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# Working Paper

PROCESS CONSULTATION FOR  
MANAGING CHANGE IN A  
VOLUNTARY AGENCY

by

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Indian Institute of Management  
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PROCESS CONSULTATION FOR MANAGING CHANGE  
IN A VOLUNTARY AGENCY

T. V. Rao

This paper is intended to share some experiences of the author in offering process consultation to a voluntary service agency introducing change in the total organisation. The emphasis of the paper is mainly on the process in which the organisation is changing, the strategy used for the change and the learning points from the experiences with it. The process of process consultation is also described in this paper. This paper is intended to those involved in change, OD, organisational designing, process consultation, rural development, conscientisation of the oppressed etc. issues.

About the Agency

The voluntary agency is an international agency with units in different countries of the world. The agency was founded in India in 1897 and later became an international organisation. The organisation works for helping the physically handicapped, orphans, old people, poor people, and so on besides running a number of schools (primary, secondary, vocational training etc.), hospitals, and adult education centres. There are about 140 units of this

agency which are in different parts of the world and is managed by a team leadership with four members. There are about 1400 members all over the world. The various units are divided into districts for the purpose of administration. These districts include Belgium, Brazil, Burundi, Cameroun, Caribbeans, England, Europe, France, Guatemala, Haiti, Hong Kong, India, Philippines, Rome, Taiwan, USA, Zaire. Some of these are grouped into one district. India is a full district. The districts differ in the number of its members working there. Each district has a number of units. For example in India there are about 484 members working in 26 units in different parts of the country. Most of these units are in South India. Activities of each district are coordinated by a team of six members. Two of the members are full time (one coordinator and one secretary) and four members are part-time. The part-time members spend some of their time in the units' activities and part of their time in district administration. The activities of the different units cover a wide range including management of educational institutions, nursing services, health institutions, vocational training schools, schools for the physically handicapped etc. They have some English medium schools with moderately high charges of fees and cater to upper class of the society.

The tasks of the district team include:

- Planning animation activities for the district.
- Planning activities of the district.

- Regular evaluation of these activities in the light of the needs of the environment.
- Composing local units.
- Regular visits to different units for animation.
- Personal contacts with the members.
- Appointing members for the local units after consulting the members responsible for formation and others.
- Accepting candidates for orientation.
- Accepting members for temporary commitment in the agency.
- Terminating temporary commitment.
- Granting leave of absence below one year.
- To be responsible for further training, formation, professional training etc. of members.
- To be responsible for finances of the district.
- To plan long leaves of members, etc.  
(general team)

The top team/consisting of four members are elected once in every six years. They perform the overall coordination activities of all the districts. The team members are drawn from different districts and have their office in Rome. They continuously tour in the different districts and help the district teams in their work.

#### Need for change

In December 1974 this agency in India hosted a general assembly where the district coordinators and representatives from different districts all over the world met for a month to share

activities and needs of different districts and plans for future.\* During this period and later the group in India have been reflecting over the challenge they have before them in serving the poor. They felt that they have grown in a particular manner as a congregation in India, and what they felt as the community needs at one time (looking after the blind, deaf and dumb, training women for vocations, imparting education, catering to the health needs of the people etc.) are not the only important ones and there are several opportunities and demands of the social situation in the country warranting change. They started having a growing feeling that they should be nearer to the poor as they find a lot of poverty around and help the poor to deal with their problems rather than running English medium schools and well equipped health centres in urban settings. This feeling of dissatisfaction and need for change which was also evident in the general assembly they had in India, was further reinforced by training programmes and talks by a few devoted social workers. Consequently the district team decided to review the work done by the various units in the district and discover new directions for change in the context of changing need to be responsible to much poorer communities. They thus sought the help of a consultant\*\* to help them review the work by various units.

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\* For details of the process consultation offered to this international conference please see "Process Consultation in an International Conference" by Udai Pareek, published in ASCI Journal of Management, 1972, 4(2), 135-146.

