



WORKFORCE AGILITY AND INTENTIONAL CHANGE THEORY: AN EXPLORATION INTO THE NEED OF DEVELOPING AGILE TEACHERS

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Abstract

Agility is no longer a technical word that accelerates flexibility and adaptability in manufacturing systems and algorithms; it can perk up human capital at individualistic level. The research on agility has opened a new dimension of embracing it as an ability of person that can be learned and developed. Agility fabricates Resilience, flexibility, speed, adjustability and pliable employees who can invite and handle change in a rational manner. Educational organizations around the world are in specific need of workforce who can practice collaboration, experimentation and differentiation simultaneously in all situations. These can be developed through building workforce agility. Teachers, soul of learning process, once empowered with agility can create agile learning environment for students. Higher educational institutions are in drastic need of crafting operational strategies for developing workforce agility. This study is an exploration of required literature for building a model of workforce agility for educational organizations. The role of self-organizing and its collaboration with different practices at workplace may reciprocate with agility. The purpose of the study is to study the role of individual as well as organization in developing agility in people. The main objective is to establish relationship between Workforce Agility (WA) and the Self Organizing practices of employees at work. The paper studies the linkages of the five stages of Intentional Change Theory (ICT) proposed by Richard Boyatzis with the traits of workforce Agility and how Intrinsic moderates this relationship. Intrinsic Motivation (IM) is defined as perceived power and interest of employees where as Extrinsic Motivation in this model are certain identified Organizational Practices (OP) that initiate Agility in employees. The paper proposes an integrated model where the role of organizational practices and role of ICT has impact on WA while intrinsic motives moderating its relationship. Discussing model of supplementing agility in teaching professionals and the role of self and organizational practices in the due course is the key intention of this paper.

Keywords: Workforce Agility, Intentional Change Theory, Intrinsic Motivation, Teaching Professionals.

“Change is inevitable but growth is intentional - Glenda Cloud”

1. Introduction

Continuous learning and transformation are the two core processes that organizations adapted in the last two decades to face the ever changing demands of business world. . There is an abundant research that suggested some practical and sophisticated trends in every level of business, right from leadership to financial process; from strategic alliances to operational flexibility. One such remarkable contribution by the team of experts and learners is the principle of agility. Agile manufacturing systems and agile technologies have been buzz words in the world of business from the last decade. Companies quickly adapted this principle when rightly implemented assures operational flexibility and readiness of the set up to face any change and demand instantly. Computer integrated manufacturing (CIM) has changed the face of workplaces and improved their ability to strategically respond to improved technologies. Soon agility has become an enterprise based strategy because of its relevance to the contemporary business systems. Enterprise level implies that every segment and participant of it should be agile,



hence people are no exception. The ability of strategically responsive to uncertainties of people play more crucial role in achieving flexibility at work places (**Qin & Nembhard, 2010**).

Agility when first defined by **Nagel and Preiss (1995)** as a comprehensive response to the challenges posed by a business environment dominated by change and uncertainty opened a new study area for academicians. As a result of deep learning, academicians like **Herzenberg et al(1998)** ; **Goldman et al(1995)**; **Hopp and Oyen (2004)** differentiated organizational agility and workforce agility. Enterprise level agility is the capability of company to continue with operational profitability in spite of varied uncertainties created by environment and competitors and the combination of protective strategies from risk. Workforce agility i.e., individual to be agile means the ability of a person to perform in deep uncertainties and management of his/her knowledge and skills in response to the change. The authors defined agility as “dynamic, context –specific, aggressively change-embracing and growth –oriented. So for an organization to be agile, workforce must be agile. It is the people who impart that operational flexibility and technological advances. Hence workforce agility (WA) is a study of interest in contemporary business environment.

