



Academy of Human Resources Development

The Human Odyssey Newsletter



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***Mr. Ramessh Ramakrishnann**

***Ms. Mitra Som Saha**

***Mr. Aju Thankachen**

Dear Readers ,

Greetings from Academy of HRD,

Ahmedabad!

We are delighted to bring forth the latest volume of “The Human Odyssey”. As the Organizations across the globe have adjusted well to the new normal and learnt the ways of modern management the learning has been constant for leaders and managers for creating well being practices and empowering teams.

AHRD also continues to be a course of learning for its community. We have a consistent flow of coursework classes which inspires our scholars for world class research. We also continue to provide management development programs for students and executives.

Happy to share that the fellows are contributing and writing their insights as they progress their journey as researchers. Hope overall it will be a delight to go through our initiatives.

Look forward to your suggestions and feedback .

AHRD Welcomes Batch 2023



Mr. Rajat Malik
Independent Coach
Coach, Delhi



Mr. Partha Pratim Das
Chief People Officer and
HR
Manipal Health Enterprises, Bangalore



Ms. Lila Chaudhuri
Director- Assessments &
Executive Coaching
**Mantrana Consulting P
Ltd, Delhi**



Ms. Amruta Mane
Head HR
**Adani International
School, Gujarat**



Mr. Amit Karandikar
Director- Human Resources
**Netafim Irrigation India
Pvt. Ltd., Gujarat**



Dr. Pradeep Kumar
EVP & Head of HR
Coromandel International, Hyderabad



Ms. Nivedita Dash
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TCS, Bhubaneshwar



Ms. Leena Lopez
Vice President- HR
**Knowcraft Analytics Pvt.
Ltd., Gujarat**



Mr. Saikrishna Varma
HR & Management
Systems
**Principal Consultant,
Bangalore**



Mr. Praveen Chandra
Sr. Project Manager-MEP
Shakty Electromee, Muscat

AHRD NEW BATCH- 2023



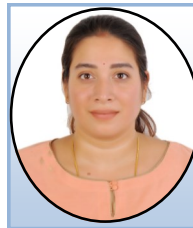
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Sales Manager- SME
Al Futtaim Motors,
UAE



Mr. Able Cheriyan
Continuous improvement & Projects lead
Halliburton World-wide Ltd., UAE



Mr. Sharath Mainkar
Director Business Development- Commercial
NCBS Mobily, UAE



Ms. Neerajakshi Valmiki
AV Project Manager- IT
EHS, UAE



Mr. Johnny Kannanthara
Managing Director
Triton Middle East
LLC, UAE



Ms. Jaya Khatri
Sr. Manager, Human Resource, MMEA
Trend Micro, UAE



Mr. Harish Kumar
Sr. Manager-Pre Sales
GAVS Technologies,
UAE



Mr. Ananda Sankar Ray
Sr. Vice President, Commercial Lines,
Gargash Insurance Services, UAE

