ABSTRACT

Economic recession, a downturn phase of business cycle has undoubtedly been a topic of debate ever since its first witness in U.S. The respond, resilience and revival strategies have been and are being pondered upon in the form of mental constructs and empirical researches to it in all the functional areas of management of the organizations. The recession has forced organizations to take a close look at the workforce, identifying the real talent and developing the talent as leaders. The team-based learning and development at work becomes a focal point with the rising chances for the employees to go for Job hopping and a challenge for the employers to retain them on the way. Thus, this component of talent management has been taken as the main research objective. An online survey done, with the responses getting measured on the basis of 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly Agree), along with the Statistical calculations to Analysis Individual-Team work arrangements as the major drivers of enrichment and its association with job satisfaction and low turnover intentions.

Key Words: Talent Management, Instrumental Path, Affective Path.

INTRODUCTION

Economic recession, a downturn phase of business cycle has undoubtedly been a topic of debate ever since its first witness in U.S. and then spreading to other parts of the world, impacting the economies of the world though not in the same magnitude. The multi-dimensional aspects of the repercussions have been realized with the same perspective but differing in approach. Human eye has widened its focus, seeking for lessons to be learnt and opportunities to be searched for during the timely wait for picking up of the sagging economies and gathering of momentum. The respond, resilience and revival strategies have been and are being pondered upon in the form of mental constructs and empirical researches to it in all functional areas of management of the organizations.

The recession has forced organizations to take a close look at the workforce, identifying the real talent and developing the talent as leaders. A recession is the right time to wisely invest in the development of talent, both in terms of skill sets and in the form of future leaders. The focus has to be on how much the organizations are investing in their employees and what skill sets they will need to grow their businesses in the future. Developing talent creates a particular set of strategic and organizational challenges.

Talent management itself is defined as the process of managing the development and deployment of employees from recruitment to retirement. It has evolved into a crucial strategic initiative. Global
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organizations are meeting the demands of today’s economy by taking a more sophisticated approach to their talent management programs, says a report released by Ernst & Young.

The economies have begun to pick up and if we take our country, the GDP forecasts are been reported at an optimistic level of 8.5% per annum, Thus, for an organization the team-based learning and development at work becomes a focal point with the rising chances for the employees to go for Job hopping and a challenge for the employers to retain them on the way. This component of talent management aroused an interest to study it by taking an analytical study of Individual- Team work arrangements as the major drivers of enrichment as a research objective dealt in Sections.

REVIEW OF LITERATURE

Individual- Team enrichment can be defined as the extent to which experience in one role improves the quality of learning and development in the other role. Experiences in one role can produce positive experiences and outcomes in the other role. It represents a transfer of positive experiences from one role to the other role. Marks (1977) have argued that participation in some roles creates energy that can be used to enhance experiences in other roles. Sieber (1974) has proposed that resources acquired in one role as a by-product of social relationships (e.g., recommendations to third parties, connections, inside tips) may be reinvested in other roles. Also, as individuals accumulate a variety of roles, their personalities may be enhanced as they learn to be tolerant of discrepant views and flexible in adjusting to the demands of diverse role senders; they may then benefit from their expanded personalities in all roles (Sieber, 1974).

A study by Bellevue University’s Human Capital Lab found that collaboration at Boys Town is in direct contrast with the work of other nonprofit organizations where “stovepipes” or “silos” are created due to the departmentalization of organizational knowledge. Although these segments develop specialized knowledge in service-specific departments, it’s done at the expense of holistically understanding the overall organizational processes and services. Motivation to share tacit knowledge is seen at Boys Town because its employees gain personal satisfaction in knowing that knowledge sharing helps Boys Town achieve its mission of helping children and families. Encouraging people to explore other ways of doing things — even if it means learning from mistakes — creates a culture supportive of knowledge-sharing methods.

OBJECTIVES

1. To examine the theoretical value of Individual-Team work arrangements, through two paths to enrichment: an instrumental path and an affective path.
2. To measure the benefits of the team work arrangements and its association with job satisfaction and low turnover intentions.

HYPOTHESIS

1. Involvement in team work helps the employees understand different viewpoints.
METHODOLOGY

An online survey conducted to get the response of the respondents with a use of the measure of 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly Agree).

Statistical tools like Arithmetic Mean, Standard Deviations and t-test has been used.

SECTION - I

It examines the theoretical value of Individual-Team work arrangements, through two paths to enrichment: an instrumental path and an affective path.

The theoretical study of individual-team work enrichment focuses on cross-role relationships and gains. Experiences in Role A (Individual or Team work) can improve the quality of life in Role B (Individual or Team work) through high performance and positive affect.

The resources generated in Role A can promote high performance and positive affect in Role B, moderated by the salience of Role B, the perceived relevance of the resource to Role B. A resource is an asset that may be drawn on when needed to solve a problem or cope with a challenging situation. The generation of resources is a crucial driver of the enrichment process (Friedman & Greenhaus, 2000; Greenhaus & Parasuraman, 1999; Grzywacz, 2002), and it is likely that role characteristics and personal characteristics determine the extent to which role participation produces resources.

The acquisition of one resource can trigger the acquisition of other resources due to interdependencies through instrumental path, because the application of a resource has a direct instrumental effect on performance in another role. Second, a resource generated in Role A can promote positive affect within Role A, which, in turn, produces high performance and positive affect in Role B. Because this process operates through positive this mechanism is referred to as the affective path (Hanson et al., 2003).

