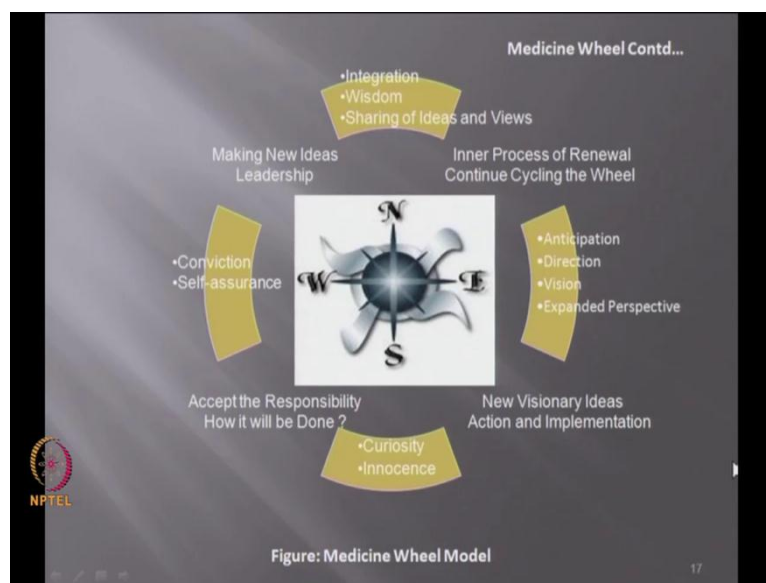


Organisation of Engineering Systems and Human Resources Management
Prof. Vinayshil Gautam
Department of Management
Indian Institute of Technology, Delhi

Module - 2
Effectiveness and Performance
Lecture - 25
Longitudinal Thinking (Contd.)

(Refer Slide Time: 00:32)

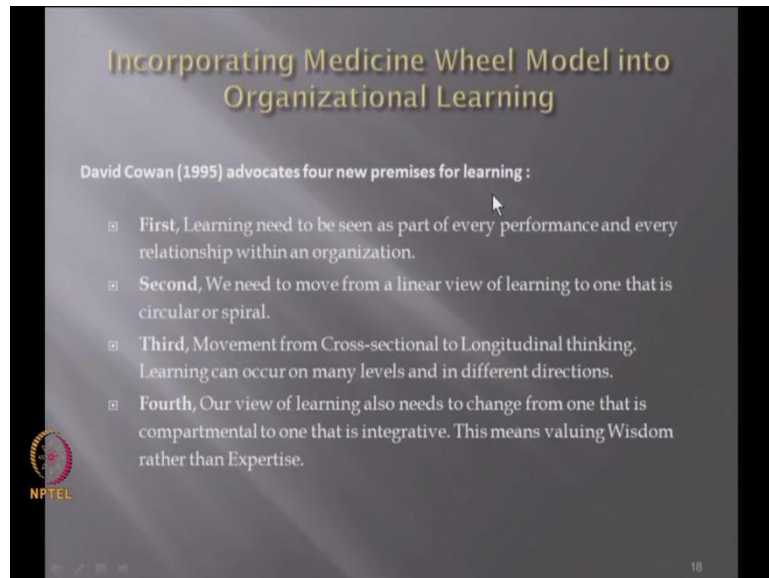


To continue with the narration of Longitudinal Thinking, I need to get back to what was termed as the medicine wheel and you took a look at it. The significance of this is to show the value of circular thinking and to establish a simple preposition with you. And the preposition is when you have the north and the east and the south and the west indicators, with their characteristics which you find here reproduced. North standing for wisdom, integration, sharing of ideas and views, east standing for anticipation, direction, vision and expanded perspective and south standing for curiosity and innocence, west stands for conviction and self assurance.

And north stands for integration, wisdom and sharing of ideas and views, coming back to the integration. So, the cycle is complete in fact as I shared with you, the entire cyclical effort can begin at any point, but conventionally it is supposed to begin here. Now, there are fillers between the beginning marked here and the subsequent stages, the fillers are new

vision ideas, action and implementation this links between east and south that is between anticipation and curiosity. Then there is accept responsibility how will it be done, a curiosity moves on to conviction and conviction leads to making new ideas leadership, which results in wisdom, integration, sharing of new ideas and the inner process of renewal continue cycling the wheel. Now, this is the medicine wheel the therapeutic wheel.