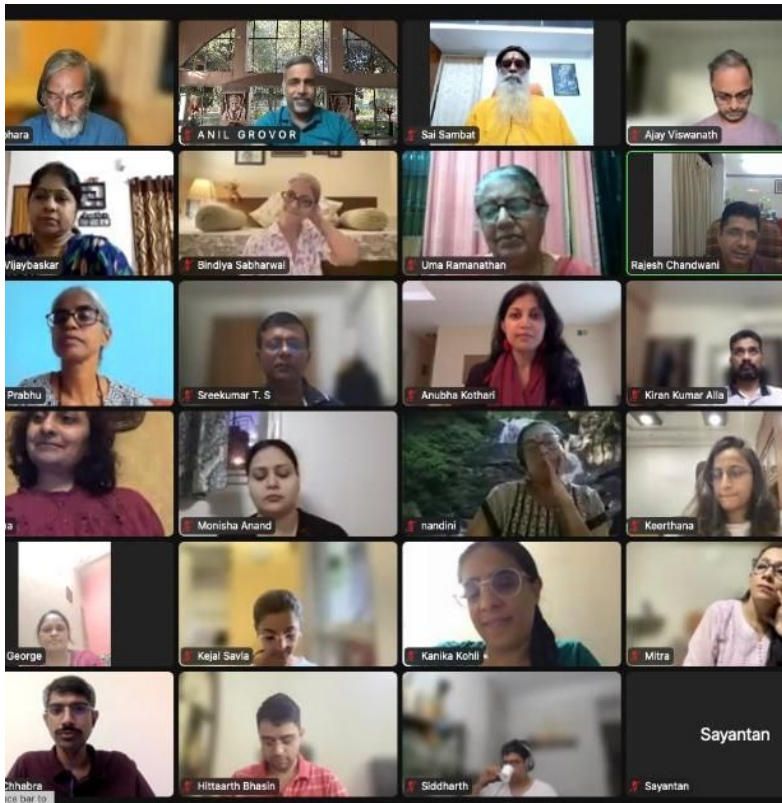
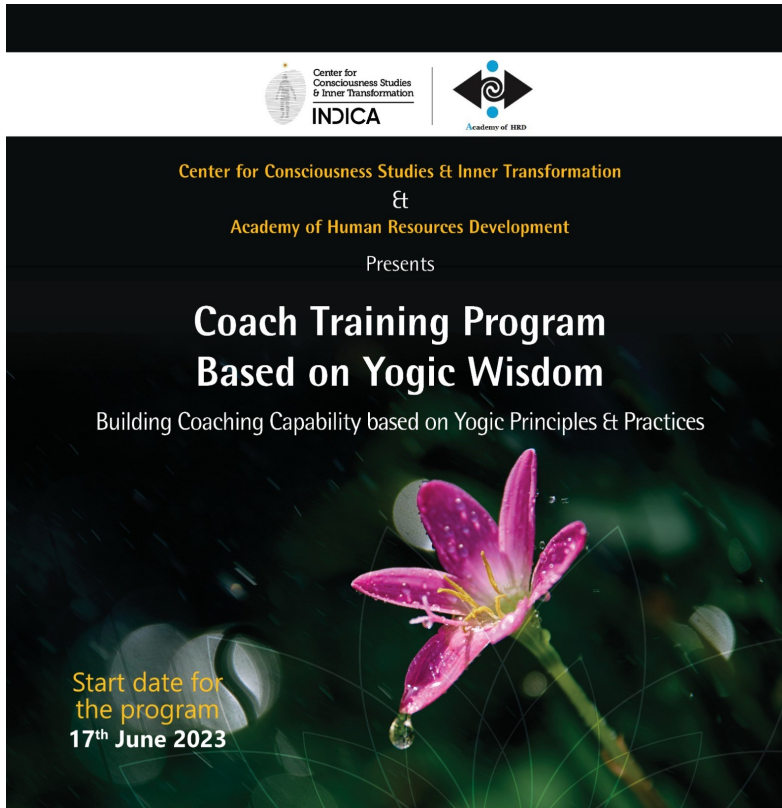


Mr. Maneesh Kahol
SBU Head, responsible for P & L,
Federal Transformers,
UAE



Mr. Vijaya Bhaskar
Lead of marketing and Digital
Katch, UAE

AHRD EVENTS

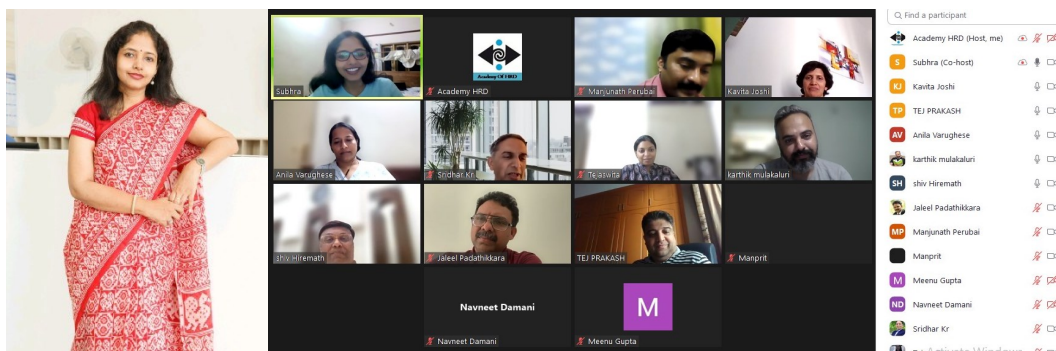


AHRD is happy to announce that our highly anticipated 'Coach Training Program' has officially commenced!

