

Final Report – Two-Day Faculty Development Programme

Organised by: Department of Counselling in Collaboration with Skill Development Centre
New Horizon College of Engineering (NHCE)

Dates: 12th August 2025 & 13th August 2025

Organised for: Faculty Members of NHCE

Venue: Room No: Tejas Seminar Hall

Duration: Day 1:

Session 1: 10:30am to 12:30pm

Session 2: 2:30 pm to 4:30 pm

Day 2: 2:30 pm to 4:30 pm

Facilitators: Srividya Anand & Anna Jogie – Department of Counselling (Internal Resource)
Mr. S. Deenadayalan – Founder, CEO Group of Companies (External Resource)

Programme Objective

The two-day Faculty Development Programme (FDP) was designed to help faculty members reflect on and enhance their interpersonal effectiveness, team collaboration, and workplace harmony by examining **emotional, social, and spiritual energies**.

Day 1 focused on identifying whether workplace energy fuels growth or unintentionally feeds conflict.

Day 2 deepened this understanding by exploring **Emotional Quotient (EQ)** — its link to brain functioning and its role in promoting healthier communication and professional relationships.

Day 1 – Workplace Energy: Fuelling Growth or Feeding Conflict

Date: 12th August, 2025 **Session 1:** 10:30pm -12:30pm **Session 2:** 2:30pm – 4:30pm

Session Highlights:

1. Introduction & Icebreaker

- Faculty engaged in a reflective activity to identify personal energy drains and sources of motivation at work.
- This promoted self-awareness and peer empathy.

2. Pre-Workshop Self-Assessment

- Participants rated themselves on Emotional, Social, and Spiritual Quotients (EQ, SQ, SpQ).
- Results were used for personal insight into strengths and development areas.

3. Understanding EQ, SQ, and SpQ

- Illustrated with faculty-related examples:

- EQ: Managing emotions during feedback.
- SQ: Collaborative teamwork.
- SpQ: Maintaining values under pressure.

4. Case Study Discussion

- Participants analysed a departmental conflict scenario involving role rotation.
- Groups represented different stakeholders (HODs, senior faculty, junior faculty) to explore perspectives, needs, and assumptions.

5. Empathy Mapping

- Collaborative mapping of emotions, thoughts, and unmet needs for each stakeholder.
- Helped uncover the roots of misunderstandings.

6. Role Play Exercises

- Scenarios included:
 - Receiving feedback in a group setting.
 - Handling exclusion in meetings.
 - Responding to lack of recognition.
- Observers suggested constructive alternatives.

Key Outcomes:

- Heightened awareness of how different quotients influence workplace dynamics.
- Better understanding of conflict triggers in academic settings.
- Practical tools for empathy, communication, and leadership.
- Faculty committed to personal action points for fostering harmony and purpose.

Day 2 – Mastering Emotional Intelligence for Inclusive and Adaptive Teaching

Date: 13th August 2025 **Time:** 2:30pm – 4:30pm

Session Highlights:

1. Icebreaker Activity

- Quick engagement exercise to set a collaborative and open tone.

2. Self-Reflection Questionnaire

- Participants reflected on personal emotional responses, triggers, and regulation strategies.
- The questionnaire was for personal use only and not collected.

3. Group Activity – Critical Statements

- Faculty were divided into five groups, each tasked with processing a critical statement related to workplace challenges.
- Encouraged collective problem-solving and perspective sharing.

4. Case Study Exercise

- Three realistic workplace case studies were discussed.
- Participants analysed each situation with a solution-oriented mindset.

5. Theoretical Input – Emotional Intelligence & the Brain

- Facilitator explained how brain functioning influences emotional regulation, impulse control, and interpersonal behaviour.
- Practical redirection strategies were shared for navigating difficult conversations and stressful situations.

Key Outcomes:

- Deeper understanding of EQ as a skill that can be developed and applied daily.
- Improved insight into how neuroscience supports emotional regulation.
- Strategies for redirecting negative energy into constructive action.
- Strengthened ability to create supportive, respectful faculty environments.

Overall Impact of the FDP

Over the two days, participants gained:

- Increased self-awareness about their personal energy patterns and emotional triggers.

- Frameworks to identify whether workplace energy supports growth or contributes to conflict.
- Practical strategies for empathy, conflict resolution, and value-based leadership.
- Tools to apply EQ in decision-making, communication, and departmental collaboration.

The FDP fostered open dialogue, mutual respect, and a shared commitment to creating a healthier, more inclusive academic culture.

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