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Theme:
Multiple Dimensions of People Management

Guest Editor

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Editor's Note



I have been arguing with several scholars since 2003 that ethics without governance is a pie in the sky and governance without ethics becomes enlightened book keeping. If these pundits are to be kept at bay we argued that HR or People Management as it is now called must meaningfully contribute to organizational culture building. If trust transparency and teamwork are thus achieved the work culture drives the organization towards excellence. However since excellence is like a rainbow where the goal posts are shifted further as you approach excellence. Hence we argued that organizational excellence must cascade into business sustainability for all round developmental growth to take place. Papers selected in this special issue hover around this central idea in one way or another.

The first paper by Sorab Sadri and Jayashree Sadri, traces briefly the progress of thought and the resultant paradigm shift in the art and science of people management. In a way it sets the tone for the rest of the volume. The second paper of Priyavrat Thareja that takes panoramic view of People Management is a novel idea in that he has introduced ethics into the calculus. This was particularly interesting to me since I have been working on and writing on ethics since 1994. The author uses ethics to blend culture, character and commitment through ethics such that people management meets societal requirements in most efficient and judicious say. The next paper by Harsh Dwivedi and Garima Ghiya argues that organizations face low attrition rates if the employees are happier and satisfied with the environment around them. This is very much close to our research finding when we studied knowledge workers in the software industries in Mumbai and Pune almost a decade ago. However they add the concept of organizational learned helplessness to the overall calculus making it unique.

Next, Raaju G.S. in his paper moves away from the traditional economists' approach to productivity using the Cobb Douglas or the CES functions and argues that outcome based productivity instead of output based productivity should be the organizational goal and posits certain fundamental ideas that would help both the manager and the scholar to conceptualize their HR strategies.

In next paper, R.N. Singh and R.P. Mohanty take a very scholastic and yet empirically based view explores the moderating role of cultural values on relationships between communication satisfaction (CS) and employee's organizational commitment (OC) based on a survey of 1594 employees of Bharat Sanchar Nigam Limited (BSNL), Thereafter Ritu Dixit uses performance management and balanced scorecard for creating a strategic tool so that People Management interventions become more realistic. Another paper by Renu Pareek both from Suresh Gyan Vihar University examines employees' perception towards soft-core CSFs of the six sigma concept of quality based on an empirical analysis in foreign banks.

In his paper, Learning Management and Leadership Lessons from Corporate Rhymes, Subhash Sharma, presents his innovative approach of corporate rhymes that he has been experimenting since last two decades or so. This approach opens up new ways of inspiring young graduates to create synergy in whatever roles and responsibilities that are undertaking. It is also an innovative tool to sensitize individuals to significance of ethics and values in organization context.

In her paper, The Beautiful Enigma of Subhash Sharma, Richa Sharma is fascinated by work of Dr. Subhash Sharma and reviews his contributions to management thought and considers it as beautiful enigma.

I thank the individual contributors of the papers that I have selected for this special issue. All papers have been commissioned from expert scholars. Dr. Priyavrat Thareja, Dr. Raaju Ganesh Sunder and Dr. Sorab Sadri deserve to be singled out for special mention as they were the intellectual bouncing boards during this collection of papers. The support of Dr. R.P. Mohanty and Dr. Harsh Dwivedi similarly was spasmodic but valuable.

I also complement Dr. Subhash Sharma a learned scholar and a fellow traveller on the road to Ethics and Values for conceptualizing a special issue of the very well known 3D Journal of Management and Leadership and thank him for asking me to edit the special issue.

Jayashree Sadri
Guest Editor

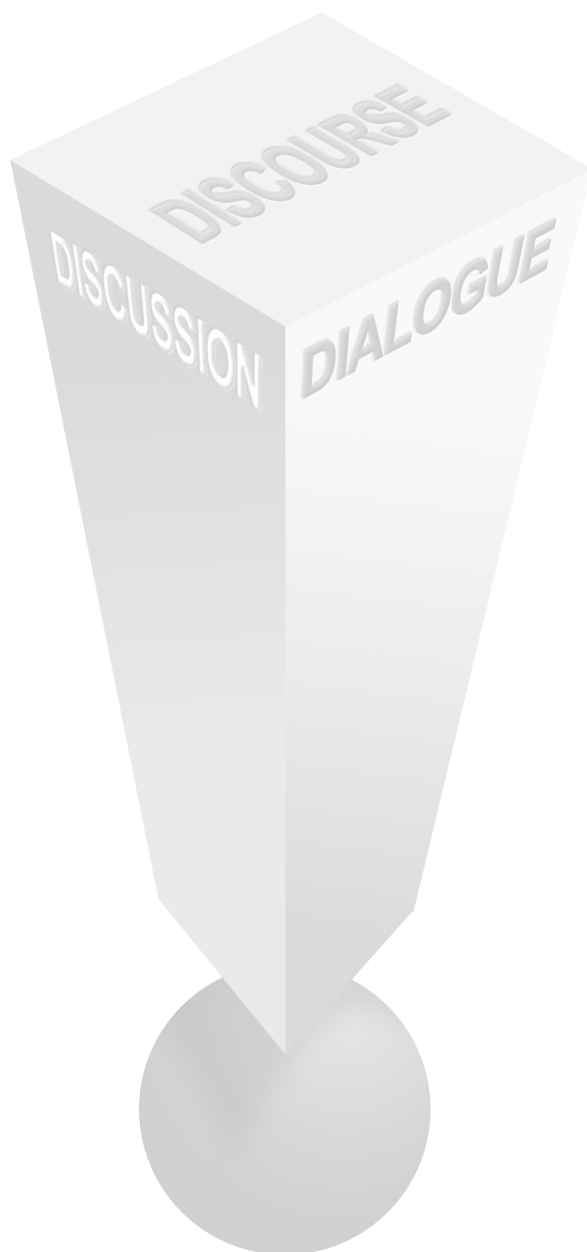
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The Shifting Paradigms in People Management Revisited

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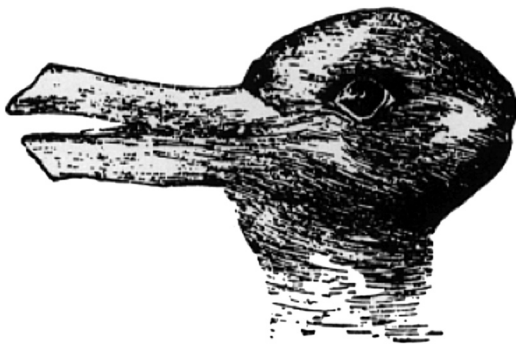
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Introduction & Definitional Underpinning

Since the late 1960s, the word *paradigm* has referred to 'a thought pattern in any scientific discipline or other epistemological context'. Initially the word was specific to grammar: the 1900 Merriam-Webster dictionary defines its technical use only in the context of grammar or, in rhetoric, as a term for an illustrative parable or fable. In linguistics, Ferdinand de Saussure used paradigm to refer to a class of elements with similarities. Paradigm shift is the term first used by Thomas Kuhn in his influential 1962 long paper *The Structure of Scientific Revolutions* to describe a 'change in basic assumptions within the ruling theory of science'. The term has since become widely applied to many other realms of human experience, even though Kuhn himself restricted the use of the term to the hard sciences. Today it has become a part of 'management speak'.

According to Kuhn, *The Essential Tension*, 1997, "a paradigm is what members of a scientific community, and they alone, share". Kuhn in *The Structure of Scientific Revolutions* had argued, "Unlike a normal scientist a student in the humanities has constantly before him a number of competing and incommensurable solutions to these problems, solutions that he must ultimately examine for himself." However, once a paradigm shift is complete, a scientist is not allowed the luxury, for example, of positing a new possibility to a given occurrence without challenging the paradigm *de facto*. Kuhn used the duck-rabbit optical illusion (given below) to demonstrate the way in which a paradigm shift could cause one to see the same information in an entirely different way. Thus, paradigms, in the sense that Kuhn used them, do not exist in Humanities or social sciences. Nonetheless,

the term has been adopted since the 1960s and applied in non-scientific contexts.



Kuhnian paradigm shifts are of interest in understanding the essence of this paper's argument. A scientific revolution occurs, according to Kuhn, when scientists encounter anomalies which cannot be explained by the universally accepted paradigm within which scientific progress has there to been made. The paradigm, in Kuhn's view, is not simply the current theory, but the entire worldview in which it exists, and all of the implications which come with it. There are anomalies for all paradigms, Kuhn maintained, that are brushed away as acceptable levels of error, or simply ignored and not dealt with a principal argument Kuhn uses to reject Karl Popper's model of falsifiability as the key force involved in scientific change. Karl Raimund Popper writing in *The Poverty of Historicism* stated that a theory in natural and physical sciences can be falsified but in social sciences they can only be *refuted and not falsified* since the assumptions are known to differ widely. When this is factored into the mutable nature of social reality it is difficult, if not impossible, to say that such and such a proposition is false. At best we can say, that "on the basis of data we refute the contentions made." In the case of HR, the organisation exists within a given social environment and is conditioned by it. So when the environment changes organisational policies and practices including HR change and a paradigm shift is triggered.

Conversely, according to Kuhn, anomalies have various levels of significance to the

practitioners of science at the time. Kuhn's model of scientific change differs in many places, from that of the logical positivists in that it puts an enhanced emphasis on the individual humans involved as scientists, rather than abstracting science into a purely logical or philosophical venture. This point was not lost on Einstein who held that "imagination is more important than knowledge" and Vivekananda who proclaimed that "all knowledge that the world has ever received comes from the mind; the infinite library of the universe is in our own mind." Knowledge thus does not lie in facts *per se*, but rather in how we choose to perceive them and act upon that perception. Since Marx, all positive economists have maintained that man (read humankind) is the beginning and the end of analysis; he is both the subject and the object of all inquiry.

HR is not a discipline in the sense of economics, sociology, political science or psychology but rather a combination of several of these disciplines from the social and moral sciences, making it a professional specialisation. For the purpose of this paper a paradigm is *a scientific world view about the nature and content of HR taken by experts in the academic and professional communities concerned with this specialisation*. This chapter will attempt to shed light on how the nature and content of HR has changed over a period of time.

Shifting Scientific Paradigms

When enough significant anomalies have accrued against a current paradigm, (or when the environment has significantly changed) the scientific discipline is thrown into a state of crisis, according to Kuhn. During this crisis, new ideas, perhaps ones previously discarded, are tried. Eventually a new paradigm is formed, which gains its own new followers, and an intellectual "battle" takes place between the followers of the new paradigm and the hold-outs of the old paradigm. After a given discipline has changed from one paradigm to another, this is called, in Kuhn's terminology, a *scientific revolution or a paradigm shift*. It is often this

final conclusion, the result of the long process, which is meant when the term paradigm shift is used colloquially: simply the (often radical) change of worldview, without reference to the specificities of Kuhn's historical argument.

A common misinterpretation of paradigms is the belief that the discovery of paradigm shifts and the dynamic nature of science (with its many opportunities for subjective judgments by scientists) is a case for *relativism*: the view that all kinds of belief systems are equal, such that magic, religious concepts or pseudoscience would be of equal working value to true science (Giddens). Kuhn had vehemently denied this interpretation and stated that when a scientific paradigm is replaced by a new one, albeit through a complex social process, the new one is always better, not just different. Contrast this with Sadri (1994) when he had stated that "a theory is an abstraction of reality that seeks to explain reality. If a theory cannot explain reality it is a meta theory, a quasi theory or not a theory at all." So, for him, the distinction between theory and practice disappears. A theory when fully refuted, Sadri said, is replaced by a new theory very much like Kuhn's paradigm.

There was no one correct answer and every theoretical position was *contingent upon* the situation in which it was developed. These claims of relativism are, in a way, tied to another claim that Kuhn does at least somewhat endorse: that the language and theories of different paradigms cannot be translated into one another or rationally evaluated against one another — that they are incommensurable. This gave rise to much talk of different peoples and cultures having radically different worldviews or conceptual schemes — so different that whether or not one was better, they could not be understood by one another. However, the philosopher Donald Davidson published a highly-regarded essay in 1974, *On the Very Idea of a Conceptual Scheme*, arguing that the notion that any languages or theories could be incommensurable with one another was itself incoherent. If this is correct, Kuhn's claims must be taken in a weaker

sense than they often are. Furthermore, the impressive influence of the Kuhnian analysis on social science has long been tenuous with the wide application of multi-paradigmatic approaches in order to understand complex human behaviour. A good example may be found in John Hassard's, *Sociology and Organisation Theory. Positivism, Paradigm and Post-modernity*, and another in shifting HR paradigms, which this paper attempts.

In *The Structure of Scientific Revolutions*, Kuhn had written that "Successive transition from one paradigm to another via revolution is the usual developmental pattern of mature science." Kuhn's idea was itself revolutionary in its time, as it caused a major change in the way that academics talk about science. However, philosophers and historians of science, including Kuhn himself, ultimately accepted a modified version of Kuhn's model, which synthesizes his original view with the "gradualist" (evolutionary) model that preceded it. Kuhn's original model is now generally seen by social scientists like Rex, Dahl, and Dahrendorf as being too limited and the gradualist variant is more acceptable.

The Paradigm of Primitive Accumulation

Political economists will vouchsafe that *primitive accumulation of capital* was a concept introduced by Karl Marx in part 8 of the first volume of *Das Kapital*. Its purpose was to help explain how the capitalist mode of production can come into being. Capital (to Marx) was money that makes more money, value in search of surplus-value. In other words, it is money that gets reinvested. It originates in the activity of buying goods in order to resell them at a profit, and first emerges in commercial trade connecting different economic communities, whose production is not yet capitalist. The existence of usury capital, bank capital, rentier capital and merchant capital historically precedes capitalist industry. However the modern view is that Capital is not money but "man made aid to production".

Marx showed in *Das Kapital* how "money

is changed into capital" and "how capital generates surplus-value" forming more capital. But in doing so, he had already assumed that there exists a mass of Capital available for investment, and there already exists exploitable labour power. He had shown how capitalist production could itself reproduce the conditions of its own existence on an ever broader scale. But, as he had said, "the whole movement seems to turn into a vicious circle". How this original mass of capital came about is usually explained away by "corruption" prompting Marxists to (erroneously) state that "corruption is a necessary condition of capitalism".

But market expansion is not simply a process of the peaceful, gradual increase of commercial trade. It is also a story of violence and conquest, piracy and plunder, theft and robbery, which destroys natural economy. This author would then argue that *primitive accumulation*, is nothing else than the historical process of divorcing the producer from the means of production. It appears as primitive, because it forms the pre-historic stage of capital and of the mode of production corresponding with it." Examples of such accumulation abound in the BIMARU states where labour is wantonly exploited and in most parts of rural India where exploitation of women and children is passé. Basically, the whole purpose of primitive accumulation is to privatise the means of production, so that the owners can make money from the surplus labour of those who, lacking other means, must work for them. Agricultural labour in Maharashtra is a good case in point.

The first known rural-urban migration in India took place centuries ago (4th. Century AD) and since primitive industry was at the time either monopolised by skilled craftsmen and their guilds or owned by the monarch, reform took place spasmodically and quite infrequently. It was governed by the needs of the state e.g. war, famine, draught, trade links etc. This period lasted up until about the late 1800. Developments took place mainly in Europe, while China, India, Russia and Turkey

remained very much under monarchic-feudal rule. Labour was a commodity to be exploited, misused, and discarded at will. Labour had no rights but a string of obligations and duties that could never be avoided. Treatment of capital was more decorous and respectful than the treatment of labour. This was the era of trade when wealth was hoarded by the Monarch in the name of the State. Under the East India Company the despicable and slanderous exploitation of India's wealth was nothing but *primitive accumulation*, and it was only towards the last decades of the 19th century that "a new awakening of the Indian psyche" took place. In this paradigm labour was but a resource meant for maximum use and the management of labour became the "art of exploitation".

The Paradigm of Workers' Emancipation

The technology led automation that entered industry after the Industrial Revolution brought both capital and labour into direct and permanent contact for purposes of continued production. Such production was either: (a) In unique pieces where one of a kind was produced and the industry went on to make another product of another proportion but of the same kind (as in the case of ship building). (b) In batches or lots, when the mould, shape, size etc. of the product was kept uniform for that batch only (as in the case of utensils, toys, wheelbarrows etc.). (c) In mass production when the assembly line concept entered the scene and persons did just that much which was assigned to them and it contributed to the making of a final product (as in the case of the motor car).

In the case of (a) skilled craftsmen and their guilds continued to hold sway. In the case of (b) a certain amount of planning and designing as called for alongside of automation. In the case of (c) the worker was alienated from the final product and technology aided automation took over. This was during the period between 1800 and 1860 and this is when a scientific concern for labour welfare first arose on a scale hitherto unknown. This was also when

the 12 hour working day was the norm and the 16 hour working day as well as child labour was not uncommon. As a result of the Second International Workingmen's Association meeting in Paris, an 8-hour working day was declared on 1st May 1849. [This is why we celebrate May 1st as the International Labour Day].

In India this new paradigm took shape when the Government of India passed on from the hands of the East India Company to the British Monarch in the third quarter of the 19th century, a semblance of development started. English was introduced as a medium of instruction in schools new sociological elite started to be nurtured. This elite, it was argued, would be constitute anglophiles that would serve the British masters well. However, this coincided with the spiritualist movement of Vivekananda and first Indian industries under Jamshedjee Tata and Ardeshir Godrej began to take shape. This was followed by a literary movement under Rabindranath Tagore and Bal Gangadhar Tilak which merged with a patriotic movement that Dadabhai Naoroji began and his pupil Mohandas Gandhi was to champion in the years to come. Now, when a party in power has two opponents, it chooses to promote the weaker (less dangerous) of the two and stifle the stronger (more able) one. This happened in USA when the State chose to highlight Martin Luther King at the cost of Malcolm X just as Britain highlighted Mohandas K. Gandhi at the cost of Subhash Bose. Management of companies is no different. They promote the more amiable leader like Tata Steel had promoted V.G. Gopal and went hammer and tongs after Barin De in the 1950s.

The Paradigm of Industrialization

The concept of labour relations started with the industrial revolution. "All value was created by labour" according to economists like David Ricardo, Karl Marx and Piero Sraffa. Hence it was in the interest of the capitalist to see that the value producing factor was hale and hearty. This was not due to any altruistic

motive but pure business compulsions so that the process of generating and expropriating surplus value under capitalism went on unabated. Good health of labour was directly connected with creation of the terms and conditions that helped generate primitive exploitation. This was *not* something that was lost on the scientific socialists according to Mandel.

The origins of the concern for labour welfare may well have begun with Karl Marx and Frederick Engels in 1848 but it was long after their time that HR as a subject began to take an embryonic - nucleus form. Industrial Revolution created a supply of goods produced in the factories of Europe. To keep the supply going and maintain low costs, cheap raw materials were needed. Labour was paid just enough to stay alive because they thought that more money as wage would induce leisure and production would suffer. The goods that were being produced also had to be sold. So this role was filled up by the colonies that supplied dirt-cheap raw material like coal, iron ore bauxite, copper, gold and even indented labour on the one hand and the nobility in the colonies bought European made goods on the other hand.

The industrialisation of Europe had a direct repercussion on the rest of the world. In particular there were three notable effects. (a) Colonialism served an economic function of supporting the industrial evolution. (b) Industry in the colonies could not compete with Europe because of military oppression and forced closures. (c) In the name of modernisation the colonial nobility, traders and other rich classes began to westernise and use good produced in Europe.

In India, this was the point when concern for labour welfare joined hands with the nationalist-feudal cause and the people in the colonies began to unite under a common banner. (e.g. Buckingham and Carnatic Mills Strike under the leadership of Sorabji Bengali in Madras and Bombay Mills Strike under the leadership of Ranadive). Charlie Andrews

and Subhash Bose organised the first worker movement in the east when the TISCO Workers Union was formed in Jamshedpur. The trade union movement in the colonies had, no doubt, started but HR had not even been conceptualised. In Europe the Trade Union Movement remained in the form of Guilds and began to take serious roots. Writers like Wilfred Owen, Alexander Dumas and Charles Dickens chronicled the plight of labour in their novels but that was it.

The Paradigm of Labor Awakening

Then came the First World War (1914-18) and the Great October Revolution of 1917 which for the first time prompted labour to take control of industry in the Soviet Union. The effect of this was that the rest of Europe did not want this to happen in their country and so Labour welfare became a serious concern for the political leadership in Germany under Bismarck, France under Clemenceau, Britain under Edward VII and Italy under Mazzini. This was the birth of HRM (then called labour relations) when concern for employee welfare became a part of state policy. The League of Nations was started and the Socialist Revolt in Germany was brutally crushed at this time. This was also the period when Elton Mayo classic began work on Motivation Theory. However the concern for labour was yet to be crystallised into a specialisation and remained within the ambit of industrial psychology and industrial sociology.

Then came the Second World War (1938-45) and since the League of Nations could not prevent war it had died a natural death and with it the international concern for labour had become dormant. But in 1945 thanks to President Roosevelt in USA and Premier Stalin in USSR labour came back on the state agenda and employees in India got a fresh lease of life as the de-colonisation process began two years thereafter.

The period from the beginning of the 20th century up until the 1960s witnessed the paradigm of labour awakening. The Fabian Society was founded on **4 January 1884** in

London as an offshoot of a society founded in **1883** called **The Fellowship of the New Life** and is a British socialist intellectual movement, whose purpose was to advance the socialist cause by gradualist and reformist, rather than revolutionary means. It is best known for its initial ground-breaking work beginning in the late 19th century and then up to World War I. The society laid many of the foundations of the Labour Party during this period; subsequently, it affected the policies of newly independent British colonies, especially India, and is still in existence today, one of 15 socialist societies affiliated to the Labour Party. Similar societies exist in Australia (the Australian Fabian Society), Canada (the Douglas-Coldwell Foundation and in past the League for Social Reconstruction), and New Zealand. The Fabians also founded the London School of Economics and Political Science and their writings had a great impact on the initial Indian labour movement of Bengali and Ranadive.

The *League for Industrial Democracy* (or LID) that was founded in 1905 by a group of notable socialists including Jack London, Norman Thomas, and Upton Sinclair took inspiration from the Webbs and other Fabians. Its original name was the Intercollegiate Socialist Society, and its stated purpose was that of “educating Americans about the need to extend democracy to every aspect of our society.” Under its former name, the League focused its efforts on proselytizing to college students about the labour movement, socialism, and industrial democracy; in 1921, it assumed its new name and enlarged its scope to society at large. The Students for a Democratic Society (SDS) grew out of its youth section, the Student League for Industrial Democracy (SLID). By 1965, however, SDS had totally divorced itself from the LID. Its influence on Indian labour movement was relatively less than that of the Fabians but nevertheless they introduced the concept of pamphleteering within Indian labour movement.

It was during the post 1945 period of this era that India witnessed the rise of Labour

Officers who were usually retired armed services personnel employed for four reasons: (a) Maintain discipline. (b) Prevent the formation of and break-up the leadership of trade unionism. (c) Handle Recruitment and Termination; and (d) keep some form of attendance and personnel records. Between 1950 and 1967 (approx.) these Labour Officers controlled labour matters with a stern hand. With Industrial Policy Resolution of 1956 the need for educated Labour Officers rose and it is during the same period labour legislation became very important and many Labour Officers had to obtain Law Degrees to meet statutory obligations. It became an era where regulators and regulations held sway.

The Paradigm of State Capitalism

The rise of India's public sector between 1950 and 1980 is well chronicled and with it the State emerged as the largest employer of labour acting as if it were a capitalist. Some economists like Sadri therefore refer to this as State Capitalism. In its classic meaning, State capitalism, is a private capitalist economy under state control. This term was often used to describe the controlled economies of the great powers in the First World War. In more modern sense, state capitalism is a term used to describe a system where state is intervening in the markets to protect and advance interests of big business. This practice is in sharp contrast with the ideals of free market capitalism. This term is also used by some economists to describe a society wherein the productive forces are owned and run by a state in a capitalist way, even if such a state chooses to call itself socialist. Within Marxist literature, state capitalism is usually defined in the latter sense: as a social system combining capitalism — the wage system of producing and appropriating surplus value — with ownership by a state apparatus. By that definition, a state capitalist country is a country where the government controls the economy and essentially acts like a single giant corporation. The term itself was in use within the socialist movement from the late nineteenth century onwards and German

Socialists like Wilhelm Liebknecht and Rosa Luxemburg had equated State Socialism with State capitalism.

There are various theories and critiques of state capitalism, some of which have been around since the Great October Revolution. The common themes among them are to identify that the workers do not meaningfully control the means of production and that commodity relations and production for profit still occur within state capitalism. The Nehru-Mahalanobis Plan for India's economic growth borrowed heavily from Keynesian interventionism. For instance, the *Industrial Policy Resolution* 1956 and the *Monopolies and Restrictive Practices Act* 1969 made it abundantly clear that the Indian State preferred to promote the public sector and the small industries sector while not hesitating to clip the wings of the private sector. It is unfortunate that while Keynesian economics was meant for an industrialised country in a state of recession, India's economy (at the time) was semi-industrialised with a high degree of dependence on agriculture and registering modest economic growth!

