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REPORT

SUBMITTED TO

PRIMARY EDUCATION DEVELOPMENT

ON

ORGANIZATION DEVELOPMENT

FOR

DIRECTORATE OF PRIMARY EDUCATION

N.W.F.P

FUNDED BY

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PREPARED BY

IMTIAZ KHALID
DR. ELIZABETH KIRKHART
SHAHAB QURESHI

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THE DIRECTORATE OF PRIMARY EDUCATION
NWFP

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EXECUTIVE SUMMARY

The rationale of establishing a separate Directorate of Primary Education for improving the access, equity and quality of primary education in the province of N.W.F.P. is supported by the outcomes of this study.

The focus on primary education and the efficiency of the system has increased over the last one year.

In order to further develop the Directorate of Primary Education (DPE) the orientation needs to be shifted from "INTERNAL SYSTEMS STATE only" to include the OUTPUT GOALS attainment criteria as well.

The diagnosis of the organization suggests that:-

- The environment of DPE is exerting severe pressure on the organization. It threatens the flow of needed resources to the organization and disrupts/alters its internal operations.
- The organization needs additional resources as inputs, to meet the requirements of more staff and physical facilities both in DPE and in schools.
- The quality and capability of the human resources of the organization need to be developed.
- In the structure of the organization, there is confusion regarding roles and responsibilities specially between DEOs/SDEOs and between ASDEOs/LCOs.
- The role assignment and delegation of authority to the female members of the directorate is not clearly defined.

The efforts for organizational development should focus on "**Capability**" and "**Capacity**" building within the organization.

The specific interventions should take into account the operative considerations like "readiness" to change and "capability" of client organization, the socio-cultural values and norms of the provincial society and the larger system in which the client organization operates.

The study recommends that DPE should:-

- Develop internal resistance to reduce the pressure of external forces by developing internal systems, projecting its values to the environment and launching aggressive networking and public relations campaign.
- Conduct a Training Needs Assessment for development of its Human Resources..
- Develop a comprehensive "Strategic plan" and a efficient "Resource allocation plan".

- Interventions be made for role clarification, responsibility charting and development of job descriptions.
- Team Building intervention based on commonly shared values, beliefs and norms be carried out.

A client centered, action research approach was adopted to conduct this study

- A diagnostic questionnaire was developed and interviews conducted at the Directorate and the field staff [District Education Officers (DEOs) to Learning coordinators (LCs) in five districts] level.
- Several primary schools were visited and informal interviews held with headmasters and schools teachers.
- Data Feedback meeting were held with all the Directorate staff (Sixteen members) and all the DEOs and Sub District Education Officers (85 members).
- The feedback meetings were very successful, generated high quality data and tested the interactive and participative method of training as a vehicle for imparting meaningful training to the staff of DPE.
- The data generated by the diagnostic interviews and Feedback meetings was separately collated and analyzed.
- The analysis of these two data bases along with "consultants observation" forms the basis for Organizational Diagnosis.
- The recommendations of this OD study are based on the outcomes of the Organizational Diagnosis.

BACKGROUND

A separate Directorate of Primary Education (DPE) was established on January 1, 1991 in the Northwest Territories Province under a ten year Primary Education Development project (PED). The broad sector goal of this project is to strengthen the institutional capacity of the province to formulate and implement policy that improves access, equity and quality of primary education.

Hitherto the primary, middle and secondary education was combined under the Directorate of Schools.

The organizational structure of the new Directorate has been developed and its staffing is almost complete. The administration and supervision of primary schools is the function of this directorate.

The PED plans further organizational development of the Directorate of Primary Education by modernizing and stream lining its operations (including that of its field offices), developing a more efficient management system and training the Directorate and field staff.

These initiatives are part of a comprehensive Third Annual Work Plan (1991/1992) which includes a set of activities designed to develop and strengthen the Primary Education Directorate in order to achieve the overall goals of the ten year Primary Education Development program (PED).

A team of consultants were hired to conduct an organization development (OD) study of the functions, roles, tasks and structure of the Directorate and a sample of its field staff offices. Based on the results of the OD study, a training needs assesment (TNA) will be conducted for the Directorate staff of the Primary Education Development, N.W.F.P., resulting into a "Training Plan", for the Directorate staff.

The scope of work for this assignment is attached as annexure I.

APPROACH AND RESEARCH DESIGN

The consultants adopted a 'client centered' action research approach to conduct this assignment.

After initial meetings and study of the background material, the Chief Of Party (COP) PED and the Director of Primary Education Directorate (PED) were interviewed. Based on these informal interviews a research design was developed. The research design consisted of the following elements:

- Development and administering a formal questionnaire.
- Selection of interviewees and locations
- Formation of a larger team of consultants
- Steps to control interview process and ensure reliability of data.
- Developing a computer program for data collation and analysis.
- Conducting data feedback meetings separately with the directorate staff and the District and sub-District Education officers.

The methodology of the study consisted of the following elements:

1. Study of the relevant material
2. Formal structured interviews of the Directorate staff and a sample of the field staff (from the district education officer to the school teachers)
3. Visits and observations.
4. Group data collection and refinement through feedback session. These feedback meetings were designed based on the principal of ACTION RESEARCH, and initiated an interactive and participative approach of training in PED.
5. Analysis of the data gathered/generated.
6. Recommendations for OD.

IDENTIFICATION OF INTERVIEWEES AND LOCATION

Based on the client centered approach, and in consultation with the Director DPE and the COP PED the following districts were identified for visits and interviews :

Directorate staff Peshawar.
Abbottabad District
Mansehra District
Mardan District
Kohat District
Peshawar District

In the Directorate the following officials were interviewed:

Director, Directorate of Primary Education (DPE) NWFP.
Additional Directors (Addl. Dirs)
Deputy Directors (Dy. Dirs)
Assistant Directors (ADs)

In the field offices the following were interviewed:

- District Education Officers (DEOs).
- Deputy District Education Officer (DDEOs).
- Sub. Divisional Education Officers (SDEOs).
- Assistant Sub. Divisional Education officers (ASDEOs).
- Learning Coordinators (LCs).
- Headmasters (HM).
- Teachers.

Interviews of both male and female staff were conducted in each district.

The sample size of each category interviewed was fairly small except for the staff of the Directorate. It was however considered sufficient at this stage of organizational diagnosis because (1) the initial focus of the proposed intervention is the Directorate and (2) the process of organization development being followed will make it possible to get data from a sufficiently large segment of each category once the data feedback sessions are conducted.

DEVELOPMENT OF INTERVIEW QUESTIONNAIRE

The questionnaire was developed based on the information gathered by review of the background material, informal interviews with the key people in the client system, and visits to the Directorate office.

The questionnaire was designed to yield sufficient information regarding the organization to diagnose organizational performance and identify current issues.

Another critical consideration was to design a generic questionnaire which could be administered throughout the organization both laterally and vertically.

The questionnaire developed for conducting these interviews is attached as annexure II.

Based on the well established theory of diagnosing organizations from four different but interrelated perspectives, the questionnaire had four distinct sections. Each section contained questions designed to yield diagnostic information regarding each of the following four sections:

- 1.The structure of the organization.
- 2.The Human resources of the organization.
- 3.The culture of the organization.
- 4.The politics prevailing in and around the organization.

IDENTIFICATION OF TEAM MEMBERS

Keeping in view the expected scope of activity, nature of organizational development and the geographical spread of the Primary Education field offices, it was necessary to develop a larger team of consultants.

A larger team would be able to respond effectively and efficiently to the needs of the client system. The collective strengths of this team will enable them to offer training to the client system in most of the disciplines of management and organizational development

In view of the separate structure of female and male staff, especially in the field offices, it was decided to identify and recruit two teams - one of female consultants and the other male each consisting of four members.

The selection of team members was based on the following considerations:

- (a) Team member should be able to conduct an organization development study using Action Research approach.
- (b) They should have strengths in human systems and organization development.
- (c) Their competencies in local languages and their willingness to work in the field.

The list of consulting team members is attached as Annexure III.

DEVELOPMENT OF TEAM MEMBERS

A systematic approach was pursued to integrate the team members and ensure reliable high quality work.

The main consideration in designing the strategy for development of the team members were:

- a. Control and Reliability of data gathered
- b. Uniformity of data gathering approach.
- c. Uniform interpretation of the questionnaire.
- d. Co-ordination among team members.
- e. Empowerment and integration of each member of the team with the present and potential scope of the assignment.

Based on the above considerations each member of the team was thoroughly briefed on the nature and stage of assignment upon entry into the team.

In the next stage each team member was associated with the first few interviews as a passive member. This particular step served several objectives.

- (a) The new team member developed a better understanding of the questionnaire and the process being followed.
- (b) It provided them an opportunity to study and observe the organization's structure, human resources and practices.

After the team member became fully integrated with the process and had developed a thorough understanding of the rationale and the interpretation of the information gathering instrument, they started administering the interviews on their own.

For the two feedback meetings the team members were first brought on board regarding the design, rationale, process and desired outcomes of these meeting. Subsequently short training of trainers was conducted prior to the feedback meetings.

The second feedback meeting i.e with all the DEOs and SEDOs was a particularly challenging one.

The eighty five participants were divided into six groups and a one day feedback meeting was conducted concurrently with all the groups by seven facilitators.

ANALYSIS OF THE INTERVIEW DATA.

The overall analysis based on the major themes from the interview data are given in table I .

The table summarizes the major themes emerging out of individual question (vertically downward) and also shows the relative importance of themes by their occurrence in reply to various questions (horizontally).

- (1) The Pain due to the Political/External pressure is felt very strongly in the Directorate / field staff.
(Thirteen responses to Q.2, Twenty eight to Q.7 and Three to Q. 3)
- (2) The establishment of a Separate Directorate for Primary Education in N.W.F.P. has increased the focus on Primary Education and enhanced awareness of education in the rural areas.
(Twenty nine responses to Q. 1 & Eleven to Q. 3)
- (3) The DPE staff feel over burdened with work. They complain that their workload has increased after the bifurcation.
(Ten replies to Q. 1 and seven each to Q. No. 2 & 3)
- (4) The roles and responsibilities within the directorate are not clearly laid down. There is a feeling of lack of co-ordination specially between the DEOs & SDEOs and between ASDEOs and Learning Coordinators.
(Ten replies to Q. 2, Seven to Q. 6 & Nine to Q. 9)
- (5) There is a strong need for the training of the staff of DPE and the school teachers. The presence of a surprisingly high percentage of Untrained teachers in school (up to 40% by most estimates) is seen as a major hurdle in increasing the quality of education.
(Ten replies to Q.6 and Four to Q. 8)
- (6) The efficiency of the Primary Education Directorate has increased after bifurcation from Secondary Education.
(Thirteen responses to Q. 2)
- (7) The lack of facilities & material in schools specially in the rural areas and the high ratio of students to class room is one of the major reason for lack of motivation for education among the students.
(Seven responses to Q. 8 and six to Q. 9)
- (8) A significant percentage of the respondents (nine in number) felt no change in the system despite setting up of a separate Directorate of Primary Education.
(Five responses to Q.1 and Four to Q. 3)
- (9) The presence of Associations (lower staff, learning coordinators and school teachers) was identified as a hindering factor.

