PART ONE

MANAGEMENT TRAINING
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INTRODUCTION

Training is a highly skilled and professional activity, and a great deal of what training—manager and instructors to involve decision-making of one kind or another. In considering training philosophy, it is necessary to consider the relevancy of the present resources. It is not something that is done only to new employees but it is used continuously in every well run established. Every time you get someone to do work the way you want it done, you are training. Every time you give directions or discuss a procedure, you are training.
I. MANAGEMENT TRAINING

A. WHAT IS TRAINING

Training is a process of changing people's knowledge, skills, attitudes, or behaviour through instructions, demonstration, practice, planned experience or other techniques.

It is a continuous process of helping employees to be more effective in their present or future work. It is deliberate provision of the means through which learning will take place on the job or in the lecture room. It's purpose is to help the individual trainee to reach his maximum potential as quickly and easily as possible. A well trained staff will not only do the job more effectively but they will also achieve more satisfaction from their work.

Understanding must embrace understanding people and how they are motivated towards understanding the individual differences and it also follows the understanding how people learn which is a key factor. This understanding can be termed African understanding for only an African can communicate effectively with his own people and only an African can achieve African unity and vice versa to other nations.

B. SOURCE OF RECRUITMENT

Various sources of recruitment exist and the major one being government bureau. Of these sources I find that the strong emphasis should be put on recruitment from within the company by way of promotion and only use other sources at the lower levels. This method provides opportunity for advancement and a source of means which staff could be trained. To be able to promote staff within an organisation as I suggest can only be done if there is an established system of training them.

C. PURPOSE OF TRAINING

1. Training staff to provide them with the insight of the organisation and the knowledge to enable them to perform their duties with efficient speed and with minimum wastage profitability.

2. Training them in preparation for their future responsibilities within an organisation career development.
3. Training for localization purposes i.e. crash programmes.

D. TRAINING NEEDS

In order to bring about effective training programmes the training needs of individual staff must be established or identified. The correct person should be a section head or supervisor who knows the work of the section, the people and their work performance, attitudes and character and who knows the plans of the section. He could be assisted to do this by either a personnel officer or training officer.

Job specification and the personnel demands to be followed by staff reports, counselling and appraisal are very useful factors to remember. Very useful factors to remember. When recruitment and identifying training needs I feel very strongly that this should be encouraged.

E. TRAINING METHODS

There are many ways of training staff and I suggest the following.

1. Induction Training: This should be given to new employees whether they are many or one. This gives the new employee to know the introductory information about the organization, departmental facilities and requirements. In case of small organization an individual programme should be drawn up to enable the employee to familiarize himself with the activities of the organization. Formal course could be arranged and conducted where many new employees are recruited.

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3. On the job training- the new employee is assigned in on the job training to a specific job at a machine or work place in the shop office, or laboratory. Figers/lyres, "Personnel Management" Chap. 16 P. 401. 1965.
2. **On the Job Training** Out of all training systems I feel very strongly indeed that on the job training systems are the most important of them all. The systems should be developed and used in nearly all aspects of training. But it could be dangerous unless care is exercised when preparing the course, programme when the trainer is charged with responsibility for training his successor and when faced with personality conflicts between the trainer and the trainee. I suggest a program which should include the training officer of personnel department to avoid the problems which have already been explained in the past.

3. **Formal Training:** Training officers should be charged with the responsibility of preparing company training courses to meet the special needs of the company. In addition to these courses and in case of smaller organization which cannot afford courses of their own, I should recommend the use of locally available training institutions as well as day release, evening classes and extra mural classes. Courses conducted by technical colleges and the university college will be of great help.

   I suggest government institutions such as K.I.A., Training and A Adversory Centre Maseno etc. And firms which hold their own training courses to assist those firms which cannot afford to run courses of their own.

4. **Correspondence Courses.** I appreciate the value of these colleges on the whole but I feel that some of them are below standard in quality and should do something about it. Heads of these colleges are managers and if they value the importance of good management which depends on personnel with first-class training, time and experience then it is high time they give support and we look forward to seeing the effectiveness of such training aspect. I feel that each firm through its training officers or personnel department should be well informed of the syllabuses of course contacted by these colleges to enable them to assess their suitability so as to advise their

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4. Before a newly hired employee is trained he should be welcomed as a new employee of the organization; Pigors/Kyes

Clerical staff effectively. Financial assistance should be given to
the staff to enable them to study.

5. READING MATERIALS

This reading is used in a broad sense and the reading material I
refer could be used in the following ways:

(a) Procedure Manuals: Should be made available to the staff and
the supervisor could train the staff to understand and use them
by breaking the material into stages. The staff could be enabled
to learn the requirements of their section as well as other sections.

(b) REFERENCE LIBRARY: These should be books, pamphlets, periodicals
and magazines which give up to date information of the section
or of the department that the staff require.

(c) Programme Learning: Books on this system provide subject matter
questions and answers and I feel they could be of great value.
It is impossible to recommend a training programme that would
be equally good for every company, because there are so many
specific features in each organization to which the programme
should be adopted. Training is usually needed where there is
a special problem interfering with production such as excessive
turnover among new employees, considerable absenteeism, a high
accident rate, excessive spoilage of work, or a serious shortage
of adequate replacements for a given job. A training programme
developed in this way is bound to have the support of supervisors
because they recognize its usefulness administrators or training
director thinks would be helpful in a general way.

(d) EVALUATING RESULTS

Finally as the programme is put into operation with the support
of top management, and as experience regarding it accumulates
the results should be checked and evaluated.
(d) EVALUATING RESULTS
Finally as the programme is put into operation with the support of top management, and as experience regarding it accumulates the results should be checked and evaluated.

F. STEPS TO FOLLOW BEFORE STARTING TRAINING
(1) Have a Time Table:
How much skill do you expect the trainee to have and how soon?
This gives both the trainee and the instructor a series of goals at which to aim.

