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Amity Global HRM Review

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From the Desk of the Editor-in-Chief

Dear Readers,

“Outcome” is the most important word which can change the fortunes, can create history and can bring the revolutionary innovations.

Many times, we plan diligently, we take swift action, we invest lot of time in executing the project but somehow we don't get the outcome which we thought we will achieve.

Clear focus, right strategy and keeping outcome in mind every day, every hour, every minute can make a difference.

Great Leaders always think bit differently. Dr. Ashok K Chauhan, the Founder of Amity Group of Institutions Worldwide and amongst the most successful business leaders of the globe has given a new theorem which is now becoming famous as – Outcome Theorem.

A new management style has been spelled out which concentrates on outcome rather than only on planning and execution.

As an off shoot of our keen enthusiasm on presenting commendable and authentic research, Amity Global HRM Review is conceived as a compilation of the articles contributed by eminent research scholars, academician and industry professional from India and abroad.

The main contributors in the issue of Amity Global HRM Review are leading academician and researchers from institutes and corporate like, Guilford College NC USA, Curtin University Australia, ISM Paris, IILM, Middlesex University Dubai, Shri Ram College of Commerce, IBS Mumbai, Bharati Vidyapeeth's Institute of Management Studies & Research, Navi Mumbai, DMIMS, Nagpur, PCE Nagpur, Apeejay Institute of Technology, Greater Noida. AIBS extends its thanks and appreciation to the academician and intellectual contributions of researchers and business professionals.

The creative and intellectual endeavors of the authors are vividly expressed in the following articles which, we are sure, you will also find to be a contemporary relevance. The Research Paper covers various concepts of Human Resource. Some of the main concepts covered include Developing a Grid Theory Based Culture Measure, Impact of Labor Contract Law 2008 on Human Resource Practices in China: Balancing Social Harmony and Market Efficiency, The Business Case for Education to Include Soft Skills on the Systemic Level: Reflection on Being A Culturally Responsive Educator In Higher Education, Emotional Intelligence and Job Satisfaction: An Empirical Investigation, Organization Culture & Human Resource Management: A Scenario in the case of Merger & Acquisitions Challenges in Human Resource Management: Paradigm Shift, A Conceptual study of Selected Companies using Gamification for Employee Training &

Development as Engagement Approach, Impact of Workplace Empowerment on Organization Citizenship (OCB) in Academics, Applying Competency Mapping in Information Technology Sector.

We hope that the issue will immensely benefit the members of academia, HR Managers, BusinessProfessionals, Strategists, Policy makers and the vibrant students .We eagerly look forward to enriching this journal with enlightened critique and feedback as we endeavor to encapsulate even better ideas in the most creative impression for the perpetual intellectual delight of our readers.

Prof. (Dr.) Gurinder Singh
Editor-In-Chief
Amity Global HRM Review

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Developing a Grid Theory Based Culture Measure

Michael A. Dutch

This paper explores a developing methodology to classify organizational culture from company statements. Specifically, it suggests that classifications taken from Blake and Mouton's Managerial Grid may be applied, via narrative analysis, to assess organizational culture. The paper proposes that Grid's prescription for team leadership is relevant at the organizational level and the Grid itself is useful as an expression of values and culture. This framework shows promise as earlier research suggests a relationship between "great places to work ®" and "team" management. Using a revised methodology, we explore the same relationship with a more defined approach.

Key Words: Organizational Culture, Managerial Grid, Team Management, Great Place to Work

Introduction

The pressures of the competitive environment seem to be ever increasing. Organizations are fighting in new global markets and facing threats at home from international entries. Technology is developing at a pace that continually makes existing practices dated and possibly irrelevant. Societal expectations and tastes are shifting, influencing the wants and needs of customers. These changes not only impact an organization's competition for customers but also its competition for employees. The latter is of increasing importance as the work of organizations is intensifying in its knowledge basis. Knowledge workers, their attraction, retention and continued motivation to contribute, are a, perhaps the, key element to foster organizational success.

This paper explores the competition for employees through organizational practices. In it, we look at organizational culture as it relates to favorable assessments of organizations for which to work. Specifically, we use the Great Places to Work ® listing as exemplar organizations and apply Blake and Mouton's managerial grid to determine if a particular culture type is associated with listing.

This paper is of interest as it provides insight into organizational cultures that may be favored by employees and thereby lead to positive organizational outcomes. Additionally, it uses the managerial grid to assess organizational culture advocating a methodology that can be widely applied in future research.

Literature Review

In this section of the paper, we will briefly review the concepts of organizational culture, the managerial grid and the Great Place to Work ® listing.

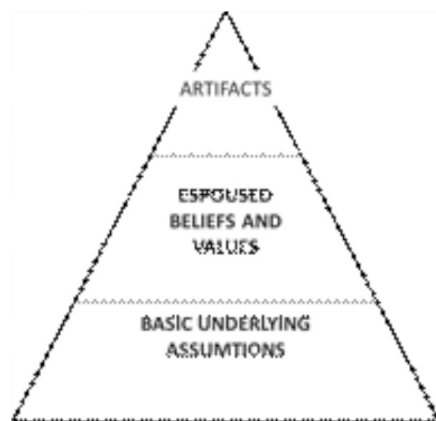
Organization Culture

Barney's resource-based view (RBV) of the firm suggests that competitiveness is to a large extent determined by having resources that honor the perspective's VRIN (valuable, rare, in-imitable and non-substitutable) framework (Barney, Wright, & Ketchen, 2001). Resources, however, are of minimal utility if they are not properly exploited. Related to RBV, the knowledge-based view of the firm proposes that knowledge workers are the critical resource of the firm. DeLong and Fahey have found that "organizational culture is widely held to be the major barrier to creating and leveraging knowledge assets (2000, p. 113)." Beyond this individual study, the literature offers broad support of the association of culture to organizational effectiveness (Ostroff, Kinicki, & Muhammad, 2013). Cameron and Quinn suggest that up to 75 percent of significant organizational initiatives (i.e. reengineering, strategic planning, downsizing, etc.) fail and the primary reason attributed to these failures is neglecting the impact of organizational culture (2011, pp. 1-2). The literature is clear that organizational culture impacts outcomes and the DeLong and Fahey study specifically suggests that appropriate culture is needed to leverage the contributions of knowledge workers, a segment of growing importance in our economies.

While culture may be "intangible and illusive," (De Long & Fahey, 2000, p. 115) and the construct has a multitude of definitions, a few depictions stand out. Trice and Beyer characterize culture as collective, emotionally charged, historically based, inherently symbolic, dynamic and inherently fuzzy (1993, p. 5). Perhaps more directly, Schein looks at culture as "a pattern of shared basic assumptions learned by a group as it solved problems of external adaptation

and internal integration”(2010, p. 18). Cameron and Quinn reflecting on the literature say, “culture refers to the taken-for-granted values, underlying assumptions, expectations, and definitions that characterize organizations and their members...It is a socially constructed attribute of organizations that serves as the social glue binding an organization together”(2011, p. 18).

Schein depicts culture as consisting of three layers: artifacts, espoused beliefs and values and basic underlying assumptions. Basic assumptions are the foundation of culture and they “define ...what to pay attention to, what things mean, how to react

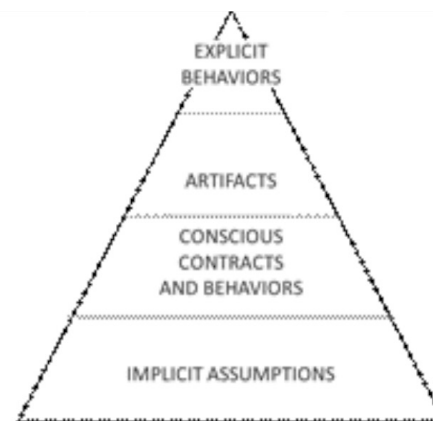


The basic/implicit assumptions flow from the founder(s). They tend to self-perpetuate through mechanisms such as the attraction selection attrition phenomena (ASA)(Schneider, 1987) where individual and organizational values are evaluated (by both parties) to weigh the pursuit, acquisition and maintenance of organizational membership. The leadership of the founder initiates the culture and this culture promotes similar leadership values. London and Mone(2014) position leadership as both an input or foundation of culture and an artifact or output (climate). This duality is key in understanding constructs such as ASA and approaches to organizational change. It is also valuable to the researcher as leadership climate may be easier to observe and measure than the culture that we previously stated may be “intangible and illusive,” (De Long & Fahey, 2000, p. 115).

The discussion, regarding culture thus far, points out that it is related to effectiveness and may be a key to leveraging assets. As such, organizational culture should be of interest to management. Further, the fuzziness and historical basis of culture makes it

emotionally to what is going on, and what actions to take in various kinds of situations”(Schein, 2010, p. 29).

Cameron and Quinn expand on the three levels discussed above, referring to them as elements. They propose that culture consists of four such elements: implicit assumptions, conscious contracts and norms, artifacts, and finally explicit behaviors (K. Cameron, S. & Quinn, 2011, p. 19). Figure 1 illustrates both of these conceptualizations of culture. The primary difference between the two depictions is Cameron and Quinn’s addition of “explicit behavior,” which refines the concept of artifacts.



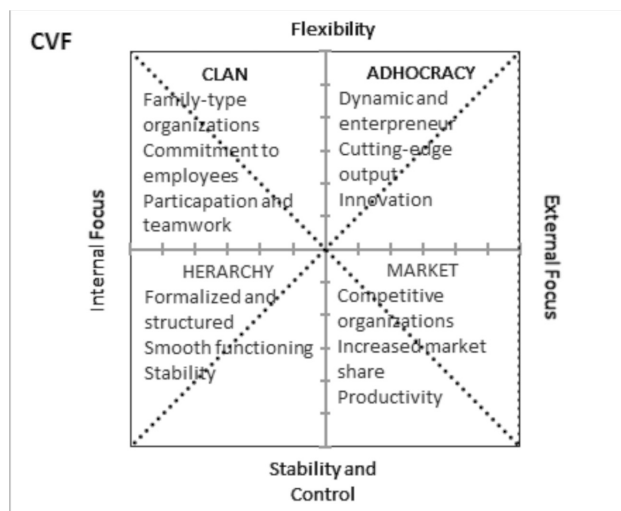
challenging to copy. Organizational culture, in the context of an individual organization’s environmental may satisfy Barney’s VRIN criteria and by itself rise to the level of a strategic resource. We have also presented that leadership is a foundational element of culture implying its observation in the context of the culture construct may provide insight into organizational competitiveness.

Culture Measures

As culture is a “fuzzy” construct, its measurement also lacks exactness. The challenge in its measure may be in its broadness, which is culture is too comprehensive to be captured in a single measure. That being said, there are several methodologies that have been used to identify elements of culture, the Competing Values Framework (CVF) developed by Quinn and Rohrbaugh (1981, 1983) perhaps being the most well-known. This framework proposes that organizations must navigate through the competing goals of control versus flexibility and of being oriented internally or externally. Culture in the model is defined by an organization’s placement in a two-by-two grid formed by these dimensions.

Quinn (1988) labels the quadrants of this grid as the: human relations model, open systems model, rational goal model and internal process model. The value orientations associated with the grid have also been termed: cooperative team, responsive adhocracy, rational firm, stable hierarchy (Brown & Dodd, 1998) and clan, adhocracy, market and hierarchy by Cameron and Quinn (2011; 1999).

The CVF's clan model is said to promote commitment, by emphasizing the value of human resources, training, cohesion and morale. The adhocracy model promotes expansion and adaptation through growth, resource acquisition and external support. Both the clan and adhocracy models value flexibility but differ on focus. The clan model is internally focused versus the external focus of the adhocracy model. Organizations having a high value for control and internal focus characterize the hierarchy model. These organizations are said to have a motivation towards consolidation and continuity and emphasize information management, communication. The fourth model, the market model, captures organizations that are externally focused and emphasize control to maximize output. Market model organizations value productivity, efficiency and goal setting. Figure 2 is an illustration of the competing values framework.



The CVF is useful in broadly describing an organization's culture but may have its true utility in ascertaining culture / practice fit. The contingency perspective of strategic human resource management proposes that HR practices

must be internally consistent and fit with the environment if they are to have the desired effect (Wright & McMahan, 1992). If one includes culture as an environmental factor, the CVF's terminology makes it well suited to evaluate HR practice fit (Dutch, 2004). The concept of HR fit may be further expanded to consider fit with competitive strategy and leadership practices. Regrettably, the CVF's terminology, while suggestive, may not be best suited to examine the leadership focus of culture.

The Ohio State Studies examined leadership as it related to consideration and initiating structures. These structures represent, respectively, valuing and honoring people versus honoring and valuing production or goals. A meta-analysis found these structures associated with organizational outcomes. Consideration was found to be more strongly related employee satisfaction while initiating was found to be more strongly related to outcomes (Judge, Piccolo, & Ilies, 2004)

Coarsely, one may see some alignment of the two Ohio State structures with the clan and market models of the CVF; however, this would be a misapplication of the structures. While the CVF presents that as one moves on a diagonal towards a model, they move away from another, there is no such probation in the presentation of the consideration and initiating structures. The Ohio State Studies prescribed the favorable outcomes were associated with simultaneously valuing both structures.

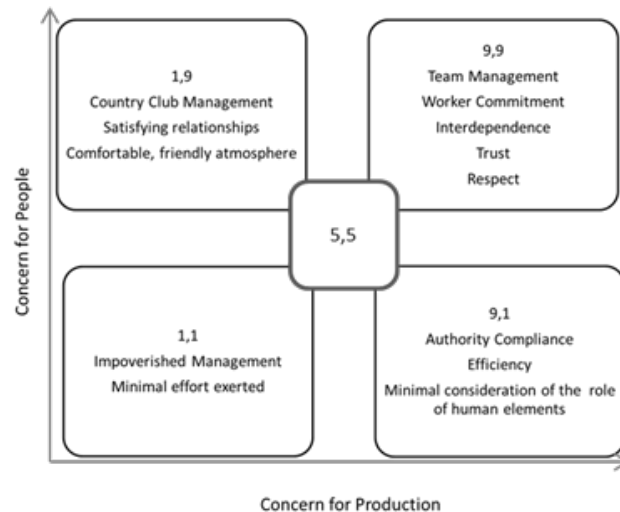
Blake and Mouton's managerial grid (1964) builds on the concepts of the initiating and consideration structure placing them on a 9X9 grid labeling them concern for people and concern for task. This model too presents that a simultaneous high concern for people and task is optimal for management and labels this preferred approach 9, 9 or "team management." The managerial grid differs from the previous work however; as it presents that this approach is not the result of the separate influence of a high concern for people and task but as a result of their synergistic application. Thus, a 9, 9 on the managerial grid is not 9+9 management of the Ohio State studies. Individuals may gain insight into their management style by comparing their example paragraphs to their perceptions of what is most like them. These typing paragraphs are shown in Table 1.

Table 1: Managerial Grid Management Type Descriptive Paragraphs

Improvised	I accept decisions of others. I go along with opinions, attitudes and ideas of others or avoid taking sides. When conflict arises, I try to remain neutral or stay out of it. By remaining neutral, I rarely get stirred up. My humor is seen by others as rather pointless. I put out enough effort to get by.
Country Club	I place high value on maintaining good relations, I prefer to accept opinions, attitudes, and ideas of others rather than to push my own. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together. Because of the disturbance tensions can produce, I react in a warm and friendly way, My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side, I rarely lead but extend help.
Middle of the Road	I search for workable, even though not perfect, decisions. When ideas, opinions, or attitudes different from my own appear, I initiate middle ground positions. When conflict arises, I try to be fair but firm and to get an equitable solution. Under tension I feel unsure which way to turn or shift to avoid further pressure. My humor sells myself or position. I seek to maintain a good steady pace.
Task	I place high value on making decisions that stick. I stand up for my ideas, opinions and attitudes even though it sometimes results in stepping on toes. When conflict arises, I try to cut it off or win with my position. When things are not going right, I defend, resist or come back with counter-arguments. My humor is hard hitting. I drive myself and others.

Team	I place high value on getting sound creative decisions that result in understanding and agreement. I listen for and seek out ideas, opinions and attitudes different from my own, I have clear convictions but respond to sound ideas by changing my mind. When conflict arises, I try to identify reasons for it and to resolve underlying causes. When aroused, I contain myself, through my impatience is visible. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure. I exert vigorous effort and others join in.
Paragraphs from Blake and Mouton (1964, pp. 1-2)	

The grid's presentation of values as complementary captures a nuance of leadership which escapes both the CVF and Ohio State studies. Blake and McCauley's statement that "The grid permits us to describe attitudes and behaviors (1991, p. 46)" suggests that it is a culture measure as these descriptors fit within Schein's (2010) and Cameron and Quinn (K. Cameron, S. & Quinn, 2011) depiction of the construct's layers. The grid methodology may be deployed as the basis of organizational development activities (Blake & Mouton, 1964, 1968) further suggesting its utility as a culture measure.



An exploratory analysis suggested the managerial grid's team management approach was prevalent among the Great Place to Work® listing (Dutch,

2015). This study utilized quantitative content analysis of public statements and aligned word frequencies with grid concepts. The methodology deployed in that study limits the utility of the findings, but the suggested association is logically consistent with the constructs. The study called for further investigation of the managerial grid as a culture measure and an organizational advantage that may be had by deploying such a culture.

Great Place to Work

The Great Place to Work® Institute (the institute) provides an ordered ranking (1-100) of organization they have determined to be "great places to work." The institute produces such lists for numerous nations around the world. Fortune Magazine publishes and refers to this listing for United States firms as the "best companies to work for®." For efficiency, this paper will refer to the Fortune listing as "the listing." It should go without saying that the methodology to develop the listing does not permit such an absolute statement as "best" however; it appears to be legitimate that these firms are perceived as better than typical employers. While imperfect, the listing does provide insight into the practices of these organizations that have differentiated themselves from the typical. These listed companies have been shown to enjoy performance benefits. The institute has found that the 100 best (United States) companies "outperform major stock indices by 300 percent and have half the voluntary turnover rates of their competition (Great Place to Work Institute, 2014a)."

Organizations must self-select to be considered for inclusion on the list. Through this process and subsequent employee surveys organizations are evaluated and ultimately ranked. This self-selection may inflate the benefits provided above as financially weak firms may not divert resources and attention the institute's requirements. Self-selection also provides the benefit of providing a concentration of organizations that through their purposeful inclusion communicate that they value being known as a great place to work.

Although the press may present the "perks" offered by these firms to describe why they are great places to work, the perks are not the driving force for inclusion on the list. The institute characterizes these organizations as having members that: trust their management, take pride in their work and enjoy their coworkers. The organizations

encouraging maximum effort and promote team environments in their achievement of objectives (Great Place to Work Institute, 2014b). Specifically, the institute measures and reports organizational performance regarding challenges, atmosphere, rewards, pride and communication (Great Place to Work Institute, 2015)

Theory and Hypothesis

The Great Place to Work® listing represents a concentration of organizations that have self-identified as valuing their reputation regarding worker treatment. According to the institute, management of these organizations perceive great places to work as ones that achieve organization objectives, employees provide maximum effort and there is an environment of trust. Further, the institute proposes that these outcomes are achieved via the deployment of specific practices. Organizational goals are achieved through speaking, listening and inspiring. Employee contribution is promoted by thanking, developing and caring (Great Place to Work Institute, 2014b).

Organizational practices may be considered cultural artifacts since they flow from organization beliefs. The "practices" deployed by the listed organizations may, therefore, be considered cultural artifacts, however; we believe they reflect additional depth. Given that the listed practices reflect approaches rather than specific methods, they correspond Schein's "basic underlying assumptions" (Schein, 2010). The listing, consequently, presents organizations with a level of commonality of culture.

Grid Theory presents that management must manage a concern (value) for production and people. The methodology is said to promote the achievement of organization goals through its people. It promotes teamwork, candor (honesty) and cooperation in pursuit of organizational outcomes. The grid has been presented as the foundation of organizational development action (Blake & Mouton, 1968). While it may be considered a tool to improve management technique, when applied across an institution, the grid provides a common language to express the underlying cultural foundation (in regard to leadership). As, at the organizational level, the grid reflects values and it may be considered a culture measure. The language associated with the team management model reflects the institute's Great Place to Work practices. We expect that the listing will primarily reflect the team "culture."

Hypothesis 1

Listed organizations will more frequently be aligned with the team model than the task or country club models.

The institute updates their listing annually. While there are some organizations perennially represented, organizations do move up and down or even off the listing. Organizations that continually do “well,” as determined by ranking consistency, indicate a stability of approach and, therefore, may reflect stronger underlying values. If as suggested by hypothesis 1 the grid’s team management model reflects listed organization’s culture than other models, one may expect that consistently highly ranked organizations will exhibit that model more than other listed organizations.

Hypothesis 2

Firms found to be consistently highly ranked as a best place to work will exhibit a team management culture more than lower ranked organizations.

Methods

Fortune’s best companies to work for® organizations were cataloged for a five-year period (2011-2015). The dataset contained 55 organizations that were listed in each of the five observed years. Annual rankings were reverse scored (101-rank) making 100 the best score and assigning 0 to years that an organization was unranked. These annual scores were then combined into one composite ranking through a weighted average with the most recent year (2015) being weighted by a factor of 5, the previous year weighted by 4, two years previous by 3, three years previous by 2, and four years previous by 1. An alternative weighting (3, 2.5, 2, 1.5, 1) was also examined and the ranking ordering of the organizations that had five years of data was largely unchanged. Organizations shifted by no more than one position with the alternative weightings and the sets of top 10, top half, bottom 10 and bottom half organizations remained the same.

As part of a previous study, statements were collected from organizational websites which were specifically searched in order for pages regarding organizational culture, values (including mission and vision), careers, people and executive statements. One was cataloged from each of the top 100 2014 listed firms. All statements were collected within a seven-day period. As the 2014

firms observed are also included in the collection of firms represented in the listing for all five observed (2011-2015) years, statements for all organizations of interest in the present study were continued in the 2014 dataset. As this data regarding 2014 listed firms was accessed less than three months prior to the release of the 2015 listing they remain current for the present application. Further, the observations may more accurately reflect the organizational state when the listing data was collected.

The 55 firms of interest were assigned random numbers (101-155) and company names within the collected statements were replaced with general terms such company or organization to limit any bias that may be introduced by prior knowledge of the firm.

Rhetoric has been defined as “the human effort to induce cooperation through the use of symbols.” Rhetoric may be “ambiguous” in references to the “process of inducing cooperation of the product of that process (Brock, Scott, & Chesebro, 1990, p. 14).” The statements observed in this study may be considered artifacts and thus reflective of the organizational culture, i.e. the underlying process. The statements may also reflect organizational climate, i.e. the product of the process. The statements are reflective of what Brock and colleagues conceptualization of rhetoric. Narratives may reflect a finer definition of rhetoric. Narratives tell “stories.” They are frequently of such detail to allow the reader to visualize that story (Rentz, 1992, pp. 295-296). Rentz notes that organizations may still choose to use descriptive narratives even when precise and abbreviated communications are utilized. While the statements of interest in this study are of varying length, they all appear to fall within the characterization of descriptive narratives.

This study used the statement, as described above, as the unit of analysis. The nature of narratives, suggests that further definition (beyond the context provided by the collection methodology) would potentially filter relevant information. Further, the synergistic nature the team management construct (9, 9 vs. 9+9) may lead to misinterpretation of the statement if not considered in its entirety.

Undergraduate students taking business administration classes as a small southeastern United States college were offered extra credit to

serve as coders. Twenty-one students completed the assignment. One submission was not considered for analysis as the coding protocol was not followed.

Coders were presented 11 groupings of five statements to evaluate. Groupings were used limit task fatigue by allowing for systemized breaks during the review process. Each statement grouping was provided with typing paragraphs for the country club, task and team types. Improvised and middle-of-the-road types were not presented as to force the application of the three primary types. Additionally, participation in the listing process was thought to screen "improvised" organizations. Middle-of-the-road likewise were thought to be screened by the selection process. The typing paragraphs were modified from the Blake and Mouton self-typing paragraphs changing the actor from "I" to "management" along with associated grammatical changes to accommodate this chance in case. When presented to evaluators, the typing paragraphs were identified by letter rather than type to limit any bias that may be introduced by the grid terms.

Coders were instructed to read the presented organizational statement and imagine themselves as working for the firm. They were directed to review the typing paragraphs and rank order (1-3) the paragraphs from most to least like they see that statement as reflecting their organizational perception. To collect relative strength of these assessments they were also asked to weigh their perception of the intensity of the approaches on a least to most (1-5) scale.

Prior to rating, coders received training on methodology. Grid theory and the basis of listing were not covered to limit any biasing effects this knowledge may encourage.

Results

Overall, coders stated that the team management paragraph was most like (ranked first among) the listed organizational statements 28 percent of the time. Country club and task were selected as most like the statements 41 and 31 percent of the time respectively. Likewise, the intensity score for team management was the highest of the three typing paragraphs only 21 percent of the time. Overall the intensity for team (as measured by the total intensity

by type divided by the total intensity points assigned) was 33 percent versus 35 and 31 percent for country club and task respectively. Hypotheses 1, that the organizations under study would be identified as most like the grid's team management type is not supported.

Hypothesis 2 proposed that higher (1 being highest in the ordered listing of 1-55 organizations) and more frequently ranked organizations would use team management more than lower ranked organizations. The percent of times that each of the three observed types (country club, task and team) was ranked first by coders was tallied for each of the organizations studied. Best-fit lines were calculated using Excel for all organizations by list order 1-55, groupings of organizations by 10, with one grouping (51-55) of five, and three groupings, low (1-19), medium (20-38) and high (39-55), of the organizations. All three data presentations saw the frequency of team management decreasing as the listing order progressed from 1 to 55 while country club and task management showed increases. Figure 4 displays the results of the latter analysis. This grouping showed a negative slope of 2 with an R2 value of 1.00 for the team management frequency of number one ranking. Figure 5 displays the percent number of number one rankings by type for sequential groups of 10, with one trailing group of 5. The R2 value for the team best-fit line for team management in this analysis is 0.59. A consistent downward slope of assignment of team management as the best match for organizational statements across multiple data splits was observed. Hypothesis 2 is supported.

Figure 4: Frequency of Team Management Assignment by Listing Order- Groupings of Thirds

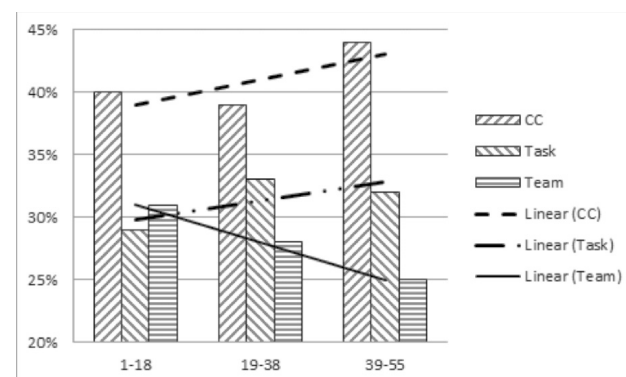
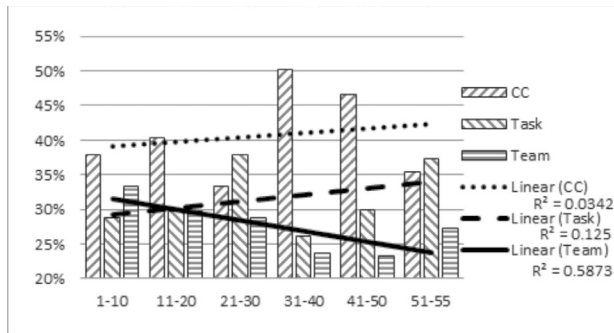


Figure 5: Frequency of Team Management Assignment by Listing Order- Groupings of 10



Discussion

The findings associate the use of the grid's team management form with the listing. Specifically, higher-ranking listed firms were found to use team management more often than lower-ranking ones. This finding supports the assertion that the grid's team management type is positively associated with listing rankings. Further, the finding supports the organizational use of a team management approach as the listing has been associated with positive outcomes. Perhaps most importantly, the finding reinforces the use of the grid methodology as a set of personal or organizational values, aka culture, rather than just a tool to guide specific leader / follower interactions as the observed association was at the organizational level. While the grid has been criticized, we believe incorrectly, as being a prescriptive leadership model, this study shows an alternative and broader application of that prescription. The grid was shown to identify cultural elements of organizations.

While team management was not identified as the overall dominant culture in the sample this finding in retrospect is logically consistent with the experiment scenario. The identification of the grid's country club type as the overall dominant form is explainable for a number of reasons. Team management represents the synergistic interaction of a high value of people and task. Statements or observations of statements, that key on employee benefits may be taken representing country club management as they are taking care of employees. While this emphasis may, in fact, reflect a country club approach, it may also represent a component within team management. The same argument may be made regarding the identification of task management. We; however, believe the misidentification of team management as task is less likely. Task management is consistent

with elements of a "traditional" approach to management and as such may not be seen as distinct as employee benefits when presented in the context of a team management culture.

In addition to the association of team management and being highly listed, the study suggests that the primary leadership forms of the grid can be perceived in organizational statements. This finding supports the use of narrative analysis, as deployed in this investigation, to identify grid forms and potentially other culture typologies.

