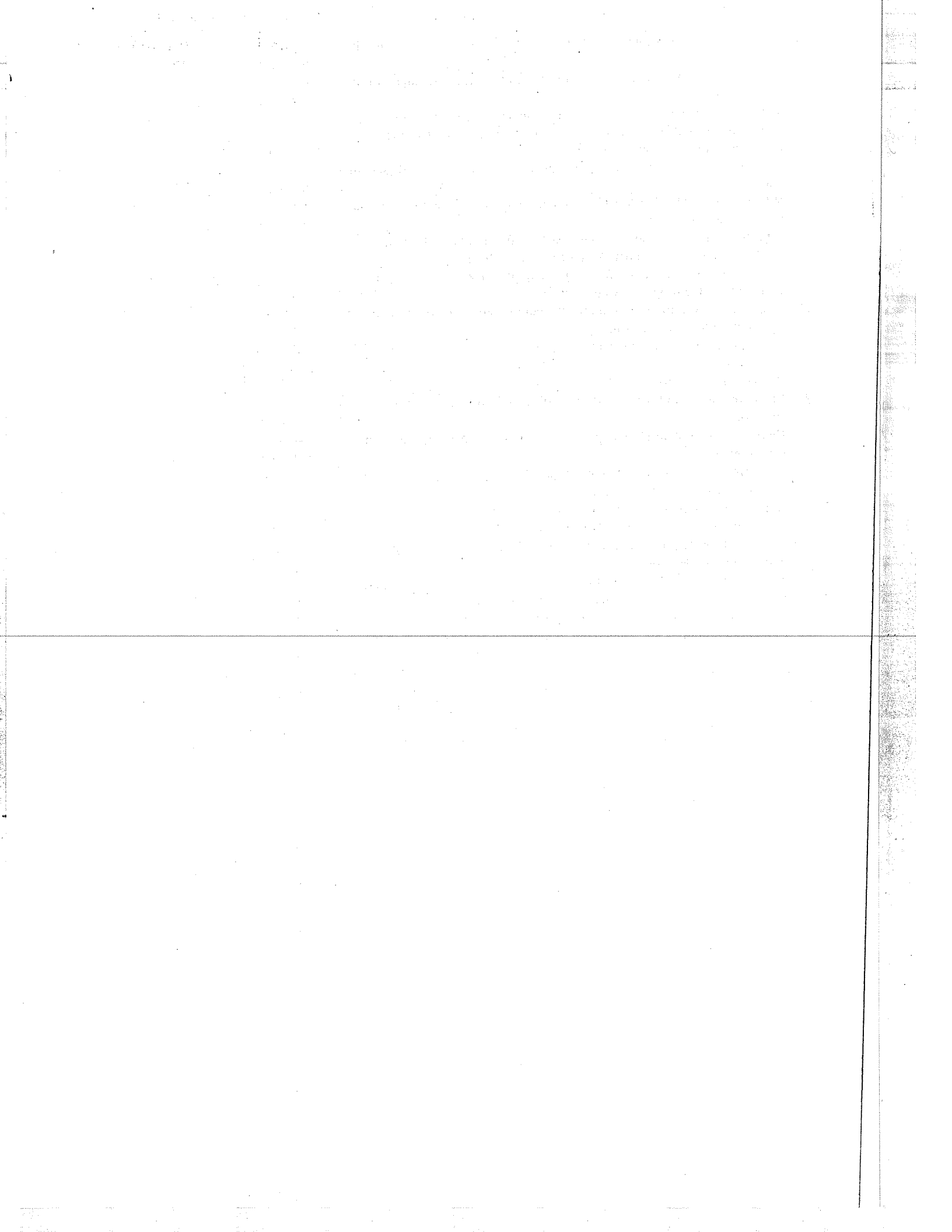
A number of statements are given below describing the HRD climate of an organisation. Please give your assessment of the HRD climate in your organisation by rating your organisation on each statement using the 5 point scale. A rating of 5 indicates that the statement is almost always true with your organisation; a rating of 4 indicates that the statement is mostly true; a rating of 3 indicates that the statement is sometimes true; a rating of 2 indicates that the statement is rarely true about your organisation. Give your assessment by encircling the appropriate number.

5 = Almost always true                      4 = Mostly true                      3 = Sometimes true  
 2 = Rarely true                                  1 = Not at all true

1. The top management of this organisation goes out of its way to make sure that employees enjoy their work 5 4 3 2 1
2. The top management believes that human resources are an extremely important resource and that they have to be treated more humanly. 5 4 3 2 1
3. Development of the subordinates is seen as an important part of their job by the managers/officers here. 5 4 3 2 1
4. The personnel policies in this organisation facilitate employee development. 5 4 3 2 1
5. The top management is willing to invest considerable part of their time and other resources to ensure the development of employees. 5 4 3 2 1
6. Senior officers/executives in this organisation take active interest in their juniors and help them learn their job. 5 4 3 2 1
7. People lacking competence in doing their jobs are helped to acquire competence rather than being left unattended. 5 4 3 2 1
8. Managers in this organisation believe that employee behaviour can be changed and people can be developed at any stage of their life. 5 4 3 2 1
9. People in this organisation are helpful to each other. 5 4 3 2 1
10. Employees in this organisation are very informal and do not hesitate to discuss their personal problems with their supervisors. 5 4 3 2 1
11. The psychological climate in this organisation is very conducive to any employee interested in developing himself by acquiring new knowledge and skills. 5 4 3 2 1
12. Seniors guide their juniors and prepare them for future responsibilities/roles they are likely to take up. 5 4 3 2 1
13. The top management of this organisation makes efforts to identify and utilise the potential of the employees 5 4 3 2 1
14. Promotion decisions are based on the suitability of the promotee rather than on favouritism. 5 4 3 2 1
15. There are mechanisms in this organisation to reward any good work done or any contribution made by employees. 5 4 3 2 1
16. When an employee does good work his supervising officers take special care to appreciate it. 5 4 3 2 1
17. Performance appraisal reports in our organisation are based on objective assessment and adequate information and not on favouritism. 5 4 3 2 1

18. People in this organisation do not have any fixed mental impressions about each other	5 4 3 2 1
19. Employees are encouraged to experiment with new methods and try out creative ideas.	5 4 3 2 1
20. When any employee makes a mistake his supervisors treat it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.	5 4 3 2 1
21. Weaknesses of employees are communicated to them in a non-threatening way.	5 4 3 2 1
22. When behaviour feedback is given to employees they take it seriously and use it for development	5,4 3 2 1
23. Employees in this organisation take pains to find out their strengths and weaknesses from their supervising officers or colleagues.	5 4 3 2 1
24. When employees are sponsored for training, they take it seriously and try to learn from the programmes they attend	5 4 3 2 1
25. Employees returning from training programmes are given opportunities to try out what they have learnt.	5 4 3 2 1
26. Employees are sponsored for training programmes on the basis of genuine training needs.	5 4 3 2 1
27. People trust each other in this organisation.	5 4 3 2 1
28. Employees are not afraid to express or discuss their feelings with their superiors.	5 4 3 2 1
29. Employees are not afraid to express or discuss their feelings with their subordinates.	5 4 3 2 1
30. Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors.	5 4 3 2 1
31. Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organisation.	5 4 3 2 1
32. When seniors delegate authority to juniors, the juniors use it as an opportunity for development.	5 4 3 2 1
33. Team spirit is of high order in this organisation.	5 4 3 2 1
34. When problems arise people discuss these problems openly and try to solve them rather than keep accusing each other behind the back.	5 4 3 2 1
35. Career opportunities are pointed out to juniors by senior officers in the organisation.	5 4 3 2 1
36. The organisation's future plans are made known to the managerial staff to help them develop their juniors and prepare them for future.	5 4 3 2 1
37. This organisation ensures employee welfare to such an extent that the employees can save a lot of their mental energy for work purposes.	5 4 3 2 1
38. Job-rotation in this organisation facilitates employee development.	5 4 3 2 1