(2) Break down the job:
List the principle step. Job description and analysis are a necessary preliminary to training. The working sequence of operations should be listed and even the exact motion sequence may be useful.

(3) Have everything ready:
Have right equipment materials and supplies ready. This is an important preparatory step, so that there need be no delays when actual training begins.

(4) Have the work place properly arranged:
Have the work place properly arranged just as the workers will be expected to keep it. After preparing the work present the trainee on his designate to whom he does for help. Check him frequently and encourage further questions. Get him to look for key points as he progresses. If the worker hasn't learned the instructions he has not been taught.

5. For an evaluation of a combined induction and training program for new employees designed to reduce anxiety on the first job to a controlled group handled in the old way. Earl, Comersall and Scott, M. Myres "Break through on the job Training" Vol.44, No.4 p.62-72, 1969.
II. TRAINING OFFICER

(a) SELECTION OF TRAINING OFFICER

A person with traits that top go to make training officer and a person who has the vocation for the job of a training officer rather than a person selected and persuaded by management to take up the post of a training officer for which his temperament may not suit him.

(b) TYPES OF TRAINING OFFICERS

There are various types of training officers. I've decided broadly to divide them into two categories these are the practical trainers and the administrative trainers. The former is a person who does only the actual classroom or workshop training and the latter is a person who in addition to undertaking the actual training is responsible for all other aspects of trainees, formulation of training policies and all administrative aspects of the training. We therefore decide to approach the training of the training officer in two different ways to cater for these two types of training officers.

(c) Practical Trainer

In order to enable the import effectively the knowledge of the skills that he possesses he should be given training in the following skills:

(a) Method of instruction such as effective speaking, selecting of suitable common applications in the particular field of training as opposed to technical terms with which trainees may not be familiar with encouraging questions and discussions and controlling trainees.

(b) The use of training aids such as visual aids and the improvisations there of.

c) The planning of courses e.g. preparation of syllabuses, time keeping etc.

d) The evaluation of training courses to enable him to determine their worth and to relate these correctly to organization training requirements.

(e) The human relation aspects to enable him to understand trainees and treat each as an individual rather than a member of a block of people with identical behaviour and characters and to motivate trainees to make them more receptive to instructions in order to derive maximum benefits from the training.

(f) The selection of the trainees.

(g) The projection of his own personality and character in order to command respect from trainees i.e. to practice what he preaches.

(h) The writing of reports to keep the management clearly informed of the organization's training activities.

(i) The maintenance of records of the trainee's performance and character for future reference.

7. The trainer's resources: The trainer has two main resources himself and his trainees. In the traditional teaching and training situations it is all too true that teacher and pupil have the same amount of time available. Actual time taken and the length of the training session. Ivor, K., Davis. The Organisation of Training Chap. 7 p. 61. 1973.
(j) The business aspects, structure and policy of the organization to keep him constantly aware of the training needs and aspiration of his organization.

(k) The maintenance of close contacts and good relations with other training institutions to enable him to keep abreast of any new training methods and policies.

(l) The Trainee's safety and welfare.*

2. ADMINISTRATIVE/PRACTICAL TRAINER

In addition to receiving training to be applicable to the practical trainer the administrative trainer should receive the following training in:

(a) The Co-ordination of training activities of the entire organization i.e. liaison with departmental heads to ascertain their future requirements.

(b) The assessment of the organization, training needs both a short and long term basis.

(c) The maintenance with public education with a view to seeking their assistance in the training and to acquiring future trainees if necessary.

(d) The drawing up of training budgets.

It now remains for the organization concerned to decide upon the best ways and means of giving this training and also to decide where this training can be best carried out. I suggest that the organization concerned should go to a reputable training institution if it cannot do it itself. I recommend that as far as possible this training be given locally as environment with which the trainer will carry out his training possibly similar to that where he himself has been trained. Training the officer locally will give him an opportunity to squat himself with the local problems.

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This will help him in his day to day taste of training. But occasional visits abroad would help the training officer in widening his outlook and giving him something with which to compare his own situation. In this context, it does not limit the word abroad to Europe or America, abroad covers any country other than the trainers own i.e. African countries etc.

Having trained the training officer as suggested I mention that the attitude of the top management and departmental heads towards training and the importance they attach to training are of paramount importance as these will either give the training officer encouragement and interest in his work or deprive him of these. The training officer should be made to feel that what he is doing for the organization merely to earn good public relations for the organization. In my personal experience this happens in certain organizations where some of the top management and departmental heads pay more lip service to training where as in fact they do not take these seriously.

B. **TRAINING MANAGER/SUPERVISOR**

Training can only be successful if the chief Executives of the organization lay to the line manager and supervisors are interested, participative and provide a healthy atmosphere in which such training is carried on.

There are four aspects which one has to bear in mind when training a manager / supervisor.

1. The individual trained.
2. The manager/supervisor and the group to which the manager belongs.
3. The enterprise as a whole.
4. The country to which the manager/supervisor owes allegiance.

Training supervision and man to machine must be directed to help in achieving the countries set targets. The three types of training or training lanes to be covered when training a supervisor these added together make the synthesis of training. These are: - Man to man, man to machine and man to procedures.

On analysis it is found that a certain amount of theory is presenting the three types but the world theory frightens people and
upsets their motivation. I personally think we should draw people in a sea of bottomless theory; the theory sometimes thought being too abstract too theoretical too ideal to what is required in everyday practice. What we must be deeply interested in are the final results of training. Am I hitting the right spot, is the money being utilized? Are the potential benefits attained in practice? Selection is also dealt with and to produce good managers/supervisors we need to be very careful in selecting methods, men with ability as well as education should be picked men ripe for promotion, we now train them for the job that they must control.

