

ACADEMY OF HUMAN
RESOURCES DEVELOPMENT

THE HUMAN ODYSSEY

NEWSLETTER

Volume —7 , Issue 1

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 quickly adjusted to the new normal, the humanity too has undergone sea changes in the way they lead their "life" in the shortest time frame possible.

AHRD also witnessed a sea change in the design and delivery of the signature Fellow program that we offer. The digital convenience encouraged Senior Professionals to join the program this year. Webinars, digital classes delivered by expert sessions and customized workshops have all enabled learning at a faster pace than ever before.

The academic curriculum has been uplifted at par with the international standards. 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 the volume. Look forward to your suggestions and feedback .

Best wishes

Dr. Nidhi Vashishth
Director
AHRD

CONTENT

AHRD EVENTS

FELLOW COURSE WORK

AHRD GYANSHALA

BANYAN TREE SERIES

WOMEN'S DAY SPECIAL

STUDENTS SPEAK

Shikha Sinha

Shachi Thakur

KNOWLEDGE SHARING

Biju Sebastian

Deepak Bhatt

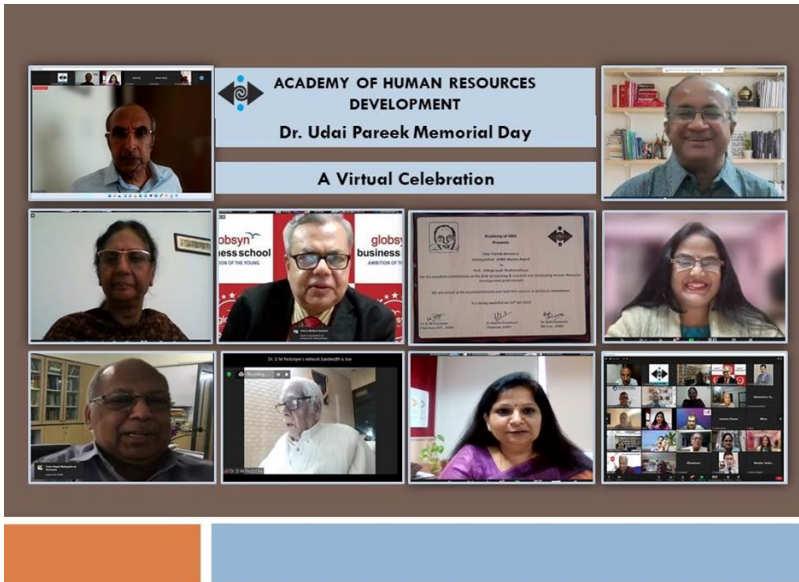
Indrajit Chatterjee

Mitra Som Saha

Venkat Sundaram

AHRD EVENTS

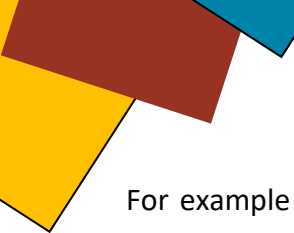
DR. UDAI PAREEK MEMORIAL DAY 21 JAN 2022



AHRD celebrated the Udaï Pareek Memorial Day on 21 Jan which also marked his 97 birth day. The event was graced with intellectual perspective sharing by two experts: Shri. Yogi Sriram, Advisor to CEO & MD Group HR, Larsen & Toubro and Prof. Dr. Keith C. D'Souza, Professor OB & HR, SPJIMR and corporate Trainer & Consultant on the theme Evidence Based Management.

Shri. Yogi Sriram, in his session gave tribute to Dr. Pareek and shared how he initiated the experimentation era by putting forth OCTAPACE culture. He shared the six steps of Evidence Based Management: Ask, Acquire, Appraise, Aggregate, Apply, Assess. Going further he stated that Evidence Based Management is another way of saying that we deal in facts, in reality. It seeks to improve decision making processes and framework. Copying best practices blindly may not work and benchmarking only demonstrates alternative ways of doing things. The “medicine beyond quackery” has fuelled our thinking considerably during the pandemic hence in management the best available scientific data to make decisions is EBM. Giving examples of evidence based management across the globe he engaged the audience and put forth a wonderful session.

Prof. Keith paid a wonderful tribute to Prof. Pareek and his intellectual talk enthralled the learned audience. ***“All the world's a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts”*** Prof. Keith paid his tribute to Prof. Pareek and dedicated the Shakespeare quote to his life journey where he played many roles like teacher, behavioural scientist, guide, researcher, friend, mentor etc. In his talk he shared that why few HR Practices have met with mixed results and the possible reasons for the same.



For example Goal / target based performance management systems could not bring desired result because of overemphasis on quantitative achievement and unambiguous performance criteria. Individual incentive and rewards because of overemphasis on individual performance rather than collective performance.

Use of the bell-curve in performance assessment was not successful because of excessive reliance on numerical data and analysis and tendency to mistake the trees for the forest. In practices like Benchmarking-Context is important - what applies in one time and setting may not apply to other times and settings. For other OD interventions like sensitivity training, team building, culture change programmes, conflict management, etc. he stated that while they have their plus points, they may not apply uniformly in all situations and contexts. He inferred that in the absence of relevant, updated evidence, practices often stem from dogma and belief. Practices are based on experiences in different context – organization structure, culture, people, environment and situation.

Past successes can also be stepping stones to failure and inability to measure key aspects or measuring the wrong aspects is also hindrance is successful evidence based management. He concluded by stating that failure to gain evidence by sufficient thinking and analysis of relevant data from the past and from others' experiences, and to develop a theory of what works under what circumstances, can result in the failure of even the supposedly best practices.

In the Open tribute slot Prof. T V Rao gave reference of the videos which gave a nostalgic tribute to Prof. Pareek and inspired the current age professionals to follow his footsteps. Joining him were Prof. N M Agarwal Adjunct Professor IIMB, Prof. Gopal Mahapatra IIMB and others.

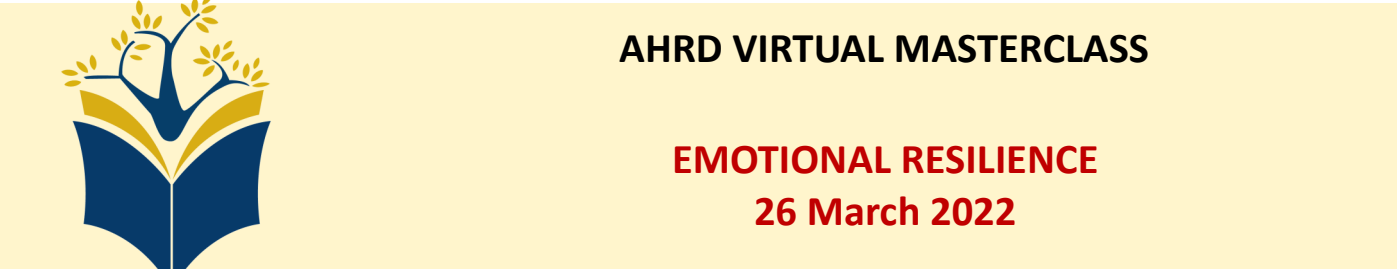
AHRD Alumni Ms. Liza Thomas also paid tribute to Late Prof. Pareek and shared how the stalwart influenced her budding years as HR Professional. Prof. Surabhi Purohit, Mr. Anagat Pareek, and Mr. Karan Pareek joined from the family of Prof. Pareek. AHRD scholars Ms.Minakshi Balakrishnan, Mr.Rajan Sinha, Mr. L S Murthy also shared happiness over the learning from the sessions and paid tribute to Prof. Pareek.

