

Impact of Self Management of Excessive Tension on Emotional Intelligence and Emotional Competence

Thesis submitted by

RABINDRAMOHAN ACHARYA

Towards the partial fulfillment of

DOCTOR OF PHILOSOPHY (YOGA)

NOVEMBER 2014

Under the Guidance of

H. R. NAGENDRA M.E., Ph.D.



SWAMI VIVEKANANDA YOGA ANUSANDHANA SAMSTHANAM

(Declared as Deemed-to-be University under Section 3 of the UGC Act 1956)

Bangalore, India

www.svyasa.edu.in

CERTIFICATE

This is to certify that rabindramohan acharya who has been given Ph.D. registration with effect from September 1st, 2009 by the Swami Vivekananda Yoga Anusandhana Samsthana, Deemed University under the Division of Yoga and Management has successfully completed the required 'training' in acquiring the relevant background knowledge in management related to Yoga and has completed the required 'course of research' for not less than two years to submit this thesis entitled "**IMPACT OF SELF MANAGEMENT OF EXCESSIVE TENSION ON EMOTIONAL INTELLIGENCE AND EMOTIONAL**" as per the regulations of the University.

We also declare that the subject matter of this thesis entitled "**IMPACT OF SELF MANAGEMENT OF EXCESSIVE TENSION ON EMOTIONAL INTELLIGENCE AND EMOTIONAL**" has not previously formed the basis of the award of any degree, diploma, associate-ship, fellowship or similar titles.

H. R. Nagendra M.E., Ph.D.

Chancellor

(Guide)

Date:

Place: Bengaluru

DECLARATION

I, hereby declare that this study was conducted by me at Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA), Bengaluru, under the guidance of **Dr. H. R. Nagendra**, Chancellor, S-VYASA Yoga University, Bengaluru and I also declare that the subject matter of my thesis entitled “**IMPACT OF SELF MANAGEMENT OF EXCESSIVE TENSION ON EMOTIONAL INTELLIGENCE AND EMOTIONAL**” has not previously formed the basis of the award of any degree, diploma, associate-ship, fellowship or similar titles.

Date: 29 November, 2014

Place: Bengaluru

Rabindramohan Acharya

(Candidate)

ACKNOWLEDGEMENT

I express my profound gratitude to my guide Dr. H. R. Nagendra for his guidance and encouragement. His continuous support for my progress cannot be express in words.

My grateful acknowledgements are due to Dr. R. Nagarathna, Smt. Subhadra Devi, Prof. N.V.C. Swamy, Prof. Ramachandra Bhat, Sri. T. Mohan and Dr Sudheer Deshpande for their co-operation, spiritual guidance and emotional support.

I thank Dr. Subramanya Pailoor, our program coordinator for all his support.

I also thank Dr. Balaram Pradhan, Dr. Rajesh S. K., and Dr. Judu Ilavarasu are helped me through regular discussion and supported me during all critical times.

I also thank Dr. Itagi Ravi Kumar, Dr Amit and all my friends who helped me during various phases of my work. I am grateful to all the participants involved in my research as subjects.

I will be always grateful to my university Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA) for its support in promoting my research career. I am indebted to my parents and family member for their inspiration, love, and support.

Finally, I thank the God for providing this right atmosphere to execute this work.

Date: 29 November, 2014

Place: Bengaluru

Rabindramohan Acharya

**STANDARD INTERNATIONAL TRANSLITERATION
CODE USED TO TRANSLITERATE SANSKRIT WORDS**

a	=	अ	ṅa	=	ङ	pa	=	प
ā	=	आ	ca	=	च	pha	=	फ
i	=	इ	cha	=	छ	ba	=	ब
ī	=	ई	ja	=	ज	bha	=	भ
u	=	उ	jha	=	झ	ma	=	म
ū	=	ऊ	ñ	=	ञ	ya	=	य
ṛ	=	ऋ	ṭa	=	ट	ra	=	र
ṝ	=	ॠ	ṭha	=	ठ	la	=	ल
e	=	ए	ḍa	=	ड	va	=	व
ai	=	ऐ	ḍha	=	ढ	śa	=	श
o	=	ओ	ṇa	=	ण	ṣa	=	ष
au	=	औ	ta	=	त	sa	=	स
m̐	=	अं	tha	=	थ	ha	=	ह
ḥ	=	अः	da	=	द	kṣa	=	क्ष
ka	=	क	dha	=	ध	tra	=	त्र
kha	=	ख	na	=	न	jña	=	ज्ञ
ga	=	ग	gha	=	घ			

Impact of Self Management of Excessive Tension (SMET) on Emotional Intelligence (EI) and Emotional Competence (EC)

ABSTRACT

Objective: Previous studies have shown the positive impact of Self Management Of Excessive Tension (SMET) on Emotional Intelligence (EI) and Emotional Competence (EC). The present study aims to explore the impact of SMET training on manager's psycho-emotional health benefits, mood state, personality growth, and self-esteem.

Methods: Eighty ONGC participants underwent the 5 days intense residential SMET training programs in the campus at Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA). The participants were assessed before and after the training by using five self reported psychological questionnaires: Vedic Personality Inventory (VPI), Penn State Worry, Profile of Mood State (POMS), Positive and Negative Affect Schedule (PANAS) and Rosenberg Self-esteem Scale.

Results: The results showed that there were significant improvements in sub-scale of Vedic Personality Inventory (VPI), Penn State Worry, and five negative sub-scale of Profile of Mood State (POMS), sub-scale of Positive and Negative Affect Schedule (PANAS), and Rosenberg Self-esteem Scale.

Conclusions: SMET program had enhanced the psycho-emotional well-being of ONGC participants in a residential set up free from any work related stress, showing SMET is a very powerful tool, of lesser investments (time, money, and resources). Hence S-VYASA recommends that SMET practice introduction in industrial commercial setups to ensure better psycho-emotional health of managers and to prevent work place stress affecting them adversely.

Key words: SMET; ONGC; Managers; Yoga;

	CONTENT	Page
	CHAPTER -1	
1.	INTRODUCTION	
1.1	LIBERALIZATION AND GLOBALIZATION	1
1.2	CHALLENGES CREATE STRESS AT WORK PLACE	1
1.3	STRESS, ACCORDING TO ROBBINS	2
1.4	EFFECT OF STRESS ON BUSINESS ENVIRONMENTS	2
1.5	TYPES OF STRESS MANAGEMENT PROGRAM	3
1.6	TOOL TO COMBAT THE CHALLENGES	3
1.7	COPE UP HIGHER LEVELS STRESS	4
1.8	SHORT TERM STRESS MANAGEMENT PROGRAM (SMET)	4
1.9	THE RESEARCH GAP FILLED BY PRESENT STUDY	5
	CHAPTER-2	
2.0	LITERARY RESEARCH RESTRUCTURING AN ORGANISATION IN A HOLISTIC APPROACH (HOLSYM)	
2.1	WHY RESTRUCTURING	5
2.2	ORGANISATIONAL CULTURE	21
2.3	STRUCTURE OF ORGANISATION	28
2.4	HOLISTIC SYSTEM OF MANAGEMENT IN RESTRUCTURING AN ORGANISATION	34
	CHAPTER-3	
3.1	SCIENTIFIC LITERATURE REVIEW	46
3.1.1	STUDIES ON SMET PRACTICE FOR MANAGERS	48
	CHAPTER-4	
4.0	AIM AND OBJECTIVES	50
4.1	AIM	50
4.2	OBJECTIVES	50
4.3	RESEARCH QUESTIONS	50
4.4	RATIONALE OF THE STUDY	51
4.5	HYPOTHESIS AND NULL HYPOTHESIS	51
4.5.1	HYPOTHESIS	51
4.5.2	NULL HYPOTHESIS	51
	CHAPTER-5	
5.0	MATERIAL AND METHODS	52
5.1	SUBJECTS	
5.1.1	SAMPLE SIZE	
5.1.2	INCLUSION CRITERIA	
5.1.3	EXCLUSION CRITERIA	
5.1.4	SOURCE OF THE SUBJECTS	
5.1.5	ETHICAL CONSIDERATIONS	53
5.2	DESIGN OF THE STUDY	53
5.3	INTERVENTION	53
5.3.1	CYCLIC MEDITATION (CM)	54
5.4	ASSESSMENTS	55
5.4.1	THE VEDIC PERSONALITY INVENTORY (VPI)	55

5.4.2	PENN STATE WORRY QUESTIONNAIRE (PSWQ)	55
5.4.3	GENERAL HEALTH QUESTIONNAIRE (GHQ)	55
5.4.4	PROFILE OF MOOD STATE (POMS)	55
5.4.5	POSITIVE AND NEGATIVE AFFECT SCHEDULE (PANAS)	56
5.4.6	ROSENBERG SELF-ESTEEM SCALE	56
	CHAPTER-6	
6.0	DATA EXTRACTION AND ANALYSIS	57
6.1	DATA EXTRACTION	57
6.2	DATA ANALYSIS	58
7	RESULTS-7	
7.1	THE VEDIC PERSONALITY INVENTORY (VPI)	59
7.2	PENN STATE WORRY QUESTIONNAIRE (PSWQ)	60
7.3	GENERAL HEALTH QUESTIONNAIRE (GHQ)	60
7.4	PROFILE OF MOOD STATE (POMS)	61
7.5	POSITIVE AND NEGATIVE AFFECT SCHEDULE (PANAS) AND SELF-ESTEEM SCALE	62
	CHAPTER-8	
8.0	DISCUSSIONS	64
8.1	VEDIC PERSONALITY INVENTORY (VPI)	64
8.2	PENN STATE WORRY QUESTIONNAIRE (PSWQ)	66
8.3	GENERAL HEALTH QUESTIONNAIRES (GHQ-28)	66
8.4	PROFILE OF MOOD STATE (POMS)	67
8.5	POSITIVE AND NAGATTIVE AFFECT SCHEDULE AND SELF-ESTEEM	68
	CHAPTER-9	
9.0	APPRIASAL	72
9.1	Summary of results	72
9.3	Limitations	72
9.4	Usefulness of the study and Applications	73
9.5	Suggestions for future	73
	REFFERENCES	74
	APPENDICES	81

LIST OF TABLES

Table	Name	Page number
Table: 3.1.1	Summary table review of scientific literature.	47
Table: 5.1.4	The detail of subjects	54
Table: 7.1	Means of pre and post scores of Vedic Personality Inventory, Penn State Worry Questionnaire, and General health Questionnaires self-reported questionnaire	59
Table: 7.2	Means of pre and post Profile of Mood State	61
Table: 7.3	Means of Pre and Post Scores of the Positive Affect, Negative Affect, Self-esteem self-reported questionnaire Scores	62
Table: 8.1a	GHQ: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.	64
Table: 8.3a	VPI: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.	66
Table: 8.4a	POMS: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.	68
Table: 8.5.1a	PANAS: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.	69
Table: 8.5.2a	SELF-ESTEEM: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.	70

LIST OF FIGURES

Table	Name	Page number
Figure. 5.2	Design of the study	
Figure. 7.1A	Comparison of Vedic Personality Inventory Pre and post SMET program.	59
Figure. 7.1B	Comparison of Penn State Worry Questionnaire Pre and post SMET program	60
Figure. 7.1C	Comparison of General health Questionnaires Pre and post SMET program	60
Figure. 7.2	Comparison of six sub-scales of the POMS Pre and post SMET program	61
Figure. 7.3A	Comparison of PANAS Pre and post SMET program	62
Figure. 7.3B	Comparison of Self-esteem Pre and post SMET program	63
Figure: 8.1a	Sub-Scale of GHQ: A graphical representation of comparative score of baseline of mean of earlier studies.	65
Figure: 8.1b	Total GHQ: A graphical representation of comparative score of baseline of mean of earlier studies.	67
Figure: 8.4b	Profile of Mood State: A graphical representation of comparative score of baseline of mean of earlier studies.	68
Figure: 8.5.1a	PANAS: A graphical representation of comparative score of baseline of mean of earlier studies.	69
Figure: 8.5.2b	Self-Esteem: A graphical representation of comparative score of baseline of mean of earlier studies.	70

1.0 INTRODUCTION

1.1: Liberalization and Globalization

India had played an important role in global trade over the centuries. Though it had closed the borders after independence to encourage local industries coming up over last few decades, now starting from 24th July 1991, India implements several ongoing economic liberalization process. After independence, India followed a rigid restricted trade policy. India attempted seriously in 1966 and 1985, to liberalize the economic policies. As a result of India's balance of payments crisis IMF required India to undertake a series of structural economic reforms in 1991. Consequent new policies formed opened India to free international trade, encouraged international investment, initiated privatization, tax reformation, and incorporated inflation control measures (Gupta, 2000).

India's post independence development strategy stressed national self sufficiency and the importance of government regulation of the economy. Cerra and Saxena (2000) characterized it as both inward looking and highly interventionist, consisting of import protection, complex industrial licensing requirements, pervasive government intervention in financial intermediation, and substantial public ownership of heavy industry. In particular, India's trade regime was among the most restrictive in Asia, with high nominal tariffs and nontariff barriers, including a complex import licensing system, an actual user policy that restricted imports by intermediaries,

Restrictions of certain exports and imports to the public sector (canalization) phased manufacturing programs that mandated progressive import substitution, and government purchase preferences for domestic producers were also in vogue. India's development strategy gradually shifted toward export-led growth during the second half of the 1980s. Then only, that the process of liberalization began. The govt. eased Import and Industrial licensing, and tariffs replaced some quantitative restrictions. Even then as late as 1989–90 open general license permitted a mere 12 percent of manufactured products imports. The average tariff was still one of the highest, greater than 90 percent of market value (Cerra and Saxena, 2000).

Ongoing Indian economy liberalization since the 1990s, led to rapid India's trade Globalization. Globalization pace is continuously picking up, leading to economic growth, infrastructure development, and employment generation. Such rapid economic growth imposes many challenges e.g. high targets, and near impossible to meet delivery deadlines despite severe constraints on the managers of large industrial and public sectors companies and even small scale business managers. Nearly all corporate organizations expect their

leaders and managers to meet many challenges viz., production targets, delivery deadlines, profit, customer satisfaction and growth, despite employee attrition and compliance of many complex statutory requirements (Machado et al., 2013).

As a result they suffer non communicable & life style diseases, stress, and many other health complications (Shah & Patnaik, 2011).

1.2: Challenges cause stress personnel at work place

Job stress, a genuine problem pervades everywhere, affects all professional and occupational groups. Job Stress causes a lot of mental and physical illness. Furthermore, it leads to employees' poor performance and increases absenteeism. Employees often become sick and even become disabled adding to medical, disability compensation and hiring new personnel costs (Enjezab & Farnia, 2001). Thus organizations human resources costs multiply manifold because of work related stress. The relationship between work stress and well-being has increased over the past 20 years. One of the major advances in this literature is the emergence of the Allostatic Load model as a central organizing theory for understanding the physiology of stress. This considers health outcomes due to exposure to psychosocial stressors at work and provides insight into how workplace experiences affect personnel well-being. High pressure and tremendous workloads, initiate psychological distress and life style disorders like cardiovascular complications, diabetes, high cholesterol, depression & anxiety of most managers. Therefore, specialists offer recommendations on how future research can offer deeper insight into primary Allostatic Load processes that explain the effects of workplace experiences on mental and physical well-being (Daniel & Christopher, 2013).

1.3: Stress, according to Robbins

According to Robin, stress is a threat, constraint, and demand that create tremendous anxiety when the effect of an event is important but uncertain. Factors that are associated with environment, organization also trigger the stress in an individual (Robbins & Judge, 2007). Someone, unable to deal with a demand he/she encounters suffers the above described stress. Stress at work is common and a widely studied subject. Consequences of stress in modern day have a strong implication in one's personal and professional life.

Stress continuing for long time affects persons' growth and potential development and their personal and professional performance starts declining. This becomes more afflicting when an individual goes against his or her own true nature of self. Eventually, the emotional upsurges take over his/her discrimination faculties and lead him towards

destruction. All these factors lead to more stress, which in turn leads to ill-health, lower in productivity. Efficiency of an executive increases when she/he works at speed with awareness. Depth of perception in managers increases sensitivity which in turn leads to tension for a wide range of diseases. While elaborating the attributes of managers, Goleman, has asserted that who possesses higher degrees of emotional capabilities is an effective leader. Along with IQ and technical skills, emotional capabilities are the entry-level requirements for executive positions. Emotional intelligence plays an important role in attaining the highest positions in a company through exceptional performance (Goleman, 1998).

1.4: Effect of stress on business environments:

Business environment in the globe is very competitive and role of the managers become more complex and the potential for their role in the organization increases. Currently, researchers have identified the various sources of workplace stress. Landy and Trumbo in 1976 identified five categories of stressors viz., excessive competition, lack of job security, too high task demand, unusual working hours and hazardous working conditions. According to Marshall and Cooper (1976), stress was classified as career growth, relationship with colleagues, intrinsic to a job and organizational climate at five main clusters of work stressors.

Srivastava (2009) demonstrated that the role of an employee in an organization might create stress causing conditions and thus affect the work quality. Such role in the organization is found to be negatively correlated with managerial effectiveness. Nelson and Borke (2000) also reported that many other factors viz., lack of power and role ambiguity may be stressful. Sharma and Devi (2009) suggested that lack of cohesiveness inequity at work place, stagnation, overload, lack of support from senior level, and inadequate resources to do the work stress an employee.

1.5: Importance of stress management program

Various institutions provide many stress management programs to combat workplace stresses. These include life-style modification, mind-body training, yoga, meditation, Tai-chi, and Qigong technique.

1.6: Tool to combat the challenges:

Current study explored the effect of Self-Management of Excessive Tension; a yoga based Stress management program developed by Swami Vivekananda Yoga Anusandhana Samsthana (SVYASA). Theory and practical sessions. are SMET's two major components.

Previous studies on SMET show improvement in emotional well-being (Kumari, Nath, Nagendra, & Sharma, 2007), and general health (Ganpat & Nagendra, 2011). The core practical component of SMET is Cyclic Meditation (CM). Yoga and other therapists have scientifically explored the effects of CM extensively. A review on Cyclic Meditation (by whom) finds that single CM session provides deep rest to the participants physiological arousal measured through metabolic cost and autonomic arousal (HRV), enhances attention memory, and improves sleep quality (Patra & Telles, 2009). Stress management of excessive tension technique is found to be very unique and given high importance for its contribution in research viz., improvement in attention & memory, high frequency component of Heart rate variability suggestive of better relaxation, reduction in the amount of oxygen suggesting deeper rest, slow wave sleep resulting further deeper rest and attaining calm and quiet state of mind (Pailoor & Telles, 2010).

1.7: Cope up higher levels stress:

Previous studies demonstrate that yoga practice transforms variable group of subjects by making them more Sattvic and enhances their ability to cope up higher levels stress and thereby negative emotion does not affect them (Byrne, Dionisi, & Barling, 2013). Excessive Tension and high level stress cause emotional imbalance of executives. SMET program transforms the emotional imbalance into emotional wellbeing, and enables the managers to manage better. Organizational success depends on the ability of its executives. Job burns out psychological condition and effect on personal health and organizational effectiveness – not clear and it seems we are repeating the same too many times. Researchers have found yoga to be the best stress coping strategy, because it changes positively individual response to stress stimuli (Adhia, Nagendra, & Mahadevan, 2010b). Yoga is a life management technique and the integrated approach of yoga designed on the basis of Karma Yoga, Jnana Yoga, Bhakti Yoga and Raja Yoga yields higher happiness and organizational performance (Adhia, Nagendra, & Mahadevan, 2010c). Yoga enhances employees' and self regulated persons' emotional intelligence and makes executives more self-aware (of what?) (Adhia, Nagendra, & Mahadevan, 2010a). Stressed executives use Yoga as key intervention to manage their stress, to improve mental health and thus to enhance executive efficiency (Ganpat & Nagendra, 2011).

1.8: Short term stress management program (SMET)

More recently stress management program (SMET) which is a key practice of Yoga has been found to be suitable in managing the excessive stress, improve mental health (Ganpat &

Nagendra, 2011) and emotional stability (Ganpat, Nagendra, & Muralidhar, 2011) and hence enhancing executive efficiency. Further another study on a large public sector energy corporation managers of ONGC, reported significant increase in the scores of cognitive abilities, anxiety scores and in significant reduction in the symptoms of distress in ONGC managers (Singh, Pradhan, & Nagendra, 2013).

1.9: The research gap filled by present study

The author did the present study as he found a research gap in bringing out the highly beneficial impact of SMET training on ONGC participants on their psycho-emotional health benefits, mood state, personality growth, and self-esteem.

In the earlier studies, the effect of Yoga intervention was assessed using Emotional intelligence (EI), Emotional competence (EC), anxiety, attention, and somatic symptoms of managers and all of them aimed at how yoga/SMET could be an effective tool for the further improvements of the said purpose. The present study reports that SMET and Yoga improves the practitioners' EI and EC and offers to them higher level of emotional intelligence. As a result their skills and abilities improve very much and they perform their duties lot better than before.

2.1 LITERARY RESEARCH

RESTRUCTURING AN ORGANIZATION IN HOLISTIC SYSTEM OF MANGEMENT

Aim: The literary research aims explain clearly the concepts various Indian yogic texts and scriptures stress to restructure an organization to meet the changing business environment or other purposes.

2.2 Why restructuring

All companies, Institutes, and Organizations etc. publish their mission statement before their activities start. Holistic approach matching to the time and technological changes is must for the new organization to grow healthily and meet its objectives. Adoption and adaptation of ideas from various sources has created a new blend of healthy and successful Management practices (Sharma, 2008) in all types of businesses. The main factors that achieved this are 'Integrative indigenization' and 'grounded praxis'(reality check) approach. Further it created new and innovative ideas that also have export potential. Now the economical technological

advancement in India are rather slow while the rest of the world is rapidly advancing in both. The rapid changes in the world economic and political scenario have introduced high uncertainty levels. Consequently adapting to the impending change is vital organizations to survive (Md Zabid et al., 2004).

2.2.1 Vision & Mission become Ornamental

Considering a human body, an organization has various systems and its structure includes views of the world, beliefs and models. Change in the organization is a complex phenomenon. The Indian Ethos (culture) of Management (IEM) offers a coherent view of restructuring an organization. Organizations must develop Organizational Culture to fulfill their visions and Missions.