In the training period there must be stimulated presentation with deadly dangerous slackness. The training should cover the knowledge and skills covered in my wheel of supervision particular reference being to the moving big picture.

I believe in the moving reality centred type of leadership where the supervisor/manager technically competent who exercise leadership and has a regard for human relation. This manager/supervisor is a human being who realises that there is a supervision triangle where he is at the apex and the people he supervises are all on one corner and the working situation and climate at the other corner.

I point out in my paper that is the balance of the triangle which is very, important for morale and productivity and supervisor/manager must remember he is of the same clay as the people he supervises, and go amongst the people he supervises and be democratic in his outlook. Any decision made by a supervisor will only have good results when it motivates people concerned towards a target, thus showing effects of a good training as the result.

I firmly believe that there must be a controller of training within any large organization, a man with ideas, not necessary all experience because experience can sometimes cloud the picture.

This controller must set up target of performance to be reached and endeavour to set up practical limits of responsibility and authority for each level of manager/supervision.
The controller should not always be a man on the staff or the organization because service staff are sometimes too close to the problem to see it clearly - may be the best type would be an advisor or consultant on management affairs but he should be an educationist.

Training of managers/supervisors must be done with a view to satisfying lines or working requirements there must be cognisant lateral upwards and downwards, communication to achieve complete liaison between trainer and field staff in order to overcome the field short comings and frustrations for it is, production first training.

Training should be pressurized during class instruction in order to develop supervisor/manager of high frustration level, supervisor managers who will remain calm during difficult times, pressurized situations will eventually produce supervisors with tested self confidence. There is always a controlled conflict in the field situation, this being good for achieving team work, but must be controlled.

I have a feeling that we may be guilty of producing a desk bound supervisor/manager trying to fill "out trays" and empty "In trays" I feel the supervisor/manager in Africa must get out of this office.

C. CONCLUSION

Workers/Clerical Training can only be a success if the chief executives and supervisors are interested participative and provide a healthy atmosphere in which such training is carried on.

Supervisor/manager training: We must take away mystic views regarding supervisor/managing and as my paper encouvr to state improve understanding amongst out managers/supervisors.

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In East Africa generally to make them realise that the only thing worth having is that which they get by their own exertion and to what they put into it.

**Training Officers**

In the training training officers or instructors we must try to train instructors who do not regard their students as training blocks but human beings. Training officers who are interested, dedicated and who use discussion type methods rather than lecture or tellingmethods to juniors. It is not what you study but with whom you study that matter. The attitude of top management and departmental heads towards training and the importance they attach to training is one of paramount importance as these will either give the training officer encouragement and interest in his work or deprive him of these. The training officer should be made to feel that he is not carrying training in isolation merely to earn good public relation for the organization.
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PART TWO

NEED FOR ORGANISATIONAL DEVELOPMENT
THE NEED FOR ORGANIZATION CHANGE

When discussing training for Management with General Managers, I am usually told: "of course we have a Management Development programme. Our Personnel Manager is responsible for it. All the time we send men to courses, seminars and conferences". It is well known that Trainee managers go to different African Countries, Western and Eastern Europe and North America. What is called management development is, in fact, manager development. The individual hopefully learns some skills which will be of value to the sending organization. Some of these programmes are very sophisticated, university course travel and work attachments in another country, high powered conferences with large expensive accounts.

There is hardly an organization, whether private industry or public co-operation, local or central government which does not spend money on this type of training. The question is, do these organizations meet the real need of the individual managers and administrators working in these organizations?

Management development programmes are run by several institutions.
in Kenya, Zambia, Tanzania, Uganda and Ethiopia. These institutions have played an important part in bringing about localization in both the public and the private sectors of our economies. These programmes offer concentrate on improving the managers' technical skills; management account, control systems, finance development production methods, organizational planning, manpower management and human relations taught as a subject. These courses use the classroom approach; the teacher tells, students listen and then work on practical examples. To be more up to date courses are advertised using the seminar method, using case studies and even simulations.

To be right up to date behavioural science research methods are used to allow participants to learn about themselves as managers their chairmanship, human relations and awareness skills. They learn how to learn from each other as well as how to get rid of some of their frustrations. There is no question about the need for these technical and human management skills which these programmes are attempting to teach, but do the sponsoring organizations from the private and public sectors get the full benefits of what is an expensive investment, both in time taken by managers away from their jobs and the cost of running these courses, seminars and conferences? Can the individual manager make full use of the experience and skills acquired during such training?

Top managers commonly complain about their managers: they don't see themselves as managers; they don't understand company policy; they don't take initiative or accept responsibilities. In short, they don't manage. There is nothing racial about this. I hear these statements from African as well as expatriate managers. The fact is there is world shortage of experienced managers.

Management development is concerned to bring about an increase in technical knowledge as well as changes in attitude, to make the manager more receptive to new ideas and techniques to help him overcome lack of self-confidence which often prevents him from using his full technical knowledge and prevents him from acting on his own initiative and take responsibility knowledge of technical subjects and skill is
important but of little use unless the manager finds the guts and the drive to put them into practice. But is it just a case of guts and drive?

Managers after returning from seminars and courses complain to their course instructors, but never to their superiors, that the superiors won't listen to new ideas are un receptive to new techniques and will not risk new procedures. They feel frustrated because their technical skills as well as their new attitudes towards organizational human problems in the work situation are often simply not understood by the seniors. "Forget what you learnt on that course and just do it my way" are often the actual words or the silent message to a newly returned manager.

If the training has been good, the manager will have discovered new potential within himself. He will now see through new eyes what goes on and what goes wrong in his organization. He will have acquired the skills to remedy some of these problems. For supervisors spend time with the returning trainees to find out what the course was all about let alone what personal discoveries he may have made in the way he works with others and the process of how work gets done in an organization. Some managers quickly get discouraged. Often without knowing it they go back to managing the way they did and the way things are always done in the organization. How does work get done becomes as important question as what we are producing.