(Refer Slide Time: 02:50)



Cowan has established this about a decade and a half ago closer perhaps to two decades and incorporating the medicine wheel model into organizational learning, he went on to argue, that first learning needs to be done as a part of every performance, this is important. Every performance is a learning situation, he takes the entire debate beyond classroom learning and learning on the job to emphasise the self feeding cycle of performance and learning.

And every relationship within an organisation is an instrument of learning, why every relationship within an organization, every relationship outside an organization would be an instrument of learning. Any relationship anywhere would be an instrument of learning, we not only learn from each other, we learn from the experience of interacting. Because we all realise that every individual is a unique individual, every individual has his own unique responses and within that response mechanism, he happens to have certain certain unique features which cause some learning to the person with whom his interacting.

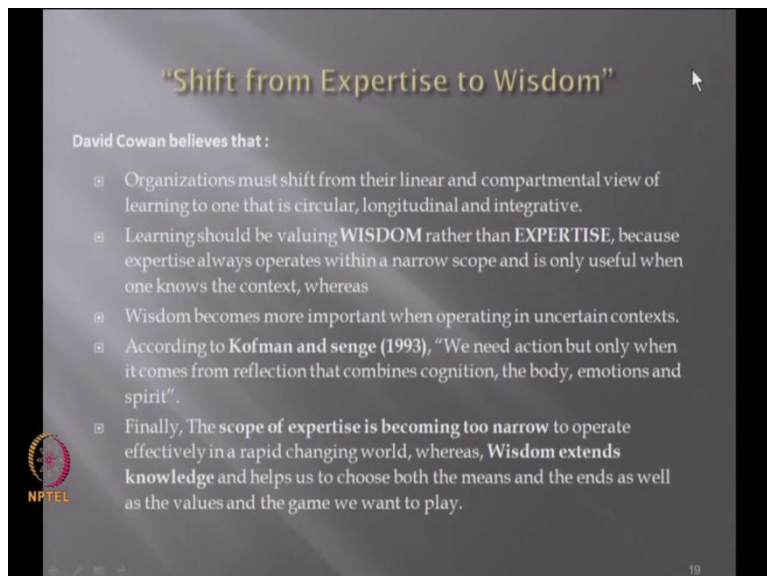
The second is we need to move from a linear view of learning to one that is circular or spiral and has been explained as stated earlier. Third, movement from cross sectional to

longitudinal thinking, this is a very powerful transition, which Cowan advocates move from cross section to longitudinal thinking. In other words with thinking the penetrative instrument rather than the structure of reality being the framework of reference.

Learning can occur in many levels and in different directions, the direction of learning need not necessarily be in sink with the intended direction, because, learning has it is own logic and not very often programmable. Forth our view of learning also needs to change from one that is compartmental to one that is integrative, this is very important, if you look at each discipline as a separate and autonomous in it is own right.

Then, you lose sight of the focussed attention, which it deserves the focussed impact which is discapable of (()) this means that valuing wisdom rather than expertise is the essence of learning. Now that is the preposition of David Cowan, one may have views on what he says, one may not be quite convinced of what he says, but what he is saying is a powerful argument for the longitudinal thinking which of course, is routed in a time framework of analysis and that I have already explained is the essence of longitudinal perspective. But, it is the outcome of those perspectives which is relevant to the study of organisation and human resources.

(Refer Slide Time: 07:37)



The slide features a dark background with a light-colored title and text. The title is in a larger, bold font. Below the title, there is a sub-heading followed by a bulleted list of points. The NPTEL logo is visible in the bottom left corner, and a small number '19' is in the bottom right corner.

