ABOUT MANTHANO

Poonam Jindal
Editor, Assistant Professor, Vignana Jyothi Institute of Management

‘MANTHANO’ is an opportunity for ISTDians to express their thoughts and opinions in the areas of Learning & Talent Development. The aim of Manthano is to bring together diverse knowledge and distinctive experiences of the members of ISTD on to a single platform of sharing, learning, and growing together!

It is an initiative from the Indian Society of Training and Development (ISTD) Hyderabad chapter to spread awareness on:

1. Contemporary issues and trends in Learning and Talent development
2. ISTD, Hyderabad Chapter’s activities

‘MANTHANO’ is being started as a quarterly issue, will be driven by the members of ISTD with their thoughtware contributions.

So, bring out the thinker and writer inside you; get your pens and laptops ready; and write on... for ‘MANTHANO’!
Dear friends,

It gives me great pleasure to present the first edition of ISTD Hyderabad’s newsletter *Manthano* which in Greek means “to learn”. What could be a more apt name for the newsletter of an organization dedicated to furthering the cause of learning and development!

As I pondered over a message to share with you, I recalled an enduring image from a recent research done by Bersin by Deloitte (about a year ago), which has gone viral in the world of learning and talent development.

Titled *Meet the Modern Learner*, it reinforces through research what many of us have instinctively come to know – that the employees of today “are overwhelmed, distracted and impatient. Flexibility in where
and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they are taking more control over their own development."

What are the implications of these insights?

- Employees say they spend only about 1% of their time on learning and development. Only 38% of employees feel they have access to long-term development at work. In an economy where there is already a war for talent, this is terrible news. How are you tackling this challenge?

- Learners are looking for on-demand learning at the point of need (when they need to apply it on the job). Certainly, the days of sage-on-a-stage lecturing are long gone. Learning is no longer a “push” from above. Learners are taking charge of their learning and are “pulling” what they need from internal and external learning ecosystems. As a learning strategist, are you thinking about the best ways to design and deliver learning on-demand in an age of reducing attention spans (now estimated to be around 4 minutes!)? Given the proliferation of tablets and smartphones, is your learning accessible from these ubiquitous devices?

- An overwhelming majority of learners are leveraging their personal and professional networks to gain knowledge and learning related to the jobs they perform. How are you leveraging “the power of the social network to teach and to learn” as you design learning strategies for your clients or your organization?

- Skills that used to carry a professional through the course of an entire career now have a half-life of 2.5 to 5 years. In other words, professionals feel the need to re-skill themselves every 2.5 to 5 years. 62% of IT professionals report having paid money from their own pockets to advance their career prospects. Residents of Hyderabad and Secunderabad will appreciate this reality. A certain locality in Ameerpet/SR Nagar that is full of IT training centers is proudly called by the residents of the twin cities as the University of Ameerpet! 😊

The emerging challenge for the contemporary Learning and Talent Development professional is not getting people to learn; it is about giving them control over their learning as well as providing curated content that gets them to perform in the shortest duration of time – before the speed of disruption forces them (and us) to learn to keep pace with it.

I welcome your thoughts on the interesting times we live in. Please send in your comments to: istdhyderabad@gmail.com.

The best comments will be published in the next newsletter.

Happy learning! 😊
MENTORING MATTERS – WHO STANDS TO GAIN

Madhujit Singh

In the Greek epic, When Odysseus, king of Ithaca, leaves to fight the Trojan War, he entrusted the care of his son, Telemachus, to Mentor who serves as teacher and guide. After the war, when Odysseus failed to return, Telemachus set out to search for him. He was accompanied by goddess Athena, disguised as Mentor.

The word “Mentor” has now evolved to mean a trusted advisor, teacher and wise person. Historically, some of the celebrated mentor–mentee relationships have been: Socrates and Plato, Freud and Jung.

