

Business Dynamics Of Teach For India - A Case Study

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Abstract: *The vital aspect of HRM is the performance of an individual in an organisation as it has been largely driven by the work atmosphere that prevails at the workplace. A good working condition is one of the benefits that the employees can expect from an efficient human resource team.*

Teach for India is an NGO where they are building a movement of leaders who will eliminate educational inequity in India. These leaders, our Alumni, work across sectors impacting systemic change towards educational equity. They commit to being life-long leaders building the movement to achieve our vision that one day all children will attain an excellent education.

In its quest for educational equity for all children, the aim of Teach for India is to build Fellows into a transformational teacher and leaders. Teach for India also understands that to get to the vision, we must have the highest expectations – of our children and of ourselves. It is this responsibility and a belief in setting clear expectations that form the foundation of this code of conduct so that every Fellow has a clear understanding of their basic responsibilities as a working professional. At the same time, we know the path to leadership is hard and steep. The present study will focus on the HR policies of Fellows and Staff and what makes Teach for India a dynamic organisation which creates leaders for future.

Keywords: *Children, excellent education, leadership, HR Policies*

I. Introduction

In order to build a growing community of leaders, Teach for India has developed a two-part theory of change.

In the long-term, we engage these leaders, our Alumni, and support this growing community to advocate for change. Our Alumni work in diverse roles within the education sector, as teachers, teacher-trainers, school principals, curriculum designers, and education policy researchers, as well as in the ecosystem surrounding and supporting the education sector, as journalists, lawyers, health experts, entrepreneurs, and corporate leaders, all with a shared purpose to build a broad people's movement for educational equity that will accelerate progress towards that day when all children in India have the opportunity to attain an excellent education so that we, as a nation, can find our light and our true potential.

In the short-term, through our Fellowship program, we provide an opportunity to India's brightest and most promising individuals, from the nation's best universities and workplaces, to serve as full-time teachers to children from low-income communities in some of the nation's most under-resourced schools. Through this experience of teaching in classrooms and working with key education stakeholders like students, principals, and parents, our Fellows get exposed to the grassroots realities of India's education system and begin to cultivate the knowledge, skills, and mindsets necessary to attain positions of leadership in the education system and identify their role in building a larger movement for equity in education.

In the fellowship programme, the fellow undergoes the two-fold impact which is the impact and the change that the fellow goes through in two years. The impact of the fellows is based on the three commitments of the fellows that are the Personal Transformation, Collective Action, and the Commitment to Educational Equity.

The present study is conducted on the staff satisfaction of Teach for India. It is observed that HR policies are taking a pivotal role in an organisation when it comes to staff satisfaction. Hence, HR policies of Teach for India were studied to understand the unique policies which make the organisation the best workplace. Teach for India is a structured organisation and every policies of the organisation abides with the sole purpose of making sure that each and every one person becomes a leader and help our society by being a change in India's most pressing issue, which is inequity in the education sector. The present study focuses on what makes Teach for India a unique organisation and the best workplace. Various parameters are taken into consideration and are studied on how these parameters derive to the staff satisfaction.

II. Importance of Study

The present study focuses on the factors which have made Teach for India, one most of the most successful NGO. The policies that TFI follows unique policies which make TFI the best organisation to work with. The study states about the various unique policies that have made the NGO one of the best workplaces.

III. Objectives of the Study

The present study explains us about what makes Teach for India a unique organisation and the best place to work with respect to the HR policies. The study is confined to the employees of Hyderabad.

IV. Impact of HR Policies in an Organisation

Human resource management is the effective management of people at work. Beardwell, Holden & Claydon (2004) regard HRM as the philosophy, policies, procedures, and practices related to the management of people within the organization. HRM as a combination of people-centered management practices that recognize employees as assets geared to creating and maintaining skillful and committed workforce for achieving organizational goals. It is the utilization of individuals to achieve organizational objectives. HRM is the comprehensive set of managerial activities and tasks concerned with developing and maintaining a qualified workforce. Human resource is a way that contributes to organizational effectiveness. Moreover, the growth, development, and expansion of the organization are highly dependent on their performance. In addition, employees' performance is related to the satisfaction of employees. To create a satisfied, productive and efficient workforce, for any organization, proper HRM policies and practices are imperative. When employees are satisfied with working conditions of the work then the organization will succeed towards its goal.