"Shift from Expertise to Wisdom"

David Cowan believes that :

- ❑ Organizations must shift from their linear and compartmental view of learning to one that is circular, longitudinal and integrative.
- ❑ Learning should be valuing WISDOM rather than EXPERTISE, because expertise always operates within a narrow scope and is only useful when one knows the context, whereas
- ❑ Wisdom becomes more important when operating in uncertain contexts.
- ❑ According to Kofman and senge (1993), "We need action but only when it comes from reflection that combines cognition, the body, emotions and spirit".
- ❑ Finally, The scope of expertise is becoming too narrow to operate effectively in a rapid changing world, whereas, Wisdom extends knowledge and helps us to choose both the means and the ends as well as the values and the game we want to play.

NPTEL

19

Now, Cowan's view of shifting from expertise to wisdom is an important one, because it is quite obvious that the expertise is a passing process, it is quite obvious that expertise is subject specific and by definition time specific. Wisdom is the time distillation of

knowledge expertise and whatever goes along with it, wisdom is the ability to filter, filter experience, filter knowledge, give a perspective to human action, transcend time, become futuristic. And is generally agreed that wisdom is the repository of all value additive action to follow David Cowan's argument, let us look at some of the select arguments which he makes, he states.

Organisations must shift from their linear and compartmentalised view of learning to one that is circular, longitudinal and integrative. It has not a one to one relationship with learning, all organisations have a propensity to go in for compartmentalisation, which innovatively can and does lead to turf wars. Marketing verses production, production verses human resources, human resources verses finance and it has no track record of doing any good to organisational functioning.

Therefore this is a major shift in par dyeing where solutions of a lot of inter departmental conflicts, which can be argued are routed in the thinking process of the organisation. And if the thinking process of the organisation is longitudinal, then it all gels together. Learning should be valuing wisdom rather than expertise, because expertise always operates within a narrow scope and we have discussed that and is only useful when one knows the context whereas, wisdom becomes more important when operating in uncertain contexts.

Now, it is the uncertainty of the context, which puts premium on longitudinal thinking, if the defining conditions of the modern times is turbulence. Then perhaps the answer lies in longitudinal thinking, where you derive a sense of direction for future action with the distillation of the experience of the past, but not limited to it structuring. That experience running it through a filter to distil the elements to get the positive contents and project it with an anticipation of future situations.

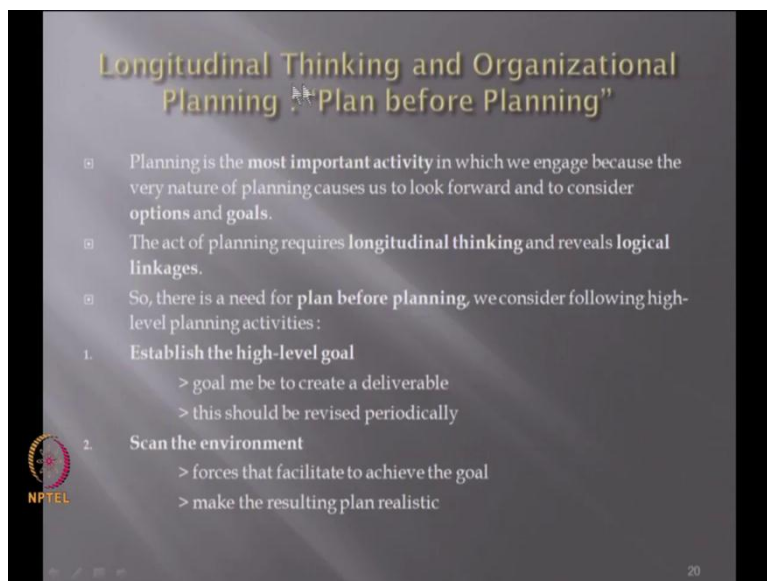
Obviously, David Cowan's does not say all this, but no one author is the last word in the thought I am trying to build upon what he has said, I am trying to apply it to organisational theory. Some of which I have written on and is available in my book organisation development systems, which has a chapter on longitudinal thinking. According to Kofman and Senge we need action, but only when it comes from reflections that combines cognition, the body, the emotion and the spirit.