Many authors reported that inadequate research on the conceptualization and limitations of workforce agility at workplaces especially from people’s perspective. The drivers and the determinants of WA were not clearly identified yet. When agility is considered as a strategy, the integrated role of people must be clearly identified. Integration of WA with objectives and goals of organization can become a competitive advantage (**Kidd, 1994**). Organizations are in dire need of empowered and enriched employees to address the never ending problems like absenteeism, lack of interest, change resistant, ill health, and pessimistic mindsets. Agility can address all these problems as it basically taught employees how to be responsive and creative at the same time. Under these circumstances it is very meaningful to conduct a profound research to address the questions like:

- ✓ How organizations can nurture their people to be agile?
- ✓ What are the specific practices of organization that facilitate work force agility?
- ✓ What is the role of self i.e., the role of individual to become agile?
- ✓ Can we propose a model that integrates role of organization and individual in nurturing agility; if so what might be outcome of such model?

Research questions has been the constant motives of this study while the article that really inspired the author is “**Transforming Faculty into Agile workforce**” (**Dove, Robert and Wills, Dina; 1995**) published in the year of 1995 have had a remarkable impact on the mind of the author. The work has helped the author to design a research approach and perspective towards the study. The work comes up with the dire need of agile educationists whose prime responsibility is to develop the future workforce and proposes a simple and practical solution of how to nurture agile workforce. Their paper deals with how the liaison of management and faculty and the way they develop trust in each other yields in agility. Teachers, soul of learning process, once empowered with agility can create agile learning environment for students. Higher educational institutions are in drastic need of crafting operational strategies for developing workforce agility. Agile faculty can set right vision for higher educational institutions. Agility contributes them to be creative, open to change and understanding technological advance. Agile learners are always lean towards research as they have to be always updated with the essential knowledge. The millennial teachers are assumed to be excellent at multiple tasks along with teaching.

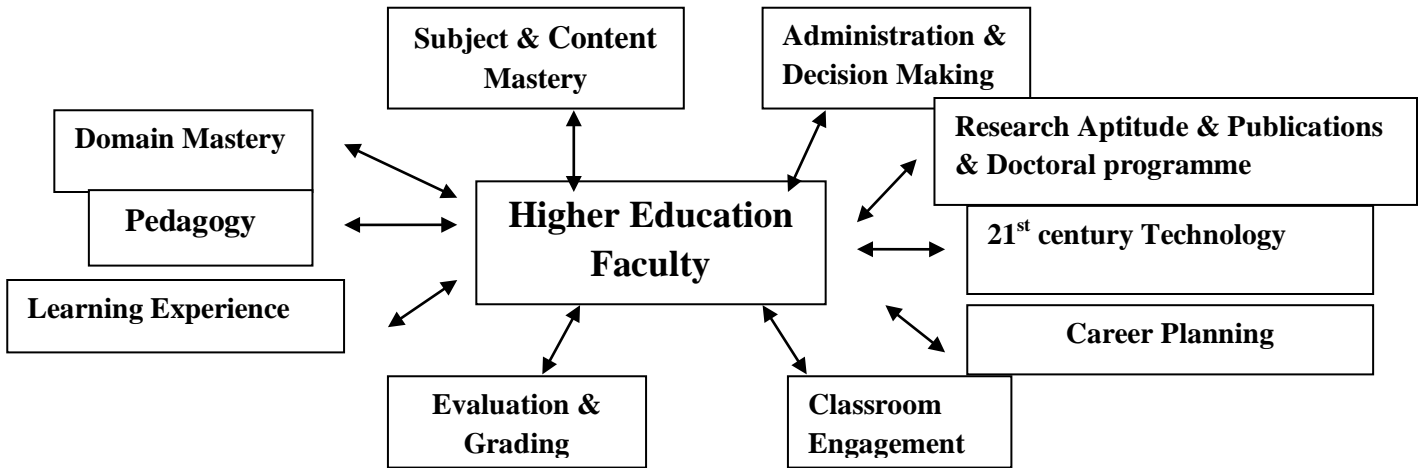


Figure 1: Multiple Tasks and Responsibilities of Higher Education Faculty.

When it comes to the progress of society it is the teacher who can impact more. Good teachers build good societies and world is in need of that. To perform all these duties a person must be abundant in terms of passion, participation and process knowledge. It is evident that they must assume certain attributes like adaptability, flexibility, creative and practitioners of empowerment. In one word it is feasible to say teachers are in the high requirement of agile mindset. Uncertainties are not optional in this profession they are inevitable. Teachers are in need of an approach that facilitates them to collaborate, experiment and differentiate simultaneously to retain the interest of organization and profession. Both organization and individuals have a role to play in developing workforce agility. Developing agility in workers requires an understanding and harmony between organizational practices, individual working styles and the technology (Muduli, 2017). Hence the need of research on how teachers can collaborate, experiment and differentiate through agility is in dire need.

