

HERE & NOW

ISABS NEWSLETTER | JANUARY 2025



IN THIS EDITION WE ARE REFLECTING AND, LOOKING BACK ON THE YEAR THAT HAS BEEN. BEFORE WE REALIZED IT, WE HAVE ALREADY STEPPED INTO JANUARY 2025 AND A NEW YEAR IS UNFOLDING.

EDITOR'S DESK



2024 has been a year of great changes across the world – conflicts both sudden and long-standing, environmental disasters, changes in heads of state, realigning of cross-country alliances and even the tail end of Covid. Much of it has been disturbing, shocking even. We are reflecting on this, looking back on the year that has been. Before we realized it, we have already stepped into January 2025 and a new year is unfolding.

We all talk about these events, these trends and discontinuities. We share our thoughts with others, we write about them even if we cannot do much sitting halfway across the world from them. We keep them alive in our minds and the minds of others and build up a climate of positivity towards changing things for the better. We see Here and Now as being part of such efforts. It is the newsletter of the Indian Society for Applied Behavioural Science (ISABS) which has innings of nearly 40 years. This edition of Here and Now brings a mix of offerings. Some are introspective, some informative and a few are entertaining while also being reflective.

We begin the issue with a poem by John Roedel which very beautifully articulates what we all struggle with (and have struggled with at some time or other) – the heart and the brain and “whom to blame for the big mess I have become.” It is serious and funny and quirky and worth reading.

Some of our more recent members and associate members (participants of our labs) might wonder now and again about the origins of ISABS. It is an organization with a coordination office in Delhi, they conduct experiential learning labs (events) twice a year, they talk about thinking and feeling... this is what most know, broadly speaking. But one of our long-standing professional members, Prof. T.V. Rao of TV Rao Learning Services, Ahmedabad makes ISABS more real to us by telling us the story of ISABS – how it started, what were challenges and what led it to the ISABS as we know it today. Do not forget to browse through Prof. Rao's article here, edited for brevity.

Snigdha and Khirod Pattnaik gives us a glimpse into the proceedings of the Annual Members' Meet of the National Training Laboratories (NTL), Maine, USA which they attended in July 2024. NTL is a collegial partner of ISABS. Both organizations have members in common, have hosted them at some time or other over the past 50 years. The welcome and hospitality they experienced in NTL's 'home town' of Bethel comes out in their account of their visit.

A deep dive into the Self – this is what Nidhi Vashishth calls her experience of attending an ISABS human process laboratory as part of her learning in the 15th batch of ISABS ODCP (Organization Development Certification Program). She compares it to a dip into a holy lake which uncovers to her layers of self that she had not been aware of earlier. Do dip into her article to know further what Nidhi experienced in the lab.

What could be the connection between a movie on mountaineering and lessons for leadership and life? For Saurabh Ghosh, watching the movie “Everest” was an unforgettable experience. Not only was it gripping in its account of the survival attempts of two groups that attempted to climb Mount Everest in 1996, but it held lessons for leadership. Saurabh tells us what he learnt from it.

Ila Sharma went to see the movie Inside Out 2. Two years after she wrote on how Inside Out got her to go Outside In, Ila found that watching Inside Out 2 took her back to the BLHP and ALHP labs she attended a few years ago. It reminded her of the value of curiosity and openness, and to approach her work as a facilitator with empathy, creativity and joy. Read Ila's article to know how she links the movie to learnings from the labs.

Post COVID, the discourse of its impact on humanity revealed that it had impacted the mental health of people more than was presumed, which led to the World Health Organization to declare mental health a priority area for intervention.

Subhashini Acharya's article talks of the various types of mental health care. She also offers some guidelines in choosing the appropriate mental health care for various conditions and situations.

The article by Jimmy Dabhi and Ila Sharma urges us to look beyond surface-level diversity and examine the potential for marginalization within seemingly inclusive groups. They highlight ISABS as being able "to provide a transformed understanding of what it means to be true facilitators of change by acknowledging the complexities of diversity, addressing hidden discriminations, and facilitating transformative learning experiences that lead to authentic social change."

Sridhar Venugopal undertook a survey of the officer trainees of the 75th batch of the Indian Revenue Service at their training academy, NACIN, in Andhra Pradesh. NACIN (National Academy of Customs, Indirect Taxes and Narcotics) had invited ISABS to facilitate labs for the entire group of 45 officer trainees in April 2024. Sridhar's article here talks of the value of T-group training in reinforcing positive self-image based on his survey of their perceptions. Please read this to understand what the survey was about and what the findings were.

The survey findings of Professional Members' perceptions of the present and future of ISABS are presented in this issue. The survey was initiated by our long-time professional member (PM) VK Jain, who passed away earlier this year. It was completed by others and finds a place in this issue, as much a tribute to VK Jain as to taking a hard look at what ISABS' members want our organization to be in the future.

And last but not least, what is happening in our regions across India? Take a glance at the reports from ISABS' Southern, Eastern and Western Regions. They give you an idea of activities in the various regions. The regions and the Regional Coordinators are helping spread the philosophy and message of ISABS. It is heartening to know that those who have attended one or more of our labs keep in touch through regional meetings, and a few have also taken their first steps towards becoming full professional members

Our thanks to each member of the editorial team who have contributed to this issue. But above all, thank you, dear contributors, for your articles and poems. It is not an easy matter to put pen to paper (or typing to the laptop these days) and articulate your thoughts, ideas and reflections which have resulted in this issue of Here and Now for our readers. Please keep writing in, your contributions are very much valued.

As always, we invite suggestions from our readers to improve Here and Now. Please also do send in your contributions for the next issue which we trust will go online in March-April 2025.

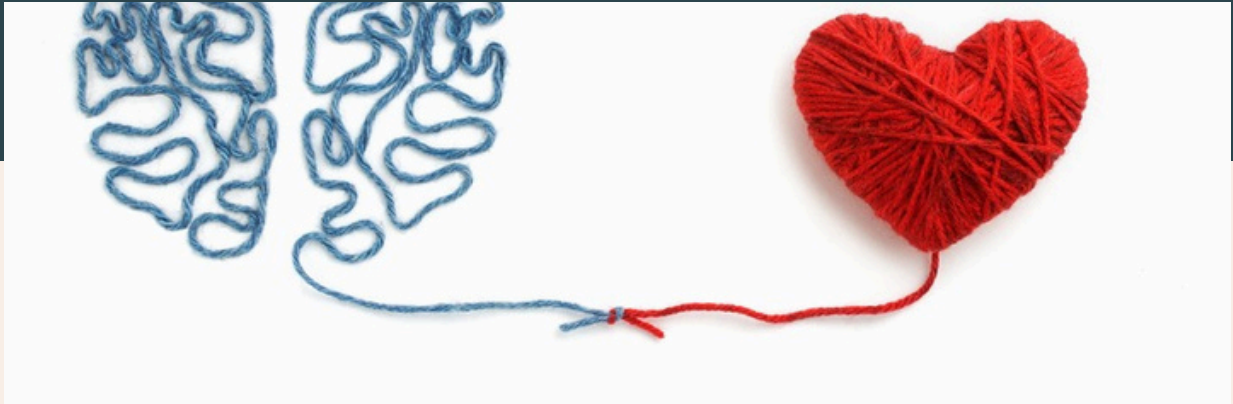
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Please send letter to the editor or feedback and suggestions to isabshnn2024@gmail.com

MY BRAIN AND HEART DIVORCED

BY JOHN ROEDEL



- John Roedel is a comic who unexpectedly gained notability as a writer and poet through his heartfelt Facebook conversations that went viral and became an Amazon best-selling book titled, Hey God. Hey John.

my brain and
heart divorced

a decade ago

over who was
to blame about
how big of a mess
I have become

eventually,
they couldn't be
in the same room
with each other

now my head and heart
share custody of me

I stay with my brain
during the week

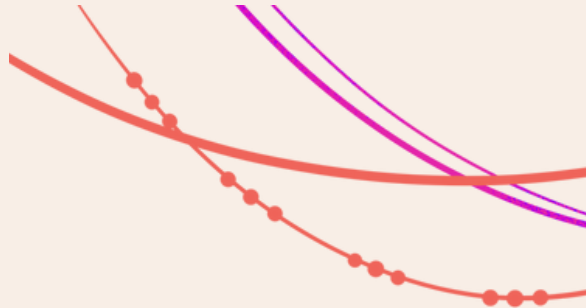
and my heart
gets me on weekends

they never speak to one another

- instead, they give me
the same note to pass
to each other every week

and their notes they
send to one another always
says the same thing:

"This is all your fault"



on Sundays
my heart complains
about how my
head has let me down
in the past

and on Wednesday
my head lists all
of the times my
heart has screwed
things up for me
in the future

they blame each
other for the
state of my life

there's been a lot
of yelling - and crying

so,

lately, I've been
spending a lot of
time with my gut

who serves as my
unofficial therapist

most nights, I sneak out of the
window in my ribcage

and slide down my spine
and collapse on my
gut's plush leather chair
that's always open for me

~ and I just sit sit sit sit
until the sun comes up

last evening,
my gut asked me
if I was having a hard
time being caught
between my heart
and my head

I nodded

I said I didn't know
if I could live with
either of them anymore

"my heart is always sad about
something that happened yesterday
while my head is always worried
about something that may happen tomorrow,"
I lamented

my gut squeezed my hand

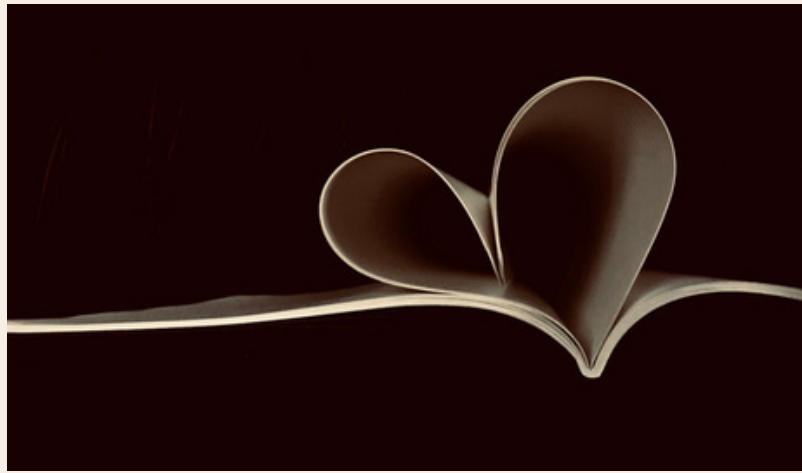
"I just can't live with
my mistakes of the past
or my anxiety about the future,"
I sighed

my gut smiled and said:

"in that case,
you should
go stay with your
lungs for a while,"

I was confused
- the look on my face gave it away

"if you are exhausted about
your heart's obsession with
the fixed past and your mind's focus
on the uncertain future



your lungs are the perfect place for you

there is no yesterday in your lungs
there is no tomorrow there either

there is only now
there is only inhale
there is only exhale
there is only this moment

there is only breath

and in that breath
you can rest while your
heart and head work
their relationship out."

this morning,
while my brain
was busy reading
tea leaves

and while my
heart was staring
at old photographs

I packed a little
bag and walked
to the door of
my lungs

before I could even knock
she opened the door
with a smile and as
a gust of air embraced me
she said

"what took you so long?"



