



# HERE & NOW

Vol 23 Issue 1

Quarterly Newsletter of the Indian Society for Applied Behavioural Science

www.isabs.org

January-March 2009

## NATIONAL SUMMER EVENT 2009



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Programme/Lab Title	Participation fee
<b>First Programme: May 11-16, 2009</b>	
1. Basic Lab on Human Process (BLHP)	25,000/- USD 1000 for international participants
2. Advanced Lab on Human Process (ALHP)	25,000/- USD 1000 for international participants
<b>Second Programme: May 18-23, 2009</b>	
1. Basic Lab on Human Process (BLHP)	25,000/- USD 1000 for international participants
2. Advanced Lab on Human Process (ALHP)	25,000/- USD 1000 for international participants
3. COMEALIVE: A 'Creative Action' approach to discovering who you are	25,000/- USD 1000 for international participants
<b>Professional Development Programme (PDP): May 11-23, 2009</b>	
-Phase A	Concessional Fee 25,000/- USD 1000 for international participants
-Phase B	Concessional Fee 25,000/- USD 1000 for international participants

### Organization Development Certification Programme - ODCP

*A unique post academic educational initiative of ISABS. The second batch is now in progress. For complete details log on to [www.isabsodcp.org](http://www.isabsodcp.org)*

These are residential labs and the fee includes boarding, lodging, programme material & Airport/Madgaon Railway Station transfers (as a group) by Non-AC coach. Please also note accommodation is on twin sharing basis (Twin sharing accommodation is a part of learning process).

We are conducting more than 10 Basic Labs on Human Processes (BLHP) and 2-3 Advanced labs on Human Processes (ALHP) in both the weeks and other PDP labs and one special programme.

There is an opportunity for an organization to nominate upto 20 people for BLHPs. If any organization is willing to sponsor 10+ people (across two weeks), we can consider offering a 10% discount on confirmed nomination and receipt of fee before the programme begins.

### Fee Concession

Fee concessions are available to :

- (1) Staff of NGOs, voluntary and social services organisations
- (2) Persons who are self-sponsored

**Applications of persons for a fee concession should reach Dean (Programmes), with proper justification letter, latest by April 20, 2009.**

As part of our commitment to enlarge the community of accredited T – Group professionals, we are introducing a fee concession for participants attending the Professional Development Labs. Therefore ALL participants in the two week Phase A and Phase B Labs will be required to pay a concessional fee of Rs 25000 only. We continue to offer three scholarships of Rs.7000 each to PDP participants from the Social Development Sector.

### Scholarships for Professional Development Programme

ISABS has constituted scholarships for three candidates from the Social Sector who wish to pursue the PDP but are faced with resource constraints. The scholarships of Rs 7000 each have been instituted to honour the memories of some Professional Members of ISABS deeply committed to social change, who are no longer with us

- Sujit Bhattacharjee Scholarship
- Nitish R De Scholarship
- Deepa Krishnan Scholarship

Candidates wishing to avail these scholarships may please contact:

Zeb O. Waturuocha, Dean (Social Development)

The requests will be processed on a first- come first- served basis.

### Child Care Support

We are keen to take forward the spirit of ISABS to make our events inclusive and welcoming of participants from diverse contexts. Women, particularly mothers with very young children have often expressed the difficulties they face in participating in residential events. We therefore propose to offer day care support to parents of children below 5 years who wish to attend at a reasonable fee. Please do circulate this information to prospective participants that you may know of.

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## *From the virtual desk of the Editorial Team*

This editorial team has been instrumental in bringing forth 4 issues of the Here & Now. In this period of over 1.5 years, we have tried to bring out the issue in color, moved back to the classic black and white and give shape and structure to the newsletter.

When we look around the world, existential challenges abound at multiple levels viz. individuals, groups, communities, states, nations and world as a whole. The exploitation of the existential challenge of group of individuals for conspiracy against another country resulted in the Mumbai carnage in November last of which the city is still recovering. Many states in our country and India as a whole, are putting the existential challenge of our young democracy to test in the forthcoming elections. The cacophony of the various party candidates and independents seems to be their response to their existential challenge. The challenge on this front seems to be a bit more stiff this time, with four clear "fronts" and no indication of voter's thinking upfront. Groups and communities are threatened at a physical level by natural calamities [bush-fires and forest-fires in Australia and USA, earthquake in Italy] that the world itself is facing enormous existential challenge has been highlighted time and again by the green warriors, especially with ominous sounding warnings that it is already too late and that many of the environmental degradations are irreversible.

Like any individual, group or organization, the editorial team, as also the newsletter itself goes through its cycle of existential challenges. One of the central issues facing us in

the editorial team is the budgetary support essential to do justice. In this context, the recent trends in the economy has ultimately seeped in to our budgets. In line with the budgetary challenges, we have moved the newsletter to eZine available for downloading online and restricted the printed copies, which is the main source of cost. We are fortunate in the other existential challenge of material for publication. We have received enough material to support each of the editions of the newsletter and quite often carry forward part of articles to the next issue. By and large, most of the input and contributions are carried with very little editing.

As ever, it is our self-efficacy/confidence, hope, optimism, and resiliency that seems to be at the heart of meeting these existential challenges fair and square both at the individual and collective level.

By the time our next issue is due, we will have a new government at the center and in the states that went to polls. The people would have given their verdict about various state governments and the central government, as well. We would have held the Summer Event at Goa. In a similar vein, we hope you enjoy this edition of the Here & Now newsletter which signals our episode of overcoming the existential challenge temporarily.

We would love to hear from you how you are impacted by it. We also welcome your contributions to enrich our forthcoming issue/s of the newsletter.

**Anuradha, Arati, DP,  
Neena, Sanjib and Sridhar**

*Continued from page 1*

First Programme	
Check in	Check out
10th May (after 12.00 noon)	16th May (12.30 P.M.)
Labs commences on:	Labs close on:
11th May at 08.30 A.M.	16th May at 12.00 noon
Second Programme	
Check in	Check out
17th May (after 12.00 noon)	23rd May (12.30 P.M.)
Labs commences on:	Labs close on:
18th May at 08.30 A.M.	23rd May at 12.00 noon

- Participants arriving earlier than 10th or 17th May and participants staying back after 16th or 23rd May will have to bear their own expenses on boarding and lodging.
- Cancellation of nominations, if any, will entail 50% deduction.
- If there are an adequate number of participants who prefer a lab in Hindi, it may be possible to offer a separate lab.

**Last date of receipt of nomination : April 30, 2009**

Mode of Payment

Demand drafts should be drawn in favour of  
"Indian Society for Applied Behavioural Science" payable at New Delhi

**IMPORTANT:** ISABS Administrative Office in Delhi shall close on the evening of 8th May and shall operate at the Venue from 10th May onwards till 23rd May 2009. Any Communications during this period may be done at the Venue Address.

For any other clarification, please contact :  
Dean (Programmes) : Archana Shrivastava (09825405758) or Lalitha Iyer, (09440881122) or National Office Programme Executive, Rajkumar (9899028033)

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# Organisational Change Facilitation



**A journey's end and  
a future's beginning**

Anuradha Prasad

Having begun in February 2008, the second batch of the Organisational Change Facilitation Programme (OCFP 2), which had 18 participants and conducted by HID Forum in collaboration with ISABS and supported by the Sir Ratan Tata Trust, has just come to an end. This programme is geared to address the current and pressing need in the development sector for trained professionals who can facilitate participatory organisational change processes in social development organisations.

Organisational change facilitation requires four stages – understanding the organisation, the issues, planning interventions for change, setting the change process in motion and reviewing the change intervention. Each of these stages requires specific knowledge, skills and attitudes. There is a strong emphasis on process orientation and recognition of individual, interpersonal, group and organizational processes; and conscious and unconscious processes. Facilitators are not “experts” who prescribe solutions but are change agents who are value-based and sensitive to their own internal change and growth in this process.

This programme aimed to provide opportunities for participants to develop these through four learning modules and a project phase during the course of the year. Young development professionals who formed the participants were exposed to and experimented with strategies drawn and constructed from four domains: development perspectives, organisational structures, psychodynamics and facilitation and intervention, in dealing with organisation-related issues.