The event saw presence of practitioners, academicians and fellow scholars across the country. The Distinguished Alumni Award was given to Prof. Debaprasad Chattopadhyay, scholar from year 2013 Batch. He has done exceptional work around Spirituality and Ethical Leadership in Management. An author of several research papers and books he has done excellent work post fellow completion.

AHRD Fellow title was awarded to Ms. Runa Maitra for her thesis on “ **A Study of Inter– relationship of Corporate Education to Senior Leadership & its Impact on Employee Commitment**” under guidance of Dr. Rajeshwari Narendran. She has done wonderful research on a topic with thematic importance in current times.

The program was successfully facilitated by Dr.Nidhi Vashishth, Director Academy of HRD.





AHRD VIRTUAL MASTERCLASS

EMOTIONAL RESILIENCE

26 March 2022



Gyanshala is an initiative of AHRD for peer learning and interaction amongst scholars. Mr. Rajan Sinha , CEO , Mantrana Consulting Pvt. Ltd. facilitated Gyanshala series for the fellows. He conducted session on “ Emotional Resilience “ and suggested ways how to cope with it. The session was extremely informative and engaging . It talked about various concepts to like : How to cope the unprecedented Global turbulence like recent war situation , the era called BANI ((Brittle, Anxious, Non-Linear & Incomprehensible) and more. With the Talib concept : Resilience, Robustness and Antifragility he explained how we can apply in our life to overcome difficult situations.

Overall the session inspired the fellows to conduct more research on the broad area and the much talked about the area of Emotional Resilience . He gave strategies and tools of developing resilience in our own self by his approachalble useful tips & tricks.

We are thankful to Mr. Rajan Sinha for conducting such an engaging session and look for more such sessions from our scholars.

FELLOW COURSE WORK

BATCH 2021

QUANTITATIVE RESEARCH METHODS & TECHNIQUES

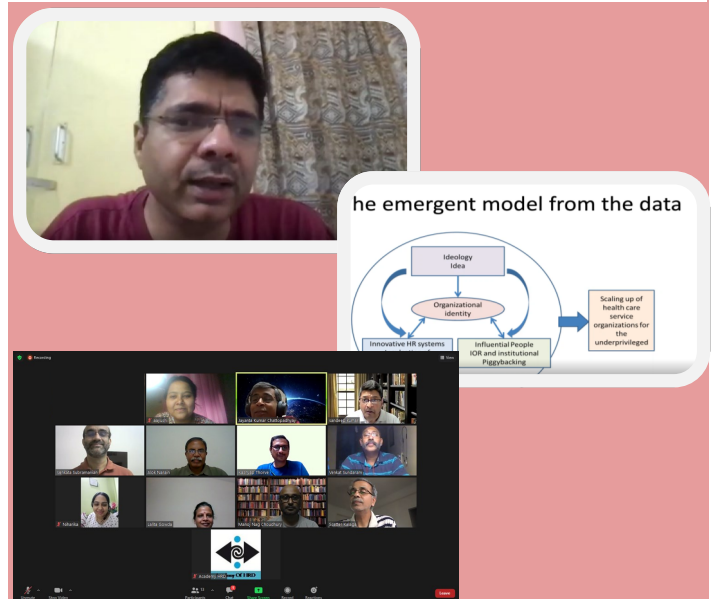


With the digital class on full swing batch 2021 had a wonderful session on “Quantitative Research Methods & Techniques”. Session was facilitated by Prof. Vimal Kumar, IIM Kolkata Prof. Rupesh Sharma, Research scholar, IIM Trichy and Mr. Parijat Lanke, Research Scholar, IIM Trichy.

Fellows were introduced to software ‘R’ and other tools for conducting research analysis.

BATCH 2020

QUALITATIVE RESEARCH METHODS



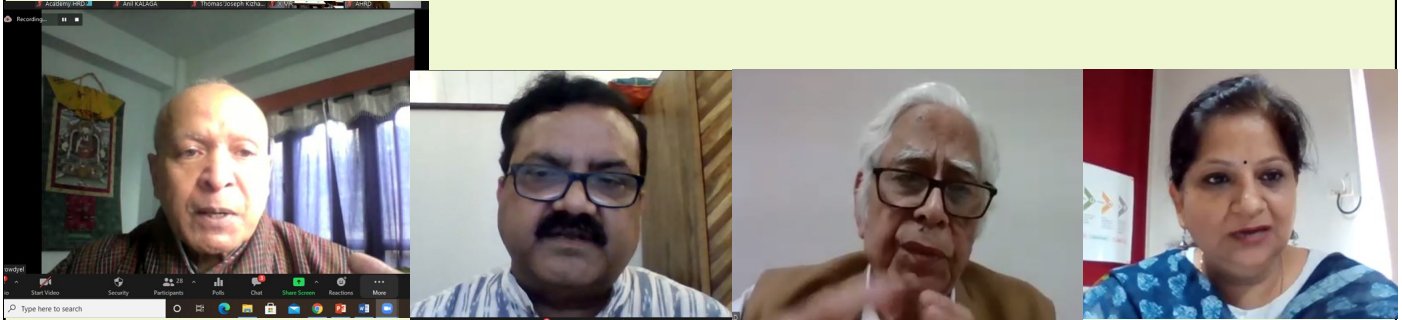
As the part of FPM course work, the fellows had session on “Qualitative Research Methods” for the batch 2020. Prof. Rajesh Chandwani, IIMA facilitated the session. Fellows were given hands on tools for qualitative data analysis.

The course covered the philosophy of qualitative methods of inquiry the different methods of conducting qualitative research such as case study method, ethnography and historical analysis; analysis of qualitative data; and writing qualitative research papers.



GROSS NATIONAL HAPPINESS

25 Feb 2022



Academy of HRD had the privilege listening to **Prof. Thakur S Powdyel**, Former Education Minister of Bhutan on “Gross National Happiness” session conducted on 25 Feb 2022. The session enlightened the audience with the various aspects of GNH as a public policy of Bhutan. On this event “My Green School ” book (Hindi Version) authored by Prof. Thakur, which is based on educational happiness philosophy was also released by Dr. D. M Pestonjee, Chairman, AAC, AHRD . Dr. Prabhat Pankaj, Director, Jaipuria Institute of Management, Jaipur also shared his extensive research work on happiness and how it can be created. The session was inaugurated by Prof. Rajesh Chandwani, Chairman, AHRD and Dr. Nidhi Vashisth, Director

facilitated the event proceedings.