Personally I am a Greek protagonist of managerial action routed in integration of all the components of human personality, which means; obviously, the body, the emotion, the

intellect and the spirit. Kofman and Senge have their thought as captured from their writings in 1993 in the right direction, but somewhere they seem to have missed the value of Intel a strange omission, but it does not take away from the basic credit which they deserve, in establishing an integrated framework of managerial action covering body, emotion and spirit.

And finally, the scope of expertise is borrowing is becoming too narrow to operate effectively in a rapid changing world. To repeat, the scope of expertise is becoming too narrow to operate, effectively in a rapid changing world. Whereas, wisdom extends knowledge and helps us to choose both the means and the ends as well as the values and the game we want to play. Wisdom therefore, is the foundation of strategy formulation and any strategy which is not paced in wisdom is bound to (()) the theme.

(Refer Slide Time: 15:09)



The slide features a dark background with a light-colored text box. The title is in a yellowish-gold font. The content is organized into a list of points, with the first two being general statements and the last one being a numbered list of two specific activities. The NPTEL logo is visible in the bottom left corner of the slide area.

Longitudinal Thinking and Organizational Planning : Plan before Planning

- ⊗ Planning is the most important activity in which we engage because the very nature of planning causes us to look forward and to consider options and goals.
- ⊗ The act of planning requires longitudinal thinking and reveals logical linkages.
- ⊗ So, there is a need for plan before planning, we consider following high-level planning activities :

1. Establish the high-level goal
 - > goal me be to create a deliverable
 - > this should be revised periodically
2. Scan the environment
 - > forces that facilitate to achieve the goal
 - > make the resulting plan realistic

NPTEL

20

The theme their passing seems to be that longitudinal thinking and organisational planning require plan before planning, I will try to explain what is meant by plan before planning. Planning is the most important activity in which we engage, because the very nature of planning causes us to look forward and to consider options and goals. This statement is nothing new, but in the organisational context it acquire greater significance, because it is routed and a very simple preposition of an object driven situation.

If the situation is object driven, then one has to be absolutely clear that plan must follow you cannot get to the objective without planning. But the act of planning require

longitudinal thinking and reveals logical linkages this assumption that planning requires longitudinal thinking is a very important argument. Because it puts at the centre of the state the timeframe as a dimension, which many management thinkers in fact most management thinkers have completely overlooked.

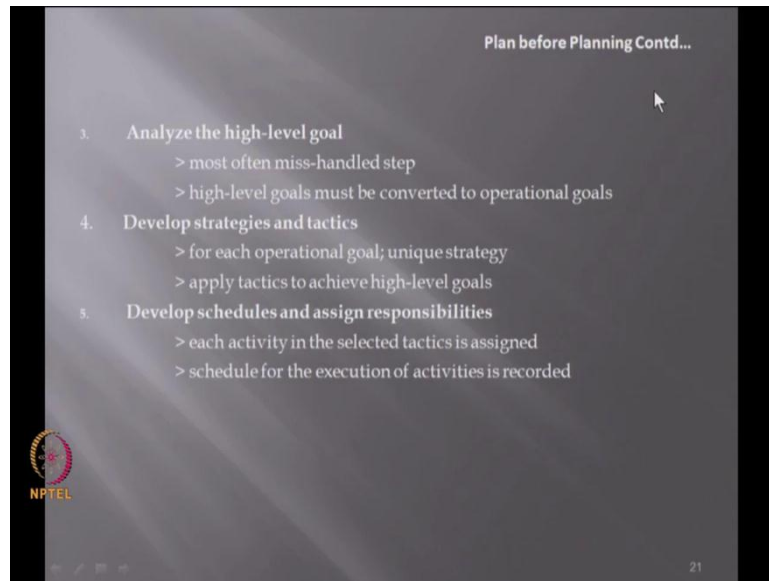
The timeframe is the core of longitudinal thinking and management cannot operate into frozen frames, it is not just a sequence it is a flow. And therefore, to capture the essence of the flow one needs to have the capacity to understand what can be termed as trend analysis. So, there is a need of plan before planning, we consider planning in various phases and it involves at least two cluster of activities the need to establish high level goals.

