INTRODUCTION

Background to the study:

An organization is a group of people intentionally organized to accomplish an overall, common goal or set of goals. Business organizations can range in size from two people to tens of thousands. There are several important aspects to consider about the goals of the business organization. These features are explicit (deliberate and recognized) or implicit (operating unrecognized, "behind the scenes"). Ideally, these features are carefully considered and established, usually during the strategic planning process. Later, we consider dimensions and concepts that are common to organizations.

Organizations have major subsystems, such as departments, programs, divisions, teams, etc. Each of these subsystems has a way of doing things to, along with other subsystems; achieve the overall goals of the organization. Often, these systems and processes are defined by plans, policies and procedures. How one can interpret each of the above major parts of an organization depends very much on their values and nature. People can view organizations as machines, organisms, families, groups, etc. In the 1950s and 1960s a new, integrated approach originated known as Organization Development (OD): the systematic application of behavioral science knowledge at various levels (group, inter group, and total organization) to bring about planned change.

Organization Development: “Collaborating with organizational leaders and their groups to create systemic change and root-cause problem-solving for improving productivity and achieving employee satisfaction through improving the human processes through which they get their work done”.

Organizational Development continues to grow. Some of the first generation contributors include Chris Argyris (learning and action science), Warren Bennis (tied executive leadership to strategic change), Edger Schein (process approach), and Robert Tannenbaum (sensitize Organizational Development to the personal dimension of participant's lives). Second Generation contributors include Warner Burke (make Organizational Development a professional field), Larry Greiner (power and evolution), Edward Lawler III, (extended Organizational Development to reward systems and employee involvement), Newton Margulies and Anthony Raia (values
underlying Organizational Development), and Peter Vaill and Craig Lundberg (developing Organizational Development as a practical science). Newest generation contributors include Dave Brown (action research and developmental organizations), Thomas Cummings (socio technical systems) self-designing organizations, and trans organizational development), Max Elden (political aspects of Organizational Development), and Jerry Porras (put Organizational Development on a sound research and conceptual base).

Effective leadership is a salient requirement in organizations development where the knowledge worker is the key to developing as well as unlocking the sources and potential for sustainable competitive advantage in the knowledge economy. The author of this paper uses the term “knowledge economy” very casually with deep philosophical refrain, since in the American economy specifically referencing, there is more information than knowledge – that is, it reflects more of an information economy or what is described as a “service-based and information-led economy” than an economy characterized by a full workforce or people of knowledge. There is information available at the tip of the fingers, but only very few have real knowledge by strict Aristotelian definitions.

The management of the knowledge workers in today’s organization and society, where there are increased educational and learning opportunities requires organizational leaders and policy planners to rethink and redefine their roles as “knowledge leaders” whose very duties and responsibilities are to develop a system of participative knowledge sharing in attempting to solve organizational problems, accomplish mission and vision, critical tasks, and manage effectively and survive crises and change. Many organizations are operating today in a complex and dynamic environment that is urging them to rethink and redefine their business strategies and the source of their competitive advantage.

We understand this process as they describe three major barriers to knowledge-sharing: individual, organizational, and technological. Organizational capability affects the management of knowledge workers. Organizational capability simply refers to the capacity of the organization to act and change in pursuit of sustainable competitive advantage. It is believed that successful human resources planning (HRP) is a vital construct in increasing organizational capacity. Incorporating the knowledge worker needs and considerations into HRP practices will further
help to integrate knowledge workers value into all other aspects of organizational-salient activities and programs. Organizational capabilities characterize the dynamic, nonfinite mechanisms that enable the firm to acquire, develop, and deploy its resources to achieve superior performance relative to other firms.

