



SVYM

Swami Vivekananda
Youth Movement

TRANSITIONING TO A LEARNING ORGANIZATION

Cornell University ILR Global Service Learning Program

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TABLE OF CONTENTS

Part 1: Introduction	3
1.1. Background.....	3
1.1.1 <i>Shift from HR Management to People Management</i>	4
1.1.2 <i>Becoming a Learning Organization</i>	5
1.2. Literature Review.....	5
1.3. Objectives of This Study.....	6
1.4 Study Methodology.....	7
Part 2: Past Practices	7
2.1 Past Practices.....	7
2.1.1 <i>2022 Training Needs Analysis (TNA) Report</i>	8
2.1.2 <i>Internal Training Calendar</i>	8
Part 3: Existing and Future Practices	8
3.1 Existing Practices.....	8
3.1.1 <i>Knowing your Organization</i>	9
3.1.2 <i>Development Paradigm</i>	9
3.1.3 <i>Workplace Etiquette and Professionalism</i>	9
3.2 Planned Future Strategy in SVYM.....	10
3.2.1 <i>Vision</i>	12
3.2.2 <i>Scope</i>	13
3.2.3 <i>Targets</i>	14
3.2.4 <i>Challenges</i>	14
Part 4: Case Studies	15
4.1 NGOs.....	15
4.1.1 <i>International Federation of Red Cross and Red Crescent Societies (IFRC)</i>	15
4.1.2 <i>OXFAM GB</i>	15
4.1.3 <i>Action Aid India</i>	16
4.2 Corporates.....	16
4.2.1 <i>Tata Communications</i>	17
4.2.2 <i>HPE Financial Services (HPEFS)</i>	17
Part 5: Recommendations	18
5.1 Strategy Recommendations.....	18
5.2 Timeline and Milestones.....	19
Part 6: Conclusion	19

Part 1: Introduction

1.1. BACKGROUND

Learning and development (L&D) refers to the process of enhancing an employee's knowledge, skills, and competencies through training, experiences, and education to improve job performance. Encompassing both formal and informal learning, L&D has a particular focus on continuous growth and long-term personal development of an organization's employees through shared knowledge and insights. With organizational benefits such as improved performance, higher innovation, increased retention, and a more cohesive workforce, L&D has become vital to many organizations' human resources (HR) operations and talent management strategies.

The setting for this concept paper is Swami Vivekananda Youth Movement (SVYM). SVYM is a community development, non-religious, non-political organization launched in 1984 in Mysore, Karnataka with currently 823 employees (SVYM, 2023). This organization works for the benefit of indigenous and rural people in southern India through its health, education, socio-economic environment, and environmental and sustainability initiatives (SVYM, 2023). Centered around the values of "Satya (truthfulness), Ahimsa (Non-Violence), Seva (Service) and Tyaga (Sacrifice)," SVYM has implemented many successful programs, including its Viveka Health Program, a comprehensive school education program with STEM and WASH, treatment for patients with HIV, and its VLEAD program assessing leadership, education, and development in the social sector (SVYM, 2023). Each of these programs is ongoing and exponentially increases the progress toward development because this NGO has served as an implementer and trusted community partner. While SVYM builds human and social capital for low-income and marginalized communities, it is necessary to note that this paper does not attempt to analyze nor seek to evaluate the various programs of SVYM itself. Because large-scale organizations such as SVYM requires an extensive people management system, this paper will provide recommendations for the transition of SVYM into a learning organization.

1.1.1 *Shift from HR Management to People Management*

In the past, SVYM has approached the development of their employees through the lens of HR management rather than people management. HR management is primarily concerned with enforcing compliance from the employees in a top-down manner, where employees are informed about their responsibilities and are expected to execute them (Vishwas, 2023). Under this management system, HR usually works tangentially with the employees and is often reactive to employee needs, i.e., responding when the situation arises (Vishwas, 2023).

On the other hand, people management refers to maximizing the value of employees by making them stakeholders in the organization through a more holistic, collaborative approach (Vishwas, 2023). People management emphasizes proactive solutions to improve work performance, such as providing more robust support and resources to decrease turnover (Vishwas, 2023). Instead of HR working in isolation, they work hand-in-hand with other departments within the organization and examine the individual needs of employees (Vishwas, 2023).