With the Nehruvian model of growth through State Capitalism, especially during the 1960s Indian industrialisation got an additional fillip with the rise of the Public Sector especially in basic and key industries. It was felt by both management and unions that to get more productivity wage incentives were needed and these also included better working conditions. Hence *more* functions were added to this specialisation and the period saw the rise of qualified Labour-Welfare Officers. These functions included managing housing and guest houses, upkeep of canteens, latrines, and crèches, ensuring the filling and filing of statutory returns to governmental agencies and record keeping for employed personnel.

The paradigm influenced the labour function being neatly divided into two by 1970; Personnel Officers who looked after industrial relations matters and dealt with the trade unions. Establishment Officers

looked after personnel records, performance appraisals, and wage administration. The Personnel Officer and Establishment Officer complimented each other. In large companies like TISCO, TELCO, SAIL BHEL, NTPC and HPCL one more function was added and Welfare Officers were appointed to look after the wellbeing of employees and their families after working hours. Sports, housing, rehabilitating dependants of diseased workers, education in bustees were their main concern. The Personnel Officers, Welfare Officers, and Establishment Officers were usually similarly qualified so job rotation was easy and they all reported to the Chief Personnel Manager. [Clerks who had become Establishment Officers by virtue of seniority were excluded from job rotation]. Some companies had Training and Development Sections but these invariably were not under the jurisdiction of the Chief Personnel manager and remained an independent specialist activity concerned with *Skill Development*. By 1976-77 only did *Behavioural Development* become a major concern and it was only by the beginning of the 1980s that people in this specialisation started speaking of *Attitudinal Development* as well. It is a remarkable, (and yet seldom stated fact), that except for a handful of public sector companies real time training interventions were successfully mooted in the public sector companies.

The Paradigm of Industrial Democracy

The 1970s saw the growth of militant trade unionism, an impetus towards industrial training and the rise of worker participation in management. The three were not homogeneous tendencies and inevitable contradictions arose in actualising them. However, one term that was bandied around both by the employer and the employee was "industrial democracy". Perhaps it is a bitter anachronism of history that Sydney and Beatrice Webb's *magnum opus* by that name was published in 1898 (wherein the term was first used), became a rallying point of workers almost a century later. Industrial democracy is the involvement of staff in making decisions (through structures

and processes) which involve the sharing of authority and responsibility in the workplace. Benefits of Industrial Democracy include the following: (a) less industrial disputes resulting from better communication between management and staff; (b) improved decision making processes resulting in higher quality decisions; (c) enhanced creativity, enthusiasm and commitment to corporate objectives; (d) lowered stress and increased wellbeing; (e) Better use of time and resources; (f) improved productivity including service delivery; (f) Increased job satisfaction resulting in reduced absenteeism; and (g) improved personal fulfilment and self esteem.

This was the era when employees were given a certain amount of empowerment and TQM began to be practiced albeit on a small scale. There are two Forms of Industrial Democracy: *representative* and *participative*, both of which were amply witnessed on the Indian industrial scene during this era.

Some examples of *participative* activities are: 1. Regular meetings with: (a) An agenda collected from staff. (b) A rotating chairperson. And (c) Sectional work allocation, maintenance and administration. 2. Group discussion before decision is made. 3. Active promotion of an involved team environment. 4. Participative redesign of jobs or work systems.

Some examples of *representative* activities are: 1. The formation of committees and consultative forums consisting of staff and/or union representatives. 2. The formation of working groups of staff and/or union representatives to analyse and make recommendations about specific issues. These can be 'occasional' Agency bargaining groups or 'standing' such as the Organisational Health and Safety committee. 3. Setting up channels for continuous communication between management, unions, and staff.

In some companies there were *worker directors* on the Board but they were effectively marginalised by the majority especially since corporate governance had yet to make its appearance on the industrial scene and the

concept of having *independent directors* on the Board was alien. During this era the fabric of state capitalism was in tact and marginal employee empowerment did not amount to industrial democracy. What a cynic would probably say is that there was indeed a measure of empowerment of managers without adequate safeguards to ensure accountability thereby allowing *tyrants* to develop. On the other hand, there was a degree of accountability for supervisory staff without commensuration in terms of empowerment allowing *subservience* to set in.

The Paradigm of Transition

After the assassination of Indira Gandhi her son took over the reigns of government and had the foresight to bring foreign technology into India by way of transfers. Rajiv Gandhi thus ushered in an era of modernisation but unfortunately in spite of having a thumping majority in Parliament no really progressive legislations were passed. In around 1985 concern began to shift toward Human Resources Development to such an extent that the HRD function and the Personnel Function was clubbed under a common head. It became fashionable to call the person at the departmental apex as the “Chief of HRD” and there was considerably confusion even amongst CEOs on whether HRD stood for Human Resources Department or Human Resources Development. Consultants who entered the arena as trainers compounded this and their only real skill was the *gift of the gab*. The trainers dished out outdated theories in outdated formats and added in a few gimmicks for good measure. Transparencies and handouts were not changed for years on end and very few of them had any personnel exposure to research in the field. Case studies were copied from foreign long papers to be used in training sessions and merely the names and data were indigenised. These consultants built alliances with key people in organisations so that they kept getting invited time and again irrespective of participant feedback or the utility of their programme.

This period of transition marked the hay day of training interventions. There was often a subtle *quid pro quo* involved whereby (a) desired changes were caused to be recommended by the consultant making them appear objective and (b) if the consultant was from academia the managers would be invited as visiting or guest faculty from time to time thereby helping to beef up their bio-data. The gullible CEO who was often a technical person either swallowed the bait or saw HRD as window dressing to give his concern the modernised corporate image without his personal commitment.

The Paradigm of Strategy

In the 1990s, we saw the advent of *HR as a Strategy*, which meant that HR interventions were used selectively as and when the CEO felt like it would aid the attaining of the company or top management objectives. The era of HR Strategy was indeed important since Neuro Linguistic Programmers and experts on Motivation and Stress became consultants who were seen to have delivered results. The HR function was professionalized and it was no longer a matter of “managing labour”.

Human Resources Management became the flavour of the season and HR was being discussed not as a strategy option to be selectively used but as a strategy flowing out of the overall mission and objectives of the company. As was discussed at length in *Geometry of HR.*, Human Resources Management consisted of several sub-specialisations viz. industrial relations, training and development, information systems, personnel, and manpower planning. Consequently, after 2000 Indian companies witnessed the advent of *Strategic HRM*, which meant that HR was not a selective strategy any more. The HR Expert was now a part of the Corporate Strategy Formulation and Strategy Implementation Team. He had graduated from the role of specialist to that of a super specialist and thence to the corporate leader. People who have led this movement were Dave Ulrich (USA), Sorab Sadri (India) and

David Guest (UK). Knowledge management is no longer a buzzword and one had to keep running just to remain in the same place- so intense is the competition. Ethics, Governance, and Excellence enter our sphere of concern at this juncture. Unethical behaviour consequently came under close scrutiny as Jayashree's (2006) paper demonstrated. Power and politics began to be studied and discussed openly, the mediocrity began to be more threatened than ever before and HR, as a profession, began to inch its way towards meritocracy.

India saw the advent of the Second Generation Reforms in 1998 and this process (to an extent) culminated in 2005 when India became a part of the new WTO regime. The priorities of HR intervention changed. To begin with Business Ethics no longer became a feel good-do good kind of initiative; rather it transformed into a business necessity. As has been argued in the Sadri and Jayashree (2007) work, Business Ethics *without* Corporate Governance is wishful thinking and Corporate Governance *without* Business Ethics is somnambulist bureaucracy. Business Ethics forms the pedestal on which Corporate Governance rests and it is this that will transform governance from an activity managed by regulators within a set of regulations into a dynamic growth mechanism powered by corporate strategy. Jayant Oke (2007) in his doctoral work at Pune University tows this line and in the process tries to come up with an instrument to measure the worth of the corporate governance intervention. Pravin Dange (2007) in his doctoral work from BIT Mesra, meanwhile, is using business strategy and ethics to launch his study of why businesses take initiatives in promoting Corporate Social Responsibility. That era was also a time when management gurus spoke of the *driving forces of change*. Business Ethics and Corporate Governance entered the HR lexicon and organisational excellence became a buzz word in corporate circles. HR strategy was expected to guide the organisation towards excellence.

New Paradigms in Management

The post 2005 era saw collapsing structures and functions, the evolution of matrix organisation structures and change was both non-linear and non-Newtonian. Accordingly, when India became a part of the global WTO regime new rules of the game had to be framed and accompanying systems set into motion. Since then and up until today, the environment of organizations has changed a great deal. A variety of driving forces provoke this change. Increasing telecommunications has "shrunk" the world substantially. Increasing diversity of workers has brought in a wide array of differing values, perspectives and expectations among workers. Public consciousness has become much more sensitive and demanding that organizations be more socially responsible. Much of the third-world countries has joined the global marketplace, creating a wider arena for sales and services. Organizations became responsible not only to stockholders (those who owned stock) but to a wider community of "stakeholders." As a result of the above driving forces, organizations were required to adopt a "new paradigm," or view on the world, to be more sensitive, flexible and adaptable to the demands and expectations of stakeholder demands. Many organizations have abandoned or are abandoning the traditional top-down, rigid and hierarchical structures to more "organic" and fluid forms.

Today's leaders and/or managers must deal with continual, rapid change. Managers faced with a major decision can no longer refer back to an earlier developed plan for direction. Management techniques must continually notice changes in the environment and organization, assess this change and manage change. Managing change does not mean controlling it, rather understanding it, adapting to it where necessary and guiding it when possible. Managers cannot know it all or reference resources for every situation are just unavailable. Managers must count on and listen more to their employees. Consequently, new forms of organizations are becoming more common, e.g., worker-centred teams,

self-organizing and self-designing teams, etc. as argued by Marilyn Ferguson, in *The New Paradigm: Emerging Strategic for Leadership and Organizational Change*.

In any academic inquiry certain preconditions are usually laid down. This is especially so when we treat a specialisation from a position of authority. HR is no exception and in the author's opinion, the pre conditions for understanding the subject matter of human resources management are and positing a new paradigm which in sync with objective reality are:

- First, organisations must learn to thrive on the cutting edge of competition, for which good people management is important.
- Second, good people management helps the individual and the organisation to leverage their strengths and sideline their weaknesses.
- Third, all this can be sustained in the long run if all management is value based and is approached with a positive attitude.
- Fourth, there must be absolute clarity of vision, mission, goal and role if the intervention is to succeed.

This author has earlier (2003) argued that business ethics and corporate governance combine to create the conditions for achieving organisational excellence and this theme was taken up and expanded in Sadri and Jayashree in their 2008 work. But excellence is like a rainbow or a horizon one moves towards and on reaching which the goals are reset and the horizon moves more distant. Excellence then becomes a pie in the sky and therefore must be converted into business sustainability to bring it to *terra firma* as Sadri and Guha (2010) have later argued.

When the HR Manager becomes a part of the strategy formulation and strategy implementation team, he/she *ipso facto* becomes a party to business policy. More

specifically in, identifying and actively managing risk and uncertainty; recognizing the value and limitations of both quantitative risk analyses and subjective risk perception in situations characterized by significant uncertainty; maintaining a level of precaution in the face of potentially major negative consequences that is cognizant of stakeholder concerns and values.

In sum therefore, business ethics, corporate governance, organisational excellence and business sustainability have been added to the corporate agenda and become the prime concerns of HR interventions today. This of course, *is in addition to* the usual functions that the HR Manager traditionally performs. The success of this initiative can be achieved through proactive HR intervention towards a dynamic corporate culture building. And, this new corporate culture must provide a fertile ground for innovation and creativity to flourish. This new and dynamic corporate culture, moreover, must be *robust* in its values and *vibrant* in its ethics. In this process HR has now become a SBU from its erstwhile status of an SSU and corporate thinkers have seriously started talking of HR Accounting (Infosys), HR Benchmarking (Tata Motors), HR Quality Assurance (Godrej & Boyce), HR Building Corporate Culture (HCL) and HR as a Profit Centre (Larsen and Toubro). A combination of these is increasingly visible in the non financial service sector especially among the progressive minded BPOs. That is the direction future research in Human Resources Management, in my considered opinion, should take. What remains now is for corporate houses (especially those who are into the basic and key industries) to realise this fact and postgraduate levels teachers to emphasise this in their lectures and academic papers. This change in focus of HR is now, albeit, a trickle but soon this will surely become a flood forming the kernel for a new emerging HR paradigm, now increasingly being referred to as People Management.

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Ethics in People Management - The Helicopter View

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Abstract

Ethics is an attribute which blends with culture, character and commitment to stand to societal requirements in most efficient and ethically judicious way. The preamble of ethics as an acronym is 'excellence'! To secure that one must pursue a helicopter view, and no less. But this paper illustrates no sustainable success or excellence may be achievable, unless 'ethics' are maintained. Sometimes the impacts are vicious as in education. The academic is one who impacts the Human resource scenario greatly.

This paper discussed the issue critically, and cites an example of the academic process.

The Foundation

CALD¹ describes 'ethics' as a system (as illustrated in figure 1), based on morals, of accepted beliefs, *standards*, which controls behaviour, continuously evaluating what is morally right and what is not. The requisite balance and effectiveness monitoring is maintained using feedback, which can impact both internal and external environment.

Concur Abreu et al, (2005) who argue that an organisation can affect its external environment and change it through its activities. Hope they embrace the ethical dimensions well!

Thus 'ethics' are of dynamic nature. Principally, it forms the rubric of any individual or organisation, being, the rules and standards of right conduct, necessary for requisite individual or organisational performance.

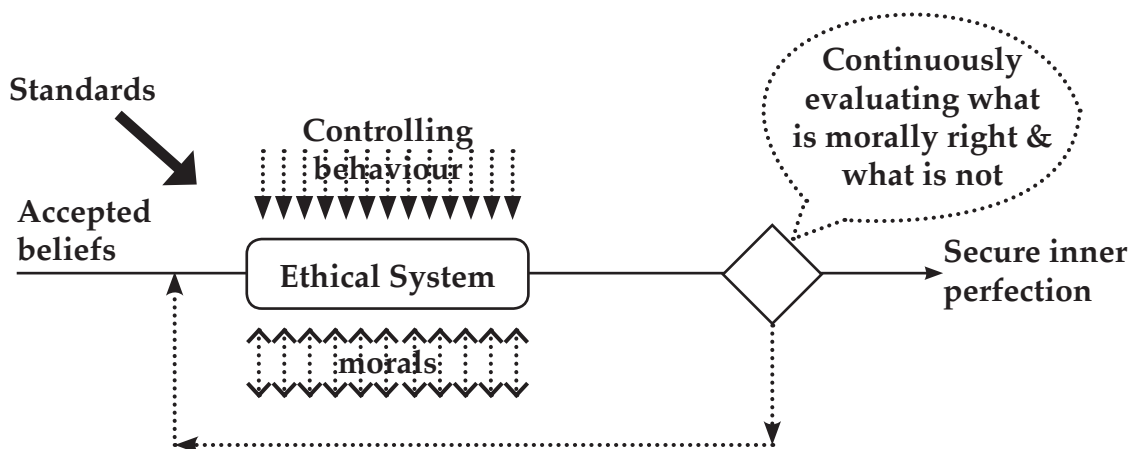


Fig 1. The system diagram for ethical conduct, promising excellence

If Albert Schweitzer² is to be believed “Ethics is the activity of man directed to secure the inner perfection of his own personality”. Thus, the dynamism around ethics calls for a continual readjustment, which call for higher and higher standard of ethics, transparency and accountability. (UNPAD, n.d.). This is necessitated due to the global diffusion of ideas and information brought about by the advancement of information communication technology.

The underlining phrase in Schweitzer’s quote asserts perfection, which in case of ethics

tends to associate with personality. Viz. trustworthiness, honesty, being committed etc. These attributes are sought in the metaphor of ‘ethics’ which encompass an even larger meaning of ethics, if not ‘the inner perfection of personality’ atleast calls for excellence (as in exhibit 1) - a bit short of journey to perfection. John Wooden however warns “Don’t mistake activity with achievement.” As “Perfection is not attainable. But if we chase perfection, we can [atleast / atbest] catch excellence” exhorts Vince Lombardi. Moreover, one does not become perfect merely with these attributes.

Exhibit 1: The ethical attributes and their definitions (as quoted)

E-Excellence Through	<p>“I believe that work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence. After students have had a taste of excellence, they’re never quite satisfied with less; they’re always hungry. When the teachers at the Austine School for the Deaf pointed out to Sonia that many students wouldn’t obsess over their work as she does, her reply was quick: This school has ruined me for life, she said. I’m never satisfied with anything until it’s almost perfect. I have to be proud of it.”</p> <p>(p8, ‘An Ethic of Excellence’)³</p>
T-Trust	<p>“To be persuasive we must be believable; to be believable we must be credible; credible we must be truthful.”</p> <p style="text-align: right;">- Edward R. Murrow</p>

H-Honesty	<p>"Honesty is the first chapter in the book of wisdom." - Thomas Jefferson</p> <p>"Our lives improve only when we take chances - and the first and most difficult risk we can take is to be honest with ourselves." - Walter Anderson</p>
I-Integrity	<p>"In looking for people to hire, you look for three qualities: integrity, intelligence, and energy. And if they don't have the first, the other two will kill you." - Warren Buffet, CEO, Berkshire Hathaway</p>
C-Committed, Character	<p><u>character</u>, 'A company that fails to take steps to produce a climate conducive to positive work-related ethical attitudes may create a vacuum in which employees so predisposed may foster a frontier-style, everyone for themselves mentality.' Professor Thomas Dunfee of the Wharton School.</p> <p><u>commitment</u>, "Those [schools] that are good have an ethic, a culture, which supports and compels students to try and to succeed. Those schools that are not [good] need a lot more than new tests and new mandates. They need to build a new culture and a new ethic. I don't believe there's a shortcut to building a new culture. It's a long-term commitment. It's a way of life."</p>
S-Societal orientation	<p>"There are seven things that will destroy us: Wealth without work; Pleasure without conscience; Knowledge without character; Religion without sacrifice; Politics without principle; Science without humanity; Business without ethics." - Mahatma Gandhi</p>

Quips Antoine de Saint-Exupéry⁴ "Perfection is achieved, not when there is nothing more to add, but when there is nothing left to take away." However, contradicts Charles Baxter⁵: "When all the details fit in perfectly, something is probably wrong with the story." Warns David Burns: "Perfection' is man's ultimate illusion. It simply doesn't exist in the universe.... If you are a perfectionist, you are guaranteed to be a loser in whatever you do." Yet, he who should perceive a 'minute' full of perfection must work himself up to address the minutest imperfections. Argues Chuck Palahniuk "One minute was enough, Tyler said, a person had to work hard for it, but a minute of perfection was worth the effort. A moment was the most you could ever expect from perfection".

Michael J. Fox explains the inevitable: "I am careful not to confuse excellence with

perfection. Excellence, I can reach for; perfection is God's business." Quantitatively, Dee Hock, schedules "invest at least 40% of your time managing yourself - your ethics, character, principles, purpose, motivation, and conduct. [Use rest] 30% managing those with authority over you, and 15% managing your peers". But before investing it may be understood as to what ethics is? The need is endorsed by Aristotle⁶, when he exhorts "Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit". Aristotle asserts 'ethics' is an active habituation, a state in which something must actively hold itself (Sachs, 2005). A repetitive and predictable behavior should nurse habits, as B. F. Skinner,

the psychologist most associated with the idea of behavior modification, terms the way we acquire habits. We slip into them unawares, or let them be imposed on us, or even impose them on ourselves. A person with ever so many habits may still have no character. It is the stable equilibrium of the soul, that gives moral equilibrium to a life. Sachs explains the difference between habits and character "is between a foolish consistency wholly confined to the level of acting, and a reliability in that part of us from which actions have their source". Adds Sachs "Virtue, therefore, manifests itself in action. More explicitly, an action counts as virtuous, according to Aristotle, when one holds oneself in a stable equilibrium of the soul, in order to choose the action knowingly and for its own sake."

Aristotle arises from habit from being-at-work to the active [ethical] state that can give the soul moral stature. In this he implies that habituation is not the end, but the beginning of the progress toward virtue. "A mere habit of acting contrary to our inclinations cannot be a virtue, by the infallible sign that we don't like it", argues Sachs. To reiterate, it is in continually evaluating which is right and what is not.

The Basement

Ethics is a two pronged conductor. First, as Velasquez et al (1987) assert: it refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.

Secondly, ethics refers to the study and development of one's ethical standards. A standard (a level of quality or attainment) is simply defined as 'a set of rules for ensuring quality'. More specifically, ISO/IEC Guide 2:1996, definition 3.2 defines a standard⁷ as:

'A document established by consensus and approved by a recognized body that provides for common and repeated use, rules, guidelines or characteristics for activities or their results, aimed at the achievement of the optimum degree of order in a given context'.

Explain Velasquez et al: Ethics, for example, refers to those standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and reasonable obligations to include those that enjoin virtues of honesty, compassion, and loyalty. They form well-founded reasons that impose refraining from corruption, eve teasing, stealing, assault, slander, and fraud etc.

Usually when feelings, laws, and social norms can deviate from what is ethical, it becomes imperative to constantly examine one's standards to ensure that they are reasonable and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based.

Therefore before we rise to the ground level, the ethics must be defined and rightly understood, in view of the complexity involved, as defining ethics is an academic and contextual issue by itself. As a synonym to what can not be measured, can not be controlled, until ethics is clearly understood, it can not meet requirements of a clever implementation. With a motif to encourage high ethical standards within our organizations, provisioning of an environment that is conducive to ethical behaviour is necessary. Argues⁸ Allen (2007), "Management and leadership have a huge responsibility in setting examples for their organizations and living the rules they preach if they want to sustain a culture of ethics."

Damp Proofing

Ethics came from the Greek word 'ethos', meaning character or custom. The character of a basement essentially favours attracting moisture from ground. Hence its damp proofing is essential. Similarly. Ethics, that influences the value system of every organisation and employee by serving as a moral guide or "base" (Sweet 2001), must

be proofed for the inadvertent errors. The constructs are schematically illustrated in figure 2. Ethical behaviour deals with the morally-acceptable and commonly-held values which are consistent to personal perception of values (Sims, 2003). Thus belonging to the practical sciences it functions

to show how human life must be fashioned to realize its purpose or end, embracing them all in a certain measure and foundation (Walle, 1995). This is because all arts ultimately serve a common purpose, which is the perfection and responsibility (Suderman, 1999).

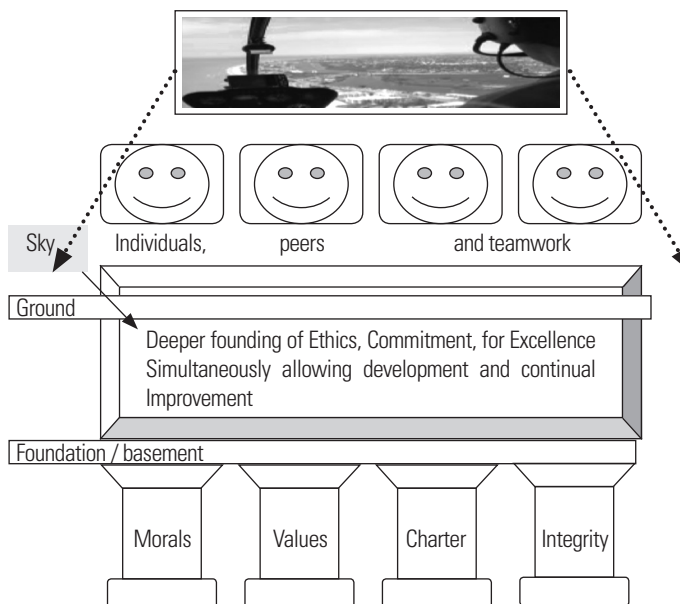


Fig 2. Helicopter View, and the role of ethics to take care not to leave unethical gaps

Attention to ethics in the workplace sensitizes managers, leaders and employees on how should their responses [be made conforming] (Cotton, 1998). Ethics influences the value system of every organization and employee by serving as a moral guide or “base” (Sweet 2001) to the application of acceptable practices and principles that are needed to become moral organization and/or employee. Consequently, there is no clear moral compass to guide managers and leaders through complex ethical dilemmas requiring the judgment about what is right or wrong. It therefore deals with what is good and bad and with moral duty and obligation. Thus whether ‘good is right’ or ‘right is morally accepted’ must be weighed by the managers in decision-making (Sharma and Bhal, 2004, p. 29). Nonetheless, managers have to draw

on values to support decision-making. Their understanding marks a potential vehicle for employee pride and motivation as well as a focus for customer satisfaction (Hall 1991).

The importance of ethics in organization is that leadership is able to guide and govern the actions of the employees for the betterment of the organization. Potential barriers to ethical decision-making for managers could include strategy, structure, control and motivation though these barriers may exist in routine and broadly accepted organisational practices. Infact Managing ethics should be to portray a strong positive image to the public (2007)⁹, and not done primarily for reasons of public relations.

It can be said that ethics refers to “study of standards of conduct and moral judgment,

and the reflection on moral significance of human action" (Gandz and Hayes, 1988 p.657). Thus its domain encompasses: 1) an application of ethics to the individuals and corporate community, 2) a way to determine responsibility in social and business dealings, 3) the identification of important social business issues, and 4) a critique of social behaviour and business (after Madsen and Shafritz in Das).