THE RISE OF APPLIED BEHAVIOURAL SCIENCE AND ISABS

(extracted from Dr. T.V. Rao's blog (<https://tvraoblogs.blogspot.com/>)

My introduction to Behavioural Science and ISABS

As soon as I joined IIMA in 1973 I was involved in a research project to measure the impact of **Achievement Motivation Training (AMT) and Behavioural Sciences (BS) Interventions** in Gujarat initiated by Manohar Nadkarni, Prayag Mehta, Udai Pareek and J M Ojha for Gujarat based Industrial corporations. Our study indicated that BS training (specifically use of BS tests and AMT) resulted in increased entrepreneurial movements. When this study was presented in a seminar at India International Centre Delhi, McClelland was present, he invited me to work with him for three months to adapt Stewart Maturity Scale to India. I think the first program of ISABS was started in 1972 or 1973 with Dharni (Sinha) as Executive Director and Pulin (Garg) as Dean. In 1973 December I attended Pulin's sensitivity camp at Ubhrat, Gujarat. It was different than the T-Group training I heard of and experienced. I was admitted to the first phase of ISABS and we had a great time at Hotel Harsha for two weeks. Indira and I were in the same group with Oriol Pujol and Ivan Mathaias. Aroon Joshi was from the first batch. (Once), I witnessed a lot of heated exchange between some of the ISABS faculty including Francis (Menezes), Dharni (Sinha) and Pulin. I could not follow most of it. and wondered why behavioural scientists fight among themselves so much. Expression of disagreement seemed violent and aggressive.

One of the issues was whether we should allow Transactional Analysis as a part of ISABS labs and interventions. The fights did not fit into my image of Behavioural Scientists whom I held in high esteem. This followed by many noises about OB (Organization Behaviour) area faculty in Indian Institute of Management, Ahmedabad (IIMA) corridors always left a bitter taste in my mind about Behavioural Scientists in ISABS. Self-expression and open display of feelings, and anger, mutual accusations etc.to me appeared to be the anti-thesis of the case method where we used to maintain that there is not one way of looking at any issue and there are multiple ways and one should understand examine them all. I was attending Pulin's sensitivity camp and was also a co-facilitator of IPR (inter-personal relationship) labs for students. Given my nature I ended up more as a passive observer. In contrast I was conducting a Laboratory in Entrepreneurial Motivation which was big hit and some of the students who go themselves tested and came close to me have either become entrepreneurs or academic leaders. Raj Sah, and J. V. Singh are two names from these labs.

In 1975 Pulin became ED and Somnath Dean. Somnath and Udai from IIMA, Francis from TMTC joined by Aroon Joshi from Cadburys, Dharni from IIMC were solid pillars on which ISABS was built. This account is from my memory. Independent of ISABS, Udai and I were actively using case studies and instrumented feedback using Locus of Control, FIRO-B, TAT, Achievement Motivation Tests, Interpersonal Trust and such other tools. In fact Udai and I compiled a Handbook of Psychological Social Instruments.

My Achievement Motivation Laboratory was filled with games, exercises, tests, feedback and goal setting. I always enjoyed structured experiences. This was further reinforced by my collaborative work with Pradip Khandwalla from whom I learnt a lot on Creativity.

It is at this point of time Udai and I wrote on designing and conducting micro labs and published in University Associates. Our two-day labs became very popular and we jointly conducted many Motivation Development Labs at IIMA. These were also done in two phases where six months after the first phase the participants returned for a short lab of two to three days to review their motivational experiences and reformulate goals. Using what I learnt with McClelland and Abigail Stewart, I formulated a Leadership Styles Inventory (LSI) based on Stewart Maturity Scale (published by Manasayan with a foreword by McClelland) and started using it for understanding the leadership and supervisory styles of Indian Managers. This was based on the scores of TAT stories I carried to Harvard in 1975 to study psycho-social maturity reflected in these stories. The framework is popular even today we extensively use it in our 360 Degree feedback.

Backdrop to the growth of Applied Behavioural Science (ABS)

In the first decade after independence, India had about 5000 Blocks and Block Development Officers (BDO). Each BDO had around 10 field staff to disseminate information to people on agriculture, animal husbandry, cooperatives, panchayats and other matters and to facilitate development. They all needed to have communication and leadership capabilities oriented to action and community building.

India needed expertise from various sources. Understanding the need for young people to be developed as leaders, an experiment was started by Rolf Lynton and Ronnie Lynton, reputed international consultants, supported by World Assembly of Youth to start the Aloka residential training center for young national leaders from India and Ceylon (Sri Lanka). The experiment lasted for about three years. A large number of youth from rural backgrounds were trained using experiential learning methodology that focused on action and personal, interpersonal and group dynamics and community building.

When this methodology was discussed by Rolf Lynton, Dr. Vikram Sarabhai, scientist, offered the premises of ATIRA (Ahmedabad Textile Industry's Research Association) to the Lyntons to start a program for youth in urban India. The process of this work, in my view, started the foundation for the use of Applied Behavioral Science (ABS) based on self-discovery, laboratory method, interpersonal dynamics and group processes and community building. (Lynton, Kiel and Lynton 2022). I assume that it is against this backdrop that Udai (Pareek) formulated the concept of Extension Motivation and its role in Development (Pareek, 1968). Besides the Aloka experience that started what may be called as the laboratory method in human relations and community building, it was a methodology brought in by the Harvard-trained Rolf and Ronnie Lynton.

Foundations of Laboratory Training and the Formation of ISABS

Somnath Chattopadhyay of IIM Ahmedabad, in his essay "An Ideology Based Institution: Some Values and Dilemmas – An ISABS experience" (pages 231-256) in HRD, OD and Institution building edited by T V Rao and Anil Khandelwal (2016, Sage India) outlines a good part of the events that lead to starting of ISABS finally in 1971 (registered in 1972). He presents various events that led to the formation of ISABS as follows:

1. Stephen Max Corey at National Institute of Basic Education (NIBE) in Delhi in early 1960s emphasized action-research, psycho-dynamic teaching, workshops for teachers, and the formation of facilitators' groups. The development of laboratory education saw, briefly, Stephen Corey conduct L-Group or learning group sessions in the evenings at his home at NIBE, New Delhi, with Udai Pareek, Prayag Mehta, and four others.
2. SIET Institute, now National Institute of Small Industries Extension Training [NISJET] provided a venue for one of the seeds of change. SIET Institute, with its cluster of cottages, on the outskirts of the city of Hyderabad, surrounded by rocky hills, a large tank, vineyards, and distant palm trees, was an idyllic setting for the labs. SIET along with three colleagues and intimate friends—Rolf, Udai, and Somnath, may be credited with two initiatives –T-groups and laboratory education in India to stimulate awareness about the problems of individual behaviour in a group (Lynton, 1960).
3. Rolf, Udai, and Somnath, the original three, were joined by Manohar S. Nadkarni, K. J. Christopher, and, subsequently, Sujit Bhattacharjee and SG Raghu from SIET institute. Occasionally, Abad Ahmad of Delhi University and Prayag Mehta of the National Labour Institute, Delhi came to SIET to take part in this new venture.
4. Spread of L-Groups in India: The first lab was organized in SIET in 1962. A series of labs followed that year. In 1965, an inter-institutional Faculty Development Program was organized by Rolf and Udai in Dalhousie to create a nucleus of 10 to 12 faculty members, who might develop into laboratory trainers. In this program (April 14–May 2, 1965), the first part was a lab facilitated by Warren Bennis and Rolf Lynton from USA. Some of the participants were from IIM Calcutta (Nitish De, Gouranga Chattopadhyay), University of Delhi (Abad Ahmad), SIET Institute (R. P. Lynton, Adhikari, A. V. Nagaraj, Ghiara, and myself), and Vohra Foundation Bombay (Ship chandlers).

How the seeds for ISABS were sown

Most of these people carried forward laboratory education in India. A few members from different institutes such as IIM (Ahmedabad and Calcutta), IRHFP (Gandhigram), and others got selected for training at the National Training Laboratories, Bethel, Main (USA). In 1966, Abad Ahmad, Ishwar Dayal, Raja Deolalikar, Francis Menezes, Suresh Srivastava, and Somnath met at the conference center at NTL to consider whether we could build an institution like NTL in India. At the end of the meeting, Somnath told Abad Ahmad, "Abad, we will build our institute in India. With Udai and Rolf, we will be able to make it. Let us resolve it here and now. Our people do not have to come this far to get trained." We grasped each other's hands and Abad agreed. On return from NTL, Somnath maintained contact with Abad in Delhi and Francis Menezes, Tata Management Training Center [TMTC], Mumbai. He also spoke about the intent to Sujit Bhattacharjee, K. J. Christopher (SIET Institute), and Nitish De (Kolkata). Fred Massarik and Howard Baumgartel showed keen interest in this development.

According to Abad, Fred Massarik had played an important role in the establishment of ISABS. In fact it was he whom we had met at the conference of Western Academy of Management in 1965, when three of them (Francis, Somnath and Abad) were attending a one year program of the International Centre of Advancement in Management Education (ICAME) at Stanford University. Knowing the development of sensitivity training at UCLA (University of California at Los Angeles), they met him and shared interest in ABS. He invited all three of us to the NTL to attend different labs. It was this chance meeting of many colleagues from India...that led to our joining hands to start an NTL-like institution in India. I had the privilege of doing Post-doctoral work with Prof Craig Lundberg in experiential learning and getting training in T-groups.

On my return to India and joining the Management Department of the Delhi School of Economics in 1962, I started a T-group based course called Interpersonal Dynamics. I got in touch with Rolf and he kindly invited me to the SIET institute about which Somnath had mentioned. I was closely in touch with Fred and invited him to Delhi University several times, where we also organized a conference on Experiential Learning in which many colleagues including Francis Menezes participated. Fred proposed that we should establish a Society for the development of ABS and conduct T-groups in India; and he took an active role in the program organized by Francis in Pune, which led to formation of the ISABS."(personal communication from Abad to T V Rao, April 16, 2024).

I was fortunate to meet Fred Massarik in his house in California while I was working with David McClelland. We had a long chat about applied behavioural science. Udai introduced me to him and I stopped over at Los Angeles specially to meet him in my first visit to USA in 1975. I also had the opportunity to meet Rensis Likert. Ron Lippit, Mathew Miles at Teachers College. Udai introduced me to Chrys Argyris, but he was not available at that time.

Registration of ISABS

The Indian Society for Applied Behavioural Science was formally registered in 1972 at Pune by Francis Menezes of TMTC with the document for registration signed by Francis (TMTC), Fr. Don Beilby, (Mumbai); Dharni Sinha (IIMC); Pulin Garg (IIMA), K K Anand (L&T), K. J. Christopher (SIET) Fr. Jim Filela (Xavier Institute, Mumbai). The team according to my perception and experience included many others ...though they may not have signed the document as the registration required only six people (those closer to Pune). These in my view included: Dharni Sinha (IIMC) Pulin Garg (IIMA), Udai Pareek (IIMA), Abad Ahmad (Delhi University), Somnath Chattopadhyay (IIMA), Ishwar Dayal (IIMA); Paul Siromani; Ed McGrath (XLRI), Jim Filella (Mumbai), Sujit Bhattacharya (SIET) Manohar Nadkarni (BSC), Prayag Mehta (NCERT), Ishwar Dayal (IIMA), Nitish De (IIMC), Gouranga Chattopadhyay (IIMC). It was conceptualized in 1971 or even earlier as many of those who got trained at NTL were planning to form this body. Rolf Lynton played a significant role in introducing T-group training (sensitivity training) and getting faculty from SIET and IIMA and IIMC to NTL.