1.1.2 *Becoming a Learning Organization*

While SVYM currently integrates many L&D strategies into its HR functions, SVYM must strive to become a learning organization. Learning organizations promote a culture of continuous learning and growth that adapts to the needs and desires of their employees (Rudy, 2022). Instead of being passive agents in the workplace, employees are empowered to express their ideas and actively participate in the ever-changing business environment (Rudy, 2022). To become a learning organization, organizations must prioritize acquiring skills and knowledge as strategic assets and invest in their employee's growth and development by providing opportunities for career development (Rudy, 2022). Employees must feel engaged and encouraged to seek new ways of identifying their problems and working to solve their problems.

We propose that SVYM integrates its current L&D strategies with a people management approach to transition into a learning organization eventually. In assessing the gaps between existing practices and planned future strategy concerning SVYM's learning and development initiatives, a few areas can be identified, including (1) increased access to digital tools and online learning platforms and (2) employees having access to all feedback received, allowing them to better gauge the retention and metrics in place.

1.2. LITERATURE REVIEW

L&D is hardly a new phenomenon, particularly in India. Grant Thornton's 2014 research study titled "Learning and Development at Workplace: Changing Paradigms, Emerging Trends" provides an overview of the Indian L&D industry, identifies key trends, and presents major challenges to development. To provide greater insight into the current industry, in 2012, the Indian L&D industry was estimated to be worth \$3.5 billion and is expected to grow, and as many Indian companies expand overseas, investments in training and development has become a requisite for empowerment on a global scale (Thornton, 2014). A few key trends in the L&D industry revolve around technological changes; particularly, e-learning and audio-visual training are being increasingly used, and there is a rise in social learning, which is defined as a form of collaborative learning from others

(Thornton, 2014). Challenges remain where there are multiple languages spoken within the organization, a gap between generations and technology, and lack of skilled trainers (Thornton, 2014).

Moreover, in “HR Challenges for NGOs,” a 2023 presentation done by Dr. Vishwas Rao, Head-HR of SVYM, the module discusses the unique problems faced by nonprofits when dealing with HR management, known as HRM (Vishwas, 2023). Such problems include inadequate HRM procedures set in place, particularly with a lack of opportunities for growth, and a dependency on donor funds, which can limit the capacity of the nonprofit (Vishwas, 2023). A priority on people management rather than HR management is emphasized, and there is a greater push for exploration in order to make employees stakeholders in HR procedures.

Lastly, in the Harvard Business Article “Build Learning into Your Employees’ Workflow,” the article describes general challenges that organizations face when receiving a return on their L&D investments (Rudy, 2022). A few common challenges revolve primarily around training. First, training usually takes place outside the organization, which can make it difficult to apply to real workplace situations (Rudy, 2022). Furthermore, training takes a substantial amount of the employee’s own time, while they are still expected to fill their own regular work duties (Rudy, 2022). Responsibility of applying the learning is also placed on the learner, with there is little follow-up from the instructor when the training is completed (Rudy, 2022). The article provides several strategies for aligning employee development with organizational outcomes; contextualizing the learning, providing nudges, building in time for reflection, creating micro-learning experiences, and measuring progress (Rudy, 2022). Contextual learning means placing the training knowledge in the context of the employees’ organization and workflows to increase retention and application (Rudy, 2022). Nudges are small contextual factors that encourage employees to take actions, which can even take the form of an email or a push notification to follow-up with the employee (Rudy, 2022). Reflection is crucial for the employee to recall how their training can be embedded in their work, and allows them to process the knowledge (Rudy, 2022). Creating micro-learning experiences means instead of asking employees to learn everything at once, training programs would take on a more easily digestible form. Lastly, measuring progress is necessary to assess the organization’s investments in L&D programs, which might look like pre- and post-assessment surveys, or any other method to properly measure employee development (Rudy, 2022).

1.3. OBJECTIVES OF THIS STUDY

The objective of this paper is to document the best practices on L&D and understand how SVYM can further enrich its current program to create opportunities that will fully utilize the potential of its employees.

