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REPORT ON
ORGANIZATION DEVELOPMENT TRAINING
IN BANGLADESH

May 2-24, 1978

Consultant: Richard Vittitow

International Training Division
Office of International Cooperation and Development
United States Department of Agriculture
in Cooperation with
the Agency for International Development

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CONSULTANT'S REPORT ON THE INTENSIFIED JUTE CULTIVATION SCHEME

Organization Development Intervention

Dacca, Bangladesh

May 2-24, 1978

I arrived in Dacca on May 2, 1978. Our original intent for this intervention was to train DADA's (Deputy Assistant Directors for Agriculture) in training of trainers, training ADA's in staff development, clarify roles between ADA's and DADA's, and meet what other priorities Mr. Samad, the Director of IJCS, faced at this time.

This intervention strategy had to be changed on my arrival. Problems outside of the control of IJCS had occurred in the posting of the ADA's. All positions within the IJCS were currently being held up in order for the Ministry of Agriculture to make final determinations as to the grade level.

Currently under review is the recent decision by the Ministry of Agriculture to significantly upgrade the positions of director, assistant director, deputy assistant director, and positions in headquarters. Before any decisions can be made regarding the DADA's, those decisions concerning status, rank, and pay of the assistant directors must be determined.

All this must be understood within the context of recent developments for the IJCS within the Ministry of Agriculture. The director of IJCS now holds Under secretary status. This is a significant promotion for Mr. Samad. The position of ADA has also been importantly upgraded. This means that people appointed to the ADA position must have at least 20 years experience. The persons placed in these positions will be done on seniority basis.

This upgrading has affected this intervention in a number of ways. One, it means that the DADA's who were expected to be on board by this time, will probably not be placed until sometime toward the middle of July. Second, the eight ADA's who have recently been placed will now be sent to other positions and new ADA's will be appointed. The postings of other positions, such as in headquarters, subject matter specialists, input supply officers, and the vacant JEO posts will be made in the immediate future after the ADA positions have been completed.

Being informed of this, I recommended to Mr. Samad that we send a wire to the United States and inform Mr. Fred Margolis, who was

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scheduled to be a co-trainer in this intervention, not to come to Bangladesh. We would not be able to do the training of the DADA's and it seemed important that we save the expenditure planned for this intervention for either one of the two other planned interventions.

I met with Mr. Howard, Agriculture Officer, USAID/Dacca, discussed the issues we were confronting in this intervention. He immediately agreed with Mr. Samad and myself, and sent a wire urging Mr. Margolis not to come. I also informed Mr. Howard that in discussion with Mr. Samad we had agreed that the focus of this intervention should be in the training of ADA's. There were a number of issues that IJCS was confronting.

First, with eight new ADA's on board, who had not yet received orientation or training, it would be important to try and help them become as effective as possible in a short time. So, part of our work would be to provide an orientation program for all new ADA's in the history, traditions, goals and priorities, and roles and responsibilities of the ADA's within IJCS. IJCS central staff would provide the orientation. Second, I would provide training in basic group skills, communications, issues of motivation, basic team-building, and problem-solving. Third, the major focus of the intervention would be on all ADA's in helping them to develop specific action plans particularly for the next six months which they would review with the director as a statement of the activities that they would be involved with in helping the IJCS meet its new goals and objective. Fourth, I would work with Mr. Alam in his role as training officer and together we would work with the ADA's, determine the focus of the next interventions, and work with him and Mr. Samad around the current major issues of the IJCS. Mr. Howard supported this intervention.

The nature of the intervention, its different focuses, and the specific activities, are outlined in the body of this report. Here I would like to comment on some of my reactions to the intervention itself and some of its strengths and shortcomings.

In training the new ADA's we were faced with a number of problems. First, most probably the new ADA's will not stay in their position. They will be transferred to other posts in the Ministry of Agriculture. Although it is not clear as to the outcome, the higher probability is that the new ADA's will be replaced by senior people as ADA's. Knowing this, we were faced with the dilemma of whether to involve the new ADA's in training at all. Our rationale for involving them was as follows:

- a. Even though the new ADA's may be replaced in the next three months, it is important that IJCS move ahead on its priorities and goals especially those stipulated by the World Bank which

require the IJCS to meet some very difficult program benchmarks. It was our sense that rather than wait until the decision comes from the Ministry of Agriculture, we should work toward involving the new ADA's in their zones and to allow them, at the very least, to lay the groundwork in determining priorities, goals and problems for the new zones which the new ADA's replacing them could then take up as a basic statement of the priorities and needs of their zone. We could use the new ADA's in providing for a transition for their replacements.

- b. By involving the new ADA's in the training along with the old ADA's, there would be an opportunity to support motivation on the part of all top management to continue in their work and to proceed with an attitude that a considerable amount of activity can be accomplished in the next several months even though many important decisions remained to be made.
- c. If the new ADA's are transferred, the skills they gained through the training would not be lost but utilized in whatever new appointments they took up in the Ministry of Agriculture. Despite the concern that the new ADA's had about their change of posting, I experienced them as highly motivated and eagerly willing to go through the training programs with an attitude that the skills they would learn would be very important whether in IJCS or another agency. I found as a whole, these younger people added stimulation, curiosity, and a sense of learning that enhanced our overall training effort.

Second, it seemed to me that the focus on top management within IJCS was appropriate for a number of reasons:

We were able, through training, to help each of the eighteen ADA's develop a very specific action plan for what they would be doing in each of their zones in the next six months and to project what would need to be done within the next three years. This is the first time that the ADA's have been asked and have developed a specific action plan.

One of Mr. Samad's major concerns is that the tradition of his top managers to look to him for directives and to see their role as being fundamentally one of implementing those directives, needed to be changed. What he wanted was for each ADA to begin to look for himself at what he saw, together with his staff, as the major work demands and priorities in his zone and to take responsibility for responding to those demands. Mr. Samad sees it as critical that his role be one of supporting and responding to those issues, priorities, and problems determined by the staff in each zone. He wants the assistant directors to act with more initiative and more responsibility and to take much more of a position of problem-solving and problem-identification in their work.

Third, I experienced all of the ADA's as working extremely hard, with a lot of motivation and intense interest in the kind of problems and issues we were dealing with. In my evaluation sessions with them, they said they found this intervention particularly helpful because it dealt with the day-to-day, practical problems that they as ADA's were doing. They felt that the training program itself offered them some new alternatives in ways of seeing problems in their zones, and offered possibilities for new relationships for themselves and their staff in zone management. In my experience I have never had a group of top managers work as diligently with as much cooperation and with as much intensity as this group of participants demonstrated.

Fourth, at the end of the training program each ADA had developed a specific action plan for his zone. The next important step will be the successful implementation of these plans in their zones. Mr. Samad has agreed to meet with each of the ADA's to review their action plans and he will respond to them in one of three ways:

1. He will accept their action plans;
2. He will accept their action plans with modification;
3. He will reject their action plans with reason and ask for them to develop them further.

Based on my understanding of the work of the ADA's, the action plans appeared to be reasonable, realistic, and inclusive of the many issues, demands, and priorities the ADA's faced. Each of the action plans was different in its focus and priorities. The new ADA's for example, would be concerned fundamentally with getting acquainted with their staff, identifying problems that their zone and staff were faced with, developing their accommodations, meeting farmers, and beginning to establish a zone operation.

The experienced ADA's were able to outline some of the ongoing problems which they faced and to look at some different alternatives for working with those problems. For example, one of the major areas that ADA's spend their time is in the collecting the loan payments from the farmers. This requires a lot of their time in record keeping and in encouraging the farmers to repay their loans. They have a high success ratio of 80-90% of the repayment of loans which is unique in Bangladesh. The ADA's identified training as a possible means for reducing some of their administrative responsibilities and helping to increase the amount of loan repayments. They saw training through farmers association, farmers rallies, and personal meetings before the time of loan repayment as being a way of indicating to the farmers their experience of some of the difficulties farmers confronted in repaying loans. By offering training at the beginning and at the time the loans were made, there was general agreement that this could increase the repayment rate rather

than waiting until the end of the loan period and then trying to meet with the farmers.

All the ADA's saw the need for increasingly involving their staffs, the JEA's (Jute Extension Agents) and the JEO's (Jute Extension Officers), in planning for their zones and particularly in increasing their focus and attention on developing effective farmers associations. The major agreement was that through group discussion in the farmers association the primary goal of the IJCS of behavioral change could be met. There was considerable motivation on the part of the ADA's, not only to increase their own skills, but to focus more specifically on how, through training and supervision, they could increase the skills of the JEO's and JEA's.

It is my observation that the ADA's, representing the top management of the IJCS, are a critical group for any training effort and staff development program within IJCS. If the ADA's are not aware of the value of training, its uses, and the need for approaches to increase the effectiveness of the JEO's and JEA's, then no matter what we do in training, our work will not be supported in the field. Although we have involved the ADA's in past interventions, our major focus this time on ADA's and their development, needs and priorities, and their problems, I believe has laid an important foundation for the kind of work that needs to be done in the next two interventions, particularly the training of the DADA's. Through this training effort the ADA's were able to clarify for themselves the importance of upgrading the skills of JEO's and JEA's and more clearly recognize the role of the DADA; the role of trainers and supervisors of the JEO's.

It was my impression that this training program not only increased the awareness of the ADA's of the importance of setting priorities and goals for their zone, it also increased their sense of responsibility and let them see the importance of identifying those problems and priorities for themselves and with their staffs. It served to increase their motivation to take on a new role, a role exercising considerably more initiative than they have exercised in the past. As I have said before, I was very impressed by the motivation that the ADA's demonstrated and their openness to finding new and different methods.

This is an exciting time and a critical time for the IJCS. It is exciting as they have received significant funding from the World Bank. They have also scored a very significant achievement through their recent efforts led by Mr. Samad, to have the whole agriculture sector upgraded in terms of positions and in terms of status so that unlike any other agriculture department in Southeast Asia, agricultural positions are equivalent or above any of the other professional groups in the country. The government of Bangladesh has elevated agricultural people and particularly the IJCS staff by giving them significant increases in salary and position.