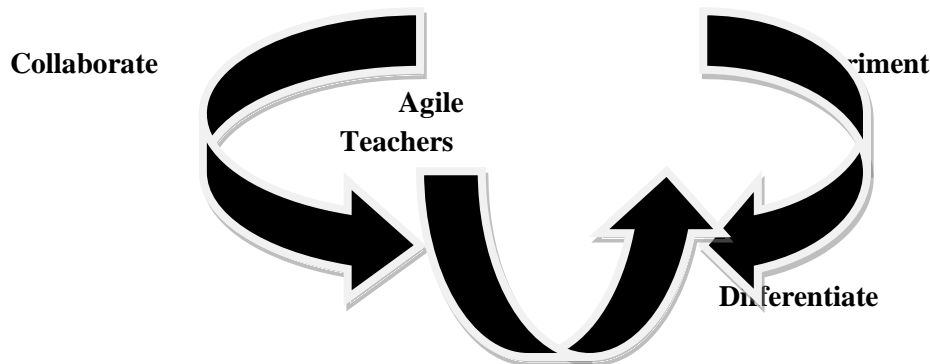


Figure 2: Expected outcome attributes of Agile Teachers

2. Workforce Agility

There is no single definition that describes workforce agility as a whole. To understand agility one has to consider all the conceptualizations by different authors and their perspectives. The basic definition of workforce agility defined as the “ability to properly respond to change in timely fashion to exploit the benefits of change” (Kidd,



1995). Later the technological perspective of agility has been explored a lot by researchers. The role of technology factor and agile manufacturing has been given a lot of importance than human factor (Breu et al., 2002). Later a phenomenal study was identified on the role of human factor in agility. Gunasekaran (1999) emphasized the need to study the prominence of human factor in agility and also glorified the need of training workforce for flexibility. If workers were not trained o handle technology and dynamic environment the whole agility process will be unproductive.

There started the different approach to agility called agile workers. Experts started defining the important abilities, attributes and the mindset to be developed by workers to be agile. It has stated by a group pf expert that workforce agility is an important component of organizational agility. Individuals whose main characteristics are openness to change, positive attitude towards life, self- development, eager to learn new things, good problem solving skills creative and always accept and adapt change that comes in their way are called as agile workers (Plonka,1997). Dyer and Shafer (2003) defined agility as a mindset that assumes a set of behavior. They defined agile workforce are dominantly proactive, adaptive and generative. **Proactive** interms of utilizing every opportunity that increases the productivity of organization and always tend to initiating and improvising; **Adaptive** interms of accepting multiple roles and responsibilities and also learn all the required competencies to perform new task from time to time.; **Generative** interms of learning new competencies and also creating channels for sharing such information to motivate others. Shereihy and Karwowski (2014) added one more behavior to be agile workforce namely resilient. **Resilient** interms of possessing positive attitude towards new ideas, new technology, tolerance of uncertainty, tolerance to indifference and stress. The following table presents different studies on workforce agility and the characteristics that define agility in each study.

Author/s	Characteristics of Agile Workforce
Quinn, et. al., (1996)	<ul style="list-style-type: none"> ✓ Cognitive knowledge or Know-what which is the basic mastery of a professional discipline ✓ Advanced skills or know-how defined as the ability to apply the rules of a discipline to complex real-world problems ✓ Systems understanding or Know-why which reflects deep knowledge of cause-and-effect relationships in complex organizations ✓ The ability to anticipate subtle interactions and unintended consequences ✓ Self- motivated creativity or care-why which consists of will, motivation ✓ desire to adapt aggressively to the changing external conditions and innovations that tend to obsolesce the other attributes
Plonka (1997)	<ul style="list-style-type: none"> ✓ Deal with uncertainty and respond to unanticipated events, Manual dexterity and cognitive ability ✓ Attitudes towards learning and self-development; ✓ Problem-solving ability ✓ Being comfortable with change, new ideas, and new technologies; ✓ Having ability to generate innovative ideas ✓ Accepting new responsibilities ✓ Comprehensive knowledge of process technology in order to make a greater contribution to the design and improvement ✓ Interact more closely with suppliers and customer