\*\* not the author

### Choice of the facilitator I

Selection of an outsider for help is an important decision to make in any process of change in a total organisation. Such an outsider will greatly facilitate the change process, as third party observations are likely to be more acceptable. However, the choice of the consultant is a critical variable. If the outsider has similar ideological commitments as those in the direction of which the change is planned it would be doubly reinforcing and facilitating the change process. In this case the consultant had a strong ideological commitment to work for the oppressed and participate in the conscientization process.

The consultant should also be acceptable to the community as a whole because change would be affecting every one in the congregation and unless a maximum number of people see the outside agent as a guide, have respect for him, and look for help, the change may become a slow process due to defensive and other reactive phenomena occurring. In this case the consultant was acceptable to all due to (a) the common religious background/<sup>he</sup>shares, (b) the fact that he is a priest, (c) that he has been in touch with this community and (d) made some impact on their thinking through his talks. He is a Social Scientist by background and has ideological commitment in the direction in which the congregation wanted to change.

### Strategy used by Facilitator I for change facilitation

While the consultant may facilitate the change process in many ways, one of the effective ways he could do that is by a

scientific study of the organisation on the basis of which he may raise issues and point out directions of change. In such a scientific study attempt must be made to consult the maximum number of the members of the organisation. This helps in: (a) gathering exhaustive lists of views, (b) understanding problems and raising issues related to different units and different kinds of people, and (c) giving a sense of participation to all the members and teams paving way for gaining acceptability later on. In this case the consultant tried to contact all the members of the congregation through a questionnaire and visited the communities for personal observations and interviews.

An overall review of the total organisation facilitates the initiation of change process greatly. Such reviews may help point out directions in which the organisation or the subsystems in the total system are moving. This provides a basis on which change can be planned. Without such an assessment it becomes difficult to anticipate problems involved in change in the new directions. In this case the consultant tried to assess the overall activities of the total system and its subsystems through personal visits and interviews. All aspects of work undertaken by the different units were reviewed by him.

The consultant should have a framework within which he may plan his review of the client system. Such a framework should be in consonance with the direction in which the organisation anticipates to change and with the new ideological commitment or value system



emerging in the organisation. In this case the framework followed by the consultant is based on Indian Social Reality and living the life of a true social worker through experiencing poverty. The consultant begins his report by a chapter on the changing Indian environment and the changing role of the congregation in India. He outlines the needs of the country to which the congregation should respond to and then goes on to point out the areas. He also uses the framework of evangelisation through participation in the community life. However, in using one's own framework the consultant may bring in his own biases. To certain extent these may be unavoidable and some times functional. For example one of the frameworks used by the consultant in his report is to consistently point out to the age differences in the response patterns of its members. He also used differences due to education level but as he could not find them he had to drop this pattern of analysis.

The report presented by the consultant which was a result of his survey through a questionnaire and personal visits and interviews is under five parts: general introduction, questionnaire survey results, interview analyses, reviews of different units and points for reflection. The questionnaire included several issues the congregation has to deal with before it sets on its direction for change. For example, these included their understanding of the evangelisation process, meaning of religious life, role of various institutions they have at present, attitudes to new ways of life,

young members, members wanting to go abroad and serve in other districts, role of money earning institutions, attitudes to work etc. The interviews also dealt with similar issues. The reviews of different units assessed the direction in which they are moving and pointed out some new possible directions.

In initiating change the consultant may suggest alternative or broad lines for movement and leave it open for the system to choose or general alternatives and work out specific action plans.

This is necessary as definite choices suggested by the consultant may leave very little freedom for the clients and may make them defensive. Secondly many internal details and problems associated with specific action steps may not be known to the consultant. Hence he can only suggest broad dimensions or raise questions and leave it open for the client system. It also helps the system to act independently rather than to depend on the consultant. In this case while the consultant raised several questions, for example on issues like the style of living, objectives fulfilled, utility of their work, their use of existing resources, the image they project outside etc. he did not suggest any definite action plans. By pointing these he has given only a feedback and some of it probably a disturbing one. It was left for the concerned members to examine and work out methodologies.