Conclusions

The study presents benefit to both the researcher and practitioner. The findings provide further definition to the culture type that supports being a great place to work whether listed or not. The study also emphasizes the importance organizational statements as they have the ability to communicate culture.

The findings support the viability of content analysis in business research. The findings of the study would have been challenging to ascertain using traditional quantitative approaches. Further, the observation of culture from organizational statements allows for a near limitless source of secondary data for research.

The study is not without limitations. The determination of culture type was from a single organizational statement. Future research would benefit from the analysis of multiple artifacts from the same organization. A confirmation of the content analysis finding with tools such as organizational surveys and interviews would increase the validity of the findings.

Even with the limitations, the study provides the foundation for future research. A deeper analysis of organizations with established grid types would provide the basis for improved content analysis. Further definition of the culture of listed organizations using other typologies would provide increased guidance to practitioners and potential linkages between typologies. As the investigation uses organizational statements, culture change over time and this impact on organizational outcomes may be a further extension of the research.

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Impact of Labor Contract Law 2008 on Human Resource Practices in China: Balancing Social Harmony and Market Efficiency

Samir Ranjan Chatterjee

The dilemma of balancing 'market logic' and 'socialist logic' has been the central concern in China for some time and the Labour Contract Law of 2008 was a serious attempt in responding to this challenge. Viewed from the 'institutional theory' perspective, the political, social and cultural contexts are more deeply embedded in this law than the usual implications of legal codes. Thousands of years of culturally embedded legal tradition was radically challenged in 1949, when the doctrines of Marxism-Leninism and Mao's thoughts became the only legal system. Over the past three decades, a number of laws and regulations in the area of business and commerce have been legislated. As the Chinese manufacturing sector cools and the cost of labour rises and workers strengthened by demographic trends demand better conditions, the Chinese Government face the unenviable task of navigating a set of complexities that deliver confidence to employers and basic guarantees to workers. This problem is further confounded by related socio-economic issues ranging from environmental pollution, income inequalities in rural regions, as well as difficulties with a "floating population" of about 170 million Chinese workers.

This paper aims to provide an overview of the most significant provisions of the Labour Contract Law of 2008 as well as its 2013 amendment and assess the resulting transformation of HRM practices in China. It tracks the reform path of the LCL (2008) from drafting, implementation and subsequently to amendment, drawing particular attention to ambiguous drafting that allowed the dubious human resource practice of 'dispatch', which was effectively a kind of outsourcing in order to evade the rigours of the new legal regime. More generally, it is argued that the LCL 2008 coupled with the Social Insurance Law of 2011 signal the demise of the traditional 'hukou' system of household registration which severely limited rural worker mobility since the 1950s. In spite of a large body of literature on the effect of employment protection legislation on labour market outcomes around the globe, there has been insufficient evaluation of these massive legislative changes on micro-level human resource policies and practices. Although these legal developments have successfully removed several undesirable components of the Chinese human resources environment such as underpayment of wages, forced overtime, penalty rates for overtime, bonded labour, limits to employment documentation, there are still several provisions that remain ambiguous and are a cause for uncertainty. In addition, the Labour Contract Law 2008 opened for the first time doors of private individual action to enforce legal rights. However, these rights have been implemented in different ways in various regions of the country. Finally, an attempt to contextualise the progressive development of legal safeguards within the labour market with respect to contrasting perspectives of Institutional theory is offered in this paper.

Key words-Labor, HRM, Market Logic, Floating Population

Introduction

Market driven vision for China's future since the end of the Cultural Revolution led to the experiment with entrepreneurial capitalism. As domestic business grew and global engagement expanded rapidly, the Government came under increasing pressure to strengthen its labour laws, improve the enforcement of these laws and regulations to allow greater transparency and stability. Overwhelming pursuit of market efficiency at any cost over the past three decades had also led to greater inequality and wider labour unrest. Workers' rights which were guaranteed under the pre-reform China were replaced by individual employment contracts. In

spite of wide scepticism that the Labour Contract Law 2008 would not be able to reduce rising worker unrest and market inefficiency because of China's weak monitoring and compliance systems, there is research evidence that there has been a significant increase in signed contract arrangements in the Chinese Human resource practices. The social stability desired by the Chinese Government under the euphemism 'harmonious society' draws in all stakeholders responsible for the shift from institution based considerations to managerial precepts. At the micro-level, indigenous Human Resource priorities, policies and practices are increasingly cross verging with global trends.

This paper attempts to overview the interventions in ensuring worker's rights by a series of new labour and related laws introduced in 2008 and their subsequent amendments. The 2008 Labour Contract law was targeted primarily towards domestic companies that did not have formal labour contracts with individual employees. Some of the key features of the 2008 law included the provision of written labour contracts and contractual terms such as minimum wages, probation period, safety regulations and severance payment. It also gave labour unions a more distinctive role in overseeing employment relationships. More generally, it opened doors for workers to be granted a private right of action to enforce their own legal rights for the first time. These reforms brought about complex interplay between the objectives of state labour market regulation, the policies and behaviour of individual human resource managers and employers. In addition, enforcement by regulatory agencies and employee grievances with a strange diversity in approaches in various regions of the country added extra layers of challenge. An attempt has also been made to contextualise these transitions within the theoretical considerations of Institutional Theory where Isomorphic approaches in terms of Coercive, Mimetic and Normative frames triggered the Human Resource innovations.

From 'Iron Bowl' to a 'brave new world'

From historical, political, cultural and social perspectives, legal tradition has been very different in China both in appearance as well as in practice. For thousands of years, the natural law of Confucian philosophy was the norm of the society (Itan & Altman, 2010). Dominance of the feudal political system, patriarchal relationship behaviour, extended family ties and clan membership contributed to unique behavioural norms acting as a proxy legal system. Personal relationships and moral duties tied to these relationships were considered a much superior subjective social frame rather than any objective impersonal legal code. Morality was always above the law and a highly developed bureaucracy was guided by this precept. In social relationships, 'Guanxi' acted as a proxy legal system (Chatterjee, Pearson & Nie, 2006). In its drive to achieve economic development through global trading relationships, a new emphasis on legal reform has been underway over the past decades. Attracting foreign investment, technology and adopting new human resource strategies need a legal system

of concepts familiar to a wider world. It is being increasingly accepted that the key underpinnings of China's resurgence as a global economic power as a hub of global manufacturing may not have the promise of long term sustainability. This is not only due to continuing deterioration in labour standards, but also due to an emerging shift in demography. The slowing of the 'floating population' of migrant workers from less-developed rural areas, effects of rapid aging of population due to the one child policy as well as lack of innovation are some of the serious issues which require a system-wide rethinking of human resource perspectives (Nankervis & Chatterjee, 2011).

Prior to the 1978 economic reform, about 80% of urban employment in China was in the state sector. The reform of "iron rice bowl" or guaranteed lifelong job saw the reduction in the state sector and growth of private sector. Between 1998 and 2004, about 30 million workers were retrenched from state owned enterprise. It is estimated that the state owned enterprise employment in 2015 was less than 15%. A large section of these former SOE workers have become part of the private sector economy. Over 160 million rural migrant workers had also been added to the urban industrial employment during this period. The attention to single minded economic efficiency at the cost of labour welfare characterised the first phase of the economic reform. In spite of creating millions of jobs, conditions and wages did not improve. It may be relevant to note that the Gini coefficient remained around 0.4 since 1990's only reaching 0.491 in 2008. It is estimated that in 2015, the coefficient had fallen to 0.464 in 2014 from 0.4771 in 2011.

The promulgation of the new Labour Contract Law in 2008 was a government response to concerns about the continuation of economic growth. An annual average growth rate of about 10% have contributed to mounting socio-economic problems in China, ranging from income inequalities to rural-urban disparities, Labour disputes unrest over deteriorating work conditions and deficiencies in access to basic occupational protection and rights. Although basic labour contract regulations were in existence since 1995, many small and medium-sized local Chinese enterprises and a number of foreign firms in China did not have employment contracts with their workers. A limited number of employees in State-Owned-Enterprises (SOEs) and

Foreign Invested Enterprises (FIEs) were given written contracts, while more than three quarters of the workforce in foreign-invested and private Small and Medium Enterprises were not covered by contractual formality. Even with a written contract, employees faced job insecurity as 60% of all contracts offered were on a length of three years or less. Most of them lacked basic protection and rights. Over these years, labour disputes have been rising steadily from 19,000 cases to over 300,000 cases from 1994 to 2006 (Cui, Ge & Jing, 2013 and Fan, Ying & Jing, 2013).

The New Labour Law came into effect in China on the first of January 2008. The 98-article law became applicable to both domestic and foreign firms and its objective was to protect the rights and interests of workers in China. It required employers to provide written labour contracts to their workers and give labour unions a more active role in overseeing employment relationships. Some of the key features of the 2008 law included the provision of written labour contracts and contractual terms such as minimum wages, probation period, safety regulations and severance payment (Cornell University, 2007 and Friedman & Lee, 2010). The LCL stipulated strict penalties for non-compliance, specifying that any employer who failed to comply with legal standards will be liable to double the wages for each month the employees had worked without a contract, beginning with the second month. To redress the deficiencies with the previous legal regime the LCL stipulated that any employee working for one employer over ten years needed to be awarded a permanent open contract.

The traditionally received image of the past several years of docile and compliant workers has changed through widespread strikes, stoppages and suicides of workers. In 2008, courts in China dealt with more than 280,000 labour disputes (Remington & Cui, 2015). Not only emerging companies from China, but also global companies setting up operations in China have been in considerable difficulty in line area of unclear legislative framework in labour law and human resource practices. Given that by the year 2015, one third of China's populations will be over 50 and the size of the workforce will grow at a rate less than 5 percent, the law has a major implication in cross generational talent management as well (Chatterjee, Nankervis & Connell, 2014). In addition, two decades of high economic growth

has also widened the income inequalities and labour disputes on working conditions. The labour Contract Law that came into effect from January 1, 2008 has now had about eight years of operation and the controversies generated by this law have been steadily growing amongst various stakeholders (Kai & Brown, 2013).

The 2008 Law and other associated pieces of labour and employment legislation were not considered adequate in responding to the fast moving labour-market realities as well as intensified level of labour disputes. These led to the promulgation of further refinements and amendments in Labour Contract Law 2013, Social Security Law 2011, and Labour Dispatch Regulations 2014. The goals of these amendments and refinements were to close a number of loopholes in employment practices. In March 2015 these legal changes were enshrined in a comprehensive document filled in building Harmonies Labour Relations by the state council of China (Taylor, 2011 and Wei & Rowley, 2009). The three laws discussed in this paper with specific focus no doubt signals growing openness of the Chinese legislative process in this area. However, the most strident criticism of the implementation process still stems from its over reliance on administrative agencies in enforcing the new regime. There is an unclear relationship between the courts, and the 'command and control' modus operandi of the local enforcement agencies charged with enforcement of the new legal standards (Chan & Nadvi, 2014).

Navigating Complexities

Prior to the economic reform movement of 1978, the state organisation danwei guaranteed full and permanent employment to urban workers. Theoretically, workers were the owning partners of a work enterprise under the socialist economic system. In rural areas collective labour communes were replaced by a household based production contract system called Jiating Lianchan Chengbao Zerenzhi. The household registration system known as hukou, in operation since 1958, to control large scale migration of rural workers to urban areas was also relaxed considerably. These changes accompanied by high GDP growth due to unprecedented flows in FDI gave rise to a 'high growth and low pay' contradiction in the economy. An alarming rise in labour unrest led to the government to respond by introducing three new laws: the Employment Promotion Law, The Labour Dispute Mediation and

Arbitration law and the Labour Contract Law. The aim of the Employment Promotion Law is to equip local government agencies to deliver skills based training of workers as well as general monitoring of employment agencies. The Labour Dispute Mediation and Arbitration Law sets out a simplified 'road map' for resolution of employment disputes incorporating four distinct stages: consultation, mediation, arbitration and court proceedings. However, the LCL stands out amidst this changed legislative framework as the most significant component for strengthening protection of worker's rights. The LCL (2008) had three key strategies. Firstly, the protection of employees in the form of formal individual contracts; increasingly globalized workplaces exposed the weakness of traditional informal and culturally endorsed arrangements. Secondly, one of the key features was to enhance the role of unions. Thirdly, the mandate of administrative agencies responsible for enforcing the new standards was increased. In essence, employers were entitled to "open term contracts" if they had continuous employment of ten or more years with one employer. Alternatively, any employee completing two successive fixed term contracts was also eligible to receive this contract. In case of state owned enterprises using the "contract system" for the first time after its reform and transformation, all employees working for more than ten years with less than ten years to relive were also eligible for "open contract". Follow up researches suggest that the likelihood for migrant workers to obtain written contract increased substantially with these laws. (Li & Freeman, 2015, Remington & Cui, 2015, Wang and Cooke & Lin, 2016).

The LCL (2008) was more employee-centric than the labour law of 1995 and has significantly modified employment practices. Whenever employers' and employees' understandings of key employment matters differed, the law tended to be more sympathetic towards the employee's view. The general opinion is that the New Labour Law tended to be interpreted in the favour of employees to protect their rights. Companies were propelled to improve their human resource management procedures and practices, and to be social responsible and to create a harmonious relationship between employers and employees. It has been argued that the aims of the LCL (2008) were designed to perfect the labour contract system, clarify the rights and obligations of the parties, protect employees' lawful interests and

establish or strengthen stable labour relations as stated in Article 1 of the labour contract law. Written labour contract was stipulated in Article 10 provided the mechanism for implementing these aims. Written contracts was required under Article 19 of the previous Labour Law (1995), but this requirement was often disregarded, particularly in casual employment industries like construction, where migrant workers were deployed in large numbers and complaints of unfair practices dominated. In 1980s, three new systems were introduced, namely, labour contract system, a floating wage system and a management engagement system. In the early 1990s, a tripartite system was introduced with assistance from the International Labour Organisation (ILO) in order to implement ILO standards. At the national level, the tripartite partners are: Ministry of Labour, Chinese Enterprise Directors' Association (CEDA) representing employers and ACFTU representing the workers. At the provincial county and city levels, there are similar tripartite arrangements.

After a decade of investigation and study, a set of labour laws were introduced in 1995, with another 17 regulations. They dealt with issues such as minimum wages, working hours, labour inspection, compensation, safety, vocational training and others. However, as there was no effective enforcement of the laws, workers were continuously being exploited sweatshops were sprouting from all parts of China. Facing dire situations, Chinese workers were getting restless over their deteriorating working conditions and were turning to the authorities to see more access to basic protection and rights (Hwang & Wang, 2015).

The first draft of the Law was submitted to the National People's Congress in late 2005 and was later released for public comment in March 2006. Reactions to the draft NLL were less than positive, ranging from fears that it would raise more technical issues rather than strengthen labour and management relationships. More than 190,000 comments were received and it was believed that these were taken into consideration during the re-drafting that preceded the second draft of the Law in December 2006. The second draft, designed to address issues such as written labour contracts, non-compete agreements, severance payments, compensation for training and collective bargaining was released to the public in February 2007. These labour issues were largely ignored by Chinese

Labour Law. Many of the changes were the result of numerous complaints and issues raised by American Chamber of Commerce in Shanghai and the European Chamber of Commerce in China, along with other organisations, companies and individuals. China's legislature passed a sweeping new labour law on 29 June 2007 that strengthened protections for workers across its booming economy, rejecting pleas from foreign investors who argued that the measure would reduce China's appeal as a low-wage, business-friendly industrial base. The law enhanced the role of the Communist Party's monopoly union and allowed collective bargaining for wages and benefits. It also made it mandatory for employers to provide written employment to their workers within one month of commencement of work.

The process showed how China's government was increasingly seeking to involve interest groups and the public at large in the formations of laws. The cautious steps toward greater transparency reflected both the state's desire to retain popular support of its rule and its need to tap a wider base of expertise to ensure laws were suited to the ever more complex economy and society. However, the making of laws in China was still largely driven by the political forces with a major focus on the domestic scene. Government's promotion of the ideal of "harmonious development" as a central party goal in response to a series of alarming 'mass-incidents' around labour unrest signalling a move away from cheap mass-produced exports. Replacing of poorly paid jobs held by migrant workers received political urgency. (Warner & Zhu 2010). It has also been argued that the 2008 legislation coincided with the depletion of low-wage, low-skill supply of rural workers as well as the recessionary prelude to 2008 creating lay-offs, bankruptcies and labour disputes. (Remington & Cui, 2015). While the new law gave workers better protection of rights and interests, ultimately, the law is to empower workers to defend their rights through organised challenges, and would not be strictly enforced if it disrupted the labour market in a way that leads to soaring unemployment. Enforcing the new labour law was important if China wanted to enjoy the type of sustainable development that balanced the economic growth special harmony.

Same bed but different dreams

It is important to note that when the draft Labour contract Law was first published on the website of

the Standing Committee of the National People's Congress in 2006, it attracted a remarkable 190,000 comments during the thirty day period for public consultation (Gallagher & Dong, 2011 and Xe, 2015). However, it was the foreign capital owners who were mostly against the new Labour Law framework. The American Chamber of Commerce (AmCham) in Shanghai was perhaps the most vocal opponent of the draft law. AmCham and a number of other foreign associations opposed provisions of the draft law that required the unions to have an active role in the changes in the working conditions. In particular strong objections were mounted against the legislation of clauses restricting employee dismissals as well as substantive payments on severance. Though many of objections were overruled in subsequent drafts of the legislation, it may be argued that the international investors in China did not fully engage with this historic initiative of 'written law' approach in developing a landmark legal framework.

It was argued that the institutional impediments to the implementation of the 2008 law would be complex and deep rooted. Though it was widely accepted that the 2008 law provided a broad human resource vision for the next two decades, the internationalization of Chinese workplace in terms of its transformation away from manufacturing to innovation based economy was not sufficiently understood. The 2008 law was focussed more on lower level, unskilled workers and may have missed the opportunity of grasping the skill deficit emerging in the new economic context (Chatterjee et al, 2014). Though it was intended that the 2008 law would slow down the rapid rate of turnover of labour, it is unclear whether the aim has been fulfilled; staff turnover in China has remained 20% to 35% depending upon the industry sector and at a significantly higher rate than the world average. It was a declared goal of the LCL to create an 'innovation space' for small enterprises. State owned enterprises (SOE's) accounted for more than 80% of the urban employment in 1992 during Den Xiaoping's famous Southern China tour speeches. Therefore, the private enterprises have only developed and created their human resource practices only over the last three decades. A massive shift in employment away from the SOE's to the private sector including small and medium sized enterprises have given the LCL a very different operation context (Tang & Liu, 2016 and Fu, 2015).

Article 36 of the Labour Law provides for an 8 hour workday and 44 work weeks. A strict guideline of overtime payment schedule is codified for any labour performed in excess of this starting amount. However, most provinces or municipalities have a flexible working hour system for senior level employees and managers. In addition, the law also recognises certain types of employment where 44 hour work week and 8 hours a day are not practical. Permission for varying work week and daily work time can be obtained from the local labour bureau. It may be noted that Beijing permits employers to vary this working time for senior level managers with any requirement for prior permission. Beijing Human Resources and Social Security Bureau interpret 'senior management' as per a company's legal documents. However in Shanghai, prior permission from the authorities is needed to allow flexible working hours system. In sum, it has to be noted that the Chinese labour law does not make any distinction between the factory worker or the President of the company. Unless explicit permission is obtained the law applies with rigidity without any discrimination on the types of work.

A special feature in the Chinese workplaces has been the continually role of private employment agencies. This practice of hiring employees through agencies instead of recruiting directly has often been overused and the legal amendments aim to limit their use. Amendment to the law stipulated that from March 1 2014 no company can have more than 10% of its staff as dispatch workers. It needs to be noted that "equal pay for equal work" principle need to be applied to all labour dispatch agreements (Liu, 2014). There are two terms used in this context, namely "HR outsourcing" and "Labour Dispatch" with slightly different connotations for the LCL and its 2013 amended versions. The distinction between the two forms lies in the locus of management control. While companies fully control and manage "dispatched" workers, in "outsourcing" arrangements, companies can only use "indirect" method of management of the workers. It is incumbent on the "outsourcing" companies to take instructions and manage the outsourced workers directly (Liu, 2015). The 2013 amendment also clarifies that dispatch may consist of the following types of employees.

A: *Temporary*: a position in which provide support to services which are not part of the core business.

B: *Auxiliary*: a position in which staff supports an employee in the care business

C: *Substitute*: a position in which staff are employed temporarily to replace the permanent employee work force for a fixed period such as maternity, travel, study, holiday etc.

The thirty year trajectory of the 'dispatch system' in China is often attributed to be the key underpinning of their economic success. Following the economic reform agenda which saw massive FDI flow to the country, it has been alleged that this system was exploitative of a large section of labour force. In a recent survey of these workers, it was found that only four percent of 'dispatch workers' saw any beneficial value to the system (So, 2014). The 2013 revision of the labour contract law was directly targeted to these dispatch workers stipulating that terms of employment of a worker with a dispatch company must be over two years. In his most comprehensive coverage of labour and employment issues in China, Brown considered the dynamics of Labour contracts Law from a 'holistic' perspective of socio-economic setting in China (Brown, 2010) and demonstrated that "labour reform like economic reforms, have had an uneven impact on China's 800 million workers" (Brown, 2010, p4). Brown's argument that there was a widespread lack of awareness of the LCL not only amongst the 'migrant workers' but also in the many regional areas has been supported by other researchers. Cooke extended this argument recently suggesting that a more macro-level research including workers in public sector, SME sector, multinationals as well as agency based workers was needed (Cooke, 2014). She argues, "The effective enforcement of these laws (The Labour Contract Law, The Employment Promotion Law, the Labour Disputes Mediation and Arbitration Law) were promulgated in order to address the rising level of labour discontent in view of the widening social and economic inequality and the growing imbalance of bargaining power between proprietors and labour" (Cooke, 2014 p. 878). Her argument that key institutional actors such as local Government, employers and employment agencies have often frustrated the interest of workers has been widely supported (Chan, 2014). The paradox of socially embedded resistance as well as acceptance of 'written law' have characterised Chinese tradition for centuries. Even though the 'written law' was

proclaimed and widely in vogue from the times of Qin dynasty dating back to 220 BC to 207 BC, Chinese tradition appears to be still unwilling to accept this system as their own (Caldwell, 2014).

Refining and Fine Tuning in 2013

Serious violations of the spirit of LCL by a large number of corporations particularly by resorting to a unique Chinese system called “dispatch” prompted the Chinese government to enact a series of amendments in 2013. The amendments increased the threshold for entering the outsourcing business was lifted from previous 500,000 RMB to Two million RMB. Most importantly, the 2013 amendment reinforced and clarified the principle of “equal pay principle for the dispatched workers”. In addition, the ministry of Human Resource and social security was legally empowered to adjudicate the maximum permissible “dispatched” employees in any company at a given time. Given China’s global manufacturing reputation, this role puts the ministry into a serious dilemma. As outsourced workers provide global exporters with flexibility in price competitiveness, it is a vital part of Chinese HRM system. However, Government also is serious in maintaining equity and worker interest. Therefore the amendment attempted to establish a fine balance. For example, even the clarification of the terms like “temporary”, “auxiliary” or “substitute” have been clarified further to achieve this goal. It has to be understood that the amendments reinforced that outsourced labour force was intended solely to be seasonal or supplemental rather than alternative to core group of employees. This strict provision along with the requirement of ‘equal pay’ provisions have prompted a number of global companies to consider functions like HR, routine administration, marketing etc. to be hired out to third party providers and in some cases in a different country altogether. However, it is still unclear if such hiving off violated the provisions that outsourced staff in any company cannot exceed ten percent of the total workforce. It is relevant to note that the 2008 LCL and its subsequent 2013 amendment is consistent with the new limits that a large number of countries are imposing on wholesale reform of earlier era. The case of Japan, South Korea, as well as European Union attests to this. In 2008, South Korea also imposed new restrictions on ‘temporary agency work’ with a view to the protection of the interest of temporary workers.

A number of research studies have suggested a significant improvement in the lives of Chinese workers with mandatory signing of labour contracts in 2008 (Cheng, Smyth & Guo 2015, Becker & Elfstrom 2010, Gallagher et al, 2015). A recent study using data from the sixth and seventh surveys of Chinese employees, covering approximately 80,000 individuals, undertaken in 2007 and 2012 indicated that the law has significantly increased the likelihood of employees with written contracts in China. Interestingly, the research also suggested that the ‘signing gap’ between government employees and private sector employees as well as between more and less educated employees have reduced notably (Wang et al, 2016). In spite of this there have been formidable institutional obstacles to the implementation of Labour Contract Law. Firstly, considering the legal requirement of universal employee coverage under the law, the numbers of employees with fully written formal contracts are still exceedingly low. Secondly, in spite of the legal requirement of compulsory work injury coverage for all employees, about fifty percent coverage has been achieved. Thirdly, the LCL coverage varied widely from industry to industry and in terms of its size, ownership and location. Fourthly, dissemination of basic information also was not evenly achieved. While mass media assisted urban population, reliance on friends and associated were the primary sources in rural areas. Fourthly, informed discussions with Chinese managers and scholars suggest a demographic variation in the LCL impact. It is widely felt that older male workers benefitted more than younger female workers. Fifthly, the discrepancy of local residential registration has been a significant barrier to surveys and interviews in this area. For example, more than thirty percent of Beijing’s long term residents (Chang Zhu renkou) do not have legal registration (hukou) for their residency in Beijing. Interestingly only 32.8 percent of the migrant workers surveyed by the Beijing Federation of Trade Unions had contracts while other were more than 90 percent (Becker & Elfstrom 2010). Sixthly, LCL provided detailed regulations of penalty for contract violation. The penalty is mainly an economic punishment to the employer. LCL included a general penalty of one or two months wages and directly endowed to the employees. Seventhly, the LCL had explicit provisions of “Restrictive Convent” or “guarding of intellectual rights”. It was provided in the law that an employee

had an obligation of “confidentiality” even after his or her termination of employment contract for a specified economic compensation. Eighthly, in spite of a marked increase in formal labour contracts perhaps due to considerable penalty provisions, a number of new methods of avoiding contracts also emerged. Significant among these was the “outsourced employment”. The 2013 amendment of the LCL became necessary as it was estimated that about 30 million outsourced employees working for large state-owned enterprises and global corporations.

Cross Verging HRM practices

It is interesting to note that the trend in melding of indigenous HRM precepts with global practices have taken hold in Chinese work organisations. The Labour Contract with additional support from a series of amendments are seriously attempting to bring a ‘holistic’ approach to labour relations. For example, 2011 Social Insurance legislation needs to be evaluated in the context of LCL of 2008 as amended in 2013. In essence, this law provides clarity on employee retirement insurance, medical insurance, work-related injury insurance, unemployment insurance as well as maternity insurance by consolidating scattered laws of the previous era. In spite of this consolidation, its practical implementation has not been yet standardised at the national level. For example, even though the law specifies employees’ rights to carry these benefits if they move from one location to other, administrative mechanisms are not fully able to absorb these changes mostly due to regional variations in policies as well as software systems. In addition, social insurance funds have often been in the news for financial irregularities. It has been suggested that this reputational difficulties have kept large section of migrant workers away from benefitting from these insurance benefits. It is important to note that the Law specifically wishes to address the needs of an increasingly mobile workforce as well as an increasing number of global workers arriving in China. Through article 97 of the SIL aimed that all foreign employees will be included in the social insurance cover, the administrative system have not been evenly advanced in different regions to receive funds from foreigners. Special provisions were also made for residents of Hong Kong, Macau, and Taiwan in economic hubs like Shanghai, Suzhou and Tianjin. As compulsory social insurance has been a well-known feature of most

developed countries like USA or Germany, China’s intention of this Law is a well understood signal of her economic and social maturity and global leadership ambitions.

For the first time, the law aimed to be equally applicable to both urban as well as ‘rural’ residents and available for state owned enterprises, foreign enterprises, joint ventures as well as private corporations. The law specified that both employees and employers contributed to the pension, medical and unemployment insurance while employers alone were responsible for the work-related injury insurance and maternity insurance. Many foreigners, however, maintain that they are unlikely to benefit from the mandated contributions as Government hospitals covered by SIL are not usually preferred by foreigners due to perceived lower health care standards and language barriers. Interestingly, the maternity policies do not as yet clarify whether foreigners would be entitled to benefit for more than “one child” as the policy does not apply to them. Many scholars have already remarked upon the ‘melting down’ of the relevance of ‘hukou’ because of the labour contract as well as social insurance laws (Cheng, Nielsen & Smyth, 2014 and Zhu & Lin, 2011). A recent Monash University report based on data collected in Beijing in 2008 suggested that having a labour contract is increasingly becoming more important than obtaining “hukou” status for rural migrants. The research further argues that urban migrants who have signed a labour contract were more likely to participate in social insurance (Cheng, Smyth & Guo 2015).

One of the key elements of the human resource pool over the past two decades has the emphasis on informers of flexible workforce in the form of temporary, fixed term, seasonal, casual, hourly-paid work, agency employment and self-employment. In most cases these were not low-skilled rural workers but laid-off state sector workers, university graduates as well as other surplus workers in the labour market. Since the mid 2000’s, especially after the promulgation of the labour contract law 2008, informal employment has grown rapidly, particularly in the form of agency employment. Self-employment as firm try to evade the legal responsibilities associated with a direct employment relationship with workers (Wang Cooke & Lin, 2016).