	<ul style="list-style-type: none"> ✓ Continuously learn from other teams both inside and outside the organization. ✓ Higher level of interaction between product and process professionals
Gunasekaran (1999)	<ul style="list-style-type: none"> ✓ IT-skilled workers ✓ Knowledge in team working and negotiation ✓ Knowledge in advanced manufacturing strategies and technologies ✓ Empowered employees; self-directed teams ✓ Multifunctional and multi-lingual workforce
Dyer and Shafer(1998)	<p>Agile Behaviours</p> <ul style="list-style-type: none"> ✓ Take initiative to spot threats and opportunities in the marketplace ✓ reconfigure the organizational infrastructure to focus when and to where they are needed to deal with serious threats and opportunities, and learn (no waiting for permission or instructions to act) ✓ Rapidly redeploy whenever and to wherever resources there is priority work that needs doing; ✓ Spontaneously collaborate (even in virtual teams or organizations) to pool resources for quick results; ✓ Innovate (moving beyond old solutions unless they truly fit) ✓ learn (rapidly and continuously) <p>Agile Personal Competencies</p> <ul style="list-style-type: none"> ✓ Business-driven: ✓ visionary, ✓ future-oriented, ✓ big picture oriented, ✓ customer-focused, ✓ knowledgeable about the marketplace and the way the business operates, and results-oriented. ✓ Focused ✓ . Generative: ✓ comfortable with paradox ✓ resilient ✓ Values-driven
Sherehyl et al. (2007)	<ul style="list-style-type: none"> ✓ Proactivity Anticipation of problems related to change. ✓ Solution of change-related problems. ✓ Personal initiative. ✓ Adaptivity ✓ Interpersonal and cultural adaptability. ✓ Spontaneous collaboration. ✓ Learning new tasks and responsibilities. ✓ Professional flexibility. ✓ Resiliency
Mccan & Selsky (2012)	<ul style="list-style-type: none"> ✓ Being purposeful: Positive self-concept with a physically and psychologically healthy presence capable of sustaining them in highly ambiguous, stressful



	<p>work situations.</p> <ul style="list-style-type: none"> ✓ Being aware: Active learners with a curiosity about the larger world, open to change and able to make sense and act in ambiguous environments. ✓ Being action- oriented: Confident and competent in taking the initiative, acting or reacting as necessary to gain advantage, avoiding collisions, or minimizing setbacks. ✓ Being resourceful: Entrepreneurial in securing resources, talent, and support required to meet a goal despite the setback. ✓ Being networked: Positive, active relationships maintained within the immediate family, work group, and community to sustain a ✓ Sense of connectedness and meaning.
Muduli(2017)	<ul style="list-style-type: none"> ✓ Adaptability ✓ Flexibility ✓ Development ✓ Collaboration ✓ Competence ✓ Speed ✓ informative

Source: **Farzaneh Azizsafei (2016)**

Teaching profession is one of the noble professions in the world. It is tough and equally responsible. Especially higher educational institutions (**HEI**) are in adept need to achieve business excellence through adapting same strategies as contemporary business especially in the regard of agility. The core objective of any educational institution is to achieve academic excellence and it is not possible without excellent and dedicated academicians. Good academicians must take that extra effort to develop aptitude in students to deal with uncertainties at work and life too. There are few teachers who offer that extra emotional and moral support to students in the times of challenge and dilemma. Teachers participate in all round development of students through creating good learning experiences, interpersonal interactions and collaborative learning practices. They also have to participate in the self directed learning process continuously to up skill themselves. When it comes to the all round progress of student as a potential human being, teaching profession is creatively boundless. As a whole teaching is the profession which needs to be agile. Based on the literature reviewed on the characteristics of workforce agility the following characteristics have been identified as the core characteristics required by HEI teachers to be agile.

