

**5. TRAINING METHODOLOGY – GROUP DYNAMICS TRAINING
AND ORGANISATIONAL CHANGE**

5.1

AHMED ABAD

**Management and Organisation Development -
a Behavioral Science Approach**

Rachna Prakashan

New Delhi

(India)

1973

pp.148

The book addressed to Indian Students of Behavioral Science, provides a text and context of organisation development as an effective technology for bringing about planned change. The author has examined two issues which are most relevant to the Indian Scene, (i) the understanding of managerial role, and (ii) the use of behavioral science in management. According to him, managerial role is distinguished from non-managerial role by its decision-making and leadership dimension. It has also been argued that while the decision-making role has been strengthened during recent years through the advancement of knowledge in quantitative methods, the leadership role has, of late, been facilitated by the growth of applied behavioral science.

5.2

ALPANDER
GUVENT G.

**Planning Management Training Programs
for Organisational Development**

Personnel Journal

Swarthmore, PA

(USA)

53(1)

January 1974

pp.15-19

The author explains that every effort should be made to reinforce managerial or non-managerial training and provide conditions to support development programs since organisational development is a long-range effort to improve problem solving process. An outline of seven program units is indicated and the supporting instructional approaches are explained. The method of instruction for the units will range from extremely leader-centred and structured approach to a participant-centred laboratory approach. There will be a combination of the degree of directiveness required for guidance, with the degree of participation necessary for learning. At various stages during the development program, key executives should be used to supplement the concepts introduced by the conference leader - either an outside consultant or an in-house trainer.

5.3

- ANDREWS J.D.W. International Challenge: a source of growth in laboratory training
- Journal of Applied Behavioral Science** Arlington
(USA) 9(4) 1973 pp.514-533

This study tests the hypothesis that growth in human relations training is furthered by working through challenging personal relationship. A high-challenge relationship is one in which the parties hold expectations that are not fulfilled by the other's behavior, so that interaction is problematic. In this study, interpersonal expectation and behavior styles were measured with Leary's International Check List and greater individual growth was measured by a Critical incidents questionnaire. The groups that made the greatest progress according to trainer ratings contained many high-challenge pairings.

5.4

- ANI E. OKEREKE Human Relations and Management: Nigerian Experience
- Vikalps** Ahmedabad
(India) 4(1) 1979 pp.1-8

The article highlights some of the factors that hinder good human relations in Nigeria's work situation. These include bad examples from top officers, ineffective performance arising from overstaying in top positions, and poor supervision. Better supervision, training, promotion of capable officers and rotation in top appointments are recommended.

5.5

- ARNOFF J. & LITWIN G.H. Achievement motivation training and executive development
- Journal of Applied Behavioral Science** Arlington
(USA) 7(2) 1971 pp.215-29

The paper reports the results of a two year follow up study of the performance of participants of an experimental achievement motivation training programme as compared with the performance of a matched control group who participated in a usual management development programme. It is indicated that the former group had

as measured by a set of job indicators. The authors explain that the potential of achievement motivation training should be explained in management development programmes.

5.6

BERGER M.L.
& P.J.

Group Training Techniques

Halset Press

(Canada)

Toronto

pp.191

The purpose of this book is to introduce the reader to a variety of the major group training approaches - the managerial group, T-group training, in-company management training, team development training, and organisation development. It illustrates how particular organisations have used the approach, describes some recent research concerned with increasing training effectiveness and provides guidelines for the implementation of group training. The text contains articles written by practitioners which describe and illustrate group training approaches. Part One refers to group training approaches, Part Two is about training on-going work groups, Part Three describes the research on the effectiveness of training and Part Four is addressed to the trainer. A course for training of trainers is outlined.

5.7

BURKE W.W.

Organisation Development in transition

Journal of Applied Behavioral Science

Arlington

(USA)

12(1)

1976

pp.24-43

The author analyses and describes the changes that have occurred within organisation development over the past twelve years. These changes primarily include value shifts, expanded technology and theory, modifications in organisation development strategy and a growing legitimization of organisation development as a field. It is argued that the development of organisation development has been adaptive rather than deliberate and planned. The author has suggested some recommendations for the future survival of organisation development.