Main groups engaged in informal employment were retrenched workers from SOE's University graduate and migrant workers in industrial workplaces. Notably women made up a significant proportion of these "informal" working cohorts and they experience more discrimination in spite of their better experience and education (Cooke 2013).

River that sustains also sinks ships

After its operations for over seven years, it is widely accepted that the legislative frame of LCL has been a remarkable improvement for the human resource environment in China. The practice of underpayment of wages, forced overtime, penalty rates for overtime, bonded labour, limits to employment documentation have all been addressed with sufficient vigour and clarity. Nevertheless, critics have pointed to a number of areas where the language used in drafting the legislation is not fit for purpose and provisions which place unrealistic and inefficient burdens on employers. For example the LCL 2008 makes specific provisions in terms of employee entitlements in the event of corporate restructuring such as mergers or similar upheavals. However, it is questionable whether the wishes of the employee in these kinds of situations need be accommodated. It has also been argued that provisions of occupational safety, apprenticeships provisions as well as probationary arrangements have not been fully developed in the Law.

There appears to be four main areas where foreign capital owners have been more vocal since the legislations came into effect in 2008 and its amendments were legislated in 2013. These four areas are a) reservation against compulsory employee representation, b) several restrictions on managerial control, c) regulations against 'dispatch hire' and, d) strict non-com pete clauses of the act. These can be examined more explicitly as:

Employee Representation: This has perhaps been the most significant area of controversy during the past several years. Article 4 of the LCL provided that where a company made changes to work rule affecting the interest of workers in a direct manner, it must obtain formal approval of the employees. It has to be noted that the phrase used in the first draft (consent) had been watered down to a vaguer phrase of 'a decision through consultations'. The lack of clarity on the 'veto' power of the employees has been a controversial aspect during the period of

implementations. However, the adjudication of the courts in a number of cases has strengthened the view that work rules within an organisation cannot be changed arbitrarily without a clearly espoused consultative process. The confusion had arisen in many cases due to the fact that article 4 did confer unilateral power to change "working conditions" unilaterally. Therefore it becomes possible that while worker consent is required in changing; working hours leave rules and overtime pay but not on occupation safety issues. However, it is important to note that state continues to play the most important role in specifying standard provisions that are included in a typical labour contract and perhaps the HR scene in China will experience uncertainties for considerable time.

Managerial Control: A deep disagreement prevailed over the area of managerial control in terms of contracting and termination arrangements. This disagreement has produced an unwelcome outcome where regular employees enjoy a range of protections in terms of tenure while non-regular employees work under significant vulnerability. The law enshrines four levels of employees. Three of the categories, namely fixed term, continuing and project employees need "legal contracts" while the fourth category is referred to as "casual" employees and do not need standardised employment contracts. The first three categories of employees are differentiated on the basis of circumstances of their termination. A fixed term employee needs to have a specified termination date. A continuing employee is terminable only on a cause listed in the contract and the project contract ends with completion of the specific project. The fourth category of casual contracts are restricted by law to an average of no more than four hours per day and no more than twenty four hours per week with one specific employer. It is relevant to outline that the law imposes a significant limit to the managerial control in regard to the circumstances where the contracts of the first three categories of employees can be terminated. Law indicated four circumstances where terminations are unambiguously clear. These are termination by mutual consent, terminations due to proven misconduct, termination by thirty day notice and in cases of operational emergency such as mass redundancy.

Labour contract law also required a strict procedural formality even where termination is permissible. The

employer is mandated to advise any termination to the labour union and union has rights under the law to object. In the case of continuing and fixed term employees, a high level of severance pay is also specified which are generally one month's pay per year of service. These types of generous provisions are directly related to the absence of any government initiated unemployment benefit. Over the past seven years these restriction and costs of termination have witnessed a marked shift towards project contracts where no provisions of severance payments are required by law. Theoretically at least, the employer may be legally free to engage a worker on a series of short term contracts with specific tasks. In these cases, employment contracts could be terminated at the expiry of the period without any compensation. However, this point it to be clarified by the courts as many Chinese commentators are of the view that project contracts are only a 'sub-set' of the fixed term contract and should attract the same level of compensation on termination.

The Outsource of Labour: Many commentators believe that one of the key triggers of the 2013 amendment of the LCL was the inability of the 2008 law to effectively curb the practice from getting their work performed by workers that it officially did not employ. It was stipulated that all "dispatch" workers were required to be employed under fixed term contracts of no less than two years. Interestingly, the 'labour-hire' companies were mandated to pay the minimum wage and above compensation to employees even when they were no placed. The law also required formal contract arrangement between a 'labour hire company' and an 'employing company'. Details of social insurance, as well as their salary arrangements needed to be formally specified. The law provided that dispatch workers were paid at the same rate as other employees doing similar jobs and were forced to join the user firm's union. These changed have had a dramatic effect on the attractiveness of the 'labour hire' system that has been in vogue since the beginning of the economic reform (Cairns, 2015).

Restriction to Competition by Departing Employees: The Labour Contract Law permits employers to impose on any departing employee restrictive arrangements not only if they had access to "trade secrets" but also if they were "senior level management and technical staff". However, the law allows the departing employees to receive financial compensation for this restriction. Under

the provisions of the labour contract law, the non-complete period for a departing employee should not exceed two years after the termination of employment. In addition, compensation for restrictive covenant should be at least 30% of average monthly salary of the employee over the past 12 months. Courts in China have in turn, held employees liable confidentiality agreements such as client list.

Human Resources and Global Companies

MNCs have not been immune to the systemic factors increasing cost of labour and have identified the need to restructure their operations in order to bolster productivity. In order to execute this streamlining of production many MNCs have sought to shut down inefficient factories and lay off workers sparking high profile industrial conflict. The experience of American retail giant Walmart is instructive in showing the considerable reputational costs MNCs face in successfully negotiating the complex field of labour regulation.

Walmart entered the Chinese market in 1996 opening two stores in the same year and by 2010 it had two hundred and seventy nine. However, Walmart declared in February 2014 that its fourth-quarter net sales in China fell 0.7% from a year earlier, and same-store sales, dropped 2.3%. The underlying problem seems to be a strategic failure to understand the priorities of Chinese consumers. Walmart's strategy in the early years was captured by the three aims: 'Go Global', 'Go Native', 'Go Up Market' (Gereffi & Ong, 2007). In spite of the company's theoretical commitment to localisation, market competitors adapted more quickly and convincingly to cater to Chinese consumers. Sun Art Retail Group posted a 75 percent jump in first half profit in 2012 and own a significantly higher share of the lucrative Chinese retail market despite having less stores than rival Wal-Mart, its success is largely pinned down to a combination of local Chinese management and modification of the consumer experience to fit the Chinese mould of market shopping (Burkitt, 2015). In order to combat stagnant sales Walmart's current strategy has been to reduce operating expenses and increase productivity. In order to achieve this aim Wal-Mart plan to close about 2-3% of their stores in China.

Despite being one of the largest employers in the US private sector, with more than 1.3 million employees, Walmart has a long standing anti

unionisation policy in the US reinforced by several high profile conflicts with the United Food and Commercial Workers Union. The management takes a proactive role integrating its anti-union stance into training and orientation activities. Steven Greenhouse (2015) reporting in the Atlantic Magazine confirmed from Wal-Mart the existence of two separate presentations. One was a "Labour Relations Training" presentation for store managers that echoed the "Manager's Toolbox" in suggesting that unions were money-grubbing outfits caring little about workers' welfare. "Unions are a business, not a club or social organization—they want associates' money," the Powerpoint read. (Walmart confirmed the Powerpoints' authenticity.) "Unions spend members' dues money on things other than representing them," it added' (Greenhouse, 2015). In contrast Walmart in China promptly concluded collective bargaining agreements sanctioning the All-China Federation of Trade Unions (ACFTU) to organise at its stores from 2006. One of the first collective bargaining agreements related to Walmart's operations in the Northern Province of Shenyang on July 14th 2008 which agreed to an 8% increase in workers' wages in 2008 and 2009.

On March 19th 2014 Wal-Mart decided to close down a store in Changde, Hunan province, as part of its drive to increase productivity. The move sparked predictable unrest and labour activism as workers picketed stores demanding a better severance settlement, remarkably, however, the opposition from workers was coordinated by Huang Xingguo the head of the store's union chapter of the ACFTU. Traditionally the ACFTU has used its monopoly position as the only legitimate trade union as a relatively malleable ally to management focussing on leisure activities for workers rather than demands for improved conditions or pay. Although this example of ACFTU coordination of workplace activism signals a marked shift in the stridency with which unions take up their advocacy role in the new legislative environment, this shift should not be overemphasised. Around the same time as the ACFTU orchestrated industrial unrest in Chengdu, the ACFTU was notably absent from worker unrest in IBM's Shenzen factory following restructuring necessitated by the global merger between IBM and Lenovo.

According to The Financial Times, sixty-nine of the Chengdu workers rejected Walmart's original settlement offer of a month's pay for every year

served plus an additional month's salary' and subsequently proceeded to an arbitration hearing (Mitchell, 2014). China Labour Bulletin report that the store trade union issued a 'bargaining invitation to Walmart (Hunan) Ltd, Shuixinglou Store, Chengdu inviting Walmart to conduct talks on 11 outstanding issues on the 19th of March 2014 (China Labour Bulletin, 2014). The core case of the Union consisted of the claim that Walmart's failure to provide documentation that showed it had consulted workers prior to deciding the severance settlement was a breach of its duty under Article Four of the LCL (2008). In addition the Union advocated for payment of 2014 Lunar New Year Benefits, insurance premiums and housing fund contributions that were due for payment prior to the month of termination, additional payment to pregnant and nursing mothers as well as payment of 2013 bonuses.

As a matter of fact, the arbitration outcome was favourable to Wal-Mart. And many news media sources suggested that local government agencies pressured workers to accept the settlement offer and abandon their suit (Ruwitch, 2014). If these reports are correct they point to serious deficiencies in the dual role played by local government agencies as parties interested in attracting foreign investment and enforcers of labour market regulation. Furthermore the close ties of the ACFTU with the government and its patchy track record as an advocate for workers' rights casts doubt on the fairness of collective agreements negotiated by the ACFTU even within the new legislative framework. At the same time, the Chengdu strikes demonstrate the significance of collective representation in realising the aims of the new legislative framework.

"In Waking a Tiger, use a long stick"

Despite the usual pliancy that characterises the policies of the ACFTU, in the last few years there have been tentative moves at local levels to democratise ACFTU chapters and allow workers a greater say in the appointment of their representatives. In 2012 workers at Japanese owned factory of Ohms Electronic Co. Ltd in Shenzen elected a new union chairman nominated by workers. It has been argued that direct election of union officials by workers should be more widespread along with eliminating the system of local party officials recommending candidates, elections should occur not only at times when current office holders terms expire but also

when there is an imminent conflict with employers and that there should be clear procedures by which the election is conducted (Lan, Pickles & Zhu, 2012). Reforms embodying a similar spirit have been legislated by the Standing Committee of the twelfth People's Congress of Guangdong province, in the industrial heartland of China. The Guangdong Provincial Regulations on Collective Contracts for Enterprises become effective from the 1st of January 2015. The overall aim of the regulation is to codify the rights and responsibilities of trade unions in collectively bargaining with employers and the 'development of harmonious and stable labour relations'. Article 5 reinforces the importance of the 'tripartite' stakeholders to labour advocacy in the Chinese context by renewing the prerogative of the Chinese human resources and social security ministry to 'direct and coordinate and otherwise supervise the implementation of collective negotiations and collective contracts according to law.' Conversely, Chapter 2 of the regulation and in particular article 11 provides clear basis for trade unions to initiate, and not just respond to, proposals for wage increase, no increase or decrease depending on financial loss, consumer prices, government wage guidelines and other factors. Moreover, Article 14 enumerates the responsibilities of negotiation representatives, and such duties include the duty to 'listen and collect opinions of constituents'.

It will take time to see whether these new regulations allow for a more systematic transformation in the way the ACFTU and individual enterprise associations advocate for workers interests. However, the aim of these regulations is praiseworthy for two reasons. Firstly, the regulations recognise the shortcoming of the ACFTU and its mandated worker associations in being a robust voice for workers interests and tries to remedy this shortcoming by breaking down the duties and responsibilities it has in the context of an industrial dispute. Secondly, the regulations are characterised by an emphasis on consultation and reciprocal responsibilities of employers and the representatives of the ACFTU. Examples of this consultative spirit include provisions reinforcing the confidentiality of information adduced by the employer in negotiations and mandated mediation in the event negotiation breaks down. At an abstract level of legal principle these regulations represent little formal change, however, as the potency of the 2013 amendments to the LCL 2008 show – as policy makers calibrate their regulations more specifically

towards particular human resource practices such as the dispatch system or the timidity of the ACFTU - they are increasingly able to change behaviour.

Theorising Legal Reform: Recursion or Rule of Law

From a theoretical perspective, perhaps institutional theory provides the most relevant frame of analytical reference in dealing with such across the board 'macro-meso-micro' level spanning transformations. Managerial and Human Resource scholars differ widely on their views on 'institutional theory'. However, in the historical context of China, Human Resource Management (HRM) practices can be examined more meaningfully against the Di Maggio and Powel (1983) framework of Isomorphism. They argue that organisational HRM practices respond to these types of wholesale changes in three different ways. Firstly, 'Coercive isomorphism' is where a powerful stakeholder-like Government can impose similarity of practices. Secondly, 'Mimetic isomorphism' is where Human Resource managers are encouraged to adopt culturally induced responses exhibited by successful organisations in an uncertain and ambiguous environment. Thirdly, 'Normative isomorphism' is where situational translators like University scholars, Human Resource consultants or professional bodies disseminate and advise on appropriate responses (Najeeb, 2014).

Ho and Huang (2014) argue that the incremental reform of labour rules in response to the practices of actors within the legal regime can best be explained by a 'recursive' model of law. They contend that major legal reforms follows iterative cycles of law making and implementation that are kept in tension by four forces: the indeterminacy of law, the ideological and structural contradictions internalized in law, 'diagnostic' struggles amongst competing actors involved in the legislative process, and mismatches between the actors involved in law making and those tasked with implementation. The basic starting point Ho and Huang share with many scholars is the question 'why have two major legislative reforms, the 1995 Labour Law and the 2008 reforms that introduced the LCL and related legislation, as well as numerous implementing measures adopted by courts, legislatures, and regulators at the national and subnational levels, failed to change basic labour practices? Given this history, is this most recent effort likely to succeed?'

(Ho & Huang 2014, p.975). The recursive view of law offers a compelling answer to the first question, predicting discrepancy between formal legal rules, 'law on the books', and the actual implementation of law 'law in practice'. Moreover, the symbiotic feedback between policymakers incrementally changing law on the books in order to shape law in practice is in turn informed by what actors within the legal regime and international actors do. In order to explain the reform path of the Chinese labour market Ho and Hwang suggest two additional drivers of recursively: first the compliance norms of employers adapting to the new legislative framework and second the 'regulatory distance' between compliance norms and the formal legal standards set by the LCL 2008.

The impetus for the 2013 amendments created by ambiguous drafting are aptly analysed in terms of ideological contradictions during the drafting process. As the authors correctly point out 'the LCL's core ambivalence over whether to limit or encourage labour dispatch reflects the ideological and structural contradictions that polarized the LCL drafting process and ultimately resulted in few real limits on labour dispatch or labour services agencies. For example, Article 66 gives employers' wide berth to expand their use of dispatched workers. It states that that "labour dispatch shall generally apply to temporary, auxiliary, or substitute positions." The use of the term "generally" implies that employers may use seconded workers beyond the "three conditions" listed in Article 66 and still be in compliance with the LC. As a result, many employers have expanded their use of dispatched workers since 2008 in positions that were designed for (and in many cases also held by) direct hires or have even made temp hiring the base of their workforce (Ho & Huang, 2014, p.1002).

The most important addition that Ho and Huang make to the recursive model of legal reform is the idea of 'regulatory distance'. As discussed earlier the widely adopted technique of 'dispatch' was resorted to by major firms in order to satisfy the reporting requirements that pertain to standard employees. Ho and Hwang argue the prevalence labour 'dispatch' as a means of firms purportedly discharging their legal obligations 'is further evidence of the wide regulatory distance between the LCL's standards and existing compliance norms' (Ho & Huang, 2014,

p.1007); the paradox of regulatory distance is of course that the proliferation of labour 'dispatch' was in a perverse way proof that the 'law on the books' was changing behaviour – just not in the right way (Garrick, 2010 and Gao, Yang & Li, 2012).

There is, however, a stark problem with the sociological approach to law that the recursive model assumes. The recursive model of law does not engage with the values underpinning arguments for legal reform instead it treats ideological tensions during drafting as an independent variable that produces uncertainty and indeterminacy in efforts to legislate. This is problematic because the empirical approach a recursive model of law assumes underestimates the possibility of a culture of compliance as policymakers, employers and employees converge in values. The repeated iterations of the similar worker protections found in the Labour Rules of 1994, the LCL 2008 and the 2013 amendments share a normative commitment to the dignity of labour and evening up the bargaining relationship between employer and employee. Moreover, employers in China and MNC's in particular have prudential reasons to support these norms. For example, MNC's with global supply chains are coming into increasing scrutiny from consumers in developed countries with respect to the conditions of workers in the supply chain of a particular product. It seems obvious that MNC's in particular will incur reputational costs in their consumer markets if they are not seen to take appropriate action. Conversely, a normatively charged analysis of the phenomenon of 'regulatory distance' might analyse it in more cynical terms, perhaps 'regulatory distance' represents nothing more than the phenomenon of the free rider. That is to say, if individual firms were confident that they could take a less costly course of action by complying in letter but not in spirit but still enjoy the advantages of compliance in spirit, why should they incur the heavier costs of compliance in spirit? It is apposite of course at this point to note that regulatory distance is antithetical to the rule of law, the rule of law is composed of values like laws must be public, consistently applied, adjudicated by independent arbiters etc. And in a state with a highly developed sense of the Rule of Law there would be very little regulatory distance between the prevalent way of meeting legal obligations and the theoretical requirements, as 'law on the books'.

More importantly, the iterations of labour rules and their increasing success at minimising the distance between 'law on the books' and 'law in action' by targeting specific local practices that are antithetical to the aim of these legal norms reflects an overarching trend towards the rule of law in China. Randall Peerenboom (2002) argues that China is experiencing a transition towards the rule of law, pointing to the official endorsement of the Rule of Law in formal documents such as the constitution and more importantly the modern spate of institution building that has seen the proliferation of law-making by the National People's Congress and its standing committees, local people's congresses as well as increases in the number of lawyers and law schools. At the same time 'whereas the core of the rule of law is the ability of law and legal system to impose meaningful restraints on the state and individual members of the ruling elite, rule by law refers to an instrumental conception of law in which law is merely a tool to be used as the state sees fit' (Peerenboom, 2002, p.8). In many ways the anomalous position of the ACFTU as a state monopolised union and the consequent constraint on collective representation as required by 'law on the books' is better explained by this trend towards the rule of law. On the face of it, the expanded role for the ACFTU and its mandated associations is a key facet of a fair playing field in which employers and employees can negotiate within the labour market. But the merging of the ACFTU with the ruling party illustrates the imperfect realisation of the rule of law in China as the necessity to maintain control and eliminate alternative platforms to the party organisation becomes the overriding concern. Thus the weak position of the unions represent an imperfect realisation of the Rule of Law ideal; there is on the one hand a strong commitment to collective representation as far as 'law on the books' is concerned but this commitment dissipates in reality as the necessity to maintain political control trumps the Rule of Law ideal.

The response by firms to resort to the practice of 'dispatch' labour illustrates the failure of many concerned actors to engage with the values underlying the LCL 2008. While it is to be expected that firms will be motivated by prudential reasons for pursuing one labour practice rather than another, the practice of resorting to 'dispatch' labour relied upon a cynical characterisation of the LCL (2008) as a theoretical rule in the same sketchily applied way

as the previous 1994 regulations were perceived. This cynicism might have stemmed from the strong ideological opposition to the LCL 2008 displayed by key Western actors representing MNC interests in China such as AmCham. The rapidity with which the Chinese Government responded with the 2013 amendments suggest that the regulation of the Chinese labour market is entering a new phase of progressive development towards the rule of law.

'Looking at the moon, not the finger'

It is undisputed that the LCL and other related legislations have enhanced wages and working conditions for workers in China in recent years. In many ways the implementation agencies, and in particular, the local governments have collaborated in this effort by increasing minimum wage rates. In spite of their initial fierce opposition, large multinationals have also become increasingly supportive of these legal changes. Though the economy has been seriously disrupted due to industrial unrest and absence of legal knowledge among workers, these laws have not been extended to include collective rights. It is important to note that the strengthening of individual labour rights has not eliminated the possibility of labour activism challenging the labour agencies, government regulators as well as global companies; as the trade unions have resorted to their 'welfare' role much more than 'advocacy' role, the number of labour disputes have emerged bypassing the official trade unions. The text of the law emphasizes a clear preference for "individual" rather than any "collective" contractors are only allowed as "framework documents" such as working conditions, minimum wage etc., Government labour department's not only oversee collective contract negotiations, but also need to approve final agreements.

It is also relevant to understand that the impact of the LCL has not been uniform across the country. For example, increases in disputes were more visible in outlying provinces where large inflows of migrant workers were concentrated rather than in inland provinces. Some of the provinces have indeed taken unilateral initiatives in extending the impact of the LCL. A 2015 regulation of Guangdong Province empowers trade unions to represent workers at "enterprise-level" collective agreements. Unfortunately it is difficult to obtain "province by province" data on the volume of individual contracts. Internal competitive imperatives

for economic growth had encouraged many provinces to endorse managerial prerogatives. It is paradoxical that trade unions have mostly sided with managers in disputations leading to the inevitable consequence of confrontational protests and other forms of unrest. The disadvantages of employment practices were made more unbearable through the bureaucratic rules of local residence permits by migrant workers. Though the **Danwei** system in urban areas have long since disappeared, the residual difficulties of **Hukou** system for rural workers still creates significant disadvantage. In addition, significant number of dissenters still remains vocal in China. During the last few months several senior level academics and political leaders including one Cabinet Minister have criticised the Labour Contract Law for moving too far towards protecting labour and discouraging investors.

Overall, it has to be understood that the implication of law cannot be interpreted with the prism of non-Chinese legal perspective. Law serves a very divergent role in the domestic context of China. Interpretation as well as enforcement of law is anchored in the long tradition of Confucian understandings and behaviour of citizens. It has to be understood that within two decades, Chinese global companies in the Fortune 500 list have moved from zero to more than 100. Only the USA has more global companies than China. Interestingly, Beijing houses the world's largest number of global companies. These massive transformations in such a short time have provided a learning platform for Human Resource professionals around the world.

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The Business Case For Education To Include Soft Skills On The Systemic Level: Reflection On Being A Culturally Responsive Educator In Higher Education

Maria Presentin

The topic of culturally responsive education is well researched. Much has been focused on the topic of pedagogy, methodology and class-room operations. Nevertheless, this topic seems to be mostly researched under the single area of providing education, without having looked at the impact of the economic value and consequences of providing a more culturally responsive education on students after their studies and in their work lives. In addition, students of more mature age already with careers, concurrently fulfilling their higher education would have appreciation for a similar type of teaching method discussed herewith.

This paper will provide context and a business case that explains the bridge of furnishing a culturally responsive education through soft-skills, as a parameter of success for educators, students, and the institution-provider on the systemic level, while explaining the well-being state of using soft skills for all groups, as well as, identifying which skills used have the highest financial benefit for the organization.

This study will include five segments:

- Literature Review
- Practical Observations
- Survey
- Challenges
- Recommendations

It is the author's hope that this article will serve as a catalyst of further research on the topic in hopes to creating an educational system comprehensive enough, both in academic subjects and in soft-skills offerings, to cultivate the future leaders today in our students.

Keywords: Culturally Responsive Education, Motivation, Engagement, Business Case for Soft Skills, Soft Skills, Emotional Intelligence, Leadership Skills, Well-Being.

Literature Review

Culturally responsive pedagogy is defined as "A student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. Culturally responsive pedagogy is divided into three functional dimensions: the institutional dimension, the personal dimension, and the instructional dimension.

The institutional dimension of culturally responsive pedagogy emphasizes the need for reform of the cultural factors affecting the organization of schools, school policies and procedures (including allocation of funds and resources), and community involvement. The personal dimension refers to the process by which teachers learn to become culturally responsive. The instructional dimension refers to practices and challenges associated with

implementing cultural responsiveness in the classroom." (Lynch, 2011).

Gary Howard talks about the seven principles for culturally responsive teaching through building culturally responsive communities in the classroom in the 21st century 'must haves' reforms in accommodating on these aspects:

1. Religion
2. Family Background
3. Gender
4. Culture
5. Sexual Orientation
6. Learning Styles

He goes on by explaining that in building culturally responsive communities, educators must take

into practice these best practices, found as seven principles herewith quoted and analyzed:

1. "Students are affirmed in their cultural connections" – by the educator
2. "Teachers are personally and culturally inviting" – educator shows that they like the students and care for them
3. "Learning environment is culturally and personally inviting" – the institution feels like 'home', with clear signs that diversity lives in it and is honored
4. "Students are reinforced for academic development" – educators would rather catch students doing the right thing and positively reinforce their good work, instead of catching them only doing the wrong thing for redirection
5. "Adjust instructional strategies to accommodate students" – work in harmony with adjustment to identify the students' development levels and learning style preferences, which may include their preferences in learning best through visual, audio, kinesthetic methods. In addition, paying attention to their tendencies in learning preferences while communication and expressing their acquired knowledge, participating in classroom activities and Q&A or in clarifying questions which will include introversion and extroversion (Blanchard, Kolb, Jung).
6. "Classrooms are managed with firm, consistent and loving controls" – educators must know how to use directive behaviors to set goals, expectations, boundaries (including norms of conduct) and teaching when necessary, with respect for the students. Educators are leaders in the classroom that are influencing the students subconsciously to mirror his/her behaviors as a group leader, hence proper social competence in using directive and supportive behaviors are required (Blanchard, 2013).
7. "Interactions stress collectivity and individuality" – provide opportunities for students to express themselves out of the box and out of their comfort zone, while the educator uses supportive behaviors to listen and facilitate self-reliant problem solving (Blanchard, 2013).

He urges that it is important to distinguish between cultural competence defined as the ability to form effective relationships across cultures, and the culturally responsive teaching expressed as educators teach and lead their classes in such a way that the students are engaging in a deeper and achieve higher levels, across differences, without students giving up their identity. Howard stresses that this is not assimilation but a form of educating that leaders in the classroom/educators must capture to facilitate. Because this is not content for assimilation, not all students must engage and achieve deeper and higher levels at all times.

Billings (1994) defines eight principles to achieve a culturally responsive practice:

1. Communication of High Expectations
2. Active Teaching Methods
3. Practitioner as Facilitator
4. Inclusion of Culturally and Linguistically Diverse Students
5. Cultural Sensitivity
6. Reshaping the Curriculum or Delivery of Services
7. Student-Controlled Discourse
8. Small Group Instruction

It behooves the educators to first and foremost in achieving two major foundation skills of being a facilitator rather than just a teacher and to be culturally emotional intelligence (i.e. self-awareness and empathy for others towards cultural diversity, as well as, self-regulation, motivation and social skills (Goleman, 1998).

Weistein (2013) explores several scenarios where children of different cultural background are misunderstood by their middle class teachers in North America, based on the fact that decisions in grades and feedback to parents about the children's perceived inadequate classroom performance and behaviors are a result of the teachers' lack of understanding of these children's cultural and previous educational background experiences/expectations, as well as a major cultural clash between how the teachers were brought up and taught the expectation of 'what a good student looks like, how he/she should behave in class towards the class and the teacher' Vs the children's expectations.

Collins & Hopson (2014) offer the new perspective in providing a culturally responsive education through evaluating students with practical hands-on internships supported by a thorough mentoring process. NYU Steinhardt (2014) offer seven strategies to classroom effectiveness in providing a cultural responsive environment, which again is based on educators' focus on involvement and flexible leadership styles and behaviors to teach (directive) and to facilitate (supportive) – soft skills that are a must and the pillars of leading an optimal environment for learning.

There are the major aspects noted in the literature, above analyzed, when it comes to creating an environment of learning that is sustainable in providing a culturally responsive education:

Educators must learn about:

- Cross-cultural diversity in the audience – what it means, background knowledge of the students, and what it means in application/interaction.
- Social competence and usage of appropriate leadership styles and behaviors when needed – using appropriate amount and combination of

directive and supportive behaviors to respectfully help the students attain their learning goals.

Institutions must set up:

- Provide syllabus that structurally support the environment for a culturally responsive education to happen.
- Institutionalize the framework, competencies, values and behaviors expected of educators, teach and support them in helping the students get an 'A' with equal opportunities.

Finally, educators are leaders, who will always have a choice despite the skills they learn or are told to learn; intentions to apply what they have learned, and experiment while listening to their audience's feedback are key aspects to showing the flexibility in facilitating an open interaction with students and demonstration of their leadership qualities with them. "Empirical studies have demonstrated a reliable connection between intention and behavior" (Zigarmi and Nimon, 2011); whereas, Zigarmi and Nimon (2011) have developed a well-conceived list of intentions that help us to understand better the outcomes associated with employee engagement.