In particular, this paper inquires how SVYM can entirely shift to become a learning organization that maximizes employee value. The underlying premise is the goal of fully transitioning to a learning organization. The paper seeks to illustrate the comparative advantages that a more comprehensive, holistic organization-wide shift towards people management can bring to create new L&D systems that improve working methods proactively. It aims to analyze the past practices in SVYM regarding L&D, understand the planned future strategy, and assess the advantages reaped by SVYM because of practices already implemented to date. Furthermore, this paper analyzes L&D practices in corporates and NGOs to find mechanisms to incorporate them for potential upscaling and adaptation at SVYM. To facilitate the shift from traditional management practices to people management, SVYM should also seek to identify gaps between existing practices and its planned future strategies. The study presents possible solutions to enhance and ensure the successful implementation of L&D in development organizations, particularly SVYM. It explores how SVYM could create an enabling environment that tracks skills that are not utilized and those that are lacking and need to be developed. In doing so, this study hopes to present a comprehensive L&D program that specifies role competencies, identifies the gaps in learning, works out training needs analysis (TNA), and implements capacity-building measures.

1.4. STUDY METHODOLOGY

This research paper analyzes the previous and current practices of SVYM's HR practices and their approach to managing its employees. The research objective is to propose recommendations regarding how SVYM can transition into a learning organization by expanding on its L&D principles. The population of this study consists of SVYM employees. We plan on qualitatively analyzing the 2022 Training Needs Analysis Reports, which provide data on the nominations for Mandatory, Generic, and Future-Oriented skills training from the 699 total employees who were nominated for training. From this information, we will assess the gaps in training and employee development, and see how training can be improved to be more individualized for employee needs. We also analyze research methods observed in nonprofit and corporate settings; specifically, the International Federation of Red Cross and Red Crescent Societies, OXFAM GB, Action Aid India, Tata Communications, and HPE Financial Services.

Part 2: Past Practices

Study the past practices in SVYM as regards L&D; Understand the planned future L&D strategy; Analyze advantages reaped by SVYM because of L&D practices already implemented to date

2.1 PAST PRACTICES

In the past, SVYM had two modules in place for the L&D strategy. These modules—(1) TNA Report and (2) Internal Training Calendar—were designed to analyze the training that the employees had undergone and assessed their competencies and skills based on pre- and post-training assessments. This approach to assessing their employees’ performance allowed for SVYM to critically evaluate the effectiveness of their training and identify any gaps in skills among employees.

2.1.1 2022 Training Needs Analysis (TNA) Report

The first module, the “Training Needs Analysis (TNA) Report,” sought to strategically assign mandatory, generic, and future-oriented skills training to employees based on an assessment of their existing skills. Based on data from the report, out of the 699 total number of employees to be nominated for skills training, 249 employees were actually nominated and 450 employees were not nominated (TNA Report, n.d.). With training program topics such as Communication Skills, Working With Community, Reporting & Documentation, Health & Hygiene Training, SVYM has ensured that each training program addresses the unique needs of the employee, and that each employee is aware of which areas they need improvement (TNA Report, n.d.).

2.1.2 Internal Training Calendar

The second module, the “Internal Training Calendar,” analyzes the post-assessment training of the employees. The module serves to assess the technical, cognitive, and interpersonal skills of each employee and determine the effectiveness of the training through a periodic assessment (Internal Training Calendar, n.d.). To expand further on this periodic assessment, after training, SVYM HR discusses and identifies specific needs of the employees, and then classifies which training should be organized under respective teams (Internal Training Calendar, n.d.). Additionally, training costs for each center are shared and an internal calendar is prepared for each respective training program (Internal Training Calendar, n.d.).

Part 3: Existing and Future Practices

Identify gaps between existing practices & planned future strategy in SVYM; Identify reasons for non-implementation of planned actions

3.1 EXISTING PRACTICES

Currently, SVYM has three existing modules in place for their learning and development efforts. These modules—(1) Knowing Your Organization, (2) Development Paradigm, and (3) Workplace Etiquette and Professionalism—have been designed to address key areas of importance for the organization. Rather than overwhelming employees with a gamut of courses, SVYM has chosen to teach these three modules to ensure a more targeted and impactful approach to learning and development. This streamlined approach allows for a deeper dive into the selected topics, enabling employees to gain comprehensive knowledge and practical skills directly relevant to their work within the organization.

