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3<sup>rd</sup> EYE KNOWLEDGE FOUNDATION

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Professional Certification  
in  
Business Psychology



Knowledge Partners



# Certified Business Psychologist Programme

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# 1 Business Psychology

## 1.1 Introduction

The programme is designed for students who wish to acquire the skills and knowledge that will enable them to apply psychological principles within the business world. The course will appeal equally to those with a business or psychology background. Graduates are equipped for a variety of careers including human resource practitioners or careers in consultancy and business psychology.

## 1.2 Salient Features

The salient features are that upon completion of the programme students should be able to:

1. Understand a range of business functions and the multi-disciplinary nature of business
2. Apply appropriate academic theories and concepts to range of business and management issues
3. Demonstrate a range of skills required by managers
4. Understand the influence of the international concepts to a range of business and management issues
5. Develop an understanding of the complexity of human behavior
6. Develop their learning skills to meet the demands of further study

3<sup>rd</sup> Eye Knowledge Foundation (3IKF), offers this innovative Certified Business Psychologist Programme at a Masters Level, which would be common to all Health and Business professionals to utilize their knowledge and relative experience in contributing to the development and welfare of the society. These key standard roles of practice are used as a basis for passing of both Stage 1 and Stage 2 of the Qualification to be a Professional Business Psychologist. **On successful completion of the programme, each participant will become a patron member of 3<sup>rd</sup> Eye Knowledge Foundation.**

# 2 Competences to be acquired

## 2.1 Knowledge Dimension (Stage 1)

Both the Knowledge and Research Dimensions of Stage 1 & Stage 2 respectively will be examined to an academic standard which ensures equivalence between the qualification and a Masters' certification.

The 3IKF-BP (Stage 1) is underpinned by relevant knowledge and understanding and the Business Psychology curriculum has been divided into eight Sections for training purposes. These eight Sections combine to form the Knowledge Dimension of the 3IKF-BP (Stage 1) and are as follows:

1. Man-machine interaction;
2. Design of environments and work; Health and Safety;
3. Personnel identification, selection and assessment;
4. Performance appraisal and career development;
5. Counseling and personal development;
6. Training & Development;
7. Employee relations and motivation;
8. Organizational development and Management of change.

In order to show competence in the Knowledge Dimension you will be required to demonstrate a sound knowledge and understanding of each of the eight areas. This process usually takes one year of study through distance education mode backed by personal contact programmes and discourses and may be demonstrated by:

EITHER (A): passing Stage 1 of the Qualification in Business Psychology;

OR (B): gaining an 3IKF Post Graduate Diploma in Business Psychology.

There are more details of the eight knowledge sections in Appendix 2.

## 2.2 Research Dimension (Stage 2)

The practice of Business Psychology is evidence-based and rooted in scientific research and evaluation. In order to pass the Stage 2 part of the Research Dimension, you will be required to show that you have the underpinning knowledge to demonstrate the following:

- Knowledge of psychological research as implemented within the context of Business psychology, including research designs and research methods commonly employed within the discipline and their attendant difficulties;
- Knowledge of ethical conduct, professional issues and practical constraints in applied Business Psychology research;
- An ability to understand and critically evaluate Business Psychology research literature;
- Knowledge of the principles of the design and conduct of methodologically sound and ethically acceptable research investigations in Business Psychology;
- Competence in experimental design, field research and advanced data analysis (quantitative and qualitative);
- Competence in the development of theories, models, hypotheses and instruments in Business Psychology;

You may demonstrate that you meet the requirements of this part of the Research Dimension by means of the following:

(A): passing the written Research Methods and Statistics examination;

AND

(B): passing the structured research proposal (there are more details in Appendix 4); or **Optional Subject in Executive Coaching**

AND

(C): gaining an 3IKF Master's in Business Psychology.

Student participants holding masters degree in Psychology/ Applied Psychology, Counseling and Psychotherapy, Human Resource Management and other related Behavioral Sciences may apply for exemptions amongst the eight sections as mentioned in Stage 1 of the qualification.

### 2.2.1 Finding a Research Supervisor

On completion of Stage 1 of the qualification (after having successfully completed the 8 sections as mentioned above) a student participant is eligible to join Research Dimension.

To find a Supervisor you will need to identify a Doctorate in Psychology/ Applied Psychology/ Counseling and Psychotherapy/ HRM/ Behavioral Sciences with proven track record in their area of specialization.

Before requesting approval of a potential Supervisor, you should make sure that the person you have identified is willing and able act as your supervisor and approved by the Governing Council of 3IKF.

Those considering taking on the Supervision of candidates may request written references before entering into an arrangement with any applicant. It is recommended that you should make an appropriately detailed progress report (verbal or written) once each month and that your Supervisor should give appropriately detailed and prompt feedback on each of these. While agreeing terms with your proposed Supervisor, it is also an idea to agree how often contact will be made and which method(s) of communication is/are to be used, for example, face-to-face meetings, e-mails and/or telephone conversations.

## 2.3 Length of enrolment

Stage 1: not less than one year;

Stage 2: not less than 6 months.

## 2.4 Current Fees

Programme Type	Fees for Stage 1	Fees for Stage 2
Correspondence	5000	5000
Regular (Weekend Sessions)	10000	15000

## 2.5 Mode of Payment

All payments to be made in favor of 3<sup>rd</sup> Eye Knowledge Foundation, via cross demand draft payable in Mumbai only. Payment has to be made 100% in advance before the commencement of the programme.

## 2.6 How to enroll

1. Provide detailed CV stating your academic and professional qualifications with minimum criteria being a graduate in any stream from any recognized university in India.
2. Submit all relevant fees
3. Engage a Supervisor (if completing the structured research proposal);

## 3 Assessment

### 3.1 Assessment of Stage 1 of the 3IKF-BP Programme

#### 3.1.1 Knowledge Dimension (Stage 1)

The assessment process is designed to elicit specialist Business Psychology knowledge and understanding. Organized into eight areas of Business Psychology, the eight areas also structure the assessment of the Knowledge Dimension. Candidates are required to demonstrate competence in all eight sections of the curriculum (see Appendix 1). This is assessed by the written examinations for the Knowledge Dimension of the 3IKF-BP (Stage 1), comprising one paper for each of the eight areas. Candidates must pass all eight papers.

### 3.2 Assessment of Stage 2 of the 3IKF-BP Programme

#### 3.2.1 Research Dimension (Stage 2)

It is necessary as an integral part of the underpinning knowledge component of the Qualification, that all candidates have an appropriate level of understanding of research methods and their applications and that this is assessed.