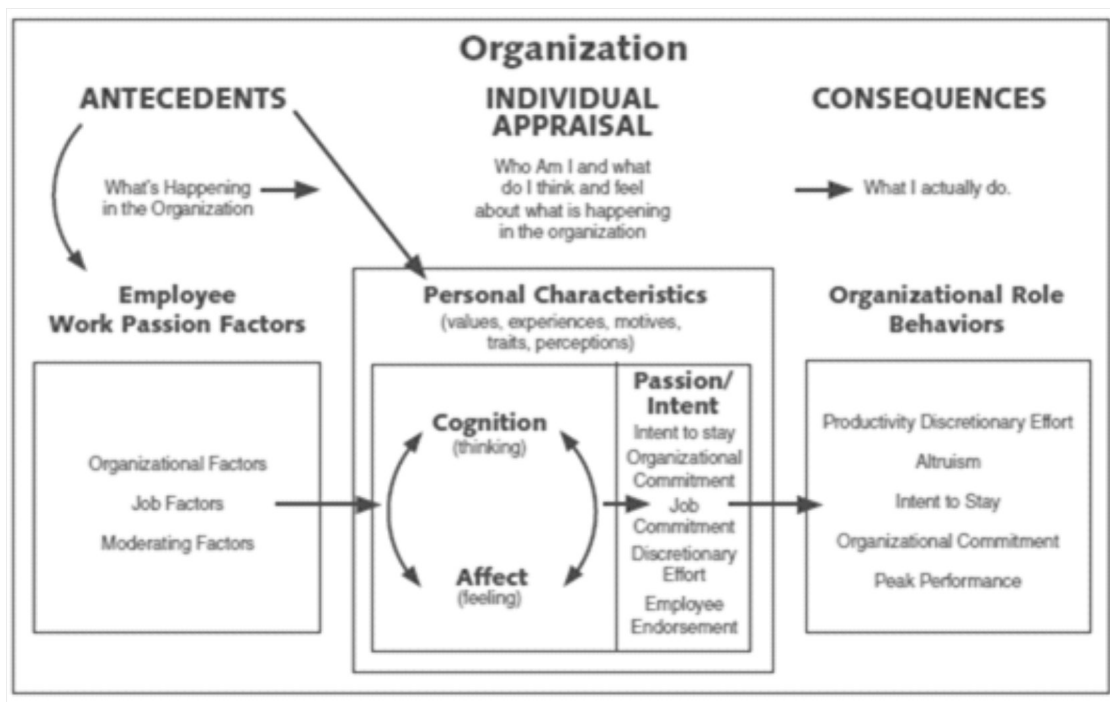


Illustration 1 Source: Zigarmi et al (2011)

Illustration 1 above show Zigarmi et al's (2011) 'The Work Intention Inventory – Short Form' (WII-SF), list of five researched intentions with proven reliability and validity to assess employee work intentions, include:

1. Intent to Stay in the Job
2. Organizational Commitment
3. Job Commitment
4. Discretionary Effort
5. Employee Endorsement

These five intentions have a direct link to employee behaviors at the workplace and further researched

by Zigarmi et al (2011) against three parameters: job factors, organizational factors and relationship factors. Within job factors, 5 sub-factors constituted the subset, including: meaningful work, autonomy, task variety, workload balance, feedback. Job factors are, typically characterized by academic literature, as factors influenced by the leader and follower. Procedural justice, collaboration, performance expectations, growth and distributive justice are the other 5 sub-factors that make up the organizational factors, mostly recognized by academic research, to be under the influence of senior leadership. Organizational and relationship factors, after a survey from Training Magazine (Zigarmi et al, 2011), were stated to be secondary elements to the work environment, yet important.

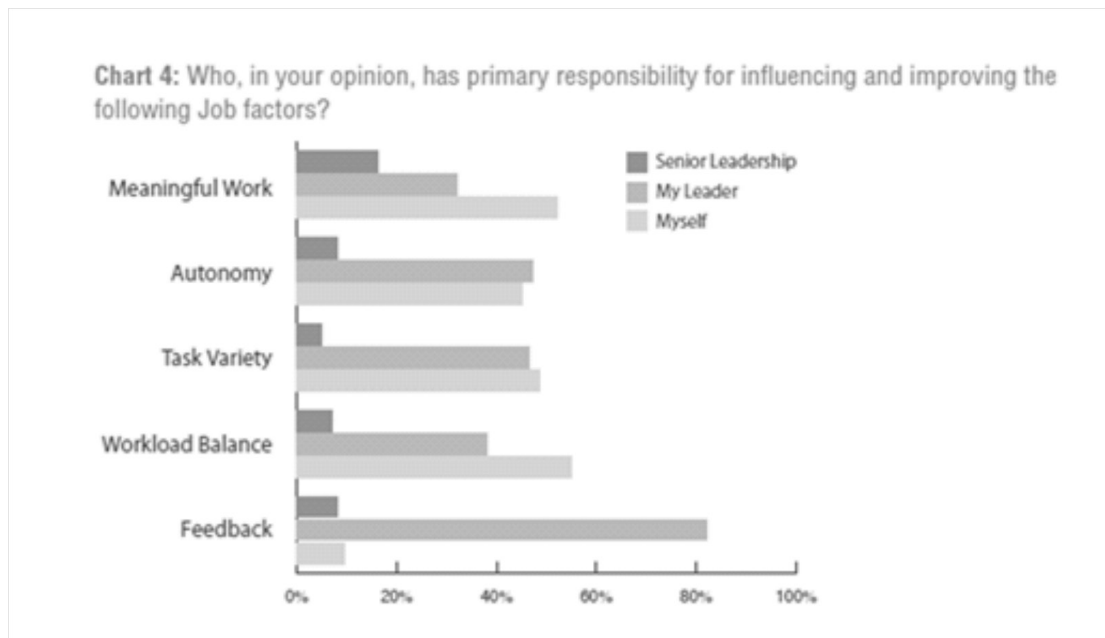


Illustration 2 Source: "Employee Work Passion: What's important in creating a motivating work environment and whose job is it?" Vol. 4 – Zigarmi et al (2011), The Ken Blanchard Companies

In Zigarmi et al's (2011) research, when employees were asked who in their opinion was seen as primary responsible for influencing and improving the 5 job sub-factors (Illustration 2, above), respondents had

mainly picked themselves and their direct leader, with the exception the sub-factor feedback, where they merely picked their leader to provide.



Illustration 3 Source: “Employee Work Passion: What’s important in creating a motivating work environment and whose job is it?” Vol. 4 – Zigarmi et al (2011), The Ken Blanchard Companies

When asked who in their opinion had the primary responsibility for influencing and improving the organizational 5 sub-factors, the respondents offered highest scores for their direct leaders and senior leadership for sub-factors procedural justice,

growth and distributive justice; for sub-factors collaboration, was shared between themselves and direct leader; whereas sub-factors of performance expectations were attributed to their direct leaders.

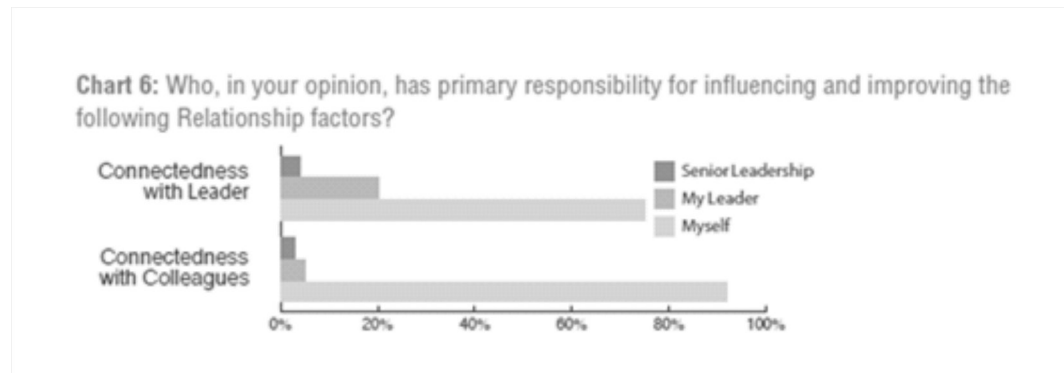


Illustration 4 Source: “Employee Work Passion: What’s important in creating a motivating work environment and whose job is it?” Vol. 4 – Zigarmi et al (2011), The Ken Blanchard Companies

When asked who in their opinion had primary responsibility to influence and improve relationship factors, subset by connectedness with leader and connectedness with colleagues, although both ratings showed highest on themselves, they also expect their leader to take on the responsibility to connect with themselves.

Educators’ level of engagement in dealing with a multicultural environment and providing an equitable culturally responsive educational environment for their audience will depend on the partnership of their supervising-leaders within the faculty as well as the administrative functional senior leaders within the educational institution.

What this means in practical terms: This research shows that employees are constantly making appraisals of their work environments and the survey tells us that employees see themselves equally responsible, at time, more responsible for their wellbeing and engagement at work. The good news is that in return for this responsibility, the educators' direct supervising-leaders can provide an environment that is more optimally motivating for their employees when they partner with them in achieving these Employee Work Passion factors in collaboration, especially when educators are finding it challenging in shifting their own behaviors at work, more coaching, support and redirection may be useful coming from their supervising-leaders as mentors (Zigarmi et al, 2011).

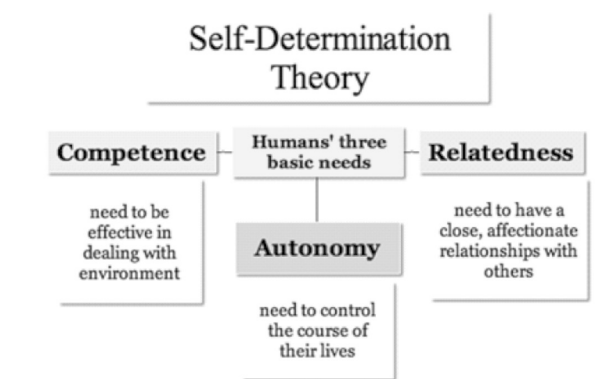


Illustration 5 Source: "What is Self-Determination Theory" - Positive Psychology.com

Deci and Ryan's (2000) research on Self-Determination Theory tell us that behaviors that undermine the three human basic psychological needs determined by Autonomy, Relatedness and Competence (ARC) will result in a person experiencing poorer motivation, performance and well-being. Specifically, in a research quoted by their paper by Lyengar and Lepper (1999), between Americans (USA) and Asians (East Asians), where human basic psychological needs (ARC), culture and well-being were studied, examining the following aspects affecting intrinsic motivation:

- Making choices individually
- Accepting choices made by trusted in-group members
- Having the choice imposed by distant or non-trusted others

Both American and Asian groups had the lowest intrinsic motivation to (c), whilst the Americans, coming from an individualistic culture/society, preferred (a) as primary intrinsic motivator, whereas the Asians, preferred (b) as their primary intrinsic motivator, since the Asian culture is more of a collectivist nature.

For Americans, making decisions individually presented a sense of volition and autonomy, exhibiting a sense of control, whereas for Asians, the sense of well-being exerted from volition and autonomy came rather from endorsing a choice made by a trusted in-group member whom they could identify with, hence autonomy is interpreted different culturally.

Deci and Ryan (2000) continue to explain that groups such as educators, families, communities, clubs, workplace provide tools, practices, values that might allow basic psychological needs to be satisfied so as to feel volition, autonomy of choice, cohesion and relatedness. For as long as these are satisfied, one can expect health and positive well-being. However, if the values and goals are non-integrated because of cultural or sub-cultural chaos, pressure, challenging, non-supportive, one would find people experiencing negative sense of well-being, instability and fragmentation in the cultures, resulting in a negative impact on outcomes on goals, performance and relationships for the individuals and groups.

"Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds."- (to increase their learning motivation).

-Raymond J. Wlodkowski and Margery B. Ginsberg

Wlodkowski and Ginsberg (1995) speak about how motivation is inseparable from culture, for example in the more individualistic societies, self-preservation is important, hence in cases of frustration and tiredness he/she may take a moment to stop to recover own energies, whereas in the Chinese culture where hard-work is highly regarded, the frustrated/tired person may just continue to work. Educators observing these two types of cultures in class, may be taking a risk when benchmarking 'what a good job looks like' behavior

only from the Chinese student, as the educator may not be fully grasping the observable feedback leading to students being frustrated.

“We can only conclude that, as long as the educational system continues to relate motivation to learn with external rewards and punishments, culturally different students will, in large part, be excluded from engagement and success in school.”

-Raymond J. Wlodkowski and Margery B. Ginsberg

The carrot and stick rewards and punishment is still widely used in Worldwide educational systems (higher education included) stuck in the 20th Century method of educating and believe-system that human beings are extrinsically motivated, based on external rewards, rather than intrinsically motivated, i.e. we are all naturally self-motivated, the question is, whether we are at that moment in time optimally or sub-optimally motivated (Fowler, 2012).

Wlodkowski and Ginsberg (1995) talk about education system to be more culturally responsive through applying the understanding on human intrinsic motivation, thus, offered a framework with four motivational conditions to help teachers and students increase their collaboration and engagement. Those conditions involve:

1. **“Establishing inclusion**—creating a learning atmosphere in which students and teachers feel respected by and connected to one another.
2. **Developing attitude**—creating a favorable disposition toward the learning experience through personal relevance and choice.
3. **Enhancing meaning**—creating challenging, thoughtful learning experiences that include student perspectives and values.
4. **Engendering competence**—creating an understanding that students are effective in learning something they value.” (Wlodkowski and Ginsberg, 1995).

Senge (1990) defines the five disciplines to creating a learning organization. We as humans are naturally curious, holistically, why things function the way they do, or are the way they are, only our educational systems have put them into buckets of disciplines in support of fragmentation. Playing

to the natural human curiosity, Senge challenges people to work and think in a more whole way by applying the five disciplines, which will only enforce each one synergistically more substantially with a multiplier effect in creating organizations that learn in a constant mode. Leaders and employees become thirsty for more knowledge instead of standing still in their existing knowledge and resistant to anything or anyone that is different from them – i.e. change and diversity. Learning organizations provide a competitive edge in the market, which is a key motivational driver to pursue a strategic cultural transformational process. Leadership is instrumental in fostering the formation of a learning organization, and those skills in building such organizations involve:

1. Cultivating a shared vision amongst all stakeholders of the organization
2. Challenge mental models that suppress open communication and hinder learning
3. Promote practices, processes and relationships that encourage systems thinking as the mainstream approach to problem solving and innovation
4. Support the intrinsic and extrinsic benefits of personal mastery for personal growth and self-improvement
5. Generate and recognize that people need a safe environment to express their ideas, opinions and concerns, feeding back across functions and levels by promoting team learning.

These disciplines, with endurance and perseverance will flow through the leader to the rest of the organizational members and embed into its culture. Structures that were once run by charismatic and autocratic leaders are then transformed into processes and organizational pillars that promote creativity and vitality in their people, resulting in the leaders’ legacy as outcomes to this commitment in educating others the same way.

When creating a culturally responsive education, the structural embeddedness of processes and procedure of the organization, openness and support of the leadership of the institution in applying new concepts and providing educators with appropriate leadership skills are ultimately a systemic project that needs to be worked in conjunction by all stakeholder of the organization in question.

Structural changes must integrate measures of impact on financial performance – ROD for the change invested. One of the ways of looking into the matter is to using Tipping Point analysis from Complexity Theory to measure organizational competencies. Boyatzis (2006) has demonstrated that competencies have a great impact on financial performance measures (i.e. revenue from clients and gross margin as measures of financial performance) of leaders studied. Competencies were clustered in four key areas:

1. Self motivation
2. Self regulation
3. People management
4. Cognitive

Clusters 1-3 were considered Emotional Intelligence clusters (Boyatzis, 2006). The research done through a 360 degree assessment of the organization's leaders and found that:

- Revenues were significantly correlated with the competencies of Facilitates Learning and Values Learning.
- Gross Margin was significantly correlated with eight competencies including: Taking a Risky Stand, Planning, Self-confidence, Leadership, Coaching, Facilitates Learning, Systems Thinking, Empathy – see Illustration 6 below.

Table 1
Correlation of competencies shown, as seen by others and financial performance

Competency	Account Mgr. Revenue*	Account Mgr. Gross Margin
Initiative	.192	.145
Planning	.206	.385*
Achievement orientation	.103	.079
Self-confidence	.087	.310*
Taking a Risky stand	.238	.359*
Self-control	.188	.172
Adaptability	.050	.318*
Conscientiousness	.192	.145
Values learning	.324*	.273*
Oral presentations	-.011	.140
Networking	.164	.127
Leadership	.191	.408*
Coaching	.091	.370*
Empathy	.249	.383*
Influence	-.075	.059
Facilitates learning	.337*	.494*
Distinguishing the firm's reputation	.095	.102
Pattern recognition	-.087	.128
Systems thinking	.189	.345*
Knowledge	.207	.111

* Spearman's rho correlations are reported with 1-tailed levels of significance: * p<.05; ** p<.01; ***p<.001; n= 43.

Illustration 6 Source: Boyatzis (2006) – “Using tipping points of emotional intelligence and cognitive competencies to predict financial performance of leaders” – Psychothema, Vol. 18, Supl., pp. 124-131

These results have a powerful message for organizations to consider:

1. Emotional Intelligence (EI) can be developed and it is a skill. All EI competencies with significant correlations to financial performance are soft skills that can be developed and practiced by individuals – Clusters 1-3.
2. Combining Emotional Intelligence with Cognitive competencies leaders reach their best in terms of leading people to achieve their financial goals, as shown by the Gross Margin correlation with Clusters 1-4.

To provide pedagogy in higher education that is culturally responsive in the 21st century economy,

when globalization is at the core of achieving maximum returns by being more efficient and effective for all organizational sizes with the help of open markets, and at the mercy of exhausted local resources/markets for competitive edge and profits, limited local growth potential, etc. organizations and educational systems need to be current of people and organizational needs for investing in higher education to advance in their career opportunities and organizational fit. In the day in age where education is no longer a luxury, but a given must commodity and expected of everyone, especially those in the urban areas, more and more organizations are demanding higher education institutions for soft-skills and expecting their educators to readily possess those skills.

FROM 20th century industrial economy mindsets and skillsets	TO 21 st century information economy mindsets and skillsets
Purpose of a company is make profits for shareholders	Purpose of a company is to create value for all stakeholders
Best way to make profits is to compete to win more share of an existing pie	Best way to create value is to collaborate and innovate to co-create and share in a new and much larger pie
The leader’s job is to direct and motivate people to accomplish the company’s goals	The leader’s job is to engage and empower people to create value for all stakeholders, including themselves
People are selfish and will only look after themselves so you need to monitor them closely	People are naturally wired for fairness and reciprocity, and perform best when given autonomy, accountability and the ability to collaborate
As a leader you need to accumulate power and influence though securing scarce resources in well-protected silos	As a leader you need to facilitate open, value-creating networks that engage many people and multiply abundant resources
Change is threatening and likely to cause you to lose your hard won gains	Change is normal and necessary for continual value creation and growth

Illustration 7 Source: Comparison of mindsets and skillset requirement shifts from 20th century industrial economy to 21st century information economy, source The Ken Blanchard Companies (2012)

Illustration 7 above shows the clear 21st Century mindset and skillset shift needs in the markets, that will have a direct impact on educators and the institutions they provide their services in.

Higher education today is purchased by sophisticated informed decision-making from their

audience (i.e. students and their parents, guardians), thus, if anyone is serious about providing education services with a culturally responsive skillset that commands class-room development of leadership skills, cohesiveness in teaming with diversity and cross-cultural understanding, resilience in change skills so as to answering the 21st Century career

needs in the markets, they will be serious first to educate their own educators with such skills to apply in their classrooms that will more and more become diverse in terms of background and cultures. It is all about walking the talk! As a result, the institution and educators can only become richer in their effort by reaping the benefits of enjoying more experience, best practices to share, perhaps a business niche, raised reputation in the market, revenues and respect for how they teach and what they stand for as their mission.

In Practice Observations

The illustrations (below) reflect the principles for building a culturally responsive practice through building a leaning community where relationships take precedence between the educator and the student. The pictures, below in Illustrations8 and 9, stress the need for two major blocks of development:

1. A structural change in the education system of the institution in order to apply these principles.
2. Education for the educators which will include soft-skills (including coaching, empathy, EQ, self-awareness assessments), mindfulness training (e.g. the 'Just like me' practice principles), and how to be more inclusive with their students. Controls over the actual class-room practice and feedback mechanism for educators' further development are necessary. This portion is severely important as the students will replicate what they learn in the classroom from their educators/leaders and play it out in their workplace and community interactions.

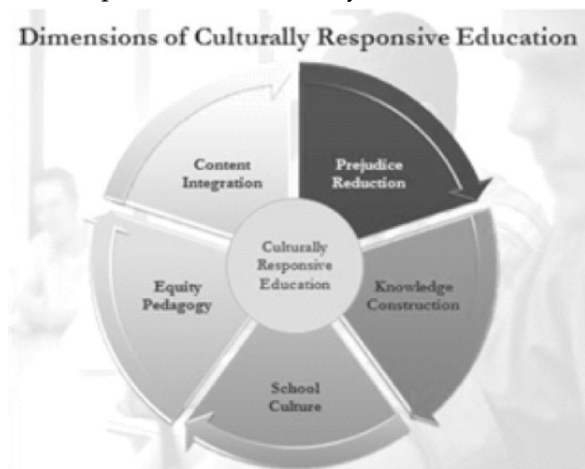


Illustration 8Source: "Culturally Responsible Pedagogy and Practice" - nccrest.org

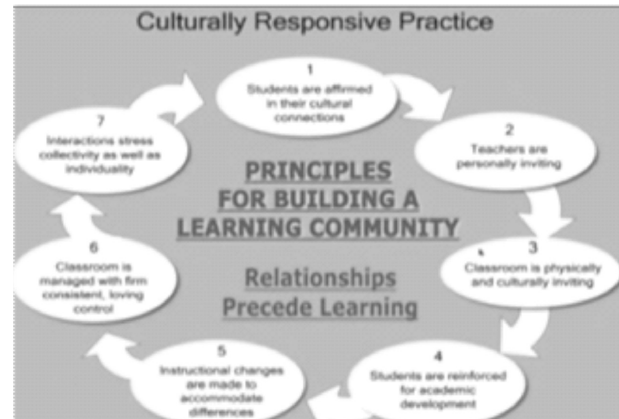


Illustration 9 Source: "Culturally Inclusive, Culturally Responsive" – teachllreachall.com

Discussion

A third block in addition to the structural institutional change and supplying education for the educators, is to take the principles from Gary Howard, and, Billings (1994)seven and eight principals of a culturally responsive practices have direct impactbeyond the classroom ,which is in addition to furthering the students' ability to create relationships in the class, with their educator and prepare them for their future careers with social skills to build social competence and resilience, as the soft skills of collaboration and engagement are in seek for this type of classroom environment practice.

Adding syllabus focused in helping effective human interactions and leadership through educating the students soft-skills to help them achieve higher levels and engage deeper levels, hence providing the students the ability to be future leaders in their communities and workplace, giving way to a path for building learning communities, organizations based on a strong foundation of powerful questions, curiosity and effective behaviors, disposing of unnecessary and hurtful judgments on the onset based on cultural differentiation.

Based on the Employee Work Passion research from Zigarmi& Nimon, on Work Intention Inventory (2015), one can derive a potential business, economic outcome of the institution in higher education based on the students' ratings on the educator and of the institution. Take the scenario of classroom interactions between the leader of the class (the educator) and students, the research explains that interactions with the leader are always being appraised, in our example, by students towards

their educator. When interactions with their leader are appraised to be positive, a positive sense of well-being is experienced in the individual, hence, his/her intentions to do above-average work, give discretionary effort on the work, be a good citizen to the institution and to endorse the educator and the institution is high, resulting in the individuals' behaviors to focus more on achieving results, through the good relationship built with the educator. The contrary is true! Thus, institutions do not only have to sell the best programs for students, they need to be educating the educators to create an environment in their classes that results in interactions that provide a positive sense of well-being while communicating with their students, so as to achieving positive appraisals for the educator and institution, directly impacting the reputation and the potential level of sign ups in the program with such environment institutionalized. A positively appraised interaction is often the result of the leader having created an optimally motivating environment that is safe for students to explore, share and question – to learn!

Organizational Needs & Outcomes for EQ Leadership Skills

Organizations that sponsor for employees' higher education, or executive education are looking to achieve specific fruitful outcomes that add value to their daily workplace harmony and productivity. Today, companies that are regulars in buying further development for their employees have purchasers that understand that behavioral change is a process and it takes time. Instead of quantifying the specific behaviors, it is very normal to rather qualify the changes and behaviors they would like to achieve for their participating employees, such as:

Needs

- Need for managers to transition from a traditional directive and autocratic management style to a more empowering, inclusive and engaging approach.
- Have the ability to set and achieve goals, and can productively manage projects, people, and teams.
- To improve communication between managers and direct reports and also have a way to more quickly develop self-reliant employees. Part of this goal is to increase the frequency and quality of conversations about performance. Without these

conversations, employees are not as focused or as productive as they need to be.

- Leaders are faced with managing a diverse, multigenerational workforce. Your leaders must recognize the different needs of each generation and how best to lead individuals across multiple generations.

Outcomes

- To see further improved engagement scores in key dimensions, including employee recognition, performance management, and communication
- Focused changes in the organization can help employees increase their satisfaction and find meaning in the work they do and in the products and services they provide. When work is meaningful to people and is connected to what they truly desire, they unleash a productive and creative power they may never have imagined. Individuals contribute more energy, creativity, and resourcefulness to the organization because they are more motivated.
- A consistent leadership development process for the organization will help increase the frequency and quality of conversations about performance and development between your managers and the people they work with. Because a common language is used, there is more open and positive communication. Effective leadership creates positive attitudes, commitment, and feelings and leads to long-term results. Leaders are able to positively influence retention, employee satisfaction, and engagement, as well as business outcomes.
- To develop managers and leaders who are highly skilled at providing work direction, goal setting, coaching, performance evaluation, active listening, feedback, and proactive problem solving. Outcomes of effective leadership include reduced turnover and absenteeism, increased individual and organizational productivity, improved job satisfaction and morale at all levels, and improved levels of internal and external customer service.
- Managers will be able to lead more intentionally and handle performance issues more effectively. Leaders will learn to diagnose individuals' development levels and competencies when they

assess performance and then tailor their leadership style in a way that is most appropriate for the situation. Research indicates that employees in this type of environment have higher morale and are more productive. They see the organizational climate as positive and perceive their managers as interested in their growth and development. They contribute more. And they stay. In an economy where there are options, investing in development—so that leaders and the people they work with stay—is critically important!

Skills Requirements

- Managers need to have the skills to effectively lead their teams through major change and reorganization.
- Without a process that aligns everyone within a common vision and purpose, people may struggle with productivity and commitment issues.
- Managing people's fear, frustration, and questions about the future could be a key concern at organizations. People may be more focused on what they are losing instead of considering the advantages of moving forward. The result is fear and concern about the future. This can negatively impacted the entire change process.
- Potentially different standards and cultures may have consequences for employees, requiring many to learn new ways of working together and appreciate diversity.
- Change is not easy. There is an unacceptably high failure rate associated with organizational change, which can lead to:
 - Unmet expectations regarding business results
 - Wasted time, money, and organizational energy
 - Low productivity
 - Low morale
 - Involuntary turnover

- Lower probability of successfully implementing future changes

Because ROI of these skills are hard to measure (Bates, 2009) due to high costs and the requirement of longitudinal process driven monitoring, it is mostly more appropriate that the managers and leaders of the organization be equipped with these skills of communication, coaching, collaboration and change efforts than bringing in a consultant. Apart from being cheaper, it is important to know that the insider employee, given the right skills and environment can be enabled to do much of the catalyzing of the communication and change efforts prior to inviting an organizational consultant. Employees are the organizations jewel and possess all the information (formal and informal information and relationships) and expertise of what the organization needs, hence capitalizing on them is one of the best ways to keep up with an harmonious changing environment, as they would be innovating the organization in the most familiar and harmonious way, provided they have obtained the skills and mindset to do so.

Such skills take time to hone, and learning them as early in life as possible (i.e. during schooling or at higher education) and practicing them on a daily basis makes it a way of life for the individual, and it becomes considerably cheaper for the organization in terms of having to spend less on basic Emotional Intelligence leadership behavioral courses in the later stages of employee life.

What CEO's Want To Learn

Several researches and models are available in measuring training and coaching investments in organizations such as the Kirkpatrick Model and the Phillips' Methodology of measuring learning have been effort generated to finding the ROI and ROE for learning (Illustration 10, below). The measurements are a combination of a mixture between tangible and intangible analytics that involve the sentiments and implementation of what was learned, as well as impact on business results, which then would result to metrics over time on ROI.



Illustration 10 Source: Learning Analytics. Source: Lean Learning Wikispaces.com

For informal learning methods like coaching, the measurement of success through a phased process to help the organization visualize what the client can expect changing behaviors is used. Measurable behaviors are rather observed and felt by peers, leaders and subordinates instead of seen through metrics that denominate cost Vs profit (ROI of the investment). The element of emotional intelligence is present in every single step, at this process of measurement, see below Illustration 11, below (Overland, 2013).