#### A Strategy for Change

Working for change should start from the top. When change is planned it should be wholeheartedly accepted by the top

administration and then the top administration should work out a strategy for initiating it at all levels. In this case the report was submitted to the district team who planned to reflect over it and then work out the mechanisms of passing the message to all the units.

Change has to be phased out. It has to be phased out for assimilation, for decision making, for experimentation and for implementation. At the same time maximum participation of as many members as possible should be aimed. In order to get maximum participation from various units the district team planned to have a six day meeting over the report of the consultant and work out directions of change. In order to get a good representation, the district team sent out letters to different units requesting them to suggest names of representatives (called reflection group) who could reflect over the report. Thus indirect participation of all members of the organisation was attempted even at the stage of assimilation and reflection of the directions of change.

It was also planned that these representatives (or more adequately called change agents) would, after reflecting over the report go back to carry on the message to different units and help them reflect over the directions of change further. Thus the process of initiating change is planned in stages: (a) reflection by the top, (b) reflection by chosen representatives, and (c) reflection by unit members. Thus it is phased out from top to bottom.

The initiation or implementation of the change was left to be started by the **unite** at a later stage with more thinking. Thus while reflection on change was initiated in stages from the top, actual change was to start from the bottom.

The top team which met for several days for reflection over the report went through item by item of the evaluation report. While reflecting on this as a team, the district team sought the help of the author of this paper to help them reflect. The expert help was sought to facilitate their discussion. Such process facilitation was required because the team was not sure of the extent to which the dynamics of their team work would help them reflect over the report properly. They have been carrying with them some unresolved issues relating to their team work in the past. Secondly, by the time the reflection was planned the term of the team was coming to an end. Thus they wanted to review how well they have been able to work as a team, and also reflect on the kind of team required in future to carry on the change process.

#### Ensuring Continuity of Change

If the top team (district) is going to change at the time of introducing the change, or soon after introducing the change, the next team to take over should be constituted in such a way that the change process introduced continues smoothly. If the organisation offers flexibility for the outgoing top team, it should plan for such a continuation of change process even at the reflection stage.

Thus it is important that when change is planned it should be planned with long term perspective.

In this particular case the district team was asked by the general team to suggest more innovating mechanisms for constituting the next team in the local context. The district team thus planned for another three day meeting of different unit representatives. While quite a few members of the reflection group are also the same as the unit representative group, the second group is much larger and about double the size of the reflection group. The reflection group was intended to be smaller to have very critical and intense reflection over change. The unit representatives group included representatives from each unit as they have to suggest constitution for the next team composition.

For the unit representative group to suggest a proper constitution for containing and facilitating the movement and change:

- a. They should know the future direction in which the congregation is contemplating to move.
- b. They should know the constitution of the present team (which they are well aware).
- c. They should have some knowledge of how well the present team worked.
- d. They should know the positive and negative contributions of the present structure to the effectiveness of the team.
- e. They should know the tasks required for future by the District Team if the congregation is changing in new directions.
- f. And, they should know the new roles required and what is permissible by the total system (international).

Mechanisms to meet these requirements were worked out after the district reflection of the / team on the report. These are outlined in following sections.

Commitment at the Top: A Necessity for Introducing Change  
district

The team with the help of the author of this article planned to spend five days reflecting over the report, reviewing their work as a team and planning for the six day reflection group and three day unit representatives' meetings.

The five day meeting began with planning for the five days. Some time in the first day was spent in planning.

