

# HERE & NOW

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Quarterly Newsletter of the Indian Society for Applied Behavioural Science

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## summer event

### Goa

From the Programmes Team

Dear Friends

It is indeed a pleasure to greet you all through this column.

The current team has gradually settled down into the routine of programme management with the support and encouragement from several quarters. Initially things seemed to move on well oiled wheels- with everything going according to plan. The experience of working in a virtual team was a bit of a novelty. The opportunities for direct meetings that presented themselves were indeed very welcome.

There were moments of anxiety that we had because of some last minute hiccups over the venue. The management of Dona Sylvia came to our rescue with true Goanese charm. This was also a moment of truth for us – we were so warmly supported by the entire community.

The event in Dona Sylvia was well attended – we could have run a few more labs if the venue had rooms. Both weeks ran full and the support from the Professional Members has been tremendous. Some of them had to put up with some personal inconvenience due the shortage of rooms and the location of the Lab rooms

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### Labs at IHMR, Jaipur

## Reaching and Being in touch with Students...



The Director of **Institute of Health Management Research, Jaipur** (the leading post-graduate institution which offers an MBA degree specialized in Health systems) sent a request to Sankar for ISABS to conduct human process Laboratories for their entire incoming MBA batch. The batch size was 120 students, all from a medical or para-medical background (MBBS, MD, Dentistry, BA in Physiotherapy, Occupational therapy, BSc). Based on discussions between Shankar, Manas and myself, I took on the role of Coordinator for this as a Special Assignment. We decided to hold 12 labs with 1 facilitator each (as opposed to 2) due to the budget limits, IHMR being an educational institution. All professional members interested in working with the student group and on a low-fee basis were invited to send their names. 17 members responded and with enthusiasm and others sent in their good wishes and encouragement. The faculty group was selected by random drawing of chits. Two members dropped out due to some change or event and the "standby" list was tapped. The final team consisted of : KK Mehta, CN Kumar, Ramesh Galohda, Veena

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Dear Reader,

There are interesting small group dynamics involved in the work of an editorial team almost all of whom are in different cities. We continue to 'perform' in an experimental way using the internet and email to the greatest degree! Slowly and steadily, we'd like to think we're getting 'used to' each other and falling into the quarterly rhythm of producing this newsletter for all of us!

There's more task clarity as we move ahead. The Board in May in Goa advised a greater cost control even while appreciating our foray into colour. Both financials and the environment are factors that have to be considered as we face the future. Is it possible to combine colour with a paperless eco-friendly newsletter? Yes, if one goes electronic! We therefore intend to move to an electronic newsletter format as the normal one for 'Here & Now' from early or mid-2009. It will be available to everybody who are now on our

mailing-list provided they have access to the internet. And that's true for almost everyone these days.

We will continue to print 'Here & Now', but in reduced quantities for those who would still like to hold the newsletter in their hands to read it! But this will have to be at a price from January onwards. This subscription would be in addition to the membership subscription and would help to defray the printing and distribution expenses that have increased.

We would really like to know what you think of these proposed changes. Also, as we start to collect email addresses for the electronic newsletter, please let us have your email address with the Subject 'Subscribe'. Send your emails to [isabs.publications@gmail.com](mailto:isabs.publications@gmail.com).

Our warm welcome to Anuradha. Anuradha Deb, based in Mumbai, joins our editorial team from this issue.

Anuradha, Arati, DP, Neena, Sanjib and Sridhar

### **Summer Event - Goa** - Continued on from page 1

which they did without complaint. There were moments when we could see that the system adjusting or adapting to the changes in the team composition. Holding a role in a system where volunteerism and shared values are the basis for member contribution and collaboration, has indeed been very exciting.

To be precise on the numbers Summer Event accommodated 231 participants who included 156 for BLHP, 35 for ALHP, 11 for phase A, 5 for phase B and 4 interns. We had 44 facilitators combining both weeks and we worked through 24 groups in both the weeks. We had planned some special theme labs which had to be dropped in the context of venue related crisis that came up. Thanks to professional members offering those special labs they accommodated with the change.

One of the major highlight was Interns lab, the new PDP deans have created opportunities for learning laboratory for interns who are ready on the path of their grooming towards professional membership of ISABS. Most importantly interns agreed to attend these learning labs towards their professional growth. This demonstrates that we are and we can become a learning society. There were other opportunities created for Phases to share their work with professional members and move towards learning. One of the sessions was on values by phase B where professional members participated.

There was an event during the first and second weeks, where 35 professional members spent three and half hours together brainstorming and learning from each other about the concept and application of "here and now". This was an occasion of feeling proud that without being accusative and defensive we shared and heard about understanding and struggles.

New board met in the mid event though without physical presence of new president Manas Shukla and took several decisions that were lined up. One of the most important of those decisions and more relevant for sharing here that board this time welcomes two new Professional Members Arati Mohan and Khirod Patnaik.

We are now looking forward to more action and meaning making in the next event. And we take this opportunity to seek your continued support and encouragement.

Best wishes

**Archana Shrivastava  
Lalitha Iyer  
Raj Kumar**

The second week began with the oppressive heat of summer at its height. This heat came into the opening faculty meeting as well with issues of PDP staffing being the dominant theme.

The opening community was about asking questions about self that brought many of us here to the event. These questions because part of our quest for the week.

We have learned the art of running smooth events. I had nothing much to do as Acting Dean- Programs. Everything happened like clockwork. We did face some hiccups towards the end of the event for the party and the closing community because of the rains that came.

I had a great experience of facilitating a Phase A with Jasmeet. All faculty reported meaningful lab experiences which was also echoed by participants during the closing community session.

The Faculty "get together" were laced by some greating singing from Sharad, Monsoon, Ganesh and others. Ganesh also gifted his book "Bollywood Melodies" to all of us.

I did miss Manas through the week.

Overall, a lovely, meaningful week. It started with the oppressive heat and end with the cool rains. Symbolically too, this was the journey for many of us.

Sankar

Why simple statements can't be just plain simple?

Too much profundity - we are all trying to impress with our profundity

One life - half has gone; hopefully the rest - live it fully; I love you - SELF

Future lies in sleep so go to sleep !