The Instrumental Path to Individual- Team work Enrichment

In this path, different types of resources are directly transferred from Role A to Role B, improving performance in the latter role. The literature suggests that skills and perspectives are transferred from one role to another (Crouter, 1984b; Kanter, 1977; Piotrkowski, Rapoport, & Rapoport, 1987; Repetti, 1987), either directly or mediated by general knowledge structures (Edwards & Rothbard, 2000).

The Affective Path to Individual- Team Work Enrichment
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When individuals receive extensive resources from a role, their positive affect in that role is increased, which, in turn, facilitates their functioning in the other role.

The affective path to enrichment can be taken from two aspects: (1) the effect of resources on positive affect in a role and (2) the effect of positive affect in a role on functioning in the other role.

There are two ways in which resources generated in Role A can produce positive affect in Role A. First, some of the resources in the model can have direct effects on positive affect in Role A. For example, psychological resources such as self-esteem, optimism, hope, and hardiness derived from a role can trigger a positive mood, positive emotions, or satisfaction with that role (Isen & Baron, 1991). Additionally, the accumulation of social resources at work is associated with positive feelings about one’s career (Seibert, Kraimer, & Liden, 2001), as is the degree of flexibility and support in the workplace (Friedman & Greenhaus, 2000). Financial rewards from work are related to positive feelings about one’s career (Judge, Cable, Boudreau, & Bretz, 1995).

Expectancy theory (Vroom, 1964) can help explain the likelihood that an individual will transfer skills and perspectives, social-capital resources, and material resources across roles. According to expectancy theory, an individual is most likely to engage in a behavior when the potential outcome of the behavior is highly valued and when engaging in the behavior is thought to lead to the attainment of the outcome. In the instrumental path, the behavior in question is the application of a resource to Role B, and the outcome is high performance in Role B. high performance in Role B is most valued when the role is highly salient to the individual.

According to social identity theory, social roles form the basis of a person’s sense of self or identity (Burke, 1991; Frone, Russell, & Cooper, 1995; Tajfel & Turner, 1986). Individuals who participate in different social roles have a variety of social identities that provide meaning and purpose in life. However, social identities are often organized in a hierarchy of salience or subjective importance such that some roles are more central than others in one’s self-concept (Thoits, 1991). Achieving high performance in a highly salient role is more likely to enhance well-being than achieving high performance in a less salient role, because salient role identities provide greater meaning and purpose (Thoits, 1991). The more salient a role is to an individual, the more time and emotion the individual invests in the role (Burke & Reitzes, 1991; Lobel, 1991; Lobel & St. Clair, 1992; Stryker & Serpe, 1994). Therefore, individuals intentionally apply resources to a salient role because they place a high value on performing well in a role that is central to their self-concept. Conversely, individuals make less deliberate effort to apply resources to a role that is not a significant source of self-identity.

SECTION-II

The section deals with the measurement of the benefits of the team work arrangements and its association with job satisfaction and low turnover intentions. The hypothesis was laid down and inferential statistics revealed the significance of the Individual – Teamwork arrangements.
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An online survey was conducted by taking a sample of 100 participants of which 65 responded, so a final sample of 65 working adults (42 men, 23 women) irrespective of the organization was taken. The mean age of Participants was 35.39 years. The arithmetic mean score was 33.45 with a standard deviation of 1.02.

FINDINGS

1. 60 participants reported to enriching experience of working in a team by picking up technical and managerial skills in the group learning.

2. 59 reported to have learnt in terms of adaptation to varying behaviours.

3. 62 reported learning different ways to work handling in their organization.

4. 65 reported to emotional bonding and empathy learning in the team.

5. Involvement in team work helps the employees understand different viewpoints stood statistically significant at 5% level of significance with the calculated t-value of 3.42.

6. Involvement in team work puts employees in a good mood and helps them to feel personally fulfilled also stood statistically significant at 5 % level of significance with the calculated t-value of 3.21 and 3.30.

DISCUSSION AND CONCLUSION

1. Individual – team work facilitates information exchange, knowledge sharing and knowledge development through continuous interaction through established trust relationships, values and expectations.

2. The positive emotions of optimism and hope nurtured in a team promote effective performance of an individual by increasing persistence and resilience in the face of failure and challenge.

3. Self-esteem, self-efficacy, and self-confidence enhanced performance in another role as it stimulated motivation, effort, persistence, and goal setting.

4. The perceived relevance of a particular skill or perspective is likely to be stronger when there is more scope for learning of cognitive and interpersonal skills, coping skills, multitasking skills, and knowledge and wisdom derived from role experiences between individual and team role identities.

5. The handling of situations, such as respecting individual difference, valuing differences in cultural background, being understanding of other people’s problems, and learning the value of trust; Individual and Team work experiences complement each other.

6. Participation and personal relationships foster motivation of knowledge workers because it raises their perceived self-determination and establish psychological contracts based on emotional loyalties, such as trust, fairness, keeping promises and meeting obligations.
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7. The value of improving intellectual and emotional management skills over time enabling them to handle things or task at home also.

The 21st century has redefined the way of looking, assessing and measuring of the employees. The Human Resource Accounting lays down the practice of evaluating the worthfulness of investing in human resource requirement of the organizations based on putting the human resource both on assets and liabilities side, going by it and with emerging challenges of the current era marked by mega trends of Demographic changes; globalization and cultural differences; and the rise of knowledge workers, Talent acquisition, development and retention have become a top priorities for all organizations.

Global organizations must understand the needs and motivations of their people in order to provide opportunities that not only appeal to different generations and cultures, but help the company retain the necessary skills and competencies it will need to emerge stronger down the road. Employees want opportunities to develop and contribute. The route to mutual benefit lies in paying attention to the things that will engage and retain people and in turn, reflect mutual values.

BIBLIOGRAPHY