As the planning by the team for reflection group and unit representative meetings needs a thorough understanding of the report and an assessment of the existing team work, both these tasks should precede planning. If they have to precede planning the choice is left between starting the discussions with the assessment of the team work or with the reflection over the report. Team-evaluation was felt as a sensitive area and secondly it required considerable amount of time to review the total dynamics in a free atmosphere. The time before the team was not sufficient to let the team members get into the explorations of their interpersonal dynamics which certainly were bothering some of them. The choice was hard to make. It was ultimately decided to first reflect over the report and then to review the team work later. The decision is not an escape from interpersonal explorations but an ability on the part of the team

to control the expression of some of their needs. According to McClelland and Burnham (1976)\* institution builders need a high amount of inhibition or self-control, an ability to work for superordinate goals rather than for personal goals. The District Team members exhibited both these orientations by choosing to spend enough time reflecting over the report and later to review their work purely for the benefit of the constitution meetings. Review of team work at interpersonal dynamics level was delayed for a later period.

#### The Process of Reflection for Change

The team spent about two and a half days reflecting over the report. The following processes and features may be noted. These procedures were worked out by the team with the assistance of the author.

1 The team members gave first a general reading to the report before planning the detailed strategy for reflections. Only the two full-time members of the team had an earlier opportunity to read the report. As the planning meeting by the team was decided only a few days before the meeting and some members were abroad it was not possible to distribute the report earlier. Hence about half a day was spent in individual reading and sharing <sup>of</sup> first reactions. This facilitated an intense reading and discussion later.

2 The team met and planned further strategy along with the consultant. For purposes of reflection the report was divided into five parts:

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\* McClelland, D.C. and Burnham, D. Power is the Great Motivator. Harvard Business Review, 1976.

(i) general orientation and framework for the organisation suggesting the role of the congregation in changing socio-economic, political context of the society where they are living and suggesting directions for movement and pointing out challenge;

(ii) Methodology of the study and results of a questionnaire survey outlining the attitudes and orientations of the members of the congregation (issues like roles, role relationships, training, social objectives, tasks of the congregation understanding of work, nature and meaning of work, religious orientations, personnel policies, financial aspects etc. have been studied);

(iii) Interview data giving the reactions of members about the present and future of the congregation;

(iv) Impressions of the consultant about each unit during his visits to them and raising questions about various aspects of life in the context of what was outlined in the framework; and

(v) Some suggestions for reflection by the organisation.

The team members read each part individually and this was followed by discussion.

3 The consultant made his role clear from the beginning.\* He defined his role as one of facilitating their discussions (a) by raising questions for reflection, (b) giving them process feedback (pointing out to hesitation, reluctance, conflict, differences of opinion, suggestions, improvements etc. from any member), (c) drawing in opinions of all the members and maximising participation, and (d) helping them voice their feelings.

4 The above role undertaken by the consultant was agreed upon by the team. As the report was assumed to lead to some action,

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\* The need for consultant to clarify his role and the role of process feedback in process consultation have been outlined by Pareek, op.cit.



whenever there were opinions, suggestions, reactions, responses etc. presented in the report the team members discussed them and expressed their agreement, disagreement, or suggested courses of action to be undertaken to improve over the situation.

The team agreed in toto to the general framework and future directions of change suggested in the report and adopted it unanimously. Once this was done, for the rest of the discussion the facilitator used questions like: Do you agree with this observation? If you do not, why? What are your experiences contradicting this? How serious is the issue? What do you propose to be done for change? What problems do you envisage for introducing this change? What resources do you have to tackle these? What can be done in terms of action plans to introduce this? etc.

For example, one of the survey questions in the report was 'Are poor people poor because they are lazy?' The survey results indicated that a higher percentage of respondents from older age groups agreed to this question. The team's own reaction was that poor people are not lazy. They were concerned about this issue. The District Team reflected on questions like: 'What does this mean?' (for example, it may mean that the older members have less positive attitudes to poor); 'What is desired?' (e.g. the percentage saying this should be minimized further); 'What are the implications?' (those who have such attitudes may not be able to work with the poor); 'What should be done?' (help them reflect over their attitudes, have discussions, understand why they say so, etc.).

The facilitator merely kept adding such questions for their discussions wherever needed. First the team members gave their own answers, they reflected over the percentages obtained by the survey, then they thought of the implications and courses of corrective action or dimensions of introducing change.