Many companies start with their statement of mission statement. Often they fail to meet their goal due absence of a holistic approach. An organization should guard against their vision or mission becoming ornamental (Someswarananda, 1996). An organization's leader should have a broad vision, and be clear of how to achieve it and clearly communicate that to his team members and guide them to achieve it. This way the organization meets its goals and earns success and glory. Savoring success intoxication a while is OK. However, reveling on it too long, distracts the leader and the team from its goal and the organization deteriorates i.e. becomes a "Success Victim" (Kumar, 2009). IEM, offers the below given clear steps to avoid becoming a "Success Victim":

For developing an organizational culture to fulfill the vision and mission, the leader and team must imbibe this culture evolve systems accordingly. The system should be such that an employees would produce result or become effective if he / she imbibes that organizational culture (Someswarananda, 1996). Unfortunately many companies' mission statements are just copies of others. Identify problems not yet solved and highlight in the mission statement (Someswarananda, 1998). Create a mechanism to identify deviations from mission akin to the third eye of Lord Siva which catches what the other two miss for timely correction. (Someswarananda, 1998). Lord Krishna says:

यदा यदा हि धर्मस्य ग्लानिर्भवति भारत ।

अभ्युत्थानमधर्मस्य तदात्मानं सृजाम्यहम् ॥ ४-७ ।

yadā yadā hi dharmasya glānirbhavati bhārata ।

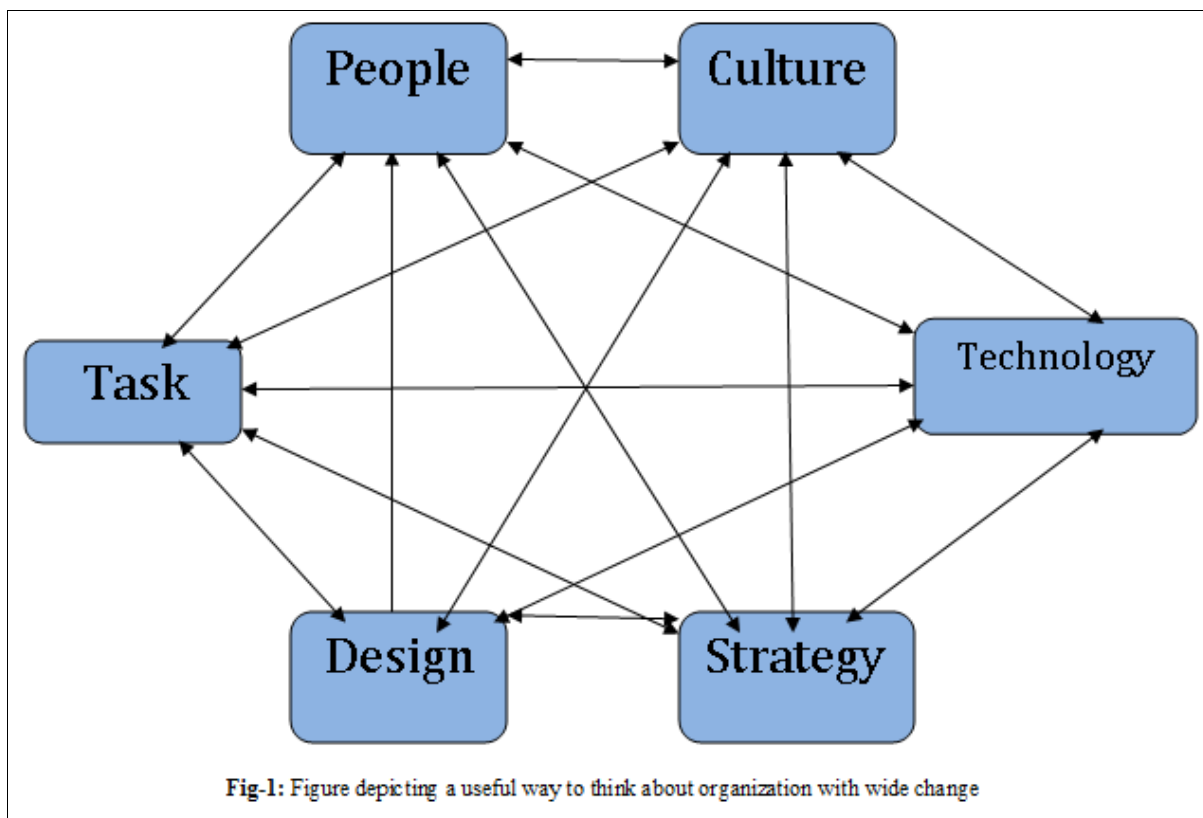
abhyutthānamadharmasya tadātmanāni sṛjāmyaham ॥ 4-7।

“Whenever, wherever the right is harmed, whenever, wherever wrong has happened, when the right is down and the wrong is up, then Bharata (System), I recreate (restructuring) myself (Organization). There are seven visions. Of these, main are: Normal view (when Dhuryodhana sees personnel physically), analytical view (Arjuna analyses who is this side, etc.), Emotional view (when Arjuna does not see generals and warriors but sees uncles, grandfather and brother), Equality View. Employee should imbibe the culture to manifest his best creativities

2.1.2 Develop organization culture to fulfill vision and mission

Existing organizational culture would either support or resist the organization restructuring process. In addition, restructuring may change, modify or reinforce the prevailing culture. Hence, restructuring with a systems approach offers the advantage of managers and employees understand and think through such inter-relationships and smoothly effect the changes. The systems approach reminds management that changing part of the organization would have repercussions in other parts and should be considered for total success. Hence, managers should avoid piecemeal changes. **Fig.1** depicts well accepted organizational change system.

The below mentioned figure describes the organization as six interacting variables that could serve as the focus of planned change: personnel, culture, task, technology, design, and strategy. The personnel belonging to an organization have varied opinions, according to their personalities, attitudes, attributes, strength, weaknesses, motives and needs. The varied culture reflects the shared beliefs, values, expectations, and norms of organizational members. The task variable involves the nature of the work itself-whether jobs are simple or complex, novel or repetitive, standardized or unique. The technology variable encompasses the problem-solving methods and techniques used and the application of knowledge to various organizational processes. It includes such things as the use of information technology, robots and other automation, manufacturing processes, tools and techniques. A formal organizational structure has its system of communication, authority, responsibility and control. Finally, the strategy variable comprises the organization’s planning process and includes decisions about how the organization chooses to compete. It typically consists of activities undertaken to identify organizational goals and prepare specific plans to acquire, allocate, and use resources in order to accomplish those goals.



As the above figure indicates, these six variables are interdependent. A change in any one usually results in a change in one or more of the others. For example, a change in the organization's strategic plan might dictate a change in organization design to an adaptive or network form. This change, in turn, could result in the reassignment of personnel. At the same time, the redesign may also need to a change in the technology used by the organization, which affects the attitudes and behaviours of the employees involved, and so on (Hellriegel, Slocum & Woodman, 2001).

The road from the present condition to a desired condition may be demanding because of number of unknown and uncertain situations. The vision of an attractive future is a leader's visionary outlook, which adds meaning to everyday life in the organization. A leader knows that a vision, which is only the leader's own, does not create change and movement. The difference means through which a leader realizes the vision of an organization makes a lot of difference. Leaders encourage and share division and involve themselves in communicating the future as a favorable opportunity. This is done by involving all the employees in a share division which appeals to values, interests, hopes and dreams (Laegaard & Bindsley, 2006).

2.1.3 Holistic approach an employee in an organization (Each Soul is potentially divine)

“Each soul is potentially divine” is a quote by Swami Vivekananda. The goal is to manifest this divinity within by controlling nature, external and internal. Do this either by work, or worship or psychic control, or philosophy - by one or more or all of these and be free. This is the whole of religion”

In favor of the above mentioned heading, following points have been addressed

- ⇒ The member of an organization should be the source of energy for a transformation but not any external to the team.
- ⇒ In an organization, the key members should recognize the strength and need for the change and be adhered to the positive outcomes of the change.
- ⇒ Strong willingness to alter the norms and existing procedures.

Change must come from within an organization. Personnel involved should be aware of the need for change and have belief on the potential value for the proposed changes, and be willing to change their behaviors in order to make the team, department, or organization more effective. Absence of these beliefs and behaviors, retards effective organizational changes. In addition, effective change must rely on a contingency perspective that is open to trying different things at different times.

It should be a point of realization or experience to every leader. Every person from top to bottom management is a “Potential seed” capable of growing in the fertile structure of an organisation into a gigantic Banyon tree of wisdom. Employee would recognize the “Potentiality” and provide the employee is to put into the fertile ground (Organization Structure) and proper nourished (Organisation Culture) with support and empathy. It is for the leader to identify the “potential energy” in team and convert into “Kinetic Energy” of expression and use (Kumar, 2009).

The world does not lack in prosperity but our vision which is not being projected out to the prosperous community should possess a plan for execution so that the whole community will become prosperous. So, whether we talk of power, or peace, or prosperity, all these three ‘p’s begin from the person. When these three P’s are associated with the person and this person is associated with the Paramatma. It makes a lot of difference. Instead of struggling for gathering power & searching peace outside and seeing prosperity far away from the self, if we develop a Vision, a technique by which we are able to discover these gems within us,

(Manifest the divinity within), then that knowledge alone will see that wherever we go we are able to create a circle of peace because we have peace, if my condition is in pieces, naturally wherever I go it remains. So unless we discover peace within, we cannot even imagine the presence of peace without, unless we explore power, strength within us, we cannot become powerful for any work that we undertake, and unless we dream the vision of prosperity, we cannot afford to think of planning a prosperous community. Therefore, the basic need is that of the right Vision first, and then the technique of translation of that right Vision in the right manner into the society, and the required strength to do so. Our Upanishads say:

नायमात्मा प्रवचनेन लभ्यो न मेधया न बहुना श्रुतेन ।

यमेवैष वृणुते तेन लभ्यः तस्यैष आत्मा विवृणुते तनूँ स्वाम् ॥ २३ ॥

nāyamātmā pravacanena labhyo na medhayā na bahunā śrutena ।
yamevaiṣa vṛṇute tena labhyaḥ tasyaiṣa ātmā vivṛṇute tanūṁ svām

This path is not for the cowards and the drop-outs. This is the path those having courage in their hearts and smile on their faces take. When a progressive organization takes care of the above mentioned areas, a healthy culture emerges out. The top management needs to focus and concentrate on implementation of the mission and vision of an organization. How does it look like when IEM as a culture is imbibed?

First we must know the modus operandi of our organization-administration style, organizational culture, attitude towards the personnel, and attitude towards other organizations (Someswarananda, 1998).

2.1.4 Value Proposed and Value Practiced (Be and Make)

Top managers of an organization must recognize that management control requires coordination among individuals. An individual's behavior is an unsystematic aspect of managerial control; hence, managers must make sure that their actions are in harmony with the personnels' varied behaviors. (Anthony & Govindarajan, 1995).

From sociology view point, values is 'the ideas, customs, culture, etc. of a society, which it regards high'. The American Heritage Dictionary defines Value as 'A principle, standard, quality which is worthwhile and desirable', 'Value' evolved from the Latin word 'Valere', meaning to be strong or to be of worth. So our values are what we hold to be 'of strong worth' to us, what is most important to us. As per Milton Rokeach, Values are of two type's

viz., ‘terminal Values’ and ‘instrumental values’. Terminal values refer to desirable end-states of existence and these are the goals that an individual likes to achieve in his / her lifetime. Values of different groups of people in different cultures differ highly. Some examples of terminal values include mature love, self respect, dignity, happiness, harmony with in, true friendship, social recognition, wisdom, salvation, national security, sense of accomplishment, comfortable life etc. Instrumental values refer to preferable modes of behavior. Examples of instrumental values are becoming ambitious, cheerful, independent, capable, skillful self controlled, imaginative, broad minded, logical, helpful, responsible, forgiving etc. Values that personnel imbibe are called as human values having three aspects viz., pure thoughts, pure words and pure deeds and all of them need to be in harmony with one another (Nandagopal & Shankar, 2010).

Vedic literature and Value

Value in various yogic scriptures such as Bhagavad and Major Upanishad is well described. Explanation in Bhagavad Gita is the following

Bhagavad Gita (chapter 13) speaks about the qualities, values of mind that are necessary to know the truth,

अमानित्वमदम्भित्वमहिंसा क्षान्तिरार्जवम् ।

आचार्योपासनं शौचं स्थैर्यमात्मविनिग्रहः ॥ १३-८ ॥

Amānitvamadambhitvamahiṁsā kṣāntirārjavam ।

Ācāryopāsanam śaucam sthairyamātmavinigrahaḥ ।। 13-8 ।।

Absence of conceit and pretence, refusal to hurt, glad acceptance, rectitude service to the teacher, inner and outer purity perseverance, mastery over mind.

इन्द्रियार्थेषु वैराग्यमनहंकार एव च ।

जन्ममृत्युजराव्याधिदुःखदोषानुदर्शनम् ॥ १३-९ ॥

Indriyārtheṣu vairāgyamanahānkāra eva ca ।

Janmamṛtyujarāvyaādhiduḥkhadoṣānudarśanam ।। 13-9 ।।

2.1.5 Need of Restructuring Management System.

A company should start with a definite management strategy. Its absence results in ad-hoc-ism, and a fire-fighting management style. Having a definite management strategy creates a

strong conceptual base and consequent integrated system of a company. Companies doing well or not, should periodically check for problems if any developing, to avoid the inherent weakness persisting. The company may mistakenly consider a system as the problem, and thus leave the root problem untouched. The main objective of planned organizational change is to alter the behaviour of individuals serving the organization. To summarize, organizations survive, grow, prosper, decline, or fail because of employee behaviours-the things that employees do or fail to do. Behaviour therefore should be the primary target of change in efforts. As an organizing framework starts exploring specific approaches that focuses on personnel, culture, task, strategy, design and technology.

Change in behavior

Behavior Change programs rely on active involvement and participation by many employees. Successfully changing behaviors improves individual and team efforts in decisions making, problems identification, problems solving, communication, and working relationships etc. Four approaches to organizational change that initially focus on personnel are survey feedback, team building, consulting to understand a process, and programs for quality of work. We will discuss each of these

Survey Feedback; Survey Feedback information: (1) Researchers usually collect Survey Feedback information by questionnaires answered by an organization's members, department, or team (2) they organize the information an understandable and useful form and (3) analyze the information and feedback their recommendations to the employees who provided it. Some or all of these employees then use this recommendation as a basis for planning actions to deal with specific issues and problems.

Team Building: Team members diagnose problems if any while they work together and plan changes to improve their effectiveness. Many different teams comprise an organization, and much of its success depends on how effectively those teams and the personnel in them can work together.

Process Consultation: In **process consultation** a consultant provides guidance to help an organization's members to perceive, understand, and to act on the process events that occur in the work environment. *Process events* are the ways in which employees do their work, including the behavior of personnel at meetings; formal and informal encounters among employees at work; and, in general, any of the behaviors involved in performing task.

Work Life Quality (WQL) Programs: In *work life quality programs*, the leaders undertake activities prove conditions that affect an employee's experience with thier organization. Many QWL programs focus on security, safety and health, participation in decisions making, competencies developing opportunities, creating meaningful work, control over work time or place, protection from arbitrary or unfair treatment, and opportunities to satisfy social needs. Such programs became popular in response to demands from employees for having better working conditions. In addition, QWL programs serve to increase productivity and quality of output through greater involvement and participation by employees in decisions that affect their jobs.

Change in culture

We have already explored and found that that organizational culture changing is extremely difficult and pointed it out. Among other issues and problems, just assessing accurately the organization's culture before developing any plans for change may be a daunting task. In addition, some aspects of culture (e.g. the deepest core values shared by employees) may be almost impossible to change. Few organizations have successfully changed their culture overcoming these challenges. Note: Use few when objects are countable and some for non countable e.g. You look hungry eat two breads and some rice.

A detailed examination of cultural change suggests that paying attention to seven main issues increases an organization's odds for success.

- 1) *Capitalizing on dramatic opportunities:*. The organization needs to take advantage of the moment when it has several obvious unmet problems or challenges, and initiate organization cultural changers
- 2) *Combine caution with optimism.* Managers and employees should proceed optimistically keeping in mind the advantages of cultural changes and at the same time be cautious to detect and avoid negative impacts if any;
- 3) *Understand resistance if any to cultural change:*. Diagnose the reasons for Resistance to change if any; Timely identifying and reducing sources of resistance pays in cultural change and in other change programs also.
- 4) *Change as many elements as necessary, but maintain continuity and accurate record with reasons thereof.* .

- 5) *Recognize the importance of implementation.* A survey indicates that over 90 percent of changes in our planning strategy and culture were never fully incorporated.
- 6) *Modifying socialization tactics.* Socialization has become the primary way that personnel learn about a culture. Therefore improve upon it
- 7) *Finally, find and cultivate innovative leadership.*

High Performance - High Commitment Work Systems: The goal of many cultural change efforts is to produce a “high-involvement” type of work culture. One example of this type of culture is known as high performance – high commitment (HP-HC) **work system**.

High performance – high commitment work systems have the following characteristics.

- 1) *Delegation.*
- 2) *Working in team across boundaries.*
- 3) *Empowerment.*
- 4) *Integration of personnel and technology.*
- 5) *A Shared sense of purpose.* Personnel in the work culture share a vision of the organization’s purpose and the methods for accomplishing this purpose.

Learning Organizations: A second popular goal of cultural change programs is to create an organization capable of adapting to changes in the external business environment through continual renewal of processes and practices it adopts. Such organizations have the name of Learning Organization. Also a **learning organization** has a culture based on the notion that learning is central to success and effectiveness. This notion is similar to our earlier description of the goals of organization development (OD): creative adaptive organizations capable of repeatedly transforming and reinventing themselves as needed to remain effective.

2.1.6 Downsizing

Sometimes organizations have to downsize i.e. reduce No. of personnel due to various reasons e.g. slow economy, a new process does requires much less human resources etc. The evidence gathered from the public and private sectors indicates that the downsizing for whatever reason is painful to the personnel and the organization. The belief that organizations of one sector manage downsizing better than the other is incorrect. However private sector organizations

have more variety of approaches offer more lessons (positive and negative) on downsizing than the public sector. Details follow:

Some private sector organisations may handle downsizing in similar ways to those in the public sector, but ultimately, the finding of the first envoy confirms that public sector organisations are different. This may change as public organisations evolve under current fiscal pressures but at the moment they experience political (rather than market) uncertainty and from the envoy perspective suffer from a lack of clear rationale and an absence of downsizing experience. Nevertheless, actions can be taken to improve the situation of envoys across both public and private sectors (Ashman, 2012).

2.1.7 VUCA World – a few lines telling what is VUCA and connecting it to the discussions of this thesis are necessary.

The deeper meaning of each element of VUCA serves to enhance the strategic significance of VUCA foresight and insight as well as the behavior of groups and individuals in organizations (Bob, 2007).

V = Volatility. The nature and dynamics of change, and the nature and speed of change forces and change catalysts.

U = Uncertainty. The lack of ability to predict, the prospects for surprise, and the sense of awareness and comprehending the issues and events.

C = Complexity. The multiple forces, the issues that are confounding and the chaos and confusion that surround an organization.

A = Ambiguity. Unclear picture of reality, misinterpretation, and the mixed meanings of conditions; cause-and-effect confusion.

For most contemporary organizations – business, the military, education, government and others – VUCA is a practical code for awareness and readiness. Beyond this simple meaning, VUCA, is a system of knowledge that deals with learning models for preparedness, anticipation, intervention and evolution.

The particular meaning and relevance of VUCA often relates to how personnel view the conditions under which they make decisions, planning forward, managing risks, fostering changes and solve problems (Satish, Usha & Streufert, 2006). In general, the premises of VUCA tend to shape an organization's capacity to:

1. Anticipate the Issues that Shape Conditions

2. Understand the Consequences of Issues and Actions
3. Appreciate the Interdependence of Variables
4. Prepare for Alternative Realities and Challenges
5. Interpret and Address Relevant Opportunities

The ability of individuals and organizations to deal with VUCA can be measured with a number of engagement themes:

1. Knowledge Management on Sense-Making
2. Planning and Readiness Considerations
3. Process Management and Resource Systems
4. Functional Responsiveness and Impact Models
5. Recovery Systems and Forward Practices

At some level, the capacity for VUCA management and leadership hinges on enterprise ethics, value system, goal and assumptions. A "prepared and resolved" enterprise is engaged with a strategic agenda that is aware of and empowered by VUCA forces (Wolf & Daniel, 2007).

Personnel live in a world where volatility and uncertainty have become the new normal. The Arab springs a change of government in countries like Tunisia, Egypt, Libya and Yemen. Once upon a time some powerful countries in Europe are now fighting to prevent bankruptcy.

Companies that were synonymous with their product categories just a few years ago are now no longer exist. Kodak, the inventor of the digital photographic camera had to wind up its functioning and operations. Companies viz., HMV, the British entertainment retailing company and Borders, once the second largest US book store, have closed as they did not change their business models with the changing times.

2.1.8 The Evolution of Different Management System

Management is as old as civilization. Even primitive societies had some management form to handle their day to day activities smoothly (BHEL management module, 1989). The earliest record of 'recognized need for planning, organization and controlling' dates back to 400 B.C and Egyptians get credit for it. Hermann & Dietmar, 2004T extol the Indian economist cum political advisor 'Kautilyas' advice to the ruler Chandragupta Maurya on 'Science and art of

statecraft’). We had and still have several successful managers in Indian business, polity, homes and farms, many of whom had no schooling at all. They effected remarkable changes acting according to the favorable context of their times. E.g., Martin Luther benefited from the favorable support of his sovereign, Frederick the Wisest, and having weak understanding of the significance of his challenge by the reigning pope – what does this man -and by the printing press which helped speedily spreading his ideas across Europe. Place him a century ago and he would have been just another Church suppressed heretic.

The Managerial and Organizational Continuum		
Approximate Year	Individual or ethnic group	Major managerial organizational Contributions.
B.C. 4000	Egyptians	Recognized need for planning, controlling and organization
2700	Egyptians	Recognized for its need for honesty or fair play in management; Therapy interview- “get it off Your chest”.
2600	Egyptians	Decentralization in a organization
2000	Egyptians	Recognized need for written word in requests. Use of staff advice.
1800	Hammurabi (Babylon)	Use of witness and writing for Control; establishment of Minimum wage; recognition that Responsibility cannot be shifted.
1491	Hebrews	Concept of an organization; exception and scalar principle.
600	Nebuchadnezzar (Babylon)	Production control and wage incentives.
400	Socrates (Greece),Cyrus (Persia),Plato (Greece)	Enunciation of Universality of Management, Recognized need for human relations; use of motion study; layouts, and materials handling; Principle of specialization enunciated.
321	Kautilya (India)	Science and art of statecraft.
175	Cato (Rome)	Use of job descriptions.
A.D.20	Jesus (Judea)	Unity of command; Golden Rule; Human relations.
284	Diocletian (Rome)	Delegation of authority.
900	Alfarabi (Arab)	Listed traits of a leader.
1436	Arsenal of Venice (Venetians)	Cost accounting; checks and balances for control; numbering of inventories, parts; interchangeability of parts; use of assembly line technique; Use of personnel management; Standardization of parts; Inventory control; cost control.
1525	Niccolo Machiavelli (Italy)	Reliance on mass consent principle; recognized need for cohesiveness in organization; Enunciated leadership qualities; Described political tactics.

1767	Sir James Steuart (Britain)	Source of authority theory; impact of automation; Differentiation between Managers and workers Based on specialization and Comparative advantages.
1776	Adam Smith (Britain)	Application of principle of Specialization to manufacturing workers; control concepts.
1799	Eli Whitney (U.S)	Scientific method; use of cost Accounting and quality control; Applied interchangeable parts Concept; recognized span of Management.
1800	James Watt Mathew Boulton	Standard operation procedures; Specifications; work methods; Planning; incentive wages; Standard times; standard data; Employee Christmas parties; Bonuses announced at Christmas Parties; mutual employee insurance society; use of audits.
1810	Robert Owen (Britain)	Recognized and applied need for personnel practices; assumed responsibility for training workers; introduced clean row Homes for workers.
1832	Charles Babbage (Britain)	Emphasis on its scientific approach; specialization emphasized; Division of labour; motion and Time study; cost accounting.
1856	Daniel C McCallum (U.S.)	Use of organization Chart Show management structure; Application of systematic management to Railways.
1886	Henry Metcalfe (U.S.)	Art of Management; Science of administration.
1900	Frederick W. Taylor (U.S.)	Scientific management; systems applications; personnel management; need for cooperation between labour and management; functional organization; The exception principle applied to the shop; Cost system; methods study; time study; Definition of scientific management; emphasis on managements job; emphasis on research, standards, planning, control, and cooperation.
1909	Max Weber (Germany)	Listed the characteristics of bureaucracies.
1916	Henry Fayol (France)	First complete theory of management; Functions of management; principles of management; recognized need for management; to be taught in schools.
1923	Oliver Sheldon (U.S.)	Developed a philosophy of management; Principles of management.
1927	Elton Mayo (U.S.)	Recognized the importance of group affiliation and group dynamics in the functioning of organization.
1930	Mary P. Follett (U.S.)	Managerial philosophy based on individual motivation; management of group Process; usefulness of conflict.
1931	James D. Mooney	Principles of organization recognized As universal.