V. HR policies of Staff in Teach for India

5.1 Child Protection Policy

All staff and Fellows have a professional duty to ensure the safety and protection of all children who come into contact with Teach for India. The following groups have specific responsibilities as follows:

5.1.1 All staff and Fellows

- Have a responsibility to be fully aware and informed of this policy handbook and adhere to it at all times even if other teachers or parents are not aligned with this policy.
- Have a duty of care to report any incidents that arise relating to child safety and ensure they are documented and/or appropriately investigated.

5.1.2. Our Compensation Philosophy

At Teach for India, we aspire to attract and retain the talent pool who are aligned to our vision and values and have the right technical skills and behavioural competencies. We will aspire to play competitively against the Indian non-profit industry; however, compensation will never act a key driver for retention or motivation.

5.2 Cost of Living Adjustment (COLA)

COLA is derived from the inflation index every year and will be applied to individual base salaries. Teach for India will aspire to do this exercise year on year based on market trend, the financial health of the organization as well as board approval.

5.2.1 Progression Plan

At Teach for India, we aim to develop expertise within a role and for this, we have created sub-levels.

- When a staff member joins a new role, irrespective of their work experience/tenure at Teach for India, they will begin at the level L1 of role. This is based on the rationale that Teach for India roles are complex and everyone has a learning curve before starting to perform at a proficient level.
- Staff will need to complete minimum two years in a role to progress to the next level. At every level progression, staff will receive a longevity cash reward on committing to complete another year in the role.

5.2.2 Eligibility Criteria

The applicant should show consistent performance and continued excellence in their current role. Teach for India values loyalty and encourages that staff further develop themselves in their current role for a few years before considering a role change. The applicant must seek their manager's approval before applying for any position, both verbally and on email.

5.2.3 Role change process

- The Human Resources team will then launch open positions as per the Manpower projections for the year to all Staff. Additionally, any other position that opens up during the year will be updated on the HR Intranet.
- Managers must have a one-on-one conversation with the respective team member intending to apply for a role change and jointly examine suitability for the role in terms of competencies and skills.

- If the concerned staff member fits the requirements of the position, they will have to fill in the Role Change Form and send this to his/her manager.
- The concerned staff member must outline a transition plan in consultation with their current manager and new team manager.
- If the applicant is not selected, the current manager must have a detailed one-on-one, in-person conversation with the applicant, explaining why they were not selected for the role.

5.3 Redressal and Enquiry Process:

- Teach for India will view all cases of sexual harassment as gross misconduct as per the Code of Conduct. The aggrieved person may make, in writing, a complaint to any member of the Internal Complaint Redressal Committee within three months of the occurrence of the last incident.
- A complaint must be registered in writing/via email to any member of the Internal Complaint Redressalcommittee on grp@teachforindia.org.
- Any Internal Complaint Redressalcommittee member charged with harassment in a written complaint must step down as the member during the inquiry into that grievance.

5.3.1 What disciplinary action can be taken against the accused?

The disciplinary action will be appropriate to the nature of the violation. Disciplinary action will be taken on a case-by-case basis by the Internal Complaint Redressalcommittee and shall be recommended to a chosen board member. The final decision will be made by the chosen board member. In the case of Teach for India persons, disciplinary action could be in the form of:

- i. Warning
- ii. Termination

Reference: The Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act, 2013.

We, at Teach for India strongly believe that every child can and must attain an excellent education. To achieve this, we expect nothing less than excellence and commitment from everyone at Teach for India. This policy exists to ensure that all staff is able to make choices that promote their work-life balance while consistently upholding excellence in their work.

5.4 Work Hours and Location:

Teach for India is a goal-driven and outcome-focused organisation, and we understand that flexible work schedules give staff freedom and autonomy in completing their projects. With this in mind, our primary focus is the high-quality completion of deliverables and projects within given timelines.

5.5 Holidays:

Teach for India will grant ten fixed Public/Bank holidays per year and two regional holidays taking into consideration regionally diverse celebrations across the nation. The regional holidays will be decided by each city at the beginning of the financial year.