In Indian context, relationship of Krishna and Arjuna, Chankaya and Chandragupta Maurya are recognised as exemplary mentor-mentee relationships. Observe all the examples quoted above indicate the role of the senior professional in guiding, developing, teaching, sharing acquired knowledge and past experiences, encouraging, and challenging the junior or the younger professional. The gains to the mentee are well portrayed not only in history but also in the corporate world.

Organizations that promote mentoring as a culture have better retention ratio, more engaged workforces, a faster learning curve, succession planning, increased adoption of corporate values at all levels, and greater alignment of business goals.

Organizations have evolved different models of mentoring other than traditional mentoring, some of them include informal mentoring, group mentoring, speed mentoring, peer mentoring, reverse mentoring, e-mentoring, special projects mentoring and a few more. Mentor learnings in the mentoring process is yet to find its way in the literature of corporate history. Research and documentation on the growth of the mentor during the mentoring process is an area that needs further exploration.

Some of the gains to the mentor:

- A first-hand source of information of the life and times of those on the shop floor
- Increased empathy towards the challenges of junior professionals. More awareness of ground level reality which they may otherwise overlook.
• Gain intellectual insights by working on a challenge or a goal that they may not be directly responsible for [especially if the mentee is from different department].
• Develop virtues of deeper awareness of self and others in an organizational context. Other virtues and skills that they may develop are patience, articulation, feedback skills.
• A deeper understanding of how to motivate and challenge individuals by helping them think for themselves.
• An immense satisfaction in seeing the difference they make in someone else’s life.

So what are you waiting for?! Find a mentee, be a mentor. Make a difference!

References
https://en.wikipedia.org/wiki/Mentor_(Odyssey)
Everyone needs a mentor by David Clutterbuck
Demystifying mentoring – Amy Gallo HBR, February 01, 2011
TALENT ANALYTICS – THE RATIONAL CHOICE & SPOTLIGHT ON HUMAN RESOURCE MANAGEMENT

Ayesha Sayed
PGDM, VJIM

HR Analytics, also known as Talent Analytics is the application of business analytics and data mining techniques to human resources data. The main aim of human resources analytics is to support an organization with insights for effectively managing the employees in order to achieve business goals quickly and with efficiency.

The challenge of Human Resources Associate is to identify what information ought to be captured and how to use the data to model and predict capabilities such that the organization gets best ROI on its human capital.

Talent Analytics not only deals with gathering data on employee efficiency but also aims to use insights from the data to make relevant decisions about how to improve processes.

So how can organizations get on to the HR Data Analytics bandwagon?

The easiest approach is to implement an analytics software, which isn’t hard to find. Vendors such as IBM, Oracle, SAP as well as many smaller vendors offer several HR Analytics products, often as “software as a service” (SaaS) in the market.

Buying software alone wouldn’t help unless HR personnall are trained to mine and interpret data. Hence training HR personnall on business analytics will be a value addition to the organization as well as to the individual being trained. Some of the larger companies are addressing shortage in HR analytics space by hiring data scientists or Big Data Analysts to work in human resources; however, the disadvantage is that they lack HR conceptual knowledge.

Analytics is an important emerging need in every part of a business. HR is not far behind. Today, many organizations are looking for analytics capabilities in HR as well as on processes such as hiring, compensation, retention, benefits, learning & development, performance management, succession planning and many others.
Analytics helps:

- Improve performance of the organization through high quality talent related decisions
- Forecast workforce requirements and utilization for improved business performance
- Optimize talent through planning and development
- Identify triggers for attrition and mitigating the risk
- Determine KPIs of individual employees

Talent Analytics is thus emerging as the most important capability for organizations to remain competitive.

What gets measured gets managed.

Peter Drucker
American management guru
(1909-2005)
WHAT IS INDIAN MANAGEMENT?

B R Virmani
Founder-Chairman, CORD-M (http://www.cord-m.com)

Indian values emphasize a lot on paternalism which has two major aspects. One is security. In India, a child is fully secure under his/her parents. On the contrary, he/she can make his/her parents insecure by making himself/herself insecure. The second interesting feature of the Indian value system which is independent of security is the instinctive unconditional obedience to authority which is based on the “seniority” principle. It is even considered sinful to defy the authority of elders.