With great enthusiasm, we welcome a diverse group of 14 talented participants who have embarked on this transformative journey with us. We extend our heartfelt gratitude to all the participants for choosing to be a part of this program and for their unwavering dedication.

Virtual Classes

Strategic Human Resource Management: A systems perspective of HRM



The course on “**Strategic Human Resource Management: A systems perspective of HRM**” for batch 2022 was facilitated by **Dr. Subhra Pattnaik**, associate Professor in School of Human Resource Management, XIM University. She teaches courses such as Compensation and Reward Management, Performance Management and International Human Resource Management. She is an electrical engineer from National Institute of Technology, Rourkela and has completed her post-graduation in HR and Finance from Xavier Institute of Management, Bhubaneswar where she bagged double gold medals for exceptional academic achievements. Twenty sessions were conducted on Saturdays through a digital platform in total.

Structured Equation Modeling (SEM)



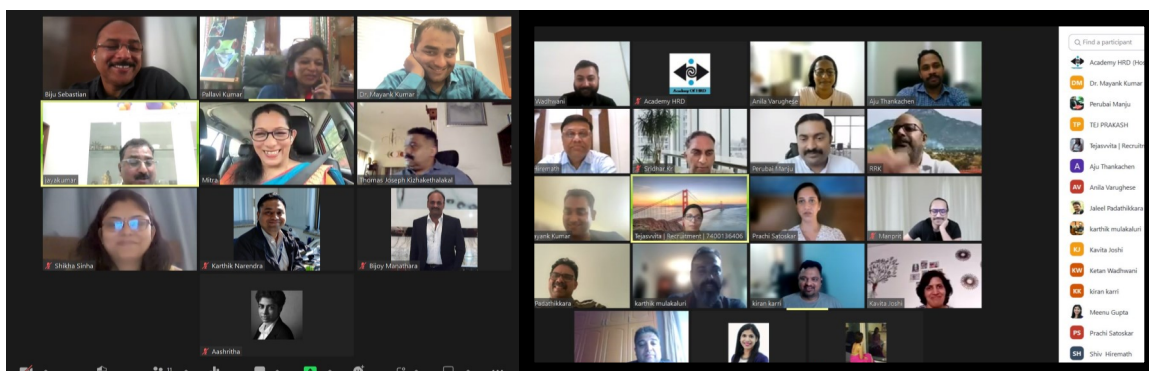
The course on “**Structured Equation Modeling (SEM)**” for batch 2021 was facilitated by **Mr. Parth Soni**, Ph.D. scholar at Ravi J. Mat-

thai Centre for Educational Innovation at IIMA. His research interests are in applied psychometrics, large-scale assessments, item response theory, structural equation modeling, and latent growth modeling.

He also worked as a teaching assistant for the course ‘Communication Management Teachers’ conducted for the PhD students at IIMA.

Virtual Class

Qualitative Research Methods for Batch 2021 & Systematic Literature Review (SLR) for Batch 2022

