Pehchan Training Curriculum
MSM, Transgender and Hijra Community Systems Strengthening

Facilitator Guide
Organisational Development
Pehchan Consortium Partners

India HIV/AIDS Alliance (www.allianceindia.org)

**Pehchan Focus:** National coordination and grant oversight

Based in New Delhi, India HIV/AIDS Alliance (Alliance India) was founded in 1999 as a non-governmental organisation working in partnership with civil society and communities to support sustained responses to HIV in India. Complementing the Indian national program, Alliance India works through capacity building, technical support and advocacy to strengthen the delivery of effective, innovative, community-based interventions to key populations most vulnerable to HIV, including men who have sex with men (MSM), transgenders, hijras, people who use drugs (PWUD), sex workers, youth, and people living with HIV (PLHIV).

Alliance India Andhra Pradesh

**Pehchan Focus:** Andhra Pradesh

Alliance India supports a regional office in Hyderabad that leads implementation of Pehchan in Andhra Pradesh and serves as a State Lead Partner of the Bill & Melinda Gates Foundation.

The Humsafar Trust (www.humsafar.org)

**Pehchan Focus:** Maharashtra, Madhya Pradesh, Goa, Gujarat and Rajasthan

For nearly two decades, Humsafar Trust has worked with MSM and transgender communities in Mumbai, Maharashtra. It has successfully linked community advocacy and support activities to the development of effective HIV prevention and health services. It is one of the pioneers among MSM and transgender organisations in India and serves as the national secretariat of the Indian Network for Sexual Minorities (INFOSEM).

Pehchan North Region Office

**Pehchan Focus:** Punjab, Delhi, Uttar Pradesh and Bihar

Alliance India supports a regional implementing office based in Delhi that leads implementation of Pehchan in four states of North India.

Solidarity and Action Against The HIV Infection in India (SAATHII) (www.saathii.org)

**Pehchan Focus:** West Bengal, Manipur, Orissa and Jharkhand

With offices in five states and over 10 years of experience, SAATHII works with sexual minorities for HIV prevention. SAATHII works closely with the West Bengal’s State AIDS Control Society (SACS) and the State Technical Support Unit and is the SACS-designated State Training and Resource Centre for MSM, transgender and hijra.

South India AIDS Action Programme (SIAAP) (www.siaapindia.org)

**Pehchan Focus:** Tamil Nadu

SIAAP brings more than 22 years of experience with community-driven and community development focussed programmes, counselling, advocacy for progressive policies, and training to address HIV and wider vulnerability issues for MSM, transgender and hijra community.

Sangama (www.sangama.org)

**Pehchan Focus:** Karnataka and Kerala

For more than 20 years, Sangama has been assisting MSM, transgender and hijra communities to live their lives with self-acceptance, self-respect and dignity. Sangama lobbies for changes in existing laws that discriminate against sexual minorities and for changing public opinion in their favour.
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About this Module

This module is designed to help training participants: 1) understand the importance of organisational development (OD) in bringing systematic, sustainable and planned change to support growth; 2) recognise how strengthening an organisation helps the growth and development of its employees; 3) develop skills to formulate organisational goals and effective strategies and to attain them with the help of structured and documented processes; and 4) create clear and empowering communication channels to make the community a resource for its own problem-solving. In the Pehchan programme, this module is used to introduce organisational development principles to Community Base Organisation (CBO) Programme Officers as well as board members of Pehchan’s Community Advisory Boards (CABs).

About Pehchan

With financial support from the Global Fund, Pehchan is building the capacity of 200 community-based organisations (CBOs) for men who have sex with men (MSM), transgenders and hijras in 17 states in India to be more effective partners in the government’s HIV prevention programme. By supporting the development of strong CBOs, Pehchan addresses some of the capacity gaps that have often prevented CBOs from receiving government funding for much-needed HIV programming. Named Pehchan, which in Hindi means ‘identity’, ‘recognition’ or ‘acknowledgement,’ this programme will reach 453,750 MSM, transgenders and hijras by 2015. It is the Global Fund’s largest single-country grant to date, focused on the HIV response for vulnerable sexual minorities.

Training Curriculum Overview

In order to stimulate the development of strong and effective CBOs for MSM, transgender and hijra communities and to increase their impact in HIV prevention efforts, responsive and comprehensive capacity building is required. To build CBO capacity, Pehchan developed a robust training programme through a process of engagement with community leaders, trainers, technical experts, and academicians in a series of consultations that identified training priorities. Based on these priorities, smaller subgroups then developed specific thematic components for each curricular module.

Inputs from community consultations helped increase relevance and value of training modules. By engaging MSM, transgender and hijra (MTH) communities in the development process, there has been greater ownership of training and of the overall programme among supported CBOs. Technical experts worked on the development of thematic components for priority areas identified by community representatives. The process also helped fine-tune the overall training model and scale-up strategy. Thus, through a consultative, community-based process, Pehchan developed a training model responsive to the specific needs of the programme and reflecting key priorities and capacity gaps of MSM, transgender and hijra CBOs in India.
Preface

As I put pen to paper, a shiver goes down my spine. It is hard to believe that this day has come after almost five long years! For many of us, Pehchan is not merely a programme; it is a way of life. Facing a growing HIV epidemic among men who have sex with men (MSM), transgender, and hijra communities in India, a group of development and health activists began to push for a large-scale project for these populations that would be responsive to their specific needs and would show this country and the world that these interventions are not only urgently needed but feasible.

Pehchan was finally launched in 2010 after more than two years of planning and negotiation. As the programme has evolved, it has never stepped back from its core principle: Pehchan is by, for and of India’s MSM, transgender and hijra communities. Leveraging rich community expertise, the Global Fund’s generous support and our government’s unwavering collaboration, Pehchan has been meticulously planned and passionately executed. More than just the sum of good intentions, it has thrived due to hard work, excellent stakeholder support, and creative execution.

At the heart of Pehchan are community systems strengthening. Our approach to capacity building has been engineered to maximise community leadership and expertise. The community drives and energises Pehchan. Our task was to develop 200 strong community-based organisations (CBOs) in a vast and complex country to partner with state governments and provide services to MSM, transgender and hijra communities to increase the effectiveness of the HIV response for these populations and improve their health and wellbeing. To achieve necessary scale and sustain social change, strong CBOs would require responsive development of human capital.