ORGANIZATION DEVELOPMENT

Organization development is a technology, a tool to help management teams and others to understand how things happen in their organization (the process by which work gets done) and what they can do to increase the effectiveness of their organization (the preparation of an action).

The process consist of many factors. The working relationships between work groups and between individuals determine how much production or services are provided out of a given number of resources. Within these relationships are developed the frustrations experienced by individuals and the don't care attitude, not only on the shop floor but also in the executive's office. The degree to which people are involved
in making decisions which affect their job determines their commitment to execute what has to be done and their motivation to go on working circumstances.

Out of their understanding of the process the management team can diagnose technical and organizational problems which determine their present level of effectiveness. With the help of techniques such as force field analysis (looking at positive and negative factors at work in a problem) they can set priorities and develop an action plan which will deal with the most urgent problems they themselves have diagnosed. Because they have participated in identifying the problems and finding solutions, the individual members will be more motivated to carry out their respective parts of the plan in order to have the results they have specified. The organization development approach will bring about better utilization of the organization's present human and physical resources. Present attitudes of: "we can do nothing because we have no control" will change to "we can do something about this specific problem which we have diagnosed and we deal with those specific factors which we have identified as being under our control".

No manager, no responsible management team deliberately creates problems for their personnel to solve, but the fact is that managers today are confronted with more complex problems than ever before. The energy crisis is forcing changes which have only begun to organizations. Long-term development plans, even national development plans are out of date even before they officially implemented. Uncertainty is more important factor than security. Growth and decay of organizations are brought about by governmental decision. Sudden increases in the size of the total labor force are everyday occurrences. African governments in many countries have begun to define the relationship between people and society, between management and workers. In Kenya, the Ndogo Report and the White paper notice of changes in the structure of the Public Service. In Tanzania the implementation of the "Iwongozo" (the guidelines) imposes stress on managers and management alike. In Zambia the Industrial Relation Act 1971 radically alters the balance of power between the two sides of industry.
All these factors lead to pressures which cause tension and problems. Any state of "ill health" in the organization will show up more clearly. The organization development technology allows managers to organize the symptoms of ill health and specify ways of remedying them.

The state of Organization Unhealthy

1. Except for the people at the very top, there is little incentive, commitment and motivation to carry out the organization's objectives.
2. The people at the top control as many decisions as possible.
3. Personal status, and position on organization chart are more important than solving problems. Issues involving the boss are never discussed.
4. The manager is aloof and alone, orders, policies and procedures don't get carried out. There is lack of responsibility.
5. The manager tightly controls everything. He allows little freedom for making mistakes.
6. The manager minimises risks.
7. People allow things to go wrong and do nothing. They hide mistakes. People talk about office troubles to others but not those who do something about them.
8. People compete where they should co-operate. Asking for and accepting help is a sign of weakness, offering help is never thought of.
9. People avoid taking responsibility. 'I can do nothing, they must do something'.

The attitudes here described determine the effectiveness of the organization. The more attitudes and work practices falls into the area labelled as 'unhealthy' the more difficult it will be for any manager returning from a management development course to implement what he has learned. Unless he is general manager, he has neither the power nor the status to initiate this kind of change.

Changing attitudes and Work Practices

The introduction of the organization development technology can only take place if the management is willing to look at how the organization is actually doing its job. Often they will begin by asking the question: What are we trying to do, what are our objectives?
They will then ask: What factors prevent us carrying out our objectives? In order to look at and deal with the information which has come to light, the members of the management team need to further develop some basic skills: to speak so that the other person really understands the message to listen so that I really hear and understand the meaning as well as the words of what the other person is telling me to develop skills for helping another to develop the skill to help me; to practice co-operating skills, cherranship skills, to take responsibility for leadership when necessary.

Healthy Organization
1. The organization's objective are understood at each level and there is strong motivation to carry them out.
2. The level of decision making is as low as possible. It is determined by ability sense of responsibility and the requirements of management development -- "training of the manager".
3. To solve problems people work informally. Knowledge and competence of individuals are more important that status. The boss's ideas are frequently challenged.
4. Teams plan and implement action. Responsibilities are shared.
5. There is trust and mutual responsibility. Mistakes are accepted and looked at in a way which makes learning impossible.
6. Risks are accepted so that learning growth and change can take place.
7. People speak of their difficulties with the persons who can do something about them. They are confident that they will be listened to and that action will follow.
8. People co-operate to get the job done. People ask for help and in turn are ready to give help.
9. Frustration is expressed in words and leads to action. I/We can do something here.

In the presence of the organization development consultants they begin to look at their problems, as they search for solutions. They improve their communication and relating skills, they discover that they can find solutions to the problems over which they have control. They stop wasting time
discussing problems over which they have no control, however, urgent this may be. They learn to analyse their problems, recognise the human factors within the problem, develop their own action plans and begin to implement these. The members of the team take responsibility for every step in this programme of changing the way they do their job. They control the areas of change in the organization, the amount and the rate of change. The leaders of the organization will be to improve the work environment so that managers, including those who have undergone training, can contribute to the maximum of their ability. The manager's present level of drive, initiative, creativity and sense of responsibility is determined to a large degree by the present state of the organization. To increase this level requires significant changes in the way the organization is run. Only to management can carry through such changes.

To make the organization more effective, changes must be planned and implemented. More systematically, the people involved must be given more say. The total work force needs to be united behind the organization's objectives. Typically only top management know and understand these communications between individuals needs to be improved a reduction in memos and an increase in more direct person to person communication. Conflicts between individuals and groups must be brought out into the open. Dealing with conflicts in a roundabout way, speaking behind the other person's back, transferring him to another department, only creates more tension and frustration and is wasteful from the organization's point of view. It uses up energy which could be used to further the organization's objectives.