	(U.S.)	
1937	Talcott Parsons (U.S.)	Viewed structures of organization in Terms of the social functions they facilitated.
1938	Chester I. Barnard (U.S.)	Theory of organization; functions of the executive; management as a cooperative process; need for communication; the notion that authority is delegated upwards rather than down words.
1940	Robert Merton (U.S.)	The molding of the human personality By work in bureaucracies.
1943	Lyndall Urwick (Britain)	Collection, Consolidation, And correlation Of principles of management.
1947 aspe-	Philip Selznick (U.S.)	Theory and non formal aspects of a organization
1947	Rensis Likert and Chris Argyris (U.S.)	Emphasized on psychology, social psychology, and research in human relations in organization theory; Emphasized the incompatibility of human needs with rigid organizational requirements.
1947 making	Herbert Simpson (U.S.)	Viewed management as decision making; Emphasized the limited rationality of Decision making.
1951	Eric Trist and K.W. Bamforth	Viewed the organization as Social, Psychological, Technological and Economic System.
1952	Ernest Dale (U.S.)	Comparative management.
1954	Peter Drucker (U.S.)	Enunciated management by objectives.
1954	Alvin Gouldner (U.S.)	Described the dysfunctional consequences Of bureaucratic rules and impersonality.
1958	Herbert Simon and James March (U.S.)	Studied cognitive aspects of human behaviour in organizations; viewed decision-making as an observable, identifiable and measurable process; viewed Organization structure as resulting from The cognitive properties of human beings.
1958	Joan Woodward(Britain)	Studied the relationship between organizational structure and the production Technology.
1960	Douglas McGregor (U.S.)	Enunciated Theory “X” and theory “Y”.
1960	Wilfred Brown (Britain)	Viewed the organization as an executive, representative, and legislative system.
1961	Amitai Etzioni (U.S.)	Comparative analysis of organizations; Classifications of organizations on the mechanisms used to control the organizational rank and file.
1961	Renis Likert (U.S.)	Described an effective organizational Design based on participative management and “linking pins”.
1961	Tom Burns and G.M.Stalker (Britain)	Identified two contrasting management styles, the organic and the mechanistic.
1962	Richard Hall (U.S.)	Described structural variations within Bureaucracies.

1963	Richard Cyert and James March (U.S.)	Had written a behavioral analysis of making decisions and being firm in decisions.
1963	D. Braybrooke and G. Lindblom (U.S.)	Behavioral analysis of decision making in political institutions.
1964	Michel Crozier (France)	Examined the cultural and political root of bureaucratic practices.
1965	Richard Farmer and Barry Richman (U.S.)	Comprehensive model for a comparative, cross cultural study of management.
1966	Daneil Katz and Robert Kahn (U.S.)	Synthesized the system and psychological framework in the study of organizations.
1967	Charles Perrow (U.S.)	Framework for the comparative analysis of organizations based on technology.
1967	James Thompson (U.S.)	Organizational structure as a function of its environment and its technology.
1969 on	The Aston Group (Britain)	Large-scale studies of organizational structure to size, technology, and so on.
1978	Morgan McCall and Michael Lombardo	Demonstrated Creative Leadership in Greensboro, North Carolina.
1981	William Ouchi	Theory Z promotes trust, subtlety, and intimacy as critical for American business managers to learn from the Japanese and interpret in culturally appropriate ways into their philosophies of management.
1982	Terrence E. Deal and Allen A. Kennedy	TERRENCE E. DEAL and ALLEN A. KENNEDY introduced culture as an important factor to consider in organizations in Corporate Culture:
1983	Rosabeth Moss Kanter	The Change Masters: Innovation and Entrepreneurship in the American Corporation.
1986	W. Edwards Deming (1900-1993)	Transformation Through Application of the Fourteen Points--for managers in the United States now eager to hear his advice
1987	Harrison Owen (1935)	Transformation and Development in Organizations.
1990	Peter M. Senge-1948	The Fifth Discipline: The Art and Practice of the Learning Organization.
1992	Margaret Wheatley	Leadership and the New Science: Learning About Organization from an Orderly Universe.
1992	Arnold Mindell (1940)	The Leader as Martial Artist: Techniques and Strategies for Resolving Conflict and Creating Community the vital importance of awareness, preparation and humility
1992	Deborah Kolb and Jean Bartunek's collection of papers on hidden	Conflicts in Organizations discuss the under-researched intuitive, emotional, and conflictual elements in bureaucratic organizations.

1992	Marvin Weisbord	How Future Search Conferences Bring Personnel Together to Achieve Breakthrough Innovations, Empowerment, Shared Vision, and Collaborative Action.
1994	Mark Barenberg	"Democracy and Dominion in the Law of Workplace Cooperation: From Bureaucratic to Flexible Production,"
23 February 1947,	ISO, Geneva	The organization promotes worldwide proprietary, industrial and commercial standards
2002	HOLSYM , India	To add health dimensions growth & contributions to society through yoga to Total Quality Management.
1968	TQM, Japan	Demonstrated a systemic approach to managing Organizational Quality.

2.2 Organisational Culture

The origin of organizational culture from a national culture point of view is based on the work of Deal and Kennedy (1982). Culture has been an important concept in understanding human societies and groups since a long time. Many personnel do pore over photos of exotic “cultures” pictured in *National Geographic*, or reading about anthropologist Margaret Mead’s study of the native culture on the Samoa’s island. In historical and cultural sense, culture is the heart of a particular group or society-what is distinctive about the way members interact with one another and with outsiders-and how they achieve what they got. Culture is an abstraction, yet the forces that are created in social and organizational situations that derive from culture are powerful. Ignorance of the operation of these forces may harm the personnel of any organization.

2.2.1 Definition and Concept of Organizational Culture

Martins and Martins (2003) generally define organizational culture as “a system of shared meaning held by the members of organization, which distinguishes one organization from the other. According to Arnold (2005) “organizational culture is the norms which are distinct principles and beliefs that combine to give each organization its distinct character”. Organizational culture distinguishes one organization from the other. Therefore, organizational culture is to an organization what personality is to an individual (Johnson, 1990). Schein (1985) also defines organizational culture as “a pattern of basic assumptions, invented, discovered and developed by a specific group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough which is considered valid, and therefore, it needs to be taught to new members as they get to know the

correct way of perceiving, thinking, and feeling in relation to the problems faced”. This unique and adaptive behaviour is instilled through organisational values and beliefs are associate myths, rituals and symbols for reinforcing the same to the core assumptions of organizational culture (Hofstede, 1991). Brown (1998) defines organizational culture as “the pattern of beliefs, values and the way we cope up ourselves with experience that have developed during the course of the history of a organization which is reflected in its material arrangements and in the behaviors of its members”. Harrison (1993) defined Organization culture as the “distinctive constellation of values, beliefs, work styles, and relationships that distinguishes one organization from another”.

Although the concept of organizational culture became popular in the early 1980s, its roots trace back to the early human relations view of organizations that originated in 1940s. The theorists of human relations viewed the informal, nonmaterial, interpersonal, and moral bases of cooperation and commitment more important than the formal, material, and instrumental controls stressed by the rational system theorists. Edgar Schein has defined culture as: A pattern of shared basic assumptions that (a) group learned as it solved its problems of external adaptation and internal integration, that has worked out well and enough to be considered valid and, therefore, (desirable) to be taught to new members as the correct way to feel, perceive and feel in relation to those problems.

2.2.2 Relationships between Organisational Culture and Performance

An underlying assumption is that an organization’s culture and its performance or effectiveness is directly related. Thus the rationale for attempting cultural change is to enhance an organization’s performance (Hellriegel, Slocum & Woodman, 2001).

The term **strong culture** implies that most managers and employees share a set of consistent values and methods of doing business. One can find strong cultures in many organizations, e.g. Mary Kay, Pier 1, Hewlett-Packard, Wal-Mart, and South west Airlines etc.

2.2.2.1 Strong cultures

Strong cultures and strong performance go hand in hand for three reasons. 1) a strong culture often fits strategy and culture well. 2) Hence, combined benefits are available,, and 3) enable employees to successfully implement corporate strategy.

The organization's official culture document contains headings such as "impeccable character," "tolerance and forgiveness," and "office politics." Under the last heading, for example, it states that manipulating, and other divisive activities are causes for termination." "Strong" culture oversimplify the relationship. If scholars are to accurately analyze culture-performance links, they must combine more appropriate measures of culture's impact with careful attention to intrinsically cultural performance-related organizational processes (Scaffold, 1988).

2.2.5.2 Cautionary notes

Organizational culture and performance are related clearly, although the evidence of the exact nature of this relationship is mixed. For example, strong cultures is superior to weak cultures always. Some studies indicate that the type of culture may, in fact, be somewhat more important than its strength. A researcher compared cultures of 334 colleges and universities; he found **no** organizational effectiveness differences between those with strong cultures and those with the weak cultures. The main point to note was colleges and universities that possessed a type of culture that matched their market niche and strategy were more effective than institutions whose culture lacked such a match.

Another cautionary note comes from studies showing that the relationship between many cultural attributes (featured in the popular press as being important for performance) and high performance hasn't been consistent over time. Based on our knowledge on culture-performance relationships, a contingency approach is best for managers and organizations to adopt. Further investigations of this issue are unlikely to discover one "best" organizational culture (either in terms of strength or type).

2.2.5.3 Summary of Relationships between culture and performance

- ⇒ Organizational Culture can significantly impact the organization's long-term economic performance.
- ⇒ Organizational Culture will probably be an even more important factor in determining the organization's success or failures in the next decade.
- ⇒ Organizational cultures that inhibit long-term financial performance are not rare; they develop easily, even in firms having reasonable and intelligent personnel.
- ⇒ Although organizational culture change is tough, managers understanding what sustains a culture can enhance organization performance.

Management Gurus often cite high degrees of participative management and emphasis on team work characterize successful, effective organizational cultures. In participative management, managers share setting goals, making decisions, and solving problem activities with employees. However, high levels of participation don't fit all setting and tasks. Further, changing an organization from a more traditional management approach to greater collaboration with employees may be very difficult. A type of organizational culture is designed to foster high performance with high levels of employee involvement is called a high performance-high commitment work culture. As with participative management, cultures that foster high involvement and commitment on the part of employees often exist in organizations that have a record of high performance. Below given four key dieas summarize the effects of organizational culture on employee behaviour and performance.

1. Knowing the culture of an organization allows employees to understand both the firm's history and current approach. This knowledge guides employees about expected behaviors
2. Organizational culture fosters commitment to corporate philosophy, beliefs and values. Such commitment generates shared feelings of working toward common goals.
3. Organizational culture, in its norms, serves as protective mechanism to steer behaviors toward desired behaviors and away from undesired behaviors.
4. Eventually, certain types of organizational cultures may lead directly to greater effectiveness and productivity than others.

2.2.6 Organizational Socialization and its relationships to Organizational Culture

The general meaning of the term **socialization** is the process by which older members of a society transmit to younger members the social skill and knowledge needed to function effectively in that society (Hellriegel, Slocum & Woodman, 2001). Similarly, socialization of organization is the systematic process by which an organization brings new employees into its culture. In other words, it involves the transmission of organizational culture from senior level to new employees, which provides social knowledge and skills needed to perform organizational roles and tasks successfully. Organizational socialization provides the means by which new employees learn to climb. This in turn includes work in group, departmental, and organizational values, rules, procedures, and norms; developing social and working

relationships; and developing the competencies needed to perform a job. Interestingly, the stages that an employee goes through during organizational social resemble, in many respects.

2.2.6.1 Socialization process

Below given are the steps for socializing new employees.

1. Trained Recruiters select entry-level candidates carefully. They use standardized procedures and seek specific traits that tie to success in the business.
2. Humility- including experiences in the first months on the job cause employees to question their prior behaviors, beliefs, and values. Such experiences might include giving a new employee more work to do than can reasonably be done. Self-questioning promotes openness to accepting the organization's norms and values.
3. Tough-on the job training leads to mastery of one of the core disciplines of the business. Promotion is tied to a proven track record.
4. Careful attention is given to measuring operational results and rewarding individual performance. Reward systems are comprehensive and consistent and focus on those aspects of the organization that are tied to a proven track record.
5. Adherence to the organization's values is emphasized. Identification with common values allows employees to justify personal sacrifices caused by their membership in the organization.
6. Reinforcing folklore provides legends and interpretations of important events in the organization's history that validate its culture and goals. Folklore reinforces a code of conduct for "how we do things around here."
7. Consistent role models and consistent traits are associated with those recognized as being on the fast track to promotion and success.

2.2.6.2 Socialization outcomes

Organization socialization is concerned with the learning content and process by which an individual adjusts to a specific role in the organization. Definitions of organizational socialization have progressed from a general description of "learning the ropes", to a more detailed definition of a "process by which an individual comes to appreciate the values,

abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member. Thus organizational socialization is often identified as primary process by which personnel adopt to organizational roles. All organizations and groups socialize with new members in some way, but the process can vary greatly in terms of how explicit, comprehensive, and lengthy it is. Generally, rapid socialization is advantageous. For the individual, it quickly reduces the uncertainty and anxiety surrounding a new job. For the organization, it helps the new employee become productive quickly. Organizations with strong cultures may be particularly skilful at socializing individuals. If the culture is effective, the socialization process will contribute to organizational success. If the culture of organization keeps changing, a strong socialization process reduces the prospects for making the needed changes (Louis, 1980).

The field of organizational socialization has witnessed fruitful and interesting developments in recent years. At its core, according to Lacaze (2001), organizational socialization refers to the way in which a new recruit is absorbed into an organization. The socialization process may affect employee and organizational success in a variety of ways. The below mentioned table lists some possible socialization outcomes. We don't claim that these outcomes are determined solely by an organization's socialization process. For example, job satisfaction is a function of many things, including the nature of the task, the individual's needs and his or her personality, the nature of supervision, opportunities to succeed and be rewarded. Rather, the point here is that successful socialization may contribute to job satisfaction, whereas unsuccessful socialization may contribute to job dissatisfaction.

Possible Outcomes of Socialization Process	
<p><u>SUCCESSFUL SOCIALIZATION REFLECTS AS</u></p> <ul style="list-style-type: none"> • Job satisfaction • Role clarity • High work motivation • Understanding of culture, Perceived control • High job involvement • Commitment to organization • Tenure • High performance • Internalized values and beliefs 	<p><u>UNSUCCESSFUL SOCIALIZATION IS REFLECTED IN</u></p> <ul style="list-style-type: none"> • Job dissatisfaction • Role ambiguity and conflict • Low work motivation • Misunderstanding, tension, perceived Lack of control • Low job involvement • Lack of commitment to organization • Absenteeism, turnover • Low performance • Rejection of values

2.2.7 Importance of effectively managing Cultural diversity

2.2.7.1 Managing cultural diversity

Organizations are becoming increasingly diverse in terms of gender, race, ethnicity, and nationality (Hellriegel, Slocum & Woodman, 2001). More than half of the U.S. workforce consists of women, minorities, and recent immigrants. The diversity in many growing organizations can bring substantial benefits, such as more successful marketing strategies for different types of clients, improved decision making, and higher creativity and innovation. At DuPont, a group of African-American workers recently opened promising new markets for the firm by focusing on black farmers. DuPont gained about \$45 million in new business, because a multicultural team changed the company's designs and markets of decorating materials (e.g. countertops) to appeal more to overseas customers.

2.2.7.2 Significant challenges

Along with its benefits, cultural diversity brings costs and concerns, communication difficulties, intra-organizational conflict, and turnover. Effectively managing cultural diversity continues to pose significant challenges for organizations for a long time. To succeed, organizations have to work hard at acculturation. **Acculturation** refers to methods, which resolves the cultural differences between a dominant culture and minority or subcultures. The following managing communication competency feature highlighting how employees at the Marriot Marquis communicate with each other describes both the benefits and the challenges multicultural workforce brings into an organization. Diversity, a subjective phenomenon, group members themselves create on the basis of their different social identities. "A group is diverse if it is composed of individuals who differ on a characteristic on which they base their own social identity" (Reilly, Williams & Barsade, 1998). Loden & Rosener (1991) define diversity as that which differentiates one group of personnel from another along primary and secondary dimensions. Primary dimensions of diversity and those exerting primary influences on our identities, are gender, ethnicity, race, sexual orientation, age and mental or physical abilities and characteristics. The primary dimensions shape our basic self-image as well as our fundamental world views. Additionally, they have the most impact on groups in the workplace and society. Secondary dimensions of diversity are less visible, exert a more variable influence on personal identity and add a more subtle richness to the primary dimensions of diversity. They include: educational background, geographic location, religion, first language, family status, work style, work experience,

military experience, organizational role and level, income and communication style. The secondary dimensions impact our self esteem and self definition.

2.3 STRUCTURE OF ORGANISATION

Organizational structure is the way in which the interrelated groups of organizations are constructed. The main concerns of an organisation are effective communication and coordination. Several aspects determine the organizational structure

2.3.1 Components of Organization

2.3.1.1 Strategy

Chandler proposed that the structure of an organization depends on its strategy- a company must determine its strategy before it can organize properly. In many occasions, top leaders set the vision of the company, and managers execute the vision. Issues in the structure and strategy are at the root of both effecting and coping with change. Formulating strategies and changing structures require time and patience. The results will not be seen over night technology and they will probably not be right the first time. The argument that organizations should adopt coherent and distinctive strategies, and adapt their internal characteristics to reflect these strategies, has a venerable status in the management literature. Research on private organizations broadly supports the view that a 'fit' between strategies, structures and processes is associated with better performance (Donaldson, 1996). Recent public management reforms have also emphasized the importance of a comprehensive approach to strategy, and governments in various nations have exhorted public agencies to align their internal arrangements with their service objectives (Pollitt & Bouckaert, 2004). Very little research has been conducted, however, on patterns of organizational strategy in the contemporary public sector, or on the links between strategies and other organizational characteristics (Boyne & Walker, 2004).

2.3.1.2 Technology

Technology influences the organizational structure. Woodward found that by knowing an organization's system of production, one could predict their structure. Technology as tools refers to our knowledge of how to use resources to produce desired products, to solve problems. Technology in this sense includes skills, technical methods, tools & techniques, processes and raw materials. It is always discussed that Woodward chooses to see unit, mass, and process modes of production as being arranged on an ascending scale of technical complexity. It is surely possible, however, that this sequence could be viewed as a move

toward technical simplicity rather than complexity. It is, after all, the frequent emergence of problems calling for innovation that characterizes a unit rather than process production (Harvey, 1968). In this connection, I would prefer to group our cases along the continuum from technical diffuseness to technical specificity. Below given is a precise operational definition of this continuum. For the present, technical diffuseness implies a firm in which a number of technical processes yield a wide range of products. Furthermore, the actual products included in this range are more likely to vary from year to year as a result of model changes and changes in technological production processes. The more technically diffuse a firm, then, the greater the degree of "made to orderness" in its products.

2.3.1.3 Size

Size refers to capacity, number of personnel, outputs, and resources. Blau's studies show that differentiation increases size, but at a decreasing rate. In contrast, the percentage of the organization that is involved in administrative overhead declines in its size, leading to economics of scale. Increasing size is also related to increase structuring of the organization's activities but decreased concentration of power. Managerial practices, such as flexibility in personnel assignments, extend of delegation of authority, and emphasis on results rather than procedures, are always related to the size of the unit managed (Parikh, 2009).

2.3.1.4 Environment

An organization operates in an environment, which is outside and is constituted by various significant forces. Some of these are competitors, customers, vendors, financial institutions, trade bodies, regulatory institutions, and the government. The main characteristic of the environment affecting its structure are environmental complexity, uncertainty, and time horizon. For example, a research organization always operates in an environment characterized by longer time horizons with higher uncertainty and feedback times than those of a manufacturing one. Combinations of environment, strategy, and organization structure of "high"-performance firms differ from combinations associated with "low"-performance firms. Results show that such combinations differ, both statistically and with respect to their basic character. There is also evidence that norms held by managers of competing institutions and the nature of relationships between organizations and populations served to influence the vigour and form of interfere rivalries and, in turn, organizational performance (Lenz, 2006).

2.3.2 Types, advantages & disadvantages of organization

2.3.21 Simple Structure

The simplest type of hierarchy is found in small companies where the owner participates in the work. Coordination takes place spontaneously; there are no levels between the owners and the employee(s). Many employers want top managers who are assigned certain contact and supervision tasks and serve as substitutes for their employers during vacation and sickness. This type of structure is often called as simple structure. Recent literature has derived more complex and integrated views of strategy and structure, much of it isolating common types, 'gestalts', or configurations (Miller, 2006).

2.3.2.2 Hierarchical Organisation

Hierarchy is one of the most vital features of numerous natural, technological and social systems. The underlying structures are typically complex and their most relevant important organizational principle is the ordering of the ties among the units they are made of according to a network displaying hierarchical features. When the organization grows bigger, a hierarchical system develops. The hierarchy may serve many different purposes in the organization, but often, importance is attached to authority and the right to make certain types of decisions. Earlier, when analyzing hierarchies, inspiration which was derived from military systems, hence the concepts of line and staff appear in many organizational analyses. Line is often referred to as a chain of command in military terminology (Nepusz and Vicsek, 2013).

2.3.2.3 Functional Organisation

Organizational culture is described by Robbins & Coulter, (2005) as the shared values, beliefs, or perceptions held by employees within an organization or organizational unit. Because organizational culture reflects the values, beliefs and behavioral norms that are used by employees in an organization to give meaning to the situations that they encounter, it can influence the attitudes and behavior of the staff. The functional organization has some advantages, but it also has large disadvantages. The organizations that are expertise is centralized and enabled to develop further. This also involves a kind of cultural homogeneity. Personnel having the same academic background, they use the same technical models, and perform tasks within the same function. All these factors seem to be fine, but the problem is that different professional groups distinguish and distance themselves from each other, do not understand each other easily come into conflicts with

each other easily (Shannon & Carole, 2006).

2.3.2.4 Product Organisation

Product organization is a significant form of organization today. It is useful in organizations which has a separate product groups or services. New products provide increased sales, profits, and competitive strength for most organizations. However, nearly fifty percent of the new products that are introduced each year fail. Organizations thus find themselves in a double bind. On the one hand they must innovate consistently to remain competitive, but on the other hand innovation is risky and expensive. Many organizations are forming business alliances to quicken the pace of and reduce risks associated with innovation (Eugene & Dwyer, 2000).

Quick changes in competitive conditions and technology cause great advantages for this organizational form in preference to functional organization. The advantages of product in organization are that the specialists in the organizations are able to focus on one specific product group and make quick decisions. Also, the final result becomes much clearer than in functional organization where responsibilities are often volatilized. The above mentioned organizational forms will experience difficulties if they are faced with extensive and complex tasks, which is dependent on cooperation across functions and its divisions. These may be demanding non-recurring operations or development tasks.

In order to handle such a task, many organizations have experimented with different structural solutions that include setting up groups or project groups across the established structure (basic organization). The language use in these solutions is a bit hesitant. In principle, there are three types of organizations; adhoc organizations, project organizations and matrix organizations. It is not a matter of making repairs on an organization but of developing a double-acting organization in which large parts of the organization is prepared to live with crossing lines.

2.3.2.5 Matrix Organisation

Matrix organizations utilize functional and divisional chains of command simultaneously in the same part of the organization, commonly for one-of-a-kind projects. In case of matrix organization, teams are formed and team members report to two or more managers. Matrix structure is used to develop a new product, to make sure the continuing success of a product to which several departments directly contribute, and to solve a difficult problem. Superimposing a project structure upon the functional structure creates a matrix organization,

which allows the organization to take advantage of new opportunities. This structure assigns specialists from different functional departments to work on one or more projects being led by project managers. This matrix concept facilitates its functioning concurrent projects by creating a dual chain of command –the project manager (programme, systems, or product) and the functional manager. Project managers have authority over activities geared towards achieving Organization goals, whereas functional managers have authority over promotion decision and performance reviews (Laegaard, 2006).

Matrix organizations are particularly appealing to firms that want to speed up the decision making process. The matrix organization may not allow long term working relationship to develop. Furthermore, using multiple managers for one employee may result in confusion as to manager evaluation and accountability. Thus, the matrix system may start the conflict between product and functional interests.

2.3.2. 6 Advantage and Disadvantage of structure

There are no perfect organizational forms and no completely correct solutions when it comes to structuring an organization. The figure mentioned below presents an outline of advantages and disadvantages of the reviewed forms of organizations.

