**PGDM (2014-16)**

**Organization Development and Change**

**Subject Code: DM-321**

**Trimester – III, End-Term Examination: April 2015**

Time allowed: 2 hrs 30 min

Max Marks: 50

**Instructions:** Students are required to write their Roll No. on every page of the question paper; writing anything except the Roll No. will be treated as **Unfair Means.** In case of rough work please use the answer sheet.

## Section A

### Answer any three questions. Each question carries five marks.

A1. Name the three models of planned change. Compare and contrast the Positive Model with the other two models.

A2. The activities of entering an OD relationship are a necessary prelude to developing an OD contract. Briefly explain the three major activities carried out in the entering phase.

A3. What is deficit based approach OD intervention? Name any one such intervention.

A4. Describe the eight steps of organizational transformation as suggested by Kotter.

A5. Why is the ability to diagnose and understand inter-group relations important for OD practitioners?

## Section B

### Answer any two questions. Each question carries ten marks.

B1. Diagnosing involves collecting pertinent information about current operations, analyzing those data and drawing conclusions for potential change and improvement. In this context, explain the organization, group and job level diagnostic models.

B2. What are the variables diagnosed by OD practitioners while going ahead with Third party intervention?

B3. As an external OD consultant, working with an organization that is about to be acquired within six months, how would you ensure that you

(a) overcome resistance to change and be accepted, and

(b) stand against politics in the organization?

## Section C

**Read the following case and answer the questions that follow. All questions are compulsory.**

Wipro Applying Thought in Schools is a social initiative of Wipro. Their strategy is driven by the many concerns and questions on school education and their endeavour is to seek answers to these questions in specific contexts by working with schools. It partnered with DISHA, a voluntary organization to launch in 2008 the 'Courage to Lead' program, with a vision to develop a community of schools and school leaders. The programs aimed at bringing about desired change in the school education system.

### Principles of DISHA

Some of the principles, which guide the thoughts and practices of DISHA can be classified as given under:

(i) Learning capacity
- All children are different
- Capacity to learn and create is infinite

(ii) Learning medium
- Children learn by doing
- Learning about life through life
- Productive and creative work as the medium of teaching and learning

(iii) Context of learning
- Learning in the context of the child's social, political and economical environment.
- Integrated learning

(iv) Teacher as facilitator
- Children learn from each other
- Children as active partners in the learning process
- Teachers as designers, facilitators and co-creators
- Real freedom, empowerment and confidence

(v) Role of school
- Education as the process of social transformation
- Schools as part of the community

### An Intervention

A 30 year school required change to update its processes and systems to provide meaningful education to children. The courage to lead intervention was undertaken to develop teachers as change agents for initiating, managing and sustaining change in schools. The idea was to equip teachers with an understanding of the current reality of school education, and the trends in the process of learning, especially the experiential one. It also sought to help teachers discover self as a leader and mentor and empower them. It was a 12 day leadership empowerment program

with three modules of 4 days each, spread over six months. After each module one-on-one coaching sessions and project work were arranged, to help participants apply learning from each module in their own context and devise an action plan for school improvement.

The change process began with the following measures for introducing the appraisal process:

1. The change team met a group of teachers and inquired them about the culture in the school and tried to know whether it was ready for changes and the appraisal process.

2. They met a group of core teachers and did an appreciative inquiry with them. The inquiry helped to identify the positive aspects of the schools and figure out expectations.

3. They met all the leaders (principal, vice-principal and class teachers). The discussion was focused on understanding how teachers and leaders perceive the school and also to figure out what was going right and what was not in the school.

4. The findings of this inquiry are as given under:

- The system is too dependent on the founder.
- The teachers are not ready for a formal appraisal process.
- Teachers are less clear about what kind of change is necessary to take the school forward.

### In Search of Solution
The following sessions were conducted one at a time during weekends spread over four weeks.

1. How can I make the teaching-learning process more effective?
2. How can I capture evidence of learning in my classroom?
3. How to shift from telling to asking and engage children in activities?
4. How to become more open to learning and feedback for improvement?

### Suggestions
The following components of an action plan for improvements in working of the school emerged:

- Working on academic plan before the beginning of the new academic year.
- More focus on structured observation and assessment to be conducted during sessions.
- Refresher course for teachers to get better clarity on classroom management.
- Communication skills and public speaking to build confidence in the classroom.
- Regular meetings to discuss improvements in functioning of school.

C1.   Critically evaluate the effectiveness of the intervention in the case, keeping in mind principles of DISHA and changing context of education.          **(8 marks)**

C2.   Do you think further interventions are necessary? If yes, what are they and how do you structure them? If no, why?          **(7 marks)**

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