Other important organizational issues that have appeared are:-

- More/ capable staff required
- Parents and teachers need to be motivated
- Ratio of school room to student should be increased
- Red tapism and Repeated approvals should be reduced.
- Practical/ Instructional education be imparted in the schools

TABLE I.

OVERALL INTERVIEW DATA THEMES

P. NO. / THEMES: INTERVIEW DATA	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	TOTAL
1 Political pressure/interference prevents is being effective		13					28	3		44
2 Better focus (Awareness of PE in rural areas).	29		11							40
3 Roles responsibilities not clear.		10				7			9	26
4 Work load increased/shortage of staff	10	7						7		24
5 More training for staff/teachers & more training institutes						10		4		14
6 Efficiency increased	13									13
7 Lack of facilities in schools								7	6	13
8 No change felt	5		4							9
9 Association of teachers/ LCs staff								6		6
10 More /capable staff required.						5				5
11 Teachers encourage & supervised.			5							5
12 Motivation of Parents/ teachers						5				5
13 Ratio school room student increased						5				5
14 Red tapism & repeated approvals req	4									4
15 Practical Instructional Ed. be imparted in schools.						4				4
16 Lack of transport/office equip.	3									3
17 Chain of command reduced			3							3
18 Media of instruction should be the mother tongue.									3	3
19 TA/DA Budget insufficient									3	3
20 Intro. of LC helpful.	2									2

Note:

(1) P.No. (in column No. 1) = Priority Number.

(2) " Total" column implies the number of times the issue was cited.

QUESTION WISE ANALYSIS OF THE INTERVIEW DATA

Question No.1: How has your work changed since the bifurcation of the Primary Education Directorate?

The collated responses to this question are given in table II. *

The main categories of responses to this question are:-

- | | |
|--|--------------|
| (1) Better Focus on Primary Education. | 29 Responses |
| (2) Efficiency increased and red tapism reduced. | 13 Responses |
| (3) Work load increased. | 10 Responses |
| (4) No change felt. | 5 Responses |

The respondents were almost unanimous (29 out of 31) in expressing the view that the creation of a separate Directorate has resulted in better focus on the Primary Education.

The increased focus includes importance to teachers, improvement of teacher to student ratio and increased awareness of Primary Education in rural areas.

Thirteen respondents are of the view that the efficiency of the school administration has increased after the creation of the separate directorate, and that red-tapism has been reduced.

About 30% respondents expressed that the work load has increased after the bifurcation of the Directorate.

It is important to note that all the DEO(FM) interviewed (3/3) and fifty percent of the SDEO FM (3/6) who were interviewed complained of increase in work load.

Five respondents stated that they had not felt any change as a result of this bifurcation.

All the SDEO (M) interviewed expressed that they did not feel any change in their roles or work after the creation of a separate directorate.

Question NO.2(f): What will make you more effective in your work?

The following are the major themes emerging from the data against this question:-

- | | |
|---|--------------|
| (1) Training and More Staff. | 14 Responses |
| (2) More office Equipment. | 11 Responses |
| (3) Effective communication and mo. co-operation from colleagues & Superiors. | 8 Responses |
| (4) Less outside Interference and better time management. | 4 Responses |

The detailed level wise responses are given in table III.

Training and more staff is the major factor which the respondents felt shall make them more effective.

* Table II-X given in Annexure IX.

Out of the 14 responses, ten responses related to training and guidance and four to more staff. The responses are spread across all levels in the organization.

The second major factor which is perceived to make the Directorate more effective is More Office Equipment and Separate Offices.

The equipment that is needed includes transport (5 responses), telephone, photo copy machines and computers.

Five out of seven people interviewed from the Directorate staff felt that the increase in office equipment will make them more effective.

The third major factor is Effective Communication and increased co-operation from their colleagues and superiors.

This need is being strongly felt at the Directorate level and the DEOs level. Seven out of eight responses are from these two levels. All the female DEOs interviewed identified this as the major factor which will make them more effective.

Reduced outside interference and better time management was mentioned by SDEOs only. (one Male and three Female SDEO's).

There seems to be strong feeling of external influence hampering effectiveness at this level.

Two of the Directorate staff expressed the need of specific job description/job manual in order to become more effective where as increased community support was mentioned by two LCs in this context.

Question No.2(g): What prevents you from being more effective in your job?

The major categories of responses to this question are:-

- | | | |
|-----|---|--------------|
| (1) | Political Pressure/External Interference. | 13 Responses |
| (2) | Roles Responsibilities not Clear. | 10 Responses |
| (3) | Too much work/ shortage of Staff. | 7 Responses |
| (4) | Repeated approvals required. | 4 Responses |
| (5) | Lack of transport/ office equipment | 3 Responses |

The detailed tabulation of responses are given in table IV.

The external influence is seen as a single most important factor which hinders the efficient and effective working of the organization. This factor was mentioned by staff members at all levels.

The second major factor which prevents effectiveness is that the "Roles and responsibilities are not clearly defined".

There are no standard job descriptions and there seems to be confusion about the roles/ responsibilities specially of the DEOs and SDEOs as well as ASDEOs and LCs. There is a lot of overlap of various officials visiting schools.

All the three LCs interviewed, 3 out of 6 SDEOs(FM) and 2 out of 5 DEO(M) see this as a major factor hindering their effectiveness.

The shortage of staff and quantum of work load is also seen as a hindering factor. This factor has also emerged in responses to other question.

There seems to be a strong need to re-organize work flow, develop work plans, and clarify roles in order to reduce this factor.

Four out of seven interviewees from the Directorate staff cited this factor being responsible for reducing their effectiveness.

Repeated approvals required and red-tapism was mentioned by four people as the factor effecting their effectiveness. All these respondents were from the Directorate and none of the field staff mentioned this issue.

Lack of transport and office equipment was mentioned by three of the interviewees. It is important to note that all the three interviewees were female staff members.

Question No.3 : What is your opinion of the new Primary Education organization?

The major themes of responses to this question were:-

- | | | |
|-----|---|--------------|
| (1) | Increased focus and awareness of Primary Education in Rural areas | 12 Responses |
| (2) | Teachers encouraged & better supervised | 7 Responses |
| (3) | Do not feel any difference yet | 4 Responses |
| (4) | Chain of come and is reduced and work load divided | 3 Responses |

The detailed tabulation of these themes are given in table V.

The staff of primary education feels very strongly that because of the creation of a new organization the focus on primary education has increased. This effect is being felt through out the organization and it matches with the responses to question No 1.

There is also a belief that the efficiency has increased with the creation of this new organization.

However four respondents said they do not feel any difference in spite of the creation of a new and separate organization. This factor has also appeared in response to question No. 1.

It is significant that three out of four respondents in this category are females (two DEO one SDEO).

Question No.5 : Describe what an ideal organization would be like to you?

The major categories of replies to this statement were:-

- | | | |
|-----|---|--------------|
| (1) | Improved teachers (Better trained, more salaries and no un-trained teachers). | 20 Responses |
| (2) | Child to be the focus (free uniforms/books) | 12 Responses |

- | | |
|--|--------------|
| (3) Better schools with adequate accommodation and equipment. | 12 Responses |
| (4) Recruitment and transfers dealt on merit with reduced external influence. | 7 Responses |
| (5) Increased coordination among staff with aims and objectives clearly understood by all. | 5 Responses |

Table VI gives the details of this data.

In response to the above statement the majority of replies were outward looking and the focus of attention was more on teachers, students and school. This shows a keen desire on the part of the majority of the staff to see the effect of their efforts on the end product and is a very healthy sign.

The desire to see improved teachers in schools with no untrained teachers, improvement of the student and improved school with adequate equipment and material is manifest through out the organization at all the levels.

The reduction of external influence in posting and appointments was again expressed as part of an ideal organization (7 replies).

Increased Co- ordination among staff with aims and objectives clearly understood by all was also an important part of an ideal organization.(5 replies).

Incidentally however, four out of five replies in this area came from female (DEOs & SDEOs) an indication as to their present dissatisfaction with co-ordination within the organization and lack of uniformity of purpose and aims.

Other responses included increased staffing levels (3 Replies), superiors adhering to their promises (3 replies), better transport facilities (3 replies) and decentralization of decision making (2 replies).

The demand for better transport coming from female SDEOs and that of decentralized decision making from DEOs.

Question No. 6: What changes are needed in this organization to become like your ideal organization?

The major categories of responses to this question are:-

- | | |
|--|--------------|
| (1) More training to staff and teachers | 10 Responses |
| (2) Clarify of Roles and better co-ordination and co-operation among staff | 7 Responses |
| (3) More/Capable staff required | 5 Responses |
| (4) Parents/teachers need to be motivated | 5 Responses |
| (5) Ratio of school rooms to student be increased | 5 Responses |
| (6) Practical/Instructional education be improved in schools | 4 Responses |

Detailed tabulation of replies to these questions are given in table VII.

The need for training the staff and teachers is felt at various levels in the organization.

Clarity of roles and increased co-ordination/co-operation is being felt strongly among the staff specially among female SDEO, (4 replies) and the directorate staff (2 replies).

The need for more & capable staff is being felt more at the directorate level (3 replies) and by the female SDEO (2 replies).

The motivational needs of parents and teachers is being felt at all levels in the organization where as the need of construction more class rooms in schools is felt more by the field staff.

Other Changes mentioned include:

- Provision of free books/ uniforms for students
- Transport/ Hostel facilities for teachers
- Appointment of theology teachers in schools
- Simplification of transfer & purchase procedures

Question No. 7: What external pressures influence your work?

In responses to this question the over whelming majority of respondents mentioned political pressure as the single most important external factor negatively influencing their work

- | | | |
|-----|--|--------------|
| (1) | Politically motivated frequent and unjust transfers and appointments | 28 Responses |
| (2) | Political pressures prevent proper implementation of development schemes | 11 Responses |

The detailed tabulation of responses are given in table VIII.

The external political pressure seems to influence the two major areas i.e. the appointment/ transfers and the implementation of development schemes.

This overwhelming pressure is being felt throughout the organization at all levels, as is evident from the enclosed table.

There is an urgent need to develop some internal organization resistance to negotiate external pressures and planned strategies need to be developed to at least reduce these external pressures which are exerting a negative effect on organizational performance and effectiveness.

Question No. 8: What internal pressures influence your work?