- **Facilitating planning of community based leadership** in a People's Organisation in Ahmedabad, Gujarat that fights for the rights and dignity of a marginalised community known as the Valmiki community, strengthen social security and safety systems for its members who are engaged as sweepers, drainage cleaners and scavengers, and to empower them for their overall development.
- **Institutionalising the role for community paralegal workers** in a rights-based organisation in Nasik, Maharashtra that works mainly for children's rights.
- **Building second line leadership and enhancing clarity of roles and responsibilities** in an organisation in Karnataka working primarily on social, political and economic empowerment of Dalit and tribal communities.
- **Exploring women's leadership and strengthening its role** in enhancing health of community in village based organization in Tuljapur, Osmanabad.
- **Strengthening of staff** at two levels personally and professionally, enhance their ability to “let go” and take up greater responsibilities to face the emerging challenges during scaling; equip them to mentor the subordinates to do the same and converting individual learning into organisational learning in an organisation that caters to the organisation development and capacity building needs of a Mutually Aided Cooperative Society (MACS) in Hyderabad.

- **Learning about the impact of existing staff trainings** in enhancing the effectiveness of work and evolving steps to strengthen the capacity building efforts of an organisation located in Bangalore and Raichur that rescues and rehabilitates run-away children found on railway platforms.
- **Examining the current relationship between Resource Centre for Training and Development (RCTD) and the Savings and Credit Cooperatives** promoted by the organization and also define their future relationship.
- **Designing Staff Recruitment and Selection System** for a funding agency.
- **Helping identify major concerns, strengths, problem areas and unrealized opportunities;** help the system identify the areas where it requires change in an organisation in Ahmedabad that serves to be a watchdog of the negative impacts created by developmental activities by creating awareness about environmental issues and to create awareness in grassroots organizations working for environment.
- **Strategic re-orientation in an organisation** in Ahmednagar District, Maharashtra, that works with Non Pastoral Nomadic (NPN) and Dalit communities to address Human Rights Violations meted out from the police machinery, settled villagers in the case of NPN communities and upper caste groups in case of Dalit communities and livelihood concerns of the NPN Communities.
- **Institutionalising espoused values, with focus on HR Systems** in a rapidly growing organisation in Mumbai that works towards innovative solutions to problems in nutrition, education and health in urban slums.
- **Selection and development of leadership and team development** in a regional unit of an organization that works on legal awareness and social justice
- **Creation of a collective of like-minded organizations** that work for the empowerment of non-pastoral nomads in Maharashtra.
- **Strategic planning** for a Non profit organization in Maharashtra that is into rural development
- **Changing HR Policies** in a micro finance and livelihood institution in AP, to promote retention of employees.
- **Bringing about changes in HR policy and gender policy** in a national-level technical and managerial support institution in AP

- **Building and implementing sustainability strategies** at the mandal level of a conglomeration of various Dalit-Bahujan owned and managed community-based organisations across AP.
- **Strategic review of a project** created by an initiative that aims to bring together NGOs, activists, companies, volunteers, concerned citizens to build a better Bangalore for its people by the sharing of new, views and observations about social change initiatives in Bangalore.
- **Assessing the possibility and openness to integrate urban women's groups** in a rural women's collective in Gujarat that works towards the empowerment of women.
- **Reviewing the strategic planning process** of an organisation in Kerala that endeavours in the areas of research entrepreneurship, policy formulation, knowledge dissemination, capacity building and grassroots initiatives.

A core group consisting of Dr. Anuradha Prasad (Programme director), Dr. Lalitha Iyer, Mr. Gagan Sethi and Dr. Eswar Prasad designed and held the programme with the assistance of other well know OD professionals.

The programme being part-time enabled participants to examine and employ their learnings in work situations and bring in the richness of their experiences and insights from work into the learning community of the OCF programme.

In the two batches that were conducted since 2006, the programme drew participants from across India, representing a variety of organisations in terms of size, type (CBOs, support organisations, activist organisations, funding agencies, networks etc.) and areas of work (women and children, human and institutional development, media and communication, health, Dalit rights, tribal rights). Participants also represented various roles and positions (director, second-line leader, programme fellow, programme executive, co-ordinator). This variety in profile, which permeated the learning space through various illustrations shared, made the learning more holistic.

While the four modules provided conceptual and some experiential grounding on change facilitation, the project provided opportunities to experience the actual role of a change facilitator. The role of the change facilitator was undertaken either in the capacity of internal change facilitator (within one's own organisation) or external change facilitator (in an organisation one is not part of). In other words, working on the projects helped to bring completion to the learning process initiated during the four modules.

During the two batches of the programme, projects undertaken by participants involved a variety of interventions

*continued on page 7*



"There is more to life than increasing its speed." - Gandhi



**Harish Raichandani**

**Tech Support:** Yes, ... how can I help you?

**Customer:** Well, after much consideration, I've decided to install LOVE. Can you guide me through the process?

**Tech Support:** Yes. I can help you. Are you ready to proceed?

**Customer:** Well, I'm not very technical, but I think I'm ready. What do I do first?

**Tech Support:** The first step is to open your Heart. Have you located your Heart?

**Customer:** Yes, but there are several other programs running now. Is it okay to install Love while they are running?

**Tech Support:** What programs are running?

**Customer:** Let's see, I have Past Hurt, Low Self-Esteem, Grudge, and Resentment running right now.

**Tech Support:** No problem, Love will gradually erase Past Hurt from your current operating system. It may remain in your permanent memory but it will no longer disrupt other programs. Love will eventually override Low Self-Esteem with a module of its own called High Self-Esteem. However, you have to completely turn off Grudge and Resentment. Those programs prevent Love from being properly installed. Can you turn those off?

**Customer:** I don't know how to turn them off. Can you tell me how?

**Tech Support:** With pleasure. Go to your start menu and invoke Forgiveness. Do this as many times as necessary until Grudge and Resentment have been completely erased.

**Customer:** Okay, done! Love has started installing itself. Is that normal?

**Tech Support:** Yes, but remember that you have only the base program. You need to begin connecting to other Hearts in order to get the upgrades.

**Customer:** Oops! I have an error message already. It says, "Error - Program not run on external components." What should I do?

**Tech Support:** Don't worry. It means that the Love program is set up to run on Internal Hearts, but has not yet been run on your Heart. In non-technical terms, it simply means you have to Love yourself before you can Love others.

**Customer:** So, what should I do?

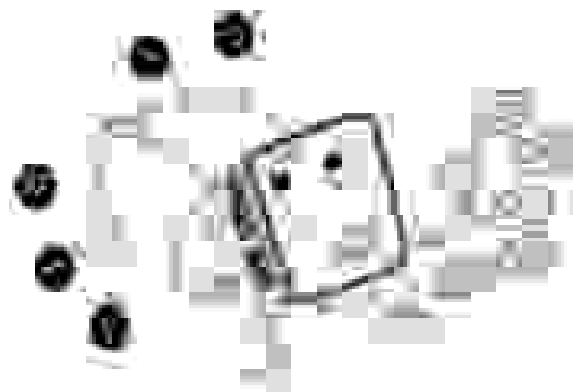
**Tech Support:** Pull down Self-Acceptance; then click on the following files: Forgive-Self; Realize Your Worth; and Acknowledge your Limitations.

**Customer:** Okay, done.

**Tech Support:** Now, copy them to the "My Heart" directory. The system will overwrite any conflicting files and begin patching faulty programming. Also, you need to delete Verbose Self-Criticism from all directories and empty your Recycle Bin to make sure it is completely gone and never comes back.

**Customer:** Got it. Hey! My heart is filling up with new files. Smile is playing on my monitor and Peace and Contentment are copying themselves all over My Heart. Is this normal?

**Tech Support:** Sometimes. For others it takes awhile, but eventually everything gets it at the proper time. So LOVE is installed and running. One more thing before we hang up. LOVE is Freeware. Be sure to give it and its various modules to everyone you meet. They will in turn share it with others and return some cool modules back to you.



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# Reminiscences from my first lab at ISABS

Usha Singh

I never thought experience at a behavioural lab will be something which will leave an impact on me. I had heard several first timers back from a lab and share their experiences, overflowing with emotions some would be difficult to be stopped from sharing their 'aha' experience and others would just not like to speak trying to savor or reject all what had happened in just a span of a few days. Whatever it was, everyone did seem to be moved, which was, to say the least, quite amusing for me.