Characteristics of Agile Teachers derived and compiled from the literature for the current study

1. **Adaptive:** Comfortable with themselves and others in any situation and ready for change and multiple roles and responsibilities. Good problem solving capabilities and emotional adjustment to different situations and requirements..
2. **Responsive:** Being intelligent to change and able to work under uncertainties. Ability to adjust objectives and act quickly.
3. **Empowered:** Complete utilization of new ideas and knowledge and display initiative in innovative practices.
4. **Collaborative:** Capabilities of functioning beyond boundaries in organization and proactive in performing with cross functional teams. Spontaneously join to pool resources for learning.



5. **Competent:** Cognitive knowledge of know-what and know-why and mastery over professional discipline including IT skills.
6. **Values Driven:** Good understanding of organizational core values and practicing them instinctively.
7. **Informative:** Ability to continuously learn new education and technologies and creating channels to share the right information in order to inspire them for right results.
8. **Resilient:** Ability to perform under pressure, cope stress and the ability to modify them accordingly. Tolerance for uncertainty and stress.
9. **Differentiate:** Self motivation to adapt change and creative/unique approach to solve problems.
10. **Accountable:** Take responsibility for the actions performed and willing to reach the goals set by organization for positive results.

3. Intentional Change Theory

All the characteristics of workforce agility are behavioral. To build workforce into agile workforce it is clearly evident that one has to make changes in behaviour. Developing new behavioural traits need lot of constant self motivation that comes from within. Here comes the next important question how can a person create a long lasting change in behaviour? Intentional change theory (ICT) is the concept developed by **Richard Boyatzis (2006)** is also called as theory of self directed learning (**Boyatzis, 1999**). ICT is a multilevel theory that describes change in teams, dyads, organizations and individuals. **ICT at individual level is defined as essential components and process required developing desirable and sustainable change in one's behavior, thoughts, feelings and perceptions.** The three main components of ICT are: Desired change, Sustainable Change, behavioral change. Desired change is the change in something that individual would like to occur; sustainable change is the change that last for long time, not temporary or soon forgotten; behavioral change is either learning something new or developing new perspectives of dealing with things.

Adults learn what they want to learn, other things even if acquired temporarily are soon forgotten – Specth and Sandlin, 1991.

The clear answer for sustainable positive change is it happens only when the person want. The theory explains how one can sense systematic change process that happens inside them by implementing the five common sense stages. These are also called as five discoveries of ICT.

- ✓ Ideal Self
- ✓ Real Self
- ✓ Learning Agenda
- ✓ Experiment
- ✓ Resonant Relationships