It's a critical time because the IJCS is now in a very important make or break transition. Within the next three months, they will be receiving 13 new assistant directors, 6 top level positions in the headquarters, 20 deputy assistant directors, 40 subject matter specialists and perhaps as many as 100 jute extension officers. How well these people are integrated into the IJCS effort and how quickly they are able to become effective in their work, will be of significant importance.

The IJCS is under considerable pressure from the World Bank to meet the deadlines established under the provisions of a twenty-five million dollar grant. Those demands require timely and effective response. Against considerable resistance the IJCS has demanded changes from the Ministry of Agriculture and has won those changes. Now, the critics will be watching to see if they can produce. IJCS staff are very aware that they are trying to do things that are innovative and different in this culture. Their ability to bring about this change will be challenged in many different and perhaps unexpected ways. The organizational development effort must be made with these considerations in mind and must be designed to support this transition effort that is underway for the IJCS.

In our previous interventions, I believe that we have laid a base of support within the IJCS among headquarters, top management, middle management. Those interventions, though, have been general in nature and although there are observations that those interventions have been helpful and supportive, our future interventions must be much more specific and geared to helping IJCS demonstrate in fairly clear and explicit terms that they are in fact meeting the goals and objectives of the IJCS and are able to do new and important things in the relationships, particularly with farmers.

Within the IJCS it's very clear that the fundamental group that must be reached and supported in important ways are farmers. Mr. Samad feels very strongly that the next interventions must be focused on the training of the Deputy Assistant Directors so that they in turn may train JEO's and JEA's in order that they can work in the development of effective farmer's associations. The primary goals of IJCS at this time is to develop farmer's associations that can identify problems, can with their own resources respond to those problems, and can experience the IJCS as being a supporter and resource in the meeting of those problems.

Although I believe that the work of the consultants in the previous interventions has been important, I believe the real test of our effort comes within the next two interventions. For IJCS, its supporters and critics, we must be able to provide through our resources support that is felt and experienced as helping the IJCS move through this important transition and establish ways of working and patterns of relationships that will allow IJCS to meet some of the very demanding goals and expectations it has laid out for itself.

I am unaware of any such OD effort in any other developing country. If we are able to provide relevant training and consulting support, we will not only be serving the IJCS and its needs, we will also, if IJCS is successful, have a model that other agriculture groups in developing countries can use to review their own efforts and perhaps adopt some of the truly creative and innovative work that IJCS has initiated and worked with.

Summary of Daily Activities, IJCS

I. May 2, 1978

I arrived in Dacca at noon and checked into the American Club. At 2:30 p.m. Mr. Samad called and invited me to a meeting with himself and the Assistant Directors of Agriculture (ADA's). At 3:30 I arrived at the Intensive Jute Cultivation Scheme (IJCS) headquarters and attended the meeting already in progress. The meeting focused on immediate problems the ADA's were concerned with and toward the end of the meeting on the focus of my work with IJCS for the month of May.

The first issue we dealt with was the problem that none of the 20 Deputy Assistant Directors of Agriculture (DADA's) had yet been appointed. The primary role and responsibility of the DADA's within the IJCS will be in the training of Jute Extension Officers (JEO's) and Jute Extension Assistants (JEA's) in skills and attitudes for developing Jute Farmers' Associations throughout the area covered by the IJCS. The creation of functioning farmer's associations is critical to the major goals and objectives of the IJCS. Farmers' associations will provide the IJCS with educational forums where they can provide training to jute farmers in cultivation, technology, and marketing of jute. Farmers associations will also provide increased influence for the farmers not only in managing their own development but also in influencing the planning, policies, goals and the directions of the IJCS. It is Mr. Samad's intention that IJCS, as an organization, be strongly influenced in the use of its resources by the needs and problems identified by jute farmers.

It had been Mr. Samad's hope that the DADA's could be appointed by May so that we could begin our training of trainers program then with follow-up training sessions in July and December. Unfortunately, the paper work and appointments required are outside the control of the IJCS and had not yet been made. This is true not only for the 20 DADA's, but also for the 40 Subject Matter Specialists (SMS'S) 2 ADA's, and a considerable number of JEO's.

Given this reality, Mr. Samad and I decided to limit the focus of the May program. This meant that we would request Mr. Emory Howard of AID to advise Washington that the DADA's were not yet on board and that Mr. Fred Margolis, the other consultant working with me, due to arrive on May 9th, not come if possible. Mr. Samad was very concerned about this last minute change because of the commitments and planning already done by Mr. Margolis and did not want him to personally bear the costs of this postponement. I advised him that it was my opinion that Mr. Margolis had many other demands on his services and thought this last minute change would probably not inconvenience Mr. Margolis too greatly.

By reducing the consultant services for the May intervention it was our hope that we could then add those services to either the July or December interventions thus not reducing our focus of training the DADA's.

Our attention was then given to the development of the goals for the May training, which are five:

1. There are 8 new ADA's, mostly appointed within the last 2 weeks, one being on board since January 1978. With the additional appointment of 2 ADA's in the near future, this means that the IJCS has more than doubled its top management staff. It is critical to the pressing needs of the IJCS that these ADA's be brought on board and functioning in their zones as quickly as possible. Therefore it was decided that our training program be directed toward:
 - a. An orientation program in IJCS goals, objectives, and principles for all new ADA's. The orientation program we would design would then be used as a model for orienting not only new ADA's but also the 20 DADA's and 40 SMS's.
 - b. Train all ADA's in skills that would support their development of goals, objectives, and implementation of plans for each of the 20 IJCS zones.

One of Mr. Samad's highest priorities is that each of the 20 ADA's be able to develop a plan for managing and implementing IJCS goals specific to the needs and resources for each zone.

Traditionally, ADA's have looked to the Director for their directives and planning. Mr. Samad feels it imperative that the responsibility and initiative come from the ADA's with the central office being then in a position to support and monitor those initiatives.

The training for the ADA's then would focus on orientation, goal setting, action planning, and team development.

2. The second goal of training is to support the IJCS training officer in establishing his training program and priorities. Mr. Alam, the acting training officer, has been in the United States for the past six weeks undergoing training in Organization Development and training skills. He is due to return to Bangladesh on May 8th. The timing of the training will help him make the transition in establishing his roles and responsibilities. I will work with Mr. Alam in:
 - a. Designing the IJCS orientation program.

- b. In designing and conducting the ADA training program. Sharing this co-training effort, will visibly and immediately establish Mr. Alam's role as training officer with the ADA's.
 - c. Developing the priorities and methods of implementation the IJCS for the next six months to a year. This will include planning and preparation for the July and December programs which will involve trainers from the United States as called for under the AID training grant.
3. At the request of Mr. Howard, Mr. Samad, Mr. Alam, and I will conduct a half-day orientation program in Organization Development for top managers and officials in other Bangladeshi agencies. The intent of this program is to acquaint others with Organization Development and some preliminary observations about the work with IJCS to date.
4. I will work as a consultant with Mr. Samad on issues of concern to him primarily focusing on the rapid expansion of IJCS manpower and resources brought about by financing through the World Bank.
5. I will also evaluate our work to date in terms of our previous training work and prepare orientation materials for the consultants in the United States who will be involved in the July program.

Based on the goals above, my preliminary schedule is as follows:

May 3,4,5: Work with 17 ADA's in gathering information and analysis of their goals and objectives and training needs. Begin preliminary team-building training which will serve as foundation for one-week training program.

May 8,9,10: Plan with Mr. Alam and design orientation and training program for 11 new ADA's.

May 11,12,13: Conduct with Mr. Alam and Mr. Samad orientation and training program for new ADA's.

May 15 to 19: Provide planning and management training program with Mr. Alam for all ADA's.

May 22: Provide orientation program for Bangladeshi officials.

May 23-25: Work with Mr. Alam in development of IJCS training office, plan for July and December program, and consult with Mr. Samad on Organization Development of IJCS.

In the evening, I met with Mr. Emory Howard and discussed my meeting with Mr. Samad, specifically focusing on our recommendation that a wire be sent advising Mr. Margolis not to come. Mr. Howard agreed that it would be a much better use of resources to postpone Mr. Margolis' arrival until the DADA's were on board. Mr. Howard and I developed a priority cable to be sent to Washington on the following morning.

May 3, 1978

8-10 a.m. Met with Mr. Samad to review meeting with Mr. Howard and to gain approval for the preliminary design of training and consultation work which we had discussed the previous afternoon.

10-12 a.m. Met with 6 ADA's to interview and collect information from them as to their major concerns, priorities, issues as ADA's, and their perceptions of their present training needs.

1-3 p.m. Met with 6 ADA's as above.

3-5 p.m. Met with 5 ADA's as above.

The objectives of the interviews were several.

1. To collect information and perceptions from ADA's as to their major problems and concerns for developing IJCS programs.
2. To model, by example, data collection techniques and how they can be used in systematically setting goals and objectives.
3. To acquaint myself with the new ADA's and allow them to meet me in a more informal atmosphere than a training session. As I had already worked with the old ADA's I felt it important to see at what level the new ADAs were prepared to work.
4. To determine what similarities and possible discrepancies existed between Mr. Samad's goals and objectives and those of the ADA's. I was particularly interested in assessing motivation and preparedness in developing specific zone action plans.

In the evening I systematically ordered the data collected from the interviews and designed the next day's training session.

Appendix 1 - Names of ADA's interviewed with zones and experience.

May 4, 1978

Jute Research Institute

8:00 Training - 17 ADA's.

Task: Getting acquainted.

One new ADA interviewed one old ADA. After interview, then the other person interviewed by the first.

Focus: To learn more about the other ADA's in terms of background, experience, interests, families, etc.

After interviews each ADA introduced his partner to rest of group.