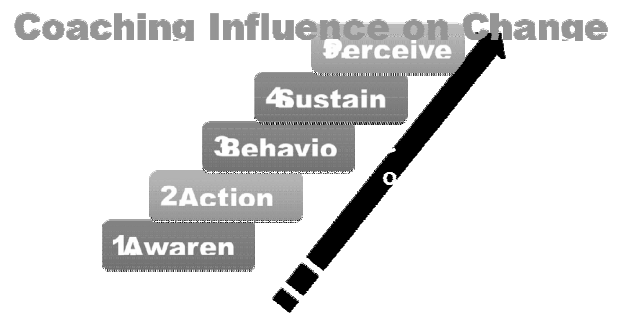


Illustration 11 Source: Patricia Overland, Measuring and Evaluating Coaching, The Ken Blanchard Companies, 2013



Illustration 12 Source: HBR.org

Such skills that are required and missing in the organizational leadership are the very foundation of human interaction behaviors that we value and respect people for. We all want to be able to be respected and valued mutually. Interaction norms in meetings and in team work are very often not set, but in group coaching such guidelines are very clear to those that have learned the skill, for example:

Coaching Literacy Norms

- Assume positive intentions
- Actively listen to one another
- Feel comfortable and respected if you disagree
- Be aware of your “air” time
- Honor peoples’ time with starting and ending times
- Feel free to take risks in our safe environment
- Keep our conversations confidential when needed
- Operate in collegial, friendly, and supportive atmosphere
- Solicit sharing of ideas of everyone

(Source: Direct quote from Lieb “Principles of Adult Learning”, 1991)

The coaching norms, herewith presented, encourage mutual respect and generate a safe space for mutual support and creative exploration of ideas. Again, these norms are common etiquette with coaches and people in the learning industry, which are not too visibly observed in the other industries and organizations, including when teaching in formal higher educational institutions. Building an organization that fosters self awareness and the awareness of the sentiments of others (i.e. skills on Emotional Intelligence) has been a true challenge for organizations that wish to build a consorted environment of high performance teams, because people are hired into an organization from different backgrounds and very diverse education and experiences. Depending on the lifecycle of the organization, whether the employees work passion ratio is high or low, its budgets for employee development and its cultural beliefs on its own people, having everyone equipped with soft skills and practicing may not be the easiest task over time.

However, if those leaders today had been given in their education, when young, the opportunity

to learn self awareness, awareness of emotions of others, as well as how to manage those emotions and how to interact with others despite differences in cultures, while incorporating leadership skills and generating a group effort of building a safe and emotionally satisfactory environment to work with each other from a younger age, organizations of today would be going through an easier job and spending less on foundational skills of human behavior and interaction for their employees.

Hence, *Emotional Intelligence and Leadership skills are NOT Soft Skills – they are the foundation and pillars for strategy and the score card for financial sustainability and effective leadership over long term – see Neely et al – Performance Prism.*

Emotional Intelligence and leadership are a recession proof skill. It turns on human’s capacity to adapt, be flexible, to collaborate and to innovate new ways of working together. It therefore, gives opportunity to try different things without sacrificing profit. The tangible fact seen in several economic recessions is that school text-books are a good business, whether there is recession or not, we need and spend on education at all moments in time, often, funded or subsidized by governments, especially in the emerging markets.

Education as a System

It is about honoring the vertical ‘couple’ between teachers and students (Goleman, 1998), as well as about co-creating team learning efforts in this relationship, i.e. students’ needs are what the educators should focus on, apart from academics, as they learn better if the vertical relationship was a nurturing one from top down, whilst reciprocity may be exhibited by the students eagerness to participate and to contribute with confidence and self-trust instead of with fear; and team learning peer-to-peer students relationships are fostered. On the same note, educators that practice peer-to-peer coaching to promote learning amongst themselves are building a collaborative team ascension that model strong self-management. Autonomy and self-reliance is reached through these team strength building efforts. Economic value is built in the system beginning from the foundation of educational level when the schooling system is prepared to take Emotional Intelligence and leadership skills seriously by introducing them into all layers of the educational bodies including: the management teams, administration staff, educators and to

students. The human behavioral development will begin in a faster speed across all hierarchies of the society on Earth.

William Glasser (1998) suggests that humans have not developed in behavior for at least 100 yrs from 1900 – 2000, see Illustration 13 below.

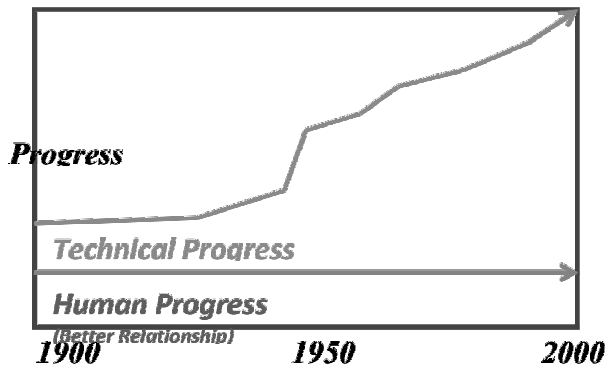


Illustration 13 Source: “Technical Progress as Compared to Human Program”. Direct reproduction from ‘Choice Theory’, W. Glasser (1998), page 9.

Glasser tells us that in the evolution of people in terms of human interaction and relationships has not improved all over the past 100 years, per his chart above, compared to the significant technological advancements we have been able to see in the same time frame. This has happened because when we are focused in technology there is a tangible outcome in mind through a development process to achieve that goal, i.e. a process through research, discovery, and implementation for an outcome – tangibles. Tangibles may come in the form of profits and better living standards or others. With the human interaction and relationship-social skills, - you either have them or you do not, or, you either use them or you do not - while people have not been held accountable for their behaviors, nor is there a process that is taught how to build better relationships attached to a purpose. For most people, the purpose of getting an education is to have a better living standard than our parents and to succeed financially for ourselves, as our parents would wish for us. Hence, if the educational system does not promote the idea of learning human interaction and relationship building skills for a better tomorrow, which can also take place in the same learning process as technology did, i.e. of willingness and practice to research, discover and implement, the hopes of having the human race

more EI adept over the 21st century, en mass, will still be more of a dream and desire than a reality.

Knowing how to function and build relationships is part of generating social intelligence, which builds collaborate teams. Today, with the network agile environment of firms in the 21st Century, companies that are working towards becoming high performance, EI and leadership are skills that are as tangible as they gets, since the demonstration of these skills may just be the top priority of team driven organizations to hire from.

Senge talks about team learning as one of the five principles of creating a supporting and effective, cohesive and harmonious system as one. People look out for each other as a key responsibility in working as a team.

Well known organizational tycoons that have used intuition to make decisions include amongst many Steve Jobs when hiring capabilities to support the growth and development of Apple. In his later years, he relied mainly on others for key decisions without sacrificing his values. Zwilling (2012) commented that long gone are the days when leaders overuse their power in autocratic decisions that are purely based on their single passion, ambition, drives and power hungry egos to achieve or to prove themselves superior. Very often, when such leaders are interviewed they tend to self-applaud their ‘brilliance’ by attributing to their ‘hunch’ or intuition for the success of an M&A or the profitability reached. In fact, Zwilling argues that decisions must be accompanied by conscious analytical scrutiny or reasoning with appropriate team effort, as opposed to a single leader to bear it all. This team effort can take the format of internal and external teams or partnerships with different types of stakeholders that have an interest of the company’s success. It must involve:

1. **The recognition that “none of us is as smart as all of us.”** By involving customers for feedback and product development, by leveraging the latest technology in social media and crowd feedback at very low cost.
2. **New models for “collaborative leadership” in organizations.** By using Wikipedia offered ‘open source’ software to support open innovation in a collaborative manner for decision making and the promotion of flat hierarchies. Collaboration

is skills that organizations invest on in the 21st Century adult L&D.

3. **The use of data and analytics to support and make decisions.** By using systematic analysis through data and the organizations' analytical power is a good back up to intuition while making decisions.
4. **Technology moves to the realms of knowledge, insight, and judgment.** By leveraging on the latest information technology architectures, the informal and formal knowledge can be retained and transparently shared, as well as captured instead of getting lost with situations in organizations that are suffering from turnovers or lack of succession planning.

Such team learning behaviors may be learned in schools and higher education, when educators have actively taken care of modeling these behaviors and legacy of their practical experiences in social-intelligence interactions.

Field Survey: Singapore, December 2015

To further built on the business case for soft-skills to be taught in the educational institutions, as a model of serving the students with culturally responsive education, a questionnaire was administered. The purpose of this survey was to ascertain if adults working in the organizational environment with children at school and higher education, have a pro or con opinion about their children's educational institution offering Soft Skills.

Findings

Question		Responses			
1.	Are Soft Skills important in running your business or function?	Yes 17/17			
2.	Are Soft Skills important in your daily life with your family, community outside your workplace?	Yes 17/17			
		Pure Academic	Optional Softskills	Compulsory Softskills	Not Answered
3.	If you were choosing amongst 3 short listed schools/universities/colleges for your child with other resources and constraints being equal: fees, institution's reputation, quality of education, future placement opportunities, etc, which institution would you pick, from below three offers: Pure academic subjects Academic and optional soft skills subjects Academic and compulsory soft skills subjects <i>Instruction: Check 1 answer</i>	0	2	14	1
		Future Career	Better Relationships	Build Resilience	Not Answered
4.	Would you advise your child to learn Soft Skills to: a. Better prepare for a future career b. Build better relationships with parents, family, friends, community c. Help build resilience to face challenges <i>Instruction: Check as many answers as you see fit</i>	5	5	9	4

		Very Reputed Academics for My Children	Comprehensive Soft Skills Syllabus, Non-Reputed, for My Children		Not Answered
5.	<p>If you were to chose between (either for yourself, or for your children – regardless the timeline in the past, present, or future):</p> <ul style="list-style-type: none"> • A very reputed academic school/ university/college • Not so reputed, but with a comprehensive Soft Skills Syllabus and academics combined <p>Which one would you chose from: (a) or (b)?</p> <p>Is the choice for yourself or for your children?</p> <p><i>Instruction: Chose 1 answer</i></p>	6	8		3

Illustration 14Source: Field Survey “How Important Are Soft Skills To You?”, Singapore 7 December 2015, Leadership Workshop – Survey Author and Implementer – Maria Presentin, in Singapore

Results

A questionnaire was provided in a leadership workshop to leaders with hands-on corporate organizational management and leadership experiences with their children either at school or at universities. Responses were attained 17/17 respondents – 100% response rate. Interpretation:

- Question (3) - 16 respondents pro Soft Skills provided in education offerings – whilst 1 participant abstained from answering. Of the 16, 14 preferred to have Soft Skills as compulsory in their children’s educational syllabus.
- Question (4) – Asked about whether as a parent, the participants would advise their children to learn Soft Skills to better prepare for: Future Career, Better Relationships, Build Resilience and all of them had similar ratings with the highest at 9 answers for Building Resilience.
- Question (5) – When asked if the parents would chose a: Very reputed academics driven institution, or rather a more comprehensive Soft Skills driven syllabus institution that non-reputed for their children – the answers were 6 Vs 8 respectively. Those 6 participants that responded for reputed institution over Soft Skills/non-reputed institution have actually explained that

in the Asian societies and regional environmental and career pressures, it is best to send their children to a higher reputation educational institution to pave their future solidly. However, the same respondents have voted to prefer an institution that offered compulsory soft-skills if the reputation of the institution was not at stake (Question 3). Those that chose Soft Skills/non-reputed institution over reputed were adamant about paving their children’s path in their career, and social competence.

Based on the Illustration 14 above, 5 questions were close-ended with answers identified in the graph.

One open-ended question number (6) - “What are the reasons for choosing or not choosing to learn Soft Skills? Please explore and express your answers freely and openly.” – Participants’ rationale behind choosing to learn Soft Skills is to manage change in challenging situations, advance in career path, perform adequately in communication, view them as skills essential and critical for personal and professional success and to enhance job competence seen as important for both self and children’s development. All of the 17 participants thought Soft Skills were important.

Nationalities included:

- Singaporeans – 5
- Malaysian – 1
- Indian – 2
- Chinese, PRC – 1
- Thailand – 1
- USA – 1
- Philippines – 3
- 2 abstained from sharing their nationalities

Age ranged from 25-53 years old, with a majority in their thirties and forties.

Headcount managed per participants ranged from:

- Direct reports - 0-12
- Indirect dotted-line reporting – 0-7
- Influence without position power – 0-150

Reflections

It is important to note that institutions need to make a contemporary business case to answer to their audience's needs which essentially are split into 2 types: the parents who work in organizations that are living with high pressures of constant change and demanded to be socially competent whilst dealing with human diversity (cultural and background), whilst most have not had a chance to be educated with Soft Skills from their schools, and are today choosing and investing on educational institutions for their children, as they recognize the need to make a more informed choice on the syllabus of the institution that supports their children's academic as well as social and resilience building competence. On the other hand, social competence and resilience building depends very much on the educators, who need to have acquired these skills in order to impart them with their students, as they practice them and apply them beyond the classroom context with their families, at work and in their communities. The survey, although limited in sample size, has provided a noticeable bridge linking cultural responsive education and soft skills (Billings, 1994).

Challenges

Several challenges may appear when an educator is thinking of participating in a more culturally responsive manner in the class room. What this

paper proposes is a systemic view of transformation beyond a single educator. Challenges of the systemic size will occur, such as these as immediate concerns to buying in for change:

- In the Western countries, the fact that middle school, high school and university teachers and lecturers come from the middle class, many from the onset of their lives, hence the opportunity for gaining their higher education, the understanding of the local and cultural needs and their learning behaviors may be different from what the teachers and lecturers have experienced while their growing up experiences do not align. The biggest challenge is to dispose of their own cultural background and align to their students' background, learn from them, empathize with them, and collaborate by appreciating and acknowledging the differences in backgrounds. Hence researching about their heritage is essential.
- Creating a culturally responsive education is a systemic change from the onset. The institution will have to work in conjunction with the educators to ascertain involvement and buy-in for it to happen. Meanwhile, the educators going through change of their traditional pedagogic practices will show up with concerns. Zigarmi et al (Leading at a Higher Level: Organizational Leadership, Ch. 11, 2010) talks about six stages of change concerns that if unanswered may result in failure of the institutional efforts to change. Those six stages of concern include:
 - i. Information
 - ii. Personal
 - iii. Implementation
 - iv. Impact
 - v. Collaboration
 - vi. Refinement

Such concerns are predictable and mostly sequential, by best practice, hence, it is possible for senior institutional stakeholders to find out about existing concerns from their faculty, through Q&A's forums. The faculty's questions are a good indication to the stage of concern they are in, and replying to them through constant involvement and interaction is key to obtaining buy-in.

Recommendations

For anything to take place in the systemic level, a business case based on needs, capital, effort and market orientation are some of the elements any institution would require to begin the transformation. Changing an educational body famous for their programs while teaching in the 20th century methodology will take much time, effort, capital and resistance. Hence, the below recommendations are ideas that will help increase the visible critical mass for demand to shift from carrot & stick methods to a more culturally and socially responsive educational system. Action must be taken, and it can begin with just one educator passionate enough to make a difference:

- Preparation about the students is required, i.e. doing appropriate research about the students' background in terms of: their heritage, cultural biases, and different upbringings in order to have a better understanding of the students needs and their learning styles and challenges. The educator is successful through examining his/her own cultural biases and differences and how own beliefs, values and fears correspond to the audience or students. Only then, can the educator begin to shift and begin to appreciate diversity in the assimilation process of the students from own.
- Applying the concept of cultural responsive education onto classroom practices would be very helpful. It would be important to follow a specific framework when educators are not aware of the leadership style to use on certain activities to be more CRE (culturally responsive educated) driven. Ken Blanchard et al (2013), presents us with the Situational Leadership II model of four High Impact Behaviors. These top four behaviors are clustered into Directive Leadership Behaviors which include high impact micro-behaviors of goal setting and showing how, as well as, Supportive Leadership Behaviors that include high impact micro-behaviors of listening and exploring for concerns and ideas.

Situational Leadership II (SLII) – Model of Leadership Behaviors

Directive High Impact Behaviors	Supportive High Impact Behaviors
Goal Setting	Listening
Telling/Showing How/Teaching	Facilitating Self-Reliant Problem Solving (Exploring Concerns and Ideas)

Illustration 15 Source: Leadership and the One Minute Manager (Blanchard et al, 2013)

In the higher educational context, classroom activities that would support an environment of CRE could involve the following list, whilst, used in combination with the SLII Model of leadership, may be a source of effective communication and to build trust with the students, as directive behaviors are instructional behaviors that have the intention to build competence, and supportive behaviors have the intention to build commitment (motivation and confidence) for the students. While competence and commitment are being honed, the appropriate use of these two types of behaviors are intended to support the students to achieve their goals in a self-reliant way, while building a stronger bond through trust with their educators and each other.

The list of possible classroom activities to enhance CRE in Higher Education:

- Charter the norms of what would be CRE acceptable, especially in a very international class of students.
- Educator needs to do enough preparation with a pull and push information pool to stay aware who is in the class, their background, challenges and learning expectations, reasons for taking the classes/degree. The push information can be done through inviting students to fill out a prework and write about their background (education, career, personal details, countries they lived and worked in, languages they speak

and where they learned it), learning styles (if known), aspirations, reasons for taking the course, outcomes expected, what they expect from the educator; the pull information would happen in the classroom where the educator could facilitate an opening ice-breaker on the 1st day of the class by creating a classroom-team charter activity that would involve the creation of communication rules, expectations, norms, etc.

- Once these activities are performed, and since the pull activity would have been facilitated with Supportive Behaviors mostly and agreed about ground communication rules as a whole classroom team together with the educator (being the team leader of the room but needs to abide by the agreed upon rules of communication), there is higher propensity for team members to call on each others' behaviors and follow through with the consequences of not participating in those agreed upon behaviors, which then makes the students more accountable for their own, while the educator will no longer be the sole entity that will have to exercise the ultimate monopoly of command and control. This method would provide the educator a good training ground to learn how to share behavioral responsibility with the team mates, but also it does not question the position power of the educator in the room since everyone is responsible in building a CRE classroom. The Directive Behaviors in the model will be primarily used in sending out good instructions and purpose of the push information for students to accomplish their prework, and to ultimately enforce the communication ground rules agreed upon in advance.
- Taking a step further, both types of SLII Behaviors (Directive and Supportive) are best practices of teaching styles that enforce good communication between students and educators, as it is a proven practical model taught around the world to generate leadership skills and for leaders to build an environment that optimally motivates individuals to achieve their goals and the goals of their teams. The model of Situational Leadership was first published forty years ago as "Management of Organizational Behavior: Leading Human Resources" by Hersey, Blanchard, et al for parenting and HR purposes, taught since then in several universities in the USA by the very authors of the thesis.

- In order to have CRE, again investment in the educators and the educating institution that uphold the quality and standards of educators is important, hence, building cultural competence remains the essence. New York University – Metropolitan Center for Urban Education describes the five areas of focus when building a culturally competent education system:

- Value Diversity
- Self Assessment
- Interacting Cultures
- Institutionalize Cultural Knowledge
- Service Delivery



Illustration 16 Source: New York University – Metropolitan Center for Urban Education

- Alumni of graduates to bring back the learnings to the students of what organizations really need as skills, and create a forum to teach the educators and higher educational institutions about the market needs of soft skills for personal and career progression; while giving the alumni opportunities to mentor and coach the new generation of students and providing opportunities for partnering in hiring and continuous learning and guidance.

Study Limitations

- Several papers have been analyzed on the topic of culturally responsive education, yet the amount of existing research on this field is non-exhaustive,

whilst given the scope, focus and the size of this article, limited, nevertheless substantial information from the papers was analyzed.

- The sample size of the survey is not representative enough, yet it is an indication of organizational leaders preferences for types of education that is more inclusion of soft skills.
- The business case referred herewith can be substantiated with a more robust perspective from different market research through comparing and contrasting leaders and students' survey results amongst countries to obtain a wider inclusion for representation purposes.

Future Research

This will be a paper served as a foundation for the author's PhD thesis on the very same topic. Some ideas that the author would be looking to research on involve:

- Further research data can be collected in comparing multiple Asian regional preferences from leaders in investing in types of education with soft-skills Vs reputation of a traditional academic institution.
- Students in different academic institutions can be compared as a sample to ascertain the pros and cons of learning and not learning soft-skills Vs their career opportunities.
- Actual first and second year employees fresh from school and universities to be interviewed and surveyed in their employability and adaptation to work.
- First time people-managers in organizations to be interviewed and surveyed on their challenges and successes as a result of having learned soft skills Vs not learned, at school and at work.

Concluding Thoughts

The literature in culturally responsive education and teaching is non-exhaustive. Multiple scholars over the years have written about the topic. Those analyzed in this paper seem to have a common agreement that in order to generate a culturally responsive education, an environment of safety contributed by the educator who then develops a positively optimal environment for students to interact with, will flourish. Such an optimal learning environment is best achieved by educators that can model the usage of soft-skills with their students. On the other hand, a common missing

factor in the academic research lack a business case substantiating the economic and reputational consequences of creating an environment that is sub-optimal for learning.

This paper has attempted to provide that very business case through literature promoting Emotional Intelligence and soft skills with a direct influence on organizational economic performance. Furthering, a small survey with organizational leaders was conducted on December 7th 2015 in Singapore, precisely to ascertain their preferences in investing in education that provides pure academic subjects or with inclusion of soft skills.

This paper, given the required scope, has satisfied the foundation for beginning research on similar areas.

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Emotional Intelligence and Job Satisfaction: An Empirical Investigation

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Emotional intelligence is an important prerequisite to becoming successful in personal and professional world. Emotional intelligence is a tool which can be used by employees to achieve higher job satisfaction. The current study focuses on the relationship between emotional intelligence and job satisfaction. It also tries to investigate the impact of emotional intelligence on job satisfaction. The data was collected from one service offering Indian multinational organization in the national capital region of India. Karl Pearson's correlation analysis and regression analysis were used for data analysis. Out of the four dimensions (self control, well-being, sociability, emotionality) of emotional intelligence, only self control was found to be significantly correlated with job satisfaction. Regression analysis result shows that 11.6% of the variation in the job satisfaction of employees is explained by his/her emotional intelligence.

Key words: Emotional intelligence, job satisfaction, self control, well-being, sociability, emotionality.

1. Introduction

It has been proven by practitioners and researchers alike without much scope of doubt that job satisfaction is an important central construct in organizational psychology which influences employees' behaviors important to organizations (Schleicher et al., 2011). 'Satisfaction' is a psychological perception and hence can only be defined subjectively. As defined by Robbins (1998), satisfaction is 'the contentment felt when a need is fulfilled'. If this definition of satisfaction is applied in organizational context, a few factors contribute to experiencing satisfaction in the work place by an employee, namely, type and scope of work (Sypniewska, 2014), pay (Moyes et al., 2006; Miryala, 2013), supervision (Moyes et al., 2006; Bowen et al., 2008; Ferguson and Cheek, 2011; Narayanan and Zafar, 2011), demographic considerations (Shukla, Adhikari and Vijay, 2012; Shukla, Adhikari and Mishra, 2013) social and group factor (the list is not exhaustive but inclusive of any other factor which might bear importance to an individual employee). A scholarly definition of 'job satisfaction' refers to 'employee's opinion or attitude towards the job itself or the relevant environment and to their overall emotional response to their job roles' (Brayfield and Rothe, 2000). This has been considered to be the most effective indicator of vocational happiness. The length and breadth of numerous studies on this subject have confirmed that job satisfaction is associated with few positive organizational outcomes:

- It enhances job performance
- It increases organizational citizenship behavior
- It reduces counterproductive workplace behavior
- It reduces levels of absenteeism
- It improves quality of service
- It reduces turnover
- It increases participation in decision-making
- It enhances maturity in expressing resentment
- It enhances morale

On a personal level, all those positive outcomes in the workplace contribute to physical and psychological well-being of an employee to a great extent.

The importance attached to job satisfaction amongst employees for organizational success has led researchers to study the factors that might be attributed to bring about higher degree of job satisfaction. Emotional Intelligence (EI) has been found to be one such factor that has a direct effect on job satisfaction.

What is Emotional Intelligence?

In his study George (2000) referred to emotions as 'high intensity feelings that are triggered by a stimuli (internal or external to the individual), demand attention and interrupt cognitive processes and behavior' (Forgas, 1992a; Morris, 1989; Simon, 1982). Emotional Intelligence (EI) was described as the

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'ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth' (Mayer and Salovey, 1997). Bar-On (1985) was the first one to invent the term Emotional Quotient, often interchangeably referred to as Emotional Intelligence (EI). A person is said to be emotionally intelligent when he/she has heightened self-awareness and social awareness as well as adequate self-management and social skills (Boyatzis, Goleman and Rhee, 2000).

As it is difficult to establish a concise and objective definition for this construct, it is doubly difficult to assess and measure EI in terms of accurate and distinct numeric. Hence EI has been subjected to rigorous and elaborate research to come up with psychometric measurement tool (s). Various psychometric tools cluster the plausible sub-constructs into different domains that might suit a situation / context. TEIQue, developed by Petrides and Furnham (2006), is one such widely accepted and used tool that categorizes 153 sub-constructs into four broad domains: Self-control, Well-being, Emotionality and Sociability. A better conceptual understanding of these domains is possible if we present an inclusive definition of the terms as under:

Self-control: it includes within its meaning emotion regulation, stress management, impulse control, adaptability and self-motivation.

Emotionality: it includes within its meaning emotion perception, empathy, emotion expression, **relationship management.**

Sociability: it includes within its meaning assertiveness, emotion management, self-esteem and social awareness.

Well-being: it includes within its meaning happiness, optimism and self-esteem.

(The same psychometric measurement tool has been used in the current study)

Why may emotional intelligence of employees influence job satisfaction?

Researchers have come up with explanations why EI might affect constructively employees' job satisfaction. As observed by Stanley and Borrow

(2005), emotions are an important part of being human and they affect our actions and motivations for behavior and practices. Kafetsios and Zampetakis (2008) explained 'interpersonally, emotion awareness and regulatory processes associated with EI are expected to benefit people's social relationships hence affecting the experience of emotion and stress at work' and also 'intrapersonally, use of emotion and being aware of one's own emotions can lead to regulating stress and negative emotions so that one can perform better at work'.

An extension of the above statement validates that employees with higher EI can identify the reasons for negative and positive emotions (Kafetsios and Zampetakis, 2008) and the source of job stress (Brotheridge and Grandey, 2002). Hence they are better equipped to control their emotions which in turn help them to adopt appropriate coping mechanism to reduce work fatigue.

Job demands can be described by role responsibilities, task performance, goals and functions of the position in the organization. Job done gives rise to three psychological states: experiencing meaningfulness, experiencing responsibility and knowledge of results. According to Cherniss (2000), two thirds of competencies linked to superior performance in the workplace are emotional and social in nature. Hence these states increase job satisfaction which in turn promote motivation, reduce absenteeism and reduce intention to quit. It can be said with reasonable assurance that adjusting job characteristics by managers can result in improved performance and satisfaction. Various researches found positive correlation between emotional intelligence and overall job satisfaction (Goleman 1995; Sy and O'Hara, 2006; Ealias and George, 2012; Mousavi et al., 2012; Pandey and Sharma, 2016)

Two crucial organizational phenomenon, namely job insecurity and perception of injustice, have been found to have negative impact on employees' morale and consequences flow to hamper job satisfaction amongst employees (Ouyang et al., 2015) A high measure of EI in an employee plays a crucial role here also to alleviate the negative impact. Emotionally intelligent persons are able to evaluate factors positively and effectively inside the organization stemming out from perceived organizational injustice compared to employees with low EI who magnify the issue out of their inability to evaluate the same appropriately (Zeidner,

Matthews and Roberts, 2004). On a similar note, it has been confirmed that employees with high EI can deal better with job insecurity which also adds to improved job satisfaction amongst employees. Based on results of previous researches, we propose the following hypothesis:

H01: There exists no relationship between Emotional Intelligence and Job Satisfaction of Employees

H02: There is no significant relationship between Well Being and Job Satisfaction of Employees

H03: There is no significant relationship between Self Control and Job Satisfaction of Employees

H04: There is no significant relationship between Emotionality and Job Satisfaction of Employees

H05: There is no significant relationship between Sociability and Job Satisfaction of Employees

How EI influences job satisfaction of employees in different organizational role(s) and position:

High EI enables employees to be more adaptive to various situations eliciting more productive behavior in the workplace. The above finding is especially important for frontline employees in an organization dealing with customers directly. A study by Sony and Mekoth (2016) revealed that frontline employees with high EI are more adaptable to situation(s) and show the ability to react in a more mature and restrained manner in a crisis situation than people with low EI. They can do things in a better way and perform well compared to others which eventually show up in higher measure of job satisfaction.

Studies have confirmed that EI is an important construct for caring professions like teaching as teachers with high EI are better equipped in evaluating and setting their own emotions as well as emotions of their students. This certainly helps fostering positive and nurturing student-teacher relationships resulting in greater degree of job satisfaction (Samanvitha and Jawahar, 2012; Bambale et al., 2015; Long et al., 2016).