##### 3.2.1.1 Research Methods and Statistics Examination Paper

This is an examination paper designed to test the candidate's knowledge and understanding of research methods, including their ability to select the correct methods and to analyze results.

##### 3.2.1.2 Structured Research Proposal

The structured research proposal is designed to test the candidate's knowledge and understanding of research methods, including their ability to select the correct methods and to analyze results. The focus is on a scenario based within a practical setting and is an example of research work appropriate to a professional qualification. It includes a précis and synthesis of relevant literature, the selection of appropriate methodologies, and detailed proposals for data analysis; and requires discussion of the theoretical contribution and/or practical applications of the outcomes of the proposed research.

#### 3.2.2 Submission of the Structured Research Proposal for Examination/Assessment

On the submission date the candidate must ensure that they forward the correct number of copies of the portfolio of evidence. You must submit **two paper copies and one electronic copy** by the date notified in your examination acceptance letter.

## 4 Appendices

### 4.1 Examination Syllabus

The Stage 1 examination is divided into eight written papers in Business Psychology each of which requires candidates to be able to critique relevant areas of knowledge and also demonstrate an awareness of ethical practice and issues of diversity. The examinations are set in English.

The papers are as follows:

1. Man-machine interaction;
2. Design of environments and work; Health and Safety;
3. Personnel identification, selection and assessment;

4. Performance appraisal and career development;
5. Counseling and personal development;
6. Training & Development;
7. Employee relations and motivation;
8. Organizational development and Management of change.

The stage 2 examination is divided into 2 papers comprising of Research Methods and Statistics as Paper 9 and A Structured Research Proposal

### 4.1.1 Knowledge Dimension (Stage 1)

#### **Paper 1: Man-Machine Interaction**

This Section looks in detail at psychological factors which affect the safe and effective performance of tasks using equipment. The psychology involved in the subject of this Section is that of the human processes of perception, cognition and action involved in dealing with equipment in any context - domestic or recreational - as well as in that of transport or industry. It also is closely linked with the anatomic and physiological characteristics of humans; and it focuses on the compatibility of machines, as designed, to complement the resources and limitations of human users in achieving effective performance. The syllabus of this Section is as follows:

##### **1. Basic Ideas**

Overview of human factors. The importance of anthropometric, physiological and psychological constraints on the operation of equipment for industrial, domestic and other settings. Information flow, information processing and decision making in humans and machines. User friendliness in the design of equipment. The human-machine system and the human-machine relationship.

##### **2. Display Design**

Simple numeric indicators ('dials'); text; tables; graphs; VDUs. Analytic approaches to the design of complex information displays.

##### **3. Control Design**

Simple physical controls ('knobs'); key Governing Councils; stimulus-response compatibility; pointing, selecting and Fitts law.

##### **4. Learning and the performance of interactive procedures**

Task-based approaches; consistency and learnability. Understandability and mental models: the importance of hidden machine states in process control learning and fault finding; the acquisition and use of mental models, signposted by aids to fault-finding.

##### **5. Human Error**

The role of human error in the breakdown of complex systems, and in the everyday use of common artifacts. Psychological accounts of human error.

##### **6. Approaches to User-centered Design**

'Cognitive Engineering' approaches. User participation. Usability testing. Interactive design and evaluation. Task analysis; functional allocation; mental workload; concept measurement; stressors and human information processing.

#### **Paper 2: Design of Environments and Work: Health and Safety**

This Section shares a basic principle with Section 1 – design in terms of human resources and limitations. Its focus, however, is on the design of complete work environments and of work procedures and not just with operator/equipment interaction. The syllabus covers two closely-related areas: the design of work environments; and health and safety. These two areas are related in three ways; first through their legal contexts; second through shared psycho-social and organizational processes; and third, through the problem-solving approach that is required for their maintenance and/or improvement.

The issues raised in this syllabus are strongly linked to those in at least five other areas: man-machine interaction (1) (as indicated), counseling (5), training (6), employee relations and motivation (7) and organizational development (8).

The syllabus of this Section is as follows:

### **1. Legal context**

Legal requirements for the provision of a healthy and safe work environment; relevant UK and EC law on health and safety, including the requirements for policy, organization and arrangements in a work situation; and procedures for risk assessment and risk management. The Disability Discrimination Act (1995); implications for the design of work environments.

### **2. Psychosocial and Organizational Issues**

Aspects of systems theory and organizational behavior, including: socio-technical theory and systems performance; systems management and the management of complexity. Key concepts: hazard; harm; injury and health; risk, including subjective risk and risk perception – their definition, measurement and evaluation. Aspects of stress: theories of appraisal and coping; effects on individual performance and on psychological and physical health; organizational effects of stress.

### **3. The Problem Solving Approach and Related Procedures**

The problem-solving framework – control cycle and risk management, including: job safety analysis; work/task analysis, hazard identification and health and safety auditing; risk assessment; design and implementation of control strategies; monitoring and evaluation of outcomes, including cost benefit and cost effectiveness analysis. Team-based problem solving and decision-making.

### **4. Design of Work and of Work Environments**

Design issues and processes; design of healthy and safe systems of work; role of traditional and cognitive ergonomics; the concept of 'fail safe'; contributions of theories in social and environmental psychology. Job design, work organization, work structuring and shift work; social-centered design approaches; issues relating to specific social groups, for example, older workers.

Design of physical environments with attention to associated hazards; lighting; temperature and noise; work space.

Design of psychosocial and organizational environments with attention to associated hazards; issues of job demands, control and social support; participatory approaches to work design and safe systems of working; alternative forms of work, for example, home-working in relation to safe design.

### **5. Occupational Safety and Health**

Behavioral as distinct from legislative approaches to safety: organizational culture and safety; attitudes and attributions; motivation and safe working behavior; risk perception and risk taking behaviors. Systems reliability and the 'human' factor; factors which shape performance, and human error. Techniques for promoting safe behavior; behavior sampling, modeling and modification; education and training for safe behavior; communication and safety; organizational development and safety; drugs and safe working. Issues in Business health psychology: back pain; coronary heart disease; work-related upper limb disorders; sick building syndrome; screen based work. Employee assistance programmes and workplace counseling; health promotion in the workplace; health beliefs and health-related behavior.

## **Paper 3. Personnel Selection and Assessment**

This Section looks at means of fulfilling the organizational need to have people in work positions that either have the characteristics required for effective performance of the tasks of the job - or who have the capacities for relevant learning and development. Changes in characteristics as a result of learning, training and development can also be assessed: there is overlap with appraisal (4) and training (6). The concepts of reliability and validity apply generally to all assessment and measurement techniques in Business Psychology.