5.6 Eligible Leaves:

- A Staff is eligible for leaves for the quarter at any time during the given quarter. If leaves are not utilized within the quarter they will be carried forward to the next quarter **within the financial year**.
- New staff members are not entitled to paid leaves during the first three months of joining Teach for India. Any leave taken during this period will be treated as leave without pay.
- If staff takes more leaves than allocated and accumulated they will require approval by their manager. The salary will be deducted accordingly.
- Exceptions will be granted only with approval from the Vertical Head and the Human Resources team.
- A maximum of 10 days of leave can be carried forward from one financial year to the next. Additional days of leave that are unused in the year will lapse on the 31st of March of every year

5.6.1 Compensatory day off for working on a holiday:

Teach for India will make every effort to ensure that events are not planned on holidays and nonworking Saturdays. However, if due to unavoidable reasons, staff has been asked by their managers to work on holidays or non-working Saturdays (equivalent to a regular working day), they will be entitled to a compensatory day off.

A compensatory day off is given to ensure that all staff has a five or six-day working week to get the necessary break needed between working days.

5.7 Code of Conduct:

- Integrity: Personal and professional integrity is of paramount importance.
- Responsible Communication: It is expected that all staff act insightfully and responsibly while communicating with co-workers and other stakeholders.
- Ownership: All staff is expected to demonstrate ownership for the overall goals of Teach for India and the activities and projects that are entrusted to them.
- Social behaviour: Staff is expected to conduct themselves in a manner befitting Teach for India's social image during all external and internal get-togethers and events.
- Use of entitlements: All financial and other entitlements provided by Teach for India must be used with a sense of responsibility and resourcefulness.
- Gross misconduct: Any act that is serious enough to justify termination of employment will be deemed as gross misconduct.

5.8 Support plan for staff to meet expectations:

If any staff is deviating from or struggling to fulfill any expectation laid out in the code of conduct, the following support may be provided:

- Informal conversations with the direct manager.
- Meeting with the manager
- A formal support plan clearly outlining what is expected from the staff.
- Human Resources will follow up with formal letters which will be maintained in staff member's performance records.

5.9 Manager's responsibility:

During this period, managers are expected to work closely with the new staff, set goals, evaluate progress by giving informal feedback, clarify expectations and provide timely, constructive feedback.

- Managers must create a three-month goal sheet for the new staff.
- This should be shared with the new staff, in an in-person one-on-one conversation within the
- The first week of joining Teach for India, to ensure that the new staff is set up for success.
- Managers should set expectations with respect to work responsibilities, work hours, etc. and should check-in regularly with new staff and provide them with consistent feedback and guidance on their responsibilities and goals.
- It is essential that managers have a conversation with the new staff at the end of one and a half months to enable structured reflection
- At the end of the probation period, managers must have a formal performance evaluation conversation with the new staff using the 2x2 conversation form.
- If the manager, based on an evaluation of the new staff's performance, feels that they need additional support to be successful in the role, the manager, in consultation with Human

VI. What makes Teach for India the best workplace?

In Teach for India the staff leaders design their own leadership development journey:

They use the framework that is built on the pillars of:

6.1. Contribution:

Though the staffs spend most of the time and energy in the core goals. At the same time, they also think about their contributions towards their team and Teach for India.

6.2. Learning:

Teach for India staff believes in continuously learning the journey they are set on. They make it come alive by asking questions like- What can they do to improve mastery in their respective roles? Or What are they most excited about learning in the future?

6.3. Support:

The staff members' keep on supporting each other throughout the journey and also keep on questioning like- What kind of support do they need? And What kind of support can they provide?

6.4. Inspiration:

Not only they seek inspiration but also inspire others with their commitment and actions.

VII. Here is what Teach for India staff value about working with Teach for India

The mission: Belief and Alignment with the purpose

The staff strongly believes that they are deeply rooted in the values and make sure that they keep the children at the core of all decisions. This helps the staff see their purpose in the action.

Autonomy and Ownership:

The individual staff member is held responsible and accountable for the outcomes but has the freedom to choose the path to work towards it.

Our people:

Teach for India provides a wonderful opportunity to work with like-minded, highly passionate and talented individuals who come from diverse backgrounds.

