



Faculty Development Programme Report: Workplace Energy – Fuelling Growth or Feeding Conflict

Faculty Development Programme (FDP) Report

Topic: *Workplace Energy – Fuelling Growth or Feeding Conflict*

Organised by: Department of Counselling, New Horizon College of Engineering (NHCE)

Date: 16th July 2025

Organised for: Faculty Members, New Horizon College, Marthahalli (NHCM)

Venue: Chanakya Auditorium

Duration: 2.5 Hours (1:30 PM to 4:00 PM)

Facilitators: Srividya Anand & Anna Jogie, Department of Counselling

Objective:

This Faculty Development Programme (FDP) was designed to help faculty members explore how their emotional, social, and spiritual energies influence workplace relationships and overall departmental culture. The session used interactive methods and real-life academic scenarios to examine whether workplace energy is being channelled constructively to fuel growth or, unknowingly, contributing to conflict.

Workshop Highlights:

1. Introduction & Ice-Breaker Activity:

The session opened with an engaging activity where participants identified what drains and fuels their workplace energy. This laid the groundwork for self-awareness and promoted openness among faculty members.

2. Pre-Workshop Self-Assessment:

Faculty rated themselves using a brief self-assessment questionnaire measuring Emotional Quotient (EQ), Social Quotient (SQ), and Spiritual Quotient (SpQ). This enabled introspection on current emotional regulation, social harmony, and value alignment at work.

3. Conceptual Clarity on EQ, SQ, and SpQ:

Facilitators explained each quotient using relatable faculty-centric examples:

- **EQ** – Managing emotions during feedback and disagreement.

- **SQ** – Participating constructively in team-based tasks.
- **SpQ** – Upholding personal and institutional values even when unacknowledged.

4. Case Study Analysis:

A scenario based on departmental conflict during a role rotation exercise was presented. Faculty were grouped as HODs, senior faculty, and junior faculty to reflect on varied perspectives, assumptions, and communication breakdowns.

5. Empathy Mapping Exercise:

Participants collaborated to map out the emotions, thoughts, and needs of each stakeholder in the case. This activity offered a deeper understanding of empathy as a leadership and conflict-resolution tool.

6. Role Play and Reflection:

Three role-play scenarios were enacted:

- Receiving critical feedback in a public setting.
 - Experiencing exclusion from a key meeting.
 - Coping with a lack of recognition for contributions.
- Participants acted and observed, followed by group reflection on how applying EQ, SQ, and SpQ could lead to more constructive outcomes.

Key Outcomes:

- Enhanced self-awareness of how individual energies influence group dynamics.
- Better understanding of latent causes behind workplace conflict.
- Practical strategies for empathy, communication, and value-based leadership.
- Faculty members articulated personal action steps for building more harmonious and purposeful teams.

Participant Feedback:

Faculty members from NHCM expressed that the FDP was timely, thought-provoking, and highly relevant to their roles. They appreciated the experiential methods, which encouraged open sharing and meaningful reflection in a safe, supportive environment.