Objective:

1. To insure that all ADA's had shared awareness of background and personal interests of all ADA's.
2. To provide me with more information about resources of ADAs.
3. To allow ADA's to practice interviewing skills.
4. To encourage ADAs to risk inquiring of others in new and different ways.
5. To begin to build a base for team-building and allow more feelings of membership among ADAs.

9:30 Lecturette: Group and team development. Shared Schultz's three dimensions of group development. 1. Membership. 2. Control. 3. Intimacy.

Objectives:

1. To provide ADAs with insight as to importance of new ADA's feeling membership with old ADA's and encourage their conscious efforts to bring the new members on board.
2. To highlight the important task ADA's would have in bringing new members--especially DADA's and SMS's into their team on team building with ADA's.

9:45 Task: Ask new ADA's and old ADA's to each meet in own groups and report on "What do you as a group need from the new/old members that will help you contribute most as ADA's working as a team?"

Each team reports back and other team listens.

11:00 Task: Again in same groups. "Having heard reports what do you as new/old members feel you could contribute/offer to other group which would most help ADA's work as a team?"

Each team reports back to other team.

Objectives:

To bring into open the difference in membership in new and old ADA's and allow for discussion of needs and perspectives.

2. To allow both new and old ADA's to see that they could each contribute to the other's needs.
3. To allow each group to see that each had certain needs and that there is a shared responsibility for responding to those needs.

(Appendix 2 - Needs and contributions as seen by new and old ADAs.)

12:00 Lunch break.

2:00 Task: (a) Review data and information collected from ADA's in previous day's series of interviews.

Discuss

(b) As a group ADA's are asked to review priorities and support needs to select into three categories:

- (1) Those priorities which ADA's had power and influence to act on by themselves.
- (2) Those priorities which ADA's required power and influence with IJCS to act on.
- (3) Those priorities which ADA's required power and influence of IJCS and outside others.

(c) In three member teams asked each ADA group to select one "A" priority and to analyze that priority in terms of what information, skills, attitudes and values would be required of either themselves or their JEOs and JEAs in order to implement. Each team reports back to total group.

Reports. As each team reported back, group and trainer pushed for more specificity and analysis in terms of clarifications, additions, deletions.

Objectives

1. To merge old and new ADA's into shared task and overcome any division from morning's work;

2. To provide ADA's with framework for setting priorities with emphasis in areas over which they had most power and influence.
3. To move from problem identification to problem analysis and provide an approach that would allow them to see dimensions of task and preparation required.
4. To provide a method for evaluating what information skills and attitudes were required of themselves and more specifically what would be required of JEO's and JEA's if they were to be assigned task.
5. To increase skills in being more specific in setting priorities and tasks.

May 5th: Jute Research Institute.

8:00 Continuation of reports and analysis developed from previous day.

9:30 Task: The consultant/client/observer relationship.

a) Lecturette on the roles of consultant, client, and observer.

b) In three member teams, one member was to observe process.

Work for 15 minutes, then discuss interaction for 10 minutes, then change roles until all had experienced each role.

(Appendix 3. Handouts on consultant and observer roles.)

Objectives:

1. Among other roles, ADA's often work as consultants particularly with JEOs and JEAs. This task provides skill and practice in this role.
2. To provide practice and skill with model of leadership different from more traditional role of being "boss."
3. To provide experience for ADA's where they could discover other ADA's as important resources in helping them look at their problems.
4. To offer an experience which generally allow participants to feel good about themselves, allows them to try new behavior, and builds esprit de corps among members.

12:00 End of day.

May 6th: Report writing and planning for next week.

May 8, 1978

9:00 Met with Mr. Samad

- (a) Reviewed previous 3-day training program for Assistant Directors.
- (b) Mr. Samad approved the following training intervention for May:
 - 1. With Mr. Alam design and deliver orientation program for IJCS and basic skills program in Organization Development for new ADA's. Basic orientation program would then be used for new IJCS members--specifically ADA's, SMS's and DADA's.
 - 2. Work with Mr. Alam in developing and planning for work of IJCS training office.
 - 3. With Mr. Alam design and implement training program in Organization Development for all ADA's. Program will focus on helping each of 18 ADA's develop specific action plan for each of their zones. Plans will be based on each of their priorities and resources.
 - 4. With Mr. Alam plan for use of consultants in July and December interventions.
 - 5. With Mr. Alam develop an evaluation plan for reviewing the Organization Development program through December, 1978.
- (c) Submitted report on first week's activities for Mr. Samad's review for submission to Mr. Howard.

10:00 Met with Mr. Emory Howard, Chief, Agricultural Division.

- 1. Detailed the nature and forms of the May training program.
- 2. Agreed on reporting procedures to involve brief reports and weekly meetings.
- 3. Mr. Howard agreed to meet with Mr. Alam and myself within next 10 days. Focus will be:
 - (a) Report on Mr. Alam's training program in the States.
 - (b) Report on training effort and plans to date
- 4. At later date Mr. Howard will arrange for a meeting with AID's Chief of Evaluation to establish some criteria which IJCS can use in reviewing and evaluating over-all Organization Development program.

5. Mr. Samad recommended that the orientation of Bangladeshi officials in the Organization Development program at IJCS be postponed until after national elections are over, focusing on July as the appropriate time. Mr. Howard agreed.

12:00 Began planning for orientation and training program of new ADA's for May 10, 11, and 12.

May 9, 1978

8:15 Met with Mr. Samad

- Reviewed meeting with Mr. Samad
- Discussion and planned orientation and training program for new ADA's
- Further clarified training program next week for all ADA's.

10:00 Planned orientation and training program for new ADA's.

May 10, 1978

Open day. Planned training program for new ADA's and worked on design for next week's program for all ADA's.

May 11, 1978

Participants 8 new ADA's and Central Office staff members.

8:00 Orientation and Training Program. Began with statement of goals for week.

Goals: (1) To familiarize ADA's with goals and objectives of IJCS, its history, present situation, and future development.

(2) To develop a basic orientation program which can be used in orienting other new staff members e.g. DADA's, SMS's, ADA's, JEO's and JEA's.

(3) To clarify roles and responsibilities of ADA's and their relationship to Director, other ADA's, and other IJCS personnel.

(4) To provide basic skills in organization development which will assist new ADA's in making transition and adjustments to their role and provide foundation for following week's program in planning and management skills;

(5) To clarify expectations of Director of ADA's and their expectations of Director.

8:10 Shared schedule of proposed weeks' activities.

May 11

8 am - 12 m Orientation to IJCS

2 - 5 pm Overview of Organization Development Basic
Communication Skills

May 12

8 - 12 am Group development and Team Building

May 13

8 - 12 am Motivation and Leadership

2 - 5 pm Problem solving skills

8:20 Mr. Samad began with an orientation of the IJCS, its history and traditions.

8:45 Working as a team. Climate building. Participants ask to respond to question: "How can we best work as a team for the next 3 days?"
Objectives: (1) To build ground rules for the training group that would serve as norms for building as a way of working together in a training situation;

(2) To stress the importance at the beginning of a meeting of members building a "contract" not only on what they want to do, but a process in which they want to do it.

Criteria discussed

- Atmosphere for learning - we would endeavor to create an atmosphere maximizing the conditions for learning.
- Shared ownership - trainer and participants take shared responsibility for learning.
- Openness - encourage people to be free and frank.
- Time - Together set our schedule and take responsibility for being on time.

- Critical of Assumptions - try to maintain a "critical" attitude, particularly of theories that might be successful in the U.S. but not in Bangladesh.
- Risking - We would encourage people to experiment with new behavior.
- Tolerance of difference - an agreement to allow for difference of opinion and behavior.
- Trust learning process - each of us would attempt to trust our own way of learning and not make unrealistic demands on self.

9:00 Lecturette. Organization Development.

Presented Beckhard's statement "Organization development is an effort (1) planned, (2) organization wide; and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned intervention in the organization's 'processes' using behavioral science knowledge and valid information.

Objectives (1) To familiarize participants with one statement describing Organization Development; (2) To offer opportunity for discussion about intentions of IJCS Organization Development program.

9:30 Presented Beckhard's definition of organization health.

- (1) Total organization manages work against goals.
- (2) Form follows function (what/task determines how/process).
- (3) Decisions made by and near sources of information;
- (4) Reward/punishment of managers based on--performance, growth, and development of subordinates--creating work groups;
- (5) Communications up and down is relatively undistorted;
- (6) Minimum amount of win/lose activities;
- (7) High conflict (clash of ideas) around tasks and projects while interpersonal issues worked through;
- (8) Each part of organization sees its connection with larger environment;
- (9) Shared value and management strategy in supporting and maintaining and developing individual integrity and uniqueness;

(10) Organization members rely on "action research"--people learn from experience.

Task: After discussion of these criteria, participants are asked to evaluate based on their experience and impressions with IJCS where IJCS is presently located on a scale of 1-5. 1 = low; 5 = high:

Participants then place their evaluations on a master chart, and discuss differences in views--why some see the IJCS in different places of development and the criteria they used for their judgments.

Objectives:

- (1) To familiarize participants with some of the more detailed approaches to organization development;
- (2) To offer an ideal model by which to compare IJCS and diagnose its present position;
- (3) To offer a process for examining how organization development principles might be applied to IJCS.

2 - 5 pm. Mr Samad met with group and presented and discussed IJCS orientation.

- Reviewed goals and objectives of IJCS
- Examined relationship external to IJCS - Ministry, World Bank, O.D.,
- Examined roles and relationships internal to IJCS
 - Director to ADA's
 - ADA's
 - SMS's, DADA's
 - JEO's - JEA's
 - Farmer's Associations

Mr. Samad also discusses present posting dilemma of ADA's.

Task: Mr. Samad shared and discussed his expectations of ADA's, then asked each ADA to list his expectations of the Director. After this, expectations were taken one at a time, listed on newsprint, clarified and responded to by Mr. Samad.

Objectives:

- (1) To provide an overview and perspectives of IJCS to new ADA's, and
- (2) To clarify and agree on expectations in the relationship between the Director and the new ADA's.