“GNH, or Gross National Happiness, is the philosophy that has guided Bhutan’s development process for about 40 years” –Former Prime Minister of Bhutan Jigme Y. Thinley, 2011.

It is based on belief that development must serve a purpose, that development’s role is not simply to promote continuous and endless economic growth, which is what GDP or conventional economic models tend to do. We live within a finite environment, within a finite world, so there are bounds within which growth can take place: natural and social resources and so forth. GNH, therefore, is based on the belief that development must be human-centered, and that its objective must be to create those conditions that will enable the human individual to achieve what is most important to him, and that happens to be happiness. It is based on nine pillars of all round growth and development along with sustainability for the mother earth.



WOMENS'S DAY SPECIAL

When I was young, like everyone else I too had many choices but my singular driving force was the desire to make the kind of positive impact that my chosen career allows me to. I have always wanted to be in a place where I could make a difference to the lives of people or that my actions should have an impact on alleviating suffering of some kind.

It was not an easy choice to make and it has not been an easy path to follow.

In my career of over 25 years, I have been involved with resettling Afghani refugees, working with children with disabilities and with children whose only fault was that they were born to parents with HIV and with people with alternate sexuality or identity.

Each of my experience has been satisfying in its own way – each different but ultimately all feeding into my purpose in my life. I was fortunate that I was able to recognize this purpose fairly early which led me to pursue child psychology in my under grad and take a masters in Social work.

I get inspired by anyone who wants to make a difference to society in a big or small way. I am inspired by everyday acts of courage and compassion that I see or read about in my daily life.

My experience with my current area of work – organ donation

When I took on the cause of organ donation about 11 years ago, it seemed a challenging area – a cause that not too many people were focusing on and yet it has such a tangible and immediate impact on people's lives. I think I am someone who always needs a challenge and that is something I have amply in my work – the challenge of changing public perceptions, the challenge of pushing state governments to make organ donation a focus area but most importantly the challenge of doing the unenviable task of speaking to families in their hour of grief, when they have just been given the news of the death of a loved one, encouraging them to donate the organs of their deceased loved one and save other lives. This I can assure you is no mean task.

But at the same time when we are able to successfully do so, the joy of being able to transform 9 lives more than compensates .

I started the first MOHAN Foundation office in North India(NCR) 11 years ago single handedly. Since then I have been instrumental in helping start the program in Rajasthan and now in Manipur. I have been instrumental in more than 50 multi organ donations by helping bereaved families agree to donating their deceased loved one's organs.

My special moments...

The very fact that my choice of career enables me to help families make choices that can save many lives is what drives me. It's not just about bringing a smile to someone's face but the fact that I am given the opportunity to exercise skills that have an impact and can bring about a meaningful change. Every time a family consents to organ donation in their time of grief, it's a special moment even if painful. It can never be easy to find hope out of someone's loss and despair but this work is lifesaving. A transplant not just changes an individual's life, it transforms families. And that is very gratifying.

As a young person, I was never really into sports and fitness. However, I realized how important physical fitness is to mental fitness and realization of ones dreams and aspirations. I took up running a few years ago, and I ran my first half marathon at the age of 45 with sheer grit and determination. Personally, I have been able to reenergize my mountain climbing passion from my youth and have more recently climbed Everest Base camp (17598 feet) in 2018 and Mount Kilimanjaro (19340 feet) in 2019 (at the age of 48) with the singular aim of promoting organ donation.

I am privileged to always had support...

I have been lucky in this journey of life by having the most supportive and encouraging parents, who allowed me to experiment and follow my own life path.

Mentors along the way helped me clarify my goals.

I am married and have a grown up daughter. I have a very supportive family and they take pride in me and my work. So, to be able to celebrate the multiple roles that I play, whether at home or at work, with passion and commitment, is what helps me carry on.



Ms. Pallavi Kumar

AHRD Fellow

Executive Director

MOHAN (Multi Organ Harvesting Aid Network)

New Delhi

A daughter, a wife, a mother to two daughters and an educator - that pretty much sums up the person I am.

I grew up in the quaint city of Guwahati, the city of blue hills, the city that thrives on the banks of the mighty Brahmaputra and was fortunate to be taught to strongly believe in myself and be a go getter, right from my early days. This upbringing had instilled in me a strong sense of confidence and a positive attitude towards life. I had the blessing of parents who never restricted my dreams and aspirations because I was a girl. I was fortunate to have a life partner who believed in my abilities and always motivated me to push myself a notch higher. While manoeuvring the challenges that one has to face on a daily basis, every time I felt I was not doing enough for my children, I would receive a warm hug and would be told, 'We are proud of all that you do Mom. You are the best mom we could have ever asked for'. And bit by bit, I kept evolving into a personality that I am today.

Women's day for me is not only about thanking all the powerful women who have been my guiding stars but also expressing gratitude to the the men in my life, a father who taught me to soar high and a husband who assured me that the entire sky was meant for me to take flight and explore.



Ms. Mitra Som Saha

AHRD Fellow,
Principal,
St. Vivekananda
English Academy,
Guwahati, Assam





STUDENTS SPEAK

Are you Delivered by Storks to your Parents?



Ms. Shikha Sinha
AHRD Fellow
ERP Application Manager
UAE

This article is a tribute to all the faculties and staff of AHRD who have made this journey possible for us, a journey full of knowledge, learning & exploring

The “truth” that is known to you, before joining this program, is that after the course completion you may be able to add a Dr. to your name (only if you do so) ...but the unknown truth is, that you are adding that title to your mind also. These years of journey which any scholar go through is entirely different than the rest of the human race. There is a complete shift in the thought process. We actually start thinking and analyzing the things around us. Everything, which is there around us, turns into data, then we deep dive in that ocean of data and information to prove/disapprove any existing theory or we create a new one.

In this article, I will share, what triggered these changes in my thought process.

It was our one of the sessions with Prof. Rajesh Chandwani and he asked us to watch the movie, “The Trueman Show”, before the next session. Believe me I watched the movie not just once but

thrice.

This movie is about Trueman (played by Jim Carrey), whose entire life is actually a TV show, which is broadcasted live every day. Except him, everything around him is fake, his wife, his best friend and even his parents. They are all actors and playing the role as per the script. It’s just the Trueman, who is unaware of the reality. Then one day he starts noticing the things around him, and then he realizes that something is not right and then his journey to find the truth, begins...

Let me pause and ask you, are we all, not Trueman in our lives.... We believe what we see or what is told to you. We are conditioned from birth to believe and not to question.

Is there a proof that we were born to our parents and not delivered by some storks to them?

Of course, we cannot ask that to our parents, especially Indian parents -?

No, because we never ever thought, we never questioned...we believed.