There may be rebellious children but the society does not approve of such behaviour and sooner or later, they are persuaded to realise that the authority of the elders has to be respected. Therefore, in India, seniority is equated with merit. Though we may provide lip service to merit, mentally we never expect the subordinate to supersede a senior. It is not accepted even at the level of Supreme Court Judges, or at the level of the Commander-in-Chief of the Army.

However, when an employee joins an organization, suddenly he/she is told that seniority is not equated with merit, and that merit is something else which will be judged by the boss on assessment, based on a performance appraisal format at the end of the year, and if he/she comes up to the set standards then only can he/she have security. This further confuses the employee. He/she has no option but to resort to the western model of going to the Union and its collective bargaining machinery to fight it out.

In this process, the management is forced to compromise on its so-called western modern management concepts. The management trainers and experts have not found the answer to such problems, but they keep teaching the modern western management concepts which Indian managers find impracticable to apply.

In this respect, I have the following suggestions to make:

That a greater emphasis be laid on proper selection. It may be worthwhile to identify people when young, and then train, develop, and mold them as per organizational requirements. Even if organizations have to spend additionally for their training, it should be treated as an investment so when they are placed on the job, knowledge-wise, skill-wise, and motivation-wise they are ready for the same.
Since seniority and other non-merit related factors will have same weightage in promotion, the annual appraisal system should be used more for identifying the strengths and weaknesses of employee for development than for promotion only.

Placement will need greater emphasis. In most western countries, placement is considered a managerial prerogative. However, in our context, we may have to link it with the strengths of the individual rather than a “lawful order of the superior”.

The seniority principle has its own advantages as one can plan in advance what position an employee is likely to be placed in the years ahead. Therefore, career and training planning for employees could be worked out accordingly. In other words, efforts should be made to make the senior-most the meritorious; for this, the organization through its training plan can play a major role.

The paternalistic approach, as mentioned earlier, will continue to play a role. The employee still wants to be dependent on superiors and the organization for personal security and organizational needs.

In this context, it may be worth mentioning that the Indian employee is not so much enamored of setting his/her own goals or key result areas. On the contrary, if he/she gets a paternalistic treatment and a feeling of security, then he/she does not mind his/her goals being set by the superiors. Therefore, the Management By Objectives (MBO) approach or Independent Goal Setting exercises may not be very realistic in the situation prevailing in India today.

I have raised certain issues: One is that man-management has to be an evolutionary concept from within, not a grafting concept from other countries. In the process of grafting, we neither have an Indian nor Western management concept, and we do not know which way Indian management is evolving.

I encourage managers to share best practices they adopt to produce results. Sharing such insights will ultimately help in evolving an Indian style of man-management.

Any thoughts or ideas based on your experiences in this regard, are welcome.
ISTD LEARNING PROFESSIONALS’ FORUM – AUGUST 2016

“IMMERSIVE LEARNING – THE ROAD TO PERFORMANCE”

ISTD – Hyderabad Chapter organized ‘ Immersive Learning - The Road to Performance’ as part of the monthly Learning Professionals’ Forum. The session was facilitated by Mr. Diyanat Ali, CEO, Outlife (www.outlife.in), on August 19th 2016, at Amar’s Pensieve (www.amarspensieve.in) founded by Amar Chegu. Anand Reddy, Convenor – Learning Professionals’ Forum, welcomed the participants and facilitator.

At the outset, Diyanat shared that he would facilitate immersive experiences for the participants and then facilitate collective reflection on how to facilitate such activities.

2-person, ice-breakers were facilitated indoors, followed by de-inhibitor activities for the entire group, outdoors. A group contract was then established and reinforced with trust-building activities. At the end, of the collective reflection that followed, Diyanat shared details on how to prepare an audience for learning by using the Experiential / Adventure Wave.