Source: Rao, T.V. and Pereira, D.F. (Eds). Recent Experiences in Human Resource Development. New Delhi: Oxford & IBH, 1985



---

# UNIT 10 INTERVIEW AS A DIAGNOSTIC TOOL

---

## Objectives

After going through this unit, you must be able to understand:

- the process of interview
- importance of Interview as a diagnostic tool.

## Structure

- 10.1 Introduction
  - 10.2 Purposes of Interview
  - 10.3 Forms of Interviews
  - 10.4 How to conduct Interviews
  - 10.5 How to Analyse and Use Interview data
  - 10.6 Group Interviews
  - 10.7 Variables Studied
  - 10.8 An Illustrative Example of a Diagnostic Report From Interview Data
  - 10.9 List of questions for Interviews
  - 10.10 Summary
  - 10.11 Self-assessment Test
  - 10.12 Further Readings
- Appendix

---

## 10.1 INTRODUCTION

---

Interview methods of data collection for organisational diagnosis purposes is used mostly when an organisation engages outside consultants for diagnostic and development purposes. Sometimes interview methodology is also used by internal teams and/or change agents. Interviews have the major advantage of providing an opportunity for face-to-face interaction with the participants of the organisation. Infact in medical diagnosis interview is the first step and forms the basis for subsequent testing. In organisational diagnosis studies, interviews may form the first step as well as the last stage of diagnosis. They could be exploratory interviews, hypotheses testing interviews, change inducing/idea testing interviews. There could be individual interviews or group interviews. Some details of interview methods of organisational diagnosis are presented in this section.

---

## 10.2 PURPOSES OF INTERVIEWS

---

Interviews can be used for the following purposes:

- Sensing the organisation and identifying general areas of strengths and weaknesses for further diagnosis.
- Probing for details and getting deeper insights into a given problem or issue bothering an organisation (e.g. Why team spirit is low? What are the bottlenecks in fast decision making? Why are people unhappy with a particular policy or issue? Why absenteeism is going up? etc).
- Testing out the success potential of new ideas/actions/decisions and assessing organisational preparedness (e.g. what are the attitudes of people to an open appraisal system? How do they react to computerisation of personnel information system? What are their reactions to a newly proposed reward system? etc).
- Generation of ideas for strengthening the existing systems and processes. (e.g. How to improve the suggestion scheme? How to improve work environment etc.)
- Assessing the general level of health and climate of the organisation using structured or semi-structured interviews/questionnaire.

Thus the interview data may form the beginning of organisational diagnosis or the last step in organisational diagnosis.

### 10.3 FORMS OF INTERVIEWS

The interviews may range from highly structured forms to totally unstructured forms. Normally unstructured interview methodology is used for exploratory diagnosis purposes. In exploratory diagnosis the interviewer may simply open the interview session by saying that he is trying to identify the strengths and weaknesses of the organisation and the interviewee may talk about anything he sees as the strength or weakness. In such cases the interviewee may reveal a lot of significant information about strengths and weaknesses. The issues he chooses to speak themselves may reveal the concerns of employees. Unstructured interviews also could be used for probing in relation to specific issues. In such probing every question asked by the interviewer depends on the responses given by the interviewee earlier. Unstructured interviews require skilled interviewers.

Semi-structured interviews may consist of a list of pre-determined set of questions the interviewer has with him and seeking answers to these questions. These interviews are useful for hypothesis testing and probing.

Highly structured interviews are almost like questionnaires. They may in fact take the form of verbal administration of questionnaires or asking a series of open-ended questions which are pre-determined. These forms of interviews are useful if the respondent cannot answer questionnaire or if the respondent is likely to give better quality responses in interview settings than in writing, idea generating, influencing, probing for more insights etc.

### 10.4 HOW TO CONDUCT INTERVIEWS FOR ORGANIZATIONAL DIAGNOSIS

In the case of medical diagnosis the patient goes to the doctor with a problem and hence in his own interest he gives all information whereas in organisational diagnosis although the top management who goes to the consultant may give all information, the other interviewees may not have the same heed as the top management and hence may not be willing to volunteer information. Alternately they may distort data depending on their attitudes to top management, the consultant and the study. Therefore it is very important for the interviewer to establish credibility and build rapport. Before interviews are conducted it is useful and even necessary for the top management to legitimise the diagnostic study by informing all those who are to participate in it. Such a legitimisation could be done either through an announcement giving details of the study, its purposes, the consultants or interviewing team members and the help they need from the employees etc.

After such a legitimisation, in the interview process itself the interviewers should clarify once again the purposes and assure the confidentiality of responses. Aggressive postures, trying to impress the interviewee by talking about the closeness of the interviewer to top management, lecturing, demanding, criticising others, expression of interviewers opinions, even before the interviewee starts etc. are behaviours that hinder rapport building. Starting with general and non-threatening issues, talking about the background of the interviewer himself, getting to know each other, pleasantries etc. help in establishing rapport. Using open-ended questions, information seeking questions and suggestive questions helps in probing and discovering many unknowns. Sometimes during the interview process paraphrasing the responses given by the interviewee may help improving the listening process and understanding process.

It is useful to conduct diagnostic interviews in settings which are free from noise and other disturbances. A peaceful atmosphere always enhances the quality of data collected. In case of probing interviews the interviewer should constantly guard himself against the danger of putting ideas into the mind of the interviewee. Normally after interviewing a few, the interviewer starts developing hypothesis. Presenting these hypothesis impatiently to the subsequent interviewers may endanger the diagnostic process.

## 10.5 HOW TO ANALYSE AND USE INTERVIEW DATA

Interview data are relatively more difficult to code and analyse as compared to questionnaire data. Since interview data are qualitative data after a few interviews are completed it may be useful to develop a coding/analysis scheme. It is useful to categorise all responses into those coding categories: Number of person giving a particular response, pointing out a particular weakness, or suggesting a particular hypothesis etc. can be indicated.

The greatest advantage of interviews is the amount of insight it can provide into organisational processes. Many hypothesis can be generated and tested spontaneously during interviews. Interview data obtained from a small sample of individuals using semi-structured interviews is presented at the end as an illustration. The reader may have a feel of a diagnostic report given in the appendix.

## 10.6 GROUP INTERVIEWS

When there are a large number of employees to be covered for diagnostic study, it is quite common practice to use group interviews. For group interviews the interviewer invites a group of people and interviews them. The group interviews may be conducted department-wise or grade-wise across the departments. Respondents may feel inhibited to give their views in front of others and specially seniors or their supervising officers. Hence if group interviews are planned care should be taken to compose the groups in such a way that the interviewees feel free to give their opinions, reactions etc. Normally respondents of the same grade/background from different departments are assembled for group interviews.