The things/facts around us are accepted by us by default, we have accepted theories, without questioning, because someone at some point said so, and may even have proved with few data, facts or figure available at that point of time. But is that the ultimate truth?????

When I was a kid, we were told there are 9 planets in solar system, but is that theory still valid.

Now our kids are taught that there are 8 planets.... but is that again the ultimate truth???

This was the trigger point for me, to start thinking... why we believe on what we believe.

So, this scholar journey for me is all about finding, questioning, analyzing and finding the truth...

Simple words, a journey from unknown to known...



Embracing a problem – a way towards resolution



Ms. Shachi Thakur
AHRD Fellow
Chief Manager (HRD)
PNB

Hey problem! if I avoid you, you avoid me too,

If I don't see you, spare me too

Had it been a reality, we would have found the easiest solution for each trigger of our life, but alas, it has the tendency to propound manifold if we fail to acknowledge its presence....

In the world of human interactions, recognizing the existence of any problem element in its initial phase is not very frequent, and that becomes the basis of continuing and multiplying the same instead of diminishing. This could happen in any role of human life whether in family or within organizational boundaries or interaction with unknowns or anywhere.

A non-emotional disruption/disturbance e.g. inattention, parallel speaking, repetition, withdrawal etc. and an emotional one as agitation/anger, anxiety, stress, irritation, feeling of worthlessness, mood swings, boredom, emotional conflict, sadness, shame etc. and many other miscellaneous ones may push inner inertia into trouble which could further aggravate if not spotted and tackled in a right manner at appropriate time.

When faced with such a problem, there are two choices one can make "to see or close the eye". The natural tendency is closing the eye; the tendency to ignore, avoid or even deny the existence of any inner dissonance. One assumes such dissonance is normal during human interaction and even consider it not worthy of attention or a wasteful energy depleting exercise. The fear of unknown also contributes to holding one back from facing the problem head – on. Covertly, one delves into the practice of denying the fact that it may be improved with little mindful observation and thoughtful intervention.

An accepted belief is that identifying the presence of the problem is critical to solving the problem and denying its existence will delay its rectification.

It is an individual's choice. Either to ignore this dissonance or to see one's vulnerability like watching a drama and seeing one as a drama player. Improvement can only happen if it is watched not as an audience but through the lens of a drama director. Watch yourself as if watching a drama and take it as a game played over and over and be apt in the art of handling human interactions before it turns to dysfunctional one.

Repeat episodes of the drama to find out the facts and say

Hey problem! I enjoy embracing you

With practice, I can see and overcome you

Disturbed inner inertia during an interaction or afterwards is the indication of requirement of an action. See this as a problem, acknowledge and embrace to override it. Once recognized, try to see yourself in the interaction from a distance with repeat telecasts. With this little exercise and intervention, cause of the problem will be surfaced and ways for its resolution will be clear.

Improved Retention of Staff Through Effective Supervisor Support



Employee turnover across sectors and across the globe has increased tremendously in the recent past. There are multiple reasons associated with this. The lack of supervisor support, which in turn reduces the interest-level of staff in continuing their work, is a predominant reason why many employees choose to leave their organization. Perceived organizational support and employee's positive relationship with supervisors have shown to have a positive correlation with staff retention, thereby leading to reduced staff turnover, better commitment, and higher job performance.

A cost-benefit analysis will show why staff turnover is a significant aspect that cannot be ignored by any organization. The costs associated with staff turnover are tremendous and includes:

- The loss of competent and trained staff, leading to a 'brain-drain' within the organization.
- The cost of replacement, which includes budgeting to internal approval process to recruitment to onboarding and training
- The time spent on knowledge transfer by the existing employees is often overlooked by or-

ganizations.

- The loss of productive hours due to the time taken by the new staff to come on board.

On the other hand, the benefits of retaining staff can be envisaged as follows:

- Invaluable experience gained by the staff over the years with the company both in terms of technical know-how and organizational culture can be retained and put to good use for the growth of the organization and increased customer experience.
- Psychological bonding between the long-standing employees can lead to positive relationships and better working environment thus leading to increased productivity, improved revenue and ROI.

A basic calculation will reveal that the cost of replacement is multiple times that of the remuneration of the exiting staff and therefore the impact of various aspects on staff retention should be studied in detail.

This paper enlightens the effect of supervisor support on staff retention.

Supervisor Support and organizational commitment

The role of the immediate supervisor is significant in this regard and studies show that perceived supervisor support has effects on turnover cognitions (Maertz CP, Griffeth RW, Campbell NS, Allen DG. 2007). A detailed exploration of this aspect has important managerial implications. This will enable enterprises to realize the types of support that are influential in developing organizational commitment. Supervisor support is an important factor that has an emotional impact in managing the well-being of an employee. When staff members receive direct and positive supervisor support the potential for the staff to perform increases.

Supervisor support also has significant direct effect on improving organizational commitment and reduce job search behaviors. (Dawley DD, Andrews MC, Bucklew NS. 2008). Supervisor support is crucial in helping staff to remain satisfied and to perform well despite role stress (Naidoo R. 2018). The ability of the Supervisor to make timely and well thought out decisions makes the life of his/her subordinates easier and thus contributes positively to their productivity. In workplaces, positive and timely decision-making capability of the supervisor has been considered an important factor that contributes towards organizational efficiency and workplace satisfaction.

Employee wellbeing and productivity

By promoting employee wellbeing at work at all levels, supervisors and managers can contribute to developing a more committed work force with a better work-life balance and more positively towards enhanced performance and reduced turnover (Baptiste NR. 2008). Organizations need to address the ever going and challenging demands, both from external and internal factors. Supervisors play a major role in helping work teams to respond to such pressures, so that staff can work together effectively and report high levels of commitment and happiness towards their role. (Vignoli M, Depolo M, Cifuentes M, Punnett L. 2018). Workforce, both management and employees, believe that happier and healthier employees increase their effort, contributions, and productivity (Fisher CD. 2003).

In most cases we can see that supervisors do not understand how the lack of positive supervisor support is affecting their staff. Ignorance of supervisors regarding their role in staff retention becomes a major roadblock in fostering a happy work environment and thus leads to staff turnover.

How do we address this?

Supervisors must understand their role in promoting a happy work environment and how this is linked to the retention of employees. This should be implemented in a top-down manner as the organization's goal. When employees raise an issue with their supervisor, the general tendency of the man-

agement is to treat this as a feud between two egoistic employees and leaves the responsibility back to the staff to deal with the situation, without really understanding the depth of the problem. There are several ways in which supervisors and managers can demonstrate their commitment to staff wellbeing and retention - implementation of periodic team building sessions, a 360-degree appraisal mechanism wherein feedback of all stakeholders is obtained, an exit interview process to identify and minimize gaps etc are some best practices that organizations can undertake for staff retention.