- Functional Organisation
- Product Organisation
- Matrix Organisation

Advantages and disadvantages of different organizational forms		
Organizational form	Advantages	Disadvantages
Function	<ol style="list-style-type: none"> 1. Promotes members’ professional identity and career paths 2. Easy to manage/ administer 3. Allows maximum specialization within a field 4. Other departments have access to expertise 	<ol style="list-style-type: none"> 1. Creates large differences between departments 2. Requires more time for problem solving 3. Difficult to locate responsibility for results 4. Does not develop broadly oriented top managers

<p align="center">Product (services or area/ region)</p>	<ol style="list-style-type: none"> 1. Simplifies coordination between functions 2. Enables significant growth without loss of control 3. Clarifies business performance responsibilities 4. Clarifies objectives for division and motivates divisional management Moves decision-making authority closer to the problems 	<ol style="list-style-type: none"> 1. Duplication of efforts between departments 2. Reduces professional specialization 3. Promotes competition between divisions 4. Promotes sub-optimization
<p align="center">Matrix</p>	<ol style="list-style-type: none"> 1. Promotes coordination possibilities 2. Relieves top management of coordination tasks 3. Develops flexibility and quick reactions 4. Promotes financial use of human resources 5. Stimulates motivation Important for socializing and training of younger employees 	<ol style="list-style-type: none"> 1. Long break-in period 2. Generates many conflicts 3. Weakens professional identity 4. Large administrative costs

2.3.2.7 Difference between Hierarchical and Flat structure

Difference between Hierarchical and Flat structure is well illustrated in the following table

<p>Flat Structure</p> <p>A flat organization refers to an organization structure with few or no levels of management between management and staff level employees. The flat organization supervises employees less while promoting their increased involvement in the decision-making process.</p>	<p>Hierarchical Structure</p> <p>A hierarchical organization follows the layout of a pyramid. Every employee in the organization, except one, usually the CEO, is subordinate to someone else within the organization. The layout consists of multiple entities that descend into the base of staff level employees, who sit at the bottom of the pyramid.</p>
---	---

<p>Advantage</p> <ul style="list-style-type: none"> • It elevates the employees' level of responsibility in the organization. • It removes excess layers of managements improves the coordination and speed of communication between employees. • Fewer levels of management encourage an easier decision-making process among employees. • Eliminating the salaries of middle management reduces an organization's budget costs. <p>Disadvantage</p> <ul style="list-style-type: none"> • Employees often lack a specific boss to report to, which creates confusion and possible power struggles among management. • Flat organizations tend to produce a lot of generalists but no specialists. The specific job function of employees may not be clear. • Flat structure may limit long-term growth of an organization; management may decide against new opportunities in an effort to maintain the structure. • Larger organizations struggle to adapt the flat structure, unless the company divides into smaller, more manageable units. 	<p>Advantage</p> <ul style="list-style-type: none"> • Employees recognize defined levels of leadership within the organization; authority and levels of responsibility are obvious. • Opportunities for promotion motivate employees to perform well. • Hierarchical structures promote developing employees as specialists. Employees may narrow their field of focus and become experts in specific functions. • Employees become loyal to their departments and look out for the best interest of their area. <p>Disadvantage</p> <p>*Communication across different departments tends to be less effective than in flat organizations.</p> <ul style="list-style-type: none"> • Rivalry between departments may inflame as each department makes decisions that benefit its own interests rather than the organizations as a whole. • Increased bureaucracy often hinders an organization's speed to change. Increased time may be required to respond to clients. • Salaries for multiple layers of management increase an organization's costs.
--	--

2.4 HOLISTIC SYSTEM OF MANAGEMENT IN RESTRUCTURING AN ORGANISATION

2.4.1 What is HOLSYM?

Organisations have a place in primitive as well as modern societies. And managing them is very important for their survival and growth. A value based system is very much necessary for each and every organization to manage Man, Material, and Money. Management Systems have been evolving from time to time in tune with the human growth. Scientific methodology and the tools of research have enlarged their vision and refine their strategies. It is at this 'turning point' from matter- based to consciousness- based approach in science that the ancient Yoga and Spiritual lore of India is offering a comprehensive vision for scientists to march ahead. Accordingly the profit motivated corporate sector moved to quality based

process oriented Total Quality Management and a variety of tools for the management systems.

It is an acronym for Holistic Systems Management adding dimensions to the Total Quality Management System (TQM): health, personality growth and contributions to society. Objective of Holistic Systems Management (HOLYSYM): To add dimensions of health, growth and contributions to society through yoga to Total Quality Management (Nagendra, 2009).

2.4.2 Indian Ethos in HOLSYM

In holistic management, all management practices must be formulated and guided by higher level which must be reflected in the three Es of Management viz., ethics, efficiency and equity. All the three 'E's are important for the practice of Management. Most management organization has taken place under the gospel of only one of the 'E's namely efficiency. The other 'E's have usually been ignored, However, ignoring them will only lead to situations, wherein organizations acquire a devilish character, In the long run, these organization would create more problems than they would solve. Instead of becoming places of salvation or freedom they would become psychic prisons. This is already happening in the case of much modern organization.

Organisations must follow the framework of holistic Management, if they want to save themselves from becoming psyche prisons. Their statement of institutional purpose must derive from the values, aims, mission and ideals that are congruent with the framework of other management systems, such as policy formulation, decision action, as well as the monitoring, follow up and tracking down system must also be designed within this framework.

The philosophy and practice of three wise man: The first thinker Adam Smith with his view corporate mangers representing the managerial class. The second thinker Karl Marx with a long line of factory workers following left path. The third wise man was Mahatma Gandhi leading both the group and also leading the workers from the unorganized sectors, social activists, social movement's leaders, etc. Personnel on the right attitude were chanting mantras of globalization, profit, competition, self-interest, survival of the fittest, etc. Personnel of left attitude chants mantras of equity, empowerment, entitlement, co-operation, wealth sharing, justice, rights and duties, Rest of the personnel were chanting mantras of ethics, harmony, good governance, dharma, social responsibility and love compassion and devotion etc. Since, this is an Indian attitude and being led by the spiritual masters such as

Mahaveera, Buddha, Aurobindo and Vivekananda, to provide a touch of holistic approach for day to day existence.

In this view of Holistic development, utilitarian, ecotarian and ethicotrian philosophies of life fin a new balancing taking us towards the concept of sacro-civic society i.e. a society that is just, humanistic and harmonic.

In essence, 'Holistic System of Management' aims at seeking a new integration and synthesis of Adam Smith, Marx and Gandhi. Accordingly, wealth creation, social responsibility and joy of leaving are its pillars. On the other hand it brings a balance among utilitarian ecotarian and ethicotarian philosophy of life. Thus in the concept of 'Holistic System of Management' it find an integration of management thought, social discourse and spiritual concerns, reflecting a new integration of market, society and self. Such integration would convert nation-state into sacro-civic nation) (Sharma, 2006).

It is possible that a manager, who can motivate 200 workers in the factory, may find difficult to motivate his two children at home. He is aware of all the motivational theories but it looks as if nothing works at home. And if his home is disturbed it is bound to affect his performance in the office. Today men have become one-dimensional-beings. This is creating a grave problem in the society. Holistic approach can solve it (Someswarananda, 1996).

2.4.2.1 Management lessons from GITA

कर्मण्येवाधिकारस्ते मा फलेषु कदाचन ।

मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि ॥ २-४७ ॥

Karmaṇyevādhikāraṣṭe mā phaleṣu kadācana ।

Mā karmaphalāheturbhūrmā te saṅgo'stvakarmaṇi ॥ 2-47 ॥

This means "You have the right only to action, and never to the fruits of your actions, nor be attached to in action". A practitioner of NK should possess three important skills: (i) Inability to deal with situations in a mature way

(ii) An ability to deal with relationships in a humane manner

(iii) Understanding and tapping the power of the mind, which is infinitely flexible. The Gita suggests two alternative approaches to deal with Dwanda or Dualities, Samattwa (i.e., treating the two as equal) and Nirdwandwa (i.e. transcending the dualities). The first approach suits the Bhakta and is called the Bhakti-Yoga; while these conditions is for the Gyani and is called the Jnana-Yoga. The first approach is relatively easier. The Gita which reflects the Samattwa and the Nirdwandwa approaches (Narayana, 1998).

2.4.2.1.1 *Turn-around Management*

In the beginning Arjun says in Gita “I do not know what is right. So, I have come to you, please show me the path and tell me which way to go”. But at the end of Gita, Arjun says “My delusion is gone and my memory is re-established because of your grace, I am now stable and my doubts are gone. I shall act on your advice. Knowledge from Gita made his turn around. We said that we will create positive ways to tackle the situation, and we turned around the company.

2.4.2.1.2 *Transformation Management*

Arjuna said to Krishna that he will not fight, and sat down dejected. The last verse in Gita gives the vision of Sanjaya. But what happened after the Gita in Mahabharata

मत्कर्मकृन्मत्परमो मद्भक्तः सङ्गवर्जितः ।

निर्वैरः सर्वभूतेषु यः स मामेति पाण्डव ॥ ११-५५ ॥

Matkarmakṛṇmatparamo madbhaktaḥ saṅgavarjitaḥ ।

Nirvairah sarvabhūteṣu yaḥ sa māmēti pāṇḍava ॥ 11-55 ॥

Arjuna stood steady on the ground with bow and arrow in hand. He lifted his arms ready to fight. Warriors and heroes applauded that sight. That is what transformational management is.

Empowerment:

The difference between empowerment and delegation is: in delegation, you call a person and tell him what to do, give him the authority to decide as to how to do; whereas in empowerment, you let him decide ‘what to do’ and ‘how to do’. But before allowing empowerment, you have to do one more thing.

इति ते ज्ञानमाख्यातं गुह्याद्गुह्यतरं मया ।

विमृश्यैतदशेषेण यथेच्छसि तथा कुरु ॥ १८-६३ ॥

Iti te jñānamākhyātāṁ guhyādguhyataraṁ mayā ।

Vimṛśyaitadaśeṣeṇa yatheccchasi tathā kuru ॥ 18-63 ॥

“I have shown you everything, so now you analyse these and decide for yourself as to what to do”.

तद्विद्धि प्राणिपातेन परिप्रश्नेन सेवया ।

उपदेक्ष्यन्ति ते ज्ञानं ज्ञानिनस्तत्त्वदर्शिनः ॥ ४-३४ ॥

Tadviddhi praṇipātena paripraśnena sevayā ।

Upadekṣyanti te jñānaṁ jñāninastattvadarśinaḥ ॥ 4-34 ॥

Learning Organisation Krishna says that a guru (teacher) should have three essential qualities, knowledge, and experience and communication ability. Healthy Organisations require internal trainers, who are experienced (practical), knowledgeable and who can communicate, similarly the three qualities of learners are Humility, Service and Enquiry

2.4.2.2 Management lessons from Patanjali's Yoga Sutras

Patanjali gives eight steps. They are Yama, Niyama, Aasana Pranayama, Pratyahara, Dharana, Dhyarana and Samadhi (Bodhananda, 1998)

1. Yama: Social virtues are to be practised by one in social relationships, These virtues are, honesty, truthfulness, respect for the other and universal vision, The vision is “do not deprive others of what legitimately belong to them” because “all wealth belong to all”. In Patanjali's language these virtues are: Satya, Ahimsa, Brahmacharya, Aasteya and Aparigraha.
2. Niyama: Personal virtues are austerity, self study, cheerfulness, Purity of mind (motives and intentions) and surrender to God (synergy with the cosmic intelligence)
3. Aasana: It is mastery over the body, Sthira Sukham Asanam, give stability and bliss.
4. Pranayama: This is working on our breath and nervous system. By controlling the process of breathing we can remain healthy and our contribution to the company and the society will be better.
5. Pratyahara: It is training of senses to get mastery and develop the skill on perception and bring mastery on Action.
6. Dharana: This is focusing the mind's attention to a limited space of an inspiring object.
7. Dhyana: In this the mind continues to abide those themes without distracting dissimilar thought and attraction of outer objects.
8. Samadhi: In this state the excellence manifest and a doer do its best without any effort.

2.4.2.3 Management in Arthashastra by Kautilya

Why do you have to do business? To generate wealth, to earn profits. For What? To share these amongst us. Why? To make our share-holders happy, to make our customers, our personnel happy. Chanakya knew this and his Sutra starts with “सुखस्य मुलं धर्म”. One will not get happiness by wealth or by profits only. We get happiness by doing things rightly and doing the right things. Chanakya then continues, “धर्मस्य मुलं अर्थ” which means that dharma

without wealth is toothless, and wealth without dharma is useless because a poor person cannot support the entire society. Chanakya states further “Arthasya moolam rajyam”. It means that to generate wealth, we require an enterprise, a company, or an asset. He then says “*Rajyasya moolam indriya nigraha*” which means that the support for the organisation is the organs for example the functions and the processes (Chaturvedi, 2013).

2.4.2.3 Management in Bhakti Yoga

“Serve, serve to the known and unknown to the poor, to the sick, to the needy, and also to those who kick you, because if you are committed or devoted to Bhakti Yoga your nature should be service oriented (Adhyatmananda, 1998).

यत्करोषि यदश्नासि यज्जुहोषि ददासि यत् ।

यत्तपस्यसि कौन्तेय तत्कुरुष्व मदर्पणम् ॥ ९-२७ ॥

Yatkaroshi yadaśnāsi yajjuhoshi dadāsi yat ।

Yattapasyasi kaunteya tatkuruṣva madarpaṇam ॥ 9-27॥

“For my life on earth, I shall breathe for the mankind. Whatever I am doing, I am doing it for you.” Then everything will be beautiful.

मत्कर्मकृन्मत्परमो मद्भक्तः सङ्गवर्जितः ।

निर्वैरः सर्वभूतेषु यः स मामेति पाण्डव ॥ ११-५५ ।

Matkarmakṛṇmatparamo madbhaktaḥ saṅgavarjitaḥ ।

Nirvairāḥ sarvabhūteṣu yaḥ sa māmēti pāṇḍava । । 11-55।

“Work for Me, Me means not the self, not the individual ‘I’, not the satisfying ‘ego’ , not to confine to the so called ‘me’ and ‘mine’ , but for the whole world, be with Me have a mutual understanding , mutual harmony with all devotion, be free from all the vices, ever have misunderstanding with known and unknown.

Cambridge Advanced Learner’s Dictionary defines Ethos as “these to beliefs, ideas, etc. About social behaviour and relationship of a person or group” while Oxford Advanced Learner’s Dictionary defines it as “the morality as an attitude that belong to a particular group or society”. Indian Ethos is all about what can be termed as “national ethos”. Formally, the body of knowledge which derives its solutions from the rich and huge Indian system of ethics (moral philosophy) is known as Indian Ethos in Management (IEM). Management is behavioural science and it has to be culture specific. IEM has as its basis, the culture base of

India and as a country whose culture has its roots in religion-it does draw its lessons from the religions of the land-be it Hinduism, Buddhism, or any other. The salient ideas and thoughts of Indian Ethos in Management revealed by our ancient scriptures are:

Basic principles of Indian Ethos for Management (IEM):

- Immense potential, energy and talents for perfection as human being has the spirit within his heart.
- Holistic approach indicating unity between the Divine (The Divine means perfection in knowledge, wisdom and power), individual self and the universe.
- Subtle, intangible subject and gross tangible objects are equally important. One must develop one's Third Eye, Jnana Chaksu, the Eye of Wisdom, Vision, Insight and Foresight. Inner resources are much more powerful than outer resources. Divine virtues are inner resources. Capital, materials and plant & machinery are outer resources.
- Karma Yoga (selfless work) offers double benefits, private benefit in the form of self purification and public benefit.
- *Yogah Karmasu Kaushalam*-Excellence at work through self-motivation and self-development with devotion and without attachment.†
- Co-operation is a powerful instrument for team work and success in any enterprise involving collective work.

Lord Krishna in the Gita says:

कर्मण्येवाधिकारस्ते मा फलेषु कदाचन ।

मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि ॥ २-४७ ॥

Karmaṇyevādhikāraṣṭe mā phaleṣu kadācana ।

Mā karmaphalāheturbhūrmā te saṅgo'stoakarmaṇi ॥ 2-47 ॥

This means “You have the right only to action, and never to the fruits of your actions, nor be attached to in action”.

2.4.3 TQM in HOLSYM

TQM is a very personnel oriented management approach and has many implications for the study and application of organizational behavior. The “M” in TQM implies that this is management approach, not just a narrow quality control or quality assurance function.

However, it should be remembered as discussed in “total” section above that everyone in the organization is involved in TQM, not just the project head (Hellriegeel et al., 2001).

In an essence, TQM becomes the dominant culture of the organization. Some of the core values for everyone total quality organization might include the following.

- ⇒ Make it right for the customer at any cost.
- ⇒ Internal customers are as important as external customers.
- ⇒ Respond to every customer inquiry or complaint by end of the day.
- ⇒ Answer the phone with in two rings.
- ⇒ The customer is always right.
- ⇒ Not only meet customers’ expectations, but delight the customers in the process.
- ⇒ Team work and cooperation more important than individual action and gamesmanship.
- ⇒ Everyone is involved in the quality effort; No expectations or bench sitting is allowed.
- ⇒ Respond to every employee suggestion for the quality improvement within one week.
- ⇒ Never be satisfied with the level of quality; always strive for continuous improvement.

Common Philosophy in TQM and HOLSYM

- ⇒ Customer Focus – The goal is to first
- ⇒ Continuous Improvement
- ⇒ The Plan, Do, Study and Act (PDCA) cycle
- ⇒ Benchmarking
- ⇒ Employment empowerment
- ⇒ Team Approach
- ⇒ Quality Circle
- ⇒ Check and Effect Diagrams
- ⇒ Flowcharts

System and structure-oriented TQM efforts, though thorough and praiseworthy, lack a holistic perspective. They also appear to miss out on the true cause and effect sequence. Quality always originates in the subjective realm. The cleaner, the purer, and the more internally coherent and autonomous it can be for each employee, the better ipso facto will be the chance of TQM delivering true and sustainable benefits.

It is believed that the total disappearance of the ascetic spirit that is causing India to lose face within and without, notwithstanding the very occasional triumphs. Asceticism and saintliness of inner spirit are undoubtedly what TQM implies, and in India is an essential underpinning for HOLSYM (Holistic System of Management). It may take some time to spread, but the campaign must begin right away (Chakraborty, 2014).

The most important factor in the success or failure of TQM efforts is the genuineness of the organization's commitment. Often companies look at TQM as another business change that must be implemented due to market pressure without really changing the values of their organization. Recall that TQM is a complete philosophy that has to be embraced with true belief, not mere lip service. Looking at TQM as a short-term financial investment is assuring recipe for failure. Another mistake is the view that the responsibility for quality and elimination of waste lies with employees other than top management. It is a "let the workers do it" mentality. A third common mistake is over-or under-reliance on statistical process control (SPC) methods. SPC is not a substitute for continuous improvement, team-work, and a change in the organization's belief system.

Some common causes for TQM failure are

- ⇒ Lack of a genuine quality culture
- ⇒ Lack of top management support and commitment
- ⇒ Over-and under-reliance on statistical process control (SPC) methods
- ⇒ Lack of Physical, Psychological and Emotional Health management.

Health of a company does not depend upon the economy or productivity or Quality but on one important aspect that is, how best it can satisfy the customers. In helping the society achieve its goal a company also seeks to maximize its personal interest. This is the application of holistic principle —*atmano-mokshartham jagat-hitaya-ca* (for one's own emancipation or development and for the good of the humanity) everybody and each company should work. The purpose is to transform the external forces into friends and helpers. The more closely a company concentrates on any of the problems of the society, the better it is able to solve its own problems.

2.4.4 Health Management in HOLSYM

According to WHO, health is not merely absence of the disease or infirmity but a state of well being at physical, mental, social and spiritual level.

Yoga is not a rope trick, magic, physical or breathing acrobatics, is not only Pranayama or meditation but is a science of holistic living to elevate from the level of instincts to a normal beings and continuous growth towards divine being. Yoga a way of life improves one's health status.

According to Taitiriya Upanisad, the five layers of existence of our body is Annamaya, Pranamaya, Manomaya, Vijnanamaya and Anandamaya kosa. Imbalance at Vijnanamaya kosa enhances the speed of mind at Manomaya kosa and thereby enhancing the speed at Pranamaya and Annamaya kosa, leading to diseases. Yoga has wide range of practices to handle the imbalance at each level of our existence. Therefore an integrated practice of all five Koshas brings harmony and perfect health.

Integrated approach of Yoga Therapy (IAYT) for health:

Two important objectives of IAYT are to have harmonious combination of all four paths of yoga (Karma [path of right action], Jnana [path of intellect], Bhakti [path of devotion] and Raja [path of will power]) and basis for holistic system of management.

HOLSYM- Health management

HOLSYM has the following objective to ensure perfect health of an individual.

- Prevention is better than cure
- Right diet
- Exercise
- Rest and work
- Stress management

Apart from this, following points need to be addressed to assess whether an individual is healthy or not

- Are we becoming work alcoholic or lazy ones?
- Incorporate preventive measures in the system
- Spend 60% of health budget for prevention
- Increase factory hours and add one hour for health promotion if you cannot reduce the work hours
- Organize yearly health retreats-IAYT
- Regular health check up
- Treating oneself in holistic way

Measure of health index:

Following formula is used to assess the health index of an individual

Health index (HI) = (No. of persons - No. Of sick persons) / Total no. Of persons

2.4.5 Gunas and Growth

The following chart will explain this. Performance depends upon the state of mind. Indian wisdom suggests three states *Sattvik*, *Rajasik*, and *Tamsik*. These states make the difference between one and another. When it is looked at from management perspective, it looks as follows: *Sattvik* means illuminated, *Rajasik* is Dynamic, and *Tamsik* is inert (Someswarananda, 2001).

	Sattvik	Rajsik	Tamsik
1. Actions	Measured & Appropriate	Forceful & excessive	To be forced & are limited
2.Requires	Little supervision	Key-point supervision	Constant supervision
3.Oriented Towards	Knowledge	Action	Work
4.Interested in	Creative joy	Personal achievement	Immediate gain Spot-limited
5.Charecteristics	Insight & foresight	---	---
6.Works(liking)	With a team; Completes the work in All respects; accepts Individual responsibility	Target & planning Independently; Personal achievement; Collective responsibility	Supported by others; Does just the required work; moves as far as he is pushed
7.Needs	High: self-actualization Medium: Social Low: Ego	H: Ego M: Social L: SA & Basic	H: Basic M: Ego L: Social
8. Notices	Big framework	Particular Framework	No framework as such
9.operates at	Intuition level	Mind level	Body level
10..Concerned with	Mission	Goal	Immediate result
11.You appeal to his	Intelligence	Ego	Basic needs

Just notice, you will find the Rajsik characteristics in many young MBAs. Tamsik personnel are those whom you call 'dead wood'. For top management you need Sattvik personnel. But one thing, no one's nature is exclusively Sattvik or Tamsik or Rajsik; there is no air-tight compartment. You are to find out which one is predominating in one's nature.

3.0 LITERARY RESEARCH

3.1 Review of scientific literature.

STUDIES ON SMET PRACTICE FOR MANAGERS

This RCT study consisted of one hundred and seventy male managers aged between 25 to 50 years. Normal healthy male, mid to top-line managers were included in the study. SMET (Self-Management of Excessive Tension) sessions consist of lectures and 30 minutes of Cyclic Meditation practices. The SMET group practiced SMET for five days, 30 minutes sessions per week, a total of 30 sessions over a six-week period. But, the control group just walked half hour every day instead. Both maintained diaries for record as instructed. Assessments included measures of Emotional Intelligence (EI), Emotional Competence (EC) and personality aspects by Guna Inventory before the start of SMET sessions; only EI and EC were assessed after the 30 intervention sessions. Results: The SMET group showed highly significant EI increase, EC increase in all the five emotional competence subscales compared to control groups. The values found correlations between the two EC subscales and one Guna subscale of Sattva, however, none between EI, EC and Guna values. (Kumari, Nath & Nagendra, 2008).