The culture of warmth and openness:

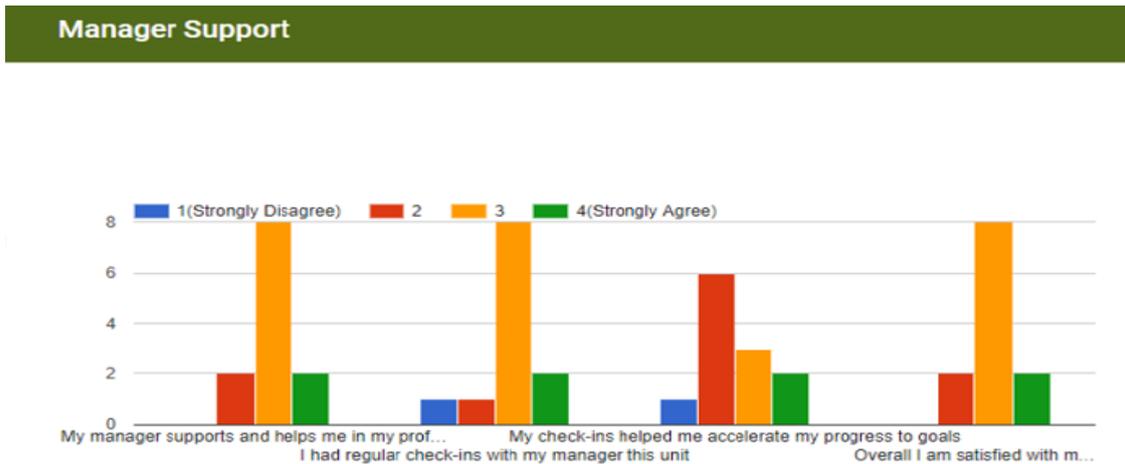
In Teach for India, nobody believes in hierarchical structures. Everyone is treated as a peer and supported throughout the journey.

VIII. Based on the Engagements for Survey (Conducted by Boston Consultancy Group)

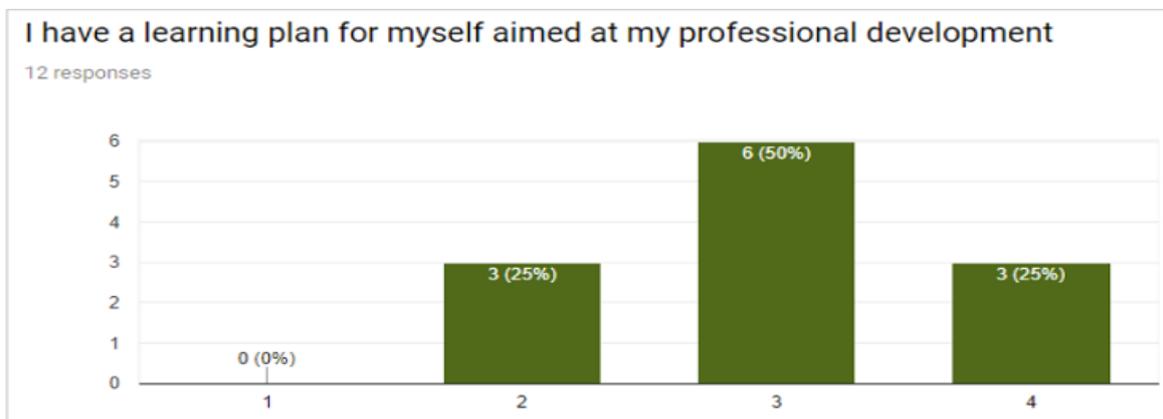
- 95% of the staff believes in what Teach for India is trying to achieve.
- 95% of the staff sees the direct contribution of their work to Teach for India.
- Almost 90% of them believe that managers care about their well-being and are open to receiving feedbacks