ISABS Today

ISABS recently celebrated its Golden jubilee in 2022. As a Society it continues to impact the spread of laboratory education and OD and Change Management in India. A visit to its website (www.isabs.org) gives an update about its members, programs and so on. Several Individuals and professionals have contributed to its growth including various Presidents, Deans, and professional members besides Industry, government and NGOs.

Applied Behavioural Science is many times equated with Laboratory Education and T-Group Training. While this misconception comes from programs offered by ISABS and their certification to be professional members of ISABS, in recent times they have done a lot of work in OD, Social Development, Coaching and many other areas.

Many may not be aware that ISABS had, from time to time, trained trainers from various agencies on instrumented feedback, simulations, role plays, creativity, role stress, extension motivation, power labs, 360-degree feedback, social development etc. T-group or L-Group methodology was used as a part of many OD or change management programs from early years.

The books by Dharni Sinha on T-Group Training, Somnath and Udai Pareek on OD in Hospitals, Pulin on Profiles in Identity, Francis on Dreams, Manohar on happiness etc. indicate the same. These (eminent OD practitioners) come from Psychology, Education, Anthropology and such other disciplines and applied themselves to many different sectors. My own work is indicative of the broad spectrum of ABS and its application cross sectors. This essay is an attempt to paint the canvas of ABS taking my own case as an illustration.



Dr. T. V. Rao is currently Chairman, TVRLS. A former professor and Board member at IIMA, Dr. Rao is the Founder President of National HRD Network and has been in the forefront of HRD movement in the country. He is also a long-time professional member and was President of ISABS from 1986-89. The above extract is from his blog post of date 24 April 2024 and has been edited for brevity and context.

A DREAM TRIP TO NATIONAL TRAINING LABORATORIES (NTL), BETHEL, USA

BY KHIROD PATTNAIK AND SNIGDHA PATTNAIK

When we first knew what ISABS was about

It was in the late 1990s that we came to know of Personal Growth Laboratories or T-groups conducted by the Indian Society for Applied Behavioural Science (ISABS). T-groups/experiential learning groups as a training and learning methodology had originated in 1947 at the NTL Institute of Applied Behavioural Science (earlier known as National Training Laboratory for Group Development). NTL was headquartered in Bethel, Maine, USA since its inception and had operated from there for over 45 years before moving to its current location near Washington DC, USA.

ISABS was formed by several well-known Applied Behavioral Science (ABS) professionals from India who had been trained at NTL. Once we learnt more about T-groups and immersed ourselves in the process, we had always dreamt of visiting its birthplace at Bethel.



Snigdha Pattnaik



Khirod Pattnaik

We both had become members of NTL several years ago but had remained far from its activities because of the geographic distance and the associated travel costs. The Covid pandemic in 2020 changed that perspective as the world and NTL went virtual. We were able to attend several of their members' meets and learning events online, got to know other NTL colleagues and developed strong relationships with them.

NTL and the Annual Members' Meet

This year, 2024, NTL decided to hold their Annual Members' Meet (AMM) at their original location of Bethel, Maine. The 3-day meet was to be held in hybrid mode, and we could have attended it from India as we had done in earlier years.

However, the pull of being in Bethel, the birthplace of T-groups was strong. So, we decided to make the journey to Bethel to attend the event in person. It was a long flight from Bhubaneswar to Bangalore, followed by a long wait at Bangalore airport for the flight to Boston. Then, a night's break at Boston and the drive to Bethel. But it was so worth the long trip and the inconveniences! In between we stopped at Portland, Maine for lunch with a long time NTL member and Snigdha's dear friend, Alexandra Merrill. The beautiful drive from Boston to Bethel through dense green forested areas was a delight as also was the quaint town of Bethel once we reached there.

Bethel, original home of NTL

Bethel is a small town around 250 KMs north of Boston, and sits at the base of the Mahoosuc mountains. It has a population of about 2,500 but at most times hosts an equal number or more of tourists during both summer (hikers) and winter (skiers). A large proportion of the populace have lived there for generations. A stroll around the town took us past old and beautifully maintained clapboard homes, tall steepled churches, tree lined roads, and a well-known Minerals and Meteorites Museum. We stayed 4 nights at the 'Holidae House

Bed and Breakfast' a charming place built in 1906 and so, a 118-year-old house. Our hosts were very hospitable. The lady, an amazing baker and her husband took pains to make our stay comfortable. Bethel village has many excellent eating places to cater to tourists that come from all over. However, we were a little surprised to note the early closing hours - almost all the eating places down shutters at 8 in the evening.



One of the beautiful steepled churches in Bethel.

Overview of the AMM

The AMM was held at the Bethel Inn from 19th – 21st July 2024 with the theme “Reaching across Boundaries”. It was designed to further NTL’s efforts to become less US centric and reach other parts of the world. Each day began with a sunrise seminar at 7.30 AM followed by the business part of the day starting at 9.15 am. The formal part of the first day started with the NTL Board meeting followed by taking stock of the prevailing scenario. The second day featured reports on NTL’s activities by the hubs, or the executive arms of NTL. The last day began with remembering NTL members who had passed on during the year that was. Anchored by Argentine Craig, the last was a highly moving experience, as member after member reminisced about the deceased and their own association with the person.

The session then moved to recognizing and giving awards to members who had been with NTL for 50 years or more, and to others who had made significant contributions to NTL. The last formal session which brought a closure to the Meet was anchored by Khirod and Ee Ke Chew who brought in their work with consciousness. The large group interaction that followed helped members to generate ideas. Helen Turnbull, NTL Chair, summed up the day’s proceedings and brought closure to the AMM.

Proceedings of the AMM

The three presenters of sunrise seminars on the three days were R. Sankarasubramanyan, Kathy Lippert, and Ee Ke Chew. We have known Sankar for several decades. We knew Kathy too, as she had been to the 50th anniversary celebration of ISABS a couple of years ago. Ee Ke and Khirod had organized the first NTL conference to Asian timings just a few months earlier. Khirod was also part of the design team for the 2024 AMM, which was jointly headed by Alan Klein and Helen, the current NTL chair.

The AMM experience began with a welcome party on 18th July for all the in-person attendees at the residence of the sole NTL Member from Bethel, Janet Wilie. Other evenings were free, and these were the times for us to catch up with several colleagues that we had otherwise known solely across a computer screen. Most of the in-person attendees were from the USA and a few from Europe. Khirod and Snigdha and Sankar were from India, while Ee Ke came from Singapore. In all there were 25 in-person attendees and some 35 who attended virtually from remote locations.

The Meet was conducted in hybrid mode by using two devices called “Meeting Owls”. A Meeting Owl is a combination camera and microphone that captures voices and images in a physical meeting room. Placed on a tripod, it detects the voice of the person speaking in the room and the camera then swings in that direction. The output was fed into a Zoom meeting room that also had the virtual attendees logged in. Thus, there was more or less seamless interaction between the two spaces and all attendees.

One highlight of our trip was our visit to GehringHouse, a heritage building built in 1896. NTL had moved into it in 1947 when it was founded; and purchased it in 1956. In 2010, as a part of its efforts to reorganize its finances, NTL had to sell the property and move to Washington DC. Gehring House is a beautiful old building set in 50 acres of land which backs on to the dense Northern Forest. Many of the older members in the group that visited the property spoke of the many times when they had come to NTL for a program and had stayed in the building. One could sense the nostalgia in their voices and demeanors as they pointed out different spaces in Gehring House and spoke about the activities that were held in each of them.

Gehring house has passed through other hands after NTL vacated it in 2010. It is currently with a non-profit organization, the Northern Forest Centre. Apparently, the whole building had deteriorated quite a bit in the interim and had become unfit for occupation. Northern Forest Centre is now repurposing the building into 8-10 one- and two-bedroom affordable housing units for people in the middle-income group. The exterior of the building will be restored to its original heritage look of 1896. We were truly privileged to be able to see Gehring House as it must have been during the days that NTL operated from there.

Looking back, we really enjoyed the trip to Bethel and being a part of NTL's AMM. It helped us connect to the roots of the T-group movement. It was also enriching to experience and be part of a different kind of diversity, to discuss the many and several worlds that we inhabit, to observe the similarities and differences, and to come together to celebrate the work that we do in Applied Behavioural Science.

Snigdha and Khirod are long-time professional members of ISABS. Snigdha has rich academic experience with higher educational institutions, while Khirod is an OD consultant.

Holiday House
B and B.



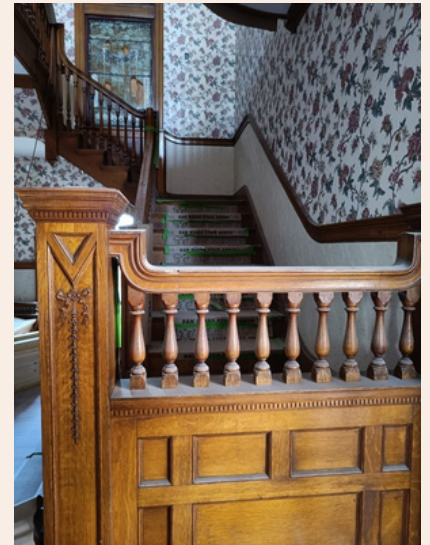
Bethel Inn and Resort - venue of the AMM



Another view of the interior of
Gehring House



A view of the interior of Gehring House



A beautiful staircase Inside
Gehring House

Facade of Gehring House now being
redeveloped



A Meeting Owl



अक्स- An immersive holy dip at ISABS

By Nidhi Vashishth, ODCP Batch 15

अक्स/aks is an Urdu word meaning 'reflection' or 'shadow'



I am glad I finally took the long overdue trip to the holy lake through the Organization Development Certification Program (ODCP) of the Indian Society for Applied Behavioural Science (ISABS). All that I thought it would offer was an understanding OD as a concept and about process consultation. Little did I know that the lake would offer me reflections and surprises and an Aks like never before. The journey was a deep exploration which was pointed inwards.

INWARD JOURNEY BEGINS

The mystery unfolds when a lake (as I saw the lab) opens up to all the members through a human process laboratory experience. It is a curtain raiser to understanding your own self. The conviction that I know myself so well came to a standstill in those five days. What are my thoughts, my

feelings and my 'self' engulfed within them was something I had never reflected upon. The experience was unique, and the reflection was powerful. It was a dent in the façade that I was presenting – to myself and others. Before the lab began, I was wondering - do I still need to figure out 'Who Am I?' given my age and stage of my career. But I was also aware that some shift was there.

DELAYERING

The holy dip provided delayering and finding myself hidden deep within, in a unique method. The group settings helped me to understand intra- and inter-processes well. Who we are, how we feel, how we act and how all that impacts the larger group. As I moved around with members of the group, I started feeling more interventions happening to me. (That's how you learn OD here) Some layers that you are not even aware of will crop up. At times you feel intruded, intimidated, overwhelmed but all that you can do is trust the process and keep going. This offering at the lake is correlated to as much as you wish to get delayered. There are moments you feel you don't wish to go further because you are comfortable holding onto your layers and feeling protected by them.

DEEP DIVE INTO THE SELF



One would have learnt to explore the lake in their own comfort zones, but the adventure begins when you are offered a scuba dive in mid of the journey. The word "Self" takes a new meaning when one is confronted with the deep dive into one's soul-level understanding – the deeper you go, the clearer are the pearls of wisdom you find. You realise you are not just what you are born with, but also what experiences make of you and how you are being experienced at this point. You realise your needs, how these needs are manifested in behaviour and how your behaviour impacts others.