Over and above consistent services throughout Pehchan, we wanted to ensure quality. To achieve this, we proposed a standard training package for all CBO staff. When we looked around, we found there really wasn’t an existing curriculum that we could use. Consequently, we decided to develop one not only for Pehchan but also for future efforts to build the capacity of community systems for sexual minorities. So began our journey to create this curriculum.

Building on the experience of Sashakt, a pilot programme supported by UNDP that tested the model that we’re scaling up in Pehchan, an involved process of consultations and workshops was undertaken. Ideas for each module came from discussions with a range of stakeholders from across India, including community leaders, activists, academics and institutional representatives from government and donors. The list of modules grew with each consultation. For example in Sashakt, we had a single training module on family support and mental health; in Pehchan, we decided that it would be valuable to split these and have one on each.

Eventually, we agreed on the framework for the modules and the thematic components, finding a balance between individual and organisational capacity. Overall, there are two main areas of capacity building: one that is directly related to the services and the other that is focused on building capable service providers. Then we began the actual writing of the curriculum, a process of drafting, commenting, correcting, tweaking and finalising that took over eight months.
Once the curriculum was ready to use, trainings-of-trainers were organised to develop a cadre of master trainers who would work directly with CBO staff. Working through Pehchan's four Regional Training Centers, these trainers, mostly members of MSM, transgender and hijra communities, provided further in-service revisions and suggestions to the modules to make them succinct, clear and user-friendly. Our consortium partner SAATHII contributed particularly to these efforts, and the current training curriculum reflects their hard work.

In fact, the contributors to this work are many, and in the Acknowledgements section following this Preface, we have done our best to name them. They include staff from all our consortium partners, technical experts, advocates, donor representatives and government colleagues. The staff at India HIV/AIDS Alliance, notably the Pehchan team, worked beautifully to develop both process and content. That we have come so far is also a tribute to vision and support of our leaders, at Alliance India and in our consortium partners, Humsafar Trust, SAATHII, Sangama, and SIAAP, as well as in India’s National AIDS Control Organisation and at the Global Fund to Fight AIDS, Tuberculosis and Malaria in Geneva.

We would like to think of the Pehchan Training Curriculum as a game changer. While the modules reflect the specific context of India, we are confident that they will be useful to governments, civil society organisations and individuals around the world interested in developing community systems to support improved HIV and other health programming for sexual minorities and other vulnerable communities as well.

After two years of trial and testing, we now share this curriculum with the world. Our team members and master trainers have helped us refine them, and seeing the growth of the staff in the CBOs we have trained has increased our confidence in the value of this curriculum. The impact of these efforts is becoming apparent. As CBOs have been strengthened through Pehchan, we are already seeing MSM, transgender and hijra communities more empowered to take charge, not only to improve HIV prevention but also to lead more productive and healthy lives.

Sonal Mehta
Director: Policy & Programmes
India HIV/AIDS Alliance
New Delhi
March 2013
General Acknowledgements

The Pehchan Training Curriculum is the work of many people, including community members, technical experts and programme implementers. When we were not able to find training materials necessary to establish, support and monitor strong community-based organisations for MSM, transgenders and hijras in India, the Pehchan consortium collectively developed a curriculum designed to address these challenges through a series of community consultations and development workshops. This process drew on the best ideas of the communities and helped develop a responsive curriculum that will help sustain strong CBOs as key element of Pehchan.

We would like to take this opportunity to acknowledge the contributions of those who helped in taking this process forward, including (in alphabetical order): Ajai, Praxis; Usha Andewar, The Humsafar Trust; Sarita Barapanda, IWW-UK; Jhuma Basak, Consultant; Dr. V. Chakrapani, C-Sharp; Umesh Chawla, UNDP; Alpana Dange, Consultant; Brinelle D’Sourza, TISS; Firoz, Love Life Society; Prashanth G, Maan AIDS Foundation; Urmia Jadav, The Humsafar Trust; Jeeva, TRA; Harleen Kaur, Manas Foundation; Krishna, Suraksha; Monica Kumar, Manas Foundation; Muthu Kumar, Lotus Sangama; Sameer Kunta, Avahan; Agniya Lahiri, PLUS; Meera Limaya, Consultant; Veronica Magar, REACH; Magdalene, Center for Counselling; Sylvester Merchant, Lakshya; Amrita Nanda, Lawyers’ Collective; Nilanjana, SAFRG; Prabhakar, SIAAP; Priti Prabughate, ICRW; Nagendra Prasad, Ashodaya Samithi; Revathi, Consultant; Rex, KHPT; Amitava Sarkar, SAATHII; Dr. Maninder Setia, Consultant; Chetan Sharma, SAFRG; Suneeta Singh, Amalas; Prabhakar Sinha, Heroes Project; Sreeram, Ashodaya Samithi; Suresh, KHPT; Sanjitha Veul, JHU; and Roy Wadia, Heroes Project.

Once curricular framework was finalised, a group of technical and community experts was formed to develop manuscripts and solicit additional inputs from community leaders. The curriculum was then standardised with support from Dr. E.M. Sreejit and streamlined with support from a team at SAATHII, led by Pawan Dhall. This process included inputs from Sudha Jha, Anupam Hazra, Somen Acharya, Shantanu Pyne, Moyazzam Hossain, Amitava Sarkar, and Debjyoti Ghosh Dhall from SAATHII; Cairo Araijo, Vaibhav Saria, Dr. E.M. Sreejit, Jhuma Basak, and Vahista Dastoor, Consultants; Olga Aaron from SIAAP; and Hariyot Khosa and Chaitanya Bhatt from India HIV/AIDS Alliance.

From the start, the Government of India’s National AIDS Control Organisation has been a key partner of Pehchan. In particular, Madam Aradhana Johri, Additional Secretary, NACO, has provided strong leadership and steady guidance to our work. The team from NACO’s Targeted Intervention (TI) Division has been a constant friend and resource to Pehchan, notably Dr. Neeraj Dhindra, Deputy Director General (TI); Manilal N. Raghvan, Programme Officer (TI); and Mridu, Technical Officer (TI). As the programme has moved from concept to scale-up, Pehchan has repeatedly benefitted from the encouragement and wisdom of NACO Directors General, past and present, including Madam Sujata Rao, Shri K. Chandramouli, Shri Sayan Chatterjee, and Shri Lov Verma.