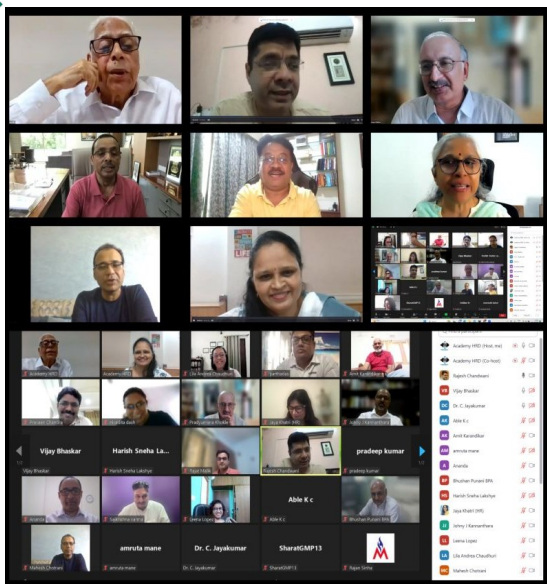


Dr. Mayank Kumar, professor, MICA, led both **Qualitative Research Methods** sessions for the 2021 batch and **Systematic Literature Review (SLR)** sessions for the 2022 batch. A Ph.D. from IIM Tiruchirappalli in the Information Systems & Analytics area.

His teaching interests are in two broader areas. In the first bucket, he teaches courses on newer digital technologies such as Blockchain, IoT, and Digital Platforms. In the second group, he teaches courses on the intersection of technology and Marketing. Some of those courses include Social Media Analytics, Digital Marketing, and Data Visualization.

Prior to joining MICA, Prof. Mayank was working as an Assistant Professor at the Indian Institute of Technology Jodhpur. As a founding faculty member of its School of Management & Entrepreneurship, he has contributed significantly toward institution-building activities such as curriculum designing, MBA Admissions, and administrative activities.

Embarking on Excellence: Unveiling the Future at AHRD - Inaugural Ceremony of the New Batch



Academy of Human Resources Development

Welcomes Batch 2023 – Fellow Program

Inaugural Ceremony

A VIRTUAL PROGRAM

1st October, 2023, 10:00am - 12:30pm



Prof. Rajesh Chandwani
Faculty IIMA &
Chairman Academy of
HRD



Dr. D.M. Pestonjee
Chairman Academic
Council, Co-Founder
Academy of HRD &
Former Faculty, IIMA



Dr. Sunil Shukla
Director General, EDII,
Ahmedabad & Board
Member Academy of
HRD



Dr. Pradyumana Khokle
Dean (Programmes) & Faculty
Member, IIMA & Board
Member Academy of HRD



Prof. Madhavi Mehta
Prof., IRMA & Fellow
Alumni, Academy of HRD-
XLRI



Dr. Mahesh Chotrani
Managing Director,
Anisuma Affiliation
Partner AHRD UAE

The Inaugural Ceremony of our Fellow Program Batch 2023 was a momentous occasion that marked the beginning of an exciting journey

for a group of talented individuals held on October 1, 2023. AHRD was honored to have esteemed speakers like **Dr. D.M. Pestonjee**, Chairman Academic Council, Co-Founder Academy of HRD, Former Faculty IIMA, **Prof. Rajesh Chandwani**, Faculty IIMA, & Chairman Academy of HRD, **Prof. Pradyumana Khokle**, Dean (Programmes) & Faculty Member, IIMA & Board Member Academy of HRD, **Dr. Sunil Shukla**, Director General, EDII, Ahmedabad & Board Member Academy of HRD, **Prof. Madhavi Mehta**, Prof. IRMA & Fellow Alumni, Academy of HRD-XLRI, **Dr. Mahesh Chotrani**, Managing Director, Anisuma Affiliation Partner AHRD UAE, **Ms. Merlin George**, Assistant Director, Academy of HRD. As the scholars embark on this educational adventure, they carry with them a sense of purpose, determination, and the aspiration to make a positive impact on the world. The entire community looks forward to witnessing the growth and achievements of these diverse batch of 20 seasoned professionals as they pursue excellence in their respective fields during their time in the program.

Insight Sharing

Strategic HRM function in the Tech space



Mr. Ramessh Ramakrishnann
AHRD Fellow
Chief Information Officer,
UAE

Strategic HRM is bound by the core objectives of achieving customer satisfaction, meeting shareholders expectation, employee satisfaction eventually in resulting the defined objectives for the respective organization and ensuring appropriate organisation culture.