May 12

8:00 am. Lecturette "Paraphrasing."

"Paraphrasing is any means of showing another person what that person's ideas or suggestions mean to you." Presented approaches and techniques for successful paraphrasing.

Task: In trios, groups discuss: "Major problems in communications I have observed managers having." One person makes a statement, another person paraphrases, then makes a statement, etc.

Objectives

- (1) To present paraphrasing as an important tool for work in groups or as a supervisor and provide an opportunity for practice;
- (2) To identify problems in communications which managers often experience.

9:30 Factors Affecting Communications

Lecturette. Presented factors which affect communications.

1. Past history and tradition
2. Attitudes toward participation
3. Norms of what is proper to talk about
4. Interpersonal relations and who talks with whom
5. How much trust and openness there is
6. How skillful people are
7. Physical environment

Task: Presented above principles, discussed problems, present and anticipated, in communications for ADA's as supervisors. Added some other dimensions affecting communications in summary.

Objectives:

- (1) To build basic communications skills for ADA's, particularly in work as supervisors.
- (2) To identify and discuss major problems affecting communications;

(3) To provide criteria by which ADA's can examine present communications issues.

10:15 Group process and Team Development

Lecturette: Group roles - Task and Maintenance.

Task: Discuss the major problems an ADA confronts in developing effective work teams in his zone.

Roles: 1 - Facilitator
 6 - Participants - Choose 1 task and 1 maintenance role to work with
 1 - Observer - diagrams communication interaction
 1 - Observer - uses observer guide

After 15 minutes discuss, group discusses its process -- how it worked for them. Comments at beginning from observers and facilitator.

11:00 Task: "Discuss the major issues developing new farmer's associations."

Process as above with new role assignments. Participants allowed to choose any role(s) helpful to process. Observers watch for and try to identify task and maintenance behavior.

Objectives:

(1) To familiarize participants with both task and maintenance levels of group work;

(2) To provide observation skills and experience in problem-solving groups;

(3) To provide basic skills in improvising effectiveness of work teams;

May 13

8:00 Review training program to date. Participants and trainer discuss program to date, what was being done, its effect, reactions, and ways of improvement.

8:30 Review some of the handout materials, particularly "barriers to gaining valid information."

9:30 Motivation

Task: Participants asked to develop individual lists on "What in your experience has motivated you to be effective and creative in your work."

Taking one example at a time trainer makes it into a general statement about motivation in general. Group thus develops its own theory of motivation.

Lecturette:

Present Maslow's hierarchy of need--a theory of motivation.

1. Physiological needs; food, clothing, shelter, etc.
2. Security needs--income, health, safety, etc.
3. Social needs--group belonging, acceptance by others
4. Ego needs--self-respect, self-confidence
5. Self-actualization--realizing one's potential.

Group discusses theory and its possible relevance in working with staff and farmer's associations.

Summary and guidelines for motivation.

1. Understanding one's own motivation helps one to understand another.
2. Motivation, like growth, is inherent in people. (Unleashing potential)
3. We all respond to a situation as we see it.
4. The more we can help another understand his situation, the more we can help him act rationally.
5. We should not judge a person simply by what he is now doing.
6. We can increase motivation by:
 - a. increasing rewards
 - b. reduce threats person anticipates incurring
 - c. both of above

Objectives:

- (1) To help ADA's understand own motivation and to connect their own needs with those of others, particularly subordinates.
- (2) To provide theories of motivation and guidelines and discuss applicability to their work situation;
- (3) To offer alternative notions to motivation beside traditional methods based on reward and punishment.

10:30 Feedback and sharing - Issues of Supervision

Lecturette--Johari Window--a diagram on communications.

Task: In trios, groups are asked to share something about themselves they feel others in group do not know, but would help them know and be able to work more fully with that person.

After task, participants discuss process of sharing and how it seemed to affect their relationships.

Lecturette: Introduced "Criteria for Giving Feedback."

Task: In trios, individuals are asked to give one positive and one negative piece of feedback to other members.

After task, group discusses the experience of giving feedback, some of the things they found difficult and helpful.

Objectives:

- (1) To introduce a theory of communication that can be used in working as a supervisor with groups and individuals;
- (2) To allow group members the opportunity to risk new behavior with each other and increase sense of team building.
- (3) To practice experiences of giving and receiving feedback and sharing self with others.

1:30 Problem-solving

Lecturette on brainstorming as a technique in problem-solving.

Task: "Brainstorm all the issues and problems new ADA's have in developing effective staff in their zones."

Groups, in trios, then choose one problem they would like to work on, over which they have control and influence. Each group works on clarifying problem.

Lecturette on Force-Field Analysis

Task: Group practices Force-Field Analysis by dividing problem of getting permanent posting into--forces working for solving the problem; forces working against solving the problem.

Task: Group then takes selected problem and does a force-field analysis.

Lecturette on developing change strategies.

Task: Groups then select one force, make it into a specific objective which is timebound.

Lecturette: Next steps in problem-solving sequence is to determine:

What, specifically, has to be done in accomplishing this objective?

Who will be responsible for implementation?

How will it be done?

When will it be done?

Discussion, then, on problem-solving sequences and how each sequence can be used by ADA's in their work as supervisors.

Objectives:

(1) To familiarize ADA's with problem-solving methods for use in their work;

(2) To allow opportunity for practice with present problems

(See Appendix 4 for handouts and materials developed during these sessions.)

3rd week - May 12 - 17

May 12

Training Staff: Mr. Alam and Mr. Vittitow
Participants: 16 Assistant Directors.

Working with the Assistant Directors, we presented Richard Beckhard's approach to managing organizations in transition. Although it is quite sophisticated as a means for planning change in complex situations, we chose it because it would meet the following objectives:

- (1) To support the Director's intentions of having each ADA prepare and implement a specific action plan for each zone.
- (2) To provide an alternative to the usual practice of the ADA's receiving directives from the Director, by assessing the current demands on the IJCS, and planning appropriate responses to those demands;
- (3) To increase the awareness of the ADA's of the common, external pressures on the resources of IJCS and to involve them collectively and individually in a planning effort that includes both internal and external priorities;
- (4) To develop a specific action plan for each zone for the next 6 months and to devise a monitoring approach that will increase motivation for implementation;
- (5) To reach consensus as to the core mission of the IJCS and use that as a means for evaluating priorities and actions of the ADAs and staff in their zones;
- (6) To increase awareness of the current response of the IJCS to its priorities and to identify the change goals required to reach a "desired state" by 1981. Work with both short range and long range objectives.

Rather than itemize the daily activities of our work with the participants, we will outline the process the ADA's followed in developing their specific action plans for the next six months. (Appendix 5 includes some of the responses and materials developed by the ADA's.)

- (1) Lecturette. Most organizations are involved today in trying to manage change from a present state to a desired state. In the case of IJCS, we need to determine where the top management of the organization is today and where it will be by 1981 and what it will be doing at that time.

This involves:

- (1) Gaining a clear and explicit description of where IJCS is today;
- (2) Gaining a clear and explicit description of where it wants to be by 1981;
- (3) Determining what change goals will be required in the next three years to move IJCS from its present state to its desired state.

Step One. Task: Define the core mission of the IJCS. The core mission is its reason for being. Change goals and objectives are determined by using the core mission and deciding what must be done to be responsive to its core mission.

Working in 4 groups, ADA's work on the one core mission of IJCS.

1. Identify core mission.
2. List statements on newsprint.
3. Reach consensus on the core mission.

The core mission as determined by the ADA's and agreed to by the Director is: "To bring about behavioral change of Jute Growers for their development."

All four groups agreed that the core mission of IJCS involved farmers and change. Considerable discussion was required to reach consensus as to a statement of that mission.

Step 2. Current Demand Systems on IJCS. Task is to determine what internal and external demands are being made on the IJCS, its staff and resources.

Task 1. List the current demands on the internal and external demands on the IJCS. Indicate what specific demands are being made by one group assessing internal demands coming from IJCS and external demands coming to IJCS from outside the organization.

Task 2. Prioritize the lists of demands by assessing the strength and importance of the demands for IJCS in terms of high, medium, or low force.

Task 3. Share the lists; add, modify or clarify as a group.

Task 4. Given all the demands, prioritize the 5-10 demands the IJCS must respond to--internally and externally. Work in two groups (composed of a mix of the two groups that had previously developed the internal and external demands.)

Task 5. Reach a consensus as a group on those priorities.

Major priorities of the IJCS as determined by the ADA's are:

1. Farmer
2. Agricultural Ministry
3. Director's Demands to ADA's
4. ADA's Demands of the Director
5. ADA's Demands to the JEO's
6. BADC
7. BJRI
8. World Bank

Step 3. Current Response System. Given the current demands on the IJCS, assess what you consider to be the current response of IJCS to the priority demands.

In determining the current response how do you see IJCS as responding:

- (1) doing as little as we can, just enough to get by;
- (2) responding to the demands, but not as well as we could;
- (3) Actively responding to the demands, doing as well as we can;

Task 1. Working in small groups, develop your assessment of the current response system of IJCS, providing support for your assessment.

Task 2. Share your assessment with the total group, with group evaluation of your assessments.

Step 4. Projected Demand System

Task: With 4 groups working with 2 demands each, make 3-4 year projection of the consequences of IJCS were to do nothing significant in response to its demands.

The purpose here is to assess the strength of the demand in terms of its consequences for IJCS.

Step 5. Desired State.

Task 1: Working alone and in a support group of 3, develop for your zone a "picture" of what your zone will look like by 1981. What will be the specific conditions existing in your zone by 1981.

Task 2. After you have developed a picture of your desired state for your zone by 1981, share with group members, who will serve as your consultants to gain more clarity, add or modify some of your considerations.

Task 3: As a total group, 3 persons share their desired state, group serves as consultants, adding, clarifying, modifying, and reality testing.

Step 6. Change Goals. Given your picture of the present state and its current response system and your development of your desired state, determine what change goals must be identified and achieved by 1981 to meet your desired state requirements.