The major internal pressures being felt in the organization are :-

- | | | |
|-----|--|-------------|
| (1) | Lack of facilities in schools. | 7 Responses |
| (2) | Too much work and lack of coordination | 7 Responses |
| (3) | Associations of teachers, LCs and lower staff. | 6 Responses |
| (4) | High ratio of untrained teachers | 4 Responses |

(5) Merit not followed in teachers
posting/promotions.

3 Responses

The details of the interview data to this question is given in table IX.

It is interesting to note that the pressure of lack of facilities in schools and that of untrained teachers is being felt only by the field staff and not by the Directorate staff.

The SDEOs(2 male and 2 female) feel no internal pressure effecting their work.

Question No. 9: Is there any thing else that you would like to add?

The major categories of responses to this question are:-

- | | |
|---|-------------|
| (1) Clarify roles and responsibilities. | 9 Responses |
| (2) More funds to be spent on students to bring about qualitative change. | 6 Responses |
| (3) Medium of instructions should be mother tough. | 3 Responses |

The detailed tabulation of responses to this questions are given in table X.

It is interesting to note that the need to clarify roles has been expressed by 4 out of 7 directorate employees.

The need for increasing the TA/DA budget has mainly been expressed by LCOs and by one ASDEO (M).

FORCE FIELD DATA ANALYSIS

This section of the report deals with the analysis of "Force Field" data, which was generated by means of "Feedback Meetings" conducted with the Directorate Staff and the Field Staff [DEOs and SDEOs].

A brief explanation of this theory behind "Force Field Analysis" is helpful in understanding how the data was generated and used in analysis.

Force Field Analysis is useful at the diagnostic stage of problem solving in situations where people's attitudes and reactions are important.

The present state of an organization is an equilibrium between the forces supporting change (Helping Forces) and the forces resisting change (Hindering Forces). Force Field Analysis is the identification of these forces, their direction and their strength.

It is implicit in the theory that movement in the desired direction (towards effective functioning) can be achieved by reducing or removing resisting forces (Hindering Forces).

Using the "Force Field Analysis" with the Directorate Staff and its Field Staff, a collated list of "Hindering Forces" and "Helping Forces" was developed for each group. This list was then prioritized by weighted ranking and collated to arrive at a single prioritized list for each of the groups.

See Annexure X for details.

The top six "Hindering Forces" which received the highest mean percentage scores from each of the seven groups have been listed in the enclosed Table XI.

This table shows twenty two "Hindering Forces" listed under the "Hindering Forces" column. Group wise priority of each force has been shown by means of roman numerals.

Identifications of specific "Hindering Forces", at various levels of organizational hierarchy (Directorate, Staff, DEOs (Male & Female) and SDEOs (Male & Female) based on their perceptions is the major outcome of this exercise.

The most critical hindering force identified by all the seven groups as shown in Table XI is "Political Interference".

The other major hindering forces which have been identified are:

- Shortage of staff
- Shortage of office space and physical facilities
- Presence of associations (Teachers, LCs and lower staff)
- Defective purchase policy
- TA/DA budget insufficient
- Work load increase
- Lack of facilities in schools

The analysis of the perceptions of individual groups can yield interesting results and should be used for designing the specific intervention for organization development and formulation of training programs

FORCE FIELD
DATA ANALYSIS

TABLE XI

HINDERING FORCES	DTE	DRO (FM)	DRO (M)	SDEO (M) :GP-I	SDEO (M) :GP-II	SDRO (FM) :GP-I	SDRO (FM) :GP-II
1. Shortage of Office Space Telephone, Visitors, Space & Transport. *	I					* I	* VI
2. Political Interference	II	II	I	IV	I	III	II
3. Shortage of Staff	III					II	III
4. Information Delays from Field & to Field	IV						
5. Delegation of Power	V						
6. Ban on Posting		I					
7. Delay in Budget Allocation		III					
8. Conveyance Problems of Teachers		IV					
9. Untrained Teachers		V	VI	VI			
10. In-appropriate Ratio of Teachers to Students		VI					
11. Interference of Teachers Association			II	V	III		
12. Drop-out Rate of Students Very High			III				
13. Lack of Budget			IV			IV	V
14. Lack of Accomodation In Schools			V	II			
15. Defective Petty Repair Policy-be done by C&W Dept:				I	V		
16. Shortage of Equipment In Office & Schools				III	IV		
17. Defective Purchase Policy					II		
18. Schools in Far-Flung Areas:						V	
19. Lack of Time/Load of Work						VI	I
20. Frequent Transfers							IV
21. Interruption in Work (Telephone, Visitors, Meet- -tings, Urgent Needs/Work):	IV						
22. POL Budgets Too Small					VI		

The difference of the perceptions of hindering forces between the male and the female staff is also useful for diagnosis.

The list of the helping forces should be used to identify those helping policies and practices which are viewed as helpful by the members of the organization.

**CONSULTANTS OBSERVATIONS
DURING THE VISITS TO THE DIRECTORATE, FIELD OFFICES,
SCHOOLS AND FEEDBACK MEETINGS.**

1. Data can be used in several ways and at various levels in conducting training and OD.
2. Lack of group communication skills, meeting effectiveness and listening skills.
3. Very open to new ideas and new ways of working. A great need exists for job related skills.
4. Roles not clearly defined especially for the Directorate staff and DEOS.
5. Visioning the future difficult (not proactive- traditional methods followed).
6. Lack of boundary management of work environment (external influences, time management, phone, visitors et.)
7. Lack skills in managing change.
8. Lack skills in office management and organizing work.
9. Lack skills in Planning.
10. Lack skills is interpersonal communications.
11. There exists a great potential to develop Internal consultants/change agents at the Directorate level, District level(DEOs) Sub-distt. level(SDEOs).
12. They work quiet effectively as groups, drawing upon group members strengths, but a need to build individual leadership qualities is required (eg:Leading by example).
13. Need to share information between Directorate and DEOs as well as between DEOs and SEDOs (Communication).
14. Eager to learn and quiet open to organizational change interventions. Caution: one step change to be introduction at a time .
15. The human resources of the directorate are good teachers-have significant experience in teaching but they lack the managerial capabilities to effectively lead their subordinates.
16. There seems to be a strong friction between the DEOs and the SDEOs, ASDEOs and LCOs, and male/female employees.
17. The school visits seem predominantly as the"inspection" of school and not an exercise in empowering the teachers or counselling them.
18. The capabilities of the female staff seem to be under estimated and they are under utilized.
19. Participative and interactive training of the staff is possible.

ORGANIZATIONAL DIAGNOSIS

The major organizational issues emerging from the analysis of the interview data and Force Field analysis have been collated and are given in the "Prioritized list of organizational issues".

The purpose of collating the issues from the two data basis is to narrow the list of issues and focus only on the more important one's for the purpose of O.D.

For the purpose of Organizational Diagnosis we have used the "Open System Model". A brief description of this model is attached in annexure XI.

Using a model for Organizational Diagnosis has the advantage of putting issues in their true perspective and allows a clearer understanding of the dynamics of the interrelationship of various elements within the organization.

The major organizational issues have been classified under the main "elements" of the Open System Model.

The "classification of these organizational issues" based on the above model is enclosed.

The major elements of DPE are discussed in the following pages:-

A) ENVIRONMENT OF DPE:

The Environment of an organization includes all the external organizations, Identities, individuals and conditions that directly or indirectly relate to operations and goals of the organization.

The newly created Directorate of Primary Education seems to be operating in an environment which is not supportive of its efforts.

The analysis of the data generated as a result of this OD report suggests that the single most important factor which is retarding the growth of the directorate is the External Political Interference.

These interferences manifest themselves in irregular promotions, frequent transfer, confusion of priorities in development scheme and a general lack of authority and motivation within the organization.

The energies of the staff of the organization are mostly spent in either fighting the external influences or in trying to find ways of using those influences to their advantage.

Other issues related to the environment are motivation of parents, delay in budget allocation, drop out rate of students, schools in far flung areas and defective petty repair/purchase policy.

B) INPUTS OF THE ORGANIZATION:

This element includes all the resources (Human and Material) as well as information and knowledge that an organization obtains from its environment for the purpose of creation of its output.

PRIORITIZED LIST OF ORGANIZATIONAL ISSUES

PRIORITY :	ISSUES	INTERVIEW	FORCE FIELD
I	-Political Interference	I	I
II	-Work load increased	II	V
III	-Lack of facilities in schools	V	V
III	-Associations (teachers, lower staff & LC's)	VII	III
III	-More & capable staff required	VIII	II
IV	-More training & training institutes required	IV	VIII
V	-Roles/responsibilities not clear	III	X
V	-Shortage of office space		II
V	-Lack of transport/office equipment		II
VI	-Ratio of school room to students be increased	X	V
VI	-Defective petty repair policy		IV
VI	-TA/DA budget insufficient		IV
VII	-No change felt	VI	
VII	-Ban on postings		VI
VIII	-Defective purchase policy		VII
IX	-Delay in budget allocation		VIII
IX	-High dropout rate students		VIII
X	-Motivation of parents/teachers required	IX	
X	-Lack of effective communication		IX

NOTES:

Column No. III & IV respectively gives the priority numbers of the issues (contained in column II) as they appear in the overall ranking in the interview data and force field data.

Column No. I, gives the overall ranking of these issues after collation of the two data basis (interview & force field).

The priorities of these issues while collating the outcomes of the two data basis, has been based on Rank-Ordering.

The force field data of the seven groups has also been collated on the basis of Rank-Ordering to arrive at prioritization of these issues (column IV).

CLASSIFICATION OF ORGANIZATIONAL ISSUES

A) ENVIRONMENT:

- Political/ External interference (frequent transfers/recruitment, specially of untrained teachers).
- Motivation of parents.
- Ban on posting.
- Delay in budget allocation (from the government).
- Drop-out rate of students very high.
- Defective petty repair policy (should be done by C&W Dept).
- Defective purchase policy.
- Schools in far-flung areas.

B) INPUT:

- More training and training institutes required.
- More facilities required in schools.
- More capable staff required.
- Lack of transport/ office equipment.
- Ratio of school room to students should be increased (more classrooms in schools).
- Travelling and Daily allowance budget insufficient.
- POL budget too small.
- Shortage of office space, telephone, visitors space and transport.
- Shortage of staff.
- Conveyance problems of teachers.
- In-appropriate ratio of teachers to students (more teachers required).

C) CULTURE:

- Lack of time/load of work.
- Interruption in work (telephone, visitors, meetings, urgent needs/work).
- Information delays from field and to field.
- Delay in budget allocation.
- Red tapism and repeated approvals required.

D) STRUCTURE:

- Workload increased.
- Role and responsibilities not clear.
- Lack of delegation of power.
- No change felt.

E) BEHAVIOR & PROCESSES:

- Interference of teachers, lower staff and LCOs associations.
- Lack of motivation of staff.
- Interruption in work (telephone, visitors, meetings, urgent needs/work).