Pehchan is implemented by a consortium of committed organisations that bring passion, experience, and vision to this work. The programme’s partners have been actively engaged in developing the training curriculum. We are grateful for the many contributions of Anupam Hazra and Pawan Dhall from SAATHII; Hemangi, Pallav Patnaik, Vivek Anand and Ashok Row Kavi from the Humsafar Trust; Olga Aaron and Indumati from SIAAP; Vijay Nair from Alliance India Andhra Pradesh; and Manohar from Sangama. Each contributed above and beyond the call of duty, helping to create a vibrant training programme while scaling up the programme across 17 states.
India HIV/AIDS Alliance’s Pehchan team has been untiring in its contributions to this curriculum, including Abhina Aher, Jonathan Ripley, Yadvendra (Rahul) Singh, Simran Shaikh, Yashwinder Singh, Rohit Sarkar, Chaitanya Bhatt, Nunthuk Vunghoithkim, Ramesh Tiwari, Sarbeshwar Patnaik, Ankita Bhatta, Dr. Ravi Kanth, Sophia Lonappan, Rajan Mani, Shaleen Rakesh, and James Robertson. A special thank-you to Sonal Mehta and Harjyot Khosa for their hard work, patience and persistence in bringing this curriculum to life.

Through it all, the Global Fund to Fight AIDS, Tuberculosis and Malaria has provided us both funding and guidance, setting clear standards and giving us enough flexibility to ensure the programme’s successful evolution and growth. We are deeply grateful for this support.

Pehchan’s Training Curriculum is the result of more than two years of work by many stakeholders. If any names have been omitted, please accept our apologies. We are grateful to all who have helped us reach this milestone.

The Pehchan Training Curriculum is dedicated to MSM, transgender and hijra communities in India who for years, have been true examples of strength and leadership by affirming their pehčan.
Module Acknowledgments: Organisational Development

Each component of the Pehchan Training Curriculum has a number of contributors who have provided specific inputs. For this component, the following are acknowledged:

**Primary Author**  
Jhuma Basak, Consultant

**Compilation**  
Dr. E. M. Sreejit, Consultant

**Technical Input**  
Pawan Dhall and Debyjoti, SAATHII; Thomas Joseph, The Humsafar Trust

**Coordination and Development**  
Vahista Dastoor, C4D Consultant  
Pawan Dhall, SAATHII

**References**

- Rocket Singh: *Salesman of the Year 2009*, motion picture, Yash Raj Films, India.
About the Organisational Development Module

<table>
<thead>
<tr>
<th>No.</th>
<th>A1</th>
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<tbody>
<tr>
<td>Name</td>
<td>Organisational Development</td>
</tr>
</tbody>
</table>
| Pehchan Trainees | • Project Managers/Programme Officers  
• Counsellors  
• Outreach workers |
| Pehchan CBO Type | Pre-TI, Ti Plus |
| Training Objectives | By the end of the training, the participants will:  
• Understand what Organisational Development is in simple terms;  
• Understand basic tools of strategic planning;  
• Know the basics of conflict resolution; and  
• Understand the importance of inter-personal communication in organisations. |
| Total Duration | One day. A day’s training typically covers 8 hours. |

Module Reference Materials

All the reference material required to facilitate this module has been provided in this document and in relevant digital files provided with the Pehchan Training Curriculum. Please familiarise yourself with the content before the training session.

Attention: Please do not change the names of file or folders, or move files from one folder to another, as some of the files are linked to each other. If you rename files or change their location on your computer, the hyperlinks to these documents in the Facilitator Guide will not work correctly.

If you are reading this module on a computer screen, you can click the hyperlinks to open files. If you are reading a printed copy of this module, the following list will help you locate the files you need.

Audio-visual Support
1. PowerPoint presentation on ‘Organisational Development’.
2. Audio-video clip from the movie ‘Rocket Singh’.

Annexures
1. Annexure 1 on ‘Case Studies’.
2. Annexure 2 on ‘About Me’.
## Activity Index

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<thead>
<tr>
<th>No.</th>
<th>Activity Name</th>
<th>Time</th>
<th>Material</th>
<th>Audio-visual Resources</th>
<th>Take-home material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Organisational Development</td>
<td>1 hour 30 minutes</td>
<td>N/A</td>
<td>Refer to the PowerPoint presentation ‘Introduction to Organisational Development’</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Steps in Strategic Planning</td>
<td>1 hour 30 minutes</td>
<td>Printouts of Annexure 1 on ‘Case Studies’</td>
<td>Refer to the slides titled ‘Steps in Strategic Planning’ from the PowerPoint presentation ‘Introduction to Organisational Development’</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Creating a Tagline and a Members’ Database for the CBO</td>
<td>Lunch break</td>
<td>Printouts of Annexure 2 on ‘About Me’</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>Conflict Resolution</td>
<td>2 hours 30 minutes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal Communication</td>
<td>2 hours</td>
<td>Blindfolds</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Wrap-up</td>
<td>30 minutes</td>
<td>N/A</td>
<td>Refer to the slides titled ‘Lessons from Rocket Singh’ from the PowerPoint presentation ‘Introduction to Organisational Development’ (includes audio-video clip from the movie ‘Rocket Singh’)</td>
<td>N/A</td>
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</tbody>
</table>

1 Overhead projector, laptop, sound system and whiteboard should be provided at every training.
Activity 1: Introduction to Organisational Development

Time | 1 hour 30 minutes
---|---
Learning Outcomes | By the end of this activity, the participants will be able to:
• Define the term ‘Organisational Development’;
• Outline the characteristics of a developed organisation; and
• Articulate the steps involved in organisational development.
Materials | N/A
Audio-visual Support | Refer to the PowerPoint presentation on ‘Introduction to Organisational Development’.
Take-home Material | N/A

Methodology

Part I
Divide the participants into groups based on their organisation and ask them to spend ten minutes in developing an oral presentation about their organisation. The presentation should include the following information:

• Name of their organisation;
• Name of the parent NGO (if there is one);
• Whether it is a community-based organisation; and
• What work the organisation does.