Diyanat then introduced two new immersive learning activities that he created himself – one with emphasis on olfactory (smell) sense, titled ‘Essence of Excellence’ and another with emphasis on the gustatory (taste) sense, titled ‘Essence of Taste’. Sub-groups had to concoct, using the kits provided to them, a heady perfume or delicious dessert and then present it to the entire group. These activities were received with great delight by the participants who insisted on spending time on sharing their experiences and learning. Diyanat de-briefed this session using the Experiential Learning Cycle of: "Reflect – Process – Generalize – Apply".

During the subsequent knowledge sharing session, Diyanat lead the learning on:

- Multi-sensory Learning
- Brain Based Learning Principles
- How Immersive Learning Happens
- Maintaining the Flow of Optimal Experience
- Experiential Learning Cycle - Pfeiffer Jones
- Learning Combination Lock - Colin Beard
- Six Dimensions to Learning - Colin Beard

He summed it up by sharing pointers on ‘Generations of Facilitation’, viz.

- Letting the Experience Speak
- Speaking for the Experience
• Debriefing the Experience – Funneling Method
• Front-loading the Experience – Direct
• Framing the Experience – using metaphors
• Indirectly Front Loading – Paradoxical
• Flagging the Experience – Hypnosis

The program ended with high-tea and a group photograph.
BOOK REVIEW

Prof. Jeanne Liedtka is a professor of business administration at the Darden School of the University of Virginia and is renowned for her work on Design Thinking and Strategy. In this book, Jeanne Liedtka and Tim Ogilvie educate readers in one of the hottest trends in contemporary business: "Design Thinking."

Design Thinking is the ability to turn abstract ideas into practical applications for maximum business growth.

Liedtka and Ogilvie cover the mind-set, techniques, and vocabulary of Design Thinking, unpack the connections between design and growth, and teach practical techniques in applying Design Thinking’s exciting potential in business. The key steps and activities in the Design Thinking process, as outlined by Liedtka and Ogilvie, are:

1) What Is?
   a. Journey Mapping
   b. Value Chain Analysis
   c. Mind-mapping
   d. Brainstorming

2) What If?
   a. Concept Development

3) What Wows?
   a. Assumption Testing
   b. Rapid Prototyping

4) What Works?
   a. Customer Co-creation
   b. Learning Launch
Design Thinking is widely used by firms such as Apple to develop its iconic products, and design consulting firms such as IDEO. Design Thinking enables managers to unlock creative right-brain capabilities to solve a range of problems. This approach has become a necessary component of successful businesses world-wide, helping managers turn abstract concepts into products and services that grow the business competitively, while minimizing risk.

The contents of the book are also offered in a summarized form in this highly-rated Massive Open Online Course (MOOC) on Coursera: [https://www.coursera.org/learn/design-thinking-innovation](https://www.coursera.org/learn/design-thinking-innovation).

We encourage you to explore the book, and also to enroll to this free MOOC to learn more about Design Thinking, as well as to experience the technological and pedagogical possibilities of MOOCs.
UPCOMING EVENT
SEPTEMBER 28

ISTD Hyderabad – Monthly Learning Professionals’ Forum

**Topic:** Leveraging L&D to improve Employee Engagement

**Date:** 28th September, 2016

**Time:** 4:30-6:00pm

**Speaker:** Mr. S.N. Srinivas

**We request you to confirm your participation by filling up this form by Sep 26, 2016.**

**Venue**

Room No. 7, Tata Institute of Social Sciences

Roda Mistry College of Social Work & Research Center

Opposite BioDiversity Park, Gachibowli,

Hyderabad, Telanga – 500008
Editorial Advisory Board
Mr. SV Nathan, Chief Talent Officer, Deloitte
Prof. BR Virmani, Founder-Chairman, CORD-M (http://www.cord-m.com/)

Become an ISTD member: Download the application form from this link: http://www.istd.co.in/sites/default/files/INDIVIDUAL%20MEMBERSHIP%20FORM.pdf.
Bring the completed form along with the cheque to the Learning Professionals' Forum and hand it to an ISTD office bearer.

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