Decision making is one of the most important activities in any organization. How decisions are arrived at and who makes them needs to be investigated. Conditions must be created where the most competent man or men rather than the person with specific role or most status makes all the decisions. Status and competence don't always go together. This is inevitable. There are many reasons for appointing a particular man to a job. This need not impair the organization. A more participative decision making process allows each person to make his best contribution.
This works, provided each member of the team has developed further his basic human relating and co-operation skills. Responsibility for diagnosing short comings in the organization rests with the top management team. Only they can plan the steps to develop the total organization. Only they can initiate a new attitude to development: 'we learn whilst we solve out problems and as we solve problems we learn how to do it better'. When this attitude begins to percolate into the organization, management training at all levels will be done on the job and at the point where it can do most good.

Organization Development and Management Development

The task of the organization development consultant is to help top management to look at the whole organization in broad terms. Out of this review they will diagnose 'where it hurts' and develop a number of ways to producing change to overcome short comings. They will develop greater team effectiveness. Difficulties between work groups will be explored and produced. Techniques will be implemented to help the manager with more accurate information. Key technical problems will be attended to.

The activity of organization development is different from management development in a number of aspects.

1. There is more emphasis on how all managers, including top managers work together the focus of attention is the function team not the individual manager.

2. First priority is given to the people in the organization how they see each other, how they work together, the difficulties they experience in doing their work and the removal of as many of these difficulties as they experience in doing their work, and the removal of as many of these difficulties as possible. Technical efficiency will follow when the persons involved have discovered why they want to do a more efficient job. At this point they will as for and implement changes in the technical system.

3. Emphasis is placed on learning whilst solving immediate and long term problems confronting people in the organization rather that attending conferences, seminars and courses away from the job.
4. Specific management training programmes will be designed based on specific requirements identified by the top management team. These can be carried out on the job by the supervising manager who has the prime responsibility or by the organization's own training people, by outside consultants. Few managers will be send away because management training will do them good.

5. Organization development activities will be recognized as continuing activities of top management. Their time and resources are allocated for this specific purpose. The management development approach of specific objectives, involving only certain people for a definite period of time will be seen as just a part of the organization development responsibility.

6. Increasing the effectiveness of the total organization is the responsibility of the top management team. They determine consciously or without knowing it the attitudes towards others, the work habits and the management style current in the organization as well as attitudes towards uncertainty and change.

The personnel department administrating programme has only a marginal influence on these factors which make up the life of the organization. It has not the power to initiate change in the human factors which determine the effectiveness of the organization. Only top management can deliberately plan changes in this area of responsibility for the organization. This task far from being arduous quickly becomes one of the most meaningful and satisfying activities for the managers concerned. But the creation of an organization which develops its own resources to make itself increasingly effective in an ever changing environment requires effort as well as specific skills.

The Third Party Consultant

One of the key persons in an organization development project is the 'third party consultant'. His function is to help a group to see more clearly how they work, to help them in deciding what changes have to be made to make themselves more effective and to assist them in implementing these changes.

His second function it to pass on to the group those skills which will
enable the group to become more self-sufficient in solving its own problems in the future, to make them less dependent on outside help.

There are no rules for the way in which a consultant works, but often the consultant, the manager and his group will start a consultation along these lines.

1. Identification of problem areas by asking each manager to state his objectives and the difficulties which he encounters. This usually pinpoint key areas which in turn affect many other activities. This usually brings to light misunderstanding friction between groups, unrecognized difficulties facing certain groups, poor communication etc.

2. Setting problems priorities an organization development effort is expensive in time spend by senior and top level executives.

3. Unearthing and sharing of information may deal with any aspect of the organization: Technology, systems structure, interpersonal and personal factors.

4. Joint planning towards solutions with particular emphasis on developing alternatives in order to increase the element of choice of action.

5. Implementation of selected alternatives.

6. Carrying through periodic reviews and further action.

In order to act in this manner, the consultant needs certain skills. He must be a sensitive listener and a good observer. He must be responsive to the need of the organization and its members. He must be able to get on well with very different people. He must know how to develop trust between his client and himself. The consultant helps management to start a process of change. Success depends on internal consultant on a part time or full time basis. They provide the permanent drive to help the organization work towards the goals and value developed by management as they plan to develop their organization.
Method for Bringing About Changes

The technology of organization development is not more than 15 years old. In this short time a number of methods have been developed. There are no hard and fast rules about these. Each situation requires its own peculiar solution depending on the group, the problem and the personality of the more commonly used methods. They fall into four groups:

1. Meeting to bring about changes.
   (a) The manager's diagnostic team meets to make periodic assessment of the organization's effectiveness and explore the need for change. Usually done once a year.
   (b) Goal setting meeting; to collect information on what needs changing to set group goals to implement these changes and develop performance indicators to measure progress.
   (c) The force field analysis. This is a method for analysing a specific situation which needs to be changed and identifying the form which help the change to come about with the minimum of effort. It can provide the creative leap forward which is the sign of a well functioning organization.
   (d) Leadership development courses (experienced based learning situation) to help the manager obtain first hand experience of change in a work group.
   (e) Team building meetings to help the manager and his subordinates to find ways of increasing their group effectiveness. Useful also for new and existing teams.
   (f) Intergroup meeting to increase the mutual understanding between groups in a close working relationship e.g. head office and field staff, operation department and engineering department etc.

2. Methods for finding out what is going on.
   (a) Questionnaires and interviews.
   (b) Sensing meeting to enable the Managing Director to find out quickly what a cross section of his employees are thinking.
   (c) Pictorial representation of the organization's problems e.g. a collage.

   (a) Use of large sheets of paper on which groups themselves keep a
record of problems, alternative solution, decisions etc. This method increases self discipline.