5.8

CAHOON ALLAN R. O.D. An Alternative approach to organisational change

Canadian Public Administration Toronto
 (Canada) 16(4) 1973 pp.685-693

A review article, analytically describes the approaches of Bennis, Backhard, Blake and Mouton, Lawrence and Lorsch, Schein and Walton. OD is defined as an applied organisational theory that uses behavioral science theory and technology and humanistic assumptions of individuals and groups and applies them to organisation design and change. It usually involves action research, intervention, structured activities, and an acceptance of the necessity of planned change. Basically, OD is a long range attempt to improve its internal problem-solving capacity. It is directed toward integrating the needs, goals, and objectives of the organisation with the needs of the individual for participation, growth, and development of the job. The inherent role of training as part of the OD approach is discussed.

5.9

CAPELLE RONALD G. **Changing Human Systems**

International Human Systems Institute Toronto
 (Canada) 1979 pp.320

Different levels of intervention in human systems are discussed e.g. intrapersonal, interpersonal, group (family or work team), intergroup, organisation, interorganisation and community. The role of training in group and organisational change is analysed. Appendix provides an annotated bibliography.

5.10

CARTER ROBERT N. OD Strategy for Today's Training

Training and Development Journal Madison, Wis
 (USA) 29(4) April 1975 pp.28-30

The impact of new social and economic developments places more and more demands on the trainers. There is need for training which can yield positive, measurable results. The author argues that these kinds of goals are attainable by modern organisational design and development technique involving group team work.

5.11

COOPER CARY L. Adverse and Growthful effects of experimental learning groups: the role of the trainer, participant, and group characteristics

Human Relations

New York

(USA)

30(12)

December 1977

pp.1103-29

The composition of experimental learning groups is explained in the context of training results. It is indicated that the participants constituting the group have interactions which puts demands on the role of the trainer, his comprehension and competence. The trainer, the characteristics of the participant and the group will finally determine the learning aspects of the groups. This can lead to adverse consequences or to growth. The trainer has a significant contribution to make provided he understands the implications as reflected in the experimental study.

5.12

COOPER CARY L. **Development Social Skills in Managers - Advances in Group Training**
(ed)

Association of Teachers in Management

London

(UK)

1975

pp.165

The purpose of the book is not to prescribe to managers the sort of courses from which they would benefit but rather to elucidate the major issues and conclusions regarding the group training. Fourteen contributors relate their experience and assessments in four lectures covering: evolution and development in experiential group methods, what makes an effective group, experiential group designs and applications of experiential group methods. Peter Smith, whose studies into the effectiveness of T-groups are well known, finds that durable outcomes are achieved once learning is internalised. This internalisation is more likely to occur when groups contain diverse and even incompatible members, and where the group leader is liked and trusted.

5.13

COOPER C.L. &
MANGHAM I.L.

T-Groups: A Survey of Research

Wiley-Interscience

London

(UK)

1971

pp.283

The research presented in the book is both basic and applied. The objectives of the book include: (1) to provide the practitioner with a compendium of the empirical literature into the effects and dynamics of T-groups in order that they may be in possession of information necessary in making practical decisions associated with organising and the conduct of T-group training; and (2) to provide the researcher with an up-to-date account of T-group research, which will clarify the present state of research and help decide what should constitute the research focus in the future. The first three chapters evaluate the effectiveness of the T-group, the next three attempt to review the studies concerned with the process or dynamics of the group, concentrating on the trainer behavior, group composition and intra-group dynamics. The final chapter attempts to follow the fate of the group by reviewing the studies concerned with assessing the course of development of the T-group.

5.14

COOPER CARY L.

Taking the terror out of T-groups

Personnel Management

London

(UK)

9(1)

January 1977

pp.22-26

Since experiential learning principles are so different from traditional methods of human relations training, there has been an unparalleled research effort to evaluate and assess the effectiveness of these approaches. One of the sets of studies indicate evidence of participants becoming more 'psychologically distressed or employing more maladaptive mechanisms'. The article surveys the positive effects, adverse factors and benefit factors. The need for trainer development programmes in this category of training is stressed. In addition group leaders in these types of learning experience should have extensive group experience prior to 'solo training' where they receive feedback, try out different behavior styles and learn to cope with variety of phenomenon.