I thought I was different. I was a happy person comfortable with myself and my life, one who loved to talk & relate to people. "Why should a person like me be even touched by this process, leave apart it moving & shaking me?", I had always wondered. Let me admit my overconfidence too. I was so dead sure of this outcome that I postponed the decision of going to a lab for a considerable time of 2-3 years. One fine morning, I told myself that I need to experiment to be sure of something which I perhaps already knew. Thank God, I did stick to this experimenting attitude of mine!

So it did happen, I was at Agra in the first week of the lab (I could not wait for the 2nd week, fearing my own overconfidence once again seizing me). And the lab started to unfold.. then spread.. and then fold..

Taking out the cat out of the bag straight away, let me confess out-rightly, it has been a real life time experience for me! Like a bolt from the blue or a 'mini nirvana'. I would love to share why I say so..

There is an internal bliss that I find myself in after this experience of my first lab. Some prejudices which I had formed deep down in my mind have come to my conscious mind. Suddenly, I realized that there were so many of my near and dear ones, whom I had distanced from and on top of it, I would say to myself, it did not matter to me. However, to my utter dismay, I found that disconnect from other participants in the lab was bothering me. Initially a little, and later on, too much.. so much so, that I wanted to scream, despite my best efforts to be 'rational' and 'normal' (which means indifferent). And I knew, these were people whom I had never met and would perhaps not even meet in future (if I didn't want to, that is), then why am I concerned, was the repeated thought



coming to me. I decided to help myself and just speak my mind (as it is there was very – little scope of things deteriorating further for me, I believed). And I actually started doing so... telling my group, how disconnected and rejected I felt with each one of them. And while I started to do so, sharing from my heart and listening to them attentively, lo and behold, there was an equal and opposite reaction happening... I was not going far, my dear readers, I was coming closer to each one of them present there... one thing was becoming increasingly clear, that it was **I** who had gone far and it was **my effort** of opening up helping me bridge the distance.. I was forced to accept that the feeling of being connected and liked by the group you live with, is a wonderful one..

What a simple, yet so powerful learning this was for me! The story is not yet over. It continues on my landing back from the workshop. I had decided to traverse the distances I had traveled on my side from some of the very important relationships in my life... and let me give a glimpse of the small things I did after my return...

- I asked my husband to be at the platform to receive me when I am back from Agra. Why? I told him that I wanted him to carry my luggage because it was not always possible for me to manage (my life) without him, no matter how independent I act.

- I had always considered myself close to my son, but I am closer to him today, for I accept with all the shortcomings both of us possess, he is important to me like no body else at this point of time in my life.. And when he means the world to me, I must make him feel so, I have decided... I have taken leave on 1st January to be with him on the first day of the year... (he is preparing for his exams while I am writing this diary on my laptop sitting beside him).
- I made long distance calls to my brothers, whom I had not talked from several months (I call them long distance calls only because I had traveled quite a distance from them)... and when I talked to them, I once again felt the tenderness in my heart which I did when I was growing up with them..
- I made it a point to thank my boss to agree to send me for this training. Otherwise, you know what, I would have easily skipped the same, taking the training more as my right.
- Every one whom I would meet in the office were some positions for me earlier... suddenly they have all become persons... and that makes it easier to relate to them... to understand the needs and the pressures of my job..

And if I don't stop, the list will go on.. But do you realize that I am a happier person now... thanks to this lab... My life is more organized and satisfying... I am more responsible at work because I care for my work and all the people too I meet there... I care for my family members and I tell them I do so... at the same time, I am more demanding about 'me time' too... after all, no one who likes me can dislike what I like so much whether it is my work, my reading, my writing or my long walks with music..

Are you wondering that I am over-reacting? I started writing this passage by mentioning that I was amused at others who would go on and on with their experience at their labs and here I am, surpassing all whom I had seen and heard... with emotions overflowing... with my mind on the verge of explosion so as to force me to write this para down... I don't mind appearing to be 'liquid' to all of you (person flowing with emotion might look like this I think)... But the truth is... it is real for me... so I have shared this with all of you...

Before I close, I must write down my fear. I can see many of you who would have attended umpteen number of labs laughing at me writing so naively as if it is the end of my journey. I know I have just started the journey of exploring myself... but I wanted to share that the journey has well begun for me... and I just can't wait for continuing this journey... so waiting for my next lab with lots of impatience, expectations and anxiety too (expectations is causing anxiety)...

*continued from page 4*

OCFP Advisers	
<p><b>OCFP 1</b></p> <ul style="list-style-type: none"> <li>• Anuradha Prasad</li> <li>• Aroon Joshi</li> <li>• Cherian Joseph</li> <li>• Dipthi Sethi</li> <li>• Gagan Sethi</li> <li>• Jimmy Dhabhi</li> <li>• KK Mehta</li> <li>• Lalitha Iyer</li> <li>• Rajen K Gupta</li> <li>• Ramalingam V. M.</li> <li>• Renu Rajpal</li> <li>• Sankar Subramanyan</li> <li>• Viswanath G.</li> </ul>	<p><b>OCFP 2</b></p> <ul style="list-style-type: none"> <li>• Altaf Sheikh</li> <li>• Anuradha Deb</li> <li>• Archana Srivastava</li> <li>• Aroon Joshi</li> <li>• Gagan Sethi</li> <li>• Ganesh Anantharaman</li> <li>• Harish Raichandani</li> <li>• Madhavi Kuckreja</li> <li>• Navtej K B</li> <li>• Ramesh Galohda</li> <li>• Rosemary Viswanath</li> <li>• Shankar Subramanyan</li> <li>• Sharad Sakorkar</li> <li>• Viswanath G</li> </ul>

During the crucial phase of the project, each participant was assigned an adviser, usually a professional member of ISABS. Right from the time of choosing an organisation, through interacting with it through the phases of contracting, diagnosing issues, designing interventions and implementing them, the advisers served as sounding boards, providing advice and guidance. Advisers were handpicked to suit the needs of participants so that they could benefit optimally from the interaction. In terms of learning, it goes without saying that the advisers benefited from the interactions as well. HID Forum wishes to thank them for their keen interest and enthusiasm to assist in the two OCF programmes.

The entire learning process of the programme came to an end with a review and evaluation of each participant's project in the second batch by OD experts Rosemary Vishwanath and Rolf Lynton. The reviewers in the first batch were Dr. Uma Ramaswamy and Dr. Rajen Gupta. Being interactive, the process helped not only the participant whose project was being reviewed, but had valuable lessons on change facilitation for everyone present.

Having completed the project qualifies participants to receive a certificate of participation and satisfactory completion of the Organisational Change Facilitation programme. Over the two phases of its running, the OCF programme has certified 18 participants out of 37 who enrolled for the programme. A few more are due to complete the requirements before submitting their project reports. With one of the intentions of the programme to create and strengthen a resource pool of such trained professionals in the sector, plans are being made on taking the process forward to its actualisation. ■

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# PSYCHOLOGY AND HEALTH

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## Two new perspectives

Udai Pareek

*Relationship between health and psychology has been recognized by all health systems. Psychosomatic causes and consequences of health and illness have been well known for a long time. However, two new perspectives in psychology deserve attention in relation to health. These perspectives are those of positive psychology and critical psychology.*



### Positive Psychology and Health

Seligman has been leading in emphasising the importance of positive psychology in all aspects of life. However, it is interesting that positive dimension has been discovered in the West now, whereas it has been a part of Indian Psyche for centuries. Historical understanding of positive psychology may be enlightening.

It may be useful to have a historical perspective on this shift, especially in the context of the Indian culture... Western science medicine and management, by and large, are the products of a Western tradition and the Industrial Revolution.

In the Christian tradition, universal sin is emphasized and Jesus Christ is perceived as doing penance for the sin of humanity, as shown through the Crucifix. As a result, Western culture is largely guilt culture, rather than shame culture. While this has contributed to development of conscience and excellent efforts in community service, it has also emphasized the need to purge society of evil. The medical profession did this by treating patients for various kinds of illnesses, and clinical psychology followed the same tradition of 'curing' mental diseases.