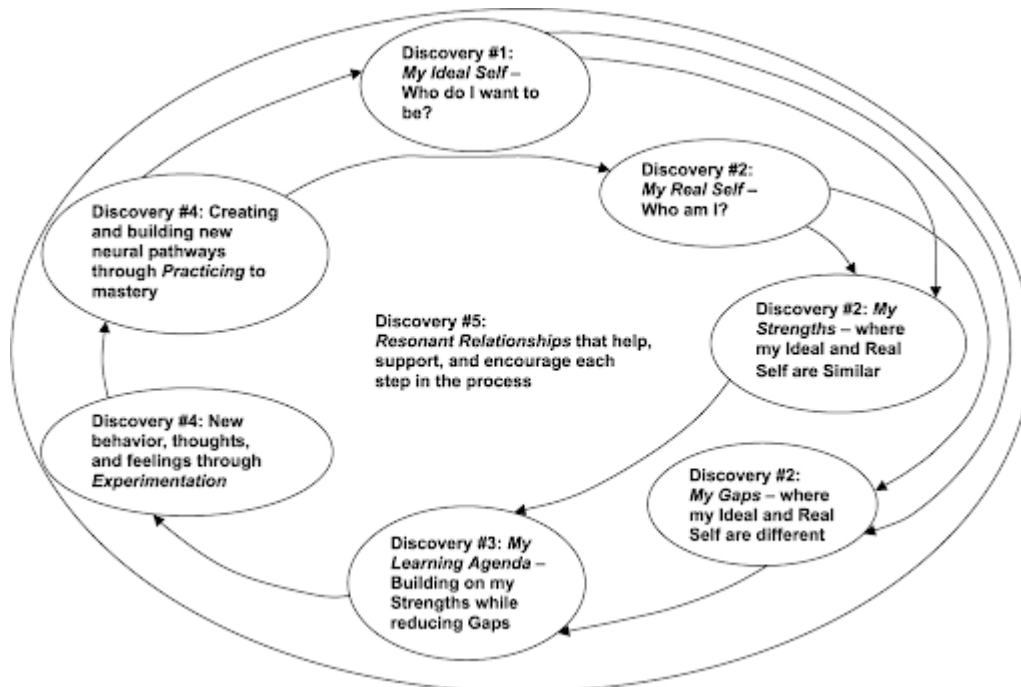


Figure 3: Graphical Presentation of Boyatzis ICT.

These discoveries also called as discontinuities. Discontinuity is the gap that arises in the change management process that makes the impact of change temporary. Those phases where individual disconnect themselves with the change process. So while dealing with change or adoption of new habit or behavior the discontinuities must be addressed in order to make a sustainable change. The following sequence of steps or the continuity in the following sequence ensures the successful implementation of a complete change cycle and a cycle contributes to develop a new behavior.

Ideal Self: A personal Vision

Ideal self is an image of who we want to be. It is the combination of three components (Boyatzis & Akrivou, 2006).

- ✓ An image of desired future
- ✓ Hope that one can attain
- ✓ Aspects of one's core identity like strengths

Boyatzis in his work stated that ideal self is the key to all progress of self. In other words identifying our passion, dream or aspiration is the first to change. Research stated that identifying ideals elf creates a deep down emotional commitment towards change. Identifying our strength tat what we are capable for, brings awareness of our core identity. All this process involves the consideration of all possibilities to engage individuals into the process of everlasting change.

Real Self: Self awareness of Reality

Real self is the awareness of individual of what we are. It is mainly

- ✓ What we value
- ✓ What we want to retain



It is the identification of current strengths and weaknesses. It is mainly admitting what we have and identifying the gap between reality and ideal. People often explore growth and development by filling these gaps through training.

Learning Agenda: Having a Mindfulness Plan

At this stage one has a personal vision of what to become and clear sense of reality; it is the time to compare both and design an action plan that helps them to develop all the required competencies or behavior or habit or perception. It comprises of

- ✓ Positive belief in one's capability
- ✓ Hope for improvement

It involves accumulating all the learning resources and plan the learning accordingly to reach the goal.

Experiment: A Metamorphosis

This is about implementing or practicing the plan we carved for our self. These are often made in the context of practicing new behaviour. During this process intentional change looks like continuous improvement. It comprises of

- ✓ Practising the thoughts or behaviour.
- ✓ Planning the right setting to experiment in.
- ✓ Learning from the current experience.
- ✓ Trying something different in current setting.

Resonant Relationship: Getting Support

In this last and final stage towards intentional change one seek support from others lie peers and experts who can provide us with feedback of what we are becoming. It comprises of

- ✓ Identifying the right people or climate with whom we can interact about our change
- ✓ Maintaining resonant relationship with them
- ✓ Considering feedback from them

What is essential is not feedback but our relationship with them. These relationships are essential because they give us a sense of identity and guide us to what is appropriate.

The five discoveries of ICT when adopted by individuals to develop a sustainable new behaviour or competency will have a long lasting impact. The identification of right discontinuity in the change process is also very critical. This theory is so effective when it comes to developing new behaviors. In this context, where the study is intended to identify **the role of self in developing workforce agility, it is appropriate to adopt the five discoveries of ICT and practice & evaluate them from time to time.** All the agile behaviours can provide an image of ideal self for teachers and adapting all the other four discoveries may help them to become agile. It is clearly stated in the literature that ICT is not only participating in training for change but also practicing visionary behaviours by individuals themselves.. There is a mechanism that helps individuals travel from one discovery to other discovery. There are certain positive emotional attractors and negative emotional attractors. Positive contributes to continuity in cycle whereas negative to discontinuity. So basically discontinuity is the major obstacle in the adoption of ICT. The choice of positive and negative by people depends upon the level of intrinsic motivation (Boyatzis & Goleman, 2006). **It is clearly evident from the theory that individual's hope, curiosity, enthusiasm and readiness for change are the antecedents for ICT. Hence intrinsic motivation augments or moderates continuity in this process of change.**