5.15

CHOWDHRY KAMLA & **Understanding Organisation Behavior -**
KAKAR SUDHIR **Cases and Concepts**
(eds)

Tata McGraw-Hill, Publishing Co. Bombay
(India) 1971 pp.670

The volume consists of cases in Organisation Behavior and readings in Behavioral sciences, for use and training of potential and practising managers in India and other developing countries writers. Each section consists of selected readings to provide a conceptual framework for the understanding and analysis of the cases included. Most of these cases are drawn from a variety of organisations and reflect the existing situations in India today. The cases and readings are selected from the point of view of what is considered relevant to the young managers in the Indian context leading to effective handling of human problems in organisation.

5.16

COWLING A. **Definition O.D.**

Industrial Society London
(UK) 56 Jan./Feb. 1979 pp.22-4

The author conceives of O.D. as a program of planned change in an organisation, designed to achieve the support of the individual and groups, to treat the organisation as a whole, and to bring about a more effective human organisation. Two principles are fundamental to O.D.; organisation is treated as a whole and change is never applied to one part without considering its overall effect, and to achieve positive change and effective organisation, attitudes have to be changed. There are a number of techniques used in O.D. which can be classified according to the degree of emphasis given to the process and the organisation but the success of any programme will ultimately depend on a genuine concern for human feelings.

5.17

DAYAL ISHWAR

Organisational Development: An Interim
Balance Sheet

Economic and Political Weekly

Bombay

(India)

VI(35)

August 1971

pp.310-4

The author explains that the achievement of organisational goals depend upon competence in interpersonal relations, team building and understanding the process of intergroup conflict and harmony leading to effective group working at different levels. Thus organisational development requires a clearer concept of differential role demands at different levels of an organisation and not merely an ability to function as members of groups. Strategies of development should consider the total realities of the organisational situations: the role of individuals and groups in organisations, and the individual differences among people. Training has an important intervention role to facilitate the process of development.

5.18

DUTTON R.E.

The Behavior Laboratory

Good-year Publishing

California

(USA)

1975

pp.194

The manual strives for participant involvement on the premise that more must come from the learner rather than the teacher. The instructor is a guidepost, not the server of knowledge. The manual is divided into four Units relating to Individuals, Small groups, Group interactions and Organisational change and risk taking. There are fourteen exercises.

5.19

EDDY WILLIAM B.
et al (eds)

**Behavioral Science and the Manager's
Role**

NTL Institute for Applied Behavioral
Science

Washington D.C.

(USA)

1970

pp.320

As part of its major goal to link theory and practice in the field of behavioral science, NTL Institute have compiled articles to help readers gain insight into this approach. This is with particular reference to that portion of organisational life which involves human behavior, interaction between people and the system, and

the impact of each upon the other. The emphasis is towards application as well as analysis and understanding. The material is organised to represent the major focus of the field. The focus includes leadership as an interpersonal process, the organisational social system and approaches to changing and developing the organisation. The objective is not to encompass the entire management process but rather to explore in some depth those aspects involving human interaction variables.

5.20

FISHER
VINTON D. Jr.

'A Training Strategy for Organisational Improvement:
A Case Study - The Development Administration
Training Program' in Rothwell Kenneth J. (ed)

Administrative Issues in Developing Economies

Heath D.C.

Indianapolis

(USA)

1973

The paper explains the background and program rationale including the program values and educational philosophy. The approach to develop the Institute's staff through planned staff development is noted. It is explained that a management training 'convert' who has seen the benefits of the training, is a prime factor in organisational improvement. Administrators should become more sensitive to personal and organisational training needs through the process of jointly setting an organisation's objectives and/or the means to reach these objectives. Finally, critical standards by which to select training programs are outlined.

5.21

ELLINGTON
JULIUS E.