ROLLER COASTER RIDE

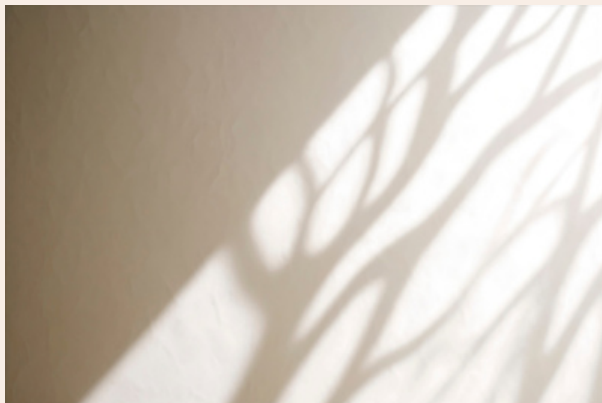
As you experience yourself you also experience others and this becomes a roller coaster ride with them in the group. You see a play of your and their behaviour like a dance. One believes that they may not get into a conflict by remaining silent but here silence is also behaviour. Each one is displaying their processes at play with others. 'What I hate about others is also a part of me which I have suppressed.' You realise how your own behaviour is revealing your own deepest fears, pains and anger. You see your defence mechanisms on display and the reasons for anger and frustration hidden deep within yourself. Learning about yourself from others becomes a beautiful symphony.



SHADOW SHOW

The lake also provides a shadow show. Shadow here is not the dark figure cast upon a surface, but the part of the unconscious mind that contains repressed or rejected aspects of a person's identity. One believes this is so intimate and surely will be available only to me. But you are proven wrong as you can see shadows at play for others and yourself in the spoken words, actions and inactions. Your shadow reveals all that you have been repressing, inner darkness, creative potentials, and all your instincts. The goal of shadow work is to become more aware of the hidden aspects of one's identity so that you can consciously decide what to do with them.

LENSES TO CHANGE YOUR WORLD VIEW



A space by the lakeside also offers you to discern the lenses you are wearing. Your eyesight may be right but probably the insight will change forever. You realise you are interpreting or rejecting information based on your prior beliefs or ideology. This space explores the role of the unconscious mind, childhood experiences, and interpersonal relationships to explain your behaviour. It explains how these lenses are contributing to our views of people and their behaviour. You realise how your narratives and understanding of gender, culture, power, position and many other aspects are contributing to the way you view the world.

SAGES ON DIFFERENT ISLANDS

There are many little islands in the lake, metaphorically speaking. The trip may become overwhelming, and hence there are sages on each island helping one in this self-discovery. These sages seem very calm and compassionate, but they can shake you from your core. They are people who can see your shadows even without your awareness and they help you question yourself. These questions are meant to shake you and offer insights which are valuable for life. You become intimidated at some point, but if you trust the process and continue moving inwards into exploring self, these sages(mentors) will calm your mind and soul with their questioning.

HUMBLING EFFECT

The holy dip overall gives you a calmness within and humbles you. It allows you to think about how grateful you are for all that you have and the beautiful aspects of what has been offered to you by life. You usually operate at the surface with happy and sad experiences life has offered you, but you become humbled as you go deeper. You begin to see the effect of delayering, the roller coaster ride of working with groups, scuba diving into self and the questioning of the sages helping you become a better version of yourself. You feel lighter in soul by offloading the unnecessary baggage you were carrying. You become energised to look into self and gain insights about yourself. And in turn, you develop your potential to strengthen organisations.



EVEREST (2015) – A MOVIE WITH LESSONS FOR LEADERSHIP

BY SAURABH GHOSH



Saurabh Ghosh

The movie, “Everest” is like a travelogue capturing the epitome of the journey of human civilization meeting head on with all of 21st century technological advancement; and yet, appearing to be primitive in the face of nature in all her formidableness. The movie is based on the true story about the survival attempts of two expedition groups of rival commercial organizers that each take a group of their clients to climb Mount Everest in 1996. In the face of overcrowding on the journey to the summit, the two rivals decide to work together to achieve their goal of reaching the summit. The learning in watching the movie is in remembering the fundamental rules of the game called team work where the success of the team always adds up to more than the achievement of each of its individual members put together. I found the movie and its lessons unforgettable

BEGIN WITH THE END IN MIND

1

A dialogue in this movie says, “There is no If”: Believe in the goal and dream of being at the finish line even if the same hasn’t been achieved before. Thus, it sets a new example of the second of Stephen Covey’s famous seven habits: “Start with the end in mind.” Start as if you believe to have done it many times before. This movie draws out a very practical and clear understanding about the application of the above statement in a real life situation.

KNOW YOUR TEAM MEMBERS AND THEIR POTENTIAL

2

To generate the inquisitiveness to know more about your various team members before engaging with them. The Everest expedition leader takes the opportunity on day one to give a brief about the expertise and interest of each of the team members to the rest of his team. He thus create the seat of expected value addition by them to the combined task of the team. For example, he introduces one of the team members as have conquered five of the six famous summits in the world.

TO DRAW A COMMON GOAL AND WIN ACCEPTANCE TOWARDS IT

3

By knowing the interest and motivation of each of the team members and then back fitting the probable outcome of the task to fulfilling each of those desires and interests. Put differently, it is like designing the carrot as per the palate of the consumer and then hanging it properly in front of them. It also reminds us of the principle of the Golden Circle as drawn by Simon Sinek, the writer of “Start with Why.” Again, for example: Your photo and picture will be published on the front page of a famous travel magazine. For some of the other climbers the “Why” is to escape the depression of failure back on the plains and back home.

DRAW INSPIRATION FROM THE TEAM MEMBERS

4

Don’t allow the goal to take the shape and form bigger than your own life. Make it achievable in mind just like the sherpas do while carrying supplies up along with the climbers. The mind makes it look like a bigger challenge while in reality the actual level of challenge is of a lower scale. The sherpas climbing the snow-clad steps effortlessly with heavy loads of supplies and equipment should make it look easier for the human climbers with only their backpacks on.

CELEBRATE SMALL WINS

5 Celebrate the small achievements in a big way by creating and planting milestones in between the original ones after every mile. One example from the movie is the congratulations on having reached the spot from where the peak of mount Everest gets clearly visible for the first time. Party big on reaching the first base camp.

TEAM BUILDS ON THE DEPTH OF THEIR CONNECTIONS

6 A team builds on knowing its team members and accepting them for their strengths and weaknesses. This is why connecting with others is the pre-requisite of starting any relationship and teamwork. This helps the team to call upon the strengths of the others when the weakness of another one starts to surface at any point of time. Also, each of the team members safeguards by having the back of one other. So, in the movie we see that the oxygen supply valve of the climber in front is adjusted by the climber behind. Thus, the life of each of them is in the hands of another team member.

PRACTICE MAKES PERFECT

7 Every mountain climbing expedition starts with a trek: The more you sweat during training, the lesser you bleed in the war, is a saying in the defense forces. The beauty of this practice comes to life when the actual hardships of the task loom large, but to trained hands, it continues to look as just another training challenge.

ACKNOWLEDGE AND BE THANKFUL

8 Be grateful and thankful to each and all known and unknown others who have contributed to make this moment happen - it is actually the manifestation of His Will to involve you to create something bigger or better than what exists in the world right now. For instance, the additional discount extended to one of the climbers helped him to take part in the expedition, which was not expected earlier on.

KNOW YOUR OPPONENT

9 Do research on all kind of possible challenges to dispute the popular saying, "What can go wrong, will go wrong." Be prepared for all possible contingencies. This was also heard as the USP of the AI running in the robot ZEUS which was supposed to make it invincible against its opponent, a more human-like robot called ATOM (Check out 2011 movie Real Steel).

SUCCESS OF LEADERSHIP IS IN MAKING THE TEAM

10 Different leadership styles do not come in the way of guiding different teams to the same goal, provided both the leaders agree to coordinate and allow each other to exercise their different styles of leading and execution. This becomes absolutely essential when the team members from different teams start noticing the differences in their leadership styles coming in the way of the progress of the organization (read the expedition') as a whole.

ANY TEAM IS AS GOOD AS ITS WEAKEST LINK

11 That is where the leader of the expedition needs to pay attention to the weakest member of the team at each and every step and turn of the journey. In Everest, whenever there is an avalanche and the team gets hit by snow balls, the leader goes down to the last man in the line and checks on his or her physical strengths and mental condition.

THE BIGGEST RISK IN DECISION MAKING IS IN NOT MAKING ONE

12 When a team mate wants to push up and reach beyond the limits of his or her capability it is a challenge to the **decision-making capability of the leader** to allow them or not at the risk of their losing their life. The easier part of the decision for the leader is to accompany that team member and help them during the last stretch when they are pushing forward.

LEAVE NO ONE BEHIND

13

The competition doesn't get over till the last team member crosses the finish line safely. Even if it costs the leader their life, it isn't worth saving if another one is dying anyway.

COMMUNICATION IS ALWAYS THE KEY

14

During the entire expedition there wasn't a single episode of miscommunication or altercation between any of the team members. That is how some of the members did survive the brutal challenges of the climb and return.

EVERY STORM PASSES BY

15

One needs to stay inside the problem for a few more minutes, some a few more hours. It is the test of perseverance and the body obeys the conviction of the mind. According to thinker Jiddu Krishnamurti, the solutions to all problems start appearing when the solver stays inside the problem a little longer than what they think they can face.

LOVE IS THE GREATEST MOTIVATOR

16

Words of a dear or dearest one can charge one up more than the heart can do with all the heat and blood pumping through. We see in the movie that the leader of the expedition gives one final push towards the summit after hearing the words of his wife on the walkie-talkie

Saurabh Ghosh works as a freelance consultant. He attended a BLHP in 2011. He is a former Coordinator of ISABS, Eastern Region.



EMOTIONS IN MOTION: MY JOURNEY THROUGH INSIDE OUT 2

BY ILA SHARMA

As the lights dimmed in the theater, I settled in for what I already knew would be an intense sequel garbed under the 'fun animation' zone. Little did I know, I was about to embark on a journey to challenge and reshape my understanding of emotions.

The familiar faces of Joy, Sadness, Anger, Fear, and Disgust lit up the screen, but this time, they were navigating the complex landscape of Riley's adolescent brain. One scene, in particular, hit me like a ton of bricks. Joy, usually the eternally optimistic leader, stood helplessly as Sadness took control of the console.

"We need to let Sadness take the wheel sometimes," Joy said, her voice tinged with resignation and understanding. Sadness replied, "I'm not just a feeling, I'm a necessity."

In that moment, I was transported back to my BLHP and ALHP Labs, where I often used to pride myself on my professional detachment and ability to be objective and feel less. But during one session, a group member shared a heart-wrenching story of loss that left me struggling to maintain my composure. Thank God for the time boundaries as the break happened and I remember rushing to the restroom and staring at my reflection in the mirror, tears threatening to spill over. "Pull yourself together," I whispered harshly. Watching Joy and Sadness on screen, I realized how misguided my approach had been. Just like Riley needed all her emotions to navigate her world, I needed to embrace my full range of feelings to be an effective human.

This realization sparked a shift in my approach to my work. Instead of trying to maintain an impossible emotional distance, I began to lean into empathy and understanding. I found that this not only made me a better participant but also helped me connect more deeply with my group.



As the movie progressed, I found myself nodding along with the portrayal of cognitive appraisal theory in action. Fear was in a constant state of alarm: "What if I'm not good enough? What if I fail?"