### **1. The Selection System**

Recruitment and selection. Selection as the prediction of job performance. Selection as a social process. The design cycle as an aid to developing selection systems. The changing context of selection and assessment; selection as a socio-technical system.

### **2. Job Descriptions, Personnel Specifications and Performance Criteria**

Methods of job analysis and description. Deriving the personnel specification from job analysis and description. What we are trying to predict, success or failure; the criterion problem: the changing nature of 'jobs', theories of work performance. Competences and competency frameworks. Antecedents and determinants of performance. Place of individual differences in performance. Trait theory.

### **3. Standards for Choosing Selection Methods**

Validity: criterion-related, content, construct and synthetic. Reliability. Acceptability: face validity, social/impact validity. Utility/cost-benefit. Practicality. Statistical judgment methods for dealing with multiple predictors and multiple criterion measures. Meta-analysis and validity generalization; implications for selection practice of validity studies. Selection decisions; base rates and selection ratios.

#### **4. Assessment Methods**

Application forms, weighted application blanks, and biodata. References. Unstructured and structured interviews. Work samples and simulations. Psychometric measures of ability/aptitude, personality and interests. Assessment and development centres. Computer-assisted selection. Reliability and validity; and strengths and weaknesses of each method. Applicant reaction to selection methods.

#### **5. Designing Assessment Procedures**

Designing application forms, interviews, simulations, exercises for assessment centres. Theoretical and methodological approaches to the design of assessment techniques and tests. Test construction: item construction, item trialling, item analysis.

#### **6. Assessment in Contexts Other than Selection**

Assessment as a basis for planning training activities, ongoing assessment in a learning context, and assessment for development.

#### **7. Fairness and the Interests of Applicants**

Models of fairness. Fairness and discrimination. Direct and indirect discrimination. Equal opportunities legislation and practice in UK. Equal Opportunities Agencies. Land mark cases. Adverse impact, job relatedness, differential validity. Fairness as a social construct. Organizational justice rules and their application to selection. Applicants' rights. Candidate preparation, feedback, access to information. Data Protection. UK legislation and the EC Data Protection Directive, abolishing the distinction between paper and electronic records.

#### **Paper 4: Performance Appraisal and Career Development**

This Section looks at matters of assessing the performance, and level of performance, of the people working for an organization. The purpose in so doing is to maintain or extend the effectiveness of an organization. From that perspective, each individual active in the organization, at any level, is viewed as a worker, as an employee. The career of the individual over time in the organization is an aspect of this view; but the focus of attention is on the overall effectiveness of each and every person, as a member of the whole staff. It shares this basic emphasis on the organization with other Sections, such as 3, 6, 7 and 8; but is in contrast to 5, where the individual, as such, is the prime focus.

The syllabus of this Section is as follows:

##### **1. Introduction and Background to Performance Appraisal**

The nature of performance appraisal and the purpose it serves. How appraisal practices have developed over time; and the impact of social and economic changes on them.

##### **2. The Aims and Methods of Performance Appraisal**

Appraisal for assessment, motivation, performance management; and the different methods these imply. The problem of conflicting aims in appraisal; balancing the goals of different interested parties. The nature of performance. Use of rating scales, their problems and ways to improve their effectiveness. Goal/objective setting in appraisal and performance management. Competences; the conceptual ambiguity of the term; identification and appraisal. Multiple appraisals.

##### **3. The Organizational Context of Appraisal**

Linkages with other personnel/human resource management systems. Appraisal and performance management; appraisal and performance-related pay and other reward systems. Organizational structure, the changing nature of work roles, culture and climate; and their relationship to appraisal/performance management.

##### **4. Designing, Implementing and Running Appraisal Systems**

Using consultation to identify relevant aims, and the goals of different interested parties. Determining the appropriate sources of appraisal: self, peer, superior and subordinate based appraisal; strengths and weaknesses of these (and other) sources. Adapting appraisal for different levels, staff groups and divisions of an organization. Training methods and issues. Administrative aspects of running appraisals. Evaluating the effectiveness of appraisals.

##### **5. Organizational Career Systems**

Organization-focused definitions of career, career development, career management and career planning. Career development and human resource management; human resource planning and development; career management and managing diversity. Career development activities, including mentoring and coaching, careers counseling, workshops for career assessment/planning, workbooks, outplacement, pre-retirement programmes, etc. Psychological assessment in career development.

##### **6. The Broader Context for Careers and Career Development**

Demographic and labor market factors; changing patterns of work; organizational re-structuring -implications for career and managing and developing careers. Individual mobility: performance appraisal and the individual's own career plans. The compatibility of individual and organizational goals.

### **Paper 5: Counseling and Personal Development**

The focus of attention in this Section is the individual in the world of work (and its absence). The topics are: how individuals perceive, conceive of and respond to work; how individuals come to be involved, to choose, and then to follow career paths of all kinds; and how individuals can be helped before entry and in the course of career. This Section focuses on the individual. A candidate's knowledge and understanding of counseling will be assessed in the examination, since counseling is the prime mode of professional intervention. Actual skill in counseling and skill acquisition are not, however, part of the syllabus. The syllabus of this Section is as follows:

#### **1. The Psychology of Work**

Definitions of work. Perceptions, significance and meaning of work. Cultural and social differences. Work and individual identity; work salience and work values; leisure. The experience of work as an employee. Organizational and Business socialization. Responses to unemployment and retirement. Problems faced by individuals: gender, disability and race/ethnic origin. Job search. Work and family. Dual-career couples. Self employment: the portfolio life style. Self-development, employability, skill obsolescence.

#### **2. Careers**

Past and current definitions of career. Lifespan developments (i.e. work/career in the context of life stages, social role and the changing social context). General stage theories (Erikson, Havighurst, Levinson). Career patterns: types, career stages (Super), interactive models (Schein, Arthur & Kram, Herriot); the transition cycle (Nicholson & West); Career decision-making.

#### **3. Theories of Occupational Choice**

Evidence for vocational differentiation (Strong, Roe). Matching theories of choice (e.g. Holland); developmental theories (e.g. Super); opportunity structure (Roberts); 'mid-range' theories (e.g. Gottfredson).

#### **4. Help in the Choice Process: Methods and Approaches**

Advice, guidance and counseling. Psychometric assessment of aptitudes, interest and personality as a basis for career guidance. Computer based matching procedures. Distinguishing advice, guidance and counseling and the skills involved. Provision of service; agencies, resources and techniques in career guidance and counseling.

#### **5. Tools**

Self-administered checklists; interest and work inventories, aptitude tests; computerized matching and guidance systems.