Task 1. Each ADA develops his change goals for next 3 years, then shares in support groups for other considerations and modifications.

Task 2. 3 persons share their change goals with entire group for comment. Group adds, modifies, and changes to their own change goals.

Step 7. Specific Action Plan. Given your change goals for the next 3 years, determine what you and/or your staff must do in the next six months to move your zone toward its desired state by 1981.

Task 1: Given the change goals of each zone, each ADA develops specific actions and activities that must be begun or completed in the next 6 months to move the zone toward its desired state by 1981.

Task 2. Individuals share their action plans in small group for consultation.

Task 3. 3 individuals share their action plans for next 6 months. Group provides consultation and additional considerations.

Task 4: Individuals in support group expand their specific action plan to include other considerations introduced by group.

Task 5. Each individual works on his action plan for submission to the Director. The Director has agreed to review each action plan and respond by:

- (1) Accepting the plan
- (2) Accepting the plan with modification
- (3) Rejecting with reason and asking for new plan.

On submission of plan, each ADA will place actions and activities within timeframe--when it will be done; who will do it; and how it will be accomplished.

Step 8. Monitoring and Evaluation

Group determines what ADA's can do to motivate themselves to implement their plan and how they can appropriately monitor and evaluate their activities.

The group decided on three steps.

(1) ADA's will meet as task teams to discuss and evaluate the progress on their action plans.

They set dates and determined that ADA's from contiguous districts would meet as task teams within the next two months. This plan would be presented to the Director for approval at the end of the training sessions.

(2) The Director would meet with each ADA within the next 2 months to review each action plan and discuss its appropriateness and support required for implementation.

(3) Each ADA would meet with his JEO's and share his action plan and ask for their input, clarifications, and modifications.

Training program was as follows:

Monday 8-12 - 2-5
 Tuesday 8-12 - 2-5
 Wednesday 8-12 - 2-5
 Thursday 8-12 - 2-5
 Friday 8-12

Saturday, May 20.

11:00 - 5:00 Development of week's report.
 5 - 7:30 - Meeting with Mr. Alam, Training Officer.

May 21. Sunday.

9:00 Met with Mr. Samad and Alam to consider the following items:

1. Evaluation of training program.

Trainer gave his evaluation that all ADA's worked very hard on a sophisticated planning process and that the participants had at the end of training clarified their action plans for next 6 months. Mr. Samad was pleased with the program and as a means to insure implementation decided on the following actions.

1. He would send a directive to all ADA's asking them to submit their specific actions plans for their zone for the next six weeks.

2. He would review each action plan with the ADA's, discuss it with them, and make whatever modifications are required.

3. At the ADA staff meeting in July he would provide 2 hours for the ADA's to meet in pre-arranged meetings of contiguous zones for discussion of their action plans.

It is Mr. Samad's sense that the action plans can be a base for performance review and increasing responsibility of ADA's to set their own goals and objectives.

2. Utilization of Mr. Alam

Mr. Samad says that in all likelihood a senior person will be promoted to the position of training officer. This person will be assigned various duties. The major responsibility of Mr. Alam will remain in training and management of the O.D. effort.

Mr. Alam will collect data from visits to farmers' associations which will serve as basis for designing the next interventions. Training activities will be coordinated by Mr. Alam, and he will be a member of the training teams for the next interventions.

3. Next interventions.

After discussions Mr. Samad decided that the next intervention dates should be changed from July to September and should involve 3 weeks.

The primary focus of the next intervention should be:

(1) Training of DADA's as trainers. After training they should be able to train JEO's and JEA's to train and develop effective farmer's associations.

(2) Training of new ADA's (13) in organization development theory and to introduce them to group discussion skills and methods of staff development.

(3) All ADA's should be involved in training of DADA's. They should be involved at the beginning in helping DADA's understand and develop realistic training priorities for their zones. At the end ADA's and DADA's should be clear and in agreement as to the roles, responsibilities, and priorities of the DADA's in each zone.

(4) Headquarters staff should be trained in problem-identification, teamwork, and problem-solving.

Trainers. Mr. Alam will coordinate the training effort and serve as co-trainer in the interventions.

Next interventions. Mr. Samad requests that trainers with previous experience in Bangladesh be involved in the next interventions. For purposes of continuity he requested Dick Vittitow to be involved in the next two interventions. His preferences are:

September: Dick Vittitow and Fred Margolis

December: Dick Vittitow, Bill Le Clere, and Bob Ayling

3. Further Funding. Mr. Samad does not want to use World Bank funds for organization development efforts, but would like the funds to be used in gaining more specific and depth skills in areas such as: marketing, planning and administration, etc. He considers it critical that additional funds be obtained from AID for further support of the Organization Development effort next year.

4. Dr. Bob Ayling. Mr. Samad welcomes Dr. Ayling's involvement in the IJCS efforts and wants him involved in: evaluation of the O.D. effort to date; orientation and meetings with Ministry, AID, World Bank, and other Bangladeshi officials. He wants him to work on IJCS staff development of the Headquarters people. Also, he is hopeful Dr. Ayling can help IJCS in gaining further funding and support for the IJCS organization development efforts.

5. Organization Development effort. The major priority of the IJCS is to get the farmers' associations working effectively immediately. All O.D. resources should be aimed at this primary target.

6. Training Site. The September training site will be residential and will be located in either Dacca or Comilla.

7. Materials needed for next intervention.

- Magic Markers
- Copies of Schein's Process Consultation
- Basis Handouts

Appendix I. List of ADA's Interviewed

<u>Name</u>	<u>Personal Name</u>	<u>Zone</u>	<u>LJCS exp.</u>
<u>Session I</u>			
1. Md. Abdur Rouf	Rouf	Madaripur	New
2. Rejjaqul Haider	Chewdhury	Netrokona	New
3. Md. Rafiqul Islam	Islam	Comilla	2 1/2 years
4. M. A. Kasem	Kasem	Rangpur	4 years
5. M. A. Hussain	Hussain	Gaibahdha	1 1/2 years
6. Md. F. Rahman	Rahman	Memensingh	45 days
<u>Session II</u>			
1. Md. Jahrul Hoque	Hoque	Kushtia	New
2. Sirajul Hoque	Hoque	Brahmanbaria	New
3. Amirul Islam	Islam	Pabna	1 1/2 years
4. Madhusudan Sarker	Sarker	Jessore	2 1/2 years
5. Md. Amzad Hossain	Hossain	Kishoreganj	1 month 3 days
6. Ashrafuddin Ahmed	Ahmed	Dinajpur	1 month
<u>Session - III</u>			
1. Abdul Latif	Latif	Tangail	2 1/2 years
2. MD. Moslehuddin	Muslehuddin	Jamalpur	New
3. Abdul Quddus Mia	Quddus	Bogra	Bogra
4. Md. Fazlur Rahman	Rahman	Faridpur	Faridpur
5. Md. Abul Hussain	Hussain	Dacca	2 yrs
6. Joynal Abedin Akhan	Akan	H/Q	--

Appendix 2. Needs and contributions as seen by new and old ADA's.

New ADA's - Needs from old ADA's

1. Arranging for accommodation: Office/housing
2. To share their vehicular support until new transports arrive
3. Experienced workers from old zones to be shared in the new zones.
4. Working facilities to be provided until functioning.
5. Review orientation about IJCS.
6. Traveling allowance for new ADA's use.

Old ADA's need from new ADA's

1. Have eagerness to be members of the team.
2. They should acquire total knowledge about IJCS.
3. They should have active participation in sessions.
4. They should have inquisitiveness to know things based on experience.
5. They should be free and frank to discuss their problems.
6. They should have quality to adjust themselves in a new situation.

Old ADA's can contribute to new ADA's

1. We can help them with problems of transportation
2. Provide them with specialists as we can out of funds.
3. Will provide experienced staff
4. We can contribute of knowledge of IJCS when requested
5. We shall extend our cooperation and help in the best possible way when needed.

New ADA's can contribute to old ADA's

1. Wholeheartedly earnest in being members of the team
2. We will gain thorough knowledge of IJCS
3. We will be free and frank in discussing problems
4. Quality to adjust in new station; let us know if you feel we do not have qualities required

Appendix 3.

HELPING RELATIONSHIPDO's

- Act in ways which enable person receiving help to trust you and be critical of you
- Act in ways which permit him to influence you as well as to receive influence from you
- Focus your attention on a joint exploration of the actual problem.
- LISTEN!
- Try to create an atmosphere of "thinking along with" rather than "telling."
- Try to determine what you can do to reduce any threat you may be to the other person
- Try to be non-judgmental
- Remember help is only help as perceived by person on receiving end.

DONT'S

- Get trapped into a "telling" role.
- Take advantage of the helping situation to show how bright, knowledgeable and experienced you are.
- Meet defensiveness with pressure and argument about the facts.
- Confuse helping with reassuring or overpraising the person to be helped.

TRIO OBSERVER GUIDES

There are three observation guides below. Use a different one every 5 minutes. Coordinate with the other trio members so that each will use a different guide each 5 minutes.

Observation Guide 1	Observation Guide 2	Observation Guide 3
Observe the helpee	Observe the helper	Observe interaction
<p>Note exactly what he <u>does</u> and what he <u>says</u>.</p>	<p>Note exactly what he <u>does</u> and what he <u>says</u></p>	<p>Note exactly what they <u>do</u> and what they <u>say</u>.</p>
<ul style="list-style-type: none"> - Is he indicating how he wants to be helped? (e.g., argue with me, ask me questions, tell me what you have heard.) - Is he being clear? - Is he letting helper know what he wants in the way of help? - Is he letting the helper know when has been helped? When he has not been helped? In what ways he has has he been helped? 	<ul style="list-style-type: none"> - Is he paraphrasing? - Is he asking for clarification and illustrations? - Is he asking helpee to be more specific? - Is he letting helpee know when he is getting things clearly? - Is he directing and redirecting analysis by the helpee rather than doing the job for him? - Is he being supportive not just "being nice?" 	<ul style="list-style-type: none"> - Note when either helpee or helper does or says things that cause the other to become more active and involved. - Note things that cause either person to become less active or withdrawn. - Notice verbal and nonverbal clues helping or hindering. - Are they following each other or are they jumping from one thing to another?