3.1.1 *Knowing your Organization*

The first module, “Knowing Your Organization,” aims to provide employees with a deep understanding of the SVYM’s mission, values, and strategic objectives. It covers topics such as the history of the organization, its current projects and initiatives, and the roles and responsibilities of different departments and teams (Knowing Your Organization, n.d.). This module helps foster a sense of belonging, increases organizational culture, and brings together alignment among all employees.

3.1.2 *Development Paradigm*

The second module, “Development Paradigm,” focuses on enhancing the skills and competencies of middle and senior managers. This training session specifically targets building human and social capital as an essential component of making development sustainable (Development Paradigm, n.d.). Human capital is the “set of physical, intellectual, emotional, and spiritual capabilities that an individual possesses that affords him or her the agency to lead and sustain their life” (Development Paradigm, n.d.). Whereas social capital is “the benefits an individual receives from his/her social networks, and how these networks facilitate interactions, communication, awareness, and access to opportunities” (Development Paradigm, n.d.). By equipping employees with these crucial components, SVYM aims to empower them to contribute effectively to their respective roles and drive positive organizational change.

3.1.3 *Workplace Etiquette and Professionalism*

The third module, “Workplace Etiquette and Professionalism,” emphasizes the importance of professional behavior and a respectful work environment. In particular, this model further develops the three qualities SVYM expects from its employees: “Knowledge (knowing what

to do), Skill (ability to do), and Attitude (willingness to do)” (Workplace Etiquette and Professionalism, n.d.). Emphasizing the importance of the three qualities outlined above increases the overall productivity and efficiency of the organization (Workplace Etiquette and Professionalism, n.d.). Furthermore, workplace etiquette and professionalism build trust and credibility among employees, partners, and key stakeholders. Therefore, the organization promotes eight tenets of professionalism:

- a. Discipline
- b. Time Management
- c. Organizing the work
- d. Transparency
- e. Engagement beyond the workplace
- f. Respect and dignity
- g. Proactive thinking & action
- h. Upholding Organization values and culture

Having straightforward tenets and expectations regarding employee conduct helps prevent misunderstandings and promotes a positive work environment. When individuals are aware of the appropriate etiquette and communication practices, collaboration, teamwork, and inclusive organizational culture can be maximized (Workplace Etiquette and Professionalism, n.d.). Therefore, this module on promoting a culture of professionalism is a critical piece to the L&D efforts of SVYM.

3.2 PLANNED FUTURE STRATEGY IN SVYM

A competency framework is a structured framework that outlines the specific skills, knowledge, behaviors, and attributes required for successful performance in a particular role or within an organization (Competency Framework, n.d.). In other words, it is a “model that broadly describes performance excellence within an organization that includes several competencies applied to multiple occupational roles within the organization” (Competency Framework, n.d.). It provides a clear and comprehensive set of criteria that define what employees need to know and be able to do to excel in their positions.

SVYM’s competencies framework includes a list of relevant core competencies to the organization. Competencies are the essential skills, characteristics, and behaviors of an employee that contribute to high performance and align with the organization’s goals and values (Competency Framework, n.d.). Components include Core Competencies (Value-based and Organization-based), Managerial Competencies (People management & Functional), and Technical Competencies (Role-specific) (Competency Framework, n.d.). In addition to the key components, the competencies framework

identifies competencies specific to certain organizational roles or functions. These roles fit within one of five “primary roles levels,” per SVYM’s designation structure (i.e., SS1 & SS2, JM1 & JM2, MM1 & MM2, SM1 & SM2; E1 & E2) (Competency Framework, n.d.).