For group interviews some extra effort needs to be made by the interviewer to create an open climate so that the interviewees give diagnostic information freely. The size of the group should not be too large for group interviews. About 6-8 is a good size for interviews. Normally some participants tend to speak more in such interviews. In such cases the interviewer should occasionally ask those who are not talking, to express their points of view. Group interviews could also be used to select a few employees for in-depth interviews.

Normally in any organisation, once it gets known that employees are being interviewed in groups, much of the inhibitions get removed and employees start giving a lot of information.

## 10.7 VARIABLES STUDIED/DIAGNOSED

Interviews can be used to study any variables/dimensions for diagnosis. All the variables mentioned in the earlier units can be studied using interviews. More so for the dimensions more useful are the interviews. Organisational norms, values, management styles, communication, decision-making, job-involvement, team work etc. are the variables that are normally studied using interview methodology.

The illustrative example of 'Air Conditioners International' illustrates the variety of variables that may come up during the diagnostic study. From among the variables that come up during interviews, any significant variable (e.g. *ad hocism*, insecurity, long range planning, lack of co-ordination etc.) could be taken for an in-depth analysis if necessary.

## 10.8 COMMENTS ON THE ILLUSTRATIVE EXAMPLE OF A DIAGNOSTIC REPORT ON THE BASIS OF INTERVIEW METHODOLOGY

The Appendix presents illustrative example of a diagnostic report prepared by a consultant on the basis of 24 interviews conducted by him. The interviews were all conducted in a few days time. They are unstructured interviews. The consultant took notes for each interview. By the time the consultant completed interviewing he has gathered a good deal of diagnostic data. The interviews were open ended to assess generally the strengths and weaknesses of the organisation. After completing the interviews the consultant decided to include only those observations that are mentioned at least in 3 different interviews. The consultant also

decided not to mention the number of people making a particular comment as the interviews are unstructured and therefore the numbers may be misleading. The report given in the appendix is intended to give a flavour of a diagnostic report that emerges out of interviews. The following points may be noted from this report.

- This is a quick diagnostic study but a lot of information got generated in a short visit of four days and 24 interviews. Which means every day about 6 interviews may have been conducted.
- The diagnostic study only brings out major issues but does not go into details of the sources of these issues. This study is therefore a first level diagnosis.
- No individual's name or identity is mentioned in the report. Only general diagnostic statements are made.
- The analysis from interviews is presented in the form of weaknesses, strengths and recommendations.
- The interviews are limited to executive levels and the diagnosis does not go to lower levels.

---

## 10.9 LIST OF COMMONLY ASKED QUESTIONS FOR DIAGNOSTIC INTERVIEWS

---

The following is the list of questions that are commonly used in interviews:

- 1 What is your job? How satisfied are you? What contributes to your satisfaction? What contributes to your dissatisfaction?
- 2 What are some of the strengths of this organisation? What is going on well and what good things exist in this place?
- 3 What are some of the weaknesses in this organisation? What improvements can be made?
- 4 What factors provide you satisfaction?
- 5 What things frustrate you? What are some of the irritants or dissatisfying things?

---

## 10.10 SUMMARY

---

Next to questionnaire, interview is a potential tool for organisational diagnosis. A lot can be achieved in a short period of time using this method. Interview skills are very crucial for an effective use of this method. Unstructured interviews are useful for general diagnosis as given in the illustrative example. Structured interviews are useful for in-depth explorations. Interviews are used in combination with other methods as explained in subsequent sections.

---

## 10.11 SELF ASSESSMENT TEST

---

- 1 How interview is an useful method for Organisational Analysis?
- 2 What are the different forms of interview and how the interview has to be conducted?
- 3 How do you analyse and use interview data?
- 4 How do you conduct interviews for analysing your Organisation or any other Organisation which you are familiar with?

---

## 10.12 FURTHER READINGS

---

D.A. Nadler, 1977, *Feed back and Organisation Development : Using Data Based Methods*, Addison Wesley Publishing Company.



## APPENDIX: AIR CONDITIONERS INTERNATIONAL: A DIAGNOSTIC STUDY REPORT

### Introduction

At the request of the Chief Executive and Managing Director (MD) of the Air Conditioners International (ACI) to make a quick diagnostic study and prepare proposals for assisting the company, the consultant visited ACI from May 4-7, 1988. Interviews were held with 24 executives including two of the General Managers. The following is a diagnostic report emerging out of the discussions and interviews with these executives. This is followed by a set of recommendations in the form of preliminary proposals for consideration.

### Background

ACI was started in the year 1958. In the early years when it started with foreign collaboration it took pride in the products it manufactured. Till around the year 1975 the company did well and maintained a considerable degree of market stability. Its sales turnover ranged between Rs. 15 to 20 crores consistently with a capital investment of about Rs. 6 crores. During 1975-76 the company suffered a set back due to economic recession and fall in demands for Air Conditioners. During 1980-81 there was a major industrial unrest for several months. A number of employees had to be retrenched. From 1983 onwards the company started making profits again.

However, what was considered monopoly items (mixers and grinders and air-coolers) started getting made by competitors and a number of others setting up small scale units. 1985 onwards the company again started making losses. An analysis indicated that the Air-Coolers and mixers division of the company is contributing greatly to the losses along with a high demand for managerial time and resources. As a result it was decided to close down this division in 1987. By mid 1987 this was closed down and about nearly 600 employees had to be removed in an operation to retain only those who are competent and needed. This pruning included parting with a sizeable number of managerial staff who were considered redundant. According to one of the Senior Managers the company was doing around 1974 about the same amount of work with half the staff in 1986-87. So the pruning operation was badly needed.

### Diagnostic Observations from Interviews

From the interviews and discussions with the 24 executives the following observations could be made.

- The general morale of the executives appeared to be low. This is mostly traceable to the events in the last few months where a number of employees were asked to leave and the Air-coolers division was closed. While several of them appear to appreciate and support the decisions to close the Air-coolers division and removing employees some of the executives have a lurking fear that their turn may also come sometime. Job-insecurity seem to haunt several of them.
- It appears that when decisions are taken, they are not given enough time to implement and they get changed soon. Several executives mentioned that in the eagerness to improve things the top management may be changing decisions too fast without giving themselves enough time. There also seem to be quite a bit *ad hocism* perceived by the executives in the way the decisions are taken. "To-day something appears important so a decision is taken on the basis of 'appearance' rather than on the basis of an in-depth study and a professional approach. A few days later the decision appears to be of doubtful impact and something else appears to be better, and immediately it is changed". This adds to the feeling of insecurity and uncertainty in the minds of employees. This also brings down their motivation.
- The changes in decisions is aggravated by lack of communication and a high degree of grapevine adding to the insecurity and confusion according to some employees. Employees do not get any information about why decisions are changed and they are left to guessing. Executives would like to feel that they are a part of the company and the company is theirs. As a result of lack of communication their commitment and "we" feeling are very low.
- There is no professional way of appraising the employees — particularly executives. These are considered very subjective.