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APPENDIX 4. MATERIALS AND HANDOUTS
TRAINERS OF NEW ADA'S

Organization Development

is an "effort (1) planned, (2) organization - wide; and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's 'processes' using behavioral science knowledge and valid information."

Organization health (Ideal)

- (1) Total organization manages work against goals;
- (2) Form follows function; what (task) determines how (process)
- (3) Decisions made by the near sources of information;
- (4) Reward/punishment based on - performance, growth & development of subordinates; creating work groups.
- (5) Communication up and down is relatively undisturbed;
- (6) Minimum amount of win/lose activities;
- (7) High conflict (clash of ideas) around tasks and projects while interpersonal issues are worked through;
- (8) Each part of the organization sees their connection with larger environment;
- (9) Shared value and management strategy in supporting and maintaining & developing individual integrity and uniqueness;
- (10) Organization & members rely on "action research"
- people learn from experience.

Communication

- Two - way
- Active listening
- Effective feedback
- Not stressful
- Clear

FACTORS AFFECTING COMMUNICATION

1. Past history & traditions.
2. Attitudes toward participation.
3. Norms of what is proper to
talk about;
4. Interpersonal relations and
who talks with whom;
5. How much trust and openness
there is;
6. How skillful people are;
7. Physical environment;

5 Approaches to Improving Communication

1. Confrontation - declare real issue and feelings rather than through interrogation or indirect process.
2. Active Listening - Paraphrasing, reflecting feelings, empathize, test accuracy of inferences, check out assumptions.
3. Owning - what we are, what we are feeling, what belongs to us,
4. Locating - what is our real purpose, investment, problems, connection, question?
5. Sharing - we share our beliefs, views, doubts, wants, interests, observations, interests, assumptions.

Motivation

1. Behavior depends on both the person and his environment.
 - a. Structure & patterns he must work within
 1. who communicates & works with him
 2. roles - what work allowed to do & encouraged to do
 3. information
 - b. Norms -
 1. what do other people do - what is his & their attitude toward work
 2. what is history & tradition of group - what is history and tradition of person -
 - c. Skills & abilities
 - d. Is work challenging - is individual supported in his challenge

Principles

1. Changing person himself (information, skills, & values)
2. Helping person see situation differently (clear objectives, understand problems, consequences of action).

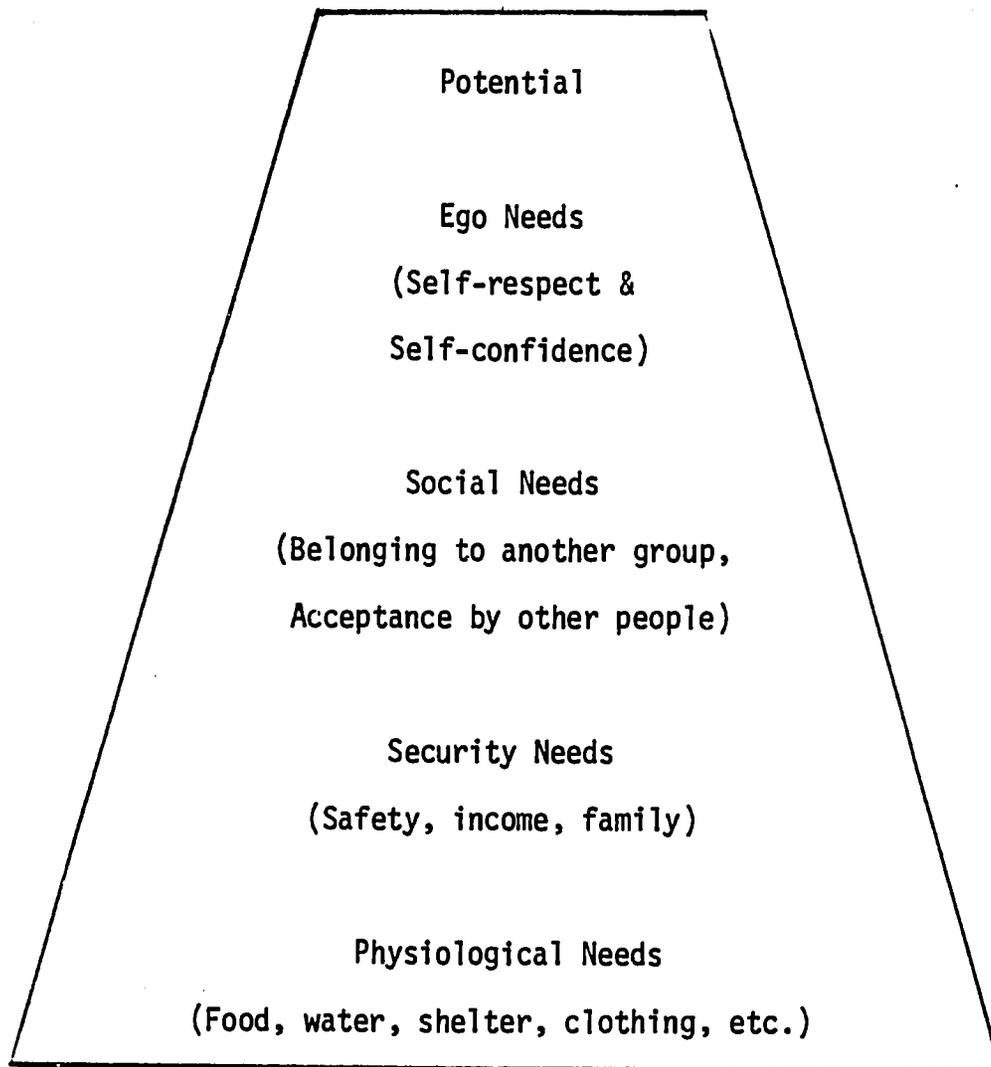
2. We behave in ways that make most sense to us.
 1. Don't act on basis of ignorance.
 2. We see world from our perspective.
 3. We act within context of expectations
 - self & others.

3. Previous experience influence individual perception of a situation which influences his behavior.
 1. Dependent/independent
 2. Assumptions/world view
 3. Models/Ideals

4. Individual's view of himself influences what he does.
 1. Self - concept
 2. Doubts, objectivity, sense of self-worth

5. Own needs vary in a consistent manner.

SELF - ACTUALIZATION



A. MASLOW Hierarchy of Need

Guide lines

1. Understanding one's own motivation helps one to understand another.
2. Motivation, like growth, is inherent in people (unleashing potential).
3. We all respond to a situation as we see it.
4. The more we can help another understand his situation, the more we can help him act rationally.
5. We should not judge a person simply by what he is now doing.
6. We can increase motivation -
 - a. By increasing rewards.
 - b. Reducing costs he anticipates
increasing
 - c. By both of above.

Paraphrasing

- Is any means of showing another person what that person's ideas or suggestions mean to you.
- Rephrase other's ideas in another way.
- If idea is general - - rephrase by being more specific.
- If idea is specific, rephrase by being more general.
- Rephrase by using an opposite to clarify.

Ask for confirmation or denial.

RESPONSES AND MATERIALS DEVELOPED BY THE ADA'S

APPENDIX 5

1. CORE MISSION - The Core Mission, as arrived at through consensus by the ADA's of the IJCS, "To bring about behavioral change of jute growers for their development."
2. The major priorities of the IJCS as determined by the ADA
 - (a) Farmer
 - (b) Agricultural ministry
 - (c) Directors demand to ADA's
 - (d) ADA's demand to director
 - (e) ADA's demand to J.E.O.'s
 - (f) BADC
 - (g) BJRI
 - (h) World Bank
3. External agencies demands
 - (a) Farmers
 1. training
 2. technical knowhow
 3. form associations
 4. rights and responsibilities
 5. grading and marketing technologies
 - (b) Supply of inputs
 1. seeds
 2. fertilizers
 3. credit
 4. implements
 5. pesticides
 - (c) Fair price
 1. go-down facility
 2. marketing credit
 3. attachment with Mills and other corporations
 4. bailing facilities
 - (d) Association recognition
 1. by active law
 2. registration
 3. evaluation and reward

(3) Support in identifying problems and solving them

4. Internal demand of director

Achievement of Goals of IJCS:

- (a) increase yield of jute - per acre
- (b) improve quality of jute fibers
- (c) organize jute farmers into associations
- (d) to be independent of banks by 1982

Sense of Responsibility of ADA's

- (a) sense of responsibility of ADA's to organize JEO's and JEA's
- (b) sense of responsibility of ADA's to train JEO's and JEA's
- (c) sense of responsibility of ADA's to provide working facilities to JEO's and JEA's
- (d) sense of responsibility of ADA's for financial support

ADA's should meet farmers:

- (a) ADA's should attend as many group discussions as possible
- (b) ADA's should visit as many farm homes as possible
- (c) ADA's should attend as many farmers rallies as possible

Skills of ADA's:

- (a) ADA's should have creative thinking
- (b) ADA's should have supervisory skill
- (c) ADA's should have sufficient knowledge about financial rules and administration
- (d) ADA's should have honesty and sincerity

Information

- (a) keep director informed about progress of works on time and other important information

5. ADA's demands to the director

(a) Financial

1. placement
2. funds for office contingencies, oil fuel, furniture, publicity, travel allowance, etc.
3. prompt communication of sanction orders
4. delegation of more financial powers
5. provision of PPA