(b) Asking all present to state their position at this moment clears the air.
(c) Fish bowl in order to disseminate information in a very lively way to a large group of people.

4. Method for change the qualities of relationships.
(a) Role playing to clear up misunderstood relationships.
(b) Getting to know people when new work group are formed or prior to some of the meetings listed above.
(c) Better listening.
(d) Learning to give and take feedback, (information about personal behavior, positive and negative).

Each method is designed for a specific purpose but all encourage learning which are important for the life of the organization.

1. To clarify the goals of the organization.
2. To recognize the needs of the individual and the group.
3. To get at the widest possible range of opinions.
4. To systematically question the way things are always done.
5. To give and to receive feedback.
6. To clear up misunderstandings in interpersonal relationships.
7. To take responsibility for all that happens in the organization.

Organization Development in East and Central Africa.

African civil servants and managers had their first experience of some of the techniques described in this paper in the Ford Foundation programme run in East and West Africa in the sixties. By 1965, twenty six workshops in staff development and human relations training had been held. The programme came to a stop. Participants, particularly sponsoring ministries could not see the connection between the workshops and real life in ongoing organizations. In the intervening period the organization development technology was developed in other parts of the world. The 'Third Party Consultant' became the link between behavioural science research findings and the needs of work groups within organizations. Human relations training in workshops was transformed in organization development consultations now
"on the job". Early workshops often were very frustrating experiences. Participants became aware of many personal shortcomings. They apparently received little help to overcome these organization development consultation now place great emphasis on becoming aware of a group's immediate problems of the positive contributions each individual can make. A Zambian Railway Manager evaluating a recent consultation wrote "For me the most meaningful experience was conducted purely on the basis that certain problems had to be solved and solutions implemented rather than throwing the back. We are all for one goal". In the presence of organization development consultant the members of a work group mobilise talent energy to solve their tasks.

In the last few years organization development consultant have been active within organizations in East Africa and Central African countries. They have worked with management teams and operating teams in large and small organizations.


Zambia: Zambia Railways, United Bus Company of Zambia, NCCM Broken Hills Division, Ministiro Economical Foundation, Cozumel Service Team.


Malawi: Ministry of Agriculture, Christian Literature Association of Malawi.

Ethiopia: Shell Ethiopia Ltd.

Swaziland: School of Adult Learning, University of Botswana, Lesotho, Swaziland.
To-day many top managers are attempting to introduce sweeping and
basic change in the behavior and practices of supervisors and the
target of organization change was limited to a small work group or
a single department, especially at lower levels the focus is now
covering on the organizations as a whole, reaching out to include
many divisions and levels at once, and even the top managers themselves.
There is a critical need at this time to understand better the
complex process, especially in terms of which approaches lead to
successful change and which actions fail to achieve the desired results.

Revolutionary Process

The shifting emphasis from small-to-large-scale organization change
represents a significant departure from past managerial thinking.
For many years change was regarded more as an evolutionarily than a
revolutionary process. The evolutionary assumption reflected the
view that change is a product of one minor adjustment after another,
fueled by time and subtle environmental forces largely outside the
direct control of management. This relatively passive philosophy
of managing change is typically expressed in words like these.

Our company is continuing to benefit from dynamically expanding
market, while our share of the market has remained the same our
sales have increased 15 percent over the past year. In order to
handle this increased business we have added a new marketing
vice president and may have to double our sales force in the next
year.

Organizational Change and Development

Such an optimistic statement frequently belies an underlying faith
in a beneficent environment. Perhaps this philosophy, was adequate in
less competitive times when small patch work changes, such as replacing
a manager here and there were sufficient to maintain profitability.
But now the environments around organizations are changing rapidly and
are challenging managements to become far more alert and inventive
than they ever were before.
Management Awakening

In recent years more and more top management have begun to realize that fragmentary changes are seldom effective in stemming the underlying tides of stagnation and complacency that can subtly creep into a profitable and growing organization. While rigid and incertive attitudes are slow to develop they are also slow to disappear in the face of frequent personnel changes. Most often signs of decay can be recognized in managerial behavior that:

(a) Oriented more to the past than to the future.
(b) Recognizes the obligations of (in)fulfillment more than the challenges of current problems.
(c) Owes allegiance more to department goals than to overall company objectives.

Management's recent awakening to these dangers (signs) has been stimulated largely by the rapid changing tempo and quality of its environment. "Computer technology has narrowed the decisions time span. mass communication has heightened public awareness of consumer product. New management knowledge and techniques have come into being. Technological discoveries have multiplied. New world markets have opened up. Social for equality have intensified. Government demands and regulations have increased."

As a result many organizations are currently being challenged to shift, or even reverse gears, in order to survive, let alone prosper.

A number of top management have come around to adopting a revolutionary attitude toward change in order to bridge the gap between a dynamic environment and stagnant organization. They feel that they can no longer sit back and condone organizational self-indulgence waiting for time to heal all wounds, so through a number of revolutionary attempts are now being made to transform their organization rapidly by altering the behavior and attitudes of their line management while each organization obviously varies in its approach, the overarching goal seems to be the same: to get everyone psychologically redirected towards solving the problems and challenges of today's business environment. Here for example is how one company president describes
his current goal for change.
I've got to get this organization moving, and soon. Many of our managers act as if we were still selling the products that used to be our bread and butter. We are in a different business now and I'm not sure that they realize it. Somehow we have got to start recognizing our problems, and then become more competent in solving them.
This applies to every one here including me and Janitor. I starting with massive reorganization in which I hope will get us pulling together instead of in 50 directions.

**striking similarities**

Although there still are not many studies of organization change the number is growing; and a survey of the shows that it is possible to detect some striking similarities running through out their findings.

I shall report some of these similarities; under two headings:

1. Common approaches being used to initiate organization change
2. Reported results — what happened in a number of bases of actual organization change.