- The top-management seem to think more of the short-term goals and the longest term they can think of is 6 months. Such short-term goal orientation hampers organisation building and promotes *ad hocism*. For example, acceptance of defective raw material for fear of loss of production.
- On the marketing side packaging is considered poor while the product is good. There is no formal way in which the production department gets feedback from branches.
- Most executives resent too frequent changes at top level-particularly at the General Managers level. By the time a General Manager settles down and tries to find his way he is out. The next man comes out with his own policies and people down the line have to change their thinking all of a sudden, not knowing for how long. As a result there is a high sense of instability resulting in low motivation.
- The top-management and senior executives seem to spend time on small routine issues rather than concentrating on strategic plans. For example even the finance department's time is spent more on employee finance than company finances.
- Tasks are assigned informally rather than after careful thinking and planning. Accountability is not fixed.
- The company has not been adding any new products. R&D's contributions are side tracked by asking them to concentrate on small things.
- People are not at the same wavelength. Due to insecurity and personalised dealings everyone tries to impress the top management rather than showing concern for work. In this process openness and frankness gets eroded. Team spirit comes down and complaints against one another increase. There is a need to bring everyone at the same wavelength through frequent communications and get together. One of the executives remarked "we need to generate a 'May I help you' feeling in staff. We need energy tablets and a common goal".
- Employees are afraid to take risks for fear of failure.
- Too frequent change in systems (e.g. procurement system changes with change of hands).
- No periodic meetings (monthly or weekly) to discuss various issues.

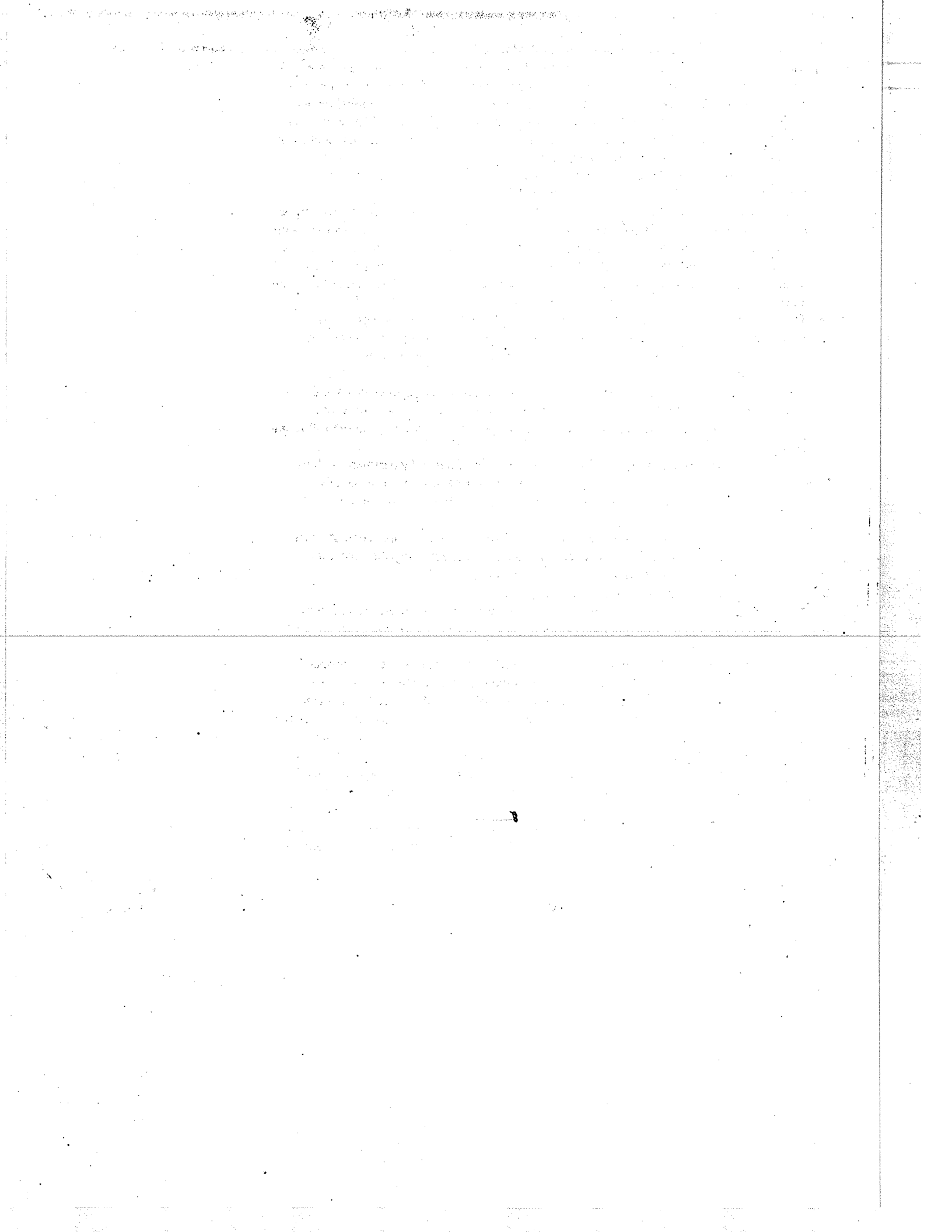
### Strengths

- Against all these problems and issues ACI has strengths. The executives are more or less unanimous in identifying these strengths and feel that they should be cashed on. These include:
  - A dynamic and professional-minded chief executive who means business, and is committed to make ACI more dynamic.
  - Staff with extremely good potential and competencies. These, however, need to be used rather than stagnated.
  - High quality of the products they make and the sense of pride the executives have in their product.
  - Good product image.
  - The care-company takes of its people. Liberal welfare policies and incentives given to executives and other staff.
  - Small size of the company giving opportunity to promote family orientation and cohesiveness. This needs to be cashed on.
  - Capacity to take tough decisions when required.
  - Technical support of foreign collaborators.
  - Large scale operations of the company, small size of competitors, past image and collaborators and capability to delivery large quantities in short periods.
  - Variety of products being manufactured.
  - Past experience and well chalked out market which can be further expanded with some imaginativeness and hard work.

### Recommendations and Proposals

- The above report makes it clear that there is a need to do a number of things to lift up ACI to its potential heights. On the organisational front it may be useful to prepare a long term plan and follow it up. Such a plan should visualise ACI in a 5 to 10 year perspective and attempt to take it from 20 crores turnover to 30-50 crores or even more. It may be useful to take the help of a corporate planning expert who could work with the internal team of General Managers and other Senior Executives.
- Regarding the internal functioning of the organisation there is a need to improve communications and trust. This cannot be done through a training programme as envisaged earlier but through establishment of a number of systems and processes around organisational tasks. Some of these systems are suggested below.