The voices in my head had repeatedly whispered these same doubts, and as I progressed through various labs during my Personal Development Program (PDP) journey, surrounded by encouraging support, I experienced a transformative shift in my mindset. Now, after 5 years or so, I realize how I gradually moved away from questioning my worthiness ('Am I good enough?') to embracing my authenticity ('Am I enough?'), then to affirming my self-worth ('I am enough'), and finally to confidently acknowledging my strengths ('I am good').

The movie's exploration of attachment theory through Riley's relationships with her parents and friends resonated deeply with me. Watching Riley navigate her social world, I found myself wondering how our early relationships shape our emotional landscape, influencing how we connect with others throughout our lives. It was the movie's depiction of neuroplasticity that truly fired up my imagination. Joy's enthusiastic declaration, "We can rewire your brain, Riley. We can make new connections!" reminded me yet again of the human brain's capacity for change and adaptation never ceases to amaze me. The movie's portrayal of classical conditioning through Riley's emotional associations with memories and experiences was spot on. When Riley exclaimed, "That smell reminds me of my favorite food!"



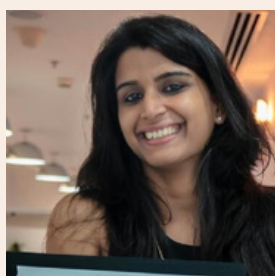
As I watched Joy employ various behavioral principles to guide Riley's actions, I couldn't help but see parallels with the role of a facilitator. Her use of positive reinforcement, encouraging Riley to "focus on the good things" and "make happy memories," mirrored various interventions we have experienced across these labs. Similarly, Fear's attempts at extinction – trying to make negative thoughts go away by avoiding them - reflected challenges we've encountered in the labs.

Inside Out 2 had done more than entertain me; it had reignited my passion for applied behavioral science and given me a fresh perspective on the theories and principles I work with every day. Walking out of the theater, I felt a renewed sense of wonder at the complexities of the human mind. The movie had reminded me of the power of storytelling in making complex psychological concepts accessible and relatable.

As I continue my journey in applied behavioral science, I carry the lessons from Inside Out 2 with me. I strive to maintain a sense of curiosity and openness, always looking for new connections and perspectives. I've learned to embrace my own emotions more fully, recognizing that they inform and enrich my work rather than detract from it.

Most importantly, I've been reminded of the profound impact our work can have on people's lives. Just as Riley's emotions worked together to help her navigate the challenges of growing up, we as behavioral scientists have the potential to help people understand and harness their inner workings for a richer, more fulfilling life.

Inside Out 2 serves as a daily reminder to approach my work with empathy, creativity, and joy. And who knows? Maybe one day, the insights we gain from our work and publications will inspire the next great animated masterpiece. Until then, I'll keep exploring the fascinating world of human behavior, one emotion at a time.



Ila Sharma is passionate about people-focused collaborations and believes in creating a culture of working with heart, leadership with empathy, and inclusion with purpose. She engages in joyful, success-driven conversations grounded in growth behaviors. For Ila, many accomplishments and failures later, it still seems like 'Day One' with a lot to be learned and achieved. (email: ila.s.sharma@gmail.com; LinkedIn: <https://www.linkedin.com/in/ila-sharma-644b5a9f>)

CHOOSING THE RIGHT MENTAL HEALTH CARE FOR SELF & OTHERS

BY SUBHASHINI ACHARYA



Helping Relationships

Carl Rogers in his seminal work “On Becoming a Person” describes the term ‘helping relationship’ as one “in which one of the participants intends that there should come about in one or both parties more appreciation of, more expression of, more functional use of the latent inner resources of the individual” (Rogers 1967: 40). Such a broad definition gives rise to a wide-ranging spectrum of relationships which qualify as helping relationships e.g., parent – child, teacher – student, physician – patient, counsellor – client etc. Keeping in mind the context of this piece, I would like to focus on deepening our understanding around psychological helping relationships; and in a follow up piece would write about counselling rendered using Transactional Analysis.

Let us begin with revisiting our understanding of some of the common helping relationship role holders we may have come across in our day to day personal / professional lives:

Buddy: Is someone who offers a supportive relationship typically in the professional arena to help an individual navigate an unknown set-up. A buddy can be a peer or an expert in that field to support the transition of the individual into greater autonomy. The buddy relationship could be an informal or formal engagement depending upon how this relationship is orchestrated. It requires no formal training.

Mentor: Is an individual with more experience who supports the mentee (who is typically less experienced) through providing advice and guidance. It is a collaborative and willing engagement by both parties, which may carry formal expectations if it is a sponsored initiative. The key here is establishing a trusting relationship. Experience is the only qualification required for someone to become a Mentor.

Coach: Coaching is a goal-oriented helping relationship where the coach works with the client in helping them leverage their inner resources to find solutions for the issue they want to work on. The focus in a coaching engagement is always here and now. Coaching practice requires a coach to have a recognized level of formal training but they need not have experience in the specific area of the client’s issue to be able to work with them.

Counsellor: A Counsellor is a highly trained professional offering guidance in resolving personal or psychological problems. Counselling, like coaching, also focuses on identifying solutions to the clients’ specific problems (could be mental reorientation or even strategizing to deal with a situation).

Counsellors may work based on their past experiences but always in the here and now. A counsellor typically carries specialized credentials in a specific area of application. chronic mental conditions affecting an individual.

Psychotherapist: Psychotherapy (also called talk therapy or therapy) is a helping relationship where a licensed mental health professional (meaning someone allowed by the law of the land to practice it) provides therapeutic relief to the client by employing relevant techniques. Situations which need healing work especially requires psychotherapy.

Psychologist / Clinical Psychologist: Psychologists are physicians (holding a doctoral degree) who specialize in talk therapy and often employ a range of assessments / tests to diagnose underlying disorders in the individual seeking help.

Typically when one suspects a condition like ADHD, Dyslexia, Depression, Any Personality Disorder, a psychologist is the preferred support provider in confirming the diagnosis.

Psychiatrist: Psychiatrists are physicians (holding a doctoral degree) who use various forms of talk therapy, medication and/or psychosocial interventions or other treatments to treat disabling or chronic mental conditions affecting an individual.

Why Should You Care & How Do You Choose?

Access to proper, timely mental health care is a basic human right. Refining our fundamental understanding helps us choose the most effective support for the individual concerned. We may look for psychological support and care at different junctures or contexts. Here is a simple matrix to help identify the kind of support that may work viz-a-viz the situation. Sometimes a combination of types of care is essential for effective recovery, rather than opting for only solution.

Once we decide on a particular kind of psychological support, it is vital to remember that counselling or psychotherapy are both ways to enable personal change; and that there are many methods or ways of administering the service. Some well-known methods are Psychodynamic Psychotherapy,

Cognitive Behavioural Therapy (CBT), Person Centred Therapy, Gestalt Therapy, Transactional Analysis, Family Systems Psychotherapy etc. Therapy is potent when there is a good match between the need of the client and the method of therapy. In this article, I want to specifically write about Transactional Analysis (TA), because I have personally benefited and experienced significant personal change by applying its tenets.

For those of us who may be unfamiliar with this school of thought, Transactional Analysis is a theory of personality and communication which can be applied in the areas of Education, Organization Development, Counselling and Psychotherapy.

	Mission Scope	Short Term	Medium Term	Long Term / Recurrent
Professional	Need			
	Coping with New / Unknown Situation	Buddy	Buddy / Mentor	Mentor / Coaching
	Handling Interpersonal Dynamics	Coaching	Coaching	Coaching
	Behavioural Patterns	Coaching	Coaching / Counselling	Coaching / Counselling
	Psychological Distress (loss of job / role/ team member)	Coaching	Coaching / Counselling	Coaching / Psychotherapy
	Group/ Team Dysfunction	Coaching	Group Coaching	Group Coaching
Personal	Need	Short Term	Medium Term	Long Term / Recurrent
	Manage Unhealthy reactions/ Resolve Conflict/ Low Self Esteem	Counseling / Psychotherapy	Counseling / Psychotherapy	Counseling / Psychotherapy
	Grief / Healing	Counseling / Psychotherapy	Psychotherapy/ Group Therapy +/- somatic healing, alternate therapy	Psychotherapy/ Group Therapy +/- somatic healing, alternate therapy
	Mental & Physical Symptoms of Distress	Psychotherapy	Psychiatric support	Psychiatric support
	Addiction / Substance Abuse	Substance Abuse Counselor	Substance Abuse Counselor + Psychiatric Support	Substance Abuse Counselor + Psychiatric Support
	Marital / Family	Counseling	Psychotherapy + Family Counseling/ Therapy	Psychotherapy + Family Counseling/ Therapy

Why TA? Introduction to the two sister domains in TA

Transactional analysis is very versatile and can be used in personal work, couples psychotherapy and family counselling, but works best if there is enough adult / emotional capacity within the client / clients to willingly enter therapy and uphold the contract for change with the therapist.

Does it mean that Transactional Analysis is restrictive in its client intake? Not at all! On the contrary, the simplicity of the framework, blended approach of cognitive and relational aspects and incorporation of modern perspectives makes it a very flexible methodology for treatment/cure. It may mean (and there are several examples as well as literature) that the TA-based therapist may choose to work with a client with an initial focus on developing sufficient capacity for therapeutic interventions.

Counselling and Psychotherapy or Therapy in general have many overlaps, so much so that the two terms are often used interchangeably. On the other hand, in TA, Counselling is considered as a separate field of application and the intended scope of impact is different from that of Therapy.

I would like to explain the differences with the help of the simple table below.

Parameter	Counselling	Therapy
Goal of the Client	Manage a crisis / life situation, emotional response	Heal a past trauma / dysfunction / relief from mental disorder
Client Awareness (Ego State)	Adult Ego State	Regressed State (All Ego States)
Treatment Scope	Rapport >Decontamination>Choice Making	Rapport >Decontamination>De-confusion >Choice Making
Context	Here & Now Impact / Manifestation	Past / Present / Future

So, is therapy better than counselling or is counselling better than therapy? In any given situation, the guiding principle is ‘always in service of the client’. The need a client comes in with decides what would probably work best with them.

Reach, Access & Normalization of Mental Health Care

A great deal of work has been put into normalization of mental health. Yet, it is my guess that we may have only scratched the surface. The WHO (World Health Organization) shared that in 2019, 1 in every 8 people, or 970 million people around the world were living with a mental disorder. In 2020, the number of people living with anxiety and depressive disorders rose significantly because of the COVID-19 pandemic. Initial estimates indicated a 26% and 28% increase respectively for anxiety and major depressive disorders in just one year.

Access to mental health is still limited, sometimes due to the expense or prevalent stigma associated with accessing mental health care. It becomes important that we spread awareness not just around the importance of mental health care but also the kind of support that can bring in a vast difference in the quality of life of an affected individual.

This article is a small attempt in that direction! Spread the word that ‘everyone is going through something we can’t see.’ And just because we can’t see, we cannot assume that all is well, as this can become self-defeating for us as a society. It is okay to speak up and take care – of ourselves and others!

Subhashini is Talent Management Director, Global Marketing Schneider Electric. She has over 14 years’ experience in Human Relations functions with various corporates.

She is an expert in designing incisive Learning & OD interventions.

A passionate learning and travel enthusiast, Subhashini is also pursuing the professional development journey in ISABS.