I shall begin with the approaches, and then attempt to place them within the perspective of what has to happen when these approaches were applied. As we shall see only a few of the approaches used, tend to facilitate successful change, but even here we find that each is aided by unplanned forces preceding and following its use. Finally, I shall conclude with some tentative interpretations as to what I think is the actually taking place when an organization change occurs.

**Common Approaches.** In looking at the various major approaches being used to introduce organization change, one is immediately struck by their position along a "power distribution" continuum. At one extreme are those which rely on unilateral authority. More toward the middle of the continuum are shared approaches finally at the opposite extreme are the delegated approaches. As we shall see later the shared approaches tend to be emphasized in the more successful organization change,
Just why this is so an important question we will consider in the concluding section for now though, let us gain a clearer picture of the various approaches as they appear most frequently in the literature of organization change.

Unilateral Action

At this extreme on the power distribution continuum, the organization change is implemented through an emphasis on the authority of a man’s ineretical position in the company. Here, the definition and solution to the problem at hand tend to be specified by the upper echelons and directed downward to the lower levels in the organization. The spirit of the communication reads something like "today we are this tomorrow we must be that way".

In its concrete form it may appear as a memorandum lecture policy statement or verbal command. The general nature of the degree approach in impersonal formal, and task oriented. It assumes that people are highly rational and best motivated by authoritative directions. Its expectation is that people will comply in their outward behavior and that this compliance will lead to more effective results.

By Replacement

Often resorted to when degree approach fails this involves the replacement of key persons. It is based on the assumption that organization problems tend to reside in a few strategically located individuals and that replacing these people will bring about sweeping and basic change. As such in the degree form, this change is usually initiated or the top and directed downward by a high authority figure. At the same time, however, it tends to be somewhat more personal since particular individuals are singled out. For replacement. Nevertheless, it returns. Much of the formality and explicit concern for task accomplishments that is common to the degree approach similarly it holds no false optimism about the ability of individuals to change their own behavior without clear outside direction.

By Structure

This old familiar change approach is currently receiving much reevaluation by behavioral, Scientists. In its earlier form, it involved a highly
they can probably be characterized as more personal subtle and less directive than either the degree or replacement approaches.

Sharing of Power

More toward the middle of the power distribution continuum, as noted earlier, are the shared approaches, where authority is still present and used, yet there is also interaction and sharing of power. This approach to change is utilized in two forms.

(a) By Group Decision Making

This form emphasizes both the definition and solution of problems within the context of group decision. Here power is shared throughout the decision process, but, unlike group decision making there is an added opportunity for lower level subordinates to define the problem. The assumption underlying this approach is not only that people gain greater commitment from being exposed to a wider decision making role but also that they have significant knowledge to contribute to the definition of the problem.

(b) By Group Solving

This form emphasizes both the definition and solution of problems within the context of group decision. Here power is shared throughout the decision process, but, unlike group decision making there is an added opportunity for lower level subordinates to define the problem. The assumption underlying this approach is not only that people gain greater commitment from being exposed to a wider decision making role but also that they have significant knowledge to contribute to the definition of the problem.

Delegated Authority

At the other extreme from unilateral authority are found the delegated approaches, where almost complete responsibility for defining and acting on problems is turned over to the subordinates. These also appear in two forms:
(a) By Case Discussion

This method focuses more on the acquisition of knowledge and skills than on the solution of specific problems at hand. An authority figure, usually a teacher or boss, uses his power only to guide a general discussion of information describing a problem situation such as a case or a report of research results. The "teacher" refrains from imposing his own analysis or solutions on the group. Instead he encourages individual members to arrive at their own insights, and they are left to use them as they see fit. The implicit assumption here is that individuals, through the medium of discussion about concrete situations, will develop general problems-solving skills to avoid them in carrying out subsequent individual and organizational changes.

(b) T. Group Sessions

These sessions once conducted mainly in outside course for representatives of many different organizations, are increasingly being used inside individual companies for effecting change, usually they are confined to top management, with the hope that benefit "spill-over" will result for the rest of the organization. The primary emphasis of the T group tends to be on increasing an individual's self awareness and sensitivity to group social processes. Compared to the previously discussed approaches, the T group places much less emphasis on the discussion and solution of task related problems. Instead, the data for discussion are typically interpersonal actions of individuals in the group; no specific task is assigned to the group.

The basis assumption underlying this approach is that exposure to a structureless situation will release unconscious emotional energies
within individuals which in turn, will lead to self-analysis, insight, and behavioral change. The authority figure in the group usually a professional trainers, inside asserting his own authority in structuring the group. Thus in comparison to the other approaches much more authority is turned over to group, from which position it is expected to chat its own course of change in an atmosphere of great informality and highly personal exchanges.

Reporting Results:

As we have seen, each of the major approaches as well as the various forms within them, rests on certain assumptions about what should happen when it applied to initiate change. Now let us step back and consider what actually does happen before during and after a particular approach is introduced. To discover whether there are certain dimensions or organization change that might standout against the background of characteristics unique to one company, a survey of 13 studies of organization change has been conducted by the Harvard School of Business studies which has revealed the following:

Relevant information was written down and compared with the other studies in regard to:

(a) The conditions leading up to an attempted change.
(b) The manner in which the change was introduced.
(c) The critical blocks and or facilitators encountered during implementation, and
(d) The more lasting results which appeared over a period of time.

Survey finding show some intriguing similarities and difference between those studies reporting "successful" change patterns and those disclosing "less successful" changes i.e., failure to achieve the desired results. The successful changes generally appear as those which:

- Spread throughout the organization to include and affect many people.
- Produce positive change in line and staff attitudes.
- Prompt people to behave more effectively in solving problems and in relating to others.
results in improved organization performance.
Significantly the less successful changes fall short on all of
these dimensions.