ISABS ~ EYE SOBS

Want one more day

Do not judge, lest ye be judged

Beginning - communication breakdown

'to say or not to say'

ISABS mein hum kuch badal se gaye, hansne lage gungunane lagane; pehle mashoor this apni sanjidgi ab jab dekhiye muskurane lage

Let us structure

The rest of my life begins now

Claustrophobia

I am in love with myself

Facilitator attacks - also sleeps

Ok Confront

Highly emotional creatures wandering loose

Emotional expression - bullet proof emotions !!!

At last - close to the end

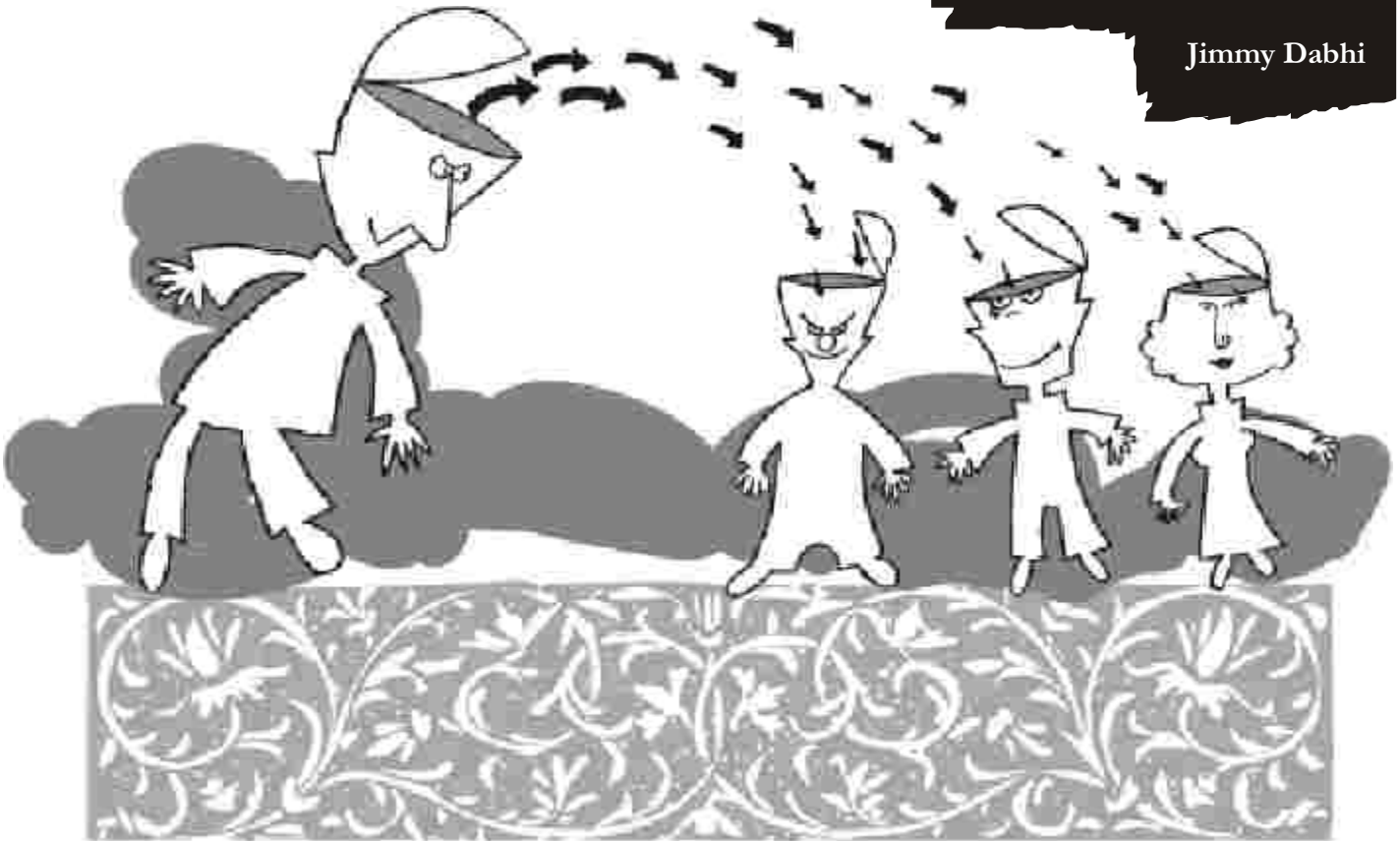
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# The Human Process Laboratory Training

– A Perspective

Jimmy Dabhi



Those who come to Indian Society for Applied Behavioural Science (ISABS) training events may have heard of Human Process Lab (HPL) but may or may not know in details what these HPLs are. Human Process Laboratory training is also called T-group Learning (Training Group Learning), originally known as Basic Skills Training Group (Bradford, Gibb and Benne, 1964). It has evolved from human relations training which arose from the study of behaviour in small groups (Lewin, 1947), and later developed into a wider focus on human interactions in many settings. This article is an attempt to help people understand the objective, method and modus operandi of the Human Process Laboratory training organised by ISABS in India over the years.

Let me begin by stating what I have argued (Dabhi, 2005) elsewhere. It seems to me that there is no best way of training. Various factors and actors – trainers, trainees, environment, emotional climate, and content- influence training. The methodology will also depend on the trainees' preference for learning style and the use of learning faculties – audio, visual, behavioural, experiential and experimental. Experience also bears out the fact that methodology which reduces trainee-taught dichotomy [Freire, 1972; Heredero, 1989], enhances the training process. It is also acknowledged that the method of learning, if made more participatory, would yield better results.

<sup>1</sup>Personality refers to those attributes that affect the manner of interaction with others, attitudes, needs, values, beliefs and drives [Rowe and Boulgarides [1992:63].



## *Components of T-group Learning*

There is a huge literature on training and training components. I would like to highlight six components which are important to me, as Human Process Lab facilitator and helpful when taken into account and should be conscious of during the lab (for details see Dabhi, 2005).