Goals may be understood in terms of the creation of deliverables, an interestingly the goals themselves may shift as environment changes. And therefore, the deliverables may need to be revisited, if the deliverables need to be revisited, then it does havoc to any frozen picture. So, the significance of longitudinal thinking is putting everything in a flow, putting everything in a sequence, so that one has a situation where one is clear that the critical act is to keep pace.

And wherever possible besides keeping pace with anticipate the environmental changes in a proactive manner and be prepared for it. Because it is very important a might at soulful to recognise, that one cannot create a future one can only be prepared for a future. So, how do you say prepared for a future unless you have the capacity to anticipate a future and a capacity which has to be dynamic and therefore, periodically opened to revisits.

So, the first activity, which requires plan before planning is to establish the high level goal, the second had no prices for guessing this, is the deactivity which requires environment scan. The environment must be continuously scanned for what messages it has to do for the of the individual, and the goal will have to keep adjusting as I have just explained. Forces that facilitate the goal achievement would have to be strengthened and make the resulting plan realistic. Identification of forces which help facilitate goal achievement is like marshalling resources and then from the plan stars the planning which we have been talking about. And that requires a sound reality perception, for the sound reality perception certain precursor steps may help and let me show it to you.

(Refer Slide Time: 22:15)



If you read it carefully it will be easier for me to explain it if you analyse the high level goals, most often you will find that this having been done casually has become a mishandled step. It is important not to have analyse of the high goal as a mishandled step. Therefore, convert the high level goals into operational goals and it is this conversion process of high level goals to operational goals, that make it a significant activity.

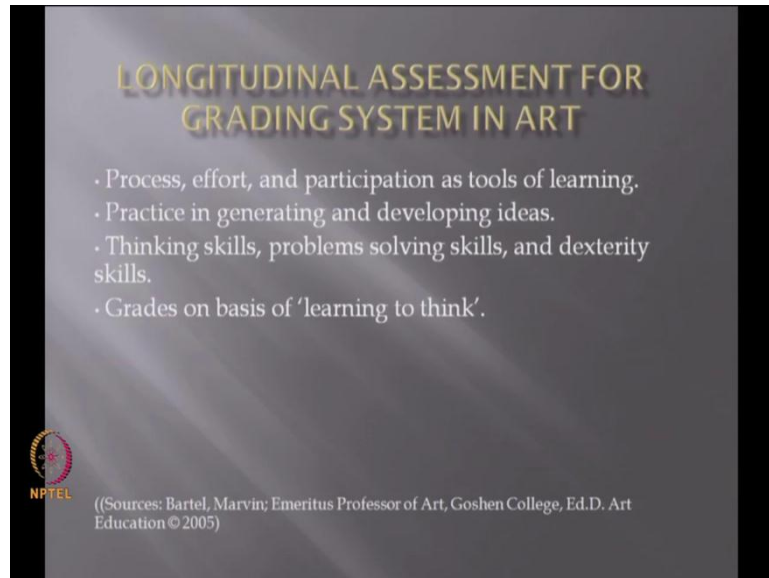
High level goals become operational goals by imbuing in it, specific characteristics which lead to action, then develop strategies and tactics, for each operational goal develop a unique strategy. In another words all operational goals will have to be linked with strategies and tactics not only as a collective, but in their own independent identity. And we have to apply tactics to achieve high level goals, develop the scheduled and assign responsibilities alas many planning processes restrict themselves is to drawing up of the plan which is why many plans to not succeed.

The plans must convert themselves to schedules and the schedules cannot be put into action unless responsibilities of each step are ascribed. Such activities in selected tactics also require ascription the schedule for execution has to be recorded. And what is not stated here and you are supposed to recognise is that it needs to be monitored, it needs to be subjected to midcourse correction if it is required.

And after monitoring midcourse correction a resource assessment has to be done to put it in a timeframe, to figure out realistically whether what we are doing is a gainful activity or it

is doomed to be overtaken by changed environment. And therefore, not worth the effort which will be undertaken, many people have felt that longitudinal assessment as a principle can be applied to many other places.