- (b) Administrative
 - 1. administrative reports on action as and when taken
 - 2. more administrative powers, for example: leave, etc.
(to be clarified and specified later)
 - (c) Work facilities
 - 1. such as transport accommodation, construction of official of office and furniture, etc.
 - (d) Supervision by the director to visit and meet at least once in two months in each zone
 - (e) Provision of training abroad
 - (f) Provision for interzonal visits of the DA's and ADA's and JEO's
 - (g) Timely allocation of requisite input
 - 1. increasing the amount of cash loan to minimum of \$200 Dada per acre and maximum of \$500 Daka per acre for jute growers
 - (h) Timely communication of decisions, orders and instructions
 - 1. materials to be supplied centrally should be adequate and in time (receipt books, production cards, loan card forms, government calendars, implements and so forth)
6. Demands to the JEO's from ADA's
- (a) Taking up responsibility to assign to them
 - (b) Timely submission of reports
 - (c) To attend group meetings as per schedule
 - (d) Desired personality: such as knowledge, eagerness to accomplish his work and get the work done in collaboration and cooperation with co-workers.
 - (e) To establish good working relationships
 - (f) Supervision--efficient and effective supervision to increase knowledge skills and abilities of the subordinate workers.
 - (g) Successful implementation of the programs
 - (h) Proper recording and maintenance of records
 - (i) Close touch with the farmers
 - (j) Friendly to farmers
 - (k) Timely distribution of allotted inputs in cooperation with Tachas
 - (l) Timely distribution and realization of loans with the help and cooperation of Dachas and jute growers
 - (m) Effective initiative in planning and development work and execution of the same through group discussion

7. Internal Demands of JEO's from ADA's

(a) Work facility

1. suitable office accommodations
2. conveyance
3. training materials
4. qualified staff

(b) Financial support

1. office contingencies for stationery
2. office contingencies for publicity
3. office contingencies for farmers rallies
4. sufficient funds for travel allowance

(c) Supply of input

1. timely and adequate supply of seed
2. timely and adequate supply of fertilizers
3. timely and adequate supply of insecticides
4. timely and adequate supply of spraying machinery
5. timely and adequate supply of credit needs
6. timely supply of seed drills and hand hoe
7. provide irrigation facilities
8. fill up vacancies

(a) to fill up vacancies of I.S.O.'s

(b) to fill up vacancies of JEA's

(c) to fill up vacancies of LDA's

(d) to fill up vacancies of Office Attendants

(e) to fill up vacancies of night guards

(d) Supervision of loans by the ADA's

8. Internal Demands of JEO's from JEA's

(a) Proper supervision

1. JEA's should personally contact the farmers to diagnose their needs
2. Identify the defects of work of the farmers and support necessary improvement
3. To follow-up the actions taken on the improvements suggested
4. To judge the knowledge, skills, and attitudes of the farmers and devise ways and means for the improvement

(b) Training - training should be imparted on the following:

1. on seven technologies like use of good seeds, balanced dose of fertilizers, use of pesticides, timely sowing, line sowing, to practice irrigation and drainage, improved method of setting.
2. training on storing
3. training on grading
4. training on marketing
5. training on land utilization
6. training on forming farmers associations
7. training on maintaining implements
8. training on maintaining of records

APPENDIX 6 HANDOUTS FOR THE NEW ADA'S

OBSERVATION GUIDE

Your task is to listen to and watch the group interact. Here are some of the questions you will probably want to keep in mind as you observe:

- PARTICIPATION:** Did all participate? Were some excluded? Was an effort made to draw people out? Did a few dominate? Did anyone withdraw?
- LEADERSHIP:** Did a leader, as such, emerge or was leadership shared? Was the group ever void of leadership? If so, what happened? Did a leadership struggle exist?
- ROLES:** Who initiated ideas? Were they supported and by whom? Did anyone block? Who helped push for decisions? When ideas and suggestions were presented to the group, were they immediately evaluated, explored further or dropped? Who helped to establish and maintain good working relationships among the members of the group?
- DECISION-MAKING:** Did the group get a lot of ideas suggested before beginning to decide, or did it begin deciding on only a single idea? Did everyone agree to the decisions made? Who helped influence decisions of others? Were attempts made to summarize and pull together various ideas? What issues did the group seem to resolve? Not resolve?
- COMMUNICATION:** Did people feel free to talk? Was there any interrupting or cutting people off? Did people listen to others? Was there clarification of points made? Who did people look at when they talked; single out others, scan the group or no one?
- SENSITIVITY:** Were members sensitive to the needs and concerns of each other? What feelings did you see being expressed either verbally or non-verbally?
- OPENNESS:** Were people frank and open with each other? Did they share with the group their true feelings and concerns? Were differences confronted openly and honestly?

SUGGESTIONS FOR GROUP MEMBERS
TO DEVELOP PARTICIPATIVE GROUPS

1. Responsibility for the group is shared by all members of the group. Identify with the group and its goals--if the group fails it's your fault--not the "group's" fault.
2. Decisions should always be made by the group. They are not made by the leader, any individual, or any clique--all important policies should be decided by the group. The group should set its own goals --and decide on the techniques that it should use to accomplish them.
3. Be informal. It is helpful to use first names, wear informal clothing, arrange chairs in an informal way (circles, not rows, etc.), encourage spontaneous discussion with few rules, as far as possible do away with voting, handraising, formal debate, Roberts' Rules, etc.
4. Use methods which will allow as many as possible of the group to participate. Let group discuss frequently in sub-groups--bring out minority and individual opinions by asking frequent questions of group members.
5. Be flexible. Be flexible in rules, agenda, and in all procedures in the group. You should establish an agenda for your meeting, but you should always modify it when you find that the group wishes to modify it. The constitution of your procedural rules should change progressively as the needs and interests of the group change.
6. The group should cut down the threat to individual members. Get the group acquainted with each other as persons--use informal seating --minimize rules--separate the members of cliques or friendship circles--discuss the problems of status--use sub-groupings to get members used to talking in the group.
7. The group should continually evaluate its progress. This may be done by evaluation sheets, process reports, sub-group discussions, suggestion boxes, etc. The important point is that it should be done often, briefly, and well.
8. Group members should be conscious of the importance of the roles they play in the group. Study the different roles that people can play, analyze the roles you play, consciously play roles that are helpful to group progress.
9. Sit so that if possible all members of group can easily see faces of all other members. Sit in a circle or a double circle--do not have leader sit or stand apart from the group--do not sit too close.
10. Let the group be active. Let group members move around frequently--encourage an informal atmosphere--consciously provide for movement and verbal participation of all members.

SUGGESTED ACTIVITIES FOR FACILITATORS
SERVING A GROUP

1. Arrange group so that all members can see one another and are comfortable. Let all stay seated during discussion, including facilitator.
2. If group size allows, ask members to introduce themselves. Try to learn the names of all group members as quickly as possible.
3. Keep the discussion informal, and the spirits high. Encourage ease, informality, good humor; let everybody have a good time. Foster disagreement, if it occurs. Listen with respect and appreciation to all ideas, but stress what is important to the group, and try to turn discussion away from what is apparently not of interest.
4. Take time every ten minutes or so to draw the loose ends together: "Let's see where we've been going." Be as fair and accurate in summary as possible.
5. Help the group to clarify its objective so that the purpose of the meeting is clear. Let the group build the agenda out of its own needs, but keep it limited to the task upon which it is working.
6. Try not to direct questions to particular group members, unless you see that an idea is trying to find words there anyway: "Mrs. Brown, you were about to say something." When encouragement is needed, try to bring about additional discussion indirectly, i.e., "Let's have some discussion of this question...", "what do some of the rest of you think about this?" etc.
7. Interrupt the "speech maker" as tactfully as possible: "While we're on this point, let's hear from some of the others." "Can we save your other points until later?" The discussion will therefore remain "on the track."
8. The leader's opinion does count in the discussion, but keep your own view out of it as much as possible. Your job is to get the ideas of others out for an airing.
9. Call attention to unanswered questions for future study or for reference back to speakers. Nourish a desire in group members for continuing study and discussion through skillful closing summary.
10. Close discussion with summary--the secretary's, the observer's, the recorder's or, if necessary, your own.

RULES OR TIPS FOR HANDLING MEETINGS

1. Determine the purpose of the meeting.
2. Build an agenda as a group.
3. Set some time limits; allow meeting to be long enough to cover agenda items appropriately.
4. Determine priorities for agenda items.
5. Designate roles (as needed) to help the meeting move along; roles might be switched during the meeting.

Persons might be assigned to be:

- facilitator to ask questions, keep on target, urge shared leadership
 - recorder
 - time keeper
 - observers
6. Try to establish good working climate
 7. Allow people time to get to know each other or to get reacquainted.
 8. Pay attention to how you work on the task and how you relate to each other as individuals.
 9. Employ techniques as needed to improve work; examples:
 - small groups
 - brainstorming
 - share feelings
 10. Evaluate the meeting at its conclusion and assess it during the meeting as necessary to determine:
 - if purposes met
 - show how people work together
 - future steps

AN INVENTORY OF FACILITATOR INTERVENTIONS

Generally, the interventions made by the facilitator (or a member of the group) fall into four broad categories.

- (1) The Content Intervention would include any question or observation directed toward the content of a film or the subject under discussion on the cognitive label (i.e. is the open classroom beneficial to the student?).
- (2) The Intrapersonal Intervention would be a comment or question directed to one person (i.e. Mary, what do you think of the statement just made?).
- (3) The Interpersonal Intervention would be a comment or question which is directed to one person as a direct result of a comment or action of another member of the group (i.e., Tom, what do you feel about what Bob just did?).
- (4) The Group Intervention would be a comment or question directed to the group as a whole (Why is the group so apathetic?) or to one segment of the group (Is the group in the corner aware that they are disturbing the work of the others?). The listing that follows is a more definitive breakdown of the intervention techniques which may be used by the facilitator. All of them can be placed under one or more of the four general categories of interventions.

1. Content Focus (already discussed above)

2. Process Focus

This intervention attempts to shift the focus to what is happening in the group. One of the most standard, almost to the point of becoming a cliché among facilitators is, "I wonder what is really going on in the group right now." Others would prefer, "Were you all aware that only two persons voiced an opinion, yet a decision was made?" How a facilitator helps the group focus on its own processes is probably determined by his own personal style or his training strategy.