- 1) The participants: The socialisation of trainee-participants, their world view, assumptions, beliefs, attitudes, 'the nature' developed over the years and motivation to learn considerably influence nature and quality of participation and learning process.
- 2) The facilitator [trainer]: Similarly, the socialisation, values, worldviews, assumptions, attitudes, needs, motives, prejudices, biases, personality and behaviour of the facilitator influence the facilitation of the training-lab. Max Weber (1947) looked at power as the possibility of imposing one's will upon the behaviour of other people. Obviously, being in the position of power, the facilitator influences the participants and training process considerably at least initially when dependency on her/him is high. The personality<sup>1</sup> of the facilitator, as much as that of the participant, influences learning process.
- 3) The content of training [subject matter]: In the experiential lab training environment the subject matter is people who are in the lab - the participants, the facilitator; and the thinking, feelings, perceptions, feedback and behaviour that they bring to the group there and then. The learning agenda is generated as people act in the group, articulate and present themselves in the group. Persons that we are and what we want to become is the subject matter of learning in HPL setting.
- 4) The human processes in lab [the human dynamics]: Various processes take place in training as people interact and different issues emerge through these interactions, such as cooperation and competition, inclusion and exclusion, power and authority issues, gender and sexuality, acceptance and rejection. Concepts, issues and processes pertaining to leadership, conflict, decision-making, participation, equality, decision-making, power equations, co-option [between trainers and trainees and trainees themselves] often arise in training. These concepts, issues and dynamics may totally escape the

attention of the trainers but if well handled and addressed, training can become more enriching and effective.

- 5) The methodology used [the technologies and instruments used]: Means are better received when they are sensitive to participants needs and considerate to the milieu in which training is organised. Human beings are not guinea pigs and therefore ends do not justify means. Having said this, creativity and spirit of experimenting need not be abandoned in choice of methodology. There are dangers and concerns raised when the facilitator primarily focuses on the methodology and instruments of the training and fail to address the subject matter for learning. In the HPL it is the group and persons within the context of a group where they have chosen to be to examine and experiment on their behaviour and its impact to enhance effectiveness, mutual respect, dignity and greater satisfaction in human interactions.
- 6) Culture and milieu [event and organisational environment]: The social culture of the place and the organisational culture of the institute which holds/conducts the training play a key role in conceiving and delivery of the training. Often, taking the participants away from their daily milieu helps in focusing on the training content and avoids other dynamics, which may be hindrance to trainees' experimentation in the initial stages.

Let me now come to the Human Process Lab where we basically focus on experiential learning. There are several ways a person may learn, e.g. intellectual, affective, behavioural/motor, etc. Hicks and Gullet (1976) state a few other ways too:

- 1) Imitation – copying others,
- 2) Vicarious learning – learning by seeing others,
- 3) Learning by habit – doing something repeatedly,
- 4) Learning by 'putting through' – where a group/facilitator may suggest a new behaviour for person concerned.

Learning is also a change in behaviour based on experience. It does not include maturation; or change in behaviour due to organic factors such as fatigue, drugs, or illness. Learning greatly affects the way people think, feel, and act and modifies their beliefs, values, and objectives.

HPL is a part of applied behavioural science learning. The focus of learning is human behaviour and the motives behind the behaviour. It is suggested that our behaviour is not at random, it is goal oriented. It is caused by and directed toward some end that the individual believes to be, rightly or wrongly, in her/his interest (Robbins 1989). Behaviour can be predicted if we know the individual's perception of the situation s/he is facing or imagine what is important to her/him in that situation. The goal of HPL is to facilitate behavioural effectiveness and satisfaction through interaction within a group and social setting.

### *Human Process - The Laboratory Method*

The history of human relations training has been largely influenced and advanced by the laboratory method of learning and change. It is further argued that the laboratory approach is an educational method developed primarily by the national training laboratories (Bradford, Gibb, and Benne, 1964, Hanson, 1981). Feedback from facilitators and participants suggests that individual and group behaviour, together with the experiential learning generated by interpersonal and group activities, appeared to produce greater learning and stimulate more interest than traditional learning structures (seminars, lectures, etc.) of the training programme (Hanson, 1981). My own experience and feedback from others suggest that laboratory method offers a different kind of learning experience compared to the structured methods, and difficult quite effective with some people, though difficult.

The laboratory concept of science is largely effective because of the experimental and experiential nature of the training with individual and group behaviours and its effectiveness in the group. The "there and now" human process (not only what we do but how we do) is experimented upon, tried out and learned in the laboratory situation and is hopefully applied outside the lab situation, in the back home situation and environment.

The group normally consists of 10-12 members who meet with a facilitator/s and work together as a group during the training event. The number of hours of work and duration of training that have been suggested are based on previous experiments and studies. As you may have experienced, it is unstructured; in other words there is no formal agenda, no guidelines about appropriate or inappropriate behaviour, and no clear leadership.

### *HPL Facilitator is the one who facilitates*

The role and function of the facilitator in HPL is to facilitate and not to lead. S/he is in some way like a coach in a soccer team who is part of the team but has the role of a coach to ensure that the team develops and the members in the team are empowered. The empowering process is done in a group and not by individual coaching. Therefore the facilitator in HPL unlike the counsellor or a group therapist focuses on and helps the group and the individuals as the members of the group in and through the group. The focus of the facilitator is the group and persons within the group.

Experience suggests that often facilitators have varied style within the broader perspective of group focus. Sometimes these styles are loosely talked about as 'nurturing', 'aggressive', 'confronting', 'empowering' etc. My own personal experience and observation suggest that some facilitators' styles tend to create high dependency in the group on the facilitator while some function very democratically. The interventions and the words and statement used in the interventions have often been indicative of the facilitator's approach to HPL and the values they uphold and exhibit.

Facilitators and participants must guard against false openness (sometimes camouflaged as self presentation) which can lead to ineffectiveness and dysfunctionality in the training set up. This behaviour need to be discouraged which is exhibited in story telling, false exposure of 'who I am', and blowing one's own trumpet. Unfortunately at times a few facilitators are found to indulge in self presentation and occupying group time and space with a motive best to serve their interests. Self presentation in HPL is a tricky business and can be subject to manipulation if facilitator and participants are not constantly and consciously aware of the 'self-presenting' processes and their influence. Openness on the part of the facilitator to learn and abide by the values and ethics of HPL has an empowering effect on creating and sustaining the learning environment in the lab.

### *Understanding group processes*

Group processes are often called group dynamics and used interchangeably. Group dynamics is a field of study concerned with interactions and forces between members of a group. It is the field of enquiry that deals with the nature,

formation and functioning of groups. It also involves the study of the structure, processes and behaviour of groups and their influence on the behaviour and performance of individuals. Group dynamics was developed as an academic and research discipline in 1930s by Kurt Lewin, a social psychologist of the University of Iowa, USA. Understanding and handling group dynamics (processes) is important in order to increase the effectiveness, empowerment and productivity of the group (Gibb, 1975).