Jean-Paul Sartre asserts we are moral creatures, and our collective existence "condemns" us continuously to make choices about "what we ought to do" in regard to others. Associated requirements are say, values, morality, power, effectiveness, and mutual purposes and goals. Kant argues that to act in the morally right way, people must act from duty. Kant (1780, 1785) It however depends not upon the consequences of actions that make them right or wrong but the motives of the person who carries out the action. In all circumstances to maintain good is in short conforming to a God's order (Thareja, 2013). Kant maintains that the highest good must be both good in itself, and good without qualification Kant (1785). Former is intrinsically good, and when the addition of that thing never makes a situation ethically worse, it implies being good without qualification. Thus when the battle of good and evil is most evident in the decision-making process of an organization, it must be holistically imbibed embracing both leadership and management. Standardising them remains 'good in itself'.

Asserts Worthington (2007) *"In order to encourage high ethical standards within our organizations, we must first provide an environment that is conducive to ethical behavior. Management and leadership have a huge responsibility in setting examples for their organizations and living the rules they preach if they want to sustain a culture of ethics."* 'A company that fails to take steps to produce a climate conducive to positive work-related ethical attitudes may create a vacuum in which employees so predisposed may foster a frontier-style, everyone for

themselves mentality.' (Professor Thomas Dunfee of the Wharton School).

Kant wraps ethics in a single description describing it as a science of customs or morals that comprehend the nature of morality (Kant). This 'moral philosophy' thus governs the process of deliberating about a particularly compelling kind of obligation that is moral in nature (Cotton, R. 1998). In short, ethics forms the foundation of such morally acceptable behaviors and practices (Michalos, 1995).

The Sky Light

In terms of upholding ethics in team leadership and/or in order to align the organization's goals and objectives to the values of the executive team and the employees of the organization, the ethical leader/ manager must uphold six core virtuous values:

The first value is wisdom and knowledge, which is gained through experience, information, and data, and helps guide the direction-setting process of the organization to meet its, vision, mission, and strategies.

The second value is self-control, which is the ability of an ethical leader to decline personal temptations, thus, allowing the ethical leader to set an organizational direction reflective of the interests of the stakeholders, for the benefit of the whole organization.

The third value is justice and fair guidance, involving the fair way of an ethical leader to use organizational resources.

The fourth value is transcendence, which is establishing a direction of the organization for its common good and which goes beyond self-interests.

The fifth value is love and kindness, which can be used by an ethical team leader/ manager or through a relationship-enhancing approach.

The sixth value is courage and integrity, reflecting the honesty of an ethical team

leader in terms of systems and processes assessment that would help create and sustain ethical conduct (Fulmer, 2005).

Such values must be used by an ethical executive team leader in order to uphold efficacy, honesty, efficiency, and integrity in the employees of the organization. Exhorts Benjamin Franklin "Let no pleasure tempt thee, no profit allure thee, no persuasion move thee, to do anything which thou knowest to be evil; so shalt thou always live jollity; for a good conscience is a continual Christmas." Their management is essential because as argues Stephen R. Covey "Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." Loizos Heracleous asserts "It all comes down to the ability to go up and down the ladder of abstraction, and being able to see the big picture and the operational implications, which are signs of outstanding leaders and strategists". On the wall side, the individual or the organisation are hard pressed to balance the values of organisation similar like the walls ladder may need to align with.

Balancing the numerical values or performance metrics of any organisation vis-a-vis the moral values of individual or organisation is vital. How they suffer/induce a transition in case of bad/good intents respectively is exemplified in verse (exhibit 2). The dividing line is narrow. Thus maintaining an integral balance in operations with a view to govern them both equitably is strategically poised. It is vital because Business has a moral obligation to make a profit, for the organisation, and for people who work for and work with in the business (Carroll, 1998). The connection of ethics and business is complex, as ethics overrules the decision making and integrates with effective work and team alignment within employees in the organization. The state of alignment between the sustainability requirements and 'everyday ethical behavior' is critical. Infact, any lack of harmony in this way of thinking is termed dangerous.

It is reported that ethics is primarily a communal, collective enterprise, not a solitary one. As a result both the rights and obligations of people or organisations interact and share amongst each other to survive and to thrive. The right to peace, education, employment, minimum food, and a satisfactory quality of life are all echelons of good ethics. These elementally are the pursuit of justice, fair play, and equity. What is mine? What do I owe you? In worse circumstances, apart that a harmony is threatened, the degradation and neglect may even lead to riots as evidenced in India.

Thus in any workplace environment, it tends to find a way to protect one person's rights and needs vis-a-vis that of others. In this regard, the importance of ethics in the workplace is equivalent to the importance of labor, work and business. In otherwords, it maintains a web of relationships with others. E.g.

When Robinson Crusoe found himself marooned and alone on a tiny Pacific atoll, all things were possible. But when Friday appeared and they discovered pirates burying treasure on the beach, Crusoe was then involved in the universe of others, an ethical universe.

Functionality (Right Ventilation) of Basement

A successful individual embraces three different attributes; knowledge (skylight), attitude (dry) and skills (right ventilation), all combined with just the right amount of each of them. A person who has the intelligence quotient of a genius can never be successful without the right amount of skill and the attitude. A basement, devoid of skylight, attitude dry and skills right ventilation, is just like an individual who just end up being called a geek or nerd but having no real achievement of a lifetime. Right ethics would allow the organization to develop its organization culture in a way that would develop the potential and skills of the employees for the improvement of the overall performance of the organization (2006).

Deeper proponents of ethics, Sharma and Bhal (2004) observe that 'the purpose of an organisation is ethical in nature and is influenced by culture'. When such assumption is left in tacit, misunderstandings could arise. To be effective then, they argue values should reside at the operational levels in the thoughts and actions of those who implement the strategy. Towards "Managing Values: A Systematic Approach to Business Ethics," (Kirrane, 1990), asserts that "altering people's values or souls isn't the aim of an organizational ethics program -- managing values and conflict among them is ..." It is necessary to monitor their truth values (if any), and for their theoretical meaning and reference of moral propositions Meta-ethics is pursued.

Thus, Ethics, as being taught in the higher level of education, are a collection of principles of right conduct that shape the decisions people or organizations make (Encyclopedia of Business and Finance, 2011). However when people in the organization are devoid of ethics training it leads to a perceived disconnect in a competitive environment. A neglect of ombudsman services or CSR programs can likely impact the ethical behavior further. Thus, as a result of poor integration between people and organizations, especially when managers are confronted with the challenge or the tendency to be problem-oriented, the complex of ethical problems tend to confound at the organisational level (Carroll, 1990). Thereby, to encourage high ethical standards within organizations, business leaders first have to provide an environment that is conducive to ethical behavior. Management and leadership have a huge responsibility in setting examples for their organizations and living the values they preach, if they want to sustain a culture of ethics (2007). In this regard, it can be understood that leadership is always about self and others, encompassing ethics, labor, and business leadership. Along with them, the team leadership seems to be an intrinsic part of the human experience (Jensen, & Kiley 1998; 2005). They, therefore,

nurse a symbiotic, communal relationship, about leaders, followers, and all stakeholders involved in an organization.

Structuring in a Realistic Environment

Immanuel Kant aptly explains the criticality of ethics: as "In law a man is guilty when he violates the rights of others. In ethics he is guilty if he only thinks of doing so." In essence ethics dictates as "inquiry and into the nature and grounds of morality". In turn morality is defined as "moral judgments, standards and rules of conduct". Rules and principles compose laws governing development and application in situations involving morality. Law is based on ethics and morality determined through societal context and translated into enforceable rules with corresponding penalties. However while law regulates only particular aspects of ethics and morality, Ethics and morality in turn cover a wider scope when compared to law.

The limited scope of law in considering the issue of good or bad or right and wrong is exemplified by a consideration when law insufficiently distinguishes the acceptability of an action subject to litigation or provides a resolution to the case deemed consistent with the code of ethics and morality judgments commonly accepted in a particular society. However, Ethics and morality then translate into law with the intention of creating a basis for encouraging people to opt for what is good or right instead of merely relying upon every individual's value judgments or conscience. Ethics and morality also differ since ethics involves the consideration of reasons underlying existing principles or values while morality constitutes cognitive judgments of the individual regarding right or wrong. This means that ethics consider principles in the decision on right and wrong while morality is the result of the cognitive processing of ethical principles. Thus resulting judgment may not necessarily be aligned to ethical values.

The bottom line is there is no legal requirement to behave ethically (Ball, 2007).

Climbing Higher Level

The advantage of elevation is in a holistic perspective, which serves as a key competency required for strategic thinking. Peter Senge termed this discipline as Systems thinking - a framework for seeing interrelationships rather than individual things, and for seeing patterns of change rather than static snapshots. In other words it is viewing a problem or an opportunity as a part of an overall situation or system. Therefore, the best way to understand a problem is to appreciate its place in relation to the whole, viewing things with say, a helicopter metaphor or with a historical perspective that takes into account events in the past, present, and potential future. Though these concepts date back to Descartes and Newton, Royal Dutch Shell Company realised for most successful executives seeing with a helicopter view was a vital competency. Indeed a "power of anticipation" gives "clarity of purpose", and the ability to see the big picture without losing sight of the details and their implications.

Developing the "mental" helicopter view requires a disciplined way of looking at strategy and crises. As cognitive neuroscientists look at what happens in the brain in which more creative right hemisphere subconsciously (by sudden insight) looks for holistic connections and helps people see the big picture (the forest) while the left hemisphere specializes in analysis and the details (the trees) which is methodical, conscious, and analytical (Kounios et al. 2008). It seems also that analytic and insight processing can occur in parallel; the brain needs to see both the forest and the trees at the same time, somewhat akin to the helicopter view (Lehrer, 2008).

Muna (2003) observes there are three steps that one must practice until it become second nature:

- First, "zooming out" mentally from the current situation; to see the whole thing. You should not be surprised if you see more than one problem or crisis: some problems will be urgent and short-term; others may be critical and long-term.
- Second, describe the present situation as though you are envisioning from future wondering "what will I do, if such and such happens?" Various scenarios for the future are then articulated, and strategies mapped around these scenarios.
- Third, "zoom in" – from helicopter view and "zoom out" repeatedly while honing strategy to ensure that right path is stuck without losing sight of the details. Ensure you see the various parts of the proverbial elephant.

If the historic and futuristic perspectives is missing seeing the big picture is futile. To simply say, it involves looking at the world, their industry, their companies, their competition, and their potential customers in five, ten, and fifteen years from now. Tabulating say, changes in governmental legislation, politics, demography, technology', asking ourselves, 'What shall I do, if such changes happen' Articulating alternative scenarios for the future, and the strategies drawn around them, need be brainstormed/ brainwriten. This envisages continuously questioning our assumptions and reorganize our mental maps of the real world. More importantly, it encourages users to continue to learn as they make decisions about the future." "... once the present and the future are put in perspective, we can focus on the future direction, using the helicopter repeatedly to ensure that we are staying on the right path. Having isolated the most important/urgent priority problems, the helicopter descends for a closer look at the details." Jonathan Schooler views when one stops paying attention to those more holistic associations coming in from the right hemisphere, the right brain focus can be shifted onto left-hemisphere mode. Vice versa (deeply focusing at greater details) may sometimes disrupt the insight process, which are not rightly integrated as blocks of a puzzle.

When Ohmae (1982) compared characteristics of strategic vision with traditional strategic planning, the explicit changes guide towards pursuance of helicopter paradigm.

Any planning of a road map to Effective strategising requires:

- From tunnel vision, graduating to a broader view
- Changing from inflexible thinking to Strategic and creative thinking,
- Keeping details in perspective to avoid "paralysis by analysis". No time-consuming obsession with details.

The Good, The Bad and The Ugly

I believe that there are two levels of life objectives which we nurse. The material objectives, that lie in the front, and by virtue of remaining visible offer a fast payback. These are closely complimented by the spiritual objectives. Former is more transparently evidenced, observed, monitored by self and public, while the latter (spiritual objective) are guised, and hidden. Albeit these are personal, the impacts are essentially credited to the level of soul, life cycle, or *janma*. Viz. someone may be worshipping at a holy place, but neither the benefits, nor the level of his/her indulgence in religious pursuit can be measured by others. The level of transparency in spiritual pursuits is subject to one's own (unstandardised) scale, and hard to stipulate. It is therefore out of the ethical limits, and is rather governed by one's inner commitment and indulgence.

Pursuance of spiritual objective however is the primary objective of human soul, as the Hindu mission is in realising final salvation (*Moksha*), for which a human being has to remain ethical. Failing which, a base, non conforming soul may have to spend (wait by passing through) 84,00,000 lives in non human (*manav*) forms, to get the next opportunity (permission) to undergo through human yoni (life cycle). The preferred recourses deployed by humans are (i) Renouncement (*sanyas*), (ii) meditation, yoga, and an ethical pursuance in life cycle process (iii) belief and conduct as per karma theory.

The Bad:

The people are however more concerned in pursuing local level objectives. The term

'local' implies - which are visible in real life, and limited to the current birth/ life span of an individual. A man is indeed concerned about one's accomplishments, successes and failures, positions earned, material assets possessed, power enjoyed, and level of personal brand nursed. Viz. How big a car do I possess, in contrast to that of my neighbour and/ or competitor. How have the resources for that asset been organised (by corruption/ loans and borrowings/ ethical or unethical means/ at what sacrifice) is immaterial. These attributes are contextual and change from time to time in the order of Maslow's hierarchy of needs. The focus presently is more on materialistic assets world over, and emphasis on financial power is evidenced.

What best rules is a competitive scenario of the type that 'my neighbour ward should not succeed, whether in that process if my own ward may also fail doesn't matter'! While global advantages are not yet perceived, short term differences have already made large differences. To chase such local life objectives, employees pursue unethical practices to earn assured success. Viz. for the favour of bosses one indulges in functions which are beyond current realms of duty, while giving a go-by to their local responsibilities which are their basic requisites of bread and butter.

Let us consider for a real life example from academics how secondary objectives are pursued only to neglect main/ principle objectives. For teachers, the primary duty is to engage the students. When some one attempts to pursue excellence in secondary functions, at the cost of main/ principle ones, the aspects are far reaching, of various kinds, and span over a large number of students. The students are non-ethically motivated, as the academic does stand as a role model atleast for some students, who are watching conduct, and will sure emulate at best some part of total personality. This is contrary to common recommendation that the teacher's main goal is to shape the students in the way that they can be citizens of high morals and values (Benninga, 2003).For instance, a teacher 'X'

(name withheld) who hardly takes 5 to 10 classes in a semester, while the reporting is coolly fudged showing a promising number which is very much bloated than the maximum designed as per class/ semester time table. Say, reporting from the above incidence, if calendar allows 55 hours engaged, the unethical teacher would have reported 57 or 58 hours held. And the process continues, year after year. It is akin to a spiritual duty (work is wor(k)ship) in favour of materialistic ones (Thareja, 2009). Theoretically too, literature suggests ethics and moral differ from teacher to teacher. There are teachers who possess heightened awareness and sensitivity to the decisions they make, since ethics shall be derived from teaching and applied in teaching as well (Warschaw, 2006). More teachers make ethical decision basing their decisions on the core principles of honesty, integrity, courage, dedication, justice and compassion (Graham and Cline, 1997). But all such ethics were belied in the presence case of 'X'. But nothing from a local view could help. As it is generally not possible to get into a direct conflict with unethical peers because of the lack of latter's character. Moreover, it is not advisable that peers ask for corrective impetus, as reportedly School administration covertly discourages teachers to report other teachers' misconduct (Campbell, 2003). Arguably, Campbell (2003) noted that most teachers are oblivious not just of the ethical decisions they make on a daily basis but also of the ethical decision making as a process as well.

Back to this teacher 'X'. Actually the academics hour would last merely 15 to 20 minutes each lecture in various 5-10 odd classes actually engaged. The repercussions of such low contact hours on class (many of whom would be aspiring for a teaching career) are many-fold. Say (i) the extent of syllabus covered? (ii) the student-teacher competency in future (iii) the ethics related message communicated to student-teachers? (iv) promotion of discontent (as no student can report the matter since that would make the vindictive teacher seek revenge on one who complaints against.

On the other hand majority of students are happier since the academic load has virtually vapourised, and no pressures are built up. They express it is all cool. The take home from this unethical process is that it threatens to put future system into a loop of incompetency and hence another bout of poor ethics launched in the students. The time frame for replication is 'future', when the incompetent students who would become teachers, as a systemic process.

To analyse why is above aberration happening may be assigned to systemic faults. Many issues can be raised? Viz. Is it because the system has allowed monitoring of larger numbers of activities wherein the home function is assigned a smaller focus? Or it is the unethical behaviour of the individual which allows ones to make competitively faster gains than the peers who may have been very ethically pursuing their core responsibilities at highest efficiency, and no lofty claims, but all in vein. However, when it comes to promotions, the more unethical teacher gets it. In near future this erring individual, in the shoes of hierarchical superior assignment, would be empowered to report the performance review/ write the assessment of more sincere erstwhile colleague; which can never be good. And the process viciously repeats. Moreover, if the system would have placed newer competition (with another unethical competitor) in the fray, the better teacher is likely to be sidelined, thanks to the unethical conduct of the more successful one who has got more money and enjoys more power.

In the mean time let us see how does the above person conducts the good part of class room session? It is a usual practice for most computer savvy persons to use power point presentations for teaching. The advantages are numerous:

(i) low preparation time (no need of preparing reminder/ help cards for teaching). No mugging up of reproducible information, because every thing gets projected in powerpoint, and many teachers thus just read out the contents in the class room. (Thareja, Jayjee et al, 2011)

(ii) Excellent powerpoint resources are downloaded from internet. Failing which previous works as a way of assignments by older students can be availed. The academic can of course put ones own name for the authorship (Thareja, 2012).

(iii) The powerpoint presentations have thus formed a permanent resource, (One may however take 10-15 minutes of class time finding them). This in turn takes care of the time one takes to face the class.

It is seen that the usual average teaching time (institution wide), one stays put in class is about 37 minutes. With a high of about 44 minutes, and a low of 20 minutes. Rest is spent in attendance logging, class settling, question answers, queries, instructions and so on (Thareja and Jain, 2012).

The Ugly

Unethical dimensions may span manifold. Viz. (i) letting the class wait while the academia abstains from the class (ii) leaving the LCD projector 'on' after the class has finished, till someone else, unexpectedly, serves it (iii) wasting complete class time while ineffectively searching the powerpoint file in the class (iv) promoting unnecessary favouritism (Thareja, Goyal and Amandeep, 2012). All such issues are anti ethical, being time wasters for people and impacting academic resources. They even go against the class room process. As the class room processes are not just about units longing for cooperation or coordination, but it is about people who should be yearning for the betterment of the each of them – the peers, in any circumstances they are in. However, the competition for better grading renders this dream for cooperation or coordination distant one.

Because of endemic corruption the performance of whole lot is impacted. For a comparison, it is claimed that corruption in the government means that there is poor administration and management of public resources which are indicators of loose ethics, lack of transparency and lack of accountability (UNPAD, n.d.)¹⁰.

Further corruption is an obstacle to economic development by undermining stability and eroding trust in public institutions. Rampant and systemic corruption impedes development because of the poor quality or lack of essential infrastructure and services, the effects of which are borne by the poorest of the poor (UNPAD, n.d.).

Managing from the Helicopter

The example above of faculty 'X' sketched how 'bad' conduct impacts the non ethical commitment for the society. However, the short term reality is different and ugly at heart, though it seems fairly polished at the surface.

Ethical requirements imply one has to focus on the principal duty of the academic, such that a larger organisation wide progress is sought. For instance, the impartial helicopter view may overlook details viz. which tended to ignore the principal duty, in quest for a larger success. It is because the helicopter view involves a systemic view which caresses all the interactions in the requisite proportion.

Well, if the grounding of ethics is sound, going higher up will be safer to withstand turmoils, grossly competitive, and challengeous scenarios without allowing any dent on ethics, values and morals. One would do well by continually prescribing oneself to introspection, as a tool for ethical conduct and life Introspection (Thareja, 2005). The latter is defined as "a view of the inside; process of self-examination or inspection of one's own thoughts and feelings; reflection." It leads to preventive action and consequently improvement.

Campbell (2003) asserts that teachers and their actions and decisions are subjected to ethical dilemmas. If ethos is maintained among them, achieving a quiet and harmonious working environment with competent staff is enabled, and so is maintaining efficacy of the delivery of performance in the organization. Teachers face ethical dilemmas and circumstances whereby their own moral code is being contested by their colleagues as well as the

administrators, school community and union of teachers among others.

The helicopter view finally prompts development of an awareness of the need for sound ethics and teaches us a method of reasoning about ethical dilemmas. Say in academics, after activities designed to define the shared (core) values of the students and their community, have been attempted, the students' focus shifts from reasoning about right-versus-wrong dilemmas to reasoning about right-versus-right situations.

It is the latter focus that is at the heart of the curriculum. Four right-versus-right decision paradigms participate in ethical dilemmas are: truth versus loyalty, self versus community, short term versus long term, and justice versus mercy. These form the principles of religion (*dharma*).

Hindu mythology elaborates dharma as compliments of ethics or morality. The second verse¹² of Gita proposes dharma is that which results not only in *abhyudaya* but also the Supreme Good (*nihreyasa*). Like many other schools of Indian philosophy, Pūrvamīmāṃsā takes dharma ("duty" or "ethics") as its primary focus (*Mīmāṃsā Sūtra* I.i.1). Thus the most salient manner in which Hindu philosophy was influenced by other Indian philosophical developments is in the realm of ethics.

Evidently, ethics is considered as standards set by profession and regulations of its member's conduct, thus it can be considered as a method, procedure or perspective for deciding how to act and for analyzing complex problems and issues (Resnik, 2007). Say, if ethics is not the engine of success, in the train of growth, it sure is a guard with a flag, which may be green, or at times red.

Exhibit -2

Values! Thou Hast a Value

Values as quantified by multifarious iterations, but indeed, on your domain their accostations, which are hard to find, laborious to match,

innocuous to search, and exuberant to define, never the less these are quite fathomous to imbibe.

Yet! The values in these values, whether they justify the extent or levels, of measured quantities and their magnitudes, continue to remain mere carrier of life less data, as an unused bedding in a holdall.

Unless these values got vetted by value judgment, choosing eclectically, scientifically based, sustainable plots which are as factuous as nearness to God. But they could be hollow rather than the Holy if a right set of values are acclimatized boldly.

Such values! May remain valueless, unless these values sustain mere materialism, of involved nature friendly methodism, and if the precious data is still devoid of shapes, of figures that the are carelessly grazed.

Yet! these values?
Of what value are these finally?
if one lacks the basic and fundamental values !
Barring, It's like a myth supported preposterously?
universally, be it an individual, or an organization !

Conclusions

1. Ethics has been defined additionally as an acronym encompassing excellence, trust, honesty, integrity, and commitment. Such attributes need not be reiterated.
2. In the present work an example of academic operator s has been considered. The discrepancies on ethical dimensions solicit much larger repercussions in future because of multiplier effects.
3. The core values have been evaluated for virtuous benefits.
4. Helicopter view, based upon a systemic holistic understanding of process is the

answer to effective inclusion of ethical dimensions, provided it appropriately balances the principle duties of the operators.

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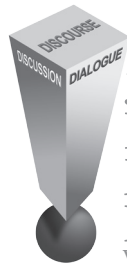
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Relevance of Organization Culture Variables on Creating Organizational Learned Helplessness: A Study of Public Sector Units of Rajasthan

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Abstract

Ethics is an attribute which blends with culture, character and commitment. There has been a widespread realization that in any organization while other tangible resources (machines, materials, technology, etc.) can be bought and duplicated, human resources cannot be bought into the organization from outside. Organizations face low attrition rate if the employees are happier and satisfied with the environment around them. They show high levels of commitment, dedication, and loyalty towards the organization. These values are inculcated within the organization through its cultural dimensions. If the culture is conducive and supportive to the employees, it may increase the efficiency and effectiveness of its workforce. But if the culture of the organization doesn't support its employees then it may induce Organizational Learned Helplessness. It is a situation where employees feel unable to change themselves or their situation to achieve their objectives. The present research work studies organization culture variables of select Public Sector Units in Rajasthan. An inverse relationship is found to exist between the organization culture variables and Learned Helplessness variables. A similar study has been conducted by Dr. Hardik Shah and Mr. Sharad Saxena on the R&D professionals of Pharmaceutical companies.

Introduction

People have always been regarded as important asset in managing an organization. Their centrality has become sharper in today's changing world.

Human aspects are critical in each functional area of management and equally so for the effective utilization of resources. Managers have also always wished that they had more control over work situations and were able to understand, explain and predict employee behaviors more accurately. Any kind of negative deviation in the behavior of their employees has strong implications on the productivity levels of their organizations too.

Behavioral scientists have also cited organization culture as one of the most important internal factors affecting human behavior. Complete insulation of human behavior from the negativity of any culture is impossible. When the cultural dimensions of an organization induce a feeling of uncontrollability, incapability, depression, failure etc. for a sustained period, the employee tends to start feeling "learned helpless." This phenomenon is the onset of a depressive human state.

The set up of organizations of public sector in India is typical which makes the study of the culture of these organizations interesting. After the opening up of the economy in the early 1990s the public sector has faced fierce competition from the multinational companies. The public sector unless modifies its operations to the global economy norms, may face difficult times. To make the operations, functions and the product etc. suited to the new global requirements a lot of strategic changes have to be brought about. These changes can be implemented and well accepted only and only if the culture of the organization is conducive enough.

