

Facilitation of Human Values in Management

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My experiences as a teacher in management education for nearly five decades (2013), and the insights I have gained in the process as an individual and as a human being, are broadly fourfold:

1. No one can 'teach', in its widely used sense of transmitting knowledge, skills and attitudes, anyone anything;
2. One has to teach oneself as to how to realize one's inner worth through
3. Introspection and feedback comprising experiential learning.
4. The others including teachers, parents, friends, seniors, leaders and role models can 'at best' facilitate the process of self learning and transformation through experiential learning

Specifically, when we look at the above theme, three parts of it seek our attention;

One: Enabling the students become effective professionals, and more important, humane as individuals.

Two: Propagation and inculcation of human values for the purpose

Three: The role of the teacher in the process.

Accordingly, one can analyze the role of a teacher in relation to his student from three different but related perspectives:-

The objective

This pertains to '*Enabling the students remake themselves as human beings*'

Human beings are innately divine, basically good and intrinsically compassionate, but incredible in terms of their behavior. The requirement therefore is to enable the person

become aware (Awareness) and believe in his divine energy (Acceptance) so that he is able to contribute his best to self and his society (Action).

The Means

This refers to:

- Propagation and Inculcation of human values
- Knowledge (K), Skills (S) and Attitudes (A) and their mix for propagation and inculcation

Propagation:-

- To enable the learner know and believe in himself, his potential and his environment better: Awareness and Acceptance (*Manasa*)- Knowledge(K).-Basic Education: Teaching-Counseling- Research
- To enable the learner acquire skills necessary to apply the knowledge as when occasion arises: Ability (Vacha) – Skills(S) – Professional Education: Applied research – Training.

Inculcation:-

To enable the learner develop appropriate attitudes and values for applying the knowledge and skills for the good of self and the society: Action (*Karmana*) - Attitudes (A) and Values- Education- Society/Industry interface: Consultancy- Intervention.

Knowledge (K):-

Awareness – Can be inculcated through theories backed up by empirical research.

Skills (S):-

Ability- Can be imparted through training aimed at Skills Development

Attitudes (A):-

Predisposition Human values:- 'Strongly held positive attitudes'- Cannot be 'taught' or 'imparted' - Can only be demonstrated through one's own action.

- Leading by example – The challenge for a teacher. This is also an opportunity to do something more, different and better.
- In its generic sense, the concept of teacher applies to all of us since we do assume the roles of a parent, a friend and a superior: Therefore, the challenge as also the opportunity to be role models applies to all of us, the humankind.
- The Catalyst -The role of a teacher

Behavior is a function of individual and situation. The effectiveness or otherwise of an action therefore depends upon the interplay of individual abilities and situational contribution. Remaking ourselves can accordingly be initiated by others or by self. An effective teacher is the one who can facilitate the person ignite the divine energy himself. Leading by example is the only instrument available to the teacher to enable the learner realizes his inner strength. The result – paradoxically, but significantly – is that the teacher ceases to be the role model; instead, the learner himself sets his own standards and becomes role model to himself. The learner thus becomes the change agent (Subject), scripts the change process (Verb) and transforms himself (Object). This is in essence the challenge and the opportunity beckoning the humankind.

This article presents the series of efforts undertaken by a teacher in management towards enabling the students and professionals realize their own potential and inner strength for remaking themselves as effective managers and humane individuals. In the process *Spandan* (Heartbeat) approach and its 3 D Process of Diagnosis, Discovery and Development has emerged as an initiative for evolving what is called as Functionally Humane Organization (FHO). *Spandan* (a word in Sanskrit) stands for heartbeat, vibration, pulsation, echo and empathy of a high order. Faith in innate divinity, basic goodness and intrinsic altruism in human beings is believed as the credo for evolving such an organization. The Spandan 3 D Process is the instrument for translating the concept of FHO into a reality. The aim of the process is to anchor

suitable human values to the Mission of the given organization and integrate them with its work ethic, human resources development and strategic management.

The basic premise of this paper as stated is that learning by self – in contra distinction to teaching by others - is to be through Experiential Learning. Introspection and feedback constitute the twin planks of experiential learning. Introspection is by self, the focal person. Feedback is by others, the resource persons. Teacher is one such resource person. As a resource person the teacher is to facilitate the student, the focal person, realize his inner strengths, believe in them and act upon them accordingly.

Specifically, it would mean three things:

What? Content-wise, facilitating teaching – and of learning by self – the Spandan (Heartbeat) approach, its Spectrum of Human Values, 3D Process of Diagnosis, Discovery and Development, and, its initiatives and perspectives as on date.

How? Benjamin Franklin 1706 – 1790, one of the Founding Fathers of the USA, famously said: Tell me and I forget. Teach me and I remember. Involve me and I learn. The rationale for Experiential Learning as the learning process, in a way, originates from this statement. Experiential Learning consists of Introspection and Feedback its two planks: Introspection by self, Focal Person, and, Feedback by ‘significant’ others, Resource Persons.

Experiential Learning, I believe, is an enduring learning process in adult education.

Whom? This refers to the target group. Four categories of participants constitute the target group:

- (a) Prospective professionals undergoing higher studies of management,
- (b) Working professionals updating their professional competence and managerial capabilities through long term courses - of two to three years’ duration – in management,

- (c) Professionals, entrepreneurs, and institution builders attending training and development programs of varying durations, and
- (d) Any of the above categories of persons attempting self learning in management.