Group processes also refer to the manner in which group actions are constructed on a continuing basis. In other words, processes are *how*, the manner in which it does *what* it does. The process emphasises changes in the flow of activities; indeed group processes indicate how structures are established and how they may change over time. Process also points to the subjective perceptions of group members and their active involvement in group life. The grasp and analysis of group processes provide a better understanding of the following: How is the group being formed? How is the group developing at various stages? What forces (power equations) operate in groups? How do groups make decisions and solve problems? How do group members and the group as a whole change and adapt? How do groups achieve cohesiveness and handle conflicts? How does the group influence the behaviour and task performance of its members?

Experience suggests that all groups are different just as all people are different. Working with each group and facilitating each group is different. However, over a period of time, one realizes that certain group processes occur often enough that it is possible to make some general statements about them. These processes, taking place in the “here and now” are often described and categorised as themes, issues, stages, etc for better understanding and facilitation. Processes can be complex and not all the processes are picked up and addressed in the group. The facilitators have their own preference and priorities and thus address some of these processes that unfold in the group. Apart from considering the stages of group facilitation that are involved in planning a group learning session or a workshop, the facilitator also needs to know something about the process/es that can occur in such a group. There is no best way or the correct way of coping with a particular process; everything is dependent upon the people concerned, the context, the perceptions and analysis of the facilitator/s and of group members (Bernard, 1995).

It is common experience that in the initial stage of HPL, a good amount of time and energy are spent on discussing the content of what is to be said or articulated in the group. This is called the content, different from the process. The anxiety of the group about what we want to do, the topic for discussion is to do with the focus group on the content and not the process/es. Not that they do not have relevance in a group life but in HPL the process that is the *how* is equally relevant and focused on. Therefore the facilitators facilitate the group to pay attention to not only **what** is being said and done in here and now but **how** it is being said and done. To function effectively and derive satisfaction, the process is equally important. In fact, when there is discussion about changes in behaviour, emphasis is again on the content, package of knowledge and skills that s/he should know so that s/he can behave in a different way. The underlying human-process in training is often neglected. Understanding processes means to allow the group to observe and reflect on how and why they behave the way they do and what impact their behaviour has on people and vice versa (Dabhi, 1999).

### *Group processes - food for learning*

As suggested group, processes imply the manner in which group actions are conducted on a continuous basis. Pareek (1998) defines processes as the underlying human interactions and behavioural dimension of an organisation. Therefore actions which are interactive with other members in the group become interactions. In HPL these interactions are food for learning. Clarity on these group actions or behaviour will throw some light on learning in HPL. George Homans, a social psychologist has identified three basic elements of group behaviour:

- 1) **Activities:** These are physical movements which people make and which an outsider can observe while analysing the working of a group. Who is looking at whom, who speaks, how long, after whom, who goes to the toilet and when, who sits next to whom are examples of activities.
- 2) **Inter-Actions:** These imply the stimuli and responses of people in the group participating in the activity (what is happening). These may be verbal e.g. two members addressing each others, or non-verbal e.g. someone offering tissue paper or a glass of water to someone.
- 3) **Intra-Actions** (within oneself): Homan calls this activity as sentiments. These actions refer to all that happens to an individual in the group within herself. It could be the

feelings experienced, attitudes and drives that exist within a person about what is happening in the group and others and how she perceives all that. These are not directly observable and must be inferred from the activities and interactions which express them. For example, we may infer that a person is angry or sad from what she says and how she says it.

Often in HPL one hears people say “I don’t know what is happening in the group”. Yet others say with a smile on their face, “I do not know why we are silent but somehow this silence is upsetting me, it is creating a tension”. Silence in the group is an activity as stated above and it stimulates action – intra or inter as described above. When intra-actions are articulated, they have a potential for inter-actions and these are processes which provide data for the group to learn from about oneself, others, group and about various issues such as how we communicate, whether we have a purpose in our communication, if there is a struggle for power in the group, or if we are competing or cooperating.

### *Here and now vis-à-vis there and there*

A word about here and now is appropriate at this juncture. It has two aspects – *here*, the space dimension and *now* – the time

dimension. The *here* dimension refers to the processes that take place in this laboratory setting, in the room we are sitting and not so outside of the room or the lab. The *now* dimension refers to time of the process. These processes are of the present and not the past. What is happening to the members and the group now is under the scanner and not what happened in the past. Group members discussing the content and processes of the past are sometime referred to as ‘kite flying’ or ‘story telling’. The process of group sliding away from here and now to *there* and *there* can be very subtle and at times even facilitators are found to be doing or even encourage it.

Having said that let me state that in no way I want to argue that *there* and *there* data is irrelevant and of no consequences to group life. But for the purpose of learning in HPL laboratory setting where to some extent ‘controlled’ conditions exist the data generated here and now in the lab is focused upon and not the data of the past. Past data is of relevance where the residual or the past has impact on the group right here and now in the group. For example something was said or done in the first session of the lab and a member/members are carrying the hurt or anger on the fifth day and it is influencing their behaviour one way or the other. Bring this to the group and working on it is here and now thought the trigger and some aspect of the data are of the past.

– To be continued in the next issue of *Here & Now*



## **Labs at IHMR, Jaipur** *Continued from page 1*

Pinto, Archana Shrivastav, Somali Gupta, Bhanumurthy Kota, Pradeep Prakash, Khirod Pattnaik, SM Singh, Viren Sisodia, and myself.

The Labs took place at the green and serene campus of IHMR, Jaipur from 8 - 12 July 2008. The opening faculty meeting contained in-depth discussion of proposed design and we finally agreed that it would primarily be a T-group with one full-group session every day. The full group session's theme and design would be decided by those who felt "moved" or enthusiastic to do so and the rest of the facilitators would also hold the space. This sub-group (who would design the next day's full-group session) would be decided at the end of each day, after clinicking. The sessions which emerged were : Opening micro-lab on Day 1; the theme of "Power" worked in a World Work style (from the process-oriented Psychology theory) on Day 2; Session designed as mid-week community session on Day 3; the

theme of "Self beyond roles/motivation/power/persona" on Day 4; and Closing Community session on Day 5. Since this participant group will live as a community for the next 2 years, these large-group sessions were included to enhance the awareness of being part of a large group and build a sense of ownership and inclusion. They did achieve this as feelings of : bonhomie; awe at the diversity and talent displayed during exercises; respect; pride, acknowledgement (sometimes grudging!) could be felt in the air during the sessions.