In India the bureaucratic system, excessive procedures, lack of feedback mechanisms, political interference, lack of proper promotional procedures, corruption, inflexibility etc. make the employees

demotivated towards their work. These factors make the culture of government undertakings weak and prone to many pitfalls.

In organizations with the above characteristics the situation of the employees from top to bottom level is quite helpless. The employees feel that no matter how well they perform, they will not get good results. There is a common feeling in the employees of government organizations that the culture of their workplace is poor and even better efforts will not yield any better results. This situation is detrimental to the growth of these enterprises.

With the increasing participation of new generation at the democratic power centers in India, it is desirable that the functioning and operations of these PSUs should also be renovated. Newer HRD practices should be introduced to boost up the morale of the employees and increase the productivity. Organizational Learned Helplessness is among the newer problems that is alarming the HRD Practitioners today.

Review of Literature

Various scholars have contributed to the study of organization culture and learned helplessness. A brief review of literature presented below:

Suraj Mal, Uday Jain, K.S. Yadav's study on the Effects of Prolonged Deprivation in school children showed that high-deprived students not only exhibited poor performance on the anagrams following negative uncontrollable outcome but also reported more internal, stable, and global attributions than did non deprived students.

Arnold d. LeUnes, Jack R. Nation and Nikila M. Turley (1980) studied Male-Female Performance in Learned Helplessness. Their experiments revealed that females showed more helplessness effects in the helplessness-induction anagram tasks.

Timothy A. Matherly's study examined the impact of learned helplessness on self-perception of competence. Their results suggest

that although experiencing uncontrollable failure may result in performance deficits, perception of ability may not be distorted.

Learned Helplessness and Explanatory style in Turkish Samples was also studied by Gul Aydin, Orhan Aydin Hacettepe (1982). Their model of learned helplessness predicted that a depressive attribution style exists in which negative outcomes are attributed to internal, global factors and that individuals with such a style would be prone to episodes of depression.

A multimethod study was conducted to explore the relationship between empowerment and Learned Helplessness (LH) by Constance R. Campbell (1998). Quantitative and qualitative methods were used to examine the attributions, expectancies, affect, and behaviors associated with empowerment and learned helplessness. The results of this study supported the view that empowerment and learned helplessness are two phenomena that are reciprocal.

Chau-Kiu Cheung, Siu-Tong Kwok (1996) studied Conservative Orientation as Determinant of Hopelessness. The results of the study showed that a student's hopelessness relates to his or her conservative orientation, even when self-esteem is controlled. This relationship can be interpreted by ego development and learned helplessness theories and cannot be explained as a spurious effect.

Learned Helplessness, Therapy, and Personality Traits were also studied by Zeynep Cemalcilar, Resit Canbeyli, Diane Sunar.

(2003). The authors investigated 3 aspects of the learned helplessness (LH) phenomenon: the induction of helplessness in humans by a new instrumental task, the effects of a therapy technique that relies on direct retroactive reevaluation of the helplessness experience, and the role of personality characteristics in both helplessness induction and therapy.

Effect of Organizational Culture on Creating Learned Helplessness Attributions in R&D professionals: A Canonical Correlation

Analysis was studied by Sharad Saxena and Hardik Shah (2008). The study analyzed the correlation between organizational culture variables and learned helplessness attribution variables, wherein all the variables of Organizational Culture were found to be significantly negatively related to the Learned Helplessness attribution variables.

Dawn S. Carlson, K. Michele Kacmar (1994) suggests that in order to be competitive, organizations are finding ways to become more efficient and effective. One key component in this process in human resources. In an effort to encourage employees to work to their potential, organizations have installed a variety of human resource plans designed to make employees responsible for their behavior. However, many of these plans fail. One possible reason for their failure is that the employees are not capable of understanding the link between effort and performance. Individuals who fall into this category are considered learned helpless.

A research conducted by Peter Schulman (1999) suggests ability and motivation are not always enough in the absence of optimistic expectations, particularly in situations that require persistence to overcome adversity, such as sales. The benefits of optimism have been proven-increased motivation, superior achievement in various domains (including greater sales productivity), and better physical health.

Objectives of Study

Primary Objectives

The main objective of the study was to examine the effects of organization culture dimensions towards creating the feeling of learned helplessness in public sector organizations.

Secondary Objectives

The secondary objectives were:-

1. To understand the dimensions of organization culture and learned helplessness in public sector organizations of India.
2. To explore secondary causes contributing to learned helplessness.

The purpose of this study is to understand the causes of decline in motivation levels of employees in these organizations and guide the HR managers and government officials to reduce this negative feeling by introducing relevant empowerment measures.

Research Methodology

Primary data were collected through Questionnaires and personal interview with top, middle, lower management employees from selected public sector organizations of Rajasthan. Personal interviews were carried out to provide an in-depth exploration into the subject. The questions were multiple choice, rating and ranking scale questions, and open ended questions. Open-ended questions were used to probe more deeply into issues of interest. These questions provided valuable insights on the problem.

A two-stage sampling methodology was used. First, organizations were selected through convenience sampling based on the location convenience. Second, quota sampling was used to select a minimum of 50 managers from these organizations proportionately.

Statistical tools used in the study -

Octapace Profile - Overall organizational culture was measured using items drawn from the OCTAPACE scale developed by Udai Pareek (1997). OCTAPACE profile is a 40-item instrument that gives the profile of the organization's ethos in eight values. These values are:-

Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, Experimentation. The instrument contains 40 statements (five statements each for eight items in random order) The overall reliability of the scale considering all items was 0.81 (Cronbach's alpha).

Learned Helplessness Scale - Learned helplessness attribution was measured using items drawn from the learned helplessness scale developed by Pestonjee and Reddy (1988). The learned helplessness scale was

a 24-item instrument that gives different learned helplessness attributions in eight values. These values are:

external-specific-stable (ESS) (LH1)
internal-specific-unstable (ISU) (LH2),
internal-global-stable (IGS) (LH3)
external-global-unstable (EGU) (LH4),
internal-global-unstable (IGU) (LH5),
external-global-stable (EGS) (LH6),
internal-specific-stable (ISS) (LH7), and
external-specific-unstable (ESU) (LH8).

These attributions are different combinations of the three basic dimensions of attributions—internal/external, stable/unstable, and global/specific. The overall reliability (Cronbach's alpha) of the scale taking all items was 0.75.

Canonical Correlation Analysis - Canonical correlation analysis studies the relationship between a set of predictor (independent variables) and a set of criterion (dependent) variables or between two pairs of vectors.

SPSS was used for Data Analysis

The study began with 20 personal interviews which were held in detail with the employees of various government sector organizations in order to understand their set up and the functioning of these organizations. These interviews were more unstructured, focused on the experience of managers and were basically conducted to be acquainted with the environment of Government set up.

Next a pilot study was conducted to check the reliability and the face validity of the instruments used. The sample for this pilot study consisted of a mix of 35 employees from selected government units.

All items are taken from selected instruments and the reliability was tested in terms of Cronbach's alpha values which were found in the range of 0.64 to 0.87 proving that the instruments taken were reliable. After primary information was analysed systematically, a comprehensive survey was conducted

through structured questionnaire for the main course of study.

The study concluded with 20 in-depth interviews conducted with the top level managers, and HR managers to substantiate the results and explore the tangible causes of creating learned helplessness attributions-how they have developed these attributions and what are the consequences of these attributions. These were actually semi-structured kind of interviews where the relationship between various variables and their impact on government sector managers were explored qualitatively. Cases were discussed with suggestions and interventions being developed. These interviews were held in a very informal setting where the managers & HR people could express their thoughts freely.

Data Analysis

Canonical correlation analysis (CCA) which identifies the optimum structure or dimensionality of each variable set that maximizes the relationship between independent and dependent variable sets. A priori goal of exploring the relationship between organizational culture and learned helplessness attributions guided this kind of analysis. We were interested in measures of association between two groups of variables.

The CCA model has been employed on the 332 dataset of metric variables divided into two classes: dependent and independent. The objective was to construct a linear variate of each set of variables so that the correlation between the two variates is maximized.

Means, standard deviations, reliabilities, and inter correlations of learned helplessness scale are presented in Table 1 and that of organizational culture OCTAPACE scale are obtainable from Table 2. Correlations between these two sets of variables are available in Table 3.

As can be seen in Table 1, the learned helplessness scale reliabilities ranged between 0.65 and 0.84, with most being in the 0.70s.

Similarly, in the Table 2, OCTAPACE scale reliabilities varied from 0.64 to 0.87 showing that the scales are pretty reliable. Phenomenal high intercorrelations were observed between all learned helplessness attributions and so too in the case of organizational culture dimensions.

Table 3 analyses the correlation between organizational culture variables and learned helplessness attribution variables, wherein all the variables of OC were found to be significantly negatively related to the LH attribution variables. It has been also inferred from the correlation matrix that openness, confrontation, authenticity, proaction, autonomy and experimentation were more significantly related to LH attribution variables as compared to trust and collaboration. As seen in Table 3 the value of cultural dimensions are negatively related to all LH attributions for e.g. All the 8 dimensions of OCTAPACE are negatively correlated to LH1 i.e. external, specific, stable type of LH, which here by means if the values of OC variables increase i.e. the culture of the organization improves or becomes stronger, more comfortable and suiting to the employees, their chances of feeling LH of type 1 i.e. external, stable and specific type will reduce. Cultures of public sector organizations in Rajasthan seem to be highly negatively correlated to LH attributes. So the proposition that OC variables and LH attribution variables are negatively related has been established. In other words, an increase in the OC variables scores leads to a reduction in the LH attribution variables scores and vice-versa.

The first statistical significance test was done for the canonical correlations of each of the eight canonical functions. Here, the first three canonical correlations were statistically significant (see Table 4). However, because the first function accounted for the lion's share of the explained variation (approximately 96.624%), only the first function will be interpreted. In addition to tests of each canonical function separately, multivariate tests of eight functions simultaneously were

also performed. The test statistics employed were Wilk's lambda, Pillai's criterion, Hotelling's trace, and Roy's gcr.

Table 4 contains the canonical weights, canonical loadings and canonical cross loadings for both the independent variable of organization culture and dependent LH attributes. The value of the weights is their relative contribution to the variate. In this way we observe that contribution of dependent variables of LH attributes follow the order-LH3, LH6, LH1, LH5, LH4, LH7, LH2, LH8. The canonical loadings for the dependent and independent variates for the first function are also contained in the Table 4. In the dependent variate, all the eight variables have loadings exceeding 0.95, resulting in high shared variance. This indicates a high degree of intercorrelation among the eight variables and suggests that all eight attributions are representative of the learned helplessness. The pattern of the independent variate is a little different, with loadings ranging from 0.470 to 0.987. Except two variables, trust and collaboration, which have loading as low as 0.470 and .482, all the other independent variables have reasonably high canonical loadings (greater than 0.945; barring experimentation with 0.832). The variable trust was not used in moral sense but has been used in maintaining confidentiality and secrecy of the information pertaining to the public sector organizations. One of the probable reasons for obtaining low loading for the variable trust could be relatively weak, though statistically significant, intercorrelations as well as weak correlations with the dependent set of LH variables.

Table 4 also includes the cross-loadings for the first canonical function. We see that all the eight dependent variables exhibit high correlations (greater than 0.964) with the independent canonical variate. This reflects the high shared variance between these eight variables. Percentage of the variance for each of these variables explained by first function had been computed by squaring these terms. The results show that 91 per cent of the variance in

LH1, 93 per cent in LH2, 87 per cent in LH3, 90 per cent in LH4, 92 per cent in LH5, 93 per cent in LH6, and 88 per cent in both LH7 and LH8 is explained by the first canonical function. Similarly the order followed by OC variables is trust, collaboration, openness, authenticity, proaction, confrontation, autonomy, experimentation.

Observing the independent variables' cross-loadings, we see that variables openness, confrontation, and collaboration have very high correlations of 0.962, 0.952, and 0.953 respectively with the dependent canonical variate.

Observations

In the present research, we have tested, supported, and confirmed hypotheses that organizational culture variables are negatively related to the learned helplessness attributions. These hypotheses were generated from a basic research issue articulated by reputed scholars.

An important observation of the research work came in the form of the way employees had the feeling of job security. This typical characteristic of government jobs made them enjoy a casual attitude towards their jobs. Whenever these employees could not achieve their goals or targets they would pass the buck to the next person responsible. People were very reluctant to owe up their responsibilities and commitments.

The informal interviews at the end of the research also added to the fact that employees at any level in government sector feel helpless predominantly because of the organizational culture factors around them. At the initial levels though they try to insulate themselves from the feeling of learned helplessness but at later stages the environment around them neutralizes their positive energy. The higher an employee climbs in the organizational ladder the more he learns to behave helpless.

Suggestions

We have realized through this study that a great deal of effort is needed in order to manage the

Public Sector employees to achieve a high level of performance, satisfaction, and retention. To get the most out of their human resources, organizations must empower employees to work to their highest potential by providing an employee-friendly culture which reduces the learned helplessness attributions as they are found negatively correlated in the present study. In doing so, organizations must make employees aware that there is a link between their efforts and subsequent performance. In other words, organization are must make employees responsible for their behavior and then reward those who exhibit the most appropriate behavior. The role of a Human Resource Practitioner is crucial as human resources in Public Sectors are the most ignored resources. These organizations generally do not have a full fledged, independent HR department. Hence, the role of the supervisor and top management is vital for initiating the HRD activities for such situations. Efforts should be taken to improve on individual Organization Culture variable scores.

On the basis of our study we suggest some HRD interventions to increase the Organization Culture scores:

Openness. A culture of low openness may deprive an individual of an opportunity to solicit help or feedback from others. It may inhibit his task performance. Express and well evolved communication system should be the priority of management here.

Confrontation. Lack of confrontation in an individual leads to shyness and avoidance behaviors. To deal with these types of situations, the organization should provide role-clarity and necessary support systems for problem solving.

Trust. The role of management to increase the feeling of trust can be through open communication, simplification of procedures, reduction of paper work, effective delegation, and empowerment. HRD strategies like job rotation, job enrichment, and job enlargement can also create trust.

Authenticity. It was observed in the study that if an employee feels that there is no congruence between what one feels, says, and does, then it leads to learned helplessness situations. Here, the individual loses self-confidence and his motivation is affected adversely. The role of good management should be to improve communication, create standardized procedures, formulate fair practices, and create the feeling of equality among its employees in order to create a culture of trust and authenticity and develop self-efficacy.

Proaction. An individual loses motivation to start a new action if the culture of the organization does not support proactive actions. The role of management is to draw reward system which encourages participation as well as taking initiative to act proactively. Employees must know how they are rewarded and recognized for proactive actions so that they are motivated to take initiatives which could lead to organizational excellence.

Autonomy. Due to lack of autonomy, an individual may not have self-confidence for carrying out a task or taking initiative for a difficult work, and may restrict himself for acting willingly. The role of management here is to use the HRD interventions very diligently. This includes increasing the feeling of autonomy by empowerment, proper delegation of work, better succession planning, and expanding role by job enlargement and job enrichment.

Collaboration. If a person is unable to adjust to various situations while working in a team, the role of managers would be to encourage team working, group cohesiveness, appropriate resource sharing among the members, proper use of leadership, mentoring, and coaching in order to build the culture of collaboration.

Experimentation. The role of managers to increase experimenting should be to build systems of communication, to share the vision, and link it to individual creativity. HR has to encourage individuals' efforts and newer

ideas by linking it to appropriate rewards and incentive schemes.

It is believed that if appropriate HR strategies like alignment of business goals and key result areas, job rotation, training, development

of databases, competency-based selection procedure, competency-based performance, etc., if implemented whole-heartedly, then they will lead to effective utilization of human resources towards achievement of organizational objectives.

Table 1: Total Score, Means, Standard Deviations, Reliability and Inter-correlations among Dependent Set of Variables, i.e., Matrix Σ_{11}

Variables	T	M	SD	1	2	3	4	5	6	7	8
1. LH1	25	10.95	4.10	(0.80)							
2. LH2	25	7.93	3.01	0.977*	(0.69)						
3. LH3	15	4.50	1.03	0.938*	0.965*	(0.65)					
4. LH4	15	6.65	2.95	0.977*	0.954*	0.936*	(0.78)				
5. LH5	15	5.80	2.08	0.988*	0.956*	0.962*	0.966*	(0.68)			
6. LH6	15	4.50	2.38	0.962*	0.972*	0.963*	0.970*	0.986*	(0.84)		
7. LH7	15	4.13	1.79	0.979*	0.978*	0.968*	0.966*	0.947*	0.977*	(0.79)	
8. LH8	15	4.98	1.82	0.932*	0.943*	0.944*	0.988*	0.932*	0.950*	0.960*	(0.77)

T=Total score, M=Mean, SD=Standard deviation

* Correlation is significant at 0.01 level (1-tailed)

Table 2: Total Score, Means, Standard Deviations, Reliability and Inter-correlations among Independent Set of Variables, i.e., Matrix Σ_{22}

Variables	T	M	SD	1	2	3	4	5	6	7	8
1. Openness	15	15.60	3.40	(0.80)							
2. Confrontation	15	15.97	3.06	0.960*	(0.87)						
3. Trust	15	14.01	2.13	0.388*	0.454*	(0.78)					
4. Authenticity	15	13.23	2.11	0.950*	0.942*	0.411*	(0.74)				
5. Proaction	15	14.11	2.45	0.956*	0.925*	0.419*	0.967*	(0.68)			
6. Autonomy	15	14.20	2.45	0.957*	0.925*	0.421*	0.967*	0.998*	(0.64)		
7. Collaboration	15	14.01	2.11	0.946*	0.934*	0.433*	0.943*	0.933*	0.934*	(0.66)	
8. Experimentation	15	14.04	2.50	0.819*	0.805*	0.401*	0.819*	0.811*	0.811*	0.800*	(0.64)

T=Total score, M=Mean, SD=Standard deviation

* Correlation is significant at 0.01 level (1-tailed)

**Table 3: Correlation Matrix for OC Variables and
LH Attribution Variables, i.e., Matrix $\Sigma_{12} = \Sigma_{21}$**

	Openness	Confrontation	Trust	Authenticity	Proaction	Autonomy	Collaboration	Experimentation
LH1	-0.928*	-0.970*	-0.870*	-0.926*	-0.976*	-0.991*	-0.833*	-0.990*
LH2	-0.950*	-0.969*	-0.865*	-0.917*	-0.989*	-0.955*	-0.905*	-0.980*
LH3	-0.944*	-0.964*	-0.841*	-0.914*	-0.959*	-0.970*	-0.850*	-0.978*
LH4	-0.925*	-0.972*	-0.891*	-0.932*	-0.975*	-0.964*	-0.875*	-0.971*
LH5	-0.936*	-0.960*	-0.869*	-0.906*	-0.947*	-0.983*	-0.890*	-0.980*
LH6	-0.933*	-0.953*	-0.830*	-0.920*	-0.901*	-0.950*	-0.866*	-0.957*
LH7	-0.919*	-0.947*	-0.898*	-0.955*	-0.894*	-0.994*	-0.875*	-0.968*
LH8	-0.915*	-0.950*	-0.888*	-0.936*	-0.911*	-0.971*	-0.880*	-0.972*

* Correlation is significant at 0.01Level (1 - tailed)

Table 6: Canonical Weights, Canonical Loadings and Canonical Cross-Loadings

Variables	Canonical Weights	Canonical Loadings	Canonical Cross-Loadings
LH Attribution Dimensions			
LH1ESS	-0.582*	-0.977*	-0.952*
LH2ISU	-0.053*	-0.989*	-0.963*
LH3IGS	-0.653*	-0.959*	-0.934*
LH4EGU	-0.215*	-0.974*	-0.949*
LH5IGU	-0.230*	-0.983*	-0.958*
LH6EGS	-0.584*	-0.990*	-0.964*
LH7ISS	-0.128*	-0.964*	-0.939*
LH8ESU	-0.025*	-0.961*	-0.937*
Organizational Culture Dimensions			
Openness	-0.274*	-0.987*	-0.962*
Confrontation	-0.157*	-0.977*	-0.952*
Trust	-0.432*	-0.470*	-0.958*
Authenticity	-0.266*	-0.956*	-0.932*
Proaction	-0.181*	-0.945*	-0.921*
Autonomy	-0.098*	-0.945*	-0.921*
Collaboration	-0.418*	-0.482*	-0.953*
Experimentation	-0.040*	-0.832*	-0.811*

* Correlation is significant at 0.01 Level (2 - tailed)

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Measures of Productivity: A People Perspective

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This paper tries to develop the broad meaning of productivity of human resource. Through this paper we try to identify various determinants of productivity. From conventional theories of HRM practices we have try to develop certain modern measures which help in evaluating productivity more efficiently. The whole paper focus on outcome based productivity instead of output based productivity. Thus the first part of paper defines what productivity how it can be ensured is. Second part describes certain broad measures and productivity and lastly we have developed checklist measures which cover all three broad measures to ensure productivity and efficiency.

Introduction

The link between human resource management (HRM) practices and organizational performance is well researched. Generally when the word Human Resource Management appears we only think about recruitment, selection, appraisal, training

and development, etc. In the fast changing world where the evolution process is so fast and instant that at first phase things locally emerge, then globally and finally glocally. Likewise our Human Resource practices also moving ahead from conventional measures. It is not only limited to recruitment and selection process rather it ensures quality of human resource on one hand and their productivity on another. Human Resource Management practices should be explored and developed in such a way that it directly ensures improved productivity of human workforce. Till now the one and only objective of each and every existing firm is to maximize profit. Obviously the firm operates to earn profit. But in order to maximize profit if firm starts to rebuild and rethink on enhancing productivity of their resources then it is guaranteed that firm will ultimately ending up in maximizing profit.

Though measuring productivity from a HRM perspective is extremely difficult and has proven to be a limitation in every organization.

Given that the outcomes are not tangible, both academics and practitioners have struggled with measuring their effectiveness. For example, how do you measure employee performance when performance is gauged by subsequent customer satisfaction and loyalty? Given such complexities, our review will focus on factors that have been shown to contribute to productivity, and that are applicable within the organisation.

Meaning of Productivity

Productivity is a crucial term in today's global environment. In order to sustain in cut throat competition organizations and firms need to be highly productive. Conventionally productivity is a misunderstood concept. Generally employers think Productivity as making employees work harder. Or that it is only about engaging employees in a massive organizational restructure. Or that it is about how fast their employees can get through emails. A holistic definition of productivity can be stated as, "Productivity of employee is value divided by time. Productivity can be influenced by either increasing the value or decreasing the time and cost that goes into creating the value (also called efficiency). Organizational productivity is a business result that can positively impact. To enhance productivity a simple four steps need to be undertaken.

1. **Understand** what productivity is? How productivity can be measured? What are the determinants of productivity? Though we cannot universalize the productivity of employees but there can be certain parameters set which can be generalized to check productivity of organization.
2. **Evaluate** once we understand what factors determine our workplace productivity. Now evaluate various determinants such as pay policies, staffing plans, where time clocks are located compared to production areas, how people spend their time, rewards, and negative culture influencers that might impact productivity. By

negative culture influencers, I mean those individuals who actively discourage others from producing at high levels because they do not want to look bad or step up their own performance. According to **Gallup**, "Highly satisfied employees often exhibit above-average levels of the following characteristics":

- Customer loyalty (56 percent);
- Productivity (50 percent);
- Employee retention (50 percent);
- Safety records (50 percent);
- Profitability (33 percent)

Thus evaluation of determinants which enhanced productivity is also very necessary.

3. **Plan and take action** after understanding the meaning of productivity and evaluating different determinants of productivity now it's time to establish a plan for implementation. There can be different strategies and processes which can be develop to ensure productivity in the organization.
4. **Sustain the gain** once action has been taken place to increase productivity of employees now it's time to ensure that this will sustain for long,

Literature Review

Research surrounding the topic of productivity in organization has been largely neglected (Filitrault, Harvey & Chebat; 1996).

In reviewing various research, the HRM field is "quite 'young' in the extent to which concepts have been clearly defined and theorizing has occurred...and the types of research methodologies that have been employed" Christensen Hughes (2008, p.273).

Earlier review on strategic HRM practice makes evident the importance of Human Resource Practices (Budhwar 2000) for organizational performance such as employee turnover, productivity and financial performance.

One of the research paper uncovered a strong link between HRM practices ratings and

productivity levels. Companies with high HRM ratings clearly outperformed those with low ones. (Huselid 1994)

As such, the concept of “productivity” within HRM has been difficult to define and measure, especially in highly diversified firms (Cascio, 1992). For example, the general definition of productivity has been accepted to be the ratio between input costs to outputs value, although there are many associated implications dependent on the characteristics of the specified business.

Overall, there has been much ambiguity in specifically defining and measuring ‘productivity’. In relation to productivity in the service sector, Gronroos and Ojasalo (2004) state that productivity of an organization is related to how effectively input resources in a process (manufacturing process, service process) are transformed into economic results for the service provider and value for its customers. Within the manufacturing sector, a more traditional productivity concept has evolved based on the assumptions that consumption and production of physical goods are separate processes and that customers do not participate in the production process (Gronroos, 2007).

Therefore, HRM practices and measurements related to impacting productivity levels in manufacturing will differ from those within the service sector. Recently researchers have made efforts to develop relevant HRM constructs relevant to the concept of productivity within the manufacturing sector, whereas researchers within the service sector, specifically the hospitality and tourism sector have just begun considering relevant HRM concepts, theories and methodologies (Christensen Hughes, 2008).