The Industrial Revolution led to unprecedented achievements, but at the same time over-emphasized the qualities generally attributed to men (achievement, drive, hardiness, toughness, aggression, etc.), thus bringing about a male-dominated society. Some Western thinkers have recently started questioning such a biased emphasis on 'manly' qualities, and concepts such as 'emotional intelligence' have been proposed to balance this bias. As a result, several authors have addressed the need to develop a positive – approach. For example, Seligman—who did pioneering research in helplessness—came up with the concept of 'learned optimism' (Seligman, 1992). More recently, 'flow' (as contrasted with 'rumination') has been emphasized (Csikszentmihalyi, 1976).

Until recently, 'clinical psychologists gave almost all of their attention to the diagnosis and treatment of pathologies, and social psychology became preoccupied with biases, delusions, deficiencies and dysfunctions of human behaviour. For example, a search of contemporary literature in psychology as a whole found approximately 200,000 published articles on the treatment of mental illness; 80,000 on depression; 65,000 on anxiety; 20,000 on fear; and 10,000 on anger; but only about 1,000 on positive concepts and capabilities of people. Over the years, the tendency has been to view positivity with doubt and suspicion—a product of wishful thinking, denial, or even 'hucksterism' (Sheldon. and King (2001). A group of psychologists has now started to develop what is called 'positive psychology'. The aim of positive psychology is to shift the emphasis away from what is wrong with people to what is right with them, from vulnerability to resilience.

Contrasted with the Western tradition, Eastern tradition has always emphasized the need to integrate the 'masculine' qualities with those traditionally attributed to women. The concept of androgyny, now becoming popular in the West, has always been a part of the Indian tradition. It is interesting to note that thousands of years back we already had the concept of *ardhanareeshwara*, depicting *Shiva* as half man and half woman, symbolizing that even God is not complete without an integration of the masculine and the feminine. In India, great emphasis is thus laid on values and characteristics generally attributed to women, such as compassion, caring, peace and non-violence. Mahatma Gandhi represented this basic tendency of the Indian psyche effectively in modern times. The same qualities are being emphasized today in the West in concepts like emotional intelligence.

Similarly, in Ayurveda, as the term suggests (“the science of life”), the emphasis was on achieving well-being rather than merely curing illness.

Now American psychologists are also laying more emphasis on the understanding and promotion of positive attributes such as contentment, flow, optimism and hope. There is thus a fairly strong movement towards positive psychology. The American Psychologist has published two issues on positive psychology in 2000 and 2001. The Journal of Humanistic

Psychology also published a special number in 2002 emphasizing the need for positive thinking in psychology.

“The field of positive psychology at the subjective level is about valued subjective experience: well-being, contentment, and satisfaction (past), hope and optimism (future), and flow and happiness (present). At the individual level it is about positive individual traits -- the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future-mindedness, spirituality, high talent, and wisdom. At the group level it is about the civic virtues and the institutions that move individuals toward better citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic” (Seligman, 2002).

The relation between health and emotions has been documented. Studies from *Barbara Fredrickson's* lab randomly assigned participants to watch films that induced positive emotions such as amusement and contentment, negative emotions such as fear and sadness, or no emotions. Compared to people in the other conditions, participants who experienced positive emotions showed heightened levels of creativity, inventiveness, and "big picture" perceptual focus. *Longitudinal studies* show that positive emotions play a role in the development of long-term resource such as *psychological resilience* and *flourishing* (Fredrickson et al., 2000).

*Character Strengths and Virtues (CSV)* Handbook represents the first attempt to identify and classify the positive psychological traits of human beings. Much like the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* of general psychology, the CSV provides a theoretical framework to assist in developing practical applications for positive psychology. This manual identifies six classes of virtue (i.e. "core virtues"), – made up of twenty-four measurable character strengths, as shown below (Peterson & Seligman (2004):

1. Wisdom and Knowledge: creativity, curiosity, open-mindedness, love of learning, perspective
2. Courage: bravery, persistence, integrity, vitality
3. Humanity: love, kindness, social intelligence
4. Justice: citizenship, fairness, leadership
5. Temperance: forgiveness and mercy, humility and modesty, prudence, self-regulation
6. Transcendence: appreciation of beauty and excellence, gratitude, hope, humor, spirituality.

More recently, the concept of positive psychological capital has been proposed. The term psychological capital (Luthans et al., 2007), consists of resilience (Masten & Reed, 2002), optimism (Carver & Scheier, 2003), self efficacy (Bandura, 1997), and hope (Snyder, Rand, & Sigmon, 2002b). These capacities have conceptual bases in applied and clinical psychology. These capacities are adaptable for diverse use, as each component and thus the composite is argued to be state-like whereas traits are more stable and fixed by age 30

(Seligman, 1998). The term "state-like" is intentionally used by Avolio and Luthans (2006) as they recommend moving away from the state vs. trait dichotomy and discuss states and traits as a continuum. Empirical and conceptual support suggests it is not as situational as emotions or moods, but yet is open to development given intervention or contextual cues.

Emphasizing the developmental nature, Bandura (1997) discussed four strategies to positively develop self-efficacy, Snyder (2000) argues that hope is developable through interventions and subsequently established the state-hope scale (Snyder et al., 1996), Carver and Scheier (2003) argue for intervention strategies to develop optimism and Masten and Reed (2002) likewise present successful strategies for resilience based interventions stemming from clinical psychology.

**Resilience:** Resilience is an adaptive system which enables an individual to rebound or – "bounce back" quickly from a setback or failure. The roots are in clinical child psychology where certain children demonstrated the ability to thrive under high liability situations while others with lower levels of resilience did not (Masten, 2001; Masten & Reed, 2002). A principle of resilience as applied to the workplace is that after a negative or positive event the employee rebounds to a higher level of motivation, rebounding beyond homeostasis (Richardson, 2002). Common elements of resilience are: "(a) a firm acceptance of reality, (b) a deep belief, often buttressed by strongly held values, that life is meaningful, and (c) an astounding ability to improvise and adapt to significant change (Coutu, 2002)."

**Optimism:** Seligman (Seligman, 1995) proposed optimism as based on explanatory styles. An optimistic individual achieving success will make general (I can achieve this success across different domains), stable (I can consistently achieve this success) and internal (I created this success) attributions of their success. Contrarily, when encountered with failure, optimists make specific, temporary and external attributions. An alternative explanation of optimism comes from Carver and Scheier (2003) who posit optimists from an expectancy perspective as individuals that simply expect good things to happen to them, which has significant cognitive and behavioral implications. PsyCap considers the value of realistic optimism, as unrealistic optimism has been shown to lead to negative Outcomes (Seligman, 1998).

**Self-Efficacy:** With roots in social cognitive theory and a rich history of support, personal efficacy (confidence) is the PsyCap component with the strongest theoretical underpinnings. Bandura (1986, 1997) has led the research stream of personal efficacy which boasts the highest performance relationship of any other psychological construct through meta-analysis, after correcting for attenuation (Stajkovic & Luthans, 1998). Self-efficacy is defined as the individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive



resources or courses of action needed to successfully execute a specific task in a given context (Stajkovic & Luthans, 1998). Self-efficacy is characterized by extra effort and tenacious perseverance in accomplishing a given task. Bandura (1997) identifies task mastery, vicarious learning or role modeling, - social persuasion and psychological or physiological arousal as sources for development of self efficacy

**Hope:** Snyder has been a pioneer in the positive psychology literature with numerous studies including a handbook on the positive psychological state of hope. Hope is comprised of three components; goals, agency thinking (will-power) and pathways (way-power). Individuals with higher levels of hope have the agentic capacity to set and pursue goals in such a way that they stay motivated throughout the pursuant process. Pathway thinking allows one to generate multiple pathways (or routes) to a goal and to identify, anticipate and prepare for obstacles using contingency plans (Snyder, 2000; Snyder, Hoza, Pelham, & Rapoff, 1997; Snyder & Lopez, 2002). Through establishing multiple pathways, individuals with higher hope can continuously envision goal attainment and success as they are prepared with alternative routes in the case of an obstacle blocking the current path. Although the PsyCap research stream is progressive there has been no examination of the link between PsyCap and more objective non-performance outcomes such as absenteeism.

Practical applications of positive psychology include helping individuals and organizations correctly identify their strengths and use them to increase and sustain their respective levels of well-being. Therapists, counselors, coaches, and various other psychological professionals can use the new methods and techniques to build and broaden the lives of individuals who are not necessarily suffering from mental illness or disorder.