- **Weekly Review Meetings of Production and Marketing:** Every week on a specified day all the senior managers (about 10-15) should get together and review the progress in the week and discuss plans for the next week. Each head of the department or one of his managers should present a review of the previous week's activities, accomplishments, difficulties as well as plans and suggestions for the next week. The Chief Executive can share any information he has about the external environment and also use this meeting as a mechanism of understanding problems, solving them, fixing accountability and reviewing progress. In subsequent years the frequency of such meetings could be reduced.
- Every manager/officer should have his key accountability areas identified and should be given full responsibility. Every manager should have a specific task not overlapping with his boss or subordinate as far as possible and he should be assessed for it once a year. A formal system of performance appraisal should be introduced in the company. Each manager may be encouraged to write down his own performance and accountability areas and these could be discussed generally in a seminar form.
- The present efforts to consolidate human resources has reached a meaningful stage. Before any one else is recruited it is necessary to do prepare a manpower needs and utilisation plan. This exercise may become meaningful if done along with recommendation.
- A number of management systems need to be introduced that can reduce costs and increase efficiency. On the basis of the interviews it is difficult to pin-point what is lacking but it may be worthwhile examining the scope for improvements in the following areas.
  - i) **Management Accounting and Control Systems** (The finance Department with its computer cell may be capable of doing it. Their time utilisation for productive matters need an examination. Their potential is probably not being well utilised now).
  - ii) **Materials Management** (although managers claim substantial improvements, there are reasons to believe that this needs some attention, specifically the inventory management for raw materials).
  - iii) **Improvements in packaging and company image.**
  - iv) **Strengthening the competencies of marketing staff.** It may be useful to get them together once in a while and then promote their initiative-taking and aggressive selling qualities.
  - v) **Exploring new product lines.** Specially the R&D efforts have to be streamlined. Their accountability should be fixed. They should be given freedom and some working arrangements to test out the products evolved by them need to be made.
- It is useful to stop all further retrenchment, specially at higher levels. Identify clearly the areas where very manager has to contribute, fix up their accountability, given them freedom and time to demonstrate their competence and have trust in them till then.
- The company has given enough financial and other welfare incentives, whose value is probably not seen due to job insecurity. It is time that they are provided with job-securities.
- The Chief Executive and the General Managers should spend their time on larger issues relating to the company and its future and leave the day-to-day operations management largely to its managers.



---

# UNIT 11 WORKSHOPS, TASK-FORCES AND OTHER METHODS

---

## Objectives

After going through this unit, you should be able to understand the process of:

- workshops in analysing the problems involved in the organisation
- task-forces, i.e., a group of employees constituted by the top management help in analysing an organisation
- observation method helps in diagnosing the problems of an organisation.

## Structure

- 11.1 Introduction
- 11.2 Diagnostic Workshops
- 11.3 When to Use Workshops
- 11.4 Task-forces and Internal Teams
- 11.5 Other Methods
- 11.6 Summary
- 11.7 Self-assessment Test
- 11.8 Further Reading
  - Appendix 1—Workshop Method: An Illustrative example of a Fast Food Chain
  - Appendix 2—Force Field Analysis

---

## 11.1 INTRODUCTION

---

While questionnaire and Interviews are very popular and most commonly used methods, in the recent past workshops and internal-task forces are also becoming very popular. There is greater involvement and team-work involved in workshops and task forces as compared to questionnaire. External help is minimised in task-forces and workshops and sense of purpose is high as teams of employees are involved in diagnosis. Hence these two methods are explained in some detail with illustrative examples. Observations and other unobtrusive measures are additional diagnostic tools. They are also described briefly here.

---

## 11.2 DIAGNOSTIC WORKSHOP METHODOLOGY

---

In the Workshop Methodology participants (employees) of an organisation are assembled in groups (usually ranging between 20 to 30) for purposes of diagnosis. They are divided further into small groups (usually with a size of 6 to 8) and are requested to discuss a particular issue and diagnose the situation. SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) or Force Field Analysis or Symptoms - Sources - Solutions - Action Plans analysis are conducted by the small groups with respect to a given issue/problem/dimension needing the study. The following procedure is normally followed in the workshop methodology.

**Defining the Problem/Issue for Diagnosis:** First it is important to clearly state the problem or issue at hand before the decision to use workshop methodology is taken. The problem may be general or specific.

### Examples of General Diagnosis

- a) The organisation is wanting to improve its general performance through improving the productivity and motivation of its employees. The present level of motivation and efficiency of employees at all levels is considered to be good but there is a feeling expressed by several categories of people that it can be still better. What is contributing to the present level of efficiency and what would help improving it.
- b) The organisation is wanting to diversify. New units are expected to be added in the same locations. Some of the existing staff may have to look after the new units also with appropriate rationalisation of work loads. What are the factors that should be taken into consideration for implementing the diversification decisions?

- c) There is general feeling that the employee motivation is low and organisational health is poor. What are the reasons? What are the critical variables that could be dealt with?
- d) The organisation is simply interested in improving itself. What are the ways in which the organisational functioning could be improved?

**Examples of Specific Issues**

- a) The organisation is interested in changing the performance appraisal system and strengthen the open culture. What are the problems and possibilities? What do people feel about the existing appraisal system? What changes do they want?
- b) The absenteeism is on increase in some departments. What are the reasons? What could be done?
- c) The organisation would like to improve the team spirit and interdepartmental collaboration. What is contributing to team spirit to-day? How to enhance it?
- d) The organisation would like to introduce computers in several sections. What is the existing situation and what steps/variables should be considered for an effective implementation?

The process of defining the problem itself is important. To define the problem itself the top management team may need to have a meeting or a series of meetings. Some times even outside consultants could be used who may conduct a few preliminary interviews and make an assessment of the problem. While it is important to define the problem/issue before the workshop is convened, the facilitator of the workshop should be open enough to go beyond the stated problem if the workshop participants indicate the need for the same

- **Preparatory Work** In addition to developing clarity about the problem it is necessary to plan for the workshop in terms of the composition of the groups, introducing the problem, presentations, class-room facilities etc. The participants called for the workshop should be those concerned with the problem/issue, those affected by it and those who are likely to contribute to the diagnosis and subsequent improvements. The workshop participants should be selected in such a way that there are not too many levels of hierarchy present in the same workshop. This is because juniors may feel inhibited to talk about the problems in the presence of seniors. If the group is small and if people of different hierarchial levels get included the sub-groups in the workshop may be so composed to take care of any inhibitions.

- **Workshop Itself** The workshop may begin with an introduction by the Chief Executive/ Unit Head/Sponsor of the diagnostic study. However, after the introduction it should be left for the facilitator to conduct the session. It is advisable if the sponsor of the study is not present during discussions in order to facilitate free expression of views. However, he could join the workshop at the end to listen to presentations. Some times the culture of an organisation may not be open enough even for that. In such cases, the sponsor of the study could be given a presentation by the facilitator himself.

Thus the workshop itself would consist of four groups of activities:

- i) Legitimation by the top management in terms of introducing the study, the facilitators, plans for use of diagnostic data etc.
- ii) Rapport Building by the facilitators in the form of explaining the meaning of diagnosis, sharing experiences of other organisations, explaining importance of the data they generate, assuring confidentiality, explaining the rationale for group formation, announcing the groups or forming the groups there itself on the basis of suggestions by the members, and introducing the methodology.
- iii) Group work where the groups will use Force Field Analysis, SWOT Analysis or Source-symptoms-Action Plan Analysis.
- iv) Presentation by groups consolidation of data and prioritisation of variables for action etc. and closing.

The atmosphere in the workshop should be free, open and informal.