#### **6. Major Theoretical Positions in Counseling**

Analysis and evaluation of major approaches with reference to specific ways of working with a client involved in work choice, change or difficulties. Respect, empathy, genuineness as the core conditions of effective counseling. Basic counseling skills.

#### **7. Counseling at Work**

- (i) Employee Assistance programmes; stress counseling; outplacement counseling.
- (ii) Contexts and client groups (e.g. alcohol, disability, unemployment).

#### **8. Professional Issues**

Cultural, ethical and legal issues; confidentiality, responsibility, power, referral, boundaries (e.g. between problems in the business and organizational realms, such as career choice or bullying, and problems that are in the personal/therapeutic area). The inner awareness and 'groundedness' of a counselor, as a precondition of effective counseling; reflective practice; the continuing professional and personal development of the practitioner.

#### **9. Evaluation**

Evaluation of outcomes for the individual client; traditional and phenomenological approaches.

### **Paper 6: Training**

This Section looks at procedures to bring about change in individuals - in the acquisition of skills, the development of work related competence and, possibly, in attitudes and assumptions - so that a given task or job may be performed more effectively. The skills may be perceptual-motor, intellectual or social; and their application may be by single individuals

performing tasks or in the co-operative functioning of individuals. Training develops people; and can extend, as indicated in Section 8, to techniques for ensuring an available workforce and skill pool in changing organizations. It is also follow-on to the selection of personnel (3); to the development of user friendly equipment which nevertheless requires acquired skills for its operation (1); and to job redesign (2). The syllabus of this Section is as follows:

### **1. Overview of the Topic**

Overview of historical developments; definitions; contexts of training; the variety and changing nature of tasks; relationships with education; training as a professional activity; demographic and organizational changes affecting training.

### **2. Systems Approaches**

Nature of a systems approach; advantages and disadvantages; training as an organizational sub-system; the relationship between training, selection and job design; Instructional Systems Development (ISD) models.

### **3. Learning and Skill Acquisition, Maintenance and Retention**

Approaches to learning; power law of practice; theories of skill acquisition, qualitative changes in skill from novice to expert; over learning and skill retention.

### **4. Transfer**

Nature and definitions of transfer; theoretical approaches; relevance to training; principles for promoting positive transfer.

### **5. Methodological Aspects of Job/Task Analysis**

Constructs and definitions; different types of analysis; data sources and collection methods; reliability and validity.

### **6. Techniques and Taxonomies for Analyses**

Task-oriented techniques of analysis, for example, Critical Incident Techniques, Hierarchical Task Analysis, trainability and work sampling techniques; information processing taxonomies, for example, Miller (1972), PAQ; ability taxonomies; taxonomies of types of learning, for example, Gagné & Merrill; knowledge representation.

### **7. Training Design**

Contribution to training design of training methods, training content and trainees' characteristics; theories of instruction and training design including Cognitive Load theory; training methods and principles, for example, pre-training, practice with feedback, demonstration, guidance, part/whole training; trainees' experience and skills; learning strategies; trainee motivation. There have been recent publications concerning the theoretical relationships between variables that affect motivation to learn.

### **8. Computers and Training**

Roles for a computer; programmed learning; computer based training and virtual reality techniques; Intelligent Tutoring Systems (ITS); evaluation studies and examples.

### **9. Simulation**

Off-the-job vs on-the-job training; types of simulation; reasons for simulation; fidelity of simulation; evaluation and evidence of effectiveness; virtual reality.

### **10. Team Training**

Development of problem solving groups; team development as inter-personal skills training; behavior role modeling; command and control; team processes that may contribute to error.

### **11. Organizational and Social Factors**

Organizational culture; the trainer and the training department; leadership; demographic factors; trainer skills; the role of trainers in organizations; peer group and supervisory factors; organizational and personal factors affecting trainee motivation and skill retention.

### **12. Evaluation of Training**

Aims of evaluation, for example, feedback to and development of trainee, control of the process of instructional development; training management and the policy of an organization; evaluation criteria; approaches to evaluation, for example, cost-effectiveness, systems approach, training research and the naturalistic approach.

### **Paper 7: Employee Relations and Motivation**

This Section looks at a wide range of theories of people's motivation to work, in the context of employment in organizations; at the way in which different management systems and methods of organizing an enterprise and exercising authority derive from particular sets of such theories; and at the forms of relations between management and employees. Employee relations are a large area in its own right and involve the contributions of several disciplines besides psychology.

In consequence, any understanding of this area can be improved/enhanced by some awareness of the contribution of other social sciences; and the boundaries of psychological knowledge are difficult to specify. Most textbooks indicate the contributions from other social sciences. The focus for psychologists is the process of employee relations; and these need to be understood within the relevant legal framework. Within the Qualification in Business Psychology Syllabus this Section links strongly with Section 8; but also with Sections 2 and 4 in a number of topics. The syllabus of this Section is as follows:

The employment contract vs the 'psychological contract' between management and employees as a framework for understanding the relation between management's exercise of authority and power in organizations, and employee responses. Human resource management in relation to the control and empowerment of employees, and commitment by them. Influences from cross-cultural comparisons with, for example, Japanese and European approach.

'Content' motivation theories, and associated management practices and philosophies. Scientific management. Human relations theories. Humanistic/actualization models. Job design and job flexibility. Modern need theories. Organizational behavior modification. Motivation processes and attitudes to work, and their implications for employee effectiveness and for management/employee relations. Process models of motivation. Equity theory (including notions of 'fairness', and of procedural and distributive justice); expectancy-valence theory; self-perception and self efficacy; goal setting. Intrinsic and extrinsic motivation. Pay, motivation and employee relations.

Unitary and pluralistic assumptions about interests, conflict and power in employment relations. Trade union membership and participation. Theories and research on the development and expression of conflict, at individual and group levels. Gaming studies. Intra-group relationships and functioning, including types of work group, norms, cohesiveness, deviance, informal influence and authority, group decision-making. Intergroup relations and the development of conflict. Direct and indirect indicators of unresolved conflict: absenteeism, turnover, non-co-operation, grievances, sabotage, strikes. The prevention, resolution or management of conflict at both individual and group levels. Negotiation and bargaining at both interpersonal and inter-group levels. Human resource strategy and employee relations. The roles of trade union representatives, full-time officials and employee relations managers. Third party intervention, for example, conciliation, arbitration and mediation. The role and effectiveness of direct and indirect employee participation in organizations (for example, quality circles, work teams, works councils, trade union representation).

