OD 03

Roll No.:

Total No. of Questions : 6

Total No. of Printed Pages: 3

Duration (hrs.): 3 hours

Maximum Marks: 60

Note:

Question no.1, 5 and 6 are compulsory.
Attempt any two questions out of question nos. 2, 3 and 4.

Q.1:   (15 Marks)

What is Organisation Development (OD)? How is OD distinct from Change Management. Give historical background of OD.

Q.2:   (10 Marks)

As an OD practitioner, what would you do to ensure that all the members in the organization understand Performance Management System in its real sense and are sincere towards its achievement.

Q.3:   (10 Marks)

What is OD Intervention. Explain Individual Intervention and any two types of Individual Interventions.

Q.4:   (10 Marks)

What is Entering & Contracting. What are the important factors to be kept in mind while Entering & Contracting.

Q.5:   (15 Marks)

Short Notes (Answer any 3) :
(i)   High Involvement Organisations
(ii)   Coaching & Mentoring
(iii)   Appreciative Inquiry
(iv)   Evaluating & Institutionalising OD Intervention
(v)   Diagnosing Organisation

Q.6: (10 Marks)

Read the following case and answer the questions.

The Graziadio School of Business and Management (GSBM) at Pepperdine University is one of the largest business schools in the country and has the third largest part-time MBA program. The school also provides graduate education aimed at different markets including an executive MBA (EMBA), a presidential / key executive MBA (PKE), and a specialized master's degree in organization development (MSOD). The MSOD program's curriculum consists of 10 four-unit classes over 22 months. Eight of the classes are conducted off-site during 8-day sessions at both domestic and international locations. The MSOD program office consists of a faculty director, a program administrator, and an administrative assistant. In response to cost-cutting initiatives at the university level, a proposal was being considered to alter the job designs of the MSOD program staff.

The MSOD Program Administrator, the focus of this application, was responsible for marketing and recruiting new students, managing the delivery logistics of the off-site program, managing the students' registration and financial relationships with the university, and maintaining relationships with the MSOD alumni. The marketing and recruiting duties involved working with the Program Director and the Director of Marketing for GSBM to develop marketing tactics including advertisements, brochures, conference marketing and support, and other market development activities. The recruiting process involved explaining the curriculum to prospective applicants, overseeing the application process for each applicant, working with the faculty to have qualified applicants interviewed, and managing the admissions process. This too had to be coordinated with the director and the administrative assistant. Once a class was admitted, the Program Administrator worked with various off-site facilities to establish room and board rates and catering services; managed the faculty's travel and teaching requirements; manage various intersession activities including the final exam; managed the students' enrollment and graduation process including their interface with the university's registrar and finance office and the school's financial aid office; and coached students through the program. After graduation, the Program Administrator served as an unofficial placement service, hooking up eligible graduates with prospective employers who called looking for MSOD talent, provided career guidance, and worked with the program's alumni organization to sponsor conference and other alumni activities.

Each of the above activities was somewhat programmable in that they occurred at specific times of the year and could be scheduled. However, because each applicant, student, class or graduate was somewhat unique, the specific tasks or actions could not always be specified in advance and there were a number of exceptions and unique situations that arose during each day, month, or year.

The MSOD Program Administrator has worked with the MSOD program for over 15 years and was a fixture in both the MSOD and the general OD communities. Year over year, the Program Administrator delivered qualified applicants in excess of available

space although that task had become increasingly difficult in the face of tuition increases, increasingly restrictive corporate policies on tuition reimbursement, and the ups and downs of the economy. He has handled both routine and nonroutine administrative details professionally, displays and reports a high level of job satisfaction and commitment to the program, and has been complimented formally and informally by the students in the program. In fact, each cohort develops its own relationship with the administrator and he becomes a de facto member of almost every class. The alumni considered the Program Administrator a key and integral part of the MSOD program. The set of duties described above has evolved considerably over the Program Administrator's tenure. In particular, he has become more involved and responsible for marketing and recruiting activities, and the alumni relations duties have been added in response to alumni requests that cannot be filled by traditional university departments.

In an effort to improve efficiencies, and in recognition of the MSOD Program Administrator's outstanding productivity, a proposal was being considered by GSBM administration to change the design of his job. The proposal suggested that the MSOD Program Administrator continue to perform all of the current duties of the position, and, in addition, provide administrative support to two PKE classes from their initial class to graduation. The duties of administrating the PKE program would be similar in nature to the delivery aspects of the MSOD program, including working with faculty to support their teaching efforts, managing textbook ordering processes, and providing different facilities logistics activities. It would not include marketing, recruiting, and alumni development activities. He would receive additional compensation for the increased responsibilities and a title change. The new position would share, with the EMBA program administrator, the supervision of an assistant program administrator, who would in turn supervise a pool of administrative assistants. The assistant program administrator would also report to the EMBA Program Administrator. The MSOD/PKE program administrator would be shared between the MSOD program director and a director of EMBA/PKE programs.

Q.i. How much skill variety is included in the job?

Q.ii. How much task identity does the job contain?

Q. iii. How much task significance is involved in the job?

Q.iv. How much autonomy is included in the job?

Q.v. How much feedback about results does the job contain?

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