ACADEMY OF HUMAN RESOURCES DEVELOPMENT

THE HUMAN ODYSSEY

Quarterly NEWSLETTER

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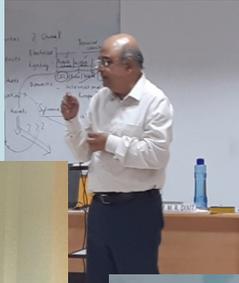
"Only as High as I Reach Can I Grow

Only as Far as I Seek Can I Go

Only as Deep as I Look Can I See

Only as Much as I Dream Can I Be"

—*Anonymous*

EVENTS @ AHRD

HR Round Table:
REDEFINING THE RELEVANCE

NHRDN in partnership with AHRD organised HR Round Table on " **Redefining The Relevance"** at Ahmedabad Management Association on 31st May, 2019. Shri. Anil Swarup, Former Secretary, School Education and Ministry of Coal , Government of India , Mr. Ajay Bhatt, Global CHRO, Intas Pharmaceutical and Dr. T. V Rao were the distinguished speakers for the evening.

"Human is Not a Resource" Key Insights by Dr. T.V Rao

Session on *"Human is Not a Resource"* was organised by AHRD on 10th August, 2019. Dr. T. V Rao, Chairman TVRLS & Founder member of AHRD facilitated the session. Around sixty participants from both Industry and Academia attended the program.

BANYAN TREE SERIES

HARNESSING THE POWER OF STORYTELLING

Mr. Bharat Avalani, former Integrated Brand Communication Director, Unilever had an enriching session on Storytelling on July 27th, 2019 at AHRD. The session focused on how to develop the art of storytelling by citing examples and group activities based on sharing stories.

HR CONCLAVE

CII in partnership with AHRD organised HR Conclave on 21st Seeptember, 2019 at JW Marriot, Ahmedabad. Eminent speakers from HR fraternity were the guest speakers for the event. Dr. Anil Khandelwal, author, speaker, corporate advisor and a board member of GAIL was the chief guest for the event.

Contact Class : August 24th to 31st , 2019

Prof. R. Ravanan, Principal, Chennai's Presidency College conducted session on **" Research Methodology & Analysis through SPSS & AMOS.**

Interactive session on **" HRD for Leaders"** by Dr. Anil Khandelwal, former CMD, Bank of Baroda.

Intellectual Capital Management session by Dr. T. V Rao, Chairman TVRLS and founder Director of AHRD

Research based session on " **Statistics based Decision** Making" by Prof. Abhiman Das, IIMA

Knowledge intensive session on **"Taking Charge & Leading Change"** by Prof. M. R. Dixit, IIMA

Spirituality & Money—A session based on the TEDx speech given by Mr. Nayan Parikh, Nayan Parikh Consulting.

(From left) **Developing a spiritually Intelligent Leadership style: Session by** Ms. Anju Sharma, IAS, Principal Secretary Higher & Technical Education and Session by Dr. Hansa Jain , Associate Prof. at SPIESR

## *Why Your Organization's Future Demands a New Kind of HR*

Disruptive forces are sharply changing how we live and work, creating an imperative for enterprises to rapidly adapt. But there are several areas where the pace of change has yet to catch up with the new realities of business. Chief HR officers and their teams must take the lead with agility and sustain exponential value for the future of human resources.

Enterprises are fundamentally shifting with new business models, technologies, and changing expectations of—and by—the workforce. Often, HR teams are left straddling the needs of the legacy organization while planning for the needs of the future.

This creates unprecedented opportunity for HR to play a new and vital role in shaping the way enterprises compete, access talent, and show up in the communities where they operate. Enterprises can compete—and succeed—by changing entire business models in the field, product and services development, sales, production, leadership teams, and back office. And, of course, in the HR suite.

Disruption is creating three key futures that HR must address:

- The future of enterprise
- The future of the workforce
- The future of how work gets done
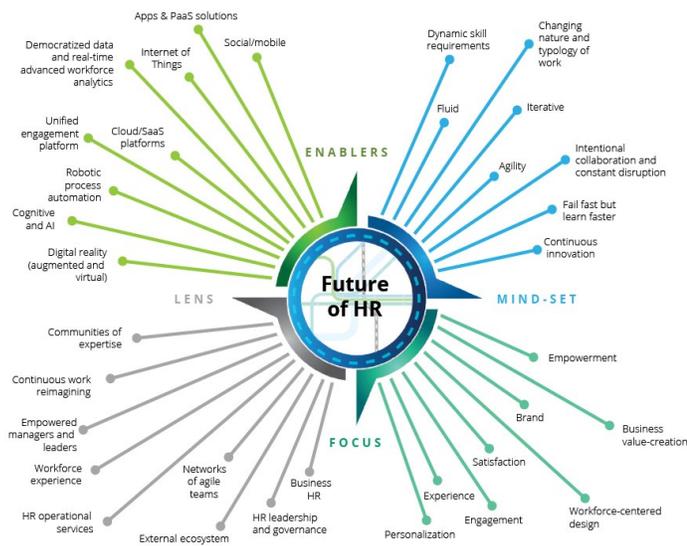
Enterprise:
Disruption in enterprise is being accelerated by a tsunami of data that has increased by more than nine times over the past two years, the shortening life span of S&P 500 companies to an average of a mere 15 years, and the expectations of businesses that are trusted more than governments by people around the world. HR has the opportunity to help the enterprise become a social one, drive innovation and agility through workforce development, and help extend the enterprise with a partnership ecosystem.

Workforce:
Disruption is accelerating in the workforce, where the length of careers

is increasing to as much as 50 years at the same time that the half-life of skills has diminished to between 2 and 5.5 years. Major shifts are coming with the rapid rise of the open talent economy, in which it is estimated that more than 40 percent of the workforce will be contingent by 2020. HR leaders have an opportunity to build an inclusive workforce with many different skills in talents. They can create new workforce experiences to invigorate teamwork and productivity. HR must also forecast future capabilities and enable continuous learning.

For full article please click the link below:
https://hbr.org/sponsored/2019/02/why-your-organizations-future-demands-a-new-kind-of-hr

VISION & MISSION WORKSHOP

Academy after 22 years conducted Vision and mission workshop on 28th August 2019. Board members (from left) Mr. Bhushan Punani, Mr. Nayan Parikh, Dr. Anil Khandelwal, Prof. Rajesh Chandwani, Prof. T. V Rao, Dr. Pradip Khandwalla , Prof. Rajen Gupta, MDI and Prof. Sunil Maheshwari were present.

Rajan Sinha AHRD fellow student presented a detailed SWOT analysis of the AHRD and suggested some ideas for the vision of AHRD. During the workshop AHRD re-launched AHRD T–Shirts to the fellow students .

NEW Entrants @ AHRD

Academy welcomes fellow students of batch 2019-22 and New employees to the AHRD family.

Fellow Students

Venkata Subramanian, Director & Co– Founder, Confluence Learning Tech Pvt. Ltd.

Sandeep Kumar, CEO, Global Interactive Malls

AHRD Employees

Dr. Nidhi Vashishth, Chairperson MDP & Consulting

Raag Deepak, Admin Executive, AHRD

TITLE DEFENSE PRESENTATION

Visweswaran Srinivasamurthy (2018-21)
 "**Are Our Leaders Ready for the Digital Age: A Framework and Comparative Study amongst Managers in India & USA**".

Organizations of today are embracing digital technologies to unlock new sources of economic value. While the primordial requirement is the understanding and application of digital technologies to every day work, it is important to realize that it is culture that is key to a successful digital transformation (Reichert, 2018).

This is where the role of leaders also needs to undergo a transformation. Digital Leadership is defined as the combination of culture and competence of leader in optimizing the use of digital technology to create value to the firms (Rudito and Sinaga, 2017). A joint research project between MIT Sloan Management Review and Deloitte established that while many core leadership skills remain the same, there are certain additional skills that become even more imperative for leaders to be able to create a conducive atmosphere to accelerate their organization's competitive advantage. Their research also found that digital literacy ranked as the third most important skill for digital leaders – skills such as transformative vision and forward-looking perspective ranked in the top two (Kane et.al. 2019)

Therefore, the "human factor" in digital leadership is an important area to be researched further as other studies have also established that companies that focused on the cultural attributes were five times more likely to achieve breakthrough performance than those that neglected culture (Reichert, 2018).

Conceptually, digital leadership places significant value on collaborative work patterns, communication, creativity and a willingness to explore novel ways where technology can be used to solve business problems (Wasono and Furinto, 2018). This requires a fundamental mindset change for leaders to be able to unleash the potential of their team members by inspiring them to come up with new ideas through experimentation, challenge current ways of working, encourage constructive dissonance in the team, shift to a "learn it all" culture and create an ecosystem where technology drives decision making. Digital leaders must transform themselves into role models who inspire their team members to become change agents, to maximize their organization's chances of success (Beck et.al. 2013). While this opens exciting possibilities, there are major gaps between what is conceptualized versus what is practiced and hence, the scientific study on this topic is quite important, for the benefit of corporates and academic institutions (Gudergan et.al. 2017)

Given this is an emerging area, there is limited literature available on the various facets of digital leadership as a phenomenon. My research aims to address some of the questions below, as a contribution to the body of knowledge in this field.