3. Asking for Feelings

An intervention of this type would be, "Ed, how did you feel when the group rejected your idea?" Some facilitators and many participants find the sharing of feelings the most interesting part of the training process. For some, it is the first time they have been able to find out how others feel about their behavior. Certainly this is an important learning goal.

4. Direction Giving

Some facilitators offer directions only as suggestions while others arbitrarily impose certain actions, feeling that the members should learn how to handle forced direction if they dislike it. It would appear that if a facilitator has a high need to control, he may satisfy this need by direction giving, or he may recognize this need and overreact, not supplying direction when it might be helpful. The facilitator has to decide whether to let the group try to work through its own impasse, at the possible cost of time wasted, or to supply some direction, at the risk of reinforcing dependency. Relevant factors include the length of the training program, the level of dependency, the resources available to the group, and the facilitator's own tolerance of ambiguity.

5. Direct Feedback

The facilitator may give direct feedback to a member or to the group. Some facilitators give direct feedback early, as a model to legitimize the giving of feedback. Others prefer to wait until they have worked through some of the authority problems. Here again, the facilitator is faced with a dilemma. Group members are often anxious to know how the facilitator sees them.

6. Cognitive Orientations

The facilitator may provide relevant "theory" or information. He must determine whether the participants will learn more if they can glean the same insight from their own experience and whether he may really be satisfying his own need to be seen as an expert.

7. Performing Group Functions

The facilitator may intervene by performing task-maintenance functions to help the group maintain itself as an effective system and accomplish its task of promoting learning. For example, the facilitator may intervene with such task functions as seeking opinion or reactions to what has happened in the group. He may share his own opinion. He may initiate a new group goal, a definition of a problem, or a way of organizing for work. He may elaborate an idea; he may summarize; he may test consensus.

To meet maintenance needs, the facilitator may intervene by encouraging, harmonizing, "gate-keeping," standard-setting, or releasing tension.

To satisfy individual needs, group members sometimes act as aggressor, blocker, recognition seeker, self-confessor, playboy, dominator, and so on. Facilitators may intervene at times in these ways, but it is questionable whether such interventions facilitate learning.

Some facilitator strategy calls for intervening early along the task-maintenance dimensions, reducing such interventions as members develop greater ability to perform such functions themselves.

8. Diagnostic Interventions

The facilitator may diagnose what he sees happening. For example, "There are a number of possibilities why the group is apathetic. One is that our goals are not clear. Another is that we are afraid that if we start to work again, old conflicts may be reopened." He may then ask the group for other possibilities. The exploratory intervention is designed to suggest ways of looking at process and to encourage a diagnostic approach.

9. Protection Intervention

The facilitator may intervene to keep members from "overexposure," that is, sharing personal experiences, incidents, or feelings that may not facilitate learnings appropriate to the training goals or that may create a situation neither the members nor the facilitator is capable of dealing with. A facilitator may also protect a member if he feels that feedback is ill-timed or unnecessarily severe. Or the facilitator may help a member maintain his identity despite group pressures to conform. Some facilitators prefer to focus on process and ask the group if a given behavior seems appropriate to their goals.

OBSERVATION GUIDEThings to Look for in a Group

INSTRUCTIONS:

During the time the discussion is going on to look for the following:

1. Who seems to be the group's leader? Is the leadership rotating?
2. Is everyone participating or do a few of the members do most of the talking?
3. Do people feel free to say what's really on their mind?
4. Are there many interruptions?
5. When an idea or suggestion is presented to the group, it is immediately evaluated, explored further or dropped?
6. Who do people look at when they talk?
 - A. Single out others; possibly potential supporters.
 - B. Scan the group; possibly to judge the mood of the group.
 - C. No one.
7. Is there any attempt to summarize and pull together various ideas?
8. Do people try to clarify and interpret suggestions and ideas?

Feedback to group:

Talk about the above items or anything else you may have observed.

FEEDBACK

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evaluation language, it reduces the need for the individual to react defensively.
2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or be attacked by you."
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
4. It is directed towards behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.
6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior, depending, of course, on the person's readiness to hear it, support available from others, etc.
7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity.

WHAT TO OBSERVE IN A GROUP

One way to learn how human beings relate to each other is to observe and analyze the interaction that takes place within a group. All of us have spent our lives in groups of various sorts: the family, faculty, class, work groups, etc., but rarely have we taken the time to stop and observe what was going on in the group, or why the members were behaving the way they were. One of our main goals here is to become better observers and better participants. But what do we look for? What is there to see in a group?

1. Content vs. Process

When we observe what the group is talking about, we are focusing on the content. When we observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization. At a simpler level, looking at group process really means to focus on what is going on in the group and trying to understand it.

2. Communication

One of the easiest aspects of group process to observe is the pattern of communication.

- a. Who talks? For how long? How often?
- b. Whom do people look at when they talk?
 1. Single others, possibly potential supporters
 2. Scanning the group
 3. No one
 4. The group leader
- c. Who talks after whom, or who interrupts whom?
- d. What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

The kinds of observations we make give us clues to other important things which may be going on in the group, such as who leads whom or who influences whom.

3. Decisionmaking Procedures

Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major

task at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided on, and in order to assess whether the consequences of given methods are really what the group bargained for.

4. Task Maintenance--Self-oriented Behavior

Behavior in the group can be viewed from the point of view of what its purpose or function is, or seems to be. When a member says something, he is primarily trying to get the group task accomplished (task), or he is trying to improve or patch up some relationships among members (maintenance), or is he primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

5. Emotional Issues; Causes of Self-oriented, Emotional Behavior

The processes described so far deal with the group's attempt to work, to solve problems of task and maintenance, but there are forces active in groups which disturb work, which represent a kind of emotional underworld or undercurrent in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive of effective group functioning. However, they cannot be ignored or wished away. They must be recognized, their causes must be understood, and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs of the observer and his purposes, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

GROUP ROLES

Work or Task Rules: Participants' roles here are related to the task which the group is deciding to undertake or has undertaken. The purpose of these roles is to facilitate and coordinate group effort in the definition of a common problem and in the solution of that problem.

1. Initiator: Proposing tasks, goals, or actions; defining group problems; suggesting a procedure
2. Information Seeker: Asks for factual clarification; requests facts pertinent to the problem being discussed
3. Opinion Seeker: Asks for a clarification of the values pertinent to the topic under discussion; questions values involved in alternative suggestions
4. Informer: Offers facts; gives expression of feeling; gives an opinion
5. Clarifier: Interprets ideas or suggestions; defines terms; clarifies issues before the group; clears up confusions
6. Summarizer: Pulls together related ideas; restates suggestions; offers a decision or conclusion for the group to consider
7. Reality Tester: Makes a critical analysis of an idea; tests an idea against some data to see if the idea would work
8. Orienter: Defines the position of the group with respect to its goals; points to its departures from agreed upon directions or goals; raises questions about the direction which the group discussion is taking
9. Follower: Goes along with movement of group; passively accepts ideas of others; serves as audience in group discussion and decision

Maintenance Roles: The roles in this category are oriented toward the function of the group as a group. They are designed to alter or maintain the group way of working, to strengthen, regulate and perpetuate the group as a group.

1. Harmonizer: Attempts to reconcile disagreements, reduces tension; gets people to explore differences
2. Gatekeeper: Helps to keep communication channels open; facilitates the participation of others; suggests procedures that permit sharing remarks
3. Consensus Tester: Asks to see if the group is nearing a decision; sends up a trial balloon to test a possible solution

4. Encourager: Is friendly, warm, and responsive to others; indicates by facial expression or remark the acceptance of others' contributions
5. Compromiser: Offers a compromise which yields status when his own idea is involved in a conflict; modifies in the interest of group cohesion or growth
6. Standard Setter: Expresses standards for the group to attempt to achieve; applies standards in evaluating the quality of group processes

Self-Oriented Rules: The roles in this category are directed toward the satisfaction of the participant's individual needs, as opposed to the needs of the group, and are therefore dysfunctional to the group process. Their purpose is some individual goal which often is not relevant to the group task or to the effective functioning of the group as a whole.

1. Aggressor: Deflates other's status; attacks the group or its values; jokes in a barbed or semi-concealed way
2. Blocker: Disagrees and opposes beyond reason; resists stubbornly the group's wish for personally oriented reasons; uses a hidden agenda to thwart the movement of the group
3. Dominator: Asserts authority or superiority to manipulate the group or certain of its members; interrupts contributions of others; controls by means of flattery or other forms of patronizing behavior
4. Playboy or Playgirl: Makes a display of his lack of involvement; abandons the group while remaining physically with it; seeks recognition in ways not relevant to group task
5. Recognition Seeker: Works in various ways to call attention to himself; boasts; reports on personal accomplishments; struggles to prevent his being placed in an inferior position
6. Help Seeker: Attempts to call forth sympathy from group through expressions of insecurity, personal confusion, or self-deprecation
7. Special Interest Pleader: Speaks for the "small business man," the "grass roots," the "housewife," etc., usually cloaking his own biases in the stereotype which best fits his individual need
8. Avoidance Behavior: Pursues other subjects to avoid commitment; prevents group from facing up to controversy

GROUP ROLESWork Roles

1. Initiator: Proposing tasks, goals or actions; defining group problems suggesting a procedure.
2. Informer: Offering facts; giving expression of feelings; giving an opinion.
3. Clarifier: Interpreting ideas or suggestions; defining terms; clarifying issues before group.
4. Summarizer: Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.
5. Reality Tester: Making a critical analysis of an idea; testing an idea against some data trying to see if the idea would work.
6. Seeker: Asks for facts & factual clarifications; questions or asks for clarification of values related to the discussion.

Maintenance Roles

1. Harmonizer: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.
2. Gate Keeper: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.
3. Consensus Tester: Asking to see if a group is nearing a decision; sending up a trial balloon to test a possible conclusion.
4. Encourager: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
5. Compromiser: When his own idea or status is involved in a conflict offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.