Completion of at least three of the phrases on the PowerPoint slide titled ‘My Organisation’ (these would help participants articulate the values of their organisation)

Ask each group to nominate a member to present their discussion to other participants in the room. Ensure that while they are presenting their organisation, they elaborate sufficiently about what their organisation does; if necessary, ask leading questions.

Thank the participants for sharing information about their organisations. At the end of all the presentations from groups write the term ‘Organisation’ on a flip-chart. Ask participants to give words or phrases which best describe the term ‘Organisation’ for them.

On another flip-chart, write the term ‘Development’, and ask them to give words or phrases which they associate with this term.

Once you have sufficient number of responses, conduct an interactive discussion during which you clearly define the following terms:

• Organisation;
• Non-governmental organisation (NGO);
• Community-based organisation (CBO); and
• Organisational development (OD).

Organisational culture: when defining organisational culture, reflect on the way participants described their organisational values during their presentations, and point out that organisational development places human-centred values above everything else.
Part II

Draw two columns on the board. At the top of the first column, write ‘A Developed Organisation’. At the top of the second, write ‘An Underdeveloped Organisation’.

Ask the participants to come up with six to eight attributes which portray the characteristics of a developed organisation vis-à-vis an underdeveloped one.

Write each attribute on the board under the appropriate heading and allow an interactive discussion between participants; however, ensure that their views refer to general cases and participants do not use specific organisation’s or individual’s names.

Ask participants to elucidate what steps they think would be necessary if an organisation felt that a certain area needs improvement. After they share their responses, display the PowerPoint presentation titled ‘Introduction to Organisational Development’, and point out that:

- For organisational development to be successful, the key ingredient is direction. “Does the organisation know where and what it wants to develop or change (problem scenario) ... and what the changed state would be?”
- When an organisation embarks on change, it should use its vision, mission, goal and objective statements as a benchmark to ensure that it is moving in the right direction. Sometimes, organisational development also means revisiting and amending these; and
- In the case of CBOs or even other NGOs, it is imperative that community mobilisation is an integral part of organisational development. “What change to bring about, what new state to achieve, looking at the organisation’s vision, mission, goals and objectives, what relevant community members need to be mobilised and involved?”

Check that all participants understand the distinctions between an organisation’s vision, mission and goals:

- A vision is the desired end, or an image of the future toward which an organisation is committed.
- A mission statement is a statement of purpose and the primary reason for which plans and resources, including administrative and programmatic staff, are directed. It should be general and not include measurable goals which may be subjected to change. The mission aims to realise/achieve the vision.
- Goals are what an organisation needs to work towards or needs to do in order to fulfil its mission and achieve its vision. A goal should be achievable after implementing a series of actions within the time-frame of a strategic plan.

Background Information

(Wamwangi, 2003)

Organisational development is a change management strategy which has been in operation for the last 40 years or so. It is based on the understanding of behavioural sciences and is concerned with how people and organisations function and how they can be made to function better through effective use of human and social processes.

OD may simply be described as a methodology or a technique used to effect change in an organisation or section of an organisation with a view to improving the organisation’s effectiveness. It has the following attributes:

- A planned process of change.
- Applies behavioural science knowledge.
- Aims at changing organisation culture.
• Aims at reinforcement of organisation strategies, structures and processes for improving organisation’s effectiveness and health.
• Applies to an entire system of an organisation, a department or a group as opposed to an aspect of a system.
• Targets long-term institutionalisation of new activities such as operation of self-managed or autonomous work teams and other problem-solving capabilities.
• Encompasses strategy, structure and process changes.
• A process managed from the top.

OD is not a business plan or a technological innovation model but rather an easy and flexible process of planning and implementing change. OD places human-centered values above everything else. They are the engine of its success. These values include mutual trust and confidence, honesty and open communication, sensitivity to the feeling and emotions of others, shared goals, and a commitment to addressing and resolving conflict (Buchanan and Huczynski, 1997). There are organisations that value these human attributes above all other quick fix benefits. Below mentioned points expresses these human values more concisely as follows (Robbins, 1986):

• The individual should be treated with respect and dignity.
• The organisational climate should be characterised by trust, openness and support.
• Hierarchical authority and control are not regarded as effective mechanisms.
• Problems and conflicts should be confronted, and not disguised or avoided.
• People affected by change should be involved in its implementation.

Vision, Mission and Goals of an Organisation

Definition of a Vision Statement
A vision is the desired end, or an image of the future toward which an organisation is committed.

Definition of a Mission Statement
A mission statement is a statement of purpose and the primary reason for which plans and resources, including administrative and programmatic staff, are directed. It should be general and not include measurable goals which may be subject to change. The mission aims to realise/achieve the vision. The mission statement may include the following:

• The target groups.
• The problem the organisation is addressing.
• The products and services being provided.
• The organisation’s values.
• The organisation’s future focus.

Questions to Help with Writing Mission Statements
• What does the organisation do?
• In what does the organisation believe?
• Who does the organisation serve?
• What needs does the organisation meet?
• What makes the organisation unique?
**What is an Organisational Goal?**

Goals are what an organisation needs to work towards or needs to do in order to fulfil its mission and achieve its vision. A goal should be achievable after implementing a series of actions within the time-frame of the strategic plan. The following three-step process can be used to develop meaningful goals.

1. Write down the current problem that the organisation needs to address to be able to achieve its vision. For example:
   - Inadequate access to ____________________; or
   - Arbitrary decision-making when giving employees ___________________.

2. Rewrite these problems as positive statements. For example:
   - Need to improve access to ____________________; or
   - Need to create guidelines for giving employees’ ___________________.

3. Rewrite these positive statements as goals: For example:
   - Enable access to ____________________; or
   - Ensure that policies and guidelines are developed for giving employees ___________________.
Activity 2: Steps in Strategic Planning

<table>
<thead>
<tr>
<th>Time</th>
<th>1 hour 30 minutes</th>
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<tbody>
<tr>
<td>Learning Outcomes</td>
<td>By the end of this activity, the participants will:</td>
</tr>
<tr>
<td></td>
<td>• Know how to conduct SWOT analysis; and</td>
</tr>
<tr>
<td></td>
<td>• Understand the basic tools of strategic planning, goal-setting, designing objectives and action plans.</td>
</tr>
<tr>
<td>Materials</td>
<td>Annexure 1 on ‘Case Studies’.</td>
</tr>
<tr>
<td>Audio-visual Support</td>
<td>Refer to the slides titled ‘Steps in Strategic Planning’ from the PowerPoint presentation ‘Introduction to Organisational Development’.</td>
</tr>
<tr>
<td>Take-home Material</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Methodology

Part I: Reviewing Capacity and Potential

Introduce the SWOT (strength, weakness, opportunity and threat) analysis matrix to the participants, explaining that it is a strategic tool which can be used not just in organisational contexts, but also in any decision-making situation when a desired end-state (objective) has been defined.