References

- Baptiste, N. R. (2008). Tightening the link between employee wellbeing at work and performance: A new dimension for HRM: A new dimension for HRM. *Management Decision*, 46(2), 284-309. <http://dx.doi.org/10.1108/00251740810854168>
- Dawley, D. D., Andrews, M. C., & Bucklew, N. S. (2008). Mentoring, supervisor support, and perceived organizational support: What matters most? *Leadership & Organization Development Journal*, 29(3), 235-247. <http://dx.doi.org/10.1108/01437730810861290>
- Fisher, C. D. (2003). Why do lay people believe that satisfaction and performance are correlated? possible sources of a commonsense theory. *Journal of Organizational Behavior*, 24(6), 753-777. <http://dx.doi.org/10.1002/job.219>
- Maertz, Carl P., Jr, Griffeth, R. W., Campbell, N. S., & Allen, D. G. (2007). The effects of perceived organizational support and perceived supervisor support on employee turnover. *Journal of Organizational Behavior*, 28(8), 1059. <http://dx.doi.org/10.1002/job.472>
- Naidoo, R. (2018). Role stress and turnover intentions among information technology personnel in south africa: The role of supervisor support. *SA Journal of Human Resource Management*, 16 <http://dx.doi.org/10.4102/sajhrm.v16i0.936>
- Vignoli, M., Depolo, M., Cifuentes, M., & Punnett, L. (2018). Disagreements on leadership styles between supervisors and employees are related to employees' well-being and work team outcomes. *International Journal of Workplace Health Management*, 11(5), 274-293. <http://dx.doi.org/10.1108/IJWHM-11-2016-0084>

Taking Emotional Intelligence beyond Workplaces and Adult Education: Integrating EI in school curriculum

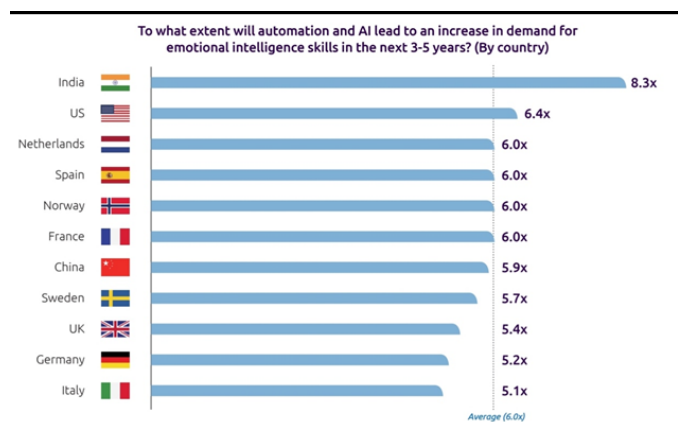


Ms. Mitra Som Saha
AHRD Fellow
Principal
St. Vivekananda English Academy,
Guwahati

‘We need people in our workplace who can connect with others, who display empathy and understanding, (and) who understand emotions. More than ever, emotional intelligence is not just a ‘nice to have’ but a core capability for the future.’ - Pip Russell, Vice President, Strategy, Innovation, and Commercial Operations, Schneider Electric.

A survey conducted by Capgemini Research Institute in August-September 2019 quoted Pip Russell while assessing the need for Emotional Intelligence in the current age of AI. The study surveyed 750 executives from large organizations in the consumer products and retail, retail banking and insurance, automotive, and utilities sectors. In-depth interviews with over fifteen industry experts and academicians were also included in the survey. The survey observes that enhanced productivity, high employee satisfaction, increased market share and reduced attrition were a few of the many benefits that organizations can enjoy by virtue of employees who display a high EI (Emotional Intelligence) quotient. The study further notes that organizations can attain up to four times higher returns by investing in EI skills. Investing in EI therefore presents

a win-win situation for organizations and hence it can be concluded that the demand for Emotionally Intelligent workforce will witness an exponential rise. In all probability, in the near future, HR professionals will include this as one of the primary and non-negotiable selection criteria while recruiting and promoting employees and in talent management. A quick glance at Figure 1 reiterates the need



Source: Capgemini Research Institute, Emotional Intelligence Research, Executive Survey, August–September 2019, N=750 executives. The figures above suggest the number of times demand for

to create an emotionally intelligent workforce in the Indian context. With India perceived to witness a 8.3% rise in demand, can we afford to target developing EI only in leaders and in senior management? Is it sufficient to train the individuals in EI only when they join the workforce? It's time that we reimagined our outlook and aimed at creating course designs, instructional strategies aimed at fostering EI not only in adult education but right from the elementary schools, in the entire K-12 curriculum.

Do we really need to integrate EI in school curriculum?

Even without delving into what research brings forth, or without even seeking validation from empirical studies, one can intuitively say with conviction, that promoting EI in school students could be the solution to several issues plaguing the young minds like depression, aggressiveness, lack of mental well-being.

Also, the way in which the social dynamics are at play in current times, enhanced skills of 'emotional awareness, decision-making, social interaction, and conflict resolution' have become essential 'if children are going to go on to successful adult lives (Romasz et al., 2004).' Humphrey et al., (2007) notes that 'it is becoming evident that general success and well-being in adulthood can be contingent upon learning how to employ these social and emotional learning skills to negotiate life's many challenges productively, in order to reduce the risk of mental health'.

Thus, in the process of nurturing EI skills in students, we take a definitive and fruitful step towards creating career ready, life ready individuals. The body of work done by Goleman (1995); Kusche & Greenberg (2006) also suggests that learning new skills, such as emotional intelligence, is easier when one is young. When we capture them in their early years and groom them across their school, college, university years, these competencies become more intrinsic in nature and can be expected to reach optimal levels by the time they join the workforce or reach managerial and leadership roles. 'Thus it seems critical to review the efforts toward developing emotional intelligence in the school system, which is both a workplace in and of itself and a foundational learning environment for future employees,' observes Rose Opengart (2007).

Before we find out means of developing EI through curricular interventions, we need to answer a pertinent question, Can EI be really developed or is it an innate quality that does not undergo significant amplification through training?

Can EI be taught & developed?

'Fortunately, emotional temperament is not set in concrete. Unlike one's intellectual IQ, which is difficult to change, one's emotional IQ is somewhat easier to modify.' Stufi (1996, Pg 43) noted. Pasi (1997) added, 'the good news about emotional intelligence is that it is virtually all learned.' A similar opinion was echoed by Chrusciel, Don (2006) who put forward that EI being distinctively different from general intelligence, can be developed with proper continuous training. EI develops all throughout one's life, observes the author, 'and can be enhanced through training'. Research done by several authors Kemper (1999), Goleman (1998), Slaski and Cartwright (2003) provide evidence that EI can be improved through appropriate training. Empirical studies like that of Cherniss et al. (2010) have assessed the efficacy of training programmes aimed at

developing EI and have reported enhanced levels of emotional competencies after the intervention group was exposed to multiyear, well-structured training programmes.