The labs were very appreciated by the students (about 80% verbally said they would like to do an ALHP), Dean (academics) and the Director. We also recommended there be a follow-up session for the students so as to help them reflect on and strengthen their new shifts and the Director has agreed to a 2-day follow-up. We also reflected on the unique dynamics which got played out in the event and saw links to the groups' age and life stage - my hope is we articulate or write about these so we can use them in future programs with students/youth.

**Jasmeet Kaur**



# THE SOCIAL SECTOR

# SDS

Zeb O. Waturuocha



The SDS is always referred to as the Third Sector of an economy and treated as such. However, this is the sector that deals with the human beings that handle other sectors of the economy. For several decades, development was viewed mainly in terms of accretion in material wealth of nations and measured in terms of rate of growth in domestic product. Economic growth was regarded as a function of capital inputs, both foreign and domestic. The pursuit of economic policy was to mobilise the resources required for achieving a desired rate of growth. Accelerating the rate of growth was supposed to take care of both economic and social problems.

In the case of India, the social problems are a result of *complex nexus between factors of exclusion and inclusion rooted in history, values, and cultural ethos*. Many of the social issues based on the policy of segregation have not been addressed by the development strategy. Recent policies of globalization have further undermined the role of larger societal norms as well as the state apparatus that could counter exclusionary forces. The agenda of social development has remained unfinished, keeping social tensions simmering.

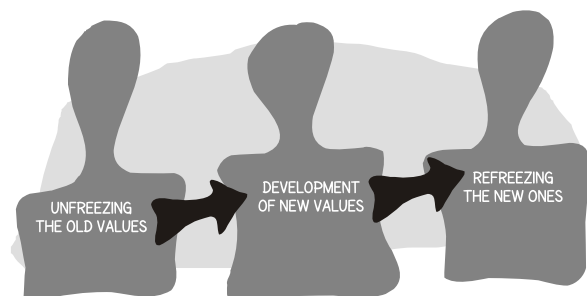
Today, the policy debate and orthodox economic liberalism is giving way to concerns regarding social consequences of globalization, as it affects the poorest and the marginalized sections. Thus a number of highly important and far reaching social policy measures have been brought on to the development agenda e.g. right to information act, rural employment guarantee act, the rural health mission, protection of women....

In practice, the impact of these measures is not felt because majority of the policies, though pro-poor, have political overtones.

This paper reviews the role of sensitivity training groups/institutes in about a change in the mindset of Policy makers – Broad Pro-poor policies leaving sufficient room for understanding and interpretation Policy implementers – Interpretation and implementation as per the whims and fancies of party in power Policy beneficiaries – “Caste in concrete”, we are poor because we are poor.

The vicious circle of poverty with which the country presented a begging bowl to the world is already broken at the economic front. India in the eyes of the world is no longer ‘a good for nothing, over-populated, hunger-ridden nation’ but has become the gateway to the world economy and power. This has been facilitated by the overall manpower availability in the country.

The implementation of Improved facilities in education, health, welfare, communication, local governance, social security....and other policies have not convinced the poor and the marginalised that they are part of and accepted in the society. This is because the approaches to policy formulation and implementation do not incorporate any strategy to sensitise the target groups to believe in themselves and their freedom to live an equally comfortable life. Rather the policies



PROCEDURE OF SENSITIVITY TRAINING

are made especially for them and regarded as inclusion policies.

Sensitivity training is about making people understand about themselves and others reasonably, by developing social sensitivity and behavioral flexibility. Social sensitivity in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view. Behavioral flexibility is ability to behave suitably in light of understanding.

### Sensitivity Training Program requires three steps:

#### 1. Unfreezing (un-learning) the old values and beliefs

–It requires that the participants become aware of the inadequacy of the old values, beliefs, ethos and structures that drive their behaviour till date. In sensitivity training, the trainee faces dilemma in which these old values are not able to provide proper guidance. The first step consists of a small procedure:

- The group is without any objective hence, looks to the trainer (development worker) for its guidance. But the trainer (development worker) refuses to provide guidance and assume leadership
- The trainees are faced with uncertainty and even challenge the development worker, some even threaten to throw him out of the locality, some withdraw from the groups, yet the development worker is not anxious to provide leadership; this motivates the group to find a way out to resolve the impasse.
- People start assuming roles such as leadership which may not be liked by others, conflict arises and is resolve. This gives confidence to the group that they can resolve conflicts any where.
- The result is that the group begins to realise that they can do things for themselves and encouraged by this, they decide on what they want, how they want it and who will do what.

2. **Development (Learning) of new values, beliefs and ethos** – With the guidance and support of development workers, the people begin to acquire new strength, examine their interpersonal behavior and talking to rather than the usual talking about each other by way of feedback. Sufficient data is provided for the feedbacks which are on the behaviour rather than on the individual and this motivates the people to experiment with range of new behaviors and values.

3. **Refreezing (Re-learning)** – As the process of change enters the second phase and people find meaning in their new behaviour, old values that never worked well or that are out-dated are replaced, some of them are modified and some are accepted and

practiced as they are. The new values conflict with the old values in the beginning. Depending on the opportunity that the people have to practice the new values, over time, the new values and beliefs overtake the old ones and people start practicing them unconsciously.

ISABS as a specialist institution in Sensitivity training has a vital role to play through its professional members scattered all over the country. Working directly with the rural poor may be a Herculean task for all but there are professional members who are already in the field. There are also those that want to help but do not know how to go about it.

I am using the media of this paper to invite ideas, suggestions, proposals, volunteers... from the readers, professional and associate members, PDP, and all that have experienced the effect of ISABS sensitivity training to come forward, let's work together. Let the benefit that ISABS methodology accrues for the elite in industry and government permeate to the rural vein of the economy.

We need to sensitise our development workers  
We need to sensitise our youth  
We need to sensitise our care givers  
We need to sensitise our policy makers  
We need to sensitise our teachers and,  
Above all, we need to sensitise ourselves.