Using the PowerPoint Slide titled ‘SWOT Analysis’, explain the purpose of the four quadrants of the matrix.

Divide the participants into three groups, giving each group one case from Annexure 1. Give each group chart papers and markers, and ask them to develop SWOT analysis of organisational capacity and potential of the organisation in the case study given to them.

After ten minutes, ask each group to present its findings and discuss the following:

- Why is SWOT analysis helpful?
- How can it be used in organisational development?
- How can SWOT analysis be converted into goals?

Part II: Steps in Achieving Goals and Objectives

Ask participants if there is any difference between goals and objectives. Point out that often the terms are used interchangeably; however in strategic planning terms, the two terms have different implications.

- Goals are general guidelines that explain what you want to achieve in the long-term.
- Objectives are the different outcomes or results organisations would like to achieve to reach a goal. Unlike goals, objectives are specific, measurable, and have a defined completion date. They are more specific and outline the ‘who, what, when, where, and how’ of reaching the goals. Introduce participants to the concept of SMART objectives (specific, measureable, achievable, realistic, and time-bound).
Ask the participants to work in the same groups, and, based on the learning from the SWOT analysis:

- Set at least two goals for the organisation; and
- Develop at least two SMART objectives for each goal.

Ask the participants to:

- Define the term ‘Activity’: activities are actual tasks which are conducted in order to achieve the strategies and objectives.
- Briefly explain that activities can be of six broad types: ‘overall organisational-development related’, ‘programmatic’, ‘administrative’, ‘financial’ (including fund raising), ‘in-house capacity building’ and ‘monitoring and evaluation’.
- For each of the SMART objectives in their case study, they should design at least three activities that would help them achieve the objective. They should also keep in mind that different types of activities would be needed for achieving different objectives.

Ask participants how they would develop an action plan and prioritise activities. Using their case studies:

- Demonstrate short-term and long-term prioritisation;
- Distinguish between ‘urgent’ and ‘important’ activities; and
- Elaborate on other factors that affect planning of activities, such as resources availability, order of events, current and anticipated capacity of the team etc. Ask them to refer to the SWOT matrix developed earlier to see what factors could affect planning.

Next, describe how written ‘policies’ and ‘procedures’ are hallmarks of a developed organisation. CBOs should strive to develop these for all the major areas of management and operations. Some examples are human resource policies, including policies on hiring and firing, remuneration, leave management, gender and equity, non-discrimination based on HIV status, etc.

A policy is a predetermined course of action which is established to provide a guide toward accepted business strategies and objectives (Welling, 2011). In other words, it is a direct link between an organisation’s vision and their day-to-day operations, and is guided by the organisation’s values.

Policies identify the key activities and provide a general strategy to decision-makers on how to handle issues as they arise. This is accomplished by providing limits and a choice of alternatives that can be used to guide their decision-making process as they attempt to overcome problems.

The ultimate goal of every procedure, on the other hand, is to provide a clear and easily understood plan of action required to carry out or implement a policy. A well-written procedure will also help eliminate common misunderstandings by identifying job responsibilities and establishing boundaries for job holders. Good procedures actually allow managers to control events in advance and prevent the organisation (and employees) from making grave mistakes. You can think of a procedure as a road map where the trip details are highlighted in order to prevent a person from getting lost or wandering off from an acceptable path identified by the company’s management team.
Sum up the session by pointing out that this activity has introduced to them the concept of Strategic Planning, an essential part of Organisational Development. Define the terms ‘Plan’ and ‘Strategic Planning’:

- A plan is a series of thoughts, processes, and actions, written and agreed in the present, in order to achieve a particular goal.
- Strategic planning is a systematic process aimed at identifying and addressing specific issues in a participatory manner in order to attain the desired outcomes. The process takes into consideration contextual environmental issues and has specific goals and objectives to be implemented or carried out in the future.

However, explain to the participants that the process of Strategic Planning does not end here. In the subsequent sessions, there would be learning on more issues involved in Strategic Planning. Module A ends with a discussion of the ‘Organisational Development Cycle’ (A3) that will help sum up the learnings in this part of the curriculum.

**Box 1: An Exercise on Vision, Mission, Goal and Objective**

- Participants are lined up with components of an OD cycle written on sheets of paper.
- An interactive game is carried out: Some of the participants are asked to assemble in the order they think is necessary for OD.
- Rectifications are carried out by other participants and the facilitator to put the components in the right order, along with imagery that could be used to explain each component of the cycle.
- The imagery, on past occasions when this exercise was carried out, has included the following:
  - Problem scenario: a spider-web;
  - Community mobilisation: a chain of hands;
  - Long-term vision (or goal): stairs, ladders, with the person on the top;
  - Short-term vision (or goal): opening a door, stairs or ladders with the person on the first step;
  - Mission statement (or objectives): pathway;
  - Activities: birds making a nest;
  - Policy (gender policies, leave policies, office timings etc.): books;
  - Strategising: chessboard (the very same activity or process that helps design this OD cycle);
  - Resources needed: human resources, equipment, office space, medicines, condoms, etc;
  - Budget: money bags;
  - Activity plan: a form, checklist or document (framework of who would do what and when); and
  - Monitoring and Evaluation: a magnifying glass.
Activity 3: Creating Tagline and Database for the CBO Members

<table>
<thead>
<tr>
<th>Time</th>
<th>1 hour (during lunch break)</th>
</tr>
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<tbody>
<tr>
<td>Learning Outcomes</td>
<td>By the end of this activity, the participants will be able to create:</td>
</tr>
<tr>
<td></td>
<td>• A database of members of their CBO; and</td>
</tr>
<tr>
<td></td>
<td>• A tagline for their CBO.</td>
</tr>
<tr>
<td>Materials</td>
<td>Annexure 2 on ‘About Me’.</td>
</tr>
<tr>
<td>Audio-visual Support</td>
<td>N/A</td>
</tr>
<tr>
<td>Take-home Material</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Methodology**

**Part I: Pre-lunch**
Before breaking for lunch, tell the participants that they would be having a working lunch; however, assure them that the work would be creative and fun, and that this exercise will help them showcase work of their CBO.