Diversity in the workplace; equal opportunity legislation relating to sex, race and disability discrimination; ageing in the workplace; concept of 'reasonable adjustment'; managing diversity; minimizing conflicts arising from greater diversity in the workforce. Bullying and harassment in the workplace; definitions, causes, consequences of; typical sequence of events – case studies; applications of conflict management theory and practice to prevent/resolve bullying and harassment.

### **Paper 8: Organizational Development and Change**

This Section starts with basic concepts in organizational psychology; and then has, as one point of focus, the process of change in organization – in particular, planned change as part of the adaptation of the organization to changes in the greater environment. It then goes on to the work of organizational development which can bring that change about. This Section serves as a background to most of the other Sections, since work, for most individuals, happens as an activity in an organizational context; and since organizational psychology involves the study of the responses of individuals and groups within the context of organizational settings.

The syllabus of this Section is as follows:

#### **Basic Concepts in Organizational Psychology**

1. Definitions of 'organization', types, structures. System models/concepts of organizations – socio/technical systems, open and closed social systems. Politics and power in organizations. Decision making and empowerment in organizations. Organizational performance and effectiveness.
2. Groups and organizations. Psychological groups and aspects of group dynamics. Intra group topics – structures, roles and functions. Work and other groups, teams and team formation. Intergroup relations – communication, co-operation and competition/conflict.
3. Leadership and management – innovation and implementation.
4. Communication – interpersonal, within group, within organization: concepts and research findings. Information Technology and its impact on communication.

5. Organizational cultures. Techniques and approaches to measuring organizational cultures. Cultural differences in multinational organizations.

### **Organizational Change**

6. Theories of organizational change. Systemic approaches to organizational change. The management of change. Change and adaptation to change as constants in organizations. Schein's adaptive/coping cycle. Individual behavior and change in an organization. Impact of change at organizational, group and individual level; resistance to change; the characteristics of organizations, groups and individuals in transition; perceptions of control and the experience of work stress as a consequence of change.

7. Aligning the organization to the objectives of the enterprise; from vision to mission to change. Proactivity and reactivity in organizational strategy. Innovation and creativity in organizations. Creating 'quality' cultures. Team development and multi-skilled teams.

8. The role of Business psychologists in organizational change. Business psychologists as agents of change; models of consultancy; internal and external consultancy; embedding change in the organization; identifying the 'real' problem; evaluating the impact of change programmes; ethical considerations in professional consultancy practice in organizations; client dependency and the paradox of successful consultancy.

9. The role of selection and training in organizational development. Recruitment strategies to meet organizational development challenges; recruitment, selection, employee retention and training programmes to fill the gap between existing and desired skill profiles; communicating change programmes; changing organizational values and employee behaviors.

10. Organizational development as an approach to developing and implementing planned change. The use and integration of consultancy and consultation at all levels. Levels and methods of intervention. The technology of organizational development.

## **4.1.2 Research Dimension (Stage 2)**

### **Paper 9: Research Methods and Statistics**

The focus of this component is the development of knowledge and skills in both quantitative and qualitative research. Candidates will be expected to demonstrate critical knowledge of a range of research methodologies (for example, experimental, quasi-experimental, interview, focus groups, single subject designs, observation, etc.). Candidates will be required to demonstrate knowledge of the underlying assumptions of parametric and non-parametric tests and be able to make decisions regarding appropriate statistical procedures in different research designs. Specifically, candidates will be expected to demonstrate competency in using SPSS to undertake and interpret tests of differences (t-tests, ANOVA), tests of similarity (correlation), linear and multiple regression as well as more advanced tests such as MANOVA. Candidates will be expected to have an understanding of the assumptions of qualitative research and demonstrate knowledge of appropriate approaches and analysis procedures (for example, inductive content analysis, narrative analysis, interpretive phenomenological analysis)

## **4.2 Guidance for Candidates – Stage 1 – Knowledge Dimension**

### **Entry requirements**

Candidates are required to have a minimum Graduate degree in any stream from a university recognized by government of India. In addition it is welcome if they have post graduate qualification in Psychology/ Applied Psychology/ Counseling and Psychotherapy/ HRM/ Behavioral Sciences.

### **Examinations Study Guidance**

Given the level of study required for the Stage 1 examination, candidates are advised that an extensive amount of self-directed study is expected and required. Candidates intending to sit all eight papers are advised to complete a minimum of 20 hours of self-study per week, over a one-year period, if they are to be adequately prepared for the examinations.

Candidates are strongly advised not to rely on personal opinions and personal examples as an alternative to a thorough knowledge of the evidence base.

Candidates are likewise advised against the practice of including fictional or inaccurate references in examination answers. Examiners will be looking for a number of characteristics in a good exam essay answer. These include evidence of knowledge and understanding, critical evaluation, coherent argument and a clear understanding and demonstration of the application of ethical matters and issues of diversity.

**Knowledge and understanding** – candidates will need to demonstrate knowledge and understanding of relevant theory, conceptual frameworks and the evidence base as these relate to the academic basis of Business Psychology. Any summary of these areas should be factually accurate and critically balanced and applied appropriately to the topic. Technical terms in common usage in psychology do not need to be defined but candidates should demonstrate that they can apply such concepts to the question set. Key viewpoints regarding the main issues should be set out. The views of theorists and researchers should be summarized and accurately referenced. Appropriately detailed examples should be included.

**Critical evaluation** – Candidates should critically evaluate the views of theorists and the research evidence. Candidates should show that they are able to think critically and have insight into theory and practice issues. Where different studies are discussed the links between these should be considered. The strengths and limitations of a range of approaches should be considered. Candidates should aim for a balanced and scholarly analysis and should refrain from uncritical enthusiasm for one method or theory.

**Coherent argument** – Materials need to be effectively organized to support the development of an orderly argument. Candidates should not simply make assertions about the evidence base. This should be drawn from candidate's interpretation of the research findings they will have considered over the period of study for the examinations. Conclusions must follow defensibly from the evidence. Candidates will be penalized for ill-informed speculation. Examination essays should be clearly structured to include at least an introduction, a body of text containing the main knowledge, critical evaluation and argument and conclusions.

### 4.3 Guidelines for Evaluating Examination Answers for Stage 1 – Knowledge Dimension

The following is an attempt to make explicit some of the criteria on which examiners' marks may be awarded in written papers 1 to 8. They are intended to provide guidance only, and should not be taken as definitive criteria for assessment.