Prerequisite for Productivity

From the available literature it is evident that there is no articulated tools develop to measure productivity of workforce. Every firm to ensure effectiveness of employees focuses on contingent pay and award schemes,

appraisals, training and development, etc. But these are so conventional measure which does not impact productivity directly. Before moving for productivity of employees it is mandatory to ensure that firms are having quality workforce with them. To ensure quality workforce every organization needs to follow certain steps:

1. **Careful recruitment and Selection:** The first and foremost step to have quality workforce is that proper recruitment channel should be there for selection of workforce. Recruitment panel should be able to judge potential of people and accordingly place them at role position.
2. **Contingent Pay and Reward Schemes:** The development of such type of practices helps employers to determine what they are willing to pay to their employees. These types of practices basically favour and encourage those behaviours and actions which expect would employees to effectively and consistently achieve their aims and objectives or, more specifically, their strategy. This practice is helpful in maintaining quality workforce.
3. **Performance Management:** Proper evaluation of performance of every employee motivates them to work more efficiently and effectively which not only ensure quality but also increases productivity.
4. **Training and Development:** Once above three steps get done now if there is still the gap in the outcomes we expected and the actual outcomes we can give training to our employees to develop their skills in line with organization requirement.

Broad Measures of Productivity

Once the organization ensures that they have quality workforce now we can discuss how productive are they for organization. Here are the key points which we should ensure we have covered when we set out to measure human resource productivity. The most important thing is to use or design measures

that reflect on how the performance of people relates to that of the business. After all, that is what we are concerned with demonstrating and that is what we will focus on managing in order to improve the performance of both our people and our business. Therefore we should approach measuring human resource productivity by considering 3 different types of measures:

1. **Input measures:** This consider how we are going to apply our human resources/people for productive use, and how we structure our human resource input. Some important input measures which every firm might include are : investment in training (because firms are investing in their input thereby seeking to achieve more productive use of it), remuneration (because it is a direct measure of the cost of our input and we want to be able to see that we are getting a return from that investment), and mix of staffing (e.g. mix of professional/sales/labour staff because this will impact on how our human resources are structured to perform in the business). From simple definition, productivity is ratio of input to output. Firms are investing heavily as input and in order to achieve more output the resources used as input needs to be productive. When output is greater than input then only we say that our resources are productive.
2. **Output measures:** This describes the outputs attributable to our human resources and should therefore always reflect people as a variable in the measure (for example profit per employee). Output measures can be considered in two ways. Firstly, in relation to actual goods and services produced (for example number of clients serviced per employee or number of units produced per employee), and secondly by considering people relative to key financial performance areas (for example profit per employee, revenue per employee). This is a very useful technique; it immediately focuses attention on human resource productivity by considering

the relationship between key financial performance variables and people (for example profit per employee looks at the amount of profit generated per employee).

3. **Outcome measures:** these aren't the same as output measures. Human resources aren't simply inputs that when applied produce outputs. Human resources interact and respond to what they are required to do, how they do it, and how they are managed. Therefore outcomes measures consider how people respond. The resignation rate (number of employees who voluntarily leave the organisation) is a good example of an outcome measure; it describes a response of human resources to a set of conditions that may be internal to the company (example dissatisfaction with working conditions) or external to the company (example higher remuneration elsewhere). The point is that the outcome being measured has implications for productivity – a high resignation rate points to a loss of skills and expertise and a need to incur costs by hiring new staff.

Thus in short if we say outcome based productivity is the need of hour. Until now we are seeing productivity only through the lenses of output. But now output oriented productivity is not sufficient for organizations. Organizations need to broaden the frame of productivity and should combine output and outcome together to have better results.

Some Factors which affect Productivity

A checklist of measures is listed below which can ensure outcome based productivity in any organization. If organizations follow these measures they will get clear picture of their individual's employee and their performance. These measures absolutely help in evaluating productivity of each employee. Previously we have discussed about three broad measures of productivity. Here we have listed factors which can impact that broad measure:

1. **Average revenue per employee:** The turnover generated per employee in the

business. It is an indication of how much revenue people produce. Human resource productivity would drive performance on this measure up. Generally firm look up total revenue figures. But if we follow the practice of focusing on averages we can gaze performance of each and every individuals.

2. **Average cost per employee:** Organisational costs expressed per employee. Employee productivity can act to reduce organisational costs.
3. **Average profit per employee:** Given that profit is the difference between revenue and costs, this is where human resource productivity will be very clearly reflected. Human resource productivity will act to broaden the gap between revenue and costs. Profit per employee therefore indicates how well your human resources are managing to do this.
4. **Return on human investment ratio:** The return on human investment measure appears quite complex but is a core human resource productivity measure.

It is defined as: $(\text{revenue} - (\text{costs} - \text{total remuneration})) / \text{total remuneration}$. The ratio indicates for every Rupee invested in paying people, the return in profit generated on a Rupee for Rupee basis. So a ratio of 3:1 would indicate that for every rupee invested in paying people, three rupee is generated in profit). Human investment includes expenditure on training, reward payments, etc. This expenditure will turn fruitful only when the employee work follow and shows improvement.

5. **Remuneration/revenue:** Spend on remuneration expressed as a percentage of turnover produced. A productivity measure that indicates how much of revenue generated is consumed by pay to people. The more productive employees, the smaller the ratio. It means that more productive employees more revenue

get generated so larger the denominator smaller will be the ratio. This ratio would give an indication of how productive those human resources are).

6. **Remuneration/costs:** Spend on remuneration expressed as a percentage of costs. A productivity measure that should be considered together with remuneration/revenue. Remuneration/costs would give an indication of the significance of human resources as an input in the business. This ratio will give the picture that out of total expenditure how much firm is investing on their human resource. Over the time other assets get depreciated but human resource continuously get improved and appreciated.
7. **Average remuneration per employee:** People are paid and in return there is an expectation that they provide the company with value. Average remuneration per employee allows us to consider with the productivity measures. If there is provision of remuneration to employee this give boost to employees to take initiative to do something apart from their routine work. This any way will increase the efficiency of employees.
8. **Absence rate:** The absence rate is an outcome measure; it indicates the level of employee misbehaviour in the organisation and may indicate a degree of staff dissatisfaction. Absenteeism impacts on human resource productivity. If there is high absence rate in top order then it spread to low order also. Proper check should be there to reduce absence rate. High absence rate signifies that people are less dedicated for their work which ultimately reduces their productivity.
9. **Resignation rate:** Like absenteeism the resignation rate is an outcome measure. The voluntary loss of staff implies a loss of resources, which in turn has implications for continued productivity. The need to hire new staff and train them up to

required levels has both a cost implication and a productivity implication. Thus high iteration rate for any firm is not good measure.

10. **Training spends/compensation:** This is an input measure. Training implies an input into developing your human resources to be more effective and productive and therefore this measure should be considered with other productivity measures.

The measures above represent just some of the many measures that can be applied. To understand our human resource productivity we need to develop certain crude measures which directly help in evaluating productivity. Though the above listed measures give fair idea about human resource productivity but still these are not sufficient. A low profit per employee, high resignation rate and low average remuneration tells us more about human resource productivity than just looking at profit per employee. To understand our human resource productivity, track performance over a period of time. Re-measure periodically to understand how any changes we make to manage our human resources impact on productivity and performance. Gradually by following these measures we will develop enough potential and crude measures through which we can certainly have productive and efficient workforce. Thus in short if we say that in order to have high performing workforce firms need to have these measures to follow which are listed below:

1. Placing right person for right job
2. Good leaders for every team
3. Work enlargement and work enrichment
4. High Performance work System
5. Continuous and Transparent Feedback of every employee from their immediate customers
6. Right statistics available for each employee i.e. how much organisation is spending on him and how much getting from him.

Conclusion

The whole paper discusses about the productivity. We have certain measures develop to ensure productivity. Though these are not crude measures but still for time being if these measures get followed we can have productive workforce to some extent. One most important factor which can make employee more productive is that every employee should responsible for outcomes rather than output. It is not only top levels which should accountable for outcomes. Every employee should have fair idea that the work for which he is responsible is holding some outcomes not only the output. If firms start working on this though then surely the productivity of workforce will automatically get achieved.

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Communication Satisfaction and Organizational Commitment: Moderating Role of Employees' Cultural Values

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Abstract

This study explores the moderating role of cultural values on relationships between communication satisfaction (CS) and employee's organizational commitment (OC). A survey of 1594 employees of Bharat Sanchar Nigam Limited (BSNL), a Government of India Public Sector Undertaking (PSU) providing telecommunication services across India shows that CS is positively related to OC, and relationship is moderated by employees' cultural values at individual level. The form of moderation reveals a positive significant effect on relationship between CS and normative commitment (NC) for employees high in individualism/collectivism (IC) and positive significant effect on relationship between CS and OC (normative commitment) for employees low in masculinity/femininity (MF) and power distance (PD). However, no significant moderating effect has been observed on relationship between CS and OC (AC, CC, NC) for employee with low or high uncertainty avoidance (UA).

Introduction

In global environment while communicating, common understanding commonly happens to be difficult to achieve since humans may assume different perceptions when communicating with others. Whereas, according to Myers and Myers (1982), organisational communication is 'the central binding force that permits coordination among people and thus allows for organisational behaviour. A number of studies have noted weaknesses of analysing human resource management (HRM) practices through management eyes and called for greater focus on employee perceptions of human resource management (Grant and Shields 2002; Guest 2002; Marchington and Grugulis 2000). We must find new ways to understand and help organizations, become functional and productive in the increasingly unpredictable and ambiguous circumstances of cross-cultural and cross-national enterprises (Hansen and Brooks 1994).

Since Hofstede (1980a) published his seminal work on cultural dimensions of work values, the interest of researchers have increased to study impact of culture on organizational performance (Francesco and Chen 2000). Many established theories and practices of management were developed in western countries, particularly in the United States, however, there is evidence that because the dominant cultures in other countries differ markedly from that in the US, not all of these theories apply universally (Hofstede 1980b).

As per Hofstede, G. and Hofstede (2005), culture might influence the way organisational members communicate. The lack of studies in different contextual settings limits the understanding of communication practices. Consequently, scholars have begun to investigate career opportunities practices from cross-cultural perspectives. As per literature cross-cultural organisational communication studies have mainly focused on across cross-country comparison, which has resulted in cultural differences being equated to national differences. National

boundaries do not necessarily correspond to the boundaries of organically-developed, relatively homogeneous societies with a shared culture, as in any given nation, several different cultures can exist together, each with its own norms, religion, language, and way of life (Schwartz, 1999).

Initially, the cultural concept was applied at the societal level, but more recent research work has been concerned with measuring cultural aspects of behaviour at the individual level (Maznevski and DiStefano 1995).

The question is whether these differences in employee's cultural values matter to the relationship between communication satisfaction (CS) and organizational commitment (OC). We argue that they do.

Purpose of the Study

And in order to better understand cultural influences in reference to communication practices, it is necessary to extend the literature beyond the country boundary by connecting culture with individual level cultural values. However, there is lack of empirical evidence on why and how satisfaction with communication and individual level cultural values matter.

The purpose of this paper is to empirically investigate:

1. The influence of communication satisfaction on organisational commitment.
2. Moderating effect of individual level cultural values on relationship between communication satisfaction and Organisational commitment.

Literature Review and Research Hypotheses

Employee's individual perception of existing HR practices such as communication influences the functional attitude of the employee towards the organisation very significantly as "organization is described by how its communication systems are built, hence, interaction builds the organization; if communication doesn't exist, it will eventually fail (Mead, 1990)".

Communication

Communication is defined by Smidts, Pruyn and Van Riel (2001) as the process whereby individuals and/or groups transact in a variety of ways and within different organisational context with the aim of carrying out organisational goals. The effectiveness of organisational communication processes affects the identity and organisational climate within an organisation and, in turn, impacts on the performance of the organisation. Communication is most effective when it is timely and appropriate and enables employees to better understand how to perform their jobs well (Lashley & Lee-Ross, 2003). Any deterioration in communication processes is likely to affect employee satisfaction and customer service quality provision (Gray & Laidlaw (2002). If employees are not satisfied with information received they are likely to be uncertain about some aspects of organisational issues and their roles and responsibilities, which may increase role ambiguity and in turn affect job satisfaction and employee performance.

This situation may not be related to lack of information but to the quality of communication processes, because the issues related to uncertainty and ambiguity are usually associated with lack of clarity rather than lack of information (Keller, 1994). On the other hand, if employees are satisfied with communication processes, they are likely to develop positive working relationships and experience higher levels of work satisfaction (Rubin, 1993), increase their performance (Clampitt & Downs, 1993), and be more loyal and committed to the organisation (Varona, 1996).

Organisational Commitment

Organisational commitment has been defined as "a psychological state that characterizes an employee's relationship with an organisation and has implications for the decision to continue membership of the organisation" and organisational commitment is of three types (Meyer & Allen, 1991):

- a) *Affective commitment* refers to employees' emotional attachment, identification with, and involvement in the organization. Employees with a strong affective commitment stay with the organization because they *want to*.
- b) *Continuance commitment* refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying. Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they *need to*.
- c) *Normative commitment* refers to employees' feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they *ought to*.

Cultural Values

Values are programmed early in lives and determine subjective definition of rationality. Values are manifested at the individual and collective levels (Parsons and Shils, 1951). And values influence individual perceptions about people and environments of the organisation. Hofstede (1980) found four universal dimensions of cultural variation that are largely independent to each other, namely individualism / collectivism, uncertainty avoidance. Masculinity / femininity, and power distance,

Individualism is the tendency to pursue one's goal independently from one's own reference group. Hofstede (1997) states that Individualism "pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family." Furthermore, Hofstede defines *Collectivism* "as its opposite pertains to societies in which people from birth onwards are integrated into strong, cohesive in groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty (p. 51)."

Hofstede (1997, p. 113) defines *Uncertainty Avoidance* as "the extent to which members

of a culture feel threatened by uncertain or unknown situations.”

Masculinity is defined as the opposite of femininity. Masculinity stands for success, competition, assertiveness, good performance, service to others, and brotherhood (Hofstede, 1992). *Femininity* stands for tenderness, warm relationships, caring, and modesty.

Hofstede (1997, p. 28) defines *Power Distance* as “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.”

Although, Hofstede claimed that studies of cultural values are meaningful at the societal level only, researchers have found that each of his value dimensions has large variation over individuals in societies and that these individual differences have direct effects on many outcomes (see Clugston et al., 2000; Kirkman & Shapiro, 2001). And for understanding of, psychological determinants and influence of value differences within and across nations can be facilitated by studying relationships at the individual level of analysis (Brockner 2003; Clugston, Howell, and Dorfman 2000).

Hypothesised relationship between communication satisfaction (CS) and OC, and moderating role of employee’s cultural values

Downs (1991) found that a positive relationship existed between communication satisfaction and organizational commitment. Communication which is open, interactive, persuasive, co-ordinated and integrated with other HR policies is more likely to promote identification with, and commitment to the organisation (Thornhill, Lewis and Saunders, 1996). Young, Worchel and Woehr (1998), found that employees were more satisfied with their jobs when they had inputs in making suggestions and when they were kept informed of organisational plans, policies and developments that affected their jobs. Hofstede (1980) suggested that people’s perceived values of communication influence their communication behaviour.

Based on these observations the hypothesised moderating role of cultural values on relationships between communication satisfaction (CS) and OC is depicted in Figure 1.

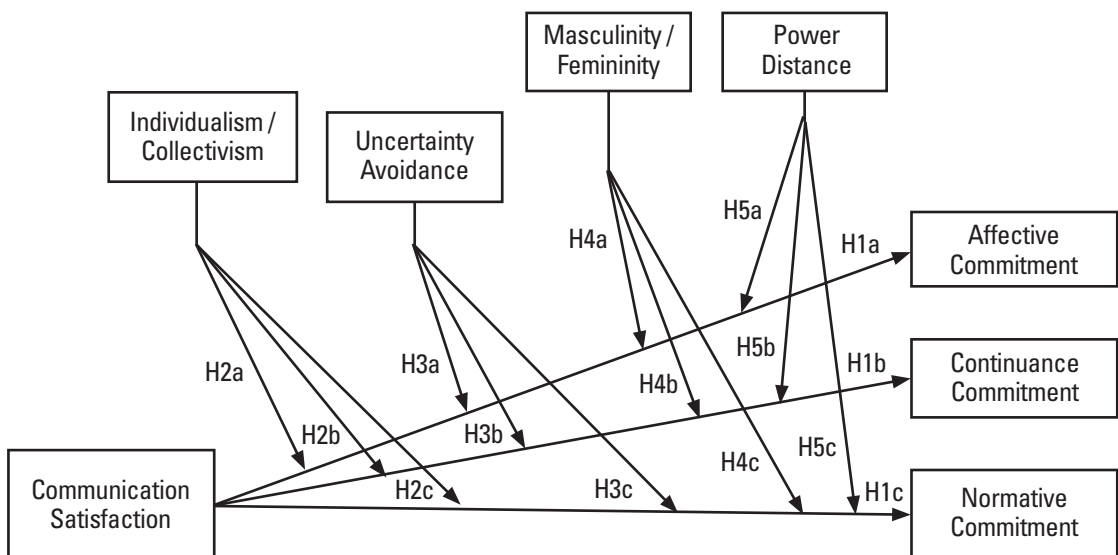


Figure 1: Hypothesised relationships for communications

A direct relationship between CS and OC: Crino and White (1981) viewed communication satisfaction as “an individual’s satisfaction with various aspects of the communication occurring in his organization.” It can thus be described as “summing up” a person’s satisfaction with information flow and relationship variables within an organization and provides an operational means of determining managers’ and employees’ comprehensive perceptions of communication in their organizational contexts.

Social information processing theory suggests that practices of communication that promotes open communication within an organisation and opens access to information, and frees information sharing, can increase affective organisational commitment (Thornhill et al., 1996). Information sharing is suggested to have direct influence on the variables associated with affective commitment by enhancing trust and building employee self-worth and perceptions of importance (Meyer and Allen, 1997).

Results of Postmes, Tanis and de Wit (2001) studies show that horizontal communications i.e. communication referring to the informal interpersonal and socio-emotional interaction between immediate colleagues, are less strongly related with organisational commitment while vertical communication was found to be the stronger predictor of organisational commitment.

On the basis of the preceding arguments and research evidence, we hypothesise the following:

H1a: There is a positive relationship between CS and affective OC.

H1b: There is a positive relationship between CS and continuance OC.

H1c: There is a positive relationship between CS and normative OC.

Moderating Role of Cultural Values

Judge et al. (2001) suggest that the variability in the relationship between job satisfaction and

job performance may be due to the existence of moderators. In our study, we examine how cultural values may moderate the relationship between communication satisfaction (i.e. job satisfaction) and organisational commitment (AC, CC, and NC). Both job satisfaction and organisational commitment reflect people’s attitudes, which are usually shaped by cultural values.

Although cultural values are usually studied at the societal level, it was found that there are substantial within-society cultural differences along cultural dimensions (Cross & Madson, 1997; Triandis, 1995) and many studies actually examined cultural values at the individual level (Kirkman, Lowe, & Gibson, 2006).

Hofstede’s (1980a) research was conducted at the ecological (country) level of analysis, researchers have adapted his cultural value dimensions for work at the country, organization, group, and individual levels of analysis (Kirkman, Lowe, and Gibson 2006).

Individualism / Collectivism as a Moderator

‘The family continues to be one of the basic units of Indian society.

... Help of family members and friends is often sought, and provided, in dealing with personal problems and crises.’

(Chhokar 1999)

People from collectivistic and individualistic cultures tend to differ in the relative weight they give to two central functions of communication. In short, one function of communication is informational i.e. when we communicate, we convey information to others. A second, less obvious function of communication is relational i.e. when we communicate, we help build and maintain relationships with others.

Gudykunst and Mody (2002) believe that individualism-collectivism is the most important dimension of cultural variability used to explain differences and similarities in communication across cultures. In individualistic cultures, individual goals take

precedence over group goals; in collectivistic cultures, group goals take precedence over individual goals. Salas et al. (2004) report that individualists are more likely to give more weight to dispositional cues while collectivists are more likely to pay attention to situation and context cues in inferring why something happened. Individualistic cultures emphasize person-based information to interpret others' communications. Individualists tend to use low-context messages, which are direct, precise, and clear.

On the other hand, in collectivist cultures, group goals take precedence over individual goals, tending to be concerned with avoiding hurt feelings and not imposing on others. They emphasize harmony and cooperation within the in-group and will try to save face for the group and in-group members. They see direct requests as the least effective way to accomplish goals. Collectivist cultures tend to be group oriented. They make a clear distinction between in- and out-groups. This may result in less interaction and communication with the out-group members, less information sharing, less value placed on their contributions, and fewer assignments given to those perceived as out-group members (Salas et al., 2004). Thus, we propose the following:

H2a: The relationship between CS and AC is moderated by IC.

H2b: The relationship between CS and CC is moderated by IC.

H2c: The relationship between CS and NC is moderated by IC.

Uncertainty avoidance as a moderator

In India,

'Attempts to reduce the unpredictability of future events are quite common.

. . . Religious beliefs and practices arising out of them are a major source of attempts to reduce uncertainty of the future'.

(Chhokar 1999)

Uncertainty avoidance is the degree to which one prefers structured (standardised routines

and procedures) over unstructured situations (Hofstede, 1981; House et al., 2004). Those high in uncertainty avoidance are uneasy when the environment presents unclear expectations. They do not like a lack of structure, and they fear ambiguity. Unexpectedly, however, leaders preferring uncertainty avoidance do not seem to become rigid in the face of change. Geletkanyz (1997) found that such executives mitigate their uncertainty by adapting to imminent changes. Notably, however, those high on uncertainty avoidance seek to become involved in long-term commitments to avoid risk and maintain a sense of security (Chew and Putti, 1995).

In high uncertainty avoidance cultures communicator styles are more expressive. In these cultures people talk with their hands, and it is socially acceptable to raise one's voice, to show one's emotions (Hofstede, 1991). Conversely, in low uncertainty avoidance cultures communicator styles are low-key. Thus, we propose the following:

H3a: The relationship between CS and AC is moderated by UA.

H3b: The relationship between CS and CC is moderated by UA.

H3c: The relationship between CS and NC is moderated by UA.

Masculinity / Femininity as a Moderator

In India,

'There are specific provisions in law for compensation for injuries at the work place.

. . . Whenever an individual suffers a personal or family tragedy, neighbours, friends, and acquaintances always offer and do help'.

(Chhokar 1999)

The masculinity-femininity dimension of a culture refers to the degree to which values associated with stereotypes of masculinity (such as aggressiveness and dominance) and femininity (such as compassion, empathy, and emotional openness) is emphasized. High masculinity cultures tend to have more sex-differentiated occupational structures

with certain jobs almost entirely assigned to women and others to men. There is also a stronger emphasis on achievement, growth, and challenge in jobs (Hofstede, 1991). In these cultures, people are also more assertive and show less concern for individual needs and feelings, a higher concern for job performance and a lower concern for the quality of the working environment. In countries high on the feminine dimension working conditions, job satisfaction, and employee participation are emphasized. Thus, we propose following hypotheses:

H4a: The relationship between CS and AC is moderated by M/F.

H4b: The relationship between CS and CC is moderated by M/F.

H4c: The relationship between CS and NC is moderated by M/F.

Power Distance as a Moderator

‘Indian society is quite structured and stratified

... There are “powerful” families in every village, town, and city, and their power is generally accepted by most other residents’.

(Chhokar 1999)

Hofstede (1991) suggests members of high-power-distance cultures more readily accept interpersonal inequality as compared to low-power-distance cultures. Relative to their low-power counterparts, subordinates from high-power-distance cultures more readily accept managerial decisions and demands. Husted (2000) suggests, given the authority premium within high-power-distance cultures, it is unlikely that subordinates would question managerial intentions or efficacy: such tolerance is unlikely in low-power cultures (House et al., 2004).

The dimension describes the relationship between bosses, and subordinates. When power distance is high, people choose little communication between superiors and subordinates; this behaviour is the consequence of an autocratic or paternalistic management style. On the other hand, low power distance describes environment where

people prefer major consultation about decision making process. Thus, we propose the following:

H5a: The relationship between CS and AC is moderated by PD.

H5b: The relationship between CS and CC is moderated by PD.

H5c: The relationship between CS and NC is moderated by PD.

Methodology

The research methodology advances through six basic steps. These include: the literature search; research design; selection of questionnaires; data collection and deduction; data recording and screening; quantitative data analysis and interpretation of results.

Context

It is seen from an extensive literature review that no research has been conducted in Indian context with reference to the moderating effect of cultural values on relationship between communication satisfaction and OC. Therefore, we would like to test the above stated hypotheses in a large PSU, which is a symbolic manifestation of pluralistic India.

Participants and Procedure

Participants to the survey were drawn from all units of BSNL employing more than 300,000 executive/nonexecutive employees (300 big units known as SSA i.e. secondary switching area containing 2865 smaller units known as SDCA i.e. short distance charging area) and practicing uniform HR practices across India. Data were collected using the web-based tools (surveymonkey.com), postal mail services; distributing questionnaires at main training centers of BSNL. 10,000 questionnaires were distributed using the above methods; however the response rate achieved was approximately 20%. Out of which, 15.94 % were found to be valid for analysis. The valid responses were analysed and the descriptive statistics represent the diversity of BSNL employees in terms of gender, age group, tenure of service, qualification and hierarchical levels in the organisation.