Remind them that they have already prepared a description of their CBO at the beginning of the day’s activities; now it’s time to create a tag-line. Explain that a tag-line is a one or two lines phrase which could describe their CBO, its philosophy or vision, its work or any other aspect; however it should be short and apt. The tag line also has to be interesting. It could be serious or funny, in rhyme or in prose, but needs to be something that has recall value. Tell them to think about advertisements they have seen in magazines and on TV, and get them to recall some of their favourites.

Additionally, give each participant a printout of the Annexure 2 ‘About Me’, and ask each one to fill in the sheet during lunch. Assign a team leader to each organisation and encourage them to make sure that everyone participates, has time for lunch and has fun while doing the exercises.

**Part II: Post-lunch**
When the participants assemble after lunch, ask each organisation to share their taglines as well as to share some of the information from their filled in sheets on ‘About Me’. Ask the team leaders of each organisation to collect these filled sheets from the participants and file them when they go back to their offices.

**Note to Facilitator**
Some common taglines you can remind the participants about:
• SBI: ‘With you all the way’
• NDTV Profit: ‘News you can use’
• Indian Railways: ‘Life Line of India’
• Jet Airways: ‘The joy of flying’
• Airtel: ‘Express yourself’
• Big Bazaar: ‘Is se sasta aur achcha kaheen nahee milega’
Activity 4: Conflict Resolution

<table>
<thead>
<tr>
<th>Time</th>
<th>2 hours 30 minutes</th>
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</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
<td>By the end of this activity, the participants will:</td>
</tr>
<tr>
<td></td>
<td>• Understand the different types of conflict that can occur in an organisation; and</td>
</tr>
<tr>
<td></td>
<td>• Formulate conflict resolution strategies.</td>
</tr>
<tr>
<td>Materials</td>
<td>N/A</td>
</tr>
<tr>
<td>Audio-visual Support</td>
<td>N/A</td>
</tr>
<tr>
<td>Take-home Material</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Methodology

Using the PowerPoint Slide titled ‘Organisational Development is…’ summarise some of the important points of the earlier activities. Introduce the human resources element into the context of organisational development, and conduct a brief brainstorming on issues like teamwork and communication.

Invite the participants to describe the term ‘conflict’. After they share their responses (you can list these on a flip-chart), define the word ‘conflict’ as:

‘Any situation where incompatible goals, attitudes, emotions or behaviours lead to disagreement between two or more parties.’ (Robbins, 1986)

Introduce participants to the following types of conflict, asking them to first give examples of each type, and then to attempt a definition of each type.

- Intra-personal conflict.
- Inter-personal conflict.
- Inter-group conflict.
- Individual-group conflict.
- Organisational-level conflict.

Divide the participants into teams of two to three members and tell each team to select a type of conflict. Tell the teams that they have ten minutes to prepare a storyline around their selected type of conflict, and that they would be required to enact the storyline through role-play.

After ten minutes, invite each team to perform their role-play, while the other participants observe. After the role-play is done, invite the observing participants to comment on the conflict, and to provide ways in which the conflict could be resolved.

As suggestions come in, ask the role-playing team to enact the conflict again, this time moving towards a resolution of the conflict. Help participants to state issues in a positive rather than accusing or blaming manner, and to focus on the problem at hand, rather than on fixing blame and finding fault.

Finally, indirectly guide the members to articulate problems without being biased or blaming any specific individual for the situation.

Note to Facilitator

Conflict Resolution is a very important and delicate aspect of organisational and human behavioural exchange. Hence quality time needs to be allotted here with very sensitive/careful handling of the situation.

Encourage the group to share examples from their experiences so that there is absolute clarity of different kinds of conflict that one faces. However, ensure that all participants agree that confidentiality would be maintained, and that any of the information shared will not be used against each other once outside the classroom.
Background Information on Conflict Types

(Davidoff, 1980)

Intra-personal Conflict
Intra-personal conflict is also called intra-psychic conflict. It occurs within you. This conflict can develop out of your own thoughts, ideas, emotions, values and predispositions. Intra-personal conflict occurs when you internally argue with yourself about something, such as when you want a new pair of shoes but you know you should not spend the money on them.

Inter-personal Conflict
In inter-personal conflict, you are in conflict with other individuals. This is considered a major level of conflict and can occur between co-workers, siblings, spouses, roommates and neighbours. This is the form of conflict most people have in mind when they think about being in conflict.

Inter-group Conflict
A circumstance in which groups take antagonistic actions towards one another to control some outcome important to each, or display an overt expression of tensions between the goals or concerns of one party and those of another.

Individual-group Conflict
These arise frequently due to an individual’s inability to conform to the group norms.

Organisational-level Conflict
This is a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together. Conflict takes many forms in organisations. There is the inevitable clash between formal authority and power and the individuals and groups affected. There are disputes over how revenues should be divided, how the work should be done and how long and hard people should work. There are jurisdictional disagreements among individuals, departments, and between unions and management. There are subtler forms of conflict involving rivalries, jealousies, personality clashes, role definitions, and struggles for power and favour.
Activity 5: Inter-personal Communication

<table>
<thead>
<tr>
<th>Time</th>
<th>2 hours</th>
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</thead>
</table>
| Learning Outcomes | By the end of this activity, the participants will:  
  - Understand the importance of specific and clear instructions when guiding other team members towards achieving a goal. |
| Materials | Cloth strips to blindfold approximately one-third of the participants. |
| Audio-visual Support | N/A |
| Take-home Material | N/A |

**Methodology**

The methodology used for this activity is a game that involves moving around of participants in a large space, either a large room with scattered chairs and tables as obstacles or an open area threaded with pathways, trees and plants.

Divide the participants into three-member teams, making sure that there is an even number of teams. Pair the teams up, naming one team in each set as Team A, and the other as Team B.

Inform the participants that there would be two rounds of activity—in the first round all the teams named A would be the ‘actors’ while all the teams named B would be ‘observers’. In the second round, the roles would be reversed.