The facilitator has to play a major role in creating this atmosphere.

Some examples are presented in the Appendix explaining SWOT Analysis and Force-Field Analysis, Plans Analysis. All the three are good diagnostic tools and throw up a lot of useful diagnostic information.

## 11.3 WHEN TO USE WORKSHOP METHODOLOGY

Workshop methodology could be used under the following conditions:

- If the problem/issue to be discussed is believed to be amenable for improvements, solution.
- The decision-makers or the top management of the organisation are committed to bring about change/improvements in the situation and are willing to invest some resources for it.
- The organisation values participative processes and there is some amount of openness or willingness to participate and share organisational concerns.
- Involvement of employees becomes important for solving the problem.

## 11.4 TASK FORCES AND INTERNAL TEAMS

In India many organisations use internal task forces for organisational change. A number of Organisational Designers and OD Consultants make it compulsory for the organisation to appoint an internal task force to assist the facilitator in the change process. A task force is a group of employees of an organisation constituted by the top management and charged with the responsibility of working on a specific task/assignment in addition their formally assigned job specific roles. The task force when constituted should have terms of reference. Normally, each task force has a convenor, a secretary and a set of resources to complete the task. The terms of reference should contain the details of the purpose why the task force is constituted, the methodology they can use, the flexibility they have in reformulating or redefining the job given to them, the resources they have, the assistance they need/expect from other employees, the time frame and office bearers. When such task forces are constituted, it is customary to make an announcement of the task force and its terms of reference (at least a summary of it) to all employees (at least to all those concerned with the issues) of the organisation.

The task forces may work independently or under the general direction/guidance of the Chief Executive a Top level Manager (like a Director) or a Consultant or Facilitator.

The work of the task force is time-bound. Thus an organisation can use any number of task forces depending on the problems/issues are willing to take up.

Normally, the task forces are constituted for diagnosis of specific problems and working on specific issues. General organisational diagnosis is not entrusted to task forces as such diagnosis can be done better through the earlier outlined methods. However, OD Consultants are known to use task forces as sounding bodies when they use questionnaires, interviews and the workshop method. The task force can be used as an overseeing mechanism, guidance mechanism for analysis of data and presentation of the data gathered from other sources and preparing action plans. The following steps used by a Performance Appraisal task force are illustrative of the way the task forces function.

**Appointment** The top 20 Executives including the Chief of an Engineering company constitute an "Organisation Development" or OD Group. They meet every quarter to review the progress of the organisation specially with reference to its human processes. Every time they meet, they meet for about 2 full days to discuss all issues. In one of the meetings they identified a large number of areas needing changes, improvements for better functioning of the company. Of the 20 and odd issues/areas/problems identified size issues were listed as priority items (e.g. Performance Appraisal, Rewards, MIS etc.). They constituted six different task forces, one each to deal with the six areas. While the Convenor and Secretary of each of the task forces are drawn from these 20 the membership of the task force went beyond the top 20. In some of the task force junior level executives were also included. Each task force was given a terms of reference and target date for completion of their diagnosis and preparation of recommendations. The task forces were required to keep presenting their interim reports to the OD Group.

**Performance Appraisal Task Force** This task force consisted of three senior executives. They were given the freedom to engage a consultant to help them. The task force is to evolve a open system of performance appraisal. They were also required to design a format and a manual keeping in mind the concerns expressed by the OD Group. They are also required to assist in implementing the system the operational aspects of which will be taken up by the personnel department.

**Initial Meetings** The task force had a few initial meetings to clarify their own role and list various activities they need to undertake. They decided to commission a quick study of the attitudes of employees (officers and executives) to the existing appraisal system and their preferences for what should be included in the new system. They decided to put a couple of young MBAs to design the questionnaire administer it, analyse it and prepare a status report. They simultaneously decided to take the help of a consultant to help them design and implement the system.

**Evolving a Format and Objectives** After the survey was conducted the task force had a series of meetings and identified the main and sub-objectives of the appraisal system. They have also identified the components and prepared a format incorporating these objectives.

**Testing out the Format** The task-force then identified a representative sample of executives and contacted them individual for testing out the format. Each member interviewed a few executives. The interview consisted of explaining the objectives and format to each executive and taking their views and reactions to it.

**Preparing a Manual** On the basis of this preliminary try out the task-force prepared an accompanying manual and also finalised the performance appraisal system.

**Preliminary try-out** The task force then conducted a series of orientation-cum-trial workshops to introduce the new system. After such workshop again views and opinions of executives were obtained. Six members after the workshop another series of interviews were conducted to diagnose the difficulties experienced by executives in implementing the system.

**Reporting to OD Group** Periodically the task force went on reporting to the OD Group. After the first round of trials a decision was taken to implement the new system and the task force was dissolved and other monitoring mechanisms were worked.

• Although all details of the working of the task-force are presented here, the above description may make it clear the way task-forces function. Since they are drawn from the practicing world and their time is valuable, the task forces mean business. Their diagnosis may be continuous and forms a part of the action plan. The task-force mentioned above went on diagnosing the mood of the people and the process support required to implement the new appraisal system. They used interviews, workshops, surveys, informal discussions and their own observations as diagnostic tools. They have also combined diagnosis with continuous action.

---

## 11.5 OTHER METHODS

---

Other methods like observation and analysis of factual information records etc. could also be used for organisational analysis. However, they have serious limitations and are not very popular in India.

### Observational Methods

This method is most useful when an outside consultant is used for diagnosis. Insiders are most often blind to the events and data that are a part of the organisation. An outsider could observe a number of things. For example, the behaviour of people when the work hours begin in the morning, at the time of the close of working hours, the notices displayed, the work organisation, the behaviour of people in meetings, the kind of memos written to each other, tea and lunch breaks, canteen and the way it is organised, behaviour of employees in the organisation etc. could be observed and inferences made.

#### The main limitations of this method are:

- i) Not all processes are amenable to observation and the observer's own biases get reflected in observations. Observation methods could be used as preliminary diagnostic tools. Unless they are supplemented with interviews or other methods a good quality diagnosis may be different, Nadler (1977).
- ii) The basic strength or weakness of observation as a tool is that the observer is the data-collection instrument (as opposed to the questionnaire as the observation instrument). A sensitive observer making use of an effective structure for observation can be an effective data-collection tool. An observer who has little sensitivity and no guiding structure may spend hours observing, see nothing, and report no usable data.



## Secondary Data and Unobtrusive Measures

Records maintained by organisations can be very useful sources. Now-a-days with easy accessibility of computers most organisations collect and store a lot of data. Absenteeism rates and patterns, grievances, costs, delays, work performance records, attendance at meetings, circulars and other office communications provide ample opportunities for diagnosis.

Minutes of meetings, points of view expressed in meetings etc. also offer enough insights. These methods unfortunately are less frequently used. For example, analysis of performance appraisal reports can give a lot of significant data about the problems and difficulties of employees, their competency gaps and so on. Similarly an analysis of the delays in submitting reports (MIS, budgets, appraisals, reward recommendations), leave applications complaints etc. may also provide significant insights.