Measures

All items used were in English. All items were measured on 5-point Likert-scale (1=strongly disagree; 5=strongly agree) except demographic variables, which were measured as dummy variables.

CS: This was measured using the single item scale developed and tested in line with scale adapted by Kinnie et al., (2005) and, Purcell and Hutchinson (2007). Cronbach alpha for all 18 items for scale adapted by them was 0.88 and it stood around 0.81 if CS item was dropped. We used this questionnaire as it suited to communication practices being used uniformly in BSNL across India. Because of uniform communication practices in the organisation for all types of regular employees multi item questionnaire was confusing to employees.

Cultural values: Dorfman and Howell's (1998) cultural dimensions scales, also used by Clugston et al. (2000), was used to measure collectivism-individualism, uncertainty avoidance, masculinity/femininity and power distance. These scales were adopted

from Hofstede's (1980a) typology of cultural dimensions and were used to capture the essence of these dimensions at the individual level (Clugston et al., 2000).

OC: Organisational commitment was measured on the 18 items from commitment in the workplace Questionnaire by Meyer and Allen (1997). We selected this questionnaire as many studies conducted in India have used it; such as Namasivayam and Zhao (2007).

Analysis of Data and Results

Factor Analysis

Principal Component Factor Analysis of (a) Cultural Values and (b) Organisational Commitment with varimax rotation were performed on all multiple scale items to determine item retention. Items with loadings greater than or equal to 0.50 on the target construct were retained as long as the items did not produce a cross-loading of 0.35 or greater. The results of this analysis, details of items with factor loading, and the reliability coefficients for each scale are presented in Table 1 and Table 2.

Table 1: Factor Analysis Results with Varimax Rotation of 'Cultural Values'

Factor Loading						Communality
Q. No.	Item Name	Factor 1	Factor 2	Factor 3	Factor 4	
Individualism/collectivism ($\alpha = .664$)						
Q01CV	IC 01			.497		.275
Q02CV	IC 02			.784		.619
Q03CV	IC 03			.476		.344
Q04CV	IC 04			.621		.407
Q05CV	IC 05			.651		.425
Q06CV	IC 06			.545		.326
Uncertainty Avoidance ($\alpha = .677$)						
Q07CV	UA 01		.566			.389
Q08CV	UA 02		.573			.340

Q09CV	UA 03		.701			.508
Q10CV	UA 04		.682			.468
Q11CV	UA 05		.707			.507
Masculinity-Femininity ($\alpha = .769$)						
Q12CV	M F 01	.459				.345
Q13CV	M F 02	.751				.593
Q14CV	M F 03	.772				.605
Q15CV	M F 04	.644				.504
Q16CV	M F 05	.786				.651
Power Distance ($\alpha = .630$)						
Q17CV	P D 01				.492	.326
Q18CV	P D 02				.529	.321
Q19CV	P D 03				.579	.347
Q20CV	P D 04				.605	.419
Q21CV	P D 05				.540	.308
Q22CV	P D 06				.617	.421
Eigenvalue		3.632	2.863	1.638	1.317	
% Variance Explained		16.511	13.015	7.443	5.987	
Cumulative Variance (%)		16.511	29.526	36.969	42.956	
Cronbach's α		.769	.677	.664	.630	
Number of items (Total = 22)		6	5	5	6	

Table 2: Factor Analysis Results with Varimax Rotation of 'Organisational Commitment'

Factor Loading					
Q. No.	Item Name	Factor 1	Factor 2	Factor 3	Communalities
Affective Commitment ($\alpha = .720$)					
Q01CM	A C 01		.677		.521
Q02CM	A C 02		.727		.528
Q03CM	A C 03		.628		.422
Q04CM	A C 04		.510		.283

Q05CM	A C 05		.607		.394
Q06CM	A C 06		.560		.401
Continuance Commitment ($\alpha = .762$)					
Q07CM	C C 01	.543			.423
Q08CM	C C 02	.664			.519
Q09CM	C C 03	.586			.345
Q10CM	C C 04	.644			.440
Q11CM	C C 05	.763			.608
Q12CM	C C 06	.717			.544
Normative Commitment ($\alpha = .679$)					
Q13CM	N C 01			.468	.356
Q14CM	N C 02			.475	.226
Q15CM	N C 03			.666	.461
Q16CM	N C 04			.674	.489
Q17CM	N C 05			.557	.378
Q18CM	N C 06			.713	.520
Eigenvalue		4.548	1.770	1.540	
% Variance Explained		25.267	9.835	8.553	
Cumulative Variance (%)		25.267	35.102	43.655	
Cronbach's α		.762	.720	.679	
Number of Items (Total = 18)		6	6	6	

Correlation Analysis

Coetzee (2003) noted that when considering the correlation between the independent variable (CS) and the dependent variables (AC, CC and NC), the larger the magnitude of the correlation, the stronger the linear association. Tsui et al. (1995) advise that the inter correlations between each independent variable should be less than 0.75 in order to avoid multi collinearity problems. The correlations in this study were less than this level.

Means, standard deviations, bivariate correlations, number of items in the final scales, and number of respondents are reported in Table 3. Pair wise and multi-variable collinearity were inspected by collinearity diagnostics in SPSS prior to analyses. The lowest tolerance value was 0.73, which is far from the common cut-off threshold value of 0.10 (Hair et al., 1998).

Table 3: Mean, Standard Deviation and Correlation

	Mean	SD	CS	AC	CC	NC	Age	Gen	Edu	Pos	Ten	IC	UA	MF	PD
CS	3.46	.72	1.00												
AC	4.06	.63	.343**	1.000											
CC	3.61	.73	.173**	.371**	1.000										
NC	3.17	.77	-.113**	.155**	.064**	1.000									
Age	3.73	1.87	.125**	.260**	.178**	.062**	1.000								
Gen	1.08	.28	-.012	-.002	.003	.063**	-.103**	1.000							
Edu	4.59	1.22	-.121**	-.148**	-.122**	.013	-.406**	.071**	1.000						
Pos	2.66	.73	.045*	.139**	.092**	.097**	.630**	-.054*	-.056*	1.000					
Ten	4.74	2.58	.117**	.248**	.188**	.063**	.943**	-.099**	-.420**	.639**	1.000				
IC	2.04	.59	-.182**	-.202**	-.117**	.070**	-.091**	.006	.097**	-.015	-.093**	1.000			
UA	4.29	.46	.072**	.245**	.140**	.135**	.107**	.029	-.013	.064**	.106**	-.224**	1.000		
MF	2.86	.814	.209**	.062**	.120**	-.277**	.035	-.184**	-.097**	-.056*	.032	-.126**	-.044*	1.000	
PD	2.80	.655	.322**	.087**	.095**	-.336**	.053*	-.040	-.083**	-.038	.057*	-.149**	-.050*	.464**	1.00

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

Note: Sample Size N = 1594, CS = Communication Satisfaction, IC. = Individualism / collectivism, UA = Uncertainty Avoidance, MF = Masculinity / Femininity, PD = Power Distance.

The important findings from the correlation are as follows:

- The correlations between CS and AC, CC and NC were $r = 0.343$ ($p < 0.01$), $r = 0.173$ ($p < 0.01$), and $r = -0.113$ ($p < 0.01$) respectively.
- Thus data supported Hypotheses 1a and 1b only.
- The correlations between CS and IC, UA, MF, and PD were, $r = -0.182$ ($p < 0.01$), $r = 0.072$ ($p < 0.01$), $r = 0.209$ ($p < 0.01$) and $r = 0.322$ ($p < 0.01$) respectively.
- In addition to above relationship, strong correlations were found between AC, CC, NC and age, position, tenure.

Hierarchical Regression Analyses

The five hypotheses were tested via multiple hierarchical regression analysis (Aiken and West, 1991). We tested hypothesis 1, concerning the direct effect of CS on AC, CC, and NC (Table 4, Model 3), while controlling age, gender, education, position, tenure, IC, UA, MF and PD (Table 4, Models 1and2).

Main effects of communication satisfaction (Hypothesis 1): Table 4 (Model 3) shows that CS had a significant, positive effect on only two of the OCs: AC ($\beta = 0.294$, $p < 0.001$), CC ($\beta = 0.117$, $p < 0.001$). Its effect on NC was insignificant ($\beta = -0.010$, ns.). Thus hypotheses 1a and 1b were supported and hypothesis c found no support.

Table 4: Regression results testing the direct relationship between CS and OC (AC, CC, and NC)

Model 1				Model 2			Model 3		
	AC	CC	NC	AC	CC	NC	AC	CC	NC
Predictors	β	β	β	β	B	β	B	β	B
Age	.236**	.005	.013	.214**	-.011	.015	.180**	-.025	.017
Gender	.027	.023	.069**	.024	.037	.031	.017	.035	.031
Education	-.044	-.045	.023	-.042	-.039	-.005	-.025	-.032	-.006
Position	-.029	-.033	.086*	-.009	-.012	.044	-.013	-.014	.044
Tenure	.028	.188*	.012	.000	.172*	.032	.018	.179*	.032
IC				-.123***	-.055*	.045	-.091***	-.042	.044
UA				.197***	.116***	.117***	.181***	.110***	.118***
MF				.022	.099***	-.140***	.002	.091**	-.139***
PD				.054*	.035	-.259***	-.025	.003	-.256***
CS							.294***	.117***	-.010
R ²	.071	.039	.015	.140	.072	.154	.214	.084	.154
ΔR^2				.069	.033	.139	.074	.012	.000
ΔF	24.170	12.839	4.703	31.806	14.190	65.186	149.893	20.362	.159
P	.000	.000	.000	.000	.000	.000	.000	.000	.069

Note:* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, $N = 1594$; CS = *Communication satisfaction*

Hierarchical moderated regression was used to test the moderation hypotheses (Cohen and Cohen, 1983). Interaction terms often create multi-collinearity problems because of their correlations with main effects. We thus computed the interaction term by centering CS and IC, UA, MF, and PD before multiplying them with each other. In the moderated hierarchical regression analyses, the control variables and cultural variables (IC, UA, MF, and

PD) were entered, followed by CS and finally the interaction term.

Hypothesis sets (2, 3, 4, and 5) are concerning the individual moderating effect of IC, UA, MF and PD respectively. The relationship between CS and OC (AC, CC, and NC) were tested by four separate moderated regression models (Model 4 for IC, Model 5 for UA, Model 6 for MF, and Model 7 for PD). Results are shown in Table 5.

Table 5: Moderated Regression Analysis (MRA) for moderating effect of Cultural Values on relationship between CS and OC (AC, CC, and NC)

Model 4				Model 5			Model 6			Model 7		
	AC	CC	NC	AC	CC	NC	AC	CC	NC	AC	CC	NC
Predictor	β	B	β	β	β	β	β	β	β	B	β	β
Age	.179*	-.025	.021	.179**	-.022	.019	.179**	-.024	.011	.177**	-.023	.004
Gender	.019	.035	.026	.017	.034	.031	.017	.035	.029	.017	.035	.031
Education	-.026	-.032	-.002	-.025	-.031	-.005	-.025	-.031	-.007	-.026	-.032	-.008
Position	-.013	-.014	.044	-.013	-.016	.043	-.013	-.016	.053	-.010	-.016	.057
Tenure	.019	.179*	.027	.018	.176*	.030	.018	.178*	.034	.017	.179*	.031
IC	-.095***	-.043	.061*	-.091***	-.043	.043	-.091***	-.042	.044	-.091***	-.042	.043
UA	.179***	.110***	.126***	.182***	.106***	.115***	.182***	.107***	.129***	.185***	.107***	.135***
MF	.000	.091**	-.135***	.001	.093**	-.138***	.002	.090**	-.133***	.006	.088**	-.121***
PD	-.027	.003	-.248***	-.026	.005	-.255***	-.024	-.001	-.237***	-.021	.000	-.237***
CS	.295***	.117***	-.011	.293***	.123***	-.005	.294***	.116***	-.007	.294***	.117***	-.012
IC*CS	-.028	-.003	.112***									
UA*CS				.012	-.046	-.035						
MF*CS							-.009	.035	-.135***			
PD*CS										-.037	.027	-.159***
R ²	.215	.084	.166	.214	.086	.155	.214	.085	.172	.216	.085	.178
ΔR^2	.001	.000	.012	.000	.002	.001	.000	.001	.018	.001	.001	.024
ΔF P	1.560	.012	22.952	.287	3.591	2.226	.148	2.015	33.644	2.642	1.178	46.361
	.212	.912	.000	.592	.058	.136	.701	.156	.000	.104	.278	.000

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, N = 1594; **CS** = Communication satisfaction, **IC** = Individualism/collectivism, **UA** = Uncertainty Avoidance, **MF** = Masculinity/Femininity, **PD** = Power Distance

Moderating effects of individualism/collectivism (Hypothesis 2): Table 5 (Model 4) shows a significant moderating effect of IC on the relationship between CS and NC. Specifically, the beta coefficient for the interaction term (IC*CS) was statistically significant ($\beta = 0.112$, $p < 0.001$) for NC; and was statistically insignificant ($\beta = -0.028$, ns.) for AC, and ($\beta = -0.003$, ns.) for CC. Thus hypotheses 2c found support, and hypothesis 2a and 2b found no support. The positive beta weight states that relationship between CS and NC is stronger for individuals high rather than low in IC.

Since IC is insignificantly related to NC ($\beta = -0.043$, ns.). IC is a so-called pure moderator (Sharma et al., 1981).

For NC, the simple slope values were, *positive and significant for high IC group*, negative and insignificant for medium IC group, and negative and significant for low IC group. The values were larger for the high IC group (slope = 0.100, $t = 2.86$, $p < 0.01$), and smaller for the low IC group (slope = -0.125, $t = -3.51$, $p < 0.01$), the medium group fell in between (slope = -0.012, $t = -0.45$, ns.). Figure 2 presents a typical significant interaction effect for IC-its moderation of the relationship between CS and NC.

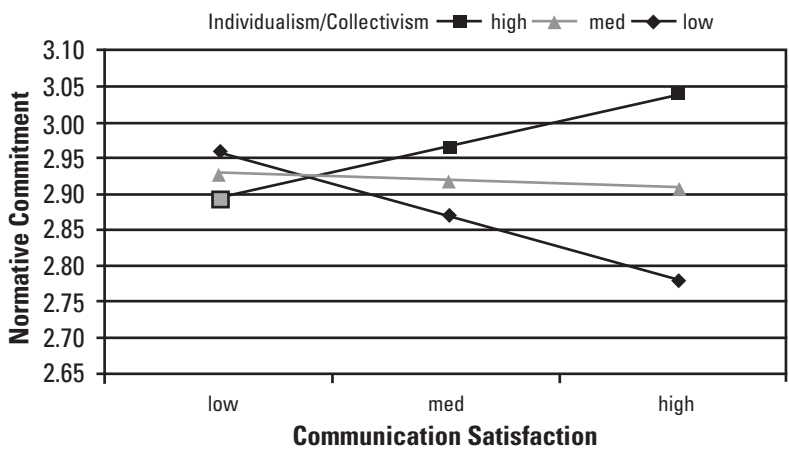


Figure 2: Moderating effect of IC on relationship between CS and NC

The graph in figure 2 shows that the relationship is positive and significant for the high IC group (slope = 0.100, $p < 0.01$), negative and insignificant for the medium IC group (slope = -0.012, ns.); and negative and significant for the low IC group (slope = -0.125, ns.). The above results, taken together, provide support for hypothesis 2c, i.e. group high in IC improved relationship towards positive and vice-versa.

Moderating effects of uncertainty avoidance (Hypothesis 3): Table 5 (Model 5) shows insignificant moderating effect of UA on the relationship between CS and OC (AC, CC, and NC). Specifically, the beta coefficient for the interaction term (UA*CS) was statistically

insignificant for AC ($\beta = 0.012$, ns.), CC ($\beta = -0.046$, ns.) and NC ($\beta = -0.035$, ns.). Thus Hypotheses 3a, 3b, and 3c found no support,

Moderating effects of masculinity/femininity (Hypothesis 4): Table 5 (Model 6) shows significant moderating effect of MF on the relationship between CS and NC and insignificant moderating effect of MF on the relationship between CS and OC (AC, and CC). Specifically, the beta coefficient for the interaction term (MF*CS) was statistically insignificant ($\beta = -0.009$, ns.) for AC, and ($\beta = 0.035$, ns.) for CC; and statistically significant NC ($\beta = -0.135$, $p < 0.001$). Thus hypothesis 4c found support and hypotheses 4a, and 4b found no support. The negative sign before the

beta weight states that relationship between CS and NC is stronger for individuals low rather than high in MF.

Since MF is significantly related to NC ($\beta = -0.133, p < 0.001$), MF is a so-called quasi-moderator (Sharma et al., 1981).

For NC, the simple slope values were, negative and significant for high MF group, negative and insignificant for medium MF group, and positive and significant for low MF group. The values were larger for the low MF group (slope = 0.127, $t = 3.59, p < 0.001$), and smaller for the high MF group (slope = -0.143, $t = -4.11, p < 0.001$), the medium group fell in between

(slope = -0.007, $t = -0.293, ns.$). Figure 3 presents a typical significant interaction effect for MF and its moderation of the relationship between CS and NC.

The graph in figure 3 shows that the relationship is negative and significant for the high MF group (slope = -0.143, $p < 0.01$), negative and insignificant for the medium MF group (slope = -0.007, $ns.$), and positive and significant for the low MF group (slope = 0.127, $p < 0.001$). The above results, taken together, provide support for hypothesis 4c, i.e. group low in masculinity/femininity improves relationship towards positive.

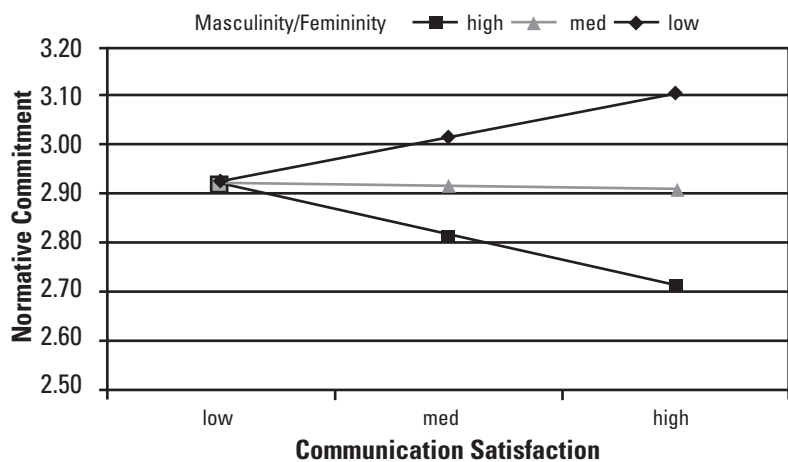


Figure 3: Moderating effect of MF on relationship between CS and NC

Moderating effects of power distance (Hypothesis 5): Table 5 (Model 7) shows significant moderating effect of PD on the relationship between CS and NC, and insignificant moderating effect of PD on relationship between CS and OC (AC, and CC). Specifically, the beta coefficient for the interaction term (PD*CS) was statistically insignificant for AC ($\beta = -0.037, ns.$), CC ($\beta = 0.027, ns.$) and statistically significant for NC ($\beta = -0.159, p < 0.001$). Thus hypotheses 5a, and 5b found no support, and hypothesis 5c found support. The negative sign before the beta weight state that relationships between CS and NC was stronger for individuals low rather than high in power distance.

Since power distance is also significantly related to NC ($\beta = -0.237, p < 0.001$), power distance is a so-called quasi-moderator (Sharma et al., 1981) in respect of NC.

For NC, the simple slope values were; positive and significant for low PD group, negative and insignificant for medium PD group, and negative and significant for high PD group. The values were larger for the low power distance group (slope = 0.147, $t = 4.20, p < 0.001$), and smaller for the high power distance group (slope = -0.172, $t = -4.875, p < 0.001$), the medium group fell in between (slope = -0.012, $t = -0.473, ns.$). Figure 4 presents a typical significant interaction effect for power distance- its moderation of the relationship between CS and NC.



Figure 4: Moderating effect of PD on relationship between CS and NC

The graph in figure 4 shows that the relationship is positive and significant for the low power distance group (slope = 0.147, $p < 0.001$), negative and insignificant for the medium power distance group (slope = -0.012, ns.) and negative and significant for the high power distance group (slope = -0.172, $p < 0.001$). The above results, taken together, provide support for hypothesis 5c, i.e. group low in power distance improves relationship towards positive and vice-versa.

Discussion

The primary objective of our study was to explore the alternate relationships between CS and employees' AC, CC and NC. The key findings indicated that CS positively influences employees' OC i.e. AC, and CC, as perceptions of both upward and downward communication were positively related to organisational commitment (Young and Worchel, 1998), and with AC and CC found having very strong influence.

Perhaps the most practically important and theoretical contribution of our study was the examination of cultural values of IC, UA, MF, and PD as moderator of the relationship between CS and employees' AC, CC and NC.

Moderating effect of IC on relationship between CS and normative OC.

Our findings indicated that employees

possessing more individualistic i.e. less collectivist cultural values are very sensitive to the relationship between CS and OC as it leads to more NC and reduction in employee turnover as NC is negatively related to turnover as *Employees with normative commitment feel that it is their moral duty to continue to work for an organization* (Jaros et al. 1993). Thus for reduction in employees turnover, employees' possessing high IC cultural values are favourable.

Moderating effect of MF on relationship between CS and normative OC.

Our findings indicated that employees possessing less MF i.e. less task oriented cultural values are very sensitive to the relationship between CS and OC as it leads to more NC and reduction in employee turnover as NC is negatively related to turnover. Thus for reduction in employees turnover, employees' possessing low MF cultural values are favourable. MF refers to the extent to which values associated with stereotypes of masculinity (e.g. aggressiveness and dominance) and femininity (e.g. compassion, empathy, and emotional openness) are emphasized. More specifically, it describes a preference for accomplishment, heroism, assertiveness, and material success as opposed to a preference for relationships, interactions, modesty, caring for the weak, and the quality of life (Hofstede 1983a).

Moderating effect of PD on relationship between CS and normative OC.

Our findings indicated that employees possessing low *PD* i.e. less sensitive to hierarchy cultural values are very sensitive to the relationship between *CS* and *OC* as it leads to more *NC* and reduction in employee turnover as *NC* is negatively related to turn over. Thus for reduction in employees turnover, employees' possessing low *PD* cultural values are favourable.

The implication for *CS* is that organisations need to be sensitive to individual differences in cultural values that may influence important outcomes. In this case, even in India, a high *PD* country, individuals with relatively low *PD* values responded more favourably to *CS*. Thus, a manager who is sensitive to subordinate differences in this respect can provide greater opportunities to individuals with lower *PD* values in the process of *CS*.

Concluding Remarks

Contributions

This study shows an innovative direction for research on organizational commitment by opening up a debate on the impact of HRM practices on *OC*. Statistically significant correlations were found between *AC*, *CC*, and *NC*, and *CS*, which demonstrate an understanding that how HRM practices can be utilized in managing desirable types of organizational commitment. The study also contributes to our understanding of moderating role of cultural values on the relationship between communication satisfaction and *OC* (*AC*, *CC*, and *NC*).

Palich et al. (1995) investigated and found no significant cultural moderation effects. Further they noted that their data were analysed at the national level and suggested that future validations might use individual scores as it has been shown that individuals' cultural values differ within national cultures (Triandis et al. 1988). In this study, it is established that cultural values do moderate relationship between communication satisfaction and *OC* (*NC*).

The findings are generaliseable and adaptable as data for the study was collected from a sample population working in BSNL units scattered across India under same HRM practices followed by most of the PSUs in India. And also these findings may help management in selection of employees and further reengineering the HRD systems.

Theoretical Implications

This study contributes to the relationship between satisfaction with HRM practice and organisational commitment literature in two ways and it strengthens the idea that the satisfaction of employees is not only desirable in and of itself but it also affects organisational commitment.

First, individuals who have a sense of fulfilment (satisfaction) would inherently make decisions that cause an organization to prosper (Bierema, 1996). This view is empirically validated in this study. Our findings showed that there is a substantial connection between employee's satisfaction and organisational commitment. Increased satisfaction influences organisational commitment of the individuals and hence their performance.

Second, the significant moderation effect of *IC*, *MF* and, *PD* implies that cultural values play an important role in organizational life. HRD professionals have recognized the importance of cultural values and their impact on organizational members' attitudes (Francis, 1995). Our study revealed that cultural values significantly affect how employee's satisfaction influences commitment. Members who are higher in *IC*, lower in *MF* and *PD* may more readily translate their satisfaction on the job into their commitment to their organizations, while members who are lower in *IC*, higher in *MF* and *PD* may be less likely to do so.

Our study answered the call of Kirkman and Shapiro (2001) for exploration of more complex models of cultural values and commitment than direct correlations. Our

findings contributed to the existing literature by furnishing a moderation model of cultural value on satisfaction and commitment. Our findings suggest that cultural values may serve as a valve in the relationship between commitment and HRM practices satisfaction. Their relationship may vary with the cultural values that individuals hold. It is therefore vitally important to recognize what the cultural values are in individuals and how the values may affect how factors influence commitment, before HRD interventions are designed (Jin and Zheng, 2009).