The task for all the teams named A would be to select a ‘messenger’ among their members who would deliver a document to a place designated by their partnering B team, the catch being that the messenger would be blindfolded.

The other members in the team A would instruct their messenger on how to reach the designated space. In the meanwhile, the partnering team B would observe the communication between the members of their team A, and make notes for de-briefing.

After round one, tell the teams to reverse roles. The members of all the teams named B would be required to deliver a document to a designated area (with one member of the team blindfolded and the other two giving instructions), and the members of their partnering team A observing.

After both teams have played their part, gather the participants together for a de-briefing. Ask them the following:

- What problems did the blindfolded messengers face when following instructions?
- What problems did the instructors face when giving instructions?
- Were there gaps between the instruction and the action taken? If so, what caused the gaps? How could these gaps be minimised?
- How did the participants feel when their instructions were not properly followed?
- How did the blindfolded messengers feel when they were given instructions that were not clear?
- Since all the teams named B were observers in round one, they had a chance to note the difficulties that the members of the teams named A had faced. Were they able to learn from the observations, and was their performance any better?
Ask participants how they felt during the activity, as actors, messengers, receivers of messages and observers, and point out that good inter-personal communication is needed to:

- Get acquainted;
- Express emotions to others;
- Share information;
- Make others understand our perspectives on subjects; and
- Build relationships.

Remind participants that communication in an organisation can be formal and informal, verbal and non-verbal, and that successful interpersonal communication is one of the means through which an organisation functions smoothly.
Activity 6: Wrap-up

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes</th>
</tr>
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</table>
| **Learning Outcomes** | By the end of this activity, the participants will:  
  • Summarise the learnings of the day’s activities. |
| **Materials**    | N/A        |
| **Audio-visual Support** | PowerPoint slides titled ‘Lessons from Rocket Singh’ (includes audio-video clip from the movie ‘Rocket Singh’) from the PowerPoint presentation ‘Introduction to Organisational Development’.
| **Take-home Material** | N/A        |

**Methodology**

Brief the participants that they are going to watch a clip from a popular Bollywood film titled ‘Rocket Singh’. While many participants may be familiar with the film, for the benefit of those who are not, give a brief introduction to the movie. (See box.)

Screen the video clip.

After the screening, facilitate a discussion on the film, using the questions below:

• What were the two characters arguing about?
• Did the participants feel from the conversation that ‘Rocket Singh’ had leadership qualities?
• If yes, why? If not, why not?
• Why are people important for an organisation?
• Are human resources more important or less important than other resources?

Using the PowerPoint slides titled ‘Lessons from Rocket Singh’; reiterate the learning’s of the session.

Wrap up the day’s activities by inviting questions from the participants.

---

**About ‘Rocket Singh’**

A salesman, nicknamed Rocket Singh, decides that people are the basis of a good business, and starts a business of his own, where everyone is an equal partner, bringing talent to the table without discrimination, including the office peon. However, he does this surreptitiously in his employer’s organisation, who, after finding out, forces a take-over.

The video clip starts when the employer goes back to Rocket Singh, and hands him back his company.
Annexure 1: Case Studies

Case Study A: Jhakaas Sangam

Jhakaas Sangam is a community-based organisation (CBO) that has been legally registered as a trust. It works in three districts of Gujarat. The organisation is 11 years old and has a 10,000-strong membership of men who have sex with men (MSM).

The CBO is getting some support from the State AIDS Control Society. As most of the budget of Jhakaas Sangam is being received from a single donor agency, the members of the organisation are not concerned about financial sources. But now the funding agency has decided to cut down the budget since last year. This has created a big problem for Jhakaas Sangam.

The leadership of the organisation lacks individuals with skills for resource mobilisation. The organisation never thought of the possibility of such a problem and when someone asked about making the organisation sustainable, they would give a very easy answer, ‘It will remain sustainable until the donor gives it funds!’

As a result of the decision of the donor agency, a dispute has occurred in the working committee over who should leave and who should continue in Jhakaas Sangam.

Case Study B: Hocus Pocus Foundation

Rajnikant who, until few years back used to teach at a local primary school, is the Chairperson of the Hocus Pocus Foundation. The Hocus Pocus Foundation was founded with health-and income-generation as its mission.

Presently, Rajnikant runs counselling centres, health education centres, HIV service centres for transgender people and MSM with the support of a donor agency. Though monthly savings are being generated after formation of self-help groups (SHGs) for income-generation, programs have not been carried out for the skill-development of women due to lack of the required capital.

The working committee of the Hocus Pocus Foundation has 11 members, but due to lack of skill and knowledge of organisational development and resource mobilisation, Rajnikant has not been able to achieve anything much towards development, other than the HIV health program granted by the donor agency.

A majority of the SHG members are inactive while some have stopped building savings because they have not been able to use the savings made in their SHG for income-generation. Rajnikant always pressurises one of the members to write a project proposal and go to meet a donor agency.
Case Study C: Maharathi Organisation

Maharathi is a CBO founded in 1998 with the objective to work for the uplift of the transgender (TG) community. The CBO has its own structure. The Executive Committee of the CBO is represented by individuals with skilled leadership qualities, as a result of which it has been receiving resources from various sectors. Under its Executive Committee (or Working Committee) is a Sub-Committee for Resource Mobilisation. The Sub-Committee works at the local and national level to expand relations with various organisations and collect resources.

The CBO runs programs in two districts. Local government, private sector and international agencies have been providing financial, technical and other cooperation to the CBO. Starting this year, the CBO is running adult-care program and income-generating programs for the community, in addition to partnering two other big CBOs in four districts.

With the cooperation of local volunteers, it runs a social awakening campaign against prevailing harmful traditions, health issues, HIV issues and takes up cases where legal services may be required. The CBO also runs counselling centres, health-education centres, and cultural centres with wide participation of local volunteers.

Maharathi has its own policies and regulations and good governance is strong. It has been running programs as per its target. The CBO’s work has been respected at the national and international levels. Other small organizations take Maharathi as their model.
# Annexure 2: About Me

Please fill the following form to become a member of our organisation. We assure that the information received will be kept confidential.