Assessing Laboratory Training Using
Psychology of Learning Concepts

Training and Development Journal

Madison, Wis

(USA)

25(2)

February 1971

pp.2-7

The paper seeks to deal with several of the substantive criticism cited by psychologists and non-psychologists e.g. anxiety and T-group learning, reinforcement via the trainer and transfer through laboratory training. Also pinpointed are the results in relation to several key concepts of learning theory. It is stressed that several reported management evaluation efforts in this area have been undertaken with inadequate tools.

5.25

GOLEMBIEWSKI
ROBERT T. &
EDDY WILLIAM B.
(eds)

**Organisation Development in Public
Administration**

Marcel Dekker

New York

(USA)

1974

pp.280

The book brings together important papers concerning OD as it is applied specifically to public agencies. It considers a number of issues associated with OD applications, introduces some basic empirical processes and dynamics explaining why OD works, and provides guidelines and perspectives on whether to use OD in public administration. The role of a facilitator - trainer - is highlighted.

5.26

GOLEMBIEWSKI
ROBERT T.

**Renewing Organisation: The Laboratory
Approach to Planned Change**

F.E. Peacock

Ithaca, Ill.

(USA)

1972

pp.593

The book primarily deals with how individuals and organisations can go about making more effective choices, as well as coping better with change. The laboratory technology is new and only beginning to develop. The focus of the book is organisational development and it is dealt with in terms of orienting perspectives and theory, applications for individuals in organisations and probing potential futures.

5.27

HACON RICHARD
(ed)

Personal Organisational Effectiveness

McGraw-Hill

London

(UK)

1972

pp.304

The questions of increasing effectiveness of individuals and organisations through a greater understanding of the practical contribution of the behavioral sciences are discussed. The context of learning and motivation and the tasks of facilitators are outlined.

5.28

HARRISON K. &
COOPER C.L.

Decision and training issues in human
relations groups

Journal of European Training

Bradford

(UK)

4(3)

1975

pp.117-33

The paper examines some of the key learning objectives of group training. The variables to be considered in designing human relations groups are identified along with the training issues that emerge during the development of these groups. An attempt is also made to outline some of the criteria of an effective group learning process. The discussion makes reference to the role of the leader - the trainer - in the group learning situations.

5.29

HERSEY PAUL &
BLANCHARD
KENNETH H.

**Management of Organisational Behavior -
Utilizing Human Resources**

Prentice-Hall

Englewood
Cliffs, N.J.

(USA)

1969

pp.147

The focus of this book is on behavior within organisations and between organisations. The authors believe that an organisation is a unique living organism whose basic component is the individual and the individual is the fundamental unit of study. The concentration thus is on the interaction of people, motivation and leadership. The emphasis is on motivation and behavior, motivating environment, leader behavior and managing for organisational effectiveness. Issues in group dynamics and job demands are discussed as relevant for a trainer. A selected bibliography is provided.

5.30

HESSELING PJOTR

**The Implications of Behavioral Research
for Management Development: A Cross-Cultural
Perspective**

Centre for Management Development

Lagos

(Nigeria)

1975

pp.14

The paper assumes an overview of behavioral sciences and its application to management development in Nigeria. Firstly, two basic hypothesis are formulated on the role of management in a national development plan, viz: a need

for a convergent and a divergent strategy of development. A third hypothesis stresses cultural relativism and situational management methods as a more realistic assumption. Secondly, some suggestions are made for research into critical issues of management behavior that could be studied within a national development plan. The author feels that an important task in this context is the preparation of learning material including collection of new case studies. The next task will be evaluation and control of training. This can fill in the gap between training and praxis through continuous feedback from selected field situations.

5.31

HODGE B.J. et al **Organisational Behavior Cases and Situations**

Intext Educational Publishers		New York
(USA)	1974	pp.338

The case book aims to sharpen decision-making skills by describing a variety of situations in which organisational behavior concepts can be applied to typical problems. The cases are arranged under seven headings followed by suggested discussion questions. These are Organisation culture and social systems, Role and Status, Authority, Power and Structure, Motivation, Leadership, Management of Conflict and change, and Philosophy. There are 75 cases.