DISCRIMINATION AND DEHUMANISATION

HIDDEN IN DIVERSITY

BY JIMMY C. DABHI AND ILA SHARMA

Diversity as a concept and reality are widely discussed and worked upon. ISABS is no exception. Diversity is upheld as a value and celebrated at various levels, from Red Fort of Delhi to a tiny village in Bihar and the Human Process Labs of the Indian Society for Applied Behavioural Science

groups, and communities in and through diversity. The article will draw from the experiential learning of a human process laboratory, communities, and administration of a state in India, as well as personal reflections from a recent community facilitation experience of ISABS.

One may argue that diversities emerge as society and groups open up to different types of individuals, communities, and cultures. In ISABS events, the small workgroup formation is based on diversity of sex, gender, organization, age, sector, religion, region, nationality, etc. The Indian Federal Republic comprises different states that are culturally, linguistically, geophysically, politically unique, and different, among other diversities.

On many occasions, diversities are conveniently flagged and sometimes merged as a single entity depending on individuals' and groups' socioeconomic, political, and socio-psychological interests. For example, in today's national context, the diversity of castes, classes, regions, cultures, languages, and various sub-religion groups is glossed over to form one singular unity under one religion—Hindus for political gain. However, we know we are of different sects within one religious identity and diverse economic classes, castes, and sub-castes within one umbrella identity. Clubbing diverse individuals and groups under the banner of one unit helps mobilize numerical strength, lobby for a cause, and even manipulate and dominate one's interest using diversity.

However, the purpose of the article is not to discuss diversity but to highlight hidden, camouflaged discrimination within the celebrated contested diversity. The article further draws attention to how the marginalisation and discrimination of persons and groups lead to the process of dehumanisation of self and others. Diversity is part of the family, a small unit of society, a group/team, a unit of an organisation and the world at large. In all units and collectives, human beings can marginalize, discriminate, and even dehumanize individuals,

Thus, under one religious identity of Hindu, Muslim, Sikh, or Christian, different classes are hidden, and even the marginalization and discrimination these sub-groups and individuals experience are glossed over, ignored, and subsumed under the interest of a dominant group within diversity.

Let us examine the Indian administration and how academics and social scientists study it. There have been debates in Indian Parliamentary Assemblies on state formation in India. Various communities have agitated and demanded independent statehood; however, the general civil society does not critically examine the rationale behind the division of state and even districts. These demands are complex as there are diverse lobbying groups, political parties in power, and oppositions with diverse interests, predominantly political and economic.

A district with a large tribal population may be divided into two districts, losing their numerical majority. Thus, the tribal communities are divided into different districts and states, causing them to lose their numerical political power to bargain with the powerful state and other dominant communities. 'Political Motives Trump Administrative Reasons: Tracing the History of District Creation in India by Mehr Kalra and Shivakumar Jolad' in <https://thewire.in> of 31 August 2024 and 'Decode Politics: Why new districts created in 2016 talking point now in strife-torn Manipur', in <https://indianexpress.com> of 16 August 2024 by Sukrita Baruah and Jimmy Leivon substantiate a case in point.

As another example, under the diversity of gender, one may not realize that, knowingly or unknowingly, we are marginalizing and discriminating against people with different sexual orientations or behaviours. Yet gender diversity may accentuate patriarchy, but it may very conveniently hide caste and class marginalization and discrimination existing in me and the group. This diversity and marginalization are essential, but if one is not critically conscious enough, the class and caste diversities and marginalization will be overlooked and disregarded. The women and men of the same diversity (group) in a social context might be discriminating against women and men of other scheduled castes and tribes or poor classes.

Our challenge in the human process lab context is to look beyond surface-level diversity and examine the potential for marginalization within seemingly inclusive groups.

If unaware of the hidden marginalization and discrimination in diversity, a human process laboratory learning facilitator may end up colluding with interpersonal and group processes within the group. While highlighting processes around diversity in the group, a facilitator may exclude processes around marginalization and discrimination in the group, such as religion, caste and class. It is possible that a facilitator may intervene from one vintage point of diversity they represent and may miss out on the marginalization and discrimination they are the victim or perpetrator of.

In the following section, we shall highlight the aspect and process of dehumanization, which is closely associated with discrimination against persons and groups.

We can marginalize, discriminate against, and even dehumanize individuals, groups, and communities in and through diversity, knowingly or unknowingly.

Chiara Volpato and Luca Andrighetto (2015), in the International Encyclopaedia of the Social & Behavioural Sciences (Second Edition), define dehumanization as denying humanness to other human beings. In practice, it means treating other persons as if they lack the mental capacities that we enjoy as human beings. Here, every act, behaviour and thought that treats another person/s as less than human is an act of dehumanization. Nick Haslam (2006), in an article 'Dehumanization: An Integrative Review' in Personality and Social Psychology Review, suggested that an expanded sense of dehumanization emerges, in which the phenomenon is not unitary nor restricted to the intergroup context and does not occur only in the situation of conflict or extreme negative evaluation. Instead, he argued, dehumanization becomes an everyday social phenomenon rooted in ordinary social-cognitive processes.

Let us conclude by citing Paulo Freire's (1972) educational philosophy. As a humanist, Freire defended the theses that:

- a) Every person has an ontological vocation to become more human**
- b) Both the oppressor and the oppressed are dehumanized when their relationship is characterized by oppressive (power) dynamics**
- c) Through the process of conscientization (critical awareness) the oppressors and oppressed can come to understand their own power and move towards humanization; and**
- d) Ultimately the oppressed will be able to authentically transform their circumstances and relationships only if their intentions and actions (behaviour) are consistent with their goal of becoming more human and free from shackles of oppression.**

Paulo Freire believed that education has the potential to shatter the fetters of ignorance and facilitate the empowerment of people to become active agents of social change.

ISABS, a social, learning, and not-for-profit organization, has the capacity, competency and organization values to generate this kind of learning and social transformation.

As practitioners and researchers in this field, we must carry not just new skills but a transformed understanding of what it means to be true facilitators of change - ones who recognize the struggles in every story, acknowledge the humanity in every individual, group and use every tool to create spaces for mutual growth and understanding. As we move forward in our work with communities and organizations, we are called to create more equitable and empowered communities by acknowledging the complexities of diversity, addressing hidden discriminations, and facilitating transformative learning experiences that lead to authentic social change

Jimmy Dabhi is the Director of the Centre for Culture and Development, Baroda, Gujarat. He is a professional member of ISABS and its Dean for Professional Excellence



Ila Sharma is a passionate HR professional who believes in creating a culture of working with heart, leadership with empathy, and inclusion with purpose. Ila is an intern with ISABS, training to become a full professional member.

VALUE OF T-GROUP TRAINING IN REINFORCING POSITIVE SELF-IMAGE

BY SRIDHAR VENUGOPAL L REGIONAL COORDINATOR-SOUTH

BACKGROUND TO ISABS AND NACIN

The Indian Society for Applied Behavioural Science (ISABS), a 52-year-old organization works to strengthen understanding of self and groups, inter-personal relationships and behaviour change through experiential learning methods in a format called the T-group (training group). ISABS has been offering its expertise through such human process laboratories as these types of training are called. ISABS was invited by the National Academy of Customs, Indirect Taxes and Narcotics (NACIN), a central government training institution which has been training Indian Revenue Service (IRS) officers from over 75 years in handling higher administrative functions related to taxation and prevention of drug trafficking and abuse across the country.

CONTEXT OF THE RESEARCH PROJECT

The 75th Batch of 45 IRS Officer Trainees were undergoing training at NACIN - Palasamudram. As a part of the training, the Asst. Director General in charge of the 18-month long training for the Officer Trainees wanted to introduce T-group based laboratory training for them with a view to provide them an opportunity to become self-aware at a deeper level, and also to build an accurate self-perception of themselves. Accordingly, ISABS offered to do a Human Process Laboratory (HPL) event in-house at the NACIN Academy.

The training for the 43 NACIN officer trainees was done by a team of 8 ISABS facilitators at the new 550-acre NACIN campus in Palasamudram, Andhra Pradesh from 29th April – 3rd May 2024.

Since this was the first time ever in the history of IRS Officer Training that T-group-based training was being offered to the entire batch of Officer Trainees, ISABS Southern Region Coordinator, Sridhar Venugopal undertook a research project with NACIN to assess the impact of the T-group experience on the accuracy of self-perception of the participants before and after the labs. It was felt that accurate self-perception is essential in order to positively influence the officer trainees' attitude to service orientation with increased empathy for their stakeholders. The proposed research was a partial replication research of Eunice Parisi-Carew's 1972 dissertation "The T-group and accurate self-perception: a time trend and process analysis."

A research tool was developed for the purpose. Data collection was done at the start of the HPL and soon after the end of the 5-day labs with 100% response rates for both. Further proposals for data collection after 1 month and 3 months of the HPL had to be abandoned in view of various changes in NACIN and poor response from the participants/trainees of the labs. The participant responses were collated, analyzed and interpreted to arrive at certain conclusions.

OVERVIEW OF THE RESEARCH PROJECT

This research project investigates the impact of a specific T-group based Human Process Laboratory or Lab (HPL) intervention on self-perception of 43 participants in the NACIN event for IRS Officer Trainees. The intervention was designed to enhance self-awareness, and foster personal growth. The research study aimed to assess the effectiveness of the intervention by measuring changes in participants' self-image, ideal image, projected image, and others' image before and after the intervention.

OBJECTIVES

The primary objectives of this research were:

- 1.To explore potential changes in the accuracy of self-perception of the participants' between the start and end of the T-group methodology based HPL training.
- 2.To assess the impact of the intervention on participants' self-perception.
- 3.To identify the potential factors that contributed to increased self-perception accuracy.
- 4.To identify the challenges and opportunities to transfer the learning from the HPL to real life at the NACIN academy over a 90 day period after the HPL

HYPOTHESES

The following hypotheses were formulated for this research study:

- 1.Hypothesis 1: At the end of the T-group based HPL training, participants will demonstrate a higher level of accuracy of self-perception compared to accuracy just before the start of the HPL.
- 2.Hypothesis 2: Self-perception accuracy will be sustained when measured after a period of time of at least 90 days after the T-group based HPL training program.

Hypothesis 2 was not acted upon since there was no response by the trainees to data collection by ISABS after a month. Further, in view of various changes in NACIN and poor response to the follow-up questionnaires from the participants/trainees of the labs, It was therefore decided to focus on Hypothesis 1 only.

METHODOLOGY

The study employed a pre- and post-design, with data collected from participants before and after the intervention. The primary data collection tool was a questionnaire consisting of 21 semantic differential word pairs, measured on a 5-point Likert scale. The questionnaire assessed four aspects of self-perception: self-image, ideal image, projected image, and others' image.

DATA ANALYSIS

The collected data were analyzed using various statistical techniques, including:

- 1.Descriptive Statistics
- 2.Gap Analysis
- 3.Correlation Analysis
- 4.Factor Analysis
- 5.Regression Analysis
- 6.ANOVA and Post-hoc Analysis
- 7.Duncan's Multiple Range Test

Descriptive statistics for each image type, the gap between each image type and the other types and created a correlation matrix for all the survey items were computed. As this is not the full research study document, I have confined to providing the outcomes of the study:

- The data suggests that participants generally had a positive self-image, but there were gaps between how they see themselves and their ideal image or how others perceive them.
- The correlation analysis highlights the interconnectedness of different aspects of self-perception.
- Factor analysis revealed five underlying factors that contributed to self-perception.
- Regression analysis showed that self-esteem and confidence are predicted by social skills, emotional stability, optimism, and conscientiousness.
- The findings lend themselves to study the impact of T-group lab intervention on improving self-esteem with a focus on how these four key areas got developed by the HPL experience of the participants.