Numerous studies have proven with affirmation that EI is a predictor of leadership potential and effectiveness. Sy, Stéphane and Richard (2005) found that leaders who are emotionally intelligent

are proficient in displaying their own emotions, invoke emotions in others and convey a message of authenticity to subordinates. Group members experience more positive moods when leaders have positive mood. All of the above qualities of a leader foster a healthy work climate around their subordinates. The group members experience a general perception of psychological well-being which bears a positive impact on their job satisfaction. It has also been evidenced that leaders with high EI are capable of raising more emotionally intelligent subordinates who can handle negative feelings better with stronger interpersonal interactions. This ultimately results in better job performance and consequently, higher job satisfaction.

Conflict management is another organizational phenomenon which needs to be dealt with care and prudence so not to create negative feelings in the conflicting parties. Conflict arises out of different perceptions of conflicting parties on an issue. Studies have proven that conflict management styles are dictated by the EI quotient of the leader/supervisor/manager. A superior conflict management style of the leader helps in maintaining coherence in group dynamics. The same not only adds to the performance of group but also adds to individual member's job satisfaction.

Another job function which demands high measure of EI is sales job. People with high EI have been observed to be successful in this functional area, especially in dyadic setting. Sales job demands superior interpersonal skills. A sales person with high EI is predictably good with the specific skill of building, nurturing and maintaining relationships which results in higher performance and job satisfaction.

The foregoing discussion brings us to believe with reasonable assurance that EI is an important contributor to an employee's job satisfaction. We propose to conduct the current study to validate the same in the context of organizational set up of a multinational service provider based in India.

2. Objectives of The Study

- To study the Emotional Intelligence level of the employees in the organization.
- To study the Job Satisfaction level of the employees in the organization

- To study the relationship between Emotional intelligence and Job Satisfaction
- To study the impact of Emotional Intelligence on the Job Satisfaction

3. Method

Participants' characteristics

The present study consists of a sample of 120 employees of one service offering Indian multinational organization in national capital region of India. Total population of the organization was 512 and total 228 surveys were distributed in 2014. The sample was spread across different departments viz. HR (45), Retail (33), IT (33) and Finance (9) in the organization under study. The first part of survey questionnaire gathered information about demographic profile of the respondents which includes gender, age, designation, marital status, work experience, and qualification. Out of 120 respondents, 36 were male and 94 were female. By looking at their employment duration in the organization, 117 respondents had been employed in current company for 1-5 years, and 3 respondents for 11-15 years. Regarding the age of respondents, 36 employees fell in the age category of 20-25 years old, 81 respondents fell in category of between 26-30 years old, 3 respondents fell in category of between 36-40 years. In addition, 51 respondents were single and 69 were married.

Measures

For the purpose of data collection, following two survey instruments were used:

Emotional intelligence (EI): 30 item scale developed by Petrides and Furnham (2006) named Trait emotional intelligence (TEIQue) (Short Form) was used to measure emotional intelligence of participants. It is based on the long form of the TEIQue (Petrides and Furnham, 2003). This TEIQue focuses on 15 facets: adaptability, assertiveness, emotion perception (self and others), emotion expression, emotion management (others), emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness and trait optimism. The overall EI score was obtained by combining scores of all 15 facets. These 15 facets were organized under four categories of factors: well-being, self-control, emotionality and sociability. TEIQue is a 7 point Likert scale ranging from 1-7 where 1= Strongly Disagree, 2 = Disagree, 3 =

Somewhat Disagree, 4 = Neither Agree nor Disagree, 5 = Somewhat Agree, 6 = Agree, 7 = Strongly Agree.

Job Satisfaction (JS): Job Satisfaction Scale developed by Singh and Sharma (1999) was used. It is 30 item questionnaire using 5-point Likert scale ranging from 0-4. It contains both positive and negative statements. The test-retest reliability works out to be 0.978 with N=52 and administered within a gap of 25 days as mentioned by Singh and Sharma (1999) in his Job Satisfaction Scale. The validity coefficient was found to be 0.743. JSS also measures job satisfaction in two types of areas- job intrinsic (factors lying in the job itself) and job extrinsic (factors lying outside the job). Job-intrinsic area was further conceptualized as job-concrete (excursions, working conditions etc.) and job-abstract (cooperating, democratic functioning etc.) and job-extrinsic area as consisting of three components, viz., psycho-social aspects, financial aspects and community/nation growth aspects.

Statistical Treatment and Analysis

The data was analyzed with the help of Karl Pearson's Correlation and multiple regression analysis using SPSS-19 software. Also, for the purpose of measuring overall emotional intelligence and job satisfaction level descriptive measures such as mean, weighted mean and standard deviations have been calculated.

4. Results

Emotional Intelligence Level

The first objective of current study was to determine the emotional intelligence level of employees. According to present survey, the average emotional intelligence level of employees is 4.12 out of seven which indicates the existence of a considerable (more than average) level of emotional stability of the employees in the organization under the study. Table 1 shows average scores of Emotional Intelligence and its four factors.

Table-1

Variable Name	Average Score
Emotional Intelligence	4.15
Well-Being	4.62
Self Control	4.35
Emotionality	3.78
Sociability	3.81

Job Satisfaction Level

The second objective was to study the job satisfaction level of employees in the organization. The job satisfaction level of employees was found to be 2.69 out of 4. This indicates that there is more than average job satisfaction level of employees in the organization suggesting that employees of the organization are satisfied with their job. However there is substantial scope for improvement. Out of two job factors, external factor was found to have the highest average mean score.

Table-2

Variable	Average Scores
Job satisfaction	2.69
Intrinsic job satisfaction	2.63
Extrinsic job satisfaction	2.74

Relationship between Emotional Intelligence and Job Satisfaction

In order to know the relationship between emotional intelligence and job satisfaction of employees, Karl Pearson’s correlation analysis was applied where emotional intelligence was regarded as an independent variable and job satisfaction as a dependent variable. Results indicated that there is positive, moderate and significant relationship between emotional intelligence and job satisfaction ($r(120) = 0.341, p = 0.031 < 0.05$).

Pearson’s Correlation Analysis was also applied to know the relationship between all four factors of emotional intelligence i.e. well being, self control, emotionality, sociability and job satisfaction and also to test the hypotheses. Table 3 summarizes Pearson Correlation results.

Table 3: Pearson’s Correlation Results

		Well Being	Self Control	Emotionality	Sociability
Job satisfaction	Pearson Correlation	0.098	.450**	0.149	-0.019
	Sig. (2-tailed)	0.547	0.004	0.36	0.909
	N	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

Results indicated that:

1. There is no significant relationship between Well Being and Job Satisfaction,

$$r(120) = 0.098, p = 0.547 > 0.05.$$

2. There is a significant positive and moderate relationship between Self Control and Job Satisfaction,

$$r(120) = 0.450, p = 0.004 < 0.05.$$

3. There is no significant relationship between Emotionality and Job Satisfaction,

$$r(120) = 0.149, p = 0.36 > 0.05.$$

4. There is no significant relationship between Sociability and Job Satisfaction,

$$r(120) = -0.019, p = 0.909 > 0.05.$$

Impact of Emotional Intelligence on the Job Satisfaction

To know the impact of emotional intelligence on job satisfaction of employees, multiple regression analysis was applied.

Table 4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341a	0.116	0.093	0.11632

a. Predictors: (Constant), Emotional intelligence

Table 5 ANOVAb

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.068	1	0.068	4.995	.031a
	Residual	0.514	118	0.014		
	Total	0.582	119			

- a. Predictors: (Constant), Emotional intelligence
b. Dependent Variable: Job satisfaction

Table 6 Coefficientsa

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.85	0.379		4.876	0
	Emotional Intelligence	0.204	0.091	0.341	2.235	0.031

- a. Dependent Variable: Job satisfaction

Table 4 shows the Regression Model Summary. Table displays R, R Square, Adjusted R Square, and the standard error. R is the multiple correlation coefficient, is the correlation between the observed and predicted values of the dependent variables. In the model, the R value of .341 indicates the moderate relationship. R square value of .116 (11.6%) indicates the proportion of variation in the dependent variable explained by the regression model. The R square moderate values indicate that the model fit the data satisfactorily. Adjusted R squared value of .093 attempts to correct R squared to more closely reflect the goodness of fit of the model in the population. The unstandardized coefficients are the coefficients of the estimated regression model. The t statistics can help to determine the relative importance of each variable in the model.

ANOVA Table 5 tells that the overall model is significant as $F = 4.995$ and $p = .03$. So, the individual variable i.e. emotional intelligence has a significant relationship with the dependent variable i.e. job satisfaction.

Coefficients tell the unique effect size for the variable. In the Table 6, Independent variable uniquely predicts the value of dependent variable.

Emotional Intelligence, $\beta = 0.204$, $p = 0.031$

Model

Job Satisfaction = $1.850 + .204$ (Emotional Intelligence)

Table 4 indicates that for this Model, the coefficient of determination, $(R^2) = .116$. This implies that 11.6% of the variation in the job satisfaction of employee is explained by his/her emotional intelligence.

5. Discussion and Conclusion

It is noteworthy that findings of present study indicate that there is positive, moderate but significant relationship between emotional intelligence and job satisfaction. This result reveals that the employees with higher level of emotional intelligence are more satisfied with their jobs organization. This may be due to fact that a employee who is emotionally intelligent will have control over his/her emotions, will deal positively with all kind of people and situations, perform better, will be more satisfaction with his job. This is in line with previous research findings which indicated positive significant relationship between emotional intelligence and job satisfaction (Goleman, 1995; Carmeli, 2003; Nahid, 2012; Soleiman and Fatemeh, 2012; Long et al., 2016). Afzaal and Taha (2013) also found significant positive relationship between emotional self-management and emotional self-awareness and job satisfaction. In contrary, insignificant relationship between both variables under study was found by Chiva and Alegre (2008). Emotional Intelligence enables employees to manage emotions and nurture positive relationship at work place which is helpful in achieving job satisfaction. Daus and Ashkanasy (2005) mentioned in their study, emotional intelligence as a key predictor of organizational

outcome including job satisfaction. Employees with high emotional intelligence show better performance than their colleagues which leads to higher job satisfaction (Wong and Law, 2004).

Results indicate insignificant relationship between well being (first factor of emotional intelligence) and job satisfaction of employees in the organization under study. Well being has three facets namely happiness, optimism and self esteem. This finding is contrary to the literature given by Carmeli (2003). He mentioned that individuals with high emotional intelligence remain in a good mood while working and because of this attribute they experience a high job satisfaction and well-being in comparison with individuals with low emotional intelligence.

As it is further evident from the results, self control (second factor of emotional intelligence) is positively, moderately and significantly related with employee job satisfaction. The current finding is in line with many findings which found that individuals with high emotional intelligence are able to achieve high job satisfaction because they are competent to manage and regulate their emotions (Wong and Law, 2002; Sy Thomas et al., 2006) and manage stress (Cooper and Sawaf, 1997; Kafetsios and Zampetakis, 2008). This may be attributed to the fact that employees with high emotional intelligence have efficiency to assess, evaluate and control emotions which makes them proactive and confident to give their best at work place which subsequently results in job satisfaction.

Results of the study also indicate insignificant relationship between emotionality, sociability (the other two dimensions of EI) and job satisfaction which is contrary to the findings of Wong and Law (2002), Wong and Law (2002) stated in their study that individuals with high emotional intelligence utilize their ability to recognize, appraise and manage their own emotions as well as of others. This ability helps them in achieving high job satisfaction.

Interestingly multiple regression results indicate that 11.6% of the variation in the job satisfaction of employees is explained by their emotional intelligence. Although other studies like Long et al. (2016) found more interesting results. Long et al. (2016) found 29% of variation in job satisfaction is significantly explained by emotional intelligence in teachers. This difference in variation may be due to fact that both studies have been done in different industries.

The present study has certain limitations. First, single organization has been selected for the purpose of study so that other variables which can effect job satisfaction like organization culture, structure, top management philosophy and leadership style etc. are excluded. Poor response rate of executives was another limitation of the study.

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Organizational Culture & Human Resource Management: A Scenario in The Case of Mergers & Acquisitions

Dr Astha Dewan

Mergers and acquisitions are increasing in India as organizations try to expand their operations and increase their competitive advantage. But despite optimistic expectations, mergers and acquisitions frequently fail, in part because managers neglect human resource issues, which are rarely considered until serious problems arise. This study highlights the importance of proactive management of human resource issues, concurrently with financial issues, and offers detailed practical advice to help ensure that the process will succeed. The paper looks into the cultural differences that pose serious business risks for any company engaged in mergers and acquisitions. The paper attempts to provide recommendations on how to deal with organizational culture issues. The study reveals that mergers present both opportunities and hazards for the organizations. The change of the organizational culture of a company after the merger is as hard as changing a well-established brand image. First, the merger, then, the culture clash. There is a need to fix these little things that can tear a company apart.

Introduction

Mergers and Acquisitions (M&As) are the dominant corporate strategies followed by organizations looking for enhanced value creation. The growing tendency towards M&As world-wide, has been driven by intensifying competition.

The term 'merger' is not defined under the Companies Act, 1956, the Income Tax Act, 1961 or any other Indian law. Simply put, a merger is a combination of two or more distinct entities into one; the desired effect being not just the accumulation of assets and liabilities of the distinct entities, but to achieve several other benefits such as, economies of scale, acquisition of cutting edge technologies, obtaining access into sectors / markets with established players etc. Generally, in a merger, the merging entities would cease to be in existence and would merge into a single surviving entity. The terms mergers and acquisitions are generally used interchangeably, but often differ by situation. Merger normally refers to unification of two equal players into one entity. Acquisition refers to one player buying out another to combine the bought entity with itself.

Mergers and acquisitions are undertaken on the assumption that the combined company will have greater value than the two companies alone.

Dewan, Astha (2012, June) evaluated the post-merger financial performance of the acquirer companies in India from 2000-06. The results of this study show that the operating financial performance of all mergers in the sample from Indian industry had declined following mergers. The management can't take it for granted that synergy will be generated and profits will increase simply by going for M & As.

A KPMG study showed that 83% of mergers and acquisitions failed to produce any benefits - and over half actually ended up reducing the value of the companies involved.

Companies do pay considerable attention to financial and strategic issues during M & As, but they frequently neglect human resource issues. The role of people and the organizational cultures is often placed in a marginal position and most of the energy is invested in strategic and financial planning. It will be argued here that problems of human resources and organizational cultures should, however, be given a high priority, along with strategic issues, to increase the likelihood of a successful combination.

Organizational Cultures

Corporate Culture is embedded deeply in the organization and in the behavior of the people

there. Organizational culture is an organization's shared values, beliefs and preferred ways to behave is a key to success.

Roger Harrison describes four main types of organizational culture summarized below (Cartwright and Cooper, 1992).

Power Cultures

In organizations with power cultures, power rests either with the president, the founder, or a small core group of key managers. This type of culture is most common in small organizations. Employees are motivated by feelings of loyalty towards the owner or their supervisor, these types of organizations foster a sense of tradition in both the physical and spiritual sense. Power cultures tend to have inequitable compensation systems and other benefits based on favoritism and loyalty, as well as performance.

Role Cultures

Role cultures are highly autocratic. There is a clear division of labour, and authority figures are clearly defined. Rules and procedures are also clearly defined, and a good employee is one who abides by them. Organizational power is defined by position and status. These organizations respond slowly to change; they are predictable and risk averse.

Task/Achievement Cultures

Task/achievement cultures emphasize accomplishment of the task. The employees usually work in teams, and the emphasis is on what is achieved rather than how it is achieved. Employees are flexible, creative, and highly autonomous.

Person/Support Cultures

Organizations with a person/support culture have minimal structure and serve to nurture personal growth and development. They are egalitarian in principle, and decision making is conducted on a shared collective basis.

Merger Types and Probable Outcomes

Literatures on M&A discussed different types and models of M&As. They are horizontal, vertical or conglomerate. However, Cartwright and Cooper (1992) and other scholars mention and discuss one more category called the concentric merger. This section of the paper elaborates the types of mergers and their probable outcomes and obstacles that organizations may encounter in a merger or acquisition.

Vertical Mergers

In a vertical merger a firm purchases one of its suppliers (a backward merger) or merges with one of its customers (a forward merger). Because an acquired firm generally falls under the acquiring firm's corporate umbrella, most of the interaction between the two firms is at the corporate level. The level of complexity at the corporate level increases, as do the rules governing the acquired corporation, which faces a reduction in self-determination. This leads to the demotion of subsidiary executives to middle management (Walter, 1985), which often leads, in turn, to a higher level of executive turnover, especially if 'the executives of the acquired firm are treated as if they have been conquered, causing them to feel inferior and experience a loss of social standing' (Nord, 1994).

Horizontal Mergers

In horizontal mergers one corporation acquires another corporation whose product or service is closely related or of the same type (Nahavandi and Malekzadeh, 1993). An example would be the takeover of one printing firm by another. From a human resources perspective, these are the most difficult mergers to implement, since the acquiring firm already has expertise in the business operations and will act to consolidate the two firms to avoid redundancy and become more cost-effective. Downsizing and voluntary quits usually precede or immediately follow the merger. The intense interactions between the employees of both corporations may result in conflict and the 'compatibility of styles and values between management and staff becomes central in personnel decisions. Since most mergers involve one party being more than equal, it is reasonable to speak of the acquiring organization as having the majority of control over these matters. Often the entire culture of the acquiring firm is forced upon the target' (Walter, 1985).

Concentric Mergers

Concentric mergers occur between two firms with highly similar production or distributional technologies (Walter 1985, 311). A merger between a motorcycle manufacturer and an automobile manufacturer would be an example (Nahavandi and Malekzadeh, 1993). Both kinds of corporations service transportation needs, but they are unique structurally. In concentric mergers there is a tendency to combine some operations, especially departments focused on technology and marketing. This will

result in the sharing of expertise between the two firms, which may be resisted by the employees of both firms. The best way to overcome this resistance is by obtaining the consent of the acquired firm's human resources management before the merger.

Conglomerate Mergers

A conglomerate merger involves the acquisition of an unrelated business. The acquired firm is usually one of many under the corporate umbrella of the acquiring firm and is perceived as providing profitable diversification. Since the two firms are unrelated in product or service, internal changes to the acquired firm, which will remain relatively autonomous, are likely to be minimal, and there will be few cultural consequences. Occasionally the acquiring firm will send a new team from headquarters to manage the unit (Nahavandi and Malekzadeh, 1993), which will cause conflict among the senior executives of the acquired firm and may result in a higher quit rate among its employees and feelings of insecurity and instability.

Recommendations of The Study

Even the best-managed mergers can be threatening to some employees and lead to absenteeism, poor performance, and high turnover. If the organizational cultures of the two companies are significantly different, productivity gains may not be realized for several years (Nahavandi and Malekzadeh, 1993), and in the worst case, the merger may fail. This section of the paper provides recommendations on how to deal with organizational culture issues.

1. In the interests of equity the acquiring organization usually tries to ensure that all employees of the merged corporation are guided by the same rules and procedures. However, the employees of the acquired firm may resist any changes that are imposed. Hence, it is of utmost importance that the acquiring firms communicate clearly the reasons for the procedures, to allow the acquired firm's employees to prepare for and respond to any proposed changes.
2. To avoid inaccurate rumors, which are highly detrimental to organizational morale, employees should be informed as soon as possible about what to expect once the acquisition takes place.
3. Management must continue to listen to and communicate with employees and relay accurate

and comprehensive information throughout the process.

4. Any layoffs or downsizing should take place as soon as possible to alleviate anxiety, reduce rumors, and allow employees to return to business as usual. The longer fear of the unknown lasts, the more damage will be done.
5. To alleviate stress, management can implement programs, such as individual counseling on new career opportunities, to alleviate them. Voluntary stress management training can be provided on a group basis to allow employees to share their concerns.
6. Because the turnover rate of top managers is unusually high after a merger or acquisition, it is important to conduct a talent audit before the change takes place to ascertain the managerial talent required for future success.
7. Differences in the two organizational cultures can lead to competition between employee groups and hostile 'we-they' attitudes. Managers should try to avoid this situation by carefully mixing employees as much as possible at all organizational levels. When combining departments, functional counterparts should not be placed in subordinate and supervisory relationships.
8. The Human Resource manager assumes a very prominent role before the merger. The HR leadership has an opportunity before the merger to ensure that both organizations have a strategy mapped out in advance. Once the merger starts taking place, people will often be too busy to keep a strategic perspective. Before the merger takes place, the leaders of both organizations - at least, of the dominant firm - should have a strategy mapped out, including communications to employees and customers, where layoffs will take place (if any do), and how the cultures should be merged. A SWOT (strengths, weaknesses, opportunities and threats) analysis should be done for the combined company.

In nutshell, both the organizations will have unique and beneficial cultural elements. Rather than imposing one organization's culture on the other, the best of both organizations should be integrated into a common corporate culture that both sides can identify with.

Conclusion

Cultural differences between the partners of a merger are one of the most common reasons for failure in mergers. Culture must be a focus in efforts to integrate companies, because when left to itself culture will often undermine value-creation. Efforts to address culture should be based on the recognition that culture is both powerful and implicit, that employees are unlikely to change their cultural beliefs in response to exhortations to adopt new cultural values, and that culture can be rigorously linked to behaviors that affect business value. However, in a merger, 'culture' is more than making the people from both partners work together smoothly. The need is to focus attention on issues like objectives, personal interests, behaviors etc. The development of a new, shared culture is a critical factor for merger success. Thus, it is important to consider and strategically address corporate culture issues concurrently with financial issues in M & As.

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Challenges in Human Resource Management: Paradigm Shift

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Human Resource Management is all about designing the management systems to ensure that human talent of an organization is used effectively and efficiently to accomplish organizational goals. People in organizations can be a core competency. This core competency becomes the strength and form the foundation for creating a competitive advantage for an organization. Thus managing people as human resources is essential in organizations of all sizes and types. The generation of the entire workforce is changing many fold with changes in their habits, likes, needs many more. As a field, HRM is also undergoing significant transformation to cope up the challenges. This paper talks about the alteration which is taking place in HRM processes and the challenges the new system is facing as well. The paper as well recommends ways to take care of the challenges faced by the novel HRM practices.

Key words: Human Resource Management, Traditional HRM, Modern HRM, Shift in HRM practices

Introduction

Human Resource Management (HRM) is the amalgamation of various organizational and managerial practices, policies and systems to “recruit-build-engage-retain” employees who facilitates the organization to meet its goals. These tools help the managers to build their employees’ capabilities and strengthen employee commitment to the organization. HRM is a crucial contributor towards ensuring employee satisfaction, improving performance and productivity. This can further an organization’s competitive advantage, and directly contribute to the organization’s success.

“Aligned, innovative, and integrated HR practices make a dramatic difference in individual and organizational performance” has come out as the main focus by Ulrich in his book. He specified six ever-changing issues: society, technology, economics, politics, environment and demographics. These six external forces are powerful enough for a substantial alteration in the HRM practices. A major shift in this discipline both planned & unplanned due to the changing external context has become a mandate for survival.

Without uncertainty, human organisms, to a greater extent than any other set of resources, determine the success or failure of organizations. Indeed, human resources (HR) have no credibility or perfect substitutes, as it is difficult to perceive any other resource or component that can rival the abilities, talents, skills and motivation of people to deliver on organizational requirements (Noe, Hollenbeck,

Gerhart & Wright, 2004). So central is the role of people that it can safely be argued that they are the most influential and responsible resources for the efficiency and strength of an establishment. (Milkovich & Boudreau, 2004)

Practices towards the management of human resources in recent times assumes a new intricacy owing to the recent realities encompassing people’s desires and demands, every stakeholder’s expectations, workplace dynamics and other emerging issues. The shifting work pattern due to rapid & major advance in technology, stringent government regulations, shift from industrial economy to a knowledge-based one, and productivity & performance concern of employees at the workplace have all made this so. It is important to recognize these external environmental influences because any activity undertaken in each of the HRM processes is directly or indirectly affected by these external elements. In addition to these, the growing consumer focus, mode of doing businesses, intense intra-industry rivalry and contention, and the brunt of globalization required for any organization to survive, grow and thrive, is driving its human resource management system in a very unconventional trend and direction. In view of this, managing the human assets effectively demands new attitudes, views and competencies that mostly target encouraging and enhancing creative thinking and innovation across the organization.

Overview of HRM Framework

An organization consists of people with formally assigned roles who work together to achieve

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organization's goals. Whatever is the mode of doing business, however micro or macro is the size of the business and whichever industry businesses belong to, every organization is comprised of people. Human Resource Management is the part of the organization that is concerned with the 'people' dimension. Acquiring their services, developing their skills, motivating them to high levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. (Decenzo & Robbins, 2001)

Looking at HRM, we propose that it is an approach consisting of two broad categories. A manager is the person responsible for accomplishing the organization's goals, & who does so by managing the efforts of the organization's people. So the first broad function of HRM is the Managerial Function. This function involves five basic activities:

Planning – Establishing goals and standards, developing plans and forecasting

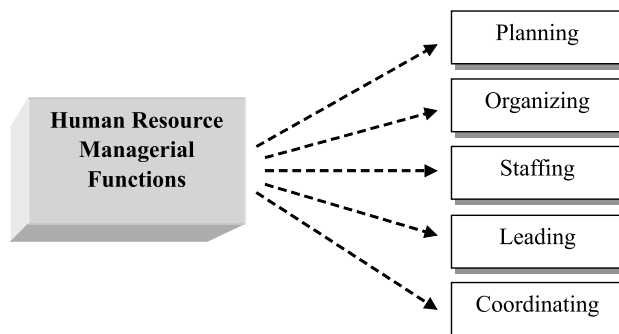
Organizing – Assigning task, delegating authority, establishing communication channels

Staffing – Determining the right kind of people, developing and managing the manpower

Leading – Getting others to get the job done, motivating subordinates

Coordinating – Checking the standards, taking corrective action, coordinating works

Figure 1 : Managerial Activities of HRM



The other broad function of HRM is the Operative Function. The operative functions of HRM are related

to specific activities of HRM viz., employment, development, and compensation and employee relations. Since the human resource function is unique in every organization, the activities of the HR Department differ from one organization to the other. The various operative functions are discussed below.

Employment: It involves procuring and employing individual with suitable knowledge, skills, experience and aptitude necessary to perform various jobs. It includes the following:

- **Job Analysis:** It involves preparing job description, job specification and become the guide, plan and basis for job design and redesign.
- **Human Resource Planning (HRP):** It involves forecasting HR requirement of an organization and the future supply of HR and making suitable adjustments between these two in correlation with organizational plans.
- **Recruitment:** It involves seeking and attracting prospective candidates against a vacancy in an organization.
- **Selection:** It involves identifying and establishing the credentials of a candidate for a job to ensure success.
- **Placement:** After a selected candidate accepts the offer of employment, her placement has to be decided based on the needs of the organization & individual's as well.
- **Induction:** It involves introducing new employee to the organization, its business, value, culture, beliefs, practices & procedures.

Human Resource Development: It involves training and developing employees to improve and update their knowledge and skills.

- **Performance Appraisal:** It involves evaluating the performance of an employee on the job and developing a plan for improvement.
- **Training:** It is the systematic learning of new skills, knowledge and attitudes required to perform a given task or job successfully.
- **Management Development:** It involves developing the employees of an organization to meet future changes and challenges.

- **Career Planning:** It involves identifying one's career goals and formulating plans of reaching them through various means like education, experience etc.
- **OD & Change:** It involves bringing about planned change to improve performance of both individuals & processes.

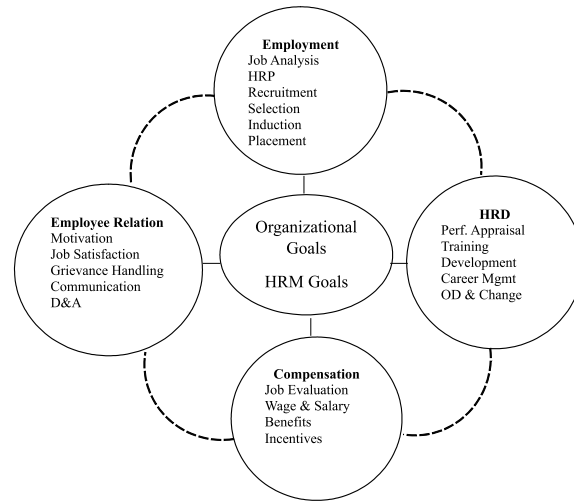
Compensation: It includes all the extrinsic rewards than an employee receives during and after the course of her job for her contribution to the organization.

- **Job Evaluation:** It involves determining the value to each job in relation to other jobs in the organization.
- **Wage & Salary:** It involves formulating and operating a suitable wage & salary program and evaluating the effectiveness
- **Benefits:** It involves monetary and non-monetary benefits given to employees during their employment and sometimes post-employment period as well.
- **Incentives:** It involves the rewards an employee earns in addition to regular wages or salary based on the performance of individual, team or organization.

Employee Relations: It involves dealing with the employees in the organizational context, as a social group that contributes to the organization.

- **Motivation:** It involves the willingness to exert high levels of effort towards organizational goals.
- **Job Satisfaction:** It involves an individual's positive attitude and feeling towards his or job resulting from an evaluation of its characteristics.
- **Communication:** It involves the transfer and understanding of meaning.
- **Grievance Handling:** It involves the concern and approach to deal with employees' discontent and dissatisfaction which might hamper the performance.
- **Disciplinary Action:** It involves principles for maintenance of discipline, procedures for disciplinary action, penalties and punishment for indiscipline.