S-VYASA conducted a co-relational study to explore the relationship between Emotional quotient and Guna Typology. 170 managers – from ONGC? – answered Emotional quotient and Guna Typology questionnaires **Result: The** values found no correlation between emotional quotient and Guna; may be further investigations are necessary (Kumari, Nath & Nagendra, 2008).

S-VYASA evaluated influence of SMET on brain wave coherence of another group of 72 ONGC managers using Brain Master 2 Channel EEG (version-2.0). Their average age is 48.75 +/- 3.86 years Researchers recorded EEG data on the first and sixth day of 6 days SMET program. A complete statistical and spectral analysis showed 19.31% increase

($p=0.03$) in delta, 5.04% increase ($p=0.65$) in theta, 15.40% increase ($p=0.09$) in alpha, 1.67% decrease ($p=0.54$) in beta and 18.68% increase ($p=0.07$) in gamma wave coherence between pre and post intervention measurements. These results show that SMET program participation improves emotional stability and may improve 'Executive Efficiency (Ganpat, Nagendra & Muralidhar, 2011). Ganpat et.al. (2011)'s another study shows that SMET practice significantly improves EQ score, total GHQ score and sub-scale of GHQ scores and may significantly increase Executive Efficiency too.

Another pre-post design study on 78 ONGC managers evaluated psychomotor performance (DLST and SLCT), state-trait anxiety (STAI), and Physical symptoms check list (SCL-90). The results showed significant SLCT and DLST net score of SLCT increase, and significant anxiety and symptoms of distress scores reduction. We can conclude that even short duration of SMET program enhances cognitive ability, and reduces anxiety and stress (Singh, 2014)

3.1.1 Summary Table: Review of scientific literature.

Sl No	First Author/Year	Population(N) Male & Female (Design)	Intervention E= Experimental C= Control	Result	Measuring Tool	Age years	Participant	Strength of the study	Weakness of the study
1	Adhia, 2010; IIMB management Review	N=100, E=42, C=42 E=30, C=30 (Male) (Single group-Pre-post design)	E= Yoga C=Physical exercise E=30hrs Yoga(75mins daily) 25hrs theory(Asana, Pranayama, relaxation) 6 weeks	Average E=30-5.50(pre) C=30-5.61(pre) E=30-5.97 (post) C=30-5.55(post)	E I	21-50	<u>Managers</u> E=20% Top Managers C=177 Top managers DGM & above E=57% C=63% Line level managers Deputy managers & Officers	RCT	Single company
2.	Adhia, 2010; International Journal of Yoga	E=42 C=42 Top 30 interm of regularity were included on both the group. Less than 65% attendance were excluded from the group (Pre-post design)	E-yoga group 30hrs of yoga practice (75mins Daily)25hrs of theory (philosophy of yoga) 6 weeks Control - physical exercise group Normal physical work out L-success factor in life	AOC-.124 JI-.862 GO-.376 OCB-.143 JS-.223	MSO	21-50 51 & above 1-80%(24E) 86.7%(26c) = 50 2-20%(6E) 13.3%(4C) =10		RCT	Single company
3.	Adhia, 2010; Vikalpa	Same as above (Pre-post design)			BOS			RCT	Single company
4	Kumari, 2007, Vilakshan	N-170 Dropped 12 Male only Randomized control trial	SMET E-SMET 1 month 1 hour everyday E=86 C=85 E-SMET 1hr everyday 6 lecture c-walking ½ an daily 1 month	5% significant difference between Yoga & control Significance difference between the group Yoga- p>0.05 control P> 0.05	EQ (NK chadha) 1 month	25-50	Middle top Executive salora company Delhi Engineer to deputy engineer 5 to 20 years range of service	RCT	Single company
5	Kumai, et al., 2007; National Academy of Psychology India	N-131 E-81 C-82	E-SMET C-Walker	Significance change in yoga group then control P>0.01	EC Emotional Competence Sharma & Bhardwaj	25-50 35.97±5.40	Top & middle class manage 5 to 20 years work experience	RCT	Single company
6	Kumari, et al., 2008; India Management review	N-170 Randomizes control trial	E-SMET c-Walker 1 hour daily for one month c-1/2 hr walk 1 month	Non-parametric co-relation test No correlation between EQ &Guna typology	Guna Inventory 88 questions S-24 R-34 T-30 (NS Pathak) 15 questions for 15 situations	25-50 Salora company	Middle & top manager 5 to 20 year work experience	RCT	Single company
7	Ganapat, et al., 2011 J Midlife Health	N-72 M-63 F-9	IAYT, SMET, Meditation	72.02% ↑ p< 0.001	EQ questionnaire (NK Chadha)	48.75±3.86 45-60	ONGC	ONGC	Pre-post design
8	Ganapat, et al., 2011, Ind sychiatry J	N-72 M-63 F-09	SMET	SS-68.25% D (p<0.001) AI- 65.00% D (p<0.001)	GHQ	45-60 48.75±3.86	ONGC	ONGC	Pre-post design

		Single group Pre-post design		DD-87.08% D (P<0.001) SD-71.47%D (P<0.001)					
9	Ganpat, et al., 2011, Indian J Physiol Pharmacol	N-72 M-63 F-09 A Single group Pre-post study	SMET	Delta↑19.3% ,0.03 Theta-5.05% 0.65 Alpha-15.40% 0.09 Beta 1.67% 0.54 Gamma-18.68% 0.07 19.31% increase in delta(p=0.03) 5.04% I(P= Significant ↑in delt Moderate ↑ in theta, alpha & gamma, ↓in beta wave	EEG	45-60 48.75±3.86	ONGC	ONGC	Pre- post design
10	Singh etal. 2014	M-66 F-12 A Single group Pre-post study	SMET	DLST-10.42% SLCT-17.17% SCL-90-31.9% STAI-10.45%	DLST SLCT STAI SCL-90	37 - 62 53.46±4.57	ONGC	ONGC	Pre- post design

4.0 Evaluation of Yoga based stress reduction work shop

AIM AND OBJECTIVES

4.1 AIM

The present study aims to assess the effects of Yoga based stress reduction work shop on personality_& Psycho-emotional wellbeing of top line managers.

4.2 OBJECTIVES

The authors planned the current study for the following purposes:

1. To assess the personality growth of managers using Vedic Personality Inventory (VPI).
2. To measure the worries component in managers using Penn State Worry questionnaire
3. To measure the health components in managers using General Health Questionnaires
4. To assess the mood state of manager by self administering Profile of Mood State (POMS)
5. To assess the Positive and Negative Emotion in managers in term of their health using Positive Affect Negative Affect Scale (PANAS).
6. To assess the Individual Global feeling of self worth by administering Resenberg Self-esteem Scale.

4.3 RESEARCH QUESTIONS

Can SMET (comprising of lectures and practices) practice enhance managers' personality and Psycho-emotional wellbeing?

4.4 RATIONALE OF THE STUDY

Cyclic meditation is a key SMET practice and researchers have found that it very effectively improves attention and cognitive functions scores and reduces tremendously stressed managers' anxiety levels. In addition, many praise that SMET practice enhances wellbeing emotional too. Based on these, the authors planned to examine SMET's effects on attention, personality growth, anxiety, symptoms of distress and Psycho-emotional wellbeing.

4.5 HYPOTHESIS AND NULL HYPOTHESIS

4.5.1 Hypothesis

The authors initiated the current study with the hypothesis that 'SMET program will improve the personality, and psycho-emotional well being and reduce distress on mangers'.

4.5.2 Null hypothesis

SMET program is not an effective tool in contributing personality changes and wellbeing in managers.

5.0 MATERIAL AND METHODS

5.1 PARTICIPANTS

5.1.1 Sample size

The authors – from now on ‘we’ calculated the sample size using the G*Power (a general power analysis program) 3.1 (Faul, Erdfelder, Buchner, & Lang, 2009). **Detail see in Apendix-8**

5.1.2 Inclusion criteria

Criteria for including the participants are the following

- 25 to 60 years old Male and Female English speaking and writing Participants
- Participants showing stress related symptoms
- Participants willing to take part in the research trial

5.1.3 Exclusion criteria

Criteria to exclude the participants from the study are the following

- Auditory Deficit Participants
- Participants having prior exposure to Yoga
- Participants having psychological and neurological disorders

5.1.4 Source of the participants

Table: 5.1.4 The detail of participants

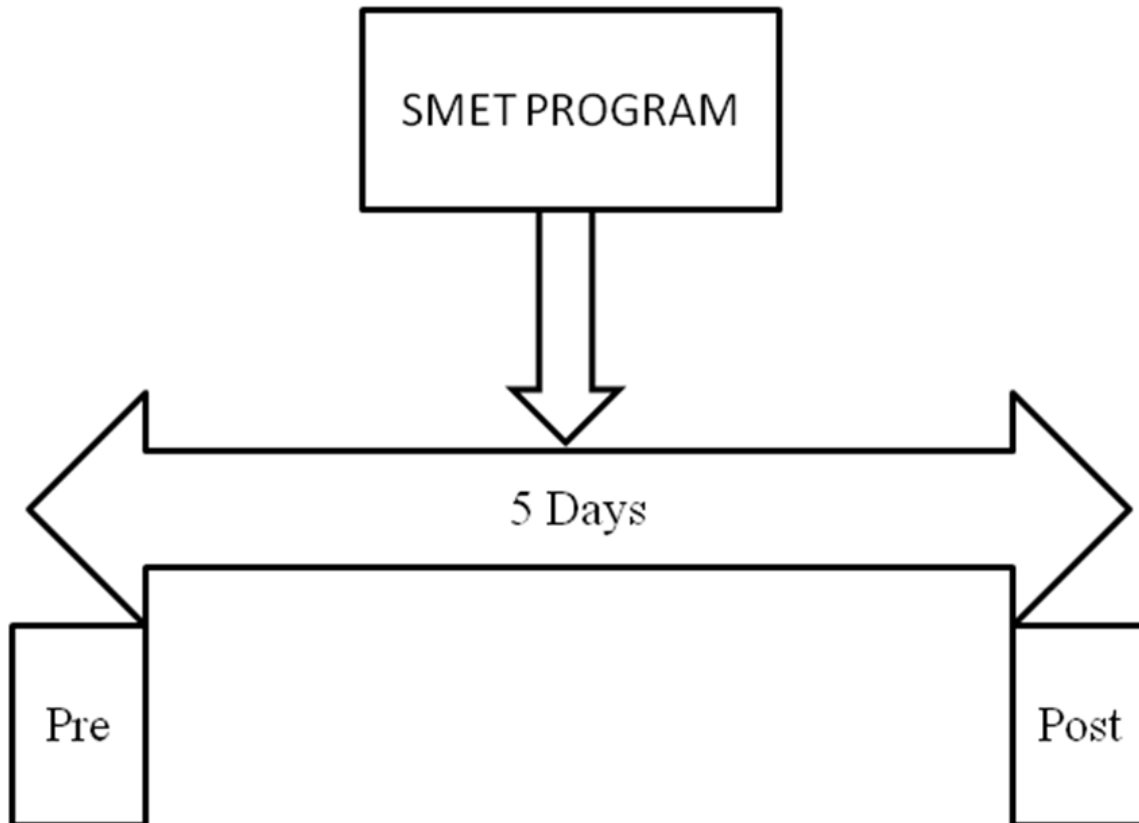
Study	Sample size (n)	Men	Women	Age range	means
1	62	53	9	29-61 years	52±6.2
2	77	67	10	29-61 years	52.25±5.94
3	70	55	15	35-60 years	53.5±4.38

We selected the all the participants from the Oil and Natural Gas Commission group; they were taking five days Self-Management Of Excessive Tension (SMET) intensive workshop at S-VYASA Prashanti Kutiram campus, Bengaluru, South India.

5.1.5 Ethical considerations

Institutional ethical committee approved the research project and the participants signed 'Informed consent'.

5.2 STUDY DESIGN: The pre-post design for the present study was used.



5.3 INTERVENTION

Recap: S-VYASA developed Cyclic Meditation (CM) is the basis of SMET program aims to combat the stresses managers commonly face in their work and family environs (Nagendra & Nagarathna, 2000). CM repeating *dharana* and *dhyana* phase of yoga component cyclically. CM practice promotes mental wakefulness, vigilance, concentration without letting stress disturb and distract while on job. The subjects attain a state of mental equilibrium and gain the ability recognize distracting thoughts (stress and tension) and gradually converted these into the focused thoughts (Relaxation).

CM frees the subjects from cognitive impairment; but clinical screening showed had mild physical illness of the subjects.

We explained in detail the study design and got signed informed consent forms from all the participants.

All participants followed 5 days of SMET based program comprising of special *asana* (physical postures), *pranayama* (regulated breathing techniques), lectures on stress, stress relieving techniques and cyclic meditation, twice daily.

5.3.1 Cyclic Meditation (CM)

Cyclic meditation is repetition in a cyclic order *Mandukya karika* postulated stimulation and relaxation. Stimulation breaks the stagnations and drowsiness; relaxation consisting of slow *asanas* movements calms down the mind distractions. Thanks to these components the practitioners develop wakefulness, vigilance, and concentration without being disturbed by stress, and eustress that distracts them. Thus they reach a state of mental equilibrium.

Throughout the CM practice the subjects keep their eyes closed, and follow the instructor's instructions. The instructions emphasized doing the practices slowly, with awareness and relaxation. The practice begins with uttering a yoga text verse viz. *Mandukya Upanisat* [Chinmayananda, 1984]. body muscles isometric contraction follows and CM ends with supine position rest, Then the subjects slowly come up from the left side to standing at ease (called *tadasana*) position. They 'balance' the body weight on both feet, called centering; Now the first asana posture of , bending to the right (*ardhakaṭīcakrāsana*); a gap of few min in *tadasana* with instructions about relaxation and awareness; bending to the left (*ardhakaṭīcakrāsana*); a gap as before for few min; forward bending (*pādahastāsana*); another gap similarly as given earlier; backward bending (*ardhacakraśana*); and slowly coming down in the supine posture with instructions to relax different parts of the body in sequence. Subjects practice all The postures slowly, and with awareness of all the sensations they feel.

CM's key features are (i) postures interspersed with relaxation, (ii) slowness of movements, (iii) continuity, (iv) inner awareness, (v) feeling of heart beat, changes in blood flow and sound resonance, and (vi) recognition of linear, surface, three-dimensional and all pervasive awareness.

5.4 ASSESSMENTS

We recorded the following variables before and after five day's work shop. Results are as follows:.

5.4.1 The Vedic Personality Inventory (VPI)

Wolf developed VPI in 1998 to assess three personality constructs (*gunās*) — *Sattva*, *Rajas* and *Tamas*.- based on their description in the most ancient Indian scriptures called Vedas. Hence, the name VPI. It has 15 items for the *Sattva* guna, 19 for rajoguna and 22 for tamo guna. VPI has good internal consistency and reliability with Cronbach's alpha ranging from 0.850 for *Sattva*, 0.915 for *Rajas* and 0.699 for *Tamas*. In terms of discriminant validity, all but one facet had significant differences (Wolf, 1999).

5.4.2 Penn State Worry Questionnaire (PSWQ)

The PSWQ is a 16-item self-reported questionnaire that evaluates pathological trait worry. Each item describes characteristics an aspect of worry. It has a 5-point rating scale; subjects rate on a 5-point Likert type scale from 1 = 'not at all typical of me' to 5 = 'very typical of me.' This self-report measure has demonstrated good internal consistency and good test-retest reliability (Meyer, Miller, Metzger, & Borkovec, 1990).

5.4.3 General Health Questionnaire (GHQ)

The general health questionnaire (GHQ-28) contains 28 items in four 7-item sub-scales: A-somatic symptoms, B-anxiety, C-social dysfunction, and D-severe depression. The test examines recent mental status, identifying possible psychiatric disturbance. It has no thresholds for individual sub-scales. Hence, the total of all sub-scales was used. All items have a 4 point scoring system: 'better than usual', 'same as usual', 'worse than usual', and 'much worse than usual', scored: 0-0-1-1 (Goldberg & Hillier, 1979).

5.4.4 Profile of Mood State (POMS)

Profile of Mood States (POMS) test, which has been used extensively to measure mood states in a variety of situations. The POMS test consists of 37 adjectives describing mood, rated on a five-point Likert scale ranging from 0 (not at all) to 4 (extremely). The POMS is divided into 6 factors describing six mood dimensions that include: tension, depression, anger, fatigue, confusion, and vigor. Following standard procedure, general distress was calculated by summing scores on the tension, depression, anger, fatigue, and confusion subscales and subtracting scores on the vigor-activity sub-scale (Shacham, 1983; Spinella, 2007).

5.4.5 Positive and Negative Affect Schedule (PANAS)

We evaluated all subjects before and after their start and end of SMET workshop using Positive and negative affect schedule (PANAS). The PANAS comprises 20-items with two sub-scales 10-item, each to assess positive and negative affect of SMET. We asked the Participants to rate themselves on the scale over past 5-day using Likert scale from 1 (“very slightly or not at all”) to 5 (“extremely”). The PANAS alpha internal consistency reliabilities are high, ranging from 0.86–0.90 for positive affect and from 0.84–0.87 for negative affect (Watson, 1988; Watson, Clark & Tellegen, 1988).

5.4.6 Rosenberg Self-esteem Scale

This is a self-reported scale consisting of 10-items. Subjects evaluate their individual global feeling of self worth. The rating scale ranges from 1 (strongly agree) to 4 (strongly disagree). It is validated and reliable for self-esteem measures (Rosenberg, 1965).

6.0 DATA EXTRACTION AND ANALYSIS

6.1 The Vedic Personality Inventory (VPI)

Scoring Key for the Vedic Personality Inventory

Sattva- 1, 3, 4, 5, 10, 12, 13, 17, 25, 28, 34, 37, 38, 42, 56

Rajas- 8, 9, 16, 18, 20, 21, 22, 23, 26, 27, 30, 31, 39, 44, 46, 48, 49, 50, 51

Tamas- 2, 6, 7, 11, 14, 15, 19, 24, 29, 32, 33, 35, 36, 40, 41, 43, 45, 47, 52, 53, 54, 55

Scoring Instructions: Sum all the responses for a guna, and then divide this sum by the total possible score for the guna. This will give the guna score in the form of a percentage. Then, to obtain a standardized score for a guna, sum the three guna percentage scores and divide it into the guna percentage scores. The three standardized scores form the guna profile for a person.

6.2 Penn State Worry Questionnaire (PSWQ)

In scoring the PSWQ, a value of 1, 2, 3, 4, and 5 is assigned to a response depending upon whether the item is worded positively or negatively. The total score of the scale ranges from 16 to 80.

Items 1, 3, 8, 10, 11 are reverse scored as follows:

- Very typical of me = 1 (circled 5 on the sheet)
- Circled 4 on the sheet = 2
- Circled 3 on the sheet = 3
- Circled 2 on the sheet = 4
- Not at all typical of me = 5 (circled 1 on the sheet)

For items 2, 4, 5, 6, 7, 9, 12, 13, 14, 15, 16 the scoring is:

- Not at all typical of me = 1
- Ratings of 2, 3, and 4 are not transformed
- Very typical of me = 5

6.3 General Health Questionnaire (GHQ)

The total possible score on the GHQ 28 ranges from 0 to 84 and allows for means and distributions to be calculated, both for the global total, as well as for the four sub-scales. Using the alternative binary scoring method (with the two least symptomatic answers scoring 0 and the two most symptomatic answers scoring 1), the 28 versions classify any score

exceeding the threshold value of 4 as achieving ‘caseness’. Any score exceeding the threshold value of 4 is classed as achieving ‘psychiatric caseness’.

6.4 Profile of Mood State (POMS)

To calculate an overall measure of psychological well-being, add the five scores for the negative mood subscales, and then subtract the score for the positive mood subscale (Vigor). A low total score represents greater psychological well-being and a high score represents greater mood disturbance (i.e., it represents a Total Mood Disturbance Score).

6.5 Positive and Negative Affect Schedule (PANAS)

Sum scores for the 10 positive words and separately for the 10 negative words. This yields the positive and negative scores. The scores range from 10-50 for both positive and negative scores, with lower scores indicating low (positive or negative) affect and higher scores indicating high (positive or negative) affect. The 10 items for POSITIVE (PA) affect are: attentive, interested, alert, excited, enthusiastic, inspired, proud, determined, strong and active. The 10 items for NEGATIVE (NA) affect are: distressed, upset, hostile, irritable, scared, afraid, ashamed, guilty and nervous, jittery.

6.6 Rosenberg Self-esteem Scale

Participant score on the Rosenberg self-esteem scale is: Sum of all 10 items.

Scores are calculated as follows:

- For items 1, 2, 4, 6, and 7:

Strongly agree = 3; Agree = 2; Disagree = 1; Strongly disagree = 0

- For items 3, 5, 8, 9, and 10 (which are reversed in valence):

Strongly agree = 0; Agree = 1; Disagree = 2; Strongly disagree = 3

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

6.2 DATA ANALYSIS: Data were analyzed using paired ‘t’ test for evaluating the effect of SMET intervention within the group.

7.0 RESULT

7.1 Vedic Personality Inventory (VPI)

The table 7.1 displays the findings of Vedic Personality Inventory (VPI). Significant improvement in the sub-scale of VPI score. E.g post Sattva (49.45±6.44) compared to pre Sattva (46.23±6.43), $p < 0.001$, ES = -0.690, -6.97%; post Rajas (28.75±3.37) compared to pre Rajas (30.09±3.25). $p < 0.001$, ES = 0.428, 4.45 %; post Tamas (23.68±4.90) compared to pre Tamas (21.80±4.37), $p < 0.001$, ES = 0.673, 7.94% were observed.

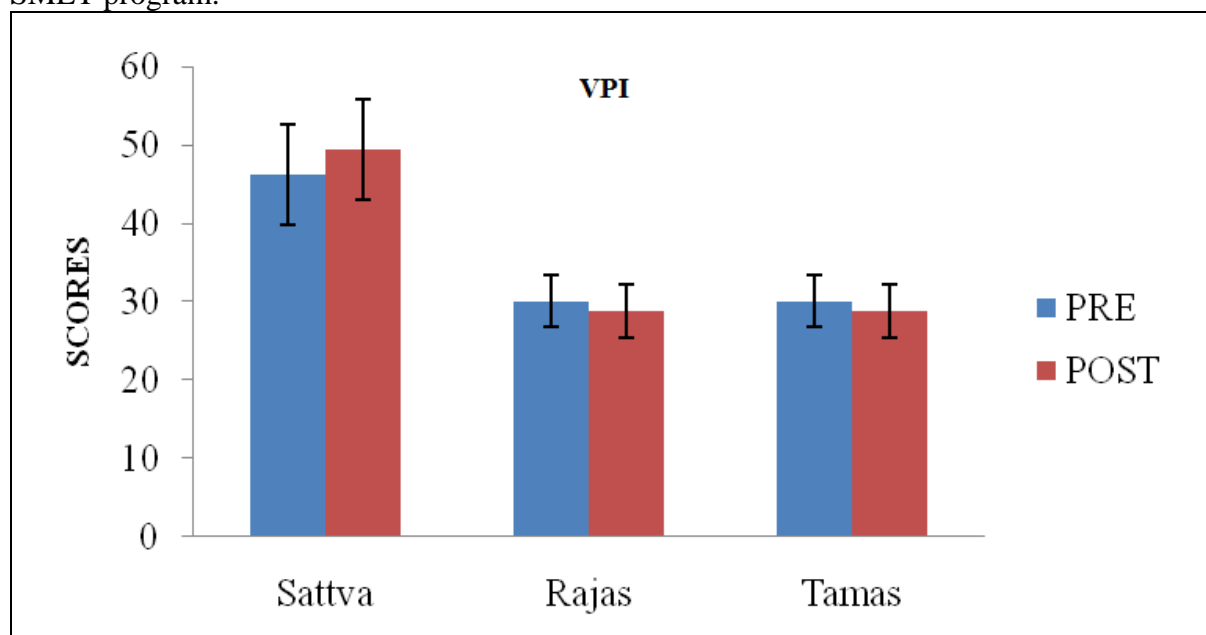
Table:7.1 Means of pre and post scores of Vedic Personality Inventory, Penn State Worry Questionnaire, General health Questionnaires self-reported questionnaire.