Practical Implications

This study carries implications for HRD professionals. First, HRD professionals need to continue enhancing organizational members' satisfaction with HRM practices and increase their commitment to the organization, because both can lead to desirable performance outcomes. HRD professionals could use interventions such as training in reference to various implications of various HRM practices and organization development (OD) to foster higher levels of commitment and satisfaction. Several HRD studies confirmed that training practices could enhance employee commitment (Meyer & Smith, 2000; Whitener, 2001).

Second, HRD professionals need to realize that the effect of employee's satisfaction with HRM practices on organizational commitment can depend on people's cultural values. The implication of our findings is that when designing HRD strategies to enhance commitment level and ultimately performance, factors of cultural values need to be taken into consideration (Jin and Zheng, 2009). Our findings caution HRD professionals against relying solely on across-the-board solutions to enhance organizational members' attitude toward their job and the organization. HRM practices need to be culturally sensitive.

Limitations

Although the current study has contributed to existing knowledge about the moderating

effect of cultural values on relationship between CS and OC (AC, CC and, NC), there are several limitations to be noted. First, the study was conducted in only one organisation with a limited sample of employees. And the company was a Government owned public sector having business across India. Second, in the current study, all variables were rated by employees themselves. This may result in a problem of common method variance. However, because all of these variables are attitudinal variables, we could not obtain them from other sources. Third, in this study only Allen and Meyer's typology has been used and other typologies of organizational commitment have not been considered. Fourth, present study adapted only 4 dimensions of Hofstede's typology and no test has been conducted with cultural values typology of other researchers.

Scope for Future Research

The current study has raised some interesting questions for future research. Since the individual's values are important in determining how he or she reacts to different HRM practices such as communication, to what extent should these be taken into consideration in the selection process? Although many researchers believe that cultural values are enduring (Hofstede 1980a), they are influenced by socialization processes. Is it possible, then, through organisational socialization processes, an individual could change his or her cultural values? For example, when people choose to work for global companies whose values vary from their own national cultural values, over time will the individuals' values change to be more congruent with the organisations (Francesco and Chen 2000)?

In this study, it is considered that HRM practice satisfaction to be the effect of management practice that is congruent with cultural values. We then found that those with:

- High on IC expressed a positive relationship between CS and NC.

- UA has not moderated relationship between CS and OC(AC, CC and NC).
- Lower on MF and PD positively moderated relationship between CS and NC.

What account for all these? Is it the congruence in values or something else about communication satisfaction or other variables, measured or unmeasured in this study, that can explain these results?

The many questions raised here could form the basis for additional studies of cultural values in the future. It is also interesting to consider the impact of cultural variables both within and between cultures.

Summary

This paper is a pioneering initiative in examining the organisational and individual behavioural phenomena of a leading Indian PSU to establish some significant findings, which have meaningful implications for HRD interventions to reorient individual and organisational behaviour. As human resource development managers continue to address increasingly complex business and organisational issues in Indian PSU, they also need to pay close attention to human resources issues with equal fervour. They must also keep in mind that their organisation's success is directly linked to the effectiveness and productivity of its employees. Human resources issues such as CS and OC must not be pushed to the bottom, but they should be addressed, head on, with high priority. India is fast approaching a time when the most valuable and desired talent will say "no" to organisations that do not invest in a high quality human environment. Therefore, Indian managers have responsibilities and opportunities to improve effectiveness of their organisations by making improvements in the HRM practices.

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Performance Management & Balanced Scorecard – Creating A Strategy Tool

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“The problem is that not everything that counts can be counted, and not everything that can be counted counts.”

The backbone of any organization is in its communication. Too much or too less communication is always harmful for the smooth functioning of the organization. This is a common fact, still it is something which is least thought about or worked on fact.... In most organizations the communication, strategic goals and objectives is poor – so it is hard for people in organization to know what to do and it is therefore hard for senior managers to check that the right thing are done – (by the way what are the ‘right’ things?).

The other main fact is that the organizations are not focusing on basic groundwork

and framework for developing and communicating the desired objectives and goals and that is the main reason why they are not also getting the desired results. Moreover most of the organizations are still unclear about the meaning of Strategy! Let alone to work upon It.!

The result: only one third of the organizations believe they are successful in implementing their strategic goals. Strategic success therefore requires that people are clear about what needs to happen, and that management gets useful information about this activity.

To manage and deploy organizational resources in such a way as to deliver and fulfill organizational objectives is a vital role of senior finance and management professionals. Many tools, techniques and frameworks have evolved to assist managers in this: value-based management, total quality management, the performance prism, and more.

“Simply measuring an organization’s performance does not by itself ensure that the organization will begin to perform as either it should do or could do.”

The success of organizations does not depend upon that how good its performance appraisal system is, but it also depends on its proper feedback and follow-up process, which is unfortunately ignored in most of the organizations. Measuring an individual’s performance or an Organization’s is not complete without the appropriate follow-up system, the recommendations and suggestions implemented, the review of the performance in a period’s time and again judging it according to the complex industrial environment. The Performance Appraisal is a continuous process and is not something which should be remembered once in a year, especially at the time when the promotions or increments are due.

Performance Management

Performance Management Systems have evolved to support the articulation, communication, monitoring and updating of strategic goals as part of an efficient proven management process.

- To know if ‘good’ performance is being achieved you need a process to supply useful information about
 - Whether the actions needed to improve performance are being carried out
 - Whether the actions being carried out are having the desired impact.

The question which arises here is how that some organizations are more successful in implementing the performance management

system than the others when most of them have the same structure, adopting the same technology and almost the same policies. The answer is because of their successful layout of goals, objectives and strategy implementation. But the first is their outstanding understanding and frame working of strategy and then it’s successfully implementation. So,

How successful organizations drive strategy implementation?

Successful organizations drive strategy implementation through following steps:

1. Articulate the strategy – Management decides what needs to be achieved and documents these decisions.
2. Communicate the strategy – Management communicates these decisions to the rest of the organization.
3. Monitor the activity – Management checks that actions are being completed and results are achieved.
4. Manage the activity – Management takes actions when results are different from expected.

The Management of any organization has to be proactive in the above areas, and has to see that the processes are carried out as they are desired to be. The successful implementation of these steps will ultimately lead to strategic success for the organization.

What happens when strategy becomes unclear?

When the strategy becomes unclear or is not properly understandable by the members of the organization, the following recurrence may occur –

1. Articulate the strategy – Only 2/3 of the senior managers understand how the strategy relates to their job.
2. Communicate the strategy – Only 1/10 of the shop floor staff understand how the strategy relates to their job.
3. Monitor the activity - With the strategy unclear, managers:

- a. Select unhelpful performance measures
 - b. Select too many performance measures
 - c. Attempt to 'monitor' everything
 - d. Don't really know what is going on in the organization.
4. Manage Activity - When monitoring is done poorly, managers:
- a. Attempt to manage with inadequate intelligence
 - b. Fail to realize organizational potential
 - c. Struggle to exercise control over organizational activities

And the result is quiet transparent for everyone, we cannot talk about strategy success at all in this case, even it is not a failure, because the strategy is not at all clear with the members of the organization. Nobody is actually been able to relate the strategy with their profile, nor are they able to define their role profiles in this case.

So, are we having any solutions in this case or we are just talking about the problems? Well, the answer lies in the introduction of the Balanced Scorecard.

The Balanced Scorecard

The original Balanced Scorecard concepts were developed in the late 1980s – and were publicized by Robert Kaplan and David Norton in a 1992 Harvard Business Review Paper. Balanced Scorecard (BSC) methodology translates strategy into action. Working through the balanced scorecard process enables management to define those key perspectives that will drive the business to success, as well as to define how to measure them. The balanced scorecard helps organizations align multiple strategies, from various units, to the organizational strategy by linking their deliverables to those key perspectives that drive the business. Balanced scorecard provides a clear understanding of the company strategy, and how it is supported by the commitment to objectives from various divisions and functional units of the organization.

The Balanced Scorecard focus on four perspectives:

- Financial Perspective
- Customer Perspective
- Internal Business Processes Perspective
- Learning & Growth Perspective

It is to be noted here that the process does not only focus on the finance perspective as most of the other processes do, but here we are also focusing upon the Learning and Growth Perspective, which is important and a base for the Innovative organizations, along with the Customer Perspective and Internal Business Perspective, which are again important for the success of any organization. The finance and the profits are only short-term gains for any organization, but are mostly looked upon area in any organization, but for maintaining the long-term sustainability in the market the organizations need to look upon the areas which are mostly neglected, like the customers' requirements, the innovative designs and internal processes, and most importantly creating a environment which promotes learning and growth in the employees. So, a Balanced Scorecard is focusing upon the following key areas in the various perspectives:

Learning and Growth Perspective

- Technology Leadership
- Employee Motivation
- Knowledge Management
- Innovation & Learning

Customer Perspective

- Developing New Products
- Providing On-time Delivery
- Choosing the Right Supplier
- Promoting Customer Partnership

Financial Perspective

- Increase in Cash Flow
- Quarterly Sales Growth and Operating Income by Division
- Increased Market Share and ROE

Business Process Perspective

- Technological Capabilities
- Improving Manufacturing Excellence
- Innovative Designs in Productivity
- New Product Development

Building a Balanced Scorecard

The next vital step in the process is that how to build an appropriate Balanced Scorecard for the organization. The whole practice involves an Eleven-step process as stated below:

- Firstly, analyze the firm's internal and external framework.
- Develop the strategic vision.
- Adopt the various perspectives. Analyze the areas where not performing as expected
- Examine the implication of the vision for each perspective
- Create top five objectives for each perspective.
- Create a balanced set of measures that bring in congruence between the short-term and long-term considerations of the organizations.
- Communicate the above measures to top management for their approval
- Communicating the scorecard to various organizational units. Also, the scorecards can be created for various divisions, business units, departments etc.
- Create goals for each measure, indicating short and long-term objectives.
- Develop an action plan for the successful implementation of the organization's projects.
- Implement the balanced scorecard process by conducting regular reviews against the current scorecard and the effectiveness of the current scorecard and strategy.

Linking Balanced Scorecard measures to Business Strategy

Now, after the successful implementation of the above process, the next course of action

requires to link the Balanced Scorecard measures to the business strategy. It is to be noted here that without linking any process to the strategy, we are not actually giving meaning to the implementation of that process.

Three basic principles are involved in linking balanced scorecard to its strategy –

Cause and effect relationships: For an effective Balanced Scorecard, a clear sequence of relationships between the different perspectives and the performance measures of these perspectives must be stated.

Balance between Performance measures and outcomes: A stability between the performance measures (the financial drivers of profitability, the market share) and the outcomes (such as customer satisfaction, employee skills etc.) should be maintained. Outcomes are called lagging indicators while performance drivers are called leading indicators.

Linkage to financial aspects: A Balanced Scorecard should be linked to financial aspects like return on capital employed or economic value added. Programs such as TQM, Employee Empowerment should be linked to outcomes that directly influence customers and deliver future financial performance.

A major consideration in performance improvement involves the creation and use of performance measures or indicators. Performance measures or indicators are measurable characteristics of products, services, processes, and operations the company uses to track and improve performance. The measures or indicators should be selected to best represent the factors that lead to improved customer, operational, and financial performance. A comprehensive set of measures or indicators tied to customer and/or company performance requirements represents a clear basis for aligning all activities with the company's goals. Through the analysis of data from the tracking processes, the measures or indicators themselves may be evaluated and changed to better support such goals.

Till the companies understand and implement these issues in the best effective manner, the success cannot be guaranteed. The communication of the processes is also very important. Together the implementation of the Performance Management and the Balanced Scorecard could produce amazing results for any organization, or industries. The process is gaining so much popularity these days, but still we in India lack the HR professionals who are aware about the process least who are adopting or suggesting it.

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Employees Perception Towards Softcore CSFS of Six Sigma: An Empirical Analysis in Foreign Banks

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Abstract

Most quality initiatives are based on systems and techniques with the aim of improving quality and productivity. Often, newly developed techniques such as ISO-9000, process reengineering, and Six Sigma etc. become the focus of the quality program. It is assumed that once the system and procedures for the selected techniques are in place, the desired results will follow. What is not realized is that of the systems and procedures are implemented by people, and the effectiveness of the program therefore is largely dependent on the capability and motivation of these individuals.

Thus the objective of this research paper was to analyze employees perception towards soft core critical success factors in foreign banks.

Though Six Sigma was pioneered in mid 80s, it was mainly adopted by banks during or after 2000. Further the major force for Six Sigma implementation is a need for change for continuous improvement, competitors' pressure, and poor customer satisfaction. Thus these factors have been considered as critical success factors for successful implementation of Six Sigma in banking sector. Fourth, most of the organizations had implemented ISO 9000, TQM or BPR before embarking on implementing the Six Sigma program. Although Six Sigma Critical Success Factors have been amply researched in the global context, in this paper a maiden attempt is made to identify Soft Core CSFS for Six Sigma, through extensive literature review, *prioritization using primary data collection from foreign banks* and to identify gap between importance and practice of soft core CSFs.

Introcuation

"Quality" is key to the competitive advantage in today's business environment. It has been interpreted in its broader sense of overall performance of a organization rather than quality of product and services thus we say that Six Sigma is not merely a quality initiative but it is a business initiative. The use of Six Sigma methodology is more valuable in financial institutions now than it has ever been and companies are now reaping true savings and revenue growth. It follows the Define-Measure-Analyze-Improve-Control (DMAIC) approach to problem solving and to identify the areas for improvement. Either the voice of the customer or voice of business acts as a source for identification of major improvement areas. The research was unique in the sense that such a broad analysis of Six Sigma implementation was never carried out before in the banking sector. Previous researches focused primarily on the manufacturing organization where the objective was to identify the critical success factors for Six Sigma but did not focus on the type of CSFs (Soft core and Hard core) and impact of these CSFS on successful implementation of Six Sigma in banking sector respectively. Thus the research led to some interesting, yet important, findings.

Objective of the Research

- To analyze Identify & Rank Soft Core Critical Success Factors of Six Sigma in foreign banks in reference to employees perception.
- To analyze employees perception towards gap between Importance (theory) & Practice (practical) of soft core critical success factors Six Sigma in foreign banks in India.

Universe and Sample

From available information and due to limited control over the choice of the companies, a total of 5 banks were selected out of these 3 banks were removed which declined to participate in survey, as they clearly mentioned about not revealing any data. Thus 2 banks has been considered as sample. Thus the sample size for the study was 50 Employees (25 each bank)

Data Collection

The research was carried out by collecting primary data and secondary data as well. Primary data has been collected through personal interview (for soft core CSFs) and self-developed questioner (to analyze gap) and secondary data has been collected through various literature reviews. A total of 22 CSFs have thus been compiled through an extensive literature review. These CSFs are then validated through an empirical research of select banking sector at various stages of implementation of the Six Sigma process improvement methodology.

Tools of Data Analysis

The research has been divided into two steps where in the first step objective was to identify the critical success factors as well as categorizing critical success factors in reference to soft core and the second objective was to analyze the gap between Importance and practice of these factors in Banking Sector. For the step I ranking scale has been used and for second step t- test has been used for data analysis.

Hypothesis

Null hypothesis H0 = There is a no difference in employees perception towards importance and practice of SCSFs of Six Sigma in the foreign banks.

Alternate hypothesis H1 = There is a difference in employees perception towards importance and practice of SCSFs of Six Sigma in the foreign banks.

Objective 1

To identify and rank soft core critical success factors to success full implementation of Six Sigma in foreign banks

Critical Success Factors

Critical Success Factor (CSF) is the term for an element which is necessary for an organization or project to achieve its mission. We can define CSF as "Factors that are necessary for an organization or project to achieve its mission that must be given special attention to bring

high performance. Such as bench marking, Management leadership, education and training,

As discussed earlier the research has been divided into two steps thus this section included a list of identifies Soft Core Critical Success Factors for Six Sigma implementation, arranged in random order. These critical factors were identified through literature review and study of previous researches on Six Sigma. A semantic differential scale from 1 to 7 was provided against each factor, with score 1 indicating no criticality and score 7 indicating the maximum criticality. The respondents were asked to rate the success factors based on their experience of Six Sigma implementation in their organizations, in order of their criticality.

Findings & Analysis

The Table 1 gives the ranking of success factors based in terms of percentage of the rating given by the respondents. Table indicates that Management provide policies promoting customer satisfaction, Management builds an improvement culture has given same ranking by the employees and Employees are trained in quality specific tools techniques were rated as the most critical factors for successful implementation of Six Sigma. The next critical factor was Management practice participation in decision making, Management act as key drivers in continuous improvement and A pleasant environment exists, in working areas, followed by Positive values such trust, honesty, hard work are fostered by management. On the lower end, Communication links established between employees and management were rated as less critical factors for successful implementation of Six Sigma.

Objective 2: To analyze employees perception towards gap between Importance & Practice of Soft core Critical Success Factors implemented in foreign banks

Soft and Hard Factors

The critical success factors given above can

also be analyzed from the perspective of soft factors and hard factors. Systems and tools and techniques which has impact on internal efficiency and external effectiveness are known as hard factors such as Performance measurement, Management by processes and fact, Quality control tools and techniques, Cost of quality process, etc. on the other hand Issues which are intangible and difficult-to-measure are known as Soft factors. The “**soft**” factors may best be seen as issues discussed under leadership, internal stakeholders management and policy. These issues have an impact on maximizing organization-wide support and involvement in attaining the quality goals of an organization. While the effective manipulation of the “soft” factors is essential for the attainment of the quality goals of the organization, they must be supported by the “**hard**” factors to manage, track and improve the journey towards achieving the goals. They include:

As earlier discussed CSFs has been divided into two categories i.e. Soft core CSFs and Hard Core CSFs on the basis characteristics. Thus total 12 soft core CSFs has been identified for successful implementation of Six Sigma in banking sector. In this section, the objective was to analyze the gap between theory and Practice of Identified SCSFs in the foreign banks. For this the respondents had to mark the level of perception on the importance of each statement listed below and the extent to which it is currently practiced in one's organization, where the importance deals with the theoretical aspects of the statement and practice suggest the practical implementation of the same. The results are as follows:

Findings & Analysis

SCSFs 1: Management provide policies promoting customer satisfaction: The first question asked the respondents was regarding perception on management providing, policies promoting customer satisfaction According to table F1, which indicates that Mean, S.D. and Std Error of Management provide policies promoting customer satisfaction (Importance) was 4.5 ± 0.505076 0.07, and (Practice) was

3.64±0.83, 0.11. As per the table the mean difference of Importance and Practice of employee perception on success factor was (.86) and the t-ratio was statistically significant as the obtained value (6.27) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is rejected and H1 is accepted.

SCSFs 2: According to Table F2, which indicates that Mean, S.D and Std Error of Management build an improvement culture (Importance) was 4.32 ±0.740 and 0.104, and (Practice) was 3.44±0.92, 0.13. As per the table the mean difference of Importance and Practice of employee perception on success factor was (.88) and the t-ratio was statistically significant as the obtained value (5.23) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence, H0 is rejected and H1 is accepted.

SCSF3: Management practice participation in decision making: As the next question asked was to analyze the perception on management practice participation in decision making, **table F3** indicates that Mean, S.D and Std Error of Management practice participation in decision making (Importance) was 4.3±0.63, 0.08, and (Practice) was 3.48±0.86, 0.12. As per the table the mean difference of Importance and Practice of employee perception on success factor was (.9) and the t-ratio was statistically significant as the obtained value (5.93) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence, H0 is rejected and H1 is accepted.

SCSF 4: Communication links established between employees and management: According to table No.4, there is a significant gap between theoretical and practical aspect of communication links established between employees and management since the Mean, S.D. and Std Error of Communication links established between employees and management (Importance) was 4.42±0.73 and 0.103, and Practice was 3.68±0.84 and 0.11. As per the table the mean difference of Importance and Practice of employee

perception on success factor was (.74) and the t-ratio was statistically significant as the obtained value (4.68) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence, H0 is rejected and H1 is accepted.

SCSF 5: Management act as key drivers in continuous improvement: According to table F5 which indicates that Mean, S.D and Std Error of Management act as key drivers in continuous improvement (Importance) was 4.06±3.44 and 1.01 and Practice was 3.44±0.907, 0.12. As per the table the mean difference of Importance and Practice of employee perception on success factor was (.62) and the t-ratio was statistically significant as the obtained value (3.21) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Thus data reveals that there is significant gap between theory and practical implementation of management role as a key driver in continuous improvement. Hence H0 is rejected and H1 is accepted.

SCSF 6: Improvement teams exist in all functions: The next question was asked whether improvement teams exist in all function. According to Table F2.2, which indicates that Mean, S.D and Std Error of Improvement teams exist in all functions. (Importance) was 4.1±0.79 & 0.11, and (Practice) was 3.08±0.39, 0.05. As per the table the mean difference of Importance and Practice of employee perception on success factor was (1.04) and the t-ratio was statistically significant as the obtained value (8.24) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is rejected and H1 is accepted.

SCSF 7: Key business process identified, improved and monitored: According to table F4.4, which indicates that Mean, S.D and Std Error of Key business process identified, improved and monitored (Importance) was 4.1±0.19 & .16 and (Practice) was 3.6±0.78 & 0.11. As per the table the mean difference of Importance and Practice of employee perception on success factor was (.5) and the t-ratio was statistically insignificant as the

obtained value (2.46) was lesser than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is accepted and H1 is rejected.

SCSF 8: Employees are trained in quality specific tools techniques: According to table No. F2.5, which indicates that Mean, S.D and Std Error of employees are trained in quality specific tools techniques (Importance) was 4.26 ± 0.66 & .09 and (Practice) was 3.22 ± 1.09 & 0.15. As per the table the mean difference of Importance and Practice of employee perception on success factor was (1.04) and the t-ratio was statistically significant as the obtained value (5.74) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is rejected and H1 is accepted.

SCSF 9: Continuous learning is provided through education and training: According to table No. F2.5, which indicates that Mean, S.D. and Std Error of continuous learning is provided through education and training (Importance) was 3.98 ± 0.82 & .11 and (Practice) was 2.78 ± 1.09 & 0.15. As per the table the mean difference of Importance and Practice of employee perception on success factor was (1.12) and the t-ratio was statistically significant as the obtained value (6.20) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is rejected and H1 is accepted.

SCSF 10: A pleasant environment exists, in working areas: According to table No. F2.5, which indicates that Mean, S.D and Std Error of A pleasant environment exist in working areas (Importance) was 4.26 ± 0.56 & .07 and (Practice) was 2.96 ± 1.02 & 0.14. As per the table the mean difference of Importance and Practice of employee perception on success factor was (1.3) and the t-ratio was statistically significant as the obtained value (7.8) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is rejected and H1 is accepted.

SCSF 11: Positive values such trust, honesty, hard work are fostered by management:

According to Table No. F2.5, which indicates that Mean, S.D. and Std Error of Positive values such as trust, honesty, hard work are fostered by management (Importance) was 4.18 ± 0.74 & .10 and (Practice) was 3.06 ± 1.14 & 0.15. As per the table the mean difference of Importance and Practice of employee perception on success factor was (1.12) and the t-ratio was statistically significant as the obtained value (5.90) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Hence H0 is rejected and H1 is accepted.

SCSF 12: Teamwork and involvement are normal practices: According to table No. F2.5, which indicates that Mean, S.D. and Std Error of team work and involvement are normal practices (Importance) was 4.16 ± 0.54 & .07 and (Practice) were 3.14 ± 1.10 & 0.15. As per the table the mean difference of Importance and Practice of employee perception on success factor was (1.02) and the t-ratio was statistically significant as the obtained value (5.83) was higher than the table (2.63) required for t-ratio to be significant at .01 level of confidence. Thus we can say that there is significant difference between the theoretical and practical implementation of Six Sigma since as the obtained value is almost double then the table value. Hence H0 is rejected and H1 is accepted.

Six Sigma requires team work and involvement and contribution of resources and effort. A good team work and positive involvement of employee is influential enough to restructure the business and change the attitudes of the employees toward Six Sigma. Implementation of Six Sigma projects means commitment of resources, time, money, and effort from entire the organization.

Conclusion

The research has survey providing an insight on the status of Six Sigma in banking sector. The main findings are as followed:

- The objective of the first section was to identify and rank Soft core CSFs for successful implementation of Six Sigma.

Result indicates that Management provide policies promoting customer satisfaction, Management builds an improvement culture has given same ranking by the employees and Employees are trained in quality specific tools techniques were rated as the most critical factors for successful implementation of Six Sigma. The next critical factor was Management practice participation in decision making, Management act as key drivers in continuous improvement and A pleasant environment exists, in working areas, followed by Positive values such trust, honesty, hard work are fostered by management. On the lower end, Communication links established between employees and management, were rated as less critical factors for successful implementation of Six Sigma.

- The core theme of the project was to identify and analyze the difference between the theoretical (Importance) and practical (practice) of SCSFs for implementation of Six Sigma in banking sector. To analyze the gap 12 SCFs identified as per table 1 which influence the successful implementation of Six Sigma. If we were asked to name one individual who contributes the maximum to quality of product, the answer undoubtedly will point to the employees. It is he who actually builds quality into the product/process. His perception and attitude to work is a decisive factor in determining the quality of the product. As the data reveals from the table that employees do consider the gap between importance and practice of Six Sigma in banking sector which finally may lead to carelessness and lack of interest.