Figure 1
SVYM Competency Designation Structure

Primary Role Level	Description
<i>Leadership & Strategy Formulation Level</i> [E1 & E2]	<ul style="list-style-type: none"> ● Does not abuse their power or authority and resists political pressure when making decisions ● Oversees that relevant issues are being seen in the bigger context ● Identifies major trends and opportunities that could benefit the organization
<i>Senior Management Level</i> [SM1 & SM2]	<ul style="list-style-type: none"> ● Alert to emerging trends and environment risk that may impact the department ● Takes personal pride and responsibility in giving support or advice ● Explains rationale for decisions and outcomes to clients ● Places organization’s interests before their own
<i>Middle Management Level</i> [MM1 & MM2]	<ul style="list-style-type: none"> ● Seeks to understand how services and strategies can work hand-in-hand to create public value ● Actively seeks out knowledge and shares experiences with others ● Recognizes customs, key players, and organizational constraints
<i>Supervisory Level</i> [JM1 & JM2]	<ul style="list-style-type: none"> ● Treat others in an objective manner ● Seeks feedback from the community to develop a clear understanding ● Establishes clear goals for work activities and behavior
<i>Grassroots Level Workers</i> [SS1 & SS2]	<ul style="list-style-type: none"> ● Follows rules and regulations and is guided by Public Service values ● People first: work to understand the needs of

	<p>the public and meet them in a responsive manner</p> <ul style="list-style-type: none"> ● Is able to quickly pick up signals when others are not uncomfortable
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Note. The information from this table is derived from SVYM’s competency framework, which provides information regarding competencies and roles for the SVYM employees. Swami Vivekananda Youth Movement “Competency Framework.”

SVYM is now fully shifting towards implementing its competencies framework because it further enables the transition from traditional HRM to people management. A competencies framework will provide a common language and standardized performance indicators for assessing and evaluating employee capabilities, identifying skill gaps, and designing targeted development programs (Competency Framework, n.d.). By using a competencies framework, SVYM can align its talent strategies with the skills and behaviors needed for success, thereby bridging gaps in current needs and enhancing individual and organizational performance.

3.2.1 *Vision*

Previously, SVYM held a traditional approach to managing its employees, where there was a higher value placed on enforced compliance and HR worked in isolation from its employees (Vishwas, 2023). In the past, there was also an absence of a focused L&D strategy.

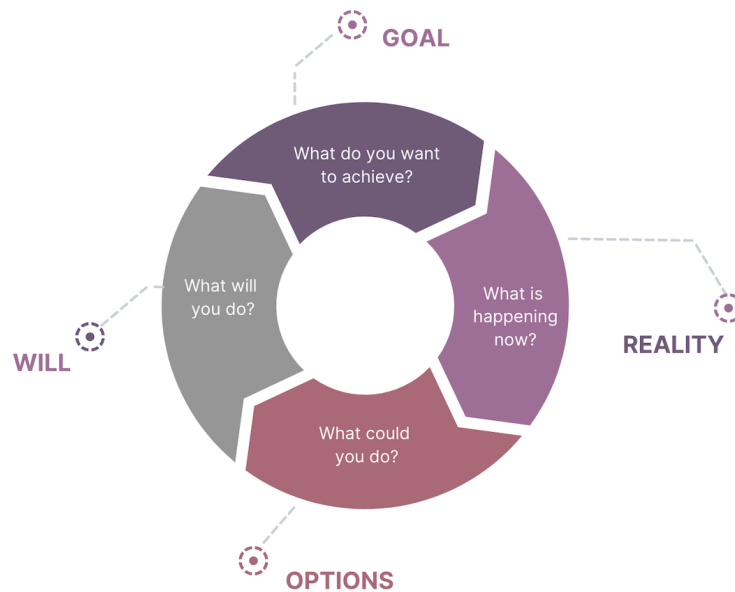
The vision of this project is to propose recommendations that will build a culture that promotes and celebrates a workplace where learning is ingrained in the working culture through collaboration and dissemination of knowledge. By identifying critical gaps and disruptive factors in employee performance and training, we aim to create solutions that will encourage meaningful dialogue between SVYM and its employees and empower them to reach their full potential. By tapping into underutilized talent, SVYM can further foster creativity and breakthrough thinking, while allowing employees to feel valued. We are hopeful that these recommendations can play a role in objective metrics such as retention and satisfaction rates.