(Refer Slide Time: 27:10)



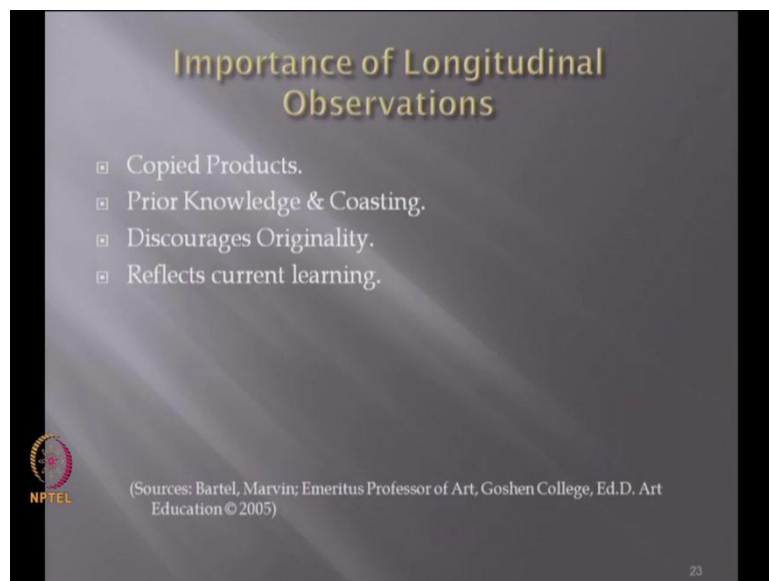
Especially to the grading system process effort and participation if made a tool of learning will help in the practise of generating and developing ideas, thinking skills, problem solving skills and dexterity skills. So, there is a line of thought whether learning can be measured on the basis of learning to think. Now, you need to pause there to observe that, learning is usually measured in terms of acquisition of knowledge, measurement of the skills, measurement of all the value addition, in terms of competencies capabilities that has taken place.

But, very rarely does it touch thinking though it is possible to argue, that thinking itself is a capability. All I would like to add to that is that thinking is is not just a capability, the particular level of thinking, which human beings are capable of mix homo sapiens extremely special in the chain of mammals. And many people perhaps with good reason believe that homo sapiens is the highest point of evolution as of today an is of many defining traits one is the ability to thinking.

Therefore, learning should reinforce thinking and if I extend it further, it is possible to argue that the organisations, which are capable thinking will be the organisations which will survive. And therefore, the focus of learning should be to strengthen individual

thinking and organisational thinking, I would like to leave it there because, this is not the best place to get into an analytical mode of strokes, which would go into questioning some of the paradigms. And yet at the same time if the focus of learning is to think persons watching this program, this presentation, this medium to add to their learning should be gainful recipients. If this process strengthens their ability to think their ability to grow their ability therefore, by the same token to contribute to organisational analyses and growth.

(Refer Slide Time: 31:22)



Then is an importance of longitudinal observations and some people have reservations about it. And the importance of longitudinal observations would be many times more strengthened if longitudinal observations did not lead to copy products, which it indeed need not. Because of the simple reason that, because you learn from the past you do not necessarily have to copy it. In fact my addition to that thought has been that the heritage variable has to be decomposed have already explained that.