"Success" Patterns

Using the category breakdown just cited as the baseline for
success, the survey reveals some very distinct patterns in the evolution
of change. In all, eight major patterns are identifiable in five
studies reporting successful change, and six other success studies show
quite similar characteristics, although the information contained
in each is somewhat less complete. Consider:

1. The organization and especially top management, is under considerable
external and internal pressure for improvement long before and explicit
organization change is contemplated. Performance and or morals are
low. Top management seems to be growing for a solution to its problems.

2. A new man known for his ability to introduce improvements,
enters the organization, either as the official head who deals directly
with nations.

1. Successful change depends basically on a redistribution on power
within the structure of an organization. By power, I mean the
locus or formal authority and influence which typically is top
management. By redistribution, I mean a significant alteration
in the traditional practices that the power structure uses in
making decisions. I propose that this redistribution move toward
the greater use of shared power.

2. Power redistribution occurs through a developmental process of
change. This implies that organization change is not a black
to white affair occurring overnight through a single casus
mechanism. Rather, as we shall see it, involves a number of
phases, each containing specific elements and multiple causes
that provoke a needed reaction from the power structure, which,
in turn, sets the stage for the next phase in the process.

Using the survey evidence from the successful patterns, I have divided
the change process into six phases, each of them broken down into
the particular stimulus and reaction which appear critical for moving
the head organization.

3. An initial act of the new man is to encourage a reexamination of past practices and current problems within the organization.

4. The head of the organization and his immediate subordinates assume a direct and lightly involved role in conducting the reexamination.

5. The new man, with top management support, engages several levels of the organization in collaborative, fact-finding, problemsolving discussions to identify and diagnose current organization problems.

6. The new man provides other new ideals and methods for developing solutions to problems, again at any level of the organization.

7. The solutions and decisions are developed, tested and found creditable for solving problems on a small scale before an attempt is made to widen the scope of change to large problems and the entire organization.

8. The change effort spreads with each success experience and management support grows; it is gradually absorbed permanently in the organization's way of life.

The likely significance of these similarities becomes more apparent when we consider the patterns found in the less successful organization changes. Let us briefly make this contrast before specialulating further about why the successful changes seem to unfold as they do.

**Failure Norms**

A part from their common "failure" to achieve the desired results the most striking overall characteristic of seven less successful change studies is a singular lack of consistency—not just between studies but within studies. Where each of the successful changes follows similar and highly consistent route of one step building on another the less successful change are much less orderly.

There are Three Interesting Patterns Of Consistency:

1. The less successful changes begin from a variety of starting points.

   This is in contrast to the successful change, which begin a common point.

1. Strong pressure both externally and internally. Only one less
a big jump from the reaction to outside pressure to the installation of an unskilled newcomer who immediately attempted large-scale changes in another case the company lacked the presence of a newcomer to provide new methods and ideas to the organization. A third failed to achieve the cooperation and involvement of top management. And a fourth missed the step of obtaining early successes while experiencing new change methods.

3. A final pattern of inconsistency is evident in the major approaches used to introduce change. In the successful cases, it seems fairly clear that shared approaches are used i.e., authority figures seek the participation of subordinate in joint decision making. In the less successful attempts, however, the approach used lies closer to the extrem ends of the power distribution continuum. Thus in five less successful change studies, a unilateral was used while in two other studies a delegated approach (data discussing T group) was applied. None of the less successful change studies reported the use of the shared approach.

How can we use this lack of consistency in the sequence of change steps and this absence of shared power to explain the less successful change attempts? In the next section, I shall examine in greater depth the successful ones, are marked by a high degree of consistency and the use of shared power. My intent here will be not only to develop a tentative explanatory, of the more successful change but in so doing to explain the less successful.

Power Redistribution

Keeping in mind that the survey evidence on which both the successful and the less successful patterns are based is give limited I would like at a whole, and also for considering specific managerial action steps writting this overall process. The framework for this scheme brings on two very
the power structure from one phase to another.

Set us now consider how each of these phases and their specific elements make themselves evidence in the patterns of successful change, as well as how their absence contributes to the less successful changes.

**Pressure And Arousal**

This initial stage indicates a need to shake the power structure at its very foundation. Until the ground under the top managers begin to shift, it seems unlikely that they will be sufficiently aroused to see the need for change, both in themselves and in the rest of the organization. The success patterns suggest that strong pressures in areas of top management responsibility are likely to provoke the greatest concern for organization change. These pressures seem to come from two board sources:

(a) Serious environmental factors such as lower sales, stock holder discontent, or competitors break through.

(b) Internal events such as a union strike, low productivity, high costs, or inter-departmental conflict.

Successful change, for example began with outside pressure on the organization another originated with the hiring of a consultant and third started with the presence of internal pressure, but without outside pressure.

2. Another pattern of consistency, is found in the sequency change steps. In the successful change patterns, we observe some degree of logical consistency between steps, as each seems to move possible the next. But in the less successful changes, there are wide and seemingly illogical gaps in sequence. One study for instance, described
Those pressures seem to come from two broad sources:

(i) Serious environmental factors such as lower sales, stockholders, discountant, or competitor breakthroughs.

(ii) Internal events, such as a union strike, low productivity, high costs, or interdepartmental conflict.

G. CONCLUSION:

Management Training and Organizational Developments are the most important aspects in industry. Without training first, there is no Organization and without Organization, training would not be effective. Training in an organization incorporates up-to-date knowledge of how people can be stimulated and helped to learn. This helps to provide each individual employee with the information he needs for measuring and improving his own performance. Organizational Development is an emerging behavioural science discipline that provides a set of methodologies for systematically bringing about organizational change and improvement and as such, it makes the organization more effective and to enhance the opportunity for the individual to develop his potential through training and work performance.
PART II ORGANIZATION