Ellen Langer and Judy Rodin worked with elderly people in a nursing home, changing the amount of control the old people had over daily happenings in their lives. They divided the home by floors. On the first floor, the residents received extra control in their lives, and extra choice. One day, the director gave a speech to the residents: "I want you to know about all the things that you can do for yourself here at Shady Grove. There are omelettes or scrambled eggs for breakfast, but you have to choose which you want the night before. There are movies on Wednesday or Thursday night, but you have to sign up in advance. Here are some plants; pick one out and take it to your room-but you have to water it yourself."

The director told the second floor: "I want you to know about all the good things we do for you here at Shady Grove. There are omelettes or scrambled eggs for breakfast. We make omelettes on Monday, Wednesday, and Friday, and scrambled eggs the other days. There are movies on Wednesday night and Thursday night. Residents from the left corridor go Wednesday and from the right Thursday. Here are some plants for your rooms. The nurse will pick one out for you and she'll take care of it."

So the extra good things the people on the first floor received were under their own control. The people on the second floor got the same added goodies, but nothing the residents did affected those goodies.

They found that 18 months later the group with choice and control was more active and happier, as measured by a variety of scales. They also found that fewer of this group than of the other had died. This amazing fact strongly indicated that choice and control could save lives and, perhaps, that helplessness could kill.

Madelon Visintainer took three groups of rats, giving one group mild escapable shock, the second group mild inescapable shock, and the third group no shock at all. But the day before she did this, she implanted a few cells of a sarcoma on each rat's flank. The tumor was of a type that is invariably lethal if it grows and is not rejected by the animal's immune defenses. Visintainer had implanted just the right number of sarcoma cells so that, under normal conditions, 50 percent of the rats would reject the tumor and live.

This was a beautifully designed experiment. Everything physical was controlled: the amount and duration of shock; diet; housing; tumor load. The only thing that differed among the three groups was the psychological state they were in. One group was suffering learned

helplessness, the second had experienced mastery, and the third was psychologically unchanged. If these three groups turned out to differ in ability to reject the tumor, only the psychological state could have caused the difference.

Within a month, 50 percent of the rats not shocked had died, and the other 50 percent of the no-shock rats had rejected the tumor; this was the normal ratio. As for the rats that mastered shock by pressing a bar to turn it off, 70 percent rejected the tumor. But only 27 percent of the helpless rats, the rats that had experienced uncontrollable shock, rejected the tumor. Madelon Visintainer thus became the first person to demonstrate that a psychological state-learned helplessness-could *cause* cancer.

There seems a neurological explanation for the relation between optimism-pessimism and health-illness. The brain and the immune system are connected not through nerves but through hormones. It has been well documented that when a person is depressed the brain changes. Neurotransmitters, which are hormones that relay messages from one nerve to another, can become depleted. One set of transmitters, called catecholamines, becomes depleted during depression. When catecholamines get depleted, other chemicals called endorphins increase. Cells of the immune system have receptors that sense the level of endorphins. When catecholamines are low, as in depression, endorphins go up; the immune system detects this and turns itself down. There seems to be the loss-pessimism-depression-catecholamine depletion-endorphin secretion depletion-immune suppression-disease chain. If this is so, therapy and prevention can work at each link of the chain.

### Critical Psychology and Health

While positive psychology developed in the USA, critical psychology developed in Europe, including the UK. There is a historical background. The social movements in the countries of Western Europe in the 1960s influenced the universities, and it culminated in the 1968 students' mobilisations. The student leadership was critiquing the mainstream social sciences, mainly positivism, both in Sociology and mainstream positivistic Psychology, which had been critiqued by approaches like Phenomenological Psychology, social constructionism etc.

Critical health psychology is concerned with the distribution of power and the impact of power differentials on health experience and behavior, health care systems and health policy. It prioritizes social justice and the universal right to health of peoples of all races, genders, ages, and socioeconomic positions. A major concern is health inequalities. The critical health psychologist is not only an analyst or cataloger, but is an *agent of change*. The *International*



*Society of Critical Health Psychology* has contributed to the development of critical health psychology, supported by the *Journal of Health Psychology*.

Critical health psychologists are exploring how health policy can impact on inequities, inequalities and social injustice. This expands the scope of health psychology beyond the level of individual health to an examination of the social and economic determinants of health experience both within and between regions and nations. The individualism of mainstream health psychology has been critiqued and deconstructed by critical health psychologists and newer qualitative methods and frameworks for investigating health experience and behavior are advocated (Marks, Murray et al., 2005).

The UEL Critical Psychology Group (UELCPG) draws on a range of critical and contextual approaches to address a variety of concerns in Psychology. These include issues relating to gender, 'race' and class; therapeutic and psychiatric practice; health and - reproduction; domestic and sexual violence. Distinguishing features of the UEL Critical Psychology Group are:

- Taking an interdisciplinary approach
- Focussing on important social issues with an agenda for social change
- Informing teaching and research
- Bringing critical psychology theory into practical contexts
- Aiming for an accessible rather than arcane approach to critical psychology

One strand of the group's research takes a material-discursive approach to reproductive and sexual health; women with intersex conditions; abortion and hysterectomy. These are examined in relation to management of the body by self and the law; power in heterosexual relationships; gendered and racialised roles, Sand tensions between 'expert' and lay accounts and understandings. These topics are also considered in terms of the theoretical issues raised for psychology and psychiatry. Another strand takes a critical approach to mental health issues and domestic and sexual violence, theorising within social psychology, clinical psychology and psychiatry. There is a particular focus on issues relating to schizophrenia, paranoia, delusions, provision of psychiatric and mental health services, violence and subjectivity.

**Dafermos & Marvakis (2006) have written a detailed critique of psychology, expounding critical psychology. A critique of Indian psychology can be seen in Kumar (2006).**

Some of the critiques of psychiatry, clinical psychology and psychotherapy emerged also from the mental health service users' movement, which questioned the legitimacy of diagnoses and therapeutic interventions. Others focused on

anti-racist and/or feminist perspectives. Hopton (2006) has suggested that, in the wake of developments in biological psychiatry and socio-biology as well as clinical advances in psychopharmacology and the rise of Evidence Based Psychiatry, critical psychiatry has a new role. "This role is less adversarial than that of the so-called anti-psychiatry of the 1960s and 1970s and less concerned with challenging basic assumptions about the causes of mental distress. The critical psychiatry of the 21st century can best serve the interests of service users by ensuring that service users' rights to autonomy, fairness and freedom of choice are not overlooked due to a preoccupation with the science of Evidence Based Psychiatry". - Hopton has pleaded the case of spirituality. But he uses the term not in a religious or mystical meaning. Spirituality reflects positive emotion. Spirituality, like positive emotions, is generated by the limbic system and is more about us than me. We do not have to be taught positive emotions; our brain is hardwired to generate them. Humanity's task is to pay attention to them, for they are the source of our spiritual being and the key to our cultural evolutionary progress. Spirituality reflects humanity's evolutionary press towards connection and community building even more than it reflects humanity's need for solace and revelation. Although positive emotions have been profoundly neglected by the modern social sciences, organized religions, for all their limitations, have helped to bring the positive emotions into the ambit of conscious reflection. The Buddhist ideal is that of the bodhisattva – one who elects voluntarily to stay in this world and to help others, rather than entering directly into nirvana. Nor is spirituality trivial; if one follows the lives of history's great spiritual exemplars, they have always been community builders, not navel gazers. Psychiatry, with good reason, has paid great attention to the dangers of religious belief. Psychiatry would also do well to study the benefits of positive "spiritual" emotions.

Based on a cross-cultural research project on depression in Brazil, Chile and the United States, Moreira (2007) has presented a phenomenological critical reading of depression in the contemporary world. In order to understand the pathological phenomenon, Moreira uses the Critical Psychopathology's perspective, which includes the cultural, the endogenous and the situational dimensions. If depression is understood in a "worldly way", as the intersection between man and the world, then its etiology can be considered as anthropological, sociological, and political, and not purely individual. Starting with this assumption, Moreira addresses the following questions: What is the current meaning of depression as a psychopathological manifestation, constituted mutually with culture, and seen from a "worldly" perspective? What ideology underlies the experience of depression in the Brazilian, Chilean and North American culture? And at last: Which is the cultural and ideological meaning of depression in the contemporary world?

One of the approaches aims at a profound critique of the mental institutions or the mental health services in general. Such attempts to reorganise the health service for the



'mentally-ill' have resulted in the establishment of a 'Community Psychology' 'Community Psychiatry' and 'Critical Psychiatry'.