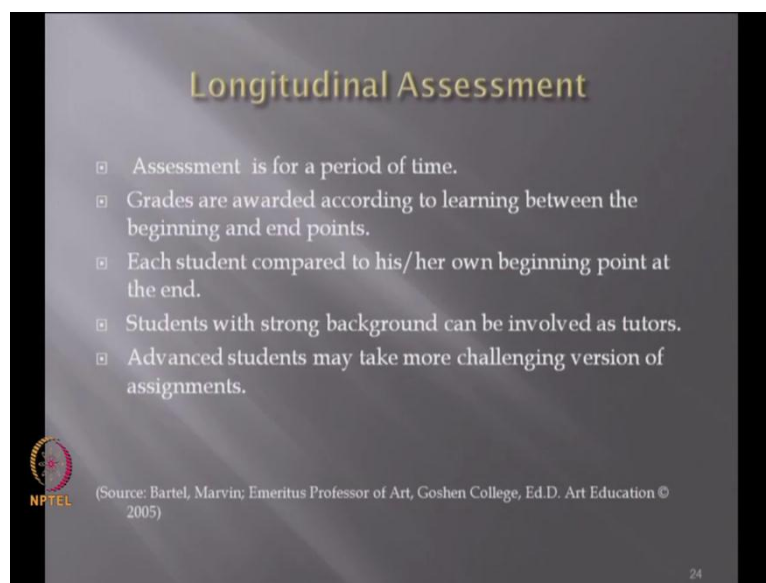
So, why should longitudinal thinking lead to copied products that is an apprehension, which is not well placed people have also argued that the longitudinal thinking would assume prior knowledge. And therefore, lead to coasting to my way of thinking it does not follow at all. The third argument made is it discourages originality while this is broadly the repetition of same argument copied products discourages originality, no it does not.

In fact, it strengthens the operational aspects in a way in which people realise that to be effective you will have to be routed in reality and you will have to be routed in an

operational situation, where originality is not only been encouraged, but you realise that nothing else, but originality works. So, this anxiety again seems to be misconstrued; and finally, the criticism that it reflects current learning can be tossed back and forth.

So, the criticisms of the importance of longitudinal learning are well taken they are valid but like any criticism they a they need to be thought through, they need to be rebutted. And they need not necessarily be seen as argument, which take away from basic merits of longitudinal thinking and it is ability to contribute to organisation theory and practise.

(Refer Slide Time: 34:48)



The slide features a dark background with a light-colored title and text. The title 'Longitudinal Assessment' is centered at the top in a yellowish-gold font. Below it is a bulleted list of five points, each preceded by a small square icon. At the bottom left is the NPTEL logo, and at the bottom center is the source citation. The number '24' is visible in the bottom right corner.

Longitudinal Assessment

- ▣ Assessment is for a period of time.
- ▣ Grades are awarded according to learning between the beginning and end points.
- ▣ Each student compared to his/her own beginning point at the end.
- ▣ Students with strong background can be involved as tutors.
- ▣ Advanced students may take more challenging version of assignments.

NPTEL (Source: Bartel, Marvin; Emeritus Professor of Art, Goshen College, Ed.D. Art Education © 2005)

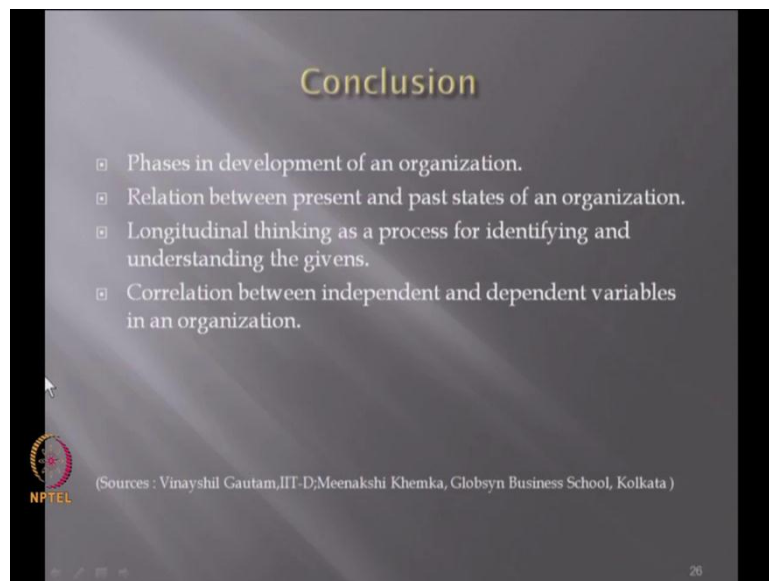
24

To start summing up therefore, what does longitudinal assessment involve and what does it bring to the table in terms of contribution to enhanced effectiveness of organisations, enhanced usage of human resources principle. And indeed if it may be, so argued better results, longitudinal assessment means assessment is for a period of time, because essence of longitudinal thinking is putting it in time frame, which is where the historical method and the management method acquire a serious overlap.