In addition, based on the competency framework—which describes performance excellence within an organization by applying the competencies of employees to occupational roles—we seek to find the gaps between the competency levels of employees. Following the identification of these discrepancies, an appropriate four-step process can be agreed upon. The essential components of this process (i.e., “Grow Coaching Model for Crucial Conversations”) include:

1. Assessing the **goals** established by the employee during their onboarding,
2. Understanding the **reality** of the desired competencies to develop,
3. Identifying **options** with the employee to develop and implement those skills,
4. And, creating a training plan the employee **will** follow during their tenure at SVYM.

Figure 2

Grow Coaching Model for Crucial Conversations



Note. This Grow Coaching Model was originally developed in the 1980s by business leaders Alan Fine, Graham Alexander, and Sir John Whitmore. From *The GROW Model of Coaching and Mentoring* by Mind Tools Content Team. (n.d.). MindTools.

3.2.2 Scope

The study culminates with final recommendations for SVYM to transition into a learning organization and promote a culture that values continuous learning and professional development through the empowerment of the employee.

The stakeholders of this study include the executive leadership team, which would provide the support, resources, and guidance to implement the L&D strategies required to create a learning organization. Another crucial stakeholder includes the HR department, which is responsible for analyzing metrics of employee performance, creating individualized assessment plans, and coming up with L&D initiatives. Lastly, employees are responsible for

actively engaging in the sharing of knowledge and leveraging their available resources for personal and professional development.

Constraints include the time limit for this project to be completed within four weeks, which may not be enough time to fully analyze the needs of the employees and propose all-encompassing solutions. Furthermore, resource availability, including a lack of digital records, may hinder our ability to gather accurate data on employee records. Active willingness from employees to embrace a learning mindset and L&D initiatives are assumed.

3.2.3 *Targets*

One key target is to increase overall competency measures in employees to equalize competencies within individuals. A few critical performance indicators include employee feedback on the L&D activities, such as performance and satisfaction measures, retention rates for those who have actively participated in L&D measures, revenue growth, and the creation of new technologies or innovations from employees. Pre- and post-training assessments and surveys would be especially salient in gathering these performance metrics.

Since the project is focused more on systemic gains rather than qualitative point improvements for the employees, target ranges instead of specific targets will be provided in this study. Using range-based targets will also allow us to analyze trade-offs between different factors, such as differing competencies. Furthermore, this study does not focus on qualitative measurements because the primary target is to concentrate on learning, and not building a quantitative analysis. Rather, SVYM accounts for loyalty, sincerity, and other metrics not often accounted for in corporate settings. By identifying which competencies employees currently possess and will need to develop, SVYM will work to equalize each competency level through individualized training.

3.2.4 *Challenges*

There are a few challenges that may hinder the implementation of planned actions in a learning organization. A primary challenge includes HR management upskilling for line managers. Line managers, who directly manage other employees or teams, have a key responsibility in supporting L&D initiatives. They must be seen and upheld to the same standards as HR managers, and the challenge persists in convincing management that HR components should be equally as important to their current responsibilities. Together, HR and line managers need to collaborate to set development goals that will fit organizational needs and provide individualized feedback throughout the implementation of the L&D initiatives.

It is recommended that there are investments in providing basic HR skills to managerial staff, such as through training sessions or mentorship programs. Furthermore, another challenge regards the difficulty in creating an equilibrium between employee and management needs, given the fixed amount of resources and funding available. Employees may perceive that their concerns are not being properly addressed during training, or feel that there is limited investment in their growth because of other priorities, such as pleasing donors. In addition, a challenge to the growth of a learning organization is adapting to a technological environment; in a working environment that may be more used to traditional operating systems (i.e. physical employee records), they may be missing out on the benefits of online technological development procedures, which can be more efficient when managing employees.

Part 4: Case Studies

Study the best practices on L&D in reputed organizations; Comparison between Corporates & NGOs

4.1 NGOs

The following case studies outline learning and development frameworks across different NGOs. A range of tools and models are illustrated with an emphasis on how each tool is adopted and implemented within the organization itself.