5.32

HOOLE A.F.P. **Group Relations Training**

Management Services in Government		London
(UK)	28(1)	1973
		pp.14-17

Group relations training is defined as training in which an important aspect is the study of inter-personal and group relationships and in which experiential learning in group situation is involved, leading to improved effectiveness of individuals in dealing with group situations. The article briefly describes the work done so far and more particularly to present the views of the Civil Service Department Committee of UK regarding this training. The issues identified by this committee are: identification of training needs; group relations training as part of the organisational development, management support, questions of internal and external training, and training staff including trainers.

5.33

HUSE E.F.

Organisation Development and Change

West Publishing

Boston

(USA)

1975

pp.448

The book describes the field of OD and provides the theory underlying it. It also analyses some of the more widely used approaches or techniques, their results and use. The book is divided into three parts. Part I describes the evolving nature and history of OD, Part II examines the concepts of change, planned change and action research, and Part III describes a number of interventions that do not "fit" into the typology of OD interventions. By implication the role of trainer leading the intervention is outlined.

5.34

INKE R.A. Jr.

**Internal Normative structure of
sensitivity training groups**

Journal of Applied Behavioral Science

Arlington

(USA)

8(4)

pp.421-437

The study attempts to study the internal normative structure of sensitivity training groups by identifying the normative patterns that govern member behavior and by examining the relative influence exercised by trainer and member over the establishment and maintenance of group norms. The findings demonstrative that members perceive the trainer to exert more influence than members; that norms supportive of interpersonal encounter are consistently perceived to be of primary importance, while norms supportive of conceptual processes play a lesser role in the groups normative structure. Some evidence is presented in support of an inverse relationship between trainer influence and member influence upon group norms. It is concluded that the learning environments in T-groups are not always mutually accommodative; the trainer largely determines the degree of mutual influence possible between trainer and member.

5.35

JOURE SYLVIA A.
et al Examples of overuse of Sensitivity
Training

Training and Development Journal Madison, Wis
(USA) 25(12) December 1971 pp.24-26

The report shows that the technique is differentially effective for separate groups of people. The technique is not to be applied without due consideration of the client system and the competence of the change agent. It is for the trainer to decide whether sensitivity training is an appropriate technique in a given training situation.

5.36

KAUFMAN HERBERT **The Limits of Organisational Change**

University of Alabama Press Alabama
(USA) 1972 pp.124

The book is primarily about change and incorporates four lectures delivered at the University of Alabama. The areas covered in the four chapters include: constraints on change, methods of overcoming them, ways in which the constraints reimpose themselves after change and some theoretical implications. The emphasis is an organisational change or change in organisations.

5.37

LIEBOWITZ B. Method for the Analysis of the Thematic
Structure of T-Groups

Journal of Applied Behavioral Science Arlington
(USA) 8(2) 1972 pp.149-173

A method to study group development overtime is presented. Participants in six T-groups rated the importance of 45 themes for six middle sessions of their group. A correlation matrix for each session was derived; these were averaged and the resulting average matrix was factor-analysed. Factor scores for individual and groups (by session) were derived. The group scores served as the basis for interpretive descriptions. The results of this and other studies are compared and criteria for a methodology to investigate group thematic structure are explored.

5.38

LIM A.Y. Organisation Development

Management Development

Management Services Dept./Civil
Service Staff Dev. Institute. Singapore

(Singapore) (8) June 1975 pp.4-8

The summary article reviews the growth of organisation development. The initiation of organisation development effort are outlined including the range of activities for the upgrading of knowledge and skills. Appropriate training exercises included relate to T-groups and Team Building.

5.39

LIZETTE MICHAEL A Brief Account of the Colloquium on the
Development of Human Resources in Africa -
CAFRAD

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXVIII(2) 1972 pp.217-18

The Colloquium, which included participants from Kenya and Nigeria, attempted an outline of a training programme for senior civil servants covering formal as well as in-service training. The projects identified included a comparative study of training problems in selected African countries and in other developing regions.