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### With a Heavy Heart

Our Dean of Programmes Lalitha Iyer and her husband Balu tragically lost their younger daughter Sukanya (Gowri) on July 20, 2008, to a sudden attack of encephalitis. Gowri had just joined the Asian College of Journalism, Chennai, after her undergraduate and postgraduate studies at Nizam College, Hyderabad, and the Tata Institute of Social Sciences respectively. Humorous, intelligent and compassionate, Gowri leaves behind a deep void in the lives of her family and friends. Her family friend Shanti Yeachuri writes: *"I don't recall a soul who didn't have a kind word to describe her. Gowri was someone who identified herself with animals, nature, youth, homeless and the list goes on. She always stood for justice and never hesitated to fight for it in her own compassionate way be it for animals or humans."*

Another friend Anita says *"Suku is/was an adult yet she had a child's innocence, curiosity and sense of justice. Most people lose that when transitioning from being a child to adult. I do not know a word to describe this special quality in her but I know everyone who knows her knows it. People fight for justice and right, Suku did not need to fight. She would just ask simple questions that took you by surprise, smile and made you think."*

ISABS community shares the grief of Lalitha and her family and friends, and we wish them strength and calm to bear the loss of dear Gowri.

# Facilitation from the Inside Out (John Epps, 1994)

T. T. Srinath



*Editorial Comment.* T. T. Srinath provides a summary of an article written by John Epps.

To facilitate is, to translate from the Latin, ‘to make easy.’ One who facilitates is one who makes it easy for others to perform their tasks.

The facilitator thinks through procedures and formats that enable a group to gather its cumulative insights, to order them and then to decide on a course of action that has consensus and commitment backing it.

Facilitating, in a profound sense means calling out the authentic humanity among participants in a group and assisting the group to become more than the sum of its parts. It is a task of reconciliation; of individuals with the group, of people with the organisation and of people with themselves.

Facilitators know that people are moved by hopes and dreams.

People live in the tension between the desired future and the present condition. Attempting to reduce that tension by negating the future is a common but dehumanizing practice. Even in the midst of knowing what you know, you still dream. People are driven to hope, even in hopelessness and that hope is a driving force in human affairs. So facilitators dare to draw on vision to elicit unspoken hopes and dreams for the future, even when their content is highly unlikely. The facilitator is restoring tension to life. The facilitator works in an arena that is beyond the simply rational. He is working with spirit and spirit has little to do with statistical probability. It has to do with genuine desires and passion that operate below the conscious level. Vision is not what you do, it’s what you dream. We are moved by our dreams.

One job of facilitators is to discern ways of ‘smoking out’ the real hopes and dreams of participants, to help them get beyond caution and acknowledge their desires, even when it means heightening the tension between vision and reality. Facilitation is not stress relief. It does not mean making people ‘feel good.’ It means making them own up to the energising reality of life.

Facilitators know that problems do not exist; obstacles are opportunities through which to realise future.

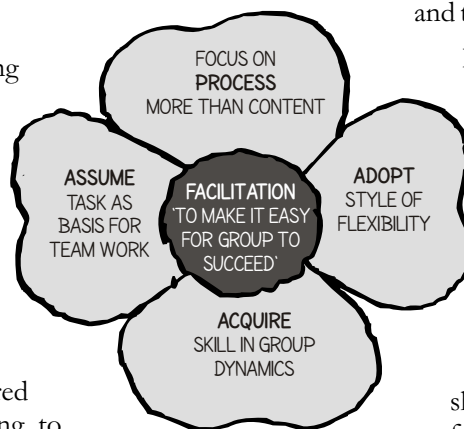
Authentic human potential is often thwarted by negative perspectives that close off alternatives. Full potential is realised only when one perceives all that is good. This is a perspective on reality, not on a moral judgment; it allows for looking deeply and seriously at reality without being threatened by blocks. In fact, obstacles, irritations, issues, barriers and constraints are part of life at every point. They aren’t problems to ‘solve’ as if it were possible to get away from them; they are opportunities to seize in creating a desirable future. Facilitators help people get beyond fault-finding, excuse-making and blame-seeking to the underlying factors, or contradictions! Sometimes you have to be hard on people both to identify the real contradictions and to regard them in a positive light.

Facilitators know that people find their fulfillment in taking responsibility, not in avoiding it.

In terms of selfhood, the facilitator plays the role of a model of authenticity for the group. He / she avoids defensiveness when attacked; he / she listens for the depth of decisions that need to be faced; he / she speaks only from experience, preferring remaining silent in giving ‘good advice’ ungrounded in personal experience; he / she rejoices in the success of the group; and he / she gives the appearance of having the time of his / her life. Facilitators provide a walking image of authentic selfhood in the midst of practical tasks.

The facilitator is filled with wonder at mysterious complexity of life. Every person, every comment, every method, every organisation is a window into the profound mystery that pervades all that.

Epps, J. (1994, February). *Facilitation from the inside out.* Retrieved July 3, 2008, from <http://www.iaf-world.org/i4a/pages/Index.cfm?pageid=3293>



## Butterfly

Shaluu

Wrapped in my cocoon,  
So tender, so soft;  
Lost in my world -  
Two rooms and a loft;

Suddenly I felt  
An un-scratchable itch -  
Someone was poking me,  
Pushing me out of my niche.

I tried to save myself,  
The invasion continued;  
I started to move -  
And suddenly became unglued!

As away from me,  
My blanket was dragged  
I cried, my heart died,  
I hurt and unceasingly bled.

I struggled to shield  
My eyes from a deep blue sky  
Only to find  
This urge to soar high...

An urge that's given me wings  
And a whole new world to try...  
Wings with which, among other things,  
I'm on my way to being a beautiful  
butterfly.

## Where is your Victor Vijay

Tejinder S. Bhogal

Where is your victor Vijay?  
Where does its mystery hide?  
Where is it now – today?

Does it come when you cook your food?  
Or paint or draw or saw some wood?  
Does it jiggle while you dance?  
Or glow when you are in a trance?

Is it there when you advice your wife?  
Or plan your career or your life?

Let us all enjoy your victories friend  
Before this lab and the world come to an  
end.


May 21, 2008

(for my BLHP1 mates from Goa; but  
especially for Vijay)


## A Prince for Raj Kumar !

Raj Kumar is ISABS' famous face to thousands of participants over the years, and source of support to the entire professional member community. He and his wife Shashi were blessed with a baby boy - whom they have named Ansh - on the 26th of July. We share their joy, and convey our congratulations and warm and best wishes to all three of them on this happiest of news !