This essay will specifically look at core aspects of Strategic HRM with key focus on Information Technology domain relevant to Banking, Finance, and Insurance domain.

Whilst, in general key aspects of strategic HR functions can be con-

sidered as Compensation planning, Recruitment, Succession planning, Learning and Development with key focus on employees.

In today's scenario, compensation planning for technology function is considered to a niche aspect especially in the post pandemic scenario. Whilst the demand for key technology skills have increased significantly, the need to retain, empower and mentor talent with a suitable roadmap continues to evolve. This can also be viewed in line with various retention practices adopted by the respective organization. One such niche skill is Cyber Security in the tech space. Especially, with remote working and learning has grown rapidly, there has always been a need to hire niche cyber skills to make sure the working is done in a safe and secure tech environment.

To attract such niche skills, there is a need to continue look at benchmarking standards and to keep in pace with the growing cyber space.

At the same time this also necessitates the need to maintain equality in pay as well.

Other key complex aspect is Succession planning in the tech space. This is a combination of key domain skills combined with technical knowhow for senior roles. Especially, when the senior roles are expected to mentor young talent, accelerate mid-level talent, and define suitable career roadmap for mid-senior role profiles.

Succession planning also needs to be carefully considered according to the role and responsibilities and level of management responsibilities associated with the role.

As in a typical tech function, the more senior the role is meant to be, the more complex the job responsibilities. Hence, succession plan-

ning is a combination of mentoring and growing internal talent and on the constant lookout for talent outside.

Another key aspect of Strategic HRM is Learning & Development

in the tech space. Whilst it's im-

portant to identify the core L&D aspects into various categories such as Functional, Technical, Design thinking, Product ownership, Project Management, Program Management, IT Advisory skills, IT architecture (Enterprise, Business process level and Security), combined with key soft skills.



◆ This makes it more complex in the tive performance management, tech space to evaluate, review, Succession planning, effective identify, define road map, conduct training methodologies, robust re-assessments, review against the cruitment and skill analysis, Learn-core objectives, formulate short ing & Development, Retention term and long-term feedback based management and Rewards and on goals and position against tangi- Recognition. This also depends on ble and intangible benefits. how effectively human resources are deployed and right actions initi-

Hence, Learning & Development is a key factor in ensuring the organi- zation's objectives are met, which can be ensured only when the right skills are at right place in alignment with defined set of role and respon- sibilities.

Another key aspect of strategic HRM is Recruitment. Recruitment is a very specialised function and occupies more significance in the tech domain. Ensuring the right hire is made for the right function, strongly aided by the analysis that the prospective candidate is the apt choice for the short term and long terms to achieve the desired busi- ness objectives.

Overall, Strategic HRM is essential for any organization to make sure the resource management is done effectively at all levels, to meet the desired objectives. To summarise the key aspects such as 360-degree feedback (mostly applies to mid to senior management roles), Effec-

Living the Purpose



Ms. Mitra Som Saha
AHRD Fellow
Principal, St. Vivekananda
English Academy,
Guwahati

In 2008, the Bank of Korea conducted a global survey on long-established companies, yielding intriguing findings. In an era where the average lifespan of corporations has plummeted from 90 years in 1935 (Barton, 2016) to just over 20 years, as indicated by the 'Standard & Poor 500 Index' (Clark, 2021), the Bank of Korea's study revealed the existence of 5,586 companies worldwide that have thrived for more than 200 years. These venerable establishments are distributed across 41 nations, with a staggering 56% of them proudly rooted in Japan. One remarkable example of


such enduring enterprises is Nishiyama Onsen Keiunkan, a Japanese resort near Mount Fuji, officially anointed as the world's oldest continuously operating hotel by Guinness World Records, tracing its origins back to the year 705 A.D. Presently, it is the 52nd generation of the family that diligently oversees this iconic establishment. Another illustrious instance is Honke Owariya, Japan's oldest Soba restaurant, which saw its inception in 1465 and is currently entrusted to the stewardship of Ariko Onaka, the 56th generation custodian. In 2019, Teikoku Databank, a research firm specializing in firms and credit, identified 33,000 companies in Japan that had exceeded a century in operation. These entities are referred to as "Shinise" companies, which literally translates to 'old shops.' In broad terms, companies that have thrived for more than 100 years are recognized as Shinise companies.