5 A similar pattern was followed for the rest of the sections. While the team was dependent in the beginning on the facilitator to raise questions, slowly by the end of the first day. The need for facilitator's interventions were minimised. A similar pattern outlined by Pareek (1975)\* from dependence to independence was observed in the movement of the group on the first day.

6 After the reflection over different parts of the report, the team again took section by section and carried on the exercise of anticipating questions from the future reflection group meetings. For example if there are certain things not clear in the report, the reflection group may raise questions on which the District Team should be able to answer.

As a strategy it was planned that the District Team will provide all clarifications in the reflection meetings. The team members should not only be committed for change before introducing it in the congregation but they should communicate their commitment to other members. This gives further credibility to them and smoothens the process. The <sup>district</sup> team can communicate their commitment

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\* Pareek, op. cit.

to change by their thoroughness, spontaneity in responses, clarity of thinking, authenticity and assertiveness. These cannot be communicated if the District Team continuously depends on an outside consultant to introduce the change process. In order to communicate such thoroughness, authenticity and commitment the District Team had to be prepared to face and clarify all possible questions by the reflection group. Thus after their reflections over the report, they went through the report listing (a) points needing clarifications from the consultant that can be incorporated before the report is distributed to the reflection group, (b) questions, clarifications, arguments, etc. the reflection group is likely to pose to the District Team, (c) problems envisaged during the reflections, and (d) mechanisms of dealing with (b) and (c).

7 A remarkable feature of these reflections and preparation by District Team is the absence of the consultant who prepared the report. While one strategy would be to have the consultant present his report first and clarify points, the consultant was not present during the reflections by the District Team. While this had the disadvantage of not having the consultant to clarify points that needed clarity, it had the advantage of a free, frank and critical discussion by the District Team. At times where there were differences by any of the team members with the opinions expressed or methodology used by the consultant, they felt very free to discuss these. Such a free discussion and critiquing is a necessary preparation to face the critiquing by the later reflection group.

From this experience it is clear that when change has to be introduced with the help of an outside consultant, and this is initiated by a report of the outside consultant it may be helpful for the top to discuss this report in his absence for free discussion. As there were several points needing clarification the District Team selected one of the team members to get the clarifications from the consultant I before the report is made available to the reflection group. Minor modifications were also suggested by the team for approval of the consultant.

8 When the report of a consultant is discussed with the help of another process-facilitator and in the absence of the first consultant, it is extremely important for the process facilitator to abstain from giving any of his own reactions to the report. This is an extremely important value that the process consultants should possess. For example, although the author had reactions to a few issues in the report he abstained from giving any such reactions. Selection of a process-consultant, who has similar orientations as the first consultant is very useful.

9 The District Team could have condensed, modified or re-worded the report for giving it to the reflection group. But, they did not want to do it to provide the reflection group with the original report itself. Such censorship would have reduced the credibility of the District Team for the reflection group. By such censorship the District Team is communicating their own lack of confidence in the report or in the reflection group. Thus the District Team took a right step of presenting the original report.

### Review of the Team Work

Only one day could be devoted to assess the team work. The assessment was planned for the following objectives:

1. To review the extent to which the District Team has been able to work as a team and carried on the task of the team.
2. To review the satisfying experiences and problems they faced while working as team.
3. To identify the facilitating and inhibiting dimensions of team work in the structure of the team according to the existing constitution.
4. To identify tasks and future roles for the team.

As stated earlier the members in the beginning indicated that there are several interpersonal issues to be dealt with but decided not to enter into these dimensions due to time limitations. However, without solving such problems there may not be a good review of the team work. Thus the facilitator and the group were faced with a challenge of reviewing the team-work meaningfully (without it becoming a purely intellectual exercise) and freely at the same time not tapping interpersonal conflicts and issues. Some short structured exercises were used to create certain amount of freedoms. The facilitator used the following to meet this situation.