Experts communicate the relationship between knowledge management strategy and organizational performance as one of “non-complementarily” “non-critical symmetric complementarily” and “asymmetric complementarily” The relationship between knowledge management strategies and organizational performance is one which is obvious in consideration of the fact that we are living in an information-based economy, where knowledge is a key resource input into productivity and competitive processes. The need to be flexible and responsive to environmental and competitive changes is a main feature of an organization with keen knowledge workers who are innovative and creative value-adders and value-providers in a global learning environment. Knowledge workers are productive and indispensable to organizational survival because they use technology, diverse networks, multitasking, and access to new information to enhance productivity.

In the year 1995, a four stage spiral model of organizational learning was developed. They started by differentiating concept of "tacit knowledge" from "explicit knowledge" and describe a process of alternating between the two. Tacit knowledge is personal, context specific, subjective knowledge, whereas explicit knowledge is codified, systematic, formal, and easy to communicate. The tacit knowledge of key personnel within the organization can be made explicit, codified in manuals, and incorporated into new products and processes. This process they called "externalization". The reverse process (from explicit to implicit) they call "internalization" because it involves employees internalizing an organization's formal rules, procedures, and other forms of explicit knowledge. They also use the term "socialization" to denote the sharing of tacit knowledge, and the term "combination" to denote the dissemination of codified knowledge. According to this model, knowledge creation and organizational learning take a path of socialization, externalization, combination, internalization, socialization, externalization, combination . . . etc. in an infinite spiral.

In the year 2002, some experts empirically tested a model of organizational learning that encompassed both stocks and flows of knowledge across three levels of analysis: individual,
team and organization. Results showed a negative and statistically significant relationship between the misalignment of stocks and flows and organizational performance. Organizational learning is a social process, involving interactions among many individuals leading to well-informed decision making. Thus, a culture that learns and adapts as part of everyday working practices is essential. Reuse must equal or exceed reinvent as a desirable behavior. Adapting an idea must be rewarded along with its initial creation. Sharing to empower the organization must supersede controlling to empower an individual.

**Team Building in Organizational Development:**

The term 'team building' can refer generally to the selection and motivation of teams, or more specifically to group self-assessment in the theory and practice of development. When a team in an organizational development context embarks upon a organizational development process of self-assessment in order to gauge its own effectiveness and thereby improve performance, it can be argued that it is engaging in team building, although this may be considered a narrow definition. To assess itself, a team seeks feedback to find out both: its current strengths as a team, its current weaknesses. To improve its current performance; a team uses the feedback from the team assessment in order to: identify any gap between the desired state and the actual state, design a gap-closure strategy.

As teams grow larger, the skills and methods managers must use to create or maintain a spirit of teamwork change. The intimacy of a small group is lost, and the opportunity for misinformation and disruptive rumors grows. Managers find that communication methods that once worked well are impractical with so many people to lead. In particular, leaders encounter difficulties based on Daglow's Law of Team Dynamics: "Small teams are informed. Big teams infer." The change referred to in this context includes a broad array of topics. From an individual perspective, the change may be a new behavior. From a business perspective, the change may be a new business process or new technology. From a societal perspective, the change may be a new public policy or the passing of new legislation. Successful change, however, requires more than a new process, technology or public policy. Successful change requires the engagement and participation of the people involved. Change management provides a framework for managing the people side of these changes. The most recent research points to a combination of organizational change management tools and individual change management models for effective change to take place.
Profile of the Company:

BHEL, India's premier engineering organization provides world-class products and services in Power, Transportation, Transmission and Electronics sectors. BHEL has 14 Manufacturing Divisions, 4 Power Sector Regional Centres, 8 Service Centres, 18 Regional Offices and a large number of Project sites spread all over India and abroad. BHEL-Ranipet, one of the 14 manufacturing units has a workforce of around 2200 employees.