F) PURPOSE:

- Practical and instructional education be imparted.

A large number of issues which have emerged, related to a need for greater input (Funding/Human Resources) in order to achieve the organizational objectives.

The need for increased level of training, more physical facilities both within the organization and in schools and need for more staff and teachers has emerged.

Being an infant organization, the need for greater inputs is natural to some extent. The organizational priorities are not clearly defined or understood in the organization. It is possible that the available resources are not being properly and efficiently utilized.

C) CULTURE OF THE ORGANIZATION:

The culture of an organization includes shared norms, beliefs and values relating to key aspects of organizational life e.g. the nature and identity of the organization, the way the work is done and the possibilities of changing relationships within the organization.

There does not seem to be a common language, shared norms and values in the organization.

The staff of the organization has been drawn from different organizations and there is a strong need for developing a common culture in the organization.

The major issues relating to the culture of the organization are Lack of time/load of work, delays in work, interruptions, confusion of priorities red tapism and repeated approvals required.

D) STRUCTURE OF THE ORGANIZATION:

This element of an organization includes role assignments (Job descriptions, authority and responsibility), grouping of positions, standard operating procedures, coordination and human resource mechanisms including career lines, rewards and evaluation procedures.

The major issues relating to the structure of the DPE include, workload increased after bifurcation, roles and responsibilities not clear, lack of delegation of power and no change being felt by staff members after the establishment of a separate Directorate of Primary Education:

There is a strong need for role clarification, developing/ negotiating job description and responsibility charting the directorate as well as field offices.

The need for role clarification is more strongly felt between DEOs, SDEOs, between ASDEOs and LCOs, and the female employees.

There is a lot of friction and tension between these levels which results in wastage of energies and politicking within the organization.

E) BEHAVIOR AND PROCESSES:

This element of the organization includes prevailing pattern of behavior including cooperation, communication, influence and power relation, leadership,

decision making, rewarding behavior, problem solving, planning, goal setting and information gathering.

The main issues in the DPE relating to this component of the organization include Interference of the associations (Teachers, lower staff and LCOs), lack of motivation and interruption in work.

There is an urgent need for developing mechanism for goal setting, problem solving, planning and decision making at the directorate as well as the DEO and SDEO level.

F) PURPOSE:

The purpose of an organization is the reason for its existence and includes goals and objectives, which it endeavor to achieve by formulating plans and developing strategies.

Although, there were not many issues emerging from the analysis related to the purpose of the DPE nevertheless there was no evidence that the purposes were universally understood and accepted within the organization.

The interview questionnaire has not yielded significant data regarding the desired or future state of the organization and the goals and objectives of the organization have not been mentioned very frequently.

Although, the organization has specific goals by virtue of its mandate there was not much evidence of pursuits of these goals specially in terms of short term objectives and perusal of a coordinated strategy to achieve these objectives.

The general attitude is "reactive" and not "proactive".

"Planning" seems to be the major drawback in this element in the organization. The organization is predominantly engaged in "fire fighting" and there is a strong need to plan ahead of time and develop mechanisms to implement and adapt plans.

G) OUTPUT OF THE ORGANIZATION:

This element of the organization includes products and services that an organization produces and gives back to its environment.

No specific issues have emerged from this study which relate to the output of DPE.

This factor is possibly related to the "purpose" of the organization.

As the organizational culture becomes more proactive and specific plans and strategies are developed and implemented for achieving organizational goals and objectives, the sensitivity of the quantity and quality of the output increases which contributes to the efficiency and effectiveness of the organization.

OPERATIVE CONSIDERATIONS

The following considerations and assumptions have been kept in view while formulating recommendations for organizational development of the DPE:-

1. The very nature of OD activities is such that the interventions should adopt a process oriented, client centered and wholistic approach, in order to achieve a long term impact on organizational effectiveness.

The formulation of recommendations therefore is a complex task with several interventions suitable for solving same types of organizational issues.

Furthermore because of interrelationships of various components (elements) of an organization an attempt to bring about change in one component can and does have an effect on other components, divisions and departments within the organization.

2. The emphasis of the recommendations is on capability and capacity building within the organization to solve present as well as potential problems and issues that may emerge in future.

Pursuing such an approach would bring about a lasting change in the organizational effectiveness and development of the organization.

3. The "readiness and capability" of the client organization was a prime factor in formulating recommendations.

DPE is a government organization which does not have a lot of flexibility and independence in formulating and implementing operational and procedural changes.

The basic operative and procedural policies are formulated by external organizations and the client organization has to operate within the given frame work.

4. The recommendations also takes into account "How the members of the organization and external stake holders" will react to the proposed interventions and change efforts.

Attempt has been made to propose those interventions which on the one hand have a least possibility of resistance to change (both internal and external resistance) and on the other hand has the capacity to bring about change in the organization conducive to organizational effectiveness and goal attainment.

5. The availability of resources (cost of implementing proposal have been kept in view.

6. The socio-cultural values and norms of the provincial society should be kept in view while formulating interventions and establishing practices within the organization e.g. Time and boundary management should keep in view the traditional "open door" policy prevalent in the N.W.F.P. culture. The intervention aimed at increasing participation of female employees of DPE in management and decision making processes should take account of the cultural values regarding women prevalent in the society.

7. The recommendations contained in this report are based on an organizational level data analysis.

It is recommended that before designing any intervention for a specific level within the organization, the data relating to that particular level be used.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

- o. The staff of the Directorate of Primary Education as well as the field staff is almost unanimous in their opinion that the focus on primary education and the efficiency of the system has increased after the establishment of a separate Directorate of Primary Education. Data from the interview and force field analysis support's this conclusion.
- o. The establishment of separate Directorate of Primary Education for improving the access, equity and quality of primary education in the province is supported by these conclusions.
- o. Being an infant organization, DPE needs to systematically manage the growth transition in order to become effective and to achieve their organizational objectives.
- o. The majority of organizational issues that have emerged from this study relate to the **INTERNAL SYSTEM STATE** of the organization e.g. concern for smooth flow of information, need to reduce snags, lack of communications, questions of identity, need for coordination cohesion and role clarifications etc.
- o. The single, most important organizational issue that has emerged is the influence of the external/ political forces on the organization and this pressures is felt throughout the organization.

These external organizations, institutions and groups have a variety of demands and pressures on DPE. They threaten the flow of needed resources to the organization and disrupt/alter the internal operations.
- o. The need for training, and for capable staff has surfaced very strongly in the area of **INPUTS**.
- o. In the **STRUCTURE** of DPE the need for developing/ negotiating job descriptions has emerged at all levels in the organization.
- o. The Culture specific to the organization has not yet been developed and there is no strong feeling of identity with the organization. There is a need to develop common and shared values, beliefs and norms in the organization.
- o. The issues related to the "**Behavior & Process**" of DPE (Interference of associations, lack of motivation and interruptions in work) will be resolved once the above mentioned recommendations are implemented.

RECOMMENDATIONS:

- o. The OD efforts should aim at addressing **INTERNAL SYSTEMS STATE** and **"OUTPUT GOALS"** i.e. Goal attainment, quality and quantity of outputs.

- o. DPE should develop internal resistance to external pressures and manage its boundary in order to increase its effectiveness by:
 - (a) Developing Internal systems (standard operating practices, delegation of decision making and authority, increasing employee commitment and development of commonly shared values and beliefs) in the organization.
 - (b) Developing and implementing strategies to project DPE values to the environment.
 - (c) Developing conscious strategies to establish linkages and networks with the external organizations and launch a strong promotional and public relations campaign.

- o. A Strategic Planning exercise be conducted with the top management of the organization to develop a comprehensive plan for achieving the organizational objectives.

Strategic planning exercises should later be conducted with middle level management of the directorate (DEOs/SDEOs) to develop specific District level plans within the overall organizational strategic plan to ensure commitment and implementation of the overall strategic plan.

- o. DPE should adopt a two fold strategy to address the issues related to **INPUTS** of the organization; (a) To solicit more financial resources and (b) to develop a comprehensive resource allocation plan for efficient utilization of available resources.

- o. A formal Training Needs Assessment (TNA) focussed on Internal Systems State should be conducted to identify specific training needs and a comprehensive training plan be developed and implemented.

Considering the size of the organization, and the areas of immediate pain, it is recommended that the TNA be conducted in phases, first for the Directorate staff and later for the field staff.

- o. The "structure" of the organization should be re-organized to develop "Capability" for achieving organizational goals.

For this purpose interventions be carried out for developing/ negotiating job descriptions, responsibility charting, developing standard operating procedures and reward/evaluation policies.

A participative leadership style needs to be adopted and delegation of authority should be negotiated while developing job descriptions.

It is recommended that specific Team Building interventions be carried out to strengthen the bonds between individuals, groups and sub components of the organization (Top and middle management, DEOs/SDEOs, ASDEOs/LCOs, Male and female staff members).

The sequence of implementation of the above recommendations will depend on;

- (a) Acceptance of these recommendations by the key stakeholder, and
- (b) On the availability of resources.

However, we suggest, the following sequence be followed in implementing these recommendations:

(Some of the interventions may be initiated simultaneously).

- (I) Conducting the TNA and implementing the training plan.
- (II) Strategic planning.
- (III) Resource allocation plan.
- (IV) Strategies for managing the environmental pressures.
- (V) Role clarification & development of job descriptions.
- (VI) Team building.

SCOPE OF WORK

The trainers will conduct a study of the functions, roles, tasks, and structures of the Directorate of Primary Education and a sample of its field staff offices (DEOs, SDEOs, ASDEOs, and schools).

A training needs assessment will be conducted based on the first draft results of Phase I of an organization development study and on job-related skill and knowledge needs.

In turn, these should result in a draft training plan, with particular attention being paid to job-related training.

*DATA COLLECTION
FOR
PRIMARY EDUCATION DEVELOPMENT PROGRAM*

INTERVIEW QUESTIONS

STRUCTURE :

- 1) How has your work changed since the bifurcation ?
- 2) What are your roles and responsibilities of
 - a) Yourself ?
 - b) With your subordinates ?
 - c) With your superiors ?
 - d) With the schools ?
 - How is time allocated across the roles/responsibilities ?
 - What will make you more effective ?
 - What prevents you from being effective ?
- 3) What is your opinion of the new primary education organization ?

HUMAN RESOURCE :

- 4) What are the training needs for
 - a) Yourself ?
 - b) Your subordinates ?
 - c) Your superiors ?

CULTURE :

- 5) Describe what the ideal organization would be like for you ?
- 6) What changes are needed in this organization to become like that ?

POLITICAL :

- 7) **External:** What external pressures influence your work ?
- 8) **Internal:** What internal issues or dynamics influence your work ?

REMARKS :

- 9) Is there anything else you would like to add ?