Figure 2 : Operative Functions of HRM



Traditional Vs Modern HRM

The traditional HRM has always focused on getting work done in any manner from employees. There was an absolute absence of experimentation in traditional method. The practices that gave results have been continued unabated. There was no thought given to making progressive changes so that HRM grows and benefit employees. In contrast to this, the modern HRM started thinking that change is the only constant. It mulls over promoting new work-place cultures, organizational lingo, multi-skilling and customer focus. Modern HR believes in providing utmost benefit to all stakeholders and HRM the most. Professional approach is missing in traditional ways while professional approach is adopted in modern HRM providing companies with the very best in modern human resources management options.

In Traditional HR, the management focuses on personnel administration and basic labor relation issues. In contrast, modern HRM is more diverse and offers a wide range of potential services focusing on recruitment and selection into the workplace; ongoing motivation and morale in the workplace; and the maintenance of benefits, administration and insurance requirements like Employee Performance Linked Incentives (EPLI) for the managers and their employees in the workplace.

Presumed nature of HR function

- In traditional approach, personnel management has been a routine function that covers the same bases, year in and year out without external engagement.
- Modern HRM works as a strategic function keeping track of external innovation and technological advancement, making sure that the HR management of employees remains up-to-date with a definitive awareness of the latest cost-saving and productivity-improving resources.

The Focus

- Traditional HR group focuses on utilizing centralized call centers and outsourcing arrangement with vendors to offer focused support in day-to-day transactional HR activities such as appraisal or pay-roll.
- Corporate or Business HR focuses on supporting top management in 'top level' executive issues such as developing the company's long term strategic plan.

The approach

- Employers were hesitant to experiment with changes with the thought of if the change did not give the desired results; it would bring a lot of criticism. People were more comfortable in doing things how they were done in the past and gave results indeed.
- Employers are open and enthusiastic to experimentation with offering HR services in new ways. For example some employers organize their HR services around four groups: transactional, corporate, and embedded and centers of expertise.

Task assigned

- In traditional HRM, HR Generalists were directly appointed to departments like sales and production, to provide the localized human resource management assistance the departments needed.
- In modern style centers of expertise are like specialized HR consulting firms within the company, which provide specialized support in areas such as organizational change, shift in HR paradigm, etc.

Management Style

- Traditional style of management is more comparable to the military style of management - very hierarchical, organized, disciplined, strictly follows the direct chain of command. The ability of management is derived from the power of the position. Even not much of soft skills required either. This gives no importance to consensus building, relationships, listening, and understanding, not taking the team along with you dragging them along irrespective of their willingness
- The modern world of management is more considerate about workforce morale and earnest people management. It thinks of accommodating the processes and practices as per people requirement. It believes in power sharing. Modern style of management largely depends on soft skills - consensus building, relationships, listening, and understanding, taking the team along with you willingly than dragging employees along with you.

Modern HR Management Delivers Results

- Under traditional personnel management, employees are provided with less and sometimes no training and development opportunities. Although it is important to keep employees happy, it also is just as important from this old-fashioned perspective to keep them in their place.
- Under modern HRM of employees, training and development opportunities are employed to maximize employee productivity and effectiveness. Rather than install an artificial glass ceiling, the ultimate potential of each employee is gauged, then fitted to a position that takes full advantage of their talents and facilitates their ongoing evolution.

Managements Perspectives

- In traditional personnel management perspectives, employees are expected to know what is allowed and what is not allowed in a workplace. Any problems can be navigated once they arise. In the HR management of employees, employee handbooks are distributed that provide specific guidelines in terms of behavior and expectations.
- In modern Management the stress is on not allowing problems to arise, a professional

employer organization takes advantage of an extensive track record of experience to address challenges and issues in advance before they reach the actual point of being real problems in the workplace.

Room for employee hand book

- Traditional personnel management focuses on increasing production while keeping employees satisfied and moving forward from an external perspective.
- Modern HR management of employees helps to hit the mark of a company's productivity and profitability benchmarks by fostering a supportive workplace culture that promotes effective strategies across the board. Rather than just focus on the surface, modern HR management makes sure that problems are not being generated from dissatisfaction within by fostering employee feedback mechanisms and giving managers effective methods to keep track of a company's internal temperature.

Issues & Challenges in Modern HRM

The rapidly-transforming business landscape in the current scenario indicates many human resource management challenges which will continue to evolve for years to come. Human Resource departments really need to be adding real business value to their organizations to tackle the occurring issues.

- **Creating value-based organization:** The 'Global HR Challenges' survey conducted by PricewaterhouseCoopers on behalf of World Federation of Personnel Management Associations (WFPMA) was able to identify several challenges faced by HRM. Few top HRM challenges that unanimously came out are Change Management, Leadership development, HR Effectiveness Measurement, Organizational Effectiveness. But, in reality, the main challenge before the HR is adding value to an organization through both the labor force and the business itself.
- **Talent acquisition & Talent Management:** Managing talent within one's organization and try to attract and keep talented and hard-working people in the organization seems to a big threat in recent times. To get the right candidate fulfilling the job requirements of the

business strategy in order to avoid wrong hiring is critical. Developing the knowledge of employees constantly, planning training programmes and managerial development programmes, looking at the right salary, bonus, allowances, incentives and perquisites is to be paid according to the performance of people gives a challenge as these have direct impact on the commitment of the employees.

- **Managing Globalization:** Globalization has been one of the biggest reasons of the huge transformation of human resources today. In the global competition manage a workforce diverse in culture and language skills, and distributed in various countries remains the biggest challenge for global organizations' human resource departments. The new global world has widened the talent pool. It is critical that the businesses not only familiarize with local ways of doing business, and understand the needs of local consumers, but also develop a global mindset among their employees. Decision making in organizations has also become increasingly intricate and convoluted. It has become essential for the multinational organizations to learn to integrate diverse value systems and advocate shared global work values to create an atmosphere, where workers are able to communicate and coordinate their activities to reach common goals (Rosenblatt, 2011; Erez and Drori, 2009; Ralston et. al., 1997).
- **Information Technology:** Modern business cannot effectively operate in the business world if the human resource is not well equipped with the latest technology and techniques. This is a responsibility of the human resource manager to properly train the work force and to see the basic things that the human resource needs to achieve the competitive advantages of business in 21st century is available to them.

Recommendations

On average every HR manager is facing a variety of challenges and difficulty to meet these challenges for the future. The modern HR department or managers must be much sophisticated than their predecessors to handle these criticalities. Every organization needs to prepare their human resources people well keeping in view the global environment or market place to ensure continuing competitive advantage. The aim of every human resource manager must be in creating a frame work that allows flexibility to

develop such a workforce that will be the work force for tomorrow.

1. **Focusing on core values:** Any short term or long term goal should always be guided with the kinds of values that meaningfully connect every aspect of the organization. All decisions, strategies, policies directed by the core values of the firm for all time helps every individual to understand and follow the same. This in turn keeps the organization together in every phase.
2. **Retaining Talents:** Globalization has given freedom to working professionals to work anywhere in the world. Now that they have endless lucrative opportunities to work, hiring and retaining the best industry talent is no joke. Maintaining harmonious relations with them, providing excellent work environment and offering more remuneration and perks than your competitors can retain and motivate them.
3. **Building trust:** Trust in the workplace is the key to any organization's performance as well as the wellbeing of its employees. Trust brings a sense of belongingness in the employees. Trust gives them the clear understanding of their contribution and a feeling of fair treatment. This brings in a realization of purpose and bond which takes the organization much ahead.
4. **Inspiring employees:** Leaders must inspire employees with a sense of profound purpose and collective values. An inspired is always full of energy and enthusiasm on the job. These employees give all to their employer, and are constantly striving to be and do their best; to use their skills and talents to their full potential.
5. **Handling Diverse Workforce:** Every time organizations actively appraise their handling of workplace diversity issues, develop and put into practice diversity plans, manifold benefits are reported. Inclusion and diversity affect not only the people and operations internally but also their customers, suppliers, and other external stakeholders. Effective communication, promptness, malleability and positive outlook of HR managers can bind the diverse workforce and retain talents in the organization.
6. **Managing Change:** Great organizations are always changing. Accepting and leveraging change helps

organizations to maintain competitive advantage. Bringing change in organizational policies, processes and procedures, putting them into practice and then managing those is one of the biggest concerns of HR managers. HR managers should help employees accept change and to assist in implementing change that will drive the organization forward. Ensuring that part of the change plan incorporates a comprehensive communication process and that it addresses the emotional aspects of change as well.

7. **Managing Conflict:** HR managers should be able to handle employee-management and employee-employee differences without throbbing their feelings. Although it is not possible to keep away any conflicts among people, but handling them delicately and tactfully can help HR managers to resolve the concerns. They should listen to all party, make a decision and communicate to them in a convincing manner in order to avoid future conflicts.

Conclusion

Due to rapid changes in the business world, globalization, change in customer taste and habits, new techniques of production, human in the organization are now facing different kind of problems. To cope with this situation today's HR manager is also facing a variety of issues and challenges on how they can best manage and solve all these issues and challenges in a splendid ways. This paper makes an attempt to identify the shift from the traditional human resource management approaches and practices to modern practices. This has posed a challenge for human resource managers in how quickly they can move away from the stereotype of being administrators of compensation, gatekeepers and watchdogs of conditions of employment to that of leadership in helping organizational members develop their capabilities. As the year passes by it's always beneficial to review the Human Resource Management practices of the organization. Organizations need to promote shared values where organizational members share common values and their objectives are aligned.

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A Conceptual study of Selected Companies using Gamification for Employee training & development as Engagement Approach

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From ancient times since the inception of civilization, humans are directly or indirectly involved in playing different types of games like understanding the surrounding, gorilla war, fighting, signaling, algorithm, logic and many more for its survival in human race.

Today, the world has become advance due to use of R&D and use of technology in various facets of life, and same has affected on learning method, process & cycle of people of various age group in our society. i.e. a small kid playing or accessing smart phone and learning how to use it resulting developing right and left brain simultaneously. Even we have education system which now a days based on simulation exercise from K.G. to P.G. Many companies in the different sectors are using gamification for their learning programs and the outcomes of such method is really value addition for stake holders in form of interactive learning .

This conceptual paper focuses on bringing in forefront some the issue like: What is exactly Gamification is all about? How companies are using and benefiting out of this? What is the future of Gamification for businesses and society? The paper draws the data from some selected companies using Gamification in various departments.

Key words: Gamification, Learning curve, Employee engagement, Team Building, Learning

Introduction:

From ancient times and from civilization, humans are directly or indirectly involved in playing different types of games like understanding the surrounding, gorilla war, fighting, signaling, algorithm, logic and many more for its survival in human race.

Today, the world has become advance due to use of R&D and use of technology in various facets of life, and same has affected on learning method, process & cycle of people of various age group in our society. i.e. a small kid playing or accessing smart phone and learning how to use it resulting developing right and left brain simultaneously. Even we have education system which now a days more based on simulation exercise from K.G. to P.G.

We have many companies who are following the same in their learning programs (TND) and the outcomes of such method of Gamification is really value addition for stake holders.

These games are divided in two categories one is recreational gaming and another one is serious or purposive gaming. Where, we can trace even recreational gaming molds human behavior in

certain areas and develops individual in decision making, team building and solving many problems even in businesses and Purposive gaming is purely focusing to mold the behavior of team members in an organization by use of digital platform than traditional games and activities in which analyzing and evaluating the process and performance is quite challenging task.

Due to the advances in technology and use of the same routine activity companies are now adopting simulation gaming in their various department like- Human Resource, Marketing and Sales, Operations and Systems, Logistics and supply chain management and many more which results in sustainable competitive advantage and the bottom line of an organization with stake holders satisfaction.

When we talk about resource utilization, human resource is one of the most important resource for converting other resources into profitable businesses. Many companies treats their employees as human capital and they spend huge amount in selection, training and development, engagement and keeping them motivated for years. In today's dynamic and

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unstable economic environment, organizations are frequently facing many new challenges, these challenges can be faced if employees are trained using methods like Gamification that can make them ready for these challenges.

Literature Review:

This section provides an overview of the various literature and secondary data used in this paper. While Gamification itself is not bound to technology, technology has allowed organizations to deliver game-like elements through systems such as social media. Gamification, as well as game theory, is linked to a number of disciplines rooted in areas such as sociology and psychology, which are used in the game-like elements delivered by technology. The purpose is to motivate or engage employees to better perform tasks in order to support organizational goals. Many of the concepts and data of Gamification exist outside academic literature and therefore business literature is also used to support the academic work. In this review the goal is to consolidate the various elements of Gamification and illustrate that the concept is functional and can be supported by an organization that uses a compatible business model.

Hilmansson and Rikhardsson (2011) recognized that there has been much research in the area of motivation and organizational incentives, stating that this resulted "in greater understanding of human motivation and a greater capability to motivate through organizational incentive systems." Academic literature of Gamification frameworks is just beginning to come forward; in a recent article by Nicholson (2012) who states that the main reason to gamify is to motivate the individual into doing something, Werbach and Hunter (2012) convey that Gamification can be a powerful tool to apply to an organizations existing business practices. However, they state that "many of the best game mechanics in business don't even look like games to those involved. The essence of games isn't entertainment...it's a fusion of human nature and skillful design."

Gamification applications work best when focused on the users/employees, by using User Center Design, where the individual user's needs are the center of all the elements. Nicholson (2012) puts forth a definition of Meaningful Gamification, which states "Meaningful Gamification is the integration of a user-centered game design element into non-game

contexts". It is important to note that, according to Werbach (2012), the non-game contexts signifies that a game is being played for some other purpose other than the game itself, which means that it is being played for "some objective other than the success of the game." Most frameworks determine how Gamification operates in terms of badges and leader boards. While function is important, the focus of this research is the framework of the organization and the users. Developing a foundation is necessary before determining how Gamification will be delivered.

One of the first frameworks for Gamification was delivered by DiTommaso (2011). He references that there are seven aspects of Gamification to be considered. Using literature to compare the various aspects of DiTommaso's framework in Gamification with a company that has successfully implemented Gamification will determine whether each component is valid.

The seven areas that the framework addresses are:

- Understanding the business need to gamify
- Understanding your users
- What are the goals and objectives?
- Identify Necessary Skills and Actions
- Identify the Game Elements
- What are the desired outcomes?
- Play & Polish (DiTommaso, 2011)

The main goal of adding Gamification to a work place is to improve already existing systems. Mehta and Kass (2012) state that, "incenting behaviors which employees already know they can and should perform, but which they might otherwise procrastinate about, or ignore altogether." This suggests that companies need to understand how their business is functioning before adding Gamification to their systems. According to the Gartner Group (2011) the main business goals for Gamification "are to achieve higher levels of engagement, change behaviors and stimulate innovations". According to Burke (2011), large constituency businesses cannot ignore Gamification because Gamification focuses on increasing engagement with their stakeholders.

While organizations must recognize that Gamification is technology-enabled, Mehta and Kass (2012) state that this falls under persuasive technology which

Fogg (2009) indicates has existed for approximately 15 years. In Fogg's model, organizations use persuasive technology to change the behavior of an employee, which requires an understanding of what behavior requires change. Mehta and Kass(2012) express the importance of mapping the type of game to the behavior modification required. If Gamification is to be used as persuasive technology, an organization must examine its strategic goals and align employees toward those goals.

Introduction to Gamification

According to Werbach (2012), Gamification itself is not a true game, but a series of game-like elements that are introduced into non-game applications. An example of a Gamification principle is exhibited in rewards programs, such as with credit card usage, where the purchaser earns points for every purchase made on the credit card. The points can be redeemed for credit that goes directly on the card, or possibly redeemed for gifts. Although simplified, reward programs such as this are an example of applying Gamification principles to a real world activity. Suits (1967) provides an understanding of how a "game" is defined when he states, "a game is to engage in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity."

Woods (2012), from a business perspective states that "Gamification is about achieving goals using an engaging set of metrics-based interaction." Gamification allows managers to access these metrics for their participants, allowing them to shorten feedback cycles, which in turn allows for up to date feedback to the user. Traditional methods typically give employees feedback on a yearly cycle that is set out by human resources policies and practices. These feedback cycles are more often qualitative in nature and feedback is often not a true picture of an employee's performance throughout the year. Gamification becomes part of the business feedback cycle and allows managers to measure performance of employees in quantifiable ways. Ultimately, Gamification should be designed into systems and therefore "Gamification can actually become an integral part of the process design for business", Woods (2012).

Schell (2009) states that "a game is a problem-solving activity approached with playful attitude." The game allows players to move from start to finish along pathways that branch. Players make choices throughout the various paths. Werbach (2012) elaborates, "The game provides the environments to make these choices, the structure and the rules." Therefore, a game has branching paths to make choices moving from start to finish, players make choices and move through the pathways (play).The structure is what gives us the choices and gives us a sense of freedom.

Krogue (2012) states that Coonradt based his book on a quote by Thomas S. Monson that states, "when performance is measured, performance improves, when performance is measured and reported back, the rate of improvement accelerates." Expanding on that, Coonradt in Krogue (2012) gives two additions to Monson's original quote. First, "Increasing the frequency of feedback improves the quality and quantity of performance." Secondly, "When Feedback is illustrated on charts and graphs, the impact is even greater." Today's Gamification is based on principles that were developed almost 40 years ago. It is technology today that allows delivery of Gamification to a broader audience of potential users.

Gamification encompasses many disciplines including game design, psychology, marketing, economics and computers. It allows companies and organizations a mechanism to learn about human behavior and ultimately influence that behavior. Bunch(2012) states that in a study by State Farm Insurance, offers two oversimplified explanations of behavior modification. First in terms of non-neurochemical, he states that, "when people are rewarded for a task, they felt encouraged to continue on with similar tasks. It's that feeling of accomplishment that makes a person want to accomplish more." There is also a neurochemical explanation for behavior modification. When a person is rewarded, the brain releases dopamine into their system. "The dopamine stimulates receptors in the brain that reinforce behavior and create positive associations with whatever task was performed" (Bunch, 2012). While the physiological effects are out of scope for this paper, it is worth noting that this affect is being studied by marketing organizations, they are using the term Dopamine Marketing or Neuro marketing(<http://www.neurosciencemarketing.com>). Games can be considered addictive and

the idea of achievement in the game will motivate employees to continue the desired behavior.

Today in world of digitization and at the pace society is using various gadgets even companies can't isolate themselves from this revolution, and to use the same companies are investing huge amount in digitization of its processes and platforms.

Gamification as a TND (training and development is one of the part of it and used by many companies.

Definitions:

Gamification is the process of applying gaming designs and concepts to learning or training scenarios in order to make them more engaging and entertaining for the learner. In game-based learning events, learners compete directly against one or more individuals or participate individually in an interactive experience that rewards learning performance in some way.

Objectives:

1. To understand the Gamification and its scope
2. To understand how companies are using and benefiting out of this

Problem Statement

During the next five to ten years, organizations may consider implementing Gamification as a way to enhance and improve business processes in areas such as employee engagement, training and collaboration. As evidence based on current implementation demonstrates, the organization and the nature of its employees play a significant role in the success of implementing Gamification. Without a standard organizational model from which to implement Gamification, success of implementation cannot be guaranteed. Thus, a standard Gamification framework model that an organization can use as a basis for organizational changes is required.

Gamification in training is a way to improve the business process that involves employee's engagement. Some companies have started understanding the role of employee engagement in success of training & development. Through Gamification of training they are creating conducive work environment that can encourage and involve employees in training activities.

This paper tries to study some of frameworks of Gamification in the Training in some selected companies.

Research Methodology:

Academicians and managers in industry are struggling to find out ways in which training can be made interesting, involving high level of participation. Thus new and innovates methods are been adopted to train employees. Thus an empirical study was done on gamification usage in training by selected companies as way for training employees.

Thus, this research study is build on previous researches and data available by focusing specifically on web site content. The method for research was case study analysis for understanding the mentioned objectives and its impact on future.

Selected Case Study

The below stated case studies from selected companies using Gamification as a method of training employees is as follows:

CISCO

According to Leslie Lau, Sr. Manager of Global Social Media at Cisco. At Cisco, we use gamification across a number of key programs. One program where we have extensively incorporated gamification techniques is our Social Media Training Program.

During the past two years, the Global Social Media Team at Cisco has invested in our Social Media Training Program. This program offers a unique opportunity for employees and contractors at Cisco to build their social media skill set. And the opportunity to leverage the skills they learn is manifold. For example, sales account managers learn to use Twitter to reach their customers and human resources representatives learn to use LinkedIn to reach potential candidates. And, there are many other job roles that benefit through social media, such as marketing (of course!) and product development.

The skills related to social media are broad – there are a lot of social networks out there, and many ways to apply to social media in a business context! We have over 46 courses available as part of the program, such as Social Media Security and Privacy and Getting Social Media Buy-in. Having so many

learning options can be overwhelming. Where should a learner start?

Progression Levels

This is where gamification comes in. The Social Media Training Program includes three levels of certification: Specialist, Strategist, and Master.

Each level of certification requires players to show increasing levels of social media expertise. At the Specialist level, players are required to take 15 courses. At the Strategist level, players are required to take an additional 13 courses and author a blog post. And, at the Master level, players are required to take 10 courses and create a case study illustrating an integrated social media initiative or create a social media strategy.

In addition, there are also four sub-specializations available:

- Social Media for HR
- Social Media for Sales
- Social Media for Executive Communication Managers
- Social Media for Internal Partner Teams

These specializations are useful for individuals in specific job functions to learn social media skills directly applicable to their work.

Bring Fun into the Mix with Team Challenges

In addition, the program incorporates team challenges where players can join together in small teams or participate as an entire organization to complete the certification. This is an effective way for individuals in an organization to grow new skills together. And players earn badges for completing team challenges.

Firing up Motivation

Learning is often an intrinsically motivated activity. Individuals enjoy the challenge of learning new skills. And, learning new professional skills can help them advance in their careers. And, when you combine the intrinsic motivation with gamification techniques, this further encourages participation and engagement. The Social Media Training program and the use of Gamification drive engagement through:

- **Exploration:** Players have fun exploring social media topics. There are many courses available, and participants can learn about the different aspects of social media through the courses.
- **Progression Loops:** With three levels of certification, four sub-specializations, and mid-way level accomplishments, players can progress through multiple levels of learning. Each class completed is a small challenge achieved. And, each level of certification is the larger challenge. The goal of the game is to get from Specialist to Master for the core learning track.
- **Teamwork:** Humans are social animals. And, the team challenges allow players to collaborate and compete with each other. Working together as a team to achieve a goal can be fun.

Over 650 individuals have been certified with more than 13,000 courses taken. And, this number continues to grow every day.

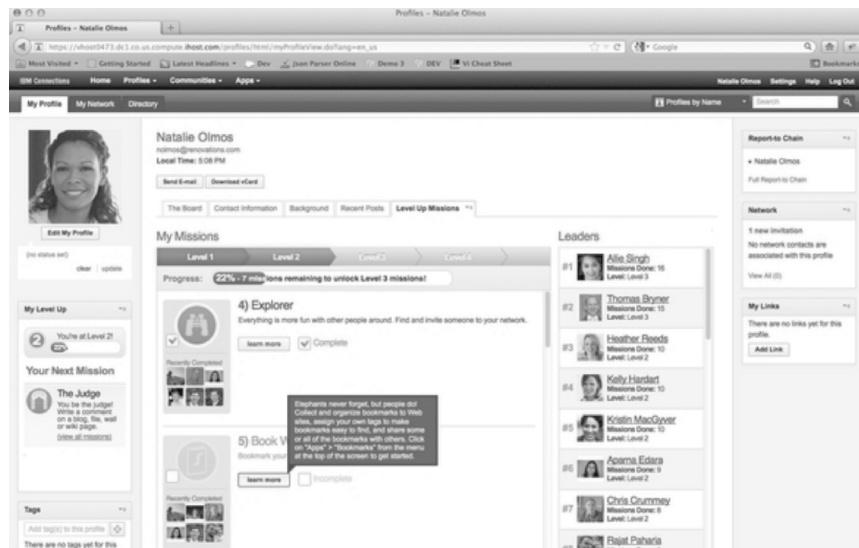
We are still early in our gamification journey at Cisco. The Social Media Training Program is only one example of gamification at Cisco. And, the challenge for our team is to continue to build out new use cases for gamification to drive engagement.

IBM



Kudos Badges are being leveraged by applications such as IBM Connections, shown here. The Kudos Badges Leaderboard enables users to view the top contributors throughout Connections. Users rise in rank through activities such as posting a status

update, creating a blog, sharing a file, or having someone recommend your file. Within Connections, users can view the top 10 Kudos Leaderboard across the platform or within individual features, such as Profiles, Activities, or Blogs.



IBM is also integrating Bunchball's Nitro into IBM Connections. Through the gamification features

available with Nitro, new IBM Connections users are encouraged to familiarize themselves with the

platform by completing a few straightforward tasks, or missions. More than 20 missions later, this user has “leveled up” and become a much more engaged and knowledgeable IBM Connections community member.

ACS A XEROX Company		Leader Board	Module 4: Managing Performance	
Avatar/Username	Completed Modules			Star indicator
Dr. Jazz	1 2 3 4 5 6 7 8 9	300	★★★★★	
Kimberly	1 2 3 4 5 6 7 8 9	12	★★★★★	
Gregory	1 2 3 4 5 6 7 8 9	0	★★★★★	
Buryan	1 2 3 4 5 6 7 8 9	0	★★★★★	
Tanis	1 2 3 4 5 6 7 8 9	0	★★★★★	
Monique	1 2 3 4 5 6 7 8 9	0	★★★★★	
Shadonna	1 2 3 4 5 6 7 8 9	0	★★★★★	

XEROX

Xerox is using game mechanics in a variety of ways, including management training. For example, within the Stepping Up application, the user must apply learned skills in on-the-job activities called Quests. Quests often can be conducted with other gamers, driving social interaction. Through integration with Yammer, users' progress is noted on the Yammer site, adding another level of social interaction.

Findings / Results:

CISCO:

The main objective of CISCO gamification is in area of Managing Global Social Media.

It has helped CISCO in building certain social media skill sets among its employees which included using Twitter to reach its customers & employees, LinkedIn to reach its potential employees.

The program is divided in three levels

- Specialist,
- Strategist
- Master

There are also four sub-specializations available:

- Social Media for HR
- Social Media for Sales
- Social Media for Executive Communication Managers

- Social Media for Internal Partner Teams

These specializations are useful for individuals in specific job functions to learn social media skills directly applicable to their work.

Focus on team building

The focus of program is to help in building strong team with special emphasis on each team member's participation and growth in an organization

IBM

The objective of IBM integrating gamification program is to increase the transparency in working with rating the employees (connections) on –The Kudos Badges Leaderboard to communicate who are the top contributors throughout connections.

One of the objective of gamification is to giving induction and orientation to new employees and building their knowledge about IBM and its community to build strong team players.

Xerox:

Xerox is using game mechanics in a variety of ways, including management training. For example, within the Stepping Up application, the user must apply learned skills in on-the-job activities called Quests. Quests often can be conducted with other gamers, driving social interaction. Through integration with Yammer, users' progress is noted on the Yammer site, adding another level of social interaction.

Proposed Gamification Flow Model

1. Problem identification: _____ department (for example team building)
2. Study of right method of game for team building and software: _____ (for decision maker)
3. Assessment and evaluation pre- Gamification
 - Bonding
 - Process timing (TAT- turn around timing)
 - Synergy effect
 - Performance
 - Profit
4. Assessment and evaluation during- Gamification
 - Bonding
 - Process timing (TAT- turn around timing)
 - Synergy effect
 - Performance
 - Profit
5. Assessment and evaluation post- Gamification
 - Bonding
 - Process timing (TAT- turn around timing)
 - Synergy effect
 - Performance
 - Profit
2. Controlling Mechanisms, any changes in model for future reference as per the demand

Discussion & Conclusion:

In today's technology driven economy where everyone wants quick responses for all the problems. Devoting time for undergoing training and getting feedback of the training after many days results in loss of objective of training. Companies & employees want learning process to be interactive and result oriented. This is possible with the growth of internet usage and integrating different platforms of learning together.

Gamification is providing an opportunity for organization to encourage employee learning at a common platform that can engage employees and motivate them to learning new advancement in their area of working.

Many companies are now shifting from traditional way of Gamification or training and development to new way of digital Gamification strategy to train and engage their employees and stake holders.

Recommendations:

Companies can understand problem first and then they can go for specific Gamification module instead of just buying any software without understanding its outcomes and results.

Limitations:

The time taken for the study is limited and due to its conceptual nature, the researchers are not able to collect real world data in the area of study, which could have given more idea for further research. Further researcher can collect data from users of this Gamification method and from various stakeholders in different combinations at different places.