BHEL manufactures over 180 products under 30 major product groups and caters to core sectors of the Indian Economy viz., Power Generation & Transmission, Industry, Transportation, Telecommunication, Renewable Energy, etc. The wide network of BHEL’s 14 manufacturing divisions, four Power Sector regional centres, over 100 project sites, eight service centres and 18 regional offices, enables the Company to promptly serve its customers and provide them with suitable products, systems and services -- efficiently and at competitive prices. The high level of quality & reliability of its products is due to the emphasis on design, engineering and manufacturing to international standards by acquiring and adapting some of the best technologies from leading companies in the world, together with technologies developed in its own R&D centres. BHEL has acquired certifications to Quality Management Systems (ISO 9001), Environmental Management Systems (ISO 14001) and Occupational Health & Safety Management Systems (OHSAS 18001) and is also well on its journey towards Total Quality Management. The greatest strength of BHEL is its highly skilled and committed 42,600 employees. Every employee is given an equal opportunity to develop himself and grow in his career.
REVIEW OF LITERATURE

Partnering is a variation of team building and strategic planning and introduced in organizations to improve efficiency and effectiveness particularly in large construction projects. (Moore et al. 1992; Mosley et al, 1991). Used in heavy construction industry in the private sector as early as 1984, partnering was first used by the U. S. Army Corps of Engineers in 1988. In 1990, partnering was adopted by the Corps to improve organization-wide initiative, in response to federal budget cuts and also to improve organizational efficiency & contractor relations.

The impressions fall into two training areas: the first, for Organizational Development hopefuls that are new to the field and second, for continual renewal for established professionals. Although we have Organizational Development programs in a few academic institutions, many do not go through formal education or training (Golembiewski, 2005). Tom Head (1993) provides a very scary description of an informal pole that he made of Organizational Development professionals at a conference. He found people entering the field with diverse backgrounds and little to no training in Organizational Development. We still have the critical problem of quality control of people entering the field that Jones, (2005) mentioned many years ago! How are these people learning Organizational Development body of knowledge and skills that McLean and Sullivan (1991) outlined for the profession? In any discussions with “Would be Organizational Development” the answer to that question is that they are not receiving any education in these areas. They ask where they can read about Organizational Development; and how can they get into the field? In the experience of most OD specialists , many of these people are out of work professionals - some of whom have business backgrounds and who now believe that consulting is the field they can and need to enter.

If people are flocking into the field without formalized training and with little opportunity to acquire concrete skills, then how would they develop and understanding for the underlying values that drive this profession. With whom would they have the opportunity to discuss the ethics, explore situations, and dissect interventions to discover the success and the opportunities to become better? Some new comers have been lucky enough to find some help but most novices continue the search.
R. Roth, P. Jones, S. galgay, P. & Watson, M.(2004) The authors discuss several aspects of goal setting, such as the relation between feedback, goals and performance, measurement issues, time periods, and others. Mozenter (2002), explored the current and future impact of several inter related macro forces and their implications for the future of Organizational Development. As a result of today’s macro forces, several trends are emerging. These trends signal compelling opportunities for Organizational Development practitioners and their clients to partner in building successful 21st century businesses. Some are expected and obvious; others reach into relatively new territory. These new trends include: Expanded use of Organizational Development as organizations meet the challenges of today’s macro forces new convergence of Organizational Development skills and business competencies. New approaches that embrace whole system change Organizational Development as a catalyst for profitable partnerships and Alliances Continuous learning as a prerequisite for success in the 21st century.

In USA, growth is attributed to declining birthrates and aging baby boomers moving into leadership positions and retirement (Drucker, 1998). Generation Xers frequently are more independent, less loyal and less respectful of formal authority. (Conger, 1997) These macro forces will be drivers in the emerging trends. A survey of 1,700 HR professionals conducted by Charles D. Spenser and Associates, Incorporated, 1997 shows working with senior mangers in organizational change and strategy development contributes more to an organization than traditional HR activities. Asked to name the one skill that has increased most in importance, 26 percent of the HR professionals cited change management skills.