Prilleltensky and Nelson (2002) discuss in detail questions like, how can psychologists incorporate recent insights about power, values and inequality in their work, and what is the role of social justice in the practice of psychology. They have also proposed workable solutions. Their book translates the principles of critical psychology into action. Using a value-based framework the authors propose guidelines for training and critical practice in clinical, counselling, educational, health, community, and work settings. Their approach is based on a combination of values for the promotion of personal, interpersonal, and collective well-being. They propose a set of values consisting of self determination, caring and compassion, health, respect for diversity, participation, community support and social justice.

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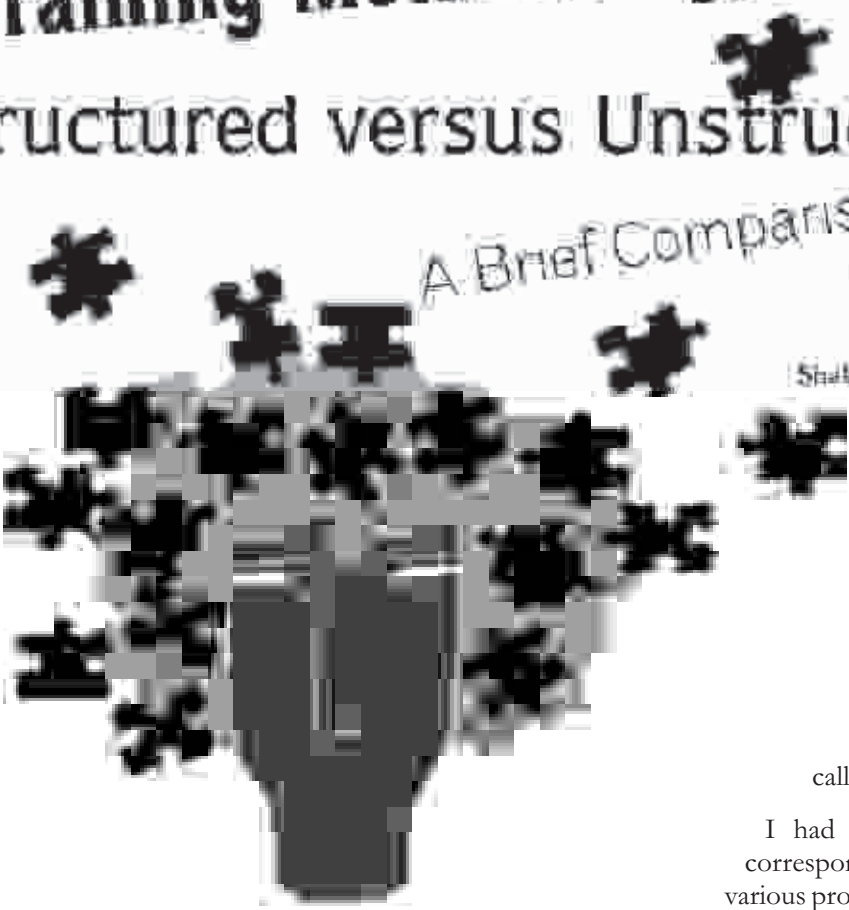
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# Training Methodology

## Structured versus Unstructured

A Brief Comparison

Shabir Sharav Ray



having experience of Behavioural Process Labs keep questioning whether such a vast investment is really called for.

I had also been going through the correspondence and sharing of views by various professional members regarding the 3 day lab at Jaipur for MBA students. It was surely a challenge and I would have loved to be there. Unfortunately, my office work pressure came in the way. The main issue here seemed to be how to strike a balance between investing in a 5/6 day full-fledged lab as compared to a 2/3 day capsule programme that could largely fulfill same objectives.

Some of you may be aware that an exposure to Human Process Lab has again been made mandatory for the fresh entrants of BHEL in the officers' cadre – whether engineers, finance or HR trainees executives, after persistent efforts of Parth Sarathi, who heads the HRD function of BHEL. Considering the fact that BHEL is now absorbing something like 1000 executives per year, the cost and efforts of putting all of them through a one week lab is enormous. Some of the proponents of conventional, structured training or those not

Although I was not directly involved, it stimulated a thought process in me about the relative merits and limitations of structured programmes vis-à-vis unstructured ones such as our T-group lab. I would like to share some of my thoughts that is based on my experience of doing structured training at our Institute for last several years and my limited experience in the labs.

To start with I found that it is very difficult to explain the process or benefits of a lab to a person who has not

experienced a lab. It is like trying to explain the taste of a Rasgulla to a person who has not seen or eaten one. I am therefore not venturing into explaining that, but am limiting myself to a comparison between the two methods viz. Structured Training and Unstructured Experiential Lab. While I am personally a strong supporter of the T-group method, I have tried to be as unbiased and objective as possible, having looked into both the pros and cons of both structured as well as unstructured training.

I am deliberately refraining from making any judgments or suggestions for either type of training and am leaving it to the reader to draw one's own conclusions. Having started the topic however, I am very much interested in knowing the views of the readers to make the study more concrete. I shall therefore be grateful for your comments of all types—whether supporting, negating or adding to my views.

A comparison between Structured Training using instruments etc versus Unstructured Experiential learning (T-group) could be put briefly as follows:

### **Structured programme including Use of Instruments-Faculty driven**

#### **Unstructured – T group Lab Facilitated**

1. Covers a predetermined area of a person's behavior / skill such as say Team Working, leadership, emotional intelligence, Interpersonal Relationship etc. and concepts, instruments are administered accordingly.

There is no such limitation. Any facet of a person's behavior may come into focus depending on what process evolves in the group work.

2. The process is faster, agenda is focused and clearer to every person right since beginning – about what is happening.

The ambiguity of open or no agenda in the beginning may put off some persons, till they realize the benefits of it. But as explained above, having no agenda also facilitates unlimited exploration of a person's behaviour, beliefs, values etc.

3. Instruments are used to assess one's personality traits. Participants generally consider instruments as pathological tests – results cannot be denied unless one questions the competence of the diagnostic lab. Those open to feedback find it easy to accept the results.

Feedback on one's behaviour comes only through feedback from others. It may take time for a member to come to terms with the feedback of others. Some may resent it or may question the basis of the feedback.

4. Denial of the results comes in the form of 'I did not know you were testing this, actually I am not like that' or 'This instrument is drawn by western people, does not apply to our culture.' Since basis of the feedback is largely the instrument, those who want to defend, find it easier.

It is difficult for a member to deny the feedback, since it is not limited to any one such event or item. There are multiple sources of feedback, several times in the lab, not limited to one event or one person. Hence the impact goes deeper and denial is rare, unless the person is too closed.

5. Feedback is usually one - on one i.e. from faculty to participant, again making it easier for the participants to deny, if one so chooses.
6. Those open to change / feedback respond very positively and find it easy to accept the so called "SCIENTIFIC" data. Gives them an instant 'WOW' feeling, they give high regard to the faculty, and faculty gets a kick out of it.

The 'wow' feeling comes from introspection / reflection of the experience and is not limited to any particular person or events, though the quantum varies from person to person.

7. Level difference between faculty and participants is maintained. It is like "I am telling you so". Works with many, but some find it difficult to accept. Their defense is 'who are you to diagnose me and advise me? Look at your own self, you are no better.' It is more prevalent if the trainer has lesser age, qualification, experience or position than the participant

Facilitator becomes a part of the group, exposes own vulnerability, appears more as a person as compared to faculty of a structured programme. Therefore chances of acceptability by others is more irrespective of age, level, status, position, gender etc.

8. The emphasis is more on awareness, understanding at conceptual level about one's traits, functional and dysfunctional – parts and how to deal with those - through instruments, discussions, cases, presentations, feedback from faculty etc. Everyone is involved throughout in something or other. There is little opportunity for self-introspection and experimenting on new behavior.

Lab gives freedom to a person to remain inactive for certain periods during the lab itself. The process keeps - moving from person to person, thereby giving one ample opportunity to introspect, conceptualize and internalize the learnings. The lab also provides several opportunities to each person to experiment on new behavior and thus a

series of experiences are created. The Kolb's learning cycle is repeated several times over, reinforcing the learnings again and again.