#### 1. Self Examination and Review

Each member was suggested to reflect over the role played by that member during that period of the team work (4 years) and talk openly in the group and self-review. Such a self-review was proposed for two reasons: (a) such a self-review is a part of

the culture of that congregation and so it facilitates thinking and critical review, and (b) if a member is expecting any negative comments from other members and the member is aware of those (self-awareness), voicing the reactions even before the second member voices, will have a very facilitating effect on the climate. For example, if 'A' thinks that he is not available for team meetings and expects that others will comment on this, if 'A' has an opportunity for self-review before others comment on it, and in his own self-review if 'A' states this issue, the defensiveness would be reduced. Such a communication of self-awareness also has a facilitative effect on the team review climate. Questions like: How did you perceive your role as a team member when you were appointed and later? What did you expect from other members? What did you perceive as happening in the group? How did you react? Were your expectations met with? What did you want to contribute? What did you fail to contribute? What problems did you face? etc. were answered in the self-review. The self-review lasted for quite sometime. The members participated and talked openly to some extent. However, there were inhibitions. Some of these inhibitions were removed in the later discussions and exercises.

## 2. Listing of the Tasks of the District Team

Before the team reviews its work it is essential that the team should recapitulate the various tasks they could have performed during their team in district administration. In order to recapitulate such tasks of the district administration, clear thinking and fluency of ideas and reflection were necessary. In order to create this

atmosphere a few short exercises on ideational fluency which were quite unrelated to their task were introduced. When the members started ideating they were given the task of listing out the various possible tasks the district team could have undertaken in their term. They listed about 50 such tasks. Some of those identified were not discussed in the constitution. Some were innovative and very elaborative. Each member read out the list. The commonness they found in the different lists reaffirmed their thinking about the various tasks they should have performed.

### 3. Uses of District Team

Stretching the above exercises little further, the team members started listing the various possible uses of District Team in their congregation. Before they started these exercises, as earlier they had two other icebreaking exercises. In this process they have listed several uses of the District Team.

### 4. Identifying Accomplishments

In any review of team work before going on to sensitive areas, it is necessary to build some positiveness in the attitudes of the team members towards each other and the team work. Review of accomplishments helps the team members reach a level of confidence on the team and have a sense of accomplishment. In order to do this the team members were involved in listing out individually what they consider as the various significant accomplishments as a team during their term. First they noted this individually and later on they shared in the total group.

#### 5. Identifying Failures

The team went in the same way as above to identify tasks which they failed to do or which they have not been able to do satisfactorily.

#### 6. Identifying, Facilitating and Inhibiting Dimensions of the Team Structure

After the identification of achievements and failures, the District Team set on to identify the factors in the existing structure of the District Team and the existing constitution that have contributed positively to their work as a team and those factors that have come on their way of working effectively. The same procedure as above was followed, i.e., individual writing followed by group sharing.

#### 7. Planning for the Future

In order to draft the constitution for a new team taking into consideration the problems they found out in the existing structure of the District Team, they were suggested to come out with various alternative mechanisms of constituting the next District Team. First they worked individually and then in consultation with each other. They came out with a few suggestions for constitution of the next District Team.

#### 8. Role Plays

If members are inhibited to review each others' roles and point out mistakes, role plays of imaginary situations may bring out such points. Role plays are less threatening for giving interpersonal feedback.



As the next task, the facilitator suggested that he would be playing the role of a coordinator of the next District Team. They should imagine the occasion to be that of handing over charges to the next District Team Coordinator. They were asked to prepare in consultation with each other the list of 'do's' and 'don'ts' to the next District Team Coordinator on the basis of the various problems, issues, and experiences they have had in their role relationships as team members. They discussed among themselves and prepared a long list of do's and don'ts as suggestions for the new District Team Coordinator. After they completed the list the facilitator played the role of the coordinator and received the do's and don'ts from the team after critically examining each of them. For example if a member suggested "don't have any part time members" or "please keep all the members informed continuously about the developments of the unite", the facilitator in his Coordinator's role asked questions such as: what is the reason for such a suggestion? what happened in your group? Can you tell me little more about the impact of this behaviour on the working of the team? etc.