The findings of the various types of analysis used in the study suggest that there were significant discrepancies between how individuals perceived themselves and how they liked to be seen (ideal image), how they believed others saw them (projected image), and how others actually perceived them (others' image).

The ideal image is significantly different from all other image types. The self-image and others' image are not significantly different from each other, but they are both significantly different from the projected image. Overall, the post-hoc analysis and Duncan's multiple range test provided a more nuanced understanding of the differences between the image type means prior to the experience of the HPL. The findings highlight the complexities of self-perception and the discrepancies that can exist between different aspects of self-image.

POST HPL ANALYTICS

In the following section highlights of the results of the analytics are presented. This is followed by the comparison between the Pre- and Post-HPL that was carried out.

Descriptive Statistics (Post-Lab Data)

The descriptive statistics for the Post-Lab data reveal the following key insights:

- Self -image: Participants generally reported a positive self-image
- Ideal Image: Participants aspire to possess even more positive qualities.
- Projected Image: Participants believed others perceived them slightly less positively than they perceived themselves.
- Others' Image: Participants believed others perceived them less positively than they perceived themselves or aspired to be.

Overall, the descriptive statistics suggest that participants had a positive self-image but perceived a gap between how they saw themselves and how they liked to be seen or how others perceived them.

These findings highlight the complex interplay between different aspects of self-perception and the gaps that can exist between them.

Comparison with Pre-Lab Factor Analysis

Comparing the Post-Lab factor analysis results with the Pre-Lab analysis reveals several key differences:

This finding indicates that, after the intervention, the participants' perceptions of their Self Image, Ideal Image, Projected Image, and Others' Image were not significantly different from each other. This could imply that the intervention had a positive impact on the participants' self-perception, leading to a greater congruence between different aspects of their self-image.

INTERPRETATION AND CONCLUSION

The analysis of the collected data consistently suggest that the T-group based HPL experience may have led to greater congruence between different aspects of self-perception. The lack of significant differences between the image types in the post-Lab data could imply that the participants' self-image became more aligned with their ideal image, projected image, and how others perceived them. This could be interpreted as a positive outcome of the HPL experience, indicating a potential improvement in self-perception and a reduction in discrepancies between different self-image components.

SRIDHAR VENUGOPAL



Sridhar Venugopal is an OD consultant and long-time Professional Member of ISABS. He is currently Regional Coordinator for the Southern Region

ISABS: PROFESSIONAL MEMBERS' PERCEPTIONS ON THE PRESENT AND FUTURE OF ISABS : RESULTS OF SURVEY DATED JUNE 2024

It was in 2024 that our long-time professional member (PM) VK Jain passed away, after mootng a project to test our PM's perceptions about ISABS. However, ISABS did not drop the project, but undertook the survey, both in view of the relevance of the subject and in memory of VK Jain who had taken the initiative before his untimely demise.

A survey using Google forms was conducted among Professional Members of ISABS to obtain their perceptions on aspects related to the present and future of the Indian Society for Applied Behavioural Science (ISABS) which completed 50 years in existence in 2022. The demographics of the respondents (PMs) included Age; Tenure of PM ('Less than 1 year,' '1 -5 years,' '6-11 years,' 'more than 11 years'); and Region (the four regions of ISABS: East, West, North, South).

The survey questions were revisited and modified for appropriateness. Each perception statement was presented twice: once for respondents to indicate their perception of the current state ('Actual'), and again on their view on the desired state (denoted as 'Desired'). Responses to the statements were measured on a 6-point Likert Scale ranging from 'Strongly Disagree' to 'Strongly Agree.' Responses were analyzed on factors such as organizational excellence, sense of belonging, etc. The trends, differences, standard deviations, and indicative improvements have been analyzed.

The first parameter is described below in some detail; others appear in the full report which is 183 pages long. For interested members, the full report is available at ISABS.

Factor	Unified view, and Standard Deviation	Age based: Actual, Desired: No. of respondents	Experience based	Region E,W,N,S
Organizational Excellence	(Mean of responses) 'Actual': 3.35/6 Std Deviation: 1.353 'Desired': (5.65) Std Deviation :0.482	41-50y: 4.0 (5.6) : 3 51-60y: 3.5 (5.7) :14 >60y: 3.2(5.6) :29	<1y: 5.0 (6.0) : 1 1-5y: 3.5 (5.5) : 4 6-11y: 3.8(5.8) : 5 >11y: 3.2 (5.6) :36	E: 3.60 (5.80) : 5 W: 3.17 (5.61) :18 N: 3.71(5.86) :14 S: 3.78(5.33) : 9
	<p>On Organizational Excellence: The difference between 'actual' and 'desired' in the survey results shows that while ISABS is viewed as moderate on excellence, there is collective aspiration among members that it should be seen as high by all stakeholders.</p> <p>A higher standard deviation for 'actual' (1.353) suggests diverse opinion about current state, whereas lower standard deviation on 'desired' (0.482) indicates a shared vision for the future.</p> <p>Mean of responses by age, experience and region may be seen.</p>			
(Other factors*)	<p><i>*Other factors in the survey include: Ethical Standards of the organization, Attrition (possible thoughts of leaving the organization), Sense of belonging, Recognition for contributions, Development opportunities, Work enjoyment, Learning events, Event management, Policy updates and Review, Transparency, Receptiveness to feedback, Technology upgradation, and a few related others.</i></p>			

CONCLUSIONS FROM THE SURVEY

Governance and Policy Review

The considerable gap between 'actual' and 'desired' perceptions on Governance and Policy Review points towards members' expectations from role holders for greater review & updating of policies to align with current trends and the views of members. Structured, transparent processes with member participation and communication are indicative.

Communication of Vision and Goals.

Disparity between 'actual' and 'desired' regarding communication of the organization's vision and goals shows member expectations for a clear vision for the future, and communication of same for more purposeful engagement of members.

Ethical standards

Members across all demographics show moderate confidence in the current state of ethical standards and honesty, and want it to be high.

Development opportunities

Moderate satisfaction is expressed regarding development opportunities available at present, with a shared view for betterment in this area.

Openness to Feedback

Significant gaps point toward expectation of openness to feedback and constructive criticism from ISABS role holders and the Executive Board. Establishing of formal channels to receive and address feedback could lead to members feeling more included and heard, towards greater trust and engagement.

Attrition and Sense of belonging

Mean scores indicate that most members have rarely considered leaving the organization, and are also not likely to leave in the future. On sense of belonging, while the score shows moderate sense of belonging at present, the desire is for all to have a greater sense of belonging.

Recognition and Rewards

While there is moderate satisfaction in this area, expectations are for recognition systems for members with long tenures, especially those who have made extraordinary contributions to the organization. Transparent and inclusive programs that celebrate contributions and achievements of members are indicated. The organization could significantly enhance morale and belonging with these kind of programs.

Demographic Variations

The survey reveals variations in perception across different demographic groups including age, region, and years of experience. Younger members and those with fewer years of experience seemed more satisfied on some aspects of the present; whereas on the same factors, older members and those with more experience showed lower scores indicating that they had far higher expectations of the organization. Disparities in responses from the different regions indicate that members have varying levels of satisfaction and aspiration. Implementing targeted strategies towards identified demographic groups could make all feel both valued and engaged.

Overall Perception and Satisfaction

Overall, the research indicates that while ISABS is seen to have a strong foundation and is positively perceived on all factors on a moderate to slightly higher scale, the need for significant improvements is envisioned by all for the future of the organization. By addressing the gaps, ISABS can strengthen its strategic direction, improve member engagement and satisfaction, and foster a sense of ownership, a more cohesive community. The survey provides a roadmap for the future success and growth of ISABS.

LIMITATIONS OF THE STUDY

Sample Size: The study's sample size is limited, hence may not adequately represent the entire population.

Regional Variability: Differences in perceptions across various regions were noted, but the study may not have sufficiently captured all regional nuances, impacting conclusions.

Experience and Age Group Representation: The study highlights differences in perceptions across age groups and experience levels. Some had very small sample sizes, which may not entirely represent the demographic.

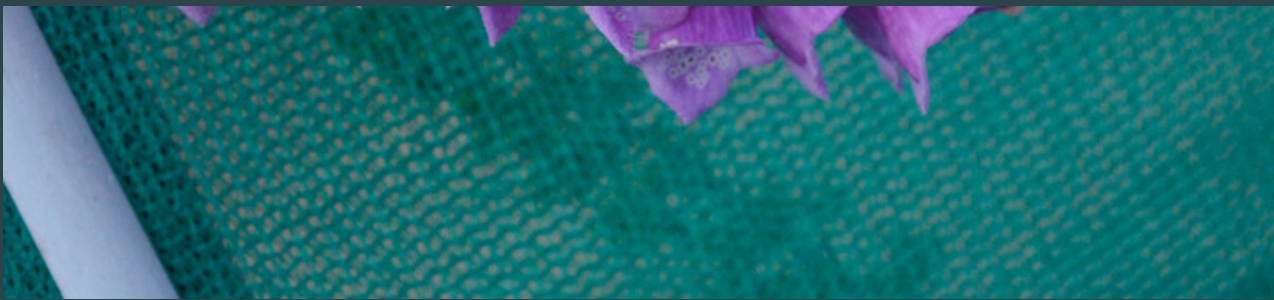
Perception vs. Reality: The significant gaps between 'actual' and 'desired' perceptions suggest that the study may reflect aspirations more than current realities, potentially leading to overemphasis on ideal conditions rather than practical improvements.

Survey Limitations: Relying on self-reported data through surveys may introduce response biases such as social desirability bias, where respondents may provide answers which they think are expected rather than their true opinions.

This survey was started by the **late VK Jain** but data analysis and interpretation, as well as writing up the final survey report were done and completed by other professional members of ISABS and supervised by Dr. Somali Gupta, Dean-Research and Publications



NORTHERN REGION



Learning Events

The Northern Region organized three regional events under Barkha and Sharad 2024, each hosting 2 BLHPs. Efforts were made by some members to explore more cost-effective venues for these events, but no suitable alternative was found. We continued with the current venue, acknowledging both its advantages and limitations.

Monthly Meetings and other Events

Initially, monthly meetings were organized consistently, providing valuable opportunities for learning and engagement. However, over time, as the number of Professional Members (PMs) attending gradually declined. Meetings were held around topics that could benefit all participants. However, the reduced involvement highlighted the need for innovative approaches to increase participation and re-engage members going forward.

A special mini event was organized for senior PMs who had been unable to travel to the Golden Jubilee celebrations in Goa in 2022. The event saw many senior PMs attending; it created a sense of belonging and recognition as senior members' contribution was acknowledged and celebrated.

Several PMs from Delhi got together to celebrate a Northern Region member becoming President after a long interval. A special felicitation event was organized to honor the newly elected President, Jasmeet Kaur. The event served not only as a platform to acknowledge Jasmeet Kaur's potential as President, but also as an occasion to inspire and unite members under the shared future vision of regional and overall ISABS growth.

Two dedicated events were conducted exclusively for PMs, both focusing on the Jungian Laboratory. The repeat sessions allowed participants to further immerse themselves in the rich Jungian framework, fostering deeper self-awareness and professional growth.

PDP Support

The PDP participants in the Northern Region have remained active and committed, even during periods of reduced regional activity. With encouragement and guidance from one or two dedicated PMs, PDPs of the Region set up a system to engage in meaningful learning activities. Their efforts have kept the PDP pipeline steady, although not as many new participants as we would have liked. We hope more ISABS participants opt to get into the professional development stream, thus charging the professional community with new blood.