LIST OF CONSULTING TEAM MEMBERS

1. Mr. Imtiaz Khalid (Team Leader)
2. Dr. Elizabeth Kirkhart (Lead Consultant)
3. Mr. Shahab Qureshi (Lead consultant)
4. Mr. Rahat Saghir
5. Mr. Muhammad Zaheer
6. Ms. Fauzia Saeed
7. Ms. Maheed Riaz
8. Ms. Urusa Fahim
9. Ms. Rafia Ahmad.

07	2	02	01	10	Span of control-a good change. Elementary directorate(1-8grade). Disposal of teachers cases (leave,etc) improved. 59- teachers suspended. Absentisms lowered. attendance of teachers better Follow up has increase.
					My own office(made a job Manual) assisted by Deputy. All files through Deputy DEO.(CAD&Davel,branch supervision by Dy.DEO). Dev. Branch-processing of ADP scheme, construction work(pc-4) sub standard work to be brought to EDO's notice.TBC
07	2	02	01	21	CONTD- Duties of ADEO Dev, Accounts and Academics assigned.(Details provided).
07	2	02	01	22	Dir.education Dir.Dir# compliance to instructions meetings- 2or3times when required. Review meetings 4 in a year Progress on Dev.schemes &A/c progress are discussed and submitted. Repair progress.Time allocation: visit-2or3 schools Assembly sessions Ques
07	2	02	01	41	ASDO's supervision and guidance Accounts : Preparatic of Budgets. Particularly(F)-SDEO's planning Mgt A/c planning (Female) side ADEO dev. should be male. DEO-Mgt# planning training office systems SDEO's MGT and supervision.
07	2	02	01	42	Directorate level-Accounts Matter Planning. Information/ work flow, very slow in the directorate level. planning OK.
07	2	02	01	50	Only time will
					: Zero class: young children registration Training to be speeded up. Office will contribute. Add construction of own. Teachers are required (Steachers should be there 5rooms should be made. Untrained teachers on job training in teaching methodology.TBC
07	2	02	01	60	CONTD and maintance of record. ASDEO- Can give training SDEO-span of control should be 50 schools, and should concentrate on only supervision, will keep him away from politics Major- of time allocated in transfer matters.
07	2	02	01	70	External: Its injurious to us. -MPA exerts influence in physical facilities.(construction of rooms). Merit list are made but interference in appointments are done by MPA. Class 4pass people are forced to be promoted influence exerted by MPA's.TBC
07	2	02	01	70	CONTD-Political pressures. Solution Ment. Man is born free but he is bond with chains. Teachers in lung areas are mostly absent. Incentives of say Rs 1000/- extra Retived teachers should be employed.
07	2	02	01	80	INTERNAL: Support is give by directorate. May be considered on merit and existing rules. support by directorate is given for ext. pressure.Training needs- Academic- ASDEOs-100schools/ASDEOs (too many schools) according to job maual. Sub-divisions-TBC
07	2	02	01	80	CONTD- Should be created 200-300 schools. Supervision and inspection training is required.(Additional information on changes).
07	2	03	01	10	:Bifurcation: Better focus Tension with secondary.
07	2	03	01	20	:Accounts-Dev-Building supervision,tour programs ASDEO+LC +visits(over/two schools per day). Meetings with SDEO/ASDEO working with Directorate/MPAs/DEO AC etc.
07	2	03	01	40	:DEO: mgt+office manitence+budget
07	2	03	01	41	SDEO: political appointees grants for finance.Guidence to sub-ordinates. Planning(Drawing upto four crare lper year) ASDEO: Not evenone worth giving example. Bogus tour entries Political appointee.Motivaton Training.Most improtant on the job training TBC
07	2	03	01	41	Regular budget: DEOs/ SDEO. Grants, purchases SDEO own reach to finance Dept
07	2	03	01	42	Policy of Govt-for purchase. Staff-office Rules/Regulation Pension/leave (Most training liven 81/82)-Head Master-Record-DR+Disbursement ADEO account.
07	2	03	01	50	Divisional level office/Staff Increase Jr.clerk/Sr.clerk.SDEO:Purchase(ADHN) Supervision school visit .Model teaching
07	2	03	01	70	political- Action against teachers-MPA-on the job training for Political appointees.

Position	Sex	Geo Loc	Respndt	QNo	Data
					Overall supervision admin of of.p.ed. DEOs of SDEOs. exams, elections, coordinator with offices budget finance. Responsibilities not different but more Shahjhan-expects alot from, them at short notice. Elected prob. put a lot of pressure can not TBC
O7	1	O4	O1	20	
O7	1	O4	O1	20	CONTD- Expect amp.... the even if they are of good workers Have to follow order of ministers. Even illegal work.
					Supervision of office(clerk)of subdivisions schools mail follow up. Visit schools/supervision. Annual Dev. programs.(school sites buildings)through MPAs give us the sites and tell us what to do. Take over new buildings, annual inspection appointment.
O7	1	O5	O1	20	
Position	Sex	Geo Loc	Respndt	QNo	Data
O7	1	O4	O1	21	Deputy BSE 17 5th class exam organize have no policy. All private exams (AIOU) Allama Iqbal open university text books.
O7	1	O4	O1	21	CONTD- All things come to her from deputy, checking of scrutny. ADEO female inspection-vacant (do themselves) Learning
O7	1	O5	O1	21	DDEO inquiries, SDEO inquiries. Statistics, accounts, log books, school visit. Manage absense of DEO. Superintendent
O7	1	O5	O1	22	If they trust us if listen to us everything would be ok. Supervise. us mail, Establishment.
Position	Sex	Geo Loc	Respndt	QNo	Data
O7	1	O5	O1	10	Good- No importance to PED before Should consider increasing salary and training. Now these things will improve.Provided
O7	1	O5	O1	10	CONTD-change: Can deal better with problems. Get reports from learning coordinaters which helps us understand how they
O7	1	O4	O1	40	Management/admin/supervision. Supervision meant checking.
O7	1	O4	O1	41	Techniq useand training methods to be used. modern methods of teachig f v. diff- from traditional methods.
O7	1	O5	O1	40	Administration Donot need training cannot apply the training. B.Ed. can't apply theory or have facilities.Needs to be relevant to job is not today. Need experrence on the job to better familiar w/work.
O7	1	O5	O1	41	Teachers: Training in teaching method relevant ot rural needs. Primary clerk: office management.

07	2	03	01	80	Internal: Poverty -drop-out rate Metodology avlogy of teaching.Training of teachers-Beating/abusing of students.9 months PTC type of training questionable/ to not applicable schools. Qualification(Min to be FA).ASDEO can't guide teachers. Refresher- TBC
07	2	03	01	80	CONTD- Cour Few for teachers (done some on own accord). Untrained teachers 41% : English recomanded book. Standrad too high even for BA pass teachers. alpabetical lesson.
07	2	03	01	90	Mobility of ASDEOs no pattern-beat-remains same for long time
07	2	03	01	91	Visits: Unofficially: Three four ASDEO use center school as - their base.
07	2	03	01	92	Extra curreciar activities. Foot ball-1200-Hockey purchased How well is the sports grant being utilized.
07	2	03	01	93	Purchase Policy not macla for PED by Directorate.Lot of corruption in purchases.
07	2	05	01	10	Bifurca: Focus better on primary. DEQ never used to visit primary school. Teachers +aware. Budget(although different 414-secondary 415 primary) but bias was to secondary. Effect in 2/3yrs will be evident.
07	2	05	01	20	Post Busy: Record they borrow from secondary every one busy -time spenton making record. Dealing with Directorate. visit alway in daily basis (Now 15 day Max) public dealing and devling/supervision of sub ordinate staff.
07	2	05	01	40	Training DEO+SDEO: Accountsand finanicc drafting/serucing/cheek/stock registers. ASDEO. Good teachers/supervision Directorate staff-Rules/policies.
07	2	05	01	50	Right of hire/fire-Selection:recruitment training:on merit.Graduate teacher/handsome salary-one room one teacher per section(do-away with two room model)Untrained teachers(Briish days there was pupil teachers) untrained teachers to hired or first train.
07	2	05	01	70	Extreme Political influence. Large infurmal decision- No secrecy. 160 cases grade four don't work .They can not be transfered-Hunger strikes by teachers Associations aginst ASDEOs.

(36)

Position	Sex	Geo Loc	Respd't (QNo	Data	
O7	1	O4	O1	40	Management/admin/supervision She was notice to difine these terms in a specific way. Supervision meant checking.
O7	1	O4	O1	41	Techniq... of methods to be used modern methods of teachig f v. diff- from traditional methods.
O7	1	O4	O1	42	Foreign thing admin. She feels that Mr shahjihhan improved after gething traing from afusad so every one should get foreign training.
O7	1	O5	O1	40	Admintsration Donot need training cannot apply the training. We /B.Ed. can't apply thiory or have facilities.Needs to be relevant to job, not today. Need apperience on the job to better fameliar w/work.
O7	1	O5	O1	41	Teachers: Training in teaching method relevant to rural needs. Primary Clerk: office management.
O7	1	O5	O1	42	To be more organized system for recieving mail. Divide responsibilities aeeccgation

LIST OF MALE INTERVIEWEES
DIRECTORATE OF PRIMARY EDUCATION.

S/NO.	LOCATION	NAME	DESIGNATION
1.	Mansehra	Muhammad Yousaf	DEO(M)
2.	Abbottabad	Pervaiz Khan	DEO
3.	Abbottabad	Muhammad Ashraf	SDEO
4.	Abbottabad	(Five)	SDEOs
5.	Mardan	Jafer Sadiq	DEO
6.	Mardan	Syed Johar Shah	ASDEO
7.	Mardan (Takht Bhai)	Sanobar Khan	S/Head Clerk (SDEO FM)
8.	Kohat	Gul Jamal Khattak	DEO
9.	Peshawar	Gul Bar Khan	Addl. Director
10.	Peshawar	Mian Amin Nawab Kakakhel	L.C.
11.	Peshawar	Syed Muzzafar Shah	L.C.
12.	Peshawar	Fazli Manan	Dy. Dir (PED).
13.	Peshawar	Rafiq Khattak	Dy. Dir (EMIS)
14.	Peshawar	Muhammad Fiaz	Dy. Dir
15.	Peshawar	Khurshid Ahmad	DEO
16.	Peshawar	Fazli Mahamood	S/DEO
17.	Peshawar	Sarfraz Khan	ASDEO

LIST OF FEMALE INTERVIEWEES
DIRECTORATE OF PRIMARY EDUCATION.