Shinise, therefore, signifies an enterprise that not only endures across multiple generations but also flourishes, consolidating its prosperity and engendering unwavering trust and loyalty through the perpetual cultivation of its business legacy.

The term "Shinise" derives its roots from the verb "shinise-ru," embodying concepts of emulation, the perpetuation of a family business through successive generations, and the accumulation of wealth through the steadfast continuation of a business tradition.

Do these resilient entities, which have steadfastly withstood the vicissitudes of time for a century or more, offer a distinctive and unparalleled value proposition? What underscores the tenacity of these enduring enterprises? As the human civilization underwent tectonic shifts over the centuries, these remarkable entities not only survived but thrived. They weathered the seismic changes from Industrial Revolution to the Digital Revolution, even withstanding catastrophes as monumental as nuclear bombings. In contemplating the lessons of corporate longevity, we turn our gaze to these venerable Shinise companies of the Far East.

My keen interest in this subject impelled me to connect with Professor Makoto Kanda, a distinguished Professor Emeritus at Meiji Gakuin University. Professor Kanda is renowned for his extensive research on Shinise companies and is the visionary behind "The Business School of Shinise," a collaborative initiative with the Tokyo Chamber of Commerce, strategically located in Tokyo's Chuo ward (also known as the Central ward), home to a significant cluster of Shinise companies. Leveraging in-depth interviews and an intricately designed questionnaire tailored for the study of Shinise companies, Professor Kanda endeavours to unearth the 'key factors of success' (KFS) that underpin their remarkable and enduring presence in the realm of business.




Following a comprehensive 90-minute Zoom session and a review of numerous research papers available in English, a trove of fascinating insights has come to light. These revelations harmonize seamlessly with the principles elucidated in Arie de Geus' seminal work, 'The Living Company.' Moreover, a discernible nexus emerges, aligning with key facets expounded by Collins & Porras in their bestseller, 'Built to Last.' Professor Kanda has adeptly crafted a theoretical framework and subsequently subjected it to validation via the questionnaire. While a company credo is a ubiquitous feature in organizations, regardless of their size, Shinise companies, akin to visionary enterprises, not only possess a well-defined credo but also embody it in every facet of their business operations. The credo remains vibrant through ongoing dialogues. From strategic decisions to day-to-day functions, Shinise companies meticulously align their management with their credo. Every aspect of organiza-

tional behaviour is methodically and consistently synchronized with the credo, exerting influence over employee conduct at every echelon, from top leadership to managers and down to the shop floor.

The credo is robustly communicated to customers and all stakeholders, including value chain partners. Diligent efforts ensure that the credo is transmitted to the next generation in its true essence and spirit. The Shinise companies identify their successors well in advance and meticulously groom them along a pre-defined career trajectory, concurrently immersing them in an experiential understanding of the credo.

In scrutinizing the management styles of Shinise and non-Shinise companies, potent communication and steadfast adherence to the credo, integral components of their meticulous succession planning, emerge as notable differentiators. Shinise companies not only believe in their credo but also deeply internalize it.



Their commitment to the credo is exemplary, evident in their adept utilization, expression, sharing, and effective transmission to the next generation. The distinctive feature of Shinise management style lies in its unwavering commitment to a clear and comprehensive sense of purpose, which permeates every facet of its business operations. These time-honoured establishments also distinguish themselves through their conservative financial management practices. In an era defined by speed and intensity, Shinise companies prioritize sustainability over rapid expansion. They exercise prudence rather than succumbing to the frenetic rush to expand and diversify. The contemporary landscape is largely shaped by venture capital and startups, where swift growth reigns supreme among business organizations. Making quick profits and swiftly exiting current ventures appears to be the norm in today's world. In sharp contrast, for Shinise companies, the act of selling off or shuttering a business is viewed with disdain. (Lufkin 2020) Does this imply that these establishments are inflexibly bound to tradition? Professor Makoto's research unveils the remarkable ability of Shinise companies to harmonize tradition and innovation (TenHaken & Kanda, 2015). Moreover, they build their businesses on enduring relationships with suppliers and customers, holding these external connections as sacrosanct in their business conduct and management approach. In a world that

often emphasizes constant change as the key to survival, these enterprises stand out by blending tradition and innovation, embracing gradual evolution while remaining steadfast in their commitment to human relationships and the pursuit of their purpose.

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Impact of SHRM in learning and performance development in the military colleges, UAE using modern technology



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Abstract:

This article aimed at developing a conceptual framework about the role of strategic human resource management and its impact on teaching and performance development skills which proposes some insight into how learning might occur at military organizations in order to improve organizational capabilities as well as individual capabilities. UAE has adopted and promoted e-learning in several fields, especially in education. Though Military colleges follow the traditional teaching approach, very re-

cently the UAE government is pushing insertion of technology in military colleges as well. Various research has been carried out recently which showcases the challenges faced by the military school while adopting artificial intelligence into their traditional teaching method (Ali Mohd Ali Al-naqbi.2021). This current study assesses how SHRM impacted the teaching process in military colleges and what performance development we see among the instructors working within the organization.

Keywords: e-learning in military schools, challenges in adoption and acceptance.

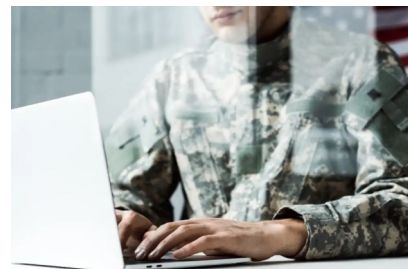
Overview: The UAE is one of those countries in the world which promotes advancement through technology. UAE is using artificial intelligence and other modern technologies to improve government performance, accelerate achievements and foster an innovative work environment.

Today, the strategic part of HRM aim of military education is to practices which was integrated mould a cadet from a junior officer within the organization stated that into a military specialist.

the success of the organizational performance lies in developing positive attitudes of individuals, groups, and organizations that mainly enhanced individual competence as well as organizational competence through organizational learning (Nibedita Saha, Bani Chatterjee,2016)

The main focus of military education is to equip students with the specialized skills necessary for future combat. The objectives, incentives, and uses of military education differ from civilian education. In traditional civic education, success is gauged by how much knowledge is gained through a lecture-based curriculum. Military education, on the other hand, aims to train military personnel for specific duties and missions. In military education systems, a student's learning is evaluated on their proficiency in meeting predetermined requirements and standards. The ultimate

Since most of the teaching and physical training is done on the field, cadets counter less with technology. Most of the instructors are from the old-school mentality and prefer to keep technology at bay. An organization may not get the best out of anything if it's not been implemented correctly by its employees. In the pre-pandemic era, the government was not so keen to disturb the equilibrium of the colleges by introducing new technologies to the curriculum. During the pandemic and in post-pandemic situations, they are now forced to introduce technology and emphasis more on e-learning. UAE is trying to develop plans and strategies to address the difference between traditional teaching and artificial intelligence.



Several researchers (Arkorful & do not need to travel. Similarly, it is Abaidoo, 2015; Baleni, 2015; cost-effective because it provides Goyal, 2012; and Hoková- open doors for learning for the Mayerová & Rosická, 2015) have most significant number of students discussed the benefits of implements while not necessitating the mentoring e-learning in education construction of numerous buildings such as follow;

E-learning is an adaptable approach E-learning considers the differences where each student can choose a of individual students. For example, location and time at his convenience. It's also high flexibility in trate on specific aspects of the terms of time and the conveyance course, whereas others want to or receipt of learning data. go over the entire session, e-

E-learning improves the viability of learning is suitable for both types of information and capabilities by of the students.

providing easy access to a large E-learning compensates for the amount of data. shortcomings of academic staff, in-

It provides opportunities for students to form relationships including teachers or instructors, facilitators, lab professionals, and so through dialogue discussions. E-on.

E-learning removes barriers to participation, such as the fear of conversing with other students. It encourages students to collaborate with others and improves relationships through continuous learning and communication ease.

E-learning is inexpensive; students



Current Understanding:

Since 2014, H.H. Sheikh Khalifa Bin Zayed Al Nahyan, the president of UAE and ruler of Abu Dhabi, has placed more emphasis on Emiratization. They want to create job opportunities for the UAE nationals. Back in 2008, The President of UAE along with his brother H.H. Sheikh Mohamed Bin Zayed Al Nahyan, then crown prince of Abu Dhabi and Deputy Supreme Commander of UAE armed forces together decided to open Military schools and colleges in the country with the vision to train their cadets. Being in the minority in their own country and being highly influenced by Western countries, they sought support from Western military forces by hiring retired personnel to their colleges to train their cadets for better officers tomorrow. Since 2014, along with Western trainers UAE nationals (Emiratis) were also posted as their deputies to learn and train under these Western trainers. Western trainers are equipped with high technical skills and adaptability of

technology is a must.

This study is very limited and has not carried out any extensive formal interviews with the people directly or indirectly associated with the military. This paper was written in the capacity of being associated with the UAE military operations for 16+ years.

Research question: What impact of SHRM have on the teaching process in military colleges and what performance development do we see among the instructors working within the organization?

Research approach:

The key components of SHRM are HR Strategy, HR policy and planning, recruitment and selection, employee training and development and performance management and compensation. In this study, we focus on employee training and development provided to military instructors (UAE nationals) for the betterment and well-being of the organization and teaching environment.

◆ Since 90% of the UAE population understand Western trainers. Only a
 ◆ comprises the expat community, few were educated in Western coun-
 ◆ their influence can be seen in the tries and the majority of them finish
 ◆ armed forces as well. Presently their high school within the country.
 ◆ there are 4000 instructors from the Few of the Emiratis were good on
 Western community posted at dif- field programs however, felt de-
 ferent training programs in UAE tached when the use of technology
 and over 850 translators are also en- comes. Resulting, Emiratis started
 gaged with the military schools in showing rejection in the military.
 the UAE. These specialized skilled Most of them started taking early
 trainers are hired from different retirements from the Armed forces.
 parts of the world mainly from US, Analyzing this Government started
 UK and Australia. Since 2014, the hiring military consultancy firms to
 UAE government is emphasizing provide basic to advance training
 more on nationalization and trying programs in communication and the
 to create more job opportunities for use of technology before getting in-
 Emiratis for a better tomorrow.

Findings:

Upon completion of the 1-year cy-
 cle of nationalization, a small sur-
 vey was conducted to know the per-
 formance development of Emiratis
 in the Military schools. The result
 showed poor to fair performance
 mainly due to a lack of understand-
 ing of the technology, and commu-
 nication issues. Being Arabic as a
 native and national language used in
 this part of the world, most Emiratis
 find it difficult to communicate and

ducted into the military colleges. A
 sort of entrance examination which
 makes future cadets more comforta-
 ble and adaptable to the conditions.
 At the same time, the Armed Forces
 introduce induction programs and
 ice-breaking session programs for
 Western trainers (mainly for the first
 3 months of their joining, as part of
 their probation completion) with
 UAE nationals to know more about
 their culture and do's and don'ts in
 the country and within the commu-
 nity.

Contribution and Limitations:

The government had seen better results and continues to do surveys at frequent intervals to assess employee well-being for both Emiratis and Expats. Though these surveys concentrate more on and are limited to the learning and development of employees, it doesn't showcase the mental well-being and work pressure experienced by trainers interacting with cadets.

Implications:

These programs directly benefit the Armed Forces personnel for a better understanding of the ground situations of the trainers and to create a healthy work culture within the organization. It also benefits cadets for their personal development and better future.

Citations and References:

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in HR & OD

Batch - 2024-27

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