	VARIABLE	PRE	POST	N	ES	Percentage changes	P Values
VPI	Sattva	46.23±6.43	49.45±6.44***	62	-0.690	-6.97	0.001
	Rajas	30.09±3.25	28.75±3.37***	62	0.428	4.45	0.001
	Tamas	23.68±4.90	21.80±4.37***	62	0.673	7.94	0.001
PSWQ	Worry	45.76±8.17	41.52±8.58***	62	0.434	9.27	0.001
GHQ	Somatisation	0.98±1.78	0.13±0.34***	62	0.470	86.73	0.001
	Anxiety	0.98±1.59	0.16±0.52***	62	0.545	83.67	0.001
	Social Dysfunction	0.52±1	0.05±0.22***	62	0.500	90.38	0.001
	Depression	0.26±0.89	0.1±0.3	62	0.177	61.54	0.167
	TOTAL GHQ	2.74±3.92	0.44±0.9***	62	0.603	83.94	0.001

Legend: VPI= Vedic Personality Inventory; PSWQ=Penn State Worry Questionnaire; GHQ = General Health Questionnaire

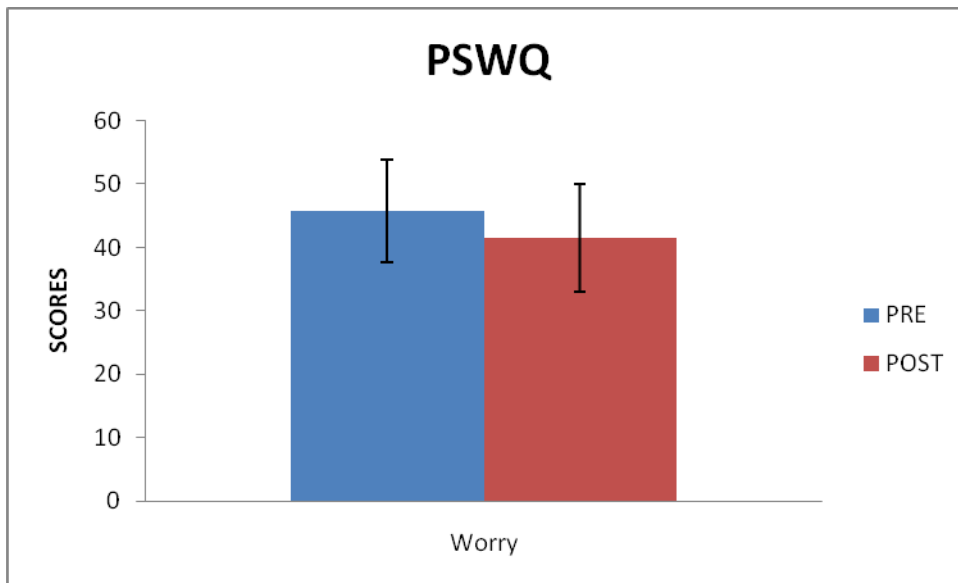
*** $p < 0.001$, paired t-test; post score compared with respective pre score.

Figure. 7.1A. Comparison of six sub-scales of the **Vedic Personality Inventory** Pre and post SMET program.



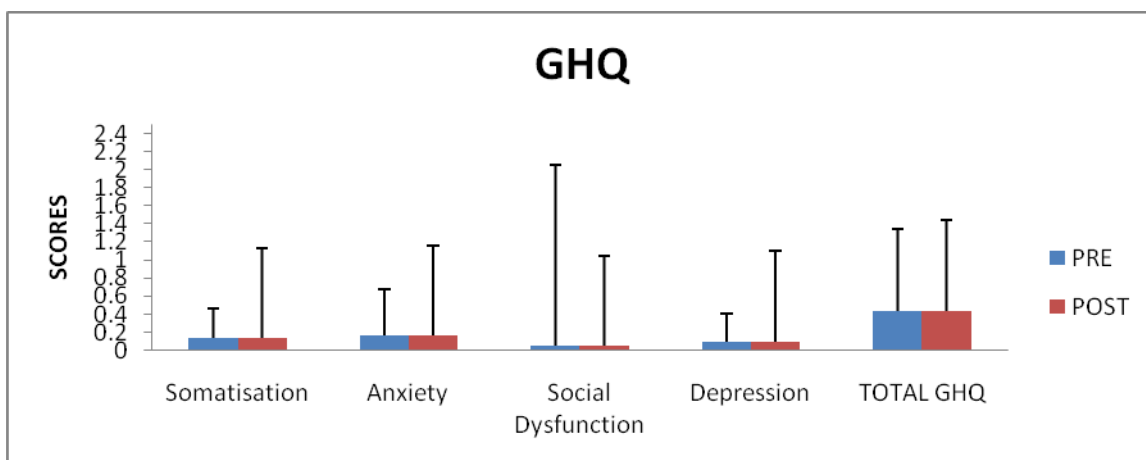
7.2: Penn State Worry Questionnaire (PSWQ): Post worry scores (41.52 ± 8.58) compared to pre worry scores (45.76 ± 8.17), $p < 0.001$, $ES = 0.434$, 9.27 %.

Figure. 7.2 B. Comparison of Penn State Worry Questionnaire Pre and post SMET program.



7.3: General Health Questionnaires (GHQ-28): There were significant improvements in scores of post Total GHQ (0.44 ± 0.9) compared to pre total GHQ (2.74 ± 3.92), $p < 0.001$, $ES = 0.603$, 83.94%), four domains of GHQ viz., post somatisation (0.13 ± 0.34) compared to pre somatisation (0.98 ± 1.78), $p < 0.001$, $ES = 0.470$, 86.73%), post Anxiety (0.16 ± 0.52) compared to pre Anxiety (0.98 ± 1.59), $p < 0.001$, $ES = 0.545$, 83.63%), post social dysfunction (0.05 ± 0.22) compared to pre social dysfunction (0.52 ± 1), $p < 0.001$, $ES = 0.500$, 90.38%), post depression (0.1 ± 0.3) compared to pre depression (0.26 ± 0.89), $p = 0.167$, $ES = 0.177$, 61.54 %.

Figure. 7.1C. Comparison of General health Questionnaires Pre and post SMET program.



7.4: Profile of Mood State (POMS): The table 7.2 displays significant improvements in the sub-scale profile of mood state in post anger (8.09±3.38) compared to pre anger (9.64±4.24), $p < 0.001$, ES = 0.39, 16.08%); post confusion (6.4±2.86) compared to pre confusion (8±3.62), $p < 0.001$, ES = 0.45, 20%); post depression (9.23±3.61) compared to pre depression (10.71±3.98), $p < 0.001$, ES = 0.33, 13.82%); post fatigue (6.31±2.87) compared to pre fatigue (8±3.69), $p = 0.005$, ES = 0.46, 21.13%); post tension (8±3.37) compared to pre tension (10.25±4.16), $p < 0.001$, ES = 0.46, 21.95%); post vigor (20.42±6.69) compared to pre vigor (18.91±5.6), $p = 0.133$, ES = -0.21, -7.99%); post Tmp (38.04±14.6) compared to pre Tmp (46.6±17.1), $p < 0.001$, ES = 0.48, 18.37%); post Tem variation (17.62±14.52) compared to pre Tem Variation (27.69±17.29), $p < 0.001$, ES = 0.61, 36.37%).

Table: 7. 2 Means of pre and post Profile of Mood State

VARIABLE	PRE	POST	n	ES	Percentage changes	p value
Anger	9.64±4.24	8.09±3.38***	77	0.39	16.08	<0.001
Confusion	8±3.62	6.4±2.86***	77	0.45	20.00	<0.001
Depression	10.71±3.98	9.23±3.61**	77	0.33	13.82	0.005
Fatigue	8±3.69	6.31±2.87***	77	0.46	21.13	<0.001
Tension	10.25±4.16	8±3.37***	77	0.46	21.95	<0.001
Vigor	18.91±5.6	20.42±6.69	77	-0.21	-7.99	0.067
Tmp	46.6±17.1	38.04±14.6***	77	0.48	18.37	<0.001
Tem variation	27.69±17.29	17.62±14.52***	77	0.61	36.37	<0.001

Legend: Profile of Mood State (POMS).

*** $p < 0.001$, paired t-test; post score compared with respective pre score.

Figure. 7.2. Comparison of six sub-scales of the POMS Pre and post SMET program.

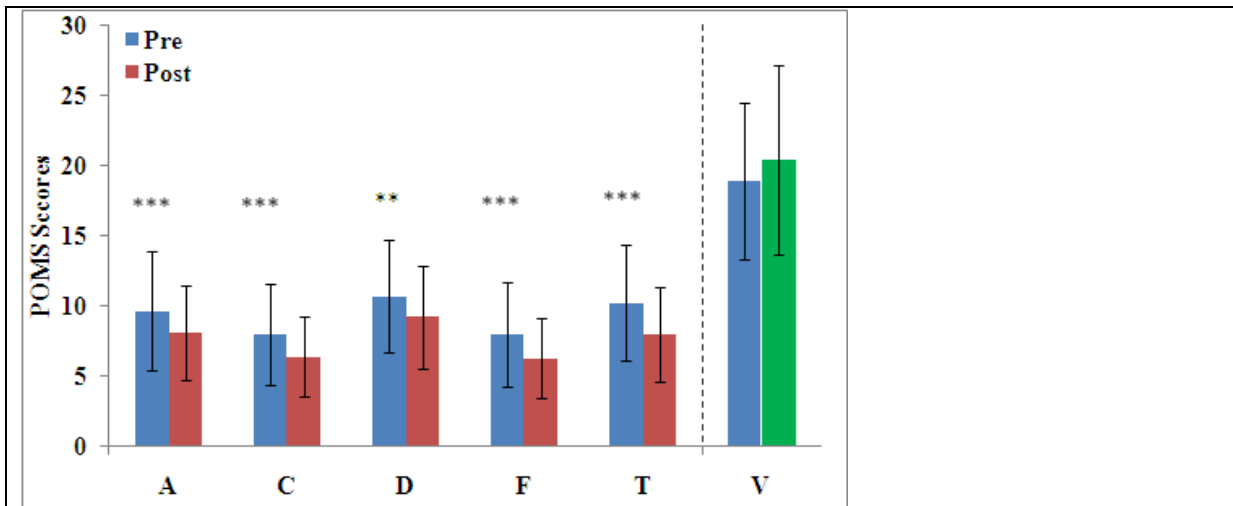


Figure. 7.2. Comparison of six sub-scales of the POMS Pre and post SMET program. Blue bar, five negative moods and one positive mood pre SMET program; red bar, five negative moods post SMET program; green bar, one positive mood post SMET program. Significance was found in POMS scales of anger (A), confusion (C), depression (D), fatigue (F), tension (T) post SMET program. No significant difference was found in POMS scale V (vigor) post SMET program.

7.5 Positive and Negative Affect Schedule and self-esteem

Table 7.3 displays that the post positive affect scores (40.31 ± 5.97) significantly increased by 7.78 % compared to pre positive affect scores (37.4 ± 6.35), $p < 0.001$; post negative affect scores (12.54 ± 4.26) significantly decreased by 11.25% compared to pre negative affect scores (14.13 ± 6.09), $p = 0.004$.

The post difference of (Positive-Negative) affect scores (27.22 ± 8.21) significantly decreased by 19.34 % compared to pre difference of (Positive-Negative) affect scores (23.27 ± 9.10), $p < 0.001$.

Post self-esteem scores (23.3 ± 4.52) significantly increased by 6.93 % compared to pre Self-esteem scores (21.79 ± 4.05), $p < 0.001$.

Table:7.3 Changes of Mean \pm SD of Pre and Post Scores of the Positive Affect, Negative Affect, Self-esteem self-reported questionnaire Scores.

	PRE	POST	n	ES	Percentage changes	P values
Positive affect	37.4 ± 6.35	$40.31 \pm 5.97^{***}$	70	-0.50	7.78	$P < 0.001$
Negative affect	14.13 ± 6.09	$12.54 \pm 4.26^{**}$	70	0.36	-11.25	$P = 0.004$
Difference of (Positive-Negative) affect	23.27 ± 9.10	27.22 ± 8.21	70	-0.60	-19.34	$P < 0.001$
Self-esteem	21.79 ± 4.05	$23.3 \pm 4.52^{***}$	70	-0.43	6.93	$P < 0.001$

Legend: *** $p < 0.001$, ** $p < 0.01$, paired t-test; post score compared with respective pre score.

Figure. 7.3A. Comparison of PANAS Pre and post SMET program.

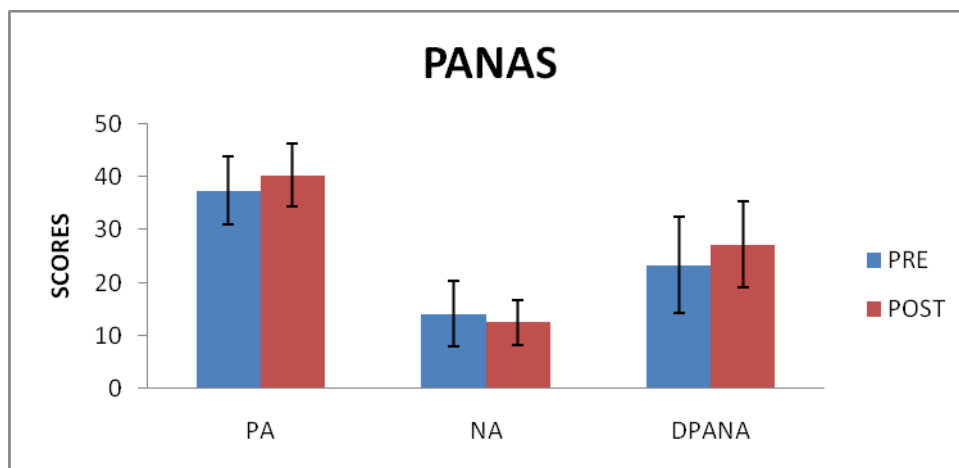


Figure. 7.3B. Comparison of Self-esteem Pre and post SMET program.



8.0 DISCUSSIONS

The variables in current study show significant improvement on measures of Vedic Personality Inventory (VPI) growth, PSQW scores, and psychological well-being (GHQ), Profile of Mood State (POMS), Positive & Negative Affect (PANAS) and Self-Esteem Scores.

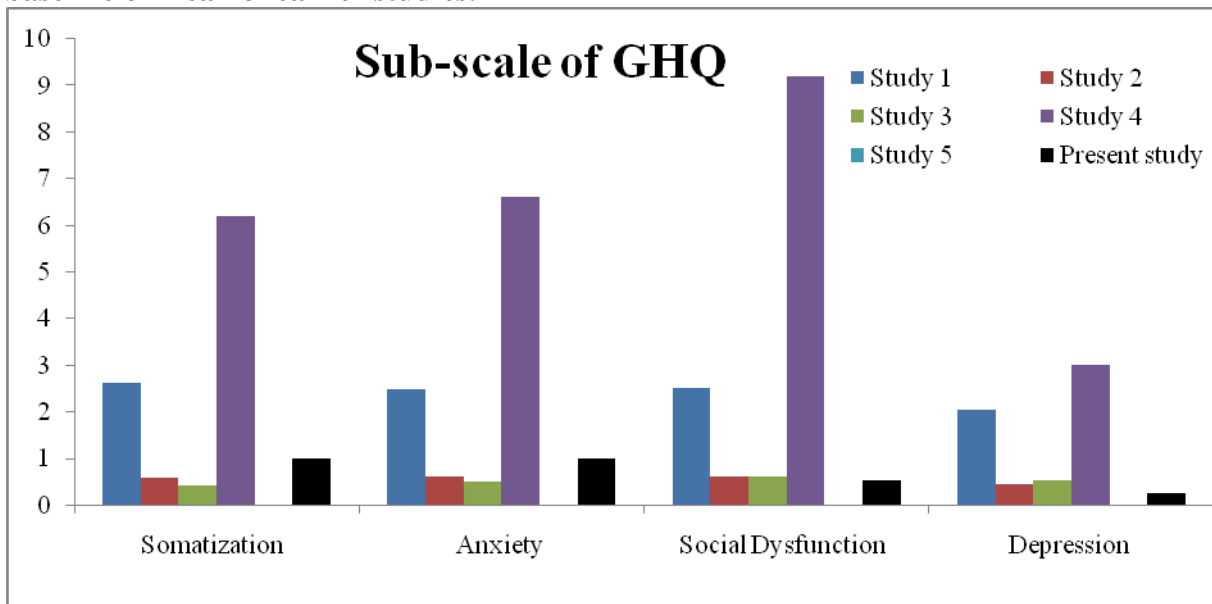
8.1 Comparisons with earlier studies on GHQ: The present study shows significant improvements in total GHQ, four domains of GHQ viz., somatization, anxiety, social dysfunction, and depression. We aligned these current study findings with previous studies with similar study design reported by (Ganpat & Nagendra, 2011, Yunesian, Aslani, Vash, & Yazdi, 2008's study of the effect of One Month Transcendental Meditation Practice in college students, and a yoga instruction program researched by (Khemka, Ramarao, & Hankey, 2011). Therefore our study is in alignment with the previous findings.

Table: 8.1a: GHQ: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.

		SS	AN	SD	DP	TG
Ganpat & Nagendra, 2011	Study 1	2.63 (-68.44%)	2.47 (-66.4%)	2.5 (-65.2%)	2.04 (-87.25%)	9.64 (-71.47%)
Deshpande, et al., 2008 (Yoga)	Study 2	0.57 (-49.12%)	0.61 (-86.89%)	0.6 (-75%)	0.44 (-50%)	2.22 (-66.67%)
Deshpande, et al., 2008 (Control)	Study 3	0.41 (-73.17%)	0.49 (-63.27%)	0.6 (-61.67%)	0.52 (-71.15%)	2.02 (-66.34%)
Yunesian, Aslani, Vash, & Yazdi, 2008	Study 4	6.2 (-22.58%)	6.6 (-28.79%)	9.2 (2.17%)	3 (-33.33%)	25.1 (-15.14%)
(Khemka, Ramarao, & Hankey, 2011	Study 5	1.78 (-34.27%)
	Present study	0.98 (-86.73%)	0.98 (-83.67%)	0.52 (-90.38%)	0.26 (-61.54%)	2.74 (-83.94%)

SS= Somatization; AN=Anxiety; SD= Social Dysfunction; DP= Depression; TG= Total GHQ

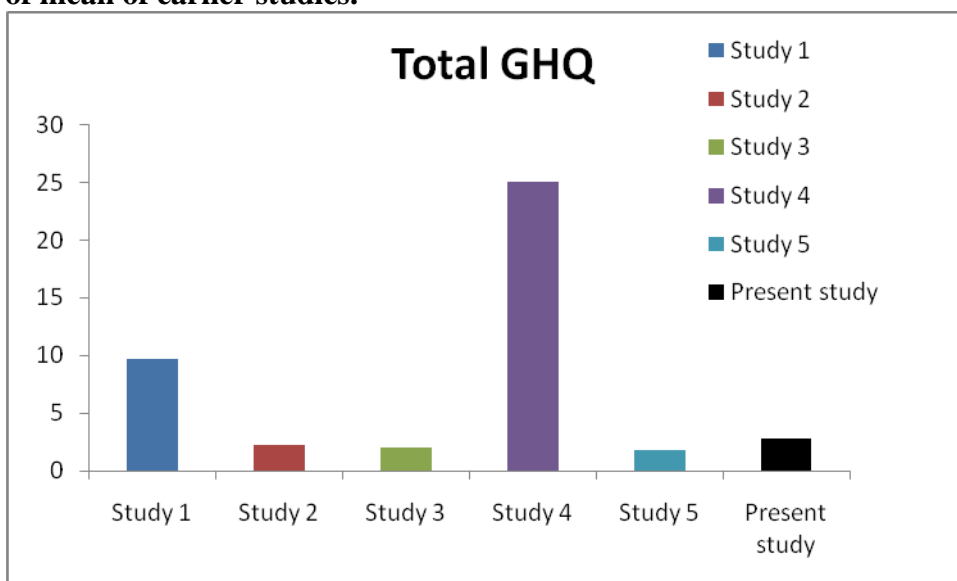
Figure: 8.1a: Sub-Scale of GHQ: A graphical representation of comparative score of baseline of mean of earlier studies.



Legend: **Study 1:** Ganpat & Nagendra, 2011; **Study 2:** Deshpande, et al., 2008; **Study 3:** Deshpande, et al., 2008; **Study 4:** Yunesian, Aslani, Vash, & Yazdi, 2008; **Study 5:** Khemka, Ramarao, & Hankey, 2011. **Present study**

The study 4 small magnitude of change may be due to participant were practicing TM twice on daily basis at home. *Transcendental Meditation* focused on more mental training whereas in other studies consisted of *Asana, Meditation, Pranayama*, lectures session, relaxation with short duration of intense programs.

Figure: 8.1b: Total GHQ: A graphical representation of comparative score of baseline of mean of earlier studies.



Legend: Study 1: Ganpat & Nagendra, 2011; **Study 2:** Deshpande, et al., 2008; **Study 3:** Deshpande, et al., 2008; **Study 4:** Yunesian, Aslani, Vash, & Yazdi, 2008; **Study 5:** Khemka, Ramarao, & Hankey, 2011. **Present study**

8.2. Comparisons with earlier studies on PSWQ: The improvement of PSWQ was not compared as there were no previous studies on this variable.

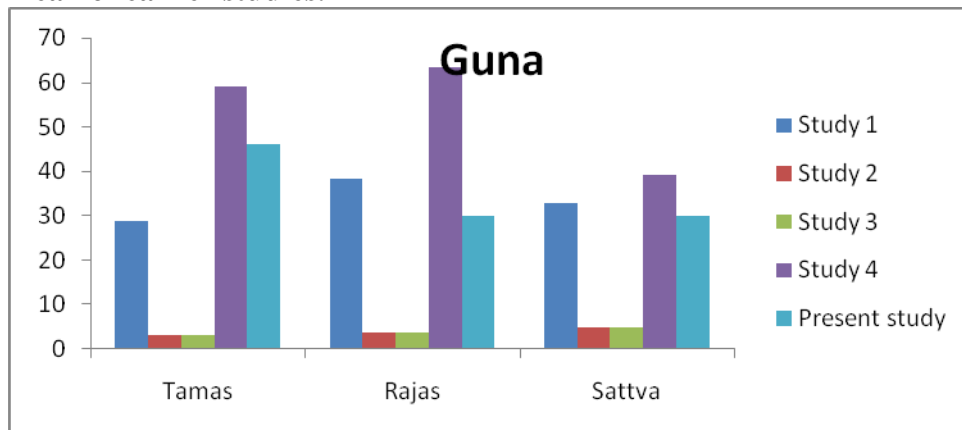
8.3. Comparisons with earlier studies on VPI: In Triguna personality also, similar trend on improvement in GUNA personality introducing long term yoga intervention in adult age group of college and university student population (Deshpande, et al., 2008; Khemka, et al., 2011; Tikhe, Nagendra, & Tripathi, 2012) was observed.

Table: 8.3a: VPI: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.

		Tamas	Rajas	Sattva
Tikhe, Nagendra, & Tripathi, 2012	Study 1	28.73 (-11.31%)	38.33 (-0.68%)	32.92 (10.36%)
Deshpande, et al., 2008 (Yoga group)	Study 2	3.12 (-4.81%)	3.83 (-2.87%)	4.88 (7.79%)
Deshpande, et al., 2008 (Control group)	Study 3	3.24 (-7.72%)	3.67 (-6.54%)	4.91 (6.11%)
Khemka, Ramarao, & Hankey, 2011	Study 4	59.12 (1.4%)	63.36 (-8.96%)	39.26 (-32.4%)
Present study	Present study	46.23 (6.97 %)	30.09 (4.45%)	23.68 (7.93%)

Legend: Study 1: Tikhe, Nagendra, & Tripathi, 2012; **Study 2:** Deshpande, et al., 2008 (Yoga group); **Study 3:** Deshpande, et al., 2008 (Control group); **Study 4:** Khemka, Ramarao, & Hankey, 2011; **Present study**

Figure: 8.1b: Guna: A graphical representation of comparative score of baseline of mean of earlier studies.