Handover Plan

My term as Regional Representative came to a close with December 2024. The handover process has already been initiated in principle with my colleague and fellow PM, Sanjiv Sharma. Key resolutions, including the transition of bank account signatory authority, have been set in motion including change of bank account signatory and key resolutions passed to ensure a smooth and effective transition. I am confident that brother PM Sanjiv Sharma, as the incoming RC, will bring fresh perspectives, renewed energy, and a wealth of new ideas to the role.

Closing Remarks

Balancing the dual responsibilities of the RC role and my significant commitments to the Organization Development Certification Program (ODCP) project of ISABS has been demanding, to say the least. Perhaps I have not been able to give a higher degree of attention and energy to the Northern Region that it rightfully deserves.

This said, I remain deeply grateful for the opportunities the RC role has provided—to contribute to the region's growth and learn more, gain profound insights into the deeper dynamics at play within the region.

I extend my heartfelt thanks to all members for their support, understanding, and collaboration throughout my tenure, especially past RCs who built up the work of the Region. Special thanks to Kumud Issar and Suryamani Singh for their help whenever needed.

SATYAKKI BHATTACHARJEE **OUTGOING REGIONAL COORDINATOR -** **NORTHERN REGION**

Satyakki Bhattacharjee is a certified OD practitioner from Tavistock, London and a professional member of ISABS working Managing Partner of GrowthSapes Consulting. He has been the regional coordinator of ISABS from July 2021 to December 2024



SOUTHERN REGION



Labs

The Southern Region initiated a repeat of the event conducted at the Kodai Club, Kodaikanal, Tamil Nadu held in Feb-2023. ISABS could hold the event in a beautiful colonial-age venue like the the Kodai Club, thanks to PM Varalakshmi Rajah who is a member of the Club. Sundarananda Giri [SG for short], PM, Bengaluru helped get a good number of participants through his contacts

- 1 We had 3 BLHP labs and 1 ALHP lab with 7 members. The total size of the community was 46, including 8 faculty from the Southern Region.
- 2 Abhishek Chatterjee started his internship journey in this event and also Coordinated the event.
- 3 We had a diverse cross-section of participants:45% corporate, 21% from NGOs, 16% students and 13% self-sponsored. We even had an Indian Revenue Service official among participants.
- 4 We provided 45% of the participants with a fee concession. 2 PMs sponsored 1 participant each.
- 5 Faculty travelled by overnight bus/train and shared rooms - all of which helped save on costs and enabling us to enroll 8 more participants.
- 6 All corporates paid in full in advance for participants they sponsored.
- 7 The support of Shubhojeet of ISABS national office helped estimate fee subsidies we could give.
- 8 We generated a reasonable surplus thanks to venue concessions, cost optimization and cooperation from the faculty in minimizing costs.

Consulting Assignments

This was for conducting labs in Kannada, i.e., as part of HID Forum's Roopantara project of developing a new batch of community leaders. The ISABS faculty team led by Lakshmi Raman also had Joy Srinivasan, Meenakshi Vijayasimha, Prabakaran Kamath and Kishore Gandhi, all PMs; and Haritha Sarma, Secretary of HIDF, and PDP participant of ISABS. The event was held from 15th – 19th March 2024 in the sylvan environment of Fireflies, an NGO on the outskirts of Bangalore. In all, there were 25 participants (11M, 11 W and 3 TGs) working in 3 labs.

SOUTHERN REGION CONT...

A 2nd consulting assignment was for the Learning & Development (L&D) Team of HDFC Sales as a part of their annual LearnFest initiative. The L&D Head of HDFC who had attended our Kodai Event Feb. 2024 and had a positive experience mooted this initiative for his team. In all, 22 participants in two groups participated in an intense 5 days BLHP at the School of Ancient Wisdom on the outskirts of Bangalore. Sridhar Venu led the team with Hema, Vara and Shakti Roy supporting him.

A 3rd spin-off of the Kodai Event 2024 was an assignment with NACIN (National Academy for Customs, Indirect Taxes and Narcotics) in Andhra Pradesh. NACIN's Asst. Director-General, Ms. Aarti Saxena who was a participant in the Kodai event, organized this at NACIN for the 75th batch of the officer trainees of the Indian Revenue Service (IRS). The 4 labs for 43 participants (25M 18W, including 5 government officials from Bhutan) held at the NACIN campus in Palasamudram, AP from 29th April – 3rd May 2024 was a low-cost pilot project of ISABS with government systems.

The faculty team of 8 PMs consisted of Anupama, Jasmeet, Khirod, Lakshmi, Manas, Radha, and Rajaganeshmurthy (Ganesh) as Lead Consultant. A short research project of analyzing 'before and after' the lab experience was done with the NACIN participants after the labs.

Hosting the Summer Event 2024

This year's National Event was held in Bengaluru, instead of Goa, the usual venue from several years. It was definitely lower in cost compared to the usual venues for the national events. It went off successfully with a total of 84 participants and an average community size of 54 each week.

Annual PM exchange program ISABS-OGGO, Graz, Austria

In Jul-2024, Sridhar Venu, the Southern Region Coordinator was nominated for the exchange program to facilitate a T-group based Group Dynamics Event in Graz, Austria. Sridhar co-facilitated this event along with others from NTL and 8 others from 3 different organizations. There were 62 participants in 6 labs (2 in English and 4 in German). A professional from OGGO will join ISABS Winter Event in December as a co-facilitator.

In early Sep-2024, we held the Sangama Event 2024 at Fireflies Intercultural Center, Bengaluru. With 43 participants (23M 21W) in 3 BLHPs and 1 ALHP, 1 PDP participant doing observation and 8 facilitators: Radhakrishnan, Shyla, Meeanakshi, Raji, Joy, Easwar, Kishore and Sridhar.

We had 14 self-sponsored participants, 24 from the corporate sector, 6 from NGOs, 1 student and 1 PDP across ages 22-60. The participants said that the overall experience was very satisfying.

Meetings/keeping in touch

Rachana Jain, PDP participant has been coordinating monthly meetings in Bengaluru. In Chennai, both in-person and online meetings are being organized by Bala. We have had other meetings of associates, PMs, PDPs and aspiring PDPs thus far in Bengaluru. A WhatsApp Communities group has been created so that the Southern Region community stays engaged and vibrant. We are also gearing up to support the PDP participants from the region to complete their professional requirements in the journey towards becoming professional members.

V. SRIDHAR

REGIONAL COORDINATOR - SOUTHERN REGION

Sridhar Venugopal is an OD consultant and long-time Professional Member of ISABS. He is currently Regional Coordinator for the Southern Region



WESTERN REGION



PDP Exclusive: Engage, Collaborate, Accelerate

Since October 2023, the Region's Coordinator and the PDP Committee held online meetings for PDP participants to facilitate their professional development journey in ISABS. Karishma Chhabria and Rahul Thapar took on the role of conveners for these meetings which are held every 30-40 days on average. Under the banner of 'PDP Exclusive: Engage, Collaborate, Accelerate', the region's PDP group met regularly to continue learning, refresh their connection with ISABS and support each other. Some of the areas explored, for example, were: observing and sharing about the processes emerging in these meetings, patterns of postponement in submitting PDP logs and the relationship with authority. This initiative is helping create a mutual support group and networking between PDP Members of this and other regions.

Pune Group of the Region

The Pune group of 8-9 members in our region is a vibrant group, meeting at regular intervals to engage in learning activities. Over the past year, the Pune ISABS group has focused on deepening their understanding of group processes and reflecting the core principles of Applied Behavioural Sciences. The group's activities began with developing an action plan to strengthen ISABS as an institution. Monthly learning sessions delved into topics such as group dynamics, power processes within groups, the role of internal change agents in organizations, and building effective community sessions. They also did one project, evaluating the relevance of T-Groups in contemporary settings .

Regional Meets

We face challenges in getting people for voluntary work such as organizing regional meets and PDP meets or even to attend the events.

Regional Events

We announced two events this year: an online event to create an opportunity for people who want low-cost labs and have difficulty travelling for whatever reason. However, overall there were limited takers for this idea, which led us to cancel the event.

Tarang event Wardha

Another comparatively low-cost event was held at Sevagram, Wardha in Gujarat in collaboration with the Community Process Facilitation Certificate Program (CPFCEP) Team. Conducting this event in a modest venue and location away from the hustle and bustle of city life, was a unique experience.

We had 2 labs with 19 participants, of who some 40 percent were from the social sector or were self-sponsored while the rest were corporate-sponsored. In addition, there were 30 CPFCEP participants, making a total community size of 60 including facilitators. This event marked an overall successful collaboration between Western Region and the CPFCEP teams, resulting In not only a comparatively lower cost event for the region but also brought a rich and diverse perspectives and learning experiences to the entire community. There were unanticipated issues in the process of this collaboration, which were handled by the Coordinators and teams. The experience led to some learning about how to handle such events in future. Even though we often hear sponsoring organizations and participants askig for lower fees, we found that they are not comfortable with low-cost options which are comparatively less comfortable/ luxurious. It is a fact that more luxurious venues are not available at lower cost. Facilitator feedback was that the labs went very well. We hope that the participants and their organisations stay connected to richness of the learning experience provided at comparatively lower cost. We shall continue to explore options that can combine both objectives.

DR. UMA JAIN **REGIONAL COORDINATOR - WESTERN REGION**

Uma Jain, a fellow of IIM, Ahmedabad, has made significant contributions in the field of applied behavioral science in India for the last four decades in her roles at ISABS including President, Director ODCP and currently the Coordinator, Western region and at NTL, USA





EASTERN REGION



Events

The Region has conducted two events, both at Bhubaneswar:

The **first event** was held from 29 January to 2 February 2024. There were **two Basic Human Process Laboratories (BLHPs)** with a total of 12 participants. 7 were non-residential and 5 were residential participants. Of them, 4 participants were from the corporate sector, 5 from non-profits and 3 were self-sponsored. The participants came from Bhubaneswar, Jharkhand, Delhi, Bangalore and Chennai.

- Our experience In the Eastern region is that getting participants is always a struggle. Often participants come from other regions, but few from our own Region.
- The faculty members were Vandana Jha, Manas Shukla and Khirod Pattnaik. There was also one intern present – Karishma Chhabria.

The **second event** was held at Bhubaneswar from 10 - 14 September 2024. There were **3 BLHPs with a total of 17 participants**.

- Of the participants, 4 were non-residential and 13 were residential. Ten were from the corporate sector, 5 from non-profits and 2 from an educational institution. For this event too, we had a mix of participants from Chennai, Bangalore, Mumbai, Noida, Kolkata, Ranchi, Jamshedpur, Bhubaneswar and Patna.
- The faculty consisted of 5 PMs – Manas Shukla, Khirod Pattnaik, Kakoli Saha, Sushma Sharma and Bhanumurthy Kota; with one intern – Nivedita Saxena also involved in co-facilitation.

Books of Account

The accounts for the year 2023–24 are being finalized by ISABS national office, based on data given by the Region.

SNIGDHA PATTNAIK REGIONAL COORDINATOR - EASTERN REGION

Snigdha Pattnaik is an academican, trainer and consultant who has worked in the fields of Human Resource Management and Behavioral Science for the last four decades. She has held several roles in ISABS including Dean Research and Director ODCP. Since 2023 she has been the Regional Coordinator for Eastern region of ISABS. Snigdha is passionate about learning new things, understanding people, reading and travelling.