Piotrowski & Armstrong, (2005), individually analyzed citations in two major research databases to identify emerging and declining areas of research in the field. Additionally, Johnson and Podsakoff measured the influence of journals in management, and Blackburn traces scholarly communication in and out of the field (Blackburn, 1990; Johnson & Podsakoff, 1994). Though these methods have been well employed, none have used citation analysis to identify core organizational development sources.

Organizational change and work research: There is a longstanding tradition of action research in organizational settings which aims to contribute both to more effective work practices and better understanding of the processes of organizational change. This approach draws on a variety of forms of information gathering and feedback to organization members, leading to problem solving dialogue.
Afiouni, (2007) As such, organizational capabilities involve the acquisition, development, and deployment of knowledge workers knowledge or “inputs” and the further development and innovation of knowledge as a value-adding process in enhancing organizational capability of the abilities of firms to effectively acquire competitive advantage and sustain such advantage in the global marketplace and market space. While there have been inconclusive results in linking the relationship between knowledge management (KM) strategies and organizational performance.

Choi, Poon, & Davis, (2008), there is clearly a relationship between knowledge management strategies and organizational performance implicit in knowledge workers inputs, and the increasing tendency toward organizations become learning centers for managing innovation and dealing with change as competitive exercises that affect survival. Knowledge-based systems are the major platforms upon which these competitive networks are established as knowledge workers utilize cognitive skills to devise new and innovative strategies to give products and services a quantum leap over their competitors.

Bohlander and Snell (2007), Knowledge workers are important and key strategic resources in modern learning organizations; they are value creators and value adders whose major contributions come from their abilities to process and apply knowledge and information to completing essential tasks, making decisions, and solving problems. The management of the knowledge worker coincides with the competitive challenges of human resources management which are identified as going global, embracing new technology, managing change, managing talent, or human capital, responding to the market, and containing costs. The development of human capital; “the knowledge, skills, and capabilities of individuals that have economic value to an organization is of vital importance in the modern competitive age of the new global economy where organizations must be either of two types: market driving or market driven.

Donovan A. McFarlane(2008) in his research titled “Effectively Managing The 21st Century Knowledge Worker”, explores the relationships between the knowledge worker, leadership roles, and organizational capability by attempting to describe and discuss the effects of leadership and organizational-based knowledge management strategies on the knowledge
worker as a value-adder to organizational innovativeness and competitiveness. Organizational performance is seen from the perspective of knowledge-sharing resulting from effective human resource planning practices that integrate knowledge worker needs-considerations into organizational development processes.

According to Bohlander and Snell (2007), to build human capital in organizations, leaders must continually develop superior knowledge, skills, and experience within the workforce by identifying, recruiting, and selecting the “best and brightest talent” for work. Furthermore, they communicate the importance of sustainable training programs in knowledge worker development within multiple organizational settings. Training programs should be assessed by organizational leaders to ensure that they facilitate the needs of the knowledge worker in meeting job requirements (McFarlane, 2006; Kirkpatrick & Kirkpatrick, 2006).

Leading and managing the knowledge worker requires organizations to provide unique developmental assignments (Bohlander & Snell, 2007) that improve knowledge workers’ performances in all areas; social, cognitive, and physical, by positively affecting behavior, bringing about new learning experiences, developing the appropriate reactions and producing expected results even above what they have been implemented to yield, and all this with appropriate rewards (McFarlane, 2008). Effectively managing the knowledge workers requires finding and fostering the linkages between leadership and organizational capability in constructing proper knowledge management systems, and making organizational mission & vision as well as critical strategies parts of the learning process and intrinsic motivational factors driving the knowledge worker toward information acquisition, internalization, integration and reproduction.

According to Ichijo and Nonaka (2007), the knowledge based management of organizations is at the heart of what management must do today in a fast changing environment. Ikojiro Nonaka is the guru who developed the idea of “knowledge management” in a 1991 Harvard Business Review article. Since the inception of the idea of knowledge management, Nonaka (2007) feels that organizations of the 21st century are far way from creating adequate knowledge-based competence necessary for gaining the competitive advantages they require in the
hypercompetitive market. Thus, creation and sustenance of knowledge-based management competencies is a requirement for managing the knowledge worker and knowledge systems in the modern organization.