5.40

LOMRANZ J. et al A three-valued typology for sensitivity
training and encounter groups

Human Relations

New York

(USA) 26(3) 1973 pp.339-58

The paper describes a 'typology' consisting of three primary variants of training groups - interpersonal group, corrective - clinical group, and personal - expressive group. Later it is shown from an empirical study that the goals, and to a lesser extent, the techniques of groups as currently conducted are to some extent at odds with one another.

5.41

MALHOTRA ASOK K. Sensitivity Training: Values and Validity
& CHATURVEDI ANIL

ASCI Journal of Management Hyderabad
(India) 3(2) March 1974 pp.211-241

This extensive review article surveys the evolution of sensitivity training, its values, objectives and concerns, and the impact on organisations. The article also includes a detailed survey of research. It is explained that while there is a considerable agreement on the basic philosophy of T-groups yet there are wide differences regarding the relative emphasis of its various components. This had led to certain dichotomies like feeling vs thinking, learning vs therapy, process vs content, here-and-now vs there-and-then, experiencing vs skills etc. The specific objectives of any T-group are determined by various factors, most important among which are client needs and the trainer's attitudes. There is research evidence to show that T-groups have a positive impact on individual growth and maturity, even though the research efforts are not linked always with the specific objectives of a training programme. The authors feel in conclusion that comparative studies of differences in emphasis of sensitivity training and their relative impact upon different cultural settings can go a long way in clarifying the role of sensitivity training in personal and organisational development.

5.42

MILLER ERNEST G. The Impact of T-Groups on Managerial Behavior

Public Administration Review Washington
(USA) XXX(3) May-June 1970 pp.296-7

The essential features of T-group training are outlined. The findings of I.L. Mangham and Cary L. Cooper in a research study published in **The Journal of Management Studies** February 1969 are discussed. It has been suggested that the studies of T-groups as tools or organisational change are much less complete than those evaluating individual change, and comparisons are proportionately different. From the findings it is difficult to escape the conclusion that organisational climate is critical to reinforcement of changed behavior, whether the change aspect is in the individual's job behavior, or in broader behavioral style within the organisation.

5.43

MINTURN E.B. &
LANSKY L.M.

Trainerless Laboratory

Journal of Applied Behavioral Sciences Arlington, Va.
(USA) 8(3) 1972 pp.277-284

The author presents a model of a trainerless laboratory wherein the trainer never attends. The advantages and disadvantages of the model and the evidence for its effectiveness are indicated. The important implications for the designing such laboratories in the future are discussed.

5.44

MIRVIS PHILIP H.
& BERG DAVID N.
(eds)

**Failures in Organisation Development
and Change**

John Wiley New York
(USA) 1979 pp.346

It is argued that it is essential that failures in organisational development be shared, if we are ever to develop theories and lower our failure rate. The cases and essays on failing deal with a wide range of organisational details: entry, cultural hostility, intergroup conflict, authority relationships, intervention and the bureaucratisation of change.

5.45

NYLEN DONALD
et al (eds)

**Handbook of Staff Development and Human Relations
Training: Material Developed for Use in Africa**

Jointly published by NTL with NEA,
European Institute for Trans-National
Studies in Group and O.D. Copenhagen
(Denmark) 1969 pp.309

The material in this handbook has been developed or adapted from other sources, to serve a great variety of situations. Some of the training activities described are simple and may be used by trainers of limited experience, while others call for a considerable amount of trainer sophistication. It is stressed that a trainer is most effective when he uses ideas and materials with which he is so familiar that they have become a part of himself and his way of working. For this reason it is urged that trainers use this handbook primarily as a resource and rework the materials into a form with which they feel

comfortable and which they think is most likely to meet the needs of those whom they seek to help. One chapter is devoted to training in English speaking countries of Africa, South of the Sahara. The lecture materials, exercises, intergroup activities and skill practice notes are followed by a detailed discussion of the trainer and his work.

5.46

PARKINS C.R.