Workshops, Task-forces and  
Other Methods

---

## 11.6 SUMMARY

Every method has some advantages and some limitations. Interviews have the advantage of studying the problems in depth and offering scope for generating and testing many hypothesis. Task-forces are very useful in continuous diagnosis and implementation. Questionnaire provide systematic information and comparability with other organisations and of the same organisation at different points of time is enhanced. Observations and secondary data provide direct insights into the existing situation and are factual. The quality of diagnosis is likely to improve if a number of methods are used simultaneously than relying on a single method.

---

## 11.7 SELF-ASSESSMENT TEST

- 1 When do you use Work-shop method for Organisational diagnosis? Explain in detail the process of Work-shop method?
- 2 What are Task forces and Internal teams?
- 3 Explain the method of observation and its limitations.

---

## 11.8 FURTHER READING

D.A. Nadler. *Feedback and Organisation Development: Using Data Based Methods.*  
Addison Wesley Publishing Company, 1977.

---

## APPENDIX 1: WORKSHOP METHOD FOR ORGANISATIONAL DIAGNOSIS: AN ILLUSTRATIVE EXAMPLE OF A FAST FOOD CHAIN

The Fast Foods Chain (FFC) is located in a metropolitan city. It has over a 100 outlets in the city and is planning to open at least another 200 in the next 2-3 years. The FFC has become so popular in the city that there are demands from other cities to open their branches. There is a master kitchen in the city where some of their popular items are made and distributed every day to the restaurants. Their Pizzas, Juices and Ice Creams are very popular. Their head office consists of about 20 officers and 30 support staff. Their employee strength is about 100 in the master plant and about 2,000 in the restaurants. Each restaurant has an officer in-charge and reports to the area manager. There are 8 area managers in the head office looking after the various restaurants. The FFC is a partnership firm. The organisation is in the process of expansion but problems are already in the rise in some of its restaurants and in the master kitchen. In order to plan better for expansion the headquarters team decided to take stock of the existing situation. An OD Consultant was appointed to study the existing strengths and weaknesses of the organisation, its ability to cope with increasing business in the coming years and the preparation required for the same. For this diagnosis

the consultant interviewed all the headquarters staff individually and a sample of restaurant managers. Since he could not get to interview all restaurant managers and at the same time interested in getting as many views as possible he requested for a workshop of the restaurant managers. 3 managers were called from each region for the first workshop.

After explaining the purpose of the workshop they were divided into 3 groups distributing the managers from each region into different groups. Some of the managers worked earlier in the head-quarters office as their jobs are transferable. The following is a sample of items mentioned by the 3 groups as a part of their SWOT analysis. The list is illustrative and not exhaustive.

#### **Strengths**

- 1 Informality and accessibility of top management. Any one can approach them at any time.
- 2 Fast decision-making at the top.
- 3 Moderate pricing of all food items.
- 4 Good quality of food items supplied by them.
- 5 Committed managers of restaurants.
- 6 Good advertisements and publicity.
- 7 Excellent co-ordination between master kitchen and restaurants.
- 8 Honest and sincere top management.
- 9 Concern of management about the Welfare of Staff.

#### **Weaknesses**

- 1 Top management is conservative in financial investments.
- 2 Outdated kitchen machinery.
- 3 Lack of cleanliness in master kitchen, partly due to outdated machinery.
- 4 Top management is too flexible. Today's decisions may get changed tomorrow.
- 5 Too low salaries for staff.
- 6 Unionism setting in the employees.
- 7 No autonomy to Restaurant Managers. For every small decision they have to go to top management.
- 8 Too much of paper work as too many daily returns are to be submitted to headquarters office.
- 9 Understaffing of some restaurants.
- 10 No one looks after personnel development and training needs of staff.
- 11 Poor facilities in restaurants for staff.
- 12 No reward system for better performing restaurants.
- 13 Some of the staff are not motivated. At the same time it is difficult to get new staff.
- 14 People have to work too hard. No time for relaxation for restaurant managers and no compensation. Head-quarters people are less burdened.

#### **Opportunities**

- 1 Demand from other cities to open their chain.
- 2 Diversification into frozen foods vegetables, bakery, cool drinks and other areas.

#### **Threats**

- 1 Break-up in the partners in the event of conflict. The FFC cannot afford it.
- 2 Competitors may enter the market and may be able to offer better environment to customers.
- 3 Deterioration in quality of foods with expansion.
- 4 Unionization of staff.
- 5 Increasing Fast Food restaurants in number and quality.

## APPENDIX 2: FORCE FIELD ANALYSIS AS A DIAGNOSTIC TOOL\*

Force field analysis is a systematic way of analysing any given problem situation with the objective of identifying the possible solutions to improve the existing situation. Force field analysis is based on the assumption that any given situation at a given point of time can be understood as a resultant of two types of forces acting on it. The first type of forces are called the driving forces (or facilitating forces), and the second type are called the restraining forces (or inhibiting forces). Every situation or a given problem has an objective or an end state which is desirable. In order to reach the end-state a number of things may have to be done. At a given point of time the movement towards the goal or the end-state can be assumed as stationary. This equilibrium can be understood as a resultant of the two types of forces mentioned above. Driving forces are those that push the existing situation towards the ultimate goal that is desired. These forces facilitate the movement towards achieving the goals. The restraining forces are those which hinder the movements towards the goal or act against it.

A force field analysis of the marketing of handloom products is presented in Exhibit 1. The goal the group had in mind was to increase the marketing of handloom products from 40 to 80 per cent in a single year. The analysis was done in a workshop of Managers and other Executives in charge of Handlooms.

### EXHIBIT 1

Driving and Restraining Forces Operating on the Marketing of the Handloom Products  
Analysed Using Force Field Analysis.

Rating	
Very Strong	- 5
Strong	- 4
Somewhat Strong	- 3
Weak	- 2
Very Weak	- 1

<b>Problem :</b>	Handloom Marketing
<b>Goal Desired :</b>	To achieve 80% marketing of the products from the present level of 40% within a year and to continue it. Figures within the brackets indicate the strength of the force; 5 represent a strong force and 1, a weak force.

Driving Forces	Restraining Forces
1 Good foreign market available for handlooms (4)	Lack of improved designs and colour schemes (5)
2 Liking for Indian handloom (3)	High cost of yarn (3)
3 Delicacy in handloom texture and still in production (3)	High price of products (4)
4 Handlooms can cater to the needs of small requirements (4)	High cost of inputs (3)
5 Handlooms can cater to the need for special designs as per individual requirements (4)	Exploitation by master weavers (4)

\* Reproduced with permission from Udai Pareek, TV Rao and DM Pestonjee. *Behavioural Process in Organizations*, New Delhi, Oxford & IBH, 1981, Pages 262-269.