S/NO.	LOCATION	NAME	DESIGNATION
1.	Peshawar	Mrs. Nargis Nawaz	SDEO
2.	Peshawar	Mrs. Mumlikat Tajdaar	Asst.Dir(Directorte)
3.	Peshawar	Mrs. Rasheeda Akhtar	DEO
4.	Peshawar	Mrs. Zahida Shah	D.Dir(Directorate)
5.	Abbottabad	Mrs. Tehmina Bashir	Headmistress
6.	Mansehra	Mrs. Saira Kyaine	DEO
7.	Mansehra	Mrs. Raheela Tabasum	ASDEO
8.	Mansehra	Mrs. Javaid Iqbal	DDEO
9.	Mardan	Mrs. Shehwar	SDEO
10.	Mardan	Mrs. Ansari Shah	DEO
11.	Kohat	Mrs. Aftab Khattak	SDEO
12.	Mardan Takht Bhai	Mrs. Noorjehan	ASDEO
13.	Mardan Takht Bhai	Mrs. Zakia	SDEO
14.	Abbottabad	Mrs. Rashida Naheed	DDEO
15.	Abbottabad	Mrs. Farukh Sultana	ADEO
16.	Mansehra	Mrs. Parveen Akhtar	SDEO
17.	Abbottabad	Mrs. Khurshid Zahoor	SDEO

ORGANIZATIONAL ANALYSIS &
TRAINING NEEDS ASSESSMENT WORK
FOR PRIMARY EDUCATION DIRECTORATE
November 24, 1991

DESIGN

- 9:00 Welcome and Introductions (Directorate Members and Consultants)
9:30 Overview and Purpose of Workshop
9:45 Proposed Schedule for the Day Presented and Negotiated
9:50 Organizational Analysis

Using a forced field analysis process, each participant records all the forces that are currently "helping" the organization to be as effective as it is and will continue to help the organization achieve its goals. Responses are recorded on green 5" x 8" cards. Participants are instructed to record only one idea per card, to write clearly, and to be as specific as possible. (Allow 10 minutes.) Participants then repeat the process for "hindering forces" using pink cards. (Allow 10 minutes.)

Two groups are formed. One group works on the "helping" forces, the other group on the "hindering" forces. Cards are checked to insure there is only one idea written on each card. New cards are written to separate the ideas where necessary. Cards are then sorted placing similar ideas together and labeling the category. All similar cards are taped together under the category label. Number of cards in a category is recorded on the label. Labels are then taped to the wall. (Allow 30 minutes.)

11:15
11:30

TEA
Needs Analysis

Copies of the interview data is passed out to each participant. Individually, each person quickly reviews the data to become familiar with its contents. Participants then rejoin their group ("helping" or "hindering") and identifying any additional forces from the interview data that should be included. Cards are then prepared for each item and added to the appropriate category. (Allow 30 minutes.)

Each group rechecks its category cards. They make sure each label is written clearly in black marker for ease in reading and clarity, specificity in conveying its meaning. They then group those categories that most closely relate together under a similar theme (for example, "interruptions:

telephone, visitors, urgent needs"). (Allow 15 minutes.)

In the total group, the categories for the "helping" forces are presented to the total group. The group checks to ensure each person understands the described forces and if it needs to be modified in any way before each person prioritizes the list. Next, the "hindering" forces are reviewed again checking for clarity and any necessary modifications. Note: it is not necessary for each person to agree on the items. They will have the opportunity to give it a low weighting if they do not see it as important. (Allow 40 minutes, 20 minutes for each list.)

1:00 Prayer Break

1:20 Needs Analysis continued.

The labels for each force ("helping" and "hindering" are then entered on the force field weighting form. [This can be done by the participants if necessary. If a copying machine is available, a trainer records them on a form then makes copies for each participant. Then ensures each person is working from the same form and reduces copying errors and eases scoring.] Each participant gives a weight based on 100% distributed among all "helping" forces and 100% among all "hindering" forces. While participants are completing their forms, the consultant prepares a master flipchart form. Participants record their scores on the master form. A group profile is calculated and the categories are rank ordered based on the mean percentage score and the range. If possible the standard deviation can also be calculated to help in determining ranking and degree of agreement on items. (Allow 30 minutes.)

Group spokespersons are selected to present the data to the Director and Dr. Robinson. (Allow 5 minutes.)

2:00 Management Skills Survey

Consultant distributes the Management Skills training form to each participant and directs them on how to complete it. Each person completes the form. (Allow 15 minutes.) The forms are collected by the consultant.

2:15 Presentatio. of Findings

The Director and Dr. Robinson are welcomed to the

group and given an overview of what has happened during the day. Each spokesperson then shares the results of the forced field analysis and any next steps that have been planned. The Director and Dr. Robinson ask any clarifying questions or respond in any way they choose. (Allow 30 minutes.)

- 2:45 Workshop Evaluation and Wrapup
 Copies of the evaluation form are distributed and participants are asked to complete it. (Allow 10 minutes.) Copies of the articles on Force Field Analysis and Empowering Leadership are distributed. Final comments are made by participants, consultants, Dr. Robinson and the Director. (Allow 15 minutes.)
- 3:00 End of Workshop

MATERIALS

(For 15 participants)

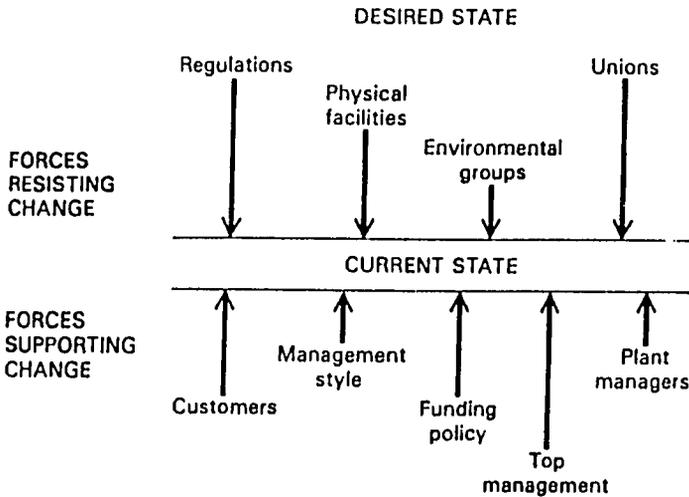
- 200 5" x 8" pink cards
- 200 5" x 8" green cards
- Photocopying machine
- Computer and printer
- 2 flipchart easels
- 2 flipchart pads
- 15 black magic markers
- 2 red markers
- 2 blue markers
- computer printer paper
- folders, paper and pens for each participant
- masking tape
- 20 Evaluation forms
- 20 Force field weighting forms
- 20 Interview data handouts
- 20 Management Training Skills Surveys
- 20 Force Field Analysis articles by Beckhard and Harris
- 20 Empowering Leadership articles for 1991 University Associates Annual

1. DIAGNOSTIC QUESTIONS

- a. Constellation of change problems
- b. Relevant systems
- c. Readiness and capability
- d. *Force-field analysis*
- e. Personal resources and motivation
- f. Short-term scenario

What are the *principal forces* for and against the change?

Force-field analysis can be useful at the diagnostic stage of problem solving in situations in which people's attitudes and reactions are important. The present state is an equilibrium between the forces supporting change and the forces resisting change. Force-field analysis is the identification of these forces, their direction, and their strength. Relative strength is shown on the accompanying chart by the length of the arrows.



It is implicit in the theory underlying this model that movement in the desired direction can most readily be achieved by *reducing or removing restraining forces*. Intensifying driving forces before restraining forces are reduced is usually expensive and often increases the intensity of the restraining forces in response.

To use this diagnostic tool to the best advantage, it is essential to *define the desired change as explicitly as possible* and ensure full group understanding. Consider only *actual forces* at work; do not consider possible, likely, or hoped-for events or solutions.

Some important questions to ask during a force-field analysis are:

Are we focusing on all the important variables?

Do we have reasonably accurate information regarding the strength of the various forces?

How do those forces interrelate?

How can we get additional data?

The chart on the following page can be used to do your own force-field analysis.

DEC10

11.30 ---1200 - Welcome

Introductions

Overview

Workshop Objectives

Schedule

1200 ---1230 - Force Field Analysis/Concept + Examples

Individual Work.

Helping Forces

1230 ---1300 - Hindering Forces

Groups Formation / Instructions

Lunch 1300 -- 1400

1400 -- 1430-- Sort cards

1430 ---1530 - Interview Data Feed back. / Instructions

Addition of cards.

Look for topic:

(Collate cards.)

1530 --- 1550 TEA

1550 --- 1700 Intergroup presentation

Finalization of Helping and Hindering list

Intergroup collation of list (2a + 2b) (4a+ 4b)

- Typing of list

Copies to everyone for Prioritization

- Instructions and Example of Prioritization

DEC 11

0900 - Bring Completed forms

- List their prioritization on big chart

- Collation / Training Questionnaire

- Evaluation Form

- Feed back of final collated Force Field Form

1030 -1045 - TEA

Presentation (Group 1,2,3,4)

(All together)

**HOW TO PRIORRITIZE THE HELPING
AND HINDERING LIST**

INSTRUCTION:

- (1) You have 100 points for Facilitating Forces(Helping Forces).
- (2) You have another 100 points for Hindering Forces.
- (3) Do not allocate points in decimals.
- (4) Allocate points in whole numbers only (e.g: 10,20,64, 60. etc).
- (5) You may allocate a zero number (0), to a force which in your opinion has no relevance or importance as compared to the other forces.

STEP 1:

Look at your list of Helping Forces, under the Facilitating forces column.

Allocate 100 points on the basis of importance or your preference between the various individual Helping Forces as mentioned therein.

PLEASE NOTE:

(The example given below may not be listed on your form. It is only used for explaining how to allocate the 100 points).

EXAMPLE:

Weighted %	Facilitating Forces
60	Proper guidance from higher ups.
20	Transport facilities.
20	Better focus, more effective
Total=	<u>100</u>

TABLE II

COLLETED INTERVIEW DATA

Q.No. 1. How has your work changed since the bifurcation of the primary education directorate?

S.NO	THEME OF REPLIES	DIRECTORATE N=7	DEO M N=5	DEO FM N=3	SDEO M N=2	SDEO FM N=6	ASDEO M N=3	ASDEO FM N=2	LCO N=3	TOTAL N=31
1	Better Focus on Primary education	6	5	3	2	5	3	2	3	29
2	Efficiency Increased & Red Tapisa Reduced	3	5	2		2		1		13
3	Work load has Increased	2		3		3	2			10
4	No change felt.	1	1		2	1				5
5	Introduction of LC helpful		1	1						2
6	Tension with Secondary education		1							1
7	School supplies are available				1					1
8	No coordination with LCs				1					1
										62

IMPORTANT NOTE:

Please make sure that, when you add the points allocated between the individual forces, the sum total should always be equal to 100 for the column.

STEP 2:

Now Look at you list of Hindering Forces:

Repeat step 1 as explained above, for the "Hindering Forces".