Human Relations Trainings and Civil Servants

Prashasnika

Jaipur

(India)

1(2)

1972

pp.25-41

A civil servant is not immune to the individual feelings, sentiments, values, beliefs and convictions that are a part of the psychological equipment basic to a social existence. Yet where these interfere with the demands of public office, remedies must be considered. The task of development which implies change, innovation and experimentation is made difficult in civil service which relies on rules, procedures and precedents. The human relations approach in training therefore will have to be both diagnostic as well as remedial. Human relations training is not only to help persons adjust to the organisational climate but also to change it in the right direction.

5.47

PARRIS JOHN

Diagnosing Your Organisations Problems

Management Services

Enfield, Middx

(UK)

23(9)

September 1979

pp.16-20

The limitations of work study and O & M approaches are discussed and the contributions from behavioral research are suggested for organisational analysis. The concept of organisation as a technical system and as such a social system is noted along with contingency theory and the role of environment.

5.48

PUGH D.S. & **Organisational Behavior in its Context,**
PAYNE R.L. (eds) **The Aston Programme III**

Saxon House/Teakfield

Farnborough,
Hants

(UK)

1977

pp.188

The volume examines the relationships between organisational context and structure, on the one hand, and aspects of group and role structure and individual attitudes and behavior on the other. It contains four role studies, two studies of the functioning of the group within the organisational structure, and three 'climate' studies applied to business organisations. Concluding remarks review the results obtained by research including the role of training.

5.49

REEVES E.T. **The Dynamics of Group Behavior**

American Management Association

New York

(USA)

1971

pp.399

The author stresses that man's ability to change for the better by understanding how people interact, can be exploited by trainer. The coverage includes, Individual motivation, Group motivation, Kinds of group and their properties, Effects of the group on the individual and vice-versa, Leadership, Role conflict, Group effectiveness and group dynamics.

5.50

ROME LLOYD A. & **Organisational Innovation: Current**
BOISE WILLIAM B. **Research and Evolving Concepts**

Public Administration Review

Washington D.C.

(USA)

34(3)

pp.284-293

The continuing lack of conceptual clarity in organisational innovation is discussed. It is stressed that there is a need for additional research on the most appropriate organisational climate for innovation and for creative thought and experimentation relating to specific strategies for innovation. Some core concepts are identified and discussed. These are, how can organisational innovation be defined; what is the nature of the process of innovation in formal organisations; conditions, both internal and external, under which the process of

innovation in formal organisations; conditions, both internal and external, under which the process of organisational innovation is most likely to be successful; categories of organisational innovation; and the types of strategies available to promote organisational innovation.

5.51

SALINAS A. Training as a Factor of the Organisational Development Process

Internal Review of Administrative Sciences

Brussels

(Belgium) XII(3) v-vi (Summaries)1975

Three cases illustrate the theoretical considerations inherent in the links between training and an organisations' aims and stages of development. It is stressed that training by itself, will, hardly ever bring about the required changes and is very time consuming. When extended throughout the public service, it acts chiefly as a medium for better internal coordination and closer relations with the external environment.

5.52

SAUNDERS BOB Interpersonal Skills - the Key to a New Role

Management Services

London

(UK) 23(12) December 1979 pp.12-19

The article describes training which can help to develop Interpersonal skills. Categorising verbal behaviour by using Behavior Analyses is outlined along with concepts of Transactional Analysis.

5.53

SANDLER G.B. Improving participant observation: the T-Group as an answer

Journal of Applied Behavioral Science

Arlington

(USA) 9(1) pp.51-61

T-groups are criticised for their lack of applicability and effectiveness outside the laboratory. Parallels between the two suggest that the latter can provide skills that increase the validity of the former, and that the former can increase the usefulness of the latter. The paper focusses on the relatively neglected dimensions of the researcher's (trainers) experience of himself and the

subjects (trainees) experience of the researcher (trainer). Because the relationship is a social relationship, it is crucial to take these two factors into account and T-groups can provide a program for doing so.

5.54

SAXENA A.P. O.D. Training in Government

Management in Government Delhi
(India) 5(3) 1973 pp.209-17

It is argued that O.D. training, conceived as a technique of planned intervention, can be useful in increasing the sense of ownership of organisation objectives throughout the work force and help in managing according to relevant objectives rather than according to 'past practices'. Steps necessary for this approach are discussed. These include, problem identification, establishing priorities, developing and sharing information, joint planning and periodic evaluation for revision and appraisal.