Mark Range	Band	Description
80 – 100%	A+ - Pass	<p><b>(Work within the mark ranges demonstrates the following characteristics)</b></p> <p>The candidate's work is original and shows a critical awareness of the principles and practices of the discipline. The candidate has demonstrated a thorough comprehension of the area being assessed. They show exceptional ability in the area and have an insightful understanding of the subject matter far beyond normal expectations.</p> <ul style="list-style-type: none"> <li>● The submission clearly articulates relevant questions and answers.</li> <li>● Arguments and analysis are developed in a logical, coherent and purposeful fashion.</li> <li>● A very sophisticated range of data and evidence is systematically drawn from a wide range of sources to support the conclusions proposed.</li> <li>● A very high standard of methodological and conceptual awareness is revealed.</li> <li>● A very high degree of originality and innovation is displayed.</li> <li>● Where appropriate endnotes and bibliography are accurate. Exceptional care has been taken with style, spelling, grammar and punctuation.</li> </ul> <p>The candidate shows a high degree of insight into the area being assessed. The work shows originality, is logical and is presented in an articulate and clear way. There is evidence of comprehensive coverage of subject matter as demonstrated by detailed evidence of scholarship and research. The candidate shows very good analytical ability and there are no major flaws in the work.</p>
70 – 79%	A - Pass	
60 – 69%	B - Pass	

		<ul style="list-style-type: none"> <li>● The submission clearly articulates relevant questions and answers.</li> <li>● Arguments and analysis are developed in logical, coherent and purposeful fashion.</li> <li>● A sophisticated range of data and evidence is systematically drawn from a wide range of sources to support the conclusions proposed.</li> <li>● A high standard of methodological and conceptual awareness is revealed.</li> <li>● Some degree of originality and innovation is displayed.</li> <li>● Where appropriate endnotes and bibliography are accurate. Exceptional care has been taken with style, spelling, grammar and punctuation.</li> </ul> <p>The candidate has given a sound, well organized and clearly thought out analysis of the area. There is evidence of a strong knowledge of the subject area and appropriate use of critical references. The material is well expressed and shows good analytical skills.</p> <ul style="list-style-type: none"> <li>● The submission demonstrates a clear awareness of problems which are incisively formulated in developing a response to the question.</li> <li>● The submission is clearly and coherently structured and an effective range of data and evidence is deployed to support the conclusions proposed.</li> <li>● The submission displays an ability to synthesize material revealing critical and analytical purpose</li> <li>● Where appropriate endnotes and bibliography are accurate. Care has been taken with style, spelling, grammar and punctuation.</li> </ul>
50 – 59%	C - Pass	<p><b>(Work within the mark ranges demonstrates the following characteristics)</b></p> <p>The candidate’s submission is largely descriptive in approach. The material is presented in a competent way. The submission is generally sound, with evidence of adequate or routine knowledge of subject. The materials are presented in a generally satisfactory manner in line with academic conventions.</p> <ul style="list-style-type: none"> <li>● The submission contains critical insight that extends beyond common-sense assertions, analyzing the subject matter rather than merely describing it.</li> <li>● There are signs of coherent organization, though the submission may lack originality and/or economy of written style.</li> <li>● The relationship between critical argument and descriptive data is adequate but might have benefited from further work.</li> <li>● The range of sources and evidence cited tend to be restricted. They are accurately cited and appropriately organized.</li> <li>● Cited sources are adequate and correctly cited.</li> </ul> <p>The candidate’s submission shows some evidence of an understanding of the research and evidence base in the relevant area and signs of comprehension. However, the submission shows muddled thinking, is poorly argued, and lacks adequate critical assessment and focus. The submission is lacking depth of understanding, important elements of the area are</p>
40 – 49%	D - Fail	
26 – 39%	E - Fail	
0 – 25%	F - Fail	

		<p>missing, and the submission contains significant errors or is seriously deficient in analysis.</p> <ul style="list-style-type: none"> <li>● The submission addresses the issues in a largely descriptive style without sufficient critical analysis of the reading or key issues.</li> <li>● The submission is structured but contains extended elements of unsupported and/or inferred assertions.</li> <li>● Clear methodological or theoretical understandings are not evident.</li> <li>● Content is restricted with insufficient evidence of background reading.</li> <li>● Cited sources are inadequate and/or shown incorrectly.</li> </ul> <p>The candidate's submission shows little or no evidence of an understanding of the research and evidence base in the relevant area. Their submission may show signs of comprehension but basic misunderstandings or misinterpretations of the area are evident.</p> <ul style="list-style-type: none"> <li>● The submission fails to define or address problems and issues posed by the assignment title. It usually does not answer the question.</li> <li>● There is an inadequate grasp of the material. Material presented is often irrelevant and poorly organized. The submission offers assertions, polemic and personal opinion rather than critical discussion and logical argument.</li> <li>● Where appropriate the bibliography is unduly restricted and/or irrelevant.</li> <li>● The submission is poorly presented and does not demonstrate developed communication skills. The submission is very badly written, without coherent references.</li> </ul> <p>The candidate's submission is unduly brief, irrelevant, confused and incomplete.</p> <ul style="list-style-type: none"> <li>● The submission is of little or no merit in any respect.</li> <li>● There is no evidence of engagement with the evidence and research within the field.</li> <li>● Submissions that have been plagiarized or are extremely derivative are placed in this category.</li> </ul>
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#### 4.4 Guidance for Candidates –Stage 2– Research Dimension (Structured Research Proposal)

##### Background

Candidates need to demonstrate the competence required to design Business Psychology research to fulfill the requirements of the Research Dimension.

In addition to the Research Methods Examination you may demonstrate that you meet the requirements of Part 2 of the Research Dimension by means of writing, and subsequently passing, the assessment for a Structured Research Proposal.

‘The structured research proposal is designed to test the candidate’s knowledge and understanding of research methods, including their ability to select the correct methods and to analyze results. The focus is on a scenario based within a practical setting and is an example of research work appropriate to a professional qualification.

It includes a précis and synthesis of relevant literature, the selection of appropriate methodologies, and detailed proposals for data analysis; and requires discussion of the theoretical contribution and/or practical applications of the outcomes of the proposed research.’

This underpinning knowledge is summarized as follows:

- ‘knowledge of psychological research as implemented within the context of Business psychology, including research designs and research methods commonly employed within the discipline and their attendant difficulties;
- knowledge of ethical conduct, professional issues and practical constraints in applied Business psychology research;
- an ability to understand and critically evaluate Business Psychology research literature;
- knowledge of the principles of the design and conduct of methodologically sound and ethically acceptable research investigations in Business psychology;
- competence in experimental design, field research and advanced data analysis (quantitative and qualitative);
- competence in the development of theories, models, hypotheses and instruments in Business psychology;’

This guide is to give you some pointers as to how a structured research proposal may be written.

### **The Research Idea**

You will probably have many ideas for your research proposal drawn from your own interest and experience. The requirement is that it is essential that they address a work-based problem and are original.