Study 4 and Study 1 had similar design with self-administered *Triguna* base personality tool which was not similar version of the tool used in present study. Still there was a difference in their baseline scores. This may be due to the participants were screened out by GHQ Study 4 whereas screening was not performed Study 1. In study 2 and study 3 had adopted different methods of scoring in compared to present study and also the participants of study 2 and 3 were collage students.

8.4. Profile of Mood State (POMS): A few published studies have explored the effect of Stress management and Integrated yoga technique in executives (Adhia, Nagendra, & Mahadevan, 2010a, 2010b, 2010c). The present study showed that a short duration intense yoga based self-management of excessive tension enhanced the mood state of ONGC manager. The study found significant reduction in five negative mood sub-scale measures of POMS and the finding were in line with previous study that evaluated the effect of short duration of meditation training program where in forty Chinese students had participated in a 5 days of meditation practice with the integrative body-mind training for 20-min (Tang, et al., 2007) showed enhancement of mood. Further, four training sessions of meditation showed improvement on the POMS scale (Zeidan, Johnson, Diamond, David, & Goolkasian, 2010).

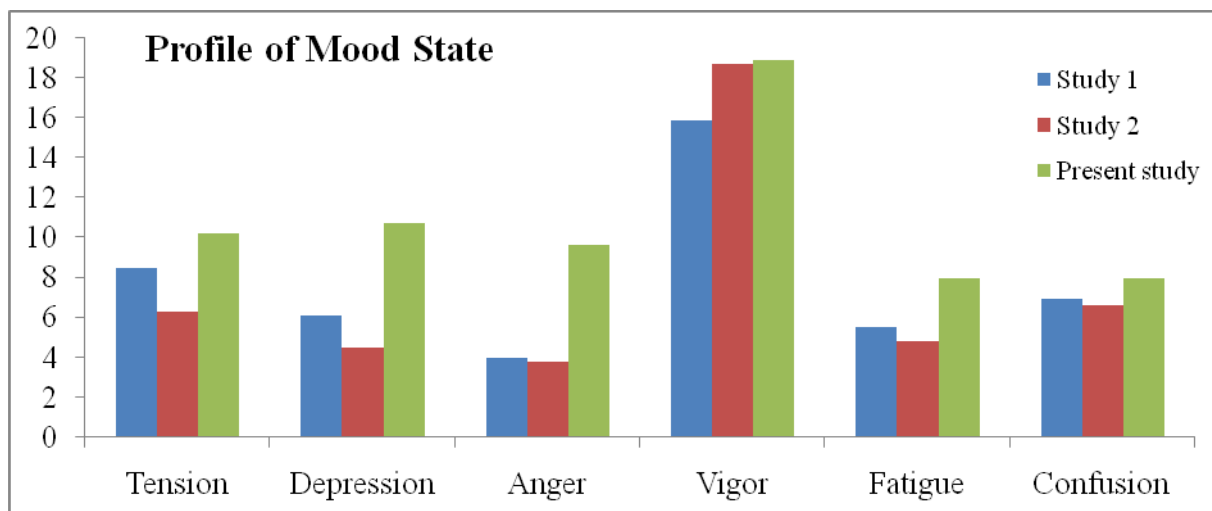
Table: 8.4a: POMS: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.

		Tension	Depression	Anger	Vigor	Fatigue	Confusion
Zeidan, et. al., 2010 (Meditation)	Study 1	8.5 (-65.76%)	6.13 (-68.19%)	4 (-52.25%)	15.88 (-11.59%)	5.54 (-69.13%)	6.92 (-21.1%)
Zeidan, et. al., 2010 (Control)	Study 2	6.28 (-58.60%)	4.52 (-88.50%)	3.8 (-68.42%)	18.7 (-18.93%)	4.84 (-0.83%)	6.6 (-26.06%)
	Present study	10.25 (21.95 %)	10.71 (13.82%)	9.64 (16.08%)	18.91 (-7.99%)	8 (21.13 %)	8 (20%)

Legend: Study 1: Zeidan, et. al., 2010 (Meditation); **Study 2:** Zeidan, et. al., 2010 (Control);

Present study

Figure: 8.4b: Profile of Mood State: A graphical representation of comparative score of baseline of mean of earlier studies.



The magnitude of changes in (five negative) sub-scale of POMS were more in compare to present study may be due to responses were taken just immediately after MM. Whereas vigor was one of the positive sub-scale of POMS found negative improvement whereas in the (PS) vigor sub-scale of POMS found positive improvement the reason may be due to participants of previous study were students of General Psychology Courses with age (median 20 years) and underwent 30 min/day of MM for four days.

8.5 Positive Affect, Negative Affect Scores (PANAS) and Self-Esteem Score

Present study found improvements in positive affect, self-esteem scores and decrement in negative affect scores after SMET training program.

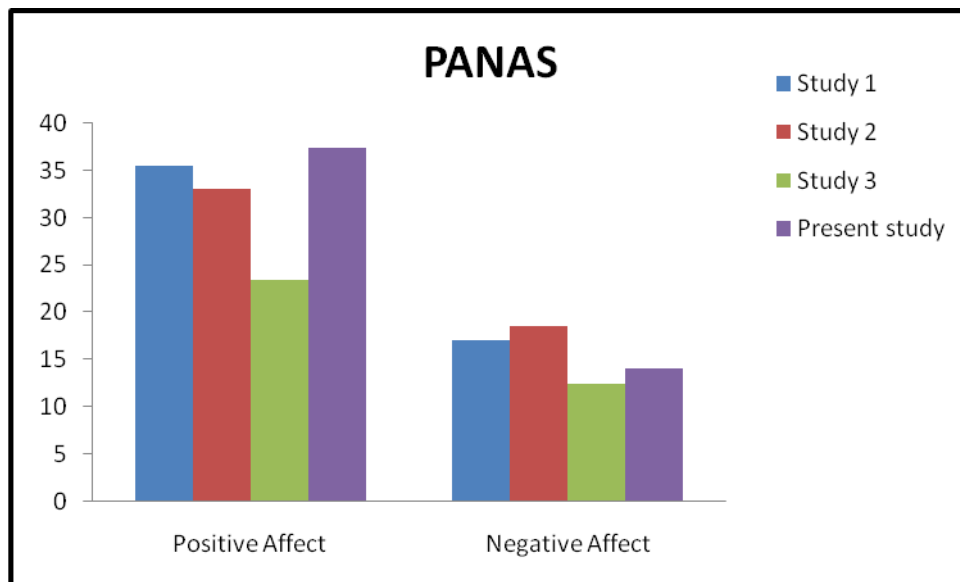
Another previous scientific study ‘on the beneficial effects of yoga on emotional effect measured using PANAS (Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013; Narasimhan, Nagendra, & Nagarathna, 2011) and self-esteem (Deshpande, Nagendra, & Nagarathna, 2009)’ also supports our findings from the present study.

Table: 8.5.1a: PANAS: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.

		Positive Affect	Negative Affect
Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013 (Yoga)	Study 1	35.51 (4.65 %)	17.04 (-11.85 %)
Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013 (Control)	Study 2	33.15 (-5.82%)	18.53 (3.35%)
Narasimhan, Nagendra, & Nagarathna, 2011	Study 3	23.47 (13.08%)	12.51 (-47.08%)
Present study	Present study	37.4 (7.78 %)	14.13 (-11.25%)

Legend: Study 1: Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013 (Yoga); **Study 2:** Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013 (Control); **Study 3:** Narasimhan, Nagendra, & Nagarathna, 2011; **Present study**

Figure: 8.5.1a: PANAS: A graphical representation of comparative score of baseline of mean of earlier studies.



Legend: Study 1: Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013 (Yoga); **Study 2:** Bilderbeck, Farias, Brazil, Jakobowitz, & Wikholm, 2013 (Control); **Study 3:** Narasimhan, Nagendra, & Nagarathna, 2011; **Present study**

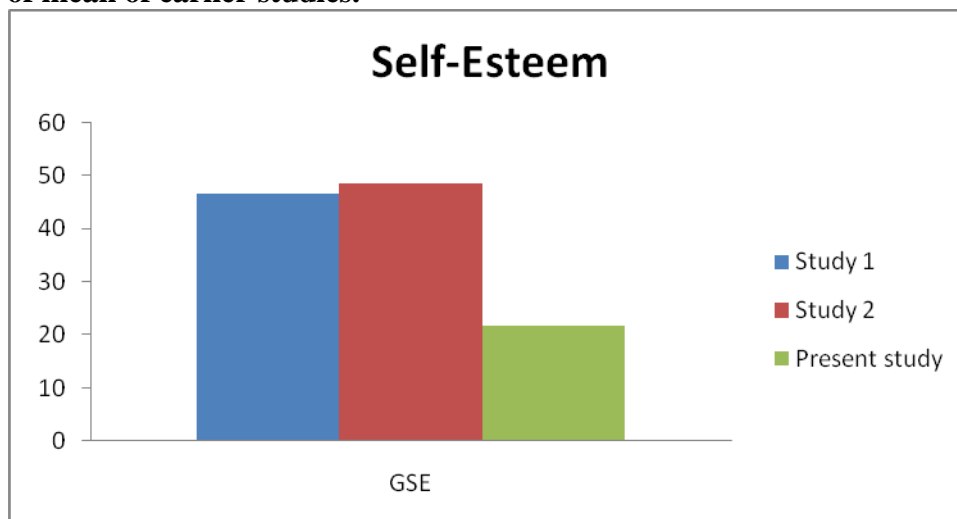
Study 3 had low score at baseline compared to other study may be due to participants were diverse populations because this was a single-open armed study in a non-residential yoga camp for one week long. The participant's age ranges from 13 to 78 years old.

Table: 8.5.2a: SELF-ESTEEM: A comparative score of baseline of mean (percentage changes following intervention) of earlier studies.

		GSE
Deshpande, Nagendra, & Nagarathna, 2009 (Yoga)	Study 1	46.68 (5.98 %)
Deshpande, Nagendra, & Nagarathna, 2009 (Control)	Study 2	48.67 (3.53 %)
Present study	Present study	21.79 (6.93%)

Legend: Study 1: Deshpande, Nagendra, & Nagarathna, 2009 (Yoga); Study 2: Deshpande, Nagendra, & Nagarathna, 2009 (Control); Present study

Figure: 7.5.2b: Self-Esteem: A graphical representation of comparative score of baseline of mean of earlier studies.



SELF-ESTEEM: Present study had low score at baseline compared to other study may be due to participants were young college students in study 1 and study 2.

Mechanisms:- As previously said SMET consists of CM, lecture sessions, and talks on Indian Psychology from Gita.

CM Effect after the very first SMET session: Researchers found that subjects consumed less oxygen (Sarang & Telles, 2006), increase high frequency component of HRV (Patra & Telles, 2010); improve the cognition domains measured by memory (Subramanya & Telles, 2009), attention task (Sarang & Telles, 2007; Subramanya & Telles, 2009), P300 auditory oddball task (Sarang & Telles, 2006). Further, sleep quality on the night a day later, CM (Patra & Telles, 2009). This suggests that CM, SMET's key component can improve not only at gross level but also at the tissue level. Another finding is SMET reduces anxiety score

(Singh, Pradhan, & Nagendra, 2013), and physiological responses (Sarang & Telles, 2006) also.

Yoga practices consisting of meditation, breath control, and mind calming down, can guide workers and executives to purify their mind (Chitta) and make it sensitive and make them aware to involve other co-worker around them, and help them to grow and transform without exception (Chakraborty, 1987).

Appropriate environment, circumstances, experiences, and training of an individual can bring the capacity and the ability to enact effective leadership, regardless of the specific personality traits and personality characteristics with which we were born. Leadership between leaders and followers or as a set of behaviors and competencies that anyone can develop provides a much more optimistic, democratic and inclusive picture of leadership (Bligh, 2011).

9.0 APPRAISALS

9.1: Summary of results

SMET program did enhance ONGC participants' psychological wellbeing in a residential set up and in an environ free from work related stress. Why not conduct a study of SMET on that group while doing their normal work? Then only SMET's claims are valid. SMET is a very powerful stress reducing and life quality improving tool, involves lesser resources viz. time, money, and physical efforts resulting in high impact outcomes of positive effect, low negative effect, higher self-esteem.

This study was first of its kind where in researchers used the strong psychological tools like PANAS, self-esteem etc. on a considerably good sample size group.

9.2: Strength of the study

Sample size was adequate

The study group is cohesive, as all participants belong to one organization viz. ONGC doing SMET program at S-VYASA

The SMET was intensive training for the executives in a residential sep-up.

9.3: Limitations

The pre-post design for the present study was used due to fact that the participants stayed over in a residential setup and all of them were from the ONGC to join this stress management program (SM). Hence any kind of control group design was quite impractical in present conditions.

Limitations: Below listed are the study limitations:

1. Absence of generalization as the as the sample is entirely of the large public sector company the ONGC managers,
2. No control group, and only subjective variables measurements only, short term in a residential set-up. Hence, more research on our findings in more diverse populations is necessary.
3. Answers to the questionnaires may be untrue
4. Hence, we more work on a large sample size with a follow up and the use of comprehensive behavioral and physiological measures of mood.
5. Despite these limitations, the present study confirmed our primary hypothesis i.e., five days of intense SMET program enhanced profile of Mood. Future exploration is

necessary to reconnoiter the outcome of SMET program with randomized control trial.

This study was confined to ONGC; only one large PSU managers over a period of one year. Such studies could be done in other sectors with similar growth pattern such as aviation, hospitality, education etc. to map and mitigate stress levels among employees. Further, there was no control group and only subjective variables were measured, short term in a residential set-up.

9.4: Usefulness of the study and Applications

The present results have particular relevance for managers. The positive influence of personality trait (tamas, rajas and sattava) can help managers to overcome many conflict without hampering their personal and professional growth. A manager with higher state of sattva personality can enhance productivity and contribution with low personal stress and strain. The domination of sattva bring calm, foresight and reflection in the decision making process. Dynamism in action and relaxation with awareness is the biggest benefit of sattva. Sattva enables managers to handle even demanding situations without worry, anxiety and depressed state. Various SMET studies including the current one support this view. Personality plays key roles by which work related psychological and occupational stress can reduce without compromise with growth productivity and growth of organization. The findings also have implication for policy maker, researcher to investigate further in this area.

The implications of these findings will help for policy making. Hence with support of scientific investigation on effect of SMET on profile of mood state give better understating and to manage excessive stress of a managers.

This study has a wide range of applied value. SMET practice can be introduced in an industrial set up to ensure better health and to remain un-effected with stress at work place.

9.5: Suggestions for future

In future a large sample size with a follow up and assessment of objective variables need to be studied to explore the effectiveness of SMET in the industrial set up where the managers really face the challenge of work and targets.

In summary five days SMET program had positive influence on positive affect scores, reducing negative affect scores and enhancing self -esteem scores of ONGC participants.

References

- Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010a). Impact of adoption of yoga way of life on the emotional intelligence of managers. *IIMB Management Review*, 22, 32-41.
- Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010b). Impact of adoption of yoga way of life on the reduction of job burnout of managers. *Vikalpa*, 35(2), 21-33.
- Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010c). Impact of yoga way of life on organizational performance. *Int J Yoga*, 3(2), 55-66.
- Adhia, H., Nagendra, H.R., & Mahadevan, B. (2010). Impact of adoption of yoga way of life on the emotional intelligence of managers. *IIMB Management Review*, 22, 32-41.
- Adhyatmananda, S. (1998). Love and devotion for peace, Inspirations from Indian wisdom for management, Ahmedabad Management Association, pp: 101-113.
- Anthony R.N. & Govindarajan, V. (1995). Management Control System, Eight Edition Irwin, Homewood.
- Arnold, J. (2005). Work Psychology: Understanding Human Behaviour in the Workplace, 4th edition. London: Prentice Hall Financial Times.
- Ashman, I. (2012). Downsizing envoys: Institute for Research into Organisation, Work and Employment University of Central Lancashire
- Bilderbeck, A. C., Farias, M., Brazil, I. A., Jakobowitz, S., & Wikholm, C. (2013). Participation in a 10-week course of yoga improves behavioural control and decreases psychological distress in a prison population. *J Psychiatr Res*, 47(10), 1438-1445.
- Bodhananda, S.(1998). Management lesson from Patanjali Yoga Sutra. Ahmedabad Management Association, pp: 51-64.
- Boyne & Richard M. W. (2014).Strategy Content and Public Service Organizations. George A. Int. Journal of Public Opinion Research 26, 3.
- Brown, A. (1998). Organisational Culture, 2nd edition. London: Financial Times Pitman Publishing.
- Byrne, A., Dionisi, A. M., & Barling, J. (2013). The depleted leader: The influence of leaders' diminished psychological resources on leadership behaviors. *The Leadership Quarterly*, 14.
- Cerra, V. & Saxena, S.C. (2005). Did Output Recover from the Asian Crisis? IMF Staff Papers 52,(1), International Monetary Fund.
- Chakraborty, S. K. (1987). Managerial effectiveness and quality of work life: Indian insights, New Delhi: Tata McGraw-Hill.
- Chakraborty, S. K. (2011). Management by Values. Oxford University press.
- Chaturbedi, B. K. (2013). Chanakya Neeti. Diamond Pocket Book Pvt. Ltd.
- Daniel, C., G. & Christopher, C.R. (2013). Work Stress and Employee Health: A Multidisciplinary Review. *Journal of Management*. 39: 1085-1122.
- Das, R. C. (1991). Standardization of the gita inventory of personality. *Journal of Indian Psychol.*, 9, 47-54.
- Deal, T. E. & Kennedy, A. A. (1982). Cultures: A new look through old lenses. *Journal of Applied Behavioural Science*, 19, 487 -507.

- Deshpande, S., Nagendra, H. R., & Nagarathna, R. (2009). A randomized control trial of the effect of yoga on Gunas (personality) and Self esteem in normal healthy volunteers. *Int J Yoga*, 2(1), 13-21.
- Deshpande, S., Nagendra, H. R., & Raghuram, N. (2008). A randomized control trial of the effect of yoga on Gunas (personality) and Health in normal healthy volunteers. *Int J Yoga*, 1(1), 2-10.
- Donaldson, T. (1996). Values in Tension: Ethics Away from Home. *Harvard Business Review*, 48-62.
- Enjezab B, Farnia F. The relationship between job stress and psychological and behavioral responses in midwives working in public hospitals of Yazd province in 1999. *Journal of Medical Sciences, Shahid Sadooghi Yazd*. 2001;10(3):32–8. Persian.
- Enrique Ruiz. (2009). Discriminate Or Diversify, PositivePsyche.Biz Corp..
- Eugene Sivadas, F. Robert Dwyer (2000) An Examination of Organizational Factors Influencing New Product Success in Internal and Alliance-Based Processes. *Journal of Marketing*: January 2000, Vol. 64, No. 1, pp. 31-49.
- Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G*Power 3.1: tests for correlation and regression analyses. *Behav Res Methods*, 41(4), 1149-1160.
- Ganpat, T. S., & Nagendra, H. R. (2011). Integrated yoga therapy for improving mental health in managers. *Ind Psychiatry J*, 20(1), 45-48.
- Ganpat, T. S., & Nagendra, H. R. (2011). Yoga therapy for developing emotional intelligence in mid-life managers. *J Midlife Health*, 2(1), 28-30.
- Ganpat, T. S., Nagendra, H. R., & Muralidhar, K. (2011). Effects of yoga on brain wave coherence in executives. *Indian J Physiol Pharmacol*, 55(4), 304-308.
- Goldberg, D. P., & Hillier, V. F. (1979). A scaled version of the General Health Questionnaire. *Psychol Med*, 9(1), 139-145.
- Goleman, D. (1998). What makes a leader, *Harvard Business Review*, pp. 82-91. as seen on the http://www.unpd.org/content/dam/Samoa/docs/UNPD_WS_TLDP2_What_makes_a_leader_PDF.
- Goyandka, J. (1999). Srimadbhagavad gita Tattvavivecani. *Gita Press, Gorakhpur, Govind Bhavan Karyalaya*, 15 Ed.
- Gumusluoglu, L., & Ilsev, A. (2009). Transformational leadership, creativity, and organizational innovation. *Journal of Business Research*, 62, 461-473.
- Gupta, K.R. (2000). Liberalisation and globalisation of Indian economy. Atlantic Publishers and Distributors (P) Ltd.
- Guy S. Saffold (1988). Culture Traits, Strength, and Organizational Performance: Moving Beyond “Strong” Culture. *Acad Manage Rev* October 1, 1988 vol. 13 no. 4 546-558.
- Handy, C. B. (1985). *Understanding Organizations*. Harmondsworth: Penguin. Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view*. San Francisco: Jossey-Bass.
- Harrison, R. (1993). *Diagnosing Organizational Culture: Trainer’s Manual*. Amsterdam: Pfeiffer & Company

- Harvey, E. (1968). Technology and the Structure of Organizations. *American Sociological Review*, 33, 2, pp. 247-259.
- Hellriegel D., Slocum J. W. & Woodman R. W. (2001). *Organizational behavior*; 9th edition: South Western Thomson Learning, Bangalore, India.
- Hellriegel, Slocum & Woodman. (2001). *Organisational Behavior*. (9th ed). South-Western.
- Hofstede, G. (1991). *Cultures and Organizations: Software of the mind*. Maidenhead: McGraw-Hill.
- Hofstede, G. 1991. *Cultures and Organizations: Software of the Mind*. Maidenhead: McGrawHill.
- Iyengar, B. K. (1996). *Light on yoga*. (1996). New York: Schocken Books.
- James,A.F.S., Freeman, E.R., Diniel,R., Gilbert,J.R.(2009)).*Magagement*, (6th ed). Pearson.
- Johansen, Bob (2007). *Get There Early: Sensing the Future to Compete in the Present*. San Francisco, CA: Berrett-Koehler Publishers, Inc. p. 68.
- Johansen, Bob (2007). *Get There Early: Sensing the Future to Compete in the Present*. San Francisco, CA: Berrett-Koehler Publishers, Inc. pp. 51–53.
- Johnson, G. 1990. 'Managing strategic change: the role of symbolic action', *British Journal of Management*, 1(1): 183–200. Harrison, 1993.
- Kelloway, E. K., & Barling, J. (2010). Leadership development as an intervention in occupational health psychology. *Work & Stress*, 24(3), 179-260.
- Khemka, S. S., Ramarao, N. H., & Hankey, A. (2011). Effect of integral yoga on psychological and health variables and their correlations. *Int J Yoga*, 4(2), 93-99.
- Kondalkar,V.G.(2007). *Organisational Behavior*. (1st ed). New Age International (P) Ltd.
- Kulke, Hermann; Rothermund, Dietmar (2004). *A History of India*. 4th edition. Routledge, Pp. xii, 448. ISBN 0-415-32920-5.
- Kumar C. R. (2009). *Strategic management*; APH Publishing Corporation, New Delhi.
- Kumari, S., N., Nath, N. .C. B., Nagendra, H.R., & Sharma, S. (2007). Effectiveness of SMET programme with Respect to Emotional Well-being of Managers -An Empirical Study. *Vilakshan, XIMB Journal of Management*. 4:165-173.
- Kumari, S., N., Nath., N. C. B., & Nagendra, H.R.(2007). Enhancing Emotional Competence among Managers through SMET. *National Academy of Psychology, India*, 52(2), 171-173.
- Lacaze, D. (2001). *The role of the individual in the organizational socialization: the case of the employees in the services of rapid recovery and large distribution*, Ph.D. Thesis, University of Aix-Marseille, France.
- Laegaard, J & Bindsley, M. (2006). *Organizational Theory*. Organizational theory. Ventus Publishing
- Landy, F.J. & Trumbo, D.A. (1976). *Psychology of Work Behaviour*. USA, Dorsey Press.
- Lenz, R. T. (2006). Environment, strategy, organization structure and performance: Patterns in one industry.*Strategi cmanagement journal*, 1 (3).
- Lenz, R. T. (2006). Environment, strategy, organization structure and performance: Patterns in one industry.*Strategi cmanagement journal*, 1 3.
- Loden, M., Rosener, J.B. *Workforce America! Managing Employee Diversity as a Vital Resource*,1991. Illinois: Business One Irwin.