Remember what has been shared history is study of change in time sequence and management is planning and intervening for change in time sequence. Indeed longitudinal assessment can also be applied to learning processes, where grades can be awarded according to learning between the beginning and end points. So, a longitudinal framework has almost a uniform universal analysis and to carry this argument further each student or a learner can be compared to his or her own beginning point and the end point.

So, value the what is the value addition, you do in terms of a organisation, how have the organisation methods and values improved from the beginning the intervention to the end of the intervention. Now, the assessment can be normative the assessment can be longitudinal and I really do not wish to enter to that into that debate, because here we are interested more in the application of longitudinal thinking to decision making and problem solving. And to that extent everything has to be a value input to enhance the decision making processes.

(Refer Slide Time: 37:36)



Therefore, to conclude there are phases in the development of the organisation, an organisation is born it grows and reaches some sort of a peak. Then there may be decline again there may be a revival leading to crusts and troughs and this is a theory which has been shared with you in the past. For this moment you need to realise that just as there is a product cycle there is an organisational cycle. So, before you start your intervention in an organisation you need to ask what phase of growth is the organisation at is it start up, is it stable, is it undergoing an entropy.

What are the likelihoods of it is revival or has it plat tod, if it has plat tod, then the choices may be different. Let me give you an example there are product oriented organisations and there are purpose oriented organisations. The product oriented organisations lead to a situation, where the organisation has been created to produce a product. Say, typically steel

authority of India, will not be steel authority of India, if it no longer produced steel why do you need a steel authority of India.

Well the logic is simple steel is a basic input for any type of construction, for any type of a structure and is likely to remain. So, for a period of time, which is as of now fairly in determinant therefore, the character of the organisation is determined by the product it handles. On the other hand an organisation may be a purpose oriented organisation and if it the purpose oriented organisation, how does it matter, whether it is producing steel or it is producing cookies or it is producing sewing machines, what people are interested in is return on their investment.

And so long as return on the investment is coming, the purpose is being fulfilled and the product is incidental to it. Just as steel authority of India is a successful example, there are very many successful example of purpose oriented organisations and a classical reference, which comes to mind is Toyota. Toyota was born as a textile manufacturing organisation it acquired certain expertise and one might say certain branding on that score, we do not have the time to observe the successive stages through which it pass through.

But, today Toyota is known as a car manufacturing organisation and if pretty successful one at that, which essentially means that the organisation has kept in focus it is purpose. And it does not matter what the product is; hence the application of longitudinal thinking to organisations have the twin advantage it unscrambles the nature of organisation it establishes it is generous grain it is DNA, if I might say so.

And therefore, from the developmental intervention choices that choice is exercised, which is most prone to keeping the character of the organisation intact. And yet making it development prone and that is where longitudinal thinking helps to put it simply therefore, longitudinal thinking helps establish relationship between the present and the past.

And since the past lives in the present and the present is the aperture of the future, the past, present and future are segments of time, which have no real significance other than understanding it in terms of the actions which need to be taken today. And in terms of the values which need to be added to exist itself for better preparing for the future. Therefore, longitudinal thinking is a law of life, that can be converted into simple managerial terms while the statement of the preposition that longitudinal thinking is a process for identifying and understanding the givens.

And anyone who has faced life in the raw and everyone faces life in the raw, a strict borrowing from summerset mom realises that one of the most difficult acts of life is to understand the present. Longitudinal thinking therefore, becomes an instrument for understanding the present in all its incarnations, the incarnation of the individual, the incarnation of groups, the incarnation of organised systems like corporate.

And therefore, it is worth in designing an action plan is not only self evident, but very integral of any management decision making when this is put at a scientific language, it requires establishing correlation between the independent and the dependent variables in an organisation. And the identification of the inter dependence of the independent and the dependent variables and there is illusion of that equation will show the way forward and that is the essence of organisation development. But, that is another story understanding the strength of longitudinal thinking is understanding a basic strength of management thought and therefore, is an important indicator for the way forward.