Recommendations

As Six Sigma methods have been effectively employed by some organizations in previous years to develop service provision and consumer satisfaction. Also, today many organizations are adopting Six Sigma to solve their quality related issues. However, all these organizations are not able to get

its total benefits. Perhaps this is due to poor implementation strategy adopted by several organizations. Particularly the banking sector in India in order to get maximum benefits through Six Sigma, it needs to care about factors which are critical during its implementation. These factors can increase the chances of achieving Six Sigma implementation goals in banks. Thus following recommendations are made as a result of this study:

- As the data reveals that the successful adoption of Six Sigma needs a supportive organizational culture. The organizations need to embed Six Sigma in their culture. This needs sincerity from management of an organization as well as employees. Particularly it requires sincere efforts from top management. As top management commitment is described as the most important factor of Six Sigma success (James and Allen, 2006). Hence, top management's full commitment and loyalty is essential for Six Sigma successful implementation. Thus top management of organization should be involved, dedicated and review, and on resources provision and training.
- Training has been considered the most important factor for successful Six Sigma implementation is proper training of managers and employees engaged in Six Sigma implementation. Thus training should be provided to all employees within organization to ensure that relevant literacy and numeracy skills are possessed by everyone so as to allow them to grasp the fundamental principle behind the tools and techniques of Six Sigma during training session also.
- Another issue in Six Sigma implementation is that some organizations adopt short centered approaches. Such approaches are adopted to reach end results earlier. However, the adoption of such approaches leads ineffective results. The organizations should focus on all the stages of Six Sigma uniformly. The lack of commitment from organization at any stage can lead ineffective implementation of Six Sigma.

Like during the problem identification stage the organization may refer some factors as cause of a particular problem without analyzing data. This kind of an approach may lead serious problems in gaining benefits out of Six Sigma strategy.

- As the result reveals from the study there was a gap between the suggested theory and the actual implementation process of Six Sigma in banking organizations. Since the banking sector is customer focused and every aspect of the value chain also focuses to ensure that all the activities are directed towards customer satisfaction. Thus the gap between the theory and practice of Six Sigma is quite obvious but to reduce this gap and to reach the long term target of 3.4 DPMO banks should ensure a complete commitment of each component of the value chain, and

an active participation of everyone with specific roles and responsibilities with their organization.

- Since the Six Sigma is resource intensive methodology and the implementation of Six Sigma in banks is a very challenging task due to the characteristic of service, the banking organizations should put in place a human resource based action in order to promote desired actions and results and therefore ensure the long term requirement of 3.4 DPMO of Six Sigma goal. Adding specific Six Sigma section to the annual performance evaluation form and awarding executive compensation based on Six Sigma goals attainment to motivate the employees who have been involved in the Six Sigma project.

Table 1: List & Ranking of Soft Core CSFs

Sl. No.	Critical Success Factors	Rating (1= Minimum and 7= Maximum)								Rank
		1	2	3	4	5	6	7	Total	
1	Policies related with customer delightedness/ satisfaction provided by Management	10 (20.0)						40 (80)	5 (100.0)	I
2	Management Provides an Good culture to the employees						10 (20.0)	40 (80.0)	5 (100.0)	I
3	Participation of Management in decision making process						20 (40.0)	30 (60.0)	5 (100.0)	II
4	Communication links exists among employees and management				30 (60.0)		10 (20.0)	10 (20.0)	5 (100.0)	V
5	Management act as key factor for continuous improvement						20 (40.0)	30 (60.0)	5 (100.0)	II
6	Existence of Improvement teams in all functions in the organization					30 (60.0)	20 (40.0)		5 (100.0)	IV

7	Key business process in the transaction has been identified, improved and monitored				30 (60.0)	20 (40.0)		5 (100.0)	IV
8	Teamwork, participation and involvement are normal practices in the organization			10 (20.0)	10 (20.0)	20 (40.0)	10 (10.0)	5 (100.0)	IV
9	Education and training has been regularly provided for continuous learning				10 (20.0)	40 (80.0)		5 (100.0)	III
10	A pleasant environment exists, in all working areas					20 (40.0)	30 (60.0)	5 (100.0)	II
11	Ethical, and moral are fostered among employees		10 (20.0)	20 (40.0)		10 (20.0)	10 (20.0)	5 (100.0)	VI
12	Employees are trained in quality specific tools techniques in the organization					10 (20.0)	40 (80.0)	50 (100.0)	I

Source: Self developed - Questionnaire Section: Critical Success Factors

Table F1: Policies related with customer delightedness / satisfaction provided by Management

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.50	0.50	0.07	0.86	6.27
Practice	50	3.64	0.82	0.11		

Source: Questionnaire "Employees Perception towards Six Sigma section 3: Perception on Success Factors"

Table F2: Management Provides Good Culture to the Employees

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.32	0.74	0.10	0.88	5.23
Practice	50	3.44	0.92	0.13		

Source: Questionnaire "Employees Perception towards Six Sigma section 3: Perception on Success Factors"

Table F3: Participation of Management in decision making process

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.38	0.63	0.089	0.9	5.93
Practice	50	3.48	0.86	0.12		

*Source : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F4: Communication links exists among employees and management

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.42	0.730949	0.103372	0.74	4.687447
Practice	50	3.68	0.843704	0.119318		

*Source : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F5: Management act as key factor for continuous improvement

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.06	1.018402	0.144024	0.62	3.21455
Practice	50	3.44	0.907115	0.128285		

*Source : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F6: Existence of Improvement teams in all functions in the organization

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.12	0.798979	0.112993	1.04	8.247207
Practice	50	3.08	0.395897	0.055988		

*Source : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F7: Key business process in the transaction has been identified, improved and monitored

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	3.98	0.820403	0.116023	1.2	6.207424
Practice	50	2.78	1.093394	0.154629		

*Source : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F8: Employees are trained in quality specific tools techniques

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.26	0.66	0.09	1.04	5.74
Practice	50	3.22	1.09	0.15		

*Source: : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F9: Continuous learning is provided through education and training

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.1	1.19949	0.169633	0.5	2.46871
Practice	50	3.6	0.782461	0.110657		

*Source: : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F10: A pleasant environment exists, in working areas

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.26	0.564602	0.079847	1.3	7.829713
Practice	50	2.96	1.029365	0.145574		

*Source: : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F11: Ethical, and moral are fostered among employees

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.18	0.747513	0.105714	1.12	5.902918
Practice	50	3.06	1.114103	0.157558		

*Source: : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

Table F12: Teamwork and involvement are normal practices

Pre	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t-test
Importance	50	4.16	0.548095	0.077512	1.02	5.839917
Practice	50	3.14	1.106751	0.156518		

*Source: : Questionnaire "Employees Perception towards
Six Sigma section 3: Perception on Success Factors*

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Learning Management & Leadership Lessons from Corporate Rhymes

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Abstract

Models, mantras and metaphors with roots in rationality, creativity and imagination & wisdom, represent three broad approaches to development of management theories, concepts and insights. 'Corporate rhymes' being poetic, are rich in metaphors and imagination & wisdom. Sharma (2010) in his book, 'Shunya Poems: My Experiments with Corporate Rhymes' and other writings, provides his several corporate rhymes that he has tested in Management Development Programs (MDPs) and MBA classes. These include his well known songs viz. Light in My Heart, Matter and Anti-matter, Step by Step. Paper shares experience of this innovative poetic methodology to learn management and leadership concepts and ideas.

Introduction

Management and Leadership ideas have been influenced by three revolutions viz. Industrial revolution, Knowledge revolution and Consciousness revolution. Underlying

paradigms of three revolutions are represented by rationality, creativity and spirituality. Knowledge creation in contemporary context takes place through critical thinking, creative thinking and imaginative thinking in consonance with rationality, creativity and

spirituality. This is reflected in terms of models, mantras and metaphors, wherein models are rooted in critical thinking & rationality (scientific temper), mantras are rooted in creative thinking & creative interpretations (creativity temper – artistic/ heartisitic), and metaphors represent imaginative thinking rooted in wisdom and spirituality (spiritual temper). In twenty first century, we find influence of all three revolutions and their underlying paradigms of thinking and three tempers viz. scientific temper, artistic temper, and spiritual temper, on institutions and organizations, in human society as well as on human thinking.

Poetic Approach of Corporate Rhymes and Knowledge Creation

Poetic approach to knowledge creation and knowledge transfer is an ancient art. While philosophers relied on rationality and rational analysis, poets relied on their intuitive power to create new imagination through their deep insights and saint and sages created knowledge originating from their deep insights. Practitioners learnt from all three approaches. This is also true of contemporary times. Research based knowledge is created by thinkers, scholars and researchers using scientific approaches. In contrast, many times intuitive insights are expressed through poetic expositions and imaginative metaphors. In essence, both reason and rhymes capture the essence of knowledge creation. Reason represents left brain activity and rhymes represent right brain activity and through their combination we arrive at new perspectives. Hence, both rhyme n reason, can play a complementary role in learning, particularly in the field of management and leadership.

India has a rich tradition of learning through the poetic approach. Kalidas, Kanakdas, Kabir, Tulsidas and others expressed their insights through poetic verses. Indian languages have rich repository of poetic verses which are based not merely on poetic imagination but also on keen poetic observations of the happenings in society. In addition to teaching

lessons about human and spiritual values, their poetic verses also provide inspiration and motivation to human beings through their 'spiritual rhymes', *bhajans* and *dohas* etc. An analysis of their spiritual verses offers many lessons of Human Quality Development (HQD). In my visit to a rose garden in 2013, I captured the idea of HQD in terms of following poetic lines:

If everyone is like a rose,
This world will be a great prose.

In fact world over we find poetic verses offering lessons to us through metaphors of cactus, rose, tulip, lotus and other flowers.

Just as nursery rhymes are used widely for learning purpose, similarly 'corporate rhymes' are useful for knowledge creation as well as learning management, leadership and HQD (Human Quality Development) lessons. I have been experimenting with idea of 'poetic approach of corporate rhymes' and have documented the same in my books viz. *Management in New Age: Western Windows Eastern Doors* (2006), *New Mantras in Corporate Corridors* (2007) and *Shunya Poems: My Experiments with Corporate Rhymes* (2010). In my classroom experiments with respect to corporate rhymes, I have used material from my following books of corporate rhymes:

- I. Creation from Shunya (1993)
- II. Quantum Rope: Science, Mysticism & Management (1999)
- III. Arrows of Time: From the Black holes to Nirvana Point (2001)
- IV. Market's Maya: Lotus Millionaires from New Madhushala (2009)
- V. Shunya Poems: My Experiments with Corporate Rhymes (2010)

In testing the methodology of corporate rhymes as a learning tool, students make their own choice of poem/song from above indicated books and undertake self reflection as well analyze it from the viewpoint of management and leadership lessons and

write a short note on the same. Testing was initially undertaken at WISDOM (Women's Institute for Studies in Development Oriented Management) Banasthali University, Bansathali, over several years and also at Indian Institute of Plantation Management, Bangalore, and at Indus Business Academy (IBA), Bangalore and Greater Noida. In Dec. 2012, I was invited by IIM Ranchi to teach a module in a course on Indian Philosophy & Society: Inner Dimension, wherein I experimented with the idea of 'Corporate Rhymes for Inner Quality Development (IQD)'. Learning management, leadership and HQD concepts through poetic approach of corporate rhymes, has also been tested in several management development programs and at several other institutes of management with which I have been associated.

Illustrative Corporate Rhymes

In the discussion below following three corporate rhymes are presented as illustrations for learning management and leadership lessons. These have also been recorded by Radio Banasthali, Banasthali University, Banasthali, Rajsathan.

1. Light in My Heart (1993)
2. Matter and anti-matter (1999)
3. Step-by-Step (2001)

Corporate Rhymes I: Light in My Heart. It is a song of creativity, hope and wisdom. It indicates that there is a hello of creativity within all human beings. Once we listen to the hello within we get better insights and even revelations. This hello is also a stress buster as it invokes inner energy taking us towards positive approach and optimism. It is also known as 'Wisdom song' as it was adopted in 1996, by first batch of MBA students of Women's Institute for Studies in Development Oriented Management (WISDOM), Banasthali University, Banasthali, Rajasthan, as their institutional song. This corporate rhyme from my book, Creation from Shunya (1993, p.33) is as follows:

Light in My Heart

There is light in my heart,
it is there from the start,
Its mystery you want to know,
it says hello, hello,

It gives me a peep, into things that are deep,
It has a beautiful glow, it says hello, hello,

This light is subtle, it blows a whistle,
In the stars and in the snow,
it says hello, hello,

It moves through the chakra,
it goes for the yatra,
It has its own halo, it says hello, hello,

It shows silver lines, bending space and time,
In nature's beauty show, it says hello, hello,

This light is divine, it makes us fine,
Its flow is very slow, it says hello, hello ...

Corporate Rhyme II: Matter and anti-matter. It is a song of 'enlightened leadership'. It points to the need for new solutions in the wake of dialectical tensions and dialectical intensities influencing society, organizations and individuals. It also suggests the need for synthesis of ideas originating from various sources. Further, it also suggests the need for Hope coupled with decision making from higher levels of consciousness. This corporate rhyme from my book, Quantum Rope: Science, Mysticism and Management (1999, p. 58) is as follows:

Matter and Anti - matter

Matter and anti matter,
create the quantum chatter,
Actions and reactions,
make vectors change directions,

Thesis and anti thesis.
we look for the synthesis,
We wonder at the basis,
of manthan and oasis,

We look for new solutions,
and ways of resolution,

Many long for revolution,
from manthan's evolution,

Churning of the ocean, by the quantum rope,
Ocean shows its motion,
and nectar is the hope.

Corporate Rhyme III: Step –by-Step. It is a song of success. It provides four metaphors that are relevant in any journey to success. The metaphor of climbing the mountain, indicates the difficulties that we have to overcome to reach the top of the mountain. Going to the moon is indicative of search for opportunities. Quantum jump implies taking a big leap like the kangaroo and thereby leapfrogging in taking various steps to success. The concept of move ahead and move ahead draws its inspiration from Buddha's charaiveti, charaiveti (keep going, keep going) concept. This corporate rhyme represents the success mantra as a Step-by-Step process through a combination of small steps and quantum jumps. This rhyme is also known as 'IBA song' as it was adopted in 2006, by Indus Business Academy (IBA), Bangalore and Greater Noida as IBA song. This corporate rhyme from my book, *Arrows of Time: From Black holes to Nirvana Point* (2001, p. 84) is as follows:

Step – by -Step

Step by step, and step by step,
We climb the mountain, step by step,
Step by step and step by step,

We go to the moon, and take a new step,
Step by step and step by step,

We take a quantum jump, and move ahead,
Step by step and step by step,

We achieve the success, and move ahead,
Step by step and step by step,

We move ahead, we move ahead,
Step by step and step by step.

Documentation of Corporate Rhymes Approach

Corporate rhymes approach to learning management and leadership lessons is now

well documented. It has received wide media attention. Times of India, Bangalore, Nov. 19, 2007, carried on its front page, a report on the same under the title, 'MBA Students Sing Rhymes now'. Headlines Tonight on Nov. 22, 2007 carried a TV news under the title, 'Nursery Rhymes to Corporate Rhymes'.

Corporate Rhyme, 'Light in my heart' (Wisdom song) was also presented at First Annual India Trade Conference at Los Angeles, May 28, 2008. Report on the Conference noted, "Dr. Sharma's address added a key spiritual component to the proceedings and his poetic ending was a big hit with the audience."

At the Indian School of Business (ISB), Hyderabad, I was invited to speak on 'Creativity & Innovation in Wisdom Tradition', during the First International Conference on 'Igniting the Genius Within', on Oct. 23-26, 2008. As concluding note, I presented my idea of corporate rhymes as illustrations for invoking creativity within. ISB report on the Conference took a note of it, "Ending his presentation, Sharma led the participants in reciting a couple of corporate rhymes, starting with, 'There is light in my heart, it is there from the start' and 'Step by step & step by step, we climb the mountain step by step'."

The idea of corporate rhymes was also presented in a Workshop on, Research on Teaching and Training on Corporate Governance, organized by Center for Corporate Governance & Citizenship, IIM Bangalore and supported by National Foundation for Corporate Governance (NFCG), on March 27-28, 2012. It has been documented as follows in the Workshop report (www.nfcgindia.org/pdf/research_teaching.pdf).

"Prof. Subash Sharma of Indus Business Academy draws extensively on Indian and eastern traditions and value systems and attempts to link this with the western models. He uses the three D's – discussion, dialogue and discourse to engage the students on the ethical dimensions. With the use of poetry and corporate rhymes, Prof. Sharma aims to raise the student consciousness in the field of ethics."

(Source: Workshop Report, Research on Teaching & Training on Corporate Governance, IIM Bangalore, 2012, p. 21).

At least two corporate rhymes viz. Light in My Heart and Step –by-Step, are also available on You Tube on following links. Video recording for these corporate rhymes was done in June 2013, in Strasbourg, France, during my visit to France to conduct Workshops on ‘Wisdom & Consciousness from the East’:

<https://www.youtube.com/watch?v=WlvNwajXpg>

(Wisdom song by Dr. Subhash Sharma)

<https://www.youtube.com/watch?v=EBt-2CEIOzM>

(Step By Step by Dr. Subhash Sharma)

My experience shows that corporate rhymes have inspirational value. In Dec. 2012 I taught Step –by-Step and Light in My Heart, songs to IIM Ranchi students. Nearly eleven months later, Akshat Gupta, a student of IIM Ranchi, in an email communication to me, on Nov. 08, 2013, wrote: “Just today we were singing songs that you taught us in class on our way back to hostel in bus.” I have received similar feedback from many students from various institutions where I tested the idea of ‘poetic methodology of corporate rhymes’. Many corporate executives during Management Development Programs, have also reported that corporate rhymes such as Light in my heart, Matter and anti-matter, Step by Step, etc. not only invoke creativity but are also stress busters.

Concluding Comment

Three illustrations of corporate rhymes presented in this paper indicate that corporate rhymes can lead to us to some new perspectives and create a quest for creative expression. New perspectives can also be developed through modification of existing well known rhymes. Even nursery rhymes can be converted into corporate rhymes through appropriate modifications. As an example of new perspective, a single word change in the Pussy cat pussy cat, nursery rhyme can

change our perspective. Modified rhyme from my book, ‘Wisdom & Consciousness from the East’ (2013, p. 156) is as follows:

Pussy cat pussy cat where have you been,
I have been to London to **Teach** the queen.

Experiences of using corporate rhymes in various B-Schools in India and in some Workshops and Conferences in India and outside India, suggest that this methodology is particularly useful in sensitizing students, executives and participants of MDPs to ideas related to Business Ethics, Human Values, Human Quality Development (HQD), Spirituality in Management, Self Development and Leadership Development etc. In essence, corporate rhymes are helpful in invoking inner creativity, developing managerial qualities and leadership competencies. They also point out that both rhyme and reason can be combined to develop insights and wisdom for leadership development.

A reformulation of the last sloka of Gita, gives us the following corporate rhyme of success:

If you have the skill and the will,
You can make it to the top of the hill.

(New Mantras in Corporate Corridors,
Subhash Sharma, 2007, p. 131 & p. 472)

Notes:

This paper was presented at the 12th AIMS International Conference held at Indian Institute of Management (IIM), Kozhikode, Jan. 2-5, 2015 and is primarily based on experiments, experiences and earlier writings of the author. Readers may refer to the following books:

- Sharma Subhash, Creation from Shunya, Anand Press, Anand, 1993.
- Sharma Subhash, Management in New Age: Western Windows Eastern Doors, New Age International Publishers, New Delhi, 1996 & 2006.
- Sharma Subhash, Quantum Rope: Science, Mysticism and Management, New Age International Publishers, New Delhi, 1999.

- Sharma Subhash, Arrows of Time: From the Black holes to Nirvana Point, New Age International Publishers, New Delhi, 2001.
- Sharma Subhash, New Mantras in Corporate Corridors: From Ancient Roots to Global Routes, New Age International Publishers, New Delhi, 2007.
- Sharma Subhash, Market's Maya: Lotus Millionaires from New Madhushala, IBA Publications, Bangalore, 2009.
- Sharma Subhash, Shunya Poems: My Experiments with Corporate Rhymes. IBA Publications, Bangalore, 2010.
- Sharma Subhash, Wisdom & Consciousness from the East: Life, Living & Leadership, IBA Publications, 2013.



The Beautiful Enigma of Subhash Sharma

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When I was requested to review two books *Wisdom and Consciousness from the East* (2013) and *New Ideas in Strategic Thinking & Management* (2016) authored by Dr. Subhash Sharma I dutifully studied both. Thereafter I was visibly confused so one day last week my doctoral guide Dr. Sadri asked me to review the author rather than his work and exposed me to Dr. Sharma's other works: *Creation from Shunya* (1993), *Management in New Age: Western Windows Eastern Doors* (1996), *Quantum Rope: Science, Mysticism & Management* (1999) and *Arrows of Time: From the Black Holes to the Nirvana Point* (2001). That was my introduction to Dr. Sharma's "soft power".

Dr. Sorab Sadri who has himself done a great deal of work on Ethics and Governance, has always referred to Dr. Subhash Sharma very fondly and called him a "beautiful enigma" during the past three years that I have known him. I have therefore chosen this description of Sharma by Sadri as a title of this review for these two books.

As anyone who has read the two books under review will concur, it is difficult to isolate and examine them away from Dr. Subhash Sharma's *weltanschauung*. Educated in India and USA, Dr. Subhash Sharma holds a Ph.D. from the University of Southern California, Los Angeles and Post Graduate Diploma in Management from Indian Institute of Management, Ahmedabad. Dr. Subhash Sharma has made distinctive and significant contributions to the development of Indian Management thought through his creative and thought provoking works.

In *Wisdom and Consciousness from the East*, one is fascinated by the dialectic of matter that he calls *atom* and *atma* that he calls *soul*. In this respect he leans very heavily on Prof. S.K. Chakraborty and his Vedantic bent for a *soul based view* of ethics. He follows Jiddu Krishnamurthy in proclaiming that "spirituality is the path to explore the distance between man and God. Dr. Sharma talks of two parallel journey-men striking up a

conversation: one speaking from the position of matter and the other from a position of consciousness. There is bound to be some degree of contradiction between the two and when these two personalities are subsumed in one being this contradiction could escalate into confusion. This is what one would find in any work on spirituality especially when it is reader friendly (Sharma) rather than heavy and abstract (Sadri). Whereas Sharma (like Chakraborty) looks upon spirituality as a given, Sadri (like Christopher Hutches) likes to question it. While Sharma does not ask *what is* Sadri questions *what is*. So doing whereas Sadri in his latest work *Business Excellence through Ethics and Governance* has laid the foundations for a sociology of ethics just as Sharma in this work has begun to lay the philosophical basis of modern living.

Through this interesting play of words, conjoined terms and figures a new pictography emerges. Sharma tries to come across as a rational thinker but is unable to get rid of his spiritualist bias. The real worth of this book lies in Sharma's willingness and ability to take a collage of ideas and build acronyms around them. This makes for interesting reading but leaves the reader a little confused as to what is the real central message. The Seven Mantras of Motivation for instance are descriptions that do not lend themselves to empirical test but are good explanatory devices. So too Sharma's claim that the Coconut Model of Society takes us beyond C.K. Prahalad's "bottom of the pyramid" will be a little difficult to empirically validate. Hence the doctoral scholars working under him could be directed to empirically validate his prognosis and in this respect the book is very valuable.

This brings me to *New Ideas in Strategic Thinking and Management*. Once again we have

evidence of Sharma's penchant for symbols, acronyms and diagrams of forces that make for holistic living. Of particular importance is the "integrative framework for forward engineering" that stands apart from and yet leads up to "a framework for ODM and institution building". Here we see evidence of Sadri's influence especially when he talks of "ethical imperatives of the individual, organization and markets". This formulation can possibly be empirically verifiable provided the scholar has a good grounding in economics. The culmination of IOM Framework for Business Ethics is interesting but Sharma must develop this model further.

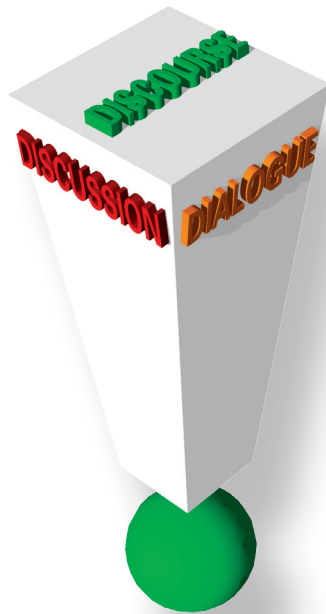
Both books signify a very fertile mind and developed intellect that produce a collage of very interesting ideas. These ideas need to be developed as I am sure they will be.

Dr. Sharma's work is thought provoking and he perhaps will do well to pursue two paths independently. The first path is to take the rationalist path liking ethics to objective social reality. Here is could take the Grounded Praxis idea further and possibly work with Sadri on it.

The second path is interestingly one that he has already chosen: He could weave an excellent fabric of thought around man and spiritual wisdom where symbolism usually ends metaphysics begins. This is where Sharma would do well to work alone (as he does) now concentrate in his future work and generate a new metaphysics of management.

In sum Dr. Sharma remains not just a beautiful enigma but a very spiritualistic inclined one. These two books I am sure are a comma and we have a lot to see from Sharma's pen (keyboard) in the years to come. I shall patiently await his next gem.





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