Bohlander and Snell (2007) contend that technological inventions and advancements have led to the increase in a variety and number of jobs requiring advanced knowledge and considerable skills, thus transforming human capital platforms “from touch labor to knowledge workers” (p. 8). Knowledge workers are “Workers whose responsibilities extend beyond the physical execution of work to include planning, decision making, and problem solving” (p. 8). The new need for knowledge workers has led to a requirement for knowledge-based management systems and strategies, as well as what Bohlander and Snell refer to as “knowledge-based training.” The creation of knowledge-based management systems and training programs often includes considerations on technology applications, business skills, and telecommunications integration.

Kjaergaard and Kautz (2008) have proposed the idea that a process model is the key to establishing sound knowledge management practices and systems in 21st century organizations. Using longitudinal field study, they treat information technology (IT) as a decisive element in managing knowledge, and argue that rather than conducting knowledge management, organizational leaders and managers should seek to “establish” knowledge management.

Kjaergaard and Kautz (2008) argue that “organizational members make sense of the action and behavior of management, and how this understanding influences their own perceptions and actions in the process of establishing knowledge management” which leads to “an understanding of knowledge management as an autonomous venturing process” (p. 282). Knowledge management must become part of strategic business process orientation in organizations, and must seek to integrate human capital considerations as the foremost factor driving IT and other technology and socio-technical systems and processes.

Afiouni (2007) states that, “knowledge management (KM) has become a must to ensure organizational effectiveness” (p. 124). Afiouni argues that effective knowledge management requires combining human resources management (HRM) initiatives and knowledge
management to improve organizational performance by focusing on knowledge workers. Similar to Bohlander and Snell (2007), Afiouni (2007) emphasizes the importance of human capital requirements and development as part of knowledge management practices and systems, by arguing that, “not enough attention has been paid to human capital and its role in the competitive advantage of business in today’s knowledge economy” (p. 124); similar also to the contentions of Ichijo and Nonaka (2007). The importance of human and social factors in knowledge management creation and sustenance has been increasingly recognized (Afiouni, 2007). Nevertheless, Ichijo and Nonaka (2007), Bohlander and Snell (2007), as well as Afiouni (2007) believe that further development and integration between knowledge management systems and human capital considerations and practices must become the key in developing core and distinctive competencies; essentially, competitive advantage.

Afiouni (2007) recommends integrating human capital resources and organizational capital resources in establishing effective knowledge management systems. Afiouni defines human capital resources as including “the training, experience, judgment, intelligence, relationships, and insight of individual managers and workers in a firm” (pp. 124-125), and organizational capital resources as “a firm’s formal reporting structure, its formal and informal planning, controlling, and coordinating systems, as well as informal relations among groups within a firm and between a firm and those in its environment” (p. 125). “The personal nature of knowledge means that the agency of the person who possesses it is required for it to be shared” (Afiouni, 2007; p. 126). Knowledge sharing systems are thus key aspects of knowledge management systems within organizations. In order to motivate knowledge workers to share their skills, knowledge, and talents with others, organizational leaders and managers show how the potential loss of knowledge could affect organizational performance. The knowledge worker must become the key resource around which the entire system is built and revolves. This stands to reason, since knowledge is the creative power of learning and market driving organizations where innovation and creativity are tools of progress. This is acknowledged by Mujtaba and McFarlane (2007) and Hislop (2003) who state that knowledge represents an important potential power resource inclining one to be straightforward in requesting knowledge sharing.
The human capital approach to knowledge management and sustenance has been advocated by several theorists who assert that human capital, intellect, and knowledge are key to understanding the core of knowledge management functions within organizations (Afiouni, 2007; Nonaka & Takeuchi, 1995, Marsick & Watkins, 1999; and Edvinsson & Malone, 1997). Further support to these theorists’ contention is given by Garavan, Morely, Gunnigle, & Collins (2001) who argue that inclusion of key knowledge workers into knowledge management systems add value to organizations. Human capital is the core of any knowledge-based enterprise (Bontis, 2001; and Serenko, Bontis, & Hardie, 2007).