This process of talking to members through a series of exercises and helping them to present individually and commonly share and discuss reinforced their collective thinking and at the same time served the purpose of helping the team assess the various dynamics of working as a team.

### Designing a Reflection Programme for Change Agents

The last day was spent on helping the team design the reflection group meeting. The six day reflection group included 15 members from different units selected by the District Team on the basis of the preferences given by the various members of the congregation. In addition to this fifteen, six of the District Team and one representative from the General Team from Rome were expected to be present. The general team member from Rome was expected to be present to observe and provide any clarifications that are required on behalf of the general team. The following objectives were identified for the reflection group meetings.

- 1 To critically reflect over the report,
- 2 To have a common orientation and thinking in the members,
- 3 To analyse and reorient the work they have in view of that,
- 4 Suggest how reorientation can be worked out,
- 5 To plan how this message can reach units,
- 6 To get their reactions to the report,
- 7 To give an awareness about the situation of the district to all the members,
- 8 To share responsibilities and burden of the total district.

The following principles were used while designing the reflection group meetings.

- 1 Every member of the District Team should equally participate in the six day reflection group. This would help them communicate the solidarity of the team and their commitment to change.

In order to achieve this, each member of the team agreed to take charge of one-day of the six day programme. Thus six members took charge of the programme of six different days. They also decided to play the role of resource persons during the reflection group meetings.

- 2 Participation of the members of the reflection group be maximised.

This was done by designing small group discussions over the various parts of the report and sharing of common concerns expressed in each group at regular intervals of time and in the presence of the total group.

- 3 Critical areas for change should be identified and mechanisms for change should be worked out.

On the basis of the report the District Team has identified 11 major issues to be reflected. These issues are:

- a. Possibilities of involvement in rural development,
- b. Basic health orientation and involvement,
- c. Education for liberation (i) within, (ii) without,
- d. Relevancy of orphanages and creches, adoption of babies abroad,
- e. Reorganisation of technical schools,
- f. Preparation of young members,
- g. Financial situation and possibilities of support, self sufficiency and donations, life styles of members,
- i. Understanding of mission, role of foreign members, sending members abroad,
- j. Identity of the agency in changing Indian situation.
- k. Commitment etc. religious orientations.

Four groups were designed to reflect over the above stated issues. The groups were designed to work simultaneously, each group reflecting on some issues and presenting later to the total groups covering in their presentation various issues that were brought out in their group discussions. The reflections over the report were planned over three days, the reflection over the issues emerging out from the report and other concerns were planned over two days and the last day was planned for devoting to the implementation and to carry over the reflection for sharing in the different units.

- 4 Presenting an overview would facilitate the reflections a great deal.

Before the reflection meeting began for this team, just as the team members had an overview of the report, it was felt necessary to provide an overview and the context in which the reflection may take place. Before they decided to begin the six day reflection, a session was designed on the evening before the reflection started where the District Team planned to summarise the report. In this meeting it was planned to

explain the document, the role of the report, plan of the reflection group, expectation of outcomes, presentation of social reality and summarising of the report. The report was proposed to be given at that point of time for them to read and prepare for the next day.

- 5 In order to reinforce the reflections a dialogue with the consultant who prepared the report would be helpful.

During the reflections sometime was devoted to have a dialogue with the consultant and the reflection group. This was planned also as a mechanism of reinforcing the need for change since the total congregation was familiar with the consultant.

- 6 Preparation for dissemination is a very important component in any change process. Many innovations fail in spreading due to poor strategies of dissemination. It is important to plan the dissemination as thoroughly as the change itself.