9. Large part of the learning is driven by the instruments or theory, Faculty only interprets it. It is therefore relatively safer and can be done by almost anyone with a little bit of formal training. Good oratory is an added tool for the faculty. Since the learning is mostly at surface level or conceptual level, chances of adverse impact on the participant are minimal..

T-group is more risky, totally depends on the facilitators skill. Very high level of sensitivity is required on the part of the facilitator to guide the participant through a smooth process of self discovery and change. The impact is very deep, causes almost permanent impression on one's behaviour. The process may boomerang if somehow the facilitator is not of high caliber. Hence the potential risk is which can be minimized by engaging duly accredited facilitators.

10. It may sound inconsequential, but at the end of the programme, the participants are clear and can easily explain to anyone about what was the coverage of the programme. Some of the participants may even be in a position to give lecture to others. This is highly valued by some organizations. But internalization of the - learnings may be little or negligible as it remains in head and may not get translated into change of behaviour.

Ask any participant and they would find it very difficult to explain as to what was covered. But though they cannot verbalize it, they would have taken the learnings deep in their hearts. Others around them usually notice the change and point it out to them. The person becomes aware of the change through - others.

11. Besides the learning for participants, the faculty also learns from structured programmes as follows :

- Gets more experience of handling the subject thereby adding to the polish
- Gets to know more views of participants and collects data that may be used in subsequent programmes as examples
- Faculty may try new methods and assess / validate their effectiveness

Learning of Facilitator are multiple :

There is no single pre-decided method to conduct the lab. Facilitator has to innovate on the spot based on processes

that evolve in the group. Thus every experience is unique and adds significantly to facilitation skills.

Facilitator becomes a part of the learning group and moves with their struggle for growth. Some hitherto unexplored parts of facilitator also come into view. This provides scope for further growth of the facilitator as a person. This is the most significant part of facilitation and it may not be wrong to say that the learning of the facilitator is probably more than the participants.

In a nutshell, both types of training have their place. You can make your own assessment. as to what is suitable where, and when.

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# ***A Letter to my first BLHP Team...with Love***

Uma Maheshwari

I have attended the ISABS BLHP program organized from 14 -18 Feb'09 at MEC campus. I would like to share my experience at this lab.

Weird, something abnormal, waste of my valuable time and energy were the thoughts that flooded my mind after spending the first two days at the lab.

The intervening of the facilitator to cut us short of what we were discussing with an irritating statement – “Talk about here and now” was getting on to my nerves. What are we expected to do? Is there a structure to this program? But alas! no answers were coming my way. The only thing that resounded was – “What are you feeling here and now”. It was a subtle message given to the team to explore our feelings and connect with the others. Realizing this attempt of the facilitator I gradually started to open up and share my feelings with my team. This required me to have trust and faith in my team to confide my feelings. It wasn't easy, a million questions dangled in my mind before I attempted to share any of my thoughts. What will they think about me? Why should I share this with them? After a lot of pondering over these thoughts, a breeze of realization hit me and questioned me – When I have a space created to explore my feeling and that of others why not attempt to do it. It turned out a great platform to exhibit my behavior and discuss with my team on how they felt about me and how I had impacted them. This in turn opened up a new window for me to understand that there was more than “I” in every interaction I had with the team. It gave a realization that I had to be open to understand the “other person” as well and be sensitive to the needs of the “other person”.

All this while I had lived with an assumption that if someone could not connect with me for whatever reasons it was because they had a problem. I thought I was too good for them to get to my level of interaction. In fact I take this opportunity to acknowledge the support and guidance extended by Sridhar with his patience and no ego issues stance. He was open to confront with the negatives vibes that erupted during the workshop. His readiness to change himself and apology for hurt caused really changed things around. It really helped me to transform from a reactive, insensitive& impulsive person to being a better human being.

This lab has been an eye opener for me wherein I feel empowered to create more fruitful relationships with people around me. This workshop also gave me an opportunity to get to the buried emotions within me and nurse the uncried wounds within me. I am grateful to Sridhar and - my team – Kuruvilla, Joseph, Shruti, Gundeep and Mohan Das for supporting me in this journey of self exploration.

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Many, who attended T-group labs over the years, decided to review their life journey and role relationship within and beyond even in the organization. It is estimated that about 40 percent organizations which nominated their staff to ISABS had a hidden grudge against such training, for not having retained their employees who were groomed towards personal growth process. It was found in our survey that quite a few of the professional members who completed their professional journey<sup>2</sup> and created their own entrepreneurial identity as freelancers have quit their secured organizational role. The paper describes some of the critical concerns and insights on related matter. The questionnaire mode supported by informal interface with selected professional members provided interesting clues to examine my hypothesis. It highlights the quest of entrepreneurial being that many process trainers have displayed. Yet one wonders if it was the strength of process trainers to test themselves or move to their freedom to be? Of course, some of them felt the 'heat' of 'boiling pot'. They could not endure and jumped out to float in an entrepreneurial ocean.

### Genesis

I picked up hardly thirty five respondents with the help of T T Srinath who could not pursue the study. Both of us were busy in our priority. Questionnaire were sent to 75 respondents. Only 18 had responded but remaining agreed to fill in during the national event. Thus thirty five professional members including six interns could respond maintaining anonymity. It was discouraging to move further keeping in view the small sample, nevertheless, the compelling need to explore the inner dynamics and my own drive enabled me complete the task. Of course, research has never been priority for the ISABS as an organization, except a few who are -passionate to talk about without adequate action. I moved with ease at my own pace to expand the quality of interface to complete the analysis and examine hypothesis<sup>3</sup>.

**Assumptions and Postulates:** It seems that search of freedom and liberation from the organizational role has been the compelling concerns for people to launch research studies on entrepreneurial identity by many eminent scholars of early days<sup>4</sup>. Let me place it below for self examination and review. Findings of

the study, blasted some of the assumptions, despite the limited sample size.

- *Greater the process exposure and human sensitivity lower is the commercial and entrepreneurial acumen*
- *Longer the association with process training function through ISABS or otherwise greater inclination for affiliative and social networking skills.*
- *Higher the social networking skill greater is propensity to capitalise on emerging consulting opportunity for training and allied areas with client organisations of ISABS.*
- *Greater the personal interest goal of process trainers to succeed as freelancer or entrepreneur lower is their professional association with ISABS and well its being except the occasional linkage.*
- *Greater the risk orientation and quest for freedom from set organizational role boundaries higher is compulsion to delink and launch at one's own.*
- *Process insight and its adequacy through professional recognition by ISABS has opened unknown area of role identity and life space to test their hidden strength with greater grip on locus of control.*

Generally speaking, entrepreneurial urge is closely associated with high achievement motivation orientation. Process skill has never been found positively associated with entrepreneurial goal setting behaviour. If we trace the history Manohar followed by Somnath were the only two freelancers who kept their hat high plunged in to enterprising role. Both set the learning foundation on entrepreneurial identity. Later T V Rao and others joined the race. History reveal that Akhouri encouraged the reorientation of - process trainers on achievement motivation process It was taken up by several training institutes of eminence. Sujit, Akhouri, Manohar and T.V. Rao along with many other behavioural science trainers made a significant contribution evolving the foundation of identity biased cognitive structure through achievement motivation intervention. I recall many ISABS trainers that went through such a course at NIESBUD∞ including Deepankar and Ramesh along with other professional members. Today, they are well known freelancing consultants in the process work. There was little documentary evidence to connect and test our hypothesis on

the above. However we did try to explore the unknown area and verify some of our assumptions.

Several studies were taken up by interns at different points of time to complete their PDP (Professional Development Programme) requirement. Very few could stand as a piece of recognized research document worth mentioning due to paucity of funds and time available to interns earlier. The recent initiative by the ISABS Board to encourage professional members as well as interns has yet to attract people to take up research ventures with depth. Some of the professional members like Prayag, Udai and T.V. Rao have tried their best to motivate our team to take research projects of different nature. But we hardly moved an inch due to our visible apathy to innovate<sup>5</sup>. Every new president has been committing himself to push research agenda. I also joined their struggle as a part of presidential fraternity with an appeal to make things happen to promote the movement than what it is. *The paper is an evidence to support our effort to locate the search of identity that people have made in different organizational roles culminating into an entrepreneurial being.*

This awareness of potential danger in such entrepreneurial model suggests a slow degradation and eventual destruction of the enterprise<sup>6</sup>. In a static environment perhaps, such discordance may pass muster, for a while. Some of the trainers felt that setting a company or an enterprise become very complex process. Deepankar in his early days spent few intimate moments of his growth process with me while departing from Engineer India at his mid age career.