In terms of neuroanatomy, it is Emotional Intelligence that facilitates the interaction between the higher brain structures and the older. Humphrey et al, (2007) observes that 'the amygdala has been described as being the progenitor of those things that are entirely self-serving and self-seeking (e.g., obsessive compulsive behaviours, deception, superstitious acts) (McLean, 1970).' An individual uses his EI to empower the higher brain centres to track and direct the primitive emotional signals from the phylogenetically older cerebral structures, such as the amygdala. When one has higher levels of EI, the ability to discern their emotional status, to be aware about their own emotions is achieved 'by using higher cortical centres as an "observer" of internal state' (MacLean, 1977). So what happens when we teach EI to an individual? Training an individual to enhance their EI competencies is actually a way to make the higher brain centres learn and accept new or different patterns of behaviour by deeper cerebral structures. (Humphrey et al., 2007)

How do we teach EI?

There has been extensive research aimed at decoding the ways to develop EI in both schools and in adult learning. Majeski et al., (2017) builds on previous research and based on their belief that training helps develop EI recommends including specific course designs and instructional strategies that are integrated in the curriculum design into existing online higher education courses. Instead of designing separate, stand-alone courses, the authors recommend that training for EI should be integrated with the existing curriculum content through teaching strategies. Experiential learning, role modelling, cultivating mindfulness are few of the action plan suggested. Mayer and Cobb (2000) while accepting that EI can be taught suggests a construct based on socioemotional learning. A review of literature also reveals that Social & Emotional Learning (SEL) has been widely accepted as a means of fostering EI in school students. The aim of the various SEL programmes is primarily targeted at shifting 'the individual's perception of reward from one of self-serving and self-seeking gratification to one where reward is gained through understanding the emotional needs of other people as well as their own.' (Humphrey et al., 2007).

The success of these SEL programmes lie in making them contextual to the caring learning efforts taken by the educators. Several empirical studies have also attempted to examine the efficacy of such programmes and these studies clearly reveal the need to further probing.

Deeper insights on various SEL programmes will be explored in the follow up articles.

In conclusion, K-12 education should be oriented towards preparing effective employees. There is not an iota of doubt that school and work are intricately related and it is expected that schools prove to be breeding grounds for future professionals and prepare people for their future employment needs. The perfect SEL programme may not have been curated but even the existing lacunas can provide HRD practitioners the clue to design their training programmes at workplaces around those deficiencies, thus creating an effective workforce and enhancing the profitability of the business organizations.

References

- Capgemini Research Institute, Emotional Intelligence Research, Executive Survey, August–September 2019, N=750 executives
- Cherniss, C., Grimm, L. G., & Liautaud, J. P. (2010). Process-designed training: A new approach for helping leaders develop emotional and social competence. *Journal of Management development*
- Chopra, P. K., & Kanji, G. K. (2010). Emotional intelligence: A catalyst for inspirational leadership and management excellence. *Total quality management*, 21(10), 971-1004.
- Chrusciel, D. (2006). Considerations of emotional intelligence (EI) in dealing with change decision management. *Management decision*.
- Diamond, L. M., & Aspinwall, L. G. (2003). Emotion regulation across the life span: An integrative perspective emphasizing self-regulation, positive affect, and dyadic processes. *Motivation and Emotion*, 27(2), 125–156.
- Goleman, D. (1995). *Emotional Intelligence*, New York, NY, England.
- Goleman, D. (1998), *Working with Emotional Intelligence*, Bantam Books, New York, NY.
- Humphrey, N., Curran, A., Morris, E., Farrell, P., & Woods, K. (2007). Emotional intelligence and education: A critical review. *Educational Psychology*, 27(2), 235-254.
- Kemper, C. (1999), “EQ vs IQ”, *Communication World*, Vol. 16 No. 9, p. 15.
- Kusché, C. A., & Greenberg, M. T. (2006). Teaching Emotional Literacy in Elementary School Classrooms. *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom*, 150.
- MacLean, P. D. (1970). The triune brain, emotion and scientific bias. In F. O. Schmitt (Ed.), *The neurosciences: Second study program* (pp. 336–349). New York: Rockefeller University Press.
- MacLean, P. D. (1977). The triune brain in conflict. *Psychotherapy and Psychosomatics*, 28, 207–220
- Majeski, R. A., Stover, M., Valais, T., & Ronch, J. (2017). Fostering emotional intelligence in online higher education courses. *Adult Learning*, 28(4), 135-143.
- Mayer, J. D., & Cobb, C. D. (2000). Educational policy on emotional intelligence: Does it make sense?. *Educational psychology review*, 12(2), 163-183.
- Opengart, R. (2007). Integrative literature review: emotional intelligence in the k-12 curriculum and its relationship to American workplace needs: a literature review. *Human Resource Development Review*, 6(4), 442-458.
- Pasi, R. J. (1997). Success in high school—and beyond. *Edu. Leader*. 54: 43-46
- Romasz, T. E., Kantor, J. H., & Elias, M. J. (2004). Implementation and evaluation of urban school-wide social-emotional learning programs. *Evaluation and Program Planning*, 27(1), 89-103.
- Slaski, M. and Cartwright, S. (2003), “Emotional intelligence training and its implications for stress, health and performance”, *Stress and Health*, Vol. 19 No. 4, pp. 233-9.
- Stufft, W. D. (1996). Assessing your emotional IQ. *Teach. Music* 4: 42-43.
- Torrente, C., Rivers, S. E., & Brackett, M. A. (2016). Teaching emotional intelligence in schools: an evidence-based approach. In *Psychosocial skills and school systems in the 21st century* (pp. 325-346). Springer, Cham

Managers and Leaders May Not Have Any Role



Mr Venkat Sundaram

AHRD Fellow

Head L&D

SAR Group

Do you need managers and leaders to manage & develop talent?

Managers and Organizations need to change their mind-set in a world, which is on its way to witness the uberization of talent. This is already happening. We see this in the technology space and mass roles, but people uberization will expand to cover all talent.

With technology advancement, talent motive / values, hybrid working, Gig employee fraternity, outsourced teams, partners etc, the lens through which we define talent will undergo a big change. A lot of industry practitioners and academicians are talking about what "Talent" in today's context means.

Talent is not only about employees on company rolls, but anyone and everyone who are working in the eco system of an organization.

Future is about talent uberization.

Talent on the app / tap, with specialization, ratings, at a fee according to the value they bring to the table, available at working hours as per their schedule and working at their terms.

Digitization and hybrid working is further going to change the landscape of how organizations will need to partner, engage, develop and retain talent.

Every manager, leader & organization would need to reflect on

1) Defining their talent. This could well mean anyone and everyone (External / Internal) who add val-

ue to any organizations customers, talent, society, shareholders and organization as a whole. This extends beyond the traditional scope of the "Organization boundary" or the "Organization boundary" itself would need to expand to include all talent in the eco system

2) How will leaders and managers engage and keep their talent motivated?

3) Will organizations even invest in developing talent or with talent uberization, choose to hire / buy talent

4) How will organizations develop talent (Including External / Internal) if it decides to do.