Please make sure that when you add the points allocated between the individual forces, the sum total should always be equal to 100 for the column.

No.2 (f); What will make you more effective?

S.NO	THEME OF REPLIES	DIRECTORATE N=7	DEO M N=5	DEO FM N=3	SDEO M N=2	SDEO FM N=6	ASDEO M N=3	ASDEO FM N=2	LCO N=3	TOTAL N=31
1	Training and more/effective staff	4	2	1	1	3	2	1		14
2	More Office Equipment/office space	5	1			2	1	1	1	11
3	More co-op. from staff & effective communication	2	2	3		1				8
4	Less external Interference & better time management				1	3				4
5	Job Description / Manuals	2								2
6	Community Support								2	2
7	More Equipment in Schools					1				1
										42

TABLE IV

COLLATED INTERVIEW DATA

Q NO 2.(g) What prevents you from being effective in your job?

S.NO;THEME OF REPLIES	DIRECTORATE	DEO M	DEO FM	SDEO M	SDEO FM	ASDEO M	ASDEO FM	LCO	TOTAL
	N=7	N=5	N=3	N=2	N=6	N=3	N=2	N=3	N=31
1 Political pressures/ Interference	2	2	2	1	5	1			13
2 Too much work/shortage of staff	4		1		1		1		7
3 Roles responsibilities not clear (over lap of school visits & between DEO/SDEOS)	1	2		1	3			3	10
4 Repeated approvals required(Red tapism)	4								4
5 Lack of transport& office equipment	1				1		1		3
6 Lack of Budget		1							1
7 Lack of community support						1			1
8 Lack of knowledge of procedures by Clerical Staff	1								1
									40

TABLE V

COLLATED INTERVIEW DATA

Q NO 3. What is your opinion of the new primary education Organization?

S.NO	THEME OF REPLIES	DIRECTORATE N=7	DEO M N=5	DEO FM N=3	SDEO M N=2	SDEO FM N=6	ASDEO M N=3	ASDEO FM N=2	LCO N=3	TOTAL N=31
1	Increased focus & awarness of education in rural Area increased.	3		1		4	1	2	1	12
2	Teachers encouraged & better supervision	3				1	1		2	7
3	Do not feel any difference yet			2	1	1				4
4	Chain of command is reduced & work load divided.	1				2				3
5	DEO's office is only a forwarding agency					1				1
6	Qualitative improvement required	1								1
										28

COLLATED INTERVIEW DATA

LE VI

Q 5. Describe what an ideal organization would be like for you?

NO	THEME OF REPLIES	DIRECTORATE N=7	DEO M N=5	DEO FM N=3	SDEO M N=2	SDEO FM N=6	ASDEO M N=3	ASDEO FM N=2	LCO N=3	TOTAL N=31
1	Improved teacher (Better trained better salary, Salary, facilities and no untrained teachers teaching children)	4	5	2		6		1	2	20
2	Child should be the focus (free uniform/books, Individual attention community involvement.	6		1	1	4				12
3	Schools with adequate equipment & accomodation	2	5		1	4				12
4	Recruitment&Transfers dealt onmerit with reduced external interference	1	1	2		3				7
5	Increased co-ordination with aims & objectives clearly understood			2		2		1		5
6	Increase in staff		1			1	1			3
7	Superiors adhering to their promises and statements	1		2						3
8	Better transport facilities					3				3
9	Decentralization of Decision making		1	1						2
10	Existing setup should contuies						2			2
11	Sperate rooms for officers	1								1
12	Procurement should be done by the Government			1						1
										71

TABLE VII

COLLATED INTERVIEW DATA

Q.6. What changes are needed in this organization to become like your ideal organization?

S.NO	THEME OF REPLIES	DIRECTORATE	DEO M	DEO FM	SDEO M	SDEO FM	ASDEO M	ASDEO FM	LCO	TOTAL
		N=7	N=5	N=3	N=2	N=6	N=3	N=2	N=3	N=31
1	More Training of staff/teacher & more training institutes	1	4		1	2			2	10
2	Clarity of Roles, better co-ordination and co-operation among staff	2	1			4				7
3	More/capable staff required	3				2				5
4	Practical/Instructional education to be imparted in schools	1	1	1		1				4
5	Parents & teachers need to be motivated	1	1		1	1		1		5
6	Free books/uniforms for students & more equipment in schools	1	1			1				3
7	Transport/Hostel facilities for teachers			2		1				3
8	Ratio of school room to student be increased			2	1				1	5
9	Transfer & purchase procedure be simplified		1	1						2
10	Theology teacher be appointed in schools			2						2
11	Annual exams be held in appropriate months					1				1
12	Spacious office/adequate furniture required in office	1								1
										48

TABLE VIII

COLLATED INTERVIEW DATA

Q NO.7 What external presures influence your work?

IS.NO	THEME OF REPLIES	DIRECTORATE N=7	DEO M N=5	DEO FM N=3	SDEO M N=2	SDEO FM N=6	ASDEO M N=3	ASDEO FM N=2	LCO N=3	TOTAL N=31
1	Politically motivate frequent unjust transfers/appointaents	6	4	2	2	6	3	2	3	28
2	Political pressure prevents proper implementation of development schemes & site selection	2	3	3	2			1		11
3	Absenteeism in for flung area & difficulty to monitor them		1	1						2
4	Ban on recruitments		2							2
5	Large informal decision making		1							1
6	Too many visitors	1								1
7	Negative attitude of parents			1						1
8	Mis appropriation of funds					1				1
										47

TABLE IX

COLLATED INTERVIEW DATA

NO 8 What internal pressures influence your work?

S.NO:THEME OF REPLIES	DIRECTORATE N=7	DEO M N=5	DEO FM N=3	SDEO M N=2	SDEO FM N=6	ASDEO M N=3	ASDEO FM N=2	LCO N=3	TOTAL N=31
1 Lack of facilities in schools			2	1			3	1	7
2 Too much work & lack of co-ordination	1	1		1	2			1	7
3 High ratio of untrained teachers		1					3		4
4 Associations of teachers, LC & lower staff.	1			2		1		2	6
5 Merit not followed in teachers postings/promotions		1	1		1				3
6 Standard of english course in schools too high		1							1
7 ASDEO's can't guide teachers		1							1
8 Lack of transport facilities for staff	1								1
9 No internal pressure				2	2				4
									34

TABLE X

COLLATED INTERVIEW DATA

Q NO. 9. Is there any thing else that you would like to add?

S. NO	THEME OF REPLIES	DIRECTORATE	DED M	DED FM	SDED M	SDED FM	ASDED M	ASDED FM	ILCO	TOTAL
		N=7	N=5	N=3	N=2	N=6	N=3	N=2	N=3	N=31
1	Clarify roles/responsibilities between DED/AND SDEs, ASDEs and LCs. Too many people visit schools	4	2				1	1	1	9
2	More funds should be spent on students to bring about qualitative change	1	1		3			1		6
3	Medium of instructions should be the Mother tongue, english too high	1		1			1			3
4	Delay in flow of information from field	2								2
5	Medical/Transport facilities for teachers & students	1		1						2
6	Public dealing by superiors be discouraged Merit in appointment of qualified(PTC) teachers suffers	1					1			2
7	Class four employees (appointed) by land owners) do not work			1			1			2
8	Male staff in female section very powerful	1								1
9	Drop out rate of children be controlled		1							1
10	Shortage of staff(Number of schools for one ASDED too much 80-90)				1		1			2
11	Responsibility of school construction should be with the directorate				1					1
12	Lack of Co-operation in mosque schools				1					1
13	TA/DA Budget insufficient						1	2		3
										35

FORCE FIELD ANALYSIS

DIRECTORATE STAFF

Weighted %	Facilitating Forces	(Present Problem)	Hindering Forces	Weighted %	(Preferred Solution)
	Resources from USAID: funds and consultants		Shortages of office space, telephones, visitor space and transport	9.77	
	Cooperative staff in Directorate		Political interference	9.7	
	Were a progressive technology oriented programme		Shortage of staff	9.57	
	Awareness of importance of primary education among rural people		Information delays from field and to field	7.84	
	Proper guidance from higher (at all levels)		Delegation of powers	7.84	
	Transport facilities to carry staff available		Interruptions: telephone, visitors, meetings, urgent needs	7.50	
	Better focus, more effective, morale is high		Lack of training	7.50	
	No problem at decision making level which accelerates clearing of schemes & utilization of funds		Dak system not regular	7.31	
	Teachers are encouraged and more confident		Lack of sense of responsibility among some staff	6.11	
	Availability of physical facilities		Merit not followed	5.77	

Total = 100%

Total = 100%

Insufficient budget and codal formalities	5.04
Unexpected transfers	4.59
Lack of coordination among Branches of Directorate	4.58
Construction and expansion not where required	4.24
No rule books for physical Education	2.64

FORCE FIELD ANALYSIS

Male DEOs

Weighted X	Helping Forces	Hindering Forces	Weighted X
21.35	Cooperation from sub-ordinates	Drop out rate of children very high due to poverty	6.24
11.71	Availability of office and school equipment	No proper evaluation of students by ASDEOs	6.00
8.41	Cooperation from other institutions	Political interference from politicians	12.76
17.76	Provision of adequate budget	Lack of budget	6.18
18.18	Availability of trained and experience staff	Interference of teachers Association	7.00
13.06	Availability of physical Facilities	Improper purchase procedure	4.53
9.59	Proper guidance from superiors	Lack of Discipline at all level	5.29
		Unbalanced syllabus	3.41
		Illiterate parents	3.35
		Administrative problem with Secondary Directorate	2.88
		Policy of availing land free of cost	4.47
		Lack of accommodation for students	6.00
		Mal-Practice in conducting exams: for 5th Class	4.88
		Lack of Effective training for teachers	5.71
		Lack of physical Facilities	4.41
		Ban on appointment of teachers	3.65
		Non Cooperation by superior & subordinates	3.88
		Frequent transfers of teachers	4.18
		Unscheduled Meetings called by Directorate & DDAC	2.76
		Rush of visitors	2.18

FORCE FIELD ANALYSIS

Female DEOs

<u>Weighted X</u>	<u>Helping Forces</u>	<u>Hindering Forces</u>	<u>Weighted X</u>
6.08	Overall discipline of offices	English textbooks are very difficult	4.62
8.15	Co-ordination between officers and staff	Non-cooperation between SDEOs & DEOs	5.54
5.46	Sufficient building for offices	Conveyance problems for teachers	7.46
7.08	Teachers & officers are professionally qualified	None cooperation of parents and students	5.77
7.23	Sufficient manpower	In appropriate ratio of students & teachers	7.15
7.46	Sufficient budget for development and non developed areas	Government should do all the purchasing & supply things directly	7.00
5.62	Training for officers and teachers	Improper use of delegated powers	6.62
4.46	Policy matters dealing with appointments and teachers	Rigid Policy matters	5.23
5.62	posting on merit	Less time for field work	6.85
7.31	Adequate stationery is supplied to officers	Delay in budget allocation	8.23
5.15	Transport facility for inspection	Ban on posting and transfers	12.15
5.85	Adequate furniture for officers	Untrained teachers	7.38
7.77	Telephone facilities available for officers	Political interference	11.38
7.38	New techniques and methodologies help us to work more effectively	Lack of teaching Aids prevents us from working efficiently&effectively	3.15
7.23	Good leadership		
	Effective supervision and administration		