(a) In the digital era, what is the role of team dissonance to foster innovation?

(b) What is the role of individual dissent vs team dissent?

(c) How does the attitude of leaders towards digital technologies impact their success or failure as digital leaders?

(d)Are good people Managers likely to be successful as digital leaders?

(e)What leader competencies influence an open team culture, for digital transformation to be successful?

(f) Are there specific leadership personalities/traits primed for success in the digital age?

Do millennia's have a competitive advantage, in being successful as digital leaders?

Vishu Srinivasamurthy
Fellow student,
 Academy of HRD

Traditionally, the role of learning and development in organisations has revolved around training and up-skilling of employees so that they can perform their roles effectively. However, in keeping pace with the changing times, L&D is also revolutionizing. In this article, we will discuss four of these emerging trends that have the potential to impact L&D in a big way:

- Changing role of Learning and Development (L&D) in organisations
- Changes in the design and delivery of learning solutions
- Changing role of L&D professionals

Changing role of Learning and Development (L&D) in organisations

The primary role of L&D has been to manage skilling and development of employees. In the current scheme of things L&D has assumed a more significant role in organisations. There are many factors that have contributed to this. Talent scarcity is making more and more organisations wanting to build talent from within. The VUCA phenomenon has impelled organisations to future-proof themselves by building contemporary and futuristic skills in its employees. Besides, the shelf life of knowledge is getting increasingly shorter, especially in the digital and technological domains. This necessitates continuous learning where employees have to constantly learn, unlearn and relearn, to stay relevant. Above all, the growth of the knowledge economy has placed a premium on learning.

L&D in its new role is supporting many HR and business priorities, as shown below:
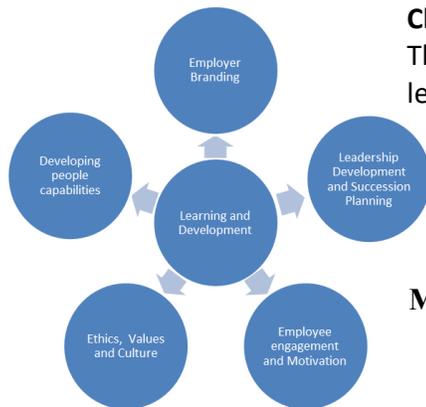
Changes in the design and delivery of learning solutions

The expectations of the new age learner are leading to many changes in the way learning experiences are designed and delivered.

On-demand learning: This empowers learners to access learning material at their own convenience – anywhere, anytime. Learning is no longer restricted by schedules, classrooms and locations. Organizations provide employees a library of online courses to choose from and learn at their convenience.

Micro-learning: This involves the delivery of learning material in small, byte-sized chunks; akin to a short YouTube video. This form of learning suits the needs of a modern learner by catering to their short attention spans, availability on the go, and giving a sense of quick accomplishment.

Personalization of learning: The standardized, one size fits all approach to learning is giving way as the learners demand more personalised learning experiences. Personalised learning involves customizing learning to the strengths, aspirations, needs and career paths of the individual learner. While it may sound daunting and unrealistic to implement, the effective use of AI, Analytics, digital and cloud computing is making this possible.

Social learning: Social learning happens through interaction with others. In organizations, this happens through coaching and mentoring programs, blogs, discussion boards, wikis and knowledge management interventions enable employees to interact and learn from each other.

Virtual reality: Using virtual reality headsets could become the norm to create an immersive learning experience. This would be the next leap after gamification.

Changing roles of L&D professionals

Along with the Function, the role of the L&D professional is also evolving. The "trainer" role is gradually giving way to a Learning Business Partner – specialists who come with a deep understanding of the business, can align learning to business priorities and use learning to enable and fast track business goals. Besides, learning is soon getting consumerized, with technology and outsourcing being able to provide solutions for most of the routine learning requirements. L&D specialists are now expected to be Learning Consultants, Coaches and Talent Managers who help employees identify their strengths, uncover blind spots, discover learning avenues and chalk out their career paths. From an organisation's stand-point L&D specialists, as Talent Managers should work towards leadership development, supporting transformation and creating future readiness.

Karan Sadarangani, Fellow AHRD
Soumya Sadarangani, Chief Manager, HR , Tata AIG

RELATIONSHIP BETWEEN EMPLOYEE ATTITUDE AND INTERPERSONAL RELATIONSHIP AT WORKPLACE

Employee engagement originates from employees having job satisfaction, commitment and motivation. Influencers of positive employee engagement stem from healthy interpersonal relationships at the workplace. Employee's interpersonal relationships can be influenced by the level of communication, trust, attitude, employee's perceptions towards organizational justice, employee's performance, employment rewards and work ethics to name a few (Koys, 2001).