5) This will call for a radical mind-set shift of managers and leaders – There will be no hierarchies.

6) Leaders and managers will need to flex their mind-set of "managing teams". The word "managing" could vanish and would be to do more about working as peers, competent talent & be accountable to performance outcomes....

7) So no one reports to anyone and the erstwhile manager who could influence their teams (being the reporting manager), and employees who were influenced or tolerated their managers (whatever the reason in their reporting relationship) would come to an end.

8) Existing Leadership models & styles may become defunct...New ones would emerge

9) Everything would boil down to the "Who" am I (read as erstwhile manager). Ethics, values, humanness, trust, emotional quotient, adaptability and more than anything, the individuals (erstwhile manager) capability (competencies) to add value to the talent (talent in the larger context) who are always competent (because they would naturally stay relevant in the uberized talent world) is what is going to be important.

10) Organizations would need to define how they will structure and prepare for this big change
Call to all leaders and managers to question their own mind-set and getting prepared to staying relevant. Do not forget, in the uberized talent world, even we will get rated by the talent who we will be partnering with.... What do you think ? What can managers / leaders do now to stay relevant in future? What Competencies are required to staying relevant in this changing world?

How Organizational Development Is A Boon - A Conceptual Analysis



Mr Deepak Bhatt

AHRD Fellow

*Head - HR & Strategy
Development
Astron Packaging Ltd.*

Organizational Development (OD) has been defined by several theorists. These definitions take different functions in priority. Few effective ways to define the complexity of Organizational Development are described as follows.

The definition states-*"The main goal of organization development is to make organizations more adaptive, in order to enhance them in terms of competence as well as potential intentions so that every organization can incessantly implement planned change efforts on an action orientation basis"*(Brown & Harvey, 2021).

The AHRD coursework examines the changes in the workplace by converging into several perspectives (Choi, & Ruona, W, 2011). It also includes the forces as well as shaping factor which plays a vital role in today's workplace. There are 3 significant external factors that are the drivers of change today:

- Technology
- Globalization
- Company Ownership

This coursework is an ultimatum for increasing the individual internal power along with the facilitation

and capabilities in order to operate as a change agent.

Next come to the Around Human Resource Development (AHRD) definition-*"It is the process where knowledge increase, skills increases as well as the social gathering of people around surroundings increases. Also in terms of economic factor- HRD is responsible for the accumulation purpose of a capital along with its investment as well as development nature in economy"*.

OD is also known as *Objective-Based Technique* which is generally used for inducing a change in complete system for a single entity (Saha & Ekbal, 2013). Combining multiple classifiers using vote based classifier ensemble technique for named entity recognition. Data & Knowledge Engineering, 85, 15-39. It can always be achieved by making rotational shifts in communication. Communication can be done in various forms using (*Verbal Interactions*), for writing communication using *Books, Websites, as well as Magazines*), graphically (through *Graphs, Charts, as well as Maps*), or non-verbally (via non-verbal processes along with their supporting framework). By researching employees' behavior, experts may analyze as well as observe the workplace environment as well as forecast development, which can then be used to promote effective organizational growth.

Significance of Organizational Development

It is significant in increasing production as well as effectiveness and has a number of benefits (Kulkarni, 2013). One of the best ways to encourage favorable results in these criteria is to use a well-thought-out organizational development model. It is normally a process of integrating an organization along with the tools which are very important in order to match the need of the client with the market effectively-

and to upgrade new changes in the market is known as organizational development. The following are some of the advantages of organizational development:

1. **Continual Improvement:** Since OD is capable of providing a continuous great outcome where different methods get investigated, assessed, accessed as well as implemented so to achieve the real life result. Hence. Organizational development is considered to be the method fosters where a company can adopt changes internally as well as externally. Alterations are also taken into consideration whenever needed (Obendhain & Johnson, 2004)
2. **Improved Horizontal and Vertical Communication:** Organization's internal growth is defined as efficient communication, engagement, as well as feedback. Because of a successful communication system, employees are aligned with the goals of the company, their values as well as objectives. Employees can understand the need for change in the workplace if there is an open communication system in place. Active organizational development increases communication inside a firm by regularly sharing feedback in order to drive change. (Postmes, Tanis & DeWit, 2001)
3. **Product And Service Improvement:** One of the major benefits of organizational growth is invention, which is a key contributor to product and service enhancement. As said by a theorist that need is the first step towards invention, this theory also applied to organizational development as –OD played a major role in invention for the purpose of products and service improvements respectively (Thapa, 2017).

Organizational Development's Consequences

Values as well as Assumptions in Organizational Development are characterized by a set of concepts, assumptions, and ideas that shape the field's goals and techniques and distinguish it from other methods of improvement.

Final Thoughts

OD is crucial because it helps companies shift into a more productive phase. Change promotes the introduction of new ideas and approaches while also guaranteeing that a company is both imaginative and profitable.

References

- Brown, D. R., & Harvey, D. (2021). *An experiential approach to organization development*. Pearson Education.
- Saha, S., & Ekbal, A. (2013). *Combining multiple classifiers using vote based classifier ensemble technique for named entity recognition*. *Data & Knowledge Engineering*, 85, 15-39.
- Kulkarni, P. P. (2013). *A literature review on training & development and quality of work life*. *Researchers World*, 4(2), 136.
- Obendhain, A. M., & Johnson, W. C. (2004). *Product and process innovation in service organizations: The influence of organizational culture in higher education institutions*. *Journal of Applied Management and Entrepreneurship*, 9(3), 91.
- Postmes, T., Tanis, M., & De Wit, B. (2001). *Communication and commitment in organizations: A social identity approach*. *Group processes & intergroup relations*, 4(3), 227-246.
- Thapa, S. (2017). *DEPENDENCY OF SERVICE QUALITY ON HUMAN RESOURCE DEVELOPMENT: A survey conducted for cleaning company*.
-

Applying Design Thinking in shaping Employee Experience



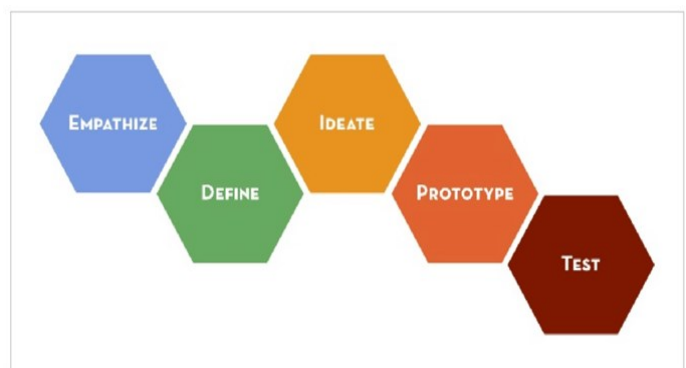
As per the U.S Bureau of Labour Statistics, 4 million Americans quit their job in July 2021 (HBR, Sept.2021). End of July 2021 the number of open jobs was at a record high at 10.9 million. The question lies in why so many people are leaving their jobs and what can be done to understand the underlying issues and co-create a solution to retain talent.