4.1.1 *International Federation of Red Cross and Red Crescent Societies (IFRC)*

The International Federation of Red Cross and Red Crescent Societies, or IFRC, is one of the largest international humanitarian networks that assists communities during and after a significant health or disaster emergency (IFRC, 2023). The IFRC is unique in its practices on L&D because it established a global online learning hub that maximizes the accessibility of resources for its volunteer (IFRC, 2023). The online platform has “high-quality, multilingual learning opportunities developed by Red Cross and Red Crescent experts as well as resources from other humanitarian organizations”(IFRC, 2023). Some of its key features include:

1. Self-paced online courses, video playlists, and games
2. Various social learning tools (i.e., “virtual groups of experts and people interested in specific humanitarian topics who post videos”)
3. Full accessibility “anytime and wherever [...] via your phone, tablet, laptop or computer.”

This platform is a highly successful L&D effort as it provides higher quality learning, reduced cost, and increased efficiency. In other words, increased access to digital tools and online learning platforms is an efficient L&D strategy that brings learning, information, and reflection together—all in one place.

4.1.2 OXFAM GB

OXFAM GB is a British NGO focused on alleviating global poverty. In particular, the organization and its volunteers aid families in overcoming poverty, hunger, and injustice (OXFAM, 2023). Given that many development organizations are shifting their focus toward becoming learning organizations, OXFAM GB also made sure to take significant steps in its L&D efforts. In particular, it “included sessions on organizational learning in their strategic leadership development programme for senior managers” (OXFAM, 2023).

By taking a top-bottom approach, the organization recognized the importance of leadership support for its senior staff members (OXFAM, 2023). In particular, the learning and organization development team at OXFAM not only supports individual training but also leads cultural transformation efforts toward becoming a feminist and anti-racist organization (OXFAM, 2023). Their training has a strong lens on equality and inclusion, allowing them to foster a positive workplace environment and impactful learning solutions.

4.1.3 Action Aid India

ActionAid India is an Indian NGO committed to working for social and ecological justice by engaging with marginalized communities in India. ActionAid India integrates L&D in their core principles by ensuring that the L&D principles fit in their shared vision, mission, and values, which in turn, establishes a values-based culture and a sense of community (ActionAid India, 2006). Specifically, the organization recognizes that in order to be effective, employees must actively seek to learn from their colleagues, demonstrate a willingness to listen, and share knowledge (ActionAid India, 2006). By providing the space and resources, such as coaching and mentoring, ActionAid provides multiple opportunities to cultivate attitudinal change and employee development.

A method that ActionAid India uses to measure employee satisfaction and perceptions is a staff climate survey (ActionAid India, 2006). The survey is completed once every two years, and takes two months to complete (ActionAid India, 2006). It assesses the expectations and perceptions of employees at various levels, and consists of surveys, action plans, and staff

focus groups, which work together to gauge factors such as the work environment, team-building, attitudes, and reflection (ActionAid India, 2006).

4.2 CORPORATES

The following case studies outline learning and development frameworks across different corporations. A range of tools and models are illustrated with an emphasis on how each tool is adopted and implemented within the organization itself.

4.2.1 TATA Communications

Tata Communications is an Indian telecommunications company owned by the Tata Group. The company is known for its shifting in learning development efforts, as it built its own digital learning platform—giving control and flexibility to employees on when they want to complete the training (SHRM, 2021). The effort has been successful because “only 10% of Tata's training was offered digitally in early 2017, but by March 2020, even before the pandemic struck, 90% of its learning and development programs were delivered digitally” (SHRM, 2021).

By delivering content via a separate platform, employee engagement went through the roof as the platform was designed to be hyper-personalized and open (SHRM, 2021). In this era of globalization, where digital dexterity and flexibility is increasingly becoming the norm, understanding the ways corporations such as Tata Communications incorporate L&D in their own settings will become essential to consider for SVYM’s new L&D efforts.

4.2.2 HPE Financial Services (HPEFS)

VR is now a desired platform for soft skills L&D training programs. HPE Financial Services (HPEFS) is a case in point as they piloted a VR program where sales representatives engaged in exercises with a virtual avatar that simulated a customer (Meister, 2021) These exercises were shared with managers, who then could “determine whether the employee should be enrolled into further training at a Basic, Intermediate, or Advanced level” (Meister, 2021).