4. Intrinsic Motivation

The motivation that push individuals to explore, manipulate or probe their environment, fostering curiosity and engagement in playful or new activities is called as intrinsic motivation according to the psychology. In specific intrinsic motivation is defined as doing an activity for inherent satisfaction rather a separable outcome (**Ryan & Deci, 2006**). **In the self determination theory developed by Edward Deci and Richard Ryan (1975) states that humans have three innate needs: need for competence, relatedness and autonomy.** Intrinsic motivation does support these needs. Every behaviour of a person is motivated by a reward interims of food, money or satisfaction (**Skinner, 1953**). For intrinsic motivation the reward is innate other than extrinsic which is generated to get a separable outcome. Intrinsic motivation considers a sense of meaning, purpose , appreciation, getting concerned and the activity itself. Most of times persons enjoy the activity or the process and treat itself as reward. Such kind of actions is intrinsically motivated. To experience change in behaviour or to develop new behaviour intrinsic motivation is very much necessary.

With intrinsic motivation people get rewards like

- ✓ **Sense of Meaningfulness:** A person feels that he/she is doing something meaningful that is increasing one's personal value.
- ✓ **Sense of Choice:** person feels freedom to choose the way or style to accomplish a certain task and feel a sense of ownership and responsibility and hence continues to do.
- ✓ **Sense of Competence:** a person feels that the ability with which he is conducting the activity is meeting his personal standards and hence continue to improve the quality.
- ✓ **Sense of Progress:** a person feels encouragement to continue with the efforts as they sense themselves approaching their goals.

For a process like ICT which main drawback is discontinuity in discoveries, can intrinsic motivation be a mediator? Teachers who are motivated innately can perceive the above mentioned rewards like meaningfulness, choice, competence and progress. The study is focused to understand deeply whether these perceived rewards addresses the discontinuities in ICT stages.

5. Organizational Practices

There is very less research done on how organizational practices can be conducive to workforce agility (**Sherehiy & Karwowski, 2014**). Organizational culture and climate has a definite impact on the performance of every employee. When we observe this from micro perspective organization and its values can be an extrinsic motivation for the employees to execute agility. It is clearly evident from the research that organizational agility cannot be achieved without agile workforce. After an extensive literature review certain organizational practices like Organizational learning ; organizational training; Employee Involvement; Information Sharing; Team Work have been identified that can impact workforce agility (**Muduli, 2017**).

In addition to this **Sumukadas & Sahney (2004)** identified Employee Involvement and Improve Incentives as strong prescriptions for workforce agility. According to **Beatty (2005, p. 3)**, an agile environment is one “where skills are valued over jobs, where cross-sector collaboration is encouraged, where not all functions and processes need to be ‘owned,’ and where data becomes business intelligence that can drive decision making.” Key HR programs, such as selection, induction, training, performance management, promotion, and rewards and recognition, also have an effect (**Shafer, Dyer, Kilty, Amos, & Ericksen, 2001**), and researchers have examined the extent to which supportive HR practices, such as performance appraisal and job enrichment influence



employee flexibility (Martin & Roca-Puig, 2013). The following organizational practices of educational organizations have been considered for the current study

- ✓ **Shared Vision:** The practice of communicating values and goals that guides the strategies and operating principles of organization.
- ✓ **Organizational learning & Training:** the practice encouraging employees to be open and innovative to new ideas and thereby creating operational flexibility through the application of new skills. The practices of commitment to learning new methods that help cope with change.
- ✓ **Employee Involvement:** The practice of involving employee in key operations through job enrichment, job enlargement and self directed teams.
- ✓ **Information Sharing:** The practice of providing access to right information at right point of time in order to ensure business intelligence and informed decisions.
- ✓ **Team work:** the practice of imparting operational flexibility through vertical and cross functional team collaborations.
- ✓ **Industry Collaboration:** The practice of collaborative learning of new technologies, ideas and operational leadership from other components of industry in order to facilitate competitive advantage.