Effective empowerment requires a culture that emphasizes openness and honesty and one that downplays hierarchy. Employees fulfill three roles. First, approximately 90 percent produce goods and services and decide how work is done. Second, 8 percent are integrators, responsible for coordinating people and systems.

Bushe, (2008). Mergers and acquisitions succeed when companies are mutually willing to share risk, learn from each other, and leverage each other’s strengths for competitive advantage. Unfortunately, research (DeAngeles, 1998) shows 80 percent of mergers and acquisitions do not meet financial goals and 50 percent are outright failures, due to culture incompatibility and poor integration management. Careful planning for the new organizational designed culture can increase odds for success. An Organizational Development consultant can help each company map its own culture, then together the companies decide what kind of culture they want and how achievable it would be.

In Alliance Advantage, Yves L. Doz and Gary Hamel (1998) identify three categories of partnerships – co-option, co-specialization, and learning or internalization- and suggest steps that help make them more effective. Their views, combined with current research results, reveal an outline for successful relationships. Executives will need the ability to gather and analyze outside data while paying attention to critical knowledge that comes from lower level employees who have more key relationships with customers, partners, and suppliers compared to the top level employees. Organizational Development practitioners can enhance learning through a variety of interventions. The challenge will be to know which tools to use as well as when and how to use them.

“Emotional Intelligence” is a set of competencies that helps people manage themselves and their interactions with others – this leads to enhanced productivity on an organizational and
individual level. With increased self-confidence, people take more risks, learn more, and seize more opportunities to try new things, voice unpopular points of view, and challenge others. Emotional intelligence also improves conflict management skills that help sustain relationships during tense moments.

**Statement of the Problem**

Nowadays, induced motivation can be uncovered in efforts to change an organization by either manipulating the installation of meritorious products like Total Quality Management (TQM), business process reengineering, or continuous improvement. These top down efforts wrongly assume that the products’ potential merits guarantee their successful installation. Their error is in overlooking the way in which the process of introducing change frequently mediates the change’s eventual success. Particularly, they fail to see the powerful effects that participative and non-participative processes of crafting organizational changes have on employees’ levels of own motivation and subsequent commitments to making the changes work.

Innovation in Organizational Development intervention technology over the past half century exhibits increasing sophistication in the methods for employing these core principles. Decades ago the technology of Organizational Development was narrowly focused on such things as integrating making, cooperatively linking employees across bureaucratic barriers, and building ties among teams that cut across both hierarchical and functional divides. These efforts, bold and creative for their time, fell short of fully satisfying the two core principles because they neglected many important structures, processes, and people in client organizations. For examples, scant attention was given to customers (internal or external), outside vendors, product quality, cycle time, work structure, reward systems, mission or strategy. By including attention to such issues technology has made giant advances toward more fully and efficiently incorporating the implications of the two principles into organization change efforts.
Objectives of the Study:

1. To study the influence of selected factors on organizational development among the executives of BHEL, Ranipet
2. To identify the influence of personal factors on job satisfaction
3. To evaluate the influence of organizational factors on job satisfaction
4. To assess the relationship between personal factors and organizational factors on job satisfaction and organizational development.
5. To offer suggestions to improve the organizational development and satisfaction among the executives of BHEL, Ranipet.
**Scope of the Study**

The present study is focused on exploring the role of personal factors & organizational factors in the organization and also the influence of these factors on job satisfaction in a formal work place. The study focused on the Ranipet Unit of BHEL.