IX. Staff satisfaction with the HR Policies – Data analysis

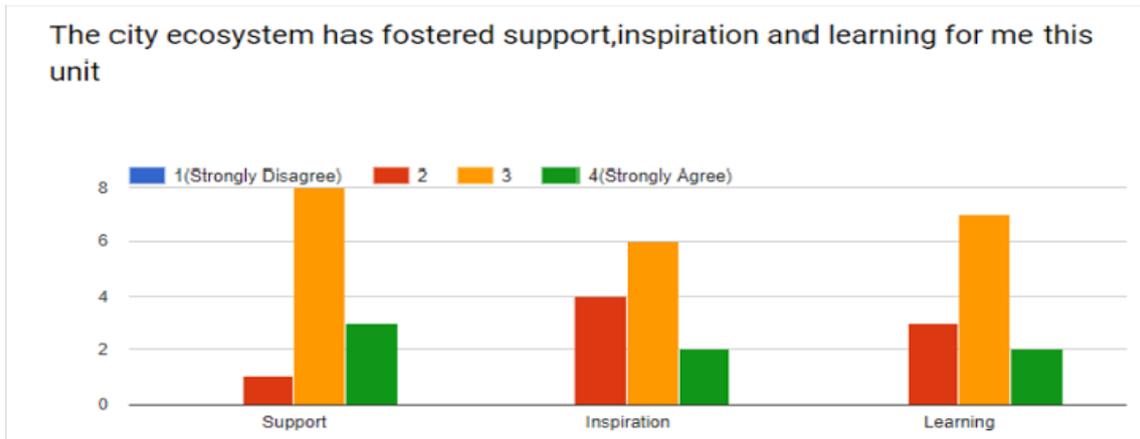
To understand the staff satisfaction with the HR policies of Teach for India, a questionnaire was administered through Google docs to all the Hyderabad staff members of Teach for India. The questions posed were mainly related to the city ecosystem and how satisfied the employees are with the work culture. Also, questions related to the employee's growth and their satisfaction with the opportunities were also posed. Of all responses received there were 100% employees who said that they have fun in the office despite the hectic work schedule.



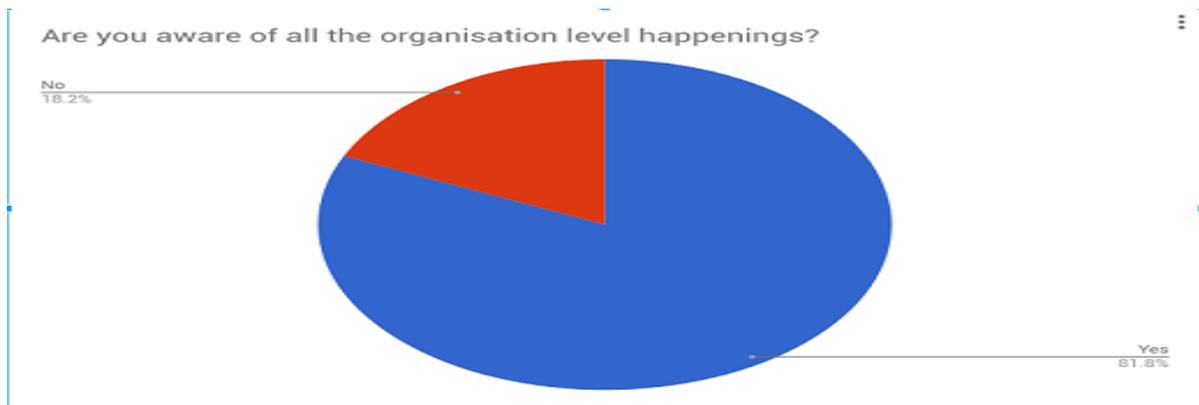
9.1. There were 36.4% employees who strongly agree and 54.5% employees who agree that their managers help them grow professionally. It is visible from the above bar chart that 80-90% of the employees are overall satisfied with their managers.



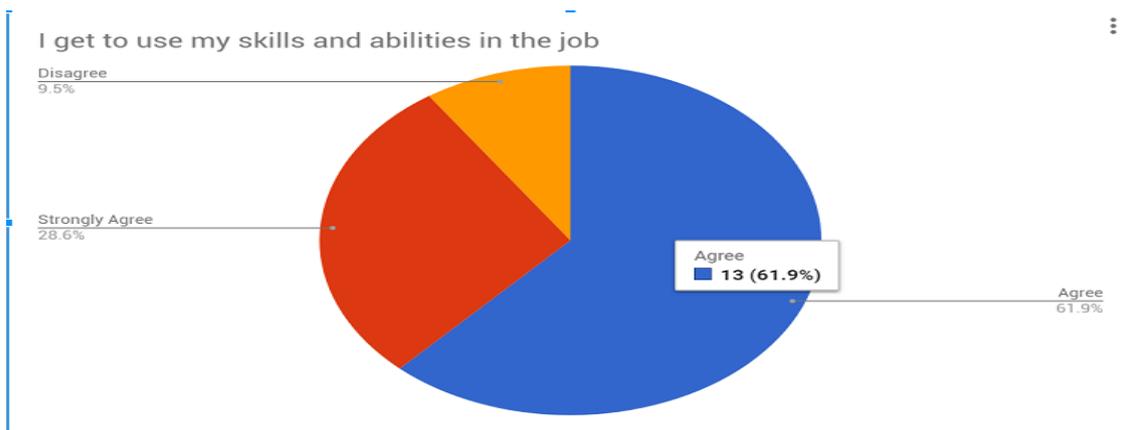
9.2. From the above Bar chart, we can see that 75% of the employees have an action plan which is aimed at their professional development.