Design thinking can be applied in various HR systems and processes in order to bring out the real employee experience wherever needed. In most organizations, HR strategy and policymaking traditionally has remained inward-looking, where the HR leaders and Business Leaders apply their contextual knowledge and understanding of the organization's culture and people to shape up the HR strategy and policies of the organization. Many times, the actual receivers or the beneficiaries of those HR processes are not engaged or consulted in the process which creates not only challenges in its effective implementation but also misses out on addressing larger employee needs and requirements. Some of the core HR areas where the application of design thinking can provide greater employee experience and outcome are recruitment, on-boarding, talent management, performance culture-building, etc. Employee experience has been defined in Wikipedia

as a “set of psycho-cognitive sentiments about the experiential benefits of employment.” It simply means how an employee experience gets formed when an employee interacts with the organizational processes, supervisor, peers, customers, etc., and in turn, the employee develops a certain attitude or behaviour towards the career or the organization as a whole.

Design thinking as a management concept has been quite popular in the areas of marketing and product development for quite some time. However, its application in the areas of Human Resources (HR) has not been so significant though there are some organizations who have off late started applying the design thinking principles and tools to improve employee experiences. Employee experience is becoming a new area of focus for organizations in recent times and it has got further momentum during the current pandemic and the challenges imposed on organizations due to the “Great Resignation” episode. Organization and HR leaders need to continuously think about how to shape their HR practices to create a better employee experience.

Hasso-Plattner Institute of Design at Stanford prescribed a 5 steps model to implement Design Thinking :



Step-I:

Empathize – Design thinking process relates to how empathetic understanding can be created to understand the problem which needs to be solved. This process involves how one needs to interact with people (customers or employees or any other stakeholder in the business) to observe and understand their issues and challenges.

Step-II:

Define – How do we define the problem? In this stage, all information and data received through empathize phase is analysed and synthesized in order to understand the core problem.

Step-III:

Ideate – Here the project team members start generating ideas by using various ideation techniques. As the user requirements are well understood in the Empathise stage and subsequently analysed and synthesized well in the designed phase, the ideation process gets robust support.

Step-IV:

Prototype – This is the experiment phase, where a scale down version of the product or services will be produced and also tested by the same team or another team in a different location to find out the best possible solution for the identified problem. This phase provides tremendous insight into how real users will view this solution.

Step-V:

Test – In this final phase, the prototype solution will be rigorously tested to see how it provides the best solution to the problem. In this stage also, required alterations and refinements are made with a deep understanding of user requirements.

Considering the fact that the Design Thinking process is non-linear, the steps need not be followed in a sequential manner. Different steps can be followed at the same time by different project groups while working on a particular project or an initiative.

While design thinking has become an integral part of engineering and design discipline way back, it has also found its grounding and application in business and management. Principles of design thinking can be applied in all industries and across disciplines. In a knowledge-based VUCA (vulnerable, uncertain,

complex, and ambiguous) global economy, there are waves of disruptions that are getting created by technology, geopolitics, and also pandemic like Covid. All these are continuously impacting the way business is conducted today, which in turn has a significant impact on employee morale, motivation, productivity, and organizational culture. Therefore, HR systems and processes need to be aligned and if needed re-defined with the changing business needs and employee demographics in order to attract, develop and retain the right talent for the business.

Let's have a closer look into some of the global organizations that have applied design thinking in some of the HR practice areas in order to create a greater employee experience. **CISCO** was one of the first companies to recognize the potential of applying design thinking in HR areas. In 2016, CISCO launched a program called HR Hackathon to re-imagine HR solutions for its 71,000 employees globally. This led to the development of 105 new HR solutions and processes in several areas of HR like recruitment, onboarding, leadership development, talent management, etc.

Design thinking does not improve the employee experience alone, it has a direct linkage with improving customer experience also and therefore it can be a potent tool for achieving business results and outcomes. In an interview with Harvard Business Review (HBR), Dianne Gherson, IBM's Head HR said that they could see an increase in customer satisfaction due to a higher level of employee engagement. **IBM** got their employees involved with HR and external experts to reimagine their Onboarding system as well as the Performance Management process to identify current issues and challenges and bring out the right solution to improve that.

Pixar has got a dedicated Employee Experience Manager, who regularly holds employee conversations in order to constantly understand employee needs, requirements, experience, and gaps and provide those input in the process of making employee-centric HR interventions.

SAP has identified four critical success factors when implementing design thinking:

1. **Leadership:** Link design thinking initiatives to your strategic goals. Provide direction, resources, and commitment.
 2. **People:** Enable champions to lead the change through successful lighthouse projects. Build up an internal design thinking community where best practices are shared.
 3. **Process:** Use the generic design thinking framework, but evolve the method and tools so they support your company's objectives.
 4. **Environment:** Develop and create collaborative workspaces for your workforce. Focus is on how to co-innovate with your customers and partners.
 5. Liedtka, J.(2014) Batten Briefing: Understanding the Power of Design Thinking. Retrieved from <https://issuu.com/batteninstitute/docs/designthinking-121814-issue>
 6. Deloitte Global Human Capital Trends, 2017..
-

Changing landscape of the business and ever-increasing challenges are leading to the need for developing a higher level of employee experience at the workplace so that it leads to high engagement as well as talent retention. HR has the opportunity to leverage the design thinking approach for co-creation purposes involving cross-functional teams which not only can lower the challenge of implementation of HR policies and programs but also create a deeper involvement of people from other functions in evolving people practices in the organization. Soft is hard now!

References

1. Martin, R. (2009) *The Design of Business*, Harvard Business School Press.
2. Liedtka, J. (2018, Sept-Oct) Why Design Thinking Works, *Harvard Business Review*
3. SAP (2016) Design Thinking and Digital Transformation
4. Kolko, J. (2015, Sep) The Evolution of Design Thinking. *Harvard Business Review*
5. Martin, R. (2009) *The Design of Business*, Harvard Business School Press.
6. Liedtka, J. (2018, Sept-Oct) Why Design Thinking Works, *Harvard Business Review*
4. Kolko, J. (2015, Sep) The Evolution of Design Thinking. *Harvard Business Review*



ACADEMY OF
HUMAN RESOURCES DEVELOPMENT

Fellow & Associates Programme

in HR & OD

2022-25

Designed for working professionals,
entrepreneurs, management faculty,
trainers & consultants.

A DOCTORAL LEVEL PROGRAMME
OFFERED BY AHRD IN HYBRID LEARNING
MODE

 ACADEMYOFHRD.ORG

 [/ACADEMYOFHRD.ORG](https://www.facebook.com/ACADEMYOFHRD.ORG)

For more information refer overleaf or
call 0 922 720 8875 email: admin@academyofhrd.org
visit: <http://academyofhrd.org/faprograms.php>