**Need for the study:**

Economic and financial reforms brought a drastic change in the economic and industrial environment of the country. Liberalization triggered cut-throat competition among industries across various sectors. In this scenario how government companies should cope with the competition and to strive in the market has become a hot topic; government companies are having experienced human resources with high potential. Recognition and bringing out this potential is the only job to be done. But basically what factors prevent the employees to come out with their potential are to be identified. Hence, the present study is taken up to identify the role of personal factors and organizational factors in the organizational development. It also focuses to establish the relationship between the personal factors and organizational factors. It analyses the factors affecting job satisfaction and the other related aspects of organization.
RESEARCH METHODOLOGY

Sources Of Data

The data required for the present study is collected from both primary and secondary sources. For the purpose of primary data collection, the researcher prepared a structured questionnaire and the secondary data is collected from the literature available in the form of books, magazines, journals, reports, observations, research reports and the Web. The researcher had visited various libraries in the state and the institutions in the other states. Prime concentration is to visit IIMs, XLRI, and the leading university libraries in the country. The data is also collected from conference proceedings of the various institutes and universities.

Method of Data Collection

Data required for the study is collected from both print media and electronic media. The print media includes the research reports, survey reports, special commission reports, articles from the referred journals, columns from news papers, text books and industry reports etc. The electronic media refers to World Wide Web and e-publishers. Primary data is collected through a structured questionnaire developed by the researcher.

Tools Used For Data Collection and structure of the questionnaire

The data required for the research is collected by conducting a survey among the sample. For conducting a survey, structured questionnaire is prepared. The first part deals with the profile of the employee on various demographical attributes. Part B deals with the personal variables that influence the organization development and job satisfaction. Part C deals with the organizational factors which influence the organizational development and job satisfaction of the employees.

Tools and Techniques for Analysis

The analysis part of the present thesis is made by using the various statistical tests such as Chi-square Test, ANOVA etc.
Pilot Study and Reliability Test

Initially a pilot study is conducted with 50 questionnaires for making the opinions and the relevance of some questions were slightly modified for final version of questionnaire. The reliability coefficient of the final questionnaire designed is computed using Cronbach’s Alpha and the value obtained is 0.87, which shows that the questionnaire is reliable.

Method of Sampling
For the purpose of survey, all the executive level employees were surveyed. The size of the universe is 256 and the universe is taken as a sample.

Sample Profile
For the purpose of survey, a questionnaire is distributed to the executives of the Ranipet Unit of Bharat Heavy Electricals Limited. The executives were categorized into two groups from the both the genders. Other demographical attributes used for the selection of sample are qualification age, marital status, experience, number of dependents in a family and type of family.

Work Plan
The study is divided in to five chapters as below:

The first chapter deals with the introduction of the topic, origin and growth of organization development concepts, factors influencing the development of the organization.

The second chapter deals with the review of literature relating to the origin growth, development, personal factors and organizational factors influence on the organization development.
The third chapter deals with the research methodology, objectives of the study, variables taken for the study, tools and techniques of the analysis and frame work of the analysis. The chapter concludes with limitations of the study and scope for further research.

The fourth chapter deals with the analysis and interpretation of data. The analysis was made by considering the data collected through a structured questionnaire through appropriate statistical tools. Both descriptive and inferential statistics were used in the analysis.

The fifth chapter shows the summary of findings, suggestions and conclusion. It also includes scope for further research in this discipline.

Scope for Further Research

After thorough review of literature and completion of present thesis, as a researcher, identified the broader scope for further research in this discipline. Some of the identified areas for further research are as follows. A comparative study can be made between any two organizations of same kind. Another comparative study can also be made between the organizations involving in different types of business. Another comparative study can also be made between the public sector corporations and private sector corporations. At broader level a comparative study can be made between the two countries either in Asian continent or one from Asia and the other from Middle East or from Western Countries.