9.3. From the above graph, we can see that almost 90% of the employees feel supported, learning from the team and inspired with the city ecosystem.



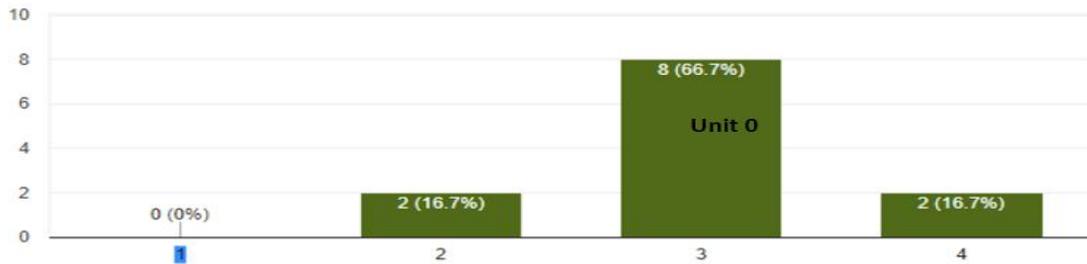
9.4. (81.2% employee) agrees that they are aware of organisational level happenings.



9.5. (90.5% of the employees) agree that their skills and abilities are used in the job.

How valued do you feel at work?

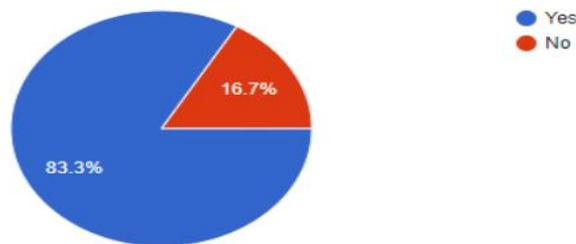
responses



9.6. (83.4% of the staff) feels valued at the workplace.

7. The last time you accomplished a big project/task/assignment, did you receive any recognition from your manager?

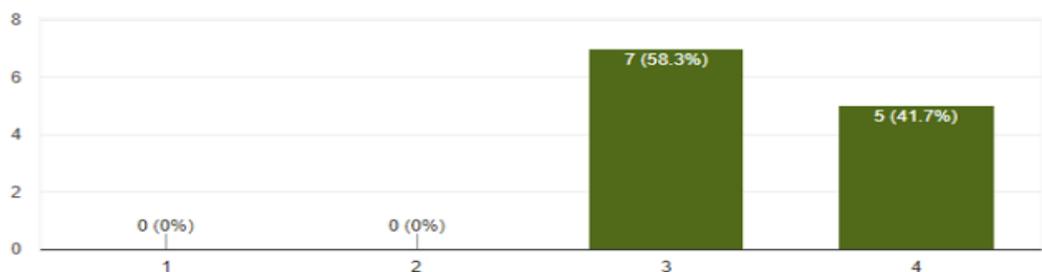
12 responses



9.7. From the above pie chart, we can see that 83.3% of the employees receive recognition from their manager when they accomplish a big project/task.

How likely would you refer someone to work here?

responses



9.8. (100% of the employees) are most likely to recommend their friends to work in Teach for India.

X. Conclusion

At present Teach for India is recognized as one of the best workplaces. Due to its unique structure of work where each and every member associated with the staff gets his own importance. The Business dynamics of the Teach for India is their staffs, which teach for India values the most. Teach for India makes sure that every staff member’s outcome is so visible that each staff member feels valued in the organisation. The present study helps us in understanding the various parameters because of which Teach for India is known as one of the best workplaces. The scope of the study is confined to the Hyderabad city. Future study can be conducted in all the 7 Cities- Ahmedabad, Pune, Delhi, Mumbai, Chennai, Hyderabad and Bangalore and understand the staff satisfaction in various cities i.e., at a national level.

References

- [1]. <http://www.teachforindia.org/> Teach for India official website.
- [2]. <https://internalcareerfair.wixsite.com/internalcareerfair> Internal career fair: The Internal Career Fair is a platform to help you discover career opportunities at Teach For India after your Fellowship.