As the reflection group members would be used as agents of change and would actually be participating in taking the message of the reflections to the different units and the units in turn would carry on this exercise of reflection, adequate preparation was necessary for this. It was felt that the members in the different units who were not present in reflections would be eagerly waiting to know something about the study and the thinking that is going on in the District Team. Therefore, the units would be curious about the details. In order to disseminate the spirit of reflection and to reduce the scope for mis-information, it was necessary that the reflection group should be very clear about what they are going to communicate and how they are going to help the different units to reflect. To this end it was planned to bring out a short report by the end of these six days. It was planned to get ideas from the reflection group itself about the mechanisms of implementation, mechanisms of sharing, spirit and ideas of reflection in the units, action plans for sharing these, planning the context, and the possible strategy of implementation. The last day of the programme was planned to be devoted for this purpose.

#### Plan for the Community Representatives for Drafting the New Constitution

As this meeting was planned to follow the reflection group meeting and twenty new members were expected to join this meeting, this would be an ideal opportunity for the reflection group to test

out some ways of presenting their reflection outcomes to other new members. One of the three days was planned for this kind of sharing between the reflection group members and the new members. Some of the reflection group members who are also members of the constitution group were planned to carry on this task. A full day was planned to be devoted for disseminating the reflection ideas to the new group. Similar principles of open discussion mechanism and free thinking were followed in designing the rest of the two day programme.

#### Concluding Observations

From the case of this voluntary agency the following steps of the change process could be identified.

- An internal mechanism of review and sharing resulting in a perception of new directions where the agency should be moving (General assembly in 1975).
- Such a perception being reinforced by the changing environment, and socio-political situation of the society where the agency is located (Changing Situation in India 1975-77).
- In the context of these perceptions members seeing new interpretations of the tasks they are hitherto performing satisfactorily and getting dissatisfied in the context of new interpretation of the tasks (e.g. a service system like hospitals they handle being interpreted now as serving the rich).
- Reinforcement of the new goals and directions by contacts with other significant persons and processes.
- The disturbance being formalised and <sup>resulting in</sup> further scanning of the environment.

- Selection of an expert and seeking his help for total organizational review including the culture, values, life styles, etc.
- Reflection over the expert report and review by the top administration.
- Identification of change agents.
- Reflection with change agents.
- Planning dissemination.
- Review of team-work at the top.
- Planning for continuing change and self-renewal through constitutional changes.
- Reflection by every member.
- Setting up the change valuing autonomy of subsystems.

As Griffin and Pareek<sup>1</sup> (1970) observed "...planned change is the organized effort of the leadership of a country (or an organization) to bring about improvement in one or more aspects of their society (or culture). It involves a careful management of resources and effort to bring about change of a particular nature, moving in a particular direction.. It includes thoughtful consideration of the steps required to bring about the desired improvements, the techniques and methods to be used to accomplish each step, and the decisions to be made to provide the needed resources and to channel effort in support of the required steps. Of central importance to planned change is the purpose, goal or direction to which the organized efforts for development are intended to contribute. This means that the planners and leaders of change must have a clear idea of the kind of improvements and changes that are desirable and this guiding idea must be kept constantly in mind in working out the various means for bringing about change." (p. 10)

Thus, the voluntary agency whose case is presented in this report is a good example of planned change.

Pareek and Rao (1975) identified six important dimensions involved in such a planning of self-reviewing systems. These include: Goal setting, cultural specificity, resources' assessment, resources creation, systemic understanding and creating a self-reviewing process. The case of this agency also brings out clearly how these dimensions are used in their planning for change. Goals for change have been set (e.g. to move nearer to the poorer communities). The goals and mechanisms have been worked out in the cultural contexts. Resources assessment and resource creation is planned through reflection mechanisms. Systemic understanding was attempted through the District Team's own understanding and through the consultant's help. And a self-reviewing process is planned through designing a constitution to carry on this change.

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<sup>1</sup> Griffin, W.H. and Pareek, U. The Process of Planned Change in Education, Bombay: Somania, 1970

<sup>2</sup> Pareek, U. and Rao, T.V. Planning self-renewing educational systems. Bulletin of the UNESCO Regional Office for Education in Asia, 1975, 16, 157-170