- Louis, M.R.(1980). Surprise and Sense Making: What "Newcomers Experience in Entering Unfamiliar Organization Settings," *Administrative Science Quarterly*, 25,pp:226-251
- Machado, T., Sathyanarayanan, V., Bhola, P., & Kamath, K. (2013). Psychological vulnerability, burnout, and coping among employees of a business process outsourcing organization. *Ind Psychiatry J*. 22(1):26-31.
- Marshall, J. & Cooper, C. L. (1979). *Executive under pressure: A psychological study*. New York: Praeger Publishers.
- Martins, N. & Martins, E. 2003. 'Organisational culture', In Robbins, S.P., Odendaal A. & Roodt, G. (eds), *Organisational Behaviour: Global and Southern African Perspectives*. Cape Town: Pearson Education South Africa.
- Mayer, J., & Salovey, P. (1997). Ability Model of Emotional Intelligence, available on-line: <http://emotionaliq.com/> (accessed 17 November 2003).
- Md Zabid Abdul Rashid, Murali Sambasivan, Azmawani Abdul Rahman, The influence of organizational culture on attitudes toward organizational change *Leadership & Organization Development Journal*, Vol 25, no2, 2004, page161-179.
- Meyer, T. J., Miller, M. L., Metzger, R. L., & Borkovec, T. D. (1990). Development and validation of the Penn State Worry Questionnaire. *Behav Res Ther*, 28, 487-495.
- Miller D (2006). Configurations of strategy and structure: Towards a synthesis. *Strategic Management Journal*. 7(3), 233–249.
- Nagendra, H. R., & Nagarathna, R. (1997). *New perspectives in stress management*. Bangalore, India: Swami Vivekananda Yoga Publications. , 61(5), 386-391.
- Nagendra, H.R. (2009). *Perspective of stress management*, 2nd edition, 2001, Swami Vivekananda Yoga Prakashan, Bangalore.
- Nandagopal R. & Shankar A. S. N. (2012). *Indian ethos and values in management*; Tata McGraw Hill Education Private Limited, New Delhi.
- Narasimhan, L., Nagarathna, R., & Nagendra, H.R. (2011). Effect of integrated yogic practices on positive and negative emotions in healthy adults. *Int J Yoga*, 4(1), 13-19.
- Narayana, G. (1998). *Management lesson from Gita*. Ahmedabad Management Association, pp: 35-50.
- Nelson, D. L. & Burke, R. J. (2000). Women Executives: Health, Stress and Success, *Academy of Management Executive*, 14, pp.107–21. on-line: <http://emotionaliq.com/> (accessed 17 November 2003).
- Nepusz T & Vicsek, T (2013). *Hierarchical Self-Organization of Non-Cooperating Individuals*
- Pailoor, S. & Telles, S. (2009). A review of the scientific studies on cyclic meditation. 2(2): 46-48.
- Pailoor, S., & Telles, S. (2009). A review of the scientific studies on cyclic meditation. *Int J Yoga*, 2(2), 46-48.
- Pailoor, S., & Telles, S. (2009a). Effect of two yoga-based relaxation techniques on memory scores and state anxiety. *Biopsychosoc Med*, 3, 8.
- Pailoor, S., & Telles, S. (2009b). Performance on psychomotor tasks following two yoga-based relaxation techniques. *Percept Mot Skills*, 109(2), 563-576.

- Parikh, U. (2009). *Understanding Organisational Behavior*. (2nd ed). Oxford University press.
- Patra, S., & Telles, S. (2009). Positive impact of cyclic meditation on subsequent sleep. *Med Sci Monit*, 15(7), 375-381.
- Patra, S., & Telles, S. (2010). Heart rate variability during sleep following the practice of cyclic meditation and supine rest. 35(2): 135-104.
- Pollitt, C & Bouckaert, G. (2004). *Public Management Reform: A Comparative Analysis*. Second Edition. Oxford, England: Oxford University Press.
- Prateek U. (2007). *Understanding organizational behavior*; 2nd edition: Oxford university press, New Delhi, India.
- Reilly, C. A., Chatman, J III. & Caldwell, D. F. (1991). Personnel and organizational culture: A profile comparison approach to assessing personorganization fit. *Academy of Management Journal*, September, 487 – 516.
- Robbins S.P., & Coulter, M. (2005). *Management*. 8th edition. Pearson Prentice Hall.
- Robbins Stephen P, Coulter M: *Management*. 8th edition. Pearson Prentice Hall; 2005.
- Robbins, S. P., and Judge, T. A. (2007). *Organizational behavior*. 12th edition. New Jersey: Pearson Education.
- Rosenberg, M. & Princeton, N.J. (1965): Princeton University Press; 1965. *Society and the adolescent self-image*.
- Saffold G.S. (1988). Culture Traits, Strength, and Organizational Performance: Moving Beyond “Strong” Culture. *Acad Manage Rev* October 1, 13(4) 546-558.
- Sarang, P. S., & Telles, S. (2006). Oxygen consumption and respiration during and after two yoga relaxation techniques. *Appl Psychophysiol Biofeedback*, 31(2), 143-153.
- Sarang, S. P., & Telles, S. (2006). Changes in p300 following two yoga-based relaxation techniques. *Int J Neurosci*, 116(12), 1419-1430.
- Sarang, S. P., & Telles, S. (2007). Immediate effect of two yoga-based relaxation techniques on performance in a letter-cancellation task. *Percept Mot Skills*, 105(2), 379-385.
- Schein, E.H. 1985. *Organizational Culture and Leadership: a Dynamic View*. San Francisco: Jossey-Bass
- Schein, Edgar (1992). *Organizational Culture and Leadership: A Dynamic View*. San Francisco, CA: Jossey-Bass. p. 9.
- Schein, Edger H (1985). *Organizational Culture and Leadership*. (3rd ed). The Jossey-Bass Bussiness and management series.
- Scholtz, C. (1987). Corporate culture and strategy – the problem of strategic fit. *Long Range Planning*, 20 (4), 78 -87.
- Scott-Findlay Shannon, Estabrooks Carole A: Mapping the organizational culture research in nursing. In: A literature review. *Journal of Advanced Nursing* 2006, 56(5):498-513.
- Selye, H. (1984). *The stress of life*. McGraw Hill, New York.
- Shacham, S. (1983). A Shortened Version of the Profile of Mood States. *Journal of Personality Assessment*, 47, 305.

- Shah, A., & Patnaik, I. (2011). India's financial globalisation.. India's financial globalisation.
- Shannon, S. F., Carole E.A. (2006). Mapping the organizational culture research in nursing. In: A literature review. *Journal of Advanced Nursing*, 56(5):498-513.
- Sharma S. (2008). *Management in new age Western windows Eastern Doors*, , New age international publishers.
- Sharma, J. & Devi, A. (2011). Role stress among employees: An empirical study of commercial banks, *Gurukul Business Review*, 7, pp. 53-61.
- Sharma, S. (1998). Enlightened Leadership in Indian Ethos: The way of the Theory K. *Management and Change*, 2(1), 93-104.
- Sharma, S. (2006). *Management in New Age Western Windows Eastern Doors*, New age international publication.
- Sharma, S. (2006). *Management in New Age Western Windows Eastern Doors*, New age International publication.
- Singh, S., & Bhattacharjee, A. (2012). Leadership and Afflictions of Mind. *School of Management Sciences, Varanasi*, (2), 34-54.
- Singh, S., Pradhan, B., & Nagendra, H. R. (2013). Administration of stress management programme on somatic indicators of stress and state anxiety of ONGC manager. *Indian Jurnal of Public Administration*, LIX(1), 6.
- Singh,S.N., Pradhan, B., & Nagendra, H.R. (2013). Effect of five days of self management of excessive (SMET) residential workshop on top line days. Ph D. Thesis.
- Someswarananda S. (1996). *Indian wisdom for management; Vivekananda centre for Indian Management, Ahmedabad*.p-11.
- Spinella, M. (2007). Measuring the executive regulation of emotion with self-rating scales in a nonclinical population. *J Gen Psychol*, 134(1), 101-111.
- Srivastava, A.K. (2006). Role stress in the public sector: An empirical study, *Management and Change*, 10 (1) pp. 1-10.
- Taimni, I. K. (1961). *The science of yoga*. The Theosophical Publishing House, India: Madras
- Tamás Nepusz and Tamás Vicsek (2013). *Hierarchical Self-Organization of Non-Cooperating Individuals*.
- Tang, Y. Y., Ma, Y., Wang, J., Fan, Y., Feng, S., Lu, Q., et al. (2007). Short-term meditation training improves attention and self-regulation. *Proc Natl Acad Sci US A*, 104(43), 17152-17156.
- Tikhe, S. G., Nagendra, H. R., & Tripathi, N. (2012). Ancient science of yogic life for academic excellence in university students. *Anc Sci Life*, 31(3), 80-83.
- Usha S. & Streufert S. (2006). Strategic Management Simulations to Prepare for VUCAD Terrorism, *Journal of Homeland Security*, pp.10-29.
- Usha, S. & Siegfried S. (2006).The Measurement of Behavioral Complexity. *Journal of Applied Social Psychology*, 27, 23.
- Watson, D. (1988). Intra-individual and inter-individual analyses of positive and negative affect: their relation to health complaints, perceived stress, and daily activities. *J Pers Soc Psychol*, 54(6), 1020-1030.

- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. *J Pers Soc Psychol*, 54(6), 1063-1070.
- Wilson, M. G., Dejoy, D. M., Vandenberg, R. J., Richardson, H. A. & McGrath, A. L. (2004). Work characteristics and employee health and well-being: Test of a model of healthy work organization. *Journal of Occupational and Organizational Psychology*, 77, 565-588.
- Wolf, D. B. (1999). A psychometric analysis of the three gunas. *Psychol Rep*, 84(3 Pt 2), 1379-1390.
- Wolf, Daniel (2007). *Prepared and Resolved: The Strategic Agenda for Growth, Performance and Change*. dsb Publishing. p.115.
- Yunesian, M., Aslani, A., Vash, J. H., & Yazdi, A. B. (2008). Effects of transcendental meditation on mental health: a before-after study. *Clin Pract Epidemiol Ment Health*, 4, 25.
- Zeidan, F., Johnson, S. K., Diamond, B. J., David, Z., & Goolkasian, P. (2010). Mindfulness meditation improves cognition: evidence of brief mental training. *Conscious Cogn*, 19(2), 597-605.
- Zubin R Mulla, Venkat R Krishnan (2007). Karma-Yoga: Construct Validation Using Value Systems and Emotional Intelligence. *Journal South Asian Journal of Management*, , 14, 4.

Appendix-1

INFORMED CONSENT FORM

Cyclic meditation has been a key practice for Self-management of excessive tension (SMET) and this has been found to be very effective in improving the memory and attention scores at various age groups. Apart from this, this practice has been reported as one of the effective practice in contributing the better emotional wellbeing, competency, stability and executive functions.

Based on the above studies the above findings, the current study was planned to examine the attention, anxiety and symptoms of distress in executives.

This study involves the assessment of four questionnaires before and after the intervention of SMET. Therefore your voluntary participation is necessary being an executive in a company.

Your participation in this study will be kept confidential and you can withdraw yourself from this study at any point of time if you do not wish to participate. The data generated will be kept confidential for the duration of study. On completion of the thesis, they will be retained for a further six months and then destroyed. The results of the data will be seen by my supervisor, a national and international reviewer. The thesis may be ready by future on the course. The study may be published in a research journal.

This study was approved by Institutional Ethical Committee and trial of this research was to be informed to all participants.

If you agree to take part in the study, please sign the consent form.

Dr. H. R. Nagendra
Guide of the candidate

Name and Signature of the candidate

Participant Consent Form

I.....agree to participate in [name]'s research study.

The purpose and nature of the study has been explained to me in writing.

I am participating voluntarily.

I give permission for my interview with [name] to be tape-recorded

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick one box :)

I agree to quotation/publication of extracts from my interview

I do not agree to quotation/publication of extracts from my interview

Signature of the participant.....

Date.....

Appendix-2

Vedic Personality Inventory

1: Very Strongly Disagree 2: Strongly Disagree 3: Somewhat Disagree 4: Neutral
5: Somewhat Agree 6: Strongly Agree 7: Very Strongly Agree

1	I am straightforward in my dealings with other personnel.	
2	I have very little interest in spiritual understanding.	
3	I am satisfied with my life.	
4	Fruits and vegetables are among my favorite foods.	
5	All living entities are essentially spiritual.	
6	In conducting my activities, I do not consider traditional wisdom.	
7	I often act without considering the future consequences of my actions.	
8	I usually feel discontented with life.	
9	I become happy when I think about the material assets that I possess.	
10	I am good at using willpower to achieve goals.	
11	I enjoy spending time in bars.	
12	Cleanliness is very important to me.	
13	Others say that my intelligence is very sharp.	
14	I often feel depressed.	
15	I often put off or delay my responsibilities.	
16	I greatly admire materially successful personnel.	
17	When I speak, I really try not to irritate others.	
18	I believe life is over when the body dies.	
19	I often feel helpless.	
20	I enjoy foods with strong tastes.	
21	I am constantly dissatisfied with my position in life.	
22	Having possessions is very important to me.	
23	When things are tough, I often bail out.	
24	I often feel like a victim.	
25	I feel that my knowledge is always increasing.	
26	I prefer city night life to a walk in the forest	
27	For me, sex life is a major source of happiness.	
28	I take guidance from higher ethical and moral laws before I act.	
29	I enjoy intoxicating substances (including coffee, cigarettes and alcohol).	
30	I often feel greedy.	
31	I become greatly distressed when things don't work out for me.	
32	I am often angry.	
33	I often feel fearful.	
34	I do not have doubts about my responsibilities in life.	
35	I often feel emotionally unbalanced.	
36	I enjoy eating meat.	
37	I am self-controlled.	
38	I am very dutiful.	

39	When I give charity, I often do it grudgingly.	
40	Self-realization is not important for me.	
41	I often feel dejected.	
42	I carry out my responsibilities regardless of whether there is success or failure.	
43	I often neglect my responsibilities to my family.	
44	I am easily affected by the joys and sorrows of life.	
45	I often whine.	
46	Regardless of what I acquire or achieve, I have an uncontrollable desire to obtain more.	
47	I am currently struggling with an addiction, physical or psychological, to some type of intoxicant (including caffeine, cigarettes and alcohol).	
48	I often envy others.	
49	My job is a source of anxiety.	
50	I never think about giving up my wealth and position for a simpler life.	
51	It often happens that those things that brought me happiness later become the source of my suffering.	
52	I often feel mentally unbalanced.	
53	I don't have much will power.	
54	I often neglect my responsibilities to my friends.	
55	I often act violently towards others.	
56	I am good at controlling my senses and emotions.	

Appendix-3

Penn State Worry Questionnaire

Enter the number that describes how typical or characteristic each item is of you, by circling the appropriate number next to each item.

	1 Not at all typical	2	3 Somewhat typical	4	5 Very typical
1. If I don't have enough time to do everything, I don't worry about it.	1	2	3	4	5
2. My worries overwhelm me.	1	2	3	4	5
3. I don't tend to worry about things.	1	2	3	4	5
4. Many situations make me worry.	1	2	3	4	5
5. I know I shouldn't worry about things, but I just can't help it.	1	2	3	4	5
6. When I'm under pressure, I worry a lot.	1	2	3	4	5
7. I am always worrying about something.	1	2	3	4	5
8. I find it easy to dismiss worrisome thoughts.	1	2	3	4	5
9. As soon as I finish one task, I start to worry about something else.	1	2	3	4	5
10. I never worry about anything.	1	2	3	4	5
11. When there is nothing more I can do about a concern, I don't worry about it anymore.	1	2	3	4	5
12. I've been a worrier all my life.	1	2	3	4	5
13. I notice that I have been worrying about things.	1	2	3	4	5
14. Once I start worrying, I can't stop.	1	2	3	4	5
15. I worry all the time.	1	2	3	4	5
16. I worry about projects until they are all done.	1	2	3	4	5

Appendix4

THE GENERAL HEALTH QUESTIONNAIRE

Please read this carefully.

We should like to know if you have had any medical complaints and how your health has been in general, *over the past few weeks*. Please answer ALL the questions on the following pages simply by underlining the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those that you had in the past.

It is important that you try to answer ALL the questions.

Thank you very much for your co-operation.

Name:
Date:

Have you recently

A1 been feeling perfectly well and in good health?	Better than usual	Same as usual	Worse than usual	Much worse than usual
A2 been feeling in need of a good tonic?	Not at all	No more than usual	Rather more than usual	Much more than usual
A3 been feeling run down and out of sorts?	Not at all	No more than usual	Rather more than usual	Much more than usual
A4 felt that you are ill?	Not at all	No more than usual	Rather more than usual	Much more than usual
A5 been getting any pains in your head?	Not at all	No more than usual	Rather more than usual	Much more than usual
A6 been getting a feeling of tightness or pressure in your head?	Not at all	No more than usual	Rather more than usual	Much more than usual
A7 been having hot or cold spells?	Not at all	No more than usual	Rather more than usual	Much more than usual
B1 lost much sleep over worry?	Not at all	No more than usual	Rather more than usual	Much more than usual
B2 had difficulty in staying asleep	Not	No more	Rather more	Much more

once you are off?	at all	than usual	than usual	than usual
B3 felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
B4 been getting edgy and bad-tempered?	Not at all	No more than usual	Rather more than usual	Much more than usual
B5 been getting scared or panicky for no good reason?	Not at all	No more than usual	Rather more than usual	Much more than usual
B6 found everything getting on top of you?	Not at all	No more than usual	Rather more than usual	Much more than usual
B7 been feeling nervous and strung-up all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
Have you recently				
C1 been managing to keep yourself busy and occupied?	More so than usual	Same as usual	Rather less than usual	Much less than usual
C2 been taking longer over the things you do?	Quicker than usual	Same as usual	Longer than usual	Much longer than usual
C3 felt on the whole you were doing things well?	Better than usual	About the same	Less well than usual	Much less well
C4 been satisfied with the way you've carried out your task?	More satisfied	About same as usual	Less satisfied than usual	Much less satisfied
C5 felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
C6 felt capable of making decisions about things?	More so than usual	Same as usual	Less so than usual	Much less capable

C7 been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
--	--------------------	---------------	--------------------	----------------------

D1 been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
---	------------	--------------------	------------------------	----------------------

D2 felt that life is entirely hopeless?	Not at all	No more than usual	Rather more than usual	Much more than usual
---	------------	--------------------	------------------------	----------------------

D3 felt that life isn't worth living?	Not at all	No more than usual	Rather more than usual	Much more than usual
---------------------------------------	------------	--------------------	------------------------	----------------------

D4 thought of the possibility that you might make away with yourself?	Definitely not	I don't think so	Has crossed my mind	Definitely have
---	----------------	------------------	---------------------	-----------------

D5 found at times you couldn't do anything because your nerves were too bad?	Not at all	No more than usual	Rather more than usual	Much more than usual
--	------------	--------------------	------------------------	----------------------

D6 found yourself wishing you were dead and away from it all?	Not at all	No more than usual	Rather more than usual	Much more than usual
---	------------	--------------------	------------------------	----------------------

D7 found that the idea of taking your own life kept coming into your mind?	Definitely not	I don't think so	Has crossed my mind	Definitely has
--	----------------	------------------	---------------------	----------------

A	B	C	D	Total
---	---	---	---	-------

Appendix-5

POMS-SF Profile of Mood States-Short Form

Below is a list of words that describe feelings people have. Please read each one carefully. Then circle ONE answer to the right, which best describes how you have **generally felt over your lifetime**.

The numbers refer to these phrases:

0 = not at all

1 = a little

2 = moderately

3 = quite a bit

4 = extremely

1. Tense	0 1 2 3 4	20. Discouraged	0 1 2 3 4
2. Angry	0 1 2 3 4	21. Resentful	0 1 2 3 4
3. Worn out	0 1 2 3 4	22. Nervous	0 1 2 3 4
4. Unhappy	0 1 2 3 4	23. Miserable	0 1 2 3 4
5. Lively	0 1 2 3 4	24. Cheerful	0 1 2 3 4
6. Confused	0 1 2 3 4	25. Bitter	0 1 2 3 4
7. Peeved	0 1 2 3 4	26. Exhausted	0 1 2 3 4
8. Sad	0 1 2 3 4	27. Anxious	0 1 2 3 4
9. Active	0 1 2 3 4	28. Helpless	0 1 2 3 4
10. On edge	0 1 2 3 4	29. Weary	0 1 2 3 4
11. Grouchy	0 1 2 3 4	30. Bewildered	0 1 2 3 4
12. Blue	0 1 2 3 4	31. Furious	0 1 2 3 4
13. Energetic	0 1 2 3 4	32. Full of pep	0 1 2 3 4
14. Hopeless	0 1 2 3 4	33. Worthless	0 1 2 3 4
15. Uneasy	0 1 2 3 4	34. Forgetful	0 1 2 3 4
16. Restless	0 1 2 3 4	35. Vigorous	0 1 2 3 4
17. Unable to concentrate	0 1 2 3 4	36. Uncertain about things	0 1 2 3 4
18. Fatigued	0 1 2 3 4	37. Bushed	0 1 2 3 4
19. Annoyed	0 1 2 3 4		

Appendix-6

4.3.5 Positive and Negative Affect Schedule (PANAS)

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you have felt like this in the past few hours. Use the following scale to record your answers.

Very slightly or not at all	a little	moderately	quite a bit	extremely
1	2	3	4	5

Interested	_____	Irritable	_____
Distressed	_____	Alert	_____
Excited	_____	Ashamed	_____
Upset	_____	Inspired	_____
Strong	_____	Nervous	_____
Guilty	_____	Determined	_____
Scared	_____	Attentive	_____
Hostile	_____	Jittery	_____
Enthusiastic	_____	Active	_____
Proud	_____	Afraid	_____

Appendix-7

RES

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.*	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.*	I feel I do not have much to be proud of.	SA	A	D	SD
6.*	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.*	I wish I could have more respect for myself.	SA	A	D	SD
9.*	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Appendix-8

Table 4.1.1.a: The detail of sample size calculation from earlier study.

	Variable	Alpha	Power	Effect size	Required sample size
Deshpande, et al., 2008)	Sattva guna	0.05	0.95	0.61	37
Narasimhan, Nagarathna & Nagendra, 2011	PANAS	0.05	0.95	0.456	65

1. Deshpande, et al., (2008)	
[1] -- Tuesday, September 16, 2014 -- 19:52:02	
t tests – Means: Difference between two dependent means (matched pairs)	
Analysis:	A priori: Compute required sample size
Input:	Tail(s) = Two
	Effect size dz = 0.61
	α err prob = 0.05
	Power (1- β err prob) = 0.95
Output:	Noncentrality parameter δ = 3.7104851
	Critical t = 2.0280940
	Df = 36
	Total sample size = 37
	Actual power = 0.9505118
2. Narasimhan, Nagarathna & Nagendra, 2011	
[2] -- Tuesday, September 16, 2014 -- 19:52:52	
t tests – Means: Difference between two dependent means (matched pairs)	
Analysis:	A priori: Compute required sample size
Input:	Tail(s) = Two
	Effect size dz = 0.456
	α err prob = 0.05
	Power (1- β err prob) = 0.95
Output:	Noncentrality parameter δ = 3.6763895
	Critical t = 1.9977297
	Df = 64
	Total sample size = 65
	Actual power = 0.9516150