If you are really stuck for an idea there are a few positive steps you can take before abandoning the enterprise.

Ask a manager for a problem to solve. If you are in work and are able to discuss your organization’s needs with an informed person you may well get some inspiration there.

The reading of the literature that you have undertaken sometimes suggests an extension of an existing study to answer a research question that has not been addressed.

You might also get inspiration from a ‘thought showering’ session with colleagues.

### **The Format – Research Grant Application or Commercial Proposal?**

One of the first decisions you will have to make is whether your research proposal is aimed at securing a research grant from a funding body (if any) or work from a potential commercial customer. People who work in Universities, Colleges or Research Institutions may be more comfortable with the former whereas most who are concerned with industry, commerce or the voluntary sector may feel the commercial proposal is more appropriate.

Each has its own distinctive style and you are free to write for either purpose. The only restriction is that whichever you choose it must demonstrate the competences reflected in the underpinning knowledge outlined in the Handbook as discussed above. That means that if you go for a commercial proposal it should not dilute in any way the scientific rigor that is expected in a research grant proposal.

### **The Commercial Proposal**

A proposal to do research for commercial purposes can look very different from a research grant proposal although it is important to remember that to demonstrate your competence you will have to include all the material that would be in a grant proposal but written in a form which is perhaps directed at a less specialized readership.

The emphasis is different and should include a commercial justification for the project and there may be a need for elaborating on the practical applications of the work. A utility analysis may be introduced in an attempt to demonstrate in financial terms to a sponsor the very real economic benefits Business psychological research can have.

### **Executive Summary or Abstract**

Best to start your proposal with an ‘Executive Summary’ or Abstract which summarizes for the reader what the proposal is all about. This is important as in the real world this can be crucial in determining whether the rest of what you write is considered. However be assured for the purposes of the ‘Structured Research Proposal’ we will base our assessment on everything you write and won’t just read the summary before making a decision!

A couple of pages of ‘bullet points’ or single page of single spaced conventional writing should be sufficient.

### **Introduction and Literature Review**

This is the first major section of the proposal; it’s the place where you set the scene for your research. It should begin with a statement concerning the nature of the problem you are dealing with and end with a set of hypotheses that you are going to test. In between there should be an account of other research which is relevant to your study and you will need to get over to the reader why the research is worthwhile pursuing. If the proposal is academically oriented this will probably entail convincing the reader that it is a real contribution to knowledge and the development of theory. If your proposal is angled towards gaining commercial patronage you may want to emphasize how the research will lead to an increase in profits or save money. However the scientific aspects of the ‘Structured Research Proposal’ should not be neglected.

As part of this introduction a literature review is essential: you may want to examine critically other research in the area, showing perhaps where you have a particular contribution to make. You can also use the review to justify the methods and materials that you are to use.

In summary the literature review should reassure the reader that you are familiar with the subject, that your research is not trivial and that your proposed method is based on sound foundations.

## **Ethics**

Of paramount importance at this stage is to consider the ethical implications of your study.

Particular attention will be paid to the description of the mechanism that you will put in place to ensure these ethical guidelines are adhered to when it comes to assessing the 'Structured Research Proposal'.

## **Methods**

Traditionally the method section of a research proposal is divided into subsections which describe the participants used, the design adopted, materials/apparatus, and the procedure. In addition a full description of how ethical obligations will be complied with will be required.

Here is a brief outline of what should be included under each heading.

### **Ethical Approval**

In this section describe exactly how you will comply with requirements for the ethical conduct of research on human beings.

In many cases this will involve the description of the processes involved in submitting a research proposal to an organization's Ethics Committee. If no committee exists you must reassure the 3IKF Governing Council that your proposal is ethically sound and has been independently judged to be so. If your organization does not have an Ethics Committee you may consider getting one established if you want to do research in the future!

### **Participants**

Here you indicate the nature of the population or sample to be studied. Details should also be given of the proposed numbers involved; this is often determined by the design but practical considerations also come into play.

### **Design**

The design section of the proposal essentially informs the reader about what type of study is to be undertaken, it will allow the reader to judge whether the right statistics will be used and whether there are any factors which have crept in that might lead to the interpretation of the results being ambiguous or unsafe.

The kind of detail to include here should range from a very broad description, for example, 'it is to be a survey' to the technical description of an experimental design, for example, 'independent groups design', 'mixed design', etc.

Whatever design you intend to use make sure you describe it fully here.

### **Materials/Apparatus**

Many studies make use of some materials or even apparatus. Included here should be details of any psychometric test, questionnaires etc that you might be using and if appropriate the specifications of any equipment you might use in an experiment e.g. computer type, bespoke presentation device or task.

The principle to be followed is that enough detail should be provided so that readers could potentially redo the investigation.

### **Procedure**

Being able to replicate a study is central to scientific method so an accurate description of what you intend to do with your participants is essential to ensure the possible replication of the work. It is probably best to adopt a detailed step by step account of what will happen. This includes reference to the instructions which you will give your participants. These should be included in the appendices. Detail such as the timing of sessions should also be included in the 'Procedure'.

### **The Results and Statistics**

You won't of course have any results to present here but you will want to describe how you will treat your data once it has been collected. This will include a description of the Tables and Graphs you may draw and most importantly the statistical analysis you will perform. Classical statistics requires that the statistical tests you are to perform and their parameters (e.g. one- or two-tailed tests, etc.) should be specified before you collect the data, so indicating what you intend to do at this stage is a realistic activity. Say exactly what you are going to do on what data. Reference should be made to your 'Design' section which will determine what stats will be appropriate. You should also make mention of any computer software you will use. SPSS is often quoted as one of the 'industry standard' packages but there are many others available and you may well be able to survive using the statistical functions on your spreadsheet program, many of which will have graph drawing and statistical test functionality.

### **Discussion – A Critical Appraisal**

As you will not have any results to discuss this section gives you the opportunity to reflect on the possible problems, both practical and theoretical, with your proposal and how you will overcome them. It also provides an opportunity to be realistic about the possible benefits and implications of the research.

### **References**

Assessors can be rather fussy about references and referencing. There are sound reasons for this as there may be questions that need clearing up about the writer's interpretation and accuracy of reporting findings which need to be checked. In addition a paper's references often provide useful leads for the broader scientific community conducting research.

## **Appendices**

It may well be that for ease of reading you decide to present some material as Appendices. If you do, check that you quote the right Appendix in the main body of the proposal.

## **Word Count**

The 3IKF Governing Council does not specify a maximum or minimum number word length for the exercise but to do it justice you will likely need to write at least 2000-3000 words. Appendices are not included in the word count.