# Surviving Pearl Harbor of 21st Century - and Beyond



Gagan Leekha

It was a splendid chilly Tuesday morning and with the onset of the Fall season, the leaves had just started to change their colors. Amidst this fall foliage, I boarded the New Jersey Transit to work in the City while still mentally engrossed in the beauty of the fall witnessed that past weekend in the Shenandoah Valley. Isn't it always a drag to come to work after such a fabulous long weekend? While still brooding over why I have to come to work every day, this early, I finally entered my Empire Blue Cross BlueShield office and settled myself down on my comfy chair with a cream-cheese bagel and a cup of Java.

Moments later, a loud shudder roused me up from my morning slumber and I dragged myself out to the hallway to enquire what had happened. While on the way, the fire alarm went off, the piercing blare of which was enough to put me on to my normal pace. But wasn't it too early in the day to have those *futile* fire-drills?

I inquired Ted, my colleague, on what was going on and he replied in his thick southern accent, "Looks like some routine fire drill they make us do each time. C'mon les head off down"

Meanwhile we saw Connie, our middle aged administrative assistant carrying her bag and running down the hallway. And so did those women who were coming down hysterically. It was glad to notice that all the Fire-Safety trainings had finally paid off and people had started taking them quite seriously. But what was the need to be so hysterical in a *mock* fire drill?

Clueless about the enormity of the condition, Ted and I joined the herd of people flocking down the narrow stairs, assuming it to be one of those minor fires we keep witnessing in New York City all the time and hoping that we'll be back up to our cozy offices in no time. The only thing which still perplexed us was why Connie and her friends from upstairs were so hysterical about the whole thing. We dismissed it momentarily as an initial anxiety from the fire alarm clouting them and reached on to give them a helping hand to climb down safely. The downward descent from our 30<sup>th</sup> floor office onwards was becoming sluggish with additional folks from various floors joining us. The ultimate challenge awaited us from 5<sup>th</sup> floor downwards which was flooded with ankle deep water due to the damage of some water pipes.

While somehow managing to get to the ground floor we were incredulous to find segments of broken glass,

wreckage and gore of human flesh and blood. It took us a while to realize that the "red thing" we were looking at was actually defunct human flesh and while we were having a tough time grasping the visual verity, we had New York City cops directing the whole flock of people outside the building. Once outside, still unaware of what has happened, we just stood there waiting. Perhaps we were still trying to get in terms with what we had just witnessed. Ted had vanished somewhere and I just could not find him around. By now I was sure of one thing – This was no mock fire drill and something serious might have happened.

While still outside the World Trade Center-I, there appeared a deafening sound above my head and I was surprised to see an aircraft at a distance which seem like less than 100 yards. I was amazed and surprisingly frightened to see an airliner this close to the ground level. My fright quickly turned to horror when I saw that same airplane angled itself almost vertically and go right inside the WTC-II tower, like a hot knife piercing a brick of butter.

That is when my panic button got triggered and the whole stunned lots of us, standing below the WTC Tower-1 till now, tried to race away from where we were to avoid any debris falling from the top. We did not know where we were dashing to or why, but the instinct guided us to be as far from the massive concrete structures as possible.

But could we really run far enough? The debris seems to be falling from everywhere from the sky or maybe I was hallucinating.

The impulse of this sprint guided us to be near water and we ended up near the banks of Hudson River. I had only heard the phrase "spread like a wild fire" prior to seeing the sea of people gathered near the Hudson River. I still had no idea as to what exactly had happened – but whatever *it* was, it sure wasn't good enough, and the news of *it* had surely spread like a wild fire. But why was I running? And why was this huge crowd of downtown New York running along with me? Whatever it was, it sure felt safer to be with other fellow beings and on the wayside of the river.

While sprinting we reached across Battery Park, where a stranger (of Indian origin) approached me asking if he can borrow my cell phone. My immediate reaction was affirmative to learn within a few minutes that my cell was

not within the network. He introduced himself as Sachin and joined me in my sprint. Along the way he told me he worked on Fulton Street nearby and had heard about an attack on World Trade Center. I had no heart to disclose him then that that's exactly where I was coming from. He tried to borrow cell phones from others too along the way, but it looked like the whole of New York was stripped off any network signal.

In all this frenzy of saving my precious life, it did not even occur to me that I have to call up my family and let them know about this incident and if they already know about it, reassure them about my safety. On a slightly offbeat scene, in midtown Manhattan, Tracy heard about the incident in her McKinsey office on 51<sup>st</sup> street and Madison avenue, roughly 40 miles away from the WTC site and frantically ran down to my wife's cubicle to tell her about it. Tracy had been a family friend and she knew that I worked in World Trade Center. She however was mature enough to maintain her calm while breaking the news to my wife, who till that time had not heard of anything.

After a brief race of 15-20 minutes, we finally reached the Hudson River port and there was an ocean of people there already waiting for transportation out of New York. In the meanwhile some speedy ones had already switched on their pocket radio receivers and it was utmost evident by then that New York City was under a terrorist attack.

I felt like the most perplexed man in that whole mass that was not only unable to reach his wife but was also confused and shocked at the happenings around him. It was then that I found out that I probably was not the only one in that befuddled state and that the complete phone lines (mobile and landlines) in the whole of New York City had been jammed. But what was I to do standing at the river port? The immediate thoughts were - "Shall I take a ferry to Staten Island or just be in the City waiting for things to calm down and then go back to office?" "What will I do if I take a ferry to Staten Island which is like 6 miles away from the city - I don't even know anybody there - how will I possibly even go home from there?" Whilst under this dilemma two ferryboats came in and there was a mad rush to get in. I gave in on all my speculations and joined the herd into one of the ferries. Owing to the calamity of the situation, there were no ticket being charged from anyone on that day and it was a free-for-all ride from New York to Staten Island.

Sachin and I got ourselves a tight bench in one corner of the lower deck and there was an announcement to wear on the life jackets which all of us promptly did. People were still embarking on the ferries going out of Manhattan to safeguard them from the *unexpected*. Both the ferries were soon filled in much more than their accustomed capacity and the operator had to request the others to wait for the

next ferryboat to turn in. We soon started on our journey away from Manhattan while still terrified in our hearts on what to expect further.