Driving Forces	Restraining Forces
6 Providing greater employment with less investment (4)	Lack of publicity (4)
7 Local market readily available (4)	Lack of appreciation of handloom products (4)
8 Availability of traditional craftsmanship (5)	Lack of purchasing capacity (4)
9 Use of new fabrics in handloom (3)	Competition from powerloom mill sectors (5)
10 Flexibility and wide range of production (3)	Lack of good finishing facilities (4)
11 Availability of sales subsidy (4)	Government requirement being met from powerloom and mill sector (3)
12 Availability of export incentives (3)	Non-availability of yarn (2)
13 Good demand in handloom garments and make-ups (3)	Fluctuation of yarn price (3)
14 Government encouragement in various forms (3)	Outdated looms in utilisation (4)
15 Preferential government purchases (3)	Lack of market research (5)
16 Lack of standardisation (5)	
17 Lack of quality control (5)	
18 Lack of quality consciousness (5)	
19 Inadequate salesmanship (4)	
20 Lack of window displays (4)	
21 Lack of holding capacity (3)	
22 Lack of incentives to salesmen (4)	
23 Lack of commission agents (4)	
24 Lack of sales drives and exhibitions (4)	

Exhibit 2 deals with the objective of bringing as many weavers as possible into the hold of weavers' cooperatives. At present weavers are reluctant to join cooperatives. It is aimed at getting at least 60 per cent of the weavers into cooperatives.

## EXHIBIT 2

An Analysis of the Factors Influencing Weavers in Joining the Cooperative

Driving Forces	Rating of the strength of of the force
1 More average income	(4)
2 Sense of ownership	(2)
3 Participation in democratic management	(2)
4 Government assistance in the form of loans and subsidies	(4)
5 Package of incentives for modernisation	(4)
6 Continuous employment	(5)
7 Provision of housing facilities	(4)
8 Training and education facilities	(3)
9 Sharing of surplus in the form of dividend	(3)

- |   |     |
|---|-----|
| 10 Elimination of middlemen                                     | (4) |
| 11 Collective bargaining powers in the purchase of raw material | (3) |
| 12 Supply of quality inputs which facilitates weaving           | (4) |
| 13 Open and voluntary membership                                | (1) |
| 14 Availability of processing facilities                        | (3) |
| 15 Assured marketing facilities                                 | (3) |
| 16 Financial assistance for marketing in the form of rebate     | (4) |
| 17 Institutional finance at concessional rate                   | (4) |

#### **Inhibiting Forces**

- |  |     |
|--|-----|
| 1 Ignorance about the benefits of the cooperative form of organisation   | (5) |
| 2 Sentimental and traditional attachment to master weavers   | (4) |
| 3 Financial loyalty to master weavers  | (3) |
| 4 Mismanagement of cooperative societies   | (4) |
| 5 Dormancy of cooperative societies  | (4) |
| 6 Obligation to contribute share capital   | (3) |
| 7 Non-availability of consumption finance  | (5) |
| 8 Weavers lured by higher wages by master weavers during peak season   | (3) |
| 9 Strict insistence of quality control in cooperative societies and likely discontinuance of work for substandard work | (3) |
| 10 Compulsory deduction from wages for contribution to thrift fund   | (2) |
| 11 Politicisation of managements of cooperative societies  | (2) |
| 12 Economic non-viability of cooperative societies   | (4) |
| 13 Availability of finance under DPI scheme  | (4) |
| 14 Lack of interest shown by the government in managing cooperatives   | (4) |
| 15 Lack of managerial capabilities in those managing cooperatives  | (4) |
| 16 Lack of personal touch  | (5) |

#### **New Forces (Brainstorming)**

- 1 Enrolment of project weavers wherever feasible.
- 2 Provision of consumption finance from government through cooperative societies.
- 3 Obtaining contribution by government to the thrift fund contribution by weavers.
- 4 Director of handlooms to be vested with all powers of Registrar of Cooperative Societies in relation to Weavers Cooperative Societies
- 5 Fixation of minimum wages for weavers.
- 6 Extension of Bonus Act to handloom weavers.
- 7 Extension of gratuity and old-age benefits to weavers.
- 8 Extension of ESI benefits to weavers
- 9 Strict enforcement of reservation orders.
- 10 Director of Handlooms to be delegated with enforcement powers in relation to reservation orders.
- 11 Compulsory purchase by government and semi-government organisations from cooperative societies.
- 12 Liberalisation of managerial subsidy and caderisation.
- 13 Matching contribution for rebate by centre for the duration the states give.

The above analysis was done by a group of managers employed in the handlooms sector. After the analysis the managers decided that they can not do anything about the following forces as they are not within their control:

Driving forces: 7, 8, 9, 10, 13, 16 and 17.

Inhibiting forces: 2, 3, 6, 7, 10 and 11.

From among driving forces they chose the following forces for strengthening further: 3, 11, 14 and 15.

They also chose the following inhibiting forces for weakening them:

1, 4, 8, 13, 14; 15 and 16. In addition they decided to explore the possibility of adding some of the new forces suggested. On the basis of these further action plan were worked out for implementation.

The forces identified in force-field analysis may have different strength. Some forces may contribute highly towards the movement in the forward or backward direction in achieving the goal. Some forces may be very weak. Some forces may be irreversible or unchangeable. Some other forces may be easy to change.

In using force field analysis as a technique of organisational diagnosis and problem solving the following steps are followed:

- 1 Define the ultimate goal or objective or the desired end-situation.
- 2 Locate the existing situation diagrammatically on a straight line where one end of the straight line represents the desired goal state and the other end represents starting point (for example see Exhibit 3 which presents data from Exhibit 1).
- 3 List the various forces that are blocking the movement towards its goal and those that are acting against the movement. Brainstorming in group settings has been found to be very useful in making an exhaustive list of restraining forces. As many forces as possible should be listed without debate. There could be differences of opinion on some but it is useful to list even controversial forces.
- 4 Make an exhaustive list of driving forces as above using brainstorming techniques. Some of the driving forces may be just opposites of the restraining forces.
- 5 Using brainstorming techniques add as many new forces as possible to the existing list of driving forces. At this stage do not think of the possibilities. It is useful to suspend rationalistic thinking in brainstorming and merely list them.
- 6 Quantify the strength of each forces (both restraining and driving forces) a 5-point scale (where 5 indicates that the force is very strong and point 1 indicates a weak force in the direction indicated).
- 7 Remove all the forces one by one through discussion about which the problem-solving group has no control or can do nothing about it.
- 8 Select those driving forces which are very weak. Identify the mechanism of strengthening these forces through discussion.
9. Select new forces which could be added and identify the mechanism of introducing these forces through discussion.
- 10 Select the strong forces among the restraining forces. Identify the mechanisms of weakening these forces.
- 11 Identify the mechanisms of removing some of the restraining forces.
- 12 Work out an action plan to introduce change to bring out the desired end-state.

Force field analysis does not require any special skills for using it. It is a systematised approach towards problem solving. The use of force field analysis in groups has been found to be an effective way of bringing about change. There have been several experiments conducted in the past which indicate that through a systematic analysis of this kind, change can be brought in easily.

Managers and administrators when faced with problems or when they find that they have not been able to achieve targets they desired, it is useful to have a group meeting of their staff or team members and do a force field analysis of the situation. They should be prepared to spend at least half a day to one day on this. Familiarisation with brainstorming techniques

would help greatly in conducting such sessions effectively. Force field analysis helps in systematically analysing the problems and the involvement of those who are expected to implement change in identifying the change strategies increases commitment. It has other advantages of increasing morale, getting people to know to solve their problems at their levels, enjoyment of work and so on. A great degree of resistance to change can be countered with this techniques.

The driving and restraining forces are diagnostic dimensions of the problem or situation. This technique could be used for a specific situation or for general diagnosis of an organisation.

**NOTES**