## **Plagiarism**

In short don't plagiarize! As experienced Business Psychologists and markers the Governing Council is likely to recognize work which has been copied. There is also available powerful software which checks submitted work against a very large database of sources.

## **Further help**

Keeping up-to-date references in a guide such as this area risks the possibility that the day after its release an unreferenced definitive source of help is published. So the answer is to paste 'writing a structured research proposal' into your preferred search engine or online bookshop: you will find lots of potentially useful material. However remember the cautions expressed in the Plagiarism section before you rush off and use one of the commercially available report writing services which you might stumble across!

## **Examination outcomes**

The potential outcomes of the research examination are:

- (1) pass;
- (2) pass conditional on minor corrections (which must be submitted to the Chief Examiner within one month);
- (3) fail.

Candidates may be required to make corrections.

## **Annex 1: Example of Research Report**

### **Qualification in Occupational Psychology: Research Dimension (Part 2 of Stage 2)**

Example for research report requirements

The research report should be based on an extensive empirical investigation related to a topic of the candidate's own choice in Business Psychology. The investigation must be of an empirical nature and involve applied field work. The report must address ethical considerations and the practical constraints of conducting applied research.

The report must demonstrate:

1. Ethical consideration and, where appropriate, evidence of ethical approval.
2. A critical review and synthesis of relevant contemporary Business Psychology literature.
3. The appropriate selection and application of advanced empirical methodologies and data analysis.
4. The capacity to convey specialist subject knowledge and research findings with regard to the conventions for communicating Business Psychology research.
5. Evidence of informed consent for participants should be appended.
6. Detailed data analysis should be appended, though this may be in recognized electronic format.

The report should be no more than 10,000 words in length, excluding tables, references and appendices.



## **Career Snapshot of Dr. Raja Roy Choudhury**

**Evangelist (Behavioral Health & Corporate Wellbeing), Medall Healthcare P Ltd.**

**Advisor to CMD, Medall Healthcare P Ltd.**

**Chief Happiness Officer, IIT Madras**

**Visiting Professor, SPJIMR, NITIE**

**Consultant Psychotherapist & Traumatologist, Saraswati Hospital, Mumbai**

Bsc (Eco.), MA (Psy), MS (C&P), MBA, MPhil (Psy), Phd (Psy), Phd (Technology Management), Phd (Organizational Ethics), MD (A.M.), Phd (A.M.), PGDPC, PGDIC, PGDSC, PGDCC, CME Online Programmes from Harvard Medical School & Yale University School of Medicine in Behavioral Health & other well known medical institutions totaling to 74 credit points as per AMA PRA Category I standards.

Dr. Raja Roy Choudhury (48 years) started his career as a consulting professional with Price Waterhouse Coopers and quickly rose to the level of a senior management professional with expertise in management consulting, IT, retail and International JV having worked with diverse organizations such as Price Waterhouse Coopers, Datapro, Aptech, A To Z Retail Group, Times of India, Fuji Xerox, South Pacific to name a few of the most prominent ones.

Despite his high success as a management professional, Dr. Roy Choudhury has uncanny interest in understanding psychology, be it consumer psychology, occupational or business psychology or clinical psychology and for the past 18 years have been equipping himself professionally in the field of psychology, counseling & psychotherapy.

He has undergone extensive training programmes in psychological counseling, career counseling, industrial counseling, stress control, psychotherapy, parapsychology, from Masters to Doctorate Degree levels, and even pursued further to become a Doctor of Medicine in Alternative Medicine and then a Doctorate in the same subject. He is an exponent in Dr. Bach's flower remedy in treating patients with psychosomatic disorders.

Dr. Roy Choudhury is an exceptional talent in delivering lectures in management and psychology and has been teaching in various business schools and institutions in India and abroad. Prior to his joining Medall Healthcare, Dr. Roy Choudhury was associated in various senior engagement consulting positions to spearhead academic and professional training programmes with Ecole Mondiale World School, Russell Square International College & Institute for Psychotherapy & Management Sciences. He has conducted several professional training programmes for mid-level and senior management personnel for organizations such as Vodafone, Nokia, Hypercity, Sherwin Williams, Abbott Labs, Aditya Birla Retail, Bombay Dyeing, Furtados, Crystal Mirage, Croma to name a few of the prominent ones. His delivery revolves round subjects such Personality Development, Communication Skills, Motivation,

Stress Management, Happiness Index, Transformational Leadership, Professional Selling & Effective Customer Services, Competency Mapping & Executive Coaching.

Dr. Roy Choudhury is Founder & Managing Trustee, 3<sup>rd</sup> Eye Knowledge Foundation ([www.3ifoundation.org](http://www.3ifoundation.org)), an educational trust aimed in educating the girl child in India. He runs specialised training programmes in Professional Counseling & Business Psychology through the foundation and invests quality time to assist patients suffering from psychosomatic disorder, stress, anxiety and depression. He has also been inducted as Principal Consultant for @ttomic Labs, NJ, a \$100 million IT R&D startup in the cloud computing market space which has fashioned it's business ethos on similar lines to Bell Labs, USA. **He has been inducted into the Executive Leadership Team of Medall Healthcare P Ltd. to spearhead the Behavioral Health Services & Corporate Services Division besides adding value to critical areas such as Training & Development, HRM & Competency Mapping.**

**During the past one year as the Head of Behavioral Health & Corporate Services for Medall Healthcare P Ltd., Dr Roy Choudhury is credited in bagging prestigious executive health check up projects from Vodafone, Renault Nissan, Data Telesis, TCS, CTS, Aqua Designs, RBI, IIT Madras to name a few of the elite clientele. He is the first to launch a 24x7 tele-counseling helpdesk to facilitate students in IIT Madras, besides conducting workshops on emotion management, happiness indexing, corporate theatre based team management, psychology of winning & work-life balance etc. which evoked fabulous response from the audience.**

**He was also invited by the Sri Lankan Government to conduct a workshop on Performance Coaching & Mentoring for senior management personnel in the government sector.**

**Dr Roy Choudhury has been nominated as Advisor to CMD, Medall Healthcare P Ltd by the company's executive board to enable him join his family back in Mumbai and spend quality time in training & development and strategic management development.**

Dr. Roy Choudhury was awarded Gold Star Asia International Award by Economic Growth Society of India in recognition of sterling merit, excellent performance & outstanding contribution for the progress of the nation in May 17, 2010, Jewel of India by Indian Solidarity Council for outstanding achievement in the field of education in April, 2010 and International Gold Star Award in Bangkok for excellence in promoting cooperation and economic development in November 13, 2009.

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