HPEFS’ immersive VR-driven program was an effective L&D tool because it allowed employees to practice their soft skills and also analyzed the session into actionable feedback for the employee (Meister, 2021). Harvard Business Review notes that the interactive VR

program “not only provided HPEFS employees with improved training, but also offered managers and HR teams improved visibility into their sales reps’ current skills and opportunities for growth” (Meister, 2021). Therefore, incorporating VR allows corporations to develop soft skills and innovative learning strategies.

Part 5: Recommendations

Analyze & come up with solutions to ensure the successful implementation of L&D in a Development Organization

5.1 STRATEGY RECOMMENDATIONS

In comparison to a corporation such as HPE Financial Services (HPEFS), modern accommodations such as VR programs may not be practical because of financial limitations, and it may be viewed as excessive when evaluating what is necessary to implement. However, we encourage that SVYM should emphasize interactive learning whenever possible; in particular, we recommend implementing the 70-20-10 Model for L&D, which is a strategic training formula that is widely used for helping employees successfully learn in their roles (Training Industry, n.d.). The formula posits that employees should derive 70% of their knowledge from job-related experiences, 20% from interactions with colleagues, and 10% from formal training (Training Industry, n.d.). The biggest section of 70% comes from experiential learning, also known as informal learning, which should include opportunities for reflection (Training Industry, n.d.). Whether that is a method such as VR programs, case studies, or simulations, the experience should result in a learning process that initiates reflection (Training Industry, n.d.). The 20% comes from social learning, which is part of the reflection process that includes learning from the experiences of others (Training Industry, n.d.). Providing that opportunity where participants can ask others about their experiences and what they have learned is especially important to foster relationships with others through social interaction. Lastly, the 10% comes from formal learning, which may take on the form of traditional training and classroom experience (Training Industry, n.d.).

To expand on the people management approach that we have previously mentioned, we recommend continuous employee empowerment in order to make employees feel that they are truly stakeholders in the organization. For instance, SVYM could implement a method similar to the staff climate survey that ActionAid India uses to gauge employee satisfaction and L&D effectiveness through multiple surveys and action plans. Furthermore, the establishment of a mentorship program can be especially beneficial, such as a senior employee helping a new worker with a significant task, or using the mentor’s feedback to help transfer their skills and knowledge. Mentorship programs can also be a primary source of positive employee interactions, and can spark the social learning aspect of the 70-20-10 Model.

It is also crucial that L&D initiatives and leadership are aligned with HR Management and understand the organization's HR practices. Key factors that HR uses such as retention rates, recruitment processes, promotion, and performance management should be intertwined with L&D initiatives, and used to only improve these systems. For example, feedback received from L&D functions could be used for employees' performance reviews and annual performance appraisals. Furthermore, line managers should be given the same responsibilities as HR staff, and be given equal authority to analyze what is best for the employees they supervise in terms of L&D programming.

Lastly, we recommend that when it is feasible, there is a scale-up of technological initiatives. There are many benefits to having a simple and an easily digestible model for managing employees, and we recommend that SVYM reduces any replications or confusing sections of their current HR platform in order to make processes smoother for employees.

5.2 TIMELINE AND MILESTONES

Figure 3

Timeline For Transitioning Into a Learning Organization



Note. This figure serves as a recommended timeline for organizations to transition into a learning organization with L&D initiatives. It includes the 70-20-10 framework.

Part 6: Conclusion

In a constantly evolving work environment, nonprofits have adapted to meet the growing demands of professional development and organizational needs. L&D can play a dual primary role in aiding organizations to meet those needs and empowering its employees through its collaborative learning approach. SVYM believes deeply in development as a measure of increasing human and social capital; L&D accomplishes this through making investments in the employees. By prioritizing the knowledge-gathering of its employees, organizations that use L&D are more likely to have much more engaged and satisfied employees who will outperform other organizations. With these benefits, it is clear that there is a need for SVYM to transition into a learning organization — for its employees and for the communities it serves.

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