6. Linkage between Organizational Practices, Intentional Change Theory and Workforce Agility in Educational Organizations.

World is in need of agile teachers who can teach and transform the student community into agile personalities. Current students are future workforce. So nurturing them with agility is compulsory. As a beginning of this process teachers must become agile. Teaching professionals with enhanced competencies create a learning environment for self –development, actively engage students in team learning, collaborative learning, emphasize the importance of industry interaction and above all taught them to be agile. So the basic gap identified in the research is to develop a model that addresses the role of organization in developing agile teachers. The role of individuals in cultivating agile mindset and behaviour. The role of moderators that supplement value t this whole process. So the following propositions have been proposed by the author for further investigation.

Proposition-1: Organizational practices are positively related to Workforce Agility

Proposition 2: The adoption of ICT discoveries is positively related to Workforce Agility.

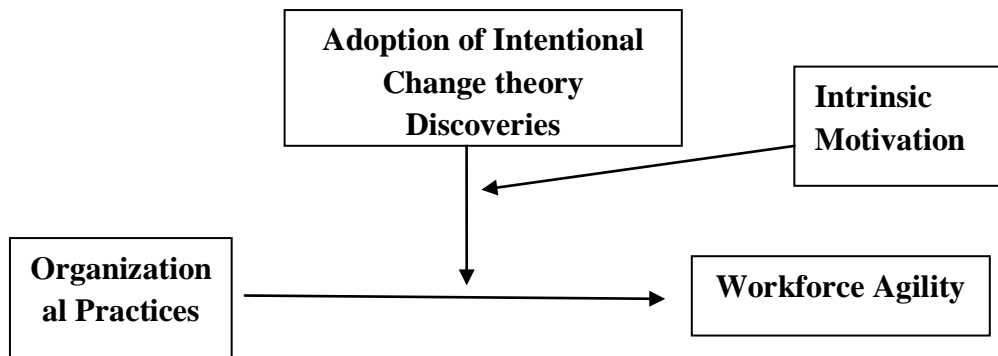
Proposition 3: Intrinsic Motivation moderates the association of adoption of ICT discoveries and Workforce Agility.

Proposition 4: The adoption ICT discoveries moderate the association of Organizational Practices and Workforce Agility.

Proposition 5: The role of organization and individual in promoting agility can be integrated as a model for creating agile teachers.



Figure 4: Conceptual Framework (Proposed by Authors)



7. Future Implications for teaching Professionals

In view of the current proposed study the following implications for teaching professionals are expected as outcomes.

- ✓ A holistic model that can be readily adopted and practiced for the transformation of faculty into agile faculty.
- ✓ The need of developing closer partnership between management and teachers in organization.
- ✓ The drastic need of up-skilling in teaching profession.
- ✓ The need of inclusion of Intentional Change Theory even in the curriculum of students as it also helps them to become agile.
- ✓ The importance of perceiving intrinsic motivation rewards.
- ✓ The liaison with specific organizational practices that promote agility.

8. Conclusion

In this volatile business environment human capital and potential are always an insistence. The supply of right potential is obviously from the higher educational institutions. So the idea of developing flexible and dynamic environment where learning is the key is feasible. This is possible if these learning environments are created and supervised by agile teachers. Agile teachers who are upbeat, adjustable, adventurous and pliant can train students also to be agile. Teachers who perceive life in a positive manner can create a larger impact on student community. Teachers' performance will improve gradually when they develop and practice agile characteristics such as adaptability, value driven and creative. Organization and individuals together as a family can create synergistic results through agility. This synergy is possible when teachers practice desirable changes as their ideal self. The realization of self is the key to all progress. This can be practiced through intentional change theory. Teachers who perceive intrinsic motivation and treat their teaching journey as real reward are like wealth to organizations. With agility they can design and improve their pedagogies and execute differentiation, collaboration and experimentation. Thus certain organizational practices help to build workforce agility at workplaces through the adoption of intentional change theory.

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