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Address/ contact number (optional)</td>
<td></td>
</tr>
<tr>
<td>Please mention your identity by ticking the preferred choice</td>
<td>Transgender</td>
</tr>
<tr>
<td>No. of family members</td>
<td></td>
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<tr>
<td>No. of earning members</td>
<td></td>
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<tr>
<td>Blood group</td>
<td></td>
</tr>
<tr>
<td>Any significant health issue</td>
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<tr>
<td>Educational qualifications</td>
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</tr>
<tr>
<td>Skills</td>
<td></td>
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<tr>
<td>Work experience</td>
<td></td>
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</table>

Thank you!
Annexure 3: PowerPoint Presentation – Introduction to Organisational Development
My Organisation Values

- The organisation seeks to...
- The organisation gives...
- The organisation is...
- The organisation respects...
- The organisation has...
- The organisation speaks out when...
- The organisation believes in...
- The organisation does not demand disclosure of...
- The organisation seeks to empower...
- The organisation endeavours to...
- The organisation is non-judgmental on...
- The organisation is driven by...
- The organisation is non-political and non-profit...
- The organisation believes in the promotion of...
- The organisation believes in opening up opportunities and possibilities for...
- The organisation believes in helping people...

What is an Organisation?

An organisation is a social unit of people, systematically structured and managed to meet a need or to pursue collective goals on a continuing basis.

What is an NGO?

An NGO is a private sector, voluntary (and usually non-profit and non-sectarian) organisation that contributes to, or participates in cooperation projects, education, training or other humanitarian, progressive, or watchdog activities.
What is a CBO?

A CBO comprises of all such organisation's, institutions or groups of people which have local area/village-based presence and structural arrangements.

CBOs are also NGOs that are owned and managed by members of a specific community. They are a formal, legal entity or informal registered organisations maintaining separate books of accounts, systems and ways of working.

What is Organisational Development?

Organisational Development (OD) may simply be described as a methodology or technique used to effect change in an organisation or section of an organisation with a view of improving the organisation’s effectiveness.

Steps in Organisational Development

1. Diagnosing: the problem.
2. Feedback: collecting information on how the problem is affecting an organisation.
3. Planning change: creating a plan of action to create the change required.
4. Intervention: executing that plan to bring about the change required.
5. Evaluation: checking after executing the plan to see whether the change has been brought about or not, and how effective it has been.
Organisational Development

Some Steps in Strategic Planning

SWOT Analysis

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<td>Internal to the organisation</td>
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<tr>
<td>Factors that contribute to</td>
<td>Areas of low capacity</td>
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<tr>
<td>achieving areas of high capacity</td>
<td>Can be turned into strengths</td>
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<tr>
<td>Positive aspects</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threat</th>
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</thead>
<tbody>
<tr>
<td>Positive aspects external to the</td>
<td>Negative aspects external to</td>
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<tr>
<td>organisation</td>
<td>the organisation</td>
</tr>
<tr>
<td></td>
<td>Risks and uncertainties</td>
</tr>
<tr>
<td></td>
<td>Factors that jeopardise the</td>
</tr>
<tr>
<td></td>
<td>existence of the organisation</td>
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Goals, Objectives and Activities

<table>
<thead>
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<th>Objectives</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Goal 1..</td>
<td>Objective 1</td>
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<tr>
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<td>Activity 2</td>
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<tr>
<td></td>
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<td>Activity 3</td>
</tr>
</tbody>
</table>
Organisational Development

is:

Long-term Goal Setting

Short-term Goal Setting
Involvement Team Work

Interpersonal Communication

Multiple Communication Channels
Managing Diversity

Negotiation Skills

Conflict Resolution
Leadership Development

Total Quality Management

Achieving Results
Organisational Development

Lessons from Rocket Singh

Rocket Singh: Salesman of the Year

Lessons from Rocket Singh: Salesman of the Year

Harpreet Singh is ready to make Mishraji (peon) a partner for his skills and aspirations and not for his qualification.

Lesson 1: Recruit for talent, knowledge and skills. Such people will remain committed to the company and work efficiently.
Lessons from Rocket Singh: Salesman of the Year

Harpreet Singh welcomes his boss as his partner for his experience. Also fighting with him would have made the situation worse.

Lesson 2: Don’t underestimate experience just because you have a brilliant idea and have got quick success. Instead of fighting with competent people, make them your associates.

Harpreet Singh warns his technical associate to behave well with the receptionist.

Lesson 3: Make your work environment safe and respectful for everyone from day one.

Harpreet Singh refuses to change his vendor when a big order comes as he is the person who helped him start-up.

Lesson 4: Building trust is the most difficult part in business. If you are able to develop it, nourish it. Do not grow alone. Let your partners also grow with you.
Lessons from Rocket Singh: Salesman of the Year

Harpreet Singh gives guarantee of 24X7 service and is even ready to sell his scooter if things go wrong. He sells off his dream to save his partners when things go wrong.

Lesson 5: Serve your customers as per their need and not your convenience. Put your 100% into your business. Always be ready to take risks and guard your partners. A true leader always stands by his associates and is not afraid of failure.

Lessons from Rocket Singh: Salesman of the Year

The process of empowerment brings out the best in employees. So the receptionist at AYS becomes the customer relations executive at Rocket, while the chai-walla becomes a computer assembler. As soon as the chai-walla begins to be called Mr. Srivastava, he experiences a new self-respect and pride.

Lesson 6: Believe in your people. They make an organisation great and successful, and they are the one’s who matter at the end of the day.

Lessons from Rocket Singh: Salesman of the Year

The hostile takeover of a smaller company on the strength of a cheque book by the owner of AYS fails to assimilate into a successful organisation.

The culture of corruption and bribery at AYS could not merge with Rocket’s culture of integrity, hard work and honesty.

Lesson 7: Stick by your organisational values – because they reflect who you truly are. And make sure that all those you associate with share these values.
Lessons from Rocket Singh: Salesman of the Year

Lesson 8: Most important lesson: Take risks.

References


Rocket Singh: Salesman of the Year 2009, motion picture, Yash Raj Films, India
Notes
Pehchan Training Curriculum
MSM, Transgender and Hijra
Community Systems Strengthening

<table>
<thead>
<tr>
<th>CG</th>
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<tr>
<td>A1</td>
<td>Organisational Development</td>
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<td>Leadership and Governance</td>
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<td>Resource Mobilisation and Financial Management</td>
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