5.55

SCANLAN BURT K. Sensitivity training - Clarifications, Issues, Insights

Personnel Journal Swarthmore, Pa.
(USA) 50(7) July 1971 pp.546-552

The author provides insight into some of the critical issues surrounding sensitivity training including its relationship to increasing organisational effectiveness. In the background of its specific goals, a distinction is made between sensitivity training and group therapy. The requirements to make sensitivity training work are outlined but it is made clear that this training is not a panacea to remedy all problems. The stress on interpersonal competence in sensitivity training is explained.

5.56

SINHA DHARNI P. Stranger labs and family labs - a
& GUPTA SHYAMAL comparison of their learning outcomes

ASCI Journal of Management Hyderabad
(India) 4(2) March 1975 pp.113-134

The various tests in the study pointed to the overall conclusion that stranger lab participants in general were perceived to have changed to a greater extent than family

lab participants after sensitivity training. More specifically, changes in sensitivity to other's feelings, acceptance of other's and insight into self and role were reported significantly greater in stranger lab participants. There was also some support to an assumption that T-groups do facilitate behavioral and attitudinal change. It is suggested that follow up group efforts after sensitivity training in gradually increasing intervals of time is more conducive to learning than T-groups with no follow up work. Also voluntary participation in T-group is more conducive to learning than participation suggested by others, even though the impact of T-group learning withers with the passage of time unless reinforcements is provided through organised efforts.

5.57

SPOOL MARK D. Training Programmes for Observers
of Behavior: A Review

Personnel Psychology Durham, Nc.
(USA) 3(4) Winter 1978 pp.853-88

This review covers the past twenty-five years of research literature on training observers of behavior, particularly in the areas of interviewing, reducing rater bias, interpersonal perception and observation as a research tool. The application of the techniques to evaluation is also indicated. In a formal training situation the observer can be a trainer. The main focus in the review is on training procedure.

5.58

SRIVASTAVA B.N. T-Group Effectiveness

Indian Journal of Industrial Relations New Delhi
(India) 14(1) 1978 pp.61-71

The salient aspects to be kept in view while evaluating the effectiveness of T-groups in the Indian situation are analysed. These include various factors of Indian organisations, viz. structure of private and public sector organisations, authoritarian leadership and paternalistic assertion. The characteristic aspects of the Indian personality viz. family structure, childhood experiences in the early socialization process, and some defence mechanisms are discussed.

5.59

VARADAN M.S.S. & Organisation Development - Systems
KUTTY T.M. Approach to In-Company Training

ASCI Journal of Management

Hyderabad

(India) 1(2) 1972

pp.61-9

A systems model for organisation development, with management development as a sub-system, comprising management training, personnel inventory and manpower planning is outlined. In addition the authors outline a three-tier training matrix linking the dimensions of training to respective organisation levels - corporate, control and operating level. The methods available for management training are discussed. Finally an in-house training programme to fit into the total framework of O.D. in the organisation is described.

5.60

VARADAN M.S. & Training for Organisational Effectiveness -
KUTTY T.M. the O.D. Approach

I.S.T.D. Review

Delhi

(India) 2(3-4) 1972

pp.11-17

In order to achieve organisational effectiveness, the individuals who form part of the organisation have to be trained to be effective. The O.D. approach diagnoses what is contributing to ineffectiveness in the process of interaction between individuals as a first step towards removal of these, and then helps to direct additional needed inputs in terms of systems and techniques. In all these stages, the trainer has an important role.

5.61

ZAWACKI ROBERT A. **Organisational Development: Managing Change**
& WARRICK D.D. **in the Public Sector**
(eds)

IPMA Publications

Chicago

(USA) 1977

pp.320

It is a book of readings for organisation members who need to know how to apply the ideas of O.D. to their own organisation. It is argued that organisational change is necessary to make maximum use of available resources for attaining the broader goals of productivity and public accountability. The approach is outlined in distinct steps which will assist both academics and practitioners.