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Impact of Workplace Empowerment on Organization Citizenship Behaviour (OCB) in Academics

*Nilesh Ugemuge **Dr. Shiney Chib

Globalization has resulted in highly competitive environment and human resource acts as a very important resource in order to achieve the competitive edge on others. Organizational citizenship behavior (OCB) has emerged as an extremely popular topic of organizational psychology, human resource management, and organizational behavior. Organizational Citizenship Behaviors OCBs are a special type of work behavior that are defined as individual behaviors that are beneficial to the organization and are discretionary, not directly or explicitly recognized by the formal reward system. The behaviors of an individuals are rather a matter of personal choice, such that their omission is not generally understood as punishable. An important impact of OCB's on the effectiveness and efficiency of work teams and organizations, contributing to the overall productivity. OCBs are often considered a subset of contextual performance. Workplace empowerment includes all activities which the organization takes care in order to empower its employees at workplace. Empowered human resource plays a central role in all aspects and it is undeniable element. This paper is an effort to find the impact of workplace empowerment on OCB. Sample size of 104 was taken for this research, and data was collected from the faculty members of Engineering College.

Key words: Organizational justice, Organizational citizenship behavior, workplace empowerment.

Introduction:

The study of organizational citizenship behavior (OCB) has emerged as an extremely popular topic of human resource management, organizational psychology and organizational behavior. Over the year research and interest in job related attitudes and behaviours such as job involvement, job satisfaction, workplace empowerment, organization justice and organizational citizenship behaviour have gained much popularity and importance because of their pivotal role in generating various and several desirable positive organizational outcomes. Earlier empirical researcher evidence indicates that fostering the attitudinal states of job involvement of human resources is an important organizational goal as it is considered to be one of the best predictors of OCB (Chu et al., 2005; Diefendorff et al., 2002; Munene, 1995; Somers and Birnbaum, 1998; Bolger and Somech, 2004; Rotenberry and Moberg, 2007)

Literature review

Organizational citizenship behaviour (OCB)

Formally and directly OCB may not always be recognized or rewarded by the company, through promotions or salary increments. For example, though of course OCB may be reflected in favourable co-workers and supervisor ratings, or better performance appraisals. (Organ, 1988). OCB

to be an extra-role behavior i.e. it is any behavior not officially required by the organization; rather its practice depends solely on the consent of employee as a consequence of the organizational environment is explained by Jacqueline et al. (2004). OCB makes the impact on organization effectiveness; OCB should have a particular impact on the overall effectiveness of organizations by adding to the social framework of the work environment (Todd, 2003). OCB has garnered much academic attention since its conception. It is perceived to be something intangible; OCB is not always formally recognized or rewarded, and concepts like 'helpfulness' or 'friendliness' are also difficult to quantify. Yet OCB has been shown to have a considerable positive impact at the organizational level, enhancing organisational effectiveness from 18 to 38% across different dimensions of measurement (Podsakoff, MacKenzie, Paine & Bachrach, 2000; Ehrhart, 2004). Organizational citizenship behavior is; volunteer behaviors of workers which ensure the improvement of organization. This concept is very popular and attracts attention recently (MacKenzie et al., 1999). At the end of researches in the last 20 years, it is found out that organizational and individual performance develops with OCB (Organ et al., 1995). Researches especially focus on the scope of this behavior, factors which cause this behavior, effects of it on workers and organization, and relations between sector and

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culture. Five dimensions of Dennis Organ (altruism, kindness, sportsmanship, conscientious and civil virtuous) evaluate OCB perfectly (Konovsky and Organ, 1996).

Workplace Empowerment

Human resource is considered as basis of the real wealth of an organization (Bakhtiari and Daneshgar, 2011). Successful businesses in the world concern about gathering wise and educated human resource who can change the organizations. This can be achieved at most through empowerment of employees (Abolalayi, 2010). Empowerment is defined as assignment of official authorities and lawful power to employees. It is the process of development; it increases power of employees to solve their problems; it elevates the political and social views of employees. Empowerment is not limited to giving power to employees but they can be able to learn knowledge and skills and have motivation for improvement of their performances. Workplace Empowerment is a value added process extending from senior management to the lowest rank of the management in the organization. (Abbasi and Abtahi, 2007)

Workplace Empowerment and OCB

Kanter's (1979) theory provides a framework for understanding how empowered employees may experience less burnout and, in turn, engage in more OCB. Previous research has linked psychological empowerment and leader empowerment behaviours to OCB (Ackfeldt & Coote 2005, Cabrey 2005). Wat and Shaffer (2003) argued that empowered employees are encouraged and enabled to exercise initiative and perform OCB, suggesting that empowerment may have both direct and indirect effects on OCB. Psychological empowerment and organizational citizenship behavior impact positively on job performance.

Theoretical framework

In the figure given of the study, the theoretical framework is showing the relationship among workplace empowerment, organization justice and OCB.

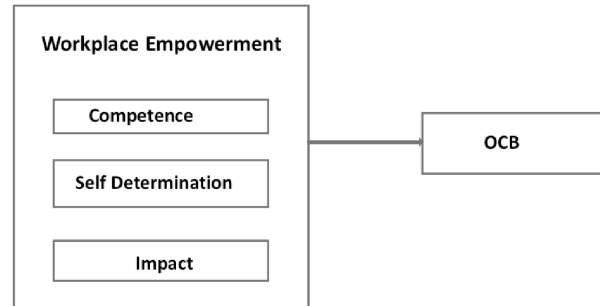


Figure: Theoretical framework

Research Methodology

Objectives of the study

The objective of the study is to build a proposition to investigate the impact of workplace empowerment on Organization Citizenship Behavior (OCB). The objective of the study is as follows:

- To understand the concept of organization citizenship behaviour (OCB).
- To understand workplace empowerment and its parameters.
- To understand workplace empowerment in relation to organization citizenship behavior.

Hypothesis

1. Workplace empowerment is correlated with the various parameters of OCB.
2. Workplace empowerment influences Organization Citizen Behavior.

Sampling procedure

The sample for this study was 104 teaching staff from the Engineering Colleges of Nagpur city .simple random sampling technique was utilized.

Operational Measures of Variables:

The variables examined in this study are workplace empowerment and organizational citizenship behaviour .In this study, workplace empowerment was measured with the twelve items workplace empowerment developed by Spreitzer (1995). The dimensions of OCB adopted in this study include:

Altruism, consciousness, civic virtue, Sportsmanship, and Courtesy or Interpersonal Harmony (Organ, 1988). These components of OCB were measured by means of the Organizational Citizenship behaviour Questionnaire. The scales used to measure the five

components of organizational citizenship behaviors were based on the earlier research Podsakoff et al. (2000). All the dimensions of OCB were measured on a 5- point Likert type scale.

Data Analysis Interpretation:

1 Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	28	27	27	27
Male	76	73	73	100.0
Total	1000	100.0	100.0	

Out of 104 respondents 28% were female and 73 % were male.

3 Age Group

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
26-35	23	22	22	22
36-45	81	78	78	100.0
Total	1000	100.0	100.0	

Maximum respondents were from the Age group of 36-45 years and the percentage was 78%

4 Work Experience

Work Experience	Frequency	Percent	Valid Percent	Cumulative Percent
0-5yrs	12	12	12	12
6-10	41	39	39	51
11-15	28	27	27	78
above 15	23	22	22	100.0
Total	100	100.0	100.0	

Maximum respondents were having experience of 6 to 10 years and the least were having experience of 0-5 yrs.

• Correlation

Data Analysis was carried out with SPSS 17.

		OCB
OCB Work Place Empowerment	Pearson Correlation	1
	Sig. (2-tailed)	
	N	104
	Pearson Correlation	.531**
	Sig. (2-tailed)	.000
	N	104

Value of Correlation ratio 'r' is 0.531, which shows that there exist correlation between OCB and workplace empowerment.

• **Regression Analysis**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746a	.556	.543	.23515

Coefficient of correlation $r = 0.746$. r square is 55.6 %. It shows that , 55.6% of OCB was explained by competence, self determination and impact.

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.923	3	2.308	41.736	.000b
	Residual	5.529	100	.055		
	Total	12.453	103			

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
(Constant)	B	Std. Error	Beta		
	1.204	.284		4.245	.000
Competence	.284	.045	.436	6.351	.000
Self Determination	.290	.039	.508	7.446	.000
Impact	.044	.050	.058	.865	.089

Dependent Variable: OCB

$OCB = 1.204 + (0.284) \text{ Competence} + (0.290) \text{ Self Determination} + (0.044) \text{ Impact} + \text{error}$

Result:

Workplace empowerment is correlated with the various parameters of OCB.

Workplace empowerment influences Organization Citizen Behavior.

Conclusion:

Even though OCB is a voluntary behavior shown by an individual at workplace, organization role in inducing the behavior is also very important. Organization should focus on employee friendly policies and should provide working environment in such way, that it will result employee empowerment and thus induce OCB in employees.

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Applying Competency Mapping in The Information Technology Sector

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Competency mapping is a process of identifying key competencies for a company or an organisation and the jobs and functions within it. It is an activity that deserves paramount importance in the organisation. Every well-managed organisation should have well-defined roles and a list of competencies required to perform each role effectively. Competency mapping analyses the individual employee's strengths and weaknesses for understanding him better and helps in facilitating his career growth. Organizations of the future will have to rely more on their competent employees than any other resource. The roots of competency modeling date as far back as the early 1900's but these models have become widely popular these days. A competency model is an organizing framework that lists the competencies required for effective performance in a specific job, job family, organization, function, or process. Individual competencies are organized into competency models to enable people in an organization or profession to understand, discuss, and apply the competencies to workforce performance. The present research paper is based on a study conducted on the employees of an IT-based organization. It was largely inferred from this study that there exists a certain level of competency among the employees. It was identified that employees could be slightly improved in terms of their communication, knowledge level and team orientation. The organization needs to set more specific goals in order to improve the achievement orientation of the employees. The feedback mechanism of the organization has to be such that employees take their feedback positively.

Key words: Competency, Skill, Knowledge, Ability
JEL Classification: M0

1. Introduction

Human resource management is a process of bringing people and organisations together so that the goals of each other are met. Nowadays it is not possible to show a good financial or operating report unless your personnel relations are in order. Over the years, the number of jobs that are highly skill-based and knowledge-intensive is on the rise. This has necessitated future skill mapping through proper HRM initiatives. Indian organisations are also witnessing a change in systems, management culture and philosophy due to their increasing global alignment. There is a need for multi-skill development. The role of HRM has become important like never before.

Earliest description of competency mapping can be traced back to a 3000 years old book 'Arthashastra' authored by Chanakya. He was a well known royal adviser and prime minister of the famous Maurya king Chandra Gupta Maurya. This is probably the first book on competency mapping. The book contains competency mapping models, the thesis and theories of human aptitude, intelligence quotient, emotional quotient and in general everything that is related to human behavior regarding work, logic

and emotions. Competency mapping is a process of identifying key competencies for a company or an organisation and the jobs and functions within it. Competency mapping is an activity that deserves paramount importance in the organisation. Every well-managed organisation should have well-defined roles and a list of competencies required to perform each role effectively. Competency mapping analyses the individual employee's strengths and weaknesses for understanding him better and helps in facilitating his career growth. It identifies the gaps and deficiencies in his knowledge base and skill set. Every industry in the present scenario is trying to achieve high efficiency and effectiveness in order to survive in the cut-throat competition. Industry is basically classified into production and service sector. They try desperately to improve the efficiency of their system. All the methods and approaches for improving the performance and efficiency of their operations points to a basis key factor – "Skill and Competency. Skills and competency, therefore, becomes a focal point of companies, which aims at improving their performance. Every industry, especially production industries, emphasizes on skill and competency. It becomes mandatory for any production company, aiming at improving

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their performance, to map the skill level of their workers. Skills mapping is a technique of studying and analyzing the skills possessed by the persons concerned. It is a comprehensive way of knowing the skill levels of the persons. Skill mapping evolves a result, which not only specifies the skill level of the persons but also identifies the Gray areas where improvement can be made by training or by other means.

Organizations of the future will have to rely more on their competent employees than any other resource. It is a major factor that determines the success of an organization. Competencies are the inner tools for motivating employees, directing systems and processes and guiding the business towards common goals that allow the organizations to increase its value. Competencies provide a common language and method that can integrate all the major HR functions and services like Recruitment, Training, performance management, Remuneration, Performance appraisal, Career and succession planning and integrated Human Resource Management system.

Scholars have defined competency in a number of ways. First discussed and assessed by McClelland in the early 1970s, competencies, or individual characteristics, were recognized as significant predictors of employee performance and success, equally as important as an individual's academic aptitude and knowledge content as indicated by tests scores or results (Lucia & Lepsinger, 1999; McClelland, 1973). Hayes (1979) defined competency as the generic knowledge motive, trait, social role or a skill of a person linked to superior performance on the job. Another definition proposed by Boyatzis (1982) considers competency as a capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results .

Competencies include the collection of success factors necessary for achieving important results in a specific job or work role in a particular organization. Success factors are combinations of knowledge, skills, and attributes (more historically called "KSAs") that are described in terms of specific behaviors, and are demonstrated by superior performers in those jobs or work roles. Attributes include: personal characteristics, traits, motives, values or ways of thinking that impact an individual's behavior,

other characteristics of an individual competency may include motives, values, traits, self-concept. Competency includes observable behavior as well as aptitudes, skill and knowledge. It can be compared with an iceberg as shown in the figure below:

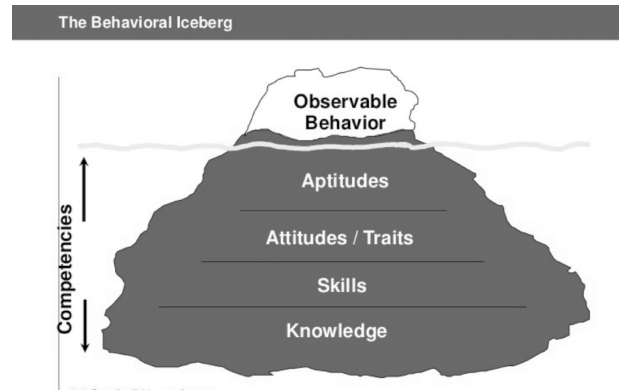


Fig 1: Behavior of an individual in an organization
Source: Sanhgvi. S. (2007), The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations

2. Competency Model

The roots of competency modeling date as far back as the early 1900's but these models have become widely popular these days. A competency model is an organizing framework that lists the competencies required for effective performance in a specific job, job family (e.g., group of related jobs), organization, function, or process. Individual competencies are organized into competency models to enable people in an organization or profession to understand, discuss, and apply the competencies to workforce performance.

The competencies in a model may be organized in a variety of formats. No one approach is inherently best; organizational needs will determine the optimal framework. A common approach is to identify several competencies that are essential for all employees and then identify several additional categories of competencies that apply only to specific subgroups. Some competency models are organized according to the type of competency, such as leadership, personal effectiveness, or technical capacity. Other models may employ a framework based on job level, with a basic set of competencies for a given job family and additional competencies added cumulatively for each higher job level within the job family

Skills + Knowledge + Ability = Competency = Observable Behavior

= Effective Outcomes [Performance on Job] = Strategic Success Modeling

A Competency Model

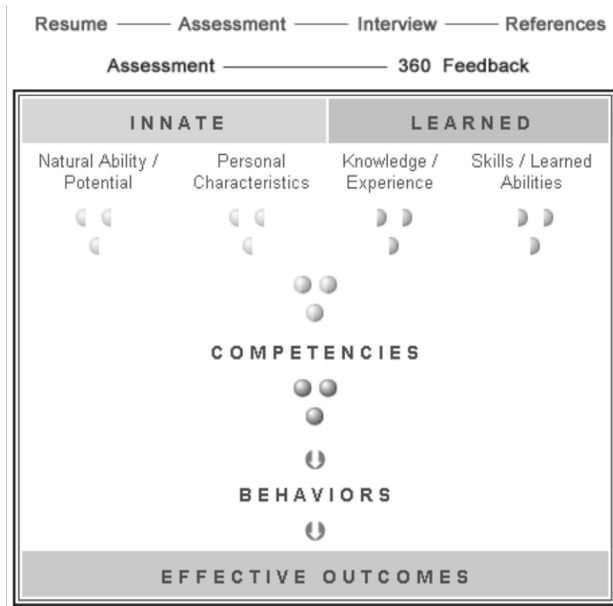


Fig 2 : How competency is formed

3. Literature Review

Competency Mapping is the recently emerged process and is still in the process of development. In spite of its late recognition a number of researches have already been conducted in the field. Some of the studies that have been referred to for the purpose of this research proposal are:

R.Yuvaraj (2011) in his study titled 'Competency Mapping: A Drive for Indian Industries' has referred to Competency Mapping as a process of identifying key competencies for an organization, the jobs and functions within it. Competency mapping is important and is an essential activity. Every well-managed firm should have well defined roles and list of competencies required to perform each role effectively. Competency mapping identifies an individual's strengths and weaknesses in order to help them better understand themselves and to show them where career development efforts need to be directed.

Velayudhan & Maran (2009), conducted their study for assessing the competencies possessed by the employees in an unbiased manner, also to find

out the gap between the present competencies and expected competencies of the employees at HCL Technologies, Chennai. The study conclusively revealed the positive relationship between male and female employees in all the aspects of competency mapping, also they identified a positive relationship between the qualifications of the three groups and all the fifteen aspects covered in the study. The t-test analysis also revealed that there is significant difference between the two groups of employees on personal effectiveness. Significance differences were found between married and unmarried group of employees in HCL on Functional expertise, Innovation, Customer service, Analytical thinking, Motivation.

Farah (2009) in qualitative discussion identified that the performance of companies depends mostly on the quality of their human resource. For obvious economic and business reasons, organizations have always been concerned about the competence of its people.

Kodwani (2009) has focused on: Performance is the mantra of today's business organization. People with right competencies are the key to superior performance. Competencies are the set of such skills and abilities (technical as well as behavioral), which are required for desired level of performance.

Rice (2006) in his study on the leadership development among healthcare executives in the U.S. found that competency-based leadership development does not just drift, however it intentionally focuses on clear career aspirations. Meanwhile, he stressed that disciplined approach to career growth will enhance the organization's performance and he believes along with these career planning for health leaders would set as innovative strategies for development.

Nigam et al. (2009) in their research paper entitled 'Competence Mapping: An Innovative Management Practice Tool' expounds that employee competency mapping for assessing the value of human capital and its development is one such innovative practice that is widely being used by organizations today. Care needs to be taken to ensure the involvement of the entire organization as a tool to add value to their key resource areas.

Cernusca and Dima (2007) in their research essay explained the concept of competency and how competency is linked to performance and one's

career development. A business might possess extremely capable human resources, but they might not work on the position that suits them. This is where competency mapping and the appraisal tools come to help the HR experts choose who should work on what position.

Apart from above mentioned studies, some others have also been undertaken to understand the relevance of the topic in the better manner. These studies are presented below in a tabular form.

Table 1: Related studies on Competency Mapping

S.no	Author	Topic	Purpose Of The Study	Conclusion
1.	Chouhan, V.S. & Srivastava, S. (2013)	Competency mapping for HR professionals in IT industry	to develop a competency mapping model for HR professionals in IT Industry	There is a strong and positive relationship between possession of competencies and successful job performance. This can be explained by the fact that HR jobs have different role to play and each role requires different dimensions of behavior. Thus, competencies and competency models are a viable tool that can be utilized to prepare the current and future workforce and retain skilled incumbent workers to meet the job requirements and other needs of employers.
2.	Kaur, J. & Kumar, V.	Competency Mapping: A Gap Analysis	to explain how and to what extent competency mapping facilitates the organization to function effectively.	The manger in higher level lacked in technical skills compared to middle level manger. Planning skills and leadership skill were missing in middle and first level.
3.	Anisha, N.	Competency Mapping of the employees	to explain the why competencies needed and how is measured competency of employees in the organization.	Skill development by Competency mapping is one of the most accurate means in identifying the job and behavioral competencies of an individual in an organization .Competency mapping should not be seen as rewards. Competency is a set of knowledge, skills and attitudes required to perform a job effectively and efficiently.
4.	Jain, V.K.	Competency Mapping in Indian Industries - A Case Study	to analyze employee competencies including Attributes, Skills and Knowledge parameters in detail and make a gap analysis in the actual and desired skills and assess the training needs of the employees.	There exists a positive relationship in the skills and will of the people. There was great degree of co-operation in the superiors and subordinates. Some of the employees possessed greater skills as compared to their willingness to apply these skills. The Competency Mapping of each employee indicated the level of Attributes, Skills and knowledge possessed by him. Analysis of overall scores of the three variables on all parameters showed the level of Managerial Competence of each respondent. Potentials were also identified. Gap Analysis made on the basis of expected performance on each parameter and actual performance showed the strengths and weaknesses of the respondents.

5.	Celia, B.R. & Karthick, M.	Competency Mapping of the employees in the power sector with special reference to Chennai	to measure the competency level of employees in the power sector.	Competency in the power sector has proved to be fine to a certain extent only that a few of the factors need to be considered by the employees for attainment of excellence in this sector. This could for sure pave way for achievement of the goals set to be achieved.
6.	Srividya, N. & Basu, R.	Competency Mapping Correctional Officers	to explores only the competency point of view of the human capital in both analytical and survey methods	It has been identified that complements viz, interpersonal relationship, team relationship and learning attitude are the key components of the competency of the correctional officers of West Bengal. It can also be said that the team relationship i.e., collection and participative discussion of opinions and ideas for the benefit and accomplishment of all the team members and attitude towards learning i.e., learning through experience, experiment, analysis and mistake are the core components for the competency of correctional officers of West Bengal.
7.	Sarkar, S.	Competency Mapping-Rejuvenating 'Knowledge based Development'	to present a knowledge based development (KBD) conceptual model for organizations at inter-organizational level by using competency management.	Competence management system is able to help the organizations to decide and plan the learning for the employees and identifies a set of possible resources for it. It supports the organizations to identify talents with required set of competencies. The impact of the method at all levels has not been measured. Positive impact was measured at individual level based on which it may be concluded that there has been developments at further levels of process and organization.

4. Objectives of The Study

The study was undertaken primarily to understand the concept of competency mapping in today's business environment and its prevalence in IT Sector. Along with that an attempt was also made to understand the influence of demographic variables on Competency Mapping. Another objective was to identify the shortcomings in the organization with respect to the requirements of the competencies and suggest suitable measures to overcome these deficiencies.

5. Research Methodology

The research being in the management field and that too involving HR area, was mainly descriptive in nature but based on qualitative analysis of the topic and subjects under it. It was undertaken in one of the IT based organizations named Fiserv India,

NOIDA. The respondents were the employees working here. Due to paucity of time and resources non-probability convenience sampling was used to identify the respondents for the purpose of interview. Information was collected using the instrument attached in Annexure 'A' and it was followed by interview of each of the employees who had filled this questionnaire. It comprised of six sections which were 'Communication skills of employees', 'Knowledge levels of employees', 'Development of people', 'Client orientation', 'Achievement orientation', and 'Team orientation'. Each section was denoting certain competency and had six items to assess the existence of a particular competency. In all there were 36 items associated with six competencies which were probed. Each respondent was interviewed for about 15 minutes. There were altogether 20 interview conducted. It

took a week's time to complete the entire process of interview.

6. Research Findings

After noting down the interview responses and the observations made by the interviewer, it was found that in terms of Communication Skills of the Employees, employees have generally good communication skills. It also revealed the fact that the employees should develop the skills pertaining to the timely and specific feedback and also deliver consistent feedback. The other factors relating to communication skills such as clear sense of direction for the team, encouraging open discussions and promote open and transparent communication patterns should also be developed.

With respect to the 'Knowledge level of the employees' it was identified that the level of knowledge has to be improved in most of the factors. Factors such as 'Work to create practical solutions to problem', 'Produce sound conclusions and recommendations', 'Deal with complex information', 'Seek information to maintain current knowledge' need to be given attention as most of the employees believe that there is still a lot to be achieved.

Through the interview it was identified that in terms of 'Development of People', the aspect of preparing development plans to achieve the goals has to be improved so that the employees would reach the expected goals. This would benefit the employees and the organization at large. Other components of this dimension like 'Positive communication of vision or goals', 'Help people learn from previous experiences', 'Offering suggestions to help people to find solutions', 'Guiding individual about the available resources', 'Developing action plan to achieve goals' need to be focused more to make the employees more development oriented. In terms of competency related to Client Orientation, it also came out that the client orientation of the employees reveals the fact that the employees must develop the skills of getting information from clients about their needs and explain the rationale for decision making.

In terms of competency related with 'Client Orientation' it was observed employees have well developed competency and they are very well oriented towards their client's needs and requirements. Moreover, they consider client need satisfaction as their top priority as their entire business is driven

by client satisfaction. The issues that were probed under this dimension were 'Getting information from clients to identify their needs', 'Providing timely and effective solutions to their problems', 'Responding to clients' concerns', 'Meeting and striving to exceed clients' expectations', etc.

In the case of 'Achievement Orientation', it was found that the employees need to develop more receptiveness towards receiving feedback from the others. In few cases it was identified that employees are open to feedback but a few revealed that feedbacks oriented around criticism were absolutely not welcomed, although they were receptive towards the constructive feedback. The employees exhibited great enthusiasm on the issues like 'Achieving individual performance targets', 'Organizing their work to stay on track', 'Organizing people and tasks around them', 'Inspiring and encouraging others to do their work'.

The competency associated with the 'Team orientation' was found to be very well developed in this organization as most of the time the employees are required to work in small project teams. But sometimes, as it usually happens in team working there have been instances to responsibility shirking and social loafing. The issues that were raised under this dimension were 'Creating team identity', 'Actively contributing individual experience', 'Giving recognition to other team members for achievements', 'Facilitating and actively supporting team decisions', 'Maintaining positive attitude', etc.

In terms of demographic variables there was not much difference in the responses given by the male or females respondents. In depth analysis of answers to find out the variability in terms of age group also didn't show any major difference. But definitely the level of competency in terms of experience of the employees in the organization showed variability in their responses. Employees with greater experiences were much more competent as they had already received training to overcome their deficiencies. Moreover, they were well adept to take care of any contingency which could arrive and were able to handle it.

7. Conclusion

Skill development by Competency mapping is one of the most accurate means in identifying the job and behavioral competencies of an individual

in an organization. Competency mapping should not be seen as rewards. Competency is a set of knowledge, skills and attitudes required to perform a job effectively and efficiently. A Competency is something that describes how a job might be done excellently; a Competence only describes what has to be done, not how. Core competency is something which cannot be copied and it is the pillar upon which individual rest. Competency Models are considered as Best Fit for human resources. Thus, competencies and competency models are taken as important tool that can be utilized to prepare the current and future workforce and retain skilled employees to meet the job requirements and other needs of employers. There is a strong and positive relationship between possession of competencies and successful job performance. This can be explained by the fact that IT sector has different categories of jobs and they have different role to play and each role requires different dimensions of competency. Thus, competencies and competency models are a viable tool that can be utilized to prepare the current and future workforce and retain skilled incumbent workers to meet the job requirements and other needs of employers.

In terms of the present study it can be conclusively said that there exists a certain level of competency among the employees. All the respondents were fairly able to justify their responses in terms of existence of particular kind of competency. A few gaps or shorts coming were also identified. Through the process of interview, it was identified that employees could be slightly improved in terms of their communication, knowledge level & Team orientation. The organization needs to set more specific goals in order to improve the achievement orientation of the employees. The feedback mechanism of the organization has to be such that employees take their feedback positively. There is nothing which can't be improved through proper training and counseling and generating more positive work environment.

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Annexure A

Name -

Department:

Age - Gender-

Education- Designation-

Experience-

Note:- Kindly mark the following statement as per the given options, Failed to Attain (FA), Almost Attained (AA), Attained (A), Surpassed (S), Greatly Exceeded (GE) .

S.No.	Communication Skills of Employees	FA	AA	A	S	GE
1	Clear Sense of Direction for the team					
2	Delivers Consistent Messages					
3	Tailors Communication that suits Audience					
4	Promotes Open and candid communication					
5	Encourage Open Discussion					
6	Gives Timely and Specific Feed Back					
S.No.	Knowledge Levels of The Employees	FA	AA	A	S	GE
1	Works to create practical solutions to problem					
2	Produce Sound Conclusions and Recommendations					
3	Facing Challenging Problems and Getting Assistance					
4	Applies Experts to Perform the Job Effectively					
5	Deal with Complex Information					
6	Seeks Information to Maintain Current knowledge					
S.No.	Development Of People	FA	AA	A	S	GE
1	Positively communicates vision or goals					
2	Helps people learn from previous experiences					
3	Offers suggestions to help people to find solutions					
4	Refers individuals to available resources					
5	Documents a special development plan to achieve					
6	Recognize people's work					
S.No.	Client Orientation	FA	AA	A	S	GE
1	Gets Information from clients to identify need					
2	Provides timely and effective Information					
3	Responds to client concern					
4	Explains the rationale for decisions					
5	Offers innovative solutions					
6	Meets and strives to exceed client expectations					
S.No.	Achievement Orientation	FA	AA	A	S	GE
1	Achieves the Individual performance target					
2	organise own work to stay in track					

3	organise people and allocates task					
4	Accepts accountability for action					
5	Receptive to feedback from others					
6	Inspires and encourages others to do their best					
S.No.	Team Orientation	FA	AA	A	S	GE
1	Create team Identity					
2	Actively contributes individual Experience					
3	Recognition to Team Members for achievement					
4	Facilitates and actively supports team decision					
5	Raises difficult situations with the team and gives suggestions					
6	Maintaining positive attitude					

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