By this time, the beautiful fall morning had been warped into a sky blackened with smoke engulfing out of two magnificent towers nearby. Looking out the window, there was hardly any visibility with the black smoke glooming everywhere. We soon crossed underneath the Brooklyn Bridge and saw a faint and blinded image of the Statue of Liberty signifying we were getting away from the danger zone. The ferry driver resembled Noah who was trying to take his Arc to a safe ground. I must commend our Noah for a remarkable job of rowing his arc while being virtually blinded by the surrounding smoke.

The ferries reached Staten Island in a little over half hour and a SWAT team guided the passengers along the bay side. Though there had been hurried and hazy glances at the WTC twin towers while sprinting away from them, this was the first time I was actually having a chance to really look at them from a safe distance couple of miles away. They still looked as magnificent as always except the fact that now the top was smoldering. I was told that the airplane hit our building (WTC-Tower 1) on around 96th floor (at least 36 floors above us, thereby giving us a chance to escape out safely) and the second one which I witnessed in person was hit on around 82nd floor of Tower-2.

From where we were, the only things in sight were two majestic towers engulfed in smoke. That was the first time I realized that I was witnessing a tragedy of immense magnitude and had just made a narrow escape out of it. Though Tower-II collapsed at around 10:00 am followed by Tower-I a half hour later (which was an hour and 40 minutes later when I had first felt the impact), it was like all the movement had stopped in my mind and body and that I was dreaming about all this.

By this time, we hoped that the ordeal for us was over, only to realize later that the safe haven of home was still a distant dream. The offloaded people from ferries soon realized that all the three bridges (George Washington, Verrazano and Tappan Zee bridges) and both the tunnels (Lincoln and Holland tunnels) connecting New York to New Jersey were sealed. Along with these all the other transportation to and from New York City had been brought to a standstill. Consequently, nobody could either go back to the city (though I'm sure nobody at that point of time wanted to go back anyway), nor could one travel home to New Jersey because of the lock ups.

Though it was hard to clearly see the proceedings in and around the towers, the news was that the trapped people, having lost all hope of any air rescue, were jumping out of

the tower to instant death. At that time, I thought that was the scariest news of the day coming my way. Little had I known at that time that I'd later be delivered the news about Jerome too.

I got the reports about Jerome, the senior architect for our project and an extremely close friend, who was one of the unfortunate ones to have boarded the elevator just before the impact of American Airlines 11 on Tower 1. The information confirmed that he, with others, in that elevator never made it out of the elevator as the doors failed to open. Our architect melted inside that elevator leaving behind his wife and two very young daughters.

As a result of the transportation lock-ups, there we were, a bunch of multi-nationals - Americans, Europeans, Chinese and Indians stranded in the middle of the nowhere for close to 13 hours, unable to reach our near and dear ones, before George Washington tunnel finally opened up for transportation and survivors managed to get back to their abodes.

End of story.....and beyond...

That night went off in chronic coughs amidst the frequent nightmares. The worst hangover was the next morning when I got up to realize that I have no place left to go to work, with my previous workplace now commonly referred to as 'Ground Zero'. It's quite a dangerous situation to be in to get ample time to reflect upon your life after such a tragedy and I had abundant time on hand to do so. More often than not, the brunt of such catastrophe tends the mind towards negative thoughts and our company having realized this, had appointed dedicated psychiatrists and counselors to help all the breathing employees ease through this adversity.

Though it was heartache of a reaction for everyone around when we met at Jerome's funeral at a cathedral in uptown New York two weeks later, but I could also see everyone counting their blessings. This also made me ponder whether this life is a blessing in disguise and why could Jerome not make out of the WTC in time and I could. How is it that I was not in the list of more than 2600 fatalities that happened only in NYC that day? Does that mean I have some unfinished business in this world?

Only time will tell.

The immediate effects of this unpleasant incident had soon started to visibly appear on my health and I had developed a breathing disorder with chronic coughs which took more than three months to subside under the able supervision of a medical professional. This could have been due to the thousands of tons of toxic debris resulting from the collapse of Twin Towers along with unprecedented levels of dioxins from the fires which

burned for three months. Three months was precisely the time which took Empire BCBS to come up and book W Hotel on Lexington Avenue for us all to go back to work while they looked for another building to lease in New York. Moving out of New York would have meant accepting the defeat against terror and this prompted the new structure to come up for our workplace on 12<sup>th</sup> Avenue near Times Square in another month's time.

President George W. Bush marked the attack on twin towers as the Pearl Harbor of 21<sup>st</sup> century in his diary that night and I'm blissful to survive this attack to recount this horrific personal experience.

Recounting this tale here sure sends a chill up my spine even today, but I wanted to do this to convey upon a powerful message of appreciating the lives we have and making the best possible use of it while we're here. That proved to be my ordeal to find whether my mission on earth is finished and since I'm alive, it doesn't seem to be completed. At least I have started "living" now and have stopped saving the best for the last. This seems to have taught me to stop withholding my love and celebrate every day as a special occasion, just to be alive. Every minute, every breath, now appear to be a gift from God to Live it all I can. I think it had to happen to me to make me realize that life is a polarity with its light and dark shades and it's never the way it's supposed to be. The way I and you cope with it will make all the difference. The choice is ours to be a caterpillar and think about the end of the world or emerge out of it like a butterfly with the whole world ahead of us. I personally learned my lessons the hard way and wish the others would never have to go through any such torment to learn not to take the things given to us for granted.

However, I feel like the chosen one to have undergone the grief and suffering associated with this incident enabling me to value the truth imparted upon me in those times of sorrow. I guess I had to be ready to obtain this truth and thereupon reflect upon – Who am I and why am I here? What is my purpose? Am I fulfilling it?

I would like to dedicate this article to the loving remembrance of my cherished friends whom I know could not make out of the elevators in time and to all others I did not know who had to suffer the consequence of this carnage.

(The author/survivor, currently a Sr. Project Manager with Fidelity Investments, was working as an Advisory IT Specialist in Empire BlueCross BlueShield on the 30th floor of World Trade Center-1 at the time of 9/11 disaster. He can be reached at or Gagan.Leekha@fmr.com, +91-9945512664

For more information on all the events, please refer to the brochures available at <http://www.isabs.org/regionalevents.shtml>  
Please send your feedback and contribution to future issues to [isabs.publications@gmail.com](mailto:isabs.publications@gmail.com)