*He said, "I do not want to come in conflict with my freedom and complexities of managing and handling multiple roles of running an enterprise. I would like to test my flow than to get constricted in other pressure." It was clear choice of being a freelancer and self-employed guy.*

*Uma Jain who spent long innings with Public sector and social organisation decided to detach herself finally from that boundaries and started operating as a new social entrepreneur breed. Dilemma of being freelancer versus entrepreneur has been visible in many cases. 'I do not have to get in to to all that stuff of earning for so many people and get worried to pay check to those who work for me. It is too tiring and complex. I do not want to load myself at this juncture of my career KK Mehta spoke with a great sense of relief for whatever he has been engaged as process consultant.*

But in a rapidly-altering situation, defined by heterogeneity (differences in needs and behaviour of organization constituents), hostility (cut-throat competition, resource shortage), the strain is visible. In this changing scenario, the emergence of the new-age entrepreneur is interesting.

*The new-age entrepreneur described as 'opportunistic' is fast outpacing the craftsman. He exhibits breadth of education and training, high social awareness and involvement, a high confidence in dealing with the social environment and an awareness and orientation towards the future. He is a catalyst of change, does not accept the boundaries of structured situations, is able to carry out new combinations, instrumental in discovering new opportunities, all of which make for the uniqueness of the entrepreneurial function.*

### Selective Cases and insights

*Let me illustrate a case of TT Srinath whose entrepreneurial goal shifted after his process exposure through ISABS. It is a case of **an Entrepreneur shifting to New Life Role after Process Insight.***

When I first read parts of David McClelland's (1961) book "The Achieving Society" I was charged by the thought of a small-scale entrepreneur's drive for Self-Employment, as being a consequence of the need to achieve. While getting in touch with the drivers that push a person in self-employment, one realizes, as a research says (Brockhaus-1982), that much of the impetus comes from risk disposition, a sense of self-worth and the need to self-determination. The realization that a job would rob a feeling of fullness that allows an entrepreneur to stray into the world of enterprise creation.

As an entrepreneur authors the enterprise, he quickly realizes that he cannot be separated from it, like 'the dancer from the dance' (Carland-1988), the two being meshed, and this becomes self-limiting. Small-scale entrepreneurs, particularly the technocrats, the self-styled businessmen and small-scale manufacturers symbolize the 'craftsman' (Smith-1967), narrow in education and training, low in social awareness and certain limitedness in dealing with the environment. This, however, does not take away from them an 'internal-focus', that super subscribes their character. They are a bundle of conflicts 'men - of action and ideas' (Shumpeter-1931), with a desire to take responsibility for their decisions, the desire to own their own business as it offers economic freedom, a reliance on self, a willingness to accept challenges and a need to be their own boss. Against this is often high anxiety, poor organization, bordering on self-destruction at times? In many ways, it is 'an enigma' to many.

*To be continued in the next issue*

<sup>1</sup>Dr Nagendra Singh is currently chairman ASEED and Past President ISABS

<sup>2</sup>Study was taken up to test author's hypothesis, if sensitivity training also had an impact to drive a person towards entrepreneurial orientation in search of one's freedom to be. ISABS became a strong source to offer us database. Nagendra P. Singh and T.T. Srinath undertook a joint research project on the impact of entrepreneurial being after respondent's process exposure training in ISABS during 2004. Support of Srinath deserve appreciation.. This project could not complete its full work in the absence of adequate sample size and authors other preoccupations. Only 35 people had responded with details who have completed their professional membership by the time this analysis has been incorporated. A seed

<sup>3</sup> Study was supported by Asian Society for Entrepreneurship Education and Development but ISABS facilitated the data collection process.

<sup>4</sup>Udai Pareek and Manohar Nadkarni's classic work on related theme gave foundation of redesigning achievement motivational training programme of David Maclelland, particularly the Indian approach. Prayag also made a significant have addition on social achievement aspects of training design. Later, many Indian trainers and known behavioural science motivation trainers drew their strength from ISABS. My professional association with Somnath, Sujit and Nadkarni for several years on testing process of Achievement motivation training Model has a profound impact on my being.

<sup>5</sup>National Institute of Entrepreneurship and Small Business Development based at Delhi. Dr. Akhouri the then ISABS president and Ex-executive Director Niesbud, encouraged many process trainers to undergo achievement motivation training I recall having spent sometime in such a training module along with him. Of course many process trainers saw it as new acquired competency is it the new acquired competency that a new entrepreneurial opportunity to drive these trained training with brand mileage? I have illustrated the analysis with some examples and cases who have volunteered to offer their response for the study.

<sup>6</sup>Studies on entrepreneurial identity in the early eighties by several social scholars supported the observation that Indians are very good in expanding the tested models of West than to innovate out of their passion. Economist felt a common pattern of developing society whereas psychologists see it as a lurking fear and sense of doubt of its acceptance by others. (Singh Nagendra 1981 "Entrepreneurial Identity", Indian Management 2:3)

<sup>6</sup>Author has preferred to place his own being into third person than to look at as first person. Many respondents decided to remain anonymous therefore names of professional numbers have been need on selective basis.

# Regional News & Updates

## Kolkata Region

This is a short report of the recent Events in the Kolkata Region, besides the regular Monthly Meetings we have been holding. The Monthly Meetings are convened efficiently by Sharbari Shah.

In October '08 we had the usual BLHP (2 groups) and one ALHP and one Special Lab on Appreciative Inquiry. V. M. Ramalingam from Bangalore came over to facilitate the Special Lab from 18th to 20th Oct. and also the ALHP from 22nd to 26th. Other facilitators were Khirod and Paul. The Event was held in Kolkata in the YMCA, J. N. Nehru Road. We had altogether more than 30 participants. The Co-ordinator for the Event was Subhashree Chander.

In March '09, from 1st to 5th the first Event for the year was held in Bhubaneswar in collaboration with the School of Management, KIT University, Bhubaneswar. The Event was well organised by Khirod Patnaik, ably assisted by Snigdha. Facilitators included Sukhvinder, Khirod, Snigdha and Paul. We had 21 participants in 2 BLHPs and one ALHP. We were very happy with this new partner, who not only whole heartedly co-operated in all the arrangements, but also helped in making the Event financially viable.

### Paul Siromoni

Regional Co-ordinator

## Delhi Region Report

Delhi region had two regional events from 21st to 24th Feb, 09 and 14th to 18th March, 09. The events were small in number but very intense in terms of work and seriousness.

Delhi PDP group is active and had one small meeting coinciding with monthly meeting of March, 09. One more regular PDP meeting is planned on 21st March, 09 to take their learning agenda forward.

Monthly meetings are being held regularly with themes varying from T group experiences sharing to large impact of this training on Engineer Trainees of a large PSU where many professional members have done the facilitation.

Delhi Region is planning four international events in China (Guang Zhou), UK (London), USA (Los Angeles) and Dubai. The dates and charges are as under:

Guang Zhou ( China ) : Rs 60,000 for 8 days Lab ( BLHP and ALHP) from 14th to 21st June, 09

London (UK) : Rs 1,00,000 for 8 days Lab(BLHP and ALHP) from 16th to 23rd August, 09

Los Angeles (USA): Rs 1, 00,000 for 8 days Lab (BLHP and ALHP) from 3rd to 10th October, 09

Dubai: Rs 1,00,000 for 8 days Lab (BLHP and ALHP) from 19th to 26th December, 09

(All Taxes applicable extra at actual. Travel and visa costs to be borne by participants. Charges include stay and programme fees only.) For details and brochure contact pradeepprakash2001@gmail.com /mobile no: 09810009311.



When suggestions are received as commands,  
When I think is being placed on me a demand,  
I react from a state to fight,  
Want to establish my position and right.

Sadly surfaces anger feelings,  
Emotions corrupt all my dealings.

How then do I restore peace?  
How then from pain do I cease?

Perhaps by surrendering to one another,  
Nipping possibilities of pain going further;  
Just submit to goodness in each of us,

No need to debate or make a fuss;  
Just trust intent as being well meaning,  
Then we will experience serene feelings.

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