FORCE FIELD ANALYSIS

Male SDEOs (Group I)

Weighted X	Helping Forces	Hindering Forces	Weighted X
15.16	Transport Facilities (Adequate)	Political pressure	9.55
8.28	Training Programs helpful	Shortage of equipments	11.39
6.55	Re-organization	No adequate accommodation of schools	13.50
12.61	Learning Coordinator helpful	Petty Repair should be through CEW	14.39
12.67	Government interest in Primary Education	Lack of proper Training for teachers	7.56
	Efforts made for lessening political	Absenteeism in remote areas	5.56
6.11	<u>interference</u> Supply of sufficient	Interference of teachers Unions	7.89
7.17	<u>equipment</u> Co-operation of	Undue Transfers	5.56
11.89	Directorate		
11.06	Foreign Aid	Lack of communication	4.39
5.39	Adequate Budget	Lack of Audio Visual aids	4.33
5.50	Merit Policy Being followed	Inadequate funds	6.88
4.72	Provision of Additional Rooms and teachers	Lack of staff	7.11
3.61	Case of absenteeism has been decreased	Improper Purchase Policy	6.88

FORCE FIELD ANALYSIS

Male SDEOs Group II

Weighted X	Helping Forces	Hindering Forces	Weighted X
18.2	Transportation provision	Political Pressure in Transfers, postings &	
3.9	LCOs helpful in teaching process	<u>Selection of sites</u> Defective purchase policy	<u>19.2</u> 9.1
10.7	ASDEOs are very helpful in Supervision work	Defective Annual Petty Repair Policy	6.9
7.6	Type writer/Duplicating Machine are helpful	Appointment of Class IV by land donors	4.3
9.2	Ministerial staff is backbone in Disposing of office work	Lack of school equipment Jute Tata, B.Boards, Chairs, Tables	7.2
8.06	DEOs co-operation	Lack of Budget Appropriation	6.6
7.2	Provision of telephone helpful in quick disposal	Mosque schools in open Air	5.5
5.06	Pay centers Incharge reduce work load	Non Availability of Driver posts	5.6
4.3	Teaching kits helpful in learning process	P.O.L. Charges	6.7
2.3	Office furniture available	Teachers Association	8.6
4.5	ASDEO(Accounts)helpful in accounting matters	Building for offices (DEOs & SDEOs)	3.5
5.4	Meetings with DEOs is helpful	Responsibility of construction should not be with C&W	3.5
3.4	School log book helpful	Job should be imparted	
4.6	Statistical Data is index of sub Division	<u>to LCOs</u> Residential facilities	<u>2.7</u>
2.8	Number of teachers students increased	<u>for SDEOs</u> Petrol vehicles be replaced by Diesel ones	<u>3.3</u> 5.3
3.3	Number of students per teacher is forty		

FORCE FIELD ANALYSIS

SDEOs (FM) Group I

<u>Weighted X</u>	<u>Helping Forces</u>	<u>Hindering Forces</u>	<u>Weighted X</u>
7.50	Availability of Funds	Lack of staff	8.40
6.00	Co-operation of Staff	Lack of available funds/budget	8.20
8.20	Co-operation of Higher authority	Lack of time/load of work	7.20
7.00	Staff sincerity to job	Political Pressure	8.30
6.80	Trained Accountants	Lack of Building Infrastructure	6.50
6.10	Staff knowledge of work	Non co-operation of staff	6.10
10.70	Recruitment on merit	Frequent Transfers	5.80
9.10	Pre-Planning of work	Schools in far flung areas	7.70
3.20	Discussion of Problems	Lack of Furniture/equipment	6.50
2.10	No domestic Problems	Flaws in Education system	4.60
7.50	Furniture	Lack of Co-operation from general Public	3.20
3.10	News paper and Stationary	Domestic Problems of Teachers/Students	2.10
6.70	MPA Co-operation	Lack of collar posts	4.20
9.80	Conveyance	Poverty	3.70
5.30	Public co-operation	Conveyance Problem	8.50
		-Lack of Training	3.30
		-Lack of Interest of local folk for (FM)Education	2.5
		Free Land	3.40

FORCE FIELD ANALYSIS

SDEOs (FM) Group II

Weighted X	Helping Forces	Hindering Forces	Weighted X
6.23	Availability of Funds	Lack of staff	9.54
17.46	Co-operation of Staff	Lack of available funds/budget	8.00
12.38	Co-operation of Higher authority	Lack of time/load of work	12.08
10.23	Staff sincerity to job	Political Pressure	9.69
6.08	Trained Accountants	Lack of Building Infrastructure	6.46
5.08	Staff knowledge of work	Non co-operation of staff	4.23
3.23	Recruitment on merit	Frequent Transfers	8.38
3.77	Pre-Planning of work	Schools in far flung areas	5.00
3.69	Discussion of Problems	Lack of Furniture/equipment	2.92
1.85	No domestic Problems	Flaws in Education system	2.38
3.92	Furniture	Lack of Co-operation from general Public	3.08
5.69	News paper and Stationary	Domestic Problems of Teachers/Students	4.08
5.77	MPA Co-operation	Lack of collar posts	2.92
8.15	Conveyance	Poverty	5.38
		Conveyance Problems	6.46
5.85	Public co-operation	Lack of Training	3.23
		Lack of Interest of local people in FM Education	3.08
		Free Land	2.54

Using the Open System Model

A model of organizations as open systems is presented that can help practitioners choose topics for diagnosis, develop criteria for assessing organizational effectiveness, and decide what steps, if any, will help clients solve problems and enhance organizational effectiveness. A list of Basic Organizational Information to gather at the start of a diagnosis is provided, and methods are discussed for gathering and analyzing data in both broad and focused diagnoses.

THE ORGANIZATION AS AN OPEN SYSTEM

The open systems approach provides practitioners with an abstract model that is applicable to any kind of organization and to divisions or departments within them (Beer, 1980; Hall, 1982; Katz and Kahn, 1978; Kotter, 1978; Miles, 1980; Nadler & Tushman, 1980). One useful version of this model is shown in Figure 1.

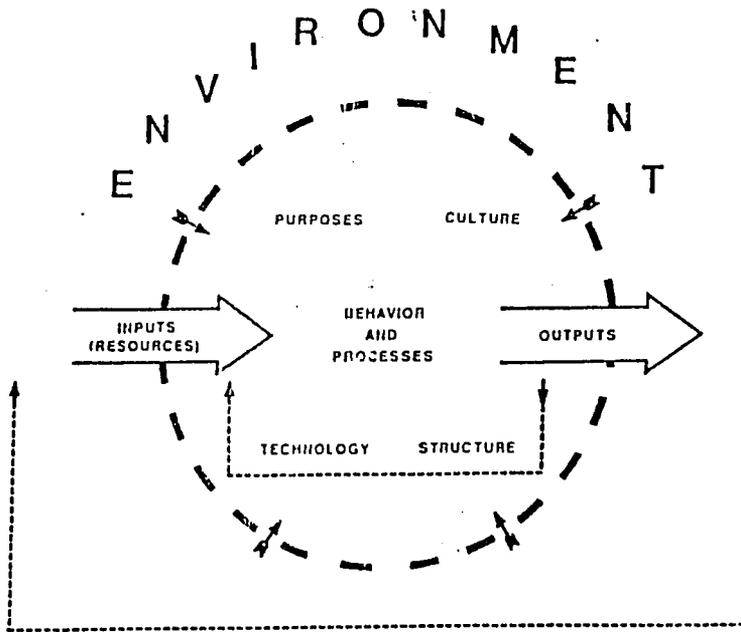
System Elements

Here are the main elements in the model and their key sub-components:

Inputs (or resources)—This includes the raw materials, money, people ("human resources"), information, and knowledge that an organization obtains from its environment and that contribute to the creation of its outputs.

Outputs—This includes the products, services, and ideas that are the outcomes of organizational action. An organization transfers its main outputs back to the environment and uses others internally.

Technology—This includes the methods and processes for transforming resources into outputs. These methods may be mental (e.g., exercising medical judgment), as well as physical (e.g., drug therapy), and mechanical (e.g., computerized data processing).



NOTE: Dotted lines show feedback loops.

Figure 1: Organizations as Open Systems

Environment—The *Task Environment* includes all the external organizations and conditions that are directly related to an organization's main operations and its technologies. They include suppliers, unions, customers, clients, regulators, competitors, markets for products and resources, and the state of knowledge concerning the organization's technologies. The *General Environment* includes institutions and conditions that may have infrequent or long-term impacts on the organization and its task environment, including the economy, the legal system, the state of scientific and technical knowledge, social institutions such as the family, population distribution and composition, the political system, and the national culture within which the organization operates.

Purposes—This includes the strategies, goals, objectives, plans, and interests of the organization's dominant decision makers. *Strategies* are overall routes to goals, including ways of dealing with the environment (e.g., strategy for expanding operations into the construction business); *goals* are desired end states (e.g., becoming the leading construction firm in the South), whereas *objectives* are specific targets and indicators of goal attainment (e.g., 5% growth per year). *Plans* specify courses of

USING THE OPEN SYSTEM MODEL

action toward some end. Purposes may be explicit or implicit in the decision makers' actions. They are the outcomes of conflict and negotiation among powerful parties within and outside the organization.

Behavior and processes—This includes the prevailing patterns of behavior, interactions, and relationships between groups and individuals—including cooperation, conflict, coordination, communication, controlling and rewarding behavior, influence and power relations, supervision, leadership, decision making, problem solving, planning, goal setting, information gathering, self-criticism, evaluation, and group learning.

Culture—This includes shared norms, beliefs, values, symbols, and rituals relating to key aspects of organizational life, such as the nature and identity of the organization, the way work is done, the value and possibility of changing or innovating, and relationships between lower and higher ranking members.

Structure—This includes enduring relations between individuals, groups, and larger units—including role assignments (job descriptions; authority, responsibility, privileges attached to positions); grouping of positions in divisions, departments and other units; standard operating procedures; established mechanisms for handling key processes such as coordination (e.g., committees, weekly meetings); human resources mechanisms (career lines, reward, evaluation procedures); actual patterns (e.g., informal relations, cliques, coalitions, power distribution) that may differ from officially mandated ones.