When there is organization support and trust between the employees and the employer/organization, there is a positive attitude at the workplace. Organizational support drives relationships and frames the attitudes and behaviors of employees in the workplace. Attitudes are beliefs that an individual does hold towards certain aspects, which can be positive or negative. It has three components: affective, cognitive and behavioral. The attitude that employees possess need not be inherent. They can be picked up or learned through peer groups and other influencing factors. When employees perceive that they have organization's support and trust, they tend to exhibit positive behaviors that are brought about by positive attitudes.

According to a study by Blau (1964), Social Exchange Theory helps to understand organizational behaviours. This theory is based on the premise that the exchange of social and material resources is the fundamental form of human interaction. The impact on behaviours of employees is explained in Organisational support theory. It proposes that employees form a perception with regards to how the organization cares about their well-being and accordingly demonstrates appreciation called perceived organizational support.

The attitude of the management towards employees' climate influenced employee job satisfaction and affective commitment (Takeuchi, Chen, & Lepak, 2009). If employees experience support from their supervisors in terms of self-direction, self-control and learning opportunities, they feel the obligation to return that support in the form of favourable attitudes and behaviours that promote employees' performance. This generates positive energy for subordinates and enhances their organisation-based self-esteem.

When employees are content with the quality of their relationships with co-workers, they are also satisfied with their overall job experience and in turn reciprocate by being more affectively attached to the organization in terms of commitment and loyalty. This makes them less likely to think of leaving the organization and in turn helps foster a positive attitude.

Ultimately, these behaviours lead to job satisfaction. The results of the study by Setton et al. found associations between perceived organisational support and organisational commitment as well as leader-member exchange with in-role and citizenship behaviours (Settoon, Bennett, & Liden, 1996).

Another research by Matzler and Renzl talks about an association between interpersonal trust, employee satisfaction and loyalty. When employees are satisfied with their job, they are more likely to be more productive and work towards increasing the quality of their products. When employees trust their peers and superiors, they are more likely to develop a positive attitude towards the organisation. While studying the above-mentioned variables in an Austrian company from the energy sector, Matzler and Renzl found that, there is a strong link between trust, satisfaction and loyalty. (Matzler & Renzl, 2006).

Based on the workplace support- interpersonal relationship and trust, the kinds of attitudes in the workplace will accordingly be linked to the kind of employees demands. Inability to meet these demands, could increase employee cynicism and mistrust and which would then be required to handle carefully (Cartwright & Holmes, 2006). This could be because the importance of attitude only comes into play perhaps when there are less 'shared values' (interpersonal relationships) in the organization (Koys, 2001). Emotional exhaustion has also been linked to the mix of work attitudes, performance and organizational citizenship behaviors (Carmeli, 2003). Hence, a study on interpersonal relationships, which is the influencer of behavior and attitude at the workplace is important.

The quality of interpersonal relationships experienced by employees is an important factor that determines their overall attachment with the organization. Employees have an intrinsic need to form satisfying social relationships with their co-workers.

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Dr. Ravindra Dey
Alumni AHRD

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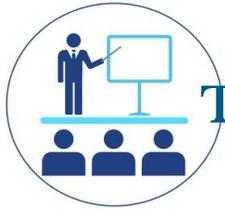
Training Calendar

MDP on Excellence in Attitudes-Transformational insights for excellence in personal and professional lives

Orientation workshop on Competency Mapping and Assessment centres

Boot Camp for Trainers: Design Delivery and Assessment

Workshop on Design Thinking for Innovative Business Solutions

MDP on Competency Based Recruitment Systems

Workshop on Mentoring skills for Mentors

Orientation workshop on HRD Audit

Certificate course in HR For Non HR

MDP on Strategic HRM

About AHRD

The Academy of Human Resources Development (AHRD) is India's premier institution specializing in human resources development for all organizational forms.

AHRD was founded in 1990 as a trust and registered society with support from the then professors of the Indian Institute of Management, Ahmedabad, including Late Dr. Udai Pareek, Dr. T.V. Rao, Dr. D.M. Pestonjee , a number of like-minded HRD professionals and people management oriented corporations, the National HRD Network (NHRDN) included. The Academy's mission is to develop HRD professionals and focus on building HRD professionalism. The Academy is supported by a number of distinguished HRD and OB professionals, and people-management oriented corporations and institutions.

As a trust and registered society with the support from the stalwarts of HRD including Late Dr. Udai Pareek, Dr. T.V. Rao , Dr. D.M. Pestonjee, a number of HRD professionals and people